

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

SÁCH MẪU

TIẾNG ANH

English

10

Discovery

STUDENTS' BOOK

SACHHOC.COM



NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM



Pearson

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LỜI NÓI ĐẦU

Tiếng Anh 10 English Discovery, được biên soạn theo Chương trình giáo dục phổ thông 2018 (ban hành kèm theo thông tư số 32/2018/TT-BGDĐT ngày 26/12/2018), dành cho học sinh lớp 10 cấp trung học phổ thông. Sách giúp các em phát triển năng lực tiếng Anh thông qua nhiều hoạt động và nội dung hấp dẫn, phù hợp với lứa tuổi và văn hóa, truyền thống Việt Nam, cũng như bổ sung kiến thức và kỹ năng toàn cầu của thế kỷ XXI.

Tiếng Anh 10 English Discovery bám sát nguyên lý dạy và học theo đường hướng giao tiếp (Communicative Language Teaching Approach). Nguyên lý này được thể hiện thông qua việc phát triển cho học sinh các nhóm năng lực thành phần cấu thành nên năng lực giao tiếp xuyên suốt các bài học. Hệ thống mục tiêu bài học được xây dựng theo các năng lực thuộc Khung đánh giá tiếng Anh toàn cầu GSE (Global Scale of English) kết hợp với các năng lực được quy định trong Chương trình giáo dục phổ thông 2018. Bộ sách hướng tới tính ứng dụng cao trong giao tiếp thông qua việc sử dụng các tình huống giao tiếp đa dạng trong đời thực liên quan và gắn liền với những gì học sinh quan tâm.

Tiếng Anh 10 English Discovery chú trọng đến việc phát triển con người toàn diện. Bên cạnh việc xây dựng năng lực ngôn ngữ, sách còn giúp học sinh hình thành và phát triển các kỹ năng và phẩm chất cần thiết của công dân thế kỷ XXI, như năng lực hợp tác, giải quyết vấn đề, tư duy phản biện, sáng tạo, và thói quen học tập suốt đời. Từ việc sử dụng được tiếng Anh để giao tiếp, các em sẽ có thêm kiến thức về cuộc sống quanh mình, hình thành mối liên kết giữa những gì đã biết, đã được trải nghiệm với nội dung bài học, từ đó giúp quá trình học và phát triển tiếng Anh trở nên tự nhiên và hiệu quả nhất.

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VOCABULARY

Household chores

I can use language related to household chores.

1 Match the household chores below with the pictures. Write 1–10 next to the words.

- | | |
|---|--|
| ☐ do the laundry | ☐ do the shopping |
| ☐ feed the dog | ☐ fix things in the house |
| ☐ set the table | ☐ sweep the floor |
| ☐ take the rubbish out | ☐ vacuum the floor |
| ☐ wash the dishes | ☐ water the plants |

Family chores

No matter how many chores you complete, there are always more to be done.

African proverb



2 Read about Nam and Giang's family chores. Write (N) for Nam, (G) for Giang, and (B) for both next to chores they share.

Hi! My name is Nam. I live with my family in a big house. I have a sister. We share chores with my parents. I'm lucky because I get to water the plants. I really enjoy it. I also have to take the rubbish out, but I don't like it very much. My sister and I do the laundry.

We're not too good at it. It upsets my mum sometimes. My mum washes the dishes. I don't think she minds it, but she prefers to do the cooking. And my dad fixes things in the house. He's great at it and I think he loves it too.



My name is Giang. I live in Huế with my parents, grandfather, and two younger brothers. We live in a flat. I am the eldest, so I help my family with the chores. My two brothers are only 4 and 5 so they don't help out yet. We have a dog and I

feed him every day. My dad says I'm terrible at it because I make a mess. On Saturdays, I go with my grandfather to the market, and we do the shopping. Sometimes we buy the wrong things. My mum and I water the plants and do the laundry. I like watering the plants, but not doing the laundry.

- 1 do the laundry _____
- 2 do the shopping _____
- 3 feed the dog _____
- 4 fix things in the house _____
- 5 set the table _____
- 6 take the rubbish out _____
- 7 vacuum the floor _____
- 8 wash the dishes _____
- 9 water the plants _____

3 Complete the following sentences with the correct verbs make or do. Make sure to use the correct forms of the verbs.

- 1 My older brother _____ the cooking and I _____ the housework.
- 2 My mum _____ everyone's bed and _____ the washing up.
- 3 My older sister _____ the ironing, and my younger sister _____ the cleaning up.
- 4 I _____ the vacuuming. Sometimes I also have to help my dad water the yard.
- 5 My baby brother doesn't do much, except he sometimes _____ a mess.

4 Match the sentences in A with the sentences in B to make meaningful exchanges.

A	B
1 I want to sweep the floor.	a She doesn't know where the mop is.
2 I'm terrible at doing the laundry.	b Give me the surface cleaner and I'll clean it.
3 I need to do my ironing.	c I'd better dust the furniture before she arrives.
4 Mum is going to mop the floor.	d Let me clean the stove before you start.
5 Grandmother is coming over later.	e I'll get you the broom.
6 I'll cook dinner tonight.	f I always use too much laundry detergent.
7 The bathroom is dirty.	g Barbara has the ironing board in her room.

5 Work in pairs. Ask and answer the following questions.

- 1 Do you do housework?
- 2 What kind of housework do you enjoy?
- 3 What kind of housework are you good at?

Present Simple (Review)

I can use the Present Simple to talk about routines.

- 1  1.01 Listen to the dialogue between two friends, Lan and Đào. Tick (✓) the housework task each person does at home.



	Lan	Đào
1 clean the bathroom	✓	
2 clean the sink		
3 do the ironing		
4 dry the dishes		
5 mop the floor		
6 put the dishes away		
7 sweep the floor		
8 take the rubbish out		
9 vacuum		
10 walk the dog		
11 wash the dishes		

GRAMMAR FOCUS

Present Simple (Review)

- + I **clean** the kitchen.
He just **sweeps** the dirt under the sofa.
I **hate** vacuuming.
- I **don't do** that. My mum mops the floor.
He **doesn't like** doing household chores.
- ? What chores **do** you do?
Who **sweeps** the floor at your place?
Do you **like** cleaning the kitchen?

REMEMBER THIS

Spelling rules for he / she / it:

- Most verbs add **-s**: sweep ⇒ sweeps
- Verbs ending in -o, -sh, -ss, -ch, -x, add **-es**:
do ⇒ **does**, fix ⇒ **fixes**
- Verbs ending in consonant + y; change **y** to **ies**:
study ⇒ **studies**
- The verb *have* is irregular: have ⇒ **has**

- 2 Complete the sentences with the correct forms of the verbs. Then tick (✓) if the sentences are true or false for you. Cross (X) if the sentence does not apply to you.

	True	False
1 My dad _____ (water) the plants at my home.		
2 My mum _____ (take) the rubbish out.		
3 My brother _____ (do) the laundry every week.		
4 My dad usually _____ (wash) the dishes.		
5 My grandmother _____ (do) the cooking.		
6 My sister _____ (dry) the dishes.		

- 3 Read the text and give the correct forms of the verbs.

In many countries, the roles of men and women doing household chores are changing.

Take Josep as an example. He lives in Spain. Now his wife works, so Josep

¹do _____ more household chores than before. His wife, Maria, used to do all the cleaning, mopping, sweeping, washing, and ironing clothes as well as dusting. However, now Josep ²wash _____ and ³iron _____ the clothes. At the weekend, he ⁴help _____ out in the kitchen as well. He ⁵clean _____ the sink, stove, and ⁶wash _____ the dishes. Josep doesn't ⁷clean _____ the floors. When Maria has free time, she ⁸vacuum _____ and mops the floors as well as ⁹make _____ the beds. She ¹⁰fix _____ things around the house too.



- 4 Make questions for the sentences in Exercise 2. Then interview your friend.

- Does your dad water the plants at your home?
- _____?
- _____?
- _____?
- _____?
- _____?

1.3

LISTENING

I can identify specific information about men and women's roles in traditional and modern families in Việt Nam.

- 1 Hương and Viên are talking about men's and women's roles in Vietnamese families. Guess if the following statements from the survey are true (T) or false (F).

Statements	True or False
1 Women do most of the housework.	
2 Husbands tend to help out their wives with housework in rural areas.	
3 Women take care of the elderly.	
4 Men want to help women with housework.	

- 2  1.02 Listen to Part 1 of the interview and check your guesses in Exercise 1.

- 3  1.03 Listen to Part 2 of the interview and answer the following questions.

- Who does most of the housework in Hương's family?

- Does Hương's mum have a job?

- Who does the cooking in Viên's family?

- Who feeds the dog in Viên's family?

- Who thinks the family roles haven't changed much?



- 4 Work in groups of four. Interview your friends and write their answers in the space.

Statements	Friend 1	Friend 2	Friend 3
1 Do you think men and women's roles in Vietnamese homes are changing? Why?			
2 Do you think there are differences in housework division between cities and rural areas? Why?			

PRONUNCIATION FOCUS

- 5  1.04 Listen and repeat words with the *br*, *cl*, *cr*, and *dr* sounds.

1 broom	brush	breakfast	break	bread
2 clothes	clean	cloth	click	clear
3 cry	crop	crab	cream	crazy
4 dry	dryer	laundry	drapes	draw

- 6  1.05 Circle the *br*, *cl*, *cr*, and *dr* sounds you hear in the following sentences. You will hear two of these sounds in each sentence. Then listen and check.

1 br	cl	cr	dr
2 br	cl	cr	dr
3 br	cl	cr	dr
4 br	cl	cr	dr



I can identify specific information in a description about household chores

- 1 Look at the pictures and read the first paragraph of the text. Who are the people in the pictures?



- 2 Read the text. Who in Mai's family likes these things?

art	cooking	films	sports
TV series	washing	the dishes	writing

A day in the life of my family

There are three of us at home: mum, my brother Huy and me, Mai. Huy is seventeen and he's keen on art. I'm fifteen and I love sports. We love our family and friends.

Our mum is a writer. She works at home. On a normal day, mum **gets up** first, **takes the dog out** and buys fresh rolls for breakfast. I get up second and make tea.

After that, mum **wakes** my brother **up**. He gets out of bed and asks, 'Where's my purple shirt?'. He finds his clothes (they can be anywhere), **gets dressed** and **falls asleep** again.

When we go to school, mum stays at home and writes. Huy says she has an easy job: she just lies on the sofa and writes now and then.

After school, I go for a run in the park, but not on Tuesday and Thursday, when I have acrobatics. Huy cooks dinner for all of us. He's the best cook in the family. His food can be Vietnamese, Western or totally experimental. However, recently, he has art classes until 7.00 p.m., then we get pizza from a pizzeria. Nobody wants to **wash the dishes**. We all say 'Why always me?', but someone always does it in the end. We all **look after** our dog. When I go to bed, mum sits down and types on her laptop. At the weekends, I usually go to the gym, Huy goes to museums and mum visits her friends, but we also spend time together. We watch films and TV series.

- 3 Read the text again. For questions 1–6, choose the correct answer.

- Mai's brother Huy
 - likes sports.
 - wakes his mum up in the morning.
 - gets up with difficulty.
- In the afternoon, Mai DOESN'T go
 - to an acrobatics class.
 - to art lessons.
 - for a run.
- They buy pizza from a pizzeria
 - because mum stays at home.
 - when Huy comes home late.
 - when Mai has acrobatics.
- The family disagrees about
 - the washing-up.
 - looking after the dog.
 - going to bed late.
- At weekends, they
 - all go to the gym.
 - visit mum's friends.
 - spend time together.
- Which is true about mum?
 - She doesn't go to work.
 - She doesn't usually go shopping in the morning.
 - She doesn't use a computer.

- 4 1.06 Complete the phrases with the verbs in blue in the text. Then listen, check and repeat.

- get up** (first / early / late)
- _____ up (your brother / sister)
- _____ dressed
- _____ asleep
- _____ the dog out (for a walk)
- _____ after (a child / a pet)

- 5 Work in pairs. Discuss your family's typical day. Use the words and phrases in Exercise 4.

In my family, my dad gets up first, and he sometimes takes the dog out...

Present Simple vs. Present Continuous

I can use the Present Simple and the Present Continuous correctly.

- 1 1.07 Listen to the telephone conversation between Nam and his friend, Minh. Why can't Nam go to the beach with Minh?
- 2 1.08 Listen to the conversation again. Match the chores below to the members in Nam's family.

cleaning the bathroom and kitchen
dusting the furniture painting the fence
tidying the garage vacuuming the floor

- 1 Nam: _____
- 2 Mum and sister: _____
- 3 Dad: _____
- 4 Brother: _____

GRAMMAR FOCUS

- Use the Present Simple to talk about habits and repeated events.
- Use the Present Continuous to talk about activities in progress now or around now.

Mai usually *does* the laundry, but today Linh *is doing* it.

	Present Simple	Present Continuous
+	He often cooks dinner.	He is cooking dinner tonight.
-	I don't do the ironing on Thursdays.	I am not doing the ironing now.
?	Do they often water the garden at the weekend?	Are they watering the garden today?

3 Underline the correct option.

- 1 They vacuum / are vacuuming the floor twice a week.
- 2 Do you take / taking the rubbish out every morning?
- 3 It rains / is raining so we don't have to water the plants.
- 4 My husband doesn't fix / isn't fixing things around the house at the weekends.
- 5 I don't feed / am not feeding the dog, but my brother does.

4 Complete the text with the correct forms of the verbs in brackets.

Today is Sunday and it's also my mum's birthday. Everyone in my family wants to make today special for her. We are giving her a 'free' day. This morning, I (make) ¹ _____ my mum a special breakfast. I (cook) ² _____ bánh cuốn for her. She loves it. Dad is doing all the vacuuming, mopping, and sweeping. My younger sisters are helping him. On Sundays, dad often (go) ³ _____ to the gym, but not today. My brother, Hiên, (wash) ⁴ _____ the car. He hates doing it, but it's for mum. On Sundays, he usually (watch) ⁵ _____ a movie at the cinema with his friends, but not today.

My mum (enjoy) ⁶ _____ her morning. On Sundays, she usually (clean) ⁷ _____ our house and (go) ⁸ _____ to the market. But today, she (visit) ⁹ _____ her friends.

My grandmother is going to the market. She (shop) ¹⁰ _____ for fish. This afternoon, she will cook a special meal for us.

I hope mum enjoys her special day.



5 GUESSING GAME. Work in groups. Guess who the person is from what he / she is doing and his / her routine.

- A: *She texts my dad several times a day.
At this time she is probably doing yoga.*
- B: *Is it your mum?*
- A: *Yes, that's correct!*



so and such

I can use so and such correctly.

1 Read the text below. Then work in pairs and discuss the following questions.

- 1 Do you, or would you like to, live with three generations of your family?
- 2 What advantages and disadvantages of having three generations living in one home?



One home, three generations

Around the world, many families live with several generations in the same house. This is because young people can't afford to move away from home. Also, the older generation lives longer now, and they want to help their children. These homes are crowded, but the generations help and support each other. So, what's it like to have grandparents, parents and children living together? We asked members of three generations of the same family.

2 1.09 Listen to the father's views. Which of your ideas in Exercise 1 does he mention?

3 1.10 Listen again and choose the correct option.

- 1 We have three generations in this house: it's so / such crowded!
- 2 New Zealand is so / such a long way from the UK.
- 3 Childcare is so / such expensive in London.
- 4 We were so / such poor that we couldn't go on holiday.
- 5 The house is very small for so / such a big family.

4 1.11 Read the LANGUAGE FOCUS. Complete the text below by the daughter. Use so or such. Then listen and check.

LANGUAGE FOCUS

so and such

- You use **so** to emphasise adjectives.
so + adjective → *It's so crowded!*
- You use **such** to emphasise nouns.
such + noun phrase → *It's such a long way.*
We're such close friends.
They give such good advice.



I don't mind living with my grandparents, they're ¹ so lovely. I like talking to them – they're very experienced and give ² _____ good advice. Mum and Dad are ³ _____ busy. They don't have time to listen to our problems. My parents are ⁴ _____ lucky because grandma and granddad are very helpful in the house. Grandma is ⁵ _____ a good cook that she does most of the cooking, while granddad looks after the garden.

5 1.12 USE OF ENGLISH Complete the text by the grandmother. Choose the correct answer. Then listen and check.

We thought about it for a long time because we're ¹ such independent people. Some elderly people are lonely, but not us – we've got ² _____ friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's ³ _____ fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter is ⁴ _____ polite young lady and she's very kind. I worry about her little brother though. He's ⁵ _____ lazy!



- | | | |
|-------------|---------------|-----------|
| 1 A so | <u>B such</u> | C such an |
| 2 A so many | B such many | C such a |
| 3 A such | B such a | C so |
| 4 A such | B so | C such a |
| 5 A so | B such | C such a |

6 Which generation do you think benefits most from living in 'one home'? Discuss with a partner.

A personal email

I can write a short personal email to a friend to describe household chores.

- 1 Choose three household chores that you enjoy doing and three you don't. Tell your partner about them.

clean the sink	do the cleaning
do the ironing	do the laundry
do the shopping	do the washing up
dust the furniture	make the bed
put things away	set the table
walk the dog	water the plants

- 2 Read the email from Nam to Holly and answer the questions.

To: holly08@zmail.com

Hi Holly,

Today I have to stay at home and help my family clean the house. I dread doing it, but my mum says it is necessary. I guess I'm fortunate because we only do it twice a month. My mum assigned me the tasks of dusting the furniture, vacuuming the floor, and washing clothes. I don't mind vacuuming the floor; in fact, I kind of like it. But washing clothes is a whole other story. I can't stand it! Also, mum doesn't make it any easier. She constantly complains that I do a terrible job at it. My sister takes the dog for a walk and does the ironing. I wish I could do that instead of washing the clothes. Oh well, you can't always get what you want.

Tell me what you are doing today?

Do you have any chores you have to do?

Bye for now,
Nam

- How often does Nam help with the housework?
- What are his household duties?
- What are chores that he likes?
- What are chores that he doesn't like?
- What does he feel about doing housework?

WRITING FOCUS

An informal email

- Start the email with:
Dear, Hello, or Hi + the person's name
- Use contractions:
I am = I'm It is = It's

- Useful phrases at the beginning of the email:
I'm ... (your exchange partner).
Thank you / Thanks for your email.
- Ask questions:
What are you doing today? Do you have any chores to do?
- Useful phrases at the end of the email:
Write soon.
Say hello to (your parents).
Have a great time! Write soon / in October.
- Finish the email with a friendly goodbye:
All the best,
Bye for now,
Love (if you write to a good friend),

- 3 Complete the email with appropriate expressions from the WRITING FOCUS.

From: Holly

¹ _____ Nam,
Thanks for your email. ² _____ a bit tired today because yesterday was my mother's birthday. My parents give me chores to do too. I wash the dishes every night. On Tuesday and Thursday evenings, I also do the laundry. I don't like it very much, but I get to listen to some music when I do it. So that's not so bad. I sometimes have to water the plants, but I love it.
What do you do in your free time? I like to go jogging or hiking. There are a lot of beautiful mountains and nature parks near my town.
What are ³ _____? Write soon.
All ⁴ _____,
Holly

- 4 Answer the following questions about yourself.

	You
1 How often do you help with the housework?	
2 What household chores do you do?	
3 What household chores do you enjoy?	
4 Which chores do you always do?	

- 5 Imagine you are Holly. Write an email (120–150 words) to Nam to describe your household chores.

Preferences and giving opinions

I can express preferences and give an opinion in a conversation.

- 1  1.13 Read and listen to the dialogue between Nam and Lan. Decide if the statements are true (T) or false (F).

Nam: Can you help me clean these windows?
I can't stand cleaning windows.

Lan: Maybe I can help you. What windows do you need to clean?

Nam: I need to clean the windows in front of the house. I've already done the ones in the back of the house.

Lan: Ok. Let's swap. I'll clean the windows and you do the ironing.

Nam: That sounds good. Don't you like to do the ironing?

Lan: I think ironing is OK, but I prefer washing things.

Nam: Maybe you can wash the dishes too.

Lan: Fine. I'll wash the dishes and you do the vacuuming and dusting. The bookshelves are really dusty.

Nam: It's a deal. I think dusting is not bad.

Lan: Good. Who is going to do the shopping and do the laundry?

Nam: Let's ask Minh to help us.

Lan: I don't know. He doesn't like shopping very much.

Nam: Yes, you're right. I love shopping, so I'll do it.

Lan: Great.

Nam: And can you do the laundry?

Lan: I hate doing the laundry. I think we'll ask Minh to do it. He has to do something.

Nam: Sure. Anyway, he likes doing the laundry.

- 1 Lan doesn't mind cleaning the windows. ☐
- 2 Minh can't stand shopping. ☐
- 3 Minh likes doing the laundry. ☐
- 4 Nam loves shopping. ☐
- 5 Nam thinks ironing is OK, but he prefers washing things. ☐

- 2 Look at the **SPEAKING FOCUS**. Tick (✓) the phrases that Nam and Lan use in the dialogue.

SPEAKING FOCUS

- Do / Don't you like (ironing / vacuuming)?
 - What household chores do you like?
-
- +**
- ☐ I like ...
 - ☐ I love ...
 - ☐ I like ... very much
 - ☐ My favourite (chore) is ...
 - ☐ I think (taking the dog for a walk) is fun / not bad / OK.
-
-
- ☐ I don't like ... (very much)
 - ☐ I hate / can't stand ...
 - ☐ I think (doing the washing up) is awful / terrible / rubbish.
-
- ?**
- ☐ I think (ironing) is OK, but I prefer ...

- 3 Which do you prefer? Use the structures in the **SPEAKING FOCUS** to help.

- 1 water the plants / take the rubbish out.
I think watering the plants is OK, but I prefer taking the rubbish out.
- 2 do the laundry / feed the dog.

- 3 sweep the floor / do the shopping.

- 4 vacuum the floor / wash the dishes.

- 5 set the table / fix things in the house.

- 6 do the cooking / make the bed.

- 4 In groups of four, interview your friends using the phrases in Exercise 3.



FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box.

broom	detergent	ironing board
mess	rubbish	table

- Can you help me find the _____? I need to iron my dress.
- Please take the _____ out. The bin is nearly full.
- Get the _____! We need to sweep the floors before mum comes home.
- Get some forks and spoons and help me set the _____.
- We're out of _____. Please get some the next time you go to the store.
- Don't make a _____. I don't have time to clean it up.

- 2 Complete the phrases with *do*, *make*, or *wash*.

- _____ the shopping
- _____ a mess
- _____ the dishes
- _____ the laundry
- _____ the housework
- _____ the bed

- 3 Complete the sentences with the correct verb tense.

- I can't go. I'm (do) _____ the ironing.
- At night my brother (do) _____ the washing up and I do the vacuuming.
- I feed cats and my sister (walk) _____ the dog.
- We (water) _____ the plants before we go to school.
- On Saturdays my parents do the laundry and I (dust) _____ the furniture.

USE OF ENGLISH

- 4 Complete the sentences with *so* or *such*.

- It's _____ hot. I need to turn on the air conditioner.
- His dad is _____ a clever man. He was able to fix up the house. Now it looks nice.
- She's _____ a hardworking student, she can finish all her homework in one day.
- It is _____ expensive to fly to Europe. I don't want to go.
- They're _____ helpful children. They do all the housework for their grandmother.
- I've been cleaning the house all morning. I'm _____ tired, I need to take a break.

LISTENING

- 5 1.14 Listen to two people talking about household chores. Choose the correct answer.

- 1 What can't Linh's husband find?



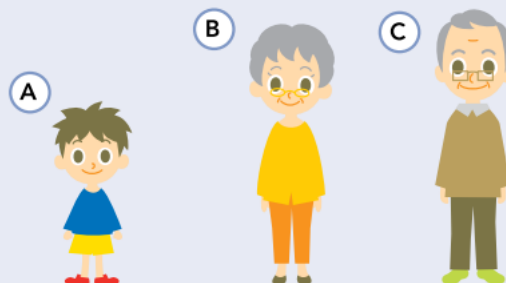
- 2 Why can't Linh's daughter help her?



- 3 What did Linh ask her son to help her with?



- 4 Who is coming over to clean Linh's house?



WRITING

- 6 Write an email (120–150 words) to a foreign friend. You should:

- explain what household chores you and your family do.
- explain when you and your family members do them.
- tell your friend if most teenagers in Việt Nam also do household chores.



2

Science and inventions

Necessity is the mother of invention.
A proverb

2.1

VOCABULARY

- Science and Technology
- Collocations

I can use language related to science, technology and inventions.

1 Choose the correct verb. Then complete the sentences to make them true for you.

- 1 The first thing I do when I visit / go online is ...
- 2 The person I'd like to watch / follow on social networking sites is ...
- 3 The website I visit / go in the most is ...
- 4 The last music I downloaded / followed was ...
- 5 The last comment I posted / sent on social media was ...
- 6 The last time I updated / revised my social media profile was ...

2  2.01 Do the Science and Technology Quiz. Then listen and check your answers.

SCIENCE AND TECHNOLOGY

QUIZ

1

Match the years with these digital inventions.

1977 1984 1990 1993 1994

- 1 The first **web browser** _____
- 2 The first **search engine** _____
- 3 The first **laser printer** _____
- 4 The first **desktop computer** with **keyboard** and **mouse** _____
- 5 The first **smartphone** _____

BONUS QUESTION: Which company made the first computer with a mouse?



3 Complete the compound nouns with the words and phrases in Exercise 2.

- 1 broadband
- 2 desktop computer
- 3 k_____
- 4 laptop
- 5 l_____ p_____
- 6 password
- 7 s_____ e_____
- 8 text message
- 9 username
- 10 w_____ b_____

REMEMBER THIS

Compound nouns can be two words (e.g. text message) or one word (e.g. username).

4 2.02 Complete sentences 1–5 with the correct scientist in the quiz. Then listen to Part 2 again and check your answers.

- 1 _____ did experiments with radioactive materials and discovered polonium and radium.
- 2 _____ did research into gravity, light and many areas of physics, maths and astronomy.
- 3 _____ invented the idea of a 'Universal Machine' or a computer in 1936.
- 4 _____ developed the theory that the Earth moves around the Sun.
- 5 _____ observed nature. He took notes and measurements and collected specimens from around the world.

5 Work in pairs. Discuss the questions.

- 1 Would you like to be scientist? Why / Why not?
- 2 Which science subject do you find easiest / most difficult to understand?
- 3 Which science subject do you think will be most useful to you in the future? Why?

2 Which sciences were these great scientists mostly involved in?

astronomy, biology, chemistry, computer science, mathematics, physics

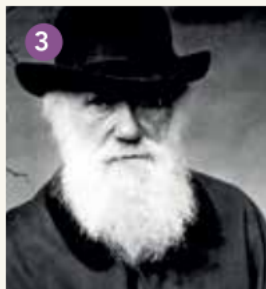
BONUS QUESTION: Which scientist won two Nobel Prizes?



Nicolaus Copernicus



Isaac Newton



Charles Darwin



Marie Skłodowska-Curie



Alan Turing

3 Are statements 1–3 true (T) or false (F)?

- 1 Albert Einstein failed Mathematics at school. T / F
- 2 An earthquake can shorten the length of a day. T / F
- 3 Some people are left-brained, others are right-brained. T / F

BONUS QUESTION: What percentage of our brain do we normally use?



2.2

GRAMMAR

Past Continuous and Past Simple (Review)

I can use the Past Simple and Past Continuous to describe past events.

- 1 Read about E Ink. Who was Joe Jacobson and why did he have a 'Eureka' moment?



In 1997, Joe Jacobson **was working** as a researcher for the Massachusetts Institute of Technology (MIT). One summer, he **went** on holiday to the coast. He **was lying** on a beach when

he **finished** his book. Unfortunately, he **didn't have** another one with him. At that moment, he **imagined** an electronic book that he could download any time he **wanted** and **read** in direct sunlight. It **was** a 'Eureka' moment. His vision **became** E Ink technology and **helped** develop the e-readers that we have today.

- 2 Read the GRAMMAR FOCUS. Complete the examples using the past forms of the verbs in Exercise 1.

GRAMMAR FOCUS

Past Continuous and Past Simple

- You use **Past Continuous** to talk about longer actions in progress at a time in the past.
In 1997, Joe Jacobson ¹ _____ as a researcher for MIT.

