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Lời nói đầu

Sách Tiếng Anh 10 THINK được biên soạn theo Chương trình giáo dục phổ thông môn Tiếng Anh (ban hành kèm theo Thông tư số 32/2018/TT-BGDĐT ngày 26 tháng 12 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo) dành cho học sinh lớp 10 cấp trung học phổ thông.

Sách **Tiếng Anh 10 THINK** bao gồm các chủ đề phù hợp với độ tuổi thanh thiếu niên, mang tính thực tiễn và có tính cập nhật. Các hoạt động đa dạng trong bài học giúp học sinh phát huy vai trò chủ động, tích cực cũng như năng lực tư duy phản biện và tính sáng tạo. Bên cạnh việc phát triển các kiến thức và kĩ năng ngôn ngữ cần thiết, sách **Tiếng Anh 10 THINK** còn chú trọng đến việc định hình và nâng cao nhận thức, thái độ của học sinh về các giá trị nhân cách và giá trị bản thân.

Cùng với những nội dung chính trong bài học, sách **Tiếng Anh 10 THINK** còn có phần mở rộng bao gồm: Photostory – giúp học sinh tiếp cận môi trường học đa phương tiện và ngôn ngữ bản địa tự nhiên; Culture – mở rộng kiến thức văn hoá của học sinh về Việt Nam và các nước trên thế giới, tăng sự hứng thú khám phá thế giới qua tiếng Anh; và CLIL – tạo điều kiện cho học sinh sử dụng tiếng Anh như một phương tiện hữu ích trong học thuật.

Chúng tôi hy vọng sách **Tiếng Anh 10 THiNK** sẽ đem lại những trải nghiệm bổ ích và thú vị không chỉ dành riêng cho các em học sinh, mà còn cho cả quý thầy cô giáo trong quá trình dạy và học tiếng Anh.

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A GETTING TO KNOW YOU

Introducing yourself

Read the letter quickly. Write the names 1 under the photos.

Hi Khang,

My name's Nicola and I'd like to be your pen pal. I got your name from my teacher, Miss Edwards.

I'm 15 years old. I live in a small house in Manchester with my mum and my two little brothers. I go to Bluecoat High School.

I like listening to music and playing games on the computer. I also like playing the guitar. I play in a band with some of my friends. I like sport, too. I play volleyball and tennis. I'm in the school tennis team. We usually play matches on Saturday mornings. That's a bit of a problem because I don't really like getting up early at the weekend.

What about you? There are lots of questions I want to ask you. Things like: What's life like in Việt Nam? Do you like your

2	Read th about N		d complete the form	
	Name	Nicola	Hometown	
	Age		Family	
	Likes		,	
	Dislikes			

Asking questions

- 3 Match the questions with the answers to make mini-dialogues.
 - 1 What do you do?
 - 2 What are you doing?
 - 3 What do you like doing?
 - 4 Do you like studying English?
 - 5 Where are you from?
 - 6 Are you 14?
 - a I'm watching TV.
- d l'm a student.
- **b** Yes, it's great.
- c l'm from Viêt Nam.
- e No, l'm 13.
- f I love playing tennis.



school? What's it like? What's the weather like in Hồ Chí Minh City? Have you got a big family? All that sort of stuff, to help me get to know you. Miss Edwards says you like running, but that's all I know about you.

So please write. I'd love to have a Vietnamese friend.

Best,

Nicola

- Choose the next line for each of the mini-4 dialogues in Exercise 3.
 - 1 What's your teacher's name?
 - 2 Do you live in Hồ Chí Minh City?
 - 3 What school do you go to?
 - 4 When is your birthday?
 - Would you like to go out and do something 5 with me?
 - 6 Me too. Do you want to come over and practise with me some time?
- 5 **SPEAKING** Work in pairs. Think of one more line for each dialogue. Then practise your dialogues.

Why do you like it?

Do you like studying English?

Because I can communicate with foreigners.

Yes, I do.



B EXPERIENCES Meeting people



- 1 Put the parts of dialogue in order. Write 1–10 in the boxes.
 - A Really! Where? When?
 - A What book was it?
 - A Did he give you one?
 - 1 A Have you ever met a famous person?
 - **A** Did you say anything to him?
 - B It was my English course book, believe it or not. I had it with me to help me with my English.
 - B Yes, he was really nice. I didn't have any paper with me, so he signed a book that I was carrying.
 - B It was last summer. We were on holiday in LA. We were walking out of a restaurant when he walked in.
 - B Yes, I did. I asked him for an autograph.
 - 3 Yes, I have. Bradley Cooper.
- 2 **1.04** Listen and check.
- **3 SPEAKING** Work with a partner. Practise the conversation. Change names, places and other details.
- 4 <u>Underline</u> examples of the following tenses in Exercise 1.
 - 1 A past simple positive statement.
 - 2 A past simple negative statement.
 - 3 A past simple question.
 - 4 A past simple short answer.
 - 5 A past continuous statement.
 - 6 A present perfect question with ever.
 - 7 A present perfect short answer.

Irregular past participles

- 1 Write the past participles of these irregular verbs.
 - 1 think eat 7 2 drink 8 make 3 wear **9** run 4 see 10 win 5 lose 11 read 12 ride 6 hear
- 2 Complete the questions with eight of the past participles in Exercise 1.
 - 1 Who's the most famous person you've ever _____?
 - 2 What's the strangest food you've ever _____?
 - 3 What's the best book you've ever _____?
 - 4 What's the funniest joke you've ever _____?
 - 5 What's the most expensive thing you've ever _____ and never found again?
 - 6 What's the best prize you've ever _____?
 - 7 What are the most embarrassing clothes you've ever _____?
 - 8 What's the longest phone call you've ever _____?
- 3 Answer the questions in Exercise 2 with your own information. Give details.

The most famous person I've ever seen is Lionel Messi.

4 SPEAKING Work in pairs. Take one of the questions from Exercise 2 and think of two more questions. Ask your partner the three questions.

Who's the most famous person you've ever seen? Where did you see him/her? Did you say anything to him/her?

5 **SPEAKING** Report back to the group.

The most famous person Carla has seen is Lionel Messi. She saw him outside a shop in Barcelona. She didn't say anything to him.



Losing things

1 Read the story. What was in the wrong container?

People often complain about airline companies losing their suitcases when they fly. It's never happened to me, but something a lot worse happened to my family recently.

About ten years ago my mum got a job teaching at a university in Indonesia, so we all went there to live with her. We had a great time, but last year my parents decided that they wanted to return to the UK. Because we'd been there so long we had loads of things we wanted to take back with us – all the furniture from our house in fact.

So mum and dad went to a shipping company and arranged to take everything back in one of those big containers that you see on ships. The company packed everything into it: the armchair and sofas, the TV, wardrobes, desks, even all the carpets and curtains.

We flew back to the UK and waited for the container to arrive. About ten weeks later we were having breakfast one morning when a big lorry arrived outside our house. We were so excited. But they weren't our things. The container was full of motorbikes. It was the wrong one. My parents were so annoyed. But the story has a happy ending. The men took the container and motorbikes away, and about two months ago our things finally arrived.

2 Read the story again and answer the questions. Use the word in brackets in your answer.

- 1 When did Liam's mum start her job in Indonesia? (ago)
- 2 How long did they stay there? (about)
- 3 When did they decide to move back to the UK? (last)
- 4 How long after they were back in the UK did the first container arrive? (about)
- 5 When did the correct container finally arrive? (ago)

- **3** WRITING Write a short story about something you lost. Use these questions to help you.
 - When did it happen?
 - What was it?
 - Where did you lose it?
 - What did you do?
 - How did you feel?
 - Did you find it? If so, when and where?

Furniture

1 Tick (\checkmark) the items mentioned in the story.



2 SPEAKING Discuss in small groups.

Your family is moving to the other side of the world. They are packing the house things into a container, but there is only room for five items. What five items of furniture from your house are you going to choose?

C EATING AND DRINKING

Buying and talking about food

1 Listen and complete each space with one word.

ASSISTANT	Morning, can I help you?
CUSTOMER	Yes, please. Um, I want ¹
	onions.
ASSISTANT	OK, how many?
CUSTOMER	Two kilos. And can I have ²
	mushrooms too, please? About half a kilo?
ASSISTANT	OK. Anything ³ ?
CUSTOMER	Oh, yes – tomatoes. A kilo of tomatoes,
	please. And ⁴ olives.
ASSISTANT	Sorry, we haven't got ⁵
	olives today. Try the ⁶
	across the street.
CUSTOMER	OK, thanks.
ASSISTANT	Here are your tomatoes. So, are
	you going to make pizza tonight
	with all this?
CUSTOMER	No, I'm not. I'm making ' ⁷
	à la grecque'. It's a French dish. I had
	it on holiday in France. I loved it!
ASSISTANT	What about lemons? You don't
	⁸ to put lemon juice in it,
	but it's a ⁹ good idea!
CUSTOMER	Oh, right. No, it's OK, thanks. I've
	¹⁰ got lemons at home. So
	how ¹¹ is that?
ASSISTANT	Let's see. That's £4.35, please.
CUSTOMER	Here you are $-$ £5.
ASSISTANT	And 65p ¹² Thanks.
	Enjoy your dinner!



- 2 Complete each sentence with *some* or *any*. Then match the sentences with the pictures. Write the numbers 1–8.
 - 1 There's _____ yoghurt in the fridge.
 - 2 There are _____ mushrooms in the kitchen.
 - 3 There aren't _____ mushrooms in the pizza.
 - 4 I'd like ______ of those potatoes, please.
 - 5 Sorry, there aren't _____ potatoes.
 - 6 I'd like _____ coffee, please.
 - 7 Oh, there isn't _____ yoghurt.
 - 8 No, I don't want _____ coffee, thanks.
- **3 SPEAKING** Which of these things would you always / never / sometimes see on a pizza?



carrots | onions | peppers | yoghurt | pears pineapple | chicken | mushrooms | tomatoes cheese | olives

There's always cheese on a pizza – but you never see ... !

In a restaurant

 Read the sentences. Mark them W (waitress) or C (customer). Listen and check.



- 1 Can we see the menu, please?
- 2 Is everything OK?
- 3 There's too much salt in the soup!
- 4 The bill, please.
- 5 A table for two? This way, please.
- 6 We'd both like the fish, please. And the soup to start.
- 7 It's very noisy here. There are too many people.
- 8 Are you ready to order?

2 Complete each phrase with *much* or *many*.

- 1 too _____ sugar
- 2 too _____ salt
- 3 too _____ mushrooms
- 4 too _____ money
- 5 too _____ people
- 6 too _____ things on the menu
- **3** Complete the mini-dialogues with a phrase from Exercise 2.
 - 1 A This soup is horrible.
 - B I know! There's _____ in it.
 - 2 A Ugh! I can't drink this coffee.
 - B I know! There's _____ in it.
 - 3 A This pizza isn't so good.
 B I know! I like mushrooms, but there are ______ on it!
 - 4 A This is horrible. We can't talk.
 - B I know! There are _____ here.
 - 5 A I don't know what to choose. B I know! There are _____.
 - 6 A Look! €30.00 for a pizza!! B | know! It's _____.

Shops

1 Look at the shops below. What things can you buy in each place? Think of as many things as you can.

0,		
newsagent's	shoe shop	
chemist's	post office	
bookshop	supermarket	
clothes shop	sports shop	

- 2 Dirichlet American State and American State an
- 3 Listen again. In which shop do you hear these words?
 - 1 You don't have to wait in a queue.
 - 2 You have to wear them two or three times.
 - 3 You don't have to buy a larger size than you need.
 - 4 You have to fill in this form.
 - 5 You don't have to pay for the third one. _____

Things you have to do

- Read the sentences below. For each one, think of possibilities for a) who said it and b) who to.
 - 1 You don't have to eat it.
 - 2 You have to give it to me tomorrow morning.
 - 3 I don't have to listen to you!
 - 4 I have to finish this tonight.
 - 5 You don't have to put mushrooms on it.
 - 6 It's fantastic! I have to buy it!
- 2 **SPEAKING** Work in pairs. Choose three of the sentences in Exercise 1. Act out a minidialogue for each sentence that you choose.
 - Chicken? Again? That's boring.

Well, you don't have to eat it.

Can I have something else?

No, we've only got chicken.

OK then – I'll eat the chicken.

200

- \otimes

Hi Susana,

I was really happy to get your email saying that you're coming to visit us next weekend. It's great news!

Next weekend our town is having its special weekend gala. There are lots of different activities. We're going to join in, so I hope you're ready for some fun!

It all starts on Saturday. There's an opening ceremony at lunchtime, and in the afternoon, there are things for kids – races and games and things. And at six o'clock there's a football match – our town team are playing against another town near here. Then in the evening, a local band is playing in the town square.

On Sunday morning there's a charity run – it's about eight kilometres. And guess what? I'm running in the race! On Sunday afternoon, there's a big street party with games and things. The weather forecast says it's going to be sunny, so I'm going to wear my new summer clothes.

On Sunday evening we're having a party at our place for my sister's 18th birthday! We're going to make it a really special party.

So we're looking forward to seeing you here. Let me know more about your plans. What time are you arriving on Friday?

See you soon, Belinda

D LOOKING AHEAD

Plans and arrangements

- 1 Read the email. Match the times and the events.
 - 1 Saturday lunchtime
 - 2 Saturday afternoon
 - 3 Saturday evening
 - 4 Sunday morning
 - 5 Sunday afternoon
 - 6 Sunday evening
 - a kids' games and races
 - b party for Belinda's sister
 - c opening ceremony
 - d local band
 - e charity run
 - f street party
- 2 Read the sentences. What do the underlined verbs express? Write A (arrangement) or I (intention).
 - 1 In the evening, a local band <u>is playing</u> in the town square.
 - 2 I'm running in the race.
 - 3 We're going to join in.
 - 4 l<u>'m going to wear</u> my new summer clothes.
 - 5 We're going to make it a really special party.
 - 6 We're having a party at our place.

- <u>Underline</u> other examples of present continuous for arrangements in Belinda's email.
- 4 SPEAKING Work in pairs. Ask and answer questions about plans you have for next weekend.

What are you doing on Saturday morning?

I'm going running. / I'm not doing anything. Why?

Æ

Sports and sport verbs

1 Complete the table with the sports in the list. running | football | tennis | gymnastics

athletics | rock climbing | karate | skiing

play	do	go	

2 SPEAKING Work in pairs. Which sports do you often / sometimes / never do? Talk to your partner.

I often go running, but I never do karate.

Travel plans

1 1.08 Put the parts of the dialogue in order. Then listen and check. A Great idea. OK, see you soon. We're going to have a lot of fun this weekend! A Oh dear, 5.30 is difficult for me. Is it OK if I don't meet you at the station? 1 A Hey, Susana. What time are you arriving on Friday? A Well, sometimes the train's late. If it's late, I'll meet you. B OK. As soon as the train leaves London, I'll send you a text message. **B** 5.30 – I'm going to catch the four o'clock train from London. B I know. It's going to be great! 5 B Of course. I can take a taxi. No problem. **2** Complete the sentences with the correct form of the verbs in brackets. 1 If I _____ (miss) the train, I _____ (catch) the next one. ___ (arrive) late, l _____ 2 If the train (take) a taxi. 3 If there _____ (not be) any taxis, I _____ (walk) to your place. 4 I'll send you a text message when I (get) to the station. 6 5 As soon as I_ _ (get) to your place, we _____ (start) having a good time. 6 If we _____ (not have) a good time, I _____ (not visit) you again! **3** Lola travelled a lot last year. Complete the sentences with the past simple of the verbs in the list.

take | catch | drive | fly | miss | ride



0 She *took* a taxi in Paris.



____ the train in Munich.

to Madrid.



Complete the sentences with *be going to* and the verbs in the list.

visit | take | not visit | get up | try | buy

- We don't like flying so we _____ a train. 1
- 2 I want to go to New York. I _____ my ticket online.
- 3 My plane leaves at 6.00, so I very early tomorrow.
- 4 We'll only be in Paris for one day, so we any museums.
- When we're in London, we _____ mv 5 cousins.
- 6 We love Spanish food, so we _____ all the best restaurants in Madrid!
- Imagine you can take a holiday wherever you want, any time you want. Make notes about your plans:
 - where you're going to go
 - where you're going to stay
 - how long your holiday is going to be
 - what you're going to do •
 - who you're going to go with
 - what you're going to eat
 - what time of year you're going to go

SPEAKING Work in pairs. Ask and answer about the holiday you planned in Exercise 5.

Where are you going to go on holiday?

New York. And I'm going to stay in an expensive hotel.



BRITISHAN

3 She to Rome. 4 She

5 She ____

a bike in Athens.

1 AMAZING PEOPLE

OBJECTIVES

- FUNCTIONS: talking about things you have and haven't done; offering encouragement; talking about community service activities
- GRAMMAR: present perfect with just, already and yet; present perfect vs. past simple VOCABULARY: personality adjectives; collocations; phrases with just



READING

1 Look at the photos. What is your first impression of these people? What adjectives could you use to describe them?

caring | friendly | boring | serious | cheerful funny | intelligent | cool | confident | easy-going

2 **SPEAKING** Discuss the photos in pairs.

He seems friendly.

She looks like a cheerful person because she's smiling.

3 SPEAKING Use the adjectives in Exercise 1 and other adjectives to describe people you know. Give reasons.

My brother is very easy-going. He doesn't get angry very often.

- 4 Read the responses to an online survey on page 17 quickly. Write the name of each person under the photos.
- 5 No. 2013 Read and listen to the responses again. Mark the sentences T (true) or F (false). Correct the false information.
 - 1 Mrs Marconi has a dangerous job. ___
 - 2 She isn't very popular with Bia's friends.
 - 3 Mr Nam has a problem controlling his students. ____
 - 4 Minh thinks Mr Nam will be famous one day. ____
 - 5 Alex's grandmother is older than she looks.
 - 6 Gwen thinks it's important to enjoy life. ____

1 AMAZING PEOPLE

WHO I

XX XX XX XX

Popular Recent

DO YOU ADMIRE MOST?

Jackie, 16 Sofia Marconi, my friend Bia's mum, is extremely **brave**. She's a wildlife photographer and travels to some of the most dangerous places on Earth to take photos of the world's most endangered animals. She's just come back from Papua New Guinea. I bet her photos are amazing. She's already been on TV. She's famous and really **charming**. All of Bia's friends think it's really great to have such a cool mum.

Minh, 16 One of my heroes is Mr Nam, our music teacher. First of all, he's brilliant. He's really **laid-back** but no one ever messes about in his class. He's so **creative** and makes his lessons so interesting. He's also seriously **talented**. He's a guitar player in a band. They haven't made any recordings yet, but they've already attracted lots of interest. I'll be really happy for him and I'm sure his amazing band is going to be famous. But I don't really want to lose my teacher!

Alex, 15 The person I admire more than anyone is my grandmother Gwen. She is 78 and looks just amazing. Many people think she's my mother. She doesn't just look young, she is young, and really **active**. She usually spends time doing things for charity. For example, she's just done a parachute jump, at the age of 78, to raise money for children in India. She's such a **positive** person, always seeing the good in other people. 'Life is for living,' she says. I hope to have that much life in me when I'm her age.

6 VOCABULARY There are seven words in bold in the texts. Match the words with these meanings. Write the words.

- 0 is always doing things <u>active</u>
- 1 is very easy-going ____
- 2 has very original ideas ____
- 3 looks for the good in all situations
- 4 is very good at doing something
- 5 doesn't get scared easily _
- 6 is very easy to like _____
- 7 Complete the sentences with the words from Exercise 6.
 - He stood up in the front of the whole school and read out his poem. He was really <u>brave</u>.
 - 1 She's very _____ and it's easy to see why she's got so many friends.
 - 2 He's so _____ that some people think he's a bit lazy.
 - 3 Have you seen him doing ballet? He really is a _____ dancer.
 - 4 If you want to work in advertising, you need to be _____ and come up with really good ideas.
 - 5 My dad is really _____ around the house. He's always cooking or fixing things or working in the garden.
 - 6 He's had a really difficult life but he's really _____ about the future.

THINK VALUES

Human qualities

- 1 Think about someone who is not famous but you think is special.
 - a Think of three adjectives to describe them.
 - **b** Think about why you chose these adjectives. Make notes.
- 2 **SPEAKING** Tell your partner about the person you admire.

I really admire my brother. He's really confident in difficult situations.

GRAMMAR

Present perfect with *just*, *already* and *yet*

- 1 Complete the example sentences with *just*, *already* and *yet*. Then complete the rules with the missing words.
 - 1 She's _____ come back from Papua New Guinea.
 - 2 They haven't made any recordings _____, but they've _____ attracted a lot of interest.

RULES: In the present perfect, we often use

- 1_____ in negative sentences and questions to talk about something that hasn't happened but we expect to happen soon. It comes at the end of the sentence.
- ²_____ to emphasise that something happened very recently. It goes before the past participle.
- 3_____ to show that something has been done or finished sooner than expected. It usually goes before the past participle.

2 Match the pictures and the sentences. Write 1–3 in the boxes.

- 1 He's just finished his painting.
- 2 He's already sold the painting.
- 3 He hasn't finished his painting yet.



3 Look at Quang's list of things to do for his party. Write sentences with *already* and *yet*.



- 1 He hasn't made the cake yet.
- 4 Use your imagination to answer the questions. Use the present perfect and *just* in each one.
 - 1 Why is Mum so angry? Because Dad's just crashed her car.
 - 2 Why is your best friend so sad?
 - 3 Why is your face so dirty?
 - 4 What's your little brother so scared about?
 - 5 Why is your sister so excited?
 - 6 Why are you smiling?
- 5 Tick (✓) the things you have already done.



6 SPEAKING Work in pairs. Ask each other questions.

Yes, I've already done that. Have you?

Have you started a blog yet?

No, I haven't done that yet.

LISTENING

- 1 Listen to some people playing a game called Mystery Guest. How many people are playing?
- 2 1.10 Listen again. For each question there are three pictures. Choose the correct picture and put a tick (✓) in the box below it.
 - 1 What does Will's mystery guest do?



2 Where is Will's mystery guest from?



3 Who does Will think Kiki's mystery guest is?



4 What does Kiki's mystery guest do?



Α



В



С

- 3 **110** Work in pairs. Answer the questions. Then listen again and check.
 - 1 Who is Will's mystery guest?
 - 2 What adjectives does Will use to describe him?
 - 3 Who is Kiki's mystery guest?
 - 4 What adjectives does Kiki use to describe her?
- 4 **SPEAKING** Work in pairs. Play Mystery Guest.

Ladies and gentlemen, my quest is ...

He/She has won / played / recorded / helped ...

THINK SELF-ESTEEM

Personal qualities for the workplace

1 Think about the following jobs. What personal qualities do you think these jobs require?

teacher | IT programmer | police officer | doctor

reliable | patient | responsible | cooperative | organised | punctual | sensitive | confident | honest | sociable | caring | creative | serious | easy-going

2 **SPEAKING** Compare your answers with a partner.

I think you have to be serious to be a police officer.

I think a teacher should be a sociable person.

3 SPEAKING What job would you like to do in the future? What personal qualities do you think this job requires? Share with your partner.

CLIL (CITIZENSHIP)

Go to page 90.

.....

READING

SPEAKING Work in pairs. At what age did you learn to do these things?

- read
- play a musical instrument
- draw
- speak a foreign language

I learned to read when I was ...

I've never learned to ...

2 **SPEAKING** What other things have you learned in your life and when did you start to do them?

When I was seven I learned how to cook an omelette.

Don't miss this week:



While other children were just starting their ABCs, three-year-old Mark Swallow was already reading Shakespeare and Charles Dickens. By the age of seven he was speaking fluent French and German and studying both Latin and Greek. Now, at the age of 12, Mark has just started a university degree in English literature.

Mark and other child geniuses will be the subject of a new

3 Read the TV programme preview quickly. Which of the children is a genius at these things? Write the names.

- 1 music _____
- 2 creative writing
- 3 languages _____
- 4 [112] Read and listen to the programme preview again and answer the questions.
 - 1 What writers did Mark enjoy when he was three?
 - 2 What languages does he know?
 - 3 How much will Daniel get for writing each book?
 - 4 How many instruments does Samantha play?
 - 5 How many weeks is the show on for?
 - 6 Who will the show have interviews with?

Britain's Smartest Kids

documentary series which takes a look into the lives of these remarkable children and their families. In the programmes we will meet children like eightyear-old Daniel Manning, who wrote his first book when he was just five and who has just signed a £60,000 contract with a publishing house to write three novels. Then there is 12-year-old





Samantha Price, who started piano lessons when she was three. Along with the piano, she now also plays the cello, clarinet and classical guitar. She has already played with three top European orchestras.

Over the next six weeks we will see what it is that makes these children so special. We will find out how and when their parents knew they were different and about the changes it made to their family life. We will hear from the children about their hopes and plans for the future. There are also interviews with former child geniuses, some who have gone on to great things and others who decided they wanted to return to a more normal life.

GRAMMAR

Present perfect vs. Past simple

- Look back at the review on page 20. Which questions can you answer with a specific point in time? Then complete the rules with present perfect or past simple.
 - 1 When did Daniel write his first book?
 - 2 When did he sign a £60,000 contract?
 - 3 When did Samantha start piano lessons?
 - 4 When did she play with orchestras?

RULES: When we talk about a specific point in time in the past, we use the ______. When we don't refer to a specific point in time, we often use the ______.

2 Complete the pairs of sentences. Use the past simple and the present perfect of the verbs.

- 0 visit
 - a | *have visited* Greece more than 20 times.
 - **b** I first <u>visited</u> Greece in 1998.
- 1 win
 - a He _____ already _____ three gold medals, and he hopes to win more.
 - b He _____ a gold medal in the 2012 Olympics.
- 2 meet
 - a My mum _____ a lot of interesting people in her life.
 - **b** My mum _____ Prince Harry ten years ago.
- 3 do
 - a Mum, I _____ my homework. Can I go out?b I _____ all the things on my to-do list
 - before lunch!
- 4 record
 - a They _____ their last album two years ago.
 - **b** They _____ more than 20 albums so far.
- 5 live

a We _____ in Samoa for three years when I was a teenager.

b We're living in Austria now, but we
 ______ in many different countries.

