

Preface

Tiếng Anh 10 Bright is a textbook based on the latest English curriculum of the Ministry of Education and Training. The book is specially designed to enable students to develop the skills they need to face the challenges of the 21st century.

Tiếng Anh 10 Bright consists of eight units. Each unit contains *Vocabulary*, *Grammar*, *Reading*, *Listening*, *Speaking*, and *Writing* sections, along with *Culture Spot* and *Values* sections. All *Reading* texts are accompanied by theme-related videos. *Grammar* features language presented in context with engaging practice activities. In addition, *Think!* exercises aim to develop students' critical thinking skills. *Study Skills* sections help students become autonomous learners while *ICT* tasks aim to develop students' information and communication technology skills. There are also a variety of tasks that promote collaboration and creativity. For every two units, there are *Culture Corner*, *CLIL*, and *Progress Check* sections. For every four units, there is a *Review* section.

We wish to thank the Board of Review from the Ministry of Education and Training for reviewing *Tiếng Anh 10 Bright* and providing valuable insights into how to bring the book to perfection.



Key to symbols used in the Student's Book

 to indicate that students are encouraged to answer the exercises in writing using a pencil

 audio

 **VIDEO** videos thematically linked to the theme of the text they accompany

 pairwork

 groupwork

 words to be explained using the context each appears in

 sections to develop students' information and communication technology skills

 suggestions to help students become autonomous learners

 **Think** sections to develop students' critical thinking skills

 **CULTURE SPOT** short texts to give students information of the culture of their country, and develop cross-cultural awareness

 **VALUE** sections to help students develop critical thinking skills & values

 **Plan** plan to help students do their writing tasks

 **FUN Time** sections to boost students' vocabulary

Culture Corner sections to familiarise students with the culture of their country

CLIL sections that link the themes of the unit to a subject from the school curriculum

Scope and Sequence

Unit

Vocabulary

Reading

Grammar

Listening

Hello!

1

2

3

4

5

6

7

8

pp. 6–14

- school subjects
- classroom language
- family
- home – furniture/appliances
- hobbies
- food & drinks
- means of transport
- places in town

- subject/object pronouns – possessive adjectives
- the imperative
- *to be*
- *have got*
- *there is/there are*
- *like/love/hate + -ing* form
- quantifiers
- *wh*-questions
- prepositions of movement
- prepositions of place

Round the clock
pp. 15–22

- daily routines
- household chores
- free-time activities

A magic helping hand (an article – T/F statements; question answering)

- Present Simple & Present Continuous
- adverbs of frequency
- stative verbs

- dialogues (matching)
- a monologue (gap filling)
- a dialogue (multiple choice)
- **Phrasal verbs:**
look after/look forward to

Entertainment
pp. 23–30

- entertaining activities
- types of performances
- types of music

A visit to the Thăng Long Water Puppet Theatre (an email – text completion; question answering)

- Past Simple & Past Continuous
- *when/while*

- monologues (matching)
- a dialogue (multiple choice)
- dialogues (multiple choice)
- **Phrasal verbs:**
put on/put up

Community services
pp. 35–42

- community service activities
- charity organisations
- volunteer activities

Making a difference (an article – sentence completion; T/F statements)

- Present Perfect
- *have been to/have gone to*

- monologues (note taking)
- a presentation (multiple choice)
- a monologue (gap filling)
- **Phrasal verbs:**
give away/give out

Gender equality
pp. 43–50

- famous women & jobs
- job descriptions
- job qualities

A woman's work is never done! (an article – multiple matching; question answering)

- *will/be going to*/Present Simple/Present Continuous (expressing futurity)
- conditionals (types 1 and 2)

- monologues (gap filling)
- an interview (matching)
- a dialogue (T/F statements)
- **Phrasal verbs:**
fit in/fit out

Review (Units 1–4) pp. 55–56

The environment
pp. 57–64

- environmental problems
- environmental protection activities
- eco-friendly activities

Cleaning up the ocean (an article – T/F/DS statements; sentence correction)

- gerund/*to*-infinitive/bare infinitive
- relative clauses (defining/non-defining)

- a dialogue (question answering)
- an interview (T/F statements)
- dialogues (multiple choice)
- **Phrasal verbs:**
turn off/turn on

Eco-tourism
pp. 65–72

- holiday activities
- eco-tourism
- ways to protect heritage

Eco-destinations: Galápagos Islands (an advert – multiple choice; question answering)

- comparative/superlative
- modifying comparisons
- definite article *the*

- monologues (gap filling)
- an interview (sequencing; multiple choice)
- a dialogue (matching)
- **Phrasal verbs:**
get away/get on

New ways to learn
pp. 77–84

- online education
- technology in education
- new ways to learn a foreign language

Apps of the future (an article – T/F/DS statements; author's purpose)

- the passive
- the passive with modal verbs

- monologues (matching)
- an interview (multiple choice)
- a dialogue (gap filling)
- **Phrasal verbs:**
keep up with/keep on

Technology and inventions
pp. 85–92

- inventions that changed the world
- inventions of the 21st century
- the Internet

Pepper the emotional robot (an article – multiple choice; question answering)

- reported speech
- reported questions

- a presentation (gap filling)
- a dialogue (multiple choice)
- a dialogue (multiple matching)
- **Phrasal verbs:**
back up/back off

Review (Units 5–8) pp. 97–98

Grammar Reference pp. 99–115
Rules of Punctuation p. 116

Wordlist pp. 117–121
Pronunciation p. 122

American English – British English Guide p. 123
Irregular Verbs p. 124

Speaking

Writing

- talking about school timetable for Monday
- talking about rules for classroom
- presenting your family tree
- saying what furniture/appliances you have got in your house
- talking about your/your friends' favourite hobbies
- saying what you have for breakfast, lunch and dinner
- talking about means of transport
- saying what places are in your area
- giving personal information
- giving directions

- discussing having a robot doing household chores
- talking about daily routine and free-time activities
- inviting & suggesting
- **Pronunciation:** /aɪ/ - /eɪ/; /g/ - /dʒ/

- talking about entertaining activities
- talking about types of performances
- talking about types of music
- narrating an experience
- **Pronunciation:** /s/ - /z/; interjections

- making suggestions to raise money for a charity
- presenting a charity
- expressing concerns & making suggestions
- **Pronunciation:** /e/ - /æ/; disappearing consonants (/t/ - /d/)

- talking about jobs
- discussing jobs for men/women
- expressing opinions
- **Pronunciation:** /ɜ:/ - /ə/; intonation in Yes-No questions and Wh-questions

- talking about causes & effects
- discussing the importance of an invention for the environment
- discussing environmentally-friendly lifestyle
- making suggestions
- **Pronunciation:** /ɪ/ - /i:/; word stress in verbs

- talking about your favourite type of holiday
- giving reasons why someone should visit eco-destinations
- presenting eco-destinations in your country and compare them
- suggesting how to protect heritage
- asking for & giving advice
- **Pronunciation:** /f/ - /v/; digraphs

- talking about online education
- discussing the future of education
- making suggestions
- **Pronunciation:** blended consonants; word stress in nouns, adjectives and adverbs

- talking about inventions that changed the world
- discussing having a robot
- talking about the Internet
- **Pronunciation:** /eə/ - /əʊ/; stress in compound nouns

- a weekly list of chores
- a note
- an informal email to a friend

- an email
- a short paragraph about an experience
- a narrative letter to a friend

- a poster
- a letter inviting a friend to an event

- a paragraph describing a dream job
- an opinion paragraph

- a poster illustrating environmental problems and possible solutions
- a paragraph making suggestions

- a summary of a text
- an email describing a holiday

- a paragraph about how technology has improved education
- an email giving advice

- a summary of a text
- an opinion paragraph

Values

| | | |
|--------|------------------------|-------|
| Unit 1 | Value your routine | p. 17 |
| Unit 2 | Value entertainment | p. 25 |
| Unit 3 | Value our community | p. 37 |
| Unit 4 | Value gender equality | p. 45 |
| Unit 5 | Value our environment | p. 59 |
| Unit 6 | Value eco-tourism | p. 67 |
| Unit 7 | Value online education | p. 79 |
| Unit 8 | Value inventions | p. 87 |

Culture Spot

| | | |
|--------|---|-------|
| Unit 1 | Families in Vietnam | p. 17 |
| Unit 2 | Chèo – a traditional performance in Vietnam | p. 25 |
| Unit 3 | Thúy's Dream Foundation | p. 37 |
| Unit 4 | Vietnam Women's Union (VWU) | p. 45 |
| Unit 5 | 350 Vietnam | p. 59 |
| Unit 6 | Cúc Phương National Park | p. 67 |
| Unit 7 | Smart boards | p. 79 |
| Unit 8 | Language apps | p. 87 |

Culture Corner

| | | |
|---|--|-------|
| A | The Mường people | p. 31 |
| B | The Association in Support of Vietnamese Handicapped and Orphans (ASVHO) | p. 51 |
| C | A national park in Vietnam | p. 73 |
| D | Education in Vietnam continues despite Covid-19 | p. 93 |

CLIL

| | | |
|---|---|-------|
| A | (History) Native Americans | p. 32 |
| B | (History) Votes for women | p. 52 |
| C | (Geography) Are we skating on thin ice? | p. 74 |
| D | (Science) DNA-The blueprint of life | p. 94 |

Progress Check

| | | |
|---|-----------|-----------|
| A | Units 1–2 | pp. 33–34 |
| B | Units 3–4 | pp. 53–54 |
| C | Units 5–6 | pp. 75–76 |
| D | Units 7–8 | pp. 95–96 |

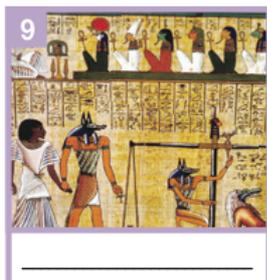
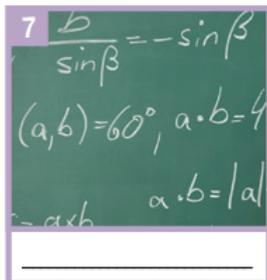
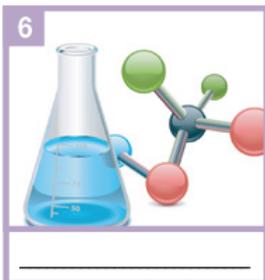
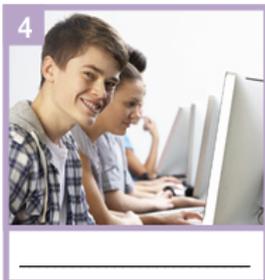
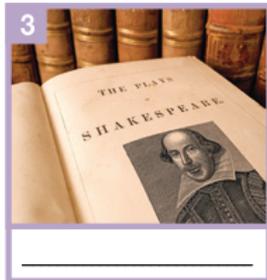
Hello!

Vocabulary

School subjects

1 1.2 Label the pictures with the school subjects in the list. Then listen and check.

- maths • science
- English • geography
- history • art • PE
- ICT • literature



2 Which of these school subjects have you got on Mondays?

Classroom language

3 1.3 Complete the sentences with the verbs in the list. Then listen and check.

- listen • raise • do • don't eat
- bring • don't use



_____ to your teacher.



_____ your mobile phone in class.



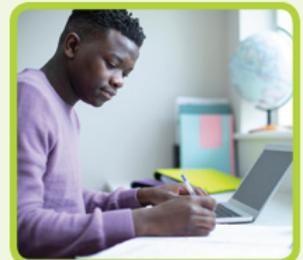
_____ in the classroom.



_____ your books to class.



_____ your hand to ask a question.



_____ your homework.

4 Think of rules for your classroom. Tell the class.



Grammar

Subject / Object pronouns & Possessive adjectives

| | | | | | |
|------------------------------|-----|------|-------|-----|-----|
| Subject pronouns | I | you | he | she | it |
| | we | you | they | | |
| Object pronouns | me | you | him | her | it |
| | us | you | them | | |
| Possessive adjectives | my | your | his | her | its |
| | our | your | their | | |

p. 100

5 Fill in each gap with the correct *subject* or *object pronoun*.

- Dad is still at work. Call him.
- Mel and John aren't American. _____ are British.
- This is my dog, Sam. Do you like _____?
- _____ can speak Spanish. Listen to me!
- Emma is in the garden. You can play with _____.
- Trung and you are from Vietnam. _____ are Vietnamese.
- My sisters can run fast. Look at _____!
- John can paint. These paints are for _____.
- _____ can climb. Watch us!
- I'm a new student. My name's Michael. You can call _____ Mike.
- This is Tom. _____ is 12 years old.
- Hi, Mum! Can I cook dinner with _____?

6 Fill in each gap with the correct *possessive adjective*.

| | | |
|--------------------------|-----------------------------|---------------|
| | 1 It's <u>their</u> camera. | |
| 1 Anna & Mary | 2 It's _____ notebook. | 8 You |
| | 3 It's _____ tablet. | |
| 2 Steve | 4 It's _____ umbrella. | 7 Kate |
| | 5 It's _____ book. | |
| 3 Tony & I | 6 It's _____ bone. | 6 Toby |
| | 7 It's _____ scarf. | |
| 4 Jean & you | 8 It's _____ schoolbag. | |
| 5 I | | |

The imperative

7 Match the signs (1-6) to the sentences (A-F).

| | |
|--------------|--------------|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |

A Turn right.
B Don't swim here.
C Don't ride bikes here.
D Throw rubbish in the bin.
E Don't play ball games here.
F Wash your hands.

8 Complete the sentences with the correct forms of the verbs in the list.

- not/write
- not/open
- turn
- not/talk
- not/eat
- look

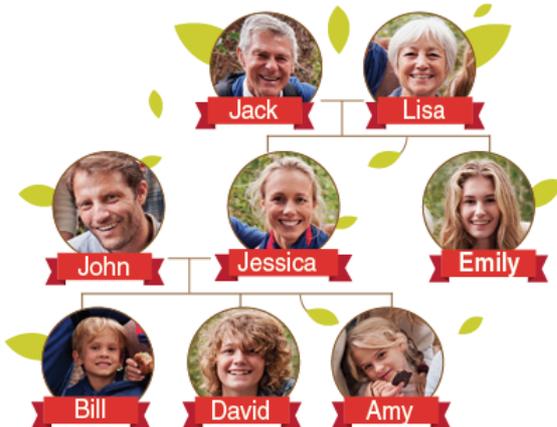
- Please _____ to page 12.
- _____ to your partner.
Be quiet!
- _____ in your books.
Use your notebooks.
- _____ your books.
- _____ at the board.
- _____ in the class. Go to the canteen.

Hello!

Vocabulary

Family

- 1 1.4 Look at Emily's family tree and underline the correct option. Then listen and check.



- 1 Jack is Lisa's husband/brother.
- 2 Lisa is Jack's grandmother/wife.
- 3 Jack and Lisa are Amy's parents/
grandparents.
- 4 Jessica is Emily's mother/sister.
- 5 Emily is Jack's daughter/granddaughter.
- 6 John is David's grandfather/father.
- 7 David is Jack's nephew/grandson.
- 8 Bill is Jessica's uncle/son.
- 9 Bill is Amy's cousin/sibling.
- 10 David is Emily's nephew/brother.

- 2 Complete the pairs with words from Exercise 1.

- 1 grandfather – grandmother
- 2 mother – _____
- 3 husband – _____
- 4 son – _____
- 5 brother – _____
- 6 aunt – _____
- 7 niece – _____
- 8 grandson – _____

- 3 Draw your family tree and present it to the class.

Home – Furniture / Appliances

- 4 1.5 Match the numbers (1–10) in the pictures with the words below. Then listen and check.

- | | | |
|---|-----------------------------------|------------------------------------|
| <input type="checkbox"/> bath(tub) | <input type="checkbox"/> painting | <input type="checkbox"/> sink |
| <input type="checkbox"/> bookcase | <input type="checkbox"/> pillow | <input type="checkbox"/> toilet |
| <input type="checkbox"/> cooker | <input type="checkbox"/> rug | <input type="checkbox"/> washbasin |
| <input checked="" type="checkbox"/> 1 cushion | | |



- 5 Which of the things in Exercise 4 have you got in your house?



Grammar

to be

6 Fill in each gap with *am, is, are, 'm not, isn't or aren't*.

- A: Are you 15 years old, Alice?
B: No I'm not. I am 14 years old.
- A: Is this Adam's bedroom?
B: No, it isn't. It is Paul's bedroom.
- A: I am Julia and this is my cousin, Lisa. We are 13 years old.
B: Really? I am 13 years old, too.
- A: Are John and Luke your siblings?
B: No, they aren't. They are my cousins.
- A: Are they your parents?
B: No, they aren't. Jim is my uncle and Irene is my aunt.

7 Ask and answer questions as in the example.

- you / Chilean? No – Brazilian
A: Are you Chilean?
B: No, I'm not. I'm Brazilian.
- she / 15 years old? Yes
- they / your cousins? Yes
- he / your brother? No – my cousin
- you / Vietnamese? Yes

have got

8 Look at the table and fill in each gap with *have/has got or haven't/hasn't got*.

| | Hugo | Lina | Trung and Mai |
|--------|------|------|---------------|
| cousin | ✓ | | ✓ |
| aunt | | ✗ | |
| uncle | ✓ | | ✗ |

- Hugo has got a cousin.
- Trung and Mai has got a cousin.
- Lina hasn't got an aunt.
- Trung and Mai hasn't got an uncle.
- Hugo has got an uncle.

9 Fill in each gap with the correct form of *have got*.

- A: Has James got a brother?
B: No, he hasn't, but he has got a sister.
- A: Have Frank and Bob got a bookcase?
B: Yes, they have, but they haven't got a rug.
- A: Have you got an aunt?
B: No, I haven't, but I have got an uncle.
- A: Has Marissa got a cooker?
B: Yes, she has, but she hasn't got a microwave oven.

there is / there are

10 Fill in each gap with *there is, there are, there isn't or there aren't*.



In Steve's living room, ...

- There is a sofa.
- There are any beds.
- There is a rug.
- There are two armchairs.
- There are some cushions.

11 Look at the picture in Exercise 10. Ask and answer questions as in the example.

- painting • bookcase • bed • pillows
- washbasin • rug • table • two armchairs

- A: Is there a painting in Steve's living room?
B: Yes, there is. Is there a bookcase?

Hello!

Vocabulary

Hobbies

1 1.6 Label the pictures. Use the words from the list. Then listen and check.

- travel • cook • dance • do the gardening
- paint • play computer games • read
- play the guitar • swim • take photos



travel



2 What are your hobbies? Talk with your friend.

- A: I like playing the guitar. What about you?
B: I like travelling.

Food & Drinks

3 1.7 Put the food/drinks in the list under the categories. Then listen and check.

- cheese • yoghurt • strawberries • bread
- onions • lettuce • lemonade • rice
- chicken • noodles • orange juice • tea
- oranges • carrots • butter • lemons
- meat • milk • fish

Grain
bread

Dairy products
cheese

Vegetables
carrots

Fruit
oranges

Animal products
chicken

Drinks
tea

4 Which of the food/drinks in Exercise 3 do you usually have for *breakfast*, *lunch* or *dinner*?

I usually have bread and milk for breakfast.



Grammar

like / love / hate + -ing form

5 Use the verbs in the list and the verbs in brackets to complete the sentences.

• paint • play • swim • take • travel

- Donald hates playing computer games. (hate)
- Miriam _____ around the world. (like)
- Sam _____ in his free time. This painting is his. (love)
- Lina and Mike _____ photographs. (not/like)
- Sue _____ in the sea. (love)

6 What do you like / love / hate doing in your free time?

Quantifiers

7 Circle the correct option.

- We have ___ apples. Let's make an apple pie.
 A some B much C a little
- How ___ sugar do you put in your tea?
A any B many C much
- Is there ___ juice in the fridge?
A a few B any C some
- Can I have ___ cake, please?
A a few B some C any
- There are ___ lemons. Let's make lemonade.
A a few B a little C any
- How ___ carrots do you need?
A lots of B little C many
- There are ___ eggs in the fridge.
A a little B any C a lot of
- Can you buy me ___ bread, please?
A any B some C many
- There is very ___ butter. I can't make a cake.
A a little B few C little
- Have ___ chicken, please.
A some B a lot C a few

8 Fill in each gap with *how much*, *how many*, *some*, *any*, *a lot of*, *few*, *a few*, *little* or *a little*.

- A: How much is this cake, please?
B: It's £15.
- A: Let's make _____ biscuits!
B: We can't. We don't have _____ flour.
- A: _____ apples are there?
B: Very _____. There are only two.
- A: _____ sugar do you need?
B: Not _____. A kilo.
- A: Is there _____ lemonade left?
B: There is very _____. Half a glass, maybe less.
- A: Let's make an omelette for lunch. It only takes _____ minutes.
B: OK. There are _____ eggs in the fridge.
- A: Can you get _____ butter from the supermarket, please?
B: Sure. _____ do you want?
- A: Can I have _____ orange juice, please?
B: Sorry, we haven't got _____ oranges.



9 Correct the mistakes.

- How many flour do we need? much
- There is only a few cake left. _____
- Can you get me any milk, please?

- Do you need a few butter to put on your bread? _____
- There is any coffee in the pot. Do you want a cup? _____
- We only have got little eggs, so we need to buy some more. _____
- How much slices of pizza do you want?

- There isn't some rice, I'm afraid. _____



Hello!

Vocabulary

Means of transport

1 1.8 Label the pictures. Use the words in the list. Then listen and check.

- plane • train • taxi • helicopter
- coach • boat • van • ship



1 helicopter



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Use the adjectives in the list to make sentences about the means of transport in Exercise 1.

- fast – slow • cheap – expensive
- relaxing – tiring • dangerous – safe

Planes are fast but expensive.

Places in town

3 a) 1.9 Complete the spidergram. Then listen and check.

- museum • shopping centre • bank
- stadium • sports centre • cinema
- hospital • police station

Where can you ...

1 do shopping? shopping centre

2 see ancient things? _____

3 watch a film? _____

4 change money? _____

5 practise taekwondo? _____

6 watch a football match? _____

7 meet a policeman? _____

8 see doctors? _____

b) Which of these places are in your area?



Grammar

Wh-questions

- 4 Fill in each gap with *who*, *what*, *where*, *when* or *how old*.

Alex: Hi! I'm Alex. 1) _____ 's your name?

Jenny: I'm Jenny. I'm 15 years old.

2) _____ are you, Alex?

Alex: I'm 15, too! I'm from Brisbane in Australia.

3) _____ are you from?

Jenny: Auckland in New Zealand.

Alex: 4) _____ is this boy?

Jenny: He is my cousin, Jack. We go to school together.

Alex: 5) _____ does school start?

Jenny: At 8:30.

- 5 Act out a dialogue similar to the one in Exercise 4.

Prepositions of movement

- 6 Choose the correct preposition.



- 1 Go **up/down** the stairs.



- 2 Run **along/across** the street.



- 3 Get **into/out of** the supermarket.



- 4 Walk **past/through** the bank.



- 5 Walk **under/through** the forest.



- 6 Walk **along/across** the street.

Prepositions of place

- 7 Look at the map and choose the correct preposition of place in sentences (1–4) below.



- 1 The museum is **opposite/behind** the fire station.
- 2 The department store is **in front of/between** the police station and the café.
- 3 The bank is **in front of/behind** the fire station.
- 4 The police station is **behind/next to** the department store

- 8 Look at the map in Exercise 7. You are at the museum. Act out short dialogues as in the example.

A: Excuse me, can you tell me the way to the café, please?

B: Of course. Go across William Street, go past the cinema and turn right. Walk along King Street. The café is on the left, next to the department store.

A: Thank you.

B: You're welcome.



Hello!

 Make your own plan, using the prompts from the box.

My PLAN

This year,

I am going to ...

I'm not going to ...

Date: _____

Signature: _____

- do my best at school.
- respect my teachers and my classmates.
- be late for my lessons.
- help out my classmates when they need my help.
- do my best to work with my classmates.
- keep my desk and my classroom clean and tidy.
- take care of my books and school materials.
- eat in class.
- stay up late.
- bother my classmates during lessons.



Unit 1

Round the clock

What are the main tasks in this unit?

• Vocabulary

- daily routines
- household chores
- free-time activities

• Grammar

- Present Simple / Present Continuous
- adverbs of frequency
- stative verbs

• Reading

A magic helping hand
(an article – T/F statements; question answering)

• Listening

- dialogues (matching)
- a dialogue (multiple choice)
- a monologue (gap filling)

• Speaking

- discussing having a robot doing household chores
- talking about daily routine & free-time activities

- inviting & suggesting

– Pronunciation:

/aɪ/ - /eɪ/; /g/ - /dʒ/

• Writing

- a weekly list of chores
- a note
- an informal email to a friend

• Culture Spot

Families in Vietnam

• Values

Value your routine

• Phrasal verbs

look after / look forward to

Vocabulary

Daily routines

- 1 1.10 Complete the phrases using the words in the box. Then listen and check.

| | | | |
|----------|---------|-----------|-------|
| the bus | music | the door | lunch |
| the news | my hair | breakfast | a nap |

- | | | | |
|----------|-------------------|---------|-------|
| 1 have | _____ lunch _____ | 5 make | _____ |
| 2 catch | _____ | 6 take | _____ |
| 3 do | _____ | 7 watch | _____ |
| 4 answer | _____ | 8 play | _____ |

- 2 Label the pictures (1–6) with the phrases from Exercise 1.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

- 3 What is your daily routine like? Tell the class.

Pronunciation /aɪ/ - /eɪ/

- 4 1.11 Listen and put the words *I*, *make*, *my*, *like*, *play* and *take* in the correct column. Practise saying them with a partner.

| /aɪ/ | /eɪ/ |
|------|------|
| | |

Listening

- 5 1.12 Listen and match the dialogues (A–F) to the pictures (1–6) in Exercise 2.

| | | | | | |
|------------|--|------------|--|------------|--|
| Dialogue A | | Dialogue C | | Dialogue E | |
| Dialogue B | | Dialogue D | | Dialogue F | |

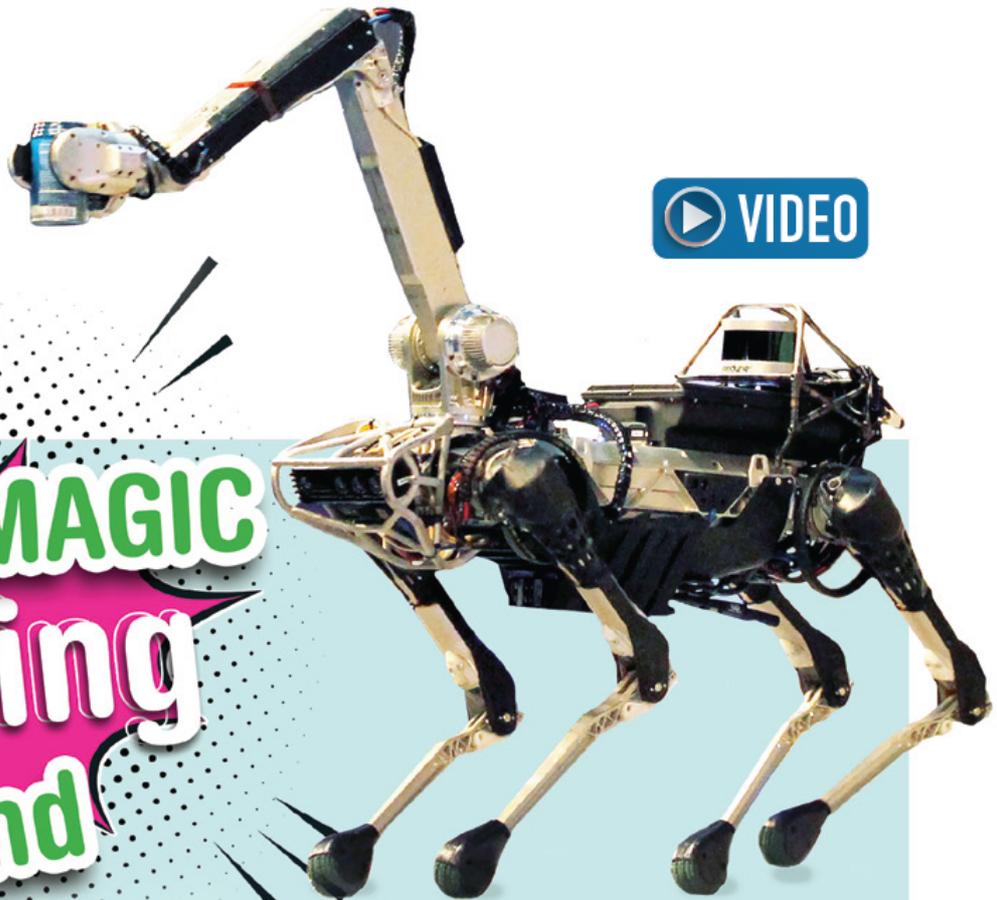
Reading

- 1 Look at the title of the text and the picture. What do you think the text is about?

1.13 Listen and read to check.



A MAGIC helping hand



No one likes doing chores. They're boring, messy, and you don't often have the time to do them in your busy lives. However, now there's a way to spend your weekends enjoying yourself, and make the most of your free time, instead of cleaning! Give your boring chores to a house robot!

Lots of shops are selling home robots at the moment. From robot vacuum cleaners to robot mops and even robots that clean your windows! However, all of these robots are very basic and can only do one job. But is there a robot that does lots of different household chores, just as well as a human? Believe it or not, the answer is yes!

Meet the SpotMini Robot from Boston Dynamics! SpotMini is just like a robot butler. It can load the dishwasher for you, set and clear the table, bring you drinks, carry your groceries and even sort recycling. SpotMini has four legs just like a robot dog, and a long arm which it uses to do its chores. This gentle robot can move around a room, avoid your furniture and even walk up and down stairs. This means SpotMini can take your laundry from your bedroom upstairs to your washing machine downstairs. So, for a life of luxury, invite SpotMini into your home. You won't regret it!



• chore • messy • butler • sort
• recycling • avoid • regret

- 2 Read the text and decide if each of the statements (1-5) is *T* (true) or *F* (false).

- 1 People don't often have time to do chores. _____
- 2 You can only buy home robots in some shops. _____
- 3 Robot vacuums can do lots of jobs. _____
- 4 SpotMini does the grocery shopping. _____
- 5 SpotMini can climb stairs. _____

- 3 Read the text again and answer the questions.

- 1 How can a home robot help you to make the most of your weekend?
- 2 How does the SpotMini differ from basic home robots?
- 3 What can SpotMini do?

Vocabulary

Household chores

- 4   1.14 Fill in each gap with *set*, *vacuum*, *mop*, *load*, *do* (x2), *dust* or *clear*. Then listen and check.



- 1 _____ the dishwasher



- 2 _____ the floor



- 3 _____ the table



- 4 _____ the rug



- 5 _____ the table



- 6 _____ the laundry



- 7 _____ the ironing



- 8 _____ the furniture

- 5 Which of the chores in Exercise 4 does SpotMini Robot do? Which chores do you/ your family members do?

Speaking

- 6   **Think** Would you like a robot to do your household chores? Why/Why not?

Writing

- 7   Make a list of your weekly chores. Compare it with your partner's.



VALUE YOUR ROUTINE



Do you agree with the following statements? Why/Why not?

A routine helps me ...

- 1 have control of my day.
- 2 form good habits.
- 3 feel less stressed as I know what to do.

CULTURE SPOT



Family is an integral part of Vietnamese life and it may be common for three generations – grandparents, parents, uncles, aunts, and children – to live in the one home.

Weekdays start early. Parents go to work, children go to school and the elderly members look after small children.

Respect is very important in the family. Children show respect to their parents and grandparents.



Do you think it is the same in other countries?

Present Simple & Present Continuous

- 1  Identify the tenses of the verbs in bold in sentences (1–6). Then match them to their uses (a–f).

- 1 Claire **is staying** with her aunt these days.
- 2 She **lives** in Key West.
- 3 The film **starts** at 8:00.
- 4 They **are watching** TV at the moment.
- 5 He **goes** to the gym twice a week.
- 6 We **are going** on holiday next week.

- a a habit/routine
- b a temporary situation
- c an action happening now, at the moment of speaking
- d a permanent state
- e a fixed future arrangement
- f a schedule

 pp. 103–104

- 2  Put the verbs in brackets into the Present Simple.

Every day, Pete 1) wakes (**wake**) up at 6:30 in the morning. He 2) _____ (**not/catch**) the bus to school. He walks to school with his friends. In the afternoon, Pete 3) _____ (**finish**) his lessons at 3:15. He 4) _____ (**not/go**) to the gym. He and his close friend, Steve usually 5) _____ (**visit**) a café afterwards. In the evening, Pete 6) _____ (**have**) dinner with his family at about 7 o'clock. Then, he 7) _____ (**do**) his homework. He 8) _____ (**watch**) TV with his brother before they go to bed at about 10 o'clock.

- 3  Underline the correct option, then complete the answers.

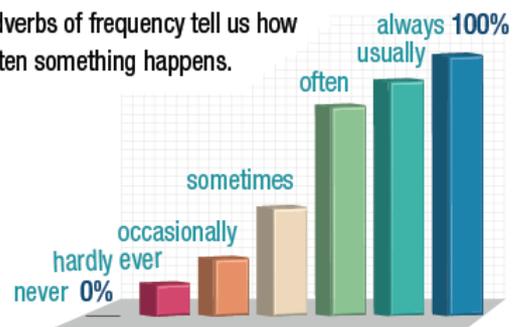
- 1 Do/Does you go to the cinema? Yes, I do.
- 2 Do/Does he mop the floor? No, _____.
- 3 Do/Does they play golf? Yes, _____.
- 4 Do/Does she tidy her room? No, _____.
- 5 Do/Does he go jogging? No, _____.

- 4  Form *wh*-questions based on the text in Exercise 2, then answer them.

A: What time does Pete wake up every day?
B: He wakes up at 6:30 a.m.

ADVERBS OF FREQUENCY

Adverbs of frequency tell us how often something happens.



They go before the main verb, but after the verb *be* or auxiliary verbs.

I usually get up early. I'm never late for school.

 p. 104

- 5  Put the *adverbs of frequency* in brackets into the correct place.

- 1 Hugo never gets up _____ at 7 o'clock on Sundays. (**never**)
- 2 He and his friends _____ ride _____ their bikes to school. (**always**)
- 3 Hugo _____ is _____ back home at 3:30 and does his homework. (**usually**)
- 4 He _____ takes _____ his little brother to football practice. (**sometimes**)
- 5 Hugo _____ helps _____ his parents with the chores. (**often**)

- 6  Choose the appropriate verbs in the list to complete the sentences. Put them into the Present Continuous.

• not/visit • wait • wear • not/do • jog

- 1 He is jogging around the park.
- 2 They _____ the ironing now.
- 3 Sheila _____ her grandparents tomorrow.
- 4 I _____ a wonderful suit.
- 5 Ben _____ for you just in front of the school.

7  Put the verbs in brackets into the *Present Continuous*. Then complete the short answers.

- 1 Is Sandy going (Sandy/go) to the supermarket? – No, she isn't.
- 2 _____ (you/go) out? – Yes, _____.
- 3 _____ (he/sleep)? – Yes, _____.
- 4 _____ (she/do) her hair? – Yes, _____.
- 5 _____ (you/take) a taxi? – No, _____.

8  Form questions in the *Present Continuous*, then answer them.

- 1 what / your parents / do / now?
A: What are your parents doing now?
B: They are having lunch.
- 2 who / you / have / dinner / with / tonight?
- 3 where / you / go / after school / today?
- 4 what / book / you / read / these days?
- 5 who / you / hang out / with / this weekend?

STATIVE VERBS

- **Stative verbs** are verbs that describe a state rather than an action and do not usually have a continuous form.
She knows Claudia. (NOT: She's knowing Claudia.)
- **Stative verbs** include **verbs of emotion** (*want, like, love, hate, know, need, etc.*), **verbs of thoughts** (*know, think, believe, etc.*), **verbs of perception** (*see, hear, feel, smell, taste, feel, look, etc.*) and **verbs of possession** (*have, own, belong, etc.*)
- We can use **some of these verbs** in continuous forms when they describe a temporary action, not a state.
Why are you tasting the soup?
Jack is having dinner now.

 p. 105

9  Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.

- 1 Tony _____ (like) mopping the floor.
- 2 This material _____ (feel) like silk.
- 3 _____ (this car/belong) to Hugo?
- 4 Dad _____ (taste) the noodles to check if they need more salt.
- 5 Why _____ (you/smell) the soup?

10  Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.

- 1 A: You _____ (look) lovely, Emma! You _____ (not/usually/wear) dresses.
B: I _____ (know), but I _____ (go) to my cousin's wedding today.
- 2 A: Kevin never _____ (play) basketball with us on Saturday mornings.
B: Actually, he _____ (help) his grandma with her shopping.
- 3 A: _____ (you/watch) a film at the cinema this evening?
B: No, we _____ (hang out) at Tom's house.
- 4 A: _____ (Lucy/use) the computer at the moment?
B: No, she _____ (tidy) her bedroom.
- 5 A: Excuse me, I _____ (look) for a leather jacket.
B: I'm afraid we _____ (not/sell) leather clothes in this shop.

Speaking

11 **Make sentences about you and your friends using these time expressions.**

- usually • every Monday • in the evening
- always • tonight • at the weekend • now
- these days • on Sunday afternoon

Writing

12 **Write a short note to a family member telling him/her that you are going to the cinema, using the *Present Simple* and the *Present Continuous*. Follow the prompts from the template.**

Dear/Hi ...,

- *where you are going*
- *who you are going with*
- *what time the film starts/finishes*
- *how you are getting home*

(Your name)

Gap filling



- Read the task and the sentences.
- Guess what kind of word or information is missing in each gap (e.g. a noun, a verb, an adjective, etc.; a date, a number, time, etc.)

- 1 Read the sentences. What is the recording about? What type of word is missing in each gap?

Stephen's hobby

- Stephen works on his robots in his mum and dad's 1) _____.
- He watches 2) _____ videos to learn about robotics.
- Stephen's club plans to take part in a robotics competition on 3) _____.
- Stephen's robots can do 4) _____ for his mum and dad.
- Stephen doesn't mind when he makes mistakes because it's fun to fix them.
- He hopes one day his robots can go into space or help save lives in a(n) 5) _____.

