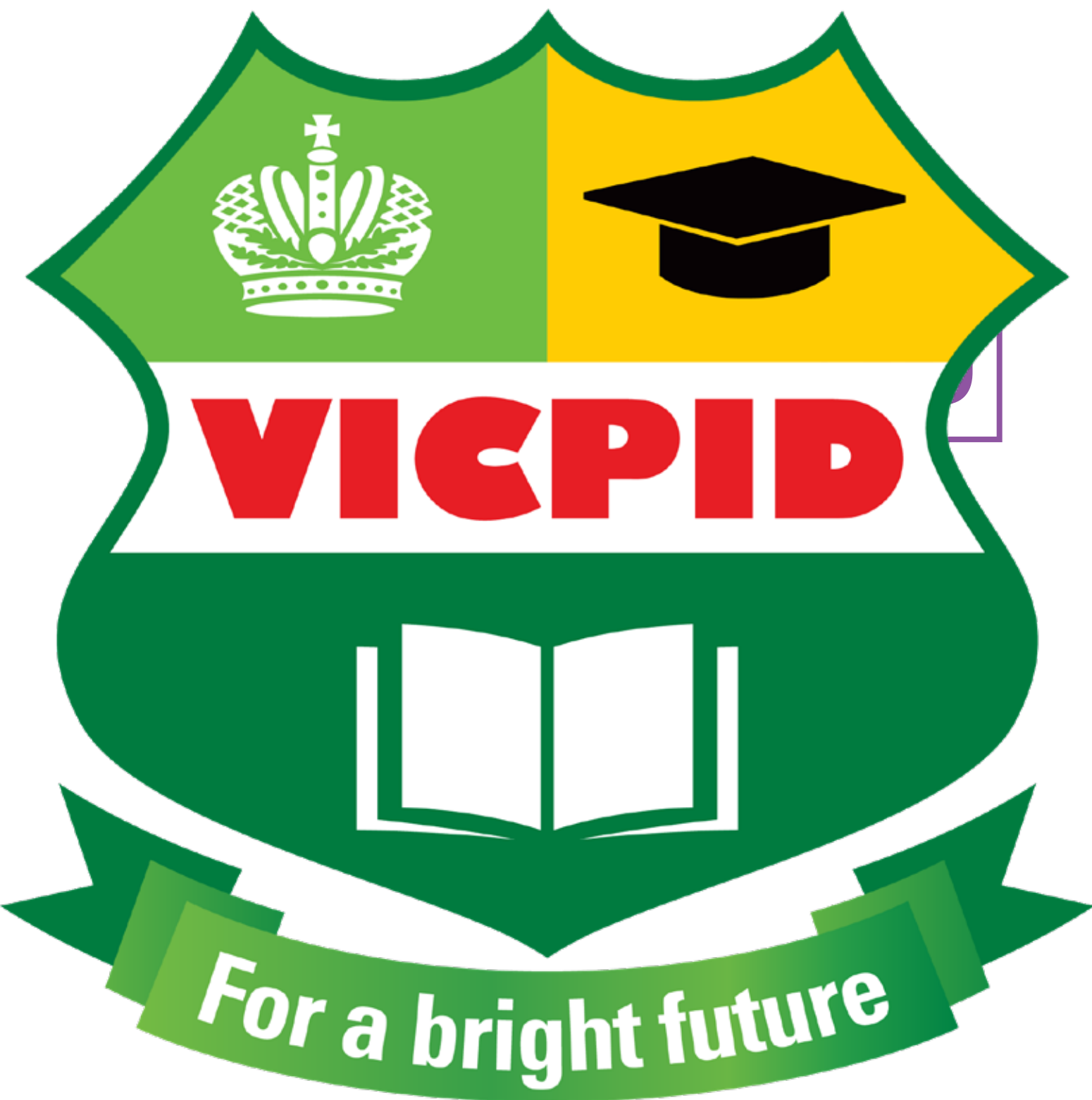


HOÀNG TĂNG ĐỨC (Tổng Chủ biên)  
NGUYỄN THUYẾT LAN (Chủ biên)  
CẦN THỊ CHANG DUYÊN - HOÀNG THUỖ HƯƠNG



NHÀ XUẤT BẢN  
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH





# LỜI NÓI ĐẦU

Sách **Tiếng Anh 10 – Macmillan Move On** được biên soạn dành cho học sinh lớp 10 cấp Trung học phổ thông (THPT), dựa trên Chương trình Giáo dục phổ thông môn Tiếng Anh do Bộ Giáo dục và Đào tạo ban hành kèm theo *Thông tư số 32/2018/TT-BGDĐT, ngày 26 tháng 12 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo*.

Sách **Tiếng Anh 10 – Macmillan Move On** giúp các em phát triển năng lực ngôn ngữ thông qua các nhiệm vụ học tập, trải nghiệm, các tình huống đa dạng, gắn liền với thực tế cuộc sống và đặc điểm tâm lý lứa tuổi học sinh THPT. Sách **Tiếng Anh 10 – Macmillan Move On** được thiết kế nhằm trang bị kiến thức, kỹ năng ngôn ngữ và kỹ năng sống giúp học sinh chuẩn bị tốt cho tương lai.

Các bài học trong sách có cấu trúc mạch lạc, rõ ràng, thân thiện với giáo viên và học sinh. Các kiến thức ngữ pháp, từ vựng, ngữ âm được lồng ghép và tích hợp trong ngữ cảnh, chủ đề, chủ điểm, từ đó giúp phát triển kỹ năng ngôn ngữ. Sau mỗi bài học lớn, học sinh sẽ tự đánh giá mức độ tiến bộ và lên kế hoạch học tập phù hợp thông qua mục tự đánh giá (**'Can do' progress check**).

Ngoài ra, sách có những đặc điểm nổi trội như sau:






- Các video theo mô hình lớp học đảo ngược (**Flipped classroom**) cung cấp các chủ điểm ngữ pháp, giúp học sinh chủ động tìm hiểu, nghiên cứu lý thuyết và có thể tiếp cận các video ở mọi lúc, mọi nơi.
- Kỹ năng sống (**Life skills**) là chuyên mục được thiết kế đặc biệt cho học sinh THPT, cung cấp cho học sinh những trải nghiệm bên ngoài lớp học.
- Các chủ đề thiết thực và đa dạng như sức khỏe thể chất và tinh thần, công dân toàn cầu, kỹ năng xã hội, kỹ năng quản lý tài chính và thị trường việc làm. Mỗi học sinh sẽ có nhiệm vụ (**Life task**) của riêng mình để giải quyết những vấn đề cá nhân.
- Các hoạt động khuyến khích người học chủ động và tích cực như chiến thuật học (**Study skills**), tư duy phản biện (**Critical thinking**), hoạt động chiêm nghiệm (**Reflection**).

Nhóm tác giả mong nhận được những ý kiến đóng góp của các nhà quản lý, nhà giáo, phụ huynh học sinh và độc giả quan tâm để sách được hoàn thiện hơn.

Xin chân thành cảm ơn!

**Nhóm tác giả**

# Scope and sequence

<b>Starter unit</b> page 6		 <b>Vocabulary</b> Classroom objects • Colours • Countries and nationalities Days, months and ordinal numbers • The family • Basic descriptions	 <b>Grammar</b> to be • Subject pronouns and possessive adjectives have got • Possessive 's' • Demonstrative pronouns		
Unit 1	<b>It's my life!</b> page 14	The school day Free-time activities Places to go in a town	 <b>Reading</b> ► <b>The BRIT School</b> Teenage stress An informal email	 <b>Grammar</b>  <b>Present simple affirmative and negative</b> Prepositions of time Adverbs of frequency Present simple questions	 <b>Life skills</b> Personal well-being: Dealing with stress
	<b>Around the house</b> page 26	Rooms Household objects and furniture Jobs around the house	► <b>Inside the White House</b> To Save the Planet, Begin at Home! My dream house	 <b>There is/There are</b> Prepositions of place Present continuous Present simple and present continuous	The world around you: Making your house green
 <b>Move On to exams: Units 1-2</b> page 38					
Unit 3	<b>Fitness fanatics</b> page 40	Parts of the body Physical activities Sports	► <b>Cliff-diving</b> Fitness blog and article Club announcements	 <b>can/can't</b> Adverbs of manner <i>have to/don't have to, must/mustn't</i>	Physical well-being: Designing a fitness programme
	<b>Tourist information</b> page 52	Countries and nationalities Words connected with tourism Transport	► <b>Tourist graffiti: A new problem?</b> How to start a business A postcard	 <b>Past simple of to be</b> Past simple of can Past simple affirmative: regular and irregular verbs	Autonomy and enterprise: Developing a product
 <b>Move On to exams: Units 3-4</b> page 64					
Unit 5	<b>Great works</b> page 66	Places of work Jobs and work Culture and work	► <b>Becoming a best-selling author</b> The power of reading! A story	 <b>Past simple negative</b> Past simple questions and short answers Past continuous	Art and culture: Getting the reading habit





## Speaking

Consonant cluster • The alphabet and spelling • Classroom expressions • Saying hello  
Telling the time

### Listening



#### ► Free-time activities

Talking about stress  
Introducing yourself

### Speaking



#### ► Introducing yourself

Comparing schools  
Free-time activities

### Writing



#### ► An informal email

A video message or an  
informal email



### Strategies for test

Reading: True/False/  
Not Mentioned activities

Listening: Matching activities

#### ► Everyday dialogues

Saving energy  
Speaking on the phone

#### ► Speaking on the phone

Famous homes  
Describing rooms

#### ► A description of a house

A leaflet

Use of English: Multiple-  
choice cloze activities

Writing: Checking your  
work

#### ► Sepak Takraw

Exercise habits  
Asking for information

#### ► Asking for information

Dangerous sports  
You and sports

#### ► An announcement

A fitness programme

Reading: Multiple-choice  
activities

Speaking: Information  
exchange

#### ► Edinburgh

A presentation of a new  
product  
Talking about a holiday

#### ► Talking about a holiday

Your opinion on graffiti  
Tourism

#### ► A postcard

A presentation

Listening: True/False/  
Not Mentioned activities

Speaking: Talking about  
past events

#### ► Charles Dickens

Getting the reading habit  
Talking about a past event

#### ► Talking about a past event











Being a professional writer  
Culture and work

#### ► A story

A poster

Reading: Matching activities

Listening: Completing notes

		Vocabulary 	Reading 	Grammar 	Life skills 
Unit 6	<b>Wildlife watch</b> page 78	Wild animals and insects The natural world The weather	► <b>Wild Bear Prepares to Attack again!</b>  A quick introduction to infographics  Messages	 <b>be going to</b>  will/won't  Present continuous for future	Numeracy: Using infographics
	✓ <b>Move On to exams: Units 5–6</b> page 90				
Unit 7	<b>The world around me</b> page 92	Feelings Personality Social problems	► <b>Happy teenagers?</b>  Three charities  A newspaper editorial and an opinion paragraph	 <b>Comparative adjectives</b>  Superlative adjectives  Articles	Social skills and citizenship: Helping a charity
Unit 8	<b>Top shops</b> page 104	Clothes Accessories Shops	► <b>T-shirts that tell a story</b>  Sweatshops	 <b>Present perfect</b>  Present perfect with <i>ever</i> and <i>never</i>  Present perfect with <i>just</i>  Present perfect with <i>already</i> and <i>yet</i>	Money and finance: Investigating ethical trade
	✓ <b>Move On to exams: Units 7–8</b> page 116				
Unit 9	<b>Brilliant brains</b> page 118	Useful inventions Creating and inventing Nouns with <i>-ion</i>	► <b>Women inventors</b>  Pyramids of glass discovered in the ocean  A biography	 <b>The passive</b>  The passive  The passive with modal verbs  First conditional  Second conditional	ICT: Checking information on the Internet
Unit 10	<b>Bestsellers</b> page 130	Fiction Non-fiction Phrasal verbs connected with reading and writing	► <b>The life of a top children's author</b>  Prologue A story	 <b>Reported speech – statements</b>  Reported speech – questions	Art and culture: Enjoying fiction
	✓ <b>Move On to exams: Units 9–10</b> page 142				
		 <b>Wordlist</b> page 144	 <b>Strategies for test</b> page 155	 <b>Communication activities</b> page 157	

<b>Listening</b> 	<b>Speaking</b> 	<b>Writing</b> 	<b>✓ Strategies for test</b>
<p>► <b>Wildlife centres</b></p> <p>The Northern White Rhino</p> <p>Making suggestions and plans</p>	<p>► <b>Making suggestions and plans</b></p> <p>Outdoor activities and survival</p> <p>The natural world where you live</p>	<p>► <b>A message</b></p> <p>A presentation</p>	<p>Speaking: Pair activities</p> <p>Writing: Handwriting and presentation</p>
<p>► <b>News stories</b></p> <p>Helping a charity</p> <p>Describing a photo</p>	<p>► <b>Describing a photo</b></p> <p>Comparing countries and social problems</p> <p>Describing feelings</p>	<p>► <b>An opinion paragraph</b></p> <p>Negative impacts of computer games on teenagers</p>	<p>Use of English: Open cloze activities</p> <p>Speaking: Describing a photo</p>
<p>► <b>Sales</b></p> <p>Interviews outside a shopping centre</p> <p>Shopping</p>	<p>► <b>Shopping</b></p> <p>A special T-shirt</p> <p>Your clothes</p>	<p>► <b>A paragraph about advantages and/or disadvantages</b></p> <p>Teenagers doing part-time jobs</p>	<p>Listening: Multiple-choice activities</p> <p>Use of English: Dialogue activities</p>
<p>► <b>A science programme on TV</b></p> <p>A student's online investigation</p> <p>A presentation</p>	<p>► <b>A presentation</b></p> <p>Inventions by women</p> <p>Discussing useful inventions</p>	<p>► <b>A biography</b></p> <p>A video message</p>	<p>Speaking: Giving presentations</p> <p>Writing: Paragraphs</p>
<p>► <b>Book vs. film survey</b></p> <p>Book descriptions</p> <p>A presentation</p>	<p>► <b>A presentation</b></p> <p>Organising a book club</p>	<p>► <b>A story</b></p> <p>Organising a book club</p>	<p>Reading: Missing sentences activities</p> <p>Listening: Completing notes</p>



**Irregular verb list**

**page 160**



**Writing bank** **page 162**

# S Starter unit

## Vocabulary



### Classroom objects



- 1 **01** Work with a partner. Match the words to the pictures. Then listen and repeat.

board • board rubber • CD player  
chair • computer • desk • dictionary • notebook  
pen • pencil • pencil sharpener • rubber  
ruler • textbook

- 2 **SPEAKING** Work with a partner. Practise the conversation. Then change the roles.

**Student A:** What's this?

**Student B:** It's a board.



### Colours

- 3 **SPEAKING** Work with a partner. Look around and find the classroom object(s) to make a conversation.

1 black 2 white 3 red 4 blue  
5 brown 6 green 7 yellow  
8 grey 9 pink 10 purple 11 orange

**A:** They're yellow. What are they?

**B:** They're chairs.

## Speaking



### The alphabet and spelling

- 1 **PRONUNCIATION** **02** Listen. Why are the letters in different lists? Then listen and check.

Grey:	A H J K
Green:	B C D E G P T V
Red:	F L M N S X Z
White:	I Y
Yellow:	O
Blue:	Q U W
Dark blue:	R

- 2 **LISTENING** **03** Listen and write the letters. What are the five words?

- 3 Write each word from 2 in numerals.

FOUR = 4

### Classroom expressions

- 4 Reorder the words to make complete classroom expressions.

1 spell/How/you/do/that/?  
2 repeat/Can/that/,/please/you/?  
3 pencil case/mean/?/What/does  
4 understand/./sorry/I'm/don't /I  
5 English/in/say/How/you/do/that/?

- 5 **SPEAKING** Ask your partner to spell other numbers. Use classroom expressions from 4 if necessary.

How do you spell 7?

S-E-V-E-N. How do you spell 15?

Can you repeat that, please?



## Countries and nationalities

- 1 **04** Complete the table with these words.  
Then listen and check.

American • Australian • Canadian • Ireland  
the United Kingdom (UK) • Vietnamese

Capital city	Country	Nationality
London	1 .....	British or English
Dublin	2 .....	Irish
Washington D.C.	the United States (US)	3 .....
Ottawa	Canada	4 .....
Canberra	Australia	5 .....
Hanoi	Vietnam	6 .....



- 2 Work with a partner. Write a list of other countries and nationalities.

## Speaking

### Saying hello

- 1 **LISTENING** **05** Listen and complete the dialogue.



**Thomas:** Hi, I'm Thomas. What's your name?  
**Lan:** I'm (a) ..... Nice to meet you.  
**Thomas:** Nice to meet you too. How do you spell your name?  
**Lan:** (b) .....  
**Thomas:** Are you English?  
**Lan:** No, I'm not. I'm Vietnamese.  
**Thomas:** How old are you?  
**Lan:** I'm 16. And you?  
**Thomas:** I'm 16 too. This is my friend. His name's Luke. He's (c) .....

- 2 **SPEAKING** Work with a partner. Practise the dialogue in 1.

- 3 **06** Match the questions with the answers.  
Then listen and check.

- |                               |                       |
|-------------------------------|-----------------------|
| 1 What's your name?           | a No, I'm Australian. |
| 2 How do you spell your name? | b I'm 17.             |
| 3 Are you English?            | c E-M-I-L-Y.          |
| 4 How old are you?            | d I'm Emily.          |

- 4 **LISTENING** **07** Listen to the dialogues and choose the correct alternative.



- 1 Name: Amy/Amie  
 Nationality: English/American/Australian  
 Age: 16/17
- 2 Name: Katrin/Catrin  
 Age: 15/16  
 Nationality: English/American/Australian

- 5 **SPEAKING** Work with a partner. Talk about your names, ages and nationalities. Practise the dialogue.

Hi, I'm Hoa. What's your name?

I'm Trang. Nice to meet you.

## to be

## 1 Read the sentences and complete the table.

- 1 I'm Thomas.                      4 No, I'm not.  
 2 Are you English?                5 This is my friend.  
 3 Yes, I am.                         6 His name is Luke.

## Affirmative

I (a) ..... English.  
 You/We/They are English.  
 He/She/It (b) ..... English.

## Negative

I (c) ..... Australian.  
 You/We/They aren't Australian.  
 He/She/It isn't Australian.

## Question

Am I Canadian?  
 (d) ..... you/we/they Canadian?  
 Is he/she/it Canadian?

## Short answers

Yes, I (e) ..... / No, I (f) .....  
 Yes, you/we/they are. / No, you/we/they aren't.  
 Yes, he/she/it is. / No, he/she/it isn't.

GRAMMAR REFERENCE &gt; PAGE 12

## 2 Complete the sentences with the correct of the verb to be. Make true sentences in the affirmative or negative.

- 1 Nam ..... from Vietnam.  
 2 I ..... a student.  
 3 We ..... 16.  
 4 Lan ..... Vietnamese.  
 5 This book ..... blue.  
 6 Spain and Mexico ..... English-speaking countries.



Lan and Nam

## 3 PRONUNCIATION 08 Listen and match each group of words (1–3) with the correct consonant cluster (a–c). Complete the words with the consonant clusters. Then listen again and practise.

- 1 \_eak, \_ain, \_ell                      a st  
 2 \_udent, fir\_, li\_, we\_                b br  
 3 \_itish, \_other, \_istol                c sp

## 4 LISTENING 09 Look at the table. Then listen and read the dialogue. Who is the person?

The UK				The US			
LONDON		BRISTOL		NEW YORK		BOSTON	
15	16	14	17	13	18	15	17
Smith	Jones	Willis	Kent	Ali	Finn	Ross	Dale
Marks	West	Dent	Cross	North	Mills	Storm	Last

- A: Are you from the UK?                A: Are you 17?  
 B: No, I'm not.                            B: Yes, I am.  
 A: Are you from the US?                A: Is your surname Last?  
 B: Yes, I am.                                B: No, it isn't.  
 A: Are you from Boston?                A: Is it .....?  
 B: Yes, I am.                                B: Yes, it is!

## 5 SPEAKING Work with a partner. Choose a person from the table in 4. Can your partner discover who you are?

Are you from the UK?

Yes, I am.

## Subject pronouns and possessive adjectives

## 6 Read the sentences. Match the subject pronouns (1–7) with the possessive adjectives (a–g).

- 1 I'm British.                              a Her name is Eva.  
 2 You're Irish.                            b Your name is Tom.  
 3 He's Australian.                        c Their names are Jo and Jim.  
 4 She's German.                         d My name is Jack.  
 5 It's my cat.                              e His name is Taylor.  
 6 We're 15.                                f Our names are Al and Tim.  
 7 They're 16.                              g Its name is Tiger.

GRAMMAR REFERENCE &gt; PAGE 12

## 7 Choose the correct alternative.

Hi! (a) I/My name is Amy and this is my science classroom. Is (b) you/your science classroom similar? In the photo you can see two other students. (c) His/Their names are Lily and Ella. (d) They/Their are 15. (e) Our/Your teacher is Miss Smith. (f) His/Her first name is Helen. (g) He/She is from a big city. (h) His/Its name is Birmingham. (i) It/Its is in the middle of England.





## Telling the time

1 Use the clocks on the left to help you complete the times.



1 It's seven .....



2 It's ..... past eight.



3 It's ..... to ten.



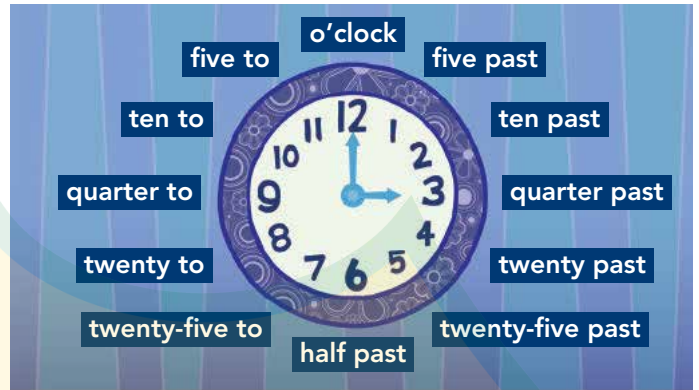
4 It's twenty ..... six.



5 It's ..... nine.



6 It's .....



2 **SPEAKING** Write five times and ask your partner the time.

7.20

What time is it?

It's twenty past seven.

3 **SPEAKING** Work with a partner. Ask and answer the questions.

- 1 What time is it now?
- 2 What time does this class start?
- 3 What time does this class end?

## Vocabulary



## Days, months and ordinal numbers

1 **10** Complete the table with these words. Then listen and check.

eleventh • February • fifth • July • June • March • May  
ninth • November • October • second • September  
seventh • sixth • Sunday • tenth • third • Thursday  
Tuesday • Wednesday

Days	Months	Ordinal numbers
1 Monday	1 January	1 <sup>st</sup> first
2 .....	2 .....	2 <sup>nd</sup> .....
3 .....	3 .....	3 <sup>rd</sup> .....
4 .....	4 April	4 <sup>th</sup> fourth
5 Friday	5 .....	5 <sup>th</sup> .....
6 Saturday	6 .....	6 <sup>th</sup> .....
7 .....	7 .....	7 <sup>th</sup> .....
	8 August	8 <sup>th</sup> eighth
	9 .....	9 <sup>th</sup> .....
	10 .....	10 <sup>th</sup> .....
	11 .....	11 <sup>th</sup> .....
	12 December	12 <sup>th</sup> twelfth
		13 <sup>th</sup> thirteenth

2 **SPEAKING** Work with a partner. Say these ordinal numbers.

- |                    |                    |
|--------------------|--------------------|
| 1 16 <sup>th</sup> | 5 23 <sup>rd</sup> |
| 2 19 <sup>th</sup> | 6 25 <sup>th</sup> |
| 3 21 <sup>st</sup> | 7 30 <sup>th</sup> |
| 4 22 <sup>nd</sup> | 8 31 <sup>st</sup> |

3 **SPEAKING** Work with a partner. Ask and answer the questions.

- 1 What date is New Year's Day?
- 2 What day is your favourite day of the week?
- 3 What is your favourite month?
- 4 What date is it today?
- 5 What date is your birthday?
- 6 What date is it tomorrow?

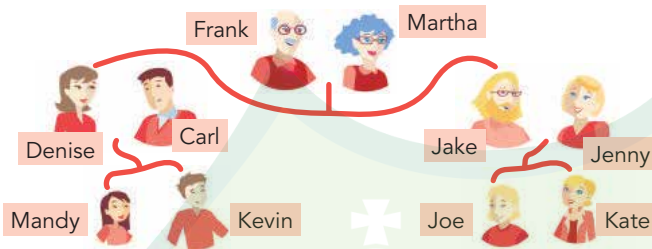
What date is New Year's Day?

It's the first of January.



## The family

- 1 Look at the Mandy's family tree and read the sentences. Check that you understand the words in **red**.



Mandy has got one **brother** but she hasn't got a **sister**. Mandy's **father** is Carl and her **mother** is Denise. Jake is Mandy's **uncle**. Jake's **wife** is Jenny. She is Mandy's **aunt**. Joe's **grandparents** are Frank and Martha. Frank is Joe's **grandfather** and Martha is his **grandmother**. Joe and Kate are Mandy's **cousins**. Mandy is Jake's **niece** and Kevin is Jake's **nephew**. Carl is Denise's **husband**. Frank has got four **grandchildren** – two **granddaughters** and two **grandsons**. Joe is Jake's **son** and Kate is Jake's **daughter**.

- 2 Look at the family tree in 1 and complete the sentences.

- Kate is Joe's .....
- Joe is Carl's .....
- Denise and Carl are Joe's ..... and .....
- Frank is Kate's .....
- Kate is Martha's .....

- 3 **SPEAKING** Work with a partner. Draw your family tree and describe it to your partner.

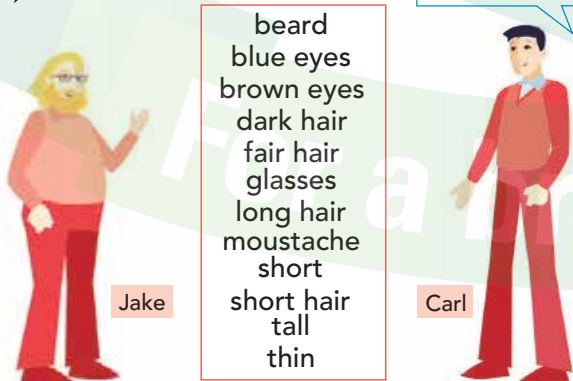
*I've got one brother. His name is Quân.*

## Basic descriptions

- 4 Who do the words describe, Jake or Carl?

*He's got blue eyes.*

*He's Jake.*



- 5 **SPEAKING** Work with a partner. Describe one member of your family/one friend in your class to your partner using the words from 4.

## have got

- 1 Read the sentences and complete the table.

- Mandy **has got** one brother.
- She **hasn't got** a sister.
- Has** Mandy **got** cousins?
- Yes, she **has**.

## Affirmative

I/You/We/They **have got** three cousins.  
He/She/It (a) ..... three cousins.

## Negative

I/You/We/They **haven't got** three cousins.  
He/She/It (b) ..... three cousins.

## Question

**Have** I/you/we/they **got** three cousins?  
(c) ..... he/she/it ..... three cousins?

## Short answers

Yes, I/you/we/they **have**. / No, I/you/we/they **haven't**.  
Yes, he/she/it (d) ..... / No, he/she/it **hasn't**.

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- 2 Complete the sentences with the correct form of **have got**. Make true sentences in the affirmative or negative.

- We ..... a cat.
- My mother ..... blue eyes.
- I ..... short hair.

- 3 Complete the questions with the correct form of **have got**.



- ..... Mai ..... red hair?
- ..... Mai and Chi ..... short hair?
- ..... Hoa ..... short hair?

- 4 **SPEAKING** Work with a partner. Take it in turns to ask and answer the questions in 3.

*Has Chi got brown hair?*

*Yes, she has.*

## Possessive 's'

**5** Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

- Mandy's grandparents are Frank and Martha.
- Her grandparents' names are Frank and Martha.
- Her brother's eyes are brown.
- Her parents' names are Denise and Carl.
- Jake is Jenny's husband.

**To indicate possession or a family relationship:**

- we add 's/just add an apostrophe (') after singular names or nouns.
- we add 's/just add an apostrophe (') after plural nouns ending in -s.

GRAMMAR REFERENCE ► PAGE 12

**6** Put apostrophes in the correct places in the sentences.

- Lan and Hùng are Mr. Tân's children.
- Their mother's name is Mai.
- Their parents' eyes are black.
- Lan's hair is long.
- Their grandparents' dog is very friendly.



## Demonstrative pronouns

**7** Look at the pictures and sentences.



1 **This** is my sister.



2 **That** is my cousin.



3 **These** are my parents.



4 **Those** are my grandparents.

GRAMMAR REFERENCE ► PAGE 12

**8** Look at the pictures and complete the sentences with **this, that, these** or **those**.



1 ..... is my friend.



2 ..... are my friends.



3 ..... are my friends.



4 ..... is my friend.

## Grammar reference

### to be

#### FORM

<b>Affirmative</b>	I'm (am) American. You/We/They're (are) American. He/She/It's (is) American.
<b>Negative</b>	I'm not (am not) American. You/We/They aren't (are not) American. He/She/It isn't (is not) American.
<b>Question</b>	Am I American? Are you/we/they American? Is he/she/it American?
<b>Short answers</b>	Yes, I am.      No, I'm not. Yes, you/we/      No, you/we/they they are.      aren't. Yes, he/she/it is.      No, he/she/it isn't.

#### USE

- We use the verb **to be** to describe a person's nationality, age, appearance, etc.
- We do not use contractions ('m, 're, 's, etc.) in short answers.

### Subject pronouns

Singular	Plural
I	we
you	you
he/she/it	they

I'm 15.  
She's a student.  
We are Swiss.

### Possessive adjectives

Singular	Plural
my	our
your	your
his/her/its	their

My name is Robert.  
Where is your school?  
Their mother is Spanish.

### have got

#### FORM

<b>Affirmative</b>	I/You/We/They've got (have got) brown eyes. He/She/It's got (has got) brown eyes.
<b>Negative</b>	I/You/We/They haven't got (have not got) brown eyes. He/She/It hasn't got (has not got) brown eyes.
<b>Question</b>	Have I/you/we/they got brown eyes? Has he/she/it got brown eyes?
<b>Short answers</b>	Yes, I/you/we/they have.      No, I/you/we/they haven't. Yes, he/she/it has.      No, he/she/it hasn't.

#### USE

- We use **have got** to talk about the things we possess.

### Possessive 's'

#### FORM

Jack's sister      My parents' names  
My brother's hair      My brothers' names

#### USE

- We use **'s** to indicate possession or a family relationship.
- When a noun is plural and ends with an **-s**, we just add an apostrophe (') to the end of the word.

### Demonstrative pronouns

Singular	Plural
<b>This</b> is my father.	<b>These</b> are my parents.
<b>That</b> is my brother.	<b>Those</b> are my cousins.

- We use **this** and **these** for people and objects which are close to the speaker.
- We use **that** and **those** for people and objects that are distant from the speaker.



## REFLECTION



**TAKE AND PASS:** Write down words/phrases that you've learned from the Starter unit, then pass the paper to the friend next to you for more words/phrases.



## Grammar revision

to be

/ 6 points

1 Complete the dialogue with the correct form of **to be**.

Harry: (a) ..... you American?

Megan: No, I (b) .....

I (c) ..... British.

Harry: (d) ..... Alex English?

Megan: No, he (e) .....

He (f) ..... from Australia.

have got

/ 6 points

2 Complete the dialogue with the correct form of **have got**.

Joe: (a) ..... you ..... a sister?

Sam: Yes, I (b) ..... I (c) ..... one sister.

Joe: (d) ..... she ..... dark hair?

Sam: No, she (e) ..... Her hair is fair. And she

(f) ..... brown eyes. Her eyes are blue.

Subject pronouns, possessive adjectives, possessive 's', demonstrative pronouns

/ 4 points

3 Choose the correct alternative.

1 I'm a student. My/Our name is Felipe.

2 She's my sister. His/Her name is Olivia.

3 This/These are my parents.

4 The boy's/boys' name is Max.

## Vocabulary revision

CLASSROOM OBJECTS

/ 6 points

1 Name the classroom objects.



DAYS, MONTHS AND ORDINAL NUMBERS

/ 4 points

2 Complete the lists.

1 first, second, ....., fourth

2 Monday, ....., Wednesday

3 April, May, ....., July

4 sixth, seventh, ....., ninth

THE FAMILY

/ 4 points

3 Write the correct words.

1 Your father's brother is your .....

2 Your father's mother is your .....

3 Your aunt's son is your .....

4 Your father's wife is your .....

COUNTRIES AND NATIONALITIES

/ 5 points

4 Complete the sentences.

1 He is from England. He is .....

2 Jack and Jill are American. They are from .....

3 Peter comes from Ireland. He is .....

4 We are from Vietnam. We are .....

5 - Where are you from?

- I'm from ..... I am Canadian.

BASIC DESCRIPTIONS

/ 5 points

5 Complete the description of the man on the left below with some of these words.

beard • blue • fair • glasses • long  
moustache • short • tall



This man is (a) .....

He's got (b) ..... hair.

His eyes are (c) .....

He's got a (d) .....

and he's got (e) .....

Total:

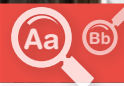
/ 40 points

Starter unit

13

# 1 It's my life!

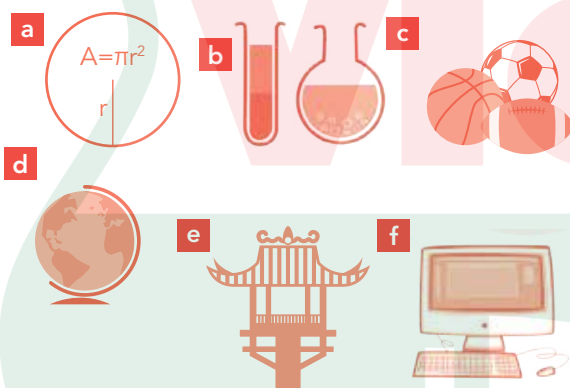
## Vocabulary



### The school day

- 1 11 Work with a partner. Match some of these words to the pictures. Use your dictionary if necessary. Then listen and repeat.

art • biology • chemistry • English  
French • geography • German • history  
ICT (information and communication  
technology) • maths • music  
PE (physical education) • physics • Spanish



- 2 **SPEAKING** Work with a partner. Which of the school subjects in 1 are in your school timetable today? Which are your favourite subjects?

- 3 Put the activities in time order. Use your dictionary if necessary.

go to school (by bike/bus/car/train/  
on foot) • have lunch • have a break  
get up • do homework • go to bed  
start school • get dressed • have dinner  
finish school • have breakfast • go home

- 1 *get up*  
2 *get dressed*

- 4 **SPEAKING** Work with a partner. Say when you do the activities on a typical school day.

*I get up at half past seven.*

### Free-time activities

- 5 12 Work with a partner. Match some of these words to the photos. Then listen and repeat.

chat online • dance • do sport • draw • go shopping  
go out with friends • listen to music • play the guitar/piano  
read • surf the Internet • take photos • watch films



- 6 **LISTENING** 13 Listen to four dialogues. What free-time activity is the subject of each dialogue? Choose from a–g.

Dialogue 1 .....  
Dialogue 2 .....  
Dialogue 3 .....  
Dialogue 4 .....

- a chatting online  
b dancing  
c drawing  
d going shopping  
e surfing the Internet  
f taking photos  
g watching films

- 7 Complete these sentences with true information about you and your free-time activities.

- 1 I love ..... 😊 😊  
2 I like ..... 😊  
3 I think ..... is OK. 😊  
4 I don't like ..... 😞  
5 I hate ..... 😞 😞

- 8 **SPEAKING** Work with a partner. Compare your answers from 7. How similar are you?

*I love surfing the Internet.*

*I like surfing the Internet  
but I love watching films.*



## The BRIT School

IT'S 4 TEENS • FORUM

Hey! Somebody tells me there's a great school for people who love music and dance. It's called the BRIT School. Does anybody know it?

Posted by **Lee** on 21<sup>st</sup> September at 2.36 p.m.

Yeah. It's for students between 14 and 19. They study the usual subjects like maths, history, ICT, PE, etc. But they also have special classes in art, music, dance, film, photography ...

Posted by **Mia** on 21<sup>st</sup> September at 5.44 p.m.

A friend of mine goes to the BRIT School. She plays the guitar and sings. She says the school is brilliant! Sometimes at lunchtime there are concerts where students sing, play music, dance ... Imagine! Sometimes she wants classes at the weekend, she loves it that much!

Posted by **Ella93** on 21<sup>st</sup> September at 8.12 p.m.

In my school we usually call our teachers Sir or Miss but at the BRIT School I think the students call their teachers by their first names. And they don't wear school uniform!

Posted by **Jonno** on 21<sup>st</sup> September at 9.06 p.m.

The idea is for the students to learn all about the creative industries – music, art, theatre, TV ... And they learn to use new technology to do it.

Posted by **Ella93** on 22<sup>nd</sup> September at 4.32 p.m.

I know the school has some very famous old students. Adele, for example! And famous people visit the school. They play concerts there, or just talk to the students and help them.

Posted by **KidLondon** on 22<sup>nd</sup> September at 7.45 p.m.

**Awesome!** I really want to study there! Thanks for the help, guys.

Posted by **Lee** on 22<sup>nd</sup> September at 8.10 p.m.

**1 Work with a partner. Look at the photo of students at school and answer the questions.**

- 1 What are the students doing?
- 2 Does this school look similar to your school? Why/Why not?

**2 Read the comments in this forum. What's your opinion of the BRIT School?**

- |                       |                    |
|-----------------------|--------------------|
| a I think it's great. | c It's OK.         |
| b I think it's good.  | d I don't like it. |

**3 Read the comments again. Are the sentences True (T), False (F) or is the information Not Mentioned (NM) in the text?**

- |   |        |
|---|--------|
| 1 Students at the BRIT School only have unusual school subjects.                                    | T/F/NM |
| 2 At the BRIT School they have long breaks.   | T/F/NM |
| 3 Ella93's friend lives in the school.  | T/F/NM |
| 4 In Jonno's school it's unusual for students to call their teachers 'John' or 'Anne', for example. | T/F/NM |
| 5 BRIT students don't have a school uniform.  | T/F/NM |
| 6 Computers are not important at the BRIT School.   | T/F/NM |

### ✓ STRATEGIES FOR TEST

In 3, what is the difference between *False* and *Not Mentioned*?

➤ STRATEGIES FOR TEST page 155

### 4 ⚙️ CRITICAL THINKING

**Think! Then compare ideas with your class.**

Lee consults a forum on the Internet for information about the BRIT School.

- What are the advantages of consulting a forum? What are the disadvantages?

**5 Match the underlined words in the forum with these definitions.**

- |                     |                         |
|---------------------|-------------------------|
| 1 one of my friends | 3 people (informal)     |
| 2 great, fantastic  | 4 companies, businesses |

**6 SPEAKING What about you?**

What do you like about your school? Why?






**Present simple affirmative and negative**

- 1** Complete the sentences with the present simple form of the verbs in brackets.
- They ..... (study) the usual subjects.
  - My friend ..... (go) to that school.
  - We ..... (not play) music at school.
  - She ..... (finish) school at 4 p.m.
  - She ..... (not go) home at 3 p.m.
  - They ..... (not wear) school uniforms.
  - She ..... (sing) and ..... (dance) at the school gym every day.
  - We ..... (learn) about music and art at school.

GRAMMAR REFERENCE &gt; PAGE 24

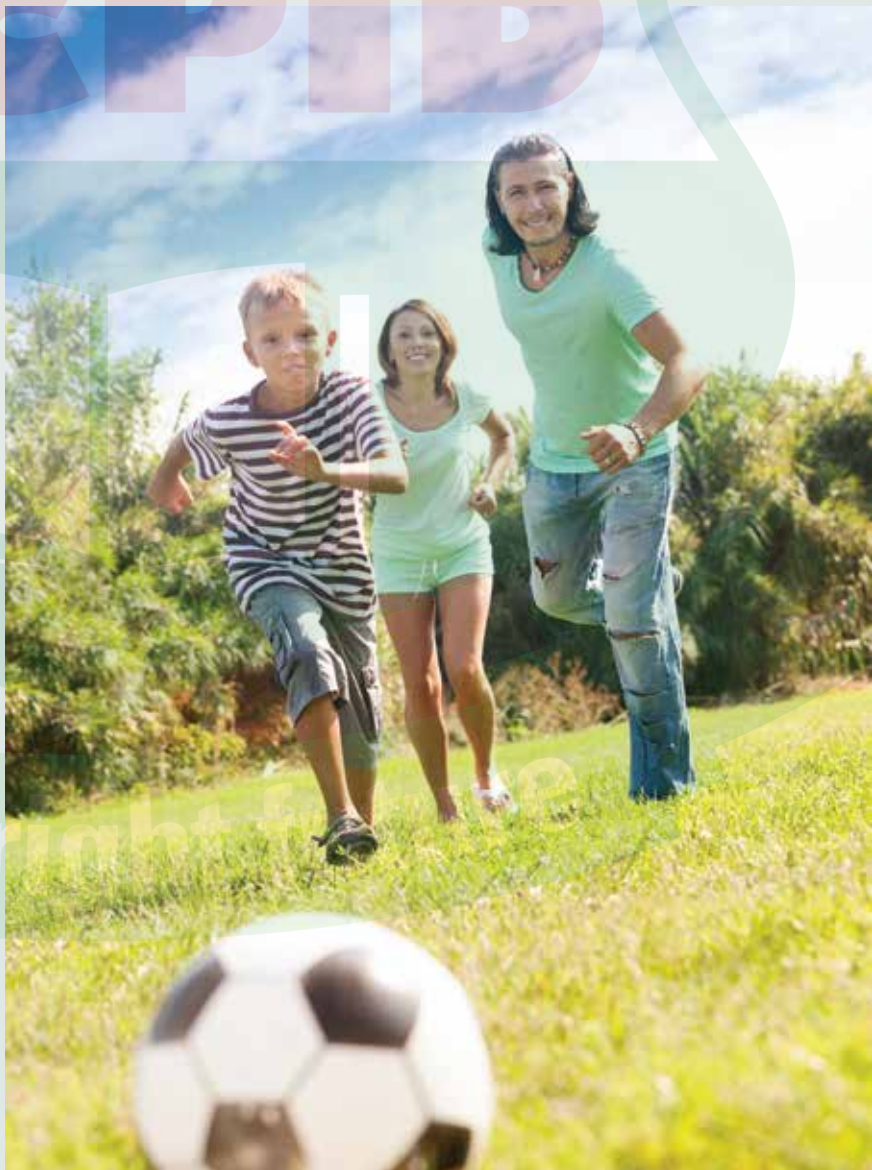
- 4** Write a minimum of six true sentences about what you normally do at the weekend. Use the words in the table to help you.

*I do sport at the weekend.*
*I don't watch TV.*

Verb	Noun
do • watch • play study • chat • surf read • go to	sport • homework • school the Internet • maths • tennis films • online • TV • football computer games • books

- 5 SPEAKING** Work with a partner. Talk to him/her about what you normally do/don't do at the weekend. Then tell the class about your partner.

*Alex does sport at the weekend.  
He doesn't watch TV.*



- 2 PRONUNCIATION** **14** Listen and match each group of verbs (1–3) with the correct sound (a–c). Then listen and practise.

- starts likes asks a /ɪz/ .....
- studies plays goes b /s/ .....
- finishes watches relaxes c /z/ .....

- 3** Complete the sentences with the present simple affirmative or negative form of these verbs.

go • listen • take • have • watch

- I hate loud noise so I ..... to music when I do my homework.
- My friend's house is far from school so she ..... to school by bus.
- The food in the canteen is delicious so we ..... lunch at school.
- They like Spanish lessons because they ..... films in these lessons.
- Dylan ..... photos in his free time because he loves seeing himself in the photos.





## Prepositions of time

6 Read the sentences and complete the rules with **on**, **at** or **in**.

- a We start school **at** half past eight.
  - b I don't go to school **on** Saturday.
  - c Classes finish **in** the afternoon.
  - d They start school **in** September.
  - e School starts **on** 7<sup>th</sup> September.
  - f We do homework **at** night.
  - g She wants to go to school **at** the weekend.
  - h The school celebrates its anniversary **in** 2021.
- 1 We use ..... with days.
  - 2 We use ..... with times.
  - 3 We use ..... with months.
  - 4 We use ..... with dates.
  - 5 We use ..... with parts of the day (*the morning, the afternoon*).
  - 6 We use ..... with years.
  - 7 We use ..... with *night* and *the weekend*.

GRAMMAR REFERENCE > PAGE 24

7 Complete the text with **on**, **at** or **in**.

Minh is a student at a secondary school in Hanoi, Vietnam.

He starts school

(a) ..... 7.30 a.m.

He goes to school six days a week, because he has some lessons

(b) ..... Saturday but only (c) .....

the morning. But he has extra exam

classes (d) ..... the evening and

(e) ..... the weekend. (f) .....

night he's very tired! Of course, he has a break in the summer. This year his holidays start (g) ..... July, (h) ..... the 14<sup>th</sup> July to be exact.



8 **SPEAKING** Work with a partner. Talk about similarities and differences between you and Minh.

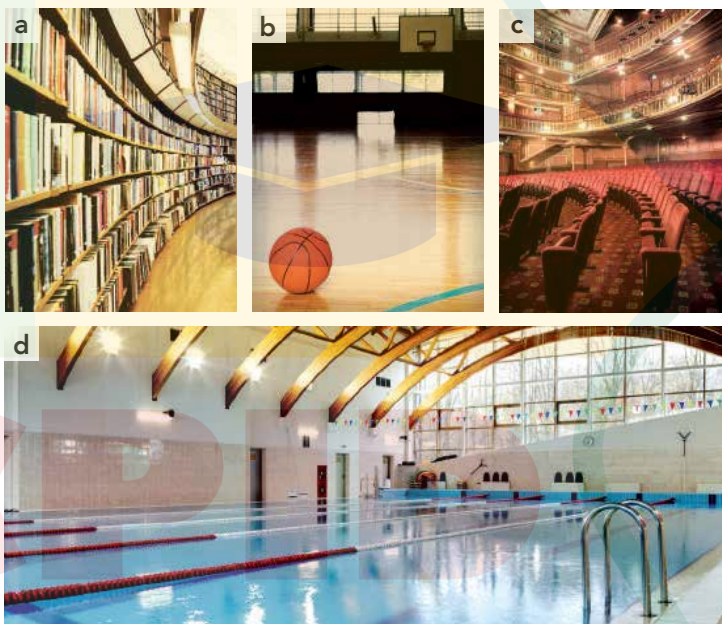
We don't start school at 7.30 a.m.

That's right. We start at 9 a.m.

## Places to go in a town

1 **15** Work with a partner. Match some of these words to the photos. Use your dictionary if necessary. Then listen and repeat.

cinema • fast-food restaurant • library • museum • park  
shopping centre • sports centre • stadium  
swimming pool • theatre



2 **16** Read the descriptions. Which places are described? Then listen and check.

- 1 You swim there. *swimming pool*
- 2 You buy things there.
- 3 You watch films there.
- 4 You eat pizzas or burgers there.
- 5 You read books there or take them home for two or three weeks.
- 6 You play basketball or football there.
- 7 You can see a play or listen to concerts there.
- 8 You watch football matches, sports events or concerts there.
- 9 You see paintings and old objects and learn about history there.
- 10 You walk, play sport, meet friends and see trees and flowers there.

3 **SPEAKING** Look at the words in 1. Tell your partner three places that you like going to and three places that you don't like going to.

I like going to the cinema, but I don't like going to the theatre.

I like playing football, so I love going to the park.

# Dealing with STRESS

## LIFE SKILLS OBJECTIVES

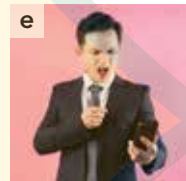
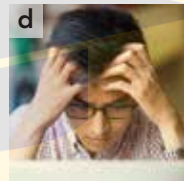
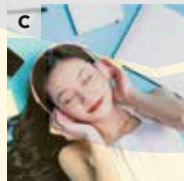
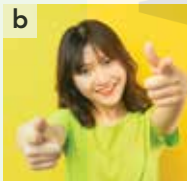
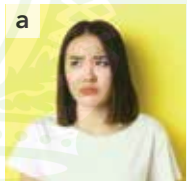
- To understand stress
- To identify what makes you stressed
- To choose appropriate relaxation techniques

## KEY CONCEPTS

**stressful** [adj]: It's stressful when you have a lot of things to do. **stressed (out)** [adj]: I am/feel stressed (out) because I have a lot of things to do. **relax** [v]: I relax at home by listening to music.

### 1a Look at the photos and find somebody who is:

- happy
- sad
- relaxed
- angry
- worried



### 1b Match the halves to make logical sentences.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1 I feel worried when I ...    | a listen to slow, calm music.    |
| 2 I feel relaxed when I ...    | b have a very difficult exam.    |
| 3 I feel happy when I ...      | c don't listen to me.            |
| 4 I feel sad when I ...        | d see a grey sky.                |
| 5 I feel angry when people ... | e am at a party with my friends. |

### 2 **READING** Read the website text. Match the questions with the paragraphs.

- |   |  |
|---|--|
| 1 What are common causes of teenage stress? | 3 How can you deal with stress?          |
| 2 What is stress?                           | 4 How do you know when you are stressed? |

## TEENAGE STRESS – FREQUENTLY ASKED QUESTIONS

☐ **A** Stress is something that everybody feels at times – adults, teenagers and kids. There is good stress, stress that helps you to react in a difficult situation. More often stress is a negative feeling, a feeling that stops you being happy or relaxed. But it's always important to remember that stress is just a normal part of life.

☐ **B** People react to stress in different ways. Some people are sad and others feel angry. Some people have difficulties with sleeping. Others change their attitude to food because of stress. Stress can also make it difficult for some people to concentrate.

☐ **C** There are many different things that can stress teenagers. Sometimes it can be just the ordinary things that happen every day. For example, homework or exams can cause stress. Or maybe you have a pet and your pet is sick. Problems with friends or parents or other family members are another possible cause. Perhaps they want you to do something but you don't want to do it, for example.

☐ **D** The good news is that stress is completely normal and it's not permanent. And there are lots of things you can do to deal with stress.

- ✓ Sport and exercise combat stress and also help you to sleep.
- ✓ Talk to people about how you feel.
- ✓ Listen to music.
- ✓ Eat healthy, natural food, especially at breakfast-time because that's when you need the energy!
- ✓ When the problem is homework or exams, it's a good idea to make a plan or timetable. This helps you to find time to do everything, including time to do things that you love – surfing the Internet, chatting to friends, reading ...
- ✓ And be positive!



**3 Read the text in 2 again and complete the sentences with the words in the box.**

pet • sleep • food • plan (n)  
breakfast • exams • time

- 1 It can be difficult to ..... when you are stressed.
- 2 Eating ..... can help with stress because it gives you energy for the day.
- 3 It's important to find ..... to do your favourite activities.  
A ..... can help you to do this.
- 4 Stress can change your attitude to ..... in general.
- 5 If you have a ..... that is not good, it can make you stressed.
- 6 Studying for ..... can cause stress at school.

**4**



**LISTENING** **17** Three teenagers are talking about stress in their lives. Watch the video or listen and complete the notes in the table.

	What makes me stressed	How I deal with stress
<b>Kieran (Speaker 1)</b>	Doing (a)..... on time and the (b)..... life at school.	Taking (c)....., playing the (d)..... and the (e).....
<b>Amelia (Speaker 2)</b>	Working in (f)..... at weekends. No time for (g)..... or friends.	(h)..... in the park or to school or (i).....
<b>George (Speaker 3)</b>	Parents want me to go (j)..... and look after (k)..... and (l).....	Doing (m)....., going for a (n)..... or swimming. Playing (o).....

**5 Work with a partner. Look at the list of ways of dealing with stress. Add ideas from the text on page 18 and your ideas.**

- |                         |                    |
|-------------------------|--------------------|
| 1 watch a film          | 5 eat healthy food |
| 2 go for a walk         | 6 do yoga          |
| 3 listen to music       | 7 .....            |
| 4 sleep for eight hours | 8 .....            |

**6 SPEAKING** Work with a partner. Talk about how you deal with stress.

I love music. When I'm stressed, I listen to my favourite songs.

What songs are they?

Anything by Katy Perry.

**LIFE TASK**



Imagine that you have a friend who is stressed at the moment because they have a lot of things to do at school – practising for a music concert, revision for exams, and playing in a school sports team. In groups, prepare a video message or write an email to help them.

**Follow this plan:**

- 1 Say hello.
- 2 Give three ideas to deal with stress during the week (We think it's a good idea to ..., When this happens to me, I ...).
- 3 Give two ideas to help at the weekend.
- 4 Tell your friend to contact you in two weeks to say how they are.



- 1 SPEAKING** Work with a partner. Think of a typical Saturday morning. Talk about what you do and where you go.

## ✓ STRATEGIES FOR TEST

In this listening exercise, you match people with the correct information. Why is it important to read the names and information before you listen?

► STRATEGIES FOR TEST page 155

- 2 LISTENING** **18** Listen to two people talking about where their friends go on Saturday morning. Match each person with a place.

- |           |                   |
|-----------|-------------------|
| 1 Sam     | a art gallery     |
| 2 Matthew | b library         |
| 3 Ben     | c museum          |
| 4 Isabel  | d park            |
| 5 Sophia  | e school          |
|           | f shopping centre |
|           | g sports centre   |
|           | h swimming pool   |

- 3** **18** Look at this information. Which person in 2 is it? Listen again if necessary.

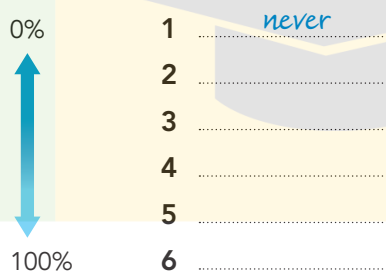
- This person always plays basketball on Saturday morning. ....
- This person never swims on Saturday morning. ....
- This person often does his homework on Saturday morning. ....
- This person hardly ever goes to the sports centre. ....
- This person sometimes goes to the park. ....



## Adverbs of frequency

- 1** Read the sentences. The words in **blue** say how often we do something. We call them adverbs of frequency. Put them in order from 0% (never) to 100% (always).

- I **always** go to the library.
- I **never** go to the library.
- I **often** go to the library.
- I **usually** go to the library.
- I **hardly ever** go to the library.
- I **sometimes** go to the library.



- 2** Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

- I'm **always** here.
  - They **never** go to the cinema.
- Adverbs of frequency come before/after **to be**.
  - Adverbs of frequency come before/after main verbs (**go, swim, play, etc.**).

GRAMMAR REFERENCE ► PAGE 24

- 3** Write the sentences again with an adverb of frequency in the correct place. Make the sentences true for you.

- |  |                                       |
|--|---------------------------------------|
| 1 I dance. <b>I hardly ever dance.</b> | 5 I go out with my friends on Friday. |
| 2 I go to the theater.                 | 6 I am relaxed.                       |
| 3 I am late for class.                 | 7 I watch football on TV.             |
| 4 I do my homework.                    |                                       |

- 4 SPEAKING** Work with your partner. Talk about activities in 3 and complete the chart below. Then tell the class about your partner.

dance						
go to the theater						
be late for class						
do homework						
go out with friends on Friday						
be relaxed						
watch football on TV						
	1- never	2- hardly ever	3- some- times	4- often	5- usually	6- always

I think you often dance.

No, I never dance!





## Present simple questions

### 5 Read the questions. Which questions can we answer with short answers?

- 1 Does Matthew go with you?
- 2 Where do you go on Saturday morning?
- 3 What does she do?
- 4 Does he swim on Saturday?

GRAMMAR REFERENCE ► PAGE 24



### 6 PRONUNCIATION 19 Choose the correct alternative. Then listen and check the intonation in these questions. Practise saying these questions with the correct intonation.

- 1 Do/Does you like reading?
- 2 Do/Does your mum have an e-reader?
- 3 Do/Does your best friend read comics?
- 4 Do/Does your teacher tell you to read books in English?
- 5 Do/Does people read a lot in your country?
- 6 Do/Does your school have a big library?

### 7 SPEAKING Work with a partner. Ask and answer the questions in 6. Use short answers to reply.



### 8 PRONUNCIATION 20 Choose the correct alternative. Then listen and check whether the intonation in these questions goes up or down. Practise the intonation.

