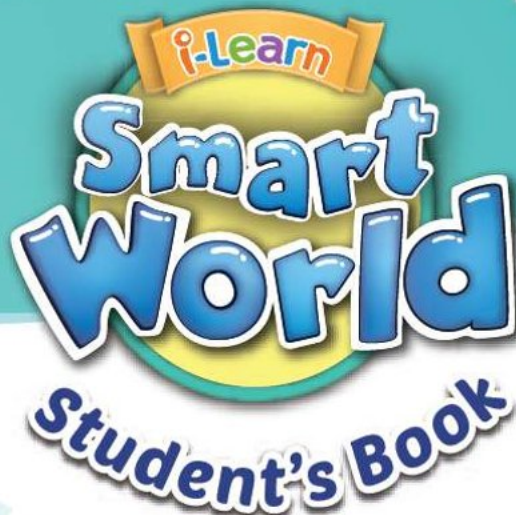


Tiếng Anh



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH



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Lời mở đầu

Mến chào các em!

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

Sách **Tiếng Anh 8 i-Learn Smart World** bám sát các chủ đề, chủ điểm trong khung chương trình của Bộ Giáo dục và Đào tạo, cung cấp kiến thức, kỹ năng ngôn ngữ, từ vựng, văn phạm, phát âm... giúp học sinh tự tin giao tiếp bằng tiếng Anh và chuẩn bị kiến thức cho các cấp học tiếp theo.

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

Sách bao gồm 8 chủ đề: **Free Time, Life in the Country, Protecting the Environment, Disasters, Science and Technology, Life on Other Planets, Teens, Traditions of Ethnic Groups in Vietnam**. Mỗi chủ đề có 3 đơn vị bài học, 1 bài ôn tập với các hoạt động nhằm rèn luyện các kỹ năng ngôn ngữ, phát triển vốn từ vựng, củng cố và nâng cao kiến thức ngữ pháp, giúp học sinh trau dồi kiến thức và kỹ năng giao tiếp, đồng thời cung cấp những kiến thức cơ bản về văn hóa, xã hội nhằm nâng cao tầm hiểu biết và góp phần đào tạo học sinh trở thành những công dân toàn diện.

Một số biểu tượng sử dụng trong các bài học:



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



Sử dụng trí tưởng tượng của bản thân.



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

heart and lung

Những từ màu tím trong sách nhằm bổ trợ vốn từ vựng liên quan đến bài học. Học sinh có thể tham khảo phần giải nghĩa và cách phát âm của những từ này ở mục danh sách từ vựng (Word List) sau sách.

Chúc các em thành công!

Nhóm Tác giả

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

GRANT TREW - GEORGE SEALE - TIMOTHY BRODERSEN - WILSON HOWLEY



Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
1. FREE TIME	- Talk about leisure activities, likes, and dislikes - Make free time activity plans with friends - Talk about your favorite hobby	- Verbs (to express preference) + gerund - Present Simple for future meaning and prepositions of time	/s/ or /z/ sound /sk/ sound	Listening: (for inference/details) ...to two people making plans Speaking: - Doing a free time activities survey - Making plans with friends Conversation Skill: Starting a telephone conversation	Reading: (for inference/main ideas/details) ...a passage on favorite hobbies Writing: ...a passage about your favorite hobby
2. LIFE IN THE COUNTRY	- Talk about life in the country and the city - Talk about folk games and activities in the country - Talk about festivals in the country	- Countable and uncountable nouns with indefinite quantifiers - Verbs (to express preference) + to-infinitives and adverbs of frequency	/tʃ/ sound - Intonation for questions	Listening: (for main ideas/details) ...to two friends talking about life in the city and in the country Speaking: - Discussing where students prefer to live - Talking about games and activities in the country Conversation Skill: Politely disagreeing	Reading: (for main ideas/purpose/details) ...a festival announcement Writing: ...an announcement for a country festival
3. PROTECTING THE ENVIRONMENT	- Talk about the effects of pollution - Give advice about how to reduce pollution - Talk about ways to protect the environment	- First Conditional with "if" or "unless" - Conjunctions to make compound and complex sentences	/t/ sound - Word stress for most two-syllable verbs	Listening: (for gist/details) ...to two students talking about ways to reduce pollution Speaking: - Planning a presentation on the effects of pollution - Making a poster to give advice about reducing pollution Conversation Skill: Encourage the speaker to continue	Reading: (for gist/details/choose best introduction) ...a guide to making cities greener Writing: ...a short guide to make your school greener
4. DISASTERS	- Talk about disasters - Give advice on what to do in a disaster - Talk about the dangers of disasters and what you should do	- Wh-questions - Prepositions of place and movement	- Sound changes for "...was..." - Sentence stress for negative advice	Listening: (for organization/details) ...to two students talking about disaster safety tips Speaking: - Disasters Quiz Show - Making a poster for disaster safety tips Conversation Skill: Working through tasks in groups	Reading: (for details/ to find differences/ choose best heading) ...an emergency announcement Writing: ...an emergency announcement



Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
5. SCIENCE AND TECHNOLOGY	- Ask and answer about devices - Compare robots - Talk about smartphones	- Wh-questions and Yes/No questions - Comparative adverbs	/ei/ sound - Word stress for words ending in "-ly"	Listening: (for purpose/details) ...to a report about a robot competition Speaking: - Talking about laptops and tablets - Discussing the use of robots for different jobs Conversation Skill: Showing agreement	Reading: (for details/ to choose best title) ...an email about buying a smartphone Writing: ...an email about a new smartphone
6. LIFE ON OTHER PLANETS	- Make predictions about where humans will live in the future - Talk about possible UFO and alien sightings in the past - Talk about seeing UFOs and aliens	- Past Continuous and Past Simple - Future Simple	- Intonation for interest/opinion words - Sound changes for words ending in "-ing"	Listening: (for gist/ details) ...to people talking about strange things they saw Speaking: - Interviewing people about possible alien and UFO sightings - Predicting where humans will/won't live in the future Conversation Skill: Showing interest	Reading: (for main ideas/gist/details) ...a blog post about a UFO sighting Writing: ...a passage about a strange event
7. TEENS	- Talk about dreams and dream jobs - Report how teen celebrities live - Talk about problems teens have where you live	- Possessive pronouns - Reported speech for statements	/i:/ sound /d/ sound	Listening: (for gist/ details) ...to a teen talking about her and her friends' dreams Speaking: - Doing a survey about dream jobs - Reporting an interview with a celebrity Conversation Skill: Responding to ideas	Reading: (for gist/ cause/details) ...a passage about teens' stress problems Writing: ...a passage about problems teenagers have
8. TRADITIONS OF ETHNIC GROUPS IN VIETNAM	- Talk about the culture of ethnic groups in Vietnam - Report a conversation with an ethnic minority about crafts, food, and culture - Talk about fun things to do at ethnic villages in Vietnam	- Articles - Reported speech for questions	- Word stress for two-syllable adjectives /oʊ/ sound	Listening: (for mood/ details) ...to a conversation about a trip to Vietnam Speaking: - Asking and answering about ethnic groups' culture - Reporting on meeting a member of a Vietnamese ethnic group Conversation Skill: Showing interest to get more information	Reading: (for best topic sentence/details) ...a passage about a trip to an ethnic village Writing: ...a passage about a trip to an ethnic village

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



Free Time

LESSON 1

Can you...?

- talk about leisure activities, likes, and dislikes
- use verbs (to express preference) + gerund



Let's Talk!

In pairs: Look at the picture. What do the girls like doing in their free time? What do you do in your free time? How often do you do it?



New Words

a. Number the pictures. Listen and repeat.

1. chat

2. fishing

3. hang out

4. jogging

5. jewelry

6. handball

7. rock climbing

8. board games



b. In pairs: Write the new words into the table and add more words you know.

Which activities do you do?



play ...	go ...	make ...	design ...	... with friends
board games				

I play board games and...





Reading

a. Read the passages. Circle the name of the person who prefers indoor activities.

Will

Jess

Peter



My name's Will. I love playing sports and hanging out with my friends. We love playing handball and soccer together. I think they're really exciting. I don't really like **extreme sports**, like skateboarding or rock climbing. They're too scary for me. I prefer safer activities, like jogging or watching TV.



Hello. My name's Jess. I'm not a very active person. I like reading books, chatting with my friends online, and doing arts and crafts in my bedroom. My favorite thing to do is painting. It's so relaxing. I hate playing sports and jogging. I don't think they are very fun. I prefer playing board games at home.



Hi. I'm Peter. I love doing lots of different activities. I like playing tennis with friends and I love rock climbing. It's so much fun. I also like designing clothes and bags. I don't really enjoy playing board games though. I think they're boring. I prefer singing and dancing with my friends in my backyard.

b. Now, read and draw lines to match the phrases and the person they describe.

Will

Jess

Peter

- enjoys designing clothes
- likes playing board games
- doesn't enjoy rock climbing
- hates jogging
- likes hanging out with friends



c. Listen and read.

d. In pairs: Which person are you most like? How are you similar? How are you different?

I'm most like Jess. I also like reading books, but I don't like playing board games.



Grammar Meaning and Use

Verbs (to express preference) + gerund

We can use **verb + gerund (V-ing)** to talk about things we prefer, like, and dislike. Some verbs that we often use are: **prefer, love, enjoy, like, don't (really) like, hate.**

hate	don't like	prefer/like/enjoy	love

A: What arts and crafts do you **enjoy doing**?

B: I **like designing** jewelry.

A: Do you **like playing** board games?

B: No, I don't. I **prefer playing** sports.

a. Read about verbs (to express preference) + gerund and fill in the blanks.

b. Listen and check your answers. Listen again and repeat.



What arts and crafts do you _____?

I _____.





Grammar Form and Practice

Verbs (to express preference) + gerund

I **like watching** handball on the weekends.

Daniel **prefers swimming** in the pool to swimming in the sea.

Jane **doesn't really like dancing**. She **prefers singing**.

My brothers **hate playing** board games.

A: What sports do you **like playing**? B: I **like going** rock climbing.

A: Do you **enjoy playing** sports in your free time? B: Yes, I do.

A: Do you **prefer playing** soccer or volleyball? B: I prefer soccer.



The spelling rules of **gerund (V-ing)** are:

Add **-ing** to most of the verbs.

Verbs that end in **consonant + e**: remove **e** and add **-ing**.

One-syllable verbs that end in **consonant + vowel + consonant**: double the final consonant and add **-ing**.

Do not double the final consonant when the verbs end in **w, x, or y**.

watch – watching

dance – dancing

swim – swimming

play – playing

a. Read the examples and notes above, then circle the correct words.

1. She loves/hates designing and making jewelry. She wants to open a jewelry store when she grows up.
2. I prefer/hate going fishing because I'm scared of water.
3. Lots of my friends enjoy/don't like playing mobile games. They spend lots of their free time playing them.
4. Do you like/hate going jogging? – Yes, my dad and I usually go jogging in the evening.
5. I don't like/love chatting online with friends. I prefer talking face to face.

b. Write sentences using gerunds and the prompts.

1. Jake/not enjoy/chat online/with his friends Jake doesn't enjoy chatting online with his friends.
2. what/activities/you/enjoy/do/free time? _____
3. I/not really like/play/handball./I prefer/watch/it. _____
4. you/prefer/play/indoors or outdoors? _____
5. I/love/design clothes/free time _____
6. I/hate/make jewelry/because/it/boring _____
7. we/like/chat online/but/prefer/hang out/at the mall _____

c. In pairs: Take turns saying one thing you enjoy, love, don't really like, and hate doing.

I enjoy going rock climbing with my friends.

Nice. I enjoy hanging out with my friends in the park.



Pronunciation

Sounds

a. At the end of words, "s" can sound like /s/ or /z/.

c. Listen and write "/s/" or "/z/" after each word.

girls __ arts __ prefers __ lots __ enjoys __

d. Read the words to your partner using the sounds noted in "a."

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

sports, books
games, friends



Practice

a. Ask and answer using the pictures and prompts. Swap roles and repeat.

Do you prefer playing sports or games?

I prefer playing sports.

What sports do you like playing?

I love playing badminton.



A: prefer/**sports**/games?
B: prefer/**sports**

A: what/**sports**/like?
B: love/**badminton**

A: prefer/**indoors**/**outdoors**?
B: prefer/**outdoors**



A: like/**fishing**?
B: not/really./prefer/**arts**/**crafts**

A: what/**arts**/**crafts**/like?
B: really like/**making jewelry**

A: what/else/like?
B: enjoy/**chat online**

b. Practice with your own ideas.

Speaking

SURVEY: FREE TIME ACTIVITIES

a. Your local youth center wants to find out what activities are popular. Complete the survey with your own information. In fours: Ask your friends about their preferred activities and complete the survey.

Do you prefer playing indoors or outdoors?

I prefer playing indoors.

Do you enjoy doing arts and crafts?

Yes, I do.

What arts and crafts do you enjoy doing?

	Example	Me	_____	_____	_____
Indoors/Outdoors?	indoors				
Arts and crafts	✓ painting				
Games	✗				
Sports	✓ handball				
Other likes	rock climbing				

b. Which activities should your youth center have next summer?

I think the youth center should choose...



Unit 1

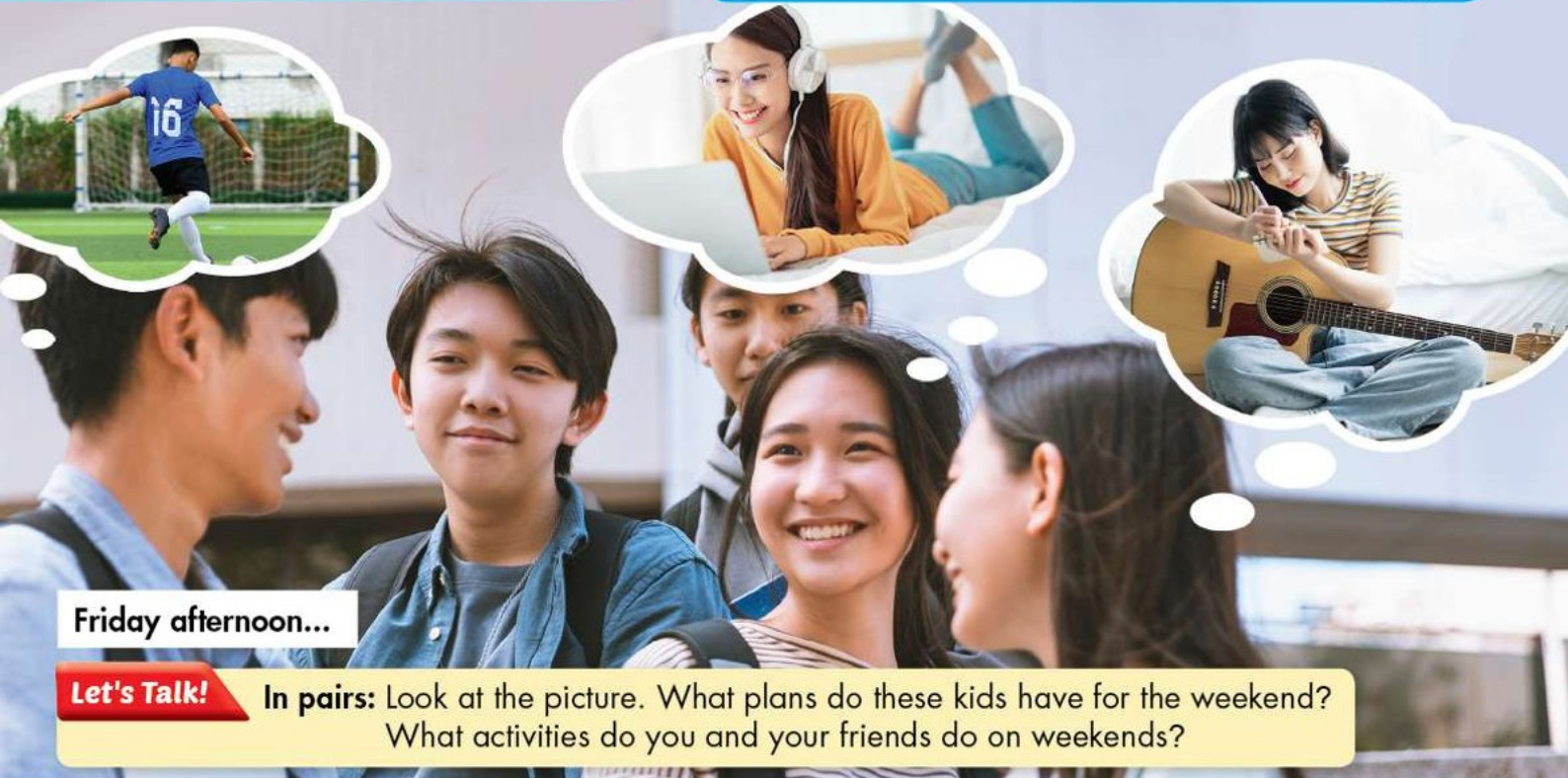
Free Time

LESSON 2

Can you...?

- make free time activity plans with friends
- use Present Simple for future meaning and prepositions of time

Conversation Skill: Starting a telephone conversation



Friday afternoon...

Let's Talk!

In pairs: Look at the picture. What plans do these kids have for the weekend? What activities do you and your friends do on weekends?



New Words

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

knitting: the activity of making things like clothes from wool

karate: a martial art from Japan

roller skating: the sport of moving over the ground wearing shoes with wheels

sewing: the activity of making or fixing things made of cloth

practice: a way of doing something again and again to help you become better

shuttlecock: a sport played by kicking a plastic object with feathers to keep it up in the air

OR the object players hit in a game of badminton

cycling: the sport of riding a bicycle

table tennis: a sport that two or more players hit a ball over the net on a large table



table tennis



b. In pairs: What are three activities you like or would like to try and why?

I like table tennis. It's really fun, and I can play it with my friends.

I would like to try sewing so I can make beautiful dresses.





Listening

a. Listen to two people making plans. What is their relationship?

1. new friends 2. close friends 3. brother and sister

b. Now, listen and complete the table.



FRIDAY	SATURDAY
Sewing class 1. 6 – 8 p.m.	4. _____ competition 9 – 11 a.m.
2. _____ 5 – 7 p.m.	
School talent show 3. _____ – 9 p.m.	Action movie 5. _____ – 10 p.m.



Conversation Skill

Starting a telephone conversation

To start a conversation on the phone with someone you know, say:

☐ Hi, (Ethan). How's it going?

☐ Hey, what's up?

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

d. Now, listen to the conversation again and tick the phrases or sentences you hear.

e. In pairs: Which of the activities they mention do you like the most? Why?

I like the action movie the most.
I love going to the movies.



Grammar Meaning and Use

Present Simple for future meaning

We can use **Present Simple for future meaning** to talk about a set schedule. We often do this by saying the day or time of the scheduled activity.

I have soccer practice at 7 tonight.

I have English club on Friday at 8 p.m.

Prepositions of time

We can use **prepositions of time** to talk about when we will do something.

We can use **from...to...** to say how long something lasts.

Do you want to go cycling from 5 to 6 p.m.?

We can use **until** to say up to the time mentioned.

I have English club until 5 p.m.

a. Read about Present Simple for future meaning and prepositions of time, then fill in the blanks.

b. Listen and check your answers. Listen again and repeat.



Grammar Form and Practice

Present Simple for future meaning

Prepositions of time

I **have** a dance class tomorrow **until** 1 p.m.

He **has** English class **until** 6 p.m.

You **don't have** plans **from** 8 **to** 11 a.m.

She **doesn't have** any plans **from** 5 p.m. **to** 7 p.m.

A: Do you **want** to hang out **at** 7 p.m.?

B: Sorry, I can't. I **have** English class **until** 8 p.m.

A: OK. Do you **want** to meet for a coffee **on** Thursday?



a. Read the examples above and circle the correct words.

- I have shuttlecock practice in until / on 5 p.m. on Saturday.
- Do/Does you want to see a movie on the weekend?
- I can't meet in the morning. I'm busy in / to / at 10 a.m.
- My sewing class is from / on / until 2 p.m. to 4:30 p.m.
- It's OK. The band practice hasn't / doesn't / don't start until 2 p.m.
- I'd love to come. I don't have any plans in / from / on Saturday night.
- Yes, I can come. I'm free from 10 a.m. to / in / from 4:30 p.m.

b. Answer the questions using the given prepositions and the information on your schedule.

- When is the roller skating competition?
on – It's on Saturday morning.
- When is the cycling competition?
from...to... –
- When do you have table tennis practice?
at –
- When are you free on Sunday afternoon?
until –

SATURDAY	SUNDAY
Roller skating competition 8 a.m. – 9 a.m.	Table tennis practice 9 a.m. – 10:30 a.m.
Karate class 9:30 a.m. – 10:30 a.m.	Knitting club 11 a.m. – 12:30 p.m.
Board game club 11 a.m. – 12 p.m.	free
Cycling competition 2 p.m. – 5 p.m.	Sewing class 4 p.m. – 6:30 p.m.

c. In pairs: Take turns asking and answering about the schedule. Do you do any of these activities? When?

When do you have karate class?

I have karate class on Saturday at 9:30 a.m.

Pronunciation

Sounds

a. Focus on the /sk/ sound.

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

skateboard science scooter basket

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

skating, basketball, school

d. Read the words to your partner using the sounds noted in "a."





Practice

a. Practice the conversation. Fill in the blanks with the correct prepositions. Swap roles and repeat.

Josh: Hi, Daniel. What's up?

Daniel: Oh, hey, Josh.

Josh: Do you want to come with me to a sewing class
___ Thursday evening?

Daniel: Sorry, I can't. I have table tennis practice
___ 9 p.m.
But, do you want to watch a soccer game
___ Saturday morning?

Josh: Maybe. When is it?

Daniel: It's ___ 9 a.m. ___ 11:30 a.m.

Josh: OK. Sounds great. See you there.

Daniel: See you there.

roller skating competition
Wednesday afternoon

basketball practice –
4 p.m.
play a board game
Saturday evening

6 p.m. – 8:30 p.m.

Sorry, I can't. Let's go another time.

OK. No problem. Talk to you later.

cycling competition
Thursday morning

a knitting class –
11:30 a.m.
go to a dance class
Sunday morning

8:30 a.m. – 11:30 a.m.

Sorry, I can't. Maybe next weekend?

OK. See you soon.

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



Speaking

LET'S MAKE PLANS!



Start a telephone conversation.

a. You have lots of plans this weekend and you want your friends to join you. Look at the table and write six activities you have over the weekend.

e.g. Friday evening knitting class 6 p.m. – 8 p.m.	Friday evening	Saturday morning	Saturday afternoon	Sunday morning	Sunday afternoon

b. In fours: Take turns role-playing phone calls inviting a friend to join you for each activity. Invite each person in your group at least once. Note who you will do each activity with.

Do you want to come to a knitting class on Friday evening?

What time is it?

It's from 6 p.m. to 8 p.m.

Sorry, I can't.../ OK. Sounds good...

c. Tell a partner about your plans for the weekend.

I have a knitting class with David on Friday from... Then, on Saturday morning,...



Unit 1

Free Time

LESSON 3

Can you...?

- talk about your favorite hobby
- write a passage about your favorite hobby

Writing Skill: Writing basic descriptive passages



Let's Talk!

In pairs: What hobbies can you see in the pictures?
What are some popular hobbies in your country?



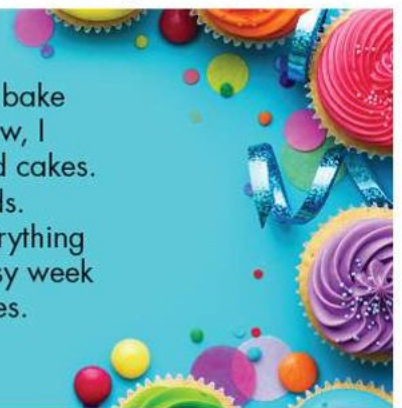
Reading

a. Read Linh's passage and choose the best beginning sentence.

1. I love trying new cakes. 2. I have many hobbies, but I like baking best.

I started this hobby when I was ten years old. First, my dad taught me how to bake chocolate cookies. He shared lots of **recipes** with me, and I liked all of **them**. Now, I bake with my little sister. I like teaching her how to bake things like brownies and cakes. We always bake in our lovely kitchen at home. We usually bake on the weekends. Weekends are the perfect time for baking. We have enough time to prepare everything and clean up the big mess after we finish. Baking also helps me relax after a busy week with lots of homework. I don't have to think much, and I can just follow the recipes.

Baking is a great hobby, and I really love baking!



b. Now, read and answer the questions.

1. When did Linh start her favorite hobby?
2. What does the word **them** in paragraph 2 refer to?
3. Where does Linh do it?
4. When does Linh usually bake?
5. What does baking help Linh do?

when she was ten

A. chocolate cookies B. recipes C. hobbies

c. Listen and read.

d. In pairs: What's your favorite hobby?
What do you like best about it?

My favorite hobby is playing soccer. I like playing in a team with my friends.



Writing

a. Read about writing basic descriptive passages. Then, read Linh's passage again and underline the topic sentence, five supporting ideas, and the concluding sentence.

Writing Skill

Writing basic descriptive passages

To write a basic descriptive passage, you should:

1. Start with a topic sentence: tell the readers what your passage is about.
I have a lot of hobbies, but my favorite hobby is taking pictures.
2. Write about 3–5 supporting ideas to explain your topic. You can answer questions *what, when, where, who, how, etc.* about the topic to think of ideas to write about.
I started taking pictures when I was eight years old. I usually take lots of pictures with my friends and family. I take pictures at the park. I do it on the weekends.
3. End with a concluding sentence: say your main topic again in different words.
I think taking pictures is lots of fun, and I love it.

b. Unscramble the sentences and then number them (1–5). Use the Writing skill box to help you.

A. my/with/swimming/dad./always/go/I

I always go swimming with my dad.

3

B. best./hobbies,/I/many/like/swimming/but/have/I

C. I/great/think/swimming/a/is/hobby.

D. five/started/old./when/I/years/I/swimming/was

E. swimming/on/the/go/my/pool/near/We/weekends./house/the/at

Speaking

My Favorite Hobby

a. In pairs: Discuss hobbies that are popular with your friends.

b. Now, choose your favorite hobby. In pairs: Use the questions to discuss the points on the table below and write in your own ideas.

What's your favorite hobby?

When did you start it?

Do you do it by yourself or with someone? Who?

Where and when do you often do it?

What do you think about it?

What?

When started?

Who with?

Where?

When?

Your opinion?



Let's Write!

Now, write a simple passage about the hobby you discussed. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

Feedback

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



pages 84-85 Review materials for Unit 1

LESSON 1

Can you...?

- talk about life in the country and the city
- use countable and uncountable nouns with indefinite quantifiers

Conversation Skill: Politely disagreeing



Let's Talk!

In pairs: Look at the pictures. Which two places do they show?
What are some good and bad things about each place?



New Words

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

Listen and repeat. 

entertainment – things people can use or do for fun

nature – animals, plants, and things not made by people

noise – unpleasant and/or loud sounds

peace – the state of being calm or quiet

fresh – clean or cool (e.g. water, air)

vehicle – a thing used for transporting people or things from one place to another, such as a car or a truck

room – available empty space to use

facility – a building, service, piece of equipment, etc. with a particular purpose

1. I want a big garden because I need room to grow vegetables.
2. Many people visit Hawaii for its _____. It has lots of beautiful beaches and mountains with trees and colorful birds.
3. My favorite thing about the library isn't the books. It's the _____ and **quiet**.
4. The air outside is so _____. Let's go for a walk!
5. I live near an airport, and I can't sleep at night because the _____ is so loud!
6. I have to use public transportation every day because I don't have a _____.
7. Amusement parks and theaters are two examples of _____ in my city.
8. I think that the new hospital is the most important _____ in our town.

b. In pairs: Say where you live, and why you like/dislike living there.

I live in a small town. I like living there because there is a lot of nature and fresh air.





Listening

a. Listen to Joe and Mai talking about life in the city and in the country. What do they agree on?

1. the noise
2. the pollution

b. Now, listen and fill in the blanks.

1. Mai thinks the country is better because there is lots of nature.
2. Joe likes the _____ in the city.
3. Mai thinks there's not enough _____ for all the people in the city.
4. She also thinks there is too much _____ in the city.
5. She doesn't like the city because there are too many _____.
6. Joe prefers living in the _____.



Conversation Skill

Politely disagreeing

To politely disagree, say:

- ☐ *That's true, but...*
- ☐ *Yes, but...*
- ☐ *Really? (I...)*

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

d. Now, listen to the conversation again and number the phrases in the order you hear them.

e. Do you agree with Mai or Joe? Why?

I agree with Mai. I like the country more than the city because it's cleaner and quieter.