- You often use **Past Continuous** with **Past Simple** – usually when a short action (Past Simple) interrupted a longer action (Past Continuous).

He ² _____ on a beach when he ³ _____ his book.

Past Continuous: was / were + -ing form

+	I was working etc.
-	She wasn't working etc.
?	Were you working? etc.

- 3 Complete the beginnings of the story using the Past Simple or the Past Continuous form of the verbs in brackets.



It was a terrible stormy night six months after my father's death. My mother ¹ **was sitting** (sit) alone by the fire, waiting for her baby to arrive. She ² _____ (feel) sad and ill. Suddenly she ³ _____ (hear) a noise outside. 'There's

someone at the door, Peggotty,' my mother ⁴ _____ (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty ⁵ _____ (reply). She ⁶ _____ (go) and ⁷ _____ (open) the door.

- 4 Complete each sentence with the correct verb forms of the verbs.

- 1 Shen Nong _____ (invent) tea when he _____ (watch) his servants boil water.
- 2 When I _____ (go) online, I _____ (find) a very interesting web browser.
- 3 There _____ (be) something wrong with the desktop computer when I _____ (download) the new software.
- 4 He _____ (read) an electronic book when he _____ (hear) a loud noise.

- 5 **Memory Challenge. Work in groups. Complete the following questions where necessary. Ask each other.**

- 1 What were you doing at 7.00 p.m. yesterday?
- 2 What were you doing when you first / last _____?
- 3 What were you wearing when you first / last _____?

2.3

LISTENING

Matching

I can identify key details in a simple recorded narrative about scientists.

- 1 **2.03** Label the photos with the words in the box. Then listen, check and repeat.

linguistics geology marine biology
archaeology psychology conservation



- 2 **2.04** Complete the job descriptions with the jobs in the box. Then listen, check and repeat.

A linguist A geologist A marine biologist
A psychologist An archaeologist
A conservationist

- 1 _____ studies and often speaks a lot of languages.
- 2 _____ studies the ways of protecting the environment.
- 3 _____ studies rocks and the history of the Earth.
- 4 _____ studies how people behave and how their minds work.
- 5 _____ studies people who lived thousands of years ago.
- 6 _____ studies, observes and protects oceans.

- 3 **2.05** Listen to five speakers talking about why they became scientists. Which job in Exercise 2 does each person do?

- 4 **2.06** Listen again. Match speakers 1–5 with statements A–F. There is one extra statement.

Speaker 1: ☐
Speaker 2: ☐
Speaker 3: ☐
Speaker 4: ☐
Speaker 5: ☐

- A I want to understand how early childhood affects one's behaviour.
- B I'm keen on studying how machines can communicate.
- C I want to explore oceans and preserve the ocean environment.
- D I'm interested in studying our prehistoric ancestors.
- E I want to study the evolution of our planet.
- F I want to find solutions to nature's problems.

- 5 Work in groups. Which jobs in Exercise 2 do you want to do in the future? Why (not)?

PRONUNCIATION FOCUS: WORD STRESS

- 6 **2.07** Complete the table. Then listen, check and repeat. Underline the stress in each word as in the example.

Subject	Job
1 archaeology	<u>archaeologist</u>
2 _____	analyst
3 conservation	_____
4 geology	_____
5 _____	linguist
6 _____	psychologist

- 7 Practise the words in Exercise 6 as in the example below. Pay attention to the word stress.

A: *What does an archaeologist do?*
B: *Archaeology.*

True / False / Not given

I can scan an article to identify the main ideas and locate specific information.

- 1 What do you think is the most important invention? Why?

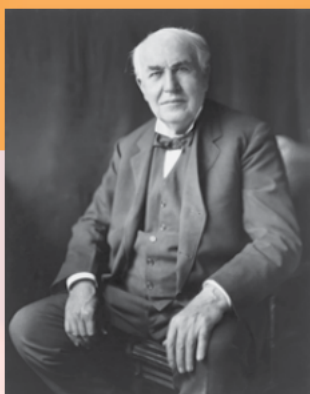


- 2 2.08 Listen to the words and phrases in the box and repeat them. Then locate these words in the text.

light bulb version activist
electric long-lasting filament

- 3 Read the text. Match the headings with the paragraphs. There is one extra heading.

- 1 Family background
- 2 The role of light bulb
- 3 The best version of all
- 4 Scientific tests
- 5 On the market



"I have not failed, I've just found 10,000 ways that won't work".

Thomas Alva Edison

A The electric light, one of the everyday inventions that have great influences on our lives, was not "invented" in the traditional sense. Thomas Alva Edison was neither the first nor the only person trying

to invent a light bulb. Twenty three different light bulbs were developed before Edison's. However, Edison is often known as the inventor because his version was better than the earlier versions.

B Edison was born on 11 February 1847, in Milan, Ohio. He was the youngest of seven children of Samuel and Nancy Edison. His father was a political activist from Canada, while his mother was an **accomplished** schoolteacher and a major influence in Edison's early life.

- 4 Read the text again. For questions 1–5, decide if the following statements are true (T), false (F) or not given (NG).

- 1 Thomas Edison was the first person to invent the light bulb. ☐
- 2 Edison's light bulb was more advanced than other light bulbs. ☐
- 3 Edison's father was the most influential person in his life. ☐
- 4 Edison received his first patent for the light bulb in 1879. ☐
- 5 Edison's light bulb became a popular product in 1879. ☐

- 5 Match the words in blue in the text with the definitions.

- 1 tests done in order to learn something or to discover if something works or is true
- 2 skilled and able to do or finish something successfully
- 3 introducing something to buyers and encouraging them to buy more
- 4 a legal right to make or sell an invention
- 5 someone who are closely related to others as a companion, a friend or a business partner

- 6 Tell your partner five things you remember about the invention of the light bulb. You can use these following questions.

- Who invented it?
- When was it invented?
- What was the main material?
- How important was the invention?

THE LIGHT BULB

C In 1878, Thomas Edison began serious research into developing a practical lamp. Edison and his lab **associates** conducted thousands of **experiments** to develop the electric light bulb. The greatest challenge was to find a material that could serve as a long-lasting filament. By 4 November 1879, he filed a **patent** for an electric lamp using a carbon filament.

D This discovery marked the beginning of commercial light bulbs. In 1880, Thomas Edison's company, Edison Electric Light Company, began **marketing** its new product. Almost every household now owns one light bulb. The invention has put an end to humans' experience of darkness.

Used to

I can use **used to** to refer to past habits and routines.



- 1 Look at the photo about a living room in the 1980s in Việt Nam. In what ways are these things different today?

TV cupboard sofa curtain fridge

- 2 2.09 Listen to a dialogue between Chris and his granddad. Are the statements about Chris's granddad true (T) or false (F)?

- 1 He used to phone people from the phone in the sitting room. ☐
- 2 He used to message people. ☐
- 3 He didn't use to live near his friends. ☐
- 4 His mum didn't use to like the loud music in his bedroom. ☐

- 3 Read the GRAMMAR FOCUS. Complete the examples using the past forms of the verbs in bracket.

GRAMMAR FOCUS

used to

- You use **used to + verb** to talk about past states that are no longer true.
He ¹ _____ (have) five or six good friends.
- You use **used to + verb** to talk about regular past actions that don't happen anymore.
He ² _____ (phone) people from the phone in the sitting room.
- You don't use **used to + verb** to talk about a past action that only happened once. You use the **Past Simple**.
His parents ³ _____ (buy) him a camera for his sixteenth birthday.

used to + verb

+	I used to work ...
-	He didn't use to work ...
?	Did they use to work ...? Yes, they did / No they didn't .

- 4 Complete the sentences with the correct form of the verbs in brackets. Use **used to + verb** or the Present Simple.

- 1 People used to read (read) maps but now they use (use) GPS.
- 2 People _____ (not / use) their cars much but now they _____ (drive) everywhere.
- 3 People _____ (update) their online profiles now, but they _____ (write) letters.
- 4 Children _____ (play) inside now, but in the past they _____ (play) outside.
- 5 Teachers _____ (suggest) books, but now they _____ (give out) website addresses.
- 6 Families _____ (watch) the TV together, but now they _____ (watch) it individually.

- 5 Replace the Past Simple verbs with **used to** or **did not use to** so that they are true for you. Then share with your partner.

When I was at primary school, ...

- 1 my parents took me to school every day.
- 2 I didn't go online much.
- 3 I went on a school trip to the Science Museum.
- 4 I didn't like school dinners.
- 5 my parents bought me the first building set.
- 6 I wanted to be an astronaut.



2.6

USE OF ENGLISH

Linkers and time expressions

I can use a range of common linking words and time expressions.

- 1 Look at the photos. When were these products invented?



- 2 Read the sentences below and choose the best option.

- The Internet / TV became popular **during** the 1980s and 1990s and gained its popularity until today.
- While** working on the experiments / patents, Thomas Edison found out the material that could serve as a long-lasting filament.
- When** the first smart TV came out, people realized it was a combination of a TV and a computer / mobile phone.
- As soon as** the first smart phone was released for purchase in 1994 / 1984, everyone was surprised at what it could do.
- I think the popularity of land phones / mobile phones will continue **until** the end of this century.

LANGUAGE FOCUS

Linkers and time expressions

- You use conjunctions **when / while** to link things that happen at the same time. [conjunction + subject + verb]
- You use conjunctions **after / ¹_____ / before / when** to link things that happen in an order. [conjunction + subject + verb]
- You use prepositions **during / for / until (till) / by** as follows:
during + noun phrase to say **when** something happens – ²_____ the 1950s and 1960s
until (till) + noun phrase to talk about a state that continues up to a point in time – ³_____ the end of this century
by + noun phrase to talk about an action that happens at or before a point in time

- 3 Choose the correct option. Then change the information to make the sentences true for you.

- We listened to the teacher *during / for* the French lesson.
- When / During* I was in secondary school, I wanted to become an accomplished marine biologist.
- As soon as / While* my father graduated from high school, he became an environmental activist and a conservationist.
- My professor and his associates will continue their careers as linguists *until / after* they retire.

- 4 2.10 **USE OF ENGLISH** Read the text. Choose the correct answer. Then listen and check.



KATHERINE JOHNSON

¹When Katherine Johnson was a child, she was a maths genius. ²_____ she was only 14, she went to university to study Maths. ³_____ she was studying at university, her Maths professor told her she should become a mathematician. ⁴_____ she graduated from university, she became a teacher. ⁵_____ the 1940s she got married and had children. She didn't become a research mathematician ⁶_____ she was 35. She got a job as a 'computer' with NASA. Katherine was different from other 'computers' – ⁷_____ she was at NASA, she asked a lot of questions. ⁸_____ Katherine Johnson started work at NASA, only men went to important meetings. She changed that!

- | | | |
|-----------------|----------|--------------|
| 1 <u>A When</u> | B Before | C During |
| 2 A While | B When | C Until |
| 3 A During | B While | C After |
| 4 A Before | B While | C As soon as |
| 5 A Till | B During | C While |
| 6 A until | B by | C during |
| 7 A during | B while | C after |
| 8 A Before | B During | C As soon as |

- 5 Complete the sentences. Write five true sentences and one false.

- While I was going home yesterday, I ...
- As soon as I got home, I ...
- During the evening, I ...
- I didn't go to bed until ...
- I was fast asleep by ...
- When ...

2.7

WRITING

Descriptive paragraph

I can write a paragraph to describe a technological device.

- 1 Look at the photos. In pairs, discuss the following question: *What are the differences between Product A and B?*

You can use the following words in the box.

dust	mobile application
remote-control device	housekeeper
container	maintenance



- 2 Read the paragraph and tick (✓) the advantages of the robotic vacuum mentioned.

Cleaning the floor is always a laborious and boring task, but with the help of a robotic vacuum, things will be much more convenient. **First**, robotic vacuums provide humans with a much cleaner environment. Any dust, spots, and dirty marks in the house which may harm owners' health can be cleaned completely. **Second**, using the mobile application as a remote-control device, house owners can control the robot when they are away from home. **Another advantage** is that robotic vacuum cleaners are easy to store and easy to carry. A robotic vacuum is usually much smaller than a vacuum cleaner, so it can be easily stored in a closet, under a bed, or anywhere. **Last but not least**, robotic vacuum cleaners are cost-efficient. They are much cheaper than expensive housekeepers. The machine can be set to clean exactly as we wish, while requiring little maintenance. The only job is to replace the bag or empty the container from time to time.

- | | |
|--------------------------------|--------------------------|
| a Good for health | ☐ |
| b Quiet | ☐ |
| c Economical | ☐ |
| d Energy-saving | ☐ |
| e Easy to store | ☐ |
| f Controllable from a distance | ☐ |

- 3 Read the WRITING FOCUS. Complete the examples with the words in purple in the paragraph.

WRITING FOCUS

Linkers

- _____, robotic vacuums provide humans with a much cleaner environment.
- _____, using the mobile application as a remote-control device, house owners can control the robot when they are away from home.
- _____ is that robotic vacuum cleaners are easy to store and easy to carry.
- _____, robotic vacuum cleaners are cost-efficient.

- 4 Match the sentences in the paragraph with their functions.

- Cleaning the floor is always a laborious and boring task, but with the help of a robotic vacuum, things will be much more convenient.
 - First, robotic vacuums provide humans with a much cleaner environment.
 - Any dust, spots, and dirty marks in the house which may harm owners' health can be cleaned completely.
- a explanation
b main point
c topic sentence

WRITING TIME

- 5 Write a paragraph (120–150 words) to describe the advantages of a technological device you use at home.

Topic sentence: _____
First point: _____
Explanation / Example: _____
Second point: _____
Explanation / Example: _____
Third point: _____
Explanation / Example: _____

2.8

SPEAKING

Presentation

I can give a prepared talk about the pros or cons of a technological device.

1 Work in pairs. Discuss the questions:

- How popular are smartphones in your country?
- What do people use smartphones for?



2 2.11 Read and listen to a presentation from Mai, a tenth-grader, about the advantages of a smartphone. Tick (✓) the benefits of a smartphone she mentions.

Over the last few decades, our world has been lucky enough to see many important inventions, which have brought many positive changes to our lives. However, I would like to talk about one of those inventions today, the smartphone. **To start with**, I'll tell you about how it benefits our lives. The best thing about smartphones is that they are lightweight and easy to carry. We cannot take old land phones with us. And most importantly, today, a smartphone is not just a mobile phone; it has become a tool that helps us do a variety of tasks. We can use them to make both audio and video calls, send messages, read emails, edit photos, and work on various types of documents. **Additionally**, they can be very helpful in times of need. Imagine travelling on an unknown road and your motorbike breaks down, you can use your smartphone to call a mechanic or a family member. It's also ideal if you are sick or injured and need a doctor. As you can see, there are many benefits of smartphones. Now, **let me move on to** some disadvantages of this invention.



- ☐ Help in emergency situations
- ☐ Ensure people's safety
- ☐ Connect with relatives
- ☐ Promote business
- ☐ Complete a variety of tasks
- ☐ Be portable

3 Read the SPEAKING FOCUS. Complete the examples with the underlined phrases in Exercise 2.

SPEAKING FOCUS

Use the right tense

Present perfect for the background

Over the last few centuries, our world ¹ _____ lucky enough to see many important inventions.

Future tense for the aim of the talk

I'll tell you about how it benefits our life.

Present simple to talk about benefits of the invention

They ² _____ lightweight and easy to carry everywhere.

Organize the talk

Beginning: First / To ³ _____

Middle: Secondly / Besides / In ⁴ _____

Moving to the next point: Now let me ⁵ _____

4 Complete each gap in the talk below with NO MORE THAN THREE words.

There are many benefits of a fully-automatic washing machine that you all know. Today, however, I ¹ _____ tell you about its disadvantages as compared to the semi-automatic washing machine. ² _____, one of the cons is that it consumes more water. This type of washing machine requires a continuous supply of water. Hence, it often uses more water to wash clothes. ³ _____, a fully-automatic washing machine uses more electricity to wash clothes. Your electricity bill can go slightly higher with these washing machines. ⁴ _____, a fully-automatic washing machine ⁵ _____ high repair or maintenance cost in case of damage. Last but not least, it is more expensive than semi-automatic washing machines. You know, the price of a fully-automatic washing machine can range from 1,000 to 2,000 USD.

5 Work in groups of four. Make a poster about an invention and its advantages or disadvantages in our lives. Then give a short presentation about this invention to the class.

VOCABULARY AND GRAMMAR

1 Match the word on the left (1–8) with the second word on the right (a–h) to make a compound word.

- | | |
|----------|-----------|
| 1 web | a top |
| 2 search | b board |
| 3 laser | c name |
| 4 smart | d message |
| 5 key | e browser |
| 6 text | f engine |
| 7 user | g printer |
| 8 lap | h phone |

2 Choose the correct word to complete the sentences.

- The website that I often *visit / go* in a day is a news website.
- What do you often do when you *go / get* online?
- What kinds of music do you often *download / follow* in this website?
- Please think twice before you *post / send* a comment on Facebook.

3 Use the prompts to write sentences.

- My computer / crash / while / I / download / a song.
- Tom / lose / his smartphone / when / he / run / in the park.
- The first international Internet chat / take place / in February 1989.
- It / be / so hot yesterday. / The temperature / rise / to 38 degrees Celsius.
- What / you / do / this time last year?
- I / wait / for the photos from Sandra / last night / but / she / not / send / me any.

4 Choose the correct words.

- Broadband Internet *didn't use to be / weren't* so popular in the 1980s.
- Did your grandparents *use to buy / buy* a black and white television in the 1960s?
- We *did / used to do* a lot of exercises last weekend.
- My brother *used to spend / was spending* a few hours a day online.
- Last winter, the temperature *used to fall / fell* to minus 28 degrees Celsius.
- Did they use to use / Did they use* GPS when they were climbing in the Alps?

USE OF ENGLISH

5 Choose the answer that has the closest meaning to the underlined words.

- I learnt a lot about Vietnamese people and their culture during the film.
A while I was watching
B after I watched
C is planning
- When Anton was a student, he applied for his first job.
A studied
B was studying
C used to study
- To start with, I'd like to talk about the advantages of the smartphone.
A To begin with
B Last but not least
C In addition
- J.K. Rowling is an accomplished writer. She has written some best-selling books in the world.
A experienced
B excellent
C inexperienced
- Robotic vacuum cleaners are cost-efficient. They can save a lot of money compared to hiring housekeepers.
A costly
B time-saving
C economical
- We analysed the data while we were talking online.
A before the online talk
B after the online talk
C during the online talk

SPEAKING

6 Work in pairs. Choose one of the following inventions and make notes. Then take turns to give a talk about its advantages and disadvantages.

A



B



C



D



3

The arts

Beauty is in the eye of the beholder.
A proverb

3.1

VOCABULARY

Watching habits • TV programmes
• Adjectives

I can use language related to TV and films.

1 Write the type of TV programs under each picture.

comedy
reality show
documentary

cooking program
travel show
soap opera

talent show
weather forecast



2 Read the text. What is a 'TV binge watcher'?

One episode is never enough

I am a TV binge watcher! Of course, I don't mean traditional TV programmes – documentaries, chat shows, reality TV and the old soap operas my grandmother likes to watch. They're boring.

When I was thirteen, I was a bookworm. I used to sit down with a novel, and read chapter after chapter, sometimes a whole book in a day. Now, I'm seventeen and I do the same with TV.

The best drama series have complex plots and fascinating characters. I just have to watch the next episode. I really like dramas that are funny and moving with brilliant acting. But my absolute favourite type of series is fantasy or science fiction. I love the imaginative costumes and amazing special effects.

3 Complete the list of words with the underlined adjectives in the list.

- 1 c _____
- 2 disappointing
- 3 entertaining
- 4 f _____ g
- 5 i _____ e
- 6 inspiring
- 7 m _____ g

4 3.01 Listen to Lucy talking about her favourite TV series and write her answers. Then listen again and check.

- 1 What is your favourite TV series?

- 2 How or where do you watch it?

- 3 How many episodes have you watched?

- 4 What kind of series is it?

- 5 What is the setting?

- 6 What is the plot or main storyline?

- 7 What do you like most about it?

5 Work in pairs. Use the questions in Exercise 4 to talk about your favourite TV program.



3.2

GRAMMAR

Comparative and superlative adjectives

I can use all forms of comparative and superlative adjectives to make comparisons.

- 1 3.02 Do the Quick Culture Quiz. Then listen and check.

QUICK CULTURE QUIZ

True or False?

- 1 Shakespeare's play *Romeo and Juliet* isn't **as long as** *Hamlet*. ☐
- 2 Singer Mariah Carey has a **better** vocal range **than** Christina Aguilera. ☐
- 3 **The biggest** music festival in the world is the Glastonbury Festival in the UK. ☐
- 4 **The best-selling** film soundtrack of all time is *The Bodyguard*. ☐
- 5 History museum in Hà Nội is **a bit busier than** the Fine Arts museum in Hồ Chí Minh city. ☐
- 6 The *Harry Potter* films were **far more expensive** to make **than** *Pirates of the Caribbean*. ☐

- 2 Read the GRAMMAR FOCUS. Complete the examples using the comparative and superlative adjectives in blue in Exercise 1.

GRAMMAR FOCUS

Comparative and superlative adjectives

	Comparative	Superlative
Short adjectives long big busy	longer (than) bigger (than) 2 _____ (than)	the longest 1 _____ the busiest
Long adjectives expensive	3 _____ expensive (than)	the most expensive
Irregular adjectives good bad far	4 _____ (than) worse (than) further (than)	the best the worst the furthest

- You use **(just) as + adjective + as** to say things are equal and you use **not as + adjective + as** to make negative comparisons.
Romeo and Juliet isn't 5 _____ long as Hamlet = *Hamlet is longer than Romeo and Juliet*.
- You use **a bit** or **much / far** to modify comparisons.

- 3 Complete the table with the comparative and superlative forms of the adjectives in the box.

(bad far fat funny high lucky popular simple talented thin)

SPELLING RULES	COMPARATIVE ADJECTIVES	SUPERLATIVE ADJECTIVES
Add -er / -r	higher	
Double letter + -er		
Remove -y, add -ier		
more + adjective		
Irregular		

- 4 Complete the questions with the comparative or superlative forms of the adjectives in brackets. Then work in pairs, ask and answer the questions.

- 1 What is the worst (bad) song you've ever heard?
- 2 What band is _____ (great) than the Beatles?
- 3 Which story has _____ (complex) plot you've ever read?
- 4 Is it _____ (good) to watch a concert live or on telly?
- 5 Where is _____ (exciting) nightlife in your city?
- 6 Which is _____ (fascinating), a fantasy film or a soap opera?

- 5 Work in pairs. Take turns to make sentences comparing things now with the same things five years ago. Use the prompts.

cinema tickets		a bit	cheap / expensive		
pop music	is	much	good / bad	than	five years ago
mobile phones	are	just as	big / small	as	
sharing videos		not as	easy / difficult		

Cinema tickets are a bit more expensive than five years ago.



3.3

LISTENING

Multiple choice

I can identify the key points in a radio program about different types of arts.

1 Work in pairs. Ask and answer the questions. Use the words and phrases in the table.

- What kind of art do you like / not like?
- When was the last time you saw some works of art? Where did you see these works?

Type of artist	painter photographer sculptor
Type of art	black and white photograph classic oil painting landscape modern portrait sculpture street art abstract painting
Where to see it	at a museum in an art gallery in public places

A ☐



B ☐



C ☐



2 3.03 Listen to a radio program. Which two paintings did Ms. Lam describe?

3 3.04 Listen again. Choose the correct answer.

- Who is Ms. Lam?
 - A guest artist of the week
 - An artist in the studio
 - An editor of a magazine
- What is Tô Ngọc Vân famous for?
 - Creating modern abstract paintings
 - Using oil paint material
 - Painting street art
- He painted portraits of Vietnamese women because
 - he wanted to show the beauty of the Vietnamese people.
 - he thought they were the focus of artworks.
 - he wanted to show his love for them.
- Where are some of his works being displayed?
 - In public places
 - At a museum
 - In an art gallery
- Which statement best describes Tô Ngọc Vân and his artworks?
 - He only drew portraits of women.
 - He wanted to have exhibitions everywhere.
 - He was interested in Vietnamese people and their beauty.

4 Work in pairs. Do you like the paintings by Tô Ngọc Vân? Why (not)?

PRONUNCIATION FOCUS: WORD STRESS

5 3.05 Put the words below into the correct column that shows their stress pattern. Listen and check.

(exhibition artwork treasure
beauty museum Vietnamese
landscape photographer sculpture)

Oo	oOo	ooO	ooOo	oOoo

Matching

I can find specific information in a text about movies.

1 Read about the special superpowers of film superheroes. Answer the questions.

- 1 Which superheroes have you read about / seen in films?
- 2 Which superpower would you like to have the most?

SUPERHEROES AND THEIR SUPERPOWERS

Captain America never gets tired.

Batman is a genius.

Hulk is muscular.

X-men can change shape, control the weather or read minds.

Wonder Woman can jump high and ultrafast.

Spiderman can shoot spider webs from his wrists.

Iron Man is super strong, can fly and become invisible.

Superman is powerful, can fly and has X-ray vision.



spiderman

2 Read the article about superhero films and choose the best title.

- 1 It's a hard life being a superhero
- 2 Why we love superheroes
- 3 The psychology of a superhero

A ☐

One of the most popular cinema **genres** of the twenty-first century so far is the superhero movie. Some people say that superhero movies are the new Westerns. Both genres have similar themes: the good guys fighting the bad guys, protecting the innocent and giving up their life for the good of others.

B ☐

When a new superhero movie comes out, it dominates the **box office** for weeks. The **trailer** for *Captain America: Civil War* was one of the most downloaded trailers ever and **A-list** actors are keen to take on superhero roles. Many superhero films have had Oscar nominations, and fan events like Comic-Con* keep fans excited about the latest **blockbusters**.

3 Read the article again. Match questions 1–4 with paragraphs A–C that answer the questions. There is one extra question.

- 1 How do we know that superhero movies are popular?
- 2 Why are superhero movies and westerns different?
- 3 Why are superhero movies so popular?
- 4 What are typical storylines for superhero movies?

4 Match the words in blue in the article with the definitions.

- 1 all the most popular or famous film stars, musicians, etc. = A-list
- 2 a book or film that is very good or successful = _____
- 3 the place in a theatre, cinema, etc. where tickets are sold = _____
- 4 images made using computer programs = _____
- 5 a particular type of art, writing, music, etc. = _____
- 6 an advertisement for a new film or television show = _____

5 In pairs. Talk about your favourite superheroes and how they solve their problems.

C ☐

First of all, there's the adventure, the action and the costumes, the great soundtracks, the special effects and **computer-generated images**. They're fun and entertaining, and we love the escapism. But is that enough?

You have to look deeper to find out why people love them. Superheroes have feelings. They cope with human experiences that we can relate to. In other words, they are not so different from regular people. Psychologist Mary Tavost has written books about the psychology of superheroes, and she thinks that they inspire their fans because their goals in life are similar to human goals. They want peace, justice and love, just as we do. The lives of superheroes reflect real life as we know it.

* Comic-Con – a conference for comic book and film character fans

Present Perfect with *just*, *already*, *(not) yet* and Past Simple

I can use Present Perfect with just and already.

- 1 Read about The BRIT School in London. What do Leona Lewis and Adele have in common?

★ A SCHOOL FOR STARS ★

The BRIT School **opened** in 1991. Over the years, it **has produced** many successful graduates. Leona and Adele are two former students – they have sold millions of albums. In 2006, Leona Lewis **won** *The X Factor* and she **has already sold** more than ten million albums worldwide. Adele **has had** No. 1 hits in the British and American charts including the single *Hello* from her album *25*, the best-selling album of 2015.

GRAMMAR FOCUS

Present Perfect with *just*, *already*, *(not) yet* and Past Simple

- You use **Present Perfect** to talk about finished actions in time 'up-to-now'. You never say exactly 'when' they happened.
Time expressions: *ever*, *never*, *since then*, *just*, *already* (usually affirmative), *(not) yet* (usually negative or questions)
just = has happened very recently
(not) yet = hasn't happened but probably will happen
already = has happened earlier than expected
- You use **Past Simple** to talk about finished actions in past time. You usually say 'when' they happened.

- 2 Choose the correct time expressions and write them in the correct place in the sentences.