- 1 How/What do you do at the weekend?  
I go out with my friends.
- 2 When/Where do you go out?  
On Saturday, in the evening.
- 3 Where/Which do you have dinner?  
At home, or in a fast food restaurant.
- 4 Where/Which places do you go to?  
To the cinema, or just to the park.
- 5 How/Why do you go to the cinema?  
Because we all like watching films.
- 6 How/Why do you go there?  
By bus usually.
- 7 How/When do you do your homework?  
On Sunday.

### 9 SPEAKING Use the words to prepare questions to ask other students about what they do at the weekend. Add three more questions.

Do NOT  
WAKE ME UP!

- 1 What time/get up on Sunday?
- 2 When/go to bed on Saturday?
- 3 Where/have lunch on Saturday?
- 4 What/eat on Sunday?
- 5 Who/go out with at the weekend?
- 6 How many hours of TV/watch?

### 10 Now tell the class about one student. Can the class guess who it is?

She usually gets up at 11 o'clock on Sunday morning. She goes to bed at about 11 p.m. on Saturday. She has lunch at Pizza Palace ...

Is it Vy?

Yes, it is!



## Introducing yourself

**1** **LISTENING** **21** Listen to a new student introducing herself to the class. Put the topics in the correct order.

- a her family .....
- b her free-time activities .....
- c the school subjects she likes .....
- d her name, age and home town .....
- e the school subjects she doesn't like .....

**2** **21** Listen again and complete what the teacher says.

- 1 Tell us something about yourself. What's your ..... and ..... are you ..... ?
- 2 Tell us about .....
- 3 What about ..... ? What are your ..... ?
- 4 What ..... you like?
- 5 And what do you do ..... ?

**3** Match the answers with the questions in 2.

- a I play basketball and tennis and I watch them on TV ... I don't chat online during the week because my parents don't like it.
- b My parents' names are Ben and Helen. I've got a brother.
- c I'm quite good at maths and physics, but in general I don't like science subjects much.
- d I love drawing, so my favourite subject is art. I'm also good at sport, so I really like PE too.
- e My name's Alice Morgan. I'm 15 years old and I'm from Toronto, in Canada.

**4** **SPEAKING** Work with a partner. One of you is the teacher and the other is the student. Practise the completed dialogue.

**5** Look again at the answers in 3 and find an example sentence for each word in the Speaking bank.

### SPEAKING BANK

#### Basic linkers

- Addition: *and*  
*I play basketball and I watch it on TV.*
- Contrast: *but*  
.....
- Reason: *because*  
.....
- Consequence: *so*  
.....

**6** Complete the sentences in a logical way. Compare answers with your partner.

- 1 I don't like maths because ... ..
- 2 I've got a sister, but ... ..
- 3 I hate sport, so ... ..
- 4 I love music, but ... ..
- 5 I speak English and I ... ..
- 6 I walk to school because ... ..
- 7 My English teacher is very good, so ... ..

**7** **SPEAKING** Work with a partner. Do the role-play.

Student A: You are the teacher. Ask the questions in 2.

Student B: You are the student. Look at page 157.

**Now change roles. Student A: Use the information on page 157.**

### PRACTICE MAKES PERFECT

**8** **SPEAKING** Work with a partner. One of you is the teacher and asks questions in 2. Prepare another dialogue. Practise it and then act it out for the rest of the class.





## An informal email

- 1 **READING** Read the email on the right from a boy called Liam to his new e-pal. Complete Liam's personal profile.

E-pal profile

**NAME** *Liam Byron*

**AGE** .....

**LIVES** .....

**BROTHERS AND SISTERS** .....

**FAVOURITE SUBJECTS** .....

**FREE-TIME ACTIVITIES** .....

To: Richard@mailnet.com  
 From: Liam@mailnet.com  
 Subject: About me

Hi!

**A** My name's Liam Byron. I'm 14 and I live with my family in Newcastle, in the UK. My father is English, but my mother is German.

**B** I go to a big school called Riverton. I like science, so my favourite subjects are biology and chemistry. Our school year always starts in September. Lessons begin at quarter to nine and finish at half past three.

**C** I get up at eight o'clock on school days. I walk to school because it's only ten minutes away. We have a 20-minute break in the morning and I have lunch at school at quarter past twelve.

**D** In my free time, I play the guitar in a band. We're not bad! I don't like sport much, but on Wednesdays and Fridays I usually go to the swimming pool with my friends. What about you? What do you do in your free time?

Write back soon and tell me all about yourself.

Best wishes,  
 Liam

- 2 Read Liam's email again. Match the headings with the paragraphs in the email.

- |                                   |             |
|-----------------------------------|-------------|
| 1 Life at school                  | Paragraph A |
| 2 Free-time activities            | Paragraph B |
| 3 Name, age, home town and family | Paragraph C |
| 4 Daily routine                   | Paragraph D |

- 3 When do we use capital letters in English? One of the answers below is not correct. Which one? Use the email to help you.

- 1 with names and surnames
- 2 with cities
- 3 with countries
- 4 with nationalities and languages
- 5 with times
- 6 with days and months
- 7 with the first person singular pronoun
- 8 at the start of a sentence

- 4 Write the sentences again using capital letters where necessary.

- 1 i have french and spanish on tuesdays.
- 2 my family and i live in puebla in mexico.
- 3 in the UK, school finishes on wednesday 23<sup>rd</sup> july this year.
- 4 my brother jamie plays the guitar and i play the piano.
- 5 olga and i go to a music school in moscow called borodin.

- 5 Look at Liam's email again and complete the information in the Writing bank.

### WRITING BANK

#### Useful words and expressions in informal emails

- Begin with ..... or *Dear (Liam).*
- Use contractions, e.g. ...., not *I am*, and ....., not *I have got*.
- Use exclamation marks to show excitement: .....!
- To finish, write *Write back* ....., *Bye for now!*, *Best* ....., *All the best*.

### PRACTICE MAKES PERFECT

- 6 Look at the task below and write the email. Use Liam's email as a model and use the Writing bank for reference. Remember to use capital letters.

You have a new e-pal in the UK. Write an email (120–150 words) to them and introduce yourself. Include information about:

- your name, age, home town and family
- your life at school
- your daily routine
- your free-time activities



## Grammar reference

### Present simple

#### FORM

<b>Affirmative</b>	I/You/We/They <b>work</b> . He/She/It <b>works</b> .
<b>Negative</b>	I/You/We/They <b>don't (do not) work</b> . He/She/It <b>doesn't (does not) work</b> .
<b>Question</b>	<b>Do</b> I/you/we/they <b>work</b> ? <b>Does</b> he/she/it <b>work</b> ?
<b>Short answers</b>	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

#### USE

We use the present simple to talk about:

- regular habits and routines.  
*We study maths on Mondays.*  
*He watches TV every weekend.*
- things that are always or usually true.  
*Teachers teach and students learn.*  
*I feel happy when I listen to music.*

#### SPELLING OF THE THIRD PERSON SINGULAR AFFIRMATIVE FORM

- We usually add **-s** to the verb.  
*like – likes, walk – walks*
- We add **-es** to verbs that end in **-s, -sh, -ch, -x, -z, -o**.  
*wash – washes, watch – watches, kiss – kisses*
- With verbs that end in **consonant + y**, we omit the **y** and add **-ies**.  
*study – studies, cry – cries*
- With verbs that end in **vowel + y**, we add **-s**.  
*play – plays, say – says*

### Prepositions of time

#### USE

- |  |   |  |
|--|---|--|
| <b>in</b> ■ with parts of the day<br><i>in the morning/afternoon/evening</i><br>■ with months<br><i>in September, in December</i><br>■ with years<br><i>in 1999, in 2011</i> | <b>on</b> ■ with days<br><i>on Monday, on Sunday</i><br>■ with dates<br><i>on 20<sup>th</sup> January, on 6<sup>th</sup> November</i> | <b>at</b> ■ with times<br><i>at six o'clock, at ten to eleven</i><br>■ with <b>night</b> and <b>the weekend</b><br><i>at night, at the weekend</i> |
|--|---|--|

### Adverbs of frequency

#### USE

- We use adverbs of frequency to say if something happens often or not.
- The usual position for adverbs of frequency is before the main verb.  
*I usually walk to school.*
- Adverbs of frequency go after the verb **to be**.  
*I'm always happy.*  
*He's often at home.*



### REFLECTION

#### ROSE-BUD-THORN

Think about the unit and list under:



- Bud** things you want to learn more
- Rose** things you have learned
- Thorn** things you do not like about the unit

### 'CAN DO' PROGRESS CHECK UNIT 1

After this unit, I can ...

- |   |  |  |  |
|---|--|--|--|
| a | introduce myself, my school and my school day.   |  |  |
| b | use correct prepositions of time and adverbs of frequency in the simple present tense. |  |  |
| c | understand written and spoken texts about teenage stress.                              |  |  |
| d | write an informal email.   |  |  |

## Grammar revision

### Present simple

/ 8 points

#### 1 Complete each space with one word.

Lucy: What time (a) ..... your sister finish school?

Jack: She (b) ..... school at half past four.

Lucy: (c) ..... you finish at the same time?

Jack: No, I (d) .....

Lucy: What do you (e) ..... when you get home?

Jack: I do my homework and then I go and play basketball.

Lucy: Why (f) ..... you play basketball?

Jack: Because I love it!

Lucy: (g) ..... your sister like basketball?

Jack: No! She (h) ..... basketball!

### Prepositions of time

/ 6 points

#### 2 Choose the correct alternative.

1 My birthday is in/on July.

2 I start school at/on 7<sup>th</sup> September.

3 I study Spanish at/in the evening.

4 I play basketball at/in the weekend.

5 The programme starts at/on 7.30 p.m.

6 We do sport in/on Sunday.

### Adverbs of frequency

/ 6 points

#### 3 Put the words in order to make sentences.

Then put the sentences in order of frequency.

1 = 100%, 6 = 0%.

a plays tennis She never .....

b Internet I usually the surf .....

c school to walk sometimes We .....

d They sport ever hardly do .....

e is My happy sister always .....

f are friends My late often .....

## Vocabulary revision

### THE SCHOOL DAY

/ 8 points

#### 1 Complete the school subjects and the activities.

0.2 x 100%

1 .....



2 .....



3 .....



4 .....

5 get .....



6 have .....



7 have a .....



8 go .....



### FREE-TIME ACTIVITIES

/ 6 points

#### 2 Complete the sentences with suitable verbs.

1 He ..... photos with a digital camera.

2 I ..... the guitar and the piano.

3 She ..... to music on the radio all day.

4 At the weekend, I ..... out with my friends.

5 He ..... comics, books and magazines.

6 I ..... pictures in my free time. I use special pencils.

### PLACES TO GO IN A TOWN

/ 6 points

#### 3 Complete the sentences.

1 He doesn't buy books. He goes to the l ..... to read them.

2 She hates burgers, so tonight she doesn't want to go to a f ..... r .....

3 At the weekend they go to a big s ..... c ..... to buy things.

4 My favourite football team plays in a very big s .....

5 He loves history so he often goes to the local m ..... to see all the old objects.

6 Sometimes in PE we swim because our school has a s ..... p .....

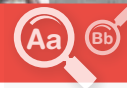
Total: / 40 points

Unit 1

25

# 2 Around the house

## Vocabulary



### Rooms

- 1 **22** Look at the photo. Which room can you see? Choose from the box. Then listen and repeat.

bathroom • bedroom  
dining room • garage • garden  
hall • kitchen • living room

- 2 Name the parts of the house. Use the words in 1.

- 1 You cook there.
- 2 You have a shower there.
- 3 It's outside. Children play there. It usually has flowers.
- 4 When you go into a house, you are there.
- 5 You put the car there.
- 6 You watch TV there.
- 7 You sleep there.
- 8 You eat there.

- 3 **SPEAKING** Work with a partner. Tell your partner what rooms your house or flat has or hasn't got.

*My flat has got six rooms. It's got two bedrooms. It hasn't got a garden.*

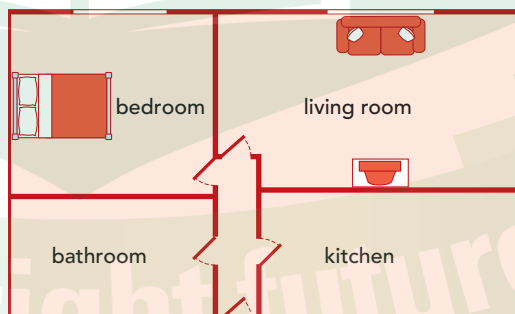


- 5 **SPEAKING** Work with a partner. Where do you find these objects in your house?

*I've got a CD player in my bedroom, and a clock. I think we've got clocks in all the rooms.*

*We haven't. We've got a clock in the living room and the kitchen. And the CD player is in the living room.*

- 6 **LISTENING** **24** Listen to someone describing their flat. Complete the diagram with the furniture and objects that they have.



- 7 **SPEAKING** Work with a partner. Talk about what you've got in your bedroom. Try to find at least five similarities between your bedrooms.

*I've got a desk and two chairs.*

*I've got a desk too, but I've only got one chair.*

### Household objects and furniture

- 4 **23** Work with a partner. Match some of these words to the objects in the photo in 1. Use your dictionary if necessary. Then listen and repeat.

armchair • bath • bed • CD player  
chair • clock • computer • cooker  
cupboard • desk • dishwasher  
DVD player • fridge • games console  
lamp/light • microwave • mirror • phone  
painting/poster • radiator • shelf/shelves  
shower • sink • sofa • table • toilet  
TV • washing machine • window





**1** Work with a partner. Do you know the answers to these questions about the White House? If not, guess.

- 1 Where is the White House?
- 2 Who lives in the White House?
- 3 How many rooms are there in the White House?
- 4 What is the Oval Office?

**2** **READING** Read the text and check your answers in 1.

**3** Read the text again and choose the correct alternative.

- 1 The President of the US has got an old/a modern desk.
- 2 There is/isn't a very large dining room connected to the Oval Office.
- 3 From the Oval Office, there is/isn't direct access to a place with flowers.
- 4 The West Wing is a place to work/relax.
- 5 The paintings in the Oval Office never/sometimes change.
- 6 The President sometimes watches films/listens to music in the East Room.

**4** **CRITICAL THINKING**

**Think! Then compare ideas with your class.**

- Does this text generally express facts or opinions?

**5** What do the underlined words in the text mean? Guess and then check in your dictionary.

**6** **SPEAKING** What about you?

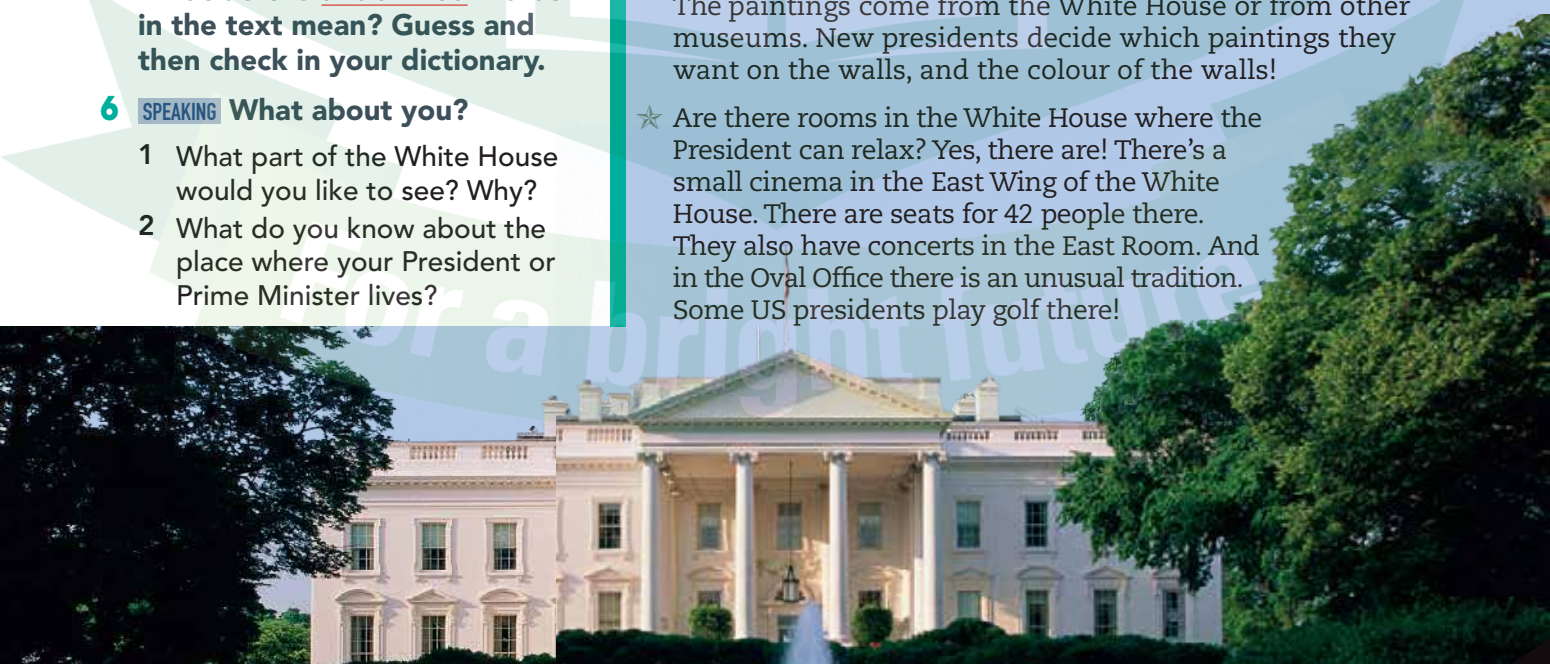
- 1 What part of the White House would you like to see? Why?
- 2 What do you know about the place where your President or Prime Minister lives?



## Inside the White House

*The White House is a world-famous house. It's in the capital city of the United States, Washington DC and it's where the President of the US lives and works.*

- ★ The White House is big! There are 132 rooms and 35 bathrooms, plus 412 doors and 147 windows.
- ★ There's a large kitchen in the White House. The chefs can make dinner for 140 people. 140 is the maximum number of people who can sit in the main dining room.
- ★ The room where the President works is called the Oval Office. The president has got a big desk there. The desk is famous because the wood for it comes from a British ship from about 1850. The desk was a present from Queen Victoria to US President Rutherford in 1880.
- ★ There are four doors in the Oval Office. One door goes to a small dining room and study. Two of the four doors take you to the West Wing of the White House. In the West Wing, there are offices for the Vice-President and other important people. The fourth door takes you to a rose garden.
- ★ In the Oval Office, there are famous paintings on the walls. The paintings come from the White House or from other museums. New presidents decide which paintings they want on the walls, and the colour of the walls!
- ★ Are there rooms in the White House where the President can relax? Yes, there are! There's a small cinema in the East Wing of the White House. There are seats for 42 people there. They also have concerts in the East Room. And in the Oval Office there is an unusual tradition. Some US presidents play golf there!





## There is/There are

### 1 Read the sentences and complete the table.

- 1 **There's** a large kitchen.
- 2 **There are** 132 rooms.
- 3 No, **there aren't**.
- 4 **There aren't** 150 seats.
- 5 **Is there** a cinema?
- 6 Yes, **there is**.

	Singular	Plural
Affirmative	(a) .....	(b) .....
Negative	There <b>isn't</b> a big cinema.	(c) .....
Question	(d) .....	Are there 132 rooms?
Short answers	(e) ...../ No, <b>there isn't</b> .	Yes, <b>there are</b> ./ (f) .....

GRAMMAR REFERENCE > PAGE 36

### 2 Complete the sentences about the room that you are in now. Use **is**, **are**, **isn't** or **aren't**.

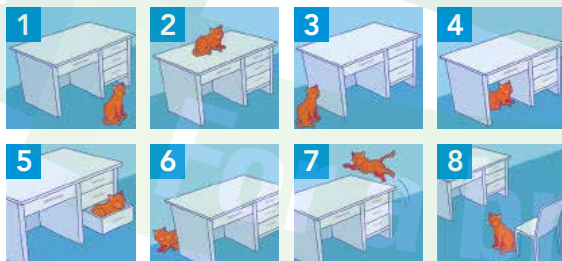
- 1 There ..... a board.
- 2 There ..... two armchairs.
- 3 There ..... three computers.
- 4 There ..... a clock on the wall.
- 5 There ..... a sink.

### 3 **SPEAKING** Prepare five questions to ask your partner about their living room. Then interview your partner.

*Is there a computer in your living room?  
Are there pictures in your living room?  
How many pictures are there? ...*

## Prepositions of place

### 4 Match the sentences to the pictures.



There's a cat ...

- |                           |                                |
|---------------------------|--------------------------------|
| a <b>on</b> the desk.     | e <b>in front of</b> the desk. |
| b <b>under</b> the desk.  | f <b>next to</b> the desk.     |
| c <b>near</b> the chair.  | g <b>in</b> the desk.          |
| d <b>behind</b> the desk. | h <b>above</b> the desk.       |

GRAMMAR REFERENCE > PAGE 36

### 5 Read about the Burj Khalifa in Dubai. Choose the best answer (A, B or C) to complete the text.

The Burj Khalifa is an incredible tower in Dubai. It's approximately 828 metres tall. That's almost twice the size of the Empire State Building! There (1) ..... 900 homes in the building, plus offices, hotels, restaurants and sports centres. There's a big lake next (2) ..... the tower. They have spectacular shows with fountains and music there. For people who like relaxing (3) ..... the water, there are a number of swimming pools, including an outdoor pool on the 76<sup>th</sup> floor. And for people who love shopping, there's an enormous shopping centre (4) ..... the Burj Khalifa. But there (5) ..... one problem with the Burj Khalifa. Some days, when you look down, you don't see a thing! That's because the top part of the tower is sometimes (6) ..... the clouds and you can't see what's (7) ..... them!

- |           |         |         |
|-----------|---------|---------|
| 1 A is    | B isn't | C are   |
| 2 A of    | B to    | C in    |
| 3 A on    | B in    | C to    |
| 4 A near  | B next  | C on    |
| 5 A is    | B isn't | C are   |
| 6 A above | B on    | C under |
| 7 A above | B on    | C under |

### ✓ STRATEGIES FOR TEST

In this type of exercise, there is a text with spaces. You fill each space in the text with one of three words. Is it a good idea to stop and think about the missing words the first time you read? Why/Why not?

> STRATEGIES FOR TEST page 155







6 Look at picture a and complete the sentences with the correct prepositions.

- 1 The cat is ..... the chair.
- 2 The cupboard is ..... the fridge.
- 3 The table is ..... the fridge.
- 4 There are two books ..... the table.
- 5 The fridge is ..... the table.
- 6 The clock is ..... the cupboard.



7 **SPEAKING** Work with a partner. Look at pictures a and b. What differences can you find?

In picture b, there isn't a clock in the cupboard.  
There's a clock on the microwave.

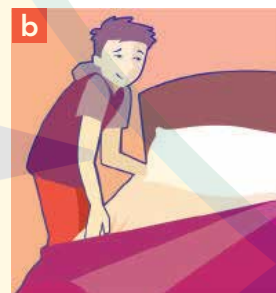
## Jobs around the house

1 **25** Complete the phrases under the pictures. Use the phrases in the box to help you. Then listen and repeat.

cook • do the ironing • do the shopping  
do the washing • lay the table • make the bed  
take the rubbish out • tidy up • wash the dishes



take ..... out



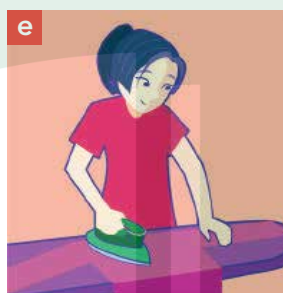
make the .....



lay the .....



do .....



do .....



..... up

2 Write six sentences saying how often you do these jobs around the house. Make two of your sentences false.

*I always take the rubbish out.  
I usually make my bed.*

...

3 **SPEAKING** Work in small groups. Say your sentences. Can the other students guess which two sentences are false?

*I always take the rubbish out.*

*I think it's false. I think you hardly ever take the rubbish out.*

*You're right!*

# Making your house GREEN

## LIFE SKILLS OBJECTIVES



- To understand how the things we do at home can affect the environment
- To learn about positive action we can take at home to help the environment
- To think of practical steps at home to protect the environment

## KEY CONCEPTS



**the environment [n]:** The environment is the natural world around us. **pollution [n]:** Pollution has a bad effect on nature. **to recycle [v]:** When plastic bags are old, recycle them to make new ones. **synthetic [adj]:** You make synthetic products from artificial ingredients, not natural ones.

### 1a **SPEAKING** Work with a partner. Look at the photos and answer the questions.

- 1 Do you use shampoo or shower gel with natural ingredients?
- 2 Do you reuse or recycle empty shampoo or shower gel containers?
- 3 Do you buy food or drinks with plastic packaging?
- 4 Do you eat organic food?
- 5 Do you buy canned drinks or food?
- 6 Do you leave the tap running when you brush your teeth?

### 1b Do the photos in 1a show things that are good or bad for the environment? Why? Discuss with your partner.

### 2 **READING** Read this text and check your answers to 1b. Why is each thing good or bad?



## To Save the Planet, Begin at Home!

Let's look at what we can do at home each day to save the environment.

### In the bathroom

Each person uses approximately 50 litres of water per day for personal washing. The water then is dirty and contains chemicals from the shampoo or gel. Across the world there are 12,000 cubic kilometres of polluted fresh water.

#### Positive action!

- Don't spend a long time in the shower. A five-minute shower uses 35 litres of water.
- Use natural products in the bathroom when possible. Normal shampoos and gels contain lots of synthetic chemicals.
- Reuse or recycle empty shampoo or shower gel containers. We throw away five billion containers every year.
- Don't leave the tap running when you brush your teeth. We use about 18 litres when we leave the tap running. Use a glass of water instead.

### In the kitchen and dining room

Farming with synthetic chemicals has killed insects and other animals. Meanwhile, we throw away 80 million cans each day and 45,000 tonnes of plastic packaging each year. These kill up to one million seabirds a year.

#### Positive action!

- Buy and consume fresh, organic food and drinks, especially things produced locally. This reduces the needs for long-distance food transport.
- Don't always buy food that comes in cans or plastic packaging. Instead of buying a pre-packaged sandwich, make your own! That helps reduce the amount of rubbish you produce.
- Reuse packaging where possible. Separate paper, plastic and metal items and recycle them.



**3 Read the text again. Why do these numbers appear in the text?**

- |               |  |
|---------------|--|
| 1 80 million  | <i>the number of cans they throw away in the UK each day</i> |
| 2 50          | 5 35   |
| 3 one million | 6 45,000   |
| 4 18          | 7 five billion   |

**4 SPEAKING** Work with a partner. Discuss how these things can help the environment.

- 1 making your own sandwiches
- 2 using a glass of water when you brush your teeth
- 3 buying organic food
- 4 having short showers
- 5 buying locally-produced food
- 6 using natural products in the bathroom

*Making your own sandwiches is a good idea because there isn't any packaging.*

**5 Work with a partner. Look at this sign. What other ways of saving energy at home can you think of?**

**SAVE ENERGY!**

Turn it off when you leave the room!



**6 LISTENING** **26** Some teenagers are talking about ways of saving energy at home. Watch the video or listen. Do they talk about any of your ideas in 5?

**7 26** Watch or listen again. Are these sentences True (T) or False (F)? Correct the false sentences.

- |  |       |
|--|-------|
| a 'Standby power' is the electricity that something uses when it is on.                    | T / F |
| b Wearing warm clothes at home is bad.   | T / F |
| c Central heating at home usually produces about 3.6 tonnes of carbon dioxide a year.      | T / F |
| d It can be good to use a dishwasher instead of washing dishes by hand.                    | T / F |
| e You save energy and money when you turn off lights.                                      | T / F |
| f Televisions in the UK use £190,000 worth of electricity a year when they are on standby. | T / F |

**8 26** Put the sentences in 7 in the order that you hear the information. Watch or listen again to check.

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

**9 SPEAKING** Work with a partner. How often do you and your family do the things that appear in the video? Use *always, sometimes, never* when you answer.



**LIFE TASK**



**You want to let other teenagers know what they can do at home to protect the environment. In groups, prepare a leaflet to give them ideas how to do this.**

**Follow this plan:**

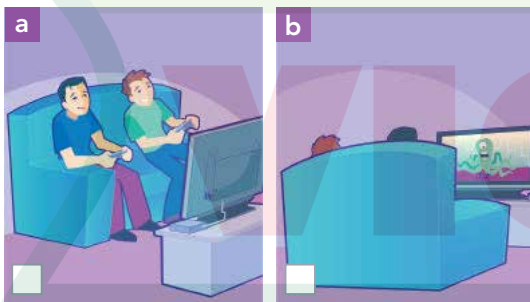
- 1 Make a list of ideas for each room in a house or flat. Use the ideas in the text and the video. Add your own ideas and search for others on the Internet.
- 2 Organise your ideas in a logical way. Think about how to illustrate the ideas.
- 3 Write a title for the leaflet and/or for different sections.
- 4 Make your leaflet!



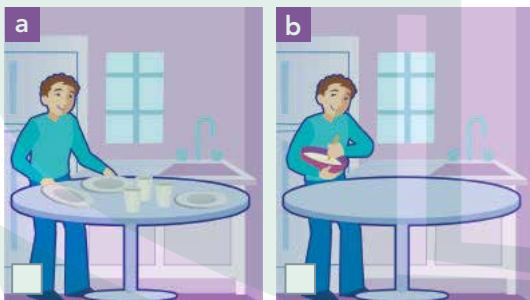
- 1 Work with a partner. Describe the pictures.
- 2 **LISTENING** ▶ 27 Listen to four dialogues and answer the questions. Tick (✓) the correct picture for each dialogue.
- 3 ▶ 27 Listen again and write more details for each dialogue.



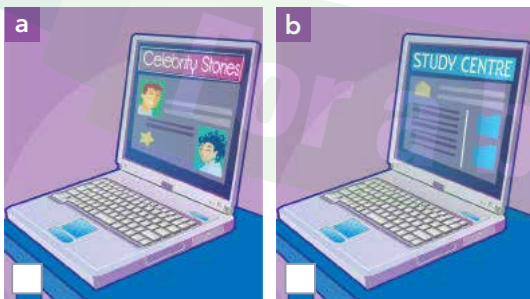
1 Where is Sarah when James calls?



2 Why is Danny's mum not happy at first?



3 What do you know about Matt's cooking skills?



4 What does Olivia's brother want to do and why?

## Present continuous

1 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

- a I'm **cooking** pasta with tomatoes.
- b You're **reading** about your favourite actor.
- c We **aren't** **playing** computer games.
- d **Are** you **using** the computer?
- e Yes, I **am**. / No, I'm **not**.

- 1 We make the present continuous with the verb be/have and the -ing form of the main verb.
- 2 We use the present continuous to talk about routines/things that are happening now.

GRAMMAR REFERENCE ▶ PAGE 36

2 Look at the spelling rules for the **-ing** form of the verb.

1) most verbs: add <b>-ing</b>	2) verbs ending in consonant + e: take away e and add <b>-ing</b>	3) one-syllable verbs ending in one consonant + one vowel + one consonant: double the last consonant and add <b>-ing</b>
play – <i>playing</i> cook – <i>cooking</i>	write – <i>writing</i> make – <i>making</i>	run – <i>running</i> swim – <i>swimming</i>

Now put the **-ing** form of these verbs in the correct place in the table.

chat • dance • do • eat • have • put • sit • study  
take • tidy • wash

3 **PRONUNCIATION** ▶ 28 Listen to the pronunciation of the **-ing** form of the verbs in the table. Do we say *playing* or *play<sup>ing</sup>*?

- 4 Look at the picture. What are the people doing? Use these verbs in the present continuous.



do homework • do the ironing • draw • eat  
play computer games • brush teeth  
take the rubbish out • wash the dishes

- 1 Đức .....
- 2 Mum .....
- 3 Phong and Long .....
- 4 Dad .....
- 5 Vy .....
- 6 Minh .....

- 5 **SPEAKING** Work in small groups. One person makes questions about the picture in 4. The others answer but do not look at the picture.

What is Minh doing?

I think he's drawing.

No, I think he's doing his homework.

### Present simple and present continuous

- 6 Read the sentences and answer the questions.

- a We usually **watch** films on Saturday afternoons.
  - b He's **reading** a magazine.
  - c What **are** you **cooking**?
  - d I **make** dinner every Friday.
- 1 Which sentences are in the present simple and which are in the present continuous?
  - 2 Which sentences describe routine actions and which describe actions that are happening now?

GRAMMAR REFERENCE ► PAGE 36

- 7 Complete the dialogue with the correct form of the verbs given.



Hoa: Hey, Katie! What (a) ..... you ..... (do)?

Katie: I (b) ..... (cook) dinner for my family.

Hoa: (c) ..... you usually ..... (cook) dinner?

Katie: No, I usually (d) ..... (wash) the dishes but today I (e) ..... (help) my mum. She usually (f) ..... (make) our dinner, but today she (g) ..... (work) late.

Hoa: What (h) ..... your mum ..... (do)?

Katie: She's a chef!

- 8 **SPEAKING** Work with a partner. Take it in turns to ask and answer the questions.

- 1 Do you usually listen to music when you do your homework?
- 2 Are you listening to music now?
- 3 Do your parents work?
- 4 Are they working now?
- 5 Do you write a lot in English lessons?
- 6 Are you writing now?





## Speaking on the phone

**1 LISTENING** **29** Listen to three phone conversations. In which conversation is it possible for Jessica to speak to Tom? What problems does she have in the other two conversations?

**2** **29** Listen again and complete the conversations with the questions and sentences below.

### Conversation 1

**Mr Harris:** Hello.

**Jessica:** Hello. Is that Mr. Harris?

**Mr Harris:** (a) .....

**Jessica:** Hello. This is Jessica, Tom's friend.  
(b) .....

**Mr Harris:** No, he isn't. He's having his piano lesson at the moment.

**Jessica:** (c) .....

**Mr Harris:** Yes, of course.

**Jessica:** Can you tell him to call me at home?

**Mr Harris:** OK. Has he got your home number?

**Jessica:** No, I don't think so. (d) .....

**Mr Harris:** 453 720. OK, that's fine.

**Jessica:** Thanks!

- |                              |                  |
|------------------------------|------------------|
| 1 Is Tom there?              | 3 Yes, speaking. |
| 2 Can I leave him a message? | 4 It's 453 720.  |

### Conversation 2

**Leo:** Hello?

**Jessica:** Hello. (a) .....

**Leo:** No, it's Leo.

**Jessica:** Oh, hi, Leo. It's Jessica.  
(b) .....

**Leo:** Yes, he is. (c) ..... I'll get him.

**Jessica:** Thanks.

- |                     |                |
|---------------------|----------------|
| 1 Is Tom there?     | 3 Is that Tom? |
| 2 Hang on a minute. |                |

### Conversation 3

**Man:** Hello.

**Jessica:** Tom? Is that you? (a) .....

**Man:** Sorry. (b) .....

**Jessica:** Tom. Tom Harris.

**Man:** Sorry. (c) ..... This is 453 736.

- |                                |                    |
|--------------------------------|--------------------|
| 1 Who are you calling?         | 3 This is Jessica. |
| 2 You've got the wrong number. |                    |

**3 PRONUNCIATION** **30** Look at these telephone numbers. Listen to how we say them.

- |   |
|---|
| 1 0161 482 6530 =<br>oh one six one/ four eight two/ six five three oh          |
| 2 0253 669 5558 =<br>oh two five three/ double six nine/ double five five eight |

**4 SPEAKING** Work with a partner. Take it in turns to say these telephone numbers.

- |                 |                  |
|-----------------|------------------|
| 1 0649 445 6777 | 3 9219 0042 6519 |
| 2 9866 328 8822 | 4 7511 1165 0862 |

**5 SPEAKING** Write down three phone numbers. Say your numbers to your partner. Can they write them down correctly?

**6** Look at the expressions in the Speaking bank. Who says them – the person making the call (C) or the person who is answering the phone (A)?

### SPEAKING BANK

#### Useful expressions on the phone

- Hello, is that Ann?
- Yes, speaking. / No, it's Isabel.
- Is Katy there?
- Sorry, you've got the wrong number.
- Hang on a minute. I'll get him/her.
- Can I leave a message?
- Do you want to leave a message?

### PRACTICE MAKES PERFECT

**7 SPEAKING** Work with a partner. Do the role-play using the phone expressions from the Speaking bank.

Student A: You are Monica's sister/brother. Look at page 157.

Student B: You are Monica's friend. Look at page 158.

**8** Work with a partner. Prepare another telephone conversation. Practise it and then act it out for the rest of the class.





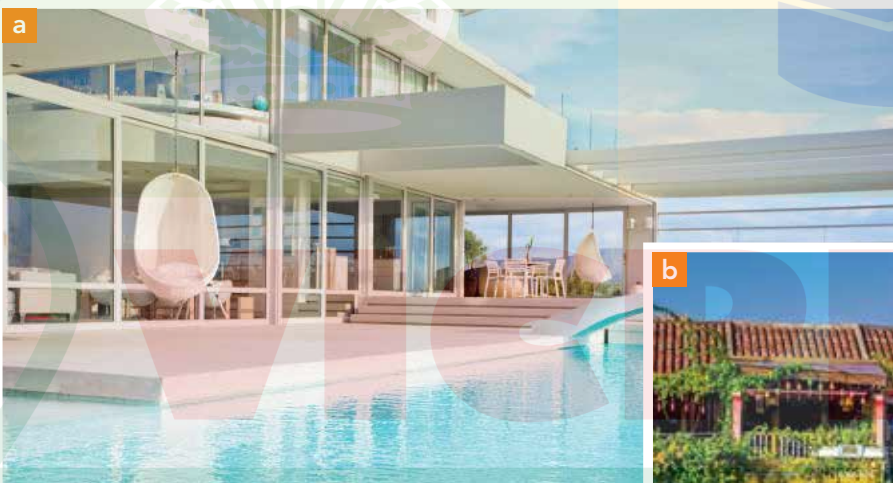


## A description of a house

**1 SPEAKING** Work with a partner. Look at the photos and describe what you can see. Which house do you prefer? Why?

**2 READING** Read a description of one of the houses. Answer the questions.

- 1 Which one is it in the photos?
- 2 What does the writer say about the following?
  - the location of the house
  - special rooms or features in the house
  - household objects and furniture



**3** Look at the Writing bank. Complete the list of adjectives with adjectives that appear in the text. Check that you understand them. Use your dictionary if necessary.

### WRITING BANK

#### Using adjectives

- Adjectives help us to write interesting descriptions. Here are some useful adjectives to describe a place: *beautiful, ideal, big, .....*
- Adjectives usually come: before the noun they describe, e.g. *It has a spectacular swimming pool.*  
after the verb *to be*, e.g. *The swimming pool is spectacular.*

**4** Work with a partner. Talk about your dream houses. Think about the following.

- the location: *in a particular country? near the sea? in the country? in the mountains?*
- special rooms or features: *a swimming pool? somewhere to play your favourite sport? a special garden? a cinema or concert room? interesting technology?*
- household objects and furniture: *a special bed? special sofas? special furniture in the kitchen? interesting posters, paintings or lights?*

## My Dream House



My dream house is in a warm country. It's very important for the house to be near the sea because I love the water. That's why my ideal house has a spectacular swimming pool, too!

My dream house has windows, not walls. It's bright in the day, and at night there are lights everywhere. There are comfortable sofas and chairs next to the swimming pool so you can sit outside and relax there all day. An essential room in my dream house is the living room. It has colourful lights that turn on at night and pictures of my favourite film stars on the shelves. The living room is enormous! When my friends come, we can all watch TV there together. And under the living room there's a cinema for us to watch our favourite films!



### PRACTICE MAKES PERFECT

**5** Look at the task below and write the description. Use the description above as a model. Use the Writing bank for reference.

An English magazine wants teenagers to describe their dream house. Write a description (120–150 words). Include information about the location, special rooms and features, furniture and special household objects and technology.

WRITING BANK ► PAGE 162

### ✓ STRATEGIES FOR TEST

When you finish writing a text in an English exam, what things do you need to check before you give it to the teacher?

► STRATEGIES FOR TEST page 155

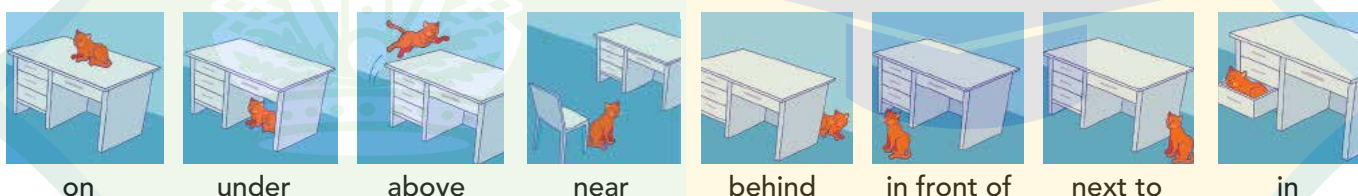
## Grammar reference

### There is/There are

#### FORM

	Singular	Plural
Affirmative	There's a bedroom.	There are two bedrooms.
Negative	There isn't a kitchen.	There aren't two kitchens.
Question	Is there a bedroom?	Are there two bedrooms?
Short answers	Yes, there is. / No, there isn't.	Yes, there are. / No, there aren't.

### Prepositions of place



### Present continuous

#### FORM

Affirmative	subject + <b>am/are/is</b> + verb + <b>-ing</b> <i>We're tidying up.</i>
Negative	subject + <b>am not/aren't/isn't</b> verb + <b>-ing</b> <i>She isn't cooking.</i>
Question	<b>Am/Are/Is</b> + subject + verb + <b>-ing</b> ? <i>Are they making the bed?</i>
Short answers	Yes, subject + <b>am/are/is</b> . No, subject + <b>'m not/aren't/isn't</b> . <i>Yes, I am. No, they aren't.</i>

#### SPELLING

- We usually add **-ing** to the verb to form the present participle.  
*jump – jumping, study – studying, sleep – sleeping*
- When verbs end in one or more consonant + **e**, we omit the **e** and add **-ing**.  
*have – having, make – making, dance – dancing*
- When a verb has only one syllable and finishes with one consonant + one vowel + one consonant (except **w**, **x**, or **y**), we double the last consonant and add **-ing**.  
*put – putting, swim – swimming, sit – sitting*
- When a verb ends in **-ie**, we change it into **-y** and then add **-ing**.  
*lie – lying, die – dying, tie – tying*

#### USE

We use the present continuous to talk about actions that are happening now.  
*She can't answer the phone. She's doing her homework.*

We use the **present simple** to talk about regular habits and routines, and things that are always or usually true.  
*My father works (present simple) in a bank. But it's the weekend, so today he isn't working. (present continuous)*

## REFLECTION

### FINGER CHECK

In each finger, say:

One thing you often do to make your house green.



### 'CAN DO' PROGRESS CHECK UNIT 2

After this unit, I can ...

- |   | 😊 | ☹️ |
|---|---|----|
| a talk about houses and rooms using <i>there is/there are</i> . |   |    |
| b talk about what's happening now using the present continuous. |   |    |
| c understand written and spoken texts about homes.              |   |    |
| d have a basic conversation on the phone.                       |   |    |
| e write a short description of a house.                         |   |    |

## Grammar revision

### There is/There are

/ 7 points

1 Look at the picture and complete the sentences with *There is*, *There are*, *There isn't* or *There aren't*.

- 1 ..... a poster of a car.
- 2 ..... three mobile phones.
- 3 ..... a CD player.
- 4 ..... two cats.
- 5 ..... two tables.
- 6 ..... a lamp.
- 7 ..... an armchair.



### Prepositions of place

/ 6 points

2 Look at the picture in 1. Are these sentences True (T) or False (F)? Change the prepositions in the false sentences.

- 1 The mobile phones are on the table. T/F
- 2 The games console is on the table. T/F
- 3 The poster is above the sofa. T/F
- 4 The lamp is behind the sofa. T/F
- 5 The sofa is under the poster. T/F
- 6 The armchair is behind the sofa. T/F

### Present continuous and present simple

/ 7 points

3 Complete the sentences with the present continuous or present simple form of the verbs given.

- 1 A: Where's Joe?  
B: He ..... (have) a shower.
- 2 Kate isn't here at the moment. She ..... (take) the rubbish out. She always ..... (take) the rubbish out after dinner.
- 3 Ethan and I ..... (not watch) TV at the moment. We ..... (not watch) TV much on Sundays.
- 4 A: I can hear water in the kitchen. ....  
Dad ..... (wash) the dishes?  
B: Yes, he .....

## Vocabulary revision

### ROOMS

/ 6 points

1 Which room do you usually use for these activities?

- 1 making breakfast: .....
- 2 eating with family and friends: .....
- 3 having a shower: .....
- 4 entering the house: .....
- 5 watching TV: .....
- 6 parking the car: .....

### JOBS AROUND THE HOUSE

/ 7 points

2 Complete the jobs around the house with these words.

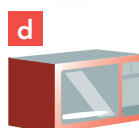
do • do • lay • make • take • up • wash

- 1 ..... the rubbish out
- 2 ..... the shopping
- 3 tidy .....
- 4 ..... the table
- 5 ..... the bed
- 6 ..... the dishes
- 7 ..... the washing

### HOUSEHOLD OBJECTS AND FURNITURE

/ 7 points

3 Name the furniture and household objects.



Total: / 40 points

Unit 2

37



## Reading

### > TIPS FOR READING

In True/False/Not Mentioned activities, remember ...

Answer the questions, look for the information in the text. Do not answer with your opinion.

> STRATEGIES FOR TEST page 155

### 1 Read about a special school.

- 1 Why is the school special?
- 2 Do you like the school? Why/Why not?

Every summer, 15-year-old Luke Jones goes to a school. But he doesn't study maths, English or history at this school. The school is a special football academy and Luke studies how to play football. Football is Luke's favourite free-time activity. One day he wants to be a professional football player.

At the academy Luke begins at nine o'clock. His parents take him to the academy. It's inside a special sports centre. But his mum and dad don't stay because the teachers don't want parents to watch the lessons.

The first lesson begins. It's a training session. Luke does special exercises with the ball. At 11 o'clock the students stop and have water, fruit and an energy bar. From 11.45 to 12.45 they play football again. At 12.45 Luke and his friends have lunch. They have a special lunch to give them energy to do more exercise in the afternoon.

After lunch, from 1.45 to 2.30, they don't play football. They play other sports. But from 2.30 to 3.30 they have a football match. Then it's time to have a shower and go home. Luke usually goes home by bus. In the evening, Luke usually watches football on TV or he sometimes plays one of his computer games. It's always a computer game about football, of course!

### 2 Read the text again. Are these sentences True (T), False (F) or is the information Not Mentioned (NM) in the text?

- 1 Luke doesn't like normal subjects like maths, English or history. T/F/NM
- 2 Luke goes to the academy by bus. T/F/NM
- 3 Luke has his football lessons in a sports centre. T/F/NM
- 4 Luke's mum and dad watch him in the training sessions. T/F/NM
- 5 Luke and the other students have a break in the morning. T/F/NM
- 6 They don't play football in the afternoon. T/F/NM
- 7 Luke has his shower at home. T/F/NM
- 8 Luke has three football computer games. T/F/NM

### 3 SPEAKING What about you?

The football academy is Luke's idea of a perfect school.

What is a perfect school for you?

## Listening

### > TIPS FOR LISTENING

In matching activities, remember ...

Read the names and information before you listen. They can give you an idea of what will appear in the dialogue.

> STRATEGIES FOR TEST page 155

### 4a Work with a partner. Look at the presents. Which free-time activities do you need each object for?

#### Friends

- 1 Mark
- 2 Simon
- 3 Pat
- 4 Jenny
- 5 Barbara

#### Presents

- a book
- b digital camera
- c CD
- d pencils
- e DVD
- f comics
- g computer game
- h ball

book - reading

### 4b LISTENING 31 Listen to Mel and her dad talking about presents that she has got for her friends. Match the people with the presents in 4a.

### 5 SPEAKING What about you?

Look again at the presents in 4a.

Which one is your favourite and why?



## Use of English

### ► TIPS FOR USE OF ENGLISH

In activities where you choose missing words to complete sentences, remember ...  
First, read the complete text. This is to get a general understanding of the text. Don't stop to think about the missing words.

► STRATEGIES FOR TEST page 155



### 6 Read about skateboarder Tony Hawk's house. Choose the best answer (A, B or C) to complete the text.

Tony Hawk is the king of skateboarding. So it's no surprise that there (1) ..... a big skate park next (2) ..... his house. He likes basketball, too. There (3) ..... two basketball courts. He and his friends often play there. And he has an outdoor swimming pool. You don't see the pool when you arrive at the house because it's (4) ..... it. Tony likes relaxing (5) ..... the water. There's (6) ..... really big living room in the house, with three different games consoles, all connected to an enormous plasma TV. Tony spends a lot of time (7) ..... the TV because he loves playing new computer games. He always has lots of skateboard games (8) ..... the table – they're his favourite!

- |                 |          |          |
|-----------------|----------|----------|
| 1 A is          | B are    | C isn't  |
| 2 A of          | B to     | C in     |
| 3 A are         | B isn't  | C aren't |
| 4 A in front of | B behind | C near   |
| 5 A on          | B to     | C in     |
| 6 A a           | B –      | C the    |
| 7 A in front of | B on     | C under  |
| 8 A next        | B in     | C on     |

## Writing

### ► TIPS FOR WRITING

In writing exams, remember ...  
Put all the necessary information in your text and write the correct number of words.

► STRATEGIES FOR TEST page 155

### 7 Write an informal email to a friend. Describe somebody in your family.

Include this information:

- their name, age and description
- their daily routine
- their free-time activities – likes and dislikes

Write 120–150 words.

### 'CAN DO' PROGRESS CHECK UNITS 1–2

#### 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well.  
2 = I can do it quite well.  
3 = I have some problems.  
4 = I can't do it.

#### About Language components, I can ...

a use vocabulary about free-time activities.	<input type="checkbox"/>
b use vocabulary about places in town.	<input type="checkbox"/>
c use vocabulary about rooms and houses.	<input type="checkbox"/>
d use vocabulary about household chores.	<input type="checkbox"/>
e use the present simple and adverbs of frequency.	<input type="checkbox"/>
f use <i>there is/there are</i> .	<input type="checkbox"/>
g use the present continuous.	<input type="checkbox"/>

#### About Language skills, I can ...

h scan for main ideas and read for specific information.	<input type="checkbox"/>
i listen and identify specific information.	<input type="checkbox"/>
j make a conversation to exchange basic personal information.	<input type="checkbox"/>
k talk about school and routine actions.	<input type="checkbox"/>
l talk about houses and rooms.	<input type="checkbox"/>
m write a short, informal email.	<input type="checkbox"/>
n write a short description of a house.	<input type="checkbox"/>

#### 2 Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.  
► WORKBOOK Units 1 and 2
- 3 Ask for help.
- 4 Other: .....



# 3 Fitness fanatics

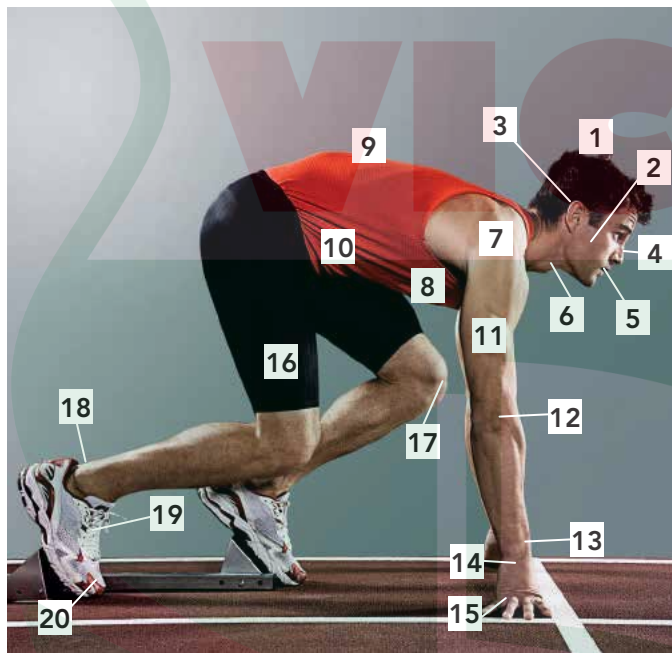
## Vocabulary



### Parts of the body

- 1 32 Work with a partner. Match the parts of the body with these words. Then listen and check.

ankle • arm • back • chest • ear • elbow  
face • finger • foot (plural: feet) • hand  
head • knee • leg • mouth • neck • nose  
shoulder • stomach • toe • wrist



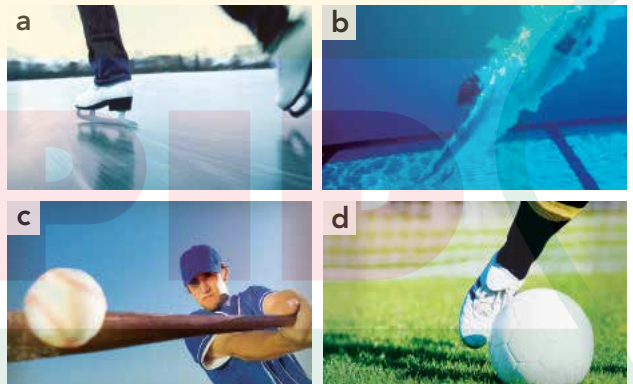
- 2 Complete the sentences with parts of the body.

- You use your ..... to listen.
- Think! Use your .....
- Giraffes have very long .....
- When you eat, the food goes down to your .....
- On the end of your leg is your ..... and then your foot.

### Physical activities

- 3 Work with a partner. Match some of these words to the photos. Use your dictionary if necessary.

climb • dive • fall • hit • jump • kick • rest  
ride (a horse/bike) • run • skate • ski • swim



- 4 Work individually. What physical activities do you associate with these words?

- |                                     |                |
|-------------------------------------|----------------|
| 1 mountains <i>climb, ski, fall</i> | 4 the winter   |
| 2 triathlon                         | 5 water        |
| 3 football                          | 6 martial arts |

- 5 **SPEAKING** Work in small groups. Read out the activity or activities for one of the words in 4. Who can guess the word?

Run, dive, swim, ride a bike, rest.

Triathlon?

Yes.

- 6 **SPEAKING** Work with a partner. Talk about how often you do the activities in 3.

I always swim in the summer.

I don't often swim, but I sometimes climb mountains.





## 1 **READING** Read the article and choose a good title.

- a The crazy world of diving
- b Cliff-diving – a dangerous sport
- c How to be a diver

## 2 Read the article again and choose the best answers.

- 1 Why is it difficult to be a cliff-diver?
  - a Each dive is very short.
  - b You need to prepare for a long time before you dive.
  - c Divers hurt themselves in every dive.
- 2 In cliff-diving, it's always a bad idea to ...
  - a make impact with the water with your hands and arms first.
  - b dive quickly.
  - c hit the water at over 90 kph.
- 3 They sometimes stop cliff-diving competitions when ...
  - a the weather conditions are bad.
  - b one competitor can't continue diving.
  - c the water isn't warm.
- 4 Some people are unhappy with the TV programme *Splash!* because ...
  - a the dives are not very high.
  - b the competitors are not very good.
  - c it gives the wrong idea about the sport.
- 5 Professor Splash's dives are spectacular because ...
  - a he dives from really high places.
  - b they are specially for children.
  - c he doesn't dive into the sea or a normal pool.

## 3 Read the article again and answer the questions. Compare your answers with a partner.

- 1 Why are small mistakes important in cliff-diving?
- 2 How do cliff-divers enter the water and why?
- 3 Why do some people say *Splash!* is dangerous?
- 4 What helps Professor Splash to do his dives?

## 4 **CRITICAL THINKING**

**Think! Then compare ideas with your class.**

- Why do you think famous people appear in TV programmes like *Splash!*? Why do people like to watch them?

## 5 Match the underlined words in the article with these definitions.

- 1 idea, opinion, feeling
- 2 cause pain
- 3 practise a sport regularly before a competition
- 4 this shows us something or gives information
- 5 condition

## 6 **SPEAKING** What about you?

- 1 Which dangerous sports do you like watching?
- 2 Would you like to do a dangerous sport one day? Why/Why not?

*I love watching motor racing!*

*Me too!*

Diving can be great fun but it can also be dangerous. Imagine diving from a cliff that is 26 metres high! A cliff dive begins like any other dive, but the divers must always enter with their feet first to protect their arms, shoulders and neck. The divers have to train hard to do it safely. When they hit the water, they're moving at about 90 kilometres per hour! If they make a small mistake, the consequences can be terrible. The weather and the state of the sea also affect the dive. When the sea is moving a lot, the divers can't calculate the dive well and the competition stops.

