VÕ ĐẠI PHÚC *(Tổng Chủ biên)* - HUỲNH TUYẾT MAI *(Chủ biên)*
NGUYỄN THỊ NGỌC QUYÊN - ĐẶNG ĐỖ THIÊN THANH
LÊ THỊ TUYẾT MINH - NGUYỄN DƯƠNG HOÀI THƯƠNG

Tiếng Anh

i-Learn Smart World

11

Student's Book

NHÀ XUẤT BẢN ĐẠI HỌC HUẾ

DTP Education Solutions

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Lời mở đầu



Sách **Tiếng Anh 11 i-Learn Smart World** do NXB Đại học Huế phối hợp với Công ty TNHH ESVN biên soạn theo Chương trình giáo dục phổ thông được quy định tại Thông tư 32/2018/TT-BGDĐT của Bộ Giáo dục và Đào tạo.

Sách **Tiếng Anh 11 i-Learn Smart World** bao gồm 10 đơn vị bài học (unit) được xây dựng theo các chủ đề, chủ điểm quy định trong khung chương trình của Bộ Giáo dục và Đào tạo 2018, nhằm cung cấp cho học sinh kiến thức ngôn ngữ bao gồm từ vựng, ngữ pháp và ngữ âm, đặc biệt là cách phát âm tiếng Anh-Mỹ (American English); đồng thời trang bị cho học sinh kĩ năng ngôn ngữ để hình thành và phát triển khả năng giao tiếp bằng tiếng Anh.

Sách **Tiếng Anh 11 i-Learn Smart World** bao gồm các chủ đề: **Health and Healthy Lifestyle**, **Generation Gap**, **Social Issues**, **Global Warming**, **Vietnam and ASEAN**, **World Heritages**, **Ecological Systems**, **Independent Life**, **Education in the Future**, và **Cities of the Future**. Mỗi chủ đề có 3 bài học, mỗi bài học có từng mục tiêu cụ thể với các hoạt động học tập đa dạng nhằm rèn luyện các kĩ năng ngôn ngữ, phát triển vốn từ vựng, củng cố và nâng cao kiến thức ngữ pháp, giúp học sinh trau dồi kiến thức và kĩ năng giao tiếp. Các hoạt động này được thiết kế phù hợp với đặc điểm tâm lí lứa tuổi của học sinh THPT. Thông qua các chủ đề, chủ điểm và nội dung hoạt động trong lớp học, học sinh cũng được 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.

Một số biểu tượng sử dụng trong các bài học:



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.

the clues before

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



Để giáo viên và học sinh biết rằng nên thực hiện hoạt động trong thời gian quy định.

Chúc các em thành công!

Nhóm tác giả

Scope and Sequence

Unit	Spoken focus	Written focus	Grammar	Pronunciation
UNIT 1 ***HEALTH AND HEALTHY LIFESTYLE***	**Speaking/Listening:** • Discuss a healthy diet • Talk about a healthy lifestyle • Talk about ways to improve health and life expectancy **Conversation Skill:** Giving opinions	**Reading:** • Read an article on healthy diets for main idea and details • Read an article on tips to improve life expectancy for gist and details **Writing Skill:** Writing short articles in the form of a list	• Use linking verbs • Use quantifiers *(too, enough)*	• Sounds: /ks/ • Sound changes (Loss of final /d/): *'... need to ...'* /ni:tə/
UNIT 2 ***GENERATION GAP***	**Speaking/Listening:** • Talk about differences in fashion preferences between generations • Talk about family problems and think of solutions • Talk about what different generations can show each other **Conversation Skill:** Introducing the topic	**Reading:** • Read an advice column on problems between parents and children for details • Read an essay on what generations can share for details and to choose a concluding sentence **Writing Skill:** Giving supporting evidence in body paragraphs	• Use tag questions • Use perfect modals	• Intonation: Question tags • Sound changes: Contraction *'... have ...'*
UNIT 3 ***SOCIAL ISSUES***	**Speaking/Listening:** • Describe changes to a town • Express opinions on how to solve some social issues • Talk about social issues which affect teenagers **Conversation Skill:** Asking for more detailed information	**Reading:** • Read an article on problems of living in cities for main idea and details • Read an essay on social media addiction for details and to choose an introductory sentence **Writing Skill:** Writing cause and effect essays	• Use Past Simple and Present Perfect • Use conjunctions of purpose *(in order to, so that)*	• Sound changes: Linking consonants to vowels • Sound changes: Weak forms; *'... to ...'*
REVIEW 1: Language and Skills Review of Units 1–3 **PROJECT:** Give a presentation on your health plan.				
UNIT 4 ***GLOBAL WARMING***	**Speaking/Listening:** • Talk about human impacts on the environment • Talk about solutions to global warming • Talk about an energy project **Conversation Skill:** Asking for repetition	**Reading:** • Read a magazine article on global warming for main idea, details, and guessing meaning in context • Read a letter asking for information about a new dam for purpose, details, and inference **Writing Skill:** Using indirect questions in formal letters	• Use prepositions of time/duration/amount • Use gerund phrases as subjects and objects	• Word stress: Large numbers • Sounds: /ɪz/
UNIT 5 ***VIETNAM & ASEAN***	**Speaking/Listening:** • Ask and answer questions about ASEAN • Talk about studying abroad in ASEAN countries • Plan a schedule for ASEAN students visiting your hometown **Conversation Skill:** Holding your turn	**Reading:** • Read a magazine interview on an international study program for details and guessing meaning in context • Read an email about an ASEAN summer camp for purpose, details, and guessing meaning in context **Writing Skill:** Expanding on important information	• Use past tense *Wh*-questions • Use intensifiers	• Intonation: *Wh*-questions • Sentence stress: Intensifiers; *so, such*
REVIEW 2: Language and Skills Review of Units 4–5 **PROJECT:** Give a presentation on how to save your town.				

Scope and Sequence

Unit	Spoken focus	Written focus	Grammar	Pronunciation
UNIT 6 ***WORLD HERITAGES***	**Speaking/Listening:** • Describe features of natural world heritage sites • Describe ways to preserve world heritages • Talk about heritage sites in Vietnam **Conversation Skill:** Asking for opinions	**Reading:** • Read a blog post about working at a world heritage site for details and inference • Read a travel description of a tourist attraction for purpose and details **Writing Skill:** Writing attractive descriptions using Past Participle clauses	• Use cleft sentences • Use the modal verb *should* to give advice and reach agreement in a group • Past Participle clauses	• Sentence stress: Cleft sentences • Intonation: Rise and fall for choices
UNIT 7 ***ECOLOGICAL SYSTEMS***	**Speaking/Listening:** • Talk about impacts of foreign species on ecological systems • Talk about the climate and landscapes of places • Talk about environmental problems and solutions to them **Conversation Skill:** Asking for clarification	**Reading:** • Read an email to a friend about a recent trip for details • Read an essay about illegal hunting for details **Writing Skill:** Writing chain structure problem and solution essays	• Use Present Perfect Continuous • Use adverbs of focus	• Sounds: /sp/ • Word stress: Compound nouns
UNIT 8 ***INDEPENDENT LIFE***	**Speaking/Listening:** • Make suggestions to improve life skills • Talk about becoming independent • Share your feelings about independent life skills **Conversation Skill:** Repeating to help memory	**Reading:** • Read an email about independent life for details • Read an appreciation letter to a former teacher for purpose and details **Writing Skill:** Writing more precisely using Perfect Gerunds	• Use questions to make suggestions • Use *to*-infinitive clauses after adjectives • Perfect Gerunds	• Intonation: Suggestions in the form of questions • Sound changes: Contractions; *is, not*
REVIEW 3: Language and Skills Review of Units 6–8 **PROJECT:** Give a presentation on three ways to be independent.				
UNIT 9 ***EDUCATION IN THE FUTURE***	**Speaking/Listening:** • Discuss future study options • Make and discuss rules • Talk about how to get your dream job **Conversation Skill:** Ending a conversation	**Reading:** • Read an email about school rules for gist and details • Read an essay about dream jobs for gist and details **Writing Skill:** Writing block structure problem and solution essays	• Use distributive adjectives • Use modals and semi-modals of obligation and prohibition	• Sounds: /ð/ • Sound changes (Loss of final /t/): *'... don't have ...'* /doun hæv/
UNIT 10 ***CITIES OF THE FUTURE***	**Speaking/Listening:** • Talk about technology and our lives in the future • Make predictions about cities of the future • Talk about problems of cities and things that could improve them **Conversation Skill:** Reaching agreement	**Reading:** • Read a magazine interview on automated cities for inference and details • Read a report on a model city of the future for details and inference **Writing Skill:** Writing more efficiently using Perfect Participle clauses	• Use adverbs of certainty • Use Passive Voice (with *will*) • Perfect Participle clauses	• Word stress: *-ly* adverbs • Sound changes: Weak forms; *will*
REVIEW 4: Language and Skills Review of Units 9–10 **PROJECT:** Perform a role-play persuading someone to make a choice.				

Unit 1

Health and Healthy Lifestyle

LESSON 1

Can you ...?
- discuss a healthy diet
- use linking verbs



Let's Talk! **In pairs:** Look at the picture. Who do you think eats more healthily? Why? What do you do to stay healthy?

A New Words

a. Match the sentences. Listen and repeat. 02

1. John is losing weight by reducing the amount of **carbohydrates/carbs** in his diets.	a. They're made from milk.
2. Don't eat too much **processed** foods.	b. It has too much sugar.
3. I completely **avoid** eating cake.	c. He doesn't eat pasta or rice.
4. You need to eat more **protein** when you exercise.	d. If I eat one piece, I'll feel awful.
5. Yogurt and cheese are **dairy** foods.	e. Instant noodles, sausages, and similar foods are very bad for your health.
6. You should **limit** the amount of soda you drink.	f. You should eat chicken and fish.

b. In pairs: Talk about which foods you limit or avoid eating and say why. CRITICAL THINKING

I avoid eating meat because I'm a vegetarian.

I limit the amount of candy I eat because it's bad for my teeth.

Reading

a. Read the article about healthy diets and choose the best title.

1. It's Easy to Eat Healthy 2. The Truth about Diet Plans

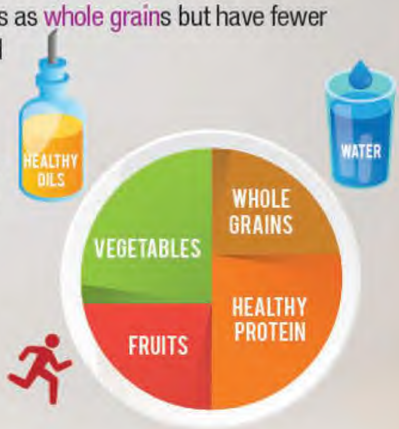


by Sue Smith

Don't know how to create a healthy diet? I had the same problem. I knew what food tasted good, but not what was good for my body. Then, I discovered the Healthy Eating Plate, and everything became easy! Check out these super simple tips.*

Eat lots of fruit and vegetables. They look good, taste great, and have all the vitamins to protect your body from diseases and heal from injuries. I add fruit on my breakfast cereal each morning. It's delicious!

Choose good carbs from whole grains. Grains are seeds used to make foods like bread, pasta, and rice. Be careful with processed grains, though, like in pasta. They provide about the same amount of carbs as whole grains but have fewer vitamins. This was a problem for me because I love pasta, and freshly baked French bread smells so good! But, now I try to eat brown bread and rice instead of white. I haven't eaten processed carbs for two months. I look better and feel much healthier.



Look for healthy protein. Sausages smell amazing and are full of protein. They might seem to be a healthy option, but they contain highly processed meat which you should really stay away from. Don't worry, you can find protein in many other foods, even in plants. Beans, nuts, some whole grains, and some vegetables have protein.

Limit dairy products, salts, fats, added sugar, and oils. Choose healthy fats like vegetable oils, nuts, seeds, and fish. Finally, don't forget to drink lots of water and stay active with plenty of exercise.

See? I told you it was easy! Just follow the tips of the Healthy Eating Plate.
**https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/*

b. Now, read and circle the correct answers.

1. Which benefit of fruit and vegetables is NOT mentioned?	a. They heal injuries.	b. They fight illnesses.	c. They strengthen bones.
According to the author, …			
2. which food has healthy carbs?	a. white rice	b. pasta	c. whole wheat bread
3. which food has lots of protein?	a. beans	b. most vegetables	c. processed grains
4. what should you avoid?	a. fats	b. highly processed meat	c. sugar

c. Listen and read. 03

d. In pairs: How does your diet compare to the Healthy Eating Plate? What foods do you need to eat more/less? CRITICAL THINKING

Grammar Meaning and Use

Linking verbs

We can use these to connect the subject with a word or phrase that gives more information about it. **Be**, **become**, and **seem** are always linking verbs.

He **is** hungry.
This dish **seems** healthy.

Many sense verbs can act as both an active verb and a linking verb: **look**, **feel**, **taste**, **smell**, and **sound**.

You should **taste** this coffee. It **tastes** great!
Can you **smell** that curry? It **smells** amazing!



a. Look at the picture. What do you think the boy is saying?

b. Now, listen and check your ideas. 04

c. Listen and repeat. 04

Grammar Form and Practice

Linking verbs

Apples **are** a good source of vitamins.
Is meat good for you?
This bread **seems to be** fresh.

Fish sauce **smells** nice.
This carrot **doesn't feel** fresh.
Does durian **taste** good?
How **does** the fruit **look**?

a. Unscramble the sentences.

1. healthy/rice/carbohydrate./Brown/is/a
   Brown rice is a healthy carbohydrate.
2. meats/good/of/aren't/a/source/Processed/protein.
3. healthy./really/This/looks/menu
4. yogurt/source/Is/good/a/of/dairy?
5. food/the/look?/does/How
6. fried/you/good?/Do/think/smells/food
7. tastes/the/best?/dish/Which





b. Circle the linking verbs.

1. Do you like the smell of durian? I think it smells pretty good.
2. I'm looking at the new menu on their website. It looks really healthy.
3. Wow! This tastes great. You should taste it.
4. That bread smells great! Can you smell it?
5. Let's look for a place to eat. Oh, this looks delicious!

c. In pairs: Say what your favorite food is and say why you like it. CRITICAL THINKING

I love *phở bò tái*. It tastes amazing and has lots of protein.

Me too. But I prefer *bún bò*. It smells so good, and I can add lots of vegetables.

Pronunciation

Sounds

a. Focus on the /ks/ sound.

b. Listen to the words and focus on the underlined letters. 05

takes, drinks

c. Listen and circle the words you hear. 06

1. thinks	*things*
2. cakes	*cake*
3. looks	*looked*

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

Practice a. Take turns asking about and describing the foods on the menu using the verbs in the box.

be	look	taste	smell	have



b. Which of the foods would you eat for lunch? Which should be eaten in small amounts? Why? CRITICAL THINKING

Speaking *A HEALTHIER LUNCH MENU*

a. Imagine your school wants to make a healthier lunch menu. In pairs: Look at the old menu and discuss which dishes are healthy and unhealthy. Decide which dishes should be replaced and create a new healthy menu.

Do you think fish head soup is healthy?

Yes, it has lots of protein in it. But, it looks horrible. I think we should replace it.

OLD MENU


Fish head soup


Bún đậu mắm tôm


Brown rice and shrimp


Chè


Chicken burger


Cheese and sausage pasta

Our new healthy menu:

1
2
3
4
5
6

b. Join another pair and compare your menus. Did you replace the same dishes? Why (not)? CRITICAL THINKING

Unit 1

Health and Healthy Lifestyle

LESSON 2

Can you ...?
- talk about a healthy lifestyle
- use quantifiers

Conversation Skill: Giving opinions



Let's Talk! **In pairs:** Look at the pictures. Which of these things are healthy? Which do you do? What other things can you do to have a healthy life?

A New Words

a. Read the words and definitions and fill in the blanks. Listen and repeat. 89

~~fitness:~~	how healthy and strong a person is
manage:	keep something under control
stressed:	nervous or tired – unable to relax
chill out:	relax completely
social life:	the time someone spends doing fun things with other people
lift weights:	pick up heavy objects repeatedly in order to get stronger
balanced diet:	the correct types and amounts of food (to eat)

If you want to have a long, healthy life, you need to exercise to have a good level of (1) ___fitness___. You can (2) _____ or play sports to get stronger. It's also important to eat a (3) _____ with lots of fruits, vegetables, and protein. You also don't want to feel too tired or (4) _____. You can (5) _____ your stress and feel calm and relaxed by having a healthy (6) _____. This means you should spend time with your friends often. Finally, you should take time for yourself each night. Put away your electronic devices, turn off the TV, and (7) _____ on your bed or the sofa for 10–15 minutes before you try to go to sleep.

b. In pairs: Use the new words to talk about how you could be healthier. CRITICAL THINKING

I could eat more vegetables to have a balanced diet.



HEALTHY LIFESTYLE

Listening

a. Listen to two people talking about healthy habits. What kind of show is it? 08

1. a news report 2. a podcast

b. Now, listen and answer the questions. 08

1. What does Dorothy Allen say is the main thing we need to do to be healthy?

_____

2. What does the host not let her child do on Saturdays and Sundays?

_____

3. What type of sleep improves our ability to control our feelings and avoid getting stressed?

_____

4. What does Dorothy Allen say people shouldn't eat?

_____

5. How many days a week should you spend relaxing?

_____



Conversation Skill

Giving opinions

To give your opinion, say:

- ☐ *I think ...*
- ☐ *I believe ...*
- ☐ *In my opinion, ...*

c. Read the Conversation Skill box. Then, listen and repeat. 09

d. Now, listen to the conversation again and number the phrases in the order you hear them. 08

e. In pairs: Which of these health tips do you do? Which ones don't you do? Why not? CRITICAL THINKING

Grammar Meaning and Use

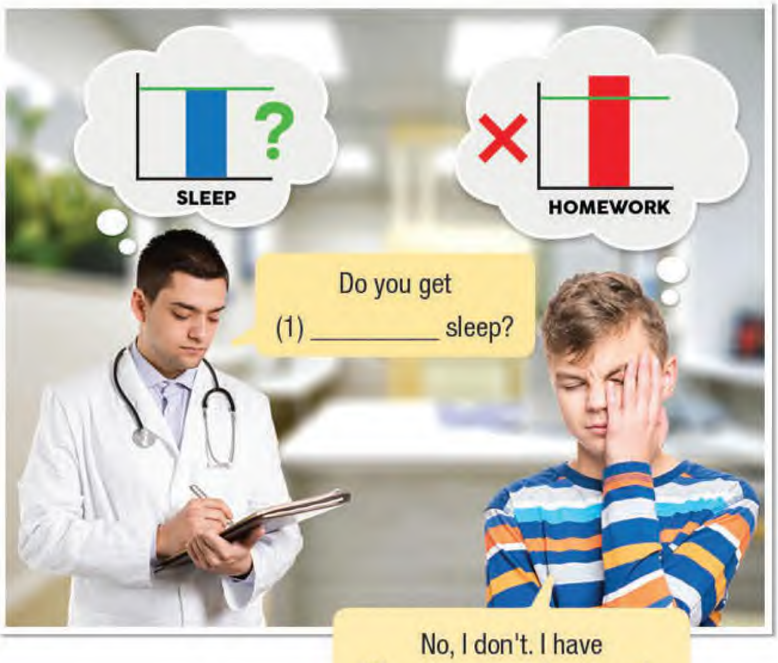
Quantifiers: *too many/ too much* and *enough*

We can use **too many/too much** to talk about having more than is needed or wanted.

I have **too many** snacks.
She eats **too much** junk food.

We can use **enough** to talk about having as much or as many as is needed.

I don't eat **enough** vegetables.
Does she eat **enough** fruit?



a. Look at the picture. What do you think the people are saying?

b. Now, listen and check your ideas. 10

c. Listen and repeat. 10

Grammar Form and Practice

Quantifiers: *too many/ too much* and *enough*

We can use:

- **too many** before countable nouns and **too much** before uncountable nouns.

> You shouldn't eat **too many** chocolates.
> He watches **too much** TV.
> Is eight cups **too much** coffee?

- **enough** in statements and questions before a noun or after verb "be".

> I eat **enough** vegetables.
> I don't drink **enough** water.
> Do you think an hour is **enough**?

a. Circle the correct words.

1. You won't be able to lift weights easily and have good fitness if you don't eat *enough/too* protein.
2. Do you think nine hours of sleep a night is *enough/too* much?
3. Is eating salad once a day *enough/too* to have a balanced diet?
4. Is three hours of TV a day *enough/too* much?
5. You will become unhealthy if you eat *too/enough* many snacks.

b. Make statements about Tom using the table and quantifiers.

Tom's habits

	Activities	Amounts	Recommended amounts
1	Sleep	4 hours a night	8 hours a night
2	Eat cheeseburgers	5 a week	0–1 a week
3	Exercise	30 minutes a day	30–60 minutes a day
4	Use social media	6 hours a day	0–30 minutes a day
5	Spend time chilling out	8 hours a day	1–2 hours a day

1. Tom doesn't get enough sleep.
2. _____
3. _____
4. _____
5. _____

c. In pairs: What things do you think you do too much? What don't you think you do enough?

> I think I drink too much soda.
>
> I think I don't do enough exercise.





Pronunciation

Sound Changes

a. /d/ sounds at the end of words are often left out when the next word begins with a consonant.
'... need to ...' often sounds like /ni:tə/.

b. Listen. Notice the sound changes of the underlined words. 11

You need to drink more water.
I need to exercise more.

c. Listen and cross out the sentence with the wrong sound changes. 12

You need to get some sleep.
You need to lift weights.

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

Practice **a. Ask and answer questions using the pictures and prompts. Give your opinion why the amount is or isn't suitable.**

Is fifteen minutes of homework a day enough?

No. In my opinion, fifteen minutes isn't enough time to complete it.



A: 15 minutes/homework/a day/enough
B: no–not/enough/time/complete/it



A: eat junk food/every day/too much
B: yes–need/eat/balanced diet



A: jog/21 km/every day/too much
B: yes–need/chill out/some days



A: 30 minutes/video games/a day/enough
B: yes–need/manage/free time



A: lift weights/3 days a week/too much
B: no–not/need/lift weights/every day



A: chill out with friends/once/a week/enough
B: yes–teenagers/need/study/a lot

b. Practice with your own ideas.

Speaking ***TALKING ABOUT HEALTH TIPS***

Give your opinion.

a. Read the health tips from a table your friend shared on social media. In pairs: Discuss if you agree or disagree with the recommended amount for each activity.

That's too much salad. I think you also need to eat some protein.

In my opinion, just eating salad isn't a balanced diet.

BALANCED DIET Only eat salad for every meal	**FITNESS** Run for ten minutes a day
MANAGE STRESS Chill out for three hours a day	**SOCIAL LIFE** Meet friends once a week
SLEEP Sleep for five hours a night	**MAKE A SCHEDULE** Plan once a month

b. In pairs: Decide on a healthy amount for each feature of a healthy lifestyle. CRITICAL THINKING

I think sleeping for eight hours is enough.

I believe thirty minutes of exercise a day is enough.

Unit 1

Health and Healthy Lifestyle

LESSON 3

Can you ...?
- talk about ways to improve health and life expectancy
- write an article about ways to live longer and healthier

Writing Skill: Writing short articles in the form of a list



Let's Talk!

In pairs: Look at the pictures. How old do you think these people are? How are they trying to stay healthy, and what are some other ways to stay healthy?

Listening

a. Listen to a news report. What is the main topic of the report?

1. How people in Sardinia live longer
2. How people in Sardinia learn about health

b. Now, listen and fill in the blanks.

1. People in Sardinia eat lots of whole grains, _____, and vegetables.
2. They have an active lifestyle and walk _____ kilometers a day.
3. People here live in _____, and old people have a close connection with their family members.
4. Men often _____ with each other in the street.
5. People here have a relaxed _____.

c. In pairs: Which of the health tips discussed do you think is the most important? Why?

Reading

a. Read the article and match the sub-headings to each paragraph.

Smile!
Go outside
Add nuts to your diet
Drink coffee or tea
Stay active

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

1. _____ Eating 90 grams of nuts weekly will lower your risk of early death.
2. _____ A 2015 study found that the risk of early death decreased by 22% among old people who exercised for 15 minutes a day.
3. _____ Happy people tend to spend more time with their family and friends.
4. _____ Spending 120 minutes a week outdoors can make you feel happier.
5. _____ Coffee and green tea can help us live longer because they prevent many diseases.

c. Listen and read.

d. In pairs: Which tips did you find most surprising? Which tips will you start following?

5 simple tips to increase your life expectancy

What's the secret to a longer life? We talked to health experts to find out. Here are five simple tips for you!

1. _____
They're rich in protein, vitamins, and minerals. According to a 2013 study, you should eat at least 90 grams of nuts a week to lower your risk of early death by 39%.

2. _____
Just 15 minutes of daily exercise can add three more years of life. However, you should exercise for at least 150 minutes a week. A 2015 study found that older people who did that were 22% less likely to die early.

3. _____
Happy people may live up to 18% longer than unhappy people. You should avoid stress, do things that you enjoy, and spend more time with your family and friends.

4. _____
Spending time in the sun improves our mood and helps us sleep better at night, both of which help us live longer. You should spend at least 120 minutes a week in parks or natural environment to increase your happiness. Remember to wear sunscreen, though.

5. _____
Coffee and green tea can help decrease your risk of early death by 20 to 30%. However, you shouldn't drink them too much because they can make it harder for you to sleep.

There you have it! Start following these tips from today to live longer and healthier!

Writing

a. Read the Writing Skill box. Then, read the listicle on page 12 again and answer the question: How did the writer write the introduction and conclusion?

1. Start with an interesting fact and finish with a summary 2. Start with a question and finish with a call to action

Writing Skill

Writing short articles in the form of a list (listicles)

Short articles in the form of a list are called **listicles**. They're very common on the internet. To write interesting listicles, you should:

1. **Create a title.** Use words to get readers' attention such as *simple, free, easy, secret*, etc. Make sure your title tells the readers exactly what to expect.
   5 secrets to a longer life; 10 easy habits you should have to live longer and happier
2. **Write a short introduction.** Start with a question or an interesting fact about your topic.
   Do you want to live past 90? If the answer is yes, read this article to find out what you can do to add years to your life expectancy!
3. **Write your list points.** Use the same style for all of them. For lists of things to do, start each point with a verb.
   1. Get plenty of sleep 2. Take care of your teeth 3. Have a healthy social life
4. **Provide detailed information for each point.** Include explanations, facts, or extra details to support your points.
   Sleep is the time our body restores its energy and stores new information. Lack of sleep can lead to many health problems. We should sleep seven to eight hours a night.
5. **Write a short conclusion.** Summarize your main points or suggest an action in your conclusion.
   The secrets to a longer life aren't very difficult. Pay attention to your diet, exercise, sleep, and happiness, and you'll find yourself enjoying your 100th birthday!

b. Unscramble the sentences, then write *I* for introduction sentences, *C* for conclusion sentences, and *B* for sentences used in body paragraphs.

1. 12/five/habits/years/life./to/to/Scientists/will/add/that/have/your/found/14.
   Scientists have found five habits that will add 12 to 14 years to your life. ___I___
2. sleep/lead/Too/diseases./can/little/many/to
   _____ _____
3. these/expectancy./to/to/add/years/following/life/your/five habits/Start
   _____ _____
4. reduce/disease./more/by/of/caused/fish/Eating/heart/death/your/risk/can
   _____ _____
5. your/celebrate/birthday?/100th/you/to/Do/want
   _____ _____

Speaking

a. In pairs: You're planning an article about health for your school's newsletter. Discuss tips that you think are the most useful to improve health and life expectancy. Give details about how to do each tip.

We should exercise regularly.

Yes, exercise will add years to our life expectancy.
We should exercise for at least 30 minutes a day.

b. Choose at least four tips to write about. Then, make an outline for your article.

Tips	Explanations and details
1.	
2.	
3.	
4.	

Let's Write!

Now, write a short article in the form of a list about what people should do to live longer and healthier for your school's newsletter. Write about at least four tips. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

The article follows the model and has enough details to explain each point.	☆☆☆
It is interesting.	☆☆☆
I can understand everything. (Underline anything you don't understand.)	☆☆☆

Unit 2

Generation Gap

LESSON 1

Can you ...?
- talk about differences in fashion preferences between generations
- use tag questions

Conversation Skill: Introducing the topic



Let's Talk! **In pairs:** Look at the picture. Why does the mom look upset with her daughter? What kinds of things do you and your parents sometimes disagree about?

New Words

a. Add more words to the list, then complete sentences 1–6 with the bold words. Listen and repeat. 15

Words to talk about fashion **trend**s

Materials: **leather**, _____

Adjectives to describe:

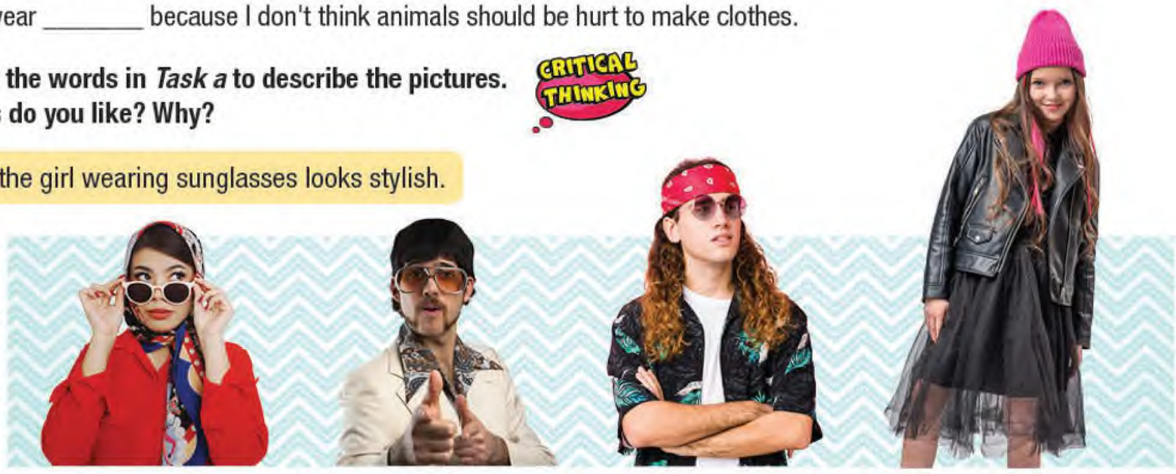
- Good-looking: **stylish**, pretty, _____
- Bad-looking: **silly**, ugly, _____
- Other: **practical**, **suitable**, _____

1. My shoes are very comfortable and _____. People always ask me where I got them.
2. Headscarves are a new _____ this year. You'll see many girls and women wearing scarves.
3. These clothes look so _____. I don't know who would buy them. People will laugh at them.
4. Many women's shoe designs aren't _____. Your feet will hurt if you wear them all day.
5. On *Tết* holiday, you should wear a shirt that is _____ for visiting your relative's house.
6. I don't wear _____ because I don't think animals should be hurt to make clothes.

b. In pairs: Use the words in *Task a* to describe the pictures. Which styles do you like? Why?

CRITICAL THINKING

I think the girl wearing sunglasses looks stylish.



Listening

a. Listen to a podcast about fashion in the past. What is the main focus of the talk? 16

1. popular fashion trends 2. silly fashion trends

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

1. The miniskirt was invented in the _____.
2. The speakers both think that the _____ was one of the greatest inventions in the fashion world.
3. Bell-bottoms could have legs opening up to _____ centimeters.
4. A trend in the _____ was "power dressing." Women wore shoulder pads to look powerful.
5. Rachel agrees that _____ sounds really cool.



