VÕ ĐẠI PHÚC *(Tổng Chủ biên kiêm Chủ biên)*
NGUYỄN THỊ NGỌC QUYÊN - ĐẶNG ĐỖ THIÊN THANH
LÊ THỊ TUYẾT MINH - HUỲNH TUYẾT MAI - NGUYỄN THỤY UYÊN SA

Tiếng Anh

10

i-Learn Smart World

Student's Book

Hue University Publishing House

DTP Education Solutions

SACHHOC.COM

Contents

Unit 1: Family Life	4–11
Unit 2: Entertainment and Leisure	12–19
Unit 3: Shopping	20–27
Review 1	28–29
Unit 4: International Organizations and Charities	30–37
Unit 5: Gender Equality	38–45
Review 2	46–47
Unit 6: Community Life	48–55
Unit 7: Inventions	56–63
Unit 8: Ecology and the Environment	64–71
Review 3	72–73
Unit 9: Travel and Tourism	74–81
Unit 10: New Ways to Learn	82–89
Review 4	90–91
Activity Files	92–95
Projects 1–4: Presentation/Performance	96–103
Projects: Presentation/Performance Models and Guidelines	104–107
Word List	108–111
Some differences between American (AmE) and British English (BrE) grammar	112
English Phonemic Chart	113
Credit Page	114

Lời mở đầu



Mến chào các em!

Tiếp nối bộ sách tiểu học **i-Learn Smart Start**, sách **i- Learn Smart World** được NXB Đại học Huế phối hợp cùng với Công ty TNHH ESVN tổ chức biên soạn theo chương trình giáo dục phổ thông môn Tiếng Anh cấp THPT.

Sách **Tiếng Anh 10 i-Learn Smart World** bám sát các chủ đề chủ điểm trong khung chương trình của Bộ Giáo dục và Đào tạo, cung cấp kiến thức, kĩ năng ngôn ngữ, từ vựng, văn phạm, phát âm,... giúp học sinh phát triển khả năng giao tiếp bằng tiếng Anh.

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

Sách bao gồm 10 đơn vị bài học (unit), mỗi đơn vị bài học có nhiều bài (lesson), tập trung vào các chủ đề: **Family Life, Entertainment and Leisure, Shopping, International Organizations and Charities, Gender Equality, Community Life, Inventions, Ecology and the Environment, Travel and Tourism,** và **New Ways to Learn**. Mỗi chủ đề có 3 bài học với các hoạt động nhằm rèn luyện các kĩ năng ngôn ngữ, phát triển vốn từ vựng, củng cố và nâng cao kiến thức ngữ pháp, tích hợp liên môn (CLIL) giúp học sinh trau dồi kiến thức và kĩ năng giao tiếp, đồng thời cung cấp những kiến thức cơ bản về văn hoá, xã hội nhằm nâng cao tầm hiểu biết và góp phần đào tạo học sinh trở thành những công dân toàn diện.

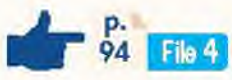
<u>Một số biểu tượng sử dụng trong các bài học:</u>



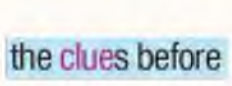
Sử dụng kĩ năng giao tiếp (Conversation Skills) trong bài.



Sử dụng kĩ năng tư duy phản biện.



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



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

Chúc các em thành công!

Nhóm Tác giả

Scope and Sequence

Unit	Function	Grammar	Pronunciation	Skills
UNIT 1 ***FAMILY LIFE***	• Talk about household chores and the roles of family members • Talk about family and personality traits	• Adverbial phrases of frequency • Linking words (*because, so*)	• Sound changes – "*How often...?*" • Sounds – /l/	**Conversation Skill:** Starting a conversation **Writing Skill:** Using texting language to shorten messages
UNIT 2 ***ENTERTAINMENT AND LEISURE***	• Talk about leisure activities you like and don't like • Make and decline invitations to leisure activities	• Gerunds • *to*-infinitives	• Sentence Stress – Negatives • Sounds – Different sounds of *-ed*	**Conversation Skill:** Ending a conversation **Writing Skill:** Using conjunctions to connect an event to a point in time
UNIT 3 ***SHOPPING***	• Talk about your shopping habits • Make a complaint in a store	• Comparative and superlative adjectives • *when*-clauses	• Word Stress – Two-syllable nouns • Sound changes – "*Can I take...?*"	**Conversation Skill:** Finding the right person to speak to **Writing Skill:** Writing complaint emails
REVIEW 1: Language and Skills Review of Units 1–3 **PROJECT:** Give a presentation on your hobby and why you enjoy it.				
UNIT 4 ***INTERNATIONAL ORGANIZATIONS AND CHARITIES***	• Talk about the work of charities • Talk about how charities have helped	• The Present Simple and the Present Continuous • The Present Perfect for completed and unfinished events	• Word Stress – Two-syllable verbs • Sound changes – "*...have...*" and "*...has...*"	**Conversation Skill:** Signaling the end of a conversation **Writing Skill:** Using synonyms to avoid repetition
UNIT 5 ***GENDER EQUALITY***	• Talk about the history of gender equality • Talk about someone's achievements and their feelings about them	• Infinitives (*to*-infinitive and bare infinitive) • Adjectives of attitude	• Intonation – *Wh*-questions • Intonation – Reported speech	**Conversation Skill:** Responding to surprising information **Writing Skill:** Writing a biography
REVIEW 2: Language and Skills Review of Units 4–5 **PROJECT:** Give a presentation persuading people to volunteer for or donate to a charity.				

Scope and Sequence

Unit	Function	Grammar	Pronunciation	Skills
UNIT 6 ***COMMUNITY LIFE***	• Talk about changes in the community • Talk about rules	• The Past Simple passive • Modals with passive voice	• Sounds – /kr/ and /kl/ • Sounds – /ts/	**Conversation Skill:** Thanking someone politely **Writing Skill:** Using pronouns to avoid repetition
UNIT 7 ***INVENTIONS***	• Talk about inventors and their work • Talk about weird inventions	• Non-defining relative clauses • Defining relative clauses with *who*, *which*, *that*, and *where*	• Word Stress – Compound nouns • Intonation – Defining relative clauses	**Conversation Skill:** Checking comprehension **Writing Skill:** Using conjunctions to give examples
UNIT 8 ***ECOLOGY AND THE ENVIRONMENT***	• Talk about positive changes and how to achieve them • Talk about improving the environment in your town	• The First Conditional • The Second Conditional	• Intonation – Conditional sentences • Sound changes – "*...would...*"	**Conversation Skill:** Responding to ideas **Writing Skill:** Writing problem and solution essays
REVIEW 3: Language and Skills Review of Units 6–8 **PROJECT:** Give a presentation on the best things about your town.				
UNIT 9 ***TRAVEL AND TOURISM***	• Discuss things to do on vacation • Talk about a vacation	• Articles • The Past Simple and the Past Continuous with *while* and *when*	• Sound changes – "*...a...*" and "*...the...*" • Intonation – Past Continuous	**Conversation Skill:** Encouraging conversation **Writing Skill:** Using pronouns and possessives to make texts more personal
UNIT 10 ***NEW WAYS TO LEARN***	• Make predictions about the future of education • Talk about future learning plans and actions	• Future with *be going to* and *will*	• Word Stress – Nouns ending with *-ion* • Sounds – /pr/	**Conversation Skill:** Responding positively **Writing Skill:** Writing a how-to guide
REVIEW 4: Language and Skills Review of Units 9–10 **PROJECT:** Perform a role-play persuading someone to book a trip.				

Unit 1

Family Life

LESSON 1

Can you...?
- talk about household chores and the roles of family members
- use adverbial phrases of frequency

Pronunciation: Sound Changes – "*How often...?*"
Conversation Skill: Starting a friendly conversation

Warm-up

In pairs:
What chores do you do at home?

Aa New Words

a. Match the words with the pictures. Listen and repeat. 02

mop the living room ~~sweep the floor~~ dust the furniture tidy my room
vacuum the sofa put away the clothes clean the bathroom wash/do the dishes

1 
sweep the floor

2 

3 

4 

5 

6 

7 

8 

b. In pairs: Use the new words to talk about the chores you do at home. Which are OK? Which do you hate?

I put away my clothes. It's OK.

I hate doing dishes!

Listening

a. Listen to Sam talk about doing chores. Who does more chores, Sam or his sister, Alice? 03

1. Sam 2. Alice

b. Now, listen and draw lines from Sam and his sister to the chores they do and how often they do them. 03

Sam Alice







every day | every morning | once or twice a month | twice a week | three times a week

Conversation Skill

Starting a friendly conversation
To start a friendly conversation, say:
Hey (, Sam). How's it going?
Hi (, Lisa). How are you doing?

c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them. 03

d. Listen and repeat. 04

e. In pairs: Are you more similar to Sam or Alice? Why? CRITICAL THINKING

Grammar a. Listen and repeat.



Adverbial phrases of frequency

Meaning and Use

We use **adverbial phrases of frequency** to show how often something happens in a certain time period.
Common adverbial phrases of frequency (for specific periods): *once (a day, week, month, year, etc.), twice (a day, a week, a month,* etc.), *every (day, night, week,* etc.)

*I wash dishes **twice a week**.*

Form

I/You/We/They vacuum the floor **every day**.
He/She **doesn't** tidy up.

What chores **do you do?**
How often do you tidy your bedroom?
Do you often dust the furniture? (Yes, I do./No, I don't.)

Note

one time = once
two times = twice

b. Write the sentences using the prompts.

1. I/tidy my bedroom/twice/week. — I tidy my bedroom twice a week.
2. she/mop the floor/once/week. — _____
3. what/chores/you/do? — _____
4. how often/you/chores? — _____
5. dad/vacuum/living room/three times/week. — _____
6. mom/mop/bathroom floor/every day. — _____

c. Look at Ben's schedule. Write about how often he does his chores.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1. Do the dishes	✔		✔		✔		
2. Vacuum the rug		✔		✔			
3. Mop the kitchen						✔	
4. Put away clothes		✔					✔
5. Tidy bedroom	✔		✔	✔	✔		✔

1. Ben does the dishes three times a week.
2. _____
3. _____
4. _____
5. _____

d. In pairs: Talk about Ben's chores in Task c.

How often does Ben mop the kitchen?

He mops it once a week.

Pronunciation

Sound Changes

a. "How often...?" often sounds like /haʊwɑːfən/.

b. Notice the sound changes of the underlined words. CD 06

How often do you vacuum the living room floor?

c. Listen and cross out the sentence with the wrong sound changes. CD 07

1. *How often does he tidy his bedroom?*
2. *How often do you dust the furniture?*

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

Practice

Use the table below to ask your partner what chores they or their family members do, then ask how often they do them. Swap roles and repeat.

What chores does your sister do?

She dusts the furniture.

How often does she dust the furniture?

She does it twice a week, on Tuesdays and Fridays.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
wash dishes **me**	wash dishes **me**	wash dishes **me**	wash dishes **me**	wash dishes **me**	wash dishes **me**	wash dishes **me**
clean bathroom **me**	dust furniture **sister**	clean kitchen **brother**	vacuum living room **brother**	dust furniture **sister**	clean kitchen **me + sister**	clean bathroom **me**
sweep kitchen floor **brother**	mop kitchen floor **sister + brother**	tidy bedroom **me + sister**	put away toys **sister**	sweep kitchen floor **brother**	put away toys **sister**	tidy bedroom **me + sister**

Speaking — *CHORES AT HOME*

Start your conversation in a friendly way.

a. You are talking to a friend about who does the chores in your house. Look at the list of chores and think about who does each and how often. In pairs: Ask your partner about the chores in their house.

- Wash the dishes
- Sweep the kitchen
- Mop the bathroom
- Tidy the bedroom
- Put clothes away
- Dust the furniture
- Vacuum the living room







What chores do you do?

I wash the dishes twice a week, and I tidy my bedroom once a week.

b. Who do you think should do more chores in your partner's family? Who should do fewer? Why? CRITICAL THINKING

Unit 1

Family Life

LESSON 2

Can you...?
- talk about family and personality traits
- use linking words *because* and *so*

Pronunciation: Sounds – /l/

New Words

a. Match the words with the definitions. Listen and repeat. 08

1. kind	a. friendly and generous
2. unreliable	b. not doing what they say they will do
3. easygoing	c. thinking about themselves more than other people
4. untidy	d. relaxed and happy, not worried or angry
5. helpful	e. good at learning and understanding things
6. selfish	f. not keeping their things clean and tidy
7. lazy	g. not wanting to do work or be active
8. intelligent	h. happy to do things for other people

b. In pairs: Choose the two words that best describe you and say why.

I think I'm kind and helpful. I always help my little sister do her homework and help my mom clean after school.

Reading

a. Read the interview Adam Parker gave about his family. Who is the least helpful family member?

Star in Hollywood – Dad in the Suburbs

We sat down for an interview with Adam Parker, son of Hollywood superstar Ranger Parker, to find out what it's like to be the child of a famous parent.

What's your dad like?

He's not a star at home. He's just Dad. He washes the dishes and vacuums the living room. He takes me to school every morning. He's very easygoing, so he has a lot of good friends.

Do you want to be an actor when you grow up?

No, I want to be a doctor like my mom. I think she's very kind. She helps so many kids around the world and gives a lot of money to charities. She got top scores on all her medical exams because she's really intelligent.

What about your sister?

Jessie wants to be an actor because she thinks all actors do is sit around and then act a little bit. But my dad sometimes has to get up at 5 a.m. to work. Jessie's pretty lazy to be honest. She's very unreliable as well. She rarely keeps her promises.

What do you and your dad do for fun?

We help out at a local children's hospital. We know everyone there, and they're all really nice. I always go even when my dad isn't here. The children get upset if I don't go. They think I'm helpful because I do a lot of things for them.



b. Now, read and answer the questions.

1. Why does Adam's dad have a lot of friends? _____
2. Why did Adam's mom get top scores on all her medical exams? _____
3. Why does Adam think Jessie is unreliable? _____
4. What do the children at the hospital think about Adam? _____

c. In pairs: Would you like to have a famous parent? Why (not)? CRITICAL THINKING

Grammar a. Listen and repeat. 09



because and so

Meaning and Use

We use **because** to give a reason.
She always helps other people ***because*** *she is kind.*
(result) ← *(reason)*
We use **so** to talk about a result.
She is kind, ***so*** *she always helps other people.*
(reason) → *(result)*

Form

I missed the bus **because** I woke up late.
My brother knows many things **because** he reads a lot.
I woke up late, **so** I missed the bus.
My brother reads a lot, **so** he knows many things.

Note

If so connects two clauses, we put a comma before it.

b. Write sentences using the prompts.

1. My brother/intelligent/so/I/always/ask/him/help/my/homework.
   My brother is intelligent, so I always ask him to help with my homework.
2. My cousin/bedroom/untidy/because/he/never/put away/clothes.
   _____
3. My sister/lazy/so/she/not do/her/chores.
   _____
4. My aunt/help/feed/poor/people/because/she/kind.
   _____
5. My uncle/easygoing/so/I/like/spend time/him.
   _____

c. Fill in the blanks with *, so* or *because*.

1. I was really tired last night ____, so____ I went to bed early.
2. My mother helps poor children around the world _____ she is kind.
3. My dad is easygoing _____ I like to be around him.
4. My sister doesn't help with the household chores _____ she is lazy.
5. My brother doesn't like sharing things _____ he is selfish.

d. In pairs: Tell your partner about a person you know. Describe his/her personality, and say why you think so.

Who do you know that's funny?

My dad is funny because he makes jokes all the time.

Pronunciation

Sounds

a. Focus on the /l/ sound.

b. Listen to the words and focus on the underlined letters. 10

lazy *reliable* *helpful*

c. Listen and circle the words you hear. 11

1. *light* *night*
2. *pills* *pins*
3. *bill* *bin*

d. Take turns saying the words in c. while your partner points to them.

Practice

a. Practice the conversation between Duy and Andy.

Duy: Tell me about your brother.
Andy: He's unreliable.
Duy: Why do you think so?
Andy: Because he never arrives on time. What about your brother?
Duy: My brother is helpful, so he does my chores with me!

b. Match the adjectives to the examples. Then, make more conversations using the ideas in the box.

I think he/she is...	*because/so*
kind	never arrives on time
unreliable	does my chores with me
easygoing	never does any exercise
untidy	shares everything with me
helpful	never gets angry
selfish	passes all tests with high scores
lazy	bedroom is a mess
intelligent	doesn't think about anybody else



Speaking *TELLING SOMEONE ABOUT YOUR FAMILY*

a. You are talking to a friend about your family. Choose three family members to talk about. Use two adjectives to describe each person and explain why with *so* and *because*. In pairs: Take turns asking about family members.

What's your brother/sister like?

He/She's easygoing, so he/she doesn't get angry.
He/She always helps me with my homework because he/she's very intelligent!



b. Now, discuss which person from your partner's family you would like to meet and why. CRITICAL THINKING

I think I'd like to meet your sister because she's helpful, and I like helpful people.

I think I'd like to meet your mom because she's kind.

Unit 1

Family Life

LESSON 3

Can you...?
- talk about text messaging
- write a text message making a request

Writing Skill: Using text language to shorten messages

Let's Talk!

In pairs: How often do you send text messages and who do you send them to? What do you write about?

Listening

a. Listen to someone talking about text messaging. The purpose of the talk is to... CD 1 12

1. tell people how to use it. 2. give information about its uses.

b. Now, listen and circle. CD 1 12

1. In what year was the first text message sent?
   a. 1992 b. 1982
2. What did it say?
   a. Merry Christmas b. Happy Birthday
3. Why wasn't SMS popular at first?
   a. Cell phones were expensive. b. Cell phones didn't send messages.
4. In 2012, how many text messages did American teenagers send a day?
   a. 16 b. 60
5. What do parents think texting makes teenagers become?
   a. lazy b. bad writers



Reading

a. Read the text message. What does Adam want his father to do for him?

1. to pick him up 2. to do his chores

b. Now, read and match the text language to its meaning.

1. l8r	• see you
2. 2nite	• at
3. np	• tonight
4. thx	• thanks
5. c u	• later
6. @	• no problem

c. Now, read and answer the questions.

1. Where is Adam going to be at 6:30?

   _____

2. Why is Adam going to be late?

   _____

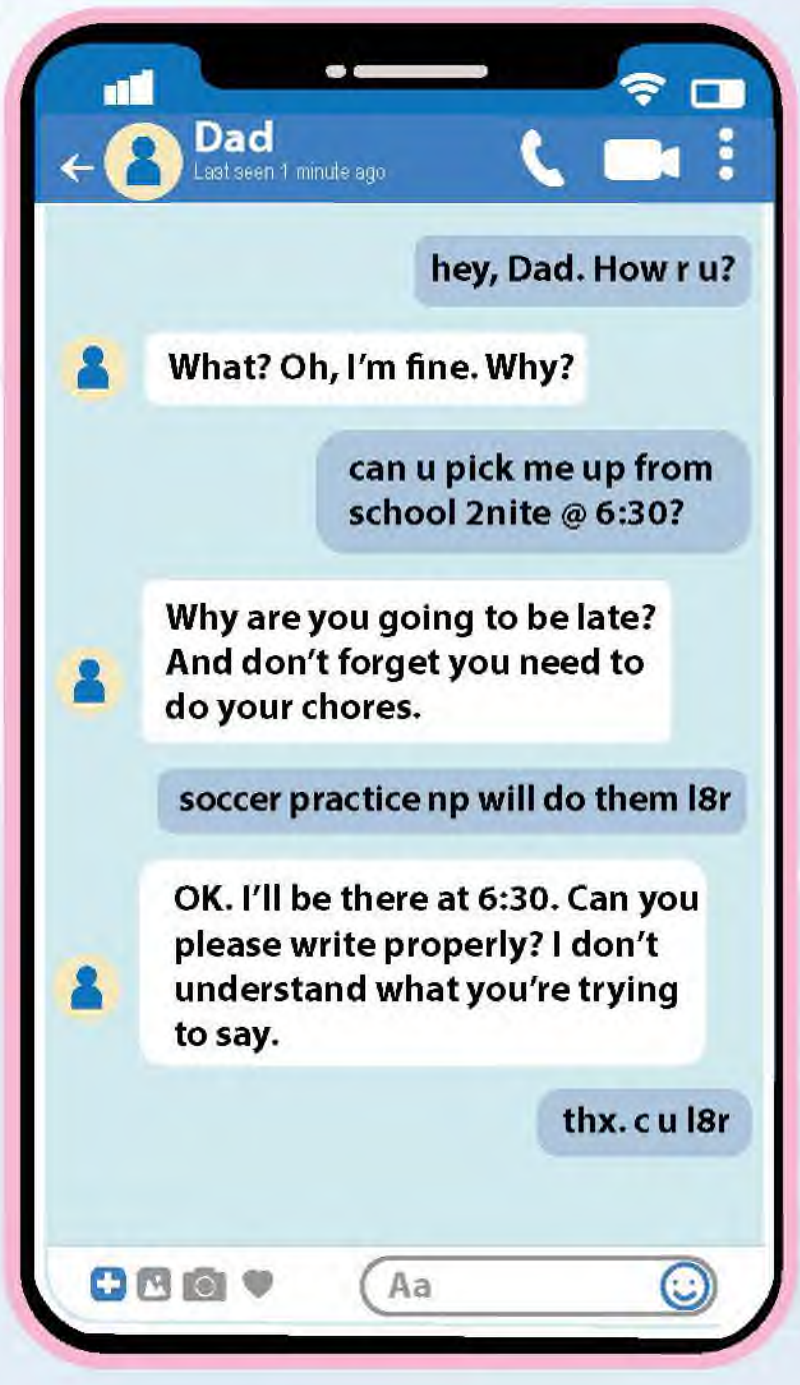
3. What does Adam's dad remind him to do?

   _____

4. What does Adam's dad ask him to do?

   _____

d. In pairs: Do you use any text language? Can your parents understand what you write?



Writing

a. Read about text language, then read Adam's text message again and underline all the text language.

Writing Skill

Using text language to shorten messages

Sometimes you can use symbols **>:(** (angry), emojis ☺ (happy), and letters **b4n** (bye for now) to shorten your text messages. Text messages don't usually use punctuation except for question marks **?** and exclamation points **!** Sometimes the meaning of a message can have different examples of text language. For example, **lol** (laugh out loud) and **:v** can both mean laughing.

b. Rewrite the text messages in full sentences with proper punctuation and spelling. Use the skill box to help you.

1. what time 2nite? — What time tonight?
2. c u l8r @ the park — _____
3. u look ☹ r u ok? — _____
4. gotta go b4n — _____
5. I feel ☹ bcoz my mom is >:(— _____
6. that was a gr8 party :v — _____

Speaking

a. In pairs: Talk about the last time you texted somebody to request something. What did you ask for? How did you make the messages shorter with text language?



b. You need to ask your friend for help. Choose your role and plan your messages to make and respond to a request.

Think about the following questions:

- Who?
- What?
- Why?
- Where?
- When?

Let's Write!

Now, with your partner, take turns to write messages making and responding to a request. Use the Feedback form to help you.

Feedback

The text message follows the model and uses text language.	☆☆☆
It is interesting. (Suggest ideas, if not.)	☆☆☆
I can understand everything.	☆☆☆
(Underline anything you don't understand.)	

Unit 2

Entertainment and Leisure

LESSON 1

Can you...?
- talk about leisure activities you like and don't like
- use gerunds

Pronunciation: Sentence Stress – Negatives

Warm-up

In pairs: What do you do on the weekends? Do you have a lot of free time?

New Words

a. Number the pictures. Listen and repeat. 13

1. do karate
2. play role-playing games
3. go for a bike ride
4. go running
5. go canoeing
6. do aerobics
7. do crossword puzzles
8. hang out with friends


A _____


B 1


C _____


D _____


E _____


F _____


G _____


H _____

b. In pairs: Talk about which activities you would like to do more and say why.

I would like to hang out with friends more because I rarely see them. I'm too busy studying.

Reading

a. Huy and Như wrote to *Teen World Magazine*. What did they write about?

school exams ☐ leisure activities ☐ indoor activities ☐

Over to You!

***Teen World Magazine* is doing a story on what teenagers in Vietnam like to do in their free time and asked Huy and Như about their hobbies.**


Huy

I really like doing sports. My favorite sport is karate. I love doing karate. I'm a member of a club, and I'm on the high school team, too. At home, I enjoy doing crossword puzzles. My mom does a crossword every day, and we sometimes do it together. I like solving the clues before she can. I really like playing soccer with my friends, but I don't like just running. Running by yourself is just so boring! The other members of my family love playing board games, but I think that's boring, too. I think playing video games is much more fun.

I enjoy doing aerobics. I go to an aerobics class on Mondays and Thursdays. A few of my friends go to the class, too. I also like playing role-playing games with my friends once or twice a week. Role-playing games are so cool! My dad loves going for a bike ride. Sometimes I go with him. He likes going fishing, too. I really don't like going fishing because there's nothing to do but sit there.


Như

What do you like doing? And what don't you like? Write in and let us know!

b. Now, read and answer the questions.

1. What sport does Huy do on a team? karate
2. What activities does Huy say are boring? _____
3. What activities does Như do twice a week? _____
4. What activity does Như do with her dad? _____

c. In pairs: Do you prefer playing games and doing puzzles at home, or going outside to play sports? Why? CRITICAL THINKING

Grammar **a. Listen and repeat.** 14

Gerunds



Meaning and Use

We can use **gerunds** to talk about hobbies and general things we like/don't like.
*I like **playing** soccer.*
*I hate **washing** dishes.*

A gerund is a noun made from a verb by adding *-ing*.
We can use certain verbs (e.g. *like*) with gerunds.

like	***enjoy***	***love***
can't stand	***don't mind***	***hate***

Form

She **loves** going for a bike ride on the weekends.
They **hate** playing board games.
He doesn't **like** cooking.

What do you **like** doing on the weekends?
Do you **enjoy** doing aerobics?

b. Fill in the blanks using gerunds.

1. She likes doing karate (like/do) karate, but she doesn't like watching (not/like/watch) it.
2. He _____ (not mind/help) his mom with the shopping.
3. She _____ (enjoy/hang) out with her friends on Sundays.
4. Andy _____ (hate/do) crossword puzzles. He thinks it's boring.
5. My sister _____ (not stand/do) aerobics.
6. I _____ (not/like/go) running, but I _____ (love/go) for a bike ride.
7. I _____ (enjoy/play) tennis after school.
8. She _____ (not stand/listen) to loud music.

c. Look at the prompts and write full sentences. Use gerunds.

1. I/love/sing/karaoke — I love singing karaoke.
2. I/like/play computer games/after school — _____
3. I/not enjoy/dance — _____
4. I/can't stand/play/board games — _____
5. I/like/sleep late/weekends — _____

d. In pairs: Talk about the activity that you like the most and the activity that you don't like and say why. Use the words from the box.

CRITICAL THINKING

playing the piano | riding a bike | hanging out with friends | singing karaoke

Which activity do you like the most?

I love singing karaoke with my friends the most. It's so much fun!

Pronunciation

Sentence Stress

a. Stress the negatives for emphasis.

b. Listen to the sentences and focus on the stressed words. CD 15

I really <u>don't</u> like going running.
I <u>can't stand</u> doing aerobics.

c. Listen and cross out the sentence with the wrong sentence stress. CD 16

I hate going shopping.
He can't stand doing aerobics.

d. Read the sentences with the correct sentence stress to a partner.

Practice

a. Ask and answer using the pictures and prompts.

Do you like doing karate?

No, I can't stand doing karate.



• can't stand



• like



• can't stand



• enjoy



• don't like



• don't mind



• love



We can use these words to describe how much we like or dislike something.



can't stand — really don't like — don't like — don't mind — like/enjoy — really like — love

b. Practice with your own ideas.

Speaking

SURVEY: FREE TIME ACTIVITIES

a. Add four activities to the list. In fours: Talk about how you feel about each activity in the list and say why you like or don't like the activities.

Do you like doing yoga?

- doing yoga
- _____
- _____
- _____
- _____



b. Which activity does your group like the most? Which activity do you like the least? Why? CRITICAL THINKING

Unit 2 Entertainment and Leisure

LESSON 2

Can you...?
- make and decline invitations to leisure activities
- use *to*-infinitives

Pronunciation: Sounds – *ed* endings
Conversation Skill: Ending a conversation

A New Words

a. Read the definitions and then fill in the blanks with the new words. Listen and repeat. 17

promise – say you will definitely do something to someone

decide – think carefully about different options and choose one of them

arrange – organize or prepare for something, especially an event to meet other people

refuse – say no to something very strongly.

agree – have the same opinion as another person, or say you will do what they asked you

offer – say that you are willing to do something for someone

1. Can I go play now? I __promise__ to clean my room later, Mom.
2. No! I _____ to help him. He didn't help me last week.
3. I often _____ to walk my 80-year-old neighbor's dog. She always says yes!
4. Did you _____ to study abroad or will you study in your hometown?
5. Why don't we _____ to meet at the movie theater at 7 p.m.?
6. After the meeting, we'll _____ a company party, so all the new staff can have a chance to meet.

b. In pairs: Talk about things you did in the last week using the new words. Tell your partner.

