



NGUYỄN THANH BÌNH (Tổng Chủ biên)
ĐINH TRẦN HẠNH NGUYỄN (Chủ biên)
PHẠM NGUYỄN HUY HOÀNG – LÊ NGUYỄN NHƯ ANH
ĐÀO XUÂN PHƯƠNG TRANG – NGUYỄN HỒ THANH TRÚC – HỒ THỊ XUÂN VƯƠNG

TIẾNG ANH **12** EXPLORE NEW WORLDS

SÁCH HỌC SINH

BẢN MẪU



CÔNG TY CỔ PHẦN ĐẦU TƯ
XUẤT BẢN - THIẾT BỊ GIÁO DỤC VIỆT NAM

Đọc bản mới nhất trên hoc10.vn



Bản mẫu góp ý



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Nguyễn Thanh Bình

Đinh Trần Hạnh Nguyễn

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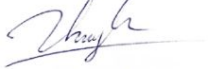
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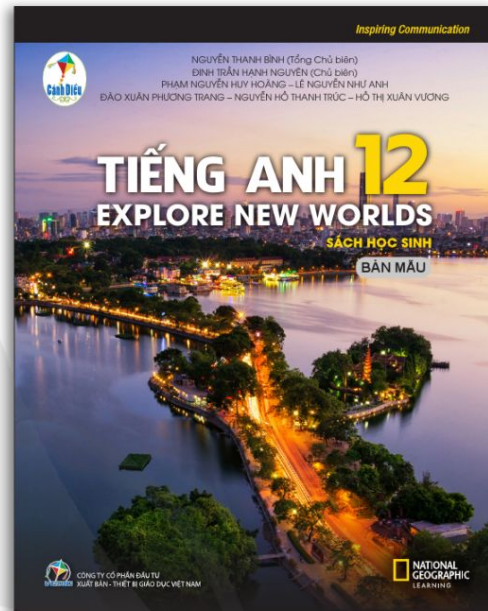
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WELCOME TO *EXPLORE NEW WORLDS*

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Following the principles of communicative and student-centered learning, *Tiếng Anh 12 – Explore New Worlds* aims to develop the four C's of 21st-century skills—Critical thinking, Creativity, Collaboration, and Communication. *Tiếng Anh 12 – Explore New Worlds* can offer you:



- exciting content from National Geographic that takes you on a fascinating learning journey to explore new horizons and ideas;
- themes and topics carefully selected for you to personalize and share opinions on throughout all 12 units;
- unique and captivating images (especially the Unit Openers), articles, and stories featuring real people and places (from the National Geographic Explorers, for example) for you to explore different aspects of the world and connect them with your own experience while studying;
- and a wide range of listening, speaking, reading, and writing activities using real language and situations to help you develop confident and effective English skills, especially in communication.

Tiếng Anh 12 – Explore New Worlds can help students achieve the goal of English linguistic competence in high school in a fun, meaningful, and interactive way.

ii Welcome to *Explore New Worlds*

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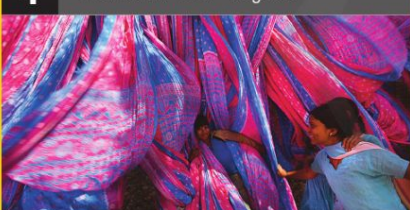
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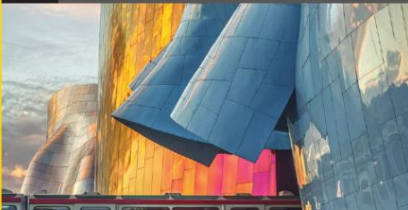
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Unit	Unit Goals	Grammar	Vocabulary
1 Where We Live Page 2 	• Talk about <i>How Long</i> or <i>How Often</i> • Discuss Urbanization • Discuss Ways to Preserve a Tradition • Discuss Improving Communities • Describe Famous Landmarks	Present Perfect and Present Perfect Continuous Adverbial Clauses of Result	Migration Culture and Cultural Values
2 The Mind's Eye Page 14 	• Express Degrees of Liking • Discuss Mental Influences • Talk about Personal Characteristics • Discuss Improving Your Memory • Describe an Emotional Experience	Infinitives and <i>-ing</i> Forms 1 Adverbial Clauses of Manner	Cognitive Milestones Personality Characteristics
3 Changing Planet Page 26 	• Discuss Pollution • Discuss Causes and Effects • Discuss Animal Populations • Consider the Effects of Climate Change • Report a Chart	The Passive 1 The Past Perfect	Pollution Saying Large Numbers
4 The Good Life Page 38 	• Talk about the Things You Value • Discuss Important People or Events • Discuss Good Financial Habits • Talk about Great Jobs • Express Agreement or Disagreement	Infinitives and <i>-ing</i> Forms 2 Prepositions after Some Verbs The Passive 2	Things You Value Expressions Related to Money
5 Survival Page 50 	• Say How Things Could Be Different • Explain Actions in Events of Emergency • Talk about Threats to Survival • Discuss Rescues • Give Advice about Difficult Situations	Unreal Conditionals The Simple Past vs. The Past Continuous	Conditions of Species Natural Disasters
6 Art Matters Page 62 	• Report Other People's Ideas • Express Opinions about Public Art • Talk about Types of Art • Discuss the Value of Art • Produce a Biographical Profile	Reported Speech Relative Clauses (Adjective Clauses): Defining and Non-defining	Art Types of Art

Listening	Speaking	Pronunciation	Reading	Writing
Focused Listening A Discussion: Urbanization Factors	Discussing Opportunities and Challenges of Urbanization Discussing Ways to Preserve a Tradition	Contractions with Auxiliary Verbs	Quality of Life: An Article about Things People Do to Improve the Community (Reading for Details)	Writing a Paragraph Describing Famous Landmarks
Listening for General Understanding and Specific Information An Interview: Cognitive Biases	Discussing Mental Influences Describing Emotions	Th Sounds	How Memories are Made: An Article about Memory Competitions and Memory Methods (Reading for Gist; Reading for Details)	Writing about an Emotional Experience
General and Focused Listening An Interview: Extreme Weather Events	Discussing Causes and Effects Talking about the Effects of Climate Change	Linking Words Together	Is Coffee in Danger? An Article about the Effects of Climate Change on Coffee (Reading for Details)	Reporting a Chart
General and Focused Listening A Conversation: Life-Changing Moments	Discussing Important People or Events Expressing Agreement and Disagreement	Assimilation of the Sound /t/	Want a Better Job? Work for a Better Company: An Article about Factors Affecting Job Satisfaction (Reading for Details; Identifying the Meanings of Words from Context)	Writing an Opinion Paragraph
Listening for Instructions and Key Information A Talk: Operating Fire Extinguishers	Talking about the Survival Skills in Emergency Situations Giving Advice about Difficult Situations	Sentence Stress for Emphasis of Meanings	A Birthday to Remember: An Article about the Tham Luang Cave Rescue (Reading for Details; Making Inferences)	Writing a Paragraph Giving Advice
Listening for General Understanding A Radio Call-in Show: Public Art	Discussing Opinions about Art Talking about Profiles of Artists	Thought Groups	Silk—the Weaving of Việt Souls: An Article about Việt Nam's tradition—Silk Weaving (Reading for Gist; Reading for Details)	Writing a Biographical Profile

Unit	Unit Goals	Grammar	Vocabulary
7 Getting Around Page 74 	• Compare Methods of Travel • Discuss Transportation Choices • Ask How to Get Around • Discuss Alternatives to Travel • Review Places or Experiences	The Passive 3 Indirect Questions	Transportation Public Transportation
8 Competition Page 86 	• Talk about Playing and Doing Sports • Discuss Types of Competitors • Talk about Useful Skills • Discuss Winning and Losing • Compare or Contrast Two Topics	Tag Questions Adverbial Clauses of Comparison	Sports Sports Skills
9 Danger Page 98 	• Ask about Personal Fears • Discuss Dangerous Jobs • Talk about Common Injuries • Discuss the Benefits of Danger • Give Clear Instructions	Double Comparatives Adverbials of Time	Personal Fears Common Injuries
10 Mysteries Page 110 	• Speculate about a Mystery • Discuss Why People Study the Past • Talk about Solving Mysteries • Discuss Theories and the Truth • Describe Physical Objects	Modals to Discuss the Past Noun Clauses	Mysteries of the Universe Mystery Stories
11 Learning Page 122 	• Discuss Technology and Learning • Talk about Learning • Discuss Educational Choices • Talk about the Value of Having Fun • Describe Problems and Solutions	Articles <i>A</i> , <i>An</i> , and <i>The</i> The Active and Passive Causatives	Technology and Learning Educational Choices
12 Innovation Page 134 	• Speculate about the Future • Talk about Positive Outcomes • Describe Inventors and Inventions • Talk about Good Habits • Discuss Purposes and Results	Modals to Discuss the Future Talking about the Future	Inventions Inventors and Inventions

Listening	Speaking	Pronunciation	Reading	Writing
Focused Listening An Interview: Self-Driving Vehicles	Talking about Transportation Discussing Reviews	Reduced Auxiliaries <i>Are</i> and <i>Have</i>	The Future of "Travel"? An Article about Alternatives to a Traditional Vacation (Reading for Details; Identifying the Author's Opinions)	Writing a Report
Listening for General Understanding and Specific Information A Radio Interview: Running a Marathon	Discussing Competition Comparing and Contrasting Two Topics	Diphthongs	When Losing Means Winning: An Article about a Special Strategy in Sports (Reading for Details)	Writing a Compare and Contrast Text
Focused and General Listening A Radio Interview: The Job of a Stunt Person	Talking about Dangerous Jobs Giving Clear Instructions	Consonant Clusters	Is Too Much Safety a Risk? An Article about the Benefits of Danger (Identifying the Author's Opinions; Reading for Details)	Writing Clear Instructions
Listening for General Understanding A Conversation: Discussing Historical Figures	Talking about Studying the Past Describing Mysterious Objects	Intonation for Questions and Lists	Back to the Moon? An Article about the Moon Landings and Its Conspiracy Theories (Reading for Details)	Writing a Description
Listening for General Understanding A Talk: Research into the Experience of Learning	Talking about Learning Describing Problems and Solutions	Homophones	Games: More Than Just Fun An Article about Gamification and Its Benefits (Reading for Details)	Writing an Email Giving Suggestions
General and Focused Listening A Podcast: Competition and Innovation	Talking about Positive Outcomes Discussing Purposes and Results	Stress in Compound Nouns	Daily Habits of Successful Innovators: An Article about Habits of Innovative People (Reading for Gist; Reading for Details)	Writing about Purpose and Results

UNIT

1

Where We Live

Look at the photo and answer the questions:

- 1 What do you see in the photo?
- 2 Why do you think people want to live here?

Houses covered in snow in Freudenberg, Germany



UNIT 1 GOALS

- A. Talk about *How Long* or *How Often*
- B. Discuss Urbanization
- C. Discuss Ways to Preserve a Tradition
- D. Discuss Improving Communities
- E. Describe Famous Landmarks

A

GOAL Talk about *How Long* or *How Often*

Vocabulary

A Read the messages.



Performers doing a lion dance share the same culture in the neighborhood of Boston, MA, US.

Hi Emily,

How are you? I hope you and your family are well. My wife and I have been talking about moving to your city. There are several **factors**, but the main reason is that we want a better **quality of life**. You've lived there for many years. Do you think it's a good place to live?

Pablo

Hi Pablo,

Lovely to hear from you, Pablo. I'm excited that you've been thinking of moving here. Like many **residents**, I think there are many great **communities** in the city. About half of the **population** comes from different **cultures** from around the world, so it's an exciting, multicultural place. It's not perfect, though. Most **neighborhoods** are nice, but some are dirty with a lot of **trash** on the streets. And these days, people are less friendly and don't try to help each other. I guess **society** has changed a lot since we were kids! Anyway, before you make a decision, read books on **migration** problems. I've read several, and they have some good advice.

Emily

B Complete each sentence. Use the singular form of a **blue** word or phrase from the messages.

1. A **community** is a group of people who live in one part of a city or a country.
2. _____ is when many people move from one place to another.
3. _____ means all of the people who live in one area, city, or country.
4. _____ means how good or bad life is in one place or for one person.
5. _____ is what people throw away.
6. _____ is a general way to refer to people in a country or in the world.
7. A _____ is a group of people who think and act in similar ways.
8. A _____ is a reason for something or a cause of something.
9. A _____ is one area within a city.
10. A _____ is somebody who lives in a place, such as a city or country.

C In his message, Pablo says he might move to find a better quality of life. In small groups, discuss the following questions:

1. Where do you live? Do you enjoy living there? Why / Why not?
2. What could be done to improve the quality of life in your neighborhood / country?
3. Do you think people from other cultures view quality of life in the same way as you do?

Grammar (See Grammar Reference p. 146)

Present Perfect and Present Perfect Continuous	
The present perfect (<i>has / have + past participle</i>) and the present perfect continuous (<i>has / have + been + present participle</i>) both refer to past situations connected to the present.	I have lived here for a long time. I've been living here for a long time.
In most cases, use the present perfect rather than the present perfect continuous: 1. to focus on the result of a finished action / event or to emphasize the number of times we have done something. 2. to describe things that happened at an unspecified time in the past.	It has stopped raining. (The sky is clear now.) He has read this book three times. She's just started a new job.
In most cases, use the present perfect continuous rather than the present perfect: 1. to focus on the length of an action / event which may or may not be finished. 2. to describe past actions that are still continuing.	It's been raining since yesterday. He has been reading the book for two hours. She's been working for this company for ten years.
Some time expressions are common with both forms: 1. Use <i>for</i> to say how long something has continued. 2. Use <i>since</i> to indicate when something started.	We've worked together <i>for</i> years. We've been working together <i>since</i> 2015.

D Underline examples of the present perfect and present perfect continuous in the emails in **A**.

E Choose the suitable words / phrases to complete the sentences.

1. We *didn't see / haven't seen* our old neighbors since they moved away last year.
2. Why are you so late? I *waited / have been waiting* for you for 3 hours.
3. How many countries have you been *visiting / visited*?
4. We've been looking for a new house *since / for* the past few months.

F Complete these sentences with the correct form (present perfect, present perfect continuous, or both) of the verb in parentheses.

1. Emily _____ (live) in the same city since 2015.
2. Mark _____ (finish) reading the book already.
3. Thiago _____ (stop) using social media so much.
4. It _____ (snow) nonstop for the last seven hours.
5. Jin-hwa and Hye-rim _____ (be) friends for years.

G In pairs, compare your answers in **F**. Then take turns saying the sentences.



GOAL CHECK Talk about *How Long* or *How Often*

1. Read the school application form below. Make questions using the prompts in Section II – Educational Background and Section III – Current Education.
2. Work in pairs. Ask and answer questions to complete the school application form.

SCHOOL APPLICATION FORM

I. Personal Information:

1. Name: _____
 2. Age: _____
 3. Nationality: _____
 4. Gender: _____
- #### II. Educational Background:
5. What secondary school / you / attend / before?
 6. How long / you / attend / that school?
 7. How often / you / have / English lessons / your previous school?

III. Current Education:

8. What / name / your current school?
9. How long / you / attend / your current school?
10. What subjects / you / enjoy / most / your current school?
11. How often / you / study English / your current school?

B GOAL Discuss Urbanization

Listening

- A** You are going to hear a discussion about the factors that cause urbanization. Before you listen, complete these definitions in pairs.

Urbanization push factors are negative things that _____.

In contrast, pull factors are positive things that _____.

- B**  2 Listen to the first part of the discussion and check your definitions.

- C**  3 Listen to the rest of the discussion and take notes. Then write *cultural*, *economic*, *environmental*, or *personal* in the spaces below.

- Put the factors in the order the professor mentions them.
 - _____ factors
 - _____ factors
 - _____ factors
 - _____ factors
- Write the correct factor for each example that the speakers mention.
 - bad family relationship: _____ factor
 - excellent quality of life: _____ factor
 - good or bad weather: _____ factor
 - lack of good jobs: _____ factor

- D MY WORLD** In groups, brainstorm other things that can cause people to move into a city. Then, label them as *cultural*, *economic*, *environmental*, or *personal*.

PRONUNCIATION: Contractions with Auxiliary Verbs

In speech and informal writing, it is common to use the contracted form of auxiliaries like *be*, *have*, *would*, and *will*.

Auxiliary	Contraction(s)	Example
<i>am / is / are</i>	<i>'m / 's / 're</i>	She's moving overseas next month.
<i>has / have / had</i>	<i>'s / 've / 'd</i>	I've been looking for a new job.
<i>would</i>	<i>'d</i>	They'd like to emigrate to Canada.
<i>will</i>	<i>'ll</i>	He'll call us tomorrow.

- E**  4 Write the contractions. Then listen and check (✓) the ones you hear.

- ... we have discussed ... _____ ☐
- ... I am going to ... _____ ☐
- ... they are different ... _____ ☐
- ... I would like ... _____ ☐
- ... he has finished ... _____ ☐
- ... I will leave ... _____ ☐
- ... my sister is kind of ... _____ ☐
- ... we had moved ... _____ ☐

- F** In pairs, take turns saying the contractions in **E** aloud. Then take turns making new sentences using the contractions.

Communication

Urbanization is a double-edged sword, bringing both opportunities and challenges.

- G** Read the information in the box. In small groups, brainstorm the opportunities and challenges that urbanization can bring to an area.



GOAL CHECK Discuss Urbanization

Work in groups. Refer to the challenges in **G**. Discuss what can be done to deal with these challenges.

Maybe we could...

People explore Bolívar Square in Bogotá, Colombia. Good weather makes Colombia an attractive place to live in or visit.



C

GOAL Discuss Ways to Preserve a Tradition

Language Expansion: Culture and Cultural Values

A Read the text. In pairs, discuss what “culture” means to you.

“Culture” refers to the shared beliefs, values, customs, and behaviors that **characterize** a group or society. It includes **various** aspects of human life, including language, music, **cuisine**, religion, art, literature, traditions, and social **norms**. It is learned and **transmitted** from one generation to another through various forms of communication, such as storytelling, education, and **socialization**.

Traditions are also very much an important part of culture, and we must try our best to **preserve** them. By understanding and **valuing** cultural traditions, we can **appreciate** the **diversity** of our world.

B Match the definitions with the words in **blue**.

1. _____ to make sure that something is kept
2. _____ passed from one person to another
3. _____ the quality of having a range of many different people or things
4. _____ considering something as important
5. _____ standards or behaviors that are typical or accepted within a particular group of people
6. _____ describe or show the quality of something
7. _____ the process of learning to be part of a society
8. _____ art of cooking
9. _____ feel grateful for something
10. _____ many different

C MY WORLD In small groups, take turns giving examples of the traditional values, customs, and beliefs of Vietnamese people. Compare them to those of other cultures that you know.

Grammar (See Grammar Reference p. 147)

Adverbial Clauses of Result

An adverbial clause of result begins with the subordinate conjunctions *so ... that* or *such ... that*. The word(s) after *so / such* gives the reason, and the clause after *that* explains the result. (Note: *that* is optional.)

Several *so ... that* patterns are possible:

1. *so* + adjective phrase (+ *that*) + clause
2. *so* + adverb phrase (+ *that*) + clause
3. *so* + *many / few* + countable noun phrase (+ *that*) + clause
4. *so* + *much / little* + uncountable noun phrase (+ *that*) + clause

such (+ *a / an*) + (adjective) + noun
(+ *that*) + clause

The movie is **so good that** I've seen it three times.
She left **so quickly that** we couldn't say goodbye.
The city has **so many interesting events that** people here can have fun all year round.
I have **so little money that** I cannot even take the bus to work.

It's **such an interesting history book that** I've been reading it for hours.
They are **such good documentaries that** I've seen them several times.

D Fill in the blanks with *so* or *such*.

- A:** Hey! Your hometown is (1) _____ a beautiful city that I can't wait to explore every corner of it when I go there next month. Is it cool there at this time of the year?
- B:** Not really. It's (2) _____ hot that it can be difficult to stay outside for too long.
- A:** What can tourists like me do in your hometown?
- B:** Go sightseeing, have fun at entertainment centers, or visit cultural museums! In fact, there are (3) _____ many choices that it may be hard for you to choose.
- A:** What about the traffic?
- B:** The traffic can be (4) _____ bad during rush hours that it can take hours to get to the city center. At other times of the day, traveling around the city is not so difficult.

E Combine the sentences, using *so ... that* or *such ... that*.

- The elders in our community are respected. People always listen to them.

- Our community's traditions are valued. They are passed down from generation to generation.

- The Hùng King Festival is very popular. People come from all over the country to attend it every year.

- Those dancers performed beautifully. The audience couldn't keep their eyes off them.

- Việt Nam has a long history. It's impossible to talk about it in one or two days.

Conversation

F 5 Listen to the conversation.

- Tom:** I'm doing some research about family histories. Could you tell me about your background?
- Julia:** Sure! I have a diverse background. I was born here, but my mom comes from Mexico, and my dad's from Brazil, but his father was born in Japan. So I guess I'm half Mexican, one-quarter Brazilian, and one-quarter Japanese.
- Tom:** Wow! Your family's really multicultural. Why did your parents choose to come here?
- Julia:** They thought that the quality of life here was so high that they should immigrate.
- Tom:** This city does have a good quality of life, but it's really expensive. I get so little money from my job that it's hard to live here.
- Julia:** You're right. House prices are rising so quickly that I've been thinking about moving somewhere cheaper.

SPEAKING STRATEGY

Place stress on phrases that begin with **so** to indicate that you are introducing a reason or a result.



GOAL CHECK Discuss Ways to Preserve a Tradition

Work in groups. Discuss the following questions:

- Is it important to keep the traditions of a family or community? Why?
- What can we do to preserve our traditional values?

D GOAL Discuss Improving Communities

Reading 6 (Optional)

A Discuss the questions in small groups.

1. What is the man in the photo doing and how does it improve his community?
2. What other things can people do to improve their community?

B Scan the text. In which paragraph(s) do you find the following information?

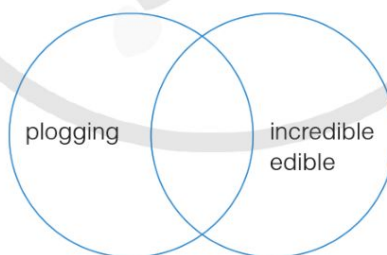
1. The names of towns and cities
2. The names of people who started a trend
3. A description of a new kind of exercise
4. Ways to measure a city's quality of life
5. Some types of food that people are growing

C Read the text. Write **T** for *true*, **F** for *false*, or **NG** if the information is *not given* in the text.

1. Most of the world's population lives in cities with a lower quality of life. _____
2. It's always a good idea to move to a better place with a higher quality of life. _____
3. Erik Ahlström's idea of plogging has become popular in communities all over the world. _____
4. Mary Clear and Pam Warhurst started growing vegetables in Todmorden to sell them to other places. _____
5. Mary Clear and Pam Warhurst's idea hasn't become popular outside of Todmorden yet. _____

D In small groups, categorize the following benefits as *Plogging* (P), *Incredible edible* (I), or both (B).

- a. It lets local people spend time outdoors.
- b. It might help local residents save money.
- c. It could help local people become healthier.
- d. It has become popular all over the world.



GOAL CHECK

The text mentioned "... a new form of tourism called vegetable tourism." Work in groups.

1. Design a project for an ecotourism site to promote ecotourism.
2. Write a proposal for the site or an introduction to promote ecotourism.
3. Present ideas to the class.

10 Unit 1

Đọc bản mới nhất trên hoc10.vn



Plogging is a Scandinavian lifestyle trend where joggers pick up garbage as they run.

Bản mẫu gợi ý

Quality of Life

- 1 Each year, several organizations publish a list of world cities with the best quality of life. The organizations look at various factors to make their lists: a stable government, little crime, and good public transportation and hospitals. Cities with a good quality of life are also usually close to nature, have attractive buildings, access to museums, nice weather, and a clean environment.
- 2 For residents of these cities, life is generally great. However, even the best cities have some issues. In addition, approximately half of the world's population lives in cities with a lower quality of life. These people may dream of migrating somewhere better, but this may not be possible. A more practical alternative is for these people to find a way to improve the quality of life in their own communities.
- 3 Erik Ahlström provides a good example of this kind of personal action. Several years ago, he moved to Stockholm, the capital of Sweden. In general, Stockholm has an excellent quality of life. However, Ahlström felt that there was too much trash on the city streets. He decided to combine picking up the trash with jogging. He called this new activity plogging, and soon other people were helping him. However, it has become so popular that people now go plogging in communities all over the world.

- 4 Mary Clear and Pam Warhurst are also good examples. They live in Todmorden, a small town in northern England. They found some areas of land nobody was using and began growing vegetables, fruit, and herbs. Their idea was that local residents could pick and eat them. People from other places soon heard about this “incredible edible” idea and wanted to know more. Todmorden now has so many visitors that residents there joke that they have invented a new form of tourism called vegetable tourism.

edible (adj) suitable and safe for eating



E

GOAL Describe Famous Landmarks

Communication

A Match the names of the famous landmarks and their photos. Write the letters.

- | | |
|------------------------|-----------------------|
| a. Eiffel Tower | d. Taj Mahal |
| b. Great Wall of China | e. Sydney Opera House |
| c. Statue of Liberty | f. One-Pillar Pagoda |



B Read the descriptions of the famous landmarks in **A**. In pairs, discuss and correct the wrong information in the descriptions. You can look up the information online if necessary.

1. This is an iconic structure in Lyon. It was built for the 1889 World's Fair.
2. This massive wall was constructed over 1,000 years ago to protect China from invaders.
3. It's located in New York City. It was a gift from the UK.
4. This beautiful mausoleum in India was built by an emperor for his son.
5. This performing arts center in Singapore is well-known for its unique design.
6. This was built to look like a cherry blossom. It is one of the most famous religious and cultural landmarks in Việt Nam.

C In groups, choose one of the landmarks in **A** and prepare a short description of it. Present your information to the class. You may choose from the notes below and / or use your own ideas.

One-Pillar Pagoda	The Statue of Liberty
• a Buddhist temple in Hà Nội • originally built in 1049 by Emperor Lý Thái Tông • the structure: supported by one single pillar, surrounded by a peaceful garden and pond • recognized as a national historical and cultural relic in 1962 • [your idea]	• a large statue of a woman holding a torch in her right hand • on Liberty Island in New York • the structure: made of copper, 151 feet tall • represents Libertas, the Roman goddess of freedom • symbolizes the friendship between France and the United States • [your idea]

Writing

WRITING SKILLS: Describing Something

One common goal for writing or speaking is to describe something to other people. A good description will help readers or listeners get a clear picture of something in their minds. There are several good ways to include descriptive language:

- use adjectives to describe nouns (e.g., a **large, exciting, modern** city)
- use adverbs to describe verbs or adjectives (e.g., the house is **beautifully** designed)
- use prepositional phrases to add details (e.g., a beautiful view **of the river**)
- make comparisons with other things (e.g., it's **larger than** a soccer field)

D In pairs, find and underline examples of descriptive language in the text.

The Temple of Literature, also known as Văn Miếu, is a significant cultural and historical landmark of Việt Nam. Located in the heart of Hà Nội capital, the temple is Việt Nam's oldest university. It was first constructed in 1070 during the reign of Emperor Lý Thánh Tông to serve as the country's center of learning and scholarship. For centuries, the temple was the site of rigorous exams for students who wished to become civil servants.

The temple is a source of national pride for the Vietnamese. It is known for its stunning architecture, with its distinctive roofs and intricate carvings. The temple complex features five courtyards, each with its own unique features. One of the most famous features is the Imperial Academy, a series of buildings where Việt Nam's scholars were trained.

Today, the Temple of Literature is a popular tourist destination. It is particularly popular during the Vietnamese Lunar New Year, when students come to pray for good luck in their studies. The site also hosts various cultural events throughout the year such as traditional musical performances, calligraphy exhibitions, and art shows. For those interested in Vietnamese history, architecture, or culture, a visit to the Temple of Literature is a must.

E Read the text again. Write answers to the following questions, paying attention to the language used to describe the famous landmark.

1. What is the name of the landmark?
2. Where is it?
3. When was it built?
4. What is it famous for?
5. What can people do there?



GOAL CHECK Describe Famous Landmarks

Write a description (180–200 words) of a famous landmark. Include facts and interesting details in your writing. You may use the ideas and expressions learned from the Communication section.

Answer the following questions to guide your writing:

1. Where is the landmark?
2. When was it constructed / ...?
3. What is it famous for? What is special about it?
4. What can people do there?

UNIT

2

The Mind's Eye

An eastern screech owl in its nest

Look at the photo and answer the questions:

- 1** What do you see in the photo?
- 2** Is it easy to understand the image, or did it take you a moment?



UNIT 2 GOALS

- A. Express Degrees of Liking
- B. Discuss Mental Influences
- C. Talk about Personal Characteristics
- D. Discuss Improving Your Memory
- E. Describe an Emotional Experience

A

GOAL Express Degrees of Liking

Vocabulary

- A** Read the text. Then, in small groups, discuss which stage of life is most interesting for a child and why.



Teenagers (ages 13–19) tend to take more risks than people of other ages.

Humans **go through** many physical changes from childhood to adulthood. For example, a baby boy might weigh 2.7 kg and be less than 0.5 m at birth, but might grow to 120 kg and 2 m tall by the age of 20. In addition, people go through many mental changes. In fact, in some ways, the development of our minds is greater and more important than the growth of our bodies.

Here are some important cognitive milestones that all children go through:

- | | |
|----------------|---|
| 0 to 11 months | <ul style="list-style-type: none"> Can make out the faces of family members Can respond to facial expressions like smiles Begin to connect words to objects or pictures |
| 1 to 3 years | <ul style="list-style-type: none"> Can act on instructions from adults or caregivers Can imagine and make up stories or play imaginary games May begin to tell lies about things they did or did not do |
| 4 to 8 years | <ul style="list-style-type: none"> Can make out basic emotions like happiness in other people May find that the actions of their friends can affect them Can stand up to challenges and use more than one method to solve problems or puzzles |
| 9 to 12 years | <ul style="list-style-type: none"> May like to set a physical or mental challenge for themselves Can understand that their actions may have long-term effects |
| 13 to 17 years | <ul style="list-style-type: none"> Can pick up on most emotions, such as disgust or shock, in others Can understand and influence the beliefs of other people |

WORD FOCUS

Cognitive milestones are important steps in a child's mental development.

- B** Complete these definitions with a **blue** word from the text.

- To _____ something means to identify it with difficulty.
- To _____ what someone says means you take action according to their suggestions.
- To _____ something means to create or invent something.
- To _____ something means to notice it or recognize it.
- If you _____ a difficult situation, you face it and do not allow it to overcome you.
- To _____ means to undergo or experience something or a period.

- C** Complete the sentences with the correct forms of the **blue** words from the text.

- Growing mentally is something we do throughout our lives. We have to _____ challenges that come our way.
- To grow mentally, we need to make a plan of what we want and _____ it.
- To understand people's feelings, we need to listen to them and actively _____ their non-verbal cues and body language. Children can start to _____ stories as soon as they begin to develop their imagination.
- _____ adolescence can be a challenging stage in one's life.

Grammar (See Grammar Reference pp. 147–148)

Infinitives and -ing Forms 1

When two verbs are used together, the second one often is an infinitive (e.g., *to do*) or an -ing (e.g., *doing*) form.

Some verbs take only infinitives. For example, *agree*, *decide*, *hope*, *manage*, *plan*, *promise*, and *wish*.

They **promised to buy** her a book.

Some verbs take only -ing forms. For example, *avoid*, *delay*, *dislike*, *discuss*, *enjoy*, *finish*, and (*don't*) *mind*.

We **enjoy staying** here each year.

Some verbs can take either infinitives or -ing forms with almost no difference in meaning. For example, *continue*, *hate*, *like*, *love*, and *prefer*.

I **prefer eating** at home, but my partner **prefers going out**.

D  **7** Listen to some parents talk about their children. Check (✓) whether each parent uses an infinitive or an -ing form after the verb. Then listen again and practice saying what you hear.

1. ☐ infinitive ☐ -ing form

4. ☐ infinitive ☐ -ing form

2. ☐ infinitive ☐ -ing form

5. ☐ infinitive ☐ -ing form

3. ☐ infinitive ☐ -ing form

6. ☐ infinitive ☐ -ing form



GOAL CHECK Express Degrees of Liking

Complete the tasks.

1. In pairs, put these expressions in order from most like to most dislike: *be mad about*, *like*, *dislike*, *don't mind*, *can't stand*. Then, discuss whether an infinitive, an -ing form, or both can come after each expression.

2. Work individually. Use each expression in a sentence about your own likes and dislikes.

3. Interview your classmates to find someone who:

Name

- can't stand something you like.
- likes something that you dislike.
- doesn't mind something that you dislike.
- is mad about something you don't mind.

B GOAL Discuss Mental Influences

Listening

A Look at the girls in the photo. What similarities and differences do you think they have? For example, do you think one might be more polite or outgoing than the other? Discuss in a group.

I think the mother should pay attention to her child.

I agree! I might tell her to put down her phone.

B Read these situations in pairs. Discuss what you think about each person's actions, and what you might say to him or her.

- You are at a park. A young boy is crying. A woman sitting next to the boy is looking at her phone instead of taking care of him.
- You are at a drugstore. You have been waiting to pay for a long time. Suddenly, a man runs to the front of the line. He buys one thing and leaves the store without saying sorry to anyone.

C  8 Listen to an interview and take notes. Then, choose the right answers.

1. What do the speakers say about cognitive biases?
 - a. They change how people talk to each other.
 - b. They affect how people understand things.

Cognitive bias can make it hard to believe the truth about Lucy and Maria Aylmer: they are twins!



2. What is an example of the halo effect?

- a. Believing that somebody wearing great clothes is probably also very intelligent
- b. Preferring to spend time with, and talk to, people who are attractive and nice

3. What is an example of the actor-observer bias?

- a. A boy who tells some people he failed a test because he was sick on the test day, but tells other people he failed because he did not study enough.
- b. A girl who believes that she failed a test because she was sick on the test day, but believes other people failed because they did not study enough.

WORD FOCUS

To **influence** someone or something means to affect the person or thing.

D Work in a group. Discuss these questions.

1. Do you think the halo effect might have influenced your answers to **A**? Why?
2. Do you think actor-observer bias could have influenced your answers to **B**? Why?
3. What are some positive reasons why the people in **B** might have acted in those ways?

PRONUNCIATION: th Sounds

The letters *th* may be voiced (which means your throat vibrates) or unvoiced (no vibration).

voiced (/ð/)
the, that, breathe

unvoiced (/θ/)
thin, both, theater

In names, *th* is sometimes pronounced as /t/, such as in *Thomas* or *River Thames*.
In some compound words, *th* is pronounced separately as /t/ and then /h/, such as in *adulthood*.

E  9 Look at the phrases. Say the **bold** words with voiced and unvoiced *th* sounds and check (✓) the correct pronunciation. Then, listen to check your answers.

- | | | |
|--|---------------------------------|-----------------------------------|
| 1. products they're advertising | ☐ voiced | ☐ unvoiced |
| 2. to buy those products | ☐ voiced | ☐ unvoiced |
| 3. makes us think they are | ☐ voiced | ☐ unvoiced |
| 4. Here's another cognitive | ☐ voiced | ☐ unvoiced |
| 5. a mother with her son | ☐ voiced | ☐ unvoiced |
| 6. the mother looks angry | ☐ voiced | ☐ unvoiced |



GOAL CHECK Discuss Mental Influences

In small groups, describe a time when your actions or the actions of somebody you know might have been affected by the halo effect or by actor-observer bias.

C

GOAL Talk about Personal Characteristics

WORD FOCUS

A person's **attitude** is how he or she behaves or thinks.

Language Expansion: Personality Characteristics

A Circle the correct word to complete each sentence.

1. An **anxious** / **easygoing** person may worry a lot about things in their life like everything depends on it.
2. **Cheerful** / **Sensible** people usually have a positive attitude as if nothing can bring them down.
3. **Easygoing** / **Shy** people usually stay calm and avoid getting upset as if nothing can bother them.
4. People who are **outgoing** / **anxious** enjoy spending time with others as though socializing is their favorite hobby.
5. **Reliable** / **Cheerful** people usually want to do what other people expect as though they have a sense of duty towards others.
6. A person who is **selfish** / **shy** thinks only about themselves as though no one else matters.
7. A(n) **outgoing** / **sensible** person usually makes decisions the way a rational thinker would use their logical reasoning and careful consideration.
8. **Shy** / **Reliable** people usually don't like meeting strangers as though they are afraid of social interaction.

B In small groups, make a list of other words to describe people's personal characteristics. Share your list with the class.

C MY WORLD Work in a small group. Share some words that describe your personality or the personality of a person you know well.

Matias is my brother.
He is really extroverted.

Yes, he loves
talking to people.



Grammar (See Grammar Reference p. 148)

Adverbial Clauses of Manner

The way / like / as if / as though are conjunctions. We use them with other verbs to say how somebody does something.

Like / the way

She looked at him **like** he was crazy for suggesting such a thing.
He plays the guitar **the way** a true artist performs on the stage.

As if / as though

Use unreal tenses (subjunctive) to describe an imaginary situation.

He walks as if he **knew** the place.
(He gives the impression that he knows the place, but he doesn't.)

Use real tenses to describe a real situation.

He walks as if he **knows** the place.
(Perhaps he actually knows the place.)

D Circle the correct words to complete the sentences.

1. She always acts as if she *knows* / *knew* the answer, but I know she just guesses.
2. He is walking so confidently, as though he had *owns* / *owned* the entire world.
3. The dog barked at the cat like they *were* / *weren't* enemies.
4. She spoke softly as if she *wanted* / *didn't want* to wake the baby.
5. The little girl dresses up as though she *is* / *were* a princess.
6. The child held on to the teddy bear as though it *was* / *wasn't* his only friend.
7. I cook bánh chưng the way my grandmother *does* / *did* two years ago.

E Complete the sentences using adverbial clauses of manner to describe the situations provided.

1. The little girl dances _____.
2. Susan is making the speech _____.
3. John behaves _____.
4. _____ everyone was against him.
5. _____ she knew everything about the topic.
6. _____ it was his native language.



GOAL CHECK Talk about Personal Characteristics

Make three lists of words to describe the characteristics you want in a close friend, a teacher, and a manager. Then, complete the steps.

1. In pairs, take turns sharing the words from one of your lists, but don't say which list it is. Can your partner guess which person you are describing?
2. Repeat step 1 twice more, with a different partner each time, until you have shared all three lists.

D GOAL Discuss Improving Your Memory

Reading 10 (Optional)

A Complete the tasks in small groups.

1. Categorize the following activities as *Physical Activities* (P), *Mental Activities* (M), or both (B) and add three more activities to each group: swimming, climbing, chess, video games.
2. Join another group. Read your lists aloud once. Try to write the other group's lists from your memory.

B Skim the article. Which of these titles is the best alternative? Why? Discuss in pairs.

- a. People at the World Memory Championship
- b. Cicero's Memory Method from Ancient Rome
- c. Memory Competitions and Memory Methods

C Read the text. Write **T** for *true*, **F** for *false*, or **NG** if the information is *not given* in the text.

