

DANH SÁCH HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA

Môn: Tiếng Anh - Lớp 9

*(Kèm theo Quyết định số 1551/QĐ-BGDĐT ngày 05 tháng 06 năm 2023
của Bộ trưởng Bộ Giáo dục và Đào tạo)*

- 1 Ông Đỗ Tuấn Minh - Chủ tịch Hội đồng
- 2 Bà Phương Hoàng Yến - Phó Chủ tịch Hội đồng
- 3 Ông Đặng Hiệp Giang - Ủy viên, thư kí Hội đồng
- 4 Bà Đào Thị Bích Nguyên - Ủy viên
- 5 Bà Nguyễn Thị Ngọc Quỳnh - Ủy viên
- 6 Bà Lại Thị Phương Thảo - Ủy viên
- 7 Bà Thái Thị Cẩm Trang - Ủy viên
- 8 Bà Phạm Thị Thanh Bình - Ủy viên
- 9 Bà Nguyễn Thị Thanh Dung - Ủy viên
- 10 Bà Phạm Thị Xuân Oanh - Ủy viên
- 11 Bà Phạm Thu Trà - Ủy viên

NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM

Địa chỉ: Tầng 6, Toà nhà 128 đường Xuân Thủy,
quận Cầu Giấy, TP. Hà Nội
Điện thoại: 024.37547735

Email: uep@hnue.edu.vn

Website: www.nxbdhsp.edu.vn

Chịu trách nhiệm xuất bản:

Giám đốc – Tổng Biên tập: NGUYỄN BÁ CƯỜNG

Biên tập viên:

NGUYỄN THỊ NHÀN – NGUYỄN THUYỀN LINH – PHẠM THỊ DIỆU THUY

Chịu trách nhiệm bản quyền nội dung và hình ảnh:

Pearson Education South Asia Pte. Ltd.

Công ty TNHH Đầu tư và Phát triển Giáo dục Cánh Buồm

Sửa bản in:

Công ty TNHH Đầu tư và Phát triển Giáo dục Cánh Buồm

Trình bày bìa:

PHAN ANH TÚ

Tiếng Anh 9 English Discovery Students’ Book

ISBN:

In cuốn, khổ 20x28 cm, tại

Xưởng in:

Số xác nhận đăng kí xuất bản:

Quyết định xuất bản số:

In xong và nộp lưu chiểu

Discover English Discover a wider world

Tiếng Anh 9 English Discovery is the portal to a fascinating world of English language knowledge and skills for the 21st century learners. The authentic content and engaging style in which it is presented is designed to inspire and challenge teenagers.

By interacting with the content, rather than just practising, students acquire the language at a deeper cognitive level. Rather than just another subject on the curriculum, English becomes the tool through which they access a wider world of knowledge, skills and experience.

AUTHENTIC

The language in English Discovery presented through relevant and inspiring real life content motivates students to use English as it is really spoken.

INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats allow students to develop their language skills at a deeper cognitive level.

RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.

COMPONENTS

Students' Book
WorkBook
Teacher's Book
ActiveTeach



CÔNG TY TNHH ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC CÁNH BÙOM
Điện thoại: 024 3266 9140 www.canhbuom-edu.vn

TRẦN THỊ LAN ANH (Chủ biên) - NGUYỄN THU HIỀN

Tiếng Anh 9 English Discovery

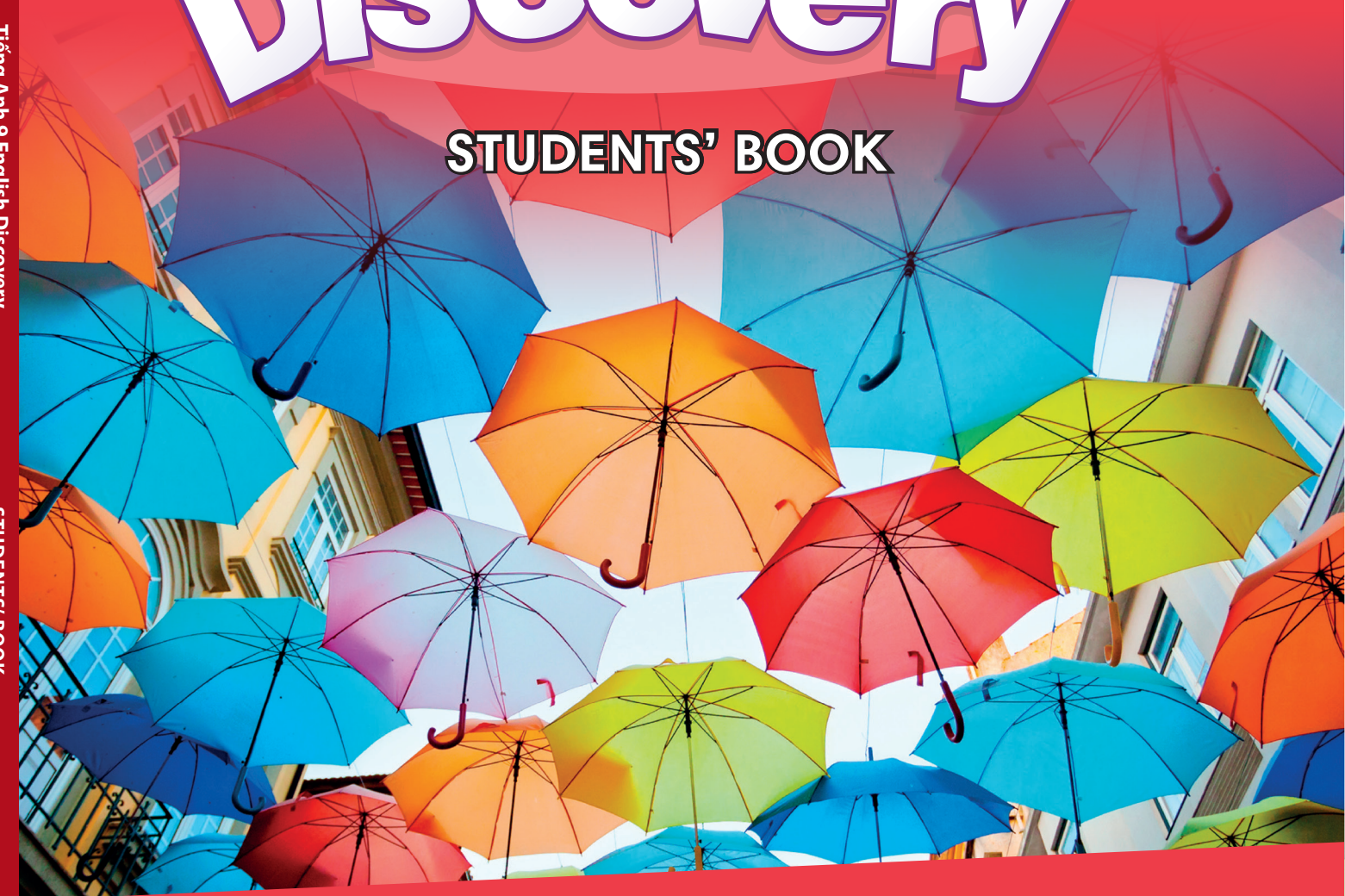
STUDENTS' BOOK

TRẦN THỊ LAN ANH (Chủ biên)
NGUYỄN THU HIỀN

SÁCH MẪU

TIẾNG ANH English 9 Discovery

STUDENTS' BOOK



NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM



Pearson

TRẦN THỊ LAN ANH (Chủ biên)
NGUYỄN THU HIỀN

TIẾNG ANH

English 9

Discovery

STUDENTS' BOOK



NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM



Pearson

LỜI NÓI ĐẦU

Tiếng Anh 9 English Discovery được biên soạn theo Chương trình giáo dục phổ thông 2018 (ban hành kèm theo thông tư số 32/2018/TT-BGDĐT ngày 26/12/2018) cho học sinh lớp 9 cấp trung học cơ sở. Sách giúp các em phát triển năng lực tiếng Anh thông qua nhiều hoạt động và nội dung hấp dẫn, phù hợp với lứa tuổi và văn hoá, truyền thống Việt Nam, cũng như bổ sung kiến thức và kĩ năng toàn cầu của thế kỉ XXI.

Tiếng Anh 9 English Discovery bám sát nguyên lí dạy và học theo đường hướng giao tiếp (Communicative Language Teaching Approach). Nguyên lí này được thể hiện thông qua việc phát triển cho học sinh các nhóm năng lực thành phần cấu thành nên năng lực giao tiếp xuyên suốt các bài học. Hệ thống mục tiêu bài học được xây dựng theo các năng lực thuộc Khung đánh giá tiếng Anh toàn cầu GSE (Global Scale of English) kết hợp với các năng lực được quy định trong Chương trình giáo dục phổ thông 2018. Bộ sách hướng tới tính ứng dụng cao trong giao tiếp thông qua việc sử dụng các tình huống giao tiếp đa dạng trong đời thực liên quan và gắn liền với những gì học sinh quan tâm.

Tiếng Anh 9 English Discovery chú trọng đến việc phát triển con người toàn diện. Bên cạnh việc xây dựng năng lực ngôn ngữ, sách còn giúp học sinh hình thành và phát triển các kĩ năng và phẩm chất cần thiết của công dân thế kỉ XXI, như năng lực hợp tác, giải quyết vấn đề, tư duy phản biện, sáng tạo, và thói quen học tập suốt đời. Từ việc sử dụng được tiếng Anh để giao tiếp, các em sẽ có thêm kiến thức về cuộc sống quanh mình, hình thành mối liên kết giữa những gì đã biết, đã được trải nghiệm với nội dung bài học, từ đó giúp quá trình học và phát triển tiếng Anh trở nên tự nhiên và hiệu quả nhất.

Các tác giả

TIẾNG ANH

English 9

Discovery

STUDENTS' BOOK

Contents

Unit 0 - Welcome	4
Unit 1 - Out of your comfort zone	10
Unit 2 - What a waste!	20
Unit 3 - Việt Nam on the go	30
Unit 4 - The world of work	40
Unit 5 - Wonders of Việt Nam	50
Unit 6 - Light years away	60
Unit 7 - Take a deep breath	70
Unit 8 - World Englishes	80
Unit 9 - Let's get together	90
CLIL 1	100
CLIL 2	102
CLIL 3	103
CLIL 4	104
CLIL 5	105
STUDENT ACTIVITIES	106

Clear summary of unit contents in terms of Vocabulary and Grammar

Key Vocabulary recorded

Learning objective (Can-do statement) for every lesson

1

Out of your comfort zone

VOCABULARY
Adjectives of emotion
New experiences
Personality adjectives

GRAMMAR
Present tenses | Past tenses

A week of challenges

VOCABULARY New experiences
I can talk about challenging new experiences and emotions.

1 Your friend has invited you to do the Ice Bucket Challenge. How do you feel? Complete the sentence with an adjective of emotion.

The Ice Bucket Challenge is an activity involving dumping a bucket of ice water on someone's head. It's done to encourage people to donate money for research on a serious disease called ALS.

I feel _____ because I love all challenges.
I'm _____ I'd never do anything like this; it might be dangerous.
I'm _____ I might look silly, but it's worth trying - it's for charity.

2 **1.01** Put the words in the right column. Which adjectives could go in both columns? Listen and check.

Vocabulary A Adjectives of emotion
afraid annoyed anxious confused determined disappointed joyful miserable relaxed satisfied stressed surprised uneasy

Positive _____
Negative afraid _____

3 Read Claudia's notes and pictures on page 11. Which challenges are you most impressed with? Then look at the pictures and choose the correct option.

- Claudia was determined / miserable to try all the challenges.
- Claudia was disappointed / relaxed with the Yoga Challenge because it didn't go well.
- She felt really confused / anxious about the Ice Bucket Challenge.
- She was satisfied / miserable with the Chubby Bunny Challenge.
- When Claudia was doing the Behaviour Challenge, she tried not to get annoyed / uneasy with her little brother.

A week of challenges

Monday Do the One Leg Yoga Challenge. Stand on one leg for as long as you can!

Tuesday Try the Be Really Nice Challenge on your brother or sister. Be extra nice until they ask you why you're being so nice!

Wednesday Take the Chubby Bunny Challenge: say 'chubby bunny' with marshmallows in your mouth!

Thursday This is the big one - video your Ice Bucket Challenge!

How to ... get out of your comfort zone!

It's the start of a new school year. Everyone's getting back into their 'normal' routine, so it seems like a good time to challenge yourself.

Here's a simple idea. Why not surprise yourself and change / make your daily routine? You could travel a different way to school. You never know - you might have / make an adventure! Why not eat your meals in a different place or get up early and do some yoga? Our brains have / get a buzz out of change, so it helps you to enjoy your day and focus on what you're doing.

I love making videos, but I was always too shy to share them. Then last month I made myself post my work online. Now people like to comment, give / get their opinions and criticise, but I don't mind. Good comments make / boost my confidence, but I try to take / get on board negative comments too.

Marco

I tried this idea on my birthday: allow a friend to boost / make plans for you! Your friend chooses a place to go. You have to see a film you wouldn't normally choose or try a new activity. I was really excited about my day - and a bit anxious too. But I decided to have / give it a go and now I have a new hobby: juggling!

Carly

And You?

6 Work in groups. List all the activities you often do to get out of your comfort zone. Tell your partner how you feel when you do each activity. Then share with the class.

I watch a horror film.
Afterwards, I feel terrible.

Vocabulary presented via listening and visuals

Special focus on teaching collocations and chunks of vocabulary

Personalisation in the And You? sections

A UNIT OF THE STUDENTS' BOOK

Reading texts
in a variety of
genres

Clear
grammar
tables

Manageable texts about
contemporary issues to
engage students' attention

One lesson per page
or opening



1.2 GRAMMAR Gerunds and to-infinitives

I can use verbs followed by gerunds and to-infinitives to talk about life of a challenge.

- 1 In pairs, read the quote below. What do you think it means? Do you love adventures?



- 2 1.04 Read and listen. What does Jake like and dislike doing? Are you the same type of person as Jake?

Jake loves having an adventurous life. Every day, he wakes up and wants to experience something new and exciting. He enjoys trying new things and exploring new places. He may try hiking up a mountain or eating a new type of food. During the weekend, he spends hours researching different activities and destinations. He often tries to decide on the perfect adventure for the day. Jack hates feeling stuck in a routine. He also doesn't like feeling unprepared, so he always plans ahead and manages to set his time wisely. For Jake, adventure is not just a hobby, it is a way of life.

Unit 1

- 3 Study the Grammar box. Underline the verbs in the text that are followed by gerunds or by to-infinitives.

Grammar Verbs followed by gerunds or to-infinitives (review)

Verbs followed by gerunds

love, spend, hate, enjoy, like, dislike, fancy, suggest, postpone, finish, prevent, involve, keep, etc.

Verbs followed by to-infinitives

plan, try, continue, hope, manage, agree, decide, expect, want, promise, attempt, refuse, etc.

Verbs followed by both gerunds and to-infinitives

try, continue, stop, love, hate, etc.

- 4 Choose the right verb to complete the sentences.

- 1 I'm satisfied that my students keep *taking* / to take my advice on board.
- 2 Lien knows she needs to prevent herself from *to get* / getting stuck in a routine.
- 3 Binh is confused about what his next steps should be. His friend suggested *to have* / having a trekking adventure.
- 4 I'm disappointed that my students haven't tried *juggling* / to juggle, but I expect *to see* / seeing it soon.
- 5 Khanh An promised *getting* / to get out of her comfort zone by changing her daily routine.

- 5 In pairs, ask and answer the questions:

- 1 What do you enjoy doing in a day?
- 2 What do you dislike doing in a day?
- 3 What do you try to do well every day?
- 4 What do you hope to do in a day?
- 5 What do you hope to do in the future?

Use verb forms followed by gerunds or to-infinitives in your answers.

And You



1.3 READING and VOCABULARY Moving to a big city

I can identify specific details in a text about moving to a big city.

- 1 Read the title of the text. What does "Fitting in" mean? Can you guess what the text is about?

- 2 Read the text. Look at the highlighted words. What do these words mean? Use the words to describe pictures A-F.



- 3 Read the text. Mark the sentences T (true) or F (false).

- ☐ Linh spent her childhood in a small village in Việt Nam.
- ☐ Since she was a child, Linh always wanted to go to a big city.
- ☐ At the age of 15, Linh relocated to Hô Chi Minh City.
- ☐ Linh disliked her new school in the city.
- ☐ Linh and her parents faced challenges while adapting to the city life.
- ☐ Linh was not happy with her family's decision to move to the city.

- 4 Read the text again. Linh had some positive and negative experiences when moving to a new city. Put the following items in the right column.

friends lifestyle transportation
traffic noise museums
street photography

Positives	Negatives

- 5 **ROLE PLAY** Work in pairs. Student A has moved to a big city from the countryside. Student B meets student A for the first time in class. Use these questions and add your own question:

- What differences do you see between the city and the countryside?
- How do you feel when you move to a big city?

And You

Fitting in

1.05

Linh grew up in a small village, surrounded by rice paddies and lush green hills in Việt Nam. Life was simple, but she always dreamed of the bright lights of the big city. When she turned 15, her family decided to move to Hồ Chí Minh City. Moving to the city was **overwhelming** at first. The traffic was **chaotic**, and the constant noise made it hard to sleep at night. But Linh was determined to have an adventure. She found her new teachers and friends very friendly. They quickly became her new family.

As she explored the city, Linh discovered new foods and cultures. She visited museums and art galleries, and even tried to take up **street photography**. But the city was also full of challenges, and Linh, like her parents, **struggled** to adapt to the fast-paced lifestyle, expensive transportation and overcrowded streets.

Despite the ups and downs, Linh never regretted her family's decision to move to the city. She has found a new sense of independence and freedom, and was excited for all the opportunities in this new environment. Even though she sometimes missed the **simplicity** of her village life, she knew that this is where her heart belongs.

Unit 1



1.4 GRAMMAR Past tenses (Review)

I can use different tenses to talk about past events and experiences.

- 1 Read the text quickly. What was Malavath's challenge?

- 2 Read the text again. In pairs, ask and answer the questions.

- 1 What did Malavath do in 2014?
- 2 Why did Malavath want to do the challenge?
- 3 How did she get to the training centre?
- 4 Why did they have to walk slowly?

- 3 Study the Grammar box. Find more examples of past tenses in the article.

Grammar Past tenses (Review)

Past Simple

She became a good climber. (finished action)
They trained in the countryside. (repeated action)

Past Continuous

At nine o'clock she **was studying** for her exam. (action in progress)
It **was raining**. (background description)

Past Simple and Past Continuous

They **were sleeping** when we **arrived**. (one action was in progress and another action interrupted)

- 4 Write questions using the correct past tense. Write answers that are true for you.

- 1 How / you / feel / the first day / school?
How did you feel on the first day at school?
- 2 what / you / do / at 5.00 p.m. / yesterday / ?
you / do / Ice Bucket Challenge / the past / ?
- 3 you / start / English classes / five years ago / ?
it / rain / when / you / get up / this morning / ?
- 4 you / take up street photography / when / you / younger / ?



She did it!

In 2014, thirteen-year-old Malavath Pooma became the youngest girl to climb Mount Everest. She was living in a village in the countryside with her parents when a government organisation chose her and a friend for the mountain challenge. At the time, Malavath was looking for a chance to do something different and she was happy to go. She flew for the first time in her life to a special mountain centre where she trained for eight months. The training was hard and sometimes the temperature dropped as low as -35°C. Malavath also hated the packaged food that she had to eat. It didn't smell nice and she missed her mum's cooking! The climb lasted fifty-two days. At times it was dangerous and they had to walk very slowly, but Malavath didn't give up. When she finally raised India's flag on the highest peak in the world, she said she felt great and very proud of herself.

- 5 Describe a past experience when you were away from home and had a challenge. Answer the questions.

- Where did you go and why?
- Who were you staying with?
- What did you like / not like about it?

And You



1.5 LISTENING and VOCABULARY Projection mapping

I can identify specific details in a conversation and talk about personality.

- 1 Do you like trying new things? Why? / Why not?

- 2 1.06 Complete the sentences with words from the Vocabulary box. Listen and check.

Vocabulary	Personality adjectives		
calm	confident	creative	curious
fussy	generous	gentle	organised
punctual	reliable	sensible	

- 1 Someone who always has new ideas is _____.
- 2 Someone you can trust is _____.
- 3 Someone who worries about things that aren't important is _____.
- 4 Someone who is sure about him- or herself is _____.
- 5 Someone who wants to learn new things is _____.
- 6 Someone who always arrives on time is _____.

- 3 This photo is an example of 'projection mapping'. Have you ever seen this on TV or where you live? How do you think it works?



- 4 1.07 Listen about projection mapping. Complete the information with a word, a number or phrase.

Projection mapping workshop new, easy and great fun!

Location: **Science Museum**
Address: # _____ Road
Title: 'Bringing the # _____'
For: **fourteen** to **four** year-olds
Time: # _____ to 4.00 p.m.
Please bring: # _____ and a drink.
Cost per person for this special event: # _____

- 5 1.08 Listen again. In pairs, answer the questions.

- 1 What did Marisa initially think the workshop was about?
- 2 Where does a person create the videos in a projection mapping workshop?
- 3 Where did Marisa see an example of projection mapping?
- 4 Is Ivan creative or curious?
- 5 Why can't Marisa go on her own to the workshop?

- 6 In pairs, talk about these classes and workshops. What type of person are they right for? Are they right for you? Why? / Why not?

chess cooking creative writing
gardening photography singing
sewing

You have to be organised if you do the cooking class because you plan recipes and shopping lists.

I joined a singing class after school. I'm not very confident, but the teacher was very gentle and kind.

Unit 1

Everyday phrases and expressions
pulled out of the presentation

A UNIT OF THE STUDENTS' BOOK

Every functional dialogue is presented through a drama audio

Writing skills



1.6 SPEAKING Asking for and offering help

I can ask for, offer help, and respond to offers of help.



Phong: Okay, here we are. Do you need any help?
An: I need to find the music room. Do you know where it is?
Phong: It's opposite the principal's office.
An: Where's the principal's office?
Trúc Anh: I'll be with you. Don't worry.
An: That would be great, thanks.
Trúc Anh: Do you need anything else?
An: I'm looking for my class. It's always crazy on the first day.
Phong: Can I give you a hand with that?
An: That's really nice of you, thanks.

3 Study the Speaking box. Find more examples in the dialogue.

Speaking	Asking for and offering help
Asking for help	
Can / Could you help me?	
Excuse me. Would you mind helping me?	
Can / Could you give me a hand (with sth)?	
Replying	
Of course. / Sure!	I'll be with you in a minute.
Offering help	
Do you need any help?	Can I get you anything?
Do you need anything else?	May I help you?
Can I give you a hand with ...?	What can I do for you?
Replying	
That would be great, thanks.	That's really nice of you, thanks.
Thanks for helping / your help.	No, I'm fine, but thanks anyway.

4 C 1.10 Complete the dialogue with phrases from the Speaking box. Listen and check. Then practise the dialogue.

A: Excuse me. Would 'you mind helping me?' I don't know where the school office is.
B: No, of course. It's over there. I'll show you.
A: Thanks for your help.
B: Do you need anything else?
A: No, but thanks anyway.

5 In pairs, read the situations and take turns to ask for / or offer help.

- Student A**
- Ask your teacher to help you with your homework.
 - Offer to help your friend to carry a big bag and a guitar.
- Student B**
- Ask your friend to help you buy food and drink for your party.
 - A classmate isn't feeling well. Offer to help.



1.7 WRITING A description of a personal challenge

I can write a description of a personal challenge.



2 Read Binh's description of a personal challenge. Which paragraph describes:

- a ☐ a challenge that helped Binh?
b ☐ how the experience changed Binh?
c ☐ a bad experience in the past?

My personal challenge by Binh

I've always loved trying new things, so when Phong invited me to go climbing, I was excited. The problem is I'm scared of heights. I first realised this when I was crossing the Glass Bridge in Sa Pa on a school trip. Suddenly, somebody screamed and I saw that part of the floor was glass. I started shaking and my hands were sweating. I was disappointed with myself and sad.
Soon after that, I heard about the climbing class and I decided to give it a go. When I arrived and saw the climbing wall, I gasped. It was quite high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning, it was quite difficult, but gradually I felt less anxious although I had to concentrate very hard.
The experience has made me more confident. That day, I got a buzz out of climbing and I couldn't stop smiling. Now I climb regularly and I'm never scared.

3 Study the Writing box. Find examples of these phrases in Binh's description.

Writing A description of a personal challenge

Reason for the challenge
I've always loved / wanted / dreamed about ...
The problem is / was ...
I first realised this when ...
Description of the challenge
Soon after that, I heard about / saw ...
... I decided to give it a go.
When I arrived at / started / saw ... I gasped / screamed.
At the beginning, it was difficult / impossible to do, but gradually I felt ...
In the end, ...
After the challenge
The experience has made me ...
That day, I ...
Now I'm not afraid of ...
Now I ... regularly.
I'm thinking of becoming a ...

4 In pairs, choose one of these challenges and answer the questions below.

- joining a new sports team
- performing in front of your school mates
- staying with a family in another country
- taking an important exam

- Why is the challenge difficult?
- How would you feel before, during and after the challenge?

Writing Time

- 5 Write a description (100-120 words) of a personal challenge. In your description, you should write about:
- what the challenge was.
 - why you wanted to do the challenge.
 - how you felt during the challenge.
 - how you felt after the experience.

GLOSSARY Adjectives of emotion | Personality adjectives

adj: adjective	adv: adverb	n: noun	np: noun phrase	v: verb	vp: verb phrase
annoyed /ə'noɪd/	adj	khó chịu	label /leɪbəl/	v	dán nhãn
anxious /əŋ'kʃəs/	adj	lo lắng	lush /lʌʃ/	adj	trái cây
calm /kɑːm/	adj	điềm tĩnh	miserable /'mɪz(ə)rəbəl/	adj	buồn rầu
challenge /'tʃælɪndʒ/	n	thử thách	organised /'ɔːɡən(aɪ)zəd/	adj	có tổ chức
cheerful /'tʃɪəfəl/	adj	niềm vui	passionate /'pɑːʃən(ə)l/	adj	đáng giá
concentrate /'kɒn(ə)ntreɪt/	v	tập trung	reliable /rɪ'leɪəbəl/	adj	thoải mái
confident /'kɒnfɪdənt/	adj	tự tin	satisfied /'sætɪsfaɪd/	adj	đáng tin cậy
confused /'kɒnfjuːzd/	adj	bối rối	scream /skriːm/	v	thoải mãn
criticise /'krɪtɪsaɪz/	v	phê bình, chỉ trích	sensible /'sensəbəl/	adj	ta hét
determined /dɪ'tɜːmɪnd/	adj	quyết tâm	simplicity /sɪm'plɪsəti/	n	cô ý thức
disappointed /dɪsə'pɔɪntəd/	adj	thất vọng	street /striːt/	np	sự đơn giản
generous /'dʒenərəs/	adj	hào phóng	photography /fə'tɒɡrəfi/	n	nhấp ảnh
gentle /'dʒentəl/	adj	duy dàng	struggle /'strʌɡəl/	v	đường phố
grow up /grəʊ ʌp/	vp	lớn lên	uneasy /ʌn'iːzi/	adj	cố gắng
joyful /'dʒɔɪfəl/	adj	hân hoan	yawn /jɔːn/	v	ây này
label /leɪbəl/	n	nhãn			ngáp

VOCABULARY IN ACTION

1 Use the glossary to find:

- Three adjectives to describe positive emotions: ...
- One action people do when they're nervous or frightened: ...
- One adjective that means 'on time': ...
- One adjective that means 'rounded and plump': ...
- One action people do when they think something is wrong: ...

2 Use the glossary to find an adjective which describes:

- your best friend's personality
- your mum's personality
- how you feel when you have a test at school
- how you feel if you get bad marks in an essay
- how you feel if a friend argues with you

Pronunciation	3 C 1.11 Listen and repeat.
the /ð/	surprised /sɪ'praɪzd/
afraid /ə'fraɪd/	good /ɡʊd/
	foot /fʊt/
	mood /muːd/
	smooth /smuːð/

4 1.12 Listen and put the words into the correct column.

push	move	adventure	lose	nervous
look	should	prove	generous	temperature

/4/	/3/	/0/	/02/

5  **1.13** Listen and read the dialogue in pairs.

Revision

VOCABULARY

- Write the correct word for each sentence.
1 If you can make yourself climb to the top of a mountain, you are **determined**.
2 People who worry about unimportant things are **fussy**.
3 She felt amazed to see a **lush** green area in front of her.
4 You work with others to learn something new at a **workshop**.
5 When the traffic is **congested**, it is hard to move back and forth.
6 She got a **buzz** out of doing the One Leg Yoga Challenge.
7 My friends took my suggestion on **board** and I'm really happy for her.
8 Before An travels, she plans everything in advance. She is highly **organised**.

GRAMMAR

- Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.
1 A: Which activity **boosted** (boost) your confidence when you first **learned** (learn) to speak English?
B: I **managed** (manage) to practise speaking with native speakers.
2 I've got so much homework to do! I can't believe that a week ago we **were sitting** (sit) on a beach and I **wasn't thinking** (think) about school at all!
3 The Prime Minister **gave** (give) a speech when, suddenly, the microphone (break).
4 Maria is really generous. She **gives** (give) a lot of money to an organisation which helps immigrants.
5 A: So, what **did you do** (do) on Bornholm?
B: Lots of things. We **were riding** (ride) bicycles and we **took** (take) lots of photos!

LISTENING

- 1.14 Listen to a dialogue between Trúc Anh and An talking about a personality quiz.
2 Tick (✓) the adjectives that Trúc Anh scores high and cross (X) the ones that she scores low in the quiz.

sensible	confident
calm	fussy
creative	organised
generous	punctual
- 3 Tick (✓) the adjectives Trúc Anh uses to describe An and cross (X) the adjectives An describes herself.

calm	organised
generous	creative
confident	punctual
fussy	sensible

SPEAKING

- Choose the best response for each question. Then practise these questions and answers in pairs.
1 Excuse me, would you mind helping me? I can't open this door.
a That would be great, thanks.
b Could you give me a hand?
c Of course not!
2 Those bags look heavy. Do you need any help?
a I'll be with you in a minute.
b No, I'm fine, thanks.
c Sure!
3 OK, the food is ready. Now, do you need anything else?
a That's really nice of you, but I can manage now.
b May I help you?
c No, of course not.
- 4 **ROLE PLAY** Work in pairs. Student A is doing the One Leg Yoga Challenge on the school playground. Student A lacks balance and cannot do it well. Student B sees Student A and offers help.

All key language and functions are reviewed in a measurable way on this page

Pronunciation activities work with vocabulary from the unit

CONTENTS

UNIT 0 Welcome	0.1 INTRODUCTION AN Present Simple; <i>Wh</i> - questions; Adverbs of frequency; Comparatives and superlatives pp. 4–5		0.2 INTRODUCTION BÌNH Present Continuous; Every day technology p. 6	
	VOCABULARY	GRAMMAR	READING and VOCABULARY	GRAMMAR
UNIT 1 Out of your comfort zone	Talk about challenging new experiences and emotions. pp. 10–11	Use verbs followed by gerunds and <i>to</i> -infinitives to talk about life of challenge. • verbs + gerund • verbs + <i>to</i> -infinitives p. 12	Identify specific details in a text about moving to a big city. p. 13	Use different tenses to talk about past events and experiences. • Past Simple • Past Continuous p. 14
UNIT 2 What a waste!	Talk about pollution and the environment. pp. 20–21	Talk about the past events using the Past Perfect. • Past Perfect p. 22	Understand the main points and identify specific details in an article about a teen activist. p. 23	Use question words before <i>to</i> -infinitive verbs to talk about environmental solutions. p. 24
UNIT 3 Việt Nam on the go	Talk about similarities and differences in life in Việt Nam in the past and at present. pp. 30–31	Use clauses of concession to talk about changes in the education system in Việt Nam in the past and at present. • Clauses of concession p. 32	Guess the meaning of the words in context in an article about the changes in the transport system in Việt Nam. p. 33	Use clauses of reason to talk about changes in clothing styles in Việt Nam. • Clauses of reason p. 34
UNIT 4 The world of work	Talk about jobs and work experience. pp. 40–41	Use different forms to talk about future events. • will • be going to p. 42	Understand the main points and identify specific details in an article. p. 43	Talk about actions in progress in the future. • Future Continuous p. 44
UNIT 5 Wonders of Việt Nam	Talk about a natural wonder in Việt Nam. pp. 50–51	Use clauses of result to talk about wonders of Việt Nam. • Clauses of result p. 52	Guess the meaning of new words in a travel brochure about a tourist attraction in Việt Nam. p. 53	Use phrasal verbs to talk about a natural wonder of Việt Nam. p. 54
UNIT 6 Light years away	Talk about space. pp. 60–61	Talk about things that are always true, possible situations, and imaginary situations. • Zero Conditional • First Conditional • Second Conditional p. 62	Understand specific details in an article and talk about space travel. p. 63	Talk about unreal situations in the past. • Third Conditional p. 64
UNIT 7 Take a deep breath	Talk about health problems. pp. 70–71	Report what somebody else has said. • Reported statements and questions (Review) p. 72	Understand specific details in different types of text. p. 73	Use reported speech to talk about commands and requests. • Reported commands and requests. p. 74
UNIT 8 World Englishes	Talk about the spread of English as an international language. pp. 80–81	Express wishes about unreal things at present. • Wishes with Past Simple p. 82	Understand text organization in an article about the differences between American and British English. p. 83	Use modal verbs to make deductions about the present. • Deductions about the present p. 84
UNIT 9 Let's get together	Talk about special occasions. pp. 90–91	Be specific about people, things and places by using defining and non-defining relative clauses. • Relative clauses p. 92	Understand the main points of an article and talk about tourist attractions. p. 93	Ask questions politely. • Direct and indirect questions p. 94
CLIL	pp. 100–105	STUDENT ACTIVITIES	p. 106	

0.3 INTRODUCTION PHONG Holidays and travel; Past Simple (regular and irregular verbs); Means of transport p. 7		0.4 INTRODUCTION TRÚC ANH Opinion adjectives; Present Perfect Simple with <i>for</i> and <i>since</i> p. 8	0.5 CHARACTER QUIZ p. 9
LISTENING and VOCABULARY	SPEAKING	WRITING	
Identify specific details in a conversation and talk about personality. p. 15	Ask for, offer help, and respond to offers of help. p. 16	Write a description of a personal challenge. p. 17	GLOSSARY p. 18 PRONUNCIATION /ɜ:/, /ə/, /ʊ/, /u:/ p. 18 REVISION p. 19
Identify specific details in short conversations and talk about elections and campaigns. p. 25	Agree and disagree with other people's point of view. p. 26	Write a paragraph about how to recycle old items. p. 27	GLOSSARY p. 28 PRONUNCIATION Intonation in the question tags p. 28 REVISION p. 29
Listen for specific details in a conversation and talk about changes in entertainment in Việt Nam. p. 35	Compare ideas and express opinions about changes in housing architecture. p. 36	Write a descriptive paragraph about the changes in people's living standards in Việt Nam. p. 37	GLOSSARY p. 38 PRONUNCIATION /eə/, /əʊ/, /ʊə/ p. 38 REVISION p. 39
Understand specific details in a conversation and talk about success at work. p. 45	Give instructions, remind somebody what to do and respond. p. 46	Write an email to a friend to tell about your summer job. p. 47	GLOSSARY p. 48 PRONUNCIATION /p/, /b/, /t/, /d/ p. 48 REVISION p. 49
Understand the structure of a travel story. p. 55	Use visual aids in a talk about a natural wonder of Việt Nam. p. 56	Write a travel brochure about a natural wonder of Việt Nam. p. 57	GLOSSARY p. 58 PRONUNCIATION Consonant blends: br, dr, tr, tw p. 58 REVISION p. 59
Understand the main points of a report and talk about space science. p. 65	Give a warning and tell somebody not to do something. p. 66	Write an essay discussing advantages and disadvantages of space travel. p. 67	GLOSSARY p. 68 PRONUNCIATION Weak forms of some words p. 68 REVISION p. 69
Listen for specific details and talk about extreme sports. p. 75	Ask for and give advice. • Suggest + V-ing / should p. 76	Write a survey about health-related habits and experiences. p. 77	GLOSSARY p. 78 PRONUNCIATION Stress moves from verbs to nouns and adjectives p. 78 REVISION p. 79
Listen for specific details about the different accents of English around the world. p. 85	Give a fluent presentation about English as an international language. p. 86	Write a report about how English is used as a foreign language in Việt Nam. p. 87	GLOSSARY p. 88 PRONUNCIATION Intonation in yes / no questions p. 88 REVISION p. 89
Identify specific details in a radio interview and talk about sounds. p. 95	Use verb phrases with <i>to</i> -infinitive and <i>-ing</i> forms to talk about future plans. • verbs + <i>to</i> -infinitive • verbs + <i>-ing</i> form p. 96	Write an email inviting a friend to a celebration. p. 97	GLOSSARY p. 98 PRONUNCIATION Linking sounds p. 98 REVISION p. 99



0.1

HI, I'M AN!

