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Lời mở đầu

Mến chào các em!

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

Sách **Tiếng Anh 7 i-Learn Smart World** bám sát các chủ đề, chủ điểm trong khung chương trình của Bộ Giáo dục và Đào tạo, cung cấp kiến thức, kỹ năng ngôn ngữ, từ vựng, văn phạm, phát âm... giúp học sinh tự tin giao tiếp bằng tiếng Anh và chuẩn bị kiến thức cho các cấp học tiếp theo.

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

Sách bao gồm 10 chủ đề: Free Time, Health, Music and Arts, Community Services, Food and Drinks, Education, Transportation, Festivals around the World, English in the World, Energy Sources. Mỗi chủ đề có 3 đơn vị bài học, 1 bài ôn tập với các hoạt động nhằm rèn luyện các kỹ năng ngôn ngữ, phát triển vốn từ vựng, củng cố và nâng cao kiến thức ngữ pháp, tích hợp liên môn (CLIL) giúp học sinh trau đổi kiến thức và kỹ năng giao tiếp, đồng thời cung cấp những kiến thức cơ bản về văn hóa, xã hội nhằm nâng cao tầm hiểu biết và góp phần đào tạo học sinh trở thành những công dân toàn diện.

Môt số biểu tương sử dung trong các bài học:



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



Sử dụng trí tưởng tượng của bản thân.



Di chuyển đến trang Tài liệu hoạt động (Activity Files) và sử 119 File4 dụng tệp được yêu cầu.

difficult at first. Học sinh có thể xem giải nghĩa và cách phát âm của những từ ds. Although it màu tím này trong danh sách từ vựng (Word List) sau sách.

Chúc các em thành công!

Nhóm Tác giả

Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
1. FREE TIME	Ask and answer about hobbies Make future plans	Present Simple for habits Present Continuous for future plans and prepositions of place	/eI/ sound Intonation for Yes/No questions	Listening: (for attitude/details) to a talk about extreme sports Speaking: (giving opinions) about different extreme sports Conversation Skill: Starting a friendly conversation	Reading: (for main idea/details) an email asking a friend to join an activity Writing:an invitation email
2. HEALTH	 Talk about what makes a healthy lifestyle Give advice and persuade someone to have a healthy lifestyle 	Indefinite quantifiers Tshould" and "shouldn't"	Intonation for Wh-questions Sound change for "Do you?"	Listening: (for inference/details) to an interview with an expert about food Speaking: (discussion, talking about healthy food) about food in your school cafeteria Conversation Skill: Offering help	Reading: (for inference/details) a letter to the school's principal Writing: a request letter
3. MUSIC AND ARTS	Talk about music that you like Make plans to go to a music event	Present Simple for facts Prepositions of time and possessive adjectives	Different sounds /s/, /z/ of "s" at the end of verbs Intonation for statements	Listening: (for gist/details) to an English teacher talking about describing movies Speaking: (exchanging information) about your favorite movies Conversation Skill: Inviting someone to speak	Reading: (for main idea/details) a description of a movie Writing: a description of your favorite movie
4. COMMUNITY SERVICES	Suggest and plan a charity event Talk about things we did to help our community	"should," "Let's," and "How about" Past Simple with regular verbs	Stress the first word in compound nouns Different pronunciations /d/, / Id/, /t/ of verb endings -ed	Listening: (for inference/details) to a news interview about a beach clean-up Speaking: (discussion, talking about environmental problems) about how to help the environment Conversation Skill: Introducing a topic	Reading: (for attitude/details) an email about a clean-up Writing: an email about an environmental clean-up
5. FOOD AND DRINKS	Talk about what food you need to buy Talk about containers and quantities of food and drinks	Quantities and amounts Indefinite and definite articles	Consonant cluster /sp/ Sound changes for "bunch of" and "bag of"	Listening: (for inference/details) to a talk between a tour guide and tourists Speaking: (giving opinions) about unusual foods Conversation Skill: Asking for repetition	Reading: a blog post about unusual foods in Vietnam Writing: a food blog post

Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
6. EDUCATION	 Decline invitations and express obligations Talk about how you feel about school 	Present Simple and "have to" Intensifiers and "because"	Sound change for "have to" Stress intensifiers for emphasis	Listening: (for inference/details) to a teacher talking about studying abroad Speaking: (role-play, describing experience) about studying abroad experience Conversation Skill: Declining an invitation	Reading: (for attitude/details) a paragraph about studying abroad Writing: a paragraph about studying abroad
7. TRANSPORTATION	 Describe and identify personal belongings Compare different types of transportation 	 Possessive pronouns and adjectives in order "(not) asas" 	Stress the first syllable for most two-syllable nouns /st/ sound	Listening: (for gist/details)to a vlog about two types of transportation Speaking: (role-play, giving opinions)about kinds of transportation Conversation Skill: Asking for confirmation	Reading: (for gist/details) a paragraph about transportation Writing: an opinion paragraph about a kind of transportation
8. FESTIVALS AROUND THE WORLD	 Talk about festivals around the world Compare how different countries celebrate festivals 	Future Simple "like" and "different from"	Stress the syllable before "consonant + ian" in nationalities ending in "-ian" If yound If yound	Listening: (for inference/details) to a news report about an interesting festival Speaking: (exchanging information) about your favorite festival Conversation Skill: Showing interest	Reading: (for gist/details) a blog post about a festival in Vietnam Writing: a blog post about your favorite festival
9. ENGLISH IN THE WORLD	 Talk about tourist attractions and cultures of English-speaking countries Talk about holidays in English-speaking countries 	Articles Past Simple with irregular verbs	• /ð/ sound • /ə/ sound	Listening: (for gist/details) to a talk about how English changed someone's life Speaking: (exchanging information) about speaking English on your vacation Conversation Skill: Ending a conversation	Reading: (for details) a postcard about a vacation in Canada Writing: a postcard about your vacation in an English-speaking country
10. ENERGY SOURCES	Talk about types and sources of energy Talk about the advantages and disadvantages of energy sources	• "morethan" and "less than" • "and" and "but"	Stress the first syllable for numbers which are multiples of ten Sound change for "and"	Listening: (for inference/details) to an interview with an energy expert Speaking: (role-play, discussion) about the best energy sources for a town Conversation Skill: Asking for clarification	Reading: (for gist/details) an email to a town's mayor to suggest a new energy source Writing: a formal email

SEMESTER MID/FINAL REVIEWS: Language and Skills Review of Units 1–10 PROJECTS: Presentation and Performance

Unit 1

Can you...?

- ask and answer about hobbies
- use the Present Simple for habits





New Words

a. Number the pictures. Listen and repeat. 🚱



- 1. collect sock - stickers
- 2. (build) models
- 3. bake (cakes)
- 4. (make) vlogs
- 5. (read) comics
- 6. (play) online games













b. In pairs: Note three more hobbies you know. Discuss if you like them.

Do you like building models?

Yes, I do.



- 0 0

Reading

a. Read Kate's blog post and choose the best title.

1. My Model Collection

Home

2. Building Model Cars Is Fun



ABOUT ME Hi! I'm Kate. I like building models and blogging.

A Teen Blogger

A blog about stuff

About

January 4

Next blog →

I build models in my free time. I have fifteen models. Some of them were gifts from friends and family, but I bought most of them. I mostly build planes and cars, but I have a few ship models, too. My favorite one is my MGA car model. The real MGA was a cool sports car from England. I think it's very cute.

I often spend about one or two hours a day building my models. Sometimes my sister, Alice, does it with me and films us building models for her vlogs. She makes vlogs every week and it helps her make new friends.

What about you? What do you do in your free time? Leave a comment and tell me!

b. Now, read and circle the correct answer.

- 1. How did Kate get most of her models?
 - a. They were gifts.
 b. She bought them.
- c. She found them.
- 2. What is her favorite model?
 - a. a car
- b. a ship
- c. a plane
- 3. Who does Kate build her models with?
- a. her friend
- b. her teacher
- c. her sister
- 4. Why does Alice film them building models?
 - a. for school
- b. for her vlogs
- c. for her friends
- c. In pairs: What cool things can you make?





Grammar a. Listen and repeat. 👸



Present Simple for habits

We can use the **Present Simple** to talk about habits or things that happen regularly.

I/You/We/They collect stickers.
He/She reads comics.

I don't make vlogs.

He doesn't build models.

What **do** you **do** in your free time? What **does** she **do** in her free time?

Do you play soccer?

(Yes, I do./No, I don't.)

Does she bake cakes in her free time?

(Yes, she does./No, she doesn't.)

b. Fill in the blanks with the correct form of the verbs.

- 1. I __play __ (play) soccer in my free time.
 2. My friends often _____ (play) online games together on the weekends.
 3. My brother _____ (like) building models.
 4. Lisa and Molly _____ (read) comics every night.
 5. _____ you ____ (bake) cakes on the weekends?
 6. Lucas _____ (not make) vlogs about his garden.
 7. ____ Fiona _____ (watch) fashion shows in her free time?
- c. Write sentences about habits using the pictures and prompts.













1. ___ I collect soccer stickers.

2.

3.













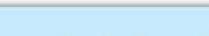
4

5. _____

6

d. In pairs: Ask your partner about what they do and don't do in their free time.





a. Focus on the /eɪ/ sound.

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



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

make plane race car

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



Practice

a. Ask and answer.

What do you do in your free time?

I make vlogs.

How often do you make vlogs?

I make vlogs once a week.

once a week every day a few times a month on the weekends













b. Practice with your own ideas.





Speaking TOP TEEN HOBBIES

a. You're asking your classmates about their hobbies. In fours: Complete the survey for yourself, then ask three more friends. Fill in the table.

Teen World		Hobby	How often	What else do you like doing?
	Me			

b. What is the most popular hobby in your group?

In our group, the most popular hobby is...

Unit 1

Can you...?

- make future plans
- use the Present Continuous for future plans and prepositions of place

Conversation Skill: Starting a friendly conversation



New Words

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



sports contor

bowling alley

theater

ice rink

water park

market

fair



sports center













b. In pairs: Say what activities you can do at each place using the verbs in the box. 🔯



play skate run watch go on buy

I go on the rides at the fair.



- Listening a. Listen to Becky calling Toby to make plans to meet. Which place will they visit together?
 - 1. market
- 2. bowling alley
- 3. ice rink

b. Now, listen and circle.



- 1. Becky is meeting Joe at the fair tonight tomorrow.
- 2. Toby is going to the bowling alley/sports center on Saturday night.
- 3. Becky is buying a book/present on Saturday afternoon.
- 4. Becky and Toby are meeting at 3 p.m. on Saturday/Sunday.
- c. In pairs: Where do you like to meet your friends? What do you do there?



Starting a friendly conversation

To ask someone how they are or to ask what is happening, say:

What's up? What's going on?

Listen and repeat.





a. Listen and repeat. 🚱





Present Continuous for future plans

We can use the Present Continuous to talk about future plans.

I'm going to the sports center tonight.

He/She's playing soccer this evening.

We/They're going to the water park on Saturday.

I'm not going to the party on Sunday.

He isn't playing basketball with us tonight.

They aren't playing soccer tomorrow.

Are you doing anything tonight?

Yes, I am./No, I'm not.

Is he going to the market tomorrow?

Yes, he is./No, he isn't.

Are they going bowling tonight?

Yes, they are./No, they aren't.

Prepositions of place

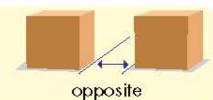
We use prepositions of place to talk about where something or someone is located.

Let's meet in front of the movie theater. The bowling alley is opposite the ice rink.









b. Circle the correct words.

- 1. I'm watch I'm watching a movie tonight.
- 2. She is going/going bowling on Sunday night.
- 3. Let's meet in/on front of the theater.
- 4. I'm meet/meeting Sam at the water park tomorrow.
- 5. Is/Are you going shopping this evening?
- 6. We're meeting next/opposite the restaurant on Wednesday at 6 p.m.
- c. Look at next week's plan. Write questions using the prompts, then answer the questions.
- Wed Mon Tue Thu Fri sports ice Jane rink center Gary market soccer bowling Becky movie alley water Kevin fair park sports Edward soccer center
- 1. When/Jane/go/ice rink/? When is Jane going to the ice rink? She is going to the ice rink on Thursday.
- 2. What/Becky/do/Tuesday/?
- 3. When/Gary and Edward/play/soccer/?
- 4. When/Kevin/go/fair/?
- 5. What/Gary/do/Wednesday/?

d. In pairs: Make a plan to go out with your friend.

Are you doing anything...?

I'm...Do you want to come?

Sure. Where should we meet?

Let's meet...

Intonation

- a. Intonation for Yes/No questions rises.
 - Are you going to the fair tonight?

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

Are you going to the fair tonight?

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

Can we meet in front of the park? Do you like bowling?

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



Practice

a. Practice the conversation. Swap roles and repeat.

Thuc: Hi Sang, can you talk now?

Sang: Hi Thục. Yeah, what's up?

Thục: What are you doing tonight?

Sang: Nothing. I'm staying at home.

Thục: I'm watching a play at the theater.

Do you want to come?

Sang: Sure. Where should we meet?

Thuc: Let's meet in front of the theater.

Sang: What time?

Thuc: How about seven o'clock?

Sang: OK. See you then. Bye.

Thục: Bye.

later/tomorrow

skating - ice rink/meeting Trinh - water park

next to - coffee shop/behind - bowling alley

five/eight



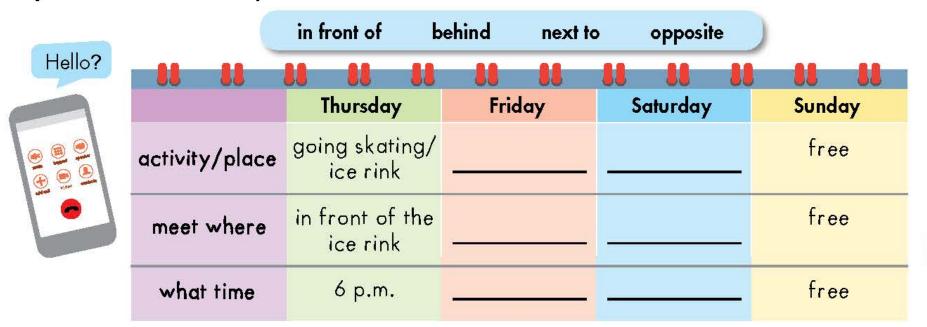
b. Practice with your own ideas.





LET'S GO OUT!

a. You're inviting your friend to join you in a free time activity. In pairs: Student B, 📹 🚻 Student A, write activities and places in the table, then invite Student B. If they can come, discuss where and when you will meet and complete the table.



b. Make a new pair. Ask your partner what they arranged to do with their friend, where, and when they will meet them.



Unit 1 Free Time

Can you...?

- talk about extreme sports
- write emails inviting people to join you in an activity

Writing Skill: Writing invitation emails





In pairs: Match the extreme sports to the pictures. Would you like to try any of them?

Can you name three other extreme sports?

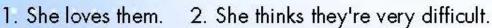
- 1. skateboarding
- 2. surfing
- 3. rock climbing
- 4. zorbing



Listening

a. Listen to a talk about extreme sports.

How does the speaker feel about them?



b. Now, listen and circle.

- 1. The speaker used to play soccer/basketball.
- 2. She tried skateboarding/rock climbing first.
- 3. She learned at an indoor center/on a mountain.
- 4. She thought zorbing sounded dangerous/exciting
- The first time she went zorbing, she was scared/excited.







Reading

a. Read Mark's email quickly. What is the email about?

1. trying a new activity

2. doing an activity again

New message
To: jacob123@abcmail.com
Subject: Surfing next Saturday?
Hey Jacob,
Aré you free next Saturday?
A few of us are going surfing at Turtle Beach. I know you love extreme sports so I thought you might
like to come with us.
We will meet at the surf school on the beach. It costs 10 dollars to rent a surfboard. Sarah says it's really exciting and worth the money. Don't worry, it's not dangerous because the school gives everyone lots of safety equipment to wear.
Let me know if you can come by Tuesday. I want to call the school to book the surfboards the day after.
I hope you can come!
See you soon,
Mark
SEND A@ £1 62 co ch 11

b. Now, read and answer the questions.

- 1. What extreme sport does Mark invite Jacob to do?
- 2. Where is the school?
- 3. What does Sarah say?
- 4. What does the school give everyone to wear?
- 5. When will Mark book the surfboards?
- c. In pairs: Which extreme sport would you like to try? Why?



a. Read about writing invitation emails. Then, read Mark's email again and number the parts.

Writing Skill

Writing invitation emails

To make invitations in an email, you should:

- 1. Start with a greeting: Hey Ryan,
- 2. Check their availability: Are you free next weekend?
- 3. Write the invitation: I'm going rock climbing at Ridgetown Sports Center. Do you want to come?
- 4. Give more details: We can meet at 10 a.m. It's ten dollars a ticket. They provide all the safety equipment and...
- 5. Ask for a reply: Let me know if you want to come.
- 6. Sign off: Speak to you soon,

Jane

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

Mew message — ∠ X
To: Aliali@abcmail.com
Subject: Zorbing next Friday?
Let me know by Thursday if you want to come.
I'm going zorbing with my brother and his friend. Do you want to come?
We can meet at 9 a.m. It should be a lot of fun and really exciting. It costs 25 dollars to rent the safety equipment.
Hi Alison,
See you soon,
Jason
Are you busy next Friday?
SEID AGŁIE co 会T

Speaking

Speaking a. In pairs: Look at the pictures in the lesson.

Discuss what you think the activities are like.

I think mountain biking is very dangerous.

b. Choose one of the extreme sports or choose your own activity. Then, take turns asking and answering the questions below and note your ideas.

Windsurfing looks exciting.

- When are you going?
- Where is it?
- Who is going with you?

- What is it like?
- How much does it cost?

• When do you need your friend's reply?









Let's Write!

Now, write an invitation email to ask a friend to join you for an activity. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

The email follows the model and uses the correct structure. It is interesting. (Suggest ideas, if not.)

I can understand everything.

(Underline anything you don't understand.)

ជជជ ជជជ

Health

Can you...?

- talk about what makes a healthy lifestyle
- use indefinite quantifiers





New Words

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

get (some) sleep eat fruit and vegetables eat fast food

drink soda

healthy

unhealthy



eat fruit and vegetables











b. In pairs: Discuss which things are healthy and unhealthy.

Eating fruit and vegetables is healthy.



a. Read Toby and Lisa's class report and circle the correct answer.

The result of Toby and Lisa's survey is that:

- Some students like fast food.
- 2. Most students have a healthy lifestyle.



Toby and Lisa's

Healthy Living Class Survey

We asked our classmates about how healthy their lifestyles are. Two of our classmates said they eat lots of fast food, but everyone else said they don't eat any. Ten students said that they do lots of exercise and eight students said they do some exercise. On the other hand, two students said they don't do any exercise! We think they are really lazy.

We also asked our class about how much fruit they eat every day. Fifteen students said they eat fruit every day and four students said they don't eat much fruit. One student said they don't eat any fruit. We can see from our survey that most of our class is very healthy and that's great news!

b. Now, read and circle the correct answers.

- 1. How many things did Toby and Lisa ask their classmates about?
- a. four
- b. three
- c. one

- 2. How many students eat lots of fast food?

- b. five
- c. ten

3. How many students do a lot of exercise?

a. eight

a. two

- b. ten
- c. two

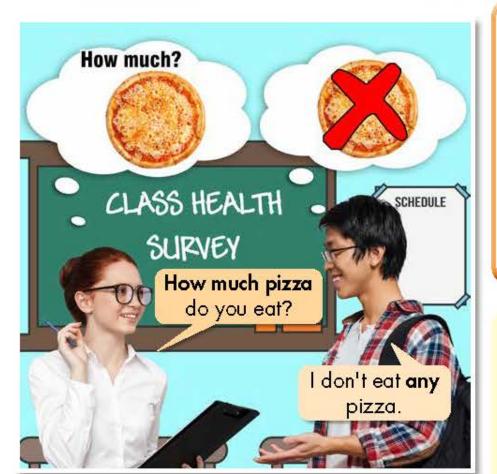
4. How many students don't eat any fruit?

- a. fifteen
- b. four
- c. one

c. In pairs: Do you have a healthy lifestyle? Why (not)?



a. Listen and repeat. 🙉

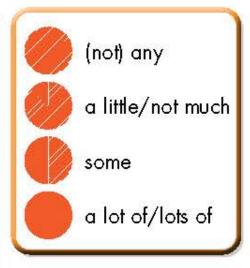


Indefinite quantifiers

We can use a little, not much, some, and lots of to say how much we do something.

We use some and lots of with both uncountable nouns and plural countable nouns. We use a little and not much with uncountable nouns only.

We use don't/doesn't (verb) any to talk about things we don't do.



1	drink	a little/some/	L		
Не	drinks	lots of	Truit juice	every week.	
They	don't		any		
	doesn't	do	mućh	exercise.	

How much junk food do you eat every week? I eat lots of junk food every week.

b. Circle the correct words.

- 1. I don't eat any a little junk food.
- 2. We drink lots of/much water every day.
- 3. How much/any fruit did you eat yesterday?
- 4. He does much/a little exercise in the morning.
- 5. She doesn't do any/some exercise.

c. Look at the table and answer the questions.

Name	Activity	Amount
Jimmy	do exercise	
Joey	watch TV	
Janet	drink soda	
Jonny	eat salad	

- 1. How much exercise does Jimmy do every week?
- 2. How much TV does Joey watch every day?
- 3. How much soda does Janet drink every week?
- 4. How much salad does Jonny eat every day?
- d. In pairs: Ask your partner about the activities in Task c.

How much exercise do you do every week?

I don't do any exercise.



Pronunciation

Intonation

- a. Intonation falls for Wh-questions. How much fast food do you eat every week?
- c. Listen and cross out the question that doesn't follow the note in "a." 👔

How much junk food do you eat every week? How much exercise do you do every day?

- b. Listen to the sentence and notice how the intonation falls. How much fast food do you eat every week?
- d. Read the questions with the falling intonation to a partner.



Practice Ask and answer.

How much exercise do you do every week?

I do a lot of exercise every week.

That's very healthy.



every week



every day



every day



every night



every week



every night

a lot of/lots of some only (verb) a little don't (verb) any

Speaking Who Has the Healthiest Lifestyle?

a. You're doing a survey about healthy lifestyles. In threes: Fill in the survey for yourself, then ask two friends about their lifestyles. For each (+) answer, add points. For each (-) answer, subtract points.

TEEN	exercise/ do/every week?	sleep/get/ every night?	fruit and vegetables/eat/ every day?	fast food/ eat/ every week?	video games/ play/every night?	TOTAL
Me	±	+	+	a	2 7- 8	
	+	+	+	<u>क्रम</u> ्	s=-3	
	+	+	Ŧ	50 4	2.—22	

KEEPING SCORE:

I eat/do/get/play a lot of/lots of...

= 3 points

I eat/do/get/play some... I only eat/do/get/play some...

I don't eat/do/get/play any...

= 2 points

= 1 point

= 0 points

I do lots of exercise. (+3 pts) I eat lots of fast food. (-3 pts) SCORE = 3 - 3 = 0

b. Who has the healthiest lifestyle?

... is the healthiest in our group.

Unit 2

Health

Can you ...?

give advice and persuade someone to have a healthy lifestyle

use "should" and "shouldn't"

Conversation Skill: Offering help





New Words a. Number the pictures. Listen and repeat. 👘

1. feel weak

- 2. have a sore throat
 - 6. take medicine
- 3. get some rest
- 4. take vitamins

5. have a fever

- 7. stay up late
- 8. keep warm

















b. In pairs: Discuss more health problems and advice and note them down.

I have a stomachache.

Drink some ginger tea.



a. Listen to Jacob visiting the doctor. Circle the reason for Jacob's visit.

1. He wants a health check. 2. He is sick.



b. Now, listen and fill in the blanks.

Jacob has a (1) _____ and he feels

(2) ______.

He shouldn't stay up (3) _____ or spend too much

time on his (4) ______.

He should sleep at least (5) _____ hours a night.

c. What do you do when you're sick? Why?





Offering help

To offer to help someone, say: What can I do for you? How can I help?

Listen and repeat. 🙌



a. Listen and repeat. 🙉



should and shouldn't

We can use **should** and **shouldn't** to give advice. We can use **should** to ask for advice.

I/You/We/They/ should eat fresh fruit.
He/She/It shouldn't eat fast food.

I have a headache. What should I do?

Should I take some medicine? (Yes, you should./No, you shouldn't.)

b. Use the prompts to give advice for each problem.

1. May: I have a toothache.	Sue: you/not/eat/so much/candy You shouldn't eat so much candy.
2. John: I have a headache.	Mark: you/take/medicine
3. Alice: I want to lose weight.	Claire: you/not/eat/junk food
4. Jess: I feel sick.	Lucy: you/see/doctor
 Sam: I can't read that writing. It's too small. 	John: you/take/eye test
6. John: My back hurts.	Sophie: you/not/sit down/all day
7. Daisy: I feel weak.	Bob: you/eat/something

c. Fill in the blanks using should or shouldn't.

– You <u>should</u>	_ take some medicine.
– You	_ eat more fruit and vegetables.
Yes, you	32 4 6
– You	go to the dentist.
– You	_ drink so much soda.
	YouYes, youYou

d. In pairs: Ask for and give your partner advice using the prompts.

fever stomachache earache I have a toothache.
What should I do?

You shouldn't eat too much candy.



Pronunciation

Sound Changes

- a. "Do you...?" often sounds like /dju:/.
- c. Listen and cross out the sentence that doesn't follow the note in "a." (22)

Do you do exercise? Do you eat fresh fruit? b. Listen. Notice the sound changes of the underlined words.

<u>Do you</u> get enough sleep? <u>Do you</u> eat a lot of fast food?

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



Doctor: Good morning. How can I help you?

Patient: I feel sick. I feel weak and

I have a stomachache.

Doctor: I see. Do you eat enough every day?

Patient: No. Sometimes, I don't eat lunch.

Doctor: You should eat properly every day.

Do you eat fruit and vegetables?

Patient: No, not really. I eat a lot of fast food.

Doctor: You shouldn't eat so much junk food.

Patient: OK.

Doctor: And you should get some rest.

Patient: Thank you, Doctor.

Doctor: You're welcome.

feel tired/don't sleep well
sore throat/fever
drink enough water/exercise enough
I drink too much coke/I'm lazy
drink water/play some sports

chocolate/French fries
sugar/unhealthy food

keep warm/take some medicine



You shouldn't

Offer help at the beginning of the conversation.

Speaking How Are You Feeling Today?

a. In pairs: Student B, 118 118 118 118 1192. Student A, you're a doctor giving advice to a sick patient. Ask your patient questions, complete the questionnaire, and give advice if you need to for each question.

HEA	LTH QUEST	IONNAI	RE	
Patient's name:		Date:		
How are you feeling today?				
Causes ———	Yes	No	Advice	3
Do you sleep eight hours a night?				
Do you do exercise every day?				
Do you eat a lot of fast food?				
Do you watch a lot of TV?				
Do you play a lot of video games?				

b. Swap roles. Student A, now you're the patient. Answer the doctor's questions and write down their advice.

You have a cough, a headache, and you feel weak. You eat a lot of fast food and you always watch TV until midnight.

Doctor's a	dvice		
You should	.		

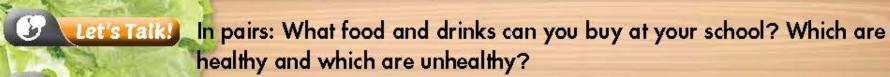
Health

Listening

Can you...?

- talk about healthy food
- write a request letter

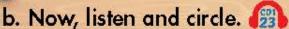
Writing Skill: Writing request letters

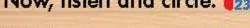


a. Listen to an interview with James Olive. Where is the interview taking place?

1. in a school cafeteria

2. on TV





- 1. What does James do?
- A. Sells healthy food.
 - B. Tells schools to sell healthy food.
 - C. Helps adults eat healthier food.
- 2. What do lots of schools sell?
 - A. Salad and smoothies.
 - B. Fast food.
 - C. Fruits and nuts.

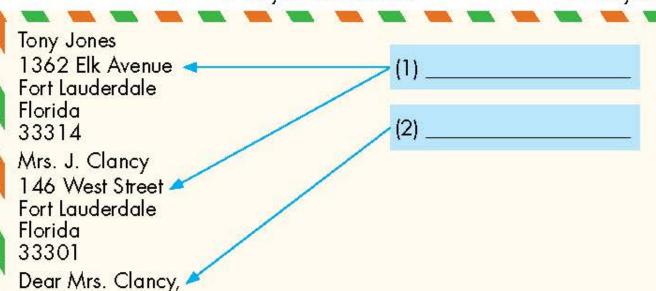
- 3. According to James, what makes students feel tired?
 - A. Having fast food and soda.
 - B. Eating small lunches.
 - C. Studying at school.
- 4. What is "brain food"?
 - A. Food that looks like brains.
 - B. Food with lots of sugar and salt.
 - C. Food that helps you study better.



a. Read Tony's letter and circle who you think Mrs. Clancy is.

1. Tony's math teacher

2. Tony's school principal



(3)

(4)

My name is Tony and I am in Class 7D. I am writing to ask you to provide us with healthier food in the cafeteria. At the moment, it only sells things like soda and fast food. It really isn't good for students. It makes us feel

tired after eating lunch. My classmate even fell asleep at his desk in math class and got in lots of trouble. It makes it so difficult for us to study.

I think the cafeteria should sell things like fruit juice and salads. They are so much better for us and will help us study better and feel healthier. I also think it should sell less fast food and soda.

Please help make the cafeteria healthier.

Sincerely,

Tony Jones

b. Now, read and circle the correct answer.

- 1. What street does Tony live on?
- 2. What does the cafeteria sell now?
- 3. How does the food make students feel?
- a. West Street
- b. Elk Avenue
- c. Fort Lauderdale

- a. salads
- b. soda
- c. fruit

- a. good
- b. unhealthy
- c. tired

- 4. What does Tony want the cafeteria to sell?
- a. fruit juice
- b. fast food
- c. fresh fruit

c. In pairs: What can you buy in your school cafeteria?



a. Read about writing request letters. Then, read Tony's letter again and fill in the labels.

Writing Skill

Writing request letters

To make requests effectively in a letter, you should:

- 1. Write your address at the top and the receiver's address below.
- 2. Write a greeting.
- 3. Say who you are and why you are writing.
- 4. Introduce the problem.
- 5. Give useful solutions.
- 6. Ask the reader to do something.
- 7. Finish the letter with a farewell and your name.

b. Number the sentences (1-7). Use the skill
--

- a. The cafeteria sells lots of fast food and it makes the students tired.
- b. Joe Adams, 167 Clay Hall Drive, Grantham, G1 5EP Ms. Jones, 29 Woodland Road, Grantham, G1 5ED
- c. Dear Ms. Jones,
- d. My name is Joe from Class 7B and I am writing to ask for more healthy food in the cafeteria.
- e. Sincerely,

 Joe Adams

 ——
- f. I think it should sell some salad and fruit juices.
- g. Please help us and make the cafeteria healthier.