- I lent my iPod to my sister but she hasn't given it back **(yet)** (*yet / just*)
- I've updated my Facebook profile with some new photos. (*just / yet*)

- I want to watch the recent blockbuster in the cinema, but I haven't got time. (*already / yet*)
- I got my favourite band's new album recently and I've learnt all the lyrics. (*already / yet*)
- I've finished watching a superhero movie. (*already / just*)

- 3 Complete the text with Present Perfect or Past Simple forms of the verbs in brackets.

Adele Laurie Blue Adkins ¹***grew up*** (grow up) in London with her mum and ²_____ (begin) singing when she was four. She ³_____ (graduate) from the BRIT School in 2006. Adele ⁴_____ (already earn) millions of pounds, but according to her friends, she ⁵_____ (not change). She's still the same girl they ⁶_____ (know) before she was famous. She ⁷_____ (write) her first two albums about two relationships that ended badly, but continued to write happy songs while she was happily married. Adele says, 'I don't know what's going to happen if my music career goes wrong, I ⁸_____ (not have) a proper job yet!'



- 4 Read 6 Cultural Things to Do Before You Are 18. Write one sentence with *already* and one with *yet*. Which sentences are true for you? Then share with your partner.

6 Cultural Things to Do Before You Are 18

- | | |
|----------------------------------|---------------------------------|
| ▶ see a live band | ▶ act in a play |
| ▶ visit a big art gallery | ▶ read a classic novel |
| ▶ listen to a Beethoven symphony | ▶ write a poem or a short story |

I've already seen a live band.
I haven't seen a live band yet.

3.6

USE OF ENGLISH

too and not enough
I can use enough and too.

- 1  3.06 Listen to two conversations. Match conversations 1–2 with photos A–B.
- 2  3.07 Listen again and choose the correct words.
 - 1 I think I fell asleep. It was *too* / *enough* long for me.
 - 2 Her voice wasn't *loud enough* / *enough loud*.

LANGUAGE FOCUS

too and not enough

You use **too** and **not enough** to show there is a problem with something.

- **too** + adjective / adverb or not + adjective / adverb + **enough**:
The music was too quiet.
They didn't play loudly enough.
- **too much** / **many** + noun or **not enough** + noun: There were too many people.
There wasn't enough space.

Note: You also use **not too** and **enough** to say that something is possible.

This song is not too hard to learn.
This song is easy enough to learn.

- 3 Complete the sentences with **too** or **not enough** and the adjectives in brackets. Are any of the sentences true for you?
 - 1 I'm not old enough to drive a motorbike. You have to be eighteen. (old)
 - 2 I don't go to the cinema much: tickets are _____. (expensive)
 - 3 I'm _____ to perform on the stage. (shy)
 - 4 I'm _____ to remember music from the 1990s! (young)
 - 5 I'm _____ to learn a musical instrument. (talented)
 - 6 I don't download films. My Internet connection is _____. (fast)



- 4 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first.

- 1 Our music teacher speaks too softly. I can't hear her. **ENOUGH**
Our music teacher _____. I can't hear her.
- 2 There are too many arts students compared to science students. **NOT**
There _____ compared to arts students.
- 3 I don't have enough free time to take on a role in the school play. **BUSY**
I'm _____ to take on a role in the school play.
- 4 The old school hall wasn't big enough to put on concerts. **TOO**
The old school hall _____ to put on concerts.

- 5 Talk about one singer you know. Use **enough** and **too**.

I don't like _____. This singer's voice is too loud. His song is not good enough for me.

A film review

I can write a descriptive paragraph about a film.

COCO

Produced by Pixar Animation Studios in 2017 and directed by Lee Unkrich and Adrian Molina, this Oscar-winning animation is set in the village of Santa Cecilia in Mexico. 'Coco' takes the viewers on a journey to explore the Mexican folklores and traditions told by a twelve-year-old boy named Miguel. At first, Miguel borrows the guitar in Ernesto de la Cruz's local mausoleum, which leads him to the Land of the Dead. Along the way, Miguel meets Hector the skeleton. Together, they set off to find a missing ancestor. In addition to the visuals, the soundtrack is superb with easy-to-remember lyrics. Anthony Gonzalez also gives a great performance in dubbing Miguel in the film. Although the film contains funny bits, I still find myself wiping tears towards the end. For me, the word that best describes this film is 'awesome'. It's one of the best animation films that I've ever seen. In my view, it's suitable for adults and children alike.

By Trâm Anh



- 1 Work in pairs. What is the best or worst film you've ever seen?
- 2 Read Trâm Anh's description of the film *Coco* again. Tick (✓) if she mentions the following things:

- | | |
|---------------------------------|--------------------------|
| a Plot | ☐ |
| b Main characters | ☐ |
| c Different aspects of the film | ☐ |
| d Opinion and recommendation | ☐ |
| e Release time | ☐ |

- 3 Complete the WRITING FOCUS below.

WRITING FOCUS

- **Background information:**

¹*Produced by* Pixar Animation Studios in 2017 ...

²_____ Lee Unkrich and Adrian Molina ...

This animation / action-adventure / romantic comedy / thriller ...

The film ³_____ in / takes place in a village in ...

- **Plot:**

At first / Then / After that / Later on ...

This is when ...

Along the way, ...

- **Main characters:**

Anthony Gonzalez also gives ⁴_____ in ...

- **Different aspects of the film:**

The ⁵_____ is superb / wonderful / brilliant ...

The plot is unexpected / thrilling / fascinating / convincing / a bit boring / slow-moving / predictable ...

The visual effects are stunning / amazing ...

- **Summary of opinion and recommendation:**

For me, the word that best describes this film is ...

It's one of the best animation films ⁶_____.

In my view, it's ⁷_____ adults and teenagers / kids alike.

WRITING TIME

- 4 Write a paragraph (120–150 words) to describe your favourite film. You can use the writing in Exercise 2 as a sample.



3.8

SPEAKING

Describing a photo

I can give an extended description of people, places and experiences.

1 Look at the photos and discuss the questions.

- 1 Who are the people?
- 2 Where are they?
- 3 What are they doing?



2 Complete sentences 1–3 in as many ways as possible with the adjectives in the box. Some adjectives can be used more than once.

bored crowded empty excited famous
shy friendly frightened happy irritated
miserable nervous noisy proud quiet
tired young

- 1 (describing people) He or she is ...
- 2 (describing feelings) He or she is feeling ...
- 3 (describing places) It is ...

3 3.08 Listen to a description and decide which photo it describes. Explain your decision.

4 3.09 Complete the description with words and phrases in the SPEAKING FOCUS. Then listen again and check.

¹ *In this photo I can see* a street artist drawing a portrait on the pavement. ² _____ there are some people watching him. They're wearing shorts and T-shirts, so ³ _____ it's summer. The street is quite crowded, so perhaps this is a tourist area. The street artist has got dark hair and he's wearing jeans and a bright green T-shirt. ⁴ _____ quite young. ⁵ _____ him is a picture and he's copying it. ⁶ _____ he's a very good artist. ⁷ _____ he's going to collect money from the people who are watching him. ⁸ _____, I'd give him some money because I think he's done a good job.

SPEAKING FOCUS

Beginning a description

In this photo, I can see ... / there is ... / there are ...
This photo shows ...

Saying where (place)

There are ... so I think they're on a street / in an art gallery/at a concert, etc.

Saying where (in the photo)

in the background / in the middle / in the foreground / on the left / on the right / in front of / behind / next to

Speculating

He / She looks shy / bored / tired, etc. She's probably ...
Perhaps / Maybe / I imagine / I'm sure he's very proud.

Giving your opinion

I think ... I don't think ... Personally, ... In my opinion, ...

5 Work in pairs. Student A, describe Photo A. Student B, describe Photo B. Use the SPEAKING FOCUS to help you.

FOCUS REVIEW 3

VOCABULARY AND GRAMMAR

1 Choose the odd one out in each group.

- documentary, soap opera, reality show, episode
- biography, fantasy novel, landscape, fairy tale
- plot, gallery, museum, painting
- storyline, setting, plot, imaginative
- songwriter, photographer, sculptor, character
- entertaining, fascinating, slow-moving, stunning

2 Complete the sentences with the correct form of the words in capitals.

- My favourite _____ is Claude Monet.
ART
- Tom Holland played in the _____ *Billy Elliot* when he was 11. **MUSIC**
- Don't take flash photographs of _____ in the gallery. **PAINT**
- A _____ drama is a film about true events and people from the past. **HISTORY**
- What's the most _____ film you've ever watched? **MOVE**
- This animation has a _____ plot.
CONVINCE

3 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

- Both TV binge watching and playing video games are addictive. **AS**
TV binge watching _____ playing video games.
- My father paid €30 for the ticket but I paid only €5. **MUCH**
My father paid _____ me for the ticket.
- I've never seen a film with such amazing special effects. **MOST**
The film had _____ I've ever seen.
- The plot in a comedy is not as gripping as the plot in a thriller. **THAN**
The plot in a thriller _____ the plot in a comedy.
- I think painting a landscape is easier than painting a portrait. **DIFFICULT**
I think painting a portrait _____ painting a landscape.

USE OF ENGLISH

4 Choose the correct answer.

- X: We didn't go to the cinema _____.
Y: Why not?
A yet
B since then
C last night
- X: What a disappointing film!
Y: Yes, the plot was _____.
A too funny
B too complex
C too inspiring
- X: What do you think about this portrait?
Y: The girl looks OK, but the _____ is too dark.
A background
B centre
C foreground
- X: Why do the boys in the photo look so miserable?
Y: Because the exhibition is _____ for them.
A not interesting enough
B too exciting
C quite entertaining

5 Read the text and choose the correct answer, A, B or C.

HAVE YOU BEEN TO BRATISLAVA?

If visiting art galleries is ¹ _____ for you, in Bratislava, the capital city of Slovakia, you can see attractive art when you walk round the Old Town. Full-sized bronze ² _____ of people show up suddenly at street corners or on benches. They ³ _____ one of the main tourist attractions in the city. One of the ⁴ _____ popular is the statue of Ignac Lamar, a cheerful old man wearing elegant clothes and holding a hat in his hand. The legend says that Lamar was ⁵ _____ poor to visit restaurants or coffee shops, but he always greeted people in the street and kissed ladies' hands. It's an ⁶ _____ idea to take a photo with the statue and have a great souvenir of your visit to Bratislava.

- A too expensive B not expensive enough
C more expensive
- A sculptors B sculptures C portraits
- A have become B became C used to become
- A enough B more C most
- A than B too C enough
- A excellent B addictive C imaginative

WRITING

- As a group, make a mind-map about a film you want to recommend others to watch. Then write a paragraph to describe this film. Present it to the class.

4

Home sweet home

Home is where the heart is.

A proverb

4.1

VOCABULARY

Houses • Inside a house

I can use language related to rooms, homes, and buildings.

1 Work in pairs.

- List all the rooms in your house.
- List at least six items you can find in each room.

Then compare your lists with your partner.

THE NARROWEST HOUSE IN THE WORLD!



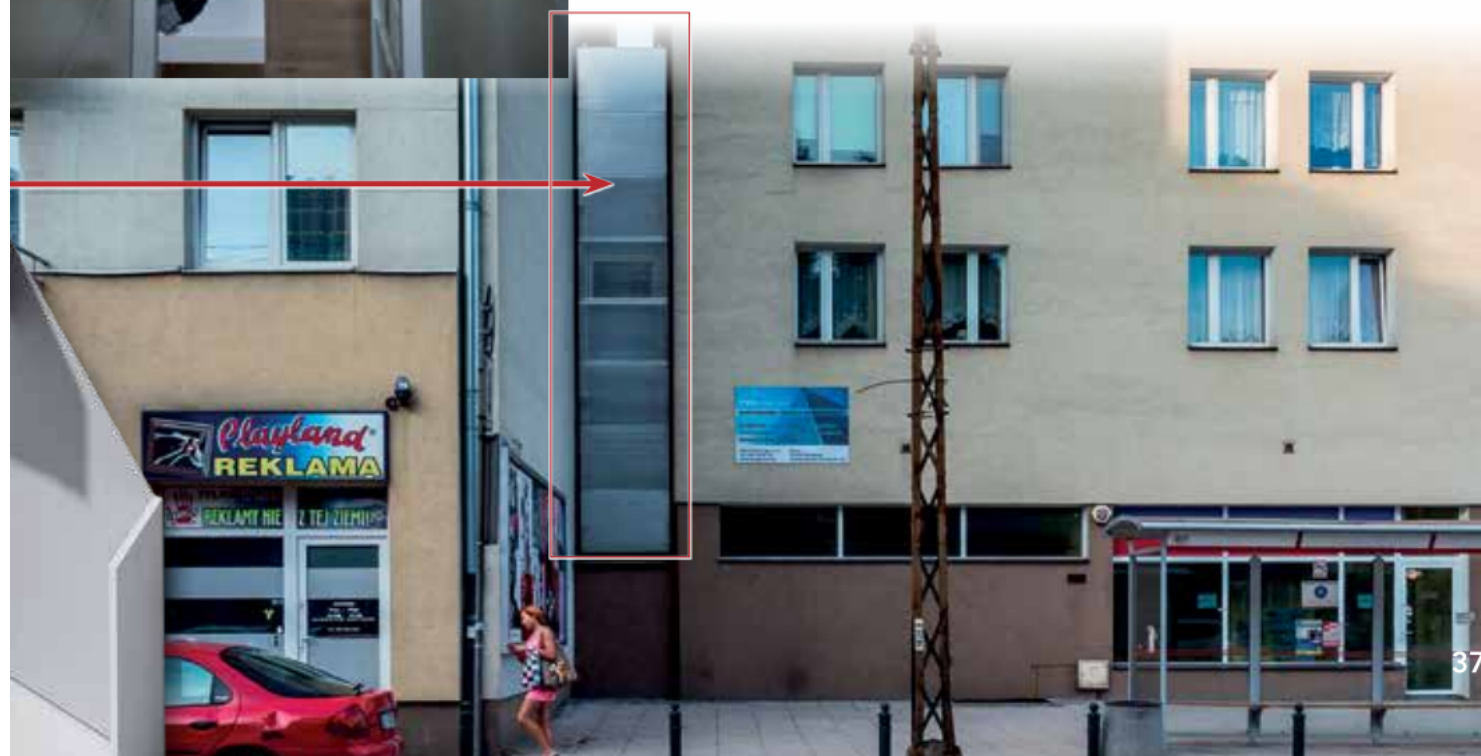
- 2 **4.01** Look at the photos of Keret House on pages 36–37. Then listen and answer the questions.
- 1 Where is Keret House?
 - 2 What does Etgar Keret think of the house?
 - 3 How wide is Keret House?
 - 4 How many floors are there?
 - 5 How many people can live in it?

- 3 Work in pairs. Describe Keret House in your own words. Do you want to live in this house? Why (not)?
- 4 Write the given words under the correct pictures.

a terraced house a block of flats a semi-detached house
a detached house a bungalow a camper van



- 5 Which type of houses in Exercise 4 do you want to live in? Why?



4.2

GRAMMAR

Present Perfect with
for and *since*

*I can use the Present Perfect
with *for* and *since* to talk about
duration.*

- 1 Read **US TODAY**. What is *couchsurfing*? Discuss whether you would like to do it. Give reasons for your answers.

US TODAY

We asked CS* employee, Dan, about the world's largest travel community.

What is it?

A worldwide travel network connecting travellers with people who offer free accommodation.

Who is it for?

People who don't want to stay in hotels and want to meet local people and experience new cultures.

How much does it cost?

Nothing! It's free.

How long have you worked for CS?

I've been here since it started in 2004. I've worked with people from all over the world for more than ten years. Together, we want to create a global community.

* CS: Company's name



- 2 Read the **GRAMMAR FOCUS**. Complete the examples using Present Perfect forms in blue in Exercise 1.

GRAMMAR FOCUS

Present Perfect with *for* and *since*

You use **Present Perfect** to talk about unfinished situations that started in the past and continue in time 'up to now'.

- You use **How long** to ask about the length of time 'up to now'.
How long ¹_____ you _____ for CS?
- You use **since** when the answer is a point in time:
e.g. *since 1998, since last week, since I was born.*
I ²_____ here *since* it started in 2004.
- You use **for** when the answer is a period of time:
e.g. *for six hours, for a few days, for a long time.*
I ³_____ with people from all over the world *for* more than ten years.

- 3 Use *for* or *since* and the Present Perfect forms of the verbs in brackets to complete the following comments.



Couchsurfer

I ¹*'ve been* (be) a member ²*for / since* three years now. ³*For / Since* I became a member,

I ⁴_____ (stay) in thirty-two countries

in different types of

accommodation.

I ⁵_____ (sleep) in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!

Host

I ⁶_____ (be) a couchsurfing host ⁷*for / since* two years now and I ⁸_____ (already / meet) more than thirty people. At the moment, Miki is visiting from Tokyo.

I ⁹_____ (only know) her ¹⁰*for / since* a week, but I'm sure we'll remain friends. Miki is happy too – she ¹¹_____ (study) English ¹²*for / since* ten years, but she ¹³_____ (never / have) the chance to speak with a native speaker before. She ¹⁴_____ (be) here ¹⁵*for / since* nearly a week, but she ¹⁶_____ (not feel) homesick because I make her feel at home.



- 4 Complete the sentences with Present Perfect forms.

- 1 I / live in / a semi-detached house / I / 8 years old.

- 2 My grandmother / have / a cottage / in the countryside / she / small.

- 3 My mum / own / a bungalow / by the sea / 10 years.

- 4 you / ever think of / living / a camper van?

4.3

LISTENING

Matching

I can identify key details in a simple narrative about teenagers' rooms.



1 Look at the photo. How different or similar is the bedroom to your own? Discuss with a partner. Think about:

- 1 **the size:** bigger / smaller, more / less spacious, the same
- 2 **the decoration:** more / less modern, colour of walls / curtains / carpet, posters, etc.
- 3 **the furniture:** chair, bed, shelf, desk, etc.
- 4 **other details:** more / less tidy, clothes, books, toys, computer, etc.

2 **4.02** Listen to three teenagers describing their rooms. Are statements 1–3 true (T) or false (F)?

- 1 Speaker 1 doesn't like music. ☐
- 2 Speaker 2 is not usually at home. ☐
- 3 Speaker 3 never invites her friends round. ☐

3 **4.03** Listen to the speakers again. Match speakers 1–3 to statements A–D. There is one extra statement.

Speaker 1: ☐

Speaker 2: ☐

Speaker 3: ☐

- A uses his / her room as a creative space.
 B spends time with friends in his / her room.
 C likes having an untidy room.
 D just does homework and sleeps in his / her room.

4 Work in pairs. Describe your room to your partner.

PRONUNCIATION FOCUS: LONG VOWELS

5 **4.04** Listen and repeat. Then put the words in an appropriate column in the table.

art	calm	floor	free	meet
room	sea	start	surf	third
true	wall	warm	work	
/i:/	/u:/	/ɔ:/	/ɜ:/	/ɑ:/
sea				

6 **4.05** Listen, check, and repeat.



Gapped text

I can identify the main points in a simple descriptive text about different living spaces.

1 Look at the photos on pages 40–41 and discuss the questions.

- 1 What are the advantages of living in each place?
- 2 What are the disadvantages?

I suppose one advantage of living in the trees is that you would have fantastic views

...

2 In which paragraph can you find the following words? Use the dictionary to check meanings of the words if necessary.

- | | |
|-------------------|---------------------|
| 1 boat | paragraph <u>3</u> |
| 2 rainforest | paragraph <u> </u> |
| 3 desert | paragraph <u> </u> |
| 4 mine | paragraph <u> </u> |
| 5 bank | paragraph <u> </u> |
| 6 treehouse | paragraph <u> </u> |
| 7 floating market | paragraph <u> </u> |
| 8 ladder | paragraph <u> </u> |

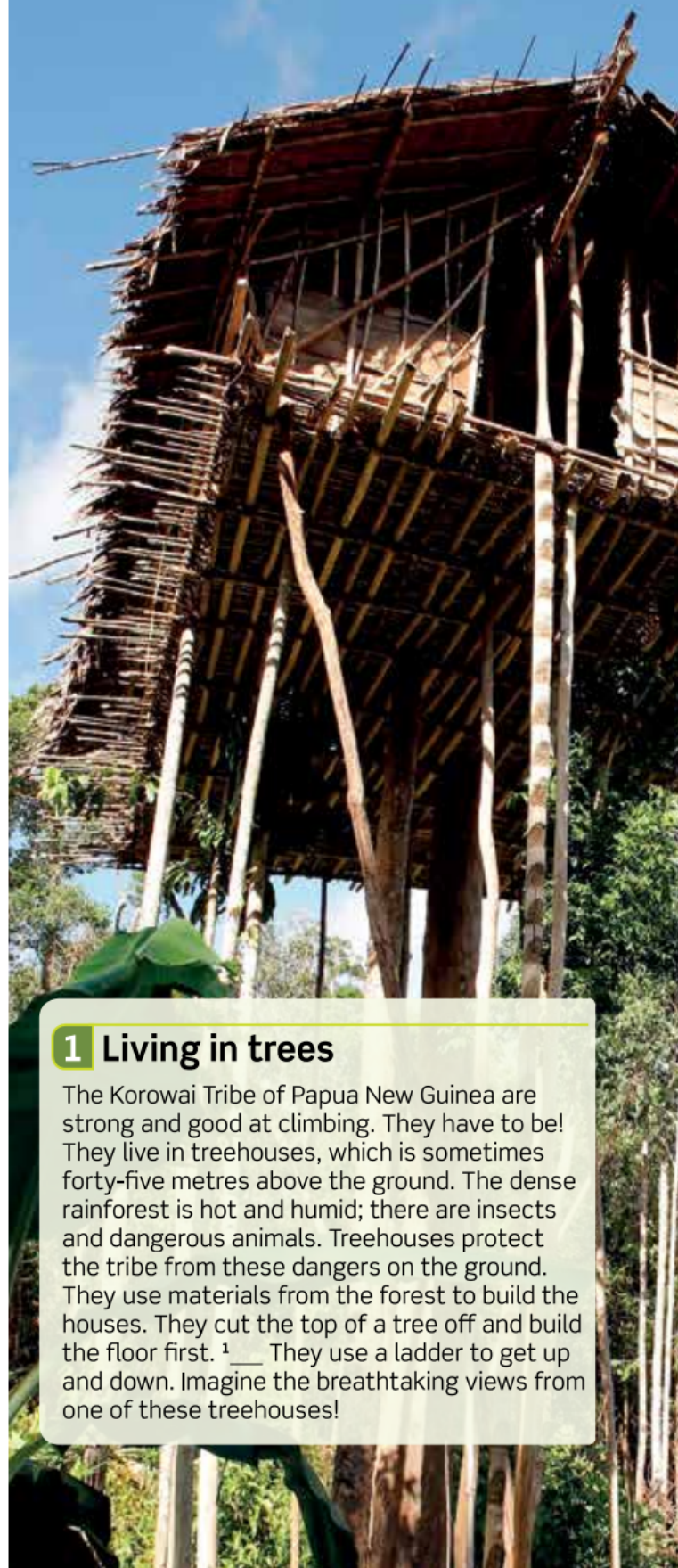
3 Read the text and answer the questions.

- 1 Why do the Korowai Tribe build their houses in trees?
- 2 What do they use to get up and down the treehouse?
- 3 Why do people in Coober Pedy prefer living underground?
- 4 What is the main means of transport for people living on the Mekong River?
- 5 What do they sell in floating markets?

4 Read the text again. Complete gaps 1–3 with sentences A–D. There is one extra sentence.

- A Alternatively, you can take a helicopter and it only takes two hours.
- B It has to be strong because sometimes a family of twelve people live there.
- C During low tides, people grow vegetables close to its banks.
- D However, if you look closer, you can see chimneys on the surface of the dry landscape.

People who don't live in traditional houses



1 Living in trees

The Korowai Tribe of Papua New Guinea are strong and good at climbing. They have to be! They live in treehouses, which is sometimes forty-five metres above the ground. The dense rainforest is hot and humid; there are insects and dangerous animals. Treehouses protect the tribe from these dangers on the ground. They use materials from the forest to build the houses. They cut the top of a tree off and build the floor first. ¹___ They use a ladder to get up and down. Imagine the breathtaking views from one of these treehouses!

2 Living underground

In the desert of Southeast Australia, 500 miles away from the nearest city, is a mining town called Coober Pedy. On the sandy surface, there isn't much to see.

²___ Almost all of the 3,500 residents live underground and work in the opal mines. To escape from scorching temperatures, they have created an impressive underground world where you'll find everything from a bookstore to a church, and even a hotel.



3 Living on the river

The Mekong River is an important lifeline to a large number of people living along its banks. The community continues to use boats as the main transport as they have used for hundreds of years. ³___ They love living on the river – There are only little traffic jams or crowds of people when there are floating markets. As a charming aspect of the local culture, some floating markets attract a lot of visitors. Cái Răng market, which is about four miles southwest of Cần Thơ, is often filled with boats packed with vegetables and fruits of all kinds.



5 Match 'clues' 1–3 with their function a–c in a text.

1 she, he, it, her, him, one, this, that, here, there

2 But, However, Alternatively, Instead

3 Also, In addition, For example, In fact

a they introduce additional information ☐

b they introduce contrasting information ☐

c they refer back to something in the text ☐

6 Underline examples of 'clues' in sentences A–D in Exercise 4. Do they 'add', 'contrast' or 'refer'?

7 Work in groups. Which of the places in the reading would you like to live in? Why (not)?

Future forms: Present Continuous, *be going to* and *will*

I can talk about the future using Present Continuous, be going to, and will.

- 1 What makes a good house party? Put the following ideas in order of importance. Compare your ideas with a partner. What else can you add to the list?

☐ decoration	☐ food and drink	☐ music
☐ furniture	☐ lighting	
☐ people	☐ theme	

- 2 **4.06** Read and listen to the dialogue. Then answer the questions.

- Why is Tony having a party?
- Where and when is he having it?
- How is Luisa going to help?

Tony: I'm having a birthday party on the 25th. Can you come?

Luisa: That's next Saturday, right? Yes, that sounds great. Are you having it at home?

Tony: No, our apartment isn't big enough. I'm using my aunt and uncle's house. They're really nice – they say it's fine.

Luisa: That's kind of them – do they know how many friends you've got?

Tony: Not yet. I'm going to tell them later. We'll probably use the basement. It's huge.

Luisa: A basement? Are you going to decorate it?

Tony: I suppose so. I'm not very good at that sort of thing.

Luisa: Don't worry, I'll help you. What are you doing later?

Tony: I'm going to text everybody to invite them now, but after that I'm free.

GRAMMAR FOCUS

Future forms: *Present Continuous, be going to* and *will*

- You use **Present Continuous** for future arrangements. You often mention a time, a date or a place.
I ¹ _____ a birthday party on the 25th.
- You use **be going to** for future intentions. You have already decided to do something and you tell people about it.
I ² _____ tell them later.
- You use **will** for spontaneous decisions. You often use expressions like: *I think I'll ..., I'll probably ..., Don't worry, I'll ...*. Don't worry, I ³ _____ help you.

- 3 **4.07** Choose the correct forms of the verbs. Then listen and check.

Tony: Two of my friends ¹are helping / will help me prepare the room on Saturday afternoon. We ²'re going to hang / 'll hang sheets on the walls and the ceiling. Then we ³'re going to put / 're putting coloured lights everywhere. We ⁴'ll have / 're having a band and a DJ from eight to midnight. I've already booked them.

Aunt: Okay, I think I ⁵'ll warn / 'm going to warn the neighbours!

Tony: We've decided to have a fancy dress theme – everybody ⁶will come / is coming as their favourite film character.

Uncle: Oh good, I think I ⁷'ll come / 'm going to come as Captain Jack Sparrow!

- 4 Complete the email with appropriate future forms in gaps 1–6 and your own ideas in gaps a–c.

Hi Amy

You know I ¹'m moving (move) house next week. Well, I've decided that I ² _____ (have) a house-warming party in the new house. The theme is Superheroes, so I ³ _____ (dress up) as ^a _____. You know my mum's a fantastic cook, so she ⁴ _____ (make) ^b _____. I think everybody ⁵ _____ (like) that. I'm not sure about the music. I think I ⁶ _____ (get) a DJ and ask him to play lots of ^c _____.

- 5 Imagine you are going to organize a birthday party next week.

- In pairs, make some decisions about location, food and drink, music, decoration, and theme.
- Write an email to the class to explain your ideas. Use all three future forms.