VOCABULARY

Collocations

1 Circle all the correct answers.

- 1 Which of these can you sign?
 - a a contract **b** an autograph **c** a lesson
- 2 Which of these things can you write?
 - a a novel **b** a party **c** a song
- 3 Which of these things can you do?
 - a a good time b a degree c something
- 4 Which of these things can you win?
 - a a prize b a competition
 - c an exhibition
- 5 Which of these can you make?
 - a friends b a cake c homework
- 6 Which of these can you miss?
 - a a future **b** your family **c** the bus
- 2 **SPEAKING** Talk to other people in the class. Ask and answer questions and complete the table.

< Have you ever ... ? What happened?)

What was the poem al		did you wi
Find someone who has	Who?	Details
asked someone for an autograph.		
written a poem.		
won a prize.		
made a cake.		
nissed a train or a bus.		

WRITING

Write a short passage (120–150 words) about someone you have admired for some time. Include:

- how long you have known them.
- what you admire about them.

PHOTOSTORY



Look at the photos and answer the questions.

There is going to be a new café in the park. Who does Luke think should open it? Who does Ryan think should open it?

2 1.13 Now read and listen to the photostory. Check your answers.



- LUKE Have you read this? They're opening a new café in the park. Saturday afternoon.
- **OLIVIA** That's fantastic. Who's going to do the big opening ceremony?
- **RYAN** The mayor probably. She always does shop openings and conferences, that sort of thing.
- MEGAN They should get somebody more important.
- LUKE What? More important than the mayor?



RYAN	What about Paula Mayberry?
OLIVIA	The actress from the soap opera,
	what's it called <i>Linden Street</i> ?
RYAN	Yes.
MEGAN	But why her? Did she live here once?
RYAN	No, I don't think so. I'd just like to
	meet her.

3



	LUKE	Hey, I know. They should get
		Paul Norris.
	RYAN	Yeah! He's a great footballer! He
		plays for United now, but he grew
		up round here.
	OLIVIA	But he doesn't live round here any
		more. He's a big star now. Let's face
1		it, he won't want to open a little
		park café.
l	RYAN	Yeah, you're probably right.

2



LUKE	Come on, there has to be somebody!
OLIVIA	Look, the mayor is going to open the
	park café, and that's that.
RYAN	I guess you're right. No one special
	lives in our town.
MEGAN	Are you sure?
LUKE	What do you mean?
MEGAN	Know what, guys? I've just thought of
	someone very special, and he's just
	the person for the job.

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas. We think the boys go and talk to Paul Norris, the footballer.
- 4 Watch to find out how the story continues.
- 5 Complete the sentences with the words in the list.

Megan | the headmaster | the girls | Mr Lane | Olivia | the girls

- 1 Megan shares her idea with _____
- 2 Olivia offers to help _____
- 3 The girls go to see _____.
- 4 The boys follow _____
- 5 The mayor thanks ______.
- 6 Olivia's special person is _____

PHRASES FOR FLUENCY

- 1 Find the expressions 1–4 in the story. Who says them? How do you say them in your language?
 - 1 ... that sort of thing. <u>Ryan</u>
 - 2 Let's face it, ...
 - 3 ... and that's that.
 - 4 Know what?
- 2 Complete the conversations with the expressions in Exercise 1.
 - 1 A 1_____? I have a feeling that Sally likes you, a lot.
 - B No. She never smiles at me. She criticises me a lot, doesn't laugh at my jokes, 2
 - 2 A Oh no, I got it wrong again. ³_____ I'm not good at computer games.
 - B We just need a rest, ⁴_____. Let's go and watch some TV.

Pronunciation

Intonation and sentence stress Go to page 88. WordWise

Phrases with just Look at the sentences from the unit. Choose the correct meaning of just in each one. She's just come back from Papua New Guinea. He wrote his first book when he was just five.

- 3 She's 78 and looks just amazing.
- a only
- **b** a short time ago
- c really

2 What does *just* mean in these sentences?

- 1 Don't be angry. It's just a joke.
- 2 l've just seen a fantastic film.
- 3 It's cold today. The weather is just awful.
- 4 No food, thanks just a drink.

3 Match the questions to the answers.

- 1 How many spoons of sugar would you like?
- 2 When did Jane get here?
- 3 What do you think of Beyoncé?
- a She's just arrived.
- b She's just great.
- c Just one.

FUNCTIONS

Offering encouragement

- - 1 You should definitely do it.
 - 2 You've got to make this happen.
 - 3 I'll help you if you want.
 - 4 Let's go and speak to some people.

Good causes

2 ROLE PLAY Work in pairs. Student A: go to page 98. Student B: go to page 99. Use the sentences from Exercise 1 to do the role play.

2 The ways WE LEARN







READING

1 Work in pairs. Write down words that come to mind when you think of these places.

a youth club | a holiday camp | a school



2 Look at the photos above. What are the people doing? Where do you think they are?

OBJECTIVES

- FUNCTIONS: asking and giving / refusing permission to do something; giving opinions about education
- GRAMMAR: present perfect with for and since; articles (review); gerunds and infinitives; compound sentences VOCABULARY: school; verbs about thinking
- **3 () 1.16** Read and listen to the article. For each question, mark the correct letter A, B, C or D.
 - What is the writer doing in this text?
 A Describing a summer school he started
 - A Describing a summer school he started in 2005.
 - B Explaining how to send a child to Tinkering.
 - **c** Talking about the US school system.
 - D Talking about G. Tulley's programmes for kids.
 - 2 What does the text say about safety at the school?
 - A The school is too dangerous for kids.
 - B No child has ever had an accident.
 - c Children have never hurt themselves badly.
 - D The school doesn't give information about that.
 - 3 What effect has the school had on Tina Cooper?
 - A It has changed her opinion about school.
 - B It has given her exciting and boring times.
 - **c** It has made her more interested in San Francisco.
 - D It has encouraged her to ask more questions.
 - 4 Which of the following is true according to the text?
 - A At Tinkering School, children are not allowed to use real tools.
 - **B** At Tinkering School, children must follow strict health and safety regulations.
 - C Tinkering School and Brightworks are based on different principles.
 - D Students at Brightworks think that their classes are boring.
- Which thing might Gever Tulley say in a presentation to parents about the Tinkering School?
 - A We are trying to do our best. We offer your kids a balance of things they will like doing and things they will have to do.
 - B I can guarantee that your son or daughter will learn to build a rollercoaster, a rope bridge, a tree house, a motorbike and a boat.
 - C Kids can learn a lot by doing things in teams. We give them materials and tools. They plan and make things.

An education like no other

Gever Tulley is a computer scientist from California. In 2005, he started a summer programme for children called Tinkering School. Gever Tulley and his team helped the children to think big and create plans for innovative things they want to build. Children have made fantastic things since the school started, such as a rollercoaster, a rope bridge, tree houses, wooden motorbikes and boats.

At Tinkering School, children get all kinds of materials like wood, metal, plastic and also real tools like knives, hammers, and power drills. The school has been around for many years now, but nobody has ever suffered a serious injury in all those years. This is because there are strict health and safety regulations they must follow. The children always learn how to use the tools safely and they must wear the right clothing and protection at all times.





Gever Tulley's ideas have worked very well. In 2011, he and a colleague decided to create a 'real' school, called Brightworks, in San Francisco. Brightworks is based on the same principles as Tinkering School.

The students at Brightworks seem to love their school. We spoke to 16-year-old Tina Cooper. She has been a student at the school since last October. 'Since I started here, I've never sat in a 'normal' class with a teacher,' she told us. 'But it's been a very exciting experience. I've worked hard at my new school for eight months now, and there hasn't been one single moment when I found it boring. Before, I was bored quite often.'

THINK VALUES

Learning for life

1 Read the statements. Tick (✓) the things that you think kids are likely to learn at Tinkering School and Brightworks.

Everyone is different and that's a good thing. Teamwork is important to achieve things in life. When you use a tool you have to be careful. It is important to be friendly and help others. It is very important in life to eat healthy food. Mistakes are important. We learn from them.

2 SPEAKING Compare your ideas with a partner. Do you agree or disagree with your partner?



3 SPEAKING Discuss these questions.

- 1 Which of the things from the list above do you think are important to learn?
- 2 What would you add to your personal list of 'Important things to learn'?

GRAMMAR

Present perfect with for and since

- 1 Look back at the article on page 25. <u>Underline</u> all the sentences in the present perfect.
- 2 Complete the sentences below with *for* and *since*. Then complete the rules.
 - 1 Children have made fantastic things _ the school started.
 - Tinkering School has been around _____ many years now.

RULES: In the present perfect, we use

- ¹_____ to talk about a period of time.
- ²_____ to refer to the point in time when an action started.

3 When do we use *for* and when do we use *since*? Complete the chart with the words and phrases in the list.

a month | last summer | your birthday | yesterday a year | 2014 | I phoned you | a long time many years | days | Friday | an hour

for <u>a month</u>_____

since last summer

- 4 Complete the sentences. Use the present perfect form of the verbs and *for* or *since*.
 - 1 I _____ (be) at my new school last December.
 - 2 Hilary _____ (not see) Michael _____ several weeks.
 - 3 They _____ (not write) an email or _____ (phone) us _____ three months.
 - 4 He _____ (live) in this town _____ a long time.
 - 5 I _____ (have) this camera _____ I was 10.

5 Write sentences using the present perfect with *for* or *since*.

- 0 Rebecca doesn't live in Italy now. (three years) Rebecca hasn't lived in Italy for three years.
- 1 They are in the youth club. (three hours)
- 2 Joanne and I are good friends. (primary school)
- 3 She plays in the volleyball team. (two months)
- 4 I ought to see a doctor. I am sick. (a week)
- 5 I don't hear a lot from Sandra. (last October)

VOCABULARY School

1 Antch the phrases with the photos. Write 1–11 in the boxes. Then listen and check.

1 cheat in a test | 2 fail an exam | 3 get detention
4 get good grades | 5 hand in homework
6 pass an exam | 7 pay attention to the teacher
8 revise for a test | 9 take an exam
10 tell somebody off | 11 write an essay



2 **SPEAKING** Answer the questions. Take notes. Then compare your answers with a partner.

- 1 Is it better to revise alone or with friends?
- 2 What are the good and bad things about taking exams?
- 3 If a student fails an exam, should they be able to take it again? Why / Why not?

LISTENING

1 Work in pairs. Match the activities with the photos.

1 make a fire | 2 spend a night outdoors | 3 climb a tree | 4 drive a car | 5 spend an hour blindfolded







- SPEAKING Which of these things have you done? Tell your partner.
- Listen to David talking about a 3 book his father has just read. Which of the activities in Exercise 1 do they talk about?
- ▲ 1.18 Listen again. Mark the sentences 4 T (true) or F (false).
 - 1 David thinks the book his father read is nonsense.
 - 2 The book says children can make a fire everywhere with their parents. _
 - 3 The book says children should spend an hour blindfolded alone.
 - 4 David is not sure his dad will let Nick drive a car.
 - 5 Nick drove the car straight into a tree.
 - 6 David is going to show his brother how to make a fire.

FUNCTIONS

Asking and giving / refusing permission

Put the dialogues into the correct order. 1 Write the numbers 1-4.

> DAD Yes? I'm afraid I need it myself right now. DAD

NICK Will you let me use your laptop? NICK Dad?

ANNIE Can I watch the football match tonight?

- ANNIE Can I ask you something, Mum?
- MUM Yes, of course you can.
 - MUM Go ahead.

Mark the sentences AP (asking permission), 2 GP (giving permission) or RP (refusing permission).

- Will you let me use your camera? 1 Yeah, sure. Of course I will.
- 2 Can I borrow your bike? ____ No, sorry. I need it.
- 3 Can I use your laptop? Yes, you can, but I want it back tomorrow.
- 4 Is it OK if I borrow this necklace? Yeah, but be really careful with it, OK?
- 3 **ROLEPLAY** Work in pairs. Act out short conversations. Ask each other for permission. You can use the ideas here or come up with your own.

use his/her tablet | come with him/her borrow VND 50,000 | copy his/her homework get some help with homework

READING

- 1 Look at this picture. Think about the questions and compare your answers with a partner.
 - 1 What does the picture show?
 - 2 Where in the picture is the brain?
 - 3 What does the brain do?

Learning is brain change

- (1) Everybody has a brain, but not many people know how the brain works. Some people believe that the brain is like the hard disk of a computer. We used it to store files and other data. Others compare the brain to a huge container with lots of boxes in it. We put information into these boxes and hope to find it again later.
- (2) The brain is not a computer disk, and it isn't a container. Look at the picture here. Doesn't it look a bit like weeds in a garden? The picture actually shows a child's part of the brain. You can guess what happens more 'weeds' grow as the child gets older. Scientists call

these neuronal networks. The networks grow around our neurons, on nerve cells. What makes them grow? Learning! 'Learning is brain change,' says Professor James Zull from Case Western University in Cleveland, Ohio, USA. 'Without learning, nothing changes in the brain. For every new word you learn in your English lesson, every





puzzle you solve in maths, every new song you learn to sing, a neuronal network grows in your brain and the brain changes.'

(3) So what we need to do is to give our brain some type of exercise. Professor Zull says that brain change is strongest when a) you are interested in and like what you are learning, b) you are in control of what you learn and c) you get challenging tasks that make you think hard and concentrate. Understanding a challenging task makes you feel good and develops your brain!

Neuronal networks at 9 months, 2 years and 4 years of age.

2 Antice the words with the meanings. Write the numbers 1–5. Then read and listen the text to check your answers.

- 1 to store | 2 a container | 3 a weed
- 4 a nerve cell | 5 to concentrate
- a to think very carefully about what you are doing
- **b** to keep things for use in the future
- c a wild plant that grows in a garden
- d it carries information between the brain and the body
- e an object used to carry or store things

3 Read the text again. Mark the sentences T (true) or F (false).

- 1 The text compares the brain to weeds.
- 2 The brain is a system of neuronal networks that can change. ____
- 3 Whenever we learn anything, a change happens in our brain.
- 4 We can't really make our brain stronger. _
- 5 Being able to do difficult tasks is good for the brain.

TRAIN TO THINK

Learning about texts

- 1 Choose the best description of this text.
 - A an adventure story to entertain the reader.
 - 3 an ad to sell the reader something.
 - C a magazine article to give the reader information.
 - D a letter to persuade the reader to do something.
- Choose the title that best sums up the content of each paragraph. There is one extra title.
 - A The brain a fantastic computer _
 - B What people believe about the brain ____
 - C How to make your brain stronger ____
 - D Our brain is a growing system _____

28

GRAMMAR

a, an, the or no article (review)

 Look at the first paragraph in the article on page 28. Find examples of *a*, *an*, *the* and the nouns these articles are with. Then find the nouns with no article. Finally complete the rules with *a*, *an*, *the*, – (no article).

RULES: We use

- _____ or _____ + a singular countable noun when the listener/reader doesn't know exactly which thing we are talking about. *You can have an apple or a banana*.
- ______+ noun when it is clear which thing(s) or person/people we are talking about.
 The apples in this pie are from our garden.
- _____ + plural countable noun or + uncountable noun, when we are talking about things in general. I like apples and chocolate.
- 2 Complete the text with a, an, the or -.
 ⁰— People need to drink. Of course ¹— orange juice and ²— apple juice are very popular, but they are not always ³— good choice. ⁴— orange juice has got a lot of sugar in it, so don't drink too much of it. The best drink for your brain is ⁵— water. ⁶— glass of water is the best drink you can get, but ⁷— water that you drink needs to be fresh and clean.

Gerunds and Infinitives

- Look back at the article on page 28 and complete the sentences. Then read the rules.
 - 1 _____ a challenging task makes you feel good and develops your brain!
 - 2 So what we need _____ is ____ our brain some type of exercise.

RULES: We use gerunds and infinitives as nouns to refer to an action. They can be *the subject, object,* or *complement* of a clause. We also use gerunds after a preposition.

We form gerunds by adding *-ing* to the base form of verbs, and infinitives by adding *to* to the base form.

Working / To work in London is a dream for many people. (subject)

A fun way to develop your brain is **doing / to do** crossword puzzles. (complement) I enjoy **solving** crossword puzzles in my free time. (object)

We need **to exercise** our brain more often. (object)

2 Use the verbs in brackets either in gerunds or infinitives. Then decide whether the gerunds or infinitives in these sentences are used as subjects (S), objects (O) or complements (C).

- 1 (Dance) _____ is great fun.
- 2 She decided (register) _____ for a cooking class.
- 3 (Collect) _____ old coins is my hobby.
- 4 (Eat) <u>too much sugar is</u> bad for your health.
- 5 My favourite activity is (read) _____ comic books.
- 6 What he really loves is (travel) _____ around the country.

VOCABULARY

Verbs about thinking

1 Use a dictionary to make sure you know the meaning of these words.

to concentrate on | to imagine to wonder | to guess | to recognise to realise | to suppose

- 2 Choose the correct words.
 - 1 When the teacher asked the question a different way, I *supposed / realised* that I knew the answer!
 - 2 I have not seen her for six years. I don't think I would *realise I recognise* her.
 - 3 I have no idea what the answer is. I'll just have to *imagine | guess*.
 - 4 I was so tired that I found it hard to *suppose I concentrate on* the test.
 - 5 Have you ever *wondered | supposed* why I haven't phoned you for months?
 - 6 If we want to get there faster, I *wonder/ suppose* we should take a taxi.

3 SPEAKING Work in pairs. Ask and answer questions.

- 1 Does music help you or make it difficult for you to concentrate? Does it matter what kind of music it is?
- 2 In what situations can you imagine things really well? Do you find it difficult to use your imagination sometimes?

Pronunciation

Word stress

Go to page 88.

Culture

A day in the life of ...

1 D 1.22 Look at the photos. What do you think a typical day for a student at each of these two schools is like? Read and listen to check.

Alexander, student at a Dance Academy in Moscow, Russia

I get up around eight o'clock, have a quick breakfast, do my hair, and get into my dance clothes. I arrive at the school around 8.45 and do some warm-up exercises before class.

My first class, modern dance, starts at 9.00 and finishes at 10.30. I then have a 20-minute break. On the way to another building, I usually eat a banana, or sometimes, I have an apple. As soon as I arrive there, my classical ballet class starts. It runs until 12.15. Then I have a 45-minute lunch break. In the afternoon it's classical ballet again, then gymnastics to strengthen the muscles. I've signed up for a national dance contest, so I need to train really hard. I get home around seven, and I'm usually very tired.

My schedule may look tight, but I am enjoying it.

- 2 Read the article again. Complete the sentences with *Alexander* or *Linh*.
 - 1 _____ knows very well what to eat and what to drink.
 - 2 _____'s life is more relaxing at weekends.
 - 3 _____ is free in the evenings.
 - 4 _____ learns about body language.
- **3 VOCABULARY** Read the article again. Find words or phrases with the following meaning.
 - 1 make my hair look good (story 1) do my hair
 - 2 gentle exercises you do before doing a sport to prepare your body (story 1) _____
 - 3 a very traditional type of dancing (story 1)
 - 4 to make something stronger (story 1)
 - 5 a formal talk given to a group of students (story 2)
 - 6 food such as bread, potatoes or rice (story 2)
 - 7 a type of lesson where you learn something practical (story 2) _____
 - 8 the action of entertaining other people by dancing, singing, etc. (story 2) _____



2 Linh, drama student from Hà Nội, Việt Nam

6.45: Get up.

8.00: Voice training. Important for an actor.

8.45: Gymnastics – helps me concentrate better and feel good.

9.30: Singing and dance workshop. Music and rhythm. Love it!

11.00: First break – drink, drink, drink – water, of course.

11.15: Performance workshop.

12.30: Lunch break - nuts and fruit, or a salad. No carbohydrates.

2.00: Lecture about acting, for example, how to move on the stage, what to do with your hands, etc.

3.30: Short break. The day has been very tiring!

3.45: Voice training workshop, dance and singing.

6.00: Evening rehearsal for a musical performance. Many students forget their lines. We have to rehearse more carefully.

9.00: Go home.

10.00: Zzzz!



GRAMMAR

Compound sentences: coordinating conjunctions (review)

1 Choose phrases from columns A, B and C to make sentences. You can find some of them in the article on page 30.

	А	В	C	
1	I usually eat a banana,	and	I had to prepare for the exam today.	
2	He has a bicycle,	or	I'm usually very tired.	
3	I've signed up for a national dance contest,	but	does she need to do so.	
4	I couldn't go to the party yesterday,	so	l am enjoying it.	
5	I get home around seven,	nor	he rarely uses it.	
6	She doesn't want to attend extra classes,		I need to train really hard.	
7	My schedule may look tight,	yet	sometimes, I have an apple.	

NOTE: A compound sentence combines two related sentences as one, using a coordinating conjunction.

2 Look at the sentences in Exercise 1 again. Which coordinating conjunction is used to

- a introduce reasons?
- **b** introduce addition or next action?
- c indicate not one or the other?
- WRITING

An email describing your school routine

- 1 Read this email from your friend Khanh in Hồ Chí Minh City. How does her work for school this year compare to last year?
- 2 <u>Underline</u> sentences in the email where Khanh writes about these thing. What tense does she use in these sentences? Why?
 - a asks how you feel about your new school
 - **b** compares school this year to last year
 - c talks about the amount of homework this year
- 3 Match the four paragraphs of Khanh's email with the content.
 - Paragraph 1 a Khanh's new class
 - Paragraph 2 **b** a request to write soon
 - Paragraph 3 c an introduction
 - Paragraph 4 d Khanh's school work

4 Make notes with your own ideas on how:

- a to answer the question in her introduction
- b to describe your new class (new school? classmates?)
- c to compare your work this year to last year's
- d to say how you feel about your subjects (any subjects you particularly like/don't like? Why?)
- e you could finish your email (What do you want to know from Khanh?)

5 Write an email to Khanh (120–150 words), using all your notes from Exercise 4. Remember to include compound sentences in your email.

e indicate choices and conditions?

f introduce results or consequences?

Hi there!

d show contrast?

I hope this finds you well. I haven't heard from you since the beginning of the holidays. Are you enjoying your new school?

I am, big time! I'm in a class with all my friends again. There's a new student in my class too. His name's Long and he's from Huế city. He's cool. We have lots of fun together.

But of course, it's not all fun. We've got important exams this year so there's a lot of work to do. We're spending more time at school than last year, and we're also getting a lot more homework. All subjects are challenging, but they're also really interesting, especially Science. I love the projects we do in this class! We can choose to do them alone, or we can work in teams.

Well, I guess it's not so different for you. If you've got a bit of time, please let me know how things are going. I'd really like to know what life at school is like for you.

Write soon!

Khanh

-

REVIEW UNITS 1 & 2

READING

- 1 Look at the sentences. Read the text below to decide if each sentence is correct or incorrect. If it is correct, tick (✓) the box under A. If it is incorrect, tick (✓) the box under B. A
 - 1 The Tan-y-Bryn Outdoor Adventure Centre gets visitors from many different European countries.
 - 2 Children learn about the countryside from books there.
 - 3 The Centre is only open to school children.
 - 4 The Centre offers three meals a day.
 - 5 No one has been badly hurt during activities at the Centre.
 - 6 The Centre will send people to talk to your family if you are interested in going.

Tan-y-Bryn Outdoor Adventure Centre

Since opening our doors in 1975, Tan-y-Bryn Outdoor Centre has welcomed thousands of young people from all over the UK to enjoy fun, education and adventure in the beautiful Welsh countryside. Whether they are climbing on the slopes of Mount Snowdon, snorkelling in the Menai Straits or birdwatching in the woodlands, our visitors enjoy hands-on experiences they will never forget. For school groups, youth clubs and families we offer comfortable accommodation for up to 50 children and 10 adults. We also provide a full breakfast, lunch and dinner to make sure no one goes hungry. Safety is a top priority – there has never been a serious accident at the Centre.

Where are we? On the island of Anglesey in North Wales. By car, take the A4080 and follow the signs for Dwyran and then the Centre.

What do we offer? Outdoor activities – mountain biking, trail walking, geocaching, canoeing – as well as sports – everything from archery to tennis and football.

How do I find out more? Email us. For large bookings, a representative can visit your school or youth club to answer questions.

LISTENING

- 2 ► 1.23 For each question, there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.
 - 1 What did Sally buy at the shops?



2 What time is it?



3 How did Brian get to work?



R

Which lesson did Fred enjoy most?



5 When is Tom's brother's birthday?



VOCABULARY

3 Complete the sentences with the words in the list. There are two extra words.

signed | wrote | brave | guess | recognise | creative missed | won | wonder | believe | realise | active

- 1 It was my first competition, and I ______ it!
- 2 My granddad's quite old, but he's still very _____ he's always doing things!
- 3 When his daughter was born, he _____ a song about her.
- 4 I didn't like the birthday cards in the shop, so I decided to be and make one.
- 5 It's strange that Maggie isn't here. I ______ where she is.
- it was so late. 6 It's eleven o'clock! Wow! I didn't
- 7 I didn't know the answer, so I had to _____
- 8 She didn't run away when the dog was running towards her she was very _
- 9 I'm sure he saw me, but he didn't say hello. Maybe he didn't ____ me.
- 10 I enjoyed my year in the USA, but I really _____ my family.

GRAMMAR

4 Complete the sentences with the words in the list. You need to write the correct form of the verbs.

not see (x^2) | not open (x^2) | bus | the bus

- 1 My parents gave me my present this morning, but I it vet.
- 2 I'm tired, I don't want to walk. Let's go by _____
- 3 She was at the party? Really? I ______ her there.
- 4 There was a sign on the door that said 'No entry!', so I ____ _ it.
- 5 There's a new film at the cinema, but I ______ it yet.
- 6 We were late because ______ arrived 30 minutes late.
- Find and correct the mistake in each sentence. 5
 - 1 Can I have a glass of a water, please?
 - 2 I've travelled to already more than ten countries.
 - 3 We've lived here since three years.
 - 4 I've gone to a party last night.
 - 5 She wants the red bicycle, and she will buy the blue one.
 - 6 Do you want to stay home, but would you like to go shopping with me?