- 2 1.15 Now listen and fill in the gaps (1–5) in Exercise 1.

Multiple choice



- Read the questions before you listen to the recording.
- Choose the answers the first time you hear the recording.
- Check your answers when you listen for the second time.

3

1.16 Listen to a dialogue between Mark and Nancy. For questions (1–5), choose the best answer (A, B or C).

- Where does Mark go on Saturdays?
 - the mall
 - basketball practice
 - the supermarket
- Who likes shopping for clothes?
 - Nancy
 - Mark
 - Mark's sister
- Nancy doesn't _____.
 - do the washing-up
 - do the laundry
 - vacuum the rugs
- What does Mark usually do in summer?
 - He goes on a picnic.
 - He visits a museum.
 - He visits his cousin.
- What time do Mark and Nancy agree to meet?
 - 7:00
 - 10:00
 - 11:30

FUN Time

Look at the cartoon. Circle the correct phrasal verb.



- A: What are you doing?
 B: I'm **looking after/looking forward to** my dog.

- **look after:** to take care of
- **look forward to:** to feel pleased and excited about something that is going to happen

Vocabulary

Free-time activities

1 a) 1.17 Listen and repeat.



1 play video games



2 build robots



3 play football



4 go to the mall



5 read books



6 go on a picnic



7 attend a sporting event



8 go to museums

b) Use the activities in the pictures above and the adjectives below to ask and answer questions as in the example.

- exciting • interesting • fun • relaxing
- boring • difficult

A: Do you play video games?

B: Yes, a lot. I think they are fun.

Everyday English

Inviting & Suggesting

2 1.18 Listen and read the dialogue.
Who is going to the mall?



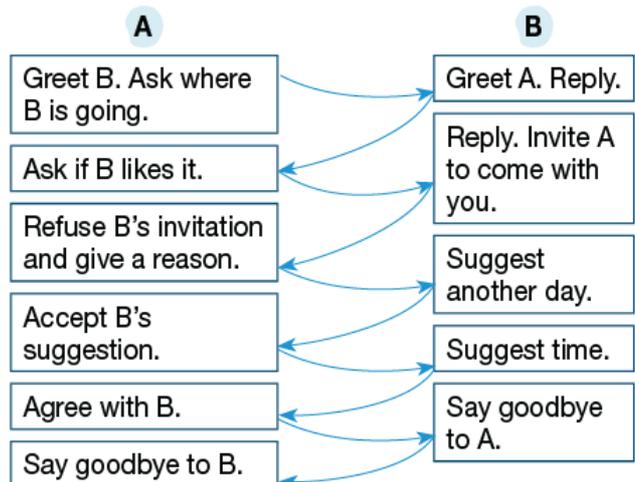
Tara: Hi, Ann! Where are you off to?
Ann: Hi, Tara! I'm going to play tennis.
Tara: Cool. Do you like it?
Ann: I love it! Do you want to come with me?
Tara: Sorry! I'm going to the mall with Emma.
Ann: Well, how about tomorrow?
Tara: I'd love to.
Ann: Great! How about at 5:30?
Tara: Sure!
Ann: See you tomorrow then. Have fun.
Tara: Thanks. See you.



3 Replace the underlined phrases in the dialogue in Exercise 2 with the ones from the Useful Language box.

| Useful Language | |
|---|---|
| Inviting | Suggesting |
| <ul style="list-style-type: none"> • Would you like to ...? • Let's ... | <ul style="list-style-type: none"> • Why don't you ...? • What about ...? |

4 Act out a dialogue similar to the one in Exercise 2. Use phrases from the Useful Language box and the diagram below. Mind the intonation.



Pronunciation /g/ - /dʒ/

5 1.19 Listen and repeat. Think of two more words for each sound. Practise saying them with a partner.

| | |
|------|---------------------------|
| /g/ | go, give, leg, golf |
| /dʒ/ | gym, giant, magic, gentle |

An informal email to a friend

- 1  Read the email and complete the gaps (1–3) with the sentences (A–D). There is one extra sentence.

Hi Jack,

1 I'm doing well. Thanks for the email. I'm sorry to hear that you're so busy with your studies and have too many chores to do.

It's true, we don't have much free time, but doing a few chores doesn't take long. I think we should try to help our parents because it's not fair for them to do everything. 2 , but I still help around the house. I make my bed every day and clean my room twice a week. I also dust the furniture. It makes my parents happy and I like helping.

3 We're having a barbecue in the garden. Talk to you soon!

Best,
Ryan



- A I am very busy with school and other activities, too.
B Have to go now.
C I agree that your parents should help you with your homework.
D How are you?

- 2  Read the email again and answer the questions.

- Who is the email from?
- Who is the email for?
- What is the email about?
- Which of the following phrases can you use instead of *Best*? Tick (✓).

| | |
|-----------------|--------------------------|
| a Thanks again. | <input type="checkbox"/> |
| b Best wishes, | <input type="checkbox"/> |
| c Lots of love, | <input type="checkbox"/> |
| d Fine, | <input type="checkbox"/> |

- 3  Mark the sentences as O (opening remarks) or C (closing remarks).

- I hope you're well. _____
- Write and let me know what you think. _____
- Don't forget to stay in touch. _____
- How are you getting on? _____
- Drop me a line soon. _____

- 4  Find the opening/closing remarks in Ryan's email in Exercise 1.

Your turn

- 5 **PLANNING** You are going to write to an English friend to tell him/her what you do in your free time and what chores you do to help your parents. Answer the questions.

- What do you like doing in your free time?
- What do you think about doing chores?
- What chores do you do to help your parents?

- 6 **WRITING** Write your email (about 120–150 words).

- Use Ryan's email as a model.
- Use your answers in Exercise 5.
- Write appropriate opening/closing remarks.
- Use the plan below.

Plan

Hi + (your friend's first name),

(Para 1) writing the opening remarks

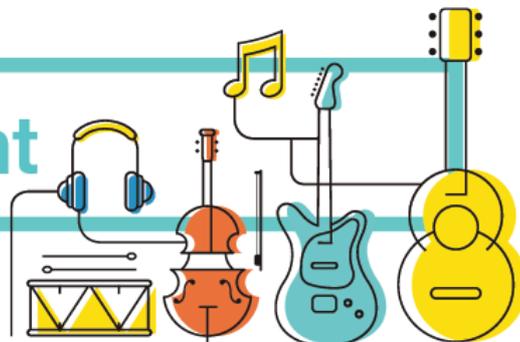
(Para 2) writing what you like doing in your free time, what you think about doing chores, and what chores you do to help your parents

(Para 3) writing the closing remarks

(your first name)

- 7 **CHECK/CORRECT** Check your email for spelling/grammar mistakes. Then, in pairs, swap your emails and check each other's work.

Unit 2 | Entertainment



What are the main tasks in this unit?

- **Vocabulary**
 - entertaining activities
 - types of performances
 - types of music
- **Grammar**
 - Past Simple / Past Continuous
 - *when / while*
- **Reading**

A visit to the Thăng Long Water Puppet Theatre (an email – text completion; question answering)
- **Listening**
 - monologues (matching)
 - a dialogue (multiple choice)
 - dialogues (multiple choice)
- **Speaking**
 - talking about entertaining activities
 - talking about types of performances
 - talking about types of music
 - narrating an experience
 - **Pronunciation:** /s/ - /z/; interjections
- **Writing**
 - an email
 - a short paragraph about a bad experience
 - a narrative letter to a friend
- **Culture Spot**

Chèo – a traditional performance in Vietnam
- **Values**

Value entertainment
- **Phrasal Verbs**

put on / put up

Vocabulary

Entertaining activities

1 1.20 Listen and repeat.



go to a music concert



attend a classical performance



attend a sports game



go to an art exhibition



attend a local festival



visit a local museum



go to the cinema



watch a dance performance

2 Which activities in Exercise 1 do/don't you enjoy?

Pronunciation /s/ - /z/

3 1.21 Listen and put the words *music*, *classical*, *dance*, *visit*, *concert*, *cinema* and *museum* in the correct column. Practise saying them with a partner.

| /s/ | /z/ |
|-----|-----|
| | |

Listening

4 1.22 Listen and match the speakers (A–C) to the activities (1–8) in Exercise 1.
 Speaker A _____ Speaker B _____ Speaker C _____

Reading

- 1 Look at the picture. What is special about this theatre? Read Kevin's email to find out.

Thăng Long Water
A visit to the
PUPPET
Theatre



New message

Hi Michelle,

I had an incredible experience in Hanoi today! Cory and I went to see a traditional water puppet show at the Thăng Long Water Puppet Theatre. We were excited because these performances are an important part of Vietnam's cultural heritage.

When the performance started, I was completely surprised to see a colourful dragon moving across water. **1**

While a band was playing traditional music, the puppets were moving and dancing on the surface of the water. The puppeteers hid behind a bamboo screen and used underwater rods to move the wooden puppets. The singers in the band were encouraging the characters in the stories with their songs. I couldn't understand what they were saying in Vietnamese. **2** At one point, a dragon sprayed water at the audience!

The stories in the show are about farm life as well as folk tales and legends. **3** Back then, villagers performed water puppet shows to celebrate the rice harvest and other special occasions. They made characters from wood and used rods to make them move on the water, just like the puppeteers do today.

I am so happy we had the chance to see this unique performance that goes back thousands of years!

See you soon.

Kevin



- puppet • stage • surface
- folk tale • legend • harvest

- 2 a) Read the email again. Then read sentences (A–C) and choose the one that best fits each gap (1–3).

- A This type of storytelling started in the 11th century.
 B You see, the stage was a giant swimming pool.
 C I didn't mind, though, as the puppets were so entertaining.

- b) 1.23 Now listen and check.

- 3 Answer the questions.

- 1 What city is the Thăng Long Water Puppet Theatre located in?
 2 What are the puppets made of?
 3 Why did people originally do water puppet shows?

Vocabulary

Types of performances

- 4  1.24 Listen and repeat. Match the types of performances (1–6) to the descriptions (A–F).



1 ballet



2 comedy



3 drama



4 musical



5 opera



6 tragedy

- A a musical play in which performers sing most of the words while a live orchestra plays music
- B a performance with a sad ending
- C a serious play usually about an emotional tale
- D a play that tells a story with the help of song and dance
- E a play that makes the audience laugh
- F a play that tells a story with the help of dance

- 5  Talk about the types of performances in Exercise 4 as in the example. Use *amusing, entertaining, exciting, boring, funny or interesting*.

A: Do you like musicals?

B: I love them. I find them entertaining. / I'm not crazy about them. I think they are boring.

Speaking

- 6  Imagine you attended a performance at the Thăng Long Water Puppet Theatre. Take turns asking and answering the questions.

- When did you watch the performance?
- Who did you go with?
- What was the theatre like?
- What happened during the performance?
- How did you feel about the performance?

Writing

- 7 Now write an email (about 120 words) to your English friend about the performance in Exercise 6.



VALUE ENTERTAINMENT



Do you agree with the following statements? Why/Why not?

Watching performances ...

- 1 makes us creative.
- 2 is a waste of time.
- 3 reduces stress.
- 4 helps us learn about other cultures.

CULTURE SPOT



Chèo is a traditional form of musical theatre in Vietnam. It dates back to the 12th century in the Lý Dynasty and consists of folk songs, music and dances. In *Chèo*, performers

also use lots of body language to show stories from legends, history, poetry and daily life.



Do you know any traditional performances in other countries?

Past Simple & Past Continuous

- 1  Identify the tense of the verbs in bold in sentences (1–5). Then match them to their uses (a–e).

- 1 They **got** their tickets, **entered** the theatre and **walked** to their seats.
- 2 Eva **was watching** TV at 9:15 last night.
- 3 Frank **was practising** his role when the director **called** him into her office.
- 4 At 7 o'clock yesterday evening, I **was listening** to music while Ann **was watching** TV.
- 5 We **went** to the theatre yesterday.

- a actions that happened one after another in the past
- b an action that was happening at a definite time in the past
- c actions that were happening at the same time in the past
- d an action that happened at a certain time in the past
- e an action that was happening in the past when another action interrupted it

 pp. 105–106

- 2  Complete the text with the *Past Simple* of the verbs in the list.

• buy • drive • read • take • meet • wake up

Last Thursday morning, Anna 1) woke up early. She 2) _____ the paper and drank a cup of tea. Then, she 3) _____ to her office in her car. She started work at 8:30 and 4) _____ a break at 1:00 for lunch. During her lunch break, she 5) _____ her friend, Peter. They 6) _____ sandwiches from a shop and sat in the park to eat them. Anna returned to her office and finished work at 5:00.

- 3  Form questions in the *Past Simple*, then answer them.

- 1 you / get up early / yesterday?
A: Did you get up early yesterday?
B: Yes, I did. / No, I didn't.
- 2 your mum / go to theatre / yesterday?
- 3 your teacher / attend a classical performance / last week?
- 4 you / meet your best friend / last Saturday?
- 5 you and your friends / visit a museum / yesterday?

- 4  Read the answers. Use the question words in brackets to make questions as in the example. Write in your notebook.

- 1 She left at 8:00. (When)
When did she leave?
- 2 He went to the cinema last night. (Where)
- 3 Ann met Lucy yesterday. (Who)
- 4 The film started at 9:00 p.m. (What time)
- 5 I went to the theatre on foot. (How)

- 5  Look at the timetable. Complete the sentences with the correct forms of the verbs in the *Past Continuous* (affirmative or negative).

| | |
|---------------|----------------------------------|
| 10:00 – 10:15 | Mayor / give / a speech |
| 10:15 – 11:00 | parade / come / down High Street |
| 11:00 – 12:00 | dancers / perform / square |
| 12:00 – 1:00 | Big Band / play / main stage |
| 1:00 – 2:30 | stallholders / sell / local food |

- 1 The Mayor was giving a speech at 10:10.
- 2 A parade _____ down High Street at 11:30.
- 3 Dancers _____ in the square at 11:20.
- 4 At 1:30, the Big Band _____ on the main stage.
- 5 At 2:45, stallholders _____ local food.

6   Put the verbs in brackets into the *Past Continuous*. Then complete the short answers and practise saying them.

- 1 Was Alice wearing (Alice/wear) a costume? Yes, she was.
- 2 _____ (you/record) the show on your phone? No, _____.
- 3 _____ (they/watch) TV at 10:00 last night? No, _____.
- 4 _____ (Mark/watch) the parade? Yes, _____.
- 5 _____ (Emma and Nick/wait) for you at the funfair at 8:30 yesterday evening? No, _____.

7  Read the answers. Use the question words in brackets to make questions as in the example. Write in your notebook.

- 1 She was watching TV at 9:00. (What)
What was she doing at 9:00?
- 2 He was sleeping in the bedroom. (Where)
- 3 Hugo was talking to Keith. (Who)
- 4 He was going to the cinema on foot. (How)
- 5 It was raining yesterday morning. (When)

when / while

when + Past Simple

He was walking back home **when** he met Joss.

while + Past Continuous

While he was watching TV, the lights went out.

My brother was listening to music **while** I was cooking dinner.

 p. 106

8  Make as many sentences as possible as in the example. Write in your notebook.

- | | |
|--------------------|-----------------------|
| 1 wait for / bus | A mobile phone / ring |
| 2 cook / lunch | B read / book |
| 3 shop / groceries | C start / rain |
| 4 watch / TV | D do / my homework |
| 5 walk / park | E see / my friend |

I was waiting for the bus when my mobile phone rang.

While I was waiting for the bus, my mobile phone rang.

9  Put the verbs in brackets into the *Past Simple* or the *Past Continuous*.

David and Lucy threw a party for their mum's 40th birthday last weekend. They 1) _____ (decorate) the house when their cousins 2) _____ (come) to help. At 4 o'clock, David 3) _____ (prepare) a special meal and Lucy 4) _____ (wrap) their mum's present. Their cousins 5) _____ (blow) up balloons. At 6 o'clock. They 6) _____ (sit) in the living room when someone 7) _____ (knock) on the door. It was their uncle, Tom, and his band. By the time David and Lucy's mum 8) _____ (get) home, everything was ready and all the guests were there.

Speaking

10  Ask and answer questions about a bad experience as in the example.

- 1 What / happen / yesterday? – There / be / fire.
A: What happened yesterday?
B: There was a fire.
- 2 Where / be / you? – I / be / the living room.
- 3 What / you do? – I / listen to music.
- 4 How / you get out? – Some firefighters / help me out.
- 5 How / fire start? – My next door neighbour / fry fish / when / oil / catch on fire.
- 6 How / you feel? – I / feel scared.

Writing

11 Write a short paragraph about a bad experience you had (about 120–150 words). Think about *what happened, when/where it happened, what you did* and *how you felt*.

Multiple choice



Key words

Read the questions and underline the key words. They will help you do the listening task.

- 1 a) You are going to listen to a dialogue between two friends. Read the questions (1–3) and underline the key words.

- What type of performance did they see?
 - a musical
 - an opera
 - a ballet
- The girl thought the best thing about the performance was _____.
 - the music
 - the story
 - the actors
- The boy says that the main performer _____.
 - worked hard to give a good performance
 - has the most difficult role
 - was very old

- b) What do you think the dialogue is about?

- the job of an actor
- a performance they saw
- why people go to the theatre

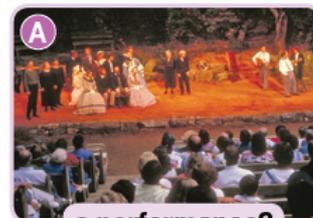
- 2 1.25 Now listen to the dialogue. For questions (1–3), choose the best answer (A, B or C).



Predicting content

Look at the questions and think of words that are related to the main theme. This will help you do the task.

- 3 Read the questions (1–3). Which is about ...



a performance?



a graduation?



a birthday party?

- What did Ben do after lunch?
 - He brought a cake.
 - He had a graduation party.
 - He decorated the house.
- Where did they celebrate Mia's birthday?
 - at the cinema
 - at a restaurant
 - in the garden
- Who helped Jamie book the tickets?
 - his brother
 - his brother's wife
 - his parents

- 4 **Think** Think of words related to each event in Exercise 3 and make notes in your notebook.

graduation: student, party, speech, dance

- 5 1.26 Now listen to the dialogues. For questions (1–3), choose the best answer (A, B or C).

FUN Time

Look at the cartoon. Circle the correct phrasal verb.

- A: What is John doing?
B: He is **putting on** / **putting up** his jacket.

dn hang up :dn ind •
wear :u: •



Vocabulary

Types of music

1 1.27 Listen and match the music extracts (1–8) to the types of music below.

- | | | |
|-------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> rock | <input type="checkbox"/> opera | <input type="checkbox"/> folk |
| <input type="checkbox"/> rap | <input type="checkbox"/> Latin | <input type="checkbox"/> EDM |
| <input type="checkbox"/> jazz | <input type="checkbox"/> pop | |

2 What type of music do you like/dislike? Discuss.

- soft • relaxing • happy
- peaceful • calm • fast
- powerful • cheerful
- boring • noisy • sad

A: I'm really into rock. It's fast and powerful.

B: Well, rock's not really my thing. I like jazz because it's soft and happy.



Everyday English

Narrating an experience

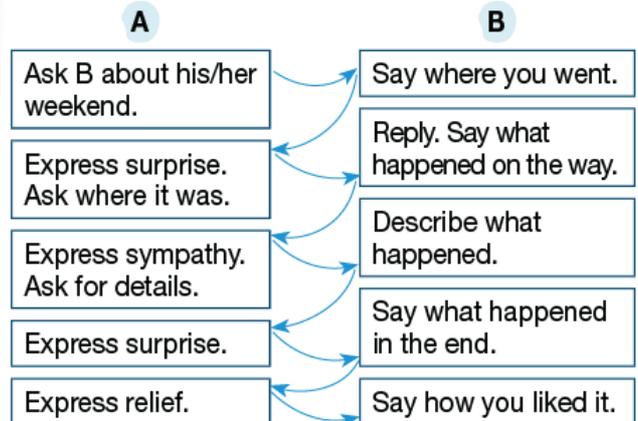
3 1.28 Listen and read the dialogue. Where did Joe go last Saturday?

Bob: How was your weekend?
 Joe: Great. I went to a pop concert on Saturday.
 Bob: Really? Where was it?
 Joe: It was at the stadium. We were driving there when suddenly the car broke down!
 Bob: Ooh! What did you do?
 Joe: My mum called the breakdown service. While she was waiting for them, we took a bus to the concert. The only problem was we left the tickets in the car.
 Bob: No!
 Joe: Yes! Luckily, my mum turned up on time.
 Bob: Phew! That was really lucky.
 Joe: It was. We had a great time.

4 Replace the underlined phrases/sentences in the dialogue in Exercise 3 with the ones from the Useful Language box.

| Useful Language |
|--|
| Expressing sympathy |
| • How terrible! • Oh, dear! What a shock! • Oh no! |
| Expressing surprise |
| • I don't believe it! • No! • Did you really? • No way! • Really? |
| Expressing relief |
| • Phew! • Thank goodness! |

5 Act out a dialogue similar to the one in Exercise 3 about your weekend. Use the phrases from the Useful Language box. Follow the diagram. Mind the intonation and rhythm.



Pronunciation Interjections



Expressing emotions

In English we can use interjections, that is, short words, to express a strong feeling or a sudden emotion. *Wow! I love it.* (admiration); *Hmm! I'm not sure.* (hesitation); *Aah! A bear.* (fear)

6 1.29 Listen to the interjections and circle how the speaker feels.

- | | | |
|--------|---------------|----------|
| 1 Eek! | a confused | b scared |
| 2 Ooh! | a sympathetic | b bored |
| 3 Aww! | a amazed | b sad |

A narrative letter to a friend

- 1  Read the letter and put the paragraphs in the correct order.

Hi Andy,

A It was an amazing performance. The music was lively and the band were really talented. If you get the chance to see Power Dragons live, you should definitely go.

B How was your weekend? I went to the pop concert and it was brilliant! I went with my friends, Luke and Paul. They're big fans of Power Dragons, too.

C We arrived at the place on time, but there was such a big crowd, so the concert started nearly an hour late! The band played their most famous songs and we sang along to all of them. Everyone was dancing and the atmosphere was amazing. After the concert, I managed to speak to Barry Smith, the lead singer! He signed a photograph of his for me, so now I have his autograph.

Write back soon.

Mike

- 2  Read the letter again. Which paragraph (A–C) contains ...

- the description of the concert?
 feelings/recommendation?
 the information about where Mike went and who he was with?



Descriptive language

Use a variety of adjectives to make your piece of writing more interesting to the reader.

- 3  Find the adjectives Mike used to describe *the crowd*, *the atmosphere*, *the performance*, *the music* and *the band*.

- 4  Replace the adjectives in the sentences, using *talented*, *lively*, *catchy* or *excellent*.

The concert last night was 1) **very good**. The band were all 2) **good** musicians. They sang very well, so it was a very 3) **nice** performance with 4) **good** songs!

Your turn

- 5 **PLANNING** Answer the questions.

- 1 When was the last time you went to a music event?
- 2 Who did you go with?
- 3 Who performed at the event?
- 4 What happened during the event?
- 5 How did you like it?

- 6 **WRITING** Write a letter to your English friend about a music event you attended (about 120–150 words).

- Use Mike's letter as a model.
- Use your answers in Exercise 5.
- Use descriptive language.
- Use the plan below.

Plan

Hi + (your friend's first name),

(Para 1) writing the opening remarks, saying where you went, who you were with

(Para 2) describing the event

(Para 3) saying how you liked the event, recommending the event

(closing remarks)

(your first name)

- 7 **CHECK/CORRECT** Check your letter for spelling/grammar mistakes. Then, in pairs, swap your letters and check each other's work.

VIDEO

Reading

- 1  Look at the pictures. Which shows ...
- a woman in a traditional costume? _____
 - a traditional musical instrument? _____
 - a rice field? _____
 - a stilt house? _____

- 2 Look at the pictures and the title. What information do you think the text will include?

 1.30 Listen and read to find out.



• ethnic group • poultry
• cattle • tradition

THE MƯỜNG PEOPLE

In the mountains of Northern Vietnam live the Mường people, one of the largest ethnic groups in the country. The Mường often live in stilt houses in villages. They live mainly by growing rice and raising poultry and cattle. They have their own language and traditions and are known as friendly and welcoming people.

In modern life, many of the Mường people still make their clothes themselves. They need to be very creative, talented and patient because their clothes have colourful patterns on them, which are difficult to make and take a lot of skill and time. Mường women often wear a long black skirt, a white shirt and a plain or colourful headscarf. Men often wear a long white shirt with dark trousers.

The Mường people have their own style of music and they play the *gong*, one of the traditional musical instruments of the Mường culture. There are songs for special occasions, such as moving into a new home, and songs with stories about the history of the Mường. The Mường people are proud of their traditions and culture.



- 3  Read the text again. For questions (1–3), choose the correct answer (A, B or C).

- 1 What are the main jobs the Mường do?
 - A building houses
 - B farming
 - C collecting food for the animals
- 2 Mường men often wear _____.
 - A black shirts
 - B dark trousers
 - C long white skirts
- 3 The *gong* is a _____.
 - A musical instrument
 - B headscarf
 - C pattern

Adjectives of attitude & personality

To describe someone's attitude or personality, you can use adjectives such as *friendly, polite, selfish, etc.*

- 4  Underline the adjectives of attitude and personality in the text.

Project

- 5   Collect information about another ethnic group. Think about *where they live, what they do for a living, what they wear and what their songs and musical instruments are*. You can use the text above as a model. Present it to the class.

Reading



1 What do the title and the pictures tell you? Read the text to find out.

Native Americans

Thousands of years before the Europeans came to America, the people now called Native Americans lived there.

A

The Native Americans lived in tents called tepees, which they made from animal skins and tree branches. They hunted animals for food, such as deer and buffalo, and were also excellent farmers. They even grew different plants to make medicine. They also made beautiful pottery and jewellery.

B

The Native Americans enjoyed music. They played drums and wooden flutes. Dancing was important to their culture, too. When the weather was too hot and dry, they would come together for a 'rain dance', which they believed made the rain fall.

C

Native Americans did not travel on horseback until the 1600s, when Europeans brought over horses on ships. Before this, Native Americans did not travel. They sent messages to each other from far away by using smoke signals. They used this system to communicate with people up to 50 miles away!

Today, there are only around five million Native Americans living in the United States. Although they have a more modern lifestyle, they still try to keep their traditions alive.



tepee



jewellery



pottery



- branch • hunt • pottery • alive
- jewellery • smoke signal

2 a) Match the headings (1–4) to the paragraphs (A–C). There is one extra heading.

- | | |
|--------------------------|-------------------|
| 1 Travel & Communication | 3 Clothes |
| 2 Entertainment | 4 Day-to-day life |

b) Listen, read and check.

3 Read the text again and decide if each of the statements (1–4) is *T* (true) or *F* (false).

- The Native Americans were hunters and farmers. _____
- The Native Americans did the 'rain dance' when it was raining. _____
- The Native Americans used smoke to communicate. _____
- Today, there are no more Native Americans. _____

Speaking & Writing

4

a) What were people in your country like in the past? Use the headings in Exercise 2 to collect information about them. Present it to the class.

b) Write a short paragraph about how people in your country lived, using your answers from Exercise 4a (about 120–150 words).

Progress Check (Units 1–2)

A

Vocabulary

1

 Choose the correct option.

- 1 Can you please **take/mop/make/do** the floor?
- 2 Jack took the plates from the cupboard and **set/dusted/vacuumed/cleared** the table.
- 3 Joe cleaned the windows and Marcia did **the rug/the bedroom/the ironing/the dishwasher**.
- 4 The girls went to an photograph **show/exhibition/programme/concert** yesterday.
- 5 Tim and Jane decided to **catch/collect/gather/have** lunch in a local café.
- 6 I like reading books. I think it is **boring/difficult/interesting/iring**.
- 7 Mary stopped cooking to **make/answer/do/open** the phone.
- 8 I'm going to **visit/see/attend/go** the museum of Roman history next week.
- 9 If you want a good laugh, I recommend the new **comedy/tragedy/drama/opera** at the Apollo Theatre.
- 10 I'm not crazy about tragedies; I find them **amusing/boring/exciting/interesting**.
- 11 Grandma told us a traditional Vietnamese **ballet/drama/art/folk tale** last night.
- 12 The bus is late. Let's **go/take/have/do** a taxi instead.

(12 x 1 = 12 points)

2

 Fill in each gap with *put up, look after, put on* or *looking forward to*.

- 1 Mark agreed to _____ Jim's dog while he was on holiday.
- 2 I'm _____ going on the picnic! It'll be so much fun.
- 3 It was raining, so James _____ his raincoat and left for school.
- 4 Can you _____ the family picture on the wall?

(4 x 2 = 8 points)

Grammar

3

 Choose the correct option.

- 1 I **am seeing/see/was seeing** why you like that painting.
- 2 Beth **cycles/cycled/was cycling** to school when she fell off the bike.
- 3 Peter **plays often/often plays/is often playing** hockey at the weekend.
- 4 **Are you doing/Were you doing/Did you do** housework at 4 o'clock yesterday?
- 5 Was Steve doing his homework while you **were making/make/made** dinner?
- 6 Tim **woke/wake/was waking** up, had breakfast and got ready for school.
- 7 Are you playing chess **every day/at the moment/last night**?
- 8 Ann **work/is working/works** at the library.
- 9 I usually have breakfast **last night/at 7:00 a.m. yesterday/at 7:00**.
- 10 They live in Wales, but they **are staying/stayed/stay** with us in London this week.
- 11 The meeting **begins/is beginning/was beginning** at 10:00 a.m.
- 12 I was making dinner when John **arrived/was arriving/arrives**.

(12 x 1 = 12 points)

Everyday English

4

 Put the dialogue in the correct order.

- I'm going running in the park. Do you want to come?
- Maybe another time then.
- Hi Anna. What are you doing today?
- I can't. I'm going swimming today.

(4 x 2 = 8 points)

Reading

5

 Read the text and decide if each of the statements (1-5) is *T* (true) or *F* (false).

The Royal Albert Hall



The Royal Albert Hall in South Kensington, London, is one of the UK's most famous concert halls.

Queen Victoria opened it in 1871 and singers, choirs and orchestras from around the world came to perform on its famous stage. Everyone in the UK knows this beautiful venue. In fact, for many people, the Royal Albert Hall is the home of classical music in England.

One of the most famous events that happens here is the Proms. It is a special classical concert that celebrates music and British culture. This eight-week-long festival happens every summer. Classical musicians, orchestras, opera singers and even pop stars all perform during the Proms. There really is something for everyone! Over 5,000 people fill the seats inside the Hall, and over 18 million watch it on television and the Internet. People even call it the world's largest music festival!

The Proms isn't the only thing that happens at this amazing place. There are also rock concerts, ballet and theatre performances, film screenings and even tennis matches! Whatever you're interested in, you can find it at the Royal Albert Hall, Britain's most incredible entertainment venue!

- 1 South Kensington is an area in London. _____
- 2 The Royal Albert Hall is a place for classical music. _____
- 3 The Proms last for six weeks every summer. _____
- 4 5,000 people watch the Proms on TV every year. _____
- 5 You can watch sports events at the Royal Albert Hall. _____

(5 x 4 = 20 points)

Listening

6

  1.32 Listen to a dialogue between two friends. For questions (1-4), choose the best answer (A, B or C).

- 1 What type of art did the boy see?
 - A paintings
 - B photographs
 - C sculptures
- 2 The boy knew _____.
 - A the artist from the exhibition
 - B all the people in the exhibition
 - C someone who was in the photographs
- 3 What does the boy think the exhibition is about?
 - A the lives of young people
 - B people in different cities
 - C he doesn't know
- 4 The boy wants to _____.
 - A take his own photographs
 - B get some new ideas
 - C visit the exhibition again

(4 x 5 = 20 points)

Writing

7

Write an email to your English friend about a local festival you attended (about 120-150 words). Include information about *where you went, who you were with, what happened at the event and how you liked it.*

(20 points)

Unit 3

Community services



What are the main tasks in this unit?

• Vocabulary

- community service activities
- charity organisations
- volunteer activities

• Grammar

- Present Perfect
- *have been to / have gone to*

• Reading

Making a difference
(an article – sentence completion; T/F statements)

• Listening

- monologues (note taking)
- a presentation (multiple choice)
- a monologue (gap filling)

• Speaking

- making suggestions to raise money for a charity
- presenting a charity
- expressing concerns & making suggestions
- **Pronunciation:** /e/ - /æ/; disappearing consonants (/t/ - /d/)

• Writing

- a poster
- a letter inviting a friend to an event

• Culture Spot

Thuy's Dream Foundation

• Values

Value our community

• Phrasal verbs

give away / give out

Vocabulary

Community service activities

1

1.33 Listen and repeat.



A donate clothes



B raise money



C have a cake sale



D collect food



E sell second-hand toys



F have an art fair



G organise a marathon



H volunteer at an animal shelter

2



You are organising a charity day at school. What can you do to raise money? Choose from the ideas in Exercise 1.

Pronunciation /e/ - /æ/

3

1.34 Listen and put the words activity, sell, second, hand, collect, animal, have, marathon and shelter in the correct column. Practise saying them with a partner.

| /e/ | /æ/ |
|-----|-----|
| | |

Listening

4

1.35 Listen to Tom, Kelly and Jack talking about community service activities. Which activities in Exercise 1 did each participate in?

Tom _____ Kelly _____ Jack _____

Reading

- 1 Look at the name and the logo of the organisation in the text. Who do you think it helps?

 1.36 Listen and read to find out.



Making a Difference



There are many charities that are working hard to help people in need around the world. UNICEF is one of them.



The United Nations introduced UNICEF in 1946 and it has protected the rights of children ever since. UNICEF is short for the United Nations International Children's Emergency Fund and its purpose is to provide support to children around the world. The organisation works in over 190 countries. In the beginning, this charity worked to improve the lives of poor children after World War II. Today, UNICEF works to make sure children everywhere have basic rights, such as food, shelter, healthcare and education. The organisation also provides emergency support by helping people in disaster areas. UNICEF receives support from governments and private givers.

Many famous people have helped out by becoming celebrity ambassadors to UNICEF. They use their talent and fame to educate the public on the problems faced by children worldwide. Recently, the charity has provided clean water to millions of people. It has also given millions of children access to education and helped them get enough to eat. In the battle against Covid-19, UNICEF has helped in many countries around the world by delivering protective equipment, vaccines and medical training. Through its programmes, UNICEF is making a difference in improving the lives of children everywhere.



- right • improve • shelter
- healthcare • disaster • access

- 2  Read the text and complete the sentences.

- 1 The aim of UNICEF is _____.
- 2 UNICEF gets support from _____.
- 3 Celebrity ambassadors help _____.
- 4 UNICEF's support against Covid-19 includes _____.

- 3  Read the text again and decide if each of the statements (1–4) is *T* (true) or *F* (false).

- 1 UNICEF works only in a few very poor countries. _____
- 2 The organisation helps people who have experienced natural disasters. _____
- 3 UNICEF helps people get access to clean water. _____
- 4 UNICEF helps provide medical treatment to children. _____

4

 **Think**  Do you know any charitable organisations in your country? How do they help people?

Vocabulary

Charity organisations

- 5 a) Look at the logos of four organisations. Which organisation helps people? Which helps animals?



- b)   Look up the organisations and complete their names.

- 1 **SCI** Save the _____ International
- 2 **WWF** World _____ Fund
(for Nature)
- 3 **RSPCA** Royal Society for the Prevention
of Cruelty to _____
- 4 **RNLI** Royal National _____
Institution

- c)  1.37  Listen and check. Then match the organisations (1–4) with their logos (a–d).

- 6  Match the descriptions (A–D) with the organisations (1–4) in Exercise 5.

- A** It raises money to provide food and medicine to children.
- B** It helps boats in trouble and rescues people lost at sea.
- C** It works to protect the future of nature and animals.
- D** It saves, protects and finds homes for animals.

Speaking

- 7   Choose one of the organisations above. Make notes under the headings *name*, *goal*, *history* and *type of help*? Present it to the class.

Writing

- 8   Collect information about a charity either in Vietnam or in another country. Use the headings in Exercise 7 and your notes to prepare a poster for it.

VALUE OUR COMMUNITY



Do you agree with the following statements? Why/Why not?

Helping our community ...

- 1 teaches us how important it is to help others.
- 2 is a great way to meet new friends.
- 3 is a good way to help you gain extra skills such as problem solving and time management skills.
- 4 helps you get closer to your community.

CULTURE SPOT



Thúy's Dream Foundation is a charitable fund set up by Tuổi Trẻ newspaper. It aims to support children suffering from cancer across Vietnam. The Sunflower Festival, which takes place every year, is a big fundraising event for the foundation.



Do you know any similar foundations in other countries?

Present Perfect

| Affirmative | Negative |
|---------------------------------------|--|
| I / You / We / They have left. | I / You / We / They haven't left. |
| He / She / It has left. | He / She / It hasn't left. |
| Interrogative | Short answers |
| Have I / you / we / they left? | Yes, you / I / we / you / they have. No, you / I / we / you / they haven't. |
| Has he / she / it left? | Yes, he / she / it has. No, he / she / it hasn't. |

We form the **Present Perfect** with *have/has* + **past participle** of the verb.

- For the past participle of **regular verbs**, add **-ed** to the base form.
 - save - saved • help - helped
 - protect - protected • stop - stopped
 - play - played • study - studied
- For **irregular past participles**, see the list of **Irregular Verbs** at the back of the book.

We use the **Present Perfect** to talk about:

- an action that began in the past and continues up to the present.
My dad **has worked** for Operation Smile for eight years.
- a recent action whose result is visible in the present.
I've **broken** my leg, so I can't come to the cake sale.
- a person's experience.
She **has visited** the charity twice.
This is the first time I **have joined** the cake sale at school.

Time expressions used with the Present Perfect are *just, already, yet, recently, since, for, ever, never, before, etc.*

They **have never attended** an art fair before.

 pp. 106–107

- 1  Write the past participle forms of the verbs below. Which are the same as the past simple?

