NGUYỄN THANH BÌNH (Tổng Chủ biên) – ĐINH TRẦN HẠNH NGUYÊN (Chủ biên)
PHẠM NGUYỄN HUY HOÀNG – NGUYỄN THỊ XUÂN LAN
ĐÀO XUÂN PHƯƠNG TRANG – LÊ NGUYỄN NHƯ ANH



SÁCH HOC SINH

(Sách đã được Bộ trưởng Bộ Giáo dục và Đào tạo phê duyệt sử dụng trong cơ sở giáo dục phổ thông tại Quyết định số 442/QĐ-BGDĐT ngày 28/01/2022)







#### Tiếng Anh 10 Explore New Worlds Sách học sinh

Nguyễn Thanh Bình (Tổng Chủ biên) Đinh Trần Hạnh Nguyên (Chủ biên) Phạm Nguyễn Huy Hoàng Nguyễn Thị Xuân Lan Đào Xuân Phương Trang Lê Nguyễn Như Anh

Tiếng Anh 10 Explore New Worlds - Sách học sinh được biên tập từ quyển sách World English Level 1 Student's Book - Real People, Real Places, Real Language (Third Edition) của các tác giả: John Hughes, Martin Milner, thuộc bản quyền của NXB National Geographic Learning, một phần của NXB Cengage.

Cover image: Aerial view of Hồ Chí Minh City skyline and skyscrapers at Hồ Chí Minh City downtown.

Mongkol Chuewong/Moment via Getty Images

#### NHÀ XUẤT BẢN ĐAI HỌC SỰ PHAM TP. HỒ CHÍ MINH

280 An Dương Vương, Phường 4, Quận 5 TP. Hồ Chí Minh, Việt Nam

Điện thoại: (028) 38 301 303 - Fax: (028) 39 381 382

Email: nxb@hcmue.edu.vn

© 2022 National Geographic Learning, a part of Cengage Learning This edition is reprinted from selected pages from World English Level 1 Student's Book - Real People, Real Places, Real Language (Third Edition).

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society ® Marcas Registradas

For permission to use material from this text or product, submit all requests online at **cengage.com/permissions**Further permissions questions can be emailed to

permissionrequest@cengage.com

#### HCMC UNIVERSITY OF EDUCATION PUBLISHING HOUSE

280 An Duong Vuong Street, Ward 4, District 5, Ho Chi Minh City, Vietnam

#### Cengage Learning Vietnam Company Limited

Suite 1111, 11th Floor, Zen Plaza Building 54-56 Nguyen Trai Street, District 1, Ho Chi Minh City, Vietnam

#### National Geographic Learning

200 Pier Four Boulevard Boston, MA 02210 USA

Locate your local office at international.cengage.com/region Visit National Geographic Learning online at ELTNGL.com Visit our corporate website at www.cengageasia.com

Printed in Vietnam

Print Number: 01 Print Year: 2022

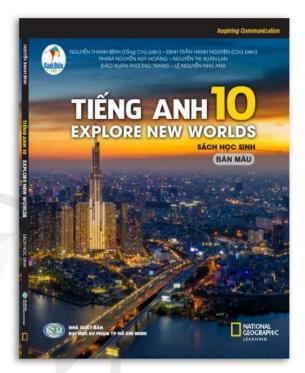
# **WELCOME TO EXPLORE NEW WORLDS**

Featuring exciting content from National Geographic, Explore New Worlds takes you on a fascinating learning journey to explore new horizons and ideas.

## Explore New Worlds can offer you:

- themes and topics carefully selected for you to personalize and share opinions on.
- unique and captivating images, articles, and stories featuring real people and places for you to experience different aspects of the world and connect them with your own while studying.
- a wide range of listening, speaking, reading, and writing activities using real language and situations to help you develop confident and effective English skills, especially in communication.

With *Explore New Worlds*, learning English is fun, meaningful, and interactive.



#### **AMERICAS**

#### Brazil

Gabriely Billordo, Berlitz, Porto Alegre Bruna Caltabiano, Caltabiano Idiomas, Sao Paulo Sophia de Carvalho, Inglês Express, Belo Horizonte Renata Coelho, 2b English for you, Florianopolis Rebecca Ashley Hibas, Inglês Express, Belo Horizonte Cristina Kobashi, Cultivar Escola de Idiomas, Guaratinguetá Silvia Teles Barbosa, Colégio Cândido Portinari, Salvador

#### Chile

Jorge Cuevas, Universidad Santo Tomás, Los Angeles

#### Colombia

Ruben Cano, UPB University, Medellin Javier Vega, Fundación Universitaria de Popayán, Popayán

#### Costa Rica

Jonathan Acuña, Centro Cultural Costarricense Americano, San José

Lilly Sevilla, Centro Cultural Costarricense Americano, San José

#### Mexico

José Aguirre, Instituto Tecnológico Superior de Irapuato, Salamanca

Alejandro Alvarado Cupil, Instituto Tecnológico de Minatitlán, Minatitlán

Jhosellin Ángeles, ITSOEH, Mixquiahuala de Juárez, Hidalgo

René Bautista, BUAP, Puebla

Imelda Félix, Colegio Cervantes Costa Rica, Guadalajara Isabel Fernández, Universidad Autónoma de

Aguascalientes, Aguascalientes

Andrés Garcia, FES Aragón (UNAM), Mexico City

Jéssica Garcia, Colegio Cultural, Puebla

Lázaro Garcia, Tecnológico de Toluca, Metepec

Fernando Gómez, Universidad Tecnológica

Jalisco, Guadalajara

Alma Gopar, FES Zaragoza (UNAM), Mexico City Inés Gutiérrez, University of Colima, Colima

Jesús Chávez Hernández, Universidad Aeronáutica en Querétaro, Colón

Cristina Méndez, Instituto Tecnológico Superior de Irapuato, Irapuato

Elena Mioto, UNIVA, Guadalajara

Rubén Mauricio Muñoz Morales, Universidad Santo Tomás, Villavicencio

María Rodríguez, Universidad Aeronáutica en Querétaro, Colón

Ana Lilia Terrazas, ICO, Puebla

#### **United States**

Amy Fouts, Face to Face Learning Center, Doral, FL Virginia Jorge, UCEDA International, New Brunswick, NJ Richard McDorman, Language On, Miami, FL Sarah Mikulski, Harper College, Palatine, IL Rachel Scheiner, Seattle Central College, Seattle, WA Pamela Smart-Smith, Virginia Tech Language and Culture Institute, Blacksburg, VA

Marcie Stone, American English College, Rowland Heights, CA

Colin Ward, Lone Star College-North Harris, Houston, TX Marla Yoshida, University California Irvine, CA

#### ASIA

Nazarul Azali, UiTM Cawangan Melaka, Alor Gajah Steven Bretherick, Tohoku Fukushi University, Sendai Sam Bruce, Soka University, Hachioji

Karen Cline-Katayama, Hokusei Gakuen University and Tokai University, Sapporo

Tom David, Japan College of Foreign Languages, Tokyo Johnny Eckstein, Soka University, Hachioji

Meg Ellis, Kyoto Tachibana University, Kyoto

Thomas Goetz, Hokusei Gakuen University, Sapporo

Katsuko Hirai, Matsuyama University, Matsuyama

Paul Horness, Soka University, Hachioji

David Kluge, Nanzan University, Nagoya

Stephen Lambacher, Aoyama Gakuin University, Tokyo

Yi-An Lin, National Taipei University of Business, Taipei

Kerry McCatty, Soka University, Hachioji

Gregg McNabb, Shizuoka Institute of Technology, Shizuoka

Collin Mehmet, Matsumoto University, Matsumoto City

Sean Mehmet, Shinshu University, Matsumoto

Lin Mingying, Soka University, Hachioji

Erika Nakatsuka, Soka University, Hachioji

Seiko Oguri, Chubu University, Nagoya

Thomas Nishikawa, Ritsumeikan University, Kyoto

Sean Otani, Tottori University, Tottori

Daniel Paller, Kinjo Gakuin University, Nagoya

Tomomi Sasaki, Ibaraki University, Mito

Mark Shrosbree, Tokai University, Hiratsuka

Brent Simmons, Aichi Gakuin University, Nagoya

Mikiko Sudo, Soka University, Hachioji

Monika Szirmai, Hiroshima International University, Hiroshima

Matthew Taylor, Kinjo Gakuin University, Nagoya James Thomas, Kokusai Junior College, Tokyo

Asca Tsushima, Soka University, Hachioji

Hui Chun Yu, Macau University of Science and Technology. Macau

Unit	Unit Goals	Grammar	Vocahulary
1 People Page 2	Meet People     Ask for Personal Information     Describe People and Occupations     Compare People's Jobs     Write a Personal Description	Review of Simple Present <i>Be</i> Wh- Questions with <i>Be</i> Be + Adjective (+ Noun)	Vocabulary Occupations Countries Nationalities Descriptive Adjectives
2 A Day in the Life Page 14	<ul> <li>Talk about a Typical Day</li> <li>Talk about Free Time</li> <li>Describe a Special Day</li> <li>Talk about Hobbies and Interests</li> <li>Plan a Party</li> </ul>	Review of Simple Present Adverbs of Frequency	Daily Activities Party Words Celebrations and Festivals
3 Going Places Page 26	<ul> <li>Talk about Your Possessions</li> <li>Ask for and Give Travel Information</li> <li>Ask for and Give Advice</li> <li>Plan a Vacation</li> <li>Describe a Place</li> </ul>	Possession Possessive Adjectives and Pronouns Belong to Should for Advice	Travel Preparation and Stages Travel Documents Describing Places
4 Food Page 38	<ul> <li>Describe a Recipe</li> <li>Order a Meal</li> <li>Talk about Diets</li> <li>Plan a Farm or Garden</li> <li>Follow and Give Instructions</li> </ul>	Count and Non-count Nouns: a / an, the, some, and any  How much and How many with  Quantifiers: lots of / a lot of, a few, a little, not many, not much	Food Food Groups Diets
5 Sports Page 50	<ul> <li>Describe Activities Happening Now</li> <li>Compare Everyday and Present-Time Activities</li> <li>Talk about Your Favorite Sports</li> <li>Compare Sports and Activities</li> <li>Write and Complete a Questionnaire</li> </ul>	Present Continuous Simple Present and Present Continuous Base Verbs with <i>to</i> and without <i>to</i> Verbs Followed by Gerunds	Doing Sports Present-Time Activities Team and Individual Sports
6 Destinations Page 62	<ul> <li>Describe Past Vacations</li> <li>Ask about a Trip</li> <li>Talk about Your Weekend</li> <li>Describe a National Park</li> <li>Find and Share Information Online</li> </ul>	Simple Past of Regular and Irregular Verbs Simple Past of <i>Be</i> Emphatic Adjectives and Adjectives of Attitude Passive Voice in the Simple Past	Travel Activities Emphatic Adjectives and Adjectives of Attitude

	25 152	525 935		
Listening	Speaking	Pronunciation	Reading	Writing
Focused Listening: An Interview, Personal Introductions	Asking for and Giving Personal Information Starting a Conversation	Contractions of <i>Be</i> Word Stress	The Best Job in the World: An Article about Three People with Different Occupations in Different Countries (Predicting; Reading for Details)	Writing a Personal Description Compound Sentences
Focused Listening: A Radio Show about an Astronaut's Daily Life	Talking about Daily Routine and Free Time Showing Interest	Verbs that End in <i>-s</i>	When Your Hobby Is Also Your Job: An Article about Two People Who Have Turned Their Hobbies into Their Careers (Reading for Gist; Reading for Details; Recognizing Inference)	Writing an Email to Make Plans Parts of an Email
General Listening: Conversations During Stages of Travel	Identifying Possession of Items Giving Personal Information for Travel Forms Asking for and Giving Advice	Rising and Falling Intonation	Make Your Vacation More Interesting: An Article about Planning Vacations (Identifying the Author's Opinions; Reading for Gist—Using Headings in Articles)	Writing a Description of a Place Conjunctions: <i>because</i> and <i>so</i>
General and Focused Listening: Ordering a Meal in a Restaurant	Role-play: Ordering a Meal Talking about Quantities	Weak Forms of <i>Do you have</i> and <i>Would you like</i>	Urban Farming: An Article about Urban Farming (Identifying the Meanings of Words from Context)	Giving Instructions Sequencing Information
General and Focused Listening: Phone Calls about Everyday Activities and Today's Activities	Talking about What People are Doing Now Discussing Favorite Sports	Weak Form of <i>What are you</i>	eSports Go Global: An Article about the Global Phenomenon of eSports (Making Inferences)	Writing and Completing a Questionnaire Types of Questions
General Listening: Conversations about Vacations and Weekend Trips	Describing Vacations Asking about Your Weekend Discussing Where You Find Information	Sounds of - <i>ed</i> Endings	A Day (or Two) to Remember: An Advertisement about Two Traveling Tours to Phong Nha— Kẻ Bàng, Việt Nam (Identifying the Meanings of Words from Context; Reading for Details)	Writing an Online Post Time References

Unit	Unit Goals	Grammar	Vocabulary
7 Communication Page 74	<ul> <li>Talk about Personal Communication</li> <li>Exchange Contact Information</li> <li>Describe Characteristics and Qualities</li> <li>Compare Types of Communication</li> <li>Compare Formal and Informal Communication</li> </ul>	Defining and Non-defining Relative Clauses Sensory Verbs	Personal Communication and Trends Electronics The Senses
8 Making Plans Page 86	<ul> <li>Talk about Plans</li> <li>Plan a Project</li> <li>Make Predictions</li> <li>Solve a Problem</li> <li>Describe Future Trends</li> </ul>	Future: <i>Be going to</i> Future: <i>Will</i>	Short- and Long- Term Life Plans Types of Energy
9 Types of Clothing Page 98	<ul><li>Compare Clothes</li><li>Buy Clothes</li><li>Decide What to Wear</li><li>Discuss Fashion</li><li>Describe Clothes</li></ul>	Comparatives Superlatives	Articles of Clothing Clothing Shopping Descriptive Adjectives Clothing Materials
10 Lifestyles Page 110	<ul> <li>Discuss Healthy and Unhealthy Habits</li> <li>Give Advice on Healthy Habits</li> <li>Talk about Lifestyles</li> <li>Discuss the Importance of Sleep</li> <li>Explain Healthy Activities</li> </ul>	Reported Speech — Statements Reported Speech — Questions <i>Have to</i> for Very Strong Advice	Healthy and Unhealthy Habits and Lifestyles Compound Adjectives
11 Achievements Page 122	<ul> <li>Talk about Responsibilities</li> <li>Interview for a Job</li> <li>Describe Past Actions</li> <li>Women's Achievements</li> <li>Write a Resume</li> </ul>	Present Perfect Simple Past and Past Continuous with when and while	Chores and Responsibilities Personal Achievements
12 Decisions Page 134	<ul> <li>Give Advice about Money</li> <li>Choose What to Use</li> <li>Make Decisions about Money</li> <li>Plan How to Raise Money</li> <li>Compare and Contrast Options</li> </ul>	Real Conditionals: The Zero Conditional Real Conditionals: The First Conditional Unreal Conditionals: The Second Conditional	Personal Finance Money Verbs

Listening	Speaking	Pronunciation	Reading	Writing
Focused Listening: Exchanging Contact Information via a Voicemail, a Radio Call-In Show, and a Conversation	Asking for Contact Information Describing Sights, Sounds, and Other Sensations Giving Your Opinion	Sentence Stress for Clarification	Do You Speak "Elephant"? An Article about How Elephants Communicate (Reading for Details; Identifying the Meanings of Words from Context)	Writing Emails Formal and Informal Writing
General and Focused Listening: An Interview with National Geographic Explorer Molly Ferrill about Her Latest Project	Talking about Short- and Long-Term Plans Making Predictions and Giving Opinions about the Future Discussing a Project	Weak Form of <i>going to</i>	Electricity from the Sun: An Article about Solar Panels, Particularly as an Energy Solution in Poorer Parts of the World (Reading for Details; Reading for Gist)	Analyzing Graphs to Describe Future Trends Describing Trends
Focused Listening: A Conversation between a Shopper and an Assistant in a Shoe Store	Talking about Clothes Role-Play Different Shopping Experiences	Stressed and Unstressed Syllables	Pride through Fashion: An Article about an Aymaran Female Fashion Designer (Reading for Details; Reading for Gist; Identifying the Meanings of Words from Context)	Writing Ads that Describe Clothes Describing Objects Adjective Order Punctuation
General Listening: Personal Descriptions of Lifestyles and Habits	Discussing Healthy and Unhealthy Habits Asking and Answering about Lifestyles Approximation	Weak Form of <i>have to</i>	The Need for Sleep: An Article about Our Need for Sleep (Identifying the Author's Opinion; Reading for Gist)	Writing a Paragraph about a Healthy Hobby or Activity Paragraph Structure
Listening for General Understanding and Specific Details: Job Interviews for a Tour Guide Position	Interviewing for a Job Using Simple Past and Past Continuous to Describe Past Actions	Weak Forms of <i>have</i>	Vietnamese Women's Achievements: A Newsletter about Vietnamese Women with Great Achievements in the Past (Reading for Details; Reading for Inferences; Understanding Referents)	Writing a Resume Checking for Mistakes in Writing
Listening for Specific Details and Key Information: A Podcast about a Trip that Didn't Waste Plastic	Discuss How to Save Money Talking about Probable Results of Imagined Situations	Conditional Intonation	Crowdfunding for a Better World: An Article about Crowdfunding Projects to Help People and Save the Environment (Reading for Gist; Reading for Details)	Writing an Email about a Major Decision Compare and Contrast





# Vocabulary

A Fill in the blanks. Use the map and the words in the box.

chef pilot	dancer police officer	artist student	musician teacher	photographer travel agent	
1. This is	Norma. She's from _	Mexico	and she's a(n)	dancer .	
2. This is	Gabriela. She's from		and she's a(n)		
3. This is	Frank. He's from		and he's a(n)		
4. This is	Marie. She's from		and she's a(n)		
<b>5.</b> This is	Yaseen. He's from_	and he's a(n)			
6. This is	6. This is Luis. He's from				
7. This is	Kaya. She's from	and she's a(n)			
8. This is	Cho. He's from		and he's a(n)		
9. This is	Hương. She's from_		and she's a(n) _	2.60	
<b>10.</b> This is	Nicolas. He's from _		and he's a(n)	2.00	

## REAL LANGUAGE

We say What does he / she do? to ask about a person's occupation or job.

B In pairs, talk about the people in the photos.

Where is Norma from?

Norma is from Mexico.

What does she do?

She's a dancer.

#### Grammar: Be (See Grammar Reference p. 146)

Affirmative Statements			Negative Statements		
1	am / 'm	a student.	T	am not / 'm not	a student.
You / We / They	are / 're	from Mexico.	You / We / They	are not / aren't	from Mexico.
He / She / It	is/'s	a dancer.	He / She / It	is not / isn't	a dancer.

- Match the question to the answer.
  - 1. Are you a doctor?\_\_\_\_\_
  - 2. Is she from China?
  - 3. Is Ben from London?
  - 4. Are Mario and Teresa students?\_
    - a. Yes, he is.

c. Yes, they are.

Are

le

**b.** No, she isn't.

d. No, I'm not. I'm a nurse.

Yes / No Questions

he / she / it

you / we / they

from

Mexico?

Complete the conversation with the correct forms of be. Listen and check.

Sean: Hi, my name's Sean.

m Claudia, from Chile. Claudia: Nice to meet you, Sean. I (1) \_

Sean: (2) \_\_\_\_\_ you from Santiago?

Claudia: Yes, I (3) \_\_\_\_\_. And you? Where are you from?

**Sean:** I'm from Toronto, in Canada, but I (4) \_\_\_\_\_ a student here.

Claudia: I'm in New York for two weeks. My brother (5) \_\_\_\_\_ a student at NYU.

**Sean:** (6) \_\_\_\_\_ he here?

Claudia: No, he (7) \_\_\_\_\_. Are you here with friends?

Sean: Yes, I am. We (8) \_\_\_\_\_ at that table. Come and meet them!

This is Claudia. She (9) \_\_\_\_\_ from Chile. This is Maria and Nico.

They (10) \_\_\_\_\_ also students at NYU.

Practice the conversation in pairs. Switch roles and practice it again.

#### PRONUNCIATION: Contractions of Be

- Contraction I Listen. Circle the full form or the contraction. Listen again and repeat.
  - 1. I am / I'm Claudia.

- 4. They are | They're students.
- 2. He is I He's from New York.
- 5. We are not / We aren't from the US.
- 3. She is not | She isn't a teacher.
- 6. You are / You're from Santiago.



## **GOAL CHECK** Meet People

1. Choose a new name, country, and occupation for yourself. Then introduce yourself to another student.

Hello. My name is Anh. I'm from Việt Nam.

nother pair.

Short Answers

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

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

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

Say Nice to meet you when you meet someone for the first time. Other ways to express this include Pleased to meet you, Glad to meet you. and It's a pleasure to meet you.

## **GOAL** Ask for Personal Information

#### **WORD FOCUS**

Sometimes we add suffixes to words to make occupations and nationalities: art → artist music → musician science → scientist teach → teacher Australia → Australian Chile → Chinese England → English Ireland → Irish Japan → Japanese Mexico → Mexican

#### Listening

Write the countries and nationalities to complete the table.

Countries	Nationalities
Canada	1. <u>Canadian</u>
2	Chinese
3	Australian
Mexico	4
5	Japanese
Ireland	6

- B Look at the photos. Guess the missing information with a partner.
- C \( \begin{aligned} \ 4 \end{aligned} Listen to four interviews. Complete the profiles.



 Name: Kyoko Hashimoto Nationality:

City: Tokyo

Country: Japan

Occupation:



3. Name: Jim Waters

Nationality:

City: Stratford

Country: \_\_\_\_

Occupation: Farmer



2. Name: Luis Gomez

Nationality:

City: Lima

Country:

Occupation:



4. Name: Bianca da Silva

Nationality: \_\_\_\_

City: Rio de Janeiro

Country:

Occupation: Musician

#### **PRONUNCIATION: Word Stress**

- Listen to the countries and nationalities in the table in **A**. Underline the stressed syllables. Then listen again and repeat.
- In pairs, look at the people in the map on page 4 again. Say new sentences about each person's nationality.



MY WORLD Do you have friends from other countries? What are their nationalities?

#### **Grammar** (See Grammar Reference p. 146)

Wh- Questions with Be				
Wh- Words	Be			
What Where Who How old How	is are	your name? / his nationality? / their occupation? you from? / she from? / they from? your teacher? / your friends? you? / she? / they?		

- Make Wh- questions for these answers.
  - 1. I'm from South Korea. Where are you from?
  - 2. My English teachers are Mr. Samuel and Mrs. Gomez. \_
  - 3. Her name is Karina Lopez. \_\_
  - **4.** She's 32 years old. \_\_\_\_
  - 5. They're Canadian. \_\_\_
  - 6. The doctor is nice and friendly. \_
- In pairs, ask for personal information. Ask and answer five Wh- questions.
- What's your name?
- Work in pairs. Student A chooses a card below. Student B asks Yes / No and Wh- questions to find out which card Student A has.

How old are you?

- B: How old are you?
- **B**: Are you a pilot?
- **B:** What's your nationality?
- **B:** Is your name Pablo?
- A: 28 years old.
- A: No, I'm not.
- A: Argentinian.
- A: Yes. it is!

Name: Andrew

Nationality: American

Age: 28 Job: Pilot Name: Ji-won

Nationality: Korean

Age: 23

Job: Architect

Name: Soo-bin Nationality: Korean

Age: 30

Job: Architect

Name: Pablo

Nationality: Argentinian

Age: 28 Job: Doctor Name: Helen

Nationality: American

Age: 30 Job: Doctor Name: Anh

Nationality: Vietnamese

Age: 28 Job: Teacher



## **GOAL CHECK**

#### Ask for Personal Information

Play "Who am I?" in small groups. One student chooses a famous person. The others ask for personal information. You ons. Try to guess the person What's your nationality?

Are you a man?

How old are you?

Are you a musician?

#### Language Expansion: Describing People and Occupations











easy

boring

rich

dangerous











difficult

happy

interesting

poor

safe

Write the adjectives in the correct column.

	Positive	Negative	
нарру,		sad,	

- Which adjectives normally describe:
  - · people? happy,
  - · occupations? easy,
  - · both? interesting,
- Read the sentences. Circle the adjective that you agree with in each sentence. Compare your answers with a partner. Discuss any differences.
  - 1. Dan is a travel agent. His job is interesting / boring.
  - 2. Gabriela is a police officer. Her job is safe I dangerous.
  - 3. Mario's job does not pay a high salary. He is happy / unhappy.
  - 4. Ismael is a doctor. He is rich / poor.
  - 5. Yuki is a teacher. Her job is easy / difficult.
- In pairs, use adjectives to describe the people on page 4.

#### **Grammar** (See Grammar Reference pp. 146–147)

Subject	Be	Adjective
You	are	happy.
K Abert Market	. 5	interesting.

Subject	Be		Adjective	Noun
You	are	а	happy	person.
It	is	an	interesting	job.

# WORD FOCUS

salary money earned through work

E	Unscramble the words to make sentences.
	1. job / friend's / is / My / dangerous.
	2. is / person. / interesting / Kim's / friend / an
	3. your / happy? / brother / Is
	4. rich / is / not / a / My / father / man
E	Complete the sentences so they are true to you. Share your answers with a partner.
	1. My best friend is

**3.** \_\_\_\_\_ is an interesting person.

# Conversation (Optional)

G \(\cappa \) 6 Two people meet for the first time. Listen and fill in the table.

2. My father's / mother's job is \_\_\_\_\_

	What are their jobs?	What adjectives describe the jobs		
Elsa	engineer			
Graham				

# Listen again and read the conversation. Then practice the conversation with a partner. Switch roles and practice it again.

Graham: Hi, my name's Graham. Nice to meet you.

Elsa: Nice to meet you, too. I'm Elsa.

Graham: What do you do, Elsa?

Elsa: I'm an engineer.

**Graham:** An engineer. That's an interesting job!

Elsa: Yes, it is, but it's difficult sometimes. What do you do?

Graham: I'm a forest ranger.

**Elsa:** Really? What's that like? Is it exciting?

Graham: Yes, most of the time, but sometimes it's boring.

Just me and the trees!

# **✓** GOAL CHECK

# Describe People and Occupations

Think of a new name and occupation for yourself. Then work with a partner and start a new conversation.

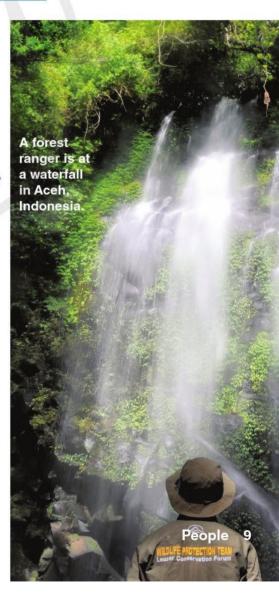
- Introduce yourself.
- · Ask about your partner's occupation.
- Describe your occupation.

#### SPEAKING STRATEGY

#### Starting a Conversation

Nice to meet you.
Nice to meet you, too.
Where are you from?
I'm from (the US).
What do you do?
I'm (an engineer).
What's your job like?
It's (interesting).
Is it (exciting)?
Sometimes it's (boring).

is boring.





# **GOAL** Compare People's Jobs

## Reading ( 7 (Optional)

- A Look at the photos. What do you think the people in the article do?
- 🔢 Read the article. Circle **T** for *true* and **F** for *false*.
  - **1.** A job with a good salary is always interesting.

ΤF

2. Animals are not easy to photograph.

T F

3. Jeff says his job is boring.

. .

4. Maritza is from Mexico.

т г

5. There are tables and chairs in

г с

her classroom.

6. Ross and Marty work in one place.

T F

7. They like Patagonia because every day is different.

T F

- Answer the questions.
  - 1. What does Jeff do?
  - 2. Do you think Jeff is happy?
  - 3. Where is Maritza's classroom?
  - 4. What are her lessons about?
  - 5. What do Ross and Marty do?
  - 6. Where is Patagonia?
- Complete the table. Use the jobs in the article or your own ideas.

	Good salary	Poor salary
Interesting		
Boring		
Difficult		
Easy		

# 1

#### **GOAL CHECK**

In pairs, compare your answers in **D**. Then discuss which job on your lists is the best and why

# The **Best** Job in the World

What is a good job? Is it a job with a good salary? Not always. For some people, their salary is good, but their job is boring. And for other people, their salary isn't good, but the job is easy. And some people are happy because their jobs are interesting. Let's meet some people with great jobs.

Maritza Morales Casanova is Mexican and she's from Merida. She's a teacher, but there are



no tables or chairs in her classroom because it's a park. The children learn about nature in the park. She says, "Empower children with information... and they will change the world."

Jeff Kerby is a National Geographic photographer. Animals are difficult to photograph, so the job isn't easy. Sometimes, the job is very difficult, but when you have a bad day, you look at the beautiful views and, Jeff says, "life isn't so bad; in fact, it's really interesting."

Ross Donihue and Marty Schnure are mapmakers. For their job, they travel and they

make digital maps of different parts of the world. One of their favorite places is Patagonia, in Argentina. Ross says, "I love Patagonia because no two days are the same. Every day is different."



empower (v) give control to



# **GOAL** Write a Personal Description

#### Communication

- $oxed{\Lambda}$  Read the ad for college jobs. Answer the questions.
  - 1. When are the jobs available?
  - 2. Who is the ad for? \_\_\_\_\_
  - 3. What are the three jobs? \_\_\_\_\_

#### **WORD FOCUS**

**assistant** a person who helps (the manager)

#### **ARE YOU A STUDENT?**

There are jobs for you in July and August!

- Summer school assistants: Play sports and games with children
- Waiters at a pizza restaurant: At lunchtime and in the evening
- Cashiers in a supermarket: The pay is good!

Email: info@summerjobs.com

- Work with a partner. Which adjectives describe the three jobs? Use words from the unit or those you know.
- Which summer job is good for you? Why? Tell your partner.

This job is good because...

... it's interesting.

... I like children.

... it's easy.

Read about three students in Toronto, Canada. Complete the notes in this table.

Name	Age	Home Country	Type of Student
Tanya	20	6 /	
Mateo		Colombia	
Aya			Tourism

Tanya Hello. My name's
Tanya and I'm 20 years old.
I'm from Australia, but I'm in
Toronto now. I'm a business
student.

Mateo Hi. I'm Mateo Gomez and I'm 23 years old. I'm from Colombia. In Bogota, I'm a teacher, but this year I'm a student in Toronto. I study English because I want to teach it back home. Aya My name's Aya. Most of my family is Japanese, but I'm from Singapore. I'm 20 years old and I'm a tourism student.

Which job in A is good for each of the students in D? Talk about the students with your partner.

Summer school assistant is good for... because he / she...

#### Writing

#### **WRITING SKILLS:** Compound Sentences

A text with only simple sentences will sound very boring. As you write, try to connect short sentences with related ideas to make longer ones. The new sentences are then called compound sentences.

One way to create a compound sentence is by using conjunctions such as *and*, *but*, or *or*. Example: I live in Việt Nam **and** I love this country.

Compare the sentences. Then complete the rules with and, but, or or.

My name's Tanya. I'm 20 years old. I'm from Australia. I'm in Toronto now. My name's Tanya **and** I'm 20 years old. I'm from Australia, **but** I'm in Toronto now. I can go to school by bike. I can take a bus to school.

I can go to school by bike or I can take a bus to school.

- 1. \_\_\_\_ is for extra information.
- 3. \_\_\_\_ is for different possibilities.
- 2. \_\_\_\_ is for different information.
- G Underline and and but in the personal information in **D**.
- Connect the sentences with and, but, or or.
  - 1. Angeline is from Brazil. She's 18 years old.
  - 2. Asef is a student in England. He's from Jordan.
  - 3. I'm 35 years old. I'm a photographer.
  - 4. My mother is Spanish. My father isn't.
  - 5. We can go to college. We can take a gap year.

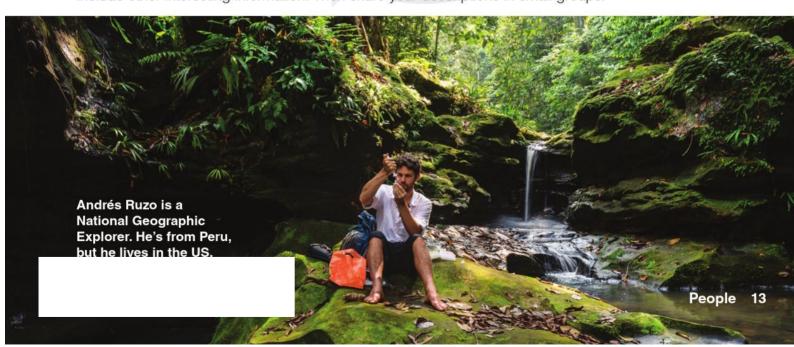
# 1

# **GOAL CHECK** Write a Personal Description

Write three personal descriptions (120–150 words in total) about yourself, a friend or a family member, and a famous person. In each description, write about one's:

- name.
- country.
- · age.
- occupation.

Include other interesting information. Then share your descriptions in small groups.



# A Day in the Life





# **GOAL** Talk about a Typical Day

brush your teeth
catch the bus
drink coffee
eat breakfast
get up
go to bed
go to class /
a meeting
have lunch
leave school
start work
take a break
take a shower

# Vocabulary

Label the pictures. Use the phrases in the box.



1.



2.



3.





5



1



7



8



9



10



11.



12.

First, I get up, and then I take a shower and brush my teeth.

We often use these verb + noun collocations when we talk about daily

routines:

tea take a taxi

eat / have breakfast / lunch / dinner drink / have coffee /

start work / school

- Circle the activities in A that you do every day.
- In your notebook, write the activities from A in the order that you do them.
- Describe your order from **C** to a partner. Use first, next, then, and finally.

#### **Grammar** (See Grammar Reference p. 147)

Simple Present			
Affirmative and Negativ	ve Statements		
I / You / We / They	start don't start		work at nine o'clock
He / She / It	starts doesn't start	8	work at hine o clock.
Questions		Short Ar	nswers
Do you start work at nine o'clock? Does she start work at nine o'clock? What time do you get up? What time does she start work?		Yes, I do. / No, I don't. Yes, she does. / No, she doesn't. At seven o'clock. At nine o'clock.	

Complete the questions and answers. Then listen and check.

Omar:	So, Mia, what time (1)	you	work?
Mia:	I start work at nine o'clock.		

Omar: (2) \_\_\_\_\_\_ you finish work at five, then?

**Mia:** No, I (3) \_\_\_\_\_. I finish at six.

Omar: That's a long day! What time (4) \_\_\_\_\_\_ you eat dinner? Mia: My family (5) \_\_\_\_\_ dinner at eight. Then we

(6) \_\_\_\_\_\_ to bed at ten.

- Practice the conversation in pairs. Switch roles and practice it again.
- G Write information about your typical day in the **You** column (for example, 7 a.m.: get up). Include at least two activities for each time of day.

	You	Your Partner
In the Morning		
In the Afternoon		
In the Evening		

# **GOAL CHECK** Talk about a Typical Day

In pairs, ask questions and talk about your typical day. er in the table in G.

What time do you get up?

At a quarter to six. Then I eat breakfast at half past six.

# **GOAL** Talk about Free Time

# Listening

A W	What do you do in your free time? Check (✓) the activities on the list.					
	watch TV get exercise (e.g., go runr read books play games		ment (e.g., piano, guitar)			
B \( \chi \)	B					
	9 Listen again. Circle the	e correct answer.				
1.	The astronauts always get up at					
	a. six o'clock	b. seven o'clock	c. eight o'clock			
2.	Drew starts work					
	a. at nine o'clock	b. after he does exercise	c. after breakfast			
3.	3. When does he take photographs?					
	a. at night	<b>b.</b> in the afternoon	c. on weekends			
4.	When do they have free til	me on the weekends?				
	a. All day Saturday and S	unday				

#### **WORD FOCUS**

We often talk about our free time with **go**:

go to (a place or event): go to the movies / park / football game

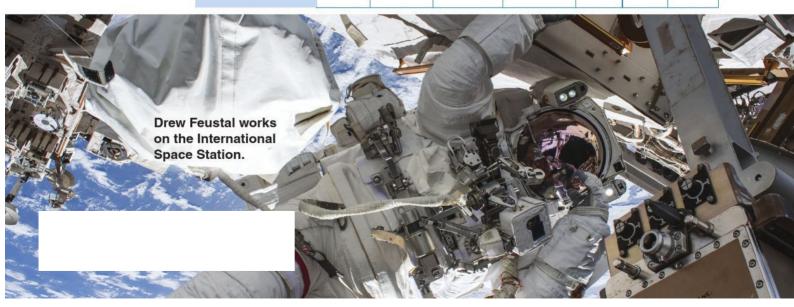
go + -ing (an activity):
go running / shopping /
swimming

# D ∩ 10 Listen and check (✓) the correct row.

b. Saturday afternoons and Sunday

c. Saturday and Sunday mornings

PRONUNCIATION: Verbs that End in -s							
Ends in	starts	comes	catches	watches	gets	eats	goes
/s/							
/z/							
/IZ/							



- [ ] 10 Listen again. Repeat the words.
- 📴 Write sentences in your notebook about what you do in your free time. Use the activities in A. In pairs, read each other's sentences aloud and check each other's pronunciation.

#### Communication

- G Use the words to write questions.
  - 1. you / go to the movies / Saturdays Do you go to the movies on Saturdays?
  - 2. you / get up / eight o'clock / weekends \_\_\_\_\_
  - 3. you / watch TV / Sunday mornings \_\_\_\_\_
  - 4. you / get exercise / evening \_\_\_\_\_
  - 5. you / eat out / weekends \_
- 🚹 Interview two classmates. Use the questions in **G** and your own ideas. Write yes or no.

	Classmate 1	Classmate 2
1. Name?		
2. go to the movies?		
3. get up?		
4. watch TV?		,
5. get exercise?		
6. eat out?		
7?		
3. ?		

# **GOAL CHECK** Talk about Free Time

Tell a partner about the interviews in **H**.

Ana goes to the movies on Saturdays, and so does Sebastian.

Ahmet doesn't watch TV on Saturdays, but Sebastian does. Ana goes to the movies on Saturdays, but Lin doesn't.

Ahmet doesn't go to the movies on Saturdays, and neither does Lin.

#### WORD FOCUS

Use so do / does to connect two affirmative sentences.

Use neither do / does to connect two negative sentences.

Use but when one sentence is affirmative and the other is negative.

#### Language Expansion: Special Days







Independence Day

Carnival





Tết (Lunar New Year)

Diwali

Eid

- A Look at the photos. They are about special days in different countries. Where in the world do you think they are?
- B Match the sentences to the photos. Write the numbers on the photos.
  - **1.** People celebrate this day in October or November by lighting lamps and candles.
  - 2. In Brazil, people often dress up in costumes for this festival. It's a big party!
  - 3. Vietnamese people decorate the streets and houses on this special day.
  - 4. In the United States, there are always fireworks at night on this day.
  - 5. Muslims often give presents on this day.
- Complete the sentences with the words in blue from B.
  - 1. Diwali is called the <u>festival</u> of light.
  - 2. We watch the \_\_\_\_\_ in the sky on New Year's Eve.
  - 3. On Halloween, children dress up in \_\_\_\_\_
  - 4. During Diwali, people in India \_\_\_\_\_\_ streets and houses in many colors.
  - **5.** Mexicans \_\_\_\_\_ the Day of the Dead from October 31st to November 2nd.
  - **6.** I get \_\_\_\_\_ on my birthday, and I often have a big \_\_\_\_ with my family and friends.
- MY WORLD In pairs, discuss the questions about your country.
  - **1.** When do you have special days? What do you do?

vatch fireworks? en?

- **3.** Do you wear costumes? If so, when?
- **4.** Do you give presents? If so, when?

#### Grammar (See Grammar Reference p. 148)

Adverbs	of Frequenc	у			
0%					100%
never	rarely	sometimes	often	usually	always
Adverb of	Frequency +	- Verb	В	e + Adverb of Fre	quency
We <b>often decorate</b> our houses for Halloween. People <b>never give</b> presents on St. Patrick's Day.				here <b>are always</b> fire iwali <b>is sometimes</b>	~

e,	Unscramble the words to make sentences.
	1. always / fireworks / we / watch / on / New Year's Eve
	O Valentina's Day / naver / Land / and / and

- 2. Valentine's Day / never / I / send / on / cards \_
- 3. sometimes / we / neighbors / visit / on / New Year's Day \_
- 4. I / often / get / on / my / don't / presents / birthday \_ 5. usually / it's / Independence Day / hot / on \_
- 🔀 Take turns. Tell a partner which sentences in **E** are true for you.