Speaking a. In pairs: Look at the pictures. Discuss which foods you think would help you study better. Why or why not? Can you buy any of these at your school?









b. Now, complete the table about your school.

Address of your school	
Name of your principal	
Unhealthy things you can buy in your cafeteria	
Healthy things you want in your cafeteria	

Let's Write!

Now, write a letter to your school's principal asking for better food in your cafeteria. Use the Feedback form to help you. Write 60 to 80 words.

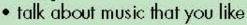
Feedback

The letter follows the model and uses the correct structure. 公公公 It is interesting. (Suggest ideas, if not.) 公公公 (Underline anything you don't understand.)

Unit 3

Music and Arts





use the Present Simple for facts





New Words

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

















b. In pairs: Say which types of music you like and dislike. Describe them using the adjectives below.



boring fun interesting terrible beautiful exciting

I like rock. It's exciting.



Reading

a. Read the blog posts. Do Bình and Linh both like rock music?



WHAT'S YOUR FAVORITE KIND OF MUSIC?

December 4

I like listening to all kinds of music, but my favorites are rock and hip hop. Rock is great to listen to when I feel sad because it's so exciting. I always feel much better after I listen to my favorite rock songs. I think I like hip hop most. I like to listen to music on the weekends and in the evenings after school. I can sing and dance to it all day long.



February 10

Hove listening to pop music. It's my favorite. I think the songs are so beautiful. My favorite pop singer is Taylor Swift. I usually listen to her songs in my free time. I don't like listening to rock. It's terrible!

- b. Now, read and circle the correct answers.
 - 1. Bình's favorite music is...
- a) jazz.
- 2. Listening to rock makes Binh feel...
- a) better.
- 3. Linh thinks pop music is...
- a) terrible.
- 4. Linh listens to Taylor Swift...
- a) at school.
- 5. Linh doesn't like...
- a) hip hop.
- (b))hip hop.
- c) pop.
- b) bored.
- c) excited.
- b) beautiful.
- c) sad.
- b) in the evenings.
- c) in her free time.
- b) rock.
- c) pop.

c. In pairs: When do you like to listen to music?



a. Listen and repeat. 🚱

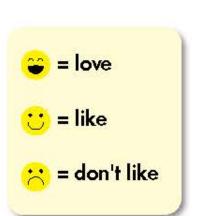




b. Circle the correct words.

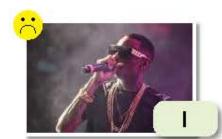
- 1. Sarah love loves jazz. She don't/doesn't like rock music.
- 2. Matt often listen/listens to his favorite rock songs when he do/does his homework.
- 3. I don't/doesn't like listening to classical music. It is/are boring.
- 4. Do/Does your parents listen/listens to country music?
 - Yes, they love/loves it.
- 5. My sister and I play/plays the piano every day. We practice/practices in the evening.
- 6. When do/does the music show finish/finishes?
 - It finish/finishes at 11 p.m.

c. Write sentences using the pictures.





Does Bill like jazz?



4.





5.

Present Simple for facts

We can use the Present Simple to talk about things that we consider as facts (such as likes and dislikes), or are true for a long time.

We form the **Present Simple** with regular verbs like this:

- Positive: subject + verb (-s/-es) + (object)
- Negative: subject + don't/doesn't + verb + (object)
- Question: Do/Does + subject + verb + (object)?

I/You/We/They like jazz. He/She/It likes hip hop.

I/You/We/They **don't like** listening to rock. He/She/It doesn't like listening to classical music.

Do you listen to music every day? Yes, I do./No, I don't.

Does he enjoy listening to rock? Yes, he does./No, he doesn't.

Spelling rules - Adding -s/-es

- We add -s to most verbs: like → likes
- For verbs that end in **-o**, **-s**, **-sh**, **-ch**, **-x**, **-z**, add **-es**: $go \rightarrow goes$; pass \rightarrow passes
- For verbs that end in consonant + y, change -y to -ies: study → stud**ies**

Note:

I like classical/country music.

I like pop/rock/hip hop/jazz music.





6.

d. In pairs: Ask and answer.

What kind of music do you like?

Hike hip hop. It's exciting.



- a. Focus on different sounds /s/, /z/ of "s" at the end of verbs.
- b. Listen to the words and focus on the underlined letters.

likes loves

hates enjoy<u>s</u>

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

listens

plays

wants

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



a. Point, ask, and answer.

Do you like country music?

Yes, I do. It's fun.





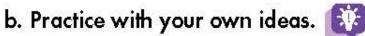
















MUSIC SURVEY

a. In fours: Fill in the table with your own information. Put a tick (🗸) if you like the music or a cross (🗴) if you don't, and add an adjective to give your opinion. Then, ask three friends and complete the table.



b. What is the most popular kind of music in your group?

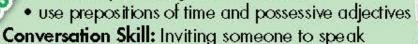
In our group, the most popular kind of music is...

Unit 3

Music and Arts

Can you...?

make plans to go to a music event







New Words a. Match the words with the descriptions. Listen and repeat. 🚱

electronic

heavy metal

reggae

-blues-

folk (music)

RnB



blues _ _ = slow and sad music. It started as African-American folk songs.



- an often happy type of music. It started in Jamaica in the 1960s.



 music made with computers. This music can be made in different styles, like dance.



 a mix of blues and jazz music. This music is very popular.



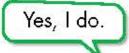
- traditional music of a country or group of people.



- rock music with a very strong beat played very loud on electric guitars.

b. In pairs: Ask and answer about each type of music. Do you like any of them?

Do you like blues?



Listening a. Listen to three friends talking about a music event. Where are they? 🚱



- 1. at a coffee shop
- 2. at school
- at a music festival

b. Now, listen and answer the questions. (29)



- 1. What kind of music does B. J. Jones play?
- 3. What kind of music does Tom like?

2. What time is Marlon Ellis' show?

- 4. What time is Melody Sol's show?
- 5. Which day will they meet?
- c. In pairs: What kind of music concert would you like to go to? Which band or singer would you like to see?



Conversation Skill

Inviting someone to speak

To invite someone to speak, say: What about you, (Tom)? How about you, (Mary)?

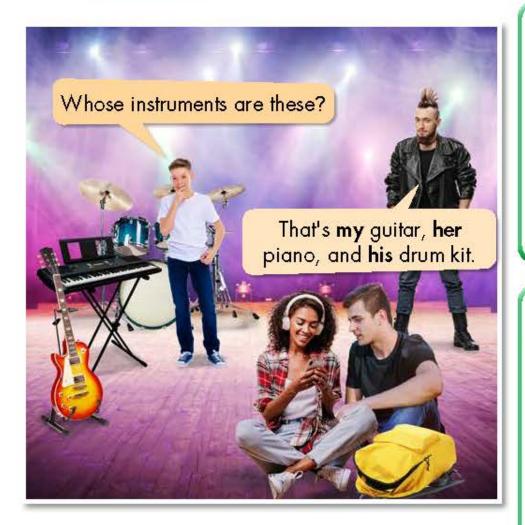
Listen and repeat.





a. Listen and repeat. 🚮





Prepositions of time

When we talk about time, we often use the prepositions in, on,

- We use in with parts of the day, months, seasons, and years: in the morning, in January, in the spring, in 2021
- We use on with days and dates: on Wednesday, on Sunday morning, on the weekend, on her birthday, on February 1st, on Christmas
- We use at for times of the day and meals: at 10 p.m., at three o'clock, **at** breakfast
- We also say: at night, at noon, etc.

Possessive adjectives

We use possessive adjectives to express possession.

Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
- 1	my	he	his
you	your	she	her
we	our	it	its
they	their		

We use possessive adjectives with nouns: **my** song, his band, their show

b. Fill in the blanks with in, on, or at, and the correct possessive adjectives.

1. Mo	ary and	l are havi	na a CD	listening p	oartv at	our Iwe) house	on Friday	v niaht
The state of the s									

2	I know	Tom Barley	ris Ívoi	u) favorite reggae	e artist Did v	vou buv	his new CD? H	de released it	March.
۷.	1 KHOW	Tom buriey	13 () 0.	of later lie reggae	annon. Dia j	you buy	III3 IIC II CD: I	ic released if	_ /yidi cii.

3	John Joves	going to outdoor	concerts	the fall. It's	(he) favorite seasoi
	001111 10463	going to oblacer	COLLCELIS	me idii. Ii s	(IIC) IG FOLIC SCUSO

4.	Are vou aoina to	o watch Jane	Jackson's performance?	(she) concert is on TV	5 p.m
----	------------------	--------------	------------------------	------------------------	-------

5. I love the Big Blues Traveling Band	(they) music festival	2019 was incredible.
--	-----------------------	----------------------

<u>i</u>	Friday	Saturday	Sunday
Jane Blues	8 p.m.		4 p.m.
Mike Ham and the Boys	9 p.m.	3 p.m.	8 p.m.
Sara Fast	10 p.m.	9 p.m.	
Mr. Bass Boss		7 p.m. & 11 p.m.	
The Losers		5 p.m.	6 p.m.

c. Look at the table and write the answers.

- 1. When can you watch Jane Blues' concert at night? You can watch her concert at 8 p.m. on Friday.
- 2. When can you see Mike Ham and the Boys' afternoon show?
- 3. When can you hear Sara Fast's songs on Friday?
- 4. When can you see Mr. Bass Boss' late night concert?
- 5. When can you see The Losers' final show?

d. In pairs: Ask and answer using the information in the table.

Saturday, Oct 21	Sunday, Oct 22
The Score – rock band 11:30 a.m.	Jay Jay – hip hop singer 10 a.m.
Walk the Moon – blues band 3:15 p.m.	Maria Jackson – pop singer 5 p.m.

Who do you want to see?

When's (his) show?



Intonation

- a. Intonation falls at the end of statements.
 I don't like reggae. I prefer blues.
- c. Listen and cross out the sentence that doesn't follow the note in "a."

l like pop. I don't like classical music. I don't like jazz. I prefer hip hop.

- b. Listen to the sentences and focus on how the intonation falls.
- d. Read the sentences with the falling intonation to a partner.



Practice

a. Practice the conversation. Swap roles and repeat.

Toby: Hey Emma and Ann, who do you want to see?

Emma: What about Red Queen?

I really love blues.

Toby: Oh yeah, she's great. When's her show?

Emma: It's at 6 p.m. on Friday.

Toby: Great! How about you, Ann?

Can you make it on Friday?

Ann: Oh, I'm sorry. I'm busy then.
What about on Saturday?

Emma: What about Amy Swift?

She's an RnB singer.

Toby: Great! When's her show?

Emma: It's at 5 p.m. on Saturday.

Ann: Great!

The Sullivan Brothers/Kevin Harrison
folk music/electronic music
they're – their/he's – his
7 p.m. – Thursday/5 p.m. – Saturday

Thursday/Saturday

Friday/Sunday
Blues in the Trunk/Poppa Farley
They're a blues band/He's a reggae singer
their/his

8 p.m. – Friday/3 p.m. – Sunday

b. Practice with your own ideas.





IT'S SHOWTIME!

a. There's a music festival in your town this weekend. In threes: Ask and answer about the different music shows, then choose four artists to see. Complete the notes.

			FE	STIBEAT		
		STAGE1		STAGE2		STAGE3
SATURD AY	3 P.M.	Marcus and Sons	3P.M.	Melody Sol	3 P.M.	Stam Blues BLUESBAND
OCTOBER 181*	6 P.M.	THE LONG YIEL ORCHESTER CLASSICAL BAND	6 P.M.	KEVIN HARRISON Bectronicartist	6 P.M.	Jay-t HIPHOP ARTIST
SUNDAY	3 P.M.	G Start HIPHOPBAND	3 P.M.	The Big Good BLUES BAND	3 P.M.	Rob Curly RECO AE SINGER
OCTOBER 19™	6 P.M.	FINE ROLL BANG ROCKS ROCK BAND	G P.M.	The Monente Thio JAZZ BAND	6 P.M.	TOM LOVE POP SINGER

b. Which bands or singers will you see at Festibeat? Share with the class.



What about Marcus and Sons?
They're a folk band.

Who do you want to see?

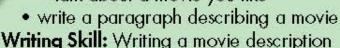
When's their show?



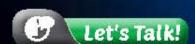
Unit 3 Music and Arts

Can you...?

• talk about a movie you like







In pairs: Name three movies you like and say why you like them. What are different types of movie you can watch?

Listening

a. Fill in the blanks using the words in the box.
 Listen to an English teacher and check your answers.

conclusion plot star setting

- 1. The main character or actor is called the _____
- 2. The ______ is the place/time the movie happens.
- 3. The story the movie tells is called the
- 4. The _____ gives your overall feelings.

b. Now, listen and circle the correct answers.

- When should you say what kind of movie it is? at the start/in the middle
- 2. What does the teacher say you shouldn't tell? the ending/the surprise
- What else does the teacher say to write about? music and costumes/who would like the movie





a. Read the description and choose the best title.

- 1. The Dark Knight A fun family movie
- 2. The Dark Knight An action-packed crime drama



The Dark Knight is a superhero movie set in Gotham City. The star is a superhero called Batman. He fights crime in Gotham.

Batman dresses like a black bat and drives a cool car to fight crime. In this movie, he fights against the Joker. The Joker does a lot of terrible crimes. Batman tries to help his friends and catch the Joker.

The acting is really good, it has a lot of exciting action, and the story is really dramatic.

Overall, I think this movie is great. If you like superhero movies, then you will love it.

b. Now, read and fill in the blanks.

- 1. The story takes place in _____ City.
- 2. Batman fights crime in a cool _______.
- 3. Batman _____ against the Joker.
- 4. You'll enjoy The Dark Knight if you like movies about ______.

c. In pairs: Would you like to watch this movie? Why (not)?



a. Read about writing a movie description. Then, read the description of *The Dark Knight* again and underline the plot summary.

Writing Skill

Writing a movie description

A good movie description should include:

1. Introduction

Give the name of the movie and talk about the type of movie, the setting, and the main star(s): The movie is called The Lion King. It's an animated movie set in Africa. The star of the movie is Simba, a young lion.

2. Plot summary

Write a short description of what happens to the star or what they have to do: In the movie, an evil lion called Scar kills Simba's father...

* Don't tell the ending of the movie.

3. Other details

Describe the good and/or bad parts of the movie (the way it looks/the music/the acting): The music was great, and it looked really beautiful.

4. Conclusion

Give your opinion of the movie and say who you think will like it: Overall, I loved this movie, and I think kids will really enjoy it.

b. Reorder the movie description. Use the skill box to help you.

S
The star is Anna, a young princess.
I think all kids will love this movie.
The songs are fantastic!
Frozen is an animated movie. It is set in a fantasy world.
In the movie, Anna has to travel across a frozen country to find her sister, Elsa.

Speaking

a. You're talking about your favorite movies. In pairs: Ask your partner the following questions.

- What's your favorite movie?
- What kind of movie is it?
- Where and when is it set?
- Who's the star?

- What happens in the movie?
- What's the best part of the movie?
- Who'll like this movie?

b. Make notes about your favorite movie using the questions.





Now, write a short description of a movie you like. Use the Feedback form to help you. Write 60 to 80 words. Feedback

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



Unit 4 Community Services

Can you...?

- suggest and plan a charity event
- use "should," "Let's," and "How about" to make suggestions





New Words

a. Number the pictures. Listen and repeat. 🚳



- car wash
- bake sale
- 3. craft fair
- 4. talent show
- 5. fun run











b. Circle the correct definitions for the underlined words. Listen and repeat. 😘

- 1. My brother is a volunteer at his school. He helps teach young children after school.
 - A. someone who helps for free
- B. an activity to help people for free
- 2. Let's organize a charity event to support poor students in our town.
 - A. an outdoor activity

- B. an activity to help people in need
- 3. All children have the <u>right</u> to go to school. We must do everything we can to help them go to school. A. a rule about what a person should have B. a rule about what a person can't do
- c. In pairs: Discuss and add more events to the box.



How about an art show?

Great idea!

		_		
ij	_	9	in.	į
B	8	Ξ	뗾	V
П		3	Ш	

Reading

art show,

- a. Read the article and choose the best headline.
 - 1. Help Us Bring Happiness to Children!
- 2. Charity Event Ideas to Raise Money

The United Nations says that all children under 18 have the right to live, be healthy and happy, and much more*, but some poor children don't have these rights. They don't have enough food, and can't go to school. So, please join us in helping poor children. We are going to do these activities next month to raise money:

- Craft Fair (May 15th 16th). Many talented artists will be there! You'll find lots of cool things like cute stuffed animals and pretty paintings. There will also be arts and crafts workshops in the afternoons.
- Bake Sale (May 22nd 23nd). Come buy cookies, cupcakes, pies, and more! Don't miss the cupcake decorating competition on May 23rd!

We'll use the money from these events to buy clothes, books, and toys for children. We also need volunteers to help organize the events. Please contact brendajohnson@foreverychild.org for more information.

*1989 The United Nations Convention on the Rights of the Child

b. Now, read and write Yes, No, or Doesn't say.

1. Every child has the same 18 rights.

<u>Doesn't say</u>

- 2. The charity events will happen this month.
- 3. You can join arts and crafts workshops in the morning on May 15th.
- 4. You can also decorate cupcakes at the bake sale.
- 5. Volunteers will help organize both the craft fair and bake sale.
- c. In pairs: Which of the two events would you like to take part in?



a. Listen and repeat.





Using "should "Let's "and "How about" to make suggestions

We can make suggestions to offer ideas or plans for someone to think about. Here are four ways we can make suggestions.

- 1. should + bare infinitive We should put "Run for Fun" on the poster.
- 2. Let's + bare infinitive Let's have a fun run.

We use Let's not + bare infinitive for negative suggestions.

Let's not argue about this.

- 3. How about + V-ing? How about organizing a craft fair?
- 4. How about + Subject + Verb (Present Simple)? How about we organize a bake sale?

b. Fill in the blanks with Let's, should, or How about.

- 1. <u>Let's</u> organize a car wash.
- 2. _____ we have a craft fair?
- 3. _____ not organize an art show.
- 4. _____ organizing a talent show?
- 5. We _____ have a fun run.
- 6. _____ we bake and sell cookies?



c. Circle the correct words.

- 1. A bake sale will raise more money than a craft fair. (et's) Let's not make some pies to sell this weekend.
- 2. We should/shouldn't charge money for the fun run. More people will come if it's free.
- 3. Let's/Let's not have the craft fair at the school gym. It's too small to fit a lot of people.
- 4. My teacher said we should/shouldn't ask our parents to donate old clothes because we don't need them.
- 5. The weather report said it will rain this weekend. We should/shouldn't have the event outside.
- 6. I'm not very good at designing posters. Let's/Let's not ask your sister to help because she's an artist.

d. In pairs: Ask and answer.

What kind of charity event should we organize?

What should we call (if)?

Carlo Carlo		
	1 TO	
	Pronunciation	

Word Stress

- a. Stress the first word in compound nouns.
- c. Listen and cross out the word that doesn't follow the note in "a." 👸

charity event

craft fair

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

bake sale talent show car wash

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



a. Ask and answer using the questions and the prompts.

What kind of charity event should we organize?

Do we need any volunteers?

What should we call our fun run?

Let's have a/an	Yes, we need people to	How about
fun run	sell drinks	"Run for Fun!"
craft fair	make arts and crafts	"Help Your Community!"
talent show	take photos	"Sing for the Children!"
book fair	sell T-shirts	"Read and Help!"
bake sale	sell cupcakes	"Bake Sale for Children's Day"
art show	sell paintings	"Paint for the Poor!"
car wash	wash cars	"Bubble Time for Charity!"

b. Practice with your own ideas. 👺



Speaking Charity for the Community

a. You're planning a charity event for your community. In threes: Discuss and decide who you want to help, then plan your event and complete the poster.

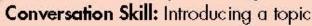
We want to help:	
Event name:	
We need volunteers to:	Place:

b. Share with the class.

Unit 4 SERVICES

Can you ...?

- talk about things we did to help our community
- use the Past Simple with regular verbs







a. Fill in the table. Listen and repea

	400
at.	UDI UD

	recycle	raise	plant	donate cl	ean up
				<u> </u>	
trees flowers	m	oney	parks streets	cans bottles	books old clothes

b. In pairs: Add more words to the table. Share your ideas with the class. 📳

People can clean up beaches.



Listening a. Listen to two people talking. What is the purpose of the interview? 📳



- 1. To find out how students helped their community.
- 2. To explain why students should help their community.
- b. Now, listen and circle. 👘



- 1. What kind of school does Annie go to?
 - a. primary school
- b. middle school
- c. high school

- 2. What did Annie's sister donate?
 - a. comics

- b. toys
- c. clothes

- 3. What did Annie pick up?
 - a. food

- b. garbage
- c. flowers
- 4. Who can enjoy playing in the park?
 - a. Annie's friends
- b. Annie's sister
- c. kids

- 5. Who did Annie volunteer with?
 - a. her community
- b. her sister
- c. her friends

c. In pairs: What kinds of things could you do to help your local community?

Conversation Skill

Introducing a topic

To introduce a new topic, say:

Let's talk about (what you did to help our community).

Listen and repeat.







a. Listen and repeat. 📳





Past Simple with regular verbs

- We use the Past Simple to talk about an action that started and finished in the past. We often say when it happened, e.g. yesterday, last night, three days ago. We can put the time marker at the beginning or the end of a sentence.
 - **Last month**, we **raised** money to help the local charity. He donated some books last weekend.
- We form questions with did and the infinitive. Did you volunteer at a soup kitchen? Yes, I did./No, I didn't. When did you volunteer at the soup kitchen?
- We form negative statements with didn't and the infinitive. We didn't donate books. We donated clothes.

Past Simple - Spelling rules for ed

- We form the Past Simple of regular verbs by adding -ed to the verbs. $clean \rightarrow cleaned$, volunteer \rightarrow volunteered
- For verbs ending with **-e**, we add **-d**. like \rightarrow liked. live \rightarrow lived
- For verbs ending with a consonant + y, we change y to i and add -ed. $try \rightarrow tried$, $fry \rightarrow fried$
- For one-syllable verbs ending with one consonant, then one vowel and one consonant, we double the last consonant and add -ed. plan → planned, stop → stopped

b. Fill in the blanks with the Past Simple form of the verbs in brackets.

1. Last Sunday, Andy and his	friends <u>volunteered</u> (volunteer) at the soup kitchen.
2. We(clean	n up) the park near our school last weekend.
3. My parents	(raise) money to help the local children's hospital two months ago.
4. Last Monday, lots of studen	s (donate) books and clothes they (not use)
any more to poor children i	n their town.
5. Our school	(collect) all of the donations and sent them to poor people.
6. They(pla	nt) trees in the streets to make their town cleaner.

c. Look at the table and write the sentences.

				ALLEY CO.
When	Who	What		
last month	Đức	clean up the park	V	Đức Lan
yesterday	Lan	plant flowers	×	1. Đức cleaned up the park last month.
last week	Đức and Lan	donate dothes	V	2
two weeks ago	Lan	clean up streets	?	3
last Sunday	Đức and Lan	volunteer at a soup kitchen	×	4. 5.
three days ago	Đức	donate books	?	6

d. In pairs: Ask and answer using the information in Task c.

What did Đức do to help the community?

Did Lan volunteer at a soup kitchen last Sunday?

Pronunciation

- a. Focus on different pronunciations /d/, /Id/, /t/ of verb endings -ed.
- c. Listen and cross out the word that has the underlined part pronounced differently from the others.
 - 1. recycled raised stopp<u>ed</u> 2. donated completed organiz<u>ed</u> 3. picked wanted washed

- b. Listen to the words and focus on the underlined letters.
 - help<u>ed</u> cleaned collected volunteered liked planted
- d. Read the words with the correct sound to a partner.

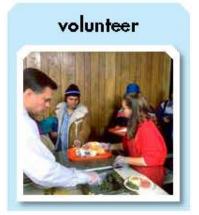


a. Ask and answer.

What did you do to help our community?

Last week, I volunteered at a soup kitchen.

To say when it happened, use: last (week), yesterday, (two weeks) ago





















b. Practice with your own ideas.





HELP THE COMMUNITY

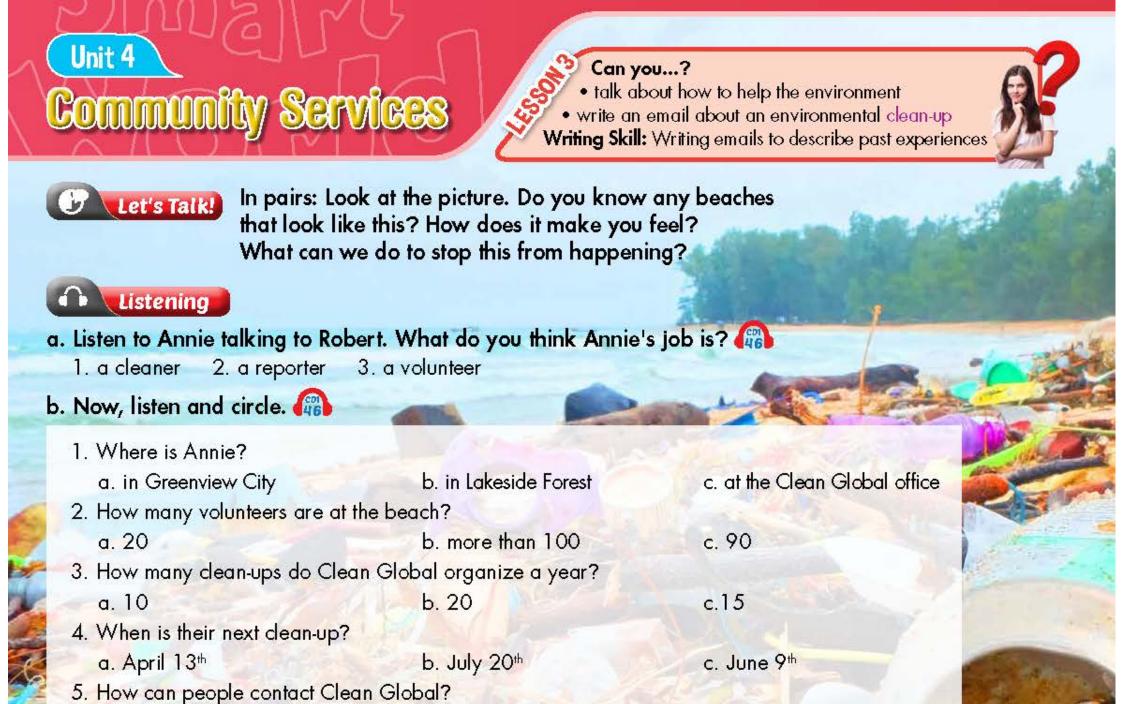
Introduce a new topic.

a. Your school went out to help the community. Fill in the table with details about what you did. Then, ask your partner about what they did and complete the table on the right. Swap roles and repeat.

Your group				
When	What			
Yesterday	We cleaned up the local beach.			
Last week				
Two weeks ago				
Last month				

Another group				
When	What			
Yesterday	*			
Last week				
Two weeks ago	*			
Last month	# J			

b. Share with the class.





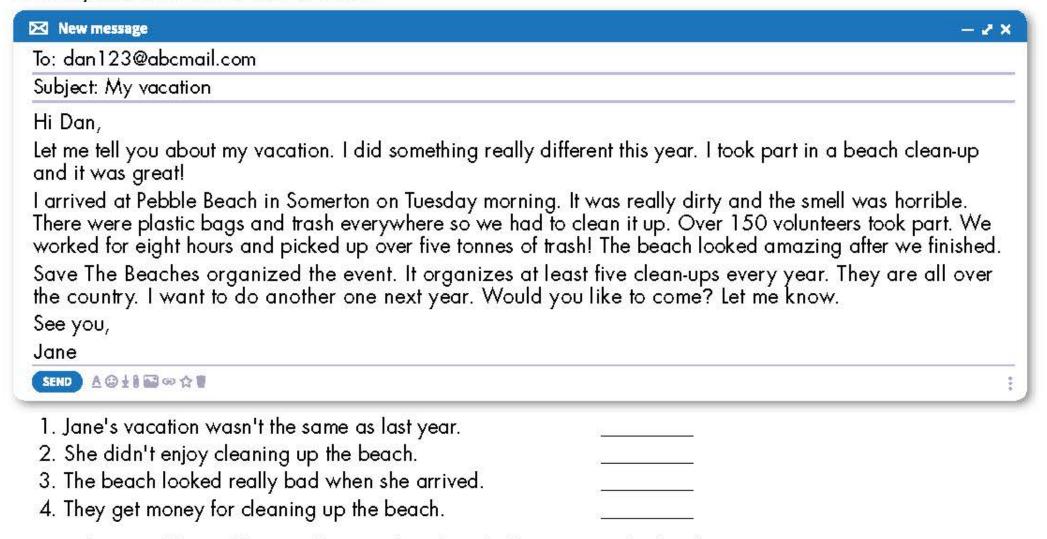
Reading a. Read Jane's email to Dan. Would Jane like to take part in future clean-ups?

b. go to www.cleanglobal.com c. call Robert

1. Yes 2. No

b. Now, read and write True or False.

a. email info@cleanglobal.com



c. In pairs: Would you like to take part in a beach clean-up? Why (not)?



a. Read about writing emails to describe past experiences.
Then, read Jane's email again and circle the information, answering "what?,"
"when?," "where?," and "who?"

Writing Skill

Writing emails to describe past experiences

To describe past experiences in an email, you should:

- 1. Introduce the main topic (your experience):

 I took part in a forest clean-up with my sister.
- 2. Include the most important information, answering "what?," "when?," "where?," and "who?": I went to a clean-up last week in King's Forest. Over two hundred people took part.
- 3. Describe what you could see/smell/hear/taste: I could see plastic bottles all over the park.
- 4. Give your opinion about the experience and ask what your friend thinks: It was a great day. I want to do it again soon. Would you like to take part?

b.	Write full sentences using the prompts. Then, number the sentences (1-4) to match them with the order
	in the skill box.

A. It/great/event. Would/yo	ou/like/join/year?	
B. I/took/part/beach/clean	ı-up/Hightown.	
C. I/went/clean-up/last/we	ek/Rocky Beach.	
Over/fifty/took/part.	<u> </u>	
D. I/could/smell/trash./lt/te	errible!	



Speaking a. In pairs: Look at the pictures of places in Greenview City. Can you see similar problems near where you live? Where? Why is there so much trash?







b. Now, choose a place in Greenview City. Use your own ideas to fill in the tables about a clean-up there.

What did you do?	 How many people took part?	
Where did you do it?	 How long did you work for?	
When did you do it?	 Will you do it again?	<u> </u>

Let's Write!