1. The Mind Sports Olympiad is as well-known as the Olympic Games. _____
2. Yanjaa Wintersoul set two world records for remembering names and faces. _____
3. The "memory journey" method was first introduced by a Roman person. _____
4. The "memory journey" method links ideas to people. _____
5. The "memory journey" is a very popular method as it's so easy to use. _____

D Use words in the text to complete the following summary of the "memory journey" method. Change the forms of the words if necessary.

A (1) _____ person introduced the "memory journey" method over (2) _____ years ago. This method helps people improve their (3) _____ and it is very (4) _____ to use. It involves thinking about a (5) _____ place or journey and (6) _____ each item you need to remember with a location on it. Funny or interesting connections are advised as these help you remember the items better when you "walk" the journey in your (7) _____.

✓ GOAL CHECK

Discuss these questions as a class or in a group.

1. Do you think the memory journey method is useful? Why?
2. What other methods for improving your memory do you know? How useful are they?

How Memories Are Made



These days, there are many sports competitions that are a physical challenge to the athletes. Well-known examples include the soccer World Cup and the Olympic Games. There are other events, however, that are less well-known, but also very challenging: the Mind Sports Olympiad, and the World Memory Championships. These events are not physical competitions, but mental ones. At the World Memory Championships, for example, competitors have to **memorize** people's names and faces, or **random** images.

At an international memory competition in Indonesia in 2017, Yanjaa Wintersoul achieved two world records: one for remembering 212 names and faces in 15 minutes, and one for remembering 354 images in five minutes.

The people who win gold at these events are very good at using their minds and their memory, but anybody can improve their memory. One method has been known for a long time: the "memory journey." A famous Roman named Cicero wrote about it more than 2,000 years ago. The **process** is simple. First,

think about a familiar place or journey, such as the rooms in your home. Next, think of some items to remember and connect each item in your mind to one room, or one location on the journey. Funny, crazy, or interesting connections are best because they are easier to remember. Finally, "walk" the journey in your mind and "see" the items in each location.

Imagine you need to remember a shopping list. You might connect each item to the rooms in your home. For example, you might imagine seeing some bananas "sleeping" in your bed, watching some eggs rolling down your stairs, or swimming across a river of orange juice outside your front door... Then, when you go shopping, you "walk" from your bedroom to your front door in your mind and "see" what you need to buy.

memorize (v) to learn something so you remember it perfectly
random (adj) happening without any regular pattern and without anybody choosing or deciding it
process (n) a series of steps or events for doing something that happens in a specific order

The "memory journey" method has been used for centuries as an effective way to enhance memory skills.

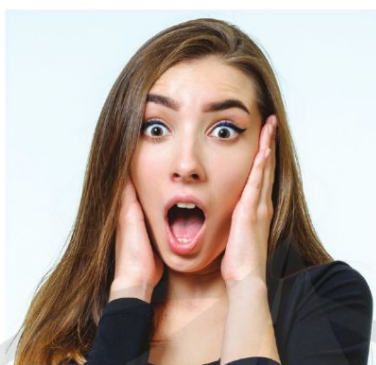
E

GOAL Describe an Emotional Experience

Communication

A In small groups, match these emotions to the correct pictures. Then, discuss some situations in which people might experience each emotion.

disgust	anger
fear	happiness
sadness	surprise



disgust

B Interview some of your classmates to complete the table.

1. How many people have been angry more often than you this week?	
2. Who cannot remember the last time he or she was disgusted?	
3. Who has recently seen something that made him or her feel fear?	
4. How many people have felt both happiness and sadness this week?	
5. Who really loves being surprised by something? Who really hates it?	

Writing

WRITING SKILLS: Answering Unasked Questions

Good communicators think about questions their readers or listeners might have about the topic and then answer those questions when they speak or write. Some examples of unasked questions that you could answer include:

*Why? Who? Where? When? What? How? How much? How many?
How long? How often?*

- C** Read this paragraph about an emotional experience. Then work in pairs to match each underlined phrase to the unasked question that it answers.

I once experienced mixed feelings on my birthday two years ago. I got up in the morning, expecting my family and friends to do something special, but they did not give me any gifts or even say "Happy birthday!" This made me feel very sad and disappointed, of course. In the evening, I texted some friends to see if they wanted to go out, but they all said they were too busy and refused to join me. This made me kind of angry. Then, somebody knocked on my door. When I opened it, my family and all of my friends were standing there, with a birthday cake and my name on it! They even sang the "Happy birthday" song for me! They had come to have a party at my home. I was very surprised, but also really happy that people had not forgotten my birthday. In fact, it was an unforgettable moment in my life.

When
Who

- D** Work individually. Plan and then write one paragraph (180–200 words) about a time when you experienced one or more emotions. Make sure you answer some unasked questions your readers might have. Use the paragraph in **C** as a guide.



GOAL CHECK Describe an Emotional Experience

Talk about a positive emotional experience you had recently. Say:

- what the experience was.
- where and when you had it.
- who was with you when you had it.
- and how it made you feel.

Take one minute to prepare, and then speak for 1–2 minutes.

UNIT

3

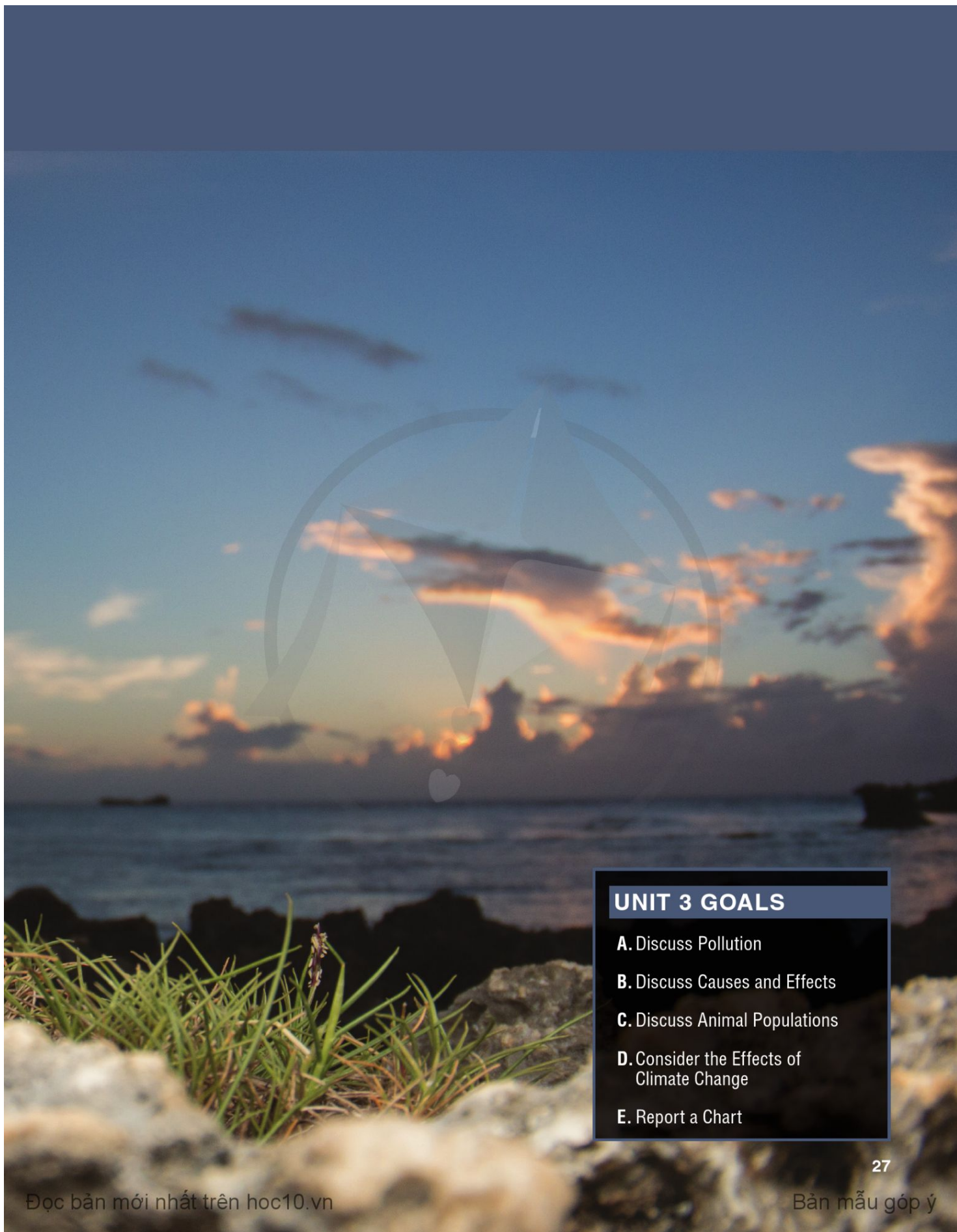
Changing Planet

Look at the photo and answer the questions:

- 1** What do you see in the photo?
- 2** In what other ways have animals had to change because of humans?

These days, animals have to deal with the effects of humans on the environment. This hermit crab, for example, is using a piece of trash as a shell.





UNIT 3 GOALS

- A. Discuss Pollution
- B. Discuss Causes and Effects
- C. Discuss Animal Populations
- D. Consider the Effects of Climate Change
- E. Report a Chart

A

GOAL Discuss Pollution

Vocabulary

- A** Read the text. Does your town or city have a pollution problem?
Discuss in pairs.



Tower Bridge, a famous landmark in London, UK, is barely visible through the fog on the River Thames.

In early December 1952, the weather in London was very cold. In their houses, people lit fires to stay warm. On the streets, they took cars, buses, or trains to work. There was little wind, so the cold air stayed over the city. **Pollution** from the fires and **vehicles** also stayed in the air. When people woke up on the morning of December 5th, they saw **thick** fog.

Londoners had **experienced** thick fogs for hundreds of years. These thick fogs were called *pea-soupers* because their color was like soup made from yellow peas. But the Great Smog of 1952 was the worst one ever. It was so thick and so dark that drivers could not see the lights of other cars, people walked into each other on the streets, and nobody could see the sun.

By Tuesday, December 9th, the fog was gone, but its **effects** continued. The air **quality** had been so bad that thousands of people died and about 100,000 became sick. Luckily, not all of the effects were **negative**. Soon after the Great Smog, the government **created** the Clean Air Act. This **law** helped people breathe easier by reducing the **level** of pollution across the country.

- B** Complete each definition with a **blue** word.

1. Quality describes how good or bad something is.
2. A _____ is a rule that people in a country must follow.
3. A _____ situation is one that is bad or that has a bad effect.
4. A person who _____ something made it happen or exist.
5. If a person _____ something, it happened to him or her.
6. If dust, smoke, or fog is _____, it is hard to see through it.
7. People use _____ to travel from one place to another.
8. Something that makes air or water dirty is called _____.
9. The _____ of an action are what happens as a result of it.
10. The _____ of something like pollution is how much of it there is.

- C** Complete each collocation below with a **blue** word from the article.

- | | |
|-----------------------|------------------------|
| 1. water or air _____ | 3. a _____ effect |
| 2. pollution _____ | 4. _____ fog or clouds |

WORD FOCUS

Words that are commonly used together are called **collocations**.

Grammar (See Grammar Reference pp. 148–149)

The Passive 1

The passive (or passive voice) is formed using *be* + past participle of the main verb.

Pollution **is caused** by vehicles.
People **are affected** by pollution.

To turn an active sentence into a passive one, the direct object of the active verb becomes the subject of the passive verb. (For this reason, verbs that do not take a direct object usually cannot be passive) You can add the subject of the active verb to the passive sentence after *by* as the agent.

Pollution causes many problems.
subject active verb direct object
Many problems are caused by pollution.
subject passive verb agent

The passive is more common in formal, written English than in informal, spoken English. The passive is used:
1. to emphasize the object of a verb by making it the subject of the passive sentence.
2. when the agent (the person or thing doing the action) is unknown, unimportant, or obvious.

D Read the beginning of a conversation. Which speaker uses a passive?

- Carlos:** I didn't know that London used to have bad pollution. Did you?
Sofia: Actually, yes. I was told about the Great Smog by a friend.
Carlos: Was he living there when it happened?
Sofia: No way! He's the same age as us!

E 11 Read the rest of the conversation. Circle the correct answers. Then listen to check your answers.

- Carlos:** Have you ever experienced bad pollution?
Sofia: There was a lot of pollution in my city last year. A law (1) *passed* / *was passed* by the government, and people (2) *told* / *were told* not to drive their cars for a week.
Carlos: Wow! What (3) *happened* / *was happened*?
Sofia: The law (4) *worked* / *was worked*. The level of pollution (5) *reduced* / *was reduced* a lot.
Carlos: Good. I bet many people were unhappy about not driving, though.

F Complete each definition with a word from the box. One word is extra.

1. Water pollution means the water in an area is not _____.
2. If a place has smog or the air is _____, it has air pollution.
3. A place with a noise pollution problem can be very _____.
4. Places that are never _____ have a light pollution problem.

clean
dark
dusty
loud
strong



GOAL CHECK Discuss Pollution

Tell your classmates which kind of pollution is the biggest problem where you live: water, air, noise, or light. Say what the pollution is caused by and explain why it is a problem.

B GOAL Discuss Causes and Effects

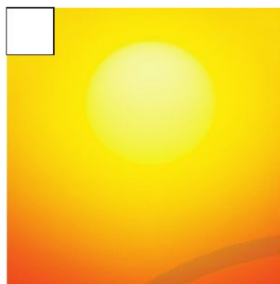
Listening

A You will hear an interview with a scientist discussing “extreme weather events.” In pairs, discuss what you think this expression means.

B  12 Listen to the first part of the interview. Check your ideas from **A**. Then number the types of extreme weather discussed in the order you hear them.



Flood



Heatwave



Snowstorm



Tornado

C  13 Listen to the second part of the interview. Complete each statement with two words that the scientist says.

1. A few extreme weather events happen _____.
2. Extreme weather events are becoming _____.
3. News stories often discuss big floods or _____.
4. Extreme weather is probably happening more because of _____.
5. To fix the problem, humans need to produce _____.

A levee is a natural or man-made wall which holds back flood water.
This man-made levee protects a home in Vicksburg, Mississippi.



PRONUNCIATION: Linking Words Together

Whether two words are linked together in speech depends on the sound at the end of the first word and the beginning of the second.

consonant sound → same sound	link	<i>heavier rain → heavie_rain</i>
consonant sound → a/e/i/o/u sound	link	<i>the reason is → the reaso_nis</i>
a/e/i sound → a/e/i/o/u sound	link with y sound	<i>agree on → agree_yon</i>
o/u sound → a/e/i/o/u sound	link with w sound	<i>and so on → and so_won</i>

- D** 14 Read the extract. Underline the words that should be linked together. Then listen to check your answers.

Why are extreme weather events happening more? The most likely reason is climate change. A hotter climate leads to warmer summers, but also heavier rain, colder winters, more storms, and so on. How can we fix it? One way would be to produce clean energy.

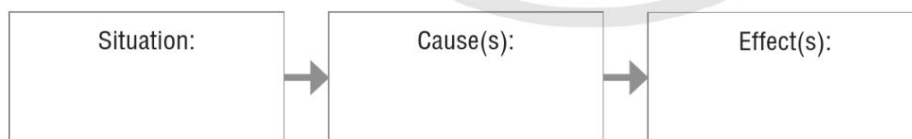
- E** In pairs, take turns reading the extract in **D** aloud. Make sure you link the words together.

Communication

- F** Answer the questions in your notebook. Then interview two students and write down their answers. Finally, work in pairs and share what you learned.

1. What is one thing that causes pollution?
2. What is one effect of pollution?
3. What is one cause of climate change?
4. What is one negative effect of extreme weather events?

- G** Complete the chart with a global situation, or a personal situation. Add causes and effects.



SPEAKING STRATEGY

Explaining cause and effect

One cause of this is ...
This was caused by ...
As a result, ...
This led to ...



GOAL CHECK

Discuss Causes and Effects

In small groups, take turns sharing the cause(s) and effect(s) of your situation, but don't say what your situation is. The other group members will listen and try to guess the situation.

This situation is making me really tired and stressed. I'm studying until late every day and not seeing my friends.

Are you preparing for an exam?

C

GOAL Discuss Animal Populations

Language Expansion: Saying Large Numbers

hundreds (100s)	524 → five hundred (and) twenty-four
thousands (1,000s)	1,250 → one thousand, two hundred (and) fifty
ten thousands (10,000s)	17,400 → seventeen thousand, (and) four hundred
hundred thousands (100,000s)	432,060 → four hundred thirty-two thousand, (and) sixty
millions (1,000,000s)	2,400,900 → two million, four hundred thousand, (and) nine hundred

- A** Complete the article on climate change with the numbers from the box. Then compare answers in pairs.

400
45,000
200,000
350,000

When we talk about climate change, we often focus on how it affects humans. However, it affects every species on the planet. Saiga antelope, an endangered species, were affected by the effects of climate change in 2015. Around (1) _____ of the animals died over a period of two weeks. This was about 60 percent of a population of roughly (2) _____ saiga. Scientists believed the deaths had been caused by bacteria. These bacteria, normally not dangerous to saiga, can poison the animals when the weather becomes hotter and more humid.

Another example happened in Australia in the summer of 2014. The temperature had climbed to 105 degrees Fahrenheit. It was so hot that thousands of flying foxes, a kind of bat, died. It is estimated that at least (3) _____ of these bats were killed by the heat in a single day. Events like this continue to happen. Early in 2018, a smaller number of flying foxes—about (4) _____—were found dead near Sydney.

- B** Work in pairs. One student reads aloud a number from the list in **A**; the other says what the number refers to.

45,000

The number of bats that were killed by the heat in a single day.



Critically endangered Saiga antelope in a nature reserve in Kalmykia, Russia

Grammar (See Grammar Reference p. 149)

The Past Perfect	
Use the past perfect to talk about something that happened before another event in the past. subject + <i>had</i> + (<i>not</i>) + past participle	Local people discovered that hundreds of fruit bats had died because of the heat.
If the order in which things happened is clear or not important, either the past perfect or simple past can be used. Often, a word like <i>before</i> or <i>after</i> is added so the order is clear.	The bacteria had not been dangerous <i>before</i> the heat and humidity got worse. The bacteria were not dangerous <i>before</i> the heat and humidity got worse.

- C** In pairs, underline examples of the past perfect in the text in **A**.
- D** Read each sentence and underline the event that happened first. Then rewrite the sentences in your notebook so the event is in the past perfect.
1. The Great Smog of 1952 made about 100,000 people sick before it ended.
 2. After the smog ended, the government passed a law to clean up the air.
 3. Approximately 200,000 antelope died because the weather became hotter.
 4. Human populations decreased, so wild boars became a problem.

Conversation

- E**  15 Close your book and listen to the conversation. Who saw a wild boar?
- Kenzo:** Look at this photo, Paula. It was taken by my grandma.
Paula: That's not a pig, is it, Kenzo?
Kenzo: No, it's a wild boar. It was standing outside her front door one day.
Paula: Wow! What did she do?
Kenzo: She called the police, but by the time they arrived, the boar had gone.
Paula: That sounds so scary. I'm glad it didn't happen to me!

SPEAKING STRATEGY

Expressing Surprise
 Wow!
 That's not a pig, is it?
 I can't believe it!

- F** Practice the conversation in pairs. Then add some details and events to make it more funny or interesting. Share it with the class.
- G** Talk about a funny or interesting experience you have had or known. Use the past perfect.



GOAL CHECK Discuss Animal Populations

Choose one of the endangered species below or find one of your own. Research the answers to the questions. Then share what you learned in groups.

Animals

California condors
 Bengal tigers
 Galápagos penguins

Questions

- What was the animal's population in the past?
- What is its current population?
- How has it been affected by climate change or human activities?
- What could humans do to keep it safe in the future?

D

GOAL Consider the Effects of Climate Change

Reading 16 (Optional)

- A** In pairs, read the title of the text. How do you feel about the idea that coffee might be in danger? Why?
- B** In pairs, discuss which numbers about coffee are correct and circle them. Then scan the first paragraph of the text to confirm your answers.
1. The amount of land on which coffee is grown (in acres):
270,000 / 27 million
 2. The amount spent on coffee by US businesses (in dollars):
5.5 million / 5.5 billion
 3. The money made by US businesses from coffee (in dollars):
12 billion / 12 trillion
 4. The number of cups of coffee drunk by people each year:
500 million / 500 billion
 5. The number of people who work on farms growing coffee:
25 million / 250 million
 6. The amount of coffee exported in Việt Nam in a specific year:
1.78 million / 1.87 million
- C** Read the text. Write **T** for *true*, **F** for *false*, or **NG** if the information is *not given* in the text.
1. Coffee is grown in one quarter of the world's countries. _____
 2. No other country grows more coffee each year than Brazil. _____
 3. Coffee plants can die if they get too much rain. _____
 4. Farmers in Brazil plan to grow new plants before 2050. _____
 5. Coffee berry borer beetles make coffee plants sick. _____
 6. Coffee berry borer beetles cause millions in damage yearly. _____



GOAL CHECK

Work in pairs. Which of these statements are supported by the text? Then discuss how climate change is affecting your life as well.

- a. Climate change could soon affect a huge, global industry.
- b. Climate change could affect everything from bugs to plants, to people, to society.
- c. Climate change must be combatted by people working together.
- d. Climate change may help people living in some regions or doing some jobs.



Is Coffee in Danger?

Around the world, coffee is grown by about 25 million farmworkers on about 27 million acres of land. That's more than seven percent of Earth's surface! Just in Brazil, the world's largest coffee grower, almost 6.2 billion pounds of coffee are grown each year. In Việt Nam, coffee exports reached approximately 1.78 million tonnes in 2022 alone. Every year, people drink more than 500 billion cups. Businesses in the United States spend about \$5.5 billion to bring coffee into the country, and make more than \$12 billion by selling it. Coffee is big business.

Unfortunately, climate change could be a big threat to this business and the people who depend on it. To grow good coffee, the weather must be just right. If it is too hot or too cold, or if there is too much or too little rain, the plants might die or the coffee beans might be of poor quality. Climate change is making the world hotter and changing where and how much rain falls. Many regions that have perfect weather for growing coffee now will not be good places to grow coffee in the future. In Brazil, for example, more than half of good coffee land will not be usable by the year 2050.

Even worse, an insect called the coffee berry borer beetle, which likes to eat coffee beans, also loves hotter weather. This means that as the climate changes, there will be more of these insects living in more places and more coffee plants will be attacked. In addition, diseases such as coffee rust (a disease that causes the tree to lose its ability to produce berries/beans) become more common when the weather is hotter and wetter.

Coffee is the favorite drink of people all over the world. Unless humans work together to stop climate change and protect coffee, it could become part of our history, not our future.

Farmworkers who depend on coffee for their livelihoods are vulnerable to the impacts of climate change.

E

GOAL Report a Chart

Writing

WRITING SKILLS: Reporting a Chart

Useful Language

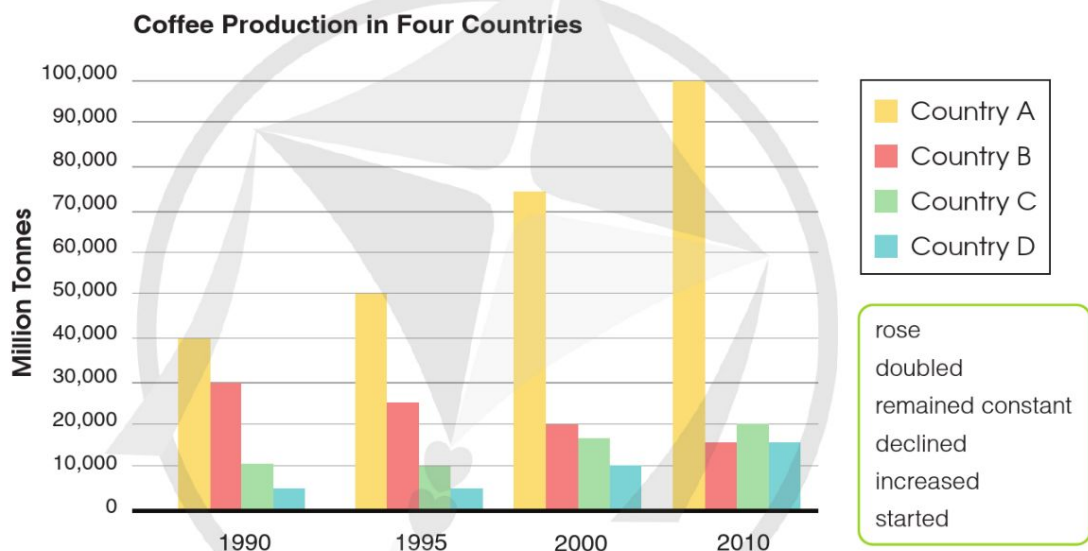
Introduction: The chart / graph / ... *shows / describes / illustrates* ...

Overview: In general, / Overall,

Language to describe trends:

- rise / go up / increase / climb / grow / soar / ... **to / by** ...
- fall / go down / decrease / drop / decline / plummet / ... **to / by** ...
- start at / stand at / fluctuate from ... to ... / peak at / reach the lowest point at

A Read the report. Fill in the blanks with the appropriate words in the box. More than one answer may be possible.

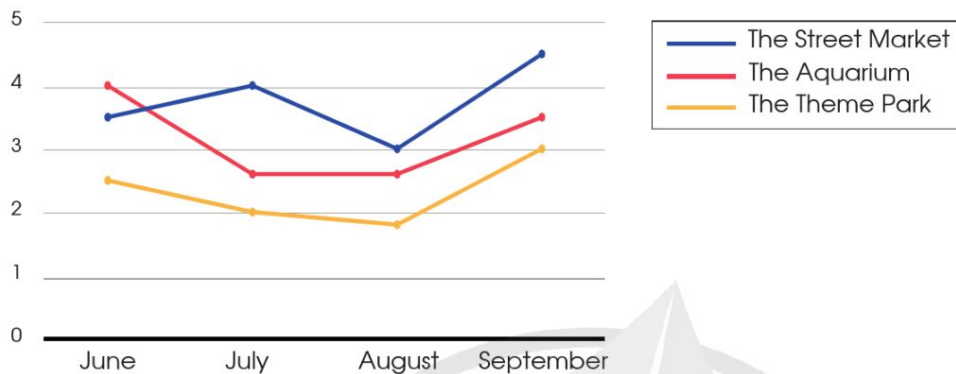


The bar chart shows information about coffee production in four countries from 1990 to 2010. All countries, except Country B, had an increase in coffee production, and Country A was the biggest producer throughout the 20-year period. Country A's coffee production started at 40,000 tonnes in 1990 and (1) _____ steadily to 100,000 tonnes by 2010. On the other hand, Country B's coffee production (2) _____ from 30,000 tonnes in 1990 to 15,000 tonnes in 2010. Country C's coffee production (3) _____ at 10,000 tonnes in 1990, (4) _____ for five years, and then (5) _____ to 20,000 tonnes in 2010. Country D's coffee production followed the same pattern, staying at 5,000 tonnes for five years and then (6) _____ to 15,000 tonnes in 2010. To sum up, Country A was the most significant coffee producer, followed by Country C and Country D. Meanwhile, Country B's coffee production decreased over the years.

B Work with a partner to identify the introduction, overview, and data presentation in the report in **A**.

- C** Analyze the chart. Write the introduction and overview. Decide what data should be presented in the body of the report.

Number of tourists who visited different tourist attractions in a country, 2009 (in thousands)



Introduction: The line graph shows _____.

Overview: Overall, _____.

Data: 1. The Aquarium: 4,000 - highest number in June.

2. The Theme Park: _____.

3. The Street Market: _____.

Communication

- D** Read the following data. Discuss with your partners why climate change is affecting global agriculture. Then, find some impacts of climate change on your city / country. Suggest some solutions.

- 60% of wild coffee species could become extinct due to climate change.
- Global wheat yields have already declined by 6% since the 1980s due to climate change.
- The global area suitable for wine grape growing could decrease by as much as 56% by 2050 due to climate change.
- Climate change could cause global corn yields to decrease by up to 10% by 2050.
- Rice yields could decrease by as much as 40% in some regions by the end of the century due to climate change.



GOAL CHECK Report a Chart

Look at the line graph and the analysis you have done in **C**, then write a report. You should write 150–180 words.

UNIT

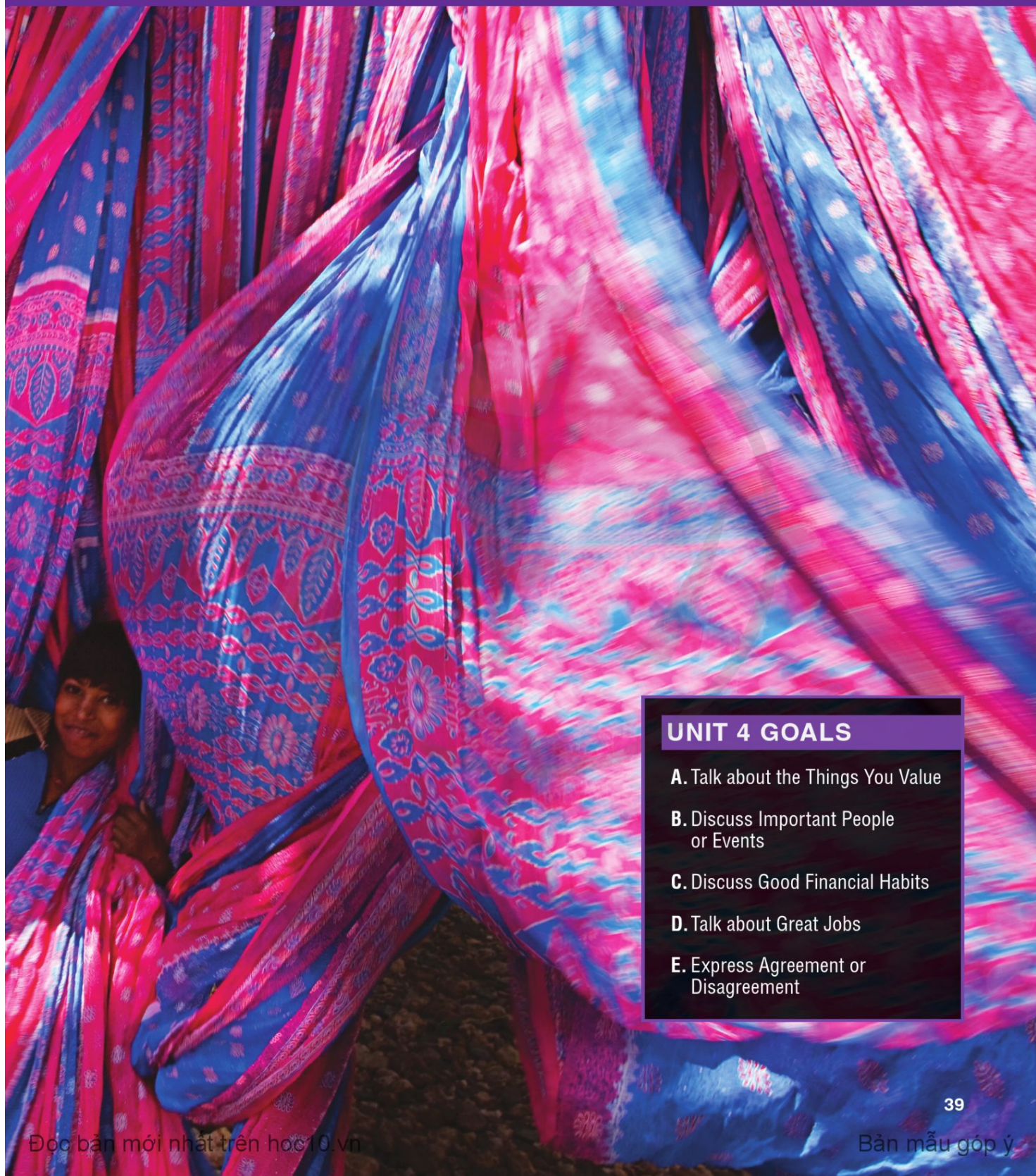
4

The Good Life

Workers at a textile factory in Rajasthan, India

Look at the photo and answer the questions:

- 1** What do you see in the photo?
- 2** How do you think the people feel?



UNIT 4 GOALS

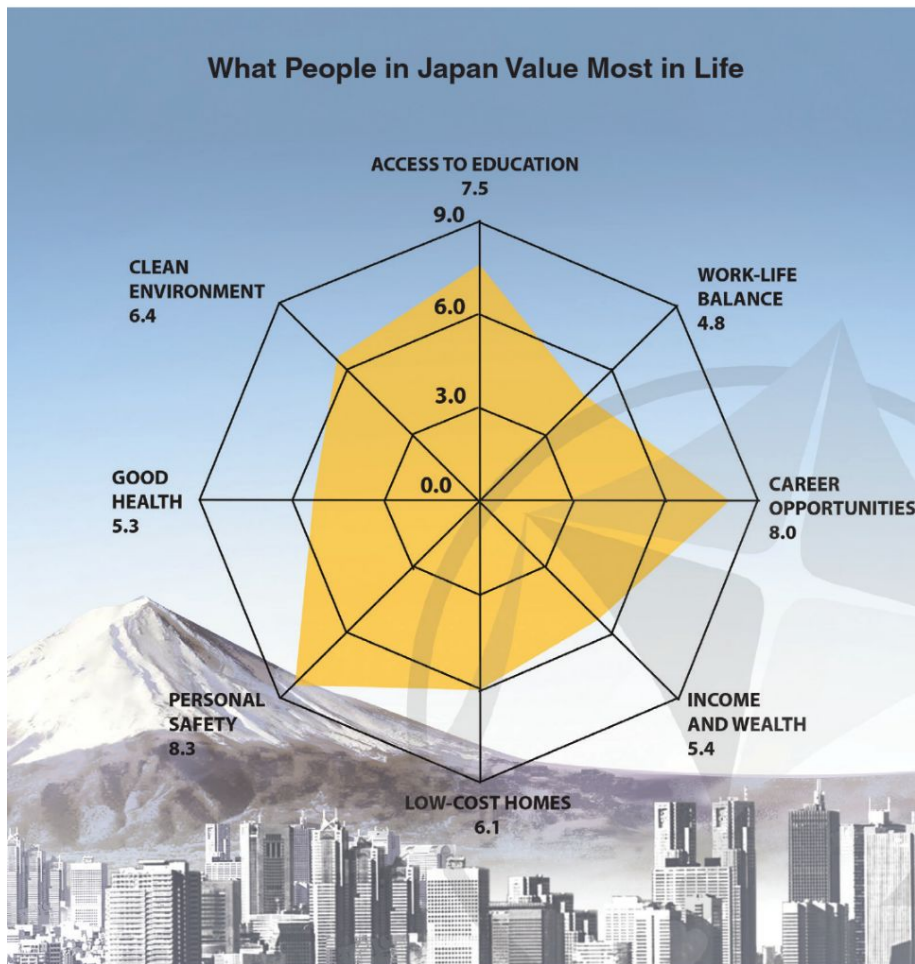
- A. Talk about the Things You Value
- B. Discuss Important People or Events
- C. Discuss Good Financial Habits
- D. Talk about Great Jobs
- E. Express Agreement or Disagreement

A

GOAL Talk about the Things You Value

Vocabulary

A Read the text. In pairs, discuss its main idea.



To find out about the things that people **value** most in life, the Organisation for Economic Co-operation and Development (OECD) surveyed people in many countries. The OECD's questions asked people to give a score for several **criteria**, or topics, based on how good they felt about these parts of their lives. The average score for all topics is the overall level of life **satisfaction** in that country. The criteria were: having **access** to high-quality education; being able to find a **balance** between work and other parts of life; having good **opportunities** for a successful **career**; making a good **income** and having enough **wealth**; being able to **afford** a nice home; feeling safe; having good health and access to high-quality medical care; and living in a clean environment.

B Complete each definition with a word in **blue** from the text.

- _____ are situations that give you the possibility to do something.
- _____ are the things you think about when you judge something.
- _____ is how much money or valuable goods a person has.
- A _____ is your job or the work you do during your working life.
- To _____ something means having enough money to buy it.
- To _____ something means to think that it is very important.
- Having _____ to a thing means you have the right to use or see it.
- Two things that are in _____ have the same weight or importance.
- Your _____ is the money that you get from working or investing.
- Your _____ with a thing is how happy and good you feel about it.

WORD FOCUS

Investing is the process of using money to try to make more money.

C MY WORLD In small groups, discuss these questions. Explain your answers.

1. What is more important: access to good education or to high-quality healthcare?
2. Some people say satisfaction comes from having wealth. Do you agree?

Grammar (See Grammar Reference pp. 149–150)

Infinitives and -ing Forms 2	
Both infinitives and <i>-ing</i> forms can be the subject of a sentence.	Finding out / To find out the information is important.
Infinitives can give more information about some nouns and adjectives.	She doesn't have enough <u>time</u> to do it. It is <u>important</u> to finish it soon.
<i>-ing</i> forms can be the object of a preposition.	He is good <u>at</u> doing that.
Prepositions after Some Verbs	
Some verbs often require a preposition before its object: • Preposition for: ask, apply, care, hope, look, etc. • Preposition from: benefit, borrow, choose, come, learn, etc. • Preposition in: believe, excel, invest, participate, succeed, etc. • Preposition of: accuse, disapprove, dream, make fun, think, etc. • Preposition on: comment, decide, depend, focus, insist, etc. • Preposition to: apply, belong, get used, lead, talk, etc. • Preposition with: agree, collaborate, connect, deal, disagree, etc. Example: He is looking for a new job with a high salary. For some verbs, a direct object is needed between the main verb and the preposition. Example: The police accused him of stealing the car.	

D Choose the correct preposition to complete each sentence.

1. I'll apply _____ the scholarship next year. (from / to / for)
2. Children benefit _____ reading books and loving literature. (on / from / for)
3. She excels _____ sports and aims to compete professionally. (on / in / from)
4. I dream _____ studying abroad after graduation. (from / to / of)
5. I depend _____ my loyal customers as a small business owner. (on / in / for)
6. Collaborating _____ others is important to achieve common goals. (of / with / for)

E In pairs, find and underline examples of infinitives and *-ing* forms in **A**. Then in **B**, rewrite definitions 5 and 6 to start with an *-ing* form and definition 7 to start with an infinitive.



GOAL CHECK Talk about the Things You Value

1. Decide how much you value each of the eight criteria in the chart in **A**. Assign a score, from 8 points for the most important thing to 1 point for the least important one.
2. In a small group, calculate the average score for each criterion. Use the average score to create a chart like the one in **A**.
3. Compare your chart with other groups. How are they similar and different?

B

GOAL Discuss Important People or Events



A lollipop is a type of candy.

Listening

A Add an *-ing* phrase to complete this sentence about your life.
For example, you might write *Coming to this country...* or *Going to school...*

_____ changed my life.

B In groups, share and discuss your sentences from **A**. Then, discuss these questions.

1. What is more likely to change people's lives: a person or a thing? Why?
2. What is more likely to improve people's lives: a small change or a big one? Why?

C Listen to two conversations between two friends and take notes. Then put the events in the order they happened.

1. Conversation 1 (17)

Josh tells a story about a man named Drew.