Adverbs

I can form adverbs from adjectives and qualify them with really / quite / very.



- Look at the photos. Where would you like to spend your summer holiday? Why?
- 4.08 Listen to Robbie and his friend. Decide whether the following statements are true (T) or false (F).

 - Robbie's Mom speaks French very well.
 - Robbie speaks French better than his Mom.
 - Robbie often goes to bed early when he's in Paris.
 - Robbie thinks that the food in Paris is pretty amazing.
 - Robbie thinks Paris is rather boring.
 - Robbie's friend thinks time goes unbelievably slowly in Paris.
- Choose a correct option A, B or C to complete the second sentence, so that it has a similar meaning to the first.
 - My house is not very far from the school.
My house is ___ near the school.
A very B quite C completely
 - My cousin really hates meeting people.
My cousin is ___ shy.
A extremely B a little C slightly
- I don't get up early during the holidays.
I get up ___ during the holidays.
A late B lately
C more late
- I don't sing as well as my best friend.
My best friend sings ___ than me.
A well B good
C better

- Form correct adverbs from the adjectives in bold. Then put the words in the correct order to make sentences.

- go to bed / I / at the weekend / **real late**
I go to bed really late at the weekend.
- eat / I / quite **healthy**.
- I / my money / **wise** / spend.
- extreme easy** / new words / learn / I.
- pretty fast** / drives / My father / his car.
- understand / My parents / I do / English / than / **good**.

LANGUAGE FOCUS

Adverbs

- You use adverbs to modify verbs, adjectives and other adverbs.
- You form adverbs by adding **-ly**, **-y**, **-ily** to adjectives:
slow → *slowly*, *unbelievable* → *unbelievably*.

Note: Some adverbs and adjectives have the same spelling:
hard, fast, late, early.

He is a fast runner. / He runs fast.

- You never put an adverb between a verb and its object.

VERB OBJECT

*He speaks English **well**.* NOT *He speaks well English.*

- Use adverbs of degree to modify adjectives and adverbs.

WEAKER

STRONGER

a little / a bit / slightly quite / rather / pretty really / extremely / completely
*She's a **little** shy. My French is Everybody goes to bed*
***pretty bad**. **really** early.*

- You form comparative adverbs with *more*:

*Alice speaks **more clearly** than John.*

Note: Some comparative adverbs are irregular:
well → *better*, *badly* → *worse*, *hard* → *harder*.

- In pairs, take turns to describe your neighbourhood in 5 sentences.

The streets in my neighbourhood are extremely narrow.

A blog entry

I can write a description of a tourist destination.

1 Read a blog about a visit to an ancient house in Cần Thơ. Which topic does the writer mention?

- a Location
- b History of the house
- c Interior design
- d Surroundings
- e Impressions / Opinions
- f Recommendations

21 July

Last month, I visited Cần Thơ, a city located in the Mekong Delta region in the south of Việt Nam. Cần Thơ is famous for its canal network and floating markets. There are also many floating restaurants, bars and hotels. I was astonished at the beauty of the markets. It was a lovely place!

The place that I was particularly impressed is Bình Thủy ancient house which is about 5 kilometres from Cần Thơ city centre. This French-style house was built in 1870 in an area of nearly 6,000 square metres. Until now, the house restores the interior features of a house in the rural areas in the Mekong Delta region during the 20th century. This is an ideal place to explore the history of the region. With front- and backyard gardens, the house looks like a comfortable home filled with fresh air! I would recommend spending half of a day in this place. I thought it was really relaxing!



- 2 Look at the underlined adjectives ending in *-ing* and *-ed* in the text. What are the differences between them?
- 3 Complete the examples with the underlined words in the blog.

WRITING FOCUS

A blog entry

1 Say when and / or why you visited

Last week / weekend / month, etc. I went to ... / I visited ...

2 Introduce the place

... is a small / large city in ...

... is a popular tourist destination.

... is famous for its ...

3 Give impressions or opinions

It is a busy / interesting / ¹lovely place.

I thought it was great / ²_____ / a bit boring.

It was particularly ³_____!

4 Make recommendations

I would (definitely) ⁴_____ (doing something).

For visitors, ... is a must.

- 4 Complete these sentences to describe a tourist attraction in your hometown. Then compare the answers with a partner.

1 _____ is famous for _____.

2 For visitors, _____ is a must.

3 _____ is probably the most popular attraction.

4 One of the local specialities is _____.

5 I would recommend _____.

- 5 Add commas to the text about the Lake District in the UK.

The Lake District

Last year I visited a beautiful place, the Lake District Cumbria in the UK. It is the most popular national park in this country. Every year 15 million people visit the area. The landscape is wonderful – there are lakes mountains beaches and breathtaking views. The Lake District is the wettest place in England but the dramatic skies are part of the attraction. Lake Windermere is eleven miles long and is a must for all visitors. If you enjoy walking hiking climbing or water sports the Lake District is an ideal place for your holiday.



WRITING TIME

- 6 Write a blog entry to describe your impressions after visiting a well-known tourist destination. You should:

- introduce the place and write when you were there
- write what you did there and what you saw
- present your impressions and your opinion about this place
- give some advice to the readers

A few months ago, I visited ...



Making suggestions

I can make suggestions and respond to them politely.

- 1 Imagine you are visiting London. Discuss which of these activities you would like to do. Give reasons for your answers.

SIX OF THE BEST THINGS TO DO IN LONDON



London by speedboat

- ▶ 7 days a week, all year
- ▶ Suitable for all ages!
- ▶ £35 for 50 minutes

Shopping

- ▶ Oxford Street shops: 8.30 a.m.–9.00 p.m., Sun 11.30 a.m.–6.00 p.m.
- ▶ Camden Market: Clothes, music, souvenirs. 10.00 a.m.–6.00 p.m. every day



The London Eye

- Get the best view of London.
- ▶ 10.00 a.m.–9.00 p.m. every day
 - ▶ Adult: £19, 15 and under: £10

The London Dungeon

Prepare to be scared!

- ▶ Tours from £20
- ▶ 10.00 a.m.–4.00 p.m. on Mon, Tue, Wed, Fri, 10.00 a.m.–5.00 p.m. on Sun, 10.00 a.m.–6.00 p.m. on Sat, 11.00 a.m.–4.00 p.m. on Thur



Shakespeare's Globe Theatre

- ▶ Experience *Romeo and Juliet* in Shakespeare's own theatre!
- ▶ Tickets: £20–£45
- ▶ Standing tickets from £5 only

Madame Tussauds

Come and see the Royal Family!

- ▶ 9.00 a.m.–6.00 p.m. every day
- ▶ Adult: £30 – save 50% when you book online



- 2 4.09 Listen to Marcus and Ann. What do they decide to do? Which activities do they reject and why?
- 3 4.10 Listen again and tick the expressions you hear.

SPEAKING FOCUS

Making suggestions

- Do you fancy (going) ...? ☒
- Let's (go) ... ☐
- How about (going) ...? ☐
- We could (go) ... ☐
- (I think) we should (go) ... ☐
- What about (going) ...? ☐
- Why don't we (go) ...? ☐

Agreeing with suggestions

- (That's a) good / great idea! ☐
- (That) sounds good / great! ☐
- Why not! ☐

Disagreeing with suggestions

- (I'm sorry) I'm not keen on ... ☐
- I don't really like ... ☐
- I'd rather (go) ... ☐
- I'm not sure about that. ☐
- Let's (go) ... instead. ☐

- 4 4.11 Complete each expression in the dialogue with an appropriate word from the SPEAKING FOCUS. Then listen and check.

- A: Do you fancy ¹_____ to the cinema tonight?
- B: That's a good ²_____.! What do you want to see?
- A: The new film with Jennifer Aniston.
- B: Oh no, I'm not ³_____ on romantic comedies. I'd ⁴_____ see an action film.
- A: Okay, let's see the new James Bond ⁵_____.
- B: Great. How ⁶_____ having a burger before we go?
- A: Why ⁷_____! We ⁸_____ try that new burger bar in town.

- 5 Work in pairs. You are planning a day out in Đà Nẵng. Look at the tourist information. Follow the prompts below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

- A: Suggest an activity for the morning.
- B: Agree and suggest something for the afternoon.
- A: Disagree and suggest something different for the afternoon.
- B: Disagree and suggest something else for the afternoon.
- A: Agree and suggest something for the evening.
- B: Agree.

Ngũ Hành Sơn

7:00 – 17:00

Sơn Trà Peninsula – Mỹ Khê Beach

9:00 – 23:00

The Museum of Chàm Sculpture

7:00 – 17:00

Hàn Market

6:00 – 19:00



FOCUS REVIEW 4

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There are two extra words.

(bungalow temperatures astonished
cottage semi-detached dense
breathtaking)

- 1 They like to live in a _____ in the countryside.
- 2 Last month, my family moved to a modern _____ with a large garden.
- 3 The _____ rainforest is where the tribe lives.
- 4 Please take a look! This is one of the best _____ views in this world!
- 5 Many popular tourist destinations have scorching _____ in summer.

- 2 Use the word in capitals to rewrite the sentences. Do not change the word in capitals.

- 1 They moved to Venice in 2016. **LIVED**
They _____ 2016.
- 2 Liz started working for a coachsurfing service two years ago. **WORKED**
Liz _____ for a couchsurfing service for two years.
- 3 They last saw Paul in January. **SINCE**
They _____ January.
- 4 When did you first meet Karen? **KNOWN**
How long _____ Karen?
- 5 I stopped travelling abroad three years ago. **FOR**
I _____ three years.

- 3 Complete the sentences with the correct future forms of the verbs in brackets.

- 1 Are you moving house on Saturday?
I _____ you if necessary. (help)
- 2 I'm sorry I can't come. I _____ a language course this evening. (start)
- 3 We _____ on Friday night, but we still don't know where exactly. (meet)
- 4 Hi, Jack! It's Sue. What time _____ you _____ tomorrow? (come)
- 5 'Is that the doorbell?' 'Yes, I _____ it!' (answer)
- 6 I _____ probably _____ at home tonight. I feel so tired. (stay)

USE OF ENGLISH

- 4 Choose the correct answer.

- 1 X: What are your neighbours like?
Y: We haven't got any close neighbours.
We live in a _____ house in the countryside.
A terraced
B detached
C semi-detached
- 2 X: Do you fancy going to the cinema?
Y: I'm not sure about that. _____ go swimming.
A How about
B Let's
C I would recommend
- 3 X: How long have you lived here?
Y: Not very long. _____.
A For a few weeks.
B Since I was born.
C A few weeks ago.
- 4 X: Is Tamara going to the party?
Y: No, she isn't _____ dancing. She is a bit shy.
A rather
B like
C keen on
- 5 X: Has your uncle seen your new house?
Y: I don't think so. _____.
A I'll keep him out.
B I won't let him in.
C He's coming round tomorrow.
- 6 X: Do most people you know tend to eat _____?
Y: Yes, they try to avoid fast food.
A healthy
B healthily
C unhealthily

SPEAKING

- 5 Work in pairs. Imagine you and your partner have a day touring around Hồ Chí Minh city. Ask and answer about which places to go. Give reasons for your suggestions.



5

Charity

Real charity is giving from the heart without taking credit.

Michael Jackson

5.1

VOCABULARY

Charity

I can talk about voluntary work and charity activities.

1 Match the pictures with the activities.

collect rubbish
help the elderly
do volunteer work in the hospital

help the animals
teach children

donate blood



2 Read the text and mark the statements true (T) or false (F).

You want to help the **needy**, but you are not sure what to do. Here is a short list of things you can prepare to donate to the **homeless shelters**.



Shampoo and soap are very useful for needy people. Don't forget things like hairbrushes, toothbrushes and toothpaste.



The shelters need to provide **first-aid kits** to their guests. Think about how many times you need something like a plaster. You can donate plasters and other **medical supplies** to help the needy.



If you have extra **blankets**, wash them and bring them to the shelters. A fresh and clean blanket can keep someone warm.



Warm clothes are particularly useful in the winter. Please **donate** jeans and jackets in good condition. Most homeless shelters need more men's clothes than women's clothes. If you have an old pair of jeans, there will certainly be someone who could use them.

- 1 Homeless shelters need toiletries. **(T)** / F
- 2 First-aid kits have plasters and other medical supplies. T / F
- 3 Blankets can help the needy stay warm. T / F
- 4 Homeless shelters need more men's clothes than women's clothes. T / F
- 5 Homeless shelters always need men's jeans. T / F

3 **5.01** Complete the sentences with red words from the text. Change the word form if necessary. Then listen, check, and repeat.

- 1 This _____ helps out over 100 people every week with meals and clothing.
- 2 We gave a _____ family some warm blankets and food.
- 3 Don't forget to take a _____ with us when we go camping.
- 4 You can buy many basic _____, such as plaster, at a chemist's.
- 5 Those _____ will be useful when it gets colder.
- 6 We should _____ some food to the community centre this weekend.

4 Complete the sentences with the phrases in the box below.

donate money	help sick people
help the needy	plant trees
raise money	

- 1 I like to _____ when I get a chance.
- 2 Our class wants to _____ for the senior centre. We've got 2 million VND in total.
- 3 One way to help our environment is to _____ along the roads.
- 4 My cousin volunteers to _____ in the hospitals in the summer.
- 5 We did a fundraiser to _____ to help street children.

5 Work in groups. Discuss the volunteer activities in your local community.

Talk about:

- who the activities can benefit.
- where the activities are done.
- who joins in these activities.



5.2

GRAMMAR

Gerund and infinitive

I can use verb + -ing or verb + to + infinitive to talk about volunteer activities.

1 Discuss these questions with a partner.

- 1 Have you ever visited the needy or elderly? What happened?
- 2 Do seniors like young people to visit them? Why?

2 5.02 Listen to the dialogue between Mai and Andrew. What did they do during summer?

4 Circle the correct verb form.

- 1 I hope to get / *getting* a chance to donate blood to the local hospital.
- 2 I really enjoy *to volunteer* / *volunteering* at the hospital.
- 3 We need *to raise* / *raising* money to repair the school due to the rain.
- 4 I can't stand *to work* / *working* with young children.
- 5 We will certainly miss *to visit* / *visiting* our grandmother on the weekends.
- 6 I don't mind *to plant* / *planting* trees, but I don't enjoy *to pick* / *picking* up rubbish.
- 7 I decided *to help* / *helping* some children learn maths.



GRAMMAR FOCUS

Verb + *ing* or verb + *to* + infinitive

- After some verbs and verb phrases, you usually use *to* + infinitive.

Examples: choose, decide, help, hope, need, pretend, refuse, want, would like

*I helped **to support** a local garden centre.*

- After some verbs and verb phrases, you usually use *-ing* form of a verb.

Examples: avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, spend.

*I love **spending** time with the needy children.*

3 Read the verbs in GRAMMAR FOCUS. Can you add more verbs to the list?

5 In pairs, share about a voluntary experience you had or observed others doing. You can answer the following questions.

- What volunteer work was that? (Last summer, I / they / he / she decided to ...)
- Why did you / they / he / she do that? (e.g., I / They / He / She wanted / hoped to ...)
- What did you / they / he / she do? (e.g., I / They / He / She spent a lot of time ...)
- What did you / they / he / she enjoy the most? (e.g., I / They / He / She enjoyed / liked / loved ...)

5.3

LISTENING

True / False

I can identify key details in a dialogue about volunteer activities.

1 In pairs, discuss the questions.

- Are there any charity organizations in your town / city?
- Are you interested in helping out at charity organizations? Why (not)?

2 5.03 Listen to a conversation between Kevin and Mai and mark the statements true (T) or false (F).

- Kevin has finished his volunteer work.
- Kevin and Mai need to make a presentation about their volunteer work.
- Kevin and Mai's assignment is due in two weeks.
- Mai has already completed her assignment.
- Mai is interested in working with people.

3 5.04 Listen to the conversation again and choose the best option to complete the sentences.

- Kevin is interested in _____.
A working with people
B helping the environment
C raising money to help the poor
- "Green hands" is _____.
A an environmental organization
B a child support organization
C a senior center
- Kevin is interested in _____.
A his group work ability
B his leadership skills
C Both A and B
- Kevin's mom is working _____.
A for an environmental organization
B at a senior center
C at a school



4 Work in groups. Which of the following volunteer activities would you be interested in? Why?

- Tutoring children at an orphanage
- Recycling
- Picking up trash
- Planting trees
- Helping the elderly people
- Rescuing animals
- Helping on a farm

PRONUNCIATION FOCUS: ENDING SOUNDS

5 5.05 Listen to two words in each group. Tick (✓) their ending sounds /nd/, /ɪŋ/ or /nt/.

- | | | |
|---------------------------------|-------------------------------|-------------------------------|
| 1 ☐ /nd/ | ☐ /ɪŋ/ | ☐ /nt/ |
| 2 ☐ /nd/ | ☐ /ɪŋ/ | ☐ /nt/ |
| 3 ☐ /nd/ | ☐ /ɪŋ/ | ☐ /nt/ |
| 4 ☐ /nd/ | ☐ /ɪŋ/ | ☐ /nt/ |
| 5 ☐ /nd/ | ☐ /ɪŋ/ | ☐ /nt/ |
| 6 ☐ /nd/ | ☐ /ɪŋ/ | ☐ /nt/ |



Multiple choice

I can identify specific details in an advertisement about a voluntary program.

1 Match the pictures with the names of the activities.

leading nature tours
planting trees

picking up litter
removing rubbish



2 Read the text and answer the questions.

Where should you go if you:

- want to spend time in a park?
- love nature?
- like working with plants and trees?
- don't mind removing rubbish?

Who should you:

- call?
- email?

3 Read the text again and choose the correct answer.

- Volunteers will gather _____.
A on Sunday B in the afternoon
C in the morning
- Volunteers will meet at _____.
A the Fire station.
B William's Community Centre.
C Bournemouth City Council.
- Jamie's Nursery donated _____.
A trees B tools C supplies
- Next to Saint Peter's Hospital there is a _____.
A community centre B free parking
C vacant lot
- Nature tour leaders will receive _____.
A 55 trees B a guidebook
C a free lunch

4 Complete the sentences with the highlighted words / phrases from the text.

- Charity work does _____ to the lives of the needy.
- Many _____ in my community are high school students.
- Our community centre needs more _____ to help the homeless.
- The volunteers and the street children both _____ from charity work.
- You can _____ online to become a volunteer.

5 Work in groups. Discuss an environmental project you know.

Consider these questions:

- What does it do?
- Who does it benefit?
- Who join in this project?
- What has this project done so far?

NEIGHBOURHOOD CLEAN UP

Let's **make a difference** and clean up our community!

Bournemouth City Council is excited to announce the 14th annual Neighbourhood Clean Up Program.

Everyone who works or lives in the city of Bournemouth can improve our quality of lives. It's our community, and it's our chance to make a difference to **benefit** everyone. The 14th annual Neighbourhood Clean Up event will occur on Saturday, 12 August, 2021, from 09.00–11.00 a.m.

Volunteers should gather in front of the fire station at 1833 High Street. Parking is free and provided at William's Community Centre across the street. All tools and **supplies** are provided.

We have four types of activities to choose. We need 10–15 volunteers for each activity:

- **Tree planting** along the northern motorway. Our aim is to plant 55 trees donated by Jamie's Nursery.
- **Rubbish removal** in the vacant lot next to Saint Peter's Hospital. We want to remove **all** the rubbish. A truck will transport the rubbish to a local dump.
- **Wright Park** has plenty of litter which needs to be removed. We need to start by emptying the rubbish bins, then picking up the litter. A free lunch is provided.
- **The Jackson Nature Trail** needs volunteers to lead nature tours. A guidebook and a trainer will help you. You just need to love nature.

For further information or to **register** for your favourite activity, please call Peter at 01202 318933 or email Mark at info@bournemouthcleanup.org.

Bare infinitives and infinitives without to

I can use modal verbs / let / make + infinitive to talk about volunteer activities.

- 1 Read the text. If you were Nam, what activities would you like to help out the most?

My friend, Lan, and I decided to join a program called "Clean Up Your Neighbourhood". Every Sunday, we clean up different places in our city. We first meet at 09.30 at a park or vacant lot. Some community leaders divide us into groups and give us equipment and a task. I'd like to join in the group that paints the fences. The fences used to be white, but now they are grey. We **must paint** them three times to make them white again. Lan usually picks up litter. She doesn't like it and prefers planting trees. But sometimes there are no trees to plant. However, they received new trees from the sponsor and the community leader **let her plant** them. We finish around noon and have lunch together. I am quite proud of our work. Now, the parks and lots look a lot better, and I know I helped out. Everyone **should join** in and improve our community.

GRAMMAR FOCUS

modal verbs / let / make + infinitive

- Do not use to after modal verbs
Examples: *can, could, may, might, must, shall, should, would.*

We **must paint** them three times to make them white again.

- Do not use to after the verbs *let* and *make*. Put an object between *let / make* and the verb.

So, the community leader **let her plant** them.

- 2 Circle the correct verb form.

- My parents let me *to play / play* computer games only 15 minutes a day.
- The movie made me *to laugh / laugh* from the beginning to the end.
- It might *be / to be* a good idea to collect rubbish in this area.
- Visitors must *to bring / bring* rubbish with them in ecotours.
- Each student from our university should *donate / to donate* blood once to know that it is a meaningful activity.
- Minh will let us *join / to join* in the activity at the park.

- 3 In pairs, say true sentences about yourself using the prompts.

- I can / can't _____.
- I should / shouldn't _____.
- I must / mustn't _____.
- My mum let / doesn't let me _____.

- 4 Class survey. Find some one who _____?

Student's name

- thinks that teenagers mustn't _____ throw away rubbish on the streets?
- thinks that teenagers should _____ protect the environment where they live?
- thinks that students must _____ plant more trees around the school?
- thinks that the local _____ government should make people pay for the rubbish illegally dumped into the environment?



5.6

USE OF ENGLISH

Phrasal verbs

I can use phrasal verbs to talk about volunteer and charity work.

- 1 **5.06** Listen to four short conversations about charity activities. Match the conversations 1–4 with photos A–D.



- 2 **5.07** Listen again and choose the correct option.

- 1 The elderly appreciate Sue / Andrew.
- 2 Andrew / Hoa donates goods to the community centre.
- 3 Nam / Hoa feels proud of helping children.
- 4 Sue / Nam is making the community cleaner.

LANGUAGE FOCUS

Phrasal verbs

benefit from care for clean up
give back to help out join in throw away

- 3 Complete the sentences. Use phrasal verbs in the LANGUAGE FOCUS.

- 1 I'd like to _____ some activities to protect the environment.
- 2 Many elderly _____ the help we give them.
- 3 Some rich people decided to _____ the neighbourhood.
- 4 The high school students decided to _____ the streets.
- 5 We should spend more time to _____ the needy.
- 6 You can help out if you _____ rubbish in the right bin.

- 4 Write five sentences, using the phrasal verbs in LANGUAGE FOCUS.

- 1 help out: *I would like to help out my community more.*
- 2 _____:
- 3 _____:
- 4 _____:
- 5 _____:
- 6 _____:

- 5 In groups, talk about a person you know who contributed to charity work in your town / city / country. Use the phrasal verbs in LANGUAGE FOCUS where necessary.

Advantages of doing charity work

I can write a paragraph about the advantages of doing charity work.

1 In pairs, read the text. Discuss:

- 1 What are the functions of the underlined sentences in the text?
- 2 What are the *four advantages* of doing charity work mentioned in the text?

You can change the world

Doing charity work helps us in a number of ways. There is something special about helping others. It makes us feel better. It might come from the smile we see on someone's face who we have just helped. Doing charity work gives us opportunities to meet new people and learn new skills. The people we meet might become our good friends in the future. We can also learn new skills that can help us in our own lives. We also learn how to empathize with others from charity work. We can better understand the problems that needy people face and can help find solutions. What is probably most important about doing charity work is that it changes lives. Needy people, street children, the elderly, and people with disabilities can have better lives when we give them a little bit of our time. In short, doing charity, doing charity work benefits everyone.



WRITING FOCUS

Advantages of doing charity work

- make us feel better
- give a sense of purpose

- get to know the local community and its citizens
- offer opportunities to meet new people
- learn how to empathize with others
- broaden networks of friends
- learn about personal values such as patience and kindness

2 For questions 1–5, choose the correct answer.

- 1 Charity work helps us in _____.
A only a few ways
B different ways
C many communities
- 2 We feel better when we _____.
A help others.
B learn new skills
C meet new people
- 3 The skills we learn from doing charity work may _____.
A benefit the needy
B help us later
C help our community
- 4 Doing charity work helps us _____.
A raise money
B find solutions
C better understand others
- 5 Charity work can help _____.
A the environment
B young people
C improve lives

3 In groups, choose one charity work or volunteer activity that you know or have participated in (e.g., collecting rubbish, donating blood, or helping the needy). Make an outline of the advantages of doing that work.

Topic sentence: _____

Main idea 1: _____

Supporting detail 1: _____

Main idea 2: _____

Supporting detail 2: _____

Main idea 3: _____

Supporting detail 3: _____

Concluding sentence: _____

WRITING TIME

- 4 Use the outline in Exercise 3 to write a paragraph (120–150 words) about the advantages of doing charity work / a volunteer activity.**

1 5.08 Listen to a student talking about a volunteer project. Mark the statements as true (T) or false (F).

- 1 Only adults can help out in the educational project. T / F
- 2 Some Canadian teenagers work at Vietnamese childcare projects. T / F
- 3 The Vietnamese mothers come to learn skills and gain experience. T / F
- 4 The Canadian teenagers help read stories to children. T / F
- 5 The mothers need time to work, so they leave their children at the centre. T / F
- 6 The Canadian teenagers stay at hotels. T / F

2 5.09 Listen to the extracts again and tick (✓) the expressions in SPEAKING FOCUS that you hear.

SPEAKING FOCUS

- **Introducing the talk (the speaker and the name of the project)**
 - a ☐ My name is Lan, and my project is ...
 - b ☐ I would like to ...
 - c ☐ I'm Lan and I'm going to ...
- **Talking about the purpose / aim of the project**
 - a ☐ The main purpose of this project is ...
 - b ☐ The project's aim is ...
- **Key activities of the project**
 - a ☐ Some key activities of this project are ...
 - b ☐ We have ...
- **Final words (inviting people to join)**
 - a ☐ If you'd like to join us ...
 - b ☐ To join us, email ...
 - c ☐ Find us online at ...



3 Complete the sentences with the expressions from SPEAKING FOCUS. Fill in each blank with three words.

- 1 I would like _____ you how you can volunteer.
- 2 Some _____ this project are building new homes and raising money.
- 3 If you'd _____ us, email me at Volunteers@HelpingHands.org.
- 4 The _____ this project is to provide care for the elderly.
- 5 The project's _____ help people with disabilities.
- 6 My _____ and my project is about helping needy children.

4 Work in groups. Create a volunteer project in your local community. You should decide:

- the name of the project
- aim of the project
- main activities
- contact information

5 Present your volunteer project to the class. Use the SPEAKING FOCUS to help you.



FOCUS REVIEW 5

VOCABULARY AND GRAMMAR

- 1 Complete the questions with the words in the box. Every sentence is missing three words. The first one has been done for you.

back	benefits	charity	donate
give	goods	help	household
people	sick	to	volunteer

- 1 Would you like to give back to your community?
- 2 Who _____ when you _____ your time to a _____?
- 3 Can you _____ any _____ to the senior centre?
- 4 Would you like to _____ in rural hospitals?

- 2 Match the definitions below with the phrases in the glossary on page 108.

- 1 donate blood: give blood to be used in hospitals
- 2 _____: a collection of medical supplies to be used in emergencies
- 3 _____: collect money to give away
- 4 _____: a person who seeks financial support for a charity
- 5 _____: a centre for the elderly

- 3 Choose the correct verb form.

- 1 We won't be able to avoid to *clean* / *cleaning* the house.
- 2 She can't stand to *work* / *working* in the heat, so she went home.
- 3 Have you considered to *spend* / *spending* the summer helping disabled people?
- 4 Not many people refused to *donate* / *donating* food to the fundraiser.
- 5 I don't want to throw these out. I prefer to *give* / *giving* them to a homeless shelter.
- 6 You should consider to *help* / *helping* your brother clean the house.

- 4 Find and correct mistakes in the following sentences.

- 1 The teachers made to students clean the school.
- 2 We may to return home after we finish picking up litter.
- 3 Let play the children in the garden until dinner time.