I offered to help my teacher clean the board.

Listening

a. Listen to two friends trying to make plans for the weekend. What is it they want to do? 18

1. go to the museum



2. go to the movies



b. Now, listen and fill in the blanks. 18

1. What did Jayden promise to do on Saturday morning? He __promised__ to take his sister to the park.
2. Why is Jayden busy on Saturday afternoon? His mom _____ to have dinner at his grandparent's house.
3. Why is Emily busy on Sunday morning? Her dad _____ to take her to the museum.
4. Why isn't Jill going with them? She _____ to go because she hates Ranger Parker.

Conversation Skill

Ending a conversation

To end a conversation, you can say what you need to do:

Got to (go home) now.
I should (get back to work).

c. Read the Conversation Skill box and listen to Task b. audio again. Circle the phrase in the Conversation Skill box that you hear. 18

d. Listen and repeat. 19

e. In pairs: What have you promised, agreed, or arranged to do this week?

Grammar a. Listen and repeat. CD 2.6



Verbs with *to*-infinitive

Meaning and Use

We can use ***to*-infinitives** to make, accept, and refuse invitations, and to talk about habits and preferences. They are commonly used after verbs like *promise, decide, offer, arrange, refuse*, and *agree*.

*I **promised to meet** my friend.*

Form

I/You/We/They	**promised**	**to help**	Ben with his homework.
He/She	**refused**	**to help**	clean the yard.
They	**didn't agree**	**to go**	swimming.
Did she	**offer**	**to pay**	for lunch?

b. Fill in the blanks. Use the Past Simple and *to*-infinitives.

1. Did they arrange to meet at the party? (arrange/meet)
2. My teacher _____ us a test. (decide/give)
3. They _____ together on the project. (agree/work)
4. My mom _____ me a new laptop for my birthday. (promise/buy)
5. _____ you _____ your grandpa clean the yard? (offer/help)
6. Peter _____ me use his cell phone. (refuse/let)

c. Circle the correct verbs.

Hi, Jessie,

Sorry I can't go to the movies on Saturday morning. I *refused/promised* to take my little sister to the swimming pool. She wants to learn to swim. I asked my brother to do it, but he *refused/agreed* to take her. I *offered/decided* to do all his chores for him, but he still said no. He wants to play video games with his friends.

Can we *offer/arrange* to go to the movies another time? I really want to see this movie. I love Parker Ranger. He's my favorite actor. If you *decide/agree* to see it anyway, let me know. I'll watch it online instead.

Speak to you soon,

Adam

d. In pairs: Take turns making and refusing invitations.

Do you want to play soccer tonight?

No, sorry. I promised to go to the movie theater with my brother.

Pronunciation

Sounds

a. Focus on different pronunciations of verb-*ed* endings.

b. Listen to the words and focus on the underlined letters. 21

decided *minded* *refused*
offered *promised* *liked*

c. Listen and cross out the word that has the underlined part pronounced differently from the others. 22

watched *enjoyed* *agreed*

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

Practice

a. Take turns making sentences using the verbs and the pictures. Use the Past Simple.

I arranged to take my sister to the park.

He refused to take his sister to the park.

promise
arrange
decide
refuse
offer
agree



take/sister/park



pay/lunch



watch/movie/movie theater



go/temple/mom



meet/friend/bookstore



go/swimming/brother

b. Practice with your own ideas.

Speaking *LET'S GO OUT!*

End a conversation.

a. You're arranging to meet your friend. In pairs: Student A: Fill in the green areas. Student B: Fill in the pink areas. Take turns inviting each other and find a time to meet.

Are you free on Monday morning?

No, I promised to play soccer with my brother. How about Monday afternoon?

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Morning	promise/ soccer/ brother						
Afternoon	arrange/ visit/ grandparents						

b. What did you arrange to do and when? Share your ideas with the class.

We arranged to play basketball on Sunday morning.

Unit 2 Entertainment and Leisure

LESSON 3

Can you...?
- talk about interesting hobbies
- write a blog post about your hobby

Writing Skill: Using conjunctions to connect an event to a point in time



Let's Talk! In pairs: What do you do in your free time? Do you have any hobbies?

Listening

a. Listen to two teenagers talking about their hobby. What kind of talk is it? CD 23

1. a presentation 2. an interview

b. Now, listen and circle *a* or *b*. CD 23

1. What is their hobby?
   a. building robots b. buying robots
2. Why do they like their hobby?
   a. They love science. b. They love fighting.
3. How much money do they spend on their hobby?
   a. 200 dollars a month b. 20 dollars a month
4. How much time do they spend on their hobby?
   a. 3 hours a week b. 10 hours a week
5. What's the best thing about their hobby?
   a. the robot battles b. the traveling

Reading

a. Read the blog post and choose the best heading.

1. FINDING HISTORY 2. WEEKEND FUN



Jamie Baker



January 15

Metal detecting is a great hobby for people interested in history. I first tried it after I got a metal detector for my tenth birthday. I saved up my money and bought a new one last year. Now that I have my own one, I go metal detecting every weekend.

I usually go with my friend, Adam. It's more fun to go with someone else because you have someone to talk to.

It can take hours before you find something. Last Sunday, after I spent the whole day looking, I only found an old bottle top. So, you don't always find treasure!

People think it's an expensive hobby, but I don't think so. The last metal detector I bought cost me two hundred dollars. But apart from that, you only need a cheap shovel and lots of time.

Some of my friends think it's boring, but I disagree. The noise your metal detector makes when it finds something is really exciting. There's so much history under the ground. Last summer, Adam and I found a really old gold coin. It was over a thousand years old. It's in the Oregon History Museum now. That was pretty amazing.

b. Now, read and answer the questions.

1. What kind of people would enjoy metal detecting? _____.
2. How often does Jamie go metal detecting? _____.
3. What's the most expensive part of Jamie's hobby? _____.
4. What did Jamie and Adam find last summer? _____.

c. In pairs: If you found an old gold coin, what would you do with it? Why? CRITICAL THINKING

Writing **a. Read about conjunctions, then read Jamie's blog post again and underline the conjunctions of time.**

Writing Skill

Using conjunctions to connect an event to a point in time

To connect an action or an event to a point in time, you should use conjunctions of time.

- We can use **now that** as a conjunction of time to say that something happens as a result of something else. In informal speaking we can leave out **that**.
  Now (that) *he has a bike, he rides his bike every morning.*
- We use **before** and **after** to talk about the order of events in the past or future.
  She'll pick you up ***before*** *she comes here.*
  (Event 1) (Event 2)
  After *she comes here, she'll pick you up.*
  (Event 1) (Event 2)
- **Before** and **after** can come at the beginning or in the middle of a sentence.
  Before *she comes here, she'll pick you up.*
  She'll pick you up ***after*** *she comes here.*

b. Combine two sentences using the conjunctions in brackets. Delete *then* when necessary.

1. I spend half an hour doing exercise. Then, I have breakfast. (before)
   Before I have breakfast, I spend half an hour doing exercise.
2. My exams are over. I can go on vacation with my family. (now that)
   _____
3. I prefer to do my exercises. Then, I have breakfast. (before)
   _____
4. My mom made breakfast. Then, she went to work. (after)
   _____
5. I love cooking. I'm old enough to use the kitchen. (now that)
   _____



Speaking **a. You are talking to a new classmate about hobbies. In pairs: Ask your partner and fill in the table with their answers.**
b. Fill in the table with your own answers. CRITICAL THINKING

	My friend	Me
What's your hobby?		
Why do you like it?		
How much money do you spend on it?		
How much time do you spend on it?		
What's the best thing about your hobby?		
What kind of people would enjoy it?		

Let's Write!

Now, write a blog post about your hobby. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

The blog post follows the model and uses conjunctions.	☆☆☆
It is interesting. (Suggest ideas, if not.)	☆☆☆
I can understand everything. (Underline anything you don't understand.)	☆☆☆

Unit 3

Shopping

LESSON 1

Can you...?
- talk about your shopping habits
- use comparative and superlative adjectives

Pronunciation: Word Stress – Two-syllable nouns

Warm-up

In pairs:
What do you like to buy when you go shopping?

Aa New Words

a. Fill in the blanks. Listen and repeat. 24

thrift store | ~~styles~~ | quality | customer service | on sale

1. I love the clothes store near my house. It has more brands and better _____styles_____ than the stores at the mall.
2. You should spend your money on _____ products. They'll last a long time.
3. A _____ sells old or used clothes, books, etc. They often have very cheap and cool things!
4. I bought these sunglasses when they were _____. They normally cost over 200 dollars, but I got them for just 139!
5. I like to shop at this store because the _____ is excellent. The sales assistants are always friendly and helpful.



b. In pairs: Do you prefer to buy quality clothes or cheap clothes on sale? Why?

I prefer to buy quality clothes. They are more expensive, but I can wear them for a long time.

Reading

a. Read the article and choose the correct answer. What's the article about?

1. how to save money when shopping 2. where teens buy their clothes 3. how teens spend their money

Teen Shopping Habits in Vietnam

We interviewed three teens about their shopping habits. Read on to find the best tips.

Thanh, 16: "I like to shop at thrift stores. It's more fun and, of course, less expensive than buying clothes in the shopping mall. And your clothes will be unique. Also, we already have so much trash on our planet, so I don't think we need to buy new clothes. My top tip is to pay attention to the brands. Some brands use quality materials, and if you see them at a thrift store, get them quickly before someone else does."

Vân, 15: "I buy most of my clothes from a local store near my house. I can walk there in just a few minutes. It's much easier and less crowded than at shopping malls, and the customer service is better. The sales assistants are friendlier and always give me good advice on what to buy."

Ngọc, 15: "I prefer to do my shopping at shopping malls. It's easier because my parents don't have to take me to different stores. My advice is to be careful with money. Decide how much you can spend, and don't spend more than that. Never buy things you don't need just because they're on sale. My least favorite clothes are always things I bought just because they were cheap."



b. Now, read and answer the questions.

1. Where does Thanh buy her clothes? _____
2. What is Thanh's advice for shoppers? _____
3. Why does Vân prefer a local store to shopping malls? _____
4. Why does Ngọc like shopping malls? _____

c. In pairs: What's your favorite store or place to go shopping? Why?

Grammar a. Listen and repeat. 25



Comparative and superlative adjectives

Meaning and Use

We use **comparative adjectives** to compare two things.
*The blue shirt is **nicer** than the red shirt.*

We use **superlative adjectives** to say a thing (or person) has more of some quality (e.g. *big/fast /fun*) than anything or anyone else.
*It is the **biggest/fastest/most fun.***

Note

Comparatives are followed by **than** when used before the second thing.
e.g. *Elephants are bigger **than** dogs.*

Form

Kind of adjective	Comparative	Superlative
1 syllable	**Add *-er*** cheap – cheaper	**Add *-est*** **the** cheapest
1 syllable ending in ***e***	**Add *-r*** nice – nicer	**Add *-st*** **the** nicest
1 syllable ending in consonant–vowel–consonant:	**Double the last consonant, add *-er*** big – bigger	**Double the last consonant, add *-est*** **the** biggest
two or more syllables	**Use *more* (*less* for negatives)** expensive – more/less expensive	**Use *the most* (*the least* for negatives)** the most expensive
two syllables ending in ***y***	**Remove the *y*, add *-ier*** busy – busier	**Remove the *y*, add *-iest*** **the** busiest
EXCEPTIONS	good – better, fun – more fun, bad – worse	**the** best, **the** most fun, **the** worst

b. Circle the correct words.

1. I think you should buy this pair of sunglasses. It looks *cooler/coolest* than the other pair.
2. Can I borrow some money? This dress is *more/most* expensive than I thought.
3. This restaurant may not have the greatest food in town but their customer service is definitely *the best/better.* We eat here at least twice a month.
4. It's best if you come on Wednesday, when I'm *less busy/busiest.* We'll have time to chat.
5. Shopping is my *less/least* favorite thing to do. It's boring and takes a lot of time.

c. Fill in the blanks with the right forms of the adjectives.

1. I think this dress is ___prettier than___ (pretty) the other one.
2. This is _____ (good) place to shop for shoes in town. All the other stores are too expensive.
3. I rarely wear my green jacket. It's _____ (comfortable) my red one.
4. Do you have a _____ (expensive) bag? This one is a bit too much.
5. We'll never go back to that restaurant. It has _____ (bad) customer service ever.
6. The black shirt is _____ (good) the white one, so it will last longer.

d. In pairs: Compare computer games. Use the prompts from the box.

Game	TKO 3	Grand Race Champion	Soccer Fever	Hot Spot Arcade
Price	$	$$	$$$	$$$$
Fun	***	**	****	*

TKO 3 is cheaper than Soccer Fever.

Hot Spot Arcade is the least fun to play.

Pronunciation

Word Stress

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

b. Listen to the words and focus on the underlined letters. 01 26

service *shopping*

c. Listen and cross out the one that has the wrong word stress. 01 27

sneakers *bookstore* *money*

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

Practice

a. Practice the conversation. Swap roles and repeat.

Thanh: Hey, Huy, can I ask you some questions? I'm doing a survey for my class.

Huy: Hi, Thanh. Sure.

Thanh: What do you spend most of your money on?

Huy: Comic books and video games.

Thanh: Where do you buy your comic books?

Huy: Usually from the shopping mall.

Thanh: Why? Is it cheaper than other stores?

Huy: No, but it has more choices.

Thanh: And video games? Do you buy them at the shopping mall too?

Huy: I buy them online because it's less expensive.

Thanh: What's the most expensive thing you've ever bought?

Huy: I bought a phone.

Thanh: Great. Thank you.

Clothes | snacks | clothes | store near my house | better quality | nicer styles | snacks | store | at a convenience store | closer | laptop

b. Make another conversation using the ideas on the right.

Speaking

HOW DO YOU SPEND YOUR MONEY?

a. Add one more question. In fours: Discuss the questions.

What do you spend most of your money on?

Why do you shop there? (Cheaper? Better brands? etc.)

Your question:

_____?

What do you spend most of your money on?

What's the most expensive thing you have ever bought?

b. Report the results to your class.

In our group, most people spend most of their money on…

Unit 3

Shopping

LESSON 2

Can you...?
- make a complaint in a store
- use *when*-clauses

Conversation Skill: Finding the right person to speak to
Pronunciation: Sound Changes – *"Can I take...?"*

Aa New Words

a. Match the underlined words to the definitions. Listen and repeat. CD 28

a. **Disconnect** the old screen and connect the new one.
b. It might **overheat** if you use it for too long. If it does, let it cool down before you use it again.
c. Please keep your **receipt**. You'll need it if you want to return your laptop.
d. This TV comes with a two-year **warranty**. During that time, we'll fix it for free.
e. Why don't you **restart** your laptop? Sometimes it solves the problem.
f. My calculator has stopped working. I'm trying to **repair** it.
g. My computer **crash**ed again! It was fine a minute ago, but now the screen is frozen and I can't click on anything.



1. disconnect – break a connection between two things
2. _____ – suddenly stop working
3. _____ – become too hot
4. _____ – turn off and on
5. _____ – a paper showing what you bought, when you bought it, and how much it cost
6. _____ – fix something
7. _____ – a written promise from a company to fix or replace a broken product

b. In pairs: Talk about what problems you've had with your devices.

My laptop sometimes crashes and disconnects from the internet.

Listening

a. Listen to Jess talking to the manager of an electronics store. Why is she at the store? CD 29

1. She wants to get her money back. 2. Her laptop needs repairing.

b. Now, listen and complete the form. CD 29

PC Planet

Customer name: Jess (1) _____Jones_____

Phone number: (2) _____

Item: Vin-Max 15R

Problem: (3) _____
when doing homework

Warranty: (4) yes/no

Note: need it by (5) _____

Approved by:
Ben Kemp



Conversation Skill

Finding the right person to speak to
To make sure you're talking to the right person to help with your problem, say:
I'd like to speak to (the manager).
Who do I talk to about (a broken laptop)?

c. Read the Conversation Skill box and listen to Task b. audio again. Circle the phrase in the Conversation Skill box that you hear. CD 28

d. Listen and repeat. CD 30

e. In pairs: What would you do if you bought an expensive phone or laptop and it broke the next day? How would you feel?

CRITICAL THINKING

Grammar

a. Listen and repeat. 31



When-clause

Meaning and Use

We can use **when** to connect two clauses. **When** means **at the time that.**
*My laptop overheats **when** I play games.*

Form

We can't use a ***when*-clause** on its own. We need a main clause to complete the sentence.
*The internet disconnects **when** I play games.*
***When** I tried to download a movie, the laptop crashed.*
*We'll call you **when** we have that model.*
*Does it crash **when** you connect to the internet?*

Note

The ***when*-clause** can go either first or last in a sentence. If the ***when*-clause** comes first, we need to write a comma at the end of the clause. There is no comma if the ***when*-clause** is at the end of the sentence.

b. Unscramble the sentences.

1. photos,/overheats./it/When/I/edit — When I edit photos, it overheats.
2. when/crashes/games./I/play/It — _____
3. the/disconnects/when/internet./I/use/It — _____
4. you/We/when/let/it's/will/fixed./know — _____
5. ready./call/I'll/it's/you/when — _____

c. Join the sentences using *when* to make two new sentences.

1. The computer didn't restart. I pressed the restart button.
   when-clause first: When I pressed the restart button, the computer didn't restart.
   when-clause last: The computer didn't restart when I pressed the restart button.
2. We have the battery for the camera. We'll call you.
   when-clause first: _____
   when-clause last: _____
3. The camera disconnected. I tried to copy photos to my laptop.
   when-clause first: _____
   when-clause last: _____
4. My laptop crashed. I played games.
   when-clause first: _____
   when-clause last: _____

d. In pairs: Talk about your devices using *when*-clauses.

Pronunciation

Sound Changes

a. "Can I take...?" often sounds like /kənaɪteɪk/.

b. Notice the sound changes of the underlined words. 32

Can I take your name, please?

c. Listen and cross out the one with the wrong sound changes. 33

Can I take your phone number?
Can I take your address?

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

Practice

a. Practice the conversation. Swap roles and repeat.

Customer: I have a problem with my laptop.
Manager: What's the problem?
Customer: It overheats when I do my homework.
Manager: Do you have your receipt?
Customer: Here it is.
Manager: It's still under warranty. We can repair it for free.
Customer: OK.
Manager: Can I take your name, please?
Customer: Yes, it's Ali Benn. That's A-L-I B-E-N-N.
Manager: Can I take your phone number?
Customer: Sure, it's 0985214173.
Manager: We'll call you when it's ready.
Customer: OK.



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

Speaking — *RETURNING A LAPTOP*

Find the right person to speak to.

a. You have a problem with your laptop and want to get it fixed at the store where you bought it. In pairs: Student B, P92 File 1 **. Student A, complete the note with your own ideas, then talk to the manager. Swap roles and repeat.**

PC Planet

Laptop: Razor7

Problem: _____ when _____

Bought: _____ (months/years) ago

Your name: _____

Your phone number: _____

Approved by:
Ben Kemp



b. Have you ever complained in a store or restaurant? Why? What happened?

CRITICAL THINKING

Unit 3

Shopping

LESSON 3

Can you...?
- talk about problems when shopping
- write a complaint email

Writing Skill: Writing complaint emails

Let's Talk!

In pairs: What things do you like to buy?
What can you do if there's a problem with an item?



Listening

a. Listen to an expert talking about shopping online. What's the main idea? CD 34

1. It's better to buy clothes in-store than online.
2. You should be careful when buying online.

b. Now, listen and complete the notes. Write one word only for each answer. CD 34

SHOPPING ONLINE (E-COMMERCE)

Positives:
- Convenient – can buy from (1) __home__
- Fast
- Many products are (2) _____ online than in-store.

Negatives:
- Can't try before buying: clothes might be: - too (3) _____
  - too small
  - low-quality
- Deliveries: - late
  - shipper may damage or (4) _____ your items
  - wrong item
- Fraud: company takes your (5) _____ and keeps it



Reading

a. Read June's email and choose the best subject heading.

1. Link76 Problems
2. Link76 Review

b. Now, read and circle the answers.

1. June bought her laptop from...
   a. the internet. b. a store. c. a friend
2. The laptop gets too hot when she...
   a. does her homework. b. plays games. c. watches movies.
3. June contacted RocketTech...
   a. by online chat. b. by email. c. by phone.
4. She had to wait to speak to customer service...
   a. for 3 hours. b. for 30 minutes. c. for 10 minutes.

c. In pairs: Have you ever contacted customer service about something you bought? Did they fix your problem?



New message

To: customerservice@rockettech.com

Subject:

Dear Sir or Madam,

On Friday, November 27th, I bought a Link76 laptop from your website and it is not working.

The laptop has two main problems. It overheats when I play games and it keeps crashing when I do my homework. It also sometimes slows down when I watch movies.

I called RocketTech's customer hotline and waited 30 minutes to speak to someone. Finally, I spoke to your colleague, Andy. He said he would speak to his manager and call back in ten minutes. That was three hours ago.

I would like RocketTech to repair my laptop or provide a new one as soon as possible.

I look forward to your reply.

Yours faithfully,

June Evans

SEND

Writing

a. Read about writing complaint emails, then read June's email again and underline the examples of parts 1-4 from the Writing Skill in the email.

Writing Skill

Writing complaint emails

To make complaints effectively in an email, you should use formal language and:

1. explain why you're writing:	*I bought a B300 laptop on December 5th, and it has a problem.*
2. describe the problem:	*It crashes when I play games.*
3. *(optional)* explain how you tried to fix the problem:	*I tried restarting it, but it still does not work.*
4. say what you want the store to do:	*I would like you to replace it.*

b. Write full sentences using the prompts. Use the skill box to help you. Then, number the sentences (1–4) to match them with the parts of a complaint email.

A. bought/sneakers/website/July/19th _____ 1

B. tried/calling/store/nobody/answered/phone _____ ☐

C. they/too/big/wrong/color _____ ☐

D. would/like/replace/them _____ ☐

E. bought/cell phone/store/London/May 19th/has/problem _____ ☐

F. ordered/dress/last month/but/not/arrived _____ ☐

G. laptop/overheats/play/games _____ ☐

Speaking

a. In pairs: Look at the pictures in the lesson. Discuss what the problems are and what the customers should do.

CRITICAL THINKING

b. Choose an item from the pictures or use your own idea and make notes in the table.

What did you buy?	
When/Where did you buy it?	
What are the problems ...with the delivery? ...with the item?	
How did you try to solve the problems?	
What do you want the store to do?	







Let's Write!

Now, write a complaint email to the company. Remember to follow the model and use formal language. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

The complaint email follows the model and uses formal language.	☆☆☆
It is interesting. (Suggest ideas, if not.)	☆☆☆
I can understand everything.	☆☆☆
(Underline anything you don't understand.)	

Review 1

Listening **You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).** CD 1 35

1. What is Jay doing on Sunday morning?





A. ☐ B. ☐ C. ☐

2. What activity does Lucy decide to do?





A. ☐ B. ☐ C. ☐

3. What activity does Susan say is boring?





A. ☐ B. ☐ C. ☐

4. What activity does Eddie like doing on Sundays?





A. ☐ B. ☐ C. ☐

5. What is Bill doing on Tuesday evening?





A. ☐ B. ☐ C. ☐

Reading **Five sentences have been removed from the text below. For each question, choose the best answer (A–H). There are three extra examples which you do not need to use.**

Shopping in Vũng Tàu City

[1] ☐ There's a huge shopping mall, two department stores, a few big thrift stores, and lots of small convenience stores. When I go shopping, it's usually to buy clothes or shoes, and there are plenty of places. [2] ☐ You can get second-hand but unique clothes there. The widest selection of clothes and shoes is in the department stores but they are much more expensive.

You'll find the best bargains for shoes, sneakers, and boots at the local market. [3] ☐ The most helpful staff is in the smaller shoe stores on the main street, but you won't find many bargains there.

[4] ☐ It sells much more than books. They serve coffee, tea, and soft drinks, and they sell the tastiest cakes in the city. You can sit and read the books. [5] ☐ You don't have to buy them. They also play the latest music and sell T-shirts of the most famous singers and bands. My friends and I often hang out there.

A. They have magazines and newspapers, too.
B. My city isn't very big, but it's a really great place to go shopping.
C. My family often hang out there on the weekends.
D. On market days, the small florists open their doors and sell flowers on the street.
E. The most interesting store in my town is the local bookstore.
F. The cheapest place is the thrift store.
G. They have the lowest prices in the city, but unfortunately, the staff is not very helpful.
H. It has the biggest swimming pool in the area.

Vocabulary **a. Match the words with the descriptions. There are two extra words which you do not need to use.**

refuse promise tidy offer arrange

1. tell someone that you will certainly do something _____
2. say that you will not do something _____
3. say that you are willing to do something _____

b. Fill in the blanks using the words in the box. There are two extra words which you do not need to use.

unreliable	warranty	selfish	receipt	easygoing

1. Make sure that you get a _____ for everything you buy. You will need it if you want to return the goods.
2. Her friends found out that she was an _____ person. They don't trust what she says anymore.
3. "Share your toys with Jane, please, Julia. Don't be _____!" said Mom.

Grammar

a. Write full sentences using the words below.

1. My mom/mop/living room floor/three times/week. _____
2. Peter's dad/clean/bathroom/twice/week. _____
3. My older brother/tidy/his bedroom/once/month. _____

b. Fill in the blanks using the comparative or superlative form of the adjectives.

1. They built the castle in 1789, the library in 1890, and the university in 1910.
   The university is (new) _____ of all.
2. The jeans cost 30 dollars, but the dress costs 50 dollars.
   The jeans are (expensive) _____ than the dress.
3. Ngoc doesn't have to work on Saturdays, but her sister has to work on the weekends.
   Ngoc's sister is (busy) _____ than her.

Pronunciation

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

1. A. unreliable	B. intelligent	C. easygoing	D. educational
2. A. promise	B. finish	C. decide	D. answer

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

3. A. decided	B. planned	C. arranged	D. offered
4. A. sale	B. cake	C. crash	D. play

Speaking — The Best Sunday Ever

a. In groups of 2-4: Plan the best Sunday ever. Think of two fun places and then tell your partner(s):

- Where you would like to go
- Why you want to go there
- What you can do there

b. Listen to your partner's ideas and give your opinions. Say which ones you like the most and the least, then finally choose the one you all think is the best.

c. Tell another group your plans.

Writing

a. In pairs: Check your partner's writing passages for Units 1–3 using Feedback forms from the lessons.

b. Make a list of things you need to remember for your future writing.

c. Compare your list with another group, and add anything you think is useful.

Unit 4

International Organizations & Charities

LESSON 1

Can you...?
- talk about the work of charities
- use the Present Simple and the Present Continuous

Conversation Skill: Signaling the end of a conversation
Pronunciation: Word Stress – Two-syllable verbs

Warm-up

In pairs:
Have you ever given something to someone to help them? Why?

Aa New Words

a. Read the definitions, then fill in the blanks with the new words. Listen and repeat. CD 36

1. **charity** – a group that gives money, food, or help to those who need it
2. **volunteer** – offer to do something you don't have to do and for no money
3. **donate** – give money or goods to help a person or group
4. **provide** – give someone something they need, like education or housing
5. **raise** – cause something to become bigger, better, or higher
6. **support** – help or encourage someone/something



1. I want to ___donate___ all my old clothes and toys to help poor children.
2. Students from my school _____ at the local hospital.
3. The biggest _____ in my country gave food and blankets to people after the floods.
4. We _____ free housing to families in poor communities.
5. My parents are going to _____ my sister while she is studying in college.
6. If we have a craft fair, we can _____ money to help save the rainforest.

b. In pairs: Talk about charities in your country. How do they help people?

> Saigon Children's Charity helps poor children.

Listening

a. Listen to two people talking about a charity. What is the purpose of the interview? CD 37

1. to ask for volunteers
2. to give information about the charity

b. Now, listen and fill in the blanks. CD 37

1. Louise is _____ for an international children's charity.
2. The charity provides _____ with free school supplies and meals.
3. The charity is also _____ new houses.
4. People can _____ money and clothes.
5. The charity _____ money for an education program.
6. Louise is _____ a little girl called Emily.