A sign that diving is popular recently is the British TV programme *Splash!*. In this programme, famous people learn to dive from a height of up to ten

metres. It's like jumping from the third floor of a building. Some say that the programme is dangerous because it gives the impression that diving is easy. Others say it's dangerous for those people to do something that divers spend years training to do. Some can't swim and some hurt themselves badly.

Professor Splash (real name Darren Taylor) knows all about the dangers of diving. He is famous because he dives from 11 metres or more into a small plastic swimming pool for kids which sometimes contains just 34 centimetres of water! As he says on his website, he can do it because he prepares carefully and he has over 25 years of experience.

# CLIFF-DIVING



## ✓ **STRATEGIES FOR TEST**

Look at your answers in 2. Have you got an answer for each question?

➤ **STRATEGIES FOR TEST** page 155



## can/can't

1 Read the sentences and questions (a–d) and then decide if the statements (1–3) below are **true** or **false**.

- a He **can** dive from 11 metres into a small pool.
  - b Some competitors **can't** swim.
  - c **Can** you do it?
  - d Yes, I **can**./No, I **can't**.
- 1 The forms of **can/can't** do not change with different subject pronouns (*I, you, he, she, we, they*).
  - 2 We use **do/does** to make questions with **can**.
  - 3 We use **can/can't** to talk about ability and possibility.

GRAMMAR REFERENCE ► PAGE 50

5 What can or can't you do? Write the activities in the correct squares. Use these words.

climb • cook • draw • play the piano • ride a bike/horse  
sing • skate • ski • speak German • swim

I can ...	I can't ...
My partner can ...	My partner can't ...

6 **SPEAKING** Work with a partner. Ask your partner questions to find out what they **can** or **can't** do. Write the activities in the correct squares in 5.

Can you cook?

No, I can't.

Me neither.

I can.

Can you swim?

Me too.

2 **PRONUNCIATION** ▶ 34 Listen to these sentences. Which sound is long, **can** or **can't**?

- 1 I **can** speak Spanish.
- 2 I **can't** speak Spanish.

3 **LISTENING** ▶ 35 Listen to the sentences. Put a tick (✓) if the people can do the activity. Put a cross (X) if they can't.

- 1 ..... 3 ..... 5 .....
- 2 ..... 4 .....

4 Complete the sentences with **can** or **can't** and these verbs.

cook • hit • play • play • ride • swim

- 1 My sister ..... I never eat the things she makes.
- 2 My friend ..... the guitar but he isn't in a group.
- 3 I ..... tennis. I don't have a racket and I don't know the rules.
- 4 Jamie and Becky ..... under the water. They go 15 metres without air!
- 5 You ..... the ball with your hand in football.

## Adverbs of manner

7 Read the sentences and answer the questions.

- a Dive **safely**.
- b They're moving **fast/quickly**.
- c It's difficult to do it **well**.
- d You can't learn it **easily**.
- e Divers train **hard**.
- f They hurt themselves **badly**.
- g He prepares each dive **carefully**.

- 1 Do adverbs of manner describe *how* we do something or *how often* we do something?
- 2 Do adverbs of manner go with the verb *to be* or with other verbs?
- 3 What are the two last letters in regular adverbs?
- 4 Are these adverbs regular or irregular?  
*well fast hard late early*

GRAMMAR REFERENCE ► PAGE 50





- 8 Complete the text with the adverb form of the words in the box. Use each word once.

bad • careful • fast • good • hard  
patient • slow

In my family, we like skiing. My brother loves skiing (a) ..... , sometimes he goes at 30 kph! I know that professional skiers go at 100 kph, but that's because they train and work (b) ..... every day. I don't want to ski professionally, but I think it's important that you can ski (c) ..... when you live in the mountains like we do. My little brother is learning to ski right now. He skis quite (d) ..... – he falls and has accidents all the time. But he's only four! My grandfather skis (e) ..... and (f) ..... now because he doesn't want to fall and hurt himself. The only person who doesn't like skiing in my family is my grandmother. But she sits and waits (g) ..... for us to finish. Then we all go and eat together.

- 9 **SPEAKING** Choose from these verbs and adverbs of manner to form six questions. Then interview another student.

Verbs	Adverbs
sing	fast
wait	slowly
ride	carefully
do exams	well
speak French	badly
write	patiently
dance	hard
swim	calmly

Can you sing well?

Yes, I can.

Do you usually wait patiently?

No, I don't.



## Sports



- 1 **36** Work with a partner. Separate the words in the box into three columns: Indoor sports/Outdoor sports/Indoor and outdoor sports. Use your dictionary if necessary. Then listen and repeat.

baseball • basketball • climbing • cycling • diving  
fishing • football • golf • gymnastics • horse-riding  
ice skating • judo • rugby • running • sailing • skiing  
swimming • table tennis • tennis • volleyball

- 2 **PRONUNCIATION** **36** The word *baseball* has two syllables, with the stress on the first syllable. Listen again to the words. Which words are similar? Repeat those words with the correct stress.

*baseball*

- 4 **SPEAKING** Work with a partner. Ask and answer the questions.

- What is your favourite sport? Why?
- Which sport(s) can you play well?
- Which sport(s) do you like watching?
- Which sport(s) do you hate? Why?
- Who is your favourite sports personality or team? Which sport do they do/play?



# Designing a **FITNESS PROGRAMME**

## LIFE SKILLS OBJECTIVES

- To understand the importance of fitness and exercise in our daily life
- To identify three main types of exercise
- To plan a weekly fitness programme

## KEY CONCEPTS

**stamina [n]:** When you have stamina, you can do exercise for a long time. **strength [n]:** He has a lot of strength in his arms. **flexibility [n]:** Yoga gives you flexibility. **heart [n]:** Your heart beats fast when you do exercise.

- 1 SPEAKING** Work in small groups to discuss this statement. Do you agree or disagree with it? Give reasons for your answer.

**'MOST TEENAGERS  
TODAY DON'T GET ENOUGH EXERCISE.'**

- 2 READING** Read Celia's blog about fitness and exercise. Are these sentences True (T) or False (F)?

- This is the blog of a fitness expert. T/F
- The idea of the blog is to motivate people to take exercise. T/F
- Zumba and swimming are the only sports that Celia does each week. T/F
- Celia spends two hours a week doing Zumba. T/F
- Celia agrees that dancing isn't physically hard. T/F
- Celia thinks that swimming is always great for your body. T/F

- 3** Now read the article on page 45 quickly and answer the questions.

- What is the connection between this article and Celia's blog?
- Who is the author of the text on the right?
- What is the aim of this text?
- How is the style of this text different from Celia's blog?



## Celia's Blog



[Home](#) [About](#) [Contact](#)

### Hi! My name's Celia,

I'm 15 and I'm from Spain. I love cats (I have two), listening to music, and, above all, keeping fit. In this blog I want to tell you about some fitness activities and, especially, inspire you to do them.

My favourite weekly workouts  
I have two favourite workouts.  
I want to tell you a bit about them.

### 1 Swimming

People get in the pool and splash about for ten minutes and think they're doing exercise. Listen closely, people: 'You aren't!' But swimming quite fast and hard for about forty minutes is probably the perfect workout for your body. It's great for flexibility, strength and your heart. I have swimming once a week at school and I just know that it does me good.



### 2 Zumba

It's basically a mixture of dancing and gym. The dancing is Latin dancing, a bit like salsa. Each session usually lasts 60 minutes. My friend Cristina and I go twice a week. Some people think that dancing isn't really a type of exercise, but I can tell you that these sessions really make your body work hard. And they help you to be flexible. Plus, it's aerobic exercise (do you know what that means?), so it's good for your heart. Zumba is perfect for people who want to do exercise but also love music and dance. What are you waiting for? Try it!


- 4 Complete the table with information from the article. Read it again if necessary.

Three different types of exercise		
	What exactly does it do for you?	Example sports/activities
1 Aerobic exercise		
2 Exercise to build your strength		
3 Exercise to improve your flexibility		

- 5 Work with a partner. Evaluate these different sports according to the different criteria.

Key: \*\*\* = excellent \*\* = quite good \* = no real effect

Sport	1 stamina	2 strength	3 flexibility
Zumba	***	**	***
swimming	***	***	***
golf			
judo			
running			

- 6  **LISTENING** 37 Watch and listen to some teenagers talking about sport. Write the name of the person who says these things. One statement goes with two people.

What types of sport do you like?

1 I prefer individual sports. ....

How often do you do sport?

2 I do sport every day. ....

How do you find time to do exercise?

3 I find time to do sport by doing it together with my friends. ....

4 I change my daily routine to do sports a few times a week. ....

What's important to consider when you're choosing a sport?

5 It's useful to decide if you prefer to do indoor or outdoor sports. ....

6 It's important to think about how fit you are before you start doing exercise. ....

What advice would you give to somebody who wants to start doing sport?

7 It's best to choose a sport you enjoy. ....

- 7 **SPEAKING** Work with a partner and discuss these questions.

- How much exercise do you do each week?
- Which types of exercise do you prefer?
- What do you think is your strong point – your stamina, strength or flexibility?

# 3 DIFFERENT TYPES OF EXERCISE

A healthy body is one that is strong, flexible and can keep working over a long period. That's why it's important to do these three different types of exercise:

## 1 AEROBIC EXERCISE

This kind of exercise makes you use more oxygen and it's great for your heart. When you do aerobic exercise frequently, you build stamina, so you can continue to do exercise for a long time. Your body doesn't get tired immediately because your heart becomes very efficient at sending oxygen to your muscles. Some examples of aerobic exercise are swimming, basketball, cycling, and dancing.

## 2 EXERCISE TO BUILD YOUR STRENGTH

When you do exercise, you want to make your heart strong, but also to make your muscles strong. This helps you to be active and full of energy. Strong muscles also protect your body. Running, cycling and skating are all good for strong legs, and some gymnastic exercises are great for strong arms and a strong stomach.

## 3 EXERCISE TO IMPROVE YOUR FLEXIBILITY

Exercise can help to make you flexible. That means your muscles are strong but they can also move easily and in lots of different positions. You need good flexibility to do some sports like dancing or swimming, but also to play football or basketball. Gymnastics, yoga and martial arts can all help you to become flexible.

## LIFE TASK

You want to design a fitness programme for your partner.

Follow this plan:

- Take a piece of paper and write columns for the days of the week.
- Complete the timetable with all the sport and exercise that you do in a typical week. Include sport and PE that you do at school, and things you do outside school and at the weekend.
- For each activity, put how much time you spend on the activity and how much you enjoy it.
- Exchange fitness timetables with your partner. Use the ideas on these pages to improve your partner's fitness timetable. Use these questions and make your recommendations:
  - Does your partner do at least one hour a day, as health organisations recommend?
  - Do they do the three different types of exercise (stamina, strength and flexibility)?
  - Do they do things that they enjoy?
- Give your partner the timetable. Do they like it and think it will work? Why/Why not?





**1** Work with a partner. Look at the photo of a sport called Sepak Takraw and talk about what you can see. How do you think you play Sepak Takraw? Guess.

**2** Read these notes about Sepak Takraw. What type of information do you think is missing?

### Notepad



Sepak Takraw is very popular in

(a) ..... (place, country)

Another name for the sport is

'(b) ..... volleyball'.

In Sepak Takraw it's not possible to hit the ball with your (c) ..... or

(d) ..... But you can hit the ball

(e) ..... times consecutively.

The ball (f) ..... heavy.

You need to be (g) ..... to play Sepak Takraw.

There are (h) ..... players in each team. To win a set, you need to get

(i) ..... points, or to win by two points.

You can also touch the ball with your

(j) ....., knee, or

(k) .....

It's not difficult to play Sepak Takraw if you're good at (l) .....

**3** **LISTENING** **38** Listen to two people talking about Sepak Takraw and complete the notes.

**4** **SPEAKING** What about you?

Would you like to play this sport?  
Why/Why not?

### have to/don't have to, must/mustn't

**1** Read the sentences and complete the rules with *have to*, *don't have to*, *must* or *mustn't*.

- You **have to** kick the ball.
- You **don't have to** be strong.
- You **must** get fifteen points to win.
- The players **mustn't** touch the net.

- We use ..... and ..... for things that are necessary or obligatory.
- We use ..... for things that are not necessary (but we can do them if we want).
- We use ..... for things that we can't do because we don't have permission.

GRAMMAR REFERENCE ► PAGE 50

**2** Complete the sentences with *have to*, *has to*, *don't have to* or *doesn't have to*.

- You ..... be good at football to become a professional player.
- A football player ..... be especially tall.
- Professional football players ..... know all the rules of the game.
- You ..... be a boy to play football.
- Professional footballers ..... play football 365 days a year.





### 3 Read the statements about basketball and choose the correct alternative.

- 1 You must/mustn't kick the ball.
- 2 You must/mustn't hit other players.
- 3 You must/mustn't respect other players.
- 4 You must/mustn't follow the rules of the game at all times.
- 5 The ball must/mustn't go in the basket to get points.

### 4 Read the sentences. Write N if the sentence describes a necessary action; NN if it describes an action that is not necessary; or NP if it describes an action that we do not have permission to do.

- 1 You don't have to run fast. **NN**
- 2 Football players often have to travel.
- 3 You mustn't play ball sports here.
- 4 You must do all the exercises.
- 5 You mustn't insult the other players when things go wrong.

### 5 **SPEAKING** Work with a partner. Look at the photos on pages 46 and 47. Write rules for one of these sports. Use *have to*, *don't have to*, *must*, *mustn't* and the words below. Use your dictionary if necessary.

ball • bat • foot • hand • hit • kick • minutes  
net • player • racket • run • team • touch • wear

### 6 Look at the sentences and choose the correct alternative. If you think two alternatives are correct, mark both of them.

- 1 Usually, we has to/have to/don't have to go to school on Monday.
- 2 You must/mustn't/have to study hard to be a doctor.
- 3 At our school we doesn't have to/don't have to/mustn't wear a uniform.
- 4 You has to/have to/must speak English in English lessons if you want to speak well.
- 5 You mustn't/must/don't have to break school furniture.

### 7 Work with a partner. Prepare true sentences to talk about things that are necessary, not necessary or not permitted at your school. Think about clothes, furniture, sports, excursions, eating and drinking, etc.

*You mustn't arrive late. You have to wear a uniform.*





## Asking for information

- 1 **SPEAKING** Look at this advertisement for tennis lessons. Work with a partner. Guess the missing information.

### TENNIS LESSONS

For players 12– (a) ..... years old  
 (b) ..... and Fridays  
 (c) ..... –8 p.m.  
 (d) £ ..... per lesson  
 Must bring own (e) .....

WESTON SPORTS CENTRE

- 2 **LISTENING** 39 Listen to a girl making a telephone call to Weston Sports Centre. Complete the information in the advertisement in 1.
- 3 **SPEAKING** Work with a partner. Mai is phoning a sports centre to ask for information. Complete the dialogue. Then practise.

**Receptionist:** Good afternoon. This is (a) ..... Sports Centre.

**Mai:** Good afternoon. I'd like some information please.

**Receptionist:** Certainly. How can I help you?

**Mai:** I believe you have (b) ..... lessons at the sports centre. Who are the lessons for?

**Receptionist:** They're for children and teenagers between the ages of (c) ..... and .....

**Mai:** Oh, perfect! What days are the lessons?

**Receptionist:** They're on (d) ..... and .....

**Mai:** Can you tell me what time they are?

**Receptionist:** Each lesson is (e) ..... hours long, from (f) ..... to ..... p.m.

**Mai:** Uh huh. How much do they cost?

**Receptionist:** (g) .....

**Mai:** Sorry, can you repeat that?

**Receptionist:** Yes, of course. The lessons are (h) ..... Oh, and you must bring your own (i) .....

**Mai:** Ok. Thanks for your information.

**Receptionist:** You're welcome. Thank you for calling.

- 4 Complete the expressions in the Speaking bank. Who says them – the person who asks for information (A) or the person who gives information (G)?

### SPEAKING BANK

Useful expressions to ask for and give information

- I'd ..... some information, please.
- How can I ..... you?
- Can you ..... me what time they are?
- How ..... do they cost?
- Thanks for ..... help.
- ..... welcome.
- ..... you for calling.

### PRACTICE MAKES PERFECT

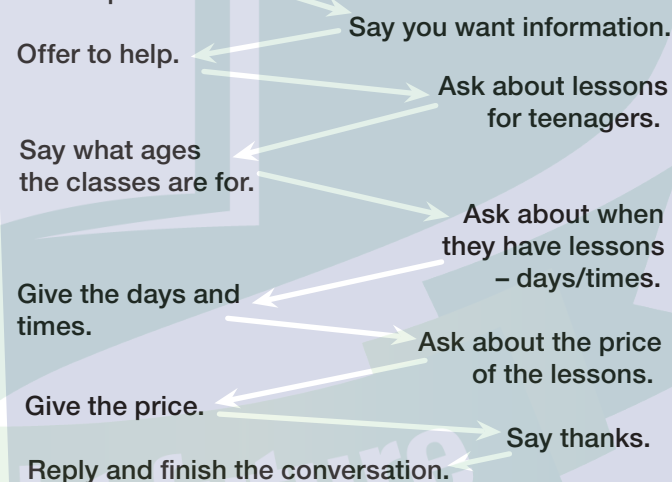
- 5 **SPEAKING** Work with a partner. Use the diagram below to prepare a dialogue, using expressions from the Speaking bank. Practise it and then act it out.

You want to learn swimming to take part in Phù Đồng Sports Festival next year. Call a sports centre and ask about their swimming lessons.

### Receptionist

Answer the phone. Give the name of the sports centre.

## You



### ✓ STRATEGIES FOR TEST

In this type of activity, can you say what you like or do you have to give specific information?

➤ STRATEGIES FOR TEST page 155





An announcement

1 **READING** Read the two announcements. Which club do you prefer? Why?

**a**

## The Yoga Club

Do you want to try something new? Do you want to learn how to relax and control your body and mind? Do you want to become a part of a healthy community? If you do, come and join the Yoga Club now!

You don't have to have any experience of Yoga. Just bring an open mind. We teach you everything you need to know about this ancient martial art.

The Yoga club meets in the gym on Wednesday at 5 p.m. (or in the playground when the weather's good!) Wear comfortable clothes! Mats will be provided but feel free to bring your own.

For more information, call Charlotte on **0761 327 4997** or visit our new website.



2 Answer these questions.

	The Yoga Club	Dylan's Street Dance Club
1	Where does the club meet?	
2	When does the club meet?	
3	What do they do in the club?	
4	How do you get more information about the club?	

3 Put these sentences from the announcements in the correct place in the Writing bank.

- 1 We usually meet on Friday at 6 p.m., in the sports hall.
- 2 Don't sit there!
- 3 Bring an open mind.
- 4 Are you mad about street dance?
- 5 Call him now!


**b**

## DYLAN'S STREET DANCE CLUB

Are you mad about street dance? Do you want to learn some unique dance? Do you want to make new friends? If the answer is yes, Dylan's Street Dance Club is the right place for you!

We usually meet on Friday at 6 p.m. in the sports hall. And we dance away until 8 p.m. We create our own dance routines and video them every week. You can visit our Youtube channel to watch our dancing videos. We are also invited to perform at all the school shows! So come, learn some funky new moves and get your chance to appear at a local school event.

Call Dylan on **0234 765 0953**  
Don't sit there!  
Call him NOW!



WRITING BANK

Useful language in announcements

- Use short questions to make people interested.
- Give the essential information in clear sentences.
- Use imperatives. They tell people what to do or what not to do.

PRACTICE MAKES PERFECT

4 Look at the task below and write the announcement. Use the announcement in 1 and the Writing bank as a reference. Then display your announcements in the classroom and vote for the most popular club.

Write an announcement (120–150 words) for a new club at your school. The club can be for any free-time activity. In your announcement, include this information:

- where you meet
- when you meet
- what you do
- how you can get more information



## Grammar reference

### can/can't

#### FORM

<b>Affirmative</b>	I/You/He/She/It/We/They <b>can</b> swim.
<b>Negative</b>	I/You/He/She/It/We/They <b>can't</b> ( <b>cannot</b> *) skate.
<b>Question</b>	<b>Can</b> I/you/he/she/it/we/they ski?
<b>Short answers</b>	Yes, I/you/he/she/it/we/they <b>can</b> . No, I/you/he/she/it/we/they <b>can't</b> .

\* We write **cannot** as one word, not two.

#### USE

- We use **can** to talk about ability.  
*She can speak English.*
- We also use **can** to talk about possibility.  
*I can go out this evening because I haven't got any homework.*

### Adverbs of manner

#### FORM

#### Regular adverbs

- We add **-ly** to the adjective:  
*slow – slowly, patient – patiently, careful – carefully*
- We sometimes need to change the spelling of the original adjective:  
*easy – easily, terrible – terribly*

#### Irregular adverbs

*good – well, fast – fast, hard – hard, early – early, late – late*

#### USE

- We use adverbs of manner to describe how we do something. They go with verbs (but not the verb to be).  
*I walk slowly.*

### have to/don't have to

#### FORM

<b>Affirmative</b>	I/You/We/They <b>have to</b> wear a uniform. He/She/It <b>has to</b> wear a uniform.
<b>Negative</b>	I/You/We/They <b>don't have to</b> go to school on Sunday. He/She/It <b>doesn't have to</b> go to school on Sunday.
<b>Question</b>	Do I/you/we/they <b>have to</b> wear a uniform? Does he/she/it <b>have to</b> wear a uniform?
<b>Short answers</b>	Yes, I/you/we/they <b>do</b> . No, I/you/we /they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

#### USE

- We use **have to** to talk about things which are obligatory or necessary.  
*I have to go to school five days a week.*
- We use **don't have to** to talk about things which are not obligatory or necessary.  
*I don't have to go to school at the weekend.*

### must/mustn't

#### FORM

<b>Affirmative</b>	I/You/He/She/It/We/They <b>must</b> come to class on time.
<b>Negative</b>	I/You/He/She/It/We/They <b>mustn't</b> eat in the classroom.

#### USE

- We use **must** to talk about things that are necessary or obligatory.  
*You must sit down in class.*
- We use **mustn't** to talk about things we can't do because we don't have permission.  
*You mustn't be late.*
- Must** is not very common in the question form. We usually use **have to**.

## REFLECTION

**MIND MAP** What do you remember about physical activities from the unit? Draw a mindmap about what you can do to keep fit.



### 'CAN DO' PROGRESS CHECK UNIT 3

#### After this unit, I can ...



- talk about abilities and obligations using **can**, **must**, **have to**, etc.
- name different parts of the body and physical activities.
- identify simple written and spoken texts about sports.
- ask for and give information about sports classes.
- write short announcements.

## Grammar revision

### can/can't

/ 7 points

#### 1 Write the questions or sentences again using **can** or **can't**. Do not change the meaning.

- |  |   |
|--|---|
| 1 Do you know how to ski?<br>.....?                | 5 They aren't able to swim.<br>.....        |
| 2 It is impossible for me to come.<br>.....        | 6 Is it possible for you to walk?<br>.....? |
| 3 I don't know how to play golf.<br>.....          | 7 I'm able to ride a bike.<br>.....         |
| 4 It's possible for her to run marathons.<br>..... |   |

### Adverbs of manner

/ 7 points

### have to/don't have to, must/mustn't

/ 7 points

#### 2 Make the adverb for these adjectives.

- patient .....
- good .....
- bad .....
- fast .....
- slow .....
- careful .....
- hard .....

#### 3 Complete the sentences with **have to**, **don't have to**, **must** or **mustn't**. If there are two possibilities, use both.

- You ..... drink and drive a car. It's illegal.
- You ..... have a passport to visit the US.
- You ..... be born in the UK to be able to speak English.
- Eating is not permitted here. You ..... do it.
- Children under 16 ..... go to school.
- Not all exercises are obligatory. You ..... do them all.
- We ..... go by car because there isn't any public transport.

## Vocabulary revision

### PARTS OF THE BODY

/ 7 points

#### 1 Name the parts of the body.



### PHYSICAL ACTIVITIES

/ 5 points

#### 2 Look at the pictures. What physical activities do you usually do with them?



### SPORTS

/ 7 points

#### 3 Complete the sports with the missing letters.

- j.....o
- v.....y b.....ll
- r.....by
- .....c.....sk.....ng
- s.....l.....ng
- f.....s.....ng
- b.....s.....b.....l

Total: / 40 points

Unit 3

51

# 4 Tourist information

## Vocabulary



### Countries and nationalities



- 1 **40** Work with a partner. In which countries are these tourist attractions? Choose from these countries. Then listen and repeat.

Argentina • Brazil • China • Czech Republic  
Egypt • France • the UK • Greece • Ireland  
Italy • Japan • Mexico • Peru • Poland •  
Russia • Scotland • Slovakia • Spain  
Switzerland • Turkey • Ukraine • the US

- 2 **SPEAKING** Work with a partner. Think of famous cities or tourist attractions. Guess where they are.

Copacabana.

I think it's in Brazil.

That's right!

- 3 **41** Match the countries in 1 with these nationalities. Then listen, check and repeat.

Russian • Swiss • Irish • French • British • Turkish  
Argentinian • Spanish • Greek • American  
Scottish • Egyptian • Polish • Brazilian • Ukrainian  
Chinese • Japanese • Italian • Czech • Slovak  
Peruvian • Mexican

Argentina – Argentinian, Brazil – Brazilian

### Words connected with tourism

- 4 Match the words with these definitions.

book (v) • guidebook • luggage  
package holiday • passport • sightseeing  
souvenir • tickets • travel agency • trip/excursion

- the bags you take on holiday
- a book that gives tourist information
- a business that helps people to plan holidays
- an official document for travelling with your photo and your nationality
- a short visit to an interesting place
- reserve (for example a room in a hotel)
- travelling around to visit monuments and other interesting places
- papers that show you can use a type of transport or enter a place
- a holiday where everything is included – the transport, hotel, etc.
- something that you buy or keep to remember a place or holiday

- 5 **LISTENING** **42** Listen. What is the subject of each dialogue? Choose a word from 4 for each one.

1 ..... 2 ..... 3 .....

- 6 **SPEAKING** Work with a partner. Ask and answer the questions.

- Do you like to go on school trips or excursions? Where do you like to go?
- How much luggage do you or your family usually take when you go on holiday?
- What's your favourite souvenir from a holiday?

Do you like to go on school trips?

Yes, I do.

Where do you like to go?

I like to go to History Museum.





1 Work with a partner. Look at the photo below and talk about what you can see.

2 Read the title of the article. What do you think the text is about? Then read the article and check your answer.

3 Answer the questions with information from the article.

- 1 Where was Ding Jinhao's graffiti?
- 2 Why was it easy to find Ding Jinhao?
- 3 What is the attitude today to tourist graffiti in Egypt?
- 4 Ding Jinhao's message is a new example of tourist graffiti. In the text, what is the first example?
- 5 Who was Giovanni Belzoni?
- 6 What is there at the top of the Great Pyramid and why?
- 7 What is the Chinese National Tourist Administration's message to tourists?

4

## CRITICAL THINKING

Think! Then compare ideas with your class.

- Why do you think tourist graffiti is a crime in most countries now?

5 Match the underlined words in the article with these definitions.

- 1 an illegal activity
- 2 a religious building
- 3 an important or interesting historical building
- 4 have a good time
- 5 finding something or someone for the first time
- 6 a search to find something or someone important
- 7 polite, reasonable, good

6 **SPEAKING** What about you?

- 1 What do you think about Ding Jinhao's actions?
- 2 What's your opinion of graffiti, either tourist graffiti or street graffiti?

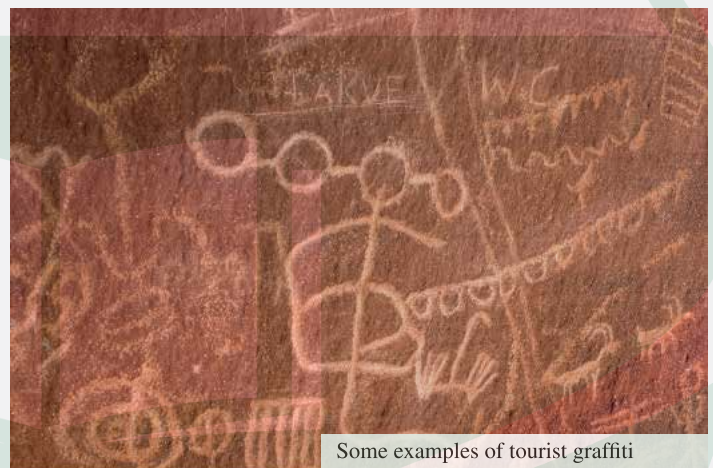
# TOURIST GRAFFITI

## A new problem?

A Chinese tourist on holiday in Egypt was shocked to see graffiti in Chinese on a 3,500-year-old monument in Luxor. A photo of the graffiti was soon on his blog.

People in China were angry and there was a big hunt to find the person responsible. The message wasn't very imaginative but basically 'Ding Jinhao was here', so Internet users easily found this particular Ding Jinhao, a teenager in Nanjing. His parents then told a local newspaper that their son was sorry for his actions.

It is a serious crime to write on a historic monument in Egypt. But in the past, people could write on monuments and no one was angry about it. At Giza there is an example of graffiti on a temple wall from 1244 BC. It says 'Hadnakhte ... came to make an excursion and amuse himself on the west of the Memphis, together with his brother, Panakhti'.



Some examples of tourist graffiti

In Roman times, one of the first Egyptologists, Giovanni Belzoni, was the first modern man to enter the pyramid of Khafre. Inside the pyramid today you can read his text celebrating the discovery.

Later, in the second half of the 19<sup>th</sup> century, Europeans could travel around the world, and they could climb to the top of the Great Pyramid. There was graffiti in just about every language up there.

Luckily, it wasn't difficult to make Ding Jinhao's graffiti disappear. But China's National Tourism Administration is right to advise all tourists to act in a civilised way.



## Past simple of to be

**1** Read the sentences and complete the table.

- 1 Belzoni **was** Italian.
- 2 It **wasn't** difficult.
- 3 They **were** on an excursion.
- 4 His parents **weren't** happy.
- 5 **Was** it a good idea? No, it **wasn't**.

### Affirmative

I **was** in Egypt in 2013.

You **were**

He/She/It (a) .....

We **were**

You **were**

They (b) .....

### Negative

I **wasn't** in Egypt in 2013.

You **weren't**

He/She/It (c) .....

We **weren't**

You **weren't**

They (d) .....

### Question

(e) ..... I/he/she/it in Egypt in 2013?

**Were** you/we/they in Egypt in 2013?

### Short answers

Yes, I/he/she/it (f) .....

No, I/he/she/it (g) .....

Yes, we/you/they (h) .....

No, we/you/they (i) .....

GRAMMAR REFERENCE ► PAGE 62

**3** Look at the list of top 10 tourist destinations. Complete the sentences below with **was**, **wasn't**, **were** or **weren't**.

# TOP 10

## TOURIST DESTINATIONS 2013

- 1 Paris, France
- 2 New York, US
- 3 London, UK
- 4 Rome, Italy
- 5 Barcelona, Spain
- 6 Venice, Italy
- 7 San Francisco, US
- 8 Florence, Italy
- 9 Prague, Czech Republic
- 10 Sydney, Australia



- 1 In 2013, Paris ..... the number one tourist destination in the world.
- 2 One destination in the top ten ..... in the UK.
- 3 Prague ..... number ten in the list.
- 4 Madrid and Milan ..... in the top ten.
- 5 One of the top ten destinations ..... in North America or Europe.
- 6 Three of the top ten tourist destinations ..... in Italy.
- 7 Berlin ..... in the top ten.
- 8 Two of the top ten destinations ..... American.

**4** Write questions using the past of **to be**.

- 1 Where/you/at 6 a.m.  
*Where were you at 6 a.m.?*
- 2 Where/your family/last July?
- 3 Where/your best friend/yesterday?
- 4 Where/you/in 2012?

**5** **SPEAKING** Work with a partner. Ask and answer the questions in 4. Then tell the class two of your partner's answers.

Where were you at 6 a.m.?

I was in bed.

**2** Complete the dialogue with the correct past forms of **to be**.

**Mia:** Hey! Where (a) ..... you last week? You (b) ..... at basketball club. Why not?

**Ryan:** I (c) ..... in the US! My dad (d) ..... there on business.

**Mia:** (e) ..... you in New York?

**Ryan:** Yes, we (f) .....

**Mia:** (g) ..... it warm there?

**Ryan:** No, it (h) ..... It (i) ..... really cold!





## Past simple of can

## 6 Read the sentences and answer the questions.

- Tourists **could** climb to the top.
  - They **couldn't** believe it.
  - Could** you understand the message? No, I **couldn't**.
- What part of the verb comes after **could** or **couldn't**?
  - What happens in questions? Where does **could** go?

GRAMMAR REFERENCE &gt; PAGE 62

7 Work with a partner. Look at the activities. Make sentences saying if tourists **could** or **couldn't** do these things 150 years ago.

- book tickets online  
*Tourists couldn't book tickets online.*
- sail from England to America
- travel by car at 160 kph
- fly non-stop from England to Japan

8 **SPEAKING** Work with a partner. Find out at what age your partner could do these things for the first time.

- swim
- count to ten in English
- walk
- ride a bike
- read

When could you swim?

I could swim when I was five. Could you?

No. I could swim when I was seven, I think.

## Transport

## 1 Match some of these words to the photos. Use your dictionary if necessary.

bike • boat • bus • car • coach • helicopter • lorry  
moped • motorbike • plane • ship • taxi • train  
tram • underground • van



## 2 Complete the table with the words in 1.

Road	Rail	Air	Sea
bike	tram		

3 **SPEAKING** Work in small groups. Say how often you travel by the different types of transport in 1. Ask other questions to find out more information.

I never travel by plane.  
I sometimes travel by coach.

Where do you go when you travel by coach?

I usually go to see my cousin. She lives about 50 kilometres from here.



# Developing a product

## LIFE SKILLS OBJECTIVES



- To learn about a business idea
- To understand key questions when developing a new product
- To work together to develop and present a new product

## KEY CONCEPTS



**company [n]:** She works for a company that makes furniture. **enterprise [n]:** Matt shows a lot of enterprise. He is able to think of new ideas and make them succeed. **sales [n]:** The business is doing well because sales of their new phone are good. **start-up [n]:** She starts her start-up by establishing a computer company. **success [n]:** The new product was a great success – lots of people bought it.

**1 SPEAKING** Work with a partner. Describe the photo. Who are in the photo and what are they doing?

**2 READING** Read this text about start-ups. Answer the questions.

- 1 What makes Vietnamese tourism develop rapidly?
- 2 Why is it excellent to set up a travel agency at this time?
- 3 Which qualities do young people need to start up successfully?
- 4 What do people need to do to increase the sales of a travel agency?

**3** Read the text again and put these steps in the correct order about how to start a travel agency in Vietnam.

- a make a list of tourist attractions
- b advertise the tours
- c describe destinations in a brochure
- d design schedules for the tours
- e collect information about places of interest
- f contact local governments

## How to start a travel agency in Vietnam



GUIDANCE FOR THOSE WHO ARE INTERESTED IN VIETNAM – ONE OF THE TOP DESTINATIONS

**Tourism** is getting more and more important, becoming one of the fastest-growing industries in Vietnam. The reason for the rapid development of tourism is an increasing number of foreign visitors coming to Vietnam every year.

However, the services for tourism in Vietnam are quite limited. Therefore, great efforts have been made to improve tourism. They encourage young people to do start-ups in tourism. So, this is an excellent time for you to start a travel agency business.

However, starting a travel agency may be one of the biggest decisions that you have ever made. You must have passion for travelling, strong determination and a specific goal towards what you should do and what you shouldn't do.

There are several steps that you should take to ensure the success of your company. First, you need to contact local governments to get information about tourist attractions. Then, you need to make a list of the locations and write

interesting descriptions of these places to attract the customers. After that, you need to arrange the activities to create a perfect schedule for your tourists. Last but not least, to increase the sales, you need to run marketing campaigns to make your company and your tours widely known.

There're lots of things you must do to set up and run a travel agency properly in Vietnam. However, if your company succeeds, it will not only bring benefits to you but also help to boost Vietnamese tourism.



- 4 Look at this information about starting a new business. Try to answer the questions with information from the text *How to start a travel agency in Vietnam*. Read the text again if necessary.

HOME NEWS **ADVICE** BOARD

SOME KEY QUESTIONS WHEN  
**STARTING A BUSINESS**

To start a new business and be successful, you have to ask yourself important questions.

For example:

1) What should you have before starting a start-up?

.....

.....

2) What steps should you follow to make sure that your start-up is successful?

.....

.....

- 7 Work with a partner. Think of ideas for a new product. Read the advice below and write down all your ideas – even the crazy ones!

One way to think of a new product is to think of a problem or something that is difficult in your daily life. Then think of something to help with this problem or difficulty. Think about these areas of life:

- |                      |           |
|----------------------|-----------|
| ■ travel             | ■ home    |
| ■ holidays           | ■ school  |
| ■ sport and exercise | ■ hobbies |


#### LIFE TASK



**You want to develop a new product and present it to the class. Work in a small group.**

**Follow this plan:**

- 1 Share the product ideas you had in 7 and choose one of them. Decide how exactly the product is different from all others and why people want or need it. Think also about who wants or needs it.
- 2 Plan a presentation of your product. Decide who does each part and what materials (a poster, a computer, photos, real objects, etc.) you need. Remember to do the following:
  - Explain in detail what the product is.
  - Make some illustrations of the product.
  - Say why you think your product is a good idea and how it is different.
  - Say who you think needs or wants your product.
- 3 Give the presentation.
- 4 Have a vote in your class to choose the winning product!

- 5  **LISTENING** 43 Two students are presenting an idea for a new product. Watch the video or listen and choose the correct alternative.

- 1 Their product is a new type of towel/cap.
  - 2 Their product is useful to keep valuable things safe at home/on the beach.
  - 3 Half/All of the class were interested in the product.
  - 4 The product is/isn't available to buy now.
  - 5 The product is expensive/cheap to make.
  - 6 They can make more than one/one type of the product.
- 6 What do you think of their product? Why?

Vision

Strategy

Teamwork



Edinburgh Castle

## 1 Choose the correct alternative. Guess if you don't know.

- Edinburgh is/isn't the capital of Scotland.
- Edinburgh is famous for its annual sports events/festivals.
- The Royal Mile is a famous castle/road in Edinburgh.

## 2 LISTENING 44 Listen and check your answers in 1.

### ✓ STRATEGIES FOR TEST

In the next exercise, you listen and say if the statements are True/False/Not Mentioned. When should you read the statements – before listening or after listening? Why?

➤ STRATEGIES FOR TEST page 155

## 3 44 Listen again. Are the sentences True (T), False (F) or is the information Not Mentioned (NM)?

- Sam says Edinburgh is a very big city. T/F/NM
- Sam's trip to Edinburgh was in the summer. T/F/NM
- The events are quite expensive. T/F/NM
- All the events in the summer in Edinburgh are indoors. T/F/NM
- Sam recommends visiting Edinburgh in autumn. T/F/NM
- You have to climb up a rock to visit Edinburgh Castle. T/F/NM
- At Edinburgh Castle they fire a cannon at 1 p.m. to let sailors know the time. T/F/NM
- Shortbread is a type of bread that's popular in Scotland. T/F/NM
- They ate fish and chips every day. T/F/NM
- Sam could understand local people in Edinburgh. T/F/NM

## 4 SPEAKING What about you?

Which city or cities would you like to visit one day? Why?

*I'd like to visit Rome.*

*Why?*

*Because there are lots of great monuments and I love Italian food!*

## Past simple affirmative: regular and irregular verbs

### 1 Read the sentences and put the verbs in the correct place in the table.

- We **visited** the castle.
- We **climbed** to the top.
- We **walked** along the road.
- I **went** last year.
- They **spoke** in English.
- We **bought** souvenirs there.
- We **saw** concerts and shows.

List A:		List B:	
Infinitive	Past form	Infinitive	Past form
visit	visited	buy	
climb		go	
walk		see	
		speak	

GRAMMAR REFERENCE ➤ PAGE 62

### 2 Match the spelling rules for regular past simple forms (1–4) with the examples below (a–d).

- Most verbs: add -ed to most verbs. *b*
  - Verbs that end in -e: add -d.
  - Verbs that end in a consonant + y: take away the -y and add -ied.
  - Verbs that end in one consonant + one vowel + one consonant: double the last consonant and add -ed.
- a study – studied, try – tried  
 b walk – walked, need – needed  
 c stop – stopped, shop – shopped  
 d decide – decided, phone – phoned

### 3 How do we spell the past simple form of these verbs? Follow the rules in 2.

- |        |          |
|--------|----------|
| 1 like | 4 want   |
| 2 cry  | 5 arrive |
| 3 chat | 6 work   |



#### 4 PRONUNCIATION 45 Listen to the verbs in the table.

/d/	/t/	/ɪd/
<i>listened</i>	<i>liked</i>	<i>hated</i>

#### 5 46 Listen to these past simple forms and write them in the correct column above.

decided • loved • needed • played • started  
stayed • wanted • washed • watched • worked

#### 6 Complete the text with the past form of these verbs. Use each verb once. Use the irregular verb list on pages 160–161 to help you.

go • see • speak • take • understand  
buy • eat • use • visit • walk

Last year, I (a) ..... on holiday with my family. We (b) ..... Rome. I (c) ..... a guidebook with me and I (d) ..... it to find out useful information. We (e) ..... people dressed as centurions and gladiators at the Colosseum! We (f) ..... really good pasta and I (g) ..... presents for my friends in a big shopping centre. My legs were really tired because we (h) ..... a lot every day. My mum (i) ..... Italian all the time because her Italian is very good. She (j) ..... everything that people said to her.

#### 7 Complete the sentences with the correct past simple form of the verbs given. Use the irregular verb list on pages 160–161 to help you. Then underline time expressions in each sentence.

- Last night, my brother and I ..... (make) the dinner.
- The day before yesterday, my parents ..... (catch) a train to go to the airport.
- Two days ago, we ..... (do) a history project at school.
- Last month, our English teacher ..... (teach) us different parts of the body.
- Three years ago, my parents ..... (buy) me a pet for my birthday.

#### 8 Write true sentences about yourself and your family using time expressions in 7.

*The day before yesterday, I played computer games with my friend.*

*Last night, I watched football on TV.*

#### 9 SPEAKING Tell your partner the things that you did, but don't say when you did them. Can your partner guess when you did the different things?

*I went to London.*

*I think it was last year.*

*No, it was three years ago.*

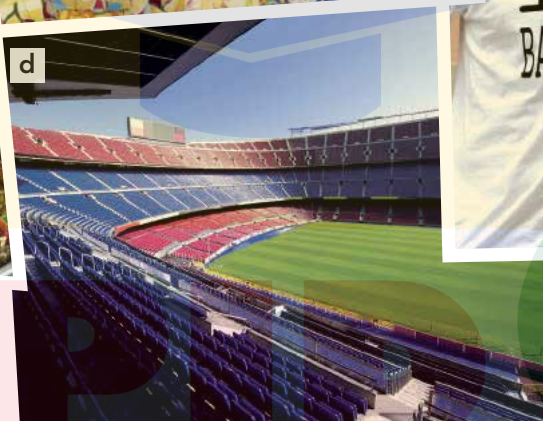




## Talking about a holiday

1 Look at Jonathan's holiday photos. Match some of the topics to the photos.

- 1 where you went
- 2 who you went with
- 3 how you went
- 4 where you stayed
- 5 what you saw and did
- 6 what you ate
- 7 what you bought



2 **SPEAKING** Work with a partner. Take it in turns to talk about Jonathan's holiday using the photos.

He went to Barcelona.

3 **LISTENING** 47 Listen to Jonathan talking about his holiday. What does he say about the topics in 1? Make notes. Listen again and check.

2 Went with family – mum, dad and brother.

4 Complete the useful expressions in the Speaking bank with *at*, *to*, *with* or *by*. Use your dictionary if necessary.

### SPEAKING BANK

#### Useful expressions to talk about a holiday

- I went (a) ..... (Paris/Tokyo/Cairo) (b) ..... (car/plane/coach/ train) (c) ..... (my family/ my brother/my friends/my school).
- It took (20 minutes/two hours/a day) to get there.
- We stayed (d) ..... (the Ritz Hotel/ a campsite/a youth hostel/a bed and breakfast).
- We went (e) ..... (the beach/the city centre/a theatre/a stadium).
- We did some sightseeing./We went sightseeing.
- We saw (a monument/bridge/tower).
- We bought (souvenirs/a T-shirt/a CD).
- We ate (tropical fruit/typical food).
- It was (great/brilliant/spectacular/delicious).
- I had a great time./I loved it.

5 **SPEAKING** Work with a partner. Take it in turns to talk about your holiday using the ideas in 1.

### PRACTICE MAKES PERFECT

6 **SPEAKING** Work with a partner. Invent your holiday. You can help your partner by saying:

Tell me about what you did/saw/ate.

Talk about a holiday that you really liked. Include this information:

- when, where and how you went, and who you went with
- where you stayed and what you did and saw
- what you ate and bought

### ✓ STRATEGIES FOR TEST

What language and expressions are important to revise for a speaking exam where you need to talk about past events?

➤ STRATEGIES FOR TEST page 155





## A postcard

**1 SPEAKING** Work with a partner. Which of these things are important for you to have a great holiday? Decide together and put them in order of importance.

- the food you eat
- shopping
- sightseeing
- relaxing
- activities
- the hotel and area where you are staying
- the weather

*The important thing for me is sightseeing. I like visiting interesting places.*

*I agree. But I think relaxing is important too because holidays are for relaxing.*

*OK. So number 1 on our list is sightseeing and number 2 is relaxing.*

**2** Tell the class the top and bottom activities on your list. Do your classmates agree?

**3 READING** Read the postcard and underline any information about the things in 1.

**4** Look at the postcard again and complete the advice in the Writing bank.

### WRITING BANK

#### Useful advice for writing a postcard

- We usually begin a postcard with (a) ..... or Dear and the person's first name.
- Then, we ask about the person we are writing to using (b) ..... are you? and I (c) ..... you're well.
- Next, we talk about where we are and what we are doing. We use the (d) ..... continuous to talk about what we are doing.
- When we talk about things we did before writing the postcard, we use the (e) ..... simple.
- We usually end a postcard with Wish you were (f) ....., (g) ....., Bye for now or See you soon and our first name.

### PRACTICE MAKES PERFECT

**5** Look at the task. Choose one of the postcards on page 159. Plan what you are going to write. Follow the advice in the Writing bank.

You are on holiday. Write a postcard (120–150 words) to an English friend. Say what you are doing now and what you did yesterday and this morning. You can talk about sightseeing, shopping, food and drinks, your hotel, etc.

WRITING BANK > PAGE 162

**6** Individually, write your postcard (120–150 words) and then 'send' it to your partner.

Hi Hoàng,

How are you? I hope you're well and enjoying the school holidays. We're here in Hanoi City and we're having a brilliant time. The weather is lovely, and there's lots to do. Right now, we're sitting in a café, enjoying Vietnamese coffee and thinking about you.

Yesterday, we went sightseeing. In the morning, we went to Hồ Chí Minh Mausoleum and visited One Pillar Pagoda. I could hear a lot of interesting and moving stories about Hồ Chí Minh and Vietnamese people there. In the afternoon, we visited the Imperial Citadel of Thăng Long. I took a lot of photos there.

This morning, we did some shopping near the hotel. I bought a cool T-shirt with the name of the city on it, and a little present for you at a local souvenir shop.

Wish you were here!

Love,

Megan



Hoàng Nguyễn

13 Điện Biên Phủ Street,

Đà Nẵng City

Vietnam

100000



## Grammar reference

### Past simple of to be

#### FORM

<b>Affirmative</b>	I/He/She/It <b>was</b> in Scotland last year. You/We/They <b>were</b> in Scotland last year.
<b>Negative</b>	I/He/She/It <b>wasn't (was not)</b> in Brazil last year. You/We/They <b>weren't (were not)</b> in Brazil last year.
<b>Question</b>	<b>Was</b> I/he/she/it in Italy last year? <b>Were</b> you/we/they in Italy last year?
<b>Short answers</b>	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> . Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .

### Past simple of can

#### FORM

<b>Affirmative</b>	I/You/He/She/It/We/They <b>could</b> + verb He <b>could</b> swim when he was five.
<b>Negative</b>	I/You/He/She/It/We/They <b>couldn't (could not)</b> + verb She <b>couldn't</b> ski when she was five.
<b>Question</b>	<b>Could</b> I/you/he/she/it/we/they + verb? Could they speak French?
<b>Short answers</b>	Yes, I/he/she/it/we/they <b>could</b> . No, I/he/she/it/we/they <b>couldn't</b> . Yes, they <b>could</b> . No, he <b>couldn't</b> .

#### USE

After **could/couldn't** we use the infinitive form of the verb without to.

*She could use a computer.*

*We couldn't write.*

### Past simple affirmative: regular and irregular verbs

#### FORM

<b>Affirmative</b>	I/You/He/She/It/We/They <b>visited</b> India. I/You/He/She/It/We/They <b>went</b> to India.
--------------------	--

#### SPELLING

Spelling of regular past simple forms.

- Most verbs add **-ed**.  
*walk – walked, want – wanted, need – needed*
- Verbs that end in **-e**, add **-d**.  
*decide – decided, phone – phoned, arrive – arrived*
- Verbs that end in a consonant + **y**, take away **-y** and add **-ied**.  
*study – studied, cry – cried, try – tried*
- Verbs that end in one consonant + one vowel + one consonant, double the last consonant and add **-ed**.  
*stop – stopped, chat – chatted, jog – jogged*
- Many common verbs are irregular. See the list of irregular verbs on pages 160–161.

#### USE

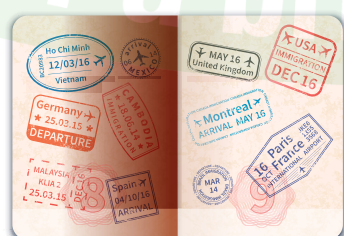
- We use the past simple to describe finished actions or situations in the past.  
*I watched a film last night.*
- With the past simple we often use time expressions like *yesterday, yesterday morning/afternoon/evening, last night, the day before yesterday, two/three/four days/weeks/months/years ago, last week/month/year*.



## REFLECTION

### TRAVEL BROADENS THE MIND

List of countries I'd like to visit when I am 30.



### 'CAN DO' PROGRESS CHECK UNIT 4

After this unit, I can ...

- |   | 😊 | ☹️ |
|---|---|----|
| a talk about the past using the past simple affirmative.        |   |    |
| b name different countries and nationalities.                   |   |    |
| c understand written and spoken texts about travel and tourism. |   |    |
| d talk about a holiday.   |   |    |
| e write a postcard.   |   |    |

## Grammar revision

### Past simple of to be and can

/ 7 points

**1** Complete the sentences with **was, were, wasn't, weren't, could or couldn't**.

- Mozart ..... very famous because he ..... play the piano at the age of five.
- Shakespeare ..... American. He ..... English.
- We ..... vote in the general election last year because we ..... only 15 years old.
- Nefertiti and Cleopatra ..... Indian.

### Past simple affirmative – regular verbs

/ 6 points

**2** Complete the sentences with the past simple form of the verbs in brackets.

- Last night, I ..... (walk) home with my friends.
- My brother ..... (study) German last year.
- My father ..... (stop) driving to work two years ago.
- Last summer, we ..... (want) to go to Scotland for our holidays.
- Last night, I ..... (decide) to go to bed early.
- My mum ..... (hate) the film on TV last night.

### Past simple affirmative – irregular verbs

/ 7 points

**3** Change the sentences from the present simple to the past simple.

- She sees her grandparents at the weekend.  
*She saw her grandparents at the weekend.*
- He buys CDs and books.
- I take a pen to the class.
- We do a lot of sport on Friday.
- Mrs Jones teaches maths.
- My friend comes to school by bus.
- My dad catches the train to work.
- They get back home late on Saturday.

## Vocabulary revision

### COUNTRIES AND NATIONALITIES

/ 7 points

**1** Complete the table.

Country	Nationality
Poland	1 .....
Egypt	2 .....
3 .....	Greek
4 .....	Turkish
Scotland	5 .....
6 .....	Swiss
China	7 .....

### WORDS CONNECTED WITH TOURISM

/ 7 points

**2** Complete the sentences with the words in the box.

book • guidebook • luggage • package holiday  
sightseeing • travel agency • trip

- Pass me the ..... I want to read about the monument we visited this morning.
- Is this all your ..... – just these two bags?
- I love ..... When I went to New York, I saw the Statue of Liberty, Times Square, the Empire State Building, etc.
- I'd like to ..... a room in this hotel for next Saturday.
- I went to the ..... to ask the price of a holiday in Ireland.
- When I was 12, we went on a ..... to Oxford, just for the day.
- I don't want to go on a ..... I want to explore and find my own place to stay when I arrive there.

### TRANSPORT

/ 6 points

**3** Complete the words for transport with vowels.

- l...r...y
- t...r...m
- v...n
- m...p...d
- ...n...d...r...g...r...n...d
- c...h

Total: / 40 points

Unit 4

63

## Reading

### ► TIPS FOR READING

In multiple-choice activities, remember ...  
Always answer all the questions. You do not  
lose marks for incorrect answers.

► STRATEGIES FOR TEST page 155

- 1a** Look at this photo of a sport called 'underwater rugby'. Work with a partner. What two things would you like to know about this sport? Look at the examples. Then write two more questions.

*Is it difficult to play?*

*How many people are there in a team?*

- 1b** **READING** Read the text. Does it answer your two questions?



'Underwater rugby' is an unusual sport. People usually think that it's similar to rugby. It isn't. You play underwater, so you have to be able to swim well to play.

The game has two halves. Each half is 15 minutes. In the middle, the game stops and the players have a break for four minutes. There are two teams. One team usually wears white and the other team wears blue or black. This is to make it easy to see who is on your team and who isn't. Each team has 11 players. But your team can't have 11 players in the water at the same time. Only six people from each team can be in the water. It's very difficult to swim fast underwater for a long time. So the other five players are substitutes: they go in and play when the other players get tired. Men and women can play in the same team.

There are two goals, one at each end of the swimming pool. They are like the baskets in basketball, but they are on the bottom of the pool. To score a goal, you must put the ball in the basket. The ball has got salt water inside it. This makes the ball go down in the water, not up. The players mustn't take the ball out of the water. You mustn't attack another player. If you do, you have to be out of the water for two minutes and your team must play with only five people, not six.

- 2** Read the text again. Choose the best answers.

- To play 'underwater rugby', it's important to be good at ...  
a swimming.  
b rugby.  
c unusual sports.
- The game lasts for ...  
a 15 minutes.    b 30 minutes.    c 34 minutes.
- You can easily see the different teams because ...  
a one team has men, the other has women.  
b they have very different colours.  
c one team has to swim fast, but the other doesn't.
- In a game of 'underwater rugby' there are usually ... players in the water in total.  
a six                      b eleven                      c twelve
- Which of these things is not bad?  
a putting the ball in the air  
b putting the ball in the basket  
c playing with five people in your team

- 3** **SPEAKING** What about you?

Would you like to play underwater rugby?  
Why/Why not?

## Speaking

### ► TIPS FOR SPEAKING

In activities where you have to talk about past events, remember ...  
Prepare by learning as many regular and irregular past forms as possible. Learn and use words and expressions of time (*yesterday, two years ago, last night, etc.*) to explain when things happened.

► STRATEGIES FOR TEST page 155

- 4** Work with a partner. What are the past forms of these verbs? Some are regular, some are irregular.

be • buy • eat • get • go • hate • have • like  
love • make • read • see • speak • stay • take  
understand • visit • walk • want

- 5** **SPEAKING** Work with a partner. Look at the situation below and role-play the dialogue. When you finish, change roles.

Talk about a trip that you went on and really loved or really hated. Include this information:

- where you went
- when you went
- who you went with
- what you did and saw
- what was good or bad, and why



## Listening

### ► TIPS FOR LISTENING

In *True/False/Not Mentioned* activities, remember ...  
Read the statements before you listen.  
They can give you an idea of what you are listening for.

► STRATEGIES FOR TEST page 155



- 6** Look at this photo of Paris. Work with a partner and make a list of things you think you can do on holiday in Paris.

*visit the Eiffel Tower*

*go on the river in a boat*

- 7** **LISTENING** **48** Listen to a girl talking about a trip to Paris. Are these sentences True (T), False (F) or is the information Not Mentioned (NM)?