Josh's story

- _____ a. Drew Dudley's actions and words changed the woman's life.
- _____ b. The woman thought about leaving school and going home.
- _____ c. The woman met Drew Dudley when he was giving out lollipops.
- _____ d. The woman was worried about starting college.

2. Conversation 2 (18)

Ian tells a story about something his teacher did.

Ian's story

- _____ a. Ian's teacher wrote the message on the board.
- _____ b. Other students were not nice to the new boy.
- _____ c. The message made Ian change how he acted.
- _____ d. The new boy became a student at Ian's school.

D Discuss these questions in small groups.

1. How could you explain the idea of a "lollipop moment" to someone who has never heard of it?
2. Is it always a good idea to thank people who did or said something that changed your life? Why?

Pronunciation: Assimilation of the Sound /t/

In spoken English, sounds between words can slightly change to make them easier to pronounce. It occurs when sounds blend together as they are nearby in a word.

The sound /t/ becomes /p/ when it occurs before /p/, /b/, /m/.

wet **p**aint
light **b**lue
hot **m**eal

The sound /t/ becomes /k/ when it occurs before /k/, /g/.

cut **c**ost
bright **g**reen

E  19 In pairs, take turns saying the following sentences. Circle the assimilation of the sound /t/. Then listen and check your answers.

1. Athletes often have strict diet plans.
2. She wore a short black dress to the party.
3. I wish I had said thank you to my teacher for writing that message.
4. When Dudley was at college, a woman spoke to him one day.
5. The student gave her the lollipop, and she took it.

Communication

F In pairs, take turns asking and answering these questions.

1. What do you think about college?
2. Have you ever thought about becoming a leader?
3. Who is the last person you gave a gift to?



GOAL CHECK Discuss Important People or Events

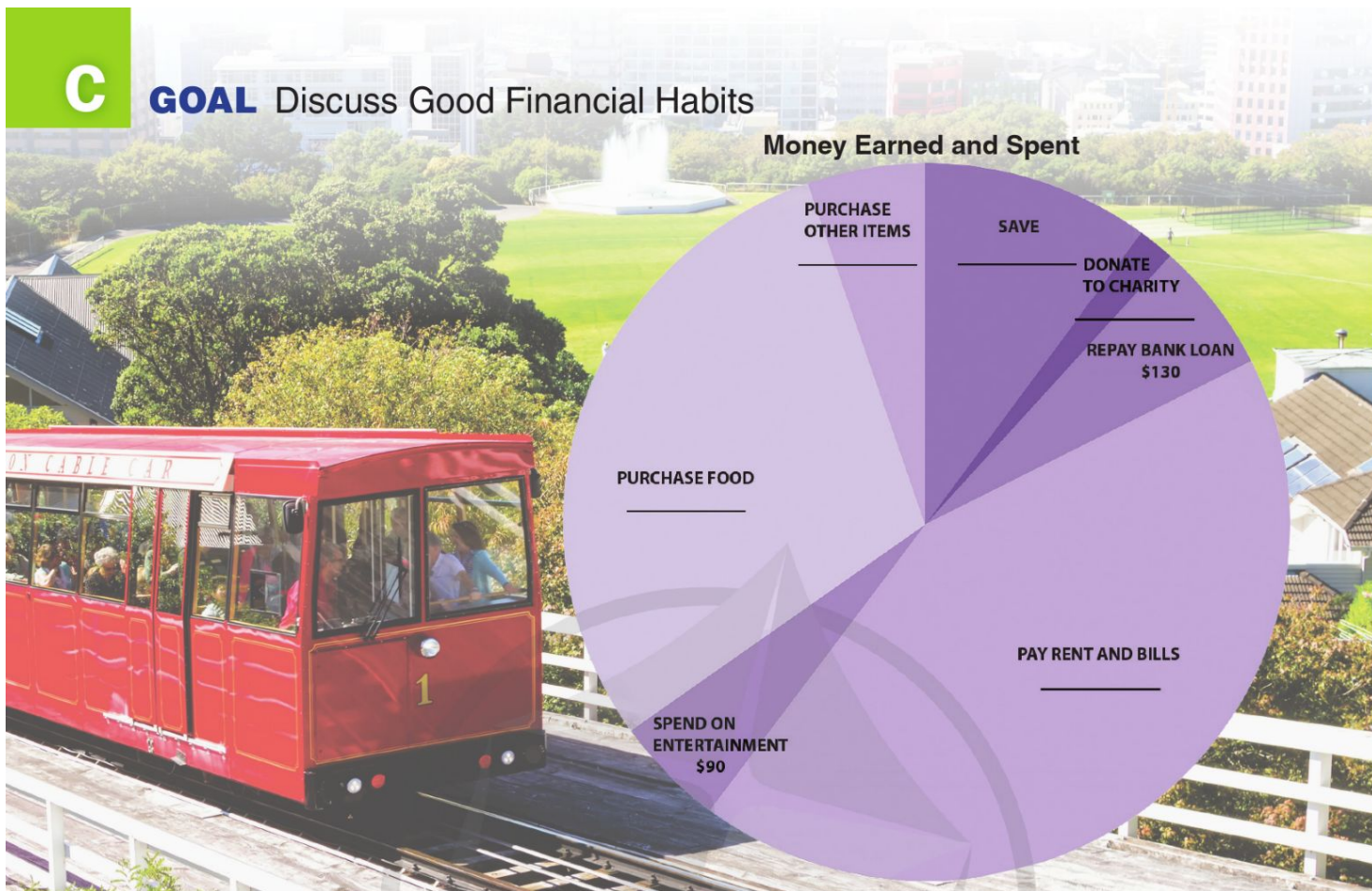
1. Complete the notes about an important person or event from your life.

Person / Event: _____
When it happened: _____
What happened: _____
How it changed you: _____
What you said to this person / what you would like to say / what you said to others about the event: _____

2. In small groups, take turns talking about the important person or event. When it is your turn to listen, take notes. Then use your notes to ask questions after the speaker has finished.

C

GOAL Discuss Good Financial Habits



A

\$30
\$100
\$200
\$600
\$850

B

buy
give
make
pay back
set aside

SPEAKING STRATEGY

Showing excitement

That's fantastic!
That's wonderful!
Congratulations!
Wow!

Language Expansion: Expressions Related to Money

A Together, David and Alessandra earn \$2,000 each month. The pie chart shows what they do with their money. In pairs, complete the chart using the numbers in box A. Then match each word or phrase in box B to its synonym from the chart.

Conversation

B 20 In pairs, complete the conversation using words from box B. Then listen to check your answers.

Alessandra: David! I have great news! I was given a promotion at work today.

David: That's fantastic! Congratulations! You really deserve it.

Alessandra: Starting next month, I'm going to (1) _____ \$500 more per month.

David: Wow! That's going to make a big difference in our lives.

Alessandra: I know. Should we invest it or (2) _____ our bank loan more quickly?

David: Let's repay our loan. And I think we should (3) _____ more money each month. I want us to (4) _____ a house so that we don't have to pay rent every month. The rent was raised a lot this year!

Alessandra: I agree. And if anything is left after our bills have all been paid, we could (5) _____ a little more money to charity, too.

C MY WORLD In small groups, take turns answering these questions:

1. Do you do the same things with your money as David and Alessandra?
2. How often do you do these things?

D In groups, imagine you will get an extra \$500 each month. Discuss different things you could do with the money. What are the pros and cons of each idea?

WORD FOCUS

The **pros** and **cons** of something are its advantages and disadvantages.

Grammar (See Grammar Reference p. 150)

The Passive 2

The passive is often used with simple verb forms.

He **is / 's given** the money every week. (simple present)
 He **was given** the money last week. (simple past)
 He **will / 'll be given** the money next week. (future)
 He **has / 's been given** the money this week. (present perfect)

The passive can also be used with continuous forms to talk about things that were, are, or will be in progress at a certain time.

He **is / 's being given** the money right now. (present continuous)
 He **was being given** the money yesterday at 11 a.m. (past continuous)

E In pairs, find and underline two examples of the passive in the conversation in **B**. Is each example present, past, present perfect, or future?

F Work with a different partner. Use the cues to write passive sentences. Use the information in the chart to help you.

1. the bills / pay (present perfect) _____
2. the money / donate to / charity (simple past) _____
3. the items / purchase / next week (future) _____
4. the bank loan / repay (past continuous) _____
5. the rent / pay / every month (simple present) _____
6. the food / buy / now (present continuous) _____



GOAL CHECK Discuss Good Financial Habits

1. Write a list of three financial habits that can help you live a better life.
2. Share your list with a partner. Discuss the pros and cons of each habit and choose the best four.
3. Join another pair of students. Share your lists. Discuss the pros and cons of each habit and choose the best five.
4. Share your group's list with the class. After every group has shared their list, vote on the six best financial habits.
5. In your group, discuss which of the six habits you will start doing and why.

D GOAL Talk about Great Jobs

Reading 21 (Optional)

A In pairs, match the words to their definitions.

- | | |
|---------------------|---------------------------|
| 1. busy ____ | a. causing a lot of worry |
| 2. challenging ____ | b. extremely tiring |
| 3. depressing ____ | c. hard or difficult |
| 4. exhausting ____ | d. having a lot to do |
| 5. low-paid ____ | e. making one feel sad |
| 6. stressful ____ | f. providing little money |

B Read the text. Write **T** for *true*, **F** for *false*, or **NG** if the information is *not given* in the text.

- People who do not feel life satisfaction may not take on challenges at work. _____
- Dan Price raised his staff's salary to \$75,000 a year. _____
- Perpetual Guardian's plan was good for workers as well as for the company. _____
- People who work at Airbnb can travel to another country for work or fun. _____

C Choose the best answers to the following questions.

- When did Dan Price make changes to the salaries of his workers?
a. in 2010 b. in 2013 c. in 2015
- How did Dan first get enough money to support the new salary policy at his company?
a. He reduced his own salary.
b. He looked for financial sources.
c. He made his employees work harder.
- What is "came up with" in paragraph 3 closest in meaning to?
a. created b. approved c. performed
- Where would the following sentence best fit?
"They also worked harder, so the company was very pleased with the success of its plan."
a. at the end of paragraph 1
b. at the end of paragraph 2
c. at the end of paragraph 3

✓ GOAL CHECK

In groups, discuss the following questions.

- Who would you most like to work for, Dan Price, Perpetual Guardian, or Airbnb? Why?
- Besides salaries and work hours, what other factors may affect job satisfaction? Which factor is important to you when you choose your future job?

46 Unit 4

Đọc bản mới nhất trên hoc10.vn



Different factors collectively contribute to an individual's job satisfaction.

Bản mẫu gợi ý

Want a better job? Work for a better company

Some people love working so much that it doesn't feel like work. But most people are not so lucky. They need money to live, so they need a job. However, they don't love their work, and they feel unhappy. And because they are unhappy, they may not work hard. Luckily, some people and companies are trying to improve things.

Dan Price is the CEO of a company based in Seattle. In 2015, he raised the salaries of all of his workers to \$70,000 a year, much higher than the average income in the United States. To pay for this, he cut his own salary to the same amount. Interestingly, according to a study by Princeton University in 2010 about salaries, people who make around \$75,000 each year are happier and feel more satisfaction than those who make less or more money. Since Price made his decision, his workers have been happier and his company has been more successful.

Money is one reason why some workers are unhappy with their jobs. Another reason is working too many hours. Perpetual Guardian, a company based in New Zealand, wanted staff to have a better work-life balance. The company **came up with** a plan. Its staff were paid for five days, but they only had to work four days each week. Not surprisingly, workers were happier and more satisfied.

Many studies show that people who do things are happier than people who buy things. For example, going on a road trip or learning to play the guitar is better than buying a car or guitar. The famous company Airbnb wants its staff to have great experiences. Workers get \$2,000 each year to stay at Airbnb properties anywhere in the world. As a result, many people who work at Airbnb love their jobs.

E

GOAL Express Agreement or Disagreement

Communication

COMMUNICATION SKILLS: Agreeing and Disagreeing

When speaking and writing, it is common to agree or disagree with a person or idea.

Expressing agreement	I agree with (something) I agree that (idea)	I think / believe it's true that...
Expressing disagreement	I disagree with (something) I don't agree that (idea)	I think / believe that... is wrong (about)...
Expressing degrees of agreement	I completely agree that... I mostly disagree with...	I think you're partially right about...

WORD FOCUS

A **saying** is a well-known phrase about life that many people agree with. **Laughter** is the thing you do and the sound you make when you laugh.

A In small groups, discuss what each saying means. Then use expressions from the box above to say how much you agree or disagree with each saying. Explain why.

1. The best things in life are free.
2. Laughter is the best medicine.
3. Good things come to those who wait.
4. You have to spend money to make money.
5. Good work isn't cheap; cheap work isn't good.

B Work in a different group. Complete these tasks.

1. Come up with a saying that you all agree with. Your saying could be one that is common in your country or one that you make up.
2. Share your saying with the class. Explain what it means and why you all agree with it.
3. How many other people in the class agree completely with your saying? Which group's saying was the most popular?



Students are studying at the University of Bahrain.

Writing

C In pairs, read the paragraph. Then answer the questions by writing sentence numbers in the spaces.

(1) A common saying is that “education can unlock any door.” (2) In my opinion, this saying means that having a good education can help people do new things. (3) I mostly agree with this idea. (4) The first reason is that I think education does give people more opportunities in life. (5) For example, my sister went to college for four years. Because of her good education, she was able to get a great job with a high salary. She also enjoys a good work-life balance. (6) Another reason to support this saying is that education can provide essential life skills. (7) For instance, people can learn problem-solving and critical thinking skills, which are valuable in various situations. (8) On the other hand, some people argue that real-world experience can be equally or more valuable than formal education. (9) They believe that practical knowledge gained through work and life experiences can help people succeed more easily in certain fields. (10) So, this is why I mostly agree that “education can unlock any door.”

- ____ a. Which sentence adds a concluding sentence?
- ____ b. Which sentence explains the meaning of the saying?
- ____ c. Which two sentences give reasons to support the saying?
- ____ d. Which two sentences give examples to support these reasons?
- ____ e. Which sentence presents a contrasting idea?
- ____ f. Which sentence further explains the contrasting idea with examples?
- 1 g. Which sentence introduces the saying to be discussed?
- ____ h. Which sentence states the degree of agreement?

D Choose a saying from **A** and complete the paragraph in your own words.

A common saying is that _____.

In my opinion, this saying means that _____.

I _____ with this idea.

The reason is that _____.

For example, _____.

_____.

However, _____.

_____.

So, this is why _____.



GOAL CHECK Express Agreement or Disagreement

Choose one of the other sayings in **A** and write a paragraph (180–200 words) to say how much you agree or disagree with it. Use the paragraph on this page as a guide.

UNIT
5

Survival



Look at the photo and answer the questions:

- 1** Why might these animals be endangered?
- 2** Are zoos and conservation centers the best way to save endangered species?

An endangered tree pangolin, with her baby, at Pangolin Conservation in St. Augustine, Florida



UNIT 5 GOALS

- A. Say How Things Could Be Different
- B. Explain Actions in Events of Emergency
- C. Talk about Threats to Survival
- D. Discuss Rescues
- E. Give Advice about Difficult Situations

A

GOAL Say How Things Could Be Different

Vocabulary

A Read the text. Then, discuss the meaning of the blue words with a partner.



A young girl looks in amazement at a fossil dinosaur.

One scientific study suggests that up to two billion different **species** may be **alive** now. That's a big number. However, since life began on Earth, scientists think at least **five** billion kinds of plants and animals have gone **extinct**. They know this from the **discovery** of many unknown kinds of fossils: dead plants or animals that have turned to stone.

Why did so many species not **survive**? Some species died out slowly because conditions changed. Others were killed in a huge natural **disaster** that happened about 66 million years ago. A big rock from space, called a comet, hit Earth. It killed the dinosaurs and caused terrible conditions. If humans had been alive at that time, they would have felt **terror**.

Many species are dying out these days, so some scientists think another mass extinction is happening now. They see a **relationship** between human activity and these deaths. For example, they think the problem is happening because humans are causing climate change. Is there any way to **rescue** species that are in danger? Maybe. If a scientist found a way to stop climate change, he or she would be a **hero** to people who care about the planet.

B In pairs, complete these definitions with a blue word from the text.

1. To _____ somebody is to save him or her from danger.
2. A _____ is a person who saves others or has a big effect on them.
3. _____ describes a plant or animal that died out, often a long time ago.
4. A _____ happens when somebody finds something that was lost.
5. A person who has experienced _____ has felt very strong fear.
6. A _____ is a link, or connection, between two people or events.
7. To _____ means to not die during a serious event.
8. A _____ is an event that creates terrible conditions and may cause many deaths.
9. _____ describes a plant or animal that is living, not dead.
10. _____ are groups of plants or animals that are similar in some ways.

C Expand your vocabulary by writing sentences using the noun forms of *extinct* and *survive*, the verb forms of *discovery* and *rescue*, and the adjective forms of *disaster* and *terror*. Work with a partner and use a dictionary if necessary.

Grammar (See Grammar Reference pp. 150–151)

Unreal Conditionals	
Use unreal conditionals to talk about a situation that is not true, but that could be (or could have been) true if something were different.	Dinosaurs are extinct, but if the comet had missed, they might be alive.
Unreal conditionals have two parts: a condition part and a result part. The order of the parts does not matter, but when the condition part is first, you need a comma.	If an earthquake happened, some buildings might fall down . Some buildings might fall down if an earthquake happened.
There are two kinds of unreal conditionals: • To discuss events that you think are unlikely (second conditional). • To talk about events that are impossible (third conditional).	Many plants would not grow if bees died out. If dinosaurs had survived, they would have eaten all the humans.

D Underline the examples of unreal conditionals in the text in **A**. Then, rewrite the examples with the parts in the opposite order.

E In groups, fix the underlined mistakes in these unreal conditional sentences. Then discuss the sentences. How true do you think they are? Why?

1. We might learn more about the past if scientists had discovered more fossils.
2. If the big rock missed Earth 66 million years ago, dinosaurs might have survived.
3. Humans would be an endangered species if dinosaurs are still alive.
4. If climate change stopped getting worse, more species might have lived.
5. If a scientist stopped climate change, she will become rich and famous.



GOAL CHECK Say How Things Could Be Different

Complete these sentences in your own words.

1. I would be happier if _____.
2. If I won a lot of money, I _____.
3. I could have _____ if I had _____.
4. If _____, I _____.

Then, interview your classmates and write the name of someone who wrote something that...

- is funny: _____
- is unusual: _____
- you wish you had written: _____
- you hope comes true: _____

What did you write for the first sentence?

I would be happier if I had more free time.

B

GOAL Explain Actions in Events of Emergency

Listening

A Answer the following questions in small groups.

1. What would you do in the event of a fire emergency?
2. What can people do to put out a fire?

B  22 Listen to the instructions about using a fire extinguisher and put the following steps in the correct order.

- _____ a. Squeeze the handle of the extinguisher to release the extinguishing agent.
- _____ b. Check the label to match the type of fire.
- _____ c. Hold the extinguisher upright and pull the safety pin out.
- _____ d. Continue using the extinguisher until the fire is put out completely.
- _____ e. Check the situation and have an escape plan ready.

C  22 Listen again. Decide whether the following statements are *true (T)*, *false (F)*, or *not given (NG)*.

1. You should use Class C extinguishers when the fire involves electrical items. _____
2. The safety pin should be left in place when using a fire extinguisher. _____
3. You need to aim at the middle of the flames when using the extinguisher. _____
4. You should move the extinguisher from side to side to ensure the entire fire area is covered. _____
5. It's not always necessary to have an escape plan. _____
6. Some fires are easier to extinguish than others. _____



A firefighter battling flames with a fire extinguisher

D Discuss these questions in a group.

1. How important is it for people to know how to use a fire extinguisher?
2. How can people learn these skills?

PRONUNCIATION: Sentence Stress for Emphasis of Meanings

When we speak, we can place emphasis on certain words in a sentence to express a specific meaning or emotion. This is called sentence stress. We use sentence stress to make our message clearer and more effective.

- I **don't** like it. Please stop! (The emphasis probably shows anger.)
- You don't like it? **Really**? (The emphasis probably expresses surprise.)
- Actually, no, I **don't** like it. (The emphasis corrects a misunderstanding.)
- Jonah likes it, but **I** don't. (The emphasis makes the different opinions clear.)

E  23 Listen and underline the words that the speaker emphasizes. Then, in pairs, match each example of emphasis to one of the three reasons (a–c) below.

1. "I mean it's not spreading fast." _____
 2. "Hold it upright and put the safety pin... well... pull the safety pin out so your tool is ready for action." _____
 3. "Remember to aim at the base of the fire, not the center or the top..." _____
 4. "Please move the tool from side to side..." _____
 5. "Continue using the extinguisher until the fire is fully under control." _____
- a. The emphasis corrects a mistake the speaker has made.
 - b. The emphasis contrasts one idea or thing with another one.
 - c. The emphasis makes sure listeners understand a key point.



GOAL CHECK Explain Actions in Events of Emergency

Work in groups. Discuss the following questions.

1. Look at the following emergency situations. What should people do to increase their chances of survival?
 - an earthquake
 - a fire
 - a tsunami
 - ...
2. What can the government do to improve people's survival skills?

C GOAL Talk about Threats to Survival



Has a natural disaster ever affected your country?

Language Expansion: Natural Disasters

A Look at the infographic. Then, complete these descriptions of natural disasters.

1. A _____ is a large storm that begins over the northern Atlantic Ocean.
2. A _____ is when little rain falls and there is not enough water.
3. A fire in the countryside that burns without stopping is a _____.
4. An explosion of rock, dust, and gas from a volcano is an _____.
5. When an _____ happens, the ground shakes and moves.
6. When mud, rock, and stones slide down a hill, it is called a _____.
7. When there is an _____, a lot of snow slides down a mountain.
8. When there is too much rain, a river or lake can cause a _____.

B Discuss this question in a small group.

Some people think natural disasters are becoming more common. Other people think the number of natural disasters is the same, but the media reports them more. Which way of thinking is more likely to be correct? Why?

C MY WORLD Write a list of things that you feel are a threat to your survival. Order the list from most to least dangerous. When you have finished, share your list with a partner. Which threats are on both of your lists?

WORD FOCUS

A **threat** is a dangerous thing that might happen.

Grammar (See Grammar Reference p. 151)

The Simple Past vs. The Past Continuous

Use the simple past to describe a completed action or event in the past.

In the context of natural disasters, we use the simple past to describe the impact or results of the event.

The earthquake **destroyed** many buildings in the city.

The avalanche **buried** the town under the snow, and most houses **were damaged**.

Use the past continuous to describe an ongoing action or event in the past, often with a sense of duration or background information.

In the context of natural disasters, we use the past continuous to set the scene or provide a context for the main event.

The river **was flooding** and the water **was rising** rapidly when the storm hit.

D Complete the sentences with the correct form of the verbs in parentheses.

1. Yesterday, when the earthquake _____ (hit), I _____ (stand) in the middle of the street.
2. While they _____ (pack) their bags for the trip, a hurricane _____ (approach) the town.
3. He _____ (drive) his car when the tornado _____ (strike) the area.
4. The firefighters _____ (rescue) people who _____ (trap) in their houses during the flood.
5. I _____ (hide) under the table while the thunderstorm _____ (rage) outside.

Conversation

E 24 In pairs, write the correct verb form in each blank. Then, listen to check your answers.

Eric: Did you feel that earthquake last night?

Tom: Yeah, I felt it. I (1) _____ (sleep) when the ground (2) _____ (start) shaking. I was worried that the roof might collapse.

Mel: I (3) _____ (be) awake when it (4) _____ (happen). I (5) _____ (watch) TV and suddenly the lamps (6) _____ (start) swaying. I knew it was an earthquake right away.

Tom: I hate earthquakes. I've experienced a few before and they're always scary.

Mel: Yeah, but it's important to know what to do in those situations. You should stay inside and protect yourself until it's over.

Eric: That's true.

F Practice the conversation in groups of three. Then, talk about disasters you have heard about.

SPEAKING STRATEGY

Use *while* or *when* to connect a clause in the Simple Past and a clause in the Past Continuous. The Past Continuous is more likely to go with *while*.



GOAL CHECK Talk about Threats to Survival

In groups, complete the tasks and discuss the questions.

1. Share your lists of threats from C. How many natural disasters are on your lists?
2. In the conversation, Eric, Tom, and Mel talk about earthquake and how to stay safe during such an event. Based on this information, make a list of safety tips for other natural disasters. Share your list with the class.

D

GOAL Discuss Rescues

Reading 25 (Optional)

A Complete the tasks in small groups.

1. Share what you know about these events:
 - The rescue in 2018 of 12 boys and their coach after 17 days trapped in a cave in Thailand.
 - The rescue in 2010 of 33 men after 33 days trapped deep under the ground in Chile.
2. Discuss why you think these events became big news.

B Read the text. Complete each statement with one word from the text.

1. Night got trapped in a cave with friends from his soccer team on his _____.
2. Usually it is safe to enter the cave in _____, but the rains came early in 2018.
3. The boys' coach gave them his _____.
4. The team was discovered by three _____.
5. Over 100 _____ worked to get the boys out.

C Discuss these questions in groups.

1. The boys were all members of the same soccer team. Do you think this helped them survive?
2. This story became news around the world. Do you think this helped the team survive?
3. Do you think Saman Kunan was a hero? How about Coach Chantawong?



GOAL CHECK

Work in a different group. If you were in these situations, what would you do? Explain and support your views.

- An earthquake traps 17 children in a building. Do you help dig them out?
- You see a whale on the beach. It's dying because it's too hot. Do you help keep the whale cool?
- You see a man in a fast-flowing river. He cannot swim. Do you try to help?
- A house is on fire. A person screams, "Save my dog!" Do you go into the house?

A Birthday to Remember

On the morning of June 23rd, 2018, Peerapat Sompiangjai, whose nickname is "Night," was excited. It was his seventeenth birthday, and his plans were to practice soccer and then have fun with his team, the Wild Boars.

To celebrate Night's birthday, the Wild Boars explored the Tham Luang Cave in northern Thailand. Their coach, Ekkapol Chantawong, went with them. Usually it is safe to explore the cave in June, but heavy summer rains suddenly came down. The cave began filling with water and they were **trapped!**

When the boys did not come home that evening, their parents became worried. They found the boys' bicycles, bags, and shoes outside the cave and **raised the alarm**. Soon, the story became big news around the world. **Volunteers** from many countries traveled to Thailand to help.

Inside the cave, the situation was not good. They had a little water, but almost no food. Coach Chantawong tried to help the boys. He let them eat his share of the food. He also told them to lie still in order to use less oxygen.

At last, on July 2nd, three divers found the team alive. Now that divers knew the boys' location, they could bring food, oxygen, and medicine to them. However, the cave was full of water, the boys could not swim, and they were far from the cave entrance.

The rescuers came up with a dangerous, desperate plan. First, they put diving equipment on the boys, then tied themselves to the boys and helped them swim to a dry part of the cave. Finally, more than 100 helpers took turns carrying



The Tham Luang Cave rescue was a remarkable event in Thailand in 2018.

the boys to the cave's entrance.

The plan was very dangerous, and sadly, diver Saman Kunan died while rescuing the boys. However, the Wild Boars, after 17 days in

the cave, were all safe.

trapped (adj) in a situation or place with no way to get out
raise the alarm (verb phrase) tell people about a dangerous situation
volunteers (n) people who work or help without getting paid

Survival 59

Đọc bản mới nhất trên hoc10.vn

Bản mẫu góp ý

E

GOAL Give Advice about Difficult Situations

Communication

A Complete this information with prepositions from the box. Then, compare answers in pairs and discuss what natural disaster the advice is for.

after	during
for	from
inside	on
to	with

Before the Event

- Fix heavy furniture like bookcases or TVs (1) _____ walls or floors.
- Prepare an emergency box with enough food and water (2) _____ three days. You can include items such as canned food, bottled water, and important medications.

(3) _____ the Event

- If you are (4) _____ a building, stay where you are until the shaking stops. Remember to keep calm.
- Find safe spots away from mirrors and heavy objects.
- Cover your head and neck (5) _____ your arms or something protective. If you have a table or desk nearby, you can take cover under it.

(6) _____ the Event

- Move to a safe area that is far away (7) _____ buildings, trees, and things that could fall.
- Follow any instructions by the local authority.
- If you are trapped, try to make noise till rescuers hear you. You can bang (8) _____ something or use a whistle if you have one.

People play golf while an ash plume is visible in the distance from the Kilauea volcano on Hawaii's Big Island.



60 Unit 5

Đọc bản mới nhất trên hoc10.vn

Bản mẫu góp ý

- B** In pairs, think of some social situations that are often difficult, such as starting a new job or giving somebody some bad news. Then, list the situations in order from the most to the least difficult.

COMMUNICATION SKILLS: Giving Advice

When people are in a difficult situation, other people may give them advice. For advice about emergency situations, it is common to use imperative clauses.

Cover your head.

Move to a safe area.

Imperative clauses are very strong and direct, especially in spoken English. In non-emergency situations, it is more common to give advice using specific expressions or modals.

It's a good idea to change computer passwords regularly.

You might want to change your online passwords more often.

Writing

- C** Complete the steps in pairs.

an eruption a fire a flood a hurricane

1. Your teacher will assign you one of the emergency situations in the box. Discuss what advice you could give for how to survive this emergency. Write your advice on a piece of paper.
 2. Pass your paper to the pair of students on your left and take the paper from the students on your right. Read the advice and add any other ideas.
 3. Repeat step 2 until your piece of paper has been returned to you.
 4. Choose the three most useful pieces of advice on your paper. Share them with the class and explain why you chose them.
- D** In pairs, share your list of difficult situations in **B**. Discuss which kinds of situations are more difficult to survive: social situations like starting a new job, or physical dangers like natural disasters. Choose a situation—social or physical—that most of you have experienced.
- E** Write a paragraph giving some advice for people who have to deal with the situation you choose. You should write 180–200 words. Use the model in **A** as a guide. Then join a group and share your advice with other students. Discuss which advice you might follow if you were in that situation.



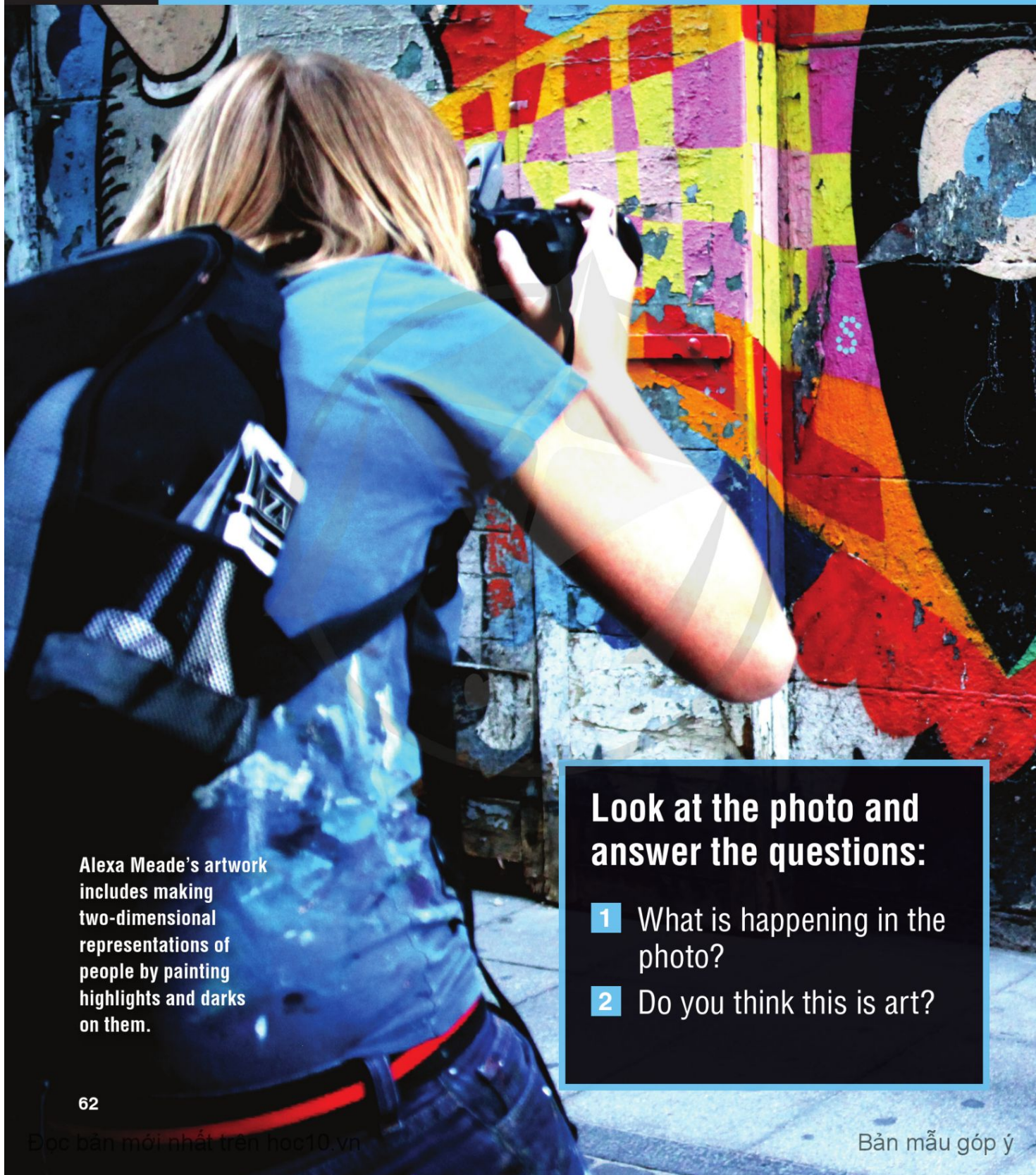
GOAL CHECK Give Advice about Difficult Situations

Think of a difficult situation that you or somebody you know might have to deal with in the future. Take turns sharing your situation with the class and listening to the advice you get. Then say which advice was the most useful, and why.

UNIT

6

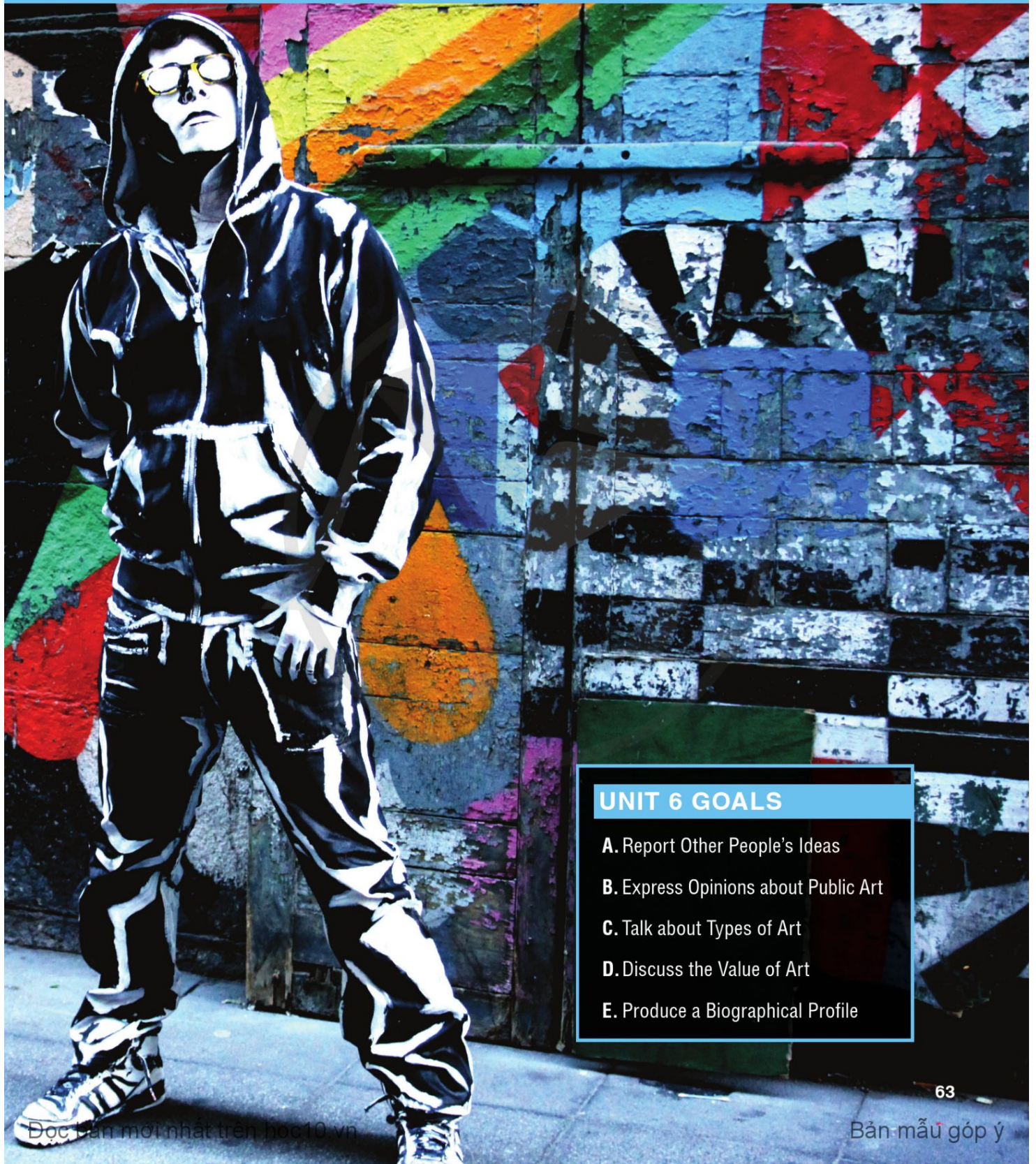
Art Matters



Alexa Meade's artwork includes making two-dimensional representations of people by painting highlights and darks on them.

Look at the photo and answer the questions:

- 1** What is happening in the photo?
- 2** Do you think this is art?



UNIT 6 GOALS

- A. Report Other People's Ideas
- B. Express Opinions about Public Art
- C. Talk about Types of Art
- D. Discuss the Value of Art
- E. Produce a Biographical Profile

A GOAL Report Other People's Ideas

Vocabulary

A Read the text. In pairs, discuss what "great art" means to you.



Berthe Morisot (1841–1895), a French painter, was part of the Impressionist movement. This is one of her well-known pieces, called *A Woman Seated at a Bench on the Avenue du Bois*.

In general, artists are **creative** people who want their work to have an effect on those who see it. Great art can definitely **inspire** positive feelings. However, people's ideas about what "great art" is can change over time. For example, Impressionist art is now widely considered to be great. However, it was **controversial** for many years. People said that the style of painting and the use of color were too different from traditional art.

Modern art can be controversial, too. Take Andy Warhol's *Campbell's Soup Cans*. As the name suggests, it was 32 pictures of cans of soup. When it went on **display** at the Ferus Gallery in Los Angeles in 1962, some experts liked it, but many people said that it was not art. Carl Andre created another controversial piece of art: *Equivalent VIII* is an **installation** that is just a pile of bricks. The Tate, a famous **gallery** in London, England, bought the **unique** work in 1976. It was not expensive, but public reaction to the **exhibition** was negative. People expected to see **portraits** on the wall, not bricks on the floor. How will people feel about *Campbell's Soup Cans* and *Equivalent VIII* in the future? Will people think they are works of **genius**, or will their opinion be less positive? Only time will tell.