Present Simple; *Wh*- questions; Adverbs of frequency; Comparatives and superlatives

Welcome

VOCABULARY

Everyday technology | Holidays and travel | Means of transport | Opinion adjectives

GRAMMAR

Present Simple | *Wh*- questions | Adverbs of frequency | Comparatives and superlatives | Present Continuous | Past Simple | Present Perfect Simple with *for* and *since*

1 0.01 Read the text. What does An mention?

her daily routine her friends her hobbies her home her school

My name is Nguyễn Thục An and I'm fifteen. After a year in the countryside with my grandmother, I now live in the city again with my parents. My parents usually travel abroad a lot for their jobs, but now they work in Hà Nội. I'm really happy to be home with my mum and dad again. I sometimes stay with my granny at weekends. Her home is really nice but quite small. At my parents' house, I have a big bedroom and so there's more space to hang out with my friends. I love taking photos of my classmates. When I'm on my own, I also like writing songs. I start my new school, Bằng Lăng, on Monday. My neighbour, Bình, goes to the same school. We get on really well. My friend, Phong, also starts there on Monday.

2 Read the text again. Mark the sentences T (true) or F (false).

- 1 ☐ An's grandmother lives in a large city.
- 2 ☐ An's parents no longer work abroad.
- 3 ☐ An's grandmother always comes to visit her family at weekends.
- 4 ☐ An likes writing songs with her friends.
- 5 ☐ Bình lives near An.
- 6 ☐ Phong is Bình's friend.



3 Study the Grammar A box. Find more examples of the Present Simple in the text.

Grammar A Present Simple and Wh- questions	
Present Simple	
I live in the countryside.	She works abroad.
I don't like doing sports.	She doesn't take photos.
Do you live in London?	Yes, I do . / No, I don't .
Does she go to your school?	Yes, she does . / No, she doesn't .
Adverbs of frequency always, often, sometimes, rarely, never	
Wh- questions	
Where do you live ?	Why do you like your house?
When do you have breakfast?	What sports do you play ?
Who do you hang out with?	How often do you visit your gran?
Which school do you go to?	

4 Complete the questions with the Present Simple form of the verbs in brackets. Then ask and answer in pairs.

- Where **do you relax** (you / relax) in the evenings?
- What _____ (you / usually / eat) for breakfast?
- Who _____ (you / often / see) at the weekend?
- _____ (you / have) many cousins?
- _____ (you / often / visit) your neighbours?
- _____ (you / live) in a city or a small town?

5 Study the Grammar B box. Complete the sentences with the comparative or superlative form of the adjectives in brackets.

Grammar B Comparatives and superlatives
The classrooms are bigger .
It's more exciting than a normal school.
Sports lessons here better / worse than in my old school.
The classrooms have are the latest technology.
The first day is the most difficult .
It's the best / worst school in the area.

- Bình thinks Bằng Lăng School is **the friendliest** (friendly) school in the area.
- An is _____ (nervous) than Bình.
- Bằng Lăng School is _____ (big) school in the area.
- The curriculum is _____ (interesting) than at An's old school.
- Languages are _____ (important) subjects at Bằng Lăng School.
- An is _____ (happy) than she was before.

6 In pairs, take turns to make comparisons about things and people at your school. Who can make more than 5 comparisons?



Linh and Phương are the loveliest friends of mine at school.

My house is the nearest to school in my class.

The library is bigger than the music room.





HI, I'M BÌNH!

Present Continuous; Everyday technology

- 1  **0.02** Read Binh's blog entry and complete his personal profile below.

Hi! My name's Binh and I'm from Hà Nội. My family is originally from Lạng Sơn. I live with my parents and my brother and sister. My brother's still at school, but my sister's training to be a web designer. I go to Bằng Lăng Secondary School and my favourite subjects are physics, chemistry and IT. When I'm not at school, I love spending time on my computer. Right now, I'm writing my weekly blog. It's about science and I write about things I hear in the news and upload interesting pictures. I also love anything about physics. At the moment, I'm reading an e-book about Helen Sharman, the first British person in space. I'd love to go to another planet one day!



Name: Binh

Lives with: _____

Name of school: _____

Favourite subjects: _____

Interests: _____

Dream: _____

- 2 Study the Grammar box. Find more examples of the Present Continuous in Binh's blog.

Grammar	Present Continuous
She's studying art this year.	
I'm not looking forward to my exams.	
Are you reading a good book at the moment?	
Yes, I am . / No, I'm not .	
Time words and phrases	
at the moment, now, right now, this month, this year, today	

- 3 Complete the short dialogues with the Present Continuous form of the verbs in brackets.

- A: What **are** you **doing** (do) on the laptop?

B: I _____ (look for) information about the Amazon for my geography homework.
- A: Is that a German book you _____ (read)?

B: Yes, I _____ (study) German literature at school this year.
- A: _____ you _____ (enjoy) the party?

B: Yes, it's great! Everyone _____ (dance)! Come on, let's dance!

- 4 **WORD FRIENDS** Tick (✓) phrases from the Word Friends box in Binh's blog.

Word Friends	
☐ chat with friends	☐ watch music videos
☐ upload pictures	☐ make a film / video
☐ download songs	☐ write a blog
☐ text friends / parents	☐ read an e-book
☐ go online	

- 5 Work in pairs. Ask and answer about your hobbies. Use the Word Friends in Exercise 4.

- A: **Do you often chat with your friends in your free time?**
- B: **Yes, I do. What about you?**
- A: **I often text my friends and sometimes I go online.**





0.3

HI, I'M PHONG!

Holidays and travel; Past Simple (regular and irregular verbs); Means of transport

- 1 0.03 Study the Vocabulary box. Write the words in the correct categories. Listen and check.

B&B campsite city break coach
cruise hiking sightseeing ferry

Vocabulary Holidays and travel

Means of transport

canoe, plane, train, ¹ _____, ² _____

Types of holiday

activity camp, beach holiday, ³ _____,
⁴ _____

Accommodation

hostel, hotel, ⁵ _____, ⁶ _____

Activities

horse-riding, sunbathing, ⁷ _____,
⁸ _____

- 2 0.04 Read the text about Phong. Who are the people in the picture with him? Name three facts about them.



My name's Gia Phong. I came to Hà Nội two years ago with my parents. My brother stayed in Hồ Chí Minh City to study at a university there. This is a picture of me, Khánh and Nguyễn. Khánh moved to Hà Nội because of her dad's job. I sometimes see Nguyễn, but we don't go to the same school anymore. My mum wanted me to speak more English and there are lots of English-speaking students at my new school. I didn't want to leave my old school at first, but now I'm quite excited. Last year, I spent my summer with my grandparents in Ninh Bình. After two weeks there, I took a train back to Hà Nội.

- 3 Study the Grammar box. Find more examples of the Past Simple in the text. Which verbs are regular and which are irregular?

Grammar Past Simple

Regular verbs

She **started** a new school. They **didn't play** any sports.
Did you **enjoy** your trip? Yes, I **did**. / No, I **didn't**.

Irregular verbs

I **met** my friend. He **didn't go** on holiday.
Did we **forget** anything? Yes, we **did**. / No, we **didn't**.

Time expressions

earlier this morning, in 2001, last week, over a year ago,
the day before yesterday, yesterday

- 4 Complete the sentences about Phong and his family with the Past Simple form of the verbs in brackets.
- 1 Phong's brother **didn't come** (not come) to Hà Nội because he studied at a university in Hồ Chí Minh City.
 - 2 Phong _____ (leave) his old school because his mum wants him to speak more English.
 - 3 Phong _____ (not want) to change schools at first.
 - 4 Last year, Phong _____ (not spend) the summer in Hà Nội.
 - 5 Phong _____ (go) to Hà Nội by train.

- 5 0.05 **WORD FRIENDS** Study the Word Friends box. Choose the correct option in the questions below. Listen and check.

Word Friends

catch a train / a ferry / a bus drive a car fly a helicopter
ride a horse / a bicycle sail a yacht / a boat
take a bus / a train travel by bus / abroad

- 1 When was the last time you **took** / **rode** a train?
- 2 Do you know anyone who can **fly** / **drive** a helicopter?
- 3 When did you learn to **ride** / **drive** a bike?
- 4 Do you have to **travel** / **catch** a bus to get to school?
- 5 Would you like to learn to **drive** / **sail** a boat?

- 6 In pairs, ask and answer the questions in Exercise 5.





0.4

HI, I'M TRÚC ANH!

Opinion adjectives; Present Perfect Simple with *for* and *since*1 0.06 Read the text. Answer the questions.

- How long has Trúc Anh lived in Hà Nội?
- Why does Trúc Anh have an English tutor?

Hi! I'm Trúc Anh. We moved to Hà Nội this summer and I've been here for about a month. Hà Nội is all right, but it still feels strange. It's very different from Yên Bái, where I grew up. In Yên Bái, we have some awesome mountain views. Hà Nội is busier and noisier. I'll start a new school on Monday. I visited it last week, but there weren't any pupils there as it's the summer holiday now. I'll learn more English at school, but I am not very good at it. I've had an English tutor for two weeks and I've also tried to watch loads of news on YouTube. It has helped improve my listening skills a lot. My pronunciation isn't perfect yet, but I think I'll be able to make international friends online this year.

2 Underline the adjectives in the text.

Vocabulary Opinion adjectives

all right amazing awesome awful exciting funny lovely
noisy perfect strange terrible unusual useful

3 Find the opposites of these words in the Vocabulary box.

- | | |
|---------------------------|---------------------------|
| 1 amazing awful | 5 common u _____ |
| 2 terrible a _____ | 6 horrible l _____ |
| 3 serious f _____ | 7 boring e _____ |
| 4 quiet n _____ | 8 normal s _____ |

4 Study the Grammar box. Find more examples of the Present Perfect Simple in the text.

Grammar Present Perfect Simple

Affirmative

I **have lived** abroad. I **have** never **lived** abroad.
My parents **have** just / already **arrived**.

Negative

I **haven't lived** in Europe. They **haven't arrived** yet.

Questions

Have you ever **lived** abroad? Yes, I **have**. / No, I **haven't**.
Has she **arrived** yet? Yes, she **has**. / No, she **hasn't**.

for and *since*

She's been in London **for** a month. (a period of time)
They've lived here **since** August. (a point in time)



5 Complete the sentences with the Present Perfect Simple form of the verbs in brackets.

- We **haven't lived** (not live) here very long.
- The film _____ (not start / yet).
- Mum and Dad _____ (never / meet) my school friends.
- _____ you ever _____ (have) a pet dog?
- Oscar _____ (not eat) lunch today.
- Ella _____ (always / like) foreign languages.
- I _____ (not see) my grandparents since September.
- Amanda _____ (be) my best friend for years.

6 Complete the sentences so they are true for you.



- My family has lived here since ...
- I've been at this school for ...
- My best friend has never ...
- Our English teacher has just ...
- I've liked [band / singer] for ...



0.5

CHARACTER QUIZ



1 Look at the photo. Describe what is happening.

2 **0.07** Check if you know these words and phrases. Listen and check.

hang out get the hang of

3 **0.08** Listen again. Answer the questions.

- 1 Has Bình met Tommo and Phong before?
- 2 Who has the longest journey to school?
- 3 When do the friends plan to meet up with Tommo?
- 4 Who has learned to play yoyo?
- 5 Has Bình tried playing yoyo before?
- 6 Is An good at playing yoyo?

4 Look at the quiz. Choose the correct option.

The big character quiz

- 1 Has the school term started *just* / yet?
- 2 Has An *ever* / *never* lived in Hà Nội before?
- 3 Are An's parents *travel* / *travelling* abroad at the moment?
- 4 What kind of things does Bình *post* / *posts* on his blog?
- 5 Where *has* / *have* their friend, Khánh, moved to?
- 6 Where did Phong *go* / *gone* this summer?
- 7 Have Trúc Anh and her family moved to Hà Nội *yet* / *just*?
- 8 Why is Trúc Anh *watch* / *watching* lots of YouTube videos?

5 In groups, do the quiz in Exercise 4. Use the texts in Lessons 1–4 to help you. How much can you remember?



6 In groups, make a similar quiz about your classmates. Then give the quiz to another group to answer. Read the questions aloud and answers to the class.



1

Out of your comfort zone

VOCABULARY

Adjectives of emotion

| New experiences

| Personality adjectives

GRAMMAR

Present tenses | Past tenses



A week of challenges

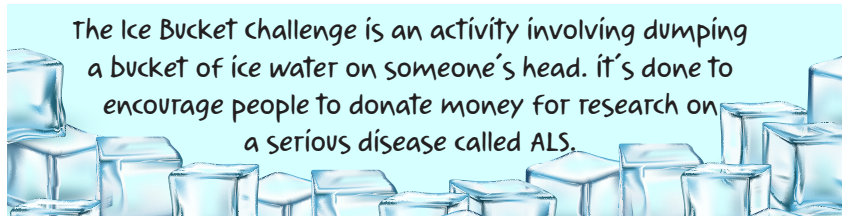


1.1

VOCABULARY New experiences

I can talk about challenging new experiences and emotions.

- 1 Your friend has invited you to do the Ice Bucket Challenge. How do you feel? Complete the sentence with an adjective of emotion.



I feel _____ because I love all challenges.

I'm _____ . I'd never do anything like this; it might be dangerous.

I'm _____ . I might look silly, but it's worth trying – it's for charity.

- 2 1.01 Put the words in the right column. Which adjectives could go in both columns? Listen and check.

Vocabulary A

Adjectives of emotion

afraid annoyed anxious confused determined disappointed
joyful miserable relaxed satisfied stressed surprised uneasy

Positive

Negative

afraid

- 3 Read Claudia's notes and pictures on page 11. Which challenges are you most impressed with? Then look at the pictures and choose the correct option.

- Claudia was determined / miserable to try all the challenges.
- Claudia was disappointed / relaxed with the Yoga Challenge because it didn't go well.
- She felt really confused / anxious about the Ice Bucket Challenge.
- She was satisfied / miserable with the Chubby Bunny Challenge.
- When Claudia was doing the Behaviour Challenge, she tried not to get annoyed / uneasy with her little brother.

A week of challenges

Claudia, 15

- Monday** Do the One Leg Yoga Challenge. Stand on one leg for as long as you can!
- Tuesday** Try the Be Really Nice Challenge on your brother or sister. Be extra nice until they ask you why you're being so nice!
- Wednesday** Take the Chubby Bunny Challenge: say 'chubby bunny' with marshmallows in your mouth!
- Thursday** This is the big one – video your Ice Bucket Challenge!



- 4** **1.02** **WORD FRIENDS** Complete the verbs in the phrases. Listen and check.

Word Friends

g ive an opinion	b _____ your confidence
g _____ sth a go	h _____ an adventure
ch _____ your routine	g _____ a buzz (out of sth)
m _____ plans	t _____ sth on board

- 5** **1.03** Read the blog post. Choose the correct option. Listen and check.

- 6** Work in groups. List all the activities you often do to get out of your comfort zone. Tell your partner how you feel when you do each activity. Then share with the class.

And YOU

I watch a horror film.
Afterwards, I feel terrible.

How to ... get out of your comfort zone!

It's the start of a new school year. Everyone's getting back into their 'normal' routine, so it seems like a good time to challenge yourself.

Here's a simple idea. Why not surprise yourself and ¹change / make your daily routine? You could travel a different way to school. You never know – you might ²have / make an adventure! Why not eat your meals in a different place or get up early and do some yoga? Our brains ³have / get a buzz out of change, so it helps you to enjoy your day and focus on what you're doing.

I love making videos, but I was always too shy to share them. Then last month I made myself post my work online. Now people like to comment, ⁴give / get their opinions and criticise, but I don't mind. Good comments ⁵make / boost my confidence, but I try to ⁶take / get on board negative comments too.

Marco

I tried this idea on my birthday: allow a friend to ⁷boost / make plans for you! Your friend chooses a place to go. You have to see a film you wouldn't normally choose or try a new activity. I was really excited about my day – and a bit anxious too. But I decided to ⁸have / give it a go and now I have a new hobby: juggling!

Carly

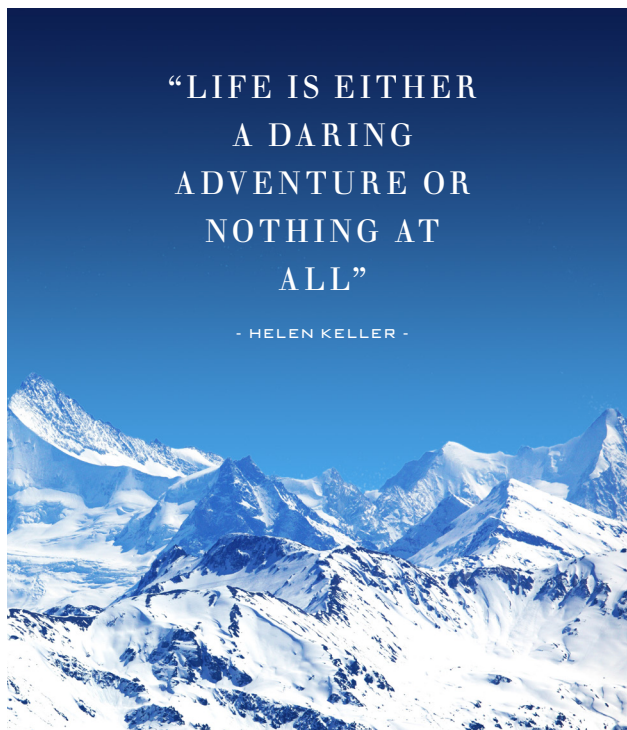


1.2

GRAMMAR Gerunds and to-infinitives

I can use verbs followed by gerunds and *to*-infinitives to talk about life of a challenge.

- 1 In pairs, read the quote below. What do you think it means? Do you love adventures?



- 2  1.04 Read and listen. What does Jake like and dislike doing? Are you the same type of person as Jake?

Jake loves having an adventurous life. Every day, he wakes up and wants to experience something new and exciting. He enjoys trying new things and exploring new places. He may try hiking up a mountain or eating a new type of food. During the weekend, he spends hours researching different activities and destinations. He often tries to decide on the perfect adventure for the day. Jack hates feeling stuck in a routine. He also doesn't like feeling unprepared, so he always plans ahead and manages to set his time wisely. For Jake, adventure is not just a hobby, it is a way of life.

- 3 Study the Grammar box. Underline the verbs in the text that are followed by gerunds or by *to*-infinitives.

Grammar

Verbs followed by gerunds or *to*-infinitives (review)

Verbs followed by gerunds

love, spend, hate, enjoy, like, dislike, fancy, suggest, postpone, finish, prevent, involve, keep, etc.

Verbs followed by *to*-infinitives

plan, try, continue, hope, manage, agree, decide, expect, want, promise, attempt, refuse, etc.

Verbs followed by both gerunds and *to*-infinitives

try, continue, stop, love, hate, etc.

- 4 Choose the right verb to complete the sentences.

- 1 I'm satisfied that my students keep *taking* / *to take* my advice on board.
- 2 Liên knows she needs to prevent herself from *to get* / *getting* stuck in a routine.
- 3 Bình is confused about what his next steps should be. His friend suggested *to have* / *having* a trekking adventure.
- 4 I'm disappointed that my students haven't tried *juggling* / *to juggle*, but I expect *to see* / *seeing* it soon.
- 5 Khánh An promised *getting* / *to get* out of her comfort zone by changing her daily routine.

- 5 In pairs, ask and answer the questions:

- 1 What do you enjoy doing in a day?
- 2 What do you dislike doing in a day?
- 3 What do you try to do well every day?
- 4 What do you try doing in a day?
- 5 What do you hope to do in the future?

Use more verbs followed by gerunds or *to*-infinitives in your answers.

And
YOU



1.3

READING and VOCABULARY Moving to a big city

I can identify specific details in a text about moving to a big city.

1 Read the title of the text. What does “Fitting in” mean? Can you guess what the text is about?

2 Read the text. Look at the highlighted words. What do these words mean? Use the words to describe pictures A–F.



3 Read the text. Mark the sentences T (true) or F (false).

- 1 ☐ Linh spent her childhood in a small village in Việt Nam.
- 2 ☐ Since she was a child, Linh always wanted to go to a big city.
- 3 ☐ At the age of 15, Linh relocated to Hồ Chí Minh City.
- 4 ☐ Linh disliked her new school in the city.
- 5 ☐ Linh and her parents faced challenges while adapting to the city life.
- 6 ☐ Linh was not happy with her family's decision to move to the city.

4 Read the text again. Linh had some positive and negative experiences when moving to a new city. Put the following items in the right column.

friends lifestyle transportation
traffic noise museums
street photography

Positives

Negatives

5 **ROLE PLAY** Work in pairs.

Student A has moved to a big city from the countryside. Student B meets student A for the first time in class. Use these questions and add your own question:

- What differences do you see between the city and the countryside?
- How do you feel when you move to a big city?

And YOU

Fitting in

1.05

Linh grew up in a small village, surrounded by rice paddies and ¹**lush** green hills in Việt Nam. Life was simple, but she always dreamed of the bright lights of the big city. When she turned 15, her family decided to move to Hồ Chí Minh City.

Moving to the city was ²**overwhelming** at first. The traffic was ³**chaotic**, and the constant noise made it hard to sleep at night. But Linh was determined to have an adventure. She found her new teachers and friends very friendly. They quickly became her new family.

As she explored the city, Linh discovered new foods and cultures. She visited museums and art galleries, and even tried to take up ⁴**street photography**. But the city was also full of challenges, and Linh, like her parents, ⁵**struggled** to adapt to the fast-paced lifestyle, expensive transportation and crowdedness.

Despite the ups and downs, Linh never regretted her family's decision to move to the city. She has found a new sense of independence and freedom, and was excited for all the opportunities in this new environment. Even though she sometimes missed the ⁶**simplicity** of her village life, she knew that this is where her heart belongs.





1.4

GRAMMAR Past tenses (Review)

I can use different tenses to talk about past events and experiences.

- 1 Read the text quickly. What was Malavath's challenge?
- 2 Read the text again. In pairs, ask and answer the questions.
 - 1 What did Malavath do in 2014?
 - 2 Why did Malavath want to do the challenge?
 - 3 How did she get to the training centre?
 - 4 Why did they have to walk slowly?
- 3 Study the Grammar box. Find more examples of past tenses in the article.

Grammar	Past tenses (Review)
Past Simple She became a good climber. (finished action) They trained in the countryside. (repeated action)	
Past Continuous At nine o'clock she was studying for her exam. (action in progress) It was raining . (background description)	
Past Simple and Past Continuous They were sleeping when we arrived . (one action was in progress and another action interrupted)	

- 4 Write questions using the correct past tense. Write answers that are true for you.

- 1 How / you / feel / the first day / school?
How did you feel on the first day at school?
- 2 what / you / do / at 5.00 p.m. / yesterday / ?

- 3 you / do / Ice Bucket Challenge / the past / ?

- 4 you / start / English classes / five years ago / ?

- 5 it / rain / when / you / get up / this morning / ?

- 6 you / take up street photography / when / you / younger / ?



In 2014, thirteen-year-old Malavath Poorna became the youngest girl to climb Mount Everest. She was living in a village in the countryside with her parents when a government organisation chose her and a friend for the mountain challenge. At the time, Malavath was looking for a chance to do something different and she was happy to go. She flew for the first time in her life to a special mountain centre where she trained for eight months. The training was hard and sometimes the temperature dropped as low as -35°C . Malavath also hated the packaged food that she had to eat. It didn't smell nice and she missed her mum's cooking! The climb lasted fifty-two days. At times it was dangerous and they had to walk very slowly, but Malavath didn't give up. When she finally raised India's flag on the highest peak in the world, she said she felt great and very proud of herself.

- 5 Describe a past experience when you were away from home and had a challenge. Answer the questions.

- Where did you go and why?
- Who were you staying with?
- What did you like / not like about it?





1.5

LISTENING and VOCABULARY Projection mapping

I can identify specific details in a conversation and talk about personality.

1 Do you like trying new things? Why? / Why not?

2  1.06 Complete the sentences with words from the Vocabulary box. Listen and check.

Vocabulary	Personality adjectives		
calm	confident	creative	curious
fussy	generous	gentle	organised
punctual	reliable	sensible	

- Someone who always has new ideas is _____.
- Someone you can trust is _____.
- Someone who worries about things that aren't important is _____.
- Someone who is sure about him- or herself is _____.
- Someone who wants to learn new things is _____.
- Someone who always arrives on time is _____.

3 This photo is an example of 'projection mapping'. Have you ever seen this on TV or where you live? How do you think it works?



4  1.07 Listen about projection mapping. Complete the information with a word, a number or phrase.

Projection mapping workshop new, easy and great fun!

Location: ¹ Science Museum

Address: ² _____ Road

Title: 'Bringing the ³ _____'

For: fourteen- to ⁴ _____-year-olds

Time: ⁵ _____ to 4.00 p.m.

Please bring: ⁶ _____ and a drink.

Cost per person for this special event:

⁷ £ _____

5  1.08 Listen again. In pairs, answer the questions.

- What did Marisa initially think the workshop was about?
- Where does a person create the videos in a projection mapping workshop?
- Where did Marisa see an example of projection mapping?
- Is Ivan creative or curious?
- Why can't Marisa go on her own to the workshop?

6 In pairs, talk about these classes and workshops. What type of person are they right for? Are they right for you? Why? / Why not?



chess	cooking	creative writing
gardening	photography	
sewing	singing	

You have to be organised if you do the cooking class because you plan recipes and shopping lists.

I joined a singing class after school. I'm not very confident, but the teacher was very gentle and kind.



1.6

SPEAKING Asking for and offering help

I can ask for, offer help, and respond to offers of help.



- Phong: Okay, here we are. Do you need any help?
- An: I need to find the music room. Do you know where it is?
- Phong: It's opposite the principal's office.
- An: Where's the principal's office?
- Trúc Anh: I'll be with you. Don't worry.
- An: That would be great, thanks.
- Trúc Anh: Do you need anything else?
- An: I'm looking for my class. It's always crazy on the first day.
- Phong: Can I give you a hand with that?
- An: That's really nice of you, thanks.

- 1** Can you remember the first day at your school? What was it like?
Everything seemed so big. I didn't know where to go.

- 2**  **1.09** Listen and answer the questions.

- 1 Where are they?
- 2 What is An looking for?

- 3** Study the Speaking box. Find more examples in the dialogue.

Speaking

Asking for and offering help

Asking for help

Can / Could you help me?
Excuse me. Would you mind helping me?
Can / Could you give me a hand (with sth)?

Replying

Of course. / Sure! I'll be with you in a minute.

Offering help

Do you need any help? Can I get you anything?
Do you need anything else? May I help you?
Can I give you a hand with ...? What can I do for you?

Replying

That would be great, thanks. That's really nice of you, thanks.
Thanks for helping / your help. No, I'm fine, but thanks anyway.

- 4**  **1.10** Complete the dialogue with phrases from the Speaking box. Listen and check. Then practise the dialogue.

- A: Excuse me. Would ¹*you mind helping me*? I don't know where the school office is.
- B: No, of ²_____. It's over there. I'll show you.
- A: Thanks for your ³_____.
- B: Do you ⁴_____ else?
- A: No, ⁵_____, but thanks anyway.

- 5** In pairs, read the situations and take turns to ask for and / or offer help.

Student A

- Ask your teacher to help you with your homework.
- Offer to help your friend to carry a big bag and a guitar.

Student B

- Ask your friend to help you buy food and drink for your party.
- A classmate isn't feeling well. Offer to help.





1.7

WRITING A description of a personal challenge

I can write a description of a personal challenge.

- 1 Look at the photo. What are they doing and how do you think they're feeling?



- 2 Read Binh's description of a personal challenge. Which paragraph describes:

- a ☐ a challenge that helped Binh?
 b ☐ how the experience changed Binh?
 c ☒ a bad experience in the past?

My personal challenge

by Binh

I've always loved trying new things, so when Phong invited me to go climbing, I was excited. The problem is I'm scared of heights. I first realised this when I was crossing the Glass Bridge in Sa Pa on a school trip. Suddenly, somebody screamed and I saw that part of the floor was glass. I started shaking and my hands were sweating. I was disappointed with myself and sad.

Soon after that, I heard about the climbing class and I decided to give it a go. When I arrived and saw the climbing wall, I gasped. It was quite high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning, it was quite difficult, but gradually I felt less anxious although I had to concentrate very hard.

The experience has made me more confident. That day, I got a buzz out of climbing and I couldn't stop smiling. Now I climb regularly and I'm never scared.

- 3 Study the Writing box. Find examples of these phrases in Binh's description.

Writing A description of a personal challenge

Reason for the challenge

I've always loved / wanted / dreamed about ...

The problem is / was I ...

I first realised this when ...

Description of the challenge

Soon after that, I heard about / saw ...

... I decided to give it a go.

When I arrived at / started / saw ... , I gasped / screamed.

At the beginning, it was difficult / impossible to do, but gradually I felt ...

In the end, I ...

After the challenge

The experience has made me ...

That day, I ...

Now I'm not afraid of ...

Now I ... regularly.

I'm thinking of becoming a ...

- 4 In pairs, choose one of these challenges and answer the questions below.

- joining a new sports team
- performing in front of your school mates
- staying with a family in another country
- taking an important exam

- 1 Why is the challenge difficult?
- 2 How would you feel before, during and after the challenge?

Writing Time

- 5 Write a description (100-120 words) of a personal challenge. In your description, you should write about:

- what the challenge was.
- why you wanted to do the challenge.
- how you felt during the challenge.
- how you felt after the experience.

GLOSSARY Adjectives of emotion | Personality adjectives

adj: adjective	adv: adverb	n: noun	np: noun phrase	v: verb	vp: verb phrase
annoyed	/ə'noɪd/	adj	khó chịu	label	/'leɪb(ə)l/ v dán nhãn
anxious	/'æŋkʃəs/	adj	lo lắng	lush	/lʌʃ/ adj tươi tốt
calm	/kɑ:m/	adj	điềm tĩnh	miserable	/'mɪz(ə)rəb(ə)l/ adj buồn rầu
challenge	/'tʃælɪndʒ/	n	thử thách	organised	/'ɔ:(r)ɡənəɪzd/ adj có tổ chức
chubby	/'tʃʌbi/	adj	mập mạp	punctual	/'pʌŋktʃuəl/ adj đúng giờ
concentrate	/'kɒns(ə)ntreɪt/	v	tập trung	relaxed	/rɪ'læksɪt/ adj thoải mái
confident	/'kɒnfɪd(ə)nt/	adj	tự tin	reliable	/rɪ'laɪəb(ə)l/ adj đáng tin cậy
confused	/kən'fju:zd/	adj	bối rối	satisfied	/'sætɪsfɑɪd/ adj thoả mãn
criticise	/'krɪtɪsaɪz/	v	phê bình, chỉ trích	scream	/skri:m/ v la hét
determined	/dɪ'tɜ:(r)mɪnd/	adj	cương quyết	sensible	/'sensəb(ə)l/ adj có ý thức
disappointed	/ˌdɪsə'pɔɪntɪd/	adj	thất vọng	simplicity	/sɪm'plɪsəti/ n sự đơn giản
generous	/'dʒenərəs/	adj	hào phóng	street	/stri:t/ np nhiếp ảnh
gentle	/'dʒent(ə)l/	adj	dịu dàng	photography	fə'tɒɡrəfi/ đường phố
grow up	/grəʊ ʌp/	vp	lớn lên	struggle	/'strʌɡl/ v cố gắng
joyful	/'dʒɔɪf(ə)l/	adj	hân hoan	uneasy	/ʌn'i:zi/ adj áy náy
label	/'leɪb(ə)l/	n	nhãn	yawn	/jɔ:n/ v ngáp

VOCABULARY IN ACTION

1 Use the glossary to find:

- Three adjectives to describe positive emotions: ...
- One action people do when they're nervous or frightened: ...
- One adjective that means 'on time': ...
- One adjective that means 'rounded and plump': ...
- One action people do when they think something is wrong: ...