- 1 Katie went to Paris with her family. T/F/NM
- 2 Katie didn't like travelling by boat. T/F/NM
- 3 Katie couldn't speak a word of French the first time she went. T/F/NM
- 4 Katie bought some Asterix comics. T/F/NM
- 5 Katie's friend wasn't happy eating fast food. T/F/NM
- 6 Katie saw an adventure film on her trip. T/F/NM
- 7 It was impossible for Katie to understand the film she saw. T/F/NM

## Speaking

### ► TIPS FOR SPEAKING

In information role-plays, remember ...  
You have to communicate specific information.  
You cannot just say what you like.

► STRATEGIES FOR TEST page 155

### 8 Work with a partner and follow the instructions.

Student A: You want information about swimming lessons. Ask your partner for this information:

- where? ■ how much? ■ when? ...

Student B: You work at the swimming pool. Look at the information on page 159 and answer your partner's questions.



### 'CAN DO' PROGRESS CHECK UNITS 3-4

- 1** How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well.  
2 = I can do it quite well.  
3 = I have some problems.  
4 = I can't do it.

#### About Language components, I can ...

a use modal verbs for abilities and obligations.	<input type="checkbox"/>
b use the past simple affirmative.	<input type="checkbox"/>
c use vocabulary about body parts and physical activities.	<input type="checkbox"/>
d use vocabulary about countries and nationalities.	<input type="checkbox"/>

#### About Language skills, I can ...

e scan for main ideas and read for specific information.	<input type="checkbox"/>
f listen and identify specific information.	<input type="checkbox"/>
g ask and answer about sports classes.	<input type="checkbox"/>
h talk about a holiday.	<input type="checkbox"/>
i write short announcements.	<input type="checkbox"/>
j write a postcard.	<input type="checkbox"/>

- 2** Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.  
► WORKBOOK Units 3 and 4
- 3 Ask for help.
- 4 Other: .....

# 5 Great works



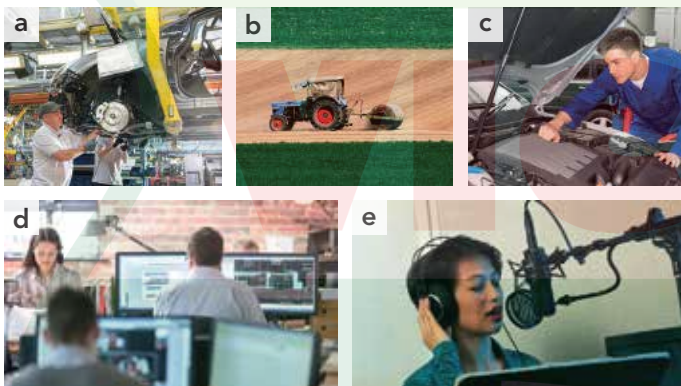
## Vocabulary



### Places of work

- 1 **49** Work with a partner. Match some of these words to the photos. Use your dictionary if necessary. Then listen and repeat.

clinic • factory • garage • hospital • office  
outdoors • restaurant • school/university  
shop • studio



### Jobs and work

- 2 Match some of these words with the definitions. Which words do not have definitions? Work in pairs and define those words.

actor/actress • artist • builder •  
bus/taxi/lorry driver • cleaner • cook  
dentist footballer • hairdresser • journalist  
writer/author • farmer  
businessman/businesswoman • doctor • engineer  
mechanic • nurse • secretary • shop assistant  
singer • teacher/professor • waiter/waitress

- Someone who reports the news for a newspaper, a magazine, a TV show or a radio show.
- Someone whose job is to build or repair houses.
- Someone whose job is to look after your teeth.
- Someone whose job is to clean the rooms in a building.
- Someone who works in films or in a theatre.
- Someone who paints pictures.

- 3 **PRONUNCIATION** **50** Each of these words has three syllables. Put each word in the correct column. Then listen, check and repeat.

assistant • businessman • engineer  
footballer • hairdresser • journalist • mechanic  
professor • secretary

1	Ooo	2	oOo	3	ooO

- 4 **SPEAKING** Work with a partner. Say where the people in 2 usually work.

A dentist usually works in a clinic.

- 5 **LISTENING** **51** Listen to the people talking about their jobs. What are their jobs?

- .....
- .....
- .....
- .....

- 6 **SPEAKING** Choose a job from 2. Work in groups. Take it in turns to ask a maximum of 20 yes – no questions to discover the job.

Do you work in an office?

Yes, I do.

Do you have to make telephone calls?

No, I don't.

Do you make a lot of money?

No, I don't.

Do you sit all day?

No, I don't.

Are you a cleaner?

Yes, I am.





- 1 Work with a partner. What jobs do you think writers do before they become famous? Make a list.
- 2 **READING** Read this magazine article. Do any of the jobs in your list appear in the text?

## BECOMING A BEST-SELLING AUTHOR

### MICHAEL MORPURGO

#### How did he become a writer?

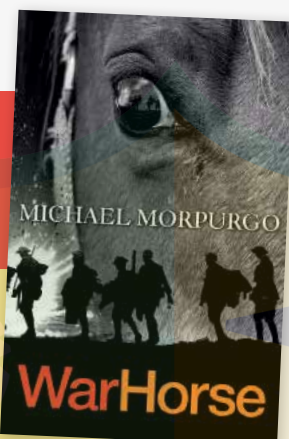
Michael Morpurgo wrote his first novel called *War Horse* in 1982. It was also a popular film. But he didn't begin his professional life as a writer. When he finished studying at university, he became a primary teacher. One day, he was reading out a book to his class, but he didn't like it. His wife suggested he write his own story.

#### Did he do that?

Yes, he did. And the children loved it. His first book, a collection of the stories he told to his students, appeared in 1974.

#### What does he do now?

He started a charity in 1976. It helps children go to live on a farm to discover the outdoors. It now has three farms. But Michael continues to write stories and win prizes!



### DAVID ALMOND

#### Did he always want to be a writer?

It was always David's ambition to be a writer. When he finished studying literature at school, first he worked in a hotel, then as a builder, and finally at a primary school. During his time as a teacher, he wrote his first stories.

#### When did he become famous?

David's first novel for children was *Skellig*. It came out in 1998, after two books for adults. *Skellig* was popular, but its film version wasn't a success.

#### What does he do now?

David still writes novels and wins prizes. In 2010, he won an award for writers who contribute to children's literature. Almond also loves running and football.



### ✓ STRATEGIES FOR TEST

In the next activity, you match the person and the information. First, read the text to get a general understanding. Then, what do you need to do?

➤ STRATEGIES FOR TEST page 155

- 3 Read the text again. Is the information about Michael Morpurgo (MM), David Almond (DA) or both (B)? Underline details for each answer in the passage.

- 1 His first job was as a primary teacher. MM/DA/B
- 2 He always wanted to be a professional writer. MM/DA/B
- 3 People loved the film version of one of his novels. MM/DA/B
- 4 He once did a physical, outdoor job. MM/DA/B
- 5 He won, or wins, official recognition for his work. MM/DA/B
- 6 The first book he wrote was for young readers. MM/DA/B

### 4 ⚙️ CRITICAL THINKING

**Think! Then compare ideas with your class.**

- Before you read this text, did you have any ideas about what type of people writers are or how people become writers?
- Did the information in this text change any of your ideas or surprise you?

- 5 Match the underlined words in the text with these definitions.

- 1 a prize, something you receive for doing something well
- 2 something you really want to do in life
- 3 an organisation that helps people for free
- 4 reading in a loud voice, so that people can hear you
- 5 gave an idea or plan to somebody

- 6 **SPEAKING** What about you?

Would you like to be a professional writer? Why/Why not?





## Past simple negative

**1** Read the sentences and answer the questions.

- He **didn't plan** to write books for children.
- He **won** an important award.
- They **didn't like** the story.
- It **didn't make** him famous.
- The children **loved** it.

- Which sentences are negative?
- What comes before the main verb in past simple negative sentences?

GRAMMAR REFERENCE ► PAGE 76

**2** **LISTENING** **52** Work with a partner. Guess if the sentences are affirmative or negative and write the complete sentences. Then listen and check.

### BEFORE THEY BECAME

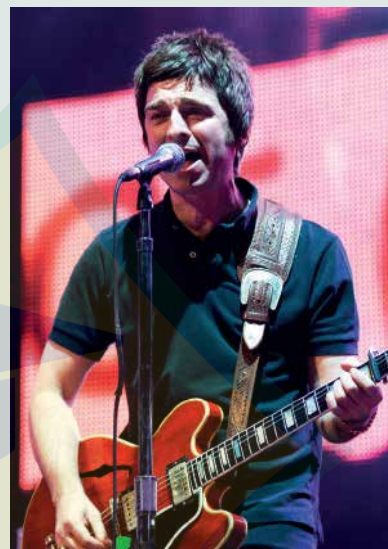
# FAMOUS!

- Beyoncé/help her mother, who was a hairdresser.
- Bruce Willis/work in a fast-food restaurant.
- Brad Pitt/want to be a journalist.
- Jennifer Aniston/work as a secretary.
- Johnny Depp/drive a taxi.
- Julia Roberts/make ice cream.
- J. K. Rowling/teach French.



**3** Complete the text with the correct form of the verbs given.

Life (a) ..... (be) hard for Noel Gallagher before his success with the group Oasis. He (b) ..... (not like) school. When he (c) ..... (leave) school, he (d) ..... (work) as a builder for his dad. But he and his dad (e) ..... (not have) a good



relationship. In the end, he (f) ..... (go) to work as a builder in another company, but he (g) ..... (have) an accident. After the accident he (h) ..... (write) his first songs. A Manchester band (i) ..... (need) a singer, but they (j) ..... (give) Noel a job helping to carry their guitars and instruments. Three years later, his younger brother, Liam, (k) ..... (ask) Noel to join his group as guitarist. Noel said yes, but he (l) ..... (not want) to sing their songs. So, he (m) ..... (become) the band's songwriter. In 2009, after many arguments with his brother he (n) ..... (leave) Oasis. Accordingly, Noel (o) ..... (start) his own band, Noel Gallagher's High Flying Birds, in 2011. In 2013, Noel Gallagher (p) ..... (win) the Ivor Novello award for *Outstanding Song Collection*.

**4** Are these sentences true for you? If not, change them from affirmative to negative. Then work in pairs. Compare sentences.

- I liked coffee when I was 11.
- I went to another country last summer.
- I won a prize before the age of 12.
- I did sport last weekend.
- I went out last night.



## Past simple questions and short answers

5 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

- a How **did** he **become** a writer?
- b When **did** he **become** famous?
- c **Did** he **want** to be a writer?
- d Yes, he **did**./No, he **didn't**.

- 1 To make questions we use *did* + subject + the *infinitive/past* form of the verb.
- 2 In short answers, we *repeat/don't repeat* the main verb.

GRAMMAR REFERENCE &gt; PAGE 76

## Culture and work

1 53 Look at the famous people. What were their jobs? Use the words in the box. Then listen and repeat.



Shakespeare



Mozart

6 Complete the questions with the correct form of the verbs given.

- 1 What film ..... Johnny Depp .....  
(star) in as Jack Sparrow?
- 2 Which cartoon family ..... Matt Groening  
..... (create)?
- 3 What dance ..... Michael Jackson  
..... (make) famous?
- 4 Which sport ..... Anna Kournikova  
..... (play)?
- 5 Which statue ..... the French .....  
(give) to the US in 1886?

7 **SPEAKING** Use words and expressions in the box to find out about what your partner did last week. In pairs, ask and answer eight questions.

do sport • go out  
go to the park/the cinema • listen to music  
play computer games/football/a musical instrument  
ride your bike • skate • surf the Internet  
take photos • watch a film

Did you surf the Internet (last week)?

Yes, I did.

actor • composer • dancer • director  
musician • novelist • painter • playwright  
poet • singer • writer

2 Match these words with the jobs in 1.

art • ballet • classical music • film  
literature • opera • poetry • theatre

art – painter

3 **SPEAKING** Work in small groups and discuss these questions.

- 1 Which of the things in 2 do you study at school?
- 2 Which of the things are you interested in?



# Getting the Reading habit

## LIFE SKILLS OBJECTIVES



- To understand why reading is important
- To learn how to get the reading habit
- To recommend and choose a book to read

## KEY CONCEPTS



**non-fiction [n]:** There are people who prefer non-fiction, like history books or books about real problems and events.  
**improve [v]:** When you read English every day, your understanding of the language improves.  
**literacy [n]:** Literacy, the ability to read and write, is an essential part of our education.  
**comprehension [n]:** Her listening comprehension is very good – she understands nearly everything she hears.

### 1 Work with a partner. Answer the questions. Then make a list of how you think reading can be good for you.

- 1 Do you like reading? Why/Why not?
- 2 How can reading be good for you?  
*You can learn about different people and countries.*

### 2 **READING** Read the text. How many of your ideas from 1 appear?



## THE POWER

According to the National Literacy Trust, we are reading for pleasure when we read or continue reading something because we want to. Research shows that reading for pleasure is extremely important. Here are some of the benefits:

- Reading helps you to write well.
- It improves your comprehension and grammar.
- It increases your vocabulary.
- It improves your attitude to reading and your success in reading.
- It increases your general knowledge and helps you to learn new things.
- It gives you a good understanding of other cultures.
- It helps you to understand human behaviour and how people make decisions.
- It can help you to spell correctly.
- It can stop people feeling lonely.
- It can be educational and informative, but it can also be relaxing and fun.

## OF READING!

There are also people who think that reading helps our concentration. And it appears to increase creativity, too. Great writers often begin their careers as great readers. Here are some quotations about reading from three famous writers:

“Reading is to the mind what exercise is to the body.”  
*Joseph Addison*

“A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one.”  
*George R.R. Martin*

“Today a reader, tomorrow a leader.”  
*Margaret Fuller*

Sadly, in 2012, the National Literacy Trust found that one in six children in the UK doesn't want their friends to see them reading a book. They're worried that their friends don't think reading is cool. It's time to stop worrying about that and to start enjoying a good book!



**3 Read the text again and answer the questions.**

- 1 How does the National Literary Trust describe 'reading for pleasure'?
- 2 Why do a number of British children not want to appear in public with a book?

**4 SPEAKING Work with a partner and discuss these questions.**

- 1 What do you read for pleasure and how often do you do it?
- 2 Would you read a book in front of your friends?

**5 SPEAKING In James's video blog, he gives ideas about how to 'get the reading habit'. Work with a partner. Decide if you think the ideas below are Do's (good ideas) or Don'ts (bad ideas).**

- 1 Ask your friends and other people for ideas about what books to read.
- 2 Let other people decide a book for you to read.
- 3 Read the back of the book before you begin.
- 4 Read the first page or two of the book.
- 5 Choose long books.
- 6 Stop reading the book if you don't like it.
- 7 Start a blog.

6



**LISTENING** 54 Watch the video. Does James say if the ideas in 5 are Do's or Don'ts? What other ideas does he give?

## Legend

by  
Marie Lu

Los Angeles in the future is a terrible place.  
It's where a girl called June meets a boy called Day.  
They feel something special.  
But June doesn't know that Day killed her brother.  
There are many more surprises!

Read about them in Legend by Marie Lu.

(The Hunger Games was good. Legend is great!)



### LIFE TASK



**You want to give the class an idea for a book to read. Work individually.**

**Follow this plan:**

- 1 Choose a book you enjoyed reading. The book can be in English or in your own language.
- 2 Think about what happens in the book and why you enjoyed it. Make notes.
- 3 Make a poster to make other people want to read your book. Include text and an illustration. Look at the example on this page.
- 4 Put your poster on the classroom wall.
- 5 Look at all the posters. Choose at least one book that you want to read. You can ask the person who made the poster to tell you more about the book before you decide.
- 6 Find the book and read it!



1 **LISTENING** ▶ 55 Do you know anything about Charles Dickens or his books? Work with a partner and guess the correct answers. Then listen and check.

- 1 Charles Dickens was British/American.
- 2 Dickens lived in the 18<sup>th</sup>/19<sup>th</sup> century.
- 3 Most of Dickens's stories took place in the city/the country.
- 4 Dickens's books were/weren't immediately popular.
- 5 Dickens liked/didn't like speaking in public.

## ✓ STRATEGIES FOR TEST

In the next activity, you complete notes by writing a word or phrase in the spaces. How important do you think it is to spell the words correctly?

➤ STRATEGIES FOR TEST page 155



2 ▶ 55 Listen again and complete the notes.

## Notepad

Charles Dickens was born on (a) .....  
 When Dickens was a boy, his father went to (b) .....  
 When he was young, Dickens worked in a (c) .....  
 At that time, working conditions were (d) .....  
 Dickens wanted to work in the (e) .....  
 When he wrote his first novel, he was working as a (f) .....  
 Dickens went to (g) ..... twice to give (h) .....  
 Dickens died when he was (i) ..... years old.

3 ▶ 55 Listen again and complete the timeline for Charles Dicken.

→ 1800	
→ (a) .....	He was born.
→ 1822:	(b) .....
→ 1824:	(c) .....
→ (d) .....	He wrote his first novel.
→ 1842:	(e) .....
→ 1867:	(f) .....
→ (g) .....	He died.

## Past continuous

1 Read the sentences and answer the questions.

- a Many people **were living** in bad conditions at that time.
- b After three years, he **went** back to school.
- c While he **was working** as a journalist, he **wrote** his first novel.

- 1 Do the verbs in **red** describe short completed actions in the past or activities in progress in the past?
- 2 What about the verbs in **blue**?
- 3 Which verbs are in the past simple and which are in the past continuous?

GRAMMAR REFERENCE ▶ PAGE 76

2 Complete the paragraph below from a novel with the past continuous form of the verbs in brackets.

## CHAPTER TWO

When Pugwick looked out of the window of his town house, he saw a typical London scene. It was very grey, but it (a) ..... (not rain). A boy (b) ..... (run) down the street with an apple in his hand. He (c) ..... (wear) very old clothes and he (d) ..... (not wear) shoes. The shop assistant (e) ..... (shout) at him. At the same time, an old man and woman (f) ..... (buy) fruit. They (g) ..... (watch) the boy sadly. Unfortunately, they (h) ..... (not look) behind them because a young man (i) ..... (take) the old man's watch. On the other side the road, a young girl, dirty, cold and hungry, (j) ..... (sleep) in a shop door ...



## Past continuous & Past simple

We use the past continuous with the past simple when we want to talk about something that happened in the middle of another action.

*I **was walking** to the shops.  
It **started** to rain.*

We can make these two actions into one by connecting them with **when** or **while**.

*I **was walking** to the shops  
when it **started** to rain.  
While I **was walking** to the  
shop, it **started** to rain.*

We can use **when** and **while** in the middle or at the beginning of the sentence. If we put them at the beginning, we must put a comma (,) after the first part of the sentence.

GRAMMAR REFERENCE ► PAGE 76



3 Complete the text by putting the verbs in the correct form of the past continuous or past simple.

## J. K. Rowling Facts

- J. K. Rowling (a) ..... (write) her first book at the age of six while she (b) ..... (study) at primary school. It was about a rabbit called *Rabbit*!
- J. K. Rowling (c) ..... (have) the idea for the Harry Potter books while she (d) ..... (travel) by train from London to Manchester. But she (e) ..... (not have) a pen to write down notes. Other people (f) ..... (travel) on the train, but she was shy and (g) ..... (not ask) anybody for a pen!



4 **SPEAKING** What were you doing at these times in the past? Then work with a partner. Ask and answer.

What were you doing ...

- at 7.30 this morning?
- at 10 last night?
- at 10 yesterday morning?
- at 3.30 yesterday afternoon?
- at 8 on Sunday morning?

What were you doing at seven thirty this morning?

I was sleeping. What about you?

I wasn't sleeping. I was getting dressed.





## Talking about a past event

- 1 **SPEAKING** Work with a partner. Look at the photos. Take it in turns to talk about what you can see.
- 2 **LISTENING** 56 Listen to a teenage girl talking about the photos showing a special event. Complete the information about the event.

## A SPECIAL EVENT

- 1 When did it happen?
- 2 Where did it happen?
- 3 Who did she go with?
- 4 What problem did they have?
- 5 What did they see when they arrived?
- 6 What happened in the end?
- 7 Was it a good experience?



- 3 56 Listen to the dialogue again and tick (✓) the words and expressions in the Speaking bank that you hear.

### SPEAKING BANK

Useful expressions to show interest, surprise or sympathy

- Did you?/Did she?/Is he?/Have they?
- Really?
- Then what happened?
- I see.
- Why?
- Wow!
- Cool!
- That's interesting.
- That's amazing!
- That's incredible!
- Oh, dear!
- Oh, no!
- What a shame!
- Poor you!

- 4 **PRONUNCIATION** 57 Listen to the useful expressions in the Speaking bank. Practise saying the expressions with the correct intonation.

### PRACTICE MAKES PERFECT

- 5 **SPEAKING** Work with a partner. Talk about a special event in your life. Use the given photos and questions in 2 and the expressions from the Speaking bank.

Student A: Your photo is on page 157.

Student B: Your photo is on page 158.

Then switch the photos.

- 6 **SPEAKING** Work with a partner and take it in turns to do the task below. Use the expressions from the Speaking bank.

Tell a friend about a special event in your life. You can invent one if you prefer. Give details about what you did, where, when ...

*Did I tell you about the time when I ...?*

*No! What happened?*



A story

1 Look at this title of a story. Work with a partner. What do you think happens in the story?

**‘HOW AN ENGLISH BOY BECAME A FRENCH THEATRE STAR!’**

2 **READING** Read the story and put it in the correct order. Were your ideas in 1 correct?

Paragraph 1: ..... Paragraph 3: .....  
Paragraph 2: ..... Paragraph 4: .....

3 Underline the verbs in the story. What three tenses does the writer use?

**A** \_\_\_\_\_

Then, the play started. It was really funny. When the actors asked for a volunteer, I didn't put my hand up. But they chose me! Next, they gave me some funny clothes to put on. My classmates were laughing and clapping every time I spoke in French.

**B** \_\_\_\_\_

We were travelling by coach to the theatre when our French teacher told us that the actors were going to ask for volunteers in the show. I love acting, but I didn't want to be a volunteer because I'm not good at French. I was worried they were going to choose me.

**C** \_\_\_\_\_

In the end, I had a great time. Everybody remembers the French play and they say I was the star.

**D** \_\_\_\_\_

Two months ago, our class went to a school excursion. Our French teacher took us to see a play at a theatre that was twenty minutes away from school.

4 Words and expressions of time are useful in stories. Tick (✓) the words and expressions in the Writing bank which appear in the story.

✎ WRITING BANK

Words and expressions of time

- After that,
- First,
- In (2012),
- In the end,
- Next,
- The following year,
- Suddenly,
- Then,
- Two months ago,
- Two years later,
- When (I was 12,/the play started,)

5 Think about a time when something happy, sad, interesting or unusual happened to you. You can use your story from Exercise 5 on page 74. Copy this table into your notebook and complete it with notes for your story.

Title: .....	
<b>Paragraph 1</b> When did the story happen? Where? Who were you with?	
<b>Paragraph 2</b> What were you doing? What happened first?	
<b>Paragraph 3</b> What happened next? And then?	
<b>Paragraph 4</b> What happened in the end? What were the results of the event?	

PRACTICE MAKES PERFECT

6 Write your story with your notes in 5. Use the story in 3 as a model. Use the past simple, the past continuous and Writing bank for reference. Give your story a title.

Write a story (120–150 words) about when something happy, sad, interesting or unusual happened to you!

## Grammar reference

### Past simple negative

#### FORM

<b>Negative</b>	I/You/He/She/It/We/They <b>didn't (did not)</b> + verb. <i>He didn't plan it.</i> <i>We didn't like the story.</i>
-----------------	--

- After **did/didn't**, we use the infinitive form of the verb without to.

#### USE

We use the past simple negative to talk about things that didn't happen in the past.

### Past simple questions and short answers

#### FORM

<b>Question</b>	<b>Did</b> I/you/he/she/it/we/they + verb? <i>Did they plan to be writers?</i> <i>Did you write songs?</i>
<b>Short answers</b>	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>didn't</b> . <i>Yes, they did.</i> <i>No, I didn't.</i>

- After **did/didn't** and the subject, we use the infinitive form of the verb without to.
- In short answers, we do not repeat the main verb.

#### USE

We use the past simple questions to ask about things that happened in the past.

### Past continuous

#### FORM

<b>Affirmative</b>	I/He/She/It <b>was</b> watching. You/We/They <b>were</b> watching.
<b>Negative</b>	I/He/She/It <b>wasn't (was not)</b> watching. You/We/They <b>weren't (were not)</b> watching.
<b>Question</b>	<b>Was</b> I/he/she/it watching? <b>Were</b> you/we/they watching?
<b>Short answers</b>	Yes, I/he/she/it <b>was</b> . / No, I/he/she/it <b>wasn't</b> . Yes, you/we/they <b>were</b> . / No, you/we/they <b>weren't</b> .

#### USE

We use the past continuous to:

- talk about activities in progress at a moment in the past.  
*At six o'clock, I was watching a film.*
- say that an action was in progress, but not that the activity was finished.  
*I was eating my lunch at 1 p.m.*
- describe scenes in a story or description.  
*The sun was shining and the birds were singing.*

We use **while** with the past continuous to talk about an activity in progress when another, shorter activity happened or interrupted it.

*Dickens wrote the Pickwick Papers while he was working as a journalist.*

## REFLECTION

### MIND MAP

Choose a job that you learn in the unit. What are the necessary qualities to be successful in that job? Work in small groups and create a mind map.

### 'CAN DO' PROGRESS CHECK UNIT 5

#### After this unit, I can ...

- |   | 😊 | ☹️ |
|---|---|----|
| a talk about the places where people work.                                    |   |    |
| b understand simple written and spoken texts about culture and famous people. |   |    |
| c talk about past events using the past simple and the past continuous.       |   |    |
| d write a short story.  |   |    |



## Grammar revision

### Past simple negative

/ 7 points

#### 1 Look at the affirmative sentences and make negative sentences.

- He went by train. He ..... by plane.
- They finished at 7 p.m. They ..... at 5 p.m.
- We had lunch at home. We ..... lunch at school.
- I read a book. I ..... a magazine.
- She swam in the sea. She ..... in a swimming pool.
- He wrote a novel. He ..... a poem.
- My mum bought a new bag. She ..... new shoes.

### Past continuous

/ 6 points

#### 2 Choose the correct alternative.

- The letter arrived/was arriving while I was having breakfast.
- I sat/was sitting outdoors when it started to rain.
- While the students were talking, the teacher appeared/was appearing.
- My dad was making the dinner when I got/was getting home from school.
- When I went out this morning, the sun shone/was shining.
- My brother broke/was breaking a window while he was playing with the ball.

### Past simple questions and short answers

/ 7 points

#### 3 Make questions and true answers. Use short answers if possible.

- |  |   |
|--|---|
| 1 you/go to school last Monday?<br>Q: .....<br>A: .....                          | 4 Where/you/go last summer?<br>Q: .....<br>A: .....           |
| 2 your dad (mum)/play the piano/when he (she) was young?<br>Q: .....<br>A: ..... | 5 your friend/visit you yesterday?<br>Q: .....<br>A: .....    |
| 3 what/your family/give you on your last birthday?<br>Q: .....<br>A: .....       | 6 What time/you/go to bed last night?<br>Q: .....<br>A: ..... |
|  | 7 it/rain yesterday?<br>Q: .....<br>A: .....                  |

## Vocabulary revision

### PLACES OF WORK

/ 5 points

#### 1 Where do these people work?

- a mechanic: .....
- a waiter: .....
- a secretary: .....
- a farmer: .....
- a dentist: .....

### JOBS AND WORK

/ 8 points

#### 2 Put the letters in order to make jobs.

- |           |                 |
|-----------|-----------------|
| 1 heatcre | 5 greenine      |
| 2 realnec | 6 rantojusil    |
| 3 redbuli | 7 redreshrisa   |
| 4 ratewi  | 8 submenswainos |

### CULTURE AND WORK

/ 7 points

#### 3 Complete the sentences with some of these words.

actor • art • ballet • dancers  
literature • novelists • opera • painter  
director • poet • poetry • theatre

- Swan Lake* is a famous .....
- La Traviata* is an ..... by Verdi.
- Poems and novels are different types of .....
- 'Roses are red/Violets are blue/Sugar is sweet/And so are you' is a simple example of .....
- Van Gogh was a famous .....
- Steven Spielberg is a famous film .....
- Shakespeare wrote works for the .....

Total: / 40 points

# 6 Wildlife watch



## Vocabulary



### Wild animals and insects

- 1 **58** What do you think the photos (a-d) show? Use the words in the box to help you. Use your dictionary if necessary. Then listen and repeat.

alligator • bear • bee • eagle • jellyfish • lizard  
scorpion • shark • snake • spider • tiger • wolf

- 2 Put the words from 1 in the correct column(s). Then add more animals and insects to the columns.

Land	Water	Air

- 3 **SPEAKING** Work with a partner and answer the questions.

- Which animals and insects in 1 bite? *An alligator bites.*
- Which sting? *A bee stings.*

### The natural world

- 4 **59** Match the words to the features (a-l) in the picture. Then listen and repeat.

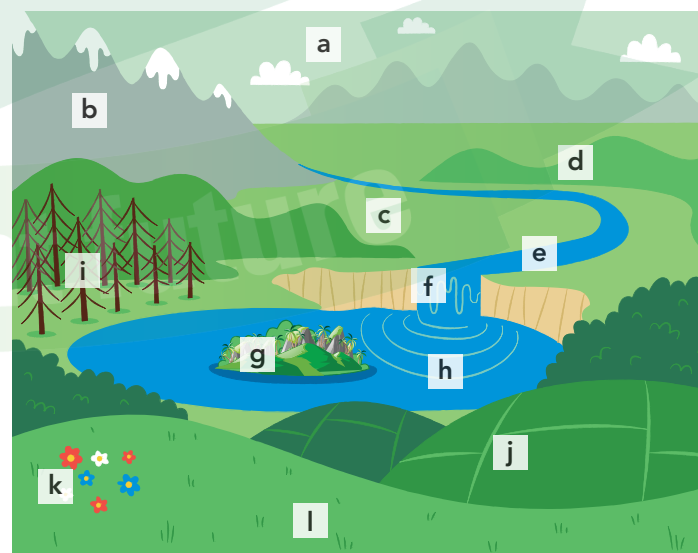
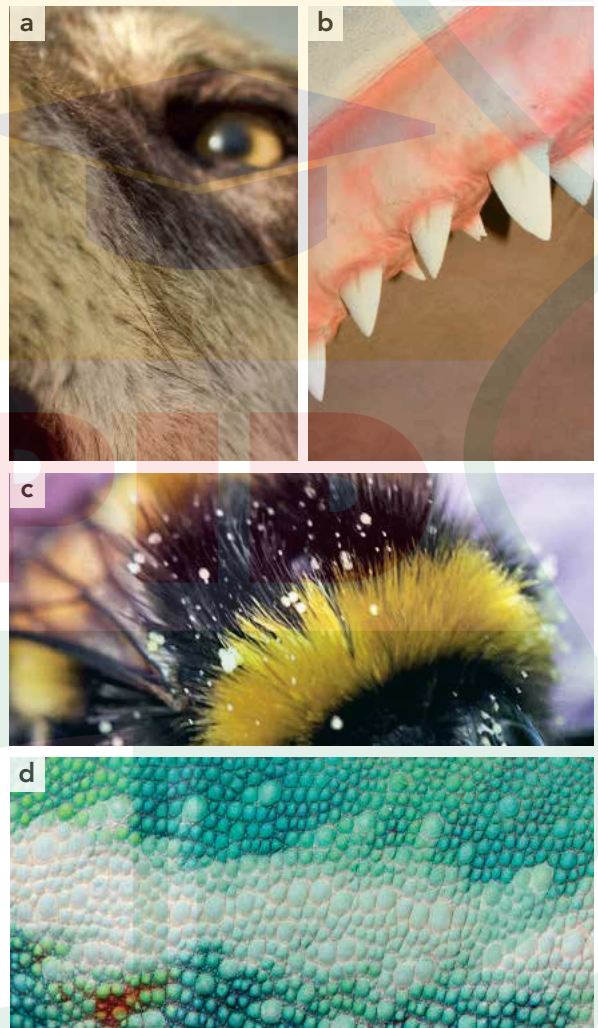
field • flowers • forest • grass • hill • island • lake  
mountain • river • sky • valley • waterfall

- 5 **LISTENING** **60** Listen. What can you hear? Use a word from 1 or 4 for each sound.

- .....
- .....
- .....
- .....
- .....
- .....

- 6 **SPEAKING** Work with a partner. Take it in turns to ask and answer the questions. If the answer is Yes, give more information.

- Are there any mountains or hills near your home?
- Do you live near a forest?
- Is there a lake near where you live?
- Do you live on an island, or is there an island near your home?
- What river or rivers are near your home?
- Are there any big waterfalls in your country?





## 1 Work with a partner. Answer the questions.

- 1 What is the man in the photo doing?
- 2 What do you think he does?



Bear Grylls loves to be out in the wild

# WILD BEAR

## PREPARES TO ATTACK AGAIN!

Bear's new series is going to be quite different from his others. He isn't going to be alone in the wild. In fact, he's going to take 20 people to New Zealand's South Island. They are going to compete in pairs, and the winners are going to win a prize of \$500,000! The contestants are going to have to make fires and a shelter, go through obstacles, keep safe and dry at night, and find food. They are going to have to eat some unusual things to survive – snakes, scorpions and insects of all types.

Bear chose South Island because of its forests, mountains and rivers. The weather can be quite stormy

Bear Grylls never stops. Last year, he wrote another book, *A Survival Guide for Life*. He also started his very own Bear Grylls Survival Academy. And soon he's going to be back on TV with a new series, *Get Out Alive with Bear Grylls*.

and extreme, too. Bear is not going to watch them from a comfortable TV studio but travel with them. And he's also going to decide which pair should win. Above all, he wants to see how ordinary people can become heroes.

When Bear isn't making TV shows in the wild, he loves spending time with his wife and three sons. He also runs and does yoga for about 60 minutes a day, six days a week. Doing yoga helps his back – he broke it in three places when jumping from a plane and his parachute didn't work. What about cooking? Bear is famous for eating wild animals and insects, so his friends don't go to his house for dinner when they know that he's cooking!



TV NEWS • COMING SOON  
WHAT TO WATCH NEXT MONTH

## 3 Read the article again and choose the best answers.

- 1 Bear's new series is different because ...
  - a it isn't about survival.
  - b he teaches people about survival in his new school.
  - c he isn't the only person in it.
- 2 The winners of the series ...
  - a get \$500,000 each.
  - b need to do a variety of things to win.
  - c need to eat snakes and scorpions to win.
- 3 New Zealand is perfect for the series because ...
  - a it has beautiful geographic features.
  - b the weather there is usually extremely good.
  - c it isn't easy to survive there.
- 4 The idea of the programme is to show that ...
  - a we can all become heroes.
  - b we are all heroes.
  - c being a hero is nothing special.
- 5 At home, Bear ...
  - a does yoga with his family.
  - b does about six hours of exercise a week.
  - c doesn't rest.
- 6 Bear's friends ...
  - a never receive invitations to eat at Bear's home.
  - b are worried that Bear will prepare unusual food.
  - c know that Bear never cooks at home.

## 4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Can you think of somebody who you think is a real-life hero? In your opinion, what makes a hero?

## 5 Match the underlined words with their meanings. Use your dictionary if necessary.

- |         |   |
|---------|---|
| ..... a | people who take part in a contest or competition  |
| ..... b | serious, severe   |
| ..... c | pick, go for  |
| ..... d | a piece of equipment fastened to a person dropped from an aircraft to make him fall slowly and safely to the ground |
| ..... e | a structure built to give protection, especially from the weather or from attack                                    |

## 6 SPEAKING What about you?

- 1 What are your favourite outdoor activities?
- 2 Could you survive in the wild? Why/Why not?

*I like walking in the mountains.*

*I prefer playing football and tennis.*





## be going to

### 1 Read the sentences and answer the question.

- He's **going to take** twenty people to New Zealand.
- He **isn't going to stay** in the TV studio.
- Is** he **going to go** with the contestants?

We use **be going to** to talk about future plans and intentions. What part of the verb comes after **be going to**?

GRAMMAR REFERENCE ► PAGE 88

### 2 PRONUNCIATION 61 Listen to the dialogue. How is **going to** pronounced? Then listen again and practise the dialogue with a partner. Pay attention to the pronunciation of **going to**.

A: What are you **going to** do tomorrow?

B: I'm **going to** meet my friends.

A: Are you **going to** go out?

B: No, we're **going to** watch TV.

### 3 Complete the dialogue with the missing words.

Al: What do you think? What (a) ..... going to happen in Bear Grylls' programme tonight?

Jo: I don't know. But I think they (b) ..... going to show him in the Sahara tonight.

Al: What's he going to (c) .....? There isn't much water there.

Jo: No, there isn't. And he (d) ..... going to find much food in the desert. I hope he isn't going (e) ..... eat insects!

Al: So, (f) ..... you going to watch it tonight?

Jo: Yes, I (g) ..... But I'm (h) ..... going to watch the part where he's eating because we're going to (i) ..... dinner while we watch!

### 4 What are the people's future plans? Write sentences with **be going to**.

*Katie's going to buy a pet spider.*

- |                |                                |
|----------------|--------------------------------|
| 1 Katie        | buy a pet spider               |
| 2 Nam and Lan  | read a book about wildlife     |
| 3 Jack         | write a book about bees        |
| 4 Bảo and Minh | go on a picnic near the forest |
| 5 Huy          | have a trip to an island       |
| 6 Lily         | visit a waterfall              |

### 5 SPEAKING Make questions with **be going to**. Then work with a partner to ask and answer the questions.

- Nam and Lan/have a trip to an island?  
*Are Nam and Lan going to have a trip to an island?*
- What/Katie/do?
- Jack/buy a pet spider?
- Huy/visit a waterfall?
- Bảo and Minh/go on a picnic near the forest?
- Who/visit a waterfall?

*Are Nam and Lan going to have a trip to an island?*

*No, they aren't.*





- 6 SPEAKING** Work with a partner. Imagine you are going to spend 48 hours in the wild. Talk about how each object below is going to be useful. Then choose only three objects to take and explain why.

The water is going to be useful for drinking.



a bottle of water



a packet of biscuits



a knife



some string



a notebook and pencil



a mobile phone



a blanket



a box of matches



a plastic bag

- 7** Work in groups. Think of two big plans you have for the future and write them down on a piece of paper. Pick a piece of paper and read sentences in it. Who do you think wrote these sentences?

*I'm going to be a famous adventurer.*

*My brother and I are going to start a band.*

*I'm going to write a novel.*

## The weather

- 1** Work with a partner. Match the adjectives to the pictures.

cloudy • cold • dry • foggy • hot • icy • snowy  
stormy • sunny • warm • wet/rainy • windy

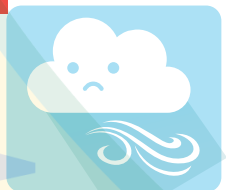
a



b



c



d



e



f



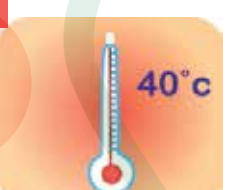
g



h



i



j



k



l



- 2** Now match the nouns with the adjectives in 1.

cloud • fog • ice • rain • snow • storm • sun • wind

- 3** Complete the sentences with the correct form of the words given.

- At the moment, it's ..... (rain).
- It's very ..... (sun) here in August.
- Yesterday, it was ..... (wind).
- There is usually ..... (snow) here in January.
- Here we never have big ..... (storm).
- We don't have much ..... (fog) here.
- It's ..... (cloud) here in July.

- 4 SPEAKING** Work with a partner. Are the sentences in 3 true or false for where you live? Correct the false sentences.

At the moment, it isn't rainy. It's sunny.



# Using

# INFOGRAPHICS

## LIFE SKILLS OBJECTIVES

- To interpret information presented visually and numerically
- To learn about infographics
- To present information using visuals and numbers

## KEY CONCEPTS

- icon** [n]: Picture 1 **colour coding** [n]: Picture 5  
**pie chart** [n]: Picture 2 **diagram** [n]: Picture 4  
**pictogram** [n]: Pictures 3 and 6  
**bar graph** [n]: Picture 7 **line graph** [n]: Picture 8

### 1 Look at the photo. Can you guess anything about this tiger?

- Where it lives
- What it eats
- ...

### 2 Look at the information below about the Amur tiger. What do the underlined words in the statements mean? Use your dictionary if necessary. Are the sentences True (T) or False (F)?

- A big male Amur tiger is about 350 cm long. T/F
- Amur tigers live mainly in Russia. T/F
- Amur tigers are carnivorous<sup>1</sup>. T/F
- The population of Amur tigers in Russia fell in the 1980s. T/F
- The population of Amur tigers in China is rising. T/F
- Amur tigers live at the top of mountains. T/F
- The Amur tiger is an endangered<sup>2</sup> species. T/F

(1) carnivorous (adj): eating meat

(2) endangered (adj): (animals or plants) that may soon not exist because there are very few now alive



An Amur tiger, also known as the Siberian tiger.

## THE AMUR TIGER AN ENDANGERED SPECIES

PICTURE 2



### POPULATION DISTRIBUTION:

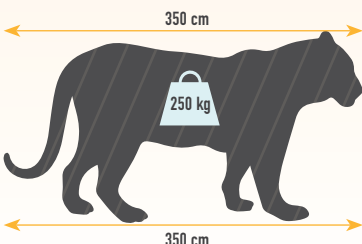
- in Russia 90% (approximately 450)
- in China 10% (approximately 22)

PICTURE 4

### EATING HABITS:



PICTURE 6



### BODY OF A MALE:

Maximum length 350 cm.  
Weight approximately 250 kilos/3 human males.



### STATUS

EXTINCT



THREATENED

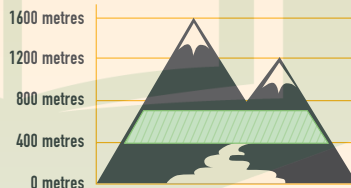
LOW RISK

PICTURE 1



ENDANGERED

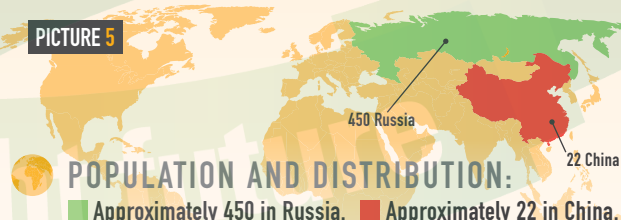
PICTURE 3



### HABITAT:

Lives in forest areas near mountain rivers, at an altitude of 400–700 metres above the sea.

PICTURE 5

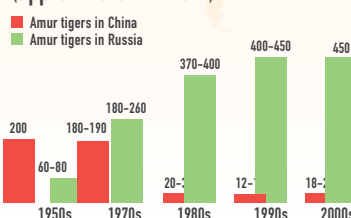


### POPULATION AND DISTRIBUTION:

Approximately 450 in Russia. Approximately 22 in China.

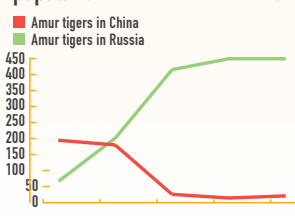
PICTURE 7

### Changes in the Amur tiger population (approximate numbers)



PICTURE 8

### Changes in the Amur tiger population





- 3 **READING** Read this text about infographics. Answer the questions. When you finish, compare your answers with a partner.

- 1 What are infographics?
- 2 Why are they useful?
- 3 Which historic examples of infographics does the text give?

### A quick introduction to infographics


There is an old expression in English which says 'A picture is worth a thousand words'. That really is the key to infographics. Infographics are visual presentations of information. By using infographics, you can give lots of information in a very fast, clear, direct and memorable way. The visual elements help to make information attractive and interesting. They can include graphs, pie charts, maps, colour coding, diagrams, icons and tables. These make it easy to present a lot of statistics and facts in a compact space.

Infographics are not new. They have been around since the first humans learned to scratch symbols into the dirt. Ancient storytellers already understood that pictures are worth a thousand words – from depictions of volcanic eruptions to abstract symbols painted on caves. We could say that Egyptian hieroglyphics are examples of infographics. The map of London Underground is a great example of infographics too. It takes a complex network of train lines and transforms them into a colourful, clear, attractive diagram which is easy to use. In 1972 and 1973, NASA took infographics into space. The idea was that if people on different planets found the pictures, they could understand all the basics about our planet without needing any translation. After all, an infographic is composed of only three important elements: visual, content and knowledge, which are shared by the earliest cave drawings and the most modern visual presentations.



- 4 Read the text again and answer these questions.

- 1 How do infographics improve the presentation of information?
- 2 What different types of visuals can we use for infographics?
- 3 Why is the map of the London Underground a good example of infographics?
- 4 How and why did NASA use infographics in the 1970s?

- 5 **LISTENING**  62 Watch or listen to a presentation about another endangered species: the Northern White Rhino. Complete this information about the animal.

- 1 Lives: .....
- 2 Weight in kilos (male): .....
- 3 Body colour: .....
- 4 Eating habits: .....
- 5 Status: .....
- 6 Population in 1960: .....
- 7 Population now: .....



- 6 **SPEAKING** Work with a partner and discuss these questions.

- 1 Did you think that the visuals in the presentation were effective? Why/Why not?
- 2 Do you like receiving information in a visual way? Why/Why not?
- 3 Do you use graphs, charts and diagrams in other school subjects? Which one(s)?

### LIFE TASK



**You are going to prepare a presentation to make people aware of another endangered species. Work in a small group.**

**Follow this plan:**

- 1 Choose an animal in danger of extinction. A good place to start looking is at the website of the World Wildlife Fund.
- 2 Find interesting information about your animal. For example, find out about:
  - eating habits
  - body
  - population and distribution
  - habitat
  - changes in the population
  - endangered status
  - reasons for being endangered
  - how to help
- 3 Find or create graphs, pictures, diagrams, pie charts, etc. to present your information.
- 4 Give your presentation, explaining the information.



**1 SPEAKING** Work with a partner. Answer the questions.

- 1 Do you like visiting zoos, safari parks and/or wildlife centres? Why/Why not?
- 2 What can you usually do in these places?

**2 LISTENING** **63** Listen to a radio advert for a wildlife centre and answer the questions.

- 1 What's the name of the wildlife centre?
- 2 Do they have giant pandas there?
- 3 Which days is the wildlife centre open?
- 4 How much does it cost if you're 14 years old?

**3** **63** Listen again. Are these sentences True (T) or False (F)? Correct the false sentences.

- 1 There is a safari area where you can drive, and another where you can walk. T/F
- 2 There are five shops and four restaurants at the wildlife centre. T/F
- 3 You can travel on a special bus there. T/F
- 4 On 20<sup>th</sup> March, they are going to have some new animals. T/F
- 5 Somebody is going to make a TV programme at the wildlife centre. T/F
- 6 The wildlife centre is open five hours a day. T/F
- 7 A ticket for a 16-year-old is £15. T/F



## will/won't

**1** We use **will** and **won't** to talk about future facts and predictions. Read the sentences and answer the questions.

- a You'll have a great time!
- b Have a wild day out that you **won't** forget.
- c What **will** the lions do if the car windows are open?

- 1 What are the contractions for **will** and **will not**?
- 2 What part of the verb comes after **will** and **will not**?

GRAMMAR REFERENCE > PAGE 88

**2 SPEAKING** What's your opinion? Complete the predictions with **will** or **won't** and the verbs given. Compare your answers with a partner.



- 1 Polar bears ..... (disappear) soon.
- 2 The weather ..... (change) a lot in the future.
- 3 Next summer, it (be) very hot.
- 4 Lots of people ..... (drive) electric cars in 20 years.
- 5 There ..... (be) food for everybody in the future.
- 6 The ice at the North Pole ..... (disappear) in the next 25 years.
- 7 People ..... (eat) meat in the future.

*Polar bears won't disappear soon.*

*I disagree. I think they will disappear!*



**3 SPEAKING** Work with a partner. Take it in turns to ask and answer these questions. Use short answers to reply.

- 1 Will it be sunny tomorrow?
- 2 Will people live on the moon one day?
- 3 Will this class finish late today?
- 4 Will scientists find a cure for cancer?
- 5 Will humans go to Mars?

Will it be sunny tomorrow?

Yes, it will!

**4 SPEAKING** Look at these questions. Fill in the blank with two similar questions. Answer each question by completing Yes or No in the "Me". Then interview two other friends.



Will you ...	Me	Student 1	Student 2
get married?			
live in another country?			
go to university?			
have children?			
appear on TV?			
be rich and famous?			
drive a sports car?			
.....?			
.....?			

Will you get married?

Yes, I will.

### Present continuous for future

**5** We can use the present continuous: (1) to talk about things that are happening now or (2) to talk about fixed plans for the future. Read the sentences. Which are (1) and which are (2)?

- a What **are** you **doing** next weekend?
- b Why **is** the lion **making** that noise?
- c He can't hear you because he's **listening** to the radio.
- d On 20<sup>th</sup> March we're **opening** a new section.

GRAMMAR REFERENCE ► PAGE 88

**6** Complete the dialogue with the correct form of the present continuous for future.

**Marc:** Hi, Lucy. What (a) ..... you ..... (do) tonight?

**Lucy:** I (b) ..... (go) to my cousin's party.

**Marc:** (c) ..... you ..... (take) her anything?

**Lucy:** Yes. This afternoon I (d) ..... (make) a cake for her.

**Marc:** I (e) ..... (not do) anything this afternoon. Can I come and help?

**Lucy:** No way! I know you! You don't want to help me. You just want free cake! Anyway, you (f) ..... (help) Tom with his maths homework this afternoon.

**Marc:** You're right! I promised him yesterday. I completely forgot!

**7 SPEAKING** Complete the questions using the correct form of the present continuous for future. Then ask and answer the questions with a partner.

- 1 What ..... (you/do) tonight?
- 2 What are ..... (you/do) after school tomorrow?
- 3 Where ..... (you/go) on Saturday?

What are you doing tonight?

Nothing special. I'm doing my homework.





## Making suggestions and plans

**1 SPEAKING** Work with a partner and answer the questions.



- 1 What places can you see in the photos?
- 2 What other places can you go to at the weekend or in the holidays?
- 3 What can you do in each of these places?

**2 LISTENING** ▶ **64** Listen to two people talking about their plans next week. Answer the questions.

- 1 Where do they decide to go?
- 2 When do they decide to go?
- 3 Where do they decide to meet?
- 4 What time do they decide to meet?

**3** ▶ **64** Complete the dialogue. Listen again if necessary.

**Jack:** Next week we're on holiday. Are you doing anything?

**Paul:** No, nothing special.

**Jack:** Shall we go out one day?

**Paul:** Yes, sure.

**Jack:** Why don't we go and (a) .....?

**Paul:** OK. Let's go on (b) .....

**Jack:** Sorry, I'm busy on (c) ..... I'm taking my little brother to the (d) ..... with his friends.

**Paul:** What about (e) .....? Are you free then?

**Jack:** Yes, that's fine.

**Paul:** Let's meet (f) ..... at (g) .....

**Jack:** OK. See you there!

**4** Look at the words and expressions in the Speaking bank. Which three expressions do not appear in the dialogue in 3?

### 🗨️ SPEAKING BANK

#### Useful expressions to make suggestions and plans

##### Asking about somebody's plans

- Are you doing anything (on + day/at + time)?
- Are you free (on + day/at + time/then)?
- Do you want to (verb in the infinitive)?

##### Making suggestions

- Why don't we (verb in the infinitive)?
- Shall we (verb in the infinitive)?
- Let's (verb in the infinitive).
- What/How about (noun/verb-ing)?

##### Accepting suggestions

- Yes, sure. / That's fine.
- OK. / Great.

##### Rejecting suggestions

- Sorry, I can't.
- Sorry, I'm busy.

### ✓ STRATEGIES FOR TEST

When you do a speaking exam in pairs, is it important to listen to what your partner says? Why/Why not?

➤ STRATEGIES FOR TEST page 156

### PRACTICE MAKES PERFECT

**5 SPEAKING** Work with a partner. Do the role-play using the dialogue in 3 and the Speaking bank to help you.

Student A: Begin the activity. Look at page 159.

Student B: Look at page 159.

Next week you and your partner are on holiday. You want to go out together one day. Decide where to go and on which day. Agree where and when to meet.

**6** Work with a partner. Prepare another conversation to decide where and when to go on holiday and where and when to meet. Practise it and then act it out for the rest of the class.



## A message

1 **READING** Read this email message and answer the following questions.

- 1 Why did Sơn write this message?
- 2 Who did Sơn write this message for?
- 3 What three things did Sơn want to know?

Hi Alex!

Good to hear from you! And it's great news that we're meeting at the weekend.

I know we're meeting at the cinema, but what time are we meeting? How about coming a bit early to have some snacks or drinks before the movie starts? What movie are we going to see on Saturday?

By the way, I saw Ben the other day. You know he never goes out during the week, but he's usually free at the weekend. Shall we invite him to come too? Let me know what you think.

That's all for now. See you on Saturday!

Sơn



4 Read this message. Make a note of the three main things that Paula wants to know.

2 Read this reply to Sơn's message. Does it contain the three pieces of information that Sơn wanted to know? Is it clear?

Hi Sơn,

I'm so excited about this weekend, too. We're meeting at five o'clock on Saturday afternoon. The movie starts at 5:30, so we'll have half an hour to get some noodles or sandwiches at the cinema food bar before the start. We're going to see *Godzilla vs. Kong* by Adam Wingard. I watched the trailer yesterday, and I have to say the visual effects are amazing! By the way, don't forget to bring your student ID with you because we can have some student discounts on our tickets.

I didn't know that Ben is around this weekend. Sure, let's invite him to come with us. I'll call him tomorrow when I get home after school.

See you soon!

Alex

Hi!

I can't believe that in three weeks I'm going to be there at your house. I'm so excited about the trip because this is going to be the first time I travel to another city on my own! What will the weather be like in August? Will it be sunny? I need to know so that I can decide what clothes to bring. By the way, are there a lot of places for teenagers like us in your city? And I can't wait to try the local food there. In general, can you tell me about the area where you live? Oh, are we going to do any sport when I'm there? I always go walking or running when I can.

Write back to me soon,

Paula

3 Read the information in the Writing bank. Look at the two messages again and find an example sentence for each piece of information.

### ✍ WRITING BANK

#### A message

- Clear purpose. Identify the receiver at the beginning of the message and state why you write the message.
- Simple message. State directly what you want. You can use questions or imperatives to make the message straightforward.
- Short, familiar language. Use basic order of affirmative and negative sentences: *subject + verb + object*

### PRACTICE MAKES PERFECT

5 Look at the task. Use the emails in 2 and 4 as a model. Use the Writing bank for reference and to check your message.

Read the message from your friend Paula. Write a short message (120–150 words) to her and answer all her questions.

WRITING BANK ► PAGE 162

### ✓ STRATEGIES FOR TEST

Is it easy to read your handwriting? Show it to other students. Do they agree? How important is good handwriting in an exam?

► STRATEGIES FOR TEST page 156

## Grammar reference

### be going to

#### FORM

<b>Affirmative</b>	I/You/He/She/It/We/They + <b>am/are/is</b> + <b>going to</b> + verb <i>I'm going to survive.</i>
<b>Negative</b>	I/You/He/She/It/We/They + <b>am not/aren't/isn't</b> + <b>going to</b> + verb <i>She isn't going to read.</i>
<b>Question</b>	<b>Am/Are/Is</b> + I/you/he/she/it/we/they + <b>going to</b> + verb? <i>Are we going to eat?</i>
<b>Short answers</b>	Yes, I/you/he/she/it/we/they + <b>am/are/is</b> . No, I/you/he/she/it/we/they + <b>am not/aren't/isn't</b> . <i>Yes, I am. / No, they aren't.</i>

#### USE

- We use **be going to** to talk about plans and intentions for the future.  
*We're going to go to New Zealand.*  
*I'm going to make a fire.*
- After **be going to**, we use the verb in the infinitive.  
*She's going to sleep outdoors.*  
*They're going to travel together.*

### will / won't

#### FORM

<b>Affirmative</b>	I/You/He/She/It/We/They + <b>will ('ll)</b> + verb <i>I will go.</i>
<b>Negative</b>	I/You/He/She/It/We/They + <b>will not (won't)</b> + verb <i>They won't win.</i>
<b>Question</b>	<b>Will</b> + I/you/he/she/it/we/they + verb? <i>Will he pass?</i>
<b>Short answers</b>	Yes, I/you/he/she/it/we/they + <b>will</b> . No, I/you/he/she/it/we/they + <b>won't</b> . <i>Yes, she will. / No, they won't.</i>

#### USE

- We use **will** and **won't** to talk about the future and make predictions.  
*We'll pass our exams.*  
*It'll be sunny tomorrow.*
- The contraction of **will** is **'ll**. The contraction of **will not** is **won't**.
- After **will** and **won't**, we use the verb in the infinitive without to.  
*They won't win the competition.*  
*I'll write a book one day.*

### Present continuous for future

- We use the present continuous to talk about future plans that are confirmed.  
*Tomorrow, I'm visiting the safari park. I bought the tickets yesterday.*
- When we use the present continuous to talk about the future, we often use time expressions like *tomorrow, next week or on Friday*.