Conversation Skill

Signaling the end of a conversation
When you want to end a conversation, you signal by saying:
All right, it was great talking to you.
Well, I have to go now.
then say goodbye.

c. Read the Conversation Skill box and listen to Task b. audio again. Circle the phrase in the Conversation Skill box that you hear. CD 37

d. Listen and repeat. CD 38

e. In pairs: If you volunteer for a charity, what kind of charity will you work for? Why? CRITICAL THINKING

Grammar

a. Listen and repeat. 38



Present Simple

Meaning and Use

We can use the **Present Simple** to talk about repeated actions or events.
*I **volunteer** at a local hospital.*

Form

Present Simple
I/You/We/They **donate** money.
He/She/It **doesn't donate** food.
Do you **support** any charities?
Does he **raise** money?

Present Continuous

Meaning and Use

We can use the **Present Continuous** to talk about an action happening now, but may be temporary.
*We **are raising** money for school supplies.*

Form

Present Continuous
I **am providing** free meals.
You/We/They **aren't providing** new homes.
He/She/It **is providing** education.
Where **are** you **volunteering**?

b. Circle the correct verb form, then practice saying the sentences with a partner.

1. The charity *provides/providing* free school meals.
2. She is *donating/donate* money to buy clothes.
3. Does he *volunteering/volunteer* at the hospital?
4. They are *support/supporting* old people.
5. We *raising/raise* money for poor people.
6. Are you *donate/donating* books to the school?

c. Read the letter and fill in the blanks, using the correct form of the verbs.

Dear Jenny,

How are you doing?

Right now I (1) _____ (volunteer) in Myanmar. I (2) _____ (live) in a local village, and I'll be here until December. It's small, but it (3) _____ (have) some beautiful old buildings. We (4) _____ (build) a new school for a charity called Global Classroom. This charity is really great and over the years has helped a lot of people. It (5) _____ (provide) free education for children and (6) _____ (pay) for all their uniforms and school supplies. I do a lot of things to help, but this month I (7) _____ (teach) English.

I will be home for Christmas. I (8) _____ (hope) we can meet then. I miss you a lot.

Love to everyone,

Phương



d. In pairs: Make sentences using the verbs in Task b. and exchange them with your partner.

Pronunciation

Word Stress

a. Most two-syllable verbs have stress on the second syllable.

b. Listen to the words and focus on the underlined letters. CD 40

receive *support*

c. Listen and cross out the word that has the wrong word stress. CD 41

receive *provide* *supply*

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

Practice

Ask and answer, using the pictures and prompts.

What does the charity do?

It provides school supplies.

How are you helping right now?

I'm raising money to buy them.



provide/school supplies



raise/money/ buy them



provide/free meals



volunteer/in/ kitchen



support/poor students



build/new school



support/old people



donate/clothes

Speaking

TELL ME ABOUT YOUR CHARITY

Signal to end the conversation.

a. You're a journalist interviewing a charity volunteer. In pairs: Student A, use your notes and interview the volunteer. Student B, use your own ideas to answer the questions. Swap roles and repeat.

Where are you volunteering?



Things to find out:

- where they volunteer
- what the charity does
- how they are helping
- how other people can help





I'm volunteering in…

b. Now, join another pair and role-play your interview to them.

Unit 4

International Organizations & Charities

LESSON 2

Can you...?
- talk about how charities have helped
- use the Present Perfect for completed and unfinished events

Pronunciation: Sound Changes - "...*have*..." and "...*has*..."

New Words

a. Circle the correct definitions for the underlined words. Listen and repeat. 42

1. The charity helps **organize** lots of events such as competitions.
   a. make arrangements for something to happen b. talk with friends about events
2. The charity works hard to raise **awareness** of environmental problems.
   a. understanding of a topic and how important it is b. liking a topic, or wanting to learn about it
3. They helped **set up** the business in 1965. There were only three people working there at that time.
   a. finish a business or a charity b. start a business or a charity
4. Supporting **conservation** is very important for that charity. They look after local plants and animals.
   a. making sure plants, animals, buildings, etc. are safe b. hurting the local environment
5. The **aim** of the class is for everyone to learn about how to plant trees.
   a. the purpose for doing something b. enjoyment of doing something



b. In pairs: If you set up a charity, who or what will you help, and why? CRITICAL THINKING

I will set up a charity to help animals. There are lots of stray dogs in my town.

Reading

a. Read the article and choose the best title.

1. History of an International Charity 2. Saving Trees across the World



Richard Baker and Josiah Njonjo started the charity Men of the Trees in 1922 in Kenya in Africa. Its aim was to show people how important trees are for life on Earth. The charity changed its name from Men of the Trees to the International Tree Foundation (ITF) in 1992.

The ITF has worked hard for many years to protect the world's forests. It has supported community tree planting projects in more than 30 countries around the world. It has also helped with conservation in places like the Amazon rainforest. As part of this work, it even bought land for planting trees there in the 1990s. Teaching young people about forest conservation has always been important for the ITF. It has organized summer schools, events, and competitions for children in many different countries. In the UK, it helped set up National Tree Week. This event has become very popular with young people. It has continued every year since 1975.

In Australia, Trees for Life started in 1981 after a visit from Richard Baker. Its aim is to help people in South Australia with conservation of plants and trees. Since 1981, it has grown over 35 million trees! It has over two thousand volunteers and over one hundred educational events every month. Their events have helped raise people's awareness about Australia's plants, trees, and animals.

b. Now, read and circle the answers.

1. Men of the Trees was given a new name in...	a. 1975.	b. 1992.	c. 1981.
2. The ITF has helped to protect trees in...	a. the Amazon.	b. Kenya.	c. Australia.
3. National Tree Week started in...	a. 1981.	b. the 1990s.	c. 1975.
4. Trees for Life has grown...	a. two thousand trees.	b. over one hundred trees.	c. 35 million trees.

c. In pairs: How can we stop people and companies from cutting down trees in our rainforests? CRITICAL THINKING

Grammar a. Listen and repeat. 43



This charity **has donated** food to poor people since 1980.

Present Perfect

Meaning and Use

We can use the **Present Perfect** to:

- talk about completed events or actions when the exact time they happened is unknown or unimportant.
  *They've **helped** millions of people.*
- talk about the duration (how long?) of an action that started in the past and is still continuing.
  *He's **worked** for the charity **for** five years.*
  *They've **raised** awareness about conservation **since** 2003.*

Form

I/You/We/They **'ve (have) been** to India.
He/She/It **'s (has) supported** poor families.
He/She/It **hasn't (has not) helped** since 2015.

Has it raised much money?

b. Circle the correct word.

1. How long *have/has* it supported people to find better jobs?
2. It *has/have* raised awareness about animal rights in 20 countries.
3. It has donated food to poor families *for/since* 1992.
4. How long has it *been/being* interested in conservation?
5. It's *organize/organized* a lot of events recently.
6. The aim of the charity *for/since* the last three years has been to raise awareness about environmental problems.

c. Write sentences using the prompts and the Present Perfect.

1. How long/it/support/poor children?
   How long has it supported poor children?
2. It/help/raise awareness/2010.
   _____
3. What/else/it/do?
   _____
4. Company/donate/a lot of money/support/conservation.
   _____
5. It/provide/food/homeless people/70 years.
   _____

d. In pairs: Talk about Michael and Alan. Use the prompts from the box.

	Michael		Alan	
Charities	COB	On The Step	FPNC	Cook Pass
Money donated	$10	$100	$750	$80

How much has Alan donated to FPNC?

He's donated 750 dollars.

Pronunciation

Sound Changes

a. "...have..." and "...has..." often sound like /əv/ and /əz/.

c. Listen and cross out the one with the wrong sound changes. 45

How long has it helped poor people?
Their events have helped raise awareness about plastic pollution.

b. Notice the sound changes of the underlined words. 44

What <u>has</u> it done?
What <u>have</u> they done?

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

Practice

a. Practice the conversation. Swap roles and repeat.

Ann: When was Love Earth set up?
Ben: It was set up in 1969.
Ann: What is its aim?
Ben: Its aim is wildlife conservation.
Ann: What work has it done?
Ben: It's helped stop whale hunting for over 50 years.
Ann: Wow, that's great. What else has it done?
Ben: It's organized events to raise awareness about environmental problems.
Ann: It sounds great.

Help!	Job Search
1951	1902
helping poor people	helping people find jobs
provided support since 1954	supported disabled people for over seventy years
raised money to help people after natural disasters	helped women veterans since 2013

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

Speaking

DECIDING WHICH CHARITY TO DONATE TO

a. You want to donate to a charity. In pairs: Student B P. 95 File 6**. Student A, ask Student B about Animal Help and fill in the chart. Swap roles. Student B, ask Student A about World Love and fill in the chart.**

Animal Help

Set up: _____

Aim: _____

Current projects:

- _____
- _____

Things it has done:

- _____
- _____

World Love

Set up: 1944

Aim: to help poor people around the world

Current projects:

- raised awareness about helping poor people for over 75 years
- organized charity stores since 1970

Things it has done:

- helped people in East Africa without enough to eat
- provided support to Nepal after an earthquake

b. Which charity do you think is more important? Why? CRITICAL THINKING

Unit 4

International Organizations & Charities

LESSON 3

Can you...?
- talk about interesting ways to raise money for charity
- write an article about a way to raise money

Writing Skill: Using synonyms to avoid repetition



Let's Talk! In pairs: Have you ever raised money for charity? What did you do? What would you like to do in the future?

Listening

a. Listen to a man talking about ways to raise money for charity. How many fundraising events does the speaker talk about? 46

b. Now, listen and write *True* or *False*. 46

1. The Color Run is ten kilometers long. _____
2. The Color Run only aims to raise money to help local communities. _____
3. Northwestern University Dance Marathon (NUDM) started in 1975. _____
4. NUDM raised over 1.2 million dollars in 2019. _____
5. The Dog Days of Summer Charity Dog Wash happens every two years. _____
6. They use all money raised to support local police dogs. _____

Reading

a. Read the article and choose the best title.

1. Man Walks for Charity
2. Man Walks to Ho Chi Minh City in 35 Days

Minh Phan, November 1st

A 23-year-old Vietnamese man has raised nearly 135 million VND for charity after completing a 1,700 km walk from Ho Chi Minh City to Hanoi. B.N.Q. started his journey on May 25th, 2020 and reached the capital in just 45 days. The young man thought it was one of the most amazing experiences of his life. "I wanted to do something meaningful for me, for my life," he said. He started the expedition without any money in his pocket. "Making the journey without money was a really hard challenge," he added. The young man said he often washed dishes or worked in restaurant kitchens or at people's houses in return for some food. At night, he often slept on park benches. Seven days into his travels, Q. decided his journey would be meaningful if he did something for the community. He posted the idea on a social media website to call for donations. By the time his charity walk finished, he had raised nearly 135 million VND. He decided to use the money to help build classrooms for poor children in Lai Châu, a province in the northwest of Vietnam. "I want to inspire young people to live a meaningful life by doing little but kind things," he said.



b. Now, read and answer the questions.

1. When did B.N.Q's walk begin? _____
2. How long did it take him to complete the journey? _____
3. What was the most difficult thing about the journey? _____
4. What did he use the money to build? _____

c. In pairs: What can you do to raise money for charity? Who will you help with the money you raise? CRITICAL THINKING

Writing **a. Read about using synonyms to avoid repetition, then read Minh Phan's article again and underline the synonyms for *trip*.**

Writing Skill

Using synonyms to avoid repetition

To avoid repetition and make your writing more varied, you can use synonyms. A synonym is a word that has the same or almost the same meaning as another word. For example:

A schoolgirl has raised two thousand dollars for charity in just four days. The ~~schoolgirl~~ young student wanted to give something back to the community after receiving so much help after her accident last June.

Joanne Evans completed a 3,000 km hike to raise money for charity. She began her ~~hike~~ journey on September 12th with a goal of raising three thousand dollars.

b. Replace the underlined words with their synonyms from the box.

help	*donated*	*took part*	*cycle trip*	*set up*

1. Emma organized an event to support the Battersea Dogs and Cats Home.
2. She hoped that the bike ride from Vietnam to the UK would raise awareness of environmental and social issues.
3. James and his friend participated in a marathon and raised over eight hundred dollars for the organization.
4. Five-year-old Rachel gave all her savings to charity and inspired many others to do the same.
5. An 11-year-old boy climbed Mount Snowdon and organized an event to raise money for two charities.

Speaking **a. You're planning an article about raising money for charity. In pairs: Student B** p. 95 File 7**. Student A, ask Student B questions about Sir Tom Moore and complete the notes. Swap roles and repeat.**

BOY SLEEPS IN TENT FOR CHARITY



Name: John Woodley

Age: 10

From: Braunton, UK

Fundraising idea: sleeping in his tent – a present from his friend Rick, who died of cancer. Only came inside for lessons, eating, and washing.

When: March 29th, 2020 – March 29th, 2021

How much: over £105,590 (goal was £100)

For: North Devon Hospice, which provides free care and support to patients and their families. They took care of Rick and his wife.

OLD MAN RAISES MILLIONS FOR CHARITY



Name: Sir Tom Moore

Age: _____

From: _____

Fundraising idea: _____

_____

_____

When: _____

How much: _____

For: _____

_____

_____

b. Now, Student B, ask Student A about John Woodley and complete the notes.

Let's Write!

Now, write an article about John Woodley, Sir Tom Moore, or someone raising money for charity that you know. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

The article follows the model and uses synonyms.	☆☆☆
It is interesting. (Suggest ideas, if not.)	☆☆☆
I can understand everything.	☆☆☆
(Underline anything you don't understand.)	

Unit 5 Gender Equality

LESSON 1

Can you...?
- talk about the history of gender equality
- use infinitives (*to*-infinitive and bare infinitive)

Pronunciation: Intonation – *Wh*-questions
Conversation Skill: Responding to surprising information

Warm-up

In pairs:
In your country, what jobs are usually done by men/women?

Aa New Words

a. Match the underlined words with their definitions. Listen and repeat. 47

1. For years women fought for equal **rights**, such as the right to study at university and to own a house.
2. In 1896, the Olympic committee didn't **allow** women to take part in the games.
3. Women couldn't own **property** like houses and cars after they got married.
4. Everyone is waiting for the **election** results nervously. If she wins, she'll become the first woman president.
5. The class is going to choose their summer trip: camping in the mountains or on the beach. Each student will **vote** tomorrow.

a. let somebody do something _____
b. an event where a group of people select a new leader _____
c. things people are allowed by law 1 – rights
d. make an official choice for or against someone or something _____
e. something that is owned by a person _____

b. In pairs: Talk about what things you are allowed or not allowed to do at school. Are there different rules for boys and girls? CRITICAL THINKING

I'm not allowed to use my phone at school.

Listening

a. Listen to Emma talking to her grandma, Donna. What is Emma's project about? 48

a. Women's rights in the past
b. Women's right to vote
c. How women fought for gender equality



b. Now, listen and circle the answers. CD 48

1. Women won the right to vote in...	1930.	1920.
2. Women were able to work as...	doctors.	factory workers.
3. The government made employers pay their workers equally in the...	1960s.	1980s.
4. Banks lent money to...	working women.	married women.

Conversation Skill

Responding to surprising information
To respond to surprising information, say:
Really?
What?

c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them. 48

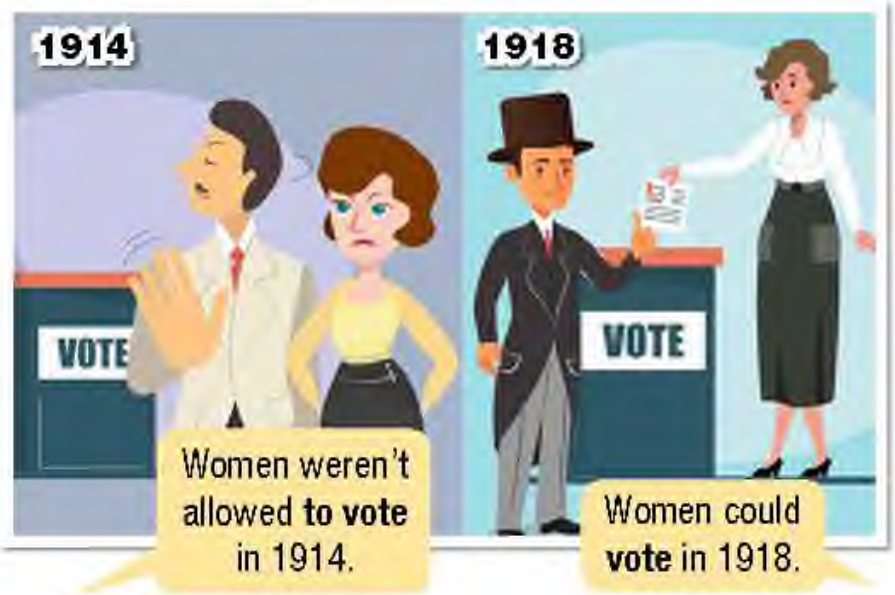
d. Listen and repeat. 49



e. In pairs: In what other ways do you think life was different for men and women one hundred years ago? Why? CRITICAL THINKING

Grammar

a. Listen and repeat.



Infinitives

Meaning and Use

We use the **infinitives** to add more information and to explain the reason for something or its purpose.
*Women started **to fight** for their rights.*

Form

An infinitive with ***to*** is called the **to-infinitive**. We use these...	after common main verbs (*want, learn, choose, start, ask, hope*, etc.)	*We started to fight for women's rights.*
	after the object of a sentence	*The government wanted women to spend more time taking care of their family.*
	after some abstract nouns to add meaning to the nouns	*Women won the right to vote in 1920.*
An infinitive without ***to*** is called the **bare infinitive**. We use these...	after modal auxiliary verbs (*can, could, would, should, must*, etc.)	*Women couldn't own property.*
	after causative verbs (*let, make, have*)	*They didn't let women join the army.*
	after verbs of perception (*see, watch, hear, feel*)	*I had to watch my mother work very hard.*

b. Fill in the blanks using the verb in the box in the *to*-infinitive or bare infinitive form.

become (x2) fight ~~vote~~ (x2) clean earn

1. Women were not allowed ____to vote____ until 1920.
2. English women started _____ for gender equality in 1903.
3. The government let women _____ combat soldiers in 1994.
4. Today women can _____ the same pay as men.
5. Victorian women campaigned for the right _____.
6. In 1979, people in Britain saw a woman _____ Prime Minister for the first time.

c. Match the sentences in Task b. with the rules for using *to*-infinitives and bare infinitives listed below. Write the numbers of the sentences 1–6 in the blanks.

____ after modal auxiliary verbs
____ after verbs of perception
____ after the object of a sentence
_____ after some abstract nouns
_____ after causative verbs
_____ after a common main verb



d. In pairs: Make sentences to say what women can do today. Use *to*-infinitives or bare infinitives.

Today, women can have the same careers as men.

Pronunciation

Intonation

a. *Wh*-questions usually have falling intonation.

When were women allowed to go to university?

When could women own property?

b. Listen to the sentence and focus on how the intonation goes down. 51

When did women win the right to vote?

c. Listen and cross out the sentence with the wrong intonation. 52

What was America like?
How old was she when she started to work?

d. Read the sentences with the correct intonation to a partner.

Practice

Talk about Canada and Australia, using the prompts. Remember to show surprise.



When could women go to university in Australia?

Really?

In 1880, they could go to university.

Yes.



Canada		Australia
1862	women could (go) university	1880
1884	women allowed (own) property	1897
1919	women could (vote)	1902
1963	companies had (pay) women the same as men	1969
1993	the country watched first woman (become) prime minister	2010

Speaking

THE WAY TO EQUALITY

Remember to show surprise.

a. You're discussing the most important moments in the history of gender equality. In pairs: Look at the moments in the table and choose the best reason for each one. Rank the moments from 1–4 (most important to least important).

Moment	Reason	Rank
Women could go to university	1. Women could find better jobs. 2. They started to get more opportunities.	
Women were allowed to vote	1. Women could choose their own leaders. 2. Women had power to make the changes they wanted.	
Companies paid men and women the same	1. Women could take better care of their families. 2. Women felt equal to men at work.	
Women were allowed to own property	1. Women could buy a house for their family. 2. They didn't need a husband to own a house.	

The most important moment was when women were allowed to go to university.

Why?

Because they could find better jobs.

b. Now, compare your choices with another pair. Did you agree on the most important changes? Can you think of any changes that still need to happen?

CRITICAL THINKING

We think that the most important moment was when…because…

Really? We think the most important moment is…because…

Unit 5

Gender Equality

LESSON 2

Can you...?
- talk about someone's achievements and their feelings about them
- use adjectives of attitude

Pronunciation: Intonation – Reported speech

New Words

a. Match the underlined words to their definitions. Listen and repeat. 33

1. I failed my exam last year but this time I'm **determined** to pass. I studied really hard.
2. Max was really **grateful** for Alice's help with his project. He bought her a gift to say thank you.
3. I'm really **passionate** about soccer. I watch all the games on TV and play every day at school.
4. Ben's parents were so **proud** of him because he passed all his exams. His mom couldn't stop smiling!
5. Sue's dog was missing for two weeks, so she was **delighted** when she finally found him.
6. The runners were **exhausted** when they crossed the finish line. The ten-thousand-meter race is not easy!

a. not wanting to let anything stop you from doing something — 1 – determined
b. feeling pleased about something you or your friend/family did — _____
c. feeling thankful to someone for helping you — _____
d. very pleased — _____
e. having a strong interest in something — _____
f. very tired — _____

b. In pairs: Discuss the ideas below using the new words.

passing exams · your favorite team · your parents · doing exercise · starting your own business · completing a video game

I'm determined to start my own business.

Reading

a. Read the interview about a racing car driver. What is the interview mainly about?

1. winning a race
2. the dangers of racing

Interview with Laura Akers, winner of the Maple Falls GT



- **"Congratulations on winning your first race! How are you feeling?"**
  "I'm feeling delighted, because I've dreamed about this since I was a little girl. I'm also exhausted because it was a tiring race!"
- **"Was it dangerous driving in bad weather?"**
  "Well, it wasn't easy! I was going very slowly around the first corner because it was very wet."
- **"Are you proud to be the first female winner?"**
  "Yes, I feel very proud. I've worked hard to get here, and I'm grateful for my family's passionate support. We're having a big party tonight!"

Dan Travers's report



- **I congratulated her on winning her first race and asked how she was feeling.**
  She said she was feeling delighted, because she had dreamed about this since she was a little girl. She said she was also exhausted, because it had been a tiring race.
- **I asked if it had been dangerous driving in bad weather.**
  She said it hadn't been easy, and she had been going very slowly around the first corner because it had been very wet.
- **I asked if she was proud to have been the first female winner.**
  She said she felt very proud. She said she had worked hard to get there, and she was grateful for her family's passionate support. She said they were having a big party that night.

b. Now, read and answer the questions.

1. Which race did Laura Akers win?
   The Maple Falls GT.
2. How did she feel after winning her first race?
   _____
3. Who interviewed Laura?
   _____
4. What is Laura doing with her family later?
   _____

c. In pairs: Would you like to drive a racing car? Why (not)? CRITICAL THINKING

Grammar a. Listen and repeat. 54



Reported speech

Meaning and Use

We use **reported speech** to report what someone said at an earlier time.

Form

Reported speech usually shifts back one tense
(e.g. Present Simple → Past Simple)
Sometimes, the pronoun changes.

Direct speech	Reported speech
Present Simple *My name is Jill.*	**Past Simple** *She said her name was Jill.*
Present Continuous *How are you feeling, Jill?*	**Past Continuous** *I asked her how she was feeling.*
Past Simple *It was a difficult race.* *Was it a difficult race?*	**Past Perfect** *She said the race had been difficult.* *I asked if the race had been difficult.*
Past Continuous *I was feeling nervous.* *Were you feeling nervous?*	**Past Perfect Continuous** *She said she'd been feeling nervous.* *I asked if she'd been feeling nervous.*

b. Fill in the blanks with the correct verb form.

1. **Girl:** I really like action movies. — She said she really ____liked____ action movies.
2. **Jack:** Penny isn't having a picnic on Saturday. — Jack said Penny _____ a picnic on Saturday.
3. **Boy:** Are you going to the park later? — He asked if I _____ going to the park later.
4. **Boy & Girl:** We're not going to the party. — They said they _____ going to the party.
5. **Girl:** I'm so happy I won the race. — She said she _____ so happy she _____ won the race.
6. **Dad:** Did you do your homework? — Dad asked if I _____ my homework.

c. Write sentences to report Bill and Ben's conversation.



1. Bill said he was an art student. _____
2. _____
3. _____
4. _____
5. _____

d. In groups of three: Student A, say something about yourself or ask a question. Student B, report it to Student C. Swap roles and repeat.

I'm delighted with my art project.

She said that she was delighted with her art project.

Pronunciation

Intonation

a. Intonation for reported speech usually rises on the reporting verbs and falls.

She said she was feeling really grateful.

They said they were going to the party.

b. Listen to the sentence and notice how the intonation rises and falls. 55

She said she was feeling exhausted.

c. Listen and cross out the sentence with the wrong intonation. 56

He said he was really grateful.
She said she was determined to win the race.

d. Read the sentences with the correct intonation to a partner.

Practice

a. Practice the conversation. Swap roles and repeat.



So, Sarah, how does it feel to be the first female winner of this award?

It feels wonderful! I can't believe I won. I'm very proud of myself.

How long were you working on your project?

I started three years ago. I worked every day, even weekends.

What do your parents think?

They are delighted for me. They helped me a lot.

And what are your plans?

I'm going to go on vacation. A long one.



b. Take turns reporting the conversation using reported speech.



I asked her how it felt to be the first female winner of this award.

She said that it felt ..... .

Then, I asked her ..... .

Speaking

AN INTERVIEW WITH A FEMALE ASTRONAUT

a. Student A, you're a journalist. Add two more questions and then interview Lisa Hackett. Student B, you're Lisa Hackett, an astronaut. You've just returned from a five-day mission to the Moon.

Interview with Lisa Hackett, astronaut returning from the Moon

Questions



1. How are you feeling?
2. When did you start training to be an astronaut?
3. How do you feel about walking on the Moon?
4. Do you enjoy being an astronaut?
5. How many times have you been in space?
6. _____
7. _____

Notes:

b. Find a new partner and report your interview with Lisa Hackett. Swap roles and repeat.

Unit 5

Gender Equality

LESSON 3

Can you...?
- talk about famous women from history
- write a biography

Writing Skill: Writing a biography

Let's Talk!

In pairs: Can you match the names to the pictures? Can you think of three other famous women from history?

1. Amelia Earhart: pilot
2. Serena Williams: tennis player
3. Jane Austen: writer
4. Marie Curie: scientist



Listening

a. Listen to a talk about Amelia Earhart. Where is this talk taking place? 57

b. Now, listen and fill in the blanks. 57

1. Amelia Earthart was born _____in 1897_____.
2. When she _____, she took her first flying lesson.
3. She set her first women's record by flying as high as _____ feet.
4. In 1928, she became the first woman to fly across the _____.
5. She wanted to be the first woman to fly _____.
6. She is remembered for being one of the greatest _____ of the 20th century.

Reading

a. Read the text about Helen Gibson. Did she live a long life?

1. Yes
2. No



1 most famous for

Helen Gibson (Rose August Wenger) is most famous for being the first ever stuntwoman.

2 _____

She was born in 1892 and lived with her parents and four sisters. She decided she wanted to learn how to be a stunt rider and perform tricks on a horse when she was seventeen. She was in her first show in 1910 and it was a great success.

3 _____

In 1912, Helen got her first acting role in a movie called *Ranch Girls on a Rampage*. She performed in many horse-riding races and won the standing woman horse race in 1913.

4 _____

In April 1915, Helen performed what is thought to be her most famous stunt: a leap from the roof of a station onto the top of a moving train. She did many other exciting stunts in movies and became very famous in Hollywood. She died in 1977, at 85 years old.

5 _____

Helen Gibson will always be remembered for being the first ever stuntwoman in Hollywood.

b. Now, read and answer the questions.

1. Who did Helen Gibson live with? She lived with her parents and four sisters.
2. When did Helen first perform in a show? _____
3. What was the name of the movie she first acted in? _____
4. How old was she when she died? _____

c. In pairs: Do you think you could be a stuntman or stuntwoman? Why (not)? CRITICAL THINKING

Writing

a. Read about writing a biography, then read Helen Gibson's biography again and add the words in bold above the correct paragraph.

Writing Skill

Writing a biography

To write effective and well-structured biographies, you should:

1. introduce the person and say what they are **most famous for**
2. talk about when and where they were born and their **early life**
3. talk about their **later life**, education, relationships, and some achievements
4. summarize their **later achievements** and death
5. summarize their main achievement and what they **will be remembered for**.

b. Reorder Jane Austen's biography. Use the biography model to help you.