Grammar Meaning and Use

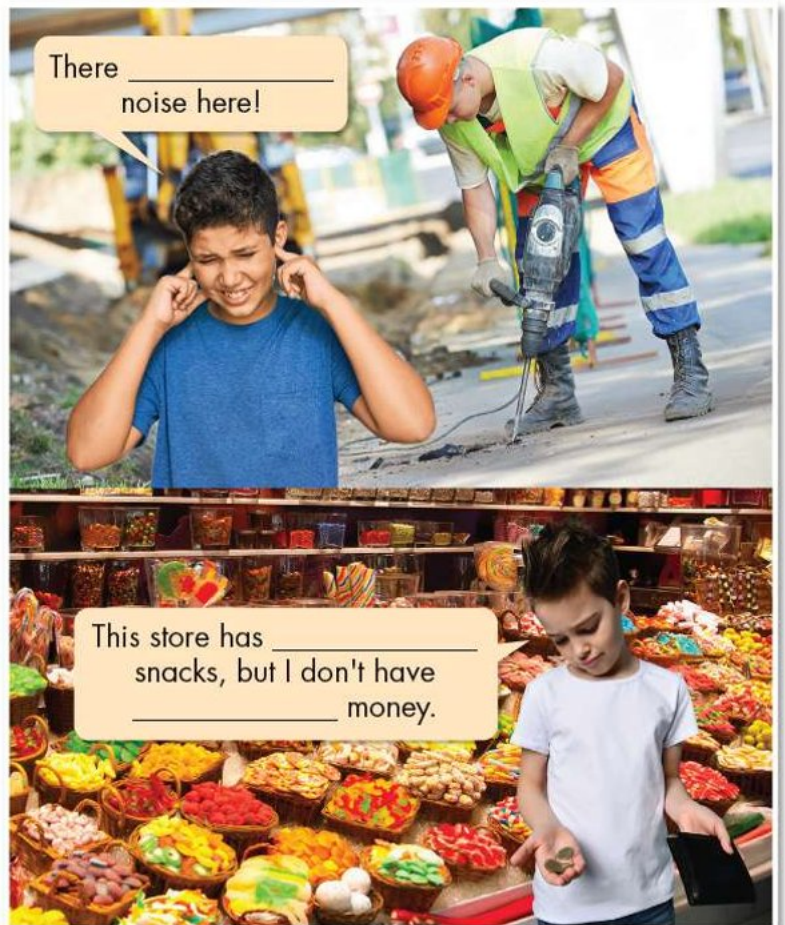
Quantifiers with countable/uncountable nouns

We can use countable/uncountable nouns with the quantifiers: **lots of/a lot of**, **too much**, **too many**, and **not enough** to talk about amounts.

- **lots of/a lot of...** means a large amount of something.
- **...are too many...** means the amount of something countable is more than you want.
- **...is too much...** means the amount of something uncountable is more than you want.
- **...not enough...** means the amount is less than you want.

Note: **too much**, **too many**, and **not enough** all have a negative meaning.

*There are **lots of** people.*
*There is **too much** work to do.*
*There are **too many** cars on the road.*
*There **isn't enough** time to play.*



a. Read about quantifiers with countable/uncountable nouns and fill in the blanks.

b. Listen and check your answers. Listen again and repeat.



Grammar Form and Practice

Quantifiers with countable nouns

There **are lots of things to do** here.
 This town **has a lot of people**.
 There **are too many cars** on the streets.
 There **aren't enough things to do** in the country.

Quantifiers with uncountable nouns

There **is too much pollution** in my town.
 There **is lots of public transportation** in the city.
 My city **doesn't have enough room** for everybody.
 There **isn't enough fresh air** in the city.

a. Read the examples on the left and circle the correct words.

1. There are too *much*/*many* vehicles on the road.
2. There *aren't/isn't* enough facilities in this village.
3. There *is/are* too much noise in my town.
4. This city doesn't have *enough/many* fresh air.
5. There isn't enough *things to do/entertainment* here.
6. There is lots of *nature/vehicles* here in the country.

b. Write sentences using the prompts.

1. There/lots/peace and quiet/my village
 There is lots of peace and quiet in my village. _____
2. My town/not/have/enough/entertainment

3. This city/have/much/pollution

4. There/many/vehicles/my street

5. There/lot/room/people/play/my city

6. There/not/many/things/do/my village



c. In pairs: Talk about your town using *lots of/a lot of*, *not enough*, *too many*, and *too much*.

There are lots of vehicles in my hometown.

My city has too much noise.

Pronunciation

Sounds

a. Focus on the /tʃ/ sound.

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

such cheese stomach chair

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

much, nature

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





Practice

a. Practice the conversation. Swap roles and repeat.

Annie: Hi, James. Do you think it's better to live in the city or the country?

James: Hi, Annie. I think it's better to live in the country.

Annie: Really? Why?

James: Because there **is** lots of **fresh air** in the country.

Annie: Yes, but it's boring. I want to live in the city because there **are** lots of **facilities**.

James: Really? I think there **are too many vehicles** in the city, and there isn't enough **room**.

Annie: That's true, but there are lots of **schools** and **hospitals** in the city.

James: Yes, but I still prefer the country. I want to live there when I'm older.

is – nature

are – animals

is – entertainment

are – things to do

isn't enough peace and quiet
fresh air

is too much noise
nature

shops
movie theaters

markets
cafés

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



Speaking

IS IT BETTER TO LIVE IN THE CITY OR THE COUNTRY?



Disagree politely.

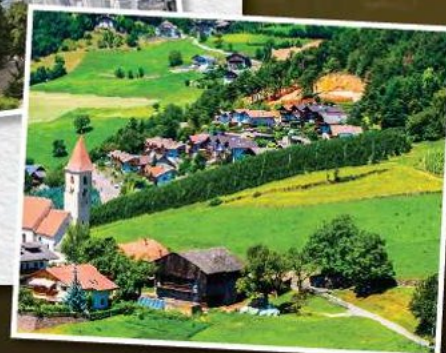
a. In threes: Compare the points below, and say which place you think is better to live in and why.

I would like to live in the country because there is lots of nature.

That's true, but the country is boring, and there isn't enough entertainment like shopping malls. I'd prefer to live in the city.

Yes, but there is too much noise in the city...

- fresh air
- nature
- room
- noise/peace and quiet
- vehicles
- facilities (your own ideas)
- entertainment (your own ideas)



b. In your group, choose the two best and worst things about life in the city and life in the country, and present to the class.



Unit 2 Life in the Country

LESSON 2

Can you...?

- talk about folk games and activities in the country
- use verbs (to express preference) + *to*-infinitives and adverbs of frequency



Let's Talk!

In pairs: Look at the picture. What are the children doing?
What else can children do for fun in the country?



New Words

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

Listen and repeat. 

Last weekend, I went to visit my family in my hometown. I don't come from a big city. I'm from a village in the country. In my village, young people love to pick flowers and play folk games. They jump rope and play tug of war with a rope. When they play spinning tops, they use small wooden toys. They also herd buffalo to help their parents.

1. hometown: a person's place of birth
2. _____: traditional to a group of people or a place
3. _____: a game that two teams hold a rope and try to pull the hardest
4. _____: a game that two people hold a rope and one or more people jump over it
5. _____: to take flowers or fruit from the plant or tree where they are growing
6. _____: a game that players use wooden toys which spin very quickly
7. _____: to make animals move together as a group

b. In pairs: Talk about what you like to do when you visit places in the country.

When I go to my hometown, I like to play soccer with my friends.

I prefer to play folk games with my family.





Reading

a. Read Vy's blog post. What does she mostly talk about?

1. popular activities in her hometown

2. her family's favorite folk games

Visiting Family in My Hometown

Mar 29, 2022

Vy Nguyễn

Hi, everyone! Sorry I didn't post anything last week! I couldn't use my computer because I wasn't at home.

I visited my family in my hometown. It's a small village in the country, about 200 kilometers from Ho Chi Minh City. My hometown is very different from the city. It's smaller, and it's much more traditional.

Here, the kids never play computer games, and they rarely watch TV. They prefer to play outdoors. They play sports and folk games. The girls love to jump rope and pick flowers. The boys love to play tug of war and soccer. I often play with the kids here, but I don't like to run around during the day because the weather is usually so sunny and hot.

I prefer to play chess because it's more relaxing than some folk games. My uncle and I sometimes sit down and play it under a tree.

What are your favorite activities?

b. Now, read and circle the correct answers.

1. Where was Vy last week?

A. in Ho Chi Minh City

B. in her hometown

C. in another country

2. What don't kids do in Vy's hometown?

A. play computer games

B. pick flowers

C. play soccer

3. What do girls like to do in Vy's hometown?

A. play spinning tops

B. play tug of war

C. pick flowers

4. What do boys like to do in Vy's hometown?

A. jump rope

B. play tug of war

C. herd buffalo

5. What does the word it in paragraph 4 refer to?

A. a game

B. a song

C. a place



c. Listen and read.

d. In pairs: Which folk games do you like? Why?

I really like tug of war because it's exciting, and many people can play it together.



Grammar Meaning and Use

Verbs (to express preference) + to - infinitives

We can use **verbs with to-infinitives** to talk about activities people like or prefer to do.

A: What do kids in your town **like to do**?

B: They **like to play tug of war** here.

Adverbs of frequency

We can use **adverbs of frequency** to say how often things happen.

0% ————— 100%
never – rarely – sometimes – often – usually – always

She **usually** plays tug of war with her cousins.

We **always** play sports at the park.



a. Read about verbs (to express preference) + to-infinitives and adverbs of frequency, then fill in the blanks.

b. Listen and check your answers. Listen again and repeat.



Grammar Form and Practice

Verbs (to express preference) + to-infinitives

I **love to play** folk games.
She **prefers to play** spinning tops.
They **don't like to go** to the park.

A: What **do** they **like to do**?

B: They **like to play** folk games.

A: **Do** they **like to play** shuttlecock?

B: Yes, they **do**./No, they **don't**. They **prefer to play** soccer.

Adverbs of frequency

I **always/usually/often/sometimes/rarely/never** play with my brother.

He **doesn't always/usually/often** play folk games.

A: **Do you always/usually/often** play games after school?

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

A: **Who do you usually** play spinning tops with?

B: I **usually** play spinning tops with my classmates.

a. Read the examples and notes above, then unscramble the sentences.

- visit/to/love/We/the/country.
We love to visit the country.
- to/games./He/folk/prefers/play
He prefers to play folk games.
- play?/she/like/Where/does/to
Where does she like to play?
- play/to/don't/shuttlecock./like/I
Do I like to play shuttlecock?
- they/hometown?/to/their/Do/like/visit
Do they like to visit their hometown?
- spinning/with/never/play/tops/my/sister./I
I never play spinning tops with my sister.
- herd/buffalo/you/always/on/weekends?/Do
Do you always play with the buffalo herd on weekends?
- play/games/folk/in/cities./rarely/People
People rarely play folk games in cities.

b. Write sentences using the prompts.

- I/like/visit/country.
I like to visit the country.
- she/prefer/jump rope?
Does she prefer to jump rope?
- what/kids/like/play/here?
What do the kids like to play here?
- he/like/play/tug of war.
Does he like to play tug of war?
- we/not/like/pick/flowers.
Do we not like to pick flowers?
- we/not/often/play spinning tops/after school.
Do we not often play spinning tops after school?
- who/she/usually/jump rope/with?
Who does she usually jump rope with?
- people/my hometown/sometimes/play/folk games.
Do people in my hometown sometimes play folk games?

c. In pairs: Ask and answer about what An likes to do.



jump rope



never

pick flowers



rarely

play tug of war



often - with local children

play spinning tops



always - with sister

Does An like to jump rope?

No, she doesn't.
She never jumps rope.

Pronunciation

Intonation

a. Intonation for Yes/No questions rises.

Does he like to play folk games?

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

Does he love to pick flowers?

Do they prefer to play soccer?

Do you like to visit the country?

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

Does she like to eat hamburgers?

Do they like to jump rope?

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



Practice

In pairs: Ask and answer about what young people like to do in these places.

Summerdale



often – park

Greenville



What do young people like to do in Summerdale?

They like to play shuttlecock. They often play at the park.

Riverton



always – school

Mapleton



Do young people like to play spinning tops in Greenville?

No, they don't. They prefer to...

Vermont



usually – weekend

Hornsey



Speaking

FUN AND GAMES IN THE COUNTRY

a. In pairs: What activities do young people often like to do in the country? Where and when do they usually do the activities? Talk about the activities below and some of your own ideas.

What do young people like to do in the country?

They like to jump rope. They usually jump rope after school.

Do they like to play tug of war?

Yes, they do, but I think they prefer to...

tug of war
herd buffalo
pick flowers
shuttlecock
spinning tops
jump rope



b. Which activities do you prefer to do? Which activities don't you like? Why?



LESSON 3

Can you...?

- talk about festivals in the country
- write an announcement for a festival in the country

Writing Skill: Writing long-form announcements



Let's Talk!

In pairs: Look at the pictures. What traditional festivals can you see?
What are some other activities people do during these festivals?



Reading

a. Read the announcement. What is the main purpose of it?

1. Say when and where the festival will be.
2. Say what you can do at the festival.

2023 Hiền Lương Village Tết Festival

We are happy to announce the 2023 Hiền Lương Village Tết Festival will take place on Lê Duẩn Street from January 21st to January 29th from 8 a.m. to 10 p.m.

Come and celebrate the 2023 Hiền Lương Village Tết Festival next Saturday.

This is a free event for everyone. There are lots of activities and types of traditional food to enjoy.

Come to Hiền Lương People's Committee and play exciting folk games. Enjoy activities like street music performances and lion dances. Watch the amazing fireworks show on Tết Eve from Hiền Lương Bridge. Enjoy different types of traditional Tết food like bánh chưng or candied fruit.

Bring your family and friends!



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

1. The announcement is for the 2020 Tết festival in Hiền Lương Village. False
2. The festival will be on Lê Duẩn Street.
3. The festival is only free for children.
4. You can enjoy music performances from famous Vietnamese singers.
5. The festival will have some types of traditional Tết food like candied fruit and bánh chưng.

c. Listen and read.

d. In pairs: Which Tết activities do you like best? Why?



I like playing games with my family and friends because it's fun!



Writing

a. Read about writing long-form announcements. Then, read the announcement for the Tết Festival again and underline the place, time, cost, activities, and food for the event.

Writing Skill

Writing long-form announcements

To write a long-form announcement, you should:

1. Write a heading. Say what the event is.

The 2024 Culture Festival

2. Write a summary sentence about what, where, and when the festival is.

We are excited to announce the 2024 Culture Festival will take place at King Park on Saturday, October 8th from 1 p.m. to 10 p.m.

3. Give a call to action. Ask the readers to take part or join in.

Come and celebrate the 2024 Culture Festival...

4. Say the cost.

This is a free event for everyone; Tickets to the festival cost 50,000 VND.

5. Say the different activities and food at the festival.

Enjoy activities like..., Take part in..., Eat many types of traditional food like...

b. Reorder the parts of the announcement. Use the Writing skill box to help you.

- ☒ 4 Tickets to the festival cost 25,000 VND.
- ☐ Take part in activities like a lantern parade.
- ☐ The 2024 Mid-Autumn Festival
- ☐ Come and take part in the 2024 Mid-Autumn Festival.
- ☐ We are happy to announce the 2024 Mid-Autumn Festival will take place on Nguyễn Huệ Street on Tuesday, September 21st from 1 p.m. to 9 p.m.

Speaking

Planning a Traditional Festival

a. In pairs: Discuss some common activities and food at festivals in Vietnam.

b. Now, imagine you are members of the cultural department of a small town in the country and are planning a traditional festival. In pairs: Use the questions to discuss the points on the mind map below and write in your own ideas.

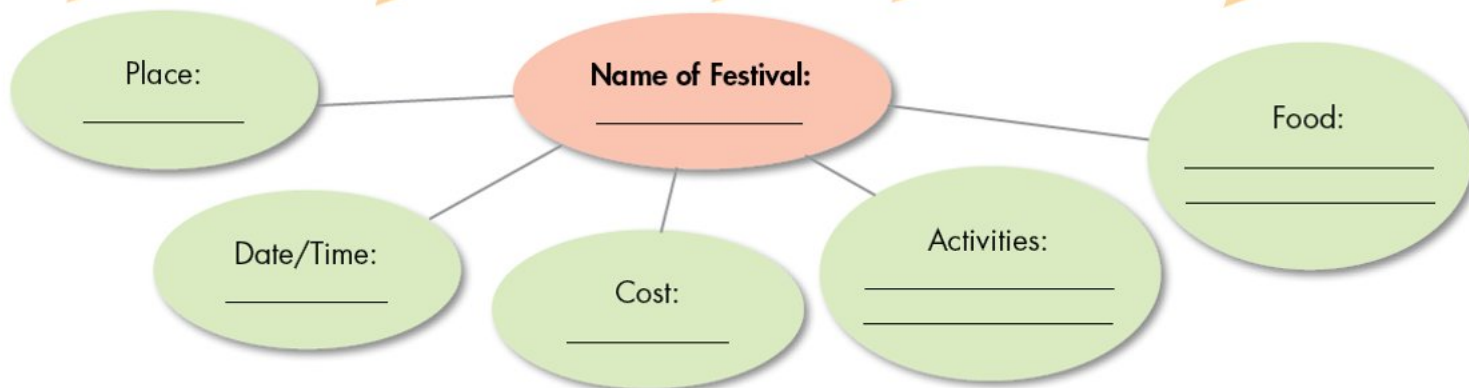
Which festival should we celebrate?

Where and when should we celebrate the festival?

How much is it?

What activities should we have at the festival?

What food should we have at the festival?



Let's Write!

Now, write the announcement for the festival you planned in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

Feedback

The announcement follows the model and uses the correct structure. ☆☆☆

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

I can understand everything. ☆☆☆

(Underline anything you don't understand.)



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Review materials for Unit 2

Unit 3

Protecting the Environment

LESSON 1

Can you...?

- talk about the effects of **pollution**
- use First Conditional



Let's Talk!

In pairs: Look at the pictures. What kinds of pollution can you see? Is pollution a big problem in your country? Why does pollution happen?



New Words

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

Listen and repeat.

affect – make a change in somebody or something

cause – make something happen, usually something bad

pollute – make air, water, or land dirty and not safe to use

disease – an illness in a person, animal, or plant

wildlife – animals that live in a natural and free way

tourism – the business of hotels, restaurants, etc., for people who are traveling

environment – the natural world, where plants, animals, and people live

damage – **harm** something or change something good into something bad

1. Cutting down trees badly _____ **affect** _____s the air we breathe.
2. **Burning** trash _____s our air. It makes the air dirty.
3. We're trying to find out what _____d the death of fish in the river.
4. A healthy diet can **prevent** many _____s.
5. The forest is home to lots of _____.
6. Big storms can _____ trees and buildings.
7. The city built more hotels and cleaned the beaches to improve _____.
8. We need to reduce pollution to protect our natural _____.

b. In pairs: Say which kinds of pollution affect tourism and cause diseases.



air pollution

land pollution

water pollution

noise pollution

I think land pollution badly affects tourism.





Reading

a. Read the essay about some effects of pollution and choose the best introduction sentence.

1. Air, water, light, and noise are the four main types of pollution affecting our world.
2. There are many types of pollution, and each type can affect people, wildlife, and the environment.

_____. This essay will discuss the effects of different kinds of pollution.

Air pollution causes health **issues** such as **coughing**, breathing problems, and **heart** and **lung** diseases. Nearly seven million people die every year because of air pollution*. It also affects animals. If we keep polluting the air, more humans and wildlife will die.

Water pollution affects fish the most. In the USA, about 40% of the rivers and lakes are very polluted. Fish can't live in those rivers and lakes**. Unless people stop polluting the water, there won't be any fish left in our rivers.

Land pollution affects trees, wildlife, and people. Trees and plants cannot grow well in polluted **soil**, so animals lose their homes and cannot find food. Fruit and vegetables can **even** be dangerous to eat if they grow on polluted land. If people eat this **poisoned** food, they will get sick.

In conclusion, we need to reduce pollution because it is damaging the environment, causing health problems, and affecting wildlife.

*Air pollution, World Health Organization

**Water pollution, ECAVO

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

According to the essay,

1. pollution is the biggest problem facing the world today.
2. nearly seven million people die each year because of heart and lung diseases.
3. the biggest effect of water pollution is on fish.
4. more than half of the rivers in the USA are too dirty, and fish can't live in them.
5. food can cause health problems if people grow it on polluted land.

Doesn't say

c. Listen and read.

d. In pairs: What kinds of pollution are there in your area? What are their effects?

There's land pollution in my area. People throw trash everywhere. It makes the streets very dirty. It also causes air pollution.

Grammar Meaning and Use

First Conditional with "if" or "unless"

We use **First Conditional** to talk about future situations we think are real or will happen and their results.

A: What **will** happen **if** people keep burning trash?

B: **If** people keep burning trash, the air **will** be polluted.

We can use **unless** to say what will happen if we don't do something.

Unless we stop burning trash, the air will be polluted.

The air will be polluted **unless** we stop burning trash.



a. Read about First Conditional with "if" or "unless", then fill in the blanks.

b. Listen and check your answers.

Listen again and repeat. 

What _____ if we
_____ throwing
trash into rivers?

Unless we _____
throwing trash into rivers, lots of
fish _____ die.



Grammar Form and Practice

First Conditional with "if" or "unless"

- First conditional sentences have two clauses. We use the **Present Simple** tense in the **if** clause and **will + bare infinitive** in the main clause.
- The **if** clause often comes first, but it can come after the main clause. We don't use a comma (,) before **if**.

If there's too much trash on beaches, people **won't go** there.

There **won't be** any fish left **if** we **keep** polluting the sea.

A: What **will happen** **if** we **keep** polluting the air?

B: **If** we **keep** polluting the air, there **will be** more diseases.

- We can make negative conditionals using **unless** instead of **if**.

Unless we stop polluting the air, there will be more disease.

Note: "keep" changes to "stop".

a. Read the notes and examples above, then fill in the blanks with the correct form of the verbs in brackets to make First Conditional sentences.

- If we don't stop (not stop) polluting the air, we will damage (damage) the environment.
- What _____ (happen) if we _____ (not do) anything to lower pollution?
- It _____ (not affect) the wildlife if we _____ (keep) the rivers and seas clean.
- There _____ (be) fewer birds if we _____ (not stop) damaging their homes.
- If there _____ (be) too much trash on beaches, fewer people _____ (want) to visit them.
- We _____ (not be able) to stop land pollution if we _____ (keep) using too much plastic.

b. Look at a student's notes and write First Conditional sentences using "if" or "unless" clauses.

Notes:

- we keep polluting land → soil not safe to grow food in
- animals lose homes ← people protect forests (unless)
- we leave plastic bags and bottles on beaches → badly affect tourism
- we breathe polluted air → not get sick (unless)
- more people use public transportation → less air pollution
- more diseases ← people stop polluting the environment (unless)

- If we keep polluting the land, the soil won't be safe to grow food in.
- _____
- _____
- _____
- _____
- _____

c. In pairs: Make First Conditional sentences using the prompts and "if" or "unless".

Conditional clause	Main clause
Keep polluting rivers, lakes	Drinking water gets dirty
Stop damaging forests and seas	Fewer plants and animals
Keep throwing trash on beaches	No one wants to visit them

If we keep polluting rivers and lakes, drinking water will get dirty.

Pronunciation

Sounds

a. Focus on the /t/ sound.

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

effect environment pollution forest

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

affect, pollute, protect

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





Practice

a. Take turns asking and answering about the different effects of pollution. Use "if" or "unless".

What will happen if we keep polluting the water?

If we keep polluting the water, there will be more diseases in people and animals.



- more diseases
- fewer fish
- drinking water is dirty
- affect tourism



- affect tourism
- people and animals get sick
- plants and trees die
- cause climate change



- animals lose their homes
- make forests and fields dirty
- people's health gets worse
- fewer visitors

b. Practice with your own ideas.

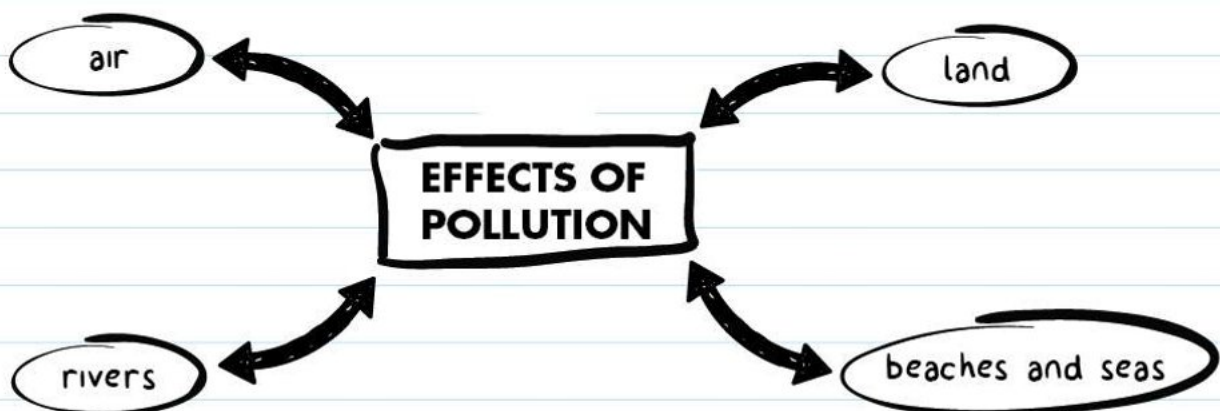


Speaking

Effects of Pollution

a. You're planning a presentation on the effects of pollution. In pairs: Discuss the four kinds of pollution and think of possible effects of each using the information from the lesson and your own ideas.

If we keep polluting rivers, there'll be fewer fish.



b. Decide which kind of pollution will cause the most problems to people and wildlife. Explain your decision to another pair.

We think..., because...



Unit 3 Protecting the Environment

LESSON 2

Can you...?

- give advice about how to reduce pollution
- use conjunctions to make compound and complex sentences

Conversation Skill: Encouraging the speaker to continue



Let's Talk!

In pairs: Look at the pictures. What are the people doing? Do you think what they're doing can help protect the environment? How?



New Words

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



- | | | |
|--------------------|---|--|
| 1. recycle | • | a. make a place clean and tidy |
| 2. reuse | • | b. use something again, e.g. a bottle, a bag |
| 3. reduce | • | c. make something new from things you have used before |
| 4. save | • | d. use more of something than is needed |
| 5. waste | • | e. a machine that cools and dries the air |
| 6. clean up | • | f. make something smaller or less |
| 7. electricity | • | g. avoid using something (e.g. time, energy), or use less of it |
| 8. air conditioner | • | h. a form of energy that provides power for machines, computers, TVs, etc. |

b. In pairs: Look at the following items and say what you can/can't recycle, reuse, or save.



We can recycle clothes.



clothes



TV



water



plastic



paper



Listening a. Listen to Amy and Daniel talking about ways to reduce pollution. What are they working on?

1. a poster 2. a presentation

b. Now, listen again and fill in the blanks.

1. Amy thinks they should recycle _____ trash _____.
2. Daniel thinks they should _____ to school so they can reduce air pollution.
3. Amy thinks they should _____ plastic bottles.
4. Daniel thinks they should collect _____, and they shouldn't throw trash into rivers.
5. Daniel thinks they should save _____.



Conversation Skill

Encouraging the speaker to continue

To encourage the speaker to continue, say:

- ☐ What else...?
☐ Anything else?

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

d. Now, listen to the conversation again and count how many times you hear the sentences or phrases.

e. In pairs: What do you do to reduce pollution?

I reuse plastic bottles and bags.

Grammar Meaning and Use

Compound sentences with and

We can use **and** to add another idea and join the ideas together.

We should use the school bus, **and** we can start a "walk to school" group.
 We should save electricity, **and** we shouldn't waste water.

Complex sentences with so (that)

We can use **so that** to show purpose. We usually leave out **that** after **so** in informal situations.

We should have cheap public transportation **so (that)** we can reduce air pollution.
 The city should make it easy to recycle plastic **so (that)** people will recycle more.

a. Read about compound and complex sentences and fill in the blanks.

b. Listen and check your answers. Listen again and repeat.





Grammar Form and Practice

Compound sentences with **and**

- An independent clause can stand by itself as a simple sentence. A **compound sentence** has at least two independent clauses.
- We use a comma (,) before the conjunctions to separate independent clauses.

We should tell our friends about recycling, **and** we can ask our school to save spare paper.

They should reuse water bottles, **and** they shouldn't waste paper.

Complex sentences with **so (that)**

- A **complex sentence** has an independent clause and at least one dependent clause. Dependent clauses can't stand alone.
- We use **so (that)** to talk about the purpose of an action. We don't use a comma before **so (that)**.

We should reuse plastic bottles **so (that)** we can reduce land pollution.

They should help clean up rivers **so (that)** they can reduce water pollution.

Note

We can use **so** to make compound sentences to show result. These sentences have a comma before **so**.

*We should turn off air conditioners when we leave a room **so (that)** we can save electricity.*

→ purpose

*Air pollution was very bad in my town, **so** we planted more trees in the park.* → result

a. Read the examples and notes above, then tick (✓) the correct sentences or cross (X) and rewrite the incorrect sentences.

1. We should walk to school, so we shouldn't waste water.



We should walk to school, and we shouldn't waste water.

2. We should take the bus or subway to school so, we can help reduce air pollution.



3. We should reuse glass bottles, and we shouldn't waste paper.



4. We should recycle plastic and, we shouldn't throw trash into rivers.



5. We should stop giving away plastic bags for free, and we can reduce plastic trash.



b. Combine two sentences into one using **and** or **so (that)**. Add a comma when necessary.

1. We should take quick showers. → We don't waste water.

We should take quick showers so (that) we don't waste water.

2. We should recycle things. → We can reduce land pollution.

3. We should recycle plastic bottles. + We can reuse glass bottles.

4. We shouldn't throw trash into the sea. + We should help clean up beaches.

5. We should turn off air conditioners when we leave a room. → We can save electricity.

c. In pairs: What should people do to reduce pollution in your town?



