

VŨ MỸ LAN (Chủ biên)
HUỖNH ĐÔNG HẢI – NGUYỄN THÚY LIÊN
HUỖNH NGỌC THÙY TRANG – TRẦN THUY THÙY TRINH

TIẾNG ANH 12

Friends

Global

Chân trời sáng tạo

Student Book



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



OXFORD
UNIVERSITY PRESS

HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA

Môn: Tiếng Anh – Lớp 12

(Theo Quyết định số 1882/QĐ-BGDĐT ngày 29 tháng 6 năm 2023 của
Bộ trưởng Bộ Giáo dục và Đào tạo)

Chủ tịch: LÊ VĂN CANH

Phó Chủ tịch: NGUYỄN THỊ HƯƠNG LAN

Ủy viên, Thư ký: ĐẶNG HIỆP GIANG

Các ủy viên: PHẠM LAN ANH – NGUYỄN THỊ THU HÀ
NGUYỄN THÙY LINH – HOÀNG NGUYỄN THU TRANG
NGUYỄN TUẤN ANH – LƯU THÙY DƯƠNG
ĐÀO THỊ NGÂN – PHẠM THỊ MAI HƯƠNG

VŨ MỸ LAN (Chủ biên)
HUỖNH ĐÔNG HẢI – NGUYỄN THỦY LIÊN
HUỖNH NGỌC THÙY TRANG – TRẦN THỤY THÙY TRINH

TIẾNG ANH 12

Friends Global

Student Book



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

OXFORD
UNIVERSITY PRESS

ACKNOWLEDGEMENTS

VIỆT NAM PROJECT TEAM

- Mr. Hoàng Lê Bách, General Director, VEPH

STEERING ADVISORY BOARD

- Ms. Trần Thị Kim Nhung, Director, Gia Dinh Education Publishing Service JSC, VEPH
- Mr. Lê Duy Tân, Education Specialist

CONTENT CONSULTANCY BOARD

- Mr. Trần Đình Nguyễn Lữ, English Specialist
- Ms. Nguyễn Thị Oanh, Hanoi Education Development & Investment JSC
- Ms. Trần Bảo Ngọc, University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City
- Editorial Board of Foreign Languages, Gia Dinh Education Publishing Service JSC, VEPH



Chân trời sáng tạo

*Hãy bảo quản, giữ gìn sách giáo khoa để dành tặng
các em học sinh lớp sau.*

Lời nói đầu

Tiếng Anh 12 Friends Global là quyển thứ ba trong bộ 3 quyển sách giáo khoa môn Tiếng Anh do Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh cấp Trung học phổ thông (ban hành theo *Thông tư số 32/2018/TT-BGDĐT*, ngày 26 tháng 12 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo).

Cùng với **Tiếng Anh 12 Friends Global**, các em học sinh lớp 12 sẽ có cơ hội tiếp cận, học tập và thực hành các tình huống ngôn ngữ thực tế, sống động, hữu ích qua các đề tài khoa học, công nghệ, môi trường, giải trí, văn hoá và nghệ thuật. Qua các hoạt động cụ thể, các em từng bước luyện tập các kĩ năng ngôn ngữ theo các chủ điểm cập nhật và thú vị về thế giới, con người và môi trường tự nhiên. Những đề tài và chủ điểm này được chọn lựa phù hợp với sở thích tìm hiểu khám phá của các em, song vẫn đảm bảo các mục tiêu giáo dục định hướng nghề nghiệp của Chương trình Giáo dục phổ thông. Nói một cách khác, **Tiếng Anh 12 Friends Global** từng bước kiến thiết và phát triển năng lực ngoại ngữ Tiếng Anh, giúp các em học sinh lớp 12 có đủ kĩ năng để tự tin giao tiếp và lĩnh hội kiến thức ở bậc Đại học hay môi trường làm việc trong xu thế toàn cầu hoá.

Với 8 đơn vị bài học chính, sách có độ dài phù hợp với thời lượng giảng dạy và học tập của học sinh trung học. Ngoài việc tập trung phát triển bốn kĩ năng: nghe, nói, đọc, viết với các hoạt động thiết kế chặt chẽ phù hợp với sự đa dạng trình độ học sinh, mỗi đơn vị bài đều có các hoạt động ôn luyện ngữ pháp, trau dồi từ vựng, luyện tập kĩ năng sử dụng từ vựng và học tập văn hoá. Cuối mỗi đơn vị bài có phần ôn tập ngắn gọn, súc tích giúp học sinh củng cố kiến thức hiệu quả.

Với phương pháp học ngôn ngữ kết hợp với nội dung, **Tiếng Anh 12 Friends Global** hi vọng có thể góp phần giúp học sinh đạt mục tiêu của giáo dục Trung học phổ thông.

NHÓM TÁC GIẢ

Unit	A Vocabulary	B Grammar	C Vocabulary	D Grammar
I Introduction	p8 Friends Verb patterns Speaking: Talking about memorable events	p9 Present and future tenses Present simple and present continuous <i>will</i> and <i>be going to</i> Pronunciation: Falling and rising intonation patterns	p10 Life events Stages of life Speaking: Describing life events	p11 Past tenses Present perfect simple and present perfect continuous
Unit	A Vocabulary	B Grammar	C Listening	D Grammar
1 Relationships	p12 Relating to people <i>admire, adore</i> , etc. Verbal interaction Recycle: The passive 🔊 Teens talking about their family relations	p14 Negative structures Negative adverbials Negative questions, infinitives and <i>-ing</i> forms Use of English	p15 Sibling rivalry Strategy: Features of fast speech Pronunciation: Features of fast speech 🔊 Talking about sibling rivalry	p16 Articles and quantifiers Use of English
Review Unit 1 p23 <ul style="list-style-type: none"> • Reading: Multiple matching • Listening: True / False 				
2 Problems	p24 It drives me crazy! Describing feelings Idioms to describe feelings Speaking: Talking about feelings, using idioms Recycle: Present continuous 🔊 What things affect feelings	p26 Comparison Comparative structures Qualifying comparatives (<i>almost, not quite, nowhere near as ... as</i> , etc.) Use of English Speaking: Agreeing and disagreeing with statements	p27 Keep calm! Strategy: Sentence stress Speaking: Are you good in a crisis? 🔊 Teens talking about a difficult situation	p28 Infinitives and -ing forms Infinitives without <i>to</i> (<i>I'd rather, I'd sooner</i> , etc.)
Review Unit 2 p35 <ul style="list-style-type: none"> • Reading: Multiple matching • Listening: Short text multiple choice 				
3 Customs and culture	p36 Express yourself Gestures and expressions Human sounds Speaking: When do you use different gestures? Recycle: The first conditional for predicting 🔊 People talking about different cultural habits	p38 Modals: present and future Advice, obligation and necessity Possibility, probability and certainty Use of English Speaking: Discussing how a visitor to your country should behave	p39 When in Rome ... Strategy: Identifying text type Speaking: Role-playing formal and informal situations 🔊 Matching speakers to situations	p40 Modals in the past <i>needn't have / didn't need to</i> Speaking: Advising what should have been done
Review Unit 3 p47 <ul style="list-style-type: none"> • Reading: Multiple choice • Listening: Multiple matching 				
4 Holidays and tourism	p48 Getting away from it all Holidays and holiday accommodation Holiday activities Describing places Speaking: The pros and cons of different types of holiday Recycle: The second conditional; <i>I wish, If only</i> 🔊 People describing holidays	p50 Future continuous, future perfect and future perfect continuous	p51 Trip of a lifetime Strategy: Identifying the context of a conversation Vocabulary: Travel collocations Pronunciation: Homophones 🔊 A dialogue about a holiday	p52 Future time clauses <i>By the time ... , This time tomorrow ...</i> , etc.
Review Unit 4 p59 <ul style="list-style-type: none"> • Reading: Multiple matching • Listening: Short text multiple choice 				

Culture

- | | |
|-----------------------------|-----------------------------|
| 1 Vietnamese Family Day p22 | 2 The Longitude Prize p34 |
| 3 <i>Cải Lương</i> p46 | 4 Aborigines and Maoris p58 |
| 5 RADA p70 | 6 Healthy cities p82 |
| 7 Lifelong learning p94 | 8 Sophia the Robot p106 |

Vocabulary Builder p108
Grammar Builder and Reference p113
Wordlist p132

E Word Skills

p17 Phrasal verbs
 Dictionary work

F Reading

p18 Power of connection
Strategy: Dealing with unknown words when doing a multiple choice task
Vocabulary: Connections
Speaking: The most important qualities in another person

G Speaking

p20 Photo description and comparison
Strategy: Speculating and deducing
Key phrases: Speculating and deducing
Grammar: *might / must / can't have*
 🗣️ Photo comparisons

H Writing

p21 An opinion essay
Strategy: Making your writing more interesting
Grammar: Structures and features to use in essays

- **Speaking:** Photo-based discussion

- **Writing:** An opinion essay

p29 Preposition + noun phrases
 Dictionary work

p30 Breaking with problems
Strategy: Matching texts to questions
Vocabulary: Crime collocations
Speaking: Debating security cameras

p32 Role-play
Strategy: Listening with interest; Using question tags
Key phrases: Being diplomatic
Pronunciation: Sentence stress; Question tag intonation
 🗣️ Negotiating cleaning duties in a flat share

p33 A for and against essay
Strategy: Structuring an essay
Key phrases: Introducing different sides of the argument
Grammar: *even though / even if*

- **Speaking:** Negotiating rules in a flat share

- **Writing:** A for and against essay

p41 American English
 American English spelling and word stress
 Dictionary work

p42 *The Kite Runner*
Strategy: Looking for clues in gapped-sentence tasks
Vocabulary: Compound adjectives
Speaking: Friendships with people from different cultural and social backgrounds

p44 Topic-based presentation
Strategy 1: Moving on to another topic
Strategy 2: Paraphrasing
Key phrases: Moving on to another topic; Paraphrasing
Pronunciation: Unstressed words
 🗣️ Describing celebrations

p45 A blog post
Strategy: Structuring a blog post
Grammar: Sequencing clauses for describing past events

- **Speaking:** Situational role-play

- **Writing:** An opinion essay

p53 Adverbs and adverbial phrases

p54 Globetrotters
 'Travelling' online
Strategy: Matching questions to different texts
Vocabulary: Phrasal verbs
Speaking: The pros and cons of tourism

p56 Interview and stimulus-based discussion
Strategy: Giving reasons for your choice
Key phrases: Making a selection
 🗣️ Planning a holiday abroad

p57 A letter of complaint
Strategy: Structuring a formal letter
Grammar: The subjunctive

- **Speaking:** Photo-based discussion

- **Writing:** A letter of complaint

Unit	A Vocabulary	B Grammar	C Listening	D Grammar
5 Careers	p60 What are they like? Personality adjectives Compound adjectives Speaking: Personal qualities Personality	p62 Past perfect simple and past perfect continuous Use of English Speaking: Emotions	p63 Job interviews Strategy: Identifying similar words with different connotations Speaking: The interviewer questions Attitudes to panel interviews	p64 used to and would Use of English Speaking: Things you used to do
Review Unit 5 p71 <ul style="list-style-type: none"> • Reading: Multiple matching • Listening: Listening for details 				
6 Health	p72 Food science Food and health Nutrition Speaking: Discussing food and diet Recycle: Obligation and prohibition People talking about health	p74 The passive Usage of the passive	p75 Keeping fit Strategy: Differences of expression between the task and the audio Vocabulary: Exercise verbs and nouns; Exercise collocations Speaking: Giving opinions on sports and fitness People talking about sport	p76 The passive: advanced structures Use of English
Review Unit 6 p83 <ul style="list-style-type: none"> • Reading: Multiple matching • Listening: Short text multiple choice 				
7 Media	p84 Traditional and social media Media verbs and adjectives Phrasal verbs Speaking: Comparing traditional and social media People talking about media problems	p86 Reported speech Changes in reported speech Reported questions	p87 Urban legends Strategy: Identifying intonation and stress patterns to help understand meaning Pronunciation: Intonation and meaning Interview with an expert on urban legends	p88 Reporting verbs Other reporting structures
Review Unit 7 p95 <ul style="list-style-type: none"> • Reading: Multiple matching • Listening: Listening for details 				
8 Change the world	p96 Global issues Protesting Global issues Protest collocations Speaking: Talking about global issues Recycle: Non-defining relative clauses People talking about Global issues	p98 Emphasis Sentence structure to create emphasis	p99 Hashtag activism Strategy: Listening for linking words and discourse markers Key phrases: Discourse markers Pronunciation: Rise-fall intonation pattern People talking about online campaigns	p100 Mixed conditionals Speaking: Talking about imaginary situations
Review Unit 8 p107 <ul style="list-style-type: none"> • Reading: Multiple matching • Listening: Gap filling 				

E Word Skills**p65 Position and order of adjectives**

Speaking: A famous person you'd like to meet

F Reading**p66 Just the job**

Strategy: Multiple-choice questions

Vocabulary: Work & jobs

Speaking: Choosing a job


G Speaking**p68 Photo comparison**

Strategy: Speculating

Vocabulary: Extreme adjectives

Key phrases: Comparing photos

Pronunciation: Stressed words (exceptions)

 Photo comparisons

H Writing**p69 A formal letter**

Strategy: Using formal language

- **Speaking:** Photo comparison

- **Writing:** A formal letter

p77 Compound adjectives

Strategy: Dictionary entries for compound adjectives

Dictionary work

Pronunciation: Diphthongs

p78 Junk food

Food addiction

Strategy: Looking for connecting words when doing gapped-sentence tasks

Vocabulary: Food adjectives and nouns


Speaking: Debate about fast food

p80 Role-play

Strategy: Asking for clarification

Vocabulary: Illnesses, injuries and symptoms; Treatments and remedies

Key phrases: Asking for clarification

 Patient-doctor dialogue

p81 An article

Strategy: Using adverbs and conjunctions to help coherence

Key phrases: Comment adverbs

- **Speaking:** Topic discussion

- **Writing:** An article

p89 Nouns and dependent prepositions

Strategy: Using the dictionary to check

Dictionary work

Use of English

p90 Vloggers

Stars of the Vlogosphere

Strategy: Answering multiple-choice questions


Vocabulary: Digital media

Speaking: Discussion about the influence of the media

p92 Presentation

Strategy: Developing your responses

Key phrases: Introducing examples and extra information

 Discussing the impact of social media on crime

p93 A table

Strategy: Summarising a table

- **Speaking:** Topic discussion

- **Writing:** Summarising a table

p101 Verb patterns

Verb + object + infinitive

Verb + object + present or past participle

p102 Making a difference

Strategy: Matching texts to questions

Vocabulary: Phrasal verbs


Speaking: People who have made a difference in your country

p104 Collaborative task

Key phrases: Starting a discussion; Expressing an opinion; Adding an opinion; Agreeing and disagreeing

Strategy: Responding to what the other person says

Key phrases: Involving your partner; Interrupting; Reaching an agreement

 People talking about combatting climate change

p105 A report

Strategy: Structuring a report

Key phrases: Introducing the subject; Reporting views; Summing up; Recommending / Suggesting

- **Speaking:** Topic discussion

- **Writing:** A report

I

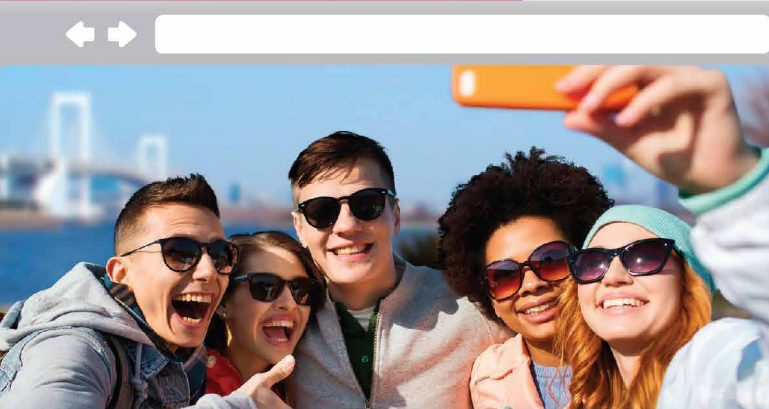
Introduction

IA

Vocabulary

Friends

I can talk about friends and friendship.



Tell us what you think is important in a best friend.

JACKO Well, I **hope** to be supported by a best friend when I have a problem and I expect them to **spend time** listening to me. I also don't want to have to **apologise** for being me!

QUEEN I agree. A good friend shouldn't **mind** putting up with the bad side of my personality. They should also be honest and **warn** me against doing things they don't think are good. And they should **advise** me to do things they think are good, even if I decide not to do them!

MATE365 Good points. A best friend doesn't **choose** to be your friend only when things are going well. They should always be there when you need them!

1 SPEAKING Work in pairs. Read the forum posts and discuss the opinions. Do you agree with them? Think of two more things that are important in a best friend.

2 Match the highlighted verbs in the forum posts with the verb patterns below.

- 1 verb + *-ing* form
- 2 verb + infinitive
- 3 verb + object + infinitive
- 4 verb + object + preposition + *-ing* form
- 5 verb + preposition + *-ing* form

3 Choose the correct form to complete the sentences.

- 1 Jack admitted to **copy** / **copying** the test.
- 2 Amy hopes to **study** / **studying** medicine.
- 3 We really enjoyed to **visit** / **visiting** the exhibition together.
- 4 I agreed to **go** / **going** to help him with his homework.
- 5 Mark encouraged me to **apply** / **applying** for the summer job.
- 6 They praised him for to **volunteer** / **volunteering**.

4 Complete the dialogue with the correct form of the verbs below.

accuse apologise ask insist remind think

Max Hi, Lily. You look a bit anxious. What's the matter?

Lily Well, I was ¹_____ of going to Amy's, but she's just texted me to say she's busy all weekend. I think she's angry with me.

Max Why? I thought you were good friends.

Lily We are, but she ²_____ me to go out with her last Saturday and I ³_____ her about Monday's maths exam and said we should stay in and study.

Max That seems reasonable. So what's the problem?

Lily Well, she ⁴_____ on going out and of course she didn't study. She didn't do well in the exam and now she's ⁵_____ me of being a bad friend because I didn't stop her from going out!

Max That's really unfair! She should be ashamed of herself. In my opinion, she should ⁶_____ for being so unreasonable!

5 Find adjectives in the dialogue that correspond with these nouns: *anger, anxiety, shame*.

➔ **Vocabulary Builder** Word families: page 108

LEARN THIS! Verbs followed by the infinitive or *-ing*



1 Some verbs are followed by either the infinitive or *-ing* form of a verb without any change in meaning.

2 Some verbs change their meaning depending on whether they are followed by an infinitive or an *-ing* form.

6 Read the **Learn this!** box. Put the verbs below into the correct group (1 or 2) in the **Learn this!** box.

continue forget go on like prefer remember start stop try

7 Choose the correct form of the verbs to complete the sentences. Sometimes both answers are correct.

- 1 I don't like to **go** / **going** to discos.
- 2 Did you remember to **tell** / **telling** Ewan about the party?
- 3 I tried not to **laugh** / **laughing**, but I couldn't stop myself.
- 4 Anna told me about her holidays; then she went on to **talk** / **talking** about life at university.

8 SPEAKING Work in pairs. Tell your partner about something you did recently. Use verbs from this lesson.

Present and future tenses

I can use different tenses to talk about the present and future.

- 1 **SPEAKING** Work in pairs. Look at the list of annoying habits. Which annoys you the most?

Someone who:

- always arrives late when meeting friends.
- borrows things, but never returns them.
- always talks about himself / herself.

- 2 **1.02** Read and listen to the dialogue. Which of the faults in exercise 1 does Andy complain about? Do you agree with the advice Jessica gives Andy? Why? / Why not?

Andy Well, Tom never asks about what I'm doing. ¹He's always talking about his life and what he's going to do, but he doesn't care about anyone else!

Jessica Yes, I've noticed that ²he never takes an interest in other people. Are you going to do anything about it?

Andy What can I do? ³That's the personality he's got.

Jessica ⁴Next time you see him, tell him that it annoys you. I'll tell him if you want because it irritates me too!

Andy Perhaps I should, because ⁵his attitude is really putting me off him. If he can't change his behaviour, then I don't see how we can stay friends. ⁶Our first lesson tomorrow is English. I'll speak to him then.

Jessica Good idea. If he's really a good friend, he won't get angry.

Andy Well, thanks for your advice. ⁷I'm playing football this evening, and it looks like it's going to rain, so I'd better go home and pick up my waterproofs. See you.

Jessica OK. Good luck with Tom!

- 3 Read the **Learn this!** box. Match the highlighted sentences (1–7) in exercise 2 with the rules (a–g).

LEARN THIS! Present simple and continuous

We use the present simple:

- a for habits and routines.
- b for a permanent situation or fact.
- c for timetables and schedules.
- d in future time clauses after *when*, *as soon as*, *after*, etc. or *(the) next time*, etc.

We use the present continuous:

- e for something happening now or about now.
- f for describing annoying behaviour with *always*.
- g for future arrangements.

- 4 Complete the text with the correct present simple or continuous form of the verbs in brackets. More than one answer may be possible.

I frequently ¹_____ (text) my friends on my mobile phone, but I'm not like some people who ²_____ (always use) their phones, even when they ³_____ (go out) with friends. I ⁴_____ (use) it at the moment because I ⁵_____ (revise) with some friends tomorrow (our exams ⁶_____ (start) on Monday) and we ⁷_____ (try) to decide where to meet. Texting ⁸_____ (help) you organise your life, but shouldn't dominate it!

➔ Grammar Builder I.1 page 113

- 5 Read the **Learn this!** box. Complete the rules with *will* or *be going to*. Use the underlined examples from the dialogue in exercise 2 to help you.

LEARN THIS! will and be going to

For predictions, we use:

- a _____ when it is based on what we can see or hear.
- b _____ when it is based on what we know or is just a guess.

For plans, we use:

- c _____ when we have already decided what to do.
- d _____ when we decide what to do at the moment of speaking.
- e We use _____ to make offers and promises.

➔ Grammar Builder I.2 page 113

6

PRONUNCIATION Falling and rising intonation patterns

As in a statement, our voice goes down at the end when we are making a Wh-question. It goes up when we are making a Yes-No question.

- 7 **SPEAKING** Work in pairs. Ask and answer the following questions, using the proper intonation patterns.

Do your friends have any annoying habits?
What do you do if someone has habits that are annoying?
Do you often enjoy your school holiday with your friends?
What plans do you have for the next school holiday?

Life events

I can talk about my family and life events.



1 SPEAKING Work in pairs. Tell your partner about:

- your first day at school.
- the first birthday that you can remember.
- learning to ride a bike.

2 1.03 VOCABULARY Listen. How old are the people being described? Choose from the stages of life below.

Stages of life

be an adult be a centenarian be an infant
be a toddler be elderly be in your teens
be middle-aged

3 Complete the questions with the prepositions below. You can use them more than once.

about at by of to with

At which age or ages do you think people are ...

- 1 most obsessed ____ fashion?
- 2 curious ____ the world?
- 3 good ____ sport?
- 4 addicted ____ social media?
- 5 more sensitive ____ other people's feelings?
- 6 unhappy ____ their financial situation?
- 7 shocked ____ young people's behaviour?
- 8 aware ____ the environment?

➔ Vocabulary Builder Adjective + preposition: page 108

4 SPEAKING Work in pairs. Answer the questions in exercise 3.

5 VOCABULARY Complete the life events with the verbs below.

become born fall get have learn leave pass
settle start

Life events get married buy a house or flat

emigrate be ¹ ____ be brought up (by) retire

start a family ² ____ in love get divorced

³ ____ engaged go to university grow up

⁴ ____ a change of career inherit (money, a house, etc.)

⁵ ____ to drive ⁶ ____ home leave school / university

move (house) ⁷ ____ away split up ⁸ ____ down

⁹ ____ a business start school ¹⁰ ____ a grandparent
get your first job

6 Complete the sentences with the correct form of the phrases in exercise 5.

- 1 My brother ____ school at sixteen and got his first ____ four months later. However, when he was in his twenties, he decided he wanted to ____ to university and later had a change of ____.
- 2 My parents ____ in love when they were in their late thirties. They got ____ after three months and then ____ married a month later!
- 3 We didn't have to ____ a house because my dad ____ his parents' house after they had sadly ____.
- 4 My dad ____ from Ireland in 1998. He met my mum and they ____ down in London where they ____ a family.
- 5 My mum's parents ____ up when she was very young. They got ____ soon after. They both had to travel for their jobs so my mum was ____ by her aunt.

7 Complete the text with the correct form of the phrases in exercise 5.

I was ¹ ____ on 17 October 2001 in London, although my parents aren't Londoners. My dad ² ____ from Ireland when he was a teenager and my mum, who is from Croatia, ³ ____ home after she had ⁴ ____ to university. My dad started a business and my mum got her first, and only, ⁵ ____ in his company!

Well, after a few months, they ⁶ ____ in love, and six months later they ⁷ ____ engaged. After they got ⁸ ____, they ⁹ ____ to south-east London and ¹⁰ ____ down in the neighbourhood of Greenwich, where they started a ¹¹ ____, and I was the first one to come along! I've also got a brother and sister, and we've all been ¹² ____ up in the same house. What's more, when my mum's mum ¹³ ____ a grandmother, she decided to leave Croatia too and come and help my mum!

8 SPEAKING Work in pairs. Describe events in your family life. Use phrases from exercises 2 and 5 to help you.

I was born in a small town, and when I was twelve, we moved here.

Past tenses

I can talk about events that took place in the past.



- 1 **SPEAKING** Describe the photo. Have you ever been to a wedding? What was it like?

LEARN THIS! Past tenses

- a We use the past simple for a sequence of events that happened one after the other.
- b We use the past continuous to describe an activity that was in progress at a certain time in the past.
- c We use the past simple for a single event that interrupted a longer event in the past. We use the past continuous for the longer event.
- d We use the past perfect for an event that happened before another time in the past.

- 2 Complete the sentences with the correct past simple, past continuous, or past perfect form of the verbs in brackets.

- My brother _____ (learn) to drive while he _____ (study) at university.
- It _____ (snow) all the time that we _____ (drive) up to Scotland.
- I _____ (grow) up in London, but when I was sixteen, we _____ (move) to Edinburgh.
- My sister finally _____ (get) her first job a year after she _____ (leave) university!
- My mum _____ (emigrate) to New York, and she _____ (start) a business while she _____ (live) there.
- I _____ (meet) my best friend last night. I _____ (not see) her for over a year!

➔ Grammar Builder I.3 pages 113–114

LEARN THIS! Present perfect simple and continuous

We use the present perfect simple to talk about:

- a how long a current situation has existed (often with *for* and *since*).
- b a completed experience at an unspecified time in the past.
- c an event that is strongly connected with the present (often with *just*, *already* and *yet*).

We use the present perfect continuous to talk about:

- d an event that began in the past and is still in progress. (We often use *for* or *since* to say how long the event has been in progress.)
- e an event that has recently stopped and which explains the present situation.

- 3 Read the **Learn this!** box. Then choose the correct answers to complete the sentences.

- Mary's face is red because she has **been jogging** / **jogged** for an hour.
- My parents have **been marrying** / **married** for 25 years.
- It's **been raining** / **rained** all morning and I don't think it'll ever stop.
- We've **been buying** / **bought** a new house, and we move in next week!

➔ Grammar Builder I.4 and I.5 pages 114–115

- 4 Complete the text with the verbs in brackets. Use the correct tense from the two **Learn this!** boxes.

I¹ _____ just _____ (receive) an email from my cousin Carl. I² _____ (not see) him since he³ _____ (get) married last summer. We all⁴ _____ (go) to the wedding. It⁵ _____ (be) great fun. I⁶ _____ (not go) to a wedding before. Anyway, he and Sally⁷ _____ (be) married for about nine months now. They⁸ _____ (live) in London since the marriage. According to Carl, Sally⁹ _____ (work) really hard and her boss¹⁰ _____ (offer) her a job in the Paris office. That's great news. She's going to accept it. She¹¹ _____ (learn) French while she¹² _____ (live) in France in the 1990s, so she'll have no problem settling in there.

- 5 **SPEAKING** Work in pairs. Discuss the questions.

- How many family events have you been to in the past few years?
- What kinds of events were they? What happened?

1

Relationships

Unit map

Vocabulary

Relating to people
Verbal interaction
Connections

Word Skills

Phrasal verbs

Grammar

Negative structures
Articles and quantifiers

Listening

Sibling rivalry



Pronunciation

Features of fast speech

Reading

Power of connection



Speaking

Photo description and comparison



Writing

An opinion essay

Culture

Vietnamese Family Day



Vocabulary Builder

page 108

Grammar Builder and

Reference pages 116–117

1A

Vocabulary

Relating to people

I can talk about relationships and describe behaviour.

- 1 SPEAKING** Work in pairs. What do you think is the difference between immediate family and extended family? Which family members would you include in each group?
- 2 VOCABULARY** Check the meaning of the phrases below. Choose three family members and describe your relationship with them.

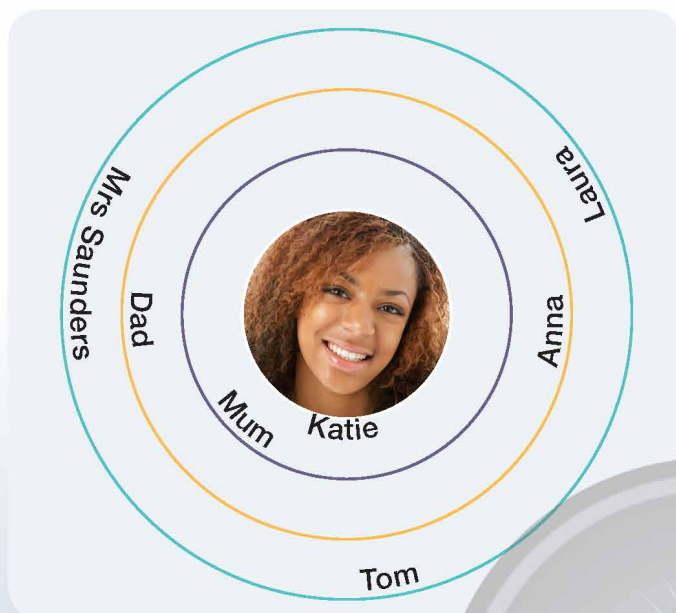
Relating to people admire adore be on the same wavelength (as) be (very) close (to) be wary of envy feel sorry for have a lot in common (with) have nothing in common (with) look down on look up to not see eye to eye (with) respect trust

I don't always see eye to eye with my brother!

I really look up to my grandfather.



- 3 **1.04** Listen to a teenager, Katie, talking about her relationships. Correct the mistakes in this 'social circle' diagram.



- 4 **1.05** Now listen again to Katie and three more teenagers. Choose the correct answers.

- 1 Katie has a lot in common with / doesn't see eye to eye with her cousin Tom.
- 2 Katie respects / has a lot in common with Mrs Saunders.
- 3 Ben admires / trusts his sister, Emma.
- 4 Ben looks down on / is a bit wary of his football coach.
- 5 Mark feels sorry for / looks up to his aunt Julia.
- 6 Mark doesn't always see eye to eye with / respect his brother.
- 7 Amy has nothing in common with / is on the same wavelength as her grandmother.
- 8 Amy is wary of / looks up to Mrs White.

- 5 **VOCABULARY** Work in pairs. Check the meaning of the verbs below.

Verbal interaction compliment (sb on sth) flatter (sb) insult (sb) lecture (sb about sth) nag (sb about sth) offend (sb) praise (sb for sth) tease (sb about sth) tell (sb) off (for sth) warn (sb about sth)

RECYCLE! The passive

- We use the passive when we want to focus on the action or when we do not know who performed the action.
They take family portraits in this studio.
→ Family portraits are taken in this studio.
- The object of an active verb can become the subject of a passive verb.
This photo was taken recently.
- We use a passive infinitive with modal verbs.
They might be offended if you say that.
- We can use *by* to say who performed the action.
We were warned by the teacher about the test.

- 6 **1.06** Listen to five dialogues. Choose a verb from exercise 5 and write down what is happening in each dialogue. Use the passive.

In dialogue 1, a man is being teased.

- 7 **SPEAKING** Work in pairs. Use verbs from exercise 5 to ask and answer questions about things that have happened to you.

When was the last time you were told off at home?

When was the last time that you were praised at school?

1B

Grammar

Negative structures

I can use negative structures.

- 1 Read the text. Which is the best piece of advice, in your opinion? Do you disagree with any of the advice?

How to talk to teens - a parents' guide



Wouldn't it be great if parents and their teenagers got on all the time? Post your best advice for parents below.



Be calm and reasonable and treat me like an adult. Under no circumstances should you speak to me as if I'm still a small child. **THAI AN, HA NOI**



Not only should you avoid speaking down to me, you should also notice when I do things that are good! **PETE, DEVON**



Surely, part of being a teenager is being allowed to make mistakes. So it's not a good idea to tell me off every time I get something wrong! **ARI, SEOUL**



If you're worried about me, just talk to me – calmly! On no account should you get angry. I'm not likely to want to confide in you if you're shouting! **TOM, LONDON**



Rarely do teens and their parents agree all the time, but you can still get on well even if you don't always see eye to eye. The best advice to parents? Try not to argue! You may regret not being patient!



- 2 Read the **Learn this!** box. Which negative adverbials can you find in exercise 1?

LEARN THIS! Negative adverbials



We can use these negative adverbials to make emphatic negative statements:

never, nowhere, rarely, hardly, in no way, at no time, on no account, only (if / when / once), not until, under no circumstances, not only ... also, no sooner ... than.

If we use them at the beginning of a sentence, the subject-verb word order changes – they are usually followed by an auxiliary verb.

Rarely do friends get along all the time.

➔ **Grammar Builder 1.1** page 116

- 3 Write the sentences with the correct form of the words in brackets.

- 1 No sooner (we / eat) dinner than he got up and left.
- 2 Only once (I / break) a promise in my whole life.
- 3 At no time (anyone / explain) what had happened.
- 4 Never before (she / meet) a more disagreeable man.
- 5 In no way (he / trust) you in the future after all your lies.

- 4 Rewrite the sentences using inversion.

- 1 We've never faced such a serious problem.
Never have we faced such a serious problem.
- 2 We couldn't find a coffee shop open anywhere.
- 3 I had hardly woken up when my mobile rang.
- 4 They weren't aware of the danger at any time.
- 5 There won't be any more festivals until next year.

LEARN THIS! Negative questions, infinitives and -ing forms



We can use negative questions to ask for confirmation of something we think is true or not true.

Didn't you go out with Tom yesterday?

We can also use negative questions to express our opinions politely.

Wouldn't it be better to tell her the truth?

We usually form negative infinitives and -ing forms by putting *not* or *never* before them.

I was lucky not to miss the train.

She regrets never telling him the truth.

- 5 Read the **Learn this!** box. Find examples of negative questions and negative infinitives and -ing forms in exercise 1.
- 6 Write the words in the correct order to make sentences.
 - 1 to / not / I'll / late / tomorrow / be / try
 - 2 be / the / shouldn't / test / for / Aidan / studying / ?
 - 3 honest / not / with / I / being / him / resent / me
 - 4 not / upset / was / Kat / invited / be / to
 - 5 about / should / you / argue / try / to / not / it

➔ **Grammar Builder 1.2** page 116

- 7 **USE OF ENGLISH** Rewrite the sentences beginning with the words in brackets. Do not change the meaning.

- 1 He doesn't often go out during the week. (Rarely)
- 2 He wasn't to blame. (In no way)
- 3 Don't worry about the future. (Try)
- 4 Luckily she didn't hurt herself badly. (She was)
- 5 They won't decide until they know the facts. (Only when)
- 6 I'm sure we've been here before. (Haven't)

- 8 **SPEAKING** Work in pairs. Think of different ways to complete the sentences below. Compare your sentences with another pair's.

- 1 Under no circumstances should ...
- 2 At no time have I ever ...
- 3 Only once have I ...
- 4 It's so important not to ...

1C

Listening

Sibling rivalry

I can understand a discussion about sibling rivalry.

- SPEAKING** Work in pairs. What do you understand by the term 'sibling rivalry'? Why do you think it can happen?
- Read the text and compare your ideas from exercise 1.

Listening Strategy

Remember that spoken English can sound quite different from written language. In fast speech, fluent speakers often shorten or omit certain elements.

It is possible to train yourself to understand fast speech. You do not need to imitate fast speakers, but focus on trying to understand what they are talking about.

- 1.07** Read the **Listening Strategy**. Then listen and write down the sentences you hear.

- _____
- _____
- _____
- _____

- 1.07** Read the **Pronunciation** box. Listen again and repeat the examples.

PRONUNCIATION Features of fast speech (linking, assimilation)

- Consonants are sometimes inserted between two vowel sounds:
two eggs sounds like two weggs
three eggs sounds like three yeggs
four eggs sounds like four reggs
- Consonants at the end of words (especially *n*, *d* and *t* sounds) change when the next word also begins with a consonant:
ten pounds sounds like tem pounds
band practice sounds like bam practice
Did you ... ? sounds like Dij je ... ?
- Sounds, usually consonants, sometimes disappear:
Let's go sounds like Les go
What's your name? sounds like Vos your name?

- Match each sentence you wrote down in exercise 3 with a point in the **Pronunciation** box.
 - Read the sentences (1–6) aloud. Each contains one feature of fast speech from the **Pronunciation** box. Can you say where in the sentence it occurs?
- I've got two or three dictionaries. (point 1)
 - Is this your address? (point 1)
 - I've got a bad cough. (point 2)
 - We went ten-pin bowling. (point 2)
 - She's my best friend. (point 3)
 - This coffee tastes bad. (point 3)
- 1.08** Listen, check and repeat.



Sibling rivalry

What causes sibling rivalry?

- Each child tries to define who they are as an individual and wants to show they are separate from their sibling(s).
- One child may feel that he / she is getting an unequal amount of parental attention.
- Younger children may want to copy or join in with an older sibling's activities, which can annoy the older child.

What can be done about it?

- Parents must treat their children fairly, rather than equally. Age must be taken into account.
 - Siblings should be encouraged to co-operate with each other, not to be aggressive or competitive.
 - Siblings need space to be on their own sometimes with their own things and their own friends.
- However, time is the great healer. Research shows that after the age of 25, siblings get on with each other much better.

- 1.09** Listen to a monologue and two dialogues. For questions (1–3), choose the correct answers (a–c).

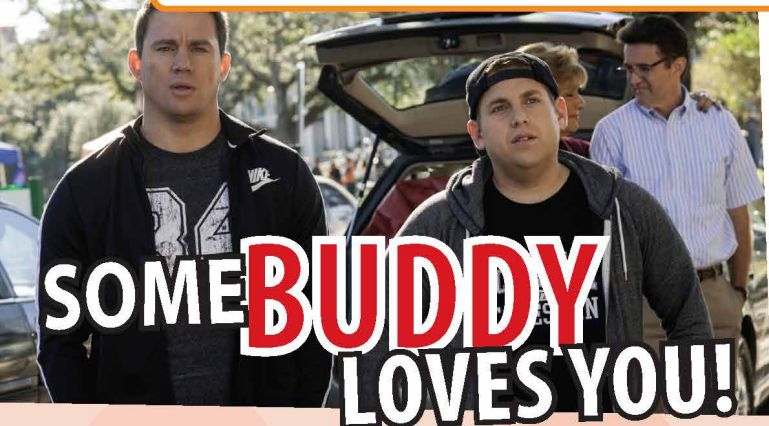
- What has helped the girl improve her relationship with her sister?
 - Spending time with each other rather than with friends.
 - Strengthening her sister's relationship with their mother.
 - Discussing why her sister used to behave unkindly.
- What does the boy accuse his sister of lying about?
 - Whether she has taken something from his room.
 - Whether she has only just written her name on something.
 - Whether she asked permission before borrowing something.
- What do the brothers explain to the interviewer?
 - Why they didn't get on when they were younger.
 - Which brother behaved worse while growing up.
 - Why they always spoiled each other's things.

- SPEAKING** Work in pairs. Discuss this quotation from a famous British writer. What does it say about sibling relationships? Do you agree with its message?

'It snowed last year too: I made a snowman and my brother knocked it down and I knocked my brother down and then we had tea.' *Dylan Thomas*

Articles and quantifiers

I can use articles and quantifiers.



Buddy movies always have two male friends, often from different backgrounds or with different personalities. They usually face a challenge together during the course of the film, and the challenge (eventually) makes their friendship stronger. They're more popular in the USA than in Europe, and can be aimed at both the old and the young. The earliest buddy movies starred Laurel and Hardy and were made in black and white around a hundred years ago. Nowadays, many are also action films, road movies or westerns – famous examples include *Die Hard 3* and *22 Jump Street*. In most of them, women only play a minor role, never one of the buddies. In a few films, one of the 'buddies' is an animal!

LEARN THIS! Quantifiers



Examples of quantifiers are: *a lot of, a little, all, another, both, each, every, few, many, no, several, some*, etc.

Most quantifiers can be followed by *of* + a determiner: *Some of my favourite films are buddy movies. Just a few of these star women.*

No and *every* can't be followed by *of*; instead we use *none of* and *every one / each of*:

None of the main characters are female.

After *both* and *all*, we often leave out *of* before determiners:

All the actors have starred in other films.

Both my parents are film fans.

We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity. Compare:

There are a few westerns I really like. The ones with Clint Eastwood are brilliant.

There are few westerns I really like. I just don't find the characters interesting.

➔ Grammar Builder 1.4 page 117

4 USE OF ENGLISH Read the **Learn this!** box. Then choose the correct answers (a–d).

Only ¹ of my favourite films are sequels, but *22 Jump Street* is an exception. ² the viewers who enjoyed the original *21 Jump Street* will be pleased to see the return of officers Jenko and Schmidt. There's ³ difference in the plot – it's ⁴ undercover operation in a high school on the trail of ⁵ violent drug dealers. As the action unfolds, ⁶ men form close relationships with other people, threatening their friendship. There's ⁷ of good-natured humour and ⁸ clever jokes about whether this adventure will be as good as the last. It is, and of course in the end ⁹ of the buddies wants to end their 'bromance'. Now ¹⁰ of those *Jump Street* fans will be hoping for a number 23 ...

- | | | | |
|-------------|------------|-----------|-------------|
| 1 a much | b a few | c every | d none |
| 2 a Each of | b Every | c All of | d Most |
| 3 a any | b none | c little | d several |
| 4 a both | b another | c other | d each |
| 5 a some | b few of | c either | d little |
| 6 a few | b each | c both | d neither |
| 7 a all | b most | c some | d a lot |
| 8 a none | b several | c much of | d every |
| 9 a neither | b either | c no | d both |
| 10 a every | b a little | c few | d every one |

5 SPEAKING Work in pairs. Discuss the information below with your partner. Try to use quantifiers from the **Learn this!** box in your answers.

- How much free time you spend with classmates.
- How many of your friends have the same taste in films.

1 Look at the photo and the title. What is a 'buddy'? What sort of film is a 'buddy movie'? Read the text to check.

2 Read the **Learn this!** box. Complete the gaps with *a / an, the* or no article (–) and find examples in exercise 1.

LEARN THIS! Articles



We often use ¹ when we mention something for the first time, but ² when we mention it again.

We sometimes use ³ to refer to one of several similar things or people and we don't need to be more definite.

We use ⁴ for towns, cities, continents and most countries. But we do use ⁵ with a few countries.

We use ⁶ when we talk about something in general.

We use ⁷ with superlatives.

We use ⁸ with an adjective to refer to everyone who has that characteristic.

➔ Grammar Builder 1.3 page 116

3 Choose the correct answers to complete the sentences.

- Mont Blanc is **an / the** tallest mountain in – / **the** France.
- It's usually **the / –** poor who have **a / the** most problems.
- He was in **a / –** film about **the / –** people with – / **the** superpowers.
- I've got – / **a** cat and **a / the** dog. – / **The** dog is eighteen years old!

Phrasal verbs

I can use phrasal verbs.

- 1 Read the dialogue. Underline six phrasal verbs which match meanings (a–f) below. How many more phrasal verbs are there in the dialogue?

- a fail to do what someone expects
- b make someone look stupid
- c mention in conversation
- d make someone lose enthusiasm for something
- e stop having a relationship with someone
- f accept something that is annoying

Mina How was your date with Donna last night?

Bill I wish you hadn't brought that up. She didn't turn up – again – so I'm not going out with her any more.

Mina But I thought you two got on really well!

Bill So did I. But she started putting me down in front of her friends, and when she let me down again last night ... Well, I couldn't put up with it any more. I decided she'd put me through enough, so I split up with her.

Mina That's a shame. But you'll soon get over her. Don't let it put you off dating other girls!

Bill Oh, it won't. I've already asked her friend out!

- 2 Read the **Learn this!** box. Which verbs in the dialogue are transitive and which are intransitive?

LEARN THIS! Phrasal verbs

- 1 Phrasal verbs can be transitive (they have an object) or intransitive (they don't have an object).

Can you pick me up after school?

My brother and his girlfriend broke up yesterday.

- 2 When a transitive phrasal verb is inseparable, the object comes after the particle.

He's trying to get over their break-up.

- 3 When a transitive phrasal verb is separable, the object can usually go before or after the particle.

He's decided to call their date off / call off their date.

However, when the object is a pronoun, it must come before the particle.

Do you think Ella will turn him down?

- 4 With some transitive phrasal verbs, the object must come before the particle.

Donna messed Bill about, so he finished with her.

NOT *Donna messed about Bill, so he finished with her.* X

- 5 Three-part phrasal verbs are always transitive and are usually inseparable, so the object comes after the particles.

I've decided to split up with my boyfriend.

- 3 **DICTIONARY WORK** Read the dictionary entries (A–F) and answer the questions.

- 1 Which phrasal verbs are separable? Which are inseparable? Which one must be separated by the object?
- 2 How is this information shown in the entries?

- A **talk sb into sth** to persuade sb to do sth: *I didn't really want to go out, but my friends talked me into it.*
- B **turn sb/sth ↔ down** to reject an offer or the person who makes it: *I'd invite Kim, but she may turn me down.*
- C **look after sb/sth** to be responsible for sb/sth: *Fred's old enough to look after himself.*
- D **run into sb** to meet sb by chance: *Guess who I ran into in town today?*
- E **make sth ↔ up** to invent a story, especially in order to trick or entertain sb: *She made up an excuse that she wasn't feeling well.*
- F **take after sb** to look or behave like an older member of your family: *Your daughter doesn't take after you at all.*

➔ **Vocabulary Builder** Relationship phrasal verbs: page 108

- 4 Complete the sentences with the words in brackets in the correct order.

- 1 Did she manage to talk _____ date Bill? (letting / her / her / into / parents)
- 2 After _____ boyfriend, Laura went travelling _____ (splitting / her / with / up) (get / him / to / over)
- 3 Neither of my cousins _____ (aunt / takes / my / after)
- 4 That experience _____ another relationship. (me / off / put / having)
- 5 My dad went shopping this morning. I'm surprised _____ town. (into / you / him / in / run / didn't)
- 6 If _____ too much, she may leave you. (her / you / through / put)

- 5 Rewrite the questions using phrasal verbs from this lesson.

- 1 Has a friend ever failed to do what you expect?
Has a friend ever let you down?
- 2 Have you ever invented a reason not to meet someone?
- 3 Who do you most resemble in your family?
- 4 Have you ever regretted rejecting an invitation?
- 5 Which person do you have the best relationship with?

- 6 **SPEAKING** Work in pairs. Discuss the questions from exercise 5, using phrasal verbs.

Power of connection

I can understand an article about relationships.



POWER OF CONNECTION

'They tried to escape technology, to stay away from that and still have relationships with fellow humans. Very difficult.'
Arthur Miller

1.10

Technology can exert its power on almost every aspect of our lives, and personal relationships are no exception. We are now becoming more **attached** to technological **devices** and less connected to the people around us or even our loved ones.

We work longer hours on computers, meet fewer friends, **text** more often, and watch more videos than have a true conversation with friends or family members. Technology **enhances** relationships at home and at work. Social media link us all together, but we **mistake** them for a **perfect** replacement for relationships. It is time we realised that the power of connections is built from our own efforts. Whether we choose to stay technologically or socially connected, we have to spend a considerable amount of time doing activities together, listening, understanding and

sharing feelings. This helps strengthen our mind and body, keeping us away from isolation and loneliness.

It is not difficult to balance between connections through technology and those through real interactions. We can start by nurturing the relationships within our family.

We should spend more time visiting our parents and siblings, besides keeping in **touch** with them on social media. We should learn to cherish the moments we spend with them. It is never too late to strengthen the **bonds** with school friends and teachers. Don't hesitate to participate in sports clubs or a **hiking** trip where we can build up true friendships. And above all, remember that time commitment **counts** in relationships, so running short of time for connections is impossible.

1 Read the quote from Arthur Miller. What do you think he means about technology and relationships in the modern times? Can you guess what the text is about?

2 Scan the text. What is the purpose of the reading?

- a To tell the difference between technological and social bonds
- b To list all of the advantages of technology to social connections
- c To give advice on how to develop relationships in technological era

Reading Strategy

When you come across an unfamiliar word in a text, ask yourself if you need to know its meaning to do the task.

If you do, first decide what part of speech it is. Then try to work out from the context what it might mean.

3 Read the **Reading Strategy**. Then find the words below in the text and decide whether each one is a verb, noun, adjective, etc.

text mistake touch bonds hiking

4 Look again at the context of the words in exercise 3. Choose the correct definition (a or b) for each one.

- 1 a any form of written material
b send somebody a written message using a mobile phone
- 2 a not understand or judge somebody/something correctly
b a word, figure, etc. that is not said or written down correctly
- 3 a contact
b put your hand onto something
- 4 a strong connections
b join two things strongly together
- 5 a having something to do with sports
b the activity of going for long walks in the country for pleasure

5 Read the text. Choose the correct answers (a–d).

- 1 The text mainly discusses
 - a practical ways to nurture connections in the world of technology.
 - b the causes of worsened relationships in the modern world.
 - c the values of technological advancements in personal relationships.
 - d the role of social media in maintaining relationships.

6 **VOCABULARY** Match the underlined words with the highlighted words in the text.

Connections

- 1 Despite the convenience of electronic gadgets, some argue that excessive screen time can have negative impacts on mental and physical health.
- 2 Lisa is so close to her hometown that she does not want to move to a big city for a better job opportunity.
- 3 Engaging in meaningful conversations improves interpersonal relationships and fosters emotional connections.
- 4 Empathy is important in building trust and confidence between friends.
- 5 We quite often spend a lot of time making a decision, but it rarely turns out to be the best choice.

7 **SPEAKING** Work in pairs. Look at the ideas below. Which three ideas do you think are the most important in helping people maintain relationships? Then compare your answers with your partner's.

- 1 Have regular get-togethers
- 2 Eat out with family members
- 3 Join sports activities
- 4 Keep contact on social networks
- 5 Take part in social organisations

- 2 All of the following are examples of our strong attachment to technology except
 - a texting friends.
 - b working on computers.
 - c listening to others.
 - d watching videos.

- 3 We wrongly perceive social media as
 - a a wonderful replacement for relationships.
 - b a valuable tool of working life.
 - c time-saving means of communication.
 - d misguided ways of contact.

- 4 The first step to empower connections is
 - a joining a sports club.
 - b saving more time for family members.
 - c keeping in touch with different people.
 - d going hiking with friends.

- 5 Time commitment is
 - a necessary in balancing connections.
 - b the first requirement for strengthening one's mind.
 - c impossible in the modern time.
 - d essential in maintaining relationships.

Photo description and comparison

I can describe and compare photos and give opinions about friendship.

- 1 **SPEAKING** Work in pairs. Think of three things that might cause friends to fall out.

Speaking Strategy

When you talk about photos, say what you can guess or deduce as well as about what you can see. Use modal verbs of deduction and phrases such as *it appears to show ...*, *I can't be certain, but ...*, etc.

- 2 **KEY PHRASES** Read the **Speaking Strategy** and complete the phrases with the words below.

appears as be can't certain like must say
seems to wrong

Speculating and deducing

- 1 He's yawning, so he _____ be tired or bored.
- 2 She's laughing, so she _____ be sad.
- 3 He may / might / could _____ lonely.
- 4 It looks _____ if ...
- 5 The photo _____ to show (a living room).
- 6 She looks _____ a (nice person).
- 7 Judging by (their expressions), I'd _____ that ...
- 8 I can't be _____, but ...
- 9 I might be _____, but ...
- 10 The boy _____ be (accusing him of something).

➔ **Vocabulary Builder** Adjective suffixes: page 108

- 3 **SPEAKING** Work in pairs. Describe photos A and B. Use phrases from exercise 2 to speculate about the people.



Judging by her expression, I'd ...

LEARN THIS! *might / must / can't have*



We use *might have* + past participle to speculate about past events. We use *must have* / *can't have* + past participle to make deductions about past events and say what is or is not possible.

They might have been good friends once – I don't know.

I haven't got my phone. I must have left it at home.

She can't have gone home. Her coat is still on the chair.

- 4 Read the **Learn this!** box. Make up two more sentences about your photo in exercise 3 beginning with *must have*, *might have* or *can't have*.

- 5 1.11 Listen to a student doing the task below using the photos in exercise 3. Answer the questions below.

Compare the photos. Then give your own opinion about whether arguments always damage friendships or sometimes make them stronger.

- 1 Are his speculations about the photos similar to yours?
- 2 What phrases from exercise 2 does he use?
- 3 What is his overall opinion about friendships and arguments? Do you agree? Why / why not?

- 6 **SPEAKING** Work in pairs. Student A describes photo A, student B describes photo B. Then do the task below.

Compare the photos. Then say whether you think there are differences between girls and boys when it comes to friendships.



An opinion essay

I can write an opinion essay on the topic of friendship.



1 SPEAKING Work in pairs. Discuss the questions below.

- 1 Who are the people you are closest to?
- 2 What qualities do you look for in a friend?

2 Read the task and the essay. In which paragraphs does the writer cover each element of the task?

It is sometimes claimed that 'opposites attract' when it comes to friendship. Write an essay in which you give your own opinion of this view taking into consideration personality and appearance.

It is sometimes claimed that opposites attract when it comes to friendship. On the whole, I don't agree with that opinion. I think people choose like-minded friends. That extends to physical appearance – if you have similar tastes, you may appreciate similar clothes and hairstyles. Personally, I think that you may be long-term friends with someone who is on the same wavelength as you. I think opposites do attract, but those different qualities that attracted you at first can annoy you later!

My closest friend, Helen, is quite similar to me. Having said that, we do not have everything in common – in fact, the differences keep our friendship interesting. However, we share broad interests and personalities, so we can spend a lot of time together. It's in the details that we differ. For example, We love sports but support different teams. And although we're both sociable, Helen is more outgoing than me.

When it comes to appearance, a similar appearance can lead to attraction. Helen and I share style. We enjoy shopping and swapping clothes. These activities wouldn't work if we had different interests.

So, in my view, although you may be attracted to a friend who is completely opposite to you, the best kind of friend is one that you have enough in common with, so that your friendship lasts a long time.

3 Read the **Learn this!** box and the **Writing Strategy**. Then underline an example of each of the structures below in the essay.

- 1 Contrasting clauses with *but* and *although*
- 2 An example of another linker
- 3 A passive form
- 4 An example of preparatory *it*

LEARN THIS! Structures and features to use in essays



- 1 Join clauses with linkers to make longer, more complex sentences.
I like him. But he can be a bit mean. → I like him, although he can be a bit mean.
- 2 Passive structures. These can create a sense of objectivity and authority.
People often say that ... → It is often said that ...
- 3 Preparatory *it*. We can use *it* in a cleft sentence to emphasise a particular part of a sentence.
Honesty is important. → It is honesty that is important.

Writing Strategy

Use a variety of grammatical structures and vocabulary instead of simple sentences. This will make your essay more interesting and more effective.

4 Rewrite the sentences using a structure from the **Learn this!** box. Start with the words in brackets.

- 1 Online conversations are quick and easy. They are often superficial. (Although ...)
- 2 The non-verbal aspects of conversations are really important. (It is ...)
- 3 A lot of people believe that you only need a few close friends. (It is ...)
- 4 People are busy. They can still keep in touch using social media. (Even if ...)

5 Read the task. Then make notes under headings (A–C) below. Include ideas from exercise 4 and your own opinions.

It is sometimes said that social media friends are not real friends. Give your own opinion of this view, commenting on the best and worst aspects of online friendships and how face-to-face interactions are different.

- A Online friendships: benefits
- B Online friendships: possible problems
- C Face-to-face relationships: unique features

6 Write your essay (180–200 words) using your notes in exercise 5.

CHECK YOUR WORK



- Have you ...
- structured your essay?
 - used a range of more complex grammatical structures?
 - checked the spelling and grammar?