A. _____ In 1816, she planned a new novel but became too ill to write. She died the following year.

B. _____ In 1800, her family moved to Bath and Jane stopped writing. In 1809, after moving back to the countryside, she started writing again. She finished her four other novels.

C. _____ Jane Austen will always be remembered for her novels about English life in the countryside especially *Pride and Prejudice*.

D. _____ Jane Austen was born in England in 1775. She grew up with her parents and sisters in the English countryside. She started writing her first novel when she was twenty. Just over a year later, she completed her second novel which was later published as *Pride and Prejudice*.

E. __1__ Jane Austen is most famous for her six novels set in the English countryside. The most famous of these is *Pride and Prejudice*.

Speaking

a. You are working on a class project about famous women in history. In pairs: Read about Florence Nightingale and discuss which events belong to these stages of the biography model.

- birth and early life - later life - later achievements and death

b. Note down a sentence summarizing her main achievement and why she will be remembered.

Florence Nightingale: The Founder of Modern Nursing

1820: born in Florence, Italy
grew up in England with parents and older sister, Parthenope
1844: studied nursing in Germany and later went to work in a hospital in London
1854: went to the military hospital at Scutari, Turkey.
- went with 38 women
- cleaned hospital and improved conditions for wounded soldiers
- death rate dropped from 60% to 2% within six months

1855: given an award and a piece of jewelry by Queen Victoria
1859: wrote *Notes on Nursing*
1860: opened St. Thomas' Hospital
started the Nightingale Training School for Nurses
1868: opened Women's Medical College
1908: given the merit of honor by King Edward VII
1910: died at home in London



Let's Write!

Now, write a biography about Florence Nightingale. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

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

Review 2

Listening **You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).** 58

1. A woman is deciding to volunteer for a local charity. What does she want to help with?
   A. the environment
   B. animal conservation
   C. homelessness

2. Two friends are talking about Save the Children. What does Patty say they are doing now?
   A. fighting illnesses
   B. building schools
   C. teaching children

3. Two friends are talking about homeless people. What does Lena think is the biggest issue facing them?
   A. having no food
   B. having no money
   C. having no place to stay

4. Chris is asking Marnie about Great Ormond Street Hospital. What does she not talk about?
   A. supporting sick children
   B. providing equipment for hospitals
   C. rebuilding hospitals

5. Rona is talking about Habitat for Humanity. What does it do?
   A. provides housing
   B. hands out food
   C. educates people

Reading **Read the text about a famous woman in history. Choose the correct answer (A, B, C, or D).**

Emmeline Pankhurst (1858–1928)

Emmeline Pankhurst is famous for her hard work in the fight to help get British women the right to vote. Back in the 1880s, the British government wouldn't let women (1) _____. So, many women started to fight for the (2) _____ to vote, including Pankhurst. Some political organizations wouldn't let her join because she was a woman, so she created her own.

In 1903, she started a group called The Women's Social and Political Union. They organized events and fought for women's rights. Some members were arrested and put in prison. But that didn't (3) _____ them. In prison, they refused to eat, but they were forced to eat by the guards.

It wasn't until after the First World War that the government (4) _____ women to vote, but they had to be over 30 years old. Eventually, in 1928 the government decided all women over the age of 21 (5) _____ vote.



1. A. allow	B. vote	C. read	D. speak
2. A. school	B. property	C. right	D. election
3. A. stop	B. stops	C. stopped	D. to stop
4. A. let	B. made	C. had	D. allowed
5. A. could	B. should	C. can	D. will

Vocabulary **a. Fill in the blanks, using the words in the box. There are two extra words which you do not need to use.**

donate	conservation	provide	raise	organize

1. Lots of charity organizations' aim is wildlife _____. They work hard to protect the natural environment.
2. Our class will _____ a bake sale to raise money for charity.
3. These organizations _____ food for homeless people.

b. Fill in the blanks with the words from Unit 5. The first letter is already there.

1. In the past, women didn't have the r_____ to go to university. They had to stay at home and do the chores.
2. Many governments didn't a_____ women to v_____ back then. Women had to fight for equal voting rights.
3. Tim was d_____ with his final exam result. He studied really hard for it.

Grammar

a. Write full sentences using the prompts and the Present Perfect.

1. The organization/help/millions of people around the world/for 90 years.

   _____

2. He/donate/thousands of dollars/to the local charity/since 2008.

   _____

3. you/organize/a fundraising event/yet?

   _____

b. Rewrite what Jolie and Lena said, using reported speech.

1. **Lena**: What was life like for women in the 1930s?

   _____

2. **Jolie**: Most women stayed at home or did low paid jobs.

   _____

3. **Jolie**: Many women weren't allowed to choose their husbands.

   _____

Pronunciation

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

1. A. determined	B. passionate	C. delighted	D. exhausted
2. A. organize	B. volunteer	C. introduce	D. disconnect

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

3. A. p<u>a</u>ir	B. r<u>a</u>in	C. r<u>a</u>ise	D. <u>a</u>im
4. A. pr<u>ou</u>d	B. c<u>ou</u>ntry	C. th<u>ou</u>sand	D. m<u>ou</u>ntain

Speaking

Make Our World/ Community a Better Place! (circle one)

a. In groups of 2-4: Tell your partner(s) what you think are the two biggest problems that the world or your community is facing.
Discuss:

- What (kind of) charities help(s) with these problems, and how they help.
- How you might support them in future

b. Discuss with your partner(s) and decide on the biggest problem and the best way you can help fix it.

c. Tell another group your ideas.

Writing

a. In pairs: Check your partner's writing passages for Units 4–5 using Feedback forms from the lessons.

b. Make a list of things you need to remember for your future writing.

c. Compare your list with another group, and add anything you think is useful.

Unit 6

Community Life

LESSON 1

Can you...?
- talk about changes in the community
- use the Past Simple passive

Conversation Skill: Thanking someone politely
Pronunciation: Sounds – /kr/ and /kl/ sounds

Warm-up

In pairs:
What do you think needs to change in your neighborhood?

Aa New Words

a. Circle the correct definitions for the underlined words. Listen and repeat. CD 59

1. The population has **increased** from 1 million to 1.2 million.
   a. become bigger in size, number, or amount b. become smaller in size, number, or amount
2. The number of new students **decreased** from 750 to 650 this year.
   a. become bigger in size, number, or amount b. become smaller in size, number, or amount
3. The place has **developed** from a small fishing village into a famous tourist resort.
   a. grow or become bigger or more advanced b. get smaller or become less advanced
4. In the 1990s, many people **moved away** and went to live in bigger cities.
   a. become different b. go to a different place for work or to live
5. After the earthquake destroyed the town, it took ten years to **rebuild** the whole area.
   a. make something for a second time b. begin making something
6. The town has actually **changed** a lot in the last twenty years. Most small stores closed, and now we have big supermarkets.
   a. stay the same b. become different

b. In pairs: Make sentences using the words in Task a.

My friend moved away last year.

The number of students in our school is increasing.

Listening

a. Listen to Mr. Jones talking about how his town has changed in the last thirty years. Tick (✔) the picture which best shows the town in the past. CD 60





b. Now, listen and answer the questions. CD 60

1. Where did people move to in the 1990s? bigger cities
2. Why did a lot of people lose their jobs? _____
3. What was polluted in the town? _____
4. Is the town better for young or old people? _____



Conversation Skill

Thanking someone politely
To politely thank someone for helping you with something, say:
Thank you for helping (with my project).
I really appreciate your help (with this).

c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them. CD 60

d. Listen and repeat. CD 61

e. In pairs: How has your town changed in the last five years? Why do you think it's changed? CRITICAL THINKING

Grammar a. Listen and repeat. 62



The Past Simple Passive

Meaning and Use

We can use the **Past Simple passive** when we don't know, or don't care who did the action.
*The castle **was built** in 1850.*

Form

The house **was built** in 1653.
Construction **wasn't started** until 1842.
When **was** construction **finished**?

Note

We don't usually use the passive with ***increase*** or ***decrease.***
~~*The population was decreased last year.*~~
The population decreased last year.

b. Fill in the blanks with the past simple in the passive form of the verbs in brackets.

1. Two factories _____were closed_____ (close) because they caused too much air pollution.
2. The park _____ (close) because some parents thought it was unsafe.
3. Some houses in the town _____ (build) hundreds of years ago.
4. The two supermarkets _____ (not open) last year.
5. A bus system _____ (develop) to improve transportation in the community.
6. The castle _____ (rebuild) in the 15th century after it had been destroyed by fire.

c. Look at the information about Notre Dame Cathedral in Ho Chi Minh City and write simple passive sentences.

1. Construction started: 1863
   Construction was started in 1863.
2. Construction finished: 1880
   _____
3. Bell towers added: 1895
   _____
4. Named Saigon Chief Cathedral: 1960
   _____
5. Repairs to the cathedral started: 2017
   _____



d. In pairs: Ask each other about Notre Dame Cathedral.

Pronunciation

Sounds

a. Focus on the /kr/ and /kl/ sounds.

b. Listen to the words and focus on the underlined letters. CD 63

increase, decrease, close, clothes

c. Listen and circle the words you hear. CD 64

1. claw	*law*
2. rack	*crack*
3. lap	*clap*

d. Take turns saying the words in c. while your partner points to them.

Practice

Take turns describing the changes in Gotham City.

Gotham City Timeline

In 1984, the old city zoo was closed.



Speaking

GEOGRAPHY PROJECT: HOW TOWNS CHANGE

Remember to thank people politely.

a. You're working on a school geography project about how towns change. In pairs: Student B, p. 94 File 4 **. Student A, add your own idea for Palshaw Post Office to the table. Ask Student B about Aston.**

b. Answer Student B's questions about Palshaw.

Can you tell me about Aston Hospital?

It was built in 1995, but it was destroyed by fire in 2005.

Thank you for the information.

Palshaw Cathedral	built: 1100 damaged by fire: 1975 rebuilt: 1990
Palshaw Zoo	opened: 1850 closed: 1960 re-opened: 2021
Palshaw Supermarket	opened: 1990 closed: 2017 developed into shopping mall: 2019
Palshaw Post Office	

Aston Hospital	
Aston High School	
Aston Public Swimming Pool	
Aston Bank	

c. In pairs: Discuss changes in your area. Did the changes make things better? Why (not)? CRITICAL THINKING

Last year, the shopping mall was rebuilt.

Yeah, that's great, because it's much nicer now.

Unit 6

Community Life

LESSON 2

Can you...?
- talk about rules
- use modals with passive voice

Pronunciation: Sounds – final /ts/ sound

New Words

a. Match the words with the pictures. Listen and repeat. 65

locker member ~~equipment~~ racket

1 

equipment

2 

3 

4 

b. Circle the correct definitions for the underlined words. Listen and repeat. 66

1. I want to **book** a hotel room for my vacation tomorrow. I'll book it online because it's so easy.
   a. arrange to stay in a place at a future time b. ask someone to meet you in the future
2. I forgot to **return** books to the library on time. I had to pay three dollars because I was late.
   a. use something for a long time b. give something back
3. I **keep** my umbrella, raincoat, and school books in my bag.
   a. put something in one place for a time b. forget where you put something
4. It costs two dollars to **rent** the rackets and balls.
   a. pay to use and then return to the owner afterwards b. pay to use and take home afterwards

c. In pairs: Answer the questions.
Are you a member of any clubs? What club would you like to join?
Tell your partner.

I'm a member of a Vovinam club.
It's really fun. I love it!

Reading

a. Read the notice at Đà Nẵng Sports Center. What is the purpose of the notice?

1. to tell members how to use the center 2. to tell members about what they can do at the center

Đà Nẵng Sports Center – Get Fit and Have Fun!

Thank you for using Đà Nẵng Sports Center. We would like to remind everyone of the following guidelines:

1. Cards must be shown by all members at the front desk.
2. Money should be kept in a locker. Locker keys are at the front desk.
3. Gym equipment should not be taken out of the gym. Members should not use their own gym equipment.
4. All gym equipment must be cleaned after use.
5. Sports clothing must be worn by all members using the center.
6. Sports equipment can be rented at the front desk (40,000 VND/hour).
7. All rented sports equipment should be returned to the front desk after use.
8. Tennis courts may be booked up to two days before use (220,000 VND/hour).



Thank you for your understanding. If you have any questions relating to sports equipment, please ask the gym staff. For all other questions, please ask at the front desk.

b. Now, read and circle *True*, *False*, or *Doesn't say*.

1. Every member has a member card.	True	False	Doesn't say
2. The gym owns all the equipment members can use there.	True	False	Doesn't say
3. Members must wear swimming caps in the pool.	True	False	Doesn't say
4. It costs 20,000 VND to rent sports equipment for each hour.	True	False	Doesn't say

c. In pairs: Do you think that all the rules are important? Are there any other rules that the sports center should have?

CRITICAL THINKING

Grammar a. Listen and repeat. 67



Modals with passive voice

Meaning and Use

Modals like ***can***, ***may***, ***should***, and ***must*** can be used with the **passive voice** to describe rules and recommendations when it is clear who they are for (e.g. *School rules are for students.*)

- We use **must** for rules which everyone has to follow.
  *Swimming caps **must be worn** in the pool.*
- We use **should** for advice and recommendations. People can follow them if they choose to.
  *Money **should be kept** in the lockers.*
- We use **can** and **may** to express possibility and choice. **May** is more formal and polite than **can**.
  *Tennis equipment **can be rented** from the front desk.*

Form

Lockers **must be used**.
Tennis courts **can't be rented** by guests.
Can equipment **be rented** by members?

b. Decide if the sentences express necessity or possibility, then fill in the blanks.

1. Members' cards __must be shown__ (show) at the front desk when entering the gym.
2. Swimming caps _____ (wear) at all times in the pool by all members.
3. The pool _____ (book) for parties. Members should book at least one week before the event.
4. Members can use their own balls and rackets on the tennis courts. Also, balls and rackets _____ (rent) at the front desk.
5. Members must not bring their bags into the exercise area. Bags _____ (keep) in the lockers at all times.
6. Rented equipment _____ (return) to the front desk before the Center closes. Members have to pay for rented equipment that is not returned in time.

c. Write passive sentences. Use the prompts.

1. Member cards/must/show/borrow/books.
   Member cards must be shown to borrow books.
2. Tennis equipment/can/rent/front desk.
   _____
3. Swimming caps/must/wear/swimming pool/all times.
   _____
4. Lockers/should/use/keep/money/safe.
   _____
5. Books/should/return/front desk/library members.
   _____
6. Can/swimming pool/book/children's parties?
   _____

d. In pairs: Talk about rules and things you can or can't do at your school.

In my school, uniforms must be worn.

Mobile phones can't be used in class.

Pronunciation

Sounds

a. Focus on the final /ts/ sound.

b. Listen to the words and focus on the underlined letters. 68

rackets *sports* *tickets* *T-shirts*

c. Listen and cross out the word with the wrong sound. 69

tents *students* *courts*

d. Take turns saying the words in c. while your partner points to them.

Practice

a. Match the rules to the pictures and take turns saying the rules for each place.

Swimming caps must be worn in the pool.

Children must not be left alone by their parents.

1. Clothes should be kept in the lockers.
2. Books should be returned to the front desk.
3. Tickets must be shown to the driver when getting on.
4. Swimming caps must be worn at all times.
5. Bags must not be left by passengers.
6. Passports must be shown on arrival.
7. Registration forms should be filled in by guests.
8. Books must not be returned late.









b. Think of one more rule for each place.

Speaking *YOU MAKE THE RULES!*

a. You are going to make some new rules for your school. In pairs: Choose one of the following places: gym, library, and schoolyard. Discuss and write six rules for that place.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



b. Listen to another pair's rules. Do you agree that they are good rules? How would you change them?

CRITICAL THINKING

Unit 6

Community Life

LESSON 3

Can you...?
- talk about how to improve your community
- write a letter about ways to improve your community

Writing Skill: Using pronouns to avoid repetition

Let's Talk!

In pairs: How would you spend a million dollars to improve your community? Why do you want to make these changes?



Listening

a. Listen to a radio show about Youth Lead the Change. How often does the competition happen in Hartmouth? 70

1. every year 2. every two years

b. Now, listen and write *True* or *False*. 70

1. The winning project was announced by the government. _____
2. The amount to spend was two million dollars. _____
3. Over five thousand people voted for Plant the City. _____
4. Hartmouth Shelters came in second place. _____
5. Heat for Success will help students study better. _____

Reading

a. Lisa wrote to the Youth Lead the Change project. Is her project for...
1. young people and children? 2. everyone?

HARTMOUTH – YOUTH FOR CHANGE

Dear Sir/Madam,

My name is Lisa Bolton and I think the project Green Spaces for All will help improve Hartmouth.

Many people live in apartments or small houses without any yards. There are not enough green spaces for them to use. I think we should use the money from the city budget to build **more parks** around the city. They can be a safe place for all people to enjoy, and they will make our city's air cleaner.

We can buy **exercise equipment** and put it in the parks, then people will not have to pay to use a gym. We can also build basketball courts and skateboard parks. **Teenagers** can hang out there, so they can have something fun to do. The parks can have play equipment and sandboxes for **young children,** so they can play safely while their parents watch.

Finally, the parks will make our city a healthier place to live. Studies show that trees and plants improve **air quality**. It is very bad right now because of the traffic.

I hope you will consider my suggestion.

Yours faithfully,

Lisa Bolton



b. Now, read and circle the answers.

1. What do many people not have?	yards	apartments
2. Where can exercise equipment be put?	in gyms	in the parks
3. What can teenagers do?	use the skateboard parks	play in the sandboxes
4. What will be improved in the city?	traffic	air quality

c. In pairs: Do you think your town needs more green spaces? What else does it need? CRITICAL THINKING

Writing

a. Read about using pronouns to avoid repetition, then read Lisa's letter again and match the words in bold with the pronouns that reference them.

Writing Skill

Using pronouns to avoid repetition

To stop your writing from being repetitive and uninteresting, you can use pronouns (*I, me, mine, she, her, hers,* etc.) to replace nouns and noun phrases.

- *Sophie wrote a letter about a city project. She sent ~~the letter~~ to the city government.*
  *She sent **it** to the city government.*
- *Children have nowhere to play because ~~the children~~ live in apartments and houses with no yards.*
  *Children have nowhere to play because **they** live in apartments and houses with no yards.*

b. Replace the underlined words with the correct pronouns.

1. The teenagers have nowhere to use their skateboards. <u>The teenagers</u> want to have more skate parks.
2. We can buy equipment for people to exercise on. They can use <u>the equipment</u> for free.
3. The city doesn't have enough green spaces. <u>The city</u> needs more parks.
4. Young children need safe places to play in. They can play in <u>the safe places</u> while their parents watch.
5. My friends and I think trees will improve the air quality. <u>My friends and I</u> think it is very bad in our city.

Speaking

a. You are working on a class project on ways to improve your city. In pairs: Discuss and add two or three more ideas in each column.
b. Join another pair. Choose one of the projects and say why you think it is best. CRITICAL THINKING

Grow Local	Make a Green City	Technology in Schools
		
• Create more city spaces to grow fruit and vegetables	• Plant more trees and plants around the city	• Buy computers for schools
• Provide money to buy seeds and equipment	•	•
• Teach school children about healthy eating	•	•
• Have Farmers' markets on the weekend	•	•

Let's Write!

Now, write a letter to the Youth Lead the Change project talking about why you think your project is the best one. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

The letter follows the model and uses pronouns.	☆☆☆
It is interesting. (Suggest ideas, if not.)	☆☆☆
I can understand everything.	☆☆☆
(Underline anything you don't understand.)	

Unit 7

Inventions

LESSON 1

Can you...?
- talk about inventors and their work
- use non-defining relative clauses

Pronunciation: Word Stress – compound nouns

Warm-up

In pairs:
What inventions have made your life easier? How?

New Words **a. Look at the pictures and the descriptions. Write the correct word on the line.** 01

1



telescope

telescope: We use this device to look at faraway objects.
ballpoint pen: a pen with a very small ball at the end that rolls ink onto paper
microscope: a device we use to make very small things look larger
Band-Aid: People often use one of these if they have a small cut.
rocket: This device moves very fast and can be used for space travel.
thermometer: a device we use to measure temperature

2



3



4



5



6



b. In pairs: Say which of the inventions in Task a. you have used before. I've used a microscope in biology class.

Reading **a. Read the article. How many countries did the scientists come from?**

Science Special's Top 100 inventions

What do you think is the greatest invention ever? We're continuing our countdown of the 100 greatest inventions of all time. This week we reveal inventions 25 to 22.

25 Before the microscope was invented, people could not see very small things. The microscope, which was invented around 1590, was first made by a Dutch scientist called Zacharias Janssen. Objects looked three to nine times bigger under this microscope.

24 Daniel Fahrenheit, who was a Dutch scientist, invented the mercury thermometer in 1714. He also developed the Fahrenheit scale to use on his thermometer. That temperature scale, which is still used in some countries today, is named after him.

23 The light bulb, which was invented in 1879, was first made by Thomas Edison and his team. They tried more than 3,000 designs before introducing their electric light to the world. Edison, who also created many other inventions, is remembered as America's greatest inventor.

22 Robert Goddard, who was an American physicist, invented the liquid-fueled rocket in 1926. Its first flight, which happened on March 16th, 1926, marked the beginning of the space age.

Which of these inventions do you think is the most important?

Email us at **sciencesm@science.edu** and let us know. Make sure you continue to read the Science Special's Top 100 inventions next week when we countdown inventions 21 to 16.



b. Now, read and answer the questions.

1. When was the microscope invented? _____
2. What did Daniel Fahrenheit create for his thermometer? _____
3. Who do people think is America's best inventor? _____
4. What did Robert Goddard study? _____

c. In pairs: Which of these inventions do you think is the most important? Why? CRITICAL THINKING

Grammar a. Listen and repeat. 02



Apple II (1977)



Steve Wozniak



The Apple II computer, **which was created** in 1977, **was designed** by Steve Wozniak.

Non-defining relative clauses

Meaning and Use

We use **non-defining relative clauses** to give extra information about someone or something.

*Alexander Graham Bell, **who was** a Canadian inventor, invented the telephone.*

Form

We start the relative clause with a relative pronoun: **who** or **which**. We can't use **that** with non-defining clauses.
We use commas to separate the non-defining clause from the rest of the sentence.

Guglielmo Marconi, **who was** an Italian inventor, **invented** the radio in 1896.
The ice cream maker, **which was invented** in 1843, **was first made by** Nancy Johnson.

b. Combine the sentences using non-defining relative clauses.

1. George Beauchamp was an American inventor. He invented the electric guitar in 1932.
   George Beauchamp, who was an American inventor, invented the electric guitar in 1932.
2. Philo T. Farnsworth was the first television's inventor. He invented it in 1927.
   _____
3. Tom Kilburn developed the first software in 1948. He worked for the University of Manchester.
   _____
4. Edward Jenner created the first vaccine in 1796. He was a country doctor in England.
   _____

c. Use the information in the table to write sentences with non-defining relative clauses.

	What	Who	Job	When
1	telescope	Hans Lipperhey	glasses maker	1608
2	mercury thermometer	Daniel Fahrenheit		1714
3	modern-day dishwasher	Josephine Cochran		1886
4	car	Karl Benz	designer	

1. (who/job/what/when) Hans Lipperhey, who was a glasses maker, invented the telescope in 1608.
2. (what/when/who) _____
3. (what/when/who) _____
4. (who/job/what) _____

d. In pairs: Ask each other about the inventors in Task c.

Can you tell me about the inventor of the telescope?

Yes. Hans Lipperhey, who was a glasses maker, invented the telescope in 1608.

Pronunciation

Word Stress

a. Stress the first syllable for compound nouns.

b. Listen to the words and focus on the underlined letters. 03

<u>ball</u>point *<u>space</u> age* *<u>dish</u>washer*

c. Listen and cross out the word with the wrong word stress. 04

Band-Aid *countdown* *light bulb*

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

Practice

Practice making sentences about the inventors and their inventions.

James Watt, who was a Scottish engineer, invented the Watt steam engine in 1776.



Inventors	Inventions	When
James Watt, Scottish engineer	the Watt steam engine	1776
Jacob Perkins, American engineer	the fridge	1835
Wilhelm Röntgen, German Engineer	X-ray photography	1895
Alexander Graham Bell, Canadian inventor	the telephone	1876
John Starley, English inventor	the modern bicycle	1885

The Watt steam engine, which was invented in 1776, was first made by Scottish engineer James Watt.

Speaking

GREAT MINDS, GREAT INVENTIONS

a. You're in a quiz show. In pairs: Make four questions about famous inventors and inventions. Use ideas from the lesson or your own ideas, then close your books and quiz another pair.

This invention, which was invented in 1835, was first made by Jacob Perkins.

The fridge!

Correct! You get one point.

This inventor, who was a Dutch scientist, invented the thermometer in 1714.

Is it Thomas Edison?



b. Which invention do you think had the biggest impact on the world? Why? CRITICAL THINKING

Unit 7

Inventions

LESSON 2

Can you...?
- talk about weird inventions
- use defining relative clauses with *who*, *which*, *that*, and *where*

Pronunciation: Intonation – Relative clauses
Conversation Skill: Checking comprehension

New Words

a. Circle the correct definitions for the underlined words. Listen and repeat. 05

1. I like this laptop. It's small and light and very **portable**. You really can take it anywhere.
   a. easy to carry and move b. easy to use
2. My computer goes into sleep mode **automatically** if I don't use it for ten minutes.
   a. without needing a person to control it b. with taking a long time to work
3. The hotel is very nice. Every room has a **private** bathroom.
   a. for everyone to use b. for one person/one group of people to use
4. The flight was terrible! I had to **strap** myself in really tight.
   a. fasten somebody or something in place b. let somebody or something move around
5. He buys new clothes all the time and he always wants to look the same as everyone else. He's so **fashionable**!
   a. following any style b. following a popular style
6. You need to **attach** the printer to the computer with this cable.
   a. join one thing to another b. take one thing away from another thing

b. In pairs: Use these words to describe the pictures.

I think the girl's dress is very fashionable.






Listening

a. Listen to Đức talking to his friend, Bonnie, about inventions. How many inventions do they talk about? 06

b. Now, listen and circle the answers. 06

1. What can the crawling mop clean?
   a. babies b. clothes c. the floor
2. What did Đức read an article about?
   a. new inventions b. weird inventions c. cool inventions
3. What does the keyboard attach to?
   a. a light b. your legs c. your tablet
4. What does Bonnie think of geeky jeans?
   a. They're not fashionable. b. They're not portable. c. They're not comfortable.



Conversation Skill

Checking comprehension
To check if the listener can understand your idea or explanation, say:
Do you know what I mean?
Am I making sense?

c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them. 06

d. Listen and repeat. 07

e. In pairs: What do you think of geeky jeans?

Grammar a. Listen and repeat. 08



This is the person **who** invented the light bulb.

Thomas Edison!

Defining relative clauses

Meaning and Use

We use **defining relative clauses** to give important information about a person or thing.
*This is the karaoke machine **which** I bought in Japan.*

Form

We usually start the defining clause with a relative pronoun: **who** or **that** to talk about people, **which** or **that** to talk about things, or **where** to talk about places.
That is less formal than **who** or **which**.
We do not use commas to separate the defining clause from the rest of the sentence.

*This invention is for people **who** want to save time when they travel to school.*
*You can use this invention in the mountains **where** there isn't any electricity.*
*This invention is something **that** will help a lot of people.*

b. Fill in the blanks with *who*, *which*, *that*, or *where*.

1. The grocery hoody is for people __who__ don't buy many things and don't want to get a cart.
2. They're umbrellas _____ are attached to your shoes so your shoes don't get wet.
3. You can use it in your garden _____ there are lots of bugs.
4. It's for people _____ like to read but are tired of holding heavy books.
5. You can use it to make smoothies in places _____ there isn't electricity.
6. They're high heeled roller skates _____ let you skate while looking very fashionable.
7. The pet petter is a machine _____ will automatically pet your dogs for you.
8. It's a portable table top _____ you can strap on your bike.

c. Combine sentences. Use the second sentence as a defining relative clause.

1. The invention is for busy people. It helps cook dinner.
   The invention which helps cook dinner is for busy people.
2. The Fone-Fan is a small portable fan. You attach it to your phone.
   _____
3. People will love this ice cream maker. They like to have ice cream on picnics.
   _____
4. We want to go to a beach and have a barbecue. Dogs are allowed on the beach.
   _____
5. This cake-cutter is a special knife. It helps you cut perfect cake slices.
   _____



d. In pairs: Take turns making sentences about the things and people around you for your friend to guess.

This is the thing that you use to get information.