2 Use the glossary to find an adjective which describes:

- your best friend's personality
- your mum's personality
- how you feel when you have a test at school
- how you feel if you get bad marks in an essay
- how you feel if a friend argues with you

PRONUNCIATION 3 1.11 Listen and repeat.

/ə/	/ɜ:/	/ʊ/	/u:/
the afraid	surprised determined	good foot	mood smooth

4 1.12 Listen and put the words into the correct column.

push move adventure lose nervous
look should prove generous temperature

/ə/	/ɜ:/	/ʊ/	/u:/

5 1.13 Listen and read the dialogue in pairs.

Jack: What does it mean by "taking an adventure"?
Linh: It means pushing boundaries, trying new things, things like that.
Jack: Does it mean moving beyond routine or losing ourselves in new experiences?
Linh: Yes, it does. I think adventures shape who we are.
Jack: I agree. Looking back, I think the best memories are from adventures.
Linh: True. We prove our capabilities and grow.

Revision

VOCABULARY

1 Write the correct word for each sentence.

- 1 If you can make yourself climb to the top of a mountain, you are **determined**.
- 2 People who worry about unimportant things are **f**_____.
- 3 She felt amazed to see a **l**_____ green area in front of her.
- 4 You work with others to learn something new at a **w**_____.
- 5 When the traffic is **c**_____, it is hard to move back and forth.
- 6 She got a **b**_____ out of doing the One Leg Yoga Challenge.
- 7 My friends took my suggestion on **b**_____ and I'm really happy for her.
- 8 Before An travels, she plans everything in advance. She is highly **o**_____.

GRAMMAR

2 Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

- 1 A: Which activity **boosted** (boost) your confidence when you first **learnt** (learn) to speak English?
B: I _____ (manage) to practise speaking with native speakers.
- 2 I've got so much homework to do! I can't believe that a week ago we _____ (sit) on a beach and I _____ (not think) about school at all!
- 3 The Prime Minister _____ (give) a speech when, suddenly, the microphone _____ (break).
- 4 Maria is really generous. She _____ (give) a lot of money to an organisation which helps immigrants.
- 5 A: So, what _____ you _____ (do) on Bornholm?
B: Lots of things. We _____ (ride) bicycles and we _____ (take) lots of photos!

LISTENING

3 1.14 Listen to a dialogue between Trúc Anh and An talking about a personality quiz.

- a Tick (✓) the adjectives that Trúc Anh scores high and cross (X) the ones that she scores low in the quiz.

- | | |
|-----------------------------------|------------------------------------|
| ☐ sensible | ☐ confident |
| ☐ calm | ☐ fussy |
| ☐ creative | ☐ organised |
| ☐ generous | ☐ punctual |

- b Tick (✓) the adjectives Trúc Anh uses to describe An and cross (X) the adjectives An describes herself.

- | | |
|------------------------------------|------------------------------------|
| ☐ calm | ☐ organised |
| ☐ generous | ☐ creative |
| ☐ confident | ☐ punctual |
| ☐ fussy | ☐ sensible |

SPEAKING

4 Choose the best response for each question. Then practise these questions and answers in pair.

- 1 Excuse me, would you mind helping me?
I can't open this door.
a That would be great, thanks.
b Could you give me a hand?
c Of course not!
- 2 Those bags look heavy. Do you need any help?
a I'll be with you in a minute.
b No, I'm fine, thanks.
c Sure!
- 3 OK, the food is ready. Now, do you need anything else?
a That's really nice of you, but I can manage now.
b May I help you?
c No, of course not.

5 **ROLE PLAY** Work in pairs. Student A is doing the One Leg Yoga Challenge on the school playground. Student A lacks balance and cannot do it well. Student B sees Student A and offers help.

2

What a waste!

VOCABULARY

Pollution | Protecting and damaging the environment | Compound nouns: the environment | Elections and campaigns

GRAMMAR

Past Perfect | Question words followed by infinitive verbs



Follow the rubbish route!



2.1

VOCABULARY Protecting the environment

I can talk about pollution and the environment.

- 1 Study the Vocabulary A box. Find two things that are not in the poster.

Vocabulary A		Pollution			
bin	factory	litter	endangered animal		
oil	petrol	plants	rubbish	smoke	traffic

- 2  2.01 Listen to part of a radio programme about the rubbish route. Answer the questions.

- 1 Where does the rubbish route start?
- 2 What containers are the food and the drink in?
- 3 How do the goods get to the shops?
- 4 What do people in the city want to escape from?
- 5 Why can't people use the bins in parks?

- 3  2.02 **WORD FRIENDS** Complete the Word Friends box with the words below. Listen and check.

aluminium cans energy parks plants

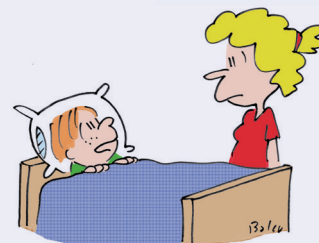
Word Friends

recycle / throw away: plastic bags, rubbish, ¹ _____
 protect / damage: the planet, the environment, ² _____
 save / waste: water, electricity, money, ³ _____
 pollute / clean up: the air, the ocean, rivers, beaches, ⁴ _____

- 4  **2.03** Read the quiz. Choose the correct option. Listen and check.
Then do the quiz with a partner.

True or false?

-  Some countries ¹recycle / *protect* strange rubbish, including false teeth!
-  Recycling one aluminium can can ²*save* / *pollute* enough energy to run a TV for three days.
-  We ³*clean up* / *throw away* enough cans to reach the moon and back twenty times!
-  Acid rain ⁴*recycles* / *damages* trees and plants, but not buildings.
-  Sweden is working hard to ⁵*protect* / *pollute* the environment and now recycles sixty-nine percent of its rubbish.
-  Running the water when you're brushing your teeth can ⁶*save* / *waste* around 5,000 litres of water a year.
-  Plastic from ships ⁷*pollutes* / *cleans up* the ocean. In 2010, a ship lost 28,000 rubber ducks. People are still finding the ducks today!



"Does the Tooth Fairy
recycle the teeth?"

- 5 Match the words on the left with the words on the right.
Complete the blog post with the correct form of
compound nouns from the Vocabulary B box.

Vocabulary B

Compound nouns

- | | |
|-------------|-------------|
| 1 traffic | a bank |
| 2 bottle | b energy |
| 3 petrol | c centre |
| 4 public | d transport |
| 5 renewable | e change |
| 6 recycling | f station |
| 7 climate | g jam |



Is it cool to be GREEN?

Definitely! We need to protect our planet for our future. That's why I always travel on ¹public transport. Too many people drive, so there are always ²_____ in the city centre.

At my school, we recycle as much as we can. We don't use ³_____ such as sun or wind power, but our head teacher has plans for solar panels on the roof. Some people joke that they like warmer weather, but I tell them that ⁴_____ is really not good. Rising ocean levels cause floods that can destroy houses and farms. The oceans are also getting polluted with plastic, so I never use plastic bags. In fact, I make my own bags! Next to my school there's a ⁵_____ where we put soft drink bottles, but you can also use the bins for recycling cans, paper and clothes. There's a larger ⁶_____ outside the city, where we can take our old TVs, furniture, books and even bicycles. You can find loads of cool things there.

- 6 How green are you?
Are your town and school green? In groups, take turns to talk about your ideas.



I always try to save water. For example, I take a quick shower and I rarely take a bath.

My town's got a huge recycling centre and they collect rubbish from our house.

At my school, we recycle our pens!



2.2

GRAMMAR Past Perfect

I can talk about past events using the Past Perfect.

1 Which of the things below do not produce energy?

jellyfish milk natural gas sugar sun wind

2 Read the blog post quickly. Answer the questions.

- How much do elephants eat?
- How can animal waste help the zoo?

New power for the zoo | Elephant energy



Did you know that you can heat a building with animal waste? At school, I heard about a local zoo that had tried it, so I went to see for myself. When I got there, the zoo-keeper had just given the elephants some food. He told us that they've got huge appetites and can eat 100 kilos of fruit and vegetables every day! Over the previous

week, he had collected a container of waste from all the plant-eating animals in the zoo. I hadn't realised what a mountain of animal waste looked like!

The mixture of animal waste and water produces biogas. This goes into an engine that works on gas and produces electricity. So, had this idea really helped the zoo? Absolutely! Before they started using the waste, the zoo had found it difficult to control how much they spent on electricity. Now they can keep the animals warm and save money too!

3 Study the Grammar box. Underline more examples of the Past Perfect in the blog post.

Grammar Past Perfect

Past Perfect

Max **had collected** the litter.

I **hadn't realised** how big it was.

Had they **helped**? Yes, they **had**. / No, they **hadn't**.

Past Perfect and Past Simple

When we **saw** them, the animals **had already eaten**.

She'd **given** the lion some food **before** the visitors **arrived**.

They **left** the zoo **after** they'd **had** lunch.

Time expressions

when, before, after, just, already, by the time

4 Complete the sentences with the Past Perfect form of the verbs in brackets.

- The visitors **had given** (give) the animals the wrong food and the next day they were sick.
- For her project, Maria used photos of the animals that she _____ (take) at the zoo.
- We _____ (not realise) how useful animal waste was until we started saving money.
- They _____ (not feed) the animals when I got there.
- _____ you _____ (hear) about this type of energy before you visited the zoo?



- 5 You and your friend are volunteers in a clean-up campaign organized by your local community. You have just finished the clean-up and are now discussing your experience. Talk to your friend about the following:



- What you had done before the clean-up campaign
- What had already been cleaned up before you arrived
- What you and your friend did during the clean-up
- How you felt about the experience



2.3

READING and VOCABULARY Finding out about a teen activist

I can understand the main points and identify specific details in an article about a teen activist.

- 1 Have you ever been to an event to help raise awareness of environmental problems?
- 2 Look at the highlighted words in the article. Check your understanding. Use a dictionary if necessary.
- 3  **2.04** Read the article quickly. Match headings a–c with paragraphs 1–3. Circle the key words that help you decide on the headings.
 - a Love for nature
 - b The power of music
 - c An outstanding speech
- 4 Read the article again. Choose the correct answers.
 - 1 What surprised the people in the United Nations most about Xiuhtezcatl?
 - a He was very young.
 - b His hairstyle and clothes were unusual.
 - c He wasn't like a normal teenager.
 - d He could speak several languages.
 - 2 Xiuhtezcatl's experience in the forest
 - a taught him about the Mashika.
 - b made him want to work outdoors.
 - c showed him a connection to the world.
 - d helped him learn Nahuatl.
- 3 How did the documentary change Xiuhtezcatl?
 - a He wants to act to protect the environment.
 - b He'll learn more about Earth Guardians.
 - c He felt he was different from other young people.
 - d He'll join his mum's organisation.
- 4 How does Xiuhtezcatl feel about his life at the moment?
 - a He's not sure he wants to have these amazing adventures.
 - b He accepts he's busy, but hopes he can make a difference.
 - c He'd like to have more time to perform at events and festivals.
 - d He thinks working for the environment takes up too much time.

- 5 Work in groups. What do you plan to do in the future to raise people's awareness of the environmental problems around you?



1 _____

Xiuhtezcatl (roughly pronounced shoo-tez-cat) Martinez became known around the world in 2015, when he gave a talk about climate change to the United Nations General Assembly in New York. It wasn't his long hair and formal suit that got him noticed, but the fact that he started his talk in three different languages: English, Spanish and Nahuatl, the language of the Mexican Mashika or Aztec community.

2 _____

His passion for the environment comes from the time that Xiuhtezcatl spent in the forest with his dad, where he felt he was 'a big part of this world'. He shares this passion with his mom, who set up Earth Guardians, an organisation that educates young people and encourages them to protect the environment. However, it was after he'd watched a nature documentary that Xiuhtezcatl decided he could make a difference now.

3 _____

After a rap performance at school with his younger brother, Xiuhtezcatl realised that their lyrics could make people wake up to the problems of pollution and waste. They both now perform at events and festivals around the world. His mom is happy her son is having 'these amazing adventures' but worries all this is taking up a lot of his time. Xiuhtezcatl admits it's intense but is convinced he's doing the right thing.





2.4

GRAMMAR Question words

I can use question words before *to*-infinitive verbs to talk about environmental solutions.

- 1 Look at the photos. What is the environmental issue in each photo?



- 2 Read the text and answer the question: What environmental issues is Phong concerned about?

Phong is deeply concerned about the environment. He feels that there are so many plastic bags in nearby landfills. However, he doesn't know what to do to protect the environment. He knows that recycling is important, but he's not sure how to properly sort his plastic waste. He also thinks he is overusing energy for his private transport. He wants to reduce his carbon footprint by using renewable energy sources, but he's not sure where to start. He sometimes feels unsure about which actions to take first. What he knows for sure is that it should be a shared responsibility.

- 3 Read the Grammar box. Underline question words before *to*-infinitive verbs in the text in Exercise 2.

Grammar Question words before *to*-infinitive verbs

Question words can be used before *to*-infinitive verbs to form a question or to express uncertainty or curiosity about an action. For example:

I don't know **what to do** to protect the environment.
She doesn't know **where to go** for her summer vacation.
They are not aware of **when to leave** for the party.
The presentation is coming. I don't know **how to start**.

- 4 Complete the sentences with *what*, *how*, *when* or *where*.

- 1 This factory is polluting so much, I don't know _____ to convince the owners to change.
- 2 I want to reduce my carbon footprint, but I'm not sure _____ to start.
- 3 Help! I found an injured bird, I don't know _____ to do!
- 4 Help me decide _____ to go on a vacation. Weekends or weekdays?
- 5 Do you know _____ to properly dispose of electronic waste?
- 6 My family and I want to reduce our plastic use, but we don't know _____ to start.

- 5 Rewrite sentences using question words and *to*-infinitive verbs.

- 1 There are so many injured people after the earthquake. We don't know who we should support.
- 2 I have so many old electronics in my house, but I don't know where I should bring to for recycling.
- 3 Can you tell me what sustainable materials I should use for my home?
- 4 My office generates so much waste, I don't know how I can reduce it.
- 5 I want to start a vegetable garden, but I don't know what I should do to keep pests away.

- 6 **ROLE PLAY** Work in pairs. Student A's city / town / village is experiencing a blackout. Student A asks Student B about ways to reduce energy usage.

And
YOU

- A: There is a blackout in my city. Please tell me what to do to reduce energy usage.
B: First, turn off all the lights.
A: Thanks very much. What else can we do?



2.5

LISTENING and VOCABULARY Protecting the environment

I can identify specific details in short conversations and talk about elections and campaigns.

- 1 Do you think student councils are a good idea? What subjects do you think are important for students to discuss?

- 2 2.05 Listen to the dialogue. Answer the questions.

- Who is the new school councillor?
- What is the new school councillor going to do?

- 3 Complete the sentences with the correct form of the phrases below.

become a member (of)
hold an election
~~join a campaign~~
organise an event
sign up (to do sth)
vote for (sth / sb)

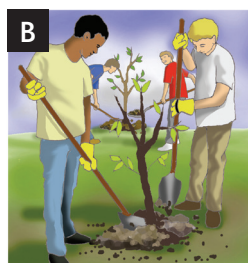
- I joined a campaign yesterday; the aim is to get more people to recycle their rubbish.
- David has just _____ a group that protects local wildlife.
- Please _____ to help clean up the beach. There's a pen and a list on the table over there.
- Yesterday we _____ at our school for a new head boy and head girl.
- I _____ my friend Jane because I think she'll be a great head girl.
- Last month my brother _____ at school, called Trash to Treasure. The idea was that everyone made something from a piece of rubbish.

- 4 2.06 Listen to four dialogues. Choose the correct answer.

- 1 What is the date of the student election?



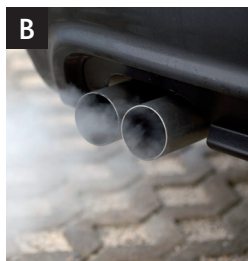
- 2 What is the boy going to do?



- 3 What did Mark's dad use to recycle when he was a boy?



- 4 What kind of campaign has Sarah joined?



- 5 In groups, design an election leaflet about what you would do if your group became members of the student council. Present and vote for the best leaflet.

As student councillors, we would plant more trees and flowers around the school. We would also ask for more after-school sports clubs. In addition, we would ...





2.6

SPEAKING Agreeing and disagreeing

I can agree and disagree with other people's point of view.



- Trúc Anh: What are you doing in your garage?
- An: Actually, you guys can help me. I'm taking part in a Trash to Treasure competition. The idea is to make something new out of rubbish.
- Trúc Anh: I think that's a great idea!
- Phong: Really? I don't agree. Isn't rubbish just rubbish?
- Trúc Anh: That's not always true.
- An: Anyway, I want to make a chair out of these bottles. So, we need to cut the tops off the bottles and fit them inside each other. Like this. Then I think we should tie them together with some string.
- Bình: I'm not sure about that. I think the string will come loose.
- An: Mmm ... Maybe you're right. I've got some strong sticky tape. OK, let's get started!

Let's get started!

OUTof
class

1 2.07 Listen and answer the questions.

- Why is An making a chair? What material is she using?
- Which friend thinks it isn't a good idea? Why?
- What else could you make from plastic bottles?

2 Study the Speaking box. Find more examples of agreeing and disagreeing phrases in the dialogue.

Speaking

Agreeing and disagreeing

Agreeing

I think that's a good / great idea.
Maybe you're right.
I think so too.
I totally agree.
Absolutely!
You can say that again!
I suppose / guess so.

Disagreeing

I don't agree.
True, but ...
That's not always true.
I don't think so.
I don't think we should ...
I'm not sure about that.
I totally disagree.

3 Complete the dialogues with phrases from the Speaking box.

1

- A: I think if you care about the environment, you shouldn't use plastic bags at all.
- B: Maybe you're ¹*right*, but sometimes you need them. For example, we use them in our kitchen bin.
- A: I think that's ²_____, but then you should reuse them each time.
- B: I'm not ³_____ about that. They'd stink!

2

- A: My mum has to fly a lot because of her job.
- B: I ⁴_____ think people should travel by plane. It causes too much pollution.
- A: I guess ⁵_____, but some people need to travel to other countries for work.
- B: That's not always ⁶_____. You can have Skype meetings instead.

4 2.08 Listen to five people talking about recycling and reusing things. Respond to each statement with a phrase from the Speaking box. Give reasons.

5 In pairs, discuss:

- Rubbish is just rubbish and there is no need to recycle it.
- We should plant more trees around the school.

Use expressions of agreement and disagreement in Exercise 2.

**And
YOU**



2.7

WRITING A paragraph

I can write a paragraph about how to recycle old items.

1 Which of the following ways have you tried to recycle plastic items in your house?



1 Use refillable water bottles



2 Avoid single-use plastics



3 Use a recycling bin



4 Donate or repurpose plastic items



5 Send plastic items to recycling centres

2 Read the following paragraph. Which ideas are mentioned in Exercise 1? Which ideas are not mentioned?

RECYCLING PLASTIC

Recycling plastic items is an important step towards reducing plastic waste. Initially, we can check our local recycling centres to find out which types of plastic are accepted in our area. The next step is to keep a separate bin for plastic items such as bottles and plates. It is vital to clean them before recycling to avoid contamination. Additionally, it is crucial that we can reuse these items to reduce waste. Next, families can also choose to use refillable water bottles each time we go out. Lastly, although single-use plastics are convenient to use, it is of utmost importance to avoid using them. By making small changes in our daily routines, we can contribute to limiting plastic waste and preserving our green planet.

3 Read the Writing box and underline the structures used in the paragraph above.

Writing Expressing importance

It is important / essential / necessary / vital / imperative / crucial + to verb:

It is important to recycle plastic to reduce waste.

It is crucial to conserve water during a drought.

It is important / essential / necessary / vital / imperative / crucial + that + subject + verb:

It is vital that houses, schools and offices reduce their plastic waste.

It is of the utmost importance + to verb:

It is of the utmost importance to protect endangered species from extinction.

4 Rewrite the sentences using the structures in the Writing box.

1 Students should remember to turn off the lights when they leave the classroom. It is important for _____.

2 Recycling paper and plastic is a good way to reduce waste. It is of _____.

3 It is vital to check with our local recycling program to see if they accept electronic waste. It is vital that _____.

4 Parents need to learn how to sell their old electronics through online marketplaces. It is necessary for _____.

5 It is crucial for families to donate their old electronics to a local charity or nonprofit organization. It is crucial that families _____.

Writing Time

5 Write a paragraph (100-120 words) to describe different ways families can do to recycle old electronics in their houses. Use the ideas in Exercise 4 or your own ideas. Use the structures in the Writing box.

There are several ways we can do to _____.

The first thing we can do is _____.

GLOSSARY Changes in the past and present

adj: adjective	n: noun		np: noun phrase	v: verb		vp: verb phrase	
awareness	/ə'weənəs/	n	sự nhận thức	renewable energy	/rɪ'nju:əbəl 'enədʒi/	np	năng lượng tái tạo
biogas	/'baɪəʊgəs/	n	khí sinh học				
bottle bank	/'bɒtl bæŋk/	np	ngân hàng chai lọ	rubbish	/'rʌbɪʃ/	n	rác thải
candidate	/'kændədeɪt/	n	ứng viên	set up	/set 'ʌp/	vp	cài đặt
collapse	/kə'læps/	v	sụp đổ	solar energy	/'səʊlə 'enədʒi/	np	năng lượng mặt trời
container	/kən'teɪnə/	n	thùng đựng hàng	solar panel	/'səʊlə 'pænl/	np	tấm pin năng lượng mặt trời
councillor	/'kaʊnsələ/	n	ủy viên hội đồng				
endangered	/ɪn'deɪndʒəd/	adj	bị đe dọa	sticky tape	/'stɪki teɪp/	np	băng dính
e-waste	/i: weɪst/	n	chất thải điện tử	stink	/stɪŋk/	adj / n	hôi, mùi hôi
false teeth	/fɔ:ls ti:θ/	np	răng giả	string	/striŋ/	n	sợi dây
gadget	/'gædʒɪt/	n	thiết bị điện tử nhỏ	the United Nations	/ðə ju: 'naɪtɪd neɪʃnz/	n	Liên Hiệp Quốc
jellyfish	/'dʒelɪfɪʃ/	n	con sứa				
land pollution	/lænd pə'lu:ʃən/	np	ô nhiễm đất	tie (sth) together	/taɪ tə'geðə/	vp	buộc (cái gì) lại với nhau
loose	/lu:z/	adj	lỏng lẻo	treasure	/'treʒə/	n	kho báu
natural gas	/,nætʃərəl 'gæs/	np	khí tự nhiên	unleaded	/,ʌn'ledɪd/	adj	không chì
recycling centre	/rɪ:'saɪklɪŋ 'sentə/	np	trung tâm tái chế	wildlife	/'waɪldlaɪf/	n	động vật hoang dã
				wind farm	/'wɪnd fɑ:m/	np	trang trại gió

VOCABULARY IN ACTION

1 Use the glossary to find:

- three types of energy: ...
- one type of pollution: ...
- two words that describe a person: ...
- two places that can be used for recycling: ...

2 Use the glossary to complete the sentences. The first letter is given.

- I always fill up my car with **u**_____ petrol to reduce air pollution.
- My grandmother wears **f**_____ because she lost her natural ones due to decay.
- R**_____ sources such as solar and wind power are becoming increasingly popular.
- E**_____ is a growing problem as people dispose of electronic devices frequently.
- The construction of a new **w**_____ in the area will provide clean energy to the local community.

3 In pairs, choose two or three words each from the glossary and write sentences. What's the longest sentence you can make?

The government needs to raise people's awareness about e-waste.

4 2.09 PRONUNCIATION Listen to the intonation in the question tags.

- You're in the nature club, aren't you?
When you want to check information, your voice goes up. It's a real question.
- You're in the nature club, aren't you?
When you probably know the answer and expect the other person to agree, your voice goes down.

5 2.10 In pairs, practise saying these questions. Listen and check.

- You enjoy wildlife, don't you?
- You aren't a member, are you?

Revision

VOCABULARY

1 Write the correct word for each definition.

- To keep someone or something safe.
protect
- It's black or grey and is produced when something burns. **s _ _ _ _**
- A building where things are produced in large quantities. **f _ _ _ _ _**
- To make air, water, etc. dirty. **p _ _ _ _ _**
- A long line of vehicles on the road that can't move. **t _ _ _ _ _ j _ _**
- To use more of something than you need.
w _ _ _ _

2 Complete the sentences with the words and phrases below.

endangered animal public transport
recycling centre rubbish **throw away**

- Do you usually **throw away** your old clothes?
- Do you know where the nearest _____ is?
- Do you think people should use _____ instead of their own cars?
- If you see _____ in the street, do you pick it up?
- Which _____ would you help protect?

3 In pairs, ask and answer the questions in Exercise 2.

GRAMMAR

4 Complete the diary entry with the Past Perfect form of the verbs below.

cause choose forget not arrive not have **plan**

Thursday was our school trip. I was excited because our teacher **'had planned'** a day at a wind farm. She ²_____ the biggest wind farm in Scotland with more than 200 wind turbines. But when we got to school in the morning, the bus ³_____ and we had to wait for ages. We heard that an accident in the town centre ⁴_____ a huge traffic jam. When it finally came, I was starving because I ⁵_____ my packed lunch. It was a really long journey and when we got to the farm, the wind turbines weren't moving. The farm ⁶_____ any wind that week!

LISTENING

5 2.11 Listen to two friends, Phong and An, talking about animal waste.

- According to Phong, what are the three key aspects of animal waste disposal?
 - Why, what, how
 - When, where, how
 - How, where, why
 - What, when, why
- According to Phong, when should animal waste be disposed of?
 - Daily on small farms and weekly on large farms
 - Weekly on small farms and daily on large farms
 - Monthly on small farms and daily on large farms
 - Daily on small farms and monthly on large farms
- How do farmers typically dispose of cow waste?
 - They sell it to other farms.
 - They bury it underground.
 - They store it in a pit or pond.
 - They burn it.
- What is the main topic of the conversation between Phong and An?
 - Animal welfare on farms
 - Animal waste management
 - Organic farming
 - Animal waste composting

SPEAKING

6 In pairs, role-play the situations.

- A: Tell your friend about an idea to recycle some old jeans. Say why you think it's a good idea.
B: Say if you agree or disagree with your friend's idea.
- B: Tell your friend about an event you are organising to make people more aware of the litter in your local park. Say why you think it's a good idea.
A: Say if you agree or disagree with your friend's idea.

3

Việt Nam on the go

VOCABULARY

Life in the past and present |
Transport system | Clothing styles |
Entertainment | Architecture |
Changes in living standards

GRAMMAR

Clauses of concession |
Clauses of reason



3.1

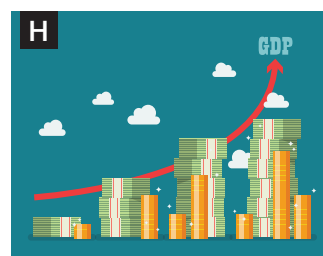
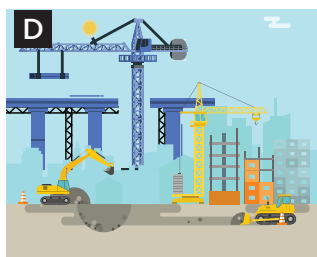
VOCABULARY

Life in Việt Nam in the past and at present

I can talk about similarities and differences in life in Việt Nam in the past and at present.

- 1 Look at the photos (A-B). Discuss with a partner the differences between the two photos.
- 2  3.01 Study the Vocabulary box. Match the words with the photos (A-H). Listen and check.

Vocabulary		Aspects of our nation	
economic growth	improved living conditions	advanced technology	national identity
increased infrastructure	love for nature	traditional cuisine	family values



3 Read the dialogue between Trúc Anh and her teacher. Decide if the following sentences are *T* (True) or *F* (False).

- Teacher: How things have changed and stayed the same over time in Việt Nam?
- Trúc Anh: I think today we don't value our family as much as in the past.
- Teacher: In general, the Vietnamese still have strong **family values**. But you're correct, they are not quite as strong as in the past. Are there other differences?
- Phong: Our country has witnessed a lot of **economic growth** and **increased infrastructure** in the past 10 or 20 years.
- Teacher: Yes, thanks to such developments, families in Việt Nam today have **improved living conditions**. We also have more **advanced technology**. What has remained the same?
- Bình: Today Vietnamese people still show respect for their ancestors. I think it's part of our **national identity** just like our **traditional cuisine** and our **love for nature**. They stay the same for a long time.

- 1 ☐ Family values are more valued today than in the past.
- 2 ☐ Economic growth has been slower now than in the past.
- 3 ☐ Technology is more advanced than in the past.
- 4 ☐ Vietnamese people do not show respect for their elders as much as before.
- 5 ☐ Vietnamese people have the same sense of national identity.
- 6 ☐ Vietnamese people do not appreciate nature.

4 Complete the sentences with the following expressions.

Vocabulary	Expressions of comparison and contrast
similar to ..., Similarly, In contrast to	different from ..., In contrast, both ... and ...

- 1 Việt Nam's traditional cuisine is _____ similar to _____ different from other Asian cuisines.
- 2 _____ other ASEAN countries who experienced a fall in tourist numbers, Vietnam's has made life much less difficult increased infrastructure has made it easier for people to travel around the country.
- 3 _____ other ASEAN countries who experienced a fall in tourist numbers, Vietnam's tourism industry has recorded an impressive number of tourists after the COVID-19 pandemic.
- 4 _____ some other developing countries, Việt Nam's family values have not changed much over the past century.
- 5 Today Việt Nam is _____ 30 years ago because of the improved living conditions of its people.
- 6 Although cities are growing with less green space, the love for nature of people today is _____ that in the past.

5 Work in pairs. Ask and answer: What similarities and differences do you see between life in Việt Nam now and 10 years ago?

- buildings
- technology
- foods and drinks
- family size





3.2

GRAMMAR Clauses of concession

I can use clauses of concession to talk about changes in the education system in Việt Nam in the past and at present.

- 1 Look at the photos (A and B). What are the differences between them?



- 2 Read the text and answer the questions.

The Vietnamese education system has changed in many ways. Although educational resources are somewhat limited, Việt Nam has more today than it did in the past. Currently, there are more educational institutions and more students attending class. Traditional Vietnamese teachers required students to memorize information; however, today's teachers emphasize critical and creative thinking more. Traditional schools emphasized literature, science, math, and history, whereas today's schools are offering courses in vocational skills, technology, and entrepreneurship. Even though Vietnamese is the national language, schools today place more emphasis on English since it is a global language. In spite of its popularity, English is still a foreign language in Việt Nam.

- How many changes are mentioned?
- What does Nam have more of today?
- What do Vietnamese teachers emphasize these days?
- Which subjects are considered traditional?

- 4 Complete the sentences by circling the correct option.

- _____ we have more advanced technology, we still prefer to meet with our relatives face to face at our homes.
a However b Even though c Whereas
- _____ people in big cities enjoy improved living conditions, they also complain about the lack of green spaces.
a Despite b However c Whereas
- _____ Việt Nam's economic growth has quickly increased, family values have not changed much.
a Although b Whereas c Despite
- _____ the number of foreign restaurants in Vietnam's cities today, the Vietnamese still prefer their traditional cuisine.
a However b Whereas c Despite
- The increased infrastructure in Hà Nội has made getting around the city easier; _____, the increased traffic has not made it much faster.
a although b however c whereas

- 5 Work in groups. Choose one aspect of the educational system in your school and compare it with the educational system of your parents' time.



Although nowadays students can have access to a lot of information from the Internet, teachers still play an important role in the learning process.

- 3 Read the Grammar box and find examples of clauses of concession in the text in Exercise 2.

Grammar

Clauses of concession

Although / Even though / Though

Although / Even though / Though there is more advanced technology in the classroom, some students still prefer traditional methods of learning.

Although / Even though / Though + $S_1 + V_1, S_2 + V_2$.

Despite / In spite of *Despite / In spite of the pandemic,*

teachers and students still managed to study online.

Despite / In spite of + noun / noun phrase, $S + V$.

However / Whereas

Whereas my classroom has no projector and TV, your classroom has a modern smart board.

Whereas $S_1 + V_1, S_2 + V_2$.

English will be more popular; however, the role of Vietnamese is still crucial in a child's learning. In the past, many students didn't have access to even printed books, whereas today they have access to a huge collection of both printed and e-books.

$S_1 + V_1$; however, / , whereas + $S_2 + V_2$.



3.3

READING and VOCABULARY Transportation in the past

I can guess the meaning of the words in context in an article about the changes in the transport system in Việt Nam.

- 1 In pairs, discuss: What are the differences between the trains in photos A and B?



- 2 Read the text. Circle the surrounding words that help you guess their meanings of the highlighted words.

Over the past century, Việt Nam's transport system has changed. People can now **get around** town much more easily than in the past.

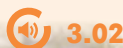
Not long ago there were not many cars or motorbikes on the road. Most people used either a bicycle or public transport.

Today, traffic is a major problem as it is in other major Asian cities. It's common for traffic to move slowly in Hà Nội or Hồ Chí Minh City. This means that people waste many hours each week in traffic.

Despite the government's **attempts** to reduce traffic, the increase in the number of cars and motorbikes has created other problems. Air pollution and noise pollution affect the busiest parts of large Vietnam's cities. Today, the air is much dirtier than just 10 years ago. Also, the noise from cars, motorbikes, lorries, and buses is getting worse.

The government is trying to reduce traffic problems by improving the public transportation system. Today, there are more buses and trains, which make it easier for people to get around. These means of transport are not expensive.

Another development is **ride-sharing services** such as Grab and Go Viet. These are convenient and **affordable** for many people in large cities.



- 3 Read the text again. Choose the correct option.