My town should clean up the beaches, and people shouldn't throw trash on the beach.



Pronunciation

Word Stress

a. Stress the second syllable for most two-syllable verbs.

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



damage

repair

affect

pollute

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



reuse, collect, reduce

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





Practice

a. Take turns asking and answering about how to reduce pollution.

What should we do to reduce land pollution?

We should recycle trash so we can reduce land pollution.

What/Anything else?

We should(n't)..., and...

Land Pollution



Air Pollution



Water Pollution



b. Practice with your own ideas.



Speaking

SOLUTIONS TO POLLUTION



Encourage the speaker to continue.

a. You're making a poster to give advice about reducing pollution. In pairs: Discuss ways to reduce pollution and their purpose. Then, choose a title and at least five solutions and write them on the poster.

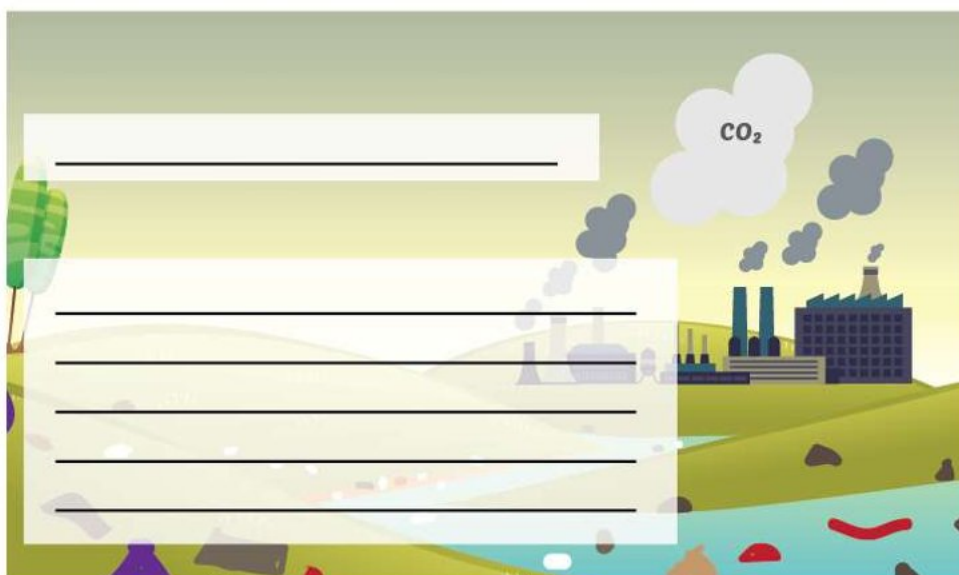
recycle:

trash

reuse:

don't waste:

save:



b. Join another pair. Present your ideas to each other. Did you choose the same solutions?

We chose different solutions. Our group thinks we should...



Unit 3 Protecting the Environment

LESSON 3

Can you...?

- talk about ways to protect the environment
- write a short guide to make your school greener

Writing Skill: Writing guides



Let's Talk!

In pairs: Look at the pictures. What environmental problems can you see? What can people do to improve the environment where they live?



Reading

a. Read the guide and write the correct heading for each section.

- Provide more trash cans.
- Create some parks.
- Teach people to recycle.

b. Now, read and circle the correct answers.

- Does the city have many parks or forests?
A. Yes B. No **C. Doesn't say**
- Will new parks bring more birds to the city?
A. Yes B. No C. Doesn't say
- Will more trash cans reduce water pollution?
A. Yes B. No C. Doesn't say
- Does the writer think people should clean the river?
A. Yes B. No C. Doesn't say
- The word provide in paragraph 2 is closest in meaning to _____.
A. feed B. create C. send

c. Listen and read.

d. In pairs: Do you have the same problems where you live? What other solutions could help improve the problems?

How to Make Our City More Eco-friendly

The city of Cranford has lots of environmental problems. We have a lot of air, water, and land pollution. Here are some simple things we can do to help our city's environment.

1. _____

We should create more green spaces like parks and playgrounds. They would be great places to plant more trees. This will reduce the air pollution in Cranford. It will also **provide** more spaces for animals and birds to live. This should bring more wildlife to our city.

2. _____

We should put more trash cans on the streets and near the river. This will give people more places to put their trash. They will stop throwing trash in the river or on the streets. This will reduce our water pollution problem.

3. _____

We should send people to schools to teach children how to recycle. They should also tell children how important recycling is. This will get more people to recycle in their homes and reduce land pollution in our city.

Our town doesn't have many green spaces. I think that we should plant more trees in our town.





Writing

a. Read about writing guides. Then, read the guide from the reading again and circle the imperatives and underline the reasons for solutions.

Writing Skill

Writing guides

To write a good, simple guide, you should:

1. **Create a title.** Tell everyone what this guide is for.
2. **Write an introduction.** Tell everyone what the topic is and that you are going to tell them how to do it.
3. **Create clear, short headings.** Begin each point with a clear heading. Remember to use imperatives.
4. **Explain each step.** Under your headings, give more information about how to do it or why it's important. Your sentences should be clear and easy to understand.

b. Read the guide and write headings for each section.

How to Clean up Richmond Park

Richmond Park is very dirty. There is so much trash on the ground. Here are some simple things we can do to help clean up the park.

1. _____
We should get a group of people together and organize a park clean-up. This will remove a lot of trash and make the park safer for children.
2. _____
We should all try and use less plastic. Plastic pollution is a huge problem here. Using less plastic will keep the parks clean.
3. _____
We should get a group together and organize a craft fair. This will make some money, and we can use it to pay for some cleaners.
4. _____
We should provide more trash cans in the park. This will reduce the amount of trash on the ground and make cleaning up easier.



Speaking

MAKE OUR SCHOOL GREENER

a. In pairs: Discuss some ways for your school to be greener.

b. Now, choose the best three to four solutions. In pairs: Discuss the points on the table below and write in your own ideas.

What should we do?	How can we do it?/ Why should we do it?

So, what do you think our school should do?

We should start a recycling program.

How can we do it?

We should put recycling bins in our school yard.



Let's Write!

Now, write a guide to make your school greener using the idea you discussed in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

Feedback

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



pages

90-91

Review materials for Unit 3

Unit 4

Disasters

LESSON 1

Can you...?

- talk about disasters
- use *Wh*-questions



Let's Talk!

In pairs: Look at the picture. What do you think happened?
What types of disasters happen in your country?



New Words

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



1



typhoon

2



3



4



5



6



7



8



9



10



~~typhoon~~
blizzard

drought
wildfire

flood
avalanche

landslide
tsunami

earthquake
heat wave

b. In pairs: Use the new words to talk about disasters you read or heard about.

I read about a tsunami
in Thailand.





Reading

a. Read the quick facts on a website about a famous disaster.
Which of the following topics is NOT mentioned?

- A. Where it happened B. The damage it caused C. How people stayed safe

What was the biggest typhoon?

The biggest typhoon was Typhoon Tip.

Where was Typhoon Tip?

Typhoon Tip happened over the Pacific Ocean. It affected parts of many countries including Japan, the Philippines, North and South Korea, and China.

When was Typhoon Tip?

Typhoon Tip lasted from October 4 to October 24, 1979.

How much damage did Typhoon Tip cause?

Typhoon Tip caused lots of rain and floods on islands in the Pacific Ocean. In Japan, floods damaged twenty-two thousand homes and twenty-seven bridges. The storm left eleven thousand people without a home. It also caused millions of dollars of damage to farms.

How many people died in Typhoon Tip?

Ninety-nine people died from Typhoon Tip. The storm caused a fire in Japan. The fire killed 13 people and hurt 68 others. It also caused lots of floods in Japan. The floods killed 42 people, and 44 other people died on boats at sea.



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

According to the website,

1. Typhoon Tip was the biggest tsunami ever. False
2. the typhoon affected Japan, South Korea, and Vietnam. _____
3. Typhoon Tip lasted longer than any other storm. _____
4. the storm damaged more than twenty thousand homes. _____

c. Listen and read. 

d. In pairs: What is the most surprising about Typhoon Tip?

I think the amount of damage is the most surprising.



Grammar Meaning and Use

Wh-questions

We can use **Wh-questions** to ask for detailed information about an action or event.

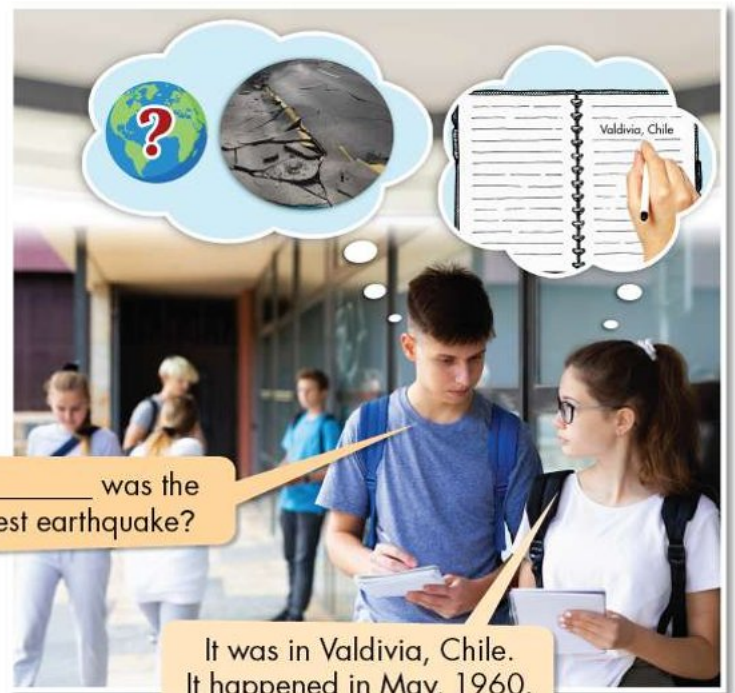
When was the biggest wildfire?

What was the biggest tsunami?

a. Read about Wh-questions and fill in the blank.

b. Listen and check your answers.

Listen again and repeat. 



Grammar Form and Practice

Wh-questions

What
Where
When

was

the biggest flood?

How wide
How tall
How long

was

the typhoon?
the tsunami?
the heat wave?

How many people died in the flood?

How much damage did the flood cause?



a. Read the examples above and fill in the blanks using the words in the table.

1. What was the biggest typhoon?
2. damage did the earthquake cause?
3. was the longest drought?
4. was the tsunami?
5. was the biggest wildfire?
6. people died in the avalanche?

It was the Typhoon Tip.
It caused fifty million dollars of damage in total.
It lasted 38 years.
It was over five hundred meters tall.
It was in Russia.
Over one thousand people died.

b. Write questions to ask for the underlined information in the answers.

1. When was the worst avalanche?
2.
3.
4.
5.
6.

The worst avalanche was in 1970.
At least eight hundred thousand died in the earthquake.
The typhoon caused almost three billion dollars of damage.
The worst heat wave was in Europe.
The snow was 8 meters deep in the 1972 Iran Blizzard.
The largest landslide was the Mount St. Helens landslide.

c. In pairs: Study the questions and answers in b. for one minute. Cover the answers and take turns asking and answering the questions.

When was the biggest flood?

The biggest flood was in...

Pronunciation

Sound Changes

a. "...was..." often sounds like /wəz/.

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

Where was the flood?
It was in Japan.
It was in 1810.

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

What was the biggest wildfire?
When was the flood? – It was in 1920.

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




Practice

Take turns asking and answering about each of the world's biggest disasters.

What was the biggest earthquake?

It was the Great Chilean Earthquake.

Where was the biggest earthquake?

It was in Valdivia, Chile.

When was...?

It was in...

How...?

It...

The biggest disasters in history

Great Chilean Earthquake	2021 Russia Wildfires	1931 Yangtze-Huai River Floods	Lituya Bay Tsunami	Typhoon Tip
Valdivia, Chile	Siberia, Russia	Eastern and Central China	Alaska, USA	the Philippines, Japan, China, and North and South Korea
May 1960	June 2021	June–August 1931	July 1958	October 1979
\$675 million in total damage	burned 200 thousand km ²	Over 400 thousand people died	Over 500 meters tall	Over two thousand kilometers wide


Speaking

PLAY THE DISASTERS QUIZ SHOW!

- a. In pairs: Write six questions using the information on page 36 and the table in **Practice**. Join another pair. Take turns asking and answering the questions.


Practice


- b. Which disasters are common/rare in your country? Which disaster is the scariest for you? Why?

I think that floods are common.

I think floods are the scariest because I can't swim!



Unit 4

Disasters

LESSON 2

Can you...?

- give advice on what to do in a disaster
- use prepositions of place and movement

Conversation Skill: Working through **tasks** in groups



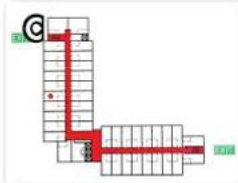
Let's Talk!

In pairs: Look at the picture. What disaster happened?
What should people do in this kind of disaster?



New Words

a. Match the bold words in the text with the pictures. Listen and repeat.



GENERAL SAFETY TIPS FOR DISASTERS



- Have an **escape plan**. This will help you know how to get outside and go to a safe place. 1. C
- **Board up** windows and doors to protect against strong winds or high waters. 2. _____
- Know the phone number of the **emergency services**. 3. _____
- Have a **fire extinguisher**. They stop fires much quicker than using water. 4. _____
- **Stock up** on emergency items, including: 5. _____
- **Flashlight**, radio, and **batteries** 6. _____
- **First aid kit**, in case someone is sick or hurt 7. _____
- **Supplies** (food and water) for at least three days 8. _____



b. Use the new words to talk about things your family has or does during a bad storm.

We stock up on batteries.



Listening a. Listen to two students talking about safety tips during disasters. Number the safety tips in the order you hear them.

- A. keep a fire extinguisher in a safe place ☐
 B. get under furniture ☐
 C. stay out of the water ☐

☐
 1
☐

- D. get to a high place ☐
 E. board up windows and doors ☐

b. Now, listen again and fill in the blanks to know why you should follow these safety tips.

1. ...because something could _____ on your head. 4. ...because it could carry you _____.
 2. ...because the _____ may move to people's houses. 5. ...because strong _____ can break
 3. ...because it's _____ to be on high ground. windows and doors.

Conversation Skill

Working through tasks in groups

To work through tasks in groups, say:

- ☐ What's next?
☐ Next is (fires). What should we...?

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

d. Now, listen to the conversation again and count how many times you hear the sentences or phrases.

e. In pairs: Which tip(s) did you know about? Which tip(s) would you tell your family about?

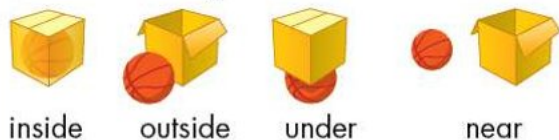
I knew about going to high ground.

I would tell my family about staying out of the water.

Grammar Meaning and Use

Prepositions of place

We can use **prepositions of place** to show where something or someone is.

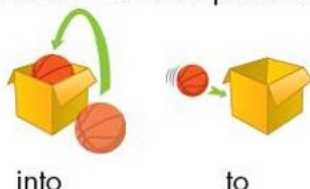


Stay **inside** your house.

Note: We often use **inside** to describe the location of things in buildings or containers. We do not use **inside** for things in outdoor locations like cities, parks, or beaches.

Prepositions of movement

We can use **prepositions of movement** to show movement from one place to another.



You shouldn't go **into** flood water.



a. Read about prepositions of place and movement, then fill in the blanks.

b. Listen and check your answers. Listen again and repeat.





Grammar Form and Practice

Prepositions of place and movement

Prepositions of place and movement usually go before a noun or noun phrase.

Keep a fire extinguisher **in** a safe place.
 Keep children and pets **inside** the house.
 You shouldn't go **outside** of your house.
 Keep your phone **near** you at all times.
 Get **under** a desk because something could fall on you.
 Move **to** higher ground.
 Don't drive or walk **into** flood water.



c. In pairs: Describe where things are in the classroom and where you can move classroom objects to.

My textbook is on my desk.

I put my book inside my bag.

a. Read the notes and examples on the left, then circle the correct words.

1. Stock up on supplies and stay inside/under your home.
2. In a flood, don't go outside/into the water.
3. Keep a phone near/to you and call emergency services if you are in danger.
4. If there's a tsunami, move into/to higher ground.
5. If there's an earthquake, get outside/under a table.
6. Board up doors and windows, and don't go near/outside of your house.

b. Fill in the blanks with the words in the box.

inside ~~to~~ near outside in

Tips to Stay Safe in a Wildfire

- Have an escape plan. If the fire comes close, leave your home and follow your escape plan (1) to a safe place.
- Keep fire extinguishers and first aid kits (2) inside a safe place.
- Move wooden outdoor furniture (3) near your house, to the center of rooms and away from windows.
- Keep a phone (4) near you and make sure your phone has enough battery.
- Make sure your car has enough gas.
- Stay inside your house during the fire. Close doors and windows to keep smoke (5) inside of your house.
- Listen to local news report. Leave if news reports tell you to leave.



Pronunciation

Sentence Stress

a. Stress *shouldn't* for negative advice.

You shouldn't open the windows.

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

We shouldn't try to drive.
 You shouldn't go to the beach.

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

You shouldn't open the door.
 We shouldn't try to swim.

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





Practice

a. Take turns asking and answering about safety tips. Say at least two tips to prepare for and one tip to do during disasters. Pass your turn for the next disaster.

How should you prepare for a flood?

You should keep emergency items in a safe place and keep your phone near you and make sure it has enough battery.

What should you do during a flood?

You shouldn't drive or walk into flood water.



HOW TO PREPARE FOR DISASTERS

1. Keep emergency items in a safe place.
2. Keep fire extinguishers in a safe place.
3. Keep a first aid kit in every bathroom.
4. Move outdoor furniture inside your house, to the center of rooms.
5. Move important things to a high place.
6. Keep your phone near you and make sure it has enough battery.
7. Board up your windows and doors.
8. Stock up on supplies.

WHAT TO DO DURING DISASTERS

1. Stay inside your house and away from windows.
2. Don't drive or walk into flood water.
3. Move to high ground far from the sea.
4. Get under a desk or table.
5. Listen to local news reports and leave if news reports tell you to leave.
6. Call the emergency services if you are in danger.

b. Practice with your own ideas.



Speaking

WHAT TO DO IN A DISASTER

a. You're making a poster with safety tips for disasters. In pairs: Discuss what you should (or shouldn't) do before and during disasters. Then, choose one disaster and make a poster with the three best safety tips for that disaster.

How should we prepare for a fire?

We should keep a fire extinguisher in a safe place.

What should we do during a fire?

We shouldn't...

- fire
- flood
- typhoon
- tsunami
- earthquake



Work through tasks in groups.

DISASTER SAFETY TIPS

1. _____

2. _____

3. _____

THINK
SAFE

b. Join another pair. Present your posters and decide which one would be the most useful in your area.

We have three tips for fire safety. First, you should...



Unit 4

Disasters

LESSON 3

Can you...?

- talk about the dangers of disasters and what you should do
- write an emergency announcement for a disaster

Writing Skill: Writing emergency announcements



Let's Talk!

In pairs: Look at the picture. What are some ways that governments can **inform** people about future disasters? What kind of information do disaster announcements give?



Reading

a. Read the emergency announcement and choose the best heading.

1. Flood **warning** from the National Weather Service
2. Hello everyone from the city of Flagstaff. This is an emergency announcement to tell you some information about the floods and heavy rain

Sent: 20:15 July 11

What: Flooding

Where: Flagstaff City

When: From 22:30 July 11 to 08:00 July 12

Heavy rains in the mountains are causing the water to rise in the Blue River. Water could be as high as one meter in the center of Flagstaff City. We **expect** damage to buildings, houses, and cars.

Instructions:

- Have an escape plan.
- Have emergency items ready to go.
- Stay in the highest part of your home.
- Move food and important things to the highest part of your home.
- Do not walk or drive into the flood water.
- Board up your lower windows.
- Watch local TV or listen to the radio for more information and instructions.
- Be prepared to leave your home and follow your escape plan.

b. Now, read and write short answers.

1. Where is the warning for?
2. When will the warning end?
3. What should people have ready to go?
4. Where should people stay?
5. Where can people learn more information?

Flagstaff City

c. Listen and read.

d. In pairs: What tips didn't you know before reading the emergency announcement? What else should or shouldn't people do?



I didn't know that you should board up your lower windows.

I think you should also make sure your phone is fully charged.





Writing

- a. Read about writing emergency announcements, then read the flood warning again. Circle and number (1–4) the four parts of the announcement noted in the Writing Skill box.

Writing Skill

Writing emergency announcements

A good emergency announcement should include four main parts:

1. **Heading** – Note the emergency type, who is sending the announcement, and when.
2. **What/Where/When notes** – Keep these short and simple.
3. **Summary** – Briefly note the cause and main dangers.
4. **Instructions** – Note what people should do as point form notes.

- b. Number the sentences (1–4) to match them with the parts of an emergency announcement. Use the Reading and Writing Skill box to help you.

A. We expect damage to buildings and houses along West Beach.

3

B. What: Tsunami, Where: Baytown City, When: 07:37 May 3 to 09:30 May 3

C. The wave could be as high as four meters when it hits West Beach.

D. Tsunami warning from the Pacific Ocean Service, Sent: 06:31 May 3

E. Move to higher ground far from the sea **immediately**.

F. A large undersea earthquake started a tsunami.



Speaking

- a. In pairs: Discuss the different disasters you know. What are the dangers of these disasters? What should and shouldn't people do during each disaster?

- b. Imagine it's your job to warn your town about a disaster. Choose one disaster and complete the table with information about the dangers and your most important pieces of advice. (You can use ideas from the last lesson.)

Disaster type?	
Where and When?	
Cause? Main dangers?	
What people should and shouldn't do?	



What should people do during a typhoon?

They should find a strong building and go into it.

Good idea. What shouldn't they do?

They shouldn't open doors and windows.



Let's Write!

Now, write an emergency announcement warning another town about the disaster you discussed in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

Feedback

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



LESSON 1

Can you...?

- ask and answer about devices
- use *Wh*-questions and Yes/No questions



Let's Talk!

In pairs: Look at the pictures. Which devices do you often use?
Do they help make your life easier? How?

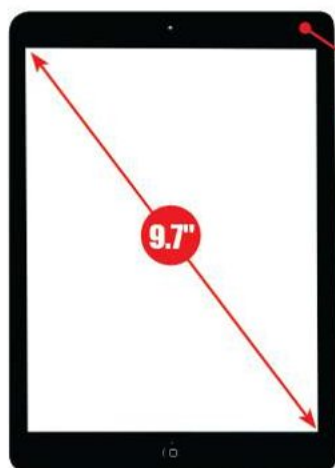


New Words

a. Fill in the blanks. Listen and repeat.



storage weight screen inch (") gigabyte (GB) ~~tablet~~



1. This is a tablet. It costs 400 dollars.
2. One _____ is 2.54 centimeters.
3. My tablet has a great _____. It's good for watching movies and playing games.
4. _____ is the space you can use on a computer for holding data.
5. Many new models of tablets and laptops have a very light _____.
6. A _____ is a unit of digital information.

b. In pairs: Talk about what you want a tablet and a laptop to have.

I want a tablet with a big screen.





Reading

a. Read the article about Portal's tablets and choose the best title.

1. What's new in the Portal 7?
2. A review of the Portal 7: What we like and don't like

Last week, Portal introduced its new tablet, the Portal 7. Is it better than the Portal 6? Let's have a look.

Screen

The screen is 13 inches, bigger than the Portal 6, but is it actually better? The answer is yes. Images are **brighter** and clearer. You'll be able to enjoy movies on this tablet!

Battery life

Portal tablets usually have long battery life. We played games and watched movies on both tablets. The Portal 7 lasted for 13 hours while the Portal 6 only lasted for 8 hours.

Storage

The Portal 7 comes with 128 GB of storage. The Portal 6 only has 64 GB. Although 64 GB isn't bad, more storage means you can download more music and movies.

Performance

Now, the biggest question: Does the Portal 7 work well? It has a newer and more **powerful chip**, and in our test, it was faster than the previous model.

Price

The Portal 7 is 690 dollars, and the Portal 6 is only 520 dollars. However, for this week only, the Portal 6 is on sale for just 480 dollars.

b. Now, read and answer the questions.

1. What's the screen size of the Portal 7?
13 inches
2. Which device has longer battery life?
3. How much storage does the Portal 6 have?
4. Does the Portal 7 have the same chip as the Portal 6?
5. Is the Portal 6 currently cheaper than normal?

c. Listen and read.



d. In pairs: Would you buy the Portal 6 or 7? Why?

I'd buy the Portal 6 because it's cheaper.



Grammar Meaning and Use

Wh - questions

We can use **Wh-questions** to ask for detailed information about things, people, events, etc.

A: **What's** the screen size?

B: **How much** is this tablet?

Yes/No questions

We can use **Yes/No questions** to ask about specific things. We ask them to get one of two answers, yes or no.

A: **Does** this phone have a good screen?

B: **Yes, it does.**

A: **Is** it easy to use?

B: **No, it isn't.**



a. Read about Wh-questions and Yes/No questions and fill in the blanks.

b. Listen and check your answers. Listen again and repeat.



Grammar Form and Practice

Wh - questions

- A: **What** do you want to use your tablet for?
B: I want to use it for drawing.
- A: **How many** cameras does it have?
B: It has four cameras.
- A: **How long** is the battery life?
B: It lasts for 12 hours.
- A: **How much** are these tablets?
B: They're 735 dollars.

Yes/No questions

- A: **Do** you use your laptop to play games?
B: **Yes**, I **do**./**No**, I **don't**. I only use it for studying.
- A: **Does** it have long battery life?
B: **Yes**, it **does**. It lasts for two days./**No**, it **doesn't**.
- A: **Are** these phones on sale?
B: **Yes**, they **are**. They're 20% off./**No**, they **aren't**.
- A: **Is** the screen big?
B: **Yes**, it **is**. It's 15 inches./**No**, it **isn't**. It's 13 inches.
- A: **Can** I add more storage to the laptop?
B: **Yes**, you **can**./**No**, you **can't**.

a. Read the examples above and fill in the blanks with the correct form of the verbs or question words in the box.

- | | |
|---|---|
| 1. <u>Does</u> this phone have lots of storage? | Yes, it <u>does</u> . It has 256 GB of storage. |
| 2. <u>Are</u> these tablets good for drawing? | No, they <u>aren't</u> . |
| 3. <u>How much</u> storage does it have? | It has 512 GB of storage. |
| 4. <u>Is</u> this laptop heavy? | No, it <u>isn't</u> . It's only 1.1 kilograms. |
| 5. <u>What</u> do you use your laptop for? | I use it for studying. |
| 6. <u>How long</u> does the battery last? | It lasts for 10 hours. |

~~Does (x2)~~
Is (x2)
Are (x2)
What
How much
How long

b. Write questions and answers using the prompts.

- | | |
|--|---------------|
| 1. it/have/long battery life? | Yes |
| Does it have long battery life? | Yes, it does. |
| 2. What/screen size? | 11 inches |
| 3. its camera/good? | No |
| 4. this laptop/good for/playing games? | Yes |
| 5. How much/this laptop? | 820 dollars |
| 6. What/you/want/use/it/for? | drawing |



c. In pairs: Ask and answer about two devices your friend has.

Do you have a phone?

Yes, I do.

What do you use it for?

I use it for...

Pronunciation

Sounds

a. Focus on the /ei/ sound.

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

great make games storage

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

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

weight, play, space



Practice

a. Practice the conversation. Swap roles and repeat.

James: Hello, can you help me choose a **laptop**?

Sales assistant: Hello. Yes. What do you want to use your **laptop** for?

James: I want to use it for **studying**.

Sales assistant: OK. Then I think you should buy the **Z3 laptop**. It's good for **studying**.

James: Is the screen big?

Sales assistant: **Yes, it is.** It's **15** inches.

James: Is it heavy?

Sales assistant: **Yes, it is.** It's **2** kg.

James: How much storage does it have?

Sales assistant: It has **256** GB of storage.

James: Does it have long battery life?

Sales assistant: **No, it doesn't.** It lasts for **6** hours.

James: OK. How much is it?

Sales assistant: It's **690** dollars.

James: OK, thank you.

tablet

tablet

playing games

LA tab

playing games and drawing

Yes, it is – 11

No, it isn't – 320 g

32

Yes, it does – 9

720

laptop

laptop

studying

XO laptop

studying

No, it isn't – 13

No, it isn't – 1.1 kg

512

Yes, it does – 14

1,290

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

Speaking

Buying a New Laptop or Tablet

a. You're shopping for a new laptop or tablet. In pairs: Student A, you want to buy a tablet. Talk to the sales assistant and ask about the points below. Student B,  **File 1**.

Hello, can you help me choose a laptop?

Yes. What do you use your laptop for?

Use

Screen size

Weight

Battery life

Storage

Price

\$600

TOPLAP

playing games

15.6 inches

1.5 kg

10 hours

256 GB

\$550

VISION

studying

13 inches

2 kg

6 hours

512 GB

b. Swap roles and repeat. Student A, help Student B choose a laptop.

c. Join another pair. Which tablet or laptop did the sales assistant suggest to you?

Will you buy it? Why (not)?

She suggested the... I'll buy it because it's...



LESSON 2

Can you...?