Conversation Skill

Introducing the topic

To introduce a topic that you already have in mind, say:

Hey, look at (this).
Take a look at (these photos).

c. Read the Conversation Skill box. Then, listen and repeat. 17

d. Now, listen to the podcast again and circle the phrase you hear. 16

e. In pairs: What do you think of the trends discussed in the podcast?

Grammar Meaning and Use

Tag questions

We can use tag questions to make comments we think others will agree with or confirm information we believe to be true.

A: This tastes great, **doesn't it**?
B: Yes, it does.
A: Those pants aren't really stylish, **are they**?
B: No, they aren't.

Note

We use falling intonation on question tags when we think others will agree or when we want to confirm information that we believe to be true.

a. Look at the picture. What do you think the girls are saying?

b. Now, listen and check your ideas. 18

c. Listen and repeat. 18



Grammar Form and Practice

Tag questions

If the main verb is verb "be", or if the sentence has an auxiliary or modal verb, use the same one in the tag.

Her hair **is** really nice, **isn't** it?
That **would be** fun, **wouldn't** it?

If the main verb isn't verb "be", or if the sentence doesn't have an auxiliary or modal verb, use **do/does/did**.

He **doesn't** look very stylish, **does** he?
John **has** long hair, **doesn't** he?

Positive sentence → negative tag:

Those outfits all **looked** so silly, **didn't** they?

Negative sentence → positive tag:

That **doesn't** sound nice, **does** it?

To respond:

A: She **looks** good, **doesn't** she?
B: Yes, she **does**. (agree) – No, she **doesn't**. (disagree)
A: He **isn't** very stylish, **is** he?
B: No, he **isn't**. (agree) – Yes, he **is**. (disagree)

a. Fill in the blanks with the correct tag questions and responses.

1. A: The 1970s had the best music, didn't it?
   B: No, __it didn't__. 80s music was much better.
2. A: Men's fashion in the 1970s wasn't very good, _____?
   B: _____, it wasn't. It was very boring.
3. A: Teens like to follow the latest trends, _____?
   B: Yes, _____. They always want the latest fashions.
4. A: We didn't have the best hairstyles back then, _____?
   B: No, _____. Hairstyles looked silly in those days.
5. A: He likes wearing practical clothes, _____?
   B: Yes, _____.
6. A: Alice is really interested in fashion, _____?
   B: Yes, _____. She always buys new clothes.



b. Complete the questions using the prompts, then answer the questions.

1. A: Their clothes were silly, weren't they? (past – be/silly)
   B: (👎) No, they weren't.
2. A: She _____, _____? (now – look/stylish)
   B: (👍) _____
3. A: Those jeans _____, _____? (now – be/too short)
   B: (👍) _____
4. A: She _____ with short hair, _____? (past – look/good)
   B: (👍) _____
5. A: Those leather boots _____, _____? (now – not be/stylish)
   B: (👍) _____
6. A: Those jeans _____ for girls, _____? (now – be/suitable)
   B: (👎) _____

c. In pairs: Make comments on the pictures on page 14 and see if your friend can guess which picture you're commenting on.

The woman's outfit is very stylish, isn't it?

Pronunciation

Intonation

a. Intonation falls at the end of question tags used to confirm agreement.

That's a pretty skirt, isn't it? →

She doesn't look good, does she? →

b. Listen to the sentences and notice how the intonation falls. 19

Mom looked very stylish, didn't she?
It isn't very expensive, is it?

c. Listen and cross out the sentence with the wrong intonation. 20

That trend wasn't very practical, was it?
This dress is a bit short, isn't it?

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

Practice

a. Practice the conversation. Swap roles and repeat.

Alex: Take a look at these photos, Emily.		
Emily: Oh, are they Mom and Dad's old photos?	Grandpa and Grandma's	Aunt Kate and Uncle Tom's
Alex: Yes. Look! Dad used to have long hair.	Grandpa/look like/hip hop star	Uncle Tom/have red hair
Emily: He looked good with long hair, **didn't he?**	cool and handsome	silly
Alex: Yeah, he did.		
Emily: Mom didn't look too bad though, did she?	Grandma/look/stylish?	Aunt Kate/be/fashionable?
Alex: No, she didn't.	Yes, she did.	Yes, she was.
Emily: She looked great in her tight leather pants and boots.	colorful clothes/black boots	black dress/cute shoes
Alex: But leather isn't stylish anymore, is it?	black boots/be/still stylish/today?	black dresses/be/still fashionable/now?
Emily: No, it isn't.	Yes, they are.	No, they aren't. They went out of fashion years ago.

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

Speaking

DESCRIBING OLD PHOTOS: SHE LOOKS SO SILLY, DOESN'T SHE?

Introduce the topic.

a. In pairs: Make comments you think your partner will agree with about the clothes and hairstyles. Compare the trends in the past with ones that are popular now. Then, choose what you like most and least.

	ugly	silly	stylish	suitable
cool	practical		fashionable	comfortable

That hairstyle looked ugly, didn't it?

Yes, it did. We have better hairstyles now, don't we?



b. Join another pair and share your ideas. Which hairstyles and clothes do you like the most? Why?

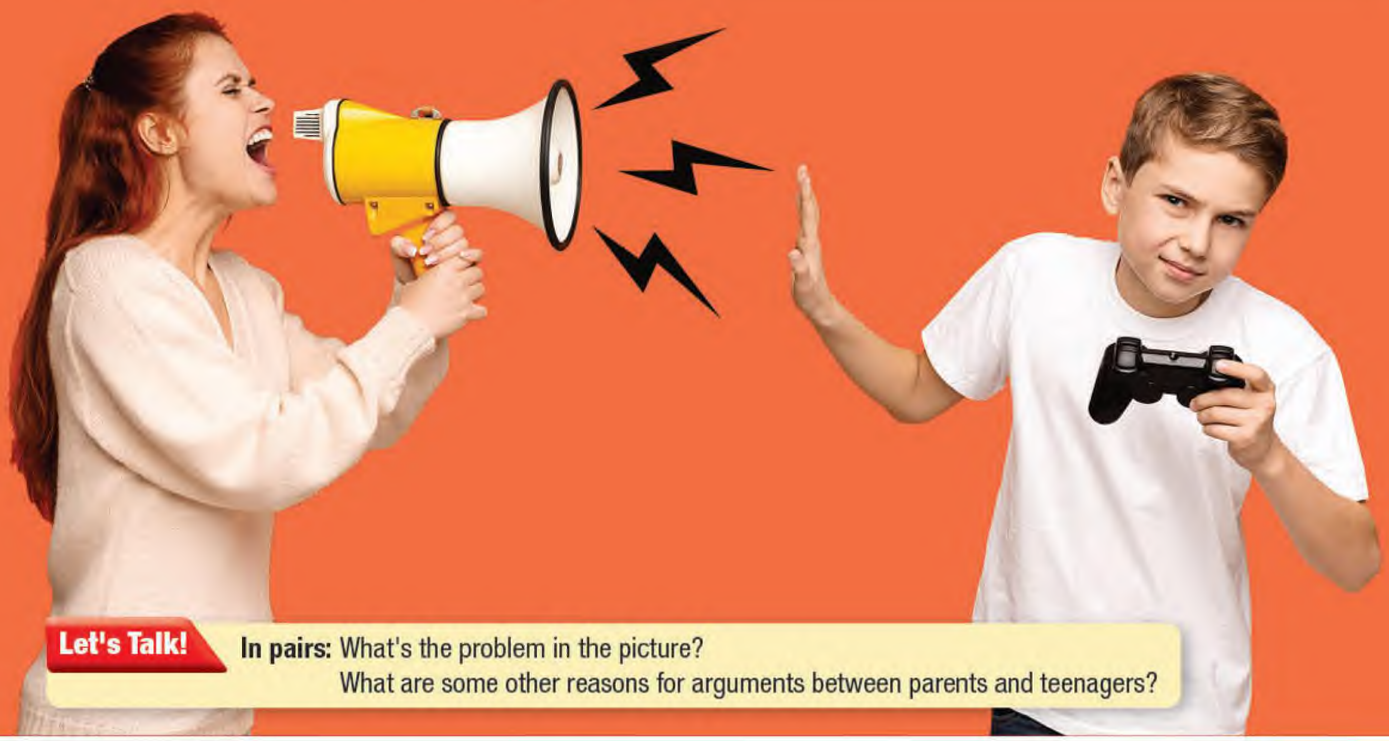
CRITICAL THINKING

Unit 2

Generation Gap

LESSON 2

Can you ...?
- talk about family problems and think of solutions
- use perfect modals



Let's Talk! **In pairs:** What's the problem in the picture?
What are some other reasons for arguments between parents and teenagers?

New Words

a. Read the words and definitions, then fill in the blanks. Listen and repeat.

influence:	the effect that somebody or something has on the way someone thinks or acts
behavior:	how someone acts
~~respect:~~	act in a way that shows you are aware of someone's rights, wishes, etc.
ignore:	pay no attention to something
curfew:	a time when children must be home in the evening
permission:	the right to do something that is given to you by someone else
privacy:	the state of being alone and not watched by other people

1. When working in teams, you should _respect_ other people's opinions and not make decisions on your own.
2. I need to get my mom's _____ when I want to go out with my friends.
3. Sarah has a 9:30 p.m. _____. She has to be home before that.
4. As children get older, they want to have more _____ and stop sharing everything with their parents.
5. Tom's _____ has become quite strange. He doesn't talk much and always stays in his room.
6. Why did you _____ my messages? I sent you so many, and you never replied!
7. Movies can be a bad _____ on children. Parents should know what their children are watching.

b. In pairs: What behavior is not accepted in your family?
When do you have to ask for permission from your parents?

I can't ignore my parents' messages.

Reading

a. Which of the following is NOT mentioned as a problem between Donna and her daughter?

a. how her daughter spends money b. her daughter's musical taste c. her daughter's grades

Dear Linda



Can you give me some advice? Sometimes I don't know what to do with my daughter. We've had several arguments recently.

She pays more attention to her appearance now, and her clothes are just … Well, I can't understand the younger generation's fashion. She has bought so many new clothes, but I think she should've saved her money. So I talked to her about it, and we argued. I decided to stop giving her money for a month, and now she's really angry.

She also spends a lot of time in her room. I wouldn't mind if she was studying, but I don't think she is. She plays music loudly, and her music is just … not good at all. When I suggested she should play classical music to help her focus better, she refused. She said it's boring. Last Friday, I was so tired and she wouldn't turn off her music, so I shouted at her. I was wrong to shout, but she shouldn't have ignored me. I feel like she doesn't respect my opinions anymore.

The biggest problem between us, however, is her request to have "privacy." She never talks to me about her school or friends, and she wants to change her curfew to 10 p.m. I'm worried that she might meet someone who is a bad influence. Yesterday, when I was cleaning her room, I found her diary. I started to read it and then put it down. I know I shouldn't have done it, but I just wanted to know what's going on with her.

I really want our relationship to get better. What should I do?

Please help me.

Donna

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

1. Donna thinks her daughter spent too much money on clothes. _____
2. Donna's daughter likes to listen to classical music. _____
3. Donna often argues with her daughter about her friends. _____
4. Donna didn't give her daughter permission to go home late. _____
5. Donna regrets reading her daughter's diary. _____

c. Listen and read. 22

d. In pairs: What do you think Donna should do? Why? CRITICAL THINKING

Grammar Meaning and Use

Perfect modal: *should have*

We can use **perfect modals** to describe past situations that didn't really happen.

I **should have** listened to you.

We can use the perfect modal **should have** to show regret.

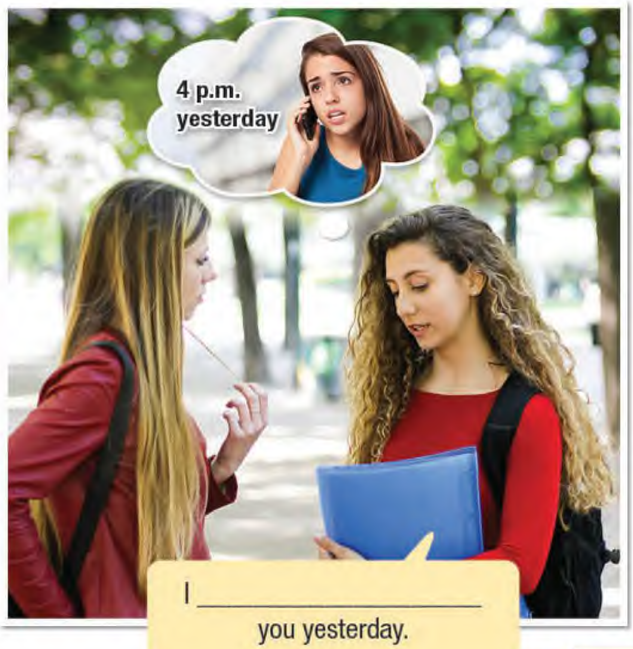
I **shouldn't have** eaten so much for dinner.

We can also use it to say someone else's actions were wrong or bad.

You **shouldn't have** gone to the party.

Using **should have** with the pronoun *you* can come across as annoying between friends.

You **should have** drunk more water before bed.



a. Look at the picture. What do you think the girl is saying?

b. Now, listen and check your ideas. 23

c. Listen and repeat. 23

Grammar Form and Practice

Perfect modal: *should/have*

Should have is followed by **past participle**.

I/You/He/She/We/They **should've listened** to you.
I/You/He/She/We/They **shouldn't have done** that.

What **should** I **have done** differently?

Should have is often shortened to **should've**.

I/You/He/She/We/They **should've** come home earlier.

a. Fill in the blanks with a perfect modal and the correct verb form.

1. I shouldn't have ignored (should not/ignore) my mom's advice. I got into trouble because I didn't listen.
2. I'm sorry. I _____ (should/call) and told you I was going to be late.
3. Lucy _____ (should not/break) her curfew. Her dad was very angry last night.
4. My brother _____ (should/help) me do some chores. I had to clean the kitchen, did the dishes and laundry, and he was free!
5. They _____ (should not/go out) without their mom's permission.
6. What (should/I/say) _____ to make her feel better?
7. I _____ (should/ask) if I could stay out late.
8. She _____ (should/respect) your privacy.



b. Circle *should've* or *shouldn't have*.

1. He *should've*/*shouldn't have* respected your privacy and knocked first.
2. John *should've/shouldn't have* spoken to Mom like that. His behavior could be a bad influence on our little brother.
3. I *should've/shouldn't have* saved some money. Those shoes were really nice, but I couldn't afford them.
4. He failed the exam, and now his mom is angry. He *should've/shouldn't have* studied harder instead of playing games all day.
5. I *should've/shouldn't have* said that to you. I was angry, and I didn't mean it.
6. I *should've/shouldn't have* checked my phone more often. My dad called me so many times, and he was very worried.
7. I *should've/shouldn't have* used your phone without your permission. I'm sorry.
8. They *should've/shouldn't have* made her wait for so long. That wasn't very nice of them.

c. In pairs: Talk about three regrets you have had at school.

I got a bad score. I shouldn't have waited until the night before to write my essay.

I didn't understand the physics lesson. I should've asked my teacher for help.

Pronunciation

Sound Changes

a. After a consonant, '… have …' is often contracted to ('ve) and is pronounced /əv/. '… should have …' is written '… should've …' and sounds like /ˈʃʊdəv/.

b. Notice the sound changes of the underlined word. 24

You should've called your mom.
He should've studied for the exam.

c. Listen and cross out the one with the wrong sound changes. 25

He should've left earlier.
I should've checked my phone more often.

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

Practice **a. Take turns asking what the people should have done differently. Use the prompts to say what they should've and shouldn't have done.**

What should he have done differently?

He should've studied harder. He shouldn't have played games.



study/harder
play/games



save/money
spend/all/money



come home/on time
stay out/late



buy/nicer clothes
buy/expensive/torn jeans



play/music/quietly
play/loud/rock music



clean/his room
make/room/so messy

b. Discuss what can be done to avoid these situations.

He should make a habit of studying before playing.

Speaking ***FAMILY ARGUMENTS: WHAT THEY SHOULD'VE DONE***

a. Some of your friends have told you about their family problems, and you're talking about it with another friend. In pairs: Read the situation and discuss what the people should have done differently. Then, think of a solution for each situation.

What should Tom have done differently?

Tom shouldn't have ignored his dad's advice.

Yes, but his dad should've explained why he didn't like Tom's friend.

That's right. I think in the future, Tom should ...

1. Tom got in trouble for hanging out with a friend his dad doesn't like. But Tom's dad never told him why he didn't like his friend.
2. Mary's mom bought clothes for her. Mary doesn't like the clothes and never wears them. Her mom is angry.
3. Jane went to see a movie without telling her dad. She broke her curfew and didn't answer her dad's phone calls. He was very angry.
4. John's mom wanted to check on him. She came into his bedroom without knocking, and John was not happy.

b. Which of the above situations have you been in? What did you and your parents do? Why? CRITICAL THINKING

Unit 2

Generation Gap

LESSON 3

Can you ...?
- talk about what different generations can show each other
- write an essay about what generations can show each other

Writing Skill: Giving supporting evidence in body paragraphs



Let's Talk! **In pairs: Look at the picture. What is the girl showing her grandfather? What do you think they can learn from each other?**

Listening

a. Listen to a woman talking about the generation gap. Where would you likely hear this? SB 26

1. on a podcast 2. in an interview 3. in a news report

b. Now, listen and circle the correct answers. SB 26

1. What did she previously speak about?
   a. events of the past
   b. how styles have changed
   c. what generations can learn from each other
2. What is the first thing she says young generations can learn?
   a. dealing with adversity
   b. how to start a business
   c. how to be happy
3. What reason does she give for why younger people can't make good plans?
   a. They haven't done it enough.
   b. They haven't lived long enough.
   c. They don't see the benefit of it.
4. What is the final thing she says younger people can learn from older generations?
   a. how to find husbands and wives
   b. how to make plans
   c. how to have longer relationships

c. In pairs: What are some things that younger people can share with older generations?

Reading

a. Read the essay and choose the best concluding sentence.

1. I think older and younger generations have a lot of things they can show each other.
2. I think my grandparents and I could show each other a lot of things.
3. The older generations could teach me so much.

Older and younger generations can share a lot with each other. I learned very different things in school than older generations did. They also have many years of (1) _____ doing things that I have never even tried.

Older generations could teach me lots of skills, such as teaching me interesting and useful outdoor and survival skills. My neighbor could teach me how to fish using a spear, which I think would be a really cool thing to learn. I think I would really enjoy learning how to do it, as well as learning a lot of other useful skills from people with more life experience than me.

I have already learned lots from people of the older generations. Many different people have taught me new skills that have helped me in life. One thing my grandfather taught me was how to start a fire. It's easy and it's really useful when I go camping. I have learned lots of other skills from other family members and friends, too.

I also believe that there are things that I could help the older generations with. I could help them use technology like computers and tablets better because I know lots about these kinds of technology that my elders may not know. I think I could show them things that they would benefit from. I could also tell them about musical instruments, new fashion, and much more.

_____. I should spend more time with the older generations and see how we can improve each other's lives.

b. Now, read and answer the questions.

1. Read and circle the answer that best fits the numbered gap. a. time b. experience c. jobs d. school
2. What could the writer's neighbor teach him?
3. What did their grandpa teach him?
4. What devices does the writer think he could help older generations use better?
5. What else does the writer think he could tell the older generations about?

c. Listen and read. SB 27

d. In pairs: Do you agree with all the points in the essay? Why (not)? What else could they show each other?

Writing

a. Read about giving supporting evidence in body paragraphs. Then, read the essay again and underline the extra supporting details and circle the examples in each body paragraph.

Writing Skill

Giving supporting evidence in body paragraphs

Good body paragraphs introduce a new point, then give additional information to support that point.

To write good body paragraphs in essays, you should:

1. **Begin with a topic sentence.** This tells the reader the key point of the paragraph.
   Younger generations could learn a lot from older generations.
2. **Give supporting evidence for your topic sentence.** First, give extra details and examples to support your main point. Then, give your opinion about it.
   Details – *Older generations could teach me how to plan for the future. They have more experience than I do.*
   Examples – *My uncle ran a business for 30 years. He is really good at planning.*
   Opinions – *I think he could help me plan my future career path.*
3. **Finish with closing sentences.** This restates the topic sentence using different words and gives a final thought on the main point.
   Therefore, I think I could learn lots of planning skills from the older generations. It would really help me at school.

b. Read the sentences and write *D* for details, *E* for examples, and *O* for opinions.

1. I think I would really enjoy learning to change a tire. _____
2. My father taught me how to play chess. _____
3. I could learn how to put up a tent. _____
4. I can show the older generations how to use social media. _____
5. I showed my grandmother how to put on make-up. _____

Speaking

a. In pairs: You're discussing what different generations can learn from each other. First, talk about some things you have learned or could learn from older people. Then, talk about some things you have shown or could show older people.

My uncle taught me how to swim. It was really fun.

My dad's friend used to be a police officer. He could teach me about the law.

I think I could show my grandparents how to use social media.

b. Choose and note 2–3 things you have or could learn from the older generations, and at least one thing you have shown or could show them. Give examples or extra opinions for each idea.

	Details	Examples and opinions
What you have learned/could learn from the older generations		
What you have shown/could show the older generations		

Let's Write!

Now, write an essay about what skills and knowledge different generations have or could share with each other. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

The points are expanded using details, opinions, and examples. ☆☆☆

It is interesting. ☆☆☆

I can understand everything. ☆☆☆

(Underline anything you don't understand.)

Unit 3

Social Issues

LESSON 1

Can you ...?
- describe changes to a town
- use Past Simple and Present Perfect

Conversation Skill: Asking for more detailed information



Let's Talk! **In pairs:** Look at the picture. How have things changed in this area in the past ten years? What has changed where you live in the past years?

Aa New Words

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

1. _b_ I used to live in a **rural** area. There were farms all around our house, and the nearest shopping mall was 30 kilometers away.
2. ___ A new **skyscraper** has been built. At 438 meters, it's the tallest building in the country.
3. ___ We live on the **outskirts** of the city. It takes us nearly an hour to get to the city center.
4. ___ The city needs a new **highway**. People need a faster way to get to the next town.
5. ___ The government needs to **invest** more money in public transportation. That way, people will use buses and trains more.
6. ___ The city needs better **emergency services**. Crime is very high, and there aren't nearly enough ambulances or firefighters.

- a. a very tall building
- b. away from large towns and cities
- c. the parts of a town or city that are furthest from the center
- d. public organizations that help with emergencies
- e. spend money on something to make it better or get something in return
- f. a large street, often connecting large towns and cities

b. In pairs: What's the infrastructure like where you live?

I live on the outskirts of a city. The streets here are big, but we need a new highway.

Listening

a. Listen to a podcast. What do they talk about? 29

1. busy cities 2. empty cities



b. Now, listen and fill in the blanks. 29

1. Number of ghost cities visited: _____
2. Location: often built _____ of bigger cities
3. Reason they're built: as part of a city's _____
4. Dantu: built in 2005; around _____ people started to move there.
5. People have started to _____ other ghost cities.

Conversation Skill

Asking for more detailed information

To ask for more detailed information, say:

- ☐ *A: Could you give me an example?*
  B: Yes, sure. …
- ☐ *A: Can you tell me more about (why they were built)?*
  B: No problem. They're …

c. Read the Conversation Skill box. Then, listen and repeat. 30

d. Now, listen to the podcast again and number the phrases in the order you hear them. 29

e. In pairs: What do you think of ghost cities? Are they a good way to develop an area? Why (not)? CRITICAL THINKING

Grammar Meaning and Use

Past Simple

We can use **Past Simple** to talk about completed actions or events.

Many people **moved** to big cities.

We can also use **Past Simple** to say the exact time an action was finished.

The bridge **was repaired** last year.

Present Perfect

We can use **Present Perfect** to talk about recently completed actions.

Many people **have left** the countryside.

We can also use **Present Perfect** to talk about recent changes with present results.

They'**ve planted** more flowers. The park looks better now.
The streets **have become** much busier. It takes longer to get to school now.

Note

We often use **passive voice** to talk about changes when we don't know who made them or it's not important.



a. Look at the picture. What do you think the woman is saying?

b. Now, listen and check your ideas. 31

c. Listen and repeat. 31

Grammar Form and Practice

Past Simple

Active

I **moved** away ten years ago.
It **didn't have** a library back then.
Did you **build** a new house?
What **did** they **do** to the old houses?

Passive

A subway **was built** last year.

Present Perfect

Active

They **have provided** jobs for many people. (*The people are still working for them.*)
She **has opened** a new café. (*Let's go tomorrow.*)

I **haven't finished** cleaning the house yet. (*It's very messy.*)

What changes **have** you **made**? (*Many things look different now.*)

Have they **repaired** the highway? (*I need to drive on it soon.*)
Have they **built** a new road? (*The road looks new.*)

Passive

The church **hasn't been painted** for years. (*It looks terrible.*)
What **has been fixed**? (*I'm going to fix the other things.*)

a. Fill in the blanks with the correct form of the verbs.

1. Several factories _have been opened_ (open) recently. (Present Perfect Passive)
2. We _____ (not have) any movie theaters or sports centers when I was a kid. (Past Simple)
3. The government _____ (start) their plan to develop the rural towns in the mountains ten years ago. (Past Simple)
4. _____ (the new stadium/build) in 2012? (Past Simple Passive)
5. They _____ (not finish building) the new supermarket. (Present Perfect)
6. How much money _____ (the town/invest) in emergency services? (Present Perfect)

b. Read the email and choose the correct answers.

New message

To susan@teenmail.com Subject

Hi Susan,

I'm happy to hear you're having fun at university. And you're right, my town is different now. Do you remember what it (1) *looked/has looked* like when you visited five years ago?

The streets are bigger now, and two new highways (2) *were built/have been built* last year. It's so much easier to get around now. Last month, two new bookstores (3) *were opened/have been opened* near my house. A new movie theater (4) *was just opened/has just been opened* too, so I'm going there with my friends tomorrow. What else? Well, two skyscrapers (5) *were built/have been built* two years ago. Because the town center is more crowded now, many people (6) *move/have moved* to the outskirts recently. My aunt's family (7) *moved/has moved* last month, and they like it there.

Overall, I like all the changes. How about your town? Has it changed much?

Love,

Molly

Send

c. In pairs: Has your neighborhood had similar changes to Molly's town? Do you know when the changes happened? What is the biggest change?

Last year, a new bridge was built near my house.

Pronunciation

Sound Changes

a. Final consonant sounds link to starting vowel sounds.
'... moved away ...' sounds like /mu:vdəweɪ/.
'... was only ...' sounds like /wɑ:zoʊnli/.

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

The population was only one million.
We didn't have any sports centers.

c. Listen and cross out the sentence that doesn't link consonant and vowel sounds. 33

1. Several factories have been opened. *2. They built a new house.*

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

Practice

a. Practice the conversation. Swap roles and repeat.

Lisa: How long have you lived in this city, Mark?
Mark: My family moved here when I was six.
Lisa: Has the town changed much since then?
Mark: Well, the population has increased a lot.
It takes longer to get to work now.
Lisa: Oh, can you tell me more about that?
Mark: When we moved here, the population was only twenty thousand.
Now, there are one million people.
Lisa: Wow! What else has changed?
Mark: A new shopping center was built a few years ago.
Lisa: Can you give me some examples?
Mark: Sure, there are stores, restaurants, a cinema, and a bowling alley.
Lisa: That's great!

nine	three
infrastructure/improve	city/become/modern
easier/get around/now	More/people/want/live/now
roads/old/small	small/rural/town
Now/new/roads/busy/highways	Now/big/city/many/skyscrapers
Lots/new/businesses/ open/last/year	Government/improve/ emergency services/2020
factories/offices/stores	30/new/ambulance drivers
easy/find/job/now	50/new/police officers

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

Speaking *INTERVIEW: MY TOWN HAS CHANGED*

Ask for more detailed information.

a. You're doing a news report about small town developments. In pairs: Student A, you're a news reporter. Read your role card and interview Student B.

Reporter

Find out about:

- Basic information about the person (name/age/ how long they have lived in Watford)
- What Watford used to be like
- How the town has changed:
  - Infrastructure
  - Housing and buildings
  - Anything else?
- Whether getting jobs is easier

Student B, you live in Watford. Read your role card, complete the information below with your own ideas, and add some extra details. Answer Student A's questions.

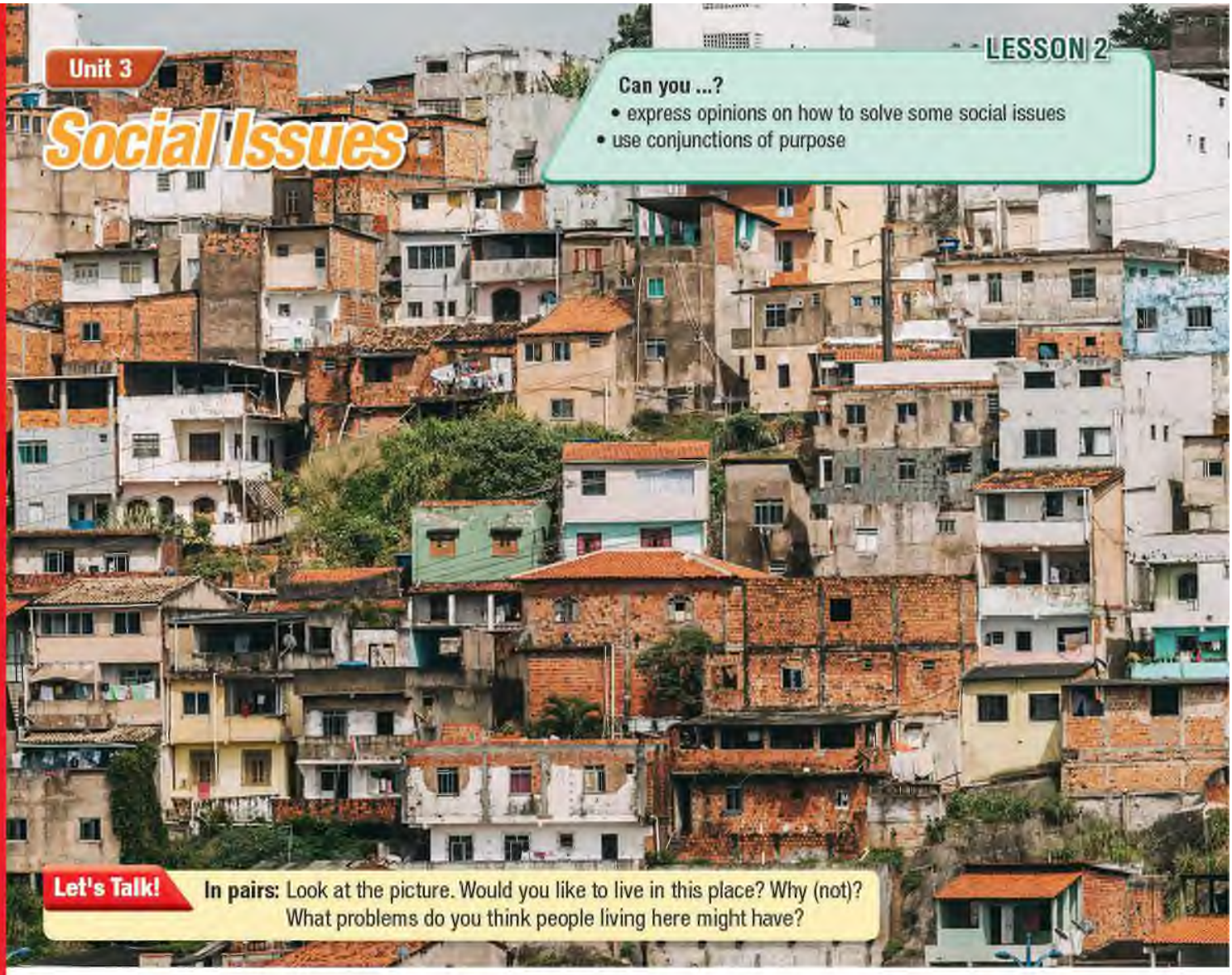
You've lived in Watford for 12 years. It used to be a small town where many people lived in poverty. Many changes have happened:

	Changes	Extra details
Infrastructure	• Invested in infrastructure	• New highway built
Housing and buildings	• More affordable apartments built	
Others	• New _____ built • School rebuilt last year • _____ invested in emergency services	
Jobs	• _____ new businesses opened • Big factory opened	

b. Swap roles and repeat.

c. Which changes do you think are positive? Which are negative? What changes would you like to see in your town?