- | | |
|--------------|------------------|
| 1 win _____ | 7 buy _____ |
| 2 work _____ | 8 raise _____ |
| 3 be _____ | 9 choose _____ |
| 4 run _____ | 10 join _____ |
| 5 wear _____ | 11 collect _____ |
| 6 go _____ | 12 break _____ |

- 2  Put the verbs in brackets into the **Present Perfect**.

- Hugo has worked (work) for World Children's Fund for ten years.
- I haven't worn (not/wear) this jumper for years. I'll donate it to charity.
- This is the first time George _____ (run) a marathon for charity.
- My friend, Dan _____ (be) sick so he can't come to the fair.
- Lucy _____ (not/watch) the programme about RNLI yet.

- 3  Put the verbs in brackets into the **Present Perfect** questions, then answer them.

- Have you visited (you/visit) the animal shelter? Yes, I have. I visited it yesterday.
- _____ (Jenny/bake) anything for the cake sale? Yes, she _____. She's made biscuits.
- _____ (we/collect) enough food yet? No, we _____. We need four more boxes.
- _____ (Robin/choose) any clothes to donate? No, he _____. He wants to donate some toys instead.
- _____ (Marie/join) the WWF? No, she _____. She's joined the RSPCA.
- _____ (the children/raise) any money for UNICEF yet? Yes, they _____. They've raised over £50!

4  Fill in each gap with *for* or *since*.

- 1 Paul has trained for a marathon _____ a month.
- 2 I haven't seen John again _____ last week's RSPCA meeting.
- 3 UNICEF has provided healthcare support to children _____ 1946.
- 4 My aunt, Lucy has supported our community _____ over a decade.
- 5 My dad has volunteered in many community service activities _____ he was a high school student.

5  Choose the correct time expressions and put them into the most appropriate position in the sentences. Write in your notebook.

- 1 We have joined four marathons. (**ever/so far/ yet**)
- 2 Steve and Kate haven't sold out all their second-hand toys. (**already/yes/just**)
- 3 We have donated our clothes to the local charity. (**already/yes/ever**)
- 4 I have given all my old toys to the children's home. (**just/since/yes**)
- 5 Have you visited SOS Children's Villages in Vietnam? (**never/ever/for**)

HAVE BEEN TO / HAVE GONE TO

- They **have gone to the hospital**. (They are on their way there or they are there now.)
- They **have been to the hospital**. (They were there some time ago, but they are in somewhere else now.)

 p. 107

6  Fill in each gap with *have/has been to* or *have/has gone to*.

- 1 Julie has been to the animal shelter twice this week.
- 2 I _____ Vietnam three times and I want to go again.
- 3 Mum and Dad _____ the market to buy some food. They'll be back soon.
- 4 My brother _____ the dentist's twice this month.
- 5 They _____ the park. They will be back for lunch.

7  Put the words in brackets into the **Present Perfect**.

Hello Paul!

Guess what! I'm taking part in Brighton Marathon next weekend! 1) Have you ever run (**you/ever/run**) a marathon? I 2) _____ (**not/do**) it before, and I'm quite excited! My friends and I decided to participate six months ago, and we 3) _____ (**train**) every day since then.

I 4) _____ (**just/receive**) my race number in the post – I'm 11173. I think there will be about 17,000 runners in the marathon! We all have to raise at least £400 each for the British Heart Foundation. I 5) _____ (**raise**) £450, but I hope I'll get even more before the race day. I 6) _____ (**not/ask**) my classmates to sponsor me yet, but I'm going to ask them tomorrow. Do you want to sponsor me, too?

I 7) _____ (**set up**) a Go Fund Me page, so you can donate there. The address is www.gofundme.com.

Thanks in advance and I'll call you after the race.

Mike

Speaking

8  Use the following ideas to make dialogues as in the example.

- 1 raise money for charity
A: Have you raised money for charity?
B: No, I haven't. Have you?
A: Yes, I have.
- 2 have a cake sale
- 3 organise a marathon
- 4 collect food for the homeless
- 5 sell second-hand toys
- 6 donate your clothes
- 7 have an art fair
- 8 volunteer at an animal shelter

Multiple choice

- 1  You are going to hear about a charity organisation. Read the questions and underline the key words.



- Why did people create the Oxford Committee for Famine Relief in 1942?
 - to end World War II in Greece
 - to take food to Greece
 - to fight a war in Greece
- Who did the organisation help for the first time in 1951?
 - victims of war
 - people in Europe
 - victims of a natural disaster
- What happened to OXFAM groups in 1995?
 - They joined to form one big organisation.
 - They started working with other charities.
 - They changed their name back to the Oxford Committee.
- What does OXFAM believe is the best way to save someone from poverty?
 - giving them money
 - teaching them new skills
 - donating food and medical supplies

- 2   2.1 Now listen and for questions (1–4), choose the correct answer (A, B or C).

Gap filling

- 3 You are going to listen to a man called Jeffrey Dean leaving a message to his friend, Tim. Read the sentences. What type of word is missing in each gap?

- Neighbours Unite!* took place on **1** the 16th.
- It started at 9:00 a.m. and finished at **2** .
- School students picked up the **3** from the streets.
- 4** Jones organised the groups fixing houses and gardens.
- Jeffrey is planting a community garden at Fairway **5** this weekend.

- 4   2.2 Now listen and fill in the gaps (1–5) in Exercise 3.

FUN Time

-  Look at the cartoon. Circle the correct phrasal verb.



- A: Who are you saying goodbye to?
 B: My clothes. I'm giving them **away** / **out** to the local charity.

- **give away**: donate
 • **give out**: distribute

Vocabulary

Volunteer activities

- 1 a) 2.3 Match the verbs (1–6) to the phrases (A–F). Then listen and check.

- | | | | |
|----------------------------|---------|----------------------------|------------|
| 1 <input type="checkbox"/> | babysit | 4 <input type="checkbox"/> | look after |
| 2 <input type="checkbox"/> | teach | 5 <input type="checkbox"/> | make |
| 3 <input type="checkbox"/> | do | 6 <input type="checkbox"/> | pick up |

- A a skill you have
 B a stray dog
 C chores for an elderly person
 D food for a homeless person
 E for a working parent
 F rubbish

- b) Have you done any of the activities (1–6)? When? With whom?

Everyday English

Expressing concerns & Making suggestions

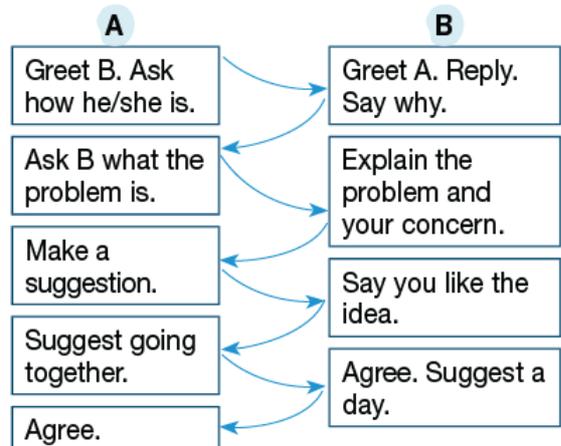
- 2 2.4 Read and listen to the dialogue. What concerns Jane? What do they decide to do?

Kate: Hi, Jane! How are you?
 Jane: Oh, hello, Kate! I'm sorry I didn't answer your call yesterday, but I was at my neighbour's house. I'm a bit concerned about her.
 Kate: What's happened to her?
 Jane: Well, nothing, but she's 87 years old and she has no family. What concerns me is that she just eats junk food and snacks.
 Kate: Why don't you cook her some food?
 Jane: That's a good idea!
 Kate: I can help you!
 Jane: Thanks! How about tomorrow afternoon?
 Kate: Sure. Let's meet at your house at 5:00 p.m.

- 3 Replace the underlined phrases in the dialogue in Exercise 2 with the ones from the Useful Language box.

| Useful Language | |
|---|--|
| Expressing concerns | |
| <ul style="list-style-type: none"> • I'm really worried about ... • The worrying thing is (that) ... • My concern is (that) ... | |
| Making suggestions | |
| <ul style="list-style-type: none"> • I/You could/should/can ... • A good idea is to ... • What about ...? • I suggest ... | |

- 4 Your teenage neighbour had an accident and has been in bed all day. Act out a dialogue similar to the one in Exercise 2. Use the phrases from the Useful Language box and the diagram below. Mind the intonation and rhythm.



Pronunciation

Disappearing consonants (/t/ - /d/)



The sounds /t/ and /d/ often disappear from pronunciation when they occur between two consonant sounds.

It was the worst weather we ever had.

- 5 2.5 Listen and underline the /t/ and /d/ sounds that disappear. Listen and repeat. Practise saying them.

- 1 Can you send me an email with the details?
- 2 We just need one more volunteer to help us.

A letter inviting a friend to an event

- 1  Read the letter and put the verbs in brackets into the *Present Perfect*.

Hi Kevin,

A How are you? Guess what! This weekend, we're holding an event at my school to raise money for children at the local hospital. We 1) _____ (never/do) anything like this before, and it's going to be great!

B The teachers are organising a half-marathon on Saturday and lots of people are taking part. I 2) _____ (not/sign up), though. I don't think I can run 21 km! There's a cake sale on the same day, too, and I'm helping out. I 3) _____ (already/bake) 50 biscuits and I'm making a lemon cake this afternoon! On Sunday, there's a sale of second-hand toys. My brother 4) _____ (donate) five of his old Lego sets.

C Would you like to come to the sale with me on Sunday? I'm sure there will be computer games there! Let's meet outside the school at 10:30. See you then.
Ann

- 2 Answer the questions.

- Who is the letter from?
- Who is the letter for?
- What opening/closing remarks has Ann used?
- Look at the letter. Which paragraph ...
 - is about the activities they have done/haven't done?
 - has an invitation?
 - gives details about the event?

- 3  Read the Useful Language box. Find and underline the phrases Ann used in her letter to invite her friend to the event.

Useful Language

Inviting

- Please come to ...
- Would you like to ...?
- Why don't you come to ...?
- How/What about coming to ...?
- Do you fancy coming ...?
- Do you want to come ...?

- 4  Rewrite the sentences to make them invitations. Use the words in brackets. Write in your notebook.

- Please come to the art fair with me. (fancy)
- You can donate some clothes. (Would)
- Let's visit the animal shelter. (want)
- You can take part in the marathon. (Why)
- Let's collect food for the animal home. (What about)

Your turn

- 5 **PLANNING** Your school is organising a two-day event to help raise money for the poor people in the area. Answer the questions.

- When is the event?
- What activities has your school planned?
- What have/haven't you done?

- 6 **WRITING** Write a letter to your English friend about the event (about 120–150 words).

- Use Ann's letter as a model.
- Use your answers in Exercise 5.
- Use appropriate tenses.
- Use appropriate language to invite your friend.
- Use the plan below.

Plan

Hi + (your friend's first name),

(Para 1) writing the opening remarks, giving details of the event

(Para 2) talking about the activities you have done/haven't done

(Para 3) inviting your friend

(closing remarks)

(your first name)

- 7 **CHECK/CORRECT** Check your letter for spelling/grammar mistakes. Then, in pairs, swap your letters and check each other's work.

Unit 4 | Gender equality



What are the main tasks in this unit?

- **Vocabulary**
 - famous women & jobs
 - job descriptions
 - job qualities
- **Grammar**
 - will / going to / Present Simple / Present Continuous (expressing futurity)
 - conditionals types 1, 2
- **Reading**

A woman's work is never done! (an article – multiple matching; question answering)
- **Listening**
 - monologues (gap filling)
 - an interview (matching)
 - a dialogue (T/F statements)
- **Speaking**
 - talking about jobs
 - discussing jobs for men / women
 - expressing opinions
 - **Pronunciation:** /ɜ:/ - /ə/; intonation in Yes-No questions and Wh-questions
- **Writing**
 - a paragraph describing a dream job
 - an opinion paragraph
- **Culture Spot**

Vietnam Women's Union (VWU)
- **Values**

Value gender equality
- **Phrasal verbs**

fit in / fit out

Vocabulary

Famous women & jobs

- 1 2.6 **Fill in each gap with nurse, pilot, computer programmer, politician or scientist. Then listen and check.**



Ada Lovelace (1815–1852)
was the world's first _____.
She realised what computers could do
100 years before anyone else.

1

2

Florence Nightingale (1820–1910)
was a _____.
She was the mother of modern nursing.



Marie Curie (1867–1934)
was a _____. She was the
first woman to win the Nobel Prize.

3

4

Amelia Earhart (1897–1939)
was a _____. She was the first woman
to fly solo across the Atlantic Ocean.



Nguyễn Thị Định (1920–1992)
was a _____. She was the first female
to become a General in the Vietnamese modern
army.

5

- 2 **Who in Exercise 1 works part-time/full-time/shifts/9-5? wears a uniform/special clothing? earns a(n) high/average/low salary?**

Pilots work shifts. They wear a uniform and earn a high salary.

Pronunciation /ɜ:/ - /ə/

- 3 2.7 **Circle the words with an /ɜ:/ sound and underline the words with an /ə/ sound. Listen and check. Then practise saying them with a partner.**

| | | | | |
|-------|---------|----------|--------|--------|
| nurse | pilot | computer | first | famous |
| world | average | salary | mother | work |

Listening

- 4 2.8 **Listen to three people talking about their jobs. What does each do?**

Mark _____ Stacey _____ Helen _____



A woman's work is never done!

In the past, there were a number of jobs that were traditionally thought of as 'man's work', but not anymore. Meet two women breaking those traditional barriers.

Caroline works as a type of camera assistant called a grip. She holds and moves the camera on a film or television set. She really enjoys her job but says it is hard work. "There's a lot of heavy lifting that can be difficult." She thinks the physical side of the job is why there aren't a lot of women in this job. She found it especially difficult when she started. People thought she worked in makeup or the art department and would tell her to stay away from her camera. Now, however, they accept who she is and what she does.

Emma is a mechanic. She has always loved cars and started working unpaid in a garage when she was 27. She soon knew enough to train for a qualification. Emma thinks that women are better mechanics than men because they are calmer and more easily able to focus on problems. She has also found that a number of drivers, especially women, prefer to speak to her about their cars because they trust her more. That's the reason she decided to open her own garage. She plans to open more garages, so she can train more women to be mechanics.



- barrier • heavy lifting
- unpaid • qualification

Reading

1 Read the title and look at the pictures. What do you think the text is about?

2.9 Listen and read to find out.

2 Read the text. Write *C* for Caroline or *E* for Emma. Who ...

- 1 understands why few women do her job? _____
- 2 believes women are better at her job than men? _____
- 3 found clients were more comfortable working with her? _____
- 4 has started her own garage? _____
- 5 thinks people need to be strong to do her job? _____

3



Read the text again and answer the questions.

- 1 What is Caroline's job?

- 2 Where did people think Caroline worked when she started?

- 3 How much did Emma earn for her first job as a mechanic?

- 4 What qualities does Emma believe make women better than men as mechanics?

Vocabulary

Job descriptions

- 4   2.10 Listen and repeat. Match the jobs (1–8) to the job descriptions (a–h) and make sentences as in the example.



1 plumber



2 flight attendant



3 surgeon



4 nursery teacher



5 driver



6 model



7 astronaut



8 secretary

- a go into space
- b answer the phone and make appointments
- c take care of passengers on planes
- d fix problems with water pipes
- e pose for photos in fashionable clothes
- f look after young children
- g take goods and people from place to place
- h perform operations

A plumber fixes problems with water pipes.

Speaking

- 5   **Think** Are there jobs mainly for men or women? What are the difficulties for women who do “men’s jobs”?

Writing

- 6 Write a short paragraph (about 120 words) describing your dream job. Include information about *the name of the job*, *where to work*, *what to do*, *why you love it* and *why you are good at it*.



VALUE GENDER EQUALITY



Do you agree with the following statements? Why/Why not?

- 1 “Every person in this company has the same rights.”
- 2 “We employ people with the right skills. Their gender doesn’t matter.”
- 3 “Women make great secretaries because they do things carefully.”
- 4 “Men are better at scientific jobs than women.”

CULTURE SPOT



The Vietnam Women’s Union (VWU) is a political and social organisation. It protects women’s rights and works towards equality for all Vietnamese women. It has around 13 million members.



Do you know any similar organisations in other countries?

Expressing futurity *will / be going to / Present Simple / Present Continuous*

- 1  Match the sentences (1–9) to the uses (a–i) of their tenses.

- 1 She's late again. I **will talk** to the manager.
 2 Stop behaving like that or I **will report** you.
 3 The bus to work **leaves** at 7 o'clock.
 4 Look out! You **are going to fall**.
 5 I promise I **will call** you as soon as I get back from work.
 6 I think Kathy **will be** a doctor.
 7 I **am seeing** the manager at 3:30 p.m.
 8 I **am going to start** work next Monday.
 9 I **will be** 16 next month.

- a a future intention/plan
 b an on-the-spot decision
 c a prediction based on what we see
 d a prediction about the future based on what we think/believe
 e a promise
 f a threat
 g a fixed arrangement
 h a schedule
 i a future fact

 pp. 107–108

- 2  Fill in each gap using *is/are going to, will* or *won't*.

- 1 Paul _____ arrange a meeting about gender equality next month.
 2 Finish the report or the manager _____ be happy with you.
 3 I promise I _____ text you as soon as I finish the meeting.
 4 Hurry up, Mary! The sky is very dark. It _____ rain soon.
 5 It's very hot in here. I _____ open the window.
 6 I'm sure Kelly _____ miss out on the promotion because she works very hard.
 7 Hugo _____ be 20 next May.
 8 Be careful! You _____ spill your coffee on your computer.

- 3  Put the verbs in brackets in the *Present Simple* or the *Present Continuous*.

- 1 What time _____ (the plane/depart)?
 2 We _____ (have) a business meeting this afternoon.
 3 The company _____ (open) at 9 o'clock every morning.
 4 _____ (you/see) the doctor today?
 5 The shops here _____ (close) at 6 o'clock every Saturday.
 6 The company _____ (hold) its *Women at Work* event this Friday.

- 4  Put the verbs in brackets into the *Present Simple, Present Continuous, be going to, or will*.

- 1 Be careful! You _____ (drop) the camera.
 2 _____ (Jane/spend) the summer working in the computer shop?
 3 I promise I _____ (not/download) any files onto your computer.
 4 The meeting _____ (start) at 4:00 p.m. Be there on time, please.
 5 Rachel thinks she _____ (get) a promotion soon.
 6 "I'm a bit hungry." – "I _____ (order) you a sandwich."
 7 We _____ (leave) for Hanoi tonight. Here are our tickets.
 8 They _____ (run) training sessions for women who want a career in science. It's their plan to start next May.

Speaking

- 5  Tell your partner about *your future predictions, your future plans* and *your fixed arrangements for the weekend* as in the example.

I don't think I **will work** as a graphic designer. (future prediction)

I **am going to be** a doctor. (future plan)

I **am visiting** my parents this weekend. (fixed arrangement)

Conditionals types 1 and 2

- 6 Read the theory box. How do the two conditionals differ?

CONDITIONAL TYPE 1 (FIRST CONDITIONAL)

| if-clause | result clause |
|----------------------|---|
| if + Present Simple | will / won't + base form of the main verb |
| If I join this firm, | I will get a good salary. |

We use **conditional type 1** to talk about **real situations that are likely to happen in the present/future.**

NOTE: Unless = if not **Unless it rains, we'll go out.** (= If it doesn't rain, we'll go out.)

CONDITIONAL TYPE 2 (SECOND CONDITIONAL)

| if clause | result clause |
|-----------------------------|------------------------------------|
| if + Past Simple | would + base form of the main verb |
| If I got that job position, | I would travel around the world. |

We use **conditional type 2** to talk about **unreal, imaginary situations in the present/future.**

- We often use **were** instead of **was** in the **if-clauses**. **If Josh were interested in the job, he would accept it.**
- To **give advice**, we use the expression: **If I were you ... If I were you, I would ask for a pay raise.**

 pp. 108–109

- 7  Put the verbs in brackets into the correct forms of the **first conditional**.

- Unless the company employs more women, it _____ (lose) its female customers.
- If I finish work early, we _____ (have) dinner together.
- She will accept the job offer unless she _____ (have to) move abroad.
- If you get the nurse's job, you _____ (work) shifts.
- They _____ (offer) him a better salary if he proves he can do the job.
- We will work in the garden if it _____ (not/rain).

- 8  Put the verbs in brackets into the correct forms of the **second conditional**. Add commas where necessary.

- If you caught (catch) the bus to work, you wouldn't be late.
- If we printed on both sides we _____ (save) paper.
- If I _____ (be) you I'd study maths.
- If Jenny were here she _____ (help) you with the project.
- We would get a higher salary if we _____ (have) better qualifications.
- If you typed the report it _____ (be) easier to read.
- It _____ (help) the hospital if we had more nurses.
- If Helen trained to be a cook she _____ (find) a job in a restaurant easily.

- 9  Complete the sentences so that they are true for you.

- My parents would be happy if I studied physics.
- I will get a high mark if _____.
- If I forget to do my homework, _____.
- I'd tell my teacher if _____.
- If I had more time, _____.

Speaking

- 10  Ask and answer questions using **conditional type 1 or 2**.

- you / lost your tablet?
What would you do if you lost your tablet?
If I lost my tablet, I'd save up to buy a new one.
- you / can't find a part-time job this summer?
- it / rains tomorrow?
- your mum / lost her job?
- you / didn't have enough money for a new laptop?

Matching



- Read the questions through before you listen to the recording.
- Underline the key words in each question.
- Listen to the recording and match the questions to the answers, paying particular attention to the words you have underlined.
- Listen again and check.

1 2.11 Listen to Mia answering questions about her job. What does she do?



2 2.11 Read the questions (A-E). Then listen to the answers (0-4) and match the questions to the answers. There is one example.

- A What do you love about your job?
 B Have you always wanted to do this job?
 C Is your job easy?
 D How long have you lived in Italy?
 E What are your plans for the future?

0 D 1 2 3
 4

True/False statements



- Read the sentences and underline the key words.
- Listen and decide if the sentences are True or False, using the information provided.

3 You are going to listen to a dialogue between two friends. Read the statements (1-5) and underline the key words. What is the dialogue about?

- 1 The girl's mum works in a café. _____
 2 The boy's father is a bus driver. _____
 3 The boy's mother works as a teacher. _____
 4 They agree that it's good that women work. _____
 5 The boy thinks women should do all the housework. _____

4 2.12 Now listen to the dialogue and decide if each of the statements (1-5) is T (true) or F (false).

FUN Time

Look at the cartoon. Circle the correct phrasal verb.



- A: Mr Harris, let's meet your colleagues.
 B: I'm sure I will **fit in** / **fit out** with them.

- **fit in**: to get along with your co-workers and managers
- **fit out**: to put equipment into a room building to use it for a specific purpose

Vocabulary

Job qualities

1 2.13 Complete the sentences with the adjectives in the list. Then listen and check.

- organised • caring • inventive
- healthy • careful • determined

- 1 **Nurses** need to be _____ so that they can help people who are ill.
- 2 **Office managers** need to be _____ as they have to plan their work efficiently.
- 3 **Drivers** need to be _____ so that they prevent accidents on the road.
- 4 **Pilots** need to be _____ in order to complete their difficult training.
- 5 **Computer programmers** need to be _____ so that they can find ways to make things work.
- 6 **Security guards** need to be _____ so that they can protect clients.

Everyday English

Expressing opinions

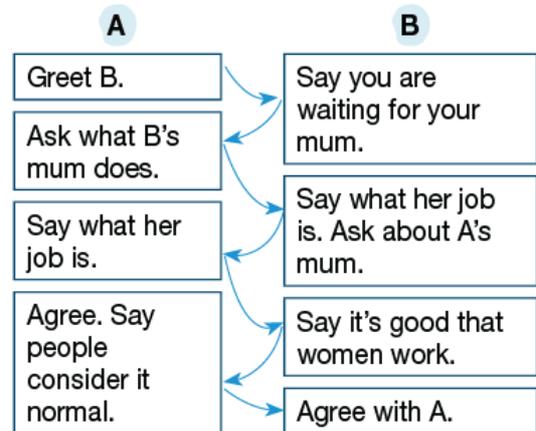
2 2.14 Listen and read the dialogue. What is Kelly's mum's job?

Kelly: Hey! What's up?
 Lucy: I'm waiting for my mum. We're going to a café after she finishes work!
 Kelly: That's nice! What does she do?
 Lucy: She's a bus driver. She's very careful. How about your mum? Does she work?
 Kelly: Yes, she does. My mum is a nurse. She's very caring and she enjoys her job.
 Lucy: I think it's good that women work.
 Kelly: I couldn't agree more. Everyone should be able to have an interesting career.
 Lucy: That's true.

3 Replace the underlined phrases/sentences in the dialogue in Exercise 2 with the ones from the Useful Language box.

| Useful Language | |
|----------------------|--------------------|
| Express opinions | Agreeing |
| • I believe ... | • You're right. |
| • In my opinion, ... | • I agree. |
| • To my mind, ... | • That's for sure. |

4 Act out a dialogue similar to the one in Exercise 2. Use the phrases/sentences in the Useful Language box and the diagram below. Mind the intonation and rhythm.



Pronunciation

Intonation in *Wh*-questions and *Yes-No* questions



In *Wh*-questions, the intonation usually goes down.
 In *Yes-No* questions, the intonation usually goes up.

5 a) 2.15 Listen and repeat.

- 1 What does she do?
- 2 How about your mom?
- 3 Does she work?
- 4 Is John back from football practice, Dad?
- 5 Is he taking a nap?

b) Now say these questions aloud and record yourself. Listen to your intonation and correct it where necessary.

An opinion paragraph

- 1 a)  Read the paragraph and match the parts (A–D) to their uses (1–3).

Should mothers go to work?

A I feel that mothers should be able to work if they want to. **B** Firstly, mothers who go to work can provide an extra income for their families. With children, families need more money to pay for their education and everyday needs. That means a working mother can contribute to the household finances and help the family afford more. **C** Secondly, working mothers are good role models. They show their children that if they work hard, they can have both a family and a career. By looking at their working mothers, the children learn that they need to work for their good life. **D** All in all, I believe that working mothers help with the family finances and are good examples for their children.

- 1 expresses viewpoints with examples/reasons
 2 restates an opinion using different words
 3 states a topic and expresses an opinion



Paragraph structure

An opinion paragraph has three main parts:

- A topic sentence stating the topic and opinion of the writer
- Supporting sentences giving the viewpoints with examples/reasons
- A concluding sentence restating the opinion using different words

b) What are the topic sentence, supporting sentences and concluding sentence in the paragraph?

- 2 a)  Read the paragraph again. Underline the words/phrases that the writer uses to ...
- 1 state his/her opinion.
 - 2 introduce his/her viewpoints in order.
 - 3 signal the end of the paragraph and summarise the main points.

- b)  Put the words/phrases below in the correct uses (1–3) in Exercise 2a.

- In my opinion • Next • In conclusion • Also
- In my mind • Last • In addition • To sum up



Giving reasons

We can use **because** to give reasons. I think I'll be good at the job **because** I'm sociable.

- 3  Match the viewpoints (1–2) to the examples/reasons (a–b). Then join them using *because*.

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | Mothers who go to work are good role models. |
| 2 | <input type="checkbox"/> | Going to work allows women to be independent. |
| a | | It builds up their self-confidence. |
| b | | Children see that they can achieve what they want. |

Your turn

- 4 **PLANNING** You are going to write a paragraph expressing your opinion on the topic: *Should mothers stay at home with their children?* Answer the questions below.

- 1 What is your opinion?
- 2 What is your first viewpoint? Think of a reason.
- 3 What is your second viewpoint? Think of a reason.

- 5 **WRITING** Write your paragraph (about 120–150 words).

- Use the paragraph in Exercise 1 as a model.
- Use the ideas in Exercise 3 and your answers in Exercise 4.
- Use the plan below.

Plan

Topic sentence

stating the topic & expressing your opinion

Supporting sentences

presenting your viewpoints with examples/reasons

Concluding sentence

restating your opinion using different words

- 6 **CHECK/CORRECT** Check your paragraph for spelling/grammar mistakes. Then, in pairs, swap your paragraphs and check each other's work.

Reading

- 1 Read the title and the first sentence of the text. What do you think it is about?

 2.16 Listen and read to find out.



WORKING HARD TO HELP



The Association in Support of Vietnamese Handicapped and Orphans (ASVHO) is an organisation that works to make the lives of orphans (children without parents) and disabled people in

Vietnam better. Started in 1992, ASVHO helps these people with medical treatments, transport and places to live. Over the years, ASVHO has raised money and provided support to these people. This support includes providing important surgery and buying wheelchairs for disabled people. The organisation also donates bicycles to orphans and gives financial support for their education. One of ASVHO's goals is to help these people live as independently as possible. It achieves this by creating housing communities and offering training that can lead to job opportunities.

ASVHO works with the Vietnamese government to protect the rights of the disabled and orphans as well as create policies that help improve their quality of life. Every year, it organises events for them to show their talents and develop their skills. These events encourage disabled people and orphans to be part of the community. One popular event is a singing competition where disabled people from all over Vietnam compete, and the best performers receive medals. Another successful event is the Vietnam Disabled People's Day which improves understanding across the country of the problems disabled people face. The work of ASVHO is an important support to the disabled and orphan community.

For more information, visit asvho.vn.



- disabled • surgery
- financial • offer
- policy • talent



- 2 Read the text again and answer the questions.

- 1 Who does ASVHO help?
- 2 What types of support does ASHVO provide?
- 3 How does ASVHO help disabled people live more independently?
- 4 What events does ASVHO organise?

3



- What other organisations that help people in Vietnam do you know? Do some research online. Choose one organisation and prepare a presentation. Talk about:

- when it started
- who started it
- who it helps
- what it does

Reading

1 When did women in Britain gain the right to vote?

 2.17 Listen and read to find out.



Votes for Women



When we think of women who have led the way, we often think of people such as Marie Curie, the first woman to win the Nobel Prize, or Amelia Earhart, the first woman to fly alone across the Atlantic Ocean. But there are also times in history when women have worked together to

improve the lives of other women.

This happened in the Victorian era, when women in Britain started to fight for their right to vote. Before 1918, women were not allowed to vote. From around the 1860s, groups of women started to come together to organise activities and talk about helping women to get the right to vote. In 1903, Emmeline Pankhurst set up the Women's Social and Political Union, or WSPU. The WSPU made speeches, wrote in newspapers, and demonstrated on the streets smashing windows and



setting buildings on fire. However, during World War I, the WSPU stopped their attacks and supported the government. As men were away fighting in the war, women took on many jobs that men used to do, like police officers and bus drivers. In these jobs, women showed everyone they were equal to men.

In 1918, the government finally gave women over 30 the right to vote for the first time. It was an important step in the fight for equality for women in society. However, it wasn't until ten years later, in 1928, that all women over 21 could vote as men could.



- lead the way • vote
- demonstrate

2  Read the text again and decide if each of the statements (1–5) is *T* (true) or *F* (false).

- 1 Amelia Earhart flew across the Atlantic Ocean on her own. _____
- 2 Emmeline Pankhurst established WSPU. _____
- 3 The WSPU changed during World War I. _____
- 4 Women didn't work during World War I. _____
- 5 All British women were able to vote in 1918. _____

Project



3

What is the role of women in your country? Search for information on the Internet and make a presentation.

Progress Check (Units 3–4)

B

Vocabulary

1



Choose the correct option.

- 1 Does your mum wear special **sale/time/clothing/salary** at work?
- 2 Helen decided to **access/organise/raise/donate** her old clothes to charity.
- 3 Bill's school is raising **money/clothes/toys/food** for Oxfam this week.
- 4 The organisation needs volunteers to look after **stray/homeless/elderly/fair** dogs.
- 5 Judy likes taking care of people; she is **determined/caring/organised/inventive**.
- 6 Mary and Kelly are **organising/making/volunteering/collecting** a fundraising event.
- 7 Jenny likes to **babysit/look after/pick up/make** for working parents.
- 8 My brother is really good at fixing cars; he is a **mechanic/plumber/secretary/pilot**.
- 9 Now that I'm a fully qualified surgeon, I can **perform/fix/make/do** operations.
- 10 Do pilots **work/earn/wear/do** a high salary?
- 11 Our class will sell second-hand **cakes/money/arts/toys** to help the children.
- 12 There's a problem with the water pipe. Can you call a **programmer/plumber/scientist/nurse**?

(12 x 1 = 12 points)

2



Fill in each gap with *give away*, *fit out*, *give out* or *fit in*.

- 1 I'm going to _____ my bedroom with a games console and a flat screen TV.
- 2 Make sure you _____ your business card to as many people as you can.
- 3 It can be hard to _____ when you start a new job.
- 4 I'm going to _____ my old clothes to charity shops.

(4 x 2 = 8 points)

Grammar

3



Choose the correct option.

- 1 It's cold. I **will close/am going to close** the window.
- 2 The bus **is leaving/leaves** at 9:00.
- 3 She **didn't pack/hasn't packed** her bag yet.
- 4 Look out! The door **will hit/is going to hit** you!
- 5 If I **were/am** you, I would accept the job offer.
- 6 We **are flying/fly** to Madrid on Friday.
- 7 I promise I **am going to call/will call** you, when I arrive at the hotel.
- 8 I think the event **is raising/will raise** lots of money.
- 9 If it rains, we **won't go/wouldn't go** to the cake sale.
- 10 Judy **works/has worked** for the company since 2015.
- 11 If I **have/had** difficulty with the exercises, I'd ask the teacher for help.
- 12 Brian has **been/gone** to London. He'll be back in a week.

(12 x 1 = 12 points)

Everyday English

4



Put the dialogue in the correct order.

- She's a plumber. How about your sister?
- Hey! What's up?
- Yeah, so does my sister.
- What does she do?
- I couldn't agree more.
- My sister is a nursery teacher. She really enjoys her job.
- I think it's good that women work.
- I'm waiting for my sister.

(8 x 1 = 8 points)

Reading

- 5  Read the text and decide if each of the statements (1–5) is *T* (true) or *F* (false).

Girls Auto Clinic

Patrice Banks was from a poor family, but she was very intelligent. She studied science at university and became a chemical engineer at a big company in Philadelphia, USA. She earned a good salary and wore smart clothes and high heels in the office. At work, she was respected, but there was one thing she really hated – taking her car to the mechanic! She didn't understand how her car worked and she felt that the young, male mechanics were behaving to her as if she was stupid. She tried searching for a female mechanic instead ... but she couldn't find a single one.

That's why, in her thirties, Patrice learnt to be a mechanic at a night school. Then, she quit her job and worked in a repair shop before opening her own - Girls Auto Clinic. Here, Patrice wears high heels, but she's still serious about her job. Her shop has an all-female staff and an on-site beauty salon, so customers can fix their hair and nails while Patrice and her team are fixing their cars! Patrice also runs workshops for women to help them understand how their cars work and how to fix them.

- 1 Patrice didn't have a lot of money when she was young. _____
- 2 Patrice always knew a lot about cars. _____
- 3 Patrice went back to university to learn to be a mechanic. _____
- 4 No men work in Patrice's repair shop. _____
- 5 Patrice teaches women how to look after their cars. _____

(5 x 4 = 20 points)

Listening

- 6   2.18 Listen to a presentation about a charity and complete the note.

Barnando's

Founder: 1

Barnando

Started: 2

Activities: support teens, protect young children, help

3 education

Number of children helped in 2018–2019:

4

Money raised from:

5 ,

events and donations

(5 x 4 = 20 points)

Writing

- 7 Write a paragraph (about 120–150 words) expressing your opinion on the topic:

Should students participate in community service activities in their free time?

(20 points)

Total = 100 points

Review (Units 1–4)



Vocabulary

1 Choose the most appropriate option.

- 1 Can you please _____ the rug?
A mop B vacuum C tidy
- 2 We have to _____ the ironing today.
A clean B clear C do
- 3 We went to an interesting art _____ last week.
A exhibition B concert C opera
- 4 We're trying to _____ money for a charity.
A raise B have C sell
- 5 Doctors need to be _____ when they perform an operation on people.
A sociable B inventive C careful
- 6 You look tired. Why don't you take _____?
A a nap B a bed C home
- 7 You can _____ money to the charity.
A access B collect C donate
- 8 I sometimes _____ breakfast for my family.
A make B do C have
- 9 I relax by listening to jazz. It just makes me feel _____.
A boring B relaxing C calm
- 10 If you want to make some extra money, you can _____ for working parents.
A support B babysit C pick up
- 11 I _____ the laundry every Saturday.
A take B make C do
- 12 My aunt is a nurse. She's _____ so that she can help sick people.
A caring B inventive C organised
- 13 I have to get up early so I can _____ the bus.
A have B go C catch
- 14 He works as a security _____.
A guard B designer C plumber
- 15 Ann wants to become a flight _____.
A surgeon B model C attendant
- 16 We decided to have a cake _____ at school next week to raise money for the homeless.
A fair B sale C run
- 17 Can you please _____ the floor?
A catch B take C mop

- 18 We went to a(n) _____ performance last Saturday evening. It was amazing.
A dance B art C sports
- 19 Please _____ on your jacket. It's cold outside.
A give B fit C put
- 20 I love rock music. It's _____ and powerful.
A fast B sad C noisy

Grammar

2 Choose the most appropriate option.

- 1 I _____ a place in London these days.
A rents B rent C am renting
- 2 Jane's away. She has _____ to Italy on holiday.
A been B gone C going
- 3 The train _____ at 4:00 p.m.
A departing B depart C departs
- 4 They _____ to the cinema yesterday.
A went B go C were going
- 5 We haven't _____ Steve yet.
A meet B met C meeting
- 6 Mark _____ dinner at 8 o'clock last night.
A cooks B cooked C was cooking
- 7 If he _____ more free time, he would go on holiday.
A has B had C was having
- 8 I _____ you as soon as I land, I promise.
A will text B text C am texting
- 9 Be careful! You _____ to trip over that box!
A are B will C are going
- 10 Jeff's really happy. He _____ his exams!
A passes B passed C has passed
- 11 Sandra has _____ been on a plane before.
A ever B never C yet
- 12 I think Simon _____ to university next year.
A will go B goes C is going
- 13 If I were you, I _____ her the truth.
A will tell B tell C would tell
- 14 We _____ a sport event in Spain this year.
A attending B attend C are attending
- 15 I was having a shower _____ the phone rang.
A when B while C so

Review (Units 1–4)

- 16 When _____ they leave for Hanoi?
A were B did C are
- 17 Is Nina doing the laundry? No, she _____.
A didn't B isn't C wasn't
- 18 Have you ever _____ sushi? It's delicious.
A try B trying C tried
- 19 _____ we were waiting for the bus to Thăng Long Theatre, it started raining.
A Because B While C When
- 20 If you are good at your work, you _____ get a promotion.
A are B would C will

Reading

- 3  Read the text and decide if each of the statements (1–5) is *T* (true) or *F* (false).