It's the computer!

This is the person who...

Pronunciation

Intonation

a. Sentences with defining relative clauses follow the same intonation pattern as statements.

The crawling mop has a mop **that** is attached to baby clothes. →

It's for people **who** like to read. →

b. Listen to the sentence and notice how the intonation falls. 09

The umbrella tie is an umbrella that looks like a tie.

c. Listen and cross out the sentence with the wrong intonation. 10

The Privacy Scarf is a scarf that you pull over your head and laptop.
People who want to save time when they cook can use this invention.

d. Read the sentences with the correct intonation to a partner.

Practice

a. Ask and answer.

This is the Privacy Scarf.

What's a Privacy Scarf?

It's a scarf that you pull over your head and laptop.

Who is it for?

It's for people who…



Name: Privacy Scarf

What: a scarf that you pull over your head and laptop

For: people who don't want others looking at their laptop



Name: Runner's Fan

What: a fan that you can wear on your hat when running

For: people who want to stay cool when exercising



Name: Handy Vest

What: a device that you can wear for reading books

For: people who want to read while traveling

b. Practice with your own ideas.

Speaking *CREATIVE SOLUTIONS*

Check if your partner understands you.

a. You're participating in a science fair. In pairs: Look at the problems these people have. Choose two problems and invent something to help solve them.

Problems

1. My feet always get hot when I wear shoes.
2. I don't want to hold an umbrella. I need both hands to message my friends.
3. I often make a mess when I eat. I don't want to clean the table every time I eat.
4. Sometimes food is too hot, and I burn my tongue when I eat.



I think we should invent shoes that have mini fans.

b. Join two other pairs and share your inventions.
Explain what problems your inventions solve and how they work. Who has the best inventions?

CRITICAL THINKING

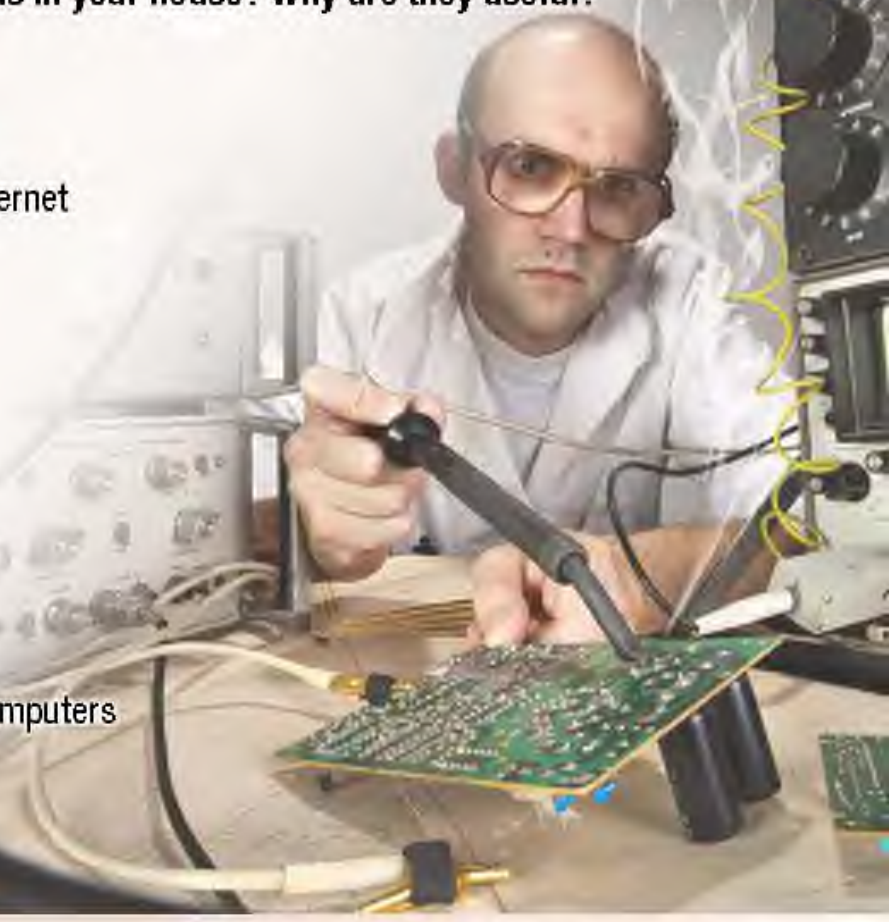
Unit 7

Inventions

LESSON 3

Can you...?
- talk about useful inventions
- write an opinion essay

Writing Skill: Using conjunctions to give examples



Let's Talk! **In pairs: Can you think of three useful inventions in your house? Why are they useful?**

Listening **a. Listen to a lecture about the internet. What is the main topic of the lecture?**

1. The history of the internet 2. The invention that became the internet

b. Now, listen and circle the correct answers.

1. When did the idea of the internet come about?
   a. in the 1960s b. in the 1990s
2. In which country was the first long-distance network created?
   a. the UK b. the USA
3. What was the first message sent over the network?
   a. "hello" b. "login"
4. What is an internet protocol?
   a. a set of rules b. a message between two computers
5. What did Tim Berners-Lee invent?
   a. the World Wide Web b. a messaging software

Reading **a. Read Tâm's essay and choose the main idea.**

1. The negative impacts of the internet 2. How the internet has changed our lives

Many inventions have been created throughout history. Many of them have changed our lives. In my opinion, the most important invention is the internet.



I think the internet is important because it has changed our lives in many ways. For example, the way we communicate has changed significantly. We can communicate with each other instantly using the internet. Many people even spend more time connecting with other people on the internet than in real life. If you go to a busy café today, you will probably see most people are communicating with their phones and laptops instead of talking to the person next to them.

The internet has also allowed us to work together in a way that was impossible before, such as working from home and working with people from other countries. This is okay. Both ways of working are becoming more popular. By connecting their computer to the internet, people can access the same resources wherever they are in the world. Today, people from all over the globe can work together closely without ever meeting face-to-face.

Although the internet is quite a new invention, it now plays an important role in our lives. Without it, things would be very different.

b. Now, read and answer the questions.

1. What do people do differently because of the internet? _____
2. What is common to see at a café these days? _____
3. What is becoming more common because of the internet? _____
4. What would happen if we didn't have the internet? _____

c. In pairs: Has the internet made people's lives better or worse? Why? CRITICAL THINKING

Writing

a. Read about using conjunctions to give examples, then read Tâm's essay again and answer the questions.

1. In Tâm's opinion, in which two ways has the internet changed our lives?
2. What examples did she give to support her opinions in the third paragraph?

Writing Skill

Using conjunctions to give examples

To give examples, you should use words like ***for example*** and ***such as***.

For example can be used at the beginning of a sentence, followed by a comma:

*Computers are used in other inventions. **For example**, computers are used to make flying easier.*

For example can be used in the middle of a sentence, separated by commas:

*Computers are used in other inventions, **for example**, airplanes and cars.*

Such as is only used in the middle of a sentence with a comma before ***such as*** and a comma after the examples.

*Computers are used in other inventions, **such as** airplanes and cars, to make them better.*

b. Fill in the blanks with *for example* or *such as*.

1. The invention of cars gave people more freedom. _____, people didn't need to live close to work anymore.
2. Many inventions, _____, the light bulb and the computer, changed society.
3. Engines are used in many vehicles, _____ boats, trains, and cars.
4. The invention of airplanes brought the world closer together. _____, you can fly to a city half way across the world in less than 24 hours.
5. We can do many things, _____ making phone calls, sending emails, and taking photos with a smartphone.

Speaking

a. You're discussing useful inventions. In pairs: Talk about the inventions that you use every day.

b. Choose an invention and think of examples of how it helps make your life easier or more interesting. Ask and answer the questions below and fill in the table.

CRITICAL THINKING



Which invention makes your life easier/more interesting?	
What can you do with it? How does it make life easier/more interesting for you?	
What else can you do? How else does it make life easier/more interesting?	

Let's Write!

Now, write an essay about an invention that makes your life easier or more interesting. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

The essay follows the model and uses conjunctions.	☆☆☆
It is interesting. (Suggest ideas, if not.)	☆☆☆
I can understand everything. (Underline anything you don't understand.)	☆☆☆

Unit 8 **Ecology and the Environment**

LESSON 1

Can you...?
- talk about making your school green
- use the First Conditional

Pronunciation: Intonation – Conditional sentences
Conversation Skill: Responding to ideas

Warm-up

In pairs:
Why do you think it is important to look after the environment?

New Words

a. Match the words with the descriptions. Listen and repeat. 12

1. ban	a. keep someone or something safe, or stop something dangerous happening
2. reduce	b. make the environment dirty
3. reuse	c. make trash (paper, glass, plastic, etc.) into a new product
4. recycle	d. make something less or smaller
5. pollute	e. officially stop people from doing something
6. protect	f. hurt someone or something
7. damage	g. use something again

b. In pairs: How do people in your community help to look after the environment? What else should they do?

People often recycle trash.

Our town should reuse plastic bags.

Listening

a. Listen to Huy and Jane talking about what they can do to protect the environment. Do they want to try their ideas at their school, in their town, or both? 13

b. Now, listen and match Huy and Jane to their ideas. Circle the tick (✔) or cross (✘) if the other person thinks it's a good or bad idea. 13


Huy


Jane

Ban single-use plastic	Recycle more	Use electric hand dryers	Turn lights off
✘ / ✔	✘ / ✔	✘ / ✔	✘ / ✔

Conversation Skill

Responding to ideas
To respond to ideas, say your opinion:

I think that will be difficult to do.	*That's a great idea.*
	Yes, I agree.

c. Read the Conversation Skill box and listen to Task b. audio again. Circle the phrases in the Conversation Skill box that you hear. 13

d. Listen and repeat. 14

e. In pairs: Which idea do you think is the best? Why? CRITICAL THINKING

Grammar

a. Listen and repeat. 15



First Conditional

Meaning and Use

We can use **First Conditional** to talk about things we can change (*"**If** I **do** this thing…"*), and the future result of that change (*"…that thing **will** happen"*).

***If** I **study** hard, I **will do** well on my test.*

Form

If we **recycle** more plastic, there **will be** less litter.

There **won't be** as much trash **if** we **ban** single-use plastic.

If we **don't protect** the environment, what **will happen**?
Will we **reduce** air pollution **if** we **ban** cars?
(Yes, we **will**./No, we **won't**.)

b. Fill in the blanks.

1. The air __will be__ (be) less polluted if we __use__ (use) school buses or public transportation.
2. If students _____ (not stop) littering, our school _____ (be) full of trash.
3. Students _____ (not litter) if we _____ (make) them clean the school.
4. Our school _____ (be) cleaner if we _____ (ban) single-use plastic.
5. If we _____ (reuse) water bottles, there _____ (be) less trash.
6. If there _____ (be) more recycling bins, it _____ (be) easier to recycle.

c. Write two conditional sentences for each situation.

1. The school isn't clean. It's because of plastic trash from the cafeteria.
   If-clause first: If we ban plastic from the cafeteria, the school will be cleaner.
   If-clause last: The school will be cleaner if we ban plastic from the cafeteria.
2. We have lots of trash. We don't have a recycling program.
   If-clause first: _____
   If-clause last: _____
3. Many students don't turn off the lights when they go out. We use lots of electricity.
   If-clause first: _____
   If-clause last: _____
4. There's lots of paper trash. We don't reuse paper.
   If-clause first: _____
   If-clause last: _____

d. In pairs: Make conditional sentences from the prompts in the table.

Activity	Result
less/electricity	save/money
walk/school	help/reduce/pollution
ban motorcycles/city center	less/traffic/city
recycle/more/paper	save/trees/forests

If we use less electricity, we will save money.

Pronunciation

Intonation

a. Intonation for conditional sentences falls at the end of the clauses.

If we recycle more, the school will be cleaner.

There won't be as much trash if we ban single-use plastic.

b. Listen to the sentence and notice how the intonation falls. 16

If we use electric hand dryers, we will save tissues.

c. Listen and cross out the sentence with the wrong intonation. 17

If we all use public transportation, the air will be cleaner.
If we stop using plastic bags, we will reduce plastic pollution.

d. Read the sentences with the correct intonation to a partner.

Practice

a. Ask and answer using the pictures and prompts.

What will happen if we don't ban plastic cups?

If we don't ban plastic cups, our school won't be cleaner.

What will happen if we plant trees?

If we plant trees,....

don't ban	plant	turn off	don't reuse
			
school not cleaner	cleaner air	reduce electricity use	more trash

use	reuse	ban	have more
			
cleaner air	less trash	less plastic pollution	easier to recycle

b. Practice with your own ideas.

Speaking *LET'S MAKE OUR SCHOOL BETTER!*

a. You are planning a presentation about protecting the environment in your school. In pairs: Add two more ideas for what you can do. Write why your ideas are good.

Do you have any ideas for our presentation?

We should put recycling bins around our school.

Why?

If we put recycling bins around our school, we'll reduce trash.

What we can do	Why it's a good idea
put recycling bins around school	reduce trash

b. Join another pair. Present your ideas to them. As a group, decide which idea is the best. Why do you think so?

CRITICAL THINKING

Our first idea is to put more recycling bins around the school. If we put recycling bins around our school, we'll reduce trash. The second idea is...

Unit 8 Ecology and the Environment

LESSON 2

Can you...?
- talk about improving the environment
- use the Second Conditional

Pronunciation: Sound Changes – "...*would*..."

Aa New Words

a. Match the words with the descriptions. Listen and repeat. 18

1. landfill	a. the animals we keep on farms, e.g. pigs and cows
2. compost	b. the act of cutting down or burning forests
3. livestock	c. an answer to a problem
4. deforestation	d. change something into a mixture of materials that can be used to make plants grow better
5. solution	e. a place where trash is buried under the ground



b. In pairs: Discuss the problems and choose the best solutions.

Problems	Solutions	
air pollution in cities	free public transportation	ban cars
trash on the streets	more landfills	ban snacks

I think having free public transportation is a good solution.

Reading

a. Read the article and choose the best title.

1. What would happen if we all stopped eating meat? 2. Why are people eating less meat?

Saving the environment doesn't have to be expensive. You don't need to buy an electric car – just change your diet! Here are some of the biggest benefits of choosing a plant-based diet:



We would reduce greenhouse gases.
According to the Food and Agricultural Organization of the United Nations (FAO), farmed livestock produces 14.5% of the world's greenhouse gases. If we all ate plant-based diets, we would reduce food-related greenhouse gases by 70% by 2050.*

We would save water.
Farming takes up about 70% of all freshwater use and nearly one-third of that is for livestock.** Do you know how much water is used to produce just one kilogram of beef? Over 15,000 liters! Beans, on the other hand, need about 4,000 liters per kilogram and vegetables need just over 300 liters on average. ***

We would save forests and wild animals.
In many parts of the world, forests are being cut down to make land for farming. Deforestation leads to many problems, but the most obvious one is that wild animals lose their homes. According to FAO, of all the land we use for farming, 77% is used for livestock, including the land we use to grow their food **. If we ate less meat and planted more food for humans, we would have more land for forests and wild animals. Eating less meat is one of the best ways to reduce your impact on the planet. If you start eating more plant-based foods, you might even like vegetables more than meat!

** according to a study in the journal Proceedings of National Academy of Sciences (PNAS)*
*** according to Humane Society International*
**** according to The Water Footprint Network*

b. Now, read and fill in the blanks.

1. If you change your _____, you can help save the environment.
2. It takes _____ liters of water to produce one kilogram of beef.
3. There would be more space for nature if people grew _____ and didn't eat as much meat.
4. You may enjoy foods like carrots and broccoli if you begin _____.

c. In pairs: Could you go one week without meat? Could you go one week without vegetables? Why (not)? CRITICAL THINKING

Grammar

a. Listen and repeat. SD 19



Second Conditional

Meaning and Use

We can use **Second Conditional** to talk about things that are not true now, and we don't think will be true in the future. We sometimes use **Second Conditional** to talk about our hopes or dreams.
If I were *rich, I* ***would travel*** *around the world.*

Form

If *we all* ***ate*** *less meat, the world* ***would use*** *less water and energy.*
If *I* ***were*** *a billionaire, I* ***'d donate*** *money to environmental charities.*

We ***wouldn't need*** *fossil fuels* ***if*** *we all* ***switched*** *to renewable energy.*

What ***would happen if*** *plastic* ***could be*** *composted?*

Note

We often use ***were*** (not ***was***) in the *if*-clause.

b. Write sentences using the prompts.

1. What/happen/if/trees/disappear? What would happen if trees disappeared?
2. If/bees/disappear/we/not have/enough food. _____
3. We/have more water/if/we/have/a machine/could/create/rain. _____
4. If/I/be/billionaire/I/use/money/clean oceans. _____
5. We/not need/to farm/if/we/get/meals/in pills. _____

c. Write sentences using the First Conditional or Second Conditional. Write two sentences for each situation.

1. Plastic food packaging causes plastic pollution. Food packaging can't be eaten.
   If-clause first: If food packaging could be eaten, we would reduce plastic pollution.
   If-clause last: We would reduce plastic pollution if food packaging could be eaten.
2. We can't compost plastic. Plastic ends up in landfills and oceans.
   If-clause first: _____
   If-clause last: _____
3. We use lots of energy and water to grow food. Scientists can't make food in their labs yet.
   If-clause first: _____
   If-clause last: _____
4. We use lots of plastic. There's lots of trash.
   If-clause first: _____
   If-clause last: _____

d. In pairs: Say what you would do to help the environment if you were your town's mayor.

If I were the mayor, I'd ban cars from the town center.

Pronunciation

Sound Changes

a. "...would..." often sounds like /wəd/.

b. Listen. Notice the sound changes of the underlined words. 20

If cars could clean air, there <u>would</u> be less pollution.
If all plastic could be recycled, there <u>would</u> be fewer landfills.

c. Listen and cross out the sentence with the wrong sound changes. 21

If we had recycling machines at home, we would reduce waste.

If we stopped deforestation, we would reduce the effects of global warming.

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

Practice

a. What problems would these things solve? Do you think they would be good solutions? Discuss.

If we had giant air cleaners, we would reduce air pollution.

I think they would use lots of electricity.

Solutions	Advantages	Disadvantages
Giant air cleaners	Reduce air pollution	Use lots of electricity
Food packaging we can eat	Reduces waste	Difficult to keep clean
Insects as food	Doesn't require lots of land and water to farm	Can be difficult to cook with
Electric vehicles	Don't pollute the air	Expensive to buy



giant air cleaners



insects as food



electric vehicles



food packaging we can eat

b. Think of more advantages and disadvantages for the solutions.

Speaking *HOW WOULD YOU SAVE THE WORLD?*

a. Imagine you are a scientist who wants to save the environment. What would you invent? In pairs: Discuss and choose two solutions for each problem below.



- The air is polluted because of vehicles and factories.
- Oceans and landfills are full of plastic trash.
- People don't have enough clean water because of pollution and little rain.
- Forests are destroyed to create lands for growing food.

If I were a scientist, I would create plastic that can be composted at home.

b. Join another pair and discuss to choose one best solution for each problem. Share with the class. CRITICAL THINKING

Unit 8

Ecology and the Environment

LESSON 3

Can you...?
- talk about environmental problems
- write an essay about an environmental problem and a way to solve it

Writing Skill: Writing problem and solution essays



Let's Talk!

In pairs: What environmental problems can you see in the pictures? Do you have these problems where you live? What other problems are there in your hometown?

Listening

a. Listen to a lecture about climate change. What is discussed in the lecture? 22

1. The causes and effects of climate change
2. The causes of and solutions to climate change

b. Now, listen and answer the questions. 22

1. How much has the global temperature increased since 1880?

_____

2. When did the Little Ice Age begin?

_____

3. What will happen in the future?
   a. cold winters b. deadly storms and floods
4. Which human activity is the main cause of climate change?

_____

5. What helps reduce CO_2 and flooding?

_____

Reading

a. Read and choose the best title for Jane's essay.

1. How plastic harms fish 2. Why we should stop using single-use plastic

Our oceans are an important source of food, but now there is a serious threat from something we use every day: plastic.

Plastic pollution is a big problem because it affects animals that live in the sea, and it can make humans sick, too. Plastic can break up into tiny pieces called microplastics. These microplastics stay in the stomachs of fish and sea animals, and it stops them from eating real food. Plastic in clothes and water bottles also releases microplastics that we breathe in, eat and drink. This can make us very sick.

One solution is to ban single-use plastic. We use too many plastic shopping bags, so supermarkets should stop giving them away for free. Cafés and restaurants should use paper straws instead of plastic ones.

It is important to ban single-use plastic because it cannot be recycled and ends up in the oceans. Plastic pollution is a world problem that affects all life on our planet. We should stop using single-use plastics before the problem becomes even worse.

b. Now, read and complete the notes. Write one word only for each blank.

Problem: plastic pollution

Terrible effects on wildlife and humans:
- breaks up and releases (1) _____
- (2)_____ and sea animals eat plastic and die
- could make people sick

Solution: (3) _____ single-use plastic
- no plastic bags and (4) _____

Single-use plastic can't be (5) _____

c. In pairs: Which idea is better: stop giving away plastic bags or use paper straws? Why? CRITICAL THINKING

Writing

a. Read about writing problem and solution essays, then read Jane's essay again and underline the sentences she used to...

1. explain why plastic pollution is a big problem. **2. introduce the solution.**

Writing Skill

Writing problem and solution essays

To write a problem and solution essay, you should:

1. Introduce the topic and the problem in the introduction.
   Air pollution is one of the most serious problems in our town.
2. Describe the problem. Explain why the problem needs solving and give examples.
   Air pollution is a serious problem because poor air quality can kill people.
   Air pollution leads to global warming. This has terrible impacts on our environment, for example,...
3. Suggest a solution. Explain how it can solve the problem.
   To solve this problem, we should switch to renewable energy sources.
   One solution is to encourage people to use public transportation.
4. Summarize your main points in the conclusion.
   We should all try to reduce air pollution and bring back the blue sky to our town.

b. Match the problems with the solutions.

1. Loss of forests due to cattle farming	a. Use new technology that produces less pollution.
2. People dumping trash into rivers	b. Eat less meat.
3. Poor crops due to bad soil	c. Raise people's awareness and provide more trash cans.
4. Air pollution from factories	d. Plant more trees and different crops each year.

Speaking

a. You're discussing how to improve the environment in your country. In pairs: Think of three environmental problems and discuss why they happen.

b. Choose one problem and think of a solution to solve it. Complete the notes below.

CRITICAL THINKING



What is the problem?

_____

_____

What are its effects ?

_____

_____

What is the solution?

_____

_____

How can it solve the problem?

_____

_____

Let's Write!

Now, write a problem and solution essay about an environmental problem in your country. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

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

Review 3

Listening **You will hear a student talking about an environmental campaign at his school. For each question, write the correct answer in the gap. Write one or two words or a number.** 23



The campaign wants to (1) _____ selling plastic bottles in the school.

He says that putting (2) _____ in the school cafeteria will help.

The lowest temperature of the air conditioning will be (3) _____ degrees.

Students won't need the air conditioning so much if they (4) _____ in the summer.

Students can (5) _____ the campaign if they have ideas to share.

Reading **Look and read. Choose the correct answer (A, B, or C).**

1
Swimming Pool Rules
- use a swimsuit
- no running or diving
- no food or drink
- no pets in pool area

A. Diving is allowed.
B. Swimsuit must be worn in the pool.
C. Pets must be kept by the pool.

2
RIVERSIDE HIGH SCHOOL COMPETITION
- Topic: SOLUTIONS FOR OUR COMMUNITY
- All grades are allowed to enter.
- Send your projects via *riverside@edu.mailbox.com* before Oct 5th.

A. There is an age limit for the competition.
B. Your projects must be sent before October 5th.
C. The competition is for any topic.

3
FAIRVIEW – A CLEAN TOWN
- Take out the trash after 9 p.m.
- Put your trash in the correct recycling containers.
- Do not drop litter in the streets.

A. Litter should be picked up and reused.
B. Recyclables will be collected after 9 p.m.
C. The trash must be taken out according to the local schedule.

4
Chemistry Class on Friday
Hi, everyone. Remember to bring your notes from last week's lesson. You need to have the notes with you to help you with the experiment.

A. Students should double check their last lesson's work.
B. There will be a test about last week's lesson.
C. The notes from the previous lesson should be brought to this week's experiment.

Vocabulary **Fill in the blanks with words from the box. There is one extra word which you do not need to use.**

rebuild	member card	polluted	protect	portable	attach

1. You must show your _____ to the receptionist to use the pool.
2. There was a big fire ten years ago, and they had to _____ the temple.
3. Saving water at home is one of the easiest ways to _____ the environment.
4. A lot of rivers are _____ with waste from local factories.
5. This is a very _____ TV, which is thin and light.

Grammar

a. Fill in the blanks with the correct relative pronouns. Add commas if necessary.

1. Marie Curie _____ was a Polish scientist was the first person to receive the Nobel Prize for two different sciences.
2. This invention is very useful for people _____ like outdoor activities, such as hiking and rock climbing.
3. People have invented telescopes _____ can see places _____ no one has ever been to.
4. They're shoes _____ can be made to become bigger or smaller.

b. Rewrite the sentences using the passive voice.

1. They built a shopping mall five years ago.

   _____

2. You must return the locker key to the receptionist.

   _____

Pronunciation

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

1. A. telescope	B. portable	C. thermometer	D. fashionable
2. A. pollute	B. protect	C. damage	D. suggest

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

3. A. receptionist	B. center	C. community	D. city
4. A. reduce	B. reuse	C. repeat	D. receive

Speaking

Build a Better Community

a. In groups of 2–4: Read the list of ideas to improve your city/town:

- Provide exercise equipment around the town
- Build computer labs in local schools
- Give free Wi-Fi access to everyone in your town/city
- Buy more buses and ban cars from the city center
- Build a new water park
- Ban single-use plastics

b. Discuss and choose the two things you agree are best choices.

c. Tell another group your ideas.

Writing

a. In pairs: Check your partner's writing passages for Units 6–8 using Feedback forms from the lessons.

b. Make a list of things you need to remember for your future writing.

c. Compare your list with another group, and add anything you think is useful.

Unit 9 Travel and Tourism

LESSON 1

Can you...?
- discuss things to do on vacation
- use articles

Pronunciation: Sound Changes – "...*a*..." and "...*the*..."

Warm-up

In pairs:
What was your best or worst vacation? What happened?

Aa New Words

a. Match the words with the descriptions. Listen and repeat. 24

1. sightseeing	a. a place that is said to be very important by UNESCO
2. tower	b. visiting interesting places, especially by people on vacation
3. view	c. a natural area that is protected by the government
4. World Heritage Site	d. a tall narrow building that can be part of another building or stand by itself
5. castle	e. what you can see from a place
6. national park	f. a large, strong building that is often built to protect people



b. In pairs: Use the words from Task a. to talk about places in your country.

I really enjoy sightseeing.

I visited a beautiful national park.

Reading

a. Read the article about visiting France. Match the paragraphs with the pictures.

Our Top Four in France!

From fantastic food to charming culture, France has it all! Here are our top four places to visit.

A ➨ The Louvre, one of the world's most famous art museums, has some of the world's greatest art. It's best known for being the home of the famous painting *Mona Lisa*. In 2018, it was the most visited museum anywhere, with about 25,000 visitors every day.

B ➨ If you visit Paris, you must visit the Eiffel Tower. It's the tallest building in Paris. There's an amazing view from the top, but how about enjoying dinner in the restaurant on the second level, at 125 meters? You can enjoy the view and great food.

C ➨ The Loire is France's longest river. It's known as the Garden of France because you can see lots of beautiful gardens and farms along the river banks. The part located between the towns of Sully-sur-Loire and Chalonnes-sur-Loir is a World Heritage Site. In the World Heritage Site, you'll find many beautiful buildings.

D ➨ If you want to visit a castle, we recommend the Chateau d'Amboise. During the 16th century, this beautiful castle was often visited by kings as they traveled the country. It's famous for its great views of the river. The artist and inventor, Leonardo da Vinci, is buried here, too!









b. Now, read and answer the questions.

1. When was the Louvre the world's most popular museum?
   in 2018
2. What can you do on the second level of the Eiffel Tower?
   _____
3. What can you see between the towns of Sully-sur Loire and Chalonnes-sur-Loire?
   _____
4. For what reasons is Chateau d'Amboise famous?
   _____

c. In pairs: Would you like to visit France? Which of the places in the article would you like to visit most? Why?

CRITICAL THINKING

Grammar a. Listen and repeat. 25



Articles and Zero Article

Meaning and Use

Articles are the words ***a, an,*** and ***the***. They come before nouns and are used to define if something is specific or general.
For some nouns or noun phrases, we don't use an article. We call this the ***zero article***.
*Have you ever been to **a** basketball game?*
*Yes, I went to **the** basketball championship game last year.*
Let's go and play basketball in the park.