Vietnamese Family Day

1 SPEAKING Match each event with its date. Do you and your family do anything special on these days?

- | | |
|-------------------------|---|
| 1 Mother's Day | A the third Sunday of June |
| 2 Vietnamese Family Day | B the second Sunday of May |
| 3 Father's Day | C June 28 th |
| 4 Vu Lan Festival | D the 15 th day of the seventh lunar month |

2 Read the text. Match the headings (1–3) with the paragraphs (A–C).

- 1 The reminder
- 2 Celebration activities
- 3 The values

1.12

- A** Some holidays are celebrated in honor of family members like mothers or fathers. In Viet Nam, June 28th is a day for the whole family. Although Family Day (or Vietnamese Family Day) is not an official national holiday, it is very popular and widely celebrated throughout the country. Its aim is to honour and spread traditional family values, and provide an opportunity for family members to get together, and also connect with their cultural roots.
- B** Viet Nam, as a nation, prides itself on preserving its core cultural ideals, with a profound emphasis on the enduring values of family loyalty and harmony. In Vietnamese culture, the family is viewed as a unit, and children are expected to demonstrate the utmost respect to their parents. Family Day was established on June 28th, 2001, by the Deputy Prime Minister as a reminder of these values.
- C** Various cultural activities are organised in cities all across Viet Nam. This year's celebrations are themed 'Peaceful Family, Happy Society', and include sports, cooking and singing contests. The event will also feature educational seminars on family values and parenting skills, as well as workshops on financial planning and career development. Families can participate in fun games and activities such as scavenger hunts, obstacle courses, and relay races that promote teamwork and bonding. The highlight of the day will be a concert featuring popular local artists, where families can enjoy live music performances and spend quality time together. The Family Day celebration is truly an opportunity for families to connect with each other in a meaningful way.

3 Read the text again and write True (T) or False (F) to the statements (1–5).

- 1 Vietnamese Family Day holds immense popularity and is enthusiastically observed across the nation.
- 2 The day is a great time for children all over the world to demonstrate their respect to their parents.
- 3 The most impressive event of the day is a concert given by international artists.
- 4 Family members can participate in cooking competitions.
- 5 Families can perform live on stage.

4 **1.13** Listen to a part of a gameshow and answer the questions.

- 1 Which round is the gameshow in?
- 2 What is the main theme of all the questions in this round?
- 3 What was the first gift that Mr Nam gave his wife?
- 4 What colour are the shoes Mrs Lan is wearing?
- 5 Did they get their points in the third question?

5 SPEAKING You are having a family reunion at the end of the month. Plan a short trip for your family on that day, including:

- 1 Where you and your family are going
- 2 What activities you are participating in



Review Unit 1

Reading

Read the text. Match sentences (A–F) with gaps (1–5). There is one extra sentence.

Identical twins

Identical twins are born when an egg divides into two, resulting in the birth of two children with identical genes.

¹ ____ Some believe, however, that there is also a close connection between twins in the way they think, not just in the way they look. Twins finish each other's sentences, and share the same tastes in clothes or music. Some have argued that identical twins have mysterious, even psychic, powers.

Although many identical twins claim to know what the other is thinking, there is no evidence to suggest that this is because of special powers. ² ____ Most of us have met up with a brother or sister, or close friend, and immediately asked, 'What's wrong?' because we have unconsciously recognised, in their facial expression, that they are upset in some way. Signs we would miss in a stranger's behaviour are instantly obvious in the way those close to us act. It is hardly surprising that twins notice the way their brother or sister's facial expressions or body language gives away how they feel. Indeed, the closeness of their bond is likely to improve this ability over the years.

The media is full of stories in which a twin senses her brother or sister to be in trouble. ³ ____ Damien Croft developed a bad headache one evening and, concerned, felt the need to phone his brother to check if everything was OK. When there was no reply, he drove to his brother's home, only to find him unconscious, having had an epileptic fit and fallen from a ladder while decorating. On the face of it, his sixth sense had saved the day. ⁴ ____ Damien knew his brother was decorating, and knew that he was prone to epileptic fits. Subconsciously concerned, he had just imagined the worst-case scenario. ⁵ ____

- A In a recent, widely-reported case, for example, a young man survived a horrific fall thanks to a feeling his twin is supposed to have had.
- B We all know such twins are often very similar in appearance.
- C The fact that something awful had happened was only a coincidence.
- D In contrast, there are many other stories which can be more easily explained.
- E In truth, of course, the events might also be explained in more ordinary terms.
- F A more believable explanation is that, like any pair of people who have grown up together, they are just good at understanding the thought processes behind what their twin does.

Listening

1.14 You will hear four speakers talking about how they met their best friends. Are the sentences true or false? Write T or F. You will hear the recording twice.

- 1 Speaker 1 didn't speak to his friend the first time they met.
- 2 The two became friends after the head teacher had spoken to them.
- 3 Speaker 2 stopped going to drama group because she didn't get the leading role in a play.
- 4 She didn't get to know her friend until she was invited to her party.
- 5 Speaker 3 was the only child who wasn't wearing a costume when he first saw his friend.
- 6 The two have been friends since their parents got to know each other.
- 7 Speaker 4 did her friend a favour the first time they sat together.
- 8 The girl wasn't angry that she didn't get her pencil back.

Speaking

Work in pairs. Compare the photos. Then give your opinion about the importance of sharing hobbies with others. Say whether you think there are differences between sharing hobbies with family and with friends.



Writing

It is often said that teens and their parents rarely get on well. Write an essay (180–200 words) to give your opinion on this view and suggest advice to help make the relationship better.

2

Problems

2A

Vocabulary

It drives me crazy!

I can describe feelings and emotions.

Unit map

Vocabulary

Describing feelings
Idioms to describe feelings
Crime collocations

Word Skills

Preposition + noun phrases

Grammar

Comparison
Infinitives and -ing forms

Listening

Keep calm!



Reading

Breaking with problems



Speaking

Role-play

Pronunciation

Sentence stress
Question tag intonation



Writing

A for and against essay

Culture

The Longitude Prize

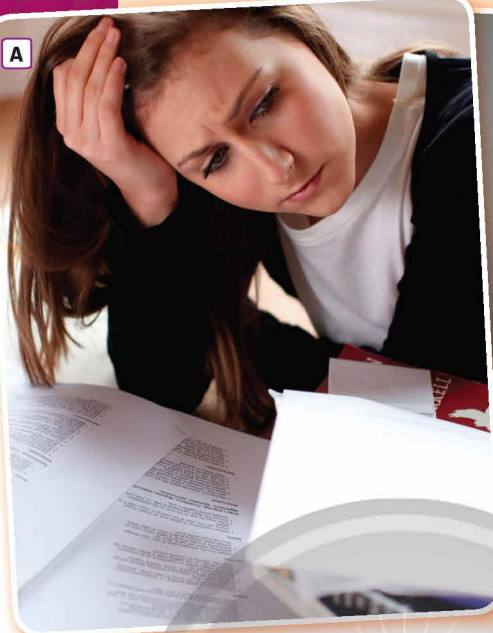


Vocabulary Builder

page 109

Grammar Builder and

Reference pages 118–120



1 **SPEAKING** Describe what is happening in the photos (A–C).

2 Check the meaning of the adjectives below. Match at least two adjectives with each person in the photos.

Describing feelings alarmed amused anxious ashamed bitter content disappointed disillusioned envious exasperated frustrated furious humiliated hysterical indecisive irritated miserable stressed stunned thrilled upbeat

3 Which of the adjectives in exercise 2 have a positive meaning and which have a negative meaning? Are there any that you think can have both?

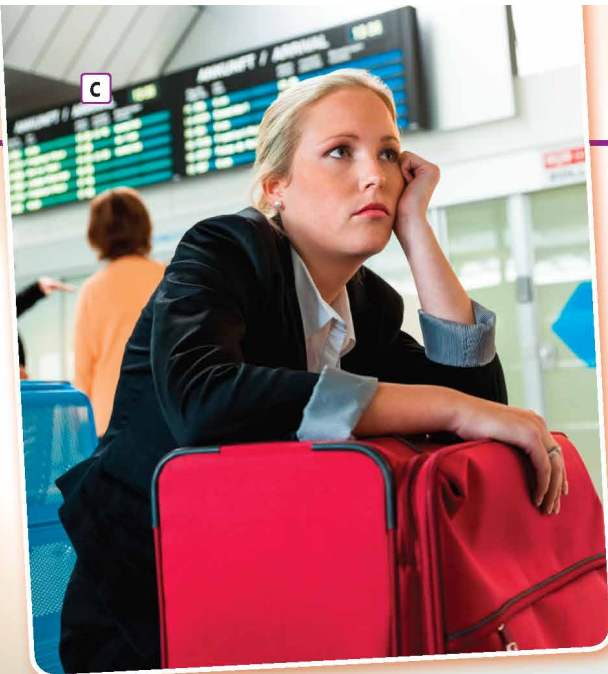
4 How might you feel in these situations? Choose two or three adjectives from exercise 2 for each situation.

- 1 You hear a strange noise in the middle of the night.
- 2 You receive an email with some good news.
- 3 You're waiting for a friend and she's late (for the third time this week!).
- 4 A friend makes fun of you in front of other people.
- 5 You're waiting for some important exam results.
- 6 Your application for a summer job has been rejected.

5 **VOCABULARY** Match the idioms below with a feeling from exercise 2.

Idioms to describe feelings

- 1 be over the moon *thrilled*
- 2 be down in the dumps
- 3 blow your top
- 4 be on edge
- 5 something gets on your nerves
- 6 be green with envy
- 7 lose face
- 8 be tearing your hair out
- 9 be in two minds (about something)



2A

It drives me *crazy!*

Here are the things that
really annoy our readers!

- People who always wear famous brands
- Not being able to find the start of the sticky tape
- Dog owners not cleaning up after their dogs
- People who constantly post social media updates
- People who eat popcorn noisily in the cinema
- Social media trolls
- People talking when a favourite programme is on
- People taking selfies
- People who upload videos of cute cats, dogs, etc.
- Your computer freezing or crashing
- No Wi-Fi in public places
- Late public transport
- People who drop litter in the street

6 **SPEAKING** Work in pairs. Read the situations from the *It drives me crazy!* list. Which ones irritate you the most? Add three things to the list.

7 **1.15** Listen to four speakers and answer the questions.

- 1 What gets on Speaker 1's nerves?
- 2 What makes Speaker 2 blow her top?
- 3 Why was Speaker 3 over the moon?
- 4 What is Speaker 4 in two minds about?

RECYCLE! Present continuous

We use the present continuous:

a to talk about something happening around now.

I'm watching a film.

b to describe annoying behaviour.

He's always checking his mobile phone!

c for future arrangements.

I'm visiting him this afternoon.

8 Read the **Recycle!** box and the sentences below. Say whether the questions refer to what is happening now, an annoying habit, or future arrangements.

- 1 Why does Speaker 1 think that the comments that he's always reading on social networking sites about people's relationships are strange?
- 2 What is the local cinema doing that will make a bad situation worse for Speaker 2?
- 3 What is Speaker 3 doing tomorrow to solve his problem with a laptop?
- 4 What is Speaker 4 reading that she finds funny sometimes, but very annoying at other times?

9 **1.15** Listen again. Note down the answers to the questions in exercise 8.

10 **SPEAKING** Work in pairs. Answer the questions.

- 1 Is anything making you anxious at the moment?
- 2 Are you in two minds about doing something? What could help you to be less indecisive?
- 3 When was the last time you were over the moon about something?
- 4 Have you ever lost face because of something you did? How did you improve the situation?
- 5 What kind of behaviour makes you blow your top? What was the last thing that made you furious?

Comparison

I can make comparisons.

- SPEAKING** Do you think you are luckier or unluckier than other people? What is the luckiest or unluckiest thing that has happened to you or someone you know?
- What are the rules for forming a) short and long comparative adjectives and b) short and long superlative adjectives?

If you were Costis Mitsotakis, you might consider yourself the world's unluckiest man. Costis was the only person in his village not to buy a ticket in the Spanish Christmas lottery. When they won first prize, everyone except Costis received a share of the total prize of nearly £600 million, so he was the **'poorest / most poor** person in his village that Christmas. But there are other contenders. For example, US park ranger Roy Sullivan was even unluckier **'as / than** Costis. He was struck by lightning seven times in his lifetime – the world record! However, that's nothing like as bad as Britain's John Lyne, who is perhaps the **'most / more** unfortunate of all. At eighteen months old, he accidentally drank disinfectant and had to have his stomach pumped. And the older he got, the worse things became. He's been run over, nearly drowned and had a car crash. John's life has been more accident-filled than you would think possible. But he doesn't think he's unlucky. As far as he's concerned, most of his accidents could have ended a lot more seriously, so he may actually be the world's luckiest man!

- Underline the correct words to complete the text.
- Read the **Learn this!** box. Then find examples of rules (1–3) in the text in exercise 3.

LEARN THIS! Comparative structures

- We usually use *more / less* and *(the) most / (the) least* to form comparative and superlative adverbs. However, we add *-er* and *(the) -est* to some adverbs.
You should drive more carefully.
He used to drive faster. Now I drive the fastest.
- We can use the following structure to show that two things change together because they are connected:
The longer he lives, the crazier things get.
The harder I tried, the better my life became.
- Comparatives often have a clause after *than*:
She's more upbeat than she used to be.
He's less unhappy than I imagined.
John swam further than he intended to.

➡ Grammar Builder 2.1 page 118

- Complete the sentences with a comparative, using the words in brackets.

- His journey was _____ than he'd expected. (dangerous)
- The more you worry, _____ the test will seem. (scary)
- The _____ it got, the _____ his parents grew. (late / concerned)
- Trains usually go _____ but the bus costs less. (quick)
- Lena's _____ than she used to be – nowadays she always looks on the dark side. (optimistic)

LOOK OUT!

- We can qualify comparatives using *a little, slightly, a lot, much, far, no, even*.
Flying is much safer than driving.
- We can qualify comparatives with *as ... as*, using *just* for similar things, *almost / nearly / not quite* for small differences or *nowhere near / nothing like* for big differences.
Flying's nowhere near as dangerous as driving.

➡ Grammar Builder 2.2 page 118

- Read the **Look out!** box and find examples of points 1 and 2 in the text in exercise 3. Then underline the correct words to complete facts (1–5).

- £100 million is almost / nowhere near as much as €300 million.
- Gold is a little / a lot more expensive than steel.
- The Pacific Ocean is slightly / far bigger than the Arctic Ocean.
- Spain's population is just / nothing like as big as China's.
- Venus is much / a little smaller than Earth.

- USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

- Maths is far more difficult than history. (nowhere near)
History _____ maths.
- Cars are nowhere near as safe as planes. (much)
Planes _____ cars.
- Health is a lot more important than money. (nothing like)
Money is _____ health.
- Facebook didn't use to be so popular. (than)
Facebook is _____ used to be.
- You don't need as much money when you're young. (older)
The _____ money you need.

- SPEAKING** Work in pairs. Discuss whether you agree or disagree with the statements in exercise 7. Give reasons.

2C

Listening

Keep calm!

I can understand emphasis.

- 1 **SPEAKING** Work in pairs. Discuss how you would feel and what you would do in these situations.
 - 1 You have just ridden your bike into another cyclist who pulled out into the road in front of you without looking.
 - 2 You have just said something negative about a friend without realising the friend was right behind you.
- 2 Read the text. Which pieces of advice could be useful to each situation in exercise 1? Why? Which do you think is the best piece of advice?



WHAT TO DO IN A CRISIS

Whenever you face a stressful situation, your brain sends alarm signals to your body and causes your heart to beat faster and your muscles to tense in preparation for immediate action. However, this reaction can often prevent us from thinking clearly about the best thing to do.

A good skill you can develop is the ability to react calmly in a crisis. By being aware of your body's stress response and training yourself to ignore that initial flood of emotions, you can make decisions based on clear-headed analysis.

- 1 **Remember to breathe** – this is easy to forget when you are alarmed or enraged. And breathe deeply! A calmer body helps create a calmer mind.
- 2 **Focus on the moment** – don't think about what should have been done differently. Concentrate on solving the immediate problem.
- 3 **Think positively** – positive self-talk in a crisis is often helpful. For example, telling yourself how brave you are can help you overcome your fear.

Listening Strategy

When you listen, pay attention to the words that the speaker emphasises. Usually, a speaker uses emphasis:

- 1 to highlight new or important information, for example: *I've lost my bag. It's a cotton bag, with stripes.*
- 2 to contrast two alternatives, for example: *Was it black or brown?*
- 3 to contradict what someone else has said, for example: *Well, that's not my bag.*

- 3 **1.16** Read the **Listening Strategy**. Then listen to five dialogues. Which words are emphasised in each? Which reason (1–3) is it?

- 4 Look at the lines of dialogues. Decide where the emphasis should go and why.

- 1 Do you want to call the police or the fire brigade?
- 2 **A** Do you live at number 7 Duncan Drive?
B No, I live at number 11.
- 3 Are those the burglar's fingerprints or mine?
- 4 I can't find my ring. It's a diamond ring, and it's very expensive.
- 5 **A** You say you left the house at quarter to eight?
B No, it was quarter past eight.
- 6 I saw a van outside. A blue van. A dark blue van.

- 5 **1.17** Listen and check. Practise the sentences in pairs.

- 6 **1.18** Listen to a dialogue between two friends. Choose the correct answers (a–d).

- 1 George doesn't believe that
 - a Gemma is telling the truth.
 - b Gemma saw Sarah stealing from Alex.
 - c Gemma didn't say anything.
 - d Sarah has done anything wrong.
- 2 Gemma believes that
 - a she saw Sarah take Sam's lunch money.
 - b she has enough evidence against Sarah.
 - c Sarah took something out of Gemma's schoolbag.
 - d something is troubling Sarah.
- 3 George agrees that
 - a Sarah isn't behaving as she normally does.
 - b they ought to mention their suspicions to an adult.
 - c Gemma should speak to Alex first.
 - d Gemma should speak to Sarah alone.

- 7 **SPEAKING** Work in pairs. Discuss the questions.

- 1 Are you good at keeping calm in a crisis? Give reasons for your answer.
- 2 What would you have done if you had been in Gemma's situation in the classroom?
- 3 Do you think that George and Gemma decided to do the right thing?

Infinitives and -ing forms

I can use infinitives and -ing forms.

- 1 Do the quiz below in your notebook. Do you agree with what your score says?

Are you confrontational? Take the quiz to find out!

- 1 **You see someone drop some litter in the street. Do you ...**
 - a ask them to put it in a bin?
 - b stop to pick it up?
 - c keep walking?
- 2 **A car driver nearly knocks you off your bike. Do you ...**
 - a threaten to call the police?
 - b say nothing?
 - c apologise for getting in the way?
- 3 **You hear a shop assistant being rude to a customer. Do you ...**
 - a start shouting at the assistant?
 - b offer to call the manager?
 - c pretend not to notice?
- 4 **The person behind you at the cinema keeps talking. Do you ...**
 - a ask them to be quiet?
 - b keep turning round and staring?
 - c try to find another seat?
- 5 **You regularly get unwanted sales calls. Do you ...**
 - a complain to your phone provider?
 - b pretend to be interested, but then hang up?
 - c stop answering the phone?

- **Mostly a's:** Seeing bad behaviour exasperates you and you'd sooner face it head on. But be careful – in some situations, taking a risk could end up making things worse!
- **Mostly b's:** You do get irritated by bad behaviour, but you'd rather avoid starting an argument. Why not try being more assertive sometimes, though?
- **Mostly c's:** You usually feel you'd better not get involved. However ignoring bad behaviour can make life more difficult for you.

- 2 Read the **Learn this!** box. Then find examples for each rule (1–3) in the quiz in exercise 1.

LEARN THIS! Infinitives and -ing forms

- 1 Some verbs can be followed by an infinitive with *to* or an *-ing* form, but with a change in meaning.
They stopped talking when the teacher came in.
I saw my friend in town and stopped to talk to him.
- 2 The verbs *feel*, *hear*, *see* and *watch* are followed by an object + infinitive without *to* for completed actions and object + *-ing* form for ongoing actions.
I watched him open the door.
I watched him walking down the street.
- 3 We can use *-ing* forms in the same way as normal nouns, as the subject or the object of a verb.
Driving in the town centre is banned during the day.
I think they should ban driving in the town centre during the day.

➡ Grammar Builder 2.3 pages 118–119

- 3 Choose the correct words to complete the sentences. If both are correct, explain the difference in meaning.

- 1 Queue / Queuing in shops really frustrates me.
- 2 Everyone saw me argue / arguing with the driver.
- 3 Please stop talking / to talk while I'm explaining the homework.
- 4 I'm sure she didn't really mean to be / being rude.
- 5 Have you tried taking / take painkillers for your headache?
- 6 You must remember to choose / choosing a password!

LOOK OUT!

We use an infinitive without *to* after *would rather* / *would sooner* / *had better (not)*, and after *Why (not)* for suggestions.

I'd rather drink tea than coffee.

You'd better not risk making things worse!

Why argue about it? Why not take a break?

- 4 **USE OF ENGLISH** Read the **Look out!** box. Then complete the second sentence so that it has the same meaning as the first. Use (1–5) words, including the word in brackets.

- 1 I'd prefer not to go out this evening. (rather)
I _____ go out this evening.
- 2 I suggest you ask him to keep his voice down. (why)
_____ him to keep his voice down?
- 3 It would be wise for you to check your change. (better)
_____ check your change.
- 4 Would you prefer to sit here or somewhere quieter? (sooner)
_____ sit here or somewhere quieter?

- 5 Complete the sentences with the correct form of the verbs below.

enter hang up keep talk wait

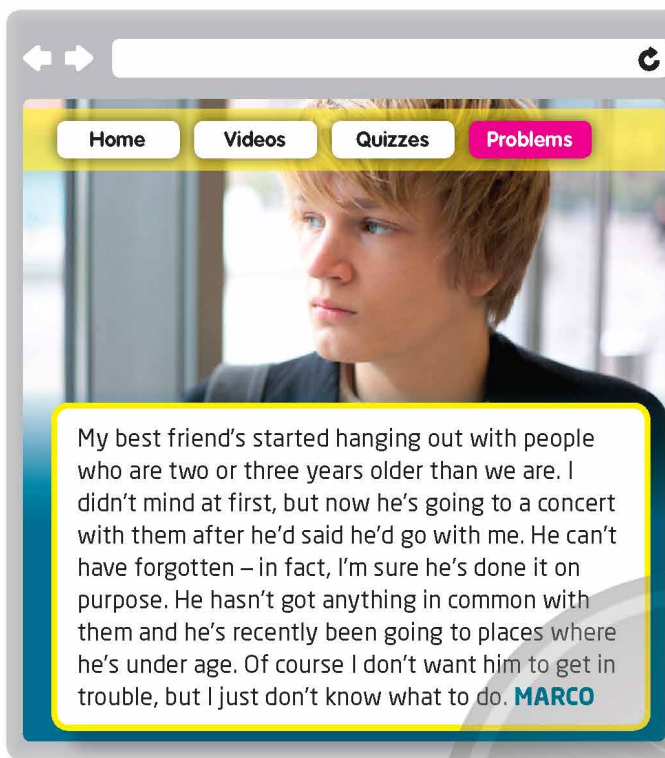
- 1 Using the website means _____ all my personal details again!
- 2 _____ in the library is strictly forbidden at all times.
- 3 I'd better _____ a note of all my passwords in a safe place.
- 4 Why not just _____ if they keep calling your number?
- 5 If you'd sooner not _____ for me, I'll meet you in town later.

- 6 **SPEAKING** Work in pairs. Tell each other about:

- 1 something that makes you angry (use *-ing* as the subject).
- 2 something you mustn't forget to do this week.
- 3 a new activity you'd like to try doing.

Preposition + noun phrases

I can use preposition + noun phrases.



My best friend's started hanging out with people who are two or three years older than we are. I didn't mind at first, but now he's going to a concert with them after he'd said he'd go with me. He can't have forgotten – in fact, I'm sure he's done it on purpose. He hasn't got anything in common with them and he's recently been going to places where he's under age. Of course I don't want him to get in trouble, but I just don't know what to do. **MARCO**

- 1 **SPEAKING** Read the forum post. In your own words, say what Marco is worried about.
- 2 Read the **Learn this!** box. Find the nouns below in exercise 1. Which prepositions go before them?
- age common course fact first purpose trouble

LEARN THIS! Preposition + noun phrases

Some examples of preposition + noun phrases include:

at: not at all at last at fault at once at stake

by: by mistake by accident

for: for the time being for good for now for one thing

in: in control in doubt in the wrong in any case in that case

on: on the one hand ... on the other hand

on second thoughts on the whole

under: under arrest under control under the impression under pressure

of: interest

➔ **Grammar Builder 2.4** page 119

- 3 Complete the phrases with the correct prepositions.
- 1 Your friend's clearly ____ the wrong; I'd be very angry!
 - 2 It sounds like he's ____ a lot of pressure and needs help.
 - 3 ____ the one hand, he's behaved badly, but ____ the other hand, he's still your best friend.
 - 4 If I were you, I wouldn't contact him ____ the time being.
 - 5 I'm sure he upset you ____ accident, so you should forgive him.

- 4 Complete the responses to Marco's problem with nouns from exercise 2 and the **Learn this!** box.

It's definitely not you that's at ¹ ____, but I think you should talk to him about it at ² ____ and find out what's going on.

Don't do anything you might regret. There's a lot at ³ ____ and you risk losing his friendship for ⁴ ____.

- 5 **SPEAKING** Work in pairs. Which comments and advice from exercises 3 and 4 do you agree with most? Why? What other advice would you give Marco?

in the end 1 after a long period of time or series of events: *He tried various jobs and **in the end** became an accountant.* 2 after everything has been considered: *You can try your best to impress interviewers, but **in the end** it's often just a question of luck.*

time /taɪm/ [U, C] the time when sth happens or when sth should happen: *By the **time** you get there the meeting will be over.* • *The train arrived right on **time*** (= at exactly the correct time).

IDM **in time** (for sth/to do sth) not late; with enough time to be able to do sth: *The ambulance got there just in **time*** (= to save sb's life).

- 6 **DICTIONARY WORK** Read the dictionary entries. Then choose the correct words to complete the phrases with **end** and **time**.

Last night, I waited for Matt, but he was late – again! So ¹ **by the** / **in time** we got to the concert, it had already started. ² **At the** / **In time**, I was so angry – I don't know why he can't be ³ **on** / **by the** time for once! I tried discussing it with him, but ⁴ **in** / **at the end** I gave up. ⁵ **In** / **By the end** of the evening, we weren't speaking. I don't know how things will turn out, but I hope that ⁶ **on** / **in time** we'll be friends again.

- 7 **SPEAKING** Work in pairs. Discuss the questions. Give reasons for your answers.

- 1 Do you think magazines and websites offer good advice to people who write in with their problems?
- 2 If you had a problem, would you seek advice on a forum?

Breaking with problems

I can understand a text about different solutions to city problems.

- 1 **SPEAKING** Look at the photos that illustrate two common problems in a city. What do you think are the problems? What are some possible solutions?
- 2 Read texts (A–C) opposite. Match the texts with the titles (1–5). There are two extra titles.
 - 1 I've got my eye on you!
 - 2 Brighter and safer
 - 3 Driven to crime
 - 4 Feeling blue
 - 5 Politics works!

Reading Strategy

When matching questions with texts, remember that the key words from these questions may not appear in the texts. The same information may be expressed in different words.

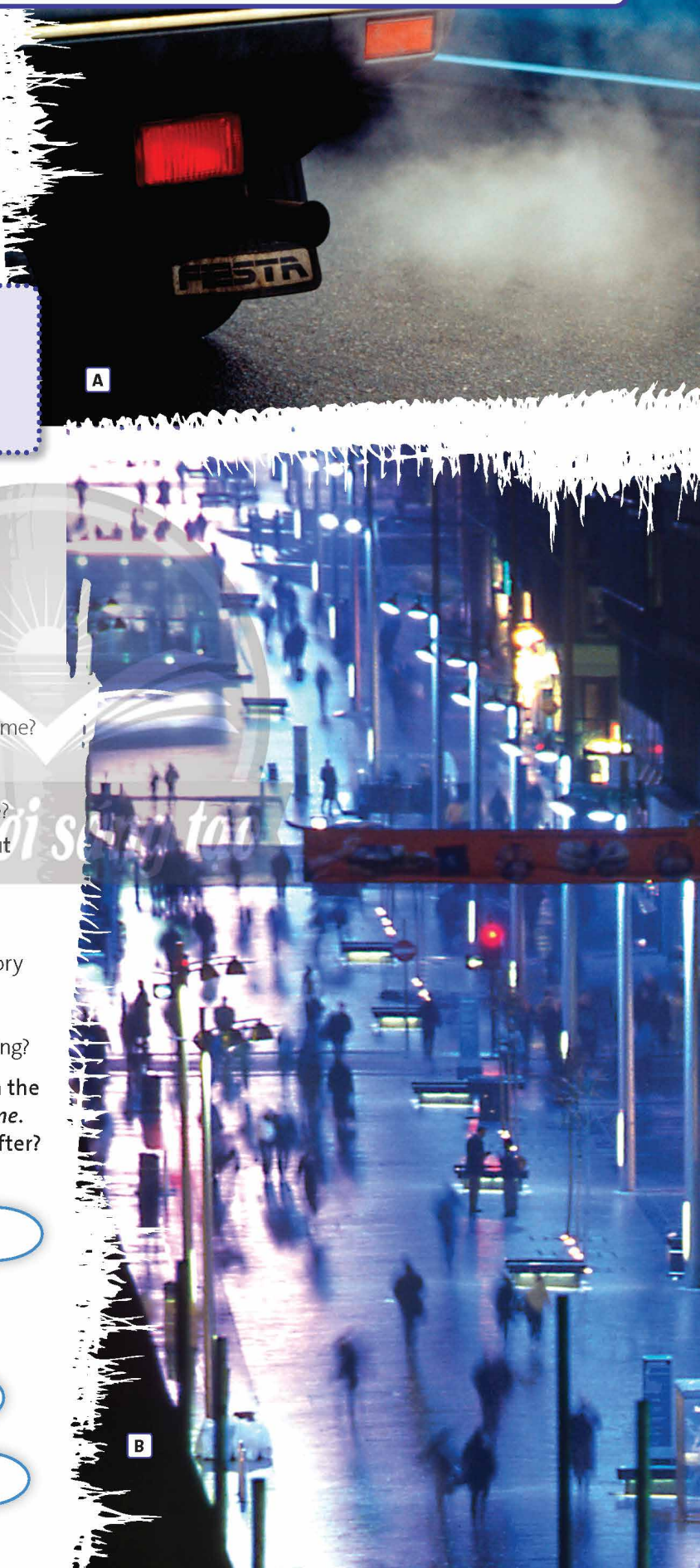
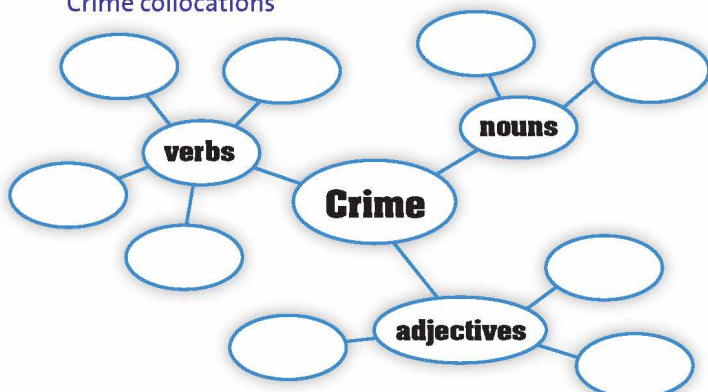
- 3 Read the **Reading Strategy**. Match texts (A–C) with questions (1–6). Each paragraph may be matched with more than one question.

Which text mentions ...

- 1 similar falls in crime in different countries?
 - 2 a fall in the crime rate of under 50%?
 - 3 a fall in crime that was the result of a planned experiment?
 - 4 people claiming that they were responsible for less crime?
 - 5 a crime prevention technique that has interested people in another country?
 - 6 a local change that had an effect on the crime rate?
- 4 **SPEAKING** Work in pairs. Discuss the questions about the article.
 - 1 Why do you think Dr Bateson first put a picture of flowers behind the collection box?
 - 2 Why might politicians not want to believe the theory about lead petrol?
 - 3 What is the writer suggesting by using the phrase 'whatever the reason' in the text about blue street lighting?

- 5 **VOCABULARY** Copy and complete the diagram with the words in bold from the text that collocate with **crime**. Which words come before **crime** and which come after?

Crime collocations



BRIGHTER AND SAFER

1.19

A Dr Melissa Bateson, a psychologist from Newcastle University, secretly conducted an experiment to see if she could change her colleagues' behaviour when it came to paying for their hot drinks. The teachers were expected to put money in a box in the staff room, but nobody controlled how much money each teacher gave. Dr Bateson put a large picture of some flowers on the wall behind the box for a few weeks and then replaced it with one of a picture of a pair of human eyes. At the end of the experiment, Dr Bateson found that teachers paid almost three times more for their drinks when the picture of the eyes was on the wall. She concluded that we are programmed to respond to eyes, even pictures of eyes, and believed that her posters could help **combat** crime.

B During the 1960s and '70s, industrialised countries suffered an incredible crime **wave**, and **violent** crimes such as muggings increased at an alarming rate. What is more, it was expected to get worse. Only it didn't. Instead, it got much, much better. In the 1990s, crime started to fall dramatically, and today it is down by almost 50% across the industrialised world and continues to fall. Triumphant politicians will assert that their policies have **cut** crime. Actually, regardless of the country's policies, the trend does coincide with the use and subsequent prohibition of tetraethyl lead in petrol, which has been known for years as a cause of aggressive behaviour. Therefore, countries that still use leaded petrol are being urged to stop using it to help improve health and crime **prevention**.

C After the installation of blue-light street lamps in Buchanan Street, the main shopping centre of Glasgow (Scotland), the local police felt that thieves were **committing** fewer crimes in Buchanan Street. Statistics proved that the number of **recorded** crimes had fallen – especially **petty** crimes such as pickpocketing and bag snatching. Some psychologists claim that blue is a calming colour and reduces people's levels of stress and aggression. Whatever the reason, it seems that blue lighting does **deter** crime and it has created interest abroad. Many neighbourhoods in Japan have adopted the change and seen crime fall at a similar rate as in Glasgow.

6 Replace the underlined words with some collocations from exercise 5.

- We must stop them from doing something illegal.
- Police officers offered advice on ways of stopping crimes from happening.
- There was a sudden increase in the number of crimes in Birmingham last month.
- There were fewer rapes and murders last year.
- All the data on documented criminal activity is available to the public.
- The threat of long prison sentences doesn't prevent people from doing things they shouldn't.

➔ **Vocabulary Builder** Crime: page 109

7 Use the following words or phrases to write a short summary of the text.

- Three reports / change in behaviour / small changes in the place
- A psychological experiment / Newcastle University // findings / people pay more / a picture of the eyes //
- Contrary to expectations / crime rate / in the 1990s // The decrease / linked to / ban on tetraethyl lead in petrol //
- the use of blue-light street lamps / report / prevent crime //

8 SPEAKING Work in pairs. Decide if you agree or disagree with the statement below. Think of three points to support your position.

We should have more security cameras in cities as they help to prevent crime.

In favour	Against
They help reduce crime.	They spy on innocent people.

9 SPEAKING Use the phrases below to debate the statement in exercise 8 with another pair. Do you still have the same opinion at the end of the debate?

- To begin with, ...
- The main thing we need to discuss is ...
- The problem with your point is ...
- Surely you see that ...



- 1 **SPEAKING** Work in pairs. Read the task. Are you good at sharing a living space with other people? Why? / Why not? What problems can there be?

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he / she sometimes leaves the flat untidy and dirty. Talk with your flatmate and agree on some rules for a cleaning rota.

➔ **Vocabulary Builder** Household chores: page 109

Speaking Strategy

It is important to interact appropriately with the person you are speaking to.

- Listen carefully to what the other person is saying and show interest. Use structures like *Oh dear ...*, *Oh, I'm sorry ...*, *I didn't realise ...*, etc. to empathise with the other person.
- Use tag questions like *... don't you?*, *... isn't it?*, *... are you?*, etc. to elicit agreement from the other person. Remember, we use affirmative tags after negative verbs, and vice versa.

- 2 Read the **Speaking Strategy** above. Add the question tags. Then read the **Pronunciation** box and practise saying the tags.

- 1 The flat's great, _____?
- 2 You don't really like cleaning, _____?
- 3 You leave a lot of clothes on the floor, _____?
- 4 The cooker can get quite dirty, _____?
- 5 I'm probably more organised than you, _____?

➔ **Grammar Builder 2.5** pages 119–120

PRONUNCIATION Question tag intonation



Rising intonation on the tag indicates a genuine question; the speaker isn't sure that the statement is correct and requires an answer from the listener.

You like it, don't you? (= Do you like it?)

Falling intonation on the question tag gives the impression that the statement is correct.

You like it, don't you? (= I think you like it.)

- 3 **1.20** Listen to a student doing the task in exercise 1. Answer the questions.

- 1 Which specific problems are mentioned?
- 2 Do the speakers react appropriately to each other?
- 3 What is the outcome of the conversation?

- 4 **1.20** **KEY PHRASES** Work in pairs. Complete the phrases from the dialogue with the words below. Listen again and check.

bring feel just mind on perhaps should word

Being diplomatic

- 1 Can I have a _____ with you about ...?
- 2 Well, it's _____ that ...
- 3 What did you have in _____ ...?
- 4 I thought _____ we could ...
- 5 You must _____ that ...
- 6 I didn't want to _____ it up, but ...
- 7 You _____ have said something earlier.
- 8 Could we possibly agree _____ ...?

- 5 **SPEAKING** Work in pairs. Introduce each topic using the phrases from exercise 4 and discuss diplomatically.

- 1 Cleaning the bath and toilet
- 2 Taking out the rubbish
- 3 Borrowing things without asking
- 4 Playing music

Can I have a word with you about washing the dishes after dinner?

- 6 **1.21** Listen to another student doing the task in exercise 1 and answer the questions in exercise 3. In which dialogue is there less agreement, the first or the second?

- 7 **SPEAKING** Work in pairs. Taking it in turns to be the difficult flatmate. Follow the advice in the **Speaking Strategy**. Try to be diplomatic and resolve the issues.

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he / she has a lot of visitors and makes quite a lot of noise. Talk with your flatmate and agree on some rules for visitors and noise levels.

A for and against essay

I can discuss both sides of a topic.



There are many internet forums and chat rooms for young people where they can discuss their personal problems with their peers. There are both advantages and disadvantages to looking for solutions in this way.

The first advantage of the internet is the huge amount of information on it. You can find an answer to any question you have, provided that you search correctly. And no one can deny that chat rooms can be very supportive and can help you to feel better. Even if you feel you are the only person with your particular problem, you will soon realise that there is always someone else who feels the same way.

So are there any disadvantages to using the internet in this way? Although it is true that there is a lot of information online, we should also remember that it is not always accurate. Moreover, teenagers in chat rooms are not necessarily the best judges of a situation. Even if you get advice, it may not be the most helpful advice you could receive. Finally, the internet is impersonal. People who you chat to online don't know you well, so they won't understand your particular situation.

In conclusion, even though the internet can be helpful when you have a problem, I don't think it is a substitute for speaking to the people in your life who know and care about you. Young people shouldn't forget to talk to the people that they have a real relationship with.

- 1 SPEAKING** Work in pairs. If you needed advice for a problem, what would you do? Discuss the options below.

go to an online forum speak to a family member
speak to a friend speak to a teacher / other adult

- 2 SPEAKING** Work in pairs. Read the task. Decide on an argument for and an argument against the topic.

Young people are increasingly looking online for solutions to their personal problems. Write an essay in which you offer arguments for and against using the internet in this way.

- 3** Read the essay. Do you agree with the conclusion? Why? / Why not?

- 4** Read the **Writing Strategy**. Then read and compare the structure in the essay. Are either of your views from exercise 2 expressed by the writer?

Writing Strategy

When you write an essay, you need to ensure that it has a clear structure.

Paragraph 1: Introduction (stating the issue)

Paragraph 2: Arguments for the statement

Paragraph 3: Arguments against the statement

Paragraph 4: Summary, your own opinion

- 5 KEY PHRASES** Look at the phrases below. Which ones are included in the essay?

Introducing one side of the argument

The first / second advantage ...

It can be argued that ...

No one can deny that ...

On the one hand, ...

It is also true that ...

Furthermore, ... / Moreover, ...

Introducing the other side of the argument

However, ...

On the other hand, ...

Although it is true that ..., we should also remember that ...

Having said that, ... / That said, ...

And yet, ...

- 6** Read the **Learn this!** box. Then find examples of the rules in the essay.

LEARN THIS!

even though and *even if*

- 1** *Even though* expresses a fact, something real. It means 'despite the fact that ...'

Even though John's house is small, he loves it.

- 2** *Even if* refers to an imaginary situation. It means 'despite the possibility that ...'

Even if John won the lottery, he wouldn't buy a bigger house.

- 7** Read the task below. Make notes of some advantages and disadvantages.

Because of mobile phones, young people can usually contact a parent if they have a problem. Write an essay in which you present the advantages and disadvantages of always being in contact.

- 8** Write your essay (180–200 words) using your notes from exercise 7.

CHECK YOUR WORK

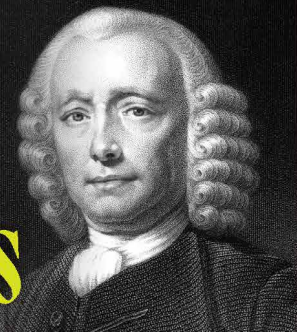
Have you ...

- presented both the advantages and disadvantages?
- followed the structure in the Writing Strategy?
- included phrases for introducing arguments?
- used linkers where possible?
- checked the spelling and grammar?

The Longitude Prize



The World's First GPS



- 1 **SPEAKING** Work in pairs. Think of three important problems that the world faces today. How do you think we can solve them?
- 2 Read the text. What solution did the British government suggest for a problem in the 18th century? Was it successful?
- 3 Read the text again. Answer the questions.
 - 1 What was the situation that the British government decided to deal with?
 - 2 What surprised people about the winner of the Longitude Prize?
 - 3 Why didn't sailors use mechanical clocks to calculate their positions?
 - 4 Why do you think the successful sea clock was called H4?
 - 5 How was the challenge for the new Longitude Prize decided on?
- 4 **SPEAKING** Work in pairs. The Longitude Prize is a prize for anyone that can solve one of the problems in the list. Which one would you choose to be the challenge for the new Longitude Prize? Why?

THE LONGITUDE PRIZE CHALLENGES

Flight – How can we fly without damaging the environment?

Food – How can we make sure everyone has nutritious, sustainable food?

Antibiotics – How can we prevent the rise of resistance to antibiotics?

Paralysis – How can we restore movement to disabled people?

Water – How can we provide access to safe and clean water for everyone?

Dementia – How can we help people who are losing their memories and other mental abilities?

- 5 1.23 Listen to a podcast. Which problem from exercise 4 was chosen as the challenge for the Longitude Prize?

- 6 1.23 Listen again. Choose the correct answers (a–c).

- 1 On the podcast, they begin by talking about what happened
 - a on a TV programme.
 - b on a podcast.
 - c in a government debate.
- 2 The prize is being offered to
 - a any scientist.
 - b government scientists.
 - c famous scientists.
- 3 Dr Kenny uses the example of the warplane to demonstrate that the prize money
 - a is a lot.
 - b is reasonable.
 - c isn't so much.

1.22

On a stormy night in 1707, four ships struck rocks off the south coast of England and sank. One thousand, four hundred sailors were drowned. The ships had crashed because they had no way of knowing how far they had travelled in a particular direction; they could not calculate their longitude, which required accurate time measurement. It was the most serious in a series of accidents at sea, and a stunned British government decided to act. In such difficult circumstances, they believed that the best response to the disaster was a competition: the Longitude Prize.

The Longitude Prize was no ordinary competition. To win it, someone had to find a way of calculating how far a ship had travelled east or west from its point of departure. Geniuses such as Sir Isaac Newton had failed to find a solution, so to ensure the interest of Britain's greatest scientific minds, the government offered a prize of £20,000 – the equivalent of £2.6 million in today's money. But to everyone's surprise, it wasn't a famous academic who solved the problem, but an unknown carpenter.

When John Harrison wasn't working with wood, he was making clocks. An accurate clock would allow sailors to calculate their position, but at the time it was thought impossible to create a mechanical clock that could work on a ship. The movement of the sea and the changes in temperature destroyed the delicate parts. However, after three frustrated attempts, Harrison's fourth sea clock, H4, finally triumphed. Its mechanics were so good that the H4 worked better than most clocks on land.

The Longitude Prize and Harrison's success generated a lot of interest in the 18th century, but it was soon forgotten. However, in 2013, the British government created a new Longitude Prize, offering £10 million to the person who could solve a great challenge to humanity. An enthralled public then took part in a TV programme where viewers chose one challenge from a list of six for scientists to focus on. The question now is, will someone be able to solve it just as well as Harrison solved the challenge presented to him?

- 7 **SPEAKING** Work in pairs. What important problem in the world would you add to the list in exercise 4?

- 4 World health organisations are worried that antibiotics
 - a endanger people's lives.
 - b are less successful.
 - c have become unnecessary.
- 5 If nobody wins the challenge, in the future, doctors may not be able to
 - a carry out some types of surgery.
 - b treat patients for certain illnesses.
 - c work in hospitals.

Review Unit 2

Reading

Read the extract from a story. Circle the correct answers (A–D).

The Pennine Way is a 469-kilometre walking path which runs from the Peak District in Derbyshire to just inside the Scottish border. Other trails go further, but it is known as the most challenging. Some people see this trail as an opportunity to take a pleasant day's hike on a small section of the route, but eighteen-year-old David Lemming saw it as a challenge. 'I'd come across a great account of hiking the whole trail, written a few years ago, and I was determined to do it myself. I didn't feel anxious – I was just excited to get going.'

Things went perfectly for the first week. David was really enjoying the experience. Since many people use the trail, he was constantly meeting fellow hikers, so he never felt isolated. 'But then it got really stormy,' he says, 'so a lot of people gave up. I could go for hours without seeing anyone at all. But as long as I had my mobile, I wasn't really worried about anything bad happening.'

Unfortunately, something bad did happen. During a particularly heavy rain storm, David slipped in the mud and fell about ten metres down the hill. 'I realised I'd broken my arm immediately. Then I found that my mobile had fallen out of my pocket. And when I tried to get up to look for it, I couldn't stand up at all. My leg was injured too.'

All he could do was to shout for help. 'I yelled until my throat was sore,' he says. 'And nothing happened. But then I saw a head at the top of the hill – someone had heard me. A man came down, saw the state I was in and called for help. And really, that was the most amazing part of the whole experience. At the hospital, even the doctors were impressed at how much of the trail I'd covered. I felt really proud.'

Listening

1.24 Listen to four dialogues and choose the correct answers (a–c).

- If Jack doesn't go to Sam's party, Jack will
 - blow his top.
 - tear his hair out.
 - lose face.
- When Kate hears about Ann's results, she will
 - be on edge.
 - be over the moon.
 - be green with envy.
- The girl thinks that Meg _____ over unimportant things.
 - tears her hair out
 - is over the moon
 - blows her top
- The boy says that Ewan was _____ about the interview he was going to.
 - losing face
 - on edge
 - tearing his hair out

Speaking

While studying in Britain, you are sharing a flat with another student. You are having problems with your flatmate because he / she leaves the lights on after using the toilet. Talk with your flatmate and agree on some rules in the flat.

Writing

Young people tend to show all aspects of their life on their social media network page. Write an essay (180–200 words) in which you present the advantages and disadvantages of displaying private life online.

- The Pennine Way is
 - the longest trail in Britain.
 - located mainly in Scotland.
 - not popular within experienced walkers.
 - considered a difficult trail to walk.
- Where did David get the idea of hiking the trail?
 - From reading about it
 - From his parents
 - From hearing an account of it
 - From being challenged by a friend
- How did David get help after his accident?
 - He called for help on his mobile.
 - He spoke to a passer-by.
 - He called out until someone heard him.
 - He returned to the trail and found someone.
- What is the best title for the article?
 - A Foolish Adventure
 - How a Mobile Saved a Boy's Life
 - Near Tragedy, But No Regrets
 - Fear and Tragedy on the Pennine Way

3

Customs and culture

Unit map

Vocabulary

Gestures and expressions
Human sounds
Compound adjectives

Word Skills

American English

Grammar

Modals: present and future
Modals in the past

Listening

When in Rome ...



Reading

The Kite Runner



Speaking

Topic-based presentation

Pronunciation

Unstressed words



Writing

A blog post

Culture

Cải Lương



Vocabulary Builder

page 109

Grammar Builder and

Reference pages 120–122

3A

Vocabulary

Express yourself

I can describe body language, gestures and movement.



1 **VOCABULARY** Look at the people in the photos (A–E). What feelings does their body language express?

2 Check the meaning of the gestures and expressions below. Which ones can you match with the photos?

Gestures and expressions bite your fingernails bow your head fidget
fold your arms frown give a thumbs up grimace grin nod your head
point pout purse your lips raise your eyebrows shake your head
shrug your shoulders wink yawn

The woman in the first photo is shrugging ... and ...

3 Work in pairs. Take turns to choose emotions from below and make gestures and expressions to convey them. Your partner identifies the gesture or expression and guesses the emotion.

annoyance anxiety boredom confusion disapproval disgust fear
friendliness happiness ignorance indifference interest pain shame
shock surprise

You're grimacing, so you're expressing pain, or maybe disgust.

4 **1.25 VOCABULARY** Listen and write in your notebook the sounds below in the order you hear them.

Human sounds clear your throat cough gasp hiccup sigh slurp
sneeze sniff snore tut

5 Which sound(s) are you likely to make when you ...

- 1 have a bad cold? (more than one possible answer)
- 2 are disappointed or sad?
- 3 are shocked?
- 4 disapprove of something?
- 5 are drinking a very hot liquid?

C

D

E

3A

INTERNATIONAL SOCIAL SKILLS: have you got them?

The gestures that you use in your country often exist in other countries, but sometimes they can have very different meanings! Find out if you are ready to travel abroad by doing our quiz on international gestures.

- If you raise your ¹ _____ in Turkey, people will understand that you mean
A 'no'. B 'I'm confused'. C 'yes'.
- If someone says 'yes' with a gesture in Bulgaria, they will
A nod their head. B ² _____ their head. C shrug their ³ _____.
- People in Indonesia will feel you are rude if you
A ⁴ _____ at people. B scratch your head. C click your lips.
- It's perfectly polite to ⁵ _____ noisily while drinking your tea in
A Brazil. B Canada. C Japan.
- Giving a ⁶ _____ is considered childish in
A Thailand. B Australia. C Italy.

6 Read and complete the quiz with words from exercises 2 and 4. Then do the quiz.

7 1.26 Listen and check the answers to the quiz. Are you surprised by any of the customs and taboos?

8 1.27 Listen to three different situations. Match the questions to each situation (1–3).

In which situation do they talk about ...

- making a good impression?
- dealing with the symptoms of being unwell?
- different ways of expressing yourself?

RECYCLE! The first conditional for predicting

We often use the first conditional to make predictions using *might, may, will / won't* or *could* + infinitive.

You might annoy people if you constantly sniff!

If you bite your fingernails, you won't make a very good impression.

If you fold your arms, you could look defensive.

9 1.27 Read the **Recycle!** box. Listen again. Complete the sentences using the words in brackets.

- If you can't control your coughing or sniffing, you _____ . (might)
- If you use British ways of expressing yourself with Spanish people, they _____ . (could)
- If you don't control your body language in an interview, you _____ . (might not)

10 **SPEAKING** Work in pairs. Ask and answer the questions.

Which gesture or expression might you use if ...

- you wish someone good luck in an exam?
- you are puzzled by a question?
- you don't know the answer to a question that someone has asked?

If I wish someone luck in an exam, I might ...

Modals: present and future

I can use modals to talk about present and future possibility.

1 **SPEAKING** Work in pairs. What cultural problems do people face when they travel abroad?

2 Read the text. Which is the best piece of advice in your opinion? Why?



Going travelling? Read our tips and you should fit right in.



Travelling can be lonely, so pack some favourite photos or music. You ought to plan to keep in touch with friends and family regularly too.



You can't learn everything about where you're visiting, but you may find it helps to read about the history and culture – especially in regards to local customs, so you understand what you're supposed to do (and what you're not supposed to do) in different circumstances.



Explore the shops and restaurants and try the local food – you might love it!



You don't have to be fluent but you must try to learn some key phrases or do a language course before you go. You'll be able to find a wide variety of online language courses so there must be one in the language you need.



You mustn't disregard local laws and regulations. Make sure to abide by them.

3 Complete the **Learn this!** box with the verbs below. Then find examples of the rules in the text in exercise 2.

*be supposed to don't have to, don't need to and needn't
must and have to mustn't should and ought to*

LEARN THIS! Advice, obligation and necessity

- 1 We use _____ to give advice.
- 2 We use _____ for obligation, strong advice or possibility.
- 3 We use _____ to say that something isn't allowed or for strong negative advice.
- 4 We use _____ to express lack of obligation or necessity.
- 5 We use _____ to talk about rules and also about what people believe or expect.

➔ **Grammar Builder 3.1** page 120

4 Choose the correct verbs to complete the sentences.

- 1 You **mustn't** / **needn't** eat noisily; it's rude.
- 2 We **must** / **are supposed to** arrive by 10 o'clock, but we can be a bit late.
- 3 Guests **don't have to** / **shouldn't** check out till midday.
- 4 You're **supposed to** / You **must** take off your shoes, but it doesn't matter if you forget.
- 5 You **ought to** / **don't need to** try some of the local dishes.

5 Read the **Learn this!** box. Then find examples of the rules in the text in exercise 2.

LEARN THIS! Possibility, probability and certainty

- 1 We use *may* / *might* / *could* + infinitive to talk about the possibility of something happening.
- 2 We use *should* + infinitive to say that something will probably happen, in our opinion.
- 3 We use *must* + infinitive to express certainty and *can't* + infinitive to express impossibility.
- 4 We use *be able to* + infinitive for future possibility.
- 5 We use *can* + infinitive and *could* + infinitive for general truths or strong possibilities.

6 Complete the text with verbs from the **Learn this!** box.

I'm really looking forward to my trip to Da Nang in July. The 'sightseeing' section of the guidebook is really long, so there
 1 _____ be a lot to see! The problem is, we 2 _____ possibly visit all the sights in three days. I'm not sure yet, but we
 3 _____ have another holiday in the autumn, so we might
 4 _____ go back. Apparently, Da Nang 5 _____ get very hot and crowded in the summer, but I think it 6 _____ be cooler and less busy later in the year – so maybe that's a good time to return.

➔ **Grammar Builder 3.2** pages 120–121

7 **USE OF ENGLISH** Rewrite the sentences using the words in brackets.

- 1 I'd recommend buying a phrase book. (should)
You should buy a phrase book.
- 2 Should we leave a tip? (supposed)
- 3 They won't let you enter the temple in shorts. (mustn't)
- 4 It doesn't matter if you don't speak Japanese. (need)
- 5 He'll have no problem making friends, in my opinion. (shouldn't)
- 6 There's a chance it will rain while we're away. (could)
- 7 Look at the map; this is definitely the right road! (must)

8 **SPEAKING** Work in pairs. Use modal verbs and agree on how a visitor to your country should behave in these situations.

- 1 Going for dinner in a restaurant
- 2 Being invited to a friend's parents' house
- 3 Visiting a religious building
- 4 Going to the beach

You don't have to dress smartly to go to most restaurants, but you should leave a tip of about 10%.

When in Rome ...

I can identify different types of listening text.

1 SPEAKING Work in pairs. Answer the questions.

- 1 Have you visited a foreign country? If so, did you notice any differences in that country's customs?
- 2 What customs or cultural differences do you think visitors to Viet Nam might notice?



2 1.28 Listen to ten extracts from dialogues. Match each extract with a photo, A or B.

3 1.28 Listen again. Rewrite the sentences making them formal. Use the words in brackets to help you.

- 1 Hi there. (good)
- 2 We don't know each other. (believe / met)
- 3 Good to meet you. (a pleasure)
- 4 Come and meet some of my friends. (allow me / introduce / colleagues)
- 5 Fancy a coffee? (could / fetch / at all)
- 6 Sure, why not? (kind / to offer)

➔ **Vocabulary Builder** Formal versus informal language: page 109

Listening Strategy

As you listen, focus on features that tell you what type of text you are hearing (e.g. news, interview, advertisement, notice, story, review, joke, etc.) and what the topic is. Such clues include register (formal or informal), subject vocabulary, or the speaker's tone of voice.