- 4 We should to donate blood to the blood bank.
- 5 Mai might volunteering to help the elderly in Cần Thơ.

USE OF ENGLISH

- 5 Complete the phrases. Use the words in the box.

benefit from	help out	throw away
clean up	care for	

- 1 Don't _____ your old clothes; donate them to our community centre.
- 2 I like to _____ trees and plants.
- 3 I won't be able to _____ with the fund raiser this weekend.
- 4 Many people would _____ your help.
- 5 We need volunteers to help _____ the lake.

- 6 5.10 Listen and complete the summary with the missing information.

Summary

When I was ¹ _____ years old, a high school volunteer taught me how to ² _____. I entered school when I was ³ _____. Volunteers also gave us food, money, and ⁴ _____. The child centre bought me books and a school ⁵ _____. Now I'm graduating from ⁶ _____ school.



WRITING

- 7 Write a paragraph (120–150 words) about the advantages of one of the following activities:

- donating blood
- teaching English to the disabled children
- collecting rubbish on the streets at the weekends

6

Time to learn

Tell me and I forget, teach me and I remember, involve me and I learn.

Benjamin Franklin

6.1

VOCABULARY

Places in school • Education
• Phrasal verbs • Collocations

I can use language related to school life and school equipments.

- 1 Look at the list below and discuss your most favourite / least favourite place in school. Where do you want to spend your time the most?

classroom	corridor	gym	lab
playground	reception	library	science
school hall	school office	staff room	
sports field	canteen / cafeteria		

- 2 Look at the photos and read two descriptions of different school systems. Decide which text describes a school in Finland and in Japan.

School systems



- 1 Our school is quite informal – we can call our teachers by their first names. We don't move up to secondary school when we're eleven because we attend the same comprehensive school from seven to sixteen. All our classes are **mixed ability**. The **curriculum** not only includes **academic subjects** but also art, music and PE, with only about thirty minutes of homework every day. We're lucky that we don't have to pay tuition fees to do a degree at university.

3 Complete the sentences with the red words or phrases in the texts. Tick (✓) the sentences that are true for you.

In my school, ...

- 1 it's compulsory to wear a school uniform. ☐
- 2 students at the same level learn together. There are no _____ classes. ☐
- 3 we focus on _____. Personally, I prefer subjects like drama and PE. ☐
- 4 our English teacher gives us long lists of vocabulary to _____. ☐
- 5 the history _____ only covers the twentieth century. ☐
- 6 the _____ includes a break in the morning and a long break for lunch. ☐
- 7 I get on really well with all my _____. ☐

4 What do the underlined phrasal verbs in the text mean?

5 Compare schools in Finland and Japan with schools in your country. Use the following structures:

- This is true for me / my school...
- This isn't

Example:

In Finland, students don't move up to secondary school when they're eleven. This isn't true for our school system. We move up to secondary school when we are 12 years old.

2 English is a **compulsory** subject in my school. It is my favourite subject, but I can't keep up with all the homework! We have to **learn** lists of vocabulary **by heart**. At elementary school, the **timetable** includes earthquake practice. If there's an earthquake when children are outside, they have to **line up** in the playground. At the end of the day, we have to clean our classroom. Most of my **classmates** will go to university. In my country, 50 percent of the population are university graduates.



6.2

GRAMMAR

First Conditional

I can use the First Conditional sentences to predict possible results of actions or situations.

- 1 Read **UK TODAY**. What is a gap year? Discuss whether you think it's a good thing to do. Give reasons for your answers.

UK TODAY

Did you know that about 10 percent of students in the UK do a gap year between leaving school and going to university?

What do they do?

- travel abroad
- go backpacking
- do volunteer work

Where do they go?

- Africa
- Southeast Asia
- Australia and New Zealand
- South America

How much does it cost?

Usually about £4,000.

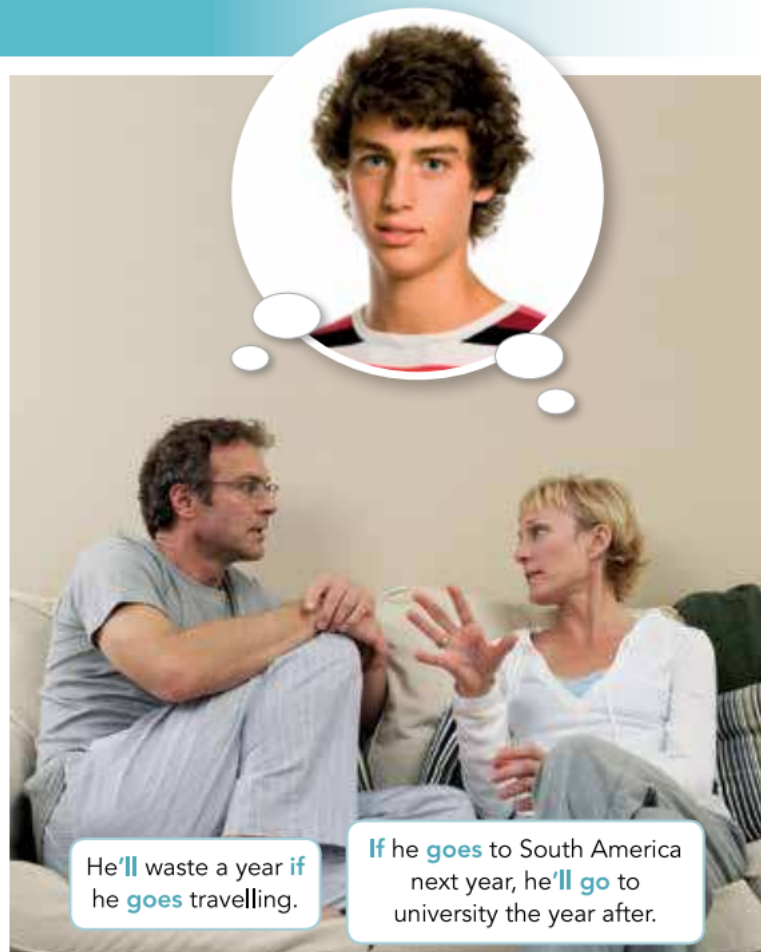
- 2 Look at the photo of Ricky's parents and read the sentences. Who do you think is in favour of Ricky doing a gap year and who is against?
- 3 Read the **GRAMMAR FOCUS**. Complete the examples. Use the First Conditional form in Exercise 2.

GRAMMAR FOCUS

First Conditional

- You use the **First Conditional** to predict the future result of an action.
 action → future result
if + Present Simple **will / won't + verb**
 If he ¹ _____ to South America next year,
 he ² _____ to university the year after.
 If he **doesn't go** to university, he **won't get** a decent job.
- You can put the *if*-clause after the main clause.
 He'll **waste** a year **if** he **goes** travelling.

- 4 **6.01** Match the halves of the sentences from the conversation. Then listen and check.
- If Ricky doesn't go to university this year, ☐
 - He'll do bungee jumps and get a tattoo ☐
 - If he goes away on his own, ☐
 - If he doesn't do anything on his own, ☐
- a if he does a gap year.
 b he'll never go.
 c he'll get into trouble.
 d he'll never be independent.



- 5 **6.02** Complete the sentences with the correct form of the verbs in brackets. Then listen and check.

- He thinks if I go (go) travelling, I _____ (not go) to university when I come back.
- If I _____ (tell) them the truth, they definitely _____ (not let) me go.
- You _____ (not learn) any Spanish if you _____ (visit) her!
- If my dad _____ (not agree), I _____ (not able) to go.
- If your mum _____ (think) it's a good idea, she _____ (convince) your dad.

- 6 Work in groups of three. Look at the prompts and practise the conversation as in the example below.

A (student's wish)	B (positive parent)	C (negative parent)
1 live abroad	new culture	miss friends
2 join a band	have a lot of fun	not do schoolwork
3 part-time job	earn money	get up early

- A *I want to live abroad.*
 B *Great! If you live abroad, you'll learn about a new culture.*
 C *Oh dear. If you live abroad, you'll miss all your friends.*

6.3

LISTENING

True / False

I can identify the main points and specific details of a narrative conversation about education in Britain.

- 1 Read the tips on dealing with exam stress. Which tips do you usually follow?



Get rid of exam stress

- ☐ Create a revision schedule – and follow it!
- ☐ Don't exhaust yourself – get enough sleep.
- ☐ Study in a group from time to time.
- ☐ Stay positive – imagine yourself passing the exam.
- ☐ Take regular breaks – do things you enjoy.
- ☐ Remember, it's only an exam. You can keep practicing and do it better next time.

- 2 **6.03** Listen to Grace and Tom talking about exams. Tick (✓) the tips in Exercise 1 that Grace mentions.

- 3 Read statements 1–6 in Exercise 4. Match the underlined words and phrases with the words and phrases in the box below.

alone	☒	blame Grace	☐
enjoy himself	☐	marks	☐
nervous	☐	take it easy	☐

- 4 **6.04** Listen to the conversation again. Are statements 1–6 true (T) or false (F)?

- 1 Tom doesn't usually get good grades at school. ☐
- 2 Grace thinks Tom will get sick if he doesn't relax. ☐
- 3 Grace thinks Tom should spend less time on his own. ☐
- 4 Grace doesn't get stressed about exams. ☐
- 5 Grace tells Tom to go out and have a good time. ☐
- 6 Tom will say it's Grace's fault if he fails his exams. ☐

- 5 Work in pairs. Add other tips to get rid of exam stress to the list in Exercise 1.

PRONUNCIATION FOCUS: SENTENCE STRESS

In a sentence, the words that carry the most meaning are often stressed. The other words are often unstressed. Study the table below.

Stressed words	Unstressed words
1 content words such as nouns (e.g., uniform, timetable, classmate), verbs (e.g., convince, exhaust, practise), adjectives (e.g., compulsory, regular, mixed), and adverbs (alone, usually, luckily)	1 pronouns (e.g., he, she, it)
2 question words (e.g., why, how often, what, who, where)	2 conjunctions (e.g., and, but, so, or)
3 negative auxiliaries (e.g., aren't, don't, isn't)	3 auxiliary verbs (e.g., can, may, will, should)
	4 articles (e.g., a, an, the)
	5 possessive adjectives (e.g., my, his, their, our)

- 6 **6.05** Listen and underline the stressed words in the following sentences. Then listen again and repeat.

- 1 If there's an earthquake when children are outside, they must line up in the playground.
- 2 Students don't have to pay tuition fees to do a degree at university in Finland.
- 3 The curriculum includes academic subjects and non-academic subjects.
- 4 Why does Grace get stressed about exams?

1 Look at the photos and the title of the article. Discuss the questions.

- 1 What do you know about the people?
What are they famous for?
- 2 What do you think the text is about?
- 3 Which of the words and phrases in the box do you expect to see in the text?

ability animals autism dyslexia food
hard work help learning disorders
money strong successful support

2 Read the text and check your ideas in Exercise 1.

3 Read the text again. Match questions 1–5 with the people described in the text. Write MK for Michael Phelps, TG for Temple Grandin, and KK for Keira Knightley.

- 1 Which person had an early interest in sports? _____
- 2 Who became better at something when learning about his / her favourite subject? _____
- 3 Who changed in a positive way thanks to getting over his / her learning difficulties? _____
- 4 Who was an Olympic champion? _____
- 5 Which person got over his / her difficulties to have a job of his / her dreams? _____

4 Fill in the gaps with blue words from the reading text. Then work with a partner to complete the sentences with your own ideas.

- 1 I find it difficult to _____ when _____.
- 2 The best way of dealing with someone who _____ you is _____.
- 3 The school subject I _____ with the most is _____.
- 4 A person I know who I'd like as a _____ is _____.
- 5 I'd like to become an _____ on _____.

I find it difficult to concentrate when somebody turns the TV on too loud.

Different, not less

Many people have learning disorders. They suffer in school: other children **bully** them or **make fun of them and call them 'slow'**. However, people can get over their learning disorders and have successful careers with the help and support of family, teachers, and doctors, as these examples prove.



At school, **Michael Phelps** could not sit still and found it difficult to **concentrate**. But then he found his passion for sports. His reading improved when he read books about sports and when the problems reflected his interests. Through hard work and never missing a day's practice, Michael became an Olympic champion, winning twenty-eight medals, twenty-three of them gold.



In the world of autism, **Dr Temple Grandin** is an important voice. Autistic herself, she is an **expert** on how to teach people with autism, and she *has written six books about the condition*. School was difficult for her because she didn't think in the same way as other children. At school, her science teacher became her **mentor**. With *his help and support*, Grandin became interested in animal science. She later became a professor of animal science at Colorado State University.

Keira Knightley found out she had dyslexia at the age of six. She believes that her *problems with reading and writing made her strong*. Knightley **struggled** with reading and writing, but she dreamt of being an actress, so she had to read scripts. She had to *work harder than other children* to improve her literacy. Later she finished school with top grades.



So don't worry if you are different – you never know where your differences could lead you.

Defining relative clause and non-defining relative clauses

I can use who / that/which in basic defining relative clauses and who / which in basic non-defining relative clauses.

- 1 Read an extract from *The Students' Manifestos*. How is this school similar and different to your school? Discuss with a partner.

The Union of Students, **which** is student-led and student-focused, has published its manifestos as follows: The school that we'd like is: A school **which** is for everyone, with boys and girls **who** come from all backgrounds and abilities. It's a place **where** we don't compete against each other, but just do our best.

- 2 Read the GRAMMAR FOCUS. Complete the rules. Use the relative pronouns **who / that / which / where**.

GRAMMAR FOCUS

Defining relative clauses give essential information about someone or something. It is the information that we need in order to understand what or who is being referred to. A defining relative clause usually comes immediately after the noun it describes.

- You use **who** or **that** for people.
- You use **which** or **that** for things.
- You use **where** to refer to a place.

Non-defining relative clauses give extra information about the person or thing. It is not necessary information. We don't use **that** to introduce a non-defining relative clause.

- You use **who** for people.
- You use **which** for things.
- You use **where** to refer to a place.

- 3 Read *The Students' Manifestos*. Underline the nouns that relative pronouns 1–5 refer to. Choose the correct option for each relative pronoun.

The Students' Manifestos

We, the school students have a voice.

This is what we say.

The school that we'd like is:

A light school with huge windows ¹*that / where* let the sunshine in, but blinds ²*who / which* keep the light out when we want to watch something on a screen.

- 4 Complete these sentences with an appropriate relative pronoun.

- 1 Blinds are like curtains which / that you use to keep the light out.
- 2 A swipe card is a plastic card _____ works like a key and lets you in and out.
- 3 A rigid timetable is a timetable _____ you can't change.
- 4 The school Hall of Fame's building, _____ was built in 1883, has just been opened to the public.
- 5 Many students in class 10B, _____ is a mixed-ability class, have chosen to take a gap year.

- 5 Work in groups. Prepare a manifesto about your ideal school. Think about:

- 1 classrooms and study areas
- 2 gardens and sports grounds
- 3 equipment and technology
- 4 school uniforms
- 5 canteen



A flexible school without rigid timetables or exams, without compulsory homework. It's a school ³*where / who* we can follow our own interests and spend more time on the subjects ⁴*who / which* we enjoy.

A school that is for everybody, with students ⁵*which / who* come from all backgrounds and abilities. It's a place where we don't compete against each other, but just do our best.

Future time and conditional clauses

I can use conjunctions in the Present Simple with future reference.

- 1 Look at the list of team sports below. Discuss the questions.

- Which of these sports do you play / have you played?
- What other sports do you want to try?

TOP 6 TEAM SPORTS IN UK SCHOOLS

Football

Rugby

Cricket

Netball

Hockey

Basketball



- 2 6.06 Listen to Isabel and Monica discussing their hockey team and answer the questions.

- How much of her free time does Isabel spend playing hockey?
- How does she feel about it?
- What does she agree to do?

- 3 6.07 Complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.

- If you _____ (leave) the team, we _____ (not win) our next match.
- I _____ (not have) time to do anything else **unless** I _____ (give up) hockey.
- As soon as** I _____ (get) home tonight, I _____ (change) into my hockey kit.
- I _____ (call) her **when** I _____ (have) a minute.
- Before** I _____ (decide), I _____ (discuss) it with the rest of the team.

- 4 Read the LANGUAGE FOCUS and choose the most appropriate conjunction in sentences 1–5 below.

LANGUAGE FOCUS

Future time and conditional clauses

- When you are talking about the future, you use the present tense after the conjunctions **if**, **when**, **as soon as**, **unless** (= if not), **before**, and **after**.
After you get your own place, you'll need money to live.
You won't pass your exams unless you do some work.
- The clause with the conjunction can come before or after the main clause. When it comes before, you need a comma to separate the two clauses.

- When / If you want to become a mentor, you need to be an expert in the field you choose.
 - As soon as / Until the students published their manifesto, the whole school was delighted.
 - I won't get into the school team if / unless I train hard.
 - Before / If he became a scientist, he used to struggle with a learning disorder.
 - After / Before the exam, you need to plan a detailed revision schedule.
- 5 Complete the sentences with your own ideas. Then compare your sentences with a partner.
- When this term ends, _____.
When this term ends, I'll be very happy!
 - I'll stop studying English as soon as _____.
 - If I fail any of my end-of-school exams, _____.
 - Unless I keep up with my schoolwork, _____.
 - My parents will go mad unless _____.



An enquiry

I can write a formal email requesting information.

1 Read Mai's email of enquiry. Put the following ideas in the order they appear (1–3).

- a Polite questions about the information you need ☐
- b What you would like the reader to do ☐
- c Information about yourself and why you are writing the email ☐

2 Read the WRITING FOCUS. Complete the examples with the purple phrases in the email in Exercise 1.

WRITING FOCUS

An enquiry

- Start the email with *Dear Mr* or *Mrs* and the person's surname. If you don't know the person's name, you can use ¹*Dear Sir or Madam*.
- Don't use abbreviations or contractions. Use full forms: *I would* (NOT *I'd*) / ²_____ (NOT *I'm*)
- Use formal expressions to:
 - a say why you are writing the email: ³_____
 - b ask for information: *I would also like to know if ...* / ⁴_____
 - c ask somebody to do something for you: *I would be grateful* ⁵_____
 - d say that you expect a reply: *I look forward to* ⁶_____
- Finish the email with *Yours sincerely* if you know the name of the person you're writing to, or ⁷_____ if you don't.

Dear Sir or Madam,

I am a sixteen-year-old Vietnamese student, and **I am writing to enquire about** an English course at your school next summer. I am particularly interested in doing the Cambridge First Certificate exam. I got good marks in my English exam this year, and I think I am at B2 level now. **Could you tell me** how long I will need to study and how much it will cost?

I would also like to know if you can arrange accommodation for me. Could you tell me what kind of accommodation you provide, and how much it costs?

Finally, **I would be grateful if you could** send me details of how to book a course and how to pay for it.

I look forward to hearing from you.

Yours faithfully,

Mai Nguyễn

WRITING TIME

3 Read the advertisement about St John's School below. Then write an email to the school to ask for more details about the English course. In your email,

- introduce yourself and explain why you are writing
- ask for the information about the exams, the nearest city and public transport
- ask about the accommodation and say that you are expecting a reply

Use the WRITING FOCUS to help you.

ST JOHN'S SCHOOL

Study English in the beautiful, peaceful village of Amberley.

Small groups, experienced staff, excellent host-family accommodation.

For information about exams, fees and availability, please call 00 44 543 43 32 21 or write to Mary Johnson at mary@stjohn.edu



Dear Sir or Madam,

I'm a sixteen-year-old Vietnamese student and I am writing ...

6.8

SPEAKING

Giving an opinion • Agreeing and disagreeing

I can express my belief, opinion, agreement and disagreement politely.

1 Work in pairs. Is it early for some students to choose a career for themselves when they are at school?

2  6.08 Listen to a dialogue between Tú and Thu. Do they agree (A) or disagree (D) with the statements below? Write A or D.

	Tú	Thu
1 Robert should not study chemistry.		
2 It's hard to be a successful actor.		
3 Talent isn't everything in the acting profession.		
4 Robert needs to believe in himself.		
5 Robert should do his A levels.		

3  6.09 Listen again and number the expressions in the order you hear them.

SPEAKING FOCUS

Giving an opinion

- I think he ... ☐
- I don't think it's ... ☒ 1
- Personally, I think ... ☐
- I really believe ... ☐
- In my opinion, ... ☐
- If you ask me, ... ☐

Agreeing

- I couldn't agree more. ☐
- That's a good point. ☐

Disagreeing politely

- I see what you mean, but ... ☐
- That's true, but ... ☐
- I'm not so sure. ☐

Disagreeing

- I totally disagree! ☐
- Oh come on! That's nonsense. ☐

4 Choose the correct options.

- A What do you think about single-sex schools?

B *I don't think / Personally, I think they're good idea. It isn't normal to separate boys and girls.*
- A If you ask me, I think we get too much homework.

B *I'm not so sure. / I couldn't agree more. I never have time to play sports or relax in the evenings.*
- A I don't think my pronunciation is very good.

B *I really believe it, / I see what you mean, but if you practise, I'm sure you'll improve.*
- A I think the food in the school canteen is too expensive.

B *Oh come on! That's nonsense. / That's a good point. If you go to a restaurant in town, you'll pay much more.*
- A In my opinion, it's a waste of time going to university – I want to get a job and earn some money.

B *I totally disagree. / I couldn't agree more. If you go to university, you'll get a much better job.*

5 In pairs, discuss the topics below.

having extra lessons after school
learning by heart
playing sports at school

- A Ask what your partner thinks.
B Give your opinion.
A Agree or disagree and say why.



FOCUS REVIEW 6

VOCABULARY AND GRAMMAR

1 Choose the correct words.

- It is now harder for new college *classmates* / *experts* / *graduates* to find a good job than in the past.
- I have to attend PE classes because PE is a(n) *academic* / *after-school* / *compulsory* subject.
- You'll learn more if you pay *attention* / *tuition fees* / *the bills* in classes.
- Josh *skipped* / *dropped* / *took* the Science class again. Is he going to get into trouble?
- If they change the *curriculum* / *timetable* / *academic subjects*, we'll start lessons at 8 o'clock every day.
- My father used to *bully* / *encourage* / *struggle* with maths and physics at school, but now he is an engineer.

2 Use the correct forms of the verbs in brackets to complete the sentences.

- If I take (take) a gap year, I _____ (get) a lot of experience.
- If Stella _____ (not hurry), we _____ (miss) the first lesson.
- _____ (your parents / get) angry if you _____ (not get) into university?
- He _____ (not pass) his exams if he _____ (not take) extra lessons.
- I _____ (not / help) you with maths if you _____ (not / help) me with English.

3 Choose the correct answers.

- Any student ___ hasn't finished their homework, please meet me after the lesson.
A who B which C where
- This is the canteen ___ we have our lunch.
A that B which C where
- Students ___ only revise the night before an exam don't usually get good grades.
A who B which C where
- It was a gap year ___ seemed to last forever.
A who B that C where
- There are lots of schools in the world ___ don't have water or electricity.
A who B which C where
- Oxford, ___ is one of the biggest universities in the world, was the university she did her degree.
A that B which C where

USE OF ENGLISH

4 Choose the answer which has the same meaning as the underlined phrase in each sentence.

- The head teacher will close the canteen unless the chef changes the menu.
A after the chef changes
B if the chef doesn't change
C before the chef changes
- If you ask me, I think our school doesn't spend enough money on computers.
A That's true, but B In my opinion,
C I agree that
- I have to learn these maths rules by heart for tomorrow.
A memorise B explain C hand in
- We will wear school uniforms when they become compulsory.
A before they become
B unless they become
C as soon as they become
- It's a single-sex school for ambitious boys that offers the best learning conditions.
A which B where C who
- Boy: I think that going to school every day is boring.
Girl: That's true, but not all schools are the same.
A I see what you mean
B That's complete nonsense
C I couldn't agree more

SPEAKING

5 In pairs, give your opinions on the following topics.

- wearing a uniform
- taking a gap year after finishing high school

Use expressions of agreement and disagreement to help you.

I think wearing a uniform to school is necessary to help students feel connected.

I couldn't agree more.



7

Cultural Diversity

Strength lies in differences not in similarities.

Stephen R. Covey

7.1

VOCABULARY

Vietnamese cultural festivals

I can talk about cultural festivals in Việt Nam.

1 Do you know these festivals? Write the correct names under the pictures.

Cold Food Festival
Lunar New Year
Phủ Dầy Festival

Đền Hùng Festival
Mid-Autumn Festival
Hương Pagoda Festival

FESTIVALS IN VIỆT NAM













2 Match the words on the left with the definitions on the right.

- | | |
|---------------|--|
| 1 incense | a to show respect and admiration for someone |
| 2 pilgrim | b a set of actions performed regularly |
| 3 commemorate | c something burnt to produce a great smell at pagodas |
| 4 worship | d a person who makes a long journey to a special place for religious reasons |
| 5 ritual | e to remember and give respect to a person or an event |

3 Read the texts below. Then match the festivals with the correct statements.

- 1** The Lim Festival is held around the 12th and 13th day of the first lunar month in Bắc Ninh. People offer incense and flowers at the pagoda to worship Nguyễn Đình Diễm, who started the festival. The festival is famous for its Quan Hò singing.



- 2** The Hương Pagoda Festival takes place in Hà Nội. The pagoda is decorated for three months every year. It is located near rice fields and beautiful mountains. People come here to pray at Hương Tích Cave. The pagoda has become a famous place that welcomes thousands of visitors every year.



- 3** The Mid-Autumn Festival is mainly for children and celebrated with lion dancers, mooncakes, lanterns and colourful masks. It is celebrated in the middle of the 8th lunar month. Some streets in Hà Nội and Hội An become very crowded with families. At night, children can light up lanterns and visit their neighbours' houses.



- This is a festival for children.

- At this festival, people go to a pagoda to pray for good health and happiness.

- This festival features Quan Hò singing.

4 Complete the text below with the words highlighted in Exercise 3.

- Cold Food Festival is _____ on the 5th of the fifth lunar month.
- At Hương Pagoda Festivals, pagodas are colourfully _____ and people bring offerings.
- Vietnamese people _____ their ancestors in their houses.
- The old town of Hội An is _____ beautiful lanterns.
- People _____ incense and various dishes and fruits when they visit pagodas.

5 Work in pairs. Ask and answer about the festivals. Student A looks at worksheet A. Student B looks at worksheet B on page 103.

Worksheet A

Đền Gióng Festival	Đền Hùng Festival
Time: The 6 th to 8 th day of 1 st lunar month	Time:
Place: Sóc Temple, Vệ Linh mountain, Phú Linh commune, Sóc Sơn district, Hà Nội	Place:
Meaning: to commemorate Gióng, one of the Vietnamese four immortals	Meaning:
Activities: - ceremonies - traditional games - traditional singing	Activities:

Second Conditional

I can use the second conditional correctly.

1 Look at the photos. In pairs, ask and answer the following question.

A: If you could go to these places, where would you like to go?

B: I would go to Rio de Janeiro, Brazil to see the Carnival Festival.

2 **7.01 Listen to a conversation between Nam and Lan. Then choose the correct answer.**

- Lan wants to go to _____.
A Mexico B South Korea
- Haeundae Beach is in _____.
A South Korea B Mexico
- Nam suggests going to _____.
A Haeundae Beach B a tropical beach
- Nam likes _____.
A Korean food B Mexican food
- Mexico has _____.
A Busan B good beaches

3 Correct the mistakes to make second conditional sentences.

- If Mai have enough money, she would travel to Japan.
- If we are old enough, we would drive a car.
- If you learned Spanish, you could easily travelled to South America.
- If you asking your father, he would let you go away for the summer.
- If Minh went to Sendai in May, he will see the Sendai Aoba Festival.

GRAMMAR FOCUS

Unlikely future condition
If + Past Simple verb ...

Result
Would ('d) / wouldn't + the infinitive

If I ¹ _____ anywhere,

I would go to South Korea.

If I ² _____ you,

I would go to a tropical beach.

If I ³ _____ a lot of money,

I would ⁴ _____ us tickets to go to Mexico.



Sendai Aoba Festival (Japan)



La Tomatina Festival (Spain)



Carnival Festival (Brazil)



Holi Festival (India)

4 Write second conditional sentences based on the given words.

- If Đào go / Hương Tích Cave, / she / pray for her family.
- If you / have enough money, / you not stay here / during summer.
- If it / cold, / I not swim / beach.
- If we / can speak English better, / we / move / Canada.
- If Andrew / join Lim Festival, / he / see Quan Họ singing.