#### Conversation (Optional)

G	<b>↑</b> , 11	Listen to the conversation about a special day. How do Diego and Chuck
	show	interest? Check (✓) the phrases and questions you hear.

Diego: What do you do on New Year's Eve?

**Chuck:** Well, we sometimes go downtown. There are always fireworks.

Diego: Really?

Chuck: Yes, it's really pretty. What about you?

**Diego:** No, we never have fireworks, but we often go to a friend's house.

Chuck: Cool. Do you give presents?

Diego: No, we don't. We do that on Christmas. On New Year's Eve, we just

have a big party!

Practice the conversation with a partner. Switch roles and practice it again.

## SPEAKING STRATEGY Showing Interest Cool! Do you celebrate / give / go...? Really? What do you do on...? What / How about you? Where do

you go ...?

Wow!



# **GOAL CHECK** Describe a Special Day

- 1. Prepare answers for these questions in your notebook.
  - What day is special to you?
- · What do you wear?

What do you do?

- Do you have fireworks?
- Who do you spend it with?
- Decorations? Presents?
- 2. In pairs talk about your special day. Show interest and ask follow-up questions.

# D

# GOAL Talk about Hobbies and Interests

#### Reading (\) 12 (Optional)

- A What percentage of your day is for...
  - sleep? \_\_\_\_\_%
  - work / school? \_\_\_\_\_\_%
  - free time? \_\_\_\_\_%
- In pairs, compare your answers in A. Do you want more free time for your hobbies and interests? Why?
- Read the article about Leyla and Michael. Which sentence is correct?
  - a. Their hobbies are also their jobs.
  - **b.** They like their hobbies, but not their jobs.
  - c. They like both their hobbies and their jobs.
- Read the article again and answer the questions.
  - 1. Why do most people want more free time?
  - 2. What does Leyla write about?
  - 3. How many people follow her blog?
  - 4. What does Michael love doing?
  - 5. Who does he run with?
  - 6. Where does his company have running tours?

# **GOAL CHECK**

- 1. Think about your answers to these questions.
  - What are your hobbies and interests?
  - Why do you like them?
- 2. Work in groups and tell each other your answers.



My favorite hobby is...
I like it because...

**3. MY WORLD** Do you think your hobby can also be your job someday? How? Tell your group.





#### Communication

- Do you ever have parties at work or at school? Why?
- In small groups, imagine that your English class finishes this week. Plan a small class party. Discuss:
  - the day.
  - the time.
  - · the place.

- · food and drinks.
- · a present for your teacher.
- Present your plans for the party to the rest of the class.

The party is on...

It's at...

We want to eat / drink...

The present is a...

#### Writing

Read five short emails about a party. Circle T for true or F for false.

1. It's Yuka's last day at work today.

TF

2. Leticia leaves at five o'clock.

TF

3. Yuka buys a card and a present.

T F

4. There are flowers for Leticia.

T F

5. The party is in a restaurant.

T F

Hi Mike,

Do you know Leticia in reception? It's her last day at work today! We need a card and a present for her. Can you buy them? I don't have a lunch break today.

Best,

Yuka

Hi Yuka,

Yes, you're right. Let's celebrate! What time does she finish? I'll buy a card and a cake on my lunch break.

Mike

Hi Mike,

She always leaves at five o'clock. Thanks!

Yuka

Hi Yuka,

I have the card and the cake. I also have flowers!

Mike

Hi everyone,

It's Leticia's last day at work today. Let's meet at five o'clock in the reception area for a small party. Mike has a card, flowers, and a cake! See you later.

Yuka

[3] Write these words and phrases from the emails in the table.

Best,	Can you help?	Do you know?	Hi
Let's meet at	See you later.	Can you buy?	What time?

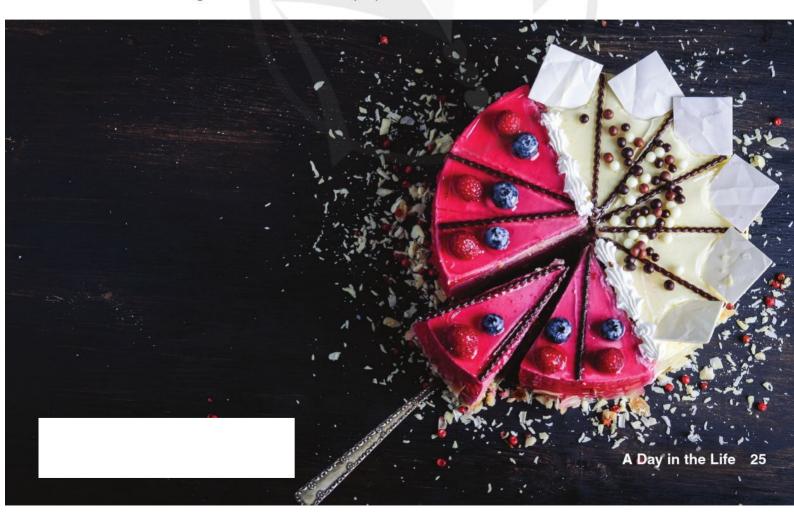
Start an email	1. <u>Hi</u>
Ask for help	2 3
Ask for information	4 5
Arrange to meet	6
End the email	7 8



# **GOAL CHECK** Plan a Party

It's your mother's birthday this weekend, and you want your close friend to help you plan a party for her. Write an email (120–150 words) to your friend and:

- tell him or her about the birthday party,
- ask for help to plan the party,
- and arrange to meet him or her to prepare for it.



# **Going Places**





# **GOAL** Talk about Your Possessions

## Vocabulary

 $\Lambda$  Read the to-do list for a vacation. Where is the vacation?

#### My Vacation

#### To do

- 1. Pack:
  - Luggage: clothes, sunblock, sunglasses, camera
  - Carry-on bag: passport, phone, charger
- 2. Exchange money: 5,000,000 đồng into Thai baht
- 3. Take taxi to airport

#### Flight details

Vietnam Airlines VN706 from Hà Nội to Bangkok

Check-in time: 12:05 Flight leaves: 2:05

 $oxed{\mathbb{B}}$  Fill in the blanks with the words from the to-do list in  $oldsymbol{\mathsf{A}}$ .



**1.** \_\_\_\_\_ your luggage.



2. Don't check in your bag.



3. Put on \_\_\_\_\_\_



Go to the \_\_\_\_\_ desk.



5. Don't forget your



**6.** Take a \_\_\_\_\_ for your phone.



**7.** \_\_\_\_\_ your money.



8. Let's \_\_\_\_\_ a taxi.

MY WORLD When you travel, what possessions do you take? Tell a partner.

#### **Grammar** (See Grammar Reference pp. 148–149)

Possession				
Possessive 's and s'	Possessive Adjectives	Possessive Pronouns	Belong to	
x	my	mine		me.
х	your	yours		you.
Tim's passport	his	his	It belongs to They belong to	him.
My sister's bag	her	hers		her.
x	our	ours		us.
The children's toys My parents' bag	their	theirs		them.

D	Co	emplete the conversations. Use a wor	d or pl	nrase for possession.	
89	1.	A: Excuse me, is this	bag?	<b>B:</b> No, it's not	
1	2.	A: Is this Anna's bag?		<b>B:</b> No,	is green.
	3.	A: ticket is this?		B: I think it	Shawn
		swer the questions using belong to a Whose passport is this? (Ali)			
		Whose keys are these? (my)			
;	3.	Whose camera is this? (my sister)			
	4.	Whose bags are these? (John and L	ucy) _		

#### REAL LANGUAGE

To ask about possession, we can ask, Whose ... is this?

#### Conversation

Listen to the conversation. Who do the items in the box belong to?

**Anna:** OK, do we have everything? I have my passport. Whose ticket is this?

Bill: It's mine! And those are my sunglasses. Can you pass them to me?

**Jim:** Sure, here you go. And is this <u>sunblock</u> yours?

Bill: No, it's not mine.

Anna: It's mine. Whose camera is this?

5. Whose tickets are these? (Logan and you)

Jim: It's mine. Well, it belongs to my brother, but I need it for our trip.

Practice the conversation in groups. Switch roles and practice it again. Then change the underlined words and make a new conversation.

camera passport sunblock sunglasses ticket



## **GOAL CHECK** Talk about Your Possessions

Give a personal item (like your pencil case or watch) to your teacher. eone else's personal item. Try to find the owner. Is this your watch?

Does this watch belong to you?



GOAL Ask	for and Give Travel Information
WORD FOCUS tourist a person who	Listening  A \( \cap 14 \) Listen to the tourist. In which places do the conversations take place?  Airport check-in Restaurant Hotel reception  Immigration Car rental  B \( \cap 14 \) Listen again and write the missing information.
visits a place	BOARDING PASS  Destination: Nha Trang Boarding time:  Seat number: Gate number:
	HOTEL CHECK-IN  Full name: Miller  Number of nights:



#### PRONUNCIATION: Rising and Falling Intonation

When we ask questions with two options, we use rising and falling intonation. The intonation rises on the first option and falls on the second one.

C 15 Listen and repeat. Use rising and falling intonation.

- 1. Would you like a window or aisle seat?

  3. Do you spell that L-E-E or L-I?
- 2. Is this bag to check in or carry on?4. Is it for one night or two?
- Practice asking these questions with a partner. Use rising and falling intonation.
  - 1. Are you from the US or Canada?
  - 2. Do you want to pay by cash or by card?
  - 3. Is your visit for business or pleasure?
  - 4. Do you want my ticket or my passport?
  - 5. Do you leave on the 25th or the 26th?

#### Communication

- Ask a partner guestions to fill out the information with his or her travel information. For some questions, you might have to make up information.
  - 1. First name
  - 2. Middle initial(s) \_\_\_\_
  - 3. Last name 4. Date of birth \_\_\_\_\_
  - Nationality \_\_\_\_\_
  - 6. Country of residence \_\_\_
  - 7. Contact number \_\_\_\_\_

  - 8. Date of arrival \_\_\_\_
  - 9. Number of nights \_\_\_
  - **10.** Type of room (single / double?)
  - 11. Reason for visit (business / vacation?)



#### Ask for and Give Travel Information

Work with a new partner. Ask and answer questions about your previous partner using the information in E.

What is his last name?



Her contact number is...

She arrives on...

We often check information using questions:

Is it for one night or two? | Is your middle initial A or E?

## Language Expansion: Describing Places

- Underline the correct adjective in each sentence.
  - 1. There's a cheap / delicious hotel near the train station.
  - 2. The weather is hot in the summer and cold / crowded in the winter.
  - 3. In the afternoon, lots of people go to the beach, so it's crowded / quiet.
  - 4. In Patagonia, the views are beautiful / warm.
  - 5. Don't walk around after midnight because it's a dangerous / cheap part of town.
  - 6. That restaurant is famous for its delicious / safe seafood.
  - 7. England is often very cold / hot in the winter.
  - 8. Shopping is very expensive / ugly at the airport.

#### Grammar (See Grammar Reference p. 149)

Affirn	native and Ne	gative S	Statements	Questions			
You	should shouldn't	take	a camera.	Should	1	take	a camera?

oxdots In pairs, use the words and phrases in the table to give advice for the sentences in  $oldsymbol{A}$ . **Example:** There's a cheap hotel near the train station. You should stay there.

Vou	should	buy clothes there. eat there. go early in the morning. pack sunblock.
You	shouldn't	stay there. take your camera. walk there late at night. wear a warm coat.

Ask for advice. Read the responses and write questions

		advice. Head the responses and white questions.
1.	Q:	Should I take the shuttle bus to the airport?
	A:	Yes, you should. The shuttle bus is quick and cheap.
2.	Q:	
	A:	No, you shouldn't. It is hot at the beach. You don't need a sweater.
3.	Q:	ş
	A:	Yes, you should. It's expensive to exchange it at the airport.
4	O.	

ou shouldn't. It's dangerous to carry cash.

D In pairs, take turns asking the questions in **C**. Give different advice. Conversation (Optional) Check (✓) the topics they discuss: Food Places to stay **Transportation** Language Shopping When to go Practice the conversation with a partner. Switch roles and practice it again. Claudia: I want to visit Japan next year. Can you give me some advice? **SPEAKING STRATEGY** Ayumi: Sure, it's an interesting country. Asking for and Claudia: Do you think I should go in the summer? **Giving Advice** Can / Could you give Ayumi: You can, but it's very hot. I think you should go in the spring. It's a me some advice? beautiful time of year, and the Japanese gardens are famous. Do I need to ...? Claudia: OK. And do I need to rent a car? Do you think I should...? **Ayumi:** No, you don't need to. It's a good idea to take trains because they're Is it a good idea to ...? fast between the big cities. Should I...? Claudia: Right. I fly into Tokyo. Is Tokyo expensive? I think you should... It's a good idea to... **Ayumi:** Very! And it's so crowded. Why don't you stay in Fujiyoshida? It's not too Why don't you...? far from Tokyo. It's a small city near Mount Fuji and the hotels are nice. You need to... **GOAL CHECK** Ask for and Give Advice 1. Think about travel advice for your country. Make notes about some of these topics: Clothina Places to visit Hotels Shopping Food Money Transportation When to go 2. In pairs, take turns asking for and giving advice. The view of Mount Fuji from Fujiyoshida, Japan Going Places 33

## **GOAL** Plan a Vacation

#### Reading 17 (Optional) Mhen you go on vacation, which activities do you like to do? Tell the class. Dance in the evening Go sightseeing Meet local people Eat local food Go camping Play sports Go to festivals Sunbathe on the beach Visit museums Go shopping Read the article. Which activities in A are in the article? Check (√) the boxes. 💽 Read the article again. Does the author agree or disagree with this advice? Circle A for agree or D for disagree. 1. Plan everything before your vacation. A D 2. Visit new places out of the city center. A D 3. Always buy food from D supermarkets. A 4. Get all your information from guidebooks and the Internet. D 5. Talk to local people for advice and suggestions. D

MY WORLD Do you agree with the author's advice? Why? Tell a partner.



## **GOAL CHECK**

In small groups, plan an interesting vacation for friends visiting your city.

1. Your friends have three days in your city. Write down what they can do on each day:

Day two	Day three
	Day two

2. Present your plan to another group. Do you think the cation?

# **Make Your Vacation** More Interesting



**Aziz Abu Sarah** has a travel company and often gives advice to tourists. Here he answers the question: "How can a vacation be more interesting?"

#### Don't plan everything

Tourists often study maps and plan everything before they go on vacation. It's fun to go sightseeing, but sometimes it's interesting to leave the map at the hotel. When I was in Tokyo for the first time, I traveled to the suburbs. Two hours later, I was singing karaoke and dancing with local people.

#### Try the local food

Eating local food always makes a vacation more interesting. Go to food markets where local people sell fresh food that they grew or cooked. You can learn more about their food and culture. It's much

more interesting than going to a supermarket – and the food is better!

#### Find out where local people go

When you arrive in a new place, find out about festivals and events. Local magazines and posters have information about art galleries and live music. If you like sports, find out where people play. When I was in Tunisia, I played soccer on the beach with a group of local men.

#### Ask for advice and suggestions

All around the world, people are always happy to give advice. Don't always use the guidebook or the Internet. Ask local people for suggestions on where to go or where to eat. Once, in Curitiba, Brazil, I asked a local group where I should have dinner in the city. They invited me for dinner and I am still friends with them!



#### Communication

- What is your "dream" vacation? Why?
- You win a vacation for two people and can choose from the three places below. In pairs, discuss the places and choose one. Present and explain your decision to the class.

Mỹ Sơn Sanctuary is good...

I prefer a vacation at the beach.

#### Mỹ Sơn Sanctuary, Việt Nam

The temples at Mỹ Sơn Sanctuary in central Việt Nam were constructed between the 4<sup>th</sup> and the 14<sup>th</sup> century. Mỹ Sơn is a must-visit for those who love history.

#### Adventure sports, New Zealand

Tourists come to New Zealand because it has an amazing countryside. It's perfect for canoeing in the rivers and bungee jumping off bridges.

#### Bahia beaches, Brazil

The coast of Bahia is 685 miles long, so you can always find a quiet beach during the day. Then you can go to a beach bar at night and dance until the morning.

This person should

...because it has ..

...because you can.

choose...

- In small groups, read comments from six tourists about vacations. Recommend a vacation from **B** or choose a new vacation. Give reasons.
  - 1. "I like vacations with exercise and lots of things to do."
  - 2. "After working all year, I want to relax by the ocean."
  - **3.** "I like sightseeing and visiting interesting places with a lot of history."
  - 4. "I want to meet new people and go to parties!"
  - 5. "I live in a crowded city, so I want to go to a place with nature and no people."
  - 6. "I always go to the same place. This year, I want to do something exciting!"

Mỹ Sơn Sanctuary, Việt Nam D MY WORLD Think about the six tourists in C. Which tourist is most similar to you?



## Writing

#### WRITING SKILLS: Conjunctions - because and so

#### Action + because + reason

Tourists come to New Zealand because it has an amazing countryside.

Every summer, people go camping in Scotland because it's relaxing and cheap.

#### Reason + so + action

Angkor Wat is a famous place in Cambodia, **so** thousands of tourists visit it every day. The coast of Bahia is 685 miles long, **so** you can always find a quiet beach.

Note: Remember to put a comma before the conjunction so.

#### Underline because or so to complete the sentences. Add commas where necessary.

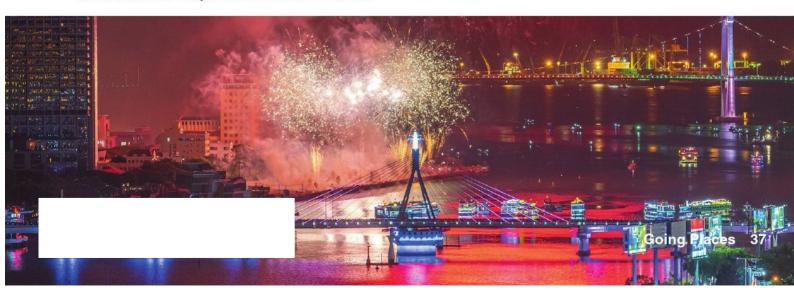
- **1.** Venice is popular with tourists *because | so* it's a beautiful old city surrounded by water.
- 2. In Japan, the trains are fast because / so you can travel quickly between cities.
- **3.** New Orleans is crowded in March *because | so* the festival of Mardi Gras is during that month.
- **4.** In some parts of Norway, it is dark for 20 hours a day in the winter *because I* so visitors should go in the summer.
- 5. Mexico City has amazing museums because / so it's perfect if you love history.
- **6.** A lot of people visit Peru every year *because | so* it has interesting places and delicious food.

[ Loo	Look back at the three descriptions in <b>B</b> . Check (✓) what they describe.					
	An interesting place for sightseeing		A festival or special event			
	The local food and drink		Places for relaxation			
	Sports and entertainment					



## **GOAL CHECK** Describe a Place

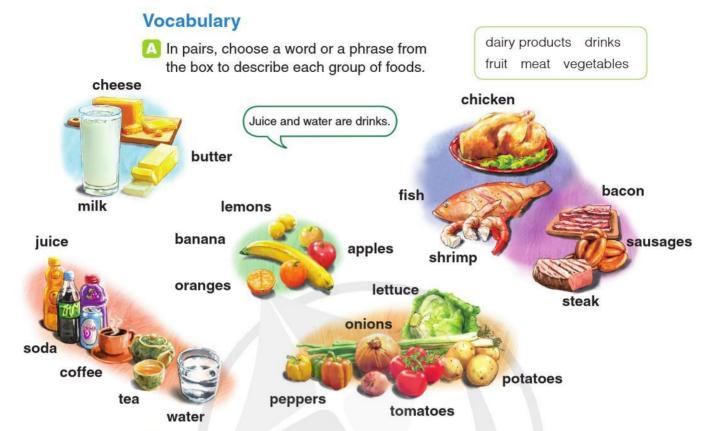
Write a short description (120—150 words) of a place you like to visit. Give information about things like sightseeing, festivals, places for relaxation, food, etc. Try to use *should* and the conjunctions *because* and *so*.



Food is different around the world.
This photo shows vegetables, including potatoes, carrots, and radishes.



## **GOAL** Describe a Recipe



- In pairs, think of some other foods you know and write them in the correct groups. Then share them with the class.
- What are your favorite foods? Choose one from each group.

#### Grammar (See Grammar Reference pp. 149-150)

Count and Non-count Nouns		
Singular	Plural	
This is <b>a</b> lemon. This is milk.	These are lemons.  These are milks.	

	Count Nouns	Non-count Nouns	
	Singular	Plural	
Affirmative	We need <b>an</b> apple.	There are <b>some</b> apples on the table.	There is <b>some</b> cheese on the table.
Statements	I will have <b>the</b> apple for breakfast.	The apples on the table are still green.	The cheese is delicious.
Negative Statements	I don't have a lemon.	There aren't <b>any</b> lemons at the store.	We don't have any milk.
0 "	D cer?	Are there any red peppers?	Do you have <b>any</b> butter?

- In your notebook, make a table with two columns: Count nouns and Non-count nouns.
  Write the food words from A and B in the correct column.
- E 18 Complete the conversation with a, an, the, some, or any. Then listen and check.

Lee: I'm hungry. What's in (1) \_\_\_\_\_ fridge?

Diana: There are (2) \_\_\_\_\_ eggs.

Lee: Do you have (3) \_\_\_\_\_\_ vegetables?

Diana: Yes, I have (4) \_\_\_\_\_ onion and (5) \_\_\_\_ red pepper.

Lee: Great! Let's make a Spanish omelet. Do you have (6) \_\_\_\_\_ olive oil?

**Diana:** No, but I have (7) \_\_\_\_\_ corn oil. That should be okay.

Lee: Sure. And we need (8) \_\_\_\_\_ potatoes.

Diana: I don't have (9) \_\_\_\_\_\_ potatoes, but I can go to the store.

Lee: OK, I'll start cooking.

- Practice the conversation in pairs. Switch roles and practice it again.
- In pairs, make two new conversations using the ingredients below. Use the conversation in E as a model.

Quiche	Frittata
• eggs	butter
• cheese	• eggs
• milk	• cheese
• onion	turkey bacon
<ul> <li>salt and pepper</li> </ul>	• tomato

H Think of a popular dish in your country and write down the ingredients.

#### **REAL LANGUAGE**

Phở is a popular dish in Việt Nam. This is the recipe for phở: You need these ingredients: broth, chicken or beef, noodles...



## **GOAL CHECK** Describe a Recipe

Tell a partner the name of your dish in Activity **H** and ask them for the ingredients you need to make it.



## Listening

A 19 Listen to a conversation in a restaurant. Write the man's and woman's order in the table below.

	Drinks	Food
Man		
Woman		

B ∧ 19	Who asked these questions,	the man,	the woman,	or the waiter?	Write your
answer	rs. Then listen again to check				

1	Can we order our drink	e firet?	the man	
١.	Call we order our drink	(2 III 21 ;	UTO ITIAIT	

- 2. Do you have any mineral water?
- 3. Would you like sparkling or still?
- **4.** Are you ready to order? \_\_\_\_\_
- 5. Would you like an appetizer?
- 6. Does the steak come with a salad?
- 7. How would you like your steak? \_\_\_\_\_
- 8. Would you like anything else?

Read the information. Then listen to the strong and weak forms of the questions.

#### PRONUNCIATION: Weak Forms of Do you have... and Would you like...

In natural speech, *Do you have...* and *Would you like...* are often reduced at the beginning of questions. This means that some sounds change, or are not said at all.

1. Do you have any oranges?

2. Would you like some milk?

Strong: /du ju hæv/ Strong: /wʊd ju laɪk/ Weak: /dəjə hæv/ Weak: /wʊdʒə laɪk/

	Strong Form	Weak Form
1. Do you have any mineral water?		
2. Would you like sparkling or still?		
3. Would you like anything else?		
4. Do you have any iced tea?		
5. Would you like some coffee?		



#### Communication

Cheese plate

Complete the menu with the words in the box.

MENU

(1) Appetizers

Garlic bread 30,000 đồng 50,000 đồng

Vegetable (2) \_\_\_\_\_ 45,000 đồng

(3)

New York steak and salad 95,000 đồng Chicken and French fries 75,000 đồng Italian (4) \_\_\_\_\_ 125,000 đồng (5) \_\_\_

Strawberry ice cream 40,000 đồng

Chocolate cake 55,000 đồng Lemon pie 65,000 đồng

Mineral water 15,000 đồng Iced tea 20,000 đồng

(7) 35,000 đồng

People eat at an outdoor cafe in Michoacán, Mexico.

appetizers coffee desserts drinks main dishes pizza soup

📴 In pairs, write the name of another dish or drink at the bottom of each section of the menu.



## **GOAL CHECK** Order a Meal

1. In pairs, use the menu in Activity E and role-play a conversation between a waiter and a customer.

Student A: You are the waiter. Take the customer's order. Then read the order back to them.

Student B: You are the customer. Order a meal from the menu. e role play.

Would you like ...?

Do you have ...?





#### Language Expansion: Diets

Compare the two meals and say which is healthier. Why?





Match these pairs of words to the correct comments.

#### 1. Fast food / Healthy

- a. "People say burgers and fries are bad for you, but I only eat them once a week." Fast food
- **b.** "My doctor says I should eat more fruit and vegetables." Healthy

#### 2. Homegrown / Processed

- **a.** "I'd love to cook, but I don't have time. After work, I often buy ready-made meals that you put in the microwave." \_\_\_\_\_
- **b.** "Gardening is hard work, but your own fruit tastes much better than fruit from the supermarket." \_\_\_\_\_

#### 3. Vegetarian / Vegan

- a. "I don't eat meat. I eat a lot of dairy products, fruit, and vegetables instead."
- b. "I don't eat anything from animals, like meat, milk, or cheese."

#### 4. High-fiber / High-protein

- a. "My diet has lots of meat and fish. I don't eat bread or rice."
- b. "I'm on a special diet with lots of wheat bread and brown rice." \_\_\_\_\_\_

#### 5. Packaged / Fresh

- a. "The apples are from the farm. They're delicious!"
- **b.** "The label says it has a lot of extra salt in it." \_\_\_\_

#### 6. Organic / Frozen

- a. "I want to eat food with no man-made additives, but it's more expensive."
- **b.** "There's some ice cream in the freezer for dessert."
- In pairs, say one more type of food for each category.

Fast food: fried chicken od: nuts

#### Grammar (See Grammar Reference pp. 150-151)

Infor	mation Questions		Quantifiers	
IIIIOI	mation Questions	++++	+	_
Count Nouns	How many oranges do you need?	I need lots of / a lot of oranges.	I need <b>a few</b> oranges.	I don't need many oranges.
Non-count Nouns	How much bread do we have?	We have lots of / a lot of bread.	We have a little bread.	We don't have much bread.

Questions	Short Answers
How many do you need?	A lot. / A few. / Not many.
How much do we have?	A lot. / A little. / Not much.

- Underline the correct words.
  - 1. A: How much / many potatoes would you like? B: Just a little / a few, thanks.
  - 2. A: How much / many steak do we need?

    B: There are nine of us, so we need lots of / a little steak.
  - 3. A: How much / many rice can you eat? B: Not much / many. I'm on a high-protein diet.
  - **4. A:** How much / many sugar do you want? **B:** I only take a little / a few in my coffee.
  - **5. A:** How much / many eggs are in the fridge? **B:** There aren't much / many. Just one or two, I think.

#### Conversation (Optional)

E	<b>1</b> 22	Write the missing words in this conversation.	Listen	and	check	your	answei	rs
	What v	words describe Pat's new diet?						

Kim: Hi Pat. You look great!

Pat: Thanks! It's my new diet.

Kim: Really? What do you eat?

Pat: (1) \_\_\_\_\_ of meat and fish, but I don't eat (2) \_\_\_\_\_ bread. Oh, and I eat a (3) \_\_\_\_ vegetables, of course.

Kim: (4) \_\_\_\_\_ much fruit can you eat?

Pat: Just a (5) \_\_\_\_\_ after every meal.

Kim: What about snacks?

Pat: Well, I can eat a (6) \_\_\_\_\_ nuts, and sometimes I eat a (7) \_\_\_\_ chocolate, but it's organic, so there isn't

(8) \_\_\_\_\_ added sugar in it.

**Kim:** Mmm, sounds good! Maybe I'll try your diet.

- Figure 1 Practice the conversation in pairs. Switch roles and practice again.
- Think about your own diet or a special diet you know about. Make a list of:
  - foods you normally eat (or you can eat).
  - · foods you don't eat (or you can't eat).

#### REAL LANGUAGE

. What do you eat every day? = What's your typical diet? What can you eat on this diet? = What food do people eat on this special diet?

#### **SPEAKING STRATEGY**

#### **Talking about Quantities**

How much / many ... do / can you eat? Just a little / few. I don't / can't eat much / many...

Do / Can you eat lots of...? Yes, lots of... / Yes, a lot. No, not much / many.



s about your diet, or a special diet you know. Use your list from G.

## D

## **GOAL** Plan a Farm or Garden

## Reading ( 23 (Optional)

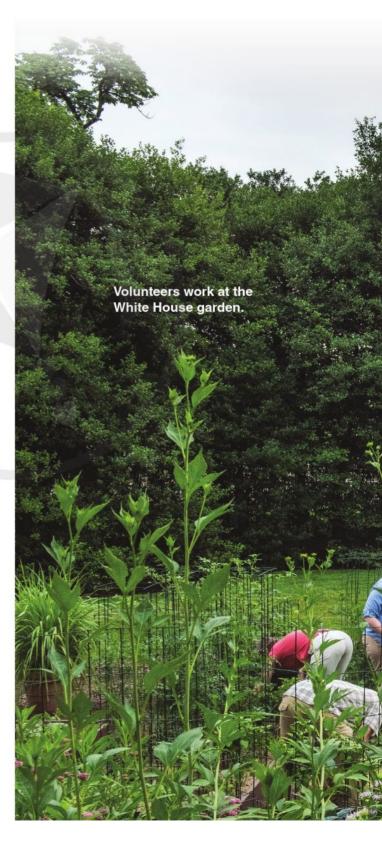
- In pairs, say three things you can see in the photo.
- Read the article and answer the questions.
  - 1. Who is the photographer?
  - 2. What do his photos show?
  - 3. Where can you eat fresh vegetables and watch baseball?
  - 4. Who can take classes in gardening once a week?
  - 5. How many people live in the world's cities?
- Match the words from the article to the definitions.
  - **1.** urban \_\_\_\_\_f **a.** a large area of land for growing food
  - **2.** farm \_\_\_\_\_ **b.** to put something in the ground to grow
  - **3.** garden \_\_\_\_\_ **c.** an area of land with flowers, fruit, and vegetables
  - **4.** to grow \_\_\_\_\_ **d.** good for your body
  - 5. volunteers \_\_\_\_\_ e. good for mental health
  - 6. therapeutic \_\_\_\_ f. in the city
  - 7. healthy \_\_\_\_\_ g. people who work for free
- MY WORLD Ask and answer the questions in small groups.
  - 1. Do you have a garden or farm? If yes, what do you grow?
  - 2. Are you a volunteer? What do you do?
  - **3.** What healthy activities do you do in your free time? Are they also therapeutic?

## GOAL CHECK

In small groups, plan an urban farm or garden project.

- 1. Say why your city needs an urban farm or garden.
- 2. Discuss its location.
- 3. List the types of plants you will grow.

# Urban Farming



Mario Wezel is a German photographer who takes photos for National Geographic. Mario is interested in urban farming, so many of his photos show farmers and gardeners. However, urban farming is different from traditional farming. It's when people farm and garden in the middle of the city.

Mario traveled to urban farms all over the US. In Boston, one man has bees on the roof of the Lenox Hotel. The hotel uses honey from the bees in its restaurant. In San Francisco, there's a small farm next to the Giants' baseball stadium. When people watch the game, they can also buy sandwiches from the farm with fresh vegetables! And in Washington, D.C., volunteers can help in a garden at the White House.

For Mario, the most surprising urban farm is at San Quentin State Prison, in California. The prison has a garden and, once a week, prisoners can take a gardening class. They learn how to grow plants and flowers. Working in the garden is also therapeutic.

Mario's photos are all of the US, but you can find urban farms in a lot of different countries and large cities, such as Tokyo, Lima, and Perth. That's because about 3.5 billion people (half the world's population) live in cities today and they want fresh, healthy food. And more and more people think urban farming is the answer to the world's food **shortages**, as well as to making our cities greener and more relaxing.

**shortages (n)** situations in which there is not enough of something



## **GOAL** Follow and Give Instructions

#### Communication

 $\overline{\mathbb{N}}$  Read the instructions for *The Food Game*. Then play the game in small groups.

First, go to START. Next, take turns flipping a coin. Move 1 square for heads or 2 squares for tails. Then, follow the instructions on the square. Finally, the first person to reach FINISH is the winner.



## Writing

#### WRITING SKILLS: Sequencing Information

Use sequencing words to give instructions:

First,...

Next....

Then,...

After (that),...

Meanwhile,... (= at the same time)

Finally, / Last of all,...

Note: We normally use a comma after a sequencing word: First, you need to...

- Read the instructions for the game again. Underline the sequencing words.
- Put these instructions in the correct order for a recipe for spaghetti Bolognese.

. After that,	take	the	pasta	out	of	the
water.						

Finally, it's ready to eat!

Meanwhile, heat the Bolognese sauce in a pan.

First, heat some water in a pot.

Then, put the pasta and the sauce on the plates.

Next, put the pasta in the pot for ten minutes.



Complete the sequencing words in these instructions.

Hi! Would yo	ou like to have dinner at my house? It's easy	to get here.
(1) F	, take the train to the main station. (2)	T, take bus
number 36	to the movie theater. (It takes about 5 minute	es.) (3) A
t	, walk down Decatur Avenue. (4) F	, turn left on Port
Street. My h	nouse is number 15.	

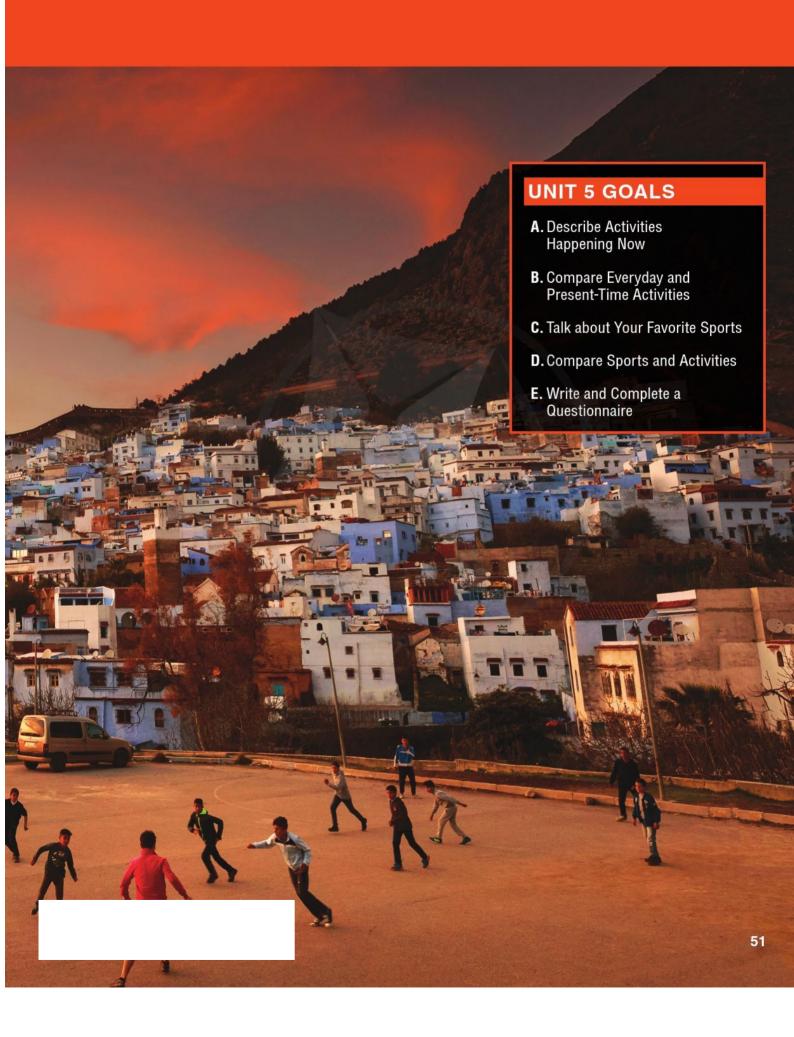


## **GOAL CHECK** Follow and Give Instructions

- 1. Choose one of these:
  - · Instructions for a recipe
  - Instructions for a game
  - · Instructions to get to your house
- 2. Write your instructions (120—150 words). Remember to use sequencing words.
- 3. Exchange instructions with a partner. Can you understand each other's instructions?

# **Sports**





## Vocabulary

Read the text messages. Use the words in blue to label the photos.

Hi! What are you doing?

Sorry, I'm not. I'm at Eagle Rocks with Antonia and Pete. They're climbing at the moment. Let me send you a photo.

Yes, they do. People also come here for yoga classes in the mountains. It's very relaxing. Hi! Kenny is swimming, and I'm jogging by the ocean. The others are playing soccer in the park. It's a beautiful day! Are you coming?

Wow! The view is amazing!
Do people often go hiking there?

That sounds amazing!







1.











4

5. \_\_\_\_\_

6. \_\_\_\_\_

- B Write the sports in **A** next to the clues. Some clues have more than one answer.
  - 1. You can do these sports on a mountain:
  - 2. You can do this sport in a pool:
  - 3. You play this sport with a ball:
  - 4. This sport is like running: \_\_\_\_\_
  - 5. This sport uses stretching and slow, controlled breathing:

Think of a sport. Write some clues about it. Then read your clues to a partner. Can they guess your sport?

Two people play this with a ball.

Is it basketball?

No, only two people play and the ball is smaller.





#### Grammar (See Grammar Reference pp. 151-152)

Present Continuous		
Affirmative Statements	l'm jogging	(2011)
Negative Statements	He isn't jogging	(now).
Yes / No Questions	Are they climbing	(2011)0
Wh- Questions	What are you doing	(now)?

Form the present continuous with be + verb + -ing.

Use the present continuous to talk about things that are happening now (or around the time of speaking).

Complete the messages with the present continuous.

Hana: Hi! What (1) are you doing (you / do)?

Pedro: I'm with Ben. We (2) \_ \_\_\_\_ (play) tennis. Are you at the gym?

\_\_\_\_ (not / go) to the gym today. **Hana:** No, I (3)

Pedro: Why not?

**Hana:** I have a test tomorrow, so I (4) \_\_\_\_ \_\_\_\_ (study) at home.

Pedro: OK. Good luck!

- Practice the conversation in **D** in pairs. Switch roles and practice it again.
- Make a new conversation using other sports and activities.
- Work in groups. One student acts out a sport or an activity. The other students guess the answer. Use the present continuous.





## **GOAL CHECK** Describe Activities Happening Now

Answer the questions in pairs.

- 1. What are you and your partner doing now?
- 2. What is your teacher doing now?
- 3. What is your family doing now?



My sister is going to school now and my mother is..

## **GOAL** Compare Everyday and Present-Time Activities

## Listening

In pairs, say what the people in each photo are doing.









D





- B ∩ 24 Listen to three phone calls. Match each call to two photos. Write the numbers on the photos.
- C \(\Lambda\) 24 Listen again. In pairs, fill in the information below. Each of you fills in one section. Then tell your partner your answers.

Student A: What do these people usually do? When?

0.	addit A. What do those people addaily do. Whom:					
1.	Alan and Karen usually	on				
2.	Khaled usually	in				
3.	Liam usually	on				
St	udent B: What are these people doing now?					
1.	Alan and Karen					
2.	Khaled					
3.	Liam					
Co	ompare these sentences from the phone calls and an	swer the questions.				
a.	I'm ice skating with Alan. <b>b.</b> You usually go	to the movies on Fridays.				
1.	Which sentence uses the simple present?					
2.	Which sentence uses the present continuous?					
3.	Which sentence is about an action happening now (or around the time of speaking)?					

entence is about a habit or routine?

- Underline the correct verb form in each sentence.
  - 1. I play / 'm playing tennis now. Can I call you back?
  - 2. We usually swim / are swimming on Tuesdays and Fridays.
  - 3. They don't meet / aren't meeting us. They're too busy today.
  - **4.** My sister *doesn't get | isn't getting* much exercise at the moment. She has her final exams.
- ☐ 25 Read the information. Then listen to the strong and weak forms of the question What are you doing?