4 1.29 Read the **Listening Strategy**. Then listen and match each dialogue with a text type. Give reasons for your answers.

- a A conversation between friends
- b A news item
- c An announcement
- d A conversation between strangers
- e A professional conversation between colleagues

5 1.30 Listen to three texts. Match the situations (1–3) with the speakers (a–c).

- | | |
|------------------------------|------------------------|
| 1 Informal conversation | a Actor in a voiceover |
| 2 Dialogue between strangers | b Friends |
| 3 Radio advert | c Airport employee |

6 1.30 Listen again. Choose the correct answers (a–c).

- 1 In text 1, why did Anna feel embarrassed during the meal?
 - a Her colleague did something which shocked the other diners.
 - b She accidentally did something that was culturally unacceptable.
 - c She ignored somebody who was being introduced to her.
- 2 In text 2, what mistake did one of the speakers make?
 - a He put his laptop in the wrong place.
 - b He failed to empty his pockets.
 - c He walked through the wrong archway.
- 3 In text 3, what is the speaker trying to persuade the listeners to do?
 - a To book a water sports holiday in a particular destination.
 - b To use the internet to find the best holidays abroad.
 - c To book a holiday with a particular holiday company.

7 SPEAKING Work in pairs. Prepare two short role-plays where you meet someone for the first time – the first is at a formal event and the second is at a friend's party. Include the following:

- Greet and introduce yourself.
- Explain why you're there / how you know the host.
- Exchange some personal information.
- Offer to get your new friend a drink.
- Bring the conversation to an end.

Good evening. I don't believe we've met ...

Good evening. Allow me to ...

Modals in the past

I can use modal verbs to talk about past actions.



1 Look at the photo. Where do you think this is?

2 1.31 Listen and complete the dialogue.

Jo Hi, Tom. How was your trip to Japan?

Tom It was a disaster! I ¹ _____ read about their customs beforehand – then I ² _____ not have embarrassed myself so badly.

Jo Why? What happened?

Tom Well, Aki's parents took us to dinner one night. I had a really bad cold. Aki ³ _____ have told me not to blow my nose in public! Everyone kept staring. They ⁴ _____ have thought I was so rude! When Aki told me later, I felt terrible about it.

Jo I'm sure you needn't have done. How could you have known?

Tom Anyway, I bought a gift for Aki's parents. I sent it on Monday, so it ⁵ _____ have arrived by now. I probably didn't need to send them anything, but I really wanted to apologise.

3 Read the **Learn this!** box. Match the modal verbs from exercise 2 with the rules.

LEARN THIS! Modals in the past

a We use *may (not)* / *might (not)* / *could have* + past participle to speculate about the past. We don't use *couldn't have* + past participle in this way.

She might have been worried about something.

b We use *should* / *shouldn't have* + past participle or *ought (not) to have* + past participle to say what the right or wrong way to behave was.

He shouldn't have left early. He ought to have stayed.

c We sometimes use an exclamation with *might have* + past participle or *could have* + past participle (but not *may have* + past participle or negative forms) to tell somebody how we think they should have behaved.

You might have offered me a biscuit! I was starving!

d We use *must have* + past participle and *can't* / *couldn't have* + past participle to make logical deductions about the past.

They can't have known about the meeting.

They must have misunderstood your email.

4 Underline the incorrect modal verb and replace it with a more suitable one. Sometimes more than one answer is possible.

1 They mustn't have seen Max – he's away on holiday.

2 Joe knew about the strike. He must have warned me!

3 I couldn't have yawned when Tim told that story. It was a bit rude of me.

4 It was so noisy. It's possible he ought not to have heard us.

5 I emailed Erin a week ago, so she can't have read it by now.

5 Read the **Look out!** box. Then find examples of *needn't have* and *didn't need to* in exercise 2.

LOOK OUT! *needn't have* / *didn't need to*

1 We use *needn't have* + past participle to say an action that was done was unnecessary.

The café isn't open yet. I needn't have got here so early!

2 We use *didn't need to* + infinitive to say an action was unnecessary, whether or not it was done.

The bus stopped nearby, so I didn't need to walk far.

➔ Grammar Builder 3.3 pages 121–122

6 Look at the sentence. Are both verbs correct, or only one? Explain the difference between them.

The hotel provided towels, so I didn't need to take / needn't have taken any.

7 Complete the sentences with a suitable modal verb and the correct form of the verbs in brackets.

1 Dan looks tired. He _____ (sleep) badly last night.

2 Luckily, Ela gave me her spare ticket, so I _____ (buy) one.

3 I'm not certain, but I _____ (leave) my passport at home.

4 The restaurant's empty. We _____ (book) a table after all.

8 **SPEAKING** Work in pairs. Take turns to be A and B.

Student A: tell Student B about a situation below.

Student B: listen to Student A and respond using past modals.

1 My best friend isn't talking to me.

2 My brother thinks he saw a ghost yesterday.

3 I haven't got any money at all this month.

I had an argument with Minh and he won't talk to me now.

You shouldn't have argued. You must have upset him.


e We use *should have* + past participle and *was supposed to* + infinitive to talk about things we expect to have happened.

She left an hour ago, so she should have reached the airport by now.

She was supposed to take the tickets with her.

American English

I can recognise differences between American and British English.

- 1  1.32 Look at the British English words below. What are the American English equivalents? Listen to the three voicemails and check.

film (n) flat lift (n) petrol tap toilet

LEARN THIS! American English

- 1 American English uses completely different words for some British words.
- 2 Some American English words have a completely different meaning in British English.

- 2 Read the email and the **Learn this!** box. Find examples of American English in the email.



To: sam@email.com

Hey Sam! Can't wait for you to arrive! I've organised your accommodation – you'll be staying with a neighbor of mine. He's from Mexico, so you'll be able to practice your Spanish while you're on vacation. Public transportation's pretty good here, and I live near the subway, but bring your driver's license anyhow. Maybe we could take a trip out to the theater one evening? Anyway, I'll meet you at the airport on Saturday. New York's beautiful in the fall, so I know we'll have a great time, even if we just play soccer in the yard!

- 3 Read the **Dictionary Strategy** and the dictionary entry. What is the American word for 'head teacher'? How are the two equivalents labelled?

Dictionary Strategy

Many British English dictionaries include information on other varieties of English, for example on differences in spelling or pronunciation, as well equivalents in American English. If you are unsure about the correct way to spell or use a word, remember to check it in the dictionary.

- 4 Match the words in A with the words in B with the same meaning. Which word in each pair is American English? Use a dictionary to help you.

A biscuit candy cell phone check motorway
queue sidewalk sneakers torch


B bill cookie flashlight highway line mobile
pavement sweets trainers

➔ **Vocabulary Builder** American English: page 109


LOOK OUT!

- 1 Some words are spelled differently in American English. Common differences are: -our / -or, -tre / -ter, -ence / -ense, vowel + ll / vowel + l.
- 2 American English uses -ize instead of -ise, though both may be acceptable in British English.
- 3 There are some differences in stress and pronunciation between the way British and American speakers pronounce words.

- 5 Read rules 1 and 2 in the **Look out!** box. Find examples in exercise 2 and make a note of the British English spelling.

- 6  1.33 Read rule 3 in the **Look out!** box. Listen to the words below being said by an American and a British speaker. Which one do you hear first? Write *Am* or *Br*.

- | | |
|---------------------|------------|
| 1 address <i>Br</i> | 6 tomato |
| 2 advertisement | 7 vase |
| 3 brochure | 8 vitamins |
| 4 garage | 9 yoghurt |
| 5 leisure | 10 zebra |

- 7  1.34 Listen to six speakers. Is each speaker American or British?

- 8 **SPEAKING** Work in pairs. Each student makes three sentences using the words in exercise 4 and reads them to the other student. The other student will tell their equivalents in British English or American English.

head teacher noun (BrE) (NAme **principal**) a teacher who is in charge of a school

The Kite Runner

I can understand an extract from a novel.

- 1 SPEAKING** Work in pairs. Look at the different covers for the novel *The Kite Runner*. What do you think the story is about?
- 2** Read the extract from *The Kite Runner*. Which cover do you think matches the extract the best? Why?
- 3** Read the text again. What is it about?
 - 1 Afghan cinema
 - 2 Growing up in Afghanistan
 - 3 The different social classes in Afghanistan

Reading Strategy

- When you do a gapped text, first read the text quickly to find out what it is about.
- Then read the text more carefully and think about what information is missing in each gap.
- Look at the parts of the text before and after each gap to find words or information that link it to one of the missing sentences.
- Pay attention to vocabulary and grammar structures which may also provide ideas.
- Make sure the remaining sentence doesn't match any of the gaps.

- 4** Read the **Reading Strategy**. Match the missing sentences (A–E) with the gaps (1–4). There is one extra sentence.

- A Hassan and I were stunned. Dazed.
 B I'd hear him singing to himself in the foyer as he ironed, singing old Hazara songs in his nasal voice.
 C Not in the usual sense, anyhow.
 D We had been close friends since childhood.
 E Because history isn't easy to overcome.

- 5** Match (1–5) with (A–E) to make sentences about the extract.

- 1 The narrator and Hassan had a childhood that
- 2 The narrator doesn't think that he and Hassan
- 3 Certain cultural and social factors couldn't change the fact that the boys
- 4 Baba laughed a lot because the boys
- 5 In the last paragraph, we discover the narrator and Hassan

- A had spent their childhood together.
 B had a typical friendship.
 C had different daily experiences.
 D were confused about an actor's nationality.
 E was similar to Ali and Baba's.

- 6 VOCABULARY** Find five underlined compound adjectives in the text. Then complete the sentences with them.

Compound adjectives

- 1 Although she was tall, she was slim and _____ and didn't weigh much.
- 2 Try this _____ jam. It's much better than the ones you buy in shops.
- 3 Suddenly, we heard the _____ roar of a lion calling out to its mate.
- 4 The stranger had _____ eyes that were close together, giving him a menacing look.
- 5 After six months of travelling, the men were all _____ and bearded.

- 7 SPEAKING** Work in pairs. Why is it often difficult to form friendships with people from different cultural or social backgrounds? Use the ideas below and add your own.

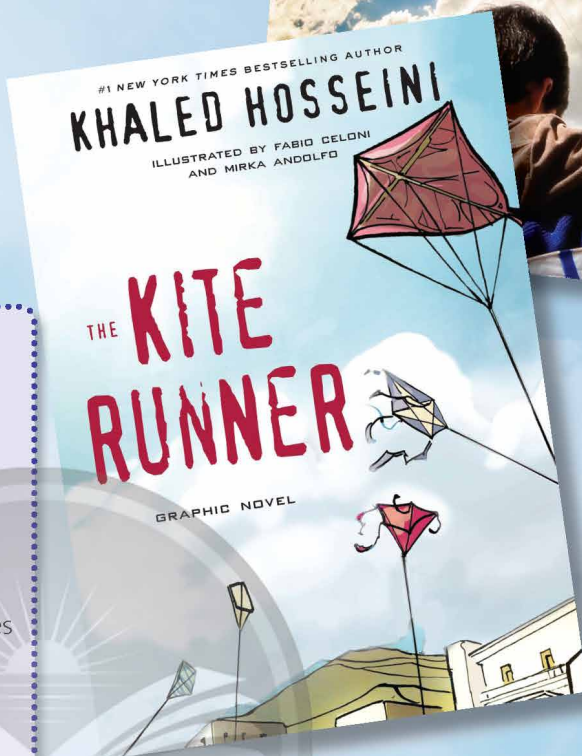
- Different hobbies and interests
- Other people's attitudes
- Different views, opinions, or outlooks

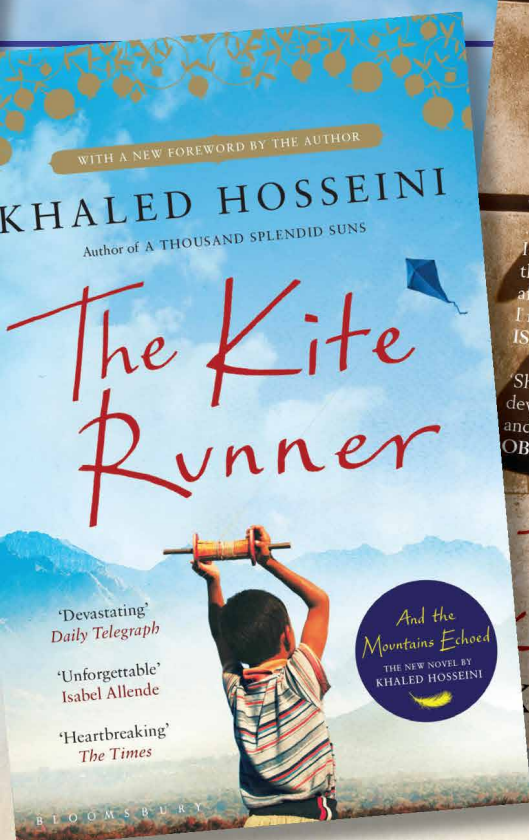
As far as I'm concerned, ...

My view is ...

To my mind, ...

In my opinion, ...





'Unforgettable ... extraordinary. It is so powerful that for a long time after, everything I read seemed bland'
ISABEL ALLENDE

'Shattering ... devastating and inspiring'
OBSERVER

The Kite Runner
KHALED HOSSEINI

KHALED HOSSEINI
THE KITE RUNNER
A NOVEL

THE KITE RUNNER

Chân trời sáng tạo

1.35

Ali and Baba grew up together as childhood playmates just like Hassan and I grew up a generation later. Baba was always telling us about their mischiefs he and Ali used to cause. But in none of his stories did Baba ever
5 refer to Ali as his friend.

The curious thing was, I never thought of Hassan and me as friends either. ¹____ Never mind that we taught each other to ride a bicycle with no hands, or to build a fully functional homemade camera out of a cardboard
10 box. Never mind that we spent entire winters flying kites, running kites. Never mind that to me, the face of Afghanistan is that of a boy with a thin-boned frame, a shaved head, and low-set ears, a boy with a Chinese doll face perpetually lit by a harellipped smile.

15 Never mind any of those things. ²____ Neither is religion. In the end, I was a Pashtun and he was a Hazara, I was Sunni and he was Shi'a, and nothing was ever going to change that. Nothing.

We saw our first Western together, *Rio Bravo* with John Wayne, at the Cinema Park. I remember begging
20 Baba to take us to Iran so we could meet John Wayne. Baba burst out in gales of his deep-throated laughter and then explained to us the concept of voice dubbing.
³____ John Wayne didn't really speak Farsi and he wasn't Iranian! He was American, just like the friendly,
25 long-haired men and women we always saw hanging around in Kabul, dressed in their tattered, brightly colored shirts.

During the school year, we had a daily routine. By the time I dragged myself out of bed and lumbered to the
30 bathroom, Hassan had already washed up, prayed the morning *namaz* with Ali, and prepared my breakfast. While I ate and complained about homework, Hassan made my bed, polished my shoes, ironed my outfit for the day, packed my books and pencils. ⁴____

35

(Adapted from *The Kite Runner* by Khaled Hosseini)

Topic-based presentation

I can talk about a cultural event or festival.

1 **SPEAKING** Work in pairs. Discuss the questions.

- 1 In Viet Nam, on which occasion do people usually hold a celebration?
 - 2 How do they usually celebrate these occasions? Think about food, parties, gifts / cards and other customs.
- 2 Look at the photos. What special events do you think the people are celebrating? Why do you think that?

3 **1.36** Read the task below and then listen to a student doing the task. Does she agree with your ideas from exercise 2?

Look at the photos. Then talk for about one minute about how people in your country celebrate special occasions which involve the family. Use the prompts below to help you.

- Does food play a part in the celebration?
- Do people usually give or receive gifts and/or cards?
- Are there any interesting or unusual traditions linked to these celebrations?

PRONUNCIATION Unstressed words

When we speak, we usually do not stress function words in a sentence. The unstressed words include articles, prepositions, possessive adjectives, subject pronouns, auxiliary verbs.

4 **1.36** Listen again. Write down the first four sentences. Which words in the sentences are unstressed?**Speaking Strategy 1**

Make sure that you mention all of the prompts in the task. Learn some useful phrases for changing the subject or moving on to the next point.

5 **KEY PHRASES** Read **Speaking Strategy 1**. Then complete phrases (1–4) with the words below.

concerned else now subject

Moving onto another topic

- 1 As far as ... is / are _____, ...
- 2 Turning _____ to the topic of ...
- 3 There's something _____ I'd like to talk about: ...
- 4 That brings me to the _____ of ...

6 **1.36** Listen again. Which phrases from exercise 5 did you hear? Which prompt from the task in exercise 3 does the student not mention?**Speaking Strategy 2**

When you don't know or can't remember the words you need, ... use these phrases for paraphrasing.

Paraphrasing

In my language, we'd call it ...

It's something you wear / eat / drink / use as a decoration, etc.

It's like ..., but smaller / bigger / more expensive, etc.

7 **SPEAKING** Read **Speaking Strategy 2**. How could you describe the things below if you didn't know or couldn't remember the words?

- | | |
|---------------|---------------|
| 1 A party hat | 3 Icing |
| 2 A bow tie | 4 A waistcoat |

8 Work in pairs. Read the task below, including the three question prompts. Choose a different festival each and plan what you are going to talk about for each prompt.



Look at the photos. Then talk about an important national festival in Viet Nam and how people usually celebrate it.

- Does food or music play a part in the celebration?
- How popular is the celebration with people of different ages? Why?
- Are there any interesting or unusual traditions linked to these celebrations?

9 **SPEAKING** Take it in turns to do the task in exercise 8. Listen carefully when your partner is speaking and check whether all three prompts are mentioned.

A blog post

I can write a blog post.



1 SPEAKING Work in pairs. Discuss the questions.

- 1 Which local festivals happen in your area?
- 2 What happens there? Do you go to any?

2 Read the task and find the two elements that you are required to include in your blog post.

Your local newspaper published an article suggesting that a local festival should no longer take place. Write a blog post outlining the advantages of the festival and describing a personal experience of it.

Writing Strategy

Make a plan for your blog post so you allow enough space to include every element from the task instructions. Remember to include a good introduction and a summary.

3 Read the **Writing Strategy** and the blog post. In which paragraphs (1–4) does the writer cover the two elements from the task? How well does the writer follow the advice in the strategy?

4 Read the **Learn this!** box. Then find an example of each of the structures in the blog post.

LEARN THIS! Sequencing clauses for describing past events

- 1 For an action which comes before another action:
having + past participle
Having played football, they went home.
after + -ing
After playing football, they went home.
- 2 For two actions which happen at the same time:
a present participle
Travelling home, they met Mary.
as + past simple
As they travelled home, they met Mary.
 Note: the subject of the participle clause must be the same as the subject of the main clause.
 NOT ~~After leaving the cinema, it started to rain.~~ X

SAVE OUR FESTIVAL!

- 1 I was very surprised to read an article in my local newspaper suggesting that the Kingsbridge Festival should no longer take place. The article suggested that the festival costs the council too much money and causes too much disruption to traffic in the town centre. I'd like to outline some arguments against this view.
- 2 I strongly disagree with the suggestion that there is no value in continuing the festival. Firstly, it has become a local tradition. Kingsbridge has held an annual food and music festival for more than ten years. Secondly, local producers and caterers can sell their food and drink there. And thirdly, after eating and drinking, visitors can stay to watch local musicians showcase their talents.
- 3 Last year's festival was a memorable experience. As families crowded around the food stalls, the music played non-stop. There was a lovely, friendly atmosphere until night fell. Having arrived later to hear the bands play, the local teenagers just mixed in with everybody else. Looking around, I could see young people, old people and parents with children on their shoulders, all dancing to the music.
- 4 In my view, festivals like this are good for local trade and advertising. They are also invaluable for bringing and keeping communities together. How can you put a price on that?



5 In your notebook, join the sentences, beginning with the words in brackets.

- 1 I arrived at the airport. I checked in. (After ... / Having ...)
After arriving at the airport, I checked in.
Having arrived at the airport, I checked in.
- 2 We lay in the sun. We read magazines. (As ... / Lying ...)
- 3 The band played. The sun came out. (As ...)
- 4 They swam. They wrote postcards. (After ... / Having ...)
- 5 You watched the film. You fell asleep. (As ... / Watching ...)

6 Read the task below. Then make some notes for a) the advantages and b) your description.

The local newspaper published an article suggesting that schools should no longer have a long holiday over the summer. Write a blog post outlining the benefits of summer holidays and describing a long summer holiday you have enjoyed.

7 SPEAKING Work in pairs. Discuss ideas for each paragraph and compare the notes you made in exercise 6.

8 In your notebook, write your blog post (180–200 words).

CHECK YOUR WORK

Have you ...

- written equally about both required elements?
- included sequencing clauses in your description?

Cải Lương

- 1 **SPEAKING** Work in pairs. What is the theatrical form in the photo? Have you seen any performances like this live or on TV?
- 2 You are going to read an article about *Cải Lương*, a traditional Vietnamese theatrical art form. Match the headings (A–G) with paragraphs (1–5). There are two extra headings.
- A The Development of *Cải Lương*
 B The pioneers
 C The early days
 D A Vibrant Fusion of Arts
 E The Future of *Cải Lương*
 F Viet Nam's rich heritage
 G The instrumental ensemble

1.37

1 *Cải Lương*, a form of traditional Vietnamese theatre, emerged around the 1910s and gained popularity among the communities in the south, especially in the Mekong Delta region. In the early years, *Cải Lương* performances were held in makeshift theatres or open-air spaces, and the plays were often performed by itinerant troupes. Just like a Western circus, they travelled together from place to place, with their families. The children grew up under the influence of parents, aunts and uncles and became actors and actresses when they were kids.

2 *Cải Lương* uses a combination of music, singing, acting, and dance to depict a wide range of themes and stories. These include historical events, folklore, legends, and contemporary social issues. The performances are characterised by vibrant costumes, bold makeup, and expressive gestures. With its diverse repertoire, *Cải Lương* offers a reflection on Vietnamese culture, history, values, and societal concerns.

3 The distinctive music in *Cải Lương* is created by the combination of a variety of instruments. They include the *đàn tranh*, a 16-stringed zither with movable bridges, the *đàn nguyệt*, a two-stringed moon-shaped lute, the *đàn cò*, a two-stringed fiddle, and a bamboo flute. These instruments produce a melodic and unique sound that complements the storytelling and singing in *Cải Lương*.



- 3 Read the text again. Choose the correct answers (a–c).

- 1 *Cải Lương*
 a has gained popularity among young audiences.
 b offers a depiction of Vietnamese history and culture.
 c is influenced by other Western art forms.
- 2 The children of *Cải Lương* performers
 a started acting at a very young age.
 b did not want to pursue their parents' career.
 c enjoyed modern entertainment.
- 3 *Cải Lương* owes its development to
 a the audience in southern Viet Nam.
 b the preservation of this rich heritage.
 c the contributions of eminent figures over the years.
- 4 There is growing concern that
 a *Cải Lương* will lose its identity.
 b younger generations will lose interest in *Cải Lương*.
 c young *Cải Lương* performers will not be talented.

- 4 **1.38** Listen to a radio interview. Who is being interviewed?

- 5 **1.38** Listen again. Decide whether these statements are true or false. Write T or F.

- 1 Mai Trinh's involvement in *Cải Lương* began at a young age.
 2 Her first stage performance in *Phù Đổng Thiên Vương* left a lasting impression on her.
 3 Thanks to her parents, she got several significant roles, which shaped her career.
 4 The future of *Cải Lương* faces challenges due to the impact of modern entertainment.

- 6 **SPEAKING** Work in groups. Research and prepare a presentation about *Cải Lương*. Present it to the whole class.

4 *Cải Lương* owes its development to numerous talented individuals who have contributed their skills and creativity over the years. Prominent figures like Bảy Nam, Phùng Há and Út Trà Ôn, together with others, played crucial roles in shaping and popularising *Cải Lương*. Through their dedication and artistry, they elevated *Cải Lương* to become a cherished cultural tradition in Viet Nam. Their contributions continue to inspire generations of performers and ensure the preservation of this rich theatrical heritage.

5 At present, *Cải Lương* faces concerns about its future due to the declining interest among younger generations and the influence of modern entertainment. However, efforts to raise awareness, engage new audiences, and adapt to new tastes may safeguard the sustainability of *Cải Lương* in the years to come.



Review Unit 3

Reading

Read the text and choose the best answers (A–D).

Mardi Gras: a party to remember

Mardi Gras. Two little words that describe a centuries-old celebration which originated in Medieval Europe. It is the name given to the final day of the Carnival season, the day that traditionally precedes forty days of fasting in some religions. The words mean 'Fat Tuesday', referring not only to the day on which the celebration is always held, but also to the custom of eating up all the forbidden food before the fast.

Today, it is the city of New Orleans in Louisiana, USA, that holds one of the most famous Mardi Gras celebrations in the world. Mardi Gras was introduced to North America in March 1699 by a French Canadian explorer called Jean-Baptiste Le Moyne de Bienville. Arriving on the eve of the festival at an area 90 kilometres south of what is now New Orleans, he organised the following day celebration on a plot of land he named Pointe du Mardi Gras. The custom soon caught on, and by the time New Orleans had been established by Bienville in 1718, Americans were celebrating their own version of Mardi Gras.

What makes the New Orleans event so special is its dazzling parades. Marching bands escort artistic carnival floats through streets lined with spectators wearing masks. These masks afforded the wearer a disguise which allowed him or her to mix with people of different classes.

As for the carnival floats, each one belongs to an organisation known as a 'krewe'. The tradition of the 'krewe' began in 1856 when six young men from the nearby town of Mobile formed the 'Mistek Krewe of Comus'. Not only does this group hold the distinction of being the first krewe, but it is also credited with parading the first float.

The second Mardi Gras krewe, the Twelfth Night Revelers was founded in 1870, and initiated another popular tradition, the Mardi Gras 'throws'. These are small presents which are tossed to the crowd by the costumed float-riders.

Mardi Gras was made official in New Orleans in 1875 when Governor Warmoth signed the Mardi Gras Act making Fat Tuesday a public holiday in Louisiana.

- 1 The first Mardi Gras was celebrated in North America when Bienville
 - A crossed the Canadian border.
 - B founded New Orleans.
 - C reached Pointe du Mardi Gras.
 - D landed on the coast of Louisiana.

Listening

1.39 You will hear four speakers talking about mistakes they have made in a foreign language. Match sentences (A–E) with speakers (1–4). There is one extra sentence.

The speaker ...

- A used an inappropriate greeting.
- B mispronounced a word.
- C used the wrong verb.
- D gave an incorrect response.
- E misunderstood a word.

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

Speaking

Work in pairs. You and a friend are organising a surprise birthday party for another friend. Discuss the following points to make a plan for the party and come to an agreement.

- Day
- Guests
- Venue
- Gifts

Writing

Some students choose to go backpacking in the holidays. Is this a good idea? Write an essay (180–200 words) in which you express your opinion considering the impact of this kind of holiday on the students and on the countries they visit.

2. Festival-goers started wearing masks at Mardi Gras because
 - A they were an obligatory part of the costume.
 - B they were made legal for the day.
 - C they were handed out by the float-riders.
 - D they hid a person's true identity.
3. 1856 is the year in which
 - A the first krewe was formed in New Orleans.
 - B floats began to take part in the parades.
 - C a committee was voted to organise the festival.
 - D the town of Mobile held its first Mardi Gras.
4. The Twelfth Night Revelers was the first krewe to
 - A pay for a float.
 - B dress up in colourful outfits.
 - C hand out money during a parade.
 - D provide gifts for spectators.
5. Before 1875,
 - A schools and offices were open during Mardi Gras.
 - B tourists were not welcome at the celebrations.
 - C krewes didn't have to pay for their own floats.
 - D Mardi Gras was financed by the governor.

4

Holidays and tourism

Unit map

Vocabulary

Holidays and holiday accommodation
Holiday activities
Describing places
Travel collocations
Phrasal verbs

Word Skills

Adverbs and adverbial phrases

Grammar

Future continuous, future perfect
and future perfect continuous
Future time clauses

Listening

Trip of a lifetime

Pronunciation

Homophones



Reading

Globetrotters



Speaking

Interview and stimulus-based discussion



Writing

A letter of complaint

Culture

Aborigines and Maoris



Vocabulary Builder

page 110

Grammar Builder and

Reference pages 122–124

4A

Vocabulary

Getting away from it all

I can describe types of holidays.

1 SPEAKING

- Tell your partner about a memorable holiday you went on. Talk about:
- where you went.
 - how you got there.
 - where you stayed.
 - what you did.
 - who you went with.
 - what the weather was like.

2 VOCABULARY

Make two lists of the words below, dividing them into a) holidays and b) accommodation. Check the meaning of all the words.

Holidays and holiday accommodation adventure holiday B&B backpacking beach holiday beach house cabin camper van camping campsite caravan city break cottage couch-surfing cruise cycling holiday ecotourism guest house holiday camp holiday home hotel houseboat house swap package holiday self-catering apartment tent time-share apartment villa volunteering winter sports holiday youth hostel

3

Use the words in exercise 2 to describe the photos (A–C).



4 VOCABULARY Complete the holiday activities (1–14) with the verbs below.

Holiday activities be broaden eat enjoy get away hang out have meet pamper recharge see soak up take try

- | | |
|----------------------------|---------------------------|
| 1 ____ the sights | 8 ____ local food |
| 2 ____ it easy | 9 ____ physically active |
| 3 ____ out in a restaurant | 10 ____ yourself at a spa |
| 4 ____ from it all | 11 ____ with your friends |
| 5 ____ your horizons | 12 ____ the nightlife |
| 6 ____ new experiences | 13 ____ people |
| 7 ____ the sun | 14 ____ your batteries |

5 Complete the holiday finder with words from exercises 2 and 4.

What type of holiday should I go on?



➔ **Vocabulary Builder** Holiday idioms: page 110

6 SPEAKING Work in pairs. Answer the questions in the holiday finder and find the best holiday for you. Do you agree with the choice?

7 VOCABULARY Check the meaning of the adjectives below. Then look at the photos again. Can you match any of the adjectives with the photos?

Describing places breathtaking commercialised dingy dull inaccessible overcrowded remote unique unspoilt vibrant

8 2.02 Listen to three dialogues about different holidays. Use adjectives from exercise 7 to describe each holiday destination.

RECYCLE! The second conditional, *I wish, If only*

We use the second conditional to talk about an imaginary situation and its result.

If we saved our money, we could go travelling around the world.

We use *I wish* or *If only* with the past perfect to say that we want a present situation to be different.

I wish we'd rented a villa, instead of staying in a hotel.

If only we'd booked in advance – everywhere's full!

9 2.02 Read the **Recycle!** box. Then listen again and answer the questions in writing.

1 In dialogue 1, what does the woman wish?

She wishes that ...

2 In dialogue 2, how would the boy feel if he spent a few nights at Lindisfarne Castle?

3 In dialogue 3, what advice would the woman give if somebody wanted a relaxing holiday?

10 SPEAKING Work in pairs. Which of the holidays in exercise 2 would you most like to go on? Why?

I'd like to go on a city break because it costs less.

4B

Grammar

Future continuous, future perfect and future perfect continuous

I can use the future continuous and future perfect forms.

1 Read the text. What sort of company is Teen Trips? How long has it been running?

2 Read the **Learn this!** box. Then find examples of rules 2 and 3 in exercise 1.

LEARN THIS! Future continuous, future perfect and future perfect continuous

1 We use the future continuous to talk about an action in progress in the future.

This time tomorrow we'll be boarding our plane.

2 We use the future perfect to talk about a completed action in the future.

I'll have finished packing my bags in about ten minutes.

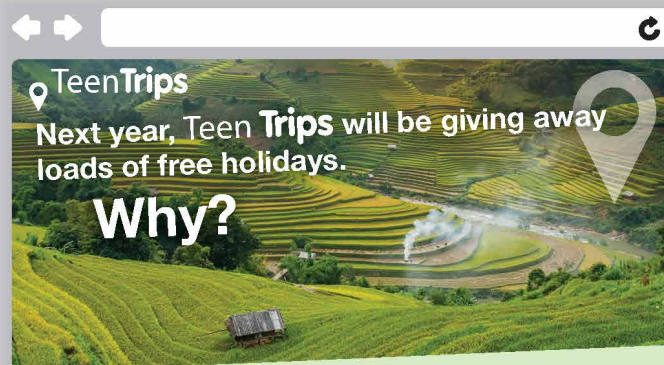
3 We use the future perfect continuous, usually with *for ...*, to say how long an action will have been in progress in the future.

We'll have been travelling for a month by next weekend.

3 Read the holiday itinerary. Complete the sentences (1–5) with the correct form of the verbs in brackets.



- At 6 a.m. on Friday, we _____ (leave) Ho Chi Minh City by coach.
- We _____ (travel) for six hours to Ha Tien on Friday.
- We _____ (take) a ferry to Phu Quoc island at 2.30 p.m.
- We _____ (arrive) in Phu Quoc at 7 p.m.
- We _____ (check) in to a youth hostel by 7.30 p.m. and stay there on Friday night.



Because next year is our tenth anniversary! By the end of the year, we'll have been organising educational holidays for a whole decade! We'll have sent thousands of young people to more than twenty countries on four continents. To celebrate our special birthday, we're adding some exciting new destinations, including Sapa, Seoul and Florence! All our trips are designed to be informative and fun, so whatever you're into, there's a trip that's ideal for you. If you've registered online, you'll have received our newsletter by now, so we hope you'll already be reading about all our fantastic trips. Don't forget to enter the prize draw to be in with a chance of winning a free holiday!

4 Complete the sentences with the correct future continuous or future perfect form of the verbs below.
save learn have lie rise go work

- By the time I go to Holland, I _____ Dutch for a year.
- I _____ on the beach at this time next week.
- I hope you _____ lunch by the time you arrive.
- My father _____ here for thirty years by the time he retires.
- I need another 50 pounds, then I _____ enough for the trip.
- Everyone _____ to bed before we arrive home.
- By the time we reach the peak of the mountain, the sun _____.

5 **SPEAKING** Work in pairs. Tell your partner about two things you will be doing, will have done, or will have been doing at these times:

in three hours from now at midnight tonight
in three months' time by this time next year
by your 20th birthday

In three hours from now, I'll be ... / I'll have ...

Trip of a lifetime

I can identify the context of a conversation.

ANTARCTICA – trip of a lifetime!

Cruise past towering crystal icebergs. Watch a midnight sunset. Encounter pods of whales and colonies of seals and penguins. Tread where few have ever walked!

As the world's driest, coldest and windiest place, it is no wonder that it is our only uninhabited continent. Although it holds 90% of the Earth's frozen water, Antarctica is actually a desert, and conditions are harsh. But it is spectacularly beautiful. With cruise packages to suit all budgets – an eleven-day trip starts from £3,700 – you'd be surprised how easy it can be to visit – and how hard it will be to forget!

1 **SPEAKING** Work in pairs. Look at the advert. Would you like to go there? Discuss the advantages and disadvantages of such a holiday.

2 **VOCABULARY** Complete the travel collocations with the verbs below.

Travel collocations

do get go have help light put up sleep
taste travel

- | | |
|----------------------|--------------------------------|
| 1 ____ a campfire | 6 ____ someone with their bags |
| 2 ____ a local dish | 7 ____ away from it all |
| 3 ____ a lovely view | 8 ____ light |
| 4 ____ rough | 9 ____ off the beaten track |
| 5 ____ the tent | 10 ____ some volunteer work |

Listening Strategy

Listen carefully for who the speakers are and where they might be. This will help you to identify the context of the conversation, and also to find out what the speakers' purpose is.

3 **2.03** Read the **Listening Strategy**. Listen to four dialogues and identify a) who the speakers are and b) where they are.

4 **2.03** Listen again. For each dialogue, answer the questions below. Say which clues helped you to answer.

- What kind of relationship is it?
- What is the approximate time or time of day of the dialogue?
- What is the reason for the dialogue?

5 **2.04** Listen to another conversation. Decide if the statements are true (T), false (F), or if the information is not given (NG).

- The conversation is happening outside a coffee shop.
- Annie and Simon usually go to the gym together.
- Annie's first reaction to Simon's suggestion is disbelief.
- Simon generally prefers to go somewhere remote on holiday.
- Simon cannot persuade Annie that a holiday in the Antarctic is harmless for the environment.
- Annie and Simon work for the same company.
- Simon explains he's only joking about the holiday.

PRONUNCIATION Homophones

A homophone is a word (or a combination of words) that is pronounced like another word but has a different meaning, or a different spelling and meaning.

knew / new piece / peace who's / whose
bark (on a tree) / bark (of a dog) whether / weather
you're / your meat / meet ate / eight
fair (It's not fair!) / fair (a book fair) cell / sell

7 **SPEAKING** Listen to the conversation in exercise 5 again and write down the homophones for the following words:

two theirs know cues hear one
sow sea hour

4D

Grammar

Future time clauses

I can use future time clauses.

Hi Emma,

Greetings from Amsterdam! (Although, by the time you read this, I'll probably be travelling to Berlin.) Amsterdam is great! I've done so much already – I'm afraid, I'll have run out of energy before the end of the trip! Luckily, this time tomorrow I'll be on a canal cruise, so that should be a bit calmer. I hope you're not studying too hard – I'll think of you while I'm relaxing on the boat! It's great that you'll be joining me in Paris next month. Guess what? Maroon 5 are touring there. I'll buy some tickets for us. Right, I'd better go, but I promise I'll send another postcard as soon as I've arrived in Berlin.

See you soon!

Josh

AIR MAIL



4 Complete the email with the correct form of the verbs below.

arrive have receive get wait
set catch let build



To: matt@email.com

Hi Matt,

As soon as I ¹ _____ the festival tickets we booked, I ² _____ you know. They may arrive tomorrow. The journey should be quite easy. When we ³ _____ at the station, we ⁴ _____ the ten o'clock train and we ⁵ _____ there by noon. While we ⁶ _____ for the tents to be put up, we will buy some food and drinks at a nearby convenience store. By the time the sun ⁷ _____, we ⁸ _____ a fire and ⁹ _____ our dinner. I can't wait to see you next Friday.

Pete

1 Read the postcard. What country is Josh meeting Emma in?

2 Read the **Learn this!** box. Then find examples for rules (1–3) in exercise 1.

LEARN THIS! Future time clauses

1 We use present tenses instead of *will* or *be going to* in future time clauses after these time conjunctions: *after, as soon as, by the time, immediately, in case, once, the minute, the moment, until, when*
I'll write to you when I have time.

NOT ~~I'll write to you when I'll have time.~~ X

2 In future time clauses, we usually use the present perfect rather than the future perfect for actions that are complete in the future.

I'll phone as soon as I've checked in.

NOT ~~I'll phone as soon as I'll have checked in.~~ X

3 In future time clauses, we use the present continuous rather than the future continuous for actions that are in progress in the future.

This time tomorrow I'll be sunbathing. I'll think of you while I'm enjoying the sun!

NOT ~~I'll think of you while I'll be enjoying the sun!~~ X

6 Rewrite the sentences using the words in brackets.

- 1 I won't get there before it's dark. (by the time)
- 2 Finish your homework, and I'll let you watch TV. (once)
- 3 When Josh gets here, we'll go out. (until)
- 4 We won't pay for the room until we arrive. (when)
- 5 He'll talk to me and then he'll email you. (after)

7 **SPEAKING** Think of an appropriate way to finish each sentence. Then compare your ideas with your partner's.

- By the time I've left school, ...
- As soon as I finish this task, ...
- The minute I get home, ...

The minute I get home, I'll make a snack. What about you?

➔ Grammar Builder 4.2 page 123

3 Choose the correct verb forms (a–c).

- 1 He'll let us know the moment _____ to the festival.
a he gets b he will have got c he's getting
- 2 We'll have lunch after _____ some sightseeing.
a we've done b we're doing c we do

3 The hostel won't reserve a room until _____ in full.

a we're paying b we'll pay c we pay

4 You could write some postcards while _____ breakfast.

a you'll be having b you're having c you've had

5 Let's take plenty of suncream in case _____ really hot.

a it'll be b it's c it's being

Adverbs and adverbial phrases

I can use adverbs and adverbial phrases.

Laura's TRAVELBLOG

Thinking of travelling around Europe? Having just completed my own three-month trip, here are my top tips for InterRailing.

InterRailing is one of the best ways to travel.

It's easier and quicker than flying and you see some amazing scenery. But it's worth planning ahead:

➤ Be realistic about money. Make a weekly budget and stick to it.

➤ Decide which InterRail ticket is best for you. You can visit up to thirty European countries with the Global Pass, or, if you'd rather discover one country at a more leisurely pace, I'd recommend the cheaper One Country Pass.

➤ Book accommodation in advance. You can find some pretty good deals if you book early.

➤ Don't pack too much luggage. You'll have to carry it everywhere, so think hard about what you really need.

➤ Take appropriate clothing. You're hardly going to need a suit or high heels, but you will need comfortable shoes.



3 Complete the response to the blog in exercise 1. Use each word once to form an adverb or adverbial phrase.

closely daily early friendly late quick

Great tips – thanks, Laura! I'd also add that it's worth booking accommodation ¹ _____ as you may get a discount. Check travel websites ² _____ too, as the special offers don't last for very long. And watch your luggage ³ _____ if you're travelling by train – there have been several thefts reported ⁴ _____. Finally, in each country it's worth ⁵ _____ learning a few local phrases as soon as you arrive – you'll find the locals treat you in a more ⁶ _____ way!

1 SPEAKING Read the travel blog and discuss the questions.

Give reasons for your answers.

- 1 Would you like to go InterRailing?
- 2 Which type of pass would you prefer?
- 3 Where would you go?

2 Read the **Learn this!** box. Then find an example of each rule in exercise 1.

LEARN THIS! Adverbs and adverbial phrases

1 Some adverbs have the same form as the adjective: *early, fast, weekly, monthly, yearly*, etc.

A weekly bus pass is cheaper.

I buy my bus pass weekly.

2 Other adjectives ending *-ly* do not have an adverbial form: *friendly, lively, cowardly, motherly, lovely*, etc. Instead we put the adjective in an adverbial phrase: *She smiled at me in a friendly way.*

3 Some adverbs have two forms: one with *-ly* and one without: *close / closely, deep / deeply, late / lately, pretty / prettily*, etc.

The meanings are sometimes very similar:

Let's stay close together.

The policeman watched them closely.

But they can also be unrelated:

The train arrived late.

Have you been abroad lately?

4 Choose the correct adverb to complete the sentences. Use a dictionary to help you.

- 1 a The journey took us **deep** / **deeply** into the country.
b I was **deep** / **deeply** shocked by the cost of the ticket.
- 2 a It's **rough** / **roughly** five kilometres to the next village.
b The sight of homeless people sleeping **rough** / **roughly** makes me really sad.
- 3 a We should get a **pretty** / **prettily** good deal at the hostel.
b You need to dress comfortably, not **pretty** / **prettily**!
- 4 a They stayed somewhere **near** / **nearly**.
b We've **near** / **nearly** reached the end of our trip.
- 5 a Which flight goes **direct** / **directly** to Hai Phong?
b The receptionist will be with you **direct** / **directly**.

5 Complete the sentences with the adverbs and adverbial phrases below.

daily hard lately pretty rough

- 1 We've been driving for hours, so we must be _____ near.
- 2 Tina updates her Facebook page _____.
- 3 If you look _____, you can see me at the back of the photo.
- 4 You've been so busy _____; you really should take a break.
- 5 I lost my money and had to sleep _____ for two nights.

6 SPEAKING Work in pairs. Tell each other about:

- 1 something you have / haven't done lately.
- 2 two things you do weekly.
- 3 a film which deeply affected you.

Globetrotters

I can understand a text about different travellers' experiences.

- SPEAKING** Look at the photos. Which do you think is the best method of travelling?
- Read the texts quickly. Match titles (1–4) with texts (A–C). There is one extra title.
 - The art of travelling light
 - Non-stop traveller
 - On the road to nowhere
 - Follow your dreams
- Look at the texts again. What was the purpose of each trip?

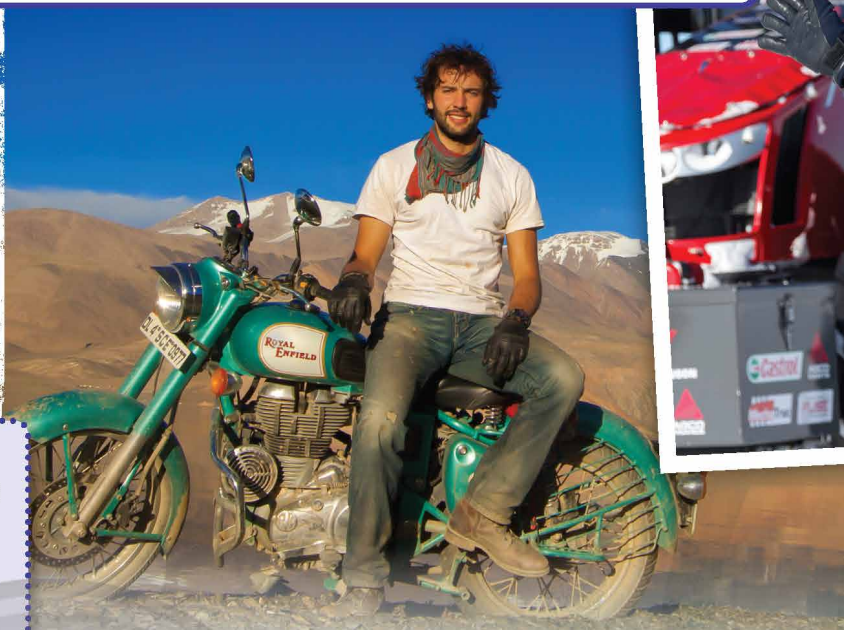
Reading Strategy

When you have to match statements or questions with different texts, remember that some of the topics or key words from the task may appear in several of the texts. Study each text carefully to decide which of the statements or questions matches it most closely.

- Read the **Reading Strategy** and look at the first question in exercise 5. Then follow the steps below.
 - Does the word 'blog' appear in texts A, B and C? Find examples in each text.
 - Read the texts carefully and decide which person used their blog for the purpose described in question 1 in exercise 5.
- Match texts (A–C) with questions (1–5). Each text may be matched with more than one question.

Which text mentions ...

 - the traveller using his / her blog to ask people to do things?
 - the things that the traveller took with him / her on the journey?
 - the traveller asking people both online and that he / she met to take part in something?
 - the traveller helping people to collect money for a good cause?
 - the speed at which the traveller went?
- Read the texts again. Answer the questions in your own words if possible.
 - In what three ways does Alex Chacón use his blog?
 - If Alex's plans succeed, how many years will he have been travelling?
 - What were the advantages of travelling by tractor for Manon Ossevoort?
 - How will future generations learn about our hopes for the future thanks to Manon?
 - Why did Rolf Potts seem to be the right person to try the no-baggage challenge?
 - What never, ever happens according to Rolf?



- VOCABULARY** Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.

Phrasal verbs

- to stop a vehicle _____
- to leave a place to do something _____
- to move from place to place _____
- to begin a journey _____
- to find something by chance _____
- to include _____
- to stay somewhere for a short time during a journey _____

- Work in pairs. Decide who is for and who is against this statement: 'More tourism would be bad for the planet.' Prepare arguments in favour of and against the statement. Use the ideas below to help you.

build hotels create pollution / more traffic
 damage the environment keep traditions alive
 learn about other cultures more air travel
 prices go up promote international understanding
 protect wildlife provide money for poorer countries
 provide jobs provide new facilities for local people
 threaten our culture

- SPEAKING** Work in pairs. Discuss the statement in exercise 8. Use the phrases below to show that you agree or disagree.

That's exactly how I feel.
 I couldn't agree more. In fact, ...
 I see your point, but ...
 That may be true to some extent. However, ...
 I don't really agree that ...
 I'm afraid I disagree. I think ...



'Travelling' online

If you haven't got time to go travelling, you can still enjoy it by following a traveller's experiences on their blog. Here are three of the most interesting and unusual globetrotters online!

2.05

A

At the age of seventeen, Alex Chacón **set off** from his home in El Paso, Texas and went for a motorbike ride. Alex's thirty-day tour of the USA **took in** California, Washington and Florida and gave Alex an aim in life: to travel the world on his motorbike.

Although Alex usually travels alone, he has shared his experiences on his blog.

While travelling, Alex videos himself doing all sorts of activities against breathtaking backgrounds of remote jungles, deserts and mountains. On one trip, he filmed himself by moving in a 360° circle so that all the famous landmarks would be included.

During Alex's motorcycle expeditions, he regularly stops to take part in volunteering projects at orphanages that he **comes across** on his route. Furthermore, he uses his blog to raise donations for orphans.

Alex is now planning to cross Africa, Europe and Asia. It seems that by the time he's thirty, Alex will have ridden his bike across most of the planet!

B

Dutch actress Manon Ossevoort has dreamed of travelling from Europe across Africa to the South Pole for years, and she chose a slow form of transport: a tractor.

Manon only averaged 5 km/h as she drove, but that allowed her to get to know the hospitable people in villages where she **stopped over** for the night. She would explain why she was going to the South Pole and ask people to follow her blog and write down their own dreams. She promised to build a snowman when she arrived at her destination and leave all their dreams inside it. The idea was popular and Manon received thousands of dreams on pieces of paper and in emails.

Finally, on 9 December 2014, Manon's dream came true, and she **pulled up** in a big red tractor at the South Pole. She then built a snowman and left a time capsule inside it with all the dreams she had collected. Manon explained on her blog that when the time capsule is opened in eighty years' time, future generations will be able to read something about our lives and our hopes for the future.

C

Have you ever travelled with no luggage? That was the question Rolf Potts aimed to answer on the 'no-baggage challenge'. However, the task wasn't simply a question of **going off** for a week to soak up the sun on a beach. Rolf had to travel 50,000 km by plane and **get around** eleven countries in 42 days with just the things he could carry in his pockets. Would he be able to do it?

Rolf was certainly well qualified enough to try. He was an experienced traveller who wrote a blog about budget travel. Now he planned to update it with regular reports about travelling extremely light.

His first 'no-baggage challenge' entry listed the items he took with him: a toothbrush and toothpaste, a small bottle of soap, a mobile phone and charger, deodorant, sunglasses, a passport, cash and a credit card. His second entry explained that he had got into the habit of washing his clothes before going to bed during his trips. By the third entry, he was really enjoying luggage-free travel.

Potts said that he would never pack any 'just in case' items again, because the imagined situations that they were packed for would never happen.

Interview and stimulus-based discussion

I can discuss a topic and select and justify my choice from a range of options.

A

Luxury COACH TOUR!

Spend three weeks seeing the European sights! Travel in style and comfort with us and visit twelve different countries and their capital cities. All inclusive!

Only
£500 for
students!

B

Travel Europe Train Ticket!

Buy a ticket and get free train travel around Europe! Go where you want, when you want for a month. If you book sleeper trains, you pay extra, but save on your accommodation!

Only £199 for students!

C

5-STAR HA LONG CRUISE!

Come on a voyage of discovery around the UNESCO World Heritage Site, Ha Long Bay! Experience one of the must-see landmarks in northern Viet Nam. Soak up the sun too!

Special
discount for
under 25s.
Only £245!

- 1 **SPEAKING** Work in pairs. Ask two questions each. Make a note of your partner's replies and report back to the class.

Student A

- 1 When did you last go on a long journey? What was it like?
- 2 Do you prefer to travel alone or in a group? Why?

Student B

- 1 Which country would you like to visit and why?
- 2 Do you prefer adventure holidays or holidays where you just relax? Why?

- 2 **SPEAKING** Which of the methods of transport in the photos have you tried? Which do you prefer and why? Tell your partner.

You are planning a holiday in your gap year. Say which of these trips is most appealing to you and why. Say why you are rejecting the other options.

- 3 Read the task and the **Speaking Strategy** below. Make notes under the headings below for each method of transport.

boredom comfort convenience cost luggage
safety time travel sickness

Speaking Strategy

When explaining your choice, try to give a number of different reasons. When rejecting the other options, try again to give more than one reason. Do not simply give the opposite reasons.

- 4 **2.06** Listen to a student doing the task. Answer the questions.

- 1 Which option does he select and what reasons does he give?
- 2 What are his reasons for rejecting the other options?

- 5 How well does the student follow the **Speaking Strategy**? Does he give enough reasons for each of his opinions? Are any of them similar to your ideas in exercise 3?

- 6 **KEY PHRASES** Complete the phrases with the words below.
best opting think why

Making a selection

- 1 I _____ I'll choose ... , mainly because ...
- 2 I'm _____ for ... and that's because ...
- 3 The _____ option would be the ... because ...
- 4 The reason _____ I'm (not) choosing the ... is that ...

- 7 **2.06** Listen to the student again. Which key phrases from exercise 6 did you hear?

- 8 **SPEAKING** Work in pairs. Do the task in exercise 2 using the phrases in exercise 6.

A letter of complaint

I can write a formal letter of complaint.

- SPEAKING** Why do people stay in youth hostels? What are the advantages and disadvantages?
- SPEAKING** Read the task. What things do you think might have gone wrong? Discuss and make a list of possible problems.

On a recent holiday, you and a group of friends stayed in a youth hostel. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he / she could improve the hostel.

- Read the letter. Were any of the complaints similar to your list in exercise 2?

Writing Strategy

When you write a formal letter:

- divide your letter into paragraphs.
- in the introduction, explain why you are writing. At the end, tell the reader what you would like them to do.
- use formal language and avoid contractions and abbreviations.
- use the appropriate phrases to start and finish your letter, depending on whether you know the recipient by name.

Dear Sir or Madam → *Yours faithfully*

Dear Mr Black / Ms White, etc. → *Yours sincerely*

- Read the **Writing Strategy** and find examples of each of the four points in the letter.
- Highlight eight formal expressions in the letter.
do not have problems got happen looked at
really think said she didn't say sorry showed her

➔ **Vocabulary Builder** Word building patterns: page 110

LEARN THIS! The subjunctive

- We can use the subjunctive in formal English for requests, suggestions, demands, etc.
- The subjunctive form of the verb is the same as the base form (e.g. *go, be, look, etc.*)
- We use the subjunctive in *that* clauses with *ask, demand, insist, recommend, propose, request, suggest*.
He insists that she leave now.
I suggest that the showers be cleaned more regularly.

➔ **Grammar Builder 4.4** page 124

Dear Sir or Madam,

I am writing to complain about our stay at your youth hostel from 14–16 May.

I reserved a room for four with a shower room, and I received confirmation of the booking. However, when we arrived, the receptionist maintained there was no record of my reservation. I produced my confirmation slip, but she just said that 'something must have been wrong with the website that day'.

We were given beds in a fourteen-person room with ten other people. There was one bathroom for all of us, which was dirty with no toilet paper. The receptionist took no notice of our complaints. Then we were supplied with no sheets on the beds! Eventually, we found some sheets and cleaned the bathrooms ourselves.

There was no apology at any point.

I feel strongly that we were treated very poorly. Firstly, I suggest that your online booking system be reviewed. Secondly, your staff should be trained to be more welcoming, and more helpful when problems arise. And finally, I request that there be sufficient bed linen, so that other guests are not inconvenienced as we were.

I feel we deserve some compensation and I look forward to hearing from you.

Yours faithfully,

Gemma Winters

- Read the **Learn this!** box. Then find two examples of the subjunctive form in the letter.

On a recent holiday, you and a group of friends stayed on a campsite. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he / she might improve the campsite.

- Read the task above. Make notes about what you will complain about. Use the ideas below or your own ideas.
no food available overcrowded queues for everything
shop / swimming pool, etc. was closed
showers / restaurants, etc. were dirty
staff were impolite / unhelpful
- Write your letter of complaint (180–200 words) using your notes in exercise 7.

CHECK YOUR WORK

Have you ...

- followed the structure in the Writing Strategy?
- used appropriate opening and closing phrases?
- used the subjunctive to make suggestions?

Aborigines and Maoris

- 1 SPEAKING** Look at the two photos. What do you know about the Aborigine and Maori cultures?
- Read the text. What two customs do the texts mention?
- 3 USE OF ENGLISH** Complete the text. Write one word in each gap.

2.07

Anybody who is hoping to have new experiences when they visit Australia or New Zealand should meet the original inhabitants of ¹_____ two countries, the Aborigines and the Maoris. However, ²_____ both cultures have experienced similar problems caused by the arrival of Europeans to their lands, the Aborigines and the Maoris are very different.



The Aborigines

The Aborigines have one of the oldest surviving cultures in the world. It is more ³_____ 60,000 years old, and during this period of time, they have formed hundreds of tribes that have developed different customs and around seven hundred different languages. In 1971, a flag ⁴_____ designed to represent all the Aborigine tribes and help unite them.