Now, write an email to a friend describing your experience of an environmental clean-up. Use the Feedback form to help you. Write 60 to 80 words.

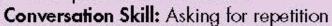
Feedback

The email follows the model and uses the correct structure. 公公公 It is interesting. (Suggest ideas, if not.) 公公公 (Underline anything you don't understand.)

Unit 5

Can you...?

- talk about what food you need to buy
- use quantities and amounts

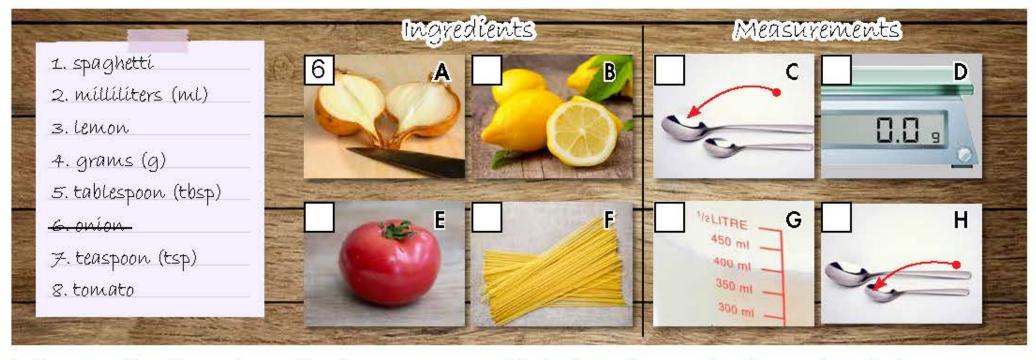






New Words a. Number the pictures.Listen and repeat. 🦚





b. In pairs: Practice saying units of measurement with the ingredients using the numbers below.

1, 2, 3	tsp, tbsp	sugar, oil
100, 200, 300, 800	g, ml	flour, water, spaghetti, milk
2, 5		onions, tomatoes

One teaspoon of sugar. Two onions.

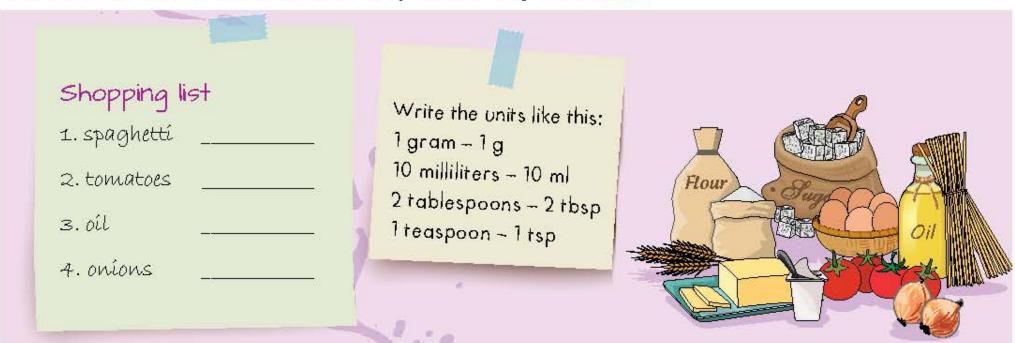


a. Listen to Logan talking to his mom. Where are they? 📳

1. at home

2. at the supermarket

b. Now, listen and write the amounts or quantities they need.



c. In pairs: What do you usually buy at the supermarket?



Grammar

a. Listen and repeat. 🚮



_Much_and_many_

We can use **much** for uncountable nouns (things you can't count, like milk and sugar).

How much sugar do we need?

We can use **many** for plural countable nouns (things you can count, like eggs and tomatoes).

How many eggs do we need?

How much sugar do we need?

We need 100 g of sugar.

How many eggs do we need?

We need two eggs.

We don't have much milk left.

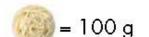
We don't have many eggs left.

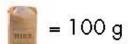
b. Circle the correct words.

- 1. How *(much) many* spaghetti do we need?
- 2. How much/many tomatoes do we need?
- 3. Don't use too much/many sugar.

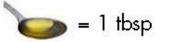
- 4. How much/many eggs do we have?
- 5. We don't have much/many apples left.
- 6. How much/many salt do we have?

c. Look at the table of ingredients you need. Read the answers and write the questions.

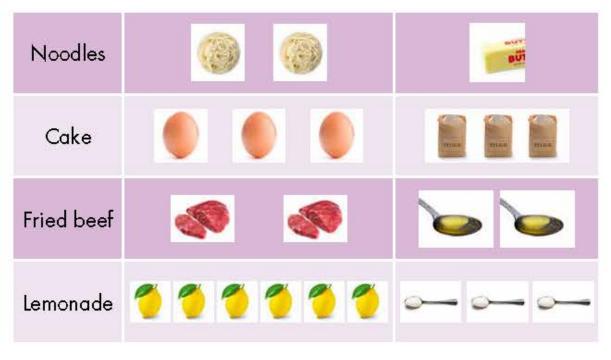












- How much butter do we need?
 We need 56 grams of butter.
- We need 3 eggs.
- We need 300 grams of flour.
- We need 2 tablespoons of oil.
- 5. _____ We need 6 lemons.
- We need 3 teaspoons of sugar.

d. In pairs: What ingredients are in your fridge? How much/many?

I have two hundred grams of butter in my fridge.



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

table<u>sp</u>oon

- <u>sp</u>eaker
- c. Listen to the /sp/ sound. Find and note down three more words with the same sound.
 - special tea<u>sp</u>oon spicy

<u>sp</u>aghetti

d. Read the words in "c." with the sound noted in "a." to a partner.



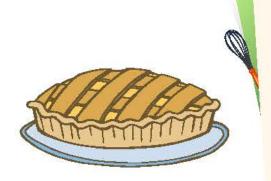
What do we need to make an apple pie?

We need some apples.

How many apples do we need?

We need six.

What else do we need?



ADAM'S APPLE PIE Ingredients:

- apples 6
- sugar 130 g
- flour 225 g
- butter 225 g
- water 120 ml

BILLY'S BEEF NOODLES Ingredients:

- noodles 350 g
- beef 350 g
- oil 4 tbsp
- vegetables 320 g
- flour 2 tsp
- fish sauce 3 tbsp



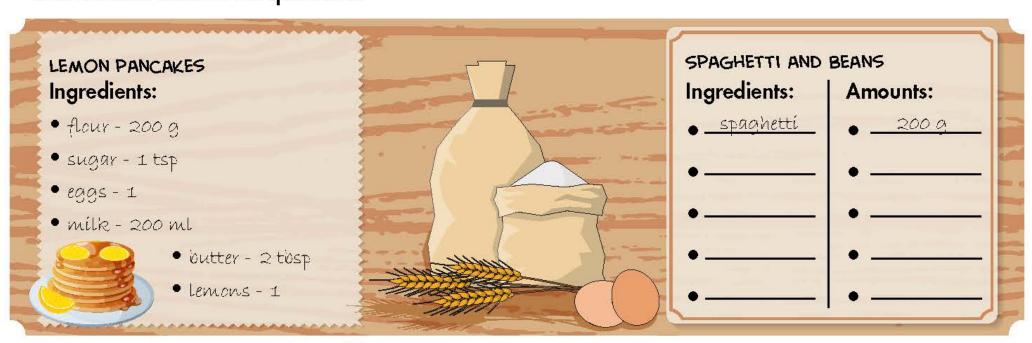


WHAT DO WE NEED?



Ask for repetition.

a. In pairs: Student B, 👉 👸 📠 Student A, you're helping your friend cook lemon pancakes. You have the recipe and your friend is preparing the ingredients. Look at the recipe for lemon pancakes and answer Student B's questions.



b. Swap roles. Student A, ask Student B what you need to make spaghetti and beans, then write the recipe in your notebook.

What do we need to make spaghetti and beans?

How much...?

We need some...

Unit 5

Food and Drinks

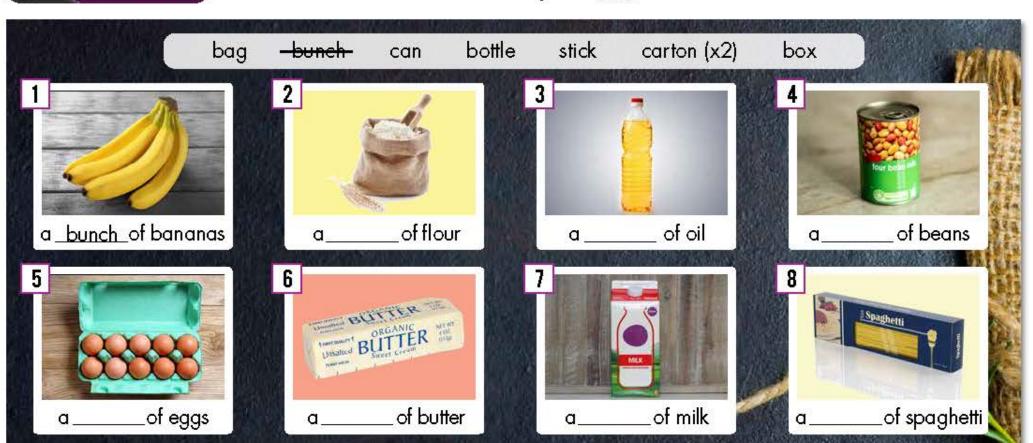
Can you...?

- talk about containers and quantities of food and drinks
- use indefinite and definite articles





a. Fill in the blanks. Listen and repeat.



b. In pairs: Say which of these you have in your kitchen.

I have two bags of rice in my kitchen.



a. Read the paragraph about Pete. What did his mom want him to do?

1. buy the groceries

2. put the groceries away

3. make lunch and dinner

Yesterday morning, Pete's mom went shopping to get groceries. She got a carton of eggs, a can of tomatoes, and an onion for dinner that night. When she got home, she asked her son, Pete, to help her put the groceries away. He put the eggs in the fridge and the onion in the top cupboard. He put the tomatoes in the bottom cupboard next to the sink. Later, she went to the store to get things for lunch. She got a bunch of bananas, a bag of chips, and two sandwiches. The bananas went into the bottom cupboard, the chips into the top cupboard, and the sandwiches into the fridge. That night, Pete helped his mom cook a delicious dinner.

b. Now, read the paragraph and complete the table.

Top cupboard	Fridge	Bottom cupboard		
-	<u>eggs</u>			
	7			



c. In pairs: What different containers do they mention in the reading? What other ones do you know?

a. Listen and repeat. 🚳





Indefinite and definite articles

We use **a/an** with singular nouns when we talk about something for the first time.

After that, we use the.

We use an before nouns beginning with the vowel letters **a**, **e**, **i**, **o**, and **u**.

I bought a can of beans. I put the can of beans in the cupboard.

I ate an ice cream. The ice cream was chocolate flavored.

b. Unscramble the sentences.

- 1. the/the/of/table./chocolate/Put/on/box Put the box of chocolate on the table.
- 2. orange/an/breakfast./He/for/ate
- 3. is/This/big/a/of/bag/rice.

- 4. you/get/Can/a/tomatoes?/me/bag/of
- 5. the/Put/in/fridge,/eggs/please./the
- 6. bag/l/a/of/and/two/bottles/oil./of/flour/bought

c. Read the paragraph and fill in the blanks with the correct articles.

Kelly went shopping to buy her groceries. She bought (1) packet of cookies, a bottle of cola, (2) _____ apple pie, a carton of eggs, some potatoes, a can of beans, and a large carton of milk. She ate (3) _____ cookies with her friend before lunch and used four of the eggs to make a cake for her sister's birthday. She ate some beans for lunch, and added some of (4) _ milk to (5) _____ cup of coffee. To make her dinner, she took _____ bag of rice out of the cupboard. She cooked some of (7) _____ rice with some vegetables. It was delicious! For dessert, she had an apple pie.



d. What did your mom buy from the supermarket last week? In pairs: Choose three things and tell your partner where she put them.

My mom bought a carton of milk. She put the carton in the fridge.

Pronunciation

Sound Changes

- a. "...bunch of...", "...bag of..." often sound like /bntfev/, /bægev/.
- c. Listen and cross out the sentence that doesn't follow the note in "a."

There's a bunch of bananas. There's a bag of onions. b. Listen. Notice the sound changes of the underlined words.

a <u>bunch of</u> bananas a <u>bag of</u> sugar

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



Practice Take turns saying where to put the groceries.





There's a bag of rice.

Put the bag of rice in the bottom cupboard.

OK.

Speaking WHAT DO YOU HAVE IN YOUR KITCHEN?

a. Draw both kitchen diagrams in your notebook. Choose 7 items from the list and draw them in your kitchen. In pairs: Student A, ask Student B what food they have and where it is, then draw it on your partner's kitchen. Swap roles and repeat. Did you draw your partner's kitchen correctly?

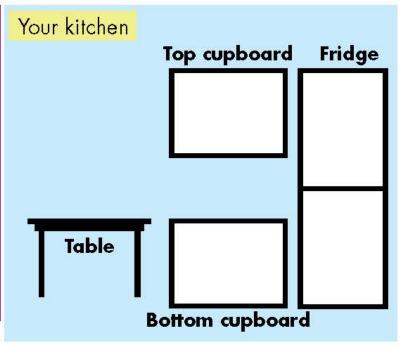
What do you have in your kitchen?

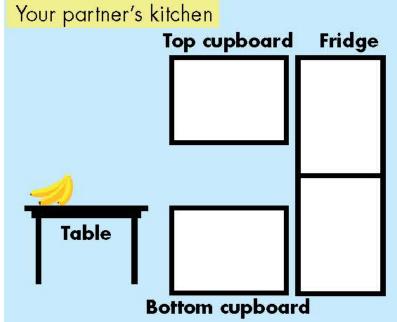
I have a bunch of bananas.

Where are the bananas?

The bananas are on the table.

bag of rice
bunch of bananas
can of beans
box of spaghetti
bottle of oil
carton of eggs
stick of butter
box of chocolates
bottle of orange juice
bag of flour





b. Join another pair and look at their kitchens. Did you put any of the same ingredients in the same places?

Can you...?

talk about unusual foods in Vietnam

write a food blog post

Writing Skill: Writing food blog posts



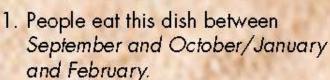




a. A tour guide is talking to a group of tourists in Hà Giang Province. Where are the people?

1. on the street

b. Now, listen and choose the best word(s) to complete the sentences.



- The chef washes the worms and puts pepper/salt on them.
- 3. He grills/fries them with herbs.
- 4. They taste like corn/chili.
- 5. They look strange but taste sweet/delicious.





Reading a. Read the blog post and match the pictures to the underlined words.

How about fried insects as a snack? - Long's blog

www.blogposttravel.net

In Ho Chi Minh City, we eat some really interesting food. One of the strangest is côn trùng chiên. It's a mix of different insects. We fry them with spices and garlic. Some insects taste like fish, others taste like potatoes or nuts. The insects are very crunchy, like potato chips, and we often eat them out of a bowl as a snack. They are not only tasty but also healthy. You should not miss the chance to try them.

Vietnam has a lot of great food – don't just try phở when you visit!











1. Côn trùng chiên is one of the ______ foods in Ho Chi Minh City.

2. Some _____ taste like fish.

3. The insects are very _____.

4. We often eat côn trùng chiên from a ______.

5. The insects are not only tasty, but they are _____

c. In pairs: Which strange foods do you want to try?



a. Read about writing food blog posts. Then, read Long's blog and circle the six points listed below.

Writing Skill

Writing food blog posts

To write an interesting food blog post, you should:

- 1. Write an interesting title: "Mice for dinner?", "You'll love fried insects."
- 2. Say where the dish is from: "In Huế, we often eat...", "People in my town, Vĩnh Long, eat..."
- 3. Describe what is in the dish and how you cook it: "We fry the mice.", "We grill the frogs."
- 4. Describe how you serve it: "Then we serve it with lettuce.", "We eat them with fried rice."
- 5. Describe what it tastes like: "They are spicy.", "It tastes like cheese."
- 6. Say why you recommend it: "It tastes sweet.", "They're really good for you."

b. Number the sentences (1-6). Use the skill box to help you.

- A. We eat them with rice.
- B. Many people think they taste like chicken.
- C. Would you eat mice?
- D. They're healthy and taste great. You should try them!
- E. People in my town, Vĩnh Long, eat grilled mice.
- F. We wash the mice and add spices, then we grill them on a barbecue.

Speaking

a. In pairs: Look at the pictures. Can you buy these dishes in your hometown? Would you like to try them? Why (not)? Is your hometown famous for any other dishes? Which ones?







Grilled frogs éch nướng Grilled mice chuột nướng Fried crickets dé chiên

b. Choose one of the foods in the pictures or your own idea, then make notes:

- Where is the dish from?
- What is the name of the dish?
- What is in the dish? How do people cook it?
- What do you eat with it?
- What does it taste like?

🖺 Let's Write!

Now, write a food blog post using the information above or your own ideas. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

The blog post follows the model and uses the correct structure. It is interesting. (Suggest ideas, if not.)

I can understand everything.
(Underline anything you don't understand.)

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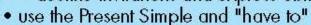
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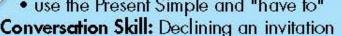
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Unit 6

Can you...?

decline invitations and express obligations









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

	-	
d	dia.	k
a	50	
ú	20	V.

-	
20	00000
	COOCY

- 2. project
- 3. homework
- 4. book report
- 5. test
- 6. presentation

- 1 a. a piece of writing to answer a question or to explain your ideas
 - b. a piece of writing about a story or novel
- c. a short talk about a topic
- _ d. a paper with many questions to check someone's knowledge in a subject
- e. This is a large piece of work. It can have photos, arts and crafts, posters, and videos as well as writing.
- f. Teachers give students this work to do after school.

b. In pairs: Say which things you have to do at school.

I have to give presentations in history class.



Listening a. Listen to two students trying to make plans. Who is busier? 🚱

1. Alan

2. lucy

b. Now, listen and fill in the blanks.



- 1. Alan has to finish his _____ after school.
- 2. Alan has to study for a _____ on Thursday.
- 3. Alan is going bowling on ______.
- 4. Lucy has to _____ on Saturday.
- 5. They agree to go out on ______.
- c. In pairs: Does your life sound more like Alan's or Lucy's? Why?







Conversation Skill

Declining an invitation

To signal you are going to decline an invitation, say:

> Thanks, but I'm sorry. I can't... Thanks, but I'm sorry, I have to...

Listen and repeat.





a. Listen and repeat. 🚮





"have to"

We use have to + infinitive to talk about an action that somebody tells us to do.

I have to do my homework. (My teacher told me to do my homework.)

We add do not to talk about an action we can choose not to do if we don't want to.

I don't have to clean my room. (My room is not untidy.)

I/You/We/They	have to	study	for a test.
He/She	has to	do	homework.
I/You/We/They	don't have to	write	essays.
He/She	doesn't have to	pay	for the book.
Do I/you/we/they	have to	clean	the classroom?
Does he/she	have to	give	presentations?

b. Write sentences with have to using the prompts.

- 1. we/not/do/homework/tonight We don't have to do our homework tonight.
- 2. they/work together/for/project
- 3. he/do/his English homework?
- 4. she/not/study/test/later
- 5. he/give/presentation/for/history class



c. Fill in the blanks with have to, has to, don't have to, or doesn't have to.

- 1. I <u>don't have to</u> do my homework now. I did it already. 2. My sister write a book report. It's for her English class. give her presentation tomorrow. The teacher allowed her to do it next week. 3. Ellen 4. Stephen and Jane study for their test. They need to get good grades. 5. He _____ work in a group for this project. He can work on his own.
- d. In pairs: What things do/don't you have to do at home or at school?



I have to study for tests.

I don't have to clean the bathroom.



Sound Changes

- a. "...have to..." often sounds like /hæftə/.
- c. Listen and cross out the sentence that doesn't follow the note in "a."

I have to give a presentation tomorrow. I have to do my math homework tonight.

- b. Listen. Notice the sound changes of the underlined words. I <u>have to</u> do my essay.
- d. Read the sentences with the sound changes noted in "a." to a partner.



Practice

a. Ask and answer.

Do you want to go out later?

Thanks, but I'm sorry, I can't. I have to finish my project.

Do you want to go to the mall on Friday night?

Sure, I'm free.















b. Practice with your own ideas.





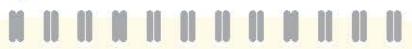
Do You Want to Go Out?

Show you're thankful before declining an invitation.

a. Make plans with your classmate. In pairs: Student B, 🚅 📆 ங 4. Student A: Write the activities you want to do and invite Student B to join you. Swap roles and repeat. Student A, 👉 🗓 📊 5.

Hey! Do you want to go to the movies on Monday evening?

Thanks, but I'm sorry. I can't go. I have to...



Things I want to do - Student A

Monday	movies – evening
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	shopping mall – evening
Sunday	

Things I want to do - Student B

Monday _	video games – evening
Tuesday _	**
Wednesday _	12.0
Thursday _	42.
Friday _	
Saturday _	ally d
Sunday _	soccer - morning

b. Decide a time to meet.

Unit 6

Can you...?

- talk about how you feel about sch∞l
- use intensifiers and "because"





New Words

a. Number the pictures. Listen and repeat. 📳



1.upset

- 2.fail
- 3. pleased
- 4. disappointed
- 5. surprised
- 6. delighted
- 7. annoyed
- 8. pass

















b. In pairs: When did you feel like the people in the pictures?

Last week, I was pleased because my soccer team won.

I was delighted because my mom bought me a bike for my birthday.



Reading

a. Read the letter from James to his aunt. Is James doing well in school?

Yes.

No.

Dear Aunt Ivy,

I hope you are well. Thank you for the sweater and the gift card for Christmas. Green is one of my favorite colors and the reindeer is very cute. I was going to buy a new game, but Mom won't let me. She is really annoyed because I failed some of my tests. I didn't do well in math, English, history, and biology. I'm so surprised because I studied a lot before the tests. I studied for 30 minutes every day before I played my PC games. I think I failed because the tests were more difficult this year.

One good piece of news: Dad was delighted because I passed my P.E. test. I'm not sure, but my teacher might put me on the basketball team.

Can you maybe ask Mom to let me buy a new game?

Have a great week!

James





b. Now, read and circle the correct answer.

- 1. What did Aunt Ivy give James for Christmas? a. a game
- b. a basketball
- c. a sweater

2. How does his mom feel?

- a. surprised
- b. annoyed
- c. delighted

- 3. Why does James think he failed some tests?
- a. he didn't study
- b. he played games
- c. they were difficult

- 4. Which test did James pass?
- a. math
- b. P.E.
- c. biology
- c. In pairs: What subjects do you find the easiest? What do you find the most difficult?



a. Listen and repeat.





We use the subordinating conjunction because to connect two clauses in a sentence. The clause beginning with **because** answers the question "Why?" and is used to give a reason for the other clause.

I failed my math test (Why?) because I didn't study. I'm delighted (Why?) because I got 100% on my science test.

so and really

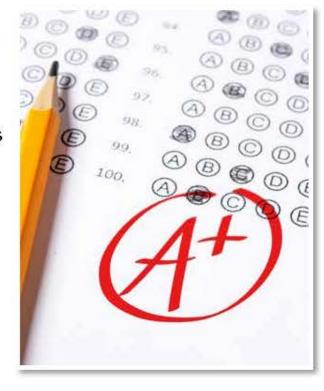
We use the intensifiers so and really to make adjectives stronger. We can use so to show surprise about something being more than you expect it to be.

We can use **really** before adjectives or some verbs to make them stronger. It is a little stronger than "very."

He's so happy because he passed his test. Why are you so angry? I was trying to be nice! My teacher is really annoyed because I lost my math book. I really want to buy that computer game.

b. Unscramble the sentences.

- 1. because/passed/really/English/I/happy/I'm/my/test. I'm really happy because I passed my English test.
- 2. lost/because/She's/her/upset/math textbook./she/so
- 3. mom/My/my/failed/geography/disappointed/really/because/test./l/is
- 4. annoyed/got a D/history/homework./so/my/on/l'm/l/because
- 5. were/surprised/The students/really/they/passed/exams./their/because
- she/on/pleased/was/She/because/so/her/got an A/math test.



c. Write sentences using the pictures and the prompts.

	so	really	really	so				
Reason	B on her math exam	F on her history essay	A on his English test	her computer is slow				
1. <u>She is</u>	1. She is so pleased because she got a B on her math exam.							
2								
3								
4								

d. In pairs: Talk about how you feel about school and why. Use the adjectives in the box.

I'm really pleased because I got an A on my math test.

delighted pleased disappointed annoyed surprised upset

Feelina



Sentence Stress

- a. Stress intensifiers for emphasis. I'm really upset because I failed my math test.
- c. Listen and cross out the sentence that doesn't follow the note in "a."

He's really happy because he got 90% on his English test. They're so disappointed because they failed all their tests.

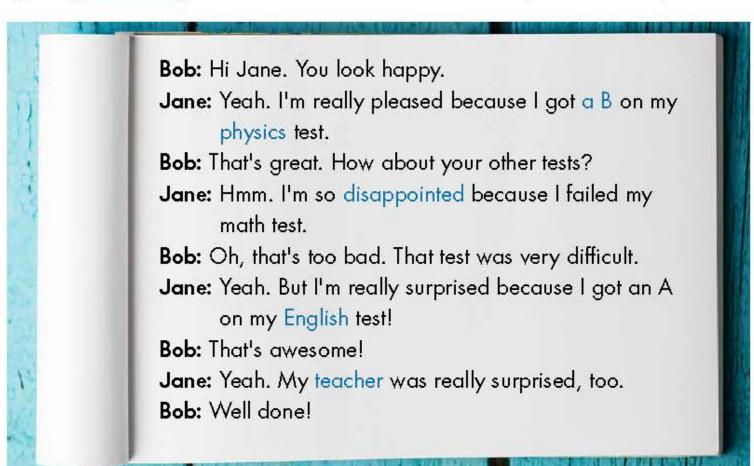
b. Listen to the sentence and focus on the underlined word. I'm <u>so</u> pleased because I passed

my history test.

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



Practice a. Practice the conversation. Swap roles and repeat.



90%/an A

biology/history

upset/annoyed

I.T./geography

mom/dad

b. Practice with your own ideas.





What's Up?

a. You're at school and want to know why your friend feels good or bad. In pairs: Take turns acting out the situations in the pictures while your partner guesses how you feel and why.



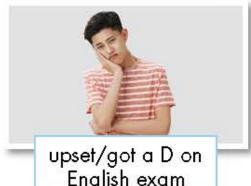
disappointed/failed English test



biology test



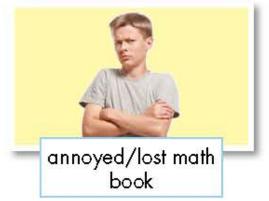
surprised/passed biology test



English exam



pleased/got an A on math homework

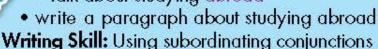


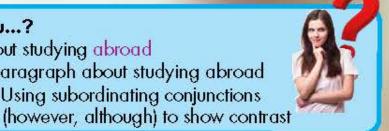
b. Now, join another pair and play again using your own ideas.

Unit 6

Can you ...?

talk about studying abroad







In pairs: Do you know the building in the picture? What do you think is good or bad about studying abroad?



- a. Listen to a teacher giving a presentation about studying abroad. What grade do you think her class is?
 - Grade 8
 - 2. Grade 12
 - Grade 10
- b. Now, listen and answer the questions.



- 1. Where did the teacher study?
- 2. How many years did she study abroad?
- 3. What did she learn about?
- 4. What does the teacher say universities give students?
- 5. What two things does she say are expensive?





Reading

a. Read the article. Did Anna have more good or bad experiences during her time in Spain?

1. Good

2. Bad

TEEN WORLD MAGAZINE

This week, we talked to some students to find out how they feel about studying abroad.

Anna

Ohio, USA

"I just came back from my year studying in Spain. I'd like to share my experience of studying abroad. My Spanish is so much better after a year in Spain. I also met lots of interesting people. However, making friends was difficult at first. My Spanish wasn't good and no one understood me, but now I have five very good friends. Although it wasn't easy living alone, I quickly learned how to take care of myself. I got lots of help from my teachers and classmates during my time there. They showed me how to use public transportation and where to eat. I had a fantastic time in Spain!"

b.	Now,	read	and	and	write	True or	False.
	0.5						

- 1. Teen World Magazine asked teachers about studying abroad. 2. Studying abroad helped Anna improve her Spanish.
- 3. It was easy for her to make friends at first.
- 4. Anna's classmates helped her a lot.
- 5. Anna enjoyed her year in Spain.
- c. In pairs: Would you like to study abroad? What problems do you think you would have?



a. Read about using conjunctions. Then, read Anna's paragraph again and underline the ideas linked with conjunctions.

Writing Skill

Using conjunctions (however, although) to show contrast

To show two ideas are different, you should use "however" and "although."

I woke up early. I missed the bus.

- → I woke up early. However, I missed the bus.
- → Although I woke up early, I missed the bus.

We often use "however" and "although" when we write, but not when speaking with friends. Using conjunctions when we write helps the readers understand our ideas easily.

- b. Read and circle Yes or No.
- a. I had a great time in France. However, I did get lost sometimes.
- b. I had a great time in France. I did, however, get lost sometimes.
- c. Although she had a great time, she was lonely at first.
- d. She had a great time, although she was lonely at first.

1. Can we use however to contrast ideas in one sentence?	Yes/No
2. Do we use a comma (,) after however when it's at the start of a sentence?	Yes/No
3. Do sentences a. and b. have the same meaning?	Yes/No
4. Do we use although to contrast ideas in two sentences?	Yes/No
5. Do we use a comma between the two ideas when although is the first word?	Yes/No
6. Do we use a comma in the sentence when although is between the two ideas?	Yes/No
7. Can we use however in the middle of the second sentence?	Yes/No

- c. Underline and correct the mistakes. Then, rewrite the correct sentences with however and although in your notebook.
 - 1. I want to study abroad. Although, it is very expensive.
 - 2. Although she could speak French. Her writing was bad.
 - 3. However, he liked Italy, he was lonely.
 - 4. Ben wanted to study in France however his French was bad.



Speaking a. You just finished a year studying abroad. In pairs: Ask and answer the questions below.

- Where did you go?
- What positive experiences did you have?
- What problems did you have?
- What did you like most about it?
- b. Now, talk about two positive and two negative experiences when you studied abroad. Then, fill in the table.

Positive	Negative



Now, write a paragraph about studying abroad. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

The paragraph follows the model and uses subordinating conjunctions. 公公公 It is interesting. (Suggest ideas, if not.) 公公公 (Underline anything you don't understand.)

Transportation

Can you ...?