#### PRONUNCIATION: Weak Form of What are you...

In natural speech, the question What are you...? is often reduced. It sounds like Whatcha ...?

Strong: /wnt ar ju/ Weak: /wnt fə/

C ∩ 26 Listen and check (✓) the form you hear. Then, listen again and repeat.

	Strong Form	Weak Form
1. What are you doing?		
2. What are you studying?		
3. What are you playing?		
4. What are you writing?		

#### Communication

- Match the guestions to the answers.
  - 1. What are you doing? \_
  - 2. What do you do? \_\_\_\_\_
  - 3. Where do you go for exercise? \_\_\_\_
  - **4.** Do you go swimming in the summer? \_\_\_\_
  - **5.** Are you studying a lot at the moment? \_\_\_\_\_ **e.** Sometimes, but I usually do yoga.
  - 6. Do you often eat out? \_\_\_\_\_ f. To a local gym. And I go running in the park.
- a. I'm a doctor.
- b. Yes, I am. I have final exams in two weeks!
- c. No, not really. It's expensive and I like cooking.
- d. I'm studying math.
- In pairs, take turns asking the questions in H and giving your own answers.

## **GOAL CHECK** Compare Everyday and Present-Time Activities

- 1. Write three questions about everyday activities using the simple present, and three questions about present-time activities using the present continuous.
- 2. In pairs, ask and answer your questions.



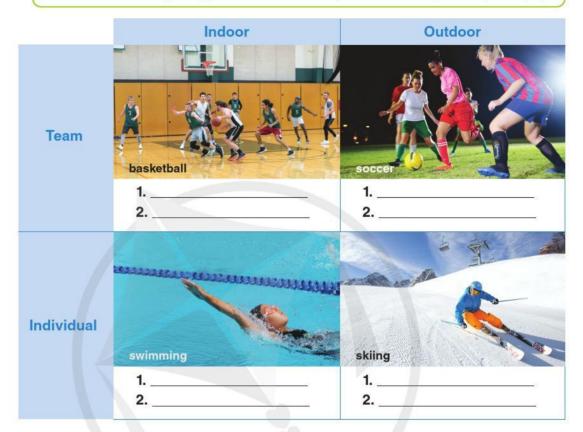


## **GOAL** Talk about Your Favorite Sports

## Language Expansion: Team and Individual Sports

Mrite the following sports in the correct box, according to the categories.

baseball football golf gymnastics ice hockey skateboarding volleyball yoga



#### **WORD FOCUS**

We use **play** for competitive sports with a ball: *play soccer* We use **go** for sports with -ing: go swimming We use **do** for individual sports with no ball or for relaxation: do yoga B Write the names of more sports in the table.

play	soccer,
go	swimming,
do	yoga,

#### **Grammar** (See Grammar Reference p. 152)

Base Verbs with to and without to				
Some verbs are followed by to-infinitives.		Some verbs are followed by bare infinitives.		
expect	We <b>expect</b> him to win the next badminton match.	hear	Susan can <b>hear</b> a teammate call her name.	
hope	My brother <b>hopes</b> to become a professional soccer player.	let make	My parents do not <b>let</b> me swim on cold days.  Our coach <b>makes</b> us train hard every day.	
learn	We are <b>learning</b> to do yoga.  Their heat athlete wants to win the gold medal.	watch	He is <b>watching</b> Việt Nam play soccer against Thailand.	

#### Verbs Followed by Gerunds

Some verbs are followed by gerunds

Some verbs are followed by gerunds.		
enjoy	He <b>enjoys</b> swimming with his close friends every weekend.	
miss	I miss playing soccer with my classmates after school.	
suggest	John <b>suggests</b> going to the park to exercise because the air is fresh there.	
keep	They <b>keep</b> practicing very hard for the final game.	

A gerund is a verb-ing used as a noun.

Note: Verbs such as *hear*, *see*, and *watch* can be followed by *bare infinitives* or *gerunds*. Use *bare infinitives* when someone sees or hears the whole action or event.

Use gerunds when an action or event is in progress.

- Use to-infinitives, bare infinitives, or gerunds to complete the following sentences with the verbs in the parentheses.
  - 1. I want \_\_\_\_\_ in three styles. (swim)
  - 2. My mother lets me \_\_\_\_\_ volleyball twice a week. (play)
  - 3. I enjoy \_\_\_\_\_ at the beach. (jog)
  - 4. I hope \_\_\_\_\_ Cristiano Ronaldo one day. (meet)
  - 5. My father often makes me \_\_\_\_\_ football with him. It's boring! (watch)
  - 6. My teacher expects me \_\_\_\_\_ the school's chess team. (join)
  - 7. My older brother suggests \_\_\_\_\_\_ to play some sports during the summer break. (learn)
- Which sentences in **C** are true for you? Rewrite the untrue sentences so they are true for you. In pairs, read your sentences.

#### Conversation (Optional)

Nam: When is our next football game?

Minh: Next Tuesday, against class 10B.

**Nam:** Oh, I really want to beat them. Let's keep practicing for the final game.

Minh: They won't let us score easily. Anyway, my mom may not let me play then.

Nam: Why not?

Minh: I'm reviewing my English lessons. I hope to pass the test next Friday.

Nam: Oh, come on. You have until Friday for the test. I suggest calling our teacher

for help. Maybe he can give your mom a call and change her mind.

Minh: That's a good idea.

Practice the conversation in pairs. Switch roles and practice again. Then change the sport and make a new conversation.

## 1

## **GOAL CHECK** Talk about Your Favorite Sports

- 1. Think of your favorite sport. Write answers to these questions.
  - What is the sport?

Does it cost a lot of money?

Where do you do it?

• Why do you like it?

ipment?

orite sports using your answers to the questions. s sport.

#### **WORD FOCUS**

An **athlete** is good at sports and physical activities.

#### SPEAKING STRATEGY

#### Making a Suggestion

I suggest...
How about...?
What about...?
Let's...
Why don't we...?
Maybe...

# D

## **GOAL** Compare Sports and Activities

## Reading ( 28 (Optional)

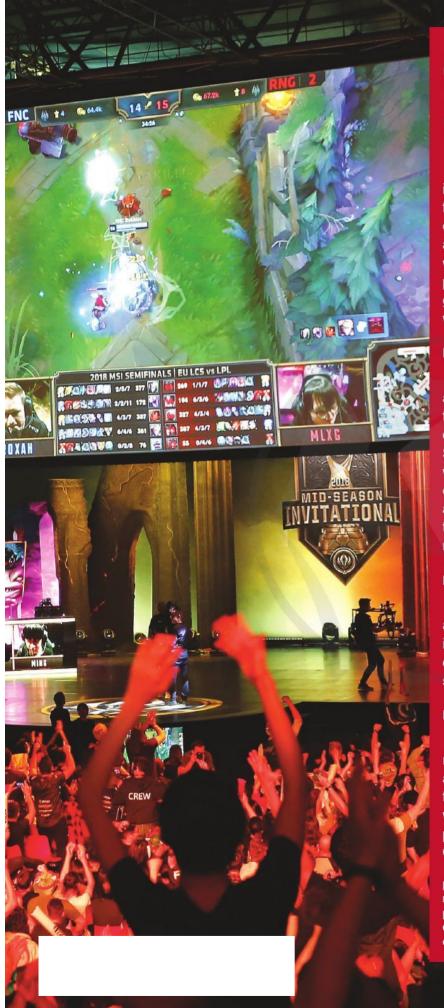
- Look at the photo. What are the people watching?
- B Read the article. Are the statements true or false?
  - 1. Online gamers can play against people they don't know.
  - 2. Professional eSports is usually an individual sport.
  - 3. eSports make a lot of money.
  - 4. eSports players get a lot of exercise.
- Are eSports popular in your country? Do you think they are a real sport? Tell the class.
- Match these words from the text to the definitions.
  - **1.** to compete \_\_\_\_ **a.** a large place where people watch sports
  - 2. fan \_\_\_\_\_ b. a type of business
  - 3. industry \_\_\_\_\_ c. a person who likes a sport
  - **4.** to sponsor \_\_\_\_ **d.** to play a sport or game against another person or team
  - **5.** stadium \_\_\_\_\_ **e.** to give money to sports teams to advertise your product
- E MY WORLD In pairs, discuss the questions.
  - 1. What is your country's most famous sports team? Are you a fan of the team?
  - 2. Where does the team normally play?
- 🕝 Read the sentences. Decide if they describe:
  - a. eSports
- **b.** normal sports
- c. both
- 1. Players play in a large stadium. \_\_\_\_
- 2. The winners receive a prize.
- patrice behavior.
- 3. Players are physically active. \_\_\_\_\_
- **4.** Players sit in front of computer screens. \_\_\_\_\_
- 5. Players need a lot of skill.

## **GOAL CHECK**

In groups, choose two of these sports and activities. Say how they are similar and how they are different.

chess eSports rock climbing





# eSports Go Global

In the past, people played computer games in their living rooms and bedrooms against their family and friends. But nowadays, gamers play online against hundreds of different people around the world. There are also millions of fans who love watching these eSports as well as playing. They pay money to watch the very best gamers compete in large stadiums. It's just like watching a real sport!

#### Like other sports

"eSports" is short for *electronic sports* and, as with normal sports such as soccer and tennis, **professional** eSports players are very competitive. In some countries, like China and South Korea, there are competitions in stadiums with up to 80,000 fans. At these events, some of the eSports are individual, but most of them are team games. There are five players on each team and the winning team shares the **prize** money.

#### **Big business**

As eSports are growing in popularity, they are also becoming profitable. Globally, the eSports industry is worth about a billion dollars. Large companies sponsor the competitions, and some soccer teams also have their own eSports teams.

#### But is it a sport?

Of course, some people don't believe it's a real sport because eSports players sit in chairs and they are not physically active. But eSports fans disagree. The players need a lot of skill to win the competitions and, in the future, some people even think eSports will be part of the Olympic Games.

**professional (adj)** a person is *professional* if they earn money doing something

prize (n) what you receive when you win (e.g., money, a trophy) eSports (n) the activity of playing computer games in a competition on the Internet

## **GOAL** Write and Complete a Questionnaire

## Communication

- Do you ever go to a gym or health club? Why?
- Read the questionnaire. Answer the two questions.
  - 1. Why do they want information from their customers?
  - 2. What type of information do they want?

	We want to offer you the best services at our health club. Please spend			
5 minutes answering the	minutes answering the questions. Thank you for your time.			
1. Which services do you	u use?			
☐ The gym	Fitness classes	Swimming p	ool	
☐ Basketball court	Sauna and mass	sage		
2. How often do you use	. How often do you use the gym and health club?			
☐ More than three tir	☐ More than three times a week ☐ Three times a week			
Twice a week	Once a week	Less than or	nce a week	
3. When do you usually	3. When do you usually visit the gym and health club?			
☐ In the morning	Around noon	☐ In the afterno	oon	
☐ In the evening				
4. Why do you visit the g	ym and health club?			
☐ To stay in shape	☐ To lose weight	☐ To have fun a	and meet people	
Other?				
5. How happy are you w	ith the following?			
The equipment	☐ Very happy	□ Нарру	☐ Not happy	
The fitness classes	☐ Very happy	□ Нарру	☐ Not happy	
The staff	☐ Very happy	□ Нарру	☐ Not happy	
The price	☐ Very happy	□ Нарру	☐ Not happy	
The cafe	☐ Very happy	□ Нарру	☐ Not happy	
6. Would you recommen	d our gym and health	club to a friend?	Yes / No	
Please give reasons for	Please give reasons for your answer:			
<i>6</i>			- ag	

Work in pairs.

**Student A:** You work for the gym. Ask Student B the questions and complete the questionnaire.

You are a customer at the gym. Answer the questions.



## Writing

#### **WRITING SKILLS:** Types of Questions

#### Closed (Yes / No) questions

Do you (use / like / visit)...? Is / Are there ...? Would you (recommend / use / play)...? Can you...?

#### Open (Wh- / How) questions

What do you...? Which services do you...? When / Where / Why do you...? How often do you...? How happy are you with...?

**Exercise** equipment in a gym. Would you like to use this gym? Why?

- D Look at the guestions in the health club guestionnaire in **B** and categorize them as closed or open. Which type of question is used the most? Why?
- Complete the questions for a questionnaire about a cafe.
  - 1. \_\_\_\_\_ do you normally order at our cafe?
  - 2. \_\_\_\_\_ do you normally visit?
  - 3. \_\_\_\_\_ do you choose our cafe?
  - 4. \_\_\_\_\_ do you come here?
  - **5.** \_\_\_\_\_ are you with our customer service?
  - \_\_\_\_\_ you \_\_\_\_\_ our cafe to your friends?

## **GOAL CHECK** Write and Complete a Questionnaire

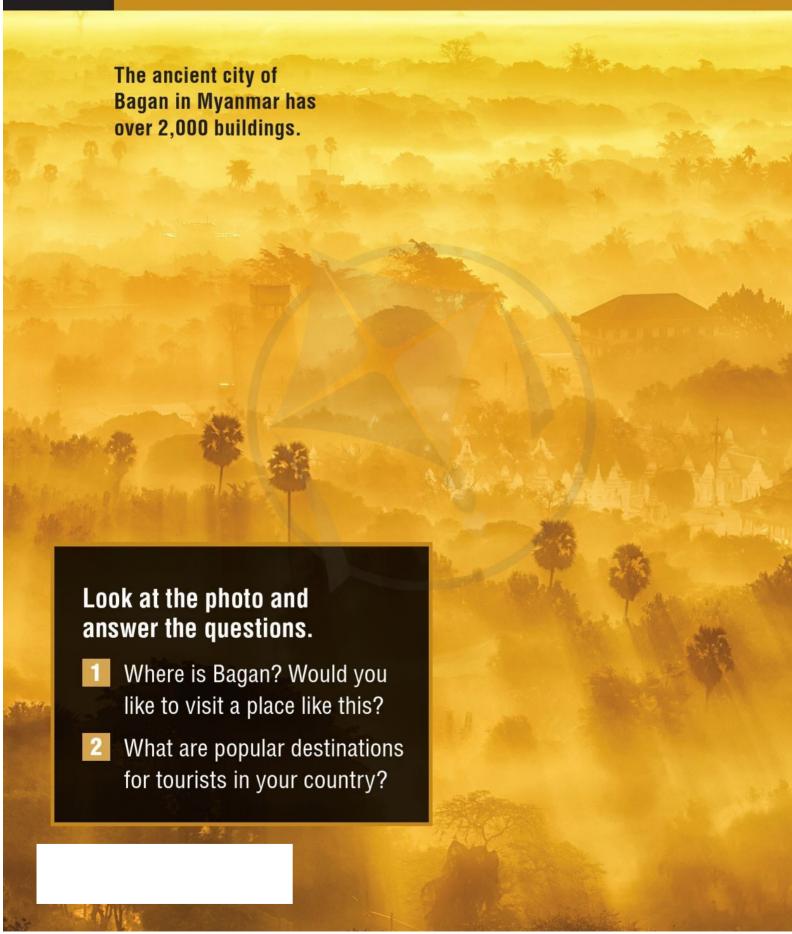
- 1. In groups, choose which group you will write a questionnaire for.
  - · visitors to a restaurant

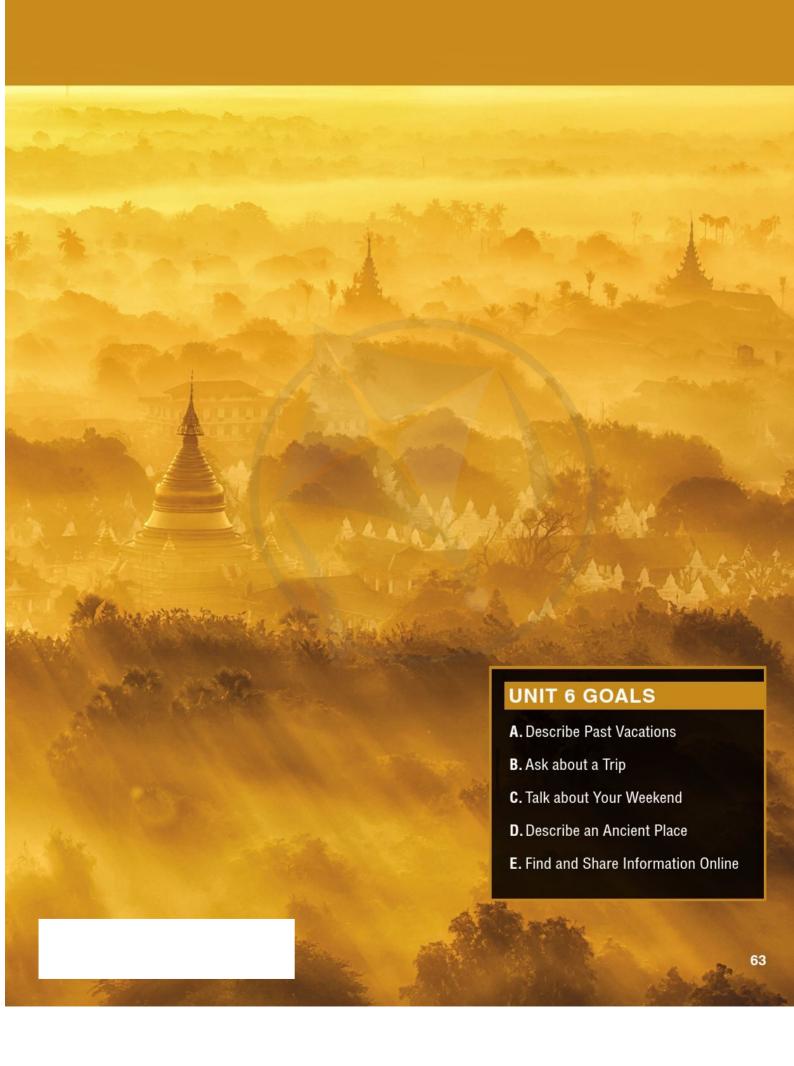
employees at a company

· students at a school

- · travelers with an airline
- 2. Write a questionnaire with 6-7 questions (6-10 words each). Then exchange ..... another group and answer the questions.

# **Destinations**





## **GOAL** Describe Past Vacations

#### **WORD FOCUS**

Verb + noun collocations are common in English. These are verbs and nouns we often use together:

take a taxi, take a photo go on vacation, go on a tour

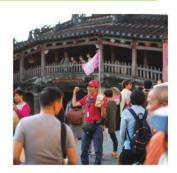
## Vocabulary

Match each verb to a noun. Then match each verb + noun to a photo.

buy	change	eat	a car	a famous place	a hotel
go on	pack	rent	local food	money	a photo
see	stay at	take	souvenirs	a suitcase	a tour











4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_







7

8.

Write the activities you do before and during your vacation in A in the correct column.

Before	During
	-

In groups, write other things you do before and during a vacation. Then share vith the class.

### Grammar (See Grammar Reference pp. 152-153)

Simple Past			
	Regular Verbs	Irregular Verbs	Be
Affirmative Statements	I stay <b>ed</b> at a hotel. We rent <b>ed</b> a car.	I went on a tour. (go) We bought souvenirs. (buy)	I was exhausted. We were excited to visit Paris.
Negative Statements	I didn't stay at a hotel.	I didn't go on a tour.	The food wasn't good. The local people here weren't friendly.
Yes / No Questions	<b>A: Did</b> you <b>go</b> to Asia last year? <b>B:</b> Yes, I <b>did</b> . / No, I <b>didn't</b> .		<b>A: Were</b> the rooms expensive? <b>B:</b> No, they <b>weren't</b> .
Wh- Questions	A: Where did you go for y B: I went to Asia.	our vacation last year?	A: How was your weekend? B: It was great.

Complete the text using the simple past of the verbs in the box. Then listen and check your answers.

buy	fly	go	rent	see	spend	take	visit
Last ye	ar, we (	1)	went	to	Mexico for	our vaca	ation. We
(2)			_ to Mexi	co City f	rom Chicag	go and st	ayed
at a hot	tel in the	e cente	r. One da	y, we (3)			_ the
subway	to Cha	pultepe	ec Park a	nd visite	d the zoo. I	n the mid	ddle of
the wee	ek, we fl	ew to C	Cancun a	nd (4)		a	
lot of tir	ne on th	ne bead	ch. We als	so took a	a tour to Me	rida and	
(5)			_ the old	city. It w	as beautifu	I and I	
(6)			_ a lot of	souvenii	rs! Finally, v	ve	
(7)			_ a car a	nd (8) _		املا	Jxmal.



The Pyramid of the Magician in Uxmal, Yucatán, Mexico

The pyramids were amazing!

- 📴 In pairs, make sentences about a past vacation. Change the verbs into the simple past.
  - 1. Last summer, / my family / go on / vacation. Last summer, my family went on vacation.
  - 2. We / drive / all day.
  - 3. In the evening, / we / arrive / at the campsite.
  - 4. Every day, / I / swim / in a lake / and / walk / in the forest.
  - 5. One day, / we / take / a tour of an old city.
  - 6. We / be / very happy.
  - 7. It / be / an amazing trip.

### **GOAL CHECK** Describe Past Vacations

- 1. Think about your favorite vacation. Write sentences about what you did. Describe some of the following:
  - the place or country

- transportation
- the accommodations (hotel, campsite)
  - the food

tours and sightseeing

- shopping
- activities (e.g., relaxing, swimming)

rite vacation using your sentences.

## **GOAL** Ask about a Trip

### Listening

Look at the different types of vacations. Which can you see in the photo? Which types of vacations do you like? Why?

adventure and safari beach cruise camping sightseeing and guided tour skiina theme park

 $\square$   $\square$  Listen to two conversations about two different types of vacations. Write the types of vacations.

Conversation 1: \_ Conversation 2: \_\_

### REAL LANGUAGE

A vacation is more than a few days off from work or school. A break is time off. usually because of a holiday. A day trip is a short, one-day trip. A long weekend is taking an extra day or two off before or after the weekend.

C A 31 Listen again. Circle **T** for *true* or **F** for *false*. Correct the false statements in your notebook.

### Conversation 1

Conversation 2

1. Mike had a long vacation.

6. Ellie took a day trip to Orlando. T 7. Ellie visited five theme parks. T

2. Chen went to Tanzania.

3. He took a boat to an island. T

8. She didn't like Sea World.

4. Chen climbed up Mount Kilimanjaro.

**5.** He photographed animals. **T** 

9. She went on the

Spider-Man ride.

F

F

F

T

**F** 10. Mike wants to go there.

F

F

F

F

F

### PRONUNCIATION: Sounds of -ed Endings

Regular simple past verbs have three endings.

/td/ when the verb ends in /t/ or /d/.

/t/ when the verb ends in a voiceless sound (/p/, /f/, /k/, /s/, /[/, /t[/).

/d/ when the verb ends in a voiced sound (all other sounds, including vowels).

### A herd of elephants in Tanzania



D ∩ 32 Listen and check (✓) the correct boxes in the table. Then listen again and repeat the words.

	/d/	/t/	/ɪd/
packed		1	
traveled			
wanted			
arrived			
liked			×
visited			

	/d/	/t/	/ɪd/
We <b>stayed</b> in a hotel.			
I packed my bags.			
We rented a car.			

Practice saying the endings of the following simple past verbs correctly.

rented	stayed	packed	visited	climbed
photographed	wanted	shopped	packed	arrived

### Communication

- Unscramble the words to make questions.
  - 1. go / where / did / you \_
  - 2. did you / there / stay / how long \_\_\_\_\_
  - 3. see / did / what / you \_\_\_\_\_
  - 4. did / take / any photos / you \_\_\_\_
  - 5. theme parks / visit / how many / did you \_\_\_\_\_
  - 6. you like / which theme park / did / the most \_\_\_\_\_
  - 7. you / go / on / did / the Spider-Man ride \_\_\_\_\_
- 🚻 In pairs, ask and answer the questions in **G**. Use the answers from the audio or make new answers.

### **GOAL CHECK** Ask about a Trip

- 1. Work in pairs. Ask your partner to choose one of these types of trips:
  - a vacation
- a long weekend or short break
- a day trip
- 2. Write 5 questions for your partner about his / her trip.
- 3. Take turns asking and answering the questions.

\(\lambda \)

take ...?

How long did ...?

Did you like ...?

## **GOAL** Talk about Your Weekend

Adjectives	Emphatic Adjectives
good nice	excellent outstanding magnificent amazing
bad	awful terrible horrible
interesting	fascinating
tiring	exhausting
dirty	filthy
clean	spotless
big	enormous huge

### Language Expansion: Emphatic Adjectives and Adjectives of Attitude

Mrite two or three emphatic adjectives below each photo.





Adjective	s of Attitude
exciting	excited
amusing	amused
shocking	shocked
satisfying	satisfied
amazing	amazed

Complete the text with adjectives of attitude.

We were so (1) \_\_\_\_\_\_ to spend a weekend in Rome! It's a(n) (2) \_\_\_\_\_ city. There were so much to see: museums, churches, ruins, etc. We stayed in a(n) (3) \_\_\_\_\_ hotel. Everything about it was perfect. We all felt (4) \_\_\_\_\_ after the trip.

### Grammar (See Grammar Reference pp. 153-154)

Passive Voice in the Sin	nple Past		
Affirmative Statements	This photo was taken	on my trip to Japan.	
Negative Statements	It wasn't printed then.		
Wh- Questions	Where was this postcard sent from?		
Yes / No Questions	Were they greeted at the hotel?		
Short Answers	Yes, they were.	No, they weren't.	

Complete the blanks with the passive form of the verbs in parentheses.

We had an amazing trip to Europe last summe	er. The dates (1)
(choose) two months before we started. Our f	light (2)
(book) at that time as well, but our hotel (3)	(not arrange)
until the day before our departure. However, v	ve enjoyed the trip a lot.
We took many photos and we (4)	(treat) very well by the tour
organizers. Our only regret was that we bough	nt some souvenirs, but they
(lose) on our way home.	

- Make guestions about the trip in C. Then match them to the correct answers.
  - 1. when / the dates / choose /?
  - 2. the flight / book / the same time /?
  - 3. when / the hotel / arrange /?
  - 4. they / treat / well /?

- a. Yes. it was.
- **b.** Two months before their departure.
- c. Yes, they were.
- **d.** The last day before they started.

### Conversation (Optional)

[ ] 🔼 34 Listen to the conversation. What was good about the weekend? What was bad?

**Alex:** How was your weekend?

Camilo: It was good. I went camping with Minh.

**Alex:** Really? How was the weather?

Camilo: It was bad on the first day. It snowed non-stop!

Everything was covered with lots of snow.

Alex: Oh, no! What did you do?

Camilo: We went to a hotel, but there weren't any rooms.

Then we found another hotel. It was more expensive,

but the rooms were clean. Actually, they were

repainted a few days ago. The food was good, and it

was even brought to our rooms!

Alex: So, did you go hiking?

Camilo: No. It was still snowing on the second day, so we

decided to go skiing instead. It was tiring, but a lot of fun. Look, this photo was taken right when I had

the biggest fall of the whole day! Anyway, how was

your weekend?

Alex: It was OK, but it was very boring compared to yours!



A hotel at Lake Hintersee, Bavaria, Germany

- Practice the conversation in pairs. Switch roles and practice again.
- Change the underlined adjectives to emphatic adjectives or adjectives of attitude and practice the conversation again.

### GOAL CHECK Talk about Your Weekend

- 1. Think about a recent weekend when you did something special. Make notes about what you did.
- 2. In pairs, ask and answer questions about your weekends.

### SPEAKING STRATEGY

How was your weekend /

### Asking about Your Weekend

the weather / your hotel / the party? What did you do? Where was the hotel? Who was there? (It was) Great! / OK. / Not bad. / Boring.

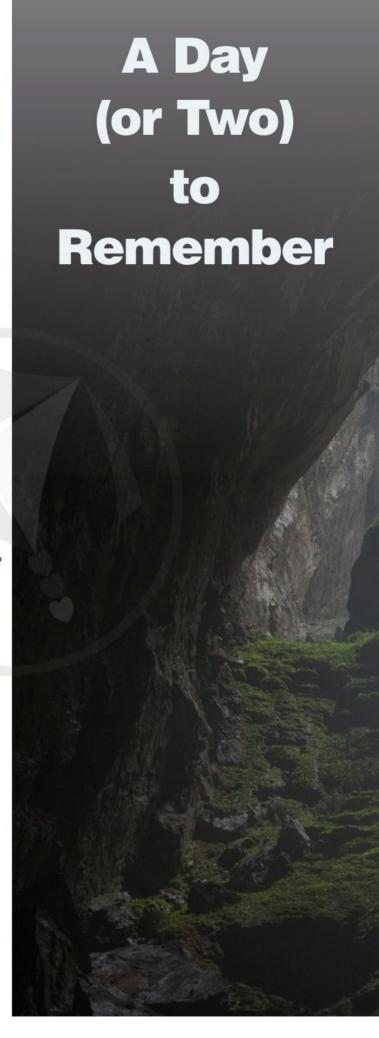
## D

### **GOAL** Describe a National Park

### Reading ( 35 (Optional)

- A Look at the photo. Where do you think this is? What is special about this place?
- MY WORLD Do you know the names of any other national parks? Which countries are they in?
- Match the words and phrases from the advertisement to the definitions.
  - 1. destination \_\_\_\_a\_\_
- **4.** to be awed \_\_\_\_\_
- 2. habitat \_\_\_\_\_
- 5. nocturnal
- 3. trek \_\_\_\_\_
- a. where someone is going
- b. to feel amazed by something
- c. the natural home of an animal or a plant
- d. active at night
- e. a journey made on foot, sometimes difficult
- Read the advertisement and answer the questions.
  - 1. Name at least three things you can find in Phong Nha–Ke Bang National Park.
  - 2. Where is the first stop in the one-day tour?
  - 3. What does "that" in paragraph 2 refer to?
  - 4. How many options are there to end the one-day tour?
  - 5. What is special about seeing animals in the two-day tour?
  - 6. Who will tell you stories of the forest?
  - 7. Who should not participate in the night trek?
  - 8. What should you do to get a 10% discount?
- In pairs, think of another national park you know about. Answer as many of the questions as you can.
  - **1.** What is the name of the park?
- **5.** What is famous about it?
- 2. Where is it?
- **3.** When was it made a national park?
- **6.** Do you know any other interesting facts about it?
- 4. How large is it?
- GOAL CHECK

o another pair.



Would you like to experience the life of Indiana Jones or Lara Croft? Do you like to explore the rainforest and be awed by the scenes you think only exist in the movie Avatar? Phong Nha-Ke Bàng National Park is the destination to make all those dreams come true. This park was recognized as a UNESCO World Heritage Site in 2003 for its geological value.

### To catch a quick glance

Our one-day tour takes you to the Wildlife Rescue Center for a close-up experience with some unique species. After that, you have a short hike in the national park across a beautiful mountain valley to a large waterfall. The tour concludes with a choice of a boat trip on an underground river or a barbecue-style meal in the Weapon Cave.

### For those with more time

Our two-day tour offers a longer hike along one of many amazing trails, a chance to see wildlife in their natural habitats, and a night camping in the Weapon Cave. You will hear our local guides tell the stories of the forest. Exceptionally daring and physically fit guests can also take part in a special night trek in the forest. Imagine looking straight into a nocturnal animal's eyes with your headlamp!

The first five guests to make a booking with us will receive a 10% discount.

geological (adj) relating to the scientific study of the Earth Lara Croft & Indiana Jones: two fictional characters known for the many adventures in their lives

> Sơn Đoòng Cave at Phong Nha-Ke Bàng National Park, Quảng Bình Province, Việt Nam

### **GOAL** Find and Share Information Online

2. A social media bio \_\_\_

3. A tourist website

### Communication

- Before you travel to a new place, where can you find information about it? How often do you use the Internet to look for information about these things? Write never, sometimes, or often. a travel destination \_\_\_ shopping items \_\_\_\_\_\_ your favorite celebrities \_\_\_\_\_ events in your town or city \_\_\_\_\_ the weather \_\_\_\_\_ • the English language \_\_\_\_\_ your favorite sports team \_\_\_\_\_ your family and friends \_\_\_\_\_ In pairs, compare your answers in B. Discuss where you usually find the information. I often look for information On an app In a book On a blog about the weather. I use On social media On a website Other: an app called... Read the following extract of three online texts. Where do you think they are from? Why? 1. A travel blog
- A Hi! My name's Lydia Downie and I was born in 1993. When I was a child, I loved reading books so much, especially those about travel and culture. Between 2011 and 2014, I went to a local university and studied geography there. It was an interesting subject and I learned a lot about different places and cultures in the world. When I finished university, I didn't know what to do next. So, a year later, I made an important decision: I left England and started to travel around the world! I've been to France, Australia, Japan, Korea, and Việt Nam. They are all very beautiful countries. I'm still traveling now and I hope to visit more countries in the future...
- B Two days ago, we left Bangkok and traveled north to the province of Chiang Rai. It was nearly 800 kilometers from the capital, so we took a flight. On our arrival, a local tour guide met us and led us to a homestay. Yesterday, we walked 10 kilometers through the countryside and we didn't see any other tourists-it was amazing! The scenes were very calm and peaceful. We visited a village and learned how to catch fish in a nearby river. The villagers were very patient with us, but they surely had much fun when we tripped and fell into the river a lot of times. In the evening, we ate dinner with a local family. They were so friendly, and the local food was so delicious...
- C At first, Hội An was only a fishing village. The fishermen did not have a chance to learn much, but they were brave and smart. They made small but strong fishing boats. With these simple boats, they went far from the shore to catch fish, and even came to nearby islands. During the 17th and 18th centuries, the town became famous as a port, and many people sailed here from other countries. Many of the fishermen turned into merchants. Instead of selling fish, they started to sell silk and spices. The port was famous not only in the area but also all over the world. Last year, it celebrated its 500th birthday and local people had a big party in the streets with music and fireworks. There were also displays along the streets about the town's history in both fishing and business...

### Writing

Read the time references below. Then underline the time references in D.

### **WRITING SKILLS:** Time References

Yesterday, Between 2015 and 2017, The day before
Last night / month / year, In 2001, yesterday,
This morning, On January 1st, When I was young /
A week / month / year ago, During the 20th century, a child / a student,

F	Complete the sentence	s with time references.	Then compare	them in pairs
---	-----------------------	-------------------------	--------------	---------------

1. I learned to ride a bicycle	
--------------------------------	--

- 2. \_\_\_\_\_ I went to the movies.
- 3. I took my first vacation \_\_\_\_\_
- 4. My town (or city) was built \_\_\_\_\_

## GOAL CHECK Find and Share Information Online

- 1. Choose one of the following and write a post (120-150 words) about:
  - a vacation or trip you took. (for a travel blog)
  - you and your life. (for a social media bio)
  - the history of your town or city. (for a tourist website)
    Remember to use time references and the simple past.
- 2. Share your posts in pairs. Did your partner use time references and the simple past?



# Communication





## **GOAL** Talk about Personal Communication

### Vocabulary

In groups, read the information about teenagers in the US. Which facts do you think are surprising? Not surprising?



### How Teenagers Use Technology in the US

72% look at their smartphone as soon as they wake up.

85% share photos on social media.

100% who have a smartphone write text messages.

78% use Internet search engines to help with school work.

41% send their teachers emails.

45% use the Internet almost all the time.

90% play video games on a computer or a game console.

61% watch TV shows on the Internet, not on a traditional TV.

B Complete the sentences. Use the words in the box.

	social media <del>emails</del> Internet smartphone game console
	1. I preferemails to handwritten letters.
2	2. Are you looking for the latest games for that?
;	3. Many people love using networks such as Facebook and Twitter.
4	4. How often do you surf the?
ļ	5. Don't look at your for too long because the blue light from the screen can make it difficult to sleep.
	Cross out the one verb that cannot be used with the noun.
2	<ol> <li>share   take   write a photo</li> <li>switch on   look into   turn off the TV</li> <li>play   download   read video games</li> <li>watch   send   check text messages</li> <li>buy   log on to   use social media</li> </ol>
	In pairs, write four sentences using the phrases in <b>C</b> .
	Work with another pair. Read each of your sentences in <b>D</b> , but do not say the verb. Can the other pair guess the missing verb?
	I often photos of my friends on social media.  (Is it share?  (Yes, it is. Correct!)

### Grammar (See Grammar Reference p. 154)

### **Defining and Non-defining Relative Clauses**

	Defining Relative Clauses	Non-defining Relative Clauses
who	They are the people who / that want to play video games.	Mary, who talked to our teacher yesterday, often shares stories on social media.
whom	They are the people (whom / that) you will work with this semester.	Mary, whom our teacher talked to yesterday, often shares stories on social media.
which	Here are some photos which / that were taken during our trip. Here are some photos (which / that) we took during our trip.	I often play video games on my game console, which is as small as a calculator. I often play video games on my game console, which my father bought for me last holiday.
whose	That is the man whose phone is broken.	That man, <b>whose phone is broken</b> , was in the store yesterday.
when	That was the time when I got my first smartphone.	The news came in at 11 a.m. yesterday, when I was still in class.
where	The Internet is a place where you can find all kinds of information.	Last summer we went to Sapa, where we took a lot of beautiful photos.

E	Underline the relative clauses in the following sentences. Label the clauses as defining relative clauses (a)
	or non-defining relative clauses (b).

1.	Phones are devices that help us capture important moments.	<u>a</u>	<ol> <li>I often play video games with my brother, who is really good at them.</li> </ol>				
2.	My computer, which is a gift from my parents, helps me in my study.		<b>5.</b> My mother loves her phone, which she uses to take photos all the time.				
3.	I often exchange emails with a foreign student whose native language is English.	× <u></u> 58	I use Internet search engines to find information that is useful for my essay.				
Re	write the sentences with relative clauses	. Use a	comma if necessary.				
1.	<ol> <li>These are some websites. You can find answers to your exercises there.</li> </ol> These are						
2.	2. I want to find my phone. The phone contains all of my photos.  I want						
3.	3. I love this game console. You gave me the game console for my birthday.						

G

### **GOAL CHECK**

### Talk about Personal Communication

- 1. Look at the facts in A again. Which sentences are true for you? Rewrite the untrue sentences so that they are true for you.
- 2. In pairs, use your answers in exercise 1 to tell your partner about how you communicate. Comment on your partner's answers.

I don't play video games that are violent.

Same here. I don't play violent video games either. I like to take photos with my camera, which my father bought for me last Christmas.

## **GOAL** Exchange Contact Information

### Listening

Listen and number a–c in the order you hear them.
a. a radio show b. a conversation c. a voicemail
Listen again and complete the missing information.
Conversation 1:
Joel's address: Iris Street, Kingstown
Conversation 2:
Telephone number:
Text:
Social media handle:
Conversation 3:
Email:
Website:

- © Below is the contact information of some famous places. Take turns reading each of them aloud in pairs.
  - 1. 125 Hai Bà Trưng, District 1, Hồ Chí Minh City, Việt Nam; Tel. 028 392 472 47; http://hcmpost.vn; email: cskh@vnpost.vn
  - 2. 1600 Pennsylvania Ave. NW, Washington DC, 20500, US; Tel. 1 202 456 1111; www.whitehouse.gov; email: comments@whitehouse.gov
  - 3. 5 Avenue Anatole France, 75007, Paris, France; Tel. 33 08 92 70 12 39; www.tour-eiffel.fr

### PRONUNCIATION: Sentence Stress for Clarification

Clarify numbers and spelling by stressing words or letters, like this: That was 13, not 30. One three. Is that P as in Paris or B as in Beijing?

- D 137 Listen to these sentences and underline the stressed words or letters.
  - 1. That's fifteen, not fifty.
  - 2. It's A as in apple.
  - 3. It ends in dot org, not dot com.
  - 4. Was that zero zero one or zero zero two?
  - 5. Can you spell your last name?
- ☐ ∩ 37 Listen again and repeat. Stress the correct words.

F Write your (or made-up) contact information in the first column of the table.