B In pairs, complete these definitions with a **blue** word from the text.

1. A _____ is a collection of art that people can look at.
2. A _____ is either a museum that displays art or a shop that sells art.
3. A _____ person is good at coming up with ideas or creating new things.
4. _____ is a special ability or a person who is very intelligent.
5. People have strongly contrasting views about something that is _____.
6. An _____ is art constructed inside a museum or in a public place.
7. Paintings or photographs of the face of a person are called _____.
8. Something that is _____ is different from other things because it is the only one of its kind.
9. To _____ is to give someone an idea that they want to do something.
10. An _____ is a special display of objects or artworks at a gallery or museum.

C Expand your vocabulary by finding the noun forms of *inspire*, *controversial*, and *creative*, the verb forms of *installation*, *exhibition*, *creative*, *controversial*, and *display*, and the adjective form of *installation*.

D In groups, ask and answer the following questions. Try to use the words you've learned in **A** in your talk.

1. Are you a creative person? What kinds of things do you like creating?
2. Do you enjoy going to art exhibitions? Why / Why not? What kinds of things are often on display there?

Grammar (See Grammar Reference pp. 151–152)

Reported Speech	
One way to report what somebody said is to quote his or her words. This is called <i>direct speech</i>.	“I’m going to the gallery tomorrow,” Sarah said. Paulo said, “I’ll go in a few weeks.” Maria told Jorge, “Hang this picture next to the window.” “Don’t mix the colors too soon,” our art teacher said.
<i>Indirect speech</i> is another way to report a person’s words. Some common reporting verbs are <i>ask</i>, <i>order</i>, <i>request</i>, and <i>warn</i>. Note the following changes in indirect speech: • Verb form (The form usually changes—for example, from present to past—to make it clear that the person spoke at an earlier time.) • Pronouns • Time expressions (yesterday → the previous day, tomorrow → the next day, next week → the following week...) • Command, orders, requests, and instructions can be reported with <i>told somebody (not) to do something</i>.	Sarah said (that) she was going to the gallery the next day. Paulo said (that) he would go a few weeks later. Maria told Jorge to hang that picture next to the window. Our art teacher warned us not to mix the colors too soon.

E Rewrite these sentences in indirect speech.

1. Tom: “I think Leonardo da Vinci was a genius.”

2. Ann: “Banksy’s art is controversial, but I like it.”

3. Bill: “The best kind of art is portraits of people.”

4. Zoe: “Galleries should be free so everyone can go.”

5. Tony to Chris: “Make sure this frame is ready tomorrow.”

6. Scarlet to Cindi: “Don’t be late for the gallery opening!”

F In groups of three, act out the direct speech and the indirect speech in **E**.

GOAL CHECK Report Other People’s Ideas

In groups, complete the steps.

1. Choose one of the groups of questions below to interview your group members. Note their answers to these questions.
2. Find a partner from another group. Take turns sharing your interview answers using indirect speech.
 - What do you think makes an art genius? Who is your favorite artist?
 - Should children learn art at school? Why / Why not?
 - Is it important to be creative? Why / Why not? How do people often express their creativity?

B GOAL Express Opinions about Public Art

Listening

- A** Read the text. Then, in small groups, discuss what you think of this art project and whether you would like a similar installation in your city.

The city government today announced a new artwork for downtown. World-famous artist Zofira will turn the empty site where Truman's Department Store used to be into a giant ball pit that children and adults can enjoy. The installation is expected to be finished next spring. The project is being paid for by McKenzie and Company and Northern Trust Bank.

WORD FOCUS

To **argue for** something means to give and support an opinion about a topic.

- B** 26 Listen to the introduction of *Street Talk* call-in show. Complete the text with words from the recording. Use **NO MORE THAN TWO** words for each blank.

Good morning, and welcome to Street Talk, the show that gives you a chance to share your views about (1) _____ affecting our city. Last week, the city government said that it has (2) _____ a new public art installation by the artist Zofira, who has said that the role of art is to improve people's lives. What is this art (3) _____? You know the corner of Elm and Chestnut where the Truman Department Store used to be? Well, Zofira's going to turn the whole site into a giant (4) _____ ball pit for kids and adults. Apparently, the pit will contain millions and millions of (5) _____ balls! What do you think about this controversial installation? Call in now with your views.

- C** 27 Listen to the rest of the radio call-in show. Determine each speaker's general attitude towards public art. What helps you decide their attitudes?

Ted	☐ For	☐ Against	☐ Neutral
Linda	☐ For	☐ Against	☐ Neutral
Aziz	☐ For	☐ Against	☐ Neutral

- D** Complete each opinion by writing the name of the person who expressed it: Ted, Linda, or Aziz.

- _____ suggested the project could attract tourists to the area.
- _____ argued that the project was a waste of the city's money.
- _____ said that public art projects make cities more interesting.



4. _____ stated the city needed more public art projects, not fewer.
5. _____ explained that the project was bad for the environment.
6. _____ told the host that the project would make people happier.

E Which opinions from **D** are closest to your own? Why? Discuss in groups.

PRONUNCIATION: Thought Groups

When speaking, people usually divide their words into “thought groups” that express a single idea. In general:

- thought groups have a “focus word” that is given extra emphasis. This focus word can be a noun, an adjective, or a verb.
- speakers pause slightly at the end of each thought group, not in the middle.
- speakers often use falling intonation on the last word of each thought group.
- articles, prepositions, conjunctions, and auxiliary verbs are normally not stressed.

She **said** // that the **art gallery** // was **amazing**.

F  28 Say each sentence aloud, pausing at the // and paying attention to the focus words and intonation. Then listen and check your answers.

1. As far as I'm concerned, // it's a waste of money.
2. Real art is portraits // painted by geniuses // on display in galleries.
3. I think public art is important // because it adds character // to the city.
4. So, // from my perspective, // we need more public art, // not less.

G  29 In pairs, discuss and mark the thought groups, focus words, and intonation in these sentences. Then, listen and check your answers.

Well, first, I'm sure the ball pit is going to bring a lot of tourists into the city. Those tourists will spend money, so the project will actually boost the economy. Also, I think the ball pit will make people in the city smile. And with so much bad news these days, we all need more fun, more laughter, don't you think?



GOAL CHECK Express Opinions about Public Art

In groups, role-play the next part of the radio broadcast. Read the situation below:

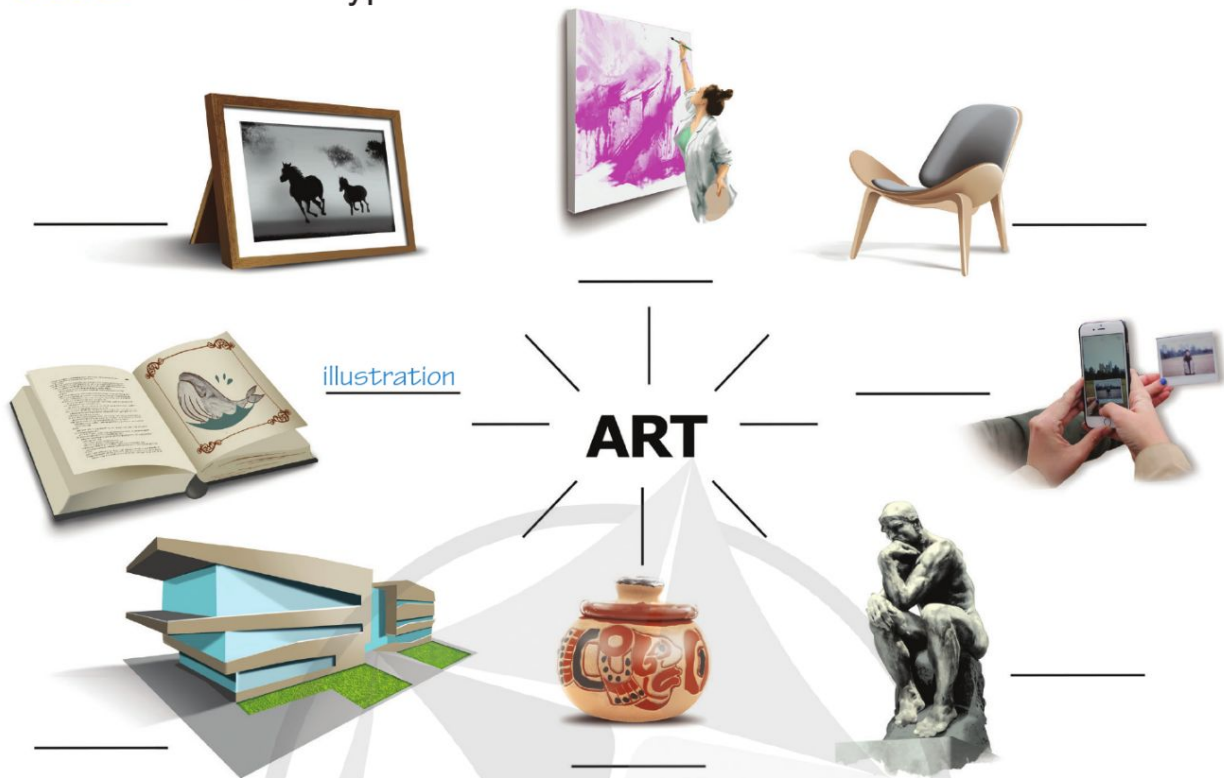
- Partner A – Caller to the show: You express your opinion about the ball pit installation. You might argue that the city needs improvements to the public library instead of public art. Add some more opinions of your own.
- Partner B – Caller to the show: You express your opinion about the ball pit installation. You think that the ball pit sounds fun. Add some more opinion of your own.
- Partner C – Radio host: You should introduce each caller and then react to what he or she says.

Our next caller is Diego. Tell us what you think, please.

Well, I don't like Zofira's work, so in my view...

C

GOAL Talk about Types of Art



Language Expansion: Types of Art

Illustration
 Architecture
 Ceramic art
 Design
 Media art
 Painting
 Photography
 Sculpture

A Complete each definition with a word or phrase from the box. Then write the correct word or phrase next to the art type above.

1. Illustration involves drawing an image of something on paper or a screen.
2. _____ involves making objects like pots or vases.
3. _____ is the act of using paint to make a picture.
4. _____ is the art of designing buildings and other structures.
5. _____ is the art of making objects from materials like stone or metal.
6. _____ is the art of taking beautiful or interesting photos with a camera.
7. _____ is the art of thinking of and making attractive and useful objects.
8. _____ uses different kinds of media, such as videos and photographs.

B MY WORLD In small groups, discuss which of these types of art you have done in your life and which ones you most enjoy. Then discuss which ones you or your parents own, if any.

C In small groups, choose two of these to add to the infographic and discuss how to define and illustrate them. Then share your ideas with the class.

fashion street art literature movies music

Grammar (See Grammar Reference p. 152)

Relative Clauses (Adjective Clauses): Defining and Non-defining	
Relative clauses (also called adjective clauses) come after a noun and give additional information about it.	The architect who / that created the building just won an award.
Sometimes a relative clause gives extra information that is necessary in order to understand which person or thing the sentence refers to. These clauses are written <i>without</i> commas.	The artist who / that sculpted this is from Mexico. I love the illustration that / which is on page 27 .
Sometimes a relative clause gives extra information that is unnecessary because it is clear which person or thing the sentence refers to (even without the clause). These clauses are written <i>with</i> commas.	This gallery, which opened last year , has a great display of ceramic art. My sister, who is two years older than me , is a furniture designer.
Sometimes a relative clause gives information (usually comments or opinions) about the whole clause preceding it. These clauses are written at the end of the sentences <i>with</i> commas, and starting with <i>which</i> .	He paid \$5,000 for the portrait, which surprised everyone in the room . The City Council has approved a new location for our museum, which is the right decision to make .

D Complete these sentences by writing *who*, *which*, or *that* in the correct spaces. Then, compare answers in pairs.

- Use (1) _____ (or (2) _____) to introduce a relative clause that gives more information about a person.
- Use (3) _____ (or (4) _____) to introduce a relative clause which gives more information about a thing.
- Use only (5) _____ or (6) _____ in relative clauses that give additional, unnecessary information, not (7) _____.
- Use (8) _____, not (9) _____ in relative clauses that give comments or opinions about the whole clauses before them.

Conversation

E  30 In pairs, decide if you need *who*, *which*, or *that* in each blank. Then listen to check your answers.

Ella: My friend Ben, _____ works at the art gallery, told me about some new controversial art. Do you want to go see it?

Hiro: Controversial art? Like what?

Ella: Well, there's a work called *Equivalent VIII*, _____ is just a pile of bricks on the floor, by American artist Carl Andre. And Ben said that *Cambell's Soup Cans*, _____ I really want to see, is on display, too.

Hiro: What? Soup cans? Why are soup cans in a gallery?

Ella: No, I mean *Campbell's Soup Cans* by the artist Andy Warhol, _____ is American.

Hiro: Really? Cans don't sound much like art to me, but I'd like to see the exhibition!

SPEAKING STRATEGY

Use relative clauses to give additional information about a topic.



GOAL CHECK Talk about Types of Art

Look at the types of art in **A** and **C** and pick your three favorite and least favorite. Then, share your opinions in groups, giving reasons for your views.

D GOAL Discuss the Value of Art

Reading 31 (Optional)

A MY WORLD In small groups, say whether you or someone you know has an item made from silk. Describe it and / or guess the reasons why many people love silk.

B In small groups, read the title of the text and discuss what you think it means.

C Read the text. Match the main ideas to the correct paragraphs (A–E). You may use any letter more than once.

- ___ 1. Characteristics of silk
- ___ 2. Where silk is produced in Việt Nam
- ___ 3. Silk in literature
- ___ 4. Description of silk-weaving process
- ___ 5. Definition of silk-weaving
- ___ 6. Two examples of Việt Nam's national pride
- ___ 7. The first place to make silk in Việt Nam

D In small groups, discuss why items made from silk can be expensive.

✓ GOAL CHECK

Complete the tasks in groups.

1. Do you consider silk-weaving women artists? Why / Why not?
2. Silk painting and silk embroidery are also popular forms of art in the north and central areas of Việt Nam. What other forms of art are popular in different parts of the country?



Silkworm cocoons in bamboo trays

Bản mẫu góp ý



A “Sài Gòn sun suddenly cools off
Since your dress is of Hà Đông silk
I still love that dress’s color
The white silk still sings my verse...” (*)

Those beautiful lines are from a poem praising an item of national pride in Việt Nam—the *áo dài*. More specially, that *áo dài* is made from something else that brings pride to Việt Nam—silk.

B With its economy heavily reliant on agricultural practices, Việt Nam is home to a rich and diverse array of arts related to the animals and plants seen on its fertile soil. A peculiar combination of those two is silk weaving, where silk fibers from silkworms are woven into a special type of cloth. This cloth, in turn, enables the creation of such amazing outfits as the Vietnamese *áo dài*.

C Several thousand years ago, Việt people living in the Red River Delta found out that silkworms liked to eat mulberry leaves and then produced silk fibers to wrap themselves in

cocoons. After boiling these cocoons, people—mainly women—used a spinning wheel to separate the silk threads from them. These threads would then be woven on a loom to make silk.

D Not only a lightweight and breathable material, silk also resists soil and odors well. However, what really makes it highly valuable is how silk looks and feels. Its luster, shine, smoothness, and coolness add luxury and elegance to any clothing items made from silk.

E Việt Nam has many famous silk-producing regions throughout the country, such as Hà Đông in the North, Duy Xuyên in Central, and Tân Châu in the South. From the artful hands of Vietnamese women in these regions comes the secret behind Việt Nam’s *áo dài*—the silk whose mere look can cool wearers off even Sài Gòn’s heat.

(*) An excerpt from Diệp Trung Hà’s translation of Nguyễn Sa’s *Áo lụa Hà Đông*.

E

GOAL Produce a Biographical Profile

Communication

A In groups, make a list of the five most famous artists you know. Then discuss these questions.

1. How many of your listed artists are men? Does this number surprise you? Why?
2. How many of the artists are still alive? Does this number surprise you? Why?
3. Where do the artists come from? Are people from some countries better at art than people from other countries? Why do you think so?

B In different groups, say which of these three works of art you like most, and why. Then, read the three profiles and discuss which artist probably painted each work.



1. **Élisabeth Vigée Le Brun** was born in France in 1755 and died in 1842. She had so much talent that she made money from painting when she was still a teenager. In fact, although many great portrait artists lived during this period, she was very successful. Vigée Le Brun is most famous for her portraits of famous women, such as Marie Antoinette, the Queen of France.

2. **Ōi Katsushika** was born around 1800 and died about 66 years later. Her father was Hokusai, one of the most famous of all Japanese artists. Like him, she was a gifted artist who painted works in a style called *ukiyo-e*. She was famously good at painting women, but also painted scenes of nature and daily life in Japan.

3. **Mary Cassatt** was born in the US in 1844. She wanted to become an artist, so she moved to France when she was 22. She lived most of the rest of her life there until her death in 1926. While there, Cassatt met and was influenced by Impressionist artists like Edgar Degas and Claude Monet. She began to paint portraits and natural scenes in the Impressionist style.

C Look at the profiles of the three artists again. In pairs, check (✓) the information that some or all of the profiles include. Underline examples.

- ☐ A comparison of the artist and one or more other artists
- ☐ A description of at least one important work by the artist
- ☐ A description of the artist's painting style and usual topics
- ☐ A discussion of the cost and value of the artist's major works
- ☐ A discussion of the people or ideas that influenced the artist
- ☐ An explanation of where and when the artist was born

Writing

D Read the information about referring to research. Then complete the steps.

WRITING SKILLS: Referring to Research

Before writing something or giving a talk, you may need to research your topic first.

- When you research, make sure you use sources (e.g., books or websites) that you can trust. Also, try to find at least two sources to support each point you want to make or fact you want to include; if you have just one source, the information may be inaccurate.
- When you refer to your research when writing or speaking, use either direct or indirect speech to report people's words or opinions. You should also say where you found the information.

1. Choose an artist whose work you like. Research information about his or her life.
2. Using your research notes, write a short biographical profile of the artist. Use the profiles in **B** as a guide.



GOAL CHECK Produce a Biographical Profile

Choose two of the situations and write short biographical profile of yourself for each situation (100–120 words). Include the appropriate details for the situations you have chosen. When you have finished, share your profiles with a group. Can your partners guess which situations you chose?

- A profile to enter an art competition
- A profile for a job application
- A profile for a social media account
- A profile for a television show audition

UNIT

7

Getting Around

The Seattle Center Monorail in the state of Washington, US passes through the Museum of Pop Culture designed by Frank O. Gehry.

Look at the photo and answer the questions:

- 1** What type of transportation do you see in the photo?
- 2** How popular is your preferred way of getting around? Why?





UNIT 7 GOALS

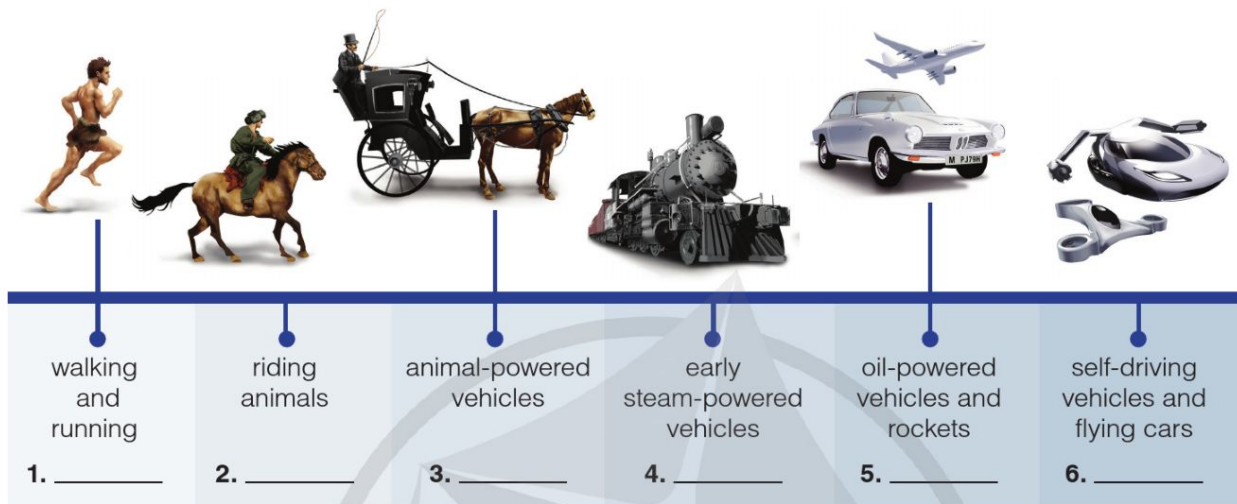
- A. Compare Methods of Travel
- B. Discuss Transportation Choices
- C. Ask How to Get Around
- D. Discuss Alternatives to Travel
- E. Review Places or Experiences

A

GOAL Compare Methods of Travel

Vocabulary

The History of Getting Around



A In pairs, discuss which paragraph (a–f) describes each part of the graphic (1–6).

- A few hundred years ago, the first steam vehicles were built. Steam allowed people to travel farther and faster than ever before. Then oil was discovered as a useful **fuel**. This led to the development of cars and other motor vehicles.
- After all these developments, what will human **transportation** be like in the future? Will self-driving vehicles and flying cars become common? Will humans **explore** Mars or other planets? Time will tell.
- After the wheel was developed, carts and other kinds of simple vehicles could be built. These could be used for travel by several **passengers** at the same time.
- In the early twentieth century, the first **aircraft** were built. Cars, buses, and trains became faster, too. This allowed people to live in one place and **commute** to a job in a different place. In the middle of the twentieth century, scientists developed rockets to **launch** satellites into space.
- Later, people learned to ride animals such as horses or camels. Riding made it easier to reach a distant **destination**, but many **journeys** still took a long time.
- The earliest humans could only get around by walking or running. As a result, places that were a long **distance** away could not be reached easily.

Do you know what *commute* means?

Yes, it means to travel regularly from your home to work and back.

B  32 Complete each definition with one of the words in **blue** in **A**. Then, listen to check your answers.

1. _____ a system for moving people from one place to another
2. _____ a material people burn or use to make energy to move
3. _____ a machine that can fly, such as an airplane or helicopter
4. _____ go from home to work or school, and then back again
5. _____ go to and travel around a place to learn more about it
6. _____ put something into space or the sky; start something new
7. _____ people who take trips in or on vehicles
8. _____ trips, especially long ones, from one place to another
9. _____ the amount of space between two places or two things
10. _____ the place somebody is going or something is being sent

C Expand your vocabulary by learning the noun forms of *commute* (two forms) and *launch*, the verb forms of *fuel*, *journey*, and *transportation*, and the adjective form of *distance*.

Grammar (See Grammar Reference pp. 152–153)

The Passive 3

Use modals in passive (or active) sentences to indicate:

1. necessity (*must*)
 2. possibility (*might*, *may*, or *could*)
 3. ability (*could* [past ability] or *can*)
- Notice the placement of the modal in the passive constructions.

1. Your passport **must** be shown. (passive)
You **must** show your passport. (active)
2. The flight **might** be delayed. (passive)
They **might** delay the flight. (active)
3. Tickets **can** be bought here. (passive)
You **can** buy tickets here. (active)

D Read the grammar information. Then, in pairs, underline each example of a passive construction with a modal in **A**. Circle each example of a passive without a modal.



GOAL CHECK Compare Methods of Travel

In groups, discuss the following questions:

1. What methods of transportation are popular in your town or neighborhood?
Discuss the pros and cons of each method.
2. Are there any differences in the way people travel in different parts of Việt Nam (e.g. in the city and in the countryside)?

B

GOAL Discuss Transportation Choices

- A** Read the information. In pairs, discuss which benefits of self-driving cars you have heard before. Also say which two benefits are most important to you and why.

Many experts think self-driving vehicles (SDVs) will soon be a common sight on our roads. They feel this is likely because SDVs have many benefits over normal vehicles:

air quality – SDVs drive more efficiently, so they create less pollution.

open cities – SDVs can park in small spaces, so parking lots could become real parks.

personal time – SDV passengers do not drive, so they can spend travel time as they like.

safety – Machines make fewer errors than people, so more SDVs will mean fewer accidents.

travel cost – Private vehicles cost a lot; SDVs may allow people to share the cost of a vehicle.

Listening

- B**  33 Listen to the first part of an interview with an expert in self-driving vehicles. Circle **T** for *true* or **F** for *false*. In pairs, correct the false statements.

- | | | |
|---|----------|----------|
| 1. The company's self-driving car crossed the country from east to west only. | T | F |
| 2. The human sitting in the self-driving car did not have to operate it even once. | T | F |
| 3. The man develops self-driving vehicles, but he is not especially interested in cars. | T | F |
| 4. The man became interested in self-driving cars after a talk by one of his friends. | T | F |
| 5. The talk was about developing artificial intelligence to let cars drive themselves. | T | F |

WORD FOCUS

Artificial intelligence refers to computer systems capable of performing tasks usually undertaken by humans.



C  34 Listen to the rest of the interview. Which of the benefits of self-driving vehicles from **A** does the expert mention?

D In groups, discuss what each quotation from the interview means. Also, discuss how true you think each quotation is and why.

1. "[The development area of SDV] sounded like an exciting field."
2. "Safety will come when we have more self-driving cars on the road."
3. "[Self-driving vehicles will be common] in the next ten years."
4. "These vehicles are great as people can work while they travel."

PRONUNCIATION: Reduced Auxiliaries *Are* and *Have*

In spoken English, auxiliary verbs like *are* and *have* are usually reduced. In the middle of a sentence, *are* often sounds like /ər/ (*uh*), and *have* can sound like /əv/ (*of*).

She thinks buses **are** slow. → She thinks buses **uh** slow.

We should **have** taken the train. → We should **of** taken the train.

E  35 Listen to these sentences from the interview. Underline the auxiliaries that are reduced. Then, practice saying the sentences naturally.

1. "You have a car that drives itself across the country, and you could have focused on that."
2. "The thing is, cars driven by humans are more dangerous than self-driving cars are."
3. "I'm sure many other people have felt the same way about traffic jams."
4. "So, these vehicles are great because people can work while they travel."

F In groups, make a list of different vehicles, such as cars, buses, and planes. Then discuss some benefits and problems of using each vehicle. Use reduced auxiliaries when it is natural to do so.



GOAL CHECK Discuss Transportation Choices

Complete the steps.

1. Interview several classmates. Ask them which vehicles they have used recently and why they chose each one.
2. Interview several different classmates. Ask them which vehicles they plan to use in the future and why.
3. In groups, compare your interview results and discuss these questions:
 - Which vehicles have people used most often recently?
 - Which vehicles are people most likely to use in the future?
 - What reasons for choosing a type of vehicle were most common?
 - Does the number of people who plan to use self-driving vehicles surprise you?

C

GOAL Ask How to Get Around

Language Expansion: Public Transportation

- A** In pairs, discuss the meaning of the words in the box. Use a dictionary if necessary. Then complete the text with them. One word is extra.

board	fares	transit
passes	routes	terminals
tickets	transfer	travel

The Bus Rapid (1) _____ (BRT) system of Curitiba, Brazil, is famous for its convenience and design. The buses are big enough for up to 250 passengers, and they travel all around the city. People wait for buses in cool-looking, tube-shaped stations. And if they don't have (2) _____, they pay their (3) _____ in the station. This saves time because everyone can (4) _____ the bus quickly when it arrives. The system lets passengers (5) _____ to other lines without paying again. Where different (6) _____ connect, there are comfortable (7) _____ with small shops and restrooms. The system is fast and efficient. It is also relatively inexpensive, especially for passengers who buy weekly or yearly (8) _____. As a result, the BRT is not only popular among people who live in Curitiba, but also with those who visit the city.

- B MY WORLD** In groups, discuss the questions. In general, do you enjoy using public transportation? Why? How does the BRT system compare with public transportation in a city you know well?

Conversation

- C**  36 Read the grammar information on the following page. Then complete the conversation by writing *how*, *where*, or *whether* in each space. Then listen to check your answers.

SPEAKING STRATEGY

Use indirect questions to be polite. Sometimes, these phrases start the question:

Excuse me, ...

Sorry to ...

- Edson:** Excuse me, do you know (1) _____ the next bus goes to the airport?
Tracy: It depends. The number 27 bus goes to the airport, but the 28 doesn't.
Edson: I see. And (2) _____ much is the fare?
Tracy: A one-way ticket costs \$3. A return ticket is one dollar more.
Edson: Sorry to keep bothering you, but I'd also like to know (3) _____ long it takes.
Tracy: To get to the airport? It depends on the traffic, but usually it's about 20 minutes.
Edson: That's great. Thanks for your help.
Tracy: No problem ... You must be a visitor. (4) _____ are you from?
Edson: I'm from Curitiba in Brazil. Do you know it?
Tracy: I've heard of it ... Oh, look. A bus is coming. Can you tell (5) _____ it's the 27 or the 28?

Grammar (See Grammar Reference p. 153)

Indirect Questions	
Indirect questions are questions inside other questions or statements. The last content word usually has falling intonation.	Could you tell me where the station is? I was wondering why you took a taxi.
Because people think indirect questions are polite, they often use them when talking to a person they do not know well.	When does the bus leave? (direct) Do you know when the bus leaves? (indirect)
Use statement word order in indirect questions, not question word order.	I'd like to know where the subway station is. I'd like to know where is the subway station.
Use <i>if</i> or <i>whether</i> in indirect <i>yes / no</i> questions.	Do you know <i>if / whether</i> the flight is on time?

D Complete the tasks in pairs.

1. Underline indirect questions in the conversation in **C**. Rewrite direct questions as indirect ones.
2. Take turns practicing the roles in the conversation.
3. Extend the conversation by adding two more comments by each speaker. Include at least one indirect question. Then practice the new conversation.



GOAL CHECK Ask How to Get Around

Think about how you would answer these questions:

- Where is your favorite restaurant?
- What is a relaxing place you like to visit?
- Where is one place you love shopping?
- What is one fun, free place that you know?

Interview another student. If you know the person, ask direct questions; if not, use indirect questions. If you do not know the place, ask direct or indirect questions to find out how to get there.



Waterbus in Hồ Chí Minh City, Việt Nam

D

GOAL Discuss Alternatives to Travel

Reading 37 (Optional)

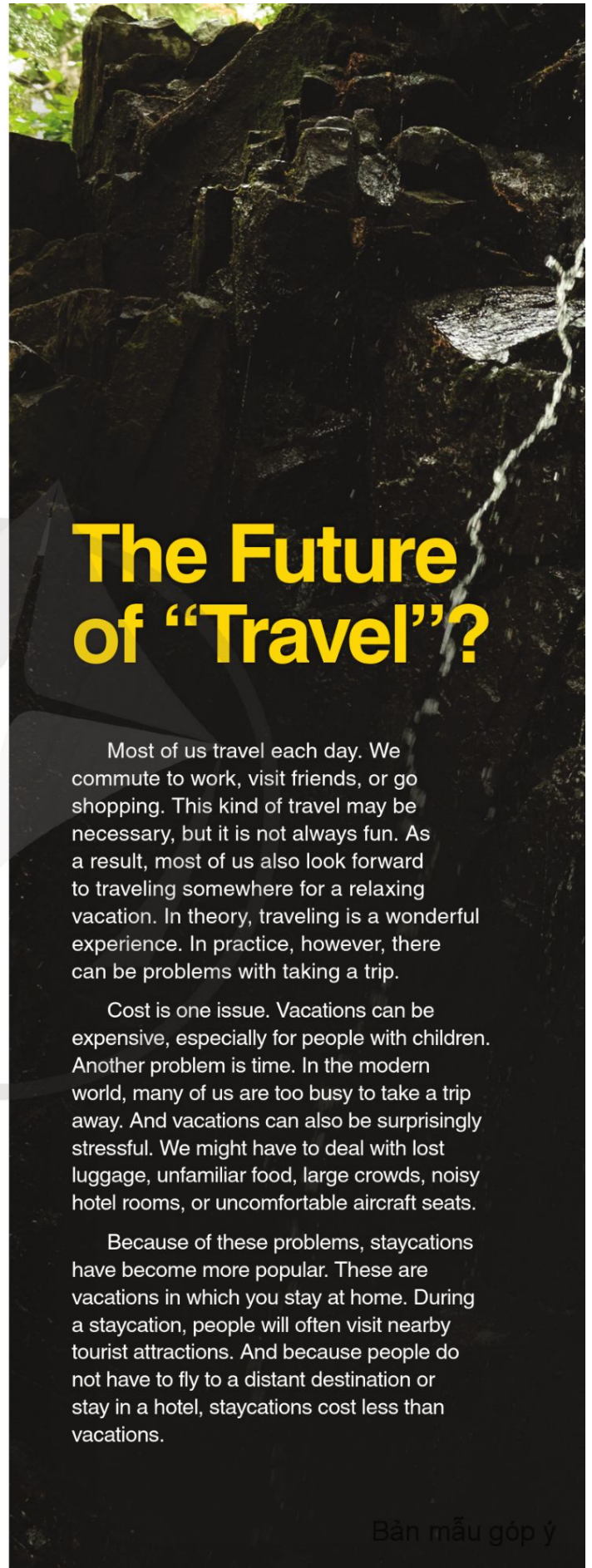
- A** In small groups, look at the photo and discuss how you feel about virtual reality (VR) headsets.
- B** Read the text. Circle the reason why the author wrote each sentence.
- “We commute to work, visit friends, or go shopping.”
 - To give some typical examples of daily travel
 - To describe a typical person's daily routine
 - “And vacations can also be surprisingly stressful.”
 - To contrast two opinions about a topic
 - To add a further example of a problem
 - “These are vacations in which you stay at home.”
 - To suggest an action people often enjoy
 - To define a term people may not know
 - “Still, reading or watching about a place is a poor alternative to going there.”
 - To introduce a problem about one topic
 - To compare ways to deal with an issue
 - “A “traveler” puts on a VR headset.”
 - To describe part of a process
 - To emphasize a major difficulty
 - “However, the technology will get better.”
 - To suggest something is already popular
 - To contrast a previous negative point



GOAL CHECK

In small groups, discuss what you think a *nearcation* is. Then think of reasons to persuade someone who really needs a vacation to take one of these alternatives to a traditional vacation. Present your reasons to the class. Which group's reasons were the best?

- a staycation
- an armchair traveler
- a nearcation
- a VR (travel) experience



The Future of “Travel”?

Most of us travel each day. We commute to work, visit friends, or go shopping. This kind of travel may be necessary, but it is not always fun. As a result, most of us also look forward to traveling somewhere for a relaxing vacation. In theory, traveling is a wonderful experience. In practice, however, there can be problems with taking a trip.

Cost is one issue. Vacations can be expensive, especially for people with children. Another problem is time. In the modern world, many of us are too busy to take a trip away. And vacations can also be surprisingly stressful. We might have to deal with lost luggage, unfamiliar food, large crowds, noisy hotel rooms, or uncomfortable aircraft seats.

Because of these problems, staycations have become more popular. These are vacations in which you stay at home. During a staycation, people will often visit nearby tourist attractions. And because people do not have to fly to a distant destination or stay in a hotel, staycations cost less than vacations.

A man wearing a yellow jacket, a blue backpack, and a VR headset is standing in front of a large, dark rock formation with a waterfall. He has his arms outstretched, reaching towards the water. The scene is dimly lit, with the waterfall providing a source of light. A large, faint watermark of a hand is visible in the background.

Virtual reality headsets allow users to feel as if they are truly present in the environment.

However, visiting tourist sites and eating out is not cheap. Some people overcome this problem by choosing to be “armchair travelers.” They take a staycation, read books, or watch documentaries about other places. The cost is very low. Still, reading or watching a show about a place is a poor alternative to going there.

Virtual reality may offer a high-tech way to “see” the world. A “traveler” puts on a VR headset and the software takes her on a “journey” to another place. The VR traveler feels she is really in that place. VR travel is not a perfect solution, either. Studies show that having real experiences is important for our happiness. Still, the technology will get better. Perhaps in the near future, VR will give us the chance to “explore” the moon or Mars.

E

GOAL Review Places or Experiences

Communication

- A** Read the three reviews and choose the best title and star rating from the box. Then, in pairs, compare answers. One answer is extra.

A little-known treasure! Wow! ★★★★★

Some good things, some bad ★★☆☆☆

Great... in the right season ★★★★★

Don't trust the other reviews ★☆☆☆☆

There are a lot of great things to say about the resort. The staff was friendly and helpful, the rooms were clean and comfortable, and the facilities were top quality. Why not four stars? We came at the wrong time of year. In winter, I'm sure there's a lot to do. In summer, though, a lot of shops and tourist attractions are closed, which is too bad.

We chose this hotel based on a lot of really positive four-star reviews. I think people must have been paid to write those reviews because the reality was very different. The rooms were dirty, the food was bad, the pools were closed, and the service was terrible. I can honestly say it was my worst vacation ever, and I wish I had stayed home. I'm going to try to get my money back.

I discovered this hotel online but couldn't find any reviews, so I took a chance... and I'm glad I did. It was fantastic. It's smaller than the other hotels on the beach, but the staff really try to make sure each guest is happy. The rooms aren't large, but they're quiet and beautiful. And the views from the windows are just incredible. It was so amazing that I'm going back next year, too!

**Sunset on the coast of the
Spanish island Tenerife**

B Discuss the questions in groups.

1. The reviews in **A** are for hotels. What other things do people often review?
2. In your view, how much do people rely on reviews when they travel to other places?
3. Writing reviews takes time. What are some reasons people decide to write them?
4. One reviewer said, "People must have been paid to write those reviews." Why are paid reviews a problem?

C MY WORLD In pairs, take turns talking about a time when you either wrote a review because of a good or bad experience, or trusted a review when making a decision.

Writing

WRITING SKILLS: Writing a Report

A report often has a structured format with different sections. Each section has its main purpose. When writing a report, remember to analyze common themes or trends in the data and summarize the information using clear and concise language.

A report on visitors' opinions about a tourist site may include positive and negative aspects, areas for improvement, and notable features of the site. Some common expressions are: *The purpose of this report is to provide an overview of the visitor experience at...*, *Many reviewers highlighted the...*, *A recurring theme in the reviews was...*, *Visitors were particularly impressed by...*



GOAL CHECK Review Places or Experiences

Write a report (180–200 words) about the Củ Chi Tunnels in Việt Nam based on the facts and reviews below. Use the text in **A** as a model. Your report should contain two main sections:

- Some general information about the site
- What people generally think about it

FACTS

Name: Củ Chi Tunnels

Location: Hồ Chí Minh City, Việt Nam

Features: over 120 kilometers of narrow underground tunnels with trapdoors, hidden entrance, and openings

Visitors: A popular tourist attraction—visitors can explore sections of the tunnels, see displays of underground life, and learn about the history from knowledgeable guides.

REVIEWS

Review 1: The Củ Chi Tunnels are a historical gem. I was amazed by the network of underground tunnels.

Review 2: The tour was a success, especially thanks to the guides. They were helpful and gave interesting information about history and how the tunnels were used. For me, the Củ Chi Tunnels are a must-visit for history enthusiasts.