The Aborigines hold a lot of ceremonies to celebrate different events, but one of the most important to nearly ⁵_____ of the tribes is the 'walkabout'. It might seem like an adventure to people from other cultures, but the walkabout involves boys aged thirteen sleeping rough for as long as six months in the Australian desert. They spend the whole time alone and ⁶_____ to hunt for food to survive. Once the walkabout period has finished, they are welcomed back by their village, which celebrates the arrival of a new man in the community.

The Maoris

The Maoris arrived in New Zealand from East Polynesia in the second half of the 12th century. The Maoris all speak the ⁷_____ language and share the same customs, and this has helped them to have a strong presence in modern New Zealand. Maori is one of the country's two official languages. Maoris believe that all natural things and living things are connected, and modern Maoris are very concerned ⁸_____ the protection of the environment.

One important aspect of Maori culture is *Ta moko* – tattooing. Both men and women can have tattoos ⁹_____ their bodies or their faces. The tattoos represent the family or tribe that they belong ¹⁰_____. The designs are very intricate and are now inspiring a lot of the designs of tattoo artists around the world.

- Read the text again. Write A for *Aborigines* or M for *Maoris*.

Which people ...

- involve both females and males in a ritual?
- are interested in ecology?
- tried to symbolically unite their different groups?
- might have problems understanding each other?
- visually display their association with certain people?
- expect teenagers to be able to look after themselves?

- Answer the questions in your own words.

- Why do you think the creation of a flag was useful for the Aborigines?
- Why is 'walkabout' so important?
- Why are Maoris so interested in looking after the environment?
- How would you be able to know what tribe a Maori adult belongs to?

- 2.08** Listen to a radio interview. What is Nikau's attitude to his own culture? Is he proud, indifferent, concerned, or ignorant? How do you know?

- 2.08** Listen again and answer the questions.

- What does *kia ora* mean?
- What does *whenua* refer to?
- What type of holiday do a lot of tourists go on in New Zealand?
- Which sport are Maoris good at?
- What is a *haka*?

- 8 SPEAKING** Work in pairs. Discuss what you think about the customs of 'walkabout' and 'Ta moko'.

- 9 PROJECT** Work in groups. Find out facts about the main ethnic groups in northern Viet Nam, Tay and Nung. Then present them to the whole class.

Review Unit 4

Reading

Read the text. Choose the best answers (A–D).

The rise of Airbnb

In 2007, design graduates, Joe Gebbie and Brian Chesky, were struggling to pay the rent for their San Francisco apartment. Hearing that there was a conference coming to town and there were no hotel rooms available, they created the website airbedandbreakfast.com where they advertised three airbeds in their home at \$80 each a night, breakfast included. Only six days later, they had three guests sleeping on their floor. They knew immediately that this was the start of something big.

Being budding entrepreneurs, the pair decided to take their idea further. They enlisted Gebbie's former flatmate, Nathan Blecharczyk, a computer science graduate, to develop their website. Their idea was to target conferences and festivals across the USA, getting local people to list their rooms and travellers to book them. The new website was completed just in time for the 2008 Democratic National Convention in Denver, at which Barack Obama was due to speak in front of 80,000 people. Within a week, they had 800 listings, an achievement which dealt in part with the shortage of hotel rooms, but did not solve their financial problems, as the site was not making any money.

The team decided that they would have to handle payment for the bookings. They began to charge three per cent to the host and between six and twelve per cent to the traveller, depending on the price of the booking. Meanwhile, investors had started showing interest in the company. By April 2009, when larger investments began to arrive, they moved the company out of their flat into a new state-of-the-art office and hired more staff.

Since then Airbnb has gone from strength to strength. The company now has over 1.5 million listings in 34,000 cities in 190 countries, and is rumoured to be worth around \$20 billion.

- Gebbie and Chesky decided to rent out floor space because
 - they wanted to attract people to a conference in their area.
 - they needed money to redecorate the living room.
 - there weren't any hotels near their local conference centre.
 - there was a temporary need for accommodation in the city.
- The new website designed by Nathan Blecharczyk enabled Gebbie and Chesky to
 - accommodate most of the guests at a Denver convention.
 - make a huge profit as soon as it was launched.
 - rent out properties nationally.
 - put travellers in touch with hosts abroad.

Listening

2.09 You will hear four speakers talking about their experiences of camping. Match questions (A–E) with speakers (1–4). There is one extra question.

Which speaker ...

- didn't feel comfortable with the people they were with?
- wasn't able to use all of the facilities they were provided with?
- omitted to pack something essential for the trip?
- had to call for assistance in the middle of the night?
- was forced to cut their holiday short?

Speaker 1:

Speaker 3:

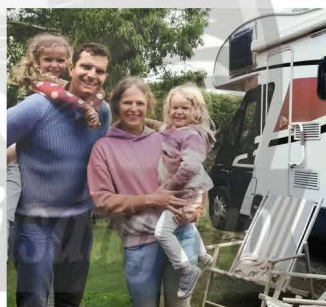
Speaker 2:

Speaker 4:

Speaking

Look at the two photos below that show different places to stay. Compare the photos using the points:

- Location
- Facilities
- Cost
- Activities



Writing

You have just come back from a class trip which did not meet your expectations. Write a letter (180–200 words) to the organiser of the trip stating your dissatisfaction with the programme and transport and offering suggestions to avoid future problems.

- When booking a room with Airbnb,
 - it is only the guest who pays.
 - both the guest and the host have to pay.
 - the guest pays a fixed percentage of the price.
 - the guest and the host share the cost equally.
- Until April 2009, Gebbie and Chesky were running the business from
 - a brand new building.
 - a friend's house.
 - their own home.
 - a flat on Wall Street.

5

Careers

5A

Vocabulary

What are they like?

I can describe people's personalities.

Unit map

Vocabulary

Personality adjectives
Compound adjectives
Extreme adjectives
Work and jobs

Word Skills

Position and order of adjectives

Grammar

Past perfect simple and past perfect continuous
used to and *would*

Listening

Job interviews



Reading

Just the job



Speaking

Photo comparison



Writing

A formal letter

Culture

RADA



Vocabulary Builder

page 110

Grammar Builder and

Reference pages 124–125



Henry Ford



JK Rowling



Mother Teresa

- SPEAKING** Look at the photos (A–C). Can you identify the people and their occupations? What qualities make them suitable for their occupation and successful in their career?
- VOCABULARY** Work in pairs. Check the meaning of the adjectives below. Then decide which qualities you would need to be successful at each occupation in exercise 1.

I think you would need to be creative and industrious to be a successful writer.

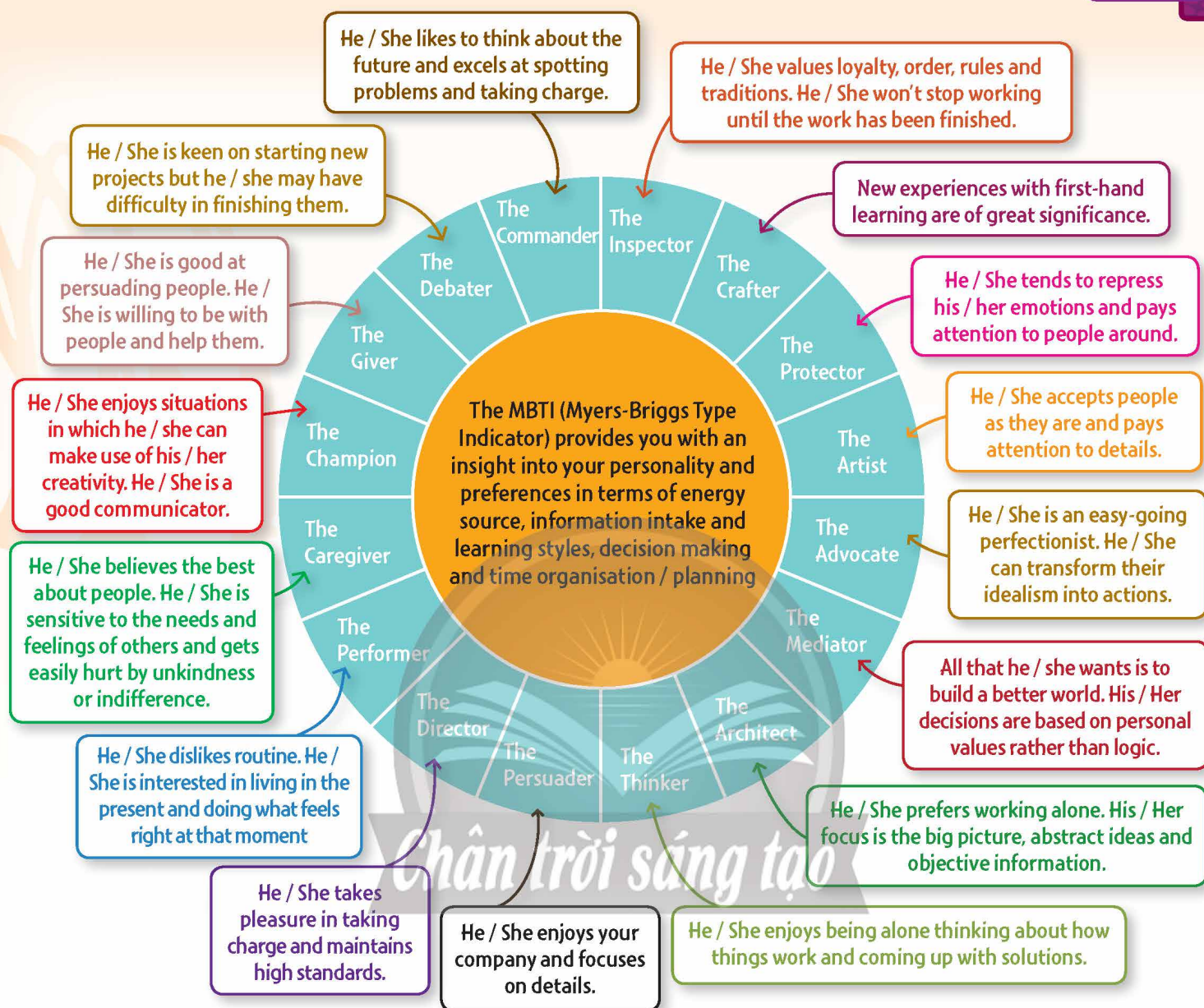
Personality adjectives adaptable analytical argumentative assertive
compassionate conscientious considerate creative detail-oriented
diligent disorganised easy-going empathetic gregarious idealistic
inflexible innovative intolerant loyal objective observant
optimistic outspoken persuasive reserved resourceful
self-confident spontaneous

- Read the MBTI descriptions on the next page. Match each of the descriptions with at least two adjectives from exercise 2. What other adjectives can you add?

The inspector: reserved, loyal

- Using the MBTI title of each person, match the people in exercise 1 with a description. Is it true of him / her? Is it similar to your description?
- Look at the MBTI descriptions of different personality types of people. What do you think are the jobs suitable for each type? Choose from the list below.

accountant artist carpenter chef counsellor dentist engineer
firefighter geologist judge journalist manager mechanic musician
pilot politician professor psychologist scientist



6 VOCABULARY Match the compound adjectives below with definitions (1–10).

Compound adjectives bad-mannered easy-going
hard-working light-hearted open-minded
quick-witted self-confident single-minded
thick-skinned well-behaved

- 1 having confidence in yourself and your abilities
- 2 thinking only about the thing that you want to achieve
- 3 not easily upset by negative comments
- 4 relaxed and happy to accept things without worrying
- 5 behaving in a way that is acceptable
- 6 able to think in a fast way
- 7 cheerful and without problems
- 8 rude and not showing respect
- 9 willing to accept other ideas and ways of doing things
- 10 putting a lot of effort into something

7 **2.10** Listen to three male students talking about their own qualities. Which MBTI type do you think they belong to? Identify the job (a–c) each person is suitable for.

- a A salesman
- b A psychologist
- c A judge

8 SPEAKING Work in groups. To what extent do you think personality tests help a high school student in choosing a job or career?

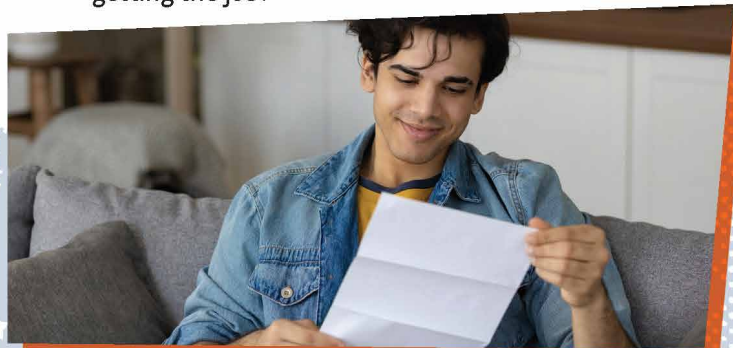
5B

Grammar

Past perfect simple and past perfect continuous

I can use the past perfect simple and past perfect continuous.

- 1 Read the text. What do you think made him succeed in getting the job?



Last week when John landed the job he had applied for, he got overexcited. That was probably to be expected, given that he had been experiencing ups and downs throughout the months. John is a programmer that graduated two years ago. He set out to apply for jobs right after his graduation. He had been looking at job advertisements even prior to that. His classmates even had established a contact group to offer each other help. They had been working part-time together on small projects. They had been exchanging information for months when he came across this advert of vacancy. He immediately sent the résumé he had been perfecting. Within five months, he had been short-listed for a test, then an interview. What a long journey to this dream job!

- 2 Read the **Learn this!** box. Find all the examples of the past perfect simple and past perfect continuous in the text and match them with rules (a–d).

LEARN THIS! Past perfect simple and continuous

- a** We use the past perfect simple for completed actions that happened before a specific time in the past.
By the age of six, she'd appeared on television twice.
- b** We use the past perfect continuous for longer actions or situations that happened before a specific time in the past.
They were tired because they'd been rehearsing hard.
- c** With state verbs, we use the past perfect simple with *for* and *since* to say how long an action had been in progress.
He'd been an actor since childhood.
- d** With action verbs, we use the past perfect continuous with *for* and *since* to say how long an action had been in progress.
She'd been writing for years before she became famous.

- 3 Complete the sentences with the verbs in brackets. Use the past perfect simple or past perfect continuous. Then match each sentence with a rule in the **Learn this!** box.

- After he _____ (finish) his application form, he sent it to the company.
- They _____ (plan) the project for months when it was suddenly cancelled.
- The applicants _____ (not wait) long when the interviewers arrived.
- All the candidates _____ (do) the test since 8 a.m.
- She _____ (know) what job she wanted to do since she was a child.

- 4 **USE OF ENGLISH** Complete the sentences with the correct form of the words in brackets. Use the past perfect simple or past perfect continuous. Use no more than five words, including the words provided.

- She _____ (work / us) for years before she was promoted.
- Joe _____ (not / get / pay rise) until he won a good contract.
- My cousin had a terrible headache because he _____ (prepare) for the job interview for two days.
- John's application was rejected, and he _____ (want / get) it for such a long time.
- Were they upset because they _____ (not / manage / land) the job?

- 5 **SPEAKING** Work in pairs. Think about the last time you were:

- exhausted.
- amazed.
- bad-tempered.
- disappointed.

Find out why your partner felt that way. Use appropriate past tenses.

Why were you exhausted?

Because I'd been playing tennis all morning. Why were you exhausted?

Because I'd had a really bad night's sleep.

5C

Listening

Job interviews

I can identify the attitude of a speaker.

- SPEAKING** Describe the photo. What is going on?
- Read the magazine article. How many types of job interviews are mentioned? Which do you prefer?



WHICH OF THESE HAVE YOU BEEN TO?

PANEL INTERVIEWS

In panel interviews, you are to be interviewed by several interviewers at a time. They usually come from different departments of the company. In certain cases, there may be interviewers from a partner of the company.

GROUP INTERVIEWS

Many candidates are interviewed at the same time. The same question is asked and the candidates give their responses in turn. This way, recruitment process can be shortened and potential employees can be short-listed for more than one position.

ONE-ON-ONE INTERVIEWS

The traditional interview involves one interviewer and one interviewee.

DISTANCE INTERVIEWS

Modern technology has made this possible in the past decade. No longer is distance an obstacle to an interview participant. Nowadays interviews can be conducted via telephone or with video calls.

LUNCH INTERVIEWS

These interviews go on in informal contexts. They sound more like a conversation, but the interviewer actually can also observe how the interviewees interact with others.

Listening Strategy

When you listen, pay attention to what words each speaker uses to express his / her attitude. Words with a similar meaning may have different connotations.

- 2.11** Read the **Listening Strategy**. Then listen and underline the correct words to complete the sentences.
 - Speaker 1 describes the room as **cool** / **freezing**.
 - Speaker 2 says the graduate on the chat show is **stubborn** / **determined**.
 - Speaker 3 thinks the article lacks **details** / **illustrations**.
- 2.11** Check the meaning of all the adjectives. Choose the correct adjective (a, b, or c) describing the attitude of each speaker. Then listen again and check. Use your answers to exercise 3 to help you.
 - Speaker 1 is

a disappointed.	b bored.	c enthusiastic.
-----------------	----------	-----------------
 - Speaker 2 is

a optimistic.	b impressed.	c uninterested.
---------------	--------------	-----------------
 - Speaker 3 is

a critical.	b interested.	c passionate.
-------------	---------------	---------------

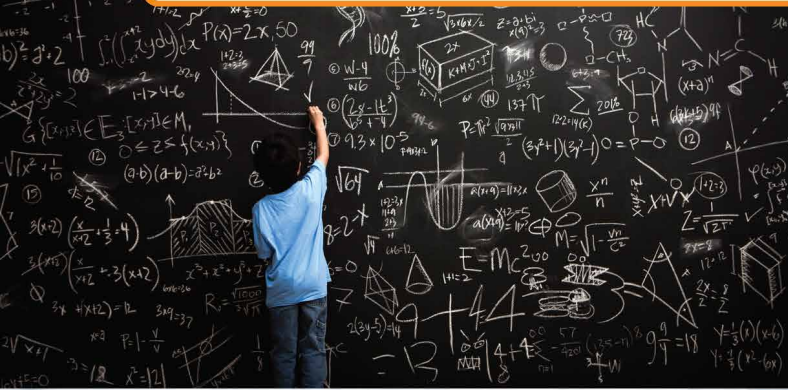
- 2.12** Listen and match the speakers (1–3) with sentences (A–D). Write the correct number. There is one extra sentence.

- The speaker is supportive of panel interviews.
- The speaker's attitude towards panel interview is unsympathetic.
- The speaker feels outraged about the tension caused by a panel interview.
- The speaker has a balanced view of the use of panel interviews.

- SPEAKING** Work in pairs. Discuss the questions.

- Should an interviewee ask the interviewer questions? What questions do you think should be asked?
- Is it justified for the interviewers to put interviewees under stress during the interview?

➔ **Vocabulary Builder** Adjectives with positive and negative meanings: page 110

used to and would*I can correctly use used to and would.*

Physician Akrit Jaswal had a very unusual childhood. He didn't use to play with toys like most children. Instead, he used to read a lot – he could read and write from the age of two. And what did he use to read as a five-year-old boy? Shakespeare! He also had a passion for science and would read everything he could find about human anatomy. He performed his first operation at the age of seven, treating the badly burned hands of a young girl whose family couldn't afford medical care. This operation was filmed and posted on YouTube – leading to worldwide fame for Akrit. At the age of twelve, he was accepted into a medical university. He studied there for several years. He was the youngest ever to achieve this in India at that time ...

- 1 Read the text. What is unusual about Akrit Jaswal?
- 2 Read the **Learn this!** box. Then find all the examples of *used to* and *would* in the text.

LEARN THIS! *used to and would*

- 1 We use *used to* + infinitive and *would* + infinitive to talk about past habits and situations that were different in the past.
His family *used to be* extremely poor.
When he was young, he'd *spend time studying* medicine.
- 2 We don't use *used to* + infinitive or *would* + infinitive when we say how long a past habit or situation lasted. We use the past simple.
He *went to* college for five years.
NOT ~~He used to / would go to college for five years.~~ X
- 3 We don't use *would* with state verbs – we use *used to*.
He *used to love* reading.
NOT ~~He would love reading.~~ X
- 4 We avoid using *would* with questions and negatives.
Did he *use to* play with cars and dolls?
NOT ~~Would he play with cars and dolls?~~ X
People *didn't use to* become famous so easily in the past.
NOT ~~People wouldn't become famous so easily in the past.~~ X

- 3 Complete the sentences with the correct form of *used to* or *would*. In which sentences is either possible?
- 1 He _____ (work) as a journalist for a science magazine.
- 2 Years ago, small children _____ (clean) chimneys to earn money.
- 3 That athlete _____ (have) difficulties getting picked for the team.
- 4 _____ (she / wear) uniform in her previous job?
- 4 Decide if the highlighted words in the text below are correct or incorrect. Correct any mistakes in your notebook using the correct form of *used to* or *would*, or the past simple where neither is possible.

Rome wasn't built in one day. Every success story is made up of diligence and persistence. Michael Jordan, one of the greatest basketballers ever, **used to** practise hard for 2.5 hours every day, and immediately after that he **would ask** a teammate of his, James Worthy, to play one-to-one. He **would want** to go after whoever was the team leader at the time. Steve Jobs, the famous co-founder of Apple Inc., **would start** his working days at home at 6.30 a.m. and he **used to send** emails for nearly an hour. He **used to be** fond of the same style of clothes throughout the years. The Williams sisters **would get up** at 6 o'clock, practise in the tennis court before going to school.


- 5 **USE OF ENGLISH** Complete the sentences with the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.
- 1 Gary _____ (used / want) be a vet.
- 2 When you were younger, you _____ (use / have) a dream job?
- 3 Years ago, people _____ (not / use) want to become doctor as much as they do now.
- 4 He was such a lazy technician that he _____ (would / do) his work an hour before the deadline.
- 6 **SPEAKING** Work in pairs. Think about when you were five or six years old. Talk to your partner about these things. Use *used to* or *would*.
- 1 Favourite toys you played with
- 3 Friends you had
- 2 Books you read
- 4 Other things you enjoyed

I used to have a giant teddy bear that I really loved.

Position and order of adjectives

I can use adjectives correctly.

- 1 Read the message board. Who thinks highly of the HR manager?



Message board

I really admire Lam Anh. She's such a talented young HR Manager. She also does selfless charity work, helping to fight hunger and poverty and supporting people with disabilities. **NAM**

I'm from the HR Department and I agree she's great. And she always looks stunning – did you see her wearing fashionable white dress and silver shoes? Amazing! **AN**

Can't agree with you, Nam – I get really annoyed by these self-centred people. They work in huge modern offices and enjoy enviable perks while we are struggling with the burden of work in the stuffy noisy factory and receive nothing but low wages. Why don't they put forward a plan to better the working conditions? **MINH**

- 2 Read the **Learn this!** box. Find all the adjectives in exercise 1. Do they come before a noun or after a linking verb?

LEARN THIS! Position and order of adjectives

- 1 We can use most adjectives before a noun or after a linking verb (*be, become, feel, get, look, seem, smell, sound, taste, etc.*).
She's a wonderful singer! Her voice sounds fantastic.
- 2 When we use more than one adjective to describe a noun, we use this order:
opinion size age colour origin material noun
a fabulous big new red French electric car

- 3 Look again at the adjectives that come before a noun in exercise 1. Match them with the categories (size, age, colour, etc.) in the **Learn this!** box.

young – age self-centred – opinion

- 4 Complete the sentences with the adjectives in brackets in the correct order.

- My company's forum is talking about a _____ musician. (young / Portuguese / vain)
- The interviewer was wearing a _____ dress. (Japanese / white / long / silk)
- At the company's fancy party, the director always appears on stage in a _____ wig. (massive / red / ridiculous)
- My idol supervisor goes to work on a(n) _____ motorbike. (Italian / black / 1960s)

- 5 Match the adjectives with similar meanings to make some pairs.

afraid – frightened

afraid alive alone angry annoyed asleep
frightened glad happy live lonely sleeping

LOOK OUT!

There are some adjectives that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.

There were dozens of workers who were upset.

There were dozens of disappointed workers.

~~NOT There were dozens of upset workers. X~~

- 6 Read the **Look out!** box. Which adjective in each pair from exercise 5 can go a) before a noun and b) only after a linking verb? Use a dictionary to help you.

➔ **Grammar Builder 5.3** page 125

- 7 Choose the correct words to complete the sentences. Sometimes both are possible.

- Ten glad / happy winners have shared this week's lottery prize.
- The woman was disappointed / upset because the noise woke her asleep / sleeping baby.
- A ninety-year-old brilliant / French actor has won an award at the Cannes Film Festival.
- There are some huge grey / nasty clouds in the distance.
- Some well-known people have quite alone / lonely lives.

- 8 **SPEAKING** Work in pairs. Using adjectives and linking verbs, tell your partner about a famous person you would like to meet.

- Give some information about them and what they do.
- Say why you'd like to meet them and how it would make you feel.

Just the job

I can understand an article about careers.

- 1 **SPEAKING** Look at the following ideas. What problems are mentioned? Which is of the most concern among young adults?

AI taking over jobs

Graduates desperate for jobs

New job titles, new opportunities



- 2 Read the text and answer the questions.

In which paragraph (A–F) does the writer ...

- provide an example of a source of advice for those selecting a career?
- give explanations for the need of a certain characteristic?
- give an example of the jobs that won't be done properly by a robot?

Reading Strategy

- Read the multiple-choice questions and all possible answers carefully.
- Find the part of the text that each question refers to.
- Read the answers again and choose the one that best matches the information in the text.
- Check that the other answers are incorrect.

- 3 Read the **Reading Strategy**. Then read the first question in exercise 4, followed by paragraph A. When you have chosen the correct answer (a, b, c or d), read the paragraph again and decide why the other options are wrong.

- 4 Read the text. For questions (2–5), circle the correct options (a–d).

- It is harder for manual workers to find jobs because
 - the modern world prefers automatic holograms.
 - they do not work as effectively as robots.
 - robots for the airports are now available.
 - customers to restaurants are served by robots.
- The key to a good choice of career is
 - talking with one's parents.
 - taking calculated risks.
 - knowing oneself thoroughly.
 - consulting an expert.

- 5 Read the text again. Are the sentences true or false? Write T or F. Correct the false sentences.

- Every restaurant in South Korea has robots to serve customers.
- Character tests can predict your future success in a career.
- There are now jobs that people in the past heard nothing of.
- Robots can partly replace a teacher.
- Robots have both strengths and weaknesses.

- In terms of career development, the writer emphasises the need to
 - register for a continual course.
 - achieve a goal.
 - graduate from university.
 - better one's interpersonal skills.
- Flexibility
 - gets people into a professional conflict.
 - helps a person grow professionally.
 - wonderfully changes the world.
 - prevents people from acquiring new techniques.
- In the writer's opinions, AI
 - is not a frightening threat to young adults' career.
 - is more efficient than humans in almost any field of work.
 - is going to free humans from the need to go to work.
 - is less sophisticated than humans in hospitals and schools.



JOINING THE WORKFORCE

2.13

A The world of work has been undergoing dramatic changes. Step by step, robots are taking over **manual jobs** that used to be done by semi-skilled workers.

AI assistants in the forms of holograms have been on trial at Changi Airport and Boston Airport. Their performance as perfectly efficient check-in **staff** has amazed users. Certain restaurants in South Korea have introduced tablets for self-order and have even made use of maid robots in place of waiters and waitresses. Getting a secure job or a career can't have been more challenging.

B On leaving school, 18-year-olds are faced with one of the toughest decisions of their life: career choice. Which to pursue requires sensible decision basing on their in-depth self-understanding. Guidance from school counsellors and parents together with **insights** into their potentials from character tests will empower them to make informed decisions. It is also worth noticing that, in this ever-advancing world, school-leavers need to be well-prepared for changes and once-in-a-lifetime opportunity.

C However bewildering career choice may be, it is no more than the beginning of a person's career. To further it, they have no alternative but to become better day by day. In essence, career development is

a continual and lifelong process in which they need to specify their **goals**, boost their own confidence, improve communication skills, and expand personal **networking**. Actually, university graduation simply celebrates the completion of adults' mainstream education, signifying their non-stop self-improvement.

D Of all the qualities, a person's flexibility will work in this full-of-changes world. Flexibility manifests itself in professional **agility**, problem-solving skills, change **management** and innovative thinking. As long as they are not set in their way of thinking, they can easily get a task done.

E AI has been replacing certain blue-collar workers, but it can never establish a role in a field that has something to do with emotional intelligence (EQ). Automated learning machines can repeatedly lecture a subject, but they can never become an inspiring story for students. Robots in hospitals can accurately perform operations, but at no time can they comfort the lonely and suffering patients like a gentle nurse.

F Technology has taken mankind to a world of constant change. School-leavers are expected to improve themselves and own the right skills to meet the social demands.

6 Write a short summary of the text. Use the following questions as an outline.

- How has the world of work been?
- What causes most concern among 18-year-olds? Where can they turn to for help regarding choosing a career?
- What is of vital importance to getting on in your career?
- Why is it important to be flexible?
- What prevents the conquest of robots in the world of work?
- What affects one's future career most?

8 SPEAKING Work in pairs. Discuss the questions.

- 1 What jobs do you think AI can't do properly?
- 2 What do you think is more important when it comes to choosing a job: the salary or the job satisfaction?

7 VOCABULARY Match the highlighted nouns in the text with definitions (1–7).

Work and jobs

- 1 a system of trying to meet and talk to other people who may be useful in your work
- 2 an understanding of what something or someone is
- 3 the ability to think quickly and intelligently
- 4 the act of dealing with something successfully
- 5 work done physically or by hands
- 6 all the workers / employees in a company or an organisation
- 7 something one hopes to achieve

Photo comparison

I can compare photos and give opinions about job interviews.

A



B



- 1 **SPEAKING** Work in pairs. Describe one photo each (A or B). What do you think is happening? Use the phrases below to help you.

Speculating

I can't be sure, but ...

It looks like some kind of ... , or maybe a ...

It looks to me like a ... of some kind.

It's / There's a sort of ...

It's / They're most likely a ... , or something like that.

I'd say that ...

Speaking Strategy

When you talk about a photo, try to use a range of adjectives. For example, extreme adjectives can make your description more expressive.

- 2 **VOCABULARY** Read the **Speaking Strategy**. Then put the adjectives below into two groups: positive and negative.

Extreme adjectives awful delighted ecstatic exhausted fascinated hilarious miserable starving terrible terrified thrilled wonderful

- 3 Read the **Learn this!** box below. Which adverbs can be used to modify both ordinary and extreme adjectives?

LEARN THIS! Modifying extreme adjectives

We do not use modifying adverbs like *very* and *quite* with extreme adjectives. Instead, we use *absolutely*, *completely*, *really* or *totally*.

~~I was very terrified.~~ X

I was absolutely terrified.

➔ **Vocabulary Builder** Gradable and extreme adjectives: page 110

Compare the photos. Then give your own opinion about the advantages and disadvantages of a panel interview.

- 4 **2.14** Read the task above. Then listen to a student doing the task. Answer the questions.
- Which extreme adjectives does the student use? Does she use any adverbs to modify them?
 - Which does she emphasise more: the advantages of a panel interview, or the disadvantages? Do you agree with her opinion?

- 5 **2.14** **KEY PHRASES** Listen again. Which of the phrases below does the student use to compare the photos?

Comparing photos

Both photos show ...

In both photos, you can see ...

The common theme in the photos is ...

The main difference (between the photos) is ...

In the first photo ... , whereas in the second photo ...

Unlike the first photo, the second photo shows ...

Overall, the second photo is [comparative form] than the first photo.

- 6 **SPEAKING** Work in pairs. Find other similarities and differences between the photos in exercise 1. Use the phrases in exercise 5 to talk about them.

PRONUNCIATION Stressed words (exceptions)

Auxiliary verbs and modal auxiliaries are not stressed except when they occur at the end of the sentence.

Can you recognise the man in the second photo? Oh, yes, I can /kæn/.

It's different from the first photo. Yes, it is.

Contrastive stress is also used to bring out a given word in a sentence which will also slightly change the meaning or give new information.

*In the **second** photo, you can see the male interviewer is holding a résumé. (not the first one)*

*In the second photo, you can see the **male** interviewer is holding a résumé. (not the female one)*

*In the second photo, you can see the male interviewer is holding **a** résumé. (not a pen)*

Intonation: Agreeing or disagreeing

As in question tags, our voice goes down at the end when we are making a statement or goes up when we aren't sure.

Her name's Sarah. (You don't expect people to disagree.)

Her name's Sarah. (You aren't sure.)

- 7 **SPEAKING** Work in pairs. Look at photos C and D and do the task below.

Compare the photos. Then give your own opinion about whether a job interview should be conducted via the internet.



A formal letter

I can write a formal application letter.

- 1 SPEAKING** Work in pairs. Look at the want ad and discuss the questions.

- 1 According to the job advert, what is expected from an applicant? What can an applicant enjoy at the work place?
- 2 What should you do if you want to apply for this job?

IELTS TA WANTED

Have you ever sat for an IELTS test? Are you patient? Can you work in the evenings or at weekends? If you have answered YES to the above, write to us.

- Starting rate of 50,000 VND per hour
- Free uniform
- Excellent training
- Friendly and academic environment

Mr Hoa An

Academic manager

BETTER-YOU LANGUAGE CENTRE

456 Le Loi Street, District 1, Ho Chi Minh City

- 2** Read the task above and the letter below. In which paragraph does the letter include a) key qualities of the writer b) reasons for wanting to do this job?

Nguyen Song Anh
246 Hoa Mai Street, Phu Nhuan District
Ho Chi Minh City
10th February 20____

Mr Hoa An
Academic Manager
Better-You Language Centre
456 Le Loi Street, District 1, Ho Chi Minh City

Dear Mr Hoa An,

I am writing to express my interest in the position of teaching assistant at Better-You Language Centre. I saw your advertisement in *Tuoi Tre Newspaper* yesterday and I believe my English competence and communication skills make me a perfect fit for this job.

I am currently in grade 12 at Le Hong Phong High School for the Gifted and I am looking for a part-time job. Working in the evenings and at weekends would fit in with my studies.

I took my IELTS test three months ago and got an overall score of 8.0. Therefore, I can share my own experience with future IELTS candidates. I enjoy working with teenagers and I have previous experience of working as a volunteer at SOS Children's Village in Ho Chi Minh City. I was in charge of giving the children there 2-hour English lessons every weekend.

I am aware that Better-You Language Centre is one of the largest language centres in Ho Chi Minh City and I am eager to join your team.

I have enclosed my résumé. I would be grateful for the opportunity to discuss the position further.

Yours sincerely,

Nguyen Song Anh

Writing Strategy

When you write a formal letter:

- do not use informal words and phrases.
- avoid contractions and abbreviations.

- 3** Read the **Writing Strategy**. Find formal expressions in the letter for the informal words and phrases below.

Language focus: formal language

- | | |
|-----------------------------|---------------------------|
| a I want to have | d means I am suitable for |
| b I used to work | e had to give |
| c I am really interested in | |

- 4** Rewrite the informal sentences in an appropriate formal style using the words in brackets.

- 1 I was happy to read your advertisement in *Thanh Nien Newspaper* yesterday. (it / with interest / read / yesterday's *Thanh Nien Newspaper*)
- 2 My English is good and I know some French. (speak / fluent / have / a basic knowledge)
- 3 You can find my CV in this letter. (enclose / CV / letter)
- 4 You can interview me whenever you like. (available / an interview / any time)

- 5** Read the task below. Make notes. Then write your letter (180–200 words).

WORK FOR SCHOOL COFFEE

School Coffee is a gathering point for high school students.

Do you have excellent communication skills? Can you work in a team? Are you willing to learn?

A lot of teenagers and adults come and work with us, so start your weekend job with us:

- Choose the hours you work
- Gain work experience
- Meet talented peers and mentors

Join us as a team member, assistant manager or content writer.

Contact Ms Thu An

789 Dinh Tien Hoang Street, Binh Thanh District

CHECK YOUR WORK

Have you ...

- included all the required elements?
- avoided contractions and informal language?
- checked the spelling and grammar?

RADA

- 1 SPEAKING** Look at the photo. What are the people doing? Would you like to be an actor? Why? / Why not?
- 2** Read the text. What three things does it mention that a RADA student learns?

RADA

2.15

- A** Becoming a truly great actor requires talent, hard work and hours of study. In Britain, the Royal Academy of Dramatic Art (RADA) ¹ _____ trained and produced many of the country's most famous actors since it was established in 1904, but just how does RADA turn passionate young hopefuls into respected professionals?
- B** One of the methods RADA teaches is the Stanislavski acting technique. The technique was devised ² _____ the famous Russian actor Konstantin Stanislavski in 1911, after he had been performing in theatres ³ _____ over thirty years. It requires actors to really live the role that they are playing. The actors not ⁴ _____ have to learn the lines that they have to say, but also recreate everything about the character's life.
- C** But if modern audiences would be surprised to discover that students learn an acting technique that is over a century old, they might ⁵ _____ astonished to discover that they also study a form of theatre that has been around for over two millennia: Greek tragedy. The Greeks used to study playwriting and acting and produced some important theoretical works on the subject. Their ideas are still considered very relevant today and anybody ⁶ _____ wants to obtain a degree from RADA has to study them.
- D** RADA students also spend many hours training their voices and learning ⁷ _____ use their bodies to communicate in the same way that a musician learns how to play an instrument. A RADA student's objective is to use their creativity to transform written words into a three-dimensional character. Evidently, becoming an actor is ⁸ _____ serious business and definitely not for people who are only interested in fame.



- 3 USE OF ENGLISH** Complete the text about RADA. Write one word in each gap.

- 4 2.16** Listen to an interview about how actors prepare for their roles. Match the people (1–3) with the things that they did (A–C).

- Konstantin Stanislavski
- Meryl Streep
- Leonardo DiCaprio

- studied psychiatric patients.
- prepared a list of questions.
- prepared for a film about the Second World War.

- 5 2.16** Listen again. Are the sentences true or false? Write T or F.

- Copying certain emotions is not so difficult for actors.
- The Stanislavski system involves actors asking themselves questions about their own acting ability.
- Meryl Streep studied a foreign language.
- Meryl Streep wanted to read poetry in a foreign language.
- Leonardo DiCaprio met people who had had experiences that he wanted to recreate in a film.
- Leonardo DiCaprio visited a psychiatric hospital on an island to prepare for a film.

- 6 SPEAKING** Work in pairs. Look at the picture and discuss the questions.

- Can you name the arts form in the brochure? Give a short presentation on its history.
- How has the *Đông Âu Bạch Long* group contributed to the development of the arts form?



Review Unit 5

Reading

Read the text. Match paragraphs (A–C) with questions (1–6). Each paragraph matches two questions.

In which paragraph does the author mention ...

- 1 an extra received on top of the wages?
- 2 something that might give away the identity of the worker?
- 3 a trend which has changed employment prospects?
- 4 typical consumer behaviour?
- 5 the difficulty of finding a job in the field?
- 6 a good reason for doing the job?

A secret job in the retail trade

A I am in a supermarket, doing my best to look like any other shopper browsing the shelves. My mission on this trip is to buy something I fancy from the bakery, which means I'll have to interact with the person at the counter. I'm hoping to pass off the handwritten notes I'm carrying as a shopping list, because no one must know why I am here. I have to keep my identity secret because I am a mystery shopper.

B My job involves visiting five to ten different stores a day and scoring them on, among other things, their appearance and cleanliness. With the €20 I am given to spend at each store, I purchase the obligatory item that enables me to assess the service I receive at the checkout. Adding the value of my purchase to the €225 I make in a typical day of eight hours of visits and two hours filing reports, I earn more than enough to live on.

C However, assignments paying as well as mine are becoming few and far between due to the soaring demand in my line of work. Retailers increasingly need to maintain standards so as to offer consumers a quality shopping experience and keep them from turning to the internet. However, to date, there are more than half a million mystery shoppers registered in the UK, making competition for jobs very fierce. Today it isn't only other shoppers I hide my identity from; even my friends and family don't know who I work for.

Listening

2.17 Listen and underline the correct words to complete the sentences.

- 1 Speaker 1 describes the film premiere as **packed** / **bustling**.
- 2 Speaker 2 says that the singer was **watched** / **spied on**.
- 3 Speaker 3 describes the actor as **stubborn** / **determined**.
- 4 Speaker 4 thinks the footballer is **generous** / **extravagant**.
- 5 Speaker 5 says that the people in the TV show often chat / gossip.

Speaking

Compare the two photos. Then give your opinions about the different venues of job interviews.



Writing

Every year, your school invites a career counsellor to give a presentation to the whole school. Write a letter (180–200 words) to the school magazine in which you propose who to invite. Include a description of the career counsellor and suggest topics for the presentation.

6

Health

Unit map

Vocabulary

Food and health
Nutrition
Exercise verbs and nouns
Exercise collocations
Illnesses, injuries and symptoms
Treatments and remedies

Word Skills

Compound adjectives

Pronunciation Diphthongs

Grammar

The passive
The passive: advanced structures

Listening Keeping fit



Reading Junk food



Speaking Role-play



Writing An article

Culture Healthy cities



Vocabulary Builder page 111

Grammar Builder and
Reference pages 126–127

6A

Vocabulary

Food science

I can talk about nutrition and health.

- SPEAKING** Look at the 'eatwell' plate. What does it suggest we eat the most / least of?
- VOCABULARY** Complete the information in the texts with the words below.

Food and health dairy products fizzy drinks poultry processed foods
pulses saturated fat wholegrain

Vegetables and fruits are full of nutrients. Consuming more of this food can **reduce** the risk of heart disease. Carbohydrates from fruits and vegetables are **digested** slowly and **boost** our energy levels for longer. You should eat five portions of fruit and vegetables a day.

Carbohydrates **produce** energy. Choose ¹ _____ varieties where possible. They **contain** more fibre and so help you to feel full.



Fish, ² _____, ³ _____, nuts and eggs are important sources of protein.

⁴ _____ high in ⁵ _____ and sugar, such as cakes, biscuits, crisps and chocolate should only be eaten very occasionally. Avoid sweets and ⁶ _____ as these are very high in sugar.

⁷ _____ give our bones the vitamin D they need to stay strong.

If you **burn** as many calories as you take in, your weight remains the same, so regular exercise can help **control** your weight.

- 3 **VOCABULARY** Look at the list of nutrition words below. Find one food on the eatwell plate that contains each thing in the list.

Nutrition additives calcium calories carbohydrate
cholesterol fat fibre mineral nutrient
preservative protein vitamins

additives – sweets

- 4 **SPEAKING** Work in pairs. Think about your own diets. How do they compare to the advice on the plate?

➔ **Vocabulary Builder** Food preparation: page 111

- 5 Complete the quiz with the correct form of the highlighted verbs from the text in exercise 2. Then do the quiz in pairs.

HOW MUCH DO YOU KNOW ABOUT healthy eating?

Do our quiz and find out!

- 1 Which activity _____ more calories?
A walking B cycling C skateboarding
- 2 How long does it take your stomach to _____ a three-course meal?
A 2 hours B 24 hours C 10 hours
- 3 Which food _____ the most protein?
A broccoli B cheese C eggs
- 4 Which food will _____ your energy levels and help you work better?
A yoghurt B banana C pastry
- 5 What's the best way to _____ your weight?
A Don't eat carbohydrates.
B Eat three times a day.
C Eat healthily and do regular exercise.
- 6 Which food best helps to _____ the risk of heart problems?
A apples B coconut C white bread
- 7 What is lost when you _____ food in a factory?
A nutrients B salt C additives

- 6 **2.18** Listen to three people talking about food. Match the speakers (1–3) with what they say (A–D). There is one extra sentence.

Speaker 1: Speaker 2: Speaker 3:

- A I've changed my lifestyle by making an effort to change.
B I can easily find food products that help me avoid health problems.
C Technology is a positive tool, helping us to be healthy.
D One substance in particular will help our bodies store the power they need for physical exercise.

RECYCLE! Obligation and prohibition

must and *have to*

When we decide something is an obligation ourselves, we usually use *must*. When the obligation is decided for us by other people, we usually use *have to*.

I must eat more fruit and vegetables.

To enter the marathon, you have to visit the website.

mustn't and *don't have to*

We use *mustn't* to say something is prohibited, or to give very strong advice.

You mustn't eat a lot of sugar.

We use *don't have to* to say it isn't necessary to do something.

We don't have to take the train next week.

- 7 Read the **Recycle!** box. Then complete the sentences with the correct form of *must*, *mustn't*, *have to* and *don't have to*.

- 1 The trainer tells the marathon runners that they _____ eat lots of carbohydrates, but that they _____ eat fast food.
 - 2 The speaker has coeliac disease, so he _____ buy gluten-free food. But he _____ go to special shops; he can find it at the supermarket.
 - 3 The man's doctor warned him that he _____ start eating more healthily.
 - 4 According to the speaker, people _____ count how many calories they eat. There are apps to do it for them.
- 8 **SPEAKING** Work in pairs. Use the information from the eatwell plate to answer the questions.
- 1 Do you agree with the phrase 'you are what you eat'? Why? / Why not?
 - 2 Why do you think more and more people are becoming overweight? What can governments do to encourage people to eat more healthily?

6B

Grammar

The passive

I can identify and use different forms of the passive.

- SPEAKING** Work in pairs. In what ways do you think these things were different in the past?
diseases hospitals hygiene
- Read the text. Does it mention your ideas from exercise 1?
- Find passive examples of tenses (a–g) in the text.

a present simple	e present continuous
b present perfect	f past simple
c past continuous	g past perfect
d will future	
- Read the **Learn this!** box. Complete the rules.

LEARN THIS! The passive

- We form the passive with the verb ¹ _____ and the ² _____ of the main verb. The object of an active verb can become the ³ _____ of a passive verb.
They haven't found a cure for colds yet. (a cure = object)
→ *A cure for colds hasn't been found yet. (a cure = subject)*
- If we need to mention the agent, we use ⁴ _____.
Enormous public baths were built by the Romans.
- We use the passive:
 - when we do not know (or do not want or need to say) who does something.
 - for more formal language, e.g. for processes.
First, the coffee beans are dried. Then they are roasted.
 - when we want to focus on the person to whom the action is done, not the person doing the action.
- We use the ⁵ _____ and past continuous forms of the passive, but we do not use other continuous forms.
Hygiene is being improved. ✓
→ *Hygiene has been being improved. ✗*
→ *They have been improving hygiene. ✓*

- Rewrite the sentences (1–5) in the passive. Match them with rules (2–4) in the **Learn this!** box. The sentences may match with more than one rule.
 - A doctor has examined me and told me to rest at home.
 - It was in the 19th century that they invented anaesthetics.
 - Scientists are making more advances in medicine every year.
 - They'll stitch the wound now and remove the stitches next week.
 - Kazimierz Funk, a Polish scientist, discovered the fact that vitamins could cure many diseases.

➔ Grammar Builder 6.1 page 126



A history of hygiene

Ancient ideas of hygiene

The ancient Greeks and Egyptians enjoyed relatively high standards of personal hygiene – they had been taught about the importance of cleanliness by their religious leaders. But it was the Romans who developed the first public toilets and enormous public baths.

19th century developments

Louis Pasteur and Joseph Lister's revolutionary ideas about using sterile instruments in clean hospitals were adopted in the 19th century. Before then, up to half of Lister's patients who had survived surgery were being killed by infections spread by germs. Infection and disease haven't been eliminated entirely in our hospitals yet, but they have been significantly reduced.

Today and tomorrow

Although hygiene in developing countries is being improved all the time, 36% of the world's population is still affected by poor hygiene. Furthermore, medical organisations will be challenged in the future by new infections and diseases; the world's population is so closely connected that potentially catastrophic epidemics will be transmitted around the globe in days.

- Read the text below. Then rewrite the underlined sentences (1–8) in the passive. Decide whether you need to include the agent.

It was called 'The Great Mortality', but today ¹we know it as the Black Death. In 1348, ²rats brought the plague from Asia to Europe. ³The disease killed millions of people. The cities were overcrowded with frightened people and ⁴coughs and sneezes quickly infected them. Similarly, in 2019, ⁵COVID-19 attacked different areas of the world. ⁶The virus corona infected millions of people. ⁷Authorities had to lock down many cities to stop the infection. This virus is still popular but ⁸vaccines can save patients from danger.

- SPEAKING** Work in pairs. Talk about these things.

- The funniest joke you've been told
- A job you'd like to be offered

6C

Listening

Keeping fit

I can listen to and understand people talking about exercise.



Exercise verbs ache burn convert pump

Exercise nouns adrenalin burst energy intensity

- 1 I was exercising so hard that my heart was _____, and my leg muscles were _____.
- 2 It's good to push yourself to the absolute limit with short _____ of high-_____ exercise.
- 3 Mitochondria _____ fat and sugar in the body into _____.
- 4 This type of exercise also releases _____ – a hormone which _____ fat.

- 6 **2.22** Listen to three speakers talking about their preferred form of exercising. Choose the correct answers (a–c). Remember the advice in the strategy.

- 1 Speaker 1 says that
 - a he usually plays twice a week in winter.
 - b his attitude makes up for his deficiencies as a player.
 - c it's more important to enjoy yourself than to win.
- 2 The intention of speaker 2 is to
 - a detail the exercise options available at her gym.
 - b explain how she chooses to exercise and why.
 - c advise on the best way to exercise.
- 3 Speaker 3 is being interviewed about
 - a her dedication to her sport.
 - b her reasons for choosing this particular sport.
 - c her latest fitness craze.

- 7 **VOCABULARY** Complete the collocations that the speakers used in exercise 6 with the verbs below. Use each verb once, and choose the best verb for each noun.

Exercise collocations

attend be beat do lift push pedal

- 1 _____ myself to the limit
- 2 _____ aerobics
- 3 _____ on an exercise bike
- 4 _____ competitive
- 5 _____ weights
- 6 _____ a fitness class
- 7 _____ an opponent

➔ Vocabulary Builder Fitness idioms: page 111

- 8 **SPEAKING** Work in pairs. Give personal opinions about sports and fitness activities using the collocations in exercise 7. Include reasons and examples.

Well, I don't like lifting weights in the gym. I've tried, but I find it boring. What about you?

I agree. But I enjoy doing fitness classes.

- 1 **SPEAKING** Work in pairs. Answer the questions.

- 1 Describe the photo. What do you think is happening?
- 2 If you were an athlete, what would be your chosen sport and why?

Listening Strategy

Remember that the information in the task may be expressed in a different way in the text.

- 2 Read the **Listening Strategy** and the sentence below. Think of other ways to express the underlined information.

The speaker could not have worked harder on the exercise bike.

- 3 **2.19** Listen to the first part of a radio programme about fitness. Is the sentence in exercise 2 true or false? What words did the speaker actually use?

- 4 **2.20** Now listen to the rest of the programme. Are the sentences about High Intensity Training true or false? Write T or F.

- 1 Your heart rate and breathing quickly recover afterwards.
- 2 It's better than many other ways of exercising.
- 3 The benefits aren't yet known for serious sports training.
- 4 Increasing the mitochondria in your body makes you fitter.
- 5 Your body fat is reduced.
- 6 You feel hungry afterwards.
- 7 It takes much less time than other forms of exercise.

- 5 **2.21** **VOCABULARY** Complete the sentences (1–4) with the correct form of the words. Then listen and check.

6D

Grammar

The passive: advanced structures

I can use advanced passive structures.

1 SPEAKING Work in pairs. Read the statements below. Which do you think are true?

- 1 If you wake a sleepwalker, they will have a heart attack.
- 2 You should drink at least eight glasses of water a day.
- 3 Being slightly fat is good for you.
- 4 Sleeping longer at weekends makes up for lost sleep.

2 Read the text and check your answers to exercise 1.



MYTH BUSTING

Never wake a sleepwalker

Waking a sleepwalker was once widely believed to be dangerous because it was thought something terrible would happen to them. While nobody likes being woken up, the worst thing they will experience is confusion because they are not in bed!

Drink eight glasses of water a day

This myth is thought to have been started by the bottled water industry. In fact, some of us need as little as a litre of liquid a day, which doesn't have to be consumed as water. Food, soft drinks, milk, tea and coffee all count.

Being a bit overweight is unhealthy

It is often reported that serious health problems can be caused by obesity. However, people carrying an extra couple of kilos in weight might actually live longer.

You can catch up on lost sleep

During the week, your sleep might be disturbed by late-night study, noisy neighbours, or a night out. But forget about sleeping longer at the weekend – staying in bed too long is thought to make you feel more tired!

3 Read the **Learn this!** box. Then find examples of each rule in the text in exercise 2.

LEARN THIS! The passive: advanced structures

1 We can use passive structures with present and past forms of modal verbs.

Everyone should be encouraged to eat healthily.
My computer must have been hacked.

2 Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund.

She hopes to be accepted into medical school.
I hate being told what to eat.

3 We can introduce ideas and opinions by using *think*, *believe*, *say*, *know*, *report*, etc. and passive structures.

a *it* + passive + *that*:

It is estimated that we need eight hours' sleep each night.
In the past, it was thought that bathing was bad for you.

b subject + passive + present or perfect infinitive:

Cigarettes are known to cause lung cancer.
Heart disease is known to have caused over 80,000 deaths in the UK last year.

4 Write the sentences with the words in brackets and the correct passive form. Then match each sentence with a rule from the **Learn this!** box.

- 1 It (just / report) that too much exercise is bad for you.
- 2 I (not / remember / tell) about this diet before.
- 3 Mia (should / give) better advice by the doctor.
- 4 Nobody (want / criticise) for their appearance.
- 5 The actress (rumour / lose) more than five kilos last year.
- 6 Some medicines (must / only / take) with food.

➔ **Grammar Builder 6.2** pages 126 – 127

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

- 1 People have known for years that too much salt is unhealthy.
It _____.
- 2 Someone ought to have checked the facts carefully.
The facts _____.
- 3 I don't like anyone telling me how much exercise to do.
I don't like _____.
- 4 Should we blame parents for overweight children?
Should parents _____?
- 5 It is said that Einstein slept for ten hours every night.
Einstein is said _____.

6 SPEAKING Work in pairs. Discuss the food myths and think of reasons why they are untrue. Try to use some of the passive structures from this lesson.

- Frozen vegetables are never as good for you as fresh ones.
- In a fast food restaurant, a burger contains more calories than a milkshake.

It's often thought that vegetables ... However, ...

A burger is believed to ...

Compound adjectives

I can use compound adjectives.

1 SPEAKING Work in pairs. Discuss the questions.

- 1 What was your last dream or nightmare about?
- 2 Can our dreams help us in our waking lives?

2 Read the text. How could 'lucid dreaming' help students?

The idea that we can control our dreams through a technique called 'lucid dreaming' is usually the stuff of sci-fi films. During lucid dreaming, the sleeper knows they are dreaming and can control what happens – even deciding to have **breathtaking** experiences like flying. Now, **thought-provoking** research has received **broad-based** support from some **highly respected** scientists, who think it may not be as **far-fetched** as it sounds.

Lucid dreaming isn't just about **mind-blowing** experiences. It can be used to improve a variety of skills, from playing the piano to public speaking. It's been shown that people who dream about practising things, like playing the piano, do them better in 'real life' the next day. **Well-known** athletes also use lucid dreaming to help them deliver **record-breaking** performances.

You don't need to be highly trained to have lucid dreams, but **half-hearted** efforts won't work, so try the following steps regularly:

- 1 Do difficult tasks during the day, such as studying a foreign language; it makes lucid dreaming more likely.
- 2 Decide what you want to dream about before you sleep.
- 3 As soon as you wake up and are still **bleary-eyed**, make notes about dreams while they are fresh in your memory.



3 Put the highlighted compound adjectives in the text into the correct columns.

adjective + noun + -ed	noun + -ing form	adverb + past participle
1 _____	4 _____	8 _____
2 _____	5 _____	9 _____
3 _____	6 _____	10 _____
	7 _____	

4 Underline the compound adjectives in sentences (1–6) and match them with definitions (a–f). Then answer the questions.

- 1 Would you describe yourself as single-minded?
- 2 Do you ever buy second-hand goods?
- 3 When did you last watch a light-hearted film?
- 4 Which school subjects do you find most straightforward?
- 5 Do you think it's better to be good-looking or talented?
- 6 Were you a high-spirited child?

- | | |
|--------------|---------------|
| a attractive | d determined |
| b easy | e energetic |
| c not new | f not serious |

Dictionary Strategy

Compound adjectives made up of an adjective + noun + -ed or a noun + -ing form usually have their own dictionary entries. However, compound adjectives made up of an adverb + past participle do not have their own entries, as the meaning is similar to the meaning of the headword.

5 DICTIONARY WORK Read the **Dictionary Strategy**. Which of the compound adjectives below are likely to have their own entry? Check your answers in a dictionary.

densely populated **English-speaking** **light-hearted**
much-needed **old-fashioned** **record-breaking**

6 Complete the compound adjectives with the words below. Use a dictionary to help you.

minded **populated** **reaching** **saving** **watering**

- 1 Sarah often forgets things because she's absent-_____.
- 2 The microwave is one of the best time-_____ devices ever invented.
- 3 The cakes at the baker's were so mouth-_____ that I wanted to eat them all!
- 4 That decision could have far-_____ consequences for us.
- 5 Singapore is one of the most densely _____ places in the world.