	Ме	Classmate 1	Classmate 2	Classmate 3
Name				
Phone number				
Email address				
Mailing address				
Social media handle				

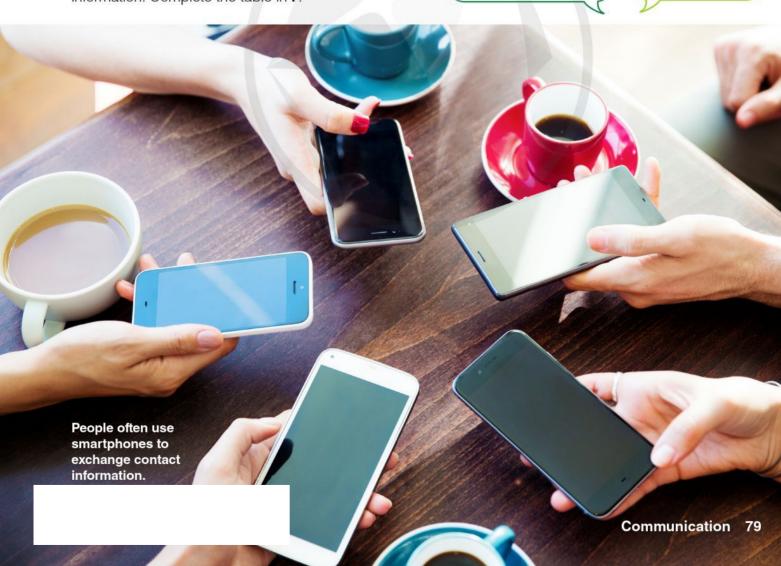


## **GOAL CHECK** Exchange Contact Information

Ask three of your classmates for their contact information. Complete the table in **F**.

What's your email address?

My email address is...



## **GOAL** Describe Characteristics and Qualities

### Language Expansion: The Senses

Look at the photos from different countries. Match the comments to the photos.







2





1. \_\_\_\_\_

a. "That smells terrible!"

3.

- b. "He looks very old."
- c. "They sound fantastic!"
- d. "It tastes delicious!"

5.

e. "This feels soft."

### **Grammar:** Sensory Verbs (See Grammar Reference pp. 154–155)

Complete the table with these words.

ears	feel	look	nose	smell	taste	touch

Parts of the Body	Sensory Verbs	
eyes	5	
3	sound	
mouth and tongue	taste	
4	6	
hands and fingers	7	
	eyes  3 mouth and tongue  4	

We use sensory verbs to describe the characteristics and qualities of people, animals, and things.

- Ounderline the five sensory verbs in **A**. Then answer these questions.
  - What verb form do you normally use with sensory verbs? \_\_\_\_\_

    e of word usually follows a sensory verb? \_\_\_\_\_\_

- Use the correct form of the sensory verbs in B to complete these sentences.
  - 1. When I see people rock climbing, I think it \_\_\_\_\_ very dangerous!
  - 2. Turn that music off! It \_\_\_\_\_\_ terrible!
  - 3. I like your flower. It \_\_\_\_\_\_ nice.
  - 4. These French fries \_\_\_\_\_\_ too salty.
  - **5.** I prefer these shoes. They \_\_\_\_\_ more comfortable.
- 📴 In groups, say which sensory verb(s) can be used with each adjective. There may be more than one answer. Then say a new sentence with each adjective and a sensory verb.

beautiful	expensive	loud	polluted	sweet
cold	hard	noisy	smooth	tired

### Conversation (Optional)

**Bill:** What do you think of these headphones?

Susan: The black ones? They look OK.

Bill: Do they fit your head? Try them on.

Susan: I think they feel too big.

**Bill:** Yes, I agree. They look huge! What about those blue ones?

**Susan:** They look <u>very expensive</u>. But they feel <u>more comfortable</u>.

Bill: How do they sound? Listen to some music with them.

Susan: Wow! They sound amazing!

- Practice the conversation in pairs. Switch roles and practice it again.
- Change the underlined words and make a new conversation.

### **GOAL CHECK**

### Describe Characteristics and Qualities

In pairs, take turns talking about the characteristics of four of the following. Then give your opinion about your partner's choices.

- · Your favorite piece of technology
- · Your favorite dish
- · Your favorite type of music
- · Your favorite animal / pet / flower
- Your favorite place for a vacation
- Your favorite celebrity

SPEAKING STRATEGY

**Give Your Opinion** 

I think it looks / feels / sounds / tastes / smells...

What do you think about ...?

I don't think...

I agree. / I disagree.

My favorite dish is tacos. I think they taste amazing!



# GOAL Compare Types of Communication Reading 139 (Optional)

A	Maria Anna Anna Anna Anna Anna Anna Anna An	human communica	ation use the sense of e?
	chaking hands	emilina	waying

shaking hands smiling waving

writing kissing shaking your head

nodding your head laughing yelling

B Match these sentences to actions in A.

1. "I disagree with you."

4. "That's so funny!"

2. "I agree with you."

5. "Nice to meet you."

3. "I'm happy to see you."

6. "Goodbye."

- MY WORLD Do any of the examples of body language in A have a different meaning in your country? What are some examples of body language used in your country?
- Read the article. Match the words to the definitions.

\_a\_ 1. body language

\_\_\_\_ 2. to greet

\_\_\_\_ **3.** emotions

\_\_\_\_ 4. sense of humor

\_\_\_\_ **5.** to copy

- a. communication with the body
- b. feelings
- c. to do in a similar way
- d. to meet and say "hello"
- e. ability to have fun
- Are these actions done by humans, elephants, or both?
  Underline the supporting information in the article.

Speak with words and language humans

2. Spread ears to show anger or aggression \_\_\_\_\_

3. Shake their head to disagree

4. Shake their head to show they are happy

E Touch and other to show their feelings

5. Touch each other to show their feelings

6. Laugh

7. Have a sense of humor

8. Copy sounds they hear

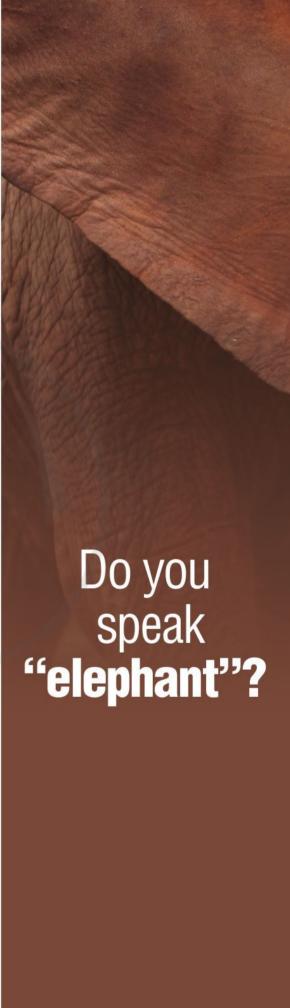
77.

# **✓** GOAL CHECK

In groups, describe at least one similarity and one difference between the different types of communication in each pair.

Human / Animal

Speaking / Writing
 Social media / Text





As humans, we communicate using the senses of sight, touch, and hearing. We send messages with body language, we greet friends with touch, and we speak using words to show our emotions and ideas. Animals don't communicate in as many ways as humans—for example, they don't have language like we do—but many animals do also use the senses of sight, touch, and hearing. A good example of this is elephant communication.

Like humans, elephants understand each other by looking at each other's body language. To send a message, they use their whole body, or individually their heads, eyes, mouth, ears, trunk, tail, or feet. For example, elephants spread their ears to show anger. And while humans shake their heads to disagree,

e happy.

As with humans, touch is also very important between elephants. Just like a human mother holds her baby, a mother elephant regularly touches her young **calf** with her trunk. Elephants also show they are friendly when they touch other elephants. And when they want to have fun, they hold each other by the trunk and pull, like in this photo. Even if they can't laugh like a human, elephants have a great sense of humor.

Elephants have very large ears, which means they can hear other elephants from as far as 2.5 miles away. Like humans, they can also copy sounds and make their own sounds that seem to communicate basic human words and phrases like, "Hello," "I love you," and "Let's go."

calf (n) a young elephant

## **GOAL** Compare Formal and Informal Communication

### Communication

A How often do you use each of the following? Every day, sometimes, or never?

email letter phone call social media text message

B Which types of communication in **A** would you use in each situation? Fill in the *Me* column.

You want to	Ме	My partner
1. send a photo to your grandparents.		
2. apply for a scholarship.		
3. keep in touch with friends from Brazil.		
4. send an assignment to your teacher.		
5. invite a friend out tonight.		

Compare your answers in pairs. Fill in the information for your partner. Give reasons for your answers.

### Writing

Read the information below. Then discuss in pairs if you would use formal or informal writing for each situation in B.

### WRITING SKILLS: Formal and Informal Writing

Letters and emails are classified into 2 styles: *formal* and *informal*. The tone of your letter or email depends on who you are writing to and how well you know them.

	Formal Writing	Informal Writing
When to use	- writing to people we don't know (e.g., an employer) - in business and professional situations	<ul><li>- writing to people we know well (e.g., our friends, our family members)</li><li>- in personal situations</li></ul>
How to write	- using full sentences and special expressions Dear Mr. Smith, I am writing to apply for the scholarship of, Please see my attached high school transcription. Dear Sir/Madam, I would like to inform you that Yours faithfully,	- using shorter sentences and contracted forms - leaving words out at times Hi! I'm having a party. Want to come? Hi guys, Let me tell you about Love,

In pairs, look at the three messages and number them from 1 to 3 (1 = most formal, 3 = least formal). Underline words and phrases that help you decide.

Hi Chen.

I'm having a party. It's my 18th birthday and my family and friends are meeting at a theme park. It'd be great to see you. The invitation is attached with the time, date, and address. Hope you can come!

Best.

Paula

### Dear Miss Jones:

I am writing to request information about art courses at your college. I am a student in Argentina and I would like to study art in your country. Also, could you please send me information about accommodation and prices?

Best regards,

Paula Fratelli

Hey! I'm at the theme park. Where r u?

_	AND THE RESERVE OF THE PARTY OF						
	Match the f	ormal and	informal	expressions	with	cimilar	magninge
	iviatori trio i	Ulliai allu	IIIIOIIIIai	CVDICOOIDIO	AAILII	SIIIIIIIIIIII	meanings

- 1. Dear Miss Jones:
- 2. I would like... \_
- 3. I'd like to request...
- **4.** Please see the attached photos. \_\_\_\_\_
- 5. I am writing to inform you...
- **6.** I look forward to seeing you. \_
- **7.** Thank you for inviting me.
- 8. Best regards, \_\_\_\_\_

- a. I want...
- b. I'm writing to tell you...
- c. See you soon.
- d. Thanks for the invite!
- e. Can I have ...?
- f. Hi Jill!
- g. Here are the photos.
- h. Bye for now!



### **GOAL CHECK**

## Compare Formal and Informal Communication

- 1. Write one of the following emails.
  - Write a short formal email (60-75 words) to a travel company. You want information about their vacations next summer. Ask for information about their hotels and prices.
  - Write a short informal email (60-75 words) to a friend. You plan to have a party with family and friends for your parents' wedding anniversary. Invite him or her to the party.
- 2. Exchange emails with a partner. How well does your partner use formal and edback.

# **Making Plans**





### **GOAL** Talk about Plans

### Vocabulary

Match the plans to the photos. Write the numbers.

- 1. do homework
- 2. make a poster
- 3. study abroad
- 4. prepare for a presentation 9. go to college
- 5. start a new hobby
- 6. practice singing
- 7. do volunteer work
- 8. learn another language
- 10. go on a school trip





















### WORD FOCUS

Short-term means the near future (tomorrow, next week, next month, etc.).

Long-term means the distant future (next year, in five years, etc.).

Write the plans in A in the correct columns.

Short-term plans	30	Long-term plans	

- Which of the short-term plans in B do you have? Discuss in pairs.
- Number the long-term plans in B in order of importance to you. (1 = most important). Then compare your lists in the same pairs.

### Grammar (See Grammar Reference p. 155)

Future: Be going to			
Affirmative Statements	We're going to make a poster tomorrow.		
Negative Statements	He's not going to study abroad next year.		
Yes / No Questions	Are you going to practice singing this weekend?	Yes, I am. No, I'm not.	
M/h Ougstions	When are you going to do volunteer work?	On Tuesday	

**REAL LANGUAGE** Then listen and check your answers. Say Yes, I am or No, **Kat:** Hey! (1) Are you going to come (you / come) to my party this weekend? I'm not when you are certain. Say I'm not Ben: I'm not sure. I have a test on Monday, so I (2) sure when you are (study) for that all weekend. not certain. Kat: Which test? **Ben:** It's for my Vietnamese class. My sister and I (3) \_\_\_\_\_ (take) a vacation to Việt Nam next year, so I want to speak the language. **Kat:** Wow! That's great. But my party is in the evening and it (4) \_\_\_\_\_ (be) fun! And you (5) \_\_\_\_ (not / study) all weekend. You (6) \_\_\_\_\_ (need) a break. **Ben:** That's true. OK, see you on Saturday. What are your short-term and long-term plans? Check (√) the correct column. Short-term plans I'm not sure. Are you going to... Yes, I am. No, I'm not. eat out tonight? go to a party tonight? play or watch a sport this weekend? rest this weekend? Long-term plans I'm not sure. No. I'm not. Are you going to... Yes, I am. start your own business? learn another language? move to another country? buy a laptop?  $\bigcirc$  In pairs, ask and answer the questions in **F**. Then ask a Wh-question for each to find more information.

What language are you

going to learn?

Yes, I am.

Are you going to learn

another language?

1. Write three of your short-term plans and three of your long-term plans.

2. In pairs, talk about your plans and ask each other more questions.

I'm going to take a vacation soon.

I'm not sure. Maybe

Korean.

Where are you going to go?



Molly Ferrill works on her project.

### Listening

- Look at the photo. Answer the questions.
  - 1. What do you think Molly Ferrill does?
  - 2. What subject do you think she specializes in?
- lacksquare Listen to an interview with Molly. Check your answers in **A**.
- Use the words from the interview.

### WORD FOCUS

wildlife protection officers people who keep animals safe

**species** types of animals

protect keep safe
from danger

video series more than one video about the same subject

What is the project?	When?	Are there other people?	Is there special equipment?
A series about	Start: She's going to leave in	She's going to work with other	1 2. lenses 3. microphones
wildlife protection officers and the species of	Finish: It's going to take		4
they protect.			

irs, compare your answers in C. Then listen again and check.

### PRONUNCIATION: Weak Form of going to

1 In natural speech, going to is often reduced to sound like gonna. The words are combined and the vowels also change. Listen to and repeat the sample sentences. I'm going to buy a new computer. Are you going to come?

	Strong Form	Weak Form
1. I'm going to make a video.		1
2. Are you going to work with anyone else?		
3. When are you going to leave?		
4. We're going to leave in two months.		
<b>5.</b> What special equipment are you going to need for the trip?		
6. We're going to pack different types of clothing.		
7. When are you going to finish the project?		

- 📴 In pairs, take turns reading the sentences in **E** with either the strong form or the weak form. Your partner has to say which form you used.
- In groups, plan one of these projects for your school:
  - · Create a website with information and news about your school and neighborhood.
  - · Make a short video called "A day in the life of a student."
  - · Plan an event to celebrate the end of the year.

# **GOAL CHECK** Plan a Project

1. In your groups, discuss each part of the project and write down information in the table.

What is the project?	When are you going to start and finish?	Who is going to do each part?	What are you going to need?

2. Present your plans for the project to the class or another group. Use *going to* in your presentation.



We are going to need..

### **WORD FOCUS**

Renewable energy can always be used (e.g., solar energy). Non-renewable energy cannot be used more

than once (e.g., oil).

### Language Expansion: Types of Energy

- Look at the photo and read about Japan. Then answer the questions.
  - 1. What does the photo show?
  - 2. What type of energy will Japan use more in the future?

### The Future of Energy in Japan

These are solar panels on the top of a building in Tokyo. Japan will use more renewable energy in the future.



B Write each type of energy from the box under the matching photo.

coal gas
oil wave
wind wood







1.

2.









4.

5. \_\_\_\_\_

6. \_\_\_\_\_

Which types of energy in **A** and **B** are renewable and which are non-renewable? Write them in the table below.

Renewable Energy	Non-renewable Energy

MY WORLD What types of energy does your country use at the moment?

### Grammar (See Grammar Reference pp. 155-156)

Future: Will			
Affirmative Statements	Japan <b>will</b> use more solar energy in the future.		
Negative Statements	It won't use non-renewable energy.		
Questions	Will it use renewable energy? Yes, it will. / No, it won't.		
You can use both will a lt won't use oil. / It is	nd <b>be going to</b> to talk about futur en't going to use oil.	e predictions.	

E	Put	the	words	in	the	correct	order.
						0011001	0.00.

- 1. will / my country / use / wind power \_\_\_\_\_
- 2. cars / use / won't / gas \_\_\_\_\_
- 3. speak / English / most people / will \_\_\_\_\_
- 4. live / people / won't / on the Moon

### Conversation (Optional)

Rika: I don't think we will use as much non-renewable energy in the next five years, so we'll need lots of solar energy. What about in Scotland?

Will you use new types of energy?

**Alex:** Yes, we will. But we probably won't use a lot of solar energy.

Rika: Will you use wind power?

Alex: Yes, we will. And maybe we'll also use wave energy.

Rika: What's wave energy?

**Alex:** It's energy from waves in the ocean.

Rika: Wow! That's great.

### SPEAKING STRATEGY

### Opinions about the Future

I (don't) think we will... Maybe we will / won't...

In pairs, change the underlined words and make new conversations about your country.

### **GOAL CHECK** Make Predictions

Read the questions and write two more in the table. Check (/) your answers.

		Me			Partner	
In the future, do you think	Yes	Maybe	No	Yes	Maybe	No
1. most houses will have solar panels?						
2. people will live under the sea?						
3. there will be enough food for everyone?						
4. summers will be hotter than now?						
5. people will travel to Mars?						
6.				Ī		
7.						

and check (/) his or her answers. Then compare your answers.

# GOAL Solve a Problem

### Reading (\) 45 (Optional)

- A Look at the photo. What do you think this person does?
- Read the article and answer the questions.
  - 1. What problem do some people in Myanmar have?
  - 2. What is the solution?
- MY WORLD What is a problem in your town or city? What is the solution?
- D Read the article again. Circle **T** for *true* or **F** for *false*.
  - 1. The writer thinks that most people use electricity.
  - 2. Candles are not cheap and not safe in Myanmar. T F
  - 3. The energy for the solar panels comes from the sun. T F
  - 4. Rubén Salgado Escudero is from Myanmar. T F
  - 5. Some villages will have larger solar panels in the future. T
- Find these sentences in the third paragraph. Write the phrases for giving reasons.
  - 1. Fishermen went fishing before sunrise \_\_\_\_\_ the solar panels.
  - 2. Children could do their homework \_\_\_\_\_ electricity.
- Use the phrases in **E** to write sentences about two of the following environmental problems.
  - **1.** \_\_\_\_\_ air pollution, \_\_\_\_\_
  - **2.** \_\_\_\_\_ global warming, \_\_\_\_\_
  - **3.** \_\_\_\_\_ deforestation, \_\_\_\_\_
  - 4. \_\_\_\_\_ the increasing use of energy, \_\_\_\_\_

### **✓** GOAL CHECK

- 1. In groups, imagine you have these problems in your town or city. Make a list of solutions for each.
  - A lot of people don't recycle plastic bottles.
  - Everyone drives to work, so the traffic is bad.
  - Lots of young people don't have jobs.
  - There's nowhere for people to relax downtown.
- 2. Present your solutions to the class. Tell them what n problem and why.

We are going to build a new park.

Because of the new park, people will have a place to relax. In this photo by Rubén Salgado Escudero, a fisherman in Myanmar holds a solar panel and light.

# **Electricity from the Sun**



When you go home this evening after school or after work, you're probably going to switch a light on, turn the heat or air conditioning on, cook dinner, or watch TV. Whatever you plan to do, you're probably going to use electricity.

Most of us use electricity without thinking about it, but outside of the cities, people get light from the sun during the day and from candles at night. Candles are expensive and dangerous, but now there is a safer and cheaper solution to this problem: small solar panels are easy to use and can give electricity immediately.

When Spanish photographer Rubén Salgado Escudero first visited Myanmar, he said: "I worked in villages and the people had no light at night. Then, one day, I visited a village with solar lights and people's everyday life was much easier. For example, fishermen went fishing before sunrise because of the solar panels. Children could do their homework as a result of electricity."

After his first visit, Rubén showed his photographs of people with their solar lights and he **raised money** to pay for more solar lights. Now, more people in Myanmar have solar panels; these panels take energy from the sun and then provide 12 hours of light during the night. In the future, Myanmar is going to build larger solar panels for some of these villages.

raise money (verb phrase) to ask for and receive money for a special purpose

### Communication

A Take the personality test. Are you optimistic or pessimistic? What do the results say?

### **WORD FOCUS**

An **optimistic** person thinks everything will be good in the future. A **pessimistic** person thinks that things will be bad in the future.

1.1	_ have a healthy and	happy life	Э.
a. 'll certainly	<b>b.</b> 'll probably		c. probably won't
2.	_ live to be 100 year	s old.	A963 9963
a. 'll definitely	<b>b.</b> 'll poss	sibly	c. definitely won't
3.	_ have my dream job	o someday	<b>/</b> !
a. 'll definitely	<b>b.</b> 'll poss	sibly	c. definitely won't
4.1	_ speak perfect Eng	lish one da	ay!
a. 'll definitely	<b>b.</b> 'll prob	ably	c. probably won't
Results:		10–12: \	∕ou are optimistic. ☺
Count 3 points for each a, 2 points		4–6: You are pessimistic. ☺	
for each b, and 1 point for each c.		7–9: You	u are in the middle. 😐

### **REAL LANGUAGE**

We often use adverbs of certainty with will.

I'll certainly / definitely / probably / possibly live to 100.

**A:** Will you have a happy life?

B: Yes, definitely!

- Change the four sentences in the quiz into questions. Write them in your notebook.
- In pairs, ask and answer the questions. Find out if your partner is optimistic or pessimistic.

### Writing

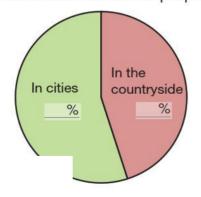
Read about future trends and answer the questions. Then fill in the charts.

The population of the world is approximately 8 billion now, and this will definitely increase to 9 billion by 2050. Most of these people will live in cities. At the moment, 55% of people live in cities. In the future, this will probably go up to 70%, and the number of people in the countryside will decrease to 30%.

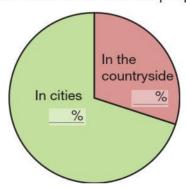
- 1. What will increase? What will decrease?
- 2. How certain is the writer about the predictions?

### Where will we live?

THE PRESENT: 8 billion people



THE YEAR 2050: 9 billion people



### WRITING SKILLS: Describing Trends

↑ increase / go up

It will increase to 9 billion by 2050.

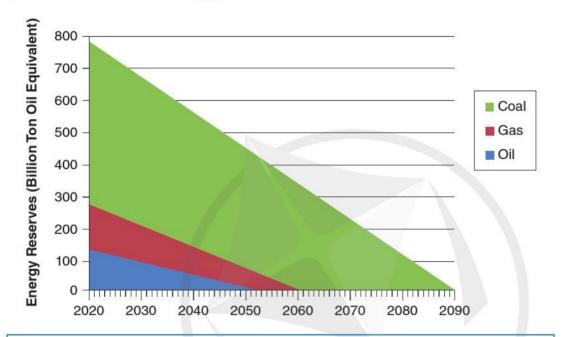
In the future, this will probably go up to 70%.

↓ decrease / go down

The number of people in the countryside will decrease to 30%.

📴 Look at the chart. Then complete the description of non-renewable energy in the future.

### Global Non-renewable Energy



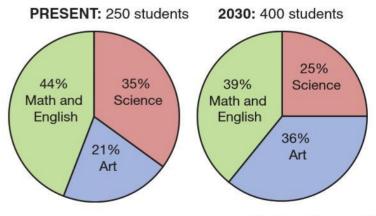
This chart describes the amount of global non-renewable energy in the future. On the whole, it's very likely that we (1) won't have any coal, gas, or oil by 2090. (2) \_\_\_\_\_, we have about 150 billion tons of oil, but it will soon (3) \_\_\_\_\_\_ 50 billion by 2040. About ten years later, we will use all of it. Currently, the amount of gas is about 280 billion tons. (4) \_\_\_\_\_, it will go down to about 100 billion and by 2060, there won't be any gas left. We still have a lot of coal in the world, but it is (5) \_\_\_\_\_ quickly. By 2055, the amount of coal will go down by half and by 2090 we (6) \_\_\_\_\_ won't have any coal left.

By 2046 decreasing go down to probably At the moment won't

## **GOAL CHECK**

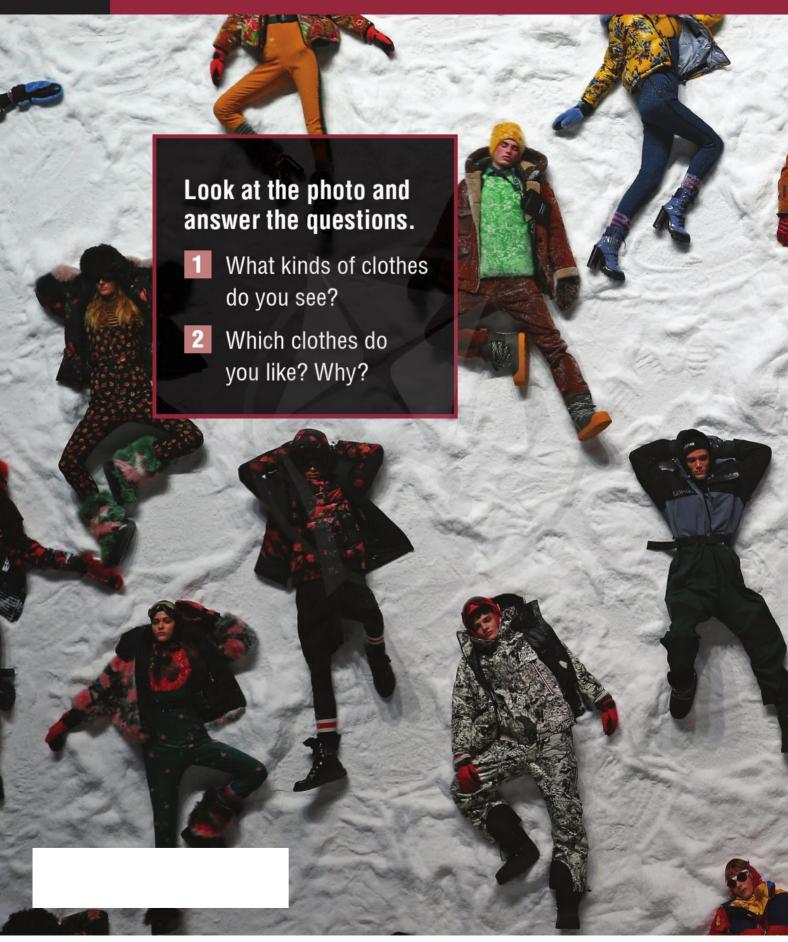
### Describe Future Trends

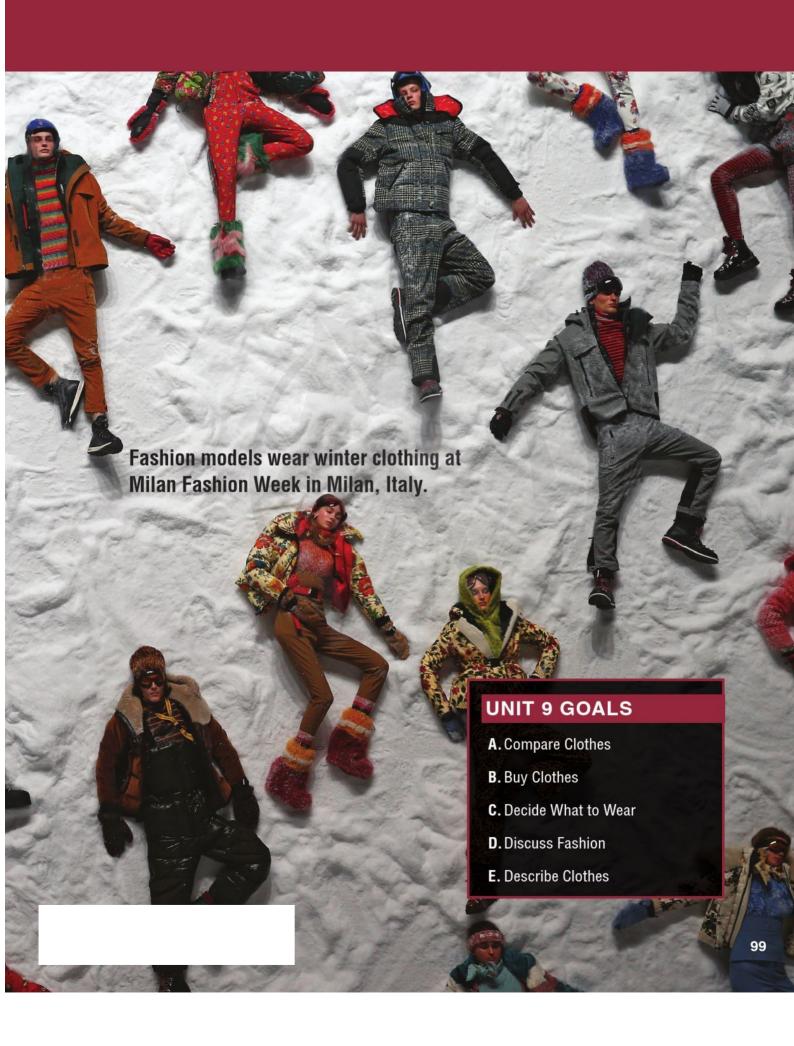
Look at the information about what classes students take and write a description of the future trends (120-150 words). Use the paragraph in **E** as a model. Share your description in pairs. Then discuss if you think these trends are true for your city.



Making Plans 97

# **Types of Clothing**





belt blouse cap coat gloves handbag hat jacket jeans pants shirt shoes skirt sneakers socks suit tie T-shirt

## Vocabulary

A In pairs, label the pictures with the words from the box.



В	You can use these adjectives to describe	e clothes. Match the opposites.
	1. beautiful	a. expensive
2	2. cheap	<b>b.</b> ugly
;	3. stylish, trendy	c. casual
4	<b>1.</b> light	d. old-fashioned
ļ	5. formal	e. tight
(	6. loose, comfortable	f. heavy
	Complete the sentences with the adjective discription adjective for some sentences.	ves from <b>B</b> . You can use more than one
	<ol> <li>It's going to be cold tomorrow. You sh sweater or a jacket.</li> </ol>	ould bring a warm,
2	2. You can't wear those	jeans to a job interview!
;	3. That's a very han	dbag! Where did you buy it?
4	<ol> <li>I work in a law office, so I always wea meet clients, like a suit.</li> </ol>	r something when
D	Ask and answer these questions in pairs	
	1. What adjectives describe the clothes	in the picture in <b>A</b> ?
	2. What clothes are you wearing today?	What adjectives describe them?

3. What types of clothes do you wear for special occasions? For example, a job

or a family party?

#### Grammar (See Grammar Reference pp. 156-157)

Adjectives with one syllable Add -er.	cheap	Machine-made hats are cheaper than handmade hats
Adjectives that end in -y (after a consonant) Change the -y to i and add -er.	pretty	I like that dress, but this one is <b>prettier</b> .
Adjectives with two or more syllables	beautiful	Eleanor is more beautiful than Eva.
Use more or less before the adjective.	formal	These suits are less formal than those.
V	good	Shopping in a store is <b>better than</b> shopping online.
Irregular comparatives	bad	My grades are worse than yours.

Complete the sentences. Use the comparative form of the adjectives in parentheses.

1	I like the green handbag,	but it is	(evnensive)	) than the brown one.
	Time the green handbag.	DUL IL 15	(exheligive	, man me brown one.

- 2. These jeans are \_\_\_\_\_ (nice) than my old ones.
- 3. These are stylish, but those black shoes are \_\_\_\_\_(good) for work.
- 4. This sweater is OK, but I need a \_\_\_\_\_ (warm) one for the winter.
- 5. I think the blue blouse is \_\_\_\_\_ (pretty) than the black one.
- - Danny: Can you help me? I have a job interview tomorrow, and I don't know what to wear.
    - **Edris:** Sure. This brown jacket is nice.
  - **Danny:** Yes, but this black suit is (1) \_\_\_\_\_. And it matches my shirt.
  - . Do you have a tie? Edris: Perfect! That's much (2)
  - Danny: I only have two. Black or blue?
    - Edris: The blue tie is (3) \_\_\_\_\_. What about shoes?
  - **Danny:** Well, I like these brown shoes, but my black ones are (4) \_
- Practice the conversation in pairs. Switch roles and practice again.
- Create and practice a new conversation comparing clothes. Start the conversation with: Can you help me? I have a party tomorrow, and I don't know what to wear.

#### **GOAL CHECK** Compare Clothes

In pairs, say sentences using comparative adjectives to compare the clothes:

- you and your partner are wearing today.
- · your mother or father usually wears with what you usually wear.
- you are wearing today and the clothes you wore yesterday.
- you wear for school or work and the clothes you wear on weekends.

Your shoes look more

My father wears more old-fashioned clothes.

#### Listening

- A \( \bigcap 47 \) Listen to a conversation in a clothing store. What is the man buying? What color does he choose?
- $oxed{\mathbb{B}} igwedge 47$  Listen again and answer the questions.
  - 1. Does he want formal or casual shoes?
  - 2. How many pairs of shoes does the man try on?
  - 3. What shoe size does the man usually wear?
  - 4. What shoe size does he choose?
  - **5.** How much are the brown shoes?
  - 6. How much are the white shoes?
  - 7. Does he pay with cash or by card?

#### PRONUNCIATION: Stressed and Unstressed Syllables

In spoken English, some syllables are stressed and some are unstressed. Unstressed syllables usually do not sound as loud as stressed ones. The vowels are also usually longer in stressed syllables.

- $\bigcirc$   $\bigcirc$   $\bigcirc$  48 Listen and underline the stressed syllables in these sentences.
  - 1. The skirt is cheaper than the shirt.
  - 2. The blue tie is nicer than the black one.
  - 3. Do you have a bigger size?
  - 4. These ones are smaller than those.
  - 5. This store is better.
  - **6.** The white shoes are more expensive than the brown ones.
- D \( \begin{aligned} \text{48} \] Listen again and repeat the sentences in **C**.

Casual shoes for everyday wear or sports are often called *sneakers*.



#### Communication

- Who said the questions and statements below? Write S (salesperson) or C (customer).
  - 1. Can I help you? 5
  - 2. I'd like to buy some blue shoes. C
  - 3. Do you have anything less formal?
  - 4. Can I try them on? \_\_\_
  - 5. What size are you? \_\_\_\_
  - 6. Do you have a bigger size? \_\_\_\_

- 7. Are they better? \_\_\_\_
- 8. How much are they? \_\_\_\_
- 9. Do you have anything less expensive? \_\_\_\_
- 10. What about these brown ones? \_
- 11. I'll take the blue ones.
- 12. Are you paying with cash or by card?

#### **SPEAKING STRATEGY**

#### Shopping

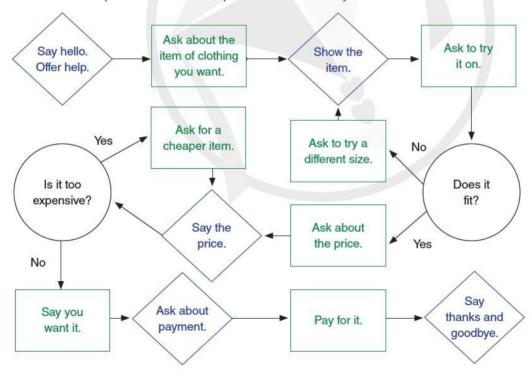
May / Can I help you? May / Can I try...? What about...? I'll take...

A7 Listen again and check your answers.

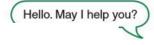
#### **GOAL CHECK** Buy Clothes

- 1. Look at the flowchart. You're going to make a new conversation. Decide:
  - what the salesperson should say for each situation in a blue diamond.
  - · what the customer should say for each situation in a green square.

Follow the steps below and use phrases from **E** or your own ideas.



2. Practice the conversation using the flowchart. Take turns being the salesperson and the customer. Repeat the conversation with different items of clothing.





#### **GOAL** Decide What to Wear



This woman's dress is made from tree bark.

#### **WORD FOCUS**

**synthetic materials** polyester, nylon, etc. **natural materials** cotton, wool, etc.

#### REAL LANGUAGE

My shirt is **made in** Italy. (made in + a country) It's **made from** cotton. (made from + material)

#### Language Expansion: Clothing Materials

- Read the article and answer the questions.
  - 1. What materials do the women use to make clothes?
  - 2. What type of clothing do people make with the materials?
  - 3. Is your country famous for a type of clothing? What is it made from?

#### **Traditional Material for Modern Clothes**

In the town of Masaka, Uganda, women make clothing materials from tree bark (the outer layer of a tree). Local people wear the clothes for special occasions and, now, modern clothing designers are starting to make fashionable clothes from the material.

Label the clothing materials.



Which of these clothes are usually made from the materials in **B**? You can say more than one material.

gloves	handbags	jeans	pants
shirts	shoes	socks	ties

**MY WORLD** Think about some of the clothes you are wearing today. What country are they made in? What material are they made from?

#### Grammar (See Grammar Reference pp. 157-158)

Superlatives		
Adjectives with one syllable Add -est.	cheap	Polyester is the cheapest material.
Adjectives that end in -y (after a consonant) Change the -y to i and add -est.	heavy	Leather is the heaviest material.
Adjectives with three or more syllables Use <i>most</i> before the adjective.	comfortable	I think silk is <b>the most comfortable</b> material.
Irregular superlatives	good bad	Wool is <b>the best</b> material for winter clothes. However, it's <b>the worst</b> in the summer because it's so hot!

_				
E	Complete the sentences.	Use the superlative t	form of the adjectives in	parentheses.

- \_\_\_\_\_(strong) belts are made from leather.
- 2. Which jacket is the \_\_\_\_\_ (warm)? The brown one, the red one, or the black one?
- 3. This store sells the \_\_\_\_\_ (traditional) suits for men.
- **4.** These Italian shirts are made from the \_\_\_\_\_ (good) cotton in the world.
- Write a sentence in your notebook for each of the pairs of adjectives in the box.

Wool is usually more expensive than cotton, but silk is the most expensive material.

	price	weight	warmth	texture
silk	++++	+	++	++++
wool	+++	++++	++++	+
cotton	++	+++	+++	+++
synthetic fiber	+	++	++	++

cheap / expensive light / heavy warm / cool rough / smooth

#### Conversation (Optional)

 $\bigcirc$   $\bigcirc$   $\bigcirc$   $\bigcirc$  Listen to two friends plan a weekend. What is Lindsay going to take?

**Pablo:** I don't know what to pack. What are you going to take?

**Lindsay:** Two T-shirts, some shorts, and my leather boots. Oh, and a pair of

wool socks to wear when I'm hiking.

Pablo: Is that all?

**Lindsay:** I'm also going to bring a warm sweater for the evenings. **Pablo:** Is that everything? I think it's going to rain on Saturday night.

**Lindsay:** Is it? Maybe I should take my raincoat as well.

Practice the conversation in pairs. Switch roles and practice it again.

#### SPEAKING STRATEGY

#### Checking and Suggesting

Is that all? What about...? Is that everything? What else?

#### **GOAL CHECK** Decide What to Wear

- 1. In small groups, choose one way to spend a weekend together.
- 2. Discuss which items of clothing you are going to take with you. You can only take six items each. Talk about the clothes and say

in a city with a great nightlife camping in the summer by the ocean in the winter

## GOAL Discuss Fashion

#### Reading ( 50 (Optional)

- A Look at the photo. Which country do you think the woman is from? What is she wearing?
- Read the article. Check your predictions in A and match the titles to paragraphs 1–3.
  - a. The modern lives of the "cholitas" \_\_\_\_\_
  - **b.** Women with a special style of clothing \_\_\_\_\_
  - c. International "chola" fashion \_\_\_\_\_
- Read the article again. Answer these questions.
  - 1. What was difficult for these women in the past? How are their lives different today?
  - 2. Why did Delphine Blast photograph some of the women?
  - 3. In which countries do people wear Eliana's clothes?
  - 4. Where did she show her clothes recently?
- Match the words in bold to the definitions.
  - 1. You might see women wearing unique clothing.
  - 2. This is the fashion of Aymaran women.
  - 3. She loved the style of the "cholitas" in the street.
  - 4. Many women ... want to wear these outfits.
  - a. popular type of clothes
  - **b.** sets of clothing (e.g., for a special occasion)
  - c. very different from others
  - d. a way of doing something (e.g., wearing certain clothes)

## **GOAL CHECK**

- **1.** Do you agree or disagree with each statement? Why? Write notes in your notebook.
  - 1. Bowler hats are popular in my country.
  - 2. People with stylish clothes are always rich.
  - 3. School uniforms are a good idea.
  - 4. Stylish shoes are better than comfortable ones.
  - 5. Men should always wear suits to work.
  - 6. Women spend more money on clothes than men.
  - 7. Fashion in the 20th century was better than it is now.
  - 8. Most people like shopping for clothes.
- 2. In groups, discuss the statements. Give your opinions

# Pride Through Fashion



- 1 If you visit the Andes regions of Bolivia, Peru, or Chile, you might see women wearing unique clothing: bowler hats, handmade shawls, and lots of jewelry. This is the fashion of Aymaran women. The Aymara are an **indigenous** group of people from the Andes mountains and Aymaran women's clothing is very different. Locally, these women are called "cholitas" with their "chola" fashion.
- 2 In the past, it was difficult for Aymaran women to get good jobs or an education. They often lived in poorer parts of the cities. But in modern Bolivia, this is changing. More and more Aymaran women go to school. They often get well-paid jobs, so they now have money to spend on more expensive clothes. When French photographer Delphine Blast visited La Paz, the capital of Bolivia, she loved the style of the cholitas, so she photographed some of these fashionably dressed women.
- 3 Eliana Paco Paredes is an Aymaran fashion designer, and she says that chola clothes are in fashion at the moment. She has a store in La Paz and sells the clothes to local people, and also internationally. "We dress many people in Peru, Argentina, Chile, Brazil, and some products we make go to Spain and Italy." Recently, Eliana showed her clothes at New York's Fashion Week, where they were very popular. "We're getting people to learn about what this clothing is, ... and many women outside of Bolivia want to wear these outfits."