## REFLECTION

### PROBLEM SOLVING

**Work in groups. Think about an endangered species. Use an infographic to present information regarding:**

- population changes
- population distribution
- habitat
- eating habits
- ways to conserve the species

### 'CAN DO' PROGRESS CHECK UNIT 6

After this unit, I can ...



- |   |   |  |  |
|---|---|--|--|
| a | talk about wild animals and their natural habitats.                                       |  |  |
| b | describe the weather.   |  |  |
| c | talk about future plans using <b>be going to</b> and make predictions using <b>will</b> . |  |  |
| d | understand simple written and spoken texts about animals and the natural world.           |  |  |
| e | make suggestions and plans.   |  |  |
| f | write a message.  |  |  |



## Grammar revision

### be going to

/ 7 points

- 1 Look at Daniel's plans. Write sentences and questions with the correct form of be going to.**

Mon	visit a friend in hospital
Tue	do homework
Wed	tidy bedroom
Thur	go for a run
Fri	call friends

- On Monday/visit his mum in hospital.  
*On Monday, he isn't going to visit his mum in hospital.*
- On Tuesday/do the shopping.
- On Tuesday/do homework.
- On Wednesday/tidy bedroom?
- Yes. (Write a short answer for the question in 4.)
- On Thursday/go for a run.
- What/do on Friday?
- On Friday/have a party.

### will/won't

/ 7 points

- 2 Complete the dialogue with will or won't.**

**Journalist:** Professor, in your opinion, what (a) ..... happen to polar bears in the future? (b) ..... they disappear completely?

**Professor:** No, they (c) ..... But the future (d) ..... be good for them because thousands of polar bears (e) ..... disappear.

**Journalist:** Why?

**Professor:** It (f) ..... be easy for polar bears to survive because the icy regions where polar bears live (g) ..... disappear.

### Present continuous for future

/ 4 points

- 3 Complete the sentences with the correct form of the present continuous. Then choose P if they talk about the present and F if they talk about the future.**

- Why ..... you ..... (cry)? **P / F**
- We ..... (not play) tennis tomorrow morning. **P / F**
- This summer, we ..... (fly) to London. **P / F**
- I ..... (go) to university when I finish school. **P / F**

## Vocabulary revision

### WILD ANIMALS AND INSECTS

/ 7 points

- 1 Complete the words with vowels.**

- w...lf
- 5 s...k...
- 2 j...llyf...sh
- 6 ...ll...g...t...r
- 3 sp...d...r
- 7 l...z...rd
- 4 b.....

### THE WEATHER

/ 7 points

- 3 Choose the correct alternative.**

- At the top of Everest it's very ice/icy.
- Today, there were a lot of white clouds/cloudy.
- In the Sahara, it's very dry/wet.
- They couldn't see anything because it was really windy/foggy.
- Last night, there was a terrible storm/stormy.
- It rains/rainy a lot in Britain in the winter.
- 40°C is really warm/hot.

### THE NATURAL WORLD

/ 8 points

- 2 Label the pictures.**



Total: / 40 points

Unit 6

89

## Reading

### TIPS FOR READING

In matching activities, remember ...

First, read all parts of the text. Then, read the pieces of information you need to find. Try to find the places in the text where the information is. Read them again slowly.

➤ STRATEGIES FOR TEST page 155

### 1 READING Read the text. Are the sentences about Oprah Winfrey (OW), Angelina Jolie (AJ), or both (B)?

Oprah Winfrey and Angelina Jolie are rich and famous. They also give money to help others.

Oprah is one of the most famous TV presenters in the world. She was also an actress, and now she's a successful businesswoman too. She became the first ever African-American billionaire. But her life as a child was difficult. Perhaps that's why she helps people with her money. For example, she gave money to help the victims of Hurricane Katrina in New Orleans and she went there to help them in person. In 2007, she began a school in South Africa to help poor girls get a good education. She even has her own charity organisation, Oprah's Angel Network.

Angelina is one of the most famous actresses in the world. She does a lot of work for UNHCR, an organisation that helps refugees – people who have to leave their homes and live in camps. She often visits these places to help the people there. But she doesn't sleep in five-star hotels. She works and lives with the people who work for UNHCR. In 2012, UNHCR named her Special Envoy because of the good work she did. Angelina helps other charities too, such as the Malala Fund. This was started by a fifteen-year-old girl called Malala Yousafzai. It helps young girls in Afghanistan and Pakistan go to school instead of work. Thanks to all her charity work, Jolie was the first person to win the Citizen of the World Award.

- 1 She received an award for her charity work.
- 2 She started her own organisation to help others.
- 3 She does two or three different jobs.
- 4 She visits people who need help.
- 5 She had problems when she was young.
- 6 She doesn't want special conditions when she to goes help other people.
- 7 She went from having no money to having a lot of money.

OW/AJ/B

OW/AJ/B

OW/AJ/B

OW/AJ/B

OW/AJ/B

OW/AJ/B

OW/AJ/B

## Use of English

### TIPS FOR USE OF ENGLISH

In cloze activities, remember to identify the type of word (verbs, adjectives or nouns) that can go in the blank.

➤ STRATEGIES FOR TEST page 155

mountain • foggy • literature • painter  
rains • clinic • director • waterfall

### 3 Complete the sentences with the words given.

- 1 Poems and novels are different types of .....
- 2 Leonardo Da Vinci was a famous .....
- 3 A doctor works in the .....
- 4 They couldn't see anything because it was really .....
- 5 I would love to go ..... climbing.
- 6 It ..... a lot in Britain in the winter.
- 7 Steven Spielberg is a famous film .....
- 8 Niagara is the name of the most famous ..... in America.

## Listening

### TIPS FOR LISTENING

In activities where you complete notes, remember ...

Be careful with the spelling of simple words. If not, you could lose marks.

➤ STRATEGIES FOR TEST page 155

### 2 LISTENING 65 Listen to a TV quiz about Walt Disney and complete the notes.



## Walt Disney TRIVIA

- Walt Disney created the famous character (a) ..... in 1934.
- After school, Walt Disney studied (b) .....
- Walt Disney made the film *Fantasia* in (c) .....
- Walt Disney won (d) ..... – a record!
- Walt Disney built the original Disneyland in (e) .....
- He was (f) ..... years old when he died.
- Walt Disney's *Snow White* was the first ever (g) .....
- Mickey Mouse had (h) ..... and a thumb on each hand!

## Speaking

### ► TIPS FOR SPEAKING

In pair activities, remember ...  
It is important to listen to what your partner says.  
In a conversation, we listen to the other person  
and then respond to what they say to us.

► STRATEGIES FOR TEST page 156

#### 4 **SPEAKING** Work with a partner. Use the prompts below to prepare and practise a dialogue.

##### Student A

Ask your partner  
what they are doing  
tomorrow evening.

Suggest doing  
something together.

Accept the suggestion.  
Suggest a time to meet.

Suggest a different time.

Say goodbye.

##### Student B

Say that you have  
nothing planned.

Accept. Suggest a  
place to meet.

Reject the suggestion  
and explain why.

Accept. Say goodbye.

## Writing

### ► TIPS FOR WRITING

In writing exams, remember ...  
Good handwriting and presentation are very  
important.

You will probably lose marks if the examiner  
finds it difficult to read your work.

► STRATEGIES FOR TEST page 156

#### 5 **WRITING** You receive this message from Tim. What information does he want to know? Write your reply (120–150 words) to Tim.

Hi!

We're going to start a school newspaper next term. Do you want to write something for us? I know you're interested in nature and animals, so you could maybe write something that is connected with those. Or maybe you could write something about a world problem that you're interested in. What do you think? Anyway, we're having a meeting to talk about our ideas next week. Why don't you come? Do you know anyone else who may be interested? We need lots of people to help. That's all for now. See you soon!

Tim

### 'CAN DO' PROGRESS CHECK UNITS 5–6

#### 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 2 = I can do it quite well. 3 = I have some problems. 4 = I can't do it.

##### About Language components, I can ...

a use vocabulary about jobs and places of work.	<input type="checkbox"/>
b use vocabulary about culture and work.	<input type="checkbox"/>
c use vocabulary about wild animals and insects.	<input type="checkbox"/>
d use vocabulary about the weather.	<input type="checkbox"/>
e use the past simple and past continuous.	<input type="checkbox"/>
f use <i>will/won't</i> and the present continuous to talk about future plans.	<input type="checkbox"/>

##### About Language skills, I can ...

g read a text and match the person and the information.	<input type="checkbox"/>
h listen and complete notes.	<input type="checkbox"/>
i talk about past events.	<input type="checkbox"/>
j write a story in about 120-150 words.	<input type="checkbox"/>
k make suggestions and plans.	<input type="checkbox"/>
l write a short message.	<input type="checkbox"/>

#### 2 Now decide what you need to do next to improve.

- Look again at my book/notes.
- Do more practice exercises. ► WORKBOOK Units 5 and 6
- Ask for help.
- Other: .....



# 7 The world around me

## Vocabulary



### Feelings

- 1 66 Work with a partner and answer the questions. Use the words in the box to help you. Then listen and repeat.

angry • bored • confused • disappointed • excited • frightened • happy • interested  
relaxed • sad • stressed • surprised • tired • worried

- How do the people in the photos feel? *They are excited.*
- Why do they feel this way? *Perhaps their friend is arriving.*



- 2 LISTENING 67 Listen to five dialogues. How do the people feel? Choose one adjective from 1 for each person.

- |         |         |
|---------|---------|
| 1 ..... | 4 ..... |
| 2 ..... | 5 ..... |
| 3 ..... |         |

- 3 SPEAKING Think about when you have the feelings in 1 and write sentences. Then read the sentences to your partner without saying the adjectives. Can your partner guess it?

*I feel ... when they don't pick me for the basketball team.*

Angry?

No.

Disappointed?

Yes!

### Personality

- 4 Complete the sentences with these words.

hard-working • intelligent • kind • lazy  
cheerful • responsible • serious • quiet

- A ..... person helps other people and is good to them.
- An ..... person understands and learns things quickly.
- A ..... person doesn't like working or making an effort.
- A ..... person is usually happy and friendly.
- A ..... person is reliable and does all the things that they should do.
- A ..... person doesn't talk much.
- A ..... person thinks carefully about things and does not laugh much.
- A ..... person puts a lot of effort into their work.

- 5 Write on a piece of paper three sentences about yourself using adjectives in 4. Then work in groups and each picks a piece of paper and read out sentences. Can you guess which person wrote the sentences?

*I think I'm a cheerful person because I'm usually happy.*



# HAPPY TEENAGERS?



In 2013, UNICEF wanted to find out if teenagers in rich countries are happy. They discovered that youngsters in the Netherlands are top for general well-being, the UK was 16<sup>th</sup> and the US was 26<sup>th</sup>.

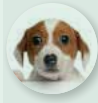


**Jake23**

Shared publicly - 21 Oct



I don't care if Dutch children are happier than British kids. What about kids in poorer countries? In richer countries, kids feel bad if their phone is old, but many kids in the world haven't got any modern gadgets, or schools to go to. It's more important to think about them than the lucky ones!



**June8**

Shared publicly - 12 Oct



We think the US and the UK are super-rich countries, but there're a lot of poor families there as well. Education isn't always better. Kids are more unhealthy there than in poorer countries. The report is useful because it shows that things aren't always what they seem!



**Marion11**

Shared publicly - 01 Oct



I'm from the Netherlands. It's true that we're generally very happy. It's easy to speak to my parents. At school we don't feel stressed. Maybe in the UK and the US, television and newspapers make kids feel disappointed because their lives aren't perfect. Here we're more positive about life.



**Luke52**

Shared publicly - 01 Oct



Being a British teenager I find this strange. Young people are healthier now. We know the importance of exercise and the dangers of smoking. At school my teachers care about me. My relationship with my parents is healthy. The report is fine, but newspapers make the results sound negative. The reality is different.

**1 READING** Read the introduction to the Internet forum and answer the question "Why do you think young people in the Netherlands are happier than in other countries?". Then read the text and check your answer.

**2** Read the forum messages again. Who says what?

- 1 Not everything is bad in their country.
- 2 There are important, basic problems in the UK and the US.
- 3 Journalists are perhaps responsible for some teenagers being sad or unhappy.
- 4 They aren't interested in the report.
- 5 The report makes it clear that we have the wrong idea about some countries.

**3 CRITICAL THINKING**

**Think! Then compare ideas with your class.**

- Write one or two sentences to summarise what each person thinks about the question of teenage happiness in different countries. Are they giving facts or opinions?

**4** Match the underlined words in the text with the correct meanings.

- 1 electronic devices like mobile phones or MP3 players
- 2 be interested in
- 3 things that might cause harm or damage
- 4 good things happen because of chance
- 5 the way people behave towards and are involved with each other

**5 SPEAKING** What about you?

Which statements in the text do you agree with? Why?

*I agree that we should think about poor countries.*

*Me too. But I also agree that we should remember that there are poor people here too.*



## Comparative adjectives

**1** Read the sentences and complete the table with the words in **blue**.

- Dutch children are **happier** than British kids.
- Things could be **better** but they could also be **worse**.
- My mobile phone is **older** than yours.
- American teenagers are **sadder** than Swedish teenagers.
- Family is **more important** than money.

Adjective	Comparative adjective	Rule
old	(a) .....	1 One-syllable adjectives – <b>add -er</b> .
sad	(b) .....	2 One-syllable adjectives ending in one vowel and one consonant – <b>double the consonant and add -er</b> .
happy	(c) .....	3 Two-syllable adjectives ending in -y – <b>omit -y and add -ier</b> .
important	(d) .....	4 Adjectives with two syllables or more – <b>put more before the adjective</b> .
good bad far	(e) ..... (f) ..... farther, further	5 irregular

GRAMMAR REFERENCE > PAGE 102

**2** Look at these adjectives. Think about the rules in the table in 1 and write the correct comparative form.

- |                      |                |
|----------------------|----------------|
| 1 easy <b>easier</b> | 5 hard-working |
| 2 beautiful          | 6 lazy         |
| 3 high               | 7 friendly     |
| 4 kind               | 8 thin         |

**3** **PRONUNCIATION** **68** Listen and repeat. Put more stress on the words in **red**.

- Mike** is **older** than **John**.
- Steve** and **Paul** are **lazier** than **Chris**.
- Your sister** is **better** at **maths** than **Helen**.
- Learning Japanese** is **harder** than learning English.
- Jenny** is **friendlier** than **Sarah**.

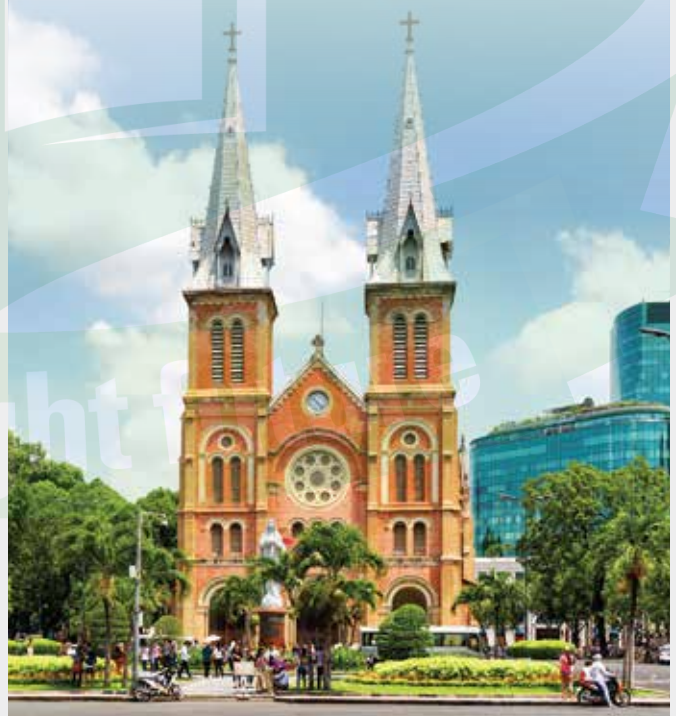
**4** **PRONUNCIATION** Combine the two sentences into one using the comparative form of the adjective. Then practise saying the sentences with the correct stress.



- Nam is angry. Huy is very angry.  
*Huy is angrier than Nam.*
- Jake is worried. Luke is very worried.
- Amy is happy. Holly is very happy.
- Mai is intelligent. Lan is very intelligent.
- An is bad at English. Tién is very bad at English.

**5** **69** Do you know these facts? Choose the correct adjective and use its comparative form to complete the sentences. Then listen and check.

- Hanoi is ..... (big/small) than Ho Chi Minh City.
- The Mekong River is ..... (long/short) than the Red River.
- Mount Fansipan is ..... (high/short) than Mount Everest.
- China is ..... (large/small) than India.
- It is ..... (cheap/expensive) to live in Switzerland than to live in South Korea.







- 6 Write sentences comparing life in New York and Hanoi. Use the adjectives in the box for ideas. Then compare your answers with your partner.



angry • bad • easy • exciting • fast  
friendly • good • happy • healthy • quiet  
relaxed • slow • stressful • worried

*I think life in New York is more stressful than in Hanoi.*

## Social problems

- 1 70 Name the problems in the photos (a–d). Use the words in the box to help you. Then listen and repeat.

crime • homelessness • hunger • pollution  
poverty • unemployment • violence



- 2 **SPEAKING** Work with a partner. Choose three problems in 1 which you think are really important now.

*I think unemployment is more important than pollution at the moment.*

*I agree. A lot of people haven't got jobs now.*



# Helping a charity

## LIFE SKILLS OBJECTIVES

- To learn about different charities
- To consider different factors when choosing a charity to support
- To find out about ways of helping a charity



## KEY CONCEPTS



**support a charity [phrase]:** You can support a charity by giving them money or helping them to do something.  
**raise money [phrase]:** You could raise money for a charity by selling something and giving the money to the charity.  
**volunteer [n]:** They don't pay him for helping the charity – he's a volunteer.

**1 Look at the names of three different charities. Work with a partner. Talk about what you think each charity does.**

- 1 Make-A-Wish Foundation
- 2 PETA (People for the Ethical Treatment of Animals)
- 3 Get Schooled

## MAKE-A-WISH FOUNDATION

### THE AIM OF THE CHARITY

The fundamental objective of the foundation is to make a wish come true for children who are suffering from a life-threatening medical condition.

### WHAT IT DOES

A volunteer speaks to the child and finds out what his/her one big wish is. Then, the organisation plans a perfect experience for the child. Sometimes, the wish may be to meet a famous person or to go to a famous place. The Make-A-Wish Foundation does what it can to make any dream come true.



## PETA

### THE AIM OF THE CHARITY

The main objective of People for the Ethical Treatment of Animals (PETA) is to protect animals from cruel and unethical treatment. It is the largest animal rights organisation in the world.

### WHAT IT DOES

PETA concentrates on four main areas: factory farms, clothes industry, laboratories and the entertainment industry. These are areas in which the largest numbers of animals suffer the most. PETA rescues suffering animals, and it educates the public about the cruel treatment of animals.



**2 READING** Work in a group of three. Each person should choose a different charity. Read the text and make notes about:

- 1 who the charity helps
- 2 how the charity helps
- 3 any other interesting facts about the charity

**3 SPEAKING** Tell your group about your charity.



**GET  
SCHOOLED**

### © THE AIM OF THE CHARITY

In the US, more and more children are leaving high school before they graduate. The aim of this charity is to motivate students to stay at school and so improve their chances of success in the future.



### ? WHAT IT DOES

Get Schooled asks celebrities like Nicki Minaj to visit schools and speak to students directly about the importance of staying at school. The organisation also uses its website to connect with young people through a mixture of games and information.

**4 SPEAKING** What is important to you when you choose a charity to support? Give each a mark from 0 (not important) to 5 (very important). Then compare your answers with a partner.

The charity helps ...

- a young people. ☐
- b old people. ☐
- c people who have a problem with their health. ☐
- d animals. ☐
- e the environment. ☐
- f people in your community. ☐
- g people in your country. ☐
- h people in poor countries. ☐

**5**  **LISTENING**  **71** Work with a partner. Make a list of ideas on how to help a charity. Then watch a video and check if any of your ideas appear in the video.

**6**  **71** Listen or watch again and complete the sentences with one to four words.

Amelia

- 1 She has a cake sale with .....
- 2 They sell the cakes on .....

Kieran

- 3 During the concert, there was .....
- 4 During the concert, Kieran .....

George

- 5 PostPals helps you write to children who are .....

- 6 George says writing a letter is .....  
for volunteers.

Molly

- 7 Molly did a sponsored run around .....
- 8 She ran ..... km.

### LIFE TASK



**Work in a small group. Imagine your group is going to support a charity.**

**Follow this plan:**

- 1 Apart from the three charities on pages 96 and 97, are there any other charities that you think are more important? Look on the Internet and study different charities in more detail if necessary.
- 2 Decide on one charity that you want to support. Make a list of reasons why.
- 3 Look on the charity's website for ways in which you can help the charity. Choose one or more and make a plan of action.
- 4 Explain your plan of action to the rest of the class.
- 5 Try to make your plans happen!





- 1 Work with a partner. Did you read, see or hear the news yesterday? Talk about any news stories you remember.
- 2 **LISTENING** ▶ 72 Listen to four news stories. What is the topic of each story? Choose from these topics.

homelessness • hunger • pollution • poverty  
unemployment • violence

- 1 .....
- 2 .....
- 3 .....
- 4 .....

- 3 ▶ 72 Listen again and choose the correct answers.

- 1 In East Africa, a lot of people are ...
  - a going back to their homes.
  - b going to live in camps.
  - c looking for doctors and medicine.
- 2 The situation for people living on the streets at the moment is ...
  - a more difficult than usual.
  - b the same as usual.
  - c better than usual.
- 3 They say that ... out of every thousand people are without a home.
  - a 4
  - b 14
  - c 40
- 4 The number of knife attacks this year is probably ...
  - a more than 277.
  - b 277.
  - c under 277.
- 5 The public thinks the situation with knife crime today is ...
  - a serious.
  - b not very serious.
  - c better than before.
- 6 Many ... are losing their jobs.
  - a men between 25 and 50
  - b men between 35 and 50
  - c women between 25 and 50
- 7 The financial crisis is ... for people who work in construction or car factories.
  - a only bad
  - b especially bad
  - c not bad

## Superlative adjectives

- 1 Read the sentences and complete a-f with the words in blue. Complete the rules (1-4).

- 1 It is one of **the most important** problems in the country today.
- 2 This will be **the coldest** month.
- 3 This is **the worst** month for many people.
- 4 They are **the best** people in the world to solve the problem.
- 5 It was **the hottest** and **driest** summer in 10 years.

Adjective	Superlative adjective	Rule
cold	(a) the .....	1 .....
hot	(b) the .....	2 .....
dry	(c) the .....	3 .....
important	(d) the .....	4 .....
good bad far	(e) the ..... (f) the ..... the farthest, the furthest	5 irregular

GRAMMAR REFERENCE ▶ PAGE 102

- 2 Complete the sentences with the superlative form of the adjectives given.

- 1 Cristiano Ronaldo is among ..... (expensive) football players in the world.
- 2 Russia is ..... (big) country in the world.
- 3 December is ..... (cold) month in my country.
- 4 For me, Harry Potter films are ..... (good).
- 5 Time magazine voted Albert Einstein ..... (important) person of the 20<sup>th</sup> century.



- 3** Look at this table with information about three different cities. Complete the sentences with the correct comparative or superlative form of the adjectives and the name of the city.



Barcelona



Istanbul



Hanoi

	Barcelona	Istanbul	Hanoi
approximate population (in 2020)	5,586,000	15,460,000	4,678,000
annual rainfall	605 mm	694 mm	1680 mm
cost of living	***	**	*

- The population of Barcelona is ..... (big) than that of .....
- ..... has ..... (big) population.
- ..... has ..... (small) population.
- Barcelona is ..... (dry) than .....
- ..... is ..... (dry).
- ..... is ..... (wet).
- Barcelona is ..... (expensive) than .....
- ..... is ..... (expensive).

- 4 SPEAKING** Write sentences giving your opinion about these things. Use the superlative form of the adjectives. Then compare the answers with a partner.

- popular/sport in the world  
*I think football is the most popular sport in the world.*
- big/problem in the world
- difficult subject/at school
- good/city in the world

What do you think is the most popular sport in the world?

*I think it's football.*

## Articles

- 5** Read the sentences and then join the sentence halves below to make rules.

- Charity organisations are asking for help.
  - A new report appeared today.
  - The statistics show that unemployment is going up.
  - It is one of the most important problems in the country today.
- We use no article
  - We use *a/an*
  - We use *the*
  - We also use *the*
    - to talk about a singular countable person or thing for the first time.
    - to talk about a specific person or thing or a person or thing mentioned before.
    - when we talk about things in general.
    - with superlative adjectives.

GRAMMAR REFERENCE ► PAGE 102

## ✓ STRATEGIES FOR TEST

The next activity is a cloze activity. It is a text with missing words. What type of words do you think they are – articles, prepositions, nouns, verbs, auxiliary verbs or pronouns?

► STRATEGIES FOR TEST page 156

- 6** Fill in each blank with ONE suitable word.

Last night, I saw (a) ..... very interesting programme on TV. It was about (b) ..... orchestra from Venezuela. A composer called José Antonio Abreu started the orchestra in 1975 with just eleven poor teenagers. Some of the musicians were often in and out of trouble. (c) ..... orchestra helped them. Now, the project is bigger and (d) ..... important than before. It helps 250,000 kids. Today, they play in some of the (e) ..... important concert halls in America and Europe. Some say they are better (f) ..... a lot of other professional orchestras. Plácido Domingo, one of (g) ..... best opera singers (h) ..... the world, cried when he heard them play!





## Describing a photo



**1** **SPEAKING** Work with a partner. Look at the photos. How are they similar?

**2** **LISTENING** ▶ **73** Listen to a student describing one of the photos. Which photo is it?

**3** ▶ **73** Complete the description with the missing words. Listen again if necessary. Don't worry about the different colours.

This is a picture of people **in** a living room, **I think**. I can see **(a)** ..... people. There are **(b)** ..... and **in the middle**, there's **(c)** ..... They **look** happy and relaxed. **I think** they're **in** a living room because they **are sitting on** a sofa. I can see **(d)** ..... behind them. The two children **are probably teaching** the woman to use **(e)** ..... or play **(f)** ..... The boy is **on the right** of the picture. He's **looking** at the computer in front of them, not at the woman. The girl is **on the left** of the picture. She's looking at the woman. **Maybe** she's **smiling** at her because she's **winning** or **learning** very **(g)** ..... She **looks** a bit more **(h)** ..... than the boy. **Perhaps** the woman is their grandmother.

**4** Look at the description again and answer these questions.

- What expressions are used to begin the description?
- What type of words are the words in **blue**? Why are they important in a description of a photo?
- Look at the verbs in **green**. What tense are they?
- Look at the words and expressions in **red**. Do we use them when we are 100% sure of something or when we are making a guess?

**5** Read the information in the Speaking bank and check your answers to the questions in 4.

### **SPEAKING BANK**

#### Useful expressions to describe photos

- We often begin with expressions like: *This is a picture of .../I can see ...*
- We use *On the right/left, In the middle* and prepositions (*on, at, in front of, behind, etc.*) to say where people and things are.
- We usually use the present continuous to say what people are doing, e.g. *He's sitting down, She's asking the boy a question.*
- To make guesses, we use words and expressions like *I think, maybe, perhaps, she looks ...*

**6** **SPEAKING** Look at photo b. Say where these things/people are and what the people are doing. Then make two guesses (e.g. their relationships, their feelings, etc.).

- |              |                   |
|--------------|-------------------|
| 1 the people | 4 the pencil case |
| 2 the woman  | 5 books           |
| 3 the boy    | 6 the phone       |

Your guesses: .....

### **PRACTICE MAKES PERFECT**

**7** **SPEAKING** Work with a partner. Take it in turns to describe photo b. Describe the photo to the class.

### **✓ STRATEGIES FOR TEST**

When you describe a photo, what should you do when you don't know the word for something in the photo?

► STRATEGIES FOR TEST page 156





## An opinion paragraph



### 1 Work with a partner and answer the questions.

- 1 What is the girl in the photo doing?
- 2 How often do you play computer games?
- 3 Do you think computer games have a good or bad influence on teenagers? Why?

### 2 Read this newspaper editorial. Do you agree with what it says? Why/Why not? Compare ideas with a partner.

#### ***It's official! People were more INTELLIGENT in the past***

This week we reported that the results of British fourteen-year-olds on IQ tests are going down, not up. Personally, I am very worried about teenagers today. When I was a child, I played outside with my friends after school. There were no computers and no games consoles. We had television, but we could only watch it at the weekend. But we were happy and healthy. And now these IQ results show that we were more intelligent too. Today's teenagers need to change fast, or the future looks very bad, for us and for them.

### 3 **READING** Read this paragraph. Does the writer agree or disagree with the editorial? Why?

In my opinion, I agree that computer games have negative impacts on teenagers. Firstly, teenagers today are not learning anything. They sit in front of a computer all day, which does not make them more intelligent. Instead,

it prevents them from thinking and from doing other things like playing sports or making friends. Secondly, addiction to computer games makes teenagers read less. In my view, reading helps young people learn new words, be more creative and improve their concentration.

Spending three hours reading can help you become more intelligent than playing a computer game for three hours. In conclusion, I firmly believe that teenagers should be discouraged from playing computer games due to its harmful effects.

### 4 Look at the paragraph again. Which sentence(s) ...

- 1 expresses the writer's opinion?
- 2 gives the first opinion and explanation?
- 3 gives the second opinion and explanation?
- 4 summarises the writer's opinion?

### 5 Look at the paragraph again and complete the useful expressions in the Writing bank.

#### **WRITING BANK**

##### **Useful expressions in an opinion paragraph**

- We do not use contractions. For example, we write (a) ..... not teenagers today aren't learning anything.
- To express our opinion, we use words and phrases like *I agree, I disagree, I think, Personally, In my (b) ..... or In my (c) .....*

#### **PRACTICE MAKES PERFECT**

### 6 Look at the task below and write an opinion paragraph. Use the writing sample in 3 as a model and use the Writing bank for reference.

Write a paragraph (about 120–150 words) to express your opinion on the following statement: "Computer games have a bad influence on teenagers."

## Grammar reference

### Comparative adjectives

FORM		
	Adjective	Comparative
one syllable	kind cold	kinder colder
one syllable ending in one vowel and one consonant	big sad	bigger sadder
two syllables ending in -y	lazy happy	lazier happier
two or more syllables	serious boring	more serious more boring
irregular	bad good far	worse better farther/further

### USE

- We use comparative adjectives to compare two people, places or things.  
*Istanbul is bigger than Barcelona.*
- We use **than** in sentences that compare two people, places or things.  
*Abu Dhabi is hotter than Amsterdam.*

### Superlative adjectives

FORM		
	Adjective	Superlative
one syllable	kind cold	the kindest the coldest
one syllable ending in one vowel and one consonant	big sad	the biggest the saddest
two syllables ending in	lazy happy	the laziest the happiest
two or more syllables	serious boring	the most serious the most boring
irregular	bad good	the worst the best the farthest/ furthest

### USE

- We use the superlative to compare more than two people, places or things.  
*John is 170cm. David is 175cm. Chris is 180cm. Chris is the tallest.*
- We use **the** before the superlative form of the adjective and we often use **in**.  
*It's the most exciting city in the world.*

### Articles

#### USE

- a/an**  
We use **a/an** with singular countable nouns. We use it when we mention something for the first time. We use **a** before a consonant and we use **an** before a vowel sound.  
*I've got a dog.*  
*He's got an enormous cat.*
- the**  
We use **the** with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.  
*I've got a dog. The dog is really big.*  
We also use **the** with superlative adjectives.  
*China is the biggest country in the world.*
- No article**  
We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.  
*Tigers are dangerous.*  
*I like cheese.*



### REFLECTION

**Think about teenagers in poor countries. Prepare a short presentation about:**

- what problems they are facing
- what charity programs might help solve their problems and improve their general well-being

### 'CAN DO' PROGRESS CHECK UNIT 7

**After this unit, I can ...**



- talk about social problems.
- talk about people's feelings.
- understand simple written and spoken texts about teenagers and charities.
- describe the positions of people and objects, actions of people and make guesses in pictures.
- write an opinion paragraph.

## Grammar revision

### Comparative adjectives

/ 5 points

1 Write the comparative form of the adjectives.

- 1 hot .....
- 2 silly .....
- 3 beautiful .....
- 4 good .....
- 5 long .....

### Superlative adjectives

/ 5 points

2 Look at the information and write sentences using the superlative form of the adjectives given.

	Tom	Richard	Harry
Age	13	15	18
Height	1.80 m	1.65 m	1.70 m
IQ	100	120	140

- 1 Tom/tall
- 2 Richard/short
- 3 Harry/old
- 4 Tom/young
- 5 Harry/intelligent

### Comparative and superlative adjectives

/ 6 points

3 Choose the correct alternative in each sentence or question.

- 1 I'm worse/worst at biology than Mark.
- 2 I think she's –/the most famous singer in the world.
- 3 What's the more/most expensive food in the world?
- 4 In my opinion, tennis is more exciting than/that football.
- 5 Is she the most intelligent person of/in the class?
- 6 I think English is –/more easier than maths.

### Articles

/ 6 points

4 Complete the sentence with *a/an, the* or *–*.

- 1 She's ..... funniest person I know.
- 2 I have ..... friend. His name is Ed.
- 3 In general, I don't think ..... money is important.
- 4 Yesterday, I bought a book. .... book is in English.
- 5 You should use ..... English dictionary.
- 6 My sister loves ..... animals.

## Vocabulary revision

### FEELINGS

/ 8 points

1 What are these feelings?

- 1 The opposite of happy: .....
- 2 When you want to know about something or learn about it: .....
- 3 When something happens, but you didn't think it was going to happen: .....
- 4 When you are calm because you have no problems: .....
- 5 After you finish working hard or doing a lot of sport: .....
- 6 When you are thinking about something bad that could happen: .....
- 7 When you are very happy because you think something good could happen: .....
- 8 When you have no interest in something: .....

### PERSONALITY

/ 4 points

2 Match the words to the pictures.

cheerful • hard-working • kind • lazy



### SOCIAL PROBLEMS

/ 6 points

3 Use these words to say what the problems are.

crime • homelessness • hunger • pollution  
poverty • unemployment

- 1 Bill hasn't got enough money to buy basic things.
- 2 Daniel hasn't got a place to live.
- 3 Jessica hasn't got a job.
- 4 Somebody attacked Charlie and took his money.
- 5 Mary and her family haven't got anything to eat.
- 6 Because of a factory, fish are dying in the river.

Total:

/ 40 points

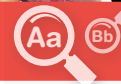
Unit 7

103



# 8 Top shops

## Vocabulary



### Clothes

- 1 74 Match some of these words to the photos. Use your dictionary if necessary. Then listen and repeat.

blouse • boots • coat • dress • jacket • jeans • jumper/sweater • leggings • shirt • shoes • shorts  
skirt • socks • suit • sweatshirt • tie • tights • top • tracksuit • trainers • trousers • T-shirt



- 2 **SPEAKING** Work with a partner. Student A, close your book. Student B, look at the photos and ask what colour the clothes are. After five questions, change roles.

*What colour is the tie? - It's black.*

### Accessories

- 3 75 Where on the body do you wear these items? Complete the table. You can use the same word more than once. Then listen and check.

belt • cap • glasses • hat  
jewellery • scarf • sunglasses • watch

Head	
Eyes	
Neck	
Body	
Arm	

- 4 **LISTENING** 76 Listen to Joe talking about clothes and fill in the blanks with one to three words.

- He usually wears (a) ..... (b) ..... clothes at the weekend.
- He's wearing (c) ..... and (d) ..... (e) ..... and (f) ..... now.
- His (g) ..... is his favourite item of clothing because he bought it in (h) ..... and it reminds him of the great time he had there.

- 5 Work with a partner. Ask and answer the question: What is your favourite clothing item? Why?



- 1 SPEAKING** Work with a partner. Take it in turns to describe the different T-shirts below. Which do you like or dislike? Why?



- 2 READING** Read this blog entry. Match the paragraphs (A–D) to the T-shirts in 1.

## Ly's FASHION Blog


### T-shirts that tell a story

Have you ever thought how important T-shirts are in your life? I don't mean expensive designer T-shirts. I'm talking about the T-shirts that say something about you. Those are the T-shirts that we feel the most comfortable in and wear again and again. I'm going to tell you about two T-shirts that I really love.

- A** I've been to Hạ Long Bay twice. The first time I saw this T-shirt was in a souvenir shop. I really loved the design and the colours. It reminds me of our trip around this world heritage site. We almost got lost, but we found our way thanks to the picture on this T-shirt.
- B** Sometimes I bought clothes that I've only worn once or twice. But I've worn this T-shirt hundreds of times. I love Adele, and I bought this when I went to see her live at her concert. And white T-shirt go with anything. Those are two of my favourite T-shirts that tell a story. What about yours?

posted 16th May at 16:57

[post a comment](#)

**C**  I've never been to Russia, but one of my favourite T-shirts has the Russian alphabet on it. I love the bright colours of the letters. And it has sentimental value. Last year my brother studied in Moscow and he gave me this when he came home.  
Nuria Gil, Spain

**D**  My favourite T-shirt has got an important message on the front. It says that we should recycle to protect the environment. Another good thing is that it's made with organic cotton. And the design is cool.  
Milos Novak, Czech Republic

- 3** Read the text again and complete the sentences with one to four words.

- Ly's Hạ Long T-shirt helped her family when they .....
- Ly has worn the white T-shirt .....
- She bought the white T-shirt at a .....
- Nuria likes her Russian T-shirt because of the colourful .....
- Nuria's T-shirt was a present from .....
- On the front of Milos's T-shirt, there is .....

### 4 CRITICAL THINKING

**Think! Then compare ideas with your class.**

- What makes some clothes special, according to the blogger? Do you agree?

- 5 SPEAKING** Work with a partner. Talk about a T-shirt that is special for you.

*I love the T-shirt that my mother bought me on my 14<sup>th</sup> birthday. It can match anything.*



## Present perfect

### 1 Read the sentences and complete the rules with the correct word.

- I've **been** to London twice.
- I've **washed** it hundreds of times.
- I **haven't seen** many of my favourite artists live.
- Has** your brother **studied** there?
- Yes, he **has**. / No, he **hasn't**.

- We can use the present perfect to talk about the past, but only when we don't say when the action happened.
- We make the present perfect with the present simple of (a) ..... and the past participle of the main verb.
- We make the negative form of the present perfect by putting **not** or **n't** after (b) .....
- Regular past participles end in, (c) ....., but there are many irregular past participles.  
See the third column of the irregular verb list on pages 160–161 and in 2 below.
- In questions, (d) ..... goes before the subject.
- In short answers, we use **have**, but we don't repeat the (e) .....

GRAMMAR REFERENCE ► PAGE 114

### 2 Complete the table with the irregular past participles.

made • seen • taken • bought • broken • done  
been • given • written • gone/been\* • had  
thought • drunk • won • eaten • worn

Verb	Past participle
be	
break	
buy	
do	
drink	
eat	
give	
go	

Verb	Past participle
have	
make	
see	
take	
think	
wear	
win	
write	

\* I've **been** to the shops. = I went and came back.  
He's **gone** to the shops. = He went and is at the shops now.



### 3 Write true sentences about your life experiences. Use the affirmative or negative present perfect form of the verb.

- I/wear a superhero costume.  
*I haven't worn a superhero costume.*
- My friends and I/appear on TV.
- I/travel by plane.
- I/eat sushi.
- My parents and I/go to the US.
- I/write a song.
- I/see my favourite band/singer in concert.
- I/buy jewellery for my pet.

### 4 SPEAKING Complete these questions using the present perfect. Use the questions to ask your partner about what they have or haven't done this week.

- you/buy/any clothes this week?
- you/play/sport this week?
- How many text messages/you/send/this week?
- you/have/any exams this week?
- you/write/an email this week?
- you/eat/in a restaurant this week?
- What/you/watch/on TV this week?
- How many emails/you/send this week?

Have you bought any clothes this week?

Yes, I have. I've bought a T-shirt and a cap.





## Present perfect with ever and never

5 Read the sentences and choose the correct alternative to complete the rules 1–3.

- a Have you **ever** thought how important T-shirts are?  
b I've **never** worn that T-shirt.

- 1 Ever/Never means at any time in your life and is usually used in questions.  
2 Ever/Never means at no time in your life and is usually used in negative sentences.  
3 **Ever** and **never** go just after/before the past participle.

GRAMMAR REFERENCE ► PAGE 114

6 **SPEAKING** Interview a friend and complete sentences about your partner using the affirmative or negative form of the present perfect. Use each verb only once.

- 1 My partner has never worn (wear) a suit.  
2 My partner ..... (make) a chocolate cake.  
3 My partner ..... (read) the book Harry Potter.  
4 My partner ..... (see) Star Trek film.  
5 My partner ..... (win) a competition.

Have you ever worn a suit?

No, I haven't.

Yes, I was right!

And you? Have you ever worn a suit?

## Shops



1 Match the shops with the things you can find in them.

bakery • bank • bookshop • butcher's  
chemist's • clothes shop • department store  
electrical goods shop • greengrocer's • jeweller's  
newsagent's • post office • shoe shop • sports shop  
stationery shop • supermarket

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1 tennis rackets and balls       | 9 meat                          |
| 2 boots                          | 10 fruit and vegetables         |
| 3 medicine                       | 11 novels and dictionaries      |
| 4 paper and pens                 | 12 gold watches and rings       |
| 5 food, drink and other products | 13 bread and cakes              |
| 6 money                          | 14 fridges and washing machines |
| 7 stamps                         | 15 T-shirts, tops and jeans     |
| 8 newspapers and magazines       | 16 almost anything!             |

2 **SPEAKING** Play this memory game. One student begins by saying what shop they've been to and what they've bought there. The next student has to repeat what the first person said and add another example. Continue. How many can you remember?

I've been to the bakery and I've bought a doughnut.

I've been to the bakery and I've bought a doughnut. And I've been to the butcher's and I've bought some chicken.

3 **SPEAKING** Work with a partner. Which of the places in 1 do you go to? How often?

# Investigating **ETHICAL TRADE**



## LIFE SKILLS OBJECTIVES



- To learn about sweatshops and ethical trade
- To find out about the life of young people working in sweatshops
- To investigate and find out how ethical different shops or brands are

## KEY CONCEPTS



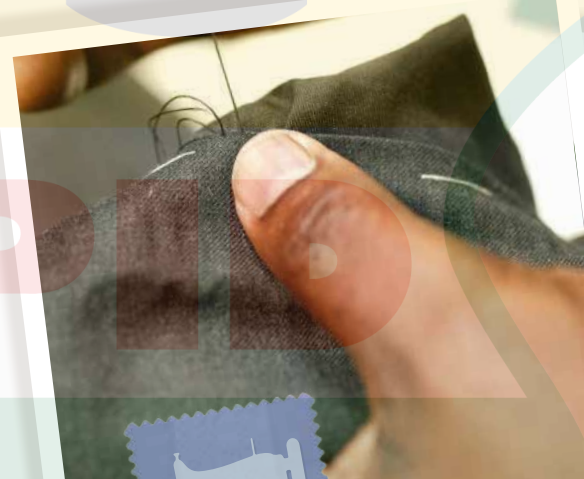
**trade [n]:** There is a lot of trade between the two countries, buying and selling many different products. **factory [n]:** In this factory, they make cars. **ethical/fair [adj]:** It is not ethical/fair to pay men and women differently when they do the same work. **brand [n]:** Do you buy a special brand of tomato ketchup or do you buy any brand? **manager/worker [n]:** In a factory, the manager is in control of the workers.

### 1 Work with a partner. Look at the photos and answer the questions.

- 1 What job is shown in the photos?
- 2 What do you think the conditions and pay are like for people that make clothes?

### 2 **READING** Read this text about a sweatshop. Match the questions with the answers.

- A Is there anything good to say about sweatshops?
- B Why should I be interested in sweatshops?
- C Why have sweatshops made the news?
- D What are sweatshops?
- E Are products from sweatshops always cheaper?



## SWEATSHOPS



**Q & A**

**Q: (1)**

**A:** Sweatshops are factories where people work very hard in very bad conditions but don't make much money. They usually work long hours – even up to 16 hours a day. About 250 million children between 5 and 14 work in sweatshops.

**Q: (2)**

**A:** Sometimes we don't know it, but many things we buy, coffee, chocolate, bananas, toys, clothes and trainers, come from sweatshops. But it's easy to forget the terrible conditions of the poor workers who produce these items because we all like buying cheap products. But how can a T-shirt only cost £2, or a new pair of jeans £10?

**Q: (3)**

**A:** It isn't only cheap products that come from sweatshops. Imagine you buy your favourite football team's official shirt for \$140, which is not exactly cheap. But the women making the shirts may only receive 24 cents.



### 3 Read the text again. Are these sentences True (T) or False (F)?

- 1 Many sweatshops employ children. T/F
- 2 It's very easy to know which products are from sweatshops. T/F
- 3 Many different types of products come from sweatshops. T/F
- 4 Products made in sweatshops can cost a lot of money. T/F
- 5 The problem with sweatshops is that the money we pay does not go to the people who physically make the product. T/F
- 6 The accident in Dhaka was a surprise. T/F

4



**LISTENING** 77 Watch or listen to interviews outside a shopping centre. Complete the table.

- 1 What have they bought?
- 2 Do they usually buy Fairtrade clothes?
- 3 Why/Why not?

	Shopper 1	Shopper 2	Shopper 3
1			
2			
3			

### 5 **SPEAKING** Work with a partner and discuss these questions.

- 1 Do you know if the clothes you buy or wear are Fairtrade?
- 2 How important do you think it is to buy Fairtrade products? Give reasons.

Q: (4)

A: Some years ago, a building in Dhaka, the capital of Bangladesh, with many sweatshops inside, collapsed. More than 5,000 people were working there at the time. Over 1,000 people died. People were angry because everybody knew that the building was in terrible condition, but the managers made the workers continue working there.

Q: (5)

A: Sweatshops usually exist where there are very poor people. Some people say that working in a sweatshop is better than having no work. The conditions and pay are very bad in sweatshops, but conditions and pay are much worse in other jobs in the area. They also say that sweatshops can make poor countries richer. But they have never worked in a sweatshop.

### LIFE TASK



**Work with a partner. You are going to investigate a clothes shop or brand to find out how ethical you think it is.**

**Follow this plan:**

- 1 Choose a clothes shop or brand that you like.
- 2 Look on the Internet for information about the shop or brand. Think about these questions:
  - Where does it make its clothes?
  - Does it appear to have a good or bad relationship with the local community?
  - Does the shop or brand seem to have a good or bad reputation with the people who work for it?
  - Is the shop or brand taking action to improve conditions for workers?

Use a variety of websites to find out this information. Remember that just because one website says something is true, it might not be.

- 3 Work in groups and share what you have discovered. Are you surprised by any of the information?





**1 Are sales popular in your country? Do you ever buy anything in the sales?**

**✓ STRATEGIES FOR TEST**

You are going to do a multiple-choice listening activity. In this type of activity, you have three or four answers and you choose the best answer. Why is it a bad idea to write your answers quickly?

► STRATEGIES FOR TEST page 156

**2 LISTENING 78 Listen to two people talking about a sale and answer the questions.**

- 1 What does James want to buy in the sale?
- 2 What type of shop are they going to visit?
- 3 Who is going to pay for it?

**3 78 Listen again and choose the correct answers.**

- 1 James hasn't bought a computer because ...
  - a he doesn't really need one.
  - b he has had a lot of other things to do.
  - c he doesn't like shopping at Browns Department Store.
- 2 The computer that James likes ...
  - a is going to be cheaper than usual.
  - b is an SP47.
  - c has 20% discount.
- 3 James is interested in buying the computer at Browns because ...
  - a it only costs £650.
  - b it's faster than the old models.
  - c he can save about £100.
- 4 The sale at Browns begins on the ...
  - a 13<sup>th</sup>.
  - b 14<sup>th</sup>.
  - c 19<sup>th</sup>.
- 5 The department store is on ... Street.
  - a Windy
  - b Win
  - c Wynn
- 6 James and Steve are going to ...
  - a meet at 10.30 a.m.
  - b have lunch with James's sister.
  - c be with James's father at the department store.

**Present perfect with just**

**1** We use the present perfect with **just** to talk about very recent events. Read the sentences. Does **just** usually go **before** or **after** the past participle?

- a I've **just** heard that they're going to have a sale.
- b Wait! I've **just** remembered something.

GRAMMAR REFERENCE ► PAGE 114

**2** Complete the replies to these questions using the present perfect form of the verb and **just**.

- 1 A: Is your dad at home?  
B: No, I'm sorry. He *'s just gone* (go) out.
- 2 A: What are you looking for?  
B: My keys. I ..... (lose) them.
- 3 A: What's the matter?  
B: Somebody ..... (steal) my mobile phone. It was here a second ago.
- 4 A: Am I late?  
B: Yes, the class ..... (start).
- 5 A: Why is everybody leaving the cinema?  
B: The film ..... (finish).
- 6 A: Are you hungry?  
B: No, we ..... (eat).
- 7 A: Why is there glass on the floor?  
B: I ..... (break) a glass.

**3 SPEAKING** How do these people feel? Think of reasons why. Use the present perfect with **just**. Then compare the answers with your partner.



I think she's just passed an exam.

Or maybe she's just won a competition.



## Present perfect with already and yet

4 Read the sentences and questions (a–d) and then decide if the statements (1–4) below are **true** or **false**.

- a I've **already** been there a couple of times.
- b Have you **already** decided which computer to buy?
- c Have you bought a computer **yet**?
- d I haven't had time to buy it **yet**.

- 1 We use **already** to talk about something that has happened, possibly earlier than we expected.
- 2 We use **yet** to talk about something that has not happened, but we think it is going to happen soon.
- 3 **Already** usually goes after the past participle.
- 4 **Yet** usually goes at the end of the sentence or question.

GRAMMAR REFERENCE > PAGE 114

6 Look at the list of things that Mai has to do today. Write sentences with **already** and **yet** to say what she has or hasn't done. Then work with a partner and ask questions about Mai.

*She's already bought the bread.  
She hasn't sent a birthday card to Chi yet.*

- ☒ buy the bread – ✓
- ☒ write an email to Lan – ✓
- ☐ send a birthday card to Chi – X
- ☒ run 5km – ✓
- ☐ phone my sister – X
- ☐ take the dog for a walk – X
- ☒ have my music lesson – ✓
- ☐ make soup for dinner – X
- ☐

5 Complete the sentences or questions with the present perfect form of the verb given. Put the words in bold in the correct place in the sentences.



- 1 I (do) the shopping **already**  
*I've already done the shopping* .....
- 2 you (read) the news **yet** .....?
- 3 we (not do) our homework **yet** .....
- 4 you (have) your dinner **already** .....?
- 5 she (decide) what to wear **already** .....

7 Write down the name of a new:

- song.
- TV programme.
- game.
- book/comic.
- film

8 **SPEAKING** Prepare questions to ask about things in 7, using the present perfect with **yet**. Then work with a partner to ask and answer the questions.

*Have you listened to Ariana Grande's new song yet?*



## Shopping

- 1 **SPEAKING** Work with a partner. Describe the photo.
- 2 **LISTENING** ▶ 79 Listen to two dialogues and answer the questions.
  - 1 What does the first customer buy?
  - 2 What does the second customer want to buy?
- 3 **Complete the dialogue with these sentences and questions.**
  - 1 We haven't got any large ones at the moment.
  - 2 How much are they?
  - 3 Do you sell rugby shirts?
  - 4 What size are they?
  - 5 You're welcome.

**Customer:** Excuse me. (a) .....

**Shop assistant:** Yes, we've got these white England shirts and we've also got these red ones.

**Customer:** (b) .....

**Shop assistant:** The white ones are 45,000 VND and the red ones are 40,000 VND.

**Customer:** (c) .....

**Shop assistant:** They're both medium.

**Customer:** Oh, I need large.

**Shop assistant:** I'm sorry. (d) .....

**Customer:** OK. Thanks anyway.

**Shop assistant:** (e) .....

- 4 **SPEAKING** ▶ 80 Listen to four expressions from the dialogues. Work with a partner and practise the dialogue in 3 using the correct intonation.
- 5 Look at the expressions in the Speaking bank. Who usually says them – the Customer (C) or the Shop Assistant (SA)?

### SPEAKING BANK

#### Useful expressions in a shop

- Can I help you? SA
- I'll take it/them.
- Excuse me. How much is this?
- Anything else?
- That's (50,000 VND).
- Here's your change.
- I'd like this.
- Would you like a bag?
- Do you sell (pencils)?
- You're welcome.
- Sorry. We haven't got any at the moment.



### ✓ STRATEGIES FOR TEST

In this multiple-choice activity, you read five short dialogues. You choose the correct answer to complete each one. Look at the activity. Do you know where the people are? Do you know who is speaking on each side of the dialogue?

➤ STRATEGIES FOR TEST page 156

## 6 Complete the five dialogues.

- |                              |  |
|------------------------------|--|
| 1 Can I help you?            | a You're welcome.<br>b That's 10,000 VND.<br>c Yes, I'd like two of those cakes, please. |
| 2 That's 62,000 VND, please. | a Here you are.<br>b I'm sorry. We don't have any.<br>c You're welcome.                  |
| 3 Thanks for your help.      | a Do you sell bread here?<br>b You're welcome.<br>c Can I help you?                      |
| 4 How much is this?          | a It's large.<br>b That's all right.<br>c It's 10,000 VND.                               |
| 5 Would you like a bag?      | a Yes, here you are.<br>b Yes, please. I need one.<br>c Yes, here's your change.         |

### PRACTICE MAKES PERFECT

- 7 **SPEAKING** Work with a partner. Choose a shop and a product you want to buy there. Prepare the dialogue. Use the dialogue in 3 and the Speaking bank to help you.

Student A: You are the shopkeeper.  
Student B: You are the customer.





## A paragraph about advantages and/or disadvantages

### 1 **SPEAKING** Work with a partner and discuss these questions.

- 1 Is it typical for teenagers or students to work in the holidays or in the evenings in your country? If so, what jobs are typical?
- 2 Have you ever worked? If so, what jobs have you done and where?
- 3 Do you think taking a part-time job is good or bad for teenagers? Why?

### 2 Look at the paragraph about teenagers doing part-time jobs and answer the questions.

Taking up a part-time job provides crucial benefits to teenagers. Firstly, working a part-time job teaches them about the realities of the workplace. They learn to become responsible, to build relationships with others and to work in a team. Secondly, it helps them understand the value of money. Teenagers who do part-time jobs learn to appreciate how difficult it is to make money, so they are likely to plan their finance better than teenagers who do not work. Last but not least, a majority of teenagers will pursue university education, which is quite expensive. The money they earn from their part-time job can be saved and used for that purpose. In conclusion, teenagers can benefit from taking up a part-time job.

- 1 What is the topic of the paragraph?
- 2 Is the paragraph about advantages or disadvantages of doing part-time jobs?
- 3 How many main ideas are there?
- 4 What sentence summarises the paragraph?

### 3 Look at the paragraph again and complete the Writing bank.

#### **WRITING BANK**

#### Useful words or expressions in a paragraph about advantages and/or disadvantages

To introduce a list of ideas, we use:

- First, (a)....., First of all, To begin with, ...
- Second, (b) ....., etc.
- Third, Thirdly, etc.
- Next, Furthermore, Besides, etc.
- Finally, Lastly, (c) ....., etc.

To end a paragraph, we use (d) ....., To sum up, In general, etc.

#### **PRACTICE MAKES PERFECT**

### 4 Write a paragraph (120–150 words) about the disadvantages of teenagers doing part-time jobs. You might use the hints below:

- have too much responsibility
- not be able to do their hobbies
- not complete their school work
- others: .....

**WRITING BANK** ➤ **PAGE 163**

\* *I've been to the shops.* = I went and came back.  
*He's gone to the shops.* = He went and is at the shops now.