Glastonbury Festival

The UK has some fantastic music festivals, but which one is the favourite of British fans? It's definitely Glastonbury! It takes place at the end of June every year, in Pilton, Somerset, England.

The first festival happened in 1970. It lasted two days and tickets cost just £1 each – plus every festival-goer got free milk from the farm! Only 1,500 people came that year, but it was the start of something very special. These days, a ticket to stay the whole five days costs over £200. The price doesn't put people off, however – around 200,000 people attend every year, and tickets sell out in about 30 minutes!

The great music is only part of the Glastonbury experience. Festival-goers camp in tents around the farm and stay up all night dancing. Of course, they have to be prepared for the British weather. It often rains, and there is a lot of mud, so a pair of wellies* is essential! But at Glastonbury, people don't mind the bad weather. They love nature and care about the environment. In fact, Glastonbury has been a plastic-free festival since 2019, when the organisers decided to stop selling food and drinks in plastic containers. It's hard to say what makes Glastonbury a better music festival than all the others. Is it the bands, or perhaps the location? British singer Elly Jackson (La Roux) thinks it's the atmosphere. "Festivals all have one," she says, "but Glastonbury has something other festivals will never have."

*wellies: waterproof boots, short for Wellington boots

- 1 Glastonbury is an arts festival. _____
- 2 Tickets for the first festival in 1970 were free. _____
- 3 The festival now lasts five days. _____
- 4 The festival doesn't take place in bad weather. _____
- 5 Since 2019, organisers haven't sold food and drinks in plastic containers at the festival. _____

Listening

- 4   2.19 Listen to a message a mother left for her children and complete the information.



Mum is going to be late.

Me: iron laundry and put the
1 away

Philip: tidy room & put away
2

Dinner: chicken

Dessert: 3

Dad home: 4

Mum home: 6:00

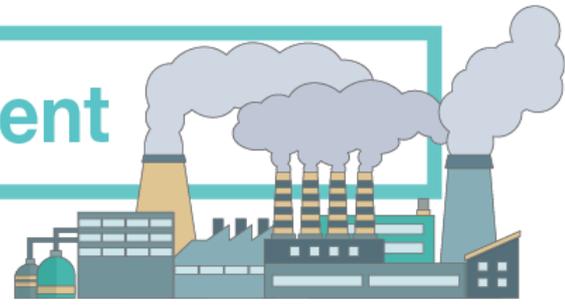
Mum's office number:
5 020

Writing

- 5 Your school organised an event to help the homeless in your area. Write an email to your friend about it (about 120–150 words). Include information about *what and when the event was, what you did and how you liked the event.*

Unit 5

The environment



What are the main tasks in this unit?

- **Vocabulary**
 - environmental problems
 - environmental protection activities
 - eco-friendly activities
- **Grammar**
 - gerund / to-infinitive / bare infinitive
 - relative clauses (defining / non-defining)
- **Reading**

Cleaning up the Ocean (an article – T/F/DS statements; sentence correction)
- **Listening**
 - a dialogue (question answering)
 - an interview (T/F statements)
 - dialogues (multiple choice)
- **Speaking**
 - talking about causes & effects
 - discussing the importance of an invention for the environment
 - discussing environmentally-friendly lifestyle
 - making suggestions
 - **Pronunciation:** /ɪ/ - /i:/; word stress in verbs
- **Writing**
 - a poster illustrating environmental problems and possible solutions
 - a paragraph making suggestions
- **Culture Spot**

350 Vietnam
- **Values**

Value our environment
- **Phrasal verbs**

turn off / turn on

Vocabulary

Environmental problems

- 1 2.20 Label the photos with words/phrases from the list. One word/phrase is extra. Listen and check.

- plastic pollution
- deforestation
- thinning of ozone layer
- air pollution
- rise in endangered species
- climate change
- emission of greenhouse gases



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

- 2 What will happen if the problems in Exercise 1 continue? Use the following ideas to make sentences.

- ground / become polluted
- Earth's temperature / rise
- forests / become smaller and animals / lose homes
- harmful UV light / reach Earth
- be difficult to breathe
- extreme weather events / become more common
- more species / become extinct

If plastic pollution continues, the ground will become polluted.

Pronunciation /ɪ/ - /i:/

- 3 2.21 Listen and put the words *plastic*, *reach*, *endangered*, *become*, *species*, *event*, *greenhouse* and *breathe* in the correct column. Practise saying them with a partner.

| /ɪ/ | /i:/ |
|-----|------|
| | |

Listening

- 4 2.22 Listen to four friends talking about environmental problems. Answer the questions. Write in your notebook.

- 1 Who will suffer if weather patterns change?
- 2 According to Rob, what should people do to stop climate change?

Reading

- 1 Read the title of the article and look at the picture. How can we clean our oceans?

 2.23 Listen and read to find out.



CLEANING UP THE OCEAN

Plastic pollution in our oceans is a major issue that has serious effects on marine ecosystems and wildlife. These days, more and more people are considering reducing the amount of plastic they use, but what about the rubbish that is already in the oceans? In some parts of the world, it forms floating islands of plastic. The largest of these is the Great Pacific Garbage Patch between North America and Japan. It's three times the size of France!

Now, however, one amazing teenager called Boyan Slat has invented a machine, System 001/B, which catches ocean rubbish. It is a huge 600-metre floating barrier of pipes. A net hangs down from the pipes and reaches three metres below the surface of the water. Boyan

avoided using fuel in System 001/B, so it has a very low carbon footprint. It uses the ocean currents and wind to move through the water. Ships take away the waste every six to eight weeks.

But how did Boyan do this? He started telling people about his idea on the Internet and asking for help. Eventually, he raised £1.57 million! He also set up a charity called Ocean Cleanup, which now has over 80 engineers, scientists and environmental experts who are all working to change the planet for good.

Boyan shows us that we can make a difference and help protect the planet, no matter how big the problem is. With hard work, fundraising and a good idea, it's never too late to help Planet Earth!



- issue • ecosystem • floating • barrier
- pipe • carbon footprint • current • waste
- raise

- 2  Read the article and decide if each of the statements (1–5) is *T* (true), *F* (false) or *DS* (doesn't say).

- 1 Boyan Slat invented System 600/B. _____
- 2 Boyan used recycled materials to make his machine. _____
- 3 The machine uses ocean currents and wind to move. _____
- 4 Boyan asked for help online to raise money. _____
- 5 Boyan believes hard work is more important than fundraising. _____

- 3  Read the article again and correct the sentences.

- 1 The Great Pacific Garbage Patch is between South Korea and Japan.

- 2 Boyan's machine is used to clean pipes.

- 3 System 001/B takes waste to land every 6–8 weeks.

- 4 80 engineers work for Ocean Cleanup.

Vocabulary

Environmental protection activities

- 4 **2.24** Listen and repeat. Which of these activities can we do to save energy? save forests? reduce air pollution? protect wildlife? reduce rubbish?



- 1 use solar energy



- 2 take part in clean-up days



- 3 have a compost bin



- 4 be a member of a wildlife group



- 5 use energy-efficient lights



- 6 recycle



- 7 put out campfires



- 8 use public transport

We can use solar energy to reduce air pollution.

Speaking

- 5 **Think** How important is Boyan's invention for the environment? Discuss.

Writing

- 6 Your school is organising an environmental week. Prepare a poster illustrating environmental problems and possible solutions. Tell your class.



VALUE OUR ENVIRONMENT



Do you agree with the following statements? Why/Why not?

Respecting the environment means ...

- 1 changing your lifestyle and cycling to work instead of driving.
- 2 doing what you can to keep the streets clean.
- 3 protecting nature reserves so that we can have places that will attract tourists.
- 4 reducing our waste, reusing what we can, and recycling what we can't use.

CULTURE SPOT



350 Vietnam is a youth-led movement in Vietnam. It aims to promote, inspire and encourage people to adopt green living to slow down global climate change.



Do you know any environmental movements in other countries?

Verb forms

Gerund / to-infinitive / bare infinitive

1 Study the examples and identify the verb forms in bold.

- She agreed **to come** to join us in the clean-up day.
- Mum made us **take** the magazines to the recycling centre.
- I can't stand people **throwing** litter on the streets.

 pp. 109–110

2  Put the verbs under the correct headings.

- plan • can't help • let • hate • like
- would like • prefer • want • agree • need
- would prefer • would rather • had better
- don't mind • deny • finish • can't stand
- enjoy • promise • expect

| V + gerund | V + to-infinitive | V + bare infinitive |
|------------|-------------------|---------------------|
| can't help | plan | let |
| | | |

3  Choose the correct verb form.

- 1 Would you rather **go/going** swimming instead of taking part in the park clean-up today?
- 2 I need you **to take/taking** these boxes to the recycling centre.
- 3 He denied **to drop/dropping** litter in the school playground, and I believe him.
- 4 I like **work/working** at the local animal centre.
- 5 You'd better **ask/to ask** for permission to feed the animals.
- 6 We agreed **participate/to participate** in the clean-up day.
- 7 Christine enjoys **using/to use** public transport.
- 8 She wants **try/to try** organic food.

4



Put the verbs in brackets into the correct *to-infinitive*, *bare infinitive* or *-ing form*.

- 1 A: Joe, let me _____ (**help**) you plant the flowers!
B: Cool! Don't you mind _____ (**cut**) the grass?
- 2 A: Would you prefer _____ (**walk**) or _____ (**take**) the train to work?
B: I prefer _____ (**cycle**) to work.
- 3 A: Do you want _____ (**come**) to our school's environment day event?
B: I can't. I promised _____ (**take**) my brother to football practice.
- 4 A: They agreed _____ (**have**) a greenhouse in our school.
B: Yes! They expect it _____ (**be**) ready by the end of next week.

- **stop + to-inf**: stop doing something temporarily in order to do something else
*On my way home, I **stopped to buy** milk.*
- **stop + -ing form**: finish doing something
*You must **stop eating** junk food.*
- **remember + to-inf**: not forget to do something
*Please **remember to lock** the door.*
- **remember + -ing form**: have a memory of something you have done
*I **remember talking** to her before.*
- **forget + to-inf**: not remember something you need to do
*We **forgot to bring** our passports!*
- **forget + -ing form**: have no memory of something you have done
*I'll never **forget going** to Kenya!*

 p. 109

5



Read the examples then put the verbs in brackets into the correct *to-infinitive* or *-ing form*. Explain the difference in meaning.

- 1 Don't forget _____ (**buy**) eco-friendly toothpaste.
- 2 He'll never forget _____ (**rescue**) the baby turtles.
- 3 He stopped _____ (**ask**) for directions to the park.
- 4 Stop _____ (**print**) all your emails!
- 5 I'll always remember _____ (**volunteer**) with the charity in Africa.
- 6 Remember _____ (**tell**) Jack about the clean-up day.

Relative clauses

6  Read the sentences (1–3) and complete the rules (a–c) with the words in bold.

- 1 A vacuum cleaner is a machine **which/that** we use to vacuum the carpets.
- 2 He's the man **whose** sister eats organic food.
- 3 Sue is the girl **who/that** works at the local animal shelter.

We use:

- a _____ to refer to people.
- b _____ to refer to things.
- c _____ to refer to possession.

 p. 110

7  Choose the correct option.

- 1 Kate is the woman **whose/who** is a member of a wildlife group.
- 2 John's the boy **who/whose** dad cycles to work.
- 3 This is the greenhouse **which/who** they built last month.
- 4 These are the boots **who/that** we will wear during the clean-up day.

- **Defining relative clauses** give essential information, so we cannot omit them or put them in between commas.

The man **who lives next door** is a vet.

The relative pronoun can be omitted when it is the object of the relative clause.

The lady **who was sitting by Hans** is an author. (subject)

The novels **(which/that) I enjoy most** are science-fiction ones. (object)

- **Non-defining relative clauses** give additional information, so we can omit them. We usually put them in between commas. We cannot use **that** in non-defining relative clauses.

John, **who lives next door**, is a vet.

(NOT: ~~that~~)

 p. 110

8  Fill in each gap with *who*, *which*, *that* or *whose*. Which clauses are defining (D)? Which are non-defining (ND)? Use commas where necessary.

- 1 My car, which I bought last week, is eco-friendly. ND
- 2 The woman _____ started the Environment Club is my geography teacher.
- 3 The bin _____ is in our garden is for compost.
- 4 Cindy _____ parents are environmentalists is studying Environmental Science.
- 5 This shirt _____ is my favourite is organic cotton.
- 6 That's the girl _____ brother works at the animal shelter.
- 7 The man _____ just entered the building is the owner of the greenhouse.

9  Complete the sentences using the words in bold.

- 1 Pass me the leaflets. We printed them yesterday. **(WHICH)**
Pass me the leaflets _____
_____ yesterday.
- 2 Linda usually organises the meeting. She's on holiday this week. **(WHO)**
Linda, _____,
is on holiday this week.
- 3 This is Mr Jones. His wife works in the recycling centre. **(WHOSE)**
This is Mr Jones, _____
_____ the recycling centre.
- 4 Where is the environmental magazine? John brought it last Friday. **(THAT)**
Where's the _____
_____ last Friday?

Speaking

10  Complete the sentences so that they are true for you. Tell your partner.

- 1 I like people _____.
- 2 This is my friend, _____.
- 3 I would rather use public transport _____.
- 4 I enjoy visiting places _____.
- 5 I'm looking for a person _____.

True/False statements



Read the sentences and underline the key words. Be careful with sentences that contain negatives. For a sentence to be True, every part must be correct.

- 1 a) You are going to listen to an interview with Ruby and Jessica. Read the sentences (1–4) and underline the key words.

- 1 Ruby and Jessica got inspired by an environmental movement. _____
- 2 Bees are in danger because of climate change. _____
- 3 Ruby and Jessie's first project was at their own school. _____
- 4 The main focus of Ruby and Jessie's work now is on building Bee Gardens. _____

- b) What do you think the interview is about?

- A ways to protect the environment
- B why we need bees
- C inspiring environmental projects

- 2 2.25 Now listen to the interview and decide if each of the statements (1–4) is *T* (True) or *F* (False).

Multiple choice



Predicting content

Read the questions and possible answers. Think of who the speakers are, where they are and what you expect the recording will be about. This will help you do the task.

- 3 Read the questions and the possible answers in Exercise 4. Which dialogue(s) take(s) place ...

- at home? _____
- in a shop? _____
- at school? _____

- 4 2.26 Listen to the dialogues. For each question (1–4), choose the correct answer (A, B or C).

- 1 You will hear two friends talking. What does the boy offer to help Kate do?
 - A design the cards
 - B find recycled cards
 - C send the cards
- 2 You will hear a teacher talking to a student. The student is going to _____.
 - A build a wildlife shelter
 - B plant a wildlife garden
 - C organise a fundraising event
- 3 You will hear two friends talking. What is the girl planning to do with the glass jars?
 - A recycle them
 - B reuse them
 - C put them in landfill
- 4 You will hear a girl talking to her mother. The girl tells her mum she's going to _____.
 - A give her clothes to her sister
 - B donate her clothes to charity
 - C swap her clothes with her friends

FUN Time

- Look at the cartoon. Circle the correct phrasal verb.



This programme is not interesting. Let's **turn off** / **turn on** the TV and go for a walk.

- **turn on**: to make a device start working
- **turn off**: to make a device stop working

Vocabulary

Eco-friendly activities

- 1 a)  Do the quiz and see how green you are. Pay attention to the words in bold.

How green are you?

- When I finish using my computer, I _____.
 - leave it on
 - leave it on standby
 - turn** it off
- When I go shopping, I **buy** fruit and vegetables _____.
 - in plastic bags from the supermarket
 - loose from the supermarket
 - loose from the local market
- When I **send** cards to friends and relatives, I _____.
 - post bought cards at the post office
 - deliver homemade cards by hand
 - send electronic cards by email
- When I make notes, I **write** on _____.
 - a clean sheet of paper
 - a piece of recycled paper
 - the back of a used piece of paper
- When I have a party, I **use** _____.
 - plastic plates and throw them away
 - paper plates and throw them away
 - china plates and wash them up

Mostly A's: You're not very green, are you? Try making some changes!
 Mostly B's: You try to be green, but you don't always get it right.
 Mostly C's: Well done! You're really green!

- b)  How environmentally-friendly is your lifestyle? Tell your partner.

Everyday English

Making suggestions

- 2 a)   Listen and read the dialogue. What are Jane and Adam's suggestions about making their city greener?

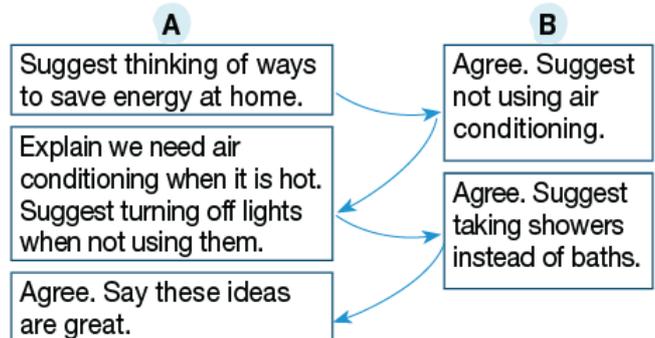


Jane: Let's do our geography homework now. We have to come up with some ways to make our city greener.
 Adam: Right. What about switching all the energy to solar or wind power?
 Jane: I don't think so because that would be very expensive. How about banning traffic from the city centre?
 Adam: I couldn't agree more. If fewer people drove their cars in the city, it would reduce air pollution. Another idea could be to make public transport cheaper.
 Jane: I completely agree. Let's prepare our presentation.

- b) Which of the underlined phrases/sentences are *making suggestions*, *agreeing* or *disagreeing*?

3

 You are thinking of possible ways to save energy at home. Act out a dialogue similar to the one in Exercise 2a. Use the diagram below. Mind the intonation and rhythm.



Pronunciation

Word stress in verbs



Two-syllable verbs are usually stressed on the second syllable.

4

  2.28 Listen and mark the stressed syllable. Listen again and repeat. Practise saying them.

- | | | |
|-----------|-----------|-----------|
| 1 begin | 4 expect | 7 forget |
| 2 deny | 5 agree | 8 reduce |
| 3 suggest | 6 protect | 9 promote |

A paragraph making suggestions

1 a) Read the paragraph. What is it about?

How to protect the natural environment

by Nat Johnson

Using renewable resources and reducing emissions are the two effective ways to protect our natural environment. **To start with**, we can use renewable resources of energy such as solar, wind or water power instead of burning fossil fuels. **By doing this**, we can reduce the pollution that burning fossil fuels produces and protect our natural resources. Furthermore, **it would be a good idea** to reduce emissions by leaving our cars at home and use public transport. We could also use bikes or walk to work or school. **As a result**, air quality will improve and car emissions will decrease, making our cities healthier and cleaner. **To sum up**, we should use renewable resources of energy and reduce emissions. By doing so, we can help our precious Earth.

b) Answer the questions. Which sentence(s) ...

- 1 state(s) the topic and main points?
- 2 contain(s) the writer's first suggestion and expected result?
- 3 contain(s) the writer's second suggestion and expected result?
- 4 summarise(s) the main points?

c) What are the topic sentence, supporting sentences and concluding sentence in the paragraph?



Linking words/phrases

We link our ideas with appropriate linkers. They help the reader follow our paragraph more easily.

- **Giving a list/Adding points:** Firstly, ... / To begin with, ... / In addition, ... / Also, ... / etc.
- **Introducing suggestions:** A useful/practical solution is ... / Another solution is ... / One thing we can do is ... / You/We should ... / etc.
- **Introducing results:** In this way, ... / Then, ... / If we do this, ... / etc.
- **Concluding:** In conclusion, ... / All in all, ... / etc.

2 Replace the words in bold in the paragraph in Exercise 1 with the linkers from the box.

3  Match the suggestions (1–3) to the results (a–c). Then make sentences as in the example. Use appropriate linkers.

Suggestions

- 1 recycle rubbish
- 2 use natural weed killers in garden
- 3 don't buy plastic products

Results

- a reduce plastic pollution
- b cut down on waste and protect natural resources
- c stop chemicals poisoning animals and rivers

One thing we can do is By doing this, ...

Your turn

4 **PLANNING** You are going to write a paragraph making suggestions about how to save energy at home. Answer the questions.

- 1 What are you going to write?
- 2 What solutions can you suggest?
- 3 What will the expected results be?

5 **WRITING** Write your paragraph (about 120–150 words).

- Use Nat's paragraph as a model.
- Use your answers in Exercise 4.
- Use appropriate language to introduce your suggestions and expected results.
- Use the plan below.

Plan

Topic sentence

stating the topic and main points

Supporting sentences

writing first suggestion and expected result

writing second suggestion and expected result

Concluding sentence

summarising the main points

6 **CHECK/CORRECT** Check your paragraph for spelling/grammar mistakes. Then, in pairs, swap your paragraphs and check each other's work.

Unit 6

Eco-tourism



What are the main tasks in this unit?

Vocabulary

- holiday activities
- eco-tourism
- ways to protect heritage

Grammar

- comparative / superlative
- modifying comparisons
- definite article *the*

Reading

Eco-destinations: Galápagos Islands (an advert – multiple choice; question answering)

Listening

- monologues (gap filling)
- an interview (sequencing; multiple choice)
- a dialogue (matching)

Speaking

- talking about your favourite type of holiday
- giving reasons why someone should visit eco-destinations
- presenting eco-destinations in your country and compare them
- suggesting how to protect heritage
- asking for & giving advice
- **Pronunciation:** /f/ - /v/; digraphs

Writing

- a summary of a text
- an email describing a holiday

Culture Spot

Cúc Phương National Park

Values

Value eco-tourism

Phrasal verbs

get away / get on

Vocabulary

Holiday activities

1 **2.29** Listen and repeat. Which holiday activities in the photos can you do on a safari holiday? a beach holiday? a sightseeing holiday? an eco-holiday? a package holiday?



On a safari holiday, you can see wildlife and explore nature.

2 **2.30** Which is your favourite type of holiday? What do you usually do? Tell your partner.

Pronunciation /f/ - /v/

3 **2.30** Write the words that have /f/ or /v/ sounds as in the example. Listen and repeat. Then practise saying them with a partner.

/vɪzɪt/ visit /sə'fɑ:ri/ _____ /su:vənəʊ/ _____
/fəʊtəʊ/ _____ /kən'sɜ:v/ _____ /waɪldlaɪf/ _____

Listening

4 **2.31** Listen to three people talking about their holidays. What type of holiday did each go on?

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____

Reading

- 1 Look at the title and the pictures. Why are the Galápagos Islands an eco-destination?

2.32 Listen and read to find out.



Eco-destinations ▾

Galápagos Islands

with
Tortoise Tours

Travel to one of the most remote destinations on Earth! The Galápagos Islands are 1,000 km west of South America in the Pacific Ocean. They're the perfect place for nature lovers.

The Galápagos Islands are the best place to see incredible animals, including the only species of penguin found north of the equator! There are sea lions, too, and marine iguanas, a type of lizard that swims in the sea. The Galápagos Islands are also home to giant tortoises. These are the largest tortoises on Earth and they live longer than any other reptile on the planet. Some are over 150 years old!

All these animals are endangered species, so eco-tourism is very important in the Galápagos Islands. Visitors need special permission to spend their holiday there. Also, there is a limit to the number of people that can visit the islands. At Tortoise Tours, we can help you with that! We can also plan your holiday from start to finish – we make it as easy as planning a trip in your own country.

Please remember that the Galápagos Islands have a 'leave no trace' policy to protect nature. This means never drop litter, damage the environment or harm animals. After all, you don't visit the Galápagos Islands to change them, but for them to change you!

► For more information, or to book the holiday of a lifetime, visit info@tortoisetours.ec today!



- remote • incredible • equator
- limit • permission

- 2 Read the advert. For questions (1–3), choose the correct answer (A, B or C).

- 1 The Galápagos Islands are home to _____.
 - A the world's largest tortoises
 - B the only lizard that can swim
 - C many different types of penguins
- 2 Visitors to the Galápagos Islands need _____.
 - A a tour company to organise their holiday
 - B to have special permission to visit
 - C to plan their trip in their country
- 3 Visitors to the Galápagos Islands should _____.
 - A try to change things for the better
 - B recycle all the rubbish that is there
 - C leave the islands as they found them

- 3 Read the advert again and answer the questions.

- 1 How far are the Galápagos Islands from the coast of South America?
- 2 What is special about marine iguanas?
- 3 What can the people at Tortoise Tours help their customers get?
- 4 What is the purpose of the 'leave no trace' policy?



Vocabulary

Eco-tourism

- 4   2.33 Fill in each gap with *reefs*, *rainforests*, *wildlife*, *islands*, *crops* or *flora*. Then listen and check.

ECO-TOURISM PLACES



The 1) _____ of **Costa Rica** are home to nearly 100 species of trees. Corcovado National Park is on Osa Peninsula. You can spot amazing 2) _____ there, like spider monkeys, scarlet macaws and wild cats.



Hawaii is a great place to see how locals work the land and cultivate important 3) _____ like coffee and taro. You can also plant trees and restore native 4) _____, plants and exotic flowers.



Palau is an archipelago of more than 500 5) _____ with hundreds of miles of coral 6) _____ around them. You cannot fish there. There is also a place that protects sharks.

Speaking

- 5   **Think** Say three reasons why someone should visit eco-destinations such as the Galápagos Islands. Tell the class.

Writing

- 6 Write a short paragraph (about 120 words) summarising the advert in Exercise 1. Include information about *the name of the place*, *where it is*, *what it is famous for* and *what people should do there*.



VALUE ECO-TOURISM



How does eco-tourism benefit us?

Do you agree with what the people say? Why/Why not?

- 1 "I see nature close up and learn about plants and animals."
- 2 "I learn about the cultural traditions of other countries."
- 3 "I can see that our natural world is in danger and we need to protect it."
- 4 "I learn how to respect nature."

CULTURE SPOT



Cúc Phương National Park is the largest nature reserve in Northern Vietnam. It covers an area of 22,000 hectares of rainforest. There are many species of plants and lots of animals in this amazing eco-destination.



What are some eco-destinations in other countries?

Comparative / Superlative

Adjectives

- one-syllable adjectives: add **(-e)r/(-e)st**
small – smaller (than) – the smallest (of/in)
- one-syllable adjectives ending in a *consonant + vowel + consonant*: double the last consonant and add **-er/-est**
hot – hotter (than) – the hottest (of/in)
- two-syllable adjectives ending in **-y**: change **-y** to **i** and add **-er/-est**
busy – busier (than) – the busiest (of/in)
- two or more syllable adjectives: add **more/the most** before the adjective
useful – more useful (than) – the most useful (of/in)
dangerous – more dangerous (than) – the most dangerous (of/in)

Adverbs

- one-syllable adverbs: add **-er/-est**
fast – faster (than) – the fastest (of/in)
- two or more syllable adverbs: add **more/the most** before the adverb
often – more often (than) – the most often (of/in), politely – more politely (than) – the most politely (of/in)

Irregular forms

good – better – the best
 bad – worse – the worst
 much/many – more – the most
 little – less – the least
 far – further/farther – the furthest/the farthest

 pp. 110–111

1 Choose the correct option.

- 1 Ba Bể Lake in Vietnam is about 20 metres deep, but Lake Baikal in Russia is **more deep/deeper**, at 1,642 metres.
- 2 Fansipan is **more high/higher** than any other mountain in Vietnam. Since 2016, there has been a cable car so people can reach the top **more easy/more easily**.
- 3 The Atlantic Ocean is **smaller/more small** than the Pacific Ocean.
- 4 Saudi Arabia is **large/larger** than all the other countries in Western Asia.

2



Complete the second sentence so that it means the same as the first. Use the **comparative** form of these adjectives/adverbs.

- warm • expensive • good • often

- 1 The weather is cold in the UK in the autumn, but it's colder in Iceland.
The weather in the UK in the autumn is warmer than the weather in Iceland.
- 2 We go on holiday once a year, but Mr and Mrs Addams go four times a year.
Mr and Mrs Addams go on holiday _____ we do.
- 3 Our holiday in the USA wasn't that good, but our holiday in Vietnam was very good.
Our holiday in Vietnam was _____ our holiday in the USA.
- 4 He paid €65 for his flights and €400 for his hotel room.
His hotel room was _____ his flights.

3



Put the adjectives/adverbs in brackets into the **superlative** form.

- 1 A: Damascus in Syria is one of _____ (**old**) cities in the world that people still live in.
B: Yes, it's at least 11,000 years old.
- 2 A: Is the Great Barrier Reef in Australia?
B: Yes. It's _____ (**long**) coral reef in the world.
- 3 A: Which place has got _____ (**bad**) weather in the world?
B: Probably Antarctica. It's one of _____ (**windy**) places on Earth.
- 4 A: Which volcano erupts _____ (**frequently**) of all in Hawaii?
B: I think it's Kilauea. It has erupted 62 times in the last 245 years.
- 5 A: Is this _____ (**short**) hike through Cúc Phương National Park?
B: Yes, we can finish it _____ (**easily**) of all.

MODIFYING COMPARISONS

National Parks of Vietnam

- U Minh Hạ is **a little** easier to get to from Ho Chi Minh City than Phú Quốc.
- Cát Bà is **much** larger than U Minh Hạ.
- Phong Nha Kẻ Bàng National Park is **by far** the largest national park in Vietnam.
- Phú Quốc is **as remote as** Cát Bà.
- U Minh Hạ **isn't so/as** old as Cát Bà.

p. 111

4  Choose the correct option.

- 1 Some sightseeing holidays aren't as relaxing **as/than** beach holidays.
- 2 Spanish is **by far/a little** less difficult than German for English speakers to learn.
- 3 This cruise ship is **much/more** bigger than the one we went on last year.
- 4 Package holidays aren't **so/much** expensive as cruises.
- 5 The safari holiday was **as/by far** the best holiday of my life.
- 6 This local dish isn't so nice **than/as** the one we tried last night.

5  Complete the second sentence to express a similar meaning to the first. Use the words in bold.

- 1 The beach is 3 km away, and the hotel is 4 km. **(LITTLE)**
The beach is _____
_____ than the hotel.
- 2 19 million people visit the Lake District National Park every year, but only 4 million visit Yellowstone National Park. **(MUCH)**
The Lake District National Park is _____
_____ than Yellowstone National Park.
- 3 The package holiday is £695 and the cruise is £925. **(AS)**
The package holiday _____
_____ as the cruise.
- 4 Mount Everest is higher than any other mountain in the world. **(FAR)**
Mount Everest is _____
_____ mountain in the world.

The definite article *the*  p. 1116  Complete each gap with *the* or *—*.

- 1 They spent three months trekking in _____ Himalayas.
- 2 Pollution is affecting the stones of _____ Taj Mahal in India.
- 3 I learned a lot from _____ Binh, our tour guide.
- 4 _____ Forest Floor Lodge is an eco-friendly hotel.
- 5 How long have you lived in _____ Ho Chi Minh City?
- 6 This is the palace where _____ King of France lived.

7  Put the adjectives/adverbs in brackets into the *comparative* or *superlative* forms and fill in *the* where necessary.

Tourists from 1) _____ Europe can travel to Italy 2) _____ (**easily**) than they can travel to Asia or 3) _____ USA. It is a popular destination. 4) _____ (**big**) city is Rome and it has got lots of historical sites. The Pantheon is the site that people visit 5) _____ (**frequently**) of all, but the area around the Trevi Fountain is probably 6) _____ (**crowded**) place in the city. 7) _____ (**high**) mountain in Italy is Monte Bianco, but people visit Mount Etna 8) _____ (**often**) than Monte Bianco because it is an active volcano! It is on Sicily, 9) _____ (**large**) island in 10) _____ Mediterranean Sea.



Speaking

- 8   Collect information about some eco-destinations in your country. Compare them and give a presentation to the class.

Sequencing



- Read the information that needs to be sequenced (names, instructions, pictures, etc.) and underline the key words.
- Listen for these key words or related words. Pay attention to sequence words such as *first*, *after*, *then*, etc.

- 1 2.34 Listen to an interview about a visit to Croatia, a country in Europe. Put the places the speaker mentions in the correct order. There is one example.

- A** 1 Plitvice Lakes National Park
B Galešnjak Island
C Biševo Island
D the Velebit Mountains
E Krka National Park

Multiple choice

- 2 2.34 Listen again. For questions (1–3), choose the best answer (A, B, or C).

- 1 How long did Hollie spend travelling around Croatia?
A six months
B four months
C two months
- 2 They say that Plitvice Lakes National Park is _____.
A difficult for tourists to find
B only popular with local people
C very famous
- 3 How did Hollie feel in Blue Cave?
A glad that her holiday was over
B calm and relaxed
C surprised at how small the cave was

Matching



- Read the beginnings, then the endings.
- Underline the key words.
- One ending can match more than one beginning.
- Listen carefully and do the task.

3



- Two friends are talking about places they went to last summer. Read the sentence beginnings (1–5) and the sentence endings (A–F). Which endings can match which beginnings? There is one extra ending.

- 1 **D** The first place they went was
 2 They stopped at a lake on the way to
 3 It was very peaceful at
 4 They stayed for a month at
 5 They learned about Vietnamese culture at

- A** a traditional village.
B the Centre for Rescue and Conservation of Species.
C the Đồng Nai River.
D Ho Chi Minh City.
E Trj An Lake.
F Cát Tiên National Park.

4



- Listen and match the beginnings (1–5) to the endings (A–F). There is one example.

FUN Time



- Look at the cartoon. Circle the correct phrasal verb.



I just need to **get away** / **get on** for a few days.

- get on**: to have a good relationship
get away: to go somewhere to have a holiday

Vocabulary

Ways to protect heritage

- 1 2.36 **Fill in each gap with take, touch, make, volunteer, reduce, cross, stay or drop. Then listen and check.**

Heritage is something passed down from previous generations. It represents our history and our identity. It shows the link between our past, present and future. It is important to protect the heritage of the places we visit. Here are some simple ways.

Preserve natural heritage (landscapes and wildlife)

- 1 _____ on trails
- 2 don't _____ a lot of noise
- 3 _____ to help with conservation projects
- 4 donate to a wildlife charity
- 5 _____ your carbon footprint

Preserve cultural heritage (architecture and monuments)

- 6 don't _____ litter
- 7 wear flat shoes with soft soles when you visit
- 8 don't _____ barriers
- 9 don't _____ surfaces
- 10 don't _____ souvenirs (pieces of stone, etc.)

- 2 **Think** Can you think of other ways to protect our national heritage?

Everyday English

Asking for & Giving advice

- 3 2.37 **Listen and read the dialogue. What does Sue want to protect?**

Sue: I visited the castle yesterday. It's so beautiful, but no one looks after it. What can we do to protect it?

Ben: My advice is not to take souvenirs, like pieces of stone, from the castle.

Sue: Good point. Is there anything else I can do?

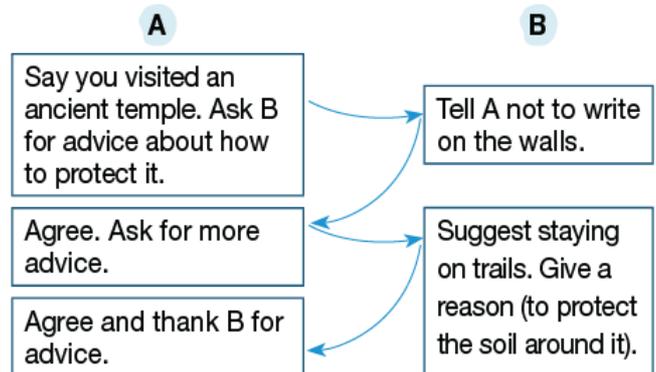
Ben: Well, have you thought about wearing flat shoes with soft soles when you visit? That way, you won't damage the stones.

Sue: That's good thinking. Thanks!

- 4 Replace the underlined phrases/sentences in the dialogue in Exercise 3 with the ones from the Useful Language box.

| Useful Language | |
|---|--|
| Asking for advice | Giving advice |
| • What's your advice? | • I advise you (not) to ... |
| • Have you got any (other) suggestions? | • Have you considered (+ -ing form) ...? |
| • What do you suggest? | • You can/could ... |

- 5 You have visited an ancient monument. Act out a dialogue similar to the one in Exercise 3. Use the phrases/sentences from the Useful Language box and the diagram below. Mind the intonation and rhythm.



Pronunciation Digraphs



A digraph is two letters that make one sound. Common consonant digraphs include *ch* (chain), *ng* (king), *ph* (photo), *sh* (shake), *th* (that), *th* (think), and *wh* (when).

- 6 2.38 **Listen and repeat. Underline the consonants that make one sound. Which of these words do not contain a digraph? Practise saying them.**

- elephant • architecture • monument
- northern • which • ship • penguin

An email describing a holiday

1 Read the email and answer the questions.

Dear Adrian,

Guess what? I've just got back from an eco-holiday in Cát Bà National Park on Cát Bà, the largest island in the Cát Bà Archipelago, Vietnam.

The national park is an amazing place. You can go trekking, rock climbing or kayaking, but the best thing about it is the wildlife. I spent most of my time exploring the forests, so I saw lots of animals. My favourite ones were the doucs, a type of monkey. They were lovely and very friendly, but sadly, they are endangered. Seeing them made me even more careful about protecting their home, so I stayed on the trails and didn't drop litter.