1 What does the expression **get around** mean?

- a To go in a circle
- b To travel to different places
- c To travel a long distance

2 What does the word **attempts** mean?

- a policies
- b solutions
- c efforts

3 What does **ride-sharing services** mean?

- a sharing cars with others
- b matching drivers with cars
- c buying cars together

4 What does the word **affordable** mean?

- a not expensive
- b very expensive
- c very cheap

- 4 Read the text again. Decide if the following statements are true, (T), false (F) or not given (NG) in the text. Write T, F, or NG.

- 1 People can no longer move around easily. _____
- 2 In the past, people mostly used bicycles. _____
- 3 Many major Asian cities have traffic problems. _____
- 4 People in Hồ Chí Minh City can spend a lot of time in traffic. _____
- 5 The total number of buses in the cities has increased. _____

- 5 Talk about how you went to school in primary school and how you go to school now. Are there differences or similarities?

I used to walk to school, but now I go to school by bike.





3.4

GRAMMAR Clauses of reason

I can use clauses of reason to talk about changes in clothing styles in Việt Nam.

- 1 Look at the pictures (A, B and C). What are the differences and similarities in these images?



- 2  3.03 Listen and read the dialogue and answer the questions.

Mother: We need to get you a new Áo dài as you will need something nice to wear to your cousin's wedding.

An: Oh. I forgot about that. What kind of Áo dài did you and your grandmother wear when you were young?

Mother: Well, because my grandmother grew up in the north, she wore Áo tứ thân and a hat or she would put a scarf over her head. Áo tứ thân looks similar to the Áo dài of today.

An: Did you wear Áo dài only on special occasions?

Mother: No, actually we used to wear them as our school uniforms in high school and university.

An: I see. But why?

Mother: Because Áo dài represents our national identity, many people felt it would be good for students to wear them.

- 1 Who is going to a wedding? _____
- 2 Who grew up in the north? _____
- 3 Who wore Áo tứ thân? _____
- 4 Who wore Áo dài to university? _____

- 3 Read the Grammar box and find examples of clauses of reason from the dialogue.

Grammar

Clauses of reason

- Clauses of reason show the reason why something happened due to the action of the main clause.
 - 1 *Since* we went to the shopping mall last week, we stayed home yesterday.
 - 2 *As* it was too far to travel, we didn't visit my cousins this year.
 - 3 I didn't eat dinner *because* I was not hungry.
- We can rewrite clauses of reason using *Because of* / *Owing to* / *Due to* + N
 - 1 *Because of* the time, I didn't wash my clothes.

- 4 Rewrite sentences using the given phrases.

- 1 Because technology has advanced, we can now easily communicate with relatives in different countries.
Due to _____.
- 2 As there has been a lot of economic growth over the past 12 years, our living conditions have improved.
Because of _____.
- 3 Since the infrastructure around our town has increased, it's much easier these days to get around.
Owing to _____.
- 4 As noise pollution has increased, many people no longer want to live near the centre of our city.
Due to _____.
- 5 Because the government has improved the public transport, it's easier to travel to far-away cities now.
Owing to _____.

- 5 Class survey. Interview your friends.



No	Name	Questions	Reasons
1		Do you like wearing uniforms to schools?	
2		Do you like wearing socks and shoes on hot summer days?	
3		Do you like wearing Áo dài on national days?	



3.5

LISTENING and VOCABULARY Changes in entertainment

I can listen for specific details in a conversation and talk about changes in entertainment in Việt Nam.

1 Work in pairs. Do you know the names of these forms of entertainment?



2 3.04 Listen to a conversation between two friends discussing different forms of entertainment in the recent history of Việt Nam. Listen and write *fan dance*, *hat dance*, *lion dance*, or *water puppet* in the blanks.

- 1 _____ brings fortune.
- 2 _____ entertains villagers.
- 3 _____ is about historical legends.
- 4 _____ originated in open fields.
- 5 _____ looks like hat dance.
- 6 _____ pays homage to farmers.

3 3.05 Listen again and complete the notes with ONE word for each blank.

Four Types of Traditional Vietnamese Entertainment

- Lion dance was performed to bring good 1 _____ and fortune.
- Water puppetry was used to teach villagers old 2 _____
- The fan dance is similar to the 3 _____ dance.
- The hat dance pays homage to 4 _____ and 5 _____ who join in.

4 3.06 Fill in the gaps with the Word Friends from Exercise 2.

Word Friends

historical legends
lion dance
pay homage to
water puppet

- 1 The child loved the fire crackers and loud music of the _____ performance at the temple.
- 2 The puppets appear to be moving on the water in the _____ show.
- 3 Most countries have _____ to explain the origins of their country.
- 4 We _____ our ancestors when we return to our village every year.

5 Work in pairs. Ask and answer about one form of entertainment.

- What is it?
- When was it first introduced?
- What changes have occurred to this form of entertainment in the last 50 years?
- Do you want to play / see / watch / listen to it? Why (not)?

water puppet fan dance
hat dance lion dance





3.6

SPEAKING Expressions for comparing ideas and expressions for giving opinions

I can compare ideas and express opinions about changes in housing architecture.

- 1** Work in pairs. What do these houses have in common? What do they differ?



- 2** **3.07** Listen and read the dialogue. Answer the questions.

An: Look at this house! It looks simple but beautiful.
 Binh: Yes, it does. This is an example of modern architecture in Việt Nam. It emphasizes being functional and minimalist in design.
 Binh: What does that mean?
 An: Minimalist design differs from traditional design in some ways. For example, it is less decorative and more functional in use.
 Binh: Yes, this house is different from that traditional house in terms of materials, too. That old house is made of wood and tiles, while the modern house is made of bricks and glasses.
 Mai: Yes, and many houses in Việt Nam today are smaller and taller than houses in the past.

- 1 How do houses with minimalist design look?
- 2 What materials are used in modern houses?

- 3** Read the Speaking box. Find expressions for comparing ideas in the dialogue.

Speaking

Expressions for comparing ideas and giving opinions

Expressions for comparing ideas

This house is **smaller than** that house.
 My house is **more** convenient than your house.
While this house is made of bricks, that house is made of straw.
 This palace **differs from** that one in architecture.

Expressions for giving opinions

I think that local residents should protect old houses in this area.
I believe that this house needs repairing.
I feel that we need to protect old houses.

- 4** Read and re-order the dialogue from 2 to 9. Then fill in the blanks with expressions for giving opinions.

1 Jack: Why are the houses in this part of Hà Nội so narrow?
 — Jack: What are modern houses in Hà Nội like?
 — Đào: Um, they are more like houses you see elsewhere. They are wider and are for living, not for business.
 — Đào: We call the houses here, in the Old Quarter, tube houses because they are long and narrow. Sometimes the back of the house goes into the next street.
 — Jack: That's somewhat unusual.
 — Jack: I prefer to live in a modern houses, but tube houses are certainly unique. I hope they stay around for a while.
 — Đào: Me too. I ^a_____ the residents should do their best to maintain their houses.
 — Đào: Traditionally, the front of the house was used for the family business. They made or sold goods there. And there were small open courtyards to let light in. The family lived in the backrooms.
 — Jack: Right. But I ^b_____ that special craftsmen who can repair these types of houses are needed.

- 5** Work in pairs. Compare houses in your area now and 10 years ago. Use expressions for comparing ideas and giving opinions.



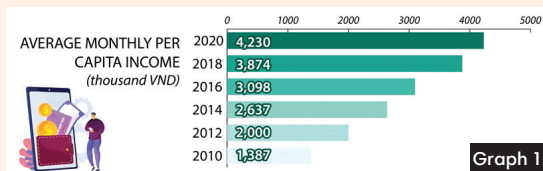


3.7

WRITING A descriptive paragraph

I can write a descriptive paragraph about the changes in people's living standards in Việt Nam.

- 1 Look at the photo. What does each graph show?



<https://en.vietnamplus.vn/vietnams-household-living-standards-over-years/202366.vnp>

- 2 Read the paragraph below and answer the questions.

The two graphs show the changes in average monthly per capita income and average monthly expenditure per capita in a period of 10 years. It is clear that Vietnamese incomes and expenditures **increased consistently** over the given period. In the first graph, the average monthly per capital income **increased** over three times between 2010 and 2020. In 2010, the average monthly per capital income was 1.387 million VND, but this **rose sharply** to 4.230 million VND after ten years. Similarly, the second graph shows a **steady increase** in average monthly expenditure per capital per person. This number **jumped dramatically** from 1.21 million VND to 2.89 million VND over the same decade.

- How many graphs are being compared?
- What time period do the graphs show?
- What is the general trend in both graphs?
- What are some significant data included in the report?

- 3 Read the Writing box. Then complete the sentences with the correct form of the phrases in brackets.

Writing

Changes are often described using phrases that contain an adjective + noun or a verb + adverb

adjective + noun	verb + adverb
steady increase / decrease	increase / decrease steadily
consistent rise / fall	rise / fall consistently
dramatic jump	jump / fall dramatically

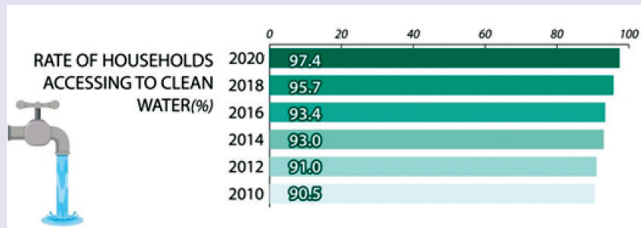
Comparative and superlative phrases

largest / greatest jump
smaller increase
most consistent rise

- The percentage of poorer households _____ since 2005. (slow growth)
- Home prices have _____ over the past 2 years. (steady increase)
- There is a _____ in the number of college and university graduates. (decline gradually)
- We have seen a _____ in wages since 2000. (increase significantly)
- There has been a _____ in the number of rural households using hygienic latrines over the past 10 years. (surge suddenly)

Writing Time

- 4 Write a paragraph (100-120 words) to describe changes in the following chart.



GLOSSARY A clause of concession

adj: adjective pre: preposition	n: noun c: conjunction	np: noun phrase p: phrase	v: verb vp: verb phrase
advanced technology	/əd'vɑːnst tek'nɒlədʒi/	np công nghệ tiên tiến	living condition /'lɪvɪŋ kən'dɪʃən/ np điều kiện sống
architecture	/'ɑːkɪtektʃə/	n kiến trúc	love for nature /lʌv fə 'neɪtʃə/ np tình yêu thiên nhiên
audience	/'ɔːdiəns/	n khán giả	minimalist /'mɪnəmələɪst/ adj thuộc về tối giản
considering	/kən'sɪdərɪŋ/	pre / c xem xét	national identity /'næʃənəl aɪ'dentəti/ np bản sắc dân tộc
decorative	/'dekəreɪv/	adj trang trí	ride-sharing services /raɪd ʃeərɪŋ 'sɜːvɪsɪz/ np dịch vụ đi chung xe
detail	/'diːteɪl/	n chi tiết	rise consistently /raɪz kən'sɪstəntli/ vp tăng liên tục
different from	/'dɪfərənt frəm/	adj khác với	similar to /'sɪmələ tə/ adj giống với
economic growth	/,ekə'nɒmɪk grəʊθ/	np tăng trưởng kinh tế	skyscraper /'skaɪskreɪpə/ n toà nhà chọc trời
entertain	/,entə'teɪn/	v giải trí	steady increase /'stedi ɪn'kriːs/ np sự tăng đều đặn
entertainment	/,entə'teɪnmənt/	n sự giải trí	traditional cuisine /trə'dɪʃənəl kwɪ'ziːn/ np ẩm thực truyền thống
family value	/'fæməli 'væljuː/	np giá trị gia đình	unique /juː'niːk/ adj độc nhất
in contrast	/ɪn 'kɒntrɑːst/	p ngược lại	
in contrast to	/ɪn 'kɒntrɑːst tə/	p trái ngược với	
increased infrastructure	/ɪn'kriːst 'ɪnfra'strʌktʃə/	np cơ sở hạ tầng gia tăng	
jump dramatically	/dʒʌmp drə'mætɪkli/	vp nhảy vọt	

VOCABULARY IN ACTION

1 Use the glossary to find:

- a tall building: ...
- an adjective that means 'very special': ...
- a phrase that shows differences: ...
- people who watch something: ...
- an adjective that means very simple: ...

2 Complete the Word Friends below.

- advanced _____
- _____ growth
- _____ condition
- increased _____
- national _____
- _____ cuisine

3 Make a sentence with each Word Friend in Exercise 2.

Many tourists are interested in traditional cuisine of Việt Nam.

PRONUNCIATION

4 3.07 Listen and repeat.

/eə/	/əʊ/	/ʊə/
whereas wear there	growth know follow	tourist poor assure

5 3.08 Listen and put the words into the correct column.

sure	compare	boat	tournament	toe
jury	careful	share	pair	though
/eə/	/əʊ/	/ʊə/		

6 3.09 Listen. Circle the words with sounds /eə/, /əʊ/, or /ʊə/. Then practise the dialogue in pairs.

Lan: Can you share what you think about life in Việt Nam in the past?

Phong: I think life was tough for the poor.

Lan: True, but Việt Nam has grown since then. Now it's a popular tourist destination.

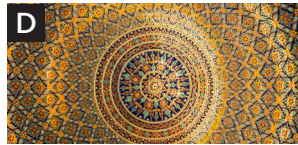
Phong: Yes, there are many tours for visitors to choose.

Lan: I agree!

Revision

VOCABULARY

1 Match the pictures A-D with the words from the glossary.



2 In pairs, discuss the differences between the words / phrases below.

- | | |
|---------------------|--------------------------|
| 1 economic growth | increased infrastructure |
| 2 national identity | traditional cuisine |
| 3 similarly | in contrast |
| 4 public transport | ride-sharing service |
| 5 entertain | audience |
| 6 architecture | skyscraper |

GRAMMAR

3 Fill in the blanks with ONE WORD.

- _____ economic growth has jumped dramatically, the infrastructure has not yet improved much.
- _____ both the older generation and the younger generation have a love for nature, they both still pollute the environment.
- Entertainment today uses a lot of advanced technology, _____ entertainment in the past depended more on the skills of the entertainers.
- The building is rather minimalist by design; _____, the doors are rather decorative.
- _____ *phở* looks similar to other foods in the region, its taste is rather unique.

4 Use the clues to write sentences with clauses of concession. Add words if necessary.

- traditional temples so old, government wants to preserve them. (because)
- ride-sharing services popular, many people now earning extra money by driving passengers around town. (since)

- improvement in living conditions, many families having more children. (due to)
- increase in wages, average person saves more money nowadays. (because of)
- water puppets famous, many foreign tourists want see while visiting Hà Nội. (as)

READING

5 Use the context clues to guess the meanings of the bold words. Then write the words under the correct pictures below.

Dear Minh,

Our history teacher assigned us a project. We have to write about a traditional type of Vietnamese entertainment. Because I saw the water puppet show in Hà Nội two years ago, I've decided to write about them.

I was surprised to learn that water puppetry is pretty old. It started around the 11th century. Most of the stories are about daily life in rural areas or historical legends.

And the puppets are made of wood, and they are painted. They are also quite heavy.

The **performers** conduct the show in about a meter of water. Because originally they were performed in flooded fields or ponds near the village, performers used large bamboo **rods** to support the puppets.

Today, the **puppeteers** stay hidden behind a **screen**, but the puppets look like they're moving. I was surprised to learn that the audience cannot see the **strings** that move the puppets because they are actually hidden in the water.

Best,

Linda



4

The world of work

VOCABULARY

Jobs | Finding and losing a job |
Working conditions |
Success at work

GRAMMAR

Talking about the future |
Future Continuous

My world



A
Lisa: It's great to have hands-on experience. I didn't ...



B
Alex: I've really enjoyed it and it looks good on my CV! It was ...



C
Jack: It's helped me decide what I want to do in the future and it's given ...



D
Ella: It was more interesting than I expected. I learned so much ...



4.1

VOCABULARY Work and jobs

I can talk about jobs and work experience.

1 Which jobs in the photo (A-D) would you like to do?

2  **4.01** Study the Vocabulary A box. Find some of the jobs in the photos. Listen and check.

Vocabulary A

Jobs

cleaner	cook	engineer	interpreter	librarian
lifeguard	manager	painter	plumber	psychologist
scientist	writer			

Compound nouns

app designer	dentist's assistant	computer programmer
fashion designer	film director	flight attendant
music critic	travel agent	lorry driver
		veterinary assistant

3 In pairs, take turns to describe a job for your partner to guess.

I help people understand each other when they don't speak the same language.

Could you be a teen **trep**?

Lots of young people I know are starting to get ¹part-time and full-time jobs. They work a lot of ²_____, so they are too tired to go out. The ³_____ for their jobs is low – for example, my friend, who is a waiter, earns £4.50 an hour. When they complain, I want to say, 'Why don't you start your own ⁴_____ then?' I'm a teen 'trep' – that's short for 'entrepreneur'. I create online games. OK, so I don't get any ⁵_____ and I usually save money during the year so I can take a break in the summer. On the other hand, the hours are ⁶_____ and there's lots of freedom. So what makes a successful **trep**? First of all, you need to think outside the box. You'll also need communication skills and good problem solving skills. If this sounds like you, why not be the next teen **trep**?



4 4.02 Study the Vocabulary B box. Complete the article with the words and phrases below. Listen and check.

company flexible overtime
hourly rate part-time paid holiday

Vocabulary B Working conditions

It's a full-time / part-time / temporary / permanent / summer job.
I work in a big company / in a small firm.
It's well-paid / badly-paid.
The hourly rate is ...
We work shifts / flexible hours / nine to five.
We often work overtime.
You can get a bonus / a pay rise.
You have paid holidays.



5 In pairs, discuss the question: In your opinion, which jobs should be better paid? Why?

I think doctors should be better paid because they have to work very hard and they do not often have holidays.



4.2

GRAMMAR Talking about the future

I can use different forms to talk about future events.

1 What are the advantages and disadvantages of an open air cinema? Do you think it would be fun to work in one?

2 Read the email. What are Dimitris' plans?



Hi Matt,

What are you going to do in the summer? I'm going to Greece. My uncle is starting an open air cinema this summer and I'm going to help sell tickets. My uncle lives next to the sea, so I'll be able to swim every day. I'll probably spend my mornings on the beach with my cousins and then I'll work with my uncle in the evenings.

My flight is on the day after we finish school and I fly back to the UK on 30 August. I'm going to miss hanging out with my friends, but I won't miss the British weather! I'll send you a postcard from Greece! ☺

Bye for now,
Dimitris

3 Study the Grammar box. Find more examples of these forms in the email.

Grammar

Talking about the future

will

I'll **get** you some water – you look thirsty. (spontaneous decision)
They **won't find** this kind of work difficult. (prediction)

be going to

I'm **not going to work** full-time. (plan)
The job's **going to be** interesting. (prediction based on facts)

Present Continuous

Sam and Chloe **are arriving** at two o'clock. (arrangement)

Present Simple

The train **leaves** in twenty minutes. (timetable)

Look at the future forms of *can* and *must*.

I **can** save some money. → I'll **be able to** save some money.

I **must** be back at two. → I'll **have to** be back at two.

4  4.03 Circle the correct option. Listen and check.

Mark: Hi, Lara. Are you OK? You look worried!

Lara: I am! My interview at the bakery ¹will be / is in half an hour!

Mark: I didn't know you were looking for a job.

Lara: Yes. I ²'m going / 'll go on holiday next month; it's all booked now, so I need to save some money!

Mark: Oh, I see. And where ³do you go / are you going?

Lara: Ireland – I can't wait. My friend's grandparents have invited us, so we ⁴'re staying / 'll stay at their house in Dublin.

Mark: Cool! ⁵Will you be able to / Are you able to travel around Ireland a bit?

Lara: Yes, definitely. We plan to go to Cork, Galway and Limerick.

Mark: I hope you have a great time – and good luck with the interview!

Lara: Thanks!

5 Write two true sentences and one false one about your plans for the holidays. Use *be going to* for plans and the Present Continuous for arrangements. In pairs, ask and answer questions to find out the information that is not true.





4.3

READING and VOCABULARY Summer jobs

I can understand the main points and identify specific details in an article.

1 Do you think summer jobs are a good idea? Why? / Why not?

2  4.04 Read the ads quickly. What jobs are advertised?

A Summer staff needed at City Souvenirs

We are looking for shop assistants for our busy gift shop. Applicants need to be reliable, friendly and enjoy speaking to customers. A second language is preferred as many of our customers are tourists from other countries. The positions are part-time and the hours will be mostly at weekends. Visit our website for more information.

B Keystones: new vacancy

Keystones Italian restaurant has a part-time position available for a lunchtime kitchen assistant. The role includes preparing food and cleaning the kitchen.

This is a great opportunity to gain experience and work with some great chefs. The hours are between 10.00 a.m. and 6.00 p.m., Thurs–Sun. Call Marco for more information on 0321585067.

C Star summer job!

Little Stars Summer Camp is looking for activity leaders to organise activities for children aged 5–8. You will work as part of a team, and activities will include arts and crafts and sports. Working hours are between 1.00 p.m. and 5.00 p.m., Monday to Friday. So if you love working with children and have lots of energy, please write to: littlestars@gmail.com.

Kiên ☐

Kiên likes being outdoors and is very sociable. He loves water sports and often takes his young cousins surfing. He enjoys learning new things. This summer he's having guitar lessons every morning.



Hoàng Anh ☐

She likes talking to people and is a fast learner. At the moment Hoàng Anh is learning Chinese on Tuesday and Thursday afternoons and is quite fluent in it. She isn't very sporty, but she loves drawing.



Hùng ☐

Hùng loves sport and he's part of a swimming club that meets every morning at 8 a.m. – also in the summer. He's quite shy and finds it difficult to talk to people he doesn't know. He likes working with his hands and is very neat and tidy.



3 Look at the highlighted words in the ads. Check your understanding. Use a dictionary if necessary.

4 Three young people are looking for summer jobs. Match the people with ads A–C.

5 Do you think you would be good at any of the summer jobs in the ads? Why? / Why not?

I think I would be a good shop assistant because I'm a confident speaker and I'm quite brave! I don't think I'd be a good activity leader because I'm not very patient with children.





4.4

GRAMMAR Future continuous

I can predict about my future job.



Binh: Look – you've got a letter.

Kelly: At last! I've been waiting for ages for this. It's from the vet. He says I can help in the surgery this summer.

Binh: Cool. What will you be doing?

Kelly: Let me see. I'll be working in the office and I'll be doing simple day-to-day jobs with the vet.

Binh: Mmm ... simple day-to-day jobs ...

Kelly: Yes, it'll be fun. I'll be working with different animals. I'll be looking after sick pets. And I'll be helping people who are worried about their pets.

I've been waiting for ages!

OUT of class

1 **4.05** Listen and answer the questions.

- 1 What news does Kelly receive?
- 2 What does Binh think about the news?

2 Study the Grammar box. Find more examples of the Future Continuous in the dialogue.

Grammar

Future Continuous

She'll **be helping** in the office.

We **won't be working** outside.

Will you **be working** with animals? Yes, I **will**. / No, I **won't**.

When **will** you **be working** there?

Time expressions

in five / ten / twenty years

I'll probably be working in a hospital **in five years**.

at 9.00 p.m. / half past eight tonight

I'll be doing my homework **at 7.00 p.m. tonight**.

next summer / next year / in the future

I'll be working with animals **next summer**.

3 Complete the sentences about Binh and Kelly with the Future Continuous form of the verbs in brackets.

- 1 Kelly **will be doing** (do) a lot at the surgery.
- 2 _____ Binh _____ (work) with Kelly in the summer?
- 3 The vet _____ (show) Kelly how to look after sick animals.
- 4 Kelly _____ (not probably earn) much money.
- 5 Kelly _____ (visit) farms to learn about other animals.
- 6 Binh _____ (not see) much of Kelly because she'll be busy.

4 Make questions in the Future Continuous. In pairs, ask and answer the questions.

- 1 you / work / in your own country / in the future / ?
- 2 what subjects / you / study / next year / ?
- 3 you / do / work experience / next summer / ?
- 4 your friends / go to university / after school / ?
- 5 you / celebrate / your birthday / soon / ?

A: **Will you be working in your own country in the future?**

B: **No, I won't. I'll probably be working abroad.**

5 In pairs, complete the sentences to make them true for you. Use the Future Continuous.

Next summer ... After dinner this evening ...
In five years ... At 11.00 p.m. tonight ...
In fifty years ... This weekend ...

In five years, I will be studying art ...

And YOU



4.5

LISTENING and VOCABULARY Success at work

I can understand specific details in a conversation and talk about success at work.

1 Have you ever won a prize? What was it? What was it for?

2  4.06 Study the Vocabulary box. Then write the correct word for each definition. Listen and check.

Vocabulary	Success at work	
award	candidate	career
diploma	employer	speech

- a prize that you get for doing something well award
- a job that you have trained for and have done for a long time _____
- a formal talk to a group of people _____
- a document that shows you have completed a course _____
- someone who wants to be chosen for a job or a prize _____
- a person or company that pays you to work _____

3 Look at the photos of Max and Hannah. What do you think their jobs are?

4  4.07 Listen to the recording. Were you right about Max's and Hannah's jobs?

5  4.08 Listen again. Mark the sentences T (true) or F (false).

- ☐ Max felt calm on the TV show.
- ☐ Max got his diploma when he was seventeen.
- ☐ Max and Hannah are both interested in sport.
- ☐ Hannah designed the app after a family holiday.
- ☐ Hannah's mum owns a sports shop.
- ☐ Max thinks of his dad as a colleague.
- ☐ Both Hannah and Max won an award.

6 In pairs, think of a simple idea for a new business. Explain your idea to the rest of the class. Use these questions to help you.



- What is the business?
- Why is the business a good idea?
- How many people are there in the business?
- What's the future for your business?

Max



Hannah





4.6

SPEAKING Instructions and reminders

I can give instructions, remind somebody what to do and respond.



An: Thanks for coming, Binh. My brother, Bách, usually works today, but he's off sick.

Binh: No worries, An.

An: Oh, it's all very simple. First, show the customers to a table. Make sure the table is clean. Then give them a menu.

Binh: That seems easy.

An: Yes, but be sure to give them time to read the menu.

Binh: Of course. Then what?

An: After a few minutes, go back to the table and take their order. Don't forget to write it down and always write the table number on the order.

Binh: I hope I remember it all!

An: You need to be organised, Binh. I'll be in the kitchen, so try to bring me the orders as soon as possible.

Binh: No problem. Anything else?

An: Yes. Remember to be polite with all the customers.

Binh: Sure. Thank you, An.

*He's off sick.
It's all very simple.*

OUT of class

1 Do you find it easy to remember instructions or do you often forget things?

2 Look at the photo. What is Binh doing?

3  **4.09** Listen and answer the questions.

- Why does An want Binh to help in the café?
- How does Binh feel about working there?

4 Study the Speaking box. Find more examples of instructions and reminders in the dialogue.

Speaking

Instructions and reminders

Giving instructions

First, / Firstly, / Second, / Secondly, wash the glasses.
Then put ice in the glasses.

After that, ...

Be sure to smile.

But you'll have to ...

The last thing you need to do is ... / Finally, ...

Always / Never put your notebook down.

Try to / not to ...

You need to ... / It's important to ...

Reminding

Don't forget to give them some water.

Remember to write it down.

Responding to instructions

That seems easy.

Of course. / OK. / Sure. / No worries. / No problem.

Then what? / Then what do I do?

I hope I remember it all!

5  **4.10** Complete the dialogue with words from the Speaking box. Listen and check.

Jay: I've got an interview for a summer job at the museum, but I'm not sure how to prepare.

Nina: Well, ¹*first*, look at the website to find out a bit about the museum.

Jay: Of course. Then ²_____?

Nina: After ³_____, you need to decide what you're going to wear.

Jay: That ⁴_____ easy.

Nina: Hmm. It's ⁵_____ to wear something smart. That shirt's too scruffy!

Jay: No ⁶_____. Anything else?

Nina: ⁷_____ forget to check the time of the interview.

Jay: You're making me really nervous!
I ⁸_____ I remember it all.

6 In pairs, choose a summer job. Take turns to tell each other how to prepare for an interview.

And YOU

help in a children's activity camp help in a gift shop

A: *Guess what! I've got an interview for ...
How should I prepare?*

B: *Well, first ...*



4.7

WRITING An email

I can write an email to a friend to tell about my summer job.

- 1 Work in pairs. What kind of part-time job can you do during your summer holidays? List the jobs you can do.
- 2 Imagine if you have a part-time job during summer holidays. What will you tell your pen-pal when you write him / her an email?
- 3 Read the email form Bella to Linh. What does Bella tell Linh about? Are these ideas different from or similar to your ideas?

- 4 Read the Writing box. Underline the phrases you can find in Bella's email.

Writing

Writing an email to your friend to tell about your job

- Be informal

Hey / Hi / Hello [Friend's Name],

How's it going?

I hope you're doing well.

Guess what?

I have some exciting / interesting news to share.

Have you heard about [topic]?

I've been busy with [activity / task / job] lately.

Take care and talk to you soon.

Best / Lots of love / Love

- Share details about the summer job

I'm working as ...

It is a full-time / part-time job.

It is a temporary / permanent job.

I earn a good hourly rate.

It is a well-paid / badly-paid job.

The owner offers flexible hours.

I do not have to work overtime.

I wash the dishes and clean the kitchen.

- Talk about your place of work and teammates

My teammates / colleagues are friendly / supportive / caring. They trained me ...

- Share your personal experience

I really enjoy my time. / I really like it here.

New Message

To Linh
Subject New job

Hey Linh,
I hope you're
doing well. I have
exciting news
to share! Guess
what? I've just
got my summer
holiday job!



I've been busy with being a part-time kitchen-hand at a small restaurant near my house. I take orders, sometimes wash the dishes and clean the kitchen. This is a temporary job, but it is well-paid, and I earn a good hourly rate. The owner offers flexible hours. Isn't it great? I can still enjoy my summer break.

Everyone at the restaurant is very friendly and supportive. They trained me what to do on the first days.

I really enjoy my time here.
Tell about your summer
and how things are going with you.

Take care and talk
to you soon!
Bella



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

Send

Writing Time

- 5 Imagine you work part-time as an English tour guide at local tourist attractions. Write an email (100-120 words) to your pen-pal to tell about the job. You can use some of the ideas here or your own ideas.

Responsibilities of the job

- Show visitors around
- Tell them about local culture and history

Good things about the job

- Meet people from all around the world
- Practise my English speaking skills
- Free admission to some places
- Flexible hours
- Good hourly rates

GLOSSARY Jobs and expressions of jobs

adj: adjective	adv: adverb	n: noun	np: noun phrase	v: verb	vp: verb phrase		
badly-paid	/ˈbædli peɪd/	adj	trả công rất thấp	hands-on	/hændz ɒn/ np	kinh nghiệm	
career	/kəˈrɪə/	n	sự nghiệp	experience	ɪkˈspɪəriəns/	thực hành	
colleague	/ˈkɒliːg/	n	đồng nghiệp	hourly rate	/ˈaʊəli reɪt/	np	tiền công theo giờ
communication	/kəˌmjuːnɪˈkeɪʃn/	np	kĩ năng giao tiếp	interpreter	/ɪnˈtɜːprətə/	n	thông dịch viên
skills	skɪlz/			lifeguard	/ˈlaɪfgɑːd/	n	nhân viên cứu hộ
communicator	/kəˌmjuːnɪkətə/	n	người giao tiếp	neat	/niːt/	adj	gọn gàng
computer	/kəmˈpjʊːtə/	np	lập trình viên	overtime	/ˈəʊvətɑɪm/	n / adv	tăng ca
programmer	ˈprəʊgræmə/		máy tính	paid holidays	/peɪd ˈhɒlədeɪz/	np	ngày nghỉ có lương
day-to-day	/ˌdeɪ tə ˈdeɪ /	adj	ngày qua ngày	plumber	/ˈplʌmə/	n	thợ sửa ống nước
dentist's	/ˈdentɪsts/	np	trợ lý nha sĩ	position	/pəˈzɪʃən/	n	chức vụ
assistant	əˈsɪstənt/			proof	/pruːf/	n	bằng chứng
diploma	/dɪˈpləʊmə/	n	bằng cấp	qualification	/ˌkwɒlɪfɪˈkeɪʃən/	n	trình độ
entrepreneur	/ˌɒntrəprəʊˈnɜː/	n	doanh nhân	shift	/ʃɪft/	n	ca làm việc
fashion designer	/ˈfæʃən dɪzɑɪnə/	np	nhà thiết kế thời trang	sociable	/ˈsəʊʃəbl/	adj	thích giao tiếp
film director	/fɪlm dəˈrektə/	np	đạo diễn phim	speech	/spiːtʃ/	n	bài nói chuyện
flexible hours	/ˈfleksəbəl ˈaʊəz/	np	giờ linh hoạt	surgery	/ˈsɜːrɪdʒəri/	n	ca phẫu thuật
full-time	/ˌfʊl ˈtaɪm/	adj / adv	nguyên ngày	vacancy	/ˈveɪkənsi/	n	chỗ trống
				well-paid	/ˌwelˈpeɪd/	adj	trả công cao

VOCABULARY IN ACTION

1 Use the glossary to find:

- one office job:
- two creative jobs:
- two jobs related to language:
- two words related to money:

2 Use the glossary to complete the sentences with ONE or TWO WORDS.

- I received my _____ last year and now I'm ready to start my career.
- The company offers _____ so that employees can maintain a healthy work-life balance.
- The _____ for the job is competitive in the current market.
- To succeed in my chosen _____, I need to improve my skills.
- The internship provided me with valuable _____ that I can apply to my future career.

PRONUNCIATION 3 4.12 Listen and write the missing letters. Then listen and repeat.

- /p/ _____ainter, _____lumper, _____art-time, _____aid, _____osition, _____ilot
- /b/ _____ad, _____ack, _____rother, _____aker, _____arber, _____ookkeeper
- /t/ _____gui_____ar, _____onight, _____wenty, _____ime, _____able, _____each_____er
- /d/ _____entist, _____iploma, _____iscuss, _____octor

4 Complete the sentences with ONE word. Then read the sentences again.

- A _____ is a person who flies an aircraft.
- The _____ is an expert in the field of teeth and oral health.
- A _____ is an individual who imparts knowledge and educates students.
- The _____ is the head of a country.

5 4.12 Listen and circle the words with the sounds /p/, /b/, /t/, or /d/. Then practise the dialogue in pairs.