WRITING

Write an email to tell your penfriend (120–150 words) about a school subject you like and a school subject you don't like. Say:

- what the subjects are
- what you like / dislike about them and why
- what you would like to know more about the subjects / how you would like the subjects to change

(···

Now I can:	\bigstar	**	\mathbf{x}
 use present perfect to talk about things I have and haven't done 			
 offer encouragement 			
 use personality adjectives to describe people 			
• talk about my dream jobs			
• take and give / refuse permission to do something			
 talk about thinking and learning 			
 use compound sentences 			
 describe my school subjects and school routine 			

.....

3 THAT'S Entertainment

OBJECTIVES

FUNCTIONS: comparing things and actions; asking for and offering help GRAMMAR: Comparison (review): making a comparison stronger or weaker; comparative adverbs; adjectives of attitudes VOCABULARY: movie genres; feelings; expression with get

READING

- 1 Match the words and pictures. Write 1–6 in the boxes.
 - a video game | 2 a concert | 3 a film
 a play | 5 a sports event | 6 a TV programme
- 2 **SPEAKING** Which of these kinds of entertainment do you like? Tell your partner.
- 3 SPEAKING Work in small groups. Talk about the things in Exercise 1. Say why people like or don't like them. Use the words in the list to help you.

relaxing | interesting | fun | expensive crowds | friends | enjoyable

I think people enjoy watching a film because it is relaxing.

- 4 Look at the pictures and the title of the article on the next page. What do you think the article is about?
 - 1 the high price of horror films
 - 2 the salaries of famous film actors
 - 3 a film that was made very cheaply
- 5 **1.24** Read and listen to the article and check your ideas.

6 Read the article again. Find:

- 1 two examples of very expensive films.
- 2 two reasons why it is possible to say that *Monsters* was successful.
- 3 four reasons why *Monsters* wasn't expensive to make.
- 4 the amount of time Gareth Edwards worked on the film after filming.









3 THAT'S ENTERTAINMENT

BIG MOVIE on a small budget

Do you need millions of dollars to make a successful movie?

We're used to hearing about expensive Hollywood films. The 1997 Oscar-winner *Titanic* cost \$200 million, or Spider Man 3, one of the most successful films of 2007, had a budget of more than \$250 million. However, a successful film doesn't need to be as expensive as the big Hollywood blockbusters. An example of this is *Monsters* (2010). It is the story of two people in Mexico trying to escape from aliens and get back to the USA. It cost less than half a million dollars, but still won several awards and got very good reviews from many film critics.



they make the film on such a low budget? Firstly, it only took three

How did

weeks to film, and the film crew was just seven people. Secondly, the man who made the film, Gareth Edwards, decided

to film it with digital video, which is cheaper than the usual 35mm film. They also used real locations, not a studio. And the cast were Edwards himself and two friends of his – all the extras were people who were just there, and they weren't paid.

Most importantly, Edwards did the production work himself. He spent eight months editing *Monsters* and five months creating the special effects. And he did it all at home on his computer. The amazing thing is



NOW, IT'S OUR TURN TO ADAPT

that the final film looks nearly as professional as big, fancy Hollywood productions.

Not everybody liked *Monsters*, of course. But overall, it was very well received. And at least it wasn't expensive to make.

THINK VALUES

Spending wisely

- Read the sentences. How much do you agree with each one? Write a number: 1 (I agree) or 2 (I'm not sure) or 3 (I don't agree).
 - 1 If something is expensive, you can be sure it's really good.
 - 2 Expensive things are usually not worth the money.
 - 3 You can find really good things that don't cost a lot of money.
 - 4 It doesn't matter how much something costs.
 - 5 It's crazy to like something just because it is expensive.
- 2 Compare your ideas in the class.

I don't agree with number one. Some expensive things aren't good.

Do you think so? I agree with it. If you buy cheap things, they're usually not good.

GRAMMAR

Comparison (review)

1 Complete these sentences about the article on page 35 with the correct form of the words in the list. Then complete the rules.

successful | professional | cheap | expensive

- 1 They used digital video because it's ______ than 35mm film.
- 2 *Monsters* looks as _____ as Hollywood films.
- 3 Most Hollywood films are _____ than *Monsters*.
- 4 Spider Man 3, which cost more than \$250 million, is one of the ______ films in 2007.

RULES: To compare two things, we use comparative adjectives + ¹_____.

- Short adjectives: We usually add ²_____
- Long adjectives: We add ³_____ before the adjectives.
- Irregular adjectives: good better, bad -⁴_____, far - ⁵_____.

To describe one thing as having more of a quality than all other things in a group, we use the + superlative adjectives.

- Short adjectives: We usually add ⁶_
- Long adjectives: We add the + ⁷_____ before the adjectives.
- Irregular adjectives: good the best, bad the ⁸_____, far - the ⁹_____.

To say that two things are (not) the same, we can use (not) 10 + adjective + 11

VOCABULARY

Movie Genres

1 Write the types of films in the list under the pictures. action film | animated film | documentary comedy | horror film | romantic comedy (rom com) science fiction (sci-fi) | thriller

2

6











- 2 Complete each sentence with ideas of your own.
 - 1 Football isn't as exciting as _____.
 - 2 Football is more exciting than _____.
 - 3 Potatoes are healthier than _____.
 - 4 Potatoes aren't as healthy as _____.
 - 5 English is easier than _____.
 - 6 English isn't as easy as _____
- 3 Complete the second sentence so it has the same meaning as the first. Use the word in brackets.
 - 1 Ben's sister is younger than him. *(old)* Ben's sister_____ him.
 - 2 Travelling by train is faster than travelling by bus. *(slow)*

Travelling by train ______ travelling by bus.

- 3 Tom is 1.65. Sue is 1.65, too. *(tall)* Tom ______ Sue.
- 4 Dogs are noisier than cats. (quiet) Dogs _____ cats.
- 6 My room is tidier than yours. *(untidy)* My room _____ yours.

Pronunciation

Words ending in /ə/

Go to page 88. 🗾

2 **SPEAKING** Can you think of an example of each kind of film? Are there any films which are more than one kind?





5

_

3

7

8

LISTENING

- 1 **1** Listen to the interview with Sandra Allen. Why is she a guest on the radio show?
 - 1 She won a prize for acting.
 - 2 She won a prize for making a film.
 - 3 She made a film and hopes to win a prize.
- 2 Listen to the interview again and circle the correct answers.
 - 1 According to Sandra, in order to make a home-made movie, she needs
 - A special computer programme, equipment, idea.
 - B idea, equipment, friends.
 - C story, special computer programme, equipment.
 - 2 She chose one of the actors for her film because
 - A he wanted to act at school.
 - B he had useful things for making the film.
 - c he was in the football team.
 - 3 When she wrote the script for the film, Sandra
 - A tried to make it shorter.
 - B included a lot of different people and places.
 - c asked a friend to improve it.
 - 4 Why did Sandra need to edit the film?
 - A It was too complicated.
 - B It was too long.
 - c It was too boring.
 - 5 Sandra says that the most important thing for making a film is
 - A having special equipment and programme.
 - B being able to imagine what the film is like.
 - c editing the film to make it more exciting.
- 3 **SPEAKING** What film have you seen that had a powerful effect on you? Tell your partner about it.

THINK SELF-ESTEEM

The film of my life

- 1 Write some ideas for a film script based on your life. Think about these things as you write.
 - 1 How old are you at the beginning of the film?
 - 2 Which other people will be in the film with you?
 - 3 What will be the funniest scene in the film?
 - 4 How will you end the film?
- 2 **SPEAKING** Work in pairs. Talk about your films.

GRAMMAR

Making a comparison stronger or weaker

- 1 Read the sentences. Circle the phrase that has a different meaning from the other two. Then complete the rules.
 - 1 I think independent movies are *a lot / much / a little* more interesting.
 - 2 I had to make it *a little | a lot | a bit* shorter.
 - 3 The final script was *a little | much | far* better than the first version.

RULES: Use ¹_____/ ²_____/ far to

make a comparative stronger.

Use $a bit/^3$ _____to make a comparative weaker.

- 2 Rewrite these sentences using the words in brackets.
 - 1 Snakes are more dangerous than bears. (a lot)
 - 2 My brother is taller than me. (a bit)
 - 3 My new phone's better than the old one. (far)
 - 4 Her nails are longer than yours. (a little)
 - 5 The film's more exciting than the book. (much)
- 3 Write sentences comparing these things. Use *much / far / a lot*, or *a bit / a little*.
 - 1 watching TV / reading a book (interesting / easy) <u>I think watching TV is a lot more interesting</u> than reading a book — and it's far easier, too.
 - 2 a mobile phone / an MP4 player (useful / expensive)
 - 3 gorillas / snakes (dangerous / beautiful)
 - 4 English / Art (difficult / interesting)
 - 5 my country / USA (big / beautiful)



Go to page 91.

CLIL (LITERATURE)
READING

- 1 Look at the pictures. What do you see in the pictures? How do you think the artists created them?
- 2 **1.26** Read and listen to the magazine article and check your answers from Exercise 1.



WHAT DO YOU SEE? RUBBISH, ORANGES OR ART? Check out this week's talented artists!

Bordalo II from Lisbon, Portugal – creator of

'Big Trash Animals' – has transformed the streets of Libson into an art gallery. When you first look, you see an enormous bear or a giant duck. But look more closely! I guess you'll feel astonished because now you see a car wheel or an old toilet. This is street art with a message. Borlado II hasn't used normal paints, brushes or rollers for a reason. He's used rubbish and spray paint because he wants us to think about all the things we throw away more carefully. His animals are truly beautiful despite being made from ugly things. Fans have seen his creations at exhibitions and festivals in the USA, Italy and Sweden but Libson is his favourite city.

3 Read the text again. Do the sentences refer to Bordalo II (*B*), Kristián (*K*) or both (*BK*)?

- 1 He creates art to share important ideas.
- 2 He includes everyday objects in his art.
- 3 A lot of his art is online.
- 4 He's a street artist.
- 5 His hometown is his favourite place.
- 6 He likes performance art.
- 4 Find words in the text for each category.

People:

Art materials:

Other art words:

5 Discuss the questions.

- 1 Do you prefer Bordalo II's art or Kristián's art? Why?
- 2 What are the similarities and differences in their artwork?
- 3 Which type of art would you most like to create? Why?

Have you ever looked at normal, everyday objects and seen something else? Inspiring young illustrator Kristián Mensa, from Prague in the Czech Republic, takes ordinary objects and uses his imagination to change them into exciting visual arts. For Kristián, an orange isn't just a fruit – it's a turtle's body, and spaghetti becomes guitar strings. His biggest gallery is social media and followers have shared photos of his artwork thousands of times. Fans have also been to exhibitions of his illustrations in his home country

and the USA. So, next time you look at some oranges, imagine what else they could be! Your imagination can take you further than you think.



GRAMMAR

Comparative adverbs

1 Find the examples of comparative adverbs from the article. Then complete the rules.

RULES: To form the comparative of most regular adverbs, add the word _____ before the adverb.

If an adverb has one syllable, make the comparative by adding - *er*: *soon* \rightarrow *sooner*, *hard* \rightarrow *harder*, *fast* \rightarrow *faster*.

- Irregular comparative adverbs: badly → worse, well → better.
- 2 Complete the sentences. Use the comparative adverb forms of the words in brackets.
 - 1 Sue runs _____ (fast) than me.
 - 2 Graham writes _____ (clear) than me.
 - 3 You need to do your homework ______ (careful) if you want to get good marks.
 - 4 Sorry, I don't understand. Can you speak ______(slow), please?
 - 5 The party starts at ten o'clock, but you can come _____ (early) if you want to.

Adjectives of attitudes

- 1 Complete the sentences from the magazine article on page 38. Then complete the rules.
 - 1 I guess you'll feel
 - _ young illustrator Kristián 2 Mensa uses his imagination to change them into visual arts.

RULES: Adjectives that end in ¹ generally describe emotions - they tell us how people feel.

He was <u>surprised</u> to see Helen after all those years.

She was really <u>tired</u> and went to bed early.

Adjectives that end in ² generally describe the thing that causes the emotion.

Have you seen that film? It's got a surprising ending. Walking up a hill is <u>tiring</u> to elderly people.

2 (Circle) the correct answers.

Have you seen STOMP yet? If you haven't, what are you waiting for? You'll feel really ¹*surprised*/ surprising. STOMP is perfect for adults and kids. It's the most 2 satisfied / satisfying show I've ever seen.

STOMP isn't a musical or contemporary dance show. It's a performance with a difference. The performers create ³*excited*/ exciting rhythms with ordinary objects like brushes and newspapers. There are no lines, singing or story but the sounds and movements are ⁴amazed/ amazing.

The show was a bit loud sometimes. Some people may be ⁵annoyed / annoying by the loud noise, but overall it was great fun for me. So if you are ⁶*interested*/ *interesting* in a creative, original form of entertainment, STOMP is definitely a good choice.

VOCABULARY

Feelings

1.27 Circle the correct adjectives to describe the 1 people in the photos. Then listen and check.



nervous / furious frightened / upset confused / jealous







embarrassed / delighted

grumpy /

exhausted / annoyed

2 Complete the sentences with the adjectives from Exercise 1. There may be more than one answer.

astonished

- 1 Henry is always in the morning. He gets angry easily and doesn't like talking to anybody.
- 2 I'm completely because I have worked for 10 hours.
- 3 My friend is of my success. She always wants to be the best!
- 4 Nick got when Rosy borrowed his car and crashed it.
- 5 Lisa felt for several days when her cat died.
- 6 She is to learn that she is soon to be a grandmother. Great news!

3 Choose an adjective from Exercise 1 and tell your partner about a time in the past when you felt like that. Ask your partner questions to find out more.

I felt annoyed when my brother took my bike because he didn't ask me!

When did that happen?

WRITING

A paragraph

Write a paragraph (about 120–150 words) about your favourite movie genre. Use the following prompts to help you.

- What it is about
- How popular it is
- How much time you spend watching it
- Why you like it

PHOTOSTORY



- Look at the photos and answer the questions.
 Why does Megan want to be an extra in the film?
 Why is Megan unhappy in the last photo?
- 2 Now read and listen to the photostory. Check your answers.



	LUKE	Guys, guys! Guess what!
	OLIVIA	They're going to make a film here.
	LUKE	Oh. Right. You've heard then?
	RYAN	We have. They're going to do some
		filming in the park. For a new sci-fi
		movie. And Megan's really excited.
	MEGAN	I really am. Gregory Harris is in the
		film. He's so cool. In fact, I think
		he's my favourite actor of all time!

1

3



LUKE	Don't get too excited, Megan.
	You're not going to meet him. Or
	even see him, probably.
RYAN	Don't be so sure, Luke. The thing is,
	they want extras for the film.
LUKE	Extras?
MEGAN	You know - the people who stand
	around and do things but don't say anything.
LUKE	Oh, come on, Megan. Everybody
	knows what extras are.

2

4



MEGAN Oh, sorry. Anyway, they're going to choose people to be extras today. One o'clock at the Sports Centre in town. I'm definitely going. Imagine – me, in a film with Gregory Harris!

- OLIVIA Ryan's going, and so am I. How about you, Luke?
- LUKE OK, why not? One o'clock at the Sports Centre? Let's all meet there then.



RYAN	That's odd. There's no one here.
OLIVIA	Have a look at this, guys. The time
	was eleven o'clock, not one o'clock.
MEGAN	Oh, no! I read it wrong. I saw eleven
	and thought it was one! Oh, how
	could I be so stupid?
LUKE	Looks like you're not going to meet
	Gregory Harris after all, Megan.
MEGAN	Oh, leave me alone, Luke!

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas. We think Ryan goes to see the film director to try to help Megan.

5 Mark the sentences T (true) or F (false).

- 1 Tony Gorman is from Britain.
- 2 He is the director of the film.
- 3 He buys a coffee for Megan. __
- 4 Megan listens to Tony's phone call.
- 5 Megan recognises the second man who comes into the coffee shop. ____
- 6 She comes back to the park with an autographed photo of Gregory Harris.

PHRASES FOR FLUENCY

- 1 Find the expressions 1–6 in the story. Who says them? How do you say them in your language?
 - 1 Guess what?
- 4 Have a look [at this]5 Looks like ...
- In fact, ...
 Come on, ...
 - . 6 ... after all.
- 2 Complete the conversation. Use the expressions in Exercise 1.
 - JIM Hi guys. ¹_____? I'm in the football team!
 - MIKE You're joking!
 - JIM No, I'm not. ²_____ at this. It's the team list.
 - MIKE But you're not a good player, Jim. ³_____ you're terrible!
 - ALICE Oh, ⁴_____, Mike! He's not so bad.
 - SUSIE That's right. And the school has picked him to play, so ⁵_____ you're wrong, Mike.
 MIKE Well, I guess so.
 - JIM Yes. I'm good enough for the school team

WordWise

Expressions with get

- Look at the sentences below and choose the correct meaning of get (a-d) in each one.
 - 1 What time does the train **get** to London?
 - 2 They had to stop to get some petrol.
 - 3 Who will get the chance to double their money?
 - 4 Don't get too excited, Megan.

a	become	с	arrive	

b receive d buy

2 Use a phrase from the list to complete each sentence.

get home | got bored | got there get a drink | get angry | got better

- 1 The film was terrible after 20 minutes, I _____ and fell asleep.
- 2 I was really late for school when I ______, it was already ten o'clock!
- 3 There's still a long way to go. We won't _____ before midnight, I think.
- 4 He was ill for about a week, but then he _____, I'm happy to say.
- 5 It was just a joke. Please don't _____ with me!
- 6 If you want, we can _____ in that café in the town centre.

3 Match the questions and responses.

- 1 How about getting a drink?
- 2 When do you get angry with people?
- 3 Do you ever get bored watching TV?
- 4 What time do you get to school?
- 5 Do you ever get a cold?
- a When they say things I don't like.
- **b** Usually about eight o'clock.
- c OK. The shop over there sells water.
- d Sometimes in winter, usually.
- e Only when it's a programme I don't like.

FUNCTIONS

Asking for and offering help

- 1 Look at two sentences from the video. Which one is asking for help? Which one is offering help?
 - 1 Can I help you?
 - 2 Could you help me with something?
- 2 Now look at these sentences. Are they asking for or offering help?
 - 1 Can you lend me a hand?
 - 2 Do you need any help?
 - 3 Have you got a few minutes?
 - 4 Is everything OK?
- 3 **SPEAKING** Work in pairs. Use the questions in Exercises 1 and 2 to act out conversations in which you ask for or offer help in different situations.

A MAKING A DIFFERENCE

OBJECTIVES

- FUNCTIONS: expressing surprise and enthusiasm
- GRAMMAR: defining and nondefining relative clauses; first conditional; *unless* in first conditional sentences
- **VOCABULARY:** the environment; verbs to talk about energy

READING

- 1 Match the words and phrases in the list with the pictures. Write 1–6 in the boxes.
 - 1 a beautiful beach \mid 2 a dirty beach
 - 3 clean water \mid 4 an attractive landscape
 - ${\bf 5}\;$ an endangered species $\mid {\bf 6}\;$ a polluted river
- 2 **SPEAKING** Tell your partner about places you have visited. Which of the things in Exercise 1 did you see?

I saw lots of ... Years ago I visited ... I was surprised / disappointed to see ...

- 3 Description 2 Control Con
 - 1 Black rhinos are far more endangered than tigers.
 - 2 At the beginning of the last century there were ten times more tigers than now.
 - 3 The fishing industry gets more money for fish which live further out in the ocean.
 - 4 The fishing laws need to be stricter to help protect rare fish species.
 - 5 Financial interests play a big role in deforestation.
- 4 Correct the false sentences and write them down.



Hot topic: THE ENVIRONMENT

This week, three experts share with us the problems which will challenge the world's environment in the future. As always, we are curious to get our readers' reactions. So tell us what you think.



1 Endangered species

The black rhino in Africa is in serious danger of becoming extinct. People who think rhino horn has special powers pay a lot of money for it. So, poachers kill rhinos and sell their horns. Tigers are in the same danger, too. The low number of tigers, which has gone down from 100,000 at the beginning of the 20th century to about 3,000, is really worrying. If we don't do anything, they may be gone forever.

Joc Wagner, Cape Town

2 Overfishing

It's not looking good for the fish population. Certain species are in danger and there aren't many of them in the sea where fishermen usually go. Fishing ships are going further out into the oceans. They try to get the rare species whose prices from selling are very high. The oceans need much stricter laws and a fishing industry that keeps to them.

Rick Cavendish, San Diego

3 Deforestation

About 30% of the world's land is still covered with forests. But every year, we lose areas which are as big as the country of Panama. Big companies earn millions from producing wood, paper and cardboard from the trees. People also cut down trees to make more space for growing crops or creating cattle farms. Deforestation, which is dramatically affecting land animals and plants, is partly responsible for climate change.

Alejandro Silvas, Quito

THINK VALUES

Caring for the world

- 1 Read and tick (</) the values that are linked with the problems discussed in the article.
 - 1 We have responsibilities towards future generations.
 - 2 People have a right to express their opinions freely.
 - 3 All people have a right to live in peace.
 - 4 Our behaviour can make a difference.
 - 5 Humans have a responsibility to protect endangered species.
 - 6 We must change our behaviour towards our planet.

- 2 **SPEAKING** Work in pairs. Say what you think about the values.
 - < I think number ... is an important value.

It says ... and I agree that Do you agree?

Politicians/People/Everybody should ...>

I think it's good that ...

GRAMMAR

Defining and non-defining relative clauses

- 1 Complete the examples from the article on page 43. Then complete the rules.
 - 1 People _____ think rhino horn has special powers pay a lot of money for it.
 - 2 There aren't many of them in the sea ______ fishermen usually go.
 - 3 They try to get the rare fish species _____ prices from selling are very high.
 - 4 Deforestation, <u>is dramatically</u> affecting land animals and plants, is partly responsible for climate change.

RULES: We use a relative pronoun to

introduce a **relative clause**. We use ¹_____

to refer to people, ²_____ to refer to things, ³_____ to refer to possessions, and ⁴_____

to refer to places.

We use a ⁵_____ **relative clause** to identify someone or something. Without this information, it's hard to know who or what we're talking about.

Three experts share with us the problems. (Which problems?)

Three experts share with us the problems which will challenge the world's environment in the future.

We use a ⁶_____ **relative clause** to add extra information. We don't need this information to understand the sentence. We put commas around it.

Deforestation, which is dramatically affecting land animals and plants, is partly responsible for climate change.

(Extra information: Deforestation is dramatically affecting land animals and plants.)

2 Fill in the blanks with relative pronouns. Then tick (✓) the sentences which contain non-defining relative clauses and add commas.

- 1 An environmentalist is someone _______ is really concerned about protecting the environment.
- 2 The blue whale _____ numbers have gone down dramatically is on the top list of endangered species.

- 3 It's difficult for animals to live in forests ______ people are cutting down more and more trees every day.
- 4 Cúc Phương National Park _____ is a natural conservation area in Việt Nam is opening some interesting eco-tours this summer holiday.
- 3 Combine the sentences and rewrite them, using relative clauses.
 - 1 The Maldives is a low-lying coastal country. It is in danger of sinking below the sea.
 - 2 In the north and south poles, the ice caps are gradually melting. The sea levels in the north and south poles have started to rise.
 - 3 There are several endangered species in the world. They need special protection against poachers.
 - 4 We went to hear a talk by an environmentalist. Her concern was about the rising level of sea water.

VOCABULARY

The environment

1 Match the words with their definitions.

- 1 extinct | 2 waste | 3 flood
- 4 pollution | 5 smog | 6 recycling
- a a process of transforming trash into something useful again
- a large amount of water covering an area that is usually dry
- c not existing any more
- d a combination of smoke and fog
- e things that make water, air, and the ground unclean
- f material that people throw away because they do not want or need it any more
- 2 **SPEAKING** Work in pairs. Ask and answer questions.
 - 1 What laws to protect the environment are there in your country?
 - 2 Are floods common in your country?
 - 3 Are the air and water very polluted in your area? What could your class do to help fight pollution?
 - 4 List some examples of recycling that you know.

3 SPEAKING Work in pairs. Think about the environment in your country. Which environmental issues concern you the most? What are their consequences? Share with your partners.

> Some of the rivers in our country are polluted, for example ... We think this creates big problems for the fish, and ...

LISTENING

Look at the logo below. Work with your partners and answer the questions.

- 1 What organisation is this?
- 2 What are some of the activities that this organisation does?
- 3 Is Việt Nam a member of this organisation?



2 Not are going to listen to a dialogue between Linh and Quang about an international organisation. Listen and check your answers for Exercise 1.

3 Listen again and circle the correct answers to the questions.

- 1 Which is NOT mentioned as the mission of the organisation?
 - A Raising people's awareness
 - B Raising funds for conservation
 - c Conserving nature and biodiversity
- 2 How long has the organisation been in Việt Nam?
 - A Since 1961
 - B Since the 1980s
 - **C** Linh doesn't know.

- 3 Which is NOT mentioned as one of the projects this organisation has done in Việt Nam?
 - A Suggesting sustainable programs to manage forests
 - B Preventing land and water pollution
 - C Protecting the endangered animals
- SPEAKING Do you know any other international organisations or projects which are helping the environment in Việt Nam? Share with your partners.