Form

the: before singular, plural, or uncountable nouns	It is clear from the situation which one(s) we mean or there is only one of that thing.	*Let's eat at **the** restaurant.* (We can see only one restaurant.) *There are great views of **the** river.* (Usually, there's only one river in a town or city.)
	We have mentioned it/them before.	*I bought a ticket to see a concert in Brazil.* ***The** concert was fantastic.*
	We say which ones we mean later in the sentence.	*Tell Tom about **the** castle we visited yesterday.*
a/an: before singular, countable nouns	We can use this when we talk about one thing that isn't specific or we are mentioning for the first time.	*There is **a** great museum in that town.* *I visited **an** aquarium yesterday.*
	When we talk about things in general.	*I like castles.* (Use the plural or uncountable form when generalizing – not ***a castle***.)
zero article	When we talk about sports, games, meals, and school subjects.	*Let's have dinner.* *Let's play soccer.*
	When we use names of people, villages, cities, and countries.	*I visited Paris yesterday.* *I went to Japan last week.*

b. Fill in the blanks using *a, an, the,* or the zero article *Ø*.

1. When you visit Paris, you should have ___Ø___ dinner at the top of the Eiffel Tower.
2. In this town, there is a big theater and museum. _____ museum is very interesting.
3. I really want to visit _____ London because I want to see Big Ben.
4. Going to see _____ lions in Africa would be so exciting.
5. I want to go to _____ art gallery when we visit London next month.
6. _____ town we visited yesterday was really beautiful.
7. Lots of people want to visit _____ Leaning Tower of Pisa when they travel to Italy.



c. Match the articles in Task b. with their uses. Write the numbers 1–7 in the blanks.

___ there's only one
___ it was mentioned before
___ talking about things in general
___ before names of people, countries, cities, towns
_1_ talking about sports, games, meals, school subjects
___ saying which one we mean later in the sentence
___ one thing that isn't specific

d. In pairs: Tell your partner about what you did on your last vacation.

On my last vacation, I went to…

Pronunciation

Sound Changes

a. "...a..." and "...the..." often sound like /ə/ and /ðə/.

b. Notice the sound changes of the underlined words. 26

<u>The</u> Leaning Tower of Pisa is <u>a</u> famous tower in Italy.
<u>The</u> tower is fifty-six meters tall.

c. Listen and cross out the sentence with the wrong sound changes. 27

The Loire is France's longest river.
We went to a museum.
It's the largest island in Vietnam.

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

Practice

Ask and answer about Vietnam using the pictures and prompts.

What can I do in Vietnam?

You can go to Hanoi. It's the capital city of Vietnam.

Tell me more about it.

It's full of history. You can go on walking tours, visit Hoàn Kiếm Lake, the Temple of Literature, and Trấn Quốc Pagoda.

Hanoi



- capital city
- full of history
- walking tours, Hoàn Kiếm Lake, Temple of Literature, Trấn Quốc Pagoda

Ho Chi Minh City



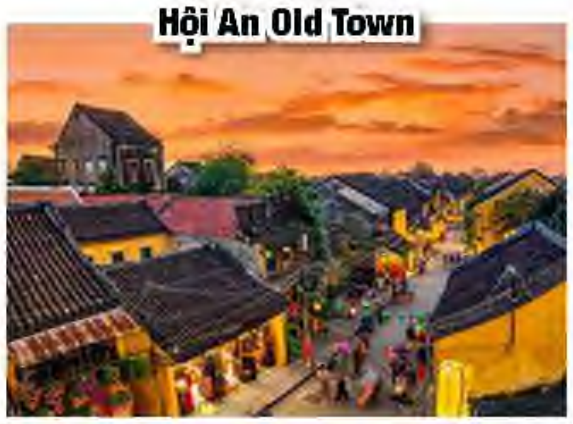
- biggest city
- busy city in the south
- Notre Dame Cathedral, Opera House, Bitexco Tower, street food

Hạ Long Bay



- beautiful bay in the north
- UNESCO World Heritage Site
- boat trip, beautiful caves, swimming

Hội An Old Town



- old town in Quảng Nam
- UNESCO World Heritage Site
- old houses, pagodas, night market, lantern festival

Phong Nha-Kẻ Bàng



- national park
- UNESCO World Heritage Site
- caves, trekking, mountain climbing

Phú Quốc



- island
- big island in the south
- boat trip, snorkeling, beautiful beaches

Speaking

LET'S GO SIGHTSEEING!

a. You're visiting a new city and have time to visit three famous places.

In pairs: Student A, P. 94 File 3, Student B, P. 92 File 2.

b. Choose three places to visit on your vacation. Join another pair and explain what places you're going to visit and why.

CRITICAL THINKING

Unit 9

Travel and Tourism

LESSON 2

Can you...?
- talk about a vacation
- use the Past Simple and the Past Continuous with *while* and *when*

Pronunciation: Falling intonation – Past Continuous
Conversation Skill: Encouraging conversation

New Words

a. Fill in the blanks using the words from the box. You might need to use the past form of the verbs. Listen and repeat. 28

steal	food poisoning	delay	~~break down~~	fire alarm

1. I missed my flight because the taxi broke down on the way to the airport. We had to wait for a mechanic.
2. I ate some seafood last night and felt really sick. I think I had _____.
3. Someone _____ my suitcase when I was traveling on vacation. I had to buy new clothes because all my clothes were taken.
4. Because of the storm, our flight was _____ by two hours.
5. The _____ rang at 2 a.m. last night. We were scared, but luckily, everyone was safe.

b. In pairs: Have you had similar experiences? Talk with your partner.

My dad's motorbike broke down last week.

Listening

a. Listen to Simon talking to Jackie about his vacation. How was his vacation? 29

a. fantastic b. terrible c. boring

b. Now, listen and answer the questions. 29

1. What happened on the way to the hotel?

_____

_____

2. What was wrong with the man's room?

_____

_____

3. What happened after dinner?

_____

_____

4. What was Simon doing when his bag was stolen?

_____

_____





Conversation Skill

Encouraging conversation

Ask questions to encourage someone to continue speaking:

What happened (next)?
Really?

c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them. 29

d. Listen and repeat. 30

e. In pairs: Have you had any similar experience on your vacations? What did you do?

Grammar a. Listen and repeat. 31



b. Combine the sentences using *when* or *while*.

1. I was waiting for my taxi. My luggage was stolen.
   I was waiting for my taxi when my luggage was stolen.
2. (The family went to bed.) They were sleeping. The heater broke down.
   The family went to bed. While
3. We were watching TV. We got a message saying that our flight was canceled.
   _____
4. (The waiter gave us a menu.) We were ordering. People started running to the bathroom.
   _____
5. He was taking photos. A camel chased after him.
   _____

c. Write sentences using the prompts and the correct form of the verbs.

1. I/swim/in the pool/when/the fire alarm/ring — I was swimming in the pool when the fire alarm rang.
2. While/we/eat/my brother/start/feeling sick — _____
3. He/swim/in the sea/when/someone/steal/his clothes — _____
4. While/they/hike/it/start/raining/heavily — _____
5. We/buy/souvenirs/when/my favorite actor/walk/into the store — _____

d. In pairs: Describe something that happened on your last vacation.

We were walking in the forest when we saw a long snake.

Past Simple and Past Continuous with *when*

Meaning and Use

We can use **when** to introduce an interruption to a past continuous action. We can use a sentence with **when** to start an interesting story.
*We were driving to the beach **when** our car broke down.*

Form

I/He/She was talking on the phone when a monkey stole my/his/her bag.

What were you/they doing when you/they saw that?

Past Simple and Past Continuous with *while*

Meaning and Use

We can use **while** to continue a story where the time period is important. We don't begin a story with **while**.
(We went to the beach.) While I was swimming, it started to rain.

Form

I/He/She decided to drive there. While I/he/she was driving, the car broke down.

We/They went for a walk. While we/they were walking along the beach, we/they saw a dolphin!

Pronunciation

Intonation

a. Intonation falls at the end of both clauses in a Past Continuous sentence.

We were just going to sleep when the fire alarm rang.

We were driving to the beach when our car broke down.

b. Listen to the sentences and notice how the intonation falls. CD2 32

I was watching TV when the phone rang.
While we were driving to the beach, our car broke down.

c. Listen and cross out the sentence with the wrong intonation. CD2 33

While we were walking, it started to snow.
While he was waiting for his taxi, someone stole his phone.

d. Read the sentences with the correct intonation to a partner.

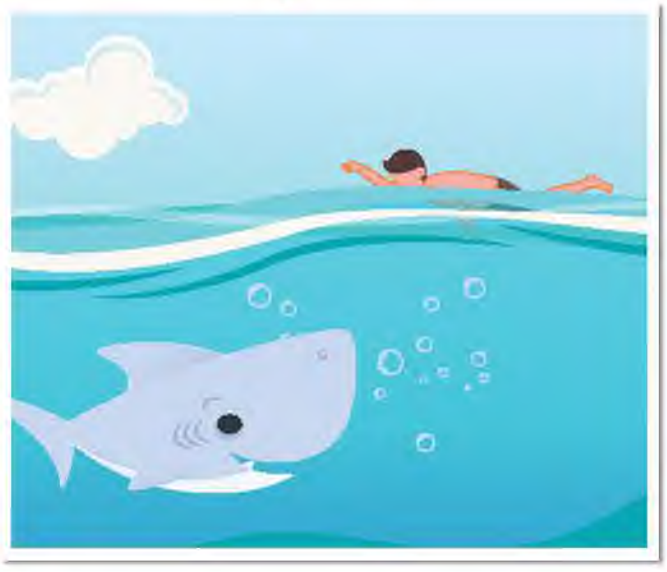
Practice

Take turns making sentences using the pictures and prompts.

We went on a safari last week. While we were looking at the giraffes, a monkey stole our bag.



Context: safari/last week
While/looking/giraffes/monkey/stole/bag



swimming/sea/when/saw/shark



Context: sleep/11 p.m.
While/sleeping/fire alarm/rang



driving/forest/when/car/broke down

Speaking

YOU WOULDN'T BELIEVE WHAT HAPPENED ON MY VACATION!

Ask questions to encourage conversation.

a. You had a nightmare vacation. In pairs: p. 93 Rle 3 **. Look at the pictures and make a story. Tell your story to your partner.**

b. In pairs: Have you ever had any problems while traveling? Tell your partner.

Unit 9

Travel and Tourism

LESSON 3

Can you...?
- talk about an eco resort
- write a description of an eco resort

Writing Skill: Using pronouns and possessives to make texts more personal



Let's Talk!

In pairs: Where do tourists go in your country? What activities do they do? What kind of places do they stay in?

Listening

a. Listen to the teacher. What is the main idea of the talk? 34

1. Modern vacations can have a bad effect on our environment.
2. Why more people choose to go on eco vacations.

b. Now, listen and complete the notes. 34

1. Ecotourism can protect the environment and _____.
2. Modern vacations include activities like going to a beach or an _____ park.
3. Eco tourists can learn more about a different _____.
4. Eco resorts use sustainable materials like wood and _____.
5. Eco tourism can be good for our _____.

Reading

a. Read the description of an eco resort and answer the question. What does the text describe?

1. The resort's location, accommodation, price, and activities
2. The resort's location, accommodation, restaurant, and activities









Yên Vân Eco Park is a new five-star resort on the Vietnamese island of Phú Quốc, a large island with an area of 544 square kilometers. We make all our private bungalows from bamboo and each comes with its own saltwater swimming pool. All rooms have a king-sized double bed, silk mosquito nets, and a view of the beach. We have three restaurants ready to serve you delicious Vietnamese food made from fresh local ingredients. Each morning you can enjoy our buffet breakfast or have your food on your bungalow's terrace while listening to the birdsong in the nearby forest. When not relaxing in our spa, why not take a walk along our private beach? We also have daily boat trips around the island for our guests. You can try spear fishing in the sea if you would like to catch your own dinner. Children will love the water slide. It's eight hundred meters long and runs down the side of a hill. There is something for everyone at our resort. Why don't you book your next vacation with us today?

b. Now, read and fill in the blanks.

1. Phú Quốc has an area of _____ square kilometers.
2. The bungalows are made from _____.
3. You can take a walk along the _____.
4. There are _____ trips around the island.
5. You can catch a _____ for dinner.
6. The water _____ is eight hundred meters long.

c. In pairs: What do you think you would like (or dislike) most about staying in the Yên Vân Eco Park? CRITICAL THINKING

Writing

a. Read about using pronouns and possessives to make texts more personal, then read the description of the Yên Vân Eco Park Resort again and underline the pronouns and possessives.

Writing Skill

Using pronouns and possessives to make texts more personal

To make ad information seem more personal, you can use pronouns (you, we, it) and possessives (your, our).

For example:

Guests can enjoy delicious food from the resort's five-star restaurant.

You can enjoy delicious food from our five-star restaurant.

This makes the information seem personal, and the readers feel that the writer is talking to them. The readers can imagine being at the resort, and this can help convince them to make a booking.

b. You are the hotel staff. Rewrite the sentences by replacing the underlined words with pronouns or possessives.

1. The resort is located next to the beach. — Our resort is located next to the beach./ It is located next to the beach.
2. The guest's bungalow has a private pool. — _____
3. The guests can enjoy many great activities. — _____
4. The hotel staff will take care of the guests. — _____
5. The guest can enjoy delicious food in the restaurant. — _____

Speaking

a. You're opening a new eco resort and want to write about it on your resort's website. In pairs: Discuss the following points.

- What your resort is called
- Where your resort is located
- What the rooms are like
- What the restaurants are like
- What kind of activities your guests can do
- Why people should stay at your resort
- What will make it special?



b. Note your ideas down using pronouns and possessives. CRITICAL THINKING

Name: Our resort is called...

Location: It is located in...

Room: _____

Restaurants: _____

Activities: _____

Why people should stay: _____

Let's Write!

Now, write a description of your resort. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

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

Unit 10 New Ways to Learn

LESSON 1

Can you...?
- make predictions about the future of education
- use *be going to* and *will*

Pronunciation: Stress for words ending with *-ion*

Warm-up

In pairs:
What's your favorite way to learn English?

Aa New Words

a. Match the words with the descriptions. Listen and repeat. 36

1. e-learning	c	a. software you can download to a device, such as a smartphone or tablet
2. prediction	_____	b. a big touchscreen attached to a computer
3. virtual classroom	_____	c. education that uses electronic media, usually over the internet
4. app	_____	d. a machine that can do complicated tasks
5. artificial intelligence	_____	e. the ability of a machine to copy human thinking
6. robot	_____	f. an online learning space where teachers and students work together at the same time
7. interactive whiteboard	_____	g. what a person or people think might happen in the future



b. In pairs: Use these words to talk about your experiences with educational technology. How did the technology help you?

I downloaded an app to help with my pronunciation.

Reading

a. Read the article and choose the best headline.

1. Technology in Schools 2. The Future of Learning 3. No More Schools?

TEEN WORLD MAGAZINE

_____

We asked two experts. Here's what they said:



Patrick K. Fletcher, futurologist

"Learning in 2050, say, will probably be very different to how it is now. I don't think the education system we have today will still exist. In my opinion, education will focus on e-learning, and students will attend virtual classrooms. I think students will connect to the internet using artificial intelligence, so they won't need to remember facts anymore. Actual schools and classrooms will probably be very rare. I believe the few schools that still exist will be for children from rich families, and they will mainly have robot teachers. But children with special needs will still go to school with actual teachers because I don't think robots can take care of the children yet."



Shara Nguyễn, Vice Principal, Everlake School

"We started testing a variety of e-learning technologies about a year ago to find out what really works. For example, we tried a variety of apps for giving and marking assignments. Our studies showed that both teachers and students found these very useful, and the cost was reasonable, so I think we're going to see a lot of schools doing this in future. We also had good success with interactive whiteboards, but right now they are too expensive, and most schools in our area can't afford more than one or two for the whole school. We're definitely not going to see them in all schools for a long time."

b. Now, read and circle *True* or *False*.

1. Patrick thinks students will mainly study online.	True	False
2. Patrick thinks there won't be many schools in 2050.	True	False
3. Shara says not many schools are going to use apps.	True	False
4. Shara predicts interactive whiteboards will be common soon.	True	False

c. In pairs: Which predictions do you agree with? Which ones do you disagree with? Why? CRITICAL THINKING

Grammar a. Listen and repeat.



will

Meaning and Use

We use **will** to predict future things based on personal opinions/experiences.
*I think by 2050, there **will** be humans living on Mars.*

Form

I/You/We/They/ He/She	**will** have a robot teacher.
	won't (will not) have a robot teacher.
Will you have a robot teacher? Yes, I **will**./No, I **won't**.	
What **will**	I/you/we/they/ he/she/it learn?

be going to

Meaning and Use

We use **be going to** to predict future things based on present facts/evidence.
*Look at the clouds. It **'s going to** rain.*

Form

I	**am going to**	win the race.
He/She/It	**is going to**	
We/You/They	**'re not going to**	

Are they **going to** start online teaching next year?
Yes, they **are**./No, they**'re not**.
What **is** your school **going to** introduce next year?

b. Unscramble the sentences.

1. to/late./We/be/going/are
   We are going to be late.
2. in/April./My/going/sister/have/a baby/is/to
   _____
3. virtual schools/I/we/have/think/will/in the future.
   _____
4. pass/going/Sara/not/is/the exam./to
   _____
5. get/your/will/you/When/exam score?
   _____

c. Fill in the blanks with a verb from the box and the correct form of *be going to* or *will*.

~~fail~~	rain	be	win	have	attend

1. I didn't study at all for tomorrow's test. I'm sure I _____'m/am going to fail_____.
2. I think there _____ robot teachers in every school one day.
3. In my opinion, all students _____ online classes one day.
4. Look at those black clouds in the sky! It _____.
5. Do you think most classrooms _____ interactive whiteboards in future?
6. *(Your school soccer team is ahead by four goals with one minute left.)* Yay! We _____!

d. In pairs: Talk about some things you are going to do in the future.

I'm going to go to England with my parents next month.

I'm not sure, but I think I will go to the mall this weekend.

Pronunciation

Word Stress

a. Words with the suffix *-ion* have stress on the syllable right before the suffix.

b. Listen to the words and focus on the underlined letters. 37

pre<u>dic</u>tion *edu<u>ca</u>tion*

c. Listen and cross out the word with the wrong word stress. 38

interaction *presentation* *conversation* *education*

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

Practice

a. Ask and answer using the pictures and words in the box. Swap roles and repeat.

What do you think education is going to be like in the future?

We're going to have more interactive whiteboards.

I think I don't think going to will won't



interactive whiteboards



e-learning



robot teachers



educational apps



virtual classrooms



robot students

b. Think of reasons for these predictions and practice again.

We're going to have more interactive whiteboards because many schools are using them now.

Speaking *THE FUTURE OF EDUCATION*

a. What do you think will happen in classrooms in the future? Make some predictions and tell your partner.





b. Which predictions do you think are most likely to come true? Why? CRITICAL THINKING

Unit 10

New Ways to Learn

LESSON 2

Can you...?
- talk about future learning plans and actions
- use *be going to* and *will*

Pronunciation: Sounds – /pr/
Conversation Skill: Responding positively

Aa New Words

a. Match the words with the descriptions. Listen and repeat. 39



1. problem-solving	___e___	a. the activity of working with other people
2. creativity	_____	b. the use of imagination to produce new ideas
3. teamwork	_____	c. able to change easily
4. communication	_____	d. the activity of giving and receiving information
5. interactive	_____	e. the activity of finding solutions to difficult or complex issues
6. flexible	_____	f. exchanging information between a computer program and its user

b. In pairs: Discuss which skills are important for different jobs. Which skills do you think are the most important? Why?

CRITICAL THINKING

Engineers need good problem-solving skills.

Listening

a. Listen to two students talking about trying new ways to learn. Tick (✔) what they say. 40

☐ 1. It's not expensive. ☐ 2. It's difficult. ☐ 3. It costs lots of money.

b. Now, listen and answer the questions. 40

1. How is Leo planning to study this summer?

_____

2. What skills can StarClass improve?

_____

3. Will Mike download StarClass?

_____

4. What is Mike planning to do this evening?

_____







Conversation Skill

Responding positively

To respond to interesting information, ideas, or suggestions, say: *"Sounds great!"* or *"Sounds good."*

- *You can even play with your friends and improve your teamwork skills.*
- *Sounds great!*

c. Read the Conversation Skill box and listen to Task b. audio again. Circle the phrase in the Conversation Skill box that you hear. 40

d. Listen and repeat. 41

e. In pairs: Which ways of learning in the task above would you like to try? Why?

Grammar

a. Listen and repeat. 42



will

Meaning and Use

We use **will** for future actions based on decisions at the moment of speaking.

(Looking at an app on a friend's smart device)
It looks great! I'll download it, too.
I think I'll make podcasts in English.

Form

I/We/They/ He/She	**will**	download a podcast.
	won't (will not)	

Will you make a podcast tomorrow?
Yes, I **will**./No, I **won't**.
What **will** you do tomorrow?

b. Fill in the blanks with the correct form of *be going to* or *will*.

1. A: I have a plan to improve my grades.
   I _____'m/am going to_____ study online after school.
   B: Really? I think online classes are boring. I don't think I _____ try them.
2. A: Tom and I have decided to try a new way to learn. We _____ play a learning game called 4Class.
   B: This review says it's really difficult and a bit boring. I don't think I _____ download it.
3. A: Look! This e-learning app is so cheap – just two dollars! I think I _____ download it.
   B: I know. I downloaded it last week. It's really cool. I _____ use it this evening.
4. A: What _____ do tonight?
   B: I downloaded the new TeenTech podcast this morning. I _____ listen to it later.
   A: That sounds good. Let me know if it's interesting. If it is, then I _____ listen to it, too.

be going to

Meaning and Use

We use **be going to** to talk about plans we have already made.

I'm going to listen to a podcast tonight.

Form

I **am** He/She/It **isn't** You/We/They **are**	**going to**	study online tonight.

Are they **going to** study online tomorrow?
Yes, they **are**./No, they**'re not**.
What **is** he **going to** do on Friday?
He**'s going to** make a podcast.

c. Write sentences using the prompts.

1. *(plan)* Peter/study/online/tonight.
   Peter's going to study online tonight.
2. *(decision)* I/think/watch/TV/later.
   I think I'll watch TV later.
3. *(plan)* Lisa/download/this app.
   _____
4. *(plan)* What/Juliet/do/tonight?
   _____
5. *(plan)* Sally/Jon/play/video games/weekend.
   _____
6. *(decision)* I/think/listen/podcast/this evening.
   _____

d. In pairs: Ask your partner about their plans for the weekend.

Do you have any plans this weekend?

I'm going to go to my judo class on Saturday morning. Maybe I'll go to the movie theater on Sunday.

Pronunciation

Sounds

a. Focus on the /pr/ sound.

b. Listen to the words and focus on the underlined letters. 43

problem-solving *improve* *practice*

c. Listen and circle the words that you hear. 44

1. price	*rice*
2. prepare	*repair*
3. pray	*ray*

d. Take turns saying the words in c. while your partner points to them.

Practice

a. Practice the conversation using the pictures and prompts.



Alex: How are you going to learn?

Sue: I'm going to try online classes.

Alex: Why?

Sue: They improve your communication skills, and they have flexible classes.

Alex: I think online classes are too expensive. I don't think I'll try them.

Sue: OK, what are you going to study?

Alex: I'm going to...

try online classes



improve/communication
have/flexible classes
too expensive

listen to podcasts



be/interesting
be/free
boring

use e-learning apps



improve/creativity
improve/teamwork
too expensive

play language learning games



improve/problem-solving
be/interactive
boring

b. Practice with your own ideas.

Speaking NEW WAYS TO LEARN ENGLISH

Respond positively to interesting ideas.

a. You are talking with your friends about new ways to learn. In threes: Choose one way that you are definitely going to use and tell your friends about it. Then, discuss your friends' options and decide if you will try them.

I'm going to listen to podcasts. They are really interesting, and there are lots of cool topics.

Sounds good! I think I'll try that.

I think podcasts are too long. I don't think I'll try that.

I think you should play language learning games with me.

b. Which new ways to learn are the most effective? Are there any disadvantages? Discuss with your partner. CRITICAL THINKING

Unit 10

New Ways to Learn

LESSON 3

Can you...?
- talk about different ways to learn a language
- write instructions on how to use a language learning app

Writing Skill: Writing a how-to guide

Let's Talk!

In pairs: Look at the pictures. What do you use them for?
Have you used any of them to learn a language? Did they make learning easier? Why (not)?



Listening

a. Listen to a podcast about learning English and choose the best summary line. 45

1. The best way to improve your English is to listen to podcasts.
2. There are many good and free ways to improve your English.

b. Now, listen and write *True* or *False*. 46

1. You should listen to English learning podcasts only. _____
2. The speaker doesn't listen to any podcasts. _____
3. Learning English by following a cooking video is very easy. _____
4. Cooking videos are not very fun. _____
5. You don't have to pay to find a language exchange partner on most websites. _____

Reading

a. Read the instructions below and match the headings in the box with the correct steps.

Use the chat.	Find language partners.
Sign up.	Use social media to learn.



How to learn a new language with native speakers on Hi-Hola

The best way to become fluent in a language is to speak it. Hi-Hola is a language exchange app that will let you chat with native speakers of the language you're learning.

Step 1: _____

Download the app and follow the steps to create an account. You can choose up to two languages to learn in the free version.

Step 2: _____

- The app will show you people whose language pair matches yours. For example, if you're a Vietnamese speaker who's learning English, it'll show you English speakers who are learning Vietnamese.
- Tap on their profiles to see more information and send them a friend request. You can only talk to people who accept your friend requests.

Step 3: _____

When you talk with a friend, tap a message to use these functions:

1. Correct: correct any mistakes that your friend makes
2. Translate: translate your friend's message
3. Listen: listen to how it's said

Step 4: _____

- Tap on the *Moments* tab and tap on the pen icon to share an update. Here you can ask questions, share pictures, or videos.
- When you share a post, all the native speakers of the language you're learning will be able to see and comment on it. They can help you fix spelling and grammar mistakes in your post.

You can now practice with native speakers!



b. Now, read and fill in the blanks with one or two words from the instructions.

1. Hi-Hola will let you practice _____ languages for free.
2. You need to send a _____ before you can start chatting with a language partner.
3. You can use the app to _____ any sentences in the chat that you don't understand.
4. If you're learning French and post a Moment post, French _____ can comment on your post.

c. In pairs: Do you think the app is useful? Would you use it to learn a language? Why (not)? CRITICAL THINKING

Writing

a. Read about writing a how-to guide, then read the Hi-Hola guide again and underline any other imperatives.

Writing Skill

Writing a how-to guide

To write an effective and well-structured how-to guide, you should follow these steps:

1. **Think of your title.** Tell everyone what this guide is for.
2. **Create the sequence.** Make a list of all the steps needed to complete the task. Next, put the steps in order, from beginning to end.
3. **Create clear, active headings.** Each step should begin with a clear heading to explain what the readers should do. Remember to use imperatives for headings.
4. **Explain each step in more detail.** Under your headings, provide extra information to explain the steps if you need to. You should write clearly and use short, active sentences and bullet points.
5. **Create a conclusion.** Tell everyone what they can now do after following all the steps.

b. Read the guide below and put it in the correct order.

How to listen to podcasts on your phone

- **Find a podcast.**
  Use the search function to find a podcast you want to listen to. If you don't know what to listen to, most podcasts have a *Trending* or *Top* tab. This shows you which shows have the most listeners.
- **Listen to the podcast.**
  You can either listen to the podcast right away, or download it and listen later. If you decide to download it, look for an arrow next to the podcast.
- So that's it. Now you know how to install a podcast app, and you will be able to listen to some great podcasts.
- **Install a podcast app.**
  You need a podcast app so you can search for podcasts. You can find one by looking in your phone's app store.

How to listen to podcasts on your phone

Step 1: _____

_____

_____

Step 2: _____

_____

_____

Step 3: _____

_____

_____

Conclusion: _____

_____

_____

Speaking

a. In pairs: Imagine you are creating a new app to help people learn English. Think of a name for your app. How will it be different/better than other apps?

b. Make notes about the steps for your guide. Describe your app to another pair.



How to...

Step 1. Create an account.
Step 2. Set up your profile.
Step 3. Start learning.
Step 4. Connect with other learners.
Step 5. Use other features.
Conclusion

_____

_____

_____

_____

_____

_____

_____

_____

Let's Write!