5 Work in pairs. Answer the following questions yourself. Then ask your friend. Take notes.

Subject	Your answer	Your friend's answer
1 What would you do if you could travel into the future?		
2 What would you do if you were very rich?		
3 What would you see if you went to Japan?		
4 Where would you visit if you travelled to Europe?		
5 Who would you travel with if you went to America?		

7.3

LISTENING

I can identify specific details in instructions about what to wear in a traditional wedding in Việt Nam.

- 1 Match the pictures with the countries where the weddings take place. Write the words in the space.

Korea India Japan
 Scotland Thailand Việt Nam



- 2 **7.02** Listen to a conversation between Lan and Lisa about Vietnamese weddings and answer the questions.

- How many parts are there in the wedding ritual in Việt Nam?

- When does the bride officially become the groom's fiancée?

- What does the groom's family bring to the bride's house on the wedding day?

- Where does the wedding party often take place?



- 3 Talk about an interesting wedding that you have attended. You can use the following questions to help:

- Where did it take place?
- Who got married?
- What did you like about it?
- And what was special about it?

PRONUNCIATION FOCUS: WORD STRESS

- 4 **7.03** Listen and complete the table. Then practise with your partner.

Noun	Verb	Noun	Verb
<i>PREsent</i>	<i>preSENT</i>		

- 5 **7.04** Listen and mark the stress of the underlined words.

- I will record the wedding on camera.
- A priest came to conduct the wedding ceremony.
- What is the address on the wedding invitation?
- I'm sure the bride will love your present.
- My mum's project this month is to plan my sister's wedding.

I can identify main points and specific ideas in a reading text about house-warming gifts.

- 1 Look at the photos. Discuss the following questions in pairs. Which of these gifts would you bring to a house-warming party? Why?
- 2 Read the text. Which text contains the following information? Put a tick (✓).

VIỆT NAM

The house-warming ritual is very important to the Vietnamese. According to tradition, the homeowner invites people to celebrate a new house. Traditionally, the Vietnamese believe new houses are cold and need to be warmed up with occupants. The purpose of the ritual is to bring warmth and good luck.

Guests generally bring useful gifts and offer good wishes. The host introduces the guests to the rooms, functions of each room, materials, and the design of the new house. After that, they enjoy a feast together.

THE US

In the US, new homeowners often throw a house-warming party. They invite family, friends, and new neighbours to come. The parties are held 2–3 weeks after the new owner moves in. The house should be ready and look like a nice place to live.

Generally, the homeowners send out invitations which should include the date and time of the event. However, they are careful not to invite too many guests, so people have a place to gather.



houseplant



wine



giftbasket



scented candle

- 3 Decide if the following statements are true (T), false (F), or not given (NG).

- 1 In Việt Nam, the house-warming party is held to bring happiness and health to the owner. _____
- 2 The feast is often celebrated in two days. _____
- 3 The house-warming party in the US is held a few months after the owner moves in. _____

- 4 Fill in the blanks. Use the words and phrases below.

give out
invite

good luck
offer prayers

good wishes

- 1 We will _____ many people to our house-warming party next month.
- 2 I wish you _____ with your studies.
- 3 My grandmother went to the temple to _____.
- 4 They offered us _____ at the party.
- 5 She will _____ presents to the children.

- 5 Work in groups of four. Do research about the house-warming ritual in another country. Then share with the class.

Text 1 Text 2

- | | | | |
|---|---------------------------------------|-------|-------|
| 1 | Guests bring gifts. | _____ | _____ |
| 2 | Guests offer good wishes. | _____ | _____ |
| 3 | Owners move in the new house. | _____ | _____ |
| 4 | Owners consider the number of guests. | _____ | _____ |
| 5 | Owners send out invitations. | _____ | _____ |

Compound sentences

I can use compound sentences to talk about festivals.

1 Choose the best title for the following dialogue.

- 1 Mexican Festivals
- 2 Festivals for Remembering Our Ancestors
- 3 The Day of the Dead Festival

Nam: We went to Mexico last month and saw the Day of the Dead Festival.

Mai: I've never heard of it. What happens at this festival?

Nam: It's a three-day event that starts on Oct 31st. Mexicans decorate altars, and they attend costume parties. They bake a special kind of bread and light candles. They also tell stories about their dead relatives, so their children will remember them.

Mai: Do they pay respects to their ancestors like we do?

Nam: Somehow. They visit cemeteries, but they also do fun things. They buy sweets and have carnival rides for children.

Mai: It sounds like a giant party.

Nam: Actually, it is. Families gather together, and they enjoy the favourite food and drink for their dead relatives.



2 Read the GRAMMAR FOCUS. Choose the correct words in brackets to complete the sentences.

GRAMMAR FOCUS

Compound sentences

A compound sentence is made from combining two simple sentences with a coordinating conjunction – *for, and, nor, but, or, yet, so*. Place a comma (,) after the first simple sentence.

Mexicans decorate altars, and they attend costume parties.

- 1 We went to Rio, (*but / or / so*) we did not join in the Carnival.
- 2 Hạnh did not go home for Tết (*for / nor / yet*) did she visit her friends.
- 3 My mum wants to hold a house-warming ritual, (*and / or / yet*) she wants to buy some new furniture.
- 4 We are going to the market, (*for / yet / so*) we can buy some ingredients for *bánh chưng*.
- 5 Minh may go abroad for the holidays, (*nor / but / or*) he may visit his mother in Cần Thơ.

3 Combine sentences. Use the appropriate conjunctions. The first one has been done for you.

A	B
1 Last month, Nam saw the Day of the Dead Festival,	he didn't enjoy it very much.
2 Nam didn't attend any costume parties the first night,	he learned a lot about this Mexican festival.
3 He went to a cemetery,	he would like to visit another country.
4 He didn't get a chance to bake any bread,	their children would remember them.
5 He did hear some people tell stories about their dead relatives,	he got sick.
6 Nam would like to go back next year,	did he go the cemetery.

- 1 *Last month, Nam saw the Day of the Dead Festival, and he learned a lot about this Mexican festival.*

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

4 Complete the following sentences, so they are true about you. Then share with your partner.

- 1 On Saturday, I went to visit my friends, and ...
- 2 My favourite TV show is on, but ...
- 3 I want to go to Singapore, for ...
- 4 I don't like to clean the dishes, nor do ...
- 5 I want a new phone, or ...

7.6

USE OF ENGLISH

Articles *a, an, the*

I can use articles a, an, the correctly.

- 1 Work in pairs and answer the following questions: Look at the photo. What are these people doing? Do your family practise the same tradition?



- 2 7.05 Read or listen to a talk about the celebration of Tết holidays in Việt Nam. Tick (✓) the information mentioned in the text.

- 1 ☐ Time
- 2 ☐ Place
- 3 ☐ Popular foods
- 4 ☐ Customs and traditions

Tết is one of the most important events in a year for Vietnamese people. It takes place from **the** first day of **the** first month of **the** lunar calendar (around late January or early February) until at least the third day. People prepare for Tết by cooking special holiday food and cleaning the house. Many customs and traditions are practiced during Tết, such as exchanging New Year's wishes, giving lucky money to children and elderly people, opening **a** shop, and visiting relatives, friends and neighbours. It is also **an** occasion for family reunions.



- 3 Read the LANGUAGE FOCUS. Put *a, an, the* in the appropriate place. Some sentences require two articles.

LANGUAGE FOCUS

Use **a / an** when talking about things in general.

Use **a** for things that begin with a consonant sound, and use **an** for things that begin with a vowel sound.

Use **the** when talking about particular things.

- 1 Has your family ever cooked *bánh chưng* for Tết holidays?
 - 2 Do you want to join the house-warming party next week?
 - 3 I went on tour to Hùng King Temple.
 - 4 We need to take some fruits to the temple. So, I'll take apples and oranges.
 - 5 I went to traditional Vietnamese wedding last week. bride and groom were really happy.
- 4 Read the dialogue and circle the correct choice (0 means there is no article).
Mai: I'm glad you came over. Would you like ¹(a / an / the / 0) cup of tea?
Ryan: Oh, no thanks. I don't drink ²(a / an / the / 0) tea. But I'll have ³(a / an / the / 0) iced-coffee, if you have one.
Mai: Sure. How was your trip to Hà Nội? Did you see ⁴(a / an / the / 0) Temple of Literature?
Ryan: I didn't get a chance to see it, but I did see ⁵(a / an / the / 0) Hương Pagoda Festival.
Mai: Oh, how was it?
Ryan: It was fantastic. I saw ⁶(a / an / the / 0) boat race and a procession.
 - 5 In pairs, make a dialogue about one of the following traditions before and during Tết holidays:
 - decorating the house
 - giving lucky money
 - visiting friends and relatives

Describe eating habits

*I can write a paragraph about eating habits.***1 Work in pairs. Guess if the following statements are true (T) or false (F) about the Japanese diet.**

- 1 The Japanese don't skip breakfast. T / F
- 2 They frequently eat desserts. T / F
- 3 The Japanese eat a lot in a meal. T / F
- 4 They avoid junk food and food with a lot of calories. T / F
- 5 The Japanese prepare food with fresh ingredients. T / F

2 Read the following text about Japanese eating habits. Check your guesses in Exercise 1.

The Japanese people have one of the healthiest diets in the world. They eat three meals in a day, but breakfast is their biggest meal of the day. They eat a well-balanced diet of fish, vegetables, fruit, soy, and rice. They do not like packaged and canned food as well as processed food and instant food as they are not good for their health. Besides eating fresh food, they also do not use much oil in their cooking. They often stew, steam, and grill their food rather than to deep-fry it. Vegetable broth is known as the base of many dishes. Japanese people rarely eat desserts. If they do, they like to have healthy ingredients like red beans. Finally, they do not overeat. They prefer to have small portions and are more likely to eat little pieces slowly. Eating is more like a ritual than a feast.

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

- 1 The Japanese diet is considered _____.
A fattening B healthy C unhealthy

2 The largest meal of the day in Japan is _____.

- A breakfast B lunch C dinner

3 The Japanese eat a lot of _____.

- A deep fried food B fish
C desserts

4 Which type of food is more popular in Japan? _____.

- A canned food B fresh food
C processed food

5 Japanese desserts often have _____.

- A fish B red beans C vegetables

4 Read the text below. Label each sentence as the topic sentence (TS), supporting sentence (SS), and concluding sentence (CS).

Japanese meals are generally healthy ¹ _____. The best way to start off a meal is with steamed edamame ² _____. These are soybeans served in the pod ³ _____. Miso soup is another healthy choice made from soy ⁴ _____. It is served as a side dish in most meals and with almost every dish ⁵ _____. Other typical Japanese foods are *sushi* or *sashimi* ⁶ _____. Both are made of thin slices of raw fish and are full of protein and healthy fats ⁷ _____. Another favourite, *sukiyaki*, is cooked in a broth and is great on a cold day ⁸ _____. These foods may help Japanese people improve digestion, manage their weight, and protect them against various diseases ⁹ _____.

5 Work in groups. Answer the following questions about Vietnamese eating habits.

- 1 What are the main meals in Việt Nam?
- 2 What are the main foods in Việt Nam?
- 3 What ingredients are required for the main foods?
- 4 How do Vietnamese people cook these foods?
- 5 When is the best time to eat these foods?
- 6 How do Vietnamese people eat their foods?

WRITING TIME**6 Use your notes in Exercise 5 to write a 120–150 word paragraph about Vietnamese eating habits.**

Using fillers in speaking

I can give a prepared talk about a traditional food in Việt Nam.

1 Match the food to the country of origin.



Mexico



spaghetti



Việt Nam



sushi



Japan



phở



Korea



tacos



Italy



kimchi

2 7.06 Listen to a talk about *Phở*, a famous dish in Việt Nam. Then read aloud. Pay attention to the underlined words or phrases.

Well, today I'd like to talk about a very famous dish in Việt Nam today - *Phở*. *Phở* is a type of Vietnamese soup which comes in different flavours such as sweet, sour, and salty. Uhm, the special thing about *Phở* is the broth. It can be cooked for hours. Some types of *Phở* use a chicken broth and the others use beef broth. People like *Phở* because they can eat it with different herbs and vegetables. Vietnamese people can eat *Phở* at any time of the day. I mean, they can have *Phở* for breakfast, lunch, or dinner in any restaurants around where they live or they can cook *Phở* at home.



SPEAKING FOCUS

Using fillers in speaking

- Well, ...
- Uhm, ...
- I mean, ...
- To be honest, ...
- Let me see ...
- ... You know ...

3 Work in groups. Prepare a talk about a traditional food in Nam or a country that you know well. Think about:

- 1 What is the food?
- 2 How does it taste?
- 3 How is it prepared?
- 4 Why do you think it is famous?

FOCUS REVIEW 7

VOCABULARY AND GRAMMAR

1 Complete the definitions below with the missing words from the glossary on page 110.

- 1 _____: to show that an event is important by doing something special
- 2 _____: something you give to someone on a special occasion
- 3 _____: to ask someone if they would like to have something
- 4 _____: polite and used in important situations
- 5 _____: kind of food and drink people regularly eat and drink

2 Put the verbs in the correct forms to make second conditional sentences.

- 1 If I (be) _____ you, I (start) _____ to do my homework.
- 2 If I (have) _____ free time, I (help) _____ you to prepare for the house-warming party tomorrow.
- 3 If today (be) _____ your birthday, I (buy) _____ a big present.
- 4 If Mai (can visit) _____ Japan, she (travel) _____ to Mount Fuji.

3 Fill in each blank with a correct conjunction.

- 1 I am hungry, _____ we don't have any food.
- 2 I went to Japan with my mum, _____ we saw the beautiful temples in Kyoto.
- 3 You can travel to Hà Nội by bus, _____ you can go with me by car tonight.
- 4 I thought the movie was boring, _____ I watched the whole thing.
- 5 I went to bed early last night, _____ I was not feeling very well.



USE OF ENGLISH

4 Read the text about Tết Festival and write *a*, *an*, *the*, or *0*.

Tết Festival is ¹ _____ most important holiday in Việt Nam. It is ² _____ time for family gatherings. Vietnamese prepare for this special day by cleaning and decorating their homes. People also visit ³ _____ temples and pagodas during this time to pray for a good year. There are not many people in ⁴ _____ big cities, because most of them have come back to their hometowns. During Tết, ⁵ _____ interesting place to visit is Ngọc Sơn Temple.

LISTENING

5 7.07 Listen to people describing festivals. Choose the correct picture.



Person 1: _____ Person 2: _____
 Person 3: _____ Person 4: _____

WRITING

6 Use the Internet to do research on the eating habits of an ethnic minority group in Việt Nam. Then write a paragraph (120–150 words) to describe their eating habits to a group of foreigners.

8

Ecotourism

Take only memories. Leave only footprints.

Chief Seattle

8.1

VOCABULARY

Eco-friendly activities

I can talk about eco-friendly activities.

1 Put the activities in the appropriate column.

- | | |
|---------------------|---------------------------|
| 1 buy local foods | 7 litter |
| 2 go cycling | 8 plant trees |
| 3 drive a car | 9 put rubbish in the bins |
| 4 eat a lot of meat | 10 reuse used items |
| 5 limit energy use | 11 take rubbish with you |
| 6 reduce waste | 12 use plastic bags |

Good for the environment	Bad for the environment

2 Read the text and mark the statements true (T) or false (F).

ECOTOURISM

We all like to travel, but travelling can **harm** the **environment**. As a new type of tourism, ecotourism is now becoming popular. Ecotourists go to unique natural areas. They are **exotic** places that most of the tourists have never seen. Ecotourists make sure not to harm the environment. They put rubbish in the bins or take their rubbish with them to protect the environment. They even help people in the local communities by offering medical care or teaching English. Ecotourists also support to conserve the environment. Some of the money ecotourists spend helps protect the environment. Here are some common types of ecotours:

- + **trekking holidays** let tourists make a long journey on foot to **remote** places.
- + **conservation tours** let tourists help a local environment and its animals.
- + **local community help tours** let tourists help local communities.

- 1 Tourists and ecotourists are the same. T / F
- 2 Ecotourists do not harm the environment. T / F
- 3 Ecotourists are careful with their rubbish. T / F
- 4 There are four common types of ecotours. T / F
- 5 Trekkers go to remote places. T / F

3 Read the definitions below and write correct words / phrases using highlighted words from the text.

- 1 _____: unique, unusual and exciting
- 2 _____: to damage
- 3 _____: far away from where people live
- 4 _____: the protection of natural things from being destroyed
- 5 _____: natural features (plants, animals, weather, etc.) around a place

4 Complete the text with the phrases below. There is one extra phrase.

harm the environment local communities
offering medical care put rubbish in the bin
conserve the environment

We must ¹ _____ for our children and grandchildren. For too many years, people would ² _____ without realizing it is bad for our Earth. ³ _____ often don't have enough water or land to grow crops because the environment has been destroyed. We need to help out if we want to conserve different types of plants and animals for future generations. We can all limit waste, use plastic bags and ⁴ _____.

5 Work in groups. List all the eco-friendly activities you have done or you plan to do.



- 1 In pairs, look at the photos. Which activities should / shouldn't you do to protect the environment?



- 2 **8.01** Listen to the dialogue and choose the correct answer for each question.

- Where should we put rubbish?
A in plastic bags
B in the car
C in the rubbish bin
- What should we do with our rubbish?
A take it with us
B throw it away
C both A and B are correct.
- What should we reuse?
A rubbish
B used items
C unused items
- What should we do with plastic bags?
A put our rubbish in them
B save them
C use them to go shopping.
- What should we do with energy?
A use it to drive cars
B use less of it
C use more of it

- 3 Read the **GRAMMAR FOCUS**. Complete the examples using the correct verb form.

GRAMMAR FOCUS

Indirect Speech

In indirect speech, verb forms and pronouns change depending on the context.

Direct Speech

Indirect Speech

Present Simple

'I **save** bottles,' she said.

➡ Past Simple

She said she ¹ _____ bottles.

Present Continuous

'He **is saving** bottles,' she said.

➡ Past Continuous

She said he ² _____ bottles.

Don't use back shifting when:

- giving suggestions or commands

'Take your rubbish with you!,' she said.

➡ She told us **to take** our rubbish with us.

- The information is a general truth at the time it was said as well as now.

'The Earth is round', my teacher said.

➡ My teacher said the Earth **is** round. ('The Earth is round' is a general truth.)

- 4 Choose the correct verb form.

- Mai told us to (throw / threw / thrown) our rubbish in the bins.
- They said we (won't driving / were not driven / were not driving) our cars today.
- Minh said he (does not wanted / does not want / did not want) to rent a motorbike.
- Our teachers said cars (use / used / using) less energy than buses do.
- The policeman told us (took / taken / to take) our rubbish with us.

- 5 Work in groups of three. Student A says three true facts about himself / herself. Student B reports these statements to Student C. Then change the roles.

A *I want to take an ecotour.*

B *He said he wanted to take an ecotour.*

A *Yes, that's right.*

8.3

LISTENING

True / False

I can identify key details in a dialogue about ecotourism.

- 1 Work in groups. Discuss what you should bring on an ecotour.



- 2 **8.02** Lan is packing to go on a tour. Listen to a conversation between Peter and Lan, then mark the statements true (T) or false (F).

- | | |
|---|-------|
| 1 Lan is packing a plastic water bottle. | T / F |
| 2 It takes a lot of water to make a plastic water bottle. | T / F |
| 3 Plastic water bottles can be reused. | T / F |
| 4 Most people throw away their cloth bags. | T / F |
| 5 Tourists use a lot of plastic cutlery. | T / F |

- 3 **8.03** Listen to the conversation again. Some of the statements are incorrect. Correct them.

- You shouldn't take metal water bottles with you on ecotours.
- It takes 30 liters of water to produce a plastic bottle.
- You should take food containers with you on an ecotour.
- Shops like to give us cloth bags when we buy things.
- Lan is learning about ecotours while speaking with Peter.

- 4 Imagine you are going to take an ecotour next weekend. Discuss how you prepare for this trip.

PRONUNCIATION FOCUS: WORD STRESS AND SENTENCE STRESS

- 5 Which word has a different stress pattern from others? Circle the odd one out.

- | | |
|--------------|-------------|
| 1 plastic | storage |
| rubbish | conserve |
| 2 pollution | consumption |
| location | organize |
| 3 rainforest | deforest |
| recycle | exotic |
| 4 wilderness | energy |
| medical | container |

- 6 **8.04** Listen and underline the stressed words in the sentences. Then listen again and repeat.

- I don't want to buy bottled water on our ecotour.
- Plastic water bottles are bad for the environment.
- We should take food storage containers and our own silverware.



Gap-fill in a fact file

I can identify specific information in a text about ecotourism.

- 1 Look at these pictures of a popular place and discuss what you know about this place.
- 2 Read the text and complete the fact file about Sapa.

Sapa – Beautiful landscapes

Sapa has become a favourite destination for ecotourists. This remote part of Việt Nam is 315 km northwest of Hà Nội, near the Việt Nam – China border. Sapa is famous for beautiful **landscapes** of the Fansipan Mountain as well as rainforests and rice fields. The Hàm Rồng area of Sapa is 1,800 meters above sea level. So, it is cool and full of fresh air.

One thing that you should not miss in Sapa is the Hàm Rồng flower garden. It is full of bright-coloured flowers. From the garden, you can take a 30-minute walk to the top of the mountain.

Another place to see is Fansipan, which is known as “The Roof of Indochina”. It is the highest mountain in the Hoàng Liên Sơn Range. The height of the mountain is 3,143 meters. Fansipan is only 9 km from Sapa town. You can join a trekking tour. It's not an easy **trek**, but the **view** from the top of the mountain is worth trying. Trekkers can see beautiful fields of flowers and rainforests. These **wilderness** areas have not been **deforested**, so they remain their natural beauty.

Don't forget the locals in Sapa. There are interesting villagers with unique lifestyles. Therefore, spending time in the local villages on your trip is highly recommended.

Please remember that Sapa is indeed beautiful, and we want to keep it that way. So please follow the guidelines that your ecotour leader gives you. We want others to enjoy this special place too.

FACT FILE: SAPA, VIỆT NAM

- 1 Distance from Hà Nội: _____ km
- 2 Mountains: _____
- 3 Hàm Rồng: _____ m above sea level
- 4 Fansipan: _____ km from Sapa town
- 5 Fansipan activities: _____



- 3 Read the text again. Which attractions or activities in Sapa should each tourist visit?

- Minh** I want to see a mountain. Where should I go?
- Đào** I want a place with nice cool air. Where should I go?
- Peter** I want to go on a trekking tour. Where should I go?
- Mai** I want to see flowers. Where should I go?
- My** I want to see some local villagers. Where should I go?

- 4 Complete the sentences with the highlighted words from the text.

- 1 Việt Nam has many beautiful _____ that can attract tourists from foreign countries.
- 2 He trekked in the _____ for days without seeing another person.
- 3 This area has not been _____, so wild animals will have a place to live.
- 4 There is a beautiful _____ from the top of the mountain.
- 5 Make sure to take your camera, so you can photograph the mountainous _____.

- 5 In groups, decide on one eco-holiday destination you would like to visit most in Việt Nam. Make a mind-map of what you can see and do there. Then report to the whole class.

- 1 Read the text. Work in pairs and underline the questions the writer mentioned in the text.
- 2 Read the GRAMMAR FOCUS. Complete the examples. Use the correct verb form.

GRAMMAR FOCUS

In indirect questions, the subject comes before the verb.

Direct questions	Indirect questions
Wh-questions 'Where is the local shop?', he asked a local farmer. Mai asked, 'Why is he tired?'	He asked a local farmer where the local shop was. Mai asked why ¹ _____ tired.
Yes/No questions ² _____ a tour', he asked me.	He asked me if / whether I wanted a tour.

Words for time and place change in indirect speech.

Direct speech	Indirect speech
today, tonight	that day, that night
tomorrow, next day	the next day, the following day
next (week, month, etc.,)	the next / the following (week, month, etc.,)
now	then
here	there
this (place)	that (place)

Direct speech: Mai asked: 'Are you coming here now?'

Indirect speech: Mai asked if I was coming there then.

A trip to Sapa

I went on a trip to Sapa last November and had a great time. However, during the trip, I fell off a motorbike and broke my arm. Some locals took me to a nearby hospital, where I was surprised to see a young American woman working. She asked: "How did you hurt your arm?" I told her I was admiring the beautiful landscape and rainforest when I fell off my motorbike. I asked her what she was doing in a hospital in Việt Nam. She was spending a year as a volunteer at a local hospital. She wanted to learn about the village healthcare, so she came to Việt Nam.

After the doctor helped me, the American volunteer asked me where my hotel was. I told her and she arranged someone to take me there.

She told me to stay off motorbikes for a while.

- 3 The following sentences are changed from indirect speech into direct speech. Circle the correct option in brackets.
 - 1 Martin asked if ecotourism was popular in Việt Nam.
Martin asked, '(Is / Was) ecotourism popular in Việt Nam?'
 - 2 Mai asked if he still used plastic bags?
Mai asked, '(Did / Does) he still use plastic bags?'
 - 3 My mum asked where I threw the rubbish away when I trekked?
My mum asked, '(Where do you / Where you) throw the rubbish away when you trek?'
 - 4 She asked if / whether I was recycling or reusing plastic bottles.
She asked, '(Are you / Am I) recycling or reusing plastic bottles?'
 - 5 Minh asked why I bought local foods there.
Minh asked, '(Why do you buy / Why do you bought) local foods here?'
- 4 Rewrite the questions in indirect speech. The first one has been done for you.
 - 1 (Đào) 'Are you tired of trekking?'
Đào asked if we were tired of trekking.
 - 2 (Peter) 'Have you seen any elephants in the rainforest?'
 - 3 (Minh) 'Is there a lot of pollution in the local area?'
 - 4 (The tourists) 'Where is the travel agent?'
 - 5 (Hà) 'Why do you like to visit Sapa?'
- 5 Work in pairs. Ask and answer about your favourite destination holiday. Then report the questions and answers to the class.
 - A *Where do you want to go next summer holiday?*
 - B *I want to go to Mai Châu.*
 - B *Trung asked me where I wanted to go the next summer holiday.*

8.6

USE OF ENGLISH

Prepositions after verbs

I can use prepositions after verbs to talk about eco-holiday activities.

- 1 8.05 Listen to a man talking about his recent ecotour. Tick (✓) the activities he did during the tour.



- 1 ☐ buy local foods
- 2 ☐ join in a festival
- 3 ☐ go scuba diving
- 4 ☐ drive a car
- 5 ☐ go trekking
- 6 ☐ see an underground river
- 7 ☐ take photos

- 2 8.06 Listen again and decide whether the following statements are true (T) or false (F). Write T or F.

- 1 Palawan is a long island. ☐
- 2 There are many polluted beaches in Palawan. ☐
- 3 People go scuba diving at Coron. ☐

- 4 There is a mangrove forest near Coron. ☐
- 5 There are remote mountains. ☐

- 3 Complete the sentences. Choose the verbs from the LANGUAGE FOCUS.

LANGUAGE FOCUS

Preposition after verb

join in	know about	learn about
trek through	protect from	die of
provide with	approve of	

- 1 You will _____ the sea when you go on an ecotour to Palawan.
 - 2 Please _____ our ecotour to help the local community.
 - 3 She doesn't _____ protecting nature.
 - 4 We have to _____ the mangrove to reach the sea.
 - 5 The receptionist will _____ you _____ information about exotic places and trekking tours in this area.
 - 6 Many animals _____ water pollution. We need to _____ them _____ extinction.
- 4 Complete the second sentence so that it has a similar meaning to the first.
- 1 The tourists participated in many local festivals.
The tourists _____ many local festivals.
 - 2 On the tour, I learned how to protect beaches.
On the tour, I _____ protecting beaches.
 - 3 The walk through the remote part of the island was dangerous.
The _____ the remote part of the island was dangerous.
 - 4 He has knowledge about the environment.
He _____ the environment.
 - 5 I disagree with hunting animals for fur.
I don't _____ hunting animals for fur.

- 5 Write your own sentences. Use the phrasal verbs in LANGUAGE FOCUS.

I want to take an ecotour to Hạ Long Bay to learn about sea life.