Phong: What do you think of being a pilot?

Binh: I think being a pilot would be exciting. You get to travel to different places and experience the joy of flying.

Phong: How about being a dentist?

Binh: Being a dentist requires a lot of knowledge of oral health. It's a rewarding profession, too. You can help people maintain healthy teeth.

Revision

VOCABULARY

1 Write the correct word for each definition.

Someone who:

- helps swimmers in danger at the beach is a **lifeguard**.
- repairs water pipes, toilets, showers, etc. is a **plumber**.
- translates spoken words into another language is an **interpreter**.
- works in a library is a **librarian**.
- looks after passengers on a plane is a **flight attendant**.
- studies how people's minds work is a **psychologist**.

GRAMMAR

2 Choose the correct option.

- Don't worry. I **will help** / *help* you with your homework later.
- Jack's decided that he *isn't going to work* / *isn't working* in his dad's company.
- When I start my new job next week, I will *be able to* / *can* practise my English.
- This evening Alice *helps* / *is helping* in her local theatre.
- Let's wait here. The train *is going to leave* / *leaves* in ten minutes.
- I've failed an exam, so I will *have to* / *must* take it again in the summer.

3 Complete the dialogues with the Future Continuous form of the verbs in brackets.

- A: I've got an interview tomorrow.
B: Good luck! I **'ll be thinking** (think) of you!
- A: What time will you be home tonight?
B: I'm not sure, but I _____ (not work) late again.
- A: This time tomorrow you _____ (relax) after your first day at work.
B: No, I won't. I _____ (study). I've got my driving test on Friday!

4 4.13 Listen to six students talking about doing work experience. What jobs do they refer to?

- _____
- _____
- _____
- _____
- _____
- _____

SPEAKING

5 4.14 Sam wants to be a teacher and is spending a day at a primary school doing work experience. Reorder the conversation. Listen and check.

- Sam: Thanks for having me. What should I do first? 1
- Teacher: After a few minutes, read the children a story. _____
- Sam: I hope I remember it all. _____
- Teacher: Then ask the children about the story. Be sure to listen to them. _____
- Sam: That seems easy. They love stories. Then what do I do? _____
- Teacher: First, say hello to the pupils and write your name on the board. _____
- Sam: Of course. Then what? _____
- Teacher: You'll be fine, Sam. The children will love you. _____



6 Imagine your friend is a new kitchen assistant at your family restaurant. Tell him / her what to do.

5

Wonders of Việt Nam

VOCABULARY

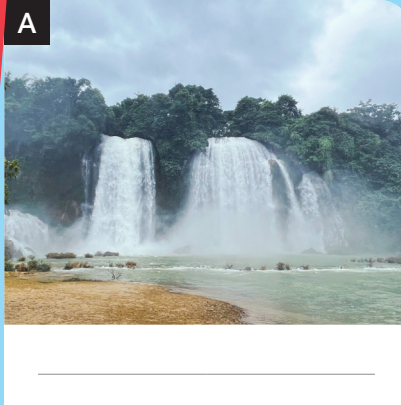
Tourist attractions | Natural wonders | Waterfalls and caves | Beaches and sand dunes | Mountain ranges | Travel stories

GRAMMAR

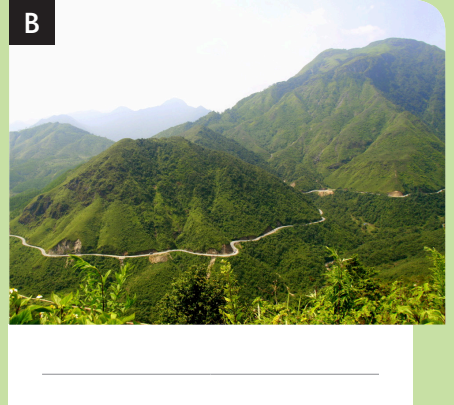
Clauses of result | Phrasal verbs

Wonders of Việt Nam

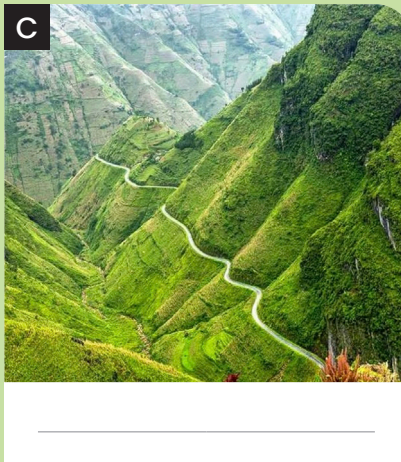
A



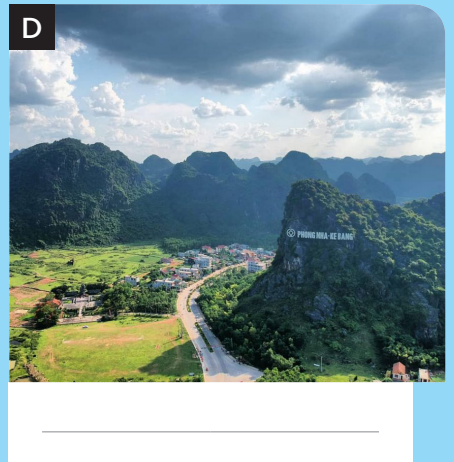
B



C



D



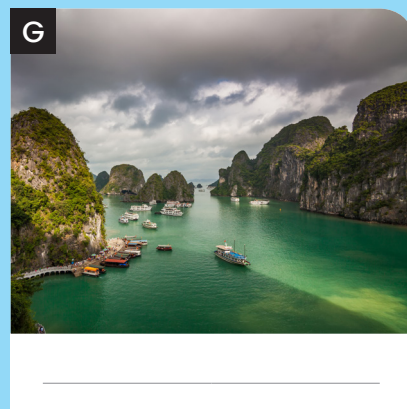
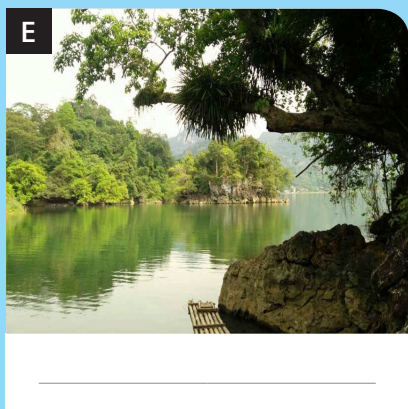
5.1

VOCABULARY

I can talk about a natural wonder in Việt Nam.

1 In pairs, answer the following questions.

- 1 What is the name of a famous limestone cliff in Hạ Long Bay?
- 2 Which waterfall in Việt Nam is the largest in Southeast Asia?
- 3 What is the name of the cave system located in Phong Nha - Kẻ Bàng National Park?
- 4 Which mountain range runs through the northern part of Việt Nam?
- 5 What is the name of the sand dune desert located in the coastal city of Mũi Né?
- 6 Which national park is home to the highest peak in Việt Nam, Fansipan?
- 7 What is the name of the river that runs through the Mekong Delta in southern Việt Nam?
- 8 Which island off the coast of Việt Nam is known for its white sandy beaches and crystal-clear waters?



2 Look at photos (A-G). In groups, match the places with the photos. Write the names under the photos.

Ba Bể Lake Bản Giốc Waterfall
Hạ Long Bay Mã Pì Lèng Pass
Tràng An Grottoes
Hoàng Liên Sơn Mountain Range
Phong Nha - Kẻ Bàng National Park

3 **5.01** Listen to the Word Friends. Complete the sentences with these Word Friends.

Word Friends

affordable price cultural heritage
breathtaking views friendly locals
spectacular scenery tasty food
memorable experience
amazing tourist attractions

- I took a lot of photos of the _____ on the Hoàng Liên Sơn Mountain Range.
- We found most of the _____ on Phú Quốc Island not very expensive. We ate a lot of them.
- I've learned a lot about the _____ of the H'mông people in Sa Pa.
- My visit to Phong Nha - Kẻ Bàng National Park was a truly _____.
- The _____ offered us some great food at the market.
- There are a lot of _____ in Lào Cai. You could spend a day or two visiting these places.
- We climbed the mountain to get a _____ of the valley.
- We got tickets to Hạ Long Bay at an _____.

4 **5.02** Listen to a dialogue between two friends, Bình and An, about a natural wonder of Việt Nam. Answer the questions below.

- What kind of experience did An have?

- What did An have an impressive view of?

- Who lives in stilt houses?

- What kind of food did An try?

5 **5.03** Listen again. Number the phrases in the order you hear.

- ☐ spectacular scenery
- ☐ tasty food
- ☐ cultural heritage
- ☐ memorable experience
- ☐ friendly locals
- ☐ amazing tourist attraction
- ☐ breathtaking view
- ☐ affordable prices

6 Imagine you had a two-day trip to one natural wonder in Việt Nam in Exercise 2. Tell your friend about the trip. You should say:

- Which place you would go to
- Where it is located
- What special features it has
- What you can do there
- How you feel about this place

**And
YOU**



5.2

GRAMMAR Clauses of result

I can use clauses of result to talk about wonders of Việt Nam.

- 1 Look at the photo. What do you know about this waterfall?



- 2  5.04 Read the dialogue between Lan and Mike. What information about the waterfall is new to you?

- Mike: My class is planning for an outing to Bản Giốc Waterfall. What's it like?
- Lan: It's the biggest and best waterfall in Việt Nam. You'll be so impressed by the white falls that you will want to take loads of photos.
- Mike: I see. Where is it located exactly?
- Lan: It's on the Việt Nam-China border. As a result, it has two sides, a Chinese side and a Vietnamese side. We call the side in Việt Nam Bản Giốc.
- Mike: Can we swim there?
- Lan: It can be dangerous, therefore you can't swim there. But you can take a small bamboo raft to the edge of the falls.

- 3 Read the Grammar box and complete it with ONE word for each blank.

Grammar

Clauses of result

Use **clauses of result** to show the result of an action or situation. Use *such / so ... (that); (and) as a result / therefore* to introduce clauses of result.

Follow these patterns:

Such a / an + adjective + singular countable noun + ¹ _____ : Bản Giốc is **such a beautiful waterfall (that)** it attracts many tourists.

Such + adjective + uncountable noun / plural noun + *(that)*: It was **such nice weather (that)** we played outside.

² _____ + adjective / adverb + *that*: The water was **so cool (that)** we all went swimming.

As a ³ _____ / *therefore* + clause: We didn't see the waterfall, **therefore** we'll see it tomorrow.

- 4 Choose the correct option in bold to complete the sentences.

Pongour Waterfall

Pongour Waterfall is a waterfall with a couple of levels. The falls are about 40 m high and 100 m wide. So much water falls to the ground ¹**that / such / so** the loud sound of the falling water fills the air.

These falls are not as popular as others in the area ²**as / so / such** there is less rubbish around. And ³**as / so / such** a result, more and more tourists prefer these falls to some of the other local favourites.

A local legend says a beautiful woman had captured four rhinos. When she died, the rhinos were sad, ⁴**therefore / such / as** they died too. One morning some locals found the place where they died, and it was a beautiful waterfall.

Overall, it's ⁵**that / such / so** a beautiful scene that you will want to take many photos.

- 5 Rewrite the following sentences so that they have the same meaning as the first.

- We found a lot of hotels at affordable prices. Because of this, I'm going to stay there longer.
- The lake has very clear water. I think loads of people now visit it regularly.
- I find H'mông cultural heritage extremely interesting. I'm going to learn their language.
- I love the spectacular scenery on my trip to Sa Pa. I intend to return someday.
- The area at the border had really amazing tourist attractions. I'm sure it will become more popular in the future.

- 6 In groups, describe one natural wonder in Việt Nam. Describe it in five sentences. Use clauses of result.

And
YOU



5.3

READING and VOCABULARY A tourist attraction

I can guess the meaning of new words in a travel brochure about a tourist attraction in Việt Nam.

- 1 Watch a video about Sơn Đoòng Cave. What is special about this cave?
- 2 Read the travel brochure about Sơn Đoòng Cave. What do the words and phrases highlighted in pink mean? Write the contextual clues in the table below then guess their meanings.

INTRODUCTION
The Sơn Đoòng Cave is the largest in the world. It's so big that a large jet could fly through it without touching the sides.

SIZE
The cave system is 9 km long and 200 m wide and 150 m deep underground.

LOCATION
The cave is located in central Quảng Bình Province and is part of the Phong Nha - Kẻ Bàng Grotto. It is surrounded by rainforests.

ORIGINS
This cave system was created by an underground river. It is filled with giant stalactites, over 80 m high. These giant hanging columns appear to be growing out of the cave ceiling. When water dripped down from the rainforest above it, stalactites formed. Sơn Đoòng also has stalagmites, which look like stalactites, but grow upwards from the ground. The stalagmites are the tallest in the world at 70 m high.

ACTIVITIES
In addition to stalactites and stalagmites, the cave has another natural wonder - cave pearls. These are ball-like salts naturally formed in caves. The ones in the Sơn Đoòng caves are larger than tennis balls. The cave also has a rainforest growing inside of it, with its own ecosystem. Biologists have discovered over 200 species of plants and trees. You can also swim in a refreshing underground lake which is as cool as 17-20°C.

WE EXPLORE THE SƠN ĐOÒNG CAVE

Highlighted terms	Contextual clues	Meanings
underground river		
hanging columns		
dripped down		
cave pearls		
refreshing		

- 3 Read the travel brochure again and choose the correct answers.

- 1 How long is the cave?
a 9 km b 200 m c 70 m
- 2 How deep is the cave?
a 9 km b 200 m c 150 m
- 3 What surrounds the cave?
a rainforests b stalactites
c stalagmites
- 4 What are over 80 m high?
a rainforests b stalactites
c stalagmites
- 5 What did biologists find in the cave?
a stalagmites b plants
c plants and animals

- 4 **ROLE PLAY** Student A is Student B's mother / father who just came back from an expedition to Sơn Đoòng Cave. Student B asks Student A about the trip.

- where it is
- what is special about it
- how long the expedition was
- what equipment was needed
- what your mother / father felt most impressed with





5.4

GRAMMAR Phrasal verbs

I can use phrasal verbs to talk about a natural wonder of Việt Nam.



1 Look at the photo. Do you know this place?

2  **5.06** Listen and read the dialogue between a couple planning for their holiday. Tick (✓) the statements that are true.

Hùng: I can't wait to **get away** and go to Mũi Né Beach. I'm bringing a pair of sunglasses and shorts. Is there anything else to take?

Yến: Before we **set off**, we need to **pick up** some suntan lotion.

Hùng: How are you **getting on with** packing? Is there anything else to take?

Yến: No, but **take off** that dirty hat so I can wash it for tomorrow.

Hùng: What time do we **check in** at the hotel tomorrow?

Yến: At 2.00 p.m. and we have to **check out** by noon the next day.

Hùng: Is your sister coming?

Yến: No, but she'll **see us off** tomorrow.

- 1 Hùng is going to Mũi Né Beach. ☐
- 2 Hùng is taking his swimming costume. ☐
- 3 They will buy suntan lotion at Mũi Né Beach. ☐
- 4 Yến will wash the dirty hat. ☐
- 5 They will check out at 2.00 p.m. ☐
- 6 Yến's sister is seeing them off. ☐

3 Complete the sentences with **check in**, **check out**, **get away**, **get on**, **pick up**, **see off**, **set off**, and **take off**.

- 1 _____ the bike and follow me.
- 2 _____ some tasty food when you go to the market.
- 3 Let's check our equipment before we _____ for the underground river.
- 4 I will _____ at a hotel near the border.
- 5 I want to _____ this weekend and see some spectacular scenery.
- 6 The friendly locals _____ tourists at the bus station.
- 7 _____ your shoes before you enter the temple.
- 8 After you _____ of your hotel, you will still have time to see some amazing tourist attractions.

4 Circle the correct preposition.



When you want to ¹get away / in / off, go to Phú Quốc Island. After you ²check in / up / off at a hotel, ³set away / in / off to see some of the white sand beaches. ⁴Get on / out / up a motorbike to explore the island's attractions, like the local fish sauce factory and a local fishing village. If locals invite you into their homes, don't forget to ⁵take in / up / off your shoes first before entering.

Before you ⁶check away / out / on of your hotel and return to the big city, you might also ⁷pick on / out / up some local street food favourites.



5 In pairs, talk about a trip to a tourist attraction that you or someone you know had last year. Use the phrasal verbs in Exercise 2 to ask and answer.

- Where did you go to get away in the summer last year?
- What time did your plane / train / coach set off?
- Which hotel did you check in?





5.5 LISTENING and VOCABULARY

I can understand the structure of a travel story.

- 1 Decide if the following statements about Hoàng Liên Sơn Mountain Range and Fansipan Peak are true or false. Write *T* (true) or *F* (false).



- 1 ☐ The mountain range runs through three provinces.
- 2 ☐ No ethnic minorities live on this mountain range.
- 3 ☐ Most people need a local guide to help them trek up Fansipan.
- 4 ☐ You can fly to the top of Fansipan.
- 5 ☐ Some local favourites from the area are *thắng cổ* and *cơm lam*.
- 6 ☐ It's generally quite cool in Sa Pa.

- 2 5.07 Listen to the story of a trekker to Hoàng Liên Sơn Mountain Range. What is the structure of the story?

- A cause and effect
- B compare and contrast
- C listing
- D time order

- 3 5.08 Listen again. Write down the connectors you hear.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- 4 **WORD FRIENDS** Below are the Word Friends from the story. Write the missing words in Column B and match the Word Friends with their meanings in Column C.

Column A	Column B	Column C
1 trekking	_____	An exciting experience of trekking
2 join a	_____	Become a member of a group of people
3 hotel	_____	People working at a hotel
4 cable	_____	Vehicles that hang from a cable and transport people up mountains
5 traditional	_____	Clothes worn for many years by a particular group of people

- 5 In groups, plan a trekking trip to Fansipan. You should discuss:

- Who should you go with?
- When is the trip?
- What will you need to bring?
- What skills should you learn before the trip?



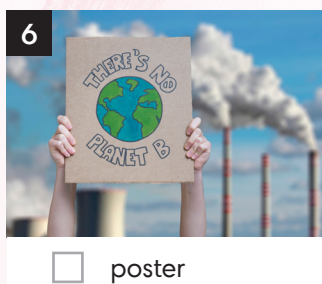
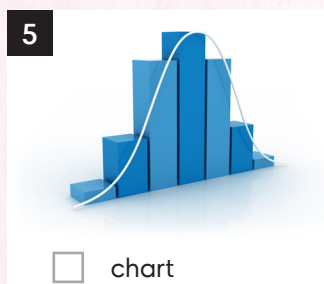
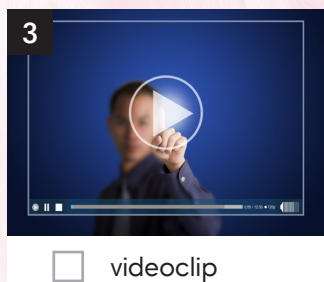
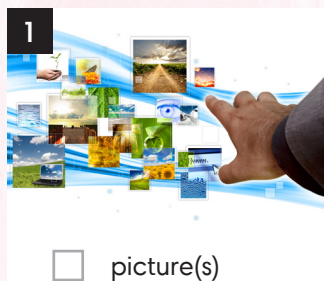


5.6

SPEAKING Visual aids

I can use visual aids in a talk about a natural wonder of Việt Nam.

- 1 Tick (✓) the visual aids below that you have used in a presentation.



- 2 Read the purposes of using visual aids in a presentation. What do you often use visual aids for?

Speaking

Using visual aids

Here are a number of ways in which visual aids can help your next presentation:

- Use them to summarise your information.
- Use them to reduce the amount of explanation by showing graphs and images.
- Increase impact on the audience.
- Use them to increase the interest in your presentation.
- Use them to clarify some concepts.

- 3  5.09 Watch a video (See page 106 to scan code or go to the link to watch the video). Take notes of what visual aids are used. Then match the visual aids (1-6) with their tips (A-D).

Visual aids	Tips
1 _____	use only relevant images
2 _____	use as an opener or closer
3 _____	show your reaction
4 _____ and _____	show trends and main ideas

- 4 Work in groups. Your teacher asks you to give a presentation about a natural wonder of Việt Nam. Make an outline for the talk. Then discuss what visual aids will be used to support your talk.

Ideas	Visual aids to use
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____



- 5 Give a short presentation on a natural wonder of Việt Nam to the class. Use visual aids in your talk.





5.7

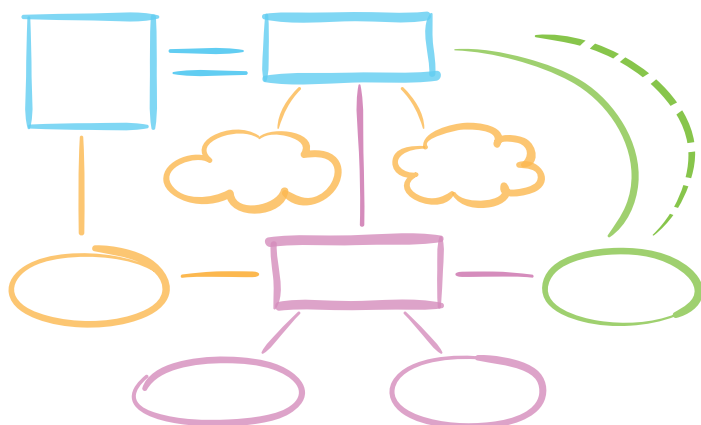
WRITING Travel brochure

I can write a travel brochure about a natural wonder of Việt Nam.

- 1 Read the travel brochure in Lesson 5.3 again. Tick (✓) the aspects it includes.

- | | | |
|-------------------------------------|--|----------------------------------|
| ☐ Location | ☐ Transport | ☐ Food |
| ☐ Activities | ☐ Accommodation | ☐ Origins |

- 2 Your teacher asks you to design a travel brochure for a natural wonder of Việt Nam. Choose one natural wonder in Lesson 5.1. Work in pairs. Make a mind-map about what to include.



- 3 Read the expressions in the Writing box. Complete the sentences using the ideas in the mind-map in Exercise 2 and these expressions.

Writing Useful expressions

Describing location

... is located in ... Province. ... is near ...
... is 10 km from ... City.

Describing activities

You can ... There is plenty to do in / at ...
Many people enjoy ...

Describing how to get there

You can get there by ... From ... take a train / plane there.
It takes 2 hours to get there. Many travellers go there by ...

Describing accommodation

A great place to stay is ... You can stay at one of the ...
Tourists generally like staying at / in ...

Describing food

Be sure to try the ... A local favourite is ...
Try some ...

Describing how to get around

You can easily get around by ...
Try getting around in a ...
It's easy to catch a ...

- 1 ... is located _____
- 2 There is plenty to _____
- 3 You can get there _____
- 4 You can stay at _____
- 5 Be sure to _____
- 6 You can easily get _____
- 7 ... is near _____
- 8 You can go _____

Writing Time

- 4 Write a travel brochure (100-120 words) in your group. Use the checklist below to guide your writing.

- ☐ Include some of these aspects
 - Location
 - Food
 - Origin
 - Transport
 - Activities
 - Accommodation
- ☐ Use useful expressions for describing natural wonders.
- ☐ Use some phrasal verbs or clauses of result

- 5 Use the checklist to assess another group's travel brochure. Rewrite your travel brochure.

GLOSSARY Natural wonders, travel stories

adj: adjective	adv: adverb	n: noun	np: noun phrase	v: verb	vp: verb phrase
affordable price	/ə'fɔ:dəbəl praɪs/	np giá cả phải chăng	hanging column	/'hæŋɪŋ 'kɒləm/	np cột treo
amazing tourist attraction	/ə'meɪzɪŋ 'tuərɪst ə'trækʃən/	np điểm thu hút khách du lịch tuyệt vời	hotel staff	/həʊ'tel stɑ:f/	np nhân viên khách sạn
border	/'bɔ:də/	n biên giới	join a tour	/dʒɔɪn ə tuə/	vp tham gia tour du lịch
breathhtaking view	/'breθteɪkɪŋ vju:/	np cảnh đẹp ngỡ ngàng	memorable experience	/'memərəbəl ɪk'spɪəriəns/	np trải nghiệm đáng nhớ
cable car	/'keɪbəl kɑ:/	np cáp treo	pick up	/pɪk ʌp/	vp đón (khách)
cave pearl	/keɪv pɜ:l/	np ngọc động	refreshing	/'rɪ'freʃɪŋ/	adj dễ chịu, sảng khoái
check in	/tʃek ɪn/	vp làm thủ tục nhận phòng	see ... off	/si: ɒf/	vp tiễn (người thân)
check out	/tʃek aʊt/	vp làm thủ tục trả phòng	set off	/set ɒf/	vp khởi hành
cultural heritage	/'kʌltʃərəl 'herətɪdʒ/	np di sản văn hoá	spectacular scenery	/spek'tækjələ 'si:nəri/	np phong cảnh ngoạn mục
drip down	/drɪp daʊn/	vp nhỏ giọt	take off	/teɪk ɔf/	np cởi bỏ giày / quần áo
edge	/edʒ/	n bờ vực	traditional clothes	/trə'dɪʃənəl kləʊðz/	np quần áo truyền thống
friendly local	/'frendli 'ləʊkəl/	np người địa phương thân thiện	trekking adventure	/trekɪŋ əd'ventʃə/	np cuộc phiêu lưu đi bộ đường dài
get away	/get ə'weɪ/	vp thoát khỏi / đi xa	underground river	/'ʌndəgraʊnd 'rɪvə/	np sông ngầm
get on	/get ɒn/	vp lên (xe)			

VOCABULARY IN ACTION

1 Use the glossary to complete the Word Friends. Then make a sentence with each Word Friend.

- trekking **adventure**
- _____ river
- friendly _____
- _____ view
- _____ price
- _____ experience

I'd love to take the trekking adventure inside Sơn Đoòng Cave.

2 Use the glossary to complete the sentences.

- After we arrive, let's _____ at the hotel.
- We're going straight home after we _____ of the hotel.
- I want to _____ from here for a few weeks.
- _____ your bike and let's ride to the market.
- I forgot to _____ some milk at the shop.
- We will _____ by noon.
- It's getting warm, so _____ your jacket.

PRONUNCIATION 3  **5.10** Listen and repeat.

- /br/ breathtaking, bring, bread
- /dr/ drip, drum, drink
- /tr/ contrast, transport, traditional
- /tw/ twenty, twin, twist

4  **5.11** Listen and complete the sentences.

- Don't forget to _____ your camera to capture the stunning landscapes of Ninh Bình.
- The _____ sound of water _____ from the stalagmites creates an enchanting atmosphere in the caves of Phong Nha.
- Bản Giốc Waterfall offers visitors a _____ view.
- This town has _____ places of interest. You can visit all of them in a week.

5  **5.12** Listen to the dialogue. Find the words with the /br/, /dr/, /tr/, /tw/ sounds. Practise the dialogue in pairs.

Bình: Have you ever been to Hạ Long Bay before?

An: Yes, I have visited it more than twenty times. I love the breathtaking beauty of the bay with its limestone cliffs. It's a must-visit wonder of Việt Nam.

Bình: What about Ninh Bình? Have you been there?

An: Yes! I love it, too. Ninh Bình is often called the "Hạ Long Bay on land". It has stunning natural landscapes and the peaceful Tràng An complex. Visiting Ninh Bình is like stepping into a fairytale. By the way, have you tried traditional foods and drinks there?

Revision

VOCABULARY

1 Complete the sentences with the correct form of the given words.

- Hà Long Bay is renowned for its breathtaking views of limestone cliffs, making it a _____ experience for any traveler. (MEMORY)
- The cultural _____ of Hoi An Ancient Town, with its well-preserved architecture and rich history, offers visitors a unique glimpse into Vietnam's past. (INHERIT)
- Fansipan Peak has spectacular _____ of green forests and winding mountain trails. (SCENE)
- The Mekong Delta, with its vibrant floating markets, offers visitors a chance to experience _____ foods. (TASTE)
- Phong Nha - Kẻ Bàng National Park, with its stunning caves and _____ underground rivers, is a must-see tourist attraction for nature lovers. (FRESH)

2 Choose the best choice to fill in the blanks.

- Our friendly staff will _____ you _____ as you leave our hotel. (see off / see on / take off)
- _____, start your trekking adventure by hiring a local guide to help you. (First / Next / Then)
- _____ take a cable car to the top of the mountain. (Finally / Next / Before)
- This is a great way to _____ from other tourists. (get on / get by / get away)
- Or you can _____ of the mountain range for a memorable experience. (join a tour / check in a tour / check out a tour)

GRAMMAR

3 Fill in the blanks with these words.

result so such that therefore

- Mã Pì Lèng Pass is _____ high that it is cool and refreshing.
- We had _____ bad weather at Ba Bể Lake that we set off early to our next destination.
- The mountains near the border are so pleasant _____ I want to visit them next year too.

- As a _____, I want to move there to enjoy the spectacular scenery and tasty food.
- We arrived too early at the hotel, _____ we had to wait an hour before we could check in.

READING

4 Use the underlined context clues to help understand the meanings of the highlighted words. Match these words to their definitions. There are extra definitions.

The Tràng An Grottoes are located in Ninh Bình Province in the southern part of the Red River Delta. The area includes 50 small attractive caves formed by water. They cover an area of 31 valleys, which is home to 600 types of plants and 200 kinds of animals.

The unique environment is now attracting visitors who come to admire the splendid scenery.

Visitors will notice limestone peaks, or mountain tops, and vertical cliffs that seem to grow out of the edge of the water. This has led some tourists to call it "Hạ Long Bay on land".

People have lived in this area for over 30,000 years. It was also home to the ancient Vietnamese capital, Hoa Lư, in the 10th-11th centuries AD.

Most visitors rent small boats with guides at affordable prices to take them to the best places in the area.

There are some nearby hotels run by friendly hotel staff.

Today the area contains pagodas, villages, paddy fields, and temples and is considered by visitors as an amazing tourist attraction increase.

Terms	Definitions
	valleys
	to pay to use something
	villages
	managed by
	steep mountain side at the edge of water
	think of something in a particular way
	sold by
	small attractive caves
	taken by
	tops of mountains

WRITING

5 Search the Internet and write a travel brochure (100-120 words) to describe another attraction in Ninh Bình Province.

6

Light years away

VOCABULARY

Space | Space science

GRAMMAR

Zero, First and Second
Conditionals |
Third Conditional



VOCABULARY Space

I can talk about space.

- 1 Have you ever:
 - learned the names of stars?
 - used a telescope?
 - watched a programme about space?
- 2 Check your understanding of the words in the Vocabulary box. Which words can you find in the pictures?

Vocabulary

Space

astronaut astronomer comet Earth galaxy moon orbit planet
planetarium satellite solar system space station spacecraft
star telescope

- 3  6.01 Listen to a presentation at a planetarium and answer the questions.

- 1 What kind of information can satellites send?
- 2 What is a galaxy?
- 3 What is the name of the galaxy we live in?
- 4 Is the light that stars send always the same colour?
- 5 What colour is the Earth from space?
- 6 Can we see the International Space Station from the Earth?

- 4  **6.02** Complete the quiz questions with words from the Vocabulary box. Then do the quiz. Listen and check.

What do you know about space? Try our quiz and find out!

- 1 The Earth travels around the sun in a(n) orbit, which is
 - a a perfect circle.
 - b an ellipse (similar to an oval).
 - c a star shape.
- 2 The sun is a giant star. Which is the third _____ from the sun?
 - a Mars
 - b Venus
 - c Earth
- 3 A(n) _____ is an icy rock travelling through space. We can see its 'tail' of gas when
 - a it's near the sun.
 - b it's travelling fast.
 - c it's getting smaller.
- 4 The _____ travels round the Earth. Its light
 - a comes from hot gas inside it.
 - b is reflected from the sun.
 - c is very bright.
- 5 If you want to see galaxies, you need a(n) _____. They work best
 - a in dark countryside skies.
 - b in a bright city.
 - c on a cloudy night.

- 5  **6.03** Read the article. Choose the correct option. Listen and check.

Did you know?

Mars is millions of kilometres ¹away / far but actually, the distance between Mars and the Earth changes all the time – from over 50 to 401 ²million / millions kilometres. For that reason, it's difficult to calculate the ³long / length of time it takes to get there.

The fastest ⁴satellite / spacecraft can travel at 58,000 kilometres ⁵per / the hour, so theoretically, we should get to Mars in thirty-nine days. However, this is not possible because the distance is never short for a long time. Also, you can't travel in a straight line. So it ⁶takes / gets much longer! In 1969, Mariner 6 took 155 days to get to Mars, but Viking 2 took twice that time – 333 days!

- 6 In pairs, each reads about a planet. Then tells each other what you know.



VENUS

- second planet from the sun
- closest planet to Earth
- known as Earth's sister planet due to its similar size and composition
- has a thick atmosphere composed primarily of carbon dioxide, with clouds of sulfuric acid
- hottest planet with a temperature of 462 degrees Celsius
- slow rotation: 243 Earth days
- no moons or rings
- first spacecraft: the Soviet Union's Venera 7 in 1970

MERCURY

- closest to the sun
- has a diameter of about 4,880 kilometers, slightly larger than Earth's moon.
- has a very thin atmosphere composed mostly of helium and oxygen and sodium.
- has no moons of its own
- slow rotation: 59 Earth days
- first spacecraft: NASA's Mariner 10 in 1974



6.2

GRAMMAR Zero, First and Second Conditionals

I can talk about things that are always true, possible situations and imaginary situations.



- Bình: Hi! You guys ready to go outside?
- Trúc Anh: Why? It's cold out there. I don't want to stand around in the dark!
- An: You'll be fine if you borrow my scarf and gloves. Come on.
- Trúc Anh: Why have you brought the tripod, Bình? Are you going to take a photo of my new hairstyle in the dark?
- Bình: Ha ha! No, we want a photo of the comet for our space project.
- Trúc Anh: Are you sure we'll be able to see it?
- Bình: Good question! The comet is millions of miles away. If we didn't have a good camera and the tripod, it would be really tricky.

1 Do you think astronomy is interesting? Why? / Why not?

2  **6.04** Listen to the dialogue. Answer the questions:

- Who brought the tripod?
- Why did he / she bring the tripod?

3 Study the Grammar box. Find more examples of conditionals in the dialogue.

Grammar Zero, First and Second Conditionals

Zero Conditional: for things that are always true
if + Present Simple, Present Simple
Astronomers **watch** the sky **if** the sky **is** clear.