FUNCTIONS

Expressing surprise and enthusiasm

- 1 ► D1.33 Listen to the conversation again. The phrases below can be used to express surprise and enthusiasm. Tick (✓) the ones that the speakers use.
 - What a brilliant idea!
 - That sounds wonderful!
 - How exciting!
 - That's amazing! (wonderful! etc.)
 - Wow!
 - Oh, really?
 - Incredible! (Cool! Fascinating! etc.)
- 2 Put the dialogue in order. Practise it with a partner.
 - A That's right. I'm going to work for its SwimSafe campaign.
 - A Because it wants to prevent child drowning.
 - A 1'm going to be a volunteer for one of UNICEF's projects.
 - A Yes. It works to provide children with better health care and education. And also swimming lessons.
 - B How exciting!
 - B Oh really? Swimming lessons? Why's that?
 - **B** So is it what you're going to do?
 - B That sounds wonderful. Isn't it the United Nations Children's Fund?
- 3 **SPEAKING** Practise similar dialogues with a partner. Take turn to say something surprising. React to what your partner says and ask a follow-up question.

TRAIN TO THINK

Different perspectives

1 Read these different texts. Match them with the text types in the list. Write numbers 1–4. Give your reasons. There are two text types you don't need to use.

note diary entry text message newspaper article informative leaflet

- adventure story
- 2 **SPEAKING** Work in pairs. Discuss who the texts are for and what their purpose is.

I think text 1 is probably for ... I think somebody wrote it in order to ...

This morning we took 1 part in the *Cleaning the Beach* project. I was so proud when I saw that all of the 27 children in my class were eager to join...

... to buy OUR vegetables. They come from local farms in the neighbourhood. They are organic and fresh – and you don't have to pick them yourself. Prices are reasonable, the quality is high!

Meeting the guys who want to plant vegetables by the football field at 5pm. Hope to CUL8R. S.

> Reporter Mac 4 Hendon has learned that the council will soon publish a list of spare land that can be used as a nature reserve. It has been ...

 $\bullet \bullet \bullet \bullet \bullet \bullet \bullet$

READING

1 **CD1.34** Read and listen to the text. What type of text is it? Choose from the types in the exercise above. Who might this text be for?

Small changes, BIG consequences 6 things you can do to help the environment

1 Don't leave your computer or other electrical appliances on standby. If you switch off your TV completely when you've stopped watching, it won't use any electricity. People think that a gadget on standby uses only the electricity for that 'little red light'. Not true!



2 When you charge your mobile, disconnect the charger from the phone when the battery is fully charged. Otherwise you will waste energy.

3 If you keep your shopping bags and reuse them when you go to the supermarket, you'll save money. Don't forget that plastic waste is a danger for the environment. Unless people stop throwing plastic away, the environment will suffer even more.

4 Don't let the water run while you're brushing your teeth. If you turn it off and use a cup of water to rinse your mouth, you'll save a lot of water!



5 Make sure none of the taps in your house drip. If a tap drips, it wastes three or more litres of water a day.

6 Think before you throw things away, and tell your family to do the same. They may not want to use an old mobile, computer or MP3 player any more. That doesn't mean those things should end up in the litter bin. If they go to a charity, other people might find them very useful.

2 SPEAKING Work in pairs. Cover up the text and try to complete the sentences.

- 1 A gadget on standby uses ...
- 2 When your phone is fully charged you should ...
- 3 Plastic bags are a problem for the environment because ... So we should ...
- 4 When you brush your teeth it's better to ...
- 5 Taps should never ...
- 6 Before you throw something away, ask yourself who might ...

- 3 Read the tips again. Which of the suggestions ...
 - do you already do?
 - would be easy for you to start doing?
 - would be difficult for you to follow?

GRAMMAR

First conditional; *unless* in first conditional sentences

 Complete the sentences with the correct form of the verbs. Look at the text on page 46 and check your answers. Then choose the right answers to make the rules.

- If you switch off your TV completely when you have stopped watching, it ______ (not use) any electricity.
- 2 If you reuse your shopping bags when you go to the supermarket, you _________ (save) money.
- 3 Unless people stop throwing plastic away, the environment ______ (suffer) even more.

RULES: We use the first conditional to talk about the consequences of a ¹*possible / impossible* future action.

- Condition clause: if + present simple
- Result clause: will / won't + main verb (to express a possible consequence) may (not) / might (not) + main verb (to express a ²more / less certain consequence) The condition clause can come before or after the result clause.

Unless means ³ only if / if not.

2 Match the parts of the sentences.

- 1 Unless someone lends me a bit of money,
- 2 I'll only be able to go to the concert
- 3 They won't pass the exam
- 4 Won't she miss the train
- a if my dad drives me there.
- **b** if she doesn't leave for the station now?
- c I won't be able to take the bus home.
- d unless they study hard.

3 Write first conditional sentences. Then decide in which of them you could use *unless*.

- 0 environment / suffer / if / we not recycle more The environment will suffer if we don't recycle more. The environment will suffer unless we recycle more.
- 1 if / I give this phone / charity / they find someone who needs it
- 2 if / this tap not stop dripping / how much water / we waste in a day?
- 3 situation / become worse / if they not change behaviour
- 4 Look battery full! / if you not disconnect charger / you waste energy

4 Fill in the gaps. Use the correct form of the verbs.

- 1 If you _____, ____you ____ good marks in your test? (not study / get)
- 2 Unless the weather _____ really bad on Sunday, we _____ to the beach. (be / go)
- 3 If she _____ you to her birthday party, _____ you ____ her a present? (invite / buy)
- 4 She _____ him unless he _____ her very nicely. (not help / ask)

5 SPEAKING Work in pairs. Ask and answer questions using the first conditional. Use your own ideas or the ones here.

- 1 What will you do if it rains all weekend?
- 2 What may you buy if you get some extra money this month?
- 3 What won't you do tonight if you have a lot of homework?

VOCABULARY

Verbs to talk about energy

- 1 ▲ 1.35 Match the verbs with their definitions. Write 1–8. Listen and check.
 - 1 to reuse | 2 to throw away | 3 to recycle
 - 4 to waste | 5 to charge | 6 to disconnect
 - 7 to save | 8 to leave on standby
 - not to switch an appliance off completely so it is ready to be used at any time
 - **b** to collect and treat rubbish in order to produce useful materials that can be used again
 - c to fill up an empty battery again
 - d to get rid of something
 - e to stop something from being wasted
 - f to stop the connection between an electrical appliance and the power source
 - g to use something again

2

h to use too much of something or use it incorrectly

SPEAKING Work in pairs. Discuss these questions.

- 1 Do you waste a lot of energy? What could you do to save energy?
- 2 What things do you reuse?
- 3 What things do you recycle? Do you think there is enough recycling done where you live? Why?

Culture

- 1 Look at the photos. What do you know about Costa Rica? Discuss with a partner.
- 2 N1.36 Read and listen to the webpage and check your ideas from Exercise 1.

COSTA RICA

I Why visit Costa Rica?

Costa Rica is a fascinating, tropical country in Central America. Although it's quite small, it is home to 5% of the world's plant and animal species! Over 25% of the country are outstanding nature reserves, where you can find more than 1,000 butterflies, 9,000 different types of plants, 20,000 species of spider, and 34,000 varieties of insects! Costa Rica has spectacular volcanoes, beaches, jungles, rainforests and magical cloud forests!

2 Why is conservation so important in Costa Rica?

It's a destination which has always been popular for tourism. In fact, tourism is the main reason why conservation is so important. Costa Ricans are proud of their country and they work hard to look after its unique natural beauty. Ecotourism in Costa Rica helps protect the natural environment, benefit local communities and also educate tourists about the importance of its natural resources.



3 What will I do?

Volunteers stay in a coastal town and work on environmental projects. You need to keep the beaches clean and safe to protect turtle eggs and you'll count the baby turtles before they return to the sea. You'll also help with wildlife research and work on community projects where you'll help to build schools. In your free time, you can go sightseeing or go on day trips to some of their amazing parks.

What a wonderful way to see and explore Costa Rica while making a difference to the local wildlife! So what are you waiting for? Volunteer now and make a difference!

3 SPEAKING Read the webpage again and answer the questions.

- 1 What makes Costa Rica a fascinating tropical country?
- 2 Why is conservation important in Costa Rica?
- 3 What is the role of ecotourism in Costa Rica?
- 4 What are some environmental projects that volunteers can join in Costa Rica?
- 5 What are the benefits of volunteering in conservation programmes in Costa Rica?

Pronunciation

/f/, /v/, /b/ consonant sounds Go to page 88.

4 MAKING A DIFFERENCE

WRITING

A travel blog

- Look at the photos and read Linh's blog. Where was she on holiday?
- 2 Read the blog again and put the activities that Linh did in the correct order. Write 1–6 in the boxes.
 - a walking past tall trees
 - **b** travelling on a 50-kilometre road trip
 - c trekking up a hill
 - d listening to some safety rules
 - e taking some pictures with family
 - f camping next to a river
- 3 Underline the exclamations in the blog which help Linh express her feelings. Which exclamation expresses:
 - a her positive feeling?
 - b her negative feeling?
- 4 Think about a holiday which you felt most excited about. Plan your travel blog post. Use the list in the box below and make notes.
 - where you went and how you got there
 - how many days your holiday was
 - who you met there
 - what you saw / couldn't see
 - what you did there
 - what you liked / disliked about the place
 - how you felt about something

5 Write your travel blog post (120–150 words). Use your notes from Exercise 4 to help you.



Linh's holiday blog: A trekking journey in a forest

I've just had the best holiday ever! My parents booked an eco-tour in Cúc Phương National Park, so I had my first opportunity to go trekking in a forest. We travelled about 50 kilometres by car to get to the Park. There was a tour guide who greeted us and explained some safety rules before we began our 2-day trekking journey.

We walked past many tall big trees and a lot of colourful flowers – Incredible! When it got dark, we camped next to a small river where I could hear the birds chirping and water flowing like music. What a pleasant song of nature!

On the second day, we trekked up a small hill. It was really hot and sunny, but we made it to the top. The tour guide took some lovely family pictures for us. I was so happy and wanted to stay a little longer to watch the sunset, but... there were some dark clouds that were slowly coming. We had to rush back down. How disappointing!

I hope to have more adventures on my next holiday!



REVIEW UNITS 3 & 4

READING

- Two people are looking for a film to watch. Below are three film reviews. Decide which film, A–C, would be most suitable for these people.
 - Dawn loves thinking about the future. How will life be different? She's a huge fan of films that are set in a time many years from now. But she doesn't really enjoy films that are too frightening.



2 Lisa is not really a fan of fiction and only watches films about real life. She is interested in anything from history to nature to science as long as she learns something from it.

Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

HOT NEW FILMS 🖈

A THE INVISIBLE WORLD

Using the most advanced camera technology in the world, this documentary takes us to places that have never been filmed before. From deep under the sea to inside the human body, this film contains some of the most amazing images you will ever see.

B IT COULD HAPPEN TO YOU

Imagine waking up in a house that is not the house you went to sleep in. Imagine not recognising your children – even though they all seem to think you are their mum. This fascinating sci-fi takes us to a future world where people buy and sell memories.

C TOMORROW NOW

The year is 2080 and for the last ten years Earth has been in contact with aliens. Today is the day that we finally welcome them to our planet. How will they change our lives and are they really as friendly as they seem? One of the scariest films you will see this year.

I'm an eco-counsellor at my school. It's a job I have ⁰_____ doing for 6 months, and it's something I enjoy a lot. As an eco-counsellor, I'm responsible ¹_____ making sure that our school does as much ²_____ it can for our environment.

Altogether there are six of us. We have ³_____ meeting once every two weeks, and we discuss what we can do ⁴_____ encourage students to think about their behaviour and how to be more environmentally friendly. For example, last month we ⁵_____ a plan to stop littering around the school. We put up posters ⁶______ , and I even made a small speech in a school assembly. It's already had an amazing impact, and you ⁷_____ ever see any rubbish on the floor in the school. We ⁸_____ decided to get students to think about recycling. We have now got different bins for glass, paper and plastics in ⁹_____ classroom. If we all ¹⁰_____ the bins, our school will be a cleaner, healthier place.

0	Α	being	В	be	C	been	D	was
1	Α	for	В	of	С	in	D	by
2	Α	SO	В	than	С	for	D	as
3	Α	a	В	-	С	an	D	the
4	Α	for	В	to	С	so	D	about
5	Α	did	В	made	С	ran	D	carried
6	Α	everywhere	В	nowhere	С	anywhere	D	somewhere
7	Α	often	В	sometimes	С	hardly	D	occasionally
8	Α	too	В	also	С	as well	D	else
9	Α	all	В	some	С	every	D	no
10	Α	using	В	have used	С	are using	D	use

VOCABULARY

3 Complete the sentences with the words in the list. There are two extra words.

comedy | confused | documentary | extinct | flood | frightened nervous | news | pollute | standby | thriller | throw away

- 1 He was ______ when he saw a giant spider on his bed.
- 2 There was a _____ programme on TV last night the funniest programme I've ever watched!
- 3 I'm taking an important exam today. I feel really ______.
- 4 There was an interesting programme last night a ______ about the history of my country.
- 5 She looked very ______ when I told her we had to change the plan.
- 6 My father always watches the _____ on TV to see what's happening in the world.
- 7 If it carries on raining like this, there might be a ______ tonight.
- 8 Don't switch it off completely leave it on _____, OK?
- 9 There aren't many of these animals left in the world. They could be ______ in a few years.
- 10 We shouldn't ______ our old devices. Some people may find them useful.

GRAMMAR

4 Complete the sentences with the words in the list.

unless | if | better | who | won't | where

- 1 I didn't study for the test. I _____ pass it, I'm sure!
- 2 He still lives in the city _____ he was born.
- 3 We won't go for a walk ______ it rains.
- 4 I'll never finish this homework _____ you help me. Please!
- 5 She plays the guitar _____ than me.
- 6 She's an actress _____ has a great talent for storytelling.

5 Find and correct the mistake in each sentence.

- 1 Last summer, I had a chance to visit Mount Fuji which is the highest and most famous mountain in Japan.
- 2 It's the most bad party I've ever been to.
- 3 He runs more quick than me.
- 4 If it will rain, we'll stay at home.
- 5 You won't do well in the test unless you don't study.
- 6 Mrs Jones, who son I went to school with, is my piano teacher.

WRITING

Write a short text (about 120–150 words) about your favourite TV programme. Include the following information:

- what it is
- when it's on
- what it's about
- why you like it

Now I can:	*	☆☆	***
• compare things and actions			
• ask for and offer help			
• express surprise and enthusiasm			
 talk about types of films and types of TV programmes 			
 talk about consequences of a possible future action 			
• talk about the environment			
• talk about energy			

.....

OBJECTIVES

- FUNCTIONS: checking information; agreeing; talking about technology
- GRAMMAR: future forms: present simple, present continuous, *will* and *be going to*; question tags; *Nor / Neither / So*
- **VOCABULARY:** future time expressions; arranging a party; phrases with *about*





Moon hotel to welcome first guests

History will be made today when the Titan Moon Hotel finally opens its doors to welcome the first tourists to the moon. The \$36 billion project, which has been delayed for three years, hopes to receive more than 50 guests a week before too long. The first tourist shuttle leaves for the moon from the London Space Port later this evening. Guests on it include the Internet billionaire Mira Xin and her new husband Bob Latchford. They are spending a



READING

1 Look at the pictures in the newspaper on these pages. What do the pictures show?

This one shows a building in the future.

2 **SPEAKING** Work in pairs. Think of a current news story for each section of the newspaper.

sport | travel | entertainment | science and technology

Can you think of a science and technology story?

Yes, computers attached to eyeglasses. They're incredible!

- 3 Look at the pictures again. What do you think the stories are about?
- 4 Read and check your ideas. What is 'different' about this newspaper?
- 5 No. 2012 Read and listen to the stories again. Decide if the sentences are correct or incorrect. Correct the incorrect sentences.
 - 1 They planned to open the Titan Moon Hotel in 2039.
 - 2 Mira Xin has just got married.
 - 3 There are some human actors in *Star Client*.
 - 4 Interflix film producers think actors are too expensive.
 - 5 Shirley Williams lost a foot in a car accident.
 - 6 Doctors thought Shirley's career was over.

5 FUTURE FUN

ENTERTAINMENT

Actors call for *Star Client* ban

Angry actors are calling on people not to go and see the latest Interflix film *Star Client* because they fear it could be the end of their profession. The film features an entire cast of robots playing human roles. Interflix producers have responded saying that the enormous fees that Hollywood stars are asking for make it impossible for studios to produce films. The film opens in the UK on Friday.





SPORT

Shirley's Helsinki Happiness

Doctors have told Shirley Williams that she will be able to compete in the European Championships in Helsinki next month. The 28-year-old boxer had a complete hand transplant after being involved in a car accident in July 2040. Doctors told her that her career was over. But a two-year intensive recovery programme means that she now has the chance to compete again. 'I never thought this day would arrive', she told reporters. 'After Helsinki I'm going to start training for Lima 2044,' she added.

THINK VALUES

Believe in a better future

- 1 What kind of future do you think these stories show?
 - \odot a positive future
 - \bigcirc not positive or negative
 - \odot a negative future

R
N
N

- Robot films Moon hotel Miracle boxer
- 2 **SPEAKING** Work in pairs. Compare your ideas with your partner. Give your reasons.

I think the story about robots acting in films shows a negative future because I don't think that it is a good thing for technology to replace humans.

3 SPEAKING Think of a positive future for Vietnam. What things do you see? Think about these areas.

technology | medicine | economy | education | sport | weather

There will be fewer floods in the next 10 years.

Việt Nam's National Football Team will be the World Cup champion in 2030.





GRAMMAR

Future forms: present simple, present continuous, *will* and *be going to*

 Complete the sentences with the verbs in the list. Check your answers with the stories on pages 52–53. Then match the sentences in Exercise 1 with the rules. Write a–d.

opens | spending | start | will

- a The film _____ in the UK on Friday.
- b History _____ be made later today.
- c I'm going to _____ training for Lima 2044.
- d They are _____ a three-day honeymoon there.

RULES: We often use

- the present simple tense to talk about fixed future events. ¹____
- the present continuous to talk about future arrangements. ²___
- *will / won't* to make predictions about the future. ³____
- *be going to* to talk about future plans and intentions. ⁴___

2 Complete the sentences. Use the present simple or present continuous form of the verbs in the list.

arrive | go | have | meet | open | start

- 1 That famous restaurant _____ at 6 pm. She _____ dinner with her boyfriend there this Saturday.
- 2 My family _____ to a concert tonight. It _____ at 8 pm.
- 3 I _____ my sister at 2 pm at the airport. Her flight FL098 _____ at 1.30.
- Read the sentences. Mark them
 P (prediction), I (intention),
 A (arrangement) or F (fixed event).
 - 1 She won't do very well in her exams.
 - 2 They're going to buy a new car soon.
 - 3 The match starts at 3 pm.
 - 4 He's meeting his mother for lunch on Friday.
 - 5 The new zoo opens on Friday. _
 - 6 One day we'll all live under the sea.
 - 7 I'm going to write a novel one day. ____
 - 8 They're having a party on Tuesday.

4 Choose the best future form to complete the dialogue.

- A *Are you doing! Do you do* anything on Friday evening?
- B Yes, I¹'m working / 'll work at the restaurant.
- A Oh, what time ² are you finishing / do you finish?
- B The restaurant usually closes at 9 pm and I work until then but there's a party this Friday so I ³won't/ don't finish until at least 10 pm. Why?
- A Well I ⁴'m having / 'll have a party. Lots of people ⁵come / are coming and I wanted to invite you, too.
- B I'd love to come.
- A You ⁶won't be | aren't being too tired?
- **B** No way. It ⁷ is being / will be the perfect way to start the weekend.
- 5 Use the correct future forms of the verbs in brackets.
 - I really want to visit London. I (probably / go)
 there next year.
 - 2 Our coach to Đà lạt (depart)_____ at 5 a.m
 - 3 This is my last day in Hà Nội capital. I (go)_____ back to Hồ Chí Minh City tomorrow.
 - 4 I (see) my uncle in September.
 - 5 If the weather is better in the evening, we (have) ______ a barbecue.

VOCABULARY

Future time expressions

1 Complete the time expressions with the words in the list.

from | later | after | time | near | next | next | long

1	the week after	5	the day	
			tomorrow	
2	before too	6	toda	ay
3	in two weeks'	7	four years	now
	1 1			

- 4 _____ weekend 8 in the _____ future
- 2 Complete these sentences in your notebook with your own ideas. Think about your family, friends, school, town, country.

Predictions	2	I think _	in the near future. 40 years from now. in 20 years' time.
Intentions	5		_ the week after next. _ next Friday. _ before too long.
Arrangements			_ this weekend. _ later today. _ tomorrow morning.

LISTENING

- **SPEAKING** You are going to listen to two interviews with people from the future newspaper: boxer Shirley Williams and moon tourist Mira Xin. Compare your questions.
 - Student A: Write three questions to ask Shirley. •
 - Student B: Write three questions to ask Mira. •
- 2 **▲**2.03 Listen to the interviews. Do they ask your questions? What questions do they ask?
- 3 Listen again. Choose the correct picture and put a tick (\checkmark) in the box below it.
 - 1 What is Mira going to do on the moon?



3 What is one of Shirley's plans for the year?

2 What is she taking with her?



Δ



4 What is she going to do?



THINK SELF-ESTEEM

Personal goals

A

What do you want to do and don't want to do? 1 Complete the list so they are true for you.

В

С

- Today:
- 1 I want to _____
- 2 I don't want to _____

This week:

- 1 I want to ____
- 2 I don't want to _____

This year:

- 1 I want to ____
- 2 I don't want to _____
- In my life time:
- 1 I want to ____
- 2 I don't want to _____

SPEAKING Work in pairs. Compare your 2 lists from Exercise 1. Say what things you are going to do.

I really want to finish my school project tonight.

3 **SPEAKING** Discuss how you are going to do the things on your lists.

How are you going to finish your project tonight?

Well, I'm going to start it as soon as I get home. I'm not going to watch any TV.

RFADING

- 1 Imagine you are organising a party for your birthday. Put these things in order of importance.
 - food
 - music
 - guests
 - publicity (letting people know about the party)
- 2 SPEAKING Work in pairs. Compare your ideas with a partner.

Music's very important. You can't have a party without good music.

3 Read the chat room posts quickly. What kind of party are they arranging? Do you think Hoa is a good organiser?



Read the posts again. Who is responsible for each area in Exercise 1?

Hoa One week to go, 1 everyone. Just checking in. How's the music going, Khana?

Khang All done. I've hired the DJ. I paid him a deposit. You wanted me to do that, didn't you?

Hoa That's great, Khang. But what about the food. Khang?



Khang All sorted.



Hoa That's great. Anyone heard from Minh? He promised to send out invitations

by email.



Minh What do you mean 'send out invitations?' The party is open to everyone, isn't it? I thought we agreed to put up posters around the school?

Hoa OK, that's a better idea. No invitations. Just the posters. Lewis, you're doing that, aren't you?

Lewis I'll do it tomorrow. They'll be ready to put up in the afternoon. That should be OK. shouldn't it?





Khang So can I.

Lewis Great. Can you both come round to my house in the morning?

Minh Sure, but I won't be able to be there before 11.





Lewis No problem - see you at about 11 then.





Hoa Neither do I. I'll do it first thing tomorrow. Sorry about that.

GRAMMAR

Question tags

Complete the sentences. Look at the posts on page 56 and check your answers. Use the sentences in Exercise 1 to complete the rules.

- 1 You wanted me to do that, you?
- 2 The party is open to everyone, ______ it?
- 3 Lewis, you're doing that, _____ you?
- 4 That should be OK, ______ it?
- 5 I'm not responsible for that, ____ |?
- 6 You haven't forgotten about that, _____ you?

RULES: Question tags are short questions which we use to check facts or make conversation.

- With positive statements, use a ⁰ negative question tag.
- With negative statements, use a ¹____ question tag.
- When be is used in the statement, repeat it in the question tag. (sentences 2, 3, 5)
- With modal verbs (*can, might*) and most other verb forms, repeat the modal or the auxiliary verb in the question tag. (sentences 4, 6)
- With present or past simple verbs, use ²_ *don't, does,* ³_____ (present simple) or _, *didn't* (past simple). (sentence 1)

2 Complete the questions with tags.

- 0 She sings beautifully, *doesn't she* ?
- 1 You won't say anything, _____?
- 2 Debbie didn't phone, _____?
- 3 You can come to my party, _____?
- 4 He's Jamie's brother, _____?
- 5 That meal was delicious, _____?
- 6 They don't live with you, _____?
- 7 You've met Liam, _____ ?
- 8 You aren't going to university, ____ ?

Nor / Neither / So

3 Complete the sentences. Then complete the rules. HOA I'm really going to enjoy this party. LEWIS So _____ I. I can help if you want, Lewis. MINH KHANG So I.

KHANG I don't think we can have a party without his permission.

HOA Neither _____ I.

I won't be able to be there before 11. MINH KHANG Nor _____ I.

RULES: We can use *so* and *nor / neither* to agree with statements.

- We use 1 _ with *be* and with modal and auxiliary verbs to mean 'in the same way', 'as well as' or 'too'.
- We use ²_____ and ³ with be and with modal and auxiliary verbs to mean 'also not'.

We use *so / neither / nor* in order to avoid repeating a verb, especially in short responses with pronoun subjects.

Write replies to agree with the statements.

- 0 I love school. So do I .
- 1 I didn't watch any TV last night.
- 2 I can't go to the party. _____ .
- 3 I should do my homework.
- 4 I'm going to bed early tonight.
- 5 I don't eat meat.
- 6 I won't be late.
- 7 I was very upset with Tim.

Pronunciation

Intonation of question tags

Go to page 89.

VOCABULARY

Arranging a party

Match verbs with nouns to create a 'to do' 1 list. Use the posts on page 56 to help you.

<u>Verbs</u>	<u>Nouns</u>
send out organise	permission room
get hire draw up	DJ food and drinks
decorate	invitations guest list

Get permission for the party.

- 2 **SPEAKING** Work in pairs. What order should you do the things on your to-do list?
 - You should get permission first, shouldn't you?

WRITING An invitation

You are having a party. Design the invitations (120–150 words). Be sure to say the theme of the party, the date, time and place of the party and also what your guests should bring (or not bring).