## Grammar reference

### Present perfect

#### FORM

<b>Affirmative</b>	I/You/He/She/It/We/They + <b>have/has</b> + past participle <i>She has met a famous person.</i>
<b>Negative</b>	I/You/He/She/It/We/They + <b>haven't/hasn't</b> + past participle <i>We haven't seen that new film.</i>
<b>Question</b>	<b>Have/Has</b> + I/you/he/she/it/we/they + past participle? <i>Have you bought anything?</i>
<b>Short answers</b>	Yes, I/you/he/it/she/we/they + <b>has/have</b> . No, I/you/he/she/it/we/they + <b>hasn't/haven't</b> . <i>Yes, I have. / No, they haven't.</i>

#### USE

- We can use the **present perfect** to talk about an experience in someone's lifetime, without saying the exact time when the event occurred. The time when it happened is not important.

*I've been to Australia.*

*She hasn't read War and Peace.*

*Have they eaten all the cake?*

*Yes, they have!*

### Present perfect with ever and never

#### USE

- We can use **ever** in questions with the present perfect. It means 'at any time in your life'.  
*Have you ever worn a suit?*
- Ever** comes just before the past participle.  
*Has she ever appeared on TV?*
- We can use **never** in affirmative sentences in the present perfect to make it negative. It means 'at no time in your life'.  
*I've never been to London.*
- Never** comes before the past participle.  
*He's never done the shopping.*

### Present perfect with just

#### USE

- We use **just** with the present perfect to emphasise the fact that something happened very recently.  
*I have just washed my hair. (= I washed my hair only a few moments ago.)*  
*Has she just taken the rubbish out?*
- Just** goes before the past participle.  
*They've just finished doing exercise.*

### Present perfect with already and yet

#### USE

- We use **already** to talk about something that has happened earlier than we expected.  
*Don't buy any bread. I've already bought some.*
- Already** usually goes just before the past participle.  
*They've already switched off the TV.*
- We use **yet** to ask if something we expect has happened, or to say that it hasn't. It is used in questions or negative sentences.  
*Have you spoken to the teacher yet?*  
*I haven't read the book yet.*
- Yet** usually goes at the end of a sentence or clause.  
*She hasn't arrived yet.*  
*Has the film started yet?*  
*I have been to Thailand, but haven't been to China yet.*



### REFLECTION

#### PROBLEM SOLVING

All over the world, many children still have to work and cannot go to school. What are some solutions to help them? Work in groups and create a poster to present your ideas.

### 'CAN DO' PROGRESS CHECK UNIT 8

#### After this unit, I can ...



- |   |  |  |  |
|---|--|--|--|
| a | describe people's clothes.   |  |  |
| b | talk about past experiences using the present perfect.                   |  |  |
| c | understand simple written and spoken texts about fair trade and clothes. |  |  |
| d | make conversations about shopping.                                       |  |  |
| e | write a paragraph about advantages and/or disadvantages.                 |  |  |

## Grammar revision

### Present perfect

/ 8 points

#### 1 Put the verbs in the correct form of the present perfect.

My sister is a famous fashion designer. She (a) ..... (do) lots of interesting things in her life. She (b) ..... (make) dresses for the Queen and she (c) ..... (meet) lots of famous actors. (d) ..... she ..... (work) for Robert Pattinson? No, she (e) ..... (not make) any clothes for him so far. But maybe one day she will. She (f) ..... (win) some important prizes. Sometimes I (g) ..... (help) her. For example, once or twice we (h) ..... (write) articles together for fashion magazines.

### Present perfect with ever and never

/ 4 points

#### 2a Put the words in order to make questions.

- 1 film appeared ever you Have a in ..... ?
- 2 driven car Have ever you a ..... ?

#### 2b Answer the questions in 2a. Write complete sentences. Use **never** if your sentence is negative. Your answers must be true.

- 1 .....
- 2 .....

### Present perfect with just

/ 4 points

#### 3 Complete the sentences with the present perfect form of the verb given and **just**.

- 1 Her hair is wet because she ..... (have) a shower.
- 2 She's sad because her favourite tennis player ..... (lose).
- 3 They're cold because they ..... (be) outside in the snow.
- 4 I'm happy because I ..... (pass) all my exams.

### Present perfect with already and yet

/ 6 points

#### 4 Complete the sentences and questions with **already** or **yet**.

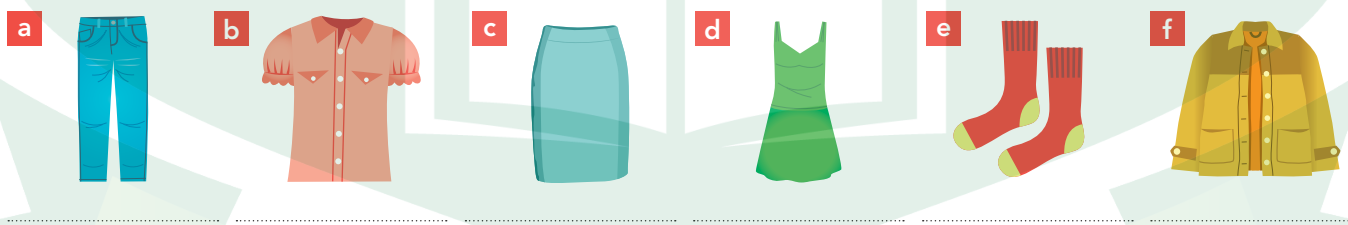
- 1 I haven't spoken to my mum .....
- 2 I'm bored because I've ..... seen this programme.
- 3 You're fast! You've ..... finished this exercise!
- 4 Has the teacher arrived ..... ?
- 5 Haven't they been shopping ..... ?
- 6 She hasn't visited the museum .....

## Vocabulary revision

### CLOTHES

/ 6 points

#### 1 Write the names of the clothes.



### ACCESSORIES

/ 5 points

#### 2 What are these accessories?

- 1 You wear it to tell the time. ....
- 2 You wear it to keep your neck warm in the winter. ....
- 3 You wear it to keep your trousers up. ....
- 4 You wear it on your head. It can stop the sun going in your eyes. ....
- 5 You wear them to see better. ....

### SHOPS

/ 7 points

#### 3 Write an example of something you can buy in these shops.

- 1 stationery shop .....
- 2 department store .....
- 3 chemist's .....
- 4 butcher's .....
- 5 bakery .....
- 6 newsagent's .....
- 7 post office .....

Total: / 40 points

Unit 8

115



## Reading

### TIPS FOR READING

In matching activities, remember ...

First, read all parts of the text. Then, read the pieces of information you need to find. Try to find the places in the text where the information is. Read them again slowly.

➤ STRATEGIES FOR TEST page 155

### 1 READING Read the text.

Lots of British people love shopping. Some people even say it is their favourite activity! We asked some teenagers in London about their shopping experiences.

#### Liam, 15 years old

I love toys, so Hamleys toy shop is my favourite place in London. There are five floors at the shop. That's a lot of toys! Five million people visit Hamleys every year. I am looking for a present for my brother. He loves robots and there are quite a lot here to choose from.

#### Bryony, 16 years old

I usually find shopping boring, but I really like shopping at Brick Lane Market on Sundays with my aunt. There are hardly any big shops here; just lots of stalls selling unusual things. I'm looking for a pretty mirror for my bedroom. There are usually a few street entertainers, too, so we always have a lot of fun.

#### Caitlin, 15 years old

Today, I'm shopping at Westfield Shopping Centre with my mum. It's a huge shopping mall with lots of different shops and some department stores, all under one roof. I'm looking for new trainers and I've seen a few that I really like!

#### Danny, 16 years old

Today, I'm in Tottenham Court Road with my uncle. This street has quite a lot of shops that sell electrical things like computers and televisions. We're looking for a new radio for my uncle. My sister doesn't like it here because there aren't any clothes shops.

Match the person with the correct statement. Write L for Liam, B for Bryony, C for Caitlin or D for Danny.

- 1 I'm buying a present for someone else. ....
- 2 I don't normally like shopping, but the street where I go shopping is fun. ....
- 3 I'm buying something for myself. ....
- 4 I'm going shopping on my own. ....

Decide whether the following statements are true (T) or false (F).

- 1 Caitlin is buying a new dress, but she hasn't found any she likes. T / F
- 2 Lots of people buy toys at Hamleys every year. T / F
- 3 Danny's sister is looking for a clothing item on Tottenham Court Road. T / F
- 4 Many large department stores gather around Brick Lane Market. T / F

## Use of English

### TIPS FOR USE OF ENGLISH

In activities where you have to choose the right answer to complete short dialogues, remember ...

Think about the situation, place and people before you try to choose the correct answer.

➤ STRATEGIES FOR TEST page 156

### 2 Look at the start of four short dialogues. Try to decide what the situation is.

- 1 Excuse me. What size is this T-shirt?
- 2 Let's go out on Saturday.
- 3 Good afternoon. I'd like some information, please.
- 4 Hello? Mrs Johnson? Is that you?

### 3 Complete the four dialogues in 2 by choosing the best answer.

- 1 a I'm sorry. We haven't got any.  
b I think it's small.  
c It's ten pounds.
- 2 a You're welcome.  
b Sorry, I can't. I'm busy.  
c Because I like shopping.
- 3 a Yes, thanks.  
b That's all right.  
c Certainly. How can I help?
- 4 a No, she isn't.  
b Yes, speaking.  
c Sorry. Can I leave a message?

### 4 Work with a partner. Write two more sentences to continue each dialogue. Then practise the dialogues.

## Writing

### TIPS FOR WRITING

In writing exams, remember ...

Good handwriting and presentation are very important. You will probably lose marks if the examiner finds it difficult to read your work.

➤ STRATEGIES FOR TEST page 156

### 5 WRITING Write a paragraph (120-150 words) about one of the following topics.

- a Students should be permitted to use cellphones at school. Do you agree or disagree with this opinion?
- b What are the advantages or disadvantages of doing compulsory homework?

## Listening

### ► TIPS FOR LISTENING

In multiple-choice activities, remember ...  
Don't answer the questions too quickly. Sometimes, the speaker says one thing and then changes what they say or adds new information.

► STRATEGIES FOR TEST page 156

**6** Work with a partner. Talk about the clothes you usually wear at school.

**7** **LISTENING** **81** Listen to Penny and Sarah talking about a friend who goes to school in the US. Choose the best answers.

- |   |  |
|---|--|
| <p><b>1</b> When did Emma start school in the US?</p> <p>a last year<br/>b last week<br/>c very recently</p> <p><b>2</b> At her school Emma ...</p> <p>a has to wear school uniform.<br/>b isn't totally free to decide what to wear.<br/>c can wear what she likes.</p> <p><b>3</b> At Emma's school you can ...</p> <p>a never wear T-shirts.<br/>b only wear T-shirts for one subject.<br/>c always wear T-shirts.</p> | <p><b>4</b> Emma ...</p> <p>a has already bought some new clothes for school.<br/>b will buy new clothes on Saturday or Sunday.<br/>c is going to buy new jeans and T-shirts.</p> <p><b>5</b> Why does Penny think school uniforms are OK?</p> <p>a You don't spend time deciding what to wear.<br/>b It's easy to wear.<br/>c She doesn't like her weekend clothes.</p> |
|---|--|

## Speaking

### ► TIPS FOR SPEAKING

In activities where you describe a photo, remember ...

If you don't know a word for something in the photo, explain it with other, simple words.

► STRATEGIES FOR TEST page 156

**8** **SPEAKING** Work with a partner. Take it in turns to describe photos a and b.



### 'CAN DO' PROGRESS CHECK UNITS 7-8

**1** How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 2 = I can do it quite well. 3 = I have some problems. 4 = I can't do it.

#### About Language components, I can ...

a use vocabulary about feelings.	<input type="checkbox"/>
b use vocabulary about social problems.	<input type="checkbox"/>
c use vocabulary about clothes and shops.	<input type="checkbox"/>
d use comparative and superlative adjectives.	<input type="checkbox"/>
e use articles.	<input type="checkbox"/>
f use the present perfect.	<input type="checkbox"/>

#### About Language skills, I can ...

g guess the meaning of words from context.	<input type="checkbox"/>
h listen for main ideas and details.	<input type="checkbox"/>
i describe a photo.	<input type="checkbox"/>
j make conversations when I go shopping.	<input type="checkbox"/>
k write an opinion paragraph.	<input type="checkbox"/>
l write a paragraph about advantages and disadvantages.	<input type="checkbox"/>

**2** Now decide what you need to do next to improve.

- |  |                 |
|--|-----------------|
| 1 Look again at my book/notes.                         | 3 Ask for help. |
| 2 Do more practice exercises. ► WORKBOOK Units 7 and 8 | 4 Other: .....  |

# 9

# Brilliant brains

## Vocabulary

### Useful inventions

- 1 **82** Work with a partner. Match the words to the photos. Then listen and repeat.

digital camera • laptop (computer)  
MP3 player • printer • satnav  
smartphone • tablet



- 2 **SPEAKING** Work in groups. Take it in turns to talk about what you can do with each invention in 1. Then decide which invention is the most useful and why.

*satnav – You can use it to find places when you are in a car.*

*printer – You can use it to print documents.*

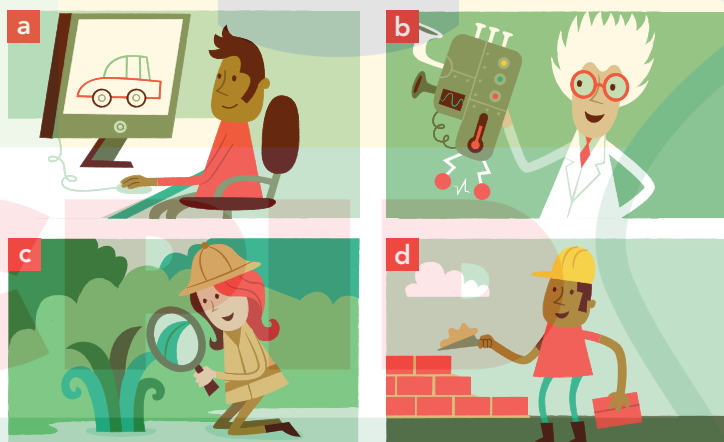
- 3 **SPEAKING** Work with a partner. Do you think any of these inventions are more important than your most useful invention in 2? Why/Why not?

CD player • DVD player • dishwasher  
fridge • microwave • washing machine

### Creating and inventing

- 4 Match some of these words to the pictures.

build • create • design • discover • invent • produce



- 5 **PRONUNCIATION** **83** Write the nouns of the verbs in 4. What do they mean? Listen and check your answer. Pay attention to word stress.

*build – builder – building*

- 6a **LISTENING** **84** Work in groups. Try to complete the sentences in the General Knowledge Quiz. Then listen and check.

### GENERAL KNOWLEDGE QUIZ

- 1 ..... invented the radio.
- 2 Alexander Graham Bell invented .....
- 3 Charles Babbage designed a basic .....
- 4 Marie Skłodowska-Curie created the word .....
- 5 ..... discovered penicillin.
- 6 Apple produced their first tablet in .....
- 7 Karl Benz built the first modern .....

- 6b **84** Listen again. Write down the date of each discovery or invention. Which is the oldest?





1 Work in groups. How many famous inventors can you think of? How many of your inventors are women? Make a list.

2 **READING** Read the article and write the name of the invention and the letter of the photo that shows that invention.

- |                      |                  |              |
|----------------------|------------------|--------------|
| 1 Ada Lovelace       | Invention: ..... | Photo: ..... |
| 2 Mary Andersen      | Invention: ..... | Photo: ..... |
| 3 Stephanie Kwolek   | Invention: ..... | Photo: ..... |
| 4 Josephine Cochrane | Invention: ..... | Photo: ..... |



## WOMEN INVENTORS

Do you know Ada Lovelace or Stephanie Kwolek? Their names might not be seen in textbooks like Alexander Graham Bell, but they, and many other women inventors, have created important inventions.

### ADA LOVELACE

In the 1840s, Ada Lovelace collaborated with Charles Babbage, the inventor of the first computer. In 1843, she created a language for the computer. Her ideas were only discovered in the 1950s. In 1980, the US Department of Defence created a software named "Ada" to honour this pioneer of computer programming.

### MARY ANDERSEN

In 1903, Mary Andersen went to New York in a tram, and was surprised that the driver often stopped to get out of the tram and clean the snow from the window. She had the idea for a simple windscreen wiper. It wasn't automatic, but it could be operated from inside. In 1917, the first automatic wipers were designed by Charlotte Bridgwood.

In 1971, American Stephanie Kwolek invented a new substance. It was used to create a material called Kevlar, a strong butlight synthetic fibre. It is used by police officers in bullet-proof jackets. Kevlar is also used to make other products such as skis and helmets.

### STEPHANIE KWOLEK

### JOSEPHINE COCHRANE

Josephine Cochrane's family often had dinner party. Their servants often broke plates and glasses. To solve the problem, in 1886, she created the first successful dishwasher, which became popular in hotels and restaurants, but not in private homes because it needed a lot of hot water. Now, dishwashers are seen in many homes.

3 Read the text again and complete the information in the notes with between one and four words from the text.

### Notepad

Women Inventors

Ada Lovelace: Worked with (a) ..... People discovered her invention in (b) .....

Mary Andersen: Had idea for invention when travelling by (c) ..... during trip to (d) .....  
(e) ..... improved design in 1917.

Stephanie Kwolek: Thanks to invention, we can make (f) ..... (g) ..... and (h) .....

Josephine Cochrane: Created invention to protect (i) ..... At first, wasn't used in (j) ..... but in hotels and restaurants.

### 4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think men and women have equal opportunities to become inventors today?

5 Match the underlined words with their meanings. Use your dictionary if necessary.

- |         |  |
|---------|--|
| ..... a | hard hats you wear to protect your head                      |
| ..... b | worked with someone to produce something                     |
| ..... c | a type of material   |
| ..... d | people whose job is to clean or work in someone else's house |
| ..... e | one of the first people to do something important            |

6 **SPEAKING** What about you?

Which invention in 2 do you think is the most useful? Why?



## The passive

### 1 Read the sentences and answer the questions.

- Kevlar **is used** in bullet-proof jackets.
- The first computer **was created** in 1843 **by** Ada Lovelace.
- Josephine Cochrane **invented** the dishwasher.
- The police **use** bullet-proof jackets.
- Windscreen wipers **were invented by** Mary Andersen.
- Dishwashers **are used** in many homes today.

- Which sentences are active and which are passive?
- What verb goes before the past participle to make passive sentences?
- Which sentences are in the present form of the passive and which are in the past?
- What is more important in passive sentences – the action or the person who does it?
- What do we use **by** in passive sentences for?

GRAMMAR REFERENCE ► PAGE 128

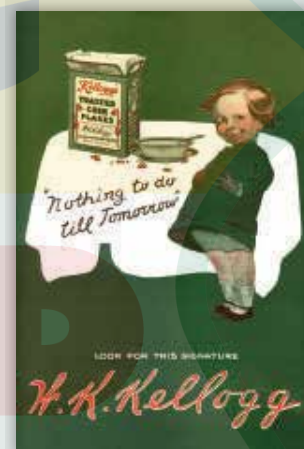
### 2 Complete the sentences with **is**, **are**, **was** or **were**.

- A lot of cars ..... made in Germany.
- The first 3D printer ..... made in 1984.
- A lot of coffee ..... produced in Brazil.
- Rugby, tennis and crickets ..... invented in England.
- Football ..... played in nearly every country in the world.

### 3 Complete the sentences with the passive form of the verbs given.

- The first portable computer ..... (produce) in 1975. It weighed 25 kilos.
- New games consoles ..... (create) in Japan every year.
- The London Eye ..... (build) in 1999.
- Jeans ..... (wear) for the first time in 1873.
- More and more computer games ..... (sell) each year.

### 4 Change these sentences from active to passive.



- Dr. John H Kellogg invented Corn Flakes in 1894.  
Corn Flakes **were invented by Dr. John H Kellogg in 1894**.
- Suzanne Collins wrote the book *The Hunger Games*.  
The book *The Hunger Games* .....
- Robots build cars in many factories.  
Cars .....
- Microsoft makes the Xbox.  
The Xbox .....
- Adele sings *Rolling in the deep*.  
*Rolling in the deep* .....
- Alexander Graham Bell made the first telephone call.  
The first telephone call .....



**5 Choose the correct alternative.**

Cars are one of the most important inventions ever. The modern car was made possible by the invention of the internal combustion engine. The first practical internal combustion engine (a) made/was made by Etienne Lenoir in about 1859. Before this, engines (b) was/were driven by steam. Karl Benz made his own engine, and then he designed and (c) built/was built his first car. His car needed petrol, but at that time, petrol (d) sold/was sold only by chemists. 25 cars were sold (e) by/from Benz's company between 1888 and 1893. Cars became much more popular thanks to the American Henry Ford. More than 15 million Model T cars were produced (f) by/- Ford's factories between 1910 and 1927. Of course, now that number seems small. More than half a billion cars (g) are/were driven each day by people all over the world.

**6 Look at these sentences. Do you know the answers?**

- The Statue of Liberty was given to ..... by France.
- ..... was created by Mark Zuckerberg.
- The series *Harry Potter* were written by .....
- The World Wide Web was invented by .....

**7 Work in groups. Prepare a General Knowledge Quiz for other groups. Write sentences like the ones in 6. Use these past participles for ideas. Then ask another group to do your quiz.**

invented • written • painted • sung  
built • created • made

**Nouns with -ion****1 Look at these words. Which are verbs and which are nouns?**

create • **creation** • imagination • imagine  
invent • **invention**

The part of the words in **bold** is a suffix. The suffix can change certain verbs into nouns.

**2 Complete the table. Check your answers to 1.**

Verb	Noun
act	1 .....
describe	2 .....
3 .....	explanation
express	4 .....
5 .....	imagination
inform	6 .....
7 .....	investigation
8 .....	organisation

**3 PRONUNCIATION 85 Listen to the nouns and mark the stress in each word. Then listen again and repeat with the correct stress.****4 Complete the sentences with nouns from 2.**

- She has a lot of ..... I think she could write a novel one day.
- For homework, we have to write a short ..... of the place where we live.
- Is *Best wishes* a good ..... to use at the end of an email to a friend?
- There will be an ..... into the crime.
- The United Nations is an international ..... with 193 member states in 2013.
- I'm looking for ..... about scientific discoveries on the Internet.
- I hope you have a good ..... for why you're late.



# Checking information

# on the Internet

## LIFE SKILLS OBJECTIVES

- To question whether a text on the Internet is fact or fiction
- To look at key questions for checking if a story on the Internet is fact or fiction
- To investigate a story on the Internet and decide if it is fact or fiction

## KEY CONCEPTS

**source [n]:** What was your source for this information? Where did it come from? **link [n]:** On this page there is a link to another page with similar information. **click on [v]:** Click on this symbol with the right button of your mouse. **evidence [n]:** There is no scientific evidence to show that what you are saying is true.

**1** Work with a partner. Look at the picture. Talk about what you can see and what you think about them.

**2** Look at the title of an article from the Internet and answer the questions.

### PYRAMIDS OF GLASS DISCOVERED IN THE OCEAN

- 1 What do you think the article is about?
- 2 Have you ever heard of these pyramids?
- 3 Would you click on a story like this to read it? Why/Why not?

**3** **READING** Read the article and answer these questions.

- 1 Where are these pyramids?
- 2 Who discovered them?
- 3 How big are they?
- 4 Are these two the only pyramids to exist underwater, according to the text?

HOME

NEWS

GAMES

SCIENCE

PHOTOS

## Cosmic News



These strange underwater pyramids were found 2,000 metres under the sea by Dr. Verlag Meyer. Studies by Japanese scientists show that they are made of something like thick glass and even larger than the pyramid of Cheops in Egypt.

Recently, American and French scientists studying the Bermuda Triangle have found a pyramid on the bottom of the sea. The length of its base reaches 300 metres, and the height is about 100 metres. On top of it, there are two large holes which make the

sea water move in an unusual way. It makes scientists wonder if the pyramid is the reason for all the mysterious events in the Bermuda Triangle.

Some experts think the pyramid was made on the land and that an earthquake changed its position. Others think that the waters of the Bermuda Triangle area were the home of the people of Atlantis who built the pyramid. This news was discussed at a conference in Florida. There are a lot of pictures and data about the pyramids. Some people think that the pyramid can attract and collect cosmic rays, from the 'energy field' or 'quantum vacuum'.

In 1977, another mysterious discovery was made on the floor of the Atlantic. A large pyramid with lights was found. The discovery was photographed by Arl Marahall's expedition near Cay Sal.

Another huge pyramid was found by Tony Benik's expedition. The group also found a crystal tablet there and reported that when a ray of light passed through it, mysterious writing became visible.

**4 Work in small groups. Do you think these pyramids exist? Why/Why not?**

**5 Read the list of things to think about in order to check if an article on the Internet is real or invented.**

- 1 Who are the people mentioned in the text? Do they really exist?
- 2 When the text mentions 'scientists', 'experts', or 'people', does it say who they are or where they are from (a university, a government agency or a hospital)?
- 3 Who wrote the text? Does it say? What do you know about this person? What other things have they written?
- 4 Which website is the text from? What do you know about the website or the people who create it?
- 5 Do the places in the text really exist?
- 6 If the text uses scientific language, is it really science or 'pseudo' science?
- 7 Is there photographic evidence of what the text says? Does it look real? Do you know who took the photos?
- 8 What is the source of the article? Is it a text that comes from another place, like a scientific or official document? Is it from a newspaper or a serious magazine?

**Then look at the article about glass pyramids again. Make a list of specific things that you could check to find out if this article is real.**

- 1 Check these people: Dr. Verlag Meyer, Cheops, Arl Marahall, Tony Benik.
- 2 The text says 'Japanese scientists'. Not very specific!



**LISTENING** **86 A student called Jessica is investigating the story about the glass pyramids. Watch the video or listen and answer the questions.**

- 6 **86 Watch or listen again. What does Jessica say about ...**
  - 1 Who is Ryan?
  - 2 What is Jessica's conclusion – is the story fact or fiction?
  - 3 What does Ryan have to buy Jessica?
- 7 **86 Watch or listen again. What does Jessica say about ...**
  - 1 Dr. Verlag Meyer?
  - 2 the stories in the Cosmic News?
  - 3 the Bermuda Triangle?
  - 4 the photos of the glass pyramids?
  - 5 the source and the author of the text?



### LIFE TASK

**Work with a partner. You are going to investigate a story on the Internet to see if you think it's fact or fiction.**

**Follow this plan:**

- 1 Find information on the Internet about the Bosnian Pyramids.
- 2 Investigate the different points in 5. Each of you can look for different information.

- 3 Decide together whether you think the Bosnian Pyramids are fact or fiction, and make a list of reasons why.
- 4 Prepare and make a video message to send to someone who wants to know if the Bosnian Pyramids are fact or fiction. Give reasons to defend your opinion.







- 1 Work with a partner. What do you think happens if you do the things in the pictures?



- 2 **LISTENING** 87 Two people are talking about a science programme on TV. Listen and put the pictures in the order that they appear in the conversation.

1 ..... 2 ..... 3 ..... 4 .....

- 3 87 Listen again. Are these sentences True (T) or False (F)? Correct the false sentences.

- 1 Plants don't grow well when there is music. T/F
- 2 Plants grow well when somebody talks to them. T/F
- 3 Not everybody agrees that mobile phones cause no problems on planes. T/F
- 4 You can eat food if it's on the floor for only one or two seconds. T/F
- 5 On the programme, they dropped a penny from a skyscraper to see if it was dangerous. T/F
- 6 If a penny falls from the top of a tall building, it can kill somebody. T/F
- 7 You should be careful if somebody drops a pen from a high building. T/F

## The passive with modal verbs

- 1 Read the sentences and answer the questions.

- a Their names **might not be seen** in textbooks.
- b The windscreen wipers **could be operated** from inside the car.
- c He **might come** tomorrow.
- d I **couldn't hear** him well.

- 1 Which sentences are active and which are passive?
- 2 What type of verb goes after modal verbs **could** and **might** in active sentences?
- 3 What verbs go after modal verbs **could** and **might** in passive sentences?

GRAMMAR REFERENCE ► PAGE 128



- 2 Rewrite the sentences in passive forms.

- 1 You must leave the bathroom tidy.  
*The bathroom must be left tidy.*
- 2 You should water this plant daily.  
.....
- 3 I should return these books to the library.  
.....
- 4 You should lock the front door.  
.....
- 5 They must pay their phone bill.  
.....



## First and second conditionals

**3** Read the sentences in the first conditional (a, b) and second conditional (c, d) and decide whether the statements (1–4) are True or False.

- a If I **finish** my homework on time, I'll **watch** that science programme.
- b If I **go** there, I'll **remember** to wear a hat.
- c If I **were** a writer, I'd **write** books for children.
- d If she **had** a computer, she **would send** him an email.

- 1 We use the first conditional to talk about specific possible situations. We use the second conditional to talk about imaginary situations in the present or the future.
- 2 For the first conditional, we use past tense in the half of the sentence with **if** and future tense in the other half.
- 3 For the second conditional, we use present tense in the half of the sentence with **if** and **would + verb** in the other half.
- 4 We use **were** with every person in the **if**-clause of the second conditional.

GRAMMAR REFERENCE ► PAGE 128

**4** Put the verbs in brackets into correct forms using the second conditional.

Minh is unhappy. If he ..... (join) an after school club, he ..... (make) more friends. His school marks are suffering. If he ..... (study) more, he ..... (have) better marks and ..... (get) into university. Also, he doesn't exercise. He ..... (feel) healthier if he ..... (walk) to school. If there ..... (be) more vegetables in his diet, he ..... (have) more energy.

**5** Look at the situations. Think about a possible consequence and complete the sentences using the first or second conditional.



If you kick the ball, .....



If you use your mobile phone in class, .....



If we missed the bus, .....



If your handwriting were good in the exam, .....



If you went to bed early, .....



If you use your mobile phone while driving, .....



If you don't turn the music down, .....

**6** **SPEAKING** Individually, think of two questions to ask your friends about possible and imaginary situations in the present and future. Then work in pairs to ask and answer the questions.

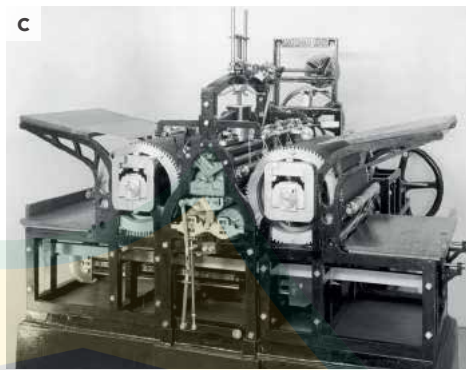
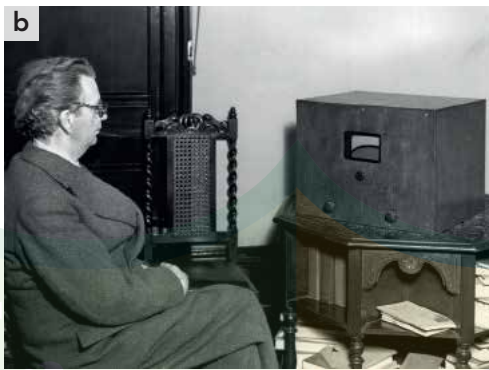
What will you do if ...

- you want to study English better?
- you need to prepare for a Math test?

What would you do to help your class study better if ...

- you were a teacher?
- you were a principal?

## A presentation



### 1 **SPEAKING** Work with a partner. Answer the questions.

- 1 What inventions can you see?
- 2 Why was each invention important?
- 3 What do you think is the most important invention ever? Why?

### 2 **LISTENING** 88 Listen to a student giving a presentation on this subject and answer the questions.

- 1 What does she think is the most important invention?
- 2 Why does she think so?

### 3 88 Listen again and tick (✓) the expressions in the Speaking bank which you hear.

#### **SPEAKING BANK**

##### Useful expressions in presentations

- I'm going to talk about ...
- Let me explain (why).
- For example,
- Firstly,
- Secondly,
- What's more,
- It's also true that ...
- Another thing is that ...
- Finally,
- Last but not least,
- In conclusion,
- To sum up,

### 4 **SPEAKING** Work with a partner. Are these things you should do in a presentation (DOs) or things you shouldn't do (DON'Ts)?

- 1 Write notes with your ideas, not a complete text.
- 2 Think of a short introduction and a short conclusion.
- 3 Put your ideas in a logical order before you begin.
- 4 Read your presentation aloud from a piece of paper.
- 5 Look down at the floor or at your notes all the time.

#### **STRATEGIES FOR TEST**

Do you think it's important to speak very quickly in a presentation? Why/Why not?

➤ STRATEGIES FOR TEST page 156

#### **PRACTICE MAKES PERFECT**

### 5 Work in groups. What do you think was the most important invention ever? Make notes about it using the guide below.

- 1 short introduction about the invention you have chosen
- 2 first and most important reason why you chose it
- 3 second reason
- 4 third reason
- 5 conclusion

### 6 **SPEAKING** Prepare a presentation about the invention you chose in 5. Use the advice in 4 and the Speaking bank to help you prepare a presentation. Practise and give your presentation in front of the class.



## A biography

- 1 Work with a partner. Do you know anything about the man in this photo, Steve Jobs?



- 2 Look at the biography. Which paragraph talks about ...

- 1 Jobs' death and why he is famous now?
- 2 his adolescence and the start of his career?
- 3 his childhood?
- 4 the main part of his career?

**A** Steve Jobs, who was one of the founders of Apple, was born on 24<sup>th</sup> February 1955 in San Francisco, California. He was adopted when he was very small.

**B** When he was a boy, Jobs lived in Silicon Valley. His adoptive father taught him about electronics. At the age of 16, he met Steve Wozniak, who also loved electronics and designing computers.

**C** In 1976, Jobs and Wozniak started Apple Computers in the garage of Jobs' family home. They made a new type of computer that was small, fast, cheap and also easy to use. In 1986 Jobs left and started a new company. Later he worked with Pixar Animation too. In 1997, he returned to Apple and they produced the iPhone and the iPad.

**D** Jobs died of cancer in 2011. He is one of the world's most famous creators because he helped produce some of today's most popular and useful inventions.

- 3 **READING** Read his biography again. Put these events in his life in the correct order.

- a He helped to produce the iPhone.
- b He worked with Pixar Animation.
- c He lived in San Francisco. 1
- d He learned about electronics.
- e He started Apple Computers.
- f He lived in Silicon Valley.
- g He began a new company.
- h He met Steve Wozniak.

### ✓ STRATEGIES FOR TEST

What are paragraphs? How do they help you to write good texts and get higher marks in writing exams?

➤ STRATEGIES FOR TEST page 156

- 4 Look at the advice in the Writing bank. Find examples in the text about Steve Jobs for each piece of advice.

Use non-defining clauses to give extra information about the person you are describing (Steve Jobs, **who was one of the founders of Apple**, was born on 24<sup>th</sup> February 1955.)

### ✍ WRITING BANK

#### Useful advice for writing biographies

- Use words and expressions of time to make it clear when different events happened.
- Use the past simple for the main events in the story.
- Use the past continuous to describe scenes and activities in progress at a moment in the past.
- Use new paragraphs for different stages of the person's life.
- Use linkers of addition (*and*, *also*, *too*), contrast (*but*) and reason (*because*).

### PRACTICE MAKES PERFECT

- 5 Think of a person who you think has changed the world, but is no longer living. Find information and write a short biography (120–150 words) about him/her. Write about:

- when they were born and their early life.
- their childhood and adolescence.
- the main part of their career.
- their death and how they changed the world.

WRITING BANK ➤ PAGE 163



## Grammar reference

### The passive

#### FORM

subject + **to be** + **past participle**

- We make the present passive with the present form of the verb **to be** and the past participle of the main verb.

*Many computers are built in China and India.*

*Tea is drunk in many countries.*

- We make the past passive with the past form of the verb **to be** and the past participle of the main verb.

*The television was invented in 1926.*

*New images of Mars were seen last week.*

#### USE

- We use the passive when we are more interested in the action than the people who do the action.

*The bridge was built in 1866.*

### The passive with by

#### FORM

subject + **to be** + **past participle** + **by** + **agent**

*The television was invented by John Logie Baird in 1926.*

#### USE

- We use the preposition **by** after the past participle to introduce the person or thing which does the action.

*The bridge was built by the French in 1866.*

**Note:** We usually place adverbs of place before **by** + **agent** and adverbs of time after **by** + **agent**.

*A new tower was built in our city by a group of French architect last month.*

### The passive with modal verbs

#### FORM

subject + **modal verb** + **to be** + **past participle**

*The windscreen wiper can be controlled automatically.*

#### USE

We use the passive with modal verbs to add meanings of ability, probability, possibility, etc. to the passive sentence.

### First conditional

#### FORM

If + present simple, S + **will/won't** + infinitive

*If the bus comes, we will get on.*

*If we don't listen, we won't understand.*

The present simple comes in the part of the sentence with **if**. **Will** does not appear in this part of the sentence.

**NOT** 'If I will go to the shops, I will buy some bread.' X

#### USE

We use the first conditional to talk about specific possible situations in the future, and their consequences.

*If it doesn't rain, we won't have enough water.*

### Second conditional

#### FORM

If + past simple, S + **would/wouldn't** + infinitive

**Note:** Use **were** with every person in the **if** clause.

*If I were you, I would study harder.*

*If you added more vegetables to your diet, you would be healthier.*

#### USE

We use the second conditional to talk about imaginary situations in the present or in the future.



## REFLECTION

### REFLECTION

**Do you remember any female inventors from this unit? Women inventors in the past were typically not recognised. What do you think are the reasons for that?**

## 'CAN DO' PROGRESS CHECK UNIT 9

### After this unit, I can ...



- |   |   |  |  |
|---|---|--|--|
| a | talk about actions using different forms of the passive.  |  |  |
| b | talk about situations and their usual or possible or imaginary consequences using zero, first, and second conditionals. |  |  |
| c | understand spoken and written texts about inventions and inventors.   |  |  |
| d | give a simple presentation about an invention.  |  |  |
| e | write a short biography of a famous person.   |  |  |

## Grammar revision

### The passive

/ 7 points

#### 1 Complete the sentences with the correct form of the verb given in the passive form.

- The book *Twilight* ..... (write) in 2007.
- White coats ..... (wear) in labs.
- This photo ..... (take) when I was five.
- Bread ..... (make) here every day.
- I didn't understand the words of the last song because it ..... (sing) in French.
- The pyramids ..... (build) long ago.
- English and French ..... (speak) here.

/ 5 points

#### 2 Complete the sentences with the correct word.

- Jeans were invented ..... Mr. Levi Strauss.
- The 2014 World Cup ..... won by Germany.
- The Mona Lisa was ..... by Leonardo da Vinci.
- Mobile phones ..... used by millions of people every day.
- The work must ..... done today.

### First conditional

/ 5 points

#### 3 Look at the situations and consequences. Use the words to write sentences in the first conditional.

- I (see) Tom → I (give) him the message  
.....
- the bus (not come) → I (walk)  
.....
- my pen (not work) → I (buy) another one  
.....
- my team (win) → I (be) happy  
.....
- there (be) no water → I (buy) some  
.....

### Second conditional

/ 5 points

#### 4 Look at the imaginary situations and consequences. Use the words to write sentences in the second conditional.

- I (find) a fly in my soup → I (complain) to the manager  
.....
- I (see) a burglar breaking into my house → I (ring) the police  
.....
- my car (run) out of petrol → I (walk) to the nearest garage  
.....
- I (see) an accident → I (call) an ambulance  
.....
- dogs (have) wings → they (be) able to fly  
.....

## Vocabulary revision

### USEFUL INVENTIONS

/ 7 points

#### 1 Complete the names of the inventions with vowels.

- 1 pr ..... nt ..... r   2 fr ..... dg .....   3 MP3 pl ..... y ..... r   4 s ..... tn ..... v   5 l ..... pt ..... p   6 t ..... bl ..... t   7 sm ..... rtp ..... n

### CREATING AND INVENTING

/ 6 points

#### 2 Complete the sentences with the correct form of the verbs.

- The Taj Mahal is a famous ..... (build) in India.
- The ..... (invent) of the plane was an important moment in history.
- Steve Wozniak was one of the main ..... (design) of the first Apple computers.
- Harvey Weinstein is a famous film ..... (produce).
- Walt Disney ..... (create) Mickey Mouse.
- The ..... (discover) of insulin by a team of scientists helped to save many lives.

### NOUNS WITH -ION

/ 5 points

#### 3 Look at the verbs and write the correct noun form.

- describe .....
- imagine .....
- organise .....
- express .....
- explain .....

Total: / 40 points

Unit 9

129

# 10 Bestsellers

## Vocabulary



### Fiction

- 1 89 Match some of these words with the book covers (a–f). Check that you understand all the words. Then listen and repeat.

comic • crime novel • fairy tale • fantasy  
graphic novel • historical fiction • horror  
play • romance • science fiction • thriller

- 2 **SPEAKING** Work with a partner. Ask and answer these questions.

- Do you like reading fiction?
- How often do you read fiction?
- Which types of fiction do you enjoy reading the most? Why?
- Are there any types of fiction which you dislike? Which? Why?

### Non-fiction

- 3 Match the words with the book titles (1–10).

atlas • autobiography • biography  
cookbook • encyclopaedia • guidebook  
magazine • manual • newspaper  
textbook

- The First-timer's Hanoi Travel Guide *guidebook*
- How to get the most from your tablet
- Trịnh Công Sơn - Tôi là ai, là ai by Trịnh Công Sơn
- Hồ Chí Minh - Vĩ đại một con người by Trần Văn Giàu
- Vietnamese Cooking Made Easy: Simple, Flavorful And Quick Meals
- Asia (World in maps)
- Vietnam News
- Tiếng Anh 10 - Macmillan Move On
- National Geographic
- Britannica



- 4 **PRONUNCIATION** 90 Practise saying the words in 3 and put them in the correct column. Then listen, check and repeat.

••	•••	••••	•••••	••••••
<i>atlas</i>				

- 5 **LISTENING** 91 Listen to the conversations. What types of book or publication are the people talking about in each conversation? They can be fiction or non-fiction.

- |         |         |
|---------|---------|
| 1 ..... | 4 ..... |
| 2 ..... | 5 ..... |
| 3 ..... |         |

- 6 **SPEAKING** Work with a partner. Compare how often, and in what situations, you read different non-fiction.

I read cookbooks *sometimes* because I enjoy cooking. I read them *to find new things to make*.

I *never* read cookbooks because I never cook. What about manuals?





1 Look at these photos and then read the article. Number the photos in the order that they appear in the article. Don't worry about the missing sentences at this stage.



## THE LIFE OF A TOP CHILDREN'S AUTHOR

David Walliams is a top children's author. He loves writing fiction for kids, but he also does many other things!

1 ..... Before, he was known as one main actor in the comedy series *Little Britain*. But now he is more famous as a children's author.

2 ..... He started acting at school. Then he went to university and joined the National Youth Theatre. He met Matt Lucas, and they created *Little Britain*.

3 ..... He showed that he could act in serious plays and films. He was also a judge on *Britain's Got Talent*.

4 ..... The second of these two books, *Mr Stink*, was for teenagers. It won the Children's Award in the People's Book Prize in 2010. The books were so popular that he continued writing.

5 ..... It is about a billionaire boy who owns many expensive things but has no friends. The book came with a billion pound note that readers could use to enter a contest to win a day as a billionaire!

6 ..... His sixth book, *Demon Dentist*, sold more than 220,000 copies in the first two months being on sale. It combined chills, action and comedy.

7 ..... He swims. In 2006, he swam from England to France and made about one million pounds for charity. He's also swum the River Thames, raising two million pounds.

8 ..... A boat was carrying copies of his books from China to the UK when it was hit by a storm and 30,000 copies fell into the sea. His publisher said they had to make new copies to replace the destroyed ones.

### ✓ STRATEGIES FOR TEST

You are going to do a missing sentences activity. In this type of activity, you have to find the best place to put various sentences taken from a text. How can you check this activity when you finish?

➤ STRATEGIES FOR TEST page 157

4

### ⚙️ CRITICAL THINKING

Think! Then compare ideas with your class.

- How important is it for children to read? Why?

2 Read the article again and put sentences a–h into gaps 1–8 in the text.

- a But it was in 2008 that he signed a contract to write two children's books.
- b Walliams was born in 1971.
- c His books have continued to sell well.
- d When he isn't acting or writing, Walliams has an interesting hobby.
- e He continued appearing on TV in different types of programmes.
- f David Walliams is a man of many talents.
- g However, he wasn't very lucky with water in 2013.
- h His third book was called *Billionaire Boy*.

3 Look at the photos in 1 again. Without looking at the reading text, explain what happened in each of the photos.

5

Match the underlined words in the text with the correct meanings.

- 1 a person who decides who wins a competition .....
- 2 the time of life when a person is young .....
- 3 available to be bought .....
- 4 a feeling of fear .....
- 5 a person or company that prepares and prints books .....
- 6 collect money .....

6

**SPEAKING** What about you?

What about you? What are your favourite books and who is your favourite author? Why?



## Reported speech – statements

1 Look at what David Walliams said to journalists.

- 1 *Demon Dentist* **is my** very first horror story.
- 2 **I hope** children of all ages **will love** the new book.
- 3 **I think I can swim** the length of the Thames!
- 4 **I feel** quite tired.

Now look at what the journalist wrote.

- a Mr Walliams said *Demon Dentist* **was his** very first horror story.
- b He told us **he hoped** children of all ages **would love** the new book.
- c He said that **he thought he could swim** the length of the Thames.
- d He told the interviewer that **he felt** quite tired.

Answer these questions.

- 1 What happens to the verbs when they go into reported speech?
- 2 What happens to most pronouns and possessive adjectives when they go into reported speech?
- 3 What is the difference between *say* and *tell*?
- 4 After *say* and *tell* do we always need to use *that*?

GRAMMAR REFERENCE ► PAGE 140

2 Match these sentences in direct and reported speech. One of the reported speech sentences can go with more than one of the sentences in direct speech.

- 1 I write novels. *.....*
- 2 I'm writing a novel. *.....*
- 3 I'll write a novel. *.....*
- 4 I can write novels. *.....*
- 5 I may write a novel. *.....*
- 6 I have to write a novel. *.....*
- a She said she could write novels.
- b She said she was writing a novel.
- c She said she'd write a novel.
- d She said she might write a novel.
- e ~~She said she wrote novels.~~
- f She said she had to write a novel.

3 Look at the examples in 2 and put the tenses and verbs in the correct places in the table. One of the words or phrases can be used twice.

*could • had to • might • past continuous  
past-simple • would*

Direct speech	Reported speech
1 present simple ►	<i>past simple</i>
2 present continuous ►	
3 <i>will</i> ►	
4 <i>can</i> ►	
5 <i>may</i> ►	
6 <i>must/have to</i> ►	

4 Complete the sentences with *said* or *told*.

- 1 He ..... he sometimes wore glasses.
- 2 He ..... us that he could fly.
- 3 He ..... that he was working as a journalist.
- 4 He ..... he didn't like kryptonite.
- 5 He ..... that he had an 'S' on the front of his costume.

5 There are other words which we often change when we put statements into reported speech. Look at this example.

*'I will read this book tomorrow.'*  
She said she would read that book the next day.

Use the words in the box to complete the table.

*a (week/month/year) ago • here  
last (week/month/year) • next (week/month/year)  
this • today • tomorrow • tonight • yesterday*

Direct speech	Reported speech
1 <i>this</i> .....	that
2 .....	there
3 .....	that day
4 .....	the day before
5 .....	the next/following day
6 .....	that night
7 .....	the following (week/month/year)
8 .....	the previous (week/month/year)
9 .....	a (week/month/year) before



## 7 Report what this writer said in an interview. Use say and tell.

- 1 *She said that her name was Anna Caltabiano.*

- 1 My name is Anna Caltabiano.
- 2 I'm 17 years old.
- 3 I love writing novels.
- 4 My first novel is about love and family.
- 5 I live in California, but my home country is Hong Kong.
- 6 My first language is Japanese.
- 7 Apart from writing, I'm just a regular teenage girl.
- 8 My next novel will be out this summer.



## 8 **SPEAKING** Write true sentences about yourself and books. Then read out the sentences to the other people in your groups.



*I will read an American novel tomorrow.  
I want to go to the bookstore tomorrow.*

## 9 Write down what your group members say in 8.

*Nam said that he would read an American novel the following day.  
Lan told us that she wanted to go to the bookstore the following day.*

## Phrasal verbs connected with reading and writing

### 1 Read the sentences. Match the phrasal verbs in *italics* with the definitions (a–g).

- 1 I don't want to stop now. I want to *read on* to the end. ....
  - 2 Can you *read out* your answer to the next question so that we can all hear it? ....
  - 3 I don't understand some of these words. I'm going to *look them up* in my dictionary. ....
  - 4 I want you all to *turn over* the page and continue reading. ....
  - 5 Read the sentences and then *fill in* the gaps. ....
  - 6 He *flicked through* the book quickly to see if he liked it before he bought it. ....
  - 7 It doesn't look good when you make lots of mistakes and then you *cross them out*. ....
- a Read so that other people can hear you.
  - b Draw an X or a line through some writing to show that it's not correct.
  - c Write information in empty spaces.
  - d Try to find a particular piece of information in a book.
  - e Continue reading.
  - f Turn a page or piece of paper to see the other side.
  - g Turn the pages of a book quickly, not looking carefully.



### 2 Complete the text with the words in the box.

cross • flick • look • on • out • over

The other day I was in a bookshop. I picked up a novel by a new writer and began to (a) ..... through it. I didn't really read any of it, but I decided to buy it and took it home. When I started to read it carefully, I didn't like the start much. But I decided to read (b) ..... There were lots of unusual words that I had to (c) ..... up in the dictionary. I turned (d) ..... another page and then another, but I still didn't like it. I told my friend and he asked me to read (e) ..... a section so that he could hear. He said that the writer was using too many words to say something simple and that was repetitive. He could (f) ..... out half the words because they were unnecessary. In the end, I stopped reading that book and picked up another one.



# Enjoying FICTION

## LIFE SKILLS OBJECTIVES



- To read and think about the start of a novel
- To hear people recommending books to read
- To read a book and discuss it in a 'book club'

## KEY CONCEPTS



**browse [v]:** I was browsing an online bookshop because I wanted to buy a book, but I wasn't looking for a specific title. **blurb [n]:** I read the blurb on the back of the book and it said that the book was 'a unique horror experience'. **back cover [n]:** Usually on the book's back cover, it tells you about the book and the author. **prologue [n]:** Before the novel really began, there was a prologue.

### 1 Look at the cover of this novel and answer these questions.

- 1 What can you see on the cover?
- 2 What type of novel do you think it is?
- 3 What do you think the novel is about? Guess.

### 2 **READING** Read the prologue to the novel and answer these questions.

- 1 What type of novel is it?
- 2 What does the prologue tell us about the 'angel experiment'?



## Prologue



The fact that you're reading this means you've taken one step to surviving till your next birthday. Yes, you're flicking through these pages. Do not put it down. I'm serious - your life could depend on it.

This is my story, the story of my family, but it could be your story too. We're all in this together.

OK, I'm Max. I'm 14. I live with my family, who are five kids not related to me by blood, but still my family. We're nothing you've ever seen before.

Basically, we're quite cool, nice, smart and special. The six of us - me, Fang, Iggy, Nudge, the Gasman and Angel - were made by the worst scientists you could possibly imagine. They created us as an experiment where we ended up only 98% human. That other 2% has had a big impact.

We grew up in a science laboratory/prison called the School. We can think, speak and so much more. There was one other School experiment that survived. Part human, part wolf - all predator: they're called Erasers. They're tough, smart and hard to control.

They look human, but they can change into wolfmen. The School uses them as guards, police and murderers. They want to kill us.

This story could be about you - or your children. If not today, then soon. So please take this seriously. I'm risking everything important to tell you.

Keep reading - don't let anyone stop you. Max. And my family: Fang, Iggy, Nudge, the Gasman and Angel.

Welcome to our nightmare.

**3 Read the text again and make notes about these characters.**

- 1 Max  
*14 years old, ...*
- 2 Max's 'family'
- 3 the 'Erasers'

**4 The author, James Patterson, uses different techniques to make people want to read on to find out what happens next in the story. Find a sentence from the text as an example for each of these techniques.**

- 1 The character talks directly to you  
*Yes, you're flicking through these pages.*
- 2 Generally, the sentences are short.
- 3 The reader is made to feel part of the adventure.
- 4 The writer introduces the characters quickly.
- 5 The language is natural, like listening to a person talking.

**5 Would you like to continue reading the book? Why/Why not?**

6



**LISTENING** **92 Work with a partner.**  
What do you know about the books? Then listen to three students talking about what they think of the book they have finished reading. Match each speaker to a book.

Romeo and Juliet  
William Shakespeare

Frankenstein  
Mary Shelley

White Fang  
Jack London

Speaker ..... Speaker ..... Speaker .....

My Books Charts Featured Purchased Search

7

**92 Watch or listen again. What did each speaker like about their book? Write the number of the speaker next to each item.**

- |                         |                                 |
|-------------------------|---------------------------------|
| Romance .....           | Interesting relationships ..... |
| A serious message ..... | Fascinating characters .....    |
| Simple sentences .....  | An unexpected story .....       |

8

**Which of the three books would you most like to read and why?**

**LIFE TASK**



**You want to organise a book club.**

**Follow this plan:**

- 1 Each person should choose a book to read. Browse in a public or school library, or bookshop, ask friends or family for books or look on the Internet.
- 2 Read the book for homework. Decide how long you have to read the book and make sure you finish in that time.
- 3 Work in groups. Take it in turns to talk about your book. What did you like or dislike about it? Would you recommend this book to others? Why/Why not?



**1 SPEAKING** Work with a partner. Ask and answer these questions.

- Can you think of any books that have become films, like *The Hunger Games*?
- Generally, do you prefer reading the book or watching the film adaptation? Why?



**✓ STRATEGIES FOR TEST**

In the next activity you listen and complete gaps in some notes with the word(s) you hear. Is it possible to predict the type of words that are missing? How?

► STRATEGIES FOR TEST page 157

**2 LISTENING** ▶ 93 Listen and complete the notes. Use just one or two words for each space.

**Notepad**

**BOOK VS. FILM SURVEY**

Comments

Reads one or two books a (a) .....

At the moment, reading a (b) ..... book.

Goes to the cinema two or three times a (c) .....

(d) ..... goes to see film adaptations.

Thinks that with books you know what the characters (e) .....

The characters are almost like (f) .....

Sometimes gets a shock watching films because the characters (g) ..... to the way she imagined.

**3** ▶ 93 Are these statements True (T) or False (F)? Listen again if necessary.

- The interviewer asked her how often she bought books. T/F
- He wanted to know how often she read science fiction. T/F
- He asked her what she was reading at that moment. T/F
- The man asked the girl how often she went to the cinema. T/F
- He asked her if she had seen *The Hunger Games* films. T/F
- He asked her whether she preferred reading fiction or non-fiction. T/F

**Reported speech – questions**

**1** Look at these questions and statements. Which are direct questions (DQ) and which are reported questions (RQ)?

- What are you reading at the moment? .....
- He asked what she was reading at that moment. ....
- How often do you go to the cinema? .....
- He asked her how often she went to the cinema. ....

**Choose the correct alternative.**

- We change/don't change tenses, pronouns and words like *this* and *here* in the same way in reported statements and reported questions.
- We use/don't use question marks in reported questions.
- We use/don't use the auxiliary verb *do* in reported questions.
- We put/don't put the verb before the subject in reported questions.
- We use/don't use *if* or *whether* in reported questions when there is no question word (*who*, *what*, *why*, etc.) in the original question.

GRAMMAR REFERENCE ► PAGE 140

**2** Complete the sentences with a question word or *if/whether*.

- They asked the novelist ..... who ..... her favourite writer was. She said Tolkien.
- Paul wanted to know ..... whether ..... I would come by bus or by car.
- Kate asked Jenny ..... she wanted to do.
- Hannah asked me ..... I wanted a coffee and I said yes.
- They asked me ..... I had brothers or sisters and I said no.



### 3 Write this conversation in reported speech.

**Keira:** What will you do this weekend?

**Matt:** I won't do much. I'll just watch TV with my parents.

**Keira:** Will you study for the literature exam?

**Matt:** When will we have the exam?

**Keira:** We're doing it next Friday.

**Matt:** Oh, I think we'll do it next month.

**Keira:** I told you but you weren't listening. Why do you never pay attention to the teacher?

*Keira asked Matt what he would do that weekend. Matt said he wouldn't do much and he would watch TV with his parents.*

### 5 **SPEAKING** Work in groups. Choose a famous person (actor, politician, singer, sports star, etc.) to interview. Prepare five questions to ask him/her. Then choose one student to be the famous person. Others interview him/her and make notes of their answers to your questions.