- compare robots
- use comparative adverbs

Conversation Skill: Showing agreement



Let's Talk!

In pairs: Look at the pictures. What do you think the robots can do? Which robot do you think will be better as a cleaner? Which will be better as a doctor?



New Words

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



1. We sent rescue robots to search for people after the earthquake.
2. Many factories use robots to lift heavy machines and boxes.
3. We'll complete the design for a new robot next week. Next, we need to build and test it.
4. After a disaster, robots can help find people because they can navigate through dangerous situations when humans can't.
5. Our new robot arm can pick up different objects quickly and carefully. It can pick up an egg without breaking it.
6. Not many robots can move quietly. They often make a lot of noise.
7. Robots can recognize people's voice and do what they say.
8. Robots can safely travel in dangerous places that humans can't. They don't feel pain.

- a. with a lot of attention to what you are doing so that you don't make mistakes
- b. saving somebody or something from a dangerous situation
- c. in a way that makes very little noise
- d. put somebody or something in a higher position
- e. finish making or doing something
- f. find your way through a difficult place
- g. without being harmed, damaged, or lost
- h. know who someone is when you hear or see them

b. In pairs: Talk about something you recently completed and something you can do carefully/quietly.



I completed my math homework last night.

I usually cook carefully so that I don't cut my fingers.





Listening

a. Listen to a report about a robot competition. What's the purpose of the report?



1. to tell the audience what's happening
2. to tell the audience the final results

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

1. Twitchy completed the task more slowly than other robots.
2. Big Dog climbs the stairs faster in his second try.
3. The speakers think Big Dog will do better than Twitchy.
4. Octopus 1 is lifting his first object in the Lift and Carry task.
5. Wall-D is doing worse than Octopus 1.

False



Conversation Skill

Showing agreement

To show you agree with someone, say:

☐

I agree.

☐

You're right.

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

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

e. In pairs: What do you think of the Robolympics? Would you like to watch or participate in them? Why (not)?

CRITICAL THINKING

I think the Robolympics are fun. I'd like to watch them and see how robots do different things.

Yes, I agree.



Grammar Meaning and Use

Comparative adverbs

We can use **comparative adverbs** to compare two actions.

Tsunami moves **more slowly than** Octopus 1.
Wall-D can jump **higher than** Twitchy.

a. Read about comparative adverbs and fill in the blank.

b. Listen and check your answers.
Listen again and repeat.



Boomer
12 km/h



Looper
14 km/h



Looper runs _____
than Boomer.





Grammar Form and Practice

Comparative adverbs

Kitbot's battery lasts **longer than** Frogfoot's.

Wall-D moves **more slowly than** Tsunami.

Ziggy completed the rescue task **worse than** Sparky.

Kind of adverbs	Comparative
One syllable	Add er <i>fast</i> → <i>faster</i>
One syllable ending in e	Add r <i>late</i> → <i>later</i>
Two or more syllables	Add more <i>quickly</i> → <i>more quickly</i>
Exceptions	<i>well</i> → <i>better</i> , <i>badly</i> → <i>worse</i> , <i>far</i> → <i>farther</i> , <i>much/many</i> → <i>more</i> , <i>little</i> → <i>less</i> , <i>early</i> → <i>earlier</i>

a. Read the examples and notes above, then fill in the blanks.

- Redbot completed the tasks _____ faster _____ (fast) than Blackbot.
- FR61 works _____ (hard) than Wall-D.
- Sparta81 works _____ (quietly) than Otto89.
- RO80 navigates _____ (well) than GOT52.
- Pie-RH did _____ (badly) in the competition than Rover 32.
- Ziggy drives _____ (safely) than Buster.

b. Write sentences using the adverbs and information on the right.

- high
_____ Stumpy can jump higher than Flying Chicken.
- quickly

- far

- well

- long



	STUMPY	FLYING CHICKEN
1. Can jump:	1.5 meters	1.1 meters
2. Can run:	23 km/h	33 km/h
3. Can fly:	30 km	34 km
4. Can recognize voices:	very well	OK
5. Battery lasts:	48 hours	36 hours

c. In pairs: Take three minutes to memorize the information in Tasks a. and b. Then, close your book and test your memory with your partner.

Redbot completed the tasks faster than Blackbot.

That's right!



Pronunciation

Word Stress

a. Stress the first syllable for most 3-syllable words ending in "-ly".

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

recently happily usually exactly

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

carefully, quietly, perfectly

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



Practice

Take turns making sentences using comparative adverbs and the information below.

Lucy cleans faster than Eddie and Andy.

Andy cleans faster than Eddie.

DO-IT-ALL ROBOFRIEND TESTING RESULTS



LUCY



EDDIE



ANDY

Clean fast	★★★★★	★★★★☆	★★★★☆
Clean carefully	★★★☆☆	★★★★☆	★★★★☆
Complete tasks quietly	★★★★☆	★★★★★	★★★☆☆
Navigate well	★★★★☆	★★★☆☆	★★★★★
Drive safely	★★★☆☆	★★★☆☆	★★★★★
Travel far on one charge	★★★★☆	★★★★★	★★★☆☆
Dance beautifully	★★★★☆	★★★★★	★★★★☆
Battery lasts	10 hours	8 hours	12 hours

Speaking

Which Robot for the Job?

Show agreement.

- a. You're discussing which robots might be good for different jobs. In pairs: Discuss and choose the robot you think is better for each job and say why.

I think the OP 12 is better for being a cleaner. It completes tasks more quietly and works more carefully.



FR 61



OP 12

Cleaner
Construction worker
Sales assistant
Rescue worker
Waiter

Ability to...		
▪ move fast:	★★★★☆	★★★★★
▪ work carefully:	★★★★☆	★★★★★
▪ complete tasks quietly:	★★★☆☆	★★★★☆
▪ navigate well:	★★★☆☆	★★★★★
▪ lift objects high:	★★★★★	★★★★☆
▪ recognize voices well:	★★★★☆	★★★☆☆
Strength:	can lift 250 kg	can lift 330 kg
Battery life:	34 hours	48 hours

- b. Do you think robots can do any of the jobs better than humans? Why (not)?

I think robots can be better cleaners. Cleaning is a simple job, and robots don't get tired.



Can you...?

- talk about smartphones
 - write an email about a new smartphone
- Writing Skill:** Using conjunctions to make longer, more interesting sentences



Let's Talk!

In pairs: Look at the pictures. What are the people using their smartphones for?
What do you use your smartphone for?



Reading

a. Read Kate's email to her friend. Which of the following features is NOT mentioned?

- A. screen B. speaker C. storage

b. Now, read and fill in the blanks.

- Kate wants to use her smartphone for _____.
- She feels _____ about getting her new smartphone.
- The Nebula Z has long _____.
- Kate's favorite thing about the Nebula Z is that it's not _____.
- Kate's having a _____ next Saturday.

c. Listen and read. 

d. In pairs: Would you like the phone Kate chose? Why (not)?

I wouldn't like the Nebula Z because the screen isn't very good.

New message

To: sofi123@abcmail.com

Subject: New phone!

Hi, Sofia,

How are you? I hope the weather's great in Barton!

Guess what! I talked to Jack at school today. He knows a lot about phones and computers, and he helped me choose which smartphone I want for my birthday!

I want to get a smartphone for playing games. I'm going to ask my dad for the Nebula Z. I'm really excited! It looks great, but the screen isn't as good as some other phones. However, it has lots of storage, so I can store lots of games, and it also has really long battery life. I think it lasts for around two days! The best part is that it's not too expensive, so I'm sure my dad will agree to buy it for me.

I can't wait to show it to you!

I really hope you can come to my birthday party next Saturday. It's going to be fun!

See you soon,

Kate

SEND



Writing

a. Read about using conjunctions to make longer, more interesting sentences. Then, read the email again and underline the conjunctions.

Writing Skill

Using conjunctions to make longer, more interesting sentences

To make longer, more interesting sentences, you should use conjunctions.

- We can use **and** to link ideas in one sentence, or **also** to link two sentences.
It has a great screen, and the speaker is really good.
It has a great screen. It also has a really good speaker.
- We can use **but** to link contrasting ideas in one sentence, or **however** to link two sentences.
It has long battery life, but it's very expensive.
It has long battery life. However, it's very expensive.
- We can use **so** to talk about results.
It has a lot of storage, so it can store lots of music and photos.

b. Fill in the blanks with a word from the box.

- This phone has a great screen. _____, the battery is terrible.
- The Royal 1000 has a small battery, _____ you can only use it for about a day.
- The Eagle 5K has a great screen, _____ the battery life is very short.
- My new smartphone has long battery life, _____ the storage is very big.
- That phone has a terrible camera. It _____ has a bad speaker.

and
also
but
however
so

Speaking

BUYING A NEW PHONE

a. You're choosing a new smartphone for your birthday. In pairs: Choose and talk about two features (good or bad) of each phone. Then, choose one phone to buy and tell your partner which one you want, and why.

What do you think about the Concord L31?

Well, it has long battery life, but the screen isn't good.

I want a phone for watching movies, so I'll get the...

	Concord L31	Eagle 5K	Helix 360	Royal 1000
Screen	♦♦	♦♦♦♦♦	♦♦♦♦♦	♦♦♦
Storage	♦♦♦♦	♦♦	♦♦♦♦	♦♦♦♦♦
Camera	♦♦♦	♦♦♦♦	♦♦♦♦	♦♦
Speaker	♦♦♦	♦♦	♦♦♦♦♦	♦♦♦♦
Battery life	♦♦♦♦♦	♦	♦♦♦♦♦	♦♦♦
Price	\$\$\$	\$\$\$	\$\$\$\$\$	\$\$

b. Now, imagine you want to write to a friend about the phone you chose. Join a new partner. In pairs: Talk about the points below, and write in your own ideas.

- What you want to use the phone for: _____
- The phone you chose: _____
- Good features: _____
- Bad features: _____
- Best point: _____

Let's Write!

Now, write an email to your friend about the smartphone you chose in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

Feedback

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



Life on Other Planets

LESSON 1

Can you...?

- make predictions about where humans will live in the future
- use Future Simple



Let's Talk!

In pairs: Look at the picture. Where do you think the people are?
Do you think humans will live on a different **planet** in the future? Why (not)?



New Words

a. Look at the pictures and fill in the blanks. Listen and repeat.

1. Today, most people live on Earth.
2. You will be very cold in space because the _____ is very low.
3. _____ pulls us down to the ground.
4. _____ is often called "the Red Planet."
It's the 4th planet from the sun.
5. You can recognize _____ by its yellow clouds.
It's the 2nd planet from the sun.
6. Many scientists want to work on a _____
because it has a great **view** of the stars.
7. Humans can't live on some planets because
they don't have enough _____ to breathe.



Earth



Mars



Venus



oxygen



gravity



temperature



space station

b. In pairs: Would you like to visit another planet or a space station? Why (not)?

Yes, I'd like to visit a space station. It would be really cool to see Earth from there.





Reading

a. Read the magazine article. What is it about?

1. different places people can live in the future
2. why space stations will be the best places to live

A New Home in the Future

by James Stone

Our planet, Earth, is becoming more and more **crowded**. The world's **population** will reach 11 billion by 2100*. I think we will need to find a new home in the future. The options are really exciting!

One option is to live on another planet, like Mars or Venus. It's important that the planet has **similar** gravity to Earth. We need gravity to stay healthy and on the ground! Venus's gravity is similar to Earth's, but Mars's is much lower. Temperature will also be a problem. Mars is very cold, and Venus is very hot. People will need to stay inside all the time. Mars and Venus also don't have enough oxygen for humans.

Another option is to live in space stations. We can build these near Earth, so people won't have to travel far. However, they're small. There won't be room for people to move around. Also, there's no gravity on a space station. Living there for a long time will affect people's health.

We don't know where our next home will be yet. There's no other place like Earth. Our **new** home will be strange, but very exciting!

*according to UN Department of Economic and Social Affairs, 2017

b. Now, read and answer.

According to the writer,

1. What will the world's population be by the year 2100?

11 billion

2. How is Mars's gravity different from Earth's?

3. Why will people need to stay inside on Venus?

4. Why is it good that we can build space stations near Earth?

5. The word **new** in paragraph 4 is closest in meaning to _____.

A. different from before

B. recently made

C. not known before

c. Listen and read.



d. In pairs: Would you prefer to live on Mars, Venus, or a space station? Why?



I'd prefer to live on Venus because its gravity is similar to Earth's.



Grammar Meaning and Use

Future Simple (will)

We can use **will** to predict what we think will happen based on our own opinions and experiences.

A: What **will** people **do** when there are too many people on Earth?

B: I think people **will live** on another planet.

a. Read about Future Simple and fill in the blanks.

b. Listen and check your answers.

Listen again and repeat.



Where

in 2080?

I think that in 2080,
live on
the moon.





Grammar Form and Practice

Future Simple (will)

I think that in 2150, people **will live** on Mars.
In 30 years, Earth **will be** more crowded.

Humans **won't live** on the moon.
Life **won't be** very boring on Mars.

A: Where **will** people **live** in the future?

B: I think they'll **live** on Venus.

A: Why **will** they **live** on Venus?

B: Because Venus's gravity is similar to Earth's.

A: Do you think people **will live** on space stations?

B: Yes, I do.

C: No, I don't. It **will be** too difficult to get food on space stations.

a. Read the examples on the left and unscramble the sentences.

1. a/will/home./Venus/be/good
Venus will be a good home.

2. people/Do/on/you/will/think/live/planets?/other

3. Where/water?/food/and/will/they/get

4. live/a/space/won't/to/station./on/They/want

5. future./Mars/I/the/in/think/people/will/that/on/live

6. temperature/will/hot/too/on/humans./for/The/Earth/be

b. Fill in the blanks with the words from the box.

- I think that in two hundred years, some people will live on Mars.
- Do you think other planets will have cities in the future?
- I think that in the future, everyone will live on Venus. They won't live on Earth.
- By 2100, there won't be more space stations near Earth. Will you live on one?
- I don't think we'll live on other planets because there will live enough oxygen or gravity.

will have
won't live
won't be
will live
will be

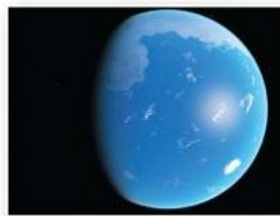
c. In pairs: Make predictions about the places. Use the prompts and your own ideas.

I think the Wi-Fi will be really good on Tyson Station.



Tyson Station

Wi-Fi/really good
temperature/normal
people/not/like/the food



Juba 5

temperature/cold
gravity/not/problem
people/love/the seafood



Pronunciation

Intonation

a. Intonation falls on interest/opinion words and the sound is longer.

That's terrible!

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

That sounds great. *That's unbelievable.*

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

That sounds dangerous.
That's crazy.

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





Practice

a. Take turns asking and answering using the prompts.

Do you think people will live on the moon in the future?

Yes, I do.

Why?

Because it has a nice view of Earth. I think it will be very popular.

No, I don't.

people/live/the moon/future?



✓ nice view/Earth
– very popular

✗ not enough/oxygen
– not/safe/people

✗ no air
– very dangerous

Mars/good place to live/100 years?



✓ some gravity
– people/be able/walk

✓ beautiful mountains
– popular/tourists

✗ temperature/too cold
– people/not/able/go out

families/live/space stations/20 years?



✓ great view/Earth
– many people/want/live there

✗ no gravity
– very unhealthy/humans

✗ bad food
– people/not/want/go there

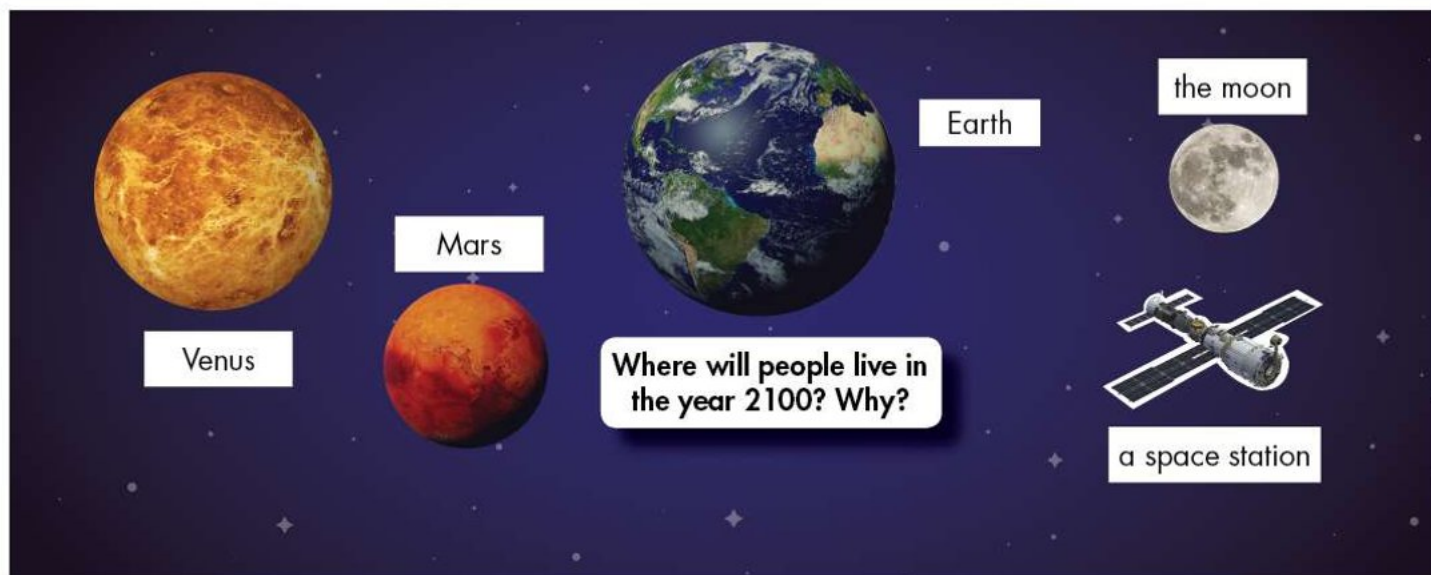
b. Practice with your own ideas.



Speaking

OUR NEXT HOME

a. You're talking to a friend about life in the future. In pairs: Make predictions about where people will and won't live in the future and why. Use the information from the lesson and your own ideas.



b. Join another pair. Take turns saying where you think people will and won't live in the future. Do you agree with the other pair's choices? Why (not)?

I think people will live on Mars because...



Life on Other Planets

LESSON 2

Can you...?

- talk about possible UFO and alien sightings in the past
- use Past Continuous and Past Simple

Conversation Skill: Showing interest



Let's Talk!

In pairs: Look at the picture. What do you think is happening? Where can you see or hear about something like this? Do you think the stories are real?



New Words

a. Read the text and number the definitions. Listen and repeat.



There was a recent report of (1) **UFOs** (Unidentified Flying Objects) flying over the city. Some people think they're just airplanes, but many people believe they're (2) **flying saucers** from other planets. People describe them as (3) **disk-shaped**.

Last weekend, a 14-year-old schoolboy saw something in the sky as he was walking home. "A bright light suddenly (4) **appeared**, and it made a very (5) **strange** noise. Then it (6) **disappeared**, and I couldn't see it anymore," he said.

A housewife named Sally Sherlock saw two green (7) **aliens** in the park. "They had (8) **huge** heads and ten (9) **tiny** eyes. I was (10) **terrified**!" she said.

- | | | |
|---|---|---|
| A | 1 | an unknown thing in the sky |
| B | | not usual or normal, e.g. a talking animal |
| C | | round ships that people believe are from another planet |
| D | | a living thing from another planet |
| E | | having a round and thin shape |

- | | | |
|---|--|----------------------|
| F | | come into sight |
| G | | become unable to see |
| H | | very scared |
| I | | very big |
| J | | very small |

b. In pairs: Do you think there are UFOs and aliens? What do you think they look like?

I'm not sure there are aliens.
They're only in movies.

I think aliens might be real. There are so many planets in space. Maybe they don't look like humans.



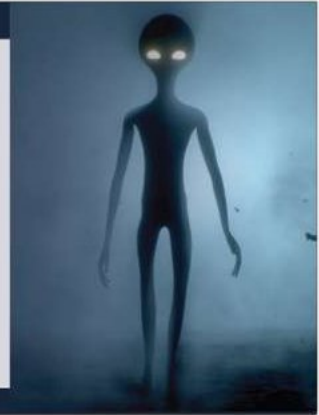
Listening a. Listen to two interviews with people talking about strange things they saw.

How did the people feel? 

1. afraid 2. excited

b. Now, listen and fill in the blanks.

1. Nancy saw a UFO when she was _____ reading _____ in her garden.
2. Nancy's husband didn't _____ the UFO.
3. Nancy thinks it was a flying saucer from _____.
4. Jim was playing _____ when he suddenly saw two strange people.
5. After Jim saw the strange people, he _____.



Conversation Skill

Showing interest

To show that you are listening to someone and give your opinion about what they said, say:

- ☐ That's (strange).
- ☐ That sounds (scary).

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

d. Now, listen to the conversation again and number the phrases in the order you hear them.

e. In pairs: What do you think Nancy and Jim saw? Why?

I think they saw an airplane because no one else saw it. They didn't see aliens. I think they were normal people in strange clothes.

Grammar Meaning and Use

Past Continuous and Past Simple

We use this to describe an action that continued for a period of time in the past. We often use it to introduce a story, then use the **Past Simple** to show the main event that interrupted the continuous action.

*I **was doing** my homework when suddenly I **heard** a loud noise outside.*

*We **were walking** home when we **saw** a strange light in the sky.*

a. Read about Past Continuous and Past Simple and fill in the blank.

b. Listen and check your answers. Listen again and repeat.



Grammar Form and Practice

Past Continuous and Past Simple

I **was walking** home **when** I suddenly **saw** a UFO.
Jane **was driving** **when** a strange man **walked** out of the park.
They **were shopping** **when** they **saw** a bright light.

A: What **were** you **doing**?

B: I **was playing** soccer.

A: What **did** it **look** like?

B: It **was** big and **circular**.

A: What **were** the people **doing**?

B: They **were running after** something.



a. Read the examples above and fill in the blanks with the words from the box.

1. I was sleeping in my bed when the aliens arrived.
2. What _____ the UFO do?
3. The flying saucer was _____ a strange noise when it came down.
4. I was walking in the forest _____ I saw a person from another planet.
5. What _____ they doing?

making
were
did
sleeping
when

b. Write sentences using the prompts, **when**, and the correct form of the verbs.

1. my mother/cook/hear/a strange noise My mother was cooking when she heard a strange noise.
2. I/watch/TV/UFO/suddenly/appear/then/disappear _____
3. Wendy/walk/school/see/alien/with/huge/head _____
4. I/play/soccer/hear/UFO _____
5. we/camp/flying saucer/appear/in the sky _____

c. In pairs: Practice making sentences using the prompts below.

eating sushi	saw an alien
reading a book	saw a UFO
watching TV	heard a strange noise

Last week, I was eating sushi
when I saw an alien!

Pronunciation

Sound Changes

a. "...-ing..." often sounds like /ɪn/.

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

I was walking through the forest.
What were they doing?

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

I was walking down the road.
What was it doing?

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





Practice

**a. Practice the conversation using the correct form of the verbs.
Swap roles and repeat.**

Jim: You won't believe it! I just saw something crazy!

Danny: Calm down. What happened?

Jim: I (play) soccer earlier when suddenly I (see) a strange light in the sky. I think it (be) a UFO! It (be) big and triangular.

Danny: That's strange. What (be) it doing?

Jim: It (move) very quickly.

Danny: What happened next?

Jim: I (run) home.

Danny: That sounds scary! How did you feel?

Jim: I was terrified!

Danny: Do you believe that it (be) from another planet?

Jim: Yes, I do!

I (read) a book
a large object (appear) – sky
it (be) a flying saucer
It (be) big and disk-shaped
(be) it

It (make) a strange noise

It (disappear) immediately

I was excited

it (be)

Yes, I think so

We (have) a picnic
I (see) two strange people – forest
they (be) aliens
They (have) huge eyes
(be) they

They (run) towards us

We (call) the police

I was very afraid

they (be)

Maybe

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



Speaking

ALIEN AND UFO SIGHTINGS

a. You're in an interview about some alien and UFO sightings. In pairs: Student A, P. 115 File 3.

Student B, P. 116 File 5.



Show interest.



What happened?

I was shopping when I saw a UFO!

b. Do you think there is life on other planets? Why (not)?



I think there's life on other planets because there are so many planets in space. Maybe we'll find them in the future.



Life on Other Planets

LESSON 3

Can you...?

- talk about seeing UFOs and aliens
- write a story about seeing visitors from another planet

Writing Skill: Writing narrative passages



Let's Talk!

In pairs: What is happening in the picture?
Do you think there are aliens? Why (not)?



Reading

a. Read the blog post. Do Andy and his brother agree about what they saw?

1. yes

2. no

ANDY'S SPACE BLOG

The Night I Saw a UFO

by Andy Wilder

I'll never forget the time I saw a UFO.

I was ten years old. I was in the park with my older brother. It was summertime, but the park was very quiet. We played soccer until it got dark.

We were getting ready to go home when we saw a strange light in the sky. It was moving quickly and making a loud noise. We ran home and hid under my brother's bed. We were really scared! The UFO **hovered** above our house for a few minutes, and then it flew away.

My brother thinks it was an airplane, not a UFO. I think he's wrong because airplanes can't hover like that! I really believe it was a flying saucer from another planet.

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

1. Andy and his brother played soccer before they saw the UFO.

True

False

Doesn't say

2. Andy and his brother were the only people in the park.

True

False

Doesn't say

3. The UFO was moving quickly.

True

False

Doesn't say

4. They hid under Andy's bed.

True

False

Doesn't say

5. Andy thinks the UFO came from Venus.

True

False

Doesn't say

c. Listen and read. d. In pairs: What do you think Andy and his brother really saw? Why? 

I think it was a plane because planes can also move quickly.



Writing

a. Read about writing narrative passages. Then, read the blog again and underline three sentences Andy used to describe what he saw, heard, and felt.

Writing Skill

Writing a narrative passage

To write a good narrative passage to tell a story, you should:

1. Start by saying the main thing that your story is about.
I'll never forget the day I met an alien at school.
2. Introduce the situation and main characters.
I was eleven years old. I was at the school library with my best friend, Alex.
3. Write the events of the story in the order that they happened. Add details about what you saw, heard, and felt.
We were doing our homework when we saw a very strange woman walk into the library. She had green skin and red lips. She made strange sounds when she talked. We were so scared. We screamed and ran out of the library.
4. End the story by giving your feelings or opinions about what happened in the story.
I think she was an alien from Mars.

b. Reorder the narrative passage below. Use the Writing skill box to help you.

- ☐ We were walking to the train station when I saw a strange object. It made a loud noise. It was white and blue, and it was really big.
- ☐ I thought it was a flying saucer. I was really excited, so I took some photos of it.
- ☒ 1 I'll never forget the day I saw a flying saucer in the middle of London.
- ☐ I think seeing the flying saucer was my favorite part of the trip!
- ☐ I was ten years old. My family and I were on vacation in the UK.



Speaking

Strange Visitor from Another Planet

a. In pairs: Discuss UFOs and aliens. What do you think they usually look like and what do they do?

b. Now, imagine you and your partner saw a strange visitor. In pairs: Plan the story together and fill in the table with your own ideas.

So, who is in the story?

Hmm... You, me, and Minh!

OK, and we were coming home from our swimming class.

Yes! Then, Minh saw a strange...

Topic: The night I saw _____

Situation and characters

Who is in the story?
What were you doing?

Main events

Describe what you saw/heard/felt

Ending

Your opinions or feelings about the story

Let's Write!

Now, write a narrative passage to tell the story you planned in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

Feedback

The passage follows the model and uses the correct structure.

☆☆☆

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

☆☆☆

I can understand the passage.

☆☆☆

(Underline anything you don't understand.)



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Review materials for Unit 6

Teens

LESSON 1

Can you...?

- talk about dreams and dream jobs
- use possessive pronouns

Conversation Skill: Responding to ideas



Florist



Doctor



Business person



Painter



Chef

Let's Talk!

In pairs: Look at the pictures. What would you like or dislike about these jobs? What do you want to be when you grow up? Why?



New Words

a. Look at the pictures and fill in the blanks. Listen and repeat.



dream



director



vlogger



musician



game designer



veterinarian



dentist



engineer



journalist



flight attendant

1. I want to go to university because it's my dream to become a doctor.
2. I want to make my own movies, so I want to be a(n) _____.
3. I want to help people have beautiful smiles. I want to be a(n) _____ and help them take care of their teeth.
4. I want to become a(n) _____ so I can help build homes and bridges.
5. My sister is a(n) _____. She makes videos for viewers on the internet.
6. If you enjoy singing or making music, you should become a(n) _____.
7. My mom was a(n) _____. She traveled all around the world.
8. I love playing video games and I want to make my own game. I want to be a(n) _____.
9. My brother is a(n) _____. He takes care of animals all day.
10. A(n) _____ interviews people and writes news articles.

b. In pairs: Talk about famous people you know with these jobs.

B.B. King was a famous musician.



Listening

a. Listen to Margaret talking to her mother.

Did the dream of Margaret's mother come true? 

1. yes 2. no

b. Now, listen and fill in the blanks. 