PHOTOSTORY



Look at the photos and answer the questions.

What does Megan want to do on Saturday? What plans have the others got?

▲ 2.06 Now read and listen to the photostory. Check your answers.



2

LUKE	Friday morning. I can't wait for
	the weekend.
OLIVIA	Nor can I.
RYAN	Only one more day of school to go.
	Thank goodness! I'm about to go
	crazy in that classroom.
LUKE	I know what you mean.
RYAN	And the weather's going to be nice
	this weekend. I checked the forecast.
MEGAN	So did I. A bit cloudy, but no rain.
	Let's have a picnic. What do you
	reckon, Ryan?



RYAN	I think it's a great idea.
LUKE	So do I.
RYAN	But I'm going to spend the day
	with my cousin.
MEGAN	Oh, no, that's a shame!
RYAN	Hey! There's nothing wrong with
-	my cousin!
MEGAN	Oh, come on, Ryan. You know what
-	I mean!

2



MEGAN	What about you, Olivia? You		
	haven't got any plans, have you?		
OLIVIA	Well, actually, yes, I have. Mum		
	promised to take me shopping.		
MEGAN	Oh. Lucky you.		
OLIVIA	Yeah, she's going to buy me		
	some new clothes.		

3



MEGAN So it's just you and me, Luke.

- LUKE Well, Megan, there's a school football match tomorrow morning. And I'm in the team.
- MEGAN In other words, you can't come tomorrow either.
- LUKE Well, sorry, no. I can't miss the match, can I?
- MEGAN Oh, well. Looks like I'm going to be on this bench all alone, then. I'm glad I've got a good book.

DEVELOPING SPEAKING

3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think that Megan goes shopping with Olivia.

4 • Watch to find out how the story continues.

5 Answer the questions.

- 1 Why doesn't Ryan go to his cousin's house?
- 2 Why doesn't Luke play football?
- 3 Why doesn't Olivia go shopping?

PHRASES FOR FLUENCY

- 1 Find the expressions 1–6 in the story. Who says them? How do you say them in your language?
 - 1 Thank goodness.
- 4 There's nothing
- 2 What do you reckon?3 That's a shame.
- wrong with ...
- 5 Lucky you.
 - 6 In other words, ...

2 Complete the conversations. Use the expressions in Exercise 1.

- A My parents just won a holiday in a competition.B Wow! _____!
 - A The holiday is for two people, so I can't go.
 - B Oh. _____
- 2 A How's Ben? Any news?
 - B Yes. He's OK. His arm's not broken. _
 - A _____, it's not as serious as we thought.
- 3 A Look at that guy's clothes. They're horrible!
 - **B** Well, I don't like them much. But I don't think you should be so critical.
 - A Hey! ______saying what you think!

FUNCTIONS

Agreeing

1 Match the sentences and the replies from *Weekend plans*.

- 1 I can't wait for the weekend. a So did I.
- 2 I checked the forecast.
- 3 I think it's a great idea.
- 4 I'm happy you're here.
- 5 I haven't got anything to do all day.
- 6 I didn't want to spoil the surprise.
- b So am I.
- c Neither have I.d Neither did I.
- e Nor can I.
- e INOr can
- f Sodol.

WordWise

Phrases with about

1 Complete the sentences from the unit so far with a phrase in the list.

sorry about | about eleven | about you forgotten about | about to

- 1 No problem see you _____ then.
- 2 What about the food? You haven't _____ that, have you?
- 3 I'll do it first thing tomorrow. _____ that.
- 4 I'm _____ go crazy in that classroom.
- 5 What _____, Olivia?

2 Match the questions and answers.

- 1 How tall is Jack?
- 2 You haven't tidied up!
- 3 I love this music. What about you?
- 4 Has your sister left school now?
- 5 Why weren't you at the party?
- a Yes. She's about to go to university.
- **b** About 1 metre 65, I think.
- c I forgot about it. I'm really angry with myself!

.

- d Yes, it's not bad.
- e Oh, sorry about that.

CLIL (TECHNOLOGY)

Go to page 92.

2 Complete the left-hand column with true information about you.

Tonight I'm going to ... and so is ______. I'm not going to ... nor is ______. Yesterday I ... and so did ______. Yesterday I didn't ... nor did ______. I really like ... and so does ______. I don't like ... nor does ______.

3 Walk about the classroom and find people who agree with you. Complete the chart with their names.

6 SCIENCE COUNTS

OBJECTIVES

FUNCTIONS: talking about past habits; talking about imaginary situations; talking about scientific discoveries GRAMMAR: past simple vs. past continuous (review); used to; second conditional; I wish VOCABULARY: direction and movement; science

3







5

READING

1 Look at the pictures. Say what each one shows.

Picture 3 is electricity.

- 2 **SPEAKING** Work in pairs. Answer the questions.
 - 1 Why are the things in Exercise 1 important?
 - 2 What was life like for people before they had these things?

Before people had fire, they couldn't cook meat. And they were cold in winter.

3 SPEAKING Work in pairs or small groups. Discuss the questions.

- 1 Electricity and fire are *discoveries*. The other things are *inventions*. What's the difference?
- 2 Which of the six things above do you think is the most important? Why?
- 3 Can you think of other discoveries or inventions that changed how people live?



- 4 Look at the pictures on page 61.
 - 1 Who are the people, do you think?
 - 2 What do you think this blog is about?
- 5 <a>2.08 Read and listen to the blog and check your ideas.
- 6 Read the blog again. Answer the questions.
 - 1 What did Newton think about when he saw the apple fall to the ground?
 - 2 What did Archimedes see when he got out of the bath?
 - 3 Why did he shout 'Eureka'?
 - 4 Why are these discoveries not complete accidents?

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MIKE HORNBY'S VERY INTERESTING BLOG PAGE

Why aren't people more interested in science?

Welcome to my blog! This week I want to talk a bit about science, scientists and science stories.

- 🗆 🗙

Let's start with Newton. Back in about 1666, Isaac Newton was visiting his mother one day and was walking around in her garden. He sat down under an apple tree and started thinking. So, he was sitting and thinking when an apple fell out of the tree and hit the ground beside him. (Some people say the apple fell on his head, but who knows?) And Newton thought about why things fall down and not up or sideways. And he got the idea of gravity.



THINK VALUES

How science helps people

Choose the sentence that you think best says what the blog is about.

- 1 Some important things happen by accident.
- 2 Scientists should be more famous than they are.
- 3 It's important to know something about science.
- 2 **SPEAKING** Compare your ideas with others in the class.



Nice story, isn't it? It's a bit like Archimedes and the bath.

Archimedes was sitting in his bath one day, more than two thousand years ago, and while he was getting out, he noticed that the water went down in the bath. So he got back in, and the water went back up. 'Now I understand!' shouted Archimedes – actually, he shouted 'Eureka!' because he was Greek, not English. He saw that the level of the water in the bath was directly related to exactly how much of his body was in the water. This was a very important discovery in our understanding of maths and physics.

You might say that these discoveries were accidents, and in a way they were - but not complete accidents. They needed people like Newton and Archimedes to do the thinking. Scientists do a lot of thinking and because of that, our world is the way it is.

3 SPEAKING Here are four things that science has given us. Write down three more. Then, with your partner(s), discuss the question: How do these things help us every day?

the Internet the telephone medicines the fridge

GRAMMAR

Past simple vs. past continuous (review)

1 Complete the sentences from the text with the words in the list. Then complete the rules with *past simple*, *past continuous*, when and while.

fell | sitting | went | hit | thinking getting | noticed

- 1 Newton was _____ and _____ when an apple _____ out of the tree and the ground.
- 2 While Archimedes was out of the down. bath, he that the water

RULES: We use

- the ¹_____ for an action that happened at a particular moment in the past. We often use 2 with this tense.
- the ³_____ for a background action or to describe a situation over a period of time in the past. We often use 4^{-1} with this tense.

Remember that some verbs can't be used in the continuous form.

2 Complete the sentences with the correct past tense form of the verbs.

- 0 While Benjamin Franklin *was watching* a thunderstorm, he <u>got</u> some ideas about electricity. (watch / get)
- 1 We _____ an experiment at school when a fire ______. (do / start) 2 They _____ for lunch because they
- ___ enough time. (not stop / have)
- 3 The electricity _____ off at home while I ___ my homework. (go / do)
- 4 I ______ a great science site while I the net. (discover / surf)
- 5 Who _____ you ____ to when I ____ you in town yesterday? (talk / see)
- 6 When the scientist _____ the answer to the problem, she _____ very famous. (find / become)
- 3 Sally saw an incident in her town centre. Complete her statement to the police with the past simple or past continuous form of the verbs in the list. Sometimes more than one verb is possible.

buy | sit | read | see | walk | stand | hit not stop | do | cycle | ride | go | knock Last Saturday morning I ⁰ <u>bought</u> a magazine, and I ⁰*sat* down on a bench in the town centre

to read it. People ¹_____ about and ² their shopping. There was a group of four people near me – they ³_____ together and laughing. Then I ⁴_____ a boy, about 16 years old. He ⁵_____ his bike down the street. He ⁶_____ very fast. Suddenly, he had to change direction because there was an old lady in front of him, and he ⁷_____ right into the group of people. His bike ⁸_ a man and ⁹_____ him over. And the boy 10 _____. He just cycled away!

VOCABULARY

Direction and movement

Complete the sentence. 1

Newton thought about why things fall ¹ and not ²

2 Match the phrases with the pictures.

- 1 It's coming towards her.
- 2 It's running away from her.
- 3 They're running **around** the tree.
- 4 She's leaning **backwards**.
- 5 She's leaning forwards.
- He's walking **up and down** the room.





LOOK! Forwards and backwards are the only words here that are <u>never</u> followed by an object.

The words *towards* and *away from* <u>always</u> have an object after them.

3 Which way(s) can these things move?

- 1 a car
- 3 a helicopter
- 2 a plane
- 4 a lion in a cage

LISTENING

- 1 Look at the pictures. In which picture can you see _____
 - 1 apple seeds?
- 3 a plug in a socket?
- 2 the moon?
- 4 a hose?
- 2 Listen to a class discussion. You will hear four stories about things children didn't understand. Number the pictures in the order you hear the stories.









3 Listen again. Answer the questions.

- 1 When the teacher was a girl, why did she think she might get ill during the night?
- 2 Why did Sarah use to look at the moon for hours?
- 3 Why did Sarah laugh at the moon?
- 4 Why didn't Alex's grandfather use to step on wires?
- 5 Why did Martin's family eat lots of apples?
- 6 Why was Martin afraid to eat apple seeds?

GRAMMAR

used to

1 Complete these sentences with the words in the list. Then choose the correct words to complete the rules.

do | be | laugh | plug | eat

- 1 Every night I **used to** _____ something into all the electrical sockets.
- 2 Did you really use to _____ that, Miss?
- 3 | **used to** ______ at the moon and call it names.
- 4 He **used to** _____ scared of standing on a wire.
- 5 I didn't use to _____ the seeds.

RULES: We can use *used to* + verb to talk about things that happened regularly in the past but not any more.

- In the positive, we say 1used/use to + verb.
- In the negative, we say didn't ²used / use to + verb
- For questions, we say Did [you] ³used / use to + verb
- 2 Complete the sentences. Use the correct form of *used to* and the present simple.
 - That shop used to be (be) a book shop, but now it sells (sell) clothes.
 - 1 He _____ (be) my friend, but we really _____ (not know) each other any more.
 - 2 When we were younger, we _____ (not listen) to country music, but now we _____(not listen) to anything else.
 - 3 I really _____ (not like) pizza now, but it _____ (be) my favourite food.
 - 4 We _____ (go) to Ha Long Bay for our holidays, but now we _____ (prefer) Sapa.
 - 5 My sister _____ (believe) there were monsters under her bed.
 - 6 I _____ (not care) about science, but now I _____ (think) it's really interesting.
 - 7 When you were small, _____ you _____ (have) an imaginary friend?

Pronunciation

The /juː/ sound

Go to page 89.

FUNCTIONS

Talking about past habits

- 1 Think about life when you were much younger. Write five things that you or others used to do or believe.
- 2 **SPEAKING** Work in small groups. Talk about the things you wrote. Who has the funniest story?

When I was little I used to think that there was a person inside the post box who took the letters.

> My brother and I used to hide in my sister's closet and then jump out and scare her when she opened the door.

READING

1 SPEAKING Think of something that doesn't exist yet but you would like to have or to see. Compare your ideas with a partner.

I'd like to have a motorbike that can also fly.

I'd like to see a machine that can take you anywhere in the world in seconds.

- 2 A web forum asked readers to do the same task as Exercise 1. Look at the pictures. What things do you think the forum readers suggested?
- 3 Solution 2.12 Read and listen to the posts in the forum. Check your answers to Exercise 2.

4 Read the forum again. Then write the names of the people described in these statements.

- 0 This person thinks about our planet. *Charlie*
- 1 This person might be a bit lazy.
- 2 This person worries about sick people.
- 3 This person wants more time.
- 4 This person wants to go back in time. _

TRAIN TO THINK

Using criteria

- Here are the five ideas from the forum.
 Put them in order 1–5: 1 = the most useful,
 5 = the least useful.
 - a a fuel that doesn't pollute
 - b a time machine
 - c a cure for malaria
 - d a machine to do homework
 - e a pill to sleep less
- 2 You put the five things in order following a criterion – how useful is the idea? Here are two more criteria. Can you think of others?
 - How possible is it?
 - How important is it?
 - How _____ is it?
 - How _____ is it?
- 3 Choose one of the criteria in Exercise 2 and order the things in Exercise 1 again. Then compare your ideas with other students.



We asked you, our readers: **'What scientific advance or discovery would you like to see in the near future?'** Here are some of your answers.

- It would be great if there was some kind of petrol we could use in cars that didn't produce any pollution. I guess there are scientists right now trying to do that, and I hope they succeed, because the world would be a much cleaner place, wouldn't it? **Charlie**
- If I could choose anything, I'd go for a time machine so that I could go back and do some things differently. Of course that's impossible – but wouldn't it be great if it was possible? I wish I could go back in time to when I was a kid and not say some of the things that I really did say! Hannah
- Well, of course, the best things are cures for really bad diseases. Everyone thinks about cancer, and of course it's terrible, but a lot of scientists are also working very hard to stop malaria – another terrible disease that affects millions of people all over the world. So if they found a cure for malaria, or a way of completely preventing it, life would be easier in so many places. **Bruna**
- I wish there was a machine that did homework! Wouldn't that be fantastic? But I guess teachers wouldn't be very happy. **Georgina**
- I think it would be great if they invented a pill or something so that you only had to sleep for one or two hours every day. Then we'd all have much more time to do things and to enjoy ourselves. Life would be better, I think, and everyone would do a lot more with their lives. Morris



64

GRAMMAR

Second conditional

 Complete these sentences with the phrases in the list. Are the sentences about real or imagined situations? Find more examples of the second conditional in the web forum and <u>underline</u> them.

would be | would go for | wouldn't it be was | found | could

- 1 If they _____ a cure for malaria, life _____ easier in so many places.
- 2 If I _____ choose anything, I ____ a time machine.
- 3 _____ great if it _____ possible?

2 Now complete the rules.

RULES: We use the second conditional to talk about the consequences of an unreal present action or ¹ a probable / an improbable future action.

- Condition clause: *if* + ²______ simple.
- Result clause: ³_____/ wouldn't(would not) + verb.

The condition clause can come before or after the result clause.

3 Circle the correct words.

- If I had/ would have a bit more time, I went / would go and see my friends tonight.
- 1 They would learn / learned more if they would listen / listened more carefully.
- 2 If my school *would be / was* a long way from home, I *would have / had* to take a bus.
- 3 He *lent / would lend* you his tablet if you *asked / would ask* him nicely.
- 4 If he was / would be really ill, he stay / would stay in bed.
- 5 I gave / would give you her address if I knew / would know it myself.

4 Complete the sentences with the correct form of the verbs.

- I think it <u>'d be</u> (be) a great party if the food <u>was</u> (be) better.
- 1 Who _____ you _____ (talk) to if you _____ (have) a really serious problem?
- 2 She _____ (like) you if you _____ (be) nicer to her.
- 3 If his father _____ (not make) him tidy his room, he _____ (not do) it.
- 4 If you _____ (can) have any present you want, what _____ you ____ (choose)?

l wish

5 Read the sentences. How are they alike?

- 1 <u>I wish I could go back</u> to when I was a kid.
- 2 I wish there was a machine that did homework.
- 6 Complete the sentences with the correct verb form.
 - 0 The bus <u>isn't</u> here. I wish the bus <u>was</u> here.
 - 1 We <u>aren't</u> a good team. I wish we _____ a better team.
 - 2 I <u>can't</u> go home. I wish I _____ go home.
 - 3 It's raining. I wish it _____ raining.
 - 4 They <u>are making</u> so much noise! I wish they ______ so much noise!
- 7 SPEAKING Work in pairs. Which person in the pictures is thinking which thing from Exercise 6? (More than one answer is possible.)



VOCABULARY

Science

- 1 Match the words with the definitions.
 - 1 a cure | 2 to discover | 3 an experiment
 - 4 to invent | 5 a laboratory | 6 a machine
 - 7 to do research | 8 a scientist
 - a to study something
 - **b** someone who works in an area of science
 - c a room for scientific work
 - d something that makes a sick person well again
 - e to find something new
 - f a test to see if something works or is true
 - g to make something new
 - h a piece of equipment that does a specific kind of work
- 2 **SPEAKING** Look back at Reading Exercise 1 on page 64.
 - 1 What do you think are the three best ideas?
 - 2 Write them again, using either *I wish* ... or the second conditional.
- **3 SPEAKING** In class, compare everyone's ideas, and vote for the best ones.

Culture

- 1 Look at the pictures. Do you know any of these people? What made them great scientists?
- 2 22.13 Read and listen to the article about three scientists. Number the pictures 1–3.







Great scientists

1 Galileo (Italy, 1564–1642)

Galileo – his full name was Galileo Galilei – was a scientist, mathematician and astronomer (someone who looks at the stars and planets). When he was alive, telescopes were still quite **basic**, and he made many improvements to them.

His best-known **achievement** was to show that the Earth moves around the sun, and not the sun around the Earth (although he was not the first man to have the idea).

2 Lê Hữu Trác (Việt Nam, 1720–1791)

Lê Hữu Trác is popularly known as Hải Thượng Lãn Ông. He did many things during his life, including teaching and writing books, but he is remembered mostly because of his works in Vietnamese traditional medicine. Lê Hữu Trác did research on medical herbs, and developed remedies for treating and **preventing** illnesses. His findings and ethics have made a valuable source of knowledge for doctors in later generations in Việt Nam.

3 Jane Goodall (Britain, born 1934)

Jane Goodall is a scientist who has studied primates, especially chimpanzees, her whole life. She has studied their family groups, their use of **tools** and their emotions. Her work has made it clear that chimpanzees and other primates (gorillas, for example) are not as different from people as we used to think. Goodall has shown the world that we need to **treat** the animals around us with respect and protect them.

3 Read the article again and write the names of the scientists.

Which scientist (or scientists)

- 1 _____ is/are still alive?
- 2 _____ looked at stars?
- 3 _____ worked with animals?
- 4 _____ did research on medical herbs
- 5 _____ developed something to treat illnesses?
- 6 _____ improved a piece of equipment?
- 4 Match the highlighted words in the article with their meanings. Write the words.
 - 1 simple, not complicated ____
 - 2 something very good and difficult that you do _____
 - 3 stopping, not allowing ____
 - 4 to behave towards people or things in a certain way _____
 - 5 things you use with your hands to do jobs _____

5 SPEAKING Work in groups and discuss the questions. Then share with the whole class.

- 1 Which of these scientific contributions do you think is the most important? Why?
- 2 Do you know any other scientists whose discoveries or inventions are important to human life?

WRITING

A blog entry

- Hoa wrote a blog entry with the title, 'A world without television'. Read what she wrote and answer the questions.
 - a What did people do before they had television?
 - **b** What does Hoa think life would be like without TV?
- 2 Look at Hoa's blog entry again.
 - 1 In which paragraph does Hoa use *used to*? In which does she use the second conditional?
 - 2 Match the paragraphs with these headings:A Imagine life without television
 - B Life before television
- 3 You are going to write a blog entry like Hoa's. Choose one of these pieces of technology, or another one if you prefer: mobile phones | tablets | calculators
- 4 Make notes for your blog entry. Paragraph 1: what life was like / what people did before the piece of technology was invented

Paragraph 2: what life would be like now without the piece of technology

5 Write your blog entry. Write 120–150 words altogether.

Hoa's

blog

A world without television

- [1] It isn't easy to imagine life without television, but people only started to have television at home about sixty years ago. So a lot of people who are alive today lived without it in the past. Before television, people used to read in the evening, or listen to the radio. I read once that families used to get together and sing songs or tell each other stories. I think it was probably a bit boring but perhaps people enjoyed it.
- [2] If we didn't have television these days, I think things would be OK. I mean, we would still have films and the Internet, wouldn't we? We would get all the information and entertainment we need there, and in fact many people already do. I know a lot of people who don't watch television at all, they watch sport and things by streaming them. But of course, they're using TV programmes when they do that – so maybe a world without TV wouldn't be such a good idea!

REVIEW UNITS 5 & 6

READING

1 Look at the text in each question. What does it say? Choose the correct letter A, B or C.

0	RED BUTTON STOPS THE ESCALATOR. ONLY USE IN CASE OF EMERGENCY	 A Press the red button if you want to get on the escalator. B Don't press the red button unless there is a serious problem. C Only shop staff can press the red button. 	3 The recent rain has made the school fields very wet and we might need to move the school sports day from Saturday to Sunday. Please see this notice board for further information.	 A The sports day will now take place on Sunday. B The weather will be bad this weekend. C There is a chance the sports day will still take place on Saturday.
1	Subject: Hi Claudia - I want to start French lessons. You said John Gray teaches French. Have you got his phone number? best Anna	 Anna A wants Claudia to pass on a message to John Gray. B wants to talk to John Gray. C wishes she could start French lessons. 	 Jemma - would it be OK if you didn't use any of the eggs? I need them to make a cake when I get back from work. Thanks Jim PS Help yourself to the soup - it's delicious. 	 Jemma can A eat the soup but not the eggs. B eat the soup and some of the eggs. C have some cake when Jim gets back from work.
2	PHOTOGRAPHY FOR BEGINNERS 5-week course starts Tuesday 5th Oct. There are still a few places. BOOK WITH STEVE	 A The photography course is already full. B Talk to Steve if you are interested in learning how to take photographs. C The photography course finishes at the end of October. 	5 Really sorry to miss your party. Hope it's fun. Work is no fun at all!	 Fin A wishes he could go to Ashley's party. B is going to be late for the party. C thinks that work is as fun as the party.

LANGUAGE FOCUS

- 2 Here are some sentences about science. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
 - My dad's worked as a scientist for 20 years.
 My dad started working as a scientist <u>20 years ago</u>.
 - I really don't understand physics. I would like to understand it.
 I wish ______ physics.
 - 2 I'm quite sure he doesn't like science. He really doesn't like science, _____?
 - Before Mr O'Brian was our teacher, I didn't like science much.
 I ______ like science before Mr O'Brian became our teacher.
 - 4 I always fail biology tests because I don't understand things. If I understood things, I _____ biology tests.
 - I don't enjoy science fiction, and Jim doesn't enjoy science fiction.
 I don't enjoy science fiction, and ______ Jim.

VOCABULARY

3 Complete the sentences with the words in the list. There are two extra words.

experiment | up and down | away | towards | hire | near research | long | cure | next | later | draw up

- 1 Sorry, I can't come and see you for a couple of weeks but how about the week after _____?
- 2 I got scared when the dog started running _____ me.
- 3 I'm going to do an _____ to see if my idea works.
- 4 I think we should ______ a list of all the things we've got to do.
- 5 I can't talk to you right now. Could you please phone me back ______ today.
- 6 It's my brother's 18th birthday next week, and we're going to ______ a band to play at the party.
- 7 She's got a serious disease, and the doctor says there's no ______ for it.
- 8 I'm going to do some _____ on the Internet before I write my essay.
- 9 She was very late! I got a bit nervous and started walking _____ outside the cinema.
- 10 We're hoping to buy a bigger flat in the ______ future.

GRAMMAR

- 4 Complete the sentences. Put the verbs in brackets into the correct form or write the missing word(s) in the space.
 - 1 I missed the bus, so I _____ (walk) home.
 - 2 This computer's really fast, _____?
 - 3 I saw Jack while I _____ (walk) in town yesterday.
 - 4 A I really don't like him.
 - B _____ do I.
 - 5 Your computer's got lots of memory, ____?
 - 6 A I hate sport.
 - B _____ do l.

5 Find and correct the mistake in each sentence.

- 1 When I was a kid, I used to playing with toy cars.
- 2 If you would work harder, you would do better at school.
- 3 When you phoned me, I had dinner.
- 4 The world was a happier place if people smiled more.
- 5 James never listens to pop music, and so do l.
- 6 I wish this homework isn't so difficult!

WRITING

Write a short blog entry (120-150 words) about the internet. Use the following questions to help you.

- What do you use the internet for? For schoolwork / entertainment?
- What are your favourite websites? Why do you like them?
- How has your internet use changed over the past few years?