- describe and identify personal belongings
- use possessive pronouns and adjectives in order

Conversation Skill: Asking for confirmation





New Words a. Number the pictures. Listen and repeat. 🚱

A



- 1. boarding pass
- 2. passport
- 3. customs
- 4. baggage claim
- 5. suitcase
- 6. backpack
- 7. luggage



5







C

b. In pairs: Discuss adjectives you could use for these items: suitcase, backpack, and luggage.

I have a red backpack.

I have a small suitcase.



Listening a. Listen to Jenny and Fred at the airport. What are they doing? 🦚

1. They are going on holiday.

2. They are returning home after their holiday.

- b. Now, listen and fill in the blanks. (??)
 - 1. Jenny has a small ______ bag.
 - 2. Lisa and Jake are in the ______.
 - 3. Jake has a new _____ suitcase.
 - 4. Jenny and Fred's _____ are in Fred's bag.
- c. In pairs: What type of luggage do you like to travel with? Why?



Asking for confirmation

To confirm what somebody says, ask: Did you say ("a large suitcase")? Was that ("dark blue")?

Listen and repeat.







Grammar a. Listen and repeat. 📆



No, it isn't. Mine is dark blue.

Ordering adjectives

We put adjectives in the order of size, age, color in our sentences.

e.g. Mine is a small new yellow backpack.

Possessive Pronouns

We use possessive pronouns (mine, yours, his, hers, ours, theirs) to talk about what we own and what belongs to us.

We can use them instead of a possessive

We can use them instead of a possessive adjective + noun (when it's clear what we're talking about).

Is that blue backpack **yours**?

My backpack is red. → Mine is red.

Whose passports are these?
They're our passports. → They're ours.

Is this her backpack?
No, her backpack is dark brown.

→ No, hers is dark brown.

b.	Fill in	the b	olanks	with t	he c	orrect	order	of a	djectives.

- He's wearing a <u>large white</u> T-shirt. (white/large)
 He wants to buy a ______ suitcase. (new/orange/large)
- 3. Mine is a ______ bag. (dark blue/small/new)
- 4. She's carrying a ______ backpack. (small/brown/old)
- 5. I have a ______ suitcase. (medium-sized/dark red/old)
- 6. Mine is the _____ handbag. (old/yellow/small)

c. Fill in the blanks with the correct possessive pronouns to complete the conversation.

Ben: Is this yours?

Jill: No. (1) <u>Mine</u> is light brown. Can you see Jane's luggage?

Ben: Is this blue backpack (2) _____?

Jill: No. She has a dark blue backpack.

Ben: Do you have our passports?

Jill: Yes, I have (3) _____ in my bag. Don't worry.

Ben:	What	t color	is	your	sister	s	suitcase?
			2539	1		:579	

Jill: (4) ______ is orange.

Ben: Whose orange bag is this?

Jill: It's got my name on it, so it's (5) ______.

Ben: This suitcase has Lisa and Jake's names

on it, so it must be (6) _____.

d. In pairs: Ask your partner about the luggage. Use the prompts.

a. light/suitcase/large/blue/old

b. backpack/new/small/red/dark

Is this yours?

No, mine is...



a. Stress the first syllable for most two-syllable nouns.

c. Listen and cross out the word that doesn't follow the note in "a." (74)

suitcase

luggage

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

<u>tick</u>et <u>air</u>port <u>hand</u>bag

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



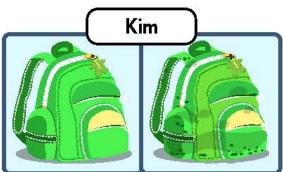
What luggage does Tom have?

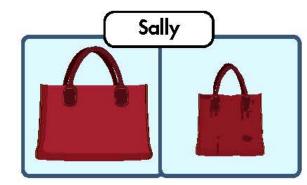
He has a big old blue suitcase.

Is this his?

Yes, it is.







Word Stress









Ask for confirmation.

a. You're at the baggage claim collecting your friends' luggage. In pairs: Student B,

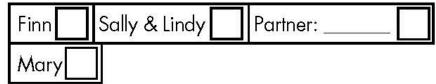


What luggage does Jane have?

She has an old brown bag.

Is this hers?

Student A, ask which luggage your friends have. Point and guess. Then, number the boxes.



b. Swap roles and repeat. Student A, it is is it is is in the state of the boxes. Point and guess. Then, number the boxes.

J ane	Max & Joe	Partner:	Bob
--------------	-----------	----------	-----

Transportation

Can you...?

- compare different types of transportation
- use "(not) as...as..." to compare things





New Words a. Fill in the blanks. Listen and repeat.

	-	
4	CDI	L
1	75	

-frequent eco-friendly comfortable convenient public ticket reliable

There are every ten minut		rains from London to Ma <mark>nc</mark> hes	ter. There are trains leaving	
2. It's much more		to travel by car than bike	when it's raining.	
3. Trains are more	e	than buses. They are rare	ely late.	
4. You need to bu	у а	to go on public transportation.		
5. People can help	p protect the e	nvironment by taking public tr	ansportation. It is more	
	than going	by car.		
6. Buses, trains, a	nd the subway	are types of	_ transportation.	
7. Taxis are more want to ao.		than buses because they o	can take you anywhere you	

b. In pairs: Use adjectives to describe different types of transportation.

Buses are cheap and eco-friendly.

Planes are fast and expensive.



a. Read the travel guide and choose the best title.

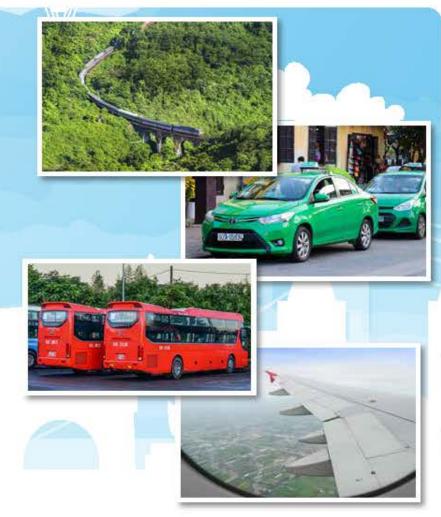
1. The Fastest Way to Travel in Vietnam

2. Traveling in Vietnam



Vietnam Travel Guide

Traveling in Vietnam can be easy for a first-time visitor. Public transportation is usually really cheap. Some types are also reliable. Flying is the fastest way to travel between Hanoi and Ho Chi Minh City. Many of Vietnam's most popular cities have airports. Many locals and tourists take the bus to travel to nearby cities. Some cities have eco-friendly buses. The buses aren't usually as expensive as planes. Trains are often slow and not as fast as the buses. Trains are a great way to see the country. You can buy tickets online for planes, buses, and trains. Taxis are a great way to get around a city quickly. Vietnam has many choices for traveling.



b. Now, read and fill in the blanks.

1. The	way to travel from Ho Chi Minh City to Hanoi is flying.
2. Some cities have	buses.
3. The trains are often not	s as the buses.
4. You can buy tickets for p	anes, buses, and trains
5. Taxis are a great way to	get around a city

c. In pairs: What types of transportation are there in your neighborhood?

a. Listen and repeat. 🦚



"(not) as...as..."

We can compare things using **not as...as...** if they are different or **as...as...** if they are the same.

e.g. A subway ticket is **as expensive as** a train ticket. (The tickets are the same price.)

Buses are**n't as fast as** trains.
(Buses are slower than trains.)

The subway is as fast as the train.

The bus isn't as convenient as the subway.

Trains are as comfortable as taxis.

Train tickets aren't as expensive as plane tickets.

b. Rewrite the sentences using (not) as...as...

1.	My backpack is newer than yours. (old)	My backpack isn't as old as yours.
2.	My suitcase is the same size as yours. (big)	
3.	Your sunglasses are more expensive than mine. (expensive)	E
4.	Trains and buses are both comfortable. (comfortable)	%

c. Write sentences using the information in the table.

5. My ticket is more expensive than your ticket. (cheap)

3			
1. the bus – the train (travel time)			
The bus isn't as quick/fast as the train.			
2. trains – buses (frequency)			
19 			
3. taxis – buses (cost)			
4. the bus – the train (cost)			
F1 07			
5. the car – a taxi (travel time)			

Central London → Heathrow Airport

	Bus	Car	Train	Тахі
Cost £4		- £26		£60
Travel Time	1 hr 40 mins	1 hr	20 mins	1 hr
Frequency	Every 10 mins		Every 15 mins	-

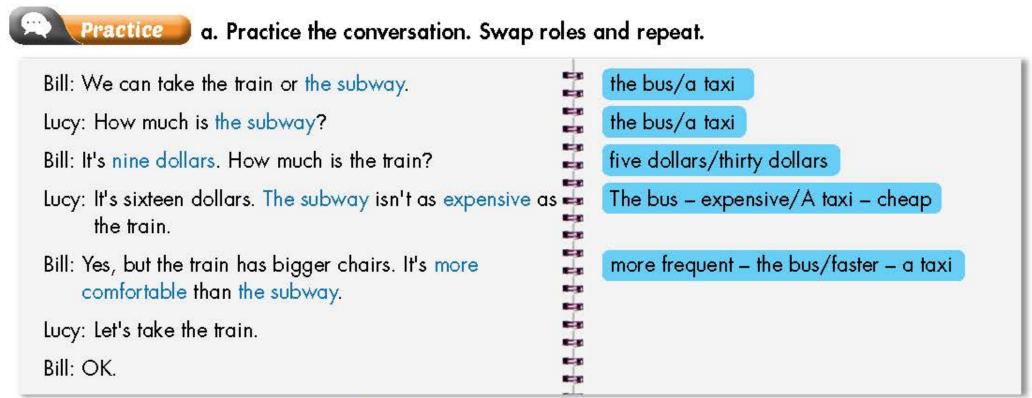
d. In pairs: Make more sentences about transportation from the table. Use the prompts.

bus/car/travel time train/taxi/cost



- c. Listen to the /st/ sound. Find and note down three more words with the same sound.
 - faster station best

- b. Listen to the words and focus on the underlined letters. first tourist festival
- d. Read the words in "c." with the sound noted in "a." to a partner.



b. Practice with your own ideas. 🛂



Speaking How Do We Get to the Park?

a. You are deciding how to get to Richmond Park. In pairs: Student B, 121 168. Student A, ask your partner about the bus and answer their questions about the train. Then, compare the different ways to travel and decide how you will get to the park.



b. Join another pair. Will they use the same type of transportation? Why (not)?

Transportation

Can you...?

- talk about transportation
- write an opinion paragraph about a type of transportation

Writing Skill: Writing opinion paragraphs



In pairs: Look at the pictures. What are the two kinds of transportation? Which would you most like to try? Why?



- a. Listen to Matt's vlog about two types of transportation. Which is better for kids?

- the One Wheeler
- 2. the Hover Go
- 3. They're both great for kids.
- b. Now, listen and tick () the advantages for each kind of transportation.

Advantages	One Wheeler	Hover Go
1. Not difficult to ride		V
2. Can ride it in the evening		
3. Has a higher speed		
4. Better in the city		
5. Exciting colors		





- a. Look at the opinion paragraph. Who wrote the paragraph?
 - 1. The creator of the Wowscoot
 - A Wowscoot seller
 - The owner of a Wowscoot

1 Movement is for shildren

b. Now, read and write True or False.

52	**************************************	Cililaren.	9
2.	It is not good for	r traveling in the city.	

- Wowscoot doesn't have a map.
- You won't get lost if you use it.
- 5. Everybody in the city owns a Wowscoot.
- c. In pairs: Would the Wowscoot be convenient for where you live? Why (not)?



I believe the Wowscoot is the best transportation for kids in my city. The Wowscoot is the most convenient way to ride around any city. It is easy to carry because I can fold it and put it in my backpack. The best part of the Wowscoot is the electronic map. To go to different places, I just need to tell it the address and it knows the way. Kids won't have to worry about getting lost ever again. They can just enjoy the ride. All the other kids in my city need to have a Wowscoot.

Tony Thompson



a. Read about writing opinion paragraphs. Then, read Tony's paragraph again and underline the reason he gives.

Writing Skill

Writing opinion paragraphs

To write a good opinion paragraph, you should:

1. Start with your main opinion:

In my opinion, all the kids in my town need a Hover Go.

2. Give reasons why you like it:

The Hover Go is the fastest and coolest way for kids in my town to travel.

3. Give evidence to support your reasons:

The Hover Go can travel 30 kilometers per hour. It also has an MP3 player. I can listen to all my favorite songs.

4. Finish by giving your main opinion again: Every kid in town should have a Hover Go.

b. Write full sentences using the prompts. Then, number the sentences (1-4) to match them with the parts of an opinion paragraph. Use the skill box to help you.

A. I/can/ride/it/more/than/12/hours	
I can ride it for more than 12 hours.	
B. I/think/all/teens/my/school/should/have/Speed Wheel	
C. all/my/classmates/need/Speed Wheel	_
D. Speed Wheel/reliable/because/it/has/big/battery	- -



a. Your town is going to buy one type of transportation for all the kids. In pairs: Look at the pictures. Discuss the different kinds of transportation and choose one for the kids in your town.

	Speed	Battery	Comes with
Flyboard	30 km/h	8 hours	Electronic map
1-Wheel Wonder	25 km/h	10 hours	Colorful lights
Xtreme Pogo	20 km/h	12 hours	MP3 player



b. Choose one of the products above or make up your own. Use your own ideas to fill in the table.

	The state of the s
Name:	
Overall opinion:	
Reason:	
Evidence:	

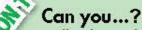


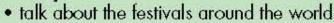
Now, write an opinion paragraph about why every kid in your town should have this type of transportation. Use the Feedback form to help you. Write 60 to 80 words.

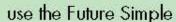
Feedback

The paragraph follows the model above. 公公公 The paragraph has a clear opinion. 公公公 I can understand the paragraph. 公公公 (Underline anything you don't understand.)

Festivals around the World











New Words

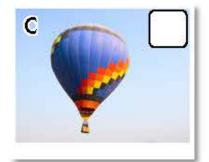
a. Number the pictures. Listen and repeat.

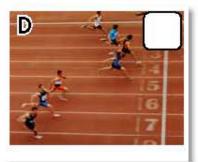


- 1. lantern
- 2. bonfire
- 3. race
- 4. (eating) competition
- sculpture
- 6. (water) fight
- 7. hot-air balloon















b. In pairs: Say which of these you'd like to see or try.



I'd like to take part in a water fight.

I'd like to see a hot-air balloon.



a. Read the article and choose the best title.

1. The Best Arts Festivals around the World 2. The Most Interesting Festivals around the World

Mary Jones, April 10

Sapporo Snow Festival, Japan

The Sapporo Snow Festival is a famous winter festival in Japan. It takes place every February and lasts for a week. The 68th Sapporo Festival will take place from February 4th to 10th and you'll see hundreds of beautiful snow and ice sculptures made by both locals and famous artists. This year, the theme of the sculptures is video games. There will also be music performances by famous Japanese bands and singers.





Moomba, Australia

Melbourne Moomba Waterfest is an annual festival in Melbourne, Australia. It's a great festival for the whole family with music, food, movies, lots of fun games, and water sports competitions. It lasts four days during the Labor Day long weekend, beginning on March 5th this year. Besides the usual attractions, this year we will have more children-friendly entertainment, such as the Dance Zone, Dreaming Space, and Kids Yoga.

 b. Now, read and answer the questi 	ions.
--	-------

- 1. How many days is the Sapporo Snow Festival?
- 2. Who will make the ice sculptures?
- 3. What is the topic for ice sculptures this year?
- 4. During which holiday is Moomba Waterfest?
- 5. What is special for kids this year?
- c. In pairs: Would you like to visit the Sapporo Snow Festival or the Melbourne Moomba Waterfest? Why?



a. Listen and repeat. 👸





Future Simple

We can use the **Future Simple** to give or ask for information about events in the future.

I/You/We/They/He/She'll/will have a great time at the festival.

It'll take place from May 12th to 15th.

Rob Curly will not/won't perform this year.

Which bands will perform this year?

Will The Big Gs play this year? Yes, they will./No, they won't.

b. Fill in the blanks with the Future Simple.

	1. The Battle of the Oranges	will begin	(begin) on February 27 th .	
	2. Which band	(play) at t	the festival this year?	
	3. There(be) lots of great	performances.	
	4. The hotdog eating competition	on	(not happen) this year.	
	5(there/	be) fireworks?		
	6. The race	_ (open) for the	public for the first time this year.	
-	6. The race	_ (open) tor the	public for the first time this year.	

c. Circle the correct words.

Are you ready for the next Up Helly Aa? It (1)(is)/will be a famous fire festival in Lerwick, Scotland and it's one of the most exciting festivals in the world. Every year, participants (2) wear/will wear costumes and (3) carry/will carry a Viking longship around the town at night before setting it on fire. Sounds fun, right?

The festival (4) takes place/will take place on January 28th next year. Many people are busy planning for it and you (5) are/will be able to see the preparations at a big exhibition soon. The exhibition (6) opens/will open for the public from May to September. You (7) see/will see the Viking longship, participants' costumes, and many photos of previous festivals.

If you go to Up Helly Aa next year, you will experience more than just a giant bonfire. There (8) is/will be lots of music and other fun events on the days before and after the festival, so make sure you plan your trip to Lerwick around the festival to get the whole experience!





d. In pairs: Ask and answer about the next Up Helly Aa using the prompts below.

- Time
- Do
- See
- Hear



Word Stress

- a. Stress the syllable before "consonant + -ian" in nationalities ending in -ian.
- c. Listen and cross out the word that doesn't follow the note in "a."

Mongolian

Italian

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

Co<u>lom</u>bian Ma<u>lay</u>sian Argen<u>ti</u>nian

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



Practice

a. Practice the conversation. Swap roles and repeat.

Katie: Hey Dad, can we go to the Great Reno Balloon Race?

Dad: Where is it?

Katie: It's in Reno, Nevada.

Dad: When is it?

Katie: It'll take place from September 10th to 12th.

Dad: What can you do there?

Katie: There'll be hot-air balloon shows and a pajama party.

Dad: OK. How much are the tickets?

Katie: It's free.

Dad: OK. Let's do that.

Katie: Great!

Gilroy Garlic Festival/Grape Throwing Festival

Gilroy, California/Mallorca, Spain

July 26th to 28th/September 13th to 30th

cooking competitions and live music/grape fights

and fire dances

Who will perform?/How much are the tickets?

King Calaway and Kip Moore./It's 25 dollars.

b. Practice with your own ideas. 🌃



Speaking

THE BEST FESTIVAL

a. You're planning a new festival for your town. In pairs: Discuss and fill in the table with the details of your festival.

> What should we call our festival?

Let's call it...

Where will it be?

Festival name:	
Location:	
Date:	
Activities and performers:	
Ticket price:	

b. Join two other pairs. Tell them about your festival and discuss to choose the best festival.

Our festival is...

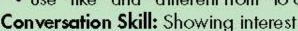
It'll take place from...

Festivals around the World

Can you...?

compare how different countries celebrate









New Words a. Fill in the blanks. Listen and repeat. 🍪



exchange	tradition	midnight	wish	greeting	-celebrate -
----------	-----------	----------	------	----------	-------------------------

1. Some Asian countries, such as Vietnam an	nd South Korea, <u>celebrate</u> Lunar New Year.
2. The boy wanted to stay up until	to see the fireworks, but he fell asleep at 11:30 p.m.
3. I'm going to send him a card and	him a happy birthday.
4. Many European countries share the	of having a big family meal on Christmas Day.
5. He welcomed me with a warm	and introduced me to his friends.
We share the same birthday, so we often a book and he gave me a board game.	gifts with each other. Last year, I gave him

b. In pairs: Talk about festivals and holidays in your country and the traditions to celebrate them.



We celebrate Lunar New Year. We wish each other a happy and lucky year.

1000				
	N	-		
100		liste	41[[1	Q

a. Listen to two friends talking about traditions. What are they celebrating? 🚱



- 1. Christmas
- 2. New Year's Eve

b.	Now,	listen a	nd fill	in the	e bl	anks.	CD2 D6	1
υ.	I TOW	listell a	na m	11 11 11	CN	ui iks.	OF DE	į

- 1. In Spain, people eat _____ grapes at midnight to bring good luck.
- 2. Spanish people believe that you should make the first step with your _____ foot.
- 3. In Scotland, the first person to enter a house should bring coal, _, a coin, and a drink.
- 4. Scottish people believe that the drink will bring you_
- c. In pairs: Which of these Spanish or Scottish traditions do you think is the most interesting?









a. Listen and repeat. 👸



different from and like

- We use be + different from to say that one thing is not the same as another or other items.
- We use like + noun to say that two things are similar.

In Italy, they eat seafood at Christmas. That's different from Japan.

Like American children, French children go egg hunting on Easter Sunday.

That's like Germany. Australia.

b. Unscramble the sentences.

1. dessert/from/different/is/Japan's./Christmas/Germany's Germany's Christmas dessert is different from Japan's. 2. Brazil's/costume/Years/is/from/different/Vietnam's./New 3. Vietnamese/Koreans/visit/Like/people,/temples. 4. Australians,/gifts/Americans/Like/exchange/Christmas./at 5. Halloween/in/from/Halloween/the/in/different/is/Mexico./US 6. children/Like/French/children,/Easter./chocolate/at/English/get/eggs

Write sentences using the table.		CHRISTMAS TRADITIONS			
 Italians decorate with lights and trees. That's like Australians. Christmas meal in Japan Italy. Australians exchange 	Australia	 Decorate with lights and trees Eat cold meats or seafood Exchange gifts with family and friends Celebrate on Christmas Day 			
That's Japanese people. 4. Italy celebrates Christmas from Australia. 5. Italians exchange	Italy	 Decorate with lights and trees Eat seafood Exchange gifts with family and friends Celebrate from Dec 24th to 26th 			
Australians. 6. Australia celebrates Christmas on That's Japan. 7. Christmas meal in Italy Australia.	Japan	 Decorate with lights Eat fried chicken Exchange gift with lover Celebrate on Christmas Eve 			

d. In pairs: Compare Christmas traditions in your country with one of the countries in the table in Task c.

C.





- a. Focus on the /I/ sound.
- c. Listen and cross out the word that doesn't follow the note in "a."

tradition <u>gi</u>ft l<u>ig</u>ht b. Listen to the words and focus on the underlined letters.

m<u>i</u>dnight w<u>i</u>sh Chr<u>i</u>stmas festival

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



Practice

Take turns comparing the traditions in different countries.

Germans put up trees on Christmas, like British people.

In the USA, the Easter Bunny brings eggs at Easter. That's different from France. Bells bring eggs in France.













Dessert: sweet bread

Germany

Dessert: Christmas pudding

the UK

Easter













hunt for eggs

the USA

hunt for eggs

France



SAME HOLIDAY, DIFFERENT TRADITIONS



Showing interest.

a. In pairs: Take turns comparing how different your traditions are to the traditions in South Korea and Mongolia.

Mid-Autumn Festival lasts three days in South Korea. That's different from Vietnam. We celebrate for...

Mid-Autumn Festival in South Korea	Lunar New Year in Mongolia
Dates: 14 th to 16 th of the eighth month of Lunar calendar	Dates: first three days of Lunar calendar
Traditions: • visit family • wear traditional clothes • exchange gifts with family and friends • eat half-moon rice cakes • play traditional games and watch traditional dance and sports	Traditions: • clean houses before the new year • have a big dinner the night before • wear traditional clothes • visit family on the first day, perform a special greeting to the elders • have milk tea and a dish called "buuz"

b. What are some other traditions to celebrate Lunar New Year and Mid-Autumn Festival in your family?

My family goes to our favorite coffee shop.

My family always goes to Vũng Tàu for Tết.

Unit 8 Festivals around the World

Can you...?

talk about unusual festivals in Vietnam







Let's Talk! In pairs: What kinds of festivals are there in your country? What is your favorite kind of festival?



a. Listen to Carol talking about a festival in Vietnam. What's her job?

- 1. TV reporter
- 2. teacher
- 3. tour guide
- b. Now, listen and answer the questions. (?)



- 1. Where is this festival?
- 2. What is the most exciting part of the festival?
- 3. Where do they race?
- 4. How many people watched the bull racing in 2019?





Reading a. Read the festival blog post and answer this question:

What term best describes the game at the festival?

- 1. a family game
- 2. a team sport
- 3. a relaxing event

MUD BALL WRESTLING AT THE KHANH HA FESTIVAL

This festival takes place in the village of Vân, in the north of Vietnam. It happens every two years, in the spring. The festival celebrates the victory of the Truong brothers. Over 1,500 years ago, the brothers defeated some demons in a mud ball wrestling game. During the festival, two teams play for three hours. The teams score by carrying a heavy wooden ball to one end of a muddy field. At the festival, the locals pray for good weather for the rice-growing season. It is really exciting and really messy!



- b. Now, read and write True or False.
 - 1. The festival happens every spring.
 - 2. The Trương brothers won a mud ball wrestling game.
 - 3. Three teams play for two hours.
 - 4. The villagers pray for good weather to grow rice.
- c. In pairs: Would you like to try mud ball wrestling? Why (not)?



a. Read about writing festival blog posts. Then, read the blog post about the Khánh Hạ Festival again and circle the information about the festival's history.

Writing Skill

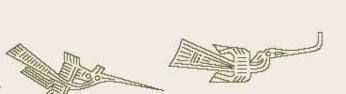
Writing blog posts about festivals

To write a good blog post about a festival, you should:

- 1. Begin with a title The name of the festival: The Hội An Lantern Festival
- 2. Describe the location Where the festival is: The festival takes place in Hội An Old Town.
- 3. Say when it happens The date(s) of the festival: every month/January/Autumn
- 4. Explain the history (optional): The festival started in 1998 to celebrate the monthly full moon.
- 5. Add extra details The things that happen in the festival: During the festival, the local people light colorful lanterns.
- 6. Give an opinion (optional): It is a very beautiful festival.

b. Reorder this festival blog post. Use the skill box to help you.

- On this day, people remember the Hùng Kings. The Hùng Kings are the first kings of the nation.
 - During the festival, people wear colorful, traditional clothes and pray at temples.
 - It happens in the spring and lasts a few weeks.
 - 1 The Hùng Kings Festival
 - It is a fun and relaxing time for families.
- The Hùng Kings Festival takes place all over Vietnam.







- Speaking a. You want to know which festival your friend likes. In pairs: Ask your partner about their favorite festival. Use these questions:
 - What's the name of the festival?
 - Where does it happen?
 - When does it take place?
 - How did it start?

- Why does it happen?
- What do people do in the festival?
- What do you think of the festival?

b. Now, think about your favorite festival. Make notes in the table below:

Festival name:
Place:
Time:
History:
History: Details:
Opinion:



Now, write a blog post about your favorite festival. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

The blog post follows the model and uses the correct structure.

ជាជាជា

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

ជាជាជា

I can understand everything.
(Underline anything you don't understand.)

क्षेत्रक



Unit 9 English in the World

Can you...?

 talk about tourist attractions and cultures of English-speaking countries

use articles





New Words

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



tour guide

stadium

flight

historic

jog

ferry

- 1. <u>tour guide</u>: a person who shows tourists around an attraction
- 2. _____: a journey by airplane
- 3. _____: exercise by running but not very fast
- 4. _____: a boat that crosses a river
- 5. _____: famous or important in history
- 6. ______ : a place where people go to watch sports like baseball or football

b. In pairs: Do you know any historic places? Tell your partner.

The Imperial City in Huế is a historic place. I visited it last year.



Reading

a. Read Jane's email to her friend. Where is Jane?

1. New York City

2. Washington, D.C.

New message

To: sam365@abc.com

Subject: Hi from USA!

Hi Sammy,

I'm here in the United States and having a great time! We arrived on Wednesday and visited the Lincoln Memorial and Georgetown. Georgetown is a historic area in Washington, D.C. The food here is great. I ate a hot dog. It's a traditional American street food. I really liked it. Tomorrow, we're going to the White House with a tour guide and taking a boat trip along the Potomac River. We're going to the National Air and Space Museum on our last day in Washington, D.C. On Friday, we will get a flight to New York City. I'm looking forward to going on the Staten Island Ferry to see the Statue of Liberty and going to Yankee Stadium. The weather here is warm and sunny and the people are very friendly. I hope you're enjoying your summer holiday back in London. I wish you were here. Jane





AG + O G TO G

b. Now, read and circle the correct answer.

- 1. So far, Jane has visited...
- a. Georgetown.
- b. the museum.

b. London.

c. the Potomac River.

- 2. Tomorrow she's going to...
- a. the Lincoln Memorial.
- b. the Potomac River.
- c. the museum.

- 3. They are going to New York...a. by ferry.
- b. by bus.
- c. by plane.

- 5. Sammy is in...
- a. New York.

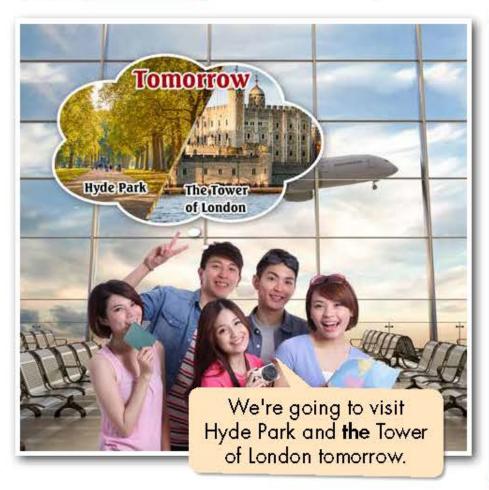
4. Jane is looking forward to... a. going to Yankee Stadium.

- b. her summer holiday.
- c. eating street food. c. Washington.
- c. In pairs: What do you know about the United States? Would you like to visit it?



a. Listen and repeat. 🔞





We use the **zero article** (**Ø**) with the names of streets, parks, lakes, rivers, beaches, towns, cities, islands, and most countries.

There are lots of department stores on Fifth Avenue. They're visiting Hanoi, Huế, and Đà Nẵng in Vietnam. He likes to jog in Hyde Park.

We use **the** with some countries.

the United States of America, the United Kingdom, the Netherlands, the Philippines, the United Arab Emirates, the Czech Republic

We use the with famous buildings, museums, most hotels, and restaurants.

the Empire State Building, the Houses of Parliament, the Ritz Hotel, the White House, the Louvre Museum

b. Write sentences using the prompts.

- 1. I/visiting/Sydney Opera House
- 2. he/staying/next to/Hyde Park
- 3. we/going to/United Kingdom
- 4. my parents/visiting/Louvre Museum
- 5. Empire State Building/in/New York City
- 6. I/going to eat fish and chips/Bondi Beach

c. Fill in the blanks using the or \emptyset (zero article).