- Margaret wants to become a _____ doctor _____.
- Patricia and Barbara want to be _____.
- Ken will be a good _____ because he's funny.
- The dream of Margaret's mother was to become a _____.
- Margaret's father wanted to start a _____.



Conversation Skill

Responding to ideas

To respond to ideas, say:

- ☐ That's a (good) idea.
☐ That sounds (great).

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

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

e. In pairs: Who do you think had the most interesting dream? Why?

I think Margaret had the most interesting dream. You need to learn lots of things to be a doctor. And you'll meet many people.

Grammar Meaning and Use

Possessive pronouns

We can use **possessive pronouns** (*mine, yours, his, hers, ours, and theirs*) to replace words when talking about things or ideas that belong to people. These ideas can be opinions, plans, and dreams.

A: My dream is to be a doctor. What's **yours**?

B: **Mine** is to become a game designer.

a. Read about possessive pronouns and fill in the blanks.

b. Listen and check your answers. Listen again and repeat. 



Grammar Form and Practice

Possessive pronouns

My dream job is to become a vlogger.

A: What's **yours**?

B: **Mine** is to be a doctor.

C&D: **Ours** is to become famous.

A: What's your sister's dream?

B: **Hers** is to be a teacher.

A: What's **theirs**?

B: **Theirs** is to open a restaurant.



a. Read the examples above and fill in the blanks with the correct possessive pronouns.

Jane: You didn't go to school yesterday. We talked about our dreams.

Jack: Cool. What's (1) _____ yours _____?

Jane: (2) _____ is to become a journalist. What's (3) _____?

Jack: (4) _____ is to become a musician. What about Mary?

Jane: (5) _____ is to be a famous director.

Jack: That isn't easy. How about John? Is (6) _____ to open a café? He talks about it all the time.

Jane: Yes. Can you guess what Mark and Peter's is? They have the same dream.

Jack: Really? Hmm, is (7) _____ to become engineers?

Jane: No, (8) _____ isn't to be engineers. They want to become famous game designers.

Jack: Cool.

b. Rewrite the underlined parts using possessive pronouns.

1. My dream is to become a dentist and her dream is to become a vlogger.

Hers is to become a vlogger.

2. His dream is to be a veterinarian. What's your dream?

3. My sisters' dream isn't the same as mine. Their dream is to be flight attendants.

4. My dream is to buy a house for my father. His dream is to open a café.

5. Their dream is to become rich. Our dream is to be famous.

c. In pairs: Talk about your favorite actors, vloggers, and musicians.

My favorite actor is Robin Williams. Who is yours?

Mine is...

Pronunciation

Sounds

a. Focus on the /i:/ sound.

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

bread teen read need

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

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

dream, be, teacher



Practice

a. Practice the conversation. Swap roles and repeat.

Jacob: Hi, Mary. How was your day?

Mary: It was really **fun**. We talked about our dream jobs.

Jacob: Oh, that's great. What's your dream?

Mary: Mine is to become **a dentist**, because I want to **become rich**!

Jacob: That sounds great! How about **Matthew's** dream?
I guess that **his** is to become a **soccer** player. Am I right?

Mary: No. **He** doesn't play **soccer** anymore.
Now, **he** wants to become **a musician**.

Jacob: Hmm. OK. What's **John's** dream?

Mary: **His** is to **be very rich**!

Jacob: That's a **good** idea!

great

a veterinarian
help animals

Ella's
tennis

tennis
a journalist

Emma

be a flight attendant
cool

interesting

a vlogger
be famous

Jessica's
hockey

hockey
an engineer

Peter and Brian

be game designers
great

b. Make two more conversations using the ideas on the right. Remember to use the correct pronouns.

Speaking

WHAT IS YOUR DREAM JOB?



Respond to ideas.

a. You're doing a survey about what teens want to do in the future. Fill in the survey for yourself. In fours: Ask three friends what their dreams are and why. Then, complete the table.

My dream job is to be a doctor. How about yours?

That's a great idea. Mine is to be a musician.

Why?

Because I want to be famous!

Name	Dream job	Why?
Me: _____		

b. Join a student from another group. Ask about their group's dreams.

What's Minh's dream?

Hers is to be a famous singer.

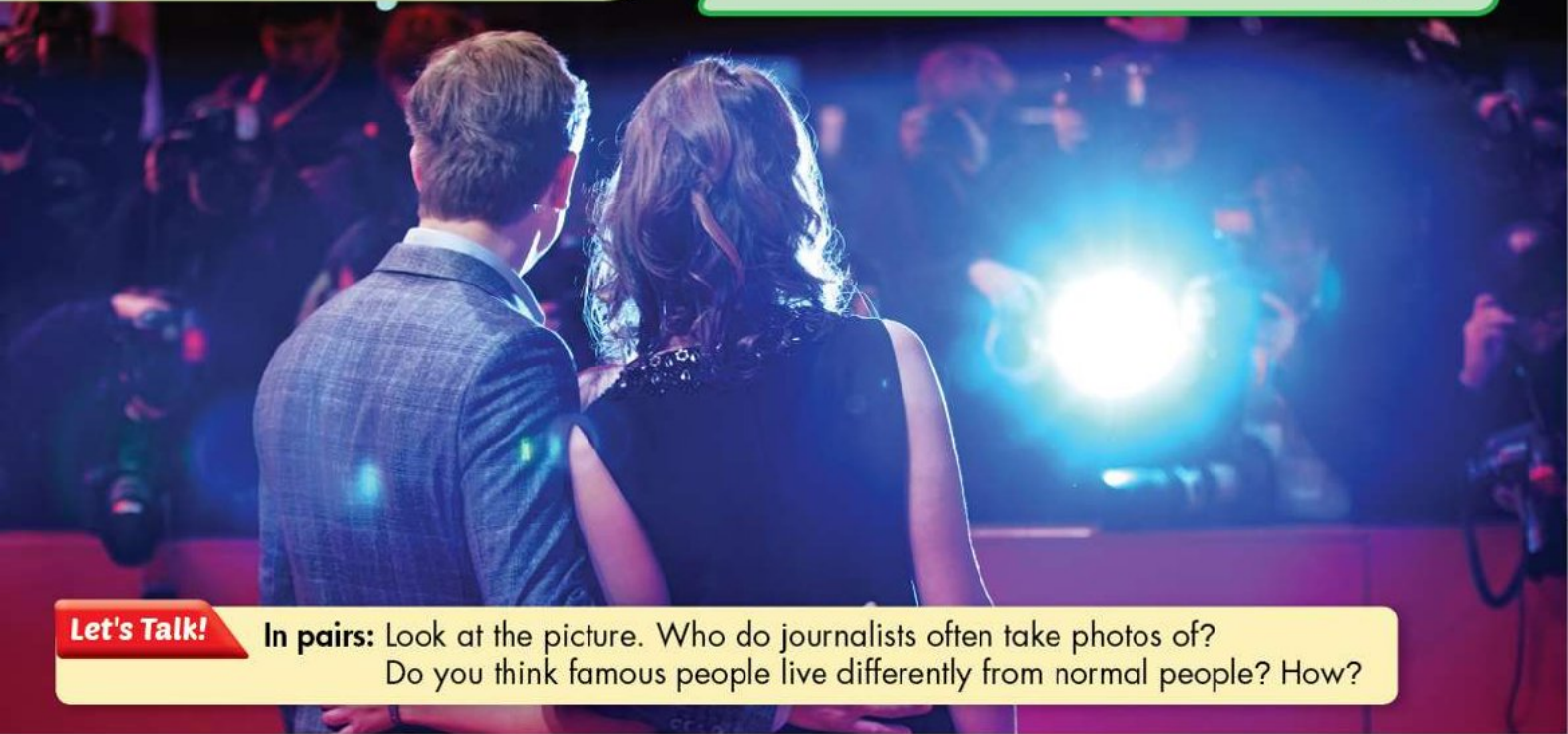
c. What do you think is the most popular dream for young people? Why?

I think the most popular dream for young people is to be rich because everyone wants to have lots of money!



Can you...?

- report how teen celebrities live
- use reported speech for statements



Let's Talk!

In pairs: Look at the picture. Who do journalists often take photos of?
Do you think famous people live differently from normal people? How?



New Words

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



My dream is to be a celebrity because I want to be famous and have lots of fans.
If I work hard and save my money, I can become a millionaire.
I hope that I live in a big mansion with lots of room for all my friends and family.
Some rich people have home theaters in their homes. They can watch movies anytime they want.
Lots of rich and famous people drive cool sports cars.
Is it faster to fly in a plane or a helicopter?
If I have a jet, I will fly around the world with my best friends.
Maybe I will have a yacht to go to my own island if I'm rich and famous.

1. yacht

2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

b. In pairs: What do you think are some good things about being a celebrity?

Celebrities usually have a lot of money.

They live in mansions and drive sports cars.





Reading

a. Read the article about an interview with a teenage celebrity.

Does he live like a normal teenager? 1. yes 2. no



TJ ROCKWILDER: CELEBRITY MILLIONAIRE

By William Wilson

Last week, I flew to Miami to interview TJ Rockwilder. The 14-year-old musician is famous for his song, *Bad Boy Summer*.

Q: This is a nice mansion! Tell me about it.

He said his (1) _____ had twenty rooms because he liked to invite all his friends to stay overnight. He also told me he had a special gaming room and a home theater.

Q: What can't you live without?

He told me that he couldn't live without video games.

Q: Do you have any pets?

He said that he did. He told me that he had a big dog and that she slept in his room. He also told me that he had two parrots. Their names were Paul and Mathew.

Q: Do you go to school? How do you get there?

He said that he went to school by helicopter most days. He told me that his dad was a pilot.

Q: What do you do in your free time?

He said that he traveled to islands on his yacht. He told me he went to a new island every weekend.

b. Read and circle the answer that best fits the numbered blank.

1. A. sports car B. mansion C. helicopter

Now, read and circle **True** or **False**.

2. TJ said that he never invited his friends to stay overnight.
3. TJ told the interviewer that he couldn't live without his guitar.
4. TJ said that he had three pets.
5. TJ told the interviewer that his dad was a pilot.
6. TJ said that he traveled to a new island every month.

True **False**
True False
True False
True False
True False

c. Listen and read. 

d. In pairs: Would you like to live like TJ? Why (not)?

I wouldn't like to live like TJ because I want to have a simple life.



Grammar Meaning and Use

Reported speech for statements

We can use **reported speech** to repeat what people said in the past in our own words.

Jane: I **have** a helicopter and a mansion.

John: Jane **said** she **had** a helicopter and a mansion.

a. Read about reported speech for statements and fill in the blanks.

b. Listen and check your answers. Listen again and repeat. 





Grammar Form and Practice

Reported speech for statements

- We usually begin **reported speech** for statements with **subject + said (that)**. We can also use **subject + told + object (that)** when we want to say who the subject was speaking to.

- We often change the **Present Simple** to **Past Simple**:

The living room **has** expensive sofas.

→ He said (that) the living room **had** expensive sofas.

- We change **can** to **could**:

My brother **can** play the drums.

→ She said (that) her brother **could** play the drums.

I **can't** sing.

→ He told me (that) he **couldn't** sing.

- We change **pronouns** and **possessive adjectives** to show the reporter's point of view:

I don't like **my** brother's house.

→ She said (that) **she** didn't like **her** brother's house.

- a. Read the notes and examples on the left, then fill in the blanks.

- Joshua: *I ride horses in my free time.*
William: He said that he rode horses in his free time.
- Deborah: *My father doesn't like expensive cars.*
William: She told me he didn't like expensive cars.
- Alex: *I'm not a celebrity.*
William: He said he wasn't a celebrity.
- Andrew: *My pet snake is dangerous.*
William: He told me that it was dangerous.
- Jenny: *I can't fly a helicopter.*
William: She said that she couldn't fly a helicopter.

- b. Complete the sentences to report what these people said.

- Michelle: *I have a pet snake.* William: She said that she had a pet snake.
- Robert: *My sister is a famous musician.* William: He told me that she was a famous musician.
- Amanda: *My father doesn't like his new mansion.* William: She told me that he didn't like his new mansion.
- Jacob: *I can't live without my sports car.* William: He said that he couldn't live without his sports car.
- Betty: *I don't have an expensive yacht.* William: She told me that she didn't have an expensive yacht.

- c. In pairs: Take turns reporting what these people said to you. He told me that he wasn't a millionaire.



"I'm not a millionaire."



"I have a really big jet."



"I don't like sports cars."



"My mansion has a home theater."



Pronunciation

Sounds

- a. Focus on the final /d/ sound.

- c. Listen and circle the word you hear.

had hat
rode wrote
played play

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

reported, told, said

- d. Read the words to your partner using the sound noted in "a."





Practice

a. Point, ask, and answer about what the people said using reported speech.

This is a nice home!
Tell me about it.

What can't you live without?

Do you have any pets?

Do you go to school?
How do you get there?

What do you do in your free time?



"My mansion has 25 rooms."
"I can't live without my yacht."
"I love going rock climbing."



"My mansion has ten bedrooms and a home theater."
"My pet cat isn't friendly."
"I go to school in my sports car."



"I can't live without my giant bed."
"I fly around the city in my new helicopter in my free time."
"I like going to the world's most expensive restaurants."



"I can't live without my music."
"I go to school in my dad's sports car."
"I buy new sports cars in my free time."

b. Use your own ideas to make similar sentences about yourself and tell your partner. Then, report your partner's statements to another student.



Nghi told me she loved singing in her free time.



Speaking

REPORTING AN INTERVIEW WITH A TEENAGE CELEBRITY

- a. You're a famous young celebrity with a very interesting and different life. A journalist is interviewing you at your home. In pairs: P115 File 4.
- b. You're talking about the interview on TV. Join a new partner. Tell them what the famous teenage musician told you in your interview.



I interviewed the famous teenage musician, _____.

First, we talked about her/his home.
She/He said that...

After that, we talked about...

c. In pairs: Do you think being rich and famous is good for teenagers? Why (not)?

I think being rich is good. You can do lots of things when you're rich.
However, being famous is bad because everyone will know about your life.



Teens

LESSON 3

Can you...?

- talk about problems teens have where you live
- write a passage about a problem teenagers have

Writing Skill: Writing a problem and solution passage



Let's Talk!

In pairs: Look at the pictures.
What problems do you think the pictures are about?
What other problems do many teenagers have?



Reading

a. Read Alex's passage about stress. What is the main cause of stress for teens?

1. relationships

2. school

3. family

b. Now, read and answer the questions.

1. What do many students attend after school?

extra classes

2. What do students have to do after they finish their homework?

3. What does the writer say about the effects of not having time to relax?

4. What kind of classes does the writer think schools should have?

5. What does the writer say that parents should give their children?

The Teen Stress Problem - by Alex Cooper

These days, many teenagers feel stressed.

At school, they have a lot of things to study, and they often have tests. Many students **attend** extra classes after school, too. When they get home, they have lots of homework to do. When they finish their homework, they have to help their parents with chores. This means that many young people don't have much time to relax, so they find it difficult to sleep or focus on their school work.

I have some ideas about how to help teenagers with this problem. I think that schools should have yoga classes because yoga can help to reduce stress. I also think that parents should give their children some time to relax after school.

I really believe that if more young people do yoga and relax, they will be less stressed.

c. Listen and read. 

d. In pairs: Do you think the writer's ideas are good? Why (not)?

I think doing yoga is a good idea because it is good for our mind and body.



Writing

a. Read about writing problem and solution passages. Then, read Alex's passage again and answer the question. How many causes and solutions did Alex describe in his passage?

Writing Skill

Writing problem and solution passages

To write a problem and solution passage, you should:

1. Introduce the problem.
These days, many teenagers are unhealthy.
2. Explain the problem in detail. You can talk about its causes and/or effects.
*There aren't many places in our city to do exercise or play sports. This means that many young people do not exercise, so they don't become **fit** and strong.*
3. Give solutions and explain why they work.
I have an idea about how to solve this problem. Our city needs more sports centers for teenagers. This will help teenagers to exercise more often.
4. Summarize your main points and say how your solutions will solve the problem.
I believe that if there are more places for teenagers to exercise, they will be much more fit and healthy.

b. Read the sentences and write **P** for problem or **S** for solution.

- ☒ P A lot of young people in my town lose their smartphones.
- ☐ Another school bus will help to solve this problem.
- ☐ I have an idea about how to solve this problem. Teenagers should get jobs during the summer holidays.
- ☐ One way to solve this problem is keeping the phone in a pocket or bag when we go outside.
- ☐ Many teenagers feel bored during the summer holidays.
- ☐ Students at my school are often late.



Speaking

THE BIGGEST PROBLEMS FOR TEENAGERS

a. In pairs: Discuss and list three to four problems teenagers have.

Many teenagers spend too much time on their phone. I think that's a problem.

Yeah. And a lot of them don't eat healthy food or do exercise.

b. Now, choose the biggest problem you discussed. In pairs: Discuss the points on the table below and write in your own ideas.

Problem:
Details
Why it's bad:
Its effects:
Solution(s)
Solution:
Why it works:
Conclusion:

I'll write about teenagers spending too much time on their phone.

OK. What are the causes?

You can do lots of things on your phone, like playing games.

That's a good idea. And...

Let's Write!

Now, write a problem and solution passage about the problem you discussed in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

Feedback

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



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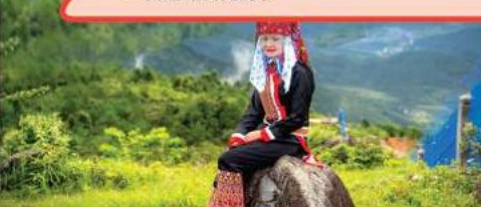
Review materials for Unit 7

Traditions of Ethnic Groups in Vietnam

LESSON 1

Can you...?

- talk about the culture of ethnic groups in Vietnam
- use articles



Let's Talk!

In pairs: Look at the pictures. Do you know the ethnic groups of these people? What's your ethnic group? What are some traditions of your group?



New Words

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



headscarf

pottery

~~embroidery~~

cloth

basket

1



embroidery

2



3



4



5



b. Fill in the blanks with the correct words. Listen and repeat.



- **ethnic:** connected to a group of people sharing same cultures, traditions, and languages
- **silver:** a shiny, white material often used to make jewelry or coins, etc.
- **pattern:** a design regularly made from repeated lines, shapes, or colors
- **product:** a thing that people grow or make, usually for sale

1. I have a silver necklace. It's very beautiful and shiny.
2. There are 54 _____ groups in Vietnam. The *Kinh* people have the largest population.
3. I love the _____ on this skirt. The stars and clouds look very pretty together.
4. The local people make lots of different _____s and sell them at the market.

c. In pairs: Use the new words to talk about traditional arts and crafts you know.



Making pottery is a traditional craft in Bát Tràng, Hanoi.





Reading

a. Read the article about the **Chăm** people. What's the main topic of the article?

1. **Chăm** family traditions

2. **Chăm** traditional clothes and crafts

The **Chăm** are an (1) _____ group in Vietnam. Their population is about 180,000 people (2019). They mainly live in Central and Southern Vietnam, in provinces such as Ninh Thuận and An Giang.

The **Chăm** are very talented at making crafts. The **Chăm** in Ninh Thuận are especially famous for their pottery products. They make everything by hand. The **Chăm** women make pottery, and the men help them by collecting wood.

The **Chăm** in An Giang, on the other hand, make beautiful cloth. The cloth has traditional patterns such as squares, clouds, flowers, etc. A special piece of cloth can take up to 15 days to make. An **experienced** **Chăm** woman can make enough cloth for one simple skirt each day.

The **Chăm** wear simple but pretty clothes. Both men and women wear long skirts with shirts. In Central Vietnam, **Chăm** men wear white headscarves. The women wear long shirts, similar to *áo dài*, and belts over their shoulders and across their bodies. In Southern Vietnam, **Chăm** men wear hats instead of scarves, and the women cover their hair with long scarves.

b. Read and circle the answer that best fits the numbered blank.

1. A. embroidery B. ethnic C. silver

Now, read and fill in the blanks.

- Most of the **Chăm** people live in _____ and _____ Vietnam.
- The **Chăm** in Ninh Thuận make beautiful _____ by hand.
- Some common patterns on **Chăm** cloth are _____, _____, and _____.
- Both **Chăm** men and women wear _____ and shirts.
- The **Chăm** women in _____ wear long scarves and don't show their hair.



c. Listen and read.

d. In pairs: What are some similarities and differences between your ethnic group and the **Chăm**?

We also make pottery, but our traditional clothes are different.



Grammar Meaning and Use

Articles

We can use the **definite article (the)** when our listener/reader knows the particular person, people, or thing(s) we're talking about, or when there is only one of that thing.

We can use the **indefinite article (a/an)** when we talk about one thing or one member of a group of things.

We use the **zero article (Ø)** when we talk about things in general or when we use names of people and places (villages, cities, provinces, countries).

The Chăm people have **a** traditional dance. They call it **(Ø)** Apsara.

The M'Nông people in **(Ø)** Đắk Nông Province have lots of **(Ø)** interesting folk tales.

a. Read about articles and fill in the blanks.

b. Listen and check your answers.

Listen again and repeat.

_____ in _____
Province eat a famous dish.
They call it *com lam*.

Red Dao

Lào Cai

com lam



Grammar Form and Practice

Articles

The *Brâu* have a population of only about 400.

Cloth making is a very long process. A traditional *Hmong* skirt can take four to six months to make.

Some ethnic groups in the Central Highlands have (Ø) similar clothes and foods.

The *Khmer* mainly live in (Ø) Sóc Trăng, (Ø) Trà Vinh, and (Ø) Kiên Giang.



a. Read the examples above and unscramble the sentences.

1. population/of/about/have/Mường/a/The/million./1.5/people

The Mường people have a population of about 1.5 million.

2. often/on/girls/wear/and/baskets/back./women/their/Ê-đê

3. people/to/of/like/The/lots/jewelry./wear/silver/Hmong

4. make/women/the/groups,/many/own/their/clothes./In/ethnic

5. products/pottery/ethnic/Making/traditional/a/several/of/groups/in/Vietnam./craft/is

6. collection/of/have/Nùng/The/folk/a/large/songs./people

b. Fill in the blanks with *a*, *an*, *the*, or zero article (Ø).

1. Ø *Hmong* women wear headscarves and Ø clothes with beautiful embroidery.

2. Ê-đê people mainly live in Đắk Lắk, Phú Yên, and Đắk Nông.

3. snails and hearts are common patterns on *Hmong* clothes.

4. Chăm girls start learning how to make cloth from the age of 10–12.

5. Canh thụt is traditional dish of the M'Nông.

6. The *Khmer* people celebrate their new year in April. It's important festival to them.

c. In pairs: Talk about traditional clothes, food, and customs of your ethnic group.

The *Kinh* people wear áo dài. In Southern Vietnam, we eat a special cake at Tết. We call it bánh tét.

Pronunciation

Word Stress

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

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

ethnic, silver, shiny

c. Listen and cross out the one with the wrong stress.

pretty perfect common special

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





Practice

a. Practice the conversation. Fill in the blanks with the correct articles.
Swap roles and repeat.

James: Can you tell me about __ *Pu Péo* people?

Mary: Yes. __ *Pu Péo* people are __ ethnic group in *Hà Giang*.

James: What are their traditional clothes like?

Mary: Their clothes are mostly *black*. They decorate these with __ *small pieces of colorful cloth*. __ women wear *long skirts and headscarves*. __ men wear *shirts and pants*.

James: Do they have any traditional crafts?

Mary: __ *Pu Péo men make* __ *great wooden furniture*.

James: What about their traditions and customs?

Mary: *They believe that there are gods in forests and hold* __ *special ceremony every year*.

James: Cool.

Mary: *They wish for* __ *health and good luck from their forest gods*. Then, they grow trees.

James: Great. Thanks for talking to me!

Red Dao

Red Dao

Northern Vietnam

black and red embroidery and silver pants, red headscarves shirts, pants, headscarves

They make *giấy dó*, __ special kind of paper.

At weddings, the bride wears __ big hat over her body.

And they play lots of music at __ weddings.

Chu Ru

Chu Ru

Lâm Đồng and Ninh Thuận

black and white red patterns long skirts, shirts, scarves long skirts, shirts, headscarves

They're famous for their __ pottery products.

__ men live with their wives' families.

And __ wives make all the important decisions.

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



Speaking

THE PEOPLE OF VIETNAM

a. You're learning about different ethnic groups' cultures. Student A, ask questions and complete the notes for the *Hmong* people. Student B, **File 2**. Swap roles and repeat. Student A, answer questions about the *Tày* people.

The Hmong people

Live in: Northern Vietnam (Hà Giang, Lào Cai, Sơn La, etc.)

Traditional clothes: colorful with lots of patterns

• Women: shirts, ____, headscarves,

• Men: shirts, pants, ____

Traditional crafts:

• Cloth making: use ____, decorate with ____

Traditions and customs:

• Men: do the ____ on the first day of a year; don't eat ____ for three days

The Tày people

Live in: Northern Vietnam (Lạng Sơn, Cao Bằng, Tuyên Quang, etc.)

Traditional clothes: black or dark blue

• Women: shirts with skirts or *áo dài*, headscarves, silver jewelry

• Men: shirts, pants, hats

Traditional crafts:

• Basket making: use bamboos or other plants, decorate with beautiful patterns

Traditions and customs:

• Collect water from a small, clean river on the first day of a year, and use it to make tea or wash their faces



b. Do you know any other ethnic groups in Vietnam? What do you know about their cultures?

I know that the *Hoa* people in Ho Chi Minh City live in Chợ Lớn in District 5. They also celebrate Lunar New Year and Mid-Autumn Festival like the *Kinh* people.



Traditions of Ethnic Groups in Vietnam

LESSON 2

Can you...?

- report a conversation with an ethnic minority about crafts, food, and culture
- use reported speech for questions

Conversation Skill: Showing interest to get more information



Let's Talk!

In pairs: Look at the pictures. What kinds of food and crafts can you see?
Do you know which ethnic groups eat each food or make each craft?
What are some traditional kinds of food and crafts of your ethnic group?



New Words

a. Look at the pictures and fill in the blanks. Listen and repeat.



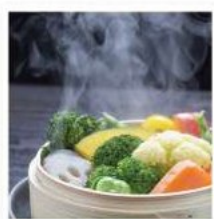
blouse



apron



sticky rice



steamed



utensils



corn

1. I am trying to eat healthily. I eat a lot of steamed vegetables.
2. Chopsticks, knives, forks, and spoons are all examples of _____.
3. I love eating _____ and fruit for **dessert**.
4. My mom wears a(n) _____ when she cooks.
5. I'm wearing a white shirt and blue pants. My sister is wearing a blue _____ and a black skirt.
6. _____ is a tall plant. People often use it to make food products.

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

My mom makes sticky rice cakes for Tết.



Listening

a. Listen to Sarah telling John about her vacation.
What does John think about her trip? 

1. boring 2. interesting 3. scary

b. Now, listen and circle the correct answer. 

1. Where did Sarah go on vacation?

☒ A. Hà Giang

B. Đắk Lắk

C. Lâm Đồng

2. What was the girl's name?

A. Củng Thị Mây

B. Tráng Thị Mai

C. Phạm Thị Dung

3. What did the girl usually wear?

A. a red headscarf

B. a blue vest

C. a black apron

4. What did she grow in her field?

A. rice and corn

B. corn and vegetables

C. rice and vegetables

5. What did she do for fun?

A. sewing

B. growing flowers

C. dancing



Conversation Skill

Showing interest to get more information

To show you are listening and get more information, say:

☐ Oh?

☐ And?

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

d. Now, listen to the conversation again and number the phrases in the order you hear them. 

e. In pairs: What was the most interesting thing you learned about the girl? What else would you like to learn about her? Why?

The most interesting thing was her clothes. I'd like to learn more about what she does every day because I think her life is very different.

Grammar Meaning and Use

Reported speech for questions

We can use **reported speech** to say or repeat questions that someone asked before the time of speaking.

"What food do you like best?"

→ I **asked** him **what** food he **liked** best.

"Do you have any brothers or sisters?"

→ I **asked** her **if** she **had** any brothers or sisters.

We can use **whether** when reporting yes/no questions, instead of **if** in formal situations.

The journalist **asked** them **whether** they **had** any interesting traditions.

a. Read about reported speech for questions and fill in the blanks.

b. Listen and check your answers. Listen again and repeat. 





Grammar Form and Practice

Reported speech for questions

- To report a *Wh*-question, we use: **Speaker + asked + listener + *Wh*-question** (in a past statement form).

Mary said to John: "When do you go to school?"

→ She asked him when he went to school.

Tom said to Bill and Sally: "Where do you live?"

→ He asked us where we lived.

- To report a *Yes/No* question, we use: **Speaker + asked + listener + *if/whether** + *Yes/No* question** (in a past statement form).

Bill's parents said to Lucy: "Do you eat meat?"

→ They asked her if she ate meat.

Kim said to her grandparents: "Are you hungry?"

→ She asked them whether they were hungry.

*Note that *whether* is slightly more formal than *if*.

a. Read the notes and examples above, then circle the correct words.

- Sam → Mary: "What do you like to eat?"
Sam → Tom: "I asked her what she like/liked to eat."
- Ben → Logan & Lily: "What do you usually wear?"
Logan & Lily → Lisa: "He asked us what we usually wear/wore."
- Ella & Linda → Paul: "Do you live in Vietnam?"
Ella & Linda → Carol: "We asked him whether he lives/lived in Vietnam."
- Sofia → Jacob: "What do you do for fun?"
Sofia → Ethan: "I asked him what he does/did for fun."
- Mia → Don: "Do you have any interesting traditions?"
Ken → Joe: "Mia asked him if he has/had any interesting traditions."

b. Complete the sentences to report what these people asked.