CRITICAL THINKING



Unit 3

Social Issues

LESSON 2

Can you ...?
- express opinions on how to solve some social issues
- use conjunctions of purpose

Let's Talk! **In pairs:** Look at the picture. Would you like to live in this place? Why (not)? What problems do you think people living here might have?

A New Words

a. Find the words from the passage that match the definitions below. Listen and repeat.

1. _health care_: the service that looks after people's health
2. _____: activities that involve breaking the law
3. _____: the protection that makes people and places safe
4. _____: a shortage of something that is needed
5. _____: the amount of money somebody needs to pay for food, clothing, and a place to live
6. _____: the health of somebody's mind

Living in the city has many benefits such as better education and health care. There are usually more and better schools and hospitals in the city than in the country. However, living in the city has its problems, too. The crime rate is often higher, so people don't feel safe. Many people have to invest in a home security system to protect themselves. There is often a lack of green spaces because there aren't enough parks. The cost of living is also higher. For the same amount of money, you can buy less in cities. People are busier and more stressed, and this might affect their physical and mental health.

b. In pairs: Use the words in *Task a* to talk about problems in your town. Which is the biggest problem?

The cost of living in my town is cheap, but there's a lack of places for entertainment.

Reading

a. Read the article about problems of living in cities. What does the article mainly discuss?

1. a need for better solutions 2. surprising solutions around the world

Living in cities has many benefits as well as challenges. Many cities are looking for creative solutions in order to solve their problems.

(1) _____ of green spaces

Cities often don't have enough green spaces. This can have a bad effect on our physical and mental health. Some cities have looked upward in order to find room for trees. In 2015, Hamburg – Germany developed the Green Roof Strategy so that they would have green spaces on the rooftops of buildings. The city would give people up to a hundred thousand euros if they built green roofs. Their goal was to have gardens on at least 70% of suitable roofs.

Crime

You'll be surprised to know that green spaces can help reduce crime rates. In 2011, Youngstown – Ohio allowed people to turn its empty spaces into green spaces. Then, they did a study and found out that crime decreased where the empty spaces were cared for. Community gardens helped reduce the crime rate in Youngstown the most.

Pollution

During the 2008 Summer Olympics, Beijing – China banned cars on different days depending on the license plate numbers. The result was a clear blue sky for the first time in ages. The city still continues this ban but only one day a week.

In Freiburg – Germany, the neighborhood of Vauban makes it very difficult to own a car so that people will walk, bike, or use public transportation instead. Cars can only be parked in a garage on the edge of the neighborhood. In return for life without cars, people can buy cheap houses and enjoy free bus and train rides.

b. Read and circle the answer that best fits the numbered gap.

1. a. Crime b. Security c. Lack

Now, read and fill in the blanks.

2. A city in Germany gave people money so that they would build _____.
3. A green space that is taken care of can help reduce _____.
4. In Beijing, cars are _____ for one day a week.
5. A neighborhood in a city in Germany makes owning cars _____.

c. Listen and read. 38

d. In pairs: Does your city have any of the problems in the article? Could it use the solutions discussed in the article? Why (not)?

CRITICAL THINKING

Grammar Meaning and Use

Conjunctions of purpose: *in order to* and *so that*

We can use the subordinating conjunction **in order to** or **so that** to express the purpose of something.

Our town needs to recycle more **in order to** reduce pollution.

We should plant more trees **so that** the air will be cleaner.



a. Look at the picture. What do you think the girl is saying?

b. Now, listen and check your ideas. 39

c. Listen and repeat. 39

The city should provide free _____ people can cycle more.
It should also ban _____ reduce air pollution.

Grammar Form and Practice

Conjunctions of purpose: *in order to* and *so that*

In order to is followed by an **infinitive**.

> **In order to** reduce crime, the city has installed more security cameras.
> The town built bike lanes **in order to** make streets more bike-friendly.
> The city introduced new laws **in order not to** waste water and energy.

So that is followed by **subject + verb**. We often use a modal verb after **so that**.

> We should build cheap housing on the outskirts **so that** people will move there.

***That** is sometimes left out in informal situations.

> We have banned cars **so (that)** the city center will be safer.

Note

In order to is more common in writing than speaking.

a. Choose the correct conjunctions.

1. People should spend more time in nature *so that/in order to* improve their mental health.
2. We should install more security cameras *so that/in order to* people feel safer.
3. Schools need to teach students how to cook healthy meals *so that/in order to* young generations will be healthier.
4. House prices shouldn't increase *so that/in order not to* increase the cost of living.
5. *So that/In order to* improve security, the city has installed more lights on streets and in parks.
6. What can we do *so that/in order to* reduce pollution?
7. Cities should make walking and biking easier *so that/in order to* people will use cars and motorbikes less.

b. Circle the sentences which best combine the two short sentences above.

1. People often travel to cities. They want to get access to better health care.
a. People want to get access to better health care so that they can travel to cities.
b. People travel to cities in order to get access to better health care.
c. People want to get access to better health care in order to travel to cities.
d. In order to travel to cities, people get access to better health care.

2. Our city has banned single-use plastic. The city doesn't want to harm the environment.
a. Our city has banned single-use plastic in order to protect the environment.
b. In order to ban single-use plastics, the city will harm the environment.
c. Our city has banned single-use plastics so that they can harm the environment.
d. In order to harm the environment, our city has not banned single-use plastics.

3. Cities should provide free health care. Poor people should have access to better health care.
a. Cities shouldn't provide free health care so that poor people have access to better health care.
b. Cities should provide free health care so that poor people don't have access to better health care.
c. Poor people should have access to better health care so that cities can provide it for free.
d. In order to give poor people access to better health care, cities should provide it for free.

c. In pairs: Why would a city do these things? Why not? What problems would they want to solve?

- ban karaoke parties
- build more parks, playgrounds, and zoos
- make streets safe for walking
- ban single-use plastic
- have free public transportation
- invest in better schools

> I think a city would ban karaoke parties in order to reduce noise pollution.

Pronunciation

Sound Changes

a. Grammar words like '… to …' are usually pronounced with their weak form.
'… to …' often sounds like /tə/.

b. Notice the sound changes of the underlined words. 37

We should ban plastic in order <u>to</u> keep rivers clean.
The city banned cars in order <u>to</u> reduce traffic.

c. Listen and cross out the sentence that doesn't use a weak form. 38

We should have more security cameras in order <u>to</u> prevent crime.
My town banned karaoke parties in order <u>to</u> reduce noise pollution.

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

Practice

Take turns asking and answering about problems of living in cities.

What can we do in order to solve overcrowding?

We should create jobs in the country so that people won't move to cities.



overcrowding



poverty



lack of clean water



poor mental health



crime

Solutions →	Purposes
create jobs in the country	people won't move to cities
build more parks	have more places to socialize
help poor people find jobs	have money to support themselves
free mental health help services	people feel less stressed
free social clubs and increase community activities	save money and improve community relationships
free health care and education for poor people	get help when they need
more security cameras	prevent crime
invest in better water infrastructure	not waste water

Speaking *SOLUTIONS FOR OUR CITY*

a. You're planning for a social studies project. In pairs: Choose four issues your city needs to solve. Use the ideas below or your own ideas. Discuss and note a solution and a purpose for each issue.

Issues	Solutions	Purposes
• pollution	_____	_____
• high crime rate	_____	_____
• high cost of living	_____	_____
• lack of space	_____	_____
• poor health care system	_____	_____
• overcrowding		
• _____		
• _____		

What can we do in order to reduce pollution?

I think we should improve the public transportation so that people will use cars and motorbikes less.

b. Choose the best solution for each issue and share your ideas with another pair. Who has better solutions?

CRITICAL THINKING

We think our city needs to improve the public transportation system in order to reduce air pollution.

Unit 3

Social Issues

LESSON 3

Can you ...?
- talk about social issues which affect teenagers
- write a cause and effect essay about a teen social issue

Writing Skill: Writing cause and effect essays

Let's Talk! **In pairs: Look at the pictures. How are the girl and the boy feeling? How were you affected by COVID-19?**





Listening **a. Listen to a podcast about the COVID-19 pandemic. What kind of experiences did Donald and Dorothy have?**

1. positive 2. negative 3. positive and negative

b. Now, listen and circle the correct answers.

1. During the pandemic, Donald ...
   a) joined a new school. b) moved house. c) studied online.
2. Donald had problems with ...
   a) focusing on lessons. b) his laptop speaker. c) his teacher.
3. During the pandemic, Dorothy spoke to her friends ...
   a) face-to-face. b) at the bus stop. c) on social media.
4. In the future, Dorothy wants to ...
   a) become a teacher. b) help teenagers. c) quit her part-time job.

c. In pairs: What would you do if you were in the same situation as Donald and Dorothy?

Reading **a. Read John's essay about social media addiction and choose the best introduction sentence.**

1. One problem affecting teenagers in the USA is social media addiction.
2. Today, more teens use social media than ever before.

_____. This essay will look at the causes and effects of this problem.

The first cause of social media addiction is social media apps. These apps are designed to make people keep using them by knowing exactly what the users like to read and watch. They always show content which is new and interesting to the users. The second cause of social media addiction is the need to create an attractive "online life." For some teens, it is more important to be cool and popular online than offline. They spend hours every day trying to create the perfect "online life."

The first effect of social media addiction is that it causes low self-esteem. This means not having confidence in yourself. Many teens who see photos of their friends having fun feel sad because they aren't having the same experiences. The second effect of social media addiction is it can damage people's "offline life." Relationships with friends and family can be hurt because teens are distracted by social media.



In conclusion, social media addiction is a problem for teens in the USA. It's caused by apps and the importance of a cool "online life," and often results in low self-esteem and problems in a teen's "offline life."

b. Now, read and complete the notes that John used to plan his essay. Write ONE word only for each answer.

Problem: Social media addiction	Details
Cause 1: social media (1) _____	Designed to be addictive, know what you like, always have new content
Cause 2: need to create "online life"	Being (2) _____ and popular online is more important than offline
Effect 1: low self-esteem = not feeling (3) _____	Sadness when seeing other people having fun
Effect 2: damages "offline life"	Too distracted → problems with (4) _____ and family

c. Listen and read.

d. In pairs: How many times a day do you check your social media? What kind of information do you look for?

Writing **a. Read about writing cause and effect essays. Then, read John's essay again and underline the two causes and two effects.**

Writing Skill

Writing cause and effect essays

To write an effective cause and effect essay, you should:

1. **Introduce the problem and explain the purpose of the essay.**
   One problem affecting teenagers is stress. This essay will look at the causes and effects of this problem.
2. **Give causes for the problem.** For each cause, add supporting evidence (reasons, opinions, examples).*
   The first cause of stress is from exams. Students have to take lots of exams and are worried about failing them.
3. **State the effects of the problem.** For each effect, add supporting evidence.*
   The first effect of stress is it affects your sleep. Students cannot sleep because they cannot stop thinking about their schoolwork.
4. **Give a conclusion.** Restate the problem and the causes and effects that you described.
   In conclusion, stress is a problem for teens. It is caused by exams that result in sleeping problems.

*see "Giving supporting evidence in body paragraphs" on page 23

b. Match the causes to the effects.

1. Some students get bullied because they dress or act differently to others.
2. Class sizes are large because the city's population grew quickly in the last ten years.
3. Teenagers who don't get enough exercise can become overweight.
4. Some teens leave school because they have to work to earn money for their families.

a. They can suffer from health problems and struggle to breathe when climbing stairs.
b. It can be difficult for teachers to manage and control so many students.
c. They will find it hard to get a good job in the future without any qualifications.
d. They might drop out of school because they are afraid of getting hurt.

Speaking **a. In pairs: Look at the problems affecting teenagers in Vietnam. What are the causes of these problems? What are the effects?**

obesity | not finishing high school | bullying | large class sizes

Some students don't finish high school because they get bored or fail too many exams.

What are the effects of not finishing school?

It's harder to find a good job and make enough money.

b. Choose a problem, then think of two causes and effects and fill in the table. Add details to explain each cause and effect.

Problem: _____	Details
Cause 1:	
Cause 2:	
Effect 1:	
Effect 2:	

Let's Write!

Now, write a cause and effect essay about a teen social issue. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

The essay follows the model.	☆☆☆
It is interesting to read.	☆☆☆
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).**

1. What food does John already limit?





A. ☐ B. ☐ C. ☐

2. What does Hannah want to begin doing?





A. ☐ B. ☐ C. ☐

3. Which clothes are Mia and Steve talking about?





A. ☐ B. ☐ C. ☐

4. Why did Dan come home late?





A. ☐ B. ☐ C. ☐

5. What has recently been built in the city?





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.**

Making Cities Healthier Places to Live

These days, living in a big city can often be unhealthy. My city used to have too much traffic and pollution. It made people feel stressed, and it was bad for their mental and physical health. Many cities are looking for ways to become healthier. 1 ☐ Maybe it will help your city.

The first thing my city did was limit the cars on the roads in the mornings and evenings. 2 ☐ You can't drive alone at those times, which has really helped to reduce both traffic and pollution. Second, my city has built more parks. 3 ☐ Having more parks also gave people more places to chill out and enjoy their social lives. Another thing that my city has done is invest in security. 4 ☐ That made it a safe place to live because there was less crime. This has made the cost of living go up a little bit, but people are happier and healthier. 5 ☐ Now, people can easily eat a healthier and balanced diet. These changes have made most people in my city have a healthier life.

I know that it is difficult for every city to make these changes, but even making one or two changes is enough.

A. More police officers were hired, and more cameras were added around the city.
B. Finally, my city also limited the types of processed foods that stores sell and built farms closer to the city.
C. The final thing my city did was invest in health care.
D. If you want to drive from the outskirts into the city, there must be at least two people in your car.
E. Here are some things that my city has done to make it a healthier place to live.
F. That helped people exercise more and improve their fitness.
G. I think it's difficult to make cities healthier.
H. The parks will have lots of trees and will look really beautiful.

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

stylish practical suitable outskirts rural

1. fashionable and attractive _____
2. good for a special purpose or time _____
3. parts of a town or city that are furthest from the center _____

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

manage	trend	influence	ignore	privacy

1. I usually _____ the latest fashion. I don't care what's popular, and I just wear what I like.
2. Both of my brothers were a big _____ on me. I'm really similar to both of them.
3. My sister doesn't give me any _____. She just walks into my room without asking.

Grammar

a. Write sentences using the Past Simple or Present Perfect and the prompts.

1. I/start/eat/more/vegetables/have/balanced/diet. _____
2. We/improve/emergency services/our city./they/respond/much faster/now. _____
3. Last year/parents/change/curfew/10 p.m. _____

b. Fill in the blanks using *so that* or *in order to*.

1. You should avoid eating processed foods _____ have a healthier diet.
2. I need to call and ask my mom for permission _____ she doesn't get angry.
3. The government invested in rural areas _____ the people there could have a better life.

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. respect	B. ignore	C. limit	D. avoid
2. A. emergency	B. infrastructure	C. environment	D. community

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

1. A. lift	B. private	C. fitness	D. chill out
2. A. ignore	B. grains	C. manage	D. sugar

Speaking

Live Longer!

a. In groups of 2–4: Talk about ways that you can have a healthier lifestyle. Think of two things you can do and tell your partner(s):

- What you will do to have a healthier lifestyle
- How often you will do these things
- Why these things will help you have a healthier lifestyle

b. Listen to your partner's ideas and give your opinions. Say which things you think will help the most. Then, decide on one activity that you should all do.

c. Tell another group your plans.

Writing

a. In pairs: Check one of your partner's final 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

Global Warming

LESSON 1

Can you ...?
- talk about human impacts on the environment
- use prepositions of time/duration/amount

Conversation Skill: Asking for repetition



Let's Talk! **In pairs:** Which environmental problem does this picture show? What are some things humans do to cause this environmental problem?

A New Words

a. Match the underlined words to the definitions. Listen and repeat. 42

1. **Fossil fuel**s are one of the main ways we get electricity.
2. **Global warming** has caused the Earth to get hotter.
3. The forest is getting smaller by fifty thousand **hectare**s a day.
4. Billions of **tonne**s of plastics are released into the ocean every year.
5. The air quality in the city is really bad because of the **emission**s from traffic and factories.
6. **Approximately** 2,400 trees are cut down every minute.
7. **Carbon dioxide** in the atmosphere has reached dangerously high levels.

a. a unit of weight – one of these is the same as one thousand kilograms.

b. types of energy like gas, oil, and coal

c. an area which is the same as ten thousand square meters

d. the increase in Earth's temperature because of more greenhouse gases in the air

e. gas (also known as CO_2) which comes from humans, animals, and burning trees and coal

f. gas or smoke which goes into the air and damages the environment

g. near or close to a number or amount

b. In pairs: Use the new words to talk about environmental problems in your country.

We have a lot of emissions from factories in our country.

Listening

a. Listen to two students talking about global warming. What is their project about?

1. the causes of global warming 2. the effects of global warming

b. Now, listen and complete the tables.

South Korea CO_2 emissions (millions of tonnes)	
1971	(1) _____
(2) _____	480
2016	600

Global deforestation (millions of hectares)	
(3) _____	3
2016	(4) _____
2020	(5) _____

c. Read the Conversation Skill box. Then, listen and repeat.

Conversation Skill

Asking for repetition

We can ask the other speaker to repeat something by saying:

Sorry, how much?

(Sorry,) Can you say that again?



d. Now, listen to the conversation again and circle the phrase you hear.

e. In pairs: Do you think Pete and Jane were surprised by what they found out? Why (not)?

Grammar Meaning and Use

Prepositions of time/duration/amount: *from ... to ... and by*

We can use **from ... to ...** to show a change in a period of time.

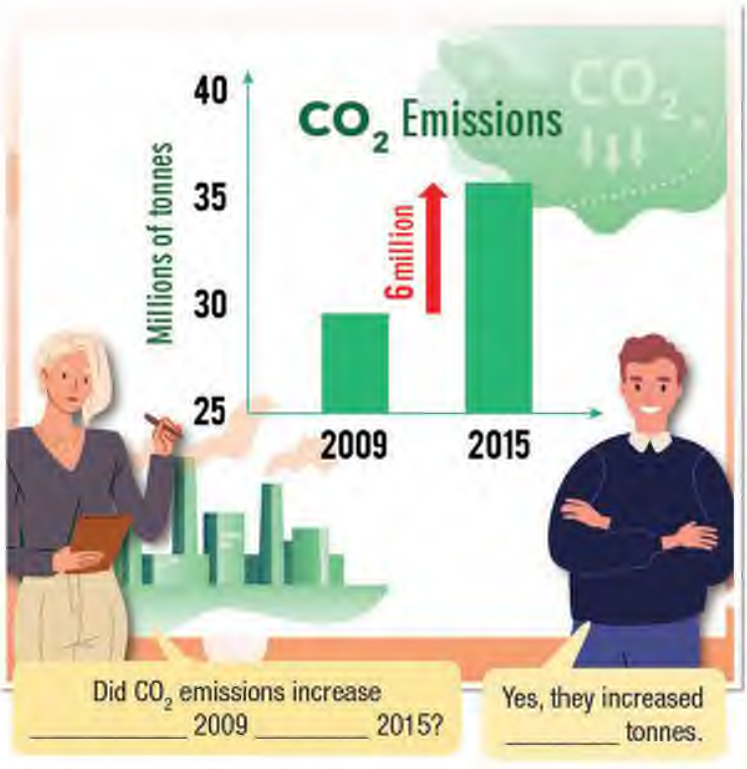
CO_2 emissions increased **from** 2010 **to** 2012.

We can also use **from ... to ...** to show a change from one number to another.

The number of people living in the city increased **from** 60,000 **to** 75,000.

We can use **by** followed by a number at the end of a sentence to show how much something increased or decreased.

Emissions increased **by** two million tonnes.



a. Look at the picture. What do you think the people are saying?

b. Now, listen and check your ideas.

c. Listen and repeat.

Grammar Form and Practice

Prepositions of time/duration/amount

from … to …

From 2010 **to** 2012, pollution increased.
The number of cars in the city increased **from** 30,000 **to** 70,000.
The amount of trash increased **from** 10 **to** 12 million tonnes.
Did the amount of garbage increase **from** 2000 **to** 2010?

by

The amount of plastic in the ocean rose **by** two million tonnes.
Deforestation fell **by** ten thousand hectares.
Did pollution decrease **by** one thousand tonnes?

a. Fill in the blanks using *from … to …* or *by*.

1. From 1995 to 1997, one hundred thousand trees were cut down.
2. Traffic emissions in Jakarta increased _____ 10%.
3. Did emissions rise _____ 2010 _____ 2020?
4. Deforestation increased _____ one hundred thousand hectares from 2008 to 2010.
5. The number of cars on our streets increased _____ five million _____ six million in 1998.

b. Answer the questions using the table.

Deforestation in Brazil		
Years	**Area (millions of hectares)**	**Change (millions of hectares)**
2001 – 2005	3 – 3.4	+0.4
2006 – 2010	2.9 – 2.7	-0.2
2011 – 2016	1.9 – 5.4	+3.5
2017 – 2020	4.5 – 3.3	-1.2

1. How did the area of deforestation change from 2001 to 2005?
   It increased from 3 to 3.4 million hectares.
2. How much did deforestation decrease from 2006 to 2010?
   _____
3. How did the area of deforestation change from 2011 to 2016?
   _____
4. How did the area of deforestation change from 2017 to 2020?
   _____
5. How much did deforestation decrease from 2017 to 2020?
   _____

c. In pairs: Ask and answer using the information in the table.

Did deforestation increase from 2001 to 2005?

Yes, it went up by zero point four million hectares.

Pronunciation

Word Stress

a. Stress the first syllable for large numbers.

b. Listen to the words and focus on the underlined letters. 46

hundred, thousand, million

c. Listen and cross out the word with the wrong word stress. 47

thousand trillion billion

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

Practice Point, ask, and answer.

Did CO_2 emissions increase from 2016 to 2017?

Yes. They increased from two hundred thousand to approximately three hundred thousand tonnes.

Did deforestation increase from 2019 to 2020?

Yes. It rose by approximately one hundred thousand hectares.

	2016	2017	2018	2019	2020
CO_2 emissions (tonnes)	200,000	300,000 +100,000	350,000 +50,000	380,000 +30,000	500,000 +120,000
Deforestation (hectares)	550,000	500,000 -50,000	620, 000 +120,00	590,000 -30,000	700,000 +110,000

Ask your partner to repeat some information.

Speaking *GLOBAL WARMING IN WESTLAND*

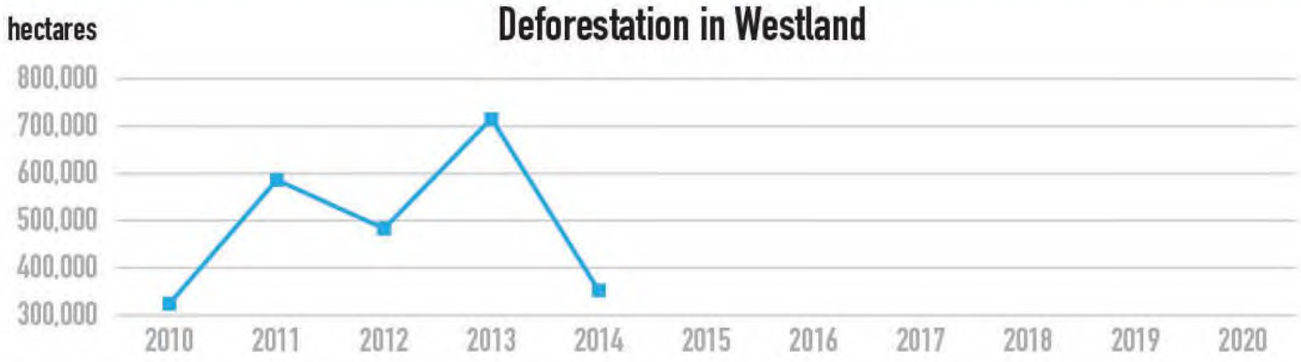
a. You're a scientist studying global warming. In pairs: Student B Pg 14 File 5. Student A, ask about deforestation in Westland and complete the chart.

Did deforestation increase from 2013 to 2014?

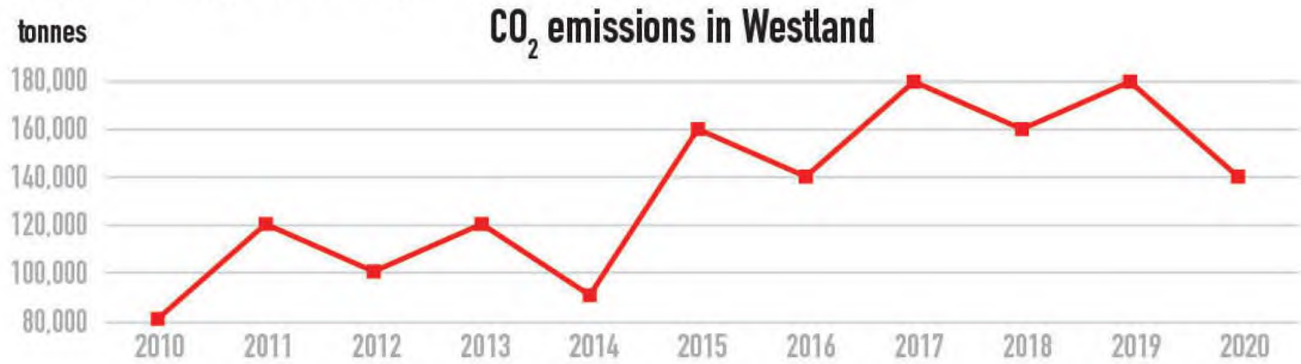
No. It fell by approximately four hundred thousand hectares.

So it went down from seven hundred thousand to about three hundred thousand?

That's right.



b. Swap roles and repeat. Answer questions about CO_2 emissions in Westland.



c. Do you think deforestation or CO_2 emissions are the bigger problem for Westland? Why? CRITICAL THINKING

Unit 4

Global Warming

LESSON 2

Can you ...?
- talk about solutions to global warming
- use gerund phrases as subjects and objects



Let's Talk! **In pairs:** How does the activity in the picture help the environment? What things do you do that help the environment?

A New Words

a. Match the underlined words with the definitions. Listen and repeat. 48

1. Governments should **prohibit** farmers from destroying forests to stop deforestation.
2. We can **switch** from oil to solar power.
3. Governments should increase the **tax** on gas to make it more expensive.
4. **Biofuel**s are much cleaner than fossil fuels.
5. If we continue to **consume** fossil fuels, global warming will get worse.
6. Wind and solar energy are more **sustainable** than fossil fuels.

a. use something, usually in large amounts
b. energy made from living things
c. part of the money that we earn or spend, which goes to the government
d. stop something by using a rule or law
e. change to something different
f. using natural products and energy that doesn't damage the environment

b. In pairs: Talk about things that can be done to help the environment where you live.

We should prohibit motorbikes in our town center.

Reading

a. Read the magazine article and circle the main idea.

1. the effects of global warming 2. ways to stop global warming

The Truth about Global Warming

July 8th, 2021
By James Trần

More and more teenagers are worried about the environment.
Teen World takes a look at the biggest environmental problem facing our world.

Teens everywhere are becoming more interested in protecting our environment. The main issue today is global warming. It's caused by the increase of greenhouse gases, which keep the heat from the sun in the air. Sulfur dioxide (SO_2) is one of the most common greenhouse gases. It's mostly caused by burning fossil fuels. We **consume** fossil fuels to make energy for transportation, and to use in our homes. Deforestation is another human activity that only makes global warming worse. Trees remove greenhouse gases from the air, so we need to protect the forests.

What can we do? First of all, in order to reduce greenhouse gases, we should shut down coal and oil power plants. We should switch to more sustainable kinds of energy, such as wind and solar power, even if they cost more. Instead of gas, we could switch to using biofuels, which are made from plants and other living things. Secondly, we should prohibit cars and motorbikes from downtown areas and increase the tax on gas to make it more expensive to use them. Using more electric vehicles, especially electric buses, is another good idea.



Protecting our forests and planting more trees are both very important. It's hard to stop farmers from cutting down trees, so governments have to make strong laws to protect forests.

There are many things we can do at home to help. We can all help save energy at home by turning off the lights and also switching to energy-saving devices.

These are the solutions we can use to stop global warming. We can still save our planet if people act now.

b. Now, read and answer the questions.

According to the article, …

1. what creates sulfur dioxide? _____
2. the word consume in paragraph 1 is closest in meaning to _____. a. eat b. use c. destroy
3. what could we replace gas with? _____
4. what should we stop using in the busy parts of towns? _____
5. how can people save energy at home? _____

c. Listen and read. 49

d. In pairs: Do you remember to switch off the lights? How else do you save electricity? CRITICAL THINKING

Grammar Meaning and Use

Gerund phrases as subjects and objects

We can use gerund phrases to talk about actions as responses or possible solutions.

Is **switching to solar power** a good idea?
We should think about **using clean energy**.



a. Look at the picture. What do you think the people are saying?

b. Now, listen and check your ideas. 50

c. Listen and repeat. 50

Grammar Form and Practice



Gerund phrases as subjects and objects

- We form a **gerund** by adding ***-ing*** to a verb.
- A **gerund phrase** is a group of words which includes a gerund and acts as a noun in a sentence.
- It can be the subject or object of a sentence.

As subjects:

Limiting the use of fossil fuels is a great idea.
Is **planting more trees** a good idea?

As objects:

We should think about **prohibiting cars.**
We can help by **using less electricity.**

a. Unscramble the sentences.

1. expensive./will/solar/to/Switching/power/be
   Switching to solar power will be expensive.
2. burning/instead/We/power/should/use/of/coal./wind
3. Is/more/solution?/good/trees/a/planting
4. by/should/We/start/electricity./saving
5. on/a/great/fuel/idea./Increasing/is/tax
6. about/should/developing/think/We/biofuels.



b. Circle the correct word.

1. *Prohibit/Prohibiting* cars can *reduce/reducing* traffic emissions.
2. We can *reduce/reducing* deforestation by *plant/planting* more trees.
3. Governments should *think/thinking* about *switch/switching* to sustainable energy.
4. Will *consume/consuming* less coal *decrease/decreasing* emissions?
5. *Protect/Protecting* forests can *save/saving* many animals.

c. In pairs: Ask your partner what they think you can do to help the environment in Vietnam using the gerund phrases in *Task a* and *Task b*.

What do you think we can do to help the environment in Vietnam?