Now, write a how-to guide giving instructions on how to use an English learning app. Use the Feedback form to help you. Write 120 to 150 words.

Feedback

The how-to guide follows the model and uses the correct structure. ☆☆☆
It is interesting. (Suggest ideas, if not.) ☆☆☆
I can understand everything. ☆☆☆
(Underline anything you don't understand.)

Review 4

Listening **You will hear an interview with a man called Professor Jones, an expert on ecotourism. For each question, choose the correct answer (A, B, or C).** CD2 46

1. Who has benefited from tourism in the past? A. travel companies B. tourists C. local communities	2. How many people are interested in ecotourism? A. everybody B. sixty percent of Americans C. most people	3. Why do tourists want to conserve the environment? A. to see different species B. so that people can enjoy it in the future C. to conserve the environment
4. Who often knows most about the environment? A. companies B. businesses C. local communities	5. Sophia says that some resorts are bad because… A. of their advertising. B. they are expensive. C. they don't protect the environment.	6. What will good resorts be able to do? A. attract tourists B. answer your questions fully C. raise tourists awareness

Reading **The people below want to try a new way of learning. On the right, there are descriptions of different ways of learning. Decide which way of learning would be the most suitable for each person below. For each question, choose the correct answer (A–D).**

1. **Nina** wants to practice her listening skills and have fun while she does it. She has a fast internet connection and enjoys role-playing games.

2. **David** likes to learn by listening to things. He's really interested in the future of computing and wants to listen to regular news on this topic.

A **This Robot's Life**
An audio podcast series set in 2100 about a robot who wants to become human. A new episode is uploaded every week.

B **The Wanderings of Wotan**
You are the legendary Wotan in this epic fantasy game. Explore a world full of exciting adventure and characters you will remember forever.

C **Patrick K. Fletcher's Fascinating Futures**
Award-winning writer presents his monthly podcast looking at developments in computer technology.

D **Class of the Titans**
This app gamifies learning. Each lesson you teach becomes an exciting adventure and each test your students take ends with an epic boss battle.

Vocabulary **Fill in the blanks with a word from Units 9 and 10. The first letter is already there. You will need to change the form of some words.**

1. Many movies used the c_____ as the inspiration for their settings. It was built in 1869 by King Ludwig II. *(Unit 9)*
2. Someone broke into our hotel room and s_____ our camera. We've taken so many beautiful photos, but now they're all gone. *(Unit 9)*
3. Food that is stored incorrectly can lead to f_____ p_____. Make sure that you keep cooked food in the fridge and always reheat your food. *(Unit 9)*
4. There are many great educational a_____ on your phone that you can install and use to learn something new. *(Unit 10)*
5. It is predicted that v_____ classrooms will become more popular in the future and may replace traditional classrooms. *(Unit 10)*

Grammar Circle the correct answers.

1. We went to *a/Ø* café in Landmark 81, *a/the* tallest building in Ho Chi Minh City. The view from *a/the* café was amazing.
2. It *was raining/rained* in the morning when we *were leaving/left* our home.
3. We went for a walk along the beach. While we *were walking/walked,* we *were finding/found* a box buried in the sand.
4. Nam: Do you have any plans for tonight?
   Ben: Yes. I *am going to/will* do this e-learning course about coding.
5. I think artificial intelligence *is going to/will* replace jobs in the future.

Pronunciation

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

1. A. museum	B. heritage	C. restaurant	D. gallery
2. A. communicate	B. intelligence	C. interactive	D. technology

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

3. A. s<u>i</u>te	B. f<u>i</u>re	C. v<u>i</u>sit	D. fl<u>i</u>ght
4. A. fl<u>e</u>xible	B. <u>e</u>-learning	C. <u>e</u>ducation	D. sch<u>e</u>dule

Speaking Plan a Trip to Vietnam

a. In groups of 2–4: Plan a trip for tourists visiting your country. Choose one on these groups:

- Parents with two children (aged 12 and 14)
- A middle-aged couple who love food and history
- Three university graduates

b. Choose three places they should visit and describe:

- why each place is famous/interesting
- what they can do there
- why the tourists would enjoy it

c. Tell another group your ideas.

Writing

a. In pairs: Check your partner's writing passages for Units 9–10 using Feedback forms from the lessons.

b. Make a list of things you need to remember for your future writing.

c. Compare your list with another group, and add anything you think is useful.

Activity Files

File 1 *RETURNING A LAPTOP*

a. You're the manager of PC Planet. Find out what's wrong with the customer's laptop. Repair it for free if they bought it less than 12 months ago. For older laptops, use the repair price list. Fill in the form with the customer's information. Swap roles and repeat. Student B, turn back to page 25.

PC Planet
Repair Form

Laptop: Razor7

Problem: _____ when _____

Bought: _____ (months/years) ago

Customer name: _____

Customer number: _____

Approved by:

PRICE TO REPAIR

Crashing: $25

Overheating: $38

Disconnecting: $15

Restarting: $20

b. Have you or someone you know ever complained in store or restaurant? Why?

File 2 *LET'S GO SIGHTSEEING!*

Student B, you're going to Japan. Ask Student A about what to do and take notes.
Swap roles. You have been to the UK before. Show Student A your photos and answer their questions.

Japan					
	Tower of London	The West End	Tate Modern	Kew Gardens	Lake District
The UK	• big castle • UNESCO World Heritage Site	• London's theater area • great restaurants and cafés	• art gallery in an old oil-power plant • great collection of art	• most famous botanical garden • treetop walk to see millions of plants and trees there	• natural park with lakes and mountains • great place for hiking and camping

Student B's vacation photos

Tower of London



The West End



Tate Modern



Kew Gardens



Lake District



File 3 *YOU WOULDN'T BELIEVE WHAT HAPPENED ON MY VACATION!*

a. You had a nightmare vacation. Look at the pictures and make a story. In pairs: Tell your story to your partner.

You wouldn't believe what happened to me on my vacation.

What?

So I was at the airport. While I was waiting for my plane, the fire alarm rang.

Really? What happened next?

Actions









Interruptions









b. In pairs: Have you ever had any problems while traveling? Tell your partner.

File 4 GEOGRAPHY PROJECT: HOW TOWNS CHANGE

a. Student B, add your own idea for Aston Bank to the table. Then, answer Student A's questions about Aston.

It was built in 1995, but it was destroyed by fire in 2005.

Can you tell me about Aston Hospital?

Thank you for the information.

Aston Hospital	built: 1995 destroyed by fire: 2005 new hospital opened: 2015
Aston High School	built: 1990 number of school buildings increased: 2020
Aston Public Swimming Pool	opened: 2000 developed into sports center: 2019
Aston Bank	

Palshaw Cathedral	
Palshaw Zoo	
Palshaw Supermarket	
Palshaw Post Office	

b. Ask Student A about Palshaw.

Can you tell me about Palshaw Cathedral?

File 5 LET'S GO SIGHTSEEING!

Student A, you have been to Japan before. Show Student B your photos and answer their questions. Swap roles. You're going to the UK. Ask Student B about what to do and take notes.

	Himeji-jo	Shinjuku-eki	Tokyo Skytree	Universal Studios	Mount Fuji
Japan	• biggest castle in Japan • UNESCO World Heritage Site	• railway station in Tokyo • world's busiest station	• tallest building in Japan • restaurant on the 350th floor	• very popular theme park • rides, shows, and restaurants	• Japan's tallest mountain • can climb to the top from June to August
The UK					

Student A's vacation photos

Himeji-jo



Shinjuku-eki



Tokyo Skytree



Universal Studios



Mount Fuji



File 6 *DECIDING WHICH CHARITY TO DONATE TO*

a. Student B, answer Student A's questions about the Animal Help. Swap roles. Ask Student A about World Love and fill in the chart.

Animal Help

Set up: 1889

Aim: provide homes, food and medical help for street animals

Current projects:

- provide food and medical care for over 25 years
- found new homes for thousands of pets since 2003

Things it has done:

- given medical help to over 15,000 sick animals

World Love

Set up: _____

Aim: _____

Current projects:

- _____
- _____

Things it has done:

- _____
- _____

b. Which charity is more important? Why?

File 7 *WONDERFUL FUNDRAISING IDEAS*

b. Student B, ask Student A questions about John Woodley and complete the notes.

BOY SLEEPS IN TENT FOR CHARITY



Name: John Woodley

Age: _____

From: _____

Fundraising idea: _____

_____

When: _____

How much: _____

_____

For: _____

OLD MAN RAISES MILLIONS FOR CHARITY



Name: Sir Tom Moore

Age: 99 years old

From: Brighton, UK

Fundraising idea: walked 100 laps in his yard every day before his 100th birthday.

When: 6th April – 16th April 2020

How much: raised £41,000,000 for the local charity

For: National Health Service

Project 1

PRESENTATION

Can you...?
- plan and deliver a presentation about a hobby

PRESENTATION *My Hobby*

Presentation

Presentation Skill

Describing the positives and negatives of a topic

Talking about the positives and negatives of a topic shows your audience that you have looked at both sides carefully.

What I really love about the game is it's challenging and fun.

- When talking about the positives, say:

"What I really love about..." or *"Another great thing about..."*

One bad point, however, is it's a bit expensive.

- When talking about the negatives, say:

"One bad point, however, is..." or *"Another thing is..."*

a. Listen to Katie giving a presentation about her hobby and match the sentence halves. 47

1. What I really love about it is	•	• a. we decide what happens in the game.
2. Another great thing about the game is	•	• b. sometimes it's hard to arrange to meet my friends.
3. One bad point, however, is	•	• c. I get to be part of a team.
4. Another thing is	•	• d. it takes lots of time to finish an adventure.

b. Now, listen and put the contents of Katie's presentation in the correct order. 47

1. _____ Two negatives of her hobby
2. _____ What her hobby is
3. _____ Two positives of her hobby
4. _____ Her hobby is fun. You should try it.

Planning

Choose a hobby and note its positives and negatives.

Hobby	Positives	Negatives

Preparation

You are going to deliver a presentation about a hobby. Turn to page 105 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- an introduction
- at least two things you like about your hobby
- at least one thing you don't like about it
- a conclusion

TIP

Look at the Presentation Guidelines on page 104 .

Practice

a. Practice your presentation with your partner. Remember to use the phrases in the Presentation Skill box.

b. Look at the Feedback form. Discuss how you could improve your presentation and practice again.

Presentation and Feedback

a. Now, join three other students. Take turns delivering your presentations.



When did you start doing it?

Four months ago.

Listeners: Ask one question each at the end.
Presenter: Answer the questions.

Your points were clear but next time you shouldn't repeat the same phrases.

b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenter can improve for next time.

Feedback

The presentation was interesting.	☆☆☆
They introduced and ended the presentation well.	☆☆☆
They used appropriate language to introduce the positives and negatives.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

I think Lucy's hobby is really interesting. I'd like to try that.

c. Who has the most interesting hobby? Discuss with your group.



Project 2

PRESENTATION

Can you...?
- plan and deliver a presentation to solve a problem

PRESENTATION *Help Us Today!*

There are many sick children in Africa.

They need medicine and food.

Please donate money to help them.

Presentation

Presentation Skill

Structuring a problem-solving presentation

To organize these presentations effectively:

- First, tell your audience about the problem.
- Next, tell your audience what you need to solve the problem.
- Finally, give your 'Call to action' (what you want the audience to do).

a. Listen to Felix and Joe giving a presentation about some problems in their town and put the sentences in the correct order. CD2 48

b. Read the sentences and write *P* for Problem, *N* for Need, or *C* for Call to Action.

	Task a.	Task b.
They need more students to volunteer to help them.	☐	N
We can donate money, clothes, blankets, and pillows to the local homeless shelter.	☐	☐
The homeless shelter needs help to organize the donations and cook the food.	☐	☐
Please sign up if you would like to help.	☐	☐
Please help us and donate anything you can.	☐	☐
There are lots of homeless people here.	1	☐

Why don't we choose a charity that helps animals?

Good idea! What's our first problem?...

Planning

With a partner, choose a charity, either one from the unit or your own idea. Note the problems your charity aims to solve, possible needs, and calls to action.

Problem	Need	Call to action

Preparation

You are going to deliver a presentation with a friend persuading people to volunteer for or donate to a charity. Turn to page 105 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- an introduction of the speakers and the presentation
- a problem/need/call to action
- another problem/need/call to action
- thanking the audience

TIP

Look at the Presentation Guidelines on page 104 .

Practice

a. Practice your presentation with your partner. Remember to follow the steps in the Presentation Skill box.

b. Look at the Feedback form. Discuss how you could improve your presentation and practice again.

Performance and Feedback

a. Now, join two other pairs. Take turns delivering your presentations.

Where can we make our donations?

You can make them at school on Wednesday mornings.



Listeners: Ask one question each at the end.
Presenters: Answer the questions.

b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenters can improve next time.

Your points were clear but next time don't read from your notes.

Thank you.

Feedback

The presentation was interesting.	☆☆☆
They introduced and ended the presentation well.	☆☆☆
They structured their problem-solving presentation appropriately.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

I would most like to donate to Pair 1's charity. I think they are doing really great things.

c. Which charity would you most like to help? Discuss with your group.



Project 3

PRESENTATION

Can you...?
- plan and deliver a presentation about a town

PRESENTATION *Welcome to the Town*

Presentation

Presentation Skill

Passing the turn to your presentation partner

When you have finished your part of a presentation, you need to pass the turn to your partner.

- First, show you are changing speaker.
- Next, introduce your partner and what they are going to speak about.
- Then, gesture for them to start speaking.

Now, Joe is going to tell you more about our fantastic museums. Over to you, Joe.

a. Listen to Jill, Joe, Tammy, and Tom giving a presentation about their town and circle the phrases you hear. CD2 49

I'm Jill and I'm here to tell you about...
Joe is going to start by telling you more about...
I'm going to start by telling you…
Take it away, Tammy.
In my opinion, Bob's Café is the best in town.
Over to you, Jill.
Thank you, Tom. That was very interesting.
Thanks, Joe.



Fair View has lots of great cafés! Now, Kate is going to tell you about the local weather. Take it away, Kate.

b. With a partner, practice introducing each other. Use some of the topics below.

great cafés – local weather – best restaurants – best museums
best clothes stores – best movie theaters – transportation (bus routes, prices, etc.)
best attractions (theme park, beaches, sights, etc.)

Planning

There are some great restaurants. Yum Yum Sushi is one of the best in town.

With a partner, brainstorm some topics to talk about your town or one from the unit. Note down some ideas for the best places in each topic.

_____	_____

Preparation

a. You are going to deliver a presentation in groups of four about a town. Turn to page 106 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- an introduction of the town
- three topics explaining the best things in your town
- an introduction of the next speaker and their topic
- thanks to the audience

b. Prepare a similar poster about the town.

Your poster should include:

- pictures of the three things you will talk about (if possible)
- descriptions of the places

TIP

Look at the Presentation Guidelines on page 104.

Practice

a. Practice your presentation with your group. Remember to follow the steps in the Presentation Skill box.

b. Look at the Feedback form. Discuss how you could improve your presentation and practice again.

Presentation and Feedback

a. Now, join another group. Take turns delivering your presentations.

Are there any theme parks in your town?

Yes, it's about ten kilometers from the center. You can get the bus there.



Listeners: Ask one question each at the end.
Presenters: Answer the questions.

You made the town sound great, but you should introduce the next speaker better.

b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenters can improve next time.

Feedback

The presentation was interesting.	☆☆☆
They introduced and ended the presentation well.	☆☆☆
They passed the turn between speakers.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

I want to visit their town, because the cafés sound great!

c. Which group's town would you like to visit? Discuss with your group.



Project 4

PERFORMANCE

Can you...?
- plan and perform a role-play persuading someone to do something

PERFORMANCE *Persuading Someone to Book a Trip*

Performance

Performance Skill

Persuading someone to do something

To persuade someone to do something, you should always be polite and follow this order:

- First, make a suggestion to the listener.
- Next, give more information.
- Finally, say why they should choose it.
- Remember to use descriptive adjectives to 'sell' your suggestion.

You could go on a cable car to Mount Tor.

It's a big mountain not far from here.

You'll have a fantastic view from the top.

a. Look at the pictures. Discuss what kind of trips they are and what looks good about them.



I think the water looks beautiful.

b. Listen to someone speaking to a tour guide and circle *Yes* or *No*. What should the tour guide have done differently? 50

Does the tour guide...

1. make a suggestion to the customer?	Yes	No
2. give more information?	Yes	No
3. say why the customer should choose it?	Yes	No
4. use descriptive adjectives?	Yes	No

c. Now, listen to the same customer talking to a different tour guide and fill in the blanks. 51

1. The tour guide suggests going on a _____ to Lotus Bay.
2. They tell the customer he can take _____ photos.
3. The tour guide says he can eat _____ seafood.
4. The tour guide says it's a really _____ trip.

Preparation

TIP

Think about how to stage your performance.

You are going to perform a role-play with your friend persuading someone to book a trip. In pairs, read the role-play cards and write a conversation. Turn to page 107 and use the Performance Model to help you.

Student A

You are on vacation and want to book a trip. Ask the tour guide:

- what trips there are
- for more information about each trip
- why you should go there

Choose the trip that sounds the most interesting.

Student B

You are a tour guide. You have two trips you want to sell. Talk about:

- the name of the place
- what it is and where it is
- why your customer should go there

Remember to make it sound interesting by using descriptive adjectives.

TIP

Look at the Performance Guidelines on page 104.

Practice

a. Practice your role-play with a partner. Remember to follow the steps in the Performance Skill box.
b. Look at the Feedback form. Discuss with your partner how you could improve your role-play and practice again.

Performance and Feedback

a. Now, join two other pairs. Take turns performing your role-plays.



It was interesting but you didn't use many strong adjectives.

b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the performers can improve for next time.

Feedback

The performance was interesting.	☆☆☆
They acted their roles well.	☆☆☆
They made the trip sound interesting.	☆☆☆
They followed all the performance guidelines.	☆☆☆

c. Who performed the best role-play? Discuss in your groups.

Creative Extension

a. Practice your role-play again for a different trip without using descriptive adjectives.

b. Perform your role-play again. Have the other students discuss whether they would like to book the trip or not?

Projects: Presentation Guidelines

Do...

- ✔ Practice before you present.
- ✔ Smile and look at the audience.
- ✔ Speak in a strong and clear voice.
- ✔ Stand up straight and confident.
- ✔ Use cue cards.
- ✔ Take a deep breath and relax before you start.
- ✔ Share the presentation equally with your partner.

Don't...

- ✘ Read directly from your notes or poster.
- ✘ Turn your back on the audience.
- ✘ Talk too fast or too quietly.
- ✘ Fidget (move your hands around too much, click your pen, play with your notes).
- ✘ Walk around too much.
- ✘ Cross your arms or put your hands in your pockets.

Visuals

Images

- Use one large image that is connected to the topic.
- Don't mix photos and clip arts on the same page.

Text

- Have one large heading.
- Use the same font or handwriting.
- Use bullet points for lists.
- Have 6 key talking points.
- Use no more than 6 words per point.

Cue cards

- Use 1/4 page of notebook paper.
- Only write on one side.
- Use headings/subheadings.
- Don't write full sentences – only key information*.
- Don't use articles.
- Note connecting words (also, finally, however, etc.)

***Tip:** Practice a few times with your notes, then compare to your script. If you forget some important things, add them to your card!*

Project: Performance Guidelines

Be prepared.

- Before you start, practice saying your lines a few times by yourself.

Make it realistic.

- Arrange your position (sitting, standing, etc.) to match the situation.
- Use props if you can (e.g. a notebook can be a menu, a textbook could be a steering wheel, etc.)

Act, don't read.

- When you say your lines, you must make eye contact with your partner.
- You can look at your script, but you MUST cover it when you speak.
- Always try to act your role using natural body language, gestures, and emotions.

Projects: Presentation/Performance Models

Project 1

Cue Cards

Introduction
Morning, I'm Katie.
Playing role-playing games. Chaos Treasure.

Positives
Be part of a team. Go in groups.
Decide the game. Create our quests. Change the story.

Negatives
Hard to arrange to meet.
Long time to finish. Friends can't stay late.

Conclusion
Fun. Try it.
Thank you.

Script

Good morning. I'm Katie, and I'll talk about my hobby. It's playing role-playing games. My favorite game is Chaos Treasure.

What I really love about it is I get to be part of a team. In this game, we go on adventures as a group and work together. Another great thing about this game is we decide what happens in the game. We create our quests and what we do will change the story.

One bad point, however, is sometimes it's hard to arrange to meet my friends. Another thing is it takes lots of time to finish an adventure. I don't mind staying late to play but my friends can't.

Playing role-playing games is really fun; you should try it some time.

Thank you for listening.

Project 2

Cue Cards

Introduction
Hi, I'm Joe
We're volunteers...local homeless shelter

Problem
Shelter...not enough bedding/clothes

Need
Need...blankets, pillows, towels, clothes for men/women

Call to action
Please drop off...unwanted/old things...Wednesday evening
<Felix...>

Closing
Hope...see you soon

Introduction
Hi, I'm Felix
We talk about...problem homeless shelter
<Joe...>

Problem
also...not enough people...organize donations...before take shelter

Need
Need volunteers...this Saturday morning...help

Call to action
Please sign up...Sheet by entrance

Closing
Thank you...listening...

Script

Joe: Hi, I'm Joe.

Felix: And I'm Felix.

Joe: We're volunteers at our local homeless shelter.

Felix: We're here to talk about a problem the homeless shelter has.

Joe: The shelter doesn't have enough bedding or clothes for the people who use it.
We need blankets, pillows, towels, and clothes for men and women.
Please drop off any of your unwanted or old things on Wednesday evening.

Felix: We also don't have enough people to organize the donations before we take them to the homeless shelter.
We need volunteers to come in this Saturday morning and help us.
Please sign up if you would like to help.
The sign-up sheet is by the entrance.
Thank you for listening to our presentation.

Joe: We hope to see you soon.

Projects: Presentation/Performance Models

Project 3

Cue Cards

Introduction
I'm Katie. Fair View town
Museums, cafés, restaurants
Pass the turn
Joe – museums
<other speakers>
Closing
Thank you

Topic 1
Joe – museums
History museum – Park street
Art museum
Pass the turn
Tammy -cafés

Topic 2
Tammy – cafés
Forest café – in the park
(near to history museum)
Green Light café – (4 kilometers from center/
$4 return/ bus every 10 minutes)
Pass the turn
Tom – food and drink

Topic 3
Tom – restaurants
Paulies Pizza – riverside Yum Sushi – short bus
South City BBQ – corner of Main street and
Walker street
Pass the turn
Back to...Jill

Script

Jill: Hi, I'm Jill, and I'm here to tell you about Fair View Town. Fair View is a great town with lots to do. We have amazing museums, cafés, and restaurants. There's something for everyone in Fair View!

Now, Joe is going to start by telling you more about Fair View's amazing museums. Over to you, Joe.

Joe: Thanks, Jill. Fair View has two great museums to choose from. There's the history museum on Park Street. It has lots of interesting information about the history of Fair View. If you like art, you visit Fair View Art Museum. It has lots of beautiful paintings and sculptures.

Now, Tammy will tell you about some of Fair View's cafés. Take it away, Tammy.

Tammy: Thanks, Joe. Fair View has lots of amazing cafés to offer. Forest Café is a beautiful café in the park. It's near the history museum. One of the best cafés is Green Light Café. It's about four kilometers from the town center. But it's only four dollars for a return ticket on the bus, which goes every ten minutes.

Now, Tom is going to tell you about the wonderful food and drink in Fair View. Over to you, Tom.

Tom: Thanks, Tammy. There are lots of great restaurants in town. There's Paulie's Pizza on Riverside. Or there's Yum Sushi which is only a short bus ride away. But, my favorite is South City BBQ on the corner of Main Street and Walker Street.

Now, back to you, Jill.

Jill: Thanks, Tom. As you can see Fair View has a lot to offer. You should come and visit soon! Thanks for listening! Goodbye!

Project 4

Cue Cards

First, make a suggestion to the listener
You could go...
Next, give more information
It's a large...
Finally, say why they should choose it
You should go. It's a...

Script

Jeffrey: Hello. I'd like to book a trip.

Tour guide 2: Good morning. Sit down, please.

Jeffrey: So, what is there to do around here?

Tour guide 2: You could go on a boat trip to Lotus Bay.

Jeffrey: What's that?

Tour guide 2: It's a large bay near here.

Jeffrey: Tell me more about it.

Tour guide 2: You can see many beautiful islands and take fantastic photos.

Jeffrey: Wow!

Tour guide 2: You can also eat delicious seafood on the boat.

Jeffrey: It sounds interesting.

Tour guide 2: You should go. It's a really amazing trip.

Jeffrey: I'll do it!