- "Do you make any crafts?"
He asked her if she made any crafts.
- "What do you grow in the fields?"
She _____ him _____.
- "When do you eat dinner in your house?"
She _____ them _____.
- "Are you married?"
They _____ Michael _____.
- "Do you wear any traditional clothes?"
He _____ us _____.

c. In fours: Take turns asking and answering questions in pairs from this page or using your own ideas. Then, report them to one of the other group members.

Who do you live with?

I live with my mom and dad.



I asked her who she lived with.

And?



She said that she lived with her mom and dad.



Pronunciation

Sounds

a. Focus on the sound /oʊ/.

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

cloth

go

home

clothes

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

grow, sewing, oh

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



Practice Take turns reporting the questions and answers. Remember to show interest to get more information as you listen. Swap roles and repeat.



A: Hello. What's your name?
A: Where do you live?
A: Do you live with your family?
A: What do you usually wear?
A: Do you make any crafts?
A: What do you like to eat?
A: What crops do you grow in your fields?
A: Do you have any interesting traditions?



B: Hello. My name's **Đan Thị Hiệu**.
B: I live in **Ninh Thuận Province, Vietnam**.
B: Yes, I do. I live with **my son and grandchildren**.
B: I usually wear **a long skirt, a shirt, and a headscarf**.
B: Yes, I make **pottery and utensils**.
B: I like to eat **steamed rice, soup, and vegetables**.
B: We grow **rice, fruit trees, and vegetables**.
B: Yes, I do.

He asked her what her name was.

She said that it was **Đan Thị Hiệu**.

And?

Speaking **MEETING SOMEONE INTERESTING**



Show interest to get more information.

a. You recently met an ethnic person from Vietnam on a trip and want to tell your friend about it.
 In pairs: Student A, you spoke with a **Chu Ru** man. Tell your friend about your vacation using the notes below.

How was your vacation?

It was great. I went to **K'răng Gọ Village** in **Lâm Đồng Province**.

Awesome.

I met a really interesting **Chu Ru** man.

And?

I asked him what his name was.

A Chu Ru man

Where: **K'răng Gọ Village, Lâm Đồng Province**
 Name: **Ya Tuất**
 Wear: **long skirt, shirt, and headscarf**
 Like to eat: **meat, steamed rice, and vegetables**
 Make crafts: **Yes. Utensils from clay**
 Interesting traditions: **Chu Ru women ask the men to marry them**

A Red Dao woman

Where: **Tà Phìn Village, Lào Cai Province**
 Name: **Tấn Tà Mỷ**
 Wear: **pants, long blouse, and red headscarf**
 Like to eat: **meat, sticky rice, and soup**
 Make crafts: **Yes. Jewelry**
 Interesting traditions: **leave banana flowers at a new mother's door**

b. Swap roles and repeat. Student B, you spoke with a **Red Dao** woman. Tell your friend about your vacation using the notes above.
 c. What information would you most like to learn about different ethnic groups? Why?

I'd like to learn about their festivals because I want to take part in one when I travel in the future.



Traditions of Ethnic Groups in Vietnam

LESSON 3

Can you...?

- talk about fun things to do at ethnic villages in Vietnam
- write a passage about a trip to an ethnic village in Vietnam

Writing Skill: Giving supporting information



Let's Talk!

In pairs: Look at the pictures. What activities are they doing?
What other activities do people often do when they visit ethnic villages?



Reading

a. Read Lan's passage and choose the best topic sentence.

1. Jun Village is one of the most beautiful places in Vietnam.

2. I had an exciting trip to Jun Village.

_____. It's an old village by Lák Lake in Đák Lák Province. My family and I visited this village last summer.

There are some hotels in Jun Village, but we decided to stay in a homestay with a M'Nông family. We joined lots of fun activities. We went boating on Lák Lake. I think it's one of the most beautiful lakes in Vietnam. We also visited a M'Nông traditional **stilt house** and watched a **gong** performance there. It was really interesting to listen to the sound of gongs and do a folk dance with local people. My family and I ate many kinds of traditional food like *com lam*, grilled chicken, and *lẩu cá lăng*. They were delicious! We also learned how M'Nông people make their traditional cloth and baskets.

Our trip to Jun was very exciting. I think you should spend your vacation in this beautiful village.



b. Now, read and answer the questions.

1. Where's Jun Village?
2. Where did Lan stay on her trip to Jun Village?
3. What does Lan think about Lák Lake?
4. What food did she try?
5. What did Lan learn on the trip to Jun Village?

by Lák Lake in Đák Lák Province

c. Listen and read.

d. In pairs: What do you think about the activities Lan did on her trip? Would you like to try any of them?

I think the activities sound exciting. I would like to watch a gong performance.



Writing

a. Read about giving supporting information. Then, read Lan's passage again and underline the facts, examples, and opinions.

Writing Skill

Giving supporting information

To write a good passage, you should give supporting information for each point you make. Here are three common types of supporting information.

- Facts** – give true information to support the main point. The information answers questions like *who, what, when, ...?*
I had a fun trip to Quỳnh Sơn. It's a village in Lạng Sơn, Vietnam. I went there last summer.
- Examples** – give specific examples to support the main point
I learned a lot about their culture. We learned how to fish on a lake. We also saw a traditional Tày folk music and dance show.
- Opinions** – give your personal opinions to help support the main point
I had a fun trip to Quỳnh Sơn. I think you should visit this village.

b. Read the topic sentence and the supporting information. Then, write "F" for facts, "E" for examples, and "O" for opinions.

I had an interesting trip to Chăm Châu Giang Village.



- | | |
|---------------|--|
| 1. <u>F</u> | There are some hotels in Chăm Châu Giang Village, but we stayed with a Chăm family. |
| 2. <u> </u> | I tried some Chăm foods like <i>com nị</i> , <i>cà púa</i> , and <i>bánh tằm</i> . |
| 3. <u> </u> | It's a Chăm village in An Giang, Vietnam. |
| 4. <u> </u> | I think you should spend your holiday in Chăm Châu Giang Village. |
| 5. <u> </u> | We joined lots of fun activities during the trip. We visited famous Chăm buildings and wooden stilt houses. We also watched a traditional Chăm music and dance show. |
| 6. <u> </u> | We learned how to make traditional Chăm cloth. |

Speaking

TRIPS TO ETHNIC VILLAGES IN VIETNAM

a. You had a fun trip to an ethnic village. Student A, **File 6**. Student B, ask and take notes on what Student A said. Swap roles and repeat. Student B, answer using the notes and your own ideas.

Where did you go on your holiday?

We went to Kon K'Tu Village in Kon Tum.

Kon K'Tu Village, Kon Tum

- When? _____
- Who you went with? _____
- Where you stayed? _____
- What you did?
 - _____ in the national park
 - _____ on Đắk Bla River
- What you ate? Bahnar traditional foods: _____, _____, and gói lá
- What you learned? how to make traditional _____

Phia Thấp Village, Cao Bằng

- When? _____
- Who you went with? _____
- Where you stayed? _____
- What you did?
 - Go biking through quiet and peaceful villages
 - Climb a mountain
- What you ate? Nùng traditional foods: five-colored sticky rice, bánh khảo, and roasted pork
- What you learned? how to make traditional cloth

b. In pairs: What do you think about the trips to Kon K'Tu and Phia Thấp? Would you like to go there?

Let's Write!

Write a passage about one of the trips to the ethnic villages you discussed in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

Feedback

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



pages

104–105

Review materials for Unit 8

Unit 1

Review

In this lesson, you'll review...

- leisure activities, likes and dislikes
- making free time activity plans with friends

Listening

You will hear Jenny talking to her mom about leisure activities. Which activity does each person like? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

Example:		Free time activities	
0. Jenny	F	A. play board games	
People		B. go rock climbing	
1. Alice		C. go jogging	
2. Becky		D. chat with friends	
3. Chris		E. design jewelry	
4. Daniel		F. play handball	
5. Emily		G. watch sports	
		H. hang out with friends	

Reading

Read the text messages. Choose the correct answer (A, B, or C).

Example:

0. Who will practice a sport tomorrow?

0	☒ A	☐ B	☐ C
---	------------------------------------	-------------------------	-------------------------

- Who can't come to the park?
- Who will arrive at the park late?
- Who will take part in a competition?
- Who will need to leave the park early?
- Who wants to watch a competition?

Answer:

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

20:05



Hi, everyone. Do you want to play shuttlecock at the park tomorrow at around 6 p.m.?

Robert

A

Hi, Robert! Sure! I have table tennis practice tomorrow from 7 p.m. to 8 p.m. I'll come to the park, but I'll have to leave early.

Rachel

B

Sorry, Robert. I can't come tomorrow. I have a roller skating competition until 8.30 p.m. It's at the sports center. I'm really excited! I practiced a lot, so I hope I'll do well tomorrow. Maybe I'll see you after the competition.

David

C

Hi, guys. Sorry, but I will be a little bit late. My sister and I have a piano class until 6.30 p.m. Can I meet you at the park after our class? My sister can come, too. And David, good luck with your roller skating competition! Can we come to watch you skate? It sounds really fun!

Annie





Vocabulary

Fill in the blanks with the words from the box.

jogging	fishing	sewing	karate	knitting
	board games	cycling	jewelry	

1. Martial arts like _____ are fun, but you can get hurt.
2. I enjoy going _____ in my town because the roads here are safe for bikes.
3. I like _____. I'm making a sweater using red and white wool.
4. I go to a _____ class on the weekends. I want to make a shirt.
5. Arts and crafts are fun. I really enjoy designing _____.
6. Do you want to go _____ at the lake next week? I'm sure we'll catch something good.
7. I can't go _____ this weekend because my knee hurts.
8. I often stay home and play _____ with my family in the evenings.



Grammar

a. Write sentences using gerunds and the prompts.

1. Alice/prefer/hang out/friends/weekends.
2. We/not like/play/shuttlecock.
3. you/prefer/chat online/or/play board games/friends?
4. I/hate/sew/because/it/boring.
5. they/not like/they/prefer/play table tennis/rock climb.

b. Circle the correct words.

1. She doesn't *have/has* English class tomorrow.
2. I don't really like dancing. I prefer *sing/singing*.
3. Do you have any plans *from/until* 6 p.m. to 8 p.m.?
4. My brothers *hate/hates* going jogging.
5. What do you enjoy *do/doing* in your free time?



Pronunciation

Circle the word that has the underlined part pronounced differently from the others.

- | | | | |
|---------------|----------------|------------|---------------|
| 1. A. friends | B. games | C. sports | D. weekends |
| 2. A. jogging | B. shuttlecock | C. soccer | D. clothes |
| 3. A. science | B. skateboard | C. scooter | D. basketball |



Writing

Write about your schedule for next week using the present simple. Write 80 to 100 words.



Review

In this lesson, you'll review...

- life in the country and the city
- folk games and activities in the country



Listening

You will hear two students talking about country and city life. Listen and fill in the blanks. You will hear the information twice. 

City vs Country Life

There are lots of these in the city:	0 _____ museums and malls
What Jessica likes in the city:	1 _____
There is more of this in the country than the city:	2 _____
There are too many of these in the city:	3 _____
There isn't enough of this in the city:	4 _____
There aren't enough of these in the country:	5 _____



Reading

Look and read. Choose the correct answer (A, B, or C).

Hello. My name is Tâm, and I live in Di Linh, Vietnam. It's about 230 kilometers away from Ho Chi Minh City.

I really like to play and have fun with my friends. I love to play spinning tops. I think it's a really fun game. I also like to play tug of war. I'm strong, so I'm really good at it. My friends often play shuttlecock. I don't really like it. I think it's boring. I prefer to jump rope or go to my folk dance class. I dance with my sister every Sunday. We're not very good at it, but we always have a good time when we dance. My brother doesn't really like to dance. He usually picks flowers or makes jewelry. My family likes to play board games together. We sometimes play after dinner or before bed.

I want to learn some more folk games and teach them to my friends and family. I think they'll like it.

Example:

Answer:

0	☐ A	☒ B	☐ C
1	☐ A	☐ B	☐ C
2	☐ A	☐ B	☐ C
3	☐ A	☐ B	☐ C
4	☐ A	☐ B	☐ C

0. Where does Tâm live?

- A. Ho Chi Minh City
- B. Di Linh
- C. Đà Nẵng

1. What is Tâm good at?

- A. tug of war
- B. board games
- C. shuttlecock

2. What does Tâm like to do more than to play shuttlecock?

- A. pick flowers
- B. read
- C. jump rope

3. What activity does Tâm's brother not like to do?

- A. dance
- B. make jewelry
- C. play tug of war

4. What does Tâm's family like to do together?

- A. jump rope
- B. play board games
- C. play spinning tops





Vocabulary

Circle the correct answers.

- It's going to take a long time to get home. There are lots of _____ on the street.
a. spinning tops b. vehicles c. noises
- I'm going back to my _____ this weekend. My parents still live there.
a. hometown b. vehicle c. room
- My brother is really strong. His team always wins _____.
a. tug of war b. jump rope c. spinning tops
- There's so much _____ in my village. There are lots of beautiful birds and flowers.
a. noise b. fresh air c. nature
- There isn't any _____ in the country. There's nothing to do for fun.
a. entertainment b. peace c. room
- I prefer to live in the city because there are more public _____ such as sports centers and libraries.
a. room b. facilities c. nature
- Many kids in the country _____ cows or water buffalo to help their parents.
a. pick b. herd c. jump



Grammar

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

- There are too much vehicles in the city. _____
- There are more nature and fresh air in the country. _____
- I don't like tug of war. I prefer pick flowers. _____
- Where do they like hang out? _____
- There aren't many hospital or schools in the country. _____
- Who usually do you play spinning tops with? _____
- There aren't enough entertainment in the country. _____



Pronunciation

Circle the word that has the underlined part pronounced differently from the others.

1. A. kids B. like C. pick D. visit
2. A. hang B. play C. games D. space
3. A. nature B. beach C. school D. much



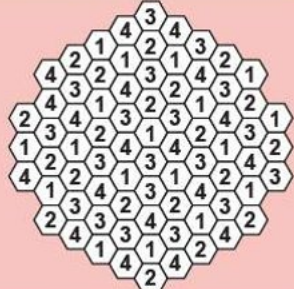
Writing

Write about the differences between country life and city life. Write 80 to 100 words.



Semester 1 Mid-term Review

Speaking Play the board game.

Board game	Win the game
- Pairs take turns. - Play rock, paper, scissors. - Winning pair goes first. - Cover your eyes and use a pencil to pick a number. Move that number of steps. - In pairs, use the useful language from the units correctly or move back to where you were.  	The first pair to get to the FINISH wins tickets to a water park. 

Play the game to win tickets to a water park.

START



Country



things to do

You can't find your friend.
Move back one space.

Saturday morning
6-8 a.m.



Your sister bakes a cake for you. Move forward two spaces.



City



entertainment

A: Do you want to...?
B: ...



Country



nature

Say what kids in your hometown like to do.



Ask your friend if kids in their hometown like to jump rope.

You rent a bike. Move forward two spaces.

Ask your friend what kids in their hometown like to do.



City



fresh air

It's raining! Move back two spaces.

FINISH



City



pollution



Writing

Make notes about a folk game you enjoy playing.

What is the folk game?	_____
When did you start playing this game?	_____
Who do you play with?	_____
Where do you play?	_____
When do you usually play?	_____
What's your opinion about this game?	_____

Now, use your notes to write a descriptive passage about a folk game you enjoy playing. Write 80 to 100 words.

Semester 1 Mid-term Evaluation

I can...

- talk about leisure activities, likes, and dislikes using verbs (to express preference) + gerund. ★★★★★
- make free time activity plans with friends using Present Simple for future meaning and prepositions of time. ★★★★★
- talk about life in the country and the city using quantifiers with countable and uncountable nouns. ★★★★★
- talk about folk games and activities in the country using verbs (to express preference) + to-infinitives and adverbs of frequency. ★★★★★
- write basic descriptive passages and long-form announcements. ★★★★★

If you give yourself fewer than 3 stars, review units 1–2 on pages 4–23.



Review

In this lesson, you'll review...

- effects of pollution
- how to reduce pollution



Listening

You will hear a teacher talking about pollution. Listen and fill in the blanks.

You will hear the information twice. 

POLLUTION

- Biggest issue: (0) air pollution
- Its effect: causes many (1) _____
- If we don't improve it: people will need to (2) _____ most days
children won't be able to play outside
exercising outdoors will make you (3) _____
- What people should do: use (4) _____ instead of coal or oil
save electricity
make (5) _____ better



Reading

Read the passage. Choose the best word (A, B, or C) for each space.

LET'S HELP OUR ENVIRONMENT!

Our town is getting more polluted. (0) _____ we all work together, we will help make our town cleaner. There are a few things we can do.

First, we should reuse things like plastic bottles and bags (1) _____ we can reduce land pollution. Making these things takes lots of energy, (2) _____ reusing them does not cause any pollution.

Second, we should help clean (3) _____ rivers so that we can reduce water pollution. If we clean up our rivers once a week, we (4) _____ reduce lots of trash. It will also help people learn that they should not throw trash into rivers.

Last, we should save electricity, and we (5) _____ waste water. Power plants often cause lots of pollution, and in the future, we might not have enough clean water.

These ideas are very simple. We should do our best to protect our environment!

Example:

0. A. Before

B. Because

C. If

Answer:

0	A	B	C
	☐	☐	☒

1. A. so that

B. and

C. but

2. A. because

B. so that

C. and

3. A. in

B. to

C. up

4. A. won't

B. will

C. would

5. A. shouldn't

B. won't

C. couldn't

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C



Read the clues and complete the crossword puzzle.

- the crossword puzzle.
- our rivers.
- reuse things.
- can help
- they built
- many ____.
-
- 1 2 3 4 5 6 7 8 9 10
- ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓
- → → → → → → → → →
- S L
- L E
- I E
- E

a. Write First Conditional sentences using the prompts.

- [illegible]

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|---------------|------------|------------|-----------|
| 1. A. climate | B. protect | C. damage | D. forest |
| 2. A. reduce | B. reuse | C. pollute | D. happen |
| 3. A. recycle | B. energy | C. tourism | D. animal |

Write about how we should help the environment, and why. Write 80 to 100 words.



Review

In this lesson, you'll review...

- talking about disasters
- giving advice on what to do in disasters



Listening

You will hear a boy talking to his classmate about a disaster. Listen and complete questions 1–5. You will hear the conversation twice. 



0. Ben is reading about a _____ typhoon _____.
1. The disaster happened in the year _____.
2. The disaster mostly happened in _____ Korea.
3. About _____ people died.
4. The storm caused almost _____ billion dollars of damage.
5. The highest wind speed was _____ km/h.



Reading

Look and read. Choose the correct answer (A, B, or C).

WILDFIRE WARNING FROM THE NATIONAL WEATHER SERVICE

Sent: 8:00 p.m., August 11th

What: Wildfires

Where: Silverlake City

When: From 21:00 August 11th to 23:00 August 12th

Wildfires in the forests near the city are causing smoke to move into the city center. Fires may spread from the forests to people's homes and other buildings.

Instructions:

- Have an escape plan.
- Have emergency items ready to go.
- Have a fire extinguisher in your home.
- Have a flashlight and batteries.
- Keep your smartphone near you and make sure it has enough battery.
- Stay inside your home, and keep windows and doors closed.
- Watch local TV or listen to the radio for more information and instructions.
- Be prepared to leave your home and follow your escape plan.

Example:

0. The announcement is about _____.
 A. a flood
 B. wildfires
 C. an earthquake

Answer:

0	A	B	C
	☐	☒	☐

1. The wildfire warning _____.
 A. is for the city of Riverview
 B. ends the next day
 C. ends the same day at 1 p.m.
2. People should have _____.
 A. lots of food
 B. lots of fresh water
 C. batteries
3. People should _____.
 A. stay in their homes
 B. turn off the electricity
 C. go to the store to buy what they need
4. People should follow _____.
 A. their neighbors
 B. their escape plans
 C. the smoke

1	A	B	C
	☐	☐	☐
2	A	B	C
	☐	☐	☐
3	A	B	C
	☐	☐	☐
4	A	B	C
	☐	☐	☐

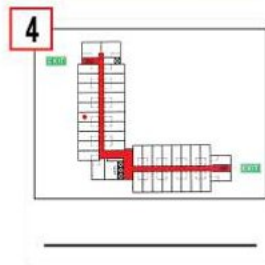




Vocabulary

Fill in the blanks with the words from the box.

first aid kit typhoon escape plan flood board up
batteries wildfire earthquake tsunami blizzard



Grammar

a. Circle the correct preposition of place.

1. You should keep a fire extinguisher *in/under* your home.
2. In an earthquake, you should get *into/under* a table.
3. If there is a tsunami, you need to go *inside/to* higher ground.
4. During a flood, don't go *into/outside* the water because it's dangerous.
5. An escape plan can help you to get *outside/inside* in an emergency.

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

1. What was the big typhoon? _____
2. How tall be the tsunami? _____
3. When wide was the typhoon? _____
4. How much people died in the flood? _____
5. How many damage did the fire cause? _____



Pronunciation

Circle the word that has the underlined part pronounced differently from the others.

1. A. fod B. typhoon C. flood D. move
2. A. walk B. shake C. earthquake D. escape
3. A. rise B. high C. wildfire D. first



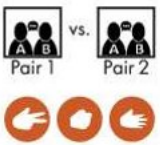
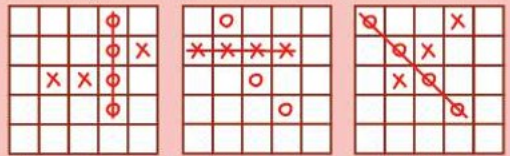
Writing

Write an announcement about a disaster in the place where you live.
Write 80 to 100 words.



Semester 1 Final Review

Speaking Play "Connect four."

Connect four	Win the game
• Pairs take turns. • Play rock, paper, scissors. • Winning pair goes first. • Pair 1 is X. Pair 2 is O. • Choose a box. • Use the useful language from the units correctly. • Mark the box with an X or an O. 	The first pair to get four boxes in a row wins.  Tip: Use a pencil and an eraser and play again.

Play the game to win a trash clean up for your town or city.

★ : Use your own ideas/imagination.

A: What...if...polluting the water? B: If...fewer fish.	A: What...reduce land pollution? B: ★ so that...	 A: ...should ...during a wildfire? B: ... your house.	Say two things you could do to reduce air pollution.	 A: ...should ...during a flood? B: ...into the water.
 A: Where...biggest...? B: ...Alaska, USA.	Say two things you could do to reduce land pollution.	A: What...reduce air pollution? B: ★ so that...	 A: When...biggest...? B: ...October, 1979.	 A: ...should ...during ...typhoon? B: ...inside a strong building.
 A: ...prepare ...typhoon? B: ...inside every bathroom.	A: What...if ...polluting the air? B: If...cause climate change.	 A: When...biggest...? B: ...June, 2021.	A: What...if ...polluting the land? B: If...affect people's health.	 A: ...longest drought? B: ...38 years.
 A: Where...biggest...? B: ...Valdivia, Chile.	A: What...if...polluting the water? B: If...affect tourism.	 A: How many...died? B: Over 400 thousand. ...	 A: ...prepare...wildfire? B: ...inside your home.	A: What...if...polluting the air? B: If...plants and trees to die.
A: What...if...polluting the land? B: If...animals will lose their homes.	 A: How big...biggest...? B: ...over 500 meters...	A: What...reduce water pollution? B: ★ so that...	Say two things you could do to reduce water pollution.	 A: ...should...during ...earthquake? B: ...under a table.



Writing

You are writing a guide about how to prepare for and what to do during a disaster. Choose a disaster, think of three pieces of advice and one reason for each. Complete the table.

Disaster:	_____
Advice 1:	_____
Reason 1:	_____
Advice 2:	_____
Reason 2:	_____
Advice 3:	_____
Reason 3:	_____

Now, use your notes to write a guide about how to prepare for and what to do during a disaster. Write 80 to 100 words.

Semester 1 Final Evaluation

I can...

- talk about the effects of pollution using First Conditional.
- give advice about how to reduce pollution using compound and complex sentences with suitable conjunctions.
- talk about disasters using *Wh*-questions.
- give advice on what to do in a disaster using prepositions of place and movement.
- write a guide and an emergency announcement.



If you give yourself fewer than 3 stars, review Units 3–4 on pages 24–43.



Review

In this lesson, you'll review...

- asking and answering about devices
- comparing robots



Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).



Example:

0. Which tablet has the biggest screen?

A

Zoropad

☐

B

Edge 4

☒

C

Stylepad

☐

1. Which robot can work faster?

A



Spot

☐

B



Lucas

☐

C



Luna

☐

2. What is Laura's favorite thing about her new phone?

A


☐

B


☐

C


☐

3. Which laptop has the longest battery life?

A

Slim+

☐

B

BlockHD

☐

C

FutureLap

☐

4. Which robot cleans more carefully?

A



Pete

☐

B



GP-Bot

☐

C



Konai

☐

5. How is the Power+ Tablet better than the Zero1 Tablet?

A


☐

B

Storage: _____ GB

☐

C


☐



Reading

Read the email about the phone Kenny wants. Choose the correct answer (A, B, or C).

New message

To: Sam2008@abcmail.com

Subject: The phone I want

Dear Sam,

How are you doing?

I spoke to my brother last night, and he told me a lot about smartphones. Now I know which one I want to get.

I want to watch movies, listen to music, and play games, so I'm asking my dad to buy me the Model SS. It doesn't look very cool, but the screen is really big, and the battery life is really long. It lasts for over 30 hours. It has a lot of storage, too.

However, it is quite expensive. It's 549 dollars, so I'm not sure he will buy it for me.

I can't wait to see you next month for your birthday party.

See you then,

Kenny

SEND

Example:

0. Who is the email to?

- A. Kenny
B. Sam
C. Kenny's dad

Answer:

0	A	B	C
---	---	---	---

1. Who did Kenny speak to about smartphones?

- A. Sam
B. his brother
C. his dad

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C

2. What doesn't Kenny say he wants to do on his smartphone?

- A. play games
B. watch movies
C. play music

3. What is a good thing about the Model SS?

- A. battery life
B. looks
C. price

4. Why might Kenny's dad not buy the phone?

- A. because of the battery life
B. because of the price
C. because it isn't his birthday





Vocabulary

Circle the correct words.

1. I can download so many games on my new laptop. It has five hundred *inches/gigabytes* of storage.
2. We need to buy a new robot cleaner. Ours doesn't work *safely/quietly* and often damages itself.
3. We're hoping that these *rescue/cleaning* robots will help more people during and after disasters.
4. In our tests, Strongbot1 was able to *navigate/complete* through different situations very well.
5. I hope my new tablet has *a big screen/enough storage*. I want to be able to see the games I'm playing really well.
6. Our new robot, Wall-D, has very long *weight/battery life*. He can work for five days on one charge.
7. My phone is amazing. It can *recognize/complete* my voice and do things I ask.
8. You have to move your robots *beautifully/carefully* because they are heavy. You might get hurt.



Grammar

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

1. Which robot can work more quiet? _____
2. My phone's battery lasts long than my laptop's. _____
3. Rescue robots can navigate through difficult situations more well than humans. _____
4. Do the new Portal tablet weigh a lot? _____
5. Are these robots work faster? _____
6. Tsunami can dance more beautiful than Twitchy. _____
7. Eddie can travel farrer on one charge than Octopus 1. _____
8. Why do you want to use your robot for? _____
9. Do FR 61 work more carefully than OP 12? _____
10. Lucy works faster but more loud than Eddie. _____



Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

1. A. device B. tablet C. storage D. robot
2. A. quietly B. carefully C. beautiful D. expensive
3. A. longer B. complete C. laptop D. farther



Writing

Describe your phone, laptop, or tablet, and say what it can do. Write 80 to 100 words.



Unit 6

Review

In this lesson, you'll review...

- talking about possible UFO sightings in the past
- making predictions about where humans will live in the future



Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).



Example:

0. What did Alice see?



2. What won't people be able to do on Mars?



4. Where does Lisa's teacher think people will live in the future?



1. Where does David think people will live in 200 years?



3. What did Alex see at the market?



5. Where did Ben see an alien?



Reading

Read the blog post. Choose the correct answer (A, B, or C).

Strange Experiences

October 30, 2025

Donna Winters

These days, more and more people are reporting strange experiences with aliens and UFOs. I think it's really exciting. Last month, a woman was doing the laundry when she saw a huge object in the sky above her house. She is sure it was a flying saucer. Yesterday, a teenage boy was studying at the library when he saw a tall man with green skin and blue hair. He was laughing. The boy was very scared.

If aliens are real, why do they come to our planet? Some people say that aliens like the temperature or gravity here, but I don't agree. I think they want to meet people. I think that in the future, more and more aliens will come to our planet. I hope that we will be able to ride in their flying saucers, too!

Example:

0. What does the writer think about alien and UFO sightings?

- A. They're funny.
- B. They're exciting.
- C. They're scary.