I think we can help to reduce air pollution by burning less coal.

Pronunciation

Sounds

a. Focus on the /ɪz/ sound.

b. Listen to the words and focus on the underlined letters. 51

fuels, bicycles

c. Listen and circle the words you hear. 52

1. *fossil*	*fossils*
2. *recycles*	*recycled*
3. *spends*	*spells*

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

Practice

a. Practice the conversation. Swap roles and repeat.

Tom: What's the best way to stop global warming?

Liz: Hmm. I'm not sure. Is switching to solar power a good idea?

Tom: I think it would be too expensive.

Liz: OK. Would prohibiting cars in city centers be a better solution?

Tom: I think so. It will reduce CO_2 emissions.

Liz: Maybe you're right. I think using clean public transportation might be a good solution.

Tom: I'm not so sure. Switching to electric buses will be very expensive.



asking people to save electricity	difficult to do	increasing tax on fuel
I don't think so. It will make people angry	using electric cars	They're too expensive to buy for some people
using wind power	too unreliable	increasing the price of cars and motorbikes
I don't think so. It won't stop people from buying them	riding bicycles to work	Riding bicycles is dangerous in some cities

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

Speaking *GLOBAL WARMING SOLUTIONS*

a. You're a scientist discussing ways that your government can fight global warming. Complete the table with ideas from the reading or your own ideas. In pairs: Discuss and agree on two solutions which you think are the most effective.

Prohibiting deforestation will reduce greenhouse gases. What do you think?

I think it will be difficult to stop farmers from cutting trees.

Solutions	Advantages	Disadvantages
prohibiting deforestation	_____	difficult to stop farmers from cutting trees
switching to wind/solar power	no CO_2 emissions, sustainable	_____
investing in sustainable public transportation	_____	expensive to switch to new public transportation
prohibiting cars and motorbikes	less CO_2 emissions, cleaner air	_____
increasing tax on fuel	_____	People won't be happy.

b. Join another pair and compare your choices. Did you choose the same solutions? Why (not)? CRITICAL THINKING

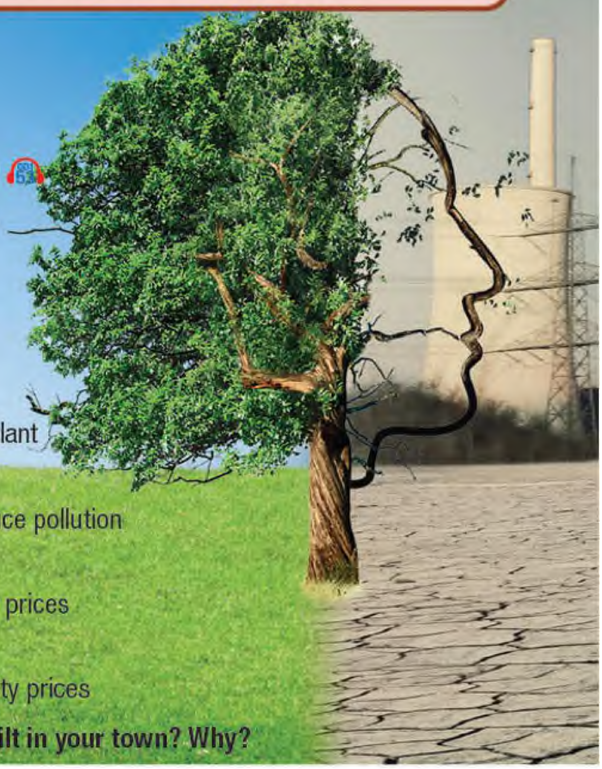
Unit 4

Global Warming

LESSON 3

Can you ...?
- talk about an energy project
- write personal letters requesting detailed information

Writing Skill: Using indirect questions in formal letters



Let's Talk!

In pairs: What do you think the picture shows? How can we stop that change from happening?

Listening

a. Listen to the interview. What is Emma's main point? CD 53

1. People don't need to know more about the project.
2. People know enough.
3. People need to know more about the project.

b. Listen and circle the correct answers. CD 53

1. What is being built?
   a. a wind farm b. a nuclear power plant c. a coal power plant
2. What have people been told already?
   a. how much it will cost b. where it will be c. that it will reduce pollution
3. What is a current problem in the area?
   a. a lot of traffic b. high unemployment c. high electricity prices
4. What is Emma worried the project will cause?
   a. traffic jams b. pollution c. higher electricity prices

c. In pairs: How would you feel if this type of energy source was being built in your town? Why?

Reading

Thetford Energy
114 Clasper Way,
Hickleton,
DN5 7XR

Dear Sir or Madam,

My name is William Thornbury, and I am a journalist for the Hickleton Herald Newspaper. I am researching for an article about the hydroelectric dam in Hickleton. I am writing to ask for more information about the project.

I would like to know how long the project is going to take. There are many unemployed people in Hickleton, and more jobs would help a lot. People would be happy to hear that the project will finish quickly, and jobs will be available soon.

Could you also tell me about its environmental impact? Dams require a reservoir to be made, and the water of a river has to be redirected. The local people would be happy to hear that it will not cause much environmental damage.

I would also appreciate you telling me about how electricity prices may change. The prices are very high here. It would be great to report that the prices will decrease.

Finally, I would like to know about how the dam will look. Hickleton is a very beautiful town, and people travel here for tourism. People want to know that the dam will not make fewer people want to travel here.

I look forward to hearing from you.

Yours faithfully,

William Thornbury
Hickleton Herald Newspaper

a. Read William's letter. Who is the letter to?

1. a newspaper
2. an organization building a dam
3. an environmental charity

b. Read and answer the questions.

1. What is William writing an article about?

   _____

2. Why do local people want the project to be completed quickly?

   _____

3. What needs to be made above the dam?

   _____

4. What are energy prices like in Hickleton?

   _____

5. Why do people want the dam to look nice?

   _____

6. According to William's letter, what conclusion can be drawn about Hickleton?

   a. Most people there are rich.
   b. The town's people have many questions about the new dam.
   c. Not many tourists come to visit Hickleton.
   d. There are plenty of jobs available there.

c. Listen and read. CD 54

d. In pairs: What other questions would you like to ask? Why?

Writing

a. Read about using indirect questions in formal letters. Then, read William's letter again and underline the indirect questions.

Writing Skill

Using indirect questions in formal letters

When writing formal letters to request things or information, you should use indirect questions. They are more polite and give you a better chance of getting a positive response.

Direct: *How much will it cost?*
Indirect: *Could you tell me how much it will cost?*

Indirect questions can be in the form of statements as well as questions.
Would you mind telling me about the emissions?
I would be interested in learning about the emissions.

b. Rewrite the questions to be indirect using the prompts.

1. How long will the project take? — I/would/interested/knowing ….
2. What will the wind farm look like? — Would/mind/telling/me …?
3. Will electricity prices decrease? — Could/tell/me/whether …?
4. Will the power plant make a lot of noise? — I/wondering/whether ….
5. How much pollution will it create? — I/would/like/know ….

Speaking

a. You're a reporter researching for an article about projects to reduce global warming. In pairs: Look at the energy projects below. Discuss what information you would like to know about each of them. You can use the prompts to help you. Discuss why you want to know each piece of information.

I would like to know what the wind farm will look like. — Why? — Because it is a tourist town. Fewer people might travel there if it is ugly.

time? cost? jobs? pollution? appearance? electricity prices? noise?

Nuclear power station in Mensfield
Mensfield:
- crowded city
- high unemployment
- bad air quality
- few open areas
- many office buildings
- high electricity prices

Wind farm off the coast of Chapstow
Chapstow:
- tourist town
- many fishermen
- good air quality
- beautiful beaches
- very quiet and peaceful
- low electricity prices

b. Choose one project. Note the four most important questions you want to ask about it and the reasons and opinions for asking.

Questions	Reasons and opinions
1.	
2.	
3.	
4.	

Let's Write!

Now, write a letter to the organization in charge of the energy project. Ask them for detailed information about it. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

They used indirect questions correctly. ☆☆☆
It is interesting to read. ☆☆☆
I can understand everything. ☆☆☆
(Underline anything you don't understand.)

Unit 5

Vietnam & ASEAN

LESSON 1

Can you ...?
- ask and answer questions about ASEAN
- use past tense *Wh*-questions

Conversation Skill: Holding your turn



Let's Talk! **In pairs:** Can you name the different ASEAN (Association of Southeast Asian Nations) countries shown in the pictures? Which ASEAN country would you like to visit? Why?

A New Words

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

1. Thailand has been a part of ASEAN for a long time because they were one of the **<u>founder</u>**s.
2. The **<u>summit</u>** between the leaders of the ASEAN countries was a great success.
3. Vietnam has signed an **<u>agreement</u>** with Australia to buy each other's products.
4. The **<u>Secretary General</u>** speaks for ASEAN in international meetings.
5. We will set up a website to **<u>promote</u>** this year's SEA Games so that people will know about them.
6. Vietnamese people can buy many new products thanks to **<u>trade</u>** with other ASEAN nations.

- a. the leader of a large international organization
- b. buying and selling goods between people or countries
- c. a promise made between two or more countries to do something together
- d. a person, group, or country that starts an organization
- e. make something more popular by advertising it
- f. a meeting between the leaders of countries to discuss important issues

b. In pairs: Use the new words to talk about something you've learned in history class.

Vietnam has trade with China.

Listening

a. Listen to two people talking about the history of ASEAN. Who are the speakers? 56

1. university students 2. ASEAN officials

b. Now, listen and answer the questions. 56

1. Which countries were the founders of ASEAN?

_____, the Philippines, Thailand, Indonesia, and Singapore

2. Where was the first ASEAN Summit held?

_____

3. When was Lê Lương Minh Secretary General?

_____

4. Where was the 1992 ASEAN Free Trade Area agreement signed?

_____

5. What happened in 1977?

The first _____

6. When was the ASEAN University Network started?

_____



Conversation Skill

Holding your turn

To give yourself time to think of an answer to a question, say:

That's a good question.
Let me think.

c. Read the Conversation Skill box. Then, listen and repeat. 57

d. Now, listen to the conversation again and circle the phrase you hear. 56

e. In pairs: Who knows more about ASEAN, Lin or Tuấn? Why?

Grammar Meaning and Use

Past tense *Wh*-questions

We can use past tense *Wh*-questions to ask about the subject and detailed information for completed actions.

Who opened the first SEA Games?
What was started in 2008?

We can use passive past tense *Wh*-questions to ask about the object if the doer is known but too many to name, or unknown.

Where was the first ASEAN summit held?
When were the first SEA Games held?

a. Look at the picture. What do you think they are saying?

b. Now, listen and check your ideas. 58

c. Listen and repeat. 58



Grammar Form and Practice

Past tense *Wh*-questions

We can use *Wh*-questions to ask about:

• the subject of the sentence: *Wh*-word/phrase + verb (+ object)?

Active:

Who were the founders?
What happened in 1967?
Which country won the first SEA Games?

Passive:

Who was chosen to be the first Secretary General?
What was signed in 1967?
Which countries were organized into the ASA in 1961?

• the object or other parts of the sentence: *Wh*-word + auxiliary verb + subject + verb?

Active:

When did Vietnam join ASEAN?
Where did they sign the agreement?

Passive:

When was the ASEAN Charter signed?
Where was the agreement signed?

a. Fill in the blanks using the bold words in the box above.

1. When did Cambodia join ASEAN?	1999
2. _____ was the first Secretary General of ASEAN?	Hartono Dharsono
3. _____ did the first Secretary General come from?	Indonesia
4. _____ was ASEAN started?	1967
5. _____ was the first Vietnamese Secretary General of ASEAN?	Lê Lương Minh
6. _____ countries were the founders of ASEAN?	Thailand, Malaysia, Singapore, Indonesia, the Philippines

b. Write questions to ask for the underlined information in the answers.

1. When was the ASEAN Declaration signed?	The ASEAN Declaration was signed in 1967.
2. _____	President Suharto opened the 1979 SEA Games.
3. _____	The 6th ASEAN Summit took place in Hanoi.
4. _____	Laos and Myanmar joined in 1997.
5. _____	They had their first summit in 1967.

c. In pairs: Take turns asking and answering questions about your partner's life.

Where were you born?

I was born in Đắk Lắk.

Pronunciation

Intonation

a. Intonation falls at the end of *Wh*-questions.

When was ASEAN established? ↘

When was Lê Lương Minh Secretary General? ↘

b. Listen to the sentence and focus on how the intonation falls at the end of the sentence. 59

When did Vietnam join ASEAN?
What happened in 1977?

c. Listen and cross out the sentence with the wrong intonation. 60

Who was the first Secretary General of ASEAN?
Where did the first ASEAN summit take place?

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

Practice **Practice asking and answering questions using the information in the table. Hold your turn if you need time to think.**

Where was the ASEAN Declaration signed?

Let me think. It was signed in Bangkok.

That's right!

What was signed in Bangkok in 1967?

Let me think. It was the ASEAN Declaration.

That's right!

What	Where/When	Who/Which country
ASEAN Declaration signed	Bangkok, 1967	Malaysia, the Philippines, Singapore, Thailand, Indonesia
13th ASEAN Summit dinner given	Singapore, 2007	President S. R. Nathan
1st Vietnamese ASEAN Secretary General	2013–2017	Lê Lương Minh
ASEAN Charter started	Indonesia, 2008	ASEAN member countries
ASEAN Free Trade Agreement signed	Singapore, 1992	Brunei, Indonesia, Thailand, Singapore, Malaysia
6th ASEAN member	joined 1984	Brunei

Speaking ***STUDY TIME!***

Practice holding your turn.

a. You're reviewing for an ASEAN Quiz. In pairs: Use ideas from the lesson or your own knowledge to write five questions about Vietnam and ASEAN. Then, join another pair. Close your books and take turns asking the questions you wrote.



When was ASEAN founded?

Let me think. It was founded in 1967.

Correct!



b. In pairs: What's one thing you learned about ASEAN that surprises you?



Unit 5

Vietnam & ASEAN

LESSON 2

Can you ...?
- talk about studying abroad in ASEAN countries
- use intensifiers

Let's Talk! **In pairs:** What are they celebrating in the picture?
Would you like to study in a foreign country? Why (not)?

A New Words

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

1. I need a **scholarship** to go to university because it's expensive.
2. The university had great **facilities** like a modern gym and a big library.
3. My brother is a **graduate** from University of Shireton, and now he's looking for a job.
4. The four-year study **program** includes one year in Kuala Lumpur.
5. She has a **degree** in biology from Southford University.
6. My second **semester** will be at a university in Thailand.

a. a period of study – There are usually two in an academic year.
b. a person who has completed their studies
c. a document that shows successful completion of a course of study
d. buildings or equipment provided for a particular purpose
e. money given by an organization to pay for a student's studies
f. a course of study

b. In pairs: Talk about your future study plans using the new words.

I want to get a scholarship to go and study in Singapore.

Reading

a. Read the magazine interview. Did Huy enjoy living and studying in a foreign country? 1. yes 2. no



Think ASEAN? Study ASEAN!

ASEAN Student Spotlight Magazine interviewed Huy. He's a business studies graduate. He recently returned home from a year on an international study program in Bangkok.

ASSM: Welcome home Huy! How does it feel to be back?

Huy: It feels great. I had such a great time in Thailand, but I'm happy to be home and see my family.

ASSM: You spent a year studying in Thailand. Tell me about your experience.

Huy: I went there on a scholarship on an ASEAN international student program. It was such a great experience. I got to study in English in a new environment. I didn't know much about Thailand before I arrived, but I learned a lot about the people and culture. Thai culture is so interesting, and I loved the food!



ASSM: What made you decide to study in an ASEAN country?

Huy: Studying in America is so expensive. I heard about the ASEAN International Student Program, and I decided to find out more. There are so many good international universities within ASEAN. Going to an ASEAN school is much cheaper, and I wasn't too far from home. The facilities are also pretty good, and my degree will help me get a good job with a good salary.

ASSM: So, do you think you would recommend the ASEAN International Student Program?

Huy: Yes. It was exciting, and I **made** so many new friends. I wasn't sure about living in a foreign city before I went to Thailand, but now, I feel so much more confident about myself.

b. Now, read and circle the correct answers.

1. Huy studied in …	a. Singapore	b. Thailand	c. Australia
2. Huy really liked …	a. the food	b. the people	c. the weather
3. American universities …	a. are popular	b. cost too much	c. are too difficult
4. Huy says that ASEAN countries have many …	a. students	b. international universities	c. programs
5. The word made in paragraph 8 is closest in meaning to …	a. built	b. met	c. earned

c. Listen and read. 02

d. In pairs: What would you like most about living and studying in a foreign country? Why?

CRITICAL THINKING

Grammar Meaning and Use

Intensifiers: *so* and *such*

We can use **so** to emphasize our feelings about the subject or event.

I was **so lucky** to study in Singapore.
Hong Kong is **so expensive**.

We can use **such** + **a/an** to emphasize the description of the subject or event.

Vietnam is **such a beautiful country**.
Studying in Malaysia was **such an incredible experience**.

We can use **so** with **many/much** to show there is a lot of something.

I made **so many** friends.
Studying in America costs **so much** money.



a. Look at the picture. What do you think the boy is saying?
b. Now, listen and check your ideas. 03
c. Listen and repeat. 03

Grammar Form and Practice

Intensifiers: *so* and *such*

so

We can use **so** with **adjectives**.

Thai culture is **so colorful**.
Studying in Thailand isn't **so expensive**.
Why is studying in America **so expensive**?

such

We use **such** + **a/an** with **noun phrases** (adjective + noun).

Singapore is **such an interesting city**.
That city isn't **such a good place** to study.
Why was it **such a good place** to study?

so many/much

We use **so many/much** with **plural/uncountable nouns**.

There are **so many things** to do in Manila.
Going to study in the US costs **so much money**.





a. Unscramble the sentences.

1. an/such/place/Bangkok/exciting/degree./a/to/is/for/study
   Bangkok is such an exciting place to study for a degree.
2. my/lessons/The/were/interesting./in/course/so
   _____
3. so/are/scholarships/many/international students./There/for
   _____
4. During/semester,/so/the/had/I/homework./much
   _____
5. in/isn't/a/country/so/Studying/foreign/difficult.
   _____
6. facilities/weren't/good?/the/so/Why
   _____
7. to/Why/was/a/Jakarta/nice/place/such/live?
   _____

b. Imagine you studied in Malaysia. Look at the table and write sentences about your experience using *so* or *such*.

1. The teachers were so helpful.
2. _____
3. _____
4. _____
5. _____
6. _____

teachers	helpful
Kuala Lumpur	(not) expensive city
degree program	good choice?
university	many international students
university's facilities	modern
class projects	(not) difficult

c. In pairs: Talk about living and studying in Vietnam using *so* or *such*.

Our teachers are so helpful.

Pronunciation

Sentence Stress

a. Stress intensifiers like *so* and *such*.

b. Listen to the sentences and focus on the stressed words. 64

The teachers were <u>so</u> helpful.
Singapore is <u>such</u> an interesting city.

c. Listen and cross out the one with the wrong sentence stress. 65

I made so many friends.
Vietnam is such a beautiful country.

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

Practice

a. Take turns talking about the topics using the vocabulary in the boxes.

How was living away from home?

Living away from home wasn't such a difficult experience.

How/living away from home?



not/difficult/experience

What/the facilities/like?



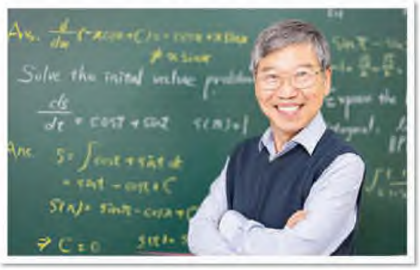
modern/useful

How/degree program?



great opportunity

What/foreign teachers/like?



kind/helpful

What/international students/like?



friendly/funny

How/food?



not/different from Vietnamese food

b. Practice with your own ideas.

Speaking *ASKING ABOUT ASEAN INTERNATIONAL STUDENT PROGRAMS*

a. You're a high school student at an education fair. In pairs: Student B, p. 113 File 4. Student A, you're preparing to go to university. Ask about studying in Singapore and complete the table.

What was the course at your university like?

My course was useful, and there was such a wide choice of topics.

Study in Singapore	
Course	
Teachers	
Students	
Accommodation	
University	

Study in Thailand	
Course	• interesting • busy semester ☹
Teachers	• helpful • good level of English
Students	• friendly • many different ASEAN nationalities
Accommodation	• cheap • nice neighbors
University	• big sports center • modern classrooms

b. Swap roles and repeat. Student A, you studied in Thailand. Draw a happy face or sad face next to four things you want to emphasize. Then, answer Student B's questions about studying in Thailand. Emphasize what you did or didn't like.

c. Would you rather study in Thailand or Singapore? Why? CRITICAL THINKING

Unit 5

Vietnam & ASEAN

LESSON 3

Can you ...?
- plan a schedule for ASEAN students visiting your hometown
- write an email to inform someone about events and information

Writing Skill: Expanding on important information





Let's Talk!

In pairs: What can you see in the photos? In which ASEAN country can you see these things?

Listening

a. Listen to a talk at a high school by an organizer of the ASEAN Student Summer Camp. What will the speaker do after her speech?

1. show photos from their website
2. hand out next year's tour itinerary

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

ASEAN Student Summer Camp

Takes place: Every (1) _____.

Main aim: Offer chance to students to learn about ASEAN (2) _____.

Events: Meet local people to learn about food, festivals, and their (3) _____.

Summer Camp in Malaysia

Students ...
- cooked *nasi lemak*, Malaysia's national dish.
- visited (4) _____, temples.
- learned simple Malay words.
- joined *Kaamatan* festival: wore costumes, enjoyed folk (5) _____, and learned a dance.

c. In pairs: What would you like the most about the ASEAN Student Summer Camp? Why?

Reading

a. Read Sengphet's email to Quang about the ASEAN Student Summer Camp. What's the purpose of the email?

1. to give details about the camp
2. to encourage Quang to sign up

b. Now, read and answer the questions.

1. The word give in paragraph 1 is closest in meaning to ____.
   a. donate b. provide c. deliver
2. How will Quang get from Vientiane to Vang Vieng?

   _____
3. Why will students visit *Wat Kang*?

   _____
4. On which day will camp members cook?

   _____
5. Who should Quang contact for more information?

   _____

c. Listen and read.

d. In pairs: Which day of the summer camp would you enjoy most? Why?

New message

To quangphat@teenmail.com

Subject ASEAN STUDENT SUMMER CAMP

Dear Quang,

I'm Sengphet, your supervisor for this year's ASEAN Student Summer Camp in Laos. I'd like to **give** you some information about the camp.

On the first day, you'll fly to Vientiane and travel to Vang Vieng. This is where we'll stay during the camp. We'll go by bus, and it should take about four hours.

The next day you'll meet the other camp members. Sixty ASEAN students have signed up this year. Then, we'll visit *Wat Kang*, a beautiful temple. It's a short walk from our accommodation. You can see golden Buddha statues there. Later, we'll explore *Tham Xang*, the elephant cave. People visit to pray for good health!

On Day 3, you'll learn to cook *larb*, our national dish. It's a salad made with beef. It's delicious. After that, you'll learn how to say ສະບາຍດີ or "hello" during our Lao language class.

Day 4 will be a day you'll never forget! We will join *Boun Bang Fai*, the Rocket Festival! Before the rainy season, locals fire huge rockets into the sky to encourage the rains to fall. It's incredible!

The last day will have the camp closing ceremony, and you'll return home to Vietnam.

Let me know if you have any questions.

Sengphet

Send

Writing

a. Read about expanding on important information. Then, read Sengphet's email again and underline the extra information which answers *who* and *where*.

Writing Skill

Expanding on important information

When writing letters, essays, or articles, you should try to expand on the main ideas by adding 1–3 extra details to make your writing more interesting. After giving your main point, you should:

- Add information that answers questions like *who, what, where, when, how …?*
  Only choose the most important/interesting details.
  For journeys: *How long will it take? How will you get there?*
  For places: *What can you do there? Why is it famous?*
- Add your opinion if the main idea needs more description, or if you have strong feelings about it.
  Then, you'll visit the beach. It's beautiful. I think it's the best part of the trip.

b. Read and circle the extra information which is more interesting/important.

1. On Day 3, we'll visit Saigon Zoo.
   a) It's the largest zoo in Vietnam.
   b) It opens at 7:00 in the morning.
2. After that, we'll visit *Bến Thành* Market.
   a) You can try local food and buy souvenirs.
   b) My cousin used to work near there.
3. You'll learn how to make *bánh bao*.
   a) I sometimes buy some at the shop near my home.
   b) They're delicious. You'll love eating them.
4. We'll take a bus to *Cần Thơ*.
   a) Our bus driver is called Minh.
   b) It will take about four hours.

Speaking

a. In pairs: You're a supervisor for the ASEAN Student Summer Camp. Foreign students will visit your hometown for one week. They will:

- visit famous local places
- learn simple Vietnamese words and phrases
- make Vietnamese food
- have a fun day out

Discuss what the students could visit and learn about during their trip.

b. Complete the program with your ideas and add more details about the places you'll visit.

Day	ASEAN Student Summer Camp Program	How/Why
1	• Fly to Ho Chi Minh City or Hanoi, Vietnam • Travel by bus to _____ (hometown). Journey time: _____ hours	
2	• Meet camp members • Visit two famous local places: 1. _____ 2. _____	
3	• Cooking class: Learn how to make _____: a famous dish • Vietnamese language class: Say hello/goodbye and _____	
4	• Visit _____	
5	• Camp-closing ceremony • Return home	

Let's Write!

Now, write an email to Akara, a Cambodian student taking part in the summer camp, to inform her about the program. Say what will happen each day and expand on important information. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

The email includes useful extra details, information, and opinions.	☆☆☆
The email is interesting.	☆☆☆
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).**

1. Two friends are studying for a test. What does Tony need to look up later?
   A. who opened the SEA Games
   B. who signed the ASEAN Declaration
   C. when the ASEAN Charter was signed

2. Two government officials are talking about how to fight global warming. What do they suggest should be built in the city?
   A. a wind farm
   B. a subway
   C. a solar farm

3. A scientist is giving a report about a town. How much have CO_2 emissions increased by in the last five years?
   A. 13%
   B. 7%
   C. 80,000 tonnes

4. A high school student is asking a university student about studying abroad. What do they say costs a lot?
   A. the accommodation
   B. the course
   C. the food

5. Two friends are talking about the 2009 SEA Games. Which country won 33 gold medals?
   A. Vietnam
   B. Singapore
   C. Indonesia

Reading **Read the text about pollution in Sutterton. Choose the correct answer (A, B, C, or D).**

Pollution in Sutterton

The air quality in Sutterton has decreased a lot over the past ten years. In this report, I will give details to show why it has decreased and give suggestions on how it can be improved.

First, the overall CO_2 (1) _____ have increased by 19% since 2012. That is an increase of over 25,000 tonnes of CO_2. This is partly due to three new factories opening in 2015. (2) _____ 2015 to 2016, emissions increased by 13%. The other cause is having around 8% more vehicles on the road. This is likely due to the increased transportation needed for the factories. The second reason for the decreased air quality is the increase in deforestation. Since 2012, it has increased (3) _____ over 300,000 hectares. From 2012 to 2016, it only increased by about 50,000 hectares. However, since 2017, it has increased by over 250,000 hectares.

I have three suggestions to improve the air quality. I believe (4) _____ a solar power station outside of town will help a lot. Next, banning deforestation will help keep the trees we have left. Finally, (5) _____ the tax on fuel should help reduce the amount of vehicles on the road.

In conclusion, the air quality in Sutterton has decreased significantly over the past ten years. This is due to both increased CO_2 emissions and deforestation. I believe building a solar power station, banning deforestation, and increasing tax on fuel will greatly improve the air quality.

1. A. emissions	B. fossil fuels	C. deforestation	D. tax
2. A. From	B. To	C. Since	D. In
3. A. between	B. from	C. in	D. by
4. A. taxing	B. building	C. banning	D. consuming
5. A. increasing	B. reducing	C. switching	D. taxing

Vocabulary

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

consuming	facilities	scholarship	switching	approximately

1. We should think about _____ to a greener source of energy.
2. The _____ at my university are amazing. There is a huge library and a great computer lab.
3. CO_2 emissions increase by _____ 20,000 tonnes.

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

1. Malaysia, Thailand, Singapore, Indonesia, and the Philippines are the f_____ of ASEAN.
2. I'm an engineering g_____ looking to start my new career.
3. The first ASEAN s_____ was in 1976. It was held in Indonesia.

Grammar

a. Write full questions using the prompts and Past Simple.

1. Which/countries/attend/summit?

_____

2. When/ASEAN Declaration/sign?

_____

3. How many/gold medals/Vietnam/win/2015/SEA Games?

_____

b. Fill in the blanks with the correct form of the verbs.

1. Governments should _____ (think) about _____ (plant) more trees.
2. I think _____ (use) cleaner energy sources might _____ (be) the best solution.
3. _____ (Switch) to electric buses will _____ (reduce) emissions.

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. consume	B. hectare	C. program	D. carbon
2. A. emission	B. graduate	C. solution	D. semester

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

1. A. f<u>o</u>ssil	B. gl<u>o</u>bal	C. appr<u>o</u>ximately	D. sch<u>o</u>larship
2. A. tonne<u>s</u>	B. emission<u>s</u>	C. fuel<u>s</u>	D. government<u>s</u>

Speaking

Save Our Planet

a. In groups of 2–4: Suggest reasons why global warming has increased over the last five years. Give examples if you can.

b. Discuss potential solutions that governments and people can do to reduce global warming.

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.

Presentation Skills Project (Optional) Turn to pages 118–119.

Unit 6

World Heritages

LESSON 1

Can you ...?
- describe features of natural world heritage sites
- use cleft sentences



Let's Talk! **In pairs:** What do you know about the place in the picture?
What are some famous natural places in the world that you know?

A New Words

a. Read the words and definitions and label the pictures. Listen and repeat.

jungle:	a forest in hot, wet areas with lots of plants and trees
landscape:	everything you see when you look at a large area of land
endangered species:	plants and animals that may soon all die
karst:	caves and rock towers shaped by water over a long time
limestone:	a common type of white or grey rock

1 
endangered species

2 
_____

3 
_____

4 
_____

5 
_____

b. Read the words and definitions and fill in the blanks. Listen and repeat.

impressive:	making you feel amazed
rare:	not seen or done very often
unique:	being the only one of a kind

1. There's no place in the world like Sơn Đoòng cave. That makes it __unique__.
2. I couldn't believe the view! It was so _____.
3. Seeing a tiger in the wild is _____ these days.

c. In pairs: Talk about impressive natural places in Vietnam using the new words.

The landscape in Sa Pa is beautiful.

Reading

a. Read the blog post very quickly. Which year was Sơn Đoòng first explored?

HOME BLOG ABOUT CONTACT



▶ What's new

Hey, everyone! It's Hùng here. I can't wait to tell you all what I've been up to. If you read my last blog, then you know I had a big problem. I needed to save money before going to university abroad. I hated being a waiter, and I wasn't good at my teaching assistant job, but I finally found something. I'm a tour guide with a company in Phong Nha-Kẻ Bàng in Central Vietnam.

▶ Training

Before I could lead a tour, I had to train. The company taught us a lot about the endangered species here and safety in the jungle. We even practiced rock climbing. That was fun and exciting, but it was the photography training that I liked most. We learned how to take cool photos of the park's most incredible places like Sơn Đoòng cave. It's the biggest cave in the world! It was only in 2009 that Sơn Đoòng was first explored. Can you believe it?