New message To: tobyel@frienzmail.com Subject: Plan for trip Hi Toby, This is our plan for our trip to London. We're arriving on Tuesday. We're staying _ Hilton Hotel. We're going to go to (2) _____ at (1) the Hyde Park on Wednesday. On Friday, we're going to visit (3) _ Parliament. We're going to go to (4) ______ Regent's Park on Saturday and visit (5) _____ Imperial War Museum on Sunday. We're going to ride on London Eye and fly back to (7) _____ New York on Monday. See you soon, Luke A @ I I S G A I SEND



d. In pairs: Make sentences with your partner for a trip to London. Use the prompts.

Richmond Park

Oxford Street

Natural History Museum

Ritz Hotel





- a. Focus on the /ð/ sound.
- c. Listen and cross out the word that doesn't follow the note in "a."

weather

<u>th</u>ink

them

<u>th</u>ey

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

<u>th</u>e <u>th</u>en

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



Ask and answer using the questions and the prompts.

Where are you going?

Where are you going to stay?

What are you going to do?

What are you going to eat?



City	Hotel	Museum	Park	Attraction	Food
London	Ritz Hotel	British Museum	Kensington Gardens	Portobello Road	Fish and chips
Los Angeles	Beverly Wilshire	Getty Museum	Grand Park	Disneyland Park	French dip sandwich



Speaking What an Amazing Trip!

a. You're talking to your friend about your holiday plans. In pairs: Student B, 122 1129 Student A, answer Student B's questions about Australia. Swap roles. Ask about Canada and complete the table.



	A	
Sydi	ney (Opera
A	Hous	se l

Cockatoo Island



b. Which city would be more interesting to visit? Why?

Tip: If you don't know a name, ask your friend to spell it out for you.

- How do you spell "Sydney"?
- S-Y-D-N-E-Y.

Canada					
City?	<u>*</u>				
Where/stay?	8				
	<u></u>				
What/do?	\$ 				
	-				
What/eat?	26				

Unit 9 English in the World

Can you ...?

- talk about holidays in English-speaking countries
- use the Past Simple with irregular verbs

Conversation Skill: Ending a conversation





a. Number the pictures. Listen and repeat.



1. souvenirs

2. sightseeing

4. postcards 5. photos 6. beach

7. wallet















b. In pairs: Talk about the things you do on holiday. 🔝



I go sightseeing.

I take lots of photos.



Listening a. Listen to Peter and Janet talking about their holidays. Who enjoyed their holiday more? (??)

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



- 1. Janet lost her _____.
- 2. Her _____ gave her some more money.
- 3. She bought some _____ in a big department store.
- 4. Peter had a trip to ______.
- 5. Central Park was really _____.
- c. In pairs: What did you like most about your last holiday?





onversation Skill

Ending a conversation

To end a conversation, say: Well, it was great talking to you. Well, it was nice seeing you again.

Listen and repeat.





a. Listen and repeat. 🚳





Past Simple with irregular verbs

Some verbs are **irregular**. Their **Past Simple** forms do not end with *-ed*.

Yesterday, I **bought** some souvenirs. (buy - **bought**)

The past form of **be** is **was** for *l*, he, she, it and **were** for you, we, and they.

He was in Central Park last night. Were you in Sydney yesterday?

To know the past forms of irregular verbs, you have to learn them. Here is a list of some common irregular verbs.

take – **took** sell – **sold** go – **went** wear - wore lose - lost eat – **at**e meet - met see - saw

b. Fill in the blanks with the correct form of the verbs in the box.

take be wear see go

1. Last week, we _____ in Washington, D.C. 2. We _____ the Sydney Opera House. 3. I _____ to the White House. 4. She _____ a lot of photos. 5. She _____ her swimsuit on the beach.



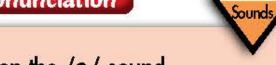
c. Fill in the blanks with the correct Past Simple form of the verbs.



d. In pairs: Ask your partner about their last holiday. Use the prompts to ask the questions.

see	buy	eat
	1	





- a. Focus on the /ə/ sound.
- c. Listen and cross out the word that doesn't follow the note in "a." 🚰

America

departm<u>e</u>nt

postcard

summer

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

souvenir

weather

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



Practice

a. Practice the conversation. Swap roles and repeat.

Emma: How was your holiday?

Mike: It was great. We went to England.

Emma: Where did you go in England?

the USA/Australia

the USA/Australia

Mike: We went to London.

New York City/Sydney

Emma: What did you do there?

Mike: We went to the National Gallery

and saw the London Eye.

Emma: Did you try the local food? Mike: Yes, I ate fish and chips.

It was good.

Central Park/Bondi Beach

took photos/met friendly people

a hot dog/some pavlova

great/delicious

Emma: Well, it was great talking to you. nice seeing you again/nice talking to you

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



the Adventure

Aquarium

How Was Your Holiday?

End your conversation.

a. You just returned home from a holiday. In pairs: Student B, 👉 122 🖽 10. Student A, answer Student B's questions about your trip. Then, swap roles. Ask questions and complete the table about Student B's holiday.

> Roast pork sandwich



Tip: If you don't know a name, ask your friend to spell it out for you.

- How do you spell "Philadelphia"?
- P-H-I-L-A-D-E-L-P-H-I-A.

	Scotland
Go?	<u>s </u>
Do?	i de la companya de l
Buy?	<u> </u>
Eat?	

b. Discuss which city you would like to visit and why.

Philly

cheesesteak

Unit 9 English in the World

Can you...?

- talk about the benefits of speaking English
- write a postcard to a friend Writing Skill: Writing postcards





In pairs: Look at the pictures of people using English. What are they doing? What are some ways speaking English can help you?

Listening

a. Listen to Minh talking at a school career day. Choose the correct statement.

He is...

- 1. planning to study English.
- happy he learned English.

b. Now, listen and tick () the things Minh used English for. 📆

- 1. Buying things
- 2. Chatting to people in America
- 3. Writing to his American pen pal
- 4. Making friends during his homestay in Australia
- 5. Studying English at university
- Working abroad













Reading a. Read the postcard. Which country is An visiting?

Hi Kim,

An

I'm really enjoying myself in Vancouver. I'm practicing my English a lot and I think I'm getting better. Last week, I went to the aquarium. I took the bus there. At first, I was nervous speaking English, but now it's fun to use English to buy tickets and order food. On Saturday, I watched a hockey game. Canadians are crazy about hockey. I talked to a Canadian guy named Troy. He explained the rules of ice hockey to me. I enjoyed the game a lot more once I understood it better. He gave me his email address, so I'll write to him soon. I'm coming back to Vietnam next week – I wish I could stay longer so I could practice my English more. See you soon. Love,



Nguyễn Kim 2034 Xuân Vũ, Hoa Lu, Ninh Bình, Vietnam

To a	■ 1 3 6 9 3 5 3 9 C	terrors and	Same and S	- and an Same and	90000000000		
b.	Now,	read	and	write	irue	or	False.

1. An's English is improving.

2. She went to the aquarium by taxi.	
3. An went to see a hockey game.	
4. She met a Canadian called Troy.	-
5. An will stay longer in Vancouver to practice her English.	
	o with the

c. In pairs: Would you like to visit an English-speaking country? Which one? What problems do you think you would have?



a. Read about writing postcards. Then, read An's postcard again and circle the examples she uses for each point in the Writing Skill box.

Writing Skill

Writing postcards

To write postcards to your friends, you should:

- 1. Start with an informal greeting: "Hi Bảo...", "Hey Uyên..."
- 2. Say where you are using the Present Continuous:
 "I'm writing to you from London...", "I'm having a great time in Sydney..."
- 3. Describe what you did using the Past Simple. Talk about activities: "I went to the National Museum.", "I met a Canadian guy."
- 4. Talk about your plans for the rest of the vacation using the Present Continuous (future use) or the Future Simple: "Tomorrow, we're going to Melbourne.", "We'll be in Chicago on Monday..."
- 5. Finish with an informal goodbye:
 "See you next week.", "Wish you were here."
- b. Underline and correct the mistakes. Then, rewrite the postcard in the correct order in your notebook. Use the skill box to help you.
 - 1. Wish you are here!
 - 2. Last Thursday, I go shopping in SoHo and ordered lunch at a café. I met an interesting guy from Peru. We spoke English together.
 - 3. Tomorrow, I walk around Central Park with him.
 - 4. I have a great time in New York. I'm practicing English every day.
 - 5. Dear Quý,





- Speaking a. Imagine you went to an English-speaking country on vacation. In pairs: Talk with your partner. Where did you go? Why? What did you do there?
- b. Make a list of ways you used English on your vacation. Use the table below and the examples to help you. Then, share with your friend.

Shopping/Food	Travel/Hotel	Meeting people	Problems
e.g. order lunch	e.g. buy a bus ticket	e.g. on the bus	e.g. got lost



Now, write a postcard to your friend using two or three ideas from your notes in Speaking b. or your own ideas. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

The postcard follows the model and uses the correct structure.

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

I can understand everything.

(Underline anything you don't understand.)

Unit 10

Can you...?

talk about types and sources of energy

use "more...than..." and "less...than..." to make

Conversation Skill: Asking for clarification



New Words

a. Fill in the table. Listen and repeat. 🚱



RENEWABLE ENERGY

energy that can be used again and again solar power



energy that cannot be used again and again

oil



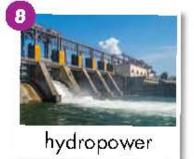












Renewable energy is "green" energy. It is clean and good for the environment. Non-renewable energy sources can cause pollution.

b. In pairs: Discuss which renewable energy source could be useful where you live.

Which energy source could we use in our town?

We could use solar power because it's really sunny here.

Listening

a. Listen to Emma and James talking to experts at an energy convention. What do they want to learn about? 🚳

1. different energy sources

2. renewable energy sources only

b. Now, listen and circle True or False.

 Michael works for Greenwood Energy. 	True/False
2. Greenwood gets 22% of its energy from coal.	True/False

3. Half of Greenwood's energy comes from renewable sources. True/False

4. Maple Falls gets 16% of its energy from coal. True/False

5. Greenwood uses more renewable energy than Maple Falls. True/False

c. In pairs: What sources of energy does your country use? Do you think it uses more non-renewable or renewable energy?



Asking for clarification

To ask someone to repeat what they just said, say:

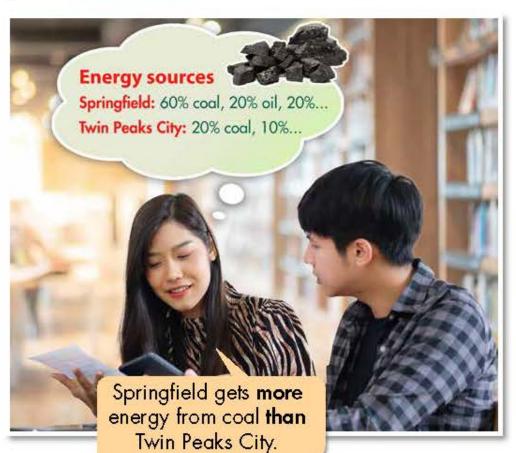
Did you say (12%) or (20%)?

Listen and repeat. 😤





a. Listen and repeat. 😤



more...than...," less...than...,"

We use **more...than...** and **less...than...** to compare different things.

Springfield uses 40% more coal than Twin Peaks. Twin Peaks uses 40% less coal than Springfield.

Springfield doesn't get/gets less/ from coal than Peaks.

Does	Hambry	use	less/ more	coal	than	Highdale?
------	--------	-----	---------------	------	------	-----------

b. Unscramble the sentences.

- electricity/than/20%/more/Towns/use/villages.
 Towns use 20% more electricity than villages.
- 2. natural/Highdale/burn/gas/Does/than/Wintertown?/more
- 3. than/gets/Springfield/from/energy/40%/less/Twin Peaks./solar/power
- 4. in/use/Springfield/electricity/in/Twin Peaks./People/than/people/more
- 5. of/Maple Falls?/than/from/Greenwood/more/Does/get/coal/its/energy

c. Look at the table and write the sentences.

- Hambry/oil/Highdale
 Hambry gets less energy from oil than Highdale.
- 2. Highdale/coal/Hambry
- 3. Highdale/solar power/Wintertown
- 4. Hambry/coal/Highdale
- 5. Wintertown/hydropower/Hambry
- 6. Wintertown/Hambry/oil/Highdale

	Hambry	Wintertown	Highdale
Coal	70%	5%	30%
Oil	25%	1 <i>5</i> %	30%
Solar power		, , s	40%
Hydropower	5%	80%	-

d. In pairs: Compare more information from the table. Use the prompts.

Wintertown/coal/Hambry

Highdale/hydropower/Wintertown

Pronunciation



- a. Stress the first syllable for numbers which are multiples of ten.
- c. Listen and cross out the word that doesn't follow the note in "a." (28)

 forty sixty

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

twenty sixty ninety

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



Practice

Ask and answer. Then, compare energy sources in Bigton and Greenville. Swap roles and repeat.

How much energy does Bigton get from solar power?

It gets three percent from solar power. What about Greenville? Greenville gets one percent from solar power. Greenville gets less energy from solar power than Bigton.



renewable energy – 19°	Y
Tollowable citeral	

3%	solar power	1%
7%	hydropower	41%
21%	coal	38%
9%	wind power	1%
44%	natural gas	15%
9%	oil	0%
7%	other sources (non-renewable)	4%



renewable energy – 43%

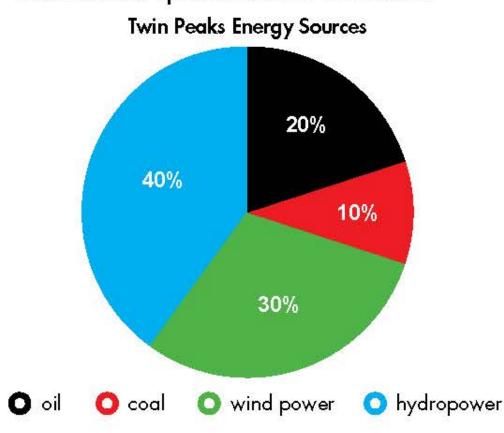


Ask for clarification.

Speaking WHICH CITY IS GREENER?

a. You're an energy expert interested in how two different cities use different kinds of energy.

In pairs: Student B, 123 File11. Student A, ask about Springfield and complete the table. Swap roles. Answer questions about Twin Peaks.



Springfield Energ	y Sources
Oil	, <u> </u>
Coal	*
Wind power	·
Hydropower	S
Solar power	· · · · · · · · · · · · · · · · · · ·

b. Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy?

Unit 10 Energy Sources

Can you...?

 talk about the advantages and disadvantages of energy sources

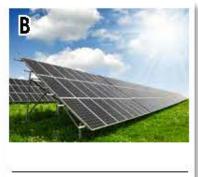
• use "and" and "but"



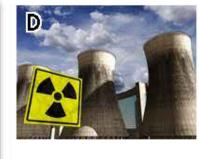


a. Match the words with the pictures.









- 1. power plant
- 2. wind turbine
- 3. solar panel
- 4. nuclear power
- b. Add each word/phrase (5–9) to the correct column. Listen and repeat.

Advantages	Disadvantages
renewable	non-renewable
-	expensive to build
cheap to run	
,	causes pollution
	P

- 5. dangerous
- 6. cheap to build
- 7. expensive to run
- 8. clean to run
- 9. noisy

I think coal causes pollution.

I think solar power is clean to run.

c. In pairs: Discuss which energies you think are clean to run or cause pollution.



Reading

a. Read the text and underline the correct title.

1. The Advantages of Clean Energy Sources

2. Comparing Different Energy Sources

Choosing the best option for energy can be difficult. Coal power is the most popular form of energy today because coal plants aren't expensive to build. However, they can produce a lot of pollution. Other non-renewable energy sources, like natural gas, are cleaner than coal, but they still aren't good for the environment.



Countries are now moving to renewable sources of energy like wind, solar, and hydroelectric power.

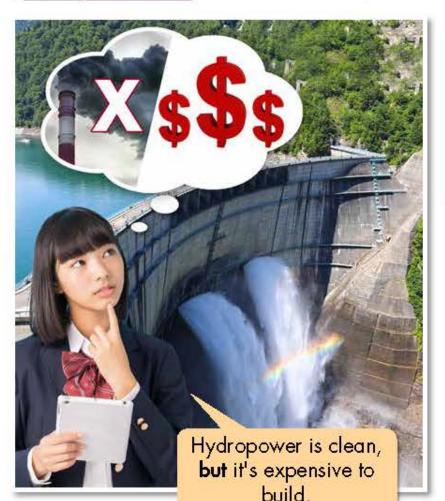
Wind and solar power plants are clean and cheap to run, but they aren't cheap to build. Also, wind turbines are noisy and need windy weather to work well, and solar power doesn't work at night. Hydroelectric plants also don't cause pollution, but they can be expensive to build and affect the environment by stopping fish from moving freely. For these reasons, countries and cities usually choose a mix of energy types.



b. Now, read and answer the quest	5 .	Now,	, read	and	answer	the	questions
-----------------------------------	------------	------	--------	-----	--------	-----	-----------

- 1. Why does the article say coal plants are common?
- 2. Why is natural gas better than coal?
- 3. What are two advantages of wind power plants?
- 4. What is a disadvantage of solar power?
- 5. What environmental problem does hydroelectric power create?
- c. In pairs: Which of the energy sources is the best choice for the future of your country?

a. Listen and repeat. 🚳



and - but

We use and to add similar ideas.

It's cheap to run **and** it's renewable.

It's noisy and expensive to build.

We use but to add different or unexpected information.

It's cheap to build a power plant, but it causes pollution.

(it's) cheap to run. It's clean and (it's) expensive to build. It's clean , but

Hydropower is dean and renewable , but it's expensive to build.

b. Write sentences using the prompts.

- 1. Coal/cheap/easy/use
- 2. Hydropower/clean/cheap
- 3. Wind power/dean/renewable/noisy
- 4. Natural gas/cheap/non-renewable
- 5. Motorbikes/popular/cheap/pollution

2 3	0 1: 1 1 1	
23	Coal is cheap and easy to use.	
1 :3		
200		
E-10	<u> </u>	
100		

6. Microwave ovens/convenient/save money

c. Fill in the blanks using and or , but.

- 1. Electric cars are clean ___, but ___ they are expensive to buy.
- 2. Nuclear power can sometimes be dangerous _____ it's cheap to run.
- 3. Microwave ovens are cheap _____ they use less electricity than electric ovens.
- 4. Solar panels save money _____ they are clean.
- 5. Coal power plants are popular _____ cheap ____ they cause pollution.
- 6. My hometown is noisy _____ polluted _____ I love living there.



d. In pairs: Make sentences about different types of transportation. Use the prompts.

airplanes/fast/convenient/pollution

cars/convenient/expensive

bicycles/clean/cheap/good for health

- a. "...and..." often sounds like /n/.
- c. Listen and cross out the sentence that doesn't follow the note in "a." (32)

Coal is cheap and easy to use. Wind power is clean and cheap to use. b. Listen. Notice the sound changes of the underlined words.

Solar power is clean <u>and</u> cheap. Cars are noisy <u>and</u> expensive.

d. Read the sentences with the correct sound changes to a partner.



Practice

Ask and answer.

Can you tell me about wind power?

It's clean and cheap to run, but it's expensive to build. It's also...

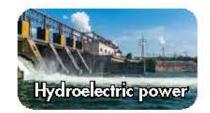
	Advantages	Disadvantages
Wind	Cheap to run Renewable Clean	Expensive to build Needs windy location
Hydro	Cheap to run Renewable Clean	Expensive to build Needs big rivers
Solar	Cheap to run Renewable Clean	Expensive to build Doesn't work at night
Natural gas	Cheap to build	Expensive to run Creates some pollution
Coal	Cheap to build	Expensive to run Creates pollution
Nuclear	Cheap to run Clean	Expensive to build Dangerous (maybe)

2018 Cost estimates from Physics Dept., University of Oregon



a. In pairs: Discuss the advantages and disadvantages of the energy sources, and say why each would be good or bad for your city/town.







Best energy sources for our area







b. Now, decide on the three best options, and what percentage each source should be.

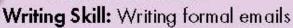
I think 50% of our energy should come from solar power.

Unit 10 Energy Sources

Can you...?

• talk about different energy sources

write a formal email





Listening	🔋 a. Listen to an ii	nterview	v. What is Harry's	ijob? 😘 💮		
	1. energy ex		2. city mayor			
w, listen and	d answer the ques	tions. 🍕	D2 3			
. How much	of its energy does G	reenviev	w get from coal pov	wer?		
What does	Harry say is good o	about cod	al power?			
How much	of its energy does G	reenviev	w get from renewal	ole sources?		19
Who did H	arry speak to last w	eek?				
What energ	y source does Harr	y sugges	st?	TO THE	TO THE REAL PROPERTY.	

1. too many wind turbines 2. too much air pollution 3. spending too much money on energy

New message

To: mayoradams@windrush.org

Subject: Energy suggestions for Windrush City

Dear Mayor Adams,

My name is Elizabeth Freeman. I am a student at Windrush Secondary School.

I am writing about the polluted air in our city.

I would like to suggest ways to make Windrush City more eco-friendly.

Now, we get 70% of our energy from coal. Coal power plants are expensive to run. They cause a lot of pollution, too. I think we should change to wind power.

It is renewable and cheap to run. It would work very well. It is really windy in our city. This will reduce air pollution and make Windrush City more eco-friendly.

Thank you for reading this.

Sincerely,

b. Now, read and fill in the blanks.

Elizabeth Freeman

SEND A 🕾 🖠 🖼 🖙 🏠 👚

- 1. Elizabeth goes to ______ Secondary School.
- 2. She is writing about the _____ air in the city.
- The city gets most of its energy from ______.
 Wind power is ______ to run.
- 5. Windrush City will become more ______ if Mayor Adams follows Elizabeth's suggestion.
- c. In pairs: Is your town polluted? What are the causes? What should your town do to improve it?

- Writing
 - Writing a. Read about writing formal emails. Then, read Elizabeth's email again and number the parts that are more formal than:
 - 1. Hi Mayor Adams!
- 3. I wanted to say that Windrush City isn't very clean.

2. See you.

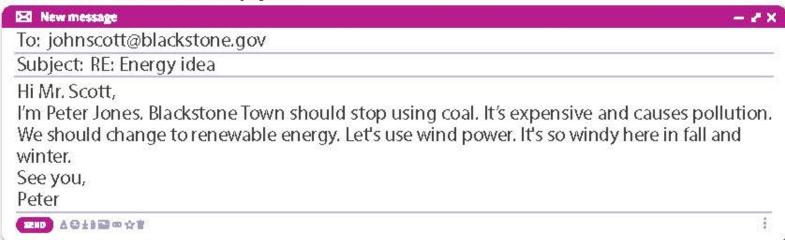
4. Coal isn't the best energy to use. Let's use wind power.

Writing Skill

Writing formal emails

To write a formal email, you should:

- 1. Write a subject line: Changing the energy we use
- 2. Write a greeting: Dear Mr. Bates,
- 3. Introduce yourself and why you are writing: My name is... I am writing about...
- 4. Give the problems and solutions: Currently, Laketown uses...Laketown should change...
- 5. Finish the email with "Sincerely" and your full name.
- *Always use full sentences in a formal email no contractions. (I'm > 1 am)
- b. Read the email below and underline the informal language. Rewrite them in formal language in your notebook. Use the skill box to help you.





a. You're talking about how to make Blackstone Town greener. In pairs: Read about Blackstone Town. Discuss which energy sources the town should use more or less.

Blackstone Town

Energy sources

- Coal 60%
- Natural gas 15%
- Solar 5%
- Oil 20%

Blackstone Town is near a large river. It's very windy during the fall and winter. It's sunny in spring and summer. The city doesn't have much money to spend.



b. Complete the table with two energy sources you want to change, what you want to change them to, and why.

Reason

wny.	Name	Reason
Current energy source 1:		
New energy source:		
Current energy source 2:		
New energy source:		



Now, write an email to the mayor of Blackstone Town to suggest changing energy sources. Use the Feedback form to help you. Write 60 to 80 words.

Feedback

The email follows the model and uses the correct structure.

AAA

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

I can understand everything.

(Underline anything you don't understand.)



In this lesson, you'll review...

- free time activities and hobbies
- making future plans



You will hear John talking to his mom about his friends' free time activities. Which activity does each person do? For each question, write a letter (A-H) next to each person. You will hear the conversation twice.

O O										
Example: 0. John	G				Fre	ee tii	ne ac	ctivitie	es	
5, 001111	ت				A pla	y badı	minton			
People	(Bank)				B. bak	e cak	es			
1 Annie					C. pla	y onlir	ne gam	nes		
2 Chloe					D. pla	y volle	eyball			
3. Anton					E. ma	ke vlo	gs			
4. Karl	n				F. tak	e pho	tos			
7, [\d					G, pla	y bas l	(etball			
5. Julia					H. buil	d mod	dels			
										/L

Example:

0. Who shares their hobby with a family member?



- 1. Who often goes to the sports center?
- 2. Who wants to try yoga?
- 3. Who likes going for walks?
- 4. Who plays basketball?
- 5. Who has a water park near their house?

Answer:

Ţ	A	В	<u>-</u>
2	A	В	<u>-</u>
3	A	В	C
4	A	В	C
5	A	В	C

In My Free Time

- A. Hi! I'm Amy. In my free time, I bake cakes and cookies. I bake with my mom because she also likes baking. I like going for walks, too. In the summer, I usually go to the water park near my house. It's really fun.
- **B.** My name's Ben. In my free time, I collect soccer stickers because I love sports. I have more than 50 stickers! I go to the sports center to go rock climbing. I often play basketball with my friends there, too.
- C. Hello. I'm Jess. I like shopping at the market for old crafts. Sometimes I make vlogs about the things I buy. My friends and family like my vlogs. I don't really like sports, but I want to try doing yoga.

A Vocabulary

Fill in the blanks with the words from the box.

	sports center	make vlogs	ice rink	market	
	bake cakes	building models	fair	water park	
1. My parents bought	me a video camero	and luse it to <u>m</u>	ake vlogs	_,	
2. Let's meet at the	at 7	:30. Don't forget to	bring your i	ce skates.	
3. My dad's going to teach me how to I want to make one for my mom's birthday.					
4. The has many fun rides. We go there every summer.					
5. Our school is organ	nizing a	this weekend	. There will b	e crafts, books, f	
6. My mom goes to th	e	to buy food early in	the mornin	g.	
7. There's a new	in tow	rn. Do you want to p	olay badmin	ton there this Frid	
8. My brother has a co	ollection of paper b	oats and houses. He	e likes		

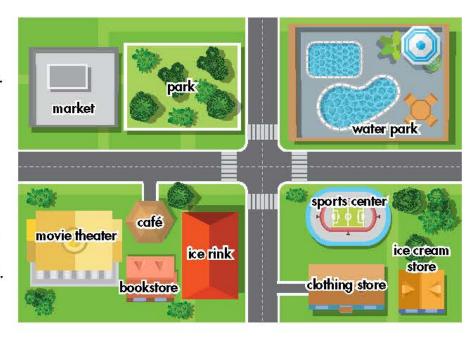
Grammar

a. Unscramble the sentences.

- 1. cousins/theater/and/to/going/his/Jason/on/the/are/Saturday.
- 2. alley/bowling/opens/10 a.m./at/The
- 3. tomorrow?/What/Sofia/we/time/are/meeting
- 4. brother/a/has/soccer/collection/My/of/stickers.
- 5. evening./this/are/friends/basketball/playing/My

b. Look at the map and circle the correct words.

- 1. Let's meet at the café opposite next to the movie theater.
- 2. The bookstore is in front of/behind the café.
- 3. Do you want to meet at the market *opposite/behind* the movie theater?
- 4. The clothing store is in front of/behind the ice cream store.
- 5. I often go running in the park next to/behind the market.



Pronunciation

a. Circle the word that has the underlined part pronounced differently from the others.

- 1. A. vlog
- B. model
- C. soccer
- D) sp<u>o</u>rt

- 2. A. skating
- B. game
- C. cake
- D. market

- 3. A. online games
- B. ice rink
- C. bowling
- D. sticker

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- 4. A. model
- B. center
- C. collect
- D. sticker

- 5. A. theater
- B. equipment
- C. badminton
- D. skateboarding

- 6. A. online
- B. habit
- C. soccer
- D. comic

Unit 2

Review

In this lesson, you'll review...

- talking about what makes a healthy lifestyle
- giving advice and persuading someone to have a healthy lifestyle





You will hear a doctor talking to a group of students about staying healthy. Listen and fill in the blanks. You will hear the information twice.



Teenagers and Sleep

Name of doctor: (0) <u>Brown</u>

Important to get: (1) _____ hours of sleep

Difficult to sleep before: (2) ______ p.m.
Teenagers getting enough sleep: (3) _____ %

Shouldn't eat or: (4) ______ before bed

Relax before bed by: (5) _____

Reading

Reading Read the article about how to stay healthy. Choose the correct answer (A, B, or C).

Teenagers: How to Stay Healthy

Having a healthy lifestyle is very important. Unhealthy habits will make you feel tired and increase your chance of becoming overweight. Here are some things you should pay attention to:

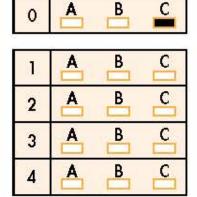
- Eat many types of food and try to eat more fruit and vegetables. Many teens like fast food and soda, but they're really bad for you. You don't have to stop eating your favorite burgers completely, but try to eat them less.
- Exercise regularly. You should get an hour of exercise a day. If you can't, try to be active for at least half an hour three times a week.
- Get enough sleep. You shouldn't stay up late too often. Your body needs about nine hours of sleep every night, but most teens have only about seven hours of sleep. Having enough sleep will help you focus and remember things more easily.

ed increase ion to: Fast

Example:

- O. What isn't a result of an unhealthy lifestyle?
 - A. not having enough energy
 - **B.** becoming fat
 - C. finding it difficult to sleep

Answer:



- 1. What does the article say about healthy eating?
 - A. Never eat fast food.
 - B. Eat many different kinds of food.
 - C. Eat more fruit and vegetables than meat.

- 2. What's the least amount of exercise teens should get?
 - A. 30 minutes three times a week
 - B. 60 minutes three times a week
 - C. 60 minutes every day
- 3. How much sleep do most teens get each night?
 - A. seven hours
 - B. eight hours
 - C. nine hours

- 4. What isn't a benefit of having enough sleep?
 - A. Your body will be stronger.
 - B. You can focus better.
 - C. Your memory will be better.