Answer:

0	A	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C

1. What did the woman see above her house?

- A. a man
- B. an object
- C. an alien

2. What was the teenage boy doing?

- A. studying
- B. reading a comic book
- C. laundry

3. Why does the writer think aliens come to Earth?

- A. for the temperature
- B. for the gravity
- C. to meet people

4. What does the writer want to do in the future?

- A. ride in flying saucers
- B. visit alien planets
- C. study aliens





Vocabulary

Circle the correct words.

1. Some people live and work in space, but most people live on *Earth/Mars*.
2. Earth is a good place to live because it has *oxygen/aliens*.
3. Some planets have a low *temperature/gravity* because they are very far from the sun.
4. Scientists found a strange vehicle in the ocean. They think it's *an alien/a flying saucer*.
5. The moon has very low *temperature/gravity* because it's so small.
6. We can build *space stations/UFOs* near our planet.
7. The alien had hundreds of sharp teeth. I was *terrified/huge*!
8. *Aliens/Space stations* are people from other planets.



Grammar

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

1. I were playing soccer when I saw a UFO in the sky. _____
2. I think in the future, people did live on another planet. _____
3. Mr. Wright was watching television when he hearing a strange noise. _____
4. In a hundred year, people won't use cars or motorbikes. _____
5. The alien was look at me with eight green eyes when I saw it. _____
6. Do aliens visit our planet in the future? _____



Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|---------------|---------------|------------|--------------|
| 1. A. visitor | B. popular | C. alien | D. important |
| 2. A. planet | B. station | C. affect | D. people |
| 3. A. similar | B. prediction | C. gravity | D. scientist |



Writing

Write about where you think people will and won't live in 100 years, and why. Write 80 to 100 words.



Semester 2 Mid-term Review



Speaking

Play the board game.

Board game	Win the game
- Pairs take turns. - Play rock, paper, scissors. - Winning pair goes first. - Cover your eyes and use a pencil to pick a number. Move that number of steps. - In pairs, use the useful language from the units correctly or move back to where you were.  	The first pair to get to the FINISH wins a trip to space. 

Play the game to win a trip to space.

★ : Use your own ideas/imagination.

START

A: ...screen size?
B: ...8 inches.

A: ...live on Venus... future?
B: ★.
A: Why?
B: ★.

A: Zobot works more quietly... Lobo 10.
B: ...agree.

A: ... happened?
B: ...walking home...saw a UFO.

You take a ride on a spaceship. Move forward three spaces.

A: ...long battery life?
B: Yes,...

A: ...storage...?
B: ...64 GB.

A: Jed 9 cleans more carefully... MopBot.
B: You're right.

A: ...it doing?
B: ...making ...strange noise.

A: ...live on the moon... 100 years?
B: ★.
A: Why?
B: ★.

You have to run away from an alien. Go back four spaces.

A: The Cryo 98 cooks better... the Saturn 5.
B: ...disagree.

A: ...happened?
B: ...playing soccer... saw an alien.

A: Zasha 5 dances more beautifully ...Gerty 1.
B: ...disagree.

A robot helps you do your chores. Move forward four spaces.

A: ...weight?
B: ...300 grams.

A: ...live on Earth...100 years?
B: ★.
A: Why?
B: ★.

Your spaceship stops working. Miss one turn.

FINISH

A: Where... live ... 2100?
B: ★.
A: Why?
B: ★.

A: StarBot drives more carefully... CrashBot.
B: ...agree.

A: ...a lot of storage?
B: No,...

A: ... happened?
B: ...reading book... heard... UFO.

A: ...live on a space station... 50 years?
B: ★.
A: Why?
B: ★.

A: ...it doing?
B: ...moving very quickly.

A: Leggy jumps higher... SpringBot.
B: You're right.

Well done! You're going to space!



You're writing an email to your friend, telling them about seeing a visitor from another planet. Answer the questions.

Who are you writing to?	_____
Where were you?	_____
What were you doing?	_____
What did you see?	_____
What did you hear?	_____
How did you feel?	_____

Now, use your notes to write an email to your friend about seeing a visitor from another planet. Write 80 to 100 words.

[illegible]

Semester 2 Mid-term Evaluation

I can...

- ask and answer about devices using *Wh*-questions and Yes/No questions.
- compare robots using comparative adverbs.
- talk about possible UFO sightings in the past using Past Continuous and Past Simple.
- make predictions about where humans will live in the future using Future Simple.
- write emails about a new smartphone and write a narrative passage about seeing visitors from another planet.

★★★★★

★★★★★

★★★★★

★★★★★

☆☆☆☆☆

If you give yourself fewer than 3 stars, review Units 5–6 on pages 44–63.



Review

In this lesson, you'll review...

- talking about dreams
- reporting how teen celebrities live



Listening

You will hear a man and a boy talking about dreams. Listen and fill in the blanks.
You will hear the conversation twice.



- Danny is talking to his _____ dad _____.
- At school, Danny and his classmates talked about their _____.
- Danny's dream is to become a(n) _____.
- Alex and Peter want to make _____ for the internet.
- Ken is a very good _____.
- Danny's dad's dream was to become a(n) _____.



Reading

Read the article about an interview with a teenage celebrity. Circle *True* or *False*.

This week, Charles from Vibe Magazine interviewed Suzy T, the teenage singer, at her home in Texas.

You have a lot of space here. Tell me about your home.

She said that it was a farmhouse. She told me that her family owned a lot of land in Texas.

Do you keep any animals on your farm?

She said that she had horses, cows, and pigs on her farm. She told me that she liked the pigs most.

How do you go to school?

She said that she went to school on her horse. She told me that she didn't need a jet or a helicopter anymore.

What can't you live without?

She said that she couldn't live without nature and fresh air. She also told me that she couldn't live without her fans.

What is your new song about?

She told me that her song was about helping children. It was for a charity. She said that the charity taught people around the world about children's rights. They also helped children in poor countries to go to school.

Example:

- | | | |
|---|------|--------------|
| 0. Suzy went to Vibe Magazine's office for the interview. | True | False |
| 1. Charles told Suzy that her home didn't have much space. | True | False |
| 2. Suzy said that she kept pigs on the farm. | True | False |
| 3. Suzy told Charles that she didn't need her horse. | True | False |
| 4. Suzy said that she couldn't live without her helicopter. | True | False |
| 5. Suzy told Charles that her new song was for a charity. | True | False |





Vocabulary

Match the words with the descriptions.

1. celebrity
2. mansion
3. dream
4. vlogger
5. musician
6. flight attendant
7. yacht
8. millionaire
9. veterinarian
10. journalist

- a. what a person wants to be or do in the future
- b. a famous person
- c. a large boat for racing or relaxing on
- d. This person sings or plays a musical instrument.
- e. a very large and nice house
- f. This person makes video blogs and posts them on the internet.
- g. This person has one million dollars or more.
- h. This person's job is taking care of passengers on airplanes.
- i. This person writes news stories for newspapers, magazines, or TV.
- j. This person's job is taking care of sick animals.



Grammar

a. Circle the correct words.

Andy: My dream is to become a flight attendant. What's (1) *your/yours/his*, Bill?

Bill: (2) *Mine/My/His* is to become a chef because I love cooking.

Andy: Cool. Here's Jack. Let's ask him about (3) *his/him/yours*.

Bill: Sure. We should ask Becky about (4) *mine/my/hers*, too.

Andy: Hi, Jack. What's your dream?

Jack: I want to be a famous director because I love movies.

Bill: How about (5) *yours/your/her*, Becky?

Becky: (6) *Yours/Mine/Hers* is to be a musician. I want to play the piano.

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

- | | |
|--|--------------------|
| 1. Nancy: I have a new sports car. | Me: She told _____ |
| 2. George: My father is an engineer. | Me: He said _____ |
| 3. Lily: My sister doesn't like her new yacht. | Me: She told _____ |
| 4. Amanda: I can't live without my guitar. | Me: She said _____ |
| 5. Joseph: I'm not a good musician. | Me: He told _____ |



Pronunciation

Circle the word that has the underlined part pronounced differently from the others.

- | | | | |
|----------------|------------|----------|----------------|
| 1. A. musician | B. flight | C. rich | D. millionaire |
| 2. A. finished | B. told | C. said | D. reported |
| 3. A. easy | B. teacher | C. dream | D. great |



Writing

Write about your dream job. Use the questions below to help you. Write 80 to 100 words.

- What's your dream job? _____
- Why do you want to do it? _____
- What will you need to get the job? _____
- What are some good things and bad things about the job? _____



Review

In this lesson, you'll review...

- culture of ethnic groups in Vietnam
- reporting information



Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).



Example:

0. You will hear two friends talking about *Khmer* traditional clothes. What do *Khmer* women wear?

- A. shirts, skirts, headscarves ☒
- B. shirts, pants, headscarves ☐
- C. dresses and scarves ☐

1. You will hear a *Hmong* girl talking to her mom. What did her classmates ask her?

- A. if they grew corn ☐
- B. what their clothes were like ☐
- C. how they celebrated *Tết* ☐

2. You will hear a *Red Dao* woman talking about *Dao* clothes. What's special about their clothes?

- A. They don't have embroidery. ☐
- B. They use lots of silver. ☐
- C. They use flowers to color. ☐

3. You will hear a girl talking about her trip. What did she like?

- A. talking to *Nùng* people ☐
- B. making duck *phở* ☐
- C. eating a *Nùng* cake ☐

4. You will hear a girl talking about *Ka-tê* festival. Which activity did she mention?

- A. play traditional music ☐
- B. play folk games ☐
- C. make traditional food ☐

5. You will hear a boy talking about an *Ê-dê* tradition. What did he say?

- A. Men live with their wives' family. ☐
- B. Girls take care of parents. ☐
- C. Parents give boys houses. ☐



Reading

Read about the festival. Write one word for each blank.

The *Thái*

The *Thái* are an ethnic group (0) _____ Northern Vietnam. They have their own writing and culture. They love singing and dancing and have a large collection of folk tales. They often build villages near rivers. Their main crops (1) _____ rice and sticky rice. *Thái* women wear beautiful clothes, and they make their own cloth. *Thái* men are good (2) _____ making wooden furniture and bamboo baskets. The *Thái* have (3) _____ special tradition to celebrate *Tết*. On the last day of the lunar year, all the women in a village wash their hair together in a small river. The men also wash their hair, (4) _____ they do it in a different place. The *Thái* people believe that this will wash away all the bad luck of the old year. After everyone washes their hair, they have a small party at the river before going home to prepare (5) _____ *Tết*.



Example:

0 _____ in _____

Answer:

1	_____	2	_____
3	_____	4	_____
5	_____		





Vocabulary

Match the words with the definitions.

- | | |
|---------------|---|
| 1. blouse | a. You use this to carry things. |
| 2. embroidery | b. a type of shirt for women and girls |
| 3. steamed | c. a tool you use in the house, especially for cooking and eating |
| 4. cloth | d. pictures or designs you sew onto clothes |
| 5. pattern | e. a piece of clothing we wear over other clothes to keep them from getting dirty |
| 6. apron | f. a repeated design we often use to decorate something |
| 7. utensil | g. (food) cooked by placing over very hot water |
| 8. basket | h. a material we often use to make clothes |
| 9. product | i. a tall plant that people use to make food |
| 10. corn | j. a thing that people grow or make, usually to sell |



Grammar

a. Fill in the blanks with *a*, *the*, or zero article (Ø).

- _____ Red Dao leave _____ banana flowers at _____ new mother's door.
- _____ Ê-đê live in _____ Central Highlands.
- _____ Hmong use _____ corn to make lots of food.
- Many ethnic groups like to eat _____ sticky rice on _____ important days.
- Making pottery is _____ traditional craft of many ethnic groups in _____ Northern Vietnam.
- _____ women of many ethnic groups like to wear _____ silver jewelry.

b. Complete the sentences to report what the people asked.

- | | |
|--|-----------------------|
| 1. "Do you celebrate Tết?" | Peter asked me _____. |
| 2. "When do you wear your traditional clothes?" | I asked Ann _____. |
| 3. "What's your favorite food?" | Lucy asked him _____. |
| 4. "Do you know how to make any traditional crafts?" | I asked them _____. |
| 5. "Is that a Khmer folk dance?" | John asked me _____. |



Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- | | | | |
|-----------------|----------------|--------------|-------------|
| 1. A. about | B. ethnic | C. silver | D. boring |
| 2. A. beautiful | B. interesting | C. delicious | D. colorful |
| 3. A. culture | B. design | C. apron | D. custom |



Writing

Write about the customs and traditions of an ethnic group that you know well.
Write 80 to 100 words.

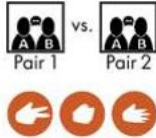


Semester 2 Final Review

Speaking Play "Connect four."

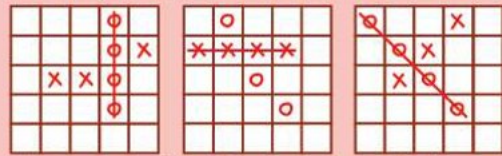
Connect four

- Pairs take turns.
- Play rock, paper, scissors.
- Winning pair goes first.
- Pair 1 is X. Pair 2 is O.
- Choose a box.
- Use the useful language from the units correctly.
- Mark the box with an X or an O.



Win the game

The first pair to get 4 boxes in a row wins.



Tip: Use a pencil and an eraser and play again.

Play the game to win a travel voucher.



★ : Use your own ideas/imagination.

I have a pet snake. He said...	A: My dream... ...what's yours? B: Mine is...	A: Who celebrates Tết? B: The...	I want to become an actor. He told me...	Who do you live with? I asked her...
A: My dream... ...what's yours? B: Mine is...	What do you usually wear? I asked her...	I don't like dancing. She told me...	A: What's this? B: It's...	A: My dream... ...what's yours? B: Mine is...
What's your name? I asked him...	Chu Ru A: ...traditional crafts? B: ...men...	Red Dao A: ...traditional clothes...? B: ...long skirt and headscarf.	A: My dream... ...what's yours? B: Mine is...	I like making music. She said...
Who does the cooking in your family? I asked her...	My brother is a vlogger. She said...	A: My dream... ...what's yours? B: Mine is...	What do you do for fun? I asked her...	A: Who celebrates Mid-Autumn Festival? B: The...
A: My dream... ...what's yours? B: Mine is...	Tây A: ...traditional crafts? B: ...women...	Do you eat meat? I asked him...	I can sing and dance. He told me...	A: My dream... ...what's yours? B: Mine is...





Writing

You are writing a passage with supporting information about a problem that teenagers have. Answer the questions.

What is a big problem for teenagers today?

What are some examples of ways this problem affects teenagers?

What is your opinion of this problem and how to solve it?

Now, use your notes to write a passage about the problem. Write 80 to 100 words.

Semester 2 Final Evaluation

I can...

- talk about dreams using possessive pronouns.
- report how teen celebrities live using reported speech for statements.
- talk about the culture of ethnic groups in Vietnam using articles.
- report on a conversation with an ethnic person using reported speech for questions.
- write a problem and solution passage, and a passage with supporting information.



If you give yourself fewer than 3 stars, review Units 7–8 on pages 64–83.



Can you...?

- plan and deliver a presentation about the effects of pollution and how your school can help

PRESENTATION

GREENER SCHOOL



Presentation

Presentation Skill

Introducing and ending a presentation

To introduce a presentation, you should follow these steps:

- 1. Introduce yourself.** *Hello, my name's...*
- 2. Welcome your audience.** *Welcome to my presentation.*
- 3. Introduce your topic.** *I'm going to talk to you about...*

To end a presentation, you should follow these steps:

- 1. Thank the audience.** *Thank you for listening to my presentation.*
- 2. Ask if the audience has questions.** *Do you have any questions?*

Hello, I'm Sarah Potter.

I'm here to talk to you about the effects of pollution.



Listening

a. Listen to Harry's presentation and circle the phrases that you hear. 

Hi, I'm Harry...

Hello, my name's Harry...

Thank you for coming today.

Welcome to my presentation.

I'm here to talk about...

I'm going to tell you about...

Thank you for listening.

I hope you enjoyed my presentation.

Do you have any questions?

Hello, my name's Jane Smith. Thank you for coming today. I'm here to talk about how to make our town greener.

...
Thanks for listening. Do you have any questions?

b. In pairs: Take turns introducing and ending presentations using the information below.

Name	Topic
Jane Smith	How to make our town greener.
Mathew White	Ways we can recycle more.
Lily King	Why our park needs a clean-up.
Ryan Brown	How to reduce air pollution in our city.



Planning

Think of three effects of pollution and three things your school could do to reduce pollution. Complete the table.

Effects of pollution	Things my school can do



Preparation

You are going to deliver a presentation about the effects of pollution and how your school can help. Turn to page 113 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- an introduction
- three effects of pollution
- three things your school can do
- a thank you and request for questions



TIP

Look at the Presentation Guidelines on page 112.

Practice

- Practice your presentation with a partner. Remember to use the phrases in the Presentation Skill box.
- Look at the Feedback form. Discuss how you could improve your presentation and practice again.

Presentation and Feedback

- Now, join two other pairs. Take turns delivering your presentation.



Listeners: Take turns asking one question at the end.
Presenter: Answer the questions.

What else should we do to reduce land pollution?

We should have more recycling bins.

You introduced your presentation well, but you forgot to ask for questions.

- Listeners: Take turns giving feedback using the form below. Say one thing you liked and one thing the presenter can improve next time.

Feedback

The presentation was interesting.	☆☆☆
They introduced the presentation well.	☆☆☆
They ended the presentation correctly.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

I think Emma gave the best solutions. They would be easy to do.

- Who gave the best solutions? Discuss with your group.



Can you...?

- plan and deliver a presentation about how a new robot can help humans

GROUP PRESENTATION

HOW ROBOTS CAN HELP US



Presentation

Our presentation is in three parts.
First, I'll talk about...

Next, Ben will talk about how robots can help us with...

Presentation Skill

Outlining a presentation

Before you deliver a presentation with more than one main part, you should tell your audience who will deliver each part of the presentation and what the part will be about. You can say:

(Our) presentation is in (three) parts.

First, (David) will talk about...

Next, (Khang) will explain...

And finally, (I) will show you...



Listening

- a. Listen to Annie outlining her group's presentation about a new robot. Listen and fill in the blanks. 

- The group's presentation is in _____ parts.
- First, Vy will talk about problems people face during _____.
- Next, Andy will explain _____ the *RescueBot* _____.
- Finally, Annie will tell the audience about the *RescueBot's* _____.

- b. In threes: Practice outlining a presentation using the notes below.

Laundry Robot Presentation – 3 parts:

- talk about problems people usually have with laundry
- introduce our new laundry robot
- show how the laundry robot can change people's lives



Planning

Let's do our presentation about a cleaning robot.

OK. I think Part 1 should talk about why people need a cleaning robot.

Your group has a new robot, and you want to introduce it to your audience. With your group, discuss and decide on a topic and three main parts for your presentation.

New robot (e.g. ChefBot)	Part 1 (e.g. explain why people need it)	Part 2 (e.g. introduce the new robot)	Part 3 (e.g. show the special features)





Preparation

You are going to deliver a presentation with your group about a new robot. Turn to page 113 and use the Presentation Model to help you write your own script and cue cards.

Remember to:

- include an outline of the main parts
- say who will deliver each part
- write a part for each student in the group to deliver



TIP

Look at the Presentation Guidelines on page 112.



Practice

- Practice your presentation with your group. Remember to outline the presentation and pass the turn between speakers.
- Look at the Feedback form. Discuss how you could improve your presentation and practice again.



Presentation and Feedback

- Now, join two other groups. Take turns delivering your presentations.

Why is the CleanBot so expensive?

It has a very powerful computer inside it.



Listeners: Take turns asking one question at the end.

Presenter: Answer the questions.

- Listeners:** Take turns giving feedback using the form below. Say one thing you liked and one thing the presenter can improve next time.

Feedback

The presentation was interesting.
They gave an outline of the presentation.
They said who would deliver each part.
They followed all the presentation guidelines.

- Which group has the most useful robot? Discuss with your group.



Presentation Guidelines



Do...

- ☐ Practice before you present.
- ☐ Smile and look at the audience.
- ☐ Speak in a strong and clear voice.
- ☐ Stand up straight and confidently.
- ☐ Use cue cards.
- ☐ Take a deep breath and relax before you start.
- ☐ Share the presentation equally with your partner.



Don't...

- ☒ Read directly from your notes or poster.
- ☒ Turn your back on the audience.
- ☒ Talk too fast or too quietly.
- ☒ Fidget (move your hands around too much, click your pen, play with your notes, etc.).
- ☒ Walk around too much.
- ☒ Cross your arms or put your hands in your pockets.

Visuals

Images

- Use one large image that is connected to the topic.
- Don't mix photos and clip arts on the same page.

Text

- Have one large heading.
- Use the same font or handwriting.
- Use bullet points for lists.
- Have 6 key talking points.
- Use no more than 6 words per point.

Cue cards

- Use 1/4 page of notebook paper.
- Only write on one side.
- Use headings/subheadings.
- Don't write full sentences – only key information*.
- Don't use articles.
- Note connecting words (also, finally, however, etc.).

***Tip:** Practice a few times with your notes, then compare to your script. If you forget some important things, add them to your card!

Performance Guidelines

Be prepared.

- Before you start, practice saying your lines a few times by yourself.

Make it realistic.

- Arrange your position (sitting, standing, etc.) to match the situation.
- Use props if you can (e.g. a notebook can be a menu, a text book could be a steering wheel, etc.)

Act, don't read.

- When you say your lines, you must make eye contact with your partner.
- You can sometimes look at your script, but you **MUST** cover it when you speak.
- Always try to act your role using natural body language, gestures, and emotions.



Presentation Models

Project: Presentation 1

Cue Card

Introduction

name
welcome
talk about effects of pollution – school can help

Effects of pollution

water → drinking water dirty
air → plants and trees die
land → animals lose home

Solutions

not waste water → water
plant trees and ride bikes → air
reuse plastic bottles → land

End

Thank you!
any questions?

Script

B: Hello, my name's Harry Wilson. Welcome to my presentation. I'm here to talk about the effects of pollution and how our school can help.

Our town has lots of environmental issues. The biggest one is water pollution. If we keep polluting the water, it will make our drinking water dirty. Air pollution is also a problem. If we keep polluting the air, plants and trees will die. Land pollution is another problem. Animals will lose their homes if we don't stop polluting the land.

Our school can help with these issues. I think we shouldn't waste water at school, so that we can reduce water pollution. I think we should plant some trees in the playground and ride our bikes to school. This will reduce air pollution. Finally, I think we should reuse our plastic bottles, so we throw away less plastic.

If we don't do something soon, pollution will get worse.

Thank you for listening. Do you have any questions?

Project: Presentation 2

Cue Cards

Annie

Outline:

- Vy, problems
 - Andy, introduce *RescueBot*
 - Me, special skills
- <Vy's turn>
<Andy's turn>
• Special skills: first aid, firefighting

Vy

- <Annie's turn>
- Talk about problems during disasters
 - Fire, smoke
 - Buildings falling down
- <Andy's turn>
<Annie's turn>

Andy

- <Annie's turn>
<Vy's turn>
- *RescueBot* navigates dangerous situations more quickly, carefully
 - Can carry 2 people
- <Annie's turn>

Script

Annie: Hi, everyone. My name's Annie, and these are my friends, Vy and Andy. Today, we'll talk to you about our new robot, the *RescueBot*. If you want to keep yourselves safe during a disaster, this presentation will be very interesting for you. Our presentation is in three parts. First of all, Vy will talk about the issues humans face during disasters. Next, Andy will explain how the *RescueBot* can help. Finally, I'll tell you about the *RescueBot*'s special skills. Over to you, Vy!

Vy: Thanks, Annie! Every year, people around the world have problems during disasters. It can be difficult for rescue workers to find people because they (...)so even when they try their best, sometimes rescue workers cannot save people. Now, Andy will explain how the *RescueBot* can help rescue workers.

Andy: Thanks, Vy! The *RescueBot* can navigate through dangerous situations more quickly and carefully than any human. It can carry two people at a time. Next, Annie will tell you about *RescueBot*'s special skills.

...



Activity Files

File 1

Buying a New Laptop or Tablet

a. Student B, you work in the store. Suggest a tablet to the customer and answer his/her questions.

Hello, can you help me choose a tablet?

Yes. What do you use your tablet for?

Use

Screen size

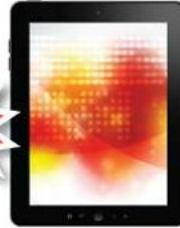
Weight

Battery life

Storage

Price

\$500



ZZ TAB

drawing, playing games

10 inches

350 g

7 hours

64 GB

\$750



TABALOT

watching videos

10 inches

450 g

12 hours

128 GB

b. Swap roles and repeat. You want to buy a laptop. Talk to the sales assistant and ask about the points above.

c. Join another pair. Which tablet or laptop did the sales assistant suggest to you? Will you buy it? Why (not)?

She suggested the... I'll buy it because it's...

File 2

THE PEOPLE OF VIETNAM

a. You're learning about different ethnic groups' cultures. Answer Student's A questions about the *Hmong* people. Swap roles and repeat. Ask Student A questions about the *Tày* people and complete the notes.

The Hmong people

Live in: Northern Vietnam (Hà Giang, Lào Cai, Sơn La, etc.)

Traditional clothes: colorful with lots of patterns

- Women: shirts, skirts, headscarves, silver jewelry

- Men: shirts, pants, belts

Traditional crafts:

- Cloth making: use plants, decorate with embroidery

Traditions and customs:

- Men: do the cooking on the first day of a year; don't eat vegetables for three days

The Tày people

Live in: Northern Vietnam (Lạng Sơn, Cao Bằng, Tuyên Quang, etc.)

Traditional clothes: black or dark blue

- Women: _____ or áo dài, _____, silver jewelry

- Men: shirts, pants, _____

Traditional crafts:

- _____ making: use _____ or other plants, decorate with beautiful patterns

Traditions and customs:

- Collect water from a small, clean river on the first day of a year, and use it to make tea or _____



b. Do you know any other ethnic groups in Vietnam? What do you know about their cultures?



File 3
ALIEN AND UFO SIGHTINGS

Student A, interview Wendy Stone. Fill in the table. Swap roles and answer the interviewer's questions as Jenny Johnson using the information on the role card and your own ideas.

Name	Wendy Stone
What happened?	
What/they/doing?	
What happened next?	
How/you/feel?	
believe/from/another planet?	

WITNESS INFORMATION

Name: Jenny Johnson

- walking/park – UFO/appear/in the sky its look: (your own idea)
- flying/towards the mountains
- what happened next? (your own idea)
- terrified
- maybe

File 4
REPORTING AN INTERVIEW WITH A TEENAGE CELEBRITY

Read the questions and think of interesting answers for them. Student A, ask Student B about the topics and fill in the table. Student B, answer the questions.

Then, swap roles and repeat.

Question	Answer
This is a nice home! Tell me about it.	
What can't you live without?	
Do you have any pets?	
Do you go to school? How do you get there?	
What do you do in your free time?	



Activity Files

File 5

ALIEN AND UFO SIGHTINGS

Student B, answer the interviewer's questions as Wendy Stone. Use the information on the role card and your own ideas. Swap roles and interview Jenny Johnson.

WITNESS INFORMATION

Name: Wendy Stone

- homework/bedroom – saw three aliens/garden their look: (your own idea)
- swimming/pool
- what happened next? (your own idea)
- afraid
- yes

Name	Jenny Johnson
What happened?	
What/it/doing?	
What happened next?	
How/you/feel?	
believe/from/another planet?	

File 6

TRIPS TO ETHNIC VILLAGES IN VIETNAM

a. You had a fun trip to an ethnic village. Student A, answer the questions using the notes below and your own ideas. Swap roles and repeat.

Kon K'Tu Village, Kon Tum

- When? _____
- Who you went with? _____
- Where you stayed? _____
- What you did?
 - Go hiking in the national park
 - Go on a boat trip on Đăk Bla River
- What you ate? *Bahnar* traditional foods: grilled chicken, *com lam*, and *gỏi lá*
- What you learned? how to make traditional baskets

Phia Thập Village, Cao Bằng

- When? _____
- Who you went with? _____
- Where you stayed? _____
- What you did?
 - _____ through quiet and peaceful villages
 - _____
- What you ate? *Nùng* traditional foods: five-colored _____, _____, and roasted pork
- What you learned? how to make _____

b. In pairs: What do you think about the trips to Kon K'Tu and Phia Thập? Would you like to go there?