Now I can:	☆	☆☆	☆☆☆
 use question tags to check information 			
 express my agreement 			
• talk about the future			
• write an invitation letter			
• use used to to talk about past habits			
 use second conditional to talk about imaginary situations 			
 talk about technology and scientific discoveries 			

OBJECTIVES

- FUNCTIONS: talking about jobs; accepting and refusing invitations
- **GRAMMAR:** the passive (present simple, modal verbs, past simple, present continuous, present perfect)
- VOCABULARY: jobs; work as / in / for; work vs. job; time expressions with in



READING

- 1 What jobs do you see in the photos on this page? What other jobs can you name in English? With a partner, write down as many as you can.
- 2 Which of the jobs you thought of in Exercise 1 ...
 - 1 sometimes involves work in the evening or at night?
 - 2 needs a lot of training?
 - 3 involves work at weekends?
 - 4 is well paid?
 - 5 gets a lot of holidays?
 - 6 can be dangerous?
- **3** SPEAKING Compare your ideas from Exercises 1 and 2 with others in the class and explain why you think that way.
- 4 Look at the photographs on page 71. What jobs do you think the people have?
- 5 **1**2.14 Look at the sentences below about different jobs. Read and listen to the article and mark each sentence as correct (A) or incorrect (B).
 - 1 Children all over Britain eat Swizell's sweets.
 - 2 Harry tests the sweets at the factory.
 - 3 Ben Southall had an interview for his job.
 - Ben lived alone in the villa. 4
 - Ben didn't do his job very well. 5

THINK VALUES

What's important in a job?

What do you think about Harry and Ben's 1 jobs? Tick (\checkmark) the boxes.

Harry Ben

- This job is a waste of time. 1
- 2 This job sounds fun.
- 3 This job doesn't help anyone.
- This job is paid too much money. 4
- I would like to have this job. 5
- **SPEAKING** Compare your ideas with 2 others in the class. Remember to give the reasons for your answers.
- Look at values a-f below. How is each job 3 value important to you? Rank each one 1-6 (1 = low, 6 = high).

Va	alue	Score
a	You can make a lot of money.	
b	You might become famous.	
с	It helps people.	
d	It's fun to do.	
e	It gives you lots of free time.	
f	It's creative.	

4 SPEAKING Exchange your ranking with a partner. Suggest a job that is suitable for their ranking. Do they agree or disagree with your suggestion?

Have you ever imagined the perfect job? What would you choose? Here are two that would be on our list!

The sweetest job

Swizell's is a British sweet company. The sweets are made in the company's factory in the north of England, and they may

be eaten by kids all over the country. Harry Willsher is a 12-year-old employee of the company. His job is probably the best job in the factory – he's the company's official sweet tester.

When a new sweet is invented, it's made in a special department in the factory – all very secret. Then, the new sweet is sent to Harry's house for him to test. He eats it, writes a report about it and sends his report to the factory.

Is Harry paid for the job? Well, no, he isn't paid because he's too young to work for money. But he gets free sweets! He's got a really sweet job, you might say!

Desert Island Blogger

ream

Would you like to look after an island in the Pacific Ocean? Almost 35,000 people applied for the job, but Ben Southall got it. How was the winner chosen? Well, after Ben showed that he was good at blogging and swimming, there was an interview. He was asked lots of questions to see if he had the right kind of personality for the job. And he did!

So what did Ben have to do in this job? It was hard work! He had to live on his own in a 3-bedroom villa (with a swimming pool) on Hamilton Island and spend every day swimming, exploring and relaxing. Then he had to write a blog to promote the area.

The people he worked for liked his work very much. Ben was paid \$111,000 for six months' work.



GRAMMAR

The passive: present simple, past simple and modal verbs

- 1 Complete the sentences from the article on page 71. Then choose the correct options to complete the rules about the passive.
 - 1 The sweets _____ by kids all over the country.
 - 2 _____ Harry _____ for the job?
 - 3 No, he _____ because he's too young.
 - 4 How _____ the winner _____?
 - 5 He _____ lots of questions.

RULES: We form the passive with the verb *to be* + *the past participle* of the main verb.

To form the passive with modal verbs (e.g. *can*, *should*, ...), we use *modal verb* + *be* + *the past participle* of the main verb.

We use the passive when

- it ¹*is* / *isn*′*t* important who does or did the action.
- we ²want / don't want to focus on the action and not the person doing it.
- we ³know / don't know who does or did the action.

2 Complete the sentences with the present simple passive or past simple passive form of the verbs.

- 1 It was interesting work, but she _____ (not pay) very much money.
- 2 Tigers _____ (not find) in Africa.
- 3 This novel _____ (write) a hundred years ago.
- 4 Lots of new websites _____ (design) especially for small children.
- 5 When _____ the Mona Lisa _____ (paint)?
- 6 In the USA, the president _____ (choose) every four years.
- 7 _____ you _____ (ask) to help with the party?
- 8 Why _____ permission _____ (not give) for the party?

3 How many passive sentences can you make? (Your sentences can be positive or negative.)

Millions of pizzas	build	fifty years ago
The World Cup	buy	every day
How many emails	eat	last night
Our house	discover	every day
America	make	in 1492
This email	play	in China
My computer	send	to me by mistake
How many songs	use	every four years
This book	write	two years ago

4 Rewrite the followings sentences, using the passive with modal verbs.

- 1 You can return the product at any time.
- 2 You should finish the work before you leave.
- 3 You ought to wash your motorcycle.
- 4 Will they pay me at the end of the month?
- 5 Students may forget the rules quickly.

VOCABULARY

Jobs

1 Read the essay. Which jobs does the writer talk about?

My first job was a waiter. I did it when I first left school, just **to earn** money. It was fun but it was very hard work. I had **to work long hours** and I was always on my feet! It wasn't very **challenging** – I had to remember the customers' orders, but that was all. I didn't **get paid holidays**, so that wasn't good.

So after about five months I **gave in my notice** and got a job as a shop assistant in a bookstore. I really enjoyed that because I like books and I like talking to people about them. I was very good at the job, and after a few months I was **promoted** to store manager. I got **on-the-job training** about management and things, and I was happy because I was **starting a career**. After two years, the bookstore closed because there wasn't enough business.

Now I work as a management consultant. **The pay** is fantastic and the work is quite interesting. I guess you can say I'm **successful**. But sometimes I miss being a waiter and just having jokes with the customers!

2 Match the expressions in bold with their definitions. Write the words.

- 1 the money you get for doing a job ____
- 2 to get money for doing a job ____
- 3 given a higher position
- 4 beginning a job (or series of jobs) that you might do for life _____
- 5 achieving a lot, and/or making a lot of money _____
- 6 be paid for the weeks that you don't work
- 7 said you didn't want a job any more _____
- 8 to work many hours every day _
- 9 a way of learning to do a job at the same time that you do it _____
- 10 difficult in a way that tests your abilities _

- 3 SPEAKING Look at these jobs. Which sentences can be used to describe each job? (There's often more than one possibility.) Compare your ideas with others in your class.
 - 1 You have to work long hours.
 - 2 The pay can be excellent.
 - 3 If you're good at the job, you might be promoted.
 - 4 It's a very good career.
 - 5 It's not challenging at all.
 - 6 The only reason to do this job is to earn money.
 - 7 If you're successful in this job, you could be famous.
 - 8 You can do this job with on-the-job training.



Pronunciation

/tʃ/ and /dʒ/ consonant sounds Go to page 89.

LISTENING

- SPEAKING Here are some jobs. Do you think that people with the disabilities (e.g being deaf, blind, or in a wheelchair) can do all of these jobs? Why or why not?
 - 1 teacher 4 pilot
 - 2 actor 5 shop assistant
 - 3 musician 6 taxi driver

I think a person in a wheelchair can be a teacher, but I'm not sure if a deaf person can be a teacher.

2 **Solution** 2 Listen to a programme with a woman called Marina Stuart. Choose the correct options.

- 1 Marina is ...
 - a deaf.
 - b blind.
 - c in a wheelchair.
- 2 Marina works as ...
 - a an actor.
 - **b** a piano teacher.
 - c an actor and a piano teacher.
- 3 Solution 2.15 Listen again and answer the questions.
 - 1 What happened to Marina when she was 18?
 - 2 What were the teachers like at her school?
 - 3 Why didn't she leave the job that she hated?
 - 4 Who did Marina meet by accident?
 - 5 How many of the films she was in won an award?
 - 6 Why does Marina think she has been successful?

THINK SELF-ESTEEM

I'd rather be ...

 Think about possible jobs and the characteristics connected to them.
 For each group of words (1–5), tick (✓) the job you would rather have or the type of person you would rather be.

I would rather be ...

1	an actor	a musician	a dancer
2	a waiter	a cleaner	a gardener
3	a teacher	a firefighter	a police officer
4	rich	famous	clever
5	successful	helpful	kind

2 SPEAKING Work in small groups. Compare your answers and say why you would choose them.

I'd rather be an actor because I don't like music very much.

> I'd rather be a waiter because then you can talk to people all day.
READING

1 Look at the photographs. Which one shows

- 1 something to do with telephones?
- 2 something to do with books?
- 3 something to do with lights?
- 2 <a>2.17 Read and listen to the article. Answer the questions.
 - 1 What did lamplighters use to light the lamps?
 - 2 How many lamps did each lamplighter light an hour?
 - 3 What did people use to produce books and newspapers before computers?
 - 4 What did typesetters do?
 - 5 What did callers have to say to switchboard operators?
 - 6 Why were most of the switchboard operators females?

3 SPEAKING Think of two jobs that you believe will not exist when you are older. (Perhaps they are jobs you have seen in this unit.) Tell others in the class and explain why.

I think there won't be any cleaners when I'm older. Machines will do that job.

WRITING

Write a short essay (120–150 words) about your ideas from Exercise 3. Describe the jobs and explain why they will not exist in the future.



OBSOLETE JOBS





In the past, there were many jobs that now no longer exist. Most of them have been replaced by machines, but in some cases the whole idea has disappeared.

Here are some jobs that people used to do.

Lamplighters

In most big cities around the world at the beginning of the 20th century, street lamps used gas, not electricity. So, there were men who worked as lamplighters: they used to go around and light street lamps every evening with a kind of candle on a long pole. They used to light about a hundred lamps an hour. In this photo, a gas lamp is being lit by a London lamplighter.

Typesetters

A lot of computer software has been designed to help people

produce books and newspapers. But how was this done before computers?

The answer — the pages were assembled by typesetters. They put metal letters into wooden frames to make the layout of each page. Here, we can see newspaper pages that are being put together.

Switchboard operators

Can you believe that in the past, to make a telephone call you had to talk to an operator, say the number you wanted and then the operator connected you to that number? Strange but true. This was one of the few jobs at the beginning of the 20th century that was almost always done by women - men were not patient enough! Here are some operators working in the USA in 1901.

Will more jobs be replaced in the next few years? It seems very possible. The world is changing so fast that new jobs are sure to appear, and others disappear.

GRAMMAR

The passive: present continuous and present perfect

1 Complete the sentences from the article on page 74 with words in the list. Then complete the rules.

has been | is being | have been | are being

- 1 Many jobs _____ replaced by machines.
- 2 Newspaper pages _____ put together.
- 3 A gas lamp _____ lit by a lamplighter.
- 4 A lot of computer software _____ designed to produce books and newspapers.

RULES: The passive is formed using the verb ¹_____ + the past participle of the main verb.

- Form the present continuous passive (like sentences ²_____ and ³_____ above) using *is/are being* + past participle.
- Form the present perfect passive (like sentences ⁴_____ and ⁵_____ above) using *has/have been* + past participle.

2 Complete the sentences with the present continuous passive or present perfect passive form of the verbs.

- For the last 30 years, the Internet
 <u>has been used</u> (use) by people all over
 the world.
- 1 New machines _____ (design) all the time.
- 2 Since 1950, lifts _____ (operate) by the people who get in them.
- 3 A lot of new medicines _____ (develop) in the last 50 years.
- 4 At the moment, thousands of new cars _____ (build) around the world.
- 5 From January 1st until now, billions of mobile phone calls _____ (make).
- 6 This new plane _____ (test) over 200 times.

3 Look at the pictures and make sentences about what is being done and what has been done.

The roof is being repaired. New doors have been added.



VOCABULARY

work as / in / for

c work in

- 1 Read the sentences. Then, match the verbs with the objects.
 - There were men who **worked as** lamplighters.
 - Marina Stuart got an offer to **work in** television.
 - Harry Willsher **works for** Swizell's.
 - a work as 1 a company
 - b work for 2 an industry
 - 3 a person in a job
- 2 Complete the sentences with as, in or for. When my mother was young, she worked 1______a waitress to earn some money. After

that, she was a secretary. She worked ²_____ some lawyers. Now she works ³_____ the computer industry.

My friend left school two years ago and got a job. She worked ⁴______ a tour guide for about six months and really liked it. So she decided she wanted to work ⁵______ the travel industry. Now she works ⁶______ a travel agent in Australia.

My father works ⁷_____ television now. He works ⁸_____ a cameraman. He works ⁹_____ the biggest television company in the country.

LOOK! *job* is a countable noun – we can use it in the plural. She did four **jobs** before she became a

travel agent.

work is an uncountable noun – we don't use it in the plural.

I have a lot of **work** to do tonight.

work vs. job

3 Complete the sentences with *work* or *job(s)*.

- 0 She left school and got a _________
- 1 Sorry, I can't talk right now, I've got a lot of ______ to do on this project.
- 2 When the factory closed, my uncle lost his ______ as a manager.
- 3 I've got a new _____ in a bank.
- 4 My mother is the manager of a shop. She loves her _____ because it's very interesting _____.
- 5 There aren't enough _____ in this town.
- 6 Being a street cleaner is very hard _____.
- 7 Sometimes I have to take _____ home at the weekend.
- 8 Cleaning out the garage is a big _____ for one person.

PHOTOSTORY



Look at the photos and answer the questions.

1 What are they raising money for?

1

1

3

- 2 What ideas do they have for raising money?
- 3 What do they decide to do in the end?
- 2 Now read and listen to the photostory. Check your answers.



- RYAN Hi, Olivia. What happened to you yesterday?
- **OLIVIA** Oh, I just didn't feel very good. I'm all right now though. By the way, here's your book back, Ryan.
- RYAN Oh, thanks. Well, you missed the new headteacher's announcement yesterday.
- OLIVIA Oh? What about? LUKE We've been asked to do something for charity.
- MEGAN Miss Dawes wants to raise money for the playground in the park. They really need some new things.



MEGAN	A long walk? You know, overnight
	or something?
OLIVIA	Hmm, could be dangerous at night.
RYAN	What about a sponsored book read?
LUKE	A what?
RYAN	We all try to read as many books
	as possible in, say, two days. And

- as possible in, say, two days. And people give us money for doing it. LUKE Oh, no thanks! Surely we can think
 - of something better than that!



- LUKEWe thought the four of us could do
something together. Want to join us,
Olivia?OLIVIAWell, yes, that'd be great. As long as we
can have some fun, too!
- **RYAN** That's not the point, Olivia. It's not about fun. It's about raising money for a good cause.

2

OLIVIA OK, OK. But what are we going to do? MEGAN That's a good question. Ideas, anyone? What can we do to raise some money?



- MEGANLook at that. Our teachers' cars are
so dirty.RYANUgh! You're right. They could all use a
- trip to the car wash, but the only one in town has been closed for a while.
 LUKE That's it! A car wash!
- OLIVIA Good idea. We'll set everything up right here, and people will pay us to wash their cars.
- **RYAN** That sounds great. Megan?
- MEGAN Sure. Let's tell Miss Dawes, then we can go and find buckets and sponges!

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DEVELOPING SPEAKING

3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think they wash lots of cars but no one gives them any money.

- 5 Choose the correct answers.
 - 1 How much do they charge to wash one car? A £5 B £8 C £10
 - 2 How does Ryan think he scratched the car?
 - A There was a stone in the sponge.
 - B He kicked a stone into the car.
 - C His watch hit the car.
 - 3 Why is Miss Dawes not very angry?
 - A She doesn't care about the car.
 - B Ryan removes the scratch completely.
 - **c** The scratch wasn't very bad.
 - 4 How do the four kids feel at the end?
 - A They want to do it all again.
 - B They're tired and happy.
 - **C** Their backs hurt.

PHRASES FOR FLUENCY

1 Find these expressions in the story. Who says them? How do you say them in your language?

- 1 By the way, ... 4 Surely ...
- 2 ... as long as ... 5 ... for a while.
- 2 ... as long as ... 5 ... 3 That's not the point. 6 Th
 - 6 That sounds [great].
- 2 Complete the conversation. Use the expressions in Exercise 1.
 - A Hey. Let's have a party on Saturday. We haven't had a party ¹______, have we?
 - B²_____great. Where?
 - A Well, I thought perhaps ... my place.
 - B Really? I thought your parents were really strict.
 - A Yes, they are, usually.
 - B ³_____ they'll be OK with a small party.
 - A Well, I think so, ⁴_____ it really *is* a small party. ⁵_____ I'm not going to invite Alison. We had a *big* argument yesterday.
 - **B** You can tell your parents that the party won't go on late.
 - A 6_____ My parents just don't like a lot of noise.

WordWise

Time expressions with in

1 Complete the sentences from the unit so far with a phrase in the list.

in the end | in the past | in the next few years

- 1 _____, there were many jobs that now no longer exist.
- 2 Will more jobs be replaced _____?
- 3 What do they decide to do _____?
- 2 Match the questions and answers.
 - 1 When's your birthday?
 - 2 Can we go out tomorrow?
 - 3 When will you see your grandparents?
 - 4 Is it hot in your country?
 - 5 When's your next exam?
 - a Yes, let's meet up *in* the evening.
 - b It's *in* two weeks' time. I'll be fifteen.
 - c In the summer holidays, I hope.
 - d I'm not really sure but I think it's *in* June.
 - e Yes, *in* the summer.

FUNCTIONS

Accepting and refusing invitations

1 Complete the conversation.

LUKE We thought we could do something together. _____, Olivia?

OLIVIA Well, yes. _____.

- **2** Put the expressions in the correct columns.
 - Yes, I'd love to.

Sorry, no. But thanks for asking me. I'm [really] sorry, I'm afraid I can't. Yes, I'll [come along / join you / be there].

Accepting (Saying yes) Refusing (Saying no)

 Well, yes. That'd be great.
 N

 1______
 3

 2
 4

No, sorry, not this time.

3 ROLE PLAY Work in pairs. Student A: Go to page 98. Student B: Go to page 99. Role play the conversations.

CLIL (HISTORY)

Go to page 93.

8 MAKING THE NEWS

OBJECTIVES

- FUNCTIONS: reporting what someone has said; expressing feelings: anger; talking about the media
- GRAMMAR: reported statements; verb patterns: object + infinitive VOCABULARY: fun; more verbs with object + infinitive; expressions with make

READING

 Tick (✓) the qualities you need to be a news journalist.



- 2 **SPEAKING** Work in pairs. What other adjectives can you think of?
- **3 SPEAKING** Would you like to be a journalist? Say why or why not.

I'd like to be a journalist because I like finding out things.

> I wouldn't like to be a journalist because I'm not adventurous.

- 4 On April Fool's Day in many English-speaking countries, people play jokes on others. Journalists are usually serious, but sometimes they play jokes, too. Do you have a similar day in your country?
- 5 S2.21 Read and listen to the article. Which photo relates to each story? Write the dates of the stories on the pictures to match them.
- 6 Read the article again. Which story are these people talking about?
 - 1 'I saw that. I think they were in the middle of making a nature programme.'
 - 2 'What a great way to get people interested in your product.'
 - 3 'It definitely doesn't come from a plant. I think it's made with flour and water.'

April Fool's Day

April 1st or April Fool's Day seems very popular with journalists. For 364 days a year they need to be serious in reporting the news. But for one day a year they allow themselves to have fun trying to fool their readers or viewers. There are many great examples of funny April Fool's day jokes from the newspapers and TV.

8 MAKING THE NEWS

In 1957 the BBC News programme Panorama reported that Swiss farmers were picking pasta from their spaghetti trees. Many people believed the story and even phoned BBC to ask how they could do the same.

In 2008 BBC News claimed that penguins could fly. They even showed some video of penguins taking off and flying through the air. But of course it wasn't true. It turned out that the BBC made up the whole story and used special effects to create the film.

Many big companies have also joined in the fun. In 1998 a famous fast food restaurant told its customers that it was going to sell a hamburger for left-handed people. It said that the new burger was just the same as the normal burger but all the ingredients were in the opposite position in the bun. They said it would be easier for left-handed people to eat. Thousands of people went to restaurants to try and buy one.

So when people tell you not to believe everything you read in the newspapers they may be right – especially on April 1st.



THINK VALUES

Being able to laugh at yourself

- SPEAKING Three people were told about the spaghetti trees. They all believed the story. Here's what they said when they found out the truth. In pairs, discuss each reaction. Whose reaction do you like most? Why?
 - 1 'How could I believe that? I feel really stupid and embarrassed.'
 - 2 'It's a really great story. I think it's funny that I believed it.'
 - 3 'It is funny, but I do feel a bit silly for believing it.'

Number 1 is too serious. It was just a silly joke. It's not important ... 2 SPEAKING Work in pairs. Think of a time when you were the target of a joke. How did you feel? Do you feel differently about it now?

I remember once my friend ... At the time I felt / I didn't think ... Now I ...

- 3 SPEAKING Discuss in pairs.
 - 1 Think of a time when a joke went wrong. What was it and why did it go wrong?
 - 2 Why do you need to be careful when thinking about playing a joke?

GRAMMAR

Reported statements

- Look at the article on pages 78–79 again. How are these statements reported? Write down how the underlined words change. Then use the example sentences to complete the rules.
 - 1 Swiss farmers <u>are picking</u> the pasta from their spaghetti trees.
 - 2 Penguins can fly.
 - 3 The new burger <u>is just the same as the</u> normal burger. _____
 - 4 The restaurant <u>is going to</u> sell a hamburger for left-handed people.
 - 5 It <u>will</u> be easier for left-handed people to eat.

RULES: When we report what people say, we often change the verb tenses:

- present simple \rightarrow ¹_____
- present continuous $\rightarrow 2$ ____
- am / is / are going to \rightarrow ³_____
- can / can't \rightarrow ⁴
- will / won't → ⁵_____

We often use the verbs *say* and *tell* to report.

After *tell*, use an object (*me*, *her*, *them*, etc.). After *say*, don't use an object.

2 Complete the sentences with say or tell.

- 1 My dad _____ me that he wanted me to tidy my room.
- 2 The teacher _____ us that we could go home early.
- 3 I _____ that I was going to phone you when I got home.
- 4 The weatherman _____ that it would be sunny later.
- 5 They _____ that they were visiting their grandparents on Saturday.

3 Rewrite these quotes as reported speech.

- 1 'I work really hard.' (He said...)
- 2 'I am going to have an interview on Tuesday.' (She said ...)
- 3 'We're meeting Toni at 8 o'clock.' (She said...)
- 4 'I'm going to write a book one day.' (He told ...)
- 5 'Lan's arriving today.' (She told ...)
- 6 'I can work for two days without sleeping.' (You said ...)
- 7 'We'll call you from the airport.' (They told ...)
- 8 'I'm working on a really interesting story.' (She said ...)
- 9 'We're going to have a great time here on holiday!' (They told ...)
- 10 'My father can run a marathon at the age of 65.' (He said ...)

VOCABULARY

Fun

- 1 Work in pairs. Cover sentences a-h. Read sentences 1-8 and think of a sentence to follow each one to explain the meaning of the word in italics.
 - 1 The party was *fun*.
 - 2 I love Steve. He's hilarious.
 - 3 Why is everyone *laughing* at me?
 - 4 I don't get that joke.
 - 5 We *played* a *joke* on him.
 - 6 I'm rubbish at telling jokes.
 - 7 I'm not sure she liked you *making fun* of her.
 - 8 That's not funny at all.
 - a Did I say something silly?
 - b I always forget the endings.
 - c She seems quite upset.
 - d We had a really great time.
 - e Please don't do it again.
 - f I mean he's really, really funny.
 - g But I'm not sure he thought it was funny.
 - h Can someone explain it to me?

2 **SPEAKING** Discuss in pairs.

- 1 Are you good at telling jokes? Why or why not?
- 2 Do you always get jokes? What do you do when you don't understand?
- 3 Have you ever played a good joke on someone? What was it?

WRITING

A news report

Choose one of the headlines below and write a short news report for it (120–150 words).

GOOD JOKE GOES WRONG

Fun for everyone at school party

LISTENING

- 1 Which of these words do you associate with the extreme weather conditions in the photos?
 - snow | wind | ice | rain





tornado



flood

hailstorm

blizzard

2 ► 22.22 Warren Faidley is an extreme weather journalist. Listen and tick (✓) the types of weather in Exercise 1 that he reports on. Then answer the question.

What is the difference between a weatherman and a weather journalist?

THINK SELF-ESTEEM

Giving an award

1 You want to create an international prize called the Warren Faidley Award. Who will this prize be given to?

	A very	brave	journa	list
_			-	

A great photographer

- A weather scientist
- 2 Below are some imaginary awards. Think of people who should receive these awards. They can be famous people or people you know. Discuss in groups and select two winners for each award.
 - The Ms Allen Award is for the best teacher.
 - The Michelle Obama Award is for someone who has done something special for women.

- 3 ▲ 222 Listen again. Choose the correct picture and put a tick (✓) in the box below it.
 - 1 How did he escape from the river when he was 12?



2 What danger did he escape from with his father when he was a child?





3 Which of these photos gave Faidley his lucky break?







4 Which of these is the charity that Faidley has started?



RFADING

- 1 Imagine you are going to be interviewed by a journalist on a TV programme for teenagers about a subject you know a lot about. Think about the questions and make notes.
 - 1 What is your specialist subject? Viêt Nam's National Football Team
 - 2 What do you know about it? all the players, the history of the team
- 2 SPEAKING Work in pairs. Tell your partner about your specialist subject and what you can say about it.

My specialist subject is Việt Nam's National Football Team. I can tell you about all the players. I can tell you where they are from, how old they are ...

3 [22.23] Read and listen to the article. Match the people with the descriptions.

- 1 Guy Goma
- a an expert
- 2 Guy Kewney 3 Karen Bowerman c a journalist
- **b** a candidate for a job



Guy Goma at BBC Television Centre

A tale of two Guys

When Guy Goma went for a job interview at the BBC, he was very surprised by the interviewer' questions. He'd applied for a job in the computing department. Why did the woman want him to answer questions about a legal case involving a famous music company? He was even more surprised when he found that he was answering these questions live on television.