PRONUNCIATION Diphthongs

A diphthong is a combination of two vowel sounds and its first part is pronounced much longer and more strongly than the second one. There are 8 diphthongs in English.

near /ɪə/ where /eə/ tour /ʊə/ may /eɪ/
like /aɪ/ boy /ɔɪ/ know /əʊ/ our /aʊ/

Read the text in exercise 2 again and find as many words containing diphthongs as you can.

7 SPEAKING Work in pairs. Discuss the questions in exercise 4. Give reasons and examples.

Junk food

I can react to an article about food addictions.

1 **SPEAKING** Work in pairs. Discuss the questions.

- Why is fast food so attractive to some people?
- What can be done to encourage people to eat less of it?

2 Read the three texts about food addiction. What were the consequences of the three people's addictions?

Reading Strategy

When you do a gapped sentence task, look for clues before and after each gap. For example, if a sentence starts with *And* or *Furthermore*, it probably introduces additional information.

Other words can be used for contrast (*But, However*) and consequences or conclusions (*So, Therefore*).

3 Read the **Reading Strategy**. Match the sentences (A–E) with the gaps (1–4). There is one extra sentence.

- Not surprisingly, a diet that contained few nutrients and an excess of fat and carbohydrates could only have negative consequences.
- Its aim was to encourage food addicts to beat their addictions with the help of a psychologist and nutritionist.
- One of the first steps was to get rid of her collection of free gifts.
- Parties, picnics and barbecues with friends and family used to be a nightmare.
- The doctor who treated her said she had never seen such an extreme case of food addiction.

FOOD addiction

2.23

Pizza boy

A Few people would disagree that one of the world's most popular dishes is pizza.

Twenty-two-year-old Zack certainly wouldn't. He would eat a variety of pizza-based items, including homemade pizza, precooked microwave pizza, and even pizza leftovers from the night before. He was consuming 800kg of pizza a year. As a child, Zack had eaten a wide variety of food. But he became addicted to pizza when he started secondary school. American school meals have often been criticised for the large amount of fast food present on the menu, and pizza is the star dish. Zack even spent all his pocket money on slices of pizza.

Naturally, Zack's family worried about his high-calorie, low-vitamin diet. So did Zack. In an attempt to break his addiction, Zack agreed to appear on a TV programme called Freaky Eaters. ¹ ____ It wasn't easy. He had to eat a fish dish, while his brother sat in front of him enjoying ... a pizza! However, Zack met the challenge and has never eaten pizza again.

Chicken nugget girl

4 Are the sentences true or false? Write T or F. Correct the false sentences.

- 1 Zack ate well until he was a teenager.
- 2 Zack ate his last pizza on *Freaky Eaters*.
- 3 Stacy became addicted after a member of her family introduced her to a certain type of food.
- 4 Stacy has recovered from her health problems.
- 5 Hanna's condition affected her work and social life.
- 6 Hanna was cured by an unusual treatment.

5 VOCABULARY Complete the sentences with highlighted words from the texts in the correct form.

- 1 What _____ of ice cream would you like?
Strawberry or vanilla?
- 2 It's a simple _____ to prepare, consisting mainly of rice and vegetables.
- 3 I'm trying to reduce the _____ of food I eat. I want to eat the same food, but in smaller quantities.
- 4 I'll just have one _____ of bread, please.
- 5 Most Japanese people eat a _____ of rice, fish and vegetables.
- 6 We can eat the _____ from tonight's dinner for tomorrow's lunch.
- 7 The restaurant serves smaller _____ for children.
- 8 We can't order yet because we haven't seen the _____.

6 SPEAKING Work in pairs. Read the statement and decide together whether you agree or disagree with it.

It is the fault of fast food restaurants if people are addicted to their food.

Discuss your ideas and make notes to support your opinion. Use the words below to help you.

Adjectives addictive cheap convenient expensive fresh high-calorie low-calorie processed tasty good value for money

Nouns fat fibre free choice ingredients salt sugar willpower

Present your opinions to the class. Use the phrases below to help you.

Presenting opinions

There's no doubt in my mind that ...

As far as I'm concerned, ...

I believe very strongly that ...

I'm absolutely convinced that ...

Nobody can deny that ...

It's perfectly clear that ...

B

- Seventeen-year-old Stacy Irvine's friends visit her and discover that she has been rewarded thousands of free toys from fast food restaurants as a regular customer. Stacy's mother often gave her two-year-old girl a **portion** of fried chicken in a McDonald's restaurant. Since then, Stacy has refused to eat anything else except for pieces of fried chicken, and as a result, her diet has created serious health. She has been warned that if she doesn't change her **diet**, she will die. Stacy once collapsed due to lack of vitamins and nutrients and needed to be hospitalised. ² She insisted that Stacy adopt a healthier lifestyle. However, worryingly, Stacy's mother said that while Stacy was beginning to understand the seriousness of her situation, she couldn't eat anything else but chicken nuggets.

C

- Twenty-year-old Hanna Little was keen on chips. The only thing that Hanna consumed for fifteen years was one plate of chips after another. ³ And it did, because not only did Hanna develop health problems, but she also had to leave her job after collapsing at work. At five, Hanna became addicted to chips and refused to eat fruits and vegetables despite her mother's efforts. Hanna says that she was terrified of tasting the **flavour** of different types of food and she would feel anxious just at the idea of doing it. ⁴ Furthermore, Hanna was soon seen as 'odd' by her friends' parents. It wasn't until the age of sixteen that Hanna realised she had Selective Eating Disorder (SED). Despite this new knowledge, no solution was found. It wasn't until she lost her job before she started eating normally. Hanna sought therapy from psychologist Felix Economakis, who used hypnosis, a treatment that none of the doctors that she had seen before had mentioned, to get her to eat fruit after one one-hour session, and since then she has been willing to eat anything ... including chips!

chip girl



Role-play

I can role-play a conversation at the doctor's.



1 **SPEAKING** Describe the photo. How do you think the people are feeling?

2 **VOCABULARY** Put the words below in the correct groups. Can you add any more words to each group?

Illnesses, injuries and symptoms ache bruise
chest infection be congested cough cut feel dizzy
feel fatigued flu fracture heartburn insect sting
feel nauseous nose bleed rash sore throat sprain
feel stiff be swollen temperature virus wound

Illnesses: chest infection, ...

Injuries: bruise, ...

Symptoms: ache, ...

3 **SPEAKING** Work in pairs. Look at the illnesses and symptoms in exercise 2 and discuss the questions.

- 1 Are there any you have had repeatedly / more than once?
- 2 Are there any you have never suffered from?

While on holiday in the UK, you are taken ill and go and see the doctor. Have a conversation with him / her and discuss the following points:

- What the illness is
- How long you have had it
- Medicine you can take
- How much medicine to take, when and how often

4 **2.24** Read the task above and listen to a student doing it. What does the doctor say is wrong with her? Which words from exercise 2 does the girl use?

5 **VOCABULARY** Check the meaning of the treatments and remedies in a dictionary. Find possible treatments / remedies for the illnesses, symptoms or injuries in exercise 2.

Treatments and remedies antacid antibiotics
antihistamine anti-inflammatories antiseptic cream
bandage cough medicine lots of liquids painkillers
rest tablets throat sweets X-ray

You could treat a sore throat with ...

6 **2.24** Listen again. What treatments are discussed? What does the doctor recommend?

7 **2.25** Listen to a second student doing the task in exercise 4. Make notes on the following topics.

- What the illness is
- How long he has had it
- Medicine he can take
- How much medicine to take and how often

Speaking Strategy

Don't get nervous if you're unsure whether you've understood the question or what the other person has said. Simply ask the person for clarification.

8 **KEY PHRASES** Read the **Speaking Strategy**. Complete the phrases with the words below.

didn't mean mind same as something think

Asking for clarification

Sorry, do you ¹ _____ you could repeat that?

I'm afraid I ² _____ quite catch that.

Would you ³ _____ saying that again?

What do you ⁴ _____ by ... ?

Is that ⁵ _____ like ... ?

Is that the ⁶ _____ ... ?

9 **2.25** Listen to the second dialogue again and answer the questions.

- 1 What two things does the student ask the examiner to repeat or explain?
- 2 How does she / he ask for clarification?

10 Read the task below. Make notes on each section.

While on holiday in the UK, you go and see the doctor because you have had an accident. Have a conversation with him / her and discuss the following points:

- The injury
- How you did it
- Treatment
- A follow-up visit

11 **SPEAKING** Work in pairs. Take turns to be the patient and the doctor. Remember to ask for clarification if you are unsure about something.

12 **SPEAKING** Work in pairs. Discuss this quote. Say to what extent you believe it is true, and why.

'The best medicine is laughter.'

An article

I can write an article for a school website.

1 SPEAKING Work in pairs. Discuss the questions.

- 1 Do you have a sweet tooth? What are your favourite sweet treats?
- 2 Why is too much added sugar bad for you? What problems can it cause?

2 Read the task below. Identify the elements that need to be included in the article. How many paragraphs do you think it should have?

You've read an article about the dangers of eating too much sugar. Write an article for your school website about the risks associated with a high sugar diet and propose ways of persuading young people to eat less of it.

3 Read the article and compare it to your ideas in exercise 2. Are there any differences?

Writing Strategy

Organise your ideas or opinions into a coherent argument by using linking words or phrases, for example: *therefore, although, furthermore, as a result.*

4 Read the **Writing Strategy**. Underline the words the writer uses in the article to link ideas together.

5 KEY PHRASES Look at the phrases. Which ones are included in the article?

Comment adverbs

Personally, (I think) ...

Surprisingly, ...

Obviously, ...

Consequently, ...

Ideally, ...

Amazingly, ...

Admittedly, ...

Basically, ...

6 SPEAKING Work in groups. Discuss the opinions below. Decide which view you hold and use a comment adverb to introduce your view. Then add a reason.

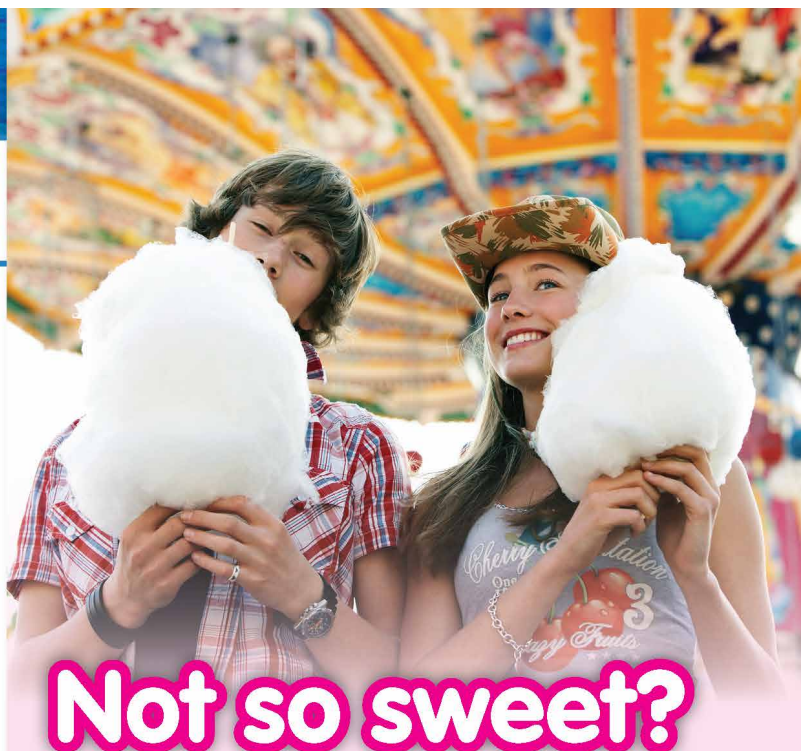
- 1 It is / isn't OK to have some fat in your diet.
- 2 Additives in food are / aren't bad for you.
- 3 Fast food should / shouldn't be banned in leisure centres.

Personally, I think that our school should stop serving fast food. We eat too much of it.

Really? ...

7 Read the task below. Make notes on your opinions.

You've read an article about teenagers and fast food. Write an article for your school website about the dangers of teenagers eating too much fast food, and how students can be persuaded to eat less of it.



Not so sweet?

I don't know anyone who doesn't love sugar. Humans have a natural sweet tooth and it can be difficult to control our sugar-eating habits. But how can something so nice be so bad for us?

Obviously, naturally occurring sugar, for example in fruit, is considered healthy sugar. However, refined sugar is not healthy and is added to many processed foods to make them taste better. Surprisingly, this 'hidden' sugar can be found in many savoury foods like bread, tins of vegetables and sauces. Moreover, refined sugar has no nutritional value and therefore offers 'empty' calories. It also has no fibre, unlike the natural sugar in fruit, and therefore is easy to eat a lot of. Consequently, excess calories cause weight gain. Too much sugar also encourages childhood tooth decay and diabetes in later life.

So, how can we reduce sugar, especially hidden sugars in our diets? I think the government is responsible. Ideally, it should regulate the amount of sugar that companies can add to processed foods. Furthermore, sugar's health risks should be taught in school. This approach has worked for smoking, after all.

Personally, I think it is extremely important that young people know about the dangers of sugar so that we can make informed choices. Although it is delicious, we must not put our future health at risk.



8 Plan your article in your notebook. Organise your ideas into paragraphs and link them. Then write your article (180–200 words).

CHECK YOUR WORK

Have you ...

- organised your ideas into paragraphs?
- used adverbs and linking words to connect your ideas in each paragraph?
- included one or two comment adverbs?
- checked the spelling and grammar?

Healthy cities

- 1 **SPEAKING** Work in pairs. Say what health problems living in a city might cause.
- 2 Match questions (1–6) with paragraphs (A–C). You can match each paragraph with more than one question.
Which paragraph talks about ...
 - 1 future plans?
 - 2 something coming back to life?
 - 3 people dying?
 - 4 an attempt to stop something from happening again?
 - 5 charging people so that everyone's lives would be improved?
 - 6 something that has received awards?
- 3  **2.27** Listen to a radio programme about London's sewers and answer the questions.
 - 1 What dangers did the reporter expect to meet in the sewers?
 - 2 What causes the biggest problems for the maintenance teams?
- 4  **2.27** Listen again and answer the questions.
 - 1 How many kilometres of sewers are there?
 - 2 What caused the pollution in the River Thames?
 - 3 What made the politicians feel nauseous?
 - 4 What does 90% of the liquid in the sewers consist of?
 - 5 What are less common in the sewers than many people expect?
 - 6 Where does a lot of the fat come from?
- 5 **PROJECT** Work in groups. Discuss which three projects you would choose to make your home town cleaner, healthier and more attractive. Give reasons for your choices.
 - Create more parks, green spaces, etc. in the city.
 - Build more leisure facilities such as sports centres, swimming pools, theatres, etc.
 - Provide more youth activities such as after-school clubs.
 - Promote transport initiatives such as bicycle lanes, bicycles for rent, etc.
 - Restore old buildings, etc. in the city.
 - Build more health centres and hospitals.



MAKING LONDON HEALTHIER

 **2.26**

As the capital of the nation where the Industrial Revolution began, London has suffered badly from the effects of pollution. Recent efforts to make the city cleaner, however, are turning it into one of the world's least polluted major cities.

A A RIVER FILLED WITH LIFE

For years, the River Thames was a health hazard because of pollution, and in 1957 it was declared biologically dead. Half a century later, the Thames has won international prizes for rivers that have been restored. There are now hundreds of different types of animal and bird feeding on its banks, over 125 different species of fish swimming beneath its surface, and even seals and dolphins have swum up the river from the coast to visit the centre of the city.

B THE GREAT SMOG

Since the beginning of the Industrial Revolution, Londoners had become used to suffering from coughs and chest infections caused by smog, which is a combination of smoke and fog. However, when the smog of December 1952 caused four thousand deaths in one week, the government finally realised that something had to be done. A series of 'clean-air' laws were passed to avoid a repeat of the tragedy, and since then the quality of London's air has improved greatly, although there is still plenty of work to do.

C PAYING TO DRIVE

At the beginning of the new millennium, because of the number of vehicles, traffic in London was moving at the same speed that it had moved at a hundred years before, when people travelled in horse-drawn carriages: just 1.6 km/h. To improve journey times and the quality of London's air, a daily charge of £5 was introduced in 2003 for all vehicles being driven in the city. Not only did the number of cars on the roads immediately drop by 15%, but also the number of people cycling increased by 49%, so people benefitted from cleaner air and more exercise. In the last decade, the number of vehicles in central London has fallen by a further 30% and plans to reduce the number of parking spaces for cars will probably cause it to drop again.

Review Unit 6

Reading

Read the text and questions (1–6) below. Match the correct question with each part of the text (A–C). You can match each part with more than one question.

In which paragraph does the author mention an activity which ...

- 1 has become extremely popular recently?
- 2 requires you to do two things at once?
- 3 has made an existing form of exercise more extreme?
- 4 gives the wrong impression to the observer?
- 5 tires you out after a very short time?
- 6 can be particularly painful?

The fitness trends

- A** Reformer Pilates is a much more intense form of Pilates. It involves doing the same sort of pushing and stretching exercises, but on equipment resembling a rowing machine. It isn't the kind of thing you'd have at home, so you have to go to a special Pilates centre to try it. If you do, bear in mind that you won't be able to walk up or down stairs for a few days afterwards. At first, it looks quite easy, but towards the end of the session, your thighs will be crying out for mercy.
- B** Jumping up and down on a trampoline is a lot of fun, but it can make a great workout too. You'd be surprised by how exhausted you are after only a few minutes bouncing. Not only is it better for the heart than running, but it also increases co-ordination and helps reduce stress levels. Trampolining is taking off in a big way, and some new centres have as many as 150 trampolines. You can either have a go at 'freejumping' – without an instructor – or pay someone to teach you how to do it properly.
- C** If you're usually quite active, but you're feeling down in the dumps, then you might like to try Dynamic Running Therapy – going out for a run with a therapist. The sessions are quite pricey as the therapists are professionals and they charge a bit more than the going rate. It's easier to do both activities when you're running and talking at the same time: you run further because you don't notice your sore feet, and you talk more freely than you would in the therapist's office.

Listening

2.28 You will hear three texts. Choose the correct answers (a–c).

Text 1

- 1 The speaker compares the kiwi to other fruits in terms of
 - a its appearance.
 - b its size.
 - c its taste.
- 2 The article specifically states that the kiwi fruit is good for people with diabetes because
 - a it is rich in Vitamin C.
 - b it is a great source of fibre.
 - c it contains phytonutrients.

Text 2

- 3 In the interview, which of the following does Dr Smith recommend people to do?
 - a Avoid eating most sorts of nuts
 - b Choose a particular type of nut to eat
 - c Eat nuts with no additives
- 4 What does Dr Smith say about chestnuts?
 - a They are usually processed and packaged.
 - b They aren't as fattening as pecans.
 - c They are much healthier than most nuts.

Text 3

- 5 How should the piece of news be headlined?
 - a Poor labelling adds to obesity crisis
 - b Solution to obesity crisis found
 - c Obese people eat fewer healthy foods

Speaking

Work in pairs. Discuss the questions below. You may include the following points in your discussion.

What makes people unhealthy? How?

- Diet
- Exercise
- Lifestyle
- Education

Writing

You've read an article about old-fashion remedies. Write an article (180–200 words) for your school website about an old-fashioned remedy that you or a member of your family has ever used for treating an illness or an injury.

7

Media

7A

Vocabulary

Traditional and social media

I can talk about traditional and social media.

Unit map

Vocabulary

Media verbs and adjectives
Phrasal verbs
Digital media

Word Skills

Nouns and dependent prepositions

Grammar

Reported speech
Reporting verbs

Listening

Urban legends

Pronunciation

Intonation and meaning

Reading

Vloggers



Speaking

Presentation



Writing

A table

Culture

Lifelong learning

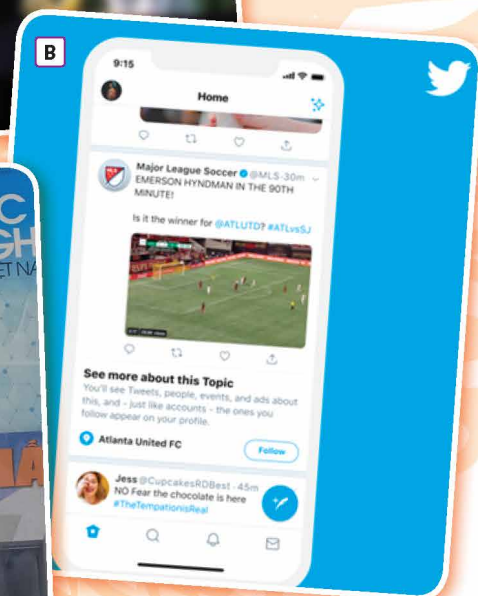
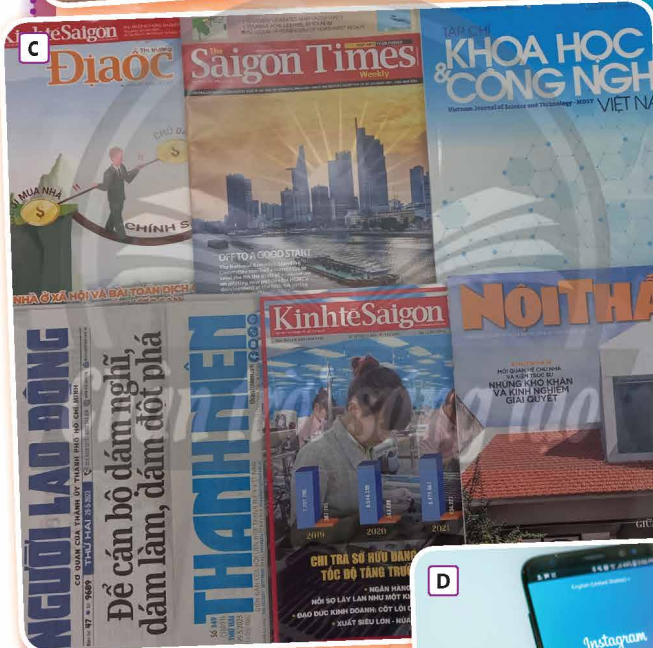


Vocabulary Builder

pages 111–112

Grammar Builder and

Reference pages 127–129



1 **SPEAKING** Look at the photos (A–D). Which of them are traditional media?

2 **VOCABULARY** Check the meaning of the verbs below. Which of them have negative meaning?

Media verbs announce broadcast cover dissemble feelings disseminate
disguise the truth distort the truth flatter mislead photoshop post
provide report reveal the truth tell a lie transmit

Do *you* always know what the *right* thing to do is?

7A

Do our quiz and find out!

1 On your social network page, you post a photo of yourself that you have photoshopped. Everyone likes the photo, but you feel bad about deceiving others. Do you **tell the truth** or keep quiet?

2 Your friend reports a piece of news from a TV programme. You have watched that programme, and know that your friend **changes the truth**. Do you tell others about that or keep quiet?


3 You watch a TV commercial for some sportswear and really like it. You believe in what the commercial presents and buy some items. However, the items turn out to be fake. Do you keep quiet or reveal the truth by **putting a notice** on your social network?

4 You love listening to traditional radio programmes, but your friends don't. They think traditional media are out-of-date. Do you persuade them how good the radio programmes are in **spreading** news or just avoid talking about your hobby?

5 You love to watch TV programmes in which they **make reports on** sports events. However, social media nowadays can provide early and various reports on sports. Do you keep watching TV or use social media instead?

3 Read the quiz and answer the questions.

4 Match the highlighted words or phrases in the quiz with the words or phrases which share the same meaning in exercise 2. Remember to use the right form of the verbs.

5  **3.02** Listen to five ideas. Are they similar to your answers to the quiz?

6 Find the meaning of the following adjectives. Can you find three pairs of antonyms in the list?

biased critical daunting encouraging fake
flattering genuine honest informative
misleading neutral provocative

7 Complete the following sentences using the vocabulary in exercises 2 and 6.

- 1 That advertisement is _____ about the true cost of the holiday. The holidaymakers are mistaken about how much they have to spend.
- 2 Some people _____ their true feelings on social media. They pretend to be happy and satisfied all the time.
- 3 Gina left a _____ comment on her close friend's social media post, and it started an argument.

8 SPEAKING Work in groups. Discuss the questions.

Traditional media or social media, which one do you think is ...
faster?
more accurate?

- 4 I know that people are lying to me. I posted some of my photographs which have been photoshopped and I get all _____ comments.
- 5 Newspapers, whether in paper or online, are good medium to widely _____ news.
- 6 During the TV panel discussion, some of the professors gave _____ information about their universities.
- 7 You should not believe everything you read in the tabloids. The news is not serious and maybe _____.
- 8 When Wendy expressed her wish to have a trip around the world on her social page, she received so many _____ remarks that she was not confident enough to do it.

7B

Grammar

Reported speech

I can report what people have said and asked.

- 1 Read the email. Look at the phrases in bold. What were the actual words used by the speakers?



To: daisy@email.com

Hi Daisy,

Last week **'my brother said that he had posted some photos on his blog. Then 'he told me that some of his friends had left negative comments on the photos, and 'he would not forget them. 'I said that he had relied too much on information from social media, and that 'he shouldn't spend time reading them. 'My mum says that my brother needs support from me and 'I shouldn't complain about his dependence on social media.** What do you think? Eva



- 2 Read the **Learn this!** box. Then find examples of the rules in exercise 1.

LEARN THIS! Changes in reported speech

- 1 After reporting verbs in the past, the verbs of the original speech move back in time.
'I'll call later.' → She said she'd call later.
- 2 After reporting verbs in the present, future or present perfect, the tense is usually the same as the original because the time reference is the same.
'Jo's passed her exams.' → He says Jo's passed her exams.
- 3 Modal verbs are usually unchanged after past reporting verbs.
'I might get a new bike.' → He said he might get a new bike.
- 4 We make changes to personal and possessive pronouns, determiners like *this / that*, and expressions when the time reference has changed.
'I'll lend you this DVD tomorrow.' → She said she'd lend me the DVD the next day.

➔ Grammar Builder 7.1 page 127

- 4 Rewrite the sentences, changing the direct speech to reported speech. Use the reporting verb in brackets. (Each speaker is / was talking to you.)

- 1 Lee: 'I'm scared of heights.' (tells)
- 2 Simon: 'You should always tell the truth.' (said)
- 3 Alison: 'I've never believed in ghosts.' (says)
- 4 Pete: 'I'll be watching TV this evening.' (has said)
- 5 May: 'You might see me at the concert.' (told)
- 6 Jim: 'I won't be late tomorrow.' (says)

LEARN THIS! Reported questions

- 1 Tense changes for reported questions are the same as for reported speech. The word order is the same as for statements. We don't use auxiliary verbs.
'Do you like reggae?' → She asked me if I liked reggae.
'What time does the concert start?' → She asked me what time the concert started.
- 2 We use *if* or *whether* to report *yes/no* questions.
'Was the bus late?' → He asked me if the bus had been late.
- 3 We don't include question tags in reported questions.
'Pat's coming, isn't he?' → He asked me if Pat was coming.
- 4 To report short answers, we use the auxiliary or modal from the short answer.
'Do you speak French?' 'I don't.'
→ She asked me if I spoke French and I said I didn't.

➔ Grammar Builder 7.2 page 128

- 5 Read the **Learn this!** box and rewrite each sentence using the word in brackets.

- 1 'What time will the café open tomorrow?' he asked us. (next day)
- 2 'Shall I call you a taxi?' Pam asked me. (whether)
- 3 'Don't believe anything Jim says,' Fran told us. (not)
- 4 'We must get to the airport on time,' I told her. (that)
- 5 'Who did you see at the club last night?' Tony asked me. (before)

- 6 **SPEAKING** Work in pairs. Tell your partner about an occasion when somebody asked you a lot of information about your post on social media. (Invent one if necessary.) Include reported speech and reported questions in your account.

- 3 Read what Daisy said to Eva. Rewrite the paragraph, changing the direct speech to reported speech.

I have read the comments on your brother's photos. Besides three negative comments, most of the comments were encouraging enough. I guess your brother is too sensitive. I agree that we should not rely too much on other people's attitude on social media, but your mum was right when she asked you to give him more support.

Daisy told Eva that she had read the comments on her brother's photos. She said that ...

Urban legends

I can understand how intonation affects meaning.

1 SPEAKING Work in pairs. Discuss the questions.

- 1 Do you enjoy scary films, stories or fairground rides?
- 2 Do you find any of these things scary?

dogs heights large crowds snakes spiders water

2 3.03 Read the definition of an urban legend, then listen to the story. What happened? Did you like it?

urban legend *noun* a modern story that spreads spontaneously and has elements of humour or horror

Listening Strategy

Speakers often use intonation to express their opinion or attitude about the statements they make. Pay attention to the speaker's tone of voice and the intonation they use to find out how they feel about their subject.

3 3.03 Read the **Listening Strategy**. Listen again to the first part of the story. Pay attention to the extracts (1–4) and match each extract with one of the adjectives below. There are two extra adjectives.

angry enthusiastic nervous patient sarcastic surprised

- 1 **Max** A horror story. Great, Ian. They're so interesting.
- 2 **Jill** Oh shush, Max. Fantastic! How scary is it?
- 3 **Ian** Well, whatever. I'm not saying it isn't true. It could easily be true.
- 4 **Caro** Oh, dear. I don't like this story already.

PRONUNCIATION Intonation and meaning

1 Qualifying an opinion

Rising intonation can give the spoken words a slightly modified opinion:

The film's *quite good* ... (there's an implied *but* at the end)

2 Flat voice for sarcasm or irony

If we use a flat tone, we mean the opposite to the words we use:

Brilliant! (You mean it.)

Brilliant. --- (You don't mean it.)

4 3.04 Read the **Pronunciation** box. Then listen carefully to the examples. Repeat them, copying the intonation.

5 3.05 Listen to the examples from the story. Match them with the rules in the **Pronunciation** box.

- 1 **Caro** Well, I think I like horror stories.
- 2 **Max** Oh, yeah. It's so scary.
- 3 **Jill** I quite like this kind of story.
- 4 **Caro** She shouldn't get out of the car.

6 3.06 Listen to the sentences (1–6). Choose the correct meaning (a or b).

- 1 I enjoyed the story.
a qualifying b a statement
- 2 Brilliant. It's snowing.
a enthusiastic b sarcastic
- 3 You'll love it.
a sarcastic b expecting agreement
- 4 This is the road home.
a expecting disagreement b expecting agreement
- 5 This is nice.
a qualifying b statement
- 6 Oh, great. Just what we need.
a enthusiastic b sarcastic

7 3.07 Listen to the interview. Choose the correct answers (a–d).

- 1 Dr Miriam Webster
a is a professor of urban myths and legends.
b studies urban legends with her students.
c writes down urban legends in her spare time.
d is the author of many different urban legends.
- 2 The presenter thinks that urban legends
a generally seem unpleasant.
b are very charming.
c are always a fantasy.
d put you in a good mood.
- 3 Dr Webster says that an urban legend
a is based on a traditional fairy story.
b is nearly always written down.
c generally has a single source.
d has many different versions.
- 4 Urban legends are popular because
a most ordinary people like to be shocked or scared.
b they are better than Hollywood blockbuster films.
c humans have a need for turning life events into stories.
d generally people don't read novels much any more.

8 SPEAKING Work in pairs. Do you have urban legends in Viet Nam? Find a story and make notes for it. Share your story with another pair's.

7D

Grammar

Reporting verbs

I can report what people have said in a variety of ways.

1 Read the news report and answer the questions.

- What has the man been accused of doing?
- Can you give examples of similar telephone or internet scams?

Last night, police arrested a man for using social media to obtain people's phone numbers. Martin Wheeler, 41, had phoned a number of people and apparently convinced them that they had won a free gift. He asked them to provide their financial details. Wheeler has admitted that the free gifts didn't exist, but has denied that he actually stole any money. He claimed that he'd been trying to raise awareness of the dangers of giving away their details. Police have warned the public never to make personal or financial information available to others unless absolutely certain that they are genuine.

LEARN THIS! Other reporting structures

We can use other structures to report commands, promises, requests, suggestions, etc.

- verb + infinitive with *to*
agree, offer, promise, refuse, threaten
- verb + object + infinitive with *to*
advise, ask, beg, encourage, forbid, invite, order, remind, tell, warn
- verb + *-ing*
deny, recommend, suggest
- verb + preposition + *-ing*
admit to, apologise for, boast about, confess to, insist on
- verb + object + preposition + *-ing*
accuse of, blame for, congratulate on, criticise for
- verb + *that* + *should* clause / verb + *that* + subjunctive clause
demand, insist, propose, recommend, request, suggest

2 3.08 Listen to what the people in exercise 1 actually said. In each case, identify:

- the part of the report where the direct speech is reported.
- the reporting verb that is used (e.g. *warn, admit*, etc.).

LEARN THIS! Reporting verbs

We can report statements with *say* and *tell* or other verbs, e.g. *admit, announce, argue, complain, deny, explain, insist, promise*, etc. and *that*.

'Excuse me, but my soup is cold,' the customer said.

'It's meant to be served that way, sir,' said the waiter.

→ *The customer complained that his soup was cold. The waiter explained that it was meant to be served that way.*

Grammar Builder 7.3 page 128

3 Read the Learn this! box. Then report the sentences with the reporting verbs below and *that*.

admit announce deny explain insist promise

- Luke said, 'Actually, I did eat the last chocolate in the box.'
Luke admitted that he had eaten the last chocolate in the box.
- Dan said to Mia, 'I'm late because I missed the bus.'
- Pete said to me, 'Seriously, you are definitely wrong.'
- Jen said, 'Guess what! I've passed all my exams!'
- Pablo said, 'Of course I'll be there on time.'
- Jack said, 'I haven't taken your keys, honestly.'

4 3.09 Read the Learn this! box. Then listen and complete the sentences, using one of the verbs from rules (1–6) in the past simple.

- She _____ to make a decision.
- He _____ her not to see the film.
- She _____ ordering some more food.
- He _____ about having lots of friends.
- She _____ him for missing the bus.
- He _____ that they make less noise.

5 3.10 Listen and report the direct speech. Use the verbs given, followed by the appropriate structure.

- She invited him to go to the park.*
- invite
- congratulate
- remind
- deny
- propose
- apologise
- agree
- threaten
- encourage
- confess
- accuse
- recommend

6 SPEAKING Work in pairs. Using reporting verbs, tell each other about:

- a useful thing that someone recommend that you do.
- something your parents warned you not to do as a child.
- a time when a friend refused to do something.
- something that you had to apologise for doing.
- a time when someone accused you of something you didn't do.
- something you did that you later denied doing.

Nouns and dependent prepositions

I can use nouns and dependent prepositions.

- 1 Look the photos. How do you think these images were made?
- 2 Read the article. What's the most amusing or unusual hoax image you've seen? Do you think hoaxes are a problem? Why? / Why not?



Although technology has created an increase in hoax images, the first fake photo dates back to the 1830s. Some years later, a book claimed to show the surface of the moon – even though this wasn't actually photographed. An obsession with the spirit world led to a series of photos showing ghosts and fairies, and 1960s interest in space travel produced numerous images of alien life. Nowadays, there is plenty of online evidence of our addiction to this visual trickery – there seems to be an endless demand for amusing images of monster cats, mutant squids, and friends posing with Hollywood stars. It can be almost impossible to tell the difference between what's real and what's fake.

LEARN THIS! Nouns + dependent prepositions

Some nouns are followed by certain prepositions, called dependent prepositions. The choice of preposition depends on the noun and its specific use and meaning. When a verb follows a preposition, we use the *-ing* form.

The trouble with putting images online is that anyone can see them.

➔ Grammar Builder 7.5 page 129

- 3 Read the **Learn this!** box. Then find the nouns below in the text in exercise 2. Which prepositions are they followed by?
addiction demand difference evidence increase interest obsession

Dictionary Strategy

Some nouns can be followed by more than one dependent preposition. To decide which preposition is needed, consider the sense in which the noun is used. If you're not sure what preposition to use, always check in a dictionary.

- 4 **DICTIONARY WORK** Read the **Dictionary Strategy** and the dictionary entry below. Answer the questions.

- 1 Which two prepositions can follow 'evidence'?
- 2 In what two ways is the information about dependent prepositions given?

evidence noun 1 [U, C] the facts, signs or objects that make you believe that something is true **evidence (of sth)** There is convincing evidence of a link between exposure to sun and skin cancer. The room bore evidence of a struggle. **evidence (for sth)** We found further scientific evidence for this theory.

- 5 Add the nouns to the table. Use a dictionary to help you.
belief dependence effect objection preference
reason rise solution

_____	_____	_____	_____
+ on	+ in	+ for	+ to

- 6 Choose the correct prepositions to complete the sentences. Check your ideas in a dictionary.

- 1 a There's been a recent rise **with** / **in** cases of online fraud.
b Her rise **to** / **for** fame came with the release of her film.
- 2 a What's the matter **with** / **of** Tom? He looks terrible!
b This is a serious crime which is a matter **for** / **on** the police.
- 3 a His taste **for** / **of** travel led him to become an explorer.
b I really can't stand my parents' taste **with** / **in** music.
- 4 a We had a difference **on** / **of** opinion about where to go.
b Have you noticed a difference **for** / **in** Liv's behaviour?

- 7 **USE OF ENGLISH** Complete the text by writing one dependent preposition in each gap.

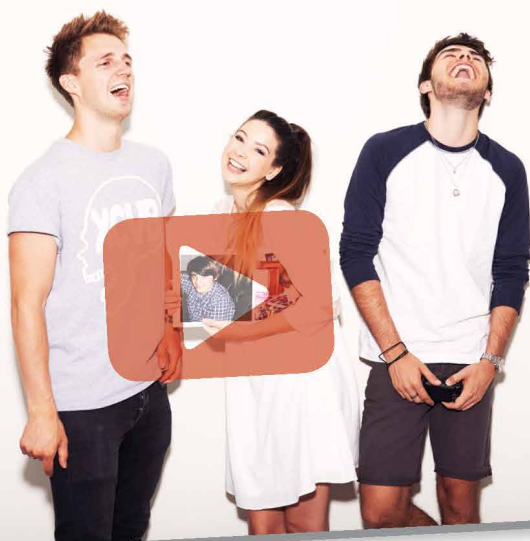
The 21st century has seen a huge rise ¹ _____ the number of images we are exposed to, along with an apparent addiction ² _____ watching news events as they happen. Some might argue that there's nothing the matter ³ _____ this, but the existence ⁴ _____ today's sophisticated image-editing software makes it hard for people to tell the difference ⁵ _____ what's real and what's fake. Now experts have shared evidence ⁶ _____ the negative effect of this kind of technology. It seems that even when we're aware that some images we see are false, they can have a dramatic effect ⁷ _____ our behaviour. Worryingly, we have little control over the false memories that these images can create in us.

➔ Vocabulary Builder Nouns formed from phrasal verbs: page 111

- 8 **SPEAKING** Work in pairs. Do you agree to the statement?
Creating fake images is illegal.

Vloggers

I can understand an article about vloggers.



1 SPEAKING Look at the pictures. Can you guess what their jobs are? Do you think they earn a lot of money?

2 Match the verbs (1–6) with the noun phrases (a–f). And guess which job these activities are related to.

- | | |
|-----------------|--------------------------------------|
| 1 plan | a software to edit videos |
| 2 get | b what to film |
| 3 make | c more followers |
| 4 use | d short films with a camera or phone |
| 5 tag | e videos with web links for products |
| 6 reach out for | f permission to film |

3 Read the text and answer the questions.

In which paragraph (A–D) does the writer ...

- 1 give reasons for the popularity of vlogs?
- 2 provide an example that demonstrates how popular vloggers have become?
- 3 give an example of someone being dishonest?

Reading Strategy

Read the multiple-choice questions and all possible answers carefully.

Find the part of the text that each question refers to.

Read the answers again and choose the one that best matches the information in the text.

Check that the other answers are incorrect.

4 Read the **Reading Strategy**. Then read the first question in exercise 5 related to paragraph A. When you have chosen the correct answer (a, b, c or d), read the paragraph again and decide why the other options are wrong.

5 Read the text. For questions (2–4), circle the correct options (a–d).

- 1 There was a large police presence at a bookstore because
 - a fans of a famous writer were waiting to see him.
 - b someone very famous was causing excitement.
 - c the person who was coming was a pop sensation.
 - d thousands of people wanted to buy a book.
- 2 One of the common characteristics of vlogs is that followers can
 - a create relationships with other vlog followers.
 - b share their interest in vlogs created by media corporations.
 - c change the content of the vlogs they like.
 - d make their opinions on vloggers' work known.
- 3 Vloggers earn large sums of money by
 - a improving the quality of modern technology.
 - b talking about a product.
 - c influencing YouTube authorities.
 - d criticising products advertised by other vloggers.
- 4 The incident with Zoella's book
 - a lost her a lot of fans.
 - b suggested that the world of vlogging is changing.
 - c showed that she can write as well as a novelist.
 - d demonstrated that dreams can come true.

➡ **Vocabulary Builder** Media headlines: page 112

STARS OF THE vlogosphere

3.11

A Helicopters circled the sky above Piccadilly Circus as the police officers below struggled to control the thousands of fans on the streets outside the bookstore. Who were the thousands of fans waiting for? That latest pop sensation? No, a 'vlogger' – a video blogger.

B What makes vloggers so popular? Successful vloggers share some common characteristics. They are outgoing, quick-witted and spontaneous in front of their webcams. There is also a lot of **interaction** with the audience and **feedback** on their videos. This means vloggers can adapt the **content** of their videos to keep their viewers happy. It is material that is made by young people for young people without any intrusion from media corporations. What is more, thanks to the **accessibility** of modern technology, the vlogs can be watched anywhere at any time. All these ingredients have created a two-way relationship between vloggers and their subscribers, based on shared interests and trust that cannot be found between the **providers** and users of other media.

C However, it appears that those shared interests and that trust might become negatively affected by money. Some of the big-name vloggers can earn up to £20,000 for displaying an advertisement on their **channel**. They also earn a lot for mentioning or reviewing a product in a vlog. About 1,000 vloggers around the world earn at least £100,000 a year from their YouTube income. And profits are sometimes earned at the expense of honesty.

D So, will vlogs go the way of many TV programmes and films? Not according to the vloggers, who emphasise their creative independence over making money. However, Zoella, one of the few vloggers in the public eye in Britain, caused a scandal after publishing a book and claiming that it had always been her dream to write a novel. Shortly later, she had to admit that she had not written it alone and her name was just being used to sell it. Many media experts saw it as a sign that vlogging had lost its innocence and that large media corporations were taking control.

6 Read the text again. Are the sentences true or false? Write T or F. Correct the false sentences.

- 1 A vlogger could attract thousands of fans.
- 2 Most successful vloggers do not appreciate interaction with their audience.
- 3 Vloggers and their viewers are from the same age group.
- 4 The relationship between vloggers and viewers could be damaged by money.
- 5 Zoella's fans thought she was under the control of the media corporations.

7 VOCABULARY Match the highlighted nouns in the text with definitions (1–6).

Digital media

- 1 organisations that supply someone with what they want
- 2 the ability to reach or use something
- 3 the homepage for user's videos on YouTube
- 4 the ideas in a book, film, etc.
- 5 criticism, opinions, etc. that someone receives about their work
- 6 communication between two or more people

8 SPEAKING Work in pairs. Discuss the questions.

- 1 Do people follow vloggers in your country?
- 2 Who are the most popular vloggers in your country? What makes them popular?
- 3 Why are the 'media lives' of some celebrities so short?

Presentation

I can discuss the link between technology and crime.

1 SPEAKING Work in pairs. Discuss the questions.

- 1 Have social media, and modern technology in general, created any new kinds of crime? If so, what are they?
- 2 Have they created any new ways to fight crime? If so, what are they?

2 Read the news reports. In what two different ways did Facebook help to catch criminals? Which story does the photo belong with?

1 BURGLAR LEAVES HIS FACEBOOK PAGE ON VICTIM'S COMPUTER

MARTINSBURG – The popular online social networking site Facebook helped lead to a burglar's arrest after he stopped to check his account on the victim's computer, but forgot to log out before leaving her home with two diamond rings.

2 Fugitive caught after updating his status on Facebook

Maxi Sopo was living the dream of a fugitive abroad, kicking back on the beaches of Cancún by day, partying in the clubs by night. Then he did two things that are never a good idea when you're on the run from the authorities: he started posting Facebook updates about how much fun he was having – and he added a former Justice Department official to his list of Facebook friends.

3 3.12 Listen to a student doing the task below. Do you agree or disagree with his opinions? Does he mention any of your ideas from exercise 1?

Look at the news reports. Then talk for one minute about how social media can lead to crime and/or be used to fight crime. Think about:

- people posting untrue and/or threatening messages.
- people sharing information about crimes.
- criminals boasting online.

4 3.12 Read the **Speaking Strategy**. Then listen again. What example does the student give for each of the points (1–3) below? What phrase does he use to introduce it?

	Example	Phrase
1 Problems caused by social media		
2 Sharing information to fight crimes		
3 Criminals using social media unwisely		

5 Work in pairs. Look at the task, news report and headline below. Choose two of the prompts each and make notes. Then work together to add details and examples to your notes.

Talk for about one minute about how mobile phones can lead to crime and/or be used to fight crime. Think about:

- victims of smartphone theft and/or mugging.
- phone-related fraud, scams, identity theft, etc.
- crimes and criminals captured on camera.
- using phones to report crime / call for help.

Caught on camera

A security firm has developed an app that will email victims of smartphone theft a photo of the person who has stolen their phone. The photo, known as a 'theftie', is taken when an incorrect passcode is entered, and is emailed to the phone's owner together with a map of the smartphone's location.

**THE TERRIFYING
NEW MOBILE PHONE
SCAM THAT LEAVES
YOU WITH A £300
BILL FOR CALLS YOU
NEVER MADE**

6 SPEAKING Take turns to do the task in exercise 5. Use your notes to talk about your two prompts.

Speaking Strategy

- Avoid speaking in short, single sentences.
- Try to develop your statements with extra information, details and examples.
- Use some phrases to introduce them.

Introducing examples and extra information

One example of that would be ...

So, for instance, ...

What I mean by that is ...

The kind of thing I'm talking about is ...

In other words, ...

Or to put it another way, ...

A table

I can summarise the information in tables.

- 1 **SPEAKING** Is the number of people using social networks increasing? Which social network do you think attracts the most users?

Active users of social networks worldwide in millions (Statista)

Social networks	January 2022	January 2023
Facebook	2.91	2.95
YouTube	2.56	2.51
Instagram	1.48	2.00
Tiktok	1.00	1.05

The table above shows the data for the number of people worldwide using social networks in January 2022 and 2023. In about 120–150 words, summarise the information in the table.

The table shows the number of users of four popular social networks around the world in January 2022 and 2023. In general, all four social media networks have seen an increase in users between 2022 and 2023. In January 2022, Facebook had the most active users with 2.91 million people. In contrast, Tiktok had the smallest number with just 1 million users. The numbers are similar in January 2023. Facebook still remains at the top with 2.95 million, followed by YouTube and Instagram, with Tiktok coming last. In comparison with 2022, the number of active users of Facebook and YouTube in 2023 has slightly risen. However, the number of Instagram users has considerably grown, from 1.48 million to 2.00 million.

- 2 Read the task and the report. Answer the questions.

- What information does the table give?
- How many social networks are mentioned?
- Which network had the largest number of active users in January 2022? Which had the smallest?
- Is there any information in the table you could add to the report?

Writing Strategy

- Paraphrase the question as an introduction to the summary, using synonyms where appropriate.
- Select and report on 3 or 4 main features; you don't need to include every detail in the table.
- Describe the figures with expressions like *the largest number*, *the smallest number* ... Make comparisons if possible.

- 3 Read the **Writing Strategy**. Did the writer follow all of the advice? Find and underline examples.

- 4 **KEY PHRASES** Look at the phrases below. Which are in the report?

Introducing the table

The table shows ...

The table presents / describes / gives information ...

Giving remarks

First, ...

Second, ...

In contrast, ...

Similarly, ...

It would seem that ...

In comparison with ...

- 5 **VOCABULARY** Combine one verb and one adverb from the list to complete each of the following sentences. Remember to put the verbs in the correct forms.

almost considerably suddenly slowly slightly
rise change fall double plunge

- 1 The number of young vloggers has _____ for the last three months. Vlogging has become a trend.
- 2 More and more people turn to social media. The number of traditional media users is _____.
- 3 The number of followers _____ after just a week. The YouTuber was really worried.
- 4 The number of old people using Instagram last year _____ compared to that in the previous year. I hardly see the difference.
- 5 The cookery videos could attract so many viewers that the profit this month _____ that last December.

- 6 Read the task below. Write a report.

The table presents the data for the percentage of people in Viet Nam using social networks in May 2022 and May 2023. In about 120–150 words, summarise the information in the table by selecting and reporting the main features, and making comparisons where relevant.

The percentage of social media users in Viet Nam compared to the total population (Statcounter)

Social media	May 2022	May 2023
Facebook	62.3%	77.2 %
YouTube	14.4 %	5.2 %
Instagram	0.5 %	2.2 %
Pinterest	4.1 %	2.6 %

CHECK YOUR WORK

Have you ...

- paraphrased the question?
- chosen the appropriate features?
- made comparisons if possible?
- checked spelling / grammar mistakes?

Lifelong learning

1 **SPEAKING** Work in pairs. Discuss the questions. What do the following famous people have in common? Match their names (1–3) with their famous ideas (a–c).

- | | |
|---------------------------|--|
| 1 Rene Descartes | a $x^n + y^n = z^n$ |
| 2 Johann Heinrich Lambert | b hyperbolic functions into trigonometry |
| 3 Pierre De Fermat | c The saying "I think, therefore I am" |

2 Read the text and match the paragraphs (A–C) with headings (1–3).

1. A challenge
2. Well-known mathematician
3. Different interests

3.13

A Pierre de Fermat was born on August 17 in 1601 in Beaumont-de-Lomagne, France. He was a famous French mathematician who is often called the founder of the modern theory of numbers. Fermat was one of the two leading mathematicians of the first half of the 17th century (the other was René Descart). ¹_____ He was also regarded as the inventor of differential calculus, and a co-founder of the theory of probability.

B What strikes as a surprise is that Fermat never considered doing research in Mathematics his job. Although Fermat studied law when he was at college, he developed strong love for foreign languages, literature and mathematics. He read a lot of documents and taught himself in many fields. As early as 1629 Fermat began a lot of research on mathematical theories including algebra and geometry. ²_____ He served in the local parliament at Toulouse, becoming councillor in 1634. In 1638 he was named to the Criminal Court. Despite his busy work at the court, Fermat never stopped learning and doing mathematics. In 1679, he published *Introduction to Loci* in which he presented that the study of loci, or sets of points with certain characteristics, could be facilitated by the application of algebra to geometry through a coordinate system.

C The most interesting story about Fermat should be his last theorem, which is also known as Fermat's great theorem. It is a statement that there are no natural numbers x , y , z such that $x^n + y^n = z^n$, in which n is a natural number greater than 2. In 1636, Fermat, the distinguished mathematician, wrote in his copy of the *Arithmetica* that he had discovered a truly proof of this theorem, but the margin of the book was too small for him to write it down. ³_____ No one could prove or disprove Fermat's last theorem. Not until 1993 could the English mathematician Andrew Wiles devise a proof of this theorem. ⁴_____ Andrew Wiles had been interested in Fermat's last theorem since the age of ten. His years of searching for an answer finally became successful.

3 Four sentences (A–D) have been removed from the text. Put them back in the blanks (1–4).

- A He then presented the proof in the journal *Annals of Mathematics* in 1995.
 B Fermat discovered the fundamental principle of analytic geometry.
 C In 1631 Fermat received the degree in law from the University of Orléans.
 D For centuries, so many mathematicians all over the world were puzzled by this statement

4 Check if the following information from the text is True or False. Write T or F.

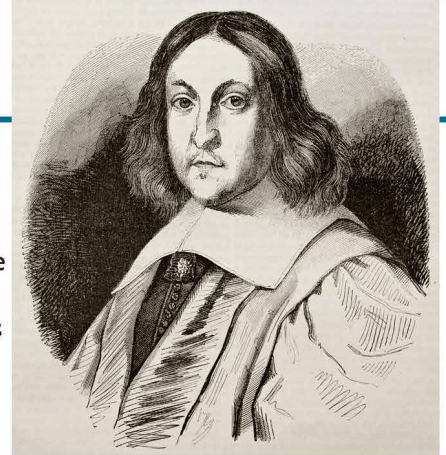
- 1 Fermat was the only founder of theory of probability
- 2 Besides law, Fermat was interested in different fields.
- 3 *Introduction to Loci* published in 1679 was related to Fermat's work at the Criminal Court.
- 4 Fermat had never stated that he could provide a proof of his last theorem.
- 5 It took Andrew Wiles nearly ten years to search for the proof of Fermat's last theorem.

5 **3.14** Listen to a small talk on lifelong learning and complete the text with appropriate information.

Lifelong learning is following ¹_____ and developing particular skills which are necessary for one person's job or life. Lifelong learning can only be effective if the learner is self-motivated, ²_____ and focused. The learner should set his own goal on his own interests. He is also willing to gain more skills though it may take time. He is persistent enough ³_____ his plans of leaning step by step. He is the one who decides his long journey. No one else can decide what he needs to improve, which course he has to take and ⁴_____ for it. Lifelong learning is regarded as one of important characteristics that the employers nowadays look for. It is essential for the employees to seek ways to grow personally and ⁵_____; this helps them to stand out in the job market. Employers are happy to have lifelong learners at work because they are likely to pick up skills at time, anywhere, train themselves in order to meet the work demands.

6 **SPEAKING** Work in pairs. Discuss the following question.

Can you guess why Fermat never considered doing research his job?



Review Unit 7

Reading

- 1 Read the text. Four sentences have been removed. Match missing sentences (A–E) with gaps (1–4). There is one extra sentence.

Dying for a selfie

Most of us have taken a selfie at one time or another, be it a photo of ourselves in a beautiful place, during a performance by our favourite band, or on a memorable night out with friends. Even monarchs, prime ministers and presidents have been seen in the news grinning inanely at the screen of a smartphone. ¹_____ In several cases, this action has had disastrous consequences.

Take, for example, the Spaniard who was killed by a bull while he was taking a selfie during the annual bull run in a village near his hometown. ²_____ Incidents such as these led to the death toll from selfie-related incidents reaching double figures for the first time in 2015, overtaking the number of victims of shark attacks. Most of the cases involve people taking selfies while posing with animals, or falling from high places.

Despite the risks, social media is full of pictures featuring near misses that could have been fatal under other circumstances. Under the caption 'Most dangerous selfie ever', a woman posing at a stadium can be seen narrowly avoiding being hit in the head by a baseball approaching her. ³_____ What is even more worrying, however, is that the woman herself dares others to better the shot, seemingly overlooking the fact that by doing so, she is endangering the lives of her 'friends' as well.

In response to the increasing threat posed by the selfie, the authorities have started to take action. National parks, such as the Waterton Canyon in Denver, Colorado, have closed their gates to visitors who have been getting too close to the bears to get them in the photo. ⁴_____ But if instructions like these are really necessary, then perhaps it is about time we asked ourselves which is more important, a 'like' or a life?

- A Or the Singaporean tourist who died when he fell from cliffs on the coast of Bali.
- B The alternative to taking unnecessary risks is to use Photoshop to create outrageous pictures.
- C The Russian Interior Ministry has launched a public education campaign advising selfie-takers against balancing on dangerous surfaces or posing with their pets, among other things.

Listening

- 3.15 Listen and answer the following questions.

- Why did we believe that butter was bad for us?
- When did Nikolai Anichkov start his research on rabbits?
- In how many countries did Ancel Keys examine data?
- According to recent study, what is wrong about the warnings against eating butter?

Speaking

Work in pairs. Discuss the following questions.

- What are the advantages of blogs or vlogs over traditional diaries?
- What makes a traditional diary still attractive to young people?

Writing

In about 120–150 words, summarise the information in the table below.

The number of schools in Viet Nam from 2019 to 2021

	2019	2020	2021
Upper Secondary Schools	2,371	2,373	2,380
Lower Secondary Schools	9,047	8,820	8,744
Primary Schools	12,961	12,665	12,527



- D But today, more and more people are putting their lives at risk in an attempt to get the most shocking picture to share on social media.
- E Yet the photo has received thousands of 'likes', and the comments below it suggest that this behaviour is something to be admired.