A Vocabulary	Fill in the blanks with the words
	Service transfer on the control of t

Vocabulary	Fill in the blanks wi	th the words fr	om the box.	
stav i	up late eat fruit and	vegetables	get some sleep	take your medicine
	has a sore throat			keep warm
It's 11 p.m. Ma	ndy! You shouldn't <u>st</u> o	av un late		
	*		ev can aet enouah	vitamins from their food c
	nt to c		cy can ger energi	T THAIRMIS HOLD HOLD TOOG C
		130	now	
	ake up at 4 a.m. tomorro			af buwanan anad wiwwa
	really			
			saia you should e	at some food before takin
	It hurts when sh		* *	s s s
3. A good way to g	get your kids to	is to c	ıdd some to their f	avorite dishes.
	LA.			
G Grammar	a. Circle the correct v	words.		
1 Can van an lan	(Complement will will will	-2 · 4 · k	Ar nomente let	watch a 1:41 / TV
We don't have	some/much milk, pleas some/any left.	•	727 S 727 S 6 9	watch <i>a little/any</i> TV ever Its of/any water every day
	vegetables every day.	J. 1	Co should drillik 10	13 OIT GITY WOILE EVELY GO
3. Ben doesn't do	any/a little exercise.			
He's very lazy.	•	•		
Unscramble the s	sentences			
	ou/much/watch/too			
and the second s	atch too much TV.			
2. do/What/shou	ld/healthier?/I/to/beco	me		
3 aversise /He/m	nuch /do /docent			
3. exercise./He/m	lochy doy doesh i			
4. get/a/Teens/ho	ours/night./nine/should/	/sleep/of		
5. of/shouldn't/ca	undy /You /oat /lota			
	may./ 100/eal/1015			
			1 10 1 0	1 1.00
Pronunciati	a. Circle the wo from the othe		underlined part	pronounced differently
1. A. take	B. st <u>a</u> y	C. late	(D.)soc	da
2. A. fever	B. rest	C. v <u>e</u> getable		dicine
3. A. c <u>a</u> ndy	B. f <u>a</u> st food	C. w <u>a</u> rm	D. h <u>a</u> v	
Circle the word tl	hat differs from the oth	er three in the	position of prime	ary stress in each of the
following question			•	
4. A. medicine	B. unhealthy	C. vitamin	255	getable
5. A. lifestyle	B. fever	C. lazy	D. end	
6 A cafeteria	B. stomachache	C. restaurar	nt Dexe	arcise

Review

In this lesson, you'll review...

- music that you like
- how to make plans to go to a music event





You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Example:

0. What does Mark like listening to?







1. What does Amanda want to listen to?







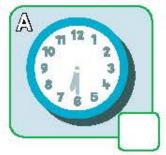
2. Which band does Zack want to watch?

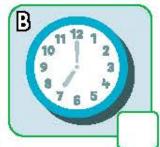






3. What time is the show?

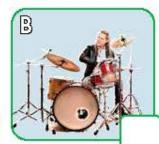






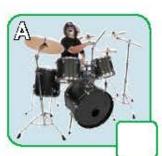
4. Who did Kurt think was amazing?







5. Who did Linda not like?







Reading

Reading Read the paragraph. Choose the best word (A, B, or C) for each space.

MY FAVORITE KIND OF MUSIC

I like listening to all kinds of music, but hip hop is (0) ______ favorite. Hip hop started (1) _____ the 1970s, in the USA. It is now popular all over the world. My favorite hip hop singer is G Star. He (2) _____ great! He is very popular and sells records all over the world. I usually listen to his songs at break time at school. I also (3) _____ dancing to hip hop with my friends in the park. We (4) _____ it at least twice a week. Sometimes we put on a show on the weekends. Our parents say that we are really good. We are going to G Star's show (5) _____ Saturday evening. I think it is going to be fantastic. I can't wait!

Example:			Answer:
0. A. I	B. mine	C. my	O A B C
1. A. in	B. on	C. at	1 A B C
2. A. am	B. is	C. are	2 A B C
3. A. enjoy	B. enjoys	C. enjoying	3 A B C
4. A. do	B. doing	C. are	4 A B C
5. A. at	B. in	C. on	5 A B C

Vocabulary

Number the pictures.

- 1. classical music
- 2. rock
- 3. country music
- 4. hip hop
- 5. reggae
- 6. folk music-















a. Underline the mistakes and write the correct answers on the lines.

 What kind of music <u>are</u> you like listening to? 	do
2. I likes jazz. I hates rock.	
3. I doesn't think country music is exciting.	
4. He don't like listening to jazz. He think it's boring.	
5. Is she often listen to classical music?	
6. RnB is he favorite kind of music.	
b. Write sentences using the prompts.	
 There's/music festival/our town/January. 	
2. G Star's show/1 p.m./January 20 th .	7
3. Would you like/go/my birthday party/Friday evening?	·
4. My friend's birthday/March.	·
5. My parents/enjoy/listening/country music/their free time.	2 .

Pronunciation

a. Circle the word that has the underlined part pronounced differently from the others.

A. hip hop
 B. rock
 C. pop
 D. folk
 A. dassical
 B. jazz
 C. dance
 D. reggae
 A. hears
 B. sings
 C. makes
 D. says

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

4. A. dancer B. device C. singer D. country
5. A. reggae B. hip hop C. guitar D. music
6. A. interesting B. terrible C. beautiful D. exciting

Semester 1 Mid-term Review



Play the board game.

Board game

- Pairs take turns.
- Winning pair goes first.
- · Cover your eyes and use a pencil to pick a number. Move that number of steps.
- In pairs, use the useful language from the units correctly or move back to where you were.





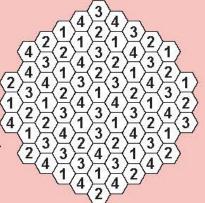




The first pair to get to the

Win the game

FINISH wins tickets to La La Water Park.



Play the game to win tickets to a water park.

START





You can't find your friend. Move back one space.





Your sister bakes a cake for vou. Move forward two spaces.

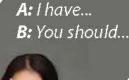
A: What... free time? B: |...







Invite your friend to the bowling alley.



Invite your friend to the market.

You rent a bike. Move forward two spaces.

Invite your friend to the ice rink.





lt's raining! Move back two spaces.



B: ...







like...? B: . . .







A: Do you like...? B: . . .



Make notes about a music festival you want to invite your friend to.

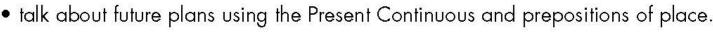
What day the festival is?	
Music festival name and type	
Ticket price	
Who is playing and when?	
Opinion about their music	
Where and when you will meet?	

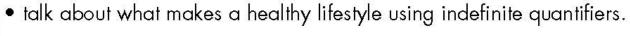
Now, use your notes to write an email to invite your friend to a music festival. Write 60 to 80 words.

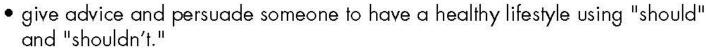


Semester 1 Mid-term Evaluation

• ask and answer about hobbies using the Present Simple.









• make plans to go to a music event using prepositions of time and possessive adjectives.

• write invitation emails, request letters and movie descriptions.

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के के के के के

If you give yourself fewer than 3 stars, review Units 1-3 on pages 4 to 27.

Unit 4

In this lesson, you'll review...

- how to plan charity events
- community services



You will hear a boy talking to his friend about different kinds of community service. Listen and complete questions 1–5. You will hear the conversation twice.

Serving Our Community 0 a craft fair Tom is making a poster for: 1 He wants to raise money for: 2 Emma thinks they should organize: 3 Emma says they should: She says they should donate: 5 Tom says he'd like to donate:



Look and read. Choose the correct answer (A, B, or C).

Example:

0.

1.



- A. The craft fair lasts two days.
- B. You can buy bracelets and rings here.
- C. You can visit the craft fair in the morning.
- - A. You don't need to sign up to take part in this event.
 - B. You can sign up at Maddy Hill Farm.
 - C. They organize this event to celebrate Earth Day.
- C 2

Answer:



REE PLANTING

Celebrate Earth Day with us by signing up

for the tree planting day.

Location: Maddy Hill Farm

Visit www.plantatree.com to sign up.

- 3. Soup Kitchen Volunteers needed Just two hours of your time will make a difference. Choose your own time. Monday-Friday, 7 a.m. till 4 p.m. Call 202-555-0141 for more information.
- A. The car wash raises money for local poor students.
- B. Volunteers wash a big car for a \$15 donation.
- C. You can only visit the charity car wash in the morning.
- **A.** The soup kitchen needs volunteers for the weekend.
- B. Volunteers work for two hours every day.
- C. You can choose when to volunteer from Monday to Friday.

A Vocabulary

Fill in the blanks with the words from the box.

donate clothes a bake sale a car wash clean up parks a craft fair raise money plant trees right

















1	
M (13	∖ Grammar
The same of	

a. Fill in the blanks with the Past Simple form of the verbs in brackets.

1. The school <u>raised</u> (raise	e) nearly five thousand dollars after the charity day.	
2. My friends and I	(not clean up) the local park last weekend.	
3. Last summer, my brother	(volunteer) at the local food kitchen. He	(help)
prepare food and do the dishes.		
4. We (donate) swe	eaters, scarves, and socks to poor children last winter.	
5 they	(organize) a fun run last month?	
b. Underline the mistake in each sen	tence. Write the correct word on the line.	
1. Let's having a charity car wash.	have	
2. I think we should helping homeless	animals in our town.	
3. How about we organized a craft fo	air?	
4. How about put "Run for Fun" on th	e poster?	
5. Let's not having a bake sale.		

Pronunciation

a. Circle the word that has the underlined part pronounced differently from the others.

- 1. A. f<u>u</u>n
- B. but
- C.put
- D. r<u>u</u>n

- 2. A. w<u>a</u>lk
- B. bake
- C. play
- D. s<u>a</u>le

- 3. A. liv<u>ed</u>
- B. rais<u>ed</u>
- C. pick<u>ed</u>
- D. organiz<u>ed</u>

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- 4. A. organize
- B. volunteer
- C. decorate
- D. charity

- 5. A. event
- B. talent
- C. flower
- D. money

- 6. A. children
- B. poster
- C. kitchen
- D. donate

Unit 5

- In this lesson, you'll review...

 food you need to buy

 containers and quantities of food and drinks



You will hear Justin and his dad talking in the kitchen. For each question, choose the

		. You will hear the con	versation twice.	noose me
O. Justin forgot to buy	T	1. Justin puts	the lemons	
A. a box of sp B. two cans o			A. in the fridge.B. in the cupboard.	
C. a can of be	\simeq		C. on the table.	
2. Justin's mom likes		3. Justin does	sn't like	
A. lemon pie.			A. beef.	
B. lemon cool			B. mushrooms.	
C. lemon cake	e		C. chicken.	
4. Tomorrow, they're going	g to eat	5. They need	to buy a	
A. apple pand	cakes.		A. carton of milk.	
B. strawberry	cupcakes.		B. bottle of juice.	
C. strawberry	pancakes.		C. bottle of soda.	
Suzie's mother was busy to buy lots of groceries. S (2) of but- bought two cans of beam They were going to have spaghetti. She also need.	Suz with work so she ser she bought two (0) _ ter because her moth s, five hundred (3) _ spaghetti for dinner ed some ingredients f bought the beef and	of eggs, a ner wanted to bake a c of milk, av so Suzie's mom wrote or the spaghetti sauc tomatoes, but the sp	narket with a shopping list a (1) of flow ake and make pancakes. So not some apples to make a down one (4) e. This included some beef aghetti was sold out, so s	r, and a The also fruit salad. of , two onions,
Example:			Answer:	
0. A. cans	B. bunches	C. cartons	0 A B	_ <u>C</u> _
1. A. bag	B. bunch	C. stick	1 A B	С
2. A. can3. A. sticks	B. stick	C. bottle C. milliliters	2 A B	· C
4. A. box	B. gramsB. bottle	C. milliners C. tablespoon	3 A B	C
5. A. milliliters	B. grams	C. teaspoons	4 A B	С

Vocabulary

Match the words with the descriptions.

- 1. bunch
- 2. carton
- 3. flour
- 4. butter
- 5. fridge
- 6. supermarket
- 7. spaghetti
- 8. tablespoon

- a. a container for milk, juice, or eggs
- b. a place to keep butter and milk cold
- c. an ingredient in pancakes and bread
- d. a type of noodle from Italy
- e. a place to buy all your groceries
- f. It's like a teaspoon but bigger.
- g. You can buy it in sticks.
- h. some fruit growing together, like bananas or grapes

Grammar Fill in the blanks with a, an, the, much, or many.

		- C		0.00	
1. How	many	bananas	are in	that	bunch?

- 2. Do you have _____ eggs left in your fridge?
- 3. There's _____ apple on the table.
- 4. Wait! How _____ oil are you putting in that pan?
- 5. He ate _____ sandwich for lunch.
- 6. I don't want _____ butter on my sandwiches.
- 7. Did you buy milk?

Yes, _____ milk is in the fridge.

8. Oh no! I bought too ______ vegetables!



Pronunciation

a. Circle the word that has the underlined part pronounced differently from the others.

- 1 (A) pancakes
- B. tomatoe<u>s</u>
- C. potatoes
- D. tablespoons

- 2. A. ingredients
- B. apples
- C. lists
- D. supermarkets

- 3. A. tablespoon
- B. hamburger
- C. sandwich
- D. pancake

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- 4. A. pancake
- B. sandwich
- C. cupboard
- D. dessert

- 5. A. banana
- B. tomato
- C. hamburger
- D. spaghetti

- 6. A. vegetable
- B. tablespoon
- C. hamburger
- D. potato

Semester 1 Final Review



Play "Connect four."

Connect four Win the game The first pair to get 4 boxes in a row wins. Pairs take turns. • Play rock, paper, scissors - winning pair goes first. • Pair 1 is X. Pair 2 is O. Choose a box. • Use the useful language from the units correctly. Tip: Use a pencil and an eraser and play again. Mark the box with an X or an O. ᆂ : Use your own at kind of show

Play the game to win tickets to a show

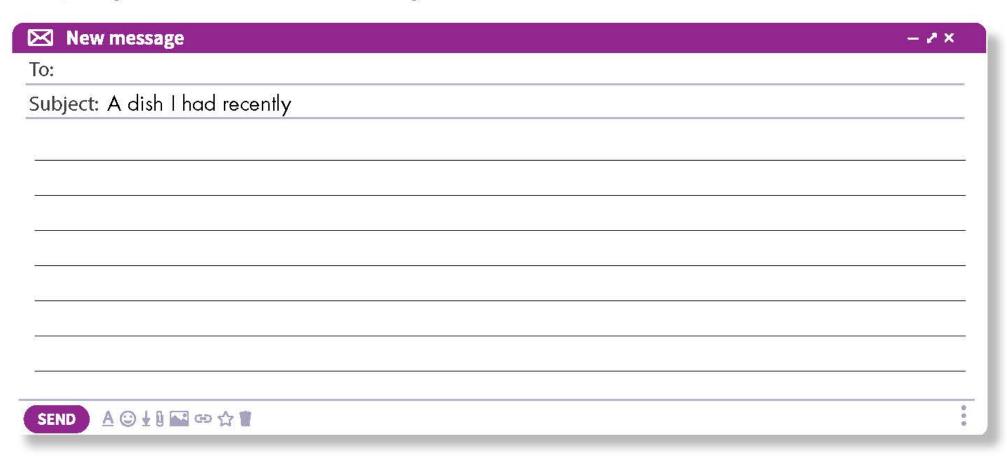




Make notes about a dish you enjoyed or didn't enjoy recently.

Name of the dish	
What was in it?	er to the second of the second
What did you eat it with?	-
Where did you eat it?	7
Opinion about the dish	P

Now, use your notes to write an email to your friend about the dish. Write 60 to 80 words.



Semester 1 Final Evaluation

I can...

- suggest and plan a charity event using "should", "Let's", and "How about."
- 🔹 talk about things we did to help our community using the Past Simple with regular verbs. 😘 🏡 🏡 🏡
- talk about what food you need to buy using quantities and amounts.
- talk about containers and quantities of food and drinks using indefinite and definite articles.
- write an email about an environmental clean-up and a food blog post.

uuuuu

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If you give yourself fewer than 3 stars, review Units 4–5 on pages 28 to 43.

Semester 1 Project (Optional)

Can you...?

 plan and perform a role-play to express how you feel about exams and decline an invitation

PERFORMANGE

SCHOOL DAYS



Performance

Performance Skill

Showing Feelings and Using Body Language in Role-plays

- You can show your feelings by changing the expression on your face (e.g. smile when you are happy).
- You can also show how you feel with your hands and arms (e.g. open arms for happiness).
- Arrange your position (sitting, standing, etc.) to match the situation.
- Use props (e.g. your book can be a menu or a school report) to help your acting and make it seem more real and interesting.

a. Match the feelings to the pictures. With a partner, discuss how you know.

- 1. disappointed
- 2. pleased
- 3. delighted
- 4. surprised
- 5. annoyed
- 6. upset







b. Listen to three people talking to their friends and circle True or False. (39)



- 1. Alice is delighted because she got an A on her history test.
- 2. Susan can't go to the mall tonight because she has to review for a test.
- 3. Matt feels angry because he failed the math and history tests.

True/False True/False

True/False

c. Take turns acting the other three feelings in Task a.

Hey, how were your exams?

I did great! I passed my math test.



Preparation

You are going to perform a role-play with your friend. In pairs, choose two role-play cards and write a conversation for each. Use the Performance Model on page 117 to help you.

Role-play 1

A: You're delighted because you got an A on your history test.

B: You're pleased because you passed your biology test.

Role-play 2

- your math test.
- A: You're surprised because you passed B: You're annoyed because you got a C on your English test.

Role-play 3

A: Invite your friend to the mall tonight.

B: You have to finish your essay.

Role-play 4

A: Invite your friend to the bowling alley this Saturday.

B: You have to finish your book report.



Pay attention to your facial expressions and body language. (Look at the Performance Guidelines on page 116.)



- a. Practice your role-play with a partner. Remember to show feelings and use your body language.
- b. Look at the Feedback form. Discuss with your partner how you could improve your role-play and practice again.

Performance and Feedback

a. Now, join two other pairs. Take turns performing your role-plays.



It was interesting, but next time don't read from your notes.

b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the performers can improve for next time.

Feedback

The performance was interesting.

च्ये च्ये च्ये

They spoke clearly and confidently.

525252

They didn't read from their notes.

525252

They showed emotion and used body language.

द्रोद्धेद्रदे

I liked the first role-play. It was really funny.

c. Who performed the best role-play? Discuss in your groups.



Creative Extension

- a. Practice your role-play again, but this time change your emotions.
- b. Perform your role-play again. Can everyone guess how you are feeling?

In this lesson, you'll review...

- declining invitations and expressing obligations
- describing feelings about school



You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Example:

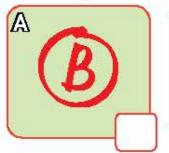
0. When is Claire writing her essay?

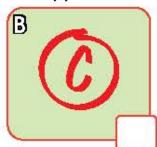


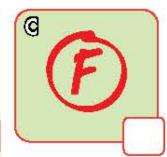




1. Why is Simon disappointed?







2. Where is Lisa going to study?



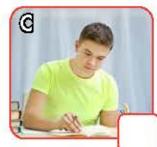




3. What is James doing tomorrow afternoon?

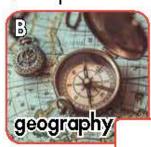






4. What test did Mark pass?







5. What did Fiona do at school today?









Reading Read the article about Anna's school year. Choose the correct answer (A, B, or C).

My School Year

Anna Smith, aged 12

This year was quite difficult for me in January and June. I had important tests in most subjects then. I had to work very hard because I had a lot of homework and so much revision. I was very happy because I got good results. I passed all my tests, so my mom was delighted!

Although we didn't have a test for our English class in January, we had to work on presentations in groups. My group did a presentation about organizing charity events to help our community. We talked about having a bake sale and my teacher thought it was a great idea. I was really pleased.

Example:

- 0. When did Anna have important tests?
 - A. In January, June, and September
 - B. In January and June
 - C. In the winter
- 1. Why did Anna have to work hard in those months?
 - A. She had a lot of homework.
 - B. She had a lot of homework and revision.
 - C. She did so much revision.
- 3. What did students do in English class in January?
 - A. They worked on projects.
 - **B.** They took tests.
 - **C.** They worked on presentations.

Answer:

0	A	В	n				
1	A	В	C	3	A	В	С
2	A	В	С	4	A	В	С

- 2. How did Anna's mom feel about her results?
 - A. happy
 - **B.** delighted
 - C. pleased
- 4. What was Anna's group's topic?
 - A. organizing a bake sale
 - **B.** how to have a presentation in groups
 - C. organizing charity events

1. A. surprised

2. A. delighted

Circle the correct words.

- 1. He is really disappointed/excited because he didn't get good grades at school.
- 2. I have to give a test/presentation to my class tomorrow. I don't like speaking in front of people, so I'm really nervous.
- 3. I wrote a project/book report about the Harry Potter stories.
- 4. I passed/failed the math test because it was too difficult.
- 5. I have to do a lot of homework/presentations after school.
- 6. I'm so delighted because I passed/failed all my tests!
- 7. She was really annoyed/surprised because she got 100% on her English test.
- 8. For our science project/homework, we grew sunflowers in our classroom.

1. I am so upset <u>then</u> I failed my English test.	because
2. She was real delighted because she got 90% on her project.	
3. I am so surprised so I got an A on my math homework.	
4. I'm sorry, I has to do my history essay.	
5. Do you had to practice your presentation later?	
6. I was really disappointed however I failed my biology project.	

D. pass<u>ed</u>

D. tested

D. missed

3. A. pleas<u>ed</u> B. pass<u>ed</u> b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

C. failed

C. asked

C. annoyed

4. A. essay	B. upset	C. project	D. homework
5. A. report	B. abroad	C. lonely	D. although
6. A. negative	B. positive	C. however	D. difficult

from the others.

B. pleased

B. disappointed

In this lesson, you'll review...

- describing and identifying personal belongings
- comparing different types of transportation



You will hear a man talking about transportation in London. Listen and fill in the blanks. You will hear the information twice.

Name of Speaker	James (0) <u>Martin</u>
Buses	19,000 bus (1) Pay using a travel (2)
Underground	(3) underground train lines
Trains	Connects Central London with Heathrow (4)
Taxis	(5) when in a hurry

Reading Read the email about a trip to an amusement park. Write one word for each blank.

⊠ New message		-2×
To: ellie1883@fren	dzmail.com	
Subject: Trip to my	city	
Hi Ellie,		
some amazing roller too. Would you like	r coasters and lots of other ride to come? I think we will have of near the supermarket. We train, (5) it's	you doing anything this Saturday? I'm planning to go the afternoon. It's meant to be really fun. They have es. I think they have a small zoo there with some cute animals, an awesome time. Jill and Kenny are going to come, too. can go (4) bus or train. The bus isn't as a lot cheaper. I think I would prefer to take the bus. I don't
Let me know if you	5%	
Sam		
SEND AQ ± 8 🖾 👓 🛊 🛭		:

Example:

0 <u>are</u>

Answer:

1	 2	* **	3	* *
4	5			

A Vocabulary

Match the words with the descriptions.

- 1. customs-
- 2. passport
- 3. suitcase
- 4. baggage claim
- 5. boarding pass
- 6. frequent
- 7. sunglasses
- 8. subway

- a. the ticket that allows you to get on the plane
- b. the people at the airport who check your luggage
- c. You wear them to protect your eyes.
- d. a document you need to leave your country
- e. an underground train
- f. a large case for your clothes
- g. very often
- h. the place in the airport where you collect your luggage

Grammar |

a. Circle the correct words.

- 1. That suitcase belongs to me. It's mine my/her.
- 2. She lost her/hers/theirs passport.
- 3. Whose bag is this? It's got her name on it so it must be her/hers/their.
- 4. Our/Theirs/Mine house is in the middle of the street.
- 5. Please take it. It's yours/my/her.

b. Write sentences using the prompts.

- 1. My/big/blue/backpack/new
- 2. It/her/old/red/suitcase
- 3. This/new/orange/bag/yours
- 4. Your bag/not/new/mine
- 5. The train/not/fast/plane
- 6. The subway/not/comfortable/train



Pronunciation

a. Circle the word that has the underlined part pronounced differently from the others.

- 1.(A.)passports
- B. stations
- C. customs
- D. bags

- 2. A. hotels
- B. backpacks
- C. stations
- D. taxi<u>s</u>

- 3. A. trains
- B. planes
- C. tickets
- D. subways

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- 4. A. ticket
- B. hotel
- C. airport
- D. handbag

- 5. A. passenger
- B. traveler
- C. underground
- D. visitor

- 6. A. electronic
- B. reliable
- C. eco-friendly
- D. transportation

In this lesson, you'll review... • festivals around the world

- compare how different countries celebrate festivals





Listening You will hear five short conversations. You will hear each conversation twice. There is one

Example:	question for eac	h conversation. For o	each question, choose the correc	:t answer (A, B, or C). 🙀	
	estival	about their day.	 You will hear a girl, Mary, What does she want to do A. see a concert B. take part in everything C. do arts and crafts 	o?	
	es ating		3. You will hear a boy, Bob, to What holiday is coming?A. New Year's EveB. ChristmasC. Halloween	alking to his friend.	
What do peo A. throw pai B. have wate C. have food	fights		 You will hear a girl, Alice, Fire. What does she want A. see the bonfires B. have dinner with her m C. see the water show e word for each blank. 	to do most?	
The Laughing Festival You should come and join us (0) the Laughing Festival. It (1) take place on the second Sunday of October, in Hidakagawa, Japan. We will laugh (2) have a great day. It started many years ago. People say that (3) goddess was very sad and wouldn't leave the Nyu Shrine. The people of the nearby village wanted to make her happy, so they laughed all together. Their laughter made her feel better and she came (4) of the shrine. We will have a parade (5) the town to the shrine. At the shrine we will all laugh as loud as we can. It will cheer up the goddess and bring us good luck! Please come and join us. The louder we laugh, the more luck we will get!					
Example: Answer: 0					

A Vocabulary

Match the words with the definitions.

1. lantern	a. say that you hope somebody will be happy, lucky, etc.
2. midnight	b. a way of doing something that a group of people usually do
3. competition	c. give something and receive something in return
4. exchange	d. a small box made of thin paper with a candle inside
5. sculpture	e. People take part in this event and try to win by being better, faster, etc., than others.
6. bonfire	f. 12 o'clock at night
7. tradition	g. a piece of art made by shaping clay, stone, metal, etc.
8. wish	h. a large outdoor fire

17 Table 1		1
19	Grammar	
W. C.		

a. Write sentences using the Future Simple.

1. next Lantern Festival/begin/November 19 th .	The next Lantern Festival will begin on November 19th.
2. there/be/party/after/festival/8 p.m.	
3. Groovy Groo/not participate/festival/this year.	<u>.</u>
4. You/not be/disappointed with/Festival of Lights.	
5. G Start/perform/the opening night?	

b. Write sentences with different from or like using the table.

A Lucky New Year!

		2	
1. The lucky color in Spain <u>is different from that in Argentina</u> .		Spain	Argentina
2 grapes.	Lucky color	Red	Pink
That's	Lucky food	Grapes	Beans
 3. Spanish people eat for good luck. That's 4. People in Argentina start, Spanish people, for good luck. 	Traditions for good luck	 Eat 12 grapes at midnight Start the new year with right 	 Run around with a suitcase Start the new year with right
		foot	foot

Pronunciation

a. Circle the word that has the underlined part pronounced differently from the others.

 A. f<u>ig</u>ht 	B. w <u>i</u> sh	C. midn <u>i</u> ght	D. bonf <u>i</u> re
2. A. l <u>a</u> ntern	B. r <u>a</u> ce	C. exch <u>a</u> nge	D. celebr <u>a</u> te
3. A. trad <u>i</u> tion	B. fest <u>i</u> val	C. gr <u>ee</u> ting	D. competition

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

4. A. Cambodian	B. European	C. Australian	D. Canadian
5. A. festival	B. opening	C. tradition	D. celebrate
6. A. concert	B. exchange	C. ticket	D. music

Semester 2 Mid-term Review



Play the board game.

Board game

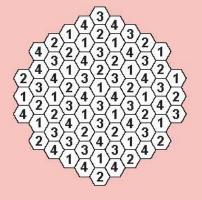
Win the game

- Pairs take turns.
- Winning pair goes first.
- Cover your eyes and use a pencil to pick a number. Move that number of steps.
- In pairs, use the useful language from the units correctly or move back to where you were.





The first pair to get to the **FINISH** wins tickets to their favorite festival.



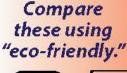
Play the game to win a trip to your favorite festival

🏩 : Use your own ideas/imagination.

START

A: How do Vietnamese people... Mid-Autumn Festival?

A: Do you want to \pm ? B: Sure, I'm free.





Ask about your partner's luggage.

You get full marks on your science test. Move forward three spaces.

A: Do you want to *? B: Thanks, but

I'm sorry, I have to *.

A: What... people do ...Moomba Waterfest? B: They'll...

Ask about Dan's



A: How do Vietnamese people... Tết? B: *

A: When... Grape Throwing Festival start B:...September 13th.

Your mom makes you clean the house for Tết. Go back four spaces.



upset-got a D on math exam

A: Do you want to ★? B: Sure, I'm free.

A: When... 2021 Songkran festival? B: ... April 13th.

You take the train. Move forward four spaces.

Compare these using "frequent."



down. Miss one turn. annoyed-lost math book

A: What... people do... Up Helly Aa? B: They/II...

A: When... 73rd Sapporo Snow Festival? B: ...February

Which festival do you want go to?



delighted –got an A on English test B: They'll...



Ask about your partner's luggage.

A: Do you want to ★? B: Thanks, but I'm sorry, I have to ★.



Your bus broke



Make notes about your favorite festival.

Name of festival and where it is	
Main opinion about the festival	
Reasons why you like it	
Evidence to support your reasons	S
Give your main opinion again	

Now, use your notes to write an opinion paragraph about your favorite festival. Write 60 to 80 words.

1	

Semester 2 Mid-term Evaluation

l can

- decline invitations and express obligations using the Present Simple and "have to."
- talk about how I feel about school using intensifiers and "because."
- describe and identify personal belongings using possessive pronouns and adjectives in order.
- compare different types of transportation using "(not) as...as..."
- talk about festivals around the world using the Future Simple.
- compare how different countries celebrate festivals using "like" and "different from."
- write a paragraph about studying abroad, an opinion paragraph about a kind of transportation, and a blog post about your favorite festival.



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ជាជាជាជាជា ជាជាជាជាជា

ដាជាជាជាជា

If you give yourself fewer than 3 stars, review Units 6-8 on pages 44 to 67.

Unit 9 Beview

- In this lesson, you'll review...
- tourist attractions and cultures of English-speaking countries
- holidays in English-speaking countries



You will hear Anna talking to her friend, Jamie, about her trip to the UK. Where's she going to visit on each day? For each question, write a letter (A-H) next to each day. You will hear the conversation twice.