**indigenous (adj)** coming to / living in a country before anyone else

#### Communication

- Discuss the questions as a class.
  - 1. Do you normally buy clothes in a store or online?
  - **2.** Are there other items that you normally buy online? For example, books, technology, or food? Why?
- B In pairs, write four sentences comparing shopping online with shopping in a store. Use these adjectives in the comparative form.

1.	safe	

- 2. quick \_\_\_\_\_
- cheap \_\_\_\_\_\_\_
   easy
- In pairs, discuss where these people should shop (online or in a store) and why. Then present your answers to the class and give your reasons.

	Online	In store
1. Jenny needs a new dress for her birthday party tonight.		
2. Hamadi lives in a small village, a long way from the city.		
3. Kenji isn't sure which smartphone to buy.		
4. Albert is 85 years old and can't walk very far.		
5. Rosa doesn't have a credit card.		
6. Mario hates waiting in line.		

#### Writing

These ads are from an app where people can buy and sell clothes. Do you ever use apps like this?



#### BEAUTIFUL SWEATER FOR SALE

Beautiful, gray and blue, wool sweater. It was made in Italy, and it's so soft and warm! I'm a size 8–10, so it would fit anyone around that size.

Price 220,000 đồng

Phone number: 02367154



#### WANT A NEW SWIMSUIT? CONTACT ME!

Large, new swimsuit.
I bought it last summer in Mexico, but I never wore it! It is made out of nylon.

Price 150,000 đồng

Contact information: phone number: 01635633 (Minh); email: minh@abc.com



## SNEAKERS FOR SALE CHEAP PRICE, HIGH QUALITY!

Comfortable, gray sneakers in great condition! They're perfect for everyday wear and they're very fashionable.

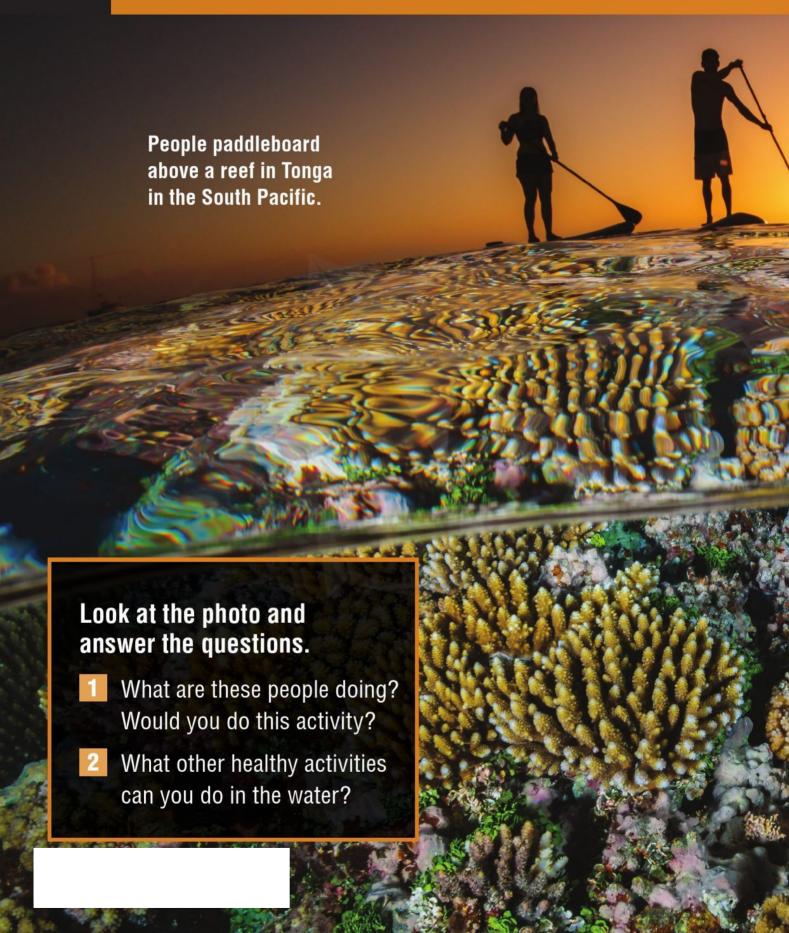
Price 280,000 đồng

Phone number: 08382674 (office hours only) (Scott Nunan)

🖪 Read the	ads. Che	ck (🗸) the	informati	ion that is	in each	one.		REAL L	ANGUAGE
<ol> <li>The seller's opinion</li> <li>Size</li> <li>Age</li> <li>Color</li> <li>Where it was made</li> <li>Materials</li> </ol>		Sw [ [ [ [	Sweater Swimsuit Sneakers  Sweater Swimsuit Sneakers  Sweater Swimsuit Sneakers			We often give our opinion using adjectives:  I have a beautiful sweater. = In my opinion, the sweate is beautiful.			
WRITING SI	KILLS: D	escribing (	Objects, A	Adjective (	Order, a	nd Punctua	tion		
Describing ( When you de It's / The Adjective Or When you us	scribe obj y're made rder	in (Italy).	It's / The	ey're perfe	ct for (jog	ging). It'		o / very (comfo	rtable).
Opinion	Size	Shape	Age	Color		Origin	Material	Purpose	Object
beautiful	782		4-1	blue		Italian			sweater
	small	round						swimming	glasses
18 27 27 27	large		new	4. 1/5			cotton	-	shorts
comfortable				red and	black	1	AL		sneakers
Punctuation Use commas		the adjectiv	ves: <i>It's a</i>	beautiful, b	olack, Itali	ian sweater.			
the win  2. I bough wore it  3. I have to \$25 or  4. (Indone For every 5. Buy no children)	e! A (blace ter. nt this (Italian once! two (leath 2 for \$40 esian / sill ery well-di w! Five pen's socks.	ck   warm   lian   stylis ner   browr ! k   high-qu ressed ma airs of (co	wool) sh) n   new) _ uality) an. tton   red	and greei	n)s	hat. It's puit 6 month handba	s ago and I		
<ul> <li>GOAL CHECK Describe Clothes</li> <li>1. Write three ads (120–150 words) to sell items of clothing or other objects (e.g., a bicycle, phone, etc.).</li> </ul>									

ssroom and read what your classmates want to sell. n their adjectives in the correct order.

# Lifestyles





## **GOAL** Discuss Healthy and Unhealthy Habits

#### Vocabulary



Noura has a healthy lifestyle. She's in good shape because she works out at the gym and rides her bike to school every day. She eats healthy food, like fresh fruit and vegetables.



Robert doesn't have a good lifestyle. He's in bad shape because he never gets any exercise. He eats too much junk food and no fruit or vegetables, so he gets sick a lot.

A (	Complete the sentences with the words in	n blu	e.
1	. I need to exercise more. I'm		
2	. Helen doesn't have a		diet. She eats a lot of junk food.
3	3. I have a healthy	I dor	i't smoke and I get regular exercise.
4	I. I need to change my diet. I eat too mu	ıch _	
5	Jane is feeling much healthier. She like vegetables and fruit. Soon she'll b		
	Are these activities healthy or unhealthy? he table below.	Wri	te the numbers for the activities in
1	. Ride a bike to work	6.	Sunbathe all day
2	2. Smoke	7.	Eat lots of fruit and vegetables
3	3. Watch too much TV	8.	Drink too much coffee
4	. Drink enough water	9.	Take the stairs
5	Get 8 hours of sleep every night	10.	Work very long hours

Healthy	Unhealthy
1,	2,

In groups, think of two more examples of healthy activities and two more examples activities. Write them in the table in **B** and compare with the class.

#### Grammar (See Grammar Reference p. 158)

Reported Speech – Statements					
Direct Speech	Reported Speech				
Tony: "I want to drink some coffee."	Tony said (that) he <b>wanted</b> to drink some coffee.				
"My cousin is watching TV now," Lan said.	Lan said (that) her cousin was watching TV at that moment.				
Nam: "I will work out at the gym tomorrow."	Nam added (that) he would work out at the gym the next day.				

- Turn the following sentences into reported speech.
- 1. Beatrice: "My brother doesn't feel happy at work." → Beatrice said that \_\_\_
- 2. Nam: "I'm on the school soccer team." → Nam said that \_
- 3. Arata and John: "We need to relax more." → Arata and John believed that
- 4. Jack: "I will call you next week." 

  → Jack told Susan that \_
- 5. Hung: "He's walking to school now." → Hung said that
- Correct the errors in the reported speech in column B.

A – Direct Speech	B – Reported Speech
1. "I'm in good shape," Elena said.	Elena said that I was in good shape.
2. "My sister is drinking orange juice," Trúc said.	Trúc said that her sister is drinking orange juice.
3. "I will work very long hours tomorrow," John decided.	John decided that he would work very long hours tomorrow.
4. "I'm planning to change my diet," Stephen explained.	Stephen explained that he is planning to change his diet.
5. "You need to see the doctor immediately!" Clark said.	Clark said that I need to see the doctor immediately.

#### Conversation

Listen to the conversation. What advice does Faisal give?

**Alex:** I feel so tired all the time. I don't have any energy. What should I do?

Faisal: Do you get eight hours of sleep every night?

Alex: Yes, I do. In fact, I usually sleep longer than that!

Faisal: Well, you could get more exercise.

Alex: Like what?

Faisal: You could work out at the gym.

Alex: But I don't have time. I'm too busy.

Faisal: Really? How do you get to work in the morning?

**Alex:** I drive my car, of course.

Faisal: Why?! It's only a mile to your office. You should walk or ride a bike.

Practice the conversation in pairs. Switch roles and practice it again.

#### **GOAL CHECK** Discuss Healthy and Unhealthy Habits

In pairs ask Do you 2 questions about the activities in B. out your partner's habits.

We use like what? to ask for an example. We can use like to give an example.

Trang: Do you get eight hours of sleep every night?

Nam: No, I don't.

Trang: Nam said that he didn't get eight hours of sleep every night.

#### **GOAL** Give Advice on Healthy Habits



Ben



Beata



Kim

#### Listening

A Look at the photos. Guess who is healthy or unhealthy. Rank the people's lifestyles from healthy to unhealthy.

# Healthy lifestyle Unhealthy lifestyle

	Ben	Beata	Kim
Exercise	goes to the gym on Sundays.	goes	works in her
Food and diet	often has a hamburger or	eats a big breakfast of foods.	eats a lot of, vegetables, fish and other seafood.
Unhealthy habit	:	eats a lot of and stays up late watching TV.	drinks all day.

#### Grammar

#### Have to for Very Strong Advice

You **have to** drink more water. Use *have to* to give very strong advice or express obligations. I don't have to get up early today because it's the weekend.

Use don't have to to mean There's no need to do something. (I don't need to get up early today.)

- Write advice for the following situations, using have to. Then tell a partner your advice.
  - 1. Tell your sister to stop smoking.
  - 2. Tell your father to go on a diet.
  - 3. Tell your friend to stop watching so much TV.
  - 4. Tell your brother to get more exercise.
  - 5. Tell your mother to get more sleep.

#### PRONUNCIATION: Weak Form of have to

When talking about obligation, people often reduce and connect the words *have to*. Have to sounds like *hafta* when this happens: /hæv tu/ → /hæftə/.

Listen to each sentence two times. Notice the pronunciation of have to and repeat the sentences.

I have to meet clients. I often have to grab a hamburger. p smoking.

Listen to the sentences and check (√) Strong Form or Weak Form.

	Strong Form	Weak Form
1. I have to drink less coffee.		
2. They have to go to the gym.		
3. We have to eat more healthy food.		
4. You have to lose weight.		
5. Meg and Yuki have to work late.		

[ In pairs, take turns saying the sentences in **D** with the strong or weak form of have to. Your partner will say if you are using the strong or weak form.

Do you play computer games?

Yes, I do.

Conversation (Optional)

How many hours a day do you play?

Two hours!

Answer the guestions for yourself. Then survey two classmates.

Lifestyle Choices	Me		Classma Name_		Classma Name _	
Do you play computer games?	Yes → No	hour(s) a day	Yes → No	hour(s) a day	Yes → No	hour(s) a day
Do you eat fresh vegetables?	Yes → No	a day	Yes → No	a day	Yes → No	a day
Do you spend time on social media?	Yes → No	hour(s) a day	Yes → No	hour(s) a day	Yes → No	hour(s) a day
Do you work out most days?	Yes → No	hour(s) a day	Yes → No	hour(s) a day	Yes → No	hour(s) a day
Do you drink coffee or tea every day?	Yes → No	cup(s) a day	Yes → No	cup(s) a day	Yes → No	cup(s) a day
Do you eat sugary foods and drinks?	Yes → No	a day	Yes → No	a day	Yes → No	a day
Your own questions:?	Yes → No	a day	Yes → No	a day	Yes → No	a day

### **GOAL CHECK** Give Advice on Healthy Habits

What advice would you give to these people? Discuss in pairs.

- 1. Daisy wants to lose weight.
- 2. Peter wants to be on the swim team.
- 3. Natasha usually stays up late.
- **4.** Thủy needs some money.

rades.

Daisy wants to lose weight.

She has to get exercise.

She has to go to the gym at least twice a week.

#### Language Expansion: Compound Adjectives

 $\Lambda$  Read the news report. In 2018, which country was the happiest in the world?

The World Happiness Report uses information from 156 countries to decide which country is the happiest in the world. People in these countries are the most stress-free and the least overworked. In 2018, Finland was number one.

- a. working too much
- b. delicious
- c. without worries or problems
- d. not high in calories
- e. making you happy
- f. produced in your own garden
- q. all your life
- h. not made in a factory

The city of Porvoo, Finland. How do you think a place like this is stress-free?

- Look at the compound adjectives above in blue. Compound adjectives have two words joined together. What are the two words in each compound adjective?
- Match the compound adjectives to their meanings in the box.
  - 1. mouthwatering \_\_\_b
  - 2. homemade \_\_\_\_\_
  - 3. heartwarming \_\_\_\_
  - **4.** lifelong \_\_\_\_\_
- 5. stress-free \_\_\_\_\_
- 6. homegrown \_\_\_\_

  - 8. low-calorie \_\_\_\_
- Complete the sentences. Use adjectives from C.
  - 1. Kevin and I went to kindergarten together. We are \_\_\_\_\_ friends.
  - 2. When I was a child, my father had a vegetable garden. We ate lots of \_\_\_\_\_ fruit and vegetables.
  - 3. I have to work long hours, and I'm always tired. I think I am \_\_\_\_\_
  - 4. My grandmother makes the best \_\_\_\_\_ chicken soup in the world! It's absolutely \_\_\_\_\_
- MY WORLD Choose three compound adjectives in C and write sentences with the adjectives about your lifestyle.



#### Grammar (See Grammar Reference pp. 158-159)

orted Speech			
"Can I tell you a secret?" Hoa asked Minh.  Hoa asked Minh if she could tell him a secret.  He asked me, "Do you work out most days?  He asked me whether I worked out most days.			
sked the little girl how old her father <b>was</b> . asked me how much exercise I <b>got</b> . asked Nam why he <b>was</b> so late.			
as			

Complete the sentences.

Direct Speech	Reported Speech
1. Mike said to me, "Where do you come from?"	Mike asked me
2. "How many hours do you work a week?" he asked me.	He asked me
<b>3.</b> "When?" he asked me.	He asked me when the train arrived.
4. She asked Long, "Do you spend time on social media?"	She asked Long
<b>5.</b> "?" she asked me.	She asked me if I ate fresh vegetables.

Make Yes / No questions and Wh- questions about your lifestyles. In pairs, turn the questions into reported speech.

#### Conversation (Optional)

 $\bigcap$  55 Listen to the conversation. Did Greg have a healthy lifestyle? What about Troy?

**Troy:** Hi, Greg. Rosie asked if we would like to join her graduation party this Saturday.

Greg: I'd love to, but I can't. My grandpa needs a hand for his garden this weekend.

**Troy:** Oh, you know, she also asked me if we could help decorate for her party on Friday.

**Greg:** OK, I will come to give her a hand after exercising.

**Troy:** How often do you exercise?

Greg: I work out at the gym almost every weekday and ride my bike to my grandparents' house about twice a week.

**Troy:** That's why you're always in good shape. How many hours a week do you work out?

Greg: Around 10 hours. You should get more exercise, too, Troy.

**Troy:** Oh, I love football. I usually stay up until 3 in the morning to watch my favorite team. My mom often asks me why I didn't try out for the football team. It's a great idea,

but I'd rather watch it than play it.

#### **SPEAKING STRATEGY**

#### Approximation

When you don't know the exact answer, use approximation language.

About twice a week. Around 10 hours.

Almost every weekday.

Lan: Nga, how much exercise do you get a week?

#### Nga: Not much because of my study schedule. I go to the gym about once a month.

Hoa: Lan asked Nga how much exercise she got a week.

### **GOAL CHECK** Talk about Lifestyles

- 1. Write three questions to ask your classmates about their lifestyles.
- 2 Interview classmates with your questions.

ing the questions the groups made into reported speech.

Lifestyles 117

## D

#### **GOAL** Discuss the Importance of Sleep

#### 

- Do you often look at a screen (e.g., a phone or laptop) before you go to sleep? Do you think it's bad for your health? Why?
- Read the article. Match the title to each paragraph.
  - a. A twenty-first century problem
  - b. The problem of light and screens
  - c. Why do we need to sleep?
- C Read again. Answer each question. Circle Yes, No, or Doesn't say.

1.	Is sleep good for our health?	Yes	No	Doesn't say
2.	Do we study and work better with eight hours of sleep?	Yes	No	Doesn't say
3.	Do Americans sleep less than people of other nationalities?	Yes	No	Doesn't say
4.	Does the movement of the sun affect our natural clock?	Yes	No	Doesn't say
5.	Does blue light affect our sleep?	Yes	No	Doesn't say
6.	Should we check our phones before we sleep?	Yes	No	Doesn't say

Doesn't say

D Complete this summary using the words from the article.

7. Does the writer think we will take Yes

the advice of medical experts?

Sleep is good for physical	and (1) ment	al health. It helps stop
(2) and keeps u	us healthy. We	also study and work
(3) when we sle	ep for (4)	hours. But in the
twenty-first century, we are	en't getting eno	ugh sleep. One reason
is that we stay up (5)	or (6)	all night. Another
reason is that (7)	_ light from scre	eens keeps us awake.
As a result, medical experi	ts advise us to	stop looking at screens
(8) hour before I	bed.	

## **✓** GOAL CHECK

In groups, prepare a presentation called "Why sleep is good for you."

- **1.** List all the reasons why sleep is good for you. Use ideas from the article and add two of your own ideas.
- **2.** Join another group and take turns giving your presentation. Did you give similar reasons? What was different?





# The Need for Sleep

Why do we sleep? One thing we do know is that it's good for our physical and mental health. Physically, sleep helps prevent sickness and keeps our body healthy. Mentally, we study and work better when we sleep for about eight hours the previous night.

In this century, lack of sleep is becoming a big problem. The average American sleeps less than seven hours a night—that's two hours less than a century ago. Our modern 24-hour-day lifestyle means that more and more of us are working at different times of the day—and night. We often stay up late into the night, and some of us even work all night and sleep during the day. This is a problem because our body's natural clock is connected with the movement of the sun. If we don't sleep at night for long periods, it can be bad for our health.

But perhaps the biggest problem comes from electric lights and screens. Modern cities use bright LED lights through the night, which changes the way we sleep. In addition, the screens of our computers, tablets, and smartphones all send out blue light. The bluer and brighter the light, the more difficult it is to get tired and go to sleep. As a result, some medical experts suggest that we shouldn't watch more than two hours of television per day, and that we should stop looking at screens (including phones) one hour before we go to bed. But how many of us will take this advice?

lack (adj) not enough (of something) stay up (phrasal verb) not go to bed

### **GOAL** Explain Healthy Activities

#### Communication

△ ↑ 57 Listen to three pieces of music. Check (✓) the adjectives to describe your feelings about the music and write your own words.

	Нарру	Relaxed	Stressed	Excited	Bored	Positive	Your words
1.							
2.							
3.							

Dancing

Drawing or painting

Gardening

Jogging

Listening to music

Playing video games

Singing karaoke

Walking in a park

Watching TV

Read about Valorie Salimpoor and answer the questions.

Valorie Salimpoor is a neuroscientist. One day, Valorie was in her car and felt unhappy. Then, suddenly there was some classical music on the radio. Immediately, she felt much better and she wanted to understand why. Valorie started to study what happens to the brain when people listen to different types of music. With her evidence, she thinks music can be good for our mental health because "it's really an exercise for your whole brain."

- 1. How did she feel one day? What happened?
- 2. From her research, what does she think about music?
- MY WORLD Do you agree with Valorie's ideas about music? What types of music make you feel better?
- In pairs, discuss which of the activities in the box to the left are good for your mental health. Give reasons. Do you think any of these activities are bad for your mental health? Compare your ideas in small groups.



#### Writing

Read the paragraph about a student's hobbies and answer the questions.

I love dancing because it's good for my physical and mental health. First, dancing keeps me in good shape because I have to move around a lot. By swinging my legs or shaking my body, I can burn a lot of calories and lose weight. In addition, dancing is a social activity: When joining a dance class, I can make friends with people who share the same hobbies and enjoy happy moments with them. Also, to learn new dances, I have to memorize them and use my brain. Scientists have found that the areas of the brain that control memory and skills, such as planning and organizing, improve with dance activities. I think everyone should go dancing to be healthy.

- 1. What is her hobby?
- 2. Why is it good for her physical health?
- 3. Why is it good for her mental health?
- 🔁 Read the information about paragraph structure. Then find the topic sentence, supporting sentences, and concluding sentence in the paragraph in E.

#### WRITING SKILLS: Paragraph Structure

- **Topic sentence** The first sentence is about the main subject of your paragraph. Useful phrases: I like ... because ..., / I think ..., / In my opinion, ... Supporting sentences → Add two or three sentences to give more information and reasons for your opinion. They should support your topic. Useful phrases: Firstly, / First, / First of all, / Secondly, / Second, / Also, / In addition, Not all paragraphs have this sentence, but sometimes it's useful because it Concluding sentence → summarizes the main ideas. Useful phrases: To conclude, / In conclusion, / To sum up, I think...
- Make a new paragraph. Put these sentences in the correct order from 1 to 5.
  - \_\_\_ In addition, when I grow my own vegetables, I eat healthy food. Using homegrown vegetables as cooking ingredients is a great way to get protein, vitamins, and fiber.
  - Third, I spend time outside with nature, so it's stress-free and very relaxing. Outdoor activities like gardening are a perfect way to improve my mood and increase my ability to focus on the positive aspects of life.
  - \_ In my free time, I like gardening because it's good for my physical and mental health.
  - First, I have to move around a lot, so it's good exercise. When I remove weeds or reach for various plants and tools, my muscles work and become stronger.
  - To sum up, I think gardening is great for my body and my brain.

## **GOAL CHECK** Explain Healthy Activities

- 1. Plan a paragraph (120–150 words) about a healthy hobby or activity. Make notes and list the different reasons why it is good for your health.
- 2. Write your paragraph using your notes.
- 3. Exchange your paragraph with a partner. Does your partner's paragraph have:
  - · a topic sentence?
  - · supporting sentences?
  - a concluding sentence?

# **Achievements**





#### Vocabulary

A Label the photos with the chores from the box.

buy the groceries take out the trash

clean your room vacuum the floor

clean the car walk the dog

cook dinner wash the dishes

#### WORD FOCUS

Clean is used for different chores around the house: clean your room / the car / the floor







1. \_











4

5.









8.

B	Categorize the chores in A next to the comments below. You can use the same
	chore more than once.

- 1. "These chores are easy."
- 2. "These chores are boring."
- 3. "I often do these chores." \_\_\_\_\_
- 4. "I never do these chores."
- In pairs, compare your answers in B. For the chores in item 4, say who does those chores in your house.

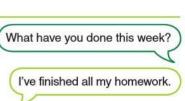
I often wash the dishes. I never cook dinner. My parents do.

#### Grammar (See Grammar Reference p. 159)

Present Perf	ect		
Affirmative Sta	tements	I have finished my homework. / He has finished his homework.	
Negative State	ements	I haven't cooked dinner. / She hasn't cooked dinner.	
Yes / No Ques	tions	Have you washed the dishes? / Has he washed the dishes?	
Short Answers	•	Yes, I <b>have</b> . / Yes, he <b>has</b> . No, I <b>haven't</b> . / No, she <b>hasn't</b> .	
Wh- Questions	3	What have you done today?	
75	92	t with have / has + past participle. We can use the present perfect actions in the past, but without saying when they happened.	(like the simple past)
Past Participle	S		
Regular verbs	end in -ed	d: walk → walked, clean → cleaned	
Irregular verbs	have irre	gular past participles: <i>cut</i> → <i>cut</i> , <i>buy</i> → <i>bought</i>	
things they	have dor	onversation between a mother and daughter. Check ( ) the ne. Put an (X) for the things they haven't done.	
1. 🗸 wal	k the dog	<b>3.</b> ☐ finish homework <b>5.</b> ☐ cook dinner	
2. uac	uum the t	floor 4. buy some groceries	
E ∩ 58 Cor your answe		e conversation with the present perfect. Then listen and check	
1859			
		I'm home.	
	Hi, Mom		
		you (walk) the dog?	
		) And I (3) (vacuum) the floor	•
Mom:		ful! (4) you (finish) your	
-	homewo		
Lyn:		I'm going to do it now.	
Mom:		you hungry? I bought some groceries, so I'm going to	
70000	cook dir	iner.	
Lyn:	Great!		Have you walked
F Practice th	e conver	sation in pairs. Switch roles and practice it again.	the dog?
	turns asl	in <b>A</b> . Pick four chores and put a check ( ) next to them. In king and answering questions about the chores. Say you've checks.	Yes, I have.
<b>✓</b> GO	AL CH	IECK Talk about Responsibilities	t have you done this week?

1. Make a list of chores or activities you have done this week.

es and activities you have done this week.



#### **GOAL** Interview for a Job

#### NEEDED URGENTLY!

#### **TOUR GUIDE**

The Indonesian Islands

We are looking for a person with good English communication skills and the ability to manage groups of people. Experience in giving tours is an advantage, but not essential (training provided). Driver's license is necessary.

#### Listening

A Read the job ad. What is the job? What skills do you need for the job?

B ∩ 59 Read the questions. Then listen to two interviews and check (✓) the questions you hear. You will hear two questions in both interviews. One question is not asked in either.

	1	2
1. Have you graduated from college?		
2. Have you ever traveled abroad?		
3. What is the most interesting place you've visited?		
4. Have you worked with customers?		
5. Have you worked as a tour guide?		
<b>6.</b> Who is the most interesting person you have met?		
7. Have you taken any English language exams?		
8. Have you ever managed a group of people?		
9. Have you passed your driving test?		

C \(\cappa \) 59 Listen again and write notes in the table about each topic.

	Ms. Harmon	Mr. Liu
Subjects in college		
Travel and places visited		
Experience as a tour guide		
Driver's license		/
Experience with groups		

Bromo Tengger Semeru National Park, on the island of Java, is one of the most famous landmarks in Indonesia.



- D Who should get the job? Discuss in pairs.

PRONUNCIATION:	Weak Forms of have		
Strong Form Weak Form			
I have	l've – /aɪv/		
have you	/hæv jə/		
you have	you've – /juv/		
has he	/hæz i/		
she has	she's - /∫iz/		

Check (✓) the correct column.

	Strong Form	Weak Form
1. I have studied English and history.		
2. She has worked as a tour guide.		8
3. He has managed people.		
4. She has passed her driving test.		
5. Has he coached a team?		
6. Have you ever traveled abroad?		

In pairs, take turns saying a sentence in F with the strong form or weak form of the have / has. Can your partner say which form you used?

#### SPEAKING STRATEGY

#### Job Interviews

Thank you for coming to the interview. Let's begin. Now, a practical question: Have you ...? Great. / That's interestina. One last question... We'll contact you next Tuesday.

#### **GOAL CHECK** Interview for a Job

You are going to role play two interviews using the ads below. In the first interview, Student A is the interviewer and Student B is the interviewee. Change roles for the second interview. Before each interview, pick an ad together and prepare a list of ten questions for your partner. You can use some of the questions in B, as well as your own.

#### = WANTED =

#### **Summer School Assistant**

A summer school is looking for a person to help the manager. The children are between 7 and 13 years old. Experience with children is necessary. An interest in playing team sports and games is an advantage.

Have you worked with children?

#### Clothing Store Associate

A clothing store needs an associate to help with customers. We are looking for a friendly person with good communication skills. Experience working at a store is not necessary (training is provided). An interest in clothes and fashion is an advantage.

Yes, I have. I coached a baseball team.

#### Language Expansion: Personal Achievements

Read about Mac Đĩnh Chi. What did he achieve?



Mạc Đĩnh Chi was a poor boy from a small village in Việt Nam during the Trần Dynasty. When he was studying in his hometown, he could not afford an oil lamp to read books at night. Therefore, he put fireflies into eggshells and used their light to read the pages. With great dedication, he became a leading scholar in the village and later passed the palace examination as the highest-scoring graduate in 1304.

get a scholarship graduate from high school / college learn a language pass your driving test run a marathon travel abroad B Label the pictures with the achievements from the box.





2



3



.





6

In groups, discuss the achievements in **B**. Rank them from 1 to 6 and give reasons. (1 = most difficult to achieve, 6 = easiest to achieve.)

#### Grammar (See Grammar Reference pp. 159-160)

#### Simple Past and Past Continuous with when and while

An action interrupting another action in the past

While she was studying in high school, she won a scholarship.

They were running a marathon when I arrived at their school.

I first met my best friend while I was traveling abroad a few years ago.

Two actions happening at the same time in the past

While I was learning English, he was preparing for his driving test.

We weren't chatting when the teacher came into the classroom.

David wasn't watching TV while his mom was cooking dinner for the family. He was helping her.

Was she doing her math homework when she heard a loud noise?

Yes, **she was**. No, **she wasn't**. Yes, **we were**. No, **we weren't**.

**Were** you **listening** to the teacher *while* she **was explaining** the math problem?

Use the past continuous to talk about actions in progress at a specific time in the past. imple to talk about short, completed actions.

- Underline the correct words to complete the sentences.
  - 1. What were you trying to tell me when we bought / were buying the groceries?
  - 2. I found these photos while I arranged / was arranging some English books on the shelf.
  - 3. The teacher was explaining the lesson when he dropped / was dropping the microphone.
  - 4. We ran / were running a marathon in Hô Chí Minh City when we met an old friend.
  - 5. While Nam was giving his best friend some tips to pass the driving test, we waited / were waiting patiently outside.
- Complete the sentences. Use your own ideas.
  - 1. I was learning English while \_\_\_\_\_ \_\_\_ when the band started their first song. 2. | was 3. She was traveling abroad when \_\_\_
  - \_\_ when one of them decided to leave the team.
  - while Minh was preparing for his poster presentation. **5.** We

#### Conversation (Optional)

Alfredo: Hi, Pete. Last Friday, there was a fire drill at our school. Did you hear about that?

**Pete:** Oh, yes! I was preparing for the presentation with my friends when the alarm went off.

Alfredo: Oh, really? I didn't know that. Was Alice with you at that time?

Pete: Yes, of course. While I was working with my group, she was talking to the teacher.

**Alfredo:** It seems everybody in the class was there except me.

**Pete:** Why? Where were you?

Alfredo: I was running in the school marathon on Fifth Avenue.

**Pete:** Oh, I remember. You represented our class in the marathon. Did you win?

Alfredo: Yes, I did. Look at my medal!

Pete: Congratulations! I'm so proud of you!

G Practice the conversation in pairs. Switch roles and practice it again.

Change the underlined words and practice the conversation again.

#### SPEAKING STRATEGY

#### **Showing Surprise** or Interest

Oh my goodness!

Wow!

What a wonderful

surprise! Really? I really didn't expect that! Are you serious? Tell me more!

That's shocking!

#### **GOAL CHECK** Describe Past Actions

- 1. Interview your partner.
- 2. Ask What were you doing when / while ...?

What were you doing when the teacher asked you to help her this morning?

I was talking to Nhu.

What were you doing while we were playing football during the break yesterday?

I was trying to explain a math problem to Minh.

# GOAL Women's Achievements

#### Reading (A 63 (Optional)

- In groups, try to answer the questions about "famous firsts".
  Do you know any other famous firsts in history or in your country?
  - 1. Who was the first person to win two Nobel Prizes in two different sciences?
    - a. Yuri Gagarin
- **b.** Neil Armstrong
- c. Marie Curie
- 2. Who was the first female musician to sell more than 300 million records?
  - a. Beyoncé
- **b.** Madonna
- c. Taylor Swift
- **3.** Who was the first Vietnamese swimmer to break eight records at the 28<sup>th</sup> Southeast Asian (SEA) Games in Singapore?
  - a. Nguyễn Thị Ánh Viên b. Nguyễn Huy Hoàng c. Hoàng Quý Phước
- Look at the photos and the title of the newsletter. Write five words you expect to read in the article. Compare in pairs.
- Read the newsletter and answer the questions.
  - 1. Check your words in B. Are they in the newsletter?
  - 2. Whose achievements are the most impressive? Why?
- Read the newsletter. What do the following words refer to?
  - 1. they (paragraph 1)
  - 2. the country (paragraph 2)
  - 3. it (paragraph 3)
- Read the newsletter. Circle T for true and F for false.
  - 1. There were no female rulers in Viêt Nam before the year of 40 A.D. T
  - There are more educated Vietnamese women today than in the Trung sisters' time.
  - 3. The Nữ Giới Chung was the first newspaper in Việt Nam.
  - 4. Phùng Thi Điềm worked as a dentist before she became a sculptor. T F
  - 5. Phùng Thị Điềm's contributions were internationally recognized. T
- Match the words from the article to the definitions.
  - **1.** to master \_\_\_\_\_
- a. the leader of a country
- **2.** ruler \_\_\_\_\_
- **b.** learn how to do something well
- 3. patriotic \_\_\_\_\_
- c. officially listed
- 4. registered \_\_\_\_\_
- **d.** showing love for one's country

## GOAL CHECK

- 1. Think of other women with great achievements. Write five sentences about them.
- In groups, discuss the following statement. Give your opinions with reasons for your answer.

Women can be as successful as men in any field or profession.

# Vietnamese Women's Achievements

Women have always played an important role in Việt Nam's history. Some fight for their country, some inspire others, and some make positive changes to society.



Trung Trác and Trung Nhị are examples of women who fought for their country's freedom. Known in Vietnamese as "Hai Bà Trung", the Trung sisters successfully led their people to fight against invaders in 40 A.D. After their victory, they ruled the country for three years. As the first female rulers, the Trung sisters have become examples of the patriotic Vietnamese women. This is significant because Vietnamese women had little access to education and politics at the time.

**Sương Nguyệt Anh** is another example. As the daughter of the patriotic poet Nguyễn Đình Chiểu, she mastered literature from a very young age. She worked as a teacher before becoming the editor-in-chief of the *Nữ Giới Chung*, the first women's newspaper in Sài Gòn, in 1918. Being the first female editor in Việt Nam, Nguyệt Anh made great contributions to the press, feminism, and poetry of the country.





A third example is **Điểm Phùng Thị**. She graduated from Hà Nội Medical University in 1946 and got a PhD in dentistry in France eight years later. When working as a dentist, she fell in love with sculpture and started practicing <u>it</u>. Later, she held several exhibitions around Europe with artworks about her homeland's people. She became the first female Vietnamese member of the European Academy of Arts and Sciences in 1992 and her name was registered in the Larousse Dictionary of Painters.

achievement (n) something difficult that you have succeeded in doing editor-in-chief (n) leader of a publication who is in charge of the content



A Vietnamese woman wearing áo dài at Mũi Né

#### Communication

- A Have you ever written a resume for a job or completed an application form for school? What information did you include?
- In groups, look at the advice for writing a resume. Discuss if each statement is true (T) or false (F) in your country and give reasons.

1.	Write about every school you have been to.	T	F
2.	List all your work experience (starting with the most recent job).	T	F
3.	Include a photo.	T	F
4.	Add information about your hobbies.	T	F
5.	Always write in full sentences.	Т	F
6.	Give two references for people who know you well.	T	F
7.	Use a simple and clear computer font.	T	F
8.	Use lots of different colors.	Т	F

In pairs, discuss Tina's resume. Does she follow your advice in **B**? What information is missing?

#### Tina H. Nguyễn

#### Personal details

Nationality: Vietnamese and American

Address: Apartment 5, 109 Parkway Avenue, San Francisco, CA, USA

Email: tina\_nguyen@troy.edu.us
Date of birth: 27 July, 2006

#### Education

2021 - Present Student, Troy High School

2017 – 2021 Student, Ngô Sĩ Liên Secondary School

#### Work experience

August, 2021-Present Part-time server in a coffee shop

June–August, 2021 Volunteer in the green summer campaign teaching

children ages 6 to 9

#### Skills

Languages: Vietnamese, English, French Computers: Word, PowerPoint, and Photoshop

California driver's license

#### Interests

Member of the school soccer team and sailing club

Taking photos of nature and making videos

#### Reference

Ms. Susan Floyd, science teacher, Troy High School

#### Writing

#### WRITING SKILLS: Checking your Resume

Check the information in your resume before you send it. Also check for mistakes with your spelling and capital letters.