8.7

WRITING

A travel brochure

I can write a travel brochure to advertise an ecotour in Việt Nam.

1 Read the holiday brochure and say if you would like to visit this place and why.

2 Read the brochure and answer the questions.

- 1 How far is it from Hồ Chí Minh City to Cát Tiên National Park?
- 2 How many types of orchids does the park have?
- 3 How big is the park?
- 4 How long is the trip?
- 5 How much is the trip?

3 Match parts of the brochure (1–6) with their functions below.

- A _____ contact information
 B _____ details
 C _____ heading
 D _____ image
 E _____ program / company name
 F _____ text

4 Fill in the blanks with information from the brochure.

WRITING FOCUS

This ¹ _____ is 150 km from ² _____. Visitors see ³ _____. There are ⁴ _____ in / at the park. The Park is 719 square-kilometers. Visitors enjoy ⁵ _____.

WRITING TIME

5 Work in groups. Choose an eco-friendly tourist attraction in Việt Nam. Write a travel brochure (120–150 words) to introduce the place to tourists. You can include pictures of the place.



Awesome Experience at Cát Tiên National Park



This national park is only 150 km from Hồ Chí Minh city. Visitors see many types of tropical birds, wildlife and giant trees. There are over 100 different types of orchids and 1,610 types of plants in the park. The park itself is 719 km², covering three different provinces.

Visitors enjoy the park's wildlife. The gibbons occasionally get loud, but you might be lucky enough to see wild elephants, rhinos or sun bears.

Visitors usually spend the night in simple bamboo huts with modern facilities. Meals are provided.

Details

Duration: 2 full days ⁵

Accommodation: a double room for 1 night

Meals: 5 meals in total

Tours: two 3-hour tours

Cost: 3,000,000 VND per person including transportation to / from Hồ Chí Minh City



Directions

I can use a map or a street plan to ask for and give directions.

1 Match descriptions 1–5 with places A–E on the map.

- The swimming pool is **in** the park.
- The Jolly Café is **next to** the gym on Mountain Road.
- The stadium is **between** High Street and St. Peter's Road. It is next to the chemist.
- The book shop is **on the corner of** Princess St. and King's Road.
- The post office is **opposite** the book shop.
- The shoe shop is on Green Street **at the intersection** of Green Street and St. Peter's Road.
- The supermarket is **across the street** from the gym and the Jolly Café.

- 3 8.08 Read the **SPEAKING FOCUS** and listen to the conversation. Underline the phrases you hear.

SPEAKING FOCUS

Asking for directions

Excuse me, can you tell me where the (post office) is?

Could you show me the way to ...

Giving directions

Go down / up ... and (turn left / right).

Turn right / left (at the gym).

Walk / Go pass the (railway tracks).

The (travel agent) is on (Park Street).

It's next to / opposite the (sport centre).

It's between the (station) and the (hotel).

The (station) is on your left / right ...



- 2 8.07 Listen to a conversation between Mai and a foreign tourist. Choose the correct answers to the questions.

- Where is the tourist?
A He is in front of the shoe shop.
B He is at the travel agent.
- What should the tourist pass when going down St. Peter's Road?
A Park Street B The railway tracks
- Where is the gym?
A It is on Mountain Road.
B It is on Park Street.
- Where should the tourist turn on Mountain Road?
A Turn at Green Street.
B Turn at Park Street.

- 4 8.09 Look at the map and complete the directions. Then listen and check.

Tourist Can you tell me ¹ _____ the shoe shop is?

Tourguide Sure. It's at the ² _____ of Green Street and St. Peter's Road. Go ³ _____ here then turn right. Walk pass the gym, then ⁴ _____ left at the intersection of Mountain Road and St. Peter's Road. Walk all the way up St. Peter's Road, ⁵ _____ the stadium and the police station. St. Peter's Road intersects with Green Street. It's right ⁶ _____ at the intersection.

- 5 Look at the map. Decide where you are and where you want to go to. Ask for and give directions with a partner.

FOCUS REVIEW 8

VOCABULARY AND GRAMMAR

1 Match the definitions below with the correct words from the glossary on page 111.

- 1 _____: to cut all the trees down in an area
- 2 _____: to experience something
- 3 _____: process of making the environment dirty
- 4 _____: to keep something safe
- 5 _____: a long and difficult journey made on foot

2 Change the following sentences from direct to indirect speech.

- 1 She asked, 'Where is the nearest recycling centre?'
She asked _____.
- 2 Minh asked, 'Are we going to Fansipan Mountain today?'
Minh asked _____.
- 3 She said, 'Ecotourists don't do any harm to the environment.'
She said _____.
- 4 The lecturer said, 'Ecotourism can truly help to solve environmental problems in the modern world.'
The lecturer said _____.
- 5 The students asked, 'What can we do to conserve these endangered animals?'
The students asked _____.

USE OF ENGLISH

3 Choose the correct option to complete the sentences.

- 1 All the conservation efforts are to protect endangered animals _____ extinction.
A from B on C by
- 2 I didn't get a chance to join _____ the local community recycling program.
A on B in C under
- 3 I would love to know more _____ how to conserve rainforests.
A of B by C about
- 4 Didn't you learn _____ Fansipan Mountain in your geography class?
A about B of C on
- 5 We didn't trek _____ the wilderness area because I wasn't feeling very well.
A by B on C through

LISTENING

4 8.10 Listen to the ecotour descriptions and match them with the pictures. Write A, B, C, or D.

- 1 _____ Colorado
- 2 _____ Galapagos Islands
- 3 _____ Ninh Binh
- 4 _____ southern Thailand



SPEAKING

5 Work in pairs. Make a conversation using the following information.

Student A: Start the conversation and ask Student B where the restaurant is and how to go there. Repeat the directions and thank him / her politely.

Student B: Explain to Student A where the restaurant is and how to get there. Use the map to help you. Correct Student A when he / she repeats the directions if necessary. Change roles and repeat with the park.



9

Consumer society

Money makes the world go round.

A proverb

9.1

VOCABULARY

Shops and services • Clothes and appearance • Collocations

I can use language related to shops and shopping experiences.

1 Read three people's answers to an online survey about shopping. Answer the questions below.

- 1 Who doesn't have enough money to buy lots of clothes?
- 2 Who avoids shopping for clothes?
- 3 Who is willing to pay more for the right kind of clothes?

SHOPPING HABITS

			
	MIA	RYAN	MINH
1 What do you think about shopping for clothes?	I'm addicted to clothes and shopping. The bad news is that I'm poor! So I can't afford to buy much, except during the sales. But I go window shopping – it's still fun to look. I often go to <u>charity shops</u> and second-hand <u>jeweller's</u> .	I really enjoy shopping. I love <u>designer clothes</u> . I mean, they're really expensive but I think they're worth it. Anyway, I want to <u>look smart</u> like my favourite celebrities.	My mum buys all my clothes! I don't care what I wear. I don't think you should judge people by the <u>brands</u> they wear. I hate clothes that have logos all over them.
2 How often do you go clothes shopping?	Oh dear, it's bad – I go every weekend. I get bored with my clothes – I can't help it.	I don't need to go shopping often because I buy <u>good quality clothes</u> made from nice natural materials like <u>cotton</u> and <u>wool</u> . They last for ages.	As I said, I never go shopping. I don't even know what <u>suits</u> me. If something <u>fits</u> me and it feels comfortable – like my favourite hoodie – then I'm happy.

2 Complete WORD STORE 9A on page 103 with the highlighted words in the survey. Write the Vietnamese translation next to the words.

3 Complete WORD STORE 9B on page 103 with the underlined words in the survey. Write the Vietnamese translation next to the words.

4 Choose the correct word. In pairs, ask and answer the questions.

- 1 Have you ever *gone* / *looked* window shopping? How often?
- 2 When do shops usually *offer* / *have* a sale in your country?
- 3 When did you last buy something *in* / *on* special offer?

9.2

GRAMMAR

The Passive Voice

I can use Passive Voice in Present Simple, Present Perfect and Past Simple.

- 1 Read the text about Fairtrade. Why is it good for farmers?



Many of the products we buy in supermarkets are grown by farmers in developing countries. But farmers **aren't paid** enough to make a living.

So the idea of 'fair trade' has been around for many years. When you see the FAIRTRADE mark on a product, you know that the farmers have been paid a fair price for their crops.

In 1997, many organisations from different countries came together and one international Fairtrade organisation **was formed**. So far, the lives of approximately seven million people in developing countries **have been improved** by Fairtrade.



- 2 Read the GRAMMAR FOCUS. Complete the examples in the table using the passive forms in blue in the text in Exercise 1.

GRAMMAR FOCUS

The Passive

You use passive forms when it isn't important (or you don't know) who performed the action. Passive verbs have the same tenses as active verbs.

The Passive: be + Past Participle

+	Fairtrade products are grown in developing countries.
-	Fairtrade products aren't grown in developing countries.
?	Where are Fairtrade products grown ?

Present Simple

Active

People **don't pay** farmers enough.

Passive

Farmers ¹ _____ enough.

Past Simple

Active

In 1997, somebody **formed** one international Fairtrade organisation.

Passive

In 1997, one international Fairtrade organisation ² _____.

Present Perfect

Active

Fairtrade **has improved** the lives of approximately seven million people in developing countries.

Passive

The lives of approximately seven million people in developing countries ³ _____ by Fairtrade.

- 3 Choose the correct form of the verb.

Chocolate & Fairtrade

Last year, more than one billion kilos of chocolate ¹ate / **were eaten** around the world. Chocolate ²makes / **is made** from the cacao plant. However, many cacao farmers ³don't earn / **aren't earned** enough money and ⁴can't afford / **can't be afforded** food, medicine or clean water. In Africa, a typical cacao grower ⁵pays / **is paid** less than a dollar a day. Now, Fairtrade is helping farmers to get fair prices. Farming organisations ⁶have set up / **have been set up** in African countries and the extra money ⁷invests / **is invested** in projects such as drinking water.



- 4 Complete the passive sentences with the Present Simple, Past Simple or Present Perfect form of the verbs in brackets.

- 1 My house **was built** (build) more than fifty years ago.
- 2 My name _____ (not pronounce) the same in English.
- 3 My shoes _____ (make) in Italy.
- 4 This school _____ (open) in the 1990s.
- 5 I _____ (never / stop) by the police.
- 6 Fairtrade products _____ (not sell) in my country.

- 5 Rewrite the sentences in Exercise 4 to make them true for you. Then make questions and ask your partner.

- 1 **Was your house built more than fifty years ago?**

9.3

LISTENING

Matching

I can identify key details in a simple radio interview.



(A)

perfume



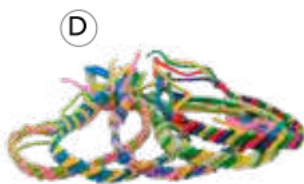
(B)

a tablet



(C)

time in a recording studio



(D)

friendship bracelets



(E)

a purse



(F)

face cream



(G)

a bunch of flowers



(H)

a game console

1 Work in pairs. Answer the questions.

- Have you ever given or received presents like the ones in the photos?
- What is the present you like best?

2 9.01 Listen to Part 1 of a radio interview about buying presents. Decide whether the following statements are true (T) or false (F).

- Amy doesn't think the ability to choose good presents is a matter of personality. ☐
- Amy thinks it's good to do some research before buying a present. ☐
- Amy thinks women are better at buying good presents than men. ☐

3 9.02 Listen to Part 2 of the radio interview. Which present (A–H) above is suggested for Isabella's mum?

4 Work in pairs. Ask and answer about a special present you gave someone.

- Who was it for?
- What was the occasion?
- What was the present?
- What was special about it?



PRONUNCIATION FOCUS: SILENT LETTERS AND INTONATION

5 9.03 Listen to the words and identify the silent letter in each case.

- | | | | |
|-----------|--------------|-----------|-----------|
| 1 receipt | 2 psychology | 3 island | 4 aisle |
| 5 write | 6 wrong | 7 know | 8 knife |
| 9 debt | 10 doubt | 11 listen | 12 castle |

6 9.04 Listen and tick (✓) the correct intonation. Then listen again and repeat.

- What do you think if you receive perfume as a gift?
A rising ☐ B falling ☐
- You are interested in designer clothes, aren't you?
A rising ☐ B falling ☐
- Would you like to go window shopping with me today?
A rising ☐ B falling ☐
- Do you like clothes that last for ages?
A rising ☐ B falling ☐

1 Work in pairs. Ask and answer the following questions.

- 1 Have you ever bought a brand?
- 2 If yes, what did you buy and how much was it?

2 Read the text and decide whether the writer likes branded products or not? Why?



There are various reasons why people buy brands, but there are three main reasons. Personal preference and the wish to show off are the first and second reasons. Some people like branded goods as the brand makes them feel better about themselves. For example, they like wearing branded clothes as it gives them more confidence in life. Some teenage girls are even obsessed with brands. They believe that they look trendy and cool in branded clothes, so they often save their money for brands. Some people buy brands because they think the product looks better, and they are happy about that. Some people buy brands simply because they want others to know about their wealth.

The third reason is quality. Many people buy brands because they want to be free from worries. Branded products are often of better quality than no-name products. Information of the product is often clear and reliable. The service that comes with the product is often good. If there is any problem, the product can be replaced or repaired or the customer can receive a refund. The brand item may be expensive, but it can give you a peace of mind.

When buying things, I often consider the quality of the product, the reputation of the product, and any past experiences with the product. This makes it easier for me to decide whether to buy a brand or a no-name product.

3 Read the text again and choose the correct option for each question.

- 1 Why do people buy brands?
 - A because they like wearing branded clothes.
 - B because they like the quality of the products.
 - C because they want to show off.
 - D All the above options are correct.

A brand or a no-name product?

- 2 Why are teenage girls obsessed with brands?
 - A because they have a lot of money.
 - B because they like the quality of the products.
 - C because they want to look fashionable.
 - D because their parents often buy them branded clothes.
- 3 When a branded product has problem, you can _____.
 - A ask for your money back
 - B ask for a replacement
 - C ask for another product
 - D Both A and B are correct.

4 Work in groups. Discuss the following question.

Do you think branded products are better than no-name products? Why?

Quantifiers

I can use a wide range of quantifiers with countable and uncountable nouns.

- 1 Read the text. Which of the underlined nouns are countable and which are uncountable?



Do you have too many pairs of shoes? How many pairs do you need? Most people have a few pairs of trainers, some smart shoes, a pair of boots and some sandals. But can you imagine living without any shoes at all?

A lot of children around the world were growing up without any shoes. Their parents don't have much money to buy shoes. We can donate to help these people to buy shoes.

- 2 Read the GRAMMAR FOCUS. Complete the rules using countable and uncountable.

GRAMMAR FOCUS

Quantifiers

You can use different expressions to talk about quantity:

- With ¹ _____ nouns you use:
very few / a few / too many / How many?
- With ² _____ nouns you use:
very little / a little / too much / How much?
- With both ³ _____ and ⁴ _____ nouns you use:
any / some / a lot of / lots of

Note: We usually use **a few**, **a little** or **some** in affirmative sentences and **many**, **much** or **any** in negative sentences and questions.

- 3 Choose the correct option.

- Some people have a *little* / a *few* pairs of shoes.
- Much* / *Many* children don't have any / *much* shoes.
- A pair of shoes can make *many* / a *lot* of difference to a child as they protect children's feet.
- Very *few* / *little* schools allow children to attend classes without shoes.

- 4 Work in pairs. Ask and answer about your friend's typical day. Use **How much ...?** or **How many ...?** and the activities in the box below.

watch / television	spend / time online
do / exercise	spend / money
listen to / music	get / sleep

A: *How much bread do you eat?*

B: *Lots. How about you?*

A: *Very little. I don't like bread.*



9.6

USE OF ENGLISH

Indefinite pronouns: *someone, anything, nowhere, everybody, none, etc.*

I can use a range of indefinite pronouns.

1 Discuss the questions.

- Are there any street markets near you?
- What kind of things can you buy there?
- When did you last go there and what did you buy?

2 9.05 Listen and complete the sentences.

- Are you doing _____ tomorrow?
- Who told you that? _____
- How many pairs of shoes have you got?

- Everybody _____ a pair of shoes!
- Are you kidding? _____ would wear that!
- _____ of them fit.
- Let's have _____ to eat first.
- I haven't eaten _____ since breakfast.

LANGUAGE FOCUS

Indefinite pronouns

- You use indefinite pronouns to talk about people, things or places when you don't know who, what or where they are, or it is not important.

People	Things	Places	Examples
someone / somebody	something	somewhere	Affirmative sentences: Let's find somewhere to eat. Requests / Offers: Would you like something on your pancake?
anybody / anyone	anything	anywhere	Negative sentences or questions: Is anyone at home?
no one / nobody	nothing	nowhere	Affirmative sentences (negative meaning): Nobody knows.
everyone / everybody	everything	everywhere	All people / things / places: Is everything ready?

- You use a singular verb: Everybody has a pair of shoes!
- You can give extra information with ...
 - to + infinitive: I need something to wear.
 - an adjective: We have something similar.
 - a relative clause: It's somebody who serves customers.
- None means 0 (zero). NOT ~~nothing~~ or ~~anything~~
None of my friends. NOT ~~No one of my friends~~.



3 Read the LANGUAGE FOCUS. Choose an appropriate indefinite pronoun to replace the underlined phrases in sentences 1–6.

- I know I put my bag down in a place in this shop.
- There is not one item of clothes in this shop that fits me!
- All the things I wanted to buy cost a fortune.
- Not one of the shop assistants offered to help.
- My girlfriend says she hasn't got one single thing to wear.
- Not one of the people knew who I was.

4 USE OF ENGLISH Write a new sentence, using the words in brackets without changing the meaning of the given sentence.

- There is nothing to see here. (*anything*)
- There wasn't anybody to talk to. (*nobody*)
- I met a person who knows you. (*somebody*)
- Is there a quiet place where we can talk? (*anywhere*)
- I wanted some flip-flops but there weren't any in stock. (*none*)
- We all know what you're thinking. (*everyone*)

5 Work in groups of three. Use the following questions to ask your friends and fill the answers into the table.

Questions	Student A	Student B	Student C
1 Is there something you don't want to buy in a market?			
2 Is everything in a market affordable to buy?			

A formal written complaint

I can write a formal email of complaint.

- 1 Tick (✓) any problems that you and your family have had when buying something. Then tell your partner.

- | | |
|--|--------------------------|
| 1 It was past its sell-by date. | ☐ |
| 2 It didn't work. | ☐ |
| 3 It was broken or damaged. | ☐ |
| 4 Some parts were missing. | ☐ |
| 5 The service was bad. | ☐ |
| 6 The delivery was late. | ☐ |
| 7 It was different from the description. | ☐ |
| 8 It was the wrong product. | ☐ |

- 2 Read the email on the right. Which tips in the WRITING FOCUS does the email follow? Underline the examples of formal language in the email.

WRITING FOCUS

A formal email of complaint

- 1 Open and close the email or letter formally.
- 2 Give a reason for writing.
- 3 Say what you bought and when.
- 4 Explain the problem and give details of it.
- 5 Tell the reader what you expect them to do.
- 6 Use formal language with no contractions.

Dear Sir or Madam,

I am writing to complain about the service provided by your company.

I bought a pair of headphones (Model: SA-DIV-RED) from your website on 3rd March and paid for them online. They arrived the next day. However, when I tried them, they did not work. I returned them to you on 5th March and you exchanged them for a new pair. Unfortunately, the second pair were the wrong model, so I emailed you again and returned them one more time. I received a third pair of headphones from you today. When I unpacked them, I found they were damaged.

I am very disappointed with your service.

I would be grateful if you could send me a full refund for the headphones and the postage costs.

Yours faithfully,

R. Barker



3 Read the LANGUAGE FOCUS. Complete the examples with words and phrases in the email.

LANGUAGE FOCUS

Formal language

- You can make your language more formal by avoiding contractions and using more formal words and expressions.

Informal

Formal

They didn't work.	→ They ¹ <u>did not</u> work.
I got some headphones.	→ I ² <u> </u> some headphones.
I sent them back.	→ I ³ <u> </u> them to you.
You swapped them.	→ You ⁴ <u> </u> them.
I got another pair.	→ I ⁵ <u> </u> another pair.
I'm so upset.	→ I ⁶ <u> </u> .
I want all my money back.	→ I ⁷ <u> </u> refund.

Other common words and phrases

if you need more information	if you require further information
I want the chance to chat about this.	I would like the opportunity to discuss this.
Call us.	Please contact us.
We're sorry about the problem.	We apologise for the problem.

4 Rewrite the following paragraph to make it more formal. Use the LANGUAGE FOCUS to help you.

CUSTOMER

I'm so upset. A couple of weeks ago, I got a suit from you to wear to a wedding but it was too small. You swapped it for a bigger size, but it's the wrong colour and the zip doesn't work on the trousers. I've sent them back because it's too late for the wedding.

I want all my money back, including the cost of sending them back to you.

I am very disappointed with ...



WRITING TIME

5 Do the writing task. Use the ideas in the LANGUAGE FOCUS to help you.

You've bought a pair of shoes from a shop on a website and you are not happy. Write a formal email of complaint to the owner of the shop. You should:

- include the reasons for your complaint
- describe what you bought and when
- explain the problems with the product
- explain how you expect the company to solve the problem.



Shopping

I can ask for and give advice.

- 1 Work in pairs. Discuss which shops you would go in to buy the items on the shopping list.

- a a birthday cake
- b sheets of A4 paper
- c perfumes
- d some aspirin
- e bananas
- f shoelaces (for trainers)

- 2  9.06 Listen to a conversation between Minh and Nam about buying a birthday present. What item does Nam suggest?



- 3  9.07 Complete the sentences in the SPEAKING FOCUS with the words in the box. Then listen to the dialogue again and check.

checking out	you should
I'll give it a try	That's a good idea
I ask you for some advice	

SPEAKING FOCUS

Asking for advice

- Do you mind if ¹ _____?
- What do you think I should do?
- What do you suggest?
- Have you got any ideas?
- Do you think I should ...?

Giving advice: possible suggestions

- I think ² _____ buy perfumes.
- Have you thought about ³ _____ her dressing table or bathroom?
- It's generally a good idea to
- If I were you I would

Responding positively

- ⁴ _____!
- I think you're right – I'll do that!
- Yes, that might help.
- ⁵ _____. Thanks for your advice.

Responding negatively

- No, I don't think so.
- I don't think that would help.
- I don't think that's the solution, but thanks anyway.
- I've already tried that, but thank you for the suggestion.

- 4 Fill in the blanks with *should* and *shouldn't*.

- 1 What kind of present _____ I buy for my mum on her birthday?
- 2 I think you _____ buy this purse because it is very expensive.
- 3 I'm thinking whether I _____ buy a bunch of flowers for my girlfriend today.
- 4 I think you _____ buy this pullover. You look smart in it.
- 5 Sometimes we _____ buy new items when they're on special offer. We may not need them in the future.

- 5 Work in pairs. Student A chooses one item to buy from the list in Exercise 1 and asks Student B for some advice. Student B gives advice.

FOCUS REVIEW 9

VOCABULARY AND GRAMMAR

1 Choose the odd one out in each group.

- 1 bracelet, tablet, game console, designer clothes
- 2 scruffy, cotton, wool, silk
- 3 smart, fashionable, original, wool
- 4 butcher's, stationer's, baker's, greengrocer's

2 Choose the correct answer.

- 1 'How ___ tablets do you own?' 'Just one.'
A any B few C much D many
- 2 There are ___ people in the queue. It's too long to wait.
A a lot of B lots C a little D lot
- 3 'I'm so hungry.' 'I have ___ biscuits in my bag. Would you like one?'
A very little B a few
C too much D any
- 4 I think there is ___ advertising on TV. I can't stand it.
A too many B lot of
C too much D a little
- 5 ___ homework do you get every day?
A How B How long
C How many D How much
- 6 She's got ___ money to buy designer clothes, so she often goes window shopping.
A very little B too many
C very few D any

4 Read the text and choose the correct answer.

- 1 A a jeweller's B an optician's C a shoe shop
- 2 A everybody B anybody C nobody
- 3 A many B much C some
- 4 A something B nothing C everything
- 5 A pay B paid C are paid
- 6 A a few B a little C none

Mystery shopping – a type of market research

Kara, 19, a university student, has an unusual part-time job. She works as a mystery shopper. What does she do? One day she buys a pair of glasses at ¹___, another day she has a meal in a restaurant. She looks like an average customer, but after the visit, she writes a report about the place and sends it to the company's office. This is how the shops or restaurants get information about their goods or services and whether ²___ is not satisfied.

'It's the perfect job for me', explains Kara. 'Going shopping has always been my hobby but I don't have ³___ money to buy what I like. With this job, I can have a free meal in an elegant restaurant or get some designer clothes. Mystery shopping also gives me ⁴___ interesting to do at weekends and during my lunch hours.'

Market Force, the company which employs people like Kara, says: 'Mystery shoppers ⁵___ once a month.

To make sure that our employees are honest and reliable, we sometimes send ⁶___ shoppers to the same place.'

USE OF ENGLISH

3 Choose the correct answer.

- 1 There _____ supermarkets in my neighbourhood.
A is little B aren't much C are few
- 2 If you don't have _____ money, you can look for a name jacket.
A much B many C any
- 3 We need to find _____ to buy food.
A somewhere B anywhere
C everywhere
- 4 _____ of their debtors have returned the money yet.
A No one B None C Anyone
- 5 The T-shirt didn't fit my brother, so I sent it back and asked for a _____.
A receipt B refund C bonus

WRITING

- 5 You bought a new school bag but when you came home, you found a hole inside the bag. The shop assistant said it was water-proof, but the school items inside the bag got wet after the rain. Write a letter of complaint (120–150 words) to the shop manager and ask for a refund.



1 What flying machines are they? Label the photos with words from the box.

glider
kite

hot-air balloon
biplane



2 Read the text. Match the dates to the flying machines.

A short history of flying

The first flying machines of the human kind were kites. Kites were invented by the Chinese about 2,000 years ago and were quickly spread around the world. They were usually triangle-shaped. Then, the invention of hydrogen gas led to the invention of hot-air balloon. A fire under the balloon made the air hot. In November 1783, two men flew a hot-air balloon in France for about 8 km. But people wanted to fly like a bird, so they made gliders – flying machines with very big wings. In the 1890s, they flew about 100 or 150 metres.

People wanted to fly a longer way, so in 1902 in America, the Wright brothers made a biplane. It had two long wings. One wing was at the top and one was under it. And a year later, they made a biplane with an engine – the Wright Flyer. Biplanes with engines flew a long way, but people needed bigger planes. This happened in the 1950s. The British, Russians and Americans made planes for many people. They had big engines in or under the wings and they flew a very long way.

3 Read the text again. Choose true (T) or false (F).

- 1 They made the first kites in China.
- 2 In 1783, there were three people in the hot-air balloon.
- 3 Human beings made the first flying machine with wings before the first hot-air balloon.
- 4 The Wright brothers made a flying machine with an engine.
- 5 Biplanes had long wings.
- 6 In the 1950s, only the Americans made big planes for many people.

4 Answer the questions.

- 1 Do you like flying kites?

- 2 Do you think flying in planes is fun?

- 3 Do you want to fly in a hot-air balloon?

- 4 What is your favourite flying machine in the text?

5 PROJECT

- Use the Internet to search information about the history of one of the following inventions: train, car, or motorbike.
- Find out important milestones in the development of the invention. Add pictures.
- Present your research to the class.



2,000 years ago

1783

1890s

1902

1903

1950s

hot-air balloon

kite

glider

biplanes with
an engine

big planes with
big engines

biplanes with
no engine



The Vietnam Museum Of Ethnology

If you visit the Vietnam Museum of Ethnology in Cầu Giấy District, Hà Nội, Việt Nam, here are the top three things you should do:

1 Watch a water puppet show

Water puppetry has been a unique form of art in Vietnamese culture. Puppets are made of wood and controlled by puppeteers. At the Vietnam Museum of Ethnology, water puppet shows are held regularly to serve the visitors of the museum. The content of the shows often reflect the daily activities and spiritual life of Vietnamese people. Whether you are local or foreign tourists, you will definitely feel amazed at the skills of the puppeteers standing in the pool behind the scene. You will also love the meaningful folktale stories told by the puppets.