Example: O. Monday B	Tourist Attractions
Days	A the Tower of London
1 Tuesday	B. Big Ben C. the University of Oxford
2. Wednesday	D. the Tate Modern Museum
3. Thursday	E. Cotswold Wildlife Park
4. Friday	F. Arthur's Seat
5. Saturday	G, the Old Town
	H. the Houses of Parliament

Example:

0. Who saw famous buildings?



- 1. Who spent lots of time in the sea?
- 2. Who bought things that look like a famous building?
- 3. Who saw some wildlife?
- 4. Who went to a sunny place?
- 5. Who ate lots of tasty food?

Answer:

1	A	В	
2	A	В	
3	A	В	
4	A	B	
5	A	B	C

Summer vacation

- A. My name's Maria. My family went to New York City in the summer. We went sightseeing and saw many historic buildings, such as the Flatiron Building and the Empire State Building. We also took a ferry to see the Statue of Liberty. I bought some Empire State keyrings as souvenirs for my friends.
- **B.** Hi! I'm David. We went to Australia. The weather there was very hot. We had to buy more sunscreen while we were there. We went surfing and snorkeling a lot! Then, we flew to Melbourne and went sightseeing and did a food tour. All the food was fantastic!
- C. My name's Kathy. My family went to Ireland. We traveled to the southwest of Ireland and visited many beautiful places. My favorite place was the Cliffs of Moher. We walked along the cliffs and saw many seabirds. It was an amazing trip!

A Vocabulary

photos

Fill in the blanks with the words in the box.

sightseeing

wallet

historic

tour	guide	flight	souvenirs	stadium
1. Our trip to New 2	Zealand was great! V	V e took so many _	photos	<u>.</u> .
	irport very early beco			
3. There are many _	b	uildings in Vienna.	The oldest one is	s more than one thousan
	t his			
5. We normally wate	ch baseball games o	n TV, but it's my sis	ter's birthday, so	we're going to the
<u>v</u>	on Saturday!			
6. I like to decorate	my room with the $_$	Ţ	bought from my	trips. I have a doll from
	Cambodia, and som		200	
8	was great. Sh	ne was very friendl	y and helpful. S	he told us a lot about th
the town.	¥ .7		P 58	
8. We went	and ther	n spent a tew days	by the sea.	
Grammar	a. Fill in the blanks	using the ar all-	ero artiala)	
	gton is the capital cit			
	ers were born in		s.	
	shops on(
	Central Park yes	150		
5. We went to	American Muse	eum of Natural His	tory.	
6. We rented a hous	se byLake	Michigan.		
. Write sentences in	the Past Simple usi	ng the prompts.		
1. you/visit/Empire		a Samuel In the Indian		
2. we/take/flight/B	NV est			
3. I/buy/lots of new	333 <u>f</u> ul 765 - 65	8		
4. she/not have/swi		8 .		
5. he/lose/his ticket		10-		
6. they/eat/famous		R-		
o. mey/ear/ lamous	residulum	Ø		
ज्यास्य स्टि				l l·rr
Pronunciation	a. Circle the we	ord that has the u	nderlined part	pronounced different
Pronunciation	a. Circle the wo the others.	ord that has the u	nderlined part	pronounced different
Pronunciation 1. A. ferry		ord that has the u C. tick <u>e</u> t	-	pronounced different ngland
	the others.		-	ngland
1 . (Ā.) f <u>e</u> rry	the others. B. wall <u>e</u> t	C. tick <u>e</u> t	D. <u>E</u> D. <u>†</u>	ngland
1. A. f <u>e</u> rry 2. A. wea <u>th</u> er 3. A. souv <u>e</u> nir . Circle the word tha	the others. B. wallet B. theater B. stadium It differs from the o	C. tick <u>e</u> t C. toge <u>th</u> er C. isl <u>a</u> nd	D. <u>E</u> D. <u>tł</u> D. c	ngland nere
1. A. ferry 2. A. wea <u>th</u> er 3. A. souvenir • Circle the word tha following questions	the others. B. wallet B. theater B. stadium It differs from the o	C. tick <u>e</u> t C. toge <u>th</u> er C. isl <u>a</u> nd	D. <u>E</u> D. <u>H</u> D. c	ngland nere amera ary stress in each of t
1.A. f <u>e</u> rry 2. A. wea <u>th</u> er 3. A. souv <u>e</u> nir 5. Circle the word tha	the others. B. wallet B. theater B. stadium It differs from the offs.	C. tick <u>e</u> t C. toge <u>th</u> er C. isl <u>a</u> nd ther three in the p	D. <u>E</u> D. <u>th</u> D. c. position of prim D. h	ngland nere amera

Unit 10

- In this lesson, you'll review...

 types and sources of energy

 the advantages and disadvantages of energy sources



Listen to Steve talking to Alice about energy. For each question, choose the correct

answer (A,	B, or C). You wi	ll hear the conversation twic	e. (44)
Example: O. Alice asks if solar power is A. renewable. B. non-renewable. C. interesting.		 Solar power is A. cheap to run. B. free. C. expensive to remark to the second control of the second	
 2. Alice's school A. reuses rainwater. B. recycles newspapers. C. turns off lights. 		3. Her school alsoA. hydropower.B. natural gas.C. wind power.	uses
 4. Alice says wind power A. is cheap. B. is free. C. needs a lot of wind. Reading Read the text	about Midniaht (5. Her school gets. A. 15% B. 20% C. 30% City. Choose the best word (A,	
energy from nuclear power plan City also gets 9% of its (2) and it is non-renewable. Midnig	ets over 50% of its cheap to use, but i ts. Nuclear power from n ht City could stop energy sources. So ld not be a good o	t (1) a lot of poles is clean to run. However, it can atural gas. Natural gas causes susing these non-renewable source clar panels need a lot of sun, but to ice. Midnight City is next to consider the considering the	llution. It also gets 28% of its be very dangerous. Midnight come (3) es and start using the it isn't very sunny in a large river and it is very
Example:			Answer:
0. A. non-renewable	B. new	C. energy	0 A B C
 A. has A. energy A. however A. wonderful 	B. causesB. wayB. goodB. clean	C. usesC. plotC. pollutionC. dangerous	1 A B C 2 A B C 3 A B C 4 A B C
5. A. and	B. however	C. but	S A B C

A Vocabulary

wind turbines

Fill in the blanks with the words and phrases in the box.

power plant

pollution

natural gas

	non-renewable	-solar panels-	nuclear power	renewable
1. <u>Solar pa</u>	<u>inels</u> are expensive	o buy, but they save	a lot of money by tak	ing energy from the sun.
2. He work	s at a coal	It produces the	electricity for Springfi	eld Town.
3. The good	d thing about	energy like so	lar power is that it ne	ever runs out.
4. Non-rene	ewable energy sources	like coal causes a lot	ofv	which is bad for the environment
5. My cook	er uses	We have to replace	e the bottles twice a y	/ear.
6	sources like co	al and oil cannot last	forever.	
7	is a very powe	rful energy source, bi	ut it can be very dang	gerous.
8. He repai	irs the	when they break dow	n and stop turning.	
Gran	nmar Combine the	sentences using <i>an</i>	d or but.	
1. Coal isn't	t very clean. It keeps us	warm in the winter.		
	t very dean, but it keep		er.	
2. Natural g	gas is cheap. It is excell	ent for cooking.		
3. The powe	er plant is big. It provide	es enough power for	the whole town.	
4. The solar	panels are expensive to	buy. They save mor	ney in electricity bills	ater.
5. My father	r loves a coal fire. I hate	e it.		
6. I don't thi	nk we should use nuclea	power. My brother th	ninks using it is a good	l idea.
_				
Pron		the word that diffe in each of the follo		ree in the position of primar
1. A. solar	B. power	(C.)renev	v D. so	urces
2. A. turbin	vece 51			
3. A. twent	y B. ninety	C. eight	y D. thi	rteen
b. Circle the	word that has the und	derlined part prono	unced differently fr	om the others.
4. A. sol <u>a</u> r	B. p <u>a</u> nel	C. <u>ga</u> s	D. n <u>a</u>	tural
5. A. run <u>s</u>	B. buy <u>s</u>	C. cause	e <u>s</u> D. bu	ild <u>s</u>
6. A. p <u>o</u> we	er B. s <u>o</u> lar	C. hydr <u>c</u>	power D. sh	<u>o</u> w

Semester 2 Final Review



Play "Connect four."

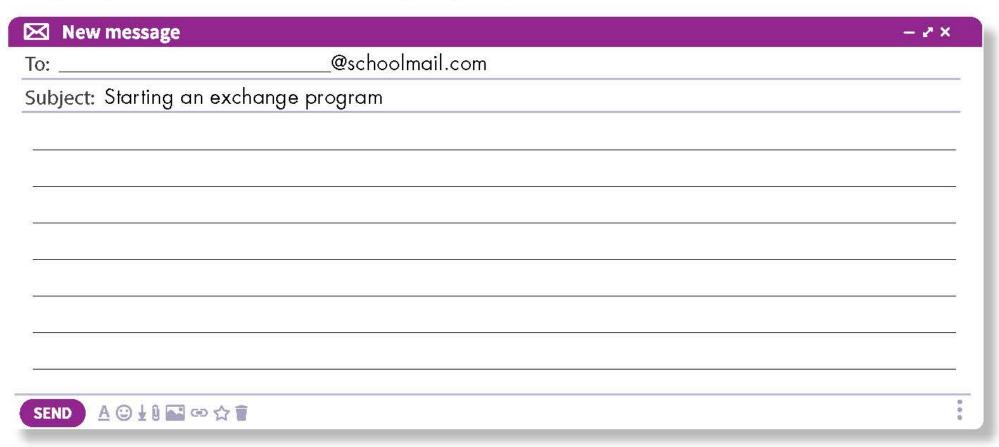




You are writing to your principal to persuade them to start an exchange program to an English-speaking country. Answer the questions.

	Where would you like to have an exchange program?
	What are the three main benefits of having an exchange program?
1	# F <u> </u>
2	• :
3	¬

Now, use your notes to write an email to your principal. Write 60 to 80 words.



Semester 2 Final Evaluation

I can...

- talk about tourist attractions and cultures of English-speaking countries using articles. 💮 🧀 🥸 🥸
- talk about holidays in English-speaking countries using the Past Simple with irregular verbs. 🌣 🖈 🖈 🖈
- talk about types and sources of energy using "more...than..." and "less...than..."
- talk about the advantages and disadvantages of energy sources using "and" and "but." 💮 💸 💸 💸 🕸
- write a postcard and a formal email.

If you give yourself fewer than 3 stars, review Units 9–10 on pages 68 to 83.

Semester 2 Project Optional)

Can you...?

plan and deliver a presentation about a city's energy

POSTER PRESENTATION **SAVE OUR CITY!**

Presentation

As you can see here, 12% of energy comes from coal.

This chart shows that 32% of energy comes from hydropower.

Presentation Skill

Describing charts

When you deliver a presentation with lots of facts and numbers, you should use charts to present the information clearly. Point to the chart and say:

"As you can see here,..."

"This chart shows..."

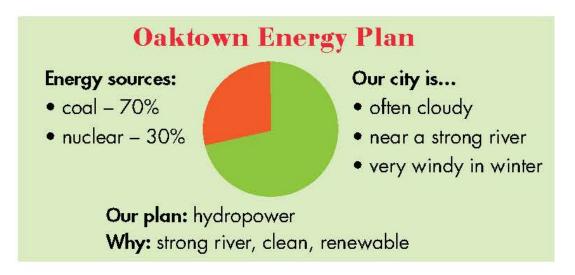
Remember to keep looking at your audience. Don't face your poster.

a. Listen to Joe and Susan giving a presentation about energy in Oaktown. Listen and fill in the blanks.

1	_, our city gets 70% of its energy from coal.
2	_ that we get 30% of our energy from nuclear power.
3. Nuclear power plants are o	lean to run, but they can be
4. We think the	is hydropower.

is hydropower.

b. With your partner, practice pointing to and talking about the chart in the poster.



Our city is sunny. We should use solar power.

But it rains for four months a year. That means we won't have energy for four months.

Planning

There is a lot of pollution in your city. It gets 90% of its energy from non-renewable energy sources. You want the city to use more renewable energy sources. With your partner, note the problems, two sources of renewable energy, and why they're best for your city.

Our city's energy sources	Problems	Solutions	Reasons

Preparation

a. You are going to deliver a presentation with a friend about your city's energy problems and how to fix them. Turn to page 117 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- where your city gets its energy from
- the problems caused by using those energy sources
- information about your city's location and the weather
- your new energy plan and reasons why
- b. Prepare a similar poster about energy in your city.

Your poster should include:

- the name of your city
- a chart with details about your city's energy resources
- information about your city's location and weather
- your new energy plan and reasons why



ΓIP

Look at the Presentation Guidelines on page 116.



- a. Practice your presentation with your partner. Remember to use your chart.
- b. Look at the Feedback form. Discuss how you could improve your presentation and practice again.



Presentation and Feedback

a. Now, join two other pairs. Take turns delivering your presentations.

Why's solar power better than hydropower?

It's really sunny here and the river is too small.



Listeners: Ask one question each at the end.

Presenter: Answer the questions.

Your chart is easy to understand, but you sometimes read from your notes. b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenters can improve next time.

Feedback

The presentation was interesting.

र्यस्याच

They described and pointed to the information on the chart.

दिरदेश

They looked at the audience and not just the chart.

र्यस्था

They followed all the presentation guidelines.

I think Pair 2's plan is very good. It's safe and isn't

very expensive.

c. Who has the best plan? Discuss with your group.



Presentation Guidelines



Do...

- ✓ Practice before you present.
- Smile and look at the audience.
- ✓ Speak in a strong and clear voice.
- Stand up straight and confidently.
- Use cue cards.
- ✓ Take a deep breath and relax before you start.
- Share the presentation equally with your partner.



Don't...

- Read directly from your notes or poster.
- X Turn your back on the audience.
- ✗ Talk too fast or too quietly.
- ✗ Fidget (move your hands around too much, click your pen, play with your notes).
- X Walk around too much.
- Cross your arms or put your hands in your pockets.

Visuals

Images

- Use one large image that is connected to the topic.
- Don't mix photos and clip arts on the same page.

Text

- Have one large heading.
- Use the same font or handwriting.
- Use bullet points for lists.
- Have 6 key talking points.
- Use no more than 6 words per point.

Cue cards

- Use 1/4 page of notebook paper.
- Only write on one side.
- Use headings/subheadings.
- Don't write full sentences only key information*.
- Don't use articles.
- Note connecting words (also, finally, however, etc).

*Tip: Practice a few times with your notes, then compare to your script. If you forget some important things, add them to your card!

Performance Guidelines

Be prepared.

• Before you start, practice saying your lines a few times by yourself.

Make it realistic.

- Arrange your position (sitting, standing, etc.) to match the situation.
- Use props if you can (e.g. a notebook can be a menu, a text book could be a steering wheel, etc.)

Act, don't read.

- When you say your lines, you must make eye contact with your partner.
- You can look at your script, but you MUST cover it when you speak.
- Always try to act your role using natural body language, gestures, and emotions.

Presentation - Performance Models

Project: Performance

Script

1. Ben: Hey Alice. How were your exams?

Alice: I did great! I passed my biology test.

I got an A! I'm so happy!

Ben: Wow! Well done, Alice. That's great!

2. Tom: Hey Susan. Do you want to go to the mall tonight?

Susan: I can't. I have to do some revision.

Tom: Oh, OK. How about tomorrow?

Susan: Sorry, I have to work on my presentation tomorrow.

Tom: OK, well, maybe next week then.

3. Sophie: Hey, how were your exams?

Matt: Terrible! I failed my math test and my history test. My mom is going to be really angry!

Sophie: You failed? Oh no. Sorry, Matt.

Project: Presentation

Cue Cards

Introduction

I'm Joe. This is Susan. Oaktown's energy plan.

Current energy sources

<Susan>

nuclear power - 30%. clean to run but dangerous

Energy Plan

<Susan>

wind power: not good. Reason: windy in winter but not in summer

<Susan>

hydropower: clean, renewable - should spend money on it

Introduction

ctoes

Current energy sources

coal - 70%. expensive to run and cause pollution < Joe>

Energy plan

solar power: not good. Reason: often cloudy

Joe>

hydropower: best choice. Reason: near a strong river

Joe>

Script

Joe: Good afternoon. I'm Joe. And this is Susan. Today we'll talk about our energy plan for Oaktown.

Susan: As you can see here, our city gets seventy percent of its energy from coal.

Coal power plants are expensive to run and cause pollution.

Joe: The chart also shows that we get thirty percent of our energy from nuclear power. Nuclear power plants are clean to run, but they can be dangerous.

Susan: Oaktown is often cloudy, so we don't think solar power is a good idea.

Joe: Oaktown is very windy in winter, but not in summer. We don't think wind power is a good idea.

Susan: We think the best choice is hydropower, because Oaktown is near a strong river.

Joe: Hydropower is clean and renewable.

We think we should spend the money on hydropower.

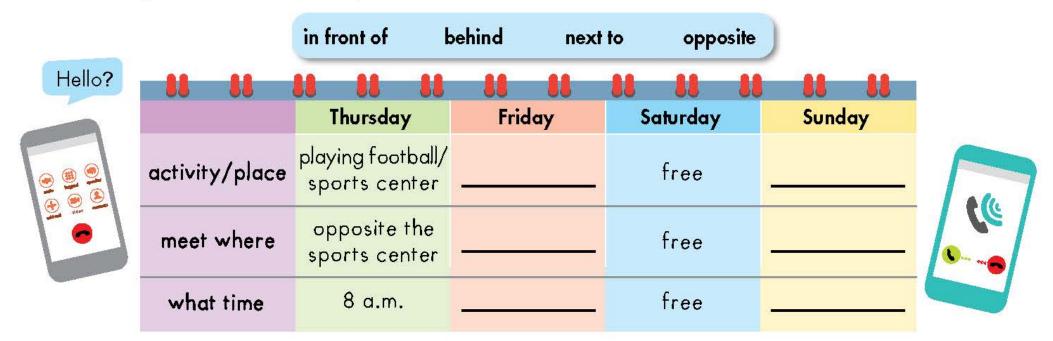
Joe/Susan: Thank you for listening.

Activity Files

File 1

LET'S GO OUT!

a. Student B, write activities and places in the table, then invite Student A. If they can come, discuss where and when you will meet and complete the table.



b. Make a new pair. Ask your partner what they arranged to do with their friend, where, and when they will meet them.

File 2

How Are You Feeling Today?

a. You're the patient. Answer the doctor's questions and write down the doctor's advice.

You have a backache, your eyes hurt, and you feel tired. You watch a lot of TV and play a lot of video games. You never do exercise.

Doctor's advice	
You should	
You shouldn't	<u></u> \$;

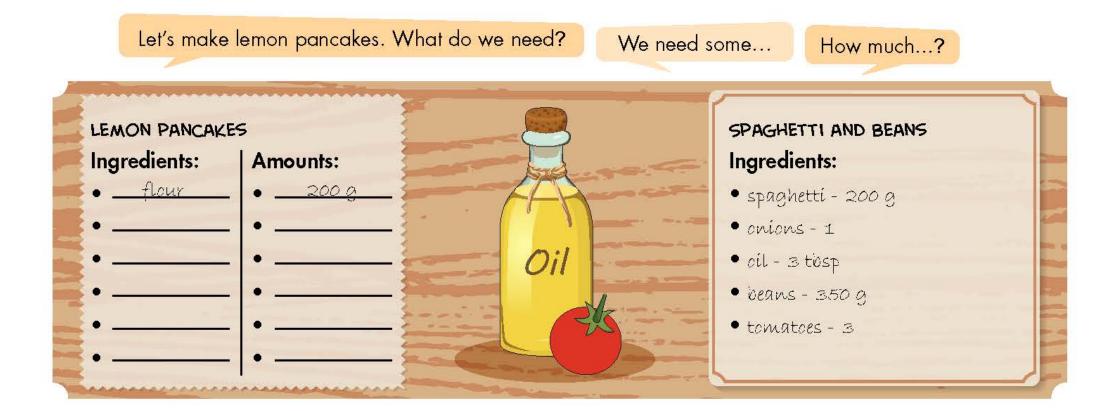
b. Swap roles. Student B, now you're the doctor. Ask your patient questions, complete the questionnaire, and give advice if you need to for each question.

Patient's name: How are you feeling today?	LTH QUEST	Date:		
Causes	Yes	No	Advice	
Do you sleep eight hours a night?				
Do you do exercise every day?			A	
Do you eat a lot of fast food?			×	
Do you watch a lot of TV?			-	
Do you play a lot of video games?				

File 3

WHAT DO WE NEED?

a. Student B, ask Student A what you need to make lemon pancakes, then write the recipe in your notebook.



b. Swap roles. Look at the recipe for spaghetti and beans and answer Student A's questions.

What do we need to make spaghetti and beans? We need some... How much...?

File 4

Do You Want to Go Out?

a. Your classmate wants to invite you to do something fun, but you're very busy with school. Listen to their invitations and say why you can't go. Swap roles and turn to page 46.

Student B

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English book report	Art project	History presentation	Geography test	Physics homework		

b. Decide a time to meet.

Activity Files

File 5

Do You Want to Go Out?

a. Your classmate wants to invite you to do something fun, but you're very busy with school. Listen to their invitations and say why you can't go.

Student A

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Math homework	Biology project	English presentation	I.T. project	Physics homework		

b. Decide a time to meet.

File 6

That's Not My Bag.

a. Student B, answer Student A's questions about which luggage you and your friends have, then turn back to page 54.

What luggage does Finn have?

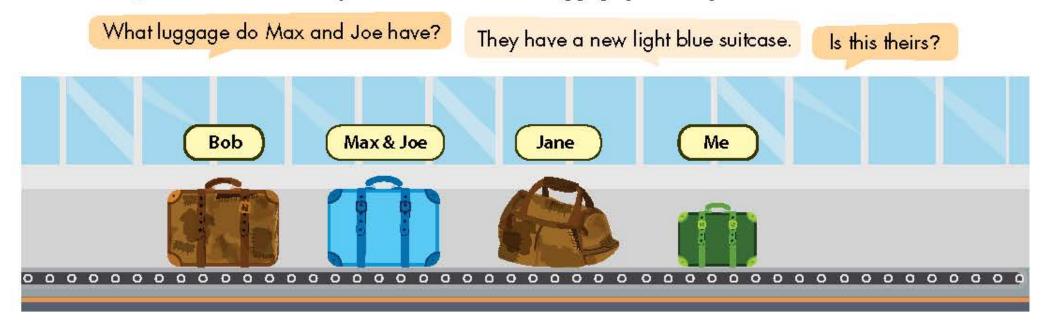
He has a new dark blue suitcase.

Is this his?



File 7 That's Not My Bag.

b. Student A, answer Student B's questions about which luggage you and your friends have.



File 8 How Do We Get to the Park?

a. Student B, you are in London and planning a trip to Richmond Park. Answer your partner's questions about traveling by bus, then ask them about the train. Then, compare the different ways to travel and decide how you will get to the park.



b. Join another pair. Will they use the same kind of transportation? Why (not)?

Activity Files

File 9

What an Amazing Trip!

 a. Student B, ask Student A questions about Australia and complete the table with their answers. Swap roles.
 Answer Student A's questions about Canada.

Australia		
City?	± − − − − − − − − − − − − − − − − − − −	
Where/stay?		
What/do?		
What/eat?	G	

b. Which city would be more interesting to visit? Why?

Tip: If you don't know a name, ask your friend to spell it out for you.

- How do you spell "Vancouver"?
- V-A-N-C-O-U-V-E-R.







File 10

How Was Your Holiday?

a. Student B, ask Student A questions about their trip to the USA and complete the table with their answers. Swap roles. Answer Student A's questions about Scotland.



b. Discuss which city you would like to visit and why.

Tip: If you don't know a name, ask your friend to spell it out for you.

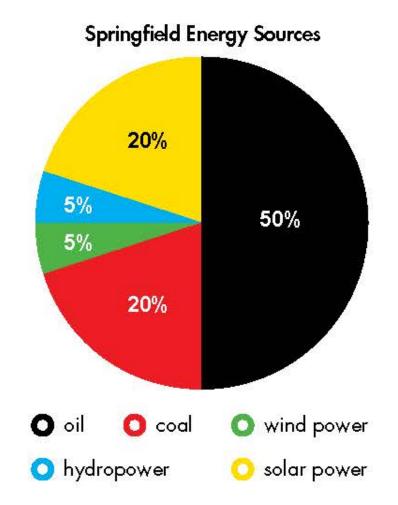
- How do you spell "Edinburgh"?
- E-D-I-N-B-U-R-G-H.

The USA		
Go?	·	
Do?		
Buy?		
Eat?		

File 11

WHICH CITY IS GREENER?

a. Student B, answer questions about Springfield. Swap roles. Ask about Twin Peaks and complete the table.



Twin Peaks Energy Sources		
Oil		
Coal	30 <u></u>	
Wind power		
Hydropower		
Solar power		

b. Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy?



English Phonemic Chart

VOWELS AND DIPHTHONGS

	IN	<u>u</u> nder, c <u>u</u> p
	/a:/	<u>a</u> rm, c <u>a</u> r
.0	/æ/	<u>a</u> lligator, c <u>a</u> t
	/e/	<u>e</u> lephant, b <u>e</u> d
	/ə/	<u>A</u> meric <u>a</u> , the <u>a</u> t <u>e</u> r
.0	/3:/	b <u>ir</u> d, l <u>ear</u> n
	/ I/	<u>i</u> tchy, s <u>i</u> tt <u>i</u> ng
•	/i:/	sh <u>ee</u> p, h <u>ea</u> t
•	/a:/	<u>o</u> ctopus, h <u>o</u> t
0	/:C\	f <u>ou</u> r, h <u>or</u> se
•	/ <mark>ʊ</mark> /	p <u>u</u> t, b <u>oo</u> k
	/u:/	m <u>oo</u> n, bl <u>ue</u>
•	/eI/	g <u>a</u> me, pl <u>ay</u>
	/aI/	f <u>i</u> ve, <u>eye</u>
	/DI/	b <u>oy</u> , <u>joi</u> n
0	/OU/	n <u>o</u> se, h <u>o</u> me
0	/au/	h <u>ou</u> se, m <u>ou</u> th
0	/I Ə /*	y <u>ear</u> , h <u>ere</u>
•	/eə/*	wh <u>ere, air, bear</u>
	/UƏ/*	t <u>our</u> ist, p <u>oor</u>
•	/ 0 0/*	n <u>o</u> se, h <u>o</u> me
25		

Note:

*only appear in British English pronunciation

	CONSONANTS
• /b	<u>b</u> all, ta <u>b</u> le
• /p	point, top
• /k	<u>car, kick</u>
• /9	goat, big
• /f	/ <u>f</u> ish, <u>f</u> arm
• /V	<u>v</u> iolin, fi <u>ve</u>
• /t.	<u>t</u> iger, ha <u>t</u>
• /d	<u>d</u> oor, ba <u>d</u>
• /n	monster, mom
• /n	nose, ten
• /ŋ	/ si <u>ng</u> , fi <u>ng</u> er
• /h	/ <u>h</u> op, <u>h</u> at
• /r/	<u>r</u> obot, sta <u>r</u>
• //	<u>l</u> ove, ba <u>ll</u>
• /3	televi <u>si</u> on, trea <u>s</u> ure
• /5/	<u>sh</u> op, fi <u>sh</u>
• /t	<u>ch</u> icken, wat <u>ch</u>
• /d	3/ jump, bri <u>dge</u>
• /0	three, thin
• /ð	mo <u>th</u> er, <u>th</u> is
• /S	<u>s</u> nake, ki <u>ss</u>
● /Z	<u>z</u> ig <u>z</u> ag, la <u>z</u> y
• /W	<u>w</u> alk, <u>w</u> indow

/j/

yo-yo, yellow

Word List

Grammatical key			
(adj) (adv) (v)	adjective adverb verb	(det)	noun preposition determiner conjunction

	Unit 1
Lesson 1	
1. bake (∨) /beɪk/	nướng, nung
2. collect (v) /kəˈlekt/	sưu tập, thu thập
3. comic (n)	truyện tranh
4. game (n) /geim/	trò chơi
5. model (n) / mpdl/	mô hình
6. online (adj) /ˌɒnˈlaɪn/	trực tuyến
7. soccer (n) /'spker/	môn bóng đá
8. sticker (n)	nhãn dán
9. vlog (n) /vlog/	nhật ký về cuộc sống, công việc dưới dạng video
Lesson 2 10. bowling alley (n)	khu trò chơi bowling
/ˈboʊ.lɪŋˌæl.i/	
11. fair (n) /fer/	hội chợ vui chơi giái trí, chợ phiên
12. ice rink (n) /ˈaɪs ˌrɪŋk/	sân trượt băng
13. market (n) /ˈmɑːrkɪt/	chợ
14. sports center (n) /'spoints senter/	trung tâm thể thao
15. theater (n) / Θιeter/	nhà hát
16. water park (n) /'wo:ter_pa:rk/	công viên nước
Lesson 3	
17. availability (n)	khả năng và thời gian
/əˌ∨eɪləˈbɪləti/ 18. extreme sport (n)	đề làm việc gì thể thao mạo hiểm
/ɪkˌstriːm ˈspoːrt/	the thao mạo mem
19. invitation (n) / invi tei∫n/	sự mời gọi, lời mời
20. rock climbing (n)	trò leo núi đá
/ˈrɒk klaɪmɪŋ/ 21. safety equipment (n)	(hoặc leo tường có gắn đá) thiết bị an toàn
/'seɪfti ɪ'kwɪpmənt/ 22. skateboarding (n)	trò trượt ván
/'skeitboirdin/ 23. surfing (n) /'saftn/	trò lướt sóng
/'ss:fin/ 24. zorbing (n) /'zo:rbin/	trò lăn xuống dốc hoặc lăn trên mặ nước trong một quả cầu nhựa trong suốt
	Unit 2

29. get (v)	nhận được
/get/ 30. healthy (adj) /ˈhelθi/	khoẻ mạnh, có lợi cho sức khoẻ
31. junk food (n)/'dʒ∧ŋk fuːd/32. lifestyle (n)/'laɪfstaɪl/	thức ăn nhanh có hại cho sức khỏe cách sống, cách sinh hoạt
33. sleep (n) /sli:p/	giấc ngủ
34. soda (n) /ˈsoʊdə/	nước xô-đa
35. unhealthy (adj) /ʌnˈhelθi/	ồm yếu, có hại cho sức khoẻ
36. vegetable (n) /'vedʒtəbl/	rau, củ
Lesson 2 37. feel (v) /fiː//	có cảm giác, cảm thấy
38. fever (n) /'fiːvər/	cơn sốt
39. get rest (v) /get rest/	nghỉ ngơi
40. have (v) /hæv/	sở hữu hoặc có cái gì, bị (sốt, ho, cảm)
41. keep (v) /ki:p/	giữ, lưu, duy trì
42. late (adv) /leɪt/	chậm, muộn, trễ
43. lazy (adj) /ˈleɪzi/	lười biếng
44. medicine (n) /'medisn/	thuốc
45. sore throat (n) / so:r 'θroʊt/	đau họng
46. stay up late (v) /steɪ ʌp/	thức khuya
47. take (v) /teɪk/	ăn, uống
48. vitamin (n) /ˈvaɪtəmɪn/	vitamin
49. warm (adj)	ấm
/wɔːrm/ 50. weak (adj) /wiːk/	yếu
Lesson 3 51. cafeteria (n)	căn-tin, quán ăn tự phục vụ
/ˌkæfəˈtɪriə/ 52. effectively (adv) /ɪˈfektɪvli/	một cách hiệu quả
	Unit 3