Review 3: The Củ Chi Tunnels offer a unique experience. I was impressed by the resilience of the Vietnamese people during the war.

Review 4: The tunnels are tight and dark, so it's not for everybody. Make sure to wear comfortable clothing and be prepared to crawl through some sections. Anyway, I loved the place.

Review 5: The site is well-maintained, and the guides are knowledgeable. They shared stories about life during the war. It's a great place to learn about the history of Việt Nam.

UNIT

8

Competition

Look at the photo and answer the questions:

- 1** What do you think has just happened?
- 2** Why are so many people interested in sports events?

Soccer fans react to a World Cup game in Berlin, Germany.



UNIT 8 GOALS

- A. Talk about Playing and Doing Sports
- B. Discuss Types of Competitors
- C. Talk about Useful Skills
- D. Discuss Winning and Losing
- E. Compare or Contrast Two Topics

A

GOAL Talk about Playing and Doing Sports

Vocabulary

A Read the text. Complete each definition with a **blue** word.

The sports industry is one of the largest industries in the world. Billions of people enjoy it. For example, they might like playing tennis, or going skiing, or doing yoga. They buy equipment to do these activities in order to become fit and develop strong **muscles**.



Team members of the HK Typhoon underwater hockey club practice playing in Hong Kong.

However, the big money comes from **professional** sports. All over the world, people pay to watch sporting **events** like the Olympics. Part of the reason why sports are popular is because of the drama. In order for a **competitor** or team to win a game or a **championship**, another person or team must lose. Winning brings happiness, but **failure** brings disappointment.

Because sports are such big business, TV companies pay a lot of money to show them on their channels. In the US, for instance, the National Football **League** receives around \$7.5 billion each year for TV rights. And in some sports, such as soccer, companies pay millions to put their name and logo on a team's uniform. Individual **athletes** get huge money, too. The very best players—the ones who **conquer** everyone else to become **champions**—can make many millions of dollars a year. Unfortunately, few people have the talent or skills to play at this level.

1. _____ are people who are good at sports and participate in them.
2. _____ is a situation in which a person loses or does not succeed.
3. _____ allow body parts to move.
4. A _____ is a group of teams that compete against each other regularly.
5. _____ are people or teams that win a competition.
6. A _____ is somebody who takes part in a sporting event and tries hard to win.
7. A _____ is a competition to find the best team or player.
8. Sports _____ are games, races, or other competitions that people attend.
9. _____ describes sports that are a business, or people who get paid to play.
10. To _____ something is to try hard until you succeed.

B Expand your vocabulary by learning the verb forms of *champion*, *competitor*, and *failure*, and the adjective forms of *competitor* and *athlete*.

Grammar (See Grammar Reference p. 153)

Tag Questions	
Use tag questions to check information or confirm an opinion. Add a tag to turn a statement into a <i>yes / no</i> question. If the main part of the sentence does not have an auxiliary verb, the question tag uses an appropriate form of <i>do</i> .	He's very competitive. → He's very competitive, isn't he ? You like playing soccer. → You like playing soccer, don't you ?
For positive statements, add a negative tag. For negative statements, add a positive tag.	They're very athletic, aren't they ? I probably won't win, will I ?
To avoid confusion, don't answer tag questions with just "Yes" or "No." Instead, answer with a full sentence.	A: You don't like golf, do you ? B: Yes. B: Actually, yes, I do. C: No. C: No, you're right, I don't.
Use rising intonation with tag questions when you are not sure if the answer will be <i>yes</i> or <i>no</i> . Use falling intonation when you are sure (or fairly sure) what the answer will be.	They can't win, can they? (unsure) He's playing well, isn't he? (sure)

C Circle the correct tags. In pairs, take turns asking and answering the questions.

- You were a professional tennis player, *have / haven't / were / weren't* you?
- You have never won a world championship, *are / aren't / have / haven't* you?
- You enjoy watching sports events on TV, *can / can't / do / don't* you?
- Most athletes should have big muscles, *will / won't / should / shouldn't* they?
- Sports leagues can make a lot of money, *do / don't / can / can't* they?



GOAL CHECK Talk about Playing and Doing Sports

Complete the steps.

- Read the information in the box about using *play*, *go*, and *do*, and underline examples in **A**.
- Complete the tag questions below in your own words.
- Interview other students using your questions. Count how many positive and negative answers you get for each question.
 - You won't go _____ later, will you?
 - You don't do _____, do you?
 - You like playing _____?
 - You know how to play _____?
 - You're pretty good at _____?

Use **play** for ball sports (e.g., play soccer) or some types of games (e.g., play video games). Use **go** for most *-ing* activities (e.g., go swimming). Use **do** for individual activities that have no ball (e.g., do karate).

B **GOAL** Discuss Types of Competitors

Listening

A You will hear a successful athlete being interviewed on a sports radio station. Before listening, discuss these questions in small groups.

1. Is the interviewer more likely to be a man or a woman? Why?
2. Is the successful athlete probably a man or a woman? Why?

B  38 Listen to the interview. Check your answers in **A**.

C  38 Listen to the interview again. Circle the correct answers.

1. According to the interviewer, _____ won the city marathon yesterday.
a. Jordan Marsh **b.** Grace Bekele
2. It took Grace _____ to finish the city marathon.
a. nearly 2 hours and 3 minutes **b.** around 2 hours and 20 minutes
3. The interviewer thought that men are _____ than women.
a. generally faster and stronger **b.** sometimes faster but not stronger
4. Grace felt it was unfair when _____.
a. male athletes are usually paid more than female athletes
b. male athletes get the same support as female athletes
5. Grace believed women are stronger than men because _____.
a. female athletes can continue their professional careers and take care of their families
b. female athletes compete against society as well as other athletes
6. The interviewer agreed that life is _____ for professional female athletes.
a. more stressful **b.** more challenging

A boxer trains in Ankara, Turkey.

D Discuss these questions in groups.

1. Do you think that women's sports are given as much attention and support as men's sports? Why / Why not?
2. What are some challenges that women face in sports?
3. How can these challenges be overcome?

PRONUNCIATION: Diphthongs

A **diphthong** is a sound made by combining two vowel sounds together in one syllable. There are eight diphthongs in English: /aɪ/ (*fight*), /eɪ/ (*race*), /əʊ/ (*spoke*), /aʊ/ (*hour*), /eə/ (*care*), /ɪə/ (*nearly*), /ɔɪ/ (*boy*), /ʊə/ (*sure*). In English, diphthongs require a lot of tongue and lip movement, which can be hard if you are not used to it. One way to practice pronouncing diphthongs is by saying the first vowel sound and then sliding slowly to the second vowel sound.

E 39 Listen to some excerpts from the interview. Underline the words containing diphthongs and decide which diphthong each word contains. Then, write them in the chart below.

1. Excuse me? A fast time for a woman?
2. My time is good enough to go to the Olympic Games. Maybe even good enough to win a medal.
3. I've upset you, haven't I? That wasn't my intention. Sorry.
4. You've made some very interesting points, Grace.

/eɪ/	/aɪ/	/ɔɪ/	/əʊ/

F In pairs, take turns reading the extract in **E** aloud. Make sure you pronounce the diphthongs clearly.



GOAL CHECK Discuss Types of Competitors

Discuss each question below in a different group. Support your opinions with reasons, details, and examples. Use intonation and emphasis to express your attitude.

1. How true is it that tall people are better at basketball than short people?
2. How true is it that men are better at playing video games than women?
3. How true is it that young people are better at sports than older people?
4. How true is it that the best athletes make the most money from sports?

C

GOAL Talk about Useful Skills

Balance
Commitment
Communication
Leadership
Speed
Stamina
Strength
Teamwork

WORD FOCUS

A **coach** helps athletes to improve their skills.

A **captain** leads a sports team.

SPEAKING STRATEGY

Use **which** to sound more formal when you are adding additional information.

Language Expansion: Sports Skills

A Complete each definition below with a word from the box. Then decide whether they are *physical skills* or *mental skills*.

- _____ is guiding a group of people or an organization.
- _____ is having enough energy to move or run for a long time.
- _____ is having powerful muscles and being physically strong.
- _____ is how fast something moves, or the ability to move quickly.
- _____ is not falling over while you are running or jumping.
- _____ is talking in a way that helps others understand you.
- _____ is working hard at something in order to be successful.
- _____ is working with others, including coaches, to be successful.

B In small groups, make a list of other physical or mental skills that are useful for sports.

C  40 In pairs, complete the conversation with the words from **A**. Then listen and check your answers.

Coach: I'd like you to be our new team captain, Sam. What do you say?

Sam: Me? Why? There are other players who are better than I am. For example, I don't have as much (1) _____ or (2) _____ as you would expect. Alex and Chris are both faster than me, and there are several people who are stronger than me.

Coach: Well, perhaps, but you have excellent (3) _____. Nobody can keep running and running like you do. Your balance and teamwork are good too.

Sam: I guess, but...

Coach: Plus, you have more skills which are really important for a captain than you think. For one thing, your (4) _____ is very good. Everybody trusts you to make the right decisions. Moreover, your (5) _____ skills are great, too. When you give advice, people listen. Finally, and most importantly, nobody on the team has as much (6) _____ to winning as you do. In fact, I've never coached anyone that is such a competitor.

Sam: Wow! Thanks, Coach. I really appreciate it. And yes, I'd love to be captain!

Grammar (See Grammar Reference p. 154)

Adverbial Clauses of Comparison	
Adverbial clauses of comparison are subordinate clauses that compare the relationship between two actions or events. They are used to indicate that one is equal to, greater or less than the other in terms of quality, quantity, or degree.	Female athletes can be faster and stronger than <i>most people think</i> . Grace ended the race as successfully as <i>she had hoped</i> .
Adverbial clauses of comparison often start with the subordinating conjunctions " as " or " than ". The conjunction " as " is used to introduce a clause after an equal comparison. The conjunction " than " is used to introduce a clause after a comparative adjective, adverb or noun phrase.	Baseball is not as popular as <i>it used to be</i> . The football match was more exciting than <i>the commentator had predicted</i> .
In adverbial clauses of comparison, the verb is usually understood and not expressed. In most cases, we use an object pronoun instead.	Female athletes are not paid as much as <i>male athletes</i> . (= Female athletes are not paid as much as <i>male athletes are</i> .) She runs much faster than <i>us</i> . (= She runs much faster than <i>we do</i> .)

D In pairs, complete the tasks.

1. Underline the adverbial clauses of comparison in **C**.
2. Practice the conversation in **C**. Switch roles and practice again.

E Rewrite the sentences, using adverbial clauses of comparison with given subordinating conjunctions. Then, in pairs, make new sentences with your partner.

1. The semi-final match was intense, but the final match was even more intense. (than)

2. The basketball team played well in their last game, but they played even better in this game. (than)

3. After getting married, female athletes do not receive equal support to continue their careers like males do. (as)

4. Mike is good at running, and he is also good at weightlifting. (as)

5. The first gymnast didn't perform well, and we expected the second one to perform better. (than)



GOAL CHECK Talk about Useful Skills

1. Think of two activities. They can be sports or things you do in your daily life. Make a list of skills that are useful for each activity.
2. In small groups, take turns sharing your lists. Can your team members guess which activities you have in mind?
3. After you have all shared your lists, discuss which skills are more useful in school than they are in daily life, and why.

My list of skills includes strength, speed, etc.

Is playing soccer the activity you have in mind?

Not soccer, no, but it's a similar sport.

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D GOAL Discuss Winning and Losing

Reading 41 (Optional)

- A MY WORLD** In pairs, share a time when you won something. What happened? How do you feel about it now?
- B** Read the title of the text. In small groups, discuss how losing could mean winning.
- C** Read the text. Complete each statement with a phrase from the box.

about losing the game across North America from 2012 to 2015
in the draft to other teams within the rules

1. England's players probably did not feel too disappointed _____.
2. Tanking is something that happens in sports leagues _____.
3. A team that loses many games can get great players _____.
4. The Chicago Cubs baseball team lost many games _____.
5. Some fans do not like their team tanking, but doing it is _____.
6. One way for teams to tank is for owners to trade players _____.

- D** In pairs, discuss what parts of the text most surprised you and interested you.

✓ GOAL CHECK

In small groups, read and discuss the quotations about winning and losing. Choose to discuss two of them. What does each quotation mean? How true do you think the quotations are?

1. "A champion is afraid of losing. Everyone else is afraid of winning."—Billie Jean King, former tennis player
2. "Losing feels worse than winning feels good."—Vin Scully, former baseball broadcaster
3. "There are more important things in life than winning or losing a game."—Lionel Messi, soccer player
4. "Winning is a habit. Unfortunately, so is losing."—Vince Lombardi, former American football coach
5. "Winning is great, sure, but if you are really going to do something in life, the secret is learning how to lose."—Wilma Rudolph, former sprinter

When Losing Means Winning



In sports, we expect that athletes and teams will play to win. In some unusual cases, however, trying to lose may be better. In the 2018 FIFA World Cup, England played Belgium. The winners would play great teams like Brazil or France in future games. The losing team would still advance but would play less famous teams like Denmark or Sweden and therefore, would have easier games and more chances to win the whole competition. In the end, Belgium won the game. But for England, losing did not feel like failure. The team easily reached the semi-final, the country's best result in almost 30 years.

In some North American sports leagues, losing can also mean winning. However, a team must lose many games in some years in order to win in future years. The reason is something called a draft. Each year, every team gets a chance to add the best young players from around the country. Teams with very bad records get the first chances to pick players. So, losing a lot gives a team a good chance to draft a great young player.

With drafting, a team can add several top players to improve very quickly, or even to become good enough to win a championship. In baseball, for example, the Chicago Cubs lost game after game for years. However, the drafted players afterward were so good that the Cubs won the baseball World Series in 2016.

When a team tries to lose often in order to draft great players, it is called "tanking." This is sometimes unpopular with fans, but it is not against the rules. To do this, trading players is a common way. A tanking team can trade its best players to other teams. In return, it can get extra draft picks.

Tanking is a controversial practice as it goes against the principles of fair competition.

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Đọc bản mới nhất trên hoc10.vn

Bản mẫu góp ý

E

GOAL Compare or Contrast Two Topics

Communication

- A** Make a list of six sports you know. Rank them in order of how much you like them. Then, complete the tasks.
1. Find someone whose top sport is the same as yours. Discuss why you like this sport so much.
 2. Find someone whose least favorite sport is the same as yours. Discuss what you dislike about this sport and why.
 3. Find someone whose list includes a sport that you don't know much about. Ask questions about the rules of this sport.
- B** In groups, share your lists of sports from **A**. Then, discuss the questions. Support your opinions with reasons, details, and examples.
1. Which sports on your list are interesting to play, and which are interesting to watch?
 2. Which sports are better for taller people, and which are more suitable for shorter people?
 3. Which sports on your list are the easiest to play, and which are the hardest?



Writing

WRITING SKILLS: Comparing and Contrasting

One common type of writing task is to compare and contrast two subjects, such as the benefits of doing team sports or individual sports. You can organize this type of writing in two ways.

Organize by Point

You need two or three paragraphs—one for each point you will focus on. Each paragraph:

- explains how one point relates to subject one.
- explains how this the same point relates to subject two.

Organize by Subject

You need two paragraphs—one for each of the subjects you are comparing. Each paragraph explains how a few points (usually no more than three) relate to one of your two subjects.

Conclusion

In a separate, final paragraph, you need to add a conclusion that states which of the two subjects you think is better.

- C** Read the compare and contrast text. In pairs, discuss how it is organized: by point or by subject. Then, work together to rewrite the piece using the other kind of organization.

Doing Team Sports or Individual Sports

Playing sports is often a good way to make friends. People who play team sports can become good friends with the other players on their team. For example, they can become friendly when they practice or play games, or if they go out together after practice. In contrast, people who play individual sports have fewer opportunities to make friends because they play alone.

Playing sports is also a good way to become fit and healthy. For most team sports, players need to run, jump, throw or hit a ball, and so on. These kinds of activities are good for people's bodies. In terms of health and fitness, individual sports are about the same as team sports. Players usually do the same things: running, jumping, and throwing or hitting a ball.

In conclusion, both team sports and individual sports have good points. On the whole, though, I think team sports are the better option for most people because of the social benefits they offer.

- D** Read the text again. In pairs, underline examples of compare and contrast language. Then, make a list of other useful language for comparing and contrasting. Share your list with another pair.
- E** Choose one of these topics and write a compare and contrast text (180–200 words). Use the text in **C** as a model. When you have finished, share your texts in pairs. Discuss which topics you chose, how you chose to organize your responses, and which compare and contrast expressions you used.
- Compare and contrast two sports that are popular in your country.
 - Compare and contrast watching sports with playing sports.
 - Compare and contrast the benefits of two ways of doing something.
 - Compare and contrast two kinds of entertainment that many people like.



GOAL CHECK Compare or Contrast Two Topics

In groups, discuss which will be more popular in the future, and why: traditional sports or eSports (video game competitions in which many players take part). When you have finished, share your ideas and reasons with the class.

UNIT

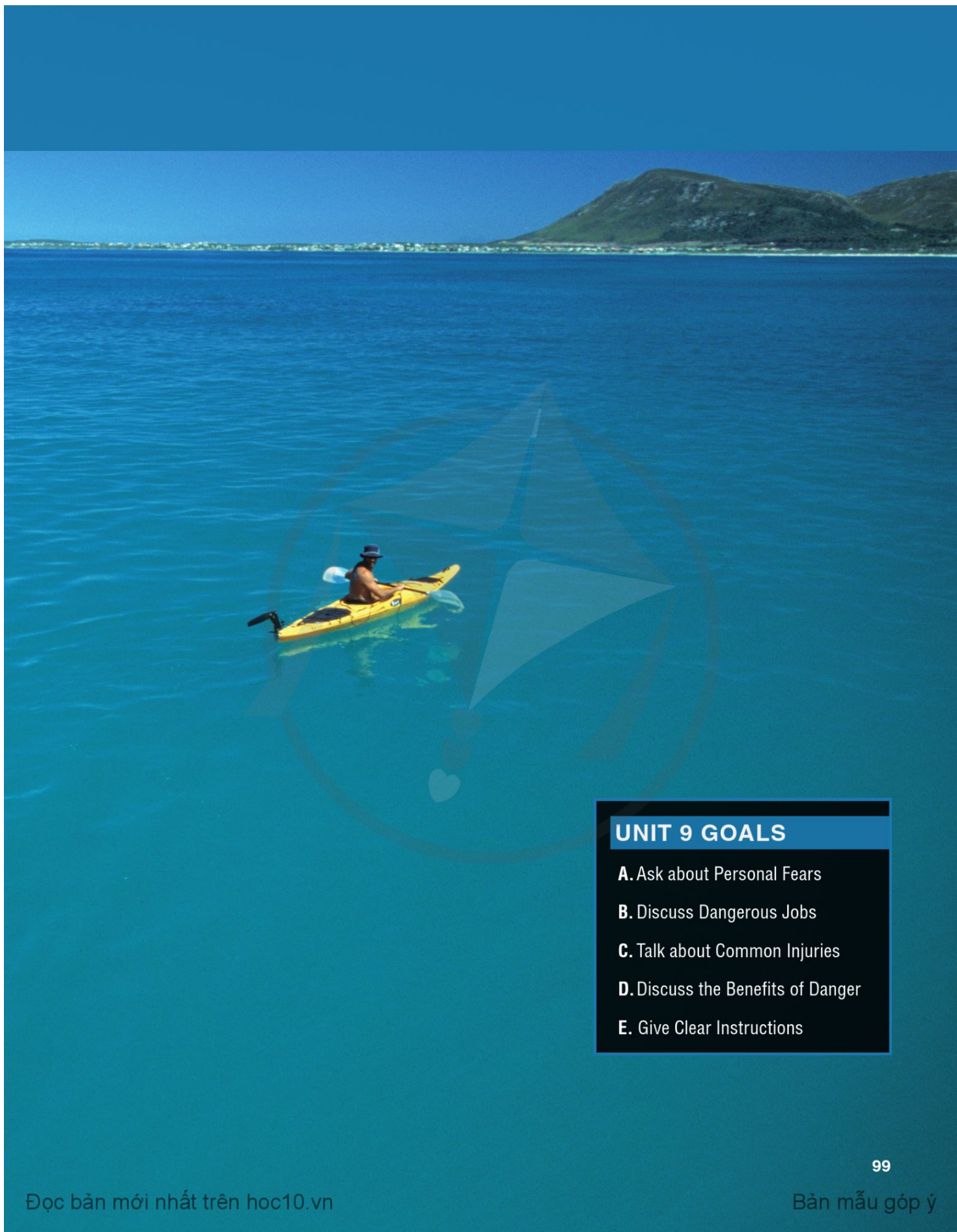
9

Danger

Look at the photo and answer the questions:

- 1** What is the most dangerous thing in the photo?
- 2** How often do you think about danger?

A great white shark follows a marine biologist in a kayak off the coast of South Africa.



UNIT 9 GOALS

- A. Ask about Personal Fears
- B. Discuss Dangerous Jobs
- C. Talk about Common Injuries
- D. Discuss the Benefits of Danger
- E. Give Clear Instructions

A

GOAL Ask about Personal Fears

Vocabulary

A Read the text. Tell a partner which of the phobias you have, if any.



A phobia is a stronger fear of something, even if that thing is not likely to cause **harm**. As the definition suggests, people with specific phobias fear a particular thing, and the more they think about it, the more frightened they become. For example, a person with claustrophobia is scared of being in small spaces, and the more confined the space is, the more frightened they feel. In contrast, those with social phobias worry about the **reaction** of other people in certain situations, and the more people are present, the more anxious they feel.

Scientists think there are several reasons for specific phobias. In some cases, they develop because of a real danger. For instance, if a child has an **allergy** to bee stings, she might develop a phobia of bees. This happens because she knows they are a **risk** to her **safety**. In other cases, bad past experiences can cause phobias, and the more traumatic the experience, the stronger the phobia can be. A man who has an **illness** after eating mushrooms might develop fungophobia, for example. Finally, a child who hates injections might develop a phobia of **sharp** objects that can cause **injury**.

Specific phobias are rarely a serious problem. A person with a snake phobia may have a small **accident** running away from a cobra, but may never be actually bitten by one. In contrast, social phobias can be more serious. In the worst cases, people **avoid** most social situations and hardly ever go out.

WORD FOCUS

A doctor might give you an **injection** by putting a sharp needle into your arm.

B Complete each sentence with a word in **blue** from **A**.

1. A _____ is something that could cause problems or danger.
2. A person's _____ to something is what he or she says or does because of it.
3. An _____ is a sudden event that often leaves people injured.
4. An _____ is a disease or physical condition that makes people feel unwell.
5. If a person has an _____ to a food, eating it can make him or her very sick.
6. If a person has an _____, part of his or her body is hurt.
7. People usually _____ situations that they do not like.
8. Something that does _____ causes injury or damage.
9. Something that is _____ has an edge or point that could easily cut somebody.
10. _____ is the condition of being safe and not in any danger.

- C** Expand your vocabulary by learning the verb forms of *harm*, *injury*, and *reaction*, and the adjective forms of *accident*, *allergy*, *illness*, *injury*, *risk*, and *safety*.

Grammar (See Grammar Reference p. 154)

Double Comparatives	
Double comparatives are a type of comparative construction that includes two comparative adjectives in a sentence. The structure is <i>The + comparative 1 + subject + verb, the + comparative 2 + subject + verb</i> .	The longer I stay in a small place, the worse my claustrophobia gets. The more people are present, the more anxious I feel.
Double comparatives are commonly used to express a <i>cause-effect</i> relationship between two things or events, indicating that one action or situation leads to another.	The more people with specific phobias think about their fear (<i>cause</i>), the more frightened they become (<i>effect</i>). The more traumatic the experience (<i>cause</i>), the stronger the phobia can be (<i>effect</i>).
When <i>be</i> is used in double comparatives, it is sometimes omitted.	The more confined the space (<i>is</i>), the more scared a person with claustrophobia (<i>is</i>).

- D** In pairs, make sentences with double comparatives to show cause-effect relationships. Then, make up new situations with your partner.

1. It gets darker. They feel more scared.

2. Although I try hard to ignore my fear of heights, it becomes more overwhelming.

3. You are distracted. The roads can become dangerous for you and other drivers.

4. You worry about public speaking too much. This makes you feel frightened.

5. If I stay in a crowded place too long, I will feel more uncomfortable.

The more you worry about your phobia, the worse it can get.

I agree.



GOAL CHECK Ask about Personal Fears

In pairs, complete the steps.

1. Think of a phobia each of you have. Do not say it out loud.
2. Take turns to ask questions to find out / learn about each other's fears. Try to use double comparatives if possible.
3. When you find out your partner's fear, repeat steps 1 and 2 with a different partner.

Are you scared of spiders?

Yes, a lot! I always try to avoid spiders, but the more I try to avoid them, the more scared I become.

B

GOAL Discuss Dangerous Jobs

Listening

A Read the definition. Then, in groups, discuss the questions.

stunt person (noun) /ˈstʌnt-,pɜːs'n/
a person whose job is to do dangerous things for a movie or television show so that the actors can stay safe

1. What type of person is likely to work as a stunt person? Why do you think people choose this job?
2. Do you think a stunt person's job is really dangerous, or does it just look dangerous?

B  42 Listen to a stunt person talk about her job. Complete the summary, writing only ONE word in each blank.

Becky is a stunt person. When she tells people about her job, they often ask about the dangers of her job. Although it's not in the top three most (1) _____ jobs in the world, being a stunt person still comes with many (2) _____. Becky's friend experienced a severe accident while doing a stunt for a movie and broke both his legs. Although Becky has never broken any (3) _____ while on the job, she has had a few minor injuries. When people ask about actors, Becky usually tries to avoid answering questions that could cause potential harm to her (4) _____. She can generally say that some actors are (5) _____ to work with, while others can be challenging.

C  43 Listen to the rest of the talk. Circle the correct answers.

1. What was Becky's previous profession?
 - a. A soccer coach
 - b. A soccer player
2. Why did Becky consider becoming a stunt person?
 - a. She was good at doing dangerous things as a child.
 - b. She had friends who worked in the movie industry.
3. Why does Becky say this: "I'll be an old lady before I've earned even a single million"?
 - a. To emphasize that she does not make much money.
 - b. To imply that older stunt people make more money.
4. What is Becky's attitude toward her job?
 - a. She enjoys the work, but not the danger.
 - b. She loves it despite the risks and low pay.
5. What does Becky suggest when she says, "I'm 42 now, so I should think about life after stunt work"?
 - a. Older stunt people have more accidents.
 - b. The majority of stunt people are young.

D Discuss these questions in groups.

1. What adjectives describe your reaction to the talk?
2. Would you like to work as a stunt person? Why?
3. If you could ask this stunt person a question, what would you ask her?

PRONUNCIATION: Consonant Clusters

Some English words have clusters, or groups, of consonants next to each other (Consonants include every letter except the vowels: *a, e, i, o, u*, and sometimes *y*). Longer clusters can be hard to pronounce, especially at the end of words. For example, the cluster *-sks* in *risks*. To make pronouncing clusters easier, you might notice that some speakers may drop one of the consonant sounds without realizing it, or may say it very quickly.

E 44 Look at these words from the talk. Say all three pronunciations of the word in bold. Which one sounds the most natural? Then listen and check (✓) the pronunciation that you hear.

- | | | | |
|------------------------------|-----------------------------------|----------------------------------|----------------------------------|
| 1. With many risks | ☐ risks | ☐ riss | ☐ riks |
| 2. A few months ago | ☐ months | ☐ moths | ☐ mons |
| 3. Speed and strength | ☐ strength | ☐ strenth | ☐ stregth |
| 4. A friend asked | ☐ askt | ☐ ast | ☐ akt |



GOAL CHECK Discuss Dangerous Jobs

During her talk, the stunt person said the three most dangerous jobs “involve cutting down trees, catching fish, and flying airplanes.” Discuss these questions in a group.

1. What are some other jobs that can be very dangerous?
2. What is a dangerous job you would never do? What is one you might do? Why?
3. What are some positive things about doing a dangerous job?
4. In the future, robots might do all dangerous jobs. Would this be good or bad? Why?

Paragliding performance in a valley in Mù Cang Chải, Việt Nam

Danger 103

Bản mẫu góp ý

Đọc bản mới nhất trên hoc10.vn

C

GOAL Talk about Common Injuries

Language Expansion: Common Injuries



Our world is usually safe, but some common activities can be dangerous. For example, doing sports can lead to injuries. If a hard ball hits a person, it can cause a **bruise**. The skin will change color and be painful to touch. If a person who is running falls down, she may get a **scrape** on her knee or elbow where the skin is rubbed off. And if the person twists an ankle, an elbow, or another joint, he may have a **sprain**. Cooking is another activity that can be dangerous. A person may get a **cut** if he is not careful when using a knife. And touching a hot pan can cause a **burn**. Finally, being in an accident often causes an injury. If a person falls off his bike, for example, it is possible that he will have a **break**, or **fracture**, in a bone.

WORD FOCUS

A **joint** is a place in the body where two bones connect, such as the knee.

A Read the text about common injuries. Then, complete the tasks in groups.

1. In your notebooks, write a definition of each word in blue. Use a dictionary if you wish.
2. Rewrite each sentence from the text that contains a blue word. Use the verb form of the word.
3. Discuss some activities that people often do at home, at work, and at the park that can lead to common injuries. When you have finished, join another group and compare ideas.

Conversation

REAL LANGUAGE

We describe somebody who often has accidents as being **accident-prone**.

B 45 In pairs, predict which body parts Greg injured. Then, listen to check your answers.

Tina: Oh my gosh! What happened to you, Greg?

Greg: When I was biking to work two days ago, I had an accident. I cut my (1) _____, and scraped and bruised my (2) _____.

Tina: You should always wear a helmet when you ride. Head injuries can be very serious.

Greg: I also sprained my (3) _____ while I was jogging yesterday. That's why I'm limping.

Tina: But it snowed yesterday. Don't you know that you shouldn't run if the streets are icy?

Greg: Oh, and as I was making breakfast this morning, I accidentally burned my (4) _____.

Tina: You're so accident-prone! Always check if something is hot before touching it, OK?

SPEAKING STRATEGY

Use **Don't you know...** in a negative question to show that you are surprised or annoyed by something someone did.

Grammar (See Grammar Reference p. 155)

Adverbials of Time	
Adverbials are clauses or phrases that give more information about the main verb of a sentence. Adverbials of time explain <i>when</i> something happened.	Greg broke his leg as he was playing football . She sprained her knee just before the race .
Clauses include a time conjunction like <i>while</i> or <i>when</i> plus a subject and verb.	When she fell over , the girl bruised her leg.
Phrases include a time preposition like <i>after</i> or <i>before</i> and an object instead of a subject and verb.	The boy cried after scraping his knee .
Use a comma after a time adverbial when it comes before the main clause.	As soon as he burned his leg , he called 911. He called 911 as soon as he burned his leg .

C Read the grammar information. Then, in pairs, complete the tasks.

1. Write the adverbials of time you find in the conversation in **B**.

2. Take turns practicing each role in the conversation.
3. Change the conversation so that Greg has different accidents and Tina makes different comments. Practice your new conversation in front of another pair of students.



GOAL CHECK Talk about Common Injuries

Complete the steps in small groups.

1. Find a minor injury that all of you have experienced. For example, maybe all of you have fractured a bone or sprained a joint.
2. Prepare and practice a talk. You should say what injury all of you have experienced and when you experienced it. You should also give advice about how to avoid this kind of injury as well as how to treat the injury after it has happened.
3. Deliver your talk in front of the class. Make sure each person in your group speaks.
4. Discuss which injury was the most common in the class. Also discuss which advice for avoiding and treating injuries was the most useful.

I burned my hand
when I was a child.
Anyone else?

Me, too. It was
so painful!

I haven't burned my
hand, but I burned
my leg once.

D GOAL Discuss the Benefits of Danger

Reading 46 (Optional)

A Discuss the questions in small groups.

1. Look at the photo. Did you enjoy doing this activity when you were a child? Why?
2. The title of the article is a question. How would you answer it?

B Read the text. Would the author probably agree with statements 1–5? Write Yes or No if the writer's view is obvious or *Unsure* if it is not clear.

1. _____ The world is less dangerous now than it was 50 years ago.
2. _____ Children would have fewer allergies if they ate more eggs.
3. _____ Most parents these days can be described as "free range."
4. _____ Gever Tulley's book was written for parents, not for children.
5. _____ Aristotle said, "everything in moderation" for children only.

C Read the comments about the text. Then, complete the steps.

Are you kidding? This is a terrible post. The police should arrest all "free range" parents. _____

Great post. I think a little danger is a good thing not just for kids, but for adults, too. _____

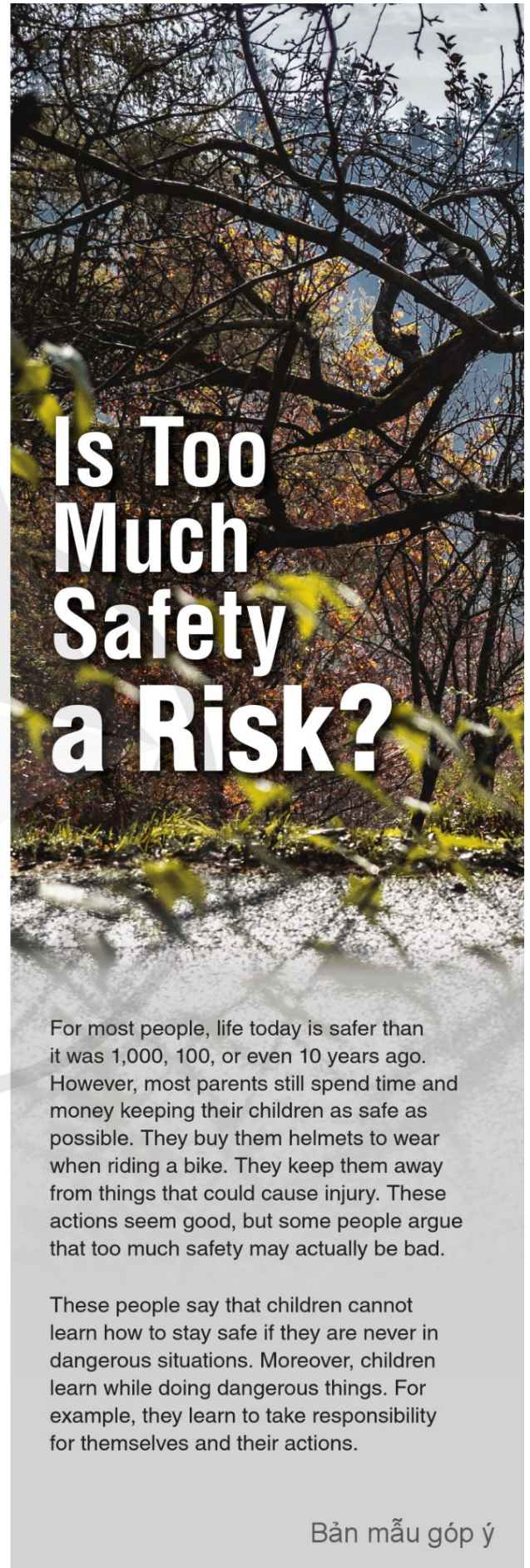
I used to agree that too much safety was bad, but having kids changes you. Now I feel that nothing's more important than keeping your children safe. _____

1. Put the comments in order from the one you agree with most to the one you agree with least.
2. Find a classmate who put them in a different order. Discuss why you disagree.

✓ GOAL CHECK

Choose one of the sets of questions below. Discuss in groups.

1. What is a healthy diet or lifestyle? Do you think it's a risk to follow a strict diet or lifestyle for a long time? Which can be harmful if they are done too much?
2. Think of five dangerous activities that could benefit children (or adults). Why might doing them bring benefits? Which of the activities have you done? Which would you do?



For most people, life today is safer than it was 1,000, 100, or even 10 years ago. However, most parents still spend time and money keeping their children as safe as possible. They buy them helmets to wear when riding a bike. They keep them away from things that could cause injury. These actions seem good, but some people argue that too much safety may actually be bad.

These people say that children cannot learn how to stay safe if they are never in dangerous situations. Moreover, children learn while doing dangerous things. For example, they learn to take responsibility for themselves and their actions.



Finding a balance between safety and allowing children to engage in age-appropriate risks and challenges is crucial.

According to the “hygiene theory,” keeping children too safe may also cause health issues. Some parents do not let their children play with those who have an illness, or they stop their children from playing outside. As a result, their children’s bodies are not used to germs or dirt. When these children eat a food that is normal, their bodies may have a dangerously strong reaction. Perhaps that is why more and more children have allergies to foods like nuts or eggs.

So, what should parents do? Some people choose to be “free range” parents who give their children freedom to do things on their own. For those parents who are not ready, there are books and websites that suggest activities children can do with supervision. One of the most famous books is “50

Dangerous Things (You Should Let Your Children Do)” by Gever Tulley. Examples of these dangerous things include letting children drive a car or walk home from school alone.

So, is it true that too much safety can be dangerous? Perhaps the answer comes from Aristotle, the famous Greek writer. He wrote that doing “everything in moderation” leads to the best life.

hygiene (n) keeping your body, home, or workplace clean

germs (n) small living things that can cause an illness

moderation (n) neither too much nor too little of anything

Danger 107

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Bản mẫu góp ý

E

GOAL Give Clear Instructions

A Complete the text with the words from the box. Some words are extra.

backyard
dining room
garage
kitchen
living room
playroom

We think of our homes as safe places where we can relax. This is often true, but it's also true that accidents can happen at home. For example, fires can start in the (1) _____, and people can burn or cut themselves while cooking. In the (2) _____, children can be injured when jumping on a chair or sofa, or if a television set falls on them. In the (3) _____, cars can be dangerous, of course, and many people store sharp tools or objects there, too. And outside in the (4) _____, barbecues or play equipment can harm people if they're not used correctly.

Communication

B In pairs, complete the tasks.

1. Compare your answers from **A**. What clues helped you choose each answer?
2. Discuss other accidents that could happen in the rooms mentioned in **A**.
3. Discuss what accidents might happen in the room in the photo below.
4. Decide which room you think is the most dangerous in a typical home. Explain why.

C Interview three students other than your partner in **B**. Then, share what you learned with a new partner. Compare answers with your answer to question 4 in **B**.

Name	In which room did you have your worst accident at home?



COMMUNICATION SKILLS: Giving Instructions

When you need to explain how to do or use something, you can give instructions. Here is some advice for giving clear, effective instructions:

- Giving instructions is like giving advice: you can use the imperative (base form of the main verb without subject), such as: **Follow** these instructions. The negative imperative is formed using *do not (don't)*: **Don't run** through the hallway! You can also use modals such as *must (not)* or *should (not)*.
- If your instructions must be followed in a certain order, it is a good idea to use clear sequence words such as *first, second, third, next, after that*, and so on.
- For very important instructions, such as safety instructions, use basic vocabulary and sentences so that no one will misunderstand. It may help to imagine that you are giving instructions to a child.

WORD FOCUS

A **crosswalk** is a place where the road is marked with black and white stripes to show where people should cross.

D Read the instructions. Then, in groups, complete the tasks.