▶ Phong Nha

Phong Nha-Kẻ Bàng is an impressive place. It's one of Vietnam's UNESCO natural world heritages. People travel here because of the rare karst landscapes. Over millions of years, water washed away some of the limestone and created unique towers and caves. Vietnam has some of the biggest karst areas in the world. It's their amazing karst landscapes that make Phong Nha and Hạ Long Bay UNESCO Heritage Sites.

▶ Final thoughts

Working **here** for the last few months has been great. It's also been a nice break from busy city life. I'm learning a lot, meeting great people, and loving being around nature. I definitely recommend it!

b. Now, read and answer the questions.

1. What is Hùng's new job? _____
2. What four things did Hùng learn about? _____
3. What was Hùng's favorite part of the training? _____
4. What made the caves and towers? _____
5. The word here in paragraph 4 refers to _____. a. Hạ Long Bay b. Sơn Đoòng c. Phong Nha-Kẻ Bàng

c. Listen and read.

d. In pairs: Would you like to work at Phong Nha-Kẻ Bàng? Why (not)? CRITICAL THINKING

Grammar Meaning and Use

Cleft sentences

We use **cleft sentences** to focus on a particular part of the sentence by putting the most important information at the front, following "It is/was ..."

It's the size of the Grand Canyon **that** is the most impressive.

We can also use **cleft sentences** to contrast what someone else said.

Sam: I thought hiking was fun.
Lucy: Yes, it was good, but **it was** camping **that** was really fun.



a. Look at the picture. What do you think the woman is saying?

b. Now, listen and check your ideas.

c. Listen and repeat.

Grammar Form and Practice

Cleft sentences

Cleft sentences are formed with:
It + **verb "be"** + focus + **who/that** clause.

It was Hồ Khanh **who/that** discovered Sơn Đoòng cave.

We can contrast what someone else said with:
Statement + **but** + **it** + **verb "be"** + focus + **who/that** clause.

A: I enjoyed swimming.
B: Swimming was good, but **it was** kayaking **that** I really enjoyed.

Note
When the focus is a person, we can use ***who*** or ***that***.

a. Unscramble the cleft sentences.

1. that/1990/It/was/cave/discovered./the/was/in
   It was in 1990 that the cave was discovered.
2. was/sound/jungle/really/the/scary./the/that/of/was/It
   _____
3. limestone/that/Phong Nha/so/unique./makes/the/It/is
   _____
4. Đinh Tiên Hoàng/the/built/It/Hoa Lư Ancient Capital./who/was
   _____
5. the/It/that/karst/is/impressive./makes/Hạ Long Bay/so
   _____



b. Use the information in the table to write cleft sentences. Give extra attention to the features in bold.

Features
1. morning (warm) **in the afternoon (it gets really hot)**
2. Quân (funny) **Sơn (was such a helpful tour guide)**
3. Tam Cốc (great views) **Tràng An (I liked the best)**
4. jungle (interesting) **karst landscape (is so impressive)**
5. rare animals (unique) **endangered species (are really important)**

1. The morning is warm, but it is in the afternoon that it gets really hot.
2. _____
3. _____
4. _____
5. _____

c. In pairs: Talk about somewhere you visited and two things you did. Give extra attention to what you liked most.

Where did you visit?

I went to Vũng Tàu. The beach was nice, but it was the cable car that I liked most.

Pronunciation

Sentence Stress

a. Stress the focus word in cleft sentences.

c. Listen and cross out the sentence with the wrong sentence stress. 74

The waterfall is nice, but it's the mountains that are really pretty.
The jungle is interesting, but it's the karst caves that are so unique.

b. Listen to the sentences and focus on the stressed words. 73

It's the sunsets that I remember best.
Camping was fun, but it was kayaking that I really enjoyed.

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

Practice

Ask your partner what they think about each of the UNESCO World Heritage Sites.

- most impressive
- most interesting
- most fun
- most surprising

What do you think is most impressive about Hạ Long Bay?

I think it's the karst landscapes that are the most impressive.

What's the most interesting fact you know about Tràng An Complex?

The most interesting fact is that it was Đinh Tiên Hoàng who built the Hoa Lư Ancient Capital.

Hạ Long Bay, Vietnam	Tràng An Complex, Vietnam	Grand Canyon, USA	Galápagos Islands, Ecuador
			
• karst landscapes • Cát Bà island • caves • squid fishing • Nguyễn Trãi first made a poem about it	• pagodas • rice fields • karst landscapes • boat ride • Đinh Tiên Hoàng built Hoa Lư Ancient Capital	• Native Americans first lived there • hiking • camping • sunsets • kayaking	• discovered by Spanish people • endangered species • unique penguins • beaches • jungle

Speaking

PLANNING A PRESENTATION: OUR TRIP TO PHONG NHA-KẺ BÀNG

a. In each column, circle the feature you like most. In pairs: Ask your partner what they like. If you disagree, give extra attention to what you like. Choose one fact, activity, and detail to talk about in the presentation.

What do you think is most impressive about Phong Nha?

I think **it's the size that's most impressive.** It's so big!

I disagree. The size is impressive, but **it's the age that's most impressive.**

I agree. **It's the age that's most impressive.**

Phong Nha-Kẻ Bàng

Impressive Facts	Fun Activities	Interesting Details
		
• Age – 400,000,000 years old • Size – 2,000 km² • 800 different types of animals • 23 endangered species	• Hiking in the jungle • Climbing up a mountain • Swimming in a natural pool • Camping in a cave	• Unique karst landscape • Rare limestone forest • First discovered by *Chăm* people • Sơn Đoòng cave (largest cave on Earth)

b. Join another pair. Tell them what you like most. If you disagree, give extra attention to the one you like.

Unit 6

World Heritages

LESSON 2

Can you ...?
- describe ways to preserve world heritages
- use the modal verb *should* to give advice and reach agreement in a group

Conversation Skill: Asking for opinions



Mỹ Sơn Sanctuary
Quảng Nam, Vietnam

Let's Talk! **In pairs:** How would you describe the building in the picture? Which old and famous places would you like to visit? Why?

Aa New Words

a. Read the sentences, then write the bold words in the conversation. 01

We have to **preserve** heritage sites so that people can enjoy them in the future.	The One Pillar Pagoda in Hanoi is a **historical** building.	They built a mall after they **knock**ed **down** the old building.	We have to **prevent** visitors from leaving trash on the beach.	We should **pass a law** that stops people putting up buildings at world heritage sites.	There's a big golden **statue** of a lion in the center of my town.

A: Let's discuss what we can do to (1) ___prevent___ our important cultural sites from disappearing.

B: Well, firstly, we should do our best to (2) _____ the places that currently exist.

A: I agree. There are many (3) _____ sites that are thousands of years old, so we cannot lose them now.

B: Yes, we shouldn't (4) _____ any old buildings. They're all part of our country's history.

A: And not only buildings – we should also look after other impressive cultural pieces, like (5) _____s.

B: I think we should (6) _____ to stop people knocking down historical buildings.

A: Good idea!

b. In pairs: Do you know any historical buildings or heritages? What are they?

Mỹ Sơn has many historical buildings.

Listening

a. Listen to city officials discussing a preservation project. Do they agree on the plan? 02

1. yes 2. no

b. Now, listen and fill in the blanks. 02

1. Quân and Jennifer still have a few more weeks before they have to _____ their plan.
2. Jennifer thinks they should look at the _____ to preserve the old statues and buildings.
3. A company wants to knock down the old buildings and build expensive _____.
4. Jennifer thinks they should _____ the company from knocking down the buildings.
5. Quân wants to turn the unused apartments into a _____ or clothes stores.



Conversation Skill

Asking for opinions

To ask for your partner's opinion, say:

- ☐ *What do you think?*
- ☐ *What's your opinion?*

c. Read the Conversation Skill box. Then, listen and repeat. 03

d. Now, listen to the conversation again and number the phrases in the order you hear them. 02

e. In pairs: Do you think it's better to preserve old buildings or knock them down to build new ones? Why? CRITICAL THINKING

Grammar Meaning and Use

should

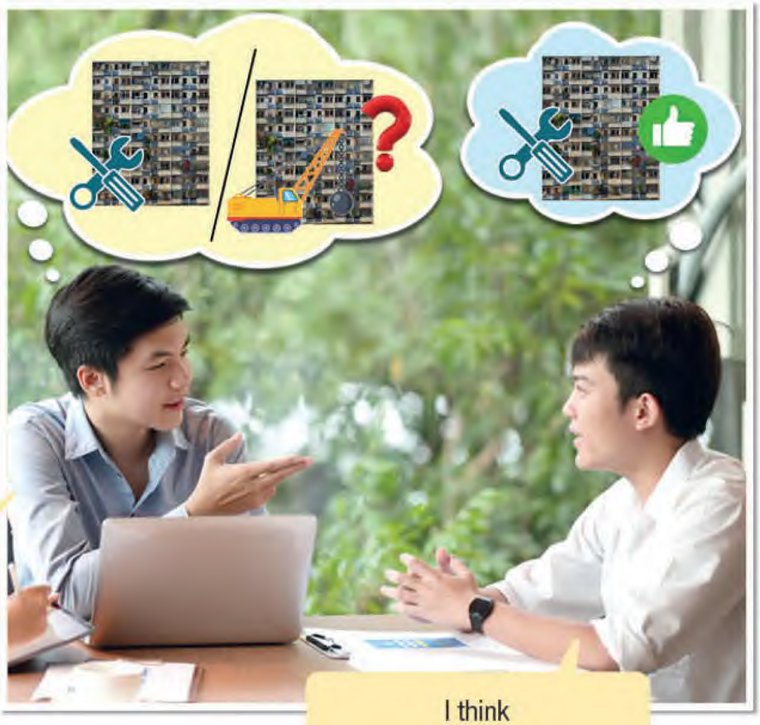
We can use **should** to give advice and reach agreement in a group.

Should we fix the statue or replace it?
I think we **should** fix it.
Should we put up signs or hire security?
In my opinion, we **should** hire security.

a. Look at the picture. What do you think the men are saying?

b. Now, listen and check your ideas. 04

c. Listen and repeat. 04



_____ or _____?

I think _____.

Grammar Form and Practice

should

I/You/We/They	**should** repair the pagoda. **shouldn't** knock it down.
He/She/It	**should** put up signs. **shouldn't** damage it.
What **should** we do to clean up national parks? What **should** countries do to protect sites?	
How **should** they preserve natural places? How **should** we raise awareness?	
Should companies help repair the old building? **Should** schools teach students about them?	

Note

We often say ***I think*** when giving our opinion to someone with similar knowledge and experience.

a. Unscramble the sentences.

1. should/people/do/to/promote/tourism?/What
   What should people do to promote tourism?
2. the/national/of/visitors/parks./limit/we/think/to/number/I/should
3. to/teach/should/Universities/preserve/how/old/buildings.
4. should/prevent/heritage/How/from/sites?/we/people/damaging
5. containers./should/sites/have/trash/lots/Heritage/of

b. Match the beginning and end of the sentences. Then, read the sentences to your partner.

1. Young people should	a. … pass a law to stop building in natural heritage sites.
2. Cities shouldn't	b. … learn about the historical places in their country.
3. Tourism companies should	c. … let companies knock down historical buildings.
4. National parks shouldn't	d. … promote the historical sites in their country.
5. The government should	e. … allow visitors to feed the wild animals in the park.

c. In pairs: What are some natural or historical places in your area that are getting older, damaged, or dirty? Which ones do you think should be preserved?

CRITICAL THINKING

The pagoda is damaged. I think we should preserve it.

Should we preserve the old cafés?



Pronunciation

Intonation

a. We use rise-fall intonation when we provide choice options.

Should we fix the statue or replace it?

Should we use buses or cars?

b. Listen to the sentence and focus on how the intonation rises then falls. 05

Should we put up signs or hire security?

c. Listen and cross out the sentence with the wrong intonation. 06

Should we preserve the old buildings or knock them down?
Should we prevent people from cutting down trees or put up signs saying "Don't leave trash"?

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

Practice **a. Ask questions about the problems. Give your opinion (using the possible solutions or your own ideas), and then ask for your partner's opinion.**

How should we increase the number of paying visitors?

I think we should teach students. What do you think?

Should we teach students about our famous places or make TV shows about important sites?

Problems to solve	Possible solutions
• **Increase the number of (paying) visitors**	• Teach students about our famous places • Make TV shows about important sites
• **Prevent pollution of our heritage sites**	• Prevent tourists from using plastic bags, cups • Have lots of trash containers at the site • Make people pay if they throw trash
• **Prevent damage to natural places/historical sites**	• Prevent people from hunting animals • Prevent people from cutting down trees • Prevent people from touching historical things • Make people pay if they damage something
• **Prevent people from knocking down historical buildings for constructing facilities (shops, hotels, restaurants)**	• Encourage people to repair old buildings • Pass a law against construction • … (Your own ideas)

b. Practice with your own ideas.

Speaking ***PRESERVING OUR HERITAGE***

Ask for your partners' opinions.

a. In pairs: Choose a world heritage site from below or another site you know.
List the possible problems the site may have, e.g. not being famous, pollution, damage, etc.
Discuss the best ways of dealing with those problems to best preserve the site.



Imperial Citadel of Thăng Long (Hanoi)



Hội An Ancient Town (Hội An)



Huế monuments (Huế)

b. Join another pair and tell them the site you chose. Share the problems you think it may have, and your solutions.

CRITICAL THINKING

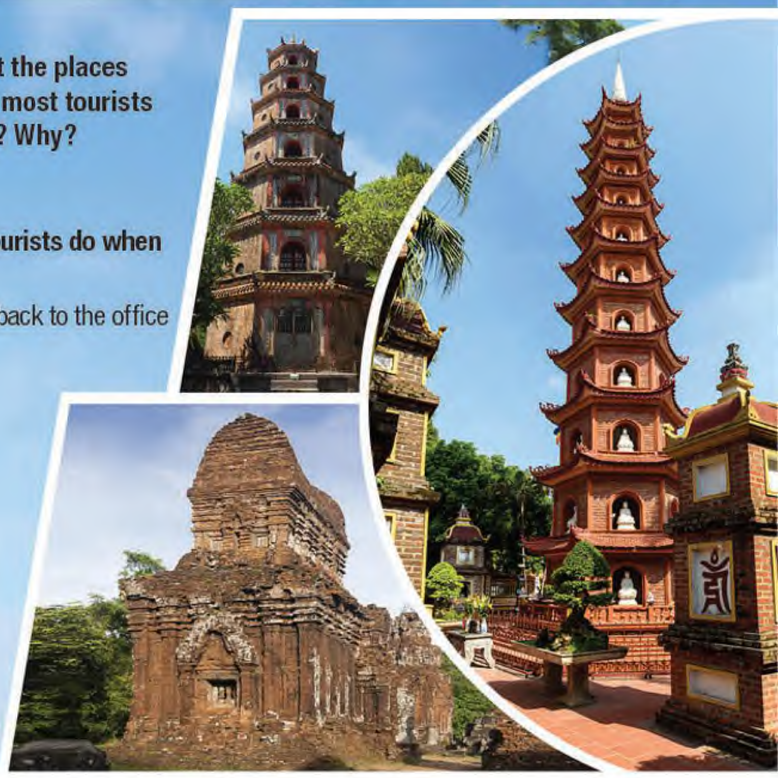
Unit 6

World Heritages

LESSON 3

Can you ...?
- talk about heritage sites in Vietnam
- write a description of a tourist attraction

Writing Skill: Writing attractive descriptions using Past Participle clauses



Let's Talk!

In pairs: What do you know about the places in the pictures? Which places do most tourists visit when they come to Vietnam? Why?

Listening

a. Listen to a tour guide talking about a tour. What will the tourists do when the tour guide's finished speaking? 07

1. visit a tomb 2. look around a temple 3. take the bus back to the office

b. Now, listen and number. 07

1. The visitors shouldn't speak loudly. ☐
2. The tour guide likes this place the most. ☐
3. The tower was built in 1844. ☐
4. Don't forget to see the statue of the turtle. ☐
5. The pagoda is near the Hương River. ☐

c. In pairs: What are some of the advantages and disadvantages of group tours?

Reading

a. Read the description of the old capital of Huế. What is the purpose of the text?

1. to say what the writer likes about Huế 2. to encourage people to visit Huế

hue.tourist

Things to see & do Where to stay Visitor information



Located beside the Hương River, the old capital of Huế was the home of the Nguyễn emperors. Built in the early 19th century, the walled city was a symbol of the emperor's power. The city was made with brick and stone. If you like history, you'll really like Huế.

When you first arrive, you should pass through Ngọ Môn, where the emperor would watch parades. The central gate was for the emperor only. Next, enter the Imperial City. Inside is the Ngũ Phụng Pavilion, which was originally only open to members of the Royal Family. After that, you should check out the Thái Hoà Palace. It was used for important celebrations such as the Royal Family's birthdays. Finally, visit the Duyệt Thị Đường Royal Theater. It's the oldest theater in Vietnam! When you're finished exploring the old capital, you should take a boat trip to visit the tombs of the emperors. Remember to bring an umbrella because it often rains in Huế.

You can fly to Huế from Ho Chi Minh City or Hanoi. If you want to see more of the country, we recommend taking an overnight train. After you arrive in Huế, you can take a taxi, bike, or walk around the city. Remember to give yourself lots of time to try the specialty foods of Huế.

b. Now, read and answer the questions.

1. When was the old capital of Huế built? _____
2. What kind of person does the writer think would enjoy visiting Huế? _____
3. Where does the writer suggest you visit after seeing the old capital? _____
4. What kind of transportation is suggested to see more of Vietnam? _____

c. Listen and read. 08

d. In pairs: Would you like to visit the old capital of Huế? Do you like to visit historical places? Why (not)?

Writing

a. Read the Writing Skill box and the description of Huế again. Then, underline the Past Participle clauses used in the description.

Writing Skill

Writing attractive descriptions using Past Participle clauses

We can use a Past Participle clause at the beginning of a sentence to focus on an important feature of the thing we are describing.

Located on top of a mountain, *Yên Tử Mountain is famous for its pagodas.*

Set in the beautiful Chulka rainforest, *Shambala Resort offers amazing views of nature.*

They are commonly used in advertising and articles to catch the reader's attention with interesting facts or detail. They should only be used once or twice at the beginning of the passage.

b. Rewrite the sentences using a Past Participle clause at the beginning of a sentence to focus on the features in bold.

1. Thăng Long is found in the center of Hanoi and **was built in 1010**.
2. Phong Nha-Kẻ Bàng is famous for its karst landscapes and **is also known for its caves**.
3. **Tràng An Complex is located in Ninh Bình**. It is the only natural and cultural heritage in Vietnam.
4. **Hạ Long Bay is visited by 2.5 million tourists a year** and it is one of Vietnam's most popular heritage sites.
5. **Chùa Cầu was built in the 16th and 17th centuries.** It's the only known covered bridge with a Buddhist temple.

Speaking

a. You're interviewing a tourism officer to write about a tourist attraction. In pairs: Student B, P.112 File 1**. Student A, you're the interviewer. Ask about Trấn Quốc Pagoda to complete the notes.**

b. Swap roles and repeat. You're the tourism officer. Answer questions about Mỹ Sơn Sanctuary using the notes below.

Where/What is it? | What can I see/do there? | How can I get there? | What else should I know?

Trấn Quốc Pagoda

Basic Information:

- _____ on an island in a lake
- Trấn Quốc Pagoda – oldest _____ in Hanoi
- Built in 548
- Originally named Khai Quốc
- Pagoda was built next to Red River & later moved to island in 1615.
- Great for people who like history and culture

Things to see and do:

- Give food to receive good luck – don't _____
- See Buddha and "Mother" Buddha statues
- Stay to watch _____
- Try traditional foods in Hanoi
- Bring a camera – take lots of pictures

Access and Tips:

- Take a _____ – 5 km from city center
- Avoid 1st and 15th of the month – very busy
- Wear _____ – no shorts allowed

Mỹ Sơn Sanctuary

Basic Information:

- Surrounded by mountains
- Mỹ Sơn Sanctuary – one of the largest Hindu sites in South East Asia
- Built between 4th – 13th century
- Place for celebration of kings
- Temple was made with red bricks & decorated with religious artwork.
- Great for people who like architecture and art

Things to see and do:

- Museum – learn history
- Walk around temples & tombs – takes ½ day
- Watch traditional dances
- Try famous foods in Hội An
- Bring a camera – take lots of pictures

Access and Tips:

- Rent motorbike or hire a driver from Hội An
- Get there early – avoid crowds
- Wear hat and sunscreen – gets very sunny

c. Discuss which of the places above you would like to visit and why.

Let's Write!

Now, write a description for a tourism board's website about one of the heritage sites you discussed. Use the Writing Skill box, the reading model, and your speaking notes in to help you. Write 150–180 words.

Feedback

The description uses Past Participle clauses to describe the location and a historical fact.	☆☆☆
It is interesting to read.	☆☆☆
I can understand everything. (Underline anything you don't understand.)	☆☆☆

Unit 7

Ecological Systems

LESSON 1

Can you ...?
- talk about impacts of foreign species on ecological systems
- use Present Perfect Continuous

Conversation Skill: Asking for clarification



Let's Talk! **In pairs:** What problem can you see in the picture?
What other damage to the environment do you think natural creatures can cause?

New Words

a. Circle the correct definitions for the underlined words. Listen and repeat. 09

1. The **ecosystem** in the Amazon has over three million animals and 2,500 kinds of trees.
   a. all the plants, living things, and environment in an area b. a way to organize plants and animals
2. Things like plastic and air pollution are a **threat** to the environment.
   a. something likely to cause damage or danger b. a way to improve someone or something
3. The insects **spread** across the country and can now be found in every city.
   a. move from one place to another b. cover a larger and larger area over time
4. If there are mice or insects in your home, you can kill them with **poison**.
   a. something that causes death or harm if it gets into the body b. something that gives you more energy
5. We can grow a new tree if we plant a **seed**.
   a. the small round part of plant that can become a new plant b. the part of plant that is normally below the ground
6. Wild tigers are **native** to Asia. They have always lived there.
   a. (of plants and animals) coming from somewhere else b. (of plants and animals) existing naturally in a place

b. In pairs: Say what you know about these plants and animals.

kangaroo	monkey	turtle
crocodile	bamboo	coconut

Kangaroos are native to Australia. They live in forests and woodlands.

Listening

a. Listen to two students talking about foreign species. How does Steven feel about them? 10

1. interested 2. worried

b. Now, listen and circle *True* or *False*. 10

1. Steven is studying foreign species in science class. True False
2. Humans have brought foreign species around the world for hundreds of years. True False
3. The Burmese pythons in Florida have eaten some native species. True False
4. Two men caught a Burmese python that was nine meters long. True False
5. Steven feels bad that some foreign species must be killed. True False



Conversation Skill

Asking for clarification
To show you don't understand, say:
What do you mean?
Could you (please) explain that?

c. Read the Conversation Skill box. Then, listen and repeat. 11

d. Now, listen to the conversation again and circle the phrase you hear. 10

e. In pairs: Should people be allowed to have foreign species for pets? Why (not)? CRITICAL THINKING

Grammar Meaning and Use

Present Perfect Continuous

We can use **Present Perfect Continuous** to talk about the length of time of an unfinished or ongoing action.

The snakes **have been spreading** across the area for 30 years.
We**'ve been studying** the snakes' activities for three years.

a. Look at the picture. What do you think the women are saying?

b. Now, listen and check your ideas. 12

c. Listen and repeat. 12



Grammar Form and Practice

Present Perfect Continuous

I/We/They	**have been studying** the rabbits for ten years.
He/She	**has been learning** about their behavior since 2002.
It	**hasn't been growing** since the last time I checked.
How long	**have** you **been working** on this project?
Have	you **been working** on this for long?

a. Fill in the blanks with Present Perfect Continuous form of the verbs in brackets.

1. The government has been trying (try) to kill the foreign species using a poison since 2014.
2. The gray squirrels _____ (compete) with local red squirrels for food since they were brought here.
3. We _____ (not work) on this project for long.
4. How long _____ the wild pigs _____ (affect) the local ecosystem?
5. _____ the snake population _____ (decrease) since you started using poison?
6. Birds _____ (spread) the seeds of this non-native plant all over the country since 1998.

b. Circle the correct verb form.

Dear Doctor Clark,

I am writing to you about the serious threat of lionfish in the Atlantic Ocean.

Since 2004, the lionfish (1) *have been eating/have eaten* local fish, and they are continuing to destroy native fish populations. There are no animals that naturally eat the lionfish here, so we (2) *have been trying/tried* to train sharks to eat them, but it didn't work. The sharks only (3) *wanted/have been wanting* to eat the lionfish if one of our divers fed it to them.

Since then, we (4) *have been working/worked* on making a robot that will be able to kill lionfish with electricity. We already (5) *tested/have been testing* the first model but it didn't work very well. Until we can find a solution, we must hope that the lionfish do not destroy entire populations of native fish.

Your colleague,

Doctor Lewis



c. In pairs: Why do you think some foreign animals have been spreading to other places? How have foreign animals been affecting the environment in your country?

CRITICAL THINKING

Pronunciation

Sounds

a. Focus on the /sp/ sound.

b. Listen to the words and focus on the underlined letters. 13

species, special

c. Listen and circle the words you hear. 14

1. spread	*bread*
2. pieces	*species*
3. speak	*peak*

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

Practice

a. Practice the conversation. Swap roles and repeat.

Richard: Hello, thanks for agreeing to do this interview.

Margaret: No problem.

Richard: Could you tell me about what you do?

Margaret: Sure. I'm a biologist. I study foreign species, and I've been studying their impact on our environment for fifteen years.

Richard: Which species are you studying at the moment?

Margaret: The golden apple snail.
It's native to South America but has spread to many Southeast Asian countries.

Richard: How long has your team been studying it?

Margaret: For about five years.

Richard: And what damage has it caused?

Margaret: The snails have destroyed lots of crops, especially rice.

Richard: What do you mean?

Margaret: They eat young plants, so the plants can't grow.

Richard: I see. So what are you doing to stop them?

Margaret: We have tried many things, but since last year we've been raising ducks on rice fields.
The ducks eat the snails and snail eggs.

Richard: Has it been successful?

Margaret: Yes, it has.

Richard: Great! Thank you, that was very interesting.

ten	twenty
fire ant	Asian tiger mosquito
South America	Southeast Asia
states in the USA	countries all over the world
three	four
The ants have destroyed lots of farms	The mosquitos have made many people sick
make holes in the ground, so it's difficult for plants to grow	spread diseases they carry in their blood
releasing special flies that put eggs in the ants' heads	trying to destroy their eggs
The eggs grow and kill the ants	We put poison in areas with many mosquito eggs

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

Speaking

INTERVIEW: THREAT FROM FOREIGN SPECIES

Ask for clarification.

a. You're a reporter interviewing a scientist, who's studying a foreign species. In pairs: Student B, p. 115 File 6.
Student A, you're the reporter. Interview the scientist and complete the table.

The species:
Time of studying:
Area affected:
Why it's a threat to the ecosystem: • reduce _____ population (destroyed populations of _____) • limit the growth of _____ (eat animals that spread _____)
Method to stop it: Kill them with _____
Result: _____ but need to try in larger area



b. Swap roles and repeat. Student A, p. 112 File 2.

c. Which species is a bigger threat to ecosystems? Why? CRITICAL THINKING

Unit 7

Ecological Systems

LESSON 2

Can you ...?
- talk about the climate and landscapes of places
- use adverbs of focus



Let's Talk! **In pairs:** What can you see in the picture? Why do some people enjoy places like this? What types of natural landscapes are found in Vietnam?

A4 New Words

a. Read the definitions and match the words with the pictures or fill in the blanks. Listen and repeat.

~~freezing:~~	extremely cold	**grassland:**	a large area covered in grass
shower:	a short period of rain or snow	**coral reef:**	an underwater ecosystem made of colorful rocks on the bottom of the sea
hot spring:	a place with natural hot water	**volcano:**	a mountain or hill with a hole for lava to come out
glacier:	a slow-moving mass of ice	**sunshine:**	the light and heat from the sun

1 

2 

3 

4 

5 

volcano _____ _____ _____ _____

6 The weather in Russia is often snowy and ___freezing___.

7 My plants get a lot of _____ through the window.

8 I didn't take my umbrella today because it was only a _____.

b. In pairs: Talk about the landscapes and weather in some well-known places.

There are volcanoes in Hawaii.



Reading

a. Read the email very quickly. Which three countries did Sarah mention in her email?

New message

To : rob.brown42@mail.com

Subject : Iceland vacation

Hi Rob,

How are things in Australia? I hope you're making new friends and enjoying your new school. Do you miss anything from the USA? Let me know and I'll mail it to you.

My family and I went on a vacation to Iceland last week. It was amazing! I didn't even want to go at first because I hate the cold. But then my dad showed me pictures of the volcanoes and glaciers, and they looked so cool.

Iceland is a beautiful country. The grasslands and mountains make it feel so peaceful. Even though it was too cold to go swimming at the beach, there are some really nice views where the mountains meet the sea. We even got to see the Northern Lights. They were incredible! Normally you can only see them late at night, so we left the hotel around 10 p.m. My whole family stayed up all night, and then we went whale watching in the morning and glacier hiking in the afternoon. That was my favorite day.

The day after that wasn't so great because it was freezing outside. I only brought one jacket, so we stayed at the hotel all day. We had some more sunshine the next day though and rented a car to hike some glaciers on the west side of the island. Hiking and seeing nature weren't the only activities we did. On the last day, we took baths in natural hot springs. That was so relaxing after all the adventures.

Have you seen much of Australia yet? You better send me pictures when you visit the coral reefs.

Keep in touch,
Sarah

Send

b. Now, read and answer the questions.

1. Where did Rob use to live? _____
2. Why wasn't Sarah interested in visiting Iceland? _____
3. When can people normally see the Northern Lights? _____
4. Why did Sarah's family hang out at the hotel one day? _____
5. How did Sarah's family spend the final day of the trip? _____

c. Listen and read. 16

d. In pairs: Have you ever been on a similar vacation? What was the same? What was different? CRITICAL THINKING

Grammar Meaning and Use

Adverbs of focus: *only* and *even*

We can use **only** to:

- say something is limited.

There's **only** one good hotel in Richmond.

- say something doesn't happen in other situations.

We can **only** go skiing in the north.

- focus on how something is less than expected.

It's **only** going to be five degrees.

We can use **even** to:

- say something is disappointing.

I didn't **even** get to go swimming.

- say something is surprising.

You can ski, hike, and **even** do a glacier tour.



a. Look at the picture. What do you think the people are saying?

b. Now, listen and check your ideas. 17 **c. Listen and repeat.** 17

Grammar Form and Practice

Adverbs of focus: *only* and *even*

These adverbs usually go before the main verb (except the verb "be") and focus on the meaning of the words following them.

only

We can **only** see the Northern Lights at night.
It's **only** rainy in the afternoon.
Are you **only** going for a weekend?

Using **only** at the end of the sentence focuses on the noun or verb before it.

In the summer, it's dark outside for three hours **only**.

even

I'll **even** go hiking in the freezing cold.
It's **even** hot and sunny in the winter.
Can you **even** go whale watching in January?

Using **even** at the end of the sentence is less common and less formal.

Can we see turtles and fish **even**?

a. Circle the correct words.