2 Listen to Quan Họ Bắc Ninh Folk Songs

Quan Họ Bắc Ninh Folk Songs are traditional forms of art performed by couples of men and women. The main theme is about love or friendship. At the Vietnam Museum of Ethnology, there are singing sessions for visitors who want to have a taste in Vietnamese traditional music. You can interact with the singers in the show too!

3 Learn about Vietnamese folk games

Many folk games of ethnic groups in Việt Nam are on display at the museum. You can see games such as throwing cotton ball game (ném còn) and swaying back and forth game (đánh đu) and learn more about how ethnic people in Việt Nam entertain on special occasions. If you love Vietnamese culture and visit the museum, you cannot miss this opportunity!

Taking part in these activities, you will find the Vietnam Museum of Ethnology really worth the visit.

1 Work in pairs. Look at the photos. Do you know the names of these cultural activities? What do you know about them?

2 Check if you understand the following words from the text.

[puppetry puppets puppeteers]

3 Read the text. Answer the following questions.

- 1 What topics are water puppet shows often about?
- 2 Where are the puppeteers while the water puppet show is on?
- 3 What is the main theme of Quan Họ Bắc Ninh Folk Songs?
- 4 What can you learn about if you see the folk games at the museum?

4 **PROJECT** Work in groups of four. Use the Internet to find more about the Vietnam Museum of Ethnology. Make notes about:

- Where it is located
- How it is organised
- What special things it offers to tourists
- What you would introduce to a foreign friend about this museum

Make a PowerPoint presentation using the above information and present it to the class.

Hà Giang is a province in the northeast region of Việt Nam. It is famous for its breath-taking views of rocky mountains and impressive limestone. The weather is pleasant and warm from April to June, but it can be very hot with regular monsoons in July and August.

Located in Lũng Cẩm Village, Đồng Văn District, Hà Giang Province, an old house of a local H'mông family was chosen for the background of the film "The Story of Pao" in 2006. This explains why the house is now known as "Pao's House" to many tourists visiting this land.

From afar, the two-floor house looks extremely stunning. It is surrounded by beautiful wild flowers and a cherry blossom tree at the gate. The house was made of soil walls, while its roof is covered with brown and black tiles. Guests can enter the house with wooden ladders in the front. There is a small stone-paved yard connecting the three parts of the house.

The house has many rooms including a living room, a kitchen, a warehouse, and a barn. Tourists can feel the warmth as they see many photos of the family members on the walls. Beds are placed near a stove and decorated with colorful wraps, which also makes tourists feel at home.

Pao's House in particular and Hà Giang Province in general have become memorable tourist spots because of their amazing beauty and charm.



1 Work in pairs. Tell two things you know about Hà Giang Province to your partner.

2 Work in pairs. Label the pictures (A, B) with the given words.

limestone tiled roofs	rocky mountains soil walls
--------------------------	-------------------------------

3 Read the text and answer the following questions.

- 1 What is Hà Giang Province famous for?
- 2 How's the weather in Hà Giang Province?
- 3 Where is Pao's House located?
- 4 Why is the house given the name "Pao's House"?
- 5 What are the walls of the house made of?
- 6 How do tourists feel when they visit the house?

4 Work in groups of four. Use the Internet to find more pictures of Pao's House. What do you like most about the house?

5 **PROJECT** Work in groups of four. Use the Internet to find out about one of the tourist attractions in Hà Giang Province. Make notes about:

- Where it is in Hà Giang Province
- Why it has become a tourist attraction
- What you like about this place

Make a PowerPoint presentation using the above information and present it to the class.



Alan Alexander Milne

was born in 1882 in London, England. He wrote stories about a teddy called Winnie-the-Pooh in the 1920s. His son Christopher and his son's soft toys gave him the idea for the characters: Christopher Robin, Piglet, Kanga, Roo and others. Milne's Pooh stories: *Winnie-the-Pooh* and *The House at Pooh Corner* quickly became children's classics in the UK and other countries. In 1927, A. A. Milne published *Now We Are Six* - a book of poems. After A. A. Milne died, a film studio bought the rights to the stories, so today there are picture books, films, and cartoon series about Pooh Bear.



Frances Hodgson Burnett

wrote the well-known books *Little Lord Fauntleroy*, *A Little Princess* and *The Secret Garden* between 1885 and 1911. She was born in Manchester, England in 1849, but she lived in America most of the time and she published her first stories in American magazines. The illustrations of *Little Lord Fauntleroy*'s suit and white shirt started a fashion for boys. Today her first books aren't as popular as they were 100 years ago, but *The Secret Garden* is still a best-seller.



Roald Dahl

was born in 1916 in Cardiff, Wales, but his parents were from Norway. He disliked school because some teachers were unkind. He probably remembered this in his books as his good characters are children and his bad characters are often adults. His most well-known books are *James and the Giant Peach*, *Charlie and the Chocolate Factory*, and *Matilda*. Roald Dahl often worked with a well-known British illustrator, Quentin Blake.

FAMOUS AUTHORS

1 Read about three famous British authors. What kind of books did they write?

2 Complete the sentences with the words from the box.

author	best-seller	characters
classic	illustrations	picture books
poems	popular	publish
series	well-known	illustrator

- A. A. Milne wrote stories and poems for children.
- The Pooh stories are now a cartoon _____.
- The _____ in one of Frances Hodgson Burnett's books started a fashion.
- The classic novel *The Secret Garden* is a _____ still today.
- Charlie and the Chocolate Factory* is one of Roald Dahl's most _____ books.
- Quentin Blake was the _____ for Roald Dahl's books.

3 Read the texts again and complete the information for each author.

- Name: A. A. Milne
Date of birth: 1882
Place of birth: _____, England
Well-known books: _____, *The House at Pooh Corner*, *Now We Are Six*

2 Name: Frances Hodgson Burnett

Date of birth: _____

Place of birth: _____, England

Well-known books: *Little Lord Fauntleroy*, _____, *The Secret Garden*

3 Name: Roald Dahl

Date of birth: _____

Place of birth: _____, Wales

Well-known books: *James and the Giant Peach*, *Charlie and the Chocolate Factory*, _____

4 Answer the questions.

- Have you read any of these books? Which ones?
- Which of these books would you like to read?

5 **PROJECT** Work in groups of four. Use the Internet to find out about one of the famous Vietnamese authors that you like. Make notes about:

- Name of the author
- Date of birth and place of birth
- Famous works of this author
- The reasons why you like this author

Make a PowerPoint presentation using the above information and present it to the class.

- 1 **C.01** Listen and repeat. Match the symbols with words in the box.

cent	coin	dollar	equals	euro
minus	note	pence	plus	pound

- | | |
|------|-------------------------------------|
| 1 \$ | <input type="text" value="dollar"/> |
| 2 £ | <input type="text"/> |
| 3 € | <input type="text"/> |
| 4 ¢ | <input type="text"/> |
| 5 p | <input type="text"/> |
| 6 + | <input type="text"/> |
| 7 - | <input type="text"/> |
| 8 = | <input type="text"/> |

- 2 Label the money.

cent	dollar	pence	pound	euros
------	--------	-------	-------	-------

	Coins	Notes
the USA	fifty 	one 
the UK	twenty 	five 
some European countries	twenty 	ten 

- 3 Read the text and check your answers in Exercise 2.

CURRENCIES

A currency is the money we use in a country. Different countries have different currencies.

The British pound (£)

The British pound is one of the oldest currencies in the world. There are notes for 5, 10, 20, and 50 pounds. The new notes are plastic, not paper. There are lots of coins: 1, 2, 5, 10, 20, and 50 pence. You can say 'pence' or 'p'. The other coins are 1 pound and 2 pounds.

- 4 Read the text again. Choose true (T) or false (F).

- The new British notes aren't paper. T
- The US dollar is the oldest currency in the world.
- The Euro has eight notes.
- Some US coins have names.

- 5 Answer the following questions in pairs.

- What are the three functions of money?
- What factors might cause the exchange rate between two countries to change?

- 6 **PROJECT** Use the Internet to search information about the currency of a country in the world. Answer the questions below:

- How many notes are there in the country's currency system?
- What pictures are there on the sides of the currency? What do they mean?
- Does the country use coins in their daily exchange?
- What is the exchange rate of this currency in terms of the US dollar and Vietnamese dong?

Add pictures. Then present your research to the class.

The US dollar (\$)

The US dollar is a popular currency. There are notes: 1, 2, 5, 10, 20, 50, and 100 dollars and coins: 1, 5, 10, 25, 50 cents, and 1 dollar. The coins have names. One cent is a 'penny', 5 cents is a 'nickel', ten cents is a 'dime', 25 cents is a 'quarter' and 50 cents is a 'half dollar'.

The Euro (€)

The Euro is a new currency and many European countries use it. There are notes for 5, 10, 20, 50, 100, 200, and 500 euros. There are eight coins: the cents are 1, 2, 5, 10, 20, and 50, and the euros are 1 and 2. The coins are the same on one side, but on the other side, there are different pictures for each country. For example, Austria has Mozart, Belgium has the king and France has a tree.

UNIT 7 Lesson 7.1

WORKSHEET B

Đền Gióng Festival	Đền Hùng Festival
Time:	Time: 8 th to 11 th day of the third lunar month
Place:	Place: Hùng King Temple, Nghĩa Lĩnh Mountain, Phú Thọ Province
Meaning:	Meaning: To honour Hùng Kings
Activities:	Activities: - Pay respect to ancestors of Vietnamese people - Traditional games, rice cooking competitions, and lion dance...

WORD STORE 9A | Shops and services

Clothing and accessories shops

- 1 a clothes shop
- 2 a shoe shop
- 3 a charity shop
- 4 _____

Food shops

- 1 a baker's
- 2 a butcher's
- 3 a greengrocer's
- 4 a supermarket

Health and beauty shops

- 1 a chemist's
- 2 a hairdresser's
- 3 a health centre

Other shops

- 1 a computer shop
- 2 a department store
- 3 a florist's
- 4 a newsagent's
- 5 a pet shop
- 6 a sports shop

WORD STORE 9B | Clothes and appearance

I / My clothes look ...

- 1 fashionable
- 2 good
- 3 scruffy
- 4 s_____

I buy / I wear ...

- 1 d_____ clothes
- 2 good q_____ clothes
- 3 b_____

Natural materials

- 1 co_____
- 2 denim
- 3 w_____

Useful phrases

- 1 It _____ me = it makes me look good
- 2 It _____ me = it is the right size for me

adj: adjective
v: verb

adv: adverb
vp: verb phrase

n: noun
prep: preposition

np: noun phrase

broom	/bru:m/	n	chổi quét nhà
detergent	/dɪ'tɜ:dʒənt/	n	bột giặt, chất tẩy rửa
do the cleaning	/du: ðə 'kli:nɪŋ/	vp	quét dọn, lau chùi
do the cooking	/du: ðə 'kʊkɪŋ/	vp	nấu ăn
do the housework	/du: ðə 'haʊswɜ:k/	vp	làm việc nhà
do the laundry	/du: ðə 'ləʊndrɪ/	vp	giặt đồ
do the shopping	/du: ðə 'ʃɒpɪŋ/	vp	mua sắm đồ
do the vacuuming	/du: ðə 'vækjuəməɪŋ/	vp	hút bụi
do the washing up	/du: ðə 'wɒʃɪŋ ʌp/	vp	rửa bát, đĩa, nồi, xoong, ...
dust the furniture	/dʌst ðə 'fɜ:nɪtʃə/	vp	phủi bụi trên đồ đạc
feed the dog	/fi:d ðə dɒg/	vp	cho chó ăn
fix things in the house	/fɪks θɪŋz ɪn ðə haʊs/	vp	sửa chữa đồ trong nhà
iron	/'aɪən/	v	là, ủi (đồ)
ironing board	/'aɪənɪŋ bɔ:d/	np	cầu là, bàn ủi quần áo
make a mess	/meɪk eɪ mes/	vp	làm bừa bộn
make the bed	/meɪk ðə bed/	vp	dọn giường khi thức dậy
mop	/mɒp/	n	chổi lau nhà
put things away	/pʊt θɪŋz ə'weɪ/	vp	cất dọn đồ đạc
set the table	/set ðə 'teɪbəl/	vp	chuẩn bị bàn ăn
surface cleaner	/'sɜ:fɪs 'kli:nə/	np	chất tẩy rửa bề mặt
sweep the floor	/swi:p ðə flɔ:/	vp	quét nhà
take the rubbish out	/teɪk ðə 'rʌbɪʃ aʊt/	vp	đổ rác
walk the dog	/wɔ:k ðə dɒg/	vp	dắt chó đi dạo
wash the dishes	/wɒʃ ðə dɪʃɪz/	vp	rửa chén bát
water the plants	/'wɔ:tə ðə plɑ:nts/	vp	tưới cây

adj: adjective
v: verb

adv: adverb
vp: verb phrase

n: noun
prep: preposition

np: noun phrase

activist	/'æktɪvɪst/	n	nhà hoạt động (xã hội)
archaeologist	/,ɑ:ki'blədʒɪst/	n	nhà khảo cổ học
archaeology	/,ɑ:ki'blədʒi/	n	khảo cổ học
conservation	/,kɒnsə'veɪʃən/	n	sự bảo tồn
desktop computer	/'desktp kəm'pjʊ:tər/	np	máy tính để bàn
download (music)	/,daʊn'ləʊd/ (/mju:zɪk/)	vp	tải (nhạc) xuống
follow (someone on twitter)	/'fɒləʊ/ (/'sʌmwʌn ɒn 'twɪtər/)	vp	theo dõi (ai đó trên twitter)
filament	/'fɪləmənt/	n	dây tóc bóng điện
geologist	/dʒi'blədʒɪst/	n	nhà địa chất học
geology	/dʒi'blədʒi/	n	địa chất học
go online	/gəʊ 'ɒnlaɪn/	vp	lên mạng (internet)
keyboard	/'ki:bɔ:d/	n	bàn phím
laborious	/lə'beɪəriəs/	adj	tốn sức
laser printer	/'leɪzə ,prɪntər/	np	máy in la-ze
linguistics	/lɪŋ'gwɪstɪks/	n	ngôn ngữ học
linguist	/'lɪŋgwɪst/	n	nhà ngôn ngữ học
marine biologist	/mə'ri:n baɪ'blədʒɪst/	np	nhà sinh vật học biển
marine biology	/mə'ri:n baɪ'blədʒi/	np	ngành sinh vật học biển
password	/'pɑ:swɜ:d/	n	mật khẩu
post (on social media)	/pəʊst ɒn ,səʊʃəl 'mi:diə/	vp	đăng bài (trên mạng xã hội)
psychologist	/saɪ'kɒlədʒɪst/	n	nhà tâm lý học
psychology	/saɪ'kɒlədʒi/	n	ngành tâm lý học
search engine	/'sɜ:tʃ ,endʒɪn/	np	công cụ tìm kiếm
update (one's) profile	/ʌp'det (wʌnz) 'prəʊfaɪl/	vp	cập nhật hồ sơ
username	/'ju:zəneɪm/	n	tên tài khoản người dùng
visit a website	/'vɪzɪt ə 'websaɪt/	vp	truy cập một trang web
web browser	/'web ,braʊzər/	np	trình duyệt web

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abstract painting	/'æbstrækt 'peɪntɪŋ/	np	tranh trừu tượng
binge-watch	/'bɪndʒ ,wɒtʃ/	vp	xem liền mạch, xem liên tục
comedy	/'kɒmədi/	n	hài kịch
complex	/'kɒmpleks/	adj	phức tạp
documentary	/,dɒkjə'mentəri/	n	phim tài liệu
e-book	/'i:bʊk/	n	sách điện tử
episode	/'epɪsəʊd/	n	chương hồi, tình tiết (trong truyện)
fantasy	/'fæntəsi/	n	hình ảnh tưởng tượng
fashion magazine	/'fæʃən ,mægə'zi:n/	np	tạp chí thời trang
fascinating	/'fæsəneɪtɪŋ/	adj	hấp dẫn
horror movie	/'hɔ:rə ,mu:vi/	np	phim kinh dị
imaginative	/ɪ'mædʒɪnətɪv/	adj	giàu trí tưởng tượng
moving	/'mu:vɪŋ/	adj	cảm động
novel	/'nɒvəl/	n	tiểu thuyết
plot	/plɒt/	n	cốt truyện
portrait	/'pɔ:treɪt/	n	chân dung
radio station	/'reɪdiəʊ 'steɪʃən/	np	đài phát thanh
reality TV	/ri'æləti ti:vi:/	np	truyền hình thực tế
rock album	/rɒk 'ælbəm/	np	album nhạc rock
science fiction	/,saɪəns 'fɪkʃən/	np	khoa học viễn tưởng
sculpture	/'skʌlptʃər/	n	điêu khắc
soap opera	/'səʊp ,ɒpərə/	np	phim truyền hình dài tập
storyline	/'stɔ:rilain/	n	mạch truyện
talent show	/'tælənt ,ʃəʊ/	np	chương trình tìm kiếm tài năng
weather forecast	/'weðə ,fɔ:kə:st/	np	dự báo thời tiết

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accommodation	/əˌkɒməˈdeɪʃən/	n	nơi ăn chốn ở
basement flat	/'beɪsmənt flæt/	np	căn hộ ở tầng trệt
block of flats	/ˌblɒk əv 'flæts/	np	toà chung cư
breath-taking	/'breθˌteɪkɪŋ/	adj	ngoaị mục
bungalow	/'bʌŋɡələʊ/	n	nhà gỗ
camper van	/'kæmpə væn/	np	nhà di động
charming	/'tʃɑːmɪŋ/	adj	duyên dáng
cottage	/'kɒtɪdʒ/	n	nhà tranh
couch-surfing	/'kaʊtʃ ˌsɜːfɪŋ/	n	ở nhờ
dense	/dens/	adj	dày đặc
detached house	/dɪ'tætʃt haʊs/	np	nhà ở riêng lẻ
floating market	/'fləʊtɪŋ 'mɑːkɪt/	np	chợ nổi
landscape	/'lændskeɪp/	n	phong cảnh
mining town	/'maɪnɪŋ taʊn/	np	thị trấn khai thác mỏ
scorching temperature	/'skɔːtʃɪŋ 'temprətʃər/	np	hiệt độ thiêu đốt
semi-detached house	/ˌsemɪdɪ'tætʃt haʊs/	np	nhà liền kề
spacious	/'speɪʃəs/	adj	rộng rãi
stilt house	/stɪlt haʊs/	np	nhà sàn
studio apartment	/'stjʊːdiəʊ ə'pɑːtmənt/	np	căn hộ studio
terraced house	/'terəst haʊs/	np	nhà bậc thang
tourist attraction	/'tuərɪst ə'trækʃən/	np	điểm thu hút khách du lịch
tribe	/traɪb/	n	bộ lạc

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benefit	/'benɪfɪt/	v	được lợi
blanket	/'blæŋkɪt/	n	chăn
care (for)	/keə fə/	vp	chăm sóc
charity work	/'tʃærəti wɜ:k/	np	công việc từ thiện
childcare	/'tʃaɪldkeə/	n	chăm sóc trẻ nhỏ
community	/kə'mju:nəti/	n	cộng đồng
donate	/dəʊ'neɪt/	v	ủng hộ, cho, tặng, hiến (từ thiện)
donate blood	/dəʊ'neɪt blʌd/	vp	hiến máu
donate money	/dəʊ'neɪt 'mʌni/	vp	ủng hộ tiền
first-aid kit	/fɜ:st eɪd kɪt/	np	bộ dụng cụ sơ cứu
help the elderly	/help ðə 'eldəli/	vp	giúp đỡ người già
help the needy	/help ðə 'ni:di/	vp	giúp đỡ người nghèo khó
homeless	/'həʊmləs/	adj	không nhà, vô gia cư
household goods	/'haʊshəʊld gʊdz/	np	đồ gia dụng
medical supplies	/'medɪkəl sə'plaɪs/	np	thiết bị y tế
needy	/'ni:di/	adj	nghèo túng, thiếu thốn
opportunity	/,ɒpə'tju:nəti/	n	cơ hội
raise money	/reɪz 'mʌni/	vp	quyên tiền
senior center	/'si:niə 'sentə/	np	viện dưỡng lão
service	/'sɜ:vɪs/	n	dịch vụ
shelter	/'ʃeltə/	n	nơi trú ngụ, nơi nương thân
support	/sə'pɔ:t/	v	ủng hộ, giúp đỡ
teach children	/ti:tʃ 'tʃɪldrən/	vp	dạy trẻ em
volunteer	/,vɒlən'tɪə/	v	tình nguyện

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academic subjects	/ˌækə'demɪk 'sʌbdʒekts/	np	môn học
application form	/ˌæplɪ'keɪʃən fɔ:m/	np	mẫu đơn xin việc
bully	/'bʊli/	v	bắt nạt
concentrate	/'kɒnsəntreɪt/	v	tập trung
curriculum	/kə'rɪkjələm/	n	chương trình giảng dạy
do a degree	/du: ə di'ɡri:/	vp	học lấy bằng
do bungee jump	/du: 'bʌndʒi dʒʌmp/	vp	nhảy bungee
dyslexia	/dɪ'sleksiə/	n	chứng đọc khó
enquire (about)	/ɪn'kwaɪər/ (/ə'baʊt/)	vp	hỏi han (về vấn đề gì)
exhaust	/ɪɡ'zɔ:st/	v	làm cho kiệt sức
gap year	/'ɡæp ˌjɪər/	np	năm nghỉ phép
get a tattoo	/get ə tə'tu:/	vp	xăm hình
get stressed	/get strest/	vp	bị căng thẳng
graduation exam	/ˌɡrædʒu'eɪʃən ɪɡ'zæm/	np	kì thi tốt nghiệp
grateful	/'ɡreɪtful/	adj	biết ơn
host-family	/həʊst 'fæməli/	np	gia đình chủ nhà
keep up with	/ki:p ʌp wɪð/	vp	theo kịp
learn by heart	/lɜ:n baɪ hɑ:t/	vp	học thuộc lòng
learning disorder	/'lɜ:nɪŋ dɪ'sɔ:dər/	np	chứng khó học
line up	/laɪn ʌp/	vp	xếp hàng
manifesto	/ˌmæni'festəʊ/	n	bản tuyên ngôn
mentor	/'mentɔ:r/	n	người cố vấn
move up	/mu:v ʌp/	vp	chuyển lên trên
register	/'redʒɪstər/	v	đăng kí, ghi danh
schedule	/'fedʒu:l/	n	kế hoạch, lịch trình
stay positive	/steɪ 'pɒzətɪv/	vp	lạc quan lên
struggle	/'strʌɡəl/	v	đấu tranh
swipe card	/'swaɪp ˌkɑ:d/	np	thẻ quẹt
timetable	/'taɪmˌteɪbəl/	np	thời khoá biểu, lịch trình
tuition fees	/tʃu:'ɪʃən ˌfi:z/	np	học phí
university graduate	/ˌju:nɪ'vɜ:səti 'ɡrædʒuət/	np	người tốt nghiệp đại học

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altar	/'ɒltə/	v	bàn thờ
attend	/ə'tend/	v	tham gia, tham dự
blessing	/'blesɪŋ/	n	lời chúc phúc
bride	/braɪd/	n	cô dâu
celebrate	/'seləbreɪt/	v	tổ chức lễ kỉ niệm
Cold Food festival	/kəʊld fu:d 'festəvəl/	np	Tết Hàn thực
commemorate	/kə'meməreɪt/	v	tưởng niệm
decorate	/'dekəreɪt/	v	trang trí
diet	/'daɪət/	n	chế độ ăn
famous	/'feɪməs/	adj	nổi tiếng
feast	/fi:st/	n	bữa tiệc
gather	/'gæðə/	v	tập hợp, tụ họp
groom	/gru:m/	n	chú rể
houseplant	/'haʊsplɑ:nt/	n	cây trồng trong nhà
house-warming party	/haʊs 'wɔ:miŋ 'pɑ:ti/	np	bữa tiệc tân gia
Đền Hùng Festival		np	Lễ hội Đền Hùng
incense	/'ɪnsens/	n	nén hương
Mid-Autumn Festival	/mɪd 'ɔ:təm 'festəvəl/	np	Hội Rằm Trung thu
offer	/'ɒfə/	v	dâng (hương, hoa), cho, tặng
pay respects	/peɪ rɪ'spekts/	vp	tỏ lòng kính trọng
permission	/pə'mɪʃən/	n	sự cho phép
Phủ Dầy Festival		np	Hội Phủ Dầy
pilgrim	/'pɪlgrɪm/	n	người hành hương
pray	/preɪ/	v	cầu nguyện
ritual	/'rɪtʃuəl/	n	ngghi thức, nghi lễ
scented candle	/'sentɪd 'kændəl/	np	nến thơm
wedding	/'wedɪŋ/	n	lễ cưới, hôn lễ
worship	/'wɜ:ʃɪp/	n v	sự thờ cúng, sự tôn kính hành động thờ phụng

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approve of	/ə'pru:v əv/	vp	ủng hộ
buy local foods	/baɪ 'ləʊkəl fu:ds/	vp	mua thực phẩm địa phương
conservation	/,kɒnsə'veɪʃən/	n	sự bảo tồn
conserve	/kən'sɜ:v/	v	bảo tồn
deforest	/,di:'fɒrɪst/	v	phá rừng
die of	/daɪ əv/	vp	chết vì (lí do gì)
ecotourism	/ˈi:kəʊ,tʊərɪzəm/	n	du lịch sinh thái
environment	/ɪn'vaɪrənmənt/	n	môi trường
exotic	/ɪg'zɒtɪk/	adj	khác thường, độc đáo
harm	/hɑ:m/	v	làm hại
limit energy use	/ˈlɪmɪt 'enədʒi ju:z/	vp	hạn chế tiêu thụ năng lượng
litter	/'lɪtə/	n	rác
		v	xả rác
local community	/ˈləʊkəl kə'mju:nəti/	np	cộng đồng địa phương
provide with	/prə'vaɪd wɪð/	vp	cung cấp (thông tin)
put rubbish in the bins	/pʊt 'rʌbɪʃ ɪn ðə bɪnz/	vp	đổ, cho rác vào thùng rác
rainforest	/ˈreɪnfɒrɪst/	n	rừng nhiệt đới
recycle	/,ri:'saɪkəl/	v	tái chế
reduce waste	/rɪ'dju:s weɪst/	vp	hạn chế rác thải
remote	/rɪ'məʊt/	adj	xa xôi, hẻo lánh
reuse used items	/,ri:'ju:z ju:st 'aɪtəmz/	vp	tái sử dụng đồ đã dùng
take rubbish with you	/teɪk 'rʌbɪʃ wɪð jə/	vp	mang rác thải theo
trek	/trek/	v	đi bộ du lịch khám phá
trekking	/trekɪŋ/	n	du lịch đi bộ khám phá
use plastic bags	/ju:z 'plæstɪk bægz/	vp	sử dụng túi ni lông
waste	/ˈweɪst/	n	rác thải
wilderness	/ˈwɪldənəs/	n	vùng hoang dã

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bookstore	/'bukstɔː/	n	hiệu sách
bracelet	/'breɪslət/	n	vòng đeo tay
brand	/brænd/	n	nhãn hàng, nhãn hiệu
butcher's	/'bʊtʃəz/	n	cửa hàng bán thịt
charity shop	/'tʃærɪti ʃɒp/	np	cửa hàng bán đồ từ thiện
cotton	/'kɒtən/	n	chất liệu vải bông
crop	/krɒp/	n	mùa màng
delivery	/dɪ'livəri/	n	sự giao hàng
denim	/'denɪm/	n	chất liệu vải bò
designer clothes	/dɪ'zaɪnə kləʊðz/	np	quần áo may đo
game console	/'geɪm ˌkɒnsəʊl/	np	điều khiển trò chơi
grower	/'grəʊə/	n	người trồng trọt
jeweller's	/'dʒuːələz/	n	cửa hàng bán trang sức
last for ages	/laːst fɔː 'eɪdʒɪz/	vp	kéo dài (bền, lâu)
look smart	/lʊk smɑːt/	vp	ăn mặc bảnh bao, tinh tế
purse	/pɜːs/	n	ví (nữ)
quality clothes	/'kwɒləti kləʊðz/	np	quần áo chất lượng
shoelace	/'ʃuːleɪs/	n	dây giày
swap	/swɒp/	v	đổi
window shopping	/'wɪndəʊ ʃɒpɪŋ/	np	đi xem đồ
wool	/wʊl/	n	chất liệu len
worth	/wɜːθ/	adj	đáng giá, đáng làm