### 6 **SPEAKING** Work in pairs. Take it in turns to report back the interview.

*First we asked him when she would release a new song. He said that she would have a new album the following year.*

*Then we wanted to know ...*



### 4 Write what the people actually said in each situation.

- 1 The journalist asked the film director if he was making a film at that moment. He said that he wasn't but he was going to start a new one soon.



**Journalist:** *Are you making a film at the moment?*

**Film director:** *No, I'm not. But I'm going to start a new one soon.*

- 2 The writer asked the man what he thought about her book. He said that he thought it was very interesting.



**Writer:** .....

**Man:** .....

- 3 The reporter asked the singer why she wouldn't answer any of his questions. She told him that she only wanted to talk about her new album and that she wasn't going to talk about anything else.



**Reporter:** .....

**Singer:** .....

- 4 The teacher asked the class whether they could write an essay for the next day, but they replied that they couldn't because they had to study for an exam and they wouldn't have enough time.



**Teacher:** .....

**Students:** .....

## A presentation



1 What is the most enjoyable book you have ever read? Make notes in the 'You' column.

	You	Speaker
Title		
Author		
Type of book		
Reasons why you like it – the story, descriptions, characters, style, etc.	1 ..... 2 ..... 3 ..... ...	1 ..... 2 ..... 3 ..... ...

2 **LISTENING** 94 Listen to a student giving a presentation about their favourite book. Make notes in the 'Speaker' column.

3 94 Complete the expressions in the Speaking bank. Listen again if necessary.

### SPEAKING BANK

#### Useful expressions in presentations

##### Beginning a presentation

- I'm going to talk about ...
- I'd ..... to ..... by saying ...

##### Introducing arguments

- Firstly,
- First .....
- What's .....
- It's also ..... that ...
- Another thing is that ...
- Last .....

##### Ending a presentation

- Finally,
- To sum .....

4 Join the sentence halves with advice about giving a presentation.

- |  |                        |
|--|------------------------|
| 1 Write notes with your main ideas but ... | a a loud, clear voice. |
| 2 Include an introduction and ...          | b the audience.        |
| 3 Put your ideas in ...                    | c a logical order.     |
| 4 Don't just read ...                      | d a conclusion.        |
| 5 Look up at ...                           | e not a complete text. |
| 6 Speak in ...                             | f aloud.               |

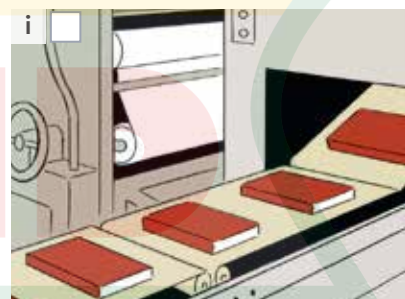
### PRACTICE MAKES PERFECT

5 **SPEAKING** Prepare a presentation about the best book that you have read. Use your notes in 1 and expressions in the Speaking bank. Then give your presentation in groups.





## A story



**1** **SPEAKING** Work with a partner. Put the pictures in order and tell the story.

**2** Look at picture e and expand the sentence below by adding words to describe the scene in more detail.

A woman was writing.

**3** Look at this sentence. What types of words have been added to the sentence in 2? Is the sentence more interesting than the one in 2? Why?

It was the middle of a cold winter and a bright young woman was sitting quietly at home writing her very first novel.

**4** Read these sentences and match each one to a picture from the story.

- 1 It was autumn and the golden leaves were falling softly and slowly from the trees.
- 2 Soon after, they started printing thousands of copies of the novel.
- 3 When the boss of the company finished reading the book, he was extremely happy.

**5** Look at the advice in the Writing bank. What examples of the advice can you find in the sentences in 4?

### ✎ WRITING BANK

#### Useful advice for writing interesting stories

- Use adjectives and adverbs to make your writing more descriptive.  
*The **young** writer **immediately** took her novel to a **famous** publisher.*
- Use a variety of past tenses.  
*When she **was writing** her book, it **started** to snow.*
- Use words and expressions of time and sequence.  
***One day in spring**, a student went ...*  
***Suddenly** he saw ...*  
***Two months later**, the young man left ...*

### PRACTICE MAKES PERFECT

**6** Write the story in 1 (120–150 words). Use the sentences on this page and the advice in the Writing bank to help you.

In your story, you should:

- explain where and when the story began and who the characters were
- explain the main events in the story
- explain how the story ended and what consequences were



## Grammar reference

### Reported speech – statements

#### FORM

When the reporting verb (say, tell) is in the past, the tense of the verb in reported speech usually changes, going one tense 'back'.

Direct speech – tenses	Reported speech – tenses
'I <b>work</b> at home.'	She said she <b>worked</b> at home. Past simple
'I <b>'m working</b> .'	She said she <b>was working</b> . Past continuous
'I <b>will work</b> .'	She said she <b>would work</b> .
'I <b>can work</b> .'	She said she <b>could work</b> .
'I <b>may work</b> .'	She said she <b>might work</b> .
'I <b>must/have to work</b> .'	She said she <b>had to work</b> .

**Could, would, should** and **might** do not change from direct to reported speech.

In reported speech, pronouns and possessive adjectives also change.

**'I will play football with your brother'**

➤ **Ann said she would play football with my brother.**

Here are some other words which change from direct to reported speech.

### Reported speech – questions

#### FORM

The same changes occur with tenses, pronouns and other words as with reported statements. We do not use the auxiliary verb **do** in reported questions.

**'Do you read novels?'**

➤ **She asked me if I read novels.**

There is no inversion of subject and verb in reported questions.

**'Who is she?'** ➤ **They asked me who she was.**

Reported questions are not real questions so they do not need question marks. When there is no question word (**who, what, how, why**, etc.), we use **if** or **whether**.

**'Are you OK?'** ➤ **She asked me if I was OK.**

Direct speech	Reported speech
this/these	that/those
here	there
today	that day
yesterday	the day before/ the previous day
tomorrow	the next/following day
last night	the night before/ the previous night
next (week/month/year)	the following/the next (week/month/year)
last (week/month/year)	the previous (week/ month/year)/the (week/ month/year) before
a (week/month/year) ago	a (week/month/year) before

With **say** you do not need to use a personal object to say who you are saying something to.

**He said he could cook the meal.**

~~He said John he could cook the meal.~~

With **tell** you must use a personal object to say who you are saying something to.

**He told John he could cook the meal.**

~~He told that he could cook the meal.~~

#### USE

We use reported speech to report the words spoken by another person.

**'There is nothing new in art except talent,' said Chekhov.**

**Chekhov said that there was nothing new in art except talent.**



### REFLECTION

#### MIND MAP

**How can a teenager be encouraged to read more? Work in groups and create a mind map to illustrate your ideas.**

### 'CAN DO' PROGRESS CHECK UNIT 10

#### After this unit, I can ...

- |   |   |  |
|---|---|--|
| a | talk about what people have said and asked using reported speech. |  |
| b | talk about books and reading.                                     |  |
| c | identify information in an interview about books and films.       |  |
| d | give a presentation about a book.                                 |  |
| e | write a story and make it interesting.                            |  |

## Grammar revision

### Reported speech – statements

/ 8 points

#### 1 Write the sentences in reported speech.

- 1 'I'm going to a concert next week,' my sister said.
- 2 'I'll be late tomorrow,' Daniel told the teacher.
- 3 'This is my dictionary,' said Holly.
- 4 'I always want to write stories' said Sylvia.
- 5 'There is going to be a concert in this room,' they told us.
- 6 'The play will start at 7 p.m. tomorrow,' they said.
- 7 'We can't buy any of your books' the students told the writer.
- 8 'I will write the article tomorrow' said the journalist.

### Reported speech – questions

/ 8 points

#### 2 Write these questions in reported speech.

- 1 'Are you from Mexico?' she asked me.
- 2 'What time are you going to leave?' Jo asked Paul.
- 3 'Why were you crying?' I asked Katie.
- 4 'Are you going to read this book?' the teacher asked me.
- 5 'Will you help me tomorrow?' Tom asked her.
- 6 'Will the doctor see Sam next Monday?' Abigail asked her dad.
- 7 'Do you know the answer to this question?' our teacher asked us.
- 8 'How many pages does it have?' I asked Jo.

## Vocabulary revision

### FICTION

/ 8 points

#### 1 Complete the sentences with the correct words.

- 1 A ..... story is often about dragons, trolls or other imaginary creatures.
- 2 A ..... is an exciting story about spies and assassinations.
- 3 You can read a ..... or see it at a theatre.
- 4 A ..... is a story about people who fall in love.
- 5 A ..... is usually about a prince, a princess or a witch.
- 6 In ..... fiction, the story takes place in the past.
- 7 A ..... combines writing and art.
- 8 A ..... story should be frightening.

### NON-FICTION

/ 9 points

#### 2 Which type of book or publication is best in these situations?

- 1 You want to find out about the geography of a country. ....
- 2 You want to read about the life of a person, in his/her own words. ....
- 3 You want to find new ideas for dinner. ....
- 4 You want to learn how to use your computer well. ....
- 5 You're going to Prague and want to know what to visit. ....
- 6 You want to know what's happening in the world today. ....
- 7 You want to revise maths for an exam. ....
- 8 You want to find out information about lots of different topics, to write a quiz. ....
- 9 Once a month you want to read new articles and texts with photographs and illustrations. ....

### PHRASAL VERBS CONNECTED WITH READING AND WRITING

/ 7 points

#### 3 Match the sentence halves.

- |   |  |
|---|--|
| 1 I love this book, I want to read ...              | a them out to me in a loud voice.          |
| 2 When you finish that page, turn ...               | b it out with a big X.                     |
| 3 You have to fill ...                              | c over and read the next one.              |
| 4 Because the text was difficult, I had to look ... | d through it looking at the pictures.      |
| 5 I can't read what he wrote because he crossed ... | e up lots of words.                        |
| 6 I looked at the magazine quickly. I flicked ...   | f in the answers on your sheet.            |
| 7 I want to hear your answers so please read ...    | g on tonight until I get to the end of it. |

Total: / 40 points

Unit 10

141

## Reading

### ► TIPS FOR READING

In reading activities where you complete a text with missing sentences, remember ...  
When you finish, check the activity by reading the text with your answers in the correct place.  
Do the sentences go together logically? Do words like *this* or *it* make sense?

► STRATEGIES FOR TEST page 157

### 1 Read the text quickly. What is the connection between studying and the Internet in the text?

1 ..... There are tens of thousands of websites where you can buy essays. With most essay-writing companies, students pay per word. Sometimes they pay per page. Some companies offer to write a special, personalised essay, but at an extra cost.

2 ..... 3,500 specialists are employed by his company. They have written more than 15,000 essays for students. The company made £90,000 in just one week in May. Universities say that the UK's academic reputation is suffering because of online essay companies, and education experts have predicted that schools will have to stop continuous assessment and start doing more exams again.

3 ..... He says that he simply offers them a guide. 'The essays are a starting point. Students use them to create their own work. Students analyze our answers and then they write their own. We're just showing them how to write a great essay.'

4 ..... As one teacher replied: 'The suggestion that these essays are used by students as 'guides' is crazy and dishonest. We need to do something to stop it.' Many colleges and universities now have software which allows teachers to check if students are copying from five billion web pages. Many universities have somebody doing this full-time. 'It's not a question of catching people and punishing them. We should make students understand that education is research and investigation. In the end, the students who cheat are just not learning the skills they need for their studies or for the rest of their lives.'

### 2 Put these sentences in the correct place in the text. There is one extra sentence that you do not need.

- A Barclay Littlewood is the owner of one online essay-writing organisation.
- B However, Internet cheating is now an enormous problem for schools and universities and it might make them go back to older, more traditional methods.
- C Millions of pounds are spent each year on Internet cheating.
- D But teachers are not convinced that students are using them in this way.
- E Barclay Littlewood, on the other hand, says he doesn't help students to cheat.

### 3 Read the text again and choose the best answers.

- 1 The price of a basic online essay usually depends on ...  
a who writes it.    b what the subject is.  
c how long it is.
- 2 Barclay Littlewood is ...  
a a businessman.    b an ex-teacher.  
c a writer of online essays.
- 3 Educational specialists think that online cheating will ...  
a change the way teachers teach.  
b change the way teachers assess students.  
c make it easier for students to pass exams.
- 4 Barclay Littlewood says ...  
a students shouldn't just give teachers the essay that they buy.  
b he is helping students to copy work.  
c his objective is to help students get the best marks.
- 5 The text says that teachers ...  
a have no way of knowing if students are copying essays.  
b are using technology to find people who are cheating.  
c want to make cheats suffer.

### 4 SPEAKING What about you?

What do you think about buying online essays?

## Listening

### ► TIPS FOR LISTENING

In activities where you complete notes, remember ...  
Read the notes before you listen and predict what type of word goes in each space.

► STRATEGIES FOR TEST page 157

### 5 LISTENING 95 Listen and complete the notes. You can write a maximum of three words and/or numbers.

The first SMS was sent in (1) ..... . SMS means (2) ..... . An SMS can only have (3) ..... characters, or letters, from the Latin alphabet. The first SMS was sent by a man who was working for Vodafone. The first ever '(4) ..... ' At first, you couldn't send SMS to people who were with a (5) ..... . That stopped in (6) ..... . (7) ..... made SMS popular because it was (8) ..... to text than to make a phone call.



## Speaking

### ► TIPS FOR SPEAKING

In presentations, remember ...  
Don't speak very quickly. When you speak quickly, people won't be able to understand what you are saying.

► STRATEGIES FOR TEST page 156

### 6 Look at these expressions from a presentation. Put them in the order you would expect to hear them.

1 ..... 3 ..... 5 .....

2 ..... 4 .....

- a What's more,
- b Firstly,
- c I'm going to talk about ...
- d To sum up,
- e Last but not least,

### 7 Prepare a presentation about a famous person that you admire. Follow this plan:

- 1 say who the person is
- 2 first and most important reason why you chose them
- 3 second reason
- 4 third reason
- 5 conclusion

### 8 **SPEAKING** Give your presentation.

## Use of English

### ► TIPS FOR USE OF ENGLISH

In activities where you have to complete gaps in a text, remember ...

Look carefully at the words just before and after the gap. Do they need a special preposition or an article or an auxiliary verb, for example?

► STRATEGIES FOR TEST page 156

### 9 Complete the text about the magazine **National Geographic**. Use one word in each gap.

The National Geographic Society began in 1888 with just a few members and now it is one of the largest scientific and educational organisations (1) ..... the world. It was created by teachers, explorers and (2) ..... a group of 33 businessmen (3) ..... 13<sup>th</sup> January 1888, in Washington, D.C. They met to talk about their interest in geography. Later that year, the first edition of the *National Geographic Magazine* was published. The articles and reports were (4) ..... by professors but they weren't very interesting for people (5) ..... weren't experts in geography. But then (6) ..... magazine became easier to read. It started to have more photos. Some amazing photos have (7) ..... printed in the magazine. When you flick (8) ..... it today, you can still see many spectacular photos. So if one day you need to (9) ..... up some information about geography for a school project, why not pick up a copy of *National Geographic*?

## 'CAN DO' PROGRESS CHECK UNITS 9-10

### 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 2 = I can do it quite well. 3 = I have some problems. 4 = I can't do it.

#### About Language components, I can ...

a use the passive.	<input type="checkbox"/>
b use reported speech.	<input type="checkbox"/>
c use zero, first and second conditionals.	<input type="checkbox"/>
d use vocabulary about inventions and inventors.	<input type="checkbox"/>
e use vocabulary about books and reading.	<input type="checkbox"/>

#### About Language skills, I can ...

a scan for main ideas and read for specific information.	<input type="checkbox"/>
b listen and identify specific information.	<input type="checkbox"/>
c give a presentation.	<input type="checkbox"/>
d write a short biography of a famous person.	<input type="checkbox"/>
e write a story.	<input type="checkbox"/>

### 2 Now decide what you need to do next to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises. ► WORKBOOK Units 9 and 10
- 3 Ask for help.
- 4 Other: .....

(adj) = adjective  
(adv) = adverb  
(conj) = conjunction  
(det) = determiner  
(n/n pl) = noun/noun plural  
(phr) = phrase  
(prep) = preposition  
(pron) = pronoun  
(v) = verb

The most common and useful words in English are marked according to the Macmillan Dictionary 'star rating'. This is so you can easily recognise the vocabulary you need to know especially well.

\*\*\* = very common words \*\* = common words \* = fairly common words  
If there is no star next to the word, this means that it is not very common.

In the Macmillan Dictionary, (r) is used to indicate where the sound /r/ is pronounced in American English and some other regional varieties of English. In a standard British accent, (r) is only pronounced if it occurs at the end of a word which is followed by another word starting with a vowel sound, for example *far away* /fɑ:r ə'weɪ/.

## Starter unit

### Words in classroom expressions and instructions in this book / Ngôn ngữ sử dụng trong lớp học và trong sách

act out (v phr) /ækt 'aʊt/	diễn
alternative (n) ** /ɔ:l'tɜ:(r)nə'tɪv/	lựa chọn
compare (v) *** /kəm'peə(r)/	so sánh
complete (v) *** /kəm'pli:t/	hoàn thành
conversation (n) *** /kən'və(r)'seɪʃ(ə)n/	đoạn hội thoại
description (n) *** /dɪ'skrɪpʃ(ə)n/	miêu tả
dialogue (n) ** /daɪələg/	đoạn hội thoại
different (adj) *** /dɪfrənt/	khác nhau
discover (v) *** /dɪ'skʌvə(r)/	khám phá
false (adj) ** /fɔ:ls/	sai
fill in (v) /fɪl 'ɪn/	điền vào
gap (n) ** /gæp/	chỗ trống
guess (v) ** /ges/	đoán
if necessary (adj) /ɪf 'nesəsəri/	nếu cần
language (n) *** /'læŋgwɪdʒ/	ngôn ngữ
letter (of alphabet) (n) *** /'letə(r)/	chữ cái
mean (v) *** /mi:n/	có nghĩa
object (n) *** /'nɒdʒɪkt/	đồ vật
partner (n) *** /'pɑ:(r)tnə(r)/	bạn
repeat (v) *** /rɪ'pi:t/	nhắc lại
take it in turns (phr) /,teɪk ɪt ɪn'tɜ:(r)nz/	lần lượt
translate (v) * /træns'leɪt/	dịch
true (adj) *** /tru:/	đúng
understand (v) *** /,ʌndə(r)'stænd/	hiểu

### Grammar words / Từ chỉ quy tắc ngữ pháp

adjective (n) * /'ædʒɪktɪv/	tính từ
affirmative (adj) /ə'fɜ:(r)mətɪv/	khẳng định
apostrophe (n) /ə'pɒstrəfi/	dấu lược (')
contraction (n) /kən'trækʃ(ə)n/	dạng rút gọn, viết tắt
negative (adj) ** /'negətɪv/	phủ định
noun (n) * /naʊn/	danh từ
phrase (n) *** /freɪz/	cụm từ

plural (adj) * /'plʊərəl/	số nhiều
possessive (adj) /pə'zɛsɪv/	sở hữu
pronoun (n) /'prəʊnaʊn/	đại từ
sentence (n) *** /'sentəns/	câu
short answer (n) /,ʃɔ:(r)t 'ɑ:nsə(r)/	câu trả lời ngắn
singular (adj) /'sɪŋɡjʊlə(r)/	số ít
subject (n) *** /'sʌbdʒɪkt/	chủ ngữ
verb (n) * /vɜ:(r)b/	động từ

### Other words and phrases / Các từ và cụm từ khác

birthday (n) ** /'bɜ:(r)θdeɪ/	sinh nhật
date (n) *** /deɪt/	ngày tháng
end (n & v) *** /end/	kết thúc
family tree (n) /,fæm(ə)li 'tri:t/	cây phả hệ
half past (phr) *** /,ha:f 'pa:st/	(giờ) rưỡi
middle (n) *** /'mɪd(ə)l/	giữa
other (det, pron) *** /'ʌðə(r)/	khác
quarter (n) *** /'kwɔ:(r)tə(r)/	(giờ) mười lăm phút
similar (adj) *** /'sɪmɪlə(r)/	tương tự

## Unit 1

### The school day / Một ngày ở trường

biology (n) * /baɪ'ɒlədʒi/	môn sinh học
chemistry (n) ** /'kemɪstri/	môn hóa học
do homework (phr)	làm bài tập về nhà
/,du: 'həʊm,wɜ:(r)k/	
finish school (phr) *** /,fɪnɪʃ 'sku:l/	tan học
French (n) /frentʃ/	môn Tiếng Pháp
geography (n) ** /dʒɪ:'ɒɡrəfi/	môn địa lý
German (n) /'dʒɜ:(r)mən/	môn Tiếng Đức
get dressed (phr) /,get 'drest/	mặc quần áo
history (n) *** /'hɪst(ə)ri/	môn lịch sử
ICT (information and communication technology) (n) /,aɪ sɪ: 'ti:/	môn tin học
maths (n) * /mæθs/	môn toán
PE (physical education) (n) /,pi: 'i:/	môn thể dục
physics (n) ** /'fɪzɪks/	môn vật lý
Spanish (n) /'spæɪnɪʃ/	môn Tiếng Tây Ban Nha
start school (phr) /,stɑ:(r)t 'sku:l/	vào lớp

## Free-time activities / Hoạt động vào thời gian rảnh

chat online (phr) /tʃæt ɒn'laɪn/	nói chuyện trực tuyến
do sport (phr) /duː 'spɔː(r)t/	chơi thể thao
go out with friends (phr) /gəʊ ,aʊt wɪð 'frendz/	đi chơi với bạn
go shopping (phr) /gəʊ 'ʃɒpɪŋ/	đi mua sắm
play the guitar/piano (phr) /,pleɪ ðə ɡɪ'taː(r)/pi'ænoʊ/	chơi đàn ghi-ta/pi-a-no
surf the Internet (phr) /,sɜː(r)f ði 'ɪntə(r)net/	lướt web
take photos (phr) /,teɪk 'fəʊtəʊz/	chụp ảnh
watch films (phr) /,wɒtʃ 'fɪlmz/	xem phim

## Places to go in a town / Các địa điểm trong thành phố

cinema (n) ** /'sɪnəmə/	rạp chiếu phim
fast-food restaurant (n) /,fɑːst 'fuːd ,rest(ə)rɒnt/	cửa hàng đồ ăn nhanh
library (n) *** /'laɪbrəri/	thư viện
museum (n) *** /mjuː'ziːəm/	bảo tàng
park (n) ** /pɑː(r)k/	công viên
shopping centre (n) /'ʃɒpɪŋ ,sentə(r)/	trung tâm mua sắm
sports centre (n) /'spɔː(r)ts ,sentə(r)/	trung tâm thể thao
stadium (n) /'steɪdiəm/	sân vận động
swimming pool (n) /'swɪmɪŋ ,puːl/	hồ bơi
theatre (n) ** /'θiətə(r)/	nhà hát

## Other words and phrases / Các từ và cụm từ khác

angry (adj) *** /'æŋɡri/	tức giận
anybody (pron) *** /'eni,bɒdi/	bất cứ ai
attitude (n) *** /'ætɪ,tjuːd/	thái độ
awesome (adj) /'ɔːs(ə)m/	tuyệt vời
brilliant (adj) *** /'brɪljənt/	xuất sắc
calm (adj) ** /kɑːm/	bình tĩnh
combat (n) * /'kɒmbæt/	đương đầu
comic (adj) * /'kɒmɪk/	truyện tranh
concentrate (v) *** /'kɒns(ə)n,treɪt/	tập trung
concert (n) ** /'kɒnsə(r)t/	buổi biểu diễn ca nhạc
creative (adj) ** /kri'eɪtɪv/	sáng tạo
deal with (v phr) /'diːl wɪð/	đối phó với
difficult (adj) *** /'dɪfɪk(ə)lt/	khó khăn
emotion (n) *** /ɪ'məʊʃ(ə)n/	cảm xúc
energy (n) *** /'enə(r)dʒi/	năng lượng
e-reader (n) /'iː ,riːdə(r)/	thiết bị đọc sách điện tử
famous (adj) *** /'feɪməs/	nổi tiếng
forum (n) ** /'fɔːrəm/	diễn đàn
friend of mine (phr) /'frend əv ,maɪn/	người bạn của tôi
great (adj) *** /ɡreɪt/	tuyệt vời
guys (n pl) ** /ɡaɪs/	các bạn (nói thân mật)
healthy (adj) *** /'helθi/	khỏe mạnh
imagine (v) *** /ɪ'mædʒɪn/	tưởng tượng
industry (n) *** /'ɪndəstri/	công nghiệp

kid (n) *** /kɪd/	trẻ em
know (v) *** /nəʊ/	biết
lunchtime (n) * /'lʌntʃ ,taɪm/	giờ ăn trưa
magazine (n) *** /,mæɡə'ziːn/	tạp chí
natural (adj) *** /'nætʃ(ə)rəl/	tự nhiên
ordinary (adj) *** /'ɔː(r)d(ə)n(ə)rɪ/	bình thường
perhaps (adv) *** /pə(r)'hæps/	có lẽ
pet (n) ** /pet/	thú cưng
photography (n) * /fə'tɒɡrəfi/	nhiếp ảnh
react (to) (v) /ri'ækt (tuː)/	phản ứng
relaxed (adj) * /rɪ'læks/	thư giãn
revision (n) ** /rɪ'vɪʒ(ə)n/	sự ôn tập
slow (adj) *** /sləʊ/	chậm
somebody (pron) *** /'sʌmbədi/	ai đó
sometimes (adv) *** /'sʌmtaɪmz/	đôi khi
special (adj) *** /'speʃ(ə)l/	đặc biệt
stress (n) /stres/	sự căng thẳng
stress (out) (v) /,stres ('aʊt)/	cảm thấy căng thẳng
stressed (out) (adj) /,strest ('aʊt)/	(cảm xúc) căng thẳng
stressful (adj) /'stresf(ə)l/	gây căng thẳng
teen (adj) /tiːn/	thiếu niên
tell (v) *** /tel/	nói
usual (adj) *** /'juːʒuəl/	thông thường
video message (n) /'vɪdiəʊ ,mesɪdʒ/	tin nhắn video
want (v) *** /wɒnt/	muốn
weekend (n) *** /,wiːk'end/	cuối tuần
worried (adj) *** /'wʌrɪd/	lo lắng

## Unit 2

### Rooms / Tên các căn phòng

bathroom (n) ** /'bɑːθ ,ruːm/	phòng tắm
bedroom (n) ** /'bed ,ruːm/	phòng ngủ
dining room (n) /'daɪnɪŋ ,ruːm/	phòng ăn
garage (n) * /'ɡærɑːʒ/, /'ɡærɪdʒ/	nhà để ô-tô, ga-ra
garden (n) *** /'ɡɑː(r)d(ə)n/	vườn
hall (n) *** /hɔːl/	sảnh, hành lang
kitchen (n) *** /'kɪtʃən/	phòng bếp
living room (n) ** /'lɪvɪŋ ,ruːm/	phòng khách

### Household objects and furniture / Đồ dùng và nội thất gia đình

armchair (n) /'ɑː(r)m,tʃeə(r)/	ghế bành
bath (n) *** /bɑːθ/	bồn tắm
bed (n) *** /bed/	giường
CD player (n) /siː 'diː ,pleɪə(r)/	máy chạy đĩa CD
chair (n) *** /tʃeə(r)/	ghế
clock (n) *** /klɒk/	đồng hồ
computer (n) *** /kəm'pjʊːtə(r)/	máy tính
cooker (n) /'kʊkə(r)/	nồi cơm điện
cupboard (n) * /'kʌbəd/	tủ chén



desk (n) ★★★ /desk/	bàn học, bàn làm việc
DVD player (n) /,di: vi: 'di: pleiə(r)/	máy chạy đĩa DVD
fridge (n) ★ /frɪdʒ/	tủ lạnh
games console (n) /'geɪmz ,kɒnsəʊl/	máy trò chơi điện tử
lamp/light (n) ★★★ /læmp/laɪt/	đèn ngủ
microwave (n) /'maɪkrə ,weɪv/	lò vi sóng
mirror (n) ★★★ /'mɪrə(r)/	gương
painting/poster (n) ★★★ /'peɪntɪŋ/'pəʊstə(r)/	tranh/áp phích
phone (n) ★★★ /fəʊn/	điện thoại
radiator (n) /'reɪdɪ,eɪtə(r)/	lò sưởi
shelf (n) /ʃelf/	giá sách/kệ (để đồ)
shower (n) ★ /'ʃaʊə(r)/	vòi hoa sen
sink (n) /sɪŋk/	bồn rửa
sofa (n) /'səʊfə/	ghế sofa
table (n) ★★★ /'teɪb(ə)l/	bàn
toilet (n) ★ /'tɔɪlət/	bồn cầu
TV (n) ★★★ /,ti: 'vi:/	ti-vi
washing machine (n) ★ /'wɒʃɪŋ mə ,ʃi:n/	máy giặt
window (n) ★★★ /'wɪndəʊ/	cửa sổ

## Jobs around the house / Việc nhà

cook (v) ★★★ /kʊk/	nấu ăn
do the ironing (phr)/,du: ðə 'aɪə(r)nɪŋ/	là/ủi quần áo
do the shopping (phr) /,du: ðə 'ʃɒpɪŋ/	đi mua sắm
do the washing (phr) /,du: ðə 'wɒʃɪŋ/	giặt quần áo
lay the table (phr) /,leɪ ðə 'teɪb(ə)l/	dọn bàn ăn
make the bed (phr) /,meɪk ðə 'bed/	dọn giường
take the rubbish out (phr) /,teɪk ðə 'rʌbɪʃ aʊt/	đổ rác
tidy up (v phr) /,taɪdɪ 'ʌp/	dọn dẹp
wash the dishes (phr) /,wɒʃ ðə 'dɪʃɪz/	rửa chén đĩa

## Other words and phrases / Những từ và cụm từ khác

access (n) ★★ /'ækses/	lối vào
affect (v) ★★★ /ə'fekt/	ảnh hưởng
bill (US = bank note) (n) /bɪl/	tờ tiền giấy
can (n) /kæn/	hộp
canned (adj) /kænd/	được đóng hộp
cloud (n) ★★★ /klaʊd/	mây
container (n) ★★ /kən'teɪnə(r)/	hộp đựng
empty (adj) ★★★ /'empti/	trống rỗng
enormous (adj) ★★★ /ɪ'no:(r)məs/	to lớn
environment (n) ★★★ /ɪn'vaɪrənmənt/	môi trường
equipment (n) ★★★ /ɪ'kwɪpmənt/	thiết bị
fountain (n) ★ /'faʊntɪn/	đài phun nước
full (adj) ★★★ /fʊl/	đầy
inside (adv) ★★★ /'ɪn,said/	bên trong
lake (n) ★★ /leɪk/	hồ
leaflet (n) ★★ /'li:flət/	tờ rơi

location (n) ★★★ /ləʊ'keɪʃ(ə)n/	địa điểm
long-distance (adj) ★ /,lɒŋ 'dɪstəns/	khoảng cách xa
main (adj) ★★★ /meɪn/	chính
outdoor (adj) ★ /'aʊtɔ:(r)/	ngoài trời
outside (adv) ★★★ /,aʊt'saɪd/	bên ngoài
packaging (n) ★ /'pækɪdʒɪŋ/	đóng gói
painting (n) ★★★ /'peɪntɪŋ/	bức tranh
pollute (v) ★ /pə'lu:t/	gây ô nhiễm
polluted (adj) /pə'lu:tɪd/	bị ô nhiễm
pollution (n) ★★★ /pə'lu:ʃ(ə)n/	sự ô nhiễm
power (n) ★★★ /'paʊə(r)/	năng lượng
present (n) ★★★ /'prez(ə)nt/	món quà
recycle (v) ★ /ri:'saɪk(ə)l/	tái chế
reduce (v) ★★★ /rɪ'dju:s/	cắt giảm
reuse (v) /ri:'ju:z/	tái sử dụng
run (a tap) (v) ★★★ /rʌn/	mở vòi nước
save (v) ★★★ /seɪv/	tiết kiệm
seabird (n) /'si:,bɜ:(r)d/	chim biển
separate (v) ★★★ /'sep(ə)rət/	chia ra
size (n) ★★★ /saɪz/	kích thước
standby (n) /'stæn(d)baɪ/	(công suất) dự phòng
step (n) ★★★ /step/	bước
study (n) ★★★ /'stʌdi/	nghiên cứu
synthetic (adj) /sɪn'tetɪk/	tổng hợp
tap (n) ★★ /tæp/	vòi nước
throw away (v phr) /,θrəʊ ə'weɪ/	vứt đi
together (adv) ★★★ /tə'geðə(r)/	cùng nhau
tonne (n) ★★ /tʌn/	tấn
top (adj) ★★★ /tɒp/	hàng đầu
turn off (v) /,tɜ:(r)n 'ɒf/	tắt
turn on (v) /,tɜ:(r)n 'ɒn/	mở
twice (adv) ★★★ /twais/	hai lần
wall (n) ★★★ /wɔ:l/	tường
wood (n) ★★★ /wʊd/	gỗ

## Move On to exams: Units 1-2

court (n) ★★★ /kɔ:(r)t/	sân thể thao trong nhà
energy bar (n) /'enə(r)dʒi ,bɑ:(r)/	thanh năng lượng
every (det) ★★★ /'evri/	mỗi
session (n) ★★ /'seʃ(ə)n/	buổi, phiên
skate park (n) /'skeɪt ,pɑ:(r)k/	khu trượt băng
skateboarding (n) /'skeɪt ,bɔ:(r)dɪŋ/	môn trượt ván
special (adj) ★★★ /'speʃ(ə)l/	đặc biệt
summer (n) ★★★ /'sʌmə(r)/	mùa hè
training (n) ★★★ /'treɪnɪŋ/	đào tạo

### Unit 3

#### Parts of the body / Bộ phận cơ thể

ankle (n) ★★ /'æŋk(ə)l/	mắt cá chân
arm (n) ★★★ /ɑ:(r)m/	cánh tay
back (n) ★★★ /bæk/	lưng
chest (n) ★★★ /tʃest/	ngực
ear (n) ★★★ /ɪə(r)/	tai
elbow (n) ★★ /'elbəʊ/	khuỷu tay
face (n) ★★★ /feɪs/	khuôn mặt
finger (n) ★★★ /'fɪŋɡə(r)/	ngón tay
foot/feet (n) ★★★ /fʊt/fi:t/	bàn chân
hand (n) ★★★ /hænd/	bàn tay
head (n) ★★★ /hed/	đầu
knee (n) ★★★ /ni:/	đầu gối
leg (n) ★★★ /leg/	chân
mouth (n) ★★★ /maʊθ/	miệng
neck (n) ★★★ /nek/	cổ
nose (n) ★★★ /nəʊz/	mũi
shoulder (n) ★★★ /'ʃəʊldə(r)/	vai
stomach (n) ★★ /'stʌmək/	bụng
toe (n) ★ /təʊ/	ngón chân
wrist (n) ★★ /rɪst/	cổ tay

#### Physical activities / Hoạt động thể chất

climb (v) ★★★ /klaɪm/	leo, trèo
dive (v) /daɪv/	lặn
fall (v) ★★★ /fɔ:l/	ngã
hit (v) ★★★ /hɪt/	đánh
jump (v) ★★★ /dʒʌmp/	nhảy
kick (v) ★★★ /kɪk/	đá
rest (v) ★★★ /rest/	nghỉ ngơi
ride (a horse/bike) (v) ★ /raɪd/	cưỡi (ngựa), đi (xe đạp)
run (v) ★★★ /rʌn/	chạy
skate (v) /skeɪt/	trượt ván
ski (v) /ski:/	trượt tuyết
swim (v) ★★ /swɪm/	bơi

#### Sports / Các môn thể thao

baseball (n) /'beɪs,bɔ:l/	bóng chày
basketball (n) /'bɑ:skɪt,bɔ:l/	bóng rổ
climbing (n) /'klaɪmɪŋ/	leo núi
cycling (n) /'saɪklɪŋ/	đạp xe
diving (n) /'daɪvɪŋ/	lặn
fishing (n) /'fɪʃɪŋ/	câu cá
football (n) ★★ /'fʊtbɔ:l/	bóng đá
golf (n) ★ /ɡɒlf/	đánh gôn
gymnastics (n) /dʒɪm'næstɪks/	thể dục dụng cụ
horse-riding (n) /'hɔ:(r)s ,raɪdɪŋ/	cưỡi ngựa
ice skating (n) /'aɪs ,sketɪŋ/	trượt băng
judo (n) /'dʒu:dəʊ/	võ Judo
rugby (n) /'rʌɡbi/	bóng bầu dục
running (n) ★★ /'rʌnɪŋ/	chạy

sailing (n) /'seɪlɪŋ/	chèo thuyền
skiing (n) /'ski:ɪŋ/	trượt tuyết
swimming (n) ★ /'swɪmɪŋ/	bơi
table tennis (n) /'teɪb(ə)l ,tenɪs /	bóng bàn
tennis (n) /'tenɪs/	quần vợt
volleyball (n) /'vɒli,bɔ:l/	bóng chuyền

#### Other words and phrases / Các từ và cụm từ khác

bat (n) ★★ /bæt/	gậy bóng chày
cliff (n) ★★ /klɪf/	vách đá nhô ra biển
consecutively (adv) /kən'sekjʊtɪvli/	liên tiếp
crazy (adj) ★★ /'kreɪzi/	điên cuồng
flexibility (n) ★★ /'fleksə'bɪləti/	sự linh hoạt
flexible (adj) ★★ /'fleksəb(ə)l/	linh hoạt
heart (n) ★★ /hɑ:(r)t/	trái tim
heavy (adj) ★★★ /'hevi/	nặng
height (n) ★★★ /haɪt/	độ cao
high (adj) ★★★ /haɪ/	cao
hurt (v) ★★ /hɜ:(r)t/	làm đau, làm bị thương
impact (n) ★★★ /'ɪmpækt/	ảnh hưởng
impression (n) ★★★ /ɪm'preʃ(ə)n/	ấn tượng
insult (v) ★ /ɪn'sʌlt/	xúc phạm
mistake (n) ★★★ /mɪ'steɪk/	lỗi
muscle (n) ★★★ /'mʌs(ə)l/	cơ bắp
net (n) ★★★ /net/	lưới
player (n) ★★★ /'pleɪə(r)/	người chơi
popularity (n) ★★ /,pɒpjʊ'lærəti/	sự phổ biến
protect (v) ★★★ /prə'tekt/	bảo vệ
racket (n) ★ /'rækɪt/	vợt
respect (v) ★★★ /rɪ'spekt/	tôn trọng
safely (adv) ★★ /'seɪfli/	một cách an toàn
spectacular (adj) ★★ /spek'tækjʊlə(r)/	ngoạn mục
splash (v) ★ /splæʃ/	bắn tung tóe
stamina (n) /'stæmɪnə/	sức chịu đựng, sức bền
strength (n) ★★★ /streŋθ/	sức mạnh
strong (adj) ★★★ /strɒŋ/	khỏe, mạnh
touch (v) ★★★ /tʌtʃ/	chạm
train (v) ★★★ /treɪn/	huấn luyện

### Unit 4

#### Countries and nationalities / Tên nước và quốc tịch

Argentina (n) /ɑ:(r)dʒən'ti:nə/	Ác-hen-ti-na (nước)
Argentinian (adj) /ɑ:(r)dʒən'tɪniən/	quốc tịch Ác-hen-ti-na
Brazil (n) /brə'zɪl/	Bra-xin (nước)
Brazilian (adj) /brə'zɪliən/	quốc tịch Bra-xin
China (n) /'tʃaɪnə/	Trung Quốc (nước)
Chinese (adj) /tʃaɪ'ni:z/	quốc tịch Trung Quốc
Czech Republic (n) /tʃek rɪ'pʌblɪk/	Cộng hòa Séc (nước)
Czech (adj) /tʃek/	quốc tịch Séc
Egypt (n) /'i:dʒɪpt/	Ai Cập (nước)

Egyptian (adj) /'i'dʒɪpʃən/  
 France (n) /frɑːns/  
 French (adj) /frentʃ/  
 Greece (n) /ɡriːs/  
 Greek (adj) /ɡriːk/  
 Ireland (n) /'aɪələnd/  
 Irish (adj) /'aɪrɪʃ/  
 Italy (n) /'ɪtəli/  
 Italian (adj) /'ɪtæljən/  
 Japan (n) /dʒə'pæn/  
 Japanese (adj) /,dʒæpə'niːz/  
 Mexico (n) /'meksɪkəʊ/  
 Mexican (adj) /'meksɪkən/  
 Peru (n) /pə'ruː/  
 Peruvian (adj) /pə'ruːviən/  
 Poland (n) /'pəʊlənd/  
 Polish (adj) /'pəʊlɪʃ/  
 Russia (n) /'rʌʃə/  
 Russian (adj) /'rʌʃ(ə)n/  
 Scotland (n) /'skɒtlənd/  
 Scottish (adj) /'skɒtɪʃ/  
 Slovakia (n) /slə'vækiə/  
 Slovak (adj) /'sləʊvæk/  
 Spain (n) /speɪn/  
 Spanish (adj) /'spæniʃ/  
 Switzerland (n) /'swɪtsə(r)lənd/  
 Swiss (adj) /swɪs/  
 The United Kingdom (UK) (n) /ðə juː'nartɪd 'kɪŋdəm/  
 British (adj) /'brɪtɪʃ/  
 The United States (US) (n) /ði juː'nartɪd 'steɪts/  
 American (adj) /ə'merɪkən/  
 Turkey (n) /'tʃiː(r)ki/  
 Turkish (adj) /'tʃiː(r)kiʃ/  
 Ukraine (n) /juː'kreɪn/  
 Ukrainian (adj) /juː'kreɪniːən/

quốc tịch Ai Cập  
 Pháp (nước)  
 quốc tịch Pháp  
 Hy Lạp (nước)  
 quốc tịch Hy Lạp  
 Ai-len (nước)  
 quốc tịch Ai-len  
 Ý (nước)  
 quốc tịch Ý  
 Nhật Bản (nước)  
 quốc tịch Nhật Bản  
 Mê-hi-cô (nước)  
 quốc tịch Mê-hi-cô  
 Pê-ru (nước)  
 quốc tịch Pê-ru  
 Ba Lan (nước)  
 quốc tịch Ba Lan  
 Nga (nước)  
 quốc tịch Nga  
 Xcốt-len (nước)  
 quốc tịch Xcốt-len  
 Xlô-va-kia-a (nước)  
 quốc tịch Xlô-va-kia-a  
 Tây Ban Nha (nước)  
 quốc tịch Tây Ban Nha  
 Thụy Sĩ (nước)  
 quốc tịch Thụy Sĩ  
 Vương quốc Anh (nước)  
 quốc tịch Anh  
 Hợp chủng quốc Hoa Kỳ, Mỹ (nước)  
 quốc tịch Mỹ  
 Thổ Nhĩ Kỳ (nước)  
 quốc tịch Thổ Nhĩ Kỳ  
 U-crai-na (nước)  
 quốc tịch U-crai-na

## Words connected with tourism / Từ vựng chủ đề du lịch

book (v) /bʊk/  
 guidebook (n) /'gaɪd,bʊk/  
 luggage (n) /'lʌɡɪdʒ/  
 package holiday (n) /,pækɪdʒ 'hɒlədeɪ/  
 passport (n) ★ /'pɑːspɔː(r)t/  
 sightseeing (n) /'saɪt,sɪːɪŋ/  
 souvenir (n) /,suːvə'niə(r)/  
 ticket (n) ★★★ /'tɪkɪt/  
 travel agency (n) /'træv(ə)l ,eɪdʒ(ə)nsi/  
 trip/excursion (n) ★★ /trɪp/ɪk'skɜː(r)ʃ(ə)n/

đặt chỗ (trước),  
 mua vé (trước)  
 sách hướng dẫn  
 hành lý  
 du lịch trọn gói  
 hộ chiếu  
 ngắm cảnh  
 quà lưu niệm  
 vé  
 công ty du lịch  
 chuyến đi, hành trình

## Transport / Phương tiện đi lại

bike (n) ★★ /baɪk/  
 boat (n) ★★★ /bəʊt/  
 bus (n) ★★★ /bʌs/  
 car (n) ★★★ /kɑː(r)/  
 coach (n) ★ /kəʊtʃ/  
 helicopter (n) /'helɪ,kɒptə(r)/  
 lorry (n) /'lɒri/  
 moped (n) /'məʊpəd/  
 motorbike (n) /'məʊtə(r),baɪk/  
 plane (n) ★★★ /pleɪn/  
 ship (n) ★★★ /ʃɪp/  
 taxi (n) ★★★ /'tæksi/  
 underground (n) /'ʌndə(r),graʊnd/  
 train (n) ★★★ /treɪn/  
 tram (n) /træm/  
 van (n) ★ /væn/

xe đạp  
 thuyền  
 xe buýt  
 xe ô-tô, xe hơi  
 xe khách, xe buýt đường dài  
 máy bay trực thăng  
 xe tải lớn  
 xe đạp máy  
 xe máy  
 máy bay  
 tàu thủy  
 xe ta-xi  
 tàu điện ngầm  
 tàu hỏa  
 xe điện  
 xe tải nhỏ

## Other words and phrases / Các từ và cụm từ khác

adventurous (adj) /əd'ventʃ(ə)rəs/  
 baseball cap (n) /'beɪsbɔːl ,kæp/  
 cannon (n) /'kænən/  
 citizen (n) ★★★ /'sɪtɪz(ə)n/  
 civilised (adj) /'sɪvəlaɪzd/  
 clever (adj) ★★ /'kleɪvə(r)/  
 company (n) ★★★ /'kʌmp(ə)ni/  
 crime (n) ★★★ /kraɪm/  
 destination (n) ★★ /,destɪ'neɪʃ(ə)n/  
 discovery (n) ★★★ /dɪ'skʌv(ə)ri/  
 enterprise (n) ★★ /'entə(r),praɪz/  
 hunt (n) ★★ /hʌnt/  
 imaginative (adj) ★ /ɪ'mædʒɪnətɪv/  
 luckily (adv) ★ /'lʌklɪli/  
 monument (n) ★★ /'mɒnɪj(ə)mənt/  
 product (n) ★★★ /'prɒdʌkt/  
 responsible (adj) ★★★ /rɪ'spɒnsəb(ə)l/  
 sales (n) ★★★ /seɪlz/  
 sell (v) ★★★ /sel/  
 share (v) ★★★ /ʃeə(r)/  
 shocked (adj) ★ /ʃɒkt/  
 shortbread (n) /'ʃɔː(r)t,bred/  
 success (n) ★★★ /sək'ses/  
 successful (adj) ★★★ /sək'sesf(ə)l/  
 sunglasses (n pl) /'sʌŋ,ɡlɑːsɪz/  
 temple (n) ★★ /'temp(ə)l/  
 towel (n) ★★ /'taʊəl/  
 traveller (n) ★★ /'træv(ə)lə(r)/

có tính chất phiêu lưu  
 mũ bóng chày  
 đại bác  
 công dân  
 văn minh  
 thông minh  
 doanh nghiệp  
 hành vi phạm tội  
 điểm đến  
 khám phá  
 doanh nghiệp  
 cuộc truy tìm  
 giàu trí tưởng tượng  
 một cách may mắn  
 tượng đài  
 sản phẩm  
 chịu trách nhiệm  
 doanh số bán hàng  
 bán  
 chia sẻ  
 bị bất ngờ, bị sốc  
 bánh quy bơ giòn  
 sự thành công  
 thành công  
 kính râm  
 đền  
 khăn tắm  
 người đi du lịch



**Move On to exams: Units 3-4**

bottom (n) /'bɒtəm/	phần dưới cùng, đáy
goal (n) ★★★ /gəʊl/	gôn, khung thành
salt (n) ★ /sɔːlt/	muối
score (v) ★★ /skɔː(r)/	ghi bàn
substitute (n) /'sʌbstɪtjuːt/	cầu thủ dự bị
underwater (adj & adv) /,ʌndə(r)'wɔːtə(r)/	dưới nước

**Unit 5**

**Places of work / Nơi làm việc**

clinic (n) /'klɪnɪk/	phòng khám
factory (n) ★★★ /'fæktri/	nhà máy
garage (n) ★ /'gærɑːʒ/, /'gærɪdʒ/	xưởng sửa chữa ô-tô
hospital (n) ★★★ /'hɒspɪt(ə)l/	bệnh viện
office (n) ★★★ /'ɒfɪs/	văn phòng
outdoors (adv) /,aʊt'dɔː(r)z/	ngoài trời
restaurant (n) ★★★ /'rest(ə)rɒnt/	nhà hàng
school/university (n) ★★★ /skuːl/, juːnɪ'vɜː(r)səti/	trường học/trường đại học
shop (n) ★★★ /ʃɒp/	cửa hàng
studio (n) ★★ /'stjuːdiəʊ/	phòng thu âm

**Jobs and work / Nghề nghiệp**

actor (n) ★★★ /'æktə(r)/	diễn viên nam
actress (n) /'æktres/	diễn viên nữ
artist (n) ★★ /'ɑː(r)tɪst/	nghệ sĩ
builder (n) /'bɪldə(r)/	thợ xây dựng
bus/taxi/lorry driver (n) ★★★ /'bʌs/, 'tæksi/'lɒri ,draɪvə(r)/	tài xế xe buýt/ta-xi/tài
businessman (n) /'bɪznəsmæn/	doanh nhân nam
businesswoman (n) /'bɪznəs,wʊmən/	doanh nhân nữ
cleaner (n) /'kliːnə(r)/	nhân viên vệ sinh
cook (n) /kʊk/	đầu bếp
dentist (n) /'dentɪst/	nha sĩ
doctor (n) ★★★ /'dɒktə(r)/	bác sĩ
engineer (n) ★ /,endʒɪ'nɪə(r)/	kỹ sư
farmer (n) /'fɑː(r)mə(r)/	nông dân
footballer (n) /'fʊtbɔːlə(r)/	cầu thủ bóng đá
hairdresser (n) /'heə(r),dresə(r)/	thợ làm tóc
journalist (n) ★★ /'dʒɜː(r)nəlist/	nhà báo
mechanic (n) /mɪ'kænɪk/	thợ sửa máy
nurse (n) ★★ /nɜː(r)s/	y tá
secretary (n) ★ /'sekrətri/	thư ký
shop assistant (n) /'ʃɒp ə,sɪst(ə)nt/	nhân viên bán hàng
singer (n) /'sɪŋə(r)/	ca sĩ
teacher/professor (n) ★★★ /'tiːtʃə(n)/prə'fesə(r)/	giáo viên/giáo sư
waiter/waitress (n) ★ /'wertə(r)/'wertres/	bồi bàn (nam/nữ)
writer/author (n) ★★★ /'raɪtə(r)/'ɔːθə(r)/	nhà văn/tác giả

**Culture and work / Văn hóa**

art (n) ★★★ /ɑː(r)t/	nghệ thuật
ballet (n) /'bæleɪ/	múa ba-lê
classical music (n) /,klæsɪk(ə)l 'mjuːzɪk/	nhạc cổ điển
composer (n) /kəm'pəʊzə(r)/	nhà soạn nhạc
dancer (n) ★★ /'dɑːnsə(r)/	vũ công
director (n) ★★★ /daɪ'rektə(r)/, /də'rektə(r)/	đạo diễn phim
film (n) ★★★ /fɪlm/	phim
literature (n) ★★ /'lɪtrətʃə(r)/	văn học
musician (n) ★ /mjuː'zɪʃ(ə)n/	nhạc sĩ
novelist (n) /'nɒvəlɪst/	tiểu thuyết gia
opera (n) /'ɒp(ə)rə/	nhạc ô-pê-ra
painter (n) /'peɪntə(r)/	họa sĩ
playwright (n) /'pleɪ,rɔɪt/	nhà viết kịch
poet (n) ★★ /'pəʊɪt/	nhà thơ
poetry (n) ★★ /'pəʊɪtri/	thơ ca
theatre (n) ★★★ /'θiətə(r)/	nhà hát

**Other words and phrases / Những từ và cụm từ khác**

ambition (n) ★★ /æm'bɪʃ(ə)n/	khát vọng, tham vọng
award (n) ★★★ /ə'wɔː(r)d/	giải thưởng
behaviour (n) ★★★ /bɪ'heɪvjə(r)/	cách cư xử
benefit (n) ★★★ /'benɪfɪt/	lợi ích
best-seller (n) /,best 'selə(r)/	hàng bán chạy nhất
celebrity (n) ★ /sə'lebrəti/	người nổi tiếng
chapter (n) ★★★ /'tʃæptə(r)/	chương (sách)
charity (n) ★★★ /'tʃærəti/	từ thiện
choose (v) ★★★ /tʃuːz/	lựa chọn
clap (v) ★ /klæp/	vỗ tay
comprehend (v) /,kɒmprɪ'hend/	hiểu
comprehension (n) ★ /,kɒmprɪ'hensj(ə)n/	sự hiểu
creativity (n) ★ /,kriː'eɪtɪvəti/	sự sáng tạo
improve (v) ★★★ /ɪm'pruːv/	cải thiện
increase (v) ★★★ /ɪn'kriːs/	tăng
literacy (n) /'lɪt(ə)rəsi/	sự biết đọc, viết
lonely (adj) ★★ /'ləʊnli/	cô đơn
look after (v phr) /,lʊk 'ɑːftə(r)/	chăm sóc
non-fiction (n) /,nɒn 'fɪkʃ(ə)n/	sách phi hư cấu
novel (n) ★★★ /'nɒv(ə)l/	tiểu thuyết
official (adj) ★★★ /ə'fɪʃ(ə)l/	chính thức
pleasure (n) ★★★ /'pleʒə(r)/	sự hài lòng
quotation (n) ★ /kwəʊ'teɪʃ(ə)n/	sự trích dẫn
repair (v) ★★ /rɪ'peə(r)/	sửa chữa

**Unit 6**

**Wild animals and insects / Động vật hoang dã và côn trùng**

alligator (n) /'æli,geɪtə(r)/	cá sấu
bear (n) /beə(r)/	gấu

bee (n) /bi:/  
 bite (v) /baɪt/  
 eagle (n) /'i:ɡ(ə)l/  
 jellyfish (n) /'dʒeli,fɪʃ/  
 lizard (n) /'lɪzə(r)d/  
 scorpion (n) /'skɔː(r)pɪən/  
 shark (n) /ʃɑː(r)k/  
 snake (n) /sneɪk/  
 spider (n) /'spaɪdə(r)/  
 sting (v) /stɪŋ/  
 tiger (n) /'taɪɡə(r)/  
 wolf (n) /wʊlf/  
 ong  
 cắn  
 đại bàng  
 sứa  
 thằn lằn  
 bọ cạp  
 cá mập  
 con rắn  
 nhện  
 đốt  
 hổ  
 chó sói

## The natural world / Thế giới tự nhiên

field (n) ★★★ /fi:ld/  
 flowers (n pl) ★★★ /'flaʊə(r)z/  
 forest (n) ★★★ /'fɒrɪst/  
 grass (n) ★★★ /ɡrɑːs/  
 hill (n) ★★★ /hɪl/  
 island (n) ★★★ /'aɪlənd/  
 lake (n) ★★ /leɪk/  
 mountain (n) ★★★ /'maʊntɪn/  
 river (n) ★★★ /'rɪvə(r)/  
 sky (n) ★★★ /skaɪ/  
 valley (n) ★ /'væli/  
 waterfall (n) /'wɔːtə(r),fɔːl/  
 đồng ruộng  
 hoa  
 rừng  
 cỏ  
 đồi  
 đảo  
 hồ  
 núi  
 sông  
 bầu trời  
 thung lũng  
 thác nước

## The weather / Thời tiết

cloud (n) ★★★ /klaʊd/  
 cloudy (adj) /'klaʊdi/  
 cold (adj) ★★★ /kəʊld/  
 dry (adj) ★★★ /draɪ/  
 fog (n) /fɒɡ/  
 foggy (adj) /'fɒɡi/  
 hot (adj) ★★★ /hɒt/  
 ice (n) ★★ /aɪs/  
 icy (adj) /'aɪsi/  
 rain (n) ★★★ /reɪn/  
 rainy (adj) /'reɪni/  
 snow (n) ★★ /snəʊ/  
 snowy (adj) /'snəʊi/  
 storm (n) ★★ /stɔː(r)m/  
 stormy (adj) /'stɔː(r)mi/  
 sun (n) ★★★ /sʌn/  
 sunny (adj) /'sʌni/  
 warm (adj) ★★★ /wɔː(r)m/  
 wet (adj) ★★★ /wet/  
 wind (n) ★★★ /wɪnd/  
 windy (adj) /'wɪndi/  
 mây  
 có mây  
 lạnh  
 khô  
 sương  
 có sương  
 nóng  
 băng  
 đóng băng  
 mưa  
 có mưa  
 tuyết  
 có tuyết  
 bão  
 có bão  
 mặt trời  
 có nắng  
 ấm  
 ẩm ướt  
 gió  
 có gió