8

Change the world

Unit map

Vocabulary

Protesting
Global issues
Protest collocations

Word Skills

Verb patterns

Grammar

Emphasis
Mixed conditionals

Listening

Hashtag activism



Pronunciation

Rise-fall intonation pattern

Reading

Making a difference



Speaking

Collaborative task

Writing

A report

Culture

Sophia the Robot



Vocabulary Builder

page 112

Grammar Builder and Reference

pages 130–131

8A

Vocabulary

Global issues

I can talk about local and global issues.



- 1 **VOCABULARY** Look at the photos (A–C). What are the issues? In which part of the world can we find the issues?

Protesting demonstrate / protest (against something)
go on a demonstration / a march hold up placards listen to speeches
shout out slogans sign a petition

Which of the vocabulary list can be used to describe the photos?

- 2 **SPEAKING** Rank the issues in the photos in the order of importance. Which is the most urgent now? Why?

- 3 **VOCABULARY** Check the meaning of the nouns below. Which of them are related to the headlines (1–6)?

Global issues disease famine globalisation gender inequality global warming
homelessness nuclear racism terrorism unemployment weapons

1 HURRICANE DESTROYS HUNDREDS OF HOUSES

2 The end of life on earth unless we change

3 A bomb plot was discovered

4 FEMALE WORKERS EVEN WORSE OFF

5 Jobless claims rise

6 FOOD CRISIS



- 4 3.16 Listen to 3 dialogues. Match each dialogue with an event below. There are 2 extra events.

a benefit concert a demonstration an interview
signing a petition a speech in parliament

RECYCLE! Non-defining relative clauses

A non-defining relative clause gives us extra information about a person, thing, place, etc. The sentence still makes sense without the clause.

We listened to Dave Smith's speech, which was about students' rights.

We listened to Dave Smith's speech.

The relative pronoun *which* can refer to a whole clause.

Many high school students taught English to the children from the Shelters, which was part of the campaign 'Green Summer'.

- 5 Read the **Recycle!** box. Combine the following pairs of sentences using non-defining relative clauses.

- 1 Tina decided to sign the petition for a better cycling road behind the campus. Tina does not know how to ride a bike.
- 2 The collection for the local homeless centre early ended yesterday. Many people were regretful about it.
- 3 London Fashion Week met with protests against fur clothing. London Fashion Week took place in September 2017.
- 4 Citadel of the Ho Dynasty in Thanh Hoa, Viet Nam was recognised the UNESCO World Heritage Site in 2011. Citadel of the Ho Dynasty has an impressive arched gateway.



- 6 **VOCABULARY** Complete the sentences with the correct form of the verbs below.

Protest collocations campaign vote launch argue
stand sign

- 1 Why did you _____ against her as the group leader? She is qualified, isn't she?
 - 2 The local residents are _____ a protest against the building a bypass around the town.
 - 3 Tina is ready to _____ up to the bad children who bully her friends.
 - 4 Conservationists have _____ against whaling for many years, but some countries still practise commercial hunting of large whales.
 - 5 Scientists try to _____ young people out of smoking because it is not good for health.
 - 6 In order to raise the public awareness of wild life protection, some E-petitions are _____ nowadays.
- 7 **SPEAKING** Work in pairs. Which issue in exercise 3 do you think is the most important in your local area? Discuss two ideas:
- What is the cause?
 - What action will you take?

8B

Grammar

Emphasis

I can use sentence structure to create emphasis.

- 1 Is there a problem with litter where you live? Read the opinions below. Who do you think should be responsible for reducing litter?

A load of rubbish?

One thing I can't stand is all the litter outside fast food restaurants. What they should do is employ extra staff to help clean up the streets. **Rob K**

The people that I blame are the teenagers – it's them who cause all the problems. The town where I live is full of youngsters, hanging around in gangs and leaving rubbish everywhere – it's a disgrace. **Daniel**

There's so much plastic packaging nowadays. All the government needs to do is force companies to use biodegradable or recyclable materials in their products and the problem will be solved. **Bex**

- 2 Read the **Learn this!** box. Then find examples of each rule in exercise 1.

LEARN THIS! Emphasis (1)

- 1 We can emphasise key information in a sentence by:
a adding a clause with *It is / was*, etc. ... *that* ... at the start of the sentence.

Joe bought a tablet last weekend.

→ *It was Joe who bought a tablet last weekend.*

→ *It was a tablet that Joe bought last weekend.*

→ *It was last weekend that Joe bought a tablet.*

We often use this structure to make a contrast:

It was a tablet that Joe bought, not a smartphone.

- b adding a clause with *What*.

Kate lost her debit card.

→ *What Kate lost was her debit card.*

→ *What Kate did was lose her debit card.*

→ *What happened was that Kate lost her debit card.*

- 2 We can use *All (that)* in the same way as *What*. It means 'the only thing.'

I just need some money.

→ *All (that) I need is some money.*

→ *They only needed to ask.*

→ *All (that) they needed to do was ask.*

- 3 Rewrite the sentences (1–7) to make a contrast. Begin with *It* and emphasise the underlined words.

1 Mia isn't coming shopping with us. Lara is.

It's Lara who's coming with us, not Mia.

2 I haven't got a credit card. I've got a debit card.

3 The first supermarket opened in 1916. It wasn't 1920.

4 Her mum doesn't work in a store. Her aunt does.

5 Many people don't want quality. They want low prices.

6 The sales start on Friday. They don't start today.

7 I blame teenagers for the litter. I don't blame the restaurants.

LEARN THIS! Emphasis (2)

We can start a sentence with a phrase that describes the person, thing, or place that we want to emphasise.

The person (that) you need to speak to is Tom.

One thing (that) I really hate is consumerism.

A place (that) I'd really like to visit is Norway.

- 4 Read the **Learn this!** box. Then find two examples in exercise 1. How would the sentences read without the emphatic structure?

- 5 Rewrite the sentences (1–6). Begin with the words in brackets and emphasise the underlined words.

1 Store loyalty cards have really caught on. (One idea ...)

2 It's the directors of companies who should change. (The people ...)

3 Many European firms are investing in Asia. (One place ...)

4 Greed drives most consumerism. (The thing ...)

5 Plastic packaging creates most waste. (The thing ...)

6 Self-service stores first opened in the USA. (The country ...)

- 6 Complete the text with the words below. Use each word once.

all it's one that thing what where

The ¹ _____ that annoys me most is the litter. Clearly ² _____ that some people care about is convenience, not the environment. So ³ _____ the government needs to do is prosecute those involved in anti-social behaviour. But ⁴ _____ the businesses themselves that also need to take more responsibility – for example, the place ⁵ _____ I usually shop has installed a security camera to deter people from dropping rubbish outside. And ⁶ _____ thing they've tried successfully in some places is putting up lifesize cardboard police officers. It seems all ⁷ _____ some people need is a gentle reminder to act responsibly.

- 7 **SPEAKING** Work in pairs. Think of different ways to complete each sentence. Then compare your ideas with other pairs'.

- 1 The places in my town that have the most litter are ...
2 All we need to do to reduce litter is ...

8C

Listening

Hashtag activism

I can use discourse markers to help predict what will be said next.

- 1 **SPEAKING** Work in pairs. Look at the slogans. What are they about?

#occupywallstreet

#blacklivesmatter

#anti-war

#climatesummit

➔ **Vocabulary Builder** Prefixes: page 112

- 2 Read the text. Is it generally in favour of or against online campaigns?



Hashtag activism – worth clicking on?

Platforms like Facebook and Twitter are being used more and more to raise awareness of social issues and to campaign for good causes. There have been several examples of successful campaigns in recent years. For instance, the #IceBucketChallenge proved a viral success in raising awareness and funds for ALS, a disease that progressively paralyses the body. Not only did people all over the world post videos of themselves tipping a bucket of iced water over their heads, but they also nominated other people to do the challenge, as well as donating to the Association. It is not always clear how effective many of these social media campaigns actually are. Critics claim that 'hashtagging' a cause is more about copying the crowd than showing true commitment. They say that clicking on a hashtag trend is easy and doesn't initiate a real desire for change. Though there may be some truth in this, raising awareness is surely the first step to a successful campaign.

Listening Strategy

As you listen, pay special attention to discourse markers (linking phrases), which connect pieces of information to each other. For example, *however* introduces a contrast, whereas *for instance* introduces an example.

- 3 **KEY PHRASES** Read the **Listening Strategy**. Then, add the phrases below to complete the examples.

as I was saying even so for instance incidentally nevertheless still

Discourse markers

An example / more detail: you know ... / ¹ _____

A contrast or contradiction: however ... / ² _____ /
mind you ... / ³ _____ / all the same ... / ⁴ _____

An afterthought: by the way ... / ⁵ _____

A continuation of the topic / going back to an earlier topic: talking of which, ... / ⁶ _____

PRONUNCIATION Rise-fall intonation pattern

We use the rise-fall intonation when the first part of our utterance is an unfinished thought, an introductory phrase, a series of words or choices. The pitch rises for the first part and falls at the end of the utterance.

When I finished high school ↗, I got a job ↘.

As a matter of fact ↗, I do know where he lives ↘.

I need rice ↗, beans ↗, lettuce ↗, and sugar ↘.

Do you want to stay home ↗ or go to the movies ↘?

- 4 **3.17** Listen to speakers (1–4). What do you predict you will hear next? Choose one of the following lines.

- A ... it hasn't been very well publicised.
B ... we should not stop trying.
C ... he handled the public's questions well.
D ... how much did you pay for your TV?

- 5 **3.18** Now listen and check your answers.

- 6 Read the **Pronunciation** box and practise saying the sentences in exercises 4 and 5 using the rise and fall intonation.

- 7 **3.19** Listen to three people. Match speakers (1–3) with sentences (A–C). Write the correct number.

The speaker ...

- A feels strongly that fighting for a cause online is largely ineffective.
B has found that donations made to online campaigns are not as high as those achieved by other methods.
C is enthusiastic about learning about global issues through social media.

- 8 **SPEAKING** Work in pairs. Discuss the questions.

Do you love to take part in online campaigns in social media? Why? / Why not?

8D

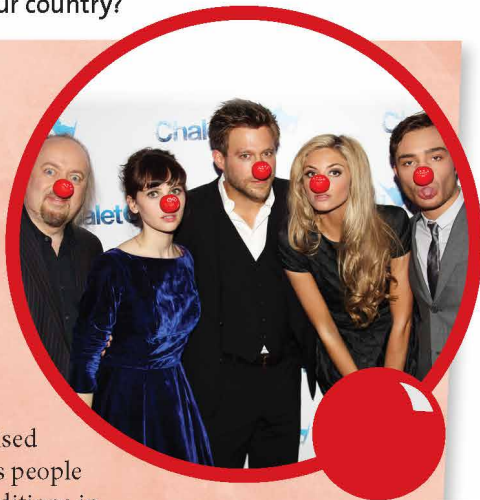
Grammar

Mixed conditionals

I can use mixed conditionals.

- 1 Read the text. Are there any similar charities or events in your country?

In 2015, the charity Comic Relief celebrated its 30th anniversary. They started 'Red Nose Day', a day when people across the UK buy red noses and all of the money from this goes towards Comic Relief. The money raised by Comic Relief helps people living in difficult conditions in the UK and around the world, and it's estimated that over 50 million people would be worse off today if the charity hadn't been set up. The number of children attending primary school in Africa might not have increased by 60 million if the charity didn't exist. In 2015, the British public donated a staggering £78.1 million, bringing the total raised by Comic Relief in its thirty-year history to over £1 billion. But it couldn't have achieved all this if it didn't have the support of the comedians who take part and inspire the public to give so generously.



- 2 Read the **Learn this!** box. Then find examples of mixed conditionals in exercise 1.

LEARN THIS! Mixed conditionals

Mixed conditionals are a mixture of second and third conditional sentences. They occur when the *if* clause and main clause refer to different times (past and present).
(past) *If he'd read the map,* (present) *we wouldn't be lost.*
(present) *If he could drive,* (past) *he'd have got the job.*

- 3 Match the two halves of the mixed conditional sentences.

- 1 If he'd gone to bed earlier,
 - 2 If it wasn't so cold,
 - 3 If I were him,
 - 4 If you hadn't been so rude,
 - 5 If they'd remembered the address,
- a she wouldn't be angry.
 - b he wouldn't be so tired.
 - c they'd be here by now.
 - d we might have gone for a run.
 - e I wouldn't have made that decision.

- 4 Complete the dialogue. Use the verbs in their correct form to make mixed conditional sentences.

answer buy go have leave

Lee Are you going to the fundraising concert later?

May No, but I ¹ _____ a ticket if I didn't have so much homework.

Lee That's a shame. If you'd finished your homework, you ² _____ with me.

May Anyway, isn't it sold out?

Lee It is now – and if I hadn't seen Leo last night, I ³ _____ a ticket either, but he had two spare ones.

May Why didn't you let me know? I ⁴ _____ the homework so late if I'd known you were going.

Lee Well, I might have called you if you ⁵ _____ your phone sometimes, but you're always studying!

➔ Grammar Builder 8.2 pages 130–131

- 5 **USE OF ENGLISH** Write mixed conditional sentences that mean the same as the first sentence. Use the words in brackets.

- 1 I didn't reply because I can't hear you properly. (could)
I would have replied if I could hear you properly.
- 2 Our car broke down this morning, so we have to walk to school now. (wouldn't)
- 3 Beth failed her exams so she isn't at college this year. (hadn't)
- 4 Because Max didn't go to university, he doesn't have a degree. (had)
- 5 I didn't help with the cooking because I'm a terrible cook. (weren't)
- 6 The forecast isn't good so they didn't go out. (have)
- 7 She's afraid of flying so she took a boat. (taken)
- 8 He didn't help the tourist because he can't speak Greek. (would)
- 9 Jay isn't good at maths so he couldn't help us. (could)

- 6 **SPEAKING** Work in pairs. Take turns to ask and answer questions with *What if ... ?* about these imaginary situations. Use mixed conditionals in your answers.

What if ...

- 1 you'd been born a boy / girl instead?
- 2 the internet hadn't been invented?
- 3 time travel were possible?
- 4 you had to live abroad for a year?
- 5 you were asked to give a speech to your school?

If I'd been born a boy instead, I think I'd ...

Verb patterns

I am aware of and can use different verb patterns.

- 1 Read the text. How can a social media campaign help the business?



Nowadays, social media can be used for marketing effort known as a social media campaign. In a campaign, businessmen determine what their goal is. Common goals in business may include having users give feedback, getting customers to have more concern for the brand or making sales figures increase. The businessmen would prefer more audience to access their products through suitable media platforms. Of course many free social media marketing apps have been made to track shares, replies, likes and keywords related to a brand. Moreover, certain media services are built to combine with social media accounts to see who is seeing media posts and how they are responding. These tools get users to interact with social media posts, ask questions, provide reviews, and even enter contests. Positive interaction, personal attention and prizes are quite important in a campaign because they get the audience to be more involved in the campaign. And this, in turn, helps businessmen a lot in adjusting their business strategies.

- 2 Read the **Learn this!** box. Then find examples of rules (1–3) in the text.

LEARN THIS! Verb + object + infinitive

- We can use these verb patterns to talk about making things happen:
get + object + infinitive with to
I shouted, but couldn't get her to hear me.
have + object + infinitive without to
We'll have someone fix the computer.
make + object + infinitive without to
My parents make me clean my room every week.
- In a passive structure we use *sb was made to do sth* (infinitive with *to*).
He was made to pay back the stolen money.
- We can use *I'd prefer + object + infinitive with to* to talk about preferences.
The government would prefer citizens to use public transport more often.

- 3 Complete the sentences with the correct form of the verbs below.

answer interact enter try

Jack owns a little shop downtown. Years ago his business was not really good, but last year he learned about social media campaigns and started to benefit from them. He got his customers ¹ _____ with him and learned more about their preference and choice. He once had his customers ² _____ a contest in which they were made ³ _____ questions about his shop and products. With the help of different platforms, he has improved the image of his business and can earn quite a lot. However, he keeps getting himself ⁴ _____.

LEARN THIS! Verb + object + present or past participle

- We can use these verbs + object + present participle with an active meaning: *find, get, have, keep, leave*
I can't get the TV working!
The doctors will soon have you walking again.
- We can use these verbs + object + past participle with a passive meaning: *get, have, leave, prefer, want*
Some people want him arrested for his actions.
I'm getting my hair cut tomorrow.

- 4 Read the **Learn this!** box. Complete the sentences with the correct form of the verbs in brackets.

- Everyone would prefer journalists _____. (not lie)
- The film made me _____ how serious climate change is. (realise)
- If you want these laws _____, sign our petition! (change)
- Recent riots have left dozens of people _____. (injure)
- The press should be made _____ for their actions. (apologise)

- 5 Complete the sentences with the correct form of the verbs below.

ban do hide throw wait

- Police have just found their suspect _____ in a derelict building.
- He kept the crowd _____ for an hour to hear his speech.
- The club will have him _____ out for being under age.
- I managed to get the homework _____ by working all night.
- There are some countries that want the internet _____.

- 6 **SPEAKING** Work in pairs. Take turns to tell each other about something that:

- you haven't managed to get done this week.
- has had you laughing recently.

Making a difference

I can understand an article about young people who are making a difference.

- 1 **SPEAKING** Work in pairs. Think about the image of young people in the media and society in general. Discuss the questions, giving reasons for your opinions.

Which of these words are sometimes associated with a media image of young people? Does that image differ from reality?

activists show-off social conscience thoughtful
thoughtless threatening vandalism volunteer

- 2 Read the articles. What do Wilson To and Rene Silva have in common?

Reading Strategy

Read all the text once and then read the questions. Match any questions that are immediately obvious, and identify and note the parts of the text that contain the evidence for your answers. Then carefully read each section of the text again and look for the answers to the remaining questions.

MAKING A DIFFERENCE

3.20

A

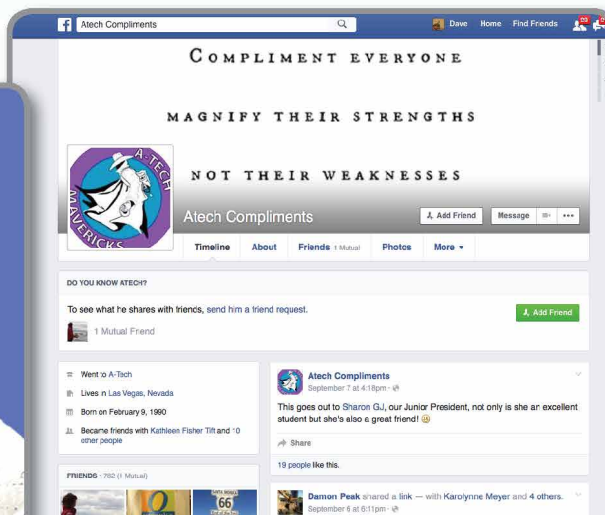


A-tech compliments

Wilson To was beginning his final year at school when he decided to get a school Facebook page started. Nothing unusual about that, you might think, but Wilson's motivation for **setting up** the page wasn't to discover the latest school gossip. He believed that Facebook could help him take on a problem that was making life difficult for a few schoolmates: bullying.

Without mentioning his plans to his friends, Wilson launched 'A-tech compliments', a Facebook page which invited students to send in **anonymous** compliments about each other, their teachers and their school. At first, Wilson wasn't expecting much of a response and he monitored messages closely in case unpleasant comments or racism appeared. However, Wilson needn't have worried. 'A-tech compliments' was an instant success and quickly had five hundred regular followers, all of them being positive. It seems that the students were just waiting for the opportunity to say nice things about each other and their school!

Although everybody wanted to know who had **thought up** this great idea, Wilson kept his identity secret until the end of the school year, when the school intercom asked the creator of the Facebook page to reveal himself. Wilson stepped forward to receive the applause and thanks of the whole school. He was also given one last job to do: train a new administrator so the page could continue after Wilson **stepped down**. Today, the idea has also spread to high schools across the country.



3 Read the **Reading Strategy**. Then look at the question below. Which text matches with it? What is the information in the text that helps you answer it?

Who started their project because they had already identified a need?

4 Match two texts with questions (1–5) below. Each of the texts can match more than one question.

Who ...

- 1 offered some training to others?
- 2 was given an idea by someone else?
- 3 published something?
- 4 worked in the most dangerous conditions?
- 5 worked anonymously?

5 Decide if the statements (1–5) are true (T), false (F), or the information is not given (NG).

- 1 Wilson To was worried that his Facebook page would attract the wrong type of comments.
- 2 Wilson has left the school, but continues with his job as administrator of the school page.
- 3 Wilson didn't let anyone know he was the creator of the page because he was too modest.
- 4 Rene Silva got the funding for his newspaper from local residents.
- 5 Rene's reporting has had a big impact outside the favela.

6 **VOCABULARY** Match the underlined words with the appropriate form of the highlighted words or phrases in the article.

Words or phrases

- 1 The biggest sponsor of the contest still remained unknown. His name could only be guessed.
- 2 The drama club is a perfect expression for Amy's talent.
- 3 Jack always invents great ideas for our politics blog.
- 4 Mark accepted too much work and responsibility in the organisation and suffered from stress.
- 5 The typical journalists are expected to have particular skills in coverage and photography.
- 6 Alice left the job so that Andy could take her place.
- 7 My grandad established the business in 1958.

7 **SPEAKING** Work in pairs. Discuss the question.

Wilson To or Rene Silva, who makes a deeper impression on you?

B

VOICE OF THE COMMUNITY

20 A teacher spotted Rene Silva's talent for writing when he was just eleven and encouraged him to set up a community newspaper. Rene accepted the challenge and took on publishing *Voz da Comunidade* (Voice of the Community) and he soon realised that the monthly newspaper could help his neighbourhood. Rene lives on the edge of Rio de Janeiro in a *favela*, a poor town that used to be controlled by armed drug gangs. Rene's newspaper quickly became a vehicle for protest about the poor conditions in the *favela* and gave a voice to local residents who were campaigning to make the community a safer and better place to live.

25 But one Saturday morning, *Voz da Comunidade* was transformed from a small local newspaper into Brazil's most popular source of information. The government had decided to force the drug dealers out of the *favela* and had sent soldiers onto the streets. Journalists from the mainstream media waited outside the *favela* for news, but Rene and his team of teenage reporters were in the middle of the action. Using their mobile phones to film and take photos, the *Voz da Comunidade* 30 Twitter account suddenly had thousands more followers than usual and Rene's reporting was praised by the mainstream media. More importantly, it started a debate about how the government should help the inhabitants of Brazil's hundreds of *favelas*. Rene and the *Voz da Comunidade* brought positive change to the community.



Speaking Collaborative task

I can use written prompts to discuss a question with a partner and work towards an agreement.



- 1 SPEAKING** Work in pairs. Discuss these questions. What do organisations such as Greenpeace and WWF (the World Wide Fund for Nature) aim to do? How do they do it?
- Look at the task below. Which of the four ways of combating climate change do you personally employ? Give examples.

Discuss practical ways in which people can help to combat climate change. How effective is each of the four suggestions?

- Using public transport more often
- Planting trees
- Recycling
- Saving electricity

- 3 KEY PHRASES** Complete the phrases with the words below.

another agree by chief feel how let's mind
not of opinion point right some start sure
take would you

Starting a discussion

- Shall we _____ with ... ?
- _____ begin with ... , shall we?
- We could start _____ talking about ...

Expressing an opinion

- To my _____ ...
- In my _____ ...
- I'm _____ the opinion that ...
- For me, the _____ consideration is ...
- Personally, I _____ say that ...
- I _____ quite strongly that ...

Adding an opinion

- _____ only that, ...
- Yes, and _____ thing: ...
- Good _____. And I also believe that ...

- 4 SPEAKING** Work in pairs. Take turns to do the task. Use the phrases from exercise 3 to help you.
- 5 3.21** Listen to two students doing the task. Answer the questions below. Compare your ideas in exercise 2.
 - Which measures do the students think will be most effective?
 - What were their reasons?
 - Do you agree with any of their opinions?
- 6 3.22** Listen to the students doing the second part of the task. Which two measures do they choose?

Speaking Strategy

In a discussion, listen carefully and respond to what your partner says. Learn phrases for interacting with your partner so that you take turns and both contribute to the discussion.

- 7 3.22 KEY PHRASES** Read the **Speaking Strategy** and check the meaning of the phrases below. Then listen again. Tick ✓ the phrases that the students use.

Involving your partner

- Would you agree with that? ☐
- ..., don't you think? ☐
- Can we agree that ... ? ☐
- What's your view on that? ☐
- What do you think about ... ? ☐

Interrupting

- Sorry to interrupt, but ... ☐
- Hang on a moment, I think ... ☐
- Not only that, ... ☐

Reaching an agreement

- So, shall we reach a decision? ☐
- We need to come a decision. ☐
- We need to decide what / which ... ☐
- That's settled, then. ☐

- 8 SPEAKING** Do you agree with the choices the students made? Why? / Why not?
- 9 SPEAKING** Work in pairs. Discuss how using less water can help to combat climate change.

Agreeing and disagreeing

- Absolutely. I couldn't _____ more.
- I'm with _____ on that.
- Yes, I think you're _____.
- That's true to _____ extent. However, ...
- I'm not _____ I agree.
- I _____ a rather different view on that.
- That's not quite _____ I see it.

A report

I can write a report about a local issue.

- 1 **SPEAKING** Work in pairs. Think of two advantages and two disadvantages of banning traffic from town centres.

Your town council is proposing to create a traffic-free zone in the town centre. The local newspaper wants to hear the views of local people. Write a report for the paper outlining the advantages and disadvantages of the scheme, taking into account the views of local people and visitors. Make a recommendation.

- 2 Read the task above and the report. Answer the questions.

- Which points in the report did you also mention in exercise 1?
- Are there any other points in the report that you think are good?

Writing Strategy

When writing a report:

- think carefully about the target reader and write in an appropriate style and tone.
- state the purpose of the report in the first paragraph and any recommendations and suggestions in the final paragraph.
- consider using headings to give the report a clear structure.

- 3 Read the **Writing Strategy**. Did the writer follow all of the advice? Find and underline evidence for your opinions.

- 4 **KEY PHRASES** Look at the phrases below. Which are in the report?

Introducing the subject

The aim of this report is to ...

The report is based on / draws on ...

Reporting views

It would seem that ...

According to ...

It was reported that ...

(People) were of the opinion that ...

Summing up

To sum up, ...

On balance ...

In conclusion ...

Taking all the points into consideration, ...

Recommending / Suggesting

It is recommended that ...

I would suggest ...

In my opinion, it would be worth ...



Introduction

The aim of this report is to assess the plan to ban traffic from the town centre. I have interviewed a number of local people and visitors, and my conclusion and recommendation take their views into account.

Advantages

Most visitors were of the opinion that the town centre would be a quieter and more pleasant place to spend time if there were no traffic. An added benefit mentioned was a reduction in air pollution. Finally, it was thought that the roads would be safer for cyclists.

Disadvantages

According to some local shopkeepers, banning cars from the centre would damage trade as shoppers would have to park some distance away and carry heavy shopping to their cars. What is more, visitors would also have to park outside the town and this might discourage them from paying a visit.

Conclusion

Although opinion seems to be divided on the desirability of the scheme, people expressing opposition to the proposal were in a minority. I would suggest that the council press ahead with its plan as it will improve the quality of life of both residents and visitors.

- 5 Complete the sentences with **Moreover**, **However**, **Therefore**, **What's more**.

- The roads around the school are quite dangerous. _____, students probably wouldn't cycle to school.
- Bus tickets are not very expensive. _____, buying a season ticket is even more economical.
- It's difficult to cross the road by the school. _____, there's a plan to put in a pedestrian crossing.
- Too many parents drive their children to school. _____, they all arrive at about the same time.

- 6 Read the task below. Write your report (180–200 words).

Your school has asked you for a report on transport to and from the school. Give an outline of the ways in which students get to and from school, and make recommendations for how things could be improved.

CHECK YOUR WORK

Have you ...

- divided the report into paragraphs?
- used headings to make the report clearer?
- used appropriate linking words?
- checked the spelling and grammar?

Sophia the Robot



1 SPEAKING Work in pairs. Discuss the questions.

- When do you think the first humanoid robot appeared in Viet Nam?
- To what extent do you think this robot resembles a human?

2 Read the text. Check your answers in exercise 1. What do you find most impressive about Sophia?

3.23

Humanoid robots, eminent characters in science fiction novels and sci-fi films, are becoming a reality. Sophia, as an example, was first activated on Valentine's Day in 2016. One month later, she had her premiere in Texas, USA and has made multiple public appearances around the world since then. At one such event, Sophia was granted Saudi Arabian citizenship in October 2017 and even became the first Innovation Champion of the United Nations Development Programme later that year. During Sophia's trip to Viet Nam in 2018, she addressed the Industry 4.0 Summit and Expo.

Sophia the Robot is the latest humanlike robot created by a Hong Kong-based company whose combined efforts in AI research, engineering and design have given birth to robots. Undoubtedly, Sophia together with other Hanson robots represents the rapid advancement in the field of robotics and artificial intelligence. She has been designed to assist humans in healthcare, customer support and education.

Sophia's physical appearance is inspired by both the famous actress Audrey Hepburn and the creator's wife. She has cameras for eyes and microphones for ears, allowing her to see and hear like a human. But what makes her more lifelike than other robots is the patented artificial skin called Frubber®, which has the feel and flexibility of human skin.

Sophia amazes the world with her ability to communicate naturally. The Sophia Intelligence Collective, which is a combination of AI and human input, and other sophisticated perception techniques enable Sophia to recognise human faces and identify human emotions and gestures. Equipped with machine learning algorithms, Sophia can understand human speech and interact with people. Questions and jokes are pieces of cake to her whereas sarcasm is intelligible. What distinguishes Sophia from other humanlike robots is her social behaviour, i.e. her facial emotions, hand movements and conversation skills, and most importantly, her learning capability. Sophia is programmed to learn from experiences and adapt to new situations.

3 Read the text again. Are the sentences true or false? Write T or F. Correct the false sentences.

- Sophia has been introduced at different places around the world.
- Sophia is the one and only humanlike robot developed by the Hanson Robotics.
- Sophia shows how much robotics and AI have progressed.
- Sophia has been designed to give support to humans.
- Sophia understands whatever a person says.

4 Write a short summary of the text from the following phrases.

born in 2016
visit many countries
be granted citizenship
show the rapid development of AI
aid humans in various fields
have artificial skin
engage in conversations
recognise people's faces
respond to new situations

5 3.24 Listen and decide who is more positive about Sophia and humanlike robots.

6 3.24 Listen again. Choose the correct answers (a–c).

- At the Industry 4.0 Summit and Expo in Viet Nam, Sophia
 - is displayed on the stage.
 - is interviewed by journalists.
 - is dressed in her favourite clothes.
- Minh is most impressed by
 - Sophia's ability to carry on conversations.
 - Sophia's responses in fixed situations.
 - Sophia's pronunciation and fluency.
- Sophia is designed to
 - identify criminals at police stations.
 - help shoppers at department stores.
 - take care of the old at home.
- Sophia believes that
 - robots can be better than humans.
 - robots can conquer humans.
 - robots and humans can cooperate.
- In certain films, humans
 - can easily defeat robots.
 - are served by humanlike robots.
 - are controlled by powerful robots.

7 SPEAKING If you were to programme Sophia to speak Vietnamese, what would be the first words or phrases you would key in? What aspect of Vietnamese do you think would be most challenging to Sophia?

8 PROJECT Work in groups. Search the internet for information about humanlike robots. Present your favourite robot to the class.

Review Unit 8

Reading

Read paragraphs (A–C) and questions (1–6). Match the paragraphs with the questions. Each paragraph matches with two questions.

In which paragraph does the author mention a breakthrough which ...

- 1 relieves a painful condition?
- 2 has an impact on a life-threatening situation?
- 3 is used in particular areas of the world?
- 4 replaces a device already available?
- 5 needs to be used for a short period daily?
- 6 helps people do things they couldn't do before?

Medical breakthroughs

A After twenty years of research, scientists have finally succeeded in developing a vaccine for dengue, a viral disease found in tropical areas. The illness causes high fever and severe joint pain, and in some cases, it can be fatal. According to the World Health Organisation, each year between 50 and 100 million people develop dengue, which is transmitted to humans by mosquitoes. The commercialised vaccine can protect children in Asia and Latin America against the virus.

B Artificial limbs have been around since ancient times, but no prosthetic has been as lifelike as the Bebionic small hand. The appliance not only looks like a hand, but it also works like one. Electrical impulses triggered by the user's muscle movements connect to individual motors and powerful microprocessors in each finger, causing it to move. Specifically aimed at women and teenagers, the artificial hand enables the user to perform a range of activities previously unmanageable, such as using cutlery and riding a bike.

C Good news for migraine patients – a special device is available. The battery-driven headband sits across the forehead and over the ears and has a self-adhesive electrode, which helps it stay in place. This electrode applies an electric current to the skin and tissue below the headband stimulating the nerves which are said to trigger the headaches. By wearing the headband for the recommended twenty minutes per day, users are said to experience significantly fewer migraines.

Listening

3.25 Listen to a small talk on the song *Heal the World* and complete the text with the missing information.

The song *Heal the World* in Michael Jackson's album 1 _____ was first released 2 _____. It lasted 3 _____. It became successful due to its lyrics and wish 4 _____. Jackson himself was really 5 _____ having written the song which was sung 6 _____ all over the world. The song ranked 27 on the *Billboard Hot 100*. Together with the song, the *Heal The World Foundation* was also created by Jackson with dedication to improving 7 _____. Jackson's music and message 8 _____ though he is no longer here.

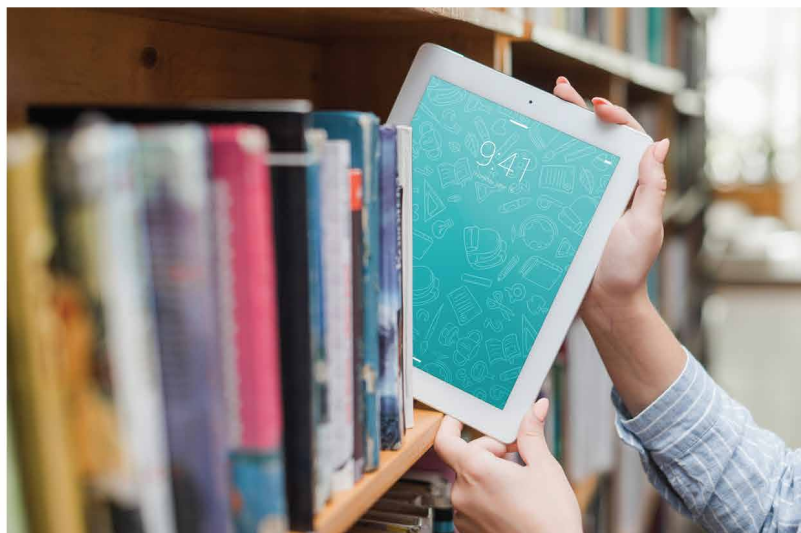
Speaking

Work in pairs. You and a friend have been asked to design a poster to publicise an environmental campaign among teenagers. Discuss and agree on the following points to decide what the poster should look like.

- Topic
- Image
- Slogan

Writing

Your school is proposing replacing all of the textbooks with e-books. The school wants to listen to the ideas of students. Write a report (180–200 words) to the school presenting the advantages and disadvantages of the scheme.



V

Vocabulary Builder

Introduction

IA Word families

- 1 Word families are groups of words formed from a base word. Complete the chart.

Noun	Adjective	Verb	Adverb
wonder	wonderful	wonder	wonderfully
ease	easy	_____	_____
hope	_____	_____	_____
_____	lazy	_____	_____
beauty	_____	_____	_____
_____	_____	create	_____
_____	_____	please	_____
_____	sad	_____	_____
surprise	_____	_____	_____
annoy	_____	_____	_____

- 2 Use the chart in exercise 1 to complete the sentences with the correct form of the words.

- Because of your laz_____, we'll never get finished in time.
- I must say, I find your attitude a little sur_____.
- He really does play the piano beaut_____.
- She's far too clever. She does everything annoy_____ well.
- We have to solve this problem fast. We need to think creat_____.
- He never even gave me a birthday card and that sad_____ me.
- Take two of these tablets. It'll help to eas_____ the pain.
- They spent a very pleas_____ hour in the park walking and talking.
- I've eaten John's cake, but hop_____ he won't notice!

IC Adjective + preposition

- 3 Complete the sentences with the prepositions below.

about at by from of on to with

- My little brother is obsessed _____ football. He talks about nothing else.
- Her unruly behaviour at school is characteristic _____ a troubled home life.
- Your teacher is very concerned _____ your lack of progress in maths.
- I know my car is getting old now, but I'm very attached _____ it.
- Sarah is very emotionally detached _____ her family.
- My grandma is very dependent _____ my parents.
- You're very skilful _____ putting your bike back together again.
- He was completely shocked _____ his parents' divorce.

Unit 1

1E Relationship phrasal verbs

- 1 Copy the table and write the phrasal verbs in the correct columns.

ask someone out break off something chat someone up
fall for someone get over someone / something
go off someone go out with someone pack something in
run after someone split up (with someone)

Starting a relationship	Finishing a relationship
_____	_____

- 2 Complete the dialogue with the correct form of the phrasal verbs from exercise 1.

A Have you heard? Maddy and James have ¹ _____!

B I don't believe it! But they're engaged!

A Well, they were, but she's ² _____ the engagement.

B But why?

A I have no idea. She must have ³ _____ him all of a sudden. Why else would she ⁴ _____ it _____?

B But that's terrible. She can't do that! He's madly in love with her, poor guy. Remember how quickly he ⁵ _____ her when he first met her? He'll never ⁶ _____ it.

1G Adjective suffixes

- 3 Read the **Learn this!** box. Add an example of your own for each type of adjective formation.

LEARN THIS! Adjective formation

We can add suffixes to nouns and verbs to make adjectives. These are the most common. (Note there can be spelling changes.)

- + **-ful**: beauty → beautiful, _____ → _____
- + **-ive**: support → supportive, _____ → _____
- + **-al**: exception → exceptional, _____ → _____
- + **-able**: comfort → comfortable, _____ → _____
- + **-ous**: fame → famous, _____ → _____
- + **-y**: wit → witty, _____ → _____
- + **-less**: effort → effortless, _____ → _____

- 4 Complete the sentences with adjectives formed from the nouns in brackets.

- I didn't mean to break it. It was entirely _____ (accident)
- I don't know if I'll pass that exam, but I'm _____ (hope)
- I hope the show goes well. It could be _____ (disaster).
- I hope your meal is better than mine! Mine's really _____ (taste).
- What's the weather like? Is it _____ (wind) or just _____ (breeze)?
- Ask Jack. He'll do it. He's always _____ (rely) and _____ (depend).

V

Vocabulary Builder

Unit 2

2F Crime

1 Check the meaning of the words below. Complete the newspaper article with one word in each gap.

arrested authorities convicted court drug dealer
judge operation prosecutor raided sentence
summing up suspicion

Carl Jones, a well-known ¹_____, has finally been ²_____ for leading a family-run drugs ³_____. Carl and four relatives were brought before a high-court ⁴_____ to hear their ⁵_____ for their part in a drug supply ring.

⁶_____ Ian Wright QC told the ⁷_____ that Carl and his wife's lavish lifestyle had made them conspicuous to the ⁸_____, as they still claimed state benefits. The drugs network was taken apart after police ⁹_____ their houses and the couple were immediately ¹⁰_____.

In ¹¹_____, the judge told the couple that driving top-of-the-range sports cars around the housing estate where they lived was bound to cause ¹²_____.

2G Household chores

2 Match the groups of verbs in A with the nouns in B.

- A**
- wash rinse dry put away
 - set clear wipe
 - buy cook put away
 - sweep vacuum mop scrub
 - wash dry iron fold put away

- B**
- the floor
 - the dishes
 - the clothes
 - the table
 - the food

3 Complete the sentences with the phrases from exercise 2.

- I'm back from the supermarket! Max, can you take the shopping bags and _____, please?
- Sorry! I've spilled a carton of milk in the kitchen. I'll _____ if you tell me where the cleaning things are.
- Can you take everything out of the dryer, please? I've got to _____ now. I can't wear crumpled shirts to work!
- I'll wash the dishes if you can _____ them and _____ them _____ in the cupboard?
- Dinner's nearly ready. Can someone take the knives, forks and plates and _____, please?
- I've just washed and dried the laundry and folded everything. Can you all _____, please?
- Can you _____, please? It's a bit of a mess after dinner.

Unit 3

3C Formal versus informal language

LEARN THIS! Use of formal language

Phrasal verbs tend to be used in more informal situations. We tend to avoid them in written English, though they are not incorrect:

go away → depart look at → review come up → arise

1 Match the phrasal verbs with their formal equivalents.

- | | |
|--------------------|--------------|
| 1 let someone know | a represent |
| 2 look forward to | b submit |
| 3 put off | c inform |
| 4 hand in | d anticipate |
| 5 stand for | e omit |
| 6 leave out | f postpone |

2 Complete the sentences with the correct form of the words and phrases below. Say which sentence is formal or informal.

apologise inform let you know postpone
put off sorry

- _____ about breaking your vase!
- We are writing to _____ for the late delivery of your order.
- We regret to _____ you that the item you requested is no longer in stock.
- Just thought I'd better _____ that we can't make your party.
- We regret to announce that the meeting has been _____.
- We'll have to _____ that dinner till next week.

3E American English

3 Match the American words in A with the British words in B.

1 Clothes
A bathing suit pants sneakers sweater undershirt vest

B jumper swimming costume trainers trousers vest waistcoat

2 School

A eraser hot lunch math recess teachers' lounge
B break time maths rubber school dinner staff room

3 Food

A cupcake dessert eggplant jelly takeout
B aubergine fairy cake jam pudding takeaway

V

Vocabulary Builder

Unit 4

4A Holiday idioms

1 Check the meaning of the idioms below. Then complete the sentences in the correct form.

everything but the kitchen sink have a whale of a time
home from home in the middle of nowhere
just what the doctor ordered make a nice change
recharge one's batteries a short break

- 'Did you have a good holiday with your friends?' 'It was brilliant, thanks. We _____.'
- Wow! That's a lot of luggage! It looks like you've packed _____!
- I feel great. Our holiday was fantastic – good food, good weather. It was _____.
- We stayed in a great apartment that was really comfortable and had everything we needed. It was a real _____.
- I've booked a relaxing holiday in a spa hotel so that I can _____ before work starts again.
- They're renting a cottage _____. The nearest village is 30 km away!
- I'm not around at the end of the week. We're taking _____ and going to Paris for a few days.
- We usually go to France on holiday, but this year we're going to Cyprus – it'll _____.

4H Word building patterns

LEARN THIS! Word building patterns

We use suffixes to form new words.

+(t)ive / ative makes an adjective from a verb, e.g. *act* → *active*

+(t)ion makes a noun from a verb, e.g. *pollute* → *pollution*

+er / or makes a noun from a verb for a person who does an activity, e.g. *write* → *writer*

2 Read the **Learn this!** box. Complete the letter with the correct form of the words below. There are two extra words.

appreciate communicate express imagine impress
organise produce promote suggest

Dear Sir or Madam,

I am writing to ¹ _____ my dissatisfaction with my recent stay in your hotel.

When I arrived, my first ² _____ of your establishment was not a good one. The queues in reception highlighted the general lack of ³ _____ in your establishment.

The events ⁴ _____ was late for most of the excursions and the sightseeing programme wasn't particularly ⁵ _____ – we didn't even leave the town!

I complained to the receptionist, but couldn't understand his explanations as he seemed to lack basic ⁶ _____ skills.

My ⁷ _____ would be that in future, you, the manager, are available to deal with problems as they arise.

Yours faithfully,

Unit 5

5C Adjectives with positive and negative meanings

1 The pairs of adjectives below have similar meanings, but one has a positive and the other a negative association. Copy the table and write the adjectives in the correct column.

arrogant / self-assured calculating / shrewd
courageous / foolhardy pushy / enthusiastic
reserved / antisocial stingy / thrifty

Positive	Negative

2 Complete the sentences with one adjective from each pair in exercise 1.

- Don't expect a birthday present from her – she's well-off, but so _____ with her money.
- The new sales assistant is wonderful. She's so genuinely _____ about the products that everybody buys them.
- I know you think you're being brave, but actually I think climbing that wall is just _____.
- Leo's a very _____ judge of character. He knew immediately that the journalist wasn't being honest.
- Come over and chat to the rest of the group. Don't be so _____!

5G Gradable and extreme adjectives

LEARN THIS! Rules for gradable / extreme adjectives

Gradable adjectives:

- describe qualities that can be measured in degrees, such as size, beauty, age, etc.
- can be used in comparative or superlative forms.
- are used with grading adverbs: *a bit / little, slightly, fairly, rather, very, extremely, immensely*.

Extreme adjectives:

- talk about an absolute state.
- can't be used with comparative or superlative forms.
- are used with intensifying adverbs: *absolutely, completely, utterly, totally*.

NOTE: *Pretty* and *really* can be used with both types.

3 Complete the sentences with the adjectives below.

clean cold scary small starving terrible

- My room is always very _____. I tidy it every day.
- I want to go home. This party is really _____!
- I need some lunch now because I'm absolutely _____!
- The food was good, but the portions were rather _____.
- I don't want a lift with Anna – her driving's pretty _____.
- It was slightly too _____ to be sitting outside in March.

V

Vocabulary Builder

Unit 6

6A Food preparation

- 1 Complete the recipe with the verbs below. Use a dictionary to help you.

add beat crush melt pour stir whisk

No-bake cheesecake

- 1 _____ some butter in a pan over a medium heat. Finely
2 _____ some biscuits and 3 _____ to the butter in the pan.
Then put the mixture into a cake tin.
4 _____ some cream cheese and icing sugar together until
they are soft. 5 _____ the cream until it is stiff and add to the
cream cheese. 6 _____ in some chopped chocolate pieces.
Then 7 _____ the mixture over the biscuit base and put in the
fridge to cool.

- 5 I've had terrible flu, but I think I _____
now, thank goodness.
6 She's shivering and she's got a temperature. She must be
_____ with something.
7 My grandad had _____ after his hip
operation. He was so happy he could move about again.
8 I can't wait for the 10 km race. I'm _____
and ready to go.

Unit 7

7E Nouns formed from phrasal verbs

LEARN THIS! Nouns from phrasal verbs

Compound nouns can often be formed from phrasal verbs. They are not always formed the same way:

Jen and Sam are going to break up.

Have you heard about Jen and Sam's break-up?

We passed by the park on the way home.

The town built a bypass to avoid traffic in the centre.

You often find these types of nouns in news headlines.

6C Fitness idioms

- 2 Match the idioms below with the definitions (1–8). Use a dictionary to help you.

be fighting fit be in good / bad shape be on the mend
get back into shape go down with something
have a new lease of life look the picture of health
look / be under the weather

- 1 to be in poor / excellent physical condition _____
2 to feel not quite well or in low spirits _____
3 to get some exercise and become fit again _____
4 to become ill _____
5 to appear extremely well and healthy _____
6 to be recovering after an illness _____
7 to have an opportunity to live with greater enjoyment
and satisfaction _____
8 to be very healthy and physically fit _____

- 3 Complete the sentences with idioms from exercise 2 in the correct form.

- 1 Hello, Mrs White. I must say, you _____!
Have you been on holiday?
2 What's wrong with Tim? He's been looking a bit fed up
and _____ lately.
3 I've just weighed myself and I was horrified. I'm in pretty
_____, it seems.
4 Let's join the gym again. I need to _____
for the summer.

- 1 Read the **Learn this!** box. Make compound nouns from the phrasal verbs below. Use a dictionary to help you.

crack down cut back rip off sell out stop off
write off

- 1 The show was a complete _____. The tickets
were gone within minutes.
2 The police are having a _____ on speeding. There
are lots of police cars on the streets in the evening.
3 This flight has two _____, one in Berlin and one
in Bangkok.
4 You paid £300 for those boots? What a _____!
5 I crashed my car and it turned out to be a complete
_____.
6 The health service is suffering from budget
_____ because of the economic climate.

V

Vocabulary Builder

7F Media headlines

LEARN THIS! Understanding headlines



1 Headlines are often incomplete sentences:

- a noun phrase with no verb or articles:
Overwhelming response from public voters
- a string of nouns: *Pension pay committee*
- verbs in simple tenses and no auxiliary verbs:
Missing brother reappears
- infinitive refers to future: *Mayor to open mall*

2 Some words are particularly used in 'newspaper language' that are not used in everyday speech, e.g.
*Minister **vows** to improve services* = promises
*Doctors **in bid** to ban smoking* = attempt

2 Read the **Learn this!** box. Match the underlined words in the headlines with their definitions.

be in charge of cut request resign

- 1 Council to axe rural bus services
- 2 PRIME MINISTER TO HEAD CLIMATE SUMMIT
- 3 **Desperate plea** for blood donors
- 4 FOOTBALL STAR TO QUIT AT END OF SEASON

Unit 8

8C Prefixes

2 Complete the sentences with the correct prefixes.

anti- ex- inter- mis- over- pre- re- under- up-

- 1 At the airport, we were ____ graded to first class because it was our honeymoon.
- 2 Your homework is unreadable. You'll need to ____ write it.
- 3 There were ____ government demonstrations outside the House of Commons yesterday by people protesting about tax rises.
- 4 Twenty countries attended the ____ national conference on global warming in Geneva.
- 5 Look at the bill. We didn't have that much. We've been ____ charged.
- 6 I won't speak French because I'm scared that I'll ____ pronounce all the words.
- 7 At the museum, we saw dinosaur bones from ____ historic times.
- 8 The ____ president of the company appeared at the ceremony.
- 9 Don't ____ estimate me. I'm capable of a lot more than you think.

Chân trời sáng tạo

Introduction

I.1 Present simple and present continuous

Present simple

We use the present simple

- for habits and routines.
I always go to bed at 10 o'clock.
- for permanent situations and facts.
He lives in Leicester.
- for timetabled and scheduled events.
The concert starts at 8 p.m. on Saturday.
- in future time clauses after *when, as soon as, after, etc.* or *(the) next time*.
We'll have some coffee as soon as Victor arrives.

Present continuous

We use the present continuous

- for something happening now or about now.
He's studying English at university.
- with *always* to describe annoying behaviour.
My mum's always telling me to clean my room.
- for things we have already agreed to do, usually with somebody else (arrangements).
I'm playing football on Saturday afternoon.

1 Choose the correct verbs to complete the sentences.

- 'Have you got any plans for this evening?' 'I ___ with Vicky.'
a 'm going out b go out
- My flight ___ at five, so we need to be at the airport a good two hours before that.
a 's leaving b leaves
- Jack ___ basketball every week.
a isn't playing b doesn't play
- It seems that the Earth's climate ___ hotter.
a is getting b gets
- You ___ where you've put your keys!
a always forget b are always forgetting
- Our English teacher ___ from Manchester.
a is coming b comes
- I'll see you after the lesson _____.
a finishes b is finishing

I.2 be going to and will

be going to

We use *be going to*

- for things we have already decided to do (intentions).
I'm going to visit my grandparents at the weekend.
- to make predictions based on present evidence.
Look at those clouds. It's going to rain.

will

We use *will*

- for things we decide to do as we are speaking (instant decisions, offers, promises).
That's the phone ringing. I'll answer it.
'This bag is very heavy.' 'I'll carry it.'
I'll ring you as soon as I get to London.
- to make factual statements about the future, and to make predictions.
The sun will rise at 6.47 tomorrow morning.
Do you think you'll finish your homework before midnight?

1 Complete the sentences. Use *will* or *be going to* and the verb in brackets.

- Bye! I _____ (see) you tomorrow.
- 'Have you got any plans for this evening?' 'I _____ (meet) Vicky.'
- Look! That car's going too fast. It _____ (crash).
- I'm going to town later so I _____ (give) you a lift.
- The forecast said that tomorrow's weather _____ (be) cold and wet.
- _____ (you / see) James this evening?
- Careful – your phone _____ (fall) out of your bag!
- You should come to the concert – you _____ (have) a great evening.
- Can I borrow your pen? I _____ (not forget) to give it back.
- Thanks for your help. I _____ (do) the same for you one day!

I.3 Past tenses

Past simple and past continuous

- We use the past simple
 - for an action or event at a definite point in the past.
We played volleyball last Saturday.
He joined the team at the age of sixteen.
 - for actions or events that happened one after another.
I passed the ball to him and he scored.
She got up, had a shower, got dressed and left the house.
 - with certain verbs that are not used in continuous tenses: for example, *believe, hate, know, like, love, need, prefer, want*.
I believed his story. (NOT ~~I was believing his story.~~)
- We use the past continuous for a description of a scene in the past.
It was raining. Some children were playing rugby.
- We often use the past continuous and the past simple in the same sentence. The past continuous describes a background action or event; the past simple describes a shorter action or event that interrupted it.
I was having breakfast when the phone rang.
My friends were watching TV when I arrived.

Grammar Builder and Reference

- We can use the past simple or the past continuous with *when, as* and *while*.
What were you thinking as you walked down the street?
What were you thinking as you were walking down the street?
- We often use *as* with the past simple for two short actions that happened at the same time.
As I left the room I tripped over the cat.

Past perfect

We use the past perfect simple for an action that happened before a specific time in the past.

After I had washed up, I watched TV.

1 Complete the sentences. Use the past simple or past continuous of the verbs in brackets. Sometimes both tenses are possible.

- The sun _____ (shine) and the birds _____ (sing) when I _____ (leave) the house.
- The moment I _____ (see) him, I _____ (realise) I'd met him before.
- What _____ you _____ (do) when Joe _____ (call) you?
- While we _____ (wait) for you, it _____ (start) to rain.
- She _____ (walk) into the room, _____ (sit down) and _____ (start) to read the paper.
- At the time of the earthquake, I _____ (live) in Tokyo. I _____ (move) back to the UK shortly afterwards.
- Harry _____ (play) a lot of football while he _____ (live) in Oxford.
- As I _____ (leave) the house the sun _____ (come out).

2 Complete the sentences. Use the correct past perfect simple form of the verbs in brackets.

- He was in debt because he _____ (not be) careful with his money.
- She was never short of money because she _____ (always keep) some back for a rainy day.
- I didn't know where she was because she _____ (not tell) me where she was going.
- They _____ (be) comfortably off before the stock market crash.
- _____ you ever _____ (visit) Germany before you started to learn German?
- She was late for work because she _____ (get up) late.
- If I _____ (know) you were a vegetarian, I wouldn't have cooked meat!

I.4 Present perfect simple and present perfect continuous

Present perfect simple

We use the present perfect

- for recent events, particularly when giving news.
Have you heard? The president has (just) resigned.
- for an action that happened at some unspecified time in the past. (If we specify the time, we use the past simple.)
Have you (ever) seen a koala?
I've been to New York.
- with state verbs, to say how long a situation has existed. (We use *for, since* or *how long*.)
I've known Eva for years.
She's lived here since 2001.
- for recent events that have a result in the present.
I've (already) bought the tickets. We can go inside.
I can't go out; I haven't done my homework (yet).

Present perfect continuous

We use the present perfect continuous

- for actions that have been happening recently and repeatedly.
We've been playing a new computer game recently.
I've been working hard this term.
- to say how long an action has been in progress. (We use *for, since* or *how long*.)
Jake has been watching TV for three hours.
- to explain a current situation in terms of recent events.
I'm tired because I've (just) been playing tennis.

Present perfect simple and present perfect continuous

- We use the present perfect simple to emphasise that an action is complete. Compare:
I've been reading 'The Hobbit'. (I'm half way through.)
I've read 'The Hobbit'. (It was great!)
- If we specify an exact number of occasions, we cannot use the continuous form.
We've been arguing a lot.
We've argued twice this week.
(NOT ~~*We've been arguing twice this week.*~~)
- We can use the simple or continuous form with *just* and *already*. However, we do not use the continuous form with *yet*.
I've just spoken to Jack. / I've just been speaking to Jack.
I've already worn it. / I've already been wearing it.
Has he packed yet? (NOT ~~*Has he been packing yet?*~~)

Grammar Builder and Reference

1 Complete the sentences with the present perfect simple or present perfect continuous form of the verbs in brackets.

- I _____ (search) for hours but I _____ (not find) my phone yet.
- I _____ (visit) the USA a few times but I _____ (never see) a baseball game.
- _____ (you / see) my watch? I _____ (look) for it since this morning.
- I _____ (just / talk) to Abby on the phone. Do you want a quick word with her?
- I've _____ (eat) all morning. I'm so full!
- '_____ (you / see) Martha?' 'Yes. She '_____ (work) in the library. You can go along and see her.'
- I'm tired because I _____ (play) three tennis matches today.
- We _____ (watch) *Twilight*. Do you want to see the end with us?
- Fantastic! England _____ (win) the world championship!
- _____ you ever _____ (take) part in a sports competition?

Some verbs can be state or dynamic depending on the meaning. Only the dynamic sense can be used in continuous tenses.