1. I was disappointed because I didn't *even*/*only* get to go glacier hiking.
2. I'd love to go to Phong Nha. You can hike, kayak, and *even/only* camp in a cave.
3. Are you *even/only* going for a day?
4. I don't want to go. There's not *even/only* anywhere to go camping.
5. We did visit the north, but *even/only* for one day.

b. Rewrite the sentences using adverbs of focus.

1. It rained in the morning but not in the afternoon. — It only rained in the morning.
2. I can't believe we can go hiking on volcanoes and glaciers. — _____
3. I'm so disappointed we didn't get to swim in the coral reef. — _____
4. Did you visit the grasslands but nowhere else? — _____
5. I saw one shark but I didn't see any more. — _____

c. In pairs: Talk about some special places you can see or activities you can do there.

Đà Nẵng even has a dragon bridge that breathes fire.

You should only visit Hà Giang in the dry season.





Compound nouns

There are three forms for **compound nouns**:
closed: no space or hyphen between words (*bedroom*)
hyphenated: hyphen between words (*X-ray*)
open: space between words (*tennis shoe*)

Compound nouns can be constructed in a number of ways.

Noun + noun	coral reef, hot spring, grassland, rainstorm, sea turtle
Noun + verb/verb-*ing*	sunshine, waterfall, glacier hiking, whale watching

Pronunciation

Word Stress

a. Stress the stressed syllable of the first word for compound nouns.

b. Listen to the words and focus on the underlined letters. 18

grassland *waterfall* *hot spring*

c. Listen and cross out the word with the wrong word stress. 19

sunshine *rainstorm* *sea turtle*

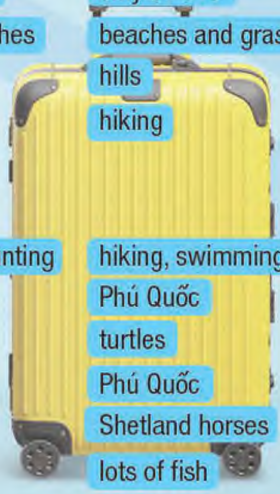
d. Read the words with the correct stress to a partner.

Practice

a. Practice the conversation. Swap roles and repeat.

Steve: Should we visit Iceland or Bali on our vacation?
Huyền: Let's go to Iceland. It will only rain a little bit.
Steve: Yeah, but it will be cold. The temperature might only be 10°C.
Huyền: But we can see the glaciers and grasslands. There's even volcanoes.
Steve: But we can only go hiking there. We can't do anything relaxing.
Huyền: I like to be active on my vacations.
Steve: You can go hiking, kayaking, and swimming in Bali. And you can even see sharks.
Huyền: Hmm. I guess you're right. But if we go to Bali, I won't get to see penguins.
Steve: No, but you can still see monkeys.
Huyền: OK. Let's go to Bali.

Hawaii	the Shetland Islands
Alaska	Phú Quốc
Hawaii	the Shetland Islands
hot	cold
even go up to 33°C	only be 5°C
volcanoes and beaches	beaches and grasslands
coral reefs	hills
swimming	hiking
fishing, camping, hunting	hiking, swimming, diving
Alaska	Phú Quốc
bears	turtles
Alaska	Phú Quốc
sea turtles	Shetland horses
whales	lots of fish
Alaska	Phú Quốc



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

Speaking

CHOOSING AN ISLAND VACATION

a. Imagine you're planning a summer vacation. Student A, you love warm weather, swimming, and cute animals. Student B, you love cold weather, hiking, and dangerous animals. In pairs: Discuss the features of Nippyton and Koko Island. Then, decide where you will go together.

Nippyton even has whales.

We can only see monkeys on Koko Island.

Islands:	Nippyton	Koko Island
Climate:	• cold, sunny, some showers • light outside 24 hours a day • 9°C–15°C • 30% chance of rain	• hot, sunny, morning rainstorms • 9 hours of sunshine a day • 26°–32°C • 60% chance of rain
Features:	glaciers, grasslands, hot springs, mountains, volcanoes	beaches, coral reefs, jungles, waterfalls, volcanoes
Wildlife:	whales, bears, penguins	monkeys, sea turtles, sharks

b. Now, use your own ideas to think of a place you want to travel. Tell your partner about it.

c. Join another pair. Did anyone choose the same place? Who chose the best place? Why? CRITICAL THINKING

Unit 7

Ecological Systems

LESSON 3

Can you ...?
- talk about environmental problems and solutions to them
- write a chain structure problem and solution essay about an environmental issue

Writing Skill: Writing chain structure problem and solution essays



Let's Talk! **In pairs: What environmental issues are shown in the pictures? What are some of the causes of these problems?**

Listening

a. Listen to the news report about illegal wildlife trade. Where did the problem happen? 20

1. in the jungle
2. in the city
3. in the countryside

b. Now, listen and write *True* or *False*. 20

1. The police heard strange noises coming from a house. _____
2. The people were keeping baby turtles and tigers in the house. _____
3. The animals were caught in another country. _____
4. One neighbor said he was very sad to learn about illegal wildlife trade in the city. _____
5. The police found 50 animals in the house. _____

c. In pairs: What do you think will happen to the animals? What will happen to the people who kept the animals?

Reading

a. Read Melissa's essay about illegal hunting. Which problem does she think is worse?

1. The first problem 2. The second problem 3. Doesn't say

Illegal hunting is one of the main environmental issues in the world today. This essay will explain some problems with it and give some possible solutions.

One problem caused by illegal hunting is that it can make some animals go extinct. Many rare animals are hunted and sold for their fur, skin, or meat, or as pets. The Tasmanian tiger, passenger pigeon, and dodo are just a few examples of animals we hunted to extinction. Some animals now have very small populations, and they might go extinct if we don't stop illegal hunting. The government should make people pay fines for hunting rare animals. The fines should be really high to deter people from illegal hunting. The government should also make people aware of the fines with signs and commercials on TV.

Another problem caused by illegal hunting is that it can cause damage to coral reefs. Some fishermen break coral to try to catch rare fish. Breaking coral does harm to the ecosystem of the ocean because thousands of species of fish and other animals make their homes in coral reefs. Countries have to teach people not to hunt rare fish or destroy coral. Teaching people not to hunt rare fish will protect coral reefs.

To conclude, illegal hunting can cause animals to go extinct. It can also cause damage to the environment. These problems can be solved with action from governments and people. Making people pay lots of money for hunting and teaching people not to hunt rare animals will help save the environment.

b. Now, read and fill in the blanks.

1. A lot of endangered species are hunted and _____.
2. Animals that are rare can easily go _____ if people hunt them.
3. Damaging _____ has a negative effect on the ocean's ecosystem.
4. Illegal hunting will be reduced if we _____ people not to hunt rare fish.

c. Listen and read. 21

d. In pairs: Which solution do you think would work better? Why?

Writing

a. Read about writing chain structure problem and solution essays. Then, read Melissa's essay again and underline the two problems and two solutions.

Writing Skill

Writing chain structure problem and solution essays

To write a well-organized chain structure problem and solution essay, you should:

1. **Introduce the topic and give the purpose of the essay.**
   Invasive species are one of the biggest environmental issues in the world today. This essay will explain some problems with them and give some possible solutions.
2. **Write at least two body paragraphs.** Each body paragraph should say the problem, explain the problem, give a solution, and explain the effect of the solution.
   One problem caused by invasive species is that they can make native animals go extinct. Invasive species can eat animals that cannot protect themselves. The government should make people pay big fines if they keep invasive species as pets. Making people pay fines for keeping invasive species as pets will help reduce the amount of invasive species.
3. **Write a conclusion.** Restate the problems and the solutions.
   Invasive species can make native animals go extinct. Making people pay fines for keeping them as pets will limit their effect on the environment.

b. Number the sentences (1–4) to make a body paragraph for a chain structure problem and solution essay.

A. Having more environmentally friendly public transportation will limit the increase of CO_2 in the air. ____

B. One problem caused by the growth of cities is that it can increase CO_2 in the air. ____

C. The government should have more environmentally friendly public transportation. ____

D. The increase of CO_2 in the air can harm people and animals. ____

Speaking

a. Discuss environmental problems caused by deforestation and pollution. Then, discuss some possible solutions to each problem.

Deforestation can cause more flooding near rivers.

The government should ban cutting down trees near rivers.

Air pollution can make the food we grow unsafe to eat.

Companies should not be allowed to build factories near farms.

b. Choose one issue and think of two problems and two solutions, then fill in the table. Add details to explain the problems and solutions.

Topic: _____	Explain the problems/Effects of the solutions
Problem 1:	
Solution 1:	
Problem 2:	
Solution 2:	

Let's Write!

Now, write a chain structure problem and solution essay about one of the environmental issues you discussed. Write about two problems and two solutions. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

The essay follows the model. ☆☆☆

It is interesting. ☆☆☆

I can understand everything. ☆☆☆

(Underline anything you don't understand.)

Unit 8

Independent Life

LESSON 1

Can you ...?
- make suggestions to improve life skills
- use questions to make suggestions

Conversation Skill: Repeating to help memory



Let's Talk! **In pairs:** What is happening in the picture?
What skills will you need if you go to study in a different city or country?

A New Words

a. Read the words and definitions and fill in the blanks. Listen and repeat. 22

budgeting:	the process of making and following a plan for spending your money
society:	a group of people who join together to share a hobby or interest
~~deadlines:~~	points in time by which tasks must be finished
remind:	help remember something that you must do
time management:	the ability to use your time effectively or productively, especially at work

Most young people are excited about moving out and starting a new life on a university or college campus. But first, you will need to learn many basic skills.

You will need to learn domestic skills. Your parents won't be there to cook for you or wash your clothes. No one will fix the broken light for you. You'll need to learn how to do all these things.

At university, you'll probably have (1) __deadlines__ to complete your essays and assignments so (2) _____ is also important. Plan ahead and (3) _____ yourself about tasks that need to be finished.

Another skill students need to learn is (4) _____ to make sure to have enough money to pay for important things like food and study books. Think carefully before you buy anything and try to save money.

At university, you'll meet lots of new people and building relationships is another important life skill. Joining a (5) _____ where you can share an interest such as sport or drama with other students can help you make friends easier.

These life skills will help you have a healthy and happy university life.

b. In pairs: Use the new words to talk about the skills that you have and the skills that you'd like to learn.

I'm not very good with money, so I'd like to learn about budgeting.

Listening

a. Listen to two first-year university students talking. Does Jill think Matt has good tips?

1. yes 2. no

b. Now, listen and answer the questions.

1. What must Jill do tonight? _____
2. What did Matt suggest Jill buy? _____
3. Where does Matt put his notes? _____
4. What does Matt use to remind himself a few days before deadlines? _____
5. What's Matt's last tip for Jill? _____

Conversation Skill

Repeating to help memory (and show interest)

To show interest and help you remember important facts, repeat key words:

A: You should turn left at the next lights.
B: … Left … next lights.

c. Read the Conversation Skill box. Then, listen and repeat.

d. Now, listen to the conversation again and circle the repeated phrase you hear.

… deadline is tomorrow …
… notes on door, mirror …



e. In pairs: What do you think about Matt's suggestions? Would they be useful for you? Why (not)?

CRITICAL THINKING

Grammar Meaning and Use

Why don't you …?

We can use **Why don't you …?** to make casual suggestions.

A: I don't know how to cook anything.
B: **Why don't you** buy yourself a cook book?

a. Look at the picture. What do you think the girls are saying?

b. Now, listen and check your ideas.

c. Listen and repeat.



I'm always _____ to class.

_____ earlier?

Grammar Form and Practice

Why don't you ...?

A: **Why don't you/we/they** join a cooking class?
B: Yes, that's a good idea.

A: **Why doesn't he/she** join a gym?
B: I don't think so. He's/She's too busy.

a. Unscramble the sentences.

1. A: I don't know how I'm going to make new friends.
   B: some/Why/societies?/student/don't/join/you
   Why don't you join some student societies?
2. A: How should I cook these eggs?
   B: an/make/Why/you/omelet?/don't
   _____
3. A: I think you should sign up for cooking classes.
   B: I don't think so. I'm too busy.
   A: from/Why/videos?/watching/to/don't/cook/learn/you
   _____
4. A: Jane gets angry too easily.
   B: up/Why/for/sign/in/doesn't/class/stress management?/a/she
   _____
5. A: I never have enough money when it's time to pay the electricity bill.
   B: Me too.
   A: Why/online course/we/don't/an/take/in/budgeting?
   _____



b. Match the problems to the suggestions and write sentences.

Problems	Suggestions
I/want to set up my own blog	keep/diary
my sisters/get frustrated too easily	join/student society
John/have no friends	buy/new alarm clock
I/wake up late	go/anger management class
Tom/forget appointments	sign up/website design course

1. Why don't you sign up for a website design course?
2. _____
3. _____
4. _____
5. _____

c. In pairs: What kind of life problems have you experienced? How did you solve them?

Pronunciation

Intonation

a. Intonation rises for suggestions in the form of question.

Why don't you hire a maid? →

Why don't you clean up? →

b. Listen to the sentence and focus on how the intonation rises. 26

Why don't you wake up earlier?

c. Listen and cross out the sentence with the wrong intonation. 27

Why don't you make an omelet?
Why don't you keep a diary?

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

Practice

a. Student A: Tell your partner about your problem. Politely disagree with their suggestion and give a reason why. Student B: Listen to your partner's problem and make a casual suggestion. Make an alternative suggestion if they disagree. Swap roles and repeat.

My room is so messy. — Why don't you hire a maid? — I don't think so. That's too expensive. — Why don't you clean up every morning?

my room/messy



- hire a maid (expensive)
- tidy up every morning

my brother/late/class



- wake up earlier (always oversleep)
- buy an alarm clock

my cousin/sad/lonely



- see a doctor (no time)
- make new friends

I/no money



- keep a piggy bank (for children)
- learn about budgeting

my sister/asleep/class



- take vitamins (forget to take every day)
- go to bed earlier

I/unhealthy food



- learn to cook (too busy)
- eat fresh fruit

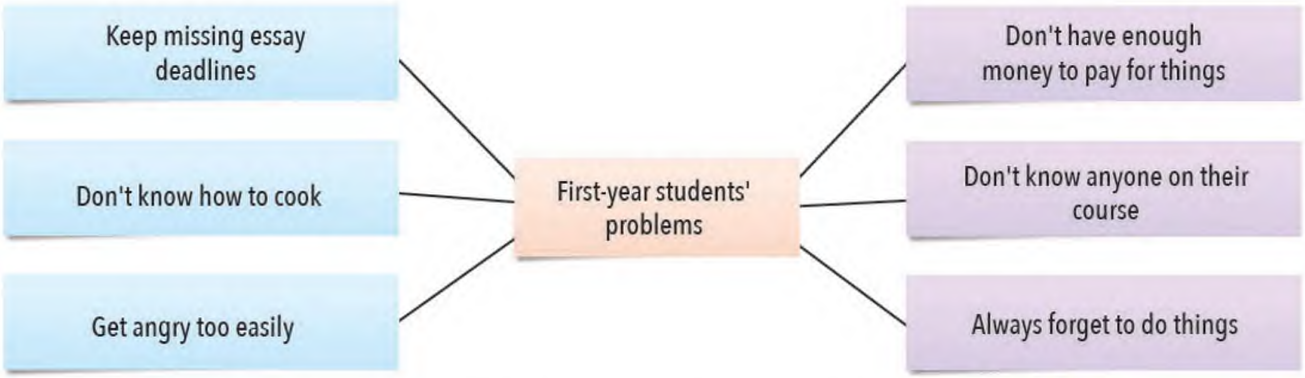
b. Practice with your own ideas.

Speaking — *GETTING BETTER AT LIFE*

Repeat to help memory.

a. You're planning an article for Campus Life magazine to help new students live independently. In pairs: Look at the problems and make suggestions to solve each one.

Some students keep missing essay deadlines. — Why don't they write down deadline dates in a diary? — I don't think so. Not many students have diaries. — Why don't they use their smartphones to remind themselves?



b. Which suggestions for the problems do you think are the most effective? Why?

CRITICAL THINKING

Unit 8

Independent Life

LESSON 2

Can you ...?
- talk about becoming independent
- use *to*-infinitive clauses after adjectives



Let's Talk! **In pairs:** What type of lesson does the picture show? How can this help young people be more independent?

A New Words

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

1. I often **take care of** my younger sister while my parents are at work. •
2. My parents are very old, so they **rely on** me to do their shopping. •
3. I don't have time to cook. I think I'll **eat out** tonight. •
4. I have a **part-time job** at a café. I only work on the weekends. •
5. I think that being a doctor is a great **career**. •
6. Do you like this cake? If you want, I'll send you the **recipe**. •

- a. a type of job which people often do while in high school or university
- b. make sure someone is safe and healthy
- c. a job which people usually keep for a long time and try to become very good at doing
- d. a set of instructions for how to cook a dish
- e. need help from somebody
- f. have a meal in a restaurant, etc. rather than at home

b. In pairs: Talk about your family using some of the new words.

My older sister has a part-time job. She doesn't rely on our parents for money.

Reading

a. Read the emails very quickly. Which two dishes did Mark and James talk about?

New message

Hi James,

Thanks for your last email. You were right – It is really easy to do my own laundry. I think mom will be surprised when I tell her about it!

The first few weeks of university have been great, and I'm making lots of new friends. The only problem is that I've almost run out of money already. Eating out every day is so much more expensive than I thought it would be! You always made really good fried rice when you lived with us. Is it difficult to make?

Please tell Mom and Dad I said "hi" and make sure Mom waters the plants in my room, OK?

Mark

Send

New message

Hello Mark,

I'm glad it's all going well! Mom will be happy when she hears about how independent you're becoming. Maybe you can do all of our laundry the next time you visit us, haha 😀.

About food, it's really important for you to take care of yourself. You can save a lot of money by making your own meals. Fried rice is really easy to cook, but it'll be much better for you to learn some healthier recipes. I think you should try a simple chicken curry. It's a bit more difficult to cook, but it's much healthier. It's also really good to make a lot of curry at once, and then freeze it. I guess you're really busy with your lessons, so it will be convenient for you to heat it up quickly when you're hungry. You could even share some with your new friends!

Anyway, see you soon, Mark!

James

Send

b. Now, read and match.

1. Mark says that it's easy …
2. Mark asks James if it's easy …
3. James thinks it's important for Mark …
4. James says that it's useful …

a. to cook a lot of curry and freeze it.
b. to take care of himself.
c. to make fried rice.
d. to do laundry.

5. According to paragraph 2 in James's message to Mark, chicken curry is _____.

a. easier to cook than fried rice
b. healthier but more expensive to make
c. harder to make but is better for you
d. quick and easy to make when you are busy

c. Listen and read. 29

d. In pairs: Would you like to go to university in a province or in a big city? Why?

CRITICAL THINKING

Grammar Meaning and Use

to -infinitive clauses after adjectives

We can use these to give our opinion about actions.

It's important **to learn** how to drive.
It's not easy for teens **to choose** a career.

a. Look at the picture. What do you think the girl is saying?

b. Now, listen and check your ideas. 30

c. Listen and repeat. 30



Grammar Form and Practice

to-infinitive clauses after adjectives

- We often use ***to*-infinitive clauses** after **opinion adjectives** such as *easy, difficult, important, useful,* and *convenient.*

It's **important to learn** how to cook.
It isn't **difficult to make** new friends.
Is it **difficult to get** a job at Donnie Mart?

- We can add **for** and a noun, pronoun, or name to indicate the person or group that involved in the action.

It isn't easy **for** teens **to choose** the right career.



a. Correct the mistakes in the sentences.

1. It's useful knew how to drive. It's useful to know how to drive.
2. It isn't easy to learning new recipes. _____
3. It's difficult for teenagers to found part-time jobs. _____
4. Is it convenient for you to drove to university? _____
5. It's important not to relying on other people too much. _____

b. Write sentences and questions using the prompts.

1. easy/cook spaghetti It's easy to cook spaghetti.
2. not good/rely on other people _____
3. important/teenagers/get part-time jobs? _____
4. not easy/young people/choose a career _____
5. useful/high school students/know how to ride a bicycle? _____

c. In pairs: Ask and answer using the prompts in the table.

easy/learn a language?	useful/teenagers/own a bicycle?	healthy/eat out every day?	convenient/go university/bus?
✘ difficult	✔	✘ unhealthy	✔

Is it easy to learn a language?

No, it isn't. It's difficult.

Pronunciation

Sound Changes

a. 'is' and 'not' are often contracted to ('s) and (n't).
'It is' is written 'It's' and sounds like /ɪts/.
'is not' is written 'isn't' and sounds like /ɪznt/.

b. Notice the sound changes of the underlined words. 31

It's important to learn to drive.
It isn't easy to choose a career.

c. Write what you hear for the underlined words. 32

1. *It is important to learn how to cook.* _____
2. *It is not good to rely on other people.* _____

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

Practice a. Take turns using the prompts to give opinions and agree or disagree.

useful/
university students/
know some healthy recipes

✔ really useful

stressful/
teenagers/
have a part-time job

✘ exciting

difficult/
teenagers/
take care of themselves

✘ easy

important/
(not) rely on others?

✔ very important

easy/
young people/
choose a career?

✘ really difficult

convenient/
know how to drive

✔ very convenient



b. Practice with your own ideas.

Speaking ***CHALLENGES OF BECOMING INDEPENDENT***

a. You're talking to a friend about becoming independent. In pairs: Discuss how easy or difficult each life event is for teenagers, and why. Which two events are the most important?

Learning to cook

Learning to drive

Getting a part-time job

How easy or difficult is each of these for teenagers? Why?

Choosing a career

Moving out and find your own place

b. Now, join another pair and explain the reasons for your choices. Did you choose the same life events?

CRITICAL THINKING

Unit 8

Independent Life

LESSON 3

Can you ...?
- share your feelings about independent life skills
- write an appreciation letter to your favorite teacher

Writing Skill: Writing more precisely using Perfect Gerunds



Let's Talk! **In pairs: What problems do you see in the pictures? Do you think you have the skills to live independently? Why (not)?**

Listening **a. Listen to a podcast about university life. Who learned more independent life skills in high school?** 33

1. Barbara 2. Kenneth

b. Now, listen and fill in the blanks. 33

1. The boy thinks you need to be a lot more _____ in university.
2. The boy learned domestic skills such as how to do grocery shopping and _____ in high school.
3. The girl thinks she needs to learn _____.
4. Mr. Smith taught the boy how to _____.

c. In pairs: Which of the independent skills mentioned do you want to improve? Why?



Reading **a. Read Patricia's letter to her high school teacher. What's one purpose of her letter?**

1. To talk about the difficulties Patricia has now, and how she feels about them
2. To talk about how the things Patricia learned in high school affect her life

Dear Ms. Johnson,

How are you doing? It's been a long time since I last talked to you. I am writing to tell you that I really appreciate having had you as a teacher in high school. You showed me lots of love and helped me become a better person. The skills that I learned from you have helped me a lot.

I love having learned emotion management skills in your class. I was so stressed when I started living alone. Everything was new and different. Thanks to the skills you taught me, I was able to stay calm and control my feelings better.

I also appreciate your lessons on time management. Last semester I completed all my assignments on time!

And thank you for having given me many great lessons about relationship building. I still remember what you said about showing our friends support. This helped me make many good friends.

Finally, I want to thank you for having made me spend many hours redoing my homework. I hated it then, but now I understand that you only wanted to help me get better. I learned a lot, and my assignments now get really good grades because of it.

Thank you for always supporting me and making me do my best.

Sincerely,

Patricia Harris

b. Now, read and answer the questions.

1. What skills helped Patricia when she started living alone? _____
2. How did her time management lessons help her last semester? _____
3. What did Ms. Johnson talk about in her relationship building lessons? _____
4. What didn't she like during high school? _____

c. Listen and read. 34

d. In pairs: What skills do you think will be helpful for a university student? Why?

Writing **a. Read the Writing Skill box and Patricia's letter again. Then, underline the Perfect Gerunds that Patricia used in her letter.**

Writing Skill

Writing more precisely using Perfect Gerunds

Perfect Gerunds are used to more clearly show the time relation between the main verb and another action. They make clear that a past action or event was finished in the past and is no longer true. They look like verbs but act like nouns. Although they are not common in casual spoken English, they are very useful to make it clear the action was finished before the main verb.

Perfect Gerunds form: ***having* + past participle**

*I want to apologize for **having caused** you many troubles. (I caused you troubles in the past, not now.)*

*We appreciate your **having spent** the time to make lessons so interesting. (You spent the time to make lessons interesting in the past.)*

Note:

If it is clear from the context that the action or event described by the gerund happens before the main verb, we can use the Simple Gerund instead. The verbs ***remember*** and ***regret*** often goes with Simple Gerunds (because you remember and regret things that already happened).

I remember having lots of fun in your class.

b. Write sentences using the prompts. Use Perfect Gerunds with the bold words to show they are complete.

1. I/want/say/thank you for/**show**/me/patience. _____
2. I/love/**practice**/teamworking skills/your class. _____
3. She/love/**learn**/budgeting skills/school. _____
4. He/enjoy/**work on**/emotion management skills. _____
5. We/love/**have**/an understanding teacher/who/listen to us. _____
6. Thank you for/**talk**/us/like friends. _____

Speaking **a. In pairs: Imagine you have finished your first year of university and are living alone. Think about the life skills you learned and a teacher that taught you those skills. Talk about your feelings about the skills and how they help you. The verbs below may help you.**

appreciate love like
remember thank … for

I love having done many group projects in Ms. Tam's class. She helped me build teamworking skills.

b. You're going to write a letter to your teacher. Discuss other things you'd like to say with your partner. Then, make an outline for your letter.

Greetings and why you're writing:	_____
Feelings about the skills you learned and how they help you:	Skill 1: _____ Skill 2: _____
Other things you'd like to say:	_____

Let's Write!

Now, write a letter to your teacher about the things you imagined above. Tell them how you feel about the skills you learned and how they affected your life. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

The letter follows the model and uses Perfect Gerunds correctly.	☆☆☆
It is interesting.	☆☆☆
I can understand everything.	☆☆☆
(Underline anything you don't understand.)	

Review 3

Listening **You will hear a teenager talking about becoming independent. For each question, write the correct answer in the blank. Write one or two words.** 35



The podcast is for people who've just moved into their own place, or who have recently (1) _____.

Even if you can't cook, it's easy to learn some (2) _____.

You can find a lot of good recipes (3) _____.

When young people go to university, they have to (4) _____ a lot of things.

If you don't have a vehicle, you can still use (5) _____.

Reading **Look and read. Choose the correct answer (A, B, or C).**

1 *Hi, Jenny! Thanks again for the fun trip. You're right, the sightseeing was fun, but it was shopping with you that I really enjoyed! – Barbara*

A. Barbara didn't enjoy the sightseeing.
B. Barbara enjoyed sightseeing more than shopping.
C. Barbara enjoyed shopping more than sightseeing.

2 **Wigley Castle**
- Do not climb on the castle walls
- Put trash in the trash cans
- Do not remove any part of the castle

A. Visitors are not allowed to touch the castle walls.
B. Visitors must not leave any trash on the floor.
C. Visitors can take pieces of the castle home as souvenirs.

3 **Attention All Hotel Guests**
Please make sure that you close all of the doors at the end of the day. Recently, animals have been coming into the hotel at night and damaging the furniture and floors. Thank you.

A. The animals are still coming into the hotel at night.
B. The animals are always in the hotel.
C. The animals have stopped coming into the hotel.

4 **Oldtown University** – Free workshops for new students
- Ice-breaker: Get to know your classmates
- Budgeting skills: Learn to manage your money
- Cooking class: Learn to prepare delicious meals

A. Students can learn to manage their emotions here.
B. Students need money for these workshops.
C. Students can make new friends here.

Vocabulary **Fill in the blanks with words from the box. There is one extra word which you do not need to use.**

rare	responsible	rely on	endangered species	native	threat

1. If I learn to drive, I won't have to _____ my parents to take me to university each day.
2. These animals are damaging the ecosystem because they aren't _____ to this country.
3. CO_2 emissions are a serious _____ to the environment.
4. _____ tourists do not damage old buildings or throw trash on the floor.
5. It is very _____ to see a gorilla in the wild.

Grammar

a. Fill in the blanks with *only* or *even*.

1. It was a really busy day. We didn't _____ have time to eat lunch.
2. The shop doesn't _____ sell souvenirs. They sell drinks and candy, too.
3. OK, I'll come to the restaurant with you, but I _____ want to eat dessert.
4. This hotel room is amazing! It _____ has a swimming pool!

b. Rewrite the pairs of sentences as cleft sentences. Give extra attention to the features in bold.

1. Camping is OK. I'm really interested in **fishing**.

_____

2. The museums are interesting. I really want to see **the Eiffel Tower**.

_____

3. France has good ice cream. I ate the best ice cream **in Italy**.

_____

Pronunciation

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

1.	A. career	B. unique	C. preserve	D. species
2.	A. impressive	B. recipe	C. volcano	D. endangered

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

1.	A. teen<u>a</u>ger	B. n<u>a</u>tive	C. volc<u>a</u>no	D. l<u>a</u>ndscape
2.	A. volc<u>a</u>no	B. soc<u>i</u>ety	C. glac<u>i</u>er	D. rec<u>i</u>pe

Speaking

Build a Better Community

a. In groups of 2–4: Read the list of ways to preserve an old castle:

- teach students about the castle at school
- stop visitors from touching the castle
- make visitors pay if they damage the castle
- repair damaged parts of the castle
- stop children from visiting the castle
- increase the price of tickets to the castle

b. Discuss and choose the two things you agree are the best choices and why.

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

Education in the Future

LESSON 1

Can you ...?
- discuss future study options
- use distributive adjectives

Conversation Skill: Ending a conversation

Let's Talk! **In pairs:** What is happening in the picture?
Would you like to go to university in the future? Why (not)?

A New Words

a. Read the text and match the underlined words to the definitions. Listen and repeat. 36

1. located or happening on the internet online	2. by being in the same location as other people _____
3. mixing two things together _____	4. in a foreign country _____
5. the study of planning how something will look before it is made _____	6. the study of developing apps for computers and smart devices _____
7. the study of how companies find new customers _____	8. the study of how people, companies, and countries make and spend money _____

I really want to study **abroad** because I love visiting other countries. But I just can't decide what to study! I have so many interests. I like art, math, and lots more. People who love art and drawing often study **design**. You have to be really good at math to study **economics**. My sister is studying **software engineering** because she wants to develop a new smartphone app. She studies **in person** because she loves to ask the teacher a lot of questions. My brother is studying **marketing** because he wants to sell interesting new products. He's studying **online** because he doesn't have time to go to university. I want to study in person, and I want to study online, too. That's why I want to find a **hybrid** course.

b. In pairs: Who do you know that studies at university? What, where, and how do they study? Would you like to study in the same way?

CRITICAL THINKING

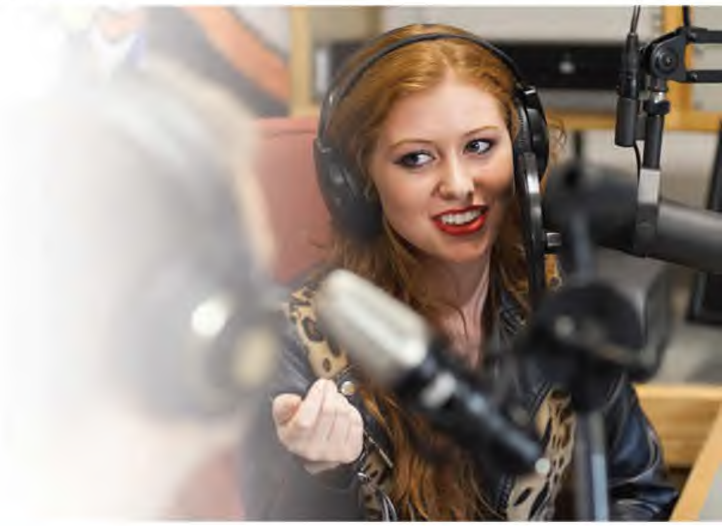
My sister studies marketing in Hanoi.