## Other words and phrases / Những từ và cụm từ khác

alive (adj) ★★★ /ə'laɪv/  
 còn sống

altitude (n) ★ /'æltɪ,tjuːd/  
 bar graph (n) /'bɑː(r),ɡrɑːf/  
 be worth (phr) /biː 'wɜː(r)θ/  
 boar (n) /bɔː(r)/  
 compact (adj) ★ /'kɒmpækt/  
 compete (v) ★★★ /kəm'piːt/  
 contestant (n) /kən'testənt/  
 deer (n) ★ /diə(r)/  
 determination (n) ★★  
 /dɪ,tɜː(r)mɪ'neɪʃ(ə)n/  
 diagram (n) ★★ /'daɪəɡræm/  
 distribution (n) ★★ /,dɪstrɪ'bjuːʃ(ə)n/  
 endangered species (n)  
 /ɪn,dendʒə(r)d 'spiːʃiːz/  
 extinction (n) ★ /ɪk'stɪŋkʃ(ə)n/  
 extreme (adj) ★★ /ɪk'striːm/  
 fall (v) ★★★ /fɔːl/  
 fire (n) ★★★ /'faɪə(r)/  
 grass (n) ★★★ /ɡrɑːs/  
 habitat (n) ★ /'hæbɪtæt/  
 hieroglyphics (n pl) /,haɪərə'ɡlɪfɪks/  
 hunter (n) ★ /'hʌntə(r)/  
 hunting (n) ★★ /'hʌntɪŋ/  
 icon (n) ★ /'aɪkɒn/  
 knife (n) ★★★ /naɪf/  
 length (n) ★★★ /leŋθ/  
 line graph (n) /'laɪn ,ɡrɑːf/  
 match (n) ★★★ /mætʃ/  
 no way (phr) /,nəʊ 'weɪ/  
 obstacle (n) ★★ /'ɒbstəkl(ə)l/  
 parachute (n) /'pærə,'fuːt/  
 pie chart (n) /'paɪ ,tʃɑː(r)t/  
 population (n) ★★★ /,pɒpjʊ'leɪʃ(ə)n/  
 rise (v) ★★★ /raɪz/  
 stag (n) /stæɡ/  
 status (n) ★★★ /'stetəs/  
 string (n) ★★★ /strɪŋ/  
 survival (n) ★★ /sə(r)'vaɪv(ə)l/  
 teamwork (n) /'tiːm,wɜː(r)k/  
 translation (n) ★★ /træns'leɪʃ(ə)n/  
 weight (n) ★★★ /weɪt/  
 độ cao so với mực nước biển  
 biểu đồ cột  
 xứng đáng  
 lợn rừng  
 nhỏ gọn  
 thi đấu  
 thí sinh  
 con nai  
 sự quyết tâm  
 biểu đồ  
 sự phân bố  
 loài có nguy cơ tuyệt chủng  
 sự tuyệt chủng  
 (thời tiết) cực đoan  
 ngã  
 lửa  
 cỏ  
 môi trường sống  
 chữ tượng hình cổ  
 thợ săn  
 săn bắn  
 biểu tượng  
 dao  
 độ dài  
 biểu đồ đường  
 diêm  
 không đời nào  
 trở ngại  
 dù nhảy  
 biểu đồ tròn  
 dân số  
 tăng  
 hươu đực  
 tình trạng  
 sợi dây  
 sự sinh tồn  
 sự làm việc nhóm  
 dịch thuật  
 cân nặng

## Move On to exams: Units 5-6

character (n) ★★★ /'kærɪktə(r)  
 charity (n) ★★ /'tʃærəti/  
 condition (n) ★★★ /kən'dɪʃ(ə)n/  
 hurricane (n) /'hʌrɪkən/, /'hʌrɪkeɪn/  
 refugee (n) /,refʃu'dʒiː/  
 victim (n) ★★★ /'vɪktɪm/  
 nhân vật  
 từ thiện  
 tình trạng  
 bão lốc xoáy nhiệt đới  
 người tị nạn  
 nạn nhân

## Unit 7

### Feelings / Cảm xúc

angry (adj) ★★★ /'æŋɡri/	giận dữ
bored (adj) ★★ /bɔ:(r)d/	buồn chán
confused (adj) ★★ /kən'fju:zd/	bối rối
disappointed (adj) ★ /,dɪsə'pɔɪntɪd/	thất vọng
excited (adj) ★★ /ɪk'saɪtɪd/	hào hứng
frightened (adj) ★ /'fraɪt(ə)nd/	sợ hãi
happy (adj) ★★★ /'hæpi/	vui vẻ
interested (adj) ★★★ /'ɪntrəstɪd/	hứng thú
relaxed (adj) ★ /rɪ'læksɪd/	thư giãn
sad (adj) ★★ /sæd/	buồn
stressed (adj) /strest/	căng thẳng
surprised (adj) ★★ /sə(r)'praɪzɪd/	ngạc nhiên
tired (adj) ★★★ /taɪə(r)d/	mệt mỏi
worried (adj) ★ /'wʌrɪd/	lo lắng

### Personality / Tính cách

cheerful (adj) /'tʃɪə(r)f(ə)l/	vui tươi
hard-working (adj) ★ /,hɑ:(r)d 'wɜ:(r)kɪŋ/	chăm chỉ
intelligent (adj) ★★ /ɪn'telɪdʒ(ə)nt/	thông minh
kind (adj) ★ /kaɪnd/	tốt bụng
lazy (adj) ★ /leɪzi/	lười biếng
quiet (adj) ★★★ /'kwaɪət/	trầm lặng
responsible (adj) ★★★ /rɪ'spɒnsəb(ə)l/	có trách nhiệm
serious (adj) ★★★ /'sɪəriəs/	ng nghiêm túc, nghiêm trọng

### Social problems / Vấn đề xã hội

crime (n) ★★★ /kraɪm/	tội ác
homelessness (n) /'həʊmləsnes/	nạn vô gia cư
hunger (n) /'hʌŋɡə(r)/	nạn đói
pollution (n) ★★ /pə'lju:f(ə)n/	sự ô nhiễm
poverty (n) /'pɒvə(r)ti/	nạn nghèo
unemployment (n) ★★ /,ʌnɪm'plɔɪmənt/	nạn thất nghiệp
violence (n) ★★ /'vaɪələns/	bạo lực

### Other words and phrases / Những từ và cụm từ khác

aim (n) ★★★ /eɪm/	mục tiêu
camp (n) ★★★ /kæmp/	trại
car manufacturing (n) /'kɑ:(r) mænʃʊ,fæktʃərɪŋ/	sản xuất ô-tô
concentrate on (v phr) /'kɒns(ə)n,treɪt ɒn/	tập trung vào
construction (n) ★★★ /kən'strʌkʃ(ə)n/	sự xây dựng
cost of living (n) /,kɒst əv 'lɪvɪŋ/	chi phí sinh hoạt
cruel (adj) ★★ /'kru:əl/	độc ác
economic (adj) ★★★ /,ɪ:kə'nɒmɪk/	(thuộc về) kinh tế
fundamental (adj) ★★★ /,fʌndə'ment(ə)l/	cơ bản, nền tảng
gadget (n) /'ɡædʒɪt/	thiết bị
graduate (v) ★★ /'ɡrædʒueɪt/	tốt nghiệp

IQ (n) /,aɪ 'kju:/	chỉ số thông minh
life-threatening (adj) /'laɪf ,θret(ə)nɪŋ/	đe dọa tính mạng
lucky (adj) ★★★ /'lʌki/	may mắn
make a wish (phr) /,meɪk ə 'wɪʃ/	ước
mankind (n) ★ /mæn'kaɪnd/	loài người
motivate (v) ★★ /'məʊtɪveɪt/	thúc đẩy
negative (adj) ★★★ /'negətɪv/	tiêu cực
objective (n) ★★★ /əb'dʒektɪv/	mục tiêu
orchestra (n) ★★ /'ɔ:(r)kɪstrə/	dàn nhạc giao hưởng
positive (adj) ★★★ /'pɒzətɪv/	tích cực
rainfall (n) /'reɪn,fɔ:l/	lượng mưa
raise money (phr) /,reɪz 'mʌni/	gây quỹ
reliable (adj) ★★ /rɪ'laɪəb(ə)l/	đáng tin cậy
report (n) ★★★ /rɪ'pɔ:(r)t/	báo cáo
rescue (v) ★★ /'reskju:/	giải cứu
suffer (v) ★★★ /'sʌfə(r)/	chịu đựng
summarise (v) ★ /'sʌməraɪz/	tóm tắt
support (v) ★★★ /sə'pɔ:(r)t/	ủng hộ
treatment (n) ★★★ /'tri:tmənt/	sự chữa trị
unethical (adj) /ʌn'eθɪk(ə)l/	vô đạo đức
volunteer (n) /,vɒlən'tɪə(r)/	tình nguyện viên

## Unit 8

### Clothes / Quần áo

blouse (n) /blaʊz/	khoác nữ, áo blouse
boots (n pl) /bu:ts/	đôi ủng
coat (n) ★★★ /kəʊt/	áo choàng ngoài
dress (n) ★★ /dres/	đầm
jacket (n) ★★ /dʒækɪt/	áo khoác
jeans (n pl) ★★ /dʒi:nz/	quần bò
jumper (n) /'dʒʌmpə(r)/	áo len chui đầu
leggings (n pl) /'legɪŋz/	quần ôm sát chân
shirt (n) ★★★ /ʃɜ:(r)t/	áo sơ mi
shoes (n pl) /fu:z/	đôi giày
shorts (n pl) /ʃɔ:(r)ts/	quần cộc
skirt (n) ★★ /skɜ:(r)t/	váy
socks (n pl) /sɒks/	bộ vest
suit (n) ★★ /suɪt/	đôi tất
sweater (n) /'swetə(r)/	áo len
sweatshirt (n) /'swet,ʃɜ:(r)t/	áo nỉ
tie (n) ★ /taɪ/	cà vạt
tights (n pl) /taɪts/	quần tất
top (n) ★★★ /tɒp/	áo (nói chung)
tracksuit (n) /'træk,suɪt/	bộ quần áo thể thao
trainers (n pl) /'treɪnə(r)z/	giày thể thao
trousers (n pl) ★★ /'traʊzə(r)z/	quần dài
T-shirt (n) /'ti: ,ʃɜ:(r)t/	áo phông, áo thun

### Accessories / Phụ kiện

belt (n) ★ /belt/	thắt lưng
cap (n) ★★ /kæp/	mũ lưỡi trai



glasses (n pl) /'glɑːsɪz/  
 hat (n) ★★ /hæt/  
 jewellery (n) ★★ /'dʒuːəlri/  
 scarf (n) /skɑː(r)f/  
 sunglasses (n pl) /'sʌŋ,glɑːsɪz/  
 watch (n) ★★ /wɒtʃ/

kính  
 mũ rộng vành  
 trang sức  
 khăn quàng cổ  
 kính râm  
 đồng hồ đeo tay

## Shops / Các loại cửa hàng

bakery (n) /'beɪkəri/  
 bank (n) ★★ /bæŋk/  
 bookshop (n) /'bʊk,ʃɒp/  
 butcher's (n) /'bʊtʃə(r)z/  
 chemist's (n) /'kemɪsts/  
 clothes shop (n) /'kləʊðz, ʃɒp/  
 department store (n) ★★  
 /dɪ'pɑː(r)tment, 'stɔː(r)/  
 electrical goods shop (n)  
 /ɪ,lektrɪk(ə)l 'gʊdz, ʃɒp/

cửa hàng bánh  
 ngân hàng  
 hiệu sách  
 cửa hàng thịt  
 hiệu thuốc  
 cửa hàng quần áo  
 cửa hàng bách hóa  
 cửa hàng đồ điện

greengrocer's (n) /'griːn,grəʊsə(r)z/  
 jeweller's (n) /'dʒuːələ(r)z/  
 newsagent's (n) /'njuːz,eɪdʒ(ə)nts/  
 post office (n) ★★ /'pəʊst, ɒfɪs/  
 shoe shop (n) /'ʃuː, ʃɒp/  
 sports shop (n) /'spɔː(r)ts, ʃɒp/  
 stationery shop (n)  
 /'steɪʃən(ə)ri, ʃɒp/  
 supermarket (n) ★  
 /'suːpə(r),mɑː(r)kɪt/

cửa hàng thực phẩm  
 cửa hàng trang sức  
 sạp báo  
 bưu điện  
 cửa hàng giày  
 cửa hàng đồ thể thao  
 cửa hàng  
 văn phòng phẩm  
 siêu thị

## Other words and phrases / Các từ và cụm từ khác

address (n) ★★ /ə'dres/  
 brand (n) ★★ /brænd/  
 bright (adj) ★★ /braɪt/  
 colourful (adj) ★ /'kʌlə(r)f(ə)l/  
 cotton (n) ★★ /'kɒt(ə)n/  
 design (n) ★★ /dɪ'zaɪn/  
 designer (n) ★★ /dɪ'zaɪnə(r)/  
 discount (n) ★★ /'dɪs,kaʊnt/  
 ethical (adj) ★ /'eθɪk(ə)l/  
 factory (n) ★★ /'fæktri/  
 fair (adj) ★★ /feə(r)/  
 gender (n) ★★ /'dʒendə(r)/  
 go with (of clothes) (v phr)  
 /'gəʊ wɪð/  
 live (n) ★★ /laɪv/

địa chỉ  
 thương hiệu  
 sáng sủa  
 sặc sỡ  
 chất liệu cô-tông  
 mẫu thiết kế  
 nhà thiết kế  
 giảm giá  
 đạo đức  
 nhà máy  
 công bằng  
 giới tính  
 kết hợp được với  
 (quần áo)  
 chương trình biểu diễn  
 ca nhạc trực tiếp  
 quản lý

manager (n) ★★ /'mænɪdʒə(r)/  
 previous (adj) ★★ /'priːviəs/  
 remind somebody of (v phr)  
 /rɪ'maɪnd, sʌmbədi ɒv/  
 sentimental value (n)  
 /,sentɪ,ment(ə)l 'væljuː/

trước kia  
 nhắc nhở ai đó về  
 giá trị tình cảm

shout at (v phr) /'ʃaʊt æt/  
 signature (n) ★★ /'sɪɡnətʃə(r)/  
 skill (n) ★★ /skɪl/  
 sweatshop (n) /'swet,ʃɒp/  
 trade (n) ★★ /treɪd/  
 treat (v) ★★ /tri:t/  
 worker (n) ★★ /'wɜː(r)kə(r)/

hét lên với ai  
 chữ ký  
 kỹ năng  
 công xưởng bóc lột  
 công nhân  
 thương mại  
 đối xử  
 công nhân

## Move On to exams: Units 7-8

compulsory (adj) /kəm'pʌlsəri/  
 experience (n) /ɪk'spiəriəns/  
 entertainer (n) /entə'teɪnə(r)/  
 unusual (adj) /ʌn'juːzʊəl/

bắt buộc  
 trải nghiệm  
 người làm trò giải trí  
 lạ, không bình thường

## Unit 9

### Useful inventions / Những phát minh hữu ích

computer (n) /kəm'pjʊtə(r)/  
 digital camera (n)  
 /,dɪdʒɪt(ə)l 'kæm(ə)rə/  
 laptop (n) /'læp,tɒp/  
 MP3 player (n)  
 /,em piː 'θɪrɪː,pleɪə(r)/  
 printer (n) ★★ /'prɪntə(r)/  
 satnav (n) /'sæt,næv/  
 smartphone (n) /'smɑː(r)t,ʃəʊn/  
 tablet (n) ★★ /'tæblət/

máy tính  
 máy ảnh kỹ thuật số  
 máy tính xách tay  
 máy nghe nhạc  
 máy in  
 hệ thống định vị ăng vệ tinh  
 điện thoại thông minh  
 máy tính bảng

### Creating and inventing / Sáng tạo và phát minh

build (v) ★★ /bɪld/  
 builder (n) /'bɪldə(r)/  
 building (n) ★★ /'bɪldɪŋ/  
 create (v) ★★ /kri'eɪt/  
 creator (n) ★ /kri'eɪtə(r)/  
 creation (n) ★★ /kri'eɪʃ(ə)n/  
 design (v) ★★ /dɪ'zaɪn/  
 designer (n) ★★ /dɪ'zaɪnə(r)/  
 discover (v) ★★ /dɪ'skʌvə(r)/  
 discovery (n) ★★ /dɪ'skʌv(ə)ri/  
 invent (v) ★★ /ɪn'vent/  
 inventor (n) ★ /ɪn'ventə(r)/  
 invention (n) ★★ /ɪn'venʃ(ə)n/  
 produce (v) ★★ /prə'djuːs/  
 producer (n) ★★ /prə'djuːsə(r)/  
 product (n) ★★ /'prɒdʌkt/

xây dựng  
 thợ xây  
 tòa nhà  
 sáng tạo  
 nhà sáng tạo  
 sản phẩm sáng tạo  
 thiết kế  
 nhà thiết kế  
 khám phá  
 sự khám phá  
 phát minh  
 nhà phát minh  
 (sản phẩm) phát minh  
 sản xuất  
 nhà sản xuất  
 sản phẩm

### Nouns with -ion / Danh từ với hậu tố -ion

action (n) ★★ /'ækʃ(ə)n/  
 description (n) ★★ /dɪ'skrɪpʃ(ə)n/

hành động  
 mô tả

explanation (n) ★★★  
/ˌekspləˈneɪʃ(ə)n/  
expression (n) ★★★ /ɪkˈspresj(ə)n/  
imagination (n) ★★  
/ɪˌmædʒɪˈneɪʃ(ə)n/  
information (n) ★★★  
/ˌɪnfə(r)ˈmeɪʃ(ə)n/  
investigation (n) ★★★  
/ɪnˌvestɪˈgeɪʃ(ə)n/  
organisation (n) ★★★  
/ˌɔː(r)ɡənaɪˈzeɪʃ(ə)n/

giải thích  
sự biểu đạt  
trí tưởng tượng  
thông tin  
sự điều tra  
tổ chức

fairy tale (n) /ˈfeəri ˈteɪl/  
fantasy (n) ★★ /ˈfæntəsi/  
graphic novel (n) /ˌɡræfɪk ˈnɒvl/  
historical fiction (n)  
/hɪˌstɒrɪk(ə)l ˈfɪkʃ(ə)n/  
horror (n) ★★ /ˈhɒrə(r)/  
play (n) ★★★ /pleɪ/  
romance (n) ★ /rəʊˈmæns/  
science fiction (n) ★ /saɪəns ˈfɪkʃn/  
thriller (n) ★ /ˈθrɪlə(r)/

truyện cổ tích  
truyện hư cấu  
tiểu thuyết đồ họa  
truyện hư cấu lịch sử  
truyện kinh dị  
kịch  
truyện lãng mạn  
truyện khoa học  
viễn tưởng  
truyện giật gân

## Other words and phrases / Các từ và cụm từ khác

adopt (v) ★★★ /əˈdɒpt/  
adoptive (adj) /əˈdɒptɪv/  
automatic (adj) ★★ /ˌɔːtəˈmætɪk/  
bottom of the sea (phr)  
/ˌbɒtəm əv ðə ˈsiː/  
bullet-proof jacket (n)  
/ˌbʊlɪt pruːf ˈdʒækt/  
click on (v phr) /ˈklɪk ɒn/  
computer programmer (n)  
/kəmˌpjʊːtə(r) ˈprəʊɡræmə(r)/  
drop (v) ★★★ /drɒp/  
earthquake (n) ★ /ˈɜː(r)θˌkweɪk/  
electronics (n) ★★ /ˌelekˈtrɒnɪks/  
evidence (n) ★★★ /ˈeɪvɪd(ə)ns/  
fibre (n) ★★ /ˈfaɪbə(r)/  
great-grandfather  
/ˌɡreɪt ˈɡræn(d)ˌfɑːðə(r)/  
grow (v) ★★★ /ɡrəʊ/  
helmet (n) ★ /ˈhelmt/  
high resolution (adj)  
/ˌhaɪ rezəˈluːʃ(ə)n/  
hole (n) ★★★ /həʊl/  
link (n) ★★★ /lɪŋk/  
pioneer (n) ★ /ˌpaɪəˈniə(r)/  
sand (n) ★★★ /sænd/  
servant (n) ★★★ /ˈsɜː(r)v(ə)nt/  
shape (n) ★★★ /ʃeɪp/  
software (n) ★★★ /ˈsɒf(t)ˌweə(r)/  
source (n) ★★★ /sɔː(r)s/  
thick (adj) ★★★ /θɪk/  
windscreen wiper (n)  
/ˈwɪn(d)skriːn ˌwaɪpə(r)/

nhận nuôi  
được nhận nuôi  
tự động  
đáy đại dương  
áo chống đạn  
nhấp chuột vào  
lập trình viên máy tính  
lầm rơi  
động đất  
đồ điện tử  
bằng chứng  
sợi  
ông cố  
phát triển  
mũ bảo hiểm  
độ phân giải cao  
hố  
đường nối  
người tiên phong  
cát  
người hầu  
hình dạng  
phần mềm  
nguồn  
dày  
cần gạt nước ô-tô

## Non-fiction / Phi hư cấu

atlas (n) /ˈætɪləs/  
autobiography (n) /ˌɔːtəʊbaɪˈɒɡrəfi/  
biography (n) ★ /baɪˈɒɡrəfi/  
cookbook (n) /ˈkʊkˌbʊk/  
encyclopaedia (n) ★ /ɪnˌsaɪkləˈpiːdiə/  
guidebook (n) ★ /ˈɡaɪdˌbʊk/  
magazine (n) ★★★ /ˌmæɡəˈziːn/  
manual (n) ★★ /ˈmænjʊəl/  
newspaper (n) ★★★ /ˈnjuːzˌpeɪpə(r)/  
textbook (n) /ˈtɛtʃbʊk/

tập bản đồ  
tự truyện  
tiểu sử  
sách nấu ăn  
bách khoa toàn thư  
sách hướng dẫn  
tạp chí  
hướng dẫn sử dụng  
báo  
sách giáo khoa

## Phrasal verbs connected with reading and writing / Cụm động từ về đọc và viết

cross out (v phr) /ˌkrɒs ˈaʊt/  
fill in (v phr) /ˌfɪl ˈɪn/  
flick through (v phr) /ˌflɪk ˈθruː/  
look up (v phr) /ˌlʊk ˈʌp/  
read on (v) /ˌriːd ˈɒn/  
read out (v phr) /ˌriːd ˈaʊt/  
turn over (v phr) /ˌtɜːn ˈəʊvə(r)/

gạch bỏ  
điền vào  
đọc lướt qua  
tra cứu  
đọc tiếp  
đọc to  
lật sang trang

## Other words and phrases / Các từ và cụm từ khác

action (n) ★★★ /ˈækʃ(ə)n/  
adaptation (n) ★ /ˌædæpˈteɪʃ(ə)n/  
author (n) ★★★ /ˈɔːθə(r)/  
back cover (n) /ɪnˈvenf/  
billionaire (n) /ˌbɪljəˈneə(r)/  
blurb (n) /blɜː(r)b/  
browse (v) ★ /braʊz/  
charity (n) ★★★ /ˈtʃærəti/  
chills (n pl) ★ /tʃɪlz/  
congratulations (n pl) ★  
/kənˌɡrætʃuˈleɪʃ(ə)nz/  
contract (n) ★★★ /ˈkɒntrækt/  
creature (n) ★★★ /ˈkriːtʃə(r)/  
enter (a competition) (v) ★★★  
/ˈentə(r)/

phim hành động  
phim chuyển thể  
tác giả  
trang bìa sau  
tỷ phú  
phần giới thiệu  
xem hàng (để mua)  
từ thiện  
sự rùng mình  
lời chúc mừng  
hợp đồng  
sinh vật  
tham gia (cuộc thi)

evil (adj) ★★ /ˈiːv(ə)l/  
frequently (adv) ★★★ /ˈfriːkwəntli/

độc ác  
thường xuyên

## Unit 10

### Fiction / Hư cấu

comic (n) /ˈkɒmɪk/  
crime novel (n) /ˈkraɪm ˌnɒv(ə)l/

truyện tranh  
tiểu thuyết trinh thám

giant (adj) ★★ /'dʒaɪənt/  
 guard (n) ★★★ /ɡɑː(r)d/  
 judge (n) ★★★ /dʒʌdʒ/  
 main (adj) ★★★ /meɪn/  
 natural (adj) ★★★ /'nætʃ(ə)rəl/  
 nightmare (n) ★★ /'naɪt,meə(r)/  
 novel (n) ★★★ /'nɒv(ə)l/  
 on sale (n) /,ɒn 'seɪl/  
 pound note (n) /'paʊnd nəʊt/  
 predator ★★ (n) /'predətə(r)/  
 presentation (n) ★★★  
 /,prez(ə)n'teɪʃ(ə)n/  
 prison (n) ★★★ /'prɪz(ə)n/  
 prologue (n) /'prɒləɡ/  
 publisher (n) ★★ /'pʌblɪʃə(r)/  
 racing car (n) /'reɪsɪŋ kɑː(r)/  
 raise (v) ★★★ /reɪz/  
 related (adj) ★★ /rɪ'leɪtɪd/  
 repetitive (adj) /rɪ'petətɪv/  
 risk (v) ★★ /rɪsk/  
 science laboratory (n)  
 /'saɪəns ləˌbɒrətɪ/  
 talent (n) ★★ /'tælənt/  
 technique (n) /tek'niːk/  
 youth (n & adj) ★★★ /juːθ/

khổng lồ  
 bảo vệ  
 giám khảo  
 chính  
 tự nhiên  
 ác mộng  
 tiểu thuyết  
 để bán  
 đồng Bảng Anh  
 động vật săn mồi  
 bài thuyết trình  
 nhà tù  
 lời nói đầu  
 nhà xuất bản  
 xe đua  
 gây quỹ  
 liên quan  
 lặp lại  
 nguy cơ  
 phòng thí nghiệm  
 khoa học  
 tài năng  
 kỹ thuật  
 tuổi trẻ

## Move On to exams: Units 9-10

edition (n) ★★ /ɪ'dɪʃ(ə)n/  
 explorer (n) /ɪk'splɔːrə(r)/  
 Latin alphabet (n) /,lætɪn 'ælfəbet/  
 pick up (v phr) /,pɪk 'ʌp/  
 SMS (Short Message Services) (n)  
 /,es em 'es (,ʃɔː(r)t 'mesɪdʒ  
 'sɜː(r)vɪs)/

lần xuất bản  
 nhà thám hiểm  
 bảng chữ cái La-tinh  
 mua, lựa chọn  
 dịch vụ tin nhắn ngắn

For a bright future



## Unit 1

### READING: TRUE/FALSE/NOT MENTIONED ACTIVITIES

In this exercise, decide if the sentences are true, false or if the information does not appear in the text. It is essential to find the information in the text. Do not answer with your opinion.

**Step 1:** Read the whole text quickly.

**Step 2:** Read the True/False/Not Mentioned sentences.

**Step 3:** Read the parts where you think the answers come. Read slowly and carefully.

**Step 4:** Answer all the questions. Put *Not Mentioned* if you cannot find the information when you read the text.

### LISTENING: MATCHING ACTIVITIES

- In listening exams, read the questions and information before you listen. This helps you to know what words and ideas appear in the conversation.
- In matching exercises, there are, for example, five people but eight pieces of information. Sometimes the extra pieces of information appear in the conversation but they are not the correct answers.
- The names are usually in the order that they appear in the conversation.

## Unit 2

### USE OF ENGLISH: MULTIPLE-CHOICE CLOZE ACTIVITIES

In this type of exercise, there is a text with gaps. You complete the gaps in the text with one of three words on the page. The words are often:

- prepositions (e.g. *in, on, next to*, etc.)
- articles (e.g. *a/an, the, -*)
- auxiliary verbs (e.g. *be, have got, do*)
- question words (e.g. *who, what, why*)
- pronouns (e.g. *he, him, his*)
- linkers (e.g. *and, but, because*)

First, read the complete text. Don't stop to think about the gaps. This is to get a general understanding of the text.

### WRITING: CHECKING YOUR WORK

When you finish an exam task, first of all check that you have all the necessary information and the correct number of words. Also, it is normal to make mistakes when we write. That is why it is important to read your work carefully when you finish, especially in exams. Check for mistakes with:

- |                   |  |
|-------------------|--|
| ■ punctuation     | ■ tenses                                 |
| ■ capital letters | ■ agreement between the subject and verb |
| ■ word order      |  |
| ■ spelling        |  |

## Unit 3

### READING: MULTIPLE-CHOICE ACTIVITIES

- In exams, always answer all the questions.
- In multiple-choice activities, cross out any answers which you know are incorrect.
- Look again at the section of the text where you think the answer comes. Read it slowly and carefully and choose one answer.

### SPEAKING: INFORMATION EXCHANGE

In information role-plays, you have to communicate specific information.

- The examiner explains the situation and the information that you need to ask for and give. It is essential in the exam that you communicate this information.
- If you don't understand what the examiner or your partner says, ask them in English to repeat or to speak more slowly. Use expressions like: *Sorry, can you say that again?* or *Sorry, could you speak more slowly?*

## Unit 4

### LISTENING: TRUE/FALSE/NOT MENTIONED ACTIVITIES

- You should read the statements before you listen. The statements help to give you an idea of what you are listening for.
- Be careful. The words in the statements are not always exactly the same in the listening text. They often express the same idea but in a different way.
- If the exercise is *True/False/Not Mentioned*, put *Not Mentioned* if you cannot hear the information when you listen to the text.

### SPEAKING: TALKING ABOUT PAST EVENTS

- Before doing a speaking exam where you have to talk about past events, check that you know as many regular and irregular past forms as possible.
- Learn and use words or expressions of time (e.g. *yesterday, then, two weeks ago*, etc.) to explain when things happened.
- Use fillers like *Well, Hmm*, or *Let me think* to give you time to think of what you want to say next.
- Use basic question words like *who, what, when, where, how, why* to help you to think of more things to say.

## Unit 5

### READING: MATCHING ACTIVITIES

**Step 1:** In this type of activity, first, read all the texts or parts of the text quickly to get a general understanding.

**Step 2:** Read the piece(s) of information that you need to find. Look for important words that help you to find the text or part of the text which contains the information. Read that specific text or part of the text again slowly and carefully.

**Step 3:** If you are not sure that you have found the correct answer, read other parts of the text again in more detail.

### LISTENING: COMPLETING NOTES

- In this type of activity, do not write down the first thing you hear. Make sure answers fit the sentences.
- Be careful with spelling. You should spell simple words correctly. If not, you could lose marks.
- Write an answer for each space. Do not leave answers blank.

### USE OF ENGLISH: CLOZE ACTIVITIES

In this type of exercise, there are sentences with gaps. You complete the gap in the sentence with one of the words given. The words are often:

- nouns (e.g. *mountain, river, fog*, etc.)
- adjectives (e.g. *foggy, rainy*, etc.)
- verb (e.g. *rains, falls*, etc.)

First, read the sentence and identify what type of word goes in the blank. Then choose a word of that type which suits the meaning of the sentence.

## Unit 6

### SPEAKING: PAIR ACTIVITIES

When you do a speaking exam in pairs, remember:

- It is important to listen to what your partner says. In a conversation, we listen to the other person and then respond to what they say to us.
- In some activities, you need to give and receive information. Be careful that you give and ask for the correct information.
- In some activities, you discuss ideas and opinions and then come to a decision. In this type of activity, there isn't usually a right or wrong answer. The examiner wants to hear you speaking English.
- If you don't understand what your partner says, ask them in English to repeat or to speak more slowly. Use an expression like *Sorry, can you say that again?*

### WRITING: HANDWRITING AND PRESENTATION

- Sometimes, we forget that good handwriting and presentation are very important in writing exams. If examiners find it difficult to read your work or if they can't understand, you will lose marks.
- Give yourself enough time in writing exams to write clearly or do a final, clean version of your text.

## Unit 7

### USE OF ENGLISH: OPEN CLOZE ACTIVITIES

In this type of activity, you have a text with gaps. You must complete the text with words which are grammatically correct and logical. Usually, the words are prepositions, articles, auxiliary verbs, pronouns, or linking words (*and, but, because, etc.*).

**Step 1:** Read the complete text. Don't stop to think about the gaps. This is to get a general understanding of the text.

**Step 2:** Look again at the gaps and especially the words which come just before and after the gap. Fill in the gap with the word that you think is best.

**Step 3:** Read the sentence again with your answer in the gap to check it.

### SPEAKING: DESCRIBING A PHOTO

When you describe a photo:

- Do not worry too much about vocabulary. If you don't know a word for something, explain it with other, simple words. Remember that you do not have to describe every small detail in the photograph.
- Use the present continuous tense to talk about what people are doing.
- Use prepositions (e.g. *on the right/left, in the middle, etc.*) to say where people and things are.
- Use *I think, maybe, perhaps, It looks, etc.* when you are not 100% sure and you are making a guess.

## Unit 8

### LISTENING: MULTIPLE-CHOICE ACTIVITIES

In this type of activity, you choose the best answer from three or four different answers.

- You usually hear the text twice. The questions are usually in the same order as you hear them in the recording.
- Read the different answers before you listen. They can give you ideas about the topic of the text and the vocabulary you are going to hear in it.
- When you listen, do not write the answers too quickly. Sometimes, the speaker says one thing and then changes what they say or adds new information.
- Do not panic if you do not understand information the first time. If you don't hear the answer to one question, start listening immediately for the answer to the next question.

### USE OF ENGLISH: DIALOGUE ACTIVITIES

In this multiple-choice activity, you have five short dialogues. You choose the right answer to complete a short dialogue.

**Step 1:** Decide where each conversation is taking place, e.g. in a shop, a restaurant, at home, etc.

**Step 2:** Decide who each person is, e.g. a shop assistant, a customer, a doctor, a patient, etc.

**Step 3:** Choose the answer. Incorrect answers will usually be illogical because they are not right for the situation or the person who replies.

## Unit 9

### SPEAKING: GIVING PRESENTATIONS

Look at this advice for giving good presentations.

- Make notes with the information you want to give in your presentation and use them when you are speaking; but don't just read your notes aloud.
- Look at your audience. See if they understand you and are interested.
- Don't speak too fast. If you speak too quickly, people will not be able to follow you.
- Don't let mistakes stop you from speaking. Correct your own mistakes if possible, or start the sentence again, but don't stop completely.

### WRITING: PARAGRAPHS

- A paragraph is made up of different sentences which talk about one main topic.
- Paragraphs help you to organise and structure your writing. This makes your composition easy to understand. When there are no paragraphs, compositions can be confusing and repetitive.

## Unit 10

### READING: MISSING SENTENCES ACTIVITIES

In this type of activity you have to fill gaps in a text with sentences taken out of the text. There are sometimes more sentences than spaces.

**Step 1:** Read the text quickly to get a general idea of what it is about. To do this type of exercise you do not usually have to understand every word, so don't panic if you don't understand everything.

**Step 2:** Read the sentences which go in the text. What does each sentence talk about?

**Step 3:** Find the sections of the text which correspond to the information in the sentences and read them again slowly, in more detail. Put each sentence in the most probable space.

**Step 4:** When you finish, check by reading the text with your answers in the correct place. Do the sentences go together logically? Do words like this or it make sense? Check also that you have one answer for each question. Never leave answers blank in an exam.

### LISTENING: COMPLETING NOTES

- Always read the incomplete notes before you listen. This helps you to know what to listen for. Look carefully at the words that come just before or after each space and think about what type of word is missing (noun, verb, adjective, adverb, etc.).
- It is not usually necessary to understand every word that you hear. Listen out for the sections which correspond to the information in the notes. Pay special attention to these sections.
- Usually you only need to write one or two words in each space. Be careful with spelling and your handwriting.
- Don't worry if you don't understand everything the first time you listen. Usually you listen twice. Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.

## Communication activities

### Unit 1

#### DEVELOPING SPEAKING

Exercise 7, page 22

**Student A:**

Name: Max Taylor  
 From: San Francisco, USA  
 Parents' names: Brad and Lily  
 Brothers and sisters: Hannah – 22 years old – works at a hospital  
 Daniel – 19 years old – studies at university  
 Favourite subjects: physics, chemistry  
 Don't really like: history, PE ➤ don't like sport  
 After school: do homework, don't play ➤ don't have time!

**Student B:**

Name: Amy Smith  
 From: Dublin, Ireland  
 Parents' names: Joe and Holly  
 Brothers and sisters: Carl – 16 years old – studies at this school  
 Robert – 8 years old – studies at primary school  
 Favourite subjects: English, Spanish ➤ have got a friend in Argentina  
 Don't really like: art, music  
 After school: play computer games, don't watch TV ➤ don't like it!

### Unit 2

#### DEVELOPING SPEAKING

Exercise 7, page 34

**Student A:**

The phone rings in your house. Answer it. Your sister Monica is not at home. Find out if the caller wants to leave a message and their telephone number. You start the conversation by saying *hello*.

### Unit 3

#### DEVELOPING SPEAKING

Exercise 5, page 48

**Student A:**

You work at the Weston Sports Centre. Look at the information about the football lessons below. Answer your partner's questions. Start by saying *Good afternoon*. *This is Weston Sports Centre*.

## FOOTBALL LESSONS

For boys and girls 11–18 years old  
 Tuesdays and Thursdays 5.30–7 p.m.  
 £3 per lesson

### MUST BRING OWN BOOTS

### Unit 5

#### DEVELOPING SPEAKING

Exercise 5, page 74

**Student A:**







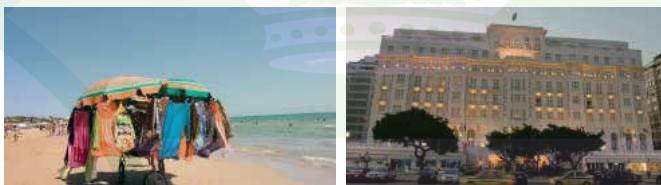
## Unit 4

### DEVELOPING SPEAKING

Exercise 5, page 60

**Student A:**

Tell your partner about your holiday using these photos.



## Unit 3

### DEVELOPING SPEAKING

Exercise 5, page 48

**Student B:**

You want information about football lessons. Look at the information you want to find out.

- Who for?
- What days?
- What time?
- How much?
- Have to bring anything?

When your partner answers the phone, reply by saying *Good afternoon. I'd like some information please.*

## Unit 2

### DEVELOPING SPEAKING

Exercise 7, page 34

**Student B:**

You call your friend Monica. Ask if she is there. Invite her to play tennis with you on Saturday. Leave a message if she isn't at home and leave your number: 660 718 2469. Your partner starts the conversation.

## Unit 4

### DEVELOPING SPEAKING

Exercise 5, page 60

**Student B:**

Tell your partner about your holiday using these photos.



## Unit 5

### DEVELOPING SPEAKING

Exercise 5, page 74

**Student B:**



## Move On to exams: Units 3-4

### SPEAKING

Exercise 8, page 65

## SWIMMING LESSONS

NESTON SWIMMING POOL  
6 High Street  
Mondays and Wednesdays  
5-6 p.m.  
£4.50 per lesson

### BRING A SWIMSUIT AND A TOWEL

## Unit 6

### DEVELOPING SPEAKING

Exercise 6, page 86

#### Student A:

You want to go to a safari park or to the sports centre.  
You do not want to go to the park. You are free only on Tuesday and Thursday. The other days you are doing a photography course.

#### Student B:

You want to go the park or the sports centre. You do not want to go to a safari park. You prefer to go out on Wednesday. You are free only on Wednesday and Thursday. The other days you are working in your parents' shop.

## Unit 4

### DEVELOPING WRITING

Exercise 6, page 61

Choose one of the postcards and plan what you are going to write.



For a bright future



Infinitive	Past simple	Past participle	Translation
<b>be</b> /bi:/	was/ were /wɒz, wɜ:(r)/	been /bi:n/	thì, là, ở, bị, được
<b>beat</b> /bi:t/	beat /bi:t/	beaten /'bi:tən/	đánh bại
<b>become</b> /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	trở nên
<b>begin</b> /bɪ'ɡɪn/	began /bɪ'ɡæn/	begun /bɪ'ɡʌn/	bắt đầu
<b>break</b> /breɪk/	broke /breɪk/	broken /'brəʊkən/	phá vỡ, làm vỡ
<b>bring</b> /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	mang lại
<b>build</b> /bɪld/	built /bɪlt/	built /bɪlt/	xây dựng
<b>burn</b> /bɜ:n/	burnt /bɜ:nt/	burnt /bɜ:nt/	cháy
<b>buy</b> /baɪ/	bought /bɔ:t/	bought /bɔ:t/	mua
<b>catch</b> /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	bắt, chụp
<b>choose</b> /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/	chọn
<b>come</b> /kʌm/	came /keɪm/	come /kʌm/	đến
<b>cost</b> /kɒst/	cost /kɒst/	cost /kɒst/	có giá, tiêu tốn
<b>cut</b> /kʌt/	cut /kʌt/	cut /kʌt/	cắt
<b>do</b> /du:/	did /dɪd/	done /dʌn/	làm
<b>draw</b> /drɔ:/	drew /dru:/	drawn /drɔ:n/	vẽ
<b>drink</b> /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	uống
<b>drive</b> /draɪv/	drove /drəʊv/	driven /'drɪvn/	lái xe
<b>eat</b> /i:t/	ate /eɪt/	eaten /'i:tən/	ăn
<b>fall</b> /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	ngã, rơi
<b>feel</b> /fi:l/	felt /felt/	felt /felt/	cảm thấy
<b>find</b> /faɪnd/	found /faʊnd/	found /faʊnd/	tìm thấy
<b>fly</b> /flaɪ/	flew /flu:/	flown /fləʊn/	bay
<b>forget</b> /fə'get/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtn/	quên
<b>forgive</b> /fə'ɡɪv/	forgave /fə'geɪv/	forgiven /fə'ɡɪvn/	tha thứ
<b>get</b> /get/	got /ɡɒt/	got /ɡɒt/	nhận, có được
<b>give</b> /ɡɪv/	gave /geɪv/	given /'ɡɪvn/	đưa cho
<b>go</b> /ɡəʊ/	went /went/	gone /ɡɔ:n/	đi
<b>grow</b> /grəʊ/	grew /gru:/	grown /grəʊn/	mọc, trồng, lớn lên, phát triển
<b>hang</b> /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	treo, mắc
<b>have</b> /hæv/	had /hæd/	had /hæd/	có
<b>hear</b> /hɪə(r)/	heard /hɜ:d/	heard /hɜ:d/	nghe
<b>hide</b> /haɪd/	hid /hɪd/	hidden /'hɪdn/	che giấu, trốn
<b>hit</b> /hɪt/	hit /hɪt/	hit /hɪt/	đánh
<b>hurt</b> /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	làm đau
<b>keep</b> /ki:p/	kept /kept/	kept /kept/	giữ
<b>know</b> /nəʊ/	knew /nju:/	known /nəʊn/	biết
<b>lay</b> /leɪ/	laid /leɪd/	laid /leɪd/	đặt, để
<b>learn</b> /lɜ:n/	learned/learnt /lɜ:nt/	learned/learnt /lɜ:nt/	học, được biết
<b>leave</b> /li:v/	left /left/	left /left/	ra đi, để lại





Infinitive	Past simple	Past participle	Translation
let /let/	let /let/	let /let/	cho phép, để cho
lie /laɪ/	lay /leɪ/	lain /leɪn/	nằm
lose /luːz/	lost /lɒst/	lost /lɒst/	làm mất, mất, thua
make /meɪk/	made /meɪd/	made /meɪd/	chế tạo, 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 /rəʊd/	ridden /'rɪdn/	cưỡi
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	rung chuông
run /rʌn/	ran /ræn/	run /rʌn/	chạy
say /seɪ/	said /sed/	said /sed/	nói
see /siː/	saw /sɔː/	seen /siːn/	nhìn thấy
sell /sel/	sold /səʊld/	sold /səʊld/	bán
send /send/	sent /sent/	sent /sent/	gửi
set /set/	set /set/	set /set/	đặt, đặt
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	chiếu sáng
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/	bắn
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	chỉ ra, cho thấy
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	hát
sit /sɪt/	sat /sæt/	sat /sæt/	ngồi
sleep /sliːp/	slept /slept/	slept /slept/	ngủ
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/	nói
speed /spiːd/	sped /sped/	sped /sped/	chạy vọt
spell /spel/	spelt /spelt/	spelt /spelt/	đánh vần
spend /spend/	spent /spent/	spent /spent/	chi tiêu, sử dụng
split /splɪt/	split /splɪt/	split /splɪt/	chia ra
stand /stænd/	stood /stʊd/	stood /stʊd/	đứng
steal /stiːl/	stole /stəʊl/	stolen /'stəʊlən/	đánh cắp
swim /swɪm/	swam /swæm/	swum /swʌm/	bơi
take /teɪk/	took /tʊk/	taken /'teɪkən/	cầm, lấy, đưa
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/	dạy
tell /tel/	told /təʊld/	told /təʊld/	nói, kể
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/	nghĩ
understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/	hiểu
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	thức giấc
wear /weə(r)/	wore /wɔː(r)/	worn /wɔːn/	mặc
win /wɪn/	won /wʌn/	won /wʌn/	chiến thắng
write /raɪt/	wrote /rəʊt/	written /'rɪtn/	viết

## Unit 1

### AN INFORMAL EMAIL

page 23

**Style:** Use contractions.

**Start:** *Hi, Hello, Dear ...*

**Useful expressions:** To begin, ask questions like *How are you?* or *How are things?*

**End:** *Write back soon, Best wishes, Love*

**Content in emails giving basic**

**personal information:** Suggested paragraph plan:

**Paragraph 1:** Give basic information about yourself and your family.

**Paragraph 2:** Write about you and your life at school.

**Paragraph 3:** Give information about your daily routine.

**Paragraph 4:** Give information about your free-time activities.

## Unit 2

### A DESCRIPTION OF A HOUSE

page 35

**Style:** Adjectives are important to make our descriptions interesting.

**Useful vocabulary:** *beautiful, bright, cold, comfortable, enormous, favourite, ideal, old, special, spectacular*

**Useful grammar:** Adjectives usually come *before* the noun they describe (e.g. *It's a beautiful room.*) or *after* the verb *to be* (e.g. *The room is beautiful.*).

**Content:** Introduce the house you are going to describe and say where it is. Describe what it looks like, the rooms, the furniture, what special features it has and what interesting household objects are inside.

## Unit 3

### AN ANNOUNCEMENT

page 49

**Style:** Use short, clear sentences.

Make the announcement easy, fast and interesting to read. Use imperatives to tell people what to do or what not to do, e.g. *Come! Don't sit there!* Use exclamation marks.

**Start:** Begin with a short question to get people interested, e.g. *Do you like ...? Are you mad about ...?*

**End:** Use *For more information, call/ contact/visit our website ...*

**Content:** Say what the club or event is that you are announcing. Include all the practical information that a reader needs to know.

## Unit 4

### A POSTCARD

page 61

**Style:** Informal; use contractions and exclamation marks.

**Start:** Write the name and address of the person you are writing to on the right. On the left, write *Dear* or *Hi* and the name (not surname) of the person you are writing to. You can also write the date if you want.

**Useful expressions:** Begin *Here we are in ...*, *We're here in ...*, *We're having a (great/good/terrible) time.* Use *By the way* or *Anyway* to change the subject.

**Useful grammar:** Use the present continuous to say what you are doing. Use the past simple to talk about things you did before writing the postcard.

**End:** *See you soon, Wish you were here, Bye for now.*

**Content:** Say where you are. Say what you are doing and if you are having a good time. Write about things you did/saw/bought/ate since the start of the holiday.

## Unit 5

### A STORY

page 75

**Useful expressions:** To explain the sequence of events use *After that*, *Then*, *Next*.

To say when things happened use, e.g. *Last weekend*, *Two weeks ago*, *On Friday*, *On Saturday night*.

**Useful grammar:**

- 1 Past simple (a completed action in the past).
- 2 Past continuous (an activity in progress at a moment in the past. We often use it to describe scenes in the past.).

**Content in a story:**

Suggested paragraph plan:

**Paragraph 1:** Explain where and when the story begins. Introduce the characters.

**Paragraphs 2 and 3:** Explain the main events in the story, what you were doing and what happened next.

**Paragraph 4:** Explain how the story ended and what the consequences were.

## Unit 6

### A SHORT MESSAGE

page 87

**Style:** Use contractions. Use short, clear sentences. Make the note easy and fast to read.

**Start:** Just write *Hi* and the name of the person you are writing to.

**Useful expressions:** *I was really sorry to hear that ...* (bad news), *I was pleased to hear that ...* (good news).

**Useful grammar:** Use simple subject + verb + object sentences and simple direct questions.

**End:** Write your name.

**Content:** Include all the practical information that the reader needs to know. Make sure you answer all the questions.

## Unit 7

### AN OPINION PARAGRAPH

page 101

**Style:** Do not use contractions.

**Start:** We indicate whether we agree or disagree with the opinion in the topic.

**Useful expressions:** *I agree, I disagree, I think, Personally, In my opinion, In my view.* Finish with *I feel very strongly about, I firmly believe ...*

Use defining relative clauses to give more information about the person or thing we are writing about.

**End:** We restate our opinion.

**Content in an opinion paragraph:**

**Introductory sentence:** indicate your opinion

**Main ideas:** 2-3 arguments and explanations

**Concluding sentence:** restate the opinion

## Unit 8

### A PARAGRAPH ABOUT ADVANTAGES AND/OR DISADVANTAGES

page 113

**Style:** Formal. Do not use contractions.

**Useful vocabulary:** To introduce a list of ideas, use:

- *First, Firstly, First of all, To begin with, ...*

- *Second, Secondly, ...*

- *Next, Furthermore, Besides, ...*

- *Finally, Lastly, Last but not least, ...*

To sum up a paragraph, use *In conclusion, To sum up, In general, ...*

**Content:**

**Introductory sentence:** mention whether your paragraph is about advantages or disadvantages or both

**Main ideas:** include 2-3 advantages and/or disadvantages and explanations

**Concluding sentence:** restate the topic

## Unit 9

### A BIOGRAPHY

page 127

**Useful expressions:** To say when things happened, use, e.g. *When, In 2012, The following year, At the age of 16, Two years later, When he was 12.*

**Content in a biography:**

Suggested paragraph plan:

**Paragraph 1:** Where and when the person was born and their life as a child.

**Paragraph 2:** The start of their career.

**Paragraph 3:** The important part of their career.

**Paragraph 4:** Their death and why they are famous now.

## Unit 10

### A STORY

page 139

**Useful expressions:** Use adjectives (*young, famous, beautiful*) and adverbs (*quietly, immediately, quickly*) to make your writing more descriptive. To say when things happened use, e.g. *One day, Last weekend, Two weeks ago, On Friday, On Saturday night, Suddenly, Two weeks later.* To explain the sequence of events use *At first, First of all, Next, Then, After that, Finally, In the end.*

**Useful grammar:** Use a variety of past tenses.

- Past simple (a completed action in the past)

- Past continuous (an activity in progress at a moment in the past. We often use it to describe scenes in the past)

- Past perfect (an activity that happened before another action in the past)

**Content in a story:**

Suggested paragraph plan:

**Paragraph 1:** Explain where and when the story begins. Introduce the characters.

**Paragraphs 2 and 3:** Explain the main events in the story.

**Paragraph 4:** Explain how the story ended and what the consequences were.

### CHECKING YOUR WRITING

Check for mistakes with:

- Punctuation
- Capital letters
- Word order
- Spelling
- Tenses
- Agreement between the subject and verb, e.g. *He works ... not He work.*
- Style
- Content

For a bright future



**NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM THÀNH PHỐ HỒ CHÍ MINH**

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**TIẾNG ANH 10 - MACMILLAN MOVE ON**  
**Sách học sinh**

**Hoàng Tăng Đức (Tổng Chủ biên)**

**Nguyễn Thuý Lan (Chủ biên)**

**Cần Thị Chang Duyên - Hoàng Thuý Hương**

*Chịu trách nhiệm xuất bản:*

**Giám đốc – Tổng biên tập**

**LÊ THANH HÀ**

*Biên tập:*

**THÁI THÀNH NHÂN – TRẦN THANH NGÀ**

**TRẦN NGUYỄN THANH THANH**

*Trình bày*

**NGÔ HẠNH**

*Chế bản, sửa bản in:*

**NGÔ HẠNH – HÀ THỊ NHƯ HOA – ĐẶM NGUYỄN**

Mã số sách tiêu chuẩn quốc tế - ISBN: .....

*Liên kết xuất bản:*

*Công ty Cổ phần Đầu tư và Phát triển Xuất bản phẩm Giáo dục Victoria  
Tầng 3, tháp B, tòa nhà Big Tower, số 18 Phạm Hùng, phường Mỹ Đình 2,  
quận Nam Từ Liêm, Hà Nội*

In ..... cuốn khổ 20,5 x 29 (cm) tại Công ty in ..... (Ghi rõ cả cơ sở in:.....); Số xác nhận đăng ký xuất bản: .....-...../CXBIPH/.....-...../ĐHSPTPHCM; Quyết định xuất bản số : ..../QĐ-NXBĐHSPTPHCM ký ngày ..... In và nộp lưu chiểu năm 2021.

**Tiếng Anh 10 – Macmillan Move On** là sách giáo khoa dành cho học sinh lớp 10. Được xây dựng theo đường hướng giao tiếp, hướng tới hình thành và phát triển kỹ năng giao tiếp cho học sinh, sách còn trang bị kiến thức, kỹ năng ngôn ngữ, kỹ thuật làm bài thi nhằm giúp học sinh chuẩn bị tốt cho các kỳ thi phía trước. Học sinh được học tiếng Anh thông qua hình thức học tập trải nghiệm, các câu chuyện, tình huống đa dạng, gắn liền với thực tế cuộc sống, phù hợp với tâm sinh lý lứa tuổi, giúp phát triển các năng lực cốt lõi, kỹ năng sống, tư duy phản biện, kỹ năng giải quyết vấn đề, chiêm nghiệm... Mỗi sách học sinh bao gồm một sách mềm nằm trong đĩa CD đính kèm.

- **Chủ đề, chủ điểm** được thiết kế đa dạng, lôi cuốn và phù hợp với lứa tuổi học sinh trung học phổ thông: Thể thao, Nghệ thuật, Du lịch, Thế giới tự nhiên, ...
- **Từ vựng** được giới thiệu thông qua những hình ảnh nguyên bản và sinh động giúp học sinh dễ ghi nhớ, củng cố qua hoạt động Nghe và Nói.
- **Ngữ pháp** được giới thiệu qua ngữ cảnh cụ thể. Các video Flipped classroom (theo mô hình lớp học đảo ngược) giúp học sinh chủ động tìm hiểu, nghiên cứu lý thuyết mọi lúc, mọi nơi. Học sinh thực hành cấu trúc đã học thông qua các hoạt động giao tiếp.
- Kỹ năng **Nghe, Đọc** được rèn luyện thông qua nguồn ngữ liệu phong phú, gắn liền với thực tế. Các hoạt động Critical thinking (tư duy phản biện) được lồng ghép khéo léo với hoạt động Đọc. Kỹ năng Nghe được củng cố thông qua hoạt động Nói để giúp học sinh vận dụng kiến thức vừa thu nhận được trong giao tiếp.
- Kỹ năng **Nói, Viết** được phát triển thông qua các hoạt động đa dạng. Phần Speaking bank, Writing bank cung cấp những cấu trúc thường gặp là gợi ý hữu ích cho học sinh khi luyện tập.
- Kỹ năng sống (**Life skills**) cung cấp cho học sinh những trải nghiệm bên ngoài lớp học. Mỗi học sinh sẽ có nhiệm vụ (**Life task**) của riêng mình để giải quyết những vấn đề cá nhân.
- Các hoạt động khuyến khích người học chủ động và tích cực như chiến thuật học (**Study skills**), tư duy phản biện (**Critical thinking**), hoạt động chiêm nghiệm (**Reflection**).
- Các bài ôn tập và củng cố kiến thức (**Language checkpoint**) được sắp xếp khoa học sau mỗi đơn vị bài học, giúp học sinh tự lên kế hoạch và đánh giá việc học của bản thân.
- Phần **Move On to exams** được thiết kế sau mỗi 2 đơn vị bài học với đầy đủ các bài tập rèn luyện 4 kỹ năng cũng như ôn tập từ vựng và các điểm ngữ pháp trọng tâm, để từ đó học sinh có thể tự đánh giá và cải thiện các kỹ năng tiếng Anh thông qua mục '**Can Do' Progress Check**.