Word List

Grammatical key			
(adj)	adjective	(n)	noun
(adv)	adverb	(prep)	preposition
(v)	verb	(det)	determiner
(phr v)	phrasal verb	(conj)	conjunction
(n phr)	noun phrase		

Unit 1

Lesson 1

1. **board game** (n) trò chơi có bàn cờ
/ˈbɔːrd geɪm/
2. **chat** (v) trò chuyện, tán gẫu
/tʃæt/
3. **design** (v) thiết kế
/dɪˈzaɪn/
4. **extreme sport** (n) thể thao mạo hiểm
/ɪkˈstriːm ˈspɔːrt/
5. **face to face** (adv) đối diện, mặt đối mặt
/feɪs tə ˈfeɪs/
6. **fishing** (n) câu cá
/ˈfɪʃɪŋ/
7. **handball** (n) (môn thể thao) bóng ném
/ˈhændbɔːl/
8. **hang out** (phr v) gặp gỡ bạn bè, đi chơi
/hæŋ aʊt/
9. **jewelry** (n) đồ trang sức
/ˈdʒuːəlri/
10. **jogging** (n) (hoạt động) chạy bộ nhẹ
/ˈdʒɔːɡɪŋ/
11. **rock climbing** (n) (môn thể thao) leo núi đá
/rɒk klaɪmɪŋ/

Lesson 2

12. **cycling** (n) môn đạp xe
/ˈsaɪklɪŋ/
13. **karate** (n) môn võ ka-ra-tê
/kəˈrɑːti/
14. **knitting** (n) việc đan len
/ˈnɪtɪŋ/
15. **practice** (n) sự luyện tập
/ˈpræktɪs/
16. **roller skating** (n) môn trượt patin
/ˈrəʊlə ˈsketɪŋ/
17. **sewing** (n) việc khâu vá, may vá
/ˈsuːɪŋ/
18. **shuttlecock** (n) môn đá cầu, quả cầu lông
/ˈʃʌtlkɔːk/
19. **table tennis** (n) môn bóng bàn
/ˈteɪbl tenɪs/
20. **wool** (n) len, sợi len
/wʊl/

Lesson 3

21. **recipe** (n) công thức nấu ăn
/ˈresəpi/

Unit 2

Lesson 1

22. **amount** (n) số lượng
/əˈmaʊnt/
23. **entertainment** (n) sự giải trí, tiêu khiển
/ˌentərˈteɪnmənt/
24. **facility** (n) cơ sở vật chất
/fəˈsɪləti/
25. **fresh** (adj) trong lành, mát mẻ
/fref/
26. **nature** (n) thiên nhiên
/ˈneɪtʃər/
27. **noise** (n) tiếng ồn
/nɔɪz/
28. **peace** (n) sự yên tĩnh
/piːs/
29. **quiet** (n) sự yên lặng, êm ả
/ˈkwaɪət/

30. **room** (n) không gian
/ruːm/
 31. **vehicle** (n) xe cộ
/ˈviːəkl/
- ### Lesson 2
32. **spinning top** (n) trò chơi con quay
/ˈspɪnɪŋ tɒp/
 33. **folk** (adj) thuộc về dân gian
/fouk/
 34. **herd** (v) chăn giữ vật nuôi
/hɜːrd/
 35. **hometown** (n) quê hương
/ˈhəʊmtaʊn/
 36. **jump rope** (v) nhảy dây
/dʒʌmp ˈroʊp/
 37. **pick** (v) hái
/pɪk/
 38. **tug of war** (n) trò chơi kéo co
/ˈtʌɡ əv ˈwɔːr/
- ### Lesson 3
39. **People's Committee** (n phr) Ủy ban Nhân dân
/ˈpiːplz keɪˈmɪti/
 40. **candied** (adj) tẩm đường, ướp đường
/ˈkændɪd/
 41. **eve** (n) đêm trước, ngày hôm trước
/iːv/
 42. **take place** (phr v) diễn ra, xảy ra
/teɪk pleɪs/

Unit 3

Lesson 1

43. **affect** (v) tác động, ảnh hưởng
/əˈfekt/
44. **burn** (v) đốt cháy
/bɜːn/
45. **cause** (v) gây ra
/kɔːz/
46. **cough** (v) ho
/kɔːf/
47. **damage** (v) tàn phá, phá hủy
/ˈdæmɪdʒ/
48. **disease** (n) bệnh
/dɪˈziːz/
49. **environment** (n) môi trường
/ɪnˈvaɪrənmənt/
50. **even** (adv) thậm chí
/ˈiːvn/
51. **harm** (v) gây hại
/hɑːrm/
52. **health** (n) sức khỏe
/helθ/
53. **heart** (n) trái tim
/hɑːrt/
54. **issue** (n) vấn đề
/ˈɪʃuː/
55. **land** (n) đất
/lænd/
56. **lung** (n) phổi
/lʌŋ/
57. **poison** (v) đầu độc
/ˈpɔɪzn/
58. **pollute** (v) gây ô nhiễm
/pəˈluːt/
59. **prevent** (v) ngăn chặn, ngăn cản
/prɪˈvent/



Word List

60. **protect** (v) bảo vệ
/prə'tekt/
61. **soil** (n) đất trồng
/soɪl/
62. **tourism** (n) du lịch
/ˈtuɪzəm/
63. **wildlife** (n) đời sống hoang dã
/ˈwaɪldlaɪf/

Lesson 2

64. **air conditioner** (n) máy lạnh, điều hòa
/ˈer kənɪdɪʃənər/
65. **clean up** (phr v) làm sạch, dọn dẹp
/kli:n ʌp/
66. **electricity** (n) điện
/ɪˌlekˈtrɪsəti/
67. **recycle** (v) tái chế
/ˈriːˈsaɪkl/
68. **reduce** (v) cắt giảm
/rɪˈduːs/
69. **reuse** (v) tái sử dụng
/riːˈjuːz/
70. **save** (v) tiết kiệm
/seɪv/
71. **waste** (v) lãng phí
/weɪst/

Lesson 3

72. **provide** (v) cung cấp
/prəˈvaɪd/

Unit 4

Lesson 1

73. **avalanche** (n) tuyết lở
/ˈævələntʃ/
74. **blizzard** (n) trận bão tuyết
/ˈblɪzəd/
75. **disaster** (n) thảm họa
/dɪˈzæstər/
76. **drought** (n) hạn hán
/draʊt/
77. **earthquake** (n) động đất
/ˈɜːrθkweɪk/
78. **flood** (n) lũ lụt
/flʌd/
79. **heat wave** (n) đợt nóng
/hi:t weɪv/
80. **landslide** (n) sạt lở đất
/ˈləndslaɪd/
81. **tsunami** (n) sóng thần
/tsuːˈnɑːmi/
82. **typhoon** (n) bão nhiệt đới
/taɪˈfuːn/
83. **wildfire** (n) cháy rừng
/ˈwaɪldfaɪər/

Lesson 2

84. **battery** (n) pin
/ˈbætəri/
85. **board up** (phr v) bịt kín
(cửa, cửa sổ,...) bằng gỗ
/bɔːrd ʌp/
86. **emergency service** (n) dịch vụ cấp cứu, cứu hộ
/ɪˈmɜːrdʒənsi sɜːrvɪs/
87. **escape plan** (n) sơ đồ thoát hiểm
/ɪˈskeɪp plæn/
88. **fire extinguisher** (n) bình cứu hỏa
/ˈfaɪər ɪkˈstɪŋgwɪʃər/
89. **first aid kit** (n) bộ sơ cứu
/fɜːrst ˈeɪd kɪt/

90. **flashlight** (n) đèn pin
/ˈflæʃlaɪt/
91. **stock up** (phr v) dự trữ
/stɔːk ʌp/
92. **supplies** (n) nhu yếu phẩm
/ˈsəplaɪz/
93. **task** (n) nhiệm vụ
/tæsk/
Lesson 3
94. **expect** (v) dự báo, cho là
/ɪkˈspekt/
95. **immediately** (adv) ngay lập tức
/ɪˈmiːdiətli/
96. **inform** (v) thông báo
/ɪnˈfɔːrm/
97. **warning** (n) sự cảnh báo
/ˈwɔːnɪŋ/

Unit 5

Lesson 1

98. **bright** (adj) tươi sáng
/braɪt/
99. **chip** (n) chip điện tử
/tʃɪp/
100. **gigabyte (GB)** (n) GB (đơn vị đo dữ liệu hoặc bộ nhớ máy tính)
/ˈɡɪɡəbaɪt/
101. **inch** (n) inch (đơn vị đo độ dài, bằng 2.54 cm)
/ɪntʃ/
102. **performance** (n) hiệu năng
/pərˈfɔːrməns/
103. **powerful** (adj) mạnh, có sức mạnh lớn
/ˈpaʊərfl/
104. **screen** (n) màn hình
/skriːn/
105. **storage** (n) bộ nhớ, sự lưu trữ
/ˈstɔːrɪdʒ/
106. **tablet** (n) máy tính bảng
/ˈtæblət/
107. **weight** (n) trọng lượng, cân nặng
/weɪt/

Lesson 2

108. **carefully** (adv) một cách cẩn thận
/ˈkeəfəli/
109. **charge** (n) sự nạp pin
/tʃɑːrdʒ/
110. **complete** (v) hoàn thành
/kəmˈpliːt/
111. **lift** (v) nâng lên
/lɪft/
112. **navigate** (v) điều hướng, vận hành
/ˈnævɪɡeɪt/
113. **quietly** (adv) một cách yên lặng
/ˈkwaɪətli/
114. **recognize** (v) nhận ra
/ˈrekəɡnaɪz/
115. **rescue** (n) sự giải cứu
/ˈreskjʊː/
116. **safely** (adv) một cách an toàn
/ˈseɪfli/

Lesson 3

117. **speaker** (n) cái loa
/ˈspiːkər/
118. **feature** (n) điểm đặc trưng
/ˈfiːtʃər/

Unit 6

Lesson 1

119. **crowded** (adj) đông đúc
/ˈkraʊdɪd/



120. Earth (n)	Trái Đất
/ɜːrθ/	
121. gravity (n)	trọng lực
/ˈgrævəti/	
122. Mars (n)	sao Hỏa
/mɑːrʒ/	
123. oxygen (n)	ô-xy
/ˈɑːksɪdʒən/	
124. planet (n)	hành tinh
/ˈplænɪt/	
125. population (n)	dân số
/ˌpɔːpjəˈleɪʃn/	
126. similar (adj)	tương tự
/ˈsɪmələ/	
127. space station (n)	trạm vũ trụ
/ˈspeɪs steɪʃn/	
128. temperature (n)	hiệu độ
/ˈtemprətʃər/	
129. Venus (n)	sao Kim
/ˈviːnəs/	
130. view (n)	quang cảnh, tầm nhìn
/vjuː/	
Lesson 2	
131. alien (n)	người ngoài hành tinh
/ˈeɪliən/	
132. appear (v)	xuất hiện
/əˈpɪr/	
133. circular (adj)	có dạng hình tròn
/ˈsɜːrkjələr/	
134. disappear (v)	biến mất
/ˌdɪsəˈpɪr/	
135. disk-shaped (adj)	hình đĩa
/ˌdɪsk ʃeɪpt/	
136. flying saucer (n)	đĩa bay
/ˌflaɪɪŋ ˈsoːsər/	
137. huge (adj)	to lớn, khổng lồ
/hjuːdʒ/	
138. strange (adj)	kì lạ
/streɪndʒ/	
139. terrified (adj)	cảm thấy khiếp sợ
/ˈterəfaɪd/	
140. tiny (adj)	nhỏ xíu, bé xíu
/ˈtaɪni/	
141. triangular (adj)	có dạng hình tam giác
/ˌtraɪˈæŋɡjələr/	
142. UFO (n)	vật thể bay không xác định
/ˌjuː ef ˈou/	
Lesson 3	
143. hover (v)	bay lơ lửng
/ˈhʌvər/	

Unit 7

Lesson 1

144. game designer (n)	người thiết kế trò chơi
/geɪm dɪˈzaɪnər/	
145. dentist (n)	nha sĩ
/ˈdentɪst/	
146. director (n)	đạo diễn
/daɪˈrektər/	
147. dream (n)	ước mơ
/driːm/	
148. engineer (n)	kỹ sư
/ˌendʒɪˈnɪr/	
149. flight attendant (n)	tiếp viên hàng không
/ˈflaɪt əˈtendənt/	
150. journalist (n)	nhà báo
/ˌdʒɜːrnəlɪst/	
151. musician (n)	nhạc sĩ, nhạc công
/ˈmjuːˈzɪʃn/	
152. veterinarian (n)	bác sĩ thú y
/ˌvetərɪˈneriən/	

153. vlogger (n)	người làm vlog
/ˈvlɔːɡər/	
Lesson 2	
154. celebrity (n)	người nổi tiếng
/səˈlebrəti/	
155. helicopter (n)	trực thăng
/ˈhelɪkɑːptər/	
156. home theater (n)	rạp chiếu phim tại nhà
/ˌhoʊm ˈθiːətər/	
157. jet (n)	máy bay phản lực
/dʒet/	
158. mansion (n)	biệt thự
/ˈmænsjən/	
159. millionaire (n)	triệu phú
/ˌmɪljəˈner/	
160. sports car (n)	xe ô-tô thể thao
/ˈspɔːrts kɑːr/	
161. yacht (n)	du thuyền
/jɑːt/	

Lesson 3

162. attend (v)	tham gia, tham dự
/əˈtend/	
163. fit (adj)	mạnh khỏe
/fɪt/	

Unit 8

Lesson 1

164. basket (n)	giỏ, sọt, rổ
/ˈbæskɪt/	
165. ceremony (n)	ngghi thức, nghi lễ
/ˈserəməni/	
166. cloth (n)	vải
/klɔːθ/	
167. embroidery (n)	đồ thêu, sự thêu thùa
/ɪmˈbrɔɪdəri/	
168. ethnic (adj)	dân tộc
/ˈeθnɪk/	
169. experienced (adj)	có kinh nghiệm
/ɪkˈspɪəriənst/	
170. headscarf (n)	khăn trùm đầu
/ˈhedskɑːrf/	
171. pattern (n)	hoa văn
/ˈpætərn/	
172. pottery (n)	đồ gốm
/ˈpɔːtəri/	
173. product (n)	sản phẩm
/ˈprɔːdʌkt/	
174. silver (n)	bạc
/ˈsɪlvər/	

Lesson 2

175. apron (n)	tạp dề
/ˈeɪprən/	
176. blouse (n)	áo cánh, áo kiểu nữ
/blaʊs/	
177. corn (n)	ngô, bắp
/kɔːrn/	
178. dessert (n)	món tráng miệng
/dɪˈzɜːrt/	
179. steam (v)	hấp
/stiːm/	
180. sticky rice (n)	gạo nếp, xôi
/ˌstɪki ˈraɪs/	
181. utensil (n)	đồ dùng, dụng cụ dùng trong gia đình
/juːˈtensl/	

Lesson 3

182. gong (n)	cồng, chiêng
/ɡɔːŋ/	
183. stilt house (n)	nhà sàn
/stɪlt haʊs/	



Irregular Verbs

Infinitive	Past simple	Past participle	Vietnamese meanings
be /bi:/	was /wəz/, were /wə(r)/	been /bin/	thì, là, ở, bị, được
beat /bi:t/	beat /bi:t/	beaten /'bi:tn/	đánh bại, đánh đập
become /bi'kʌm/	became /bi'keɪm/	become /bi'kʌm/	trở nên, trở thành
begin /bi'gɪn/	began /bi'gæn/	begun /bi'gʌn/	bắt đầu
blow /blɒs/	blew /blu:/	blown /blɒsn/	thổi
break /breɪk/	broke /brɒk/	broken /'brɒkən/	vỡ, làm vỡ
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	đem, mang lại
build /bɪld/	built /bɪlt/	built /bɪlt/	xây dựng
burn /bɜ:rn/	burnt /bɜ:rn/	burnt /bɜ:rn/	làm bỏng, đốt cháy
	(burned /bɜ:rnd/)	(burned /bɜ:rnd/)	
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	mua
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	bắt, chụp
choose /tʃu:z/	chose /tʃoʊz/	chosen /'tʃoʊzn/	chọn, lựa
come /kʌm/	came /keɪm/	come /kʌm/	đến, đi đến
cost /kɔ:st/	cost /kɔ:st/	cost /kɔ:st/	có giá, tiêu tốn
cut /kʌt/	cut /kʌt/	cut /kʌt/	cắt
do /du:/	did /dɪd/	done /dʌn/	làm
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	vẽ
dream /dri:m/	dreamt /dremt/	dreamt /dremt/	nằm mơ, mơ ước
	(dreamed /dri:md/)	(dreamed /dri:md/)	
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	uống
drive /draɪv/	drove /droʊv/	driven /'drɪvn/	lái xe
eat /i:t/	ate /et/	eaten /'i:tn/	ăn
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	ngã
feed /fi:d/	fed /fed/	fed /fed/	cho ăn
feel /fi:l/	felt /felt/	felt /felt/	cảm thấy
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	chiến đấu
find /faɪnd/	found /faʊnd/	found /faʊnd/	tìm thấy
fit /fɪt/	fit /fɪt/	fit /fɪt/	làm cho vừa vặn, phù hợp
	(fitted /'fɪtɪd/)	(fitted /'fɪtɪd/)	
fly /flaɪ/	flew /flu:/	flown /floʊn/	bay
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	quên
get /get/	got /gɒt/	got /gɒt/	có, được, nhận
		(gotten /'gɒtn/)	
give /gɪv/	gave /geɪv/	given /'gɪvn/	đưa, cho
go /gɒs/	went /went/	gone /gɔ:n/	đi
grow /grɒs/	grew /gru:/	grown /groʊn/	phát triển, trồng
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	treo lên
have /hev/	had /həd/	had /həd/	có
hear /hɪə(r)/	heard /hɜ:rd/	heard /hɜ:rd/	nghe
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	trốn, ẩn giấu
hit /hɪt/	hit /hɪt/	hit /hɪt/	đánh
hold /hoʊld/	held /held/	held /held/	cầm, giữ, tổ chức
hurt /hɜ:rt/	hurt /hɜ:rt/	hurt /hɜ:rt/	làm đau
keep /ki:p/	kept /kept/	kept /kept/	giữ
know /noʊs/	knew /nu:/	known /noʊn/	biết
learn /lɜ:rn/	learnt /lɜ:rn/	learnt /lɜ:rn/	học, được biết
	(learned /lɜ:rnd/)	(learned /lɜ:rnd/)	
leave /li:v/	left /left/	left /left/	rời đi, để lại



Infinitive	Past simple	Past participle	Vietnamese meanings
lend /lend/	lent /lent/	lent /lent/	cho mượn, cho vay
let /let/	let /let/	let /let/	cho phép, để cho
lie /lai/	lay /lei/	lain /lein/	nằm
light /lait/	lit /lit/	lit /lit/	chiếu sáng
lose /lu:z/	lost /lɔ:st/	lost /lɔ:st/	mất, làm mất
make /meik/	made /meid/	made /meid/	làm ra, sản xuất
mean /mi:n/	meant /ment/	meant /ment/	có nghĩa là
meet /mi:t/	met /met/	met /met/	gặp mặt
pay /pei/	paid /peid/	paid /peid/	trả (tiền)
put /pʊt/	put /pʊt/	put /pʊt/	đặt, để
read /ri:d/	read /red/	read /red/	đọc
ride /raid/	rode /rɔʊd/	ridden /'rɪdn/	lái xe, cưỡi
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	đánh chuông
rise /raɪz/	rose /rɔʊz/	risen /'rɪzn/	mọc, gia tăng
run /rʌn/	ran /ræn/	run /rʌn/	chạy
say /sei/	said /sed/	said /sed/	nói
see /si:/	saw /sɔ:/	seen /si:n/	nhìn thấy
sell /sel/	sold /sould/	sold /sould/	bán
send /send/	sent /sent/	sent /sent/	gửi
set /set/	set /set/	set /set/	bố trí, đặt, để
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/	rung, lắc
shine /ʃaɪn/	shone /ʃɔʊn/	shone /ʃɔʊn/	tỏa sáng
	(shined (transitive) /ʃaɪnd/)	(shined (transitive) /ʃaɪnd/)	
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/	bắn
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	đóng (cửa)
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	hát
sit /sɪt/	sat /sæt/	sat /sæt/	ngồi
sleep /sli:p/	slept /slept/	slept /slept/	ngủ
smell /smel/	smelt /smelt/	smelt /smelt/	ngửi, có mùi
	(smelled /smeld/)	(smelled /smeld/)	
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/	nói
spend /spend/	spent /spent/	spent /spent/	tiêu xài, trải qua
stand /stænd/	stood /stʊd/	stood /stʊd/	đứng
steal /sti:l/	stole /stoʊl/	stolen /'stoʊlən/	lấy cắp, lấy trộm
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	dán, dính
sweep /swi:p/	swept /swept/	swept /swept/	quét
swim /swɪm/	swam /swæm/	swum /swʌm/	bơi lội
take /teɪk/	took /tʊk/	taken /'teɪkən/	cầm, lấy
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	dạy, giảng dạy
tear /teə(r)/	tore /tɔ:(r)/	torn /tɔ:rn/	xé rách
tell /tel/	told /təʊld/	told /təʊld/	kể, bảo
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	suy nghĩ
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	ném, vút
understand /ˌʌndər'stænd/	understood /ˌʌndər'stʊd/	understood /ˌʌndər'stʊd/	hiểu
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	thức dậy
wear /weə(r)/	wore /wɔ:r/	worn /wɔ:rn/	mặc
win /wɪn/	won /wʌn/	won /wʌn/	thắng, chiến thắng
write /raɪt/	wrote /rəʊt/	written /'rɪtn/	viết



American English – British English Guide

American English

A

airplane /'eə(r)pleɪn/
anyplace/anywhere /'enɪpleɪs/'eniweə(r)/
apartment /'æpɑːrtmənt/

B

bathrobe /'bæθroʊb/
bathroom/restroom /'bæθrʊm/'restrʊm/
bathtub /'bæθtʌb/
bill /bɪl/
billion /'bɪljən/ (= a thousand million)
busy (phone) /'bɪzi/

C

cab /kæb/
call /kɔːl/
can /kæn/
candy /'kændi/
check /tʃek/
closet /'kloʊzət/
connect (telephone) /kə'nekt/
cookie /'kʊki/

D

dessert /di'zɜːrt/
downtown /daʊn'taʊn/
drugstore/pharmacy /'drʌgstɔːr/'fɑːrməsi/

E

elevator /'elɪveɪtər/

F

fall /fɔːl/
faucet /'fəʊsɪt/
first floor, second floor, etc. /,fɜːrst 'floːr/, /,sekənd 'floːr/
flashlight /'flæʃlaɪt/
French fries /,frentʃ 'fraɪz/

G

garbage/trash /'gɑːrbɪdʒ/'træʃ/
garbage can /gɑːrbɪdʒ 'kæn/
gas /gæs/
gas station /'gæs 'steɪʃən/
grade /greɪd/
grocery store /'ɡroʊsəri 'stɔːr/

I

intermission /,ɪntər'mɪʃn/
intersection /'ɪntərseksjən/

L

line /laɪn/

M

mail /meɪl/
make a reservation /,meɪk ə 'rezər'veɪʃn/
motorcycle /'moʊtərsalkl/
movie /'muːvi/
movie theater /'muːvi 'θiːətər/

N

newscaster /'nuːzkæstər/

O

office (doctor's/dentist's) /'ɒfɪs/
one-way (ticket) /,wʌn 'wei/

P

pants /pænts/
pantyhose /'pæntihouz/
parking lot /'pɑːrkɪŋ lɒt/

British English

aeroplane /'eərəpleɪn/
anywhere /'eniweə/
flat /flæt/

dressng gown /'dresɪŋ gaʊn/
toilet/cloakroom /'tɔɪlət/'kloʊkrʊm/
bath /bɑːθ/
banknote /'bæŋknəʊt/
billion /'bɪljən/ (= a million million)
engaged (phone) /ɪn'geɪdʒd/

taxi /'tæksi/
ring up/phone /,rɪŋ 'ʌp/fəʊn/
tin /tɪn/
sweets /swiːts/
bill (restaurant) /bɪl/
wardrobe /'wɔːdroʊb/
put through /,pʊt 'θruː/
biscuit /'bɪskɪt/

pudding/dessert/sweet /'pʊdɪŋ/di'zɜːt/'swiːt/
(city) centre /sɪti 'sentə/
pharmacist's/chemist's /'fɑːməsɪst/'kemɪsts/

lift /lɪft/

autumn /'ɔːtəm/
tap /tæp/
ground floor, first floor, etc. /,graʊnd 'floːr/, /,fɜːst 'floːr/
torch /tɔːtʃ/
chips /tʃɪps/

rubbish /'rʌbɪʃ/
dustbin/bin /'dʌstbɪn/bɪn/
petrol /'petrəl/
petrol station /'petrəl 'steɪʃən/
form/year /fɔːm/jɪə/
grocer's /'ɡroʊsərs/

interval /'ɪntəvl/
crossroads /'krɒsrəʊdz/

queue /kjuː/

post /pəʊst/
book /bʊk/
motorbike/motorcycle /'moʊtəbaɪk/'moʊtəsaɪkl/
film /fɪlm/
cinema /'sɪnəmə/

newsreader /'njuːzriːdər/

surgery /'sɜːdʒəri/
single (ticket) /'sɪŋgl/

trousers /'traʊzəz/
tights /taɪts/
car park /'kɑː pɑːk/



pen pal /'pen pæl/
(potato) chips /pə'tetəʊ tʃɪps/
power plant /'paʊər plænt/
public school /ˌpʌblɪk 'sku:l/
purse /pɜ:rs/

R

railroad /'reɪlroʊd/

S

sales clerk /'seɪlz klɜ:k/
schedule /'skedʒu:l/
sidewalk /'saɪdwɔ:k/
sneakers /'sni:kə/
soccer /'sɒkə/
stand in line /ˌstænd ɪn 'laɪn/
store /sto:r/
stuffed animal /ˌstʌft 'æniml/
subway /'sʌbweɪ/

T

traffic circle /'træfɪk sɜ:rk/
transportation /ˌtrænsˈpɔ:teɪʃn/
truck /trʌk/
two weeks /tu: 'wi:ks/

U

underpants /'ʌndəpænts/
undershirt /'ʌndəʃɜ:rt/

V

vacation /veɪ'keɪʃn/
vacuum (v) /'vækjʊm/
vacuum cleaner /'vækjʊm kli:nə/
vest /vest/

W

with (milk/cream in coffee) /wɪθ/

Y

yard /jɑ:rd/

Z

(pronounced /zi:/)
zero /'zi:roʊ/
zip code /'zɪp kəʊd/

Grammar

He just went out./He has just gone out.
Hello, is this Steve?
Do you have a car?
The band is playing.
I will/should go out.
You don't need to do it.
Past participle of get: gotten

Spelling

analyze /'ænaləɪz/
center /'sentə/
check (n) /tʃek/
color /'kʌlə/
honor /'ɒnə/
jewelry /'dʒu:əlri/
practice (n, v) /'præktɪs/

program /'prəʊgræm/
realize /'ri:əlaɪz/
tire /taɪr/
traveler /'trævələ/
defense /di'fens/

Expressions with prepositions and particles

live on X street
on a team
on the weekend
Monday through/to Friday

penfriend /'penfrend/
crisps /krisps/
power station /'paʊə 'steɪʃn/
state school /'steɪt sku:l/
handbag /'hændbæg/

railway /'reɪlweɪ/

shop assistant /'ʃɒp əsɪstənt/
timetable /'taɪmteɪbl/
pavement /'peɪvmənt/
trainers /'treɪnə/
football /'fʊtbɔ:l/
queue /kju:/
shop /ʃɒp/
soft toy /ˌsɒft 'tɔɪ/
underground /'ʌndəgraʊnd/

roundabout /'raʊndəbaʊt/
transport /'trænsˈpɔ:t/
lorry /'lɒri/
fortnight/two weeks /'fɔ:tnaɪt/tu: 'wi:ks/

pants /pænts/
vest /vest/

holiday(s) /'hɒlədeɪ(z)/
hoover /'hu:və/
hoover /'hu:və/
waistcoat /'weɪskəʊt/

white (coffee) /waɪt/

garden /'gɑ:dən/

(pronounced /zed/)
nought /no:t/
postcode /'pəʊstkəʊd/

He has just gone out.
Hello, is that Steve?
Have you got a car?
The band are playing.
I shall go out.
You needn't do it.
Past participle of get: got

analyse /'ænaləɪz/
centre /'sentə/
cheque /tʃek/
colour /'kʌlə/
honour /'ɒnə/
jewellery /'dʒu:əlri/
practice (n) /'præktɪs/
practise (v) /'præktɪs/
programme /'prəʊgræm/
realise /'ri:əlaɪz/
tyre /taɪə/
traveller /'trævələ/
defence /di'fens/

live in X street
in a team
at the weekend
Monday to Friday



English Phonemic Chart

VOWELS AND DIPHTHONGS

- /ʌ/ under, cup
- /ɑ:/ arm, octopus
- /æ/ alligator, cat
- /e/ elephant, bed
- /ə/ America, theater
- /ɜ:/ bird, learn
- /ɪ/ itchy, sitting
- /i:/ sheep, heat
- /ɔ:/ four, horse
- /ʊ/ put, book
- /u:/ moon, blue
- /eɪ/ game, play
- /aɪ/ five, eye
- /ɔɪ/ boy, join
- /oʊ/ nose, home
- /aʊ/ house, mouth
- /ɪə/* year, here
- /eə/* where, air, bear
- /ʊə/* tourist, poor
- /əʊ/* nose, home

CONSONANTS

- /b/ ball, table
- /p/ point, top
- /k/ car, kick
- /g/ goat, big
- /f/ fish, farm
- /v/ violin, five
- /t/ tiger, hat
- /d/ door, bad
- /m/ monster, mom
- /n/ nose, ten
- /ŋ/ sing, finger
- /h/ hop, hat
- /r/ robot, star
- /l/ love, ball
- /ʒ/ television, treasure
- /ʃ/ shop, fish
- /tʃ/ chicken, watch
- /dʒ/ jump, bridge
- /θ/ three, thin
- /ð/ mother, this
- /s/ snake, kiss
- /z/ zigzag, lazy
- /w/ walk, window
- /j/ yo-yo, yellow

Note:

*only appear in British English pronunciation



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