Follow these instructions when you want to cross a road that does not have a crosswalk. First, find a place to cross where you can see the traffic in every direction. Next, wait by the side of the road. You should not stand too close to the edge. Then, look in all directions and listen. If you see or hear any traffic, wait until it has gone past. Finally, walk directly across the road without stopping.

1. Underline the imperatives and modals. One example has been done for you.
2. Circle the sequence words. One example has been done for you.
3. Discuss whether a child would easily understand these instructions.

Writing

E Write clear instructions (80–100 words) about how to do one of these things safely. Use the instructions in D as a model.

- Cook food on a barbecue
- Clean up broken glass
- Cut wood with a saw
- Hike in the mountains



GOAL CHECK Give Clear Instructions

Complete the steps.

1. In groups, share your instructions from E and discuss how to improve them.
2. Join a new group with people who wrote instructions about the same topic in E. Discuss how to combine your instructions so that you keep the best parts from each.
3. Present your combined instructions to the class.

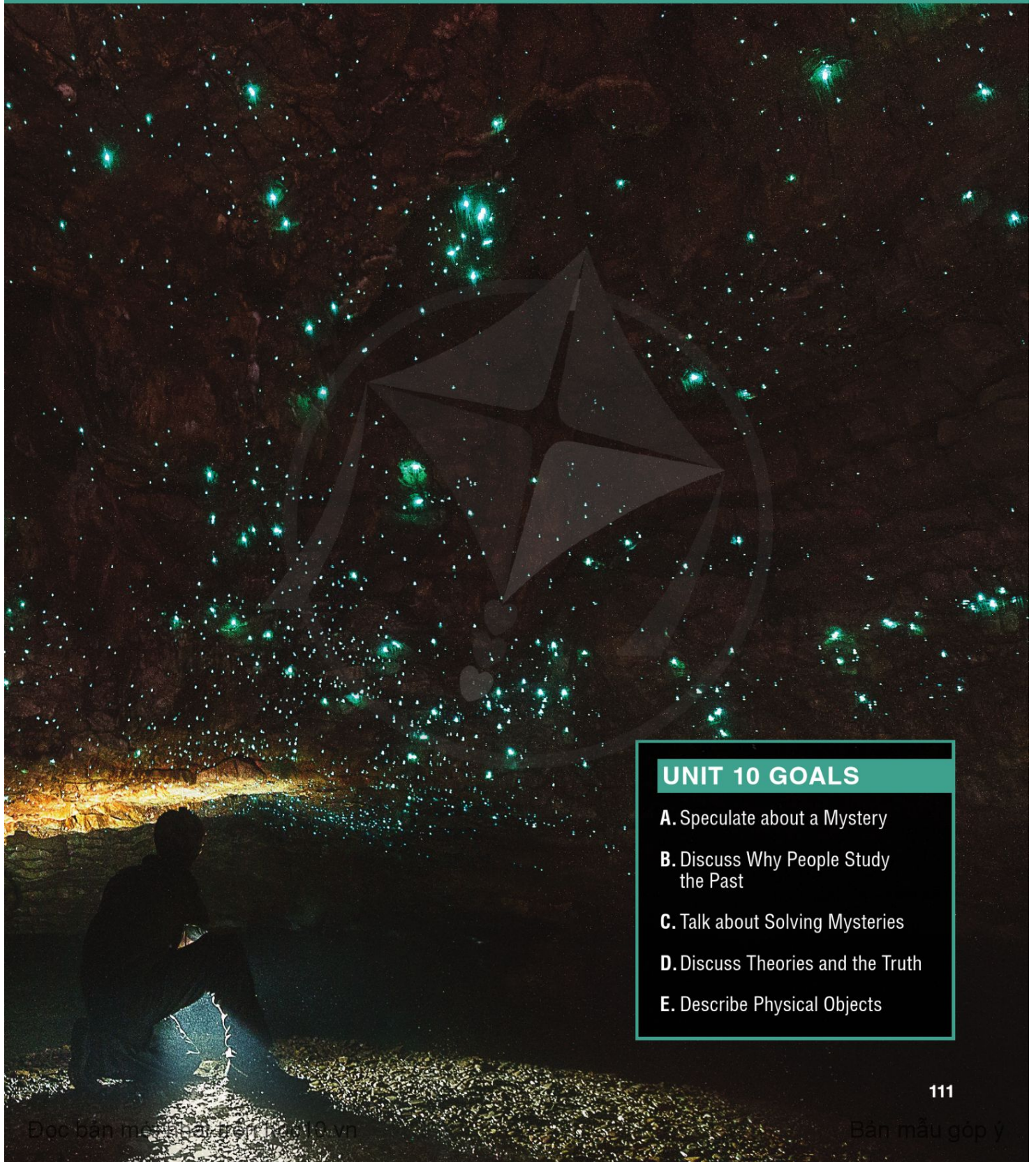
UNIT
10

Mysteries

Look at the photo and answer the questions:

- 1** What other words do you think of when you hear the word *mysteries*?
- 2** What unsolved mysteries have you heard about?

A visitor looks at the glowing rock walls and ceiling of Waitomo Caves in Waitomo, New Zealand.



UNIT 10 GOALS

- A. Speculate about a Mystery
- B. Discuss Why People Study the Past
- C. Talk about Solving Mysteries
- D. Discuss Theories and the Truth
- E. Describe Physical Objects

A

GOAL Speculate about a Mystery

Vocabulary

A Read the text. Then, discuss your reaction to it with a partner.

The universe is huge. The number of stars in the universe is **uncertain**, but scientists think there may be as many as 400 billion in the part of the universe where Earth is located. Many of those stars may have planets, and many people believe that life may exist on at least some of them. So, some people **wonder**, "Where is everybody?" Many people have **speculated** about this mystery. They have come up with many **theories** to explain why we have not yet found any alien life. Here are three of them:

- One **possibility** is that life is very rare and that Earth is incredibly special; in other words, perhaps humans are alone in the universe.
- The universe is very **ancient**, so life could have existed on other worlds in the past but then died out before we could meet it.
- Another **suggestion** is that we do not have enough **knowledge** to recognize other life; aliens might have tried to contact us, but our technology was too basic to notice.

We have not discovered other life in our universe yet, but we continue to look for it. Perhaps we will get a message from another **civilization** soon. If that happens, there is no **doubt** it will have a very big impact on all of our lives.

B Circle the correct option to complete the definitions of the **blue** words in the text.

1. Something that is **uncertain** *may or may not be true / used to exist but no longer does.*
2. To **wonder** means to *read and learn / think and ask* about something.
3. To **speculate** means to think and discuss things that *are impossible / could happen.*
4. A **theory** is *an explanation for / a message about* something, but it may not be true.
5. A **possibility** is something that *people do not expect / might happen.*

The Allen Telescope Array in Hat Creek, California looks into space and searches for alien life.

6. Something **ancient** is very old or *happened a long time ago / has happened many times*.
7. A **suggestion** is an idea, plan, or action somebody *orders / recommends*.
8. **Knowledge** is *equipment that helps you learn / information you know* about a topic.
9. A **civilization** is a society *in which few people live / with a high level of development*.
10. To have **doubt** means to feel *unhappy about a situation / unsure if something is true*.

C Expand your vocabulary by learning the verb forms of *doubt, knowledge, and suggestion*; the noun forms of *speculate, uncertain, and wonder*; and the adjective forms of *doubt, possibility, and theory*.

Grammar (See Grammar Reference p. 155)

Modals to Discuss the Past	
To talk about past possibilities or something that is uncertain about the past, use <i>could / may / might + have + past participle</i> .	It's a mystery why people stopped living in that city. One theory is that an earthquake could / may / might have happened .
To talk about something that is certain or almost certain about the past, use <i>must have + past participle</i> .	She has a lot of knowledge about dozens of ancient civilizations. She must have studied hard for many years.

D Read the grammar information. Then, in pairs, underline examples of modals that discuss the past in the text in **A**.

E Complete these sentences in your own words in your notebook. Then, in pairs, compare your answers. How similar are your sentences?

1. There was a flash of bright light under the water. It may have been _____.
2. Something moved very quickly through the sky. It might have been _____.
3. Some scientists discovered a mysterious signal. It could have been _____.
4. Many ancient species suddenly died out. The cause may have been _____.

F MY WORLD In pairs, talk about mysterious events you have experienced.



GOAL CHECK Speculate about a Mystery

In groups, discuss these questions. Then, share your ideas with another group.

1. The text in **A** gives three theories that explain why we have not found alien life. What other explanations can you think of?
2. The same text says that finding other life "will have a very big impact" on us. Think of some ways this might change our lives.

B

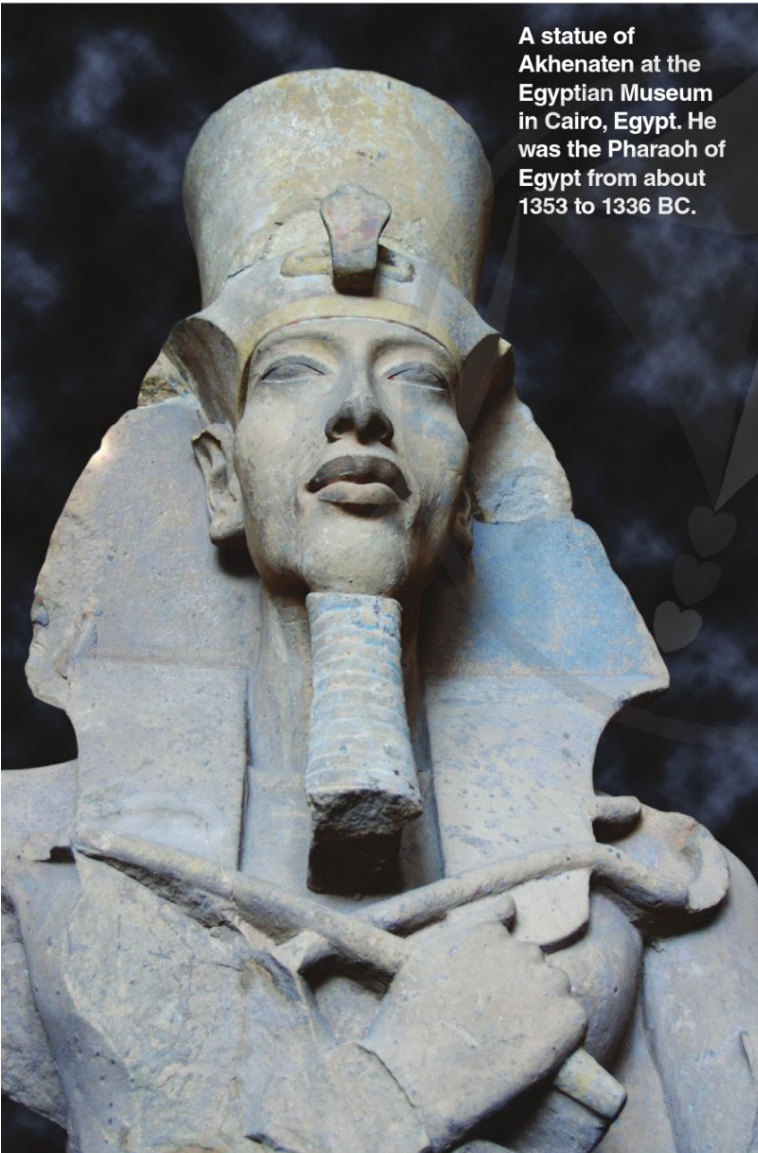
GOAL Discuss Why People Study the Past

Listening

A Look at the list of famous people and choose two or three that you are most interested in learning more about. Then, find someone who chose different people and take turns giving reasons for your choices.

- Akhenaten, a pharaoh from Egypt
- Claudius, an emperor from Rome
- Edgar Allan Poe, a mystery writer
- Florence Nightingale, a nurse
- Mozart, a musician and composer
- Pericles, a politician from Greece

B  47 Listen to the conversation and choose the two correct answers for each question. Then, listen again to confirm your answers.



A statue of Akhenaten at the Egyptian Museum in Cairo, Egypt. He was the Pharaoh of Egypt from about 1353 to 1336 BC.

1. What do the speakers say about the book?
 - a. It discusses people's deaths.
 - b. It has just one chapter.
 - c. It was published in Egypt.
 - d. It was written by a doctor.
2. What do they say about Akhenaten?
 - a. He did not look like most people.
 - b. He had a lot of treasure.
 - c. His child was also a pharaoh.
 - d. His family faced many problems.
3. What do they say about Pericles?
 - a. He died from a well-known disease.
 - b. He died when he was 25 years old.
 - c. He was a soldier and a politician.
 - d. He was from the city of Athens.
4. What do they say about the people of Athens?
 - a. A quarter of them died.
 - b. They had long and unusual heads.
 - c. Their disease caused vomiting.
 - d. They were poisoned.
5. What do they say about Claudius?
 - a. He had a fever and a heart attack.
 - b. He may have been killed by somebody.
 - c. He was a doctor before he was a ruler.
 - d. He was one of the emperors of Rome.

C Discuss the questions in groups.

1. Would you like to read the book that the speakers discussed? Why?
2. Do you think it is likely that future scientists will solve any of the medical mysteries discussed in the book? Why?

PRONUNCIATION: Intonation for Questions and Lists

When saying a list of things, speakers often say *or* or *and* before the last item in the list to show that the list is about to finish. In these cases, the first items in the list will have a rising intonation, and the last item will have a falling intonation.

e.g., We don't know when he died, where he died, or how he died.

In some cases, the speaker may leave the list unfinished. In these cases, the last item in the list will also have a rising intonation.

e.g., We don't know when he died, where he died, how he died ...

Yes-No questions usually end with a rising intonation.

e.g., Is it a good book? Does the book sound interesting?

Wh-questions (questions that begin with *Who*, *What*, *Where*, *When*, *Why*, and *How*) end with a falling intonation.

e.g., What are you reading? How did Akhenaten look?

D Listen to the information about intonation.

E Listen and mark rising or falling intonation.

1. ... *Paintings and statues of Akhenaten show that he had an unusual face, body, and legs.*
2. ... *the disease had many nasty effects, including vomiting, headache, fever...*
3. ... *why did a doctor write a book about medical mysteries from history?*
4. ... *is it also a murder mystery?*
5. ... *Why do people study the past?*



GOAL CHECK Discuss Why People Study the Past

At the end of the conversation, the man says "Why do people study the past?"

Reflect on your studies. Ask and answer the following questions. Remember to use appropriate intonation.

- Do you enjoy studying the past? Why / Why not?
- What school subject involves studying the past? What knowledge can you gain from it?
- How can that knowledge help you in your life and your future job?

C

GOAL Talk about Solving Mysteries

Language Expansion: Mystery Stories

A Complete the text with the correct singular or plural form of the words in **bold**.

- A **character** is a person in a story, a movie, or a play.
- A **clue** is a piece of information that helps solve a mystery.
- A **crime** is an action or activity that is against the law.
- A **deduction** is a specific idea that is based on logic and evidence.
- A **detective** is a person who tries to find clues to solve a crime.
- An **investigation** is the act of looking into a crime to solve it.
- **Evidence** is information that answers a question or solves a crime.
- **Proof** is information that shows something is definitely true.

In 2013, a mystery story called *The Cuckoo's Calling* was published. This book was apparently the first novel by Robert Galbraith. Like most mysteries, the main (1) _____ in the book was a (2) _____ trying to solve a (3) _____. As part of his (4) _____, the detective looked for several (5) _____ to explain what had happened. After he found some (6) _____ about where and when the crime took place, he made a correct (7) _____ about who did it. People liked *The Cuckoo's Calling*, but it did not sell many copies at first. Soon after the book was published, some people said the writer was actually J. K. Rowling, the author of the Harry Potter stories. As soon as there was (8) _____ that this theory was correct, sales of the book increased by 4,000 percent.

Lello Bookstore, located in Porto, Portugal, inspired J. K. Rowling's writing of the Harry Potter books.



Grammar (See Grammar Reference pp. 155–156)

Noun Clauses	
Noun clauses act as nouns in a sentence. They usually follow this pattern: <i>wh-</i> word + (subject) + verb + (object).	The detectives did not know who did it , but they did know when and where it happened .
Noun clauses can act as the subject of the sentence when they come before the verb.	Where it took place is a complete mystery. Why she committed the crime is unknown.
Noun clauses can act as an object when they come after a verb or a preposition.	I found clues that explained why he did it , but I have no ideas about how it happened .

- B** Read the information about noun clauses. Then, underline the noun clauses in the text in **A** and the conversation in **C**. Finally, compare your answers in pairs.

Conversation

- C**  50 In pairs, discuss which words from **A** best complete the conversation. Then, listen and check your answers.

- José:** Is that another book about how famous people died, Hanna?
- Hanna:** No, it's one of Agatha Christie's (1) _____ stories.
- José:** I don't know her. Is she famous?
- Hanna:** Definitely! She's one of the best-selling writers in history. Her most famous (2) _____ is a (3) _____ called Hercule Poirot, who is great at finding (4) _____ and other kinds of evidence.
- José:** Oh, it's a mystery story? I don't like those. I can never figure out who did it!
- Hanna:** Me, neither. And I always wonder how mystery writers come up with their ideas. Still, I love reading their books. Anyway, do you like any other kinds of books, José?

WORD FOCUS

To **figure out** something means to understand it by thinking deeply about it.

SPEAKING STRATEGY

We use **Me, neither** to agree with a negative statement of the previous speaker.

- D** Complete the tasks.

- In pairs, take turns practicing each role in the conversation.
- Find a different partner. Extend the conversation by adding two new lines each for both José and Hanna. Then, practice your extended conversation and present it to a different pair of students.



GOAL CHECK Talk about Solving Mysteries

In groups, take turns talking about a mystery story you have read or a mystery movie or TV show you have seen. Explain what happened and how it happened, who did it, who solved the mystery, how they solved it, and so on.

D

GOAL Discuss Theories and the Truth

Reading 51 (Optional)

A Before reading, discuss these questions in groups. Then, read the first paragraph of the text and check your answers.

1. How far is the moon from Earth?
2. In what year did the first human step on the moon?
3. In what year did humans last visit the moon?
4. In total, how many humans have visited the moon?

B Read the text. Then, write **T** for *true*, **F** for *false*, or **NG** if the information is *not given* in the text.

1. One quarter of people in the world think the moon landings were real. _____
2. Some people believe that winds blow on the surface of the moon. _____
3. The flag seems to be moving because of a problem with the equipment. _____
4. Astronauts on the moon could see stars, but their cameras could not. _____
5. Believing in conspiracy theories gives some people positive feelings. _____

C In groups, discuss what most interested you about the text, and why.



GOAL CHECK

In groups, read the statements and discuss whether they describe a theory or the truth.

- Humans have landed on the moon several times.
- Aliens have already visited Earth.
- Human activity has changed Earth's climate.
- Technology companies spy on their customers.

Back to the Moon?

On July 16, 1969, the Apollo 11 rocket was launched into space. Sitting inside were Neil Armstrong, Buzz Aldrin, and Michael Collins. After a journey of around 238,855 miles and almost 110 hours, Armstrong and Aldrin became the first humans to step onto the moon. Over the next three years and five months, five more rockets traveled to the moon, and another 10 men stood on its surface. Or at least, this is what most people think.

Some people, however, believe that all of the evidence for the moon landings is fake. Research suggests that up to one quarter of people in some countries think that humans have never visited the moon.

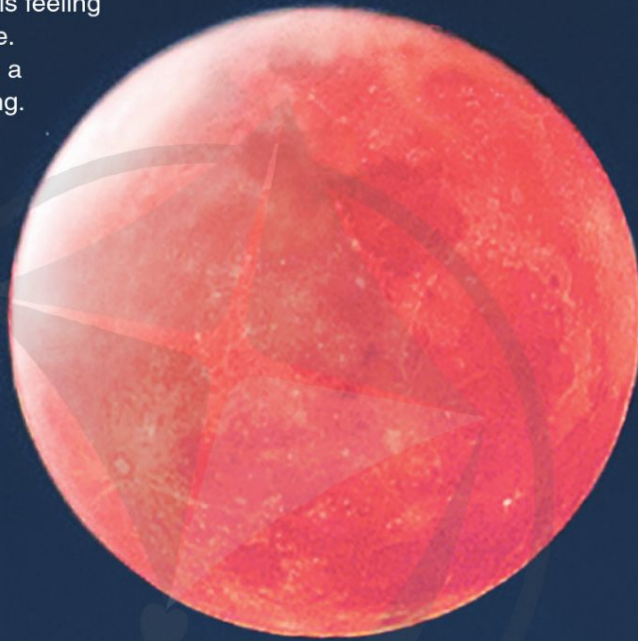
These people say pictures and videos from the moon's surface show flags moving in the wind, but there is no wind on the moon. They also say that the pictures show no stars in the sky, so they could not have been taken by astronauts.

Do these points show that the moon landings did not happen? The answer is no. The piece of metal holding the top of the flag was damaged. The flag could not hang straight down. It looks like it is moving. And no stars can be seen in the photographs because the sun is very bright on the moon. It is so bright that the stars did not show up in the pictures. So, the moon landings did happen.

However, why so many people believe conspiracy theories is much more of a mystery. First, people may feel their lives are uncertain. This feeling can make people very uncomfortable. Conspiracy theories can give people a feeling of certainty, which is appealing. In addition, people may feel they have secret knowledge that other people do not have. This is also an appealing feeling.

conspiracy theory (noun phrase) a belief that an event did not happen the way most people think

astronaut (n) a person who travels into space in a rocket



Super blue blood full moon over water

E

GOAL Describe Physical Objects

Communication

A Read the two descriptions and look at the photos. Then, in pairs, discuss which text describes which photo.

1. This object looks a little bit like a ball. It has about twelve sides that have holes in them and many small round things that stick out. It seems to be made of a golden metal. It is about 1.6–4.3 inches. It was made approximately in the second or third century AD in Europe. There is doubt about why and how people used it.
2. This object looks similar to an airplane. It has something that looks like eyes on the front, wings at the sides, and a tail at the back. It seems to be made of gold. It is roughly 2.3 inches long. It was made in South America almost 1,000 years ago. People are uncertain what it is and why it was made.

B In different groups, read the statements and discuss how likely each one is. Then, come up with other ideas.

- It could have been a children's toy.
- It may have been a piece of jewelry.
- It might have been a type of money.

Roman Dodecahedron



Quimbaya Artifact



COMMUNICATION SKILLS: Describing an Object

When you describe an object, your goal is to help other people get a picture of it in their minds. To do this, you need to describe details such as the object's shape, size, weight, color, the material it's made from, and so on. If the object has special or unusual features, you should describe those as well.

If you are not certain about specific details or not sure how to describe a feature, use vague language in your description:

It's *about* as big as a baseball. / It weighs *roughly* two pounds.

It seems to be made of metal. / It's *a sort of* reddish-gold color.

It has *something that looks like* eyes on the front. / *It has* little round things that stick out.

C Read the information in the box. Then, reread the texts in **A** and complete statements 3–6 with your own words.

1. The first sentences of both paragraphs give a description of what the objects look like.
2. The second sentences give specific details about the objects.
3. The third sentences _____.
4. The fourth sentences _____.
5. The fifth sentences _____.
6. The final sentences _____.

Writing

D In pairs, choose an object in your classroom and write a description, but do not write the name of the object. Share your description with another pair of students. Can they recognize the object you described?



GOAL CHECK Describe Physical Objects

Think of two objects you know well. For each object, write a description that does not mention their name. Write 120–150 words. Use the descriptions in **A** as a guide. Present your descriptions (180–200 words) to the class without using your notes. How many of your classmates recognized the objects that you described?

UNIT
11

Learning

Elementary school students learn science using virtual reality headsets.

Look at the photo and answer the questions:

- 1** How interested are you in virtual reality (VR)? Why?
- 2** Do you think VR technology can help people learn?





UNIT 11 GOALS

- A. Discuss Technology and Learning
- B. Talk about Learning
- C. Discuss Educational Choices
- D. Talk about the Value of Having Fun
- E. Describe Problems and Solutions

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Bản mẫu góp ý

A

GOAL Discuss Technology and Learning

Vocabulary

- A** In pairs, discuss whether you need to add *a*, *an*, or nothing to complete the definitions. Then, compare your answers with another pair.
1. Something **academic** is connected to _____ education or studying.
 2. To **achieve** something means to reach _____ goal after a lot of work.
 3. To **attend** a school, a college, or _____ event means to go there.
 4. To **concentrate** on _____ idea means to think about it very deeply.
 5. **Confidence** is a feeling of _____ trust in somebody or something.
 6. A **curriculum** is all of the topics studied as _____ part of a course.
 7. A **degree** is _____ qualification you can get after studying at college.
 8. An **expert** is a person with a lot of _____ knowledge about one topic.
 9. **Motivation** is a strong feeling of _____ interest in doing something.
 10. _____ **training** is teaching or learning skills that are useful for life or work.
- B** In pairs, expand your vocabulary by learning the verb forms of *motivation* and *training*, the noun forms of *academic*, *achieve*, *attend*, and *concentrate*, and the adjective form of *confidence*.
- C** In new pairs, complete the text with the words from **A** or **B**. Check your answers with another pair.

WORD FOCUS

A **digital native** is a person who has used technology from a very early age.

Technology is now part of most aspects of our daily lives, including education. Educators are using computers, apps, and other kinds of technology more and more. The reason is that many students these days are digital natives. Some of them may find it easier to (1) _____ when learning from a screen than from a book. They may also feel more (2) _____ that they can trust what they are learning. These two things can help them (3) _____ greater success both inside and outside the classroom.

Technology brings another big benefit: it helps more people get a good education and high-quality (4) _____. It takes a lot of time and money to (5) _____ college or another (6) _____ institution. But with technology, people can study online for a college (7) _____ when it is convenient for them and for a much lower price. And in fact, technology makes it possible to get a great education for free. Some universities have uploaded the entire (8) _____ for some programs to the Internet. So, people who are highly (9) _____ can study the material on their own and become an (10) _____ in a wide range of subjects from A to Z.

Grammar (See Grammar Reference p. 156)

Articles A, An, and The	
Use the indefinite article a / an, with singular nouns for something general or a job. 1. a + consonant sound 2. an + vowel sound Do not use indefinite articles with plural nouns or uncountable nouns.	1. a pen (start with the sound /p/) a uniform (start with the sound /j/) 2. an artist (start with the sound /a/) an hour (start with the sound /au/)
Use the definite article the with singular nouns for: • something specific or mentioned previously • unique items • inventions in general • system or service Use the definite article the with plural nouns for a group of specific things. Use the definite article the with superlative adjectives (<i>the most recent invention, the best idea, ...</i>). Use the definite article the with adjectives for different groups of people in the society (<i>the good, the young, the homeless, the Australian, ...</i>).	She bought a new book yesterday. The book is about technological advancements in education. The sun rises in the east. The dishwasher has improved the quality of many housewives. The police arrested three pickpockets in the mall. She bought some oranges from her neighbor. The oranges are quite sour. He is the youngest scientist on the team. There should be more support for the homeless, especially during the winter.

D Complete the sentences with a, an, the or (X) (no article).

1. It usually takes him an hour to get X home.
2. He's pilot working for national airline.
3. My brother broke one plate when he was at Grandma's house.
4. Do you have dictionary? I need to look up some words.
5. He washed his white T-shirt and his black shirt together. Now T-shirt is gray.
6. My teacher usually has glass of milk and banana for breakfast.

E Find and fix the incorrect article in each of the sentences below.

1. A house at the end of the street is Alex's.
2. Áo dài is a traditional costume of Vietnamese people.
3. He has a university degree in the biochemistry.
4. Philip is a tallest person in my class.
5. The life can be very hard for the unemployed.
6. John Logie Baird invented a television.
7. She bought a new dress with the flowery patterns on the sleeves.



GOAL CHECK Discuss Technology and Learning

1. Brainstorm how you can use the following technological inventions to support your learning:
 - the Internet
 - artificial intelligence (AI)
 - social media
2. Write a short text to describe the uses of one of the inventions above.

Learning 125

B

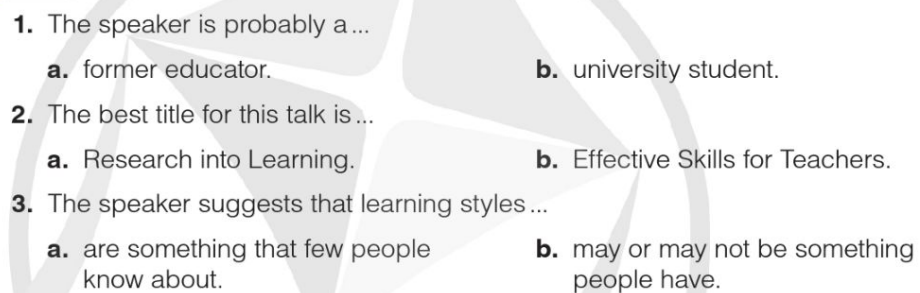
Listening

A In groups, discuss what each saying or quotation means and how much you agree with it.

- Practice makes perfect. (traditional saying)
- Play is our brain's favorite way of learning. (Diane Ackerman)
- Anyone who stops learning is old, whether at twenty or eighty. (Henry Ford)
- One child, one teacher, one book, and one pen can change the world. (Malala Yousafzai)
- It is not enough to learn how to ride; you must also learn how to fall. (traditional saying)

B MY WORLD In pairs, discuss any sayings about education or learning that you know or ones that you may have in your country.

C  52 Listen to part of a talk. Take notes. Then circle the correct option.

- 
1. The speaker is probably a ...
- a. former educator.
 - b. university student.
2. The best title for this talk is ...
- a. Research into Learning.
 - b. Effective Skills for Teachers.
3. The speaker suggests that learning styles ...
- a. are something that few people know about.
 - b. may or may not be something people have.

A student takes a break from studying for an exam.



4. The speaker explains that getting enough sleep ...
 - a. can help people exercise more often.
 - b. improves how well people remember.
5. The speaker suggests that language learners ...
 - a. learn more if they repeat what they hear.
 - b. may benefit from learning while working out.
6. According to the speaker, effective practice ...
 - a. can be done just once or twice but for a long time.
 - b. should be done frequently but for short periods.

PRONUNCIATION: Homophones

Homophones are words that sound the same but have different meanings and / or spellings. Some examples of homophones are *know – no, right – write, cite – site*, etc.

D  53 Read and listen to the words in the box.

E Complete the sentences by writing the correct homophones.

1. She was much _____ young to study _____ majors at the same time.
2. Students have to _____ their names in the top _____ corner of the paper.
3. All the local high school _____ have high moral _____.

F Complete the following questions. The first letter of each word has been given. Then ask and answer in pairs.

1. Are you a _____ to read a _____ in your class?
2. The students k _____ that they would learn something n _____ in this lesson.
3. How do you know w _____ the w _____ is fine?
4. Have you r _____ the book with the r _____ cover?



GOAL CHECK Talk about Learning

In groups, discuss these questions.

1. What is the most interesting thing about learning that the speaker in **C** discussed? Why?
2. Will you change how you study or learn after listening to the talk? If yes, what will you change, and how and why will you change it? If no, why?

C

GOAL Discuss Educational Choices

Language Expansion: Educational Choices

A Read the text. Then, complete the definitions with a **blue** word or phrase.

During their lives, people make many choices about their education. In their early years, most children, who have their parents decide their schooling, attend the closest public school. However, parents who can pay for **private school** may get their children to attend one. If it is a **boarding school**, their children will have their accommodation provided. Alternatively, some parents may opt to get their children **homeschooled**, which they believe is the best option. Between the ages of 16 and 18, most students start thinking about going to college and getting a degree. These days, taking a **gap year** is popular because of life experiences that will help them in the future. When students **enroll** at a college, they choose which subject to **major in**: business and economics are popular majors these days. Students also need to choose whether to live on **campus** or not. Finally, **continuing education** is growing more popular because people want to learn useful new skills; so, even adults in their thirties or older may need to make educational choices.

1. _____ education available for adults
2. _____ educated at home, not in a school
3. _____ traveling and working before college
4. _____ a school run by a private company or organization
5. _____ a place where students live and study
6. _____ buildings and land that are part of a school
7. _____ to specialize in a subject at college
8. _____ to start a program of study at a school

Conversation

B  54 In pairs, write the correct form of the words in **A** to complete the conversation. Then, listen and check your answer.

SPEAKING STRATEGY

Use **but (we) changed our minds** when you want to introduce a different action.

- Oscar:** Did your brother decide where to send his twins to school?
- Rachel:** At first, they planned to enroll the kids in a (1) _____, but then they changed their minds.
- Oscar:** So are the kids attending a (2) _____ every day?
- Rachel:** No. The fees are too expensive.
- Oscar:** Yes, private schools can be costly.
- Rachel:** So my brother planned to get his wife to (3) _____ their kids. They tried that for a month, but it was too much work for them.
- Oscar:** Oh, so where do his children go to school?
- Rachel:** My brother decided to (4) _____ them in a local public school. Luckily, they love it there!
- Oscar:** Is that the one just around the corner from your house? If so, that's convenient.

- C** Practice the conversation in pairs, taking turns playing each character. Then, create a new conversation about educational choices related to going to college.

Grammar (See Grammar Reference pp. 156–157)

The Active and Passive Causatives	
Use causatives to talk about something that someone else does for us or for another person. Two common causal verbs are <i>have</i> and <i>get</i> .	Most children have their parents decide their schooling. (Most children do not decide for themselves. Their parents decide their schooling for them.)
Use the active causative when the subject causes the object to do something. <i>have</i> + noun + bare infinitive <i>get</i> + noun + to infinitive	Most children have their parents decide their schooling. Some parents may get their children to attend private schools.
Use passive causative when we don't want to focus on the doer of the action. <i>have</i> + noun + past participle <i>get</i> + noun + past participle	The children will have their accommodation provided . Some parents may opt to get their children homeschooled .

- D** Read the grammar information. Then, underline the examples of causatives in the conversation in **B**. Finally, compare your answers in pairs.
- E** Complete the sentences with the correct form of the given words.
1. Some parents have their co-workers _____ (pick) up their children.
 2. The teacher got her students _____ (rewrite) their essays.
 3. Some parents get their children _____ (play) sports at least three times a week.
 4. Schoolchildren usually have their breakfast _____ (serve) at the canteen.



GOAL CHECK Discuss Educational Choices

Review the educational choices mentioned in **A**. Then, in groups, complete the steps.

1. Discuss which of the choices are made by parents alone, parents and children together, or by the children.
2. Plan a short talk about educational choices in your life. Your talk should mention one educational opportunity you missed, one plan you made that you were not able to do, and one choice you would like to make in the future.

D

GOAL Talk about the Value of Having Fun

Reading  55 (Optional)

A Complete these sentences with your own ideas. Then, share them in groups. Who gave the most interesting answers?

- As a child, my favorite type of play was ...
- The last time I played something was ...
- In my country, people think play is ...

B Read the text. Then, complete each statement with a word or number from the text.

1. Most people think education is serious, but some _____ say it should be fun.
2. Gamification's _____ is not very well-known, but the idea is easily understood.
3. One of the advantages of gamification is that students might feel more _____.
4. An example of gamification in a public space took place roughly _____ years ago.
5. Finland's example shows children can start school at _____ and still do well.
6. Games can help people with PTSD concentrate better and worry less about _____.
7. Because games have many benefits, they may be good for _____ as well as children.

C In pairs, choose one of the two situations below and come up with an idea to gamify it. Share your idea with the class and explain the benefits.

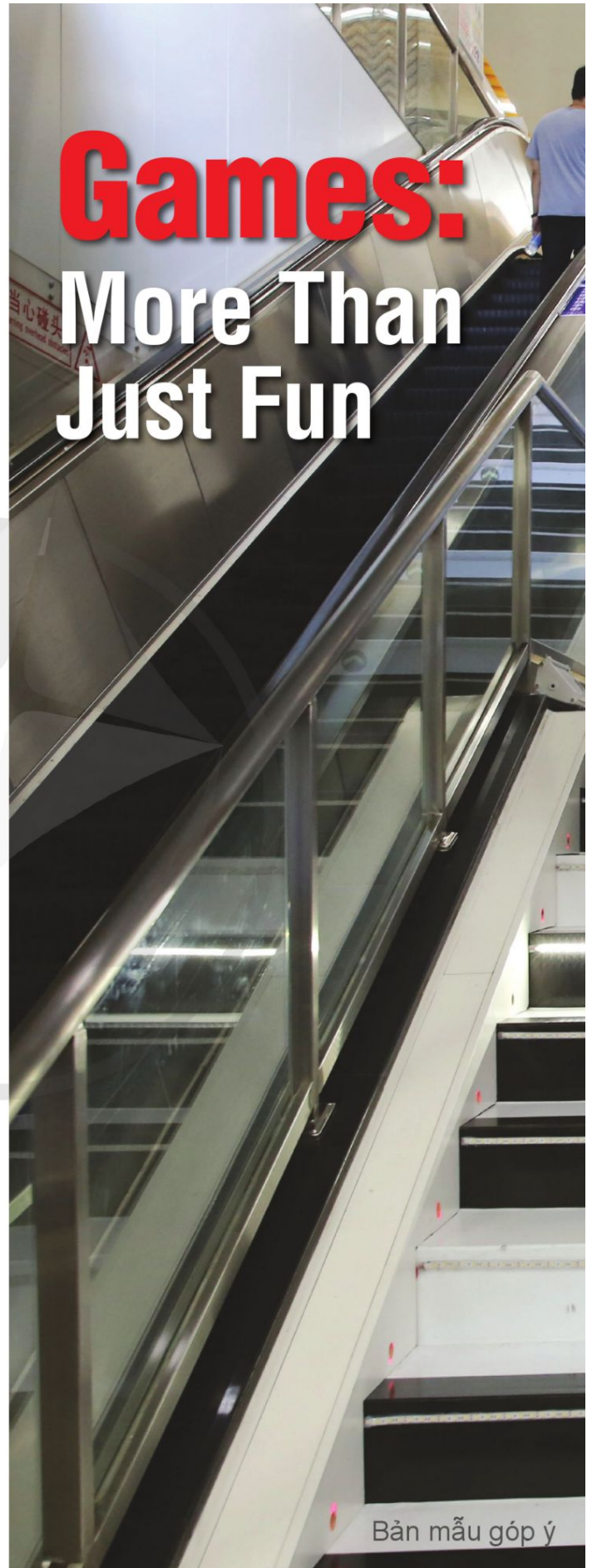
- Get people to recycle more
- Help people learn a language



GOAL CHECK

In groups, complete these tasks.

1. Discuss any experiences you may have with gamification in your learning or daily life. How did they impact your engagement and motivation?
2. Discuss how your teachers can use gamification to make learning more fun.
3. Come up with a sentence that explains how important play and games are for humans.





Many people think they need a good education to get a good job. For these people, education is a serious matter. However, experts say that learning can, and should, be fun.

Gamification is one way to make learning more enjoyable. The name may be unfamiliar, but the idea is easy to understand. One common definition is that gamification is using ideas from games to make non-game situations more fun and enjoyable.

Gamification has many benefits. For example, students tend to enjoy studying more when their lessons are gamified. Gamification may also help learners concentrate for longer periods and feel more motivation to study. These can build students' confidence and improve their academic results.

Gamification also brings benefits outside of the classroom. A famous example happened in Stockholm, Sweden about ten years ago. Odenplan subway station turned stairs into a piano. People enjoyed music while walking, reducing escalator use by 66 percent.