_			
People often spell these resume in C and check	THE RESERVE OF THE PROPERTY OF		nese words in the
2. detales	personnal  details  adress  experiance  and check (/) the ty	<ul> <li>5. buisness</li> <li>6. childen</li> <li>7. license</li> <li>8. intrests</li> </ul>	business  children  lisense  interests  eed a capital letter.
<ol> <li>First name, middle ini and last name</li> <li>Nationality and count</li> <li>Cities and streets</li> <li>Months</li> </ol>	try	<ul><li>5. Seasons</li><li>6. Qualifications an</li><li>7. Languages</li><li>8. Names of sports</li><li>9. Titles of people</li></ul>	
Circle five spelling mista this description.  My name's Robert daws from sydney Univercity, my intrests are Soccer a	son and I'm australi and I have experia	an. I have a degree	in Buisness Studys



## **GOAL CHECK** Write a Resume

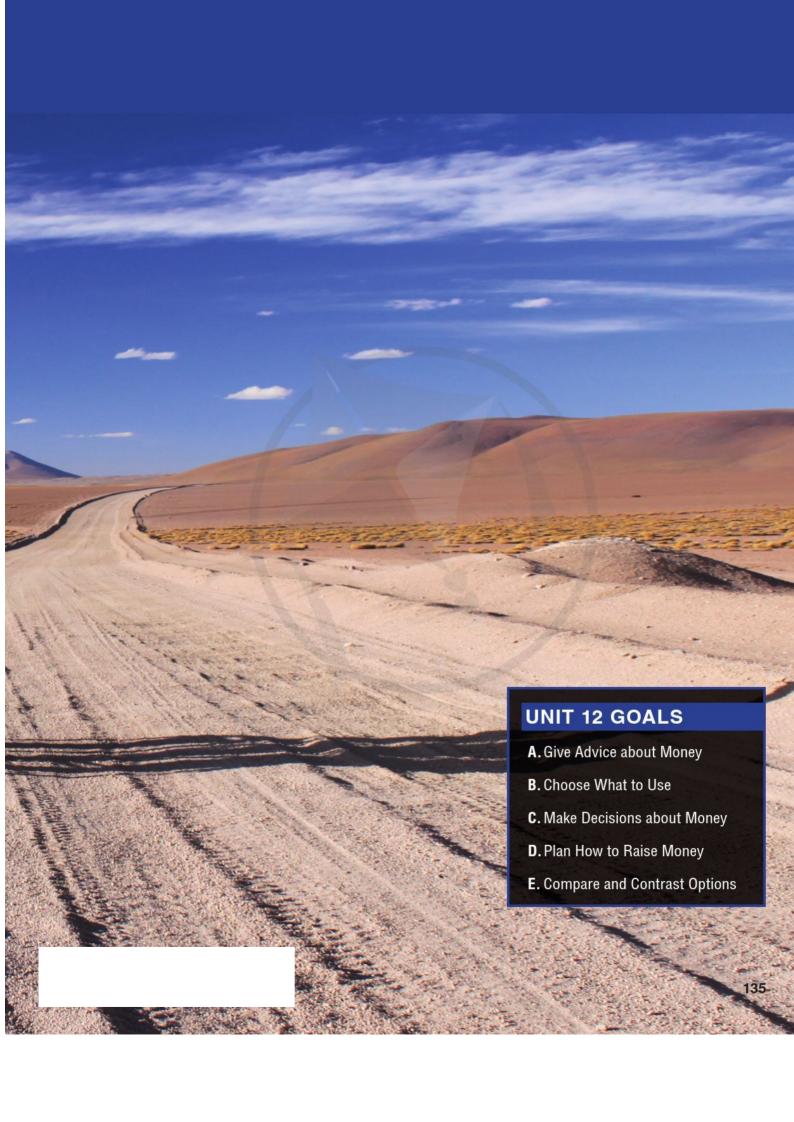
- 1. Write your resume (120-150 words).
- 2. Exchange your resumes in pairs and check for mistakes.

People working in the cafe at the Google headquarters in Dublin, Ireland



# **Decisions**

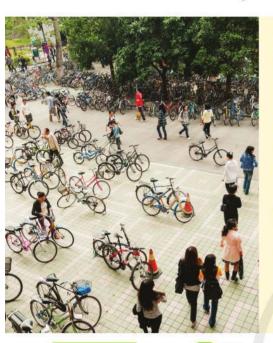




#### **GOAL** Give Advice about Money

#### Vocabulary

Read the article from a student magazine. What advice does the article give? Do you think it's good advice?



#### STUDENT LIFE

#### Managing your Money

Congratulations! You just received your first student loan. So now it's decision time. How are you going to spend it? On a new phone? Or some cool sneakers? Well, don't! Before you spend a penny of it, make a budget. Compare the amount of your loan with your expenses (rent, transportation, food).

If you don't have enough money for the year, maybe you can borrow more. But if you borrow money from a bank, you pay interest. So, if possible, ask a friend or family member to lend you the money. If they have some extra money, they will probably help you. Or, a lot of students have part-time jobs to earn some money. And if you are a student, you don't pay much in taxes for the money for the job. With this income, try to save some money for later in the year.

ctudent loan

#### **WORD FOCUS**

lend to ≠ borrow from
Use these verbs to talk
about loans:
The bank lends money
to you. = The bank
gives you money.
You borrow money
from the bank. = You
receive money from
the bank.

В	Write	the	words	in	blue	next	to	the	definitions
---	-------	-----	-------	----	------	------	----	-----	-------------

١.	money that students borrow to help pay for college:
2.	money you receive from work:
3.	money you spend:
4.	receive money that you have to return in the future:
5.	give someone money that they have to return in the future:
6.	a spending plan:
7.	put money in the bank for the future:
8.	the percentage (%) you pay when you borrow money:
9.	money you give to the government:
0.	get money from working:

#### MY WORLD In pairs, follow the steps below.

- **1.** Make a list of all your monthly expenses (e.g., bus pass, clothes, food, etc.). Write them in the table.
- 2. Compare your answers with another pair.

Need		Optional

## Grammar (See Grammar Reference pp. 160-161)

Real Conditionals					
	If Clause (Simple Present) Main Clause (Simple Present or Imper				
The Zero	If you borrow money from a bank,	you <b>pay</b> interest.			
Conditional	If you receive a student loan,	don't spend it all on new clothes!			
Conditional	We use the zero conditional to:  • talk about facts or things that are usually true.	give instructions or advice.			
The First	If Clause (Simple Present)	Main Clause (Simple Future)			
The First Conditional	If they have some extra money,	they will probably help you.			
Conditional	Use the first conditional to express the future conse	equence of a realistic possibility now or in the future.			

Match the clauses. What type of condition	nal does each sentence express?
1. If you get a job,	a. I will have enough money for next summer's trip
2. If you use a credit card,	<b>b.</b> apply for a student loan.
3. If I save money regularly,	c. you earn money.
4. If I bring my lunch to work,	d. you pay interest.

- 📴 In pairs, complete the sentences in your own words. Use the simple future, simple present, or an imperative form. Then compare your sentences with another pair.
  - 1. If you save 20% of your income every month,
  - 2. If you spend more money than you earn, \_\_
  - 3. If you borrow money from your parents, \_

**5.** If you don't have enough money

for the school year, \_

## Conversation

**Tourist:** Excuse me. Can you help me?

Jim: Sure, what's the problem?

**Tourist:** I'm from Japan and I don't have any dollars. I only have Japanese yen.

Jim: If you want to change money, go to the currency exchange.

Tourist: Where is it?

**Jim:** If you go down this street, there's a currency exchange on the right.

**Tourist:** Oh, thank you very much. If I change my money, then I will be able to get something to eat.

- Practice the conversation in pairs. Switch roles and practice it again.
- 🚻 Make new conversations between the tourist and Jim. The tourist wants to:
  - get money from an ATM.
- find a bank.
- · buy souvenirs.

e. I will save money on food.



# **GOAL CHECK** Give Advice about Money

- 1. Write down three things you want to do with your savings.
- In pairs, take turns soving what you want to do and giving advice.

If I save enough money, I will buy a new laptop.

> If you buy a new laptop, remember to choose a well-known brand.

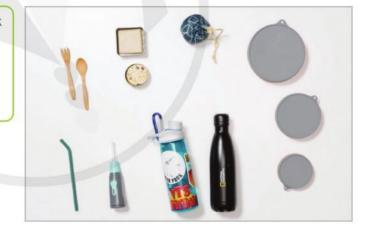


#### WORD FOCUS

There are different forms of the word use: We use plastic.
A plastic bottle is useful.
Stop using single-use plastic.
Take a reusable water bottle.

# Listening

- A Look at the photo. Is this a problem in your country? How can we solve the problem?
- 13 You are going to listen to a podcast about Marie McGory. She packed these items for a trip to Belize. Match the words to the pictures.
  - a. a bamboo spoon and fork
  - b. food containers
  - c. a glass straw
  - d. a reusable bag
  - e. reusable water bottles



## $\bigcirc$ $\bigcirc$ $\bigcirc$ Listen and circle **T** for *true* or **F** for *false*.

T	F
T	F
T	F
T	F
stic. T	F
T	F
T	F
L	T T T estic. T T

D ∩ 66 Listen and w	rite the missing verbs in the	conditional sentence	es.			
	_ using single-use plastic,					
			And the deep project of the state of th			
2. II you	two water bottles, it	enough wate	er for a long trip.			
<b>3.</b> If you	food containers, you	fast foo	od in plastic.			
64 Sept. 30	to a cafe and	a drink,	the waiter			
that you don't ne	eed a plastic straw.					
PRONUNCIATION: C	Conditional Intonation					
In conditional sentence falls toward the end of	es, the intonation usually rises the main clause.	toward the end of the	if clause and			
If we stop (	Listen to the sentences in <b>D</b> again. Draw arrows to show rise and fall intonation. If we stop using single-use plastic, we will solve the problem.					
GOAL CHECK Choose What to Use						
	about the last 24 hours. Fill items you used.	in the first column c	of the table.			
<ol> <li>Which items were single-use plastic? Which were reusable? Check (✓) the correct column.</li> </ol>						
3. Among the single-use plastic items in the table, which can you avoid using? How?						
er :ege eg	e-use plastic items in the table	e, which can you avoi	d using? How?			
	e-use plastic items in the table oup and tell them about you		d using? How?			
4. Join another gro			d using? How?  Reusable?			

Plastic Item	Single-Use?	Reusable?

If I need a bag, I won't use a plastic one. I can use a paper bag.

If I pack a lunch, I can use a reusable food container.

# **GOAL** Make Decisions about Money

## Language Expansion: Money Verbs

Mhich countries use these currencies? Some have more than one answer.



B Read the article. Underline five verbs we use with the word money.

## **Money Travel Tips**

If you had a hundred million đồng now, what would you do with that money? Some people would open a bank account to earn interest if they had that much money. Others would use the money to travel the world. If you traveled abroad, you would probably need to change money. For example, if you visited Japan, you would need to change the money into yen. If you went to Brazil, you would need to pay in reals. It can be confusing! Here are some tips:

- Plan how much money you will spend each day. Then, calculate the amount in the local currency.
- If you change your money before you leave, it'll be cheaper than changing it at airports or hotels.
- When you arrive, carry your money in different places: in your wallet, your bag, and your pocket. Then, if someone steals any, you won't lose all of it.

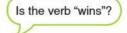
borrow carry change earn find lend lose make save spend steal win

In pairs, write the money verbs from the box in the correct column. Then compare your answers with another pair. Do you agree?

Positive	Neutral	Negative
save		

Choose five money verbs and write a sentence with each one. Then read your sentences in pairs, but don't say the verb. Can your partner guess the missing verb?

My grandmother plays the lottery every week, but she never ... any money.



Yes, it is.

## Grammar (See Grammar Reference p. 161)

Unreal Conditionals: The Second Conditional				
If Clause (Past Subjunctive)	Main Clause (Would or modals for Present Conditional)			
If Mike used a credit card,	he would get a discount for that product.			
If you saved your income every month,	you wouldn't need to borrow money from your family.			
If you were rich,	would you start your own business?			
POISS NO PROMISE II LANDII LINE				

The second conditional has two uses.

First, we can use it to talk about things in the future that are probably not going to be true.

If I won the lottery, I would buy a big house.

Second, we can use it to talk about something in the present which is impossible because it's not true.

If I had his number, I would call him.

It is also correct and very common to say If I were instead of If I was.

If I were you, I wouldn't spend all my money on random stuff.

- Put the words in the correct order to make a second conditional sentence.
  - 1. all at once. / some money now, / If I gave her / she would spend it If I gave her some money now, she would spend it all at once.
  - 2. he would open / If he received / a new savings account / his wages today, / at the bank.
  - 3. like to travel / a problem, / would you / If money weren't / the world?
  - 4. enough money / worked harder. / for a comfortable life / They would earn / if they

## Conversation (Optional)

Then practice the conversation with a partner.

Gaby: Are you traveling to Hà Nôi now?

**Sharon:** Yes. There is a gathering with my relatives next week.

Gaby: Sounds great. Are you taking a plane?

**Sharon:** No, I'm not. I'm going there by train... You know... I'm saving for

my college. I would go over budget if I traveled by plane. I would also

ride a motorbike if I had time. It's cheaper and more fun.

**Gaby:** Really? That's going to be a great experience. If I weren't busy,

I would go with you. I love visiting Hà Nôi.

**Sharon:** How about next summer holiday?

Gaby: OK.

## SPEAKING STRATEGY

Talking about Probable Results of **Imagined Situations** 

If I traveled by ....

If I were...

If the weather were...

What would you do if ...?

What would happen if ...?

# **GOAL CHECK** Make Decisions about Money

1. Think of the things you would do if you had the sums of money below.

100,000 đồng 1 million đồng 1 billion đồng 10 billion đồng 100 billion đồng What would you do if you had 100,000 đồng?

> I would buy a ticket to watch the new movie.

similar ideas. Give the class a summary of the results.

Decisions 141



# **GOAL** Plan How to Raise Money

Reading (\) 68 (Optional)

- A charity is an organization that raises money to help people, animals, or the environment. Look at the logos for three charities and discuss the questions.
  - 1. Do you know these charities? What do they do?
  - 2. How do charities raise money?







- MY WORLD What charities are important in your country? What do they do?
- Read the first paragraph of the article. Check ( sentences that are true about crowdfunding.

1.	Α	lot	of	people	aive	money	online
	,,	IOL	Oi	people	give	Hichicy	Or mirro.

- It's only for people who want to start a business.
- It can help musicians who want to make an album.
- It's not very useful for charities.
- Read the rest of the article. What do these numbers refer to? \$125,000 65 feet 7,700 square miles
- Complete the table. Use your notebook to write extra information.

	Problem	Action	Result
Sonam Wangchuk	People needed water.		
Size of Wales		It saved 7,700 square miles of rainforest.	

# **GOAL CHECK**

In groups, plan how you will raise 20,000,000 đồng for one of these charities:

- · a group that gives free food to families in need
- · a charity for dogs and cats that needs a new building
- a children's hospital that needs medical equipment

Plan how you will raise money. Design a poster for your charity. Present your ideas and poster to the class.

# Crowdfunding for a Better World

"Crowdfunding" is a way of raising money from a large number of people on the Internet. When crowdfunding began, it was mostly used by new businesses. Nowadays, people use it for different reasons. Musicians who want to make an album can ask fans for money, a photographer can get money for a new book, and different types of charities raise money this way. Here are examples of how crowdfunding has made a real difference in the world.

## **Bringing water**

their fields.

Sonam Wangchuk, an engineer, raised \$125,000 on a crowdfunding site to build an "ice **stupa**." In higher parts of the Himalayas, the **glaciers** are disappearing, so local people have less water in the spring for crops. Sonam invented a way to bring water up the Himalayas in the winter from the lower parts of the mountains. As water comes out of a pipe, it freezes and becomes

the 65-foot-tall ice stupa. Then, in the spring, the stupa **melts** and people have water for

## Saving the rainforest

The organization "Size of Wales" wants to save rainforests because they are disappearing. It has already saved 7,700 square miles of rainforest (the same size as the country, Wales). Crowdfunding is important for the organization because people give money, but it's also a good way to make people think about climate change.

So if you want to give money to a charity, visit a crowdfunding site—or, if you want to raise money for a charity, why not try crowdfunding for yourself?

raise money (verb phrase) get money from other people for a special reason (e.g., for a charity or a business) stupa (n) a religious tower in Buddhism

glacier (n) a river of ice that moves slowly down

melt (v) when ice becomes water

a mountain

One of Sonam Wangchuk's ice stupas in Northwest India

143

# **GOAL** Compare and Contrast Options

## Communication

- MY WORLD We all have to make big decisions sometimes. What big decisions have you made? What big decisions do you think you will make in the future? Tell the class.
- In pairs, look at the list of life decisions. Discuss and rank them from 1 to 8 (1 = the most difficult decision, 8 = the easiest decision).

\_\_\_ moving to another country \_\_\_ choosing a phone

\_\_\_\_ asking someone to marry you \_\_\_\_ deciding what to wear to a party

\_\_\_\_ buying your first car \_\_\_\_ buying a house

\_\_\_\_ applying for a job \_\_\_\_ getting a student loan

Work in groups. Three of your friends need to make big decisions. Discuss each situation and make a list of choices. Decide what your friend should do.

1. A friend is a very good cook. He wants to open his own restaurant, but he needs money to start the business. He thinks he should ask a bank for a loan. What should he do?

2. A friend has won a scholarship to study in the US for two years. She would like to study abroad, but she also likes her current school, her home, and her friends. What should she do?

3. A friend won over 10,000,000 đồng in the lottery. She is a student and never has much money. She also does volunteer work with a charity for animals. The charity always needs more money. What should she do?

A woman cares for cats at a cat and dog rescue charity in Hiroshima, Japan.

If he asks for a loan, he'll pay interest.

But if she goes away, she won't be near her friends.

She should keep the money!

D Compare your decisions for each friend with another group.



## Writing

 $\blacksquare$  Read the email. Which of the three friends in  $\mathbf{C}$  is this person writing to?

Hi!

It was great to hear your news! It's exciting, but you have a really difficult decision to make. On the one hand, moving to a new country is an amazing opportunity. If you live there, you'll learn a new language and see some amazing new places! You can make new friends, too.

On the other hand, you'll miss your family and friends. They will also miss you. You'll feel a little lonely. In addition, you'll have to do many things by yourself like cooking and doing housework.

However, if you decide to go, we'll all come and visit you! And also, it's only for two years. That isn't very long. So, overall, I think you should go!

Andy.

All the best.

Read the information below and then underline the words for comparing and contrasting in the email in E.

## WRITING SKILLS: Compare and Contrast

When you compare and contrast different ideas and choices, you can use these linking words and phrases:

Describing similarities: It also... | In addition,... | Similarly,... | Both...

Comparing differences: On the one hand,... / On the other hand,... / However,... /

In contrast...

Concluding: Overall,... | On the whole,... | I think... | In conclusion,...

- Circle the correct words or phrases to complete the sentences.
  - 1. On the whole, I In contrast, I think that doing volunteer work is the best choice for all the reasons I've just mentioned.
  - 2. On the one hand, going to the game would be fun. In addition, / On the other hand, I have a test tomorrow and need to study!
  - 3. She wants to save up for a laptop. Similarly, / However, it's impossible because she needs to pay for her classes soon.



# **GOAL CHECK** Compare and Contrast Options

- 1. Write an email (120-150 words) to one of the other friends in C. Help your friend make a decision. Remember to use linking words and phrases to compare and contrast in your email.
- 2. Afterwards, exchange your emails in pairs. Do you think your partner gave

## Grammar Reference

## **UNIT 1**

## Lesson A

Subject Prono	oun + Be	Be Contraction	ons*
lam		l'm	
You <b>are</b> We <b>are</b> They <b>are</b>	Thai.	You're We're They're	Thai.
He <b>is</b> She <b>is</b> It <b>is</b>		He's She's It's	

<sup>\*</sup>We use contractions for everyday speaking and informal writing.

<b>Negative S</b>	tateme	nts with <i>B</i> e			
Subject Pro	noun +	Be + not	Be + not Cor	tractions	
l am		Mexican.	I'm not		
You are We are They are	not	teachers.	You aren't We aren't They aren't	Mexican.	
He is She is It is	not	a teacher.	He isn't She isn't It isn't		

Yes	No Questions wi	th Be		
Be	Subject Pronoun		Short Answers*	
Are	you / we / they	Vietnamese?	Yes, I am. No, I'm not. Yes, they are. No, he isn't.	
ls	he / she / it	Victianicse:	Yes, they <b>are</b> . No, he <b>isn't</b> .	

<sup>\*</sup>Say: Yes, I am; Yes, he is. (Don't say Yes, I'm; Yes, he's.)

- Underline the correct forms of Be.
- 1. I am / is a doctor.
- 2. She 's / 're a photographer.
- 3. Julia and Luis am / are from Brazil.
- 4. We isn't | aren't from Canada. We're from the US.
- 5. He am not | is not a travel agent.
- 6. Are you Japanese? Yes, I am / are.
- 7. Is she a dancer? No. she aren't / isn't.
- 8. Are / Is they from Australia?
- B Write a suitable pronoun and the correct form of Be. 1. I'm not from Japan. I'm from Thailand.
- 2. A: \_\_\_\_\_ from Indonesia? B: Yes, I am.

No, she isn't.

- 4. A: Where \_\_\_ **B:** They're from Việt Nam. 5. \_\_\_\_\_ an engineer. He's a doctor.
- 6. A: Where \_\_\_\_\_ \_\_from?
- **B:** She's from France.
- 7. A: Is Lima a city in Chile?
  - **B:** No, \_\_\_\_\_\_. It's in Peru.
- 8. A: \_\_\_\_\_ students? B: Yes, they are.

## Lesson B

Wh- Questions wi	th Be	
Wh- Words	Be	
What Where Who How old How	is are	your name? your school? your teacher? your friends?

- Write the correct question word and form of Be.
- 1. A: What's your name? B: My name's Piotr.
- 2. A: \_\_\_\_\_\_ he from? B: Indonesia.
- 3. A: \_\_\_\_\_\_ your friend? B: She's 17.
- 4. A: \_\_\_\_\_ she? B: She's my sister.
- 5. A: \_\_\_ \_ your job?
  - **B:** It's interesting.
- 6. A: \_\_\_\_\_ Gabriela's nationality?
  - B: She's Costa Rican.
- 7. A: \_\_\_\_\_ your names?
  - B: I'm Diego and this is Rita.

#### Lesson C

Be + Adjectiv	ve	
Subject	Be	Adjective
My job	is	easy.
She	's	interesting.
1	'm not	rich.
They	are	happy.

Be + Adj	ective + N	oun								
Singular										
Subject Be Article Adjective Noun						Subject	Be	Article	Adjective	Noun
It	is	an	easy	job.						
She	's	an	interesting	person.						
I	'm not	а	rich	person.						

Plural			
Subject	Be	Adjective	Noun
They	are	easy	jobs.
We	aren't	rich	people.

## Underline the correct words to complete the sentences.

- 1. My job is boring / a boring.
- 2. English is difficult | a difficult language.
- 3. This photograph is beautiful / a beautiful.
- 4. Ricardo is happy / a happy!
- 5. Teaching isn't easy | an easy job.
- 6. My friend isn't rich / a rich.
- 7. I'm a police officer. Sometimes, it's dangerous / a dangerous job.
- 8. It's a job with good | a good salary.

## Complete the second sentence so it has the same meaning as the first.

1. Javier is unhappy.

Javier 2. Peru is beautiful.

Peru country.

is an unhappy

3. I'm a doctor. It's interesting. I'm a doctor. It job.

4. This house is big. This house.

**5.** The film is boring.

film.

6. Frida and Bill are unhappy.

Frida and Bill people.

## **UNIT 2**

## Lesson A

#### **Simple Present**

We use the simple present to talk about:

- habits and routines: I start work at nine o'clock.
- permanent situations: He has a degree in teaching.
- general facts: Many restaurants in the city close at 10 p.m.

Affirmative Statements	Negative Statements
I / You <b>live</b> in Hà Nội. Alison <b>catches</b> the bus at	I / You don't eat breakfast. Alison doesn't catch the

don't go to the ery Friday.

Yes / No Questions	Short Answers
Do you live in this city? Does Alison catch the bus at 5:30? Do we / they go to the movies on weekends?	Yes, I do. / No, I don't. Yes, she does. / No, she doesn't. Yes, we / they do. / No, we / they don't.
Wh- Questions	
Where <b>do</b> you <b>live</b> ? When <b>do</b> you <b>catch</b> the bus? What time <b>does</b> he <b>finish</b> work?	In Bogotá. At 8:00. At 5:00.

## Spelling rules with he / she / it + -s:

- Most verbs: live → lives, start → starts, work → works
- Verbs ending with -s, -sh, -ch, -o, -x, -z: finish → finishes, watch → watches, go → goes
- Verbs ending with consonant + -y: study → studies,
- Irregular verbs: be → is, have → has

## Underline the correct forms of the verbs.

1. He live | lives in Brasilia.

man.

- 2. She work / works at a college.
- 3. I get up / gets up at seven o'clock.
- 4. Rafael and Magaly go | goes to the movies every Thursday night.
- 5. We catch / catches the bus to school.
- 6. The store open / opens at nine o'clock.
- 7. I don't drink I doesn't drink tea or coffee.
- 8. Chen don't play | doesn't play the piano.

## Match the guestions to the answers.

1. What do you do?	C
2. Do you live in Tokyo?	

3. Where do you study English?

4. Does Eric work here?

5. What time does Helen catch the bus? \_\_\_

**6.** Do they watch TV?

a. Yes, he does. d. At a language school.

**b.** No, they don't. e. No, I don't. I live in Kyoto.

c. I work in a bank. f. At twelve o'clock.

## Write the he / she / it form of these verbs.

1. watch watches 2. do \_\_\_\_\_ **3.** drive

4. take \_\_\_\_\_ 5. teach \_\_\_\_ 6. play \_ 7. marry \_\_\_\_\_ 8. make \_\_\_\_ 9. go

10. dance \_\_\_\_

#### Lesson C

## Adverb of Frequency + Verb

We use adverbs of frequency to say how often we do something:

100%

I always get up at seven o'clock.

He usually takes the bus to work.

You often go to the movies on weekends.

She sometimes eats out in the evening.

We rarely have parties.

They never finish work at five.

0%

Word Orde			44
Subject	Adverb of Frequency	Verb	
We	always	give	presents at Christmas.
We	never	dance	in the streets at Christmas.
Subject	Be	Adverb of Frequency	
Christmas	is	always	in December.
Carnival	is	usually	in March.

Most adverbs of frequency come before the verb, unless the verb is *be*.

Look at the table and write sentences with the adverbs of frequency.

	Movies	Park
Sam	sometimes	never
Jane	always	often
Carlo and Donna	rarely	sometimes

- 1. Sam / movies Sam sometimes goes to the movies.
- 2. Carlo and Donna / the park \_\_\_\_\_
- 3. Jane / movies
- 4. Carlo and Donna / movies \_\_\_\_\_
- 5. Jane / park \_\_\_\_
- 6. Sam / park

- Check (✓) the sentences with the correct word order. Rewrite the other sentences.
- We always celebrate Thanksgiving in November. ✓
- 2. I go never to the park. I never go to the park.
- 3. They don't start often work at nine.
- 4. He sometimes finishes early.
- 5. Kim and Mai often speak English together.
- 6. I watch TV always in the evening.
- 7. Sue rarely catches the bus to work.
- 8. My brother remembers never my birthday.

## UNIT 3

## Lesson A

Possessi	on			
's and s'	Adjectives*	Pronouns	belong to	
	my	mine		me.
	your	yours		you.
It's Tim's passport.	his	his		him.
It's my sister's bag.	her	hers		her.
	our	ours	It belongs to They belong to	us.
They are the children's toys.	their	theirs	They belong to	them.
parents' bags.				

<sup>\*</sup>A possessive adjective has one form for singular and plural: his ticket, his tickets

- Underline the correct word in each sentence.
- 1. It's my / mine / me passport.
- 2. These keys are you / your / yours.
- 3. This car belongs to my / me / mine.
- 4. Is this he / his / him ticket?
- **5.** These bags are their | theirs | them.
- 6. Does this camera belong to she / her / hers?
- 7. These books are our / ours / us.
- 8. This watch belongs to me | my | mine.
- 9. They belong to us / our / ours.
- 10. Is this you / your / yours luggage?

	VVI	rite the	mis	ssing wor	ds in the	se conve	rsations.	
١.	A:	Whose passport is this?						
	B:	I think i	t's Jo	oe	_passport	, but look	at the photo.	
	A:	No, it	isn't		because	it's a wor	man's face.	
2.	A:	I like y	our/	bag.				
	B:	It's my	/ sis	ter	bag.			
	A:	Does	the	camera l	pelong to		too?	
	B:	No, it	belo	ongs to m	ne. It's			
3.	A:	Excuse me, I think you're in seat.						
	B:	3: Are you sure? I think it's						
	A:	I'm in	sea	t 30C.				
	B:	This is	sea	at 29C	is	behind n	ne.	
ا د	100	on C						
	,330							
S	hou	ld for A	dvi	ce				
Y	ou			ould	buy	this c	oat.	
		hould f		ouldn't				
		<i>d</i> is a n						
137.25				oerson -s:	You shou	ıld buy it. ,	He	
195-21		<del>ds buy</del>		no gotivoo	. Vou cho	uldn't buw	it / Vou	
		should			: You sho	ulan i buy	II.   <del>10u</del>	
100000				-0.E.104				
		Table Control			ort Answe			
S	hou	ld		take	a taxi?	Yes, you	should. shouldn't.	
						ivo, you	Siloululi t.	
W	/h- C							
۱۸		uestion	าร					
VV	/hat	uestion	าร	should		1	do?	
						1	do?	
C	W	rite sho	ould	or shoul	dn't.			
<b>C</b>	Wı You	rite sho	ould	or shoul	<i>dn't</i> . take sun	block to t	he beach.	
<b>C</b> 1. 2.	Wi You You	rite sho	ould	or shoul	dn't.	block to t	he beach.	
<b>C</b> 1. 2.	You You A:	rite sho	ould d.	or shoul	<i>dn't.</i> take sun smoke c	olock to t	he beach.	
1. 2. 3.	You You A: B:	rite sho	ould d.	or shoul	dn't. take sunl smoke c	olock to t	he beach.	
1. 2. 3.	You You A: B: A:	rite should rite should rite should	ould d.	or should	dn't. take sunl smoke ci get m	olock to t garettes. ore sleep	he beach.	
1. 2. 3.	You You A: B: A:	rite should rite should rite should	ould d.	or should	dn't. take sunl smoke c	olock to t garettes. ore sleep	he beach.	
1. 2. 3.	You You A: B: A:	rite sho	d.	or should	dn't. take sunl smoke ci get m ?	olock to t garettes. ore sleep	he beach.	
1. 2. 3. 4.	You You A: B: A: B: Girthe	rite sho	d. I ta	or should	dn't. take sunl smoke ci get m ? lt	olock to t garettes. ore sleep 's expens	he beach.  b.  sive.  y and it or	
1. 2. 3. 4.	You You A: B: A: B: Girthe	rite sho	d. I ta	or should	dn't. take sunl smoke ci get m ? lt	olock to t garettes. ore sleep 's expens	he beach.  b.  sive.  y and it or	
1. 2. 3. 4.	You You A: B: A: B: Thi	rite should with the should wi	d. I ta	or should be a taxiful.	dn't. take sunl smoke ci get m ? tt	olock to to to garettes.  ore sleep  's expensional dan't buy  should b	he beach.  o.  sive.  y and it or  uy it.	
1. 2. 3. 4.	Winyou You A: B:  B:  Girther Thir	rite should in the should in t	d. I ta u ice. is b	or should like a taxiful like a taxi	dn't. take sunl smoke ci get m ? It uld / show	olock to to garettes.  ore sleep 's expensuldn't buy	he beach.  o.  sive.  y and it or  uy it.	
1. 2. 3. 4.	You You A: B: B: B: This The	rite should with the should No, you we adverm.	d. I ta u ice. is b era i	or should like a taxiful like a taxiful like a taxiful like autiful like are nice.	dn't. take sunl smoke ci get m ?	olock to t igarettes. ore sleep 's expens uldn't buy should b	he beach.  o.  sive.  y and it or  uy it.	
1. 2. 3. 4. D	Wire You A: B: A: B: This The The	rite should with the should have advered by carrier should should be should	d. I ta u iice. iis b era i	or should like a taxiful. Is very exare nice. are ugly!	dn't. take sunl smoke ci get m ? lt uld / show xpensive.	olock to to garettes.  ore sleep 's expensional budges  should bugges	he beach.  o.  sive.  y and it or  uy it.	

- Match the questions to the answers.
- 1. Should I go to the gym?
- 2. Should we go now?
- 3. I'm sick. What should I do? \_\_
- a. No. the movie starts later.
- b. You should see a doctor.
- c. Yes, you should. Exercise is good for you.

## **UNIT 4**

## Lesson A

#### **Count and Non-Count Nouns**

There are two types of nouns:

- Count nouns (you can count them): 1 apple, 2 apples, 3 apples ...
- · Non-count nouns (you cannot count them): bread, juice, cheese ...

	Singular	Plural
Count Nouns	This is a banana.	These are bananas.
Non-count Nouns	This is water.	These are waters.

For regular count nouns, add -s or -es to form the plural. Non-count nouns do not have a plural form.

a / an, the,	some, and a	ny	
	Count Noun	S	Non-count
	Singular	Plural	Nouns
Affirmative Statements	It's <b>an</b> apple.	There are <b>some</b> eggs in the fridge.	There is <b>some</b> cheese in the fridge.
	I will have the apple for breakfast.	<b>The</b> apples on the table are still green.	The cheese is delicious.
Negative Statements	I don't have a lemon.	There aren't <b>any</b> lemons at the store.	I don't have any milk.
Questions	Do we have <b>a</b> red pepper?	Are there <b>any</b> red peppers?	Do you have <b>any</b> butter?

## a / an

Use a / an with singular count nouns: a lemon, an egg. Use a before a noun with a consonant sound: a potato, a <u>b</u>anana.

Use an before a noun with a vowel sound: an orange, an apple.

#### some

Use *some* in affirmative statements with plural count nouns and non-count nouns:

I have some eggs. | You have some cheese.

You can also use *some* in questions to offer or request something:

Could I have some milk?

#### any

Use any with count nouns and non-count nouns in:

- Negative statements: There aren't any bananas. / I don't have any butter.
- Questions: Are there any bananas? Do you have any butter?

#### the

Use the for specific people or things and for the only people or things.

- The Earth goes around the Sun.
- I will meet you at the school cafeteria.
- Cross out one incorrect word in each group of count nouns or non-count nouns.
- 1. apple / orange / banana / milk
- 2. juice / bread / eggs / water
- 3. tea / tomato / lemon / sausage
- 4. banana / butter / onion / hamburger
- 5. salad / orange / water / coffee

B Match the two halves	of the sentences.
<b>1.</b> I have an	_ 1 1
<b>2.</b> There's a	_ 1 1
3. There aren't any	_ \\\
4. We don't have	_
5. Do you have	_
6. Are there any	
a. any rice?	d. apple in my bag.
<b>b.</b> potatoes at the store.	e. any olive oil.
c. eggs in the fridge?	f. steak in the fridge.
Complete the sentences	s with a, an, the, some, or any
1. Do we have	tomatoes?
2. Would you like	salt?
<b>3.</b> We need	_ onion.
4. I think there is	cheese on the table.
5. There aren't	eggs.
6. Could I have	water, please?
7. There isn't	juice in the bottle.
8. Do vou have	banana?
	table

	Lesson C				
	How much	and How n	nany with Q	uantifiers	
Questions		Quantifiers			
		1	++++	+	-
	Count Nouns	How many oranges do you need?	I need lots of / a lot of oranges.	I need a few oranges.	I do <b>n't</b> need <b>many</b> oranges.
	Non-count Nouns	How much bread do we have?	We have lots of / a lot of bread.	We have a little bread.	We don't have much bread.
	With non-ce How much Use a lot of count and common ir in British E Use a few with count Use a little	of / lots of to to non-count non n American E nglish. and <i>not man</i>	ask about qualk about lar ouns. <i>A lot o</i> inglish. <i>Lots</i> y to talk abo	uantities wi ge quantition f is slightly of is more of the small qu	es with more common antities
1	How many of the How much With short a with count of the How many of the How ma	nswers, say: a do you need do we have? answers, you or non-count do you need do we have?	? A few. A little. can also say noun question? A lot.	y A lot (not	
	Complete Com	ete the sent s only	ences usin	_ tuna sala	
	-	need			
		bring			
	1001 1000000	ıke			
	<b>5.</b> There a	re just		_ sausage	es left.
(	6. <b>A:</b> How	many onior	ns do you h	ave?	
	B:	90.35500			
-		much soup			
	The same of the sa	ne opposite ntheses.	sentences	using the	words
	1. There a	re a lot of p	otatoes on	the table.	(many)

There aren't many potatoes on the table.

2. There are a lot of potatoes on the table. (a few)

3.	I have a little water in my bottle. (lots)
4.	There's a lot of cheese in this package. (a little)
5.	We need a lot of broccoli for dinner. (much)
F	Write in the missing words.
1.	A: How do you want?
	B: Just a little.
2.	A: How many lemons do we need?
	B: It's a big party, so we need of them
3.	A: How cookies are there?
	<b>B:</b> Not many. Just a at the bottom of the box.
4.	A: How much juice do I need to buy?
	<b>B:</b> Only a

## **UNIT 5**

#### Lesson A

## **Present Continuous**

We use the present continuous to talk about things that are happening now (or around the time of speaking).

Affirmative and	Negative Stateme	ents	
1	am ('m) am not ('m not)		
He / She / It	is ('s) is not (isn't)	playing soccer (now).	
You / We / They	are ('re) are not (aren't)		

Yes / No	Questions	
Am	I	
Are	you / we / they	playing soccer?
Is	he / she / it	

Short Ar	nswers		
Affirmati	ve Statements		
	L	am.	
Yes,	he / she / it	is.	
	you / we / they	are.	
Negative	Statements	·	
	I.	'm not.	
No,	he / she / it	isn't.	
	ST	n't.	

Wh- Questio	ns		
What	am	1	doing?
Where	is	he / she / it	going?
How long	are	you / we / they	staying?

## Spelling rules:

Add -ing to most verbs: play → playing, do → doing

With verbs ending with a consonant + -e, drop the e before adding -ing: have → having, come → coming

Double the final consonant for verbs that end in consonant-vowel-consonant (not including verbs ending in -w, -x, or -y): sit → sitting

- Mrite complete sentences using the present continuous.
- 1. They / play / baseball / now. They're playing baseball now.
- 2. I / not / study / today.
- 3. It / rain / outside. \_
- 4. We / not / do / any exercise.
- 5. Sarah / climb / and / hike / in the mountains.
- 6. My family / go / on vacation / this morning.
- 7. Barcelona / play / against Real Madrid today.
- 8. I / do / yoga. \_\_\_\_\_
- Match the questions to the answers.
- 1. Are you working today?
- 2. Is he driving to your house?
- 3. What are Peter and Sue doing? \_\_\_\_\_
- 4. Where are you walking?
- **5.** Are we meeting in this room?
- 6. What are you watching?
- a. No, he isn't. He's taking the bus.
- **b.** In Yosemite park. It's beautiful!
- c. I think they're studying today.
- d. Yes, we are. Let's go in.
- e. Basketball.
- f. No, I'm not. I have a day off.

## **Simple Present and Present Continuous**

Use the simple present to talk about:

- Habits and routines: I play soccer once a week.
- Things that are true all the time: In soccer, each team has 11 players.

Use the present continuous to talk about:

- Things that are happening now or at the moment of speaking: I'm studying English (at the moment).
- Things that are happening around the time of speaking or temporary situations: I'm working for a company in London.
- Write the verbs in parentheses in the simple present or the present continuous.

Helen:	Hi, Chen. It's Helen. I (1)	(call)
	from the gym.	

Chen: What sports (2) \_\_\_\_\_ (you / do) there?

Helen: I (3) \_\_\_\_\_ (not / do) anything at the moment. I (4) \_\_\_\_ (eat) lunch in the cafe! Meet me here!

Chen: Sorry, but Jill and I (5) \_\_\_\_\_ (play) tennis. We're at the park now.

Helen: But you usually (6) \_\_\_\_\_ (play)

tennis on Tuesdays.

Chen: I know, but Jill (7) \_\_\_\_\_ (have) a

new job and she (8) \_\_\_\_\_ (work) on Tuesdays.

## Lesson C

#### Base Verbs with to and without to

Some verbs are followed by <i>to</i> -infinitives.		Some verbs are followed by bare infinitives.	
expect	We <b>expect</b> him to win the next badminton match.	hear	Susan can <b>hear</b> a teammate call her name.
hope	My brother <b>hopes</b> to become a professional soccer player.	let	My parents do not <b>let</b> me swim on cold days.
learn	We are learning	make	Our coach <b>makes</b> us train hard every day.
	to do yoga.	watch	He is watching
want	Their best athlete wants to win the gold medal.		Việt Nam play soccer against Thailand.

#### Verbs Followed by Gerunds

Some verbs are followed by gerunds.

come verbs are followed by gerands.		
enjoy	He <b>enjoys</b> swimming with his close friends every weekend.	
miss	I <b>miss</b> playing soccer with my classmates after school.	
suggest	John <b>suggests</b> going to the park to exercise because the air is fresh there.	
keep	They <b>keep</b> practicing very hard for the final game.	

Verbs such as *hear*, *see*, and *watch* can be followed by *bare infinitives* or *gerunds*.

- Use bare infinitives when someone sees or hears the whole action or event.
- Use *gerunds* when an action or event is in progress.

## Underline the correct verbs in these sentences.

- **1.** I want *become / to become* a successful businessperson.
- 2. Don't make him study / to study so hard!
- **3.** He suggests to go | going to the stadium together.
- **4.** Are you watching Jenny *perform / to perform* her tricks on TV?
- 5. What games do you suggest to play / playing now?
- 6. Should we expect them arrive / to arrive on time?
- 7. I heard him call / to call another teacher.
- 8. He is learning drive / to drive.

## **UNIT 6**

## Lesson A

Simple Past		
I/You/He/She/It/We/They	worked lived	in Singapore in 2018.

Use the simple past to talk about finished actions and events. Add *-ed* to regular verbs to form the simple past.