I had a fantastic time in Cát Bà National Park. You should definitely visit if you get the chance! In the meantime, you can check out my photos on Facebook.

Best wishes,
Sebastian

- 1 What is the email about?
- 2 Which paragraph recommends the place?
- 3 What tenses does the writer mostly use? Why?



Compound sentences are two or more independent clauses joined by using coordinating conjunctions (*and, but, so, or, etc.*).

- Samantha studies Biochemistry at the State University **and** she has a part-time job at an ecological park.
- Jack didn't go to the clean-up day, **but** he donated money to the local animal shelter.
- Professor Smith came down with the flu, **so** we cancelled the environmental lecture.
- We could stay in, **or** we can go to the park.

p. 112

2  Join the sentences using the words in brackets. Write in your notebook.

- 1 I really wanted to help at the clean-up. Unfortunately, I was busy that day. (**but**)
- 2 Do you want to go on a guided tour? Do you want to go to the beach? (**or**)
- 3 They went sightseeing yesterday. They're quite tired today. (**so**)
- 4 Vietnam has beautiful scenery. It has a rich culture, too. (**and**)
- 5 We wanted to try some local dishes. The only restaurant in town was closed. (**but**)

Your turn

3 **PLANNING** You have just got back from a holiday at an eco-tourism destination and you want to write an email to your English friend about it. Answer the questions.

- 1 Where is the place?
- 2 What did you do/see there?
- 3 What did you do to protect it?
- 4 How can you recommend it?

4 **WRITING** Write your email (about 120–150 words).

- Use Sebastian's email as a model.
- Use your answers in Exercise 3.
- Use appropriate language to describe the place.
- Use compound sentences.
- Use the plan below.

Plan

Hi + (your friend's first name),

(Para 1) writing the opening remarks, saying where you went

(Para 2) saying what you did/saw – how you protected the place

(Para 3) saying how you felt, recommending the place

(closing remarks)

(your first name)

5 **CHECK/CORRECT** Check your email for spelling/grammar mistakes. Then, in pairs, swap your emails and check each other's work.

Reading

1 Read the title and look at the pictures. What can you see in Ba Bể National Park?

3.1 Listen and read to find out.



← →
SEARCH 🔍

Ba Bể National Park

Ba Bể National Park is in Bắc Kạn Province in Northeast Vietnam, about 250 km north of the capital city. It became Vietnam's eighth National Park in 1992 and joined the ASEAN Heritage List in 2004. It is rich in animal and plant life.

There are many places to visit in Ba Bể National Park. One of these is Ba Bể lake, which is in the centre. The name Ba Bể means three lakes but it is actually one very large lake in three parts. It is 8 km long and 800 metres wide. The lake is beautiful, and **Đầu Đẳng** waterfall on the Nặng River will take your breath away! But the most impressive sight is the **Puông Cave**. It is over 300 metres long and around 30 metres high. If you sail through the entrance, you can admire the amazing stalactites and stalagmites.

If you visit Ba Bể National Park, don't forget to wear suitable clothes – warm clothes in the winter, T-shirts and shorts in the summer, and good walking shoes. You also need to bring a hat, an insect repellent and sunblock. You can experience homestay accommodation in traditional stilt houses in the nearby villages, meet with the friendly and hospitable locals, and enjoy delicious home-cooked meals!

A National Park in Vietnam

- Home
- Service
- Gallery
- Login
- Contact

- take your breath away
- impressive
- insect repellent
- sunblock
- hospitable

2 Read the text again. For questions (1–4), choose the correct answer (A, B, C or D).

- 1 What is the purpose of the text?
 - A to provide information about the park's eco-system.
 - B to explain why the park joined the ASEAN Heritage List.
 - C to educate visitors about the park's history.
 - D to encourage people to visit the park.
- 2 What does the word "these" in paragraph 2 refer to?
 - A parks
 - B lakes
 - C places
 - D waterfalls
- 3 Why does the writer mention the Puông Cave?
 - A because of its length
 - B because of its height
 - C because of its rock formations
 - D because it's the best attraction in the park
- 4 What is NOT true about Ba Bể National Park?
 - A It has got a range of wildlife.
 - B Visitors have to cook their own food.
 - C There is traditional accommodation available.
 - D The park has got one very large lake.

Project

- 3 Collect information about one national park you know in Vietnam. Think about *where the place is, what visitors can see/do there and what they like most.* Design a poster and present it to the class.



Reading

- 1 Look at the picture. What do you think would happen if the ice in the Arctic melted?

3.2 Listen and read to find out.

Are we skating on thin ICE?

100 years ago, the Earth was cooler than it is today. In fact, temperatures around the world are 0.8°C higher than they were in 1920. This might not sound like a lot, but it has a terrible effect on the ice in polar regions, as it causes them to melt. The melting of the polar ice caps not only harms the local plants, people and wildlife but it also leads to rising sea levels globally, causing problems for us all.

One of the most serious disasters to hit the polar regions is the breaking of the Ward Hunt Ice Shelf. It is the largest single block of ice in the Arctic. It has been around for 3,000 years and began breaking apart in the year 2000.

As a result, the freshwater from the ice began to flow into the ocean, changing the local environment forever. Without the ice, animals such as polar bears, walruses, and seals must move to new areas and change their feeding habits. Many of these marine mammals are at risk as their home continues to disappear into the ocean.

However, the fast melting of the Arctic ice doesn't only have local effects. As ice caps become smaller and thinner, the Earth takes in more energy from the Sun and the planet becomes warmer. We really need to take notice and wonder: Are we skating on thin ice?

- 2 Read the article again and answer the questions.

- 1 How does the rise in the temperature affect ice caps?
- 2 What happened to the Ward Hunt Ice Shelf?
- 3 Why is this a problem for local ecosystems?
- 4 How do melting ice caps affect the rest of the world?

Speaking

- 3 **Think** Do you think climate change is a problem in other parts of the world? Have temperatures changed in your country? Tell the class.



- ice cap • harm • flow
- at risk • skating on thin ice

Project



- 4 Collect information about other effects that the melting of polar ice caps will have on the Earth. Present it to the class.

Progress Check (Units 5–6)



C

Vocabulary

1



Choose the correct option.

- 1 If we don't **turn/use/reduce/raise** rubbish, the Earth will become polluted.
- 2 The hole in the ozone **layer/change/gases/pollution** lets UV lights into the atmosphere.
- 3 Bill has a(n) **organic/greenhouse/compost/clean-up** bin for fruit and vegetable peelings.
- 4 Conservation parks help to protect **incredible/endangered/important/common** species at risk in the wild.
- 5 A **beach/sightseeing/package/safari** holiday includes flights and hotels.
- 6 Let's **rise/help/volunteer/donate** to a wildlife charity.
- 7 Mark **loses/takes/recycles/saves** energy by using solar power.
- 8 We went on a **souvenir/culture/guided/sight** tour of the city yesterday morning.
- 9 Eco-holidays are a great way to protect the **pollution/environment/emission/gas**.
- 10 Don't **take/touch/conserve/make** souvenirs, like stones, from the beach.
- 11 Forests are becoming smaller, so animals are losing their **crops/reefs/homes/flora**.
- 12 To keep the park clean, don't **drop/cut/recycle/stop** litter.

(12 x 1 = 12 points)

2



Fill in each gap with *get on*, *get away*, *turn on* or *turn off*.

- 1 Last month was so stressful. I need to _____ on a vacation.
- 2 Please _____ the lights. It's getting dark.
- 3 Do you _____ with your neighbours?
- 4 Once this movie is over, _____ the TV and do your homework.

(4 x 2 = 8 points)

Grammar

3



Choose the correct option.

- 1 Mr Wallace, **who/whose** brother works with Stephen, is a doctor.
- 2 A beach holiday isn't as exciting **than/as** a safari holiday.
- 3 I'll never forget **visiting/to visit** Venice!
- 4 Ben's mum always makes him **to going/go** to bed early.
- 5 That is the car **whose/which** my brother bought.
- 6 This is the **better/best** restaurant in town.
- 7 The school is planning **donating/to donate** money to a wildlife charity.
- 8 Russia is **much/by far** the largest country in the world.
- 9 There are many ways **who/that** you can help protect the environment.
- 10 James is **much/so** more intelligent than Steve.
- 11 Alan drives **more slowly/slowlier** than Joe.
- 12 We stayed on **the/-** Cát Bà Island to explore Hạ Long Bay.

(12 x 1 = 12 points)

Everyday English

4



Put the dialogue in the correct order. There is one example.

- 1 Hi Rob! Do you have any ideas about what we could do for Earth Day?
- I guess you're right. How about organising a clean-up day?
- I don't think so. I wish we had the time and money to organise such an event, but I'm afraid we don't.
- That's a great idea! Let's get started!
- Yes. What about organising an exhibition on solar power for Earth Day?

(4 x 2 = 8 points)

Progress Check (Units 5–6)

Reading

- 5 Read the article and decide if each of the statements (1–5) is *T* (true), *F* (false) or *DS* (doesn't say).

HOME | CONTENTS | PLACES | CONTACT

Costa Rica is a country full of beautiful wildlife and amazing natural beauty. It's also a country that's famous for its eco-tourism and responsible travel options. Here, you can find some of the world's best eco-tourism destinations where nature and exploration go hand in hand.

There are so many eco-friendly options to choose from! If you've ever wondered what it would be like to climb a volcano, then you should visit Arenal Volcano National Park. Close to the town of La Fortuna, the national park is home to hot springs, a lake and an amazing waterfall. If you enjoy sea life more, you can find it all at Ballena Marine National Park. This is one of the best places to go whale-watching and snorkelling. With 8.69 miles of incredible sandy beaches and Central America's largest coral reef, you'll never get tired of the wonders under the sea! If you like birds, you'll find plenty at Corcovado National Park! There are lots of parrots and exotic birds. Forests, swamps and beaches can all be found here. Keep an eye out for rare species like jaguars, sloths and monkeys as well!

For a wonderful holiday that doesn't harm the natural world, Costa Rica is a brilliant place to visit. In this beautiful country, you can enjoy the breathtaking wildlife and create some magical memories!

- 1 Costa Rica is world famous for its eco-tourism destinations. _____
- 2 Arenal Volcano National Park has different water features. _____
- 3 Visitors to Ballena Marine National Park can enjoy nine miles of beaches. _____
- 4 In Corcovado National Park, you can see the world's biggest species of parrot. _____
- 5 You can see unusual mammals at Corcovado National Park. _____

(5 x 4 = 20 points)

Listening

- 6 3.3 Listen to Laura talking about a holiday she took. For questions (1–4), choose the best answer (A, B or C).

- 1 What type of holiday did Laura go on?
 - A an adventure holiday
 - B an eco-holiday
 - C a beach holiday
- 2 What is the main problem in Madagascar?
 - A cutting down trees
 - B plastic pollution
 - C water pollution
- 3 What activity did Laura enjoy the most?
 - A cleaning the beaches
 - B planting new trees
 - C protecting nesting grounds
- 4 What does Laura say about eco-holidays?
 - A They are very expensive.
 - B They don't cost a lot of money.
 - C They are good value for money.

(5 x 4 = 20 points)

Writing

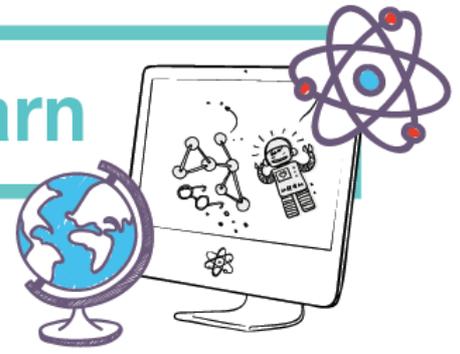
- 7 You have just returned from your summer holiday. Write an email (about 120–150 words) to your friend describing your holiday. Include information about *where you went*, *what you saw/did* and *recommend the place*.

(20 points)

Total = 100 points

Unit 7

New ways to learn



What are the main tasks in this unit?

Vocabulary

- online education
- technology in education
- new ways to learn a foreign language

Grammar

- the passive

Reading

Apps of the future
(an article – T/F/DS statements; author's purpose)

Listening

- monologues (matching)
- an interview (multiple choice)
- a dialogue (gap filling)

Speaking

- talking about online education
- discussing the future of education
- making suggestions
- **Pronunciation:** blended consonants; word stress in nouns, adjectives and adverbs

Writing

- a paragraph about how technology has improved education
- an email giving advice

Culture Spot

Smart boards

Values

Value online education

Phrasal verbs

keep up with / keep on

Vocabulary

Online education

1 3.4 Listen and repeat. Match the types of online education (1–6) to the descriptions (A–F).

ONLINE EDUCATION

1

online course

2

educational apps

3

distance learning

4

cloud library

5

virtual education

6

online tests

A Quizzes or exams that students can do on the Internet

B A group of lessons that take place over the Internet

C Applications for teaching and learning

D A collection of electronic information, e-books and articles that can be accessed online

E A learning environment where students are taught and given work to do over the Internet

F A type of education that lets you study anywhere in the world without going to a school or university

2 Which of the online education in Exercise 1 do you have experience of? How useful do you think they are? Tell the class.

Pronunciation Blended consonants

3 3.5 Listen and repeat. Underline the letters carrying blended consonants in these words. Practise saying them with a partner.

| | | | |
|-------|-------|---------|-------------|
| place | cloud | library | study |
| group | smart | school | description |

Listening

4 3.6 Listen to three people talking about online education. Match the speakers (1–3) to what they use (a–c).

| | |
|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> |

- A online tests
- B educational apps
- C online courses

Reading



- 1 Read the title of the text and the subheadings. What will the apps of the future be used for?

3.7 Listen and read to check.



• bite-sized • chunk • Augmented Reality
• capture • concentrate • interact • pace

- 2 Read the text and decide if each of the statements (1–5) is T (true), F (false) or DS (doesn't say).

- 1 The first apps appeared over 50 years ago. _____
- 2 You can only use educational apps on smartphones. _____
- 3 Some apps already use augmented reality. _____
- 4 AR apps make lessons boring. _____
- 5 Everyone believes apps will make us lazy. _____



Author's purpose

Authors write texts with a purpose. Identifying the author's purpose helps you understand the text, identify prejudices and come to your own conclusions.

- 3 Read the text again and identify the author's purpose. Choose the best answer.

The author's purpose is to ...

- A give us information about how apps are developing.
- B explain predictions about future technology in education.
- C inform us how to use the apps on our phones more efficiently.
- D give us tips on choosing which new apps to download.

APPS

of the Future

How many times a day do you tap the icon of your favourite social media site or play a game on your smartphone? When your parents were young, apps didn't even exist, but now we can't imagine our lives without them. So what will apps be like in the future?

A new way to learn

Apps are being used in education. They are useful because students can use them anytime, anywhere and on any device. They present information in bite-sized chunks, which people find easy to understand and remember. Lessons can also be turned into games, making learning fun! Soon, apps will be the new normal.

Augmented Reality (AR)

Inside AR apps, the real world is mixed with the digital one. These apps are downloaded and teachers use them to make learning more interesting. These apps capture students' attention and help them concentrate and interact with their lessons. Students can experience the material and become more interested in the subject. At the same time, they can explore the topic taught at their own pace.

In the future, apps will be able to do a lot of things for us. Some people think this will have a lot of benefits, others think it will make us lazy or that we will forget how to do things for ourselves. Whatever your opinion on modern technology, one thing is certain: the apps of the future will change our lives.

Vocabulary

Technology in education

- 4 a)  Fill in each gap with *participate*, *research*, *online* or *communication*.



How technology improves education

- Students can easily do their 1) _____ using online materials (e-books, articles, etc.).
- Students can 2) _____ actively in lessons (videos, games, podcasts, etc.).
- Teacher-parent 3) _____ becomes easier.
- Students can learn through games in a fun way.
- Teachers can give 4) _____ tests and check students' homework easily.
- Students can learn anywhere and anytime.

- b)  3.8  Now listen and check your answers.

- 5  How has technology improved education? Use the ideas in Exercise 4 and your own ideas to tell the class.

Speaking

- 6  **Think**  What do you think the future of education will be? Discuss.

Writing

- 7 Write a short paragraph (about 120 words) about how technology has improved education.



VALUE ONLINE EDUCATION



Do you agree with the following statements? Why/Why not?

Online education helps students ...

- 1 study from home in a comfortable way.
- 2 meet people from all over the world.
- 3 learn faster.
- 4 learn at their own pace.
- 5 avoid missing out on their lessons.

CULTURE SPOT



A smart board is a type of interactive device used in many classrooms in Vietnam. It brings an exciting teaching and learning experience to teachers and students. With this device, lessons become more fun and effective.

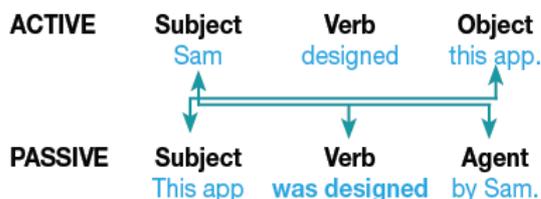


Do you know any other similar devices that are used in classrooms in other countries?

The passive

- We use the passive when the doer of the action (the agent) is general (e.g. people), unknown, or is not the topic of speaking.
- We form the passive with the verb **to be** + **past participle**.

How to change a sentence from active to passive:



- The tense of verb **to be** in the passive sentence is the same as the tense of the main verb in the active sentence.
- We normally use **by** to introduce the agent. We omit the agent when it is a **pronoun, someone/somebody, people, one**, etc.

 pp. 112–113

- 1**  Read the theory box. Fill in each gap with *are, was, being (x2), be (x2) or been*.

| Active voice | Passive voice |
|--|--|
| Present Simple | |
| He builds robots. | Robots 1) _____ built . |
| Present Continuous | |
| He is building a robot now. | A robot is 2) _____ built now. |
| Past Simple | |
| He built a robot last month. | A robot 3) _____ built last month. |
| Past Continuous | |
| He was building a robot when I met him. | A robot was 4) _____ built when I met him. |
| Present Perfect | |
| He has built a robot. | A robot has 5) _____ built . |
| Future Simple | |
| He will build a robot. | A robot will 6) _____ built . |
| Modals | |
| He couldn't build a robot. | A robot couldn't 7) _____ built . |

2



Choose the correct *passive* sentence.

- They will update the software in July.
 - The software will be updated in July.
 - The software will update in July.
- We posted the test results to you last Wednesday.
 - The test results posted to you last Wednesday.
 - The test results were posted to you last Wednesday.
- People have downloaded the language app over 250,000 times.
 - The language app has downloaded over 250,000 times.
 - The language app has been downloaded over 250,000 times.
- You can do the course online.
 - The course can be done online.
 - The course can do online.
- Kevin was doing a science experiment yesterday noon.
 - The science experiment was doing by Kevin yesterday noon.
 - A science experiment was being done by Kevin yesterday noon.

3



Study the theory box. Then fill in each gap using *by* or *with*.

by + agent

The app was designed **by** a teenager.

with + tool/material/ingredient

The cake is being cut **with** a knife.

 pp. 113–114

- This tablet was given to me _____ my parents.
- The online course videos are recorded _____ a professional camera.
- Those assignments were posted online _____ our teacher.
- Music can now be written _____ a mobile app.
- These smart devices are equipped _____ long-life batteries.

4  Put the verbs in brackets into the correct *passive* form.

- A: Is that e-book interesting?
B: Yes. It _____ (write) by the instructor of my online course two years ago.
- A: Have you got your laptop back from the shop yet, Max?
B: Yes, it _____ (fix). It works perfectly now.
- A: Where do we get the information for our project?
B: Lots of interesting articles _____ (store) in the university's cloud library.
- A: When will we get the results of our online test?
B: I think they _____ (send) to us next Friday.
- A: Have you received confirmation of your application for the course?
B: No, it _____ (not/send) yet.

5  Complete the sentences in the *passive voice* with modals.

- Students must turn off their phones in class.
Phones _____.
- You can attend online classes any time.
Online classes _____.
- Students shouldn't carry their phones in their pockets.
Phones _____.
- We may set up a new account.
A new account _____.
- You could upload assignments on the school platform.
Assignments _____.
- You should delete some of these files.
Some of these files _____.

6  Complete the sentences in the *passive*. Use the words in bold.

- They make tablets with plastic, glass and metal. **(MADE)**
Tablets _____ plastic, glass and metal.
- When did they take the course? **(WAS)**
When _____ taken?
- You can't enter the computer lab without permission. **(CAN'T)**
The computer lab _____ without permission.
- Tom's parents have enrolled him at Brighton College. **(BEEN)**
Tom _____ at Brighton College by his parents.
- Mr Brown was giving a lecture yesterday morning. **(BEING)**
The lecture _____ by Mr Brown yesterday morning.
- Lauren is preparing the presentation now. **(BEING)**
The presentation _____ by Lauren.

Speaking

7  Your friend is building an educational app. Use the prompts to ask and answer questions as in the example.

- (your app / design)? (yes – months ago)
A: Has your app been designed yet?
B: Yes. It was designed months ago.
- (developer / hire)? (yes – last week)
- (the work / finish)? (yes – two days ago)
- (the app / advertise)? (no – next week)
- (the app / download)? (yes – 128 times)
- (new version / create)? (no – now)



Listening

Multiple choice

- 1  You are going to listen to an interview. Read the questions (1–3) and the possible answers. **Underline the key words.** Which of the answers do you think will be the right ones?

- 1 What does Beth do for a living?
 A She creates online courses.
 B She teaches at a university.
 C She organises online courses.
- 2 Beth says the university _____.
 A has different online courses
 B teaches parts of its programmes online
 C doesn't use online education for degree programmes
- 3 Beth believes the main reason people like online education is _____.
 A there are lots of different courses to choose from
 B students can study when and where they like
 C people prefer learning on their smartphones these days

- 2   3.9 Now listen to the interview. For questions (1–3), choose the best answer (A, B or C).

Gap filling

- 3 You are going to listen to two people talking about a course application form. Look at the form. What information is missing?



University of Illis Online Course Application Form

NAME: Laura 1

DATE OF BIRTH: 2 2003

NATIONALITY: British

COUNTRY OF RESIDENCY: USA

ADDRESS: Apartment 17, 254 3 ,
Chicago

PHONE: 569-693-4

EMAIL: laura2003@mailserver.com

COURSE: Nutrition and Health

REQUIREMENTS: Biology, 5 , Maths

- 4   3.10 Listen to the dialogue. Complete the application form in Exercise 3.

- 5  Imagine you are applying for the same course in Exercise 3. Copy and complete the application form.



University of Illis

Online Course Application Form

NAME: _____

DATE OF BIRTH: _____

NATIONALITY: _____

COUNTRY OF RESIDENCY: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

COURSE: _____

REQUIREMENTS: _____

FUN Time

 Look at the cartoon. Circle the correct phrasal verb.



I missed lessons last week, and I'm trying to **keep up with** / **keep on** my classmates.

- **keep up with**: to stay at the same level as others
- **keep on**: to continue

Vocabulary

New ways to learn a foreign language

- 1 a)  Fill in each gap with *instant*, *settings*, *websites*, *native* or *audiobooks*.

Do you want to learn a foreign language?

Here are some ways:

- Change the language 1) _____ on your devices and social media accounts.
- Use a(n) 2) _____ translate app to learn vocabulary.
- Watch videos of 3) _____ speakers teaching the language.
- Play language games.
- Visit educational 4) _____.
- Use online dictionaries.
- Listen to 5) _____.



- b)  **3.11** Now listen and check your answers.

- c)  **Think**  Have you tried any of the suggestions in Exercise 1a? What other ways can you think of to learn a foreign language?

Everyday English

Making suggestions

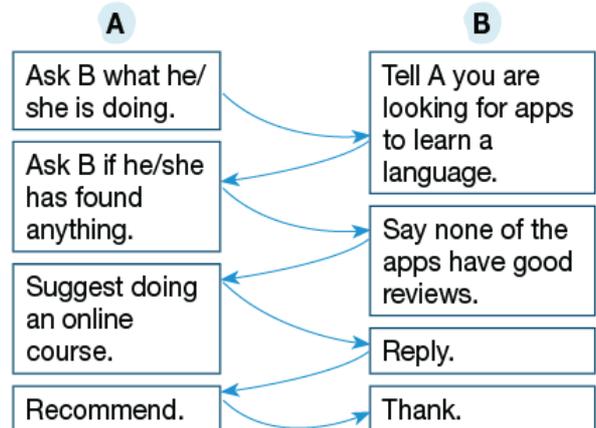
- 2  **3.12**  Listen and read the dialogue. What does Amy suggest?

Amy: What are you doing on your phone, Greg?
 Greg: I'm looking at online courses. I want to learn English.
 Amy: That's great! Have you found anything?
 Greg: Not really. They're all very expensive.
 Amy: How about using an e-learning app? A lot of them are free.
 Greg: That sounds good.
 Amy: I recommend downloading the one I used to learn French. Here – let me show you.
 Greg: Thanks!

- 3  Replace the underlined phrases/sentences in the dialogue in Exercise 2 with the ones from the Useful Language box.

| Useful Language | |
|---|--|
| Suggesting | Accepting |
| <ul style="list-style-type: none"> • Have you thought of ...? • I suggest ... • Why not ...? | <ul style="list-style-type: none"> • That's a great idea. • Good thinking! • That sounds like a good idea. • Let's try it. |

- 4  You are thinking about learning another language. Act out a similar dialogue to the one in Exercise 2. Use the phrases/sentences in the Useful Language box and the diagram below. Mind your intonation and rhythm.



Pronunciation

Word stress in nouns, adjectives and adverbs



Two-syllable nouns, adjectives or adverbs are usually stressed on the first syllable.

- 5  **3.13** Listen and mark the stressed syllables. Then listen again and repeat. Practise saying them.

- | | | |
|-----------|-----------|------------|
| 1 tablet | 5 website | 9 sadly |
| 2 foreign | 6 easy | 10 student |
| 3 only | 7 setting | 11 active |
| 4 lesson | 8 lazy | 12 often |

An email giving advice

- 1  Read the email and put the paragraphs in the correct order.

Hi Peter,

A It's also a good idea to read the reviews. That way, you can see what other users thought of the app.

B Thanks for your email. I'm sorry to hear you're having difficulty choosing an educational app. I use them a lot, so let me offer you some advice.

C I hope this advice helps. Let me know if you try it!

D Free apps are great, but you should look at the ones you have to pay for, too. In this way, you will be able to find the app that suits you best.

Yours,
Kelly



- 2  Which paragraph(s) in the email in Exercise 1 ...
- give(s) advice? _____
 - express(es) sympathy? _____
 - express(es) hope that the advice helps? _____



Supporting advice

When we give our advice, we need to support it with expected results.

We introduce our advice with *The best thing to do is ... / One thing you can do is ... / You can also ... / Another thing you can do is ... / etc.*

We introduce the expected results with *In this way, ... / That way, ... / If you do this ... / etc.*

- 3  Underline the phrases Kelly used in the email in Exercise 1 to introduce her advice and expected results?
- 4  Match the advice (1-2) to the expected results (a-b). Use appropriate phrases.

Advice

- 1 Look at how the information is presented (video, audio, written, etc.)
- 2 Consider how much time you have to study

Expected results

- a Choose a course that is flexible
- b Pick a course that suits your learning style

Your turn

- 5 **PLANNING** Your English friend wants to choose an online course and has asked you to send him an email giving your advice. Answer the questions.

- 1 What are you going to write?
- 2 What is your advice?
- 3 What will the expected results be?

- 6 **WRITING** Write your email (about 120–150 words).

- Use Kelly's email as a model.
- Use your answers in Exercise 5.
- Use appropriate phrases to introduce your advice and expected results.
- Use the plan below.

Plan

Hi + (your friend's first name),

(Para 1) writing the opening remarks, expressing sympathy

(Para 2) writing your first advice & expected results

(Para 3) writing your second advice & expected results

(Para 4) expressing hope that your advice helps

(closing remarks)

(your first name)

- 7 **CHECK/CORRECT** Check your email for spelling/grammar mistakes. Then, in pairs, swap your emails and check each other's work.

Unit 8 Technology and inventions



What are the main tasks in this unit?

Vocabulary

- inventions that changed the world
- technological inventions of the 21st century
- the Internet

Grammar

- reported speech

Reading

Pepper the emotional robot (an article – multiple choice; question answering)

Listening

- a presentation (gap filling)
- a dialogue (multiple choice)
- a dialogue (multiple matching)

Speaking

- talking about inventions that changed the world
- discussing having a robot
- talking about the Internet
- **Pronunciation:** /eə/ - /əʊ/; stress in compound nouns

Writing

- a summary of a text
- an opinion paragraph

Culture Spot

Language apps

Values

Value inventions

Phrasal verbs

back up / back off

Vocabulary

Inventions that changed the world

- 1 3.14 Listen and repeat. Match the inventions/ discoveries (1–8) to their uses (A–H).



stethoscope
(Rene Laennec, 1816)



electric car
(Robert Anderson, 1832)



telephone
(Alexander Graham Bell, 1876)



aeroplane
(Wright brothers, 1903)



television
(John Logie Baird, 1926)



penicillin
(Alexander Fleming, 1928)



CCTV Security Systems
(Marie Van Brittan Brown, 1966)



World Wide Web
(Tim Berners Lee, 1989)

- | | |
|----------------------------------|-----------------------------------|
| A reduce air pollution | E access information quickly |
| B notice problems with our heart | F entertain people at home |
| C protect our homes | G communicate with friends |
| D treat infections | H transport people long distances |

- 2 Which inventions/discoveries have helped us *at home?* *at work?* *to travel?* *to communicate?* *in hospital?*

Pronunciation /eə/ - /əʊ/

- 3 3.15 Read the sentences. Underline the words with an /eə/ sound and circle the words with an /əʊ/ sound. Then listen and repeat. Practise saying them with a partner.

- Aeroplanes are used for our air travel.
- Please leave a telephone message when we aren't at home.

Listening

- 4 3.16 Listen to a man talking about inventions/discoveries. Which two in Exercise 1 does he consider as the most important? Why? Complete the table.

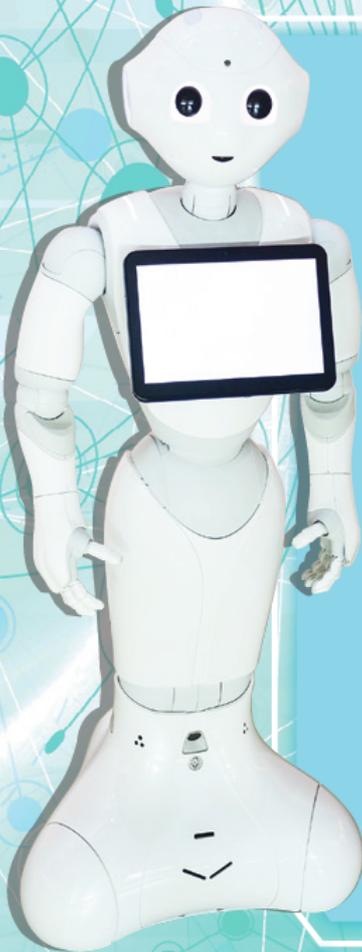
| Invention | Reasons |
|-----------|---------|
| 1 _____ | _____ |
| 2 _____ | _____ |

Reading

- 1 Look at the robot in the picture and read the title. What can it do?

 3.17 Listen and read to check.

PEPPER THE EMOTIONAL ROBOT

Imagine a robot which can tell how you feel just by listening to the sound of your voice and looking at your body language. Meet Pepper, the 'social robot', which can understand human emotions!

Pepper was created by a French company called Aldebaran in 2014. It went on sale in Japan in 2015 and in the USA the following year.

Pepper is a humanoid robot. This means that it looks a bit like a person. It is 1.2 m tall with a head and two arms, and two wheels to move around. Its head has got four microphones and two HD cameras which allow it to navigate and connect with people. Pepper can understand 20 languages and it knows if it's talking to a man, woman or child. It can also understand how a person is feeling by the tone of their voice and their body language. And if you're feeling sad, it tries to make you happy! It can tell you a joke, sing a song and even dance to cheer you up!

Some hospitals use Pepper to greet new patients and walk with them to the correct department. Also, it can cheer up sick children and help them do their physical exercises!

The inventors of Pepper are always creating new software to improve the robot. They also say that Pepper itself has the ability to learn over time! So, who knows what Pepper will think of next to put a smile on our faces!

- 2  Read the text. For questions (1–3), choose the correct answer (A, B, C or D).

- Pepper robot was invented in _____.
A 2000 B 2015
C 2014 D 2016
- Pepper can see using cameras on its _____.
A head B wheels
C arms D hands
- Pepper's creators say that it _____.
A can learn on its own
B can't accept new software
C doesn't live for a long time
D will be replaced by a new robot



- body language
- on sale
- humanoid
- navigate
- emotion
- inventor

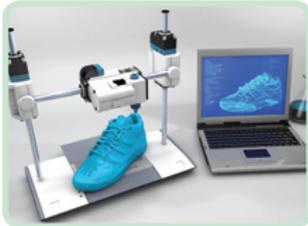
- 3 Read the text again and answer the questions.

- Who created Pepper?
- What is a "humanoid" robot?
- How can Pepper move around?
- How can Pepper understand how someone is feeling?
- In what ways does Pepper help patients in hospitals?

Vocabulary

Technological inventions of the 21st century

- 4 a)   3.18 Listen and repeat. How does each invention (1–6) help? Match.



1 3D printing



2 online streaming



3 social media



4 digital assistant



5 self-driving car



6 smartphone

- a allows you to watch a film whenever, as many times as you want to
- b creates three-dimensional objects (e.g. medical implants, clothes, cars, etc.)
- c allows you to communicate with others on the move, watch videos, listen to songs, etc.
- d is able to sense other cars around it to prevent car crashes
- e controls other smart home devices
- f help us to connect with people from all over the world

- b)  Which invention in Exercise 4a do you think is the most important to our life? Give your reasons.

Speaking

- 5   **Think** Would you like to own a robot like Pepper? Why/Why not?

Writing

- 6   **Think** Write a short paragraph (about 120 words) summarising the text in Exercise 1. Include information about *the name of the robot, when it was created, what it looks like, how it moves around and what it can do.*

VALUE INVENTIONS

-  Do you agree with the following statements? Why/Why not?

Inventions ...

- 1 make our everyday lives easier.
- 2 make communication easier.
- 3 help people with disabilities.
- 4 have improved transportation.

CULTURE SPOT



Learning English using language apps is becoming more and more popular in Vietnam. With a smartphone or tablet, students can easily install an app and enjoy learning English with a variety of interactive lessons, videos, quizzes and games.



Do you know any language apps that are used in other countries?

REPORTED SPEECH

We use reported speech to report what someone said.

We use reporting verbs such as **said/said to/told** to report what people said in the past.

said (+ that) + clause

Direct speech: "I don't like the app," Tony said.

Reported speech: Tony said (that) he didn't like the app.

said to/told + object (+ that) + clause

Direct speech: Sophie said to/told me: "They will download the film."

Reported speech: Sophie said to/told me (that) they would download the film.

When we change direct speech to reported speech:

- the tense of the verb normally changes.

| Direct speech | Reported speech |
|---|--|
| Present Simple "I'm OK," he said. "I want to buy a laptop," he said. | Past Simple He said (that) he was OK. He said (that) he wanted to buy a laptop. |
| Present Continuous "John is working," he said. | Past Continuous He said (that) John was working . |
| will / won't "I'll print the documents," he said. | would / wouldn't He said (that) he would print the documents. |
| am / is / are + going to He said, "I'm going to switch it off." | was / were + going to He said (that) he was going to switch it off. |
| can / can't "We can fix it," he said. | could / couldn't He said (that) we could fix it. |

- if the reporting verb is in present tense, future or present perfect, the tense does not change.

Direct speech: Mom says, "She likes educational apps."

Reported speech: Mom says (that) she likes educational apps.

- subject pronouns, object pronouns and possessive adjectives change depending on the speaker and context.

Direct speech: "I'll get a new smartphone," Sam said.

Reported speech: Sam said (that) he would get a new smartphone.

- expressions of time and place often change, but not always, depending on the context.
now → then; today → that day
tomorrow → the next day/the following day
yesterday → the day before/the previous day
next week → the next week/the following week
last month → the month before/the previous month
this/these → that/those; here → there

Direct speech: "I'll get a new smartphone tomorrow," Sam said.

Reported speech:

(One hour later) Sam said (that) he would get a new smartphone **tomorrow**.

(One week later) Sam said (that) he would get a new smartphone **the following day**.

 pp. 114–115

1  Fill in each gap with *says, said or told*.

- He _____ me that Dad was watching TV.
- Bill _____ to us the new app was useful.
- Mum _____ that my brother can get a camera.
- You _____ me you weren't going to buy a camera!
- She _____ us that she didn't like using social media.

2  Choose the correct option.

- "I will buy a camera tomorrow," Jane says.
 - Jane says she will buy a camera tomorrow.
 - Jane says she would buy a camera the following day.
- "Tony is fixing my laptop now," Lina said to Paul.
 - Lina said to Paul that Tony was fixing his laptop now.
 - Lina said to Paul that Tony was fixing her laptop then.
- "I can't download the files," Sue said to Kate.
 - Sue told Kate she couldn't download the files.
 - Sue said to Kate she can't download the files.
- "They work as computer programmers," Max said to me.
 - Max told me they worked as computer programmers.
 - Max said to me they work as computer programmers.