	Unit 2
Lesson 1	
25. drink (v) /drɪŋk/	uống
26. eat (v) /iːt/	ăn
27. fast food (n) / fæst 'fuːd/	thức ăn nhanh hoặc ăn liền
28. fruit (n) /fru:t/	trái cây

	Unit 3
Lesson 1	
53. classical music (n) / klæsikl 'mju:zik/	nhạc cổ điển
54. country (music) (n) / kʌntri ˈmjuːzɪk/	nhạc đồng quê
55. hip hop (n) /'hip hop/	nhạc hịp họp
56. jazz (n) /d3æz/	nhạc jazz
57. pop (n) /pop/	nhạc pop

Word List

58. rock (n) /mk/	nhạc rock
Lesson 2 59. blues (n) /bluːz/ 60. electronic music (n)	nhạc điện tử
/ɪˌlekˈtrɒnɪk ˈmjuːzɪk/ 61. folk (music) (n) /foʊk ˈmjuːzɪk/	dân ca
62. heavy metal (n) /ˌhevi 'metl/ 63. reggae (n) /'regeɪ/ 64. RnB (n)	nhạc heavy metal (một loại nhạc rock có nhịp điệu mạnh và dữ dộ nhạc reggae (một dòng nhạc có xuất xứ từ Jamaica) nhac RnB
/ ar en 'bi:/ 65. traditional (adj) /tre'dɪʃenl/	truyền thống
Lesson 3 66. action-packed (adj) /'ækʃn pækt/	đầy tính hành động
67. conclusion (n) /kənˈkluːʒn/	kết cục (của phim, truyện)
68. crime (n) /kraɪm/	tội ác, hành vi phạm pháp
69. dramatic (adj) /dreˈmætɪk/	gay cấn, nhiều sự kiện bất ngờ
70. fantasy (n) /ˈfæntəsi/	(thế giới) giả tưởng
71. plot (n) /plot/	cốt truyện, nội dung phim/kịch
72. setting (n) /ˈsetɪn/	bối cảnh
73. superhero (n) /ˈsuːpərhɪroʊ/	siêu anh hùng

7 3u.pemi100/	
	Unit 4
Lesson 1 74. bake sale (n) /'beik seil/ 75. car wash (n) /'kair waij/ 76. contact (v) /'kontækt/	việc bán bánh nướng để gây quỹ từ thiện việc rửa xe ô-tô (để gây quỹ từ thiện) liên lạc
77. craft fair (n) / kræft feer/ 78. event (n) / i vent/	hội chợ bán đồ thủ công, mỹ nghệ sự kiện
79. fun run (n) /'fʌn rʌn/ 80. right (n) /raɪt/	sự kiện chạy để gây quỹ từ thiện quyền
81. stuffed animal (n) / stxft 'æniml/	thú nhồi bông
82. United Nations (n) /ju'naɪtɪd 'neɪ[ns/	Liên Hiệp Quốc
83. talent show (n) /'tælent ʃoʊ/	buổi biểu diễn tài năng
84. volunteer (n)	tình nguyện viên
85. workshop (n) / ws:rk/pp/	hội thảo
Lesson 2 86. clean up (v) /'klim xp/	quét dọn

87. donate (∨) /doʊˈneɪt/	tặng, quyên góp
 88. plant (v) 	trồng
/plænt/ 89. raise (v)	gây (quỹ), góp (tiền)
90. recycle (v)	tái chế
/ˌriːˈsaɪkl/91. soup kitchen (n)	quán ăn phục vụ người nghèo
/ˈsuːp kɪtʃɪn/ 92. volunteer (v) /ˌvɒlənˈtɪər/	tình nguyện
Lesson 3 93. clean-up (n) /'kli:n ^p/	buổi dọn dẹp, buổi làm vệ sinh
	Unit 5
Lesson 1 94. flour (n)	bột (mì, ngũ cốc)
• /ˈflaʊər/ • 95. gram (n) • /ɑræm/	gam
96. lemon (n)	quả chanh
97. milliliter (n)	mi-li-lít
 /'mɪlili:tər/ 98. onion (n) /'aniən/ 	củ hành
99. spaghetti (n)	mì ống
/speˈgeti/ 100. tablespoon (n)	thìa (muỗng) canh
 /'terblspuin/ 101. teaspoon (n) /'tirspuin/ 	thìa (muỗng) cà phê
102. tomato (n) /təˈmeɪtoʊ/	cà chua
Lesson 2 103. bag (n)	túi, giỏ
• 104. bottle (n)	chai, lọ
	hộp, thùng
105. box (n) /bɒks/ 106. bunch (n) /b∧ntʃ/ 107. can (n)	bó, buồng, chùm
• 107. can (n) • /kæn/	lon, lọ
108. carton (n)	hộp bằng bìa cứng
109. container (n)	vật chứa
• /ken terner/ • 110. groceries (n) • /'grovseris/	thực phẩm và đồ dùng gia đình
111. stick (n) /stɪk/	thanh, thỏi (kẹo, sô cô la)
Lesson 3 112. barbecue (n) /'ba:rbɪkju:/	vỉ nướng
• 113. chef (n) • /ʃef/	đầu bếp, bếp trưởng
• 114. crunchy (adj) • /ˈkr∧nt[i/	giòn rụm
115. grill (v) /grɪl/	nướng

116. taste (v) /teɪst/	mang hương vị	Lesson 2147. comfortable (adj)	thoải mái, dễ chịu
117. tasty (adj)	ngon miệng	• /ˈkʌmftəbl/	
/'teɪsti/ 118. worm (n)	con giun, con sâu	148. convenient (adj) /kənˈvinjənt/	tiện lợi
/wa:rm/` ´	<u> </u>		thân thiện với môi trường
Was transport to the same of t	Unit 6	150. frequent (adj)/'fri:kwent/	thường xuyên, hay xảy ra
Lesson 1 119. essay (n) /'eseɪ/	bài tiểu luận	151. local (n) /ˈloʊkl/	dân địa phương, người bản địa
120. homework (n)	bài tập về nhà	152. public (adj)/ˈpʌblɪk/	công cộng
/ˈhoʊmwɜːrk/ 121. presentation (n) / priːznˈteɪʃn/	buổi thuyết trình, bài thuyết trình		có thể tin tưởng
122. project (n) /'prodzekt/	dự án, đồ án		tàu điện ngầm
123. report (n)	bài báo cáo	35-31 25-42 25-42 10 25-10 10 10 10 10 10 10 10 10 10 10 10 10 1	vé
/rɪˈpɔːrt/ 124. test (n) /test/	bài kiểm tra	• 156. transportation (n) / trænsper teɪʃn/	phương tiện giao thông
Lesson 2			tàu điện ngầm
125. annoyed (adj) /əˈnɔɪd/	bực bội, khó chịu	Lesson 3	
126. delighted (adj)	vui mừng, hài lòng	158. electronic (adj)/ɪ lek tronik/	(thuộc) điện tử
127. disappointed (adj)	thất vọng	159. evidence (n)/evidens/	bằng chứng, dẫn chứng
128. fail (v) /feil/	thi rớt	160. hover (∨) /'h∧vər/	lơ lửng
129. pass (v) /pæs/	thi đậu	•	Unit 8
130. pleased (adj) /pli:zd/	hài lòng	Lesson 1 161. annual (adj)	hàng năm
131. surprised (adj)	ngạc nhiên	/ˈænjuəl/	
/sərˈpraɪzd/ 132. upset (adj) /ˌʌpˈset/	buồn bã, đau khổ	/əˈtrækʃn/163. bonfire (n)	điểm thu hút du khách, điểm hấp dẫn lửa mừng, lửa trại
Lesson 3 133. abroad (adj)	ở/ra nước ngoài	1077 UNI 70	cuộc thi
/əˈbrɔːd/	0 3	/ kpmpə tıʃn/165. fight (n)	cuộc đấu
134. although (conj) /ວ:lˈðoʊ/	mặc dù	• /faɪt/ • 166. hot-air balloon (n)	khinh khí cầu
135. experience (n) /Ik'spiriens/	trải nghiệm, kinh nghiệm	/ hpt 'eə bəluːn/	lồng đèn
136. however (adv) /haʊˈevər/	tuy vậy, tuy nhiên	• 167. lantern (n) • /ˈlæntərn/	8 8 8 8
137. lonely (adj) /ˈloʊnli/	cô đơn, lẻ loi	168. participant (n)/pa:r'tssipent/	người tham gia
138. negative (adj)	tiêu cực, xấu	/reɪs/	cuộc đua
/'negettv/ 139. positive (adj) /'ppzettv/	tích cực, tốt	 170. sculpture (n) /ˈsk∧lpt∫er/ 	tác phẩm điệu khắc
η ρυζθανί	Unit 7	Lesson 2	lož nišm
Lesson 1	Unit 7	 171. celebrate (v) / selibreit/ 	kỷ niệm
140. backpack (n) /'bækpæk/	ba lô	/'dekəreit/	trang trí, trang hoàng
141. boarding pass (n) /'bo:rdɪŋ pæs/	thẻ lên máy bay/tàu	173. exchange (v)/ɪksˈtʃeɪndʒ/	trao đối
142. baggage claim (n) / bægidʒ kleim/	khu vực lấy hành lý (ở sân bay)	 174. greeting (n) /ˈgriːtɪŋ/ 	lời chào hỏi, lời chào mừng
143. customs (n) /ˈkʌstəmz/	hải quan	175. midnight (n) / midnait/	nửa đêm
144. luggage (n) /'lʌgɪdʒ/	hành lý	176. pudding (n) •/ pບdɪŋ/	bánh pút-đinh
145. passport (n) /ˈpæspɔːrt/	hộ chiếu	177. temple (n)/'templ/	đền, chùa, miếu
146. suitcase (n) /ˈsuːtkeɪs/	va-li		truyền thống
i 3d thetal		179. wish (∨) /wɪʃ/	ước

Word List

Lesson 3 180. defeat (v)	đánh bại	Lesson 1 209. coal (n) /koਹl/
/dɪˈfiːt/ 181. demon (n)	quỷ, yêu ma	210. energy (n) /'enərdʒi/
/ˈdiːmən/ 182. mud (v)	bùn, sình lầy	• 211. hydropower (n) • / haɪdroʊpaʊər/
/mʌd/ 183. muddy (adj)	đầy bùn, lầy lội	212. natural gas (n) / nætʃrəl ˈgæs/
/ˈmʌdi/ 184. race (v)	(chạy) đua	213. non-renewable (a-
/reis/ 185. wrestling (n) /'reslin/	môn đấu ∨ật	 214. oil (n) /ɔɪl/ 215. pollution (n)
	Unit 9	/pəˈluːʃn/ 216. renewable (adj)
Lesson 1 186. ferry (n) /ˈferi/	phà	/rɪˈnuːəbl/217. solar power (n)
187. flight (n) /flaɪt/	chuyến bay	/ souler 'paver/218. source (n)
188. historic (adj) /hɪˈstɔːrɪk/	nổi tiếng trong lịch sử	/so:rs/ 219. wind power (n)
189. hot dog (n)	bánh mì kẹp xúc xích	• / wind 'pacer/ • Lesson 2
/'hpt dpg/ 190. jog (v)	chạy bộ chậm	220. affect (v)
/dʒɒg/ 191. parliament (n) /'paːrləmənt/	quốc hội	• 221. build (v) • /bɪld/
192. pavlova (n) /pævˈloʊvə/	bánh làm bằng lòng trắng trứng nướng lên, ăn với kem tươi và hoa quả	222. cheap (adj) /tʃiːp/ 223. clean (adj)
193. stadium (n) /'steɪdiəm/	sân vận động	/kliːn/224. create (v)
194. tour guide (n) /tor gaid/	hướng dẫn viên du lịch	/kri'eɪt/225. dangerous (adj)
Lesson 2 195. beach (n) /bi:t[/	bãi biển	/'deindzərəs/ 226. electric (adj) /i'lektrik/
196. cheesesteak (n) /ˈtʃiːzsteɪk/ 197. photo (n)	bánh mì kẹp bò nướng, phô mai và hành tây ảnh	 227. expensive (adj) /ɪkˈspensɪv/ 228. microwave oven /ˈmaɪkrəweɪv ˈʌvn
/ˈfoʊtoʊ/ 198. postcard (n)	bưu thiếp	229. mix (n) /mɪks/
/ˈpoʊstkɑːrd/ 199. roast (adj) /roʊst/	quay	230. noisy (adj)/'noizi/
200. sightseeing (n)	chuyến tham quan	231. nuclear power (n / nu:klier 'paʊer/
201. souveni r (n)	đồ lưu niệm	• 232. power plant (n) • / paʊər plænt/
/ˌsuːvəˈnɪr/ 202. swimsuit (n)	đồ bơi	233. run (∨)/r∧n/
/ˈswɪmsuːt/ 203. wallet (n) /ˈwɒlɪt/	VÍ	234. solar panel (n) / souler 'pænl/
Lesson 3		235. wind turbine (n) / wind tairbain/
204. aquarium (n) /əˈkweəriəm/	thủy cung, bể cá	Lesson 3
205. hockey (n) /'hpki/	môn khúc côn cầu	 236. current (adj) /ˈkɜːrənt/
206. homestay (n) /'hoʊmsteɪ/	(khoảng thời gian) ở trọ tại nhà dân	• 237. currently (adv) • /ˈkɜːrəntli/
207. nervous (adj) /'na:rves/	căng thẳng, hồi hộp	238. expert (n) /'eksps:rt/
7 n3.rves/ 208. pen pal (n) /'pen pæl/	bạn qua thư	• 239. mayor (n) /ˈmeɪər/

	Unit 10
Lesson 1 209. coal (n)	than đá
/koʊl/ 210. energy (n)	năng lượng
/ˈenərdʒi/ 211. hydropower (n)	thủy điện
/ˈhaɪdroʊpaʊər/ 212. natural gas (n)	khí tự nhiên
/ nætʃrəl ˈgæs/ 213. non-renewable (adj) không thể tái tạo
/ˌnɒn rɪˈnuːəbl/ 214. oil (n)	dầu
/ɔɪl/ 215. pollution (n)	sự ô nhiễm
/pəˈluːʃn/ 216. renewable (adj)	có thể tái tạo
/rɪˈnuːəbl/ 217. solar power (n)	năng lượng mặt trời
/ souler 'paʊər/ 218. source (n)	nguồn
/so:rs/ 219. wind power (n) /ˌwɪnd ˈpaʊər/	năng lượng gió
Lesson 2 220. affect (v)	gây ảnh hưởng, tác động
/e'fekt/ 221. build (v) /bɪld/	xây dựng
222. cheap (adj)	rẻ
/tʃiːp/ 223. clean (adj) /kliːn/	sạch
224. create (v) /kriˈeɪt/	tạo nên, gây ra
225. dangerous (adj) /'deɪndʒərəs/	nguy hiểm
226. electric (adj)	chạy bằng điện
227. expensive (adj) /ik'spensiv/	đắt tiền
228. microwave oven (n) /ˈmaɪkrəweɪv ˈʌvn/)lò vi sóng, lò vi ba
229. mix (n) /miks/	hỗn hợp, sự hòa trộn
230. noisy (adj) /ˈnɔɪzi/	ồn ào
231. nuclear power (n) /ˌnuːkliər ˈpaʊər/	năng lượng hạt nhân (nguyên tử)
232. power plant (n) /ˈpaʊər plænt/	nhà máy điện
233. run (v) '	∨ận hành
234. solar panel (n) /ˌsoʊler ˈpænl/	tấm pin năng lượng mặt trời
235. wind turbine (n) / wind tairbain/	tua bin gió
Lesson 3 236. current (adj) /ˈkɜːrənt/	hiện thời, hiện nay
237. currently (adv)	ở thời điểm hiện tại
238. expert (n) /'ekspa:rt/	chuyên gia
239. mayor (n) /ˈmeɪər/	thị trưởng

Irregular Verbs

Infinitive	Past simple	Past participle	Vietnamese meanings
be /bi:/	was /wəz/, were /wə(r)/	been /bɪn/	thì, là, ở, bị, được
beat /biːt/	beat /biːt/	beaten /ˈbiːtn/	đánh bại, đánh đập
become /bɪˈkʌm/	became /bɪˈkeɪm/	become /bɪˈkʌm/	trở nên, trở thành
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/	bắt đầu
blow /bləʊ/	blew /blu:/	blown /bloʊn/	thổi
break /breɪk/	broke /broʊk/	broken /ˈbroʊkən/	vỡ, làm vỡ
bring /brɪŋ/	brought /bro:t/	brought /bro:t/	đem, mang lại
build /bɪld/	built /bɪlt/	built /bɪlt/	xây dựng
burn/bs:rn/	burnt /bɜːrnt/ (burned /bɜːrnd/)	burnt /bɜːrnt/ (burned /bɜːrnd/)	làm bỏng, đốt cháy
buy /baɪ/	bought /bɔːt/	bought /boːt/	mua
catch /kætʃ/	caught /koːt/	caught /koːt/	bắt, chụp
choose /tʃuːz/	chose /tʃoʊz/	chosen /ˈtʃoʊzn/	chọn, lựa
come /kʌm/	came /keɪm/	come /kʌm/	đến, đi đến
cost /ko:st/	cost /kɔːst/	cost /kɔːst/	có giá, tiêu tốn
cut /kʌt/	cut /kʌt/	cut /kʌt/	cắt
do /duː/	did /dɪd/	done /dʌn/	làm
draw /dro:/	drew /druː/	drawn /dro:n/	vē
dream /driːm/	dreamt /dremt/	dreamt /dremt/	nằm mơ, mơ ước
	(dreamed /driːmd/)	(dreamed /driːmd/)	~
drink /drɪŋk/	drank /dræŋk/	drunk /dr∧ŋk/	uống
drive /draɪv/	drove /droʊv/	driven /ˈdrɪvn/	lái xe
eat /iːt/	ate /eɪt/	eaten /ˈiːtn/	ăn
fall /fo:l/	fell /fel/	fallen /ˈfɔːlən/	ngã
feed /fiːd/	fed /fed/	fed /fed/	cho ăn
feel /fiːl/	felt /felt/	felt /felt/	cảm thấy
fight /faɪt/	fought /fo:t/	fought /fo:t/	chiến đấu
find /faɪnd/	found /faʊnd/	found /faʊnd/	tìm thấy
fit /fɪt/	fit /fɪt/	fit /fɪt/	làm cho ∨ừa ∨ặn, phù hợp
	(fitted /ˈfɪtɪd/)	(fitted /ˈfɪtɪd/)	
fly /flaɪ/	flew /fluː/	flown /floʊn/	bay
forget /feˈget/	forgot /fəˈgɒt/	forgotten /feˈgɒtn/	quên
get /get/	got /gpt/	got /gpt/ (gotten /ˈgɒtn/)	có, được, nhận
give /gɪv/	gave /geɪv/	given /ˈgɪvn/	đưa, cho
go /goʊ/	went /went/	gone/go:n/	đi
grow /groʊ/	grew /gruː/	grown /groʊn/	phát triển, trồng
hang /hæŋ/	hung /hʌŋ/	hung /h∧ŋ/	treo lên
have /həv/	had /həd/	had /həd/	có
hear /hɪə(r)/	heard /hɜːrd/	heard /hɜːrd/	nghe
hide /haɪd/	hid /hɪd/	hidden /ˈhɪdn/	trốn, ẩn giấu
hit /hɪt/	hit /hɪt/	hit /hɪt/	đánh
hold /hoʊld/	held /held/	held /held/	cầm, giữ, tổ chức
hurt /hɜːrt/	hurt /hɜːrt/	hurt /hɜːrt/	làm đau
keep /kiːp/	kept /kept/	kept /kept/	giữ
know /noʊ/	knew /nuː/	known /noʊn/	biết
learn /lɜːrn/	learnt /lɜːrnt/	learnt /lɜːrnt/	học, được biết
solutions solution and solution of the solutio	(learned /lɜːrnd/)	(learned /lɜːrnd/)	Kantasakas as PM — Presidente Mariosoff Sandrás (Sandrás
leave /liːv/	left /left/	left /left/	rời đi, để lại

Irregular Verbs

Infinitive	Past simple	Past participle	Vietnamese meanings
lend /lend/	lent /lent/	lent /lent/	cho mượn, cho vay
let /let/	let /let/	let /let/	cho phép, để cho
lie /laɪ/	lay /leɪ/	lain /leɪn/	nằm
light /laɪt/	lit /lɪt/	lit /lɪt/	chiếu sáng
lose /luːz/	lost /loːst/	lost /loːst/	mất, làm mất
make /meɪk/	made /meɪd/	made /meɪd/	làm ra, sản xuất
mean /miːn/	meant /ment/	meant /ment/	có nghĩa là
meet /miːt/	met /met/	met /met/	gặp mặt
pay /peɪ/	paid /peɪd/	paid /peɪd/	trả (tiền)
put /pʊt/	put /pʊt/	put /pʊt/	đặt, để
read /riːd/	read /red/	read /red/	đọc
ride /raɪd/	rode /roʊd/	ridden /ˈrɪdn/	lái xe, cưỡi
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	đánh chuông
rise /raɪz/	rose /roʊz/	risen /ˈrɪzn/	mọc, gia tăng
run /r∧n/	ran /ræn/	run /r∧n/	chạy
say /seɪ/	said /sed/	said /sed/	nói
see /siː/	saw /soː/	seen /siːn/	nhìn thấy
sell /sel/	sold /soʊld/	sold /soʊld/	bán
send /send/	sent /sent/	sent /sent/	gửi
set /set/	set /set/	set /set/	bố trí, đặt, để
shake /ʃeɪk/	shook /ʃʊk/	shaken /ˈʃeɪkən/	rung, lắc
shine /ʃaɪn/	shone /ʃoʊn/	shone /ʃoʊn/	tỏa sáng
	(shined (transitive) /ʃaɪnd/)	(shined (transitive) /ʃaɪnd/)	
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/	bắn
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	đóng (cửa)
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	hát
sit /sɪt/	sat /sæt/	sat /sæt/	ngồi
sleep /sliːp/	slept /slept/	slept /slept/	ngủ
smell /smel/	smelt /smelt/	smelt /smelt/	ngửi, có mùi
	(smelled /smeld/)	(smelled /smeld/)	=- %
speak /spiːk/	spoke /spoʊk/	spoken /ˈspoʊkən/	nói
spend /spend/	spent /spent/	spent /spent/	tiêu xài, trải qua
stand /stænd/	stood /stʊd/	stood /stʊd/	đứng
steal /stiːl/	stole /stoʊl/	stolen /ˈstoʊlən/	lấy cắp, lấy trộm
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	dán, đính
sweep /swiːp/	swept /swept/	swept /swept/	quét
swim /swɪm/	swam /swæm/	swum /swʌm/	bơi lội
take /teɪk/	took /tʊk/	taken /ˈteɪkən/	cầm, lấy
teach /tiːtʃ/	taught /tɔːt/	taught /to:t/	dạy, giảng dạy
tear /teə(r)/	tore /to:(r)/	torn /to:rn/	xé rách
tell /tel/	told /toʊld/	told /toʊld/	kể, bảo
think /θɪŋk/	thought /0o:t/	thought /0o:t/	suy nghĩ
throw /θroʊ/	threw /θruː/	thrown /θroʊn/	ném, ∨ứt
understand /ˌʌndərˈstænd/	understood / ุ∧ndərˈstʊd/	understood / ุʌndərˈstʊd/	hiểu
wake /weɪk/	woke /woʊk/	woken /ˈwoʊkən/	thức dậy
wear /weə(r)/	wore /wo:r/	worn /wo:rn/	măc
win /wɪn/	won /wʌn/	won /wʌn/	thắng, chiến thắng
write /raɪt/	wrote /roʊt/	written /ˈrɪtn/	viết

American English — British English Guide

American English

A

airplane /'ee(r)pleɪn/
anyplace/anywhere /'enipleɪs/'eniwee(r)/
apartment /'epa:rtment/

В

bathrobe /'bæθroʊb/
bathroom/restroom /'bæθrʊm/'restrʊm/
bathtub /'bæθtʌb/
bill /bɪl/
billion /'bɪljən/ (= a thousand million)
busy (phone) /'bɪzi/

C

cab /kæb/
call /kɔːl/
can /kæn/
candy /ˈkændi/
check /tʃek/
closet /ˈklɒzət/
connect (telephone) /kəˈnekt/
cookie /ˈkʊki/

D

dessert /dɪˈzɜːrt/ downtown /ˌdaʊnˈtaʊn/ drugstore/pharmacy /ˈdrʌgstɔːr/ˈfɑːrməsi/

F

elevator / eliveiter/

F

fall /fo:l/
faucet /'fo:sit/
first floor, second floor, etc. /ˌfɜ:rst 'flo:r/, /ˌsekend 'flo:r/
flashlight /'flæʃlaɪt/
French fries /ˌfrentʃ 'fraɪz/

G

garbage/trash / 'ga:rbidʒ/træʃ/ garbage can /ga:rbidʒ ˌkæn/ gas /gæs/ gas station / 'gæs 'steɪʃən/ grade /greɪd/ grocery store / 'groʊsərsi ˌstɔːr/

I

intermission / inter mission/ intersection / interseksn/

L

line /laɪn/

М

mail /meɪl/
make a reservation / meɪk ə ˌrezər'veɪʃn/
motorcycle / moʊtərsalkl/
movie / muːvi/
movie theater / muːvi ˌθiːətər/

N

newscaster / nuːzkæstər/

0

office (doctor's/dentist's) /'pfes/
one-way (ticket) / wwn 'wei/

Р

pants /pænts/ pantyhose /ˈpæntihoʊz/ parking lot /ˈpɑːrkɪŋg lot/

British English

aeroplane /'eərəplein/ anywhere /'eniweə/ flat /flæt/

dressing gown /'dresin gaʊn/
toilet/cloakroom /'toilet/'kloʊkrʊm/
bath /bɑːθ/
banknote /'bæŋknoʊt/
billion /'biljen/ (= a million million)
engaged (phone) /in'geɪdʒd/

taxi / tæksi/
ring up/phone / rɪŋ ˈʌp/foʊn/
tin /tɪn/
sweets /swiːts/
bill (restaurant) /bɪl/
wardrobe / ˈwɔːdroʊb/
put through / pʊt ˈθruː/
biscuit / biskit/

pudding/dessert/sweet / podin/di zait/ swiit/ (city) centre / siti sente/ chemist's / kemists/

lift /lift/

autumn / 'o:tem/
tap /tæp/
ground floor, first floor, etc. / gravnd 'flo:/, / fs:st 'flo:/
torch /to:tʃ/
chips /tʃrps/

rubbish / rnbif/ dustbin/bin / dastbin/bin/ petrol / petrol/ petrol station / petrol 'steifen/ form/year /fo:m/jie/ grocer's / grousers/

interval /'ɪntəvl/ crossroads /'krosroʊdz/

queue /kju:/

post /poʊst/
book /bʊk/
motorbike/motorcycle /ˈmoʊtəbaɪk/ˈmoʊtəsaɪk//
film /fɪlm/
cinema /ˈsɪnəmə/

newsreader / nju:zri:də/

surgery /'sɜːdʒəri/ single (ticket) /'sɪŋgl/

trousers / traʊzəz/ tights /taɪts/ car park / ka: paːk/ pen pal / pen pæl/ (potato) chips /pe'tertou tʃrps/ power plant / pauer plænt/ public school / phblik 'skurl/ purse /pars/

R

railroad / reilroud/

S

sales clerk / seilz klairk/ schedule / skedauil/ sidewalk / saidwoik/ sneakers / sniiker/ soccer / spker/ stand in line / stænd in 'lain/ store /stoir/ stuffed animal / stxft 'æniml/ subway / sxbwei/

T

traffic circle /'træfik sa:rkl/ transportation / trænsper'teisn/ truck /trak/ two weeks /tu: 'wi:ks/

U

underpants / \nderpænts/ undershirt / \ndersizrt/

V

vacation /veiˈkeiʃn/ vacuum (v) /ˈvækjʊm/ vacuum cleaner /ˈvækjʊm kliːnər/ vest /vest/

W

with (milk/cream in coffee) /wɪθ/

Y

yard /jaird/

Z

(pronounced /zi:/)
zero /ˈziːroʊ/
zip code /ˈzɪp koʊd/

Grammar

He just went out./He has just gone out.
Hello, is this Steve?
Do you have a car?
The band is playing.
I will/should go out.
You don't need to do it.
Past participle of get: gotten

Spelling

analyze /'ænəlaɪz/
center /'sentər/
check (n) /tʃek/
color /'kʌlər/
honor /'ɒnər/
jewelry /'dʒuːəlri/
practice (n, v) /'præktɪs/

program /'prougræm/ realize /'ri:elaiz/ tire /tair/ traveler /'træveler/ defense /di'fens/

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 penfriend / penfrend/ crisps /krisps/ power station / page steisn/ state school / steit skuil/ handbag / hændbæg/

railway / reɪlweɪ/

shop assistant / fop esistent/
timetable / taimteibl/
pavement / peivment/
trainers / treines/
football / fotboil/
queue /kjui/
shop /fop/
soft toy / soft 'toi/
underground / Andegraund/

roundabout / 'raundebaut/ transport / 'trænspo:t/ lorry / 'lori/ fortnight/two weeks / 'fo:tnaɪt/tu: 'wi:ks/

pants /pænts/ vest /vest/

holiday(s) /ˈhɒlədeɪ(z)/ hoover /ˈhuːvə/ hoover /ˈhuːvə/ waistcoat /ˈweɪskoʊt/

white (coffee) /waɪt/

garden / ga:den/

(pronounced /zed/)
nought /no:t/
postcode / postkosd/

He has just gone out.
Hello, is that Steve?
Have you got a car?
The band are playing.
I shall go out.
You needn't do it.
Past participle of get: got

analyse /'ænəlaiz/
centre /'sentə/
cheque /tʃek/
colour /'kʌlə/
honour /'ɒnə/
jewellery /'dʒuːəlri/
practice (n) /'præktis/
practise (v) /'præktis/
programme /'proʊgræm/
realise /'rɪəlaiz/
tyre /taiə/
traveller /'trævələ/
defence /dɪ'fens/

live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday



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