Mr Goma had been waiting in a reception room at Television Centre when an assistant came up and asked him if he was Guy. When he said 'yes', she told him to follow her to a TV studio. The next thing he knew, he was on national television. At the same time, Guy Kewney, the editor of Newswireless.net, sat in another reception room wondering why he was waiting so long.

Read the article again. Put the events in the order they happened. Write 1–8 in the boxes.

- Mr Goma gives his opinion about downloading music.
- Mr Goma is taken to a reception area.

The TV presenter suspects she's got the wrong man.

Mr Goma is asked his first name.

Mr Goma is taken to a studio.

Mr Goma has his job interview.

Mr Goma arrives at the BBC television centre.

Mr Goma says he is surprised about the court case.

> Mr Goma did his best to answer 'very stressful' questions from the BBC business journalist Karen Bowerman. When Karen asked him to talk about the result of the court case, he said that it was 'a big surprise'. He then went on to say that more and more people were downloading music from the Internet because it was very easy. At that point Karen Bowerman appeared to realise something was wrong and very professionally ended the interview after only three questions. The video of Mr Goma was quickly uploaded onto YouTube, where it immediately went viral.

Twenty minutes after his TV appearance, Mr Goma finally got to his real interview. Unfortunately, he did not get the job.

GRAMMAR

Verb patterns: object + infinitive

1 Put the words in order to make sentences from the text. Then complete the rule.

- 1 her / him / She / to / told / follow
- 2 the court case / Karen / him / to talk about / asked / the result of
- 3 questions / wanted / woman / answer / him / to / The

RULE: Some verbs (*ask, want, tell*) are followed by an object (noun or personal 1_____) and the 2_____ form of the verb. *My brother wanted me to play football with him.*

2 Complete the conversations. Use the correct patterns of the verbs in brackets.

- 0 A What did Jacob want from you?
 - B Oh, he <u>wanted me to help</u> (want / help) him in the garden.
- 1 A Why didn't you take the four o'clock bus, guys?
 - B Our friends _______(*persuade / stay*) a bit longer.
- 2 A I've heard you aren't coming to the park with us.
 - B No. Mum _____ (ask / help) her with the shopping.
- 3 A Why didn't you watch the film at home?
 - B Our neighbours ______ (invite / watch) it on their big screen.
- 4 A Why aren't you coming into the garden?B Well, my friends have _____
- (warn / not get) too close to your dog.5 A Is Carol a good swimmer?
 - B Yes. They've just ______ (pick / be) the captain of the school team.
- 6 A Your sister came second in the race!
 - B Yes, that's right. I ______ (not expect / do) so well.
- - (not allow / go out) except at the weekend.
- 3 Work in pairs. Take turns to report what your parents or your teacher asked you to do yesterday. Use *tell* and *ask*.

VOCABULARY

More verbs with object + infinitive

1 Read what the people say. Match each one with a verb from the list.

persuade | encourage | warn | invite remind | allow | want | expect

- 1 'We think you'll arrive by eight o'clock.' _____
- 2 'Slow down. You're going to crash.'
- 3 'Don't forget to watch the programme.'
- 4 'OK, you can go to the party.'
- 5 'You should definitely enter the talent show. You're a really good singer.'
- 6 A Take me to the One Direction concert, please. I'll be really good. I promise.
 - **B** You will?
 - A Oh, thank you! _
- 7 'I've chosen you to play in the school tennis team.'
- 8 'Would you like to go to the cinema?'
- 2 Rewrite the sentences in Exercise 1 with the verbs you matched to each one. They expected me to arrive by eight o'clock.

SPEAKING

- 1 Think about these things. Make notes about them.
 - 1 Two things your parents allow you to do.
 - 2 Two things your parents expect you to do.
 - 3 Two things your parents warn you not to do.
- 2 Work in pairs. Talk about your thoughts from Exercise 1.

My parents allow me to watch TV until 9 pm.

- 3 Now discuss these things with your partner.
 - 1 Two things you expect your parents to do for you.
 - 2 Two things you don't expect your parents to do for you any more.
 - 3 Two things you expect your parents to do your whole life even if you don't want them to.

Pronunciation

Intonation: rude or polite? Go to page 89.

My mother asked me to tidy my room.

PHOTOSTORY



Look at the photos and answer the questions. Why is Megan cross? What are the two newspaper stories about? 2.26 Now read and listen to the photostory. Check your answers.



LUKE	What's up, Megan? You don't
	look too happy.
MEGAN	I'm not. Check this out.
	'Teenagers in graffiti disgrace
	- Local teenagers vandalise
	town centre once again.'
OLIVIA	What!? Let me see.
MEGAN	Do you see that? 'Once again'!!
	Like it happens every day!

1

3



A week later

MEGANYou're not going to believe this.RYANWhat now?

- MEGAN Nigel Forsyth's latest story: 'Wild teenagers out of control – Park buildings ruined by spray paint.' Someone sprays a little paint on one old wall, and this is how he tells the story.
- OLIVIA Yeah, and it was probably just one person, but he's talking about 'wild teenagers', plural. I don't believe it.



- **OLIVIA** It makes me so angry when I read headlines like this.
- LUKE Don't get too angry, guys. It's not worth it.
- RYAN Sorry, Luke, I don't agree. We're talking about this journalist, what's his name, Nigel Forsyth, who doesn't like teenagers.

OLIVIA That's right. My dad heard him on the radio once, and he was like: Oh, teenagers, all they do is make trouble.

2

LUKE I'm just saying that we can't really do anything about it, that's all. MEGAN Hmm!



MEGANOne person does something
stupid and we're all criminals.RYANI know what you mean. It's
just, well, infuriating.MEGANNigel Forsyth! Hah! Well,
that's enough! I'm going to
have a word with him. I'm
going to make sure that he
knows one thing: the young
people of this town are not
wild criminals!

DEVELOPING SPEAKING

- Work in pairs. Discuss what happens next 3 in the story. Write down your ideas. We think Megan is going to write to the paper and complain.
- 4 **O O S** Watch to find out how the story continues.
- Decide if the statements are correct (\checkmark) or 5 incorrect (X).
 - Megan wants to turn the bad things 1 into good things.
 - 2 Ryan asks Megan why she never tells them anything.
 - Mr Lane gives them permission to go 3 ahead with the project.
 - Megan speaks in a school assembly. 4
 - Not many kids help. 5
 - Megan is happy with the story about 6 their work.
 - 7 Nigel Forsyth is now Megan's friend.

PHRASES FOR FLUENCY

- 1 Find these expressions in the story. Who says them? How do you say them in your language?
 - 1 Check [this] out.
 - 2 It's not worth it.
 - 3 We're talking about ...
 - 4 He was like ...[direct speech] _____
 - 5 I'm just saying ...
 - 6 have a word [with someone] ____
- Use the expressions in Exercise 1 above to complete the dialogues.
 - 1 A Why don't you ask James to help you? B James? ¹_____ a guy who just does whatever he wants!
 - A Yes, but you never know.
 - B²_____. He never listens to anything l say.
 - 2 A Did you talk to Alex about the match?
 - B Yes. But ³_____: 'No way, you can't play and that's that.'
 - A Really? That's bad. Should I⁴ him?
 - B No, it's OK, thanks.
 - 3 A Hey, ⁵_____. It's a new mobile phone, and it's brilliant.
 - B I really don't care.
 - A Well, you don't need to be rude.
 - B Oh, I'm sorry. ⁶ _____ that I'm not interested in phones.

WordWise

Expressions with make

- Complete the expressions from the unit so far with a word from the list.
 - fun | friends | angry | up | sure | difference
 - 1 The BBC made _____ the story about the flying penguins.
 - 2 She didn't like you making _____ of her.
 - 3 It **makes** me so ____
 - 4 I'm going to **make** _____ that he knows that most young people are not criminals.
 - 5 Together we can **make** a _____
 - 6 Megan **made** _____ with Nigel Forsyth.
- 2 Complete the sentences with make + another word.
 - 1 When you go out, ____ _____ that the door's locked, OK?
 - 2 Doing a lot of exercise can _____ a _____ to your health.
 - 3 When you move to a new school, it can be difficult to _____ with people.
 - 4 It isn't very nice to _____ of other people.
 - 5 Is that story really true? Or did you _____ it _____ ?
 - 6 Those newspaper stories are not accurate. They really _____ me _____.

FUNCTIONS

Expressing feelings: anger

1 Complete the expressions with the words in the list.

cross | makes | hate | so

- l get _____ angry
 lt _____ me really angry when ...
- 3 |_____it
- 4 It makes me really ____
- 2 Make a list of the top three things that make you angry. Write sentences using the phrases above.

I get so angry when my brother takes my things.

3 **SPEAKING** Work in pairs. Tell each other about the things on your lists.

REVIEW UNITS 7 & 8

READING

1 Look at the text in each question. What does it say? Choose the correct letter A, B or C.

1	Park opening hours: 9 am – sunset Dogs must be on a lead No ball games	A You can play tennis here.B Dogs are not allowed here.C The park closes before it gets dark.
2	Hi James, Dave called and asked if you wanted to meet up with him at the weekend. Please call him back when you can. Thanks, Mary	Mary tells JamesA to phone Dave.B to talk to Dave urgently.C to meet Dave at the weekend.
3	Warning: This medicine may make you feel sleepy. Do not take before driving a car or using machines.	A This medicine is to help you sleep.B It can be dangerous to take this medicine before doing some activities.C Take this medicine if you feel tired at work.
4	Sorry you weren't there when we called. If you'd been in, we'd have left the parcel. Please collect it from the post office or arrange redelivery on our website.	A You have to go to the post office to get your parcel.B The postman has left your parcel with your neighbour.C You can go online to find a new delivery date.
5	Free to a good home. We have six gorgeous Labrador puppies ready for collection in two weeks. Interested in one or two? – Phone Jane on 0203023	The puppies A can be taken home now. B don't cost anything. C can all go to the same person.

LISTENING

2 Vou will hear a man talking about summer jobs at the local newspaper. For each question, fill in the missing information in the numbered space.

The Daily Post				
 SUMMER HOLIDAY JUNIOR POSITIONS Two journalists Two [1] One editor Working week Mondays and [2]1 pm to 6 pm Tuesdays and Thursdays - 8 am - 1 pm [3] free! £5 an hour 	Other info Job is for four weeks starting on Monday [4] Application forms on website or in [5] this week only! Phone Robin on [6] for more information.			

REVIEW UNITS 7 & 8

VOCABULARY

3 Complete the sentences with the words in the list. There are two extra words.

notice | as | in | told | career | challenging | warned | training | encouraged | expected | explains | take

- 1 I came home late and I got ______ off by my parents.
- 2 I didn't want to do music lessons, but my parents _____ me to give them a try, so I did.
- 3 My brother's working ______ a secretary for the summer.
- 4 Have you ever thought about a ______ in marketing?
- 5 The job's OK, but it isn't very ______, so sometimes I don't enjoy it much.
- 6 At the beginning, we got lots of on-the-job ______ so we could do it properly.
- 7 My mum used to be a teacher, but now she works ______ the travel industry.
- 8 Oh, you missed the bus. That ______ why you were late.
- 9 I was surprised when England won. I ______ them to lose.
- 10 She hated the job, so after a month, she gave in her _____.

GRAMMAR

4 Complete the sentences. Use the correct form of the verbs in the list.

build (x2) | invite (x 2) | allow | work

- 1 When I was little, I wasn't _____ to watch TV after eight o'clock.
- 2 Our school _____ in 1965.
- 3 We ______ to a party next Saturday, but I don't know if we can go.
- 4 Every year, my sister ______ to talk at a conference, and she always says 'Yes'.
- 5 After I left school, I _____ in a shop.
- 6 Their house _____ for seven months.

5 Find and correct the mistake in each sentence.

- 1 Millions of hamburgers eat every day.
- 2 Hundreds of houses have damaged by the hurricane.
- 3 The baby was very ill, so they were taken her to hospital.
- 4 Last week, I hurt in a car accident.
- 5 They said me to stay in the house.
- 6 I reminded him to giving me back my book.

WRITING

Write a short text (about 120-150 words) about your favourite news report. Use the following prompts to help you.

- what the news is about
- when it was first released
- how popular it became
- why you like it

Now I can:	☆	☆☆	☆☆☆
• talk about jobs			
 accept and refuse invitations 			
 report what someone has said 			
• express feelings: anger			
• talk about the media			

.....

PRONUNCIATION

UNIT 1

Intonation and sentence stress

- 1 [1] Read and listen to the dialogue.
 - HENRY I know ... let's learn to surf!
 - LUCY That's a great idea!
 - HENRY Do you think so?
 - LUCY Of course! We'll need lessons.
 - HENRY I'll phone the surf shop!
 - LUCY It'll be **fun**... we should **definitely** do it!
- 2 Which words show that Lucy likes Henry's idea?
- 3 1.15 Listen and repeat the dialogue.

UNIT 2

Word stress

- 1 [120] Read and listen to the dialogue.
 - SARAH Jack, I can't believe it! Do you recognise that man over there?
 - JACK I suppose it could be someone we know...
 - SARAH How could you forget? Think, Jack!
 - JACK Oh, yeah! Now I remember! He's on that TV quiz show.
 - SARAH That's right. It's called, '<u>Concentrate</u>'. I wonder what he's doing here?
- 2 How many syllables do the blue / red / green words have? Say these verbs, and stress the correct syllable.
- 3 1.21 Listen and repeat the dialogue.

UNIT 3 Words ending in /ə/

- 1 [1] 1.28 Read and listen to the dialogue.
 - JOE Why don't we go to the cinema? We can see The Monster in the Computer. Tammy Baker plays the monster.
 - TESS Well... there's also River Adventure. Tom Webster's a doctor in it.
 - JOE I know he's a better actor than Tammy Baker but River Adventure is a lot longer. If we see the shorter film we can have dinner after.
 - TESS Okay; it looks much funnier, too. And let's go to the Super Burger for dinner!
- 2 Say the words ending in the short ∂ sound.
- 3 Listen and repeat the dialogue.

UNIT 4

/f/, /v/ and /b/ consonant sounds

1 **1 1 1 37** Read and listen to the advertisement.

Visit the beautiful village of Victoria! The village is surrounded by forests and farms. There's a fantastic river for fishing. You can buy souvenirs and see very old buildings. There are buses to the beach from Monday to Friday.

You'll never forget your visit to Victoria!

- 2 Say the words with the /f/, /v/ and /b/ sounds.
- 3 Listen and repeat the sentences.

UNIT 5

Intonation of question tags

1 **CONTINUE** Read and listen to the dialogue.

- SAM You do want to come, *don't you*?
- MAX I'm not sure. Jane's got those big dogs, hasn't she?
- SAM Yes, they're enormous! But they're very friendly.
- MAX Well I don't like dogs, do I?
- SAM You're not afraid, are you?
- MAX Of course not!
- 2 Look at the blue question tags. Circle the correct words in each sentence.

Sam *knows / doesn't know* the answer to his questions. His voice goes *up / down*.

Now look at the red question tags. Circle the correct words in each sentence.

Max *knows / doesn't know* the answer to his questions. His voice goes *up / down*.

3 Listen and repeat the dialogue.

UNIT 6

The /juː/ sound

- 1 **2.10** Read and listen to the dialogue.
 - TEACHER Hello Stewart! How are you? You used to be one of my best students!
 - **STEWART** Hello, Mrs Jones. I'm studying music and computing at university now.
 - **TEACHER** Music and computing! Isn't that an unusual combination?
 - STEWART Not really. In the future I'd like to write music programs for computers. It's really new technology and very exciting.
- 2 Say the words with the /juː/ sound.
- 3 **1** Listen and repeat the dialogue.

/tʃ/ and /dʒ/ consonant sounds

1 **2.18** Read and listen to the dialogue.

- CHARLIE If I could be anything, I'd choose to be a journalist. What about you, Jane?
- JANE Journalism's a very dangerous job, Charlie. I'm going to be a chess player.
- CHARLIE You've changed your mind! You wanted to be a Geography teacher.
- JANE Yes. I've just joined a chess club. My coach thinks I've got a good chance of becoming a champion.
- 2 Say the words with the t/t and d_3 sounds.
- 3 Listen and repeat the dialogue.

UNIT 8

Intonation: rude or polite?

- 1 **2.24** Read and listen to the dialogue.
 - CLERK Could you put that bag down over there, please.
 - MR YOUNG Excuse me. Could you repeat that?
 - CLERK Yes, could you put that bag down over there!
 - MR YOUNG I mean, could you repeat that *politely*?
 - CLERK I'm *terribly* sorry. Could you put that bag down over there, please.
- 2 Which sentences sound rude? Which polite?
- 3 **2.25** Listen and repeat the dialogue.

UNIT 1: CLIL (CITIZENSHIP)

1 Discuss the questions.

- 1 What is a good citizen?
- 2 What should students learn at school to make them good citizens?

2 (1) 1.11 Read and listen to the article. Choose the correct answer.

- 1 Traditional schools use homework and tests to help students be
 - a positive. c good.
 - b creative. d responsible.
- 2 Some modern schools allow students to
 - a decide what to study.
 - **b** leave the classroom.
 - c teach other students.
 - d make the rules.
- 3 Students at the Green School help to grow an organic garden to develop
 - a creativity. c communication.
 - **b** respect for nature. **d** independence.
- 3 SPEAKING Work in groups. Imagine that you are the Head of a school. Design your own school for high school students in Việt Nam. Then present your group's ideas to the whole class. Use the following questions to help you.
 - What is the school's name?
 - What kinds of activities does it offer?
 - How is it different from other schools?

Explore it!

Guess the correct answer.

One of these schools is the oldest high school in Việt Nam. Which is it?

- a Lê Hồng Phong Upper Secondary School for the Gifted (Hồ Chí Minh City)
- b Quốc học Upper Secondary School for the Gifted (Huế)
- c Chu Văn An Upper Secondary School (Hà Nội) Find another interesting fact about education. Then write a question for your partner to answer.



NEW WAYS OF EDUCATION

We all need to help make our communities a better place. That is part of being a good citizen. But how do we learn citizenship?

If you go to a traditional school, your days are probably filled with classes, homework and tests, which teach you how to be responsible for yourself and for the wider community. They also help you develop communication skills to improve the way you share and understand information, which can have a positive impact on all aspects of life and relationships.

Some modern shools use a different approach to help children become independent and useful citizens. Students can choose activities that interest them. This encourages them to be self-motivated, to think for themselves and to be creative. Students attend classes with older and younger students, which inspires them to learn from those around them.

At the Green School in Bali, teachers pay special attention to environmental planning so that students grow up to value and care for our planet. The school has an organic garden and saves fuel and energy by using solar and hydro power.

Different schools emphasise different types of citizenship. What is important is that students learn how to respect themselves, each other and the world around them.

UNIT 3: CLIL (LITERATURE)

- 1 SPEAKING Look at the photos. What do you know about these authors? Have you read any of their works? Discuss your answers with a partner.
- 2 [1.31] Read and listen to the passage. What do you think this passage is about?







FEMINISM IN LITERATURE

Hồ Xuân Hương was a well-known Vietnamese **poet**. She was born in Nghệ An province, in the eighteenth century. Through witty comments and humour, Hồ Xuân Hương's poems **portrayed** her as an independent-minded woman. She was resistant to social norms and her works were a highlight of feminism in Vietnamese literature in the 1800s. *Bánh Trôi Nước (The Floating Cake)* is one of her most famous poems. With only four lines, it told the story of an ordinary Vietnamese lady whose life was like a floating cake. Although she had little freedom in love and life, she still demonstrated her virtues and loyalty.

Jane Austen was one of England's most famous

novelists. She was born in Steventon, Hampshire, England, on December 16, 1775. Her family had a vast library, and she was able to read a wide variety of literature. Jane began anonymously publishing her works while she was in her 30s. Among her works, *Pride and Prejudice* is the most well-known. The main character, Eizabeth, dared to refuse to marry for financial purposes and was determined to only marry a man she truly loved. Women, in Austen's works, always strived for happiness, freedom and independence. Many of them were portrayed as not inferior to males. Through her novels, Austen expressed her courage and feminine beliefs that women should be treated as equally as men.



3 Match the highlighted words in the text with their meanings. Write the words.

- 1 not wanting to accept something
- 2 a lot of
- 3 a person who writes poem
- 4 not as good or powerful as someone else
- 5 clever
- 6 really big
- 7 described
- 4 Read the text again. Mark the sentences T (true) or F (false). Correct the false sentences.
 - 1 Hồ Xuân Hương's works demonstrate her dependence on social norms.
 - 2 Hồ Xuân Hương wrote poems about Vietnamese feminism in the 1800s.
 - 3 Bánh Trôi Nước is about the family life of a normal Vietnamese lady.
 - 4 At first Jane Austen didn't make her name public in her works.
 - 5 In *Pride and Prejudice*, the main character doesn't marry for money.
 - 6 In Austen's works, men are often described as inferior to women.
- 5 SPEAKING Work with a partner. Do you know any other writers whose works display feminism? Share your ideas with your partner.

UNIT 5: CLIL (TECHNOLOGY)

- 1 Work with a partner. Look at the problems connected with a growing global population and discuss possible solutions.
 - more houses means fewer green spaces
 - more people need more food
 - a bigger population produces more pollution

the up-and-coming solution

When it is difficult to find space to build more houses and offices, we automatically build upwards; we build skyscrapers. Now, some farmers are farming upwards too.

What is vertical farming?

Vertical farms save space by growing **plants** inside buildings on specially designed racks. Each **rack** can hold many plants and this increases the amount of food produced.

The technology that makes it possible

Hydroponics is a system where special **water** is given to the plants; water which contains everything the plant needs to grow. In traditional farming, plants grow in the ground but in vertical farms plants grow in **pots** and are only fed with special water. Some farmers have racks attached to elevators. Because the elevators are always moving, the plants are always moving too. In this way the plants receive lots of **sunlight** and grow better.

The benefits

Vertical farming works well because farmers have full control of the growing conditions. They control temperature, food and water; so vertical farmers can grow crops all year long and almost anywhere

in the world. Furthermore, vegetables grown in the city do not have to be transported as far to reach the shops. This means the food is delivered fresher and with less transport, so there is less pollution.



- 2 Sead and listen to the information about vertical farming.
 What is the main difference between vertical farming and traditional farming?
- 3 Complete the diagram of a vertical farm with the words in bold from the text.



- 4 SPEAKING Discuss with a partner. According to the text, how could vertical farming help to solve the three problems mentioned in Exercise 1?
- 5 SPEAKING Work in groups. Vietnam is an agriculture-based nation, and vertical farming is still a new concept. Make a presentation about vertical farming to introduce it to farmers. Use the information in the text and the answers to Exercise 4 to help you. Remember to include:
 - an explanation of vertical farming
 - its benefits to farmers
 - its benefits to the growing population
 - its benefits to the environment

UNIT 7: CLIL (HISTORY)

The history of jeans

1900 Jeans were the ideal clothes for low-paid cowboys and miners in the American West, where conditions were hard. Jeans were cheaper and lasted longer than other trousers. This was important for poor,





hard-working men.

1920S Hollywood films turned cowboys into heroes. Hollywood gave life in the American West a more attractive image. Middle class Americans

wanted to copy what they saw in the films.

1950s Film stars such

as Marlon Brando and James Dean wore jeans on screen and set the fashion for

teenagers. Teenagers wanted to show they were different from their parents and they used jeans to do this. Jeans turned into such a strong symbol of

rebellion that some schools, cinemas and restaurants banned them.



1960s Hippies wore jeans to show they were the same as the working classes and also to break racial barriers. Hippies wanted all people

be equal.

1970s Better transport routes between countries meant that jeans were

manufactured cheaply and prices fell. More people could afford to buy them and jeans became an

everyday item of clothing all around the world.

- 1 Work with a partner. Look at the photos in the infographic. Answer the questions.
 - 1 Why do you think jeans are so popular?
 - 2 How many pairs of jeans do you own?
 - 3 In your family, who wears jeans and who doesn't? When do they wear them?
- 2 Solution 2 Read and listen to the infographic about jeans in the 20th century. Which fact(s) do you find most surprising?
- 3 Read the infographic again and answer the questions.
 - 1 Why were jeans the perfect clothes for difficult working conditions?
 - 2 How did Hollywood first help to make jeans popular?
 - 3 Why did teenagers copy the style of film stars?
 - 4 What did hippies hope to achieve by wearing jeans?
 - 5 What happened to the price of jeans when international transport became easier?
- 4 **SPEAKING** Work in groups. Choose an item which you think reflects the traditional Vietnamese fashion (for example, áo dài) and design an infographic for your selected item. In the infographic, you should include the following:
 - timeline
 - key / significant information
 - images



GET IT RIGHT

UNIT 1 Present perfect vs. Past simple

Learners often use the present perfect when the past simple is required.

We use the past simple to talk about events which have taken place at a specific time. We use the present perfect to talk about events where the time is not specified.

I went on holiday with my family last year.
 I have been on holiday with my family last year.

Write positive answers to the following questions using the words given in the correct tense.

- Have you started your new job? (last weekend)
 Yes, I have. I started my new job last weekend.
- 1 Have you seen the latest episode? (yesterday)
- 2 Have you been to France before? (two times)
- 3 Have you visited your grandparents recently? (a few days ago)
- 4 Have you seen John? (five minutes ago)
- 5 Have you changed your phone? (for a better one)
- 6 Have you earned any money recently? (over VND 100,000 last week)

UNIT 2 Present perfect with *for* or *since*

Learners often use the present simple with *for* or *since* when the present perfect is required.

We use the present perfect tense with both *for* and *since* referring to an earlier time which is still relevant now.

I have known him for three months.
 I know him for three months.

Make new sentences in the perfect tense using the information given.

0 I started playing the guitar when I was six years old. I still play the guitar now.

I've played the guitar since I was six years old.