In countries around the world, some schools also have a play-based curriculum. The idea is that informal play is better for young children than formal training. The country that is the best example of this is Finland. Children there do not start formal school until they are seven. Instead of learning to read or do math, younger children spend their time playing creative games.

Doctors are finding that play has benefits for adults, too. Some people who experience a dangerous situation may develop PTSD (post-traumatic stress disorder). People with PTSD may feel very worried about life. Playing video games can help people manage PTSD and improve their lives.

To sum up, games are more than just fun. Famous educators like Maria Montessori have suggested that play is the "work" children should do. Given its many benefits, perhaps adults also should work hard at play.

escalator (n) a moving stair that carries people to higher or lower floors in a building

Fun activities provide a break from the daily stresses of life.

Learning 131

Bản mẫu góp ý

Đọc bản mới nhất trên hoc10.vn

E GOAL Describe Problems and Solutions



Students are studying in the Student Learning Center at Ryerson University in Toronto, Canada.

Communication

- A** 56 Listen to a conversation. Check (✓) the problem the girl has in making a career choice.
- ☐ She needs more time for the graduation exam.
 - ☐ She spends too much time surfing the Internet.
 - ☐ She is finding it hard to choose a career path.
 - ☐ She doesn't understand what nurses do.
- B** In pairs, take turns saying which of the problems in **A** you have experienced. Then, discuss any other career choice difficulties you have experienced.
- C** Read the email. Then, in groups, put Tommy's suggestions in order from most to least useful. Finally, share your ideas and reasons with another group.

Hi Mia,

I'm glad that you shared your problems with me. I have been thinking about it. I have a few suggestions that might help. First, if I were you, I'd visit the Study Center on campus. I'm sure the people who work there could give you some helpful advice. Second, you should consider reaching out to some nurses. I believe that they can share with you their first-hand experience and honest opinions. Finally, there are some useful websites that helped me choose a career path when I was your age. These websites may help you know a lot more about yourself, especially your personalities, interests, and ambitions. What do you think about these websites?

Making decisions about your future is important, and you don't have to do it alone. Please let me know if there's anything else I can do to help.

Your friend,
Tommy

COMMUNICATION SKILLS: Making Recommendations or Suggestions

When you discuss a problem, you may want to recommend or suggest an action or a solution. You can use various expressions to introduce your recommendations and suggestions:

My recommendation is to ... / Why not ... ? / If I were in your shoes, I would ...

In general, it is a good idea to support your suggestions with one or more reasons or benefits. These can be general comments, things you have read or heard, or even personal experiences. You may also wish to mention how somebody can get more information about your suggestion.

D Read the information in the box. Then, reread the email from **C** and answer the questions in pairs.

1. In the email, which three expressions does Tommy use to introduce his recommendations?
2. How does Tommy support his first suggestion? Does he use a general comment or a personal experience?
3. How does Tommy support both his second and third recommendations?
4. For which suggestion does Tommy explain how to get more information?

Writing

E Choose a common problem in career choices. It can be one of the problems in **A** or another problem, such as lacking guidance or not making your own decisions. Imagine that one of your English-speaking friends is having this problem. Write some suggestions (150–180 words) for how he or she could deal with this problem. Use the email in **C** as a model.

F In pairs, share your ideas from **E**. Give each other feedback. Then, work together to have more solutions to the problem.



GOAL CHECK Describe Problems and Solutions

Complete these steps.

1. Present your ideas from **E** and **F** to the class, using notes rather than reading your writing aloud.
2. In groups, discuss which were the best suggestions you heard, and why.
3. In different groups, discuss some other problems that you or your friends often have and talk about possible solutions to them.

UNIT
12

Innovation

Look at the photo and answer the questions:

- 1** What does innovation mean to you?
- 2** Why is a mobile weather station innovative and useful?



Mark Kamau of BRCK, a company focused on connecting Africa to the Internet, holds a prototype for a mobile weather station in Nairobi, Kenya.

UNIT 12 GOALS

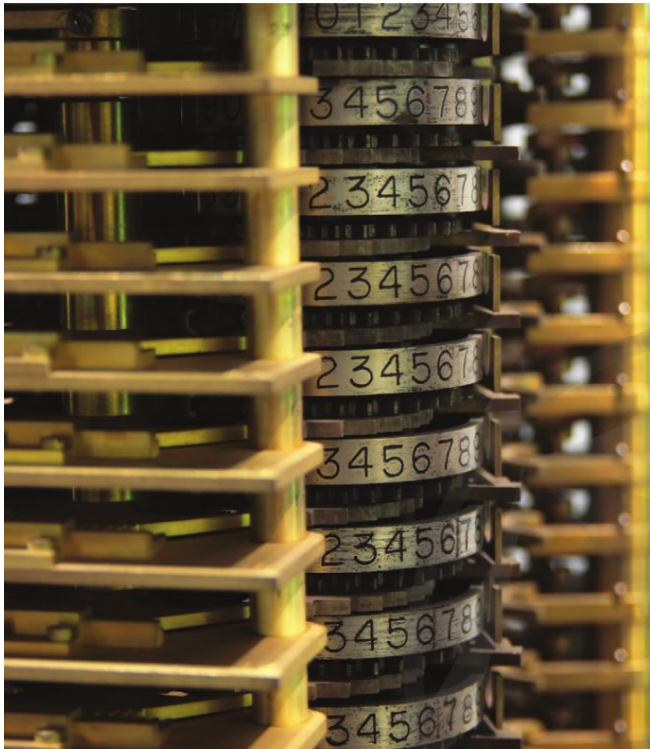
- A. Speculate about the Future
- B. Talk about Positive Outcomes
- C. Describe Inventors and Inventions
- D. Talk about Good Habits
- E. Discuss Purposes and Results

A

GOAL Speculate about the Future

Vocabulary

- A** Read the text. In groups, discuss whether computers really are the most important invention in history. What other important inventions are there?



Charles Babbage's invention was designed to complete complex mathematical problems.

What is the most important **invention** in history? Some people say it is the computer. This makes sense: we can use them for many **purposes**, to find **solutions** to many problems, or to achieve many **outcomes**.

We think of computers as modern machines. After all, using computers every day is a **habit** for many of us. However, they have a surprisingly long history. In 1822, a mathematician called Charles Babbage designed a **device** that could do math. He did not have enough money to build it during his life. However, the Science Museum of London used his plans to build one in the 1980s. The experiment was a **success** and this early computer worked perfectly.

The invention of microchips in the 1950s was also a **significant** development. These small parts have led to **electronic** computers that keep getting smaller, faster, and more powerful. What will happen next? How will people use computers to develop their **creativity** and improve the world? Nobody knows, but it will be interesting to find out.

- B** Complete the definitions with the words in **blue**.

1. _____ a machine, such as a smartphone, that people use
2. _____ a positive result or a positive situation
3. _____ a useful thing, such as the wheel, created by a person
4. _____ describes a machine that is powered by electricity
5. _____ describes something very important, special, or large
6. _____ something good or bad that a person does regularly
7. _____ the ability to come up with innovative ideas or designs
8. _____ the reasons for something or the functions of something
9. _____ the results or effects of a thing that somebody has done
10. _____ ways to deal with problems or to answer questions

- C** Expand your vocabulary by learning the verb forms of *creativity*, *invention*, *solution*, and *success*; the adjective forms of *creativity*, *invention*, and *success*; and the noun forms of *electronic* and *significant*. Then learn the noun forms of *creativity* and *invention* that refer to a person.

Grammar (See Grammar Reference p. 157)

Modals to Discuss the Future

Use **will** + verb to describe things that are certain to happen. If they are not certain, use an adverb like *probably* or *almost certainly*.

Jim **will send** us the solution later today.
I **will probably get** a new device soon.

Use **may / might / could** + verb to speculate about things that are possible but not certain to happen.

This innovation **may make** a lot of money.
His habits **might change** if we talk to him.
The invention **could become** very popular.

D Complete these sentences in your own words. Then, share your answers in pairs. How similar are your sentences?

1. Next week, I will _____.
2. Next month, I will probably _____.
3. Next year, I may _____.
4. In a few years, I might _____.
5. Within ten years, I could _____.



GOAL CHECK Speculate about the Future

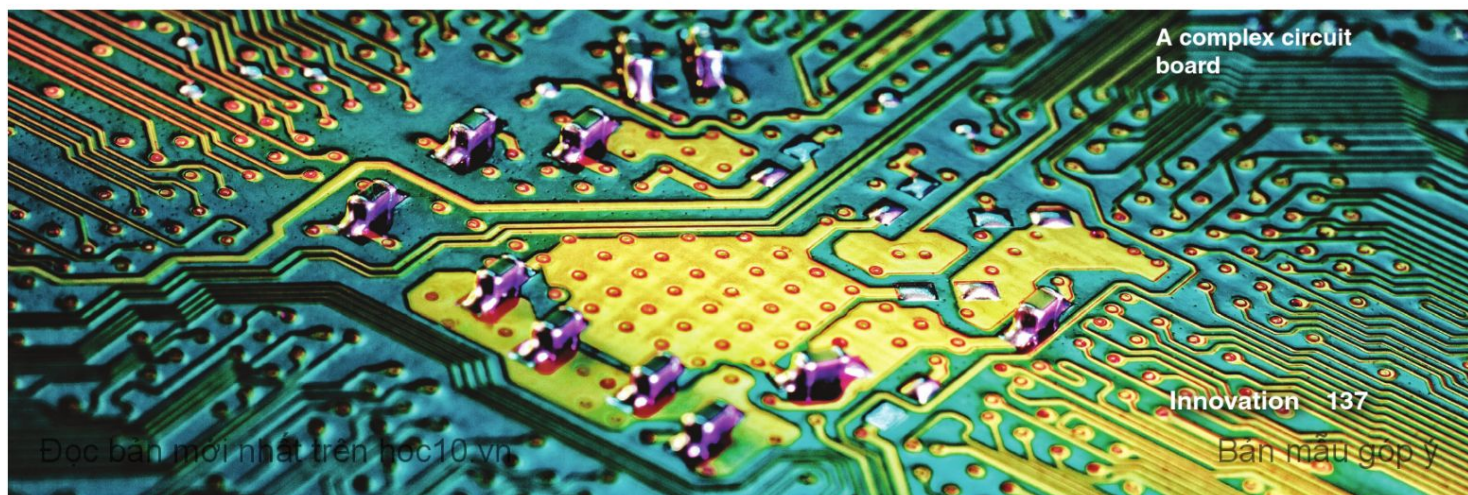
In groups, choose two inventions from the box and discuss how they might change in the future. When you have finished, share your ideas with the class.

Invention	Changes

computers
the Internet
telephones
televisions
vehicles
watches

I think computers might become smaller.

I agree. They'll probably become faster, too.



B GOAL Talk about Positive Outcomes

Listening

A In groups, discuss the questions.

1. How often do you use a computer mouse, a microwave oven, and a tablet computer? When and why do you use it?
2. How would your life change if you could no longer use each device? Be specific.

B  57 Listen to the beginning of a podcast. What is the speaker mainly going to discuss?

- a. Some people who are famous innovators
- b. Some ideas for how to be more innovative
- c. Some ways competition leads to innovation

C  58 Listen to the whole podcast and complete the table.

1945	business	Doug Englebart
1960s	the Space Race	Percy Spencer
2010	war	Steve Jobs

Microwave oven	Idea discovered by: (1) _____ Invention date: (2) _____ What struggle: (3) _____
Computer mouse	Researched by: (4) _____ Invention date: (5) _____ What competition: (6) _____
Ipad tablet	Imagined by: (7) _____ Release date: (8) _____ What competition: (9) _____

D There is a saying in English that “Necessity is the mother of invention.” This means that when people really need something, they will invent it. In groups, discuss whether the examples mentioned in the podcast support this saying, and why.

PRONUNCIATION: Stress in Compound Nouns

Compound nouns have two parts. Sometimes the two parts join to make a single word. For these compounds, the stress is usually on the first part.

laptop, notebook

Sometimes the two parts are separate. For these compounds, the stress can be on the first part or the second part. If you are not sure which part to stress, check a dictionary.

laser printer, digital camera



E 59 Look at these compound nouns from the talk. Underline where you think the stress will be. Then listen to check your answers.

1. microwave oven
2. Space Race
3. rocket ships
4. computer data
5. smartphones
6. grandmothers

Mars Exploration Rover project staff react as images from the Opportunity rover lander successfully arrived at Mission Control at NASA in Pasadena, California.



GOAL CHECK Talk about Positive Outcomes

In groups, discuss these statements. What do they mean? What examples from your life support each one?

1. Failure often leads to innovation.
2. Great inventions are usually surprisingly simple.
3. Positive thinking leads to positive outcomes.

C

GOAL Describe Inventors and Inventions



An example of a chindogu invention: a book holder

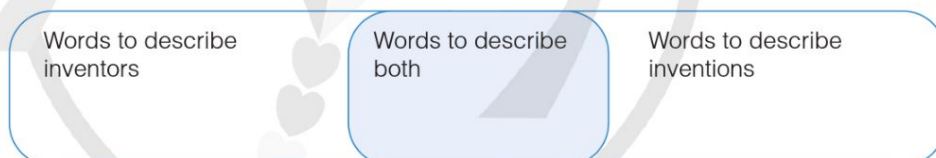
Language Expansion: Inventors and Inventions

A In pairs, choose the correct phrases (a–h) to complete the definitions of the words in blue.

1. **Practical** describes people that _____
2. **Curious** describes people that _____
3. **Smart** describes people, ideas, or objects that _____
4. **Ambitious** describes people that _____
5. **Beneficial** describes things that _____
6. **Enthusiastic** describes people that _____
7. **Essential** describes things that _____
8. **Versatile** describes people or things that _____

- a. are completely necessary or important.
- b. are helpful and useful.
- c. are interested in knowing how things work.
- d. are very excited about something.
- e. are very intelligent or clever.
- f. can do many things or have many uses.
- g. can make or design useful objects.
- h. try hard to become rich and successful.

B Write the words from **A** in the diagram. Then, in pairs, compare your answers.



Grammar (See Grammar Reference p. 157)

Talking about the Future	
To discuss definite plans that you have already made, use either <i>be going to</i> + verb, or the present continuous.	(1) <i>We're going to meet at 9:00 a.m.</i> (2) _____
To make predictions or to talk about things that are certain to happen, use either <i>will</i> + verb or <i>be going to</i> + verb.	(3) _____ (4) _____
To describe decisions about the future made at the moment of speaking, use <i>will</i> + verb.	(5) _____
To describe scheduled events in the future, use the simple present.	(6) _____

C Complete the grammar chart with the correct example for each description. One example has been done for you.

- a. I'm going there tomorrow.
- b. We're going to meet at 9:00 a.m.
- c. The design museum opens at 10:00.
- d. I'm sure Naomi will be OK with the new time.
- e. I'll call her later to check.
- f. I think it is going to be great.

Conversation

D  60 In pairs, choose the words from **A** to complete the conversation. Then listen and check your answers.

- Abby:** There's an exhibition of chindogu designs at the design museum. I'm going there tomorrow with Naomi. Do you want to come?
- James:** Sorry? What kind of designs?
- Abby:** Chindogu. They're originally from Japan. They're funny inventions such as a book holder.
- James:** Really? That doesn't sound useful or (1) _____ at all.
- Abby:** That's the point. Chindogu designs aren't supposed to be (2) _____ or beneficial.
- James:** Huh? Well, I'm (3) _____ now, so I'd love to come.
- Abby:** Great! We're going to meet at 9:00 a.m. so we can see the exhibition early.
- James:** The design museum opens at 10:00, so there's no point in meeting earlier than that.
- Abby:** OK. Then let's meet at 10:00. I'm sure Naomi will be OK with the new time, but I'll call her later to check.
- James:** You know, I'd never heard of chindogu before, but I'm really (4) _____ about seeing this exhibition now. I think it's going to be great!

SPEAKING STRATEGY

Use **Sorry?** or **Huh?** to show you don't understand.
Use **OK** to show you do understand.



GOAL CHECK Describe Inventors and Inventions

In groups, complete the steps.

1. Come up with an idea for an invention. It could be something practical or a chindogu-style idea.
2. Prepare and practice a talk about your invention. You may want to draw a picture of your idea.
3. Deliver your talk in front of the class. Then discuss which groups came up with the best inventions. Share your decisions and reasons with the rest of the class.

D GOAL Talk about Good Habits

Reading 61 (Optional)

- A** Read the title of the text. In pairs, discuss what some of these habits might be.
- B MY WORLD** In groups, discuss if innovation can be learned, or if it is something that some people are naturally good at.
- C** Read the text. Choose the statement that best summarizes each paragraph. Some are extra.
- | | |
|-------------------|-------------------|
| Paragraph 1 _____ | Paragraph 5 _____ |
| Paragraph 2 _____ | Paragraph 6 _____ |
| Paragraph 3 _____ | Paragraph 7 _____ |
| Paragraph 4 _____ | |
- a. A method for remembering innovative ideas
 - b. A new variation of a traditional expression
 - c. An answer to a question about innovation
 - d. Differences between innovation and creativity
 - e. How new information leads to new ideas
 - f. Ideas that might be successful in the future
 - g. Reasons why innovators make high salaries
 - h. A discussion of why innovation matters
 - i. The value of doing something every single day
 - j. The value of questioning traditional ways
- D** Complete the tasks. Then, in pairs, share your sentences.
1. Write a sentence describing your feelings or thoughts about the text.
 2. Write a sentence explaining which of the daily habits you would like to try and why?



GOAL CHECK

In groups, take turns talking about your dream job and the importance of creativity in your dream job.

1. What job do you want to do in the future?
2. Does a person doing that job need to be innovative? Why or why not?
3. How can you be better prepared for your future job? Discuss what good habits and skills you need.

Daily Habits of Successful Innovators

1 In our modern world, being innovative is becoming increasingly important. While some companies struggle, innovative companies like Microsoft, Apple, Google, Amazon, and Tesla find innovative ways to do things. The huge success of these firms shows the true value of innovation.

2 Innovation also has value for individual people. Some people feel being innovative is like being tall: you either are, or you aren't. Is this true? Research suggests that anybody can become more innovative by having certain habits and innovative people are more likely to have enjoyable and high-paying jobs.

3 In general, innovative people want to learn. They actively learn through reading, discussions, and exploring new places. They have new experiences. These enable them to make unique connections between ideas and generate new ones.

4 Asking questions is another habit that many innovative people have. They habitually ask questions to understand how things work, why things happen, and how to improve processes. These questions help them find solutions to problems.

5 Innovative people usually come up with many ideas, often leading to some being forgotten. To avoid this, innovators often have a way to remember their best ideas. While some may use computers or tablets, many innovators prefer old technology: a notebook and a pencil.

6 While “If it’s not broken, don’t fix it” is a common saying, many innovators constantly seek ways to improve things, even things that are already good. In other words, “Even if it’s not broken, make it better” is an innovator’s saying.

7 Finally, innovators spend hours finding new ways to do things. Some follow the “Don’t break the chain” idea, setting daily goals and marking an X on the calendar after completing them. Seeing the chain of Xs gives them a positive feeling. And in order to keep that positive feeling, they do the action each day.

Successful innovators often possess certain daily habits that contribute to their ability to generate new ideas.



E GOAL Discuss Purposes and Results

Writing

WRITING SKILLS: Stating Purposes and Results

When you write about something, you may want to say why something happened or why somebody did something. To give this information, you can use *purpose* or *reason* expressions:

- *in order to / so as to / so that / because (of) / due to / as / since*

After you give the purpose or reason, you may want to give the result of what happened. To do this, you can use *result* expressions:

- *so / so ... that / such ... that / as a result (of) / As a result, ...*

Stating the purpose, reason, or result of something will help people follow your ideas.

- A** Read the information about stating purposes, reasons, and results. Then complete the paragraph with the words or phrases from the box. Two answers are possible in some cases.

In the 1930s and 1940s in Finland, many babies died soon after they were born. (1) _____ improve this situation, the government gave new mothers a box. The box had clothes to keep the baby warm as well as other useful things. And (2) _____ the box also had a mattress and blankets, it could be used as the baby's bed. (3) _____ of the boxes, fewer babies died. The effect was (4) _____ positive (5) _____ the government of Finland has continued to give baby boxes away. In addition, other countries have recently begun to copy this innovative idea.

Finnish baby box
with a sleeping baby



B In groups, rewrite the paragraph in **A** by following these steps.

1. Rewrite the first sentence so that it starts with "Many babies died ..."
2. Rewrite the second sentence so that it starts with "The government gave ..."
3. Rewrite the third sentence so that it includes the phrase "such as" in the middle.
4. Rewrite the fourth sentence so that it starts with "The box could be used as ..."
5. Rewrite the fifth sentence so that it starts with "Due to ..."
6. Rewrite the sixth sentence so that it uses the expression "such ... that ..."
7. Rewrite the final sentence so that it ends with "... as well."

C In pairs, write a paragraph based on these notes. Use the paragraph in **A** as a model.

- some babies who are born early die → cannot stay warm
- some students who attended Stanford Univ → innovative solution
- created a special blanket → Embrace Care infant warmer
- blanket can be heated → electricity / hot water
- stays warm for hours → safer for babies
- Embrace products helped 1,000,000 early babies → cheap / easy-to-use

Communication

D In groups, discuss these questions. Give reasons for your opinions.

1. Which is more innovative: Finland's baby boxes or Embrace Care infant warmers?
2. What emotions would new parents who get the baby box or the Embrace Care blanket feel?
3. What other solutions to its problem could Finland have adopted?
4. What other solutions to keeping babies warm can you come up with?

E In pairs, read the situation and discuss a solution. Then present your solution to the class. Use expressions of purpose, reason, and result.

In most countries in the world, women spend much more time looking after young babies than men do. This is not fair. In order to improve the situation, your government wants to get men to spend more time looking after infants.



GOAL CHECK Discuss Purposes and Results

Complete the steps.

1. Write three things you have done this week. Make a note of your purpose and the result of what you did.
2. In groups, take turns sharing the things you did, your purpose for doing them, and the results of what you did.

Grammar Reference

UNIT 1

Lesson A

Present Perfect Tenses

The present perfect (<i>has / have + past participle</i>) and continuous (<i>has / have + been + present participle</i>) both refer to past situations connected to the present.	I have lived here for a long time. I've been living here for a long time.
Form the present perfect as follows: subject + <i>has / 's / have / 've</i> (+ not) + past participle (+ object)	He's lived there. He hasn't lived there.
Form questions as follows: <i>Has (n't) / Have (n't) + subject + past participle (+ object) + ?</i>	Has he lived there? Hasn't he lived there?
Form the present perfect continuous as follows: subject + <i>has / 's / have / 've + (not) been + present participle (+ object)</i>	He's been living there. He hasn't been living there.
Form questions as follows: <i>Has (n't) / Have (n't) + subject + been + present participle (+ object) + ?</i>	Has he been living there? Hasn't he been living there?
In most cases, use the present perfect: 1. to emphasize that an event has been completed. 2. with verbs that take no time to complete. 3. to emphasize that an action will not be repeated. 4. for things that have been true for a very long time. 5. with stative verbs connected to our minds or senses.	1. He has told us already. 2. She's just started a new job. 3. You've given us some great news! 4. People have lived in this city for thousands of years. 5. You've known me since I was a kid.
In most cases, use the present perfect continuous: 1. to emphasize how long something continued. 2. to describe past actions that are still continuing.	1. They've been waiting for hours. 2. It has been raining since yesterday.

Some time expressions are common with both tenses:

1. Use *for* to say how long something has continued.
2. Use *since* to indicate when something started.
3. Use *during / for / in the last* + period to say how long or how often.
4. Use *recently* or *lately* to discuss recent events or actions.
5. Use *ever* or *never* to talk or ask about things you have done or not done in your life.

1. We've **worked** together *for* years.
2. We've **been working** together *since* we finished college.
3. I've **been** there three times *in the last 10 years*.
4. She's **been calling** me a lot *recently*.
5. I've **never visited** Japan or Korea.

A Complete each sentence with a time expression from the box.

during the summer for three days in the last year
never recently since 9 o'clock

1. We've been staying at this hotel _____.
2. They've been waiting _____ this morning.
3. _____, Jude has moved to a new house four times.
4. Issie has made several new friends _____.
5. Surprisingly, he has _____ learned to swim.
6. _____, I've gone swimming almost every day.

B Answer the questions with complete sentences. Use either the present perfect or the present perfect continuous.

1. How long have you been living in your current home?
2. How many times have you checked your phone today?
3. What is your favorite movie and how many times have you seen it?
4. Who is your best friend and how often do you see him or her?
5. Who is your favorite singer and how long have you liked him or her?
6. What is something you are waiting for and how long have you been waiting for it?

Lesson C

Adverbial Clauses of Result

Use *so ... (that)* + a clause to explain and give the result of something. The word(s) after *so* gives the reason, and the clause after *that* gives the result. (Note: *that* is optional.) Several *so ... that* patterns are possible:

1. *so* + adjective phrase (+ *that*) + clause
2. *so* + adverb phrase (+ *that*) + clause
3. *so* + *many / few* + countable noun phrase (+ *that*) + clause
4. *so* + *much / little* + uncountable noun phrase (+ *that*) + clause

Sometimes *such* (+ *a / an*) + (adjective) + *noun* (+ *that*) + clause can be used instead of *so ... that* to express the result.

1. The movie is **so good that** I've seen it three times. (It is **such a good movie that** I've seen it three times.)
2. She left **so quickly that** we couldn't say goodbye.
3. There are **so many good jobs in this city that** thousands of people have moved here. (There are **such good jobs in this city that** thousands of people have moved here.)
4. I have **so little money this month that** I cannot even take the bus to work.

C Rewrite each sentence pair into one sentence using *so ... that* and *such ... that* where possible.

1. He uses his phone often. The battery runs out very quickly. _____
2. She has lots of money. She can buy whatever she wants. _____
3. The cake was delicious. I ate all of it. Now I don't feel well! _____
4. The store had few customers. It had to close down. _____
5. Matt's idea was good. Everyone agreed with it immediately. _____
6. Jo answered the questions quickly. She was the first to finish. _____

UNIT 2

Lesson A

Infinitives and -ing Forms 1

A few verbs can take either infinitives or *-ing* forms, but with a major difference in meaning.

For example, *forget*, *remember*, *stop*, and *try*.

To say that an action didn't happen, use the correct form of *does* + *not* before the main verb.

It is also possible to make a negative sentence by putting the word *not* between *to* and the base verb (for infinitives) or before the *-ing* form.

For questions, use regular question word order.

He **stopped to buy** chocolate. (i.e., The reason he stopped was to buy chocolate.)

He **stopped buying** chocolate. (i.e., He no longer buys chocolate.)

They **didn't promise to call** him.

(i.e., They didn't make any promise about calling.) She **doesn't like taking** the bus each day.

(i.e., She has to take the bus, but she dislikes it.)

They **promised not to call** him.

(i.e., They promised that they would not call.)

She **likes not taking** the bus each day.

(i.e., She is happy that she doesn't take the bus.)

Did he manage to finish all his work?

Why do you hate using the telephone?

A Circle the correct form (infinitive or *-ing*) to complete each sentence.

1. He forgot *to buy / buying* orange juice, so he has to go back to the store.
2. We stopped *to shop / shopping* at that store because of its high prices.
3. I promised *to finish / finishing* all of the work on time, but I couldn't do it.
4. She remembered *to visit / visiting* the same place when she was a child.

B Rewrite each sentence as a negative sentence and then again as a question.

1. The children enjoyed listening to their teacher tell them a story.

2. The friends agreed to meet in the cafe on the corner of Main Street.

3. Andrew discussed looking for a new job with his friend Martina.

4. I hated studying mathematics and science when I was a child.

Lesson C

Adverbial Clauses of Manner

Like / the way / as if / as though

She acts **like** she can handle the situation.
They talked to customers **the way** their boss expected.
She is dancing along with the song **as if** it is played for her.
He answered the police **as though** he was / were a witness.

Use unreal tenses (subjunctive) to describe an imaginary situation.

He is singing **as if** he **were** a professional singer. (He sang like a singer, but he wasn't a singer.)

Use real tenses to describe a real situation.

He sang **as if** he **knew** the song. (Perhaps he actually knew the song.)

C Rewrite each sentence with *as if* / *as though* / *like* / *the way*.

- She is pretending not to know the secret.
She looks _____.
- They ran so fast that I thought a monster was chasing them.
They ran _____.
- He always talks to me like my father.
He always talks _____.
- The way she walked into the room made me think she was the owner. But she was just a guest like me.
She walked into the room _____. But she was just a guest like me.

UNIT 3

Lesson A

The Passive 1

Form the passive with *be* + the past participle of the main verb.

Unfortunately, trees **are removed** to make room for farming.

Use the passive with any verb tense.

Thousands of acres of forest **have been destroyed** in recent years.

Use the passive:

- when the agent (the doer) is not known or not important.
- to emphasize the object of the verb.

- Oil **can be refined** into gasoline and diesel fuel for cars, trucks, and ships.
- Six countries in the region **were affected** by drought last year.

Use a *by* phrase to say who or what does something (the agent).

New trees **are being planted** *by* local children.

A Rewrite the sentences in your notebook in the passive. Use a *by* phrase when needed.

- People use coal and oil for heating and transportation.
- Conservation groups raise money for environmental projects.
- Extreme weather has caused many problems in recent years.
- Immigrants brought invasive species to Australia during the 1800s.
- Palm oil plantations are causing deforestation in Southeast Asia.
- In many parts of the world, people are conserving energy.
- One company developed an excellent land management plan.
- Recycling has kept tons of paper and plastic out of landfills.

B Complete the sentences with an appropriate agent.

- Those nests in that tree were made by _____.
- This textbook was published by _____.
- Oil is being used as fuel by _____.

4. My favorite kind of shampoo is made by _____

5. Rising sea levels are caused by _____

Lesson C

The Past Perfect

Use the past perfect to talk about something that happened before another event in the past:
subject + *had* + (*not*) + past participle

The simple past is often used with words such as *before* or *after* that make the time relationship clear. Both forms are grammatically correct.

The game warden arrived on Wednesday and saw that many fish **had died**. They **had not had** problems in that lake previously.

Cats **had come** to the island on ships **before** the rabbits **arrived**. Cats **came** to the island on ships **before** the rabbits **arrived**.

Verb + infinitive

Use infinitives after certain verbs, including:
agree decide hope
learn need promise
want

I **try to find** new opportunities every day.

Verb + gerund

Use gerunds after certain verbs, including:
avoid consider enjoy
finish give up stop

They **avoid doing** work after the work day finishes.

Verb + infinitive or gerund

Use infinitives or gerunds after certain verbs, including:
begin continue hate
like love prefer

I **prefer to pay** in cash.
I **prefer paying** in cash.

C Read each sentence and underline what happens first.

1. The Nile perch had been a river fish before it was brought to Lake Victoria.
2. The lake had not had such a large predator before the perch arrived.
3. By the late 1980s, the perch population had grown enormously.
4. James called his mother after he finished playing soccer.
5. Before the sun went down, Rita found a good place to watch the fireworks.

UNIT 4

Lesson A

Infinitives and -ing Forms 2

Use a gerund or an infinitive as the subject of a sentence.

Helping people is rewarding.
To help people is rewarding.

Use an infinitive to give more information about a noun or adjective.

I'm **determined to get** a good job.

-ing forms can be the object of a preposition.

You can achieve your goals **by working** hard.

A Unscramble the words to make statements.

1. nap / good / taking / for / a / in / afternoon / is / the / you

2. marathons / are / they / good / running / at

3. enough / for / the / needs / she / time / study / to / exam

4. many / staying / late / up / common / is / a / habit / people / of

5. hobby / is / jogging / her / favorite

B Complete the sentences with the appropriate preposition.

1. They are commenting _____ the current political situation.
2. He's hoping _____ a promotion at work.
3. We're participating _____ a charity event this weekend.

4. The house belongs _____ a rich businesswoman.
5. She doesn't agree _____ his opinion.

Lesson C

The Passive 2

Form the negative passive by placing *not* after *be* or after the modal.

Notice the word order of questions in the passive.

The money **is not deposited**.
The receipt **will not be printed** automatically.

Are credit cards **accepted** here?
Where was the package **delivered**?

C Underline the passive in the sentences. Then rewrite the sentences in the negative.

1. The instructions were followed by the team.

2. We are affected by changes in our work places.

3. My office space has been reduced.

4. Action is being taken to protect our benefits.

5. We are being given less vacation time this year.

D Rewrite the sentences as questions.

1. Officials have reported that productivity is better.

2. The office is changing our work schedule.

3. All of us are affected by the changes.

4. She has been given a raise.

5. She is being given a promotion.

UNIT 5

Lesson A

Unreal Conditionals

Unreal conditionals that refer to unlikely events are often called *second conditionals*.

Unreal conditionals that refer to impossible events are often called *third conditionals*.

For both second and third conditionals, using different modals can change the meaning.

If + subject + simple past, subject + *would* + base form of verb
If I **was** sick, I **wouldn't go** to class.

If + subject + past perfect, subject + *would* + *have* + past participle
If I **hadn't gotten** sick, I **would have come** to class.

If he had a phone, he **would** / **might** / **could** call you.

In questions, use question word order in the result part of the sentence, not in the conditional part.

Would he have helped if I had told him?
He ~~would have helped~~ if ~~had I told him~~?

In negative sentences, put *not* in the condition clause or the result clause, depending on the situation. If *not* is in both clauses, the two negatives result in a positive meaning.

If I **had left**, I **would not have been** sad.
(I did not leave, so now I am sad.)
If I **had not left**, I **would have been** sad.
(I did leave, so now I am happy.)
If I **hadn't left**, I **wouldn't have been** sad.
(I did leave, so now I am sad.)

A Rewrite second conditional sentences as third conditionals and third conditionals as second conditionals. Follow the example.

Example If he had finished early, he would have won.
→ If he finished early, he would win.

1. Would you answer if I called you?

2. If you won some money, what would you buy?

3. If they had lost it, I might have found it.

4. I could have visited if I had had more time.

5. If I sent the message, he wouldn't like it.

- B** Use a word from the box to complete each sentence. In some cases, several answers are possible.

could if might not would

- Dinosaurs might have survived if a comet had _____ hit Earth a long time ago.
- If climate change continued, how _____ the weather in your country change?
- If the hurricane had struck the city, some people _____ definitely have died.
- Humans _____ survive a future disaster if we lived on both Mars and Earth.
- Protect your head _____ an earthquake happens when you are in a building.

Lesson C

	The Simple Past	The Past Continuous
Form	Verb + -ed (regular) or irregular form	was / were + present participle (-ing)
Usage	To describe a completed action or event	To describe an ongoing action or event
Time frame	A specific point in time	Over a period of time or at a specific point
Focus	The main action or event	The background or context for the main event
Signal	Signal words: yesterday, last night, etc.	Signal words: while, as, when, at that moment, etc.

- C** Complete the sentences with the correct forms of the verbs in parentheses.

- At that moment, the wind _____ (blow) so hard that it _____ (knock) down several trees.
- While we _____ (drive) to safety, the storm _____ (continue) to get stronger.
- The fire _____ (destroy) many homes before the firefighters _____ (arrive) on the scene.
- She _____ (run) to her car when the earthquake _____ (begin).

- D** Write some sentences about natural disasters using the simple past and the past continuous.

- _____
- _____
- _____
- _____

UNIT 6

Lesson A

Reported Speech

In indirect speech, the tense of the original verb usually shifts back in time. For example:

- (present) *do* or *doing* → (past) *did* or *was doing*
- (present perfect) *have done* or *have been doing* → (past perfect) *had done* or *had been doing*
- (past) *did* or *was doing* → (past perfect) *had done* or *had been doing*
- (modals) *will do* / *can do* / *shall do* → ("past" modals) *would do* / *could do* / *should do*

However, there is no change in these cases:

- when the original verb is in the past perfect
- or for "past" modals like *could*, *would*, *should*, *might*
- if the original statement is still true or has not happened yet.

Reported questions use normal word order and do not end with a question mark. To report *wh*- questions, use the *wh*- word to introduce the reported speech. To report *yes* / *no* questions, use *if* or *whether* to introduce the reported speech.

She asked, "When did you do it?"
→ She asked when I had done it.

She asked, "Can you do it?"
→ She asked if they could do it.

Reported commands, orders, requests, and instructions use *told sb (not) to do sth*. Some other common reporting verbs are *ask*, *order*, *request*, and *warn*.

"Close the door when you leave," my teacher said.

→ My teacher told me to close the door when I left.

Joanna said, "Don't put these paint tubes next to the window."
→ Joanna told us not to put those paint tubes next to the window.

A Rewrite the direct speech sentences into indirect speech using the verbs in parentheses. Remember to change the verb and pronoun if necessary.

Example Mark said, "I did it quickly." (explained) → Mark explained that he had done it quickly.

- They said, "We will do it soon." _____ (said)
- Jane said, "I have been doing it." _____ (mentioned)
- I said to him, "You should do it." _____ (told)
- Pete said, "I haven't done it yet." _____ (explained)
- Everyone said, "We can do it." _____ (shouted)
- Our guide said, "Don't touch anything on display here, please." _____ (ask)
- The principal said, "Bring your drawing to me, Tommy!" _____ (order)

B Rewrite the sentences as indirect speech questions.

Example Ann said, "Have you seen the display?" → Ann asked if I had seen the display.

- Bob asked, "Where is your painting?" _____
- Carl asked, "Who took the photograph?" _____
- Deb asked, "Did the painting sell?" _____

Lesson C

Relative Clauses: Defining and Non-defining

If the relative clause gives information about something that belongs to a person, use <i>whose</i> instead of <i>who</i> or <i>that</i> .	The woman whose art is on display in the gallery is my friend. The man over there, whose name I have forgotten , is an artist.
If the relative clause gives comments or opinions about the whole clause preceding it, use <i>which</i> , with a comma.	David is choosing painting over the sculpture, which is a wise choice .

C Underline the relative clauses in sentences 1 to 3. Then complete sentences 4 to 6 with *who*, *whose*, *which*, or *that*.

- A potter, who makes pots or other kinds of dishes, is one kind of ceramic artist.

- The name for a person who takes photographs as their job is a photographer.
- Botticelli and Caravaggio, who were both born in Italy, are world-famous painters.
- Michelangelo, _____ was also from Italy, was a great painter and sculptor _____ most famous work is probably the ceiling of the Sistine Chapel.
- American architect Louis Sullivan, _____ died in 1924, is famous for the expression "form follows function," _____ had a big impact on other architects.
- Only about a half of the collection was found, _____ was a pity.

UNIT 7

Lesson A

The Passive 3

Use passive modals with the present perfect to:

- talk about something that we are unsure about.
- describe something that did not happen.

- The tickets **may have been sent**. (I don't know if the tickets were sent or not.)
- The tickets **should have been sent** yesterday. (The tickets were not sent.)

A Complete these sentences with a passive verb from the box.

can be used has been closed have been sold
were lost will be finished

- Because of the accident, the road _____.
- The repairs to your car _____ on time.
- All of our suitcases _____ by the airline.
- Drones _____ to deliver packages or pizza.
- The antique bicycles _____ to a new buyer.

B Rewrite these active sentences as passive sentences.

Example He might have done it. → It might have been done (by him).