First Conditional: for possible situations in the future
if / unless + Present Simple, will + infinitive / imperative
If you **don't go** outside, you **won't see** the comet.
I **will buy** a telescope **unless** it **costs** too much.
If you **want** to see a comet, **check** online.

Second Conditional: for imaginary situations
if + Past Simple, would + infinitive (without to)
If I **won** the lottery, I'd **buy** a ticket to Mars.
I **wouldn't wait** any longer **if** I **were** you.

4 Complete the sentences using the correct form of the verbs in brackets.

- If Sara **had** (have) enough time, she would **show** (show) me how to use the telescope.
- If you _____ (be) in space, you _____ (experience) weightlessness.
- If we _____ (not have) a science test tomorrow, we _____ (not feel) stressed.
- What _____ you _____ (do) if you _____ (see) an UFO?
- If I _____ (be) you, I _____ (use) the binoculars to look for the comet.
- If the weather _____ (be) clear tonight, we _____ (see) the stars.
- If space exploration _____ (be) less expensive, I _____ (travel) to space.
- If humans _____ (live) on other planets, we _____ (solve) the problem of overpopulation on Earth.
- If the rocket engine _____ (fail), the spacecraft _____ (not launch).

5 In pairs, complete the sentences to make them true for you.

- I'll do my homework this evening unless ...
- I get really cross if ...
- If the weather is good tomorrow, ...
- I would feel very excited if ...





6.3

READING and VOCABULARY A big adventure

I can understand specific details in an article and talk about space travel.

- 1 Do you think it's a good idea to send people into space? Why? / Why not?
- 2 Look at the title of the article and the photo. What do you think the girl's dream is? Then read the first paragraph of the text and check.

The future is far away!

Alyssa Carson is a teenager and she already has big **ambitions** for her future. If her dreams come true, she'll fly into space.

So, is this just a dream? No. Alyssa made the decision when she was three years old because the idea was exciting and 'no one's been there!' After that, she read lots of books on Mars and **attended** her first **space camp** when she was seven. Since then she's learned a lot about travel to other planets. It's an expensive trip, which **requires** many years of training. This is a problem for Alyssa's family, but they try to **support** her. As her father explains, 'If you see the passion she has, you have to be there for her.' Alyssa believes we are 'the Mars generation' and that the **mission** to Mars will help us get to know the planet better.



More than 100,000 people have already applied for a journey to Mars. If they pass the tests, like Alyssa, they will start a **training programme**. It's also important to speak several languages if you want to be an astronaut. Alyssa speaks Spanish, French, Chinese and some Turkish, so this should be enough! She also has a **certificate** in scuba diving and is already working on her **pilot's licence**. Both these things, as well as a certificate in skydiving, are important for an astronaut's training.



- 3 Look at the highlighted words in the article. Check your understanding. Use a dictionary if necessary.

- 4 6.05 Read the article. Choose the correct answers.

- 1 Alyssa decided to go to Mars because she
 - a read about it in a book.
 - b liked the idea of doing something different.
 - c went to a space camp.
 - d enjoyed travelling and exploring.
- 2 What is Alyssa's parents' opinion of her ambition?
 - a They think it's too expensive and try to discourage her.
 - b They want to help her fulfill her dream because they are also 'Mars generation'.
 - c They don't mind because they have a lot of money to spend.
 - d They find it difficult because of the expense, but they try to help her.
- 3 Which of these things is *not* important for an astronaut's training?
 - a learning to fly a plane
 - b learning to dive
 - c attending a space camp
 - d speaking foreign languages
- 4 What is the author's purpose?
 - a giving advice
 - b giving information
 - c describing a place
 - d describing a person

- 5 Work in pairs. Ask and answer:

- What do you think of Alyssa's dream?
- If you were Alyssa, what would you do when you stepped foot on Mars?

And
Y?U



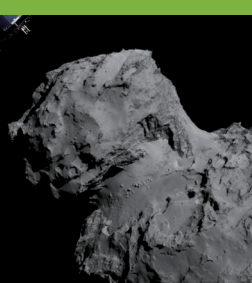
6.4

GRAMMAR Third conditional

I can talk about unreal situations in the past.

- 1 Should we spend millions of pounds on space experiments? Why? / Why not?

This week in *Space* magazine, astronomer Guy Greenwood talks about a historic mission to catch a comet.



Space: The Rosetta mission cost 1.7 billion dollars. That's a lot of money! What was your aim?

Guy: Our aim was to discover more about comets. The Rosetta spacecraft flew 6.4 billion kilometres to comet 67P, which is about four kilometres wide. The flight took ten years!

Space: What would have happened if your calculations had been wrong?

Guy: Well, lots of scientists worked on this project, so we were confident that we'd got it right. We would have been very disappointed if the mission had failed. If the mission hadn't been successful, we wouldn't have had these incredible close-up photos or this analysis of the comet's surface.

- 2 Read the interview. Answer the questions.

- 1 Were the scientists' calculations right?
- 2 Was the mission successful?

- 3 Study the Grammar box. Find more examples of the Third Conditional in the interview.

Grammar

Third Conditional

for unreal situations in the past

if + Past Perfect, *would have* + past participle

The experiment **would have ended** if the lander **had broken**. (It didn't break.)

- 4 Match 1–3 with a–c to make sentences.

- | | |
|--|---|
| 1 If the lander had had more solar power, | a if the comet had been nearer to Earth during the mission. |
| 2 The Rosetta mission would have been quicker | b the scientists would have gathered more data. |
| 3 If the European Space Agency hadn't spent millions of euros, | c the Rosetta Mission wouldn't have happened. |

- 5 Complete the Third Conditional sentences in the article using the correct form of the verbs in brackets.

Moon landings: fact or fiction?

Did you know some people believe that astronauts have never landed on the moon? They believe NASA faked the landing. Here are some of their reasons.

They say that the flag ¹**wouldn't have waved** (not wave) if the astronauts ²_____ (film) it on the moon because there is no air on the moon. They also think some stars ³_____ (be) visible if the astronauts ⁴_____ (take) the photos on the moon. Another mystery is that although we can see the astronauts' footprints on the surface, we can't see any traces of the landing module. If the module ⁵_____ (land) on the surface of the moon, it ⁶_____ (leave) some traces!

- 6 Complete the sentences to make them true for you.

- 1 If I hadn't come to this school, ...
- 2 If I hadn't met my best friend, ...
- 3 If I had learned how to ...
- 4 If I had been born in a different country, ...





6.5

LISTENING and VOCABULARY Fearless Felix

I can understand the main points of a report and talk about space science.

1 Would you jump out of a plane or a hot air balloon?
Why? / Why not?

2 6.06 Study the Vocabulary box. Choose the correct option. Listen and check.

Vocabulary Space science

atmosphere balloon capsule engine force gravity
helium oxygen parachute sound barrier

- 1 Humans need oxygen / helium to breathe.
- 2 The Concorde was a jet plane which broke the engine / sound barrier.
- 3 The force which attracts objects towards the Earth is parachute / gravity.
- 4 Helium is a very light gas which is used in balloons / parachutes.
- 5 A jet engine / atmosphere is very powerful.
- 6 Greenhouse gases damage the Earth's sound barrier / atmosphere.

3 Look at the pictures and read the information. What do you think happened? Explain your ideas.



4 6.07 Listen to the first part of a report about Felix Baumgartner. Were your ideas correct? Use the prompts to summarise what happened.

- 1 First, Felix put on ...
- 2 Then he got into ...
- 3 The balloon took him ...
- 4 When he reached the right height, ...
- 5 Finally, he opened ...

5 6.08 Listen to the second part of the report. Complete the notes with a word or phrase.

Name:	Felix Baumgartner
Date of jump:	1 14 October 2012
Location:	2 _____, USA
Nationality:	3 _____
Age:	42
Height of jump:	about 4 _____ kilometres
Speed:	5 _____ kilometres per hour
Time in free fall:	6 _____ minutes and _____ seconds
Cost:	7 _____ of US dollars

6 In pairs, decide what you would do and how you would feel in each situation.



What would you do if:

- 1 you had to climb ten metres up a climbing wall to win a big prize?

If I had to climb ten metres up a climbing wall, ...

- 2 your friend invited you to fly in a hot air balloon?



6.6

SPEAKING Warnings and prohibition

I can give a warning and tell somebody not to do something.



Binh: An, I've got a great idea for our science project. We didn't get a photo of the comet, but we can make a great film with this!

An: What is that?

Binh: It's my birthday present. It's a drone with a small camera on it – here. You can get them for a good price now.

An: That's so neat! How fast does it fly?

Binh: I don't know. Let's try it. Right, the camera's on. We're off! Mind out!

An: Awesome! Be careful – don't fly too high. You mustn't get in the way of planes.

Later:

Binh: Watch out! You can't do that! If you're not careful, you'll ... crash!

An: Well, if you hadn't pressed the wrong button, it wouldn't have crashed!

Binh: It's OK. There's no damage. Phew! Let's check the recording.

An: That's amazing! This will be perfect for our project.

*That's so neat!
We're off!*

OUT of class

1 Do you think people should be allowed to use drones? Why? / Why not?

Drones are not a good idea because they can be a danger to planes.

2 Look at the photo. What are An and Binh doing? What problems might they have?

3 **6.09** Listen to the dialogue and answer the questions.

- 1 What are they using the drone for?
- 2 Was Binh's drone expensive?
- 3 What does An think of the drone?
- 4 Was the crash An's fault?

4 Study the Speaking box. Find examples of warnings and prohibition in the dialogue.

Speaking Warnings and prohibition

Warnings

Mind out!
Mind the steps / ladder / wet floor.
Look out!
Watch out! / Be careful!
Watch out for the people / bicycles / dogs!
If you're not careful, you'll ...

Prohibition

You can't / mustn't do that!
You aren't allowed to ... it when ...
Don't fly too high / go too fast.
Keep off the flower beds / grass / carpet.
Make sure you don't ...

5 In pairs, take turns to explain what each sign means. Tell the class.

Skateboards and bikes are not allowed in the park.

X Smoking prohibited

**No camping permitted.
No fires or barbecues.**

It is forbidden to take photos in this exhibition.

6 What would you say in each situation? Use phrases from the Speaking box.

- You see a cyclist riding towards your friend quite fast.
- Your little brother is playing online games all evening.
- There is ice on the path where you and your friends are walking.
- Your dad is driving the wrong way up a one-way street.

And you?



6.7

WRITING A paragraph

I can write an essay discussing advantages and disadvantages of space travel.

- 1 If you won a trip into space, would you rather go to the moon, to Mars or visit the International Space Station?



- 2 In pairs, make a list of the advantages and disadvantages of space travel. Compare your ideas with the class.

Since the first space flight in 1961, many people have dreamed of travelling into space. This essay will discuss the advantages and disadvantages of space travel.

On the one hand, I believe space travel might be useful for humans in the future. For example, the main advantage is that we can look for another planet to live on, like Mars. This would be useful if we had climate problems here on Earth.

On the other hand, I think space travel is too expensive to invest in. Things like hospitals and education are more important and need this money instead. Another disadvantage is that it's very dangerous because of the speed and the distance.

To sum up, if I had to choose, I would forget about space travel and try to look after planet Earth better.

Nina

- 3 Work in pairs. Read Nina's essay. List the advantages and disadvantages Nina gives for space travel. Are they the same as your ideas in Exercise 2?

- 4 Study the Writing box. Find examples of these phrases in Nina's essay.

Writing

An essay

Introduction

Nowadays, many / more and more people ...
Many people believe / have wanted ...
But is ... really useful / good ...?
Is ... worth ...?

Listing advantages and disadvantages

On the one hand, ... On the other hand, ...
Firstly, ... / Secondly, ... / Moreover, ...
One / Another / The main advantage / disadvantage is (that) ...
One / Another reason for ... is ...
Finally, ...

Giving and justifying opinions

I believe ...
In my opinion, ...
It seems ...
For example, ...
This is because ...

Ending

To sum up, ...
In conclusion, ...

Writing Time

- 5 Write another paragraph (100-120 words) about the advantages and disadvantages of space travel. You can use the following ideas.

Advantages

- 1 Scientific discovery: better understanding of our own planet, the solar system, and the wider universe
- 2 Resource exploration: valuable resources, such as rare metals and minerals

Disadvantages

- 1 Environmental impacts: negative environmental impacts, such as the production of space debris
- 2 Health risks: negative effects on human health, including muscle atrophy, bone loss, and radiation exposure

GLOSSARY Expressions related to space

adj: adjective	n: noun		np: noun phrase		v: verb		vp: verb phrase	
ambition	/æm'biʃən/	n	tham vọng	meteorite	/'mi:tɪərəɪt/	n	mảnh thiên thạch	
astronomer	/ə'strɒnəmə/	n	nhà thiên văn học	mission	/'mɪʃən/	n	sứ mệnh	
binoculars	/bɪ'nɒkjələz/	n	ống nhòm	parachute	/'pærəʃu:t/	n	dù bay	
capsule	/'kæpsju:l/	n	tàu con thoi	pilot's licence	/paɪləts laɪns/	np	bằng lái phi công	
certificate	/sə'tɪfɪkət/	n	giấy chứng nhận	record-breaking	/'rekɔ:d ,breɪkɪŋ/	adj	phá kỉ lục	
comet	/'kɒmɪt/	n	sao chổi	satellite	/'sætələɪt/	n	vệ tinh	
damage	/'dæmɪdʒ/	v	làm hư hại	scientific	/,saɪən'tɪfɪk/	adj	có tính khoa học	
drone	/drəʊn/	n	máy bay không người lái	solar system	/'səʊlə sɪstəm/	np	hệ mặt trời	
experiment	/ɪk'sperəmənt/	n	thí nghiệm	sound barrier	/'saʊnd bæriə/	np	rào cản âm thanh	
footprint	/'fʊtprɪnt/	n	dấu chân	space camp	/speɪs kæmp/	np	trại ngoài không gian	
free fall	/fri: fɔ:l/	np	rơi tự do	spacecraft	/'speɪskrɑ:ft/	np	tàu vũ trụ	
galaxy	/'gæləksi/	n	dải ngân hà	telescope	/'teləskəʊp/	n	kính viễn vọng	
gravity	/'grævɪti/	n	trọng lực	Venus	/'vi:nəs/	n	Sao Kim	
light year	/laɪt jɪə/	np	năm ánh sáng	visible	/'vɪzəbl/	adj	dễ thấy	

VOCABULARY IN ACTION

1 Use the glossary to find:

- two man-made objects you can find in space:
- a scientist who observes stars and planets:
- an aircraft without a pilot:
- an object orbiting around a planet:
- an expression to describe a length of time or distance:

2 In pairs, write definitions for two words from the glossary. Give your definitions to another pair. Can they guess the words?

3 Work in pairs. Choose two words from the glossary each. Your partner must write a sentence including both words.

A: *astronomer, binoculars*

B: *An astronomer uses binoculars to observe stars.*

4 6.10 PRONUNCIATION Listen to the sentences. Notice the pronunciation of weak forms in the underlined words.

- I'd find out more if I were you.
- If I hadn't phoned you, I wouldn't have known about it.
- It's travelling at a speed of 1,000 miles an hour.
- If I won the lottery, I'd buy a ticket to the moon.
- What would have happened if they had missed the plane?
- I'd love to travel to Mars.

5 6.11 Listen again and repeat the sentences.

6 Work in pairs. Student A is an astronaut. Student B asks Student A to describe what he / she does in a day.

Every day, I wake up at ...

Revision

VOCABULARY

1 Write the correct word for each definition.

- 1 an item of clothing that astronauts wear
s p a c e s u i t
- 2 a place where you can learn about planets
p _ _ _ _ _
- 3 the measurement of how fast something travels
s _ _ _ _
- 4 a small, light flying machine with a camera
d _ _ _ _
- 5 how long an object is from one end to the other
l _ _ _ _ _
- 6 a moving space object with a long bright 'tail'
c _ _ _ _

2 Complete the quiz with the nouns below. There is one extra noun.

Earth	light year	million
solar system	thousand	Venus

Did you know that:

- 1 the sun is about the same size as one **million** Earths?
- 2 there are thousands of planets in the universe, but only eight in our **solar system**?
- 3 two of those eight planets, **Jupiter** and Mercury, don't have any moons?
- 4 ancient astronomers believed that the **Earth** was at the centre of the universe?
- 5 the edge of space is called the Karman Line? It's one hundred **thousand** metres above the Earth (that's 100 kilometers!)

GRAMMAR

3 6.12 Complete the Second Conditional sentences in the article with the correct form of the verbs in brackets. Listen and check.

Life in space

Life as an astronaut is very strange. First of all, it's very quiet. Radio waves can travel in space, but sound waves can't. So astronauts wouldn't hear the other astronauts if they ¹ **didn't wear** (not wear) radio headphones! Then, of course, there's no gravity. What ² **happens** (happen) if an astronaut cried in space? Or if he ³ **drops** (drop) his sandwich? Well, the tears and the sandwich ⁴ **stay** (stay) in the air! And at bedtime, they ⁵ **don't fall** (not fall) asleep unless they fixed themselves to the 'bed'. However, one good thing happens as a result of zero gravity: your back stretches about five or six centimeters. So if you ⁶ **want** (want) to grow taller, you should travel into space!

4 Complete the Third Conditional sentences with the correct form of the verbs in brackets.

- 1 We **wouldn't have seen** (not see) the stars if the sky **hadn't been** (not be) clear.
- 2 She **wouldn't have become** (not become) an astronaut if she **hadn't been** (not be) to space camp.
- 3 If somebody **had told** (tell) me about the space documentary, I **would have watched** (watch) it.
- 4 If he **had read** (not read) that book about space, he **would have studied** (not study) physics.

SPEAKING

5 Match the sentences with the situations. What else could you say? Then role-play the situation in pairs.

- 1 ☐ You see a young child running to pick up a ball from the road.
 - 2 ☐ Your teacher is carrying a lot of books and can't see that the floor is wet.
 - 3 ☐ Your sister is going to fly a drone in a busy children's play park.
- a Be careful! You might slip!
b You mustn't use it here. You'll have to go somewhere else.
c Mind out! There's a car coming.

7

Take a deep breath



FOOD ALLERGY NOTICE ⚠️
What are you waiting for? If you think you have a food allergy, get tested now.

See the nurse + for an appointment at the + asthma clinic.

Buy Sealegs + for travel sickness at your local chemist's.



7.1

VOCABULARY Sickness and health

I can talk about health problems.

VOCABULARY

Health problems |
At the doctor's |
Extreme sports

GRAMMAR

Reported speech |
Reported commands and requests

- 1 Study the Vocabulary box. In pairs, use the words and phrases to describe the people in the picture.

*I think the girl has got asthma. Perhaps the boy has got a virus.
The woman has got a headache. The boy is sneezing.*

Vocabulary		Health problems	
allergy	asthma	bug	food poisoning
hay fever	infection	injury	insomnia
migraine	virus	travel sickness	

- 2 Look at the posters from the doctor's waiting room. Choose the correct explanation for each poster.

- 1 a Wait here if you think you have a food allergy.
b You don't have to wait for a food allergy test.
c Everybody should get a food allergy test now.
- 2 a If you want to go to the asthma clinic, arrange a time with the nurse.
b You can check the hours of the asthma clinic with the nurse.
c The nurse will be at the asthma clinic.
- 3 a Sealegs wristbands are for sale at the chemist's.
b You can get free Sealegs wristbands at the chemist's.
c You can buy Sealegs wristbands from the doctor.



- 3 7.01 **WORD FRIENDS** Complete the Word Friends box with the words below. Listen and check.

a check-up ~~a~~ rash a temperature
some tablets your blood pressure
your voice

Word Friends

Feeling ill

- ☐ come down with the flu / something
☐ have ¹ a rash / a runny nose /
² _____ / a nose bleed / a cough /
an infection
☐ lose your appetite / ³ _____

Seeing the doctor

- ☐ get a prescription
☐ have ⁴ _____
☐ listen to your chest
☐ take your temperature / ⁵ _____

Getting better

- ☐ get lots of rest
☐ stay in bed
☐ take medicine / ⁶ _____

- 4 7.02 Listen to a conversation between a doctor and a patient. Tick (✓) the phrases you hear in the Word Friends box.

- 5 7.03 Listen again. Answer the questions.

- 1 What is the boy's problem?
- 2 What does the doctor do?
- 3 What is the doctor's advice?
- 4 Is the boy happy with the doctor's advice? Why? / Why not?

- 6 In pairs, ask and answer the questions.

- 1 Do you or does anyone in your family have an allergy?
- 2 What do you do when you feel stressed?
- 3 When did you last have a virus? How did you feel?





7.2

GRAMMAR Reported speech

I can report what somebody else has said.

- 1 If a person is colour blind, why is it difficult to do the things below?

cook choose clothes
drive a car
read a geography book

- 2 Look at the photo in the text. What sort of test do you think this is?



When twelve-year-old George said that he was getting headaches at school, his dad made an appointment for an eye test. The optician showed him some coloured images and asked him what numbers he could see, but George found the task difficult. The optician then asked him what his plans

were for the future. George said that he hoped to be a pilot. 'That might be difficult,' said the doctor, 'because you're colour-blind'. She told George that he probably wouldn't be able to fly planes in the future. He was very disappointed.

Later at home, his mum told him that colour-blindness ran in the family and said his grandad had the same problem, but that he had learned to live well with it. She said that he couldn't tell the difference between some colours. George asked if that was why his grandad didn't drive a car. 'No,' said his mum. 'You can drive when you're colour-blind. He just never enjoyed driving.'

- 3 Read the text quickly. Why did George go to the doctor?

- 4 Study the Grammar box. Find more examples of reported speech in the text.

Grammar

Reported statements and questions

Present Simple → Past Simple

'I have a headache.' He said (that) he **had** a headache.

Present Continuous → Past Continuous

'I'm getting better.' She said (that) she **was getting** better.

Past Simple → Past Perfect

'I wanted to be a doctor.' He said (that) he **had wanted** to be a doctor.

will → would

'My mum will do it.' He said (that) his mum **would** do it.

can → could

'I can't see anything.' She said (that) she **couldn't** see anything.

Questions

'Do you work in a hospital?' She asked me **if I worked** in a hospital.

'What time is it?' He asked **what time it was**.

Other changes

We often change pronouns, time phrases and place adverbials.

now → then here → there this month → that month

yesterday → the previous day / the day before

tomorrow → the following day

'My brother was here yesterday.' The girl said **her** brother had been **there the day before**.

- 5 Rewrite the questions in reported speech.

- 'What time does the doctor finish?' I asked.
I asked what time the doctor finished.
- 'When are they leaving?' Rachel asked.
- 'Does it hurt?' the nurse asked.
- 'When did you take the medicine?' he asked me.
- 'Did Emma see the doctor yesterday?' I asked.
- 'Can I make the appointment tomorrow?' Liam asked.
- 'My friends will wait for me here' I told Laura.
- 'My mother has worked as a nurse for five years' Mary told her new neighbour.

- 6 Work in pairs. Think of the last time somebody told you some important news. What did they say? How did you feel?

My friend told me she passed the test into the high school she wanted.

And
YOU



7.3

READING and VOCABULARY What to do if you've got a cold

I can understand specific details in different types of text.

- 1 How often do you get a cold? Do you try to avoid a person who's got a cold? Why? / Why not?
- 2 Look at the highlighted words in the two texts. Check your understanding. Use a dictionary if necessary.
- 3 Look at the poster. Where do you think you might see this information?

Achoo! Have you got a cold? Read on for some great tips!

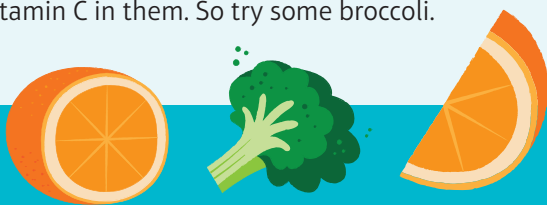
Always **feed** a cold. Perhaps you don't feel like eating, but your body needs vitamins, so eat small **amounts** regularly.

Try hot chicken soup. Your body needs food and water. Hot soup clears your nose and the water in it **hydrates** you.

Fresh air won't make your cold worse and might make you feel better. But if you go outside, remember to wear warm clothes.

Don't get too hot. Some people think it's good to **sweat** if you've got a cold, but you will feel worse.

Get lots of vitamin C. You don't have to drink loads of orange juice. Some green vegetables have more vitamin C in them. So try some broccoli.



- 4 7.04 Read the poster. Mark the sentences T (true) or F (false).

- 1 ☐ You should try to stop eating when you've got a cold.
- 2 ☐ Soup can help a cold, but you must drink water with it.
- 3 ☐ Going outside can help when you've got a cold.
- 4 ☐ Sweating won't make you feel better.
- 5 ☐ Orange juice is the best source of vitamin C.

- 5 7.05 Read the blog post. Answer the questions. Do not use more than three words.

I've always blogged about keeping healthy, but guess what! Today I'm sweating, my throat hurts, my nose is running and my head feels like it's going to **explode**. Yes, I've caught a cold and I've got a party on Saturday! I think it's time to find some cool ideas to help me get better fast.

Eating well is super important. Fruit and vegetables are a must, but I've read that onions can fight a virus if you eat them **raw** – just like eating an apple! Yuk! I might try it, but I don't think anyone will want to talk to me at the party! Another **remedy** is chocolate. Apparently, dark chocolate can stop a cough, so I'm definitely going to try that. Hot chocolate with chilli works best because the spice fights the cold. Yum!

I've got a virus but I'm going to grab some chocolate and go to bed. Wishing you all a happy and healthy weekend!

- 1 What does the blogger normally write about?
- 2 How long does the blogger hope the virus will last?
- 3 What effect do raw onions have on a virus?
- 4 What is dark chocolate good for?

- 6 In pairs, take turns to answer the questions. Use information from the two texts and your own experience.

- 1 What do you think are the best remedies for a cold?
I always drink hot lemon and honey.
- 2 How do you feel when you've got a cold? Do you try to carry on with your life or do you usually stay in bed and rest?





7.4

GRAMMAR Reported commands and requests

I can use reported speech to talk about commands and requests.



- Trúc Anh: You go first, Bình. Lie down, please. What are you doing?
- Bình: You asked me to lie down!
- Trúc Anh: Yes, but not with your legs up on that chair! Come on, Bình. Please be serious! I really want to learn this. I'd love to be a first aider at festivals one day.
- Bình: OK, I was just messing about.
- Trúc Anh: Now, the instructor told us to start by bending this arm – like this. And then I pull your other hand and put it on your cheek. I asked you to be serious!
- Bình: Sorry!
- Trúc Anh: Then he told us to bend the knee and then I need to pull the leg over.
- Bình: Gently!
- Trúc Anh: Oh yes! Sorry, Bình. Now I need to move your head a bit so you can breathe OK. Anything else?
- Bình: Yes. Call an ambulance!
- Trúc Anh: Very funny!

*Please be serious!
I was just messing about.
Very funny!*

OUT of class

- Look at the photo. What are Phong and Trúc Anh doing? Why is it important to put someone who is hurt in the recovery position?

- 7.06** Listen. Why does Trúc Anh lift Bình's head?

- Study the Grammar box. Find more examples of reported commands and requests in the dialogue.

Grammar Reported commands and requests

Commands

'Move the left leg first.' I **told** you **to move** the left leg first.
'Don't rush.' She **told** us **not to** rush.

Requests

'Can you help me, please?' He **asked** them **to help** him.
'Please don't touch the medical equipment.'
She **asked** us **not to touch** the medical equipment.

- Rewrite the commands and requests in reported speech.

- 'Put a bandage on my arm.'
She told me **to put a bandage on her arm**.
- 'Please don't use mobile phones in the hospital.'
The nurse asked us _____.
- 'Don't do any sports for the next six weeks.'
The doctor told him _____.
- 'Please help me with my biology homework.'
Sarah asked her mum _____.

- 7.07** Complete the text with the correct form of the verbs in brackets. Listen and check.

Young first AIDERS *Matt's story*

Matt Hanford is a first aid specialist at festivals and events – and he's just sixteen years old. It all began when Matt's teacher ¹**asked** (ask) his class **to take** (take) part in a first aid course. Matt really enjoyed it and his local first aid organisation ²_____ (ask) him _____ (become) a first aider. The first event Matt helped at was a rock music festival. He was a bit nervous at first, but his colleagues ³_____ (tell) him _____ (not worry) and he loved the experience. Last week his first aid team leader ⁴_____ (ask) him _____ (help) at a rugby match. When we ⁵_____ (ask) Matt _____ (explain) why he likes being a first aider, he told us it's because he loves helping people – and going to lots of great events!

- Work in pairs. Ask and answer about what to do in case of a finger cut, allergy and choking. Use reported commands and requests.

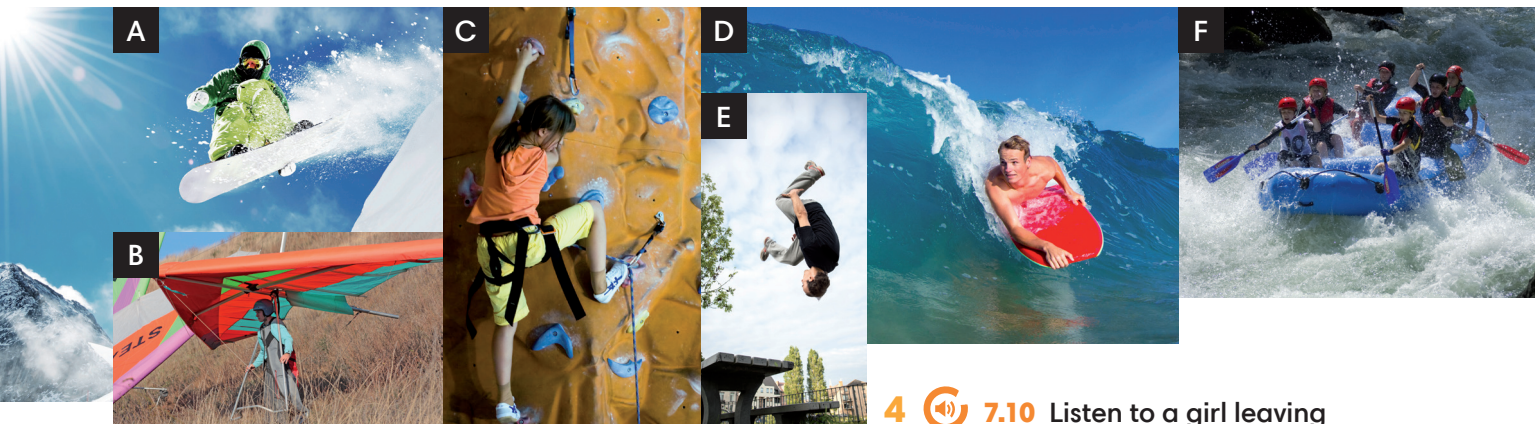
- A: *What do you often do when you have a finger cut?*
B: *My parents told me to wash my hands with soap, then use a clean cloth to hold the wound ...*



7.5

LISTENING and VOCABULARY Extreme sports

I can listen for specific details and talk about extreme sports.



1 Which sports can you see in the photos? Which do you think look the most exciting? Why?

2 7.08 Study the Vocabulary box. Write the words in the correct category. Use a dictionary if necessary. Listen and check.

Vocabulary Extreme sports

abseiling BMXing bodyboarding bungee jumping
free running hang-gliding (ice) climbing kite-surfing
parachuting paragliding sandboarding sky-diving
snowboarding white-water rafting

- on land: _____, _____, _____, _____,
- in the air: _____, _____, _____, _____,
- on / in the water: _____, _____, _____

3 7.09 Complete the sentences with words from the Vocabulary box. Listen and check.

- 1 I love **BMXing** and I just got a new bike for my birthday.
- 2 On our holiday in Tunisia, we went _____ in the desert.
- 3 We're going _____ on the Salmon River – I hope I don't fall in!
- 4 My dad went _____ once, but he was too scared to jump out of the plane!
- 5 We do _____ around our town. It's a mix of athletics and acrobatics.
- 6 I tried _____ for the first time today. We wore ropes and went down a ten-metre rock.

4 7.10 Listen to a girl leaving a message about her birthday party. Which of the sports in the Vocabulary box is she going to do at her party?

5 7.11 Listen again. Complete the notes.

Harriet's extreme party!

- Where: ¹ _____ (opposite ² _____ and next to the leisure centre)
- When: Saturday @ ³ _____ a.m.
- Tell Harriet's mum about any ⁴ _____
- Must wear: ⁵ _____ and trousers
- Phone Katy's mum about lift (mobile no: ⁶ _____)

6 Have you ever tried an extreme sport? Discuss in pairs.

- If so, which one? How did you feel?
- If not, which extreme sport would you like to try? Why?

I've never tried an extreme sport, but I'd like to try hang-gliding because I think it's the nearest thing to flying! It would be amazing to see everything from high up.





7.6

SPEAKING Asking for and giving advice

I can ask for and give advice.



Trúc Anh: You've got to help me. I can't get rid of these hiccups. It's driving me mad! Any ideas what to do?

An: Have you tried holding your breath?

Trúc Anh: Yes. It didn't work!

Bình: I know it sounds weird, but if I were you, I'd try drinking some water upside down. Drink from the opposite side of the glass.

Trúc Anh: OK. I'll give it a go. Oh no, the water has gone everywhere!

An: I know! I saw this on TV. Try blocking your ears and nose and drinking the water. It's supposed to work every time!

Trúc Anh: OK, I'll block my ears, but ...

An: I'll hold your nose.

Phong: And I'll take the glass of water. Take a sip.

Trúc Anh: Wait a minute. My hiccups have gone! Thanks, Phong!

*It's driving me mad!
I know it sounds weird, but ...
I'll give it a go.*

OUT of class

1 Do you know a cure for hiccups? What is it and does it work?

I've heard that eating a slice of lemon can stop hiccups, but I haven't tried it because I don't like lemons!

2 Look at the photo. What do you think is happening?

3 **7.12** Listen. Do the friends stop Trúc Anh's hiccups? How?

4 Study the Speaking box. Find more examples in the dialogue.

Speaking

Asking for and giving advice

Asking for advice

What do you suggest?

If you were me, what would you do?

What's your advice?

Any ideas what to do?