3 Rewrite the sentences in *reported speech*.

- 1 "I will upload the files next Monday," Steve has told me.
Steve _____
- 2 "I'm going to present the new app tomorrow," Mr Jones said.
Mr Jones _____
- 3 "You can use it for free," David said to Jane.
David _____
- 4 "Lucy is working on her laptop now," Sheila said.
Sheila _____
- 5 "Our company has a 3D printer," Jane said.
Jane _____
- 6 "Helen is going to get a new computer next week," Bob said to John.
Bob _____

REPORTED QUESTIONS

We often use **asked** to report questions. The word order changes from the question form to the statement form: **subject + verb**

- With **Yes/No** questions, we use **if/whether** in reported questions:
Direct speech: "Will you help me fix the laptop?" he asked me.
Reported speech: He asked me if/whether I would help him fix the laptop.
- With **Wh-questions**, we use the same question word in reported questions:
Direct speech: "What are you downloading?" he asked me.
Reported speech: He asked me what I was downloading.

 pp. 114-115

4 Rewrite the sentences in *reported questions*.

- 1 "What are you doing in the computer lab?" she asked me.
She _____
- 2 "Do you use an antivirus programme?" Kate will ask Tom.
Kate _____
- 3 "Can I borrow your charger?" Anna asked.
Anna _____
- 4 "When will they bring the new printer?" he asks me.
He _____
- 5 "Are you going to watch a film online tonight?" Ian asked Laura.
Ian _____

5 Report the underlined sentences in the dialogue as in the example.

- Mary: Hey, Tina! What are you looking at?
Tina: Oh, I'm trying to decide between a laptop and a tablet.
Mary: Well, if you buy a laptop, you'll have to carry it everywhere. They're heavy.
Tina: I think a tablet is a better idea. What do you think of this one?
Mary: It's too expensive. How much money have you got for your birthday?
Tina: Not that much. I think I won't buy anything.

Mary asked Tina what she was looking at.

Speaking

- 6  Work in groups of three. Two members act out a short dialogue. The third one keeps notes, then he/she reports the dialogue to another group.

Multiple choice

- 1  You are going to listen to a dialogue between two friends. Read the questions and the possible answers. What is the dialogue about?
- Jamie didn't tell his friends about his vlog because he thinks they _____.
 - won't support him
 - will follow him to be kind
 - won't subscribe to his vlog
 - Which equipment did Jamie pay for?
 - the microphone
 - the camera
 - the editing software
 - Jamie says the activity that takes the most time is _____.
 - editing his videos
 - recording his vlogs
 - setting up the equipment
 - Jamie gets negative comments about _____.
 - his music
 - the quality of his videos
 - his appearance

- 2  3.19 Now listen to the dialogue. For questions (1–4), choose the best answer (A, B or C).

Multiple matching

- 3  Look at the list of gadgets. Which ones do you use? What for?



Multiple matching



- Read the two columns.
- The people in the first column will appear in the order, so while listening, match the person to what they say in the second column.
- Be careful as the items might be heard twice, but only one is the correct answer.

- 4  3.20 Listen and match the people (1–4) to the gadgets (a–f). What is each person giving George as a present? There are two extra gadgets.

| People | Gadgets |
|---|--------------|
| 1 <input type="checkbox"/> George's mum | a smartphone |
| 2 <input type="checkbox"/> Richard | b tablet |
| 3 <input type="checkbox"/> Craig | c e-reader |
| 4 <input type="checkbox"/> Jessica | d video game |
| | e smartwatch |
| | f camera |

FUN Time

 Look at the cartoon. Circle the correct phrasal verb.



- A: What are you doing, Mr Wills?
 B: I'm **backing off** / **backing up** the files, sir.

● **back up**: to make an extra copy
 ● **back off**: to move backwards

Vocabulary

The Internet

- 1 a)  Fill in each gap with *store, install, visit, stream, sign in or scan*.

STAY SAFE ONLINE

Whether you surf the Net for information, watch gaming videos online, or use social media to chat with your friends, it's important to stay safe! Here are some useful tips.

- 1) _____ antivirus software on your device. If you have to download files from the Net, you can 2) _____ them for viruses.
- When you 3) _____ films and TV series, use a proper streaming service. Don't 4) _____ illegal websites.
- It's safe to 5) _____ data on the cloud, as long as you 6) _____ using a secret password!

- b)  3.21 Now listen and check your answers.

- 2  Do you use the Internet safely? Tell the class.

Everyday English

Talking about the Internet

- 3  3.22  Listen and read the dialogue. What problems does Ed think the Internet causes?

Faye: The Internet is great, isn't it? One benefit is that it saves time. For example, it helps us do everyday tasks more quickly.

Ed: That's true, but it makes us lazy. Lots of people forget how to do everyday tasks without the Internet.

Faye: I suppose you are right. Still, it is entertaining. We can use it to stream music, films and TV shows.

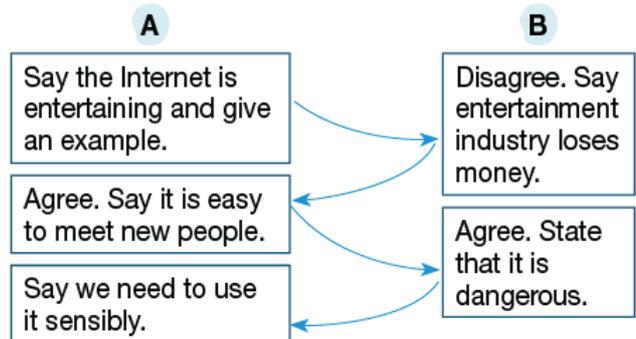
Ed: You've got a point. One drawback is that people are experiencing more health problems from looking at screens all the time.

Faye: Well, I suppose the key is to use the Internet sensibly.

- 4  Replace the underlined phrases/sentences in the dialogue in Exercise 3 with the ones from the Useful Language box.

| Useful Language | |
|--|--|
| Discussing pros/cons | Agreeing/Disagreeing |
| <ul style="list-style-type: none"> • One benefit/ advantage is that ... • One drawback/ disadvantage is that ... | <ul style="list-style-type: none"> • I agree. • I think you are right. • You've got a point there. • I see your point, but ... • Well, I think ... • That's true, but ... • Well, I don't think so. |
| Giving examples | |
| <ul style="list-style-type: none"> • To give an example, ... • For example, ... | <ul style="list-style-type: none"> • For instance, ... |

- 5  Act out a dialogue similar to the one in Exercise 3. Use the phrases/sentences from the Useful Language box and the diagram below. Mind your intonation and rhythm.



Pronunciation

Stress in compound nouns



In a compound noun, the primary stress usually falls on the first part.

- 6  3.23 Listen and repeat. Practise saying them.

- | | |
|------------------|-----------------|
| 1 chat room | 4 text message |
| 2 digital camera | 5 video clip |
| 3 mouse mat | 6 search engine |

An opinion paragraph

- 1 a) Read the paragraph. What is it about?

The Invention of the 20th Century

by James Smith

I believe that the Internet has had the biggest impact on all inventions of the 20th century. First of all, the Internet reshaped the world. It allows us to find everything we want in seconds and learn about it in detail. There are millions of educational videos and online courses to help us learn about various things. Furthermore, the Internet allows us to do so much, such as communicating instantly with anyone in the world, finding out news at any time and shopping online 24 hours a day. We can also be entertained by the Internet because it allows us to watch films and videos at the click of a button. To sum up, the Internet has had an impact on almost every part of our lives and it is the greatest invention in recent human history!

- b) Answer the questions. Which sentence(s) ...

- 1 state(s) the topic and writer's opinion?
- 2 contain(s) the writer's first justification/example?
- 3 contain(s) the writer's second justification/example?
- 4 restate(s) the topic and writer's opinion?

- c) What are the topic sentence, supporting sentences and concluding sentence in the paragraph?



When we write a paragraph, it is important to use *different linking words or phrases* to connect our ideas. This will make the paragraph smooth and easy for the reader to follow.

- 2  Find linking words/phrases from the paragraph in Exercise 1 and put them under the correct headings. Write some more similar words/phrases.

| Listing points | Adding points | Introducing examples | Concluding |
|----------------|---------------|----------------------|------------|
| | | | |

- 3  Fill in the gaps (1–4) with the correct words/phrases from Exercise 2.

1) _____, smartphones help people communicate with each other. They can communicate through their smartphones instantly with a phone call or a video chat. 2) _____, smartphones allow people to be connected to others on the move by using social media. People can 3) _____ watch videos and listen to songs any time. 4) _____, smartphones have a great impact on people's lives.

Your turn

- 3 **PLANNING** You are going to write a paragraph about an invention that has changed our lives for the best. Answer the questions.

- 1 What invention are you going to write about?
- 2 What is your opinion about this invention?
- 3 What reasons can you think of?
- 4 What justifications/examples can you give to support your reasons?

- 4 **WRITING** Write your paragraph (about 120–150 words).

- Use James's paragraph as a model.
- Use your answers in Exercise 3.
- Support your reasons with justifications/examples.
- Use the plan below.

Plan

Topic sentence

stating the topic and your opinion

Supporting sentences

writing your first reason with justification/example

writing your second reason with justification/example

Concluding sentence

restating the topic and your opinion

- 5 **CHECK/CORRECT** Check your paragraph for spelling/grammar mistakes. Then, in pairs, swap your paragraphs and check each other's work.

Reading

1 Read the title and look at the picture. What do you think the text is about?

3.24 Listen and read to find out.



Education in Vietnam Continues Despite COVID-19

On February 3, 2020, most schools in Vietnam had to temporarily close due to the spread of the Coronavirus. In response to the educational emergency caused by the pandemic, immediate action was taken by the Ministry of Education and Training (MOET) to make sure that teaching and learning went on without interruption. Soon after the schools closed, teachers across the country received extra training and support for this sudden change to online teaching and learning. They were also involved in developing special lesson plans in order to meet their students' needs.

Lessons were changed for e-learning through Internet applications such as Zoom, Microsoft Teams and Google Meet. Lessons were also filmed and broadcast on television so that students without computers or Internet access could participate in distance learning. Communication with parents continued on telephone and through online parent-teacher meetings. Learning at all levels went on, examinations took place and the school year finished as planned. On the positive side, Vietnam's responses to Covid-19 in education have created an opportunity to continue with its innovation in technology assisted teaching and learning.



- spread • pandemic
- interruption • broadcast

2 Read the text again and complete the sentences.

- 1 MOET took immediate action to _____.
- 2 Teachers throughout the country got _____ and developed _____.
- 3 Students could use _____ for their e-learning.
- 4 Students without Internet access could learn via _____.
- 5 The school year ended _____.

Project

3



Divide the class into two groups. One group will think of the advantages of distance learning. The other group will think of the disadvantages of distance learning. Hold a debate in class on the issue.



Reading

1 What does DNA stand for?

3.25 Listen and read to find out.

DNA is one of the most important things in all living creatures. But what is it exactly? And why is it so important?

DNA, short for deoxyribonucleic acid, is the molecule that contains the genetic code of organisms.

Our DNA contains all the genetic details that make us what we are. Instructions for how our cells grow and work are all inside our DNA. So DNA is a kind of instruction book for how we look.

We have forty-six chromosomes in our bodies, twenty-three from each of our parents, which join together to make pairs. The discovery of chromosomes has been one of the biggest and most important scientific discoveries in human history.

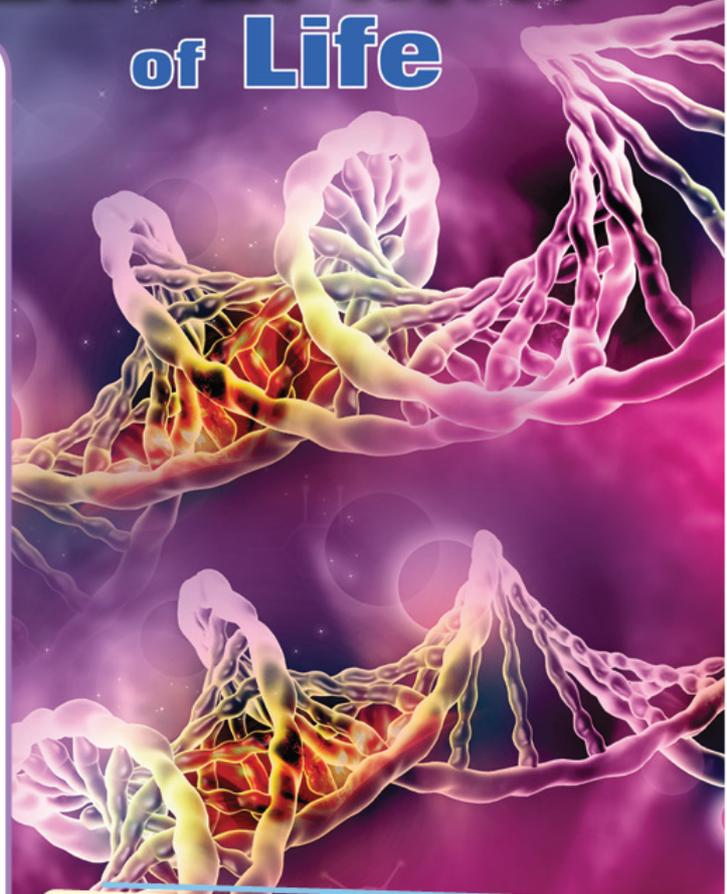
Scientists study DNA for lots of reasons. It can help them understand and treat diseases, genetically modify or improve food, identify people from hair or blood samples, and even create new life through technology like cloning (an identical copy of a plant or animal).

By understanding our DNA and the information inside it, we can understand a lot about ourselves and our health. For example, we can see if we might get certain health problems or illnesses, and we can change our lifestyles to avoid them.

The secrets inside DNA are the key to all life. The more we learn about them, the more we learn about ourselves and the world around us!

DNA

The BLUEPRINT of Life



• molecule • organism • genetic
• cell • chromosome • modify
• identify • cloning • identical

2 Read the article and decide if each of the statements (1–5) is *T* (true) or *F* (false).

- 1 DNA gives information on how our cells look. _____
- 2 We have 26 chromosomes from each parent. _____
- 3 Scientists can use DNA to make sick people well. _____
- 4 They can use DNA to create human clones. _____
- 5 DNA treats certain illnesses. _____

3 Read the article again and answer the questions.

- 1 What is DNA?
- 2 Why do scientists study DNA?
- 3 How does our DNA information help us?

Speaking

4 **Think** Answer the following questions.

- 1 How do you think DNA is a blueprint for life?
- 2 Who do we get our hair and eye colour from?

Progress Check (Units 7–8)

D

Vocabulary

1



Choose the correct option.

- 1 Who **communicated/invented/used/ discovered** the aeroplane?
- 2 You need to **use/store/scan/save** all the files for viruses before you download them.
- 3 Jeff **installed/signed in/watched/put** the software on all the office computers.
- 4 The Internet allows us to **access/travel/ communicate/put** information quickly.
- 5 These apps use augmented **education/ reality/cloud/distance** to help teachers with their lessons.
- 6 Distance learning lets students **study/visit/ educate/surf** from anywhere in the world.
- 7 Jane wants to take an online **experiment/ course/language/assignment** to study art.
- 8 Hugo often **installs/watches/uses/ downloads** social media to chat with his friends or post photos.
- 9 A(n) **educational/native/cloud/distance** library stores information for you to access online.
- 10 Make sure you **store/install/sign in/scan** your files on an external hard disk.
- 11 **Televisions/Telephones/Stethoscopes/ 3D-printers** help find problems with our heart.
- 12 **Digital/Social/Self-driving/Online** assistants control smart home devices.

(12 x 1 = 12 points)

2



Fill in each gap with *keep on*, *back up*, *keep up with* or *back off*.

- 1 _____! Don't go in there!
- 2 Please, _____ the files on an external hard disk.
- 3 He wants to _____ working on the project.
- 4 He does his best to _____ his classmates.

(4 x 2 = 8 points)

Grammar

3



Put the verbs in brackets into the correct *passive* form.

- 1 Penicillin _____ (**invent**) by Alexander Fleming in 1928.
- 2 This office _____ (**protect**) by a high tech security system.
- 3 An antivirus software _____ (**install**) on all the computers at the moment.
- 4 Healthy recipes _____ (**cook**) by chefs at the conference next week.
- 5 Sweets _____ (**must/avoid**) if you are on a diet.
- 6 The video _____ (**not/upload**) yet.

(6 x 1 = 6 points)

4



Turn the following sentences into *reported speech*.

- 1 "Can you pass me the camera?" dad said to me.

- 2 "When is the ICT seminar?" Kevin said to James.

- 3 "Ann works at the Science museum," Mark says.

- 4 "I'm editing the video now," Helen said to Paul.

- 5 "I always turn off the computer when I don't use it," Mark said to me.

- 6 "I will go to the science exhibition with Mark next Saturday," Becky said.

(6 x 1 = 6 points)

Progress Check (Units 7–8)

Everyday English

5  Put the dialogue in the correct order.

- I suppose you are right. Still, it helps people connect with others from all over the world.
- Social media is a great invention. It helps students do better at school.
- That's true, but students who use social media a lot tend to have lower grades.
- I agree that it makes communication easier but it causes people to spend less time talking face-to-face.

(4 x 2 = 8 points)

Reading

6  Read the text and decide if each of the statements (1–5) is *T* (true) or *F* (false).



Stephen Hawking

Stephen Hawking was a physicist who studied how the universe worked. Born in 1942 in Oxford, England, he made some remarkable discoveries and published his findings in books and magazines. Stephen received lots of awards and medals and was a member of many Royal Societies. He was highly educated and had twelve honorary degrees. He even held the position of Lucasian Professor of Mathematics at Cambridge University, a position once held by Sir Isaac Newton! He achieved all of these amazing things even though he developed motor neuron disease in 1963, used a wheelchair and couldn't speak without the help of a computer.

When talking about his illness, Stephen said he never let it stop him from following his dreams. Stephen died at the age of 76 on 14th March, 2018. His amazing achievements and example show us that we can succeed no matter what life throws at us.

- 1 Hawking studied physics. _____
- 2 His findings appeared in newspapers. _____
- 3 He was Lucasian Professor of Physics. _____
- 4 Hawking was born disabled. _____
- 5 He achieved his goals despite his illness. _____

(5 x 4 = 20 points)

Listening

7   3.26 Listen and fill in the missing information.

YOUNG INVENTORS' COMPETITION



Entry details: Children aged 7–14 may enter. The **0** **design** must be original.

Rules: Teachers or parents can give guidance. Inventions must **1** a practical function and solve a problem. Inventions must make **2** easier.

Application: Send in the following:
A clear **3** of the invention
A signed form, a photograph and a log book

Awards: Two categories:
Two prizes of £1,000 – age group 7–11
One prize of **4** – age group 12–14

Entry submission deadline: **5** next year.

Every student will get a certificate and a home inventors' book.

(5 x 4 = 20 points)

Writing

8 Write a paragraph (about 120–150 words) expressing your opinion on the topic:

How can online courses help students?

(20 points)

Total = 100 points



Vocabulary

1



Choose the most appropriate option.

- To save the environment, ____ what we can't use.
A have B recycle C stop
- Amy wants to ____ a member of a wildlife group to help the planet.
A be B start C join
- Social ____ has changed the way we communicate with people all over the world.
A systems B streaming C media
- Eco-tourism is a great way to take a vacation and ____ your carbon footprint.
A reduce B recycle C maintain
- To reduce household waste, have a compost ____ in your garden.
A meal B bin C game
- Nowadays, we can ____ information quickly using the Internet.
A access B treat C detect
- ____ apps let you learn in a fun way using your mobile phone.
A Cloud B Virtual C Educational
- Technology helps students do their ____ easily using online materials.
A education B learning C research
- Online learning helps students explore a topic at their own ____ without rushing through it.
A pace B chunk C cloud
- Is ____ learning the future of education?
A cloud B distance C library
- It is safe to ____ data on the cloud to save space on your device.
A stream B scan C store
- You can see wildlife on your ____ holiday.
A safari B beach C package
- The ____ layer protects the planet from the harmful rays of the sun.
A ozone B gases C solar
- If you walk to work, you can help reduce ____ pollution.
A water B air C plastic
- To preserve the park and its wildlife, please ____ on trails.
A stay B take C stop
- Emission of greenhouse ____ pollutes the environment.
A air B gases C change
- We ____ on guided tours when we are on holiday.
A go B see C do
- ____ off the lights when you leave a room. It saves energy and money.
A Cut B Use C Turn
- We should all do our best to help endangered ____ survive.
A culture B dishes C species
- If you ____ solar energy, you can reduce your electricity bill.
A use B have C recycle

Grammar

2



Choose the most appropriate option.

- This method can ____ to clean water.
A be used B use C used
- The files were ____ for viruses.
A scanned B scan C scanning
- The man ____ car is parked outside is my uncle.
A who B which C whose
- Electric cars are ____ than petrol ones.
A clean B cleanest C cleaner
- The nature reserve is ____ as the national park.
A as large B larger C large
- Solar panels ____ to produce electricity.
A used B are used C uses
- They knocked down the building ____ was behind the old factory last month.
A who B which C whose

Review (Units 5–8)

- 8 You should remember _____ off your computer when you finish using it.
A turn B to turn C turning
- 9 Sandy, _____ is my mum's best friend, left for New York last Monday.
A which B who C whose
- 10 Dad made us _____ our room.
A tidy B to tidy C tidying
- 11 Scott _____ that he would help me with my project.
A told B said C asked
- 12 Jeff can't stand _____ to rock music.
A to listen B listen C listening
- 13 He intends _____ abroad when he finishes school.
A study B to study C studying
- 14 The app _____ tested when I visited the lab.
A will B is being C was being
- 15 I don't mind _____ to school.
A walking B to walk C to walking
- 16 You had better _____ on a coat.
A to put B put C putting
- 17 *Green & Fresh* is the _____ famous vegetarian restaurant in town.
A most B more C very
- 18 Dad said that the cake _____ delicious.
A were B be C was
- 19 We are leaving on an eco-holiday in _____ Galápagos Islands.
A - B the C a
- 20 Ben asked _____ make him some tea.
A if I could B could I C I could

Listening

- 3   3.27 Listen and match the people (1–4) to the holidays (a–e). There is one extra.

- | | | | | |
|---|--------------------------|---------------------|---|---------------------|
| 1 | <input type="checkbox"/> | Sandra | a | sightseeing holiday |
| 2 | <input type="checkbox"/> | Josh | b | beach holiday |
| 3 | <input type="checkbox"/> | Abigail | c | package holiday |
| 4 | <input type="checkbox"/> | Josh's grandparents | d | safari holiday |
| | | | e | eco-holiday |

Reading

- 4  Read the text and decide if each of the statements (1–5) are *T* (true) or *F* (false).



The digital revolution has changed the learning process and how education is accessed, used and shared. This has many benefits for all of us.

The main benefit is that e-learning is available to everyone whenever they want it, including at weekends or in the evenings. And that's not all! Unlike in the classroom, with e-learning, you can access the content as many times as you want. This is especially useful when you are preparing for an exam. In traditional learning, if you can't attend a lesson, then you have to prepare on your own. Not to mention that traditional textbooks cannot be updated with new information, as fast as online information is.

What if you are a fast learner? Then, you can work at your own speed instead of following the speed of the whole group. Furthermore, you can choose which parts you want to study and you can skip certain areas you do not want to learn. In addition, e-learning saves you time as you do not need to travel to a school or college.

So, there you have it – e-learning has become popular and important all over the world because it helps students learn better. No one can deny that the future of learning is online!

- 1 You can access e-learning at any time. _____
- 2 E-learning is only for people preparing for exams. _____
- 3 Online information is more up to date than information in books. _____
- 4 Groups of online students all learn at the same speed. _____
- 5 Online students can save the extra hours they normally spend travelling to and from the school. _____

Writing

- 5 Write a paragraph making suggestions on how to help protect the environment (about 120–150 words).



Grammar Reference Section



Grammar Reference Section

Hello!

Subject/Object personal pronouns – Possessive adjectives

| | | | | | |
|------------------------------|-----------|--------------|--------------|------------|------------|
| SUBJECT PRONOUNS | I we | you you | he they | she she | it it |
| OBJECT PRONOUNS | me us | you you | him them | her her | it it |
| POSSESSIVE ADJECTIVES | my our | your your | his their | her her | its its |

- We use **subject pronouns** before verbs.
Chris is Italian. He is from Italy.
- We use **object pronouns** after a verb or a preposition.
Look at her! She's beautiful.
- We use **object pronouns: me, him, her, you, us** and **them** for people.
This is my brother. Look at him!
- We use **it** and **them** for things.
Do you like this lamp? It is a present from my grandmother. I really like it.
I like these lamps. Can I put them in my room?
- We use **possessive adjectives** before nouns to show that something belongs to someone or something.
These are her glasses.

Note: *its* vs *it's*.

Look at this dress! I really like its colour. (its is a possessive adjective.)

It's a lamp. (It is a subject pronoun; it's = it is.)

The imperative

- We form the imperative with the base form of the verb without a subject.
Answer the phone, please! (NOT: Bill-answer-the-phone.)
- We form the negative imperative with **do not/don't** and the base form of the verb.
Don't open the window.
- We use the imperative
 - to give instructions. *Open your books!*
 - to give orders. *Don't stand there!*
 - to make offers and requests.
Have some tea.
Wait for me, please!

to be

| AFFIRMATIVE | NEGATIVE |
|--|--|
| I am ... He/She/It is ... We/You/They are ... | I am not ... He/She/It is not ... We/You/They are not ... |
| INTERROGATIVE | SHORT ANSWERS |
| Am I ...? Is he/she/it ...? Are you ...? Are we/you/they ...? | Yes, you are./No, you aren't. Yes, he/she/it is. No, he/she/it isn't. Yes, I am./No, I'm not. Yes, you/we/they are. No, you/we/they aren't. |

| | SHORT FORM |
|-------------|--|
| AFFIRMATIVE | I am → I'm You are → You're He is → He's She is → She's It is → It's We are → We're They are → They're |
| NEGATIVE | I am not → I'm not You are not → You aren't He is not → He isn't She is not → She isn't It is not → It isn't We are not → We aren't They are → They aren't |

- We do not repeat the whole question in short answers. We only use **Yes** or **No**, the subject pronoun and the appropriate verb form.
- We use the long form of the verb **to be** in positive short answers.
Is Jill your sister? Yes, she is. (NOT: Yes, she's.)

have got

| AFFIRMATIVE | NEGATIVE |
|---|---|
| I have got ... He/She/It has got ... We/You/They have got ... | I haven't got ... He/She/It hasn't got ... We/You/They haven't got ... |
| INTERROGATIVE | SHORT ANSWERS |
| Have I got ...? Has he/she/it got ...? Have you got ...? Have we/you/they got ...? | Yes, you have. No, you haven't. Yes, he/she/it has. No, he/she/it hasn't. Yes, I have./No, I haven't. Yes, you/we/they have. No, you/we/they haven't. |

Grammar Reference Section



We use the verb **have got**:

- to show that something belongs to somebody.
They've got a blue car.
- to talk about relationships.
Pete's got two sisters.

there is/there are

| AFFIRMATIVE | |
|-------------|--|
| SINGULAR | There is/There's a book in the bedroom. |
| PLURAL | There are some books in the bedroom. |

| NEGATIVE | |
|----------|---|
| SINGULAR | There isn't a book in the bedroom. |
| PLURAL | There aren't any books in the bedroom. |

| | INTERROGATIVE | SHORT ANSWERS |
|----------|--|--|
| SINGULAR | Is there a book in the bedroom? | Yes, there is . No, there isn't . |
| PLURAL | Are there any books in the bedroom? | Yes, there are . No, there aren't . |

- We use **there is** and **there are** when we first refer to the existence or presence of someone or something.
There are hasn't got a short form.
There are two pillows on the bed.
- In short answers we use **Yes, there is/are** or **No, there isn't/aren't**. We do not repeat the whole question.
Is there a table in the kitchen? **Yes, there is**.
(NOT: Yes, there is a table in the kitchen.)

like/love/hate + -ing

We use the **-ing** form of the verb after the verbs **like, love, hate**.

- Tom **loves** cooking.
I **hate** waking up early.
Jessica **doesn't like** waiting.

Quantifiers

| COUNTABLE | UNCOUNTABLE |
|---------------------------------------|--|
| a lot (of)/lots (of)/ (a) few/some | a lot (of)/lots (of)/ (a) little/some |
| many/any | much/any |
| (how) many | (how) much |

- Some** is used with both plural countable and uncountable nouns in affirmative sentences.
There are some apples in the bowl.
There is some milk in the fridge.
Some is also used in interrogative sentences as an offer, a request or a suggestion.
Would you like some cake?
Can you get me some water, please?
How about drinking some orange juice?
- Any** is used with both plural countable and uncountable nouns in negative and interrogative sentences.
There aren't any eggs in the fridge.
Is there any butter in the fridge?
- Much** is used with uncountable nouns and **many** is used with plural countable nouns.
Our new neighbour makes too much noise.
I got the tickets after two hours; too many people were waiting in the queue.
- Much** and **many** are usually used in negative or interrogative sentences.
I don't usually spend much money on clothes.
Have many students got the answer wrong?
- A lot of/Lots of** are used with both plural countable and uncountable nouns. The **of** is omitted when **a lot/lots** are not followed by a noun.
There are a lot of/lots of photographs from our trip to Paris.
Are there a lot of/lots of apples in the basket?
There are a lot/lots.
- How much/many** are used in interrogative sentences.
How much flour do we need for the cake?
How many books did you read?
- A little** means 'not much, but enough'. It is used with uncountable nouns.
She only has a little time to see her friends.

Grammar Reference Section

- **A few** means 'not many, but enough'. It is used with plural countable nouns.

I have got **a few** days to finish my project.

Note:

Few/Little mean 'hardly any, not enough' and can be used with **very** for emphasis.

It's true that (very) **few** people write letters nowadays.

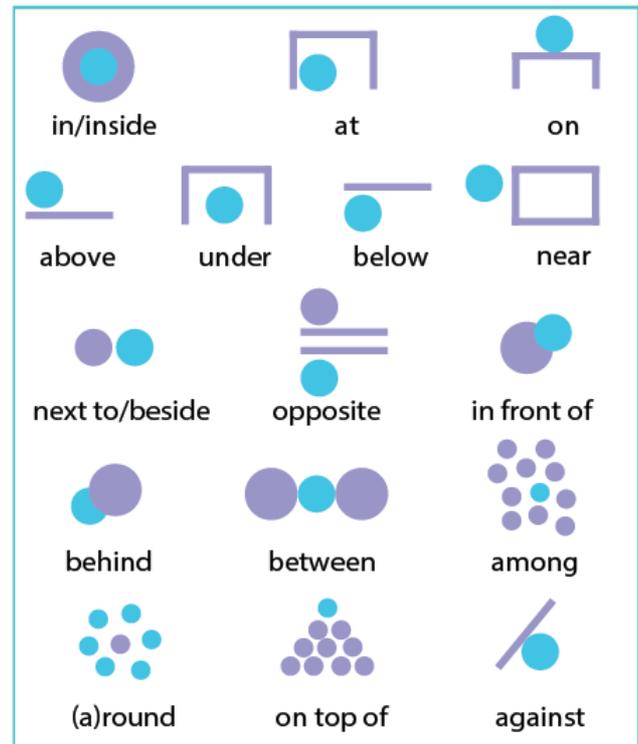
The police have got (very) **little** information on the case so they're still searching.

Wh-questions

We use the following **question words** to ask about people, places, things, etc.

- People: **who/whose**
Who is Fiona? She's my best friend.
Whose pencil is this? It's Cathy's. (possession)
- Things: **what/which**
What is your favourite colour? White. (unlimited choice)
Which purse is yours? The black one. (limited choice)
- Place: **where**
Where is he from? He's from Greece.
- Time: **when/how long (ago)/how often/what time**
When does the film start? At 8:00 p.m.
How long does it take you to get to work? About an hour.
How often do you brush your teeth? Every day.
What time do you start school? At 8:00 a.m.
- Quantity: **how much**
How much sugar do you want in your tea? Not much.
- Number: **how many**
How many eggs do we need for the cake? Six.
- Manner: **how**
How do you get to school? By bus.
- Reason: **why**
Why is Rachel so happy? It's her birthday today.
- Age: **how old**
How old are you? Thirty.

Prepositions of place



We use **at**:

- when we refer to a **particular point** or **position**.
 Mona is **at** the front door.
- to say where an **event** takes place.
 There aren't many people **at** the theatre.
- in the expressions: **at school/university/college, at work, at home, at the top of, at the bottom of, at sea** (= working on a ship), **at the station/airport, at the seaside**, etc.
- with **addresses** when we mention the house number.
 They live **at** 71 Falcon Road.
 BUT **on** Highfield Street
- to talk about a person's **house** or **business**.
at Emily's (house), **at** the butcher's

We use **in**:

- in the expressions: **in the middle, in the sky, in the shade, in bed, in hospital, in prison, in a newspaper/magazine/book, in a picture/photo, in a street, in the world, in this lesson, in the country, in one's hand**, etc.

Grammar Reference Section



- with the names of **towns, cities, countries** and **continents**.

in Henley, **in** Paris, **in** Spain, **in** Asia

Note: We use **in** when we refer to a building itself. However, we use **at** when we refer to the normal function of the building.

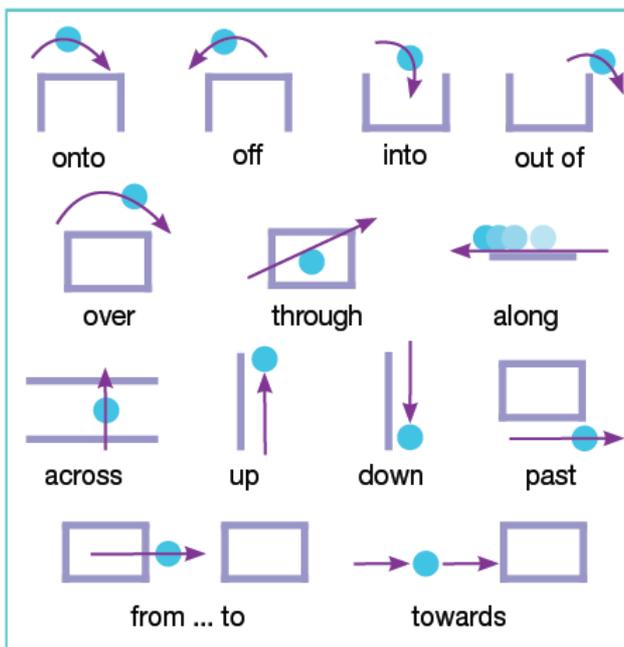
There were lots of people **in** the cinema. (inside the building)

There were lots of people **at** the cinema. (They were watching the film.)

We use **on**:

- in the expressions: **on the left/right, on a(n)/the platform/island/beach/coast, on a map, on a farm, on a/the menu, on the first/second floor, on the phone**, etc.
on the first floor, **on** a chair **BUT in** an armchair, **on/at** the corner of a street **BUT in** the corner of a room

Prepositions of movement



- When we talk about a means of transport, we use the preposition **by**.
by car/bus/train/taxi/plane/boat **BUT on** foot
- We do not use the preposition **by** when there is an article (**a/an/the**), a possessive adjective (**my, your**, etc) or a possessive case before the means of transport.
on the train (NOT: ~~by the~~ train), **in** your car (NOT: ~~by your~~ car), **on** the two o'clock bus, **on** the plane, **in** Trey's car

Unit 1

Present Simple

Form: subject + main verb (+ **-s/-es** in the third person singular)

| AFFIRMATIVE | NEGATIVE |
|---|--|
| I/You like ... He/She/It likes ... We/You/They like ... | I/You don't like ... He/She/It doesn't like ... We/You/They don't like ... |
| INTERROGATIVE | SHORT ANSWERS |
| Do I/you like ...? Does he/she/it like ...? Do we/you/they like ...? | Yes , you/I do . No , you/I don't . Yes , he/she/it does . No , he/she/it doesn't . Yes , you/we/they do . No , you/we/they don't . |

Spelling (3rd person singular)

- We add **-s** to the end of most verbs.
I work – he works
- We add **-es** to verbs that end in **-ss, -sh, -ch, -x** or **-o**.
I miss – he misses, I wash – he washes, I watch – he watches, I fix – he fixes, I go – he goes
- For verbs ending in a **consonant + -y**, drop the **-y** and take **-ies**.
I try – he tries, I study – he studies
- For verbs ending in a **vowel + -y**, take **-s**.
I play – he plays
- The verb **have** is irregular. The third singular form of **have** is **has**.
Hugo has lunch at the office every day.

Use

The **Present Simple** is used:

- for **habits/routines**.
He usually gets up at 8:00 a.m.
- for **permanent states**.
They live in Dover.
- for **general truths**.
Summers are usually hot.
- for **programmes and timetables**.
The train to New York leaves at 5:30 p.m.

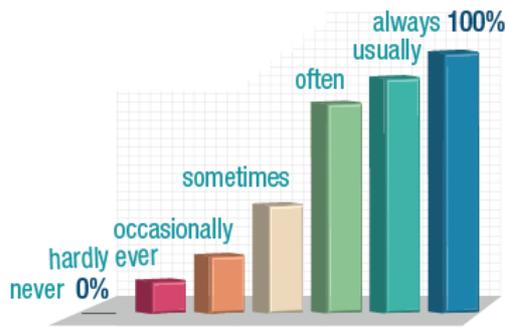
Grammar Reference Section

Time expressions used with **Present Simple**:

- always, usually, every day/week/month/year/etc.
- on Mondays/Tuesdays/etc.
- in the morning/afternoon/evening, etc.
- at night/the weekend, etc.

Adverbs of frequency

- **Adverbs of frequency** (always, usually, often, sometimes, occasionally, hardly ever, never) tell us how often something happens.
I **usually** visit my grandparents on Sundays.



- **Adverbs of frequency** go **before** the **main verb** (*walk, fly, etc.*), but **after** the verb **to be**, and auxiliary or modal verbs such as **do, can, must**, etc.
Do you **often** go out with your friends?
He **is never** late for school.
- **Adverbs of frequency** go before the auxiliary verb in short answers.
Do you read newspapers? Yes, I **sometimes do**.

Note: The adverb **never** has a negative meaning and is never used with the word **not**.

Annie **never walks** to school.

(NOT: Annie ~~does not never walk to school~~.)