Regular verbs include:

arrive – arrived need – needed help – helped pack – packed

learn – learned ...

## Spelling rules:

Add -ed to most verbs. There are some exceptions:

- Two-syllable verbs ending with -y: study studied (not studyed)
- Verbs ending with -e: like liked, live lived
- Double the last consonant with verbs ending in a consonant-vowel-consonant: stop – stopped, prefer – preferred
- For verbs with more than one syllable, if the final syllable is not stressed, we do not double the last consonant: visit – visited

## Some verbs are irregular (such as go and fly). Do not add -ed.

I / You / He / She / It / We / They	went flew	to Singapore in 2018.
--	--------------	-----------------------

Other irregular verbs include:

buy – bought pay – paid
eat – ate is – was
have – had are – were
know – knew ...

Negati	ive Sta	atem	ents						B	∩ 29 Complet	e the questions fo	or these answers
				li	ve		in	Singapore.			check your ansv	
1		did	n't	g	0			Hà Nội.	1.	<b>A:</b> When	did you go to	_ Beijing?
Yes / I	Vo Qu	estio	ns			3		Answers	-	B: We went to E		
	I/vo	u / he	e / she	/	live	there	?	Yes, we did.	2.			
Did	it / w			355	go	20000		No, we <b>didn't</b> .			ne hotel for two w	
		22-78-78-7-							3.		your	
Wh- Q	1	ons						Answers		B: No, I didn't v	isit my friends. I v	visited my family.
Where					on v	vacatio	on	To Cancun.	4.	A:	to?	
How Id	ong	did	you !	go	34500000000	year?	granica	For 2 weeks.		B: We flew to H	à Nội.	
When								In the summer.	5.	A:	goo	d time?
Simpl	e Pas	t of E	Зе							B: Yes, I did. I h	nad a really good	time.
Affirma	ative S	State	ments						6	Complete the b	lanka with the need	t tance of the verb
I / He /	/ She ,	/ It		was	s			1-1-11		to be.	lanks with the pas	t tense of the verb
You / V	Ne/T	hey		wer	re	tire	a la	ast night.	- 1		(be) in Austra	lia last wook
Use w	as / w	<i>ere</i> to	o talk a	abou	ut the	past:					(be) in Austra (not, be) at	
1980000			as / H	e wa	as				2.	11 p.m.	(not, be) at	the noter before
They a	are →	They	were				d		3		(not, be) ir	n Hồ Chí Minh Cit
Negati	ive Sta	atem	ents						0.	last month.	(1101, 50) 11	THO OTH WINNE ON
I/He,	/ She	/ It	,	was	n't				4.	They	(be) at th	e station this
You / \	Avect Session	54			en't	tire	d I	ast night.		morning.		
	•								5.	The tickets	(no	ot, be) in her
Yes / I	Vo Qu	estio	ns			Short .	Ans	swers			e turned around.	
Was	I / he	/ she	0 / 11	tired				s. / No, I wasn't.	6.		(be) in th	e box? – A gift
Were	VOLL	/ WA /	100	last				vere. / No, they		from our tour gu		
Weie	you	WOT	шоу	nigh	IIL?	weren	ι.		7.		_ (be) the passp	ort on the table
Wh- Q	uestic	ons				A	ารข	vers		when you saw I		1 1 1 10
How	wa	s	your v	veek	kend'	? It	wa	s great!	8.	Where	(be) yo	u last night?
Why	we	re	you la				_	busy at work.	Le	esson C		
					10000	Write	the	simple past of		Passive Voice in t	he Simple Past	
the	word		paren							ffirmative	This photo was to	<b>aken</b> on my trip
Day 1		Ar	rived	_ (a	rrive)	) in Da	ar e	es Salaam.	-	tatements	to Japan.	
		(unp	ack) s					tel swimming.		legative tatements	It wasn't printed	then.
Day 2		<u> </u>	•	_ (ta	ake) l	boat t	o tl	ne island of		/h- Questions	Where <b>was</b> this p	ostcard <b>sent</b> from?
•		Zanz	zibar.						Y	es / No Questions	Were they greet	ed at the hotel?
Days 3	3-5	8		_ (s	unba	athe) c	n t	the beach.	S	hort Answers	Yes, they were.	No, they weren't
		19		_ (g	o) di	ving.				0	I a la constitución	
Day 6			-				na.	Saw	D		lanks with the pa	ssive voice of the
		Kilim	nanjaro	o. It'	's Blo	G!				verbs in parent		ina) but
Days 7	7							ha	1.	company last y	(organ	ize) by a great
								e to Dar es le. Great trip!	2		zai. (	take) by
		Jaia	aiii ai	iu ti	10111	IOVV II	OI I	o. Great trip:	2.	another visitor.		idio, by

<ul><li>3. In their class, the students (teach) about how to travel safely in Việt Nam.</li><li>4. This church (mention) in many</li></ul>	3. where / Facebook / is / some people / a about their lives / they / can share everyt	
travel guides in 2020.  5. These souvenirs (buy) on my trip to Germany in 1990.	Match the two halves of the sentence     I. I lost my smartphone, a. that has a lost	
Complete the blanks with the active or passive voice of the verbs in parentheses.  A: How was your vacation?  B: It was great. We (1)	parameter and the second secon	n. d all my photos dentally wen n folder.  cetive cious.
Lesson A  Defining and Non-defining Relative Clauses  Defining relative clauses are used to give information that we	Complete the sentences about the photoe the words in the box.  1 2 3	notos with
need to understand who or what the speaker is talking about.  She's the student who worked with me on the school project last year.		855
Non-defining relative clauses are used to give extra information which isn't necessary to understand the meaning of the main clause. We use commas to separate these clauses from the rest of the sentence.	5 6 7	8
I'm speaking to Mary, who worked with me on the school project last year.	awful dirty green loud salty soft	sweet wet
<ul> <li>Unscramble the words to make complete sentences. Use commas where necessary.</li> <li>we / many followers / Facebook account / whose / talked to / had / a student</li> </ul>	<ol> <li>Those taste Try one</li> <li>That sounds too Tui</li> <li>This feels</li> <li>Those look, but som</li> </ol>	e! rn it down!
2. my uncle / to / in the US / I / lives / send emails / who / often	than others.  5. They look  6. That smells I don't I  7. Pretzels taste  8. After all the rain today, I feel	like it.

<ol> <li>I don'</li> <li>How and fi</li> <li>Add s</li> <li>Your i</li> <li>Thank great</li> <li>A: Do</li> </ol>	t	well to or well to ears old! that it ve ssage. My b		<ul> <li>Match the questions and</li> <li>Where are you going to have lunch today?</li> <li>Are you going to invite Nam to the party?</li> <li>What are you going to do on Saturday?</li> <li>When is Nicola going to arrive?</li> <li>Is it going to rain tonight?</li> </ul>	<ul><li>a. Yes, I am. He loves dancing.</li><li>b. Maybe. You should take an umbrella.</li><li>c. At Susan's.</li></ul>
	A Be going to			B: Wow! What (1)(you / do) with it?	
Affirmati	ve Statements am 'm			A: Well, first, I (2) (buy) my mother some B: Great. She (3)	e flowers.
He She It	is 's	going to	buy a new car. get a job. clean the house.	(love) those. <b>A:</b> And then, I (4)	
You We They	are 're		clean the nouse.	(give) my sister \$10. <b>B:</b> And the rest? <b>A:</b> I (5)	(put) it in
Use be	going to to talk	about plans	for the future.	the bank.	** ()
Negative	e Statements am not 'm not			B: (6)anything for yourself? A: Maybe. But not now.	

Lesson	C
--------	---

get married.

do the laundry.

take a vacation.

**Short Answers** Yes, I am. /

No, I'm not.

Yes, he is. /

No, he isn't.

**Answers** 

Tomorrow.

At this store.

going to

going to take a vacation?

We often use be going to with these time expressions:

When are you going to do the laundry?

Where are you going to get a job?

tomorrow, next Sunday / week / year.

He

She

You

We

Are

ls

They

lt

is not

are not

aren't

Yes / No Questions

you

he

Wh- Questions

isn't

Will			
Affirmative and Neg	gative Statements		
I / You / He / She /	will ('ll)	be	an astronaut
It / We / They	will not (won't)	be	some day.

Yes /	No Questions			Short Answers
Will	I / you / he / she / it / we / they	be	famous?	Yes, I <b>will</b> . / No, I <b>won't</b> .

Complete the sentences with will or won't and a verb from the box.

	be	become	drive	get	have
1.	They wo	ork hard, so I t	hink they _	'll b	e

rich one day. 2. Everyone \_\_\_\_ \_\_\_\_ electric cars by 2050.

3.	Humans	any oil in the future.
4.		a prize if I
	win the game?	
5.	You	_ a scientist, but I think you'll
	be a science teacher.	

## Will and Be going to

We can use *will* and *be going to* to talk about future predictions. While *be going to* was traditionally used to talk about plans and *will* was traditionally used to talk about predictions, there is little or no difference in meaning.

## Rewrite the questions using be going to or will.

be going to	will
<ol> <li>Is it going to rain tomorrow?</li> </ol>	
2.	Will it be sunny this afternoon?
<b>3.</b> Are we going to have a hot summer this year?	
4.	What will the weather be like this weekend?
5. Is it going to be cloudy tomorrow?	
6.	Will we finish the book before the end of the year?
7. Are temperatures going to rise in the next 100 years?	
8.	Will you get good grades?

#### Will + Adverb of Certainty

We often use the adverbs *certainly, definitely, probably*, and *possibly* with *will* for predictions. These adverbs say if the speaker is more or less certain of something.

100% 🛊	l'Il definitely / certainly be happy.
	I'll probably live to be 100.
50%	l'Il possibly be famous.
	I probably won't go out tomorrow night.
0% 🔻	I <b>definitely won't</b> speak perfect English.

Note the word order:

## (1) will + adverb

Robots will definitely / certainly do housework in the future.

Care will probably fly in the future

#### (2) adverb + won't

Humans probably won't watch TV in 2050.

I definitely won't travel into space.

## E Put the adverb in the correct position.

- 1. We will travel to Mars by 2030. (certainly)
- 2. Humans won't drive cars in the 22<sup>nd</sup> century. (definitely)
- 3. My brother will become a famous singer. (possibly)
- 4. I won't pass the test. (probably)

## **UNIT 9**

## Lesson A

## Comparatives

Change an adjective into the comparative form to compare two things:

Your car is faster than mine.

These socks are smaller than those ones.

This book is more interesting than my last one.

My phone is better than yours.

The comparative form is often followed by *than*. You can also add *much* to make the comparison stronger:

These socks are much smaller than those ones.

My phone is much better than yours.

Regular Adjectives	
Adjective	Comparative
cheap	cheaper
fast	faster
beautiful	more beautiful
fashionable	more fashionable

#### Spelling rules:

- Add -er to short adjectives to form the comparative: young - younger
- When the adjective ends in -e, add -r. large larger
- Change adjectives ending in -y (after a consonant) to -i and add -er. happy – happier
- Double the final consonant on some adjectives ending with a vowel and a consonant: hot – hotter, big – bigger
- Add more or less before adjectives with two or more syllables: interesting – more | less interesting

Irregular Adjectives	•	
Adjective	Comparative	
good	better	
bad	worse	

- Complete the conversation with the comparative form of the adjectives in parentheses.
- A: I like your new car. Was it expensive?
- **B:** No, it was (1) \_\_\_\_\_ (cheap) than my old car. But it's much (2) \_\_\_\_\_ (fast)!
- A: Can I sit in it?
- B: Sure!
- **A:** Oh. it's (3) \_\_\_\_\_ (comfortable) than your other car, too. It also feels (4) \_\_\_\_\_ (big) inside.
- B: Yes, I think it is. The design is much (5) \_\_\_\_\_ (good).
- Make comparative sentences.
- 1. This motorcycle / fast / your car. This motorcycle is faster than your car.
- 2. My brother / tall / you.
- 3. The Amazon River / long / the Ganges River.
- 4. Your apartment / much / big / mine.

## Lesson C

#### Superlatives

Change an adjective into the superlative form to compare three or more things. Use the before the superlative form:

Your car is the fastest.

These socks are the smallest.

This book is the most interesting.

My phone is the best.

Regular Adjectives	
Adjective	Superlative
cheap	the cheapest
fast	the fastest
beautiful	the most beautiful
fashionable	the most fashionable

## Spelling rules:

Add -est to short adjectives to form the comparative: young - youngest

t: large - largest

- Change adjectives ending in -v (after a consonant) to -i and add -est: happy - happiest
- Double the final consonant on adjectives ending with a vowel and a consonant: hot - hottest, big - biggest
- Add the most or the least before adjectives with two or more syllables: beautiful - the most / least beautiful

Irregular Adjectives	
Adjective	Superlative
good	the best
bad	the worst

- Complete the sentences with the superlative form of the adjectives in parentheses.
- 1. Mount Everest is \_\_\_\_\_ the highest \_ (high) mountain in the world.
- 2. Mexican food is hotter than Chinese food, but Indian food is \_\_\_\_\_ (hot).
- **3.** Which one is \_\_\_\_\_ (cheap)?
- 4. I like a lot of European cities, but Paris is \_\_\_\_\_ (beautiful).
- 5. Elephants are heavy, but blue whales are \_\_\_\_ (heavy) animals in the world.
- 6. I think I'm (bad) math student in my class.
- 7. Cotton is cheaper than silk, but polyester is \_\_\_\_ (cheap) material.
- 8. I like those two sweaters, but this one is \_\_\_\_\_ (warm).
- Add the missing adjectives, comparatives, or superlatives to the table.

Adjective	Comparative	Superlative
slow	slower	slowest
short	1.	shortest
2.	bigger	3.
4.	5.	heaviest
dangerous	6.	7.
8.	better	9.
bad	10.	11.

Write the missing letters to complete the words.
Some are comparatives and some are superlatives

1. My sister is old\_\_\_\_\_ than me.

2. I'm the old\_\_\_\_\_ student in my class.

3. New York is big\_\_\_\_\_ than San Francisco.

4. I think my grandfather is the happ\_\_\_ person in the world!

<b>5.</b> This movie is funn_	than the other one.		ould take the bus home the
<ol><li>That cafe serves the world! It's horrible.</li></ol>	e wors food in the	next afternoon.	," Lan said.
world! It's norrible.		5 David explained tha	at he was doing exercise at
UNIT 10		that moment.	it he was doing exercise at
Postania aurai (A.)		"	," David explained.
Lesson A		Lesson C	
Reported Speech - Sta	atements		actions
Direct Speech	Reported Speech	Reported Speech – Que	estions
Tony: "I <b>want</b> to drink some coffee."	Tony said (that) he <b>wanted</b> to drink some coffee.	another person asked. In	when we tell someone what reported speech for questions,
"My cousin is watching TV now," Lan said.	Lan said (that) her cousin was watching TV at that moment.		structure to a statement structure.  re the verb in the reported speech
Nam: "I will work out at the gym tomorrow."	Nam added (that) he would work out at the gym the following day.		e ask + if / whether + clause)
Note:	out at the gym the following day.	Direct Speech	Reported Speech
	to report someone's thoughts	"Do you work out late?"	He asked me if I worked out late.
or actions. When the reporting verb is in the past tense, we usually have to make some changes to the pronouns,		"Can I help you?"	She asked me whether she could help me.
tenses, and time express	is in the present tense, there		
	the reported clause. Other	Wh- Questions (use ask	+ question word + clause)
changes may still be ned		Direct Speech	Reported Speech
Tony says (that) he wan	ts to drink some coffee.	"What are you doing?"	He asked me what I was doing.
Direct Speech	Reported Speech	"Where are you going?"	She asked me where I was going.
now	then / at that moment		
today	that day		uestions into reported speech.
tomorrow	the next day / the following day	1. "How do they get do	
yesterday	the previous day / the day before	He asked her how _	
		2. "How long are you s	, 0
	speech into reported speech.		
	very long hours tomorrow."	3. "Do you have time f	
		Greg asked me	
2. "We are taking the k		<ol><li>What are your favo</li></ol>	rite books?"
They said that  3. "I'll try to get 100% of the said that			
이 있어	on lesis at school.	5. "When will you start to	
4. "I don't want to eat a	any more vegetables."	He asked her	
	T	Turn the following re	eported speech into
1720 1820 1820 1820 1820 1820 1820 1820 18	better laptop next year."	direct questions.	86. 3
I said that			/ I wanted that expensive hat.
Change the reports	ed speech into direct speech	Mary asked me "	"

2. The father asked the young girl where she wanted to go. The father asked the young girl "\_\_\_\_\_\_

3. Ann asked me if I could cook her a Vietnamese meal.

Ann asked me "\_\_\_\_\_

B Change the reported speech into direct speech.

1. Bình said that he would learn to play basketball. \_\_\_\_\_," Bình said.

"" Nga told me.

John complained.

2 John complained that his sister watched too much TV.

2. Nga told me that she loved eating fast food.

m.
31

## **UNIT 11**

## Lesson A

I have finished my homework. He has finished his homework.
I haven't cooked dinner. She hasn't cooked dinner.
Have you cleaned the room? Has he cleaned the room? Have you left work? Has she left work?
Yes, I have. / Yes, he has. No, I haven't. / No, she hasn't.
What <b>have</b> you <b>done</b> today? Where <b>has</b> she <b>been</b> ? How long <b>have</b> they <b>known</b> each other?

Form the present perfect with have / has + past participle. We can use the present perfect (like the simple past) to talk about completed actions in the past, but without saying when they happened.

## Past Participles

Regular verbs end in -ed: walk - walked, clean - cleaned, pass - passed, graduate - graduated, visit - visited

Irregular verbs have irregular past participles: cut - cut, buy - bought, have - had, go - gone, be - been, take - taken, pay - paid, put - put

Mrite the irregular past participles from the box next to the correct verb.

	read won	spoken said		bo ea	55%	swept met	told done
1.	buy		-	7.	read	30	
2.	do	%	_50	8.	say	<u> </u>	<u> 83</u>
3.	drink		<u></u>	9.	speak	<u> </u>	- 22
4.	eat	4	_	10.	sweep		
5.	make	-	<del></del>	11.	tell	ell.	
6.	meet	150	_	12.	win		

1.			e present perfect.
	A:	What (1) (ye	ou, do) today?
		Nothing very exciting. I (2)	
		the house, and I (3)	(cook)
		dinner. (4) (	you, have) an
		interesting day?	
	A:	No, not really. I (5)	(be) sick.
		I (6) (not do	) anything.
2.	A:	Today, I (7)	(pay) the bills
		and I (8)(be	uy) the groceries.
		(9)(you, have)	an interesting day?
	B:	Well, I (10)	
		I (11) (buy) :	some clothes for
		my new job.	
Le	ess	on C	
S	impl	e Past and Past Continuous with	h when and while
		tion interrupting another action in	
		she was studying in high school	
a	sch	olarship.	
		were running a marathon when	arrived at
		school.	eveling obroad
		<b>met</b> my best friend <i>while</i> I <b>was tr</b> years ago.	aveling abroad
		ctions happening at the same tim	e in the past
		I was learning English, he was	
d	rivin	g test.	
		eren't chatting when the teacher	r <b>came</b> into the
0			
	avid	oom.	om was sasking
D		wasn't watching TV while his m	
D	inne	wasn't watching TV while his m r for the family. He was helping h	ner.
D d W	inne <b>/as</b> s	wasn't watching TV while his m	ner.
D d W	inne <b>/as</b> s rhen	wasn't watching TV while his mean of the family. He was helping he he doing her math homework she heard a loud noise?	ner. Yes, <b>she was</b> . No, <b>she wasn't</b> .
О и и	inne /as s /hen /ere	wasn't watching TV while his means the family. He was helping he he doing her math homework	Yes, she was. No, she wasn't. Yes, we were.
D d W W sh	inne /as s /hen /ere ne w	wasn't watching TV while his mean of the family. He was helping he he doing her math homework she heard a loud noise?  You listening to the teacher while	Yes, she was. No, she wasn't. Yes, we were. No, we weren't.
D d W W Sh Sh U at	inne las s hen lere ne w se the	wasn't watching TV while his mean for the family. He was helping he she doing her math homework she heard a loud noise?  you listening to the teacher while as explaining the math problem?  the past continuous to talk about a pecific time in the past.	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress
D d W W Sh Sh U at	inne las s hen lere ne w se the	wasn't watching TV while his mean for the family. He was helping he she doing her math homework she heard a loud noise?  you listening to the teacher while as explaining the math problem?  ne past continuous to talk about a	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress
M W Sh U at U	inne las s hen lere ne w se th t a s se th	wasn't watching TV while his mer for the family. He was helping he he doing her math homework she heard a loud noise?  You listening to the teacher while as explaining the math problem?  The past continuous to talk about a pecific time in the past.  The past simple to talk about short, or	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions.
M W Sh U at U	Inne Ias s Inne Iere ne w se the a second se	wasn't watching TV while his mer for the family. He was helping he she doing her math homework she heard a loud noise?  you listening to the teacher while has explaining the math problem?  the past continuous to talk about a pecific time in the past.  The past simple to talk about short, or past simple to talk about short.	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions.
D d W W Sh U at U	Inne Ias s Inne Iere The w Ise the a sp Ise the	wasn't watching TV while his mer for the family. He was helping he she doing her math homework she heard a loud noise?  you listening to the teacher while as explaining the math problem?  The past continuous to talk about a pecific time in the past.  The past simple to talk about short, or past simple to talk about short, or past in parentheses.	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions.
D d W W Sh U at U	Inne I/as s I/hen I/ere The w The tas I Co The	wasn't watching TV while his mer for the family. He was helping he she doing her math homework she heard a loud noise?  You listening to the teacher while has explaining the math problem?  The past continuous to talk about a pecific time in the past.  The past simple to talk about short, or past simple to talk about short, or past in parentheses.  (jog) in the	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions. e correct forms of
D d W W Sh U at U	/as sthen/ere we set the aspect	wasn't watching TV while his mer for the family. He was helping he he doing her math homework she heard a loud noise?  You listening to the teacher while has explaining the math problem?  The past continuous to talk about a pecific time in the past.  The past simple to talk about short, or past simple to talk about short, or past in parentheses.  When the past in parentheses.  When the past is parentheses.	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions. correct forms of park when all) and
M W Sh U at U	Vas sthen Vere we set the taspect the last	wasn't watching TV while his mer for the family. He was helping he he doing her math homework she heard a loud noise?  You listening to the teacher while as explaining the math problem? The past continuous to talk about a pecific time in the past. The past simple to talk about short, or past simple to talk about short, or past in parentheses.  The verbs in parentheses.  The past in parentheses.	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions. correct forms of park when all) and ee.
M W Sh U at U	// Cother list	wasn't watching TV while his mer for the family. He was helping he he doing her math homework she heard a loud noise?  You listening to the teacher while he past continuous to talk about a poecific time in the past. The past simple to talk about short, or past simple to talk about short, or past in parentheses.  —————————————————————————————————	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions. correct forms of park when all) and ee
M W Sh U at U	las strengthen last then last the last the last the last the last last last last last last last last	wasn't watching TV while his mer for the family. He was helping he he doing her math homework she heard a loud noise?  you listening to the teacher while as explaining the math problem?  The past continuous to talk about a pecific time in the past.  The past simple to talk about short, or past simple to talk about sh	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions. correct forms of park when all) and ee
D d W w Sh U at U	las sthen lere we set to a specific to a specific to a specific to the last the at the last to the last the las	wasn't watching TV while his mer for the family. He was helping he he doing her math homework she heard a loud noise?  you listening to the teacher while as explaining the math problem?  The past continuous to talk about a pecific time in the past.  The past simple to talk about short, or past simple to talk about short, or past in parentheses.  The verbs in parentheses.  The past simple to talk about short, or past simple to talk about a past simple to talk about short, or past simple to talk	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions. e correct forms of park when all) and ee (perform) on (arrive)
D d W w Sh U at U	// As s shen // As s she that a s s se the // As s s s s s s s s s s s s s s s s s	wasn't watching TV while his mer for the family. He was helping he he doing her math homework she heard a loud noise?  you listening to the teacher while as explaining the math problem?  The past continuous to talk about a pecific time in the past.  The past simple to talk about short, or past simple to talk about sh	Yes, she was. No, she wasn't. Yes, we were. No, we weren't. ctions in progress completed actions. correct forms of park when all) and ee (perform) on (arrive) wear) a beautiful

<ol><li>We for the school event when the school event with the school event with the school event with the school event.</li></ol>		Real Conditionals: The First Conditional		
		If Clause (Simple Present)	Main Clause (Simple Future)	
5. Alice		If you leave a message,	I will call you.	
	(discuss) the	If you don't study,	you won't pass the test.	
D Complete the convers forms of the verbs in p  1. A: What(c	eations with the correct parentheses (you / do) when I	We use the first conditional to consequence of a realistic puse the simple present in the talk about the future action of With the first conditional, you or the main clause. If you stocomma between the clause	ossibility now or in the future. e if clause and will / won't to r result in the main clause. u can start with the if clause art with the if clause, use a	
	(write) an essay. . (you / shop) at	If you go now, you'll catch y train if you go now.	our train. = You'll catch your	
B: No, I (m	neet) you yesterday? (eat) ice od court when _ (come) and	ask a friend finish it on if you work with a partner leave the classroom list	time if you have a question	
<ul><li><b>A:</b> What</li><li>when we were talking of</li><li><b>B:</b> My dad</li></ul>		<ol> <li>If your teacher speaks,</li> <li>If you have homework,</li> <li>If you don't know the ar</li> </ol>		
UNIT 12 Lesson A Real Conditionals: The Z  If Clause (Simple Present)	Main Clause (Simple	<ul> <li>4. Try to use English</li> <li>5. If you make a mistake,</li> <li>6. Raise your hand</li> <li>7. If the bell rings,</li> <li>B Complete the first cond</li> </ul>	ditional sentences with the	
If you <b>have</b> a loan,	Present or Imperative) you pay interest.	correct form of the verb	entra de la companya	
If you <b>borrow</b> money,	remember to pay it back.	<ol> <li>If you meet the bank may you some questions.</li> </ol>	nager, sne <u>ll ask</u> (ask	
We use the zero conditional to:  • talk about facts: If you throw a ball up, it comes down.  • talk about things that are usually true: If there are dark clouds, it often rains.  • give instructions: If you press this button, your laptop starts.  • give advice: If you don't understand a word, ask your teacher.  With the zero conditional, you can start with the if clause or the main clause.  If you have a loan, you pay interest. = You pay interest if you have a loan.  Punctuation  If you start with the if clause, put a comma after it: If you need help, ask your teacher.  If you start with the main clause, don't use a comma: Ask your teacher if you need help.		<ol> <li>If he</li></ol>	cch) the bus if you run.  It if you(give)  It if you run.  It if you ru	

- Read the sentences with the zero conditional and the first conditional. Underline the correct verb form.
- 1. If you need some money, go / will go to the ATM.
- 2. Put on your coat if it rains / will rain.
- 3. If our friends come tonight, we have / 'Il have a party.
- 4. If you don't pay me, I didn't do I won't do the work.
- 5. If you press / will press this button, the washing machine turns off.
- 6. We meet / 'Il meet you at the airport if we have time tomorrow.
- 7. I ask / 'll ask my parents for the money if the bank doesn't give me a loan.

## Lesson C

<b>Unreal Conditionals</b>	s: The Second Conditional
If Clause (Past Subjunctive)	Main Clause (Would or modals for Present Conditional)
If Mike <b>used</b> a credit card,	he <b>would get</b> a discount for that purchase.
If you <b>saved</b> your income every month,	you <b>wouldn't need</b> to borrow money from your family.
If you were rich,	would you start your own business?

We use the second conditional to talk about to talk about things in the future that are probably not going to be true or something in the present which is impossible because it's not true.

Use the past subjunctive in the if clause and would / wouldn't to talk about the probable result in the main clause.

With the second conditional, you can start with the if clause or the main clause. If you start with the if clause, use a comma between the clauses:

If Daniel started saving now, he would be able to buy a new laptop next year. = Daniel would be able to buy a new laptop next year if he started saving now.

#### Modals

In the main clause, you can use modals instead of would for Present Conditional to express the degree of certainty, permission, or recommendation.

If I had enough money, I might buy a bigger house. That teenager could make his own decision about how to spend that money if his parents gave permission. If you gave her a chance, she could perform better.

## If I were

It is correct and very common to say If I were instead of If

If I were you, I would not spend all my money for random stuff.

I		:£ -1	
DQ2	ın	if clause.	

D	Complete the second conditional sentences with the
	correct form of the verbs in parentheses.

1.	If he had time and money, he	(enroll) in
	Australia last week.	

2.	She	_(study) abroad if she had financia
	support from her	parents.

- **3.** He \_\_\_\_\_ \_ (be) pleased if he made enough money to buy the house in the city.
- 4. If they spent money wisely, they \_\_\_\_\_ some savings.
- 5. I would lend him some money if I \_\_\_\_\_(be) you.
- **6.** If you \_\_\_ (want) to study abroad, you should apply for a scholarship.
- 7. If she didn't finish the project, she \_\_\_\_\_ \_\_ (not, make) any money from it.
- \_ (be) you, I would accept the deal.
- Circle the correct options to make second conditional sentences.
- 1. If I had my own car, I will not have to / would not have to take a bus to work every day.
- 2. If you had a sister, will you share / would you share your money with her?
- 3. Your parents would be angry if you waste / wasted the money they gave you.
- 4. If I am / were you, I would get a new job with better pay.
- 5. If Jonathan speaks / spoke English well, he could apply for a job with a high salary at a foreign company.
- 6. If I owe / owed money to someone, would you lend me some?
- 7. If he won the lottery, he will buy / might buy a nice car.
- 8. The company can save / could save up to 100,000,000 đồng annually in operating costs if the managers decided to buy modern machines for production.

Base Form	Simple Past	Past Participle	Vietnamese meaning
begin	began	begun	bắt đầu
break	broke	broken	phá vỡ
bring	brought	brought	mang, đem
buy	bought	bought	mua
come	came	come	đến
do	did	done	làm
drink	drank	drunk	uống
drive	drove	driven	lái (xe)
eat	ate	eaten	ăn
feel	felt	felt	cảm thấy
get	got	gotten	nhận
give	gave	given	đưa
go	went	gone	đi
have	had	had	có
hear	heard	heard	nghe
know	knew	known	biết
leave	left	left	rời đi
let	let	let	để cho (ai) làm (gì)
lose	lost	lost	làm mất
make	made	made	làm, tạo ra
meet	met	met	gặp
pay	paid	paid	trả tiền
put	put	put	đặt, để
read	read	read	đọc
run	ran	run	chạy
say	said	said	nói
see	saw	seen	nhìn thấy
send	sent	sent	gửi
sit	sat	sat	ngồi
sleep	slept	slept	ngủ
speak	spoke	spoken	nói
take	took	taken	lấy
tell	told	told	kể
think	thought	thought	nghĩ, suy nghĩ
understand	understood	understood	hiểu
write	wrote	written	viết

.....

# Glossary

		0 1 2	خدما بالمرايد	break	(n)	/breɪk/	kỳ nghỉ ngắn
access (to)	(n)	/ˈækses/	quyền được tiếp cận với	break the barrier	(n) (verb	/breik/	phá vỡ rào cản
accommodation	(n)	/əˌkaːməˈdeɪʃn/	chỗ ở	break the barrier		'bæriər/	pha vo rao can
achievement	(n)	/ əˈtʃiːvmənt/	thành tưu	brush your teeth	(verb	/br∧∫jʊr ti:θ/	đánh răng
adventure	(n)	/ədˈventʃər/	cuộc phiêu lưu	10 cm 10 cm 20	phrase)		A
advertise	(v)	/ˈædvərtaɪz/	quảng cáo	budget	(n)	/'bʌdʒɪt/	ngân sách
aggression	(n)	/əˈgreʃn/	sự hung hăng	butter-baked	(adj)	/ˈbʌtər beɪkt/	nướng kèm với bo
amazed	(adj)	/əˈmeɪzd/	(cảm thấy) kinh ngạc, sửng sốt	buy the groceries	(verb phrase)	/baɪ ðə 'grəʊsəriz/	mua hàng tạp hoa
amazing	(adj)	/əˈmeɪzɪŋ/	đáng kinh ngạc	C			
amused	(adj)	/əˈmjuːzd/	(cảm thấy) buồn				
			cười, thú vị	calf	(n)	/kæf/	thú con (voi con, bê)
amusing	(adj)	/əˈmjuːzɪŋ/	buồn cười, tức cười	canoe	(n)	/kəˈnuː/	chèo xuồng
anger	(n)	/ˈæŋgər/	sự giận dữ	canoeing	(n)	/kəˈnuːŋ/	môn chèo xuồng
арр	(n)	/æp/	ứng dụng	cap	(n)	/kæp/	mű lưỡi trai
appetizer	(n)	/ˈæpɪtaɪzər/	món khai vị	capture	(v)	/ˈkæptʃər/	năm bắt (một
approximately	(adv)	/əˈpraːksɪmətli/	xấp xỉ	daptare	(.)	, neeptjen,	khoảnh khắc)
approximation	(n)	/ə pra:ksə meɪʃən/	sự xấp xỉ	Carnival	(n)	/ˈkaːrnɪvl/	lễ hội hóa trang
Argentinian	(n)	/ˌa:rdʒənˈtɪniən/	người Ác-hen-	carry-on bag	(n)	/ˈkæri ɑːn bæg/	hành lý xách tay
			ti-na	cash	(n)	/kæ∫/	tiền mặt
arrange	(v)	/əˈreɪndʒ/	sắp xếp	cashier	(n)	/kæˈʃɪr/	nhân viên thu
assistant	(n)	/əˈsɪstənt/	phụ tá	catch the bus	(verb	/kætʃ ðə bʌs/	ngân bắt (đón) xe buýt
athlete	(n)	/ˈæθliːt/	vận động viên	catch the bus	phrase)	/ kæy 00 b/s/	bat (doll) xe buyt
attach	(v)	/əˈtætʃ/	đính kèm	celebrate	(v)	/'selibreit/	ăn mừng, kỉ niệm
Australian	(n)	/ɔːˈstreɪliən/	người Úc	century	(n)	/ˈsentʃəri/	thế kỷ
awful	(adj)	/ˈɔːfl/	kinh khủng	change money	(verb phrase)	/t∫eɪndʒ ˈm∧ni/	đổi tiền
3				charger	(n)	/ˈtʃaːrdʒər/	bộ sạc
bacon	(n)	/ˈbeɪkən/	thịt xông khói	cheap	(adj)	/tʃiːp/	rė
	(11)			check-in	(v)	/'tʃek ɪn/	làm thủ tục (lên má
bark	(n)	/baːrk/	vó cây				bay, nhận phòng khách sạn,)
baseball	(n)	/ˈbeɪsbɔːl/	môn bóng chày	check-in luggage	(noun	/'tʃek ɪn 'lʌgɪdʒ/	hành lý ký gửi
belt	(n)	/belt/	thắt lưng		phrase)	, ,	
blog	(n)	/bla:g/	blog, nhật ký điện tử	chess	(n)	/tʃes/	cờ vua
boarding pass	(noun	/ˈbɔːrdɪŋ pæs/	thẻ lên máy bay	Chilean	(n)	/'tʃɪliən/	người Chi-lê
	phrase)	,	,	Chinese	(n)	/ˌtʃaɪˈniːz/	người Trung Quốc tiếng Trung Quốc
boarding time	(noun phrase)	/'bɔ:rdɪŋ taɪm/	giờ lên máy bay	clean the car	(verb phrase)	/kli:n ðə ka:r/	rửa xe
body language	55/55	læŋgwɪdʒ/	ngôn ngữ cơ thể	clean your room	(verb phrase)	/kli:n jʊr ru:m/	dọn phòng
boring	(adj)	/ˈbɔːrɪŋ/	nhàm chán				

vay, mượn

(v)