Giving advice

If I were you, I'd drink warm water with some honey and lemon.

You'd better see a doctor.

You should / ought to go home.

I suggest taking some rest.

It might be a good idea to ...

Have you thought about making an appointment to see the doctor?

Have you tried putting some cream on it?

Try holding your nose.

I'd recommend / advise / suggest taking an aspirin.

Being unable to give advice

I don't know what to advise / suggest, I'm afraid.

I wish I could help / suggest something, but I ...

I'm afraid I can't really help you.

5 **7.13** Complete the dialogues with words from the Speaking box. Listen and check.

- A:** I've got a rash on my stomach. What's your **advice**?

B: It might be a good _____ to see a doctor. It could be something serious.
- A:** I've had a runny nose for a few days. What do you _____?

B: I don't know _____ to advise, I'm afraid. I think you'll just have to wait for it to go.
- A:** I feel a bit dizzy. _____ ideas what to do?

B: If I _____ you, I'd have something to eat and sit down for a while.

6 In pairs, each choose one of the problems below. Take turns to ask for and give advice.

- a bad headache
- a sore throat
- itchy eyes and sneezing

And You?



I can write a survey about health-related habits and experiences.

1 Complete the survey about you.

- 
- 1 How many servings of fruits and vegetables do you eat on an average day?
 - a Less than 1 serving
 - b 1-2 servings
 - c 3-4 servings
 - d 5 or more servings
 - 2 How often do you engage in physical activities such as jogging, cycling, swimming, or playing sports?
 - a Less than once a week
 - b 1-2 times a week
 - c 3-4 times a week
 - d 5 or more times a week
 - 3 How many hours of sleep do you often get per night?
 - a Less than 6 hours
 - b 6-7 hours
 - c 7-8 hours
 - d More than 8 hours
 - 4 How often do you consume sugary drinks such as soda or coke?
 - a Every day
 - b 2-3 times a week
 - c Once a week or less
 - d Never
 - 5 Have you ever been diagnosed with migraine, high blood pressure, or asthma?
 - a Yes
 - b No
 - 6 How often do you see a doctor?
 - a Every two years or more
 - b Every year
 - c Every month
 - d Every week

2 Work in groups. Discuss these questions:

- 1 What is a survey?
- 2 What is the purpose of a survey?
- 3 Who can do the survey in Exercise 1?

3 Work in groups. Imagine you want to survey your classmates about their health issues. Tick (✓) the questions you will ask. Add other five questions.

- 1 How often do you have a hiccup that lasts for more than an hour?
- 2 How often do you get a cold or flu each year?
- 3 Have you ever performed first-aid on yourself or someone else?
- 4 Have you ever visited a doctor for a health issue related to hiccups?
- 5 How often do you visit a doctor for routine check-ups?
- 6 How often do you experience symptoms of anxiety or depression?
- 7 Have you tried meditation to treat a health issue?

Writing

A survey

Writing effective survey questions:

- Write simple questions.
- Ask specific questions: Instead of asking "Do you exercise regularly?", ask "How many times per week do you engage in physical activities?"
- Avoid asking two questions at a time.
- Write options that are the same in forms.
- Write questions that are appropriate and relevant to the target audience.
- Avoid yes / no questions.

4 Read the Writing box and decide which questions in Exercise 1 and 3 should not be used.

Writing Time

5 Work in groups. Write a health survey (100-120 words) about exercising habits to adults. Write from 5 to 8 questions and three or four options for each question.

6 Give your survey to as many adults as you can. Report the results of the survey to the class later.

GLOSSARY Health problems | Adjectives and nouns for illness | Extreme sports

adj: adjective	n: noun	np: noun phrase	v: verb	vp: verb phrase
allergic	/ə'li:dzɪk/	adj bị dị ứng	hang-gliding	/'hæŋ glɑɪdɪŋ/ n dù lượn
allergy	/'ælədʒi/	n sự dị ứng	hiccup	/'hɪkʌp/ n nấc cụt
ambulance	/'æmbjʊləns/	n xe cứu thương	hold your breath	/həʊld jə breθ/ vp giữ hơi thở
appointment	/ə'pɔɪntmənt/	n cuộc hẹn	hydrate	/'haɪdreɪt/ v bổ sung nước
bandage	/'bændɪdʒ/	n gạc băng bó	ice climbing	/'aɪs ˌklaɪmɪŋ/ np môn leo băng
bend	/bend/	v bẻ cong	itchy	/'ɪtʃi/ adj ngứa
bodyboarding	/'bɒdɪbɔ:ɪdɪŋ/	n môn lướt ván bụng	kitesurfing	/'kaɪtsɜ:fɪŋ/ n môn lướt ván diều
bungee jumping	/'bʌndʒi ˌdʒʌmpɪŋ/	np nhảy bungee	migraine	/'mi:greɪn/ n chứng đau nửa đầu
carsick	/'kɑ:sɪk/	adj say xe	muscle	/mʌsl/ n cơ bắp
clinic	/'klɪnɪk/	n phòng khám	parachuting	/'pærəʃu:tɪŋ/ n môn nhảy dù
come down with	/kʌm daʊn wɪð/	vp bị ốm	paragliding	/'pærəglɑɪdɪŋ/ n môn dù lượn
dyslexic	/dɪs'leksɪk/	adj mắc chứng khó đọc	plaster	/'plɑ:stə/ n băng dán
explode	/ɪk'spləʊd/	v nổ tung	recovery position	/rɪ'kʌvəri pəˌzɪʃən/ np vị trí phục hồi
extreme sports	/ɪk'stri:m spɔ:ts/	np thể thao mạo hiểm	remedy	/'remədi/ n biện pháp khắc phục
first aid	/fɜ:st 'eɪd/	np sơ cứu	seasickness	/'si:sɪknəs/ n say sóng
first aider	/fɜ:st 'eɪdə/	np người sơ cứu	skydiving	/'skɑ:daɪvɪŋ/ n môn nhảy dù
food poisoning	/'fu:d pɔɪzənɪŋ/	np ngộ độc thực phẩm	sneeze	/sni:z/ v hắt hơi

VOCABULARY IN ACTION

1 Use the glossary to find:

- four nouns related to medical conditions: ...
- four adjectives to describe a medical condition: ...
- one sport you do on water: ...
- three extreme sports you do in air: ...

2 Choose the correct option.

- What do you do if you take have a nosebleed?
- What can you do if you *lose* / *get* your appetite?
- When did you last *have* / *take* a check-up?
- Has the doctor ever *had* / *taken* your temperature? If so, when?

3 In pairs, ask and answer the questions in Exercise 2.

- A: *What do you do if you have a nosebleed?*
 B: *I put a wet towel on my nose.*

4 7.14 PRONUNCIATION Listen and repeat the groups of words.

Sometimes the stress moves, depending on the part of speech. Sometimes it stays the same.

Stress moves: operate, operation

Stress doesn't move: injure, injury, injured

5 7.15 Mark the stress in the words below. Write them in the correct category in Exercise 4. Listen and check.

allergy, allergic
 asthma, asthmatic
 depress, depression
 dyslexia, dyslexic
 infect, infection, infected
 prescribe, prescription

Revision

VOCABULARY

1 Write the correct health problem for each situation.

1 It's like a terrible headache and I need to stay in the dark.

m i g r a i n e

2 I ate some fresh fish, but I was sick as soon as I got home.

f _ _ _ p _ _ _ _ _

3 I go to bed tired, but I lie awake for hours.

i _ _ _ _ _

4 Sometimes I find it difficult to breathe.

a _ _ _ _ _

5 I cut my finger and didn't clean it properly. It's very red and painful.

i _ _ _ _ _

6 I fell and hurt my back doing sport, but it's getting better.

i _ _ _ _ _

2 Have you ever suffered from any of the problems in Exercise 1? Discuss in pairs.

3 Complete the text with the words below.

dizzy dizziness ill painful
prescribe tiredness travel sickness

Motion sickness

It's that horrible feeling that starts in your stomach. You feel ¹**dizzy**, you feel sick and for some people it ends with a ²_____ headache. Although it's often called ³_____, it's really motion sickness. Some people get it on exciting rides at the fair or even watching 3D movies where they complain of ⁴_____ and nausea. In very serious cases, the doctor might ⁵_____ tablets, but there are other remedies such as ginger or wristbands that don't cause ⁶_____. Other remedies include sitting on brown paper! Maybe it's worth trying as nobody wants to be ⁷_____ on holiday.

GRAMMAR

4 Read the dialogue. Complete the text below with one or two words in each gap.

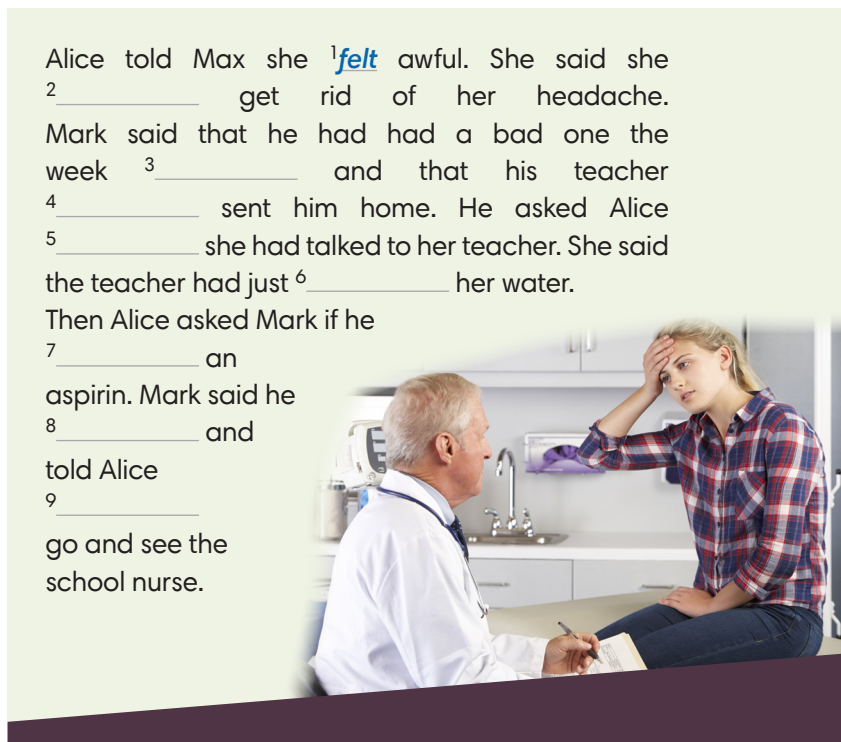
Alice: I feel awful. I can't get rid of my headache.

Mark: I had a bad one last week and my teacher sent me home. Have you talked to your teacher?

Alice: Yes, she just gave me a glass of water! Do you have an aspirin?

Mark: No, I don't. Sorry. Go and see the school nurse.

Alice told Max she ¹**felt** awful. She said she ²_____ get rid of her headache. Mark said that he had had a bad one the week ³_____ and that his teacher ⁴_____ sent him home. He asked Alice ⁵_____ she had talked to her teacher. She said the teacher had just ⁶_____ her water. Then Alice asked Mark if he ⁷_____ an aspirin. Mark said he ⁸_____ and told Alice ⁹_____ go and see the school nurse.



SPEAKING

5 Work in pairs. Student A, your partner is ill. Find out what's wrong and give him / her some advice. Student B, imagine you have a health problem. Tell your partner about it. Follow the instructions below.

A: Say hello. Ask your friend how he / she is.

B: Say you aren't well. Explain what the problem is.

A: Give your friend advice.

B: Say you've tried that, but it doesn't work.

A: Suggest something else.

B: Again, tell your friend that doesn't work and why.

A: Say you can't help, but hope your friend feels better soon.

B: Thank your friend.

8

World Englishes

VOCABULARY

English as an international language | Differences between American and British English | English accents | Presentation fluency

GRAMMAR

Wishes with Past Simple | Deduction about the present



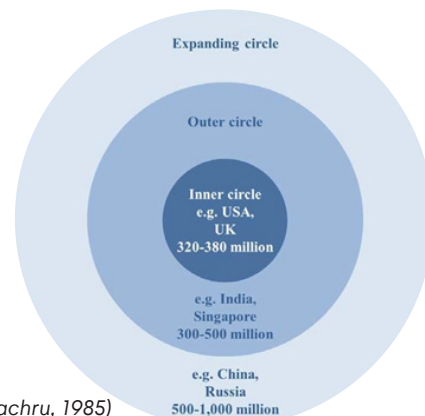
VOCABULARY

English as an international language

I can talk about the spread of English as an international language.

1 How popular is English? Take the quiz about the use of English around the world. You can choose more than one option.

- 1 Approximately how many people speak English as a first language?
 - a nearly 400 million people
 - b 1 billion people
 - c 1.5 billion people
 - d 2 billion people
- 2 Which international organization uses English as its official language?
 - a United Nations
 - b European Union
 - c World Trade Organization
 - d African Union
- 3 Which of the following is not a reason why English is an international language?
 - a It is the easiest language to learn.
 - b It is the language of science and technology.
 - c It is the language of international business.
 - d It is the language of communication.
- 4 According to Kachru (1985), which countries are NOT in the inner circle?
 - a Canada
 - b New Zealand
 - c Philippines
 - d Australia
- 5 According to Kachru (1985), which countries are NOT in the expanding circle?
 - a China
 - b Japan
 - c Việt Nam
 - d Sri Lanka



(Kachru, 1985)

- 2  **8.01** Look at the Vocabulary box. What do these words mean? Listen and repeat. Then fill in the blanks with these words to match their definitions.

Vocabulary		
accent	accuracy	dialect
fluency	intonation	minority language
mother tongue	target language	

- _____ a less common language
- _____ form of a language used by a social group or in a specific region
- _____ the way in which the level of your voice changes to add meaning to your words
- _____ the way someone pronounces words
- _____ the degree of being correct
- _____ someone's first and main language
- _____ a language you are learning
- _____ the ability to speak very well, often smoothly and confidently

- 3  **8.02** Listen to a dialogue between Gia Phong and Trúc Anh talking about their experiences of learning English. Tick (✓) the sentences below as True or False.

- Phong: Can you understand Marcus, Trúc Anh?
- Trúc Anh: It's very difficult. I think it's because he has a strong Irish **accent**. But his **mother tongue** is English. He just speaks a different **dialect** than what we are used to.
- Phong: Yes, I think accent is very important. We are speaking with Vietnamese English accent right now. I guess it must be hard for non-Vietnamese to understand our English, too.
- Trúc Anh: Agree. I know my **intonation** in English is not too good. We use English as a foreign language here in Việt Nam. I think that people who live in countries like the Philippines or Singapore have an advantage of learning English as a **target language**, since English is the **official language** in their countries, so they hear and use English all the time.
- Phong: Yes, I've noticed that their English **accuracy** and **fluency** are really good.

True False

- Trúc Anh cannot understand Marcus easily. ☐ ☐
- Marcus has a Vietnamese accent. ☐ ☐
- Marcus' mother tongue is English. ☐ ☐
- Phong and Trúc Anh are not used to Irish-English. ☐ ☐
- Singaporeans learn English more easily than the Vietnamese do. ☐ ☐
- English is used as an official language in the Philippines. ☐ ☐
- Singaporeans don't speak English quite fluently. ☐ ☐

- 4 Check if you understand the Word Friends in the box. Complete the sentences with their correct form.

Word Friends

acquire a language
become a fluent speaker
have a command of
hold a conversation in
encounter language barriers

- Our Canadian teachers don't _____ Vietnamese. They do not understand our conversations in class.
- I was unable to _____ English until I became fluent.
- Practising is the best way to _____. Fluency needs a lot of time to develop.
- Susan _____ when she visited the US. She could hardly understand what American people said.
- It's hard work to _____, but it's not impossible. If you think you can, you can.

- 5 In pairs, share about your experience of learning English. Talk about:

- how you first started to learn English
- what you are good / bad at
- what your language barriers are
- what your goal in learning English is
- what you like and dislike about this language.





8.2

GRAMMAR Wishes with Past Simple

I can express wishes about unreal things at present.

- 1 In pairs, discuss: When do you often make a wish? What do you often wish for?



- 2 Read the dialogue. Answer the questions.

Binh: Hi, An. If you could have one wish related to learning English, what would it be?

An: Oh, that's an interesting question. Well, I wish I were a fluent English speaker. It would be great to express my thoughts confidently without any language barriers.

Binh: I feel the same way, An. I wish I had more opportunities to practice speaking English with native speakers. It would improve my pronunciation and fluency.

An: Definitely true! You know what else I wish? I wish I were able to understand English songs without looking up every word. I would find listening to music more enjoyable.

Binh: That's a great wish, An. And you know what? I wish I had a chance to study abroad in an English-speaking country. I'd like to immerse myself in the English language and culture.

An: That's really nice. I hope our wishes will come true one day.

- 1 Who wishes to become a fluent speaker?
- 2 Who wishes to study abroad?
- 3 Who wishes to practise speaking English with native speakers?
- 4 Who wishes to understand every word in English songs?

- 3 Read the Grammar box. Underline examples of wishes for the present in the dialogue.

Grammar

Wishes for the present

We use *wish* + past simple to express that we want a situation at present or in the future to be different.

I *wish* my children *spent* more time reading English books.

I *wish* I *were* a fluent speaker.

S1 + wish / wishes + S1 / S2 + V (Past Simple)

We use *wish* + past continuous when we want to be doing a different action at present or in the future.

My son *wishes* he *were studying* English rather than maths.

S1 + wish / wishes + S1 / S2 + was / were V-ing

- 4 Put the verbs into the correct tense.

- 1 Jack wishes he (have) _____ a good command of the target language so that he could communicate effortlessly with native speakers.
- 2 I wish I (be) _____ more proficient in my mother tongue, as it would help me to learn other languages more easily.
- 3 I wish my classroom (be) _____ a bilingual environment.
- 4 My brother wishes he (can) _____ speak the target language with fluency and confidence.
- 5 We wish our students (have) _____ better accuracy in grammar and vocabulary in the target language.
- 6 My teachers wish they (use) _____ more authentic materials such as movies, books, and news, to enhance our language skills.

- 5 Complete the sentences, then work in pairs to read aloud these sentences with your friend.

And
YOU

- I wish I were fluent in English so that I _____.
- I wish I had more time to _____ so that _____.
- I wish my friends were _____ so that _____.
- I wish our teachers had _____ so that _____.
- I wish I were able to understand _____ so that _____.



8.3

READING and VOCABULARY American and British English

I can understand text organization in an article about the differences between American and British English.

- 1 Work in pairs. Look at the list. Can you add more examples of the differences between British English and American English vocabulary?

British	American English
car park	parking lot
flat	apartment
high street	main street
lift	elevator

- 2 Read the text about differences between American and British English. Choose the correct option.

- What do the different sections of this text focus on?
 - grammar
 - vocabulary
 - similarities
 - differences
- Which of the following are used to give more explanations to each point?
 - numbers
 - facts
 - examples
 - quotes (other people's words)
- Which example is NOT mentioned in the text?
 - pronunciation of R
 - fluency
 - spelling of -ed
 - apartment vs. flat
- What final comment does the author make about differences between American and British English?
 - They need to be memorized.
 - There are not many differences.
 - There are many differences.
 - They are confusing to learners.
- What is the organisation of the text?
 - compare and contrast
 - listing
 - problem and solution
 - time order

American and British English



8.03



British English and American English are two variations of the English language that share many **similarities**, but also some **notable differences** in pronunciation, vocabulary and grammar.

The pronunciation of American English is one of the biggest differences. One of the most noticeable differences is the pronunciation of R. The British tend to pronounce R in the middle and end of words very softly, but Americans like to stress it.

Spelling is another difference. Americans often spell many verbs ending with a -t sound by using -ed as in **burnt** (BE) and **burned** (AE). In both of these cases, the -t is pronounced. British prefer to spell -ise with a S but Americans prefer to spell it as it is pronounced with a Z.

There are even differences in vocabulary. Americans use the word "**pants**" for "**trousers**" and "**apartment**" for the word "**flat**".

Grammar is another area of difference. The British are more likely to use formal speech, such as "**shall**", while Americans prefer the more **informal version**, "**will**". You may hear the British say "**needn't**" but Americans would almost always use "**don't need to**".

In spite of these differences, the **vast majority** of language points is the same in both variations.

- 4 Read the text again and complete the sentences below with the highlighted phrases from the text.

- Most teenagers prefer to learn a / an _____ of English.
- The _____ of the world's English speakers live outside of the US.
- Nowadays, there are no _____ between native and non-native English speakers.
- Both British and American English follow the same basic grammar rules and structures. They _____.

- 5 Work in groups. Imagine you will have to explain the differences between British and American English to a friend. Make a poster about these differences. Write your own examples. Give a talk to the class.

And
YOU



8.4

GRAMMAR Deductions about the present

I can use modal verbs to make deductions about the present.

- 1 Look at the photo. An lost her grammar book in the classroom. Where can it be? Make a guess.



I'm sure it's in _____.

I'm not quite sure. It is in _____.

- 2  8.04 Listen and read the dialogue between Nguyễn and Phong. Where is Nguyễn's grammar book?

Phong: Nguyễn, look at all the textbooks and study materials on your desk. Your grammar book must be one of these.

Nguyễn: No, I can't find it. It might be on my bed at home, or it could be on the bookshelf in my bedroom.

Phong: Nguyễn, it can't be at your house. I think I've seen it somewhere at school. It might be in the library, so keep looking.

Nguyễn: Oh, it might be in my backpack. Let me see. Here it is! You're right, Phong!

- 3 Read the Grammar box. Underline the modal verbs used for deductions.

Grammar Deductions about the present

Must

We use *must* when we feel very sure that something is true or it is highly possible.

He *must* live near here because he always walks to school.

Might, may, could

We use *might*, *may* or *could* to say that we are not quite sure that something is true or possible.

She is not in the classroom. She *might* / *could* / *may* be in the music room.

Can't

We use *can't* when we feel very sure that something is not true or possible.

It *can't* be easy. Studying 50 words a day is really challenging!

- 4 Makes some deductions about learning and teaching English in Thailand at present. Fill in the blanks with *must*, *may*, *might*, *could* or *can't*.

1 English private classes _____ be in high demand these days. There're many new language centers in Bangkok.

2 Online resources and language apps _____ become the primary learning tools for Thai learners. They provide flexibility and convenience.

3 There are many different learning methods. Thai students _____ watch English movies or join conversation groups to enhance their skills.

4 Some Thai learners _____ be struggling with certain aspects of English grammar. They've made a lot of mistakes in their writing.

5 I'm sure the Thai accent _____ have a significant influence on the way Thai learners speak English.

6 Studying abroad _____ be the best option for Thai students if they don't try their best.

- 5 Work in groups. Make five deductions about learning and teaching English in Việt Nam present.



**8.5****LISTENING and VOCABULARY**

I can listen for specific details about the different accents of English around the world.

- 1 What type of accent is spoken in the following countries? Is accent important in communication?



- 2 **8.05** Listen to four short recordings. Match the recording with the accents. Write 1-4 next to the accent.

- | | |
|---|--|
| ☐ Australian English | ☐ British English |
| ☐ Indian English | ☐ Irish English |

- 3 **WORD FRIENDS** Match the words on the left with the words on the right to make Word Friends. Then complete the passage with the correct form of the given words.

- | | |
|-------------|---------------|
| 1 put | a like a song |
| 2 express | b emphasis on |
| 3 flow | c agreement |
| 4 pronounce | d softly |

- 4 **8.06** Listen to a linguist talking about the different accents of English around the world. Complete the summary of the talk with ONE WORD or A NUMBER.

- English changes as it _____ all over the world.
- English as spoken in Singapore is called _____.
- Singaporeans don't stress the _____ sound.
- Singaporeans _____ all syllables in a word.
- Sometimes _____ occur as a result of Singlish pronunciation.
- Two examples of Singlish include: _____ and _____.

- 5 Work in pairs. See if you can guess the meanings of the following sentences in Singaporean English. Then practice saying these sentences in Singaporean accent.



- Eh, let's go makan some chicken rice at the hawker center.
- Can lah, I'll help you carry your bags.

English accents vary greatly around the world, with each region ¹_____ different sounds and intonations. In some parts of the United States, for example, the accent is characterized by a flattened "r" sound. In contrast, English spoken in the Caribbean can ²_____, with a melodic intonation. Meanwhile, speakers of British English are known for their ability to ³_____ just like whispering. They can ⁴_____ or disagreement with other people's ideas nicely through their intonation.



8.6

SPEAKING Improving fluency

I can give a fluent presentation about English as an international language.



1 In pairs, look at the picture. Discuss: What makes a good presenter?

2  **8.07** Listen to a dialogue between Phong and Trúc Anh about how to give a fluent presentation. Tick (✓) the tips mentioned.

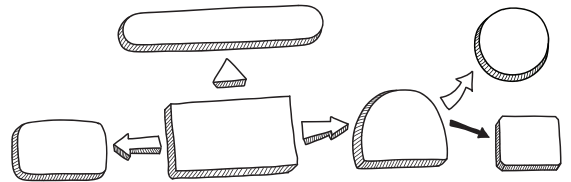
- 1 ☐ Don't speak too quickly.
- 2 ☐ Make sure your ideas are easy to understand.
- 3 ☐ Make the opening perfect.
- 4 ☐ Practice words that are difficult to pronounce.
- 5 ☐ Don't speak too slowly.
- 6 ☐ Raise your voice for important points.
- 7 ☐ Slow down for important points.
- 8 ☐ Speak with some notes as the outline.

3  **8.08** Listen to two different versions of an opening of a presentation. Which one is more fluent (smoother and natural sounding)?

4  **8.09** Listen to two recordings about teaching English in Thailand. Which version is more fluent? Which tips in Exercise 2 are used in the more fluent version?

5 Choose one of the following topics. Make notes using the mind-map below. Then practice speaking with your groups using the tips in Exercise 2.

- 1 The role of English in international communication
- 2 The differences between American and British English
- 3 The variety of accents of English around the world
- 4 How people learn English in your country



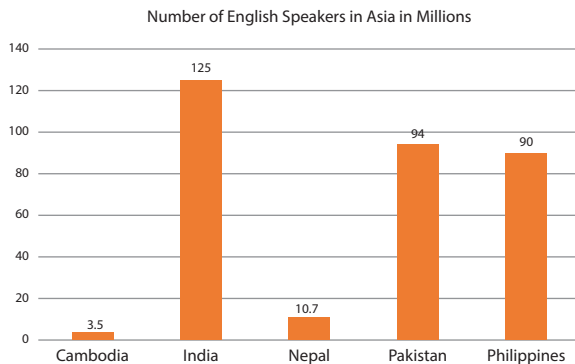


8.7

WRITING A report

I can write a report about how English is used as a foreign language in Việt Nam.

- 1 Look at the chart below. In which Asian country is English most commonly used? Which fact do you find the most surprising?



- 2 Read a report about English language use in Cambodia. Answer the questions:

Cambodia



English is spoken in Cambodia; however, it is not the national language. The national language of Cambodia is Khmer. According to a recent estimate, English is used by about 3.5 million or roughly 22% of Cambodia's

population. Along with French and Khmer, English is one of the three major languages in Cambodia. English is commonly spoken in large Cambodian cities.

People of all ages are learning English because they see the value of knowing it. They can communicate more easily with foreign travellers, get jobs with foreign companies and even use it to get information from the Internet. Nowadays, children can learn English at schools, at English language centres or through many multimedia platforms.

(Source: www.cambodia-travel.com)

- What is the national language of Cambodia?
- How many major languages are spoken in Cambodia?
- How many people in Cambodia are estimated to speak English?

- 3 Read the report again. Tick (✓) the information included in the report.

- ☐ The national language of Cambodia
- ☐ The number of English speakers in Cambodia
- ☐ The population of Cambodia
- ☐ The three main languages spoken in Cambodia
- ☐ Reason why Cambodians live in cities
- ☐ Reason why Cambodians learn English
- ☐ Reasons why Cambodians study French

- 4 Read the Writing box and complete the sentences using the sentence prompts given.

Writing

Useful language in a report

Using passive voice: English *is spoken* in Cambodia.
English *is used* by student in the classroom.

Using statistics: ... *is used by 3.5 million or roughly 22% of Cambodia's population.*

- English is used by _____.
- Now English is taught in _____.
- Information in English is searched by _____.
- _____ approximately 75% of adults think that English _____.

Writing Time

- 5 Write a report (100–120 words) about the teaching and learning of foreign languages in Việt Nam. Use the following questions as a guide. You can search for more information from the Internet.

- How many languages are taught in Vietnamese schools?
- When do students start to learn English?
- How many periods of English lessons do students have in a week?
- Which skill (reading, writing, speaking, listening) do students most want to study?
- How are students exposed to English outside of the classroom? (Internet, movies, TV, friends, books, etc.)

GLOSSARY Languages | Multiculturalism

adj: adjective	n: noun	np: noun phrase	v: verb	vp: verb phrase	
accent	/ˈæksənt/	n giọng	intonation	/ˌɪntəˈneɪʃən/	n ngữ điệu
accuracy	/ˈækjərəsi/	n sự chính xác	lingua franca	/ˌlɪŋgwə ˈfræŋkə/	np ngôn ngữ quốc tế
acquire a language	/əˈkwaɪə ə ˈlæŋɡwɪdʒ/	vp nắm vững ngôn ngữ	majority	/məˈdʒɔrəti/	n đa số
dialect	/ˈdaɪələkt/	n thổ ngữ	minority language	/maɪˈnɔrəti ˈlæŋɡwɪdʒ/	np ngôn ngữ thiểu số
fluency	/ˈfluːənsi/	n độ trôi chảy	misunderstanding	/ˌmɪsʌndəˈstændɪŋ/	n sự hiểu lầm
have a command of	/hæv ə kəˈmaɪnd ɒv/	vp thành thạo (ngôn ngữ)	mother tongue	/ˌmʌðə ˈtʌŋ/	np bằng tiếng mẹ đẻ
hold a conversation in	/həʊld ə ˈkɒnvəˈseɪʃən ɪn/	vp duy trì hội thoại	noticeable	/ˈnəʊtɪsəbl/	adj đáng chú ý
			simplify	/ˈsɪmplɪfaɪ/	v đơn giản hoá
			sound out	/saʊnd aʊt/	vp phát ra âm thanh
informal version	/ɪnˈfɔːml ˈvɜːʃən/	np phiên bản không chính thức	target language	/ˈtɑːɡɪt ˈlæŋɡwɪdʒ/	np ngôn ngữ đích
			encounter language barriers	/ɪnˈkaʊntə ˈlæŋɡwɪdʒ ˈbæriəz/	vp gặp rào cản ngôn ngữ

VOCABULARY IN ACTION

1 In pairs, discuss the differences between the words below.

- 1 target language / mother tongue
- 2 accent / dialect
- 3 lingua franca / minority language
- 4 formal / informal
- 5 punctuation / spelling
- 6 audience / viewer

2 Match comments 1–7 with the words below they are referring to.

accuracy fluency grammar
pronunciation stress misunderstanding

- 1 She speaks quickly and smoothly like an English person.
- 2 I can't understand her. Her words sound strange to me.
- 3 I have a hard time with verb tenses in English.
- 4 My younger sister speaks like a serious adult.
- 5 I often don't choose the correct words.
- 6 English speakers sound out one part of a word louder than the other parts.
- 7 I thought she wanted us to go home early today. I was wrong.

PRONUNCIATION Intonation in yes / no questions

The intonation falls slightly then rises at the end of the last word in the question.

- Do you speak English?
- Are you doing your English homework?

3 8.10 Listen and repeat.

- 1 Did the audience ignore the main points of his presentation?
- 2 Will you consider learning another dialect of English?
- 3 Was there a misunderstanding about the spelling of colour?
- 4 Do the majority of Americans prefer to use a more informal version of English?
- 5 Does your English teacher tend to make you sound out new words in class?

4 Practise saying the sentences with a partner.

- 1 Do the majority of speakers stress the beginning of the word?
- 2 Is it noticeable that his pronunciation has improved?
- 3 Does she still have an accent when she speaks formal English?
- 4 Is learning grammar important if you want to become a fluent speaker?
- 5 Will he encounter language barriers on his trip overseas?

Revision

VOCABULARY

1 Choose the odd one out.

- 1 accent / intonation / spelling / conversation
- 2 mother tongue / informal version / target language / lingua franca
- 3 acquire a language / point / become a fluent speaker / have a command of
- 4 dialect / presentation / audience / point

2 Complete the text with ONE WORD in each blank.

In today's world, having a ¹_____ of the English language has become increasingly important. English proficiency is essential for business, education, medicine, politics, and science. Therefore, those who don't speak this language may encounter a number of difficulties in their lives. One of the main difficulties is the limited opportunities to communicate with ²_____ speakers who use English as their mother ³_____ or those who speak English as their ⁴_____ language. Furthermore, the dominance of English as a ⁵_____ franca can lead to professional and social and cultural exclusion. English is often a job requirement in many sectors, and those without English ability may face limited career opportunities. The lack of English ⁶_____ can also have social and cultural implications. Non-English users may feel isolated and excluded from social and cultural events.

GRAMMAR

3 Choose the correct option.

- 1 She _____ be in class now. She usually does exercises in the gym at this time.
a can b may
c must d can't
- 2 Lena _____ be practising English at the moment. She has excellent communication skills.
a may b must
c can't d can

- 3 I wish I _____ a good command of English to be able to talk to foreign tourists. They're asking her the way to the local pagoda.
a had had b had
c will have d was having
- 4 She _____ have very good writing skills. She finishes the writing task 15 minutes earlier.
a must b can
c can't d might
- 5 Jenny wishes she _____ English with intelligible accent. Many people have difficulty in understanding what she says.
a speaks b had spoken
c spoke d was speaking

LISTENING

4 8.11 Listen to three students from the Philippines talking about how they have learned English. Tick (✓) the false statements below. Then correct them.

- 1 ☐ Students in the Philippines don't use English to communicate with others outside of school.
- 2 ☐ Thai and Japanese students are surrounded by English in their daily lives.
- 3 ☐ Students in the Philippines learn English like they learn their own language.
- 4 ☐ Many school subjects are taught in English.
- 5 ☐ Students in the Philippines don't spend too much time learning English grammar.
- 6 ☐ English classes in the Philippines focus on improving writing and grammar.
- 7 ☐ Students in the Philippines don't study English every year.