Word List

Grammatical key			
(adj)	adjective	(n)	noun
(adv)	adverb	(prep)	preposition
(v)	verb	(det)	determiner

Unit 1

Lesson 1

1. **chore** (n) /tʃɔːr/ — công việc vặt
2. **clean** (v) /kliːn/ — lau chùi
3. **dust** (v) /dʌst/ — phủi bụi
4. **mop** (v) /mɑːp/ — lau nhà
5. **put away** (v) /pʊt əˈweɪ/ — cất đi, dọn đi
6. **sweep** (v) /swiːp/ — quét nhà
7. **tidy** (v) /ˈtaɪdi/ — dọn dẹp
8. **vacuum** (v) /ˈvækjuːm/ — hút bụi
9. **wash** (v) /wɑːʃ/ — rửa, giặt

Lesson 2

10. **easygoing** (adj) /ˌiːzi ˈgoʊɪŋ/ — dễ tính, vô tư lự
11. **helpful** (adj) /ˈhelpfl/ — có ích, hay giúp đỡ người khác
12. **intelligent** (adj) /ɪnˈtelɪdʒənt/ — thông minh
13. **kind** (adj) /kaɪnd/ — tốt bụng
14. **lazy** (adj) /ˈleɪzi/ — lười biếng
15. **personality** (n) /ˌpɜːrsəˈnæləti/ — tính cách
16. **selfish** (adj) /ˈselfɪʃ/ — ích kỉ
17. **suburb** (n) /ˈsʌbɜːrb/ — ngoại ô, ngoại thành
18. **unreliable** (adj) /ˌʌnrɪˈlaɪəbl/ — không đáng tin cậy
19. **untidy** (adj) /ʌnˈtaɪdi/ — bừa bộn, lôi thôi

Lesson 3

20. **exclamation point** (n) /ˌeksklәˈmeɪʃn pɔɪnt/ — dấu chấm than
21. **punctuation** (n) /ˌpʌŋktʃuˈeɪʃn/ — dấu chấm câu

Unit 2

Lesson 1

22. **aerobics** (n) /eˈroʊbɪks/ — thể dục nhịp điệu
23. **bike** (n) /baɪk/ — xe đạp
24. **canoeing** (n) /kәˈnuːɪŋ/ — việc chèo xuồng
25. **clue** (n) /kluː/ — manh mối
26. **crossword puzzle** (n) /ˈkrɔːswɜːrd ˈpʌzl/ — trò chơi ô chữ
27. **hang out** (v) /hæŋ aʊt/ — đi chơi với ai đó, dành thời gian ở một nơi nào đó
28. **karaoke** (n) /ˌkæriˈoʊki/ — hát karaoke
29. **karate** (n) /kәˈrɑːti/ — võ karate
30. **leisure** (n) /ˈliːʒər/ — thời gian rảnh rỗi
31. **ride** (v) /raid/ — lái, đi, cưỡi
32. **role-playing game** (n) /ˈroʊl pleɪɪŋ geɪm/ — trò chơi nhập vai
33. **running** (n) /ˈrʌnɪŋ/ — việc chạy bộ

Lesson 2

34. **agree** (v) /әˈgri/ — đồng ý
35. **arrange** (v) /әˈreɪndʒ/ — sắp xếp
36. **decide** (v) /dɪˈsaɪd/ — quyết định
37. **offer** (v) /ˈɔːfər/ — đề nghị (giúp ai đó)
38. **promise** (v) /ˈprɑːmɪs/ — hứa
39. **refuse** (v) /rɪˈfjuːz/ — từ chối, khước từ
40. **temple** (n) /ˈtempl/ — đền, điện, miếu

Lesson 3

41. **detect** (v) /dɪˈtekt/ — dò ra, tìm ra
42. **metal detector** (n) /ˈmetl dɪtektər/ — máy dò kim loại
43. **treasure** (n) /ˈtreʒər/ — châu báu, kho báu

Unit 3

Lesson 1

44. **brand** (n) /brænd/ — nhãn hiệu, thương hiệu
45. **budget** (n) /ˈbʌdʒɪt/ — ngân sách, ngân quỹ
46. **customer service** (n) /kʌstәmәr ˈsɜːrvɪs/ — bộ phận chăm sóc khách hàng
47. **habit** (n) /ˈhæbɪt/ — thói quen

Word List

48. **on sale** (idiom) /ɑːn ˈseɪl/ — đang giảm giá
49. **pay attention** (collocation) /peɪ əˈtenʃn/ — chú ý, để tâm đến
50. **quality** (n) /ˈkwɑːləti/ — chất lượng
51. **thrift store** (n) /ˈθrɪft stɔːr/ — cửa hàng bán đồ cũ

Lesson 2

52. **approve** (v) /əˈpruːv/ — đồng ý, phê duyệt
53. **calculator** (n) /ˈkælkjuleɪtər/ — máy tính
54. **crash** (v) /kræʃ/ — (máy tính) gặp sự cố
55. **disconnect** (v) /ˌdɪskəˈnekt/ — ngừng kết nối
56. **manager** (n) /ˈmænɪdʒər/ — người quản lí
57. **overheat** (v) /ˌoʊvərˈhiːt/ — trở nên quá nóng
58. **receipt** (n) /rɪˈsiːt/ — hoá đơn
59. **repair** (v) /rɪˈper/ — sửa chữa
60. **restart** (v) /riːˈstɑːrt/ — khởi động lại
61. **warranty** (n) /ˈwɔːrənti/ — bảo hành

Lesson 3

62. **shipper** (n) /ˈʃɪpər/ — nhân viên giao hàng
63. **hotline** (n) /ˈhɑːtlaɪn/ — đường dây nóng

Unit 4

Lesson 1

64. **charity** (n) /ˈtʃærəti/ — từ thiện, tổ chức từ thiện
65. **craft fair** (n) /kræft fer/ — hội chợ hàng thủ công
66. **donate** (v) /doʊˈneɪt/ — tặng, cho, biếu, quyên góp
67. **goods** (n) /gʊdz/ — hàng hoá
68. **provide** (v) /prəˈvaɪd/ — cung cấp
69. **raise**(v) /reɪz/ — gây quỹ
70. **support** (v) /səˈpɔːrt/ — ủng hộ
71. **temporary** (adj) /ˈtempəreri/ — tạm thời
72. **volunteer** (v) /ˌvɑːlənˈtɪr/ — tình nguyện

Lesson 2

73. **aim** (n) /eɪm/ — mục đích, mục tiêu
74. **awareness** (n) /əˈwernəs/ — sự nhận thức
75. **conservation** (n) /kɑːnsərˈveɪʃn/ — sự giữ gìn, sự bảo tồn
76. **educational** (adj) /ˌedʒuˈkeɪʃənl/ — thuộc giáo dục
77. **homeless** (adj) /ˈhoʊmləs/ — vô gia cư
78. **organize** (v) /ˈɔːrgənaɪz/ — tổ chức
79. **set up** (v) /set ʌp/ — thành lập

Lesson 3

80. **fundraising** (n) /ˈfʌndreɪzɪŋ/ — việc gây quỹ
81. **inspire** (v) /ɪnˈspaɪər/ — truyền cảm hứng
82. **marathon** (n) /ˈmærəθɑːn/ — chạy ma-ra-tông

Unit 5

Lesson 1

83. **allow** (v) /əˈlaʊ/ — cho phép
84. **campaign** (v) /kæmˈpeɪn/ — tham gia, tổ chức chiến dịch vận động
85. **causative verb** (n) /ˈkɔːzətɪv vɜːrb/ — động từ nguyên nhân, động từ khởi phát
86. **committee** (n) /kəˈmɪti/ — uỷ ban
87. **election** (n) /ɪˈlekʃn/ — sự bầu cử, cuộc bầu cử
88. **equality** (n) /iˈkwɑːləti/ — sự bình đẳng
89. **gender** (n) /ˈdʒendər/ — giới tính
90. **property** (n) /ˈprɑːpərti/ — tài sản
91. **right** (n) /raɪt/ — quyền
92. **vote** (v) /voʊt/ — bỏ phiếu, bầu cử

Lesson 2

93. **delighted** (adj) /dɪˈlaɪtɪd/ — hài lòng, vui mừng
94. **determined** (adj) /dɪˈtɜːrmɪnd/ — cương quyết, quyết tâm
95. **exhausted** (adj) /ɪgˈzɔːstɪd/ — kiệt sức
96. **grateful** (adj) /ˈgreɪtfl/ — biết ơn
97. **passionate** (adj) /ˈpæʃənət/ — nồng nhiệt, say mê
98. **proud** (adj) /praʊd/ — tự hào
99. **support** (n) /səˈpɔːrt/ — sự ủng hộ

Lesson 3

100. **achievement** (n) /əˈtʃiːvmənt/ — thành tựu
101. **record** (n) /ˈrekərd/ — kỉ lục

Word List

102. **stuntwoman** (n) /ˈstʌntwʊmən/ — nữ diễn viên đóng thế

Unit 6

Lesson 1

103. **advanced** (adj) /ədˈvænst/ — tân tiến
104. **change** (v) /tʃeɪndʒ/ — thay đổi
105. **decrease** (v) /dɪˈkriːs/ — giảm đi
106. **develop** (v) /dɪˈveləp/ — phát triển
107. **increase** (v) /ɪnˈkriːs/ — tăng lên
108. **move away** (v) /muːv əˈweɪ/ — chuyển đi
109. **rebuild** (v) /ˌriːˈbɪld/ — xây dựng lại

Lesson 2

110. **agent** (n) /ˈeɪdʒənt/ — tác nhân
111. **book** (v) /bʊk/ — đặt vé trước, đặt chỗ trước
112. **equipment** (n) /ɪˈkwɪpmənt/ — trang thiết bị
113. **keep** (v) /kiːp/ — giữ, giữ lại
114. **locker** (n) /ˈlɑːkər/ — ngăn tủ cá nhân có khoá
115. **member** (n) /ˈmembər/ — thành viên
116. **racket** (n) /ˈrækɪt/ — cái vợt (trong môn quần vợt và cầu lông)
117. **registration** (n) /ˌredʒɪˈstreɪʃn/ — sự đăng kí
118. **remind** (v) /rɪˈmaɪnd/ — nhắc nhở
119. **rent** (v) /rent/ — cho thuê
120. **return** (v) /rɪˈtɜːrn/ — trả lại

Lesson 3

121. **shelter** (n) /ˈʃeltər/ — nơi ẩn nấp
122. **youth** (n) /juːθ/ — thanh niên, tuổi trẻ

Unit 7

Lesson 1

123. **ballpoint pen** (n) /ˈbɔːlpɔɪnt pen/ — bút bi
124. **Band-Aid** (n) /ˈbænd eɪd/ — băng cá nhân
125. **ink** (n) /ɪŋk/ — mực viết
126. **measure** (v) /ˈmeʒər/ — đo lường
127. **mercury** (n) /ˈmɜːrkjəri/ — thuỷ ngân
128. **microscope** (n) /ˈmaɪkrəskoʊp/ — kính hiển vi
129. **rocket** (n) /ˈrɑːkɪt/ — tên lửa
130. **scale** (n) /skeɪl/ — hệ thống chia độ
131. **telescope** (n) /ˈtelɪskoʊp/ — kính viễn vọng
132. **thermometer** (n) /θərˈmɑːmɪtər/ — nhiệt kế

Lesson 2

133. **attach** (v) /əˈtætʃ/ — gắn vào, dán vào
134. **automatically** (adv) /ˌɔːtəˈmætɪkli/ — một cách tự động
135. **cable** (n) /ˈkeɪbl/ — dây cáp
136. **fashionable** (adj) /ˈfæʃnəbl/ — hợp thời trang
137. **fasten** (v) /ˈfæsn/ — buộc chặt, trói chặt
138. **mode** (n) /moʊd/ — cách thức
139. **portable** (adj) /ˈpɔːrtəbl/ — có thể mang theo, xách tay
140. **private** (adj) /ˈpraɪvət/ — riêng tư
141. **strap** (v) /stræp/ — buộc bằng dây, đai

Lesson 3

142. **globe** (n) /gloʊb/ — thế giới, Trái Đất
143. **instantly** (adv) /ˈɪnstəntli/ — ngay lập tức
144. **lecture** (n) /ˈlektʃər/ — bài giảng
145. **login** (n) /ˈlɔːgɪn/ — sự đăng nhập
146. **network** (n) /ˈnetwɜːrk/ — mạng lưới, mạng
147. **software** (n) /ˈsɔːftwer/ — phần mềm

Unit 8

Lesson 1

148. **ban** (v) /bæn/ — cấm
149. **damage** (v) /ˈdæmɪdʒ/ — làm hại
150. **pollute** (v) /pəˈluːt/ — làm ô nhiễm
151. **product** (n) /ˈprɑːdʌkt/ — sản phẩm
152. **protect** (v) /prəˈtekt/ — bảo vệ
153. **recycle** (v) /ˌriːˈsaɪkl/ — tái chế
154. **reduce** (v) /rɪˈduːs/ — giảm

Word List

155. **reuse** (v) /ˌriːˈjuːz/ — tái sử dụng

Lesson 2

156. **compost** (v) /ˈkɑːmpoʊst/ — ủ phân (từ rác thực phẩm)
157. **deforestation** (n) /ˌdiːˌfɔːrɪˈsteɪʃn/ — sự phá rừng
158. **greenhouse gas** (n) /ˈgriːnhaʊs ˈgæs/ — khí nhà kính
159. **impact** (n) /ˈɪmpækt/ — sự ảnh hưởng
160. **landfill** (n) /ˈlændfɪl/ — bãi rác
161. **livestock** (n) /ˈlaɪvstɑːk/ — gia súc, gia cầm
162. **material** (n) /məˈtɪriəl/ — nguyên vật liệu
163. **mixture** (n) /ˈmɪkstʃər/ — hỗn hợp
164. **obvious** (adj) /ˈɑːbviəs/ — rõ ràng
165. **packaging** (n) /ˈpækɪdʒɪŋ/ — bao bì
166. **solution** (n) /səˈluːʃn/ — giải pháp

Lesson 3

167. **cattle** (n) /ˈkætl/ — gia súc
168. **deadly** (adj) /ˈdedli/ — chết người
169. **global** (adj) /ˈgloʊbl/ — toàn cầu
170. **release** (v) /rɪˈliːs/ — thả, phóng thích
171. **single-use** (adj) /ˈsɪŋgl juːs/ — sử dụng một lần

Unit 9

Lesson 1

172. **castle** (n) /ˈkæsl/ — lâu đài
173. **heritage** (n) /ˈherɪtɪdʒ/ — di sản
174. **national park** (n) /ˈnæʃənl pɑːrk/ — vườn quốc gia
175. **sightseeing** (n) /ˈsaɪtsiːɪŋ/ — việc tham quan
176. **snorkeling** (n) /ˈsnɔːrkəlɪŋ/ — việc lặn với ống thở
177. **tower** (n) /ˈtaʊər/ — toà tháp
178. **view** (n) /vjuː/ — tầm nhìn, quang cảnh
179. **World Heritage Site** (n) /ˌwɜːrld ˈherɪtɪdʒ saɪt/ — di sản thế giới

Lesson 2

180. **break down** (v) /breɪk daʊn/ — bị hư, bị hỏng
181. **delay** (v) /dɪˈleɪ/ — làm chậm trễ, hoãn
182. **dolphin** (n) /ˈdɑːlfɪn/ — cá heo
183. **fire alarm** (n) /ˈfaɪər əlɑːrm/ — chuông báo cháy
184. **food poisoning** (n) /ˈfuːd pɔɪzənɪŋ/ — sự ngộ độc thực phẩm
185. **safari** (n) /səˈfɑːri/ — cuộc đi săn hoặc quan sát thú
186. **steal** (v) /stiːl/ — ăn cắp, ăn trộm

Lesson 3

187. **bungalow** (n) /ˈbʌŋgəloʊ/ — nhà một tầng
188. **resort** (n) /rɪˈzɔːrt/ — nơi lưu trú, khu nghỉ dưỡng

Unit 10

Lesson 1

189. **actual** (adj) /ˈæktʃuəl/ — thực sự
190. **app** (n) /æp/ — ứng dụng
191. **artificial intelligence** (n) /ˌɑːrtəˈfɪʃl ɪnˈtelədʒəns/ — trí tuệ nhân tạo
192. **e-learning** (n) /ˈiː lɜːrnɪŋ/ — việc học trực tuyến
193. **interactive whiteboard** (n) /ˌɪntərˈæktɪv ˈwaɪtbɔːrd/ — bảng tương tác thông minh
194. **prediction** (n) /prɪˈdɪkʃn/ — sự dự đoán
195. **reasonable** (adj) /ˈriːznəbl/ — hợp lí
196. **robot** (n) /ˈroʊbɑːt/ — rô bốt
197. **virtual classroom** (n) /ˈvɜːrtʃuəl ˈklæsruːm/ — lớp học ảo

Lesson 2

198. **communication** (n) /kəˌmjuːnɪˈkeɪʃn/ — sự giao tiếp
199. **complex** (adj) /kəmˈpleks/, /ˈkɑːmpleks/ — phức tạp, rắc rối
200. **creativity** (n) /ˌkriːeɪˈtɪvəti/ — tính sáng tạo
201. **flexible** (adj) /ˈfleksəbl/ — linh hoạt
202. **interactive** (adj) /ˌɪntərˈæktɪv/ — mang tính tương tác
203. **problem-solving** (n) /ˈprɑːbləm sɑːlvɪŋ/ — giải quyết vấn đề
204. **teamwork** (n) /ˈtiːmwɜːrk/ — sự làm việc nhóm

Lesson 3

205. **account** (n) /əˈkaʊnt/ — tài khoản
206. **fluent** (adj) /ˈfluːənt/ — lưu loát

Some differences between American (AmE) and British English (BrE) grammar

Group nouns

AmE: Group (collective) nouns are usually used with the singular form.
*(The band **is** playing.)*
BrE: The plural form is most often used.
*(The band **are** playing.)*

Past Simple vs. Present Perfect (especially with words such as *already* and *yet*)

AmE: Past Simple is generally used for recent past actions.
*(I **ate** too much. I already **finished** my work.)*
BrE: Present Perfect is generally used for recent past actions.
*(I**'ve eaten** too much. I**'ve** already **finished**...)*

will/should vs. *shall*

AmE: People use ***will*** to talk about the future, and ***should*** for suggestions.
*(I**'ll** bake a cake. **Should** I open the window?)*
BrE: People sometimes use ***shall*** in these situations though it is becoming less common.
*(I **shall** bake a cake. **Shall** I open the window?)*

got vs. *gotten*

AmE: People use ***gotten*** as the past participle of ***get***.
*(Bill has **gotten** taller since last year.)*
BrE: People use ***got*** as the past participle of ***get***.
*(Bill has **got** taller since last year.)*

needn't vs. *don't need to*

AmE: People use ***don't need to***.
*(You **don't need to** take off your shoes.)*
BrE: People often use ***needn't***.
*(You **needn't** take off your shoes.)*

Prepositions – *at/on* (for time)

AmE: People commonly use ***on***.
*(I saw her **on** the weekend.)*
BrE: People commonly use ***at***.
*(I saw her **at** the weekend.)*

English Phonemic Chart

VOWELS AND DIPHTHONGS

/ʌ/	under, cup
/ɑ:/	arm, car
/æ/	alligator, cat
/e/	elephant, bed
/ə/	America, theater
/3:/	bird, learn
/ɪ/	itchy, sitting
/i:/	sheep, heat
/ɑ:/	octopus, hot
/ɔ:/	four, horse
/ʊ/	put, book
/u:/	moon, blue
/eɪ/	game, play
/aɪ/	five, eye
/ɔɪ/	boy, join
/oʊ/	nose, home
/aʊ/	house, mouth
/ɪə/*	year, here
/eə/*	where, air, bear
/ʊə/*	tourist, poor
/əʊ/*	nose, home

Note:
*only appear in British English pronunciation

CONSONANTS

/b/	ball, table
/p/	point, top
/k/	car, kick
/g/	goat, big
/f/	fish, farm
/v/	violin, five
/t/	tiger, hat
/d/	door, bad
/m/	monster, mom
/n/	nose, ten
/ŋ/	sing, finger
/h/	hop, hat
/r/	robot, star
/l/	love, ball
/ʒ/	television, treasure
/ʃ/	shop, fish
/tʃ/	chicken, watch
/dʒ/	jump, bridge
/θ/	three, thin
/ð/	mother, this
/s/	snake, kiss
/z/	zigzag, lazy
/w/	walk, window
/j/	yo-yo, yellow

Credits

We are grateful for the permission to reproduce the following materials.

Unit 1: **p. 4** © Pixel-Shot I Shutterstock.com, © Nattawat Kaewjirasit I Shutterstock.com, © Basileus I Shutterstock.com, © mmphotographie.de.com I Shutterstock.com,© RossHelen I Shutterstock.com, © MJTH I Shutterstock.com, © Elnur I Shutterstock.com, © Naty.M I Shutterstock.com, © 4 PM production I Shutterstock.com,© Mark Agnor I Shutterstock.com, © Pressmaster I Shutterstock.com, © Camilo Torres I Shutterstock.com, © Photographee.eu I Shutterstock.com, © Paul Michael Hughes I Shutterstock.com.
p. 5 © Africa Studio I Shutterstock.com, © Monkey Business Images I Shutterstock.com.
p. 7 © Nikkolia I Shutterstock.com.
p. 8 © Prostock-studio I Shutterstock.com.
p. 9 © mirc3a I Shutterstock.com.
p. 10 © fizkes I Shutterstock.com.
p. 11 © REC Stock Footage I Shutterstock.com, © TATSIANAMA I Shutterstock.com, © mooremedia I Shutterstock.com.

Unit 2: **p. 12** © Dragon Images I Shutterstock.com, © Ververidis Vasilis I Shutterstock.com, © paulzhuk I Shutterstock.com, © Syda Productions I Shutterstock.com, © Lapina I Shutterstock.com, © PK Studio I Shutterstock.com, © sirtravelalot I Shutterstock.com, © EB Adventure Photography I Shutterstock.com, © Dragon Images I Shutterstock.com, © Tanathip Rattanatum I Shutterstock.com.
p. 13 © ESB Professional I Shutterstock.com, © takayuki I Shutterstock.com.
p. 14 © Likman Uladzimir I Shutterstock.com, © Niferure I Shutterstock.com, © lunamarina I Shutterstock.com, © Maridav I Shutterstock.com, © Daniel Fung I Shutterstock.com, © Aerial-motion I Shutterstock.com, © Jacek Chabraszewski I Shutterstock.com.
p. 15 © elRoce I Shutterstock.com, © Andrey Burmakin I Shutterstock.com.
p. 16 © Solid photos I Shutterstock.com, © Dragon Images I Shutterstock.com, © muzsy I Shutterstock.com.
p. 17 © Trong Nguyen I Shutterstock.com, © Moon Le I Shutterstock.com, © d13 I Shutterstock.com, © John Nguyen263 I Shutterstock.com, © Mihai_Andritoiu I Shutterstock.com, © Pakpoom Phummee I Shutterstock.com.
p. 18 © Sabphoto I Shutterstock.com, © OlegRi I Shutterstock.com.
p. 19 © Dragon Images I Shutterstock.com.

Unit 3: **p. 20** © Richie Chan I Shutterstock.com, © frantic00 I Shutterstock.com.
p. 23 © Leszek Czerwonka I Shutterstock.com, © wavebreakmedia I Shutterstock.com.
p. 24 © surachet khamsuk I Shutterstock.com, © Mongkolchon Akesin I Shutterstock.com, © Dragon Images I Shutterstock.com, © Timothy Hodgkinson IShutterstock.com.
p. 25 © Diego Cervo I Shutterstock.com, © Oleksandr_Delyk I Shutterstock.com.
p. 26 © ETAP I Shutterstock.com, © Elnur I Shutterstock.com.
p. 27 © PR Image Factory I Shutterstock.com, © SERGEI BRIK I Shutterstock.com, © VGstockstudio I Shutterstock.com.

Review 1: **p. 28** © Jacob Lund I Shutterstock.com, © David Tadevosian I Shutterstock.com, © Jacek Chabraszewski I Shutterstock.com, © Syda Productions I Shutterstock.com, © EB Adventure Photography I Shutterstock.com, © Ververidis Vasilis I Shutterstock.com, © Lapina I Shutterstock.com, © sirtravelalot I Shutterstock.com, © Africa Studio I Shutterstock.com, © KINGKAN_SRI I Shutterstock.com, © Ververidis Vasilis I Shutterstock.com, © Lapina I Shutterstock.com, © Max4e Photo I Shutterstock.com, © Lamai Prasitsuwan I Shutterstock.com, © Volodymyr Goinyk I Shutterstock.com.

Unit 4: **p. 30** © Dragana Gordic I Shutterstock.com, © Dragon Images I Shutterstock.com.
p. 31 © insta_photos I Shutterstock.com, © Syda Productions I Shutterstock.com, © Kidsada Manchinda I Shutterstock.com.
p. 32 © AtlasStudio I Shutterstock.com, © Dragon Images I Shutterstock.com, © Inspiring I Shutterstock.com, © Dmytro Zinkevych I Shutterstock.com, © poltu shyamal I Shutterstock.com, © Mihai Speteanu I Shutterstock.com, © Mascha Tace I Shutterstock.com, © suriya yapin I Shutterstock.com, © Monkey Business Images I Shutterstock.com.
p. 33 © SewCream I Shutterstock.com, © Greg Brave I Shutterstock.com.
p. 34 © Inspiring I Shutterstock.com, © Makistock I Shutterstock.com.
p. 36 © ittipon I Shutterstock.com.

Unit 5: **p. 38** © Helga Khorimarko I Shutterstock.com, © SrsPvl Witch I Shutterstock.com.
p. 39 © BRO.vector I Shutterstock.com.
p. 41 © jakkaje879 I Shutterstock.com, © Roman Sinichkin I Shutterstock.com, © M_Agency I Shutterstock.com.
p. 42 © DW labs Incorporated I Shutterstock.com, © 3D-Man.eu I Shutterstock.com.
p. 43 © BAZA Production I Shutterstock.com, © Martin Lauge Villadsen I Shutterstock.com, © BAZA Production I Shutterstock.com, © FrameStockFootages I Shutterstock.com.
p. 44 © Sergei Bachlakov I Shutterstock.com, © Rommel Canlas I Shutterstock.com.
p. 45 © Annalisa Jones I Shutterstock.com, © Everett Collection I Shutterstock.com.

Review 2: **p. 46** © Jonathan Tallon I Shutterstock.com.

Unit 6: **p. 48** © Tina Jeans I Shutterstock.com, © Rudy Balasko I Shutterstock.com, © Monkey Business Images I Shutterstock.com.
p. 49 © William Perugini I Shutterstock.com, © Vladvm I Shutterstock.com, © amadeustx I Shutterstock.com, © Preto Perola I Shutterstock.com
p. 51 © Andrey_Popov I Shutterstock.com, © Vereshchagin Dmitry I Shutterstock.com, © Dragon Images I Shutterstock.com, © Makistock I Shutterstock.com, © Ljupco Smokovski I Shutterstock.com.
p. 52 © Monkey Business Images I Shutterstock.com.
p. 53 © Africa Studio I Shutterstock.com, © Bohbeh I Shutterstock.com, © Makistock I Shutterstock.com, © Creativa Images I Shutterstock.com, © howcolour I Shutterstock.com.
p. 54 © Rawpixel.com I Shutterstock.com, © Dragon Images I Shutterstock.com, © GoodStudio I Shutterstock.com.
p. 55 © Fotema I Shutterstock.com, © TommyTeo I Shutterstock.com, © Dragon Images I Shutterstock.com.

Unit 7: **p. 56** © Lia Koltyrina I Shutterstock.com, © Kritchai7752 I Shutterstock.com, © Jorge Alejandro Gonzalez I Shutterstock.com, © andriano.cz I Shutterstock.com, © thanmano I Shutterstock.com, © Fred Mantel I Shutterstock.com, © Vladi333 I Shutterstock.com, © your I Shutterstock.com.
p. 57 © Trong Nguyen I Shutterstock.com, © Viappy I Shutterstock.com.
p. 58 © Steve Allen I Shutterstock.com, © YummyBuum I Shutterstock.com.
p. 59 © Dragon Images I Shutterstock.com, © oneSHUTTER oneMEMORY I Shutterstock.com, © Bacho I Shutterstock.com, © Honeybee49 I Shutterstock.com, © Dean Drobot I Shutterstock.com.
p. 60 © Panda Vector I Shutterstock.com, © Somchai Som I Shutterstock.com, © Anna Violet I Shutterstock.com, © Everett Collection I Shutterstock.com, © Makistock I Shutterstock.com.
p. 62 © Nomad_Soul I Shutterstock.com, © Visual Generation I Shutterstock.com.
p. 63 © Milkovasa I Shutterstock.com.

Unit 8: **p. 64** © SasinTipchai I Shutterstock.com, © Dragon Images I Shutterstock.com, © csp_mangostock I Shutterstock.com.
p. 65 ©Stefano Chiacchiarini I Shutterstock.com.
p. 66 © Olga Miltsova I Shutterstock.com, © Travelpixs I Shutterstock.com, © tharamust I Shutterstock.com, © pryzmat I Shutterstock.com, © Real Window Creative I Shutterstock.com, © AnaKins27 I Shutterstock.com, © Bogdan Sonjachnyj I Shutterstock.com, © Travel man I Shutterstock.com.
p. 67 © Alex Yuzhakov I Shutterstock.com, © 9comeback I Shutterstock.com.
p. 68 © MOHAMED ABDULRAHEEM I Shutterstock.com, © yanik88 I Shutterstock.com.
p. 69 © nicemyphoto I Shutterstock.com, © Sensvector I Shutterstock.com, © olllikeballoon I Shutterstock.com, © topvector I Shutterstock.com.
p. 70 © HilaryGraphic I Shutterstock.com.
p. 71 © xuanhuongho I Shutterstock.com.

Review 3: **p. 72** © Vectorfair.com I Shutterstock.com.

Unit 9: **p. 74** © Perfect Lazybones I Shutterstock.com, © MarinaD_37 I Shutterstock.com, © Kiev.Victor I Shutterstock.com, © s_bukley I Shutterstock.com, © chrisatpps I Shutterstock.com
p. 75 © babayuka I Shutterstock.com, © Travelpixs I Shutterstock.com.
p. 76 © Vietnam Stock Images I Shutterstock.com, © Efired I Shutterstock.com, © Denis Rozan I Shutterstock.com, © Tang Trung Kien I Shutterstock.com, © Efired I Shutterstock.com, © Becker Stefan I Shutterstock.com.
p. 77 © Dmytro Vietrov I Shutterstock.com, © joyfull I Shutterstock.com.
p. 78 © DavideAngelini I Shutterstock.com, © Binimin I Shutterstock.com, © Roman Sigaev I Shutterstock.com.
p. 80 © Marius Dobilas I Shutterstock.com, © PixHound I Shutterstock.com, © pada smith I Shutterstock.com, © Worrathanawat I Shutterstock.com, © Evgeny Drablenkov I Shutterstock.com.
p. 81 © Cocos.Bounty I Shutterstock.com.

Unit 10: **p. 82** © Khakimullin Aleksandr I Shutterstock.com, © vladimir salman I Shutterstock.com, © Bulltus_casso I Shutterstock.com.
p. 83 © Phonlamai Photo I Shutterstock.com, © KAMONRAT I Shutterstock.com, © photosgenius I Shutterstock.com, © Phonlamai Photo I Shutterstock.com, © New Africa I Shutterstock.com.
p. 84 © Monkey Business Images I Shutterstock.com, © Black Jack I Shutterstock.com, © Phonlamai Photo I Shutterstock.com, © NicoElNino I Shutterstock.com, © TZIDO SUN I Shutterstock.com, © Tatiana Shepeleva I Shutterstock.com, © all_about_people I Shutterstock.com, © Dmytro Zinkevych I Shutterstock.com.
p. 85 © sutadimages I Shutterstock.com, © Chayantorn Tongmorn I Shutterstock.com, © Gorodenkoff I Shutterstock.com, © Rawpixel.com I Shutterstock.com.
p. 86 © Ilin Sergey I Shutterstock.com, © GagliardiPhotography I Shutterstock.com, © Backgroundy I Shutterstock.com.
p. 87 © FocusStocker I Shutterstock.com, © Rido I Shutterstock.com, © SeventyFour I Shutterstock.com, © McLittle Stock I Shutterstock.com, © sezer66 I Shutterstock.com.
p. 88 © Africa Studio I Shutterstock.com, © kak2s I Shutterstock.com, © Rawpixel.com I Shutterstock.com.