	Dynamic verb	State verb
think	I'm thinking about work.	I think she's at work.
feel	I'm not feeling confident.	He feels I'm selfish.
have	He's having a shower / a piano lesson / lunch.	She has three cats.
look	What are you looking at?	He looks very calm.
see	I'm seeing Dan later.	I see what you mean.
smell	Why are you smelling that sandwich?	Does the sandwich smell all right?
taste	She's tasting the soup.	The soup tastes great!
appear	He's been appearing on stage in London.	She appears to be quite assertive.

I.5 State verbs and dynamic verbs

Dynamic verbs describe actions and can be used in simple or continuous tenses. Compare:

Dad makes dinner every Friday. (= regularly)

Dad can't come to the phone; he's making dinner. (= now)

Jake has watched TV every night this week. (= recently and repeatedly)

This evening, he's been watching TV for three hours. (= action in progress for a specific period of time)

State verbs describe states, not actions. They are often connected with abstract ideas:

- **emotion:** *care, envy, fear, hate, like, love, mind, prefer, want,* etc.
- **possession:** *belong, own, possess,* etc.
- **thought:** *agree, believe, disagree, doubt, know, mean, recognise, understand,* etc.
- **others:** *contain, cost, depend, fit, matter, need, seem, weigh,* etc.

State verbs cannot be used in continuous tenses.

I hate cheese. I hate this song. (NOT *I'm hating ...*)

I've known Eva for years.

(NOT *I've been knowing ...*)

I've never understood baseball.

(NOT *I've never been understanding ...*)

1 Complete the sentences with the correct form of the verbs in brackets.

- 'Stop it! You _____ (behave) selfishly.'
'Why? I _____ (not understand) what you _____ (mean).'
- 'Why _____ (you / laugh) at my T-shirt?'
'Because it _____ (not fit) you!'
- 'This bag that I _____ (carry) weighs a tonne!' 'I _____ (know). It _____ (contain) all my books.'
- '_____ (you / like) this play?'
'Not really, but it _____ (not matter).'
I _____ (not mind) staying until the end.'
- 'We _____ (need) to go home. It's midnight!' 'I _____ (not care). I _____ (enjoy) myself!'

2 Complete the sentences with the correct form of the verbs below. Use each verb twice, once in a simple and once in a continuous form.

have look see think

- I noticed that a man _____ at our car.
- My great-grandfather _____ a clothes shop in London in the 1950s.
- I _____ the doctor tomorrow about my cough.
- I missed my stop because I _____ about dinner.
- When we arrived, the teachers _____ a meeting.
- It's raining, but I _____ it will stop soon.
- I _____ that you've been eating my crisps!
- That game _____ fun. Can I have a go?

Grammar Builder and Reference

Unit 1

1.1 Negative adverbials

We can make a sentence more emphatic by putting a negative adverb (or adverbial phrase) at the front. These include: *never, nowhere, not since, not only ... also, no sooner ... than, hardly, rarely / seldom, under no circumstances, (in) no way, at no time, only (if / when / once), not until*. After the adverb or phrase, the word order is inverted. They are usually followed by an auxiliary verb.

Not since last year have there been such bad storms.

Rarely has there been such an exciting concert.

1 Complete the second sentence in each pair so that it means the same as the first.

- I've never eaten such a delicious meal before!
Never _____ such a delicious meal!
- We weren't asked for our opinion at any time.
At _____ asked for our opinion.
- She won't speak to you until you apologise.
Not until _____ speak to you.
- You won't see more beautiful scenery anywhere.
Nowhere _____ beautiful scenery.
- Tickets cannot be refunded under any circumstances.
Under _____ tickets be refunded.
- They'd hardly left the house when it began snowing.
Hardly _____ when it began snowing.
- Ben had no sooner heard the news than he told everyone.
No sooner _____ than he told everyone.

1.2 Negative questions, infinitives and -ing forms

- We can use negative questions to ask for confirmation of something that we think is true or is not true.
Aren't you in the same class as my brother?
- We can use negative questions to express our opinions more politely.
Hasn't she got a loud voice?
- To make infinitives and -ing forms negative, we add *not* or *never* before *to* in front of them.
She promised not to stay up too late.

1 Write the words in the correct order.

- him / not / see / was / I / yesterday / to / sorry

- holiday / to / on / you / aren't / meant / be / ?

- bed / gone / earlier / he / shouldn't / have / to / ?

- do / not / she / it / promised / to / again

5 not / I / the / is / prefer / what / knowing / score

6 taste / this / unpleasant / doesn't / coffee / ?

7 matter / rather / discuss / they / would / not / the

1.3 Articles

a / an

We use the indefinite article *a / an*

- when we say what something is or what it is like.
What's this? It's a 3D printer.
Our aunt works in a shoe shop.
- when we say what somebody's job is.
My cousin is a mechanic.
- when we mention something for the first time.
I've got a new smartphone.
- when we mean any example of something and we do not need to be more definite.
Is there a post office near here?
- to mean *per* or *for each*.
My father earns €400 a week.
The train was travelling at 100 kilometres an hour.

the

We use the definite article *the*

- when it is clear what we are talking about. This can be
 - because we've already mentioned it.
I've bought a jumper and a scarf. The scarf is red and the jumper's blue.
 - because there is only one of something.
Can you see the moon above the roofs?
 - because it is clear from the situation.
Let's go to the park. (= the park that's near here)
- with most nationality words.
The French have a reputation for being good cooks.
- with the names of rivers, mountain ranges, deserts and seas.
the Nile the Himalayas the Sahara Desert the Baltic
- with a few countries and most groups of islands.
the United Kingdom the United States the Netherlands the Czech Republic the Channel Islands
- in various set phrases, for example:
go to the theatre / cinema listen to the radio / the news play the violin / the piano
- with an adjective to refer to everybody who has that characteristic. *the poor the rich*
- with superlatives.
the tallest man the funniest film the longest day

Grammar Builder and Reference

No article

We do not use an article

- when we are making generalisations.
Dogs need a lot of exercise.
- with most countries, continents, towns and cities, lakes and mountains.
They come from Madrid in Spain.
Their house is on the shores of Lake Geneva.
Our friends have just been to Mount Everest.
- with some nouns following a preposition.
to / at work / school at home at night by bus
in bed / hospital / prison
- with meals.
have breakfast / lunch / dinner

1 Complete the sentences with *a / an, the* or no article (–).

- 1 My aunt works as ____ musician in ____ Canada. She plays ____ guitar.
- 2 Is there ____ bus from here to ____ centre of town?
- 3 Apparently ____ most important meal is ____ breakfast.
- 4 'Would you rather have ____ cat or ____ dog?' 'I prefer ____ dogs.'
- 5 Only ____ rich can afford to spend so much on ____ new car.
- 6 My best friend lives in ____ New York in ____ United States.
- 7 I have ____ niece and two nephews. ____ niece is ____ youngest.
- 8 'Is there ____ chemist nearby?' '____ nearest one is opposite ____ police station.'

1.4 Quantifiers

- We normally use *some* in affirmative sentences and offers, and *any* in negative sentences and questions.
We've got some milk and sugar.
We haven't got any milk or sugar.
Have we got any milk or sugar?
Would you like some milk and sugar in your tea?
- We use *any* with uncountable and plural nouns in affirmative sentences where the meaning is negative.
He went out without any gloves on.
There is never any snow in the Caribbean.
- We can use *any* in affirmative sentences to mean *it doesn't matter which*.
Any songs by Taylor Swift are great!
- We use *no* (meaning *not any*) when we want to be emphatic.
There's no need to be rude.
No clubs in town will be open yet.

- We use (*a*) *few* with plural nouns and (*a*) *little* with uncountable nouns.
He's only got a little free time this weekend.
A few students have already finished the test.
- We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity.
He has little money and few friends.
- We normally use *whole* with singular countable nouns.
We've eaten a whole box of chocolates.
- We normally use *all* with uncountable nouns and plural nouns.
He listened to all (of) the songs on the album.
Have we finished all (of) the pasta?
- We use *both, either* and *neither* to talk about two things.
Both restaurants are quite new.
Neither book is very interesting.
We can get off the train at either stop.
- Most quantifiers can be followed by *of* and a determiner (*the, these, my*, etc.): *most of the ... , a few of his ... , several of those ... , all of us, each of them, many of*, etc. After *both* and *all*, we often leave out *of* before *the*.
All (of) the children are in the playground.
- However, *no* and *every* cannot be followed by *of*. Instead, we say *none of* and *every one / each of*. *None of* takes a singular verb in formal contexts.
Every one of us scored 100% in the test.
None of the boys in the band are over 20.
None of the boys in the band is over 20. (formal)

1 Choose the correct quantifier to complete the sentences.

- 1 There were **few** / **a few** cakes left in the shop, but not many.
- 2 Do you recognise **either** / **neither** of those two actors?
- 3 It's so late now, there's **little** / **a little** point going out.
- 4 **No** / **None** of my family can speak French.
- 5 I can't stand cricket – there are **a few** / **few** sports I find more boring.
- 6 Look at your hands – they're **either** / **both** covered in mud!
- 7 Would you like **little** / **a little** sugar in your coffee?
- 8 **Every** / **Every one** of these peaches is rotten.

2 Complete the sentences with *of* or leave them blank where possible.

- 1 None ____ my friends can play the violin.
- 2 A few ____ those plants need watering.
- 3 I've seen all ____ her films at least twice!
- 4 We're going to do a lot ____ sport in the holidays.
- 5 Do both ____ your parents work in a bank?
- 6 Several ____ people I know believe in ghosts.
- 7 The teacher gave each ____ the students top marks.
- 8 I tried on three sweatshirts but none ____ them fitted.

Unit 2

2.1 Comparative structures

- Comparative and superlative adjectives are formed with *-er* and *-est* or *more* / *most* and *less* / *least*, unless they are irregular:

(regular)	difficult	more difficult	most difficult
	hot	hotter	hottest
(irregular)	good	better	best
	far	further	furthest

- Comparative and superlative adverbs are usually formed with *more* and *most*, unless they are irregular.

(regular)	slowly	more slowly	most slowly
(irregular)	badly	worse	worst
	well	better	best

- A few comparative and superlative adverbs are formed with *-er* and *-est*, like adjectives: *early*, *fast*, *hard*, *late*, *near*, *soon*.
I arrived a lot later than I realised.
Who gets up the earliest in your family?
- Some determiners also have comparative and superlative forms.
few fewer fewest
little less least
much / many more most

2.2 Qualifying comparatives

- We can use *(so) much* or *far* to make the meaning of a comparative form more extreme.
It's far hotter than I expected.
He eats so much more healthily than he used to.
- We use *even* to express surprise.
I'm tall, but you're even taller!
- We can use *a little*, *slightly*, *a bit*, *a lot*, or *no* to modify a comparison.
It's a bit colder than I expected.
They played no worse than last time.
- We can modify a comparison with *as ... as* by using *just*, *almost*, *nearly*, *nowhere near*, or *nothing like*.
He's just as competitive as his sister.
Silver is nowhere near as expensive as gold.
- We can talk about a gradual change by repeating a comparative form.
It's getting harder and harder to save money.
- We can use this comparative structure to show that two things change because they are connected.
The more I exercise, the fitter I get.
- Comparisons often have a clause after *than*.
Flying to Australia is quicker than it used to be.

1 Choose the correct answer to complete the sentences.

- The **older** / **oldest** he gets, the richer he becomes.
- I'm more energetic **than** / **as** I used to be.
- We're going to be late – could you walk a bit **more fast** / **faster**?
- The film was **less** / **least** interesting than I thought it would be.
- The **more** / **less** we talk, the longer the homework will take.
- His bag is heavy but hers is even **heavier** / **heaviest**!
- My new tablet isn't as big **than** / **as** yours.

2 Choose the correct word or phrase to complete the sentences. Use each word or phrase once.

almost a lot more even not quite
nowhere near slightly

- Riding a horse is _____ difficult than riding a bicycle.
- Italy is _____ as big as China.
- I'm _____ younger than my twin sister – by a few minutes!
- Let's buy this magazine – it's _____ as expensive as that one so we'll save a little money.
- I'm quite short but my mum's _____ shorter!
- It's _____ as hot as it was yesterday – it's just a few degrees cooler.

2.3 Infinitive and *-ing* forms

When we put two verbs together, the second verb is usually in the infinitive or *-ing* form. Sometimes it is an infinitive with *to* or a past participle. Which pattern we use depends on the first verb.

verb + infinitive with *to*

agree, arrange, ask, beg, dare, decide, expect, fail, happen, hope, manage, mean, offer, prepare, pretend, promise, refuse, seem, want, wish, would like, would prefer and *help* (can also be infinitive without *to*)

verb + *-ing* form

admit, advise, avoid, can't bear, can't help, can't stand, carry on, consider, delay, dislike, deny, enjoy, envisage, fancy, feel like, finish, give up, have difficulty, like, imagine, intend, it's no good, it's not worth, justify, keep (on), mind, miss, postpone, practise, propose, put off, recollect, recommend, risk, spend (time), stop, suggest

- Some verbs can be followed by an *-ing* form or an infinitive with little or no change in meaning: *begin, continue, hate, intend, like, love, prefer, start*.
- A few verbs (*forget, go on, regret, remember, stop, try*) change their meaning depending on whether they are followed by an infinitive or an *-ing* form.
I won't forget meeting you. / I forgot to buy any lunch.

Grammar Builder and Reference

She went on walking. / She went on to become a doctor.

We regret to inform you that you didn't pass the exam. / I regret asking for her advice.

I remember returning the book. / Please remember to return the book.

She stopped walking. / She stopped to buy a drink.

He tried phoning his friend, but he didn't answer. / He tried to phone his friend, but there was no signal.

- The verbs *see, hear, watch* and *feel* can be followed by object + infinitive without *to* to talk about a completed action, or object + *-ing* form to talk about an action in progress.

I saw her open the door and go inside.

I saw her talking to her neighbour.

verb + object + to infinitive

allow, ask, command, dare, enable, encourage, expect, forbid, force, get, inspire, invite, order, permit, persuade, remind, request, teach, tell, trust, urge, warn, want, wish, would like, would prefer

verb + object + infinitive without to

have, make, let, help (can also be infinitive with *to*)

verb + object + past participle

get, have, need, want

- We can use *-ing* forms as the subject or object of a verb.
- We can use an infinitive without *to* after *would rather, would sooner, had better (not)* and *why (not)*.

1 Complete the sentences with the correct form of the verbs in brackets.

- We saw him _____ (open) the box and _____ (take) out a camera.
- My school doesn't allow _____ (eat) in the classrooms.
- I'm sure Greg didn't mean _____ (upset) anyone.
- I heard him slowly _____ (walk) down the stairs towards the front door.
- I can't remember _____ (lock) my bike but I'm sure I did!
- Could you please stop _____ (shout)? – I'm trying _____ (read) my book.
- _____ (smoke) isn't as common as it was in the past.
- We could feel the fire _____ (get) hotter and hotter as the flames got bigger.

2 Choose the best verb form to complete the sentences.

- We're going into town – why not ____ with us?
a coming b to come c come
- Catching the plane means ____ home early tomorrow.
a to leave b leave c leaving
- He'd sooner ____ football than watch it on TV.
a play b playing c to play

- She tried ____ the vase but the shelf was too high.
a reaching b to reach c reach

- ____ a gym is more expensive than running in the park.

- a Join b Joining c To join

- You'd better ____ your teacher to explain this again.

- a to ask b ask c asking

- Would you rather ____ the bathroom or do the washing-up?

- a clean b cleaning c to clean

2.4 Preposition + noun phrases

A prepositional phrase is made up of a preposition and a noun phrase.

at	(not) at all at last at the moment
for	for a while for good for now for one thing
in	in control in doubt in effect in vain
on	on condition that on second thoughts on the whole
under	under arrest under control under the impression

1 Complete the phrases with the correct preposition.

- I was going to have a shower, but _____ second thoughts, I'll wait until later.
- He hasn't bought any new clothes _____ a while.
- Jenny's been training for months and _____ last she's ready to run a marathon.
- Were you _____ the impression that the test is next week?
- I'm not sure about walking into town. _____ one thing, it's pretty cold outside.
- Despite some delays, _____ the whole we had a good journey.
- He tried _____ vain to open the window but it was completely stuck.
- It seems his decision to go to university is now _____ doubt.

2.5 Question tags

- We use question tags to turn a statement into a question. We usually add negative question tags to affirmative statements and affirmative question tags to negative statements.

It's hot today, isn't it?

You don't need a lift to school, do you?

- With affirmative sentences which have a negative meaning because they include a word like *never, nobody* or *nothing*, we add an affirmative question tag.

I've had nothing for breakfast, have I?

She never says 'thank you', does she?

Grammar Builder and Reference

- If the sentence includes a modal verb (*can, might, should, will, etc.*), we use it in the question tag.
She can't sing, can she?
It won't hurt, will it?
- If the sentence includes an auxiliary verb (*is / are, have, had, etc.*) we use it in the question tag.
They're leaving, aren't they?
You haven't told her, have you?
- If the sentence includes a simple, finite verb form, we use *do* (or *did*) in the question tag.
This phone belongs to you, doesn't it?
You went home last night, didn't you?
- Note these special cases:
Be careful, won't you?
Don't laugh, will you?
Let's be friends, shall we?
There aren't any questions, are there?
Everyone's ready, aren't they?
Nobody wants to give up, do they?
Everything works, doesn't it?
Nothing matters now, does it?
- We use a rising intonation on the question tag when we need or expect an answer.
It isn't my turn, is it? (I think it might be.)
- We use a falling intonation on the question tag when we do not need or expect an answer.
Of course I'll help you. You're my best friend, aren't you? (We both know that.)

1 Complete the sentences with suitable question tags.

- Nothing's ever as simple as it seems, _____?
- It's rained a lot recently, _____?
- Don't spend too much money, _____?
- Nobody knows what you're thinking, _____?
- You haven't been listening to me, _____?
- Everything changed after he retired, _____?
- Let's start at the beginning, _____?
- Leave your bags by the door, _____?
- Your parents used to live there, _____?
- You're going to invite me, _____?

Unit 3

3.1 Advice, obligation and necessity

should and ought to

We use *should* or *ought to* + infinitive to give advice.

He should ask his friends to help him.

must and have to

We use *must* or *have to* + infinitive to express obligation or to give strong advice.

We have to finish the homework by tomorrow

You must be at the station at 8.30.

mustn't

We use *mustn't* + infinitive to say that something is not allowed or to give strong negative advice.

We mustn't take food into the library.

You mustn't miss that film; it's brilliant!

don't have to, don't need to, needn't

We use *don't have to, don't need to* or *needn't to* + infinitive to express lack of obligation or necessity.

You don't need to pick me up, I'll get the bus.

be supposed to

We use *be supposed to* + infinitive to talk about rules and about things that people believe or expect to happen or be true.

You're not supposed to wear your shoes in the house.

It's supposed to snow tonight.

3.2 Possibility, probability and certainty

may, might and could

We use *may, might* or *could* + infinitive for speculating about possible future events.

Look at the sky – it might rain later.

should

We use *should* + infinitive to say that something is likely to happen, in our opinion.

Our team should win their next match.

must

We use *must* + infinitive for talking about things which we can deduce are definitely true.

She must be at home. She left school hours ago.

can't

We use *can't* + infinitive for talking about things which we can deduce are impossible.

He can't be tired. He had eight hours' sleep.

be able to

We use *be able to* + infinitive to talk about possibility in the future.

I'm sure you'll be able to change that shirt if it doesn't fit.

Grammar Builder and Reference

can and could

We use *can* or *could* + infinitive to talk about general truths and strong possibilities.

Travelling around Europe can be quite expensive.

The café could be closed by now.

We can use a number of other structures to express possibility, probability and certainty.

The score is 4–0 with two minutes to go. They're bound to win.

(*bound to* = certain to)

Chances are that we won't complete the project on time.

(*chances are (that)* = possible that)

Is it likely to rain tomorrow? (likely to = it's probable that it will)

1 Complete the sentences with the verbs below. Use each verb once.

**must mustn't needn't should shouldn't
are supposed to**

- You _____ bring suncream to the beach – you can borrow mine.
- We _____ forget to invite your brother to the party. He'll be upset if we do.
- Laila _____ be wearing a coat. It's freezing outside!
- All the students at my school _____ wear uniform – it's one of the rules.
- I think we _____ take our shoes off before we go into the temple; no one else is wearing theirs.
- You _____ really eat fruit and vegetables unless you've washed them first.

2 Choose the best verb form to complete the sentences.

- That boy ___ be Luke – he's got blonde hair and Luke's is dark.
a must b can't c might
- The weather ___ be hot on our holiday; I can't wait.
a should b 's able to be c can
- I ___ help you after I've finished eating lunch.
a couldn't b should c 'll be able to
- Be careful – some Indian dishes ___ be very hot!
a shouldn't b can c can't
- You ___ be delighted to have won first prize!
a must b might c could
- I'd better answer my phone – it ___ be my dad calling.
a can't b could c should
- I'm not sure, but it ___ be busy in town because the sales are on.
a might b can c must

3.3 Modals in the past

may, might and could have

- We use *may*, *might* or *could have* + past participle for speculating about the past.
Maria isn't here; she could have gone to the shops.
- We can also use the negative forms *may / might not* + infinitive and *may / might not have* + past participle. However, we cannot use the negative form *couldn't have* + past participle in this sense.
I've sent her a postcard, but it may not / might not arrive.
(NOT ~~*I've sent her a postcard, but it couldn't arrive.*~~)

should have and ought to have

We can use *should / shouldn't have* + past participle or *ought (not) to have* + past participle to talk about what the right or wrong way to behave in the past was.

He shouldn't have spoken to us like that.

might have and could have

We sometimes use *might have* or *could have* + past participle to tell somebody what they should have done. It is usually an exclamation. However, we cannot use *may have* + past participle or negative forms in this sense.

Honestly! You might / could have warned me that we had to bring a present!

(NOT ~~*You may have ...*~~)

must have and can't / couldn't have

We use *must have* + past participle and *can't / couldn't have* + past participle to make logical deductions about the past.

We must have taken a wrong turn; now we're completely lost.

You can't / couldn't have read the map properly.

should have and was supposed to

We use *should have* + past participle and *was supposed to* + infinitive to talk about things we expect to have happened.

He should have been here by now.

It was supposed to be hot yesterday.

needn't have and didn't need to

- We use *needn't have* + past participle to say an action that took place was unnecessary.

You needn't have phoned; I was on my way over.

- We use *didn't need to* + infinitive to say an action was unnecessary, whether it took place or not.

Joe didn't need to buy any coffee. There was plenty in the cupboard. (But Joe did buy coffee.)

Grammar Builder and Reference

1 Choose the correct ending, a or b.

- Pete isn't here. He
 - can't have got my email.
 - might have got my email.
- My parents aren't very happy. I
 - was supposed to have lied to them.
 - shouldn't have lied to them.
- Is your cousin driving into town? She
 - must have offered us a lift!
 - could have offered us a lift!
- The concert hasn't started yet. We
 - needn't have rushed to get here.
 - might not have rushed to get here.
- We haven't seen Zoe recently. She
 - must have gone on holiday.
 - ought to have gone on holiday.
- I already had some stamps so I
 - may not have bought any.
 - didn't need to buy any.
- If you sent her a text earlier, she
 - should have read it by now.
 - didn't need to read it by now.
- Why's the café closed? It
 - was supposed to have opened by now.
 - needn't have opened by now.

Unit 4

4.1 Future continuous, future perfect simple and future perfect continuous

Future continuous

We use the future continuous

- to talk about an action that will be in progress at a specific point in the future.
At three o'clock tomorrow afternoon, I'll be travelling to London.
- to make polite enquiries. Using the future continuous instead of the future simple to ask about somebody's plans makes questions sound more polite and less direct.
Can you tell me when he'll be arriving?

Future perfect simple

We use the future perfect simple to talk about an action or event completed by a specific point in the future.

By the time we get there, the guests will have already arrived.

Future perfect continuous

We normally use the future perfect continuous to say how long an action or event will have been in progress at a specific point in the future.

By the end of this month, I'll have been living in this house for ten years.

We can use the future perfect continuous and the future perfect simple to make predictions about the present.

By midnight, they'll have been travelling for six hours. By midday tomorrow, their plan will have landed.

1 Complete the sentences with the verbs in the future continuous, future perfect simple, or future perfect continuous.

catch learn leave live save travel wait

- By this time next month, I _____ English for five years.
- At midday tomorrow, we _____ the coach to Brussels.
- Perhaps in ten years' time, people _____ to Mars.
- He _____ enough money by Christmas to buy lots of presents.
- When I'm eighteen, I _____ in this town for most of my life and I'm not likely to leave soon.
- I think everyone _____ by the time we get to the club.
- Next week all the students _____ to get their exam results.

2 Write sentences about what the students will be doing or will have done. Use the prompts and the future continuous, future perfect simple, or future perfect continuous.

SUNDAY 7th

- 8–9 a.m.: breakfast
- 10 a.m.: bus to beach
- 3 p.m.: back to campsite – free evening

MONDAY 8th

- 9.30–midday: walking tour of Rome
- 2 p.m.: train to Venice
- 6.30 p.m.: arrive hostel

8.30 a.m. / Sunday / eat

At 8.30 a.m. on Sunday they'll be eating breakfast.

- 9 a.m. / Sunday / finish
- 10 a.m. / Sunday / wait
- 11.30 a.m. / Monday / walk / two hours
- 1 p.m. / Monday / leave / Rome
- 2 p.m. / Monday / travel / train / Venice
- 6.30 p.m. / Monday / arrive / hostel

Grammar Builder and Reference

4.2 Future time clauses

- We use present tenses instead of *will* or *be going to* in future time clauses after time conjunctions such as *after*, *as soon as*, *by the time*, *immediately*, *in case*, *once*, *the minute*, *the moment*, *until* and *when*.
I'll phone you as soon as we reach the hotel.
I'll take an umbrella in case it rains.
He'll let me know the minute he hears any news.
- We usually use the present perfect (not the future perfect) for actions that are complete in the future after future time clauses.
We'll ring you as soon as we've got to the festival.
- We use the present continuous (not the future continuous) for actions in progress in the future after future time clauses.
I'll ring you back when I'm sitting on the train.

1 Choose the correct tense to complete the sentences.

- 1 I'll email you as soon as I'll **have got** / I've **got** home.
- 2 He wants to go for a swim immediately he'll **get** / he **gets** to the beach.
- 3 We'll think of you when **we're skiing** / **we'll be skiing** in Switzerland next week!
- 4 You can't have an ice cream until **you're finishing** / **you finish** your lunch!
- 5 They should study this lesson in case it'll **be** / it's in the test.
- 6 After **we'll have tidied** / **we've tidied** our room, let's go to the park.
- 7 Don't forget to phone your cousin when **you have** / **you're going to have** time.

2 Complete the sentences with the correct form of the verb in brackets.

- 1 I'll call you later when I _____ (walk) to the bus stop.
- 2 By the time you _____ (get) her postcard she'll probably be back home!
- 3 We should save some food in case we _____ (feel) hungry later.
- 4 As soon as he _____ (find) his jacket, he'll meet us outside.
- 5 You are welcome to take photos while you _____ (visit) the museum.
- 6 Once the sun _____ (go) down, it will feel very cold.

4.3 Adverbs and adverbial phrases

- Some adverbs have the same form as the adjective: *early, weekly, monthly, yearly*, etc.
We do a weekly shop in town.
Is this magazine published weekly?
- Other adjectives ending in *-ly* do not have an adverbial form: *friendly, lively, cowardly, motherly, lovely*, etc. Instead we put the adjective in an adverbial phrase:
He smiled in a friendly way and waved at us.
- Some adverbs have two forms: one with *-ly* and one without: *close / closely, deep / deeply, late / lately, pretty / prettily*, etc. The meanings are sometimes very similar and sometimes unrelated.
Does your uncle live close to you?
English and German are closely related languages.
We're going to be late.
I haven't seen my best friend lately.

1 Choose the correct adverb or adverbial phrase to complete the sentences.

- 1 It was ___ hot for the whole of our holiday.
a pretty b prettily
- 2 I find kittens so cute, especially when they play together
___.
a lively b in a lively way
- 3 This film gives a ___ moving account of a brilliant musician's life.
a deep b deeply
- 4 My team eventually won after a ___ fought match.
a closely b close
- 5 A policeman asked them to leave, but did it ___.
a in a friendly way b friendly
- 6 No one's won the lottery ___, so the prize money is huge.
a lately b late
- 7 She reached ___ into her bag and took out a pen.
a deep b deeply

Grammar Builder and Reference

4.4 The subjunctive

- We use the subjunctive in formal written language for urgent requests and demands. No 's' is added in 3rd person singular.

It's important that the students be on time. It's even more important that everyone listen carefully.

- The verb *be* remains unchanged in the present tense and becomes *were* in past tenses.
- Certain verbs (e.g. *ask, advise, suggest, insist, demand, recommend, and request*) are followed by *that* + subjunctive to indicate that something must be done.
She suggested that we arrive at the restaurant by 8 p.m.
They demanded that the money be refunded immediately.

1 Complete the second sentence so that it means the same as the first. Use the subjunctive.

- She has asked them to refund her money.
She has requested _____ her money.
- My guitar teacher says I should practise every day.
My guitar teacher recommends _____ every day.
- Leo said we should all go for a picnic.
Leo suggested _____ for a picnic.
- The protestors want the government to change the law.
The protestors are demanding _____ the law.
- Our teacher told us to read the questions carefully.
Our teacher advised _____ the questions carefully.
- Norma said we must be at her house by 7 o'clock.
Norma insisted _____ at her house by 7 o'clock.

Unit 5

5.1 Past perfect simple and past perfect continuous

Past perfect simple

We use the past perfect simple

- for a completed action that happened before a specific time in the past.
After I had showered, I had my breakfast.
- with state verbs (*know, be, like, etc.*) and *for* or *since* to say how long an action had been in progress.
We'd only been at the beach for a few minutes when it started raining.

Past perfect continuous

We use the past perfect continuous

- for longer actions or situations before a specific time in the past.
They had been living in the same apartment for twelve years.
- to show the cause of something in the past.
He was exhausted. He had been running.
- with action verbs and *for* or *since* to say how long an action had been in progress.
They'd been playing football for half an hour before anyone scored a goal.

1 Choose the correct tense.

- I had tried / **had been trying** to get tickets for the show for weeks when they sold out.
- She **had finished** / **had been finishing** her homework by dinner time.
- I **had been knowing** / **had known** the truth for days.
- He was tired because **he'd been playing** / **he'd played** basketball all afternoon.
- Pam **had liked** / **had been liking** horses since she was a child.
- They **had been watching** / **had watched** TV when Tom came.

Grammar Builder and Reference

2 Complete the sentences with the verbs below. Use the past perfect simple or the past perfect continuous.

not eat have learn put up sleep think wait

- He _____ for eight hours and still wasn't awake when I called.
- She was hungry because she _____ since breakfast.
- I _____ for half an hour outside the cinema before my friends arrived.
- They _____ Spanish for five years before they visited Mexico.
- I _____ Lee was at home but he was already in town.
- By the age of 30, she _____ five different jobs.
- We all went to sleep after we _____ the tent.

5.2 used to and would

- We use *used to* or *would* to describe habits and situations in the past that are now finished.
When he was young, he used to live in France.
When I lived in the city, I'd go jogging in the park every morning.
I didn't use to enjoy tennis, but I do now.
Did there use to be a bookshop in the centre of town?
- We do not use *used to* or *would* when we say how long a situation or habit in the past continued; we use the past simple.
He cycled to school for three years.
- We can't use *would* with state verbs. We use *used to*.
My mum used to be a nurse.
(NOT *My mum would be a nurse.*)
- We do not usually use *would* with questions and negatives; we use *used to*.
- The structures *never used to* and *would never* are common negative forms.
I never used to like curry.
She would never come swimming with us.

1 Complete the sentences with *used to* or *would*. Sometimes more than one answer is possible.

- They _____ (live) in London but they moved to Paris.
- He was a bad student and _____ (forget) to do his homework.
- I never _____ (enjoy) baseball but now I'm a huge fan.
- He _____ (want) to be a vet but he's changed his mind.
- They _____ (go) on holiday twice a year but they can't afford to nowadays.

- Our old flat was near a park and we _____ (play) there at weekends.
- My older brother _____ (have) a moustache but he shaved it off.
- Can you believe that years ago, people _____ (not / own) smartphones!

5.3 Position and order of adjectives

- We can use most adjectives before a noun or after a linking verb (*be, become, feel, get, look, seem, smell, sound, taste, etc.*).
He's an excellent cook! His cooking is delicious.
- When we use more than one adjective to describe a noun, we use this order:

opinion	size	age	colour	origin	noun
an interesting	small	old	silver	Roman	coin

- There are some adjectives (e.g. *alone, afraid, alive, annoyed, asleep, glad*) that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.
He lived a lonely life without many friends.
~~*He lived an alone life without many friends.*~~ X

1 Write the adjectives in the correct order.

- This café serves some (Spanish, tasty) _____ dishes.
- He used to own a (big, scary, black) _____ dog.
- Have you seen that (new, Mexican, funny) _____ film yet?
- We watched as a (silver, huge) _____ moon rose in the sky.
- The woman was holding a (tiny, young) _____ baby.
- Who owns that (red, French, new) _____ car over there?

2 Choose the correct adjective to complete the sentences.

- My grandmother lives on her own but she's not a **lonely** / **an alone** person.
- Have you heard the expression 'let **asleep** / **sleeping** dogs lie'?
- The main character in this book is an **annoyed** / **angry** man at the beginning.
- Sadly, her only **living** / **alive** relatives live in Australia.
- They were **glad** / **happy** parents when their son got home safely.
- Someone ought to help that **frightened** / **afraid** child.

Unit 6

6.1 The passive

- We form the passive with the verb *be* and the past participle of the main verb. The object of an active verb can become the subject of a passive verb.
They haven't found a cure for colds yet.
→ *A cure for colds hasn't been found yet.*
- We use the passive when we do not know or do not want to say who or what is responsible for the action.
This photograph was taken in India.
- If we mention the agent, we use *by*.
Enormous public baths were built by the Romans.
- With verbs that often have two objects (*ask, award, give, offer, owe, pay, send, show, teach, tell*, etc.), either object can become the subject of a passive sentence.
They gave me my money back.
→ *I was given my money back.*
→ *My money was given back to me.*
It is much more common for the indirect object (usually a person) to be the subject of the passive sentence (example a above).
- We use the past continuous and present continuous forms of the passive, but not other continuous forms as they sound unnatural.
A celebration is being planned.
→ ~~*A celebration has been being planned.*~~ X
→ *They have been planning a celebration.* ✓

1 Complete the sentences with the verb in brackets in the correct passive form.

- The band's new song _____ (not / release) until next month.
- A cure for cancer _____ (not / discover) yet.
- Those trees _____ (plant) by my grandfather last year.
- Hans _____ (show) around the college this morning.
- When the onions are cooked, they _____ (add) to the sauce.
- Technology _____ (improve) all the time.
- The Colosseum _____ (build) by the Romans over ten years.
- We _____ (tell) their decision in a few days' time.

2 Rewrite the sentences in the passive. Remember that the indirect object usually becomes the subject.

- My brother lent me the money for the ticket.
- They'll allow us ten minutes to answer the questions.
- A nurse has given the patient some medicine.
- Your uncle is taking your parents to the airport now.
- They didn't give us any information about the strike.
- A local man showed them the way to the river.
- No one will forgive him if he keeps on lying.

6.2 The passive: advanced structures

Verbs like *believe, consider, expect, know, report, say* and *think* are often used in passive constructions, especially in formal language.

- We can use an impersonal construction with *it* + passive: *it* + passive (present or past) + *that* ...
It was believed by many people until the 19th century that tomatoes were poisonous.
It is now known that they are not.
- Alternatively we use a passive construction with an infinitive:
subject + passive (present or past) + *to do* / *to have done*.
Tomatoes were believed to be poisonous.
- We can use an impersonal construction with *there* + passive (present or past) + *to do* / *to have done*.
There are estimated to be 100,000 people at this weekend's festival.
If the sentence refers to a present belief about a past event, we use the present simple passive followed by a perfect infinitive (*to have done*).
The thief is believed to have escaped to Scotland.
- We can use passive structures with present and past forms of modal verbs.
Phones should be switched off during the play.
- Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund.
Everyone likes to be praised.
I love being given surprise presents!

1 Complete the second sentence in each pair so that it means the same as the first.

- They think that the thief escaped in a stolen car.
The thief _____.
- It is known that too much fried food is bad for you.
Too much fried food _____.
- The painting was thought to be an original Picasso.
It _____.
- It's reported that the earthquake caused extensive damage.
The earthquake _____.
- They say that heavy rain has caused the floods.
Heavy rain _____.
- They didn't believe that his injuries were serious.
His injuries _____.
- Some fruits are said by scientists to be 'superfoods'.
It _____.

G

Grammar Builder and Reference

2 Complete the sentences with the verbs below in the correct form.

award burn interview keep sell teach turn off

- 1 Use plenty of suncream to avoid _____ by the sun.
- 2 Everyone expects her _____ an Oscar for her latest performance.
- 3 No one wants _____ waiting in a queue.
- 4 I can't _____ the right battery – this one doesn't fit my tablet.
- 5 All mobile phones must _____ during the film.
- 6 Do you remember _____ how to ride a bike as a child?
- 7 They don't think the singer will agree _____.

Unit 7

7.1 Changes in reported speech

Tense changes

- When we report somebody's words rather than quoting them directly, we usually change the tense of any verbs.
'I'm tired,' she said. → She said that she was tired.

The normal pattern of tense changes in reported speech is:

Direct speech	→	Reported speech
present simple	→	past simple
present continuous	→	past continuous
past simple	→	past perfect simple
present perfect simple	→	past perfect simple
present perfect continuous	→	past perfect continuous
past continuous	→	past perfect continuous
will	→	would
may / might	→	might
must	→	must / had to
can	→	could

- We do not normally change the tense when
 - a the reporting verb is present, future or present perfect.
'I prefer playing basketball.'
→ She says she prefers playing basketball.
→ She'll say she prefers playing basketball.
→ She's said she prefers playing basketball.

b we are reporting a past perfect verb, would, could, should or had better.

'We should leave.'

→ She said that we should leave.

- Many modal verbs are usually unchanged after past reporting verbs.
'I might be late.'
→ He said that he might be late.
- We often omit the word *that* from the beginning of the reported speech clause.
They said it was too expensive.
- There are often changes in words which refer to the people, time or place. These are dictated more by logic than by rules.
'I'll be here tomorrow,' she said.
→ She says she'll be here tomorrow.
(reported on the same day, in the same place)
→ She says she'll be there tomorrow.
(reported on the same day, in a different place)
→ She said she'd be there the next day.
(reported later, in a different place)
- However, these time expressions frequently change in the following way:

Direct speech	→	Reported speech
today	→	that day
tonight	→	that night
tomorrow	→	the next / following day
next week	→	the next / following week
ago	→	before
last week / month	→	the previous week / month the week / month before

1 Rewrite the sentences, changing the reported speech into direct speech.

- 1 Katy said that she'd been studying since lunchtime.
- 2 Gina told me her aunt had been feeling unwell since last week.
- 3 Carla told me that she'd like to go to Africa one day.
- 4 Leo said that he had learned to ski the previous winter.
- 5 Alfie tells me that he doesn't want to go to the match because he's going to visit his cousins.
- 6 Tom says he'll bring his sister to the party.
- 7 Karl says he isn't going swimming with us tomorrow.

Grammar Builder and Reference

7.2 Reported questions

- When we report questions, we use affirmative word order and verb forms after the question word.
'How old are you?' he asked me.
→ *He asked me how old I was.*
- To report a *yes / no* question (one that has no question word) we use *whether* or *if*.
'Is it snowing?' she asked.
→ *She asked if it was snowing.*
'Do you live in Bristol?' she asked me.
→ *She asked me whether I lived in Bristol.*
- We do not include question tags in reported questions.
'You're Mia's friend, aren't you?' he asked.
→ *He asked me if I was Mia's friend.*
- When we report short answers, we use the auxiliary or modal verb from the short answer.
Do you know the time?' 'I don't.'
→ *He asked me if I knew the time and I said I didn't.*

1 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words given.

- 'Have you spoken to Fatima recently?' (if)
Ben asked me _____.
- 'You're going to the café later, aren't you?' (was)
Olga asked me _____.
- 'Can you speak Greek?' 'I can.' (whether)
Dan asked _____.
- 'Is this bag yours?' (if)
Victor asked me _____.
- 'When does the festival start?' (me)
Steve asked _____.
- 'You've been watching me, haven't you?' (had)
Martha asked me _____.
- 'Will you call me later?' 'I will.' (her)
Sara asked me _____.

7.3 Reporting verbs

We can report statements using *say* or *tell* or other reporting verbs.

say and *tell*

- The object of the verb *say* is always what was said. It is often a clause.
'It's late,' said Tom.
She said she was thirsty.
- If we want to mention the person who is addressed, we must use the preposition *to*.
'I'm going now,' she said to her friend.

- The object of the verb *tell* is usually the person who is addressed. We do not use the preposition *to*.
Have you told your mum?
He told me he was tired.
- We also use *tell* in set phrases like *tell a lie*, *tell the truth*, *tell a story*, etc.

Other reporting verbs

We can use other verbs instead of *say* and *tell* when we report statements, e.g. *add*, *admit*, *agree*, *announce*, *answer*, *argue*, *boast*, *claim*, *complain*, *confess*, *confirm*, *deny*, *explain*, *insist*, *observe*, *predict*, *promise*, *reply*, *reveal*, *swear*, *warn*.

'This bread is stale.'

→ *He complained that his bread was stale.*

'It'll definitely be crowded in town.'

→ *He predicted that it would be crowded in town.*

1 Rewrite the sentences in reported speech using the correct verb in brackets.

- Jim said, 'I can't afford to go out because I've spent all my money.' (deny / explain)

- Will said to Julia, 'I won't forget your birthday again.' (promise / admit)

- Pablo said, 'I really did lock the door behind me.' (warn / insist)

- Laura said, 'I've just won first prize in a competition!' (deny / announce)

- Oscar said to the assistant, 'All of these shirts are too big for me.' (complain / announce)

- Jenny said to me, 'There's going to be a test tomorrow.' (warn / argue)

- Jim said, 'I didn't tell anyone what I saw.' (deny / complain)

Grammar Builder and Reference

7.4 Other reporting structures

We can use other structures when we report offers, promises, requests, commands, suggestions, etc.

- verb + infinitive with *to*
agree, offer, promise, refuse, threaten
She offered to help with the cooking.
To make the infinitive negative, we add *not* before *to*.
I agreed not to tell anyone.
- verb + object + infinitive with *to*
advise, ask, beg, command, dare, encourage, forbid, instruct, invite, order, persuade, remind, request, tell, urge, warn
I reminded them to invite Liam.
- verb + *-ing* form
admit, deny, mention, propose, recommend, report, suggest
She denied taking the money.
These verbs can also be used with a *that* clause.
He mentioned that he'd seen you earlier.
- verb + preposition + *-ing* form
admit to, apologise for, boast about, confess to, insist on
They insisted on seeing the manager.
- verb + object + preposition + *-ing* form
accuse sb of, congratulate sb on, warn sb against
He warned me against trusting Julie.
- verb + *that* + *should* clause / verb + *that* + subjunctive clause
advise, demand, insist, propose, recommend, request, suggest
He recommended that we book the tickets soon.
- In formal English, we also occasionally use the subjunctive with these verbs.
He insisted that we leave at once.
The head teacher proposed that all students be sent home early because of the storm.

1 Correct the mistakes in the reported sentences.

- Pat refused listening to my explanation. _____
- They advised me go to hospital immediately. _____
- We congratulated him that he passed his driving test. _____
- She suggested us having a picnic in the park. _____
- I confessed losing my sister's new scarf. _____
- He invited us go to his party that Friday. _____
- I begged him not telling anyone my secret. _____
- Oli insisted to paid me half the taxi fare. _____
- He encouraged us that we should keep trying. _____
- Fiona threatened calling the police. _____

2 Complete the sentences with a preposition if necessary and the correct form of the verbs below.

drop leave lose make play spend study visit

- My neighbour accused me _____ litter in his garden.
- He apologised _____ so much noise.
- Our teacher reminded us _____ the next chapter for homework.
- Ian blamed his brother _____ his favourite T-shirt.
- The manager ordered everyone _____ the building.
- The fans demanded that the band _____ one more song.
- I admitted _____ all my money on a leather jacket.
- They recommended that we _____ the new art gallery.

7.5 Nouns and dependent prepositions

Some nouns are followed by certain prepositions, called dependent prepositions, e.g. *addition to, demand for, increase in, obsession with*.

The choice of preposition depends on the noun and its specific use and meaning.

When a verb follows a preposition, we use the *-ing* form.

She had no interest in listening to what I was saying.

1 Complete the sentences with *in, for, on, to* or *with*.

- Scientists are still searching for a solution _____ the problem of global warming.
- I don't know what the matter _____ my watch is, but it's stopped working.
- What's the difference _____ price between these two pairs of boots?
- Do you have a preference _____ tea or coffee?
- I didn't use to like spicy food but I've got a taste _____ it since visiting India.
- A recent earthquake has had a terrible effect _____ some countries.
- There's been a rise _____ prices since the new government came to power.
- No one could explain the reason _____ the broken window.

Unit 8

8.1 Emphasis

- We can make a sentence more emphatic by adding an extra clause to highlight key information.

Normal	Emphatic
You wanted to go to the beach.	It was you (that / who) wanted to go to the beach.
I'd like to meet Lady Gaga.	The person I'd like to meet is Lady Gaga.
He really wants to visit China.	A place (that) he really wants to visit is China.
I'll never understand baseball.	One thing I'll never understand is baseball.
She just walked the second half of the race.	All she did was (to) walk the second half of the race.
The fire alarm went off.	What happened was (that) the fire alarm went off.

- We often use *It is / was ...* to make a contrast.
Sal finished the biscuits. I didn't.
→ *It was Sal who finished the biscuits, not me.*
- After *All (I) did was ...* or *What (I) did was ...*, we use an infinitive with or without *to*.
What I did was (to) call the police.
However, after *All that happened was ...* or *What happened was ...*, we need a subject and a verb. We can put *that* before the subject.
All that happened was (that) they decided not to go to the café.
- Nominal clauses starting with *that* can function as the subject of a sentence.
It upsets me that we're no longer friends.
A *that*-clause can begin a sentence, but we usually rephrase it with *The fact that ...*.
~~*That we're no longer friends upsets me.*~~ X
The fact that we're no longer friends upsets me.

1 Rewrite the sentences with an extra clause at the start for emphasis. Begin with the words in brackets.

English is my favourite subject. (It's English ...)

It's English that's my favourite subject.

1 The girls' team won the quiz. (It was ...)

2 My parents stopped me from going out. (What happened ...)

3 Frank cycled to the river. (What Frank ...)

4 She gave them her opinion, that's all. (All she ...)

5 The Egyptians built the Pyramids. (It was ...)

6 We just need five more minutes. (All we ...)

2 Rewrite the sentences, emphasising the underlined words. Begin with the phrases below.

One idea One person One thing The country
The film The food

1 I can't stand having a cold.

2 Neil will definitely know the answer.

3 I'm really interested in going to Thailand.

4 I really enjoyed The Hunger Games.

5 She prefers Italian to Chinese.

6 He suggested having a barbecue at his house.

8.2 Mixed conditionals

- Mixed conditionals are a mixture of second and third conditionals and refer to hypothetical situations. Remember that second conditionals refer to the present or future, and third conditionals refer to the past. Mixed conditionals occur when the time reference in the *if* clause is different from the main clause.

If I had eaten breakfast, I wouldn't be hungry now!

past (3rd conditional) present (2nd conditional)

If I hadn't spent all my money, I'd come with you for pizza.

past (3rd conditional) future (2nd conditional)

If I could drive, I would have taken you to the station.

present (2nd conditional) past (3rd conditional)

- The choice of verb forms in mixed conditionals depends on the time reference.
 - If we are referring to the past in the *if* clause, we use the past perfect (simple or continuous) as we would in a third conditional; if we are referring to the present in the *if* clause, we use the past simple as we would in the second conditional.
 - Similarly, if we are referring to the past in the main clause, we use *would have* + past participle, as in a third conditional; if we are referring to the present or future in the main clause, we use *would* + infinitive, as in a second conditional.

Past regrets

- To talk about past situations that we would like to have happened differently, we use the following structures with the past perfect:

I (really) wish ... If only ...

I'd much rather ... I'd prefer it ...

Grammar Builder and Reference

1 Match the two halves of the sentences. Complete the second half with the correct form of the verb in brackets.

- 1 If I knew her phone number,
- 2 If you hadn't read the instructions,
- 3 He might have seen the sign
- 4 I'd never have believed you
- 5 If there was an ice rink in town,
- 6 She couldn't have become a vet
- a we _____ (go) there this evening.
- b if he _____ (have) better eyesight.
- c if you _____ (not be) my best friend.
- d I _____ (call) her now.
- e if she _____ (not love) animals.
- f you _____ (not know) how to use the equipment.

2 Rewrite each pair of sentences as a mixed conditional sentence.

We missed the bus. That's why we're late.
If we hadn't missed the bus, we wouldn't be late.

- 1 He doesn't like football. That's why he didn't watch the game.

- 2 It snowed heavily last night. That's why the roads are closed.

- 3 She forgot to feed the dog. That's why she has to go home.

- 4 He's not good at maths. That's why he didn't pass last week's test.

- 5 They cooked lunch. That's why the kitchen is untidy.

- 6 You were late for class again. That's why your teacher is annoyed.

- 7 She's at the theatre. That's why she didn't answer her phone.

3 Use the words in brackets to write a sentence expressing a past regret about the statements.

I regret the fact that ...
 I didn't study for the test. (wish)
I really wish I'd studied for the test.

- 1 you told my brother about the surprise party. (rather)

- 2 you didn't wear jeans. (prefer)

- 3 I didn't ask for his phone number. (if only)

- 4 my football team didn't win the match. (wish)

- 5 we stayed in a shabby B&B. (rather)

- 6 you didn't lend me money for the tickets. (if only)

- 7 I promised to babysit my little sister. (wish)

Chân trời sáng tạo

WORDLIST OF PROPER NAMES

British English Pronunciation

American English Pronunciation

Unit Introduction

Greenwich /'ɡrenɪtʃ/ /'ɡrenɪdʒ/ /'ɡrenɪtʃ/ /'ɡrenɪdʒ/ a district of southeast London, on the south bank of the Thames, where the original Royal Observatory was built in the 17th century

Londoner /'lʌndənə(r)/ /'lʌndənər/ a person from London in England, or living in London

Unit 1

Laurel and Hardy /lɒrəl ən 'hɑ:di/ /lɒ:rəl ən 'hɑ:rdi/ Stan Laurel (1890–1965) and Oliver Hardy (1892–1957), a pair of comedy film actors who made over 100 long and short films together and formed the most successful comedy team in the history of Hollywood

Unit 2

Glasgow /'glɑ:zgəʊ/ /'glæzɡəʊ/ a major port in southwest Scotland

John Harrison /dʒɒn 'hærisən/ /dʒɑ:n 'hærisən/ (1693–1776) a carpenter and self-educated English clockmaker who invented the marine chronometer, an accurate clock to allow sailors to calculate their position at sea

The Longitude Prize /ðə ˌlɒŋɡɪtju:d 'praɪz/ /ðə ˌlɒndʒɪtju:d 'praɪz/ /ðə ˌlɑ:ndʒɪtu:d 'praɪz/ the prize offered by Challenge Works, a social enterprise in Britain, to support scientists, researchers, and innovators to find practical solutions to pressing challenges, such as antibiotic resistance, dementia, and other global issues

Unit 3

Kingsbridge Festival /ˌkɪŋz brɪdʒ 'festɪvəl/ /ˌkɪŋz brɪdʒ 'festɪvəl/ an annual food and music festival held in Kingsbridge, a market town and tourist hub in southwest England

Rome /rəʊm/ /rəʊm/ the capital city of Italy

Unit 4

Amsterdam /æmstə'dæm/ /'æmstərdæm/ the capital city of the Netherlands

Antarctica /æn'tɑ:ktɪkə/ /æn'tɑ:rkɪkə/ the continent around the South Pole

Berlin /bɜ:'lɪn/ /bɜ:r'lɪn/ the capital city of Germany

The Mediterranean /ðə ˌmedɪtə'reɪniən/ /ðə ˌmedɪtə'reɪniən/ the Mediterranean Sea or the countries that surround it

Unit 5

Akrit Jaswal /ækrit 'dʒæswo:l/ /ækrit 'dʒæswo:l/ an Indian young child with a very great ability who gained fame in his country as a physician, despite never having attended medical school

Apple Inc. /'æpl ɪn,kɔ:pəreɪtɪd/ /'æpl ɪn,kɔ:rpəreɪtɪd/ a US computer company whose best-known products include the iPod, iPad, and iPhone

Henry Ford /ˌhenri 'fɔ:d/ /ˌhenri 'fɔ:rd/ (1863–1947) the American who created the Ford car and changed the motor industry by introducing new ways of making cars in great numbers

JK Rowling /dʒeɪ keɪ 'rəʊlɪŋ/ /dʒeɪ keɪ 'rəʊlɪŋ/ (1965–) a British writer whose books for children about Harry Potter, a boy magician, are very successful

Konstantin Stanislavski /ˌkɒnstæntɪn ˌstæni'slævski/ /ˌkɒnstæntɪn ˌstæni'slæfski/ /ˌkɑ:nstæntɪn ˌstæni'slɑ:vski/ /ˌkɑ:nstæntɪn ˌstæni'slɑ:fski/ (1863–1938) a Russian actor and director, cofounder of the Moscow Art Theatre (1897) who is famous for his theory of acting, known as the Method Acting, which directs the actor to find the truth within himself about the role he is playing

Leonardo DiCaprio /li:ə nɑ:dəʊ di'kæpriəʊ/ /li:ə nɑ:rdəʊ di'kæpriəʊ/ (1974–) a US film actor whose films include Titanic (1997), Gangs of New York (2002), and The Wolf of Wall Street (2013), etc.