- She must have seen it. _____
- They could have lost it. _____

3. You can easily drive it. _____

4. We may have taken it. _____

5. He might cancel it. _____

Lesson C

Indirect Questions

Some question phrases can introduce indirect questions. With these phrases, the sentence should end with a question mark.

- Could I ask ... ?
- Would you mind explaining ... ?
- Do you remember ... ?
- Do you have any idea ... ?

Some statement phrases can also introduce indirect questions. With these phrases, the sentence should end with a period.

- I want to know ...
- I need to find out ...
- I don't know ...
- I'd like to ask ...

Could I ask where you went on vacation?
Would you mind explaining why you did it?
Do you remember when we last took a trip?
Do you have any idea what the man said?

I want to know where you went on vacation.
I need to find out why you did it.
I don't know when we last took a trip.
I'd like to ask what the man said.

C Unscramble the phrases to make indirect questions.

Example where / I want / you're going / to know
→ I want to know where you're going.

- remember / of your / do you / first teacher / the name _____
- when you / where and / I'd like / were born / to ask _____
- do you / the bicycle / have any / invented / idea who _____
- ask how / could I / often you / vacation / take a _____
- why you / to know / chose to / I want / study English _____

UNIT 8

Lesson A

Tag Questions

If the sentence has an auxiliary or modal verb, use the same auxiliary or modal in the tag.

She's nice. →
She's nice, **isn't** she?
He **can't** do it. →
He can't do it, **can** he?

In other cases, use the correct tense and negative form of *do* in the tag.

We **liked** it. →
We liked it, **didn't** we?

Match the noun or pronoun in the sentence with a pronoun in the tag question.

The book is new. →
The book is new, **isn't it**?

In spoken English, you can use *right* as the tag word. These questions do not have a pronoun.

It's expensive. →
It's expensive, **right**?
They did it. →
They did it, **right**?

A Complete these sentences with the correct tag and pronoun. Remember to use a positive tag for negative sentences and a negative tag for positive ones.

- Susan used to go running every day, _____?
- That gym isn't a good place to work out, _____?
- John and Pete can play baseball well, _____?
- Mountain bikes cost a lot of money, _____?
- The team didn't win any of its games last season, _____?
- You and I should play a board game, _____?

B Write six new sentences that use the same tags and pronouns as in the sentences in A.

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

Lesson C

Adverbial Clauses of Comparison

Adverbial clauses of comparison indicate how the subject of the subordinate clause compares to the subject in the main clause.	Coaches should support female athletes as much as <i>they support male athletes</i> . The goalkeeper played better than <i>the coach expected</i> .
Subordinating conjunctions used in adverbial clauses of comparison are usually " as " (to show equal comparisons) or " than " (to show comparatives). The verb in the clause is usually reduced. We can use an object pronoun instead.	Female athletes can be as fast as <i>male athletes</i> . (= Female athletes can be as fast as <i>male athletes are</i> .) The race took longer than <i>expected</i> . (= The race took longer than <i>it had been expected</i> .)

C Complete these sentences with **than** or **as**. Each conjunction can be used more than once.

- No players in the team can play better _____ the captain.
- Female athletes don't receive as much support _____ many people think.
- The runner crossed the finish line as fast _____ he could and finally won the race.
- Margaret doesn't try as hard _____ other members in her team do.
- It is unfair that some sports professionals can earn more money _____ experts in other important professions.

D Use the given clues to make sentences with adverbial clauses of comparison.

- The athlete / run / as / fast / he / can.

- The team / play / good / the final / than / the semi-final.

- The Russian gymnasts / perform / well / the commentator / predict?

- Female athlete / face / great / obstacles / than / people / think.

- The game / be / interesting / than / I / expect.

UNIT 9

Lesson A

Double Comparatives

Double comparatives include two comparative adjectives in a sentence. The structure is <i>The + comparative 1 + subject + verb, the + comparative 2 + subject + verb</i> .	The higher the building is, the more frightened I feel. The more I focus on my fear of germs, the dirtier everything seems.
Double comparatives show a <i>cause-effect</i> relationship between two things or events.	The worse the experience is (<i>cause</i>), the stronger the phobia can be (<i>effect</i>).

A Use the given clues to make double comparative sentences.

- Fast / you / drive / dangerous / roads / be.

- High / we / climb / cold / it / get.

- Loud / noise / be / scared / the dog / feels.

- Dark / it / get / anxious / the children / become.

- Bad / past experiences / be / severe / the phobias / become.

B Rewrite the sentences using double comparatives that show cause-effect relationship.

- I'm becoming more frightened every time it gets darker.

- Avoiding social situations only worsens his social anxiety.

- Ignoring her fear of bees only makes it more intense.

- Staying in confined spaces for too long makes my claustrophobia worse.

- Thinking less about the problem helps Mary feel more relaxed.

Lesson C

Adverbials of Time

The time expressions in time adverbials are often conjunctions like *after, as, before, since, until, when, or while*. In most cases, conjunctions are followed by a subject and verb.

1. Sometimes, the time adverbial can be reduced after a conjunction.
2. In reduced adverbials, the subject is dropped and the verb is turned into an *-ing* form.

The time expressions in time adverbials can also be prepositions like *after, before, during, since, or until*. Use a noun or noun phrase, not a subject and verb, after a preposition.

It happened **after the meeting took place**.
She has worked here **since she was twenty**.
We will stay **until you have finished it**.
I was happy **when I was living in that city**.

1. They talked about it **before they met him**.
→ They talked about it **before meeting him**.
2. We left the office **after we finished the work**.
→ We left the office **after finishing the work**.

It happened **after the meeting**.
She has worked here **since 2011**.
We will stay **until the end of the work day**.
I was happy **during my time in that city**.

- C** Complete these questions with a clause or phrase from the box.

after exercising or playing sports
before you came to this school
if you have some good news
since the year of your birth
when you were 10 years old

1. Where were you studying _____?
2. What was your best friend's name _____?
3. What do you like to do _____?
4. Who will you tell first _____?
5. Who is somebody you have known _____?

UNIT 10

Lesson A

Modals to Discuss the Past

To talk about something that definitely (or almost definitely) did not happen in the past, use *can't / cannot + have + past participle*.

This statue looks old, but it **can't have come from** ancient Rome because it was made just 20 years ago.

Modals that can be used to talk about what *must, might, or can't have* happened are called modals of deduction.

- A** Complete each sentence with *can't, might, or must*.

1. Jon _____ have bought a new car because he doesn't have any money right now.
2. I can't find my phone. I _____ have left it on the train or perhaps I left it at home.
3. She _____ have called earlier, but I haven't checked my messages, so I'm not sure.
4. Joe _____ have been really disappointed when he learned that he had lost his job.
5. Su doesn't have a passport, so she _____ have taken a vacation in another country.

- B** Replace the modal in each sentence in **A** with the modals in parentheses. Change the rest of the sentence, too, so that it makes sense.

1. (could) _____
2. (must) _____
3. (can't) _____
4. (may) _____
5. (must) _____

Lesson C

Noun Clauses

Noun clauses do not express a complete idea, so they cannot act as a complete sentence.

The following words often begin noun clauses:
how, that, what(ever), when(ever), where(ever), whether, which(ever), who(m)(ever), why

~~What he should do.~~
He did not know **what he should do**.

We can go there on **whichever day you want**.
Whether his plan will work or not is a mystery.
Her strength is **that she always works hard**.

C Complete these sentences in your own words.

- _____ where they should go.
- _____ how much it will cost.
- Why she told him _____.
- Whatever you want to do _____.
- _____ with what he said about it.

UNIT 11

Lesson A

Articles A, An, and The

Use the indefinite article **a / an** with singular nouns when:

- mentioning something for the first time.
- referring to something general.
- referring to jobs or professions.

Use the definite article **the** with singular nouns when:

- mentioning something for the second time.
- referring to something unique or specific.
- talking about musical instruments, inventions, systems, or services.

Use the definite article **the** with plural nouns when referring to something specific.

Use the definite article **the** with superlative adjectives (**the most important event**, **the worst case**, ...).

Use the definite article **the** with adjectives when referring to groups of people in society (**the elderly**, **the rich**, ...).

- There's **a** swimming pool and **a** basketball court in my school. I rarely go to the swimming pool, but I play in the basketball court twice a week.
- My brother really wants **a** cat for Christmas. Do you live in **a** house or **an** apartment?
- My father is **a** scientist, and my mother is **a** teacher.

- There's **a** swimming pool and **a** basketball court in my school. I rarely go to **the** swimming pool, but I play on **the** basketball court twice a week.
- The** moon goes around **the** Earth.
- My mother plays **the** guitar quite well. **The** cell phone must be the greatest invention ever. (The cell phone as an invention in general, not a specific cell phone) **The** koala originates in Australia. (Koalas originate in Australia.) She takes **the** train to Huế every summer.

We saw **the** pandas in Everland, an amusement park in Korea.

Graduating from high school was **the** most important event in his life.

We should help **the** elderly whenever possible.

Do not use articles when:

- mentioning languages and nationalities (*Vietnamese, American, English, ...*).
- mentioning sports (*basketball, volleyball, baseball, ...*).
- talking about academic subjects (*mathematics, literature, history, ...*).
- there are determiners (*any, some, this, my*).

A Complete the sentences with a, an, the or (X) (no article).

- Some people say that _____ Vietnamese is not very easy to learn.
- _____ apple _____ day keeps _____ doctor away.
- Could you please take _____ photo of us?
- Kelvin usually takes _____ bus to school.
- Some people believe that Charles Babbage is _____ father of _____ computer.
- Many high school students love playing _____ basketball.
- Some people believe that _____ rich tend to study overseas.
- She works for _____ volunteer organization to help _____ elderly.
- They went for _____ walk and looked at _____ moon.
- We love _____ coffee but we don't like _____ coffee they make at our canteen.

Lesson C

The Active and Passive Causatives

We use causatives to talk about something that someone else does for us or for another person. Two common causal verbs are **have** and **get**.

When the subject causes the object to do something, use the active causative.

- have** + noun + bare infinitive
- get** + noun + to infinitive

When we don't want to focus on the doer of the action, use passive causative.

- have** + noun + past participle
- get** + noun + past participle

Some children **have** tutors **help** with their homework. Some children **get** tutors to **help** with their homework.

Students must **have** their temperature **taken** before entering the classroom.

B Rewrite the sentences using the words given in the parentheses. You may need to change some words.

- Our classroom is painted every summer. (get)
We _____.
- The teacher asked the students to write the answers on the board. (have)
The teacher _____.
- The government is going to reduce our school fees starting next year. (have)
We _____.
- The teachers check students' essays every week. (get)
Students _____.
- The school sent his academic report to his home address yesterday. (have)
He _____.

UNIT 12

Lesson A

Modals to Discuss the Future

To talk about future ability, use <i>will / may / might (not) be able to + verb</i> .	I will be able to send you the money later. They may not be able to finish on time.
To talk about things that will be necessary in the future, use <i>will / may / might (not) have to + verb</i> .	We'll have to leave very soon, I'm afraid. I might not have to go to Brazil on Friday.

Note that it is common to include a time marker such as *later* or *next week* in sentences that refer to the future.

A Complete these sentences in your own words.

- In the future, I will _____.
How about you?
- Next year, I might _____.
What do you think about that?
- I think computers will soon be able to _____.
Do you agree?
- Next week, I might have to _____.
What about you?
- Somebody might invent a device to _____.
Would you buy it?

B Answer the questions in A.

- _____
- _____
- _____
- _____
- _____

Lesson C

Talking about the Future

Use <i>will</i> or <i>be going to + verb</i> to talk about the future.	Space exploration will be even more international in the future. Space exploration is going to be even more international in the future.
Use the present continuous to talk about definite future events.	We are flying to Mexico City next month.
Use the simple present to talk about scheduled events in the future.	Our train leaves at 8:30 a.m.

C Make predictions about what the things in the box will be like in the future.

communication the environment food transportation

- _____
- _____
- _____
- _____

Spelling Rules for Verbs Ending in -s and -es

1. Add -s to most verbs.	like-likes sit-sits
2. Add -es to verbs that end in -ch, -s, -sh, -x, or -z.	catch-catches miss-misses wash-washes mix-mixes buzz-buzzes
3. Change the -y to i and add -es when the base form ends in a consonant + -y.	cry-cries carry-carries
4. Do not change the -y when the base form ends in a vowel + -y.	pay-pays stay-stays
5. Some verbs are irregular in the third-person singular -s form of the simple present.	be-is go-goes do-does have-has

Spelling Rules for Verbs Ending in -ing

1. Add -ing to the base form of most verbs.	eat-eating do-doing speak-speaking carry-carrying
2. When the verb ends in a consonant + -e, drop the -e and add -ing.	ride-riding write-writing
3. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ing. Do not double the final consonant for verbs that end in CVC when the final consonant is -w, -x, or -y.	stop-stopping sit-sitting show-showing fix-fixing stay-staying
4. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ing. Do not double the final consonant. For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ing.	ENter-entering LISTen-listening beGIN-beginning ocCUR-occurring

Spelling Rules for Verbs Ending in -ed

1. Add -ed to the base form of most verbs that end in a consonant.	start-started talk-talked
2. Add -d if the base form of the verb ends in -e.	dance-danced live-lived
3. When the base form of the verb ends in a consonant + -y, change the -y to i and add -ed. Do not change the -y to i when the verb ends in a vowel + -y.	cry-cried worry-worried stay-stayed
4. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ed. Do not double the final consonant of verbs that end in -w, -x, or -y.	stop-stopped rob-robbed follow-followed fix-fixed play-played
5. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ed. Do not double the final consonant. For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ed.	ORder-ordered HAPpen-happened ocCUR-occurred preFER-preferred

Spelling Rules for Comparative and Superlative Forms

	Adjective/ Adverb	Comparative	Superlative
1. Add -er or -est to one-syllable adjectives and adverbs.	tall fast	tall er fast er	tall est fast est
2. Add -r or -st to adjectives that end in -e .	nice	nice r	nice st
3. Change the -y to i and add -er or -est to two-syllable adjectives and adverbs that end in -y .	easy happy	eas ier happ ier	eas iest happ iest
4. Double the final consonant and add -er or -est to one-syllable adjectives or adverbs that end in a consonant + a vowel + a consonant (CVC).	big hot	bigg er hot ter	bigg est hot test

Common Irregular Verbs

Base Form	Simple Past	Past Participle	Vietnamese Meaning	Base Form	Simple Past	Past Participle	Vietnamese Meaning
begin	began	begun	bắt đầu	make	made	made	làm, tạo ra
break	broke	broken	phá vỡ	meet	met	met	gặp
bring	brought	brought	mang, đem	pay	paid	paid	trả tiền
buy	bought	bought	mua	put	put	put	đặt, để
come	came	come	đến	read	read	read	đọc
do	did	done	làm	ride	rode	ridden	lái (xe)
drink	drank	drunk	uống	run	ran	run	chạy
drive	drove	driven	lái (xe)	say	said	said	nói
eat	ate	eaten	ăn	see	saw	seen	nhìn thấy
feel	felt	felt	cảm thấy	send	sent	sent	gửi
get	got	got/gotten	nhận	sit	sat	sat	ngồi
give	gave	given	đưa	sleep	slept	slept	ngủ
go	went	gone	đi	speak	spoke	spoken	nói
have	had	had	có	swim	swam	swum	bơi
hear	heard	heard	nghe	take	took	taken	lấy
hurt	hurt	hurt	làm (ai đó) đau	tell	told	told	kể
know	knew	known	biết	think	thought	thought	nghĩ, suy nghĩ
leave	left	left	rời đi	throw	threw	thrown	ném
let	let	let	để cho (ai làm gì)	understand	understood	understood	hiểu
lose	lost	lost	làm mất	write	wrote	written	viết

Phrasal Verbs (Separable) and Their Meanings

Don't forget to **turn off** the oven before you leave the house.
Don't forget to **turn** the oven **off** before you leave the house.

Phrasal Verb	Meaning	Example Sentence
blow up	cause something to explode	The workers blew the bridge up .
bring back	return	She brought the shirt back to the store.
bring up	1. raise from childhood 2. introduce a topic to discuss	1. My grandmother brought me up . 2. Don't bring up that subject.
call back	return a telephone call	I called Rajil back but there was no answer.
call off	cancel	They called the wedding off after their fight.
cheer up	make someone feel happier	Her visit to the hospital cheered the patients up .
clear up	clarify, explain	She cleared the problem up .
do over	do again	His teacher asked him to do the essay over .
figure out	solve, understand	The student figured the problem out .
fill in	complete information	Fill in the answers on the test.
fill out	complete an application or form	I had to fill many forms out at the doctor's office.
find out	learn, uncover	Did you find anything out about the new plans?
give away	offer something freely	They are giving prizes away at the store.
give back	return	The boy gave the pen back to the teacher.
give up	stop doing	I gave up sugar last year. Will you give it up ?
help out	aid, support someone	I often help my older neighbors out .
lay off	dismiss workers from their jobs	My company laid 200 workers off last year.
leave on	allow a machine to continue working	I left the computer on all night.
let in	allow someone to enter	She opened a window to let some fresh air in .
look over	examine	We looked the contract over before signing it.
make up	say something untrue or fictional (a story, a lie)	The child made the story up . It wasn't true at all.
pay back	return money, repay a loan	I paid my friend back . I owed him \$10.
pick up	1. get someone or something 2. lift	1. He picked up his date at her house. 2. I picked the ball up and threw it.
put off	delay, postpone	Don't put your homework off until tomorrow.
put out	1. take outside 2. extinguish	1. He put the trash out . 2. Firefighters put out the fire.
set up	1. arrange 2. start something	1. She set the tables up for the party. 2. They set up the project.
shut off	stop something from working	Can you shut the water off ?
sort out	make sense of something	We have to sort this problem out .
straighten up	make neat and orderly	I straightened the messy living room up .
take back	own again	He took the tools that he loaned me back .
take off	remove	She took off her hat and gloves.
take out	remove	I take the trash out on Mondays.
talk over	discuss a topic until it is understood	Let's talk this plan over before we do anything.
think over	reflect, ponder	She thought the job offer over carefully.
throw away/throw out	get rid of something, discard	He threw the old newspapers away . I threw out the old milk in the fridge.
try on	put on clothing to see if it fits	He tried the shoes on but didn't buy them.
turn down	refuse	His manager turned his proposal down .
turn off	stop something from working	Can you turn the TV off , please?
turn on	switch on, operate	I turned the lights on in the dark room.
turn up	increase the volume	Turn the radio up so we can hear the news.
wake up	make someone stop sleeping	The noise woke the baby up .
write down	write on paper	I wrote the information down .

Glossary

A

academic	(adj)	/ˌækəˈdemɪk/	học thuật
access	(n)	/ˈækses/	sự tiếp cận
accident	(n)	/ˈæksɪdənt/	tai nạn
act on	(phrasal verb)	/ˈækt ɒn/	thực hiện theo, hành động dựa trên
affect	(v)	/əˈfekt/	ảnh hưởng
afford	(v)	/əˈfɔːd/	có thể chi trả
aircraft	(n)	/ˈerkræft/	tàu bay
alive	(adj)	/əˈlaɪv/	sống, còn sống
allergy	(n)	/ˈælərdʒi/	dị ứng
ambitious	(adj)	/æmˈbɪʃəs/	tham vọng
ancient	(adj)	/ˈeɪnʃənt/	cổ xưa, cổ đại
anxious	(adj)	/ˈæŋkʃəs/	lo lắng
appreciate	(v)	/əˈpriːʃi.ət/	đánh giá cao, trân trọng
architecture	(n)	/ˈɑːrkiˌtektʃər/	kiến trúc
artificial intelligence	(noun phrase)	/ˌɑːrtɪfɪʃl ɪnˈtelɪdʒəns/	trí tuệ nhân tạo
astronaut	(n)	/ˈæstrənɔːt/	phi hành gia
athlete	(n)	/ˈæθliːt/	vận động viên
attend	(v)	/əˈtend/	tham dự
attitude	(n)	/ˈætɪtʃuːd/	thái độ
avalanche	(n)	/ˈævələntʃ/	lở tuyết
avoid	(v)	/əˈvɔɪd/	tránh, né

B

balance	(n)	/ˈbæləns/	sự cân bằng
belief	(n)	/bɪˈliːf/	niềm tin
beneficial	(adj)	/ˌbenɪˈfɪʃl/	có lợi
boar	(n)	/bɔːr/	lợn rừng, heo rừng
board	(v)	/bɔːrd/	lên xe, lên tàu, lên máy bay
boarding school	(noun phrase)	/ˈbɔːrdɪŋ skuːl/	trường nội trú
break	(n)	/breɪk/	gãy
bruise	(n)	/bruːz/	vết thâm, vết bầm tím
burn	(n)	/bɜːn/	bóng, phỏng

C

campus	(n)	/ˈkæmpəs/	khuôn viên trường học
career	(n)	/kəˈrɪr/	sự nghiệp
ceramic art	(noun phrase)	/səˈræmɪk ɑːt/	nghệ thuật gốm sứ
challenge	(n)	/ˈʃælɪndʒ/	thách thức, thử thách
champion	(n)	/ˈtʃæmpiən/	nhà vô địch
championship	(n)	/ˈtʃæmpiənʃɪp/	giải vô địch
character	(n)	/ˈkærəktər/	nhân vật
characterize	(v)	/ˈkær.ək.tə.raɪz/	mang nét đặc trưng
cheerful	(adj)	/ˈtʃɪrfl/	vui vẻ

civilization	(n)	/ˌsɪvələˈzeɪʃn/	nền văn minh, nền văn hoá
clue	(n)	/kluː/	đầu mối, manh mối
commitment	(n)	/kəˈmɪtmənt/	cam kết
community	(n)	/kəˈmjʊːnəti/	cộng đồng
commute	(v)	/kəˈmjʊːt/	đi làm hằng ngày
competitor	(n)	/kəmˈpetɪtər/	đối thủ
concentrate	(v)	/ˈkɒnsntreɪt/	tập trung
confidence	(n)	/ˈkɒnfɪdəns/	sự tự tin
connect	(v)	/kəˈnekt/	kết nối, nối lại
conquer	(v)	/ˈkɒŋkər/	chinh phục
conspiracy theory	(noun phrase)	/kənˈspɪrəsi θiːəri/	thuyết âm mưu
continuing education	(noun phrase)	/kənˌtɪnjuːɪŋ edʒuˈkeɪʃn/	giáo dục thường xuyên
controversial	(adj)	/ˌkɒntrəˈvɜːrʃl/	gây tranh cãi
create	(v)	/kriˈeɪt/	tạo ra
creative	(adj)	/kriˈeɪtɪv/	sáng tạo
creativity	(n)	/ˌkriːəˈtɪvəti/	sự sáng tạo
crime	(n)	/kraɪm/	tội phạm
criteria	(plural noun)	/kraɪˈtɪriə/	các tiêu chuẩn
cuisine	(n)	/kwiˈziːn/	nghệ thuật ẩm thực, phong cách nấu nướng
culture	(n)	/ˈkʌltʃər/	nền văn hoá
curious	(adj)	/ˈkjʊəriəs/	tò mò
curriculum	(n)	/kəˈrɪkjələm/	chương trình đào tạo

D

deduction	(n)	/dɪˈdʌkʃn/	suy luận, sự phát hiện
degree	(n)	/dɪˈɡriː/	bằng cấp
depressing	(adj)	/dɪˈpresɪŋ/	làm chán nản, gây buồn rầu
design	(n)	/dɪˈzaɪn/	thiết kế
destination	(n)	/ˌdestɪˈneɪʃn/	điểm đến
detective	(n)	/dɪˈtektɪv/	thám tử
development	(n)	/dɪˈveləpmənt/	phát triển
device	(n)	/dɪˈvaɪs/	thiết bị
dirt	(n)	/dɜːrt/	bụi bẩn, dơ bẩn
disaster	(n)	/dɪˈzæstər/	tai hoạ, thảm hoạ
discovery	(n)	/dɪˈskʌvəri/	khám phá
disgust	(n)	/dɪsˈɡʌst/	sự ghê tởm, sự kinh tởm
disorder	(n)	/dɪsˈɔːrdər/	rối loạn
display	(n)	/dɪˈspleɪ/	trưng bày
distance	(n)	/ˈdɪstəns/	khoảng cách
diver	(n)	/ˈdaɪvər/	thợ lặn
diversity	(n)	/daɪˈvɜːsɪti/	sự đa dạng
doubt	(n)	/daʊt/	ngghi ngờ, hoài nghi
drought	(n)	/draʊt/	hạn hán

E

earthquake	(n)	/ˈɜːrθkweɪk/	động đất
easygoing	(adj)	/ˌiːzi ˈɡəʊɪŋ/	dễ tính
edible	(adj)	/ˈedəbl/	ăn được, có thể ăn được
effect	(n)	/ɪˈfekt/	tác động, hậu quả
electronic	(adj)	/ɪˌlekˈtrɒnɪk/	thuộc điện tử
emperor	(n)	/ˈempərər/	hoàng đế
enroll	(v)	/ɪnˈrəʊl/	ghi danh
enthusiastic	(adj)	/ɪnˌθuːzɪˈæstɪk/	nhiệt tình
eruption	(n)	/ɪˈrʌpʃn/	hiện tượng phun trào núi lửa
escalator	(n)	/ˈeskəleɪtər/	thang cuốn
essential	(adj)	/ɪˈsenʃl/	cần thiết, thiết yếu
event	(n)	/ɪˈvent/	sự kiện
evidence	(n)	/ˈevɪdəns/	bằng chứng, chứng cứ
exhausting	(adj)	/ɪɡˈzɔːstɪŋ/	gây kiệt sức, làm mệt lả
exhibition	(n)	/ˌeksɪˈbɪʃn/	triển lãm
experience	(v)	/ɪkˈspɪəriəns/	trải nghiệm
expert	(n)	/ˈekspɜːrt/	chuyên gia
explore	(v)	/ɪkˈsplɔːr/	khám phá
extinct	(adj)	/ɪkˈstɪŋkt/	tuyệt chủng
extreme	(adj)	/ɪkˈstriːm/	cực đoan

F

factor	(n)	/ˈfæktər/	yếu tố, tác nhân
failure	(n)	/ˈfeɪljər/	thất bại
fare	(n)	/feɪ/	tiền vé, cước vận chuyển
farmworker	(n)	/fɑːrm ˈwɜːrkər/	công nhân nông nghiệp
flood	(n)	/flʌd/	lũ lụt, cơn lũ
fracture	(n)	/ˈfræktʃər/	nứt, gãy xương
fuel	(n)	/ˈfjuːəl/	nhiên liệu

G

gallery	(n)	/ˈɡæləri/	phòng trưng bày
gamification	(n)	/ˌɡeɪmɪfɪˈkeɪʃn/	trò chơi hoá, game hoá
gap year	(noun phrase)	/ˈɡæp jɪr/	năm tạm nghỉ học (để đi làm, ...)
genius	(n)	/ˈdʒiːniəs/	thiên tài
germ	(n)	/dʒɜːrm/	vì trùng
go through	(phrasal verb)	/ˈɡoʊ θruː/	trải qua (giai đoạn, quá trình...)

H

habit	(n)	/ˈhæbɪt/	thói quen
harm	(n)	/hɑːrm/	tổn thương
heatwave	(n)	/ˈhiːtweɪv/	đợt không khí nóng, sóng nhiệt
hero	(n)	/ˈhɪrəʊ/	anh hùng

homeschooled	(adj)	/ˈhəʊmskuːld/	được giáo dục tại gia
hurricane	(n)	/ˈhʊːrəkeɪn/	bão tố ở Đại Tây Dương
hygiene	(n)	/ˈhaɪdʒiːn/	vệ sinh

I

illness	(n)	/ˈɪlnəs/	bệnh tật
illustration	(n)	/ˌɪləˈstreɪʃn/	minh hoạ
imagine	(v)	/ɪˈmædʒɪn/	tưởng tượng
Impressionist	(n)	/ɪmˈpreʃənɪst/	họa sĩ thuộc trường phái hội họa ấn tượng
Impressionist	(adj)	/ɪmˈpreʃənɪst/	thuộc trường phái hội họa ấn tượng
income	(n)	/ˈɪŋkʌm/	thu nhập
injury	(n)	/ˈɪndʒəri/	chấn thương
innovative	(adj)	/ɪnəˈveɪtɪv/	đổi mới
innovator	(n)	/ɪnəˈveɪtər/	người sáng tạo
inspire	(v)	/ɪnˈspaɪər/	truyền cảm hứng
installation	(n)	/ˌɪnstəˈleɪʃn/	tác phẩm nghệ thuật sắp đặt
invention	(n)	/ɪnˈvenʃn/	phát minh
investigation	(n)	/ɪnˌvestɪˈgeɪʃn/	cuộc điều tra
issue	(n)	/ˈɪʃuː/	vấn đề

J

journey	(n)	/ˈdʒɜːrni/	hành trình
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K

knowledge	(n)	/ˈnɔːlɪdʒ/	kiến thức, hiểu biết
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L

landslide	(n)	/ˈlændslaɪd/	lở đất
launch	(v)	/lɔːntʃ/	phóng
law	(n)	/lɔː/	luật, đạo luật
leadership	(n)	/ˈliːdəʃɪp/	khả năng lãnh đạo, dẫn dắt
level	(n)	/ˈlevl/	mức
League	(n)	/liːg/	liên đoàn
low-paid	(adj)	/ˌləʊ ˈpeɪd/	được trả lương thấp, thù lao ít

M

major in	(phrasal verb)	/ˈmeɪdʒər ɪn/	chuyên ngành
make out	(phrasal verb)	/ˈmeɪk aʊt/	nhận biết, nhận ra
make up	(phrasal verb)	/ˈmeɪk ʌp/	tưởng tượng, sáng tạo ra
media art	(noun phrase)	/ˈmiːdiə ɑːrt/	nghệ thuật truyền thông

memorize	(v)	/ˈmeməraɪz/	ghi nhớ
mental	(adj)	/ˈmentl/	thuộc về tinh thần, tâm trí
method	(n)	/ˈmeθəd/	phương pháp
microwave oven	(noun phrase)	/ˈmaɪkrəweɪv ˈʌvən/	lò vi sóng
migration	(n)	/maɪˈɡreɪʃən/	di cư
moderation	(n)	/ˌmɒːdəˈreɪʃn/	sự điều độ, sự điều chỉnh
motivation	(n)	/ˌmɒtɪˈveɪʃn/	động lực
muscle	(n)	/ˈmʌsl/	cơ bắp
mystery	(n)	/ˈmɪstəri/	điều bí ẩn

N

neighborhood	(n)	/ˈneɪbəʃ, hʊd/	khu vực lân cận, khu dân cư
norm	(n)	/nɔːm/	quy tắc, tiêu chuẩn

O

opportunity	(n)	/ˌɑːpərˈtuːnəti/	cơ hội
outcome	(n)	/ˈaʊtkʌm/	kết quả
outgoing	(adj)	/ˌaʊtˈɡəʊɪŋ/	hướng ngoại

P

painting	(n)	/ˈpeɪntɪŋ/	tranh vẽ, hội họa
pass	(n)	/pæs/	thẻ đi lại
passenger	(n)	/ˈpæsɪndʒər/	hành khách
pharaoh	(n)	/ˈferəʊ/	vị pharaoh (vua) Ai Cập cổ đại
phobia	(n)	/ˈfəʊbiə/	nỗi sợ hãi
photography	(n)	/fəˈtɔːɡrəfi/	nhiếp ảnh
physical	(adj)	/ˈfɪzɪkl/	thuộc về thể chất, vật chất
pick up on	(phrasal verb)	/ˈpɪk ʌp ɒn/	nhận thấy, phát hiện
pollution	(n)	/pəˈluːʃn/	ô nhiễm
population	(n)	/ˌpɒːpjʊˈleɪʃn/	dân số
portrait	(n)	/ˈpɔːtrət/	chân dung
possibility	(n)	/ˌpɒːsəˈbɪləti/	khả năng, triển vọng
practical	(adj)	/ˈpræktɪkl/	thực tế
preserve	(v)	/prɪˈzɜːv/	bảo tồn, giữ gìn
private school	(noun phrase)	/ˌpraɪvət ˈskuːl/	trường tư
process	(n)	/ˈprɒːses/	quá trình
professional	(adj)	/prəˈfeʃənəl/	chuyên nghiệp
proof	(n)	/pruːf/	bằng chứng
public school	(noun phrase)	/ˌpʌblɪk ˈskuːl/	trường công
publish	(v)	/ˈpʌblɪʃ/	xuất bản
purpose	(n)	/ˈpɜːrpəs/	mục đích

Q

quality of life	(noun phrase)	/ˈkwɒlɪti ɒv laɪf/	chất lượng cuộc sống
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R

raise the alarm	(verb phrase)	/ˈreɪz ðɪ əˈlɑːrm/	cảnh báo
random	(adj)	/ˈrændəm/	ngẫu nhiên
reaction	(n)	/rɪˈækʃn/	phản ứng
record	(n)	/ˈrekərd/	kỷ lục
relationship	(n)	/rɪˈleɪʃnʃɪp/	mối quan hệ
reliable	(adj)	/rɪˈlaɪəbl/	đáng tin cậy
rescue	(v)	/ˈreskjʊː/	cứu hộ, cứu nguy
resident	(n)	/ˈrezɪdənt/	cư dân
risk	(n)	/rɪsk/	rủi ro
route	(n)	/ruːt/, /raʊt/	tuyến đường

S

safety	(n)	/ˈseɪfti/	an toàn
satisfaction	(n)	/ˌsætɪsˈfækʃn/	sự hài lòng
scrape	(n)	/skreɪp/	xây xát
sculpture	(n)	/ˈskʌlptʃər/	điều khắc
selfish	(adj)	/ˈselfɪʃ/	ích kỷ
sensible	(adj)	/ˈsensəbl/	hợp lý, biết phải trái
sharp	(adj)	/ʃɑːp/	bén nhọn
shy	(adj)	/ʃaɪ/	nhút nhát
significant	(adj)	/sɪɡˈnɪfɪkənt/	quan trọng
smart	(adj)	/smɑːrt/	thông minh
snowstorm	(n)	/ˈsnəʊstɔːrm/	bão tuyết
society	(n)	/səˈsaɪəti/	xã hội
solution	(n)	/səˈluːʃn/	giải pháp
species	(n)	/ˈspiːʃiːz/	loài
speculate	(v)	/ˈspekjuleɪt/	suy đoán
speed	(n)	/spiːd/	tốc độ
sprain	(n)	/spreɪn/	trật khớp, bong gân
stable	(adj)	/ˈsteɪbl/	ổn định
stamina	(n)	/ˈstæmɪnə/	sức chịu đựng, khả năng chịu đựng
stand up to	(phrasal verb)	/ˈstænd ʌp tu/	đương đầu với, đối đầu
staycation	(n)	/ˌsteɪˈkeɪʃn/	kì nghỉ tại chỗ, kì nghỉ tại thành phố mình sống
steam	(n)	/stiːm/	hơi nước
success	(n)	/səkˈses/	thành công
suggestion	(n)	/səˈdʒestʃən/	đề xuất, gợi ý
survive	(v)	/səˈvaɪv/	sống sót

T

teamwork	(n)	/ˈti:mwɜːrk/	làm việc nhóm
terminal	(n)	/ˈtɜːmɪnl/	trạm, ga
terror	(n)	/ˈterər/	nỗi kinh hoàng
theory	(n)	/ˈθiːəri/, /ˈθɪri/	lý thuyết
thick	(adj)	/θɪk/	dày đặc
threat	(n)	/θret/	mối đe dọa
tornado	(n)	/ˈtɔːrˈneɪdɔː/	vòi rồng, lốc xoáy
training	(n)	/ˈtreɪnɪŋ/	đào tạo, bồi dưỡng
transfer	(v)	/ˈtrænsˈfɜːr/	di chuyển, vận tải
transit	(n)	/ˈtrænzɪt/	chuyển tiếp, quá cảnh
transmit	(v)	/ˈtrænzˈmɪt/	truyền, chuyển
transportation	(n)	/ˌtrænsˈpɔːtˈeɪʃn/	giao thông
trapped	(adj)	/trapt/	mắc kẹt
trash	(n)	/træʃ/	rác
traumatic	(adj)	/trəˈmætɪk/	sang chấn, sốc tâm lý

U

uncertain	(adj)	/ʌnˈsɜːrtɪn/	không chắc chắn, bất định
unique	(adj)	/juˈniːk/	độc đáo

V

vacation	(n)	/veɪˈkeɪʃn/, /vəˈkeɪʃn/	kì nghỉ
value	(v)	/ˈvæljuː/	coi trọng, quý trọng
various	(adj)	/ˈvɛr.i.əs/	đa dạng, nhiều loại
vehicle	(n)	/ˈviːhɪkl/	xe cộ, phương tiện giao thông
versatile	(adj)	/ˈvɜːrsətl/	đa năng
volunteer	(n)	/ˌvɒ.lənˈtɪr/	tình nguyện viên

W

wealth	(n)	/welθ/	sự giàu có
wildfire	(n)	/ˈwaɪldfaɪər/	cháy rừng
wonder	(v)	/ˈwʌndər/	tự hỏi, muốn biết

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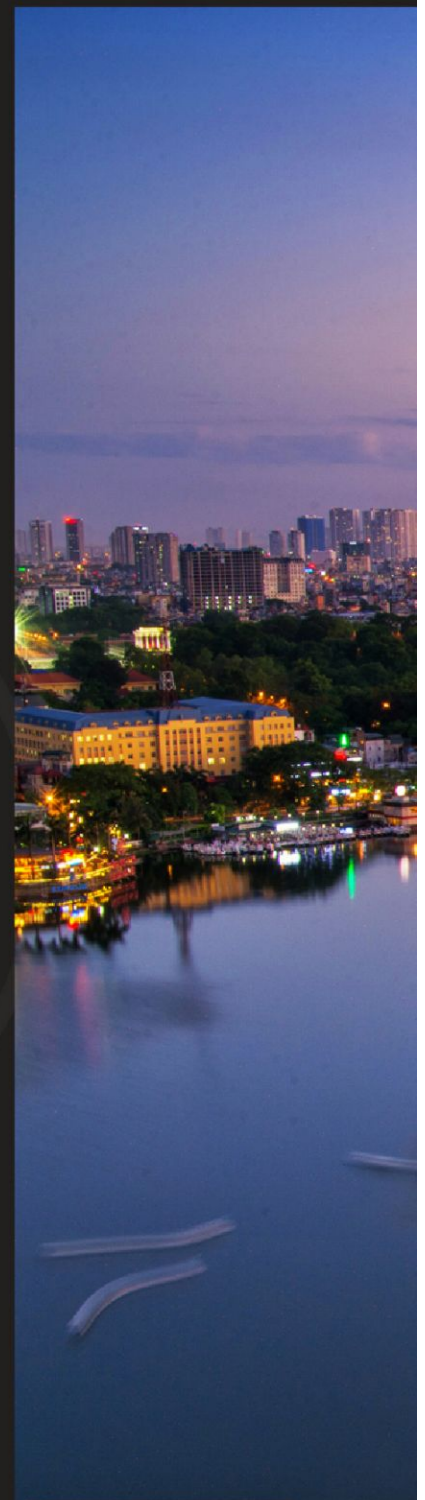
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