/kəʊtʃ/

huấn luyện

coal	(n)	/kəʊl/	than đá
coat	(n)	/kəʊt/	áo choàng ngoài
communicate	(v)	/kəˈmjuːnɪkeɪt/	giao tiếp
communication	(n)	/kəˌmjuːnɪˈkeɪʃn/	sự giao tiếp
compete	(v)	/kəmˈpiːt/	thi đấu
competition	(n)	/ˌkaːmpəˈtɪʃən /	cuộc thi đấu
competitive	(adj)	/kəmˈpetətɪv/	có tính cạnh tranh
conclude	(v)	/ kənˈkluːd/	kết thúc (bằng)
confusing	(adj)	/kənˈfjuːzɪŋ/	khó hiểu, rối rắm
connect	(v)	/kəˈnekt/	kết nối
construct	(v)	/kənˈstr∧kt /	xây dựng
content	(n)	/'ka:ntent/	nội dung
cooperation	(n)	/kəʊˌɑːpəˈreɪʃn/	sự hợp tác
cost	(n)	/kɔ:st/	chi phí, giá cả
costume	(n)	/ˈkaːstuːm/	trang phục
cotton	(n)	/ˈkaːtn/	vải làm từ sợi bông, vải cô-tôn
course	(n)	/kɔ:rs/	khóa học
cover	(v)	/ˈkʌvər/	bao phủ, che phủ
crowded	(adj)	/ˈkraʊdɪd/	đông đúc
crowdfunding	(n)	/ˈkraʊdf∧ndɪŋ/	việc gọi vốn cộng đồng
cruise	(n)	/kru:z/	cuộc đi chơi bằng tàu, thuyền
currency	(n)	/ˈkɜːrənsi/	tiền tệ

dairy product	(noun phrase)	/'deri 'pra:d∧kt/	sản phẩm làm từ sữa
dangerous	(adj)	/'deɪndʒərəs/	nguy hiểm
daring	(n)	/ˈderɪŋ/	táo bạo, dũng cảm
day trip	(noun phrase)	/'deɪ ˌtrɪp/	chuyến đi trong ngày
delicious	(adj)	/dɪˈlɪʃəs/	ngon
dentistry	(n)	/ˈdentɪstri/	nha khoa
dessert	(n)	/dɪˈzɜ:rt/	món tráng miệng
destination	(n)	/ˌdestɪˈneɪʃn /	điểm đến
dictionary	(n)	/ˈdɪkʃəneri/	từ điển
difficult	(adj)	/ˈdɪfɪkəlt/	khó khăn
digital	(adj)	/ˈdɪdʒɪtl/	kỹ thuật số
discount	(n)	/ˈdɪskaʊnt/	sự bớt giá tiền, sự chiết khấu
dish	(n)	/dɪʃ/	món ăn
Diwali	(n)	/dɪˈwɑːli/	lễ hội ánh sáng (ở các nước đạo Hin-đu)

do volunteer work	(verb phrase)		làm công việc tình nguyện
double	(adj)	/ˈdʌbl/	gấp đôi
download	(v)	/ˌdaʊnˈləʊd/	tải xuống
dress up in costumes	(verb phrase)	/dres ^p in 'ka:stu:mz/	hóa trang
driver's license	(noun phrase)	/ˈdraɪvərz laɪsns/	bằng lái xe
driving test	(noun phrase)	/ˈdraɪvɪŋ test/	kỳ thi lấy bằng lái xe



	earn	(v)	/3:rn/	kiếm (tiền)
	eat breakfast	(verb phrase)	/i:t 'brekfəst/	ăn sáng
	editor	(n)	/'edɪtər/	biên tập viên
<b>]</b> ,	editor-in-chief	(n)	/ˌedɪtər ɪn ˈtʃiːf/	chủ bút, tổng biên tập
	eat out	(phrasal verb)	/it aut/	ăn ở ngoài
	Eid	(n)	/i:d/	lễ hội Eid
	electricity	(n)	/ɪˌlekˈtrɪsəti/	điện
	emotion	(n)	/ɪˈməʊʃn/	cảm xúc
	empower	(v)	/ımˈpaʊər/	trao quyền
	energy	(n)	/ˈenərdʒi/	năng lượng
	English	(n)	/ˈɪŋglɪʃ/	người Anh, tiếng Anh
	enjoyable	(adj)	/In'dʒɔɪəbl/	thú vị
-	enormous	(adj)	/ı'nɔ:rməs/	rất to lớn
	entertainment	(n)	/entər'teɪnmənt/	sự giải trí, hình thức giải trí
n	eSports	(n)	/ˈiː spɔːrts/	môn thể thao điện tử
	evidence	(n)	/'evidəns/	bằng chứng, chứng cứ
	excellent	(adj)	/'eksələnt/	xuất sắc
	exchange money	(verb phrase)	/ɪksˈtʃeɪndʒ ˈmʌni/	đổi tiền
	excited	(adj)	/ɪkˈsaɪtɪd/	(cảm thấy) hứng thú
	exciting	(adj)	/ɪkˈsaɪtɪŋ/	thú vị
	exhausting	(adj)	/igˈzɔ:stɪŋ/	làm (ai) kiệt sức
	exhibition	(n)	/ˌeksɪˈbɪʃn/	buổi triển lãm
	expenses	(n)	/ɪkˈspensɪz/	chi phí, phí tổn
	expensive	(adj)	/ɪkˈspensɪv/	đắt tiền
	experience	(n)	/ɪkˈspɪriəns/	kinh nghiệm
	expert	(n)	/ˈekspɜːrt/	chuyên gia
	explore	(n)	/ɪkˈsplɔːr/	chuyến thám hiểm
- 1				

face-to-face	(adj)	/ feis tə 'feis/	trực tiếp
fascinating	(adj)	/ˈfæsɪneɪtɪŋ/	vô cùng hấp dẫn
fast food	(n)	/ fæst 'fu:d/	thức ăn nhanh
festival	(n)	/'festɪvl/	lễ hội
filmmaker	(n)	/ˈfɪlm meɪkər/	nhà làm phim
filthy	(adj)	/ˈfɪlθi/	bẩn thiu
firework	(n)	/ˈfaɪərwɜːrk/	pháo hoa
fit	(adj)	/fɪt/	cân đối, khỏe mạnh
fitness class	(noun phrase)	/ˈfɪtnəs ˌklæs/	lớp học thể hình
follower	(n)	/ˈfɑːləʊər/	người theo dõi
foreigner	(n)	/ˈfɔ:rənər/	người nước ngoài
forest ranger	(noun phrase)	/ˌfɔ:rɪst ˈreɪndʒər/	kiểm lâm
found	(v)	/faʊnd/	thành lập, sáng lập
fresh	(adj)	/freʃ/	tươi
frightening	(adj)	/'fraɪtnɪŋ/	đáng sợ
frozen	(adj)	/ˈfrəʊzn/	đông lạnh



game console	(n)	/ˈgeɪm kɑːnsəʊl/	máy chơi điện tử
gap year	(n)	/ˈgæp jɪr/	thời gian nghỉ tạm thời trước khi học tiếp trung học, đai học,
geological	(adj)	/ˌdʒi:əˈlɑ:dʒɪkl/	thuộc địa chất
get a scholarship	(verb phrase)	/get ə 'ska:lərʃɪp/	nhận học bổng
get up	(v)	/get ∧p/	thức dậy
glacier	(n)	/ˈgleɪʃər/	dòng sông băng
global	(adj)	/ˈgləʊbl/	thuộc toàn cầu
gloves	(n)	/glʌvz/	găng tay
go on a school trip	(verb phrase)	/goʊ aːn ə skuːl trɪp/	tham gia chuyến tham quan của trường
go on a tour	(verb phrase)	/gəʊ ɑːn ə tʊr/	đi tham quan theo đoàn
go to a meeting	(verb phrase)	/gəʊ tu ə ˈmiːtɪŋ/	đi họp
go to college	(verb phrase)	/gəʊ tə ˈkɑːlɪdʒ/	đi học đại học
graduate	(v)	/ˈgrædʒueɪt/	tốt nghiệp
graph	(n)	/græf/	biểu đồ
guidebook	(n)	/ˈgaɪdbʊk/	sách hướng dẫn
guided tour	(noun nhrase)	/'gaɪdɪd tʊr/	chuyến tham quan có hướng dẫn viên
			môn thể dục dụng cụ



habitat	(n)	/ˈhæbɪtæt/	môi trường sống, nơi sống
handbag	(n)	/ˈhændbæg/	túi xách, ví xách tay
handle	(n)	/ˈhændl/	tên người dùng (trên mạng xã hội)
have lunch	(verb phrase)	/hæv l∧ntʃ/	ăn trưa
headlamp	(n)	/'hedlæmp/	đèn pha
health	(n)	/helθ/	sức khỏe
healthcare	(n)	/ˈhelθker/	dịch vụ chăm sóc sức khỏe
healthy	(adj)	/ˈhelθi/	tốt cho sức khoẻ
hearing	(n)	/ˈhɪrɪŋ/	thính giác
heartwarming	(adj)	/ˈhɑːrt wɔːrmɪŋ/	ấm lòng
heat	(n)	/hi:t/	hệ thống sưởi
heavy	(adj)	/'hevi/	(quần áo) dày
high-fiber	(adj)	/haɪ ˈfaɪbər/	nhiều chất xơ
high-protein	(adj)	/haɪ ˈprəʊtiːn/	nhiều đạm
high-quality	(adj)	/haɪ ˈkwɑləti/	chất lượng cao
hike	(v)	/haɪk/	đi bộ đường dài
homegrown	(adj)	/ˌhəʊmˈgrəʊn/	tự trồng, trồng trong vườn nhà
homemade	(adj)	/ˌhəʊmˈmeɪd/	tự làm, làm tại nhà
horrible	(adj)	/ˈhɔːrəbl/	kinh khủng
huge	(adj)	/hju:dʒ/	khổng lồ



The same of the sa		A1117	
ice hockey	(noun phrase)	/ˈaɪs ˌhɑ:ki/	môn khúc côn cầu trên băng
immigration	(n)	/ˌɪmɪˈgreɪʃn/	nơi làm thủ tục nhập cảnh
income	(n)	/'Ink^m/	thu nhập
Independence Day	(noun phrase)	/ˌɪndɪˈpendəns deɪ/	Ngày Độc Lập (Hoa Kỳ)
indigenous	(adj)	/ɪnˈdɪdʒənəs/	bản địa
individual	(adj)	/ˌɪndɪˈvɪdʒuəl/	mang tính cá nhân
indoor	(adj)	/'ɪndɔ:r/	trong nhà
ingredient	(n)	/ɪnˈgriːdiənt/	nguyên liệu
instruction	(n)	/ɪnˈstrʌkʃn/	lời chỉ dẫn
interest	(n)	/'Intrəst/	tiền lãi
interesting	(adj)	/'intrəstiŋ/	hấp dẫn
interview	(n)	/ˈɪntərvjuː/	cuộc phỏng vấn
invaders	(n)	/ɪnˈveɪdərz/	quân xâm lược
Irish	(n)	/ˈaɪrɪʃ/	người Ai-len

J			
jacket	(n)	/ˈdʒækɪt/	áo khoác
Japanese	(n)	/ˌdʒæpəˈniːz/	người Nhật, tiếng Nhật
jeans	(n)	/dʒi:nz/	quần bò, quần jean
jog	(v)	/dʒa:g/	chạy bộ (chậm và đều)
journalist	(n)	/ˈdʒɜːrnəlɪst/	nhà báo
juice	(n)	/dʒu:s/	nước ép (rau, trái cây,)
junk food	(noun phrase)		đồ ăn vặt
K			
keep in touch	(verb phrase)	/kiːp ɪn tʌtʃ/	giữ liên lạc
	•		
lack	(v)	/læk/	thiếu
lack	(n)	/læk/	sự thiếu hụt
learn a language	(verb phrase)	/lɜːrn ə ˈlæŋgwɪdʒ/	học một ngôn ngũ
leather	(n)	/ˈleðər/	da thuộc
leave school	(verb phrase)	/li:v sku:l/	rời khỏi trường học, nghi học
lecturer	(n)	/ˈlektʃərər/	giảng viên (đại học, cao đẳng)
lend	(v)	/lend/	cho vay, cho mượr
lettuce	(n)	/'letrs/	rau diếp, rau xà lách
lifelong	(adj)	/ˈlaɪflɔːŋ/	suốt đời
lifestyle	(n)	/ˈlaɪfstaɪl/	lői sőng
listen to music	(verb phrase)	/ˈlɪsn tə ˈmjuːzɪk/	nghe nhạc
local	(adj)	/ˈləʊkl/	thuộc địa phương
location	(v)	/ləʊˈkeɪʃn/	địa điểm
long-term	(adj)	/ˌlɔːŋ ˈtɜːrm/	dài hạn
lose	(v)	/lu:z/	làm mất
low-calorie	(adj)	/ˌləʊˈkæləri/	có lượng calo thấp
luggage	(n)	/ˈlʌgɪʤ/	hành lý
lunch break	(n)	/'Inntf breik/	giờ nghỉ trưa

/mæg'nɪfɪsnt/

/ˌmeɪn ˈdɪʃ/

(adj)

(n)

tráng lệ, lộng lẫy

món ăn chính

pack

pack a suitcase

(n)

(verb phrase)

/pæk/

xếp đồ, đóng gói

/pæk ə 'su:tkeɪs/ xếp vali, xếp hành lý

magnificent

main dish

make a poster	(verb phrase)	/meɪk ə ˈpəʊstər/	làm một tấm áp phích
master	(v)	/ˈmæstər/	thành thạo, nắm vững
meat	(n)	/mi:t/	thịt
melt	(v)	/melt/	tan chảy
memorize	(v)	/'meməraɪz/	ghi nhớ
mental	(adj)	/'mentl/	thuộc về tinh thần
Mexican	(n)	/ˈmeksɪkən/	người Mê-xi-cô
mineral water	(noun phrase)	/ˈmɪnərəl wɔːtər/	nước khoáng
mouthwatering	(adj)	/'maʊθ wɔ:təпŋ/	(thức ăn) hấp dẫn, kích thích vị giác
musical instrument	(noun phrase)	/ˌmjuːzɪkl ˈɪnstrəmənt/	nhạc cụ
musician	(n)	/mjuˈzɪʃn/	nhạc sĩ
N		No. of the second	
nationality	(n)	/ˌnæʃəˈnæləti/	quốc tịch
natural material	(noun phrase)	/ˈnæʧrəl məˈtɪriəl/	chất liệu tự nhiên
neither	(adv)	/ˈnaɪðər/	cũng không
neuroscientist	(n)	/'nurəusaiəntist/	nhà thần kinh học
New Year	(n)	/ˌnuː ˈjɪr/	năm mới
nocturnal	(adj)	/na:k't3:rnl/	(thuộc) đêm; về đêm
noisy	(adj)	/ˈnɔɪzi/	ồn ào
non-renewable	(adj)	/ˌnaːn rɪˈnuːəbl/	không thể tái tạo
non-stop	(adj)	/ˌnaːn ˈstaːp/	không ngừng
0			
<b>O</b> often	(adv)	/ˈɔːfn/	thường xuyên
	(adv) (adj)	/ˈɔːfn/ /ˌəʊld ˈfæʃnd/	thường xuyên lỗi mốt
often		/ˌəʊld ˈfæʃnd/	lỗi mốt
often old-fashioned	(adj)		lỗi mốt củ hành tây
often old-fashioned onion optimistic	(adj) (n) (adj)	/ˌəʊld ˈfæʃnd/ /ˈʌnjən/	lỗi mốt củ hành tây lạc quan
often old-fashioned onion	(adj) (n)	/ˌəʊld ˈfæʃnd/ /ˈʌnjən/ /ˌɑ:ptɪˈmɪstɪk/	lỗi mốt củ hành tây
often old-fashioned onion optimistic orange	(adj) (n) (adj) (n)	/ˌəʊld ˈfæʃnd/ /ˈʌnjən/ /ˌɑ:ptɪˈmɪstɪk/ /ˈɔ:rɪndʒ/	lỗi mốt củ hành tây lạc quan quả cam việc gọi món
often old-fashioned onion optimistic orange order	(adj) (n) (adj) (n) (n)	/ əʊld 'fæʃnd/ / ˈʌnjən/ / a:ptr'mɪstɪk/ / ɔ:rɪndʒ/ / ˈɔ:rdər/	lỗi mốt củ hành tây lạc quan quả cam việc gọi món (trong nhà hàng)
often old-fashioned onion optimistic orange order organic	(adj) (n) (adj) (n) (n) (adj)	/_avld 'fæʃnd/ /'^njan/ /_a:ptr'mɪstɪk/ /'o:rɪndʒ/ /'o:rdər/ /o:r'gænɪk/	lỗi mốt củ hành tây lạc quan quả cam việc gọi món (trong nhà hàng) hữu cơ

packaged	(adj)	/ˈpækɪdʒd/	được đóng gói	R			
paddleboard	(v)	/ˈpædlbɔːrd/	lướt ván đứng	radish	(n)	/ˈrædɪʃ/	củ cải
passion	(n)	/ˈpæʃn/	niềm đam mê	raise money	(verb	/reɪz ˈmʌni/	quyên tiền
passport	(n)	/ˈpæspɔːrt/	hộ chiếu		phrase)		
pasta	(n)	/'pa:stə/	mì Ý	reception area	(n)	/πˈsep∫n ˌeriə/	khu vực lễ tân
patriotic	(adj)	/ˌpeɪtriˈaːtɪk/	yêu nước	recipe	(n)	/ˈresəpi/	công thức nấu ăn
pepper	(n)	/'pepər/	hạt tiêu, ớt chuông	recycle	(v)	/ˌriːˈsaɪkl/	tái chế
pessimistic	(adj)	/ˌpesɪˈmɪstɪk/	bi quan	reef	(n)	/ri:f/	rặng đá ngầm
photographer	(n)	/fəˈtɑːgrəfər/	nhiếp ảnh gia	reference	(n)	/ˈrefrəns/	thư giới thiệu,
physical	(adj)	/ˈfɪzɪkl/	(thuộc về) thể chất				người viết thư giới thiệu
pilot	(n)	/'paɪlət/	phi công	relaxation	(n)	/ˌriːlækˈseɪʃn/	sự thư giãn
pizza	(n)	/ˈpiːtsə/	bánh pizza	renewable	(adj)	/п'nu:əbl/	có thể tái tạo
police officer	(n)	/pəˈliːs ɑːfɪsər/	cảnh sát	rent a car	(verb phrase)	/rent ə ka:r/	thuê xe
politics	(n)	/ˈpɑːlətɪks/	chính trị	request	(v)	/пˈkwest/	yêu cầu
pollution	(n)	/pəˈluːʃn/	sự ô nhiễm	research	(v)	/n'ss:rt[/	nghiên cứu
poor	(adj)	/pʊr/	nghèo	researcher	(n)	/rɪˈsɜːrtʃər/	nhà nghiên cứu
popularity	(n)	/ˌpaːpjuˈlærəti/	sự phổ biến	residence	(n)	/ˈrezɪdəns /	sự cư trú
population	(n)	/ˌpaːpjuˈleɪʃn/	dân số	responsibility	(n)	/rr_spa:nsəˈbɪləti/	nghĩa vụ, trách
possession	(n)	/pəˈzeʃn/	vật sở hữu, tài sản, của cải	. cop o	(.,)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	nhiệm
post	(n)	/pəʊst/	bài đăng	resume	(n)	/'rezəmeɪ/	bản tóm tắt lý lịch
potato	(n)	/pəˈteɪtəʊ/	khoai tây	reusable	(adj)	/ˌriːˈjuːzəbl/	tái sử dụng được
practice singing	(verb	/'præktɪs 'sɪŋɪŋ/	tập hát	rich	(adj)	/rɪʧ/	giàu có
prepare for a	phrase (verb	) /prɪˈper fɔːr ə	chuẩn bị cho một	rock climbing	(noun phrase)	/ˈrɑːk klaɪmɪŋ/	môn thể thao leo núi
presentation		) pri:zn'teɪʃn/	bài thuyết trình	rough	(adj)	/r∧f/	thô, ráp
present	(n)	/'preznt/	món quà	routine	(n)	/ruːˈtiːn/	lệ thường, công
present-time	(adj)	/,preznt 'taɪm/	thuộc về hiện tại				việc thường làm hàng ngày
pride	(n)	/praɪd/	lòng tự hào, niềm kiêu hãnh	rule	(v)	/ru:l/	cai trị
private	(adj)	/'praɪvət/	tư nhân, cá nhân	run a marathon	(verb	/r∧n ə ˈmærəθɑːn/	chạy ma-ra-tông
prize	(n)	/praɪz/	giải thưởng, phần thưởng		piliase)	illectood.ily	
processed	(adj)	/'pra:sest/	được xử lý, đã qua xử lý	S	028	\$2	w 9
professional	(adj)	/prəˈfeʃənl/	chuyên nghiệp	sad	(adj)	/sæd/	buồn
professor	(n)	/prəˈfesər/	giáo sư	safari	(n)	/səˈfɑːri/	chuyến tham quan thiên nhiên hoang dã
profitable	(adj)	/ˈprɑ:fɪtəbl/	có khả năng	safe	(adj)	/serf/	an toàn
protect	6.0	/pro'tolet/	sinh lợi	salary	(n)	/ˈsæləri/	lương, tiền lương
protect	(v)	/prəˈtekt/	bảo vệ	sanctuary	(n)	/ˈsæŋktʃueri/	điện thờ, thánh địa
put on	verb)	l/pot o:n/	mặc vào	satisfied	(adj)	/ˈsætɪsfaɪd/	(cảm thấy) hài lòng
_				satisfying	(adj)	/ˈsætɪsfaɪɪŋ/	làm (ai) hài lòng
Q				sauce	(n)	/s:cs/	nước sốt
questionnaire	(n)	/ˌkwestʃəˈner/	bảng câu hỏi (để	sausage	(n)	/spis:ca'/	xúc xích
4 accountance		, esigo nei/	điều tra, thăm dò ý kiến)	scientist	(n)	/'saɪəntɪst/	nhà khoa học
			yên tĩnh				

sculpture	(n)	/ˈskʌlptʃər/	thuật điệu khắc,	species	(n)	/ˈspiːʃiːz/	loài
			công trình điệu khắc	spend	(v)	/spend/	tiêu (tiền)
sense	(n)	/sens/	giác quan	sponsor	(v)	/ˈspaːnsər/	tài trợ
sense of humor	(noun	/sens əv	khiếu hài hước,	spotless	(adj)	/ˈspaːtləs/	sạch bong
		ˈhjuːmər/	óc khôi hài	spread	(v)	/spred/	căng ra
sensory	(adj)	/ˈsensəri/	thuộc về giác quan	start a new hobby		/sta:rt ə nu:	bắt đầu một sở
shape	(n)	/ʃeɪp/	thể trạng		150 10000	'ha:bi/	thích mới
share	(v)	/ʃer/	chia sė	start work	(verb phrase)	/sta:rt wa:rk/	bắt đầu làm việc
shawl	(n)	/ʃɔ:l/	khăn san	stay up		/steɪ ʌp/	thức (khuya)
shirt	(n)	/ʃ3:rt/	áo sơ mi	C0000 <b>3</b> 0000 <b>3</b> 000	al verb)	, <u>1</u> , 2, 2, 3, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4,	50000000000000000000000000000000000000
shoes	(n)	/ʃu:/	giày	steak	(n)	/steɪk/	bít-tét
shortage	(n)	/ˈʃɔ:rtɪdʒ/	sự thiếu hụt	steal	(v)	/sti:l/	lấy trộm
short-term	(adj)	/ʃɔ:rt 'tɜ:rm/	ngắn hạn	still water	(noun	/strl worter/	nước uống không
shrimp	(n)	/ʃrɪmp/	tôm	stress-free	phrase)		có ga
sight	(n)	/saɪt/	thị giác	stress-free	(adj)	/stres fri:/	không ưu phiền, căng thẳng
sightseeing	(n)	/ˈsaɪtsiɪŋ/	chuyến tham quan ngắm cảnh	student loan	(noun phrase)	/'stu:dnt ləʊn/	khoản vay dành cho sinh viên
silk	(n)	/sɪlk/	lụa	study abroad	(verb	/bːcrdˈe ibʌtɛˈ/	du học
sing karaoke	(verb	/sɪŋˌkæriˈəʊki/	hát karaoke		phrase)		
cinalo	phrase)		(nhàng) đơn	stupa	(n)	/'stu:pə/	tháp đồ, phù đồ
single	(adj)	/ˈsɪŋgl/	(phòng) đơn	stylish	(adj)	/ˈstaɪlɪʃ/	sành điệu
single-use skateboarding	(adj)	/ˌsɪŋgl ˈjuːs/ /ˈskeɪtbɔːrdɪŋ/	sử dụng một lần môn trượt ván	suit	(n)	/su:t/	bộ com lê
_	(n)			sunbathe	(v)	/ˈsʌnbeɪð/	tắm nắng
skiing	(n)	/ˈskiɪŋ/	môn trượt tuyết (trên ván đôi)	sunblock	(n)	/ˈsʌnblɑːk/	kem chống nắng
skirt	(n)	/sk3:rt/	váy	sunglasses	(n)	/ˈsʌnglæsɪz/	kính râm
smartphone	(n)	/'sma:rtfəʊn/	điện thoại thông minh	surround	(v)	/səˈraʊnd/	bao quanh, vây quanh
smooth	(adj)	/smu:ð/	mượt, nhẵn	sweet	(adj)	/swi:t/	ngọt
sneakers	(n)	/'sni:kərz/	giày thể thao	switch off	(phrasal verb)	\f.c \text\	tắt (đèn, TV,)
snowboarding	(n)	/ˈsnəʊbɔːrdɪŋ/	môn trượt tuyết (trên ván đơn)	switch on		/switf a:n/	bật, mở (đèn, TV,)
soccer	(n)	/ˈsɑːkər/	môn bóng đá	synthetic material	(noun	/sɪnˈθetɪk	chất liệu tổng hợp
social media	(n)	/ˌsəʊʃl ˈmiːdiə/	phương tiện truyền thông xã hội			məˈtɪriəl/	chachiga tong hipp
solar panel	(noun phrase)	/ˌsəʊlər ˈpænl/	tấm pin mặt trời	<u> </u>	987 335	SOLAN CHESTA AND	ne man periodica
solution	(n)	/səˈluːʃn/	giải pháp	tablet	(n)	/'tæblət/	máy tính bảng
sometimes	(adv)	/ˈs∧mtaɪmz/	đôi khi	take a break	(verb phrase)	/teɪk ə breɪk/	nghỉ ngơi, nghỉ giải lao
sound	(v)	/saund/	nghe có vẻ (như thế nào)	take a photo	(verb phrase)	/teɪk ə ˈfəʊtəʊ/	chụp ảnh
souvenir	(n)	/ˌsuːvəˈnɪr/	quà lưu niệm	take a shower	(verb	/teɪk ə ˈʃaʊər/	đi tắm
sparkling water	(noun	/'spa:rklin 'wo:tər/	nước khoáng có ga	take out the trash	phrase)		đổ rác, bỏ rác
speak English fluently	(verb	/spi:k ˈɪŋglɪʃ ˈflu:əntli/	nói tiếng Anh trôi chảy	taste	phrase) (v)		nếm
enecial	(aqi)	/'cnefl/	đặc biệt	tax	(n)	/tæks/	thuế
			0000 Mon C 1900 Mills	709026		ancompagn/thst#67	2010 (2010) 2010 (2010) 2010 (2010)

teacher	(n)	/ˈtiːtʃər/	giáo viên	
team	(n)	/ti:m/	đội	
temple	(n)	/'templ/	đền thờ	
tennis	(n)	/'tenɪs/	môn quần vợt	
terrible	(adj)	/'terəbl/	khủng khiếp	
text message	(noun phrase)	/'tekst ˌmesɪdʒ/	tin nhắn văn bản (điện thoại)	
texture	(n)	/'tekstʃər/	kết cấu (vải)	
the Internet	(n)	/ði 'ɪntərnet/	mang Internet	
theme park	(noun phrase)	/'θi:m pa:rk/	công viên giải trí theo chủ đề	
therapeutic	(adj)	/ˌθerəˈpjuːtɪk/	có tính trị liệu, giúp thư giãn	
ticket	(n)	/'tɪkɪt/	vé	
tie	(n)	/taɪ/	cà vạt	
trail	(n)	/treɪl/	đường, đường mòn	
touch	(v)	/tʌtʃ/	chạm, sờ	
tourist	(n)	/'tonst/	du khách	
tournament	(n)	/'tʊrnəmənt/	giải đấu	
town	(n)	/taʊn/	thị trấn	
transportation	(n)	/ˌtrænspərˈteɪʃn/	phương tiện giao thông	
travel abroad	(verb phrase)	/ˈtrævl əˈbrɔːd/	du lịch nước ngoài	
travel agent	(noun phrase)	/'trævl 'eɪdʒənt/	đại lý du lịch	
trek	(n)	/trek/	chuyến đi bộ đường dài	
trend	(n)	/trend/	xu hướng	
trendy	(adj)	/'trendi/	thời thượng	
try on	(v)	/trai a:n/	mặc thử	
T-shirt	(n)	/'ti: ʃ3:rt/	áo thun	



yoga	(n)	/ˈjəʊgə/	môn yo-ga
Y			
work out	(phrasal verb)	/wɜːrk aʊt/	tập thể dục
wool	(n)	/wol/	len
wood	(n)	/wʊd/	gỗ
wind	(n)	/wɪnd/	gió
win	(v)	/win/	thắng, chiến thắng
wildlife protection officer	(noun phrase)	/ˈwaɪldlaɪf prəˈtekʃn ˈɑːfɪsər/	nhân viên bảo vệ động vật hoang d
wave	(n)	/weiv/	sóng
watch TV	(verb phrase)	/wa:tʃ ˌtiː ˈviː/	xem ti-vi
wash the dishes	(verb phrase)	/wa:ʃ ðə ˈdɪʃɪz/	rửa bát đĩa
warm	(adj)	/wɔ:rm/	ấm áp
walk the dog	(verb phrase)	/wɔːk ðə dɔːg/	dắt chó đi dạo
W			
volunteer	(n)	/ˌvɑːlənˈtɪr/	tình nguyện viên
volleyball	(n)	/ˈvɑ:libɔ:l/	môn bóng chuyền
villager	(n)	/ˈvɪlɪdʒər/	dân làng
video game	(noun phrase)	/ˈvɪdiəʊ geɪm/	trò chơi điện tử
vacuum the floor	(verb phrase)	/'vækju:m ðə flɔ:r/	hút bụi sàn nhà
vacation	(n)	/veɪˈkeɪʃn/	kỳ nghỉ



underground	(adj)	/ˌʌndərˈgraʊnd/	dưới đất, ngầm
UNESCO World Heritage Site		/ ju:ˈneskəʊ wɜːrld ˈherɪtɪdʒ saɪt/	di sản thế giới được UNESCO công nhận
upload	(v)	/vp,l9Ωq/	tái lên
urban	(adj)	/ˈɜːrbən/	thuộc đô thị
usually	(adv)	/ˈjuːʒuəli/	thông thường, thường thường

## Credits

## COVER

Mongkol Chuewong/Moment/Getty Images

## ILLUSTRATION/

© Cengage

ii @ Mongkol Chuewong/Moment via Getty Images iv (tl1) @ Jelena Jankovic; (tl2) @ Corey Arnold; (tl1) @ Jelena Jankovic; (tl2) @ Corey Arnold; (cl1) © Kiatanan Sugsompian/Moment/Getty Images; (cl2) @ "The Hidden Garden" as seen in: The Art and Science of Cooking and the Modernist Cuisine Gallery, courtesy of The Cooking Lab, LLC.; (bl1) © Raul Jichici; (bl2) @ Weng Sang Wong; vi (tl1) Dan Mullan/Getty Images Sport/Getty Images; (tl2) © Mateo Boffano; (cl1) Tony Gentie/Reuters; (cl2) @ Grant Thomas; (bl1) @ Karla Gachet/Runa Photos; (bl2) @ Carl David Granback; 2-3 (spread) O Jelena Jankovic; 4 (tl) Raul Touzon/National Geographic Image Collection; (tc1) Colorblind Images LLC/DigitalVision/Getty Images; (tc2) kulicki/ iStock Unreleased/Getty Images; (tr) Fancy Yan/ DigitalVision/Getty Images; (cl) Hero Images/Getty Images; (c1) Image Source/Getty Images; (c2) Muslim Girl/DigitalVision/Getty Images; (cr1) milano\_ vn/Moment/Getty Images; (cr2) PBNJ Productions/ Blend Images/Getty Images; (cr3) ESB Professional/ Shutterstock.com; 6 (tl) Chutima Chaochaiya/ Shutterstock.com; (tr) nd3000/Shutterstock.com; (cl) RosalreneBetancourt 9/Alamy Stock Photo; (cr) Hill Street Studios/DigitalVision/Getty Images; 8 (tl1) baona/iStock/Getty Images Plus/Getty Images; (tl2) JGI/Jamie Grill/Getty Images; (tc) Westend61/ Brand X Pictures/Getty Images; (tr1) Carlos Yudica/ Shutterstock.com; (tr2) EpicStockMedia/Alamv Stock Photo; (cl1) Tetra Images/Getty Images; (cl2) Hero Images/Getty Images; (c) Motortion/iStock/ Getty Images Plus/Getty Images; (cr1) Diy13/iStock/ Getty Images Plus/Getty Images; (cr2) perfectlab/ Shutterstock.com; 9 Chaideer Mahyuddin/AFP/ Getty Images; 10-11 (spread) Jeff Kerby/National Geographic Image Collection; 13 @ Devlin Gandy; 14-15 (spread) © Corey Arnold; 16 (tl) Nomad/E+/ Getty Images; (tc) skynesher/iStock/Getty Images Plus/Getty Images; (tr) rez-art/iStock/Getty Images Plus/Getty Images; (cl1) JGI/Jamie Grill/Getty Images; (cl2) PhotoAlto/Frederic Cirou/PhotoAlto Agency RF Collections/Getty Images; (c1) PeopleImages/E+/Getty Images; (c2) Monkey Business Images/Shutterstock.com; (cr1) RealPeopleGroup/iStock/Getty Images Plus/Getty Images; (cr2) xia yuan/Moment/Getty Images; (bl) LaylaBird/E+/Getty Images; (bc) Hero Images/Getty Images; (br) Tetra Images/Brand X Pictures/Getty Images; 18 NASA Johnson Space Center; 20 (tl) Quynh Anh Nguyen/Moment Open/Getty Images; (tc) Paul J. Richards/AFP Contributor/AFP/Getty Images; (tr) Antonio Scorza/AFP/Getty Images; (c) Narinder Nanu/AFP Contributor/AFP/Getty Images; (cr) JGalione/E+/Getty Images; 22-23 (spread) © Leyla Kazim; 25 j.chizhe/Shutterstock.com; 26-27 (spread) Kiatanan Sugsompian/Moment/Getty Images: 28 (cl) Audtakorn Sutarmiam/EveEm/Getty Images; (c1) mimagephotography/Shutterstock.com; (c2) JosuOzkaritz/iStock/Getty Images Plus/Getty Images; (cr) PeopleImages/E+/Getty Images; (bl) daoleduc/iStock/Getty Images Plus/ Getty Images; (bc1) Rattankun Thongbun/iStock/Getty Images Plus/ Getty Images: (bc2) Ton Anurak/Shutterstock.com; (br) DreamPictures/Tetra images/Getty Images; 30 Tan Dao Duv/Moment/Getty Images: 33 Sean Payone/

iStock Editorial/Getty Images Plus/Getty Images; 34-35 (spread) @ Aziza Busarah; 36 Balate Dorin/iStock/ Getty Images Plus/Getty Images; 37 HNH Images/ Moment/Getty Images; 38-39 (spread) © "The Hidden Garden" as seen in :The Art and Science of Cooking and the Modernist Cuisine Gallery, courtesy of The Cooking Lab, LLC.; 43 Brian Overcast/Alamy Stock Photo; 44 (tl) lakov Filimonov/Shutterstock.com; (tr) rocharibeiro/Shutterstock.com; 46-47 (spread) Mario Wezel/National Geographic Image Collection; 49 gkrphoto/Shutterstock.com; 50-51 (spread) © Raul Jichici; 52 (tl) KKulikov/Shutterstock.com; (tc) imtmphoto/iStock/Getty Images Plus/ Getty Images; (tr) Izf/Shutterstock.com; (cl) Christopher Kimmel/ Aurora Open/Getty Images; (c) Jenner Images/ Moment/Getty Images: (cr) Vitalii Nesterchuk/ Shutterstock.com; 54 (tl) Joseph Sohm/Corbis NX/ Getty Images; (tc) imtmphoto/Shutterstock.com; (tr) SrdjanPav/E+/Getty Images; (cl) Troy House/Corbis NX/Getty Images; (c) AscentXmedia/iStock/Getty Images Plus/Getty Images; (cr) Cultura RM Exclusive/ Hugh Whitaker/Cultura Exclusive/Getty Images; 56 (tl) FatCamera/E+/Getty Images; (tr) Sam Edwards/ Caiaimage/Getty Images; (cl) emmgunn/iStock/Getty Images Plus/Getty Images; (cr) imageBroker/Alamy Stock Photo; 58-59 (spread) Chesnot/Getty Images Entertainment/Getty Images; 61 onurdongel/iStock/ Getty Images Plus/Getty Images; 62-63 (spread) © Weng Sang Wong; 64 (tl) Christopher Kimmel/Aurora Photos/Getty Images; (tc) NoSystem images/E+/Getty Images; (tr) James MacDonald/Bloomberg/Getty Images; (cl) Kimberley Coole/Lonely Planet Images/ Getty Images; (c) Aleksandr Morozov/Moment/Getty Images; (cr) Westend61/Getty Images; (bl) Chris Ryan/OJO Images/Getty Images; (bc) Kritchanut/iStock/Getty Images Plus/Getty Images; (br) RossHelen/Shutterstock.com; 65 Hagens World Photography/Moment/Getty Images; 66 blickwinkel/ Alamy Stock Photo; 68 (tl) villorejo/Alamy Stock Photo; (tr) Art Wager/E+/Getty Images; 69 Fhm/Moment/Getty Images; 70-71 (spread) Mike Rowbottom/500px Prime/Getty Images; 73 jeanclaude soboul/Moment/Getty Images; 74-75 (spread) Dan Mullan/Getty Images Sport/Getty Images; 76 Gerd Ludwig/National Geographic Image Collection; 79 Tim Robberts/Stone/Getty Images; 80 (tl) imagenavi/Getty Images; (tc) Randy Olson/National Geographic Image Collection; (tr) Marko Rupena/ iStock/Getty Images Plus/Getty Images; (c) John Harper/Corbis Documentary/Getty Images; (cr) coco194/iStock/Getty Images Plus/Getty Images; 81 Richard Nowitz/National Geographic Image Collection; 82-83 (spread) Michael Nichols/National Geographic Image Collection; 86-87 (spread) © Mateo Boffano; 88 (tc) Ranplett/E+/Getty Images; (tr) Cultura RM Exclusive/Frank and Helena/Cultura/Gettv Images; (cl1) andresr/E+/Getty Images; (cl2) Monty Rakusen/Cultura/Getty Images; (c1) MarioGuti/E+/ Getty Images; (c2) Viktorcvetkovic/E+/Getty Images; (c3) damircudic/E+/Getty Images (c4) Antoniogut/ Shutterstock.com; (cr1) Kentaroo Tryman/Maskot/ Getty Images; (cr2) Westend61/Getty Images; 90 @ Min Min Hein; 92 (t) chuyu/iStock/Getty Images Plus/Getty Images; (cl) vandervelden/E+/Getty Images; (c) worldswildlifewonders/Shutterstock.com; (cr) small smiles/iStock/Getty Images Plus/Getty Images; (bl) nikkytok/Shutterstock.com; (bc) irabel8/ Shutterstock.com; (br) Jim Barber/Shutterstock. com; 94-95 (spread) Ruben Salgado; 98-99 (spread) Tony Gentie/Reuters; 102 Dina Rudick/Boston Globe/ Getty Images; 104 (tl) @ Giulio Molfese; (cl) Golden House Studio/Shutterstock.com; (c) MartynaPixie/

Shutterstock.com; (cr) marcinm111/Shutterstock. com; (bl) Tatyana Mi/Shutterstock.com; (bc) Jason Batterham/Shutterstock.com; 106-107 (spread) © Delphine Blast/hanslucas; 108 (bl) hifashion/ Shutterstock.com; (bc) FeellFree/Shutterstock.com; (br) Heavenman/Shutterstock.com; 110-111 (spread) @ Grant Thomas; 112 (tl) Annie Griffiths/National Geographic Image Collection; (tr) Blackregis/ iStock/Getty Images; 114 (tl) PeopleImages/E+/ Getty Images; (cl) StockLite/Shutterstock.com; (bl) sirokuma/Shutterstock.com; 116 svolacan/ iStock/Getty Images; 118-119 (spread) @ Magnus Wennman; 120 Lynn Johnson/National Geographic Image Collection; 122-123 (spread) © Karla Gachet/ Runa Photos; 124 (tl) Westend61/Getty Images; (tc) John Birdsall/Alamy Stock Photo; (tr) Jeannette Corbeau/Redux; (cl) Witthaya Prasongsin/EyeEm/ Getty Images; (c) gilaxia/E+/Getty Images; (cr) Tang Ming Tung/DigitalVision/Getty Images; (bl) mapodile/ E+/Getty Images; (bc) Sofie Delauw/Cultura/ Getty Images: 126 Burhan Bunardi/Shutterstock. com; 128 (tl) SDI Productions/E+/Getty Images; (tc) Westend61/Getty Images; (tr) Lisa F. Young/ Shutterstock.com; (bl) David Grossman/ Alamy Stock Photo; (bc) f11photo/Shutterstock. com; (br) LordHenriVoton/E+/Getty Images; 130-131 (spread) Ratchaneeyakorn Suwankhachasit/Moment/ Getty Images, 131 (tl) Vietnam News Agency; (cr) extracted from https://vi.wikipedia.org/wiki/ S%C6%B0%C6%A1ng\_Nguy%E1%BB%87t\_Anh; (bl) Hue Art Museum; 133 @ Peter Wurmli; 134-135 (spread) © Carl David Granback; 136 Luis Martinez/ Design Pics/Axiom Photographic Agency/Getty Images; 138 (t) Randy Olson/National Geographic Image Collection; (cr) Daniela Santamarina/ National Geographic Image Collection; 142-143 (spread) © Ciril Jazbec; 144 Kyodo News/Getty Images; 154 (tl1) oleg65/Shutterstock.com; (tl2) (bl2) Aaron Amat/Shutterstock.com; (tr1) FotoDuets/ Shutterstock.com; (cl2) smrm1977/Shutterstock. com; (tr2) magfromrussia/Shutterstock.com; (bl1) Constantine Pankin/Shutterstock.com; (br2) amnat30/ Shutterstock.com.

## TEXT

**Text01.01** Source: "7 Ways to Travel Local in a Foreign Country", by Aziz Abu Sarah, National Geographic Society.

**Text01.02** "In the Wonderland of Peru of Peru", by Hiram Bingham, National Geographic. Reprinted by permission.

## NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM THÀNH PHỐ HÒ CHÍ MINH

280 An Dương Vương, Phường 4, Quận 5, TP Hồ Chí Minh Điện thoại: (028) 38 301 303 – 39 381 382 – Fax: (028) 39 381 382

> Email: nxb@hcmue.edu.vn Website: http://nxb.hcmue.edu.vn

# TIẾNG ANH 10 EXPLORE NEW WORLDS SÁCH HỌC SINH

Nguyễn Thanh Bình (Tổng Chủ biên) - Đinh Trần Hạnh Nguyên (Chủ biên) Nguyễn Thị Xuân Lan - Phạm Nguyễn Huy Hoàng Đào Xuân Phương Trang - Lê Nguyễn Như Anh

> Chịu trách nhiệm xuất bản: Giám đốc - Tổng biên tập LÊ THANH HÀ

> > Biên tập:

THÁI THÀNH NHÂN LÊ THỊ THÙY TRANG - TRẦN NGUYỄN THANH THANH

> Trình bày bìa: LƯƠNG QUỐC HIỆP

> > Sửa bản in:

THÁI THÀNH NHÂN

Tổ chức bản thảo và chịu trách nhiệm bản quyền nội dung: CÔNG TY CỔ PHẦN ĐẦU TỬ XUẤT BẢN - THIẾT BỊ GIÁO DỤC VIỆT NAM

> Chủ tịch Hội đồng Quản trị: NGƯT NGÔ TRẦN ÁI Tổng Giám đốc: VŨ BÁ KHÁNH

Địa chỉ: Tầng 5, Toà nhà hỗn hợp AZ Lâm Viên, 107 đường Nguyễn Phong Sắc, P. Dịch Vọng Hậu, Q. Cầu Giấy, TP. Hà Nội

# TIÉNG ANH 10 EXPLORE NEW WORLDS SÁCH HỌC SINH

	Mã số:
	ISBN:
In	, khổ 20,5 x 26,2cm, tại
	Địa chỉ:
	ận đăng kí xuất bản:
	ı xuất bản số:
	ın xong và nôp lưu chiểu tháng năm 20