WRITING

5 Write a report of 100-120 words about how students in Việt Nam and the Philippines learn English.

9

Let's get together

VOCABULARY

Celebrations | Phrases for special occasions | National celebrations | Sounds

GRAMMAR

Defining and non-defining relative clauses | Indirect questions



A



B



C



D



9.1

VOCABULARY Celebrations

I can talk about special occasions.

- 1 **9.01** Study the Vocabulary A box. Look at photos (A-F). What is being celebrated in each photo? Listen and check.

Vocabulary A Celebrations		
dinner party	cultural festival	family get-together
house-warming party	leaving party	Mother's Day
name day	New Year's Eve party	religious ceremony
school prom	wedding reception	

- 2 **9.02 WORD FRIENDS** Listen and tick (✓) the phrases from the Word Friends box that you hear.

Word Friends	
☐ blow out candles	☐ make a toast
☐ bring good / bad luck	☐ put up decorations
☐ celebrate a birthday	☐ throw a (street) party
☐ follow the tradition of	☐ turn eighteen / a year older
☐ hire a limo	☐ (un)wrap presents
☐ let off fireworks	



E



F

3 **9.03** Complete the dialogues with the correct form of the verbs from the Word Friends box. Listen and check.

- 1 A: In the UK, seeing a black cat is supposed to **bring** good luck.
B: Really? In my country it's bad luck!
- 2 A: Aren't you going to _____ your presents?
B: No, not before my friends arrive.
- 3 A: Can I _____ the candles on my cake now?
B: Just wait a minute. I want to take a photo first!
- 4 A: What are you doing, Tom?
B: I'm _____ decorations for my little sister's party.
- 5 A: Do you remember when our football team won the championship?
B: Of course! And the neighbours _____ a street party. Brilliant!

4 **9.04** Study the Vocabulary B box. Read the text and choose the correct option. Listen and check.

Vocabulary B		National celebrations
custom	display	flag
parade	national symbol	public holiday
spectators	traditional costume	



Maisy's blog: I ♥ Ireland

Yesterday was 17 March and it was St Patrick's Day. It's a public ¹ holiday / *display* in Ireland and that means that everyone was out celebrating. It was amazing! There was a huge ² *custom* / *parade* in the centre of Dublin, Ireland's capital city. There were lots of people, all dressed in ³ *national symbol* / *traditional costume* or fancy dresses.

Crowds of people came to watch and most of the ⁴ *spectators* / *displays* were dressed up in green. This ⁵ *flag* / *custom* comes from the shamrock, which is a kind of green leaf and the ⁶ *national symbol* / *traditional costume* of Ireland. As you'll see in my blog photos, I joined in the fun, wore a really funny tall green hat and bought an Irish ⁷ *custom* / *flag*. The festival also included a street party, an awesome fireworks ⁸ *parade* / *display* and loads of street performances. It was definitely the best day of my trip to Ireland so far.

5 Read the blog post again. Answer the questions.

- 1 When and where is the celebration held?
- 2 What can you see?
- 3 How are the people dressed?

6 In pairs, ask and answer about a celebration you have joined. Use the questions in Exercise 5 to help you.





9.2

GRAMMAR Defining and non-defining relative clauses

I can be specific about people, things and places by using defining and non-defining relative clauses.



- Bình: So, shall we go now?
 An: But where's the car?
 Phong: There is no car.
 Trúc Anh/An: What?
 An: You were the one who was supposed to organise the transport.
 Phong: Don't worry, I have. Give us two minutes.
 Trúc Anh: Space hoppers! You must be joking!
 An: We can't go on those. Look at the dresses we're wearing!
 Phong: They're great fun! My uncle, who owns a toy shop, got them for us.
 Bình: Come on. It'll be a laugh!
 An: Oh all right. Actually, it's quite fun.
 Phong: Well, they say your school prom is a night that you will never forget!

1 Look at the photo. Where are they going?

2  9.05 Listen to the dialogue and answer the questions.

- 1 What transport will they travel in?
- 2 How do they feel about the transport?

3 Study the Grammar box. Find more examples of relative clauses in the dialogue.

Grammar Relative clauses

Defining relative clauses

That's the car **which** / **that** we hired for the prom.
 Students **who** / **that** go to the prom usually have fun.
 That's the place **where** we're meeting Jack.
 Sara's the girl **whose** mum teaches at my school.

Non-defining relative clauses

Our school prom, **which** was last month, was great.
 Tom Evans, **who** is a musician, played the piano.
 The hall, **where** the dance was held, was huge!
 Our maths teacher, **whose** daughter also graduates this year, will lead the ceremony.

4 Complete the sentences with **who**, **which**, **whose** or **where**. Decide if the relative clauses are defining (D) or non-defining (ND).

- 1 ☒ D Look at the tuxedo **which** I bought in the sales last week.
- 2 ☐ This is the Olive Tree restaurant, _____ we celebrated my parents' wedding anniversary.
- 3 ☐ Is that Ann Miller, _____ was at your birthday party?
- 4 ☐ Is this the cake _____ you made?
- 5 ☐ This is the street _____ the parade will start.
- 6 ☐ That's Jessica Brown, _____ brother is getting married next month.

5 In pairs, plan an end-of-year celebration for your school prom. Talk about

- where it will be held
- who will be invited
- what people will wear

Use relative clauses in your talk.

We should hold the celebration in a place where ...





9.3

READING and VOCABULARY Fun attractions

I can understand the main points of an article and talk about tourist attractions.

1 What's the best place for a visitor to your town or city to go to? Why?

2  **9.06** Read the texts. Look at the highlighted words in the texts. Check your understanding. Use a dictionary if necessary.

Fun attractions in Tokyo!

A

Why not take a break from shopping and visit the Kyoshi café, which is one of

Tokyo's many pet cafés? Pet cafés are a place where people can **stroke** and sit with animals.

Opening times: 10.00 a.m. – 10.00 p.m.;

Charge for one hour: 1,000 yen (weekdays) 1,200 yen (weekends); Children must be twelve years old or over to enter.



B

If you love **futuristic** things, you'll love the Naomichi Museum, a small private museum of science and technology. The main attraction is Jin, a walking robot that also plays football. So, play a game with Jin or observe the solar system. And shop for books on science, **experiment kits** and souvenirs in the museum shop.

Open daily, from 10.00 to 5.00;

adults: 620 yen, **children:** 210 yen;

free admission for young people aged eighteen and under on Saturdays

C

Enjoy the Japanese ceremony of bean-throwing, which is part of the Setsubun celebration. Setsubun celebrates the start of spring and the custom of throwing soya beans is believed to bring good luck. Sushi lovers will be happy to taste makisushi and it's also a custom to eat roasted soya beans. You can also admire beautiful costumes and masks. The Zojoji Temple will **hold a bean-throwing ceremony** between 12.00 and 1.00 p.m. on Wednesday 3 February. Entry is free.

3 Match the paragraphs with the headings.

1 Bean-throwing festival

2 Cats ... everywhere!

3 A visit to the future

4 Two young people are looking for things to do in Tokyo. Match the people with attractions A–C.

Sophie ☐

Sophie's been in Tokyo for a week. She's visited lots of historical sites with her parents and has already learned a lot about Japanese culture. On her last day, which is Saturday, she would like to do something different, which is **free of charge**. She loves animals and technology.



Max ☐

Max and his brother Sam are visiting his uncle in Tokyo. He's pleased that they'll be able to meet the rest of the family: his uncle's having a family get-together on Wednesday at 1.30. Max and Sam want to do something before the rest of the family arrive. They're both **keen on** Japanese culture. They also love robots and enjoy shopping, but have already spent all their money!



5 Work in pairs. Discuss: Which of the places in Exercise 2 would you visit if you were in Japan? Why?

I would go to the bean-throwing festival because I want to taste makisushi.





9.4

GRAMMAR Indirect questions

I can ask questions politely.

- 1 Do you prefer to have friends over to your house or to go and visit your friends in their own homes? Why?
- 2 Do the quiz and compare your results with the class.

Are you an ideal guest or host?
Take the test and find out!

- 1 **You have invited guests to your house, but it's very late and you are tired. What do you say?**
 - a I wouldn't say anything. If you have invited some guests, you have to stay up until they want to leave.
 - b 'I was wondering when you're going home. I feel sleepy.'
 - c 'How long are you going to stay? I feel a bit sleepy. Maybe we can meet tomorrow.'
 - d 'Do you mind if I go to bed? You can stay here as long as you want. Just close the door when you leave!'
- 2 **Your girlfriend's / boyfriend's parents have invited you to dinner. They are well-known actors and you'd like to know how much they earn. What do you say?**
 - a 'How much do you earn?'
 - b 'I'd like to know how much you earn.'
 - c I would never ask such a question. You shouldn't ask people about money.
 - d 'Wow, you're so famous! Are you very rich?'
- 3 **You need the bathroom at a party. You have to ask your friend's parents. What do you say?**
 - a 'Where's the bathroom?'
 - b 'Could you tell me where the bathroom is?'
 - c 'Do you have any idea where the bathroom is?'
 - d I wouldn't ask. I'd look for the bathroom myself.



- 3 Study the Grammar box. Find more examples of indirect questions in the quiz.

Grammar

Direct and indirect questions

Wh- questions

Direct: Where's the party?

Indirect: **Could you tell me where** the party **is**?

Direct: When will you be back?

Indirect: **I'd like to know when** you **will** be back.

Wh- questions with *does* or *did*

Direct: What time does the party start?

Indirect: **Do you have any idea what time** the party **starts**?

Direct: Where did you go after the party?

Indirect: **I wonder where** you **went** after the party.

Yes / No questions

Direct: Is Tom having a birthday party?

Indirect: **Do you know if** Tom **is having** a birthday party?

Direct: Can I use your phone?

Indirect: **Do you mind if I use** your phone?

- 4 Reorder the words to make indirect questions.

1 you / tell me / how much / cost / the tickets / could / ?

Could you tell me how much the tickets cost?

2 when / the next bus / know / arrives / you / do / ?

3 if / have / you / I'd / to know / a boyfriend / like / .

4 any idea / who / you / she / have / do / is / ?

5 is / how / I / wonder / expensive / it / .

- 5 Write indirect questions. Use phrases from the Grammar box.

1 How old are you?

Could you tell me how old you are?

2 Where are you from?

3 Do you like this music?

4 Have you been to the UK?

5 When did you go there?

6 Did you have a good time?

- 6 In pairs, ask and answer about each situation. Use indirect questions.

- You've forgotten someone's name.
- You're not sure what's on the menu.
- You need to know the way to the bus station.

And
YOU



9.5

LISTENING and VOCABULARY Do you enjoy firework displays?

I can identify specific details in a radio interview and talk about sounds.



- 1 Do you enjoy firework displays? Why? / Why not?

Vocabulary

Sounds

bang buzz cheer clap
crackle fizz

These words are both verbs and nouns.

- 2  9.07 Match the definitions with the words in the Vocabulary box. Listen and check.

- 1 A happy crowd makes this noise when they shout. cheer
- 2 You hear this noise when you open a can of soft drink. _____
- 3 The flames of a fire make this noise. _____
- 4 A happy crowd makes this noise with their hands. _____
- 5 The sound of a door slamming shut. _____
- 6 Bees and flies make this noise. _____

- 3  9.08 Listen to the first part of an interview on the radio about fireworks. When is the interview taking place?

- a Thanksgiving Day
- b New Year's Eve
- c Independence Day

- 4  9.09 Listen again. Choose the correct options.

- 1 According to the presenter, China _____.
a has the most firework displays in the world.
b makes the most fireworks in the world.
c makes the largest fireworks in the world.
- 2 According to An Li, the first fireworks came from _____.
a China. b India. c Syria.
- 3 When the fireworks were made by putting powder inside a bamboo, they were _____.
a hotter. b brighter. c louder.
- 4 Assistants at firework displays in England wore hats of leaves because _____.
a it made people laugh.
b it protected their heads.
c it was an English tradition.
- 5 Italians changed fireworks by _____.
a making them colourful.
b making them bigger.
c making displays safer.
- 6 The first firework display in the United States was in _____.
a 1608. b 1776. c 1777.

- 5 Think of the last time you saw a firework display. In pairs, take turns to describe the event.

- Where was it?
- What did people go?
- How did you feel?





9.6

SPEAKING Talking about future plans

I can use verb phrases with *to*-infinitives and *-ing* forms to talk about future plans.



- Phong: Have you two got any plans for the summer?
- An: Well, our family are going to Đà Nẵng. I'd love to see white sand and beaches. What have you got planned, Trúc Anh?
- Trúc Anh: I'm going back to Thailand for a holiday. I can't wait to see the sun again!
- Phong: I wish I could come with you!
- Trúc Anh: In your dreams!
- Tommo: We're back! Drinks for everyone!
- An: Thanks, guys.
- Bình: No worries. Here's to a great summer. I hope we all have fun.

1 How do you feel about coming to the end of the school year? Why?

disappointed excited happy
sad worried

2 Look at the photo. How do you think the friends are feeling?

3 9.10 Listen and answer the questions.

- What is An going to do?
- What is Trúc Anh going to do?

4 Study the Speaking box. Find more examples in the dialogue.

Speaking Talking about future plans

Asking about future plans

What are your plans for the summer / the future?
What have you got planned?
Have you got any plans for the weekend?
What would you like to do?
What do you fancy doing?

verb + *to*-infinitive

I'd love / like to go to India.
I need to visit my grandparents.
I'm planning to learn to surf this summer.
I can't wait to have a rest!
I'm dying to try my new skateboard.

verb + noun / *-ing*

I fancy a concert / going to a concert.

Other structures

I wish I could go to the beach.
I hope we have a good time.
I'm looking forward to the trip / going on a trip.
I feel like a swim / going for a swim.

5 9.11 Choose the correct option. Listen and check.

- I'd like to get / getting a ticket for the prom.
- They fancy to watch / watching the fireworks.
- I can't wait to go / going on holiday.
- What have you got planned / planning for tomorrow?
- I wish we have / could have a party.
- Are you looking forward to go / going away for the weekend?

And
YOU

6 In pairs, talk about what you would like to do in the school holidays. Use phrases from the Speaking box. Then tell the class about your partner plans.

Liên is planning to go to Phú Quốc Island.



9.7

WRITING An informal invitation

I can write an email inviting a friend to a celebration.

- 1 Which of the information below will you give a friend or relative who is coming to stay with you during the holidays? What other information might you include?

a description of your house advice on what to bring
places to go plans for things to do

- 2 Read Binh's email to Mike. Whose birthday is it?

Hi Mike,

How are your summer holidays going? What have you been up to? We're throwing my brother Hùng a surprise twenty-first birthday party. Would you like to come? He came back from the USA yesterday and he's staying for a couple of weeks. The party's on Saturday 19 August at our house. Mum and dad said you could stay at our house for the weekend. Do you think you'll be free?

On the Sunday after the party we're planning to go to the Atlantis Đầm Sen Park. It's absolutely amazing there! So, you could do with some swimming trunks. We could hang out with my cousins. Do you remember them? They'll be at the party too.

By the way, you don't need to wear anything smart to the party – you can wear whatever you want. I hope you can come. Let me know as soon as possible!

Speak soon,
Binh

- 3 Read the email again and mark the sentences T (true) or F (false).

- 1 ☐ Hùng doesn't know about the party.
- 2 ☐ Hùng's in the USA at the moment.
- 3 ☐ Mike has met Binh's cousins before.
- 4 ☐ Mike needs to wear smart clothes to the party.



- 4 Study the Writing box. Complete gaps 1–5 with phrases from Dan's email.

Writing

An informal invitation

Starting your email

How are things?

How are your summer holidays going?

1 _____

Offering an invitation

Do you fancy coming to ...?

Do you want to meet up ...?

2 _____

Explaining your plans

I'd like to show / take you ...

I hope we can ...

3 _____

Before you finish

I hope you can come.

I'm really looking forward to seeing you (again).

4 _____

Ending your email

Hope to see you soon.

5 _____

Writing Time

- 6 Write an email of 100–120 words inviting a friend to a celebration of your family. In your email, you should:

- ask your friend how they are.
- offer an invitation.
- give details of where and when the celebration is taking place.
- add some details to the invitation which will help persuade your friend.

TIPS

In an informal email, your language can be quite chatty. For example, it's natural to ask questions. You can use exclamation marks too, but be careful: don't use too many.

GLOSSARY Festival and holidays

adj: adjective	n: noun	np: noun phrase	v: verb	vp: verb phrase	p: phrase
anniversary	/ˌænəˈvɜːsəri/	n dịp kỉ niệm	Mother's Day	/ˈmʌðəz deɪ/	np ngày của mẹ
bang	/bæŋ/	n vụ nổ, cú đập mạnh	national symbol	/ˈnæʃənəl ˈsɪmbəl/	np biểu tượng quốc gia
buzz	/bʌz/	n / v tiếng kêu vo vo, tạo âm thanh vo vo	parade	/pəˈreɪd/	n cuộc diễu hành
champagne	/ʃæmˈpeɪn/	n rượu sâm banh	public holiday	/ˌpʌblɪk ˈhɒlədi/	np ngày nghỉ lễ chung
crackle	/ˈkrækəl/	n tiếng kêu rắc	religious ceremony	/rɪˈlɪdʒəs ˈserəməni/	np nghi lễ tôn giáo
dinner party	/ˈdɪnə ˈpɑːti/	np bữa tiệc tối	rickshaw	/ˈrɪkʃəʊ/	n xe kéo
display	/dɪˈspleɪ/	n / v (tiệc) trưng bày	school prom	/skuːl prɒm/	np tiệc cuối năm học
experiment kit	/ɪkˈsperəmənt kɪt/	np bộ thí nghiệm	shamrock	/ˈʃæmrɒk/	n cây xa trục thảo
family get-together	/ˈfæməli get təˌgeðə/	np sum họp gia đình	skateboard	/ˈskeɪtbɔː(r)d/	n ván trượt
free of charge	/friː əv tʃɑːdʒ/	p miễn phí	soya bean	/ˈsɔɪəbiːn/	np hạt đậu nành
futuristic	/ˌfjuːtʃəˈrɪstɪk/	adj dành cho tương lai, rất hiện đại	spectator	/spekˈteɪtə/	n khán giả
house-warming party	/haʊs ˈwɔːmɪŋ ˈpɑːti/	np tiệc tân gia	stroke	/strəʊk/	n cú đánh
leaving party	/ˈliːvɪŋ ˈpɑːti/	bữa tiệc chia tay	tradition	/trəˈdɪʃən/	n truyền thống
			traditional costume	/trəˈdɪʃənəl ˈkɒstjʊːm/	np trang phục truyền thống
			tuxedo	/tʌkˈsiːdəʊ/	n áo đuôi tôm

VOCABULARY IN ACTION

1 Use the glossary to complete the sentences.

- A funeral is a _____ ceremony in many parts of the world. (RELIGION)
- My parents expected me to choose a modern, _____ bike. (FUTURE)
- Labour's Day is a _____ holiday in many countries. (NATION)
- Handbok is a _____ costume in Korea. (TRADITION)

2 Use the glossary to find:

- something that makes little noise: ...
- a formal dance given by a school: ...
- a group of people walking in public places: ...
- a phrase that means 'without having to pay': ...

3 9.02 PRONUNCIATION Listen. For each phrase, draw a line between the words that link together.

- let off fireworks
- put up decorations
- blow out candles
- make a toast
- throw a street party

4 Match the words in Exercise 3 that link together with their pronunciation.

- /əraʊwə/ _____
- /letɒf/ _____
- /pʊtəp/ _____
- /meɪkə/ _____
- /bləʊwaʊt/ _____

Revision

VOCABULARY

1 Complete the words in the sentences.

- 1 My parents love cooking and they often invite friends over for a dinner party.
- 2 We've just moved into a new house and we're having a h _____ -w _____ p _____.
- 3 She got a new job, so we threw her a l _____ p _____ on her last day.
- 4 Every M _____ ' D _____ we give our mum breakfast in bed!
- 5 My n _____ d _____ is 25 November. Everyone called Katerina celebrates on this day.
- 6 When my cousin got married, they had their w _____ r _____ in a big hotel.

2 Choose the correct option.

- 1 In your country, what things are supposed to bring / make good and bad luck?
- 2 At what times of the year do you usually put up / wrap decorations in your house?
- 3 When did you last throw / make a party?
- 4 Do you usually make a wish when you let off / blow out the candles on your birthday cake?
- 5 Have you ever hired / celebrated a limo?

GRAMMAR

3 Join the sentences using relative pronouns. Add commas where necessary.

- 1 This is the Rex Hotel. We had our prom here.
This is the Rex Hotel, where we had our prom.
- 2 I like these shoes. My mum bought them for me.
- 3 Mia is a friend. I met her at a New Year's Eve party.

- 4 We met Dina. Her albums have sold millions of copies.

- 5 We're going to stay on the island. My parents got married there.

4 Circle the correct option.

- 1 Can you tell me what time the lesson starts / does the lesson start?
- 2 Do you have any idea where is Anna / Anna is?
- 3 I was wondering who you saw / did you see after the cinema.
- 4 Could you tell me why are you / you are late?
- 5 Do you know if they live / do they live here?
- 6 I was wondering where did you buy / you bought that shirt - I'd love to have one.

SPEAKING

5 9.13 Complete the dialogues with the correct form of the verbs in brackets. Listen and check. Then talk about your plans for the weekend.

- A: What are your plans for the weekend?
- B: I'm planning ¹to visit (visit) my cousin in London. I can't wait ²_____ (see) him. What about you?
- A: I need ³_____ (finish) my French essay.
- C: What have you got planned for the holidays?
- D: Nothing much. I could do with ⁴_____ (have) some rest after the exams. I just need ⁵_____ (relax). What about you?
- C: I'm planning ⁶_____ (go) surfing in Greece. I dream of ⁷_____ (try out) my new surfboard.



100 CLIL

2 Read the text and put the following words into the right column:

leftovers	napkins	cardboard	electronic equipment	fruit peels	newspapers
light bulbs	lead	magazines	aluminium cans	T-shirts	paint
paper	plastic bags	plastic bottles	vegetable skins	steel cans	writing / copy paper
cutlery	batteries	metal	bottles and jars		

Solid waste capable of being reused or recycled				Food waste	Other domestic solid waste
Paper	Plastic	Aluminum / metal	Miscellaneous		

3 PROJECT Work in groups. Make a video or a poster about how group members classify household waste in a week (From Day 1 to Day 7). Then search the Internet to find out waste collection points in your area. Create a PowerPoint presentation about what you did and what you have learnt from doing this project.

Solid waste capable of being reused or recycled

This type of waste is further classified into 4 categories:

- (1) paper including discarded paper, newspapers, magazines, receipts, cardboard, drink cartons, and anything else made of paper that's dry / uncontaminated
- (2) plastic including bottles, plastic bags, wraps, cutlery, and anything else made of plastic such as polystyrene food containers
- (3) aluminum / metal including cans, steel utensils, etc.
- (4) miscellaneous including glass / ceramic wares (bottles, pots, etc.); electronics (batteries, calculators, phones, wires, cables, light bulbs, and small electrical items; fabric / shoes / rubber / leather (T-shirts, handbags, sneakers, rubber gloves, etc.)



Food waste

The items falling under this category consist of fruit peels, leftovers, vegetable skins, undercooked food, and coffee or tea powder.

Other domestic solid waste

The items included in this category are food, and soiled / wet materials like hygiene items, used diapers and tissues; synthetic sanitary napkins, adult and baby diapers, and dirty napkins, linens, bedding.

On August 25, 2022, a new regulation came into force with the introduction of Decree No. 45/2022/ND-CP. This decree states that individuals who violate domestic waste sorting can face fines ranging from 500,000 VND (21.4 USD) to 1 million VND (42.8 USD).

HISTORY



The iconic bridge of Hà Nội

1 More than a century ago, on September 12, 1898, construction began on the first steel bridge crossing the Red River in Hà Nội. Thousands of Vietnamese workers worked on this project, using various materials, such as lime stone, ironwood blocks, and cement. The project was completed in 1902, making it one of the four greatest bridges in the world at the time.

2 Since its early construction, the bridge has witnessed many changes in Hà Nội from the past to present. Throughout its history, the bridge has served as a significant transportation link. During wartime, it assisted local residents in transporting rice from the North to Northern Central areas of Việt Nam. Torn down by bombs, it was quickly repaired so that people could continue using it as a connection point to transport goods. The bridge was renamed Long Biên in 1954.

3 Today, the bridge is used for trains, motorcycles, bicycles and pedestrians only. Local and international tourists enjoy walking across on the bridge and taking photos of its breathtaking views, especially at sunrise or sunset. Local lifestyle can also be seen in fruit markets at the foot of the bridge.

1 Look at the photo. Work in groups. Discuss if you know the answers to the following questions.

- What is its name?
- Where is it located?
- When was it constructed?
- What is it famous for?

2  **C.02** Read and listen to the text about the iconic bridge of Hà Nội. Find the answers to the questions in Exercise 1.

3 Read the text again. Answer the following questions:

- 1 Which paragraph mentions architectural importance of the bridge?
- 2 Which paragraph mentions cultural importance of the bridge?

3 Which paragraph mentions historic importance of the bridge?

4 Which paragraph mentions the number of workers building the project?

5 Which paragraph mentions the type of goods transferred on the bridge?

4 PROJECT Make a brochure or a video about Long Biên Bridge. Present it to the class. In the poster / video, you can answer the following questions and add your own ideas.

- What was the first name of the bridge?
- How long is the bridge?
- How many times was it damaged during the war?
- How can you get to the bridge from Hà Nội's city center?

GEOGRAPHY

Wonders of Việt Nam



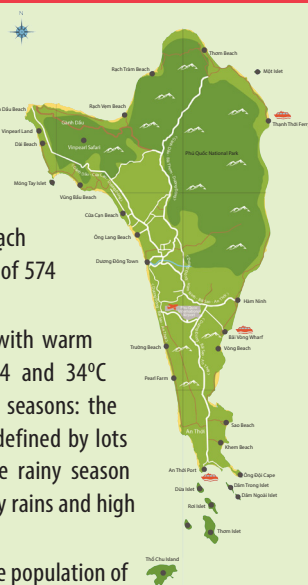
(Source: <https://gis.chinhphu.vn/>)

Phú Quốc Island, the largest island in Việt Nam, is situated in a 22-island archipelago in the Gulf of Thailand. It belongs to Kiên Giang Province, about 45 kilometers west of Hà Tiên and 120 kilometers southwest of Rạch Giá. The island spans over an area of 574 square kilometers.

The island has a tropical climate with warm temperatures ranging between 24 and 34°C all year round. It has two distinct seasons: the dry season (November – April) is defined by lots of sun and low humidity, and the rainy season (May – October) is marked by heavy rains and high humidity.

Phú Quốc Island is home to a diverse population of around 120,000 people, comprising Kinh, Hoa, and Khmer people and a number of ethnic minority groups such as the Chăm and the Khmer Krom. The islanders mainly live in the towns of Dương Đông, An Thới, and Cửa Cạn.

Phú Quốc Island is well-known for its sandy beaches, coral reefs, and dense forests. Mount Chúa is the highest point on the island, which stands at the height of 603 meters. The island is surrounded by clear blue waters that are home to a variety of marine life, including fish, turtles, and dolphins.



1 Work in pairs. Circle Phú Quốc Island on the map. Then write three things you know and three things you want to know about Phú Quốc Island.

2 In pairs, locate the following words in the text. Guess what they mean and / or check with the dictionary.

dense tropical
archipelago marine life
humidity

3 **C.03** Read and listen to the text and answer the questions. Compare your answers with a partner.

- Where is Phú Quốc Island?
- What is the weather on Phú Quốc Island like?
- Who live on the Island?
- What is Phú Quốc's terrain characterized by?

4 What do these numbers mean? Ask your partner.

120	603	574
120,000	34°C	45

5 **PROJECT** Make a digital or paper travel brochure about Côn Đảo Island. Then present your travel brochure to the class. Use the following questions to guide you.

- What are famous tourist attractions on Côn Đảo Island?
- What activities can tourists do on this island?
- How can people get there from Hà Nội and Hồ Chí Minh City?



1 Read about Canada. What is the most important language in each region?

- 1 Ontario
- 2 Quebec
- 3 Nunavut

2 **C.04** Read about Canada again. Complete the sentences with place names.

- 1 The capital city of Canada is _____.
- 2 The Niagara Falls is a popular place for visitors in the _____ region.
- 3 A lot of maple syrup comes from _____.
- 4 People in the town of _____ don't see the sun for four months in winter.

3 In pairs, answer the questions.

- 1 What are the most popular places in your country for visitors from other countries?
- 2 Are there regions in your country where the country's official language isn't the main language?
- 3 What food is your country or region famous for?
- 4 Are there any regions where not many people live? Why don't more people live there?

4 PROJECT Make a leaflet about three cities in Việt Nam. Use questions in Exercise 3 and the Canada examples to help you.



Continent	North America
Population	35 million
Official languages	English, French
Currency	Canadian dollar
Favourite sport	Ice hockey

Canada is the world's second largest country, but a lot of the land in the centre and north is empty. Canada is famous for its cold winters and beautiful mountains.

Ontario

Canada's biggest city, Toronto, and its capital, Ottawa, are in this region. Here, as in most of Canada, English is the most important language. A lot of people come here to visit the Niagara Falls and the Great Lakes.

Quebec

Canada's second biggest city, Montreal, is here. Most people in Quebec speak French and about forty percent want Quebec to be an independent country. Most of Canada's famous maple syrup comes from this region. Canadians love eating it with pancakes and even have the leaf of the maple tree on their flag.



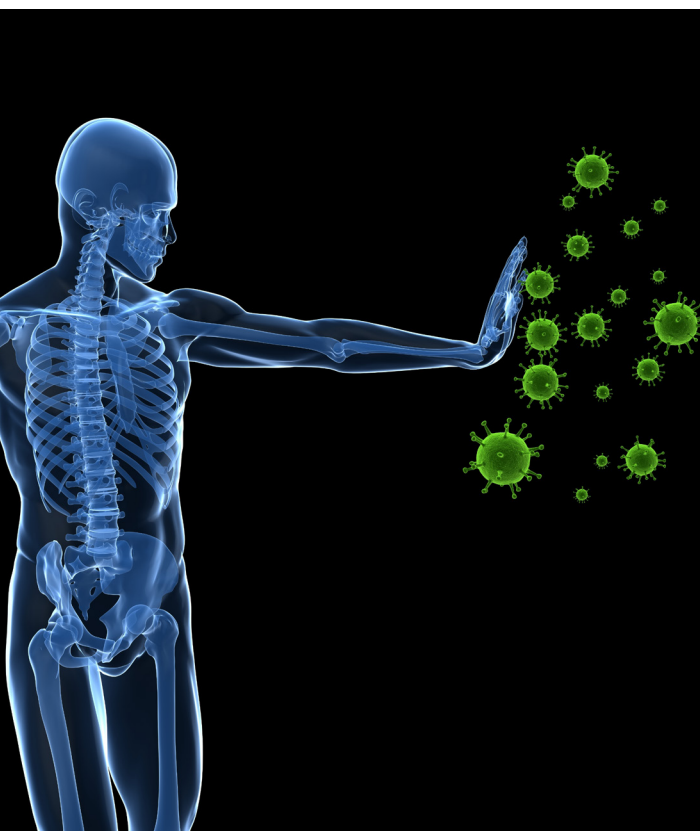
Nunavut

Nunavut is the biggest region in Canada, but only 33,000 people live there. There are no trees and the land and sea are frozen for most of the year. It is easier to travel by snowmobile than by car. At Grise Fiord, the furthest north of Nunavut's towns, there are four months without daylight in winter and four months without night in summer. Most people in Nunavut are Inuit. They speak the Inuit language, but they don't live in igloos. They have houses with TVs and the Internet.

SCIENCE

The immune system

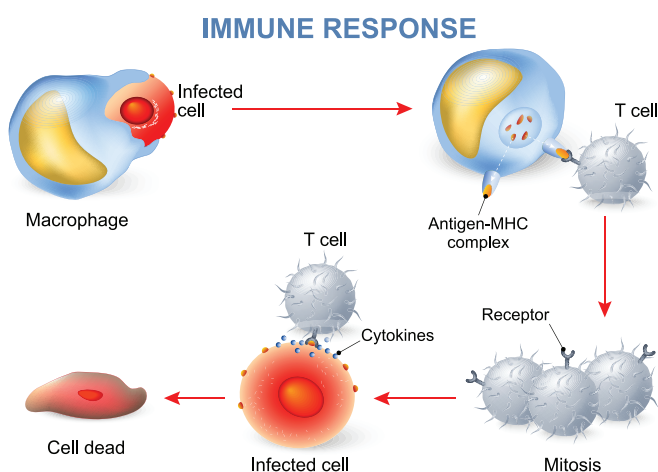
- 1 Work in pairs. What system in our body protects us from diseases? What do you know about it?



- 3 Read the text again and answer these questions.

- 1 What is the role of the immune system?
- 2 What are the role of white blood cells?
- 3 What is the role of lymph nodes?
- 4 What should we do to help our immune system stay strong?

- 4 **PROJECT** Work in groups. Read the diagram below and find more information from the Internet. Make a poster to explain how the immune response works. Use your own words. Then present the poster to the class.



- 2 Look up the dictionary for the meanings of the words and phrases. Then complete the text with these words.



shield spreading blood cells
antibody infection lymph nodes
germs immune system

Our body has a special system called the ¹_____ that protects us from getting sick. It's like a ²_____ that keeps us safe from ³_____ and diseases.

The immune system has different parts that work together to keep us healthy. One important part is white ⁴_____. They are like superheroes that travel through our body and fight off ⁵_____. When we get sick, white blood cells help us get better.

Another important part is ⁶_____. These are special proteins that find and destroy harmful germs. When our body gets a new germ, it makes antibodies to fight it. These antibodies stay in our body and remember how to fight the germ if it comes back.

We also have ⁷_____. They are like filters that catch germs and stop them from ⁸_____. When there is an infection, the lymph nodes tell our body to make more white blood cells and antibodies to fight it.

To keep our immune system strong, we need to take care of ourselves. Eating healthy food, staying active, and washing our hands help our immune system stay strong and protect us from getting sick.

Unit 5

Lesson 5.6 Exercise 3



https://drive.google.com/file/d/1K9qfR7MiCdBZPgGJFDcTiFIXOqt_fZCrg/view?usp=sharing