Does she study online or in person?

Listening

a. Listen to the Teen Life podcast. What kind of subjects does Emily like? 37

1. art and science 2. business and math



b. Now, listen and circle the correct answers. 37

1. How many years has Emily been at university?
   a. one b. two c. three
2. Which of Emily's parents is a storekeeper?
   a. Mom b. Dad c. Mom and Dad
3. What is Emily interested in?
   a. marketing b. economics c. drawing
4. How many of the student advisor's ideas did Emily like?
   a. two b. one c. none
5. How does Emily study now?
   a. in person b. on a hybrid course c. online

Conversation Skill

Ending a conversation

To show that you want to end a conversation, mention something the other person told you:

Well, I'm really glad (you've found a course that suits you).
Well, good luck with (the course).

c. Read the Conversation Skill box. Then, listen and repeat. 38

d. Now, listen again and circle the phrase you hear. 37

e. In pairs: Do you think you'd enjoy studying the same course or in the same way as Emily? Why (not)?

CRITICAL THINKING

Grammar Meaning and Use

Distributive adjectives: *both, either,* and *neither*

We can use **both**, **either**, and **neither** to talk about pairs of things.

Both = the first AND the second

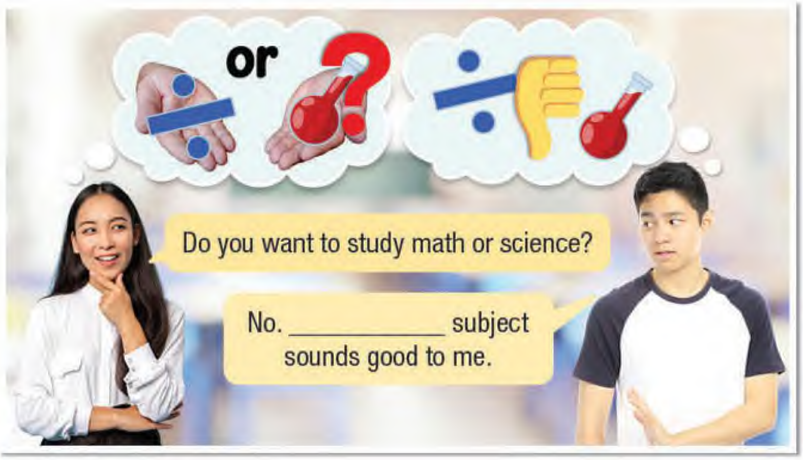
Both universities are great.

Either = the first OR the second

I would like to study **either** art or marketing.

Neither and **not either** = NOT the first and NOT the second

I'm **not** interested in **either** subject.
Neither of us has a laptop.





a. Look at the picture. What do you think the boy is saying?

b. Now, listen and check your ideas. 39

c. Listen and repeat. 39

Grammar Form and Practice

Distributive adjectives: *both, either, and neither*

- **Both** can be used with the subject or object of the sentence.

> **Both** courses will help me become an engineer.
> She likes **both** universities.

- After **either** or **neither**, use a singular noun.

> I could choose **either** university.
> **Neither** course is suitable.

- In negative sentences, use **neither** for a subject, and **not either** for an object.

> **Neither** marketing or engineering sound interesting.
> You **can't** study abroad on **either** course.

- **Both of**, **either of**, and **neither of** are used before determiners and possessive adjectives.

> **Both of** the universities are very good.
> Are **either of** the courses hybrid?
> **Neither of** my siblings went to university.

a. Write sentences using the prompts.

1. A: Do you want to study in person or online?
   B: I/like/both/option
   I like both options.
2. A: Do you want to study at home or abroad?
   B: either/option/sound/good
   _____
3. A: Would you prefer to study in Wakefield or Valleton?
   B: either/university/have/online classes?
   _____
4. A: Will you study in Greendale or Palmdale University?
   B: I/not want/study/at/either/university
   _____
5. A: I think you should study marketing or software engineering.
   B: neither of/subject/be/interesting
   _____

b. Look at the table and complete the sentences with *both*, *either*, or *neither*.

Software Engineering at Palmdale University	
Study in person	**Study online**
• 4 years	• 4 years
• Students can use computer lab.	• Students must have their own computer.
• Morning and afternoon classes	• Afternoon and evening classes
• Option to study abroad for 6 months (Europe + Asia)	• Option to study abroad for 6 months (ASEAN countries)

1. Both _____ courses are four years long.
2. You would need to use computers on _____ course.
3. _____ courses have classes in the afternoon.
4. You can't study in Canada on _____ course.
5. _____ course allows you to study abroad for a full year.

c. In pairs: Ask and answer about the points below using the table above. Which course would you prefer? Why? CRITICAL THINKING

• Evening classes	• Three-year course
• Study abroad for 6 months	• Study abroad for a year

Does either course have afternoon classes?

Yes, both courses do.

Pronunciation

Sounds

a. Focus on the /ð/ sound.

c. Listen and circle the words you hear. 41

1. *they* *day*
2. *Dan* *than*
3. *those* *doze*

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

either *neither* *brother*

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

Practice

a. In pairs: Practice the conversation. Swap roles and repeat.

Peter: Hi Jennifer. How can I help?

Jennifer: Hi Peter. I can't decide which university to study at. I really like both Weston and Eastdale.

Peter: OK. Let's have a look. What do you want to study?

Jennifer: I want to study marketing or economics.

Peter: Both universities teach marketing. Only Eastdale has economics. Would you like to study in person or online?

Jennifer: Oh. Can I study online?

Peter: Let's see … Yes, you can study online at either university.

Jennifer: OK. I think I'll study economics online at Eastdale.

Peter: Well, I'm glad I could help.

Jennifer: Me too! Thanks!

	Kennedy	Sherwood
Software engineering	✔	✔
Math	✘	✔
Study in person	✔	✔
Study online	✔	✔

	Oakwood	Redfield
Economics	✔	✔
Design	✘	✘
Study in person	✔	✔
Study online	✘	✘

b. Make two more conversations using the information in the tables. Decide on a university at the end.

Speaking *WHICH UNIVERSITY SHOULD I CHOOSE?*

End the conversation politely.

a. A student is meeting their advisor to talk about universities. In pairs: Student B, P. 113 File 3. Student A, you're an advisor. Ask the student questions and explain the two options.

Advisor		
University:	Greendale	Palmdale
Courses:	Design, Marketing	Software Engineering, Design
Location:	Outside the city center	In the city center
Course types:	Study in person Study abroad for 1 year	Study in person, online, hybrid course No option to study abroad
Facilities:	Computer lab, gym and sports facilities, library	Gym and sports facilities, library

b. Swap roles and repeat. Student A, you're a student who wants to study either marketing or economics at Wakefield or Valleton University. Listen to Student B and decide which university to study at.

c. What do you think are the most important things about a university? Join another pair. Do you agree?

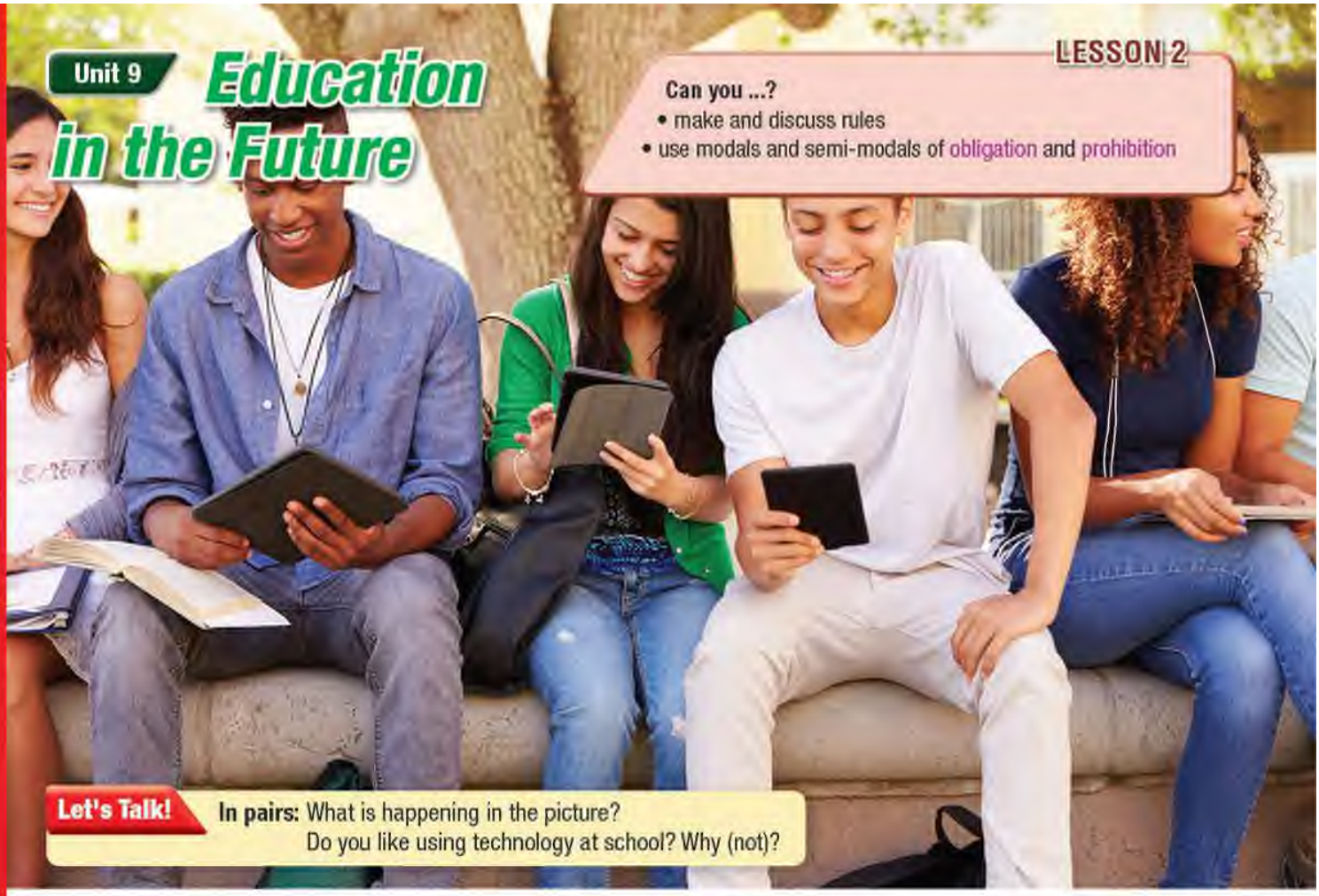
CRITICAL THINKING

Unit 9

Education in the Future

LESSON 2

Can you ...?
- make and discuss rules
- use modals and semi-modals of obligation and prohibition



Let's Talk! **In pairs:** What is happening in the picture?
Do you like using technology at school? Why (not)?

A New Words

a. Match the underlined words to the pictures and definitions. Listen and repeat. 42

HELLO, NEW STUDENTS!

Welcome to Smartschool: The school with no pens or paper! We **install** all of our educational apps on your **tablet**. Students can use these to send **instant messages** to each other or to their teachers at any time.

I love studying at Smartschool! I use my tablet to see what my friends are doing on **social media**. I **charge** it every night to make sure I have a full battery in the morning.

-Abby, 17

E-learning is really fun! I take lots of photos and **post** them where my friends can see.

-Tommy, 16



1. tablet



2. _____



3. _____

4. websites where you can post photos and videos, and write messages to friends

_____

5. display something in a public place or online

_____

6. make an app or game ready to use after downloading it

_____

b. In pairs: Talk about how and when people use smart devices. What do you like to do on a smart device? Why?

CRITICAL THINKING

My mom uses her tablet for social media.

I charge my smartphone at night.

Reading

a. Read the email and choose the best subject line.

1. Benefits of e-learning 2. A new rule for students 3. A new school club

New message

From: principal.crawford@smartschool.edu To: All teachers

Subject: _____

smart school

Dear teachers,

As you know, we converted to paperless e-learning last year. We (1) _____ using paper textbooks and notepads. All of our studying now takes place on tablets. The change was not easy, but our school has seen many benefits. The students are now much more interested in their school work. In addition, they are able to learn important new skills which will help them in the future. Overall, it has been a positive change for our school.

However, several teachers have reported new problems in their classes. The students feel very tired and are unable to focus on their schoolwork. Some students are stressed and are getting angry and upset with their friends. This is most likely because of too much screen time. At the moment, students are allowed to keep their tablets with them all day. As a result, instead of spending time with their friends during break and lunch, they play online games and post things on social media. Students shouldn't be allowed to spend all day using their tablets. They have to stop using them for at least one hour each day. I am introducing a new rule today:

- **All students must return their tablets during break and lunch times.**

This will give students time to relax their eyes and spend time with their friends. There are also a few more problems with the tablets. I have asked the school's technology club to discuss the problems in their next meeting and suggest some more new rules.

Best regards,

Principal Brian Crawford

Send

b. Read and circle the answer that best fits the numbered gap.

1. a. started b. continued c. stopped

Now, read and match.

2. Overall, the principal thinks that …	a. students cannot use the tablets at break time.
3. Some students are having problems because …	b. the tablets are good for the school.
4. The principal doesn't think that …	c. they use the tablets too much.
5. The principal's new rule says that …	d. students should spend all day using tablets.

c. Listen and read. 43

d. In pairs: Would you like to study at a school like this? Why (not)? CRITICAL THINKING

Grammar Meaning and Use

Modals and semi-modals of obligation and prohibition

We can use **must** and **must not** to write rules.

Students **must** bring their tablets to class.
Students **must not** play online games in class.

We can use **have/has to** and **can't** to talk about rules.

We **have to** bring our tablets to class.
We **can't** play online games in class.

We can use **don't/doesn't have to** and **can** to talk about activities that are not limited by rules.

We **don't have to** bring lunch, we can **buy** it.



a. Look at the picture. What do you think the girl and boy are saying?

b. Now, listen and check your ideas. 44 **c. Listen and repeat.** 44

Grammar Form and Practice

Modals and semi-modals of obligation and prohibition

must, must not, don't have to, have to, can, can't, should, and **shouldn't**

We can use **must** and **must not** to write rules.

Students **must** bring their tablets to class.
Students **mustn't** play online games in class.

We can use **have/has to** and **can't** to talk about rules.

We **have to** put our homework on the teacher's desk.
She **has to** pick her phone up at the end of class.
We **can't** post on social media in class.

We can use **don't/doesn't have to** and **can** to talk about things that rules don't prohibit.

We **don't have to** wear uniforms on class trips.
He **doesn't have to** do the extra homework.
We **can** leave the classroom after we finish the test.

We can suggest new rules with **should** and **should not**.
We cannot use **should** with other modal verbs like **must** or **can**.

Students **should** be allowed to wear sneakers at school.
We **shouldn't** have to wait in line at the cafeteria.

a. Unscramble the sentences.

1. take/care/of/tablets./Students/must/their
   Students must take care of their tablets.
2. drink/Can/or/we/in/eat/class?
   _____
3. lesson./We/have/tablets/bring/to/our/every/to
   _____
4. have/charge/doesn't/at/her/tablet/home./Kate/to
   _____
5. can/games/Students/tablets./their/install/on
   _____

b. Circle the sentence with the similar meaning.

1. Students must charge their tablets before class.
   a. "We are allowed to charge our tablets during class."
   b. "We have to charge our tablets before class."
   c. "We don't have to charge our tablets before class."
   d. "We shouldn't have to charge our tablets before class."

2. "We can't post mean things on social media."
   a. Students must post mean things on social media.
   b. Students shouldn't be allowed to post mean things on social media.
   c. Students don't have to post mean things on social media.
   d. Students mustn't post mean things on social media.

3. Students must not play online games in class.
   a. "We can't play online games in class."
   b. "We should be allowed to play online games in class."
   c. "We shouldn't have to play online games in class."
   d. "We don't have to play online games in class."

c. In pairs: Use modals and semi-modals to talk about the rules at your school.

We can't be late for class, and we have to bring a pen.

Pronunciation

Sound Changes

a. Final /t/ sounds are often left out when the next word begins with a consonant.
'... don't have ...' often sounds like /doʊn hæv/.
'... can't play ...' often sounds like /kæn pleɪ/.

b. Notice the sound changes of the underlined words. 45

We don't have to bring a pen and paper.
We can't play games in class.

c. Listen and cross out the one with the wrong sound changes. 46

We don't have to wear uniforms.
We can't post mean things online.

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

Practice

a. You're a student at Smartschool. Take turns to describe your school's rules to a partner.

We have to wear school uniforms.

And we can't stay inside at break time.

Smartschool Rules

- Students must wear school uniforms.
- Students must return their tablets during breaks.
- Late students must apologize to the whole class.
- Students must play outside during breaks.
- Students must charge their tablets for 15 minutes before each lesson.
- Students must not bring food or drink into class.
- Students must not mark their tablets with pens or paints.
- Students must not post on social media during lessons.

b. Use your own ideas to suggest new rules or changes to these rules.

We shouldn't have to go outside at break time.

Speaking *TECHNOLOGY CLUB MEETING: SOLVING PROBLEMS AT SCHOOL*

a. Imagine your school introduced tablets for everyone but there are some problems. In pairs: Discuss and write rules to solve each problem.

I think students shouldn't be allowed to take the tablets home.

You're right. Let's make a new rule: *Students must return their tablets at the end of the day.*

Problems

- Tablets have low battery in the mornings.
- Students send instant messages and use social media.
- Students' screen time is too high.
- Students stay up late to use the tablets at home.
- Students install games and apps → tablets have viruses.
- Tablets break when students drop them.
- Students post mean things about other students on social media.

New Rules smart school

b. Share your rules with another pair. Which rules will help students the most? Why? CRITICAL THINKING

Now, students have to return their tablets before they go home. This will reduce their screen time and stop them staying up too late.

Unit 9

Education in the Future

LESSON 3

Can you ...?
- talk about how to get your dream job
- write an essay about your dream job

Writing Skill: Writing block structure problem and solution essays



Let's Talk!

In pairs: What career do you think the boy in the photo wants in the future? What do you think he needs to do to get that job?

Listening

a. Listen to Chris talking to his mom about his future career. What job does Chris say he wants? 47

_____

b. Now, listen and write *True* or *False*. 47

1. Chris says he likes English, science, and IT. _____
2. Chris researches different jobs using his tablet. _____
3. He will need to design, build, and program for his future job. _____
4. Chris practiced programming robots two weeks ago. _____
5. Chris will need to have good organizational and teamworking skills. _____

c. In pairs: Which of the things Chris needs do you think will be the most difficult to get?

Reading

a. Read Ben's essay and choose the best title.

1. How to Choose a University 2. My Life as an Animator 3. How to Get your Dream Job

I have always wanted to be an animator. I have researched it and known how to do it. However, I don't think many teenagers know how to get their dream jobs. Let me tell you about mine and how I am going to get it. I hope this will help other people to get their own dream jobs.

The first thing I need is a university degree in computer animation. This degree tells people I know how to use animation programs. It will teach me how to use the software to create amazing pictures. All animators need this. Another thing I need is to have great communicative skills because I will have to be able to take feedback well. Finally, I need to get work experience working for different companies to know more about the industry.

I have decided to study animation at the School of Visual Arts in New York to get my degree. I am going to ask my friends for feedback on my drawings and discuss changes with them to improve my communication skills. I am going to find work experience over the holidays while I am at university to get experience.

These are the three most important things I think I need to do to get my dream job. Hopefully, after reading this, you can start to plan for your dream job.

b. Now, read and answer the questions.

1. What will Ben learn how to use at university? _____
2. Why does Ben need to be able to communicate well? _____
3. Why should Ben work at many different companies? _____
4. Where will Ben get his degree? _____
5. What will Ben do during the holidays? _____

c. Listen and read. 48

d. In pairs: What job do you want in the future? Do you need the same degree, skills, or experience as Ben?

Writing

a. Read about writing a block structure problem and solution essay. Then, read Ben's essay again and underline the solutions.

Writing Skill

Writing block structure problem and solution essays

To write a block structure problem and solution essay, you should:

1. **Write an introduction.** Introduce the topic and problem, then tell the readers why it's important to read.
   e.g. Say what career you want in the future. Say that it isn't easy to know how to get your dream job, but you are going to talk about your plan to help others plan their own.
2. **Write two body paragraphs.** The first body paragraph contains all the information about the problems. The second body paragraph has all of the solutions.

e.g. Body 1	Body 2
The need for qualifications	Where to get the qualifications
The need of certain skills	How to get those skills
The need for experience	How to get the experience

3. **Write a conclusion.** Summarize the information and make an action statement.
   e.g. Summarize the information and say that the readers can use your plan to find their own career paths.

b. Match the problems with the solutions. Use the block structure problem and solution essay model to help you.

A. I need a degree in social science.	1. I will ask my dad if his company needs some help.
B. I am not good at math.	2. I will take a public speaking class.
C. I get nervous when I give a presentation.	3. I will get a math tutor after school.
D. I need work experience.	4. I will join the soccer team and practice with them a lot.
E. I need to have good teamworking skills.	5. I will attend the University of Fordcester.

Speaking

a. With a partner, discuss your dream jobs. Say what degree, skills and experience you need, and how to get them.

I want to be an English teacher. I need a university degree. I plan to study at a university near my hometown.

b. Complete the table with your three most important needs and reasons why, then add solutions.

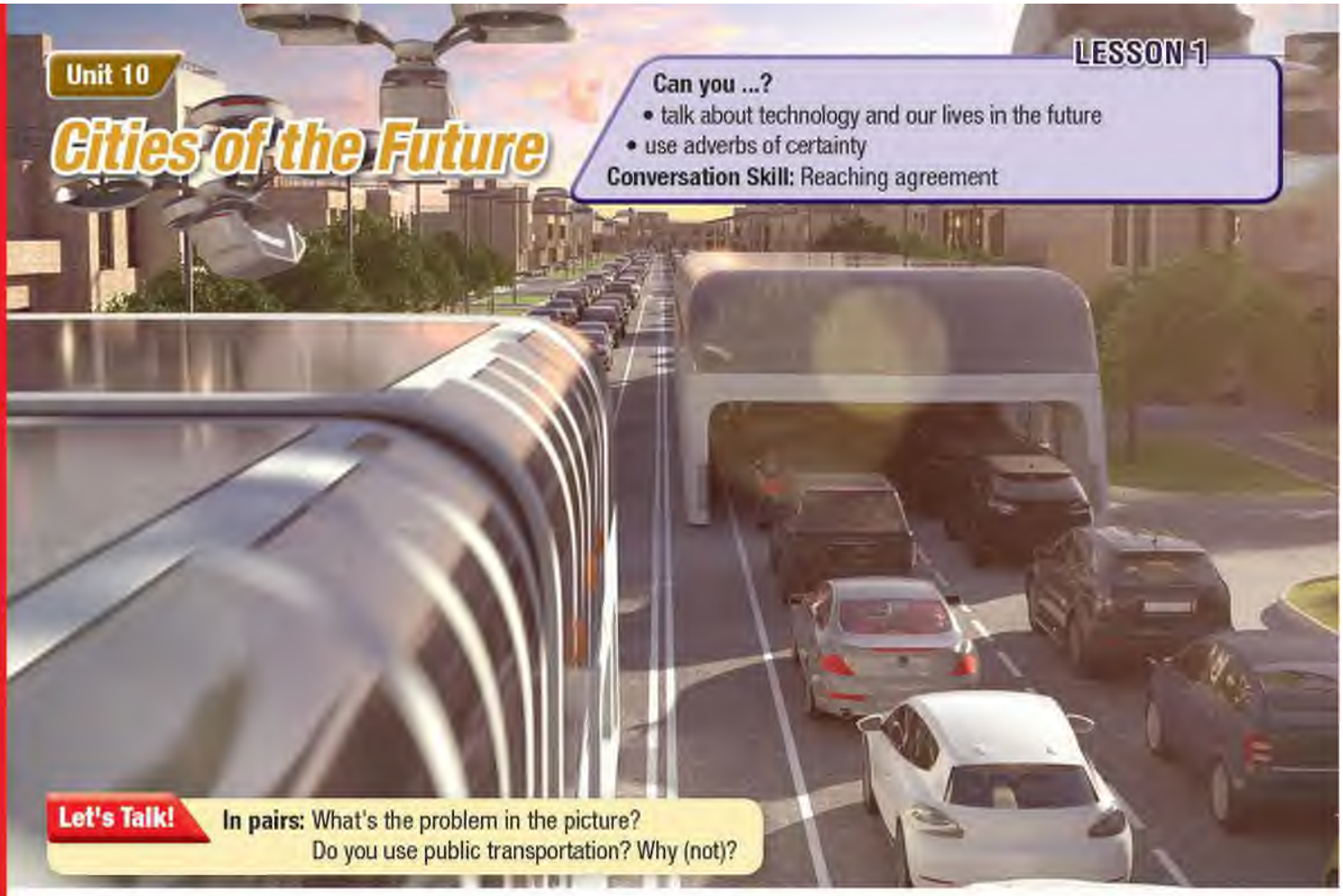
Dream job: _____	
Need 1: _____	Why: _____
Need 2: _____	Why: _____
Need 3: _____	Why: _____
Solution 1: _____	
Solution 2: _____	
Solution 3: _____	

Let's Write!

Now, write an essay for your school newspaper about your dream job. Talk about the three most important things you need and how you will get them. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

The essay follows the model and only has one topic in each body paragraph.	☆☆☆
It is interesting.	☆☆☆
I can understand everything. (Underline anything you don't understand.)	☆☆☆



Unit 10

Cities of the Future

LESSON 1

Can you ...?
- talk about technology and our lives in the future
- use adverbs of certainty

Conversation Skill: Reaching agreement

Let's Talk! **In pairs:** What's the problem in the picture?
Do you use public transportation? Why (not)?

A New Words

a. Find the words from the passage that match the definitions below. Listen and repeat.

1. downtown: in or towards the main business area of a city
2. _____: people on their way to work
3. _____: traffic jams
4. _____: done in a way that doesn't waste time, energy, or money
5. _____: the money you pay to travel by bus, plane, or taxi
6. _____: driven by a computer instead of a person
7. _____: a rule about how fast vehicles can travel

Many people live on the outskirts but work in the city center. They travel downtown to their offices. These commuters often have to spend a lot of time in traffic because of congestion. If their vehicles aren't efficient in fuel use, they'll waste a lot of fuel and money, too. The city should really improve its public transportation system. It should increase the number of buses and reduce the fare. It's still a bit expensive to travel by bus.

In the future, self-driving cars will make driving safer because they won't go over the speed limit. However, the traffic might become even worse. Driving will become safer and more pleasant, but there will be more cars on the street.

b. In pairs: Talk about the public transportation where you live, or in a place you know.

The bus fare in Đà Nẵng is cheap.

Listening

a. Listen to city planners talking about a new form of public transportation. Do they all think it will have more advantages or disadvantages? 50

b. Now, listen and match. 50

1. probably	a. faster than the old buses
2. probably won't	b. increase the number of visitors
3. definitely	c. be very expensive
4. possibly	d. use the new buses



c. Read the Conversation Skill box. Then, listen and repeat. 51

Conversation Skill

Reaching agreement

To find out if other people agree with you, you can ask:

Do you agree?

Does everyone agree?

If everyone agrees, you can end the discussion by saying:

(Fantastic,) that's it, so we all agree.



d. Now, listen again and circle the phrases you hear. 50

e. In pairs: Would this type of transportation improve your town or city? Why (not)? CRITICAL THINKING

Grammar Meaning and Use

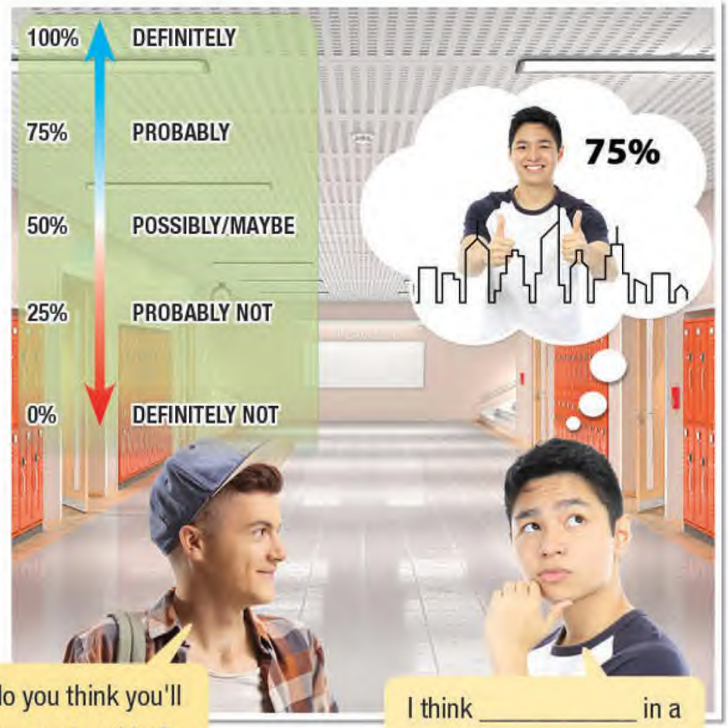
Adverbs of certainty: *definitely, probably, possibly, and maybe*

We can use **adverbs of certainty** to say how sure we are of something.

Cities **are definitely** more exciting than villages.

We can use adverbs of certainty with modal verbs to say how sure we are of predictions about the future.

The new buses **will probably** be very comfortable.
They **definitely won't** be cheap.



a. Look at the picture. What do you think the boy is saying?

b. Now, listen and check your ideas. 52

c. Listen and repeat. 52

Grammar Form and Practice

Adverbs of certainty: *definitely, probably, possibly,* and *maybe*

Airplanes **will definitely** be faster in the future.
She **definitely won't** get to school on time.
I'**ll probably** take the bus to school.
You **probably won't** have enough money.

- When we make predictions with **possibly**, we usually use **could**, not **will**.

We **could possibly** have electric cars next year.

- We can use **maybe** at the front of a sentence for predictions made at the moment of speaking.

Maybe we'll have flying cars someday.

a. Unscramble the sentences.

1. Commuters/probably/downtown./drive/won't/cars
   Commuters probably won't drive cars downtown.
2. more/could/life/expensive./become/possibly/City
   _____
3. probably/trains/be/safe./Self-driving/will
   _____
4. cars/reduce/downtown/will/congestion./Maybe/flying
   _____
5. won't/Speed/be/probably/reduced./limits
   _____
6. a/definitely/problem./will/Pollution/bigger/become
   _____



b. Look at the table and write sentences to make predictions about our cities in the future.

Cities in 2035	How likely?
More energy-efficient cars	100%
More commuters	100%
Self-driving cars	75%
More congestion	50%
Less pollution	25%
A train to the moon	0%

1. We'll definitely have more energy-efficient cars.
2. _____
3. _____
4. _____
5. _____
6. _____

c. In pairs: Ask and answer using the topics in the table and your own predictions and reasons. CRITICAL THINKING

Do you think we'll have more energy-efficient cars in the future?

I think we'll probably have them because we already have some energy-efficient electric cars.