- 1 We were friends when we were ten. We are still friends now.
- 2 I saw her when I was five. I did not see her after that.
- 3 I started working in the newsagent's two years ago. I work there now.
- 4 You moved to Vung Tau six months ago.
- 5 My family travelled abroad in 2010. They did not travel abroad after that.
- 6 Have you ever travelled to a lot of countries recently? (over 10 countries last year)

UNIT 3

Comparatives and than

Learners often use the wrong forms of adjectives, trying to use *more* where it is not possible, especially with *bigger* and *cheaper*.

For adjectives with one syllable, we add -*er* for the comparative.

- In ten years' time my town will be bigger than now.
- In ten years' time my town will be more big than now.

For adjectives with two syllables ending in -*y*, we make the comparative by adding -*ier*.

I find English easier than French.
 I find English more easy than French.

Learners sometimes use that instead of than.

Sports clubs are much better than the gym.
 Sports clubs are much better that the gym.

Correct the following sentences.

- 1 I am much more happy than before.
- 2 If you go to Europe, the weather will be better in July that in February.
- 3 Which is more old, soccer or rugby?
- 4 The beaches are cleaner in the countryside that in the city.
- 5 It will make you fitter and more healthy.

UNIT 4

Relative pronouns

Learners sometimes confuse *who* and *which*. We use *who* to refer to people and *which* to refer to things.

✓ Next week I'm going to visit my Uncle Joe, who lives in Manchester.

X Next week I'm going to visit my Uncle Joe, which lives in Manchester.

Complete the sentences with who or which.

There are several problems <u>which</u> can't wait any longer.

- 1 My friend Paul, _____ I've known since primary school, is coming.
- 2 Animals _____ can protect themselves shouldn't be kept in a zoo.
- 3 My dad works for a company _____ sells dental products.
- 4 It's a great film but it's really sad. It's about a soldier _____ goes to war.
- 5 She was the only one _____ talked to me.
- 6 He's currently working for a charity ______ helps elderly people.

Future with will

Learners sometimes use the present simple tense when the future tense is required.

- ✓ We will meet at 9 p.m. tomorrow.
- X We meet at 9 p.m. tomorrow.

Correct the following sentences.

- 1 We normally will go there every Wednesday.
- 2 I think I will know what you mean.
- 3 So I see you on the 15th.
- 4 I'm sure you want to go there when you see these pictures.
- 5 When I will get home, I'll send you a text.
- 6 Who wins the next football match?

UNIT 5

Future forms and time phrases

Learners sometimes use the wrong word order with time phrases.

We put the time phrase after the verbs and object phrases.

- ✓ I hope you will come with me next year.
- X I hope you will come next year with me.

Correct the following sentences.

1 He will look this week at my project.

- 2 I can't straight away help you, but I will as soon as I can.
- 3 I'll do immediately what you've suggested.
- 4 Will you by Friday have it finished?
- 5 I will talk now to him.
- 6 I bet he won't next time do it like that.

Question tags

Learners sometimes use the wrong verb in the tag question.

We form question tags by using the same verb if the verb is an auxiliary (*be, have*) or modal verb (*can, will, would,* etc.), but we use *do* with all other verbs.

We use a pronoun which agrees with the subject of the verb, and we keep the tense the same.

He played the whole game, didn't he?
 X He played the whole game, isn't it?

Correct the following question tags.

- 0 This is a good idea, doesn't it? *This is a good idea, isn't it?*
- 1 He is working on his project, doesn't he?
- 2 We have always wanted to travel, don't we?
- 3 That doesn't sound very interesting, is it?
- 4 You don't finish work at 6 p.m., are you?
- 5 It would probably be too far to walk there, isn't it?
- 6 He's driving much too fast on these wet roads, doesn't he?

UNIT 6 used to vs. usually

Learners sometimes confuse *used to* with *usually*.

We use *used to* to indicate an action that was happening regularly in the past but not now, while *usually* means any action that has happened or is happening regularly.

- ✓ When I have some spare time, I usually go running in the park.
- When I have some spare time, I used to go running in the park.

Complete the sentences with *used to* or *usually*.

- 0 When I was younger, I <u>used to</u> go skiing with my family.
- 1 If I have time, I _____ play computer games in the evening.
- 2 When I was younger I _____ listen to pop music all the time.
- 3 They _____ hang out every Saturday night so that's when I see them.
- 4 We _____ buy clothes twice a year, but now that we have extra money we go shopping more often.
- 5 Now that I go to the tennis club, I _ get home late.
- 6 I _____ go on camping holidays, but that was a long time ago.

Second conditional tenses

Learners sometimes use the wrong tenses in the clauses of the second conditional.

We form the second conditional by using the past simple tense in the *if* clause, and the *would* form in the main clause.

- ✓ If I knew what to do, I would do it.
- X If I would know what to do, I would do it.

Correct the following sentences.

1 If you answered my email I will be very pleased.

- 2 It would be fantastic if you would come to visit me.
- 3 If I find your mobile, I would bring it on Monday
- 4 I am very grateful if you could meet me at 11 o'clock on Sunday.
- 5 If I broke this vase, my parents will be angry.
- 6 I will love it if you could visit me in the holidays.

UNIT 7

Present simple passive vs. past simple passive

Learners sometimes confuse the present simple passive with the past simple passive.

We use the past simple passive to refer to events which took place in the past.

I was really surprised when I first read the email.
 I am really surprised when I first read the email.

We use the present simple passive for events which have started and are still going on now.

- We'll go to Paris in two weeks the tickets are booked.
- We'll go to Paris in two weeks the tickets were booked.

Correct the following sentences.

- 1 I always keep shopping until the mall was closed.
- 2 I am born in Britain and have lived here since then.
- 3 I'm proud that my town is chosen as City of Culture.
- 4 The hotel was located in front of the beach, so that will be very convenient.

- 5 Ten minutes later my tent is flooded and I had to leave it because everything was wet.
- 6 I am given a puppy for my last birthday.

UNIT 8 say vs. tell

Learners often confuse *say* and *tell* when reporting speech.

We tell someone (something).

- ✓ I told her I was coming to Italy.
- X I said her I was coming to Italy.

We say something (to someone).

- I said I would go this summer.
- X I told I would go this summer.

Write a cross (X) next to the incorrect sentences. Then write the correct sentences.

- 0 He said me to wait, so I did. *He told me to wait, so I did.*
- 1 My parents told that you can come along.
- 2 She told me to order her a pepperoni pizza.
- 3 As they told, it is a very big sports centre with a lot of facilities.
- 4 I want to say you about this great new computer game.
- 5 I don't know who I can say about this problem.
- 6 She asked me to talk about me and my life.
- 7 Did you say her on what day and at what time she has to be here?
- 8 The customer has made a complaint he tells that his order hasn't arrived yet.

STUDENT A

UNIT 1, PAGE 23

Student A

- You've got an idea of how to raise money for a charity in Vietnam: Students can pay VND 10,000 and not wear their school uniform one day next week. But is it really a good idea? You're not too sure. Tell Student B your idea and see what they think.
- 2 Student B wants to tell you about an idea for a new school club. Listen to the idea and encourage them to do it. Offer help and maybe some ideas of your own.

UNIT 7, PAGE 77

Student A

- 1 You and some friends are going to the cinema. See if Student B wants to come.
- 2 Student B invites you to do something with a group of friends. You want to do it.

STUDENT B

UNIT 1, PAGE 23

Student B

- Student A wants to tell you about an idea to raise money for a charity in Vietnam. Listen to the idea and encourage them to do it. Offer help and maybe some ideas of your own.
- 2 You've got an idea for a new school club: a cooking club that helps students learn how to cook healthy food. But is it really a good idea? You're not too sure. Tell Student B your idea and see what they think.

UNIT 7, PAGE 77

Student B

- Student A invites you to do something with a group of friends. You can't do it. Say why you can't.
- 2 You and some friends are going for a long walk. See if Student A wants to come.

WORD LIST

UNIT 1

active (adj) admire (v) attract (v) brave (adj) caring (adj) charming (adj) complain (v) confident (adj) cool (adj) creative (adj) decorate (v) do a degree (v) do an interview (v) easy-going (adj) genius (n) hero (n) intelligent (adj) laid-back (adj) make friends (v) miss the bus (v) miss your family (v) organise (v) original (adj) poem (n) popular (adj) positive (adj) round of applause (n) serious (adj) sign a contract (v) sign an autograph (v) talented (adj) win a competition (v) win a prize (v) write a novel (v)

UNIT 2

achieve (v) attention (n) /'æktıv/ /əd'maıə/ /əˈtrækt/ /breiv/ /ˈkeərɪŋ/ /'t[a:min/ /kəm'plein/ /'kpnfidant/ /kuːl/ /kriˈeɪtɪv/ /'dekəreit/ /du ə dı'griː/ /du ən 'ıntəvjuː/ / iːziˈɡəʊɪŋ/ /ˈdʒiːniəs/ /ˈhɪərəʊ/ /inˈtelidʒənt/ / leid'bæk/ /meik frendz/ /mis ðə bʌs/ /mis jo: 'fæməli/ /ˈɔːgənaiz/ /əˈrɪdʒənəl/ /ˈpəʊɪm/ /ˈpɒpjələ/ /'ppzətiv/ /raund av a'plozz/ /ˈsɪəriəs/ /sain ə 'kontrækt/ /sain ən 'oːtəgrɑːf/ /'tæləntıd/ /win a kompa'tijan/ /win a praiz/ /rait ə 'novəl/

năng động ngưỡng mộ thu hút dũng cảm chu đáo duyên dáng than phiền, phàn nàn tư tin thú vi/ đặc biệt sáng tạo trang trí học lấy bằng phỏng vấn dễ tính thiên tài anh hùng thông minh thoải mái kết ban lỡ xe buýt nhớ qia đình tổ chức, sắp xếp sáng tạo bài thơ phổ biến tích cực tràng pháo tay nghiêm túc ký hợp đồng ký tặng ảnh tài năng thắng một cuộc thi thắng một giải thưởng viết một quyển tiểu thuyết

/əˈtʃiːv/ /əˈtenʃən/ đạt được sự tập trung blindfold (v) cell (n) cheat (v) concentrate (on) (v) detention (n) encourage (v) guess (v) hand in (v) imagine (v) motivation (n) nerve (n) performance (n) planet (n) realise (v) recognise (v) remember (v) rollercoaster (n) safety (n) strengthen (v) suppose (v) teamwork (n) tell off (v) tool (n) wonder (v) workshop (n) youth club (n)

UNIT 3

action film (n) alien (n) animated film (n) astonished (adj) blockbuster (n) budget (n) comedy (n) creation (n) delighted (adj) documentary (n) embarrassed (adj) enormous (adj) exhibition (n) film critic (n) frightened (adj) furious (adj) grumpy (adj) horror film (n) illustration (n)

/ˈblaindfəʊld/ /sel/ /tſiːt/ /'kpnsantreit pn/ /diˈten[ən/ /inˈkʌridʒ/ /qes/ /hænd in/ /ıˈmædʒın/ / məʊtiˈveiʃən/ /n3:v/ /pəˈfɔːməns/ /'plænit/ /'riəlaiz/ /'rekagnaiz/ /ri'membə/ /ˈrəʊlə kəʊstə/ /ˈseɪfti/ /ˈstrenθən/ /sə'pəʊz/ /ˈtiːmwɜːk/ /tel pf/ /tu:l/ /ˈwʌndə/ /'w3:k[pp/

/'æk[ən film/ /ˈeɪliən/ /'ænimeitid/ /əˈstɒnı[t/ /'blok_bʌstə/ /ˈbʌdʒit/ /ˈkɒmədi/ /kriˈeɪʃən/ /di'laitid/ / dokja mentari/ /im'bærəst/ /i'no:məs/ / eksi bi[ən/ /film 'kritik/ /ˈfraitənd/ /ˈfiʊəriəs/ /'grʌmpi/ /ˈhɒrə ˌfɪlm/ / iləˈstrei[ən/

/ˈjuːθ klʌb/

bit mắt tế bào gian lận tập trung (vào) ở lại trường sau khi tan học khuyến khích đoán nôp bài tưởng tượng động lực dâv thần kinh buổi biểu diễn hành tinh nhân ra nhân ra nhớ tàu lượn siêu tốc sư an toàn tăng cường (sức mạnh) cho rằng công việc theo nhóm khiển trách công cu tư hỏi buổi hội thảo và tập huấn câu lac bô dành cho thanh thiếu niên

phim hành đông người ngoài hành tinh phim hoạt hình ngạc nhiên, kinh ngạc phim bom tấn ngân sách, ngân quỹ phim hài tác phẩm vui mừng phim tài liệu lúng túng, bối rối, ngượng ngùng to lớn cuộc triển lãm nhà phê bình phim ảnh sợ hãi qiân dữ gắt gỏng phim kinh dị hình minh hoa, sư minh hoa

illustrator (n) imagination (n) jealous (adj) ordinary (adj) roller (n) romantic comedy (n) science fiction (n) spray paint (n) thriller (n) transform (v) visual arts (n)

UNIT 4

benefit (v) biodiversity (n) charge (v) climate change (n) conserve (v) deforestation (n) diary entry (n) disconnect (v) ecotourism (n) electrical appliance (n) endangered (adj) environmentalist (n) expert (n) extinct (adj) flood (n) landscape (n) leaflet (n) leave on standby (v) melt (v) natural resource (n) overfishing (n) poacher (n) pollute (v) polluted (adj) pollution (n) power source (n) raise funds (v) recycling (n) responsibility (n) responsible (adj) smog (n) strict (adj) suffer (v)

/'ıləstreıtə/ /ı,mædʒı'neıʃən/ /'dʒeləs/ /'ɔ:dənəri/ /'rəʊlə/ /rəʊ'mæntık 'komədi/ /saıəns 'fıkʃən/ 'spreı ,peınt/ /'θrılə/ /træns'fɔ:m/ /,vıʒuəl 'ɑ:ts/

/'benifit/ / baiaodai v3:sati/ /t[a:d3/ /'klaimət t[eindʒ/ /kənˈsɜːv/ /di:_fpri'stei[ən/ /'daiəri 'entri/ / diskə'nekt/ /'iːkəʊ tʊərɪzəm/ /i'lektrikəl ə'plaiəns/ /inˈdeindʒəd/ /in_vairan'mentalist/ /'eksp3:t/ /ik'stinkt/ /flʌd/ /'lændskeip/ /ˈliːflət/ /liːv 'on stændbaı/ /melt/ /'næt[ərəl 'ri·sɔʊs/ / əʊvəˈfɪʃɪŋ/ /ˈpəʊtʃə/ /pəˈluːt/ /pəˈluːtɪd/ /pəˈluːʃən/ /'paʊə sɔːs/ /reiz fʌndz/ / riːˈsaɪklıŋ/ /ri_sponsi'biləti/ /ri'sponsəbəl/ /smpg/ /strikt/ /ˈsʌfə/

người vẽ hình minh họa sự tưởng tượng ganh tị thông thường, bình thường con lăn phim hài kịch lãng mạn phim khoa học viễn tưởng sơn xịt phim giật gân, ly kì thay đổi, biến đổi nghệ thuật tạo hình

đem lai lơi ích đa dạng sinh học sạc năng lượng (sạc pin) biến đổi khí hâu bảo tồn chặt phá rừng đoạn viết nhật ký ngắt kết nối du lich sinh thái thiết bị gia dụng sử dụng điện gặp nguy hiểm nhà hoạt động vì môi trường chuyên gia bị tuyệt chủng lũ lut thắng cảnh/ cảnh quang tờ rơi/ tờ bướm đặt thiết bị ở chế độ chờ tan chảy (băng, nước đá) tài nguyên thiên nhiên đánh bắt thủy/ hải sản vô độ kẻ săn bắt trái phép làm ô nhiễm bi ô nhiễm nan ô nhiễm nguồn cung cấp năng lượng qây quỹ (quá trình) tái chế trách nhiệm chịu trách nhiệm/ có trách nhiệm khói mù nghiêm khắc chịu đựng

UNIT 5

3D hologram (n) arrangement (n) billionaire (n) check in (v) come round (v) critical (adj) deposit (n) DJ (disc jockey) (n) draw up (v) enormous (adj) fixed (adj) incredible (adj) intensive (adj) intention (n) lifetime (n) novel (n) permission (n) poverty (n) prediction (n) profession (n) project (n) publicity (n) reckon (v) recovery (n) respond (v) send out (v) shuttle (n) sort (v) theme (n) tidy up (v) transplant (n) venue (n)

UNIT 6

achievement (n) advance (n) around (prep) away from (prep) backwards (prep) bacteria (n) basic (adj) be related to (v) cure (n) directly (adv) discover (v) discovery (n) /θriːˈdiː ˈhɒləgræm/ /əˈreindʒmənt/ / biljə'neə/ /t[ek in/ /knm raond/ /ˈkrɪtɪkəl/ /di'ppzit/ / diːˈdʒei/ /ˈdisk ˌdʒɒki/ /dro: vb/ /i'no:məs/ /fikst/ /in'kredibl/ /intentsiv/ /inˈten[ən/ /'laiftaim/ /ˈnɒvəl/ /pəˈmi[ən/ /ˈpɒvəti/ /pri'dıkʃən/ /prəˈfe[ən/ /'prpd3ekt/ /pʌbˈlɪsəti/ /'rekən/ /rıˈkʌvəri/ /ri'spond/ /send aut/ /ſʌtl/ /so:t/ /θi:m/ /'taidi <p/ /træn'spla:nt/ /'venju:/

/ə'tʃi:vmənt/ /əd'va:ns/ /ə'raʊnd/ /bækwədz/ /bæk'tıəriə/ /'beısık/ /bi rı'leıtıd tu:/ /kjʊə/ /daı'rektli/ /dı'skʌvə/ /dı'skʌvəri/ hình ảnh nổi ba chiều sắp xếp tỷ phú kiểm tra đến (nhà) khó tính tiền đăt coc người chỉnh nhạc soạn thảo/ phác thảo khổna lồ cố định tuyệt vời chuyên sâu dư đinh quãng đời tiểu thuyết cho phép/ chấp thuận nghèo khó/ thiếu thốn dự đoán nghề nghiêp dư án công khai nghĩ/ nhận thấy bình phục trả lời aửi tàu con thoi sắp xếp chủ đề don sach cấy ghép đia điểm

thành tựu (sự) tiến bộ (di chuyển) xung quanh (di chuyển) ra xa/ hướng khỏi hướng ngược về sau vi khuẩn căn bản có liên quan đến (biện pháp) chữa trị thành công một cách trực tiếp phát hiện ra/ khám phá ra (sự) phát kiến/ phát hiện

do research (v) experiment (n) forwards (prep) invent (v) invention (n) laboratory (n) machine (n) malaria (n) pasteurisation (n) pill (n) plug (n) prevent (v) scientist (n) seed (n) socket (n) stream (v) telescope (n) towards (prep) treat (v) up and down (prep)

UNIT 7 advent (n)

blind (adj)

charity (n)

deaf (adj)

fame (n)

industry (n)

involve (v)

metal (n)

pole (n)

operate (v)

Pacific Ocean (n)

personality (n)

president (n)

blog (v)

/ləˈbɒrətəri/ /məˈſiːn/ /məˈleəriə/ / pæst[ərai'zei[ən/ /pil/ /pl/g/ /pri'vent/ /'saiantist/ /si:d/ /'spkit/ /stri:m/ /'teliskaop/ /təˈwɔːdz/ /tri:t/ /vp an daon/ /'ædvent/ be promoted (v) /bi: prə'məʊtɪd/ /blaind/ /blog/ challenging (adj) /ˈtʃælındʒıŋ/ /ˈtʃærəti/ /def/ designer (adj) /dıˈzaınə/ disability (n) / disə biləti/ earn money (v) /s:n 'mʌni/ /feim/ /fæn'tæstık/ fantastic (adj) get paid holidays (n) /get peid 'hpladeiz/ /giv in jo: 'nəʊtis/ give in your notice (v) /'indəstri/ /vlav'nı/ job training (n) /dʒpb 'treiniŋ/ /'læmplaitə/ lamplighter (n) management consultant (n) / mænid3mant kan skitant/ /'metəl/ /'ppəreit/

/pəʊl/

/'prezidant/

/du rı'ss:t[/

/'fo:wədz/

/in'ven[an/

/in'vent/

/ik'sperimant/

(tiến hành) nghiên cứu thử nghiệm/ thí nghiệm hướng tới trước phát minh phát minh phòng thí nghiệm máy móc bênh sốt rét (quá trình) khử trùng thuốc (dạng viên) chấu cắm (của ổ điện) ngăn ngừa nhà khoa học hạt/ hạt giống ổ điên xem liên tục các video trên mạng (với cùng từ khóa) kính viễn vong (di chuyển) hướng tới trước đối xử/ đối đãi (với ai đó); chữa trị (bệnh) (di chuyển) tới lui

sự xuất hiện được thăng chức khiếm thi nhật ký cá nhân trên mạng khó khăn/ đầy thử thách (viêc) từ thiên khiếm thính xa xỉ/ đẳng cấp/ đắt tiền khuyết tật kiếm tiền sự nổi tiếng tuyệt vời (được hưởng) ngày nghỉ có lương thông báo xin thôi việc ngành/ lĩnh vực bao gồm đào tạo nghiệp vụ thợ thắp đèn đường (người) cố vấn quản lý điều hành kim loại điều khiển/ vận hành /pəˈsɪfikˈəʊʃən/ Thái Bình Dương / ps:sən'æləti/ tính cách côt chủ tich

raise money (v) sponsor (v) start a career (v) switchboard operator (n) /'swit[bod ppareita/ travel agent (n) typesetter (n) wheelchair (n) work long hours (v)

UNIT 8

admit (v) blizzard (n) candidate (n) claim (v) court case (n) disgrace (n) escape (v) expert (n) find out (v) get the joke (v) hailstorm (n) hilarious (adj) infuriating (adj) legal (adj) make a difference (v) make friends with (v) make fun of (v) make sure (v) make up (v) persuade (v) pick (v) play joke on (v) remind (v) specialist subject (n) spray (v) tell jokes (v) tornado (n) upload (v) vandalise (v) warm (adj) warn (v)

/reiz 'mʌni/ /ˈsppnsə/ /staːt ə kəˈrıə/ /'trævəl 'eidʒənt/ /'taipseta/ /wi:lt[eə/ /ws:k lpn 'aʊəz/

/əd'mıt/ /'blizəd/ /ˈkændɪdət/ /kleim/ /ko:t keis/ /dis'greis/ /i'skeip/ /'eksp3:t/ /faind aut/ /get ða dzavk/ /'heilsto:m/ /hıˈleəriəs/ / inˈfjʊərieitiŋ/ /ˈliːgl/ /meik a 'difarans/ /meik 'frendz wið/ /meik fʌn əv/ /meik [p:/ /meik vp/ /pə'sweid/ /pik/ /plei dʒəʊk ɒn/ /ri'maind/ /'spe[əlist 'sʌbdʒekt/ /sprei/ /tel dʒəʊks/ /tɔːˈneɪdəʊ/ /vp,l904/ /'vændəlaız/ /wo:m/ /wo:n/

quyên tiền/ kêu gọi đóng góp tiền tài trơ bắt đầu công việc nhân viên tổng đài kết nối cuộc gọi nhân viên đai lý du lich thợ sắp xếp bảng chữ xe lăn làm việc trong nhiều giờ liền

thừa nhân bão tuyết ứng cử viên cam đoan phiên tòa nỗi hổ thẹn (đáng bị lên án và chê trách) trốn thoát chuyên qia phát hiện ra hiểu được trò đùa/ hiểu được chuyện cười mưa đá buồn cười (vô cùng) tức giận hợp pháp làm nên sự khác biệt/ thay đổi để khác biệt kết ban chế giễu/ cười cợt đảm bảo bịa ra/ tự nghĩ ra thuyết phục hái/ thu hoạch (nông phẩm) chơi khăm/ trêu chọc nhắc nhở/ gợi nhớ chủ đề đặc biệt quan tâm và tìm hiểu xit/ phun kể chuyên cười *lốc xoáy* tải lên phá hoai (tính cách) ấm áp, dễ gần khuyến cáo

IRREGULAR VERBS

Base form	Past simple	Past participle		Base form	Past simple	Past participle
be	was / were	been		let	let	let
beat	beat	beaten	0	lie	lay	lain
become	became	become	0	light	lit	lit
begin	began	begun	0 0 0	lose	lost	lost
break	broke	broken	0	make	made	made
bring	brought	brought	0	mean	meant	meant
build	built	built	0	meet	met	met
buy	bought	bought	0	pay	paid	paid
can	could	-	0	put	put	put
catch	caught	caught	0 0 0	read /riɪd/	read /red/	read /red/
choose	chose	chosen	0 0 0	ride	rode	ridden
come	came	come	0	ring	rang	rung
cost	cost	cost	0	rise	rose	risen
cut	cut	cut	0	run	ran	run
do	did	done	0	say	said	said
draw	drew	drawn	0	see	saw	seen
drink	drank	drunk	0	sell	sold	sold
drive	drove	driven	0	send	sent	sent
eat	ate	eaten	0	set	set	set
fall	fell	fallen	0	shoot	shot	shot
feel	felt	felt	0 0 0	show	showed	shown
fight	fought	fought	0	sing	sang	sung
find	found	found	0	sit	sat	sat
fly	flew	flown	0	sleep	slept	slept
forget	forgot	forgotten	0	speak	spoke	spoken
get	got	got	0	spend	spent	spent
give	gave	given	0 0 0	stand	stood	stood
go	went	gone	0	steal	stole	stolen
grow	grew	grown	0 0 0	strike	struck	struck
hang	hung	hung	0	swim	swam	swum
have	had	had	0	take	took	taken
hear	heard	heard	0	teach	taught	taught
hit	hit	hit	0	tell	told	told
hurt	hurt	hurt	0	think	thought	thought
hold	held	held	0	throw	threw	thrown
keep	kept	kept	0	understand	understood	understood
know	knew	known	0	wake	woke	woken
lead	led	led	0	wear	wore	worn
leave	left	left	0 0 0	win	won	won
lend	lent	lent	0	write	wrote	written

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