Meryl Streep /ˌmerəl 'stri:p/ /ˌmerəl 'stri:p/ (1949–) a US film actress who won three Oscars, for Kramer vs Kramer (1979), Sophie's Choice (1982), and The Iron Lady (2011), and known for her ability to play many different types of character

Michael Jordan /ˌmaɪkl 'dʒɔ:dn/ /ˌmaɪkl 'dʒɔ:rdn/ (1963–) a US basketball player who was considered to be the best player of the 1980s and 1990s, helping his Chicago Bulls team win five US National Basketball Association championships

Mother Teresa /ˌmʌðə tə'ri:zə/ /ˌmʌðə tə'ri:sə/ /ˌmʌðə tə'reɪzə/ /ˌmʌðə tə'reɪsə/ /ˌmʌðər tə'ri:zə/ /ˌmʌðər tə'reɪzə/ /ˌmʌðər tə'reɪsə/ (1910–1997) an Albanian-Indian Catholic nun and the founder of the Missionaries of Charity

Steve Jobs /ˌsti:v 'dʒɒb/ /ˌsti:v 'dʒɑ:b/ (1955–2011) a US computer designer and businessman, also the co-founder, chairman, and CEO of Apple

YouTube /ˌju:tju:b/ /ˌju:tu:b/ the name of a website where people can watch and share videos

Unit 6

Kazimierz Funk /kæzɪmɪəz 'fʌŋk/ /ˌkæzɪmɪəz 'fʌŋk/ (1884–1967), a Polish-American biochemist known for nutritional research

W

Wordlist

Unit 7

Piccadilly Circus /ˌpɪkədɪli 'sɜ:kəs/ /ˌpɪkədɪli 'sɜ:rkəs/ a round open area in central London, famous for being very busy and for the statue of Eros in its centre

Unit 8

Voz da Comunidade /vɒz də kə'mju:nɪdeɪd/ /vɑ:z də kə'mju:nɪdeɪd/ (Voice of the Community) a small local newspaper in Rio de Janeiro, Brazil

WORDLIST

Unit Introduction

anxiety (n) /æŋ'zaɪəti/ /æŋ'zaɪəti/ the state of feeling nervous or worried that something bad is going to happen: sự lo lắng

centenarian (n) /ˌsentɪ'neəriən/ /ˌsentɪ'neriən/ a person who is 100 years old or more: người sống trên 100 tuổi

dominate (v) /'dɒmɪneɪt/ /'dɑ:mɪneɪt/ to control or have a lot of influence over somebody or something, especially in an unpleasant way: chi phối, chế ngự

fault (n) /fɔ:lt/ /fɔ:lt/ a bad or weak aspect of somebody's character: điểm yếu, khuyết điểm

obsessed (adj) /əb'sest/ /əb'sest/ thinking or worrying continuously about something in a way that is not reasonable or normal: bị ám ảnh

put somebody off somebody (phr v) /pʊt ˌsʌmbədi ɒf ˌsʌmbədi/ /pʊt ˌsʌmbədi ɒf ˌsʌmbədi/ to make somebody lose interest in or enthusiasm for somebody: làm ai mất hứng thú, hết quan tâm đến ai

put up with (phr v) /pʊt 'ʌp wɪð/ /pʊt 'ʌp wɪθ/ /pʊt 'ʌp wɪð/ /pʊt 'ʌp wɪθ/ to accept somebody or something that is annoying, unpleasant, etc. without complaining: chịu đựng

texting (n) /'tekstɪŋ/ /'tekstɪŋ/ the act of sending written messages using a mobile phone: việc nhắn tin qua điện thoại

waterproof (n) /'wɔ:təpru:f/ /'wɔ:təpru:f/ a coat or other piece of clothing that keeps you dry because it does not allow water in: áo mưa

Unit 1

adore (v) /ə'dɔ:(r)/ /ə'dɔ:r/ to love somebody very much: rất yêu thích ai

aggressive (adj) /ə'ɡresɪv/ /ə'ɡresɪv/ angry and behaving in a threatening way: hung dữ

attached (adj) /ə'tætʃt/ /ə'tætʃt/ liking somebody/something very much: gắn kết, thân thiết

balance (v) /'bæləns/ /'bæləns/ to give equal importance to two things or parts of something which are very different: cân bằng

bond (n) /bɒnd/ /bɑ:nd/ something that forms a connection between people or groups, such as a feeling of friendship or shared ideas and experiences: mối quan hệ

buddy (n) /'bʌdi/ /'bʌdi/ a friend: người bạn

buddy movie (n) /'bʌdi mu:vi/ /'bʌdi mu:vi/ a film in which there is a close friendship between two people: phim về tình bạn

cherish (v) /'tʃerɪʃ/ /'tʃerɪʃ/ to keep hopes, memories, or ideas in your mind because they are important to you and bring you pleasure: trân trọng (nhớ đến)

compliment (v) /'kɒmplɪmənt/ /'kɑ:mplɪmənt/ to tell somebody that you like or admire something they own or have done: khen ngợi

confide (v) /kən'faɪd/ /kən'faɪd/ to tell somebody secrets and personal information because you feel you can trust them: thổ lộ, tâm sự

count (v) /kaʊnt/ /kaʊnt/ to have value or importance: có giá trị, quan trọng

deduce (v) /dɪ'dju:s/ /dɪ'du:s/ to form an opinion about something based on the information or evidence that is available: suy ra, suy diễn

enhance (v) /ɪn'hɑ:ns/ /ɪn'hæns/ to increase or further improve the good quality, value or status of somebody or something: cải thiện, nâng cao

envy (v) /'envi/ /'envi/ to wish you had the same qualities, possessions, opportunities, etc. as somebody else: ganh tị, ghen tị

extend (v) /ɪk'stend/ /ɪk'stend/ to relate to or include somebody or something: liên quan; bao gồm

extended family (n) /ɪk'stendɪd 'fæməli/ /ɪk'stendɪd 'fæməli/ a family group with a close relationship among the members that includes not only parents and children but also uncles, aunts, grandparents, etc.: đại gia đình

flatter (v) /'flætə(r)/ /'flætər/ to praise too much and insincerely: tăng bốc, nịnh hót

have something in common (idiom) /həv sʌmθɪŋ ɪn 'kɒmən/ /həv sʌmθɪŋ ɪn 'kɑ:mən/ to have the same features, characteristics, etc.: có điểm chung

insult (v) /ɪn'sʌlt/ /ɪn'sʌlt/ to say or do something that offends somebody: xúc phạm

isolation (n) /ˌaɪsə'leɪʃn/ /ˌaɪsə'leɪʃn/ the state of being alone or lonely: sự cách ly, cô lập

W

Wordlist

lecture somebody (v) /'lektʃə(r) 'sʌmbədi/ /'lektʃər 'sʌmbədi/ to criticise somebody or tell them how you think they should behave, especially when it is done in an annoying way: chỉ trích, phê bình ai

like-minded (adj) /laɪk 'maɪndɪd/ /'laɪk 'maɪndɪd/ having similar ideas and interests: có chung quan điểm và sở thích

look down on (phr v) /lʊk 'daʊn ɒn/ /lʊk 'daʊn ɑ:n/ to think that you are better than somebody: xem thường, khinh thường

look up to (phr v) /lʊk 'ʌp tə/ /lʊk 'ʌp tə/ to admire or respect somebody: ngưỡng mộ; tôn trọng

nag (v) /næg/ /næg/ to keep complaining to somebody about their behaviour or keep asking them to do something: rầy la, cầu nhàu

nurture (v) /'nɜ:tʃə(r)/ /'nɜ:rtʃər/ to help somebody/ something to develop and be successful: nuôi dưỡng, làm phát triển

offend (v) /ə'fend/ /ə'fend/ to make somebody feel upset because of something you say or do that is rude or embarrassing: xúc phạm

on the same wavelength (idiom) /ɒn ðə seɪm 'weɪvlɛŋkθ/ /ɑ:n ðə seɪm 'weɪvlɛŋkθ/ having the same way of thinking or the same ideas or feelings as somebody else: có chung suy nghĩ, cảm xúc

praise (v) /preɪz/ /preɪz/ to say that you approve of and admire somebody or something: khen

rivalry (n) /'raɪvlri/ /'raɪvlri/ a state in which two people, companies, etc. are competing for the same thing: sự tranh đua

safeguard (v) /'seɪfɡɑ:d/ /'seɪfɡɑ:rd/ to protect something or somebody from loss, harm or damage: bảo vệ, che chở

see eye to eye (idiom) /si: 'aɪ tə 'aɪ/ /si: 'aɪ tə 'aɪ/ to share the same views as somebody about something: có chung quan điểm

separate (adj) /'seprət/ /'seprət/ different and independent: khác biệt

sequel (n) /'si:kwəl/ /'si:kwəl/ a book, film, play, etc. that continues the story of an earlier one: phần tiếp theo, nối tiếp

shift (n) /ʃɪft/ /ʃɪft/ a change (in opinion, mood, etc.): sự thay đổi (ý kiến, tâm trạng, v.v)

sibling (n) /'sɪblɪŋ/ /'sɪblɪŋ/ a brother or sister: anh chị em ruột

speculation (n) /,spekju'leɪʃn/ /,spekju'leɪʃn/ the act of forming opinions about what has happened or what might happen without knowing all the facts: sự phỏng đoán; sự suy diễn

star (v) /stɑ:(r)/ /stɑ:r/ to have a certain actor as the leading performer (of a film, etc.): có ai đóng vai chính (trong phim v.v)

tease (v) /ti:z/ /ti:z/ to laugh at somebody and make jokes about them, either in a friendly way or in order to make them embarrassed: trêu chọc, chế giễu

tell somebody off (phr v) /tel 'sʌmbədi 'ɒf/ /tel 'sʌmbədi 'ɔ:f/ to speak angrily to somebody for doing something wrong: la mắng ai

time commitment (n) /'taɪm kə'mɪtmənt/ /'taɪm kə'mɪtmənt/ willingness to give your time to something: sự sẵn sàng dành thời gian cho việc gì

warn (v) /wɔ:n/ /wɔ:rn/ to tell somebody about something dangerous or unpleasant that is likely to happen: cảnh báo

wary (adj) /'weəri/ /'weri/ careful when dealing with somebody or something because you think that there may be a danger or problem: cảnh giác

Unit 2

assertive (adj) /ə'sɜ:tɪv/ /ə'sɜ:rtɪv/ expressing opinions or desires strongly and with confidence: tự tin; quả quyết

at stake (idiom) /ət 'steɪk/ /ət 'steɪk/ in great danger: đang bị đe dọa

bitter (adj) /'bɪtə(r)/ /'bɪtər/ full of pain or sorrow: cay đắng, chua xót

break with (phr v) /breɪk wɪð/ /breɪk wɪθ/ /breɪk wɪð/ /breɪk wɪθ/ to end a connection with something: kết thúc, đoạn tuyệt

contender (n) /kən'tendə(r)/ /kən'tendər/ someone who competes with other people to try to win something: đối thủ

crisis (n) /'kraɪsɪs/ /'kraɪsɪs/ a time of great danger or difficulty: thời điểm khủng hoảng, khó khăn

disillusioned (adj) /,dɪsɪ'lu:ʒnd/ /,dɪsɪ'lu:ʒnd/ disappointed because a person or thing does not seem as good as you previously believed: (bị) vỡ mộng

disinfectant (n) /,dɪsɪn'fektənt/ /,dɪsɪn'fektənt/ a substance that kills bacteria, used for cleaning: chất khử trùng

enthral (v) /ɪn'θrɔ:l/ /ɪn'θrɔ:l/ to keep someone completely interested: làm say mê

exasperated (adj) /ɪg'zæspəreɪtɪd/ /ɪg'zæ:spəreɪtɪd/ /ɪg'zæspəreɪtɪd/ extremely annoyed because you cannot do anything to solve the problem: cực kì bức bối

forbid (v) /fə'bɪd/ /fər'bɪd/ to tell somebody not to do something: cấm

humiliate (v) /hju:'mɪliət/ /hju:'mɪliət/ to make somebody feel ashamed or stupid: làm nhục

hysterical (adj) /hɪ'sterɪkl/ /hɪ'sterɪkl/ unable to control your feelings or behaviour because you are extremely frightened, angry, excited, etc.: kích động, cuồng loạn

impersonal (adj) /ɪm'pɜ:sənl/ /ɪm'pɜ:rsənl/ not referring to a particular person by name: không ám chỉ riêng ai

W

Wordlist

mugging (n) /'mʌɡɪŋ/ /'mʌɡɪŋ/ the crime of attacking somebody and stealing their money, especially in a public place: sự trấn lột

rota (n) /'rəʊtə/ /'rəʊtə/ a list of tasks that need to be done and the people who will do them in turn: bảng phân công

signal (n) /'sɪɡnəl/ /'sɪɡnəl/ something that shows that something else exists or is likely to happen: dấu hiệu

stunned (adj) /stʌnd/ /stʌnd/ very surprised or shocked: sững sốt, choáng váng

subsequent (adj) /'sʌbsɪkwənt/ /'sʌbsɪkwənt/ following or coming after: đến sau, theo sau

substitute (n) /'sʌbstɪtju:t/ /'sʌbstɪtju:t/ a person or thing used or acting instead of another: người, vật thay thế

triumphant (adj) /traɪ'ʌmfənt/ /traɪ'ʌmfənt/ showing great pleasure or joy about a success: đắc thắng

upbeat (adj) /'ʌpbi:t/ /'ʌpbi:t/ full of hope and happiness: lạc quan

Unit 3

abide by (phr v) /ə'baɪd baɪ/ /ə'baɪd baɪ/ to accept or obey an agreement, decision, or rule: tuân theo

complement (v) /'kɒmplɪment/ /'kɑ:mplɪment/ to add to something in a way that improves it or makes it more attractive: bổ sung

depict (v) /dɪ'pɪkt/ /dɪ'pɪkt/ to describe something using different means such as words, singing, acting, music and dance, etc.: miêu tả

ensemble (n) /ɒn'sɒmbl/ /ɑ:n'sɑ:mbəl/ a small group of musicians who perform together: nhóm nhạc công

fiddle (n) /'fɪdl/ /'fɪdl/ a musical instrument with strings, that you hold under your chin and play with a bow: vĩ cầm

fidget (v) /'fɪdʒɪt/ /'fɪdʒɪt/ to move (the hands, feet, etc.) restlessly: cựa quậy, nhúc nhích

frown (v) /fraʊn/ /fraʊn/ to make a serious, angry or worried expression by bringing your eyebrows closer together so that lines appear on your forehead: cau mày

fusion (n) /'fju:ʒn/ /'fju:ʒn/ a very close joining of things: sự liên kết chặt chẽ

grimace (v) /'grɪməs/ /'grɪ'meɪs/ /'grɪməs/ /'grɪ'meɪs/ to make an ugly expression with your face to show pain, dislike, etc.: nhăn nhó

grin (v) /grɪn/ /grɪn/ to smile widely: cười toe toét

itinerant (adj) /aɪ'tɪnərənt/ /aɪ'tɪnərənt/ travelling from place to place: lưu động

lute (n) /lu:t/ /lu:t/ an early type of musical instrument with strings, played like a guitar: đàn luyt

makeshift (adj) /'meɪkʃɪft/ /'meɪkʃɪft/ used temporarily for a particular purpose because the real thing is not available: tạm thời thay thế

pioneer (n) /'paɪə'niə(r)/ /'paɪə'nɪr/ a person who is the first to study and develop a particular area of knowledge, culture, etc. that other people then continue to develop: người tiên phong

pout (v) /paʊt/ /paʊt/ to push the lower lip forward to show you are annoyed, or to push both lips forward in a sexually attractive way: trề môi, chu môi

repertoire (n) /'repətwa:(r)/ /'repərtwa:r/ all the plays, songs, pieces of music, etc. that a performer or a group of performers knows and can perform: vốn tiết mục

slurp (v) /slɜ:p/ /slɜ:rp/ to drink a liquid noisily as a result of sucking air into the mouth at the same time as the liquid: uống xì xụp

sustainability (n) /sə'steɪnə'bɪləti/ /sə'steɪnə'bɪləti/ the ability to continue or be continued for a long time: sự bền vững

troupe (n) /tru:p/ /tru:p/ a group of actors, singers, etc. who work together: đoàn kịch

tut (interjection) /tʌt/ /tʌt/ used in writing to represent the sound used to express disapproval, annoyance, etc.: tiếng tặc lưỡi

vibrant (adj) /'vaɪbrənt/ /'vaɪbrənt/ exciting and powerful: sôi động

zither (n) /'zɪðə(r)/ /'zɪðər/ a musical instrument with a lot of metal strings stretched over a flat wooden box that you play with your fingers or with a small piece of plastic: đàn tam thập lục

Unit 4

B&B (n) /'bi:ən'bi:/ /'bi:ən'bi:/ bed and breakfast: nơi lưu trú nhỏ (chỉ bao gồm giường ngủ và ăn sáng)

backpacking (n) /'bækpæk/ /'bækpæk/ the activity of going on trips or going camping carrying a backpack: chuyến du lịch ba lô, chuyến dã ngoại

caravan (n) /'kærəvæn/ /'kærəvæn/ a wheeled vehicle for living or travelling in, especially for holidays, that contains beds and cooking equipment and can be pulled by a car: nhà di động (cho các kì nghỉ)

couch-surfing (n) /'kaʊtʃ'sɜ:fɪŋ/ /'kaʊtʃ'sɜ:rɪŋ/ the practice of travelling around and staying for free with people you do not know, who advertise their homes on the internet: du lịch có chỗ trọ miễn phí tìm trên mạng

dingy (adj) /'dɪndʒi/ /'dɪndʒi/ dark and dirty: tối tăm và bẩn thỉu

W

Wordlist

entry (n) /'entri/ /'entri/ an item, for example a piece of information, that is written on a website: bài viết, mục trên trang mạng

globetrotter (n) /'gləʊbtrotə(r)/ /'gləʊbtrə:tə/ a person who travels in many countries all over the world: người đi du lịch khắp thế giới

harsh (adj) /hɑ:ʃ/ /hɑ:rʃ/ very difficult and unpleasant to live in: khắc nghiệt

house swap (n) /'haʊs swɒp/ /'haʊs swɑ:p/ a temporary exchange of homes: sự hoán đổi nhà tạm thời

off the beaten track (idiom) /,ɒf ðə ,bi:tən 'træk/ /,ɔ:f ðə ,bi:tən 'træk/ far away from other people, houses, etc.: ở nơi hẻo lánh, ít người qua lại

pamper (v) /'pæmpə(r)/ /'pæmpər/ to take care of somebody very well and make them feel as comfortable as possible: chiều chuộng, nuông chiều

self-catering apartment (n) /,self ,keɪtərɪŋ ə'pɑ:tmənt/ /,self ,keɪtərɪŋ ə'pɑ:rtmənt/ a set of rooms where you are provided with the facilities to prepare and cook your own meals: căn hộ tự phục vụ

sleep rough (idiom) /sli:p 'rʌf/ /sli:p 'rʌf/ to sleep outdoors, usually because you have no home and no money: ngủ ngoài đường vì không có nhà và tiền

time-share apartment (n) /,taɪmʃeər ə'pɑ:tmənt/ /,taɪmʃeər ə'pɑ:rtmənt/ a set of rooms used for a holiday which several people arrange to own as a holiday home together and use it at a different time of the year: căn hộ nghỉ dưỡng chia sẻ thời gian thuê

travel light (idiom) /,trævl 'laɪt/ /,trævl 'laɪt/ to take very little with you when you go on a trip: du lịch với hành lý gọn nhẹ tối thiểu

tread (v) /tred/ /tred/ to walk: đặt chân, đi

uninhabited (adj) /,ʌnɪn'hæbɪtɪd/ /,ʌnɪn'hæbɪtɪd/ with no people living there: không có người ở

Unit 5

abstract (adj) /'æbstrækt/ /'æbstrækt/ based on general ideas and not on any particular real person, thing or situation: trừu tượng

analytical (adj) /,ænə'lɪtɪkl/ /,ænə'lɪtɪkl/ examining or liking to examine things in detail, in order to discover more about them: có óc phân tích

anatomy (n) /ə'nætəmi/ /ə'nætəmi/ the scientific study of the body and how its parts are arranged: giải phẫu học

charge (n) /tʃɑ:dʒ/ /tʃɑ:rdʒ/ responsibility for controlling or caring for something: trách nhiệm

conscientious (adj) /,kɒnʃi'ɛnʃəs/ /,kɑ:nʃi'ɛnʃəs/ careful and hard-working: tận tâm, chu đáo

critical (adj) /'krɪtɪkl/ /'krɪtɪkl/ judging and analysing or fault-finding: hay phê phán, chỉ trích

desperate (adj) /'despəɪət/ /'despəɪət/ needing or wanting something very much: khao khát

detail-oriented (adj) /'di:teɪl ,ɔ:rientɪd/ /'di:teɪl ,ɔ:rientɪd/ very interested in and paying a lot of attention to details: có khả năng chú ý các chi tiết

diligent (adj) /'dɪlɪdʒənt/ /'dɪlɪdʒənt/ showing care and effort in your work or duties: siêng năng

ecstatic (adj) /ɪk'stætɪk/ /ɪk'stætɪk/ very happy, excited and enthusiastic; feeling or showing great enthusiasm: ngây ngất, mê mẩn

empathetic (adj) /,empə'θetɪk/ /,empə'θetɪk/ able to understand how somebody else feels because you can imagine what it is like to be that person: thấu hiểu, đồng cảm

first-hand (adj) /,fɜ:st 'hænd/ /,fɜ:rst 'hænd/ obtained or experienced yourself: tự trải nghiệm

geologist (n) /dʒɪ'blɒdʒɪst/ /dʒɪ'ɑ:lɒdʒɪst/ a scientist who studies the rocks and physical processes of the earth in order to understand its origin and history: nhà địa chất

gregarious (adj) /grɪ'geəriəs/ /grɪ'geriəs/ liking to be with other people: thích giao du

hilarious (adj) /hɪ'leəriəs/ /hɪ'leriəs/ extremely funny: rất vui nhộn

hologram (n) /'hɒləgræm/ /'həʊləgræm/ /'hɑ:ləgræm/ a special type of image that appears to be three-dimensional, especially one created using lasers: ảnh ba chiều

HR (n) /,eɪtʃ 'ɑ:(r)/ /,eɪtʃ 'ɑ:r/ human resources: bộ phận nhân sự

HR manager (n) /,eɪtʃ 'ɑ: ,mænɪdʒə(r)/ /,eɪtʃ 'ɑ: ,mænɪdʒər/ a person who is in charge of the department in a company that deals with employing and training people: trưởng phòng nhân sự

idealism (n) /aɪ'di:əlɪzəm/ /aɪ'di:əlɪzəm/ the belief that a perfect life, situation, etc. can be achieved, even when this is not very likely: chủ nghĩa lí tưởng

inspiring (adj) /ɪn'spaɪərɪŋ/ /ɪn'spaɪərɪŋ/ exciting and encouraging you to do or feel something: gây hứng khởi

justified (adj) /'dʒʌstɪfaɪd/ /'dʒʌstɪfaɪd/ existing or done for a good reason: hợp lí, chính đáng

light-hearted (adj) /,laɪt 'hɑ:rtɪd/ /,laɪt 'hɑ:rtɪd/ cheerful and not worried about anything: vui vẻ; thư thái

manifest itself (v) /,mænɪfest ɪt'self/ /,mænɪfest ɪt'self/ to appear or become easy to notice: tự biểu hiện

observe (v) /əb'zɜ:v/ /əb'zɜ:rv/ to watch somebody or something carefully, especially to learn more about them: quan sát

W

Wordlist

obstacle (n) /'ɒbstəkl/ /'ɑ:bstəkl/ a situation, an event, etc. that makes it difficult for you to do or achieve something: trở ngại

outraged (adj) /'aʊtreɪdʒd/ /'aʊtreɪdʒd/ very shocked and extremely angry: phẫn nộ

panel interview (n) /'pænl ,ɪntəvju:/ /'pænl ,ɪntəvju:/ a formal meeting at which somebody is asked questions by a group of people to see if they are suitable for a particular job: phỏng vấn nhóm (gồm một ứng viên và nhiều nhà phỏng vấn)

passionate (adj) /'pæʃənət/ /'pæʃənət/ having or showing strong feelings of enthusiasm for something or belief in something: sôi nổi, nồng nhiệt

perk (n) /pɜ:k/ /pɜ:rk/ something you receive as well as your wages for doing a particular job: phụ cấp, bổng lộc

prior to something (phr) /'praɪə tə 'sʌmθɪŋ / /'praɪə tə 'sʌmθɪŋ / before a particular time or event: trước

recruitment (n) /rɪ'kru:tmənt/ /rɪ'kru:tmənt/ the act or process of finding new people to join a company or an organisation: sự tuyển dụng

resourceful (adj) /rɪ'sɔ:sfl/ /rɪ'zɔ:sfl/ /rɪ'sɔ:sfl/ good at finding ways of solving difficulties, problems, etc.: tháo vát, giải xoay xử

semi-skilled (adj) /,semi 'skɪld/ /,semi 'skɪld/ /,semaɪ 'skɪld/ having or needing only a small amount of training: bán lành nghề

shortlist (v) /'ʃɔ:tlɪst/ /'ʃɔ:rtɪst/ to put someone on a list of people selected from the total number of applicants for a job: đưa vào danh sách sơ tuyển

single-minded (adj) /,sɪŋgl 'maɪndɪd/ /,sɪŋgl 'maɪndɪd/ only thinking about one particular aim or goal because you are determined to achieve something: chuyên tâm

specify (v) /'spesɪfaɪ/ /'spesɪfaɪ/ to mention particularly: xác định rõ

spontaneous (adj) /spon'teɪniəs/ /spa:n'teɪniəs/ often doing things without planning to, because you suddenly want to do them: tự phát, ngẫu hứng

vacancy (n) /'veɪkənsi/ /'veɪkənsi/ a job that is available for somebody to do: chỗ khuyết, vị trí cần tuyển dụng

Unit 6

absent-minded (adj) /,æbsənt 'maɪndɪd/ /,æbsənt 'maɪndɪd/ tending to forget things, perhaps because you are not thinking about what is around you, but about something else: lơ đãng

addicted (adj) /ə'dɪktɪd/ /ə'dɪktɪd/ unable to stop using or doing something as a habit, especially something harmful: nghiện

additive (n) /'ædətɪv/ /'ædətɪv/ a substance that is added in small amounts to something, especially food, in order to improve it, give it colour, make it last longer, etc.: chất phụ gia

adopt (v) /ə'dɒpt/ /ə'dɑ:pt/ to accept or start to use something new: (làm) theo, áp dụng

anaesthetic (n) /,ænəs'tetɪk/ /,ænəs'tetɪk/ a substance that makes you unable to feel pain: thuốc mê

antacid (n) /,ænt'æsɪd/ /,ænt'æsɪd/ a medicine that you take in order to reduce the amount of acid in your stomach: thuốc làm giảm độ axit trong dạ dày

antibiotic (n) /,æntɪbaɪ'ɒtɪk/ /,æntɪbaɪ'ɑ:tɪk/ /,æntaɪbaɪ'ɑ:tɪk/ a medicine which is used to kill the bacteria that cause disease: thuốc kháng sinh

antiseptic (adj) /,æntɪ'septɪk/ /,æntɪ'septɪk/ of a substance that destroys bacteria, e.g. in a wound: có tính khử trùng, sát trùng

antihistamine (n) /,æntɪ'hɪstəmi:n/ /,æntɪ'hɪstəmi:n/ a drug taken to limit the bad effect of the body's reaction to some substances: thuốc trị dị ứng

anti-inflammatory (n) /,æntɪ ɪn'flæmətri/ /,æntɪ ɪn'flæmətɔ:ri/ /,æntaɪ ɪn'flæmətɔ:ri/ a drug used to reduce pain and swelling: thuốc kháng viêm

approach (n) /ə'prəʊtʃ/ /ə'prəʊtʃ/ a way of considering or doing something: cách thức, phương thức

bandage (n) /'bændɪdʒ/ /'bændɪdʒ/ a strip of material used to bind a wound or to protect an injured part of the body: băng (cứu thương)

bleary-eyed (adj) /,blɪəri 'aɪd/ /,blɪəri 'aɪd/ unable to see clearly, especially because you are tired: mờ mắt do mệt mỏi

boost (v) /bu:st/ /bu:st/ to increase or improve something: đẩy mạnh, cải tiến

broad-based (adj) /brɔ:d 'beɪst/ /brɔ:d 'beɪst/ based on a wide variety of people: trên diện rộng, dựa trên nhiều người

carbohydrates (n) /,kɑ:bəʊ'haidreɪts/ /,kɑ:rbəʊ'haidreɪts/ foods such as bread, potatoes and rice that contain a lot of carbohydrate: thức ăn chứa nhiều chất bột đường

catastrophic (adj) /,kætə'strɒfɪk/ /,kætə'strɒ:fɪk/ (of a natural event) causing many people to suffer: thảm khốc, thảm

chicken nugget (n) /'tʃɪkɪn ,nʌɡɪt/ /'tʃɪkɪn ,nʌɡɪt/ a small piece of fried chicken: món gà viên chiên

coeliac disease (n) /'si:liæk dɪ'zi:z/ /'si:liæk dɪ'zi:z/ a disease in which somebody cannot digest some types of food because their body is very sensitive to gluten: bệnh không hấp thu được thực phẩm có chứa gluten

collapse (v) /kə'læps/ /kə'læps/ to fall down (and usually become unconscious), especially because you are very ill: ngã xỉu

W

Wordlist

congested (adj) /kən'dʒestɪd/ /kən'dʒestɪd/ (of a part of the body) blocked with blood or thick liquid: sung huyết; ứ dịch

criticise (v) /'krɪtɪsaɪz/ /'krɪtɪsaɪz/ to say that you think somebody/something is bad; to say what you do not like or think is wrong about somebody/something: chỉ trích; phê phán

dedication (n) /ˌdedɪ'keɪʃn/ /ˌdedɪ'keɪʃn/ the hard work and effort that somebody puts into an activity or a purpose because they think it is important: sự tận tụy

diet (n) /'daɪət/ /'daɪət/ the food and drink that you eat and drink regularly: chế độ ăn uống

digest (v) /daɪ'dʒest/ /daɪ'dʒest/ /daɪ'dʒest/ /daɪ'dʒest/ to change food in your stomach into substances that your body can use: tiêu hóa

dizzy (adj) /'dɪzi/ /'dɪzi/ feeling as if everything is turning around you and that you are not able to balance: chóng mặt, choáng váng

eliminate (v) /ɪ'limɪneɪt/ /ɪ'limɪneɪt/ to remove or get rid of something: loại, bỏ

epidemic (n) /ˌepɪ'demɪk/ /ˌepɪ'demɪk/ an outbreak of a disease that spreads rapidly and attacks very many people: bệnh dịch

excess (n) /'ekses/ /'ekses/ more than is necessary, reasonable or acceptable: sự quá mức, vượt mức cần thiết

far-fetched (adj) /ˌfɑː'fetʃt/ /ˌfɑːr'fetʃt/ very unlikely to be true, and difficult to believe: xa vời, khó tin

far-reaching (adj) /ˌfɑː'rɪtʃɪŋ/ /ˌfɑːr'ri:tʃɪŋ/ likely to have a lot of influence or many effects: có ảnh hưởng sâu rộng

fatigued (adj) /fə'tiːɡd/ /fə'tiːɡd/ very tired, both physically and mentally: rất mệt, kiệt sức

fibre (n) /'faɪbə(r)/ /'faɪbər/ the part of foods eaten that is not digested but that passes through the body and is excreted as waste: chất xơ

flavour (n) /'fleɪvə(r)/ /'fleɪvər/ how food or drink tastes: mùi vị

fracture (n) /'fræktʃə(r)/ /'fræktʃər/ a break in a bone: chỗ gãy, nứt xương

germ (n) /dʒɜːm/ /dʒɜːrm/ a very small living thing that can cause infection and disease: vi trùng, mầm bệnh

gluten-free (adj) /ˌɡluːtɪn'friː/ /ˌɡluːtɪn'friː/ containing no gluten, a type of protein contained in wheat and some other grains: không chứa gluten, một loại protein có trong lúa mì và một số loại ngũ cốc khác

half-hearted (adj) /ˌhɑːf'hɑːrtɪd/ /ˌhæf'hɑːrtɪd/ done without enthusiasm or effort: thiếu nhiệt tình, không toàn tâm

heartburn (n) /'hɑːtbɜːn/ /'hɑːrtbɜːrn/ a pain that feels like something burning in your chest caused by acid coming back up from your stomach: chứng ợ nóng

hygiene (n) /'haɪdʒiːn/ /'haɪdʒiːn/ cleanliness whose aim is to preserve health and prevent the spread of disease: vệ sinh

hypnosis (n) /hɪp'nəʊsɪs/ /hɪp'nəʊsɪs/ a sleep-like state caused by the action of another person who can then make the sleeper obey his commands: sự thôi miên

infection (n) /ɪn'fekʃn/ /ɪn'fekʃn/ the act or process of causing or getting a disease: sự nhiễm bệnh

mind-blowing (adj) /'maɪnd bləʊɪŋ/ /'maɪnd bləʊɪŋ/ extremely exciting or surprising: rất thú vị; gây kinh ngạc

mineral (n) /'mɪnərəl/ /'mɪnərəl/ a chemical that your body needs to stay healthy: chất khoáng

mitochondrion (n) /ˌmaɪtəʊ'kɒndrɪən/ /ˌmaɪtəʊ'kɑːndrɪən/ (plural: mitochondria) a small part found in most cells, in which the energy in food is released: ti thể (một cấu trúc có trong tế bào sản xuất năng lượng từ thức ăn mà cơ thể cần)

mouth-watering (adj) /'maʊθ wɔːtərɪŋ/ /'maʊθ wɔːtərɪŋ/ looking or smelling so good that you want to eat it immediately: (thức ăn) ngon lành

myth (n) /mɪθ/ /mɪθ/ something that many people believe but that does not exist or is false: chuyện hoang đường, chuyện tưởng tượng

myth busting (n) /'mɪθ ˌbʌstɪŋ/ /'mɪθ ˌbʌstɪŋ/ saying or showing that something generally thought to be true is not, in fact, true, or is different from how it is usually described: phá vỡ chuyện hoang đường

nauseous (adj) /'nɔːziəs/ /'nɔːʒəs/ feeling as if you want to vomit: buồn nôn

nosebleed (n) /'nəʊzbliːd/ /'nəʊzbliːd/ a flow of blood that comes from the nose: sự chảy máu cam

nutrient (n) /'njuːtriənt/ /'nuːtriənt/ a substance that is needed to keep a living thing alive and to help it to grow: chất dinh dưỡng

obesity (n) /əʊ'biːsəti/ /əʊ'biːsəti/ the quality or fact of being very fat, in a way that is not healthy: sự béo phì

painkiller (n) /'peɪnkɪlə(r)/ /'peɪnkɪlər/ a drug that reduces pain: thuốc giảm đau

plague (n) /pleɪɡ/ /pleɪɡ/ a disease spread by rats that causes a high temperature, swellings on the body and usually death: bệnh dịch hạch

portion (n) /'pɔːʃn/ /'pɔːrʃn/ an amount of food that is large enough for one person: khẩu phần ăn

preservative (n) /prɪ'zɜːvətɪv/ /prɪ'zɜːrvətɪv/ a substance used to prevent food from going bad: chất bảo quản

pulses (n) /'pʌlsɪz/ /'pʌlsɪz/ seeds such as beans or peas that are cooked and eaten: hạt đậu

rash (n) /ræʃ/ /ræʃ/ a large number of small red spots on the skin: chứng phát ban

W

Wordlist

record-breaking (adj) /'rekɔ:d breɪkɪŋ/ /'rekərd breɪkɪŋ/

having achieved a better result or higher level than has ever been achieved before: phá kỉ lục

refined (adj) /rɪ'faɪnd/ /rɪ'faɪnd/ (of a substance) made pure by having other substances taken out of it: được tinh chế, tinh luyện

release (v) /rɪ'li:s/ /rɪ'li:s/ to allow a substance to flow out: thải ra

savoury (adj) /'seɪvəri/ /'seɪvəri/ salty or spicy and not sweet in taste: có vị mặn

single-minded (adj) /ˌsɪŋɡl 'maɪndɪd/ /ˌsɪŋɡl 'maɪndɪd/ very determined to achieve something: chuyên tâm; hướng về một mục đích

sleepwalker (n) /'sli:pwɔ:kə(r)/ /'sli:pwɔ:kə(r)/ a person who gets out of bed and walks around while they are asleep: người mộng du

sprain (n) /spreɪn/ /spreɪn/ a twisting of a joint, especially the ankle or wrist: sự bong gân, trật khớp

star dish (n) /'stɑ: dɪʃ/ /'stɑ:r dɪʃ/ food that is the best of a group: món ăn ngon nhất

sting (n) /stɪŋ/ /stɪŋ/ a small but painful injury caused when an insect makes a very small hole in the skin so that you feel a sharp pain: vết đốt, vết châm chích

stitch (v) /stɪtʃ/ /stɪtʃ/ to sew the edges of a wound together: khâu (vết thương)

stitch (n) /stɪtʃ/ /stɪtʃ/ a short piece of thread, etc. that doctors use to sew the edges of a wound together: chỉ khâu (vết thương)

straightforward (adj) /ˌstreɪt'fɔ:wəd/ /ˌstreɪt'fɔ:rwəd/ easy to understand; not complicated: dễ hiểu; đơn giản

surgery (n) /'sɜ:dʒəri/ /'sɜ:rdʒəri/ the treatment of injuries or diseases in people or animals by cutting open the body and removing or repairing the damaged part: cuộc phẫu thuật

swollen (adj) /'swɒlən/ /'swɒlən/ (of a part of the body) larger than normal, especially as a result of a disease or an injury: bị sưng, phù

tablet (n) /'tæblət/ /'tæblət/ a small round solid piece of medicine that you swallow: viên (thuốc)

therapy (n) /'θerəpi/ /'θerəpi/ the treatment of a physical problem or an illness: phương pháp trị liệu

thought-provoking (adj) /'θɔ:t prəvʊkɪŋ/ /'θɔ:t prəvʊkɪŋ/ making people think a lot about a particular subject: đáng nghiền ngẫm, kích thích tư duy

throat sweet (n) /'θrəʊt ,swi:t/ /'θrəʊt ,swi:t/ a hard, sweet piece of medicine that you suck on to clear your throat or help a cough get better: viên ngậm thông họng, trị ho

Unit 7

algebra (n) /'ældʒɪbrə/ /'ældʒɪbrə/ a part of mathematics in which letters and signs are used to represent numbers: đại số

analytic geometry (n) /ænəˌlɪtɪk dʒi'ɒmətri/ /ænəˌlɪtɪk dʒi'ɑ:mətri/ the study of geometric properties by means of algebraic operations upon symbols defined in terms of a coordinate system: hình học giải tích

authority (n) /ɔ:'θɒrəti/ /ə'θɔ:rəti/ the person or people who have the responsibility and the power to make decisions in a particular area: người có thẩm quyền

biased (adj) /'baɪəst/ /'baɪəst/ showing an unreasonable preference or dislike based on personal opinion: thiên vị

daunting (adj) /'daʊntɪŋ/ /'daʊntɪŋ/ making somebody feel nervous and less confident about doing something: làm nản chí

devise (v) /dɪ'vaɪz/ /dɪ'vaɪz/ to use knowledge and imagination to think of or plan something: nghĩ ra, vạch ra

differential calculus (n) /ˌdɪfərənʃl 'kælkjələs/ /ˌdɪfərənʃl 'kælkjələs/ a type of mathematics that deals with quantities that change in time and is used to calculate a quantity at a particular moment: phép tính vi phân

disguise (v) /dɪs'gaɪz/ /dɪs'gaɪz/ to hide something or change it, so that it cannot be recognised: che giấu

dissemble (v) /dɪ'sembl/ /dɪ'sembl/ to hide your real feelings or intentions, often by pretending to have different ones: che giấu (cảm xúc, ý định)

disseminate (v) /dɪ'semɪneɪt/ /dɪ'semɪneɪt/ to spread information, knowledge, etc. so that it reaches many people: truyền bá, phổ biến

distort (v) /dɪ'stɔ:t/ /dɪ'stɔ:rt/ to change facts, ideas, etc. so that they are no longer correct or true: bóp méo, xuyên tạc

facilitate (v) /fə'sɪlɪteɪt/ /fə'sɪlɪteɪt/ to make something possible or easier: làm cho dễ dàng

fugitive (n) /'fju:dʒətɪv/ /'fju:dʒətɪv/ a person who is running away (from the police, etc.): người chạy trốn

genuine (adj) /'dʒenjuɪn/ /'dʒenjuɪn/ real; exactly what it appears to be: thật; không giả

hoax (n) /həʊks/ /həʊks/ an act intended to make somebody believe something that is not true: trò đánh lừa; chơi khăm

mutant (adj) /'mju:tənt/ /'mju:tənt/ (of a living thing) different in some way from others of the same kind because of a change in its genetic structure: bị đột biến gen

probability (n) /ˌprɒbə'bɪləti/ /ˌprə:bə'bɪləti/ a branch of mathematics concerned with the study of probabilities: ngành toán học chuyên nghiên cứu xác suất

provocative (adj) /prə'vɒkətɪv/ /prə'vɑ:kətɪv/ likely to make people upset, intended to make people argue about something: khiêu khích, gây tranh cãi

W

Wordlist

quick-witted (adj) /ˈkwɪk ˈwɪtɪd/ /ˈkwɪk ˈwɪtɪd/ able to think quickly: nhanh trí

sarcastic (adj) /sɑːˈkæstɪk/ /sɑːrˈkæstɪk/ using remarks that clearly mean the opposite of what you say, in order to hurt someone's feelings or to humorously criticise something: mỉa mai, châm biếm

scam (n) /skæm/ /skæm/ a clever and dishonest way of getting money: trò lừa đảo tiền

sophisticated (adj) /səˈfɪstɪkətɪd/ /səˈfɪstɪkətɪd/ clever and complicated in the way that it works: tinh vi, phức tạp

subscriber (n) /səbˈskraɪbə(r)/ /səbˈskraɪbə(r)/ a person who arranges to have regular access to an electronic information service or other internet service: người đăng kí (kênh, trang mạng)

theorem (n) /ˈθiərəm/ /ˈθiərəm/ (especially in mathematics) a formal statement that can be shown to be true by logic: định lý, định luật

transmit (v) /trænzˈmɪt/ /trænzˈmɪt/ to send an electronic signal or television broadcast: truyền, phát tín hiệu (vô tuyến, truyền hình)

TV commercial (n) /ˌtiː ˈviː kəˈmɜːʃl/ /ˌtiː ˈviː kəˈmɜːʃl/ an advertisement on television: quảng cáo trên truyền hình

urban legend (n) /ˌɜːbən ˈledʒənd/ /ˌɜːrbən ˈledʒənd/ a story that is not true but is often repeated, and believed by many city dwellers to be true: truyền thuyết thành thị

visual trickery (n) /ˌvɪʒuəl ˈtrɪkəri/ /ˌvɪʒuəl ˈtrɪkəri/ the use of dishonest methods connected with seeing or sight to trick people in order to achieve what you want: trò lừa thị giác

vlogger (n) /ˈvlɒɡə(r)/ /ˈvlɒːgər/ someone who makes short films that record their thoughts, ideas, or opinions on a subject and posts them on the internet: người sáng tạo ra các vlog và đăng trên các nền tảng mạng xã hội

Unit 8

activism (n) /ˈæktɪvɪzəm/ /ˈæktɪvɪzəm/ the use of direct and noticeable action to achieve a result, usually a political or social one: hoạt động xã hội

activist (n) /ˈæktɪvɪst/ /ˈæktɪvɪst/ a person who works to achieve political or social change: nhà hoạt động

adjust (v) /əˈdʒʌst/ /əˈdʒʌst/ to change something slightly to make it more correct, effective, or suitable: điều chỉnh

algorithm (n) /ˈælgərɪðəm/ /ˈælgərɪðəm/ a set of rules that must be followed when solving a particular problem: thuật toán

applause (n) /əˈplɔːz/ /əˈplɔːz/ praise or approval, expressed by clapping: sự hoan nghênh

benefit concert (n) /ˈbenɪfɪt ˌkɒnsərt/ /ˈbenɪfɪt ˌkɑːnsərt/ a type of musical performance held to support an organisation or idea: buổi hòa nhạc ủng hộ một tổ chức hay ý tưởng nào đó

biodegradable (adj) /ˌbaɪəʊdɪˈgreɪdəbl/ /ˌbaɪəʊdɪˈgreɪdəbl/ that can be changed by the action of bacteria to a natural state that will not harm the environment: có thể phân hủy sinh học

campaign (n) /kæmˈpeɪn/ /kæmˈpeɪn/ a series of organized actions in support of a cause: cuộc vận động

compliment (n) /ˈkɒmplɪmənt/ /ˈkɑːmplɪmənt/ an expression of praise or approval: lời khen

critic (n) /ˈkrɪtɪk/ /ˈkrɪtɪk/ a person who expresses opinions about the good and bad qualities of books, music, etc.: nhà phê bình

demonstrate (v) /ˈdemənstreɪt/ /ˈdemənstreɪt/ to express an opinion (usually political) by marching, showing banners, etc. in public: biểu tình

derelict (adj) /ˈderəlɪkt/ /ˈderəlɪkt/ (especially of land or buildings) not used or cared for and in bad condition: bị bỏ hoang

determine (v) /dɪˈtɜːmɪn/ /dɪˈtɜːrmɪn/ to officially decide or arrange something: xác định rõ

disgrace (n) /dɪsˈɡreɪs/ /dɪsˈɡreɪs/ something which causes shame: sự hổ thẹn

donate (v) /dəʊˈneɪt/ /ˈdəʊneɪt/ to give money, food, clothes, etc. to help somebody or people in need: tặng, quyên góp

famine (n) /ˈfæmɪn/ /ˈfæmɪn/ a great lack or shortage of food: nạn đói

favela (n) /fəˈvelə/ /fəˈvelə/ a very poor and crowded area of a city in Brazil: khu ổ chuột ở Brazil

flexibility (n) /ˌfleksəˈbɪləti/ /ˌfleksəˈbɪləti/ the ability to bend or to be bent easily without breaking: dẻo, mềm dẻo

gender inequality (n) /ˈdʒendər ɪnɪˌkwələti/ /ˈdʒendər ɪnɪˌkwaːləti/ the unfair difference between men and women in society, when some have more wealth, status or opportunities than others: bất bình đẳng giới

gossip (n) /ˈɡɒsɪp/ /ˈɡɑːsɪp/ informal talk or stories about other people's private lives, which may be unkind or not true: chuyện ngòi lê đôi mách, tin đồn nhảm

initiate (v) /ɪˈnɪʃieɪt/ /ɪˈnɪʃieɪt/ to make something begin: bắt đầu, khởi đầu

media platform (n) /ˈmiːdiə ˌplætˌfɔːm/ /ˈmiːdiə ˌplætˌfɔːrm/ websites or applications that allow users to create and share content or to participate in social networking: nền tảng truyền thông; các ứng dụng mạng xã hội

W

Wordlist

mimic (v) /'mɪmɪk/ /'mɪmɪk/ to copy the way or operate in exactly the same way as something or someone else: bắt chước

monitor (v) /'mɒnɪtə(r)/ /'mɑ:nɪtə/ to watch and check something over a period of time in order to see how it develops, so that you can make any necessary changes: giám sát, theo dõi

nominate (v) /'nɒmɪneɪt/ /'nɑ:mɪneɪt/ to choose somebody to do a particular job: đề cử

patented (adj) /'pætntɪd/, /'peɪntɪd/ /'pætntɪd/ used to describe products for which someone has the official right to be the only person to make, use or sell them: được cấp bằng sáng chế

petition (n) /pə'tɪʃn/ /pə'tɪʃn/ a written document signed by a large number of people that asks somebody in authority to do or change something: đơn thỉnh cầu; kiến nghị

placard (n) /'plækɑ:d/ /'plækɑ:rd/ a large written or printed notice that is put in a public place or carried on a stick to protest about something: biểu ngữ, áp phích

racism (n) /'reɪsɪzəm/ /'reɪsɪzəm/ prejudice against someone on the grounds of his race: sự phân biệt chủng tộc

riot (n) /'raɪət/ /'raɪət/ a situation in which a group of people behave in a violent way in a public place, often as a protest: cuộc bạo động

sarcasm (n) /'sɑ:kæzəm/ /'sɑ:rkæzəm/ a way of using words that are the opposite of what you mean in order to be unpleasant to somebody or to make fun of them: lời mỉa mai, châm biếm

show-off (n) /'ʃəʊ ɒf/ /'ʃəʊ ɔ:f/ a person who tries to impress other people with one's possessions, ability, etc.: người khoe khoang, phô trương

social conscience (n) /,səʊʃl 'kɒnʃəns/ /,səʊʃl 'kɑ:nʃəns/ the state of being aware of the problems that affect a lot of people in society: lương tâm xã hội

sophisticated (adj) /sə'fɪstɪkeɪtɪd/ /sə'fɪstɪkeɪtɪd/ clever and complicated in the way that it works or is presented: tinh vi, phức tạp

vandalism (n) /'vændəlɪzəm/ /'vændəlɪzəm/ the crime of destroying or damaging public or private property, deliberately and for no good reason: tội phá hoại tài sản công hoặc tư



This edition of Solutions is published by arrangement with Oxford University Press, Great Clarendon Street, Oxford for sale in Vietnam only and not for export therefrom.

© Oxford University Press 2024

The moral rights of the author have been asserted

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of the copyright holder, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

This book is printed on paper from certified and well-managed sources.

ACKNOWLEDGEMENTS

Third Edition Solutions authors: Tim Falla, Paul A Davies, Paul Kelly, Helen Wendholt, Sylvia Wheeldon

Tiếng Anh 12 Friends Global

Chief Editor: Vu My Lan

Additional content authors by: Huynh Dong Hai, Nguyen Thuy Lien, Huynh Ngoc Thuy Trang, Tran Thuy Thuy Trinh

The authors and publisher are grateful to those who have given permission to reproduce the following extract of copyright material: p.43 Excerpt from *The Kite Runner* by Khaled Hosseini, copyright © 2003 by Khaled Hosseini. Reprinted by permission of: Bloomsbury Publishing Plc; Helen Heller Agency Inc; Doubleday Canada, a division of Penguin Random House Canada Limited; and Riverhead, an imprint of Penguin Publishing Group, a division of Penguin Random House LLC.

A Tech p.102 (Facebook screen shot/A Tech); Alamy Stock Photo pp.8 (friends taking selfie/Lev Dolgachov), 24 (stressed student/Chris Rott), 24 (jealous sister/Anelina), 29 (teen boy/Luminis), 30 (car exhaust fumes/Art Directors & TRIP), 33 (stressed student/redsnapper), 40 (Japanese restaurant/Image Source Plus), 44 (birthday party/Cultura Creative (RF)), 55 (passengers on plane/Kumar Sriskandan), 12 (Hispanic family/Blend Images), 15 (brothers arm wrestling/Blend Images), 20 (teen girls/Realimage), 20 (teen argument/Juice Images), 99 (ice bucket challenge/ITAR-TASS Photo Agency), 104 (WWF boat/Ashley Cooper pics), 34 (John Harrison/The Print Collector), 58 (aboriginal boy/John Warburton-Lee Photography); Alex Chacón p.54 (Alex Chacón and motorbike/Alex Chacón); Bloomsbury Publishing PLC pp.43 (book cover/Bloomsbury Publishing PLC), 43 (book cover/Bloomsbury Publishing PLC); Caters News Agency Ltd p.79 (girl with chips/www.catersnews.com); Flora Charner p.103 (Rene de Silva/Flora Charner); Getty Images pp.11 (birdge and groom/ fabio cardoso), 60 (J.K. Rowling/Luca Teuchmann), 63 (job interview/skynesher), 64 (math equations/Justin Lewis), 90 (teens laughing/Benjamin McMahon), 32 (breakfast scene/Peter Cade), 33 (computer help button/Peter Dazeley), 38 (backpacker/Ian Cumming), 39 (business meeting/Caiaimage/Sam Edwards),

39 (students meeting/Westend61), 44 (wedding reception/Caiaimage/Tom Merton), 45 (market, Anchorage, Alaska/Brent Winebrenner), 53 (TGV train/G. Bowater), 56 (woman on bus/Hinterhaus Productions), 56 (backpackers on train/Peter Ptschelinzew), 14 (teen and parents arguing/ Altrendo Images), 21 (girls lying on steps/Oliver Rossi), 74 (Roman Emperor illustration/Bettmann), 75 (performance testing/Science Photo Library), 78 (man eating pizza/Mark Edward Atkinson), 80 (hospital waiting room/ Caiaimage/Robert Daly), 81 (teens at fair/Bernd Opitz), 86 (teen on laptop/ sturti), 89 (Alice and the Fairies/Glenn Hill), 89 (Giant Spider Crab/Sandy Huffaker), 100 (Comic Relief celebrities/Dave J Hogan), 104 (Greenpeace ship/ AFP), 70 (drama class/Hill Street Studios), 82 (Battersea power station/Hulton Deutsch), 82 (London/ mattscutt); Kobal Collection pp.42 (*The Kite Runner*/ Dreamworks), 16 (22 Jump Street/Columbia/MGM/Mrc/Cannell Studios); National Archives p.72 (balanced diet/National Archives/Contains public sector information licensed under the Open Government Licence v3.0.); Oxford University Press pp.26 (lightning/ Photodisc), 37 (worried woman/Polka Dot Images), 13 (teen girl/Monkey Business Images); Paul Bock Photography p.30 (Buchanan St, Glasgow/Paul Bock; Riverhead Book/Penguin pp.42 (book cover/Riverhead Books/Penguin), 43 (book cover/Riverhead Books/Penguin); Science and Society Picture Library p.34 (Harrison's fourth marine chronometer/© Science Museum); Shutterstock pp.10 (blowing out candles/Ilya Andriyanov), 25 (airport departure delays/ Lisa S.), 27 (crisis ahead sign/Arcady), 36 (confused woman/pathdoc), 37 (man frowning/file404), 37 (surprised woman/ ESB Professional), 36 (male student/ wavebreakmedia), 41 (Central Park/ Songquan Deng), 48 (beach house/Xiaojiao Wang), 52 (canal in Amsterdam/ S.Borisov), 59 (family camping holiday/ oliveromg), 59 (family holiday/kurhan), 77 (girl sleeping/lightpoet), 92 (beach and laptop/Steliost), 105 (Sighisoara, Romania/pavel dudek), 98 (fast food litter/ Africa Studio), 23 (friends skating/ Syda Productions); Simon Foster/Massey Ferguson p.55 (Manon Ossevoort/ Massey Ferguson); South West News Service p.78 (chicken nugget addict/Nick Wilkinson/SWNS); Tourism new Zealand p.58 (Maori teen/James Heremala); Wilson To p.102 (Wilson To).

Freepik p.20(teen friends/dragonimages), 44 (fireworks celebration in HCMC/ blackhandsg), 50 (beautiful tropical beach sea/lifeforstock), 50 (rice fields in Yen Bai Vietnam/mestyle-studio3), 62 (young man sitting reading good news/ kucherav), 66 (asia young creative people/tirachardz), 67 (young group of industrial workers/vgstockstudio), 68 (resume application/sitthiphong), 68 (headhunter interviewing/yanalya), 71 (job interviewing/westock), 71 (job interview candidate/seventyfour), 84 (instagram/jannoon028), 84 (smart tv/aonfreepik), 97 (protecting for women right/freepik), 106 (cyber technology/ starline), 107 (ebook/freepik); ; GEPS p.18 (teens on grass/BBTMNTiH), 22 (making cake/PhanMyTho), 23 (kids at beach/HNThuyTrang), 46 (BachTuyet/ BachTuyetfanpage), 48 (Vivafarmstay/PhamHuuVinh), 48 (cycling/ HNThuyTrang), 56 (Halong ambassador cruise/visithalongbay.com), 106 (Sophia the robot/industry 4.0 summit); Shutterstock p44 (Nguyen Hue walking street/QuangNguyenVinh), 60 (Herry Ford/spatuletail), 60 (Mother Teresa/ markreinstein), 68 (Young man sitting at interview meeting/ Andrey Popov, 68 (Interviewer/George Rudy), 94 (Pierre de Fermat old engraved portrait/ marzolino), 95 (Sign warning/Filip Jedraszak), 97 (Anti fur protest/Elena Rostunova).

*Nhà xuất bản Giáo dục Việt Nam xin trân trọng cảm ơn
các tác giả có tác phẩm, tư liệu được sử dụng, trích dẫn
trong cuốn sách này.*

Chịu trách nhiệm xuất bản:

Tổng Giám đốc HOÀNG LÊ BÁCH

Chịu trách nhiệm nội dung:

Tổng biên tập PHẠM VĨNH THÁI

Biên tập nội dung: HUỲNH LÊ ÁI NHI – HUỲNH THỊ XUÂN PHƯƠNG

Trình bày bìa: TÔNG THANH THẢO

Sửa bản in: HUỲNH LÊ ÁI NHI – HUỲNH THỊ XUÂN PHƯƠNG

Chế bản: CÔNG TY CP DỊCH VỤ XUẤT BẢN GIÁO DỤC GIA ĐỊNH

**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam
và Nhà xuất bản Đại học Oxford.**

Xuất bản phẩm đã đăng kí quyền tác giả. Tất cả các phần của nội dung cuốn sách này đều không được sao chép, lưu trữ, chuyển thể dưới bất kì hình thức nào khi chưa có sự cho phép bằng văn bản của Nhà xuất bản Giáo dục Việt Nam.



TIẾNG ANH 12 FRIENDS GLOBAL – STUDENT BOOK

Mã số:

In bản, (QĐ) khổ 20,5 x 27,5 cm.

Đơn vị in: địa chỉ

Cơ sở in: địa chỉ

Số ĐKXB:

Số QĐXB: .../QĐ- GD - HN ngày ... tháng ... năm 20...

In xong và nộp lưu chiểu tháng ... năm 20...

Mã số ISBN:



HUÂN CHƯƠNG HỒ CHÍ MINH

TIẾNG ANH 12

Friends Global

Student Book

Developing a global outlook

Tiếng Anh 12 Friends Global encourages students to become independent English learners and global citizens. Developed by an experienced Vietnamese and international team, **Tiếng Anh 12 Friends Global** meets the curriculum requirements approved by the Viet Nam Ministry of Education and Training, preparing students for success both in and beyond the classroom.

FOR STUDENTS



- Student Book
- Workbook
- Student Book and Workbook Audio
- e-Book

FOR TEACHERS



- Teacher's Guide
- Student Book and Workbook Audio
- e-Book
- Teacher's Website, including Tests and Printable Worksheets

<http://phuongnam.edu.vn>

Các đơn vị đầu mối phát hành



- Miền Bắc: CTCP Đầu tư và Phát triển Giáo dục Hà Nội
 - Miền Trung: CTCP Đầu tư và Phát triển Giáo dục Đà Nẵng
 - Miền Nam: CTCP Đầu tư và Phát triển Giáo dục Phương Nam
- Sách điện tử: <http://hanhtrangso.nxbgd.vn>

Cào lớp nhũ trên tem rồi quét mã để xác thực và truy cập học liệu điện tử.



WITH CONTENT FROM
OXFORD
UNIVERSITY PRESS