Present Continuous

Form: subject + verb **to be** (*am/is/are*) + main verb + **-ing**

| AFFIRMATIVE | NEGATIVE |
|---|---|
| I'm/You're/ He's/She's/It's/ We're/They're talking. | I'm not /You're not / He's not /She's not / It's not /We're not / They're not talking. |
| INTERROGATIVE | SHORT ANSWERS |
| Am I talking? | Yes, you are./No, you aren't. |
| Is he/she/it talking? | Yes, he/she/it is. |
| Are you talking? | No, he/she/it isn't. |
| Are we/you/they talking? | Yes, I am./No, I'm not. |
| | Yes, you/we/they are./ |
| | No, you/we/they aren't. |

Spelling

- For most verbs, add **-ing** to the base form of the main verb. **work – working**
- For verbs ending in **-e**, drop the **-e** and add **-ing**. **dance – dancing**
- For verbs ending in **one stressed vowel between two consonants**, double the last consonant and add **-ing**. **swim – swimming**
- For verbs ending in a **consonant + vowel + -l**, double the **-l** and add **-ing**. **travel – travelling**
- For verbs ending in **-ie**, drop the **-ie** and add **-y + -ing**. **lie – lying**

Use

The **Present Continuous** is used:

- for **actions happening now**, at the moment of speaking. **He's talking on the phone now.**
- for **temporary actions**.
Minh is working hard these days.
- for **fixed arrangements in the near future**, especially when we know the **time** and the **place**. **James is flying to Oslo at 8:00 in the evening.**

Time words/phrases used with the **Present Continuous**: now, right now, at the moment, these days, at present, tonight, tomorrow, next week/month, etc.

Grammar Reference Section



Stative verbs

Stative verbs are verbs that describe a state rather than an action and do not usually have a continuous form.

These are:

- verbs of **perception** (*see, hear, feel, smell, taste*, etc.).
This cake **tastes** delicious.
- verbs which express **feelings** and **emotions** (*desire, enjoy, hate, like, love, prefer, want*, etc.).
He **loves** rock music.
- other verbs: *agree, be, belong, contain, cost, fit, have, include, keep, need, owe, own*, etc.
His house **costs** a lot of money.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

| PRESENT SIMPLE | PRESENT CONTINUOUS |
|---|---|
| I think he's telling the truth. (= believe) | He is thinking of going to Rome in the summer. (= is considering) |
| They have a very old car. (= own, possess) | Nick is having lunch. (= is eating) Mary is having some guests tonight. (= is hosting) |
| We can see the river from our hotel room. (= the river is visible) I see what you mean. (= understand) | He is seeing the dentist later. (= is meeting) |
| This food tastes good. (= the flavour of the food is) | She is tasting the chicken to check if it needs more salt. (= is trying) |
| The candle smells like roses. (= has the aroma of) | Ann is smelling the flowers. (= is sniffing) |
| He appears to be tired. (= seems) | She is appearing in the new Bond film. (= is performing) |
| The cat's fur feels very soft. (= has the texture of) | The doctor's feeling her forehead to see if she has a fever. (= is touching) |

| | |
|---|---|
| Sue is very sensitive. (character – permanent state) | You are being very impolite. (behaviour – temporary state) |
| This top fits you well. (= is the right size) | They are fitting new cupboards in the kitchen. (= are putting) |
| He looks sad. (= appears) | He is looking at the statue. (= is taking a look at) |

Note: The verb **enjoy** can be used in continuous tenses to express a **specific preference**.

She **enjoys** travelling. (general preference)

BUT They **are enjoying** themselves at the cinema. (specific preference)

The verbs **look** (when we refer to somebody's appearance) and **feel** (when we experience a particular emotion), can be used in simple or continuous tenses with no difference in meaning.

I **feel** exhausted. = I'm **feeling** exhausted.

Unit 2

Past Simple

Regular verbs

| AFFIRMATIVE | NEGATIVE |
|--|--|
| I/You/He/She/It/We/You/They walked . | I/You/He/She/It/We/You/They didn't walk . |
| INTERROGATIVE | SHORT ANSWERS |
| Did I/you/he/she/it/we/you/they walk ? | Yes , you/I/he/she/it/you/we/they did . No , you/I/he/she/it/you/we/they didn't . |

Irregular verbs

| AFFIRMATIVE | NEGATIVE |
|---|--|
| I/You/He/She/It/We/You/They slept . | I/You/He/She/It/We/You/They didn't sleep . |
| INTERROGATIVE | SHORT ANSWERS |
| Did I/you/he/she/it/we/you/they sleep ? | Yes , you/I/he/she/it/you/we/they did . No , you/I/he/she/it/you/we/they didn't . |

Grammar Reference Section

Spelling (regular verbs)

- For most regular verbs, add **-ed**. I **work** – I **worked**
- For verbs ending in **-e**, add **-d**. I **dance** – I **danced**
- For verbs ending in a **consonant** + **-y**, drop the **-y** and add **-ied**. I **try** – I **tried**
- For verbs ending in a **vowel** + **-y**, add **-ed**. I **play** – I **played**
- For one-syllable verbs ending in **vowel** + **consonant**, double the consonant (except **w, x, y**) and add **-ed**. I **stop** – I **stopped**
- For verbs ending in a **consonant** + **vowel** + **-l**, double the **-l** and add **-ed**. I **travel** – I **travelled**
- Some verbs have an irregular past form (see Irregular Verbs list at the back of the book).

Use

The **past simple** is used:

- for an action that happened at a **certain time in the past**.
They **travelled** to India **last summer**.
- for actions that happened **one after the other in the past**.
First, he **had** a shower. Then, he **had** breakfast.

Time words/phrases used with the **Past Simple**: yesterday, in 2008, ago, last night/week/month/etc., two days/weeks/etc.

Past Continuous

Form: subject + **was/were** + main verb + **-ing**

| AFFIRMATIVE | NEGATIVE |
|--|--|
| I was walking . He/She/It was walking . We/You/They were walking . | I wasn't walking . He/She/It wasn't walking . We/You/They weren't walking . |
| INTERROGATIVE | SHORT ANSWERS |
| Was I walking? Was he/she/it walking? Were you walking? Were we/you/they walking? | Yes, you were./No, you weren't. Yes, he/she/it was. No, he/she/it wasn't. Yes, I was./No, I wasn't. Yes, you/we/they were. No, you/we/they weren't. |

Use

The **Past Continuous** is used:

- for an action which was in **progress at a stated time** in the past. We do not mention when the action **started** or **finished**.
At eleven o'clock last night, we **were watching** a film. (We don't know when the film started or finished.)
- for an action which was in **progress** when another action **interrupted** it. We use the **Past Continuous** for the action in progress (longer action) and the **Past Simple** for the action that interrupted it (shorter action).
She **was cooking** dinner when the phone **rang**.
- for two or more **simultaneous actions** in the past.
She **was cooking** dinner while he **was taking** a shower.
- to describe the **atmosphere**, the **setting**, etc. in the introduction to a story, before we describe the **main events**.
Alex **was driving** to work. It **was raining** heavily.

Time words/phrases used with the **Past Continuous**: when, while, as, all day/night/morning, etc.

Linking words

WHILE/WHEN

while + past continuous:

- two past actions happening at the same time
Tony **was reading** a book **while** Sam **was surfing** the Net.
- a past action in progress interrupted by another action
While Paul **was cooking**, the lights went off.

when + past simple: a past action that interrupted another action in progress

When the lights **went off**, Paul **was cooking**.

Unit 3

Present Perfect

Form: subject + **have/has** + past participle of the main verb

Grammar Reference Section



Regular verbs

| AFFIRMATIVE | NEGATIVE |
|---|--|
| I've played ... He's/She's/It's played ... We've/You've/They've played ... | I haven't played ... He/She/It hasn't played ... We/You/They haven't played ... |
| INTERROGATIVE | SHORT ANSWERS |
| Have I played ...? Has he/she/it played ...? Have you played ...? Have we/you/they played ...? | Yes, you have . No, you haven't . Yes, he/she/it has . No, he/she/it hasn't . Yes, I have /No, I haven't . Yes, you/we/they have . No, you/we/they haven't . |

Irregular verbs

| AFFIRMATIVE | NEGATIVE |
|--|---|
| I've seen ... He's/She's/It's seen ... We've/You've/They've seen ... | I haven't seen ... He/She/It hasn't seen ... We/You/They haven't seen ... |
| INTERROGATIVE | SHORT ANSWERS |
| Have I seen ...? Has he/she/it seen ...? Have we/you/they seen ...? | Yes, you have ./No, you haven't . Yes, he/she/it has . No, he/she/it hasn't . Yes, you/we/they have . No, you/we/they haven't . |

Use

The **Present Perfect** is used:

- to describe an action or a state which started in the past and continues up to the present, especially with **stative verbs** such as **have, like, know, be**, etc. In this case, we often use **for** and **since**.
They have been married since 2005. (They got married in 2005 and they are still married.)
- for an action which happened at an unstated time in the past and whose **result** is **visible** in the **present**.
Harry has put on weight.
- to describe a person's experience.
This is the second time Trung has visited Paris.

Time words used with the **Present Perfect**:

- already:** **We have already been** to the supermarket. (= before now)
- yet:** **Has Mary finished** her homework **yet?** (= so far) **She hasn't finished her homework yet.**
- just:** **Mark has just arrived.** (= a short time ago)
- ever:** **Have you ever been** to Spain? (= at anytime)
- never:** **She has never been** to Spain. (= at no time)
- so far:** **I have received** four e-mails **so far.** **What have you done so far?** (= up to now)
- since:** **He has worked** as a teacher **since 2010.** (= starting point of an action)
- for:** **I haven't seen** Ann **for two weeks.** (= period of time)

have been to / have gone to

- We use **been** when somebody **has returned**.
Mary has been to Paris **three times.** (= She went there and has come back.)
- We use **gone** when somebody **has not returned**.
He has gone to work. (= He's on his way to work or he's there now. He hasn't come back yet.)

Unit 4

Future Simple – *be going to*

Future Simple *will*

Form: subject + **will** + main verb

| AFFIRMATIVE | NEGATIVE |
|---|--|
| I/He/She/It/We/You/They will go ('ll go). | I/He/She/It/We/You/They won't go . |
| INTERROGATIVE | SHORT ANSWERS |
| Will you go? Will I/he/she/it/we/you/they go? | Yes, I will./No, I won't. Yes, you/he/she/it/you/we/they will. No, you/he/she/it/you/we/they won't. |

Use

We use the **Future Simple**:

- to make **predictions** based on what we **believe** or **think**. We use **will** with the verbs **think, believe, expect**, etc.; the expressions **be sure, be afraid**, etc. and the adverbs **perhaps, certainly, probably**, etc.
I think/believe he will win the race.



Grammar Reference Section

- to make **on-the-spot decisions** and **offers**.
I like these shoes. I'll buy them. (on-the-spot decision)
It's your birthday, so I'll take you out for dinner. (offer)
- to make **promises/threats/warnings/requests/hopes**.
I'll call you when I get home. (promise)
- to talk about **actions/events/situations** which will definitely happen in the future and which we cannot control.
My father will be 55 years old in two weeks. (We cannot control this future event; it will definitely happen.)

be going to

Form: subject + verb **to be** (am/is/are) + **going to** + main verb

| AFFIRMATIVE | NEGATIVE |
|--|--|
| I am/He is/She is/ It is/We are/ You are/They are going to leave. | I'm not/He's not/She's not/ It's not/We're not/ You're not/They're not going to leave. |
| INTERROGATIVE | SHORT ANSWERS |
| Am I going to leave? Is he/she/it going to leave? Are you going to leave? Are we/you/they going to leave? | Yes, you are./No, you aren't. Yes, he/she/it is./ No, he/she/it isn't. Yes, I am./No, I'm not. Yes, you/we/they are./ No, you/we/they aren't. |

Use

We use **be going to**:

- to talk about **plans, intentions** or **ambitions** we have for the future.
My parents are going to buy a new house. (plan/intention)
- to make **predictions** based on what we can see.
It's cloudy outside – it's going to rain. (prediction)

Time words/phrases used with the **Future Simple**: tomorrow, soon, next week/month/etc., the day after tomorrow, etc.

Notes:

- We use **will** when we **make a prediction** based on what we **think, believe** or **imagine**.
In 2100, people will live on other planets.
- We use **be going to** when we make a **prediction** based on what we can see (evidence).
That car is out of control – it's going to crash!

Present Simple / Present Continuous (future meaning)

- We can use the **present simple** to talk about **timetables** and **programmes**.
The train leaves at 10:00.
- We use the **Present Continuous** for **fixed arrangements** in the **near future**.
Jack is catching flight BA 394 to London tomorrow morning.

Conditionals – Type 1

- Conditional clauses** consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result). When the **if-clause** comes before the **main clause**, the two sentences are separated by a **comma**. When the **main clause** comes before the **if-clause**, then **no comma** is necessary.
If you don't leave now, you'll miss the bus.
You'll miss the bus if you don't leave now.

Conditional type 1 – Form

| if-clause | Main clause |
|----------------------------|--|
| If + present simple | → will/can/must/ etc. + bare infinitive or imperative |
| | If you study hard, you'll pass the exam. If you finish your homework, you can watch TV. If you don't like it, don't eat it. |

Use

- We use **conditional type 1** to talk about a **real** or **very probable situation in the present** or **future**.
If it rains, we won't go out.
- We can use **unless** instead of **if ... not** in the **if-clause**. The verb is always in the **affirmative** after **unless**.
If it doesn't rain, we'll go on a picnic.
Unless it rains, we'll go on a picnic.

Grammar Reference Section



Conditionals – Type 2

Conditional type 2 – Form

| if-clause | Main clause |
|--|---------------------------------------|
| If + past simple | → would/could/might + bare infinitive |
| If I had free time, → I would take up a hobby. | |

Use

We use **conditional type 2** to talk about an **imaginary situation** contrary to facts **in the present**.

If I **had** enough money, I **would buy** a new car. (I don't have enough money right now.)

We also use **conditional type 2** to **give advice**.

If I **were** you, I **would go** to the police. (advice)

Unit 5

The gerund (-ing form)

Use

We use the **gerund (-ing form)**:

- after certain verbs such as **admit, appreciate, avoid, confess, consider, deny, finish, imagine, mention, mind, miss, practise, risk, suggest**, etc.
Please, **avoid eating** in the room.
- after **love, like, enjoy, hate, dislike** and **prefer**, to express general preference.
Lucy **likes going** out.

DIFFERENCE IN MEANING BETWEEN THE TO-INFINITIVE AND -ING FORM

Some verbs can take either the **to-infinitive** or the **-ing** form with a change in meaning.

- **forget + to-inf** = not remember something you need to do
We **forgot to bring** our passports!
- **forget + -ing form** = have no memory of something you have done
I'll never **forget going** to Kenya!
- **remember + to-infinitive** = not forget to do something
John **remembered to lock** the door.
- **remember + -ing form** = have a memory of something you have done
I don't **remember meeting** you before.

- **try + to-infinitive** = do one's best, attempt
She **tried to win** the competition.
- **try + -ing form** = do something as an experiment
Try cutting down on fat; you may lose weight.
- **stop + to-infinitive** = stop doing something temporarily in order to do something else
He **stopped to buy** a newspaper on his way home.
- **stop + -ing form** = finish doing something
She **stopped going** to the gym when she hurt her back.

Note:

The verbs **begin, start, continue**, etc. can be followed by either a **to-infinitive** or an **-ing form** without any change in meaning.

She **continued writing/to write** the email.

We normally use the infinitive after the continuous forms of the above verbs.

The stadium **is starting to get** crowded. (NOT: The stadium ~~is starting getting~~ crowded.)

The infinitive

There are **two infinitive forms**:

- the **to-infinitive**.
I want **to go** out.
- the **bare infinitive**.
You can **trust** me.

We use the **to-infinitive**:

- after the following verbs: **advise, afford, agree, appear, ask, decide, expect, hope, manage, need, offer, plan, promise, refuse, seem, want**, etc.
We **advise you to remain** calm.
- after **would like, would prefer** and **would love** to express specific preference.
I **would like to eat** some ice cream.

We use the **bare infinitive**:

- after the verbs **let, make, see** and **hear**, etc.
He **made them do** all the exercises.
BUT: They **were made to do** all the exercises. (passive form)
- after **had better** and **would rather**.
He **would rather walk** to school than take the bus.

Grammar Reference Section

The verbs **see**, **hear** and **watch** are followed by the **bare infinitive** to describe a complete action (something that somebody saw/heard/watched from the beginning to the end). **BUT:** they are followed by an **-ing form** to describe an incomplete action (when we want to say that somebody saw/heard/watched part of the action).
She saw him leave the house. (= She saw the whole action.) **BUT: She saw him leaving the house.** (= She saw part of the action).

Notes:

- **Help** is followed by either the **to-infinitive** or **bare infinitive**.
My mother **helped me (to) cook** dinner.
- If the two **to-infinitives** are joined by **and** or **or**, the **to** of the second infinitive can be omitted. **He decided to move to New York and get a new job.**
- We form the negative infinitive with **not**.
She promised **not to say** anything.

Relative pronouns / Relative clauses

The relative pronouns **who**, **which**, **that**, **whose** introduce relative clauses.

The man **who is wearing a grey coat** is Joe's father.

relative clause

- We use **who/that** to refer to people.
- We use **which/that** to refer to objects or animals.
- **Who/which/that can be omitted** when they are the **object of the relative clause**.

That's the girl **who** helped me at the clean-up day. (subject)

That's the girl **who** I saw at the clean-up day yesterday. (object)

That's the girl (**who**) I saw at the clean-up day yesterday. (omission)

- We use **whose** instead of **possessive adjectives** (my, your, his, etc.) with **people**, **objects** and **animals** to show **possession**.

a) That's the man. **His wife is an architect.**

That's the man **whose** wife is an architect.

b) That's the car. **Its engine was made in Mexico.**

That's the car **whose** engine was made in Mexico.

- A relative pronoun is **not used** with another **pronoun** (*I, you, me, him, etc.*).
 - a) **I know a doctor who works in this hospital.**
(NOT: ~~I know a doctor who she works in this hospital.~~)
 - b) **The people (who) we met are from Brazil.**
(NOT: ~~The people (who) we met them are from Brazil.~~)

Defining / Non-defining relative clauses

There are two types of relative clauses: **defining relative clauses** and **non-defining relative clauses**.

- A **defining relative clause** gives necessary information and is essential to the meaning of the main sentence. The relative pronouns can be omitted when they are the object of the relative clause.
The jeans are too tight. (Which jeans? We don't know. The meaning of the sentence is not clear.)
The jeans (**which/that**) I bought yesterday are too tight. (Which jeans? The ones I bought yesterday.)
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. In non-defining relative clauses, the relative pronouns cannot be omitted and cannot be replaced by **that**. The relative clause is put between commas.
My dog is very friendly. **His name is Blacky.** (The meaning of the sentence is clear.)
My dog, **whose name is Blacky**, is very friendly. (The relative clause gives extra information.)

Unit 6

Comparative / Superlative of adjectives and adverbs

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with others of the same group.
Bob is **taller** than Sam. He's **the tallest** student in the class.
- We often use **than** after a comparative.
My sister is **younger than** me.

Grammar Reference Section



- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We use **in** with places.

He's **the kindest** person **in** the office. He's **the most generous of** all my friends.

Formation of comparatives and superlatives

Adjectives of **one syllable** take **-(e)r/-(e)st** to form their comparative and superlative forms.

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|-----------|---------------|----------------------------|
| tall | taller (than) | the tallest (of/in) |
| nice | nicer (than) | the nicest (of/in) |

Adjectives of **one syllable** that end in a **consonant + vowel + consonant**, double the last consonant and add **-er/-est**.

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|-----------|----------------|-----------------------------|
| thin | thinner (than) | the thinnest (of/in) |

Adjectives of **two syllables** ending in **-y**, drop the **-y** and add **-ier/-iest**.

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|-----------|----------------|-----------------------------|
| ugly | uglier (than) | the ugliest (of/in) |
| happy | happier (than) | the happiest (of/in) |

Adjectives of **two or more syllables** take **more/the most** to form their comparative and superlative forms.

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|-----------|------------------------------|-----------------------------------|
| difficult | more difficult (than) | the most difficult (of/in) |
| beautiful | more beautiful (than) | the most beautiful (of/in) |

Note: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with **-er/-est** or with **more/the most**.

friendly – friendlier/**more** friendly – **the friendliest/the most** friendly

Adverbs

- Adverbs that have **the same form** as their adjectives (*hard, fast, free, late, high, early, low, deep, long, near, straight*) take **-er/-est**.
low – lower – **the lowest**

- Two-syllable adverbs and adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **the most** in the superlative form.

often – **more** often – **the most** often
politely – **more** politely – **the most** politely

- For the adverb **early**, drops the **-y** and adds **-ier/-iest**.

| IRREGULAR FORMS | | |
|--------------------|-----------------|-----------------------|
| ADJECTIVE / ADVERB | COMPARATIVE | SUPERLATIVE |
| good/well | better | the best |
| bad/badly | worse | the worst |
| little | less | the least |
| a lot of/much/many | more | the most |
| far | further/farther | the furthest/farthest |

Notes:

- We can use **elder/eldest** + **noun** for members of a family.
My **elder/eldest** brother is a pilot. **BUT:** My brother is older than me. (NOT: elder than)
- further/farther** (adv) = longer (in distance)
Their house is **further/farther** away than ours.
further (adj) = more
If you need any **further** information, let me know.

Modifying comparisons

- as + adjective + as** (to show that two people or things are similar/different in some way). In negative sentences, we can use **not as/so ... as**.
Lucy is **as young as** Kate. This tablet isn't **as/so good as** that one.
- much/a lot + comparative** (to emphasise the big difference between two people or things)
Los Angeles is **much noisier than** London.
- a bit/a little + comparative** (to emphasise the small difference between two people or things)
Edinburgh is **a bit more beautiful than** Glasgow to me.
- by far + superlative** (to emphasise the big difference in the same group of people or things)
Mount Everest is **by far the highest** mountain in the world.



Grammar Reference Section

The definite article *the*

We use **the** with:

- nouns that are **unique** (**the** Earth, **the** sky, **the** Sun, etc.).
- the names of **rivers** (**the** Seine), **seas** (**the** Red Sea), **oceans** (**the** Atlantic Ocean), **mountain ranges** (**the** Alps), **deserts** (**the** Sahara), **groups of islands** (**the** Easter Islands) and **countries** when they include words such as 'state', 'kingdom' and 'republic' (**the** United States, **the** United Kingdom).
- the names of **musical instruments** after the verb **play** (**the** piano, **the** trumpet).
- the name of **ships** (**the** Santa Maria), **newspapers** (**the** Times), **cinemas/theatres** (**the** Plaza), **hotels** (**the** Ritz), **museums/art galleries** (**the** Louvre).
- the names of **families** (**the** Browns) and **nationalities** ending in **-sh**, **-ch** and **-ese** (**the** Dutch, **the** Chinese).
- titles** (**the** King) when the person's name is not mentioned. (**BUT**: King Arthur)
- the words **morning**, **afternoon** and **evening**.
I get up at 6 o'clock **in the** morning every day.

We don't use **the** with:

- uncountable** and **plural countable nouns** when talking about something **in general**.
Leopards live **in the** wild.
- proper nouns (names of people, places, etc.).
This is John.
- the names of **countries** and **cities** (France, Paris).
- the names of **bridges** (San Francisco Bridge), **parks** (Hyde Park), **railway stations** (King's Cross Station), **mountains** (Mount Everest), **individual islands** (Cyprus), **lakes** (Lake Superior), **continents** (Europe), **streets** (Moss Street), **squares** (Trafalgar Square). **BUT**: the M25 (national roads/motorways)
- the names of **meals**, **games**, **sports** or **school subjects** (breakfast, football).
- languages**, unless they are followed by the word **language**. I am learning **Chinese**.
BUT: I am learning **the Chinese language**.
- the words **this/that/these/those** (this skirt, these books) (NOT: ~~this the skirt~~).
- possessive adjectives**. This is **my** bag.
- titles** when the person's name is **mentioned** (Queen Elizabeth, President Obama).

- the words **school**, **church**, **hospital**, **bed**, **prison**, **home**, when we refer to the purpose for which they exist. Jane was **in school**. (She is a student there.) **BUT**: Mrs Stevens went **to the school** for parent-teacher night. (She's not a student.)
- by** + means of transport (**by** car/bus/train).

Compound sentences (*and*, *but*, *or*, *so*)

A compound sentence has two independent clauses that have related ideas. The independent clauses can be joined by using coordinating conjunctions: **and**, **but**, **or**, **so**.

I often make my bed. I often mop the floor.
→ I often make my bed **and** mop the floor.

In the afternoon, John goes cycling. He never goes to the park.
→ In the afternoon, John goes cycling, **but** he never goes to the park.

In my free time, I go out with my friends. In my free time, I do sports.
→ In my free time, I go out with my friends **or** I do sports.

She's very unfriendly. She hasn't got many friends.
→ She's very unfriendly, **so** she hasn't got many friends.

Punctuation

We usually put a comma before **but** and **so**.
I can swim, but I can't run fast.
It isn't raining now, so let's go for a walk.

Unit 7

The passive

Form

We form **the passive** with the verb **to be** in the appropriate tense and the **past participle of the main verb**.

| | ACTIVE | PASSIVE |
|---------------------------|-----------------------------------|--|
| Present Simple | Sue types the letters. | The letters are typed by Sue. |
| Present Continuous | Sue is typing the letters. | The letters are being typed by Sue. |

Grammar Reference Section



| | | |
|-----------------------------|------------------------------------|---|
| Past Simple | Sue typed the letters. | The letters were typed by Sue. |
| Past Continuous | Sue was typing the letters. | The letters were being typed by Sue. |
| Present Perfect | Sue has typed the letters. | The letters have been typed by Sue. |
| Future Simple | Sue will type the letters. | The letters will be typed by Sue. |
| Modals (modal+be+pp) | Sue must type the letters. | The letters must be typed by Sue. |

Use

We use the **passive**:

- when the doer of the action (the agent) is general (e.g. people), unknown, or is not the topic of speaking.
*English **is spoken** everywhere in the world.*
 (The doer of the action is general.)
*Our house **was broken into** last night.* (We do not know who broke into the house.)
*I love this mobile app. It **was developed** by my best friend, Michael.* (The topic of speaking is *the mobile app*, not *my best friend*.)
- when the **action** itself is **more important** than the person/thing performing the action, as in **news headlines, newspaper articles, formal notices, instructions, ads**, etc.
*The village **was completely destroyed** by the earthquake.*
- when we want to make statements more **formal** or **polite**.
*My favourite mug **has been broken**.* (more polite than saying "You have broken my favourite mug.")
- If we want to say who performed the action, we use **by**.
*The book **was translated** by James.*

Note: The passive is used more often in written English than in spoken English.

Changing from active into passive

To change a sentence from **active** into **passive**:

- the **object** in the active sentence becomes the **subject** in the passive sentence.

- the tense of the verb **to be** in the passive sentence is **the same** as the tense of the main verb in the active sentence.
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** + **person**, **with** + **object/instrument** or it is **omitted**.

| | | | |
|----------------|----------------|-----------------------|---------------|
| | SUBJECT | VERB | OBJECT |
| ACTIVE | Columbus | discovered | America. |
| | SUBJECT | VERB | AGENT |
| PASSIVE | America | was discovered | by Columbus. |

Note: Only **transitive verbs** (verbs followed by an object) can be changed into the passive.

Active: *Bill **waters** the plants.* (transitive verb)

Passive: *The plants **are watered** by Bill.*

BUT: *She **goes** to school at eight o'clock.* (The verb *goes* in this sentence is intransitive; that is, it is not followed by an object. The sentence cannot be changed into the passive.)

- We can use the verb **to get** instead of the verb **to be** in everyday speech, when we talk about things that happen by accident or unexpectedly.
*Tom's bike **got stolen** yesterday.* (= Tom's bike **was stolen** yesterday.)
- We use **by** + **agent** to say who or what carries out the action. We use **with** + **instrument/material/ingredient** to say what the agent uses.
*The omelette **was made** by Alex. It **was made** with eggs, butter, tomatoes and cheese.*
- The agent is often **omitted** in the passive sentence when the subject of the active sentence is one of the following words: **people, one, someone/somebody, they, he**, etc.
Active: *Someone **stole** my jacket last night.*
Passive: *My jacket **was stolen** last night.*
- Object pronouns** (*me, you, him*, etc.) become **subject pronouns** (*I, you, he*, etc.) in the passive.
Active: *They **helped** me.*
Passive: *I **was helped**.*

Grammar Reference Section

Unit 8

Reported speech

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the **reporting verb** (say, tell, etc.).

She said **(that) she wouldn't be back until 10 o'clock.**

Direct speech is the exact words someone used. We use quotation marks in direct speech.

"I won't be back until 10 o'clock." she said.

say – tell

- **Say** is used with or without a personal object. When used with a personal object, it is always followed by the preposition **to (said to me)**.
Direct speech: He said, "I'm tired."
Reported speech: He said (that) he was tired.
Direct speech: He said to me, "I'm tired."
Reported speech: He said to me (that) he was tired.
- **Tell** is always followed by a personal object (**told me**).
Direct speech: He told me, "I'm tired."
Reported speech: He told me (that) he was tired.
- When we change direct speech to reported speech, the tense of the verb normally changes:

| DIRECT SPEECH | REPORTED SPEECH |
|---|---|
| Present Simple He said, "I try to be a good student." | Past Simple He said (that) he tried to be a good student. |
| Present Continuous He said, "She's talking on the phone." | Past Continuous He said (that) she was talking on the phone. |
| Future Simple (will) He said, "She will be back soon." | Conditional (would) He said (that) she would be back soon. |
| am/is/are + going to He said, "I am going to work late today." | was/were + going to He said (that) he was going to work late that day. |
| Modals She said, "I may finish my project this week." | Modals She said (that) she might finish her project that week. |

- In reported speech, **personal/possessive pronouns** and **possessive adjectives** change according to the meaning of the sentence.
Ben said, "I'm having my car repaired."
Ben said (that) **he** was having **his** car repaired.
Personal subject pronouns:
I → he/she; we → they
Personal object pronouns:
me → him/her; us → them
Possessive adjectives:
my → his/her; our → their
you/your changes according to the person it refers to in the direct speech.
Certain words and time phrases change according to the meaning, as follows:

| | |
|-----------------------------------|--------------------------------------|
| now/at the moment | → then |
| today/tonight | → that day/ that night |
| this morning/evening, etc. | → that morning/ evening, etc. |
| tomorrow | → the next day/ the following day |
| next week/month, etc. | → the following week/month, etc. |
| this week | → that week |
| here | → there |
| this/these | → that/those |
| come | → go |
| bring | → take |
- The verb tenses **remain the same** in reported speech when the **reporting verb** is in the **present, future** or **present perfect**.
Mum **says**, "Dinner **is** ready."
Mum **says** (that) dinner **is** ready.
- The verb tenses can either **change** or **remain the same** in reported speech when reporting **a general truth**.
The teacher said, "Iceland **is** an island."
The teacher said (that) Iceland **is/was** an island.

Reported questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder** and the expression **want to know**.
- When the direct question begins with a **question word (who, where, how, when, what, etc.)**, the reported question is introduced with the same question word.

Grammar Reference Section



“**What** time is it, please?” (direct question)

She asked me **what** time it was. (reported question)

- When the direct question begins with an **auxiliary** (*be, do, have*), or a **modal verb** (*can, may*, etc.), then the reported question is introduced with *if* or *whether*.

“Are there any apples left?” (direct question)

He asked me **if/whether** there were any apples left. (reported question)

- In reported questions, the verb is in the **form of a statement**. The question mark and words/expressions such as *please, well, oh*, etc., are omitted. The verb tenses, pronouns and time phrases change as in statements.

“Can I use your camera, please?” (direct question)

She asked me **if** she could use my camera. (reported speech)



Rules of Punctuation

Capital letters

A capital letter is used:

- to begin a sentence.
It is hot today.
 - for days of the week, months and public holidays.
Sunday, July, May Day, Bank Holiday, etc.
 - for names of people and places.
This is Marie and she's from Paris.
 - for people's titles.
Mr and Mrs Smith, Dr Sanders, Prince Harry, etc.
 - for nationalities and languages.
She is Italian.
Can you speak Chinese?
- Note:** The personal pronoun **I** is always a capital letter. *Ben and I are cousins.*

Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.

Leo is away on holiday. He's in Rome.

Comma (,)

A comma is used:

- to separate words in a list.
There's lettuce, tomatoes, eggs and cheese in the salad.
 - after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc.).
For example, I like swimming and kayaking.
 - when a complex sentence begins with an if-clause or other dependent clauses.
If Stephen isn't there, leave a message for him.
- Note:** No comma is used, however, when they follow the main clause.
Leave a message for Stephen if he isn't there.
- after the words *asked, said,* etc. when followed by direct speech.
David said, "It was nice to see you again."

Question mark (?)

A question mark is used to end a direct question.

What time does her flight land?

Exclamation mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc.).

You're so funny!
What a nice day!

Quotation marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
"She got up, shouted 'I'm late' and ran out of the room," Adam said.
- Double quotes are used in direct speech to report the exact words someone said.
"Evita called you," Lucy told me.

Colon (:)

A colon is used to introduce a list.

To make an omelette, we need the following: eggs, milk, cheese, salt and pepper.

Brackets ()

Brackets are used to separate extra information from the rest of the sentence.

The Taj Mahal (built between 1622 and 1653) is an amazing place to visit.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
She's (= she is) cooking dinner.
This shop opened in '89. (= 1989)
- before or after the possessive *-s* to show ownership or the relationship between people.
Rob's dog, my mum's brother (singular noun + 's)
the twins' parents (plural noun + 's)
the children's toys (irregular plural + 's)



Unit 1 – Round the clock

Daily routines (p. 15)

- do my hair** /,du: maɪ 'heə(r)/ (phr): làm tóc (chải, cột, chăm sóc tóc...)
take a nap /,teɪk ə 'næp/ (phr): ngủ (chợp mắt)
watch the news /,wɒtʃ ðə 'nju:z/ (phr): xem tin tức

1a

A magic helping hand (p. 16)

- avoid** /ə'vɔɪd/ (v): tránh, né
butler /'bʌtlə(r)/ (n): quản gia
chore /tʃɔ:(r)/ (n): việc vặt trong nhà
messy /'mesi/ (adj): bừa bộn
recycling /,ri:'saɪklɪŋ/ (n): đồ tái chế
regret /rɪ'ɡret/ (v): hối tiếc
sort /sɔ:t/ (v): phân loại

Household chores (p. 17)

- do the laundry** /,du: ðə 'lɔ:ndri/ (phr): giặt ủi
do the ironing /,du: ði 'aɪəniŋ/ (phr): ủi, là quần áo
dust the furniture /,dʌst ðə 'fɜ:nɪtʃə(r)/ (phr): phủi, quét bụi đồ đạc trong nhà
load the dishwasher /,ləʊd ðə 'diʃ,wɒʃə(r)/ (phr): cho chén, bát đĩa vào máy rửa chén, bát
mop the floor /,mɒp ðə 'flɔ:(r)/ (phr): lau nhà
set the table /,set ðə 'teɪbl/ (phr): dọn, bày thức ăn lên bàn
vacuum /'vækju:m/ (v): làm sạch (bằng máy hút bụi)

1c

Phrasal verbs (p. 20)

- look after** /lʊk 'ɑ:ftə(r)/ (phr v): chăm sóc
look forward to /,lʊk 'fɔ:wəd tu/ (phr v): mong đợi, chờ đợi

1d

Free-time activities (p. 21)

- attend** /ə'tend/ (v): tham dự, tham gia
mall /mɔ:l/ (n): trung tâm thương mại
relaxing /rɪ'læksɪŋ/ (adj): thư giãn, thoải mái

Unit 2 – Entertainment

Cultural activities (p. 23)

- art exhibition** /ɑ:t ɪksɪ'bɪʃən/ (phr): buổi triển lãm nghệ thuật

- classical performance** /,klæsɪkl pə'fɔ:məns/ (phr): buổi biểu diễn nhạc cổ điển
local festival /,ləʊkəl 'festɪvəl/ (phr): lễ hội địa phương
music concert /'mju:zɪk ,kɒnsət/ (phr): buổi hoà nhạc

2a

Puppet theatre (p. 24)

- folk tale** /fəʊk ,teɪl/ (n): truyện dân gian
harvest /'hɑ:vɪst/ (n): mùa gặt, vụ thu hoạch
legend /'ledʒənd/ (n): truyền thuyết
puppet /'pʌpɪt/ (n): con rối (múa rối nước)
stage /steɪdʒ/ (n): sân khấu
surface /'sɜ:fɪs/ (n): bề mặt

Types of performances (p. 25)

- amusing** /ə'mju:zɪŋ/ (adj): vui, gây cười
ballet /'bæleɪ/ (n): múa ba lê
comedy /'kɒmədi/ (n): hài kịch
drama /'drɑ:mə/ (n): kịch, tuồng
entertaining /entə'teɪnɪŋ/ (adj): có tính giải trí
musical /'mju:zɪkəl/ (n): ca kịch, nhạc kịch
opera /'ɒpərə/ (n): nhạc kịch opera, thính phòng
tragedy /'trædʒədi/ (n): bi kịch

2c

Phrasal verbs (p. 28)

- put on** /put 'ɒn/ (phr v): mặc vào
put up /put 'ʌp/ (phr v): treo lên

2d

Types of music (p. 29)

- cheerful** /tʃɪəfl/ (adj): vui tươi
EDM /i: di: 'em/ (n): nhạc điện tử
folk /fəʊk/ (n): nhạc dân gian
jazz /dʒæz/ (n): nhạc jazz
latin /'læɪn/ (n): nhạc la-tinh
peaceful /'pi:sfl/ (adj): thanh bình, yên bình
powerful /'paʊəfl/ (adj): mạnh
soft /sɒft/ (adj): nhẹ nhàng, êm ái

Culture Corner A (p. 31)

- cattle** /'kætl/ (n): gia súc
ethnic group /,eθnɪk 'gru:p/ (phr): nhóm dân tộc thiểu số
poultry /'pəʊltri/ (n): gia cầm
tradition /trə'dɪʃən/ (n): truyền thống

Wordlist

CLIL A (p. 32)

- alive** /ə'laɪv/ (adj): còn tồn tại, còn giá trị
branch /brɑ:ntʃ/ (n): cành cây
hunt /hʌnt/ (v): săn bắn
jewellery /dʒu:ələri/ (n): đồ trang sức
pottery /'pɒtəri/ (n): đồ gốm
smoke signal /sməʊk ,sɪgnəl/ (n): tín hiệu bằng khói

Unit 3 – Community services

Community service activities (p. 35)

- animal shelter** /æniml 'feltə(r)/ (n): trung tâm nhận nuôi động vật
art fair /ɑ:t ,feə(r)/ (phr): hội chợ triển lãm nghệ thuật
cake sale /keɪk ,seɪl/ (n): buổi bán bánh (từ thiện)
charity /tʃærəti/ (n): việc từ thiện, tổ chức từ thiện
donate /dəʊ'neɪt/ (v): tặng, cho, biếu
marathon /'mærəθɒn/ (n): cuộc chạy ma-ra-tông
participate /pɑ:'tɪsɪpeɪt/ (v): tham gia
raise money /reɪz 'mʌni/ (phr): quyên góp tiền
second-hand toys /sekənd hænd 'tɔɪz/ (phr): đồ chơi đã qua sử dụng
volunteer /vɒlən'tiə(r)/ (v): làm tình nguyện

3a

Making a difference (p. 36)

- access** /'ækses/ (n): sự tiếp cận
disaster /dɪ'zɑ:stə(r)/ (n): thiên tai, thảm họa
healthcare /helθkeə(r)/ (n): sự chăm sóc sức khỏe
improve /ɪm'pru:v/ (v): cải thiện
right /raɪt/ (n): quyền, quyền lợi
shelter /'feltə(r)/ (n): chỗ ở, chỗ trú

3c

Listening (p.40)

- emergency** /ɪ'mɜ:dʒənsi/ (n): tình trạng khẩn cấp
fundraising /fʌnd'reɪzɪŋ/ (n): hoạt động gây quỹ (từ thiện)
medical supply /medɪkl sə'plai/ (n): vật tư y tế
poverty /'pɒvəti/ (n): sự nghèo đói
victim /'vɪktɪm/ (n): nạn nhân

Phrasal verbs (p. 40)

- give away** /gɪv ə'weɪ/ (phr v): quyên góp, cho đi
give out /gɪv 'aʊt/ (phr v): phân phát

3d

Volunteer activities (p. 41)

- babysit** /beɪbɪst/ (v): trông trẻ
pick up /pɪk 'ʌp/ (phr v): nhặt
homeless /'həʊmləs/ (adj): không nhà cửa, vô gia cư
stray /streɪ/ (adj): đi lạc

Unit 4 – Gender equality

Gender equality (p. 43)

- computer programmer** /kəm'pjju:tə(r) 'prəʊgræmə(r)/ (n): lập trình viên máy tính
equality /i'kwɒləti/ (n): sự bình đẳng
gender /'dʒendə(r)/ (n): giới, giới tính
politician /pə'lɪtɪʃən/ (n): chính trị gia
work shifts /,wɜ:k 'ʃɪfts/ (phr): làm theo ca

4a

A woman's work is never done! (p. 44)

- barrier** /'bæriə(r)/ (n): định kiến, rào cản
heavy lifting /hevi 'lɪftɪŋ/ (phr): mang vác nặng
unpaid /ʌn'peɪd/ (adj): không được trả công
qualification /kwɒlɪfɪ'keɪʃən/ (n): bằng cấp, trình độ chuyên môn

Job descriptions (p. 45)

- astronaut** /æstrənɔ:t/ (n): phi hành gia
flight attendant /flaɪt ə'tendənt/ (n): tiếp viên hàng không
model /'mɒdəl/ (n): người mẫu
nursery teacher /nɜ:səri ,ti:tʃə(r)/ (n): giáo viên mầm non
plumber /'plʌmə(r)/ (n): thợ sửa ống nước
surgeon /'sɜ:dʒən/ (n): bác sĩ phẫu thuật
operation /,ɒpə'reɪʃən/ (n): ca phẫu thuật

4c

Phrasal verbs (p. 48)

- fit in** /fɪt 'ɪn/ (phr v): hoà nhập
fit out /fɪt 'aʊt/ (phr v): lắp đặt (một thiết bị)

4d

Job qualities (p. 49)

- caring** /'keərɪŋ/ (adj): chu đáo
determined /dɪ'tɜ:mɪnd/ (adj): quyết đoán
inventive /ɪn'ventɪv/ (adj): đầy sáng tạo
organised /'ɔ:gənaɪzd/ (adj): có khả năng tổ chức, sắp xếp



Culture Corner B (p. 51)

disabled /dɪs'eɪbld/ (adj): bị khuyết tật
financial /fɑ:nənsjəl/ (adj): (thuộc) tài chính
offer /ɒfə(r)/ (v): cung cấp
policy /pə'lɒsi/ (n): chính sách, quy định
surgery /sɜ:dʒəri/ (n): ca phẫu thuật
talent /'tælənt/ (n): năng khiếu, tài năng

CLIL B (p. 52)

demonstrate /demənstreɪt/ (v): biểu tình
lead the way /li:d ðə 'wei/ (phr): đi tiên phong
vote /vəʊt/ (v): bầu cử

Unit 5 – The environment

Environmental problems (p. 57)

air pollution /eə(r) pə'lu:ʃən/ (phr): ô nhiễm không khí
climate change /klaɪmət tʃeɪndʒ/ (phr): biến đổi khí hậu
deforestation /di:fɔ:rɪ'steɪʃən/ (n): sự phá rừng
emission /ɪ'mɪʃən/ (n): sự thải ra
endangered species /ɪn,dendʒəd 'spi:ʃi:z/ (n):
 các loài động vật có nguy cơ bị tuyệt chủng
extinct /ɪk'stɪŋkt/ (adj): tuyệt chủng
extreme /ɪk'stri:m/ (adj): khắc nghiệt
greenhouse gases /gri:nhaʊs ɡæsɪz/ (n): khí nhà kính
ozone layer /əʊzəʊn ,leɪə(r)/ (n): tầng ô-zôn
plastic pollution /plæstɪk pə'lu:ʃən/ (phr): ô nhiễm
 rác thải nhựa
thinning /'θɪnɪŋ/ (n): sự mỏng đi

5a

Cleaning up the ocean (p. 58)

barrier /'bæriə(r)/ (n): rào chắn
carbon footprint /kɑ:bən 'fʊtprɪnt/ (n): lượng khí
 CO₂ thải ra
current /kʌrənt/ (n): dòng hải lưu, dòng (nước)
ecosystem /i:kəʊsɪstəm/ (n): hệ sinh thái
floating /'fləʊtɪŋ/ (adj): nổi (trên mặt nước)
issue /'ɪʃu:/ (n): vấn đề
pipe /paɪp/ (n): ống dẫn (khí, nước, dầu...)
raise /reɪz/ (v): gây quỹ
waste /weɪst/ (n): chất thải, rác thải

Environmental protection activities (p. 59)

campfire /kæmpfaɪə(r)/ (n): lửa trại
clean-up day /kli:n ʌp ,deɪ/ (phr): ngày làm sạch,
 dọn dẹp.
compost bin /kɒmpəʊst ,bɪn/ (n): thùng đựng rác
 hữu cơ (rác tươi, lá cây...)

energy-efficient /enədʒi ɪ,fɪʃənt/ (adj): tiết kiệm
 năng lượng
put out /pʊt 'aʊt/ (phr v): dập tắt (lửa)
recycle /rɪ:'saɪkl/ (v): tái chế
solar energy /səʊləɪ 'enədʒi/ (n): năng lượng Mặt Trời

5c

Listening (p.62)

inspire /ɪn'spaɪə(r)/ (v): truyền cảm hứng
landfill /lændfɪl/ (n): bãi rác
swap /swɒp/ (v): đổi, trao đổi

Phrasal verbs (p. 62)

turn off /tɜ:m 'ɒf/ (phr v): tắt (điện, ti-vi...)
turn on /tɜ:m 'ɒn/ (phr v): mở (điện, ti-vi...)

5d

Eco-friendly activities (p. 63)

china /tʃaɪnə/ (adj): bằng sứ
loose /lu:s/ (adj): chưa đóng gói sẵn
on standby /ɒn 'stændbaɪ/ (prep phr): chế độ chờ
 (đồ dùng điện tử)

Unit 6 – Eco-tourism

Holiday activities (p. 65)

conserve /kən'sɜ:v/ (v): giữ gìn, bảo tồn
eco-holiday /i:kəʊ 'hɒlədeɪ/ (n): kì nghỉ sinh thái
explore nature /ɪk'splɔ:(r) 'neɪtʃə(r)/ (phr): khám
 phá thiên nhiên
guided tour /ɡaɪdɪd 'tuə(r)/ (phr): chuyến du lịch
 (có người hướng dẫn)
local dishes /ləʊkl 'dɪʃɪz/ (phr): món ăn địa phương
package holiday /pækɪdʒ ,hɒlədeɪ/ (n): kì nghỉ
 trọn gói
safari holiday /sə'fɑ:ri ,hɒlədeɪ/ (phr): chuyến đi
 thám hiểm động vật hoang dã
sight /saɪt/ (n): cảnh đẹp, thắng cảnh
sunbathe /sʌnbəɪð/ (v): tắm nắng

6a

Eco-destinations: Galápagos Islands (p. 66)

equator /ɪ'kweɪtə(r)/ (n): đường xích đạo
incredible /ɪn'kredəbl/ (adj): lạ thường
limit /lɪmɪt/ (n): giới hạn
permission /pə'mɪʃən/ (n): sự cho phép
remote /rɪ'məʊt/ (adj): xa xôi, hẻo lánh

Wordlist

Eco-tourism (p. 67)

coral reef /kɒrəl 'ri:f/ (n): dải san hô ngầm
crop /krɒp/ (n): mùa vụ
flora /flɔ:rə/ (n): hệ thực vật
rainforest /reɪnfɔrɪst/ (n): rừng mưa nhiệt đới

6c

Phrasal verbs (p. 70)

get away /,get ə'weɪ/ (phr v): đi đâu đó
get on /,get 'ɒn/ (phr v): có mối quan hệ tốt

6d

Ways to protect heritage (p. 71)

heritage /herɪtɪdʒ/ (n): di sản
preserve /prɪ'zɜ:v/ (v): bảo tồn
reduce /rɪ'dju:s/ (v): làm giảm bớt
trail /treɪl/ (n): đường mòn

Culture Corner C (p. 73)

hospitable /hɒspɪtəbl/ (adj): hiếu khách
impressive /ɪm'presɪv/ (adj): ấn tượng
insect repellent /ɪnsekt rɪ'pelənt/ (phr): kem, thuốc chống côn trùng
sunblock /sʌnblɒk/ (n): kem chống nắng
take your breath away /teɪk jə 'breθ ə'weɪ/ (idm): đẹp tuyệt vời

CLIL C Geography (p. 74)

at risk /ət 'rɪsk/ (prep phr): đang gặp nguy hiểm
flow /fləʊ/ (v): chảy
harm /hɑ:m/ (v): làm tổn hại
ice cap /aɪs ,kæp/ (n): chỏm băng
skating on thin ice /skeɪtɪŋ ɒn 'θɪn 'aɪs/ (idm): hành động nhiều rủi ro dẫn đến thảm họa

Unit 7 – New ways to learn

Online education (p. 77)

cloud library /klaʊd ,laɪbrəri/ (n): thư viện trực tuyến
distance learning /dɪstəns ,lɜ:nɪŋ/ (n): học từ xa
educational apps /edʒʊ'keɪʃənl 'æps/ (phr): ứng dụng liên quan đến giáo dục
online course /ɒnlaɪn 'kɔ:s/ (phr): khoá học trực tuyến
online test /ɒnlaɪn 'test/ (phr): bài kiểm tra trực tuyến
virtual education /vɜ:tʃʊəl ,edʒʊ'keɪʃən/ (phr): học thực tế ảo

7a

Apps of the future (p. 78)

Augmented Reality /ɔ:gmentɪd rɪ'æləti/ (n): công nghệ thực tế ảo tăng cường
bite-sized /baɪt saɪzd/ (adj): nhỏ
chunk /tʃʌŋk/ (n): đoạn dữ liệu
capture /kæptʃə(r)/ (v): thu hút
concentrate /kɒnsəntreɪt/ (v): tập trung
interact /ɪntər'ækt/ (v): tương tác
pace /peɪs/ (n): tốc độ, nhịp độ (học)

Technology in education (p. 79)

communication /kə,mju:nɪ'keɪʃn/ (n): sự liên lạc
research /rɪ'sɜ:tʃ/; /rɪ:sɜ:tʃ/ (n): sự nghiên cứu, tìm kiếm

7c

Phrasal verbs (p. 82)

keep on /ki:p 'ɒn/ (phr v): tiếp tục làm
keep up with /ki:p 'ʌp wɪð/ (phr v): theo kịp ai

7d

New ways to learn (p. 83)

audiobook /ɔ:diəʊbʊk/ (n): sách nói
instant /ɪnstənt/ (adj): ngay tức khắc, lập tức
native /neɪtɪv/ (adj): bản xứ, bản ngữ
settings /setɪŋz/ (n): phần cài đặt

Unit 8 – Technology and inventions

Inventions that changed the world (p. 85)

access /ækses/ (v): truy cập
CCTV Security Systems /si: si: ti: ,vi: sɪ'kjʊərəti ,sɪstəmz/ (phr): hệ thống camera an ninh
entertain /entə'teɪn/ (v): giải trí, tiêu khiển
infection /ɪn'fekʃən/ (n): bệnh nhiễm trùng
penicillin /penə'sɪlɪn/ (n): thuốc kháng sinh penicilin
stethoscope /steθə'skɔ:p/ (n): ống nghe (để khám bệnh)
treat /tri:t/ (v): điều trị, chữa trị

8a

Pepper the emotional robot (p. 86)

body language /'bɒdi ,læŋgwɪdʒ/ (n): ngôn ngữ cơ thể



emotion /ɪ'məʊʃən/ (n): cảm xúc
humanoid /'hju:mənɔɪd/ (adj): (robot) hình người
inventor /ɪn'ventə(r)/ (n): nhà phát minh
navigate /nævɪgeɪt/ (v): điều khiển
on sale /ɒn 'seɪl/ (phr): được bán trên thị trường

Technological inventions of the 21st century (p. 87)

3D printing /θri: di: 'prɪntɪŋ/ (n): in 3D
digital assistant /dɪdʒɪtl ə'sɪstənt/ (phr): trợ lý ảo
medical implant /,medɪkl 'ɪmplɑ:nt/ (phr):
cấy ghép (trong y tế)
online streaming /,ɒnlam 'stri:mɪŋ/ (phr): truyền phát
trực tuyến
prevent /prɪ'vent/ (v): ngăn chặn, ngăn ngừa
self-driving car /,self draɪvɪŋ 'kɑ:(r)/ (phr): xe hơi
tự lái
social media /,səʊʃl 'mi:diə/ (n): mạng xã hội

8c

Phrasal verbs (p. 90)

back up /bæk 'ʌp/ (phr v): sao lưu, dự phòng
back off /bæk 'ɒf/ (phr v): lùi lại, rút lui

8d

The Internet (p. 91)

install /ɪn'stɔ:l/ (v): cài đặt
scan /skæn/ (v): quét (virút)
sign in /,saɪn 'ɪn/ (phr v): đăng kí
store /stɔ:(r)/ (v): lưu trữ
stream /stri:m/ (v): truyền phát (trên mạng Internet)

Culture Corner D (p. 93)

broadcast /brɔ:dkɑ:st/ (v): phát (trên truyền hình)
interruption /ɪntə'rʌpʃn/ (n): sự gián đoạn
pandemic /pæn'demɪk/ (n): dịch bệnh
spread /spred/ (n): sự lây lan

CLIL D (p. 94)

cell /sel/ (n): tế bào
chromosome /'krɒməsɒm/ (n): nhiễm sắc thể
cloning /'klɒnɪŋ/ (n): sinh sản vô tính
genetic /dʒə'netɪk/ (adj): thuộc di truyền học
identical /aɪ'dentɪkl/ (adj): giống hệt nhau
identify /aɪ'dentɪfaɪ/ (v): nhận biết
modify /mɒdɪfaɪ/ (v): biến đổi
molecule /'mɒlɪkjʊ:l/ (n): phân tử (hoá học)
organism /'ɔ:gənɪzəm/ (n): sinh vật



Pronunciation

Vowels

| | | |
|-----------|------|--|
| a | /ɔ:/ | ball, wall, call, tall, small, hall, warn, walk, also, chalk |
| | /ɒ/ | want, wash, watch, what, wasp |
| | /ə/ | alarm, away, America |
| | /ɑ:/ | arms, dark, bar, star, car, ask, last, fast, glass, far, mask |
| | /eə/ | care, rare, scare, dare, fare, share |
| | /eɪ/ | name, face, table, lake, take, day, age, ache, late, snake, make |
| | /æ/ | apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner |
| e | /e/ | egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent |
| | /ɪ/ | eraser, English, escape |
| i | /ɪ/ | in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly |
| | /ɜ:/ | girl, sir, skirt, shirt, bird |
| | /aɪ/ | ice, kite, white, shine, bite, high, kind |
| o | /ɒ/ | on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox |
| | /əʊ/ | home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold |
| | /aʊ/ | owl, town, clown, how, brown, now, cow |
| u | /ɜ:/ | turn, fur, urge, hurl, burn, burst |
| | /ʌ/ | up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck |
| | /ʊ/ | pull, push, full, cushion |
| y | /aɪ/ | sky, fly, fry, try, shy, cry, by |
| ai | /eɪ/ | pain, sail, tail, main, bait, fail, mail |
| au | /ɔ:/ | naughty, caught, taught |
| ea | /i:/ | eat, each, heat, leave, clean, seat, neat, tea |
| | /ɜ:/ | earth, pearl, learn, search |
| | /eə/ | pear, wear, bear |
| | /ɪə/ | ear, near, fear, hear, clear, year, dear |
| ee | /i:/ | keep, feed, free, tree, three, bee |
| | /ɪə/ | cheer, deer |
| ei | /eɪ/ | eight, freight, weight, vein |
| | /aɪ/ | height |
| ie | /aɪ/ | die, tie, lie |
| oi | /ɔɪ/ | oil, boil, toil, soil, coin, choice, voice, join |
| oo | /ʊ/ | book, look, foot |
| | /u:/ | room, spoon, too, tooth, food, moon, boot |
| | /ʌ/ | blood, flood |
| | /ɔ:/ | floor, door |

| | | |
|-----------|------|---|
| ou | /ʌ/ | tough, touch, enough, couple, cousin, trouble |
| | /ɔ:/ | court, bought, brought |
| | /aʊ/ | mouse, house, round, trout, shout, doubt |
| oy | /ɔɪ/ | boy, joy, toy, annoy, employ |

Consonants

| | | |
|-----------|------|---|
| b | /b/ | box, butter, baby, bell, bank, black |
| c | /k/ | cat, coal, call, calm, cold |
| | /s/ | cell, city, pencil, circle |
| d | /d/ | down, duck, dim, double, dream, drive, drink |
| f | /f/ | fat, fan, first, food, lift, fifth |
| g | /g/ | grass, goat, go, gold, big, dog, glue, get, give |
| | /dʒ/ | gem, gin, giant |
| h | /h/ | heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir |
| j | /dʒ/ | jam, just, job, joke, jump |
| k | /k/ | keep, king, kick |
| l | /l/ | lift, let, look, lid, clever, please, plot, black, blue, slim, silly |
| m | /m/ | map, man, meat, move, mouse, market, some, small, smell, smile |
| n | /n/ | next, not, tenth, month, kind, snake, snip, noon, run |
| p | /p/ | pay, pea, pen, poor, pink, pencil, plane, please |
| q | /kw/ | quack, quarter, queen, question, quiet |
| r | /r/ | rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read |
| s | /s/ | sit, set, seat, soup, snow, smell, glass, dress, goose |
| | /z/ | houses, cousin, husband |
| t | /t/ | two, ten, tooth, team, turn, tent, tool, trip, train, tree |
| u | /j/ | unique, union |
| v | /v/ | veal, vet, vacuum, vote, arrive, live, leave, view |
| w | /w/ | water, war, wish, word, world |
| y | /j/ | youth, young, yes, yacht, year |
| z | /z/ | zoo, zebra, buzz, crazy |
| sh | /ʃ/ | shell, ship, shark, sheep, shrimp, shower |
| ch | /tʃ/ | cheese, chicken, cherry, chips, chocolate |
| ph | /f/ | photo, dolphin, phone, elephant |
| th | /θ/ | thief, throne, three, bath, cloth, earth, tooth |
| | /ð/ | the, this, father, mother, brother, feather |
| ng | /ŋ/ | thing, king, song, sing |
| nk | /ŋk/ | think, tank, bank |



American English – British English Guide

| American English | British English |
|--|--|
| A | |
| airplane /'eɪplæn/ anyplace/anywhere /'eniplɛs/'eniwɛr/ apartment /ə'pɑ:tmənt/ | aeroplane /'eəɹəpleɪn/ anywhere /'eniwɛə(r)/ flat /flæt/ |
| B | |
| bathrobe /'bæθrəʊb/ bathtub /'bæθtʌb/ bill /bɪl/ billion (= a thousand million) /'bɪljən/ busy (phone) /'bɪzi/ | dressing gown /'dresɪŋ gaʊn/ bath /bɑ:θ/ banknote /'bæŋknəʊt/ billion /'bɪljən/ = a million million engaged (phone) /ɪm'geɪdʒd/ |
| C | |
| cab /kæb/ call /kɔ:l/ can /kæn/ candy /'kændi/ check /tʃek/ closet /'kloʊzət/ connect (telephone) /kə'nekt/ cookie /'kʊki/ corn /kɔ:rn/ crosswalk/pedestrian crossing /'krɔ:swɔ:k/pə'destriən 'krɔ:sɪŋ/ | taxi /'tæksi/ ring up/phone /rɪŋ 'ʌp/fəʊn/ tin /tɪn/ sweets /swi:t/ bill (restaurant) /bɪl/ wardrobe /'wɔ:drəʊb/ put through /pʊt 'θru:/ biscuit /'bɪskɪt/ sweetcorn/maize /swi:t'kɔ:rn/meɪz/ zebra crossing /zɛbrə 'krɔ:sɪŋ/ |
| D | |
| desk clerk /'desk klɜ:rk/ dessert /dɪ'zɜ:t/ downtown /'daʊntaʊn/ drapes /d্রেɪps/ drugstore/pharmacy /'drʌgstɔ:r/ farmasi/ duplex /'dʌ:pleks/ | receptionist /rɪ'sepʃənɪst/ pudding/dessert/sweet /'pʊdɪŋ/dɪ'zɜ:t/swi:t/ (city) centre /sɪti 'sentə(r)/ curtains /'kɜ:tənz/ chemist's /'kemɪsts/ semi-detached /semi'dɪtætʃt/ |
| E | |
| eggplant /'egplənt/ elevator /'eləveɪtə(r)/ | aubergine /'əʊbəʒɪn/ lift /lɪft/ |
| F | |
| fall /fɔ:l/ faucet /'fɔ:sət/ first floor, second floor, etc. /fɜ:rst 'flɔ:r/, /sɛkənd 'flɔ:r/ flashlight /'flæʃlaɪt/ French fries /'frentʃ 'fraɪz/ front desk (hotel) /'frʌnt 'desk/ | autumn /'ɔ:təm/ tap /tæp/ ground floor, first floor, etc. /'graʊnd 'flɔ:(r)/, /fɜ:st 'flɔ:(r)/ torch /tɔ:tʃ/ chips /tʃɪps/ reception /rɪ'sepʃən/ |
| G | |
| garbage/trash /'gɑ:rbɪdʒ/træʃ/ garbage can /'gɑ:rbɪdʒ kæn/ gas /gæs/ gas station /gæs 'steɪʃən/ | rubbish /'rʌbɪʃ/ dustbin/bin /'dʌstbɪn/bɪn/ petrol /'petrəl/ petrol station/garage /'petrəl 'steɪʃən/'gærɪdʒ/ class/year /'klɑ:s/jɪə/ |
| grade /greɪd/ | |
| I | |
| intermission /ɪntər'mɪʃən/ intersection /ɪntər'sekʃən/ | interval /ɪntəvəl/ crossroads /'krɔ:srəʊdz/ |
| J | |
| janitor /dʒæ'nətə(r)/ | caretaker/porter /'keə'teɪkə(r)/'pɔ:tə(r)/ |
| K | |
| kerosene /'kerəsi:n/ | paraffin /'pærəfɪn/ |
| L | |
| lawyer/attorney /'lɔ:jə(r)/'ɔ:tɜ:mi/ line /laɪn/ lost and found /'lɔ:st ən 'faʊnd/ | solicitor /sə'lɪsɪtə(r)/ queue /kju:/ lost property /'lɔ:st 'prɒpəti/ |
| M | |
| mail /meɪl/ make a reservation /'meɪk ə 'rezə'veɪʃən/ motorcycle /'məʊtərsaɪkl/ | post /pəʊst/ book /bʊk/ motorbike/motorcycle /'məʊtəbaɪk/'məʊtəsaɪkl/ film /fɪlm/ cinema /'sɪnəmə/ |
| movie /'mu:vi/ movie theater /'mu:vi θiə'teə(r)/ | |
| N | |
| newscaster /'nu:zkæstə(r)/ | newsreader /'nju:zri:də(r)/ |

| American English | British English |
|--|---|
| O | |
| office (doctor's/dentist's) /'ɒfɪs/ one-way (ticket) /,wʌn 'weɪ/ overalls /'oʊvəɹɑ:lz/ | surgery /'sɜ:dʒəri/ single (ticket) /'sɪŋɡəl/ dungarees /,dʌŋgə'ri:z/ |
| P | |
| pants/trousers /'pænts/'traʊzəz/ pantyhose/nylons /'pæntihəʊz/ parking lot /'pɑ:rkɪŋ lɔ:t/ pavement /'peɪvmənt/ pedestrian crossing /pə'destriən 'krɔ:sɪŋ/ (potato) chips /('pə'tetəʊ) tʃɪps/ public school /,pʌblɪk 'sku:l/ purse /pɜ:s/ | trousers /'traʊzəz/ tights /taɪts/ car park /'kɑ: pɑ:k/ road surface /'rəʊd sə:fɪs/ zebra crossing /zɛbrə 'krɔ:sɪŋ/ crisps /'krɪspz/ state school /'steɪt 'sku:l/ handbag /'hændbæɡ/ |
| R | |
| railroad /'reɪlroʊd/ rest room /'rest ru:m/ | railway /'reɪlweɪ/ toilet/cloakroom /'tɔɪlət/'kləʊkrʊm/ |
| S | |
| salesclerk/salesgirl /seɪlzklerk/ schedule /'skedʒu:l/ sidewalk /'saɪdwa:k/ stand in line /,stænd ɪn 'laɪn/ store/shop /stɔ:r/'ʃɔ:p/ subway /'sʌbweɪ/ | shop assistant /'ʃɒp əsɪstənt/ timetable /'taɪmteɪbl/ pavement /'peɪvmənt/ queue /kju:/ shop /'ʃɒp/ underground /'ʌndəgraʊnd/ |
| T | |
| truck /trʌk/ two weeks /tu: 'wi:kz/ | lorry /'lɔ:ri/ fortnight/two weeks /'fɔ:tnaɪt/tu: 'wi:kz/ |
| V | |
| vacation /ver'keɪʃən/ vacuum (v) /'vækju:m/ vacuum cleaner /'vækju:m kli:nə(r)/ vest /vest/ | holiday(s) /'hɒlədeɪ(z)/ hoover /'hu:və(r)/ hoover /'hu:və(r)/ waistcoat /weɪskəʊt/ |
| W | |
| with (milk/cream in coffee) /wɪθ,wɪð/ without (milk/cream in coffee)/black /wɪð'aʊt/blæk/ | white /waɪt/ black /blæk/ |
| Y | |
| yard /jɑ:rd/ | garden /'gɑ:dən/ |
| Z | |
| z /zɪ/ zero /zɪroʊ/ zip code /zɪp kəʊd/ | z /zed/ nought /nɔ:t/ postcode /'pəʊstkeɪd/ |
| Grammar | |
| He <u>just</u> went out. He <u>has just</u> gone out. Hello, is <u>this</u> Steve? Do you <u>have</u> a car? | He <u>has just</u> gone out. Hello, is <u>that</u> Steve? <u>Have you got</u> a car? |
| Spelling | |
| aluminum /ə'lju:mɪnəm/ analyze /'ænləɪz/ center /'sentə(r)/ check (n) /tʃek/ color /'kɒlə(r)/ honor /'ɒnə(r)/ jewelry /dʒu:əlri/ practice (n, v) /'præktɪs/ | aluminium /'ælə'mɪniəm/ analyse /'ænləɪz/ centre /'sentə(r)/ cheque /tʃek/ colour /'kɒlə(r)/ honour /'ɒnə(r)/ jewellery /dʒu:əlri/ practice (n) /'præktɪs/ practise (v) /'præktɪs/ programme /'prɒɡræm/ realise /'ri:əlaɪz/ tyre /'taɪə(r)/ traveller /'trævələ(r)/ |
| Expressions with prepositions and particles | |
| live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through/to</u> Friday | live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday |

Irregular Verbs

| Infinitive | Past | Past Participle | Vietnamese meanings | Infinitive | Past | Past Participle | Vietnamese meanings |
|--|---|--|--|---|---|---|---|
| be /bi:/ bear /beə(r)/ | was /wɒz/, were /wɜ:(r)/ bore /bɔ:(r)/ | been /bi:n/ born(e) /bɔ:n/ | thì, là, ở, bị, được mang, chịu đựng, sinh | learn /lɜ:n/ leave /li:v/ lend /lend/ let /let/ lie /lai/ light /laɪt/ lose /lu:z/ | learnt (learned) /lɜ:nt (lɜ:nd)/ left /left/ lent /lent/ let /let/ lay /lei/ lit /lit/ lost /lost/ | learnt (learned) /lɜ:nt (lɜ:nd)/ left /left/ lent /lent/ let /let/ lain /lein/ lit /lit/ lost /lost/ | học, được biết rời đi, để lại cho mượn, cho vay cho phép, để cho nằm thắp sáng làm mất, mất |
| beat /bi:t/ become /br'kʌm/ begin /br'gɪn/ bite /baɪt/ blow /bləʊ/ break /breɪk/ bring /brɪŋ/ build /bɪld/ burn /bɜ:n/ | beat /bi:t/ became /br'keɪm/ began /br'gæn/ bit /bɪt/ blew /blu:/ broke /brəʊk/ brought /brɔ:t/ built /bɪlt/ burnt (burned) /bɜ:nt (bɜ:nd)/ | beaten /bi:ten/ become /br'kʌm/ begun /br'gʌn/ bitten /bɪtən/ blown /bləʊn/ broken /brəʊkən/ brought /brɔ:t/ built /bɪlt/ burnt (burned) /bɜ:nt (bɜ:nd)/ | đánh, đập trở nên bắt đầu cắn thổi đập vỡ, làm vỡ mang, mang theo xây dựng đốt, cháy | make /meɪk/ mean /mi:n/ meet /mi:t/ pay /peɪ/ put /pʊt/ | made /meɪd/ meant /ment/ met /met/ paid /peɪd/ put /pʊt/ | made /meɪd/ meant /ment/ met /met/ paid /peɪd/ put /pʊt/ | chế tạo, sản xuất có nghĩa là gặp mặt trả (tiền) đặt, để |
| burst /bɜ:st/ buy /baɪ/ | burst /bɜ:st/ bought /bɔ:t/ | burst /bɜ:st/ bought /bɔ:t/ | nổ, vỡ tung mua | read /ri:d/ ride /raɪd/ ring /rɪŋ/ rise /raɪz/ run /rʌn/ | read /red/ rode /rəʊd/ rang /ræŋ/ rose /rəʊz/ ran /ræn/ | read /red/ ridden /rɪdən/ rang /ræŋ/ risen /rɪzən/ run /rʌn/ | đọc lái xe, cưỡi rung chuông mọc, tăng lên chạy |
| can /kæn/ | could /kʊd/ | (been able to) /bi:n 'eɪbl tə/ | có thể | say /seɪ/ see /si:/ sell /sel/ send /send/ set /set/ sew /səʊ/ shake /ʃeɪk/ shine /ʃaɪn/ shoot /ʃu:t/ show /ʃəʊ/ shut /ʃʌt/ sing /sɪŋ/ sit /sɪt/ sleep /sli:p/ smell /smel/ | said /sed/ saw /sɔ:/ sold /səʊld/ sent /sent/ set /set/ sewed /səʊd/ shook /ʃʊk/ shone /ʃɒn/ shot /ʃɒt/ showed /ʃəʊd/ shut /ʃʌt/ sang /sæŋ/ sat /sæt/ slept /slept/ smelt (smelled) /smelt (smeld)/ | said /sed/ seen /si:n/ sold /səʊld/ sent /sent/ set /set/ sewn /səʊn/ shaken /ʃeɪkən/ shone /ʃɒn/ shot /ʃɒt/ shown /ʃəʊn/ shut /ʃʌt/ sung /sʌŋ/ sat /sæt/ slept /slept/ smelt (smelled) /smelt (smeld)/ | nói nhìn thấy bán gửi bổ trí, đặt, để may vá lay, lắc chiếu sáng bắn biểu lộ, chỉ ra, cho xem đóng lại ca hát ngồi ngủ ngửi, có mùi |
| deal /di:l/ dig /dɪŋ/ do /du:/ draw /drɔ:/ dream /dri:m/ | dealt /delt/ dug /dʌŋ/ did /dɪd/ drew /dru:/ dreamt (dreamed) /dremt (dri:md)/ | dealt /delt/ dug /dʌŋ/ done /dʌn/ drawn /drɔ:n/ dreamt (dreamed) /dremt (dri:md)/ | giao thương đào làm vẽ mơ thấy | spend /spend/ stand /stænd/ steal /sti:l/ stick /stɪk/ sting /stɪŋ/ swear /swɛə/ sweep /swi:p/ swim /swɪm/ | spoke /spəʊk/ spelt (spelled) /spelt (speld)/ spent /spent/ stood /stʊd/ stole /stəʊl/ stuck /stʌk/ stung /stʌŋ/ swore /swɔ:(r)/ swept /swept/ swam /swæm/ | spoke /spəʊk/ spelt (spelled) /spelt (speld)/ spent /spent/ stood /stʊd/ stolen /stəʊlən/ stuck /stʌk/ stung /stʌŋ/ sworn /swɔ:n/ swept /swept/ swum /swʌm/ | nói đánh vần tiêu xài, trải qua đứng đánh cắp ghim vào, đính châm, chích, đốt tuyên thệ, thề quét bơi lội |
| eat /i:t/ | ate /et/ | eaten /i:ten/ | ăn | take /teɪk/ teach /ti:tʃ/ tear /tiə(r)/ tell /tel/ think /θɪŋk/ throw /θrəʊ/ | took /tu:k/ taught /tɔ:t/ tore /tɔ:(r)/ told /təʊld/ thought /θɔ:t/ thrown /θrəʊn/ | taken /teɪkən/ taught /tɔ:t/ torn /tɔ:n/ told /təʊld/ thought /θɔ:t/ thrown /θrəʊn/ | cắm, lấy dạy, giảng dạy xé, làm rách kể, bảo suy nghĩ ném, vút |
| fall /fɔ:l/ feed /fi:d/ | fell /fel/ fed /fed/ | fallen /fɔ:lən/ fed /fed/ | ngã, rơi cho ăn, dùng (thức ăn) | understand /ʌndə'stænd/ wake /weɪk/ wear /weə(r)/ win /wɪn/ | understood /ʌndə'stʊd/ woke /wəʊk/ wore /wɔ:(r)/ won /wʌn/ | understood /ʌndə'stʊd/ woken /wəʊkən/ worn /wɔ:n/ won /wʌn/ | cảm thấy chiến đấu tìm thấy cấm đoán, cấm quên thà thứ (làm) đồng lại có, được, nhận đưa, cho đi mọc, trồng |
| feel /fi:l/ fight /faɪt/ find /faɪnd/ fly /flaɪ/ forbid /fə'brɪd/ | felt /felt/ fought /fɔ:t/ found /faʊnd/ flew /flu:/ forbade /fə'beɪd/ | felt /felt/ fought /fɔ:t/ found /faʊnd/ flown /fləʊn/ forbidden /fə'brɪdən/ | cảm thấy chiến đấu tìm thấy cấm đoán, cấm | write /raɪt/ | wrote /rəʊt/ | written /rɪtən/ | giữ biết đặt, để dẫn dắt, lãnh đạo |
| forget /fə'get/ forgive /fə'gɪv/ freeze /fri:z/ | forgot /fə'gɒt/ forgave /fə'geɪv/ froze /frəʊz/ | forgotten /fə'gɒtən/ forgiven /fə'gɪvən/ frozen /'frəʊzən/ | quên thà thứ (làm) đồng lại | | | | |
| get /get/ give /gɪv/ go /gəʊ/ grow /grəʊ/ | got /gɒt/ gave /geɪv/ went /went/ grew /gru:/ | got /gɒt/ given /gɪvən/ gone /gɒn/ grown /grəʊn/ | có, được, nhận đưa, cho đi mọc, trồng | | | | |
| hang /hæŋ/ | hung (hanged) /hʌŋ (hæŋd)/ | hung (hanged) /hʌŋ (hæŋd)/ | móc lên, treo lên | | | | |
| have /hæv/ hear /hɪə/ hide /haɪd/ hit /hɪt/ hold /həʊld/ hurt /hɜ:t/ | had /hæd/ heard /hɜ:d/ hid /hɪd/ hit /hɪt/ held /held/ hurt /hɜ:t/ | had /hæd/ heard /hɜ:d/ hidden /'hɪdən/ hit /hɪt/ held /held/ hurt /hɜ:t/ | có nghe giấu, trốn, nấp đụng, đánh cắm, nắm, tổ chức làm đau | | | | |
| keep /ki:p/ know /nəʊ/ | kept /kept/ knew /nju:/ | kept /kept/ known /nəʊn/ | giữ biết | | | | |
| lay /lei/ lead /li:d/ | laid /leɪd/ led /led/ | laid /leɪd/ led /led/ | đặt, để dẫn dắt, lãnh đạo | | | | |