Pronunciation

Word Stress

a. Stress the first syllable of most adverbs ending in *–ly*.

b. Listen to the words and focus on the underlined letters. 53

probably *possibly*

c. Listen and cross out the one that has the different word stress. 54

occasionally *definitely* *reasonably*

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

Practice

a. Take turns asking for and giving opinions about the advantages and disadvantages of the forms of transportation.

Do you think self-driving cars will be safe?

Yes, they'll definitely follow the speed limit because they'll be programed to follow the rules. Does everyone agree?

self-driving cars	flying taxis	flying motorbikes
		
A: follow the speed limit? B: 100% – programed to follow the rules	A: have cheap fares? B: 25% – technology is expensive	A: be safe downtown? B: 0% – they look very dangerous
A: be good for commuters? B: 75% – they can relax on the way to work	A: be fuel-efficient? B: 0% – planes already use lots of fuel	A: be popular? B: 50% – young people will like them

100% DEFINITELY
75% PROBABLY
50% POSSIBLY/MAYBE
25% PROBABLY NOT
0% DEFINITELY NOT

b. Practice with your own ideas.

Speaking *SELF-DRIVING TAXIS: GOOD FOR OUR CITY?*

Reach agreement.

a. You are a city planner discussing self-driving taxis. In groups of three: Discuss each improvement, circle a number from 1 (impossible) to 5 (certain), and add up your scores.

Do you think self-driving taxis will reduce congestion?

I don't think so. They'll probably be very slow.

Which improvements will **self-driving taxis** make in our city?

Reduce congestion
1 2 3 4 5

Be cheaper for commuters
1 2 3 4 5

Make the roads safer
1 2 3 4 5

Reduce air pollution
1 2 3 4 5

Make commuters happy
1 2 3 4 5

Total score: _____

20+	introduce
10–20	you decide
<10	don't introduce

b. Use your total score to decide whether or not to introduce self-driving taxis in your city. Join another group and tell them why you made this decision. CRITICAL THINKING



Unit 10

Cities of the Future

LESSON 2

Can you ...?
- make predictions about cities of the future
- use Passive Voice (with *will*)

Let's Talk! **In pairs:** What is happening in the picture?
Do you think your city or town will ever have a restaurant like this? Why (not)?

A New Words

a. Match the underlined words to the definitions. Listen and repeat. CD 55

1. I don't like online customer service. I prefer talking to a **human**.
2. I like playing with my drone. I can **control** it with my smartphone.
3. Many years ago, people made all of their clothes **by hand**.
4. I'm too busy to cook, so I order food from a **delivery** service.
5. Families create a lot of **waste**, which is bad for the environment.
6. The coffee maker is **automated**. Just press the button and wait.

a. a person ___1___
b. have a machine do a person's job _____
c. tell a machine what to do _____
d. done by a person not a machine _____
e. materials that are thrown away _____
f. taking things to the people they have been sent to _____

b. In pairs: What chores at home do you do by hand? What things do machines and computers help people do?

I wash the dishes by hand.

Computers help delivery drivers find our homes.

Reading

a. Read the magazine interview. What effect will automation have on cities?

1. They will be less expensive and quieter. 2. They will be cleaner and safer.

TEEN TECH SPOTLIGHT: AUTOMATED CITIES

Dr. Amanda Hall is a science and robotics expert. In this issue of Teen Tech Weekly, we're talking to her about automation. Read on to find out how **it** will improve life in the cities of the future.

What is automation? Automation is when machines and computers do things instead of humans. Some people think that this is something that will happen in the future. Actually, it's happening all the time. The washing machine is one of my favorite examples. Washing clothes by hand takes a lot of time. We save a lot of time and energy when we use a washing machine.

What will be automated in the next five years? Fast food restaurants are already being automated. You order your hamburger and a drink using a touchscreen menu at some places. I think that soon, the food will be prepared by robot chefs. Deliveries will be automated, too. We buy a lot of things online these days. They often arrive late, or at the wrong time of day. Sometimes, they even go to the wrong place! In a few years, everything will be delivered by drones. This will be faster, cheaper, and more reliable than sending human drivers.

What else will be automated in the cities of the future? I think that in the future, almost everything will be automated. Everyone will live in smart cities. Their home security will be controlled by a computer. Household waste will be recycled automatically. Even the streets will be kept clean by robots!

So, there you have it. Automation has already begun, and it will make our cities better places to live!



Amanda Hall, Ph.D.

b. Now, read and answer the questions.

1. The word it in paragraph 1 refers to ____.
   a. robot b. automation c. life
2. What example of automation helps people with the housework today?
   _____
3. What might cook some of our meals in the future?
   _____
4. What will deliver things to us in the future?
   _____
5. What will keep our homes safe in the future?
   _____

c. Listen and read. 56

d. In pairs: Do you think cities in the future will be good places to live? Why (not)? CRITICAL THINKING

Grammar Meaning and Use

Passive Voice: with *will*

We can use **passive voice** when we are most interested in the action or event, but the person or thing responsible is also important.

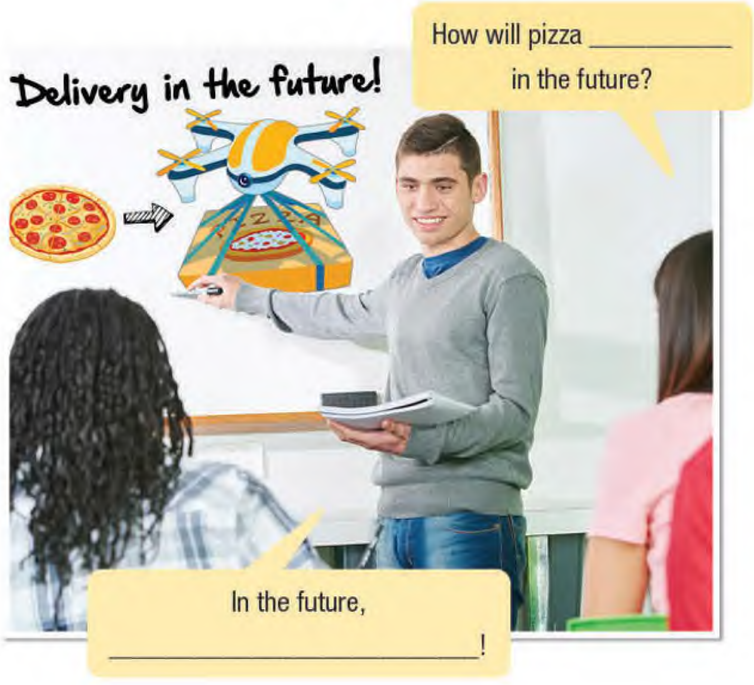
We can add **will** to talk about the future.

Soon, houses **will be** built **by** robots.
Cars **won't be** driven **by** humans in future.

a. Look at the picture. What do you think the people are saying?

b. Now, listen and check your ideas. 57

c. Listen and repeat. 57



Grammar Form and Practice

Passive voice: with *will*

Soon, pizza **will be** delivered **by** drones.
I don't think teachers **will be** replaced **by** robots.

Mail **won't be** delivered **by** humans.

How **will** products **be** delivered in ten years?

Will schools **be** improved **by** automation?

A: **Will** schools **be** improved **by** automation?
B: Yes, they **will**.

a. Fill in the blanks using Passive Voice with *will*.

1. In a few years, meals in restaurants (cook) __will be cooked__ by robots.
2. I think that many jobs (do) _____ by machines.
3. In smart homes, waste (recycle) _____ automatically.
4. How _____ drones (control) _____ in the future?
5. _____ delivery services (automate) _____ soon?
6. Most vehicles (not drive) _____ by humans.

b. Write passive sentences about cities in the future using the information in the table.

Future activities	Who/What?	Where?	When?
Houses/clean	robots	X	5 years
Security/control	computers	X	X
Waste/recycle	X	home	8 years
Motorbikes/not repair	humans	X	20 years
Meals/not prepare	hand	X	10 years



1. Houses will be cleaned by robots in five years.
2. _____
3. _____
4. _____
5. _____

c. In pairs: Take turns using Passive Voice with *will* to make predictions about how your home or school will be different in the future.

CRITICAL THINKING

How do you think our homes will be different in the future?

I think that our rooms will be cleaned by robots in about ten years.

Pronunciation

Sound Changes

a. The modal 'will' is often pronounced with its weak form. 'will' often sounds like /l/.

b. Notice the sound changes of the underlined words. 58

Delivery services will be automated.
Pizza will be delivered by drones.

c. Listen and cross out the sentence with the wrong sound changes. 59

Houses will be built by machines.
Houses will be cleaned by robots.

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

Practice

a. Take turns asking for and making predictions using the prompts.

Taxis



Waste management



Do you think taxis will be different in the future?



Yes. I think taxis will be driven by robots.

Fast food



Mail delivery



Security



Homes



b. Practice with your own ideas.

Speaking *CITIES OF THE FUTURE: WHAT WILL CHANGE THE MOST?*

a. You're choosing a topic for a school project. In pairs: Discuss your predictions about the future using the topics below. Choose the topic you and your partner think will change the most.

transportation
restaurants
office buildings

schools
energy
factories

Do you think transportation will be different in the future?

Yes. I think in twenty years, trucks and buses will only be driven by robots.

I agree. But I think that cars will still be driven by humans.

b. Join another pair. Tell them which topic you think will change the most and why. CRITICAL THINKING

Unit 10

Cities of the Future

LESSON 3

Can you ...?
- talk about problems of cities and things that could improve them
- write a report about a "city of the future"

Writing Skill: Writing more efficiently using Perfect Participle clauses

Let's Talk!

In pairs: Look at the picture. How is this future city different from cities of the present? What current problems might this city solve?

Listening

a. Listen to students in a class. What does the class think is the most important problem to fix? 60

b. Now, listen and complete the table. 60

Problems	Solutions
Congestion	• Ban cars and buses • (1) _____
(2) _____	• More security cameras • (3) _____
(4) _____	• (5) _____ • Fewer cars and buses

c. In pairs: Does your town or city have these problems? Which ones? What are some possible solutions?

Reading

a. Some students created model "cities of the future" which solve the problems of current cities. Then they wrote a report about how their solutions will help. Read Jessica's report and circle the three main problems Queen's Town has solved.

cheap houses	slow subway trains	dangerous taxis	congestion
use of non-renewable energy	expensive houses	expensive transportation	eco-friendly cities

MY MODEL "CITY OF THE FUTURE"

My model city is called Queen's Town. I wanted to create a town that solved a lot of modern problems. Having spent a long time researching current cities, I understand the problems they have. Queen's Town has solved many of these problems using new technology and ideas.

The first thing that makes Queen's Town better is the housing. Having heard about the high house prices in many cities, I built lots of affordable apartment buildings. They were constructed with a 3D printer. There will be enough for everyone, so there will be no homeless people, and everyone will have more money.

The next improvement is the transportation. Having seen how congested many cities are, I introduced several new transportation systems. There is a subway that takes people anywhere in the city very quickly. In addition, there are self-driving taxis for shorter journeys. They will be used all over the city. They are safer and cheaper than normal taxis. They look really cool, too!

Another thing that makes Queen's Town so good is how clean the air is. There will be very little pollution. Having understood the environmental effects of fossil fuels, I put solar panels on the sides of every building. Using renewable energy is cheaper and much more eco-friendly.

Queen's Town will be a wonderful place to live because of these modern solutions. I think everyone will love it!

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

1. House prices will be lower in Queen's Town compared to current cities.	True	False	Doesn't say
2. Jessica made homes with a 3D printer.	True	False	Doesn't say
3. People will use the subway more than the taxis.	True	False	Doesn't say
4. Normal taxis have cheaper fares than self-driving taxis.	True	False	Doesn't say
5. There will be very little water pollution in Queen's Town.	True	False	Doesn't say

c. Listen and read. 61

d. In pairs: What do you think is the best thing about Queen's Town? Why?

Writing

a. Read about Perfect Participle clauses, then read the report again and underline all the Perfect Participle clauses.

Writing Skill

Writing more efficiently using Perfect Participle clauses

Perfect Participle clauses are used to give more information about something the subject started and completed before the main action of the sentence, in a short and clear way.

Having researched current cities, I built a modern city to fix their mistakes.

Perfect Participle clauses make our writing more interesting and less repetitive by avoiding repeated subjects and the need for a **because**, or Past Perfect clauses.

Because they had seen the damage caused by pollution, they banned cars and buses. – Is a bit long and wordy
Having seen the damage caused by pollution, they banned cars and buses. – Is shorter and flows more smoothly

Using the Perfect Participle clauses makes our sentence flow more smoothly and efficiently. Though this is quite common in written English, it is generally only used in spoken English for formal situations.

b. Rewrite the sentences using Perfect Participle clauses.

1. Because I had researched a lot about plastic pollution, I banned single-use plastic.
2. Because she had read lots about crime before, she had some useful ideas.
3. Because the major had learned about energy sources, the major knew exactly what to do.
4. As Joey had heard of robot cleaners, Joey bought several of them for his home.
5. Because Ultratown researched how dangerous they were, Ultratown stopped people driving cars in the city.

Speaking

In pairs: Discuss common problems in cities and potential solutions to these problems. Complete the table below.

CRITICAL THINKING

What do you think are problems in current cities?

I think congestion is a big problem.

How could it be improved?

I think having more public transportation would help.

Problems	Solutions

Let's Write!

Now, think about three particular problems of big cities. Design a city which can solve these problems. Write a report of your designed city. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 150–180 words.

Feedback

The report follows the model and uses Perfect Participle clauses. ☆☆☆

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 named Dr. Martin, an inventor and expert on technology. For each question, choose the correct answer (A, B, or C).** 62

1. What won't be replaced by his invention? A. computers B. smartphones C. smartwatches	2. What creates the picture? A. the screen B. lights C. your fingers	3. Why would you make the touchscreen bigger? A. to watch movies and TV B. to play games and watch TV C. to watch movies and play games
4. It works with many kinds of … A. websites B. apps C. software	5. Who will use the device? A. students and teachers B. students and office workers C. office workers and teachers	6. What is NOT mentioned about the device? A. energy-efficient B. the price C. used for online classes

Reading **Andrew and Olivia want to choose a university. Read the descriptions and decide which university (A–D) would be most suitable for each of them.**

1 **Andrew** loves technology and wants to study a technological subject. He has his own laptop. He is active and prefers riding his bicycle to taking public transportation.

2 **Olivia** wants to learn about business. She wants to live somewhere quiet and doesn't mind commuting to school. She doesn't use technology much.

A **Redwoods University** offers all subjects and is located in the city center. It has modern facilities such as a library and a computer lab.

B **South Bay University** offers all subjects. It's a large university with modern facilities such as a gym, pool, and library. A new computer lab will be finished next month. The school is located near the peaceful South Bay Beach.

C **Prince University** offers marketing and design classes. It is located on the outskirts of the city, but you can go downtown by bus in ten minutes.

D **Highlands University** is the perfect university for technology students and also offers business classes. There are lots of places to live near the school. Students are required to use their own computers.

Vocabulary **Fill in the blanks with a word from Units 9 and 10. The first letter is already there.**

1. There aren't any good universities near where I live, so I'll either move to another city or study a_____.
2. My friends don't really like talking on the phone. Everyone just wants to use i_____ m_____ programs and social media.
3. Since our city reduced the fare for the subway, more people use public transportation and there's less c_____ downtown.
4. In the future, I think more jobs will be a_____. Taxi drivers, fast food cooks, and marketing researchers will be replaced by robots and computers.
5. These days, lots of people are worried about litter from plastic and pollution from cars. In the future, however, I think people will be worried about electronic w_____.

Grammar

Circle the correct words for the written and "spoken" rules.

1. Students *must/must not* damage the school's tablets.
2. "Students *have to/can't* play games on computers during study time."
3. "Teachers *have to/aren't allowed to* count and check the tablets every afternoon to keep them safe."
4. Tablets *must/must not* be brought outside of the classroom.
5. "Students *can't/don't have to* do their homework on the tablets. They can use pen and paper."

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. abroad	B. online	C. control	D. instant
2.	A. marketing	B. efficient	C. commuter	D. congestion

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

1.	A. w<u>a</u>ste	B. p<u>a</u>perless	C. t<u>a</u>blet	D. automat<u>e</u>d
2.	A. m<u>e</u>dia	B. d<u>e</u>sign	C. d<u>e</u>livery	D. pr<u>e</u>diction

Speaking

BRINGING YOUR AREA INTO THE FUTURE!

a. In groups of 2–4: Choose one of the areas mentioned below to improve your city or town.

- schools
- public transportation
- houses

b. Choose three improvements to make and describe:

- how you will make the improvements
- why they will make your city or town more modern
- why they will be good for the people in your city or town

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

a. Student B, you're the tourism officer. Answer questions about Trấn Quốc Pagoda using the notes below.

b. Swap roles and repeat. You're the interviewer. Ask about Mỹ Sơn Sanctuary to complete the notes.

Where/What is it? What can you see/do there? How can you get there? What else should I know?

Trấn Quốc Pagoda

Basic Information:
- Found on an island in a lake
- Trấn Quốc Pagoda – oldest Buddhist temple in Hanoi
- Built in 548
- Originally named Khai Quốc
- Pagoda was built next to Red River & later moved to island in 1615.
- Great for people who like history and culture

Things to see and do:
- Give food to receive good luck – don't bring meat
- See Buddha and "Mother" Buddha statues
- Stay to watch amazing sunset
- Try traditional foods in Hanoi
- Bring a camera – take lots of pictures

Access and Tips:
- Take a bus or taxi – 5 km from city center
- Avoid 1st and 15th of the month – very busy
- Wear pants/long skirts – no shorts allowed

Mỹ Sơn Sanctuary

Basic Information:
- _____ by mountains
- Mỹ Sơn Sanctuary – one of the largest _____ in South East Asia
- Built between 4th – 13th century
- Place for celebration of kings
- Temple was made with red bricks & decorated with religious artwork.
- Great for people who like architecture and art

Things to see and do:
- Museum – _____
- Walk around temples & tombs – takes ½ a day
- Watch _____
- Try famous foods in Hội An
- Bring a camera – take lots of pictures

Access and Tips:
- Rent _____ or hire a driver from Hội An
- Get there early – avoid crowds
- Wear _____ – gets very sunny

c. Discuss which of the places above you would like to visit and why.

File 2

INTERVIEW: THREAT FROM FOREIGN SPECIES

b. Student A, you're the scientist. Use the notes from your research report to answer the reporter's questions.

The species:	• European rabbit, native to Western Europe
Time of studying:	• 6 years
Area affected:	• Australia
Why it's a threat to the ecosystem:	• prevent the growth of new plants and trees (eat seeds and young plants) • make it difficult for farmers to grow food (make holes in the ground for their homes)
Method to stop it:	• try to spread a virus that only kills rabbits
Result:	• reduce rabbit population but some rabbits aren't affected



c. Which species is a bigger threat to ecosystems? Why? CRITICAL THINKING

File 3 *WHICH UNIVERSITY SHOULD I CHOOSE?*

a. Student B, you're a student who wants to study either software engineering or design at Greendale or Palmdale University. Answer Student A's questions and decide which university to study at.

b. Swap roles and repeat. Student B, you are an advisor. Ask the student questions and explain the two options.

Advisor		
University:	Wakefield	Valleton
Courses:	Marketing, Economics	Marketing, Economics
Location:	In the city center	In the city center
Course types:	Study in person Study abroad for 1 year	Study online, hybrid course Study abroad for 1 year
Facilities:	Library	Computer lab, gym and sports facilities, library

c. What do you think are the most important things about a university? Join another pair. Do you agree? CRITICAL THINKING

File 4 *ASKING ABOUT ASEAN INTERNATIONAL STUDENT PROGRAMS*

a. Student B, you studied in Singapore. Draw a happy face or sad face next to four more things you want to emphasize. Then, answer questions about studying in Singapore and emphasize what you did or didn't like.

What was the course at your university like?

My course was useful, and there was such a wide choice of topics.

Study in Singapore	
Course	• wide choice of topics ☺ • useful
Teachers	• experienced • easy to understand
Students	• many scholarship students • smart
Accommodation	• expensive rent • comfortable apartment
University	• many sports clubs for the students • comfortable classrooms

Study in Thailand	
Course	
Teachers	
Students	
Accommodation	
University	

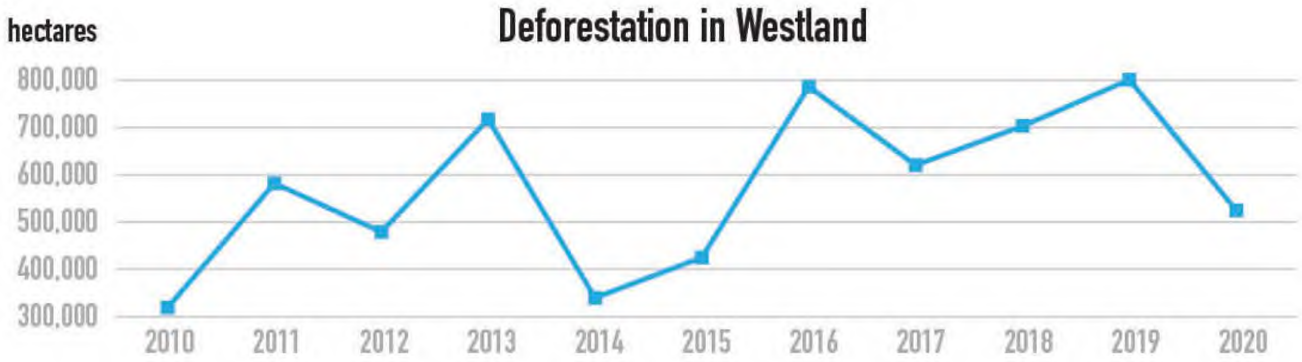
b. Swap roles and repeat. You're preparing to go to university. Ask about studying in Thailand and complete the table.

c. In pairs: Would you rather study in Thailand or Singapore? Why? CRITICAL THINKING

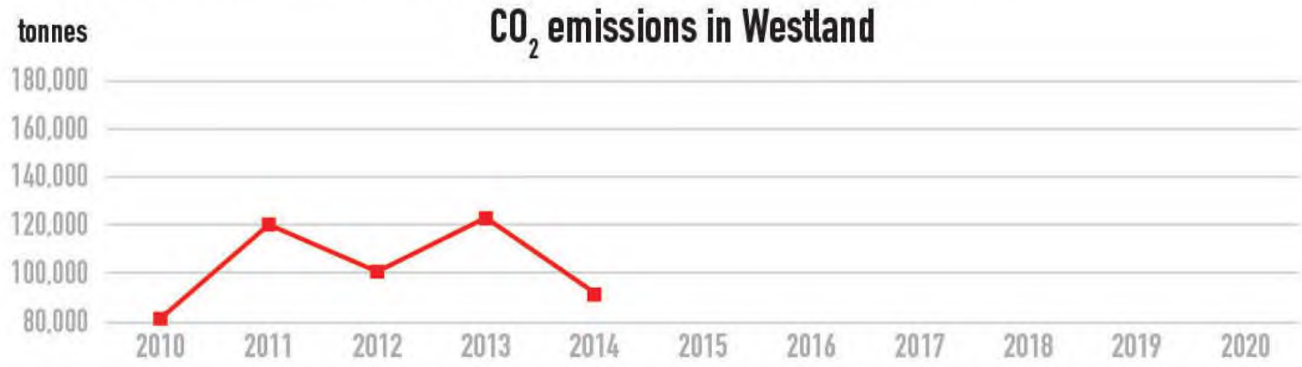
Activity Files

File 5 *GLOBAL WARMING IN WESTLAND*

a. Student B, answer questions about deforestation in Westland.



b. Swap roles and repeat. Ask about CO_2 emissions in Westland and complete the chart.



c. Do you think deforestation or CO_2 emissions are the bigger problem for Westland? Why?



File 6 *INTERVIEW: THREAT FROM FOREIGN SPECIES*

a. Student B, you're the scientist. Use the notes from your research report to answer the reporter's questions.

The species:	• brown tree snake, native to Australia
Time of studying:	• 7 years
Area affected:	• island of Guam and other Pacific islands
Why it's a threat to the ecosystem:	• reduce bird population (destroyed the populations of 12 bird species) • limit the growth of fruit trees (eat animals that spread seeds)
Method to stop it:	• kill them with poison
Result:	• reduce snake activity but need to try in larger area



b. Swap roles and repeat. Student B, you're the reporter. Interview the scientist and complete the table.

The species:
Time of studying:
Area affected:
Why it's a threat to the ecosystem: • prevent the growth of _____ (eat _____ and _____) • make it difficult for _____ (make holes in the ground for their homes)
Method to stop it: try to spread _____ that only kills rabbits
Result: _____ but some rabbits aren't affected

c. Which species is a bigger threat to ecosystems? Why? CRITICAL THINKING



Project 1

PRESENTATION

Can you ...?
- plan and deliver a presentation about plans to reach a lifestyle goal

PRESENTATION — My Health Plan

Presentation

Presentation Skill

Describing plans to reach a goal

Talking about your plans in detail shows your audience that you know how to achieve your goal.

My goal is to get stronger.

- When talking about your goal, say:
  "My goal is to …" or *"My plan is to …"*

The first thing I will do is lift weights.

- When talking about the actions to take, say:
  "The first thing I will do is …" or *"Another thing I will do is …"*

I plan on doing this three days a week.

- When talking about when you will do it, say:
  "I will do this …" or *"I plan on doing this …"*

This will help me have more muscle.

- When talking about the effect of the actions:
  "This will help me …" or *"Doing this will help me …"*

a. Listen to Bill giving a presentation about his lifestyle goal and match the sentence halves. 63

1. My goal is to	•	• a. have a healthier diet.
2. The first thing I will do is	•	• b. eat more vegetables.
3. Another thing I will do is	•	• c. have a balanced diet.
4. This will help me	•	• d. limit how much fast food I eat.

b. Now, listen and put the contents of Bill's presentation in the correct order. 63

_____ What he will do

_____ What effect it will have

_____ How often he will do it

_____ What his goal is

Planning

Decide on a lifestyle goal you want to reach. Think of two healthy actions that will help you reach it, how often to do them, and their effects.

Goal: _____

Healthy actions	How often	Effects
_____	_____	_____
_____	_____	_____

Preparation

You are going to deliver a presentation about a lifestyle goal. Turn to page 125 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- an introduction
- one action/how often/its effect
- another action/how often/its effect
- a conclusion

TIP

Look at the Presentation Guidelines on page 124.

Practice

a. Practice your presentation with a 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 presentation.

How will you know what exercise to do?

I will find exercises on the internet.



Listeners: Take turns asking one question at the end.
Presenter: Answer the questions.

b. Listeners: Take turns giving feedback using the form below. Say one thing you liked and one thing the presenter can improve next time.

You spoke very clearly, but next time you should look at the audience.

Feedback

The presentation was interesting.	☆☆☆
They introduced and ended the presentation well.	☆☆☆
They used appropriate language to describe their plan.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

c. Who has the best plan to get healthy? Discuss with your group.

I think Jen has the best plan. I should try her ideas.



Project 2

PRESENTATION

Can you ...?
- plan and deliver a presentation about air pollution in your town

PRESENTATION — How to Save Our Town

Presentation

As you can see in the chart, CO_2 emissions rose by sixty thousand tonnes.

According to the graph, deforestation has continued to increase since 2010.

Presentation Skill

Referring to graphs and charts

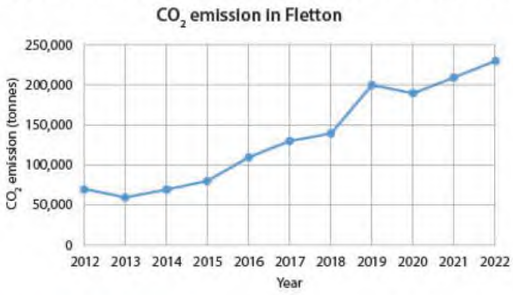
When you do a poster presentation with graphs and charts, you should describe the information on them. Ask your audience to look at the information by using phrases like:
As you can see in the chart on the left …
The increases shown on the graph on the right …
According to the chart …
These two points show that …
Point to the information you are speaking about on your graph or chart as you describe it.

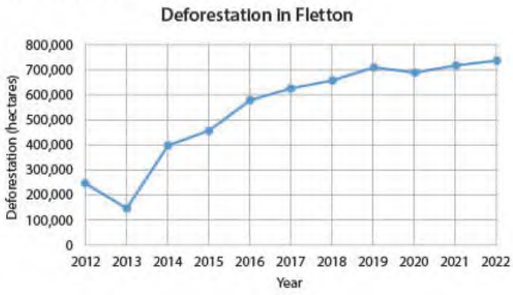
a. Listen to Joe and Emma giving a presentation about air pollution in their town and circle the phrases you hear. 64

1. According to the graph on the left …
2. As you can see in the graph on the left …
3. The graph on the right shows …
4. These two points show that …
5. The increases shown in the graph …
6. As shown in the graph …

b. In pairs: Practice pointing to and talking about the graphs.

As you can see in the graph on the left, CO_2 emissions have slowly increased since 2013.





Planning

Our town should be called Atlantaville.

I think CO_2 emissions should increase by twenty thousand tonnes between 2015 and 2016.

In pairs: Choose a name for a town and complete the table about CO_2 emissions and deforestation. Note two possible solutions.

Year	CO_2 emission (tonnes)	Deforestation (hectares)
2015	120,000	
2016		300,000
2017		
2018		360,000
2019	180,000	

Solutions

1. _____

_____

2. _____

_____

Preparation

a. You're going to deliver a presentation with a friend about causes of air pollution in your town and potential solutions. Turn to page 125 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- An introduction
- Description of CO_2 emissions changes between 2015–2019
- Description of deforestation changes between 2015–2019
- Two possible solutions
- Thanks to the audience

b. Prepare similar charts about CO_2 emissions and deforestation in your town using the information in your table.

TIP

Look at the Presentation Guidelines on page 124.

Practice

a. Practice your presentation with a partner. Remember to refer to your charts using the language 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 two other pairs. Take turns delivering your presentation.

Why did CO_2 emissions rise so much in 2016?

Because a new factory opened.



Listeners: Take turns asking one question at the end.
Presenter: Answer the questions.

I think your solutions were really good, but you didn't explain your graphs enough.

b. Listeners: Take turns giving feedback using the form below. Say one thing you liked and one thing the presenter can improve next time.

Feedback

The presentation was interesting.	☆☆☆
They structured their presentation appropriately.	☆☆☆
They referred to their graphs correctly.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

c. Which groups had the best solutions to their town's problems? Discuss with your group.

I think Adam and Tracy had the best solutions.



Project 3

PRESENTATION

Can you ...?
- plan and deliver a presentation about becoming independent

PRESENTATION *Three Ways to Be Independent*

Presentation

Presentation Skill

Engaging the audience

To make the audience interested in what you have to say, explain why the topic is interesting or important to them. Use relative pronouns to say who the presentation is for. Use conditional sentences about situations that most of your audience will relate to.

This presentation is for people who want to go to university.

If you plan to go to university, knowing how to cook is really important.

If you find it difficult to manage money, this presentation will be useful for you.

a. Listen to Kim and Sam giving a presentation about being independent and circle the phrases you hear. 65

1. If you plan to go to university or get a job, this presentation …
2. If you have an allowance or a part-time job, a budget will …
3. Having a budget is really important for people who …
4. Having your own transportation is really useful for young people who …
5. Cooking is really useful for young people who …

b. In pairs: Practice introducing the topics below and saying why they are important.

Cooking is really important for university students who want to save money.

Topics	Who	Why
Cooking	university students	save money, be healthy
Having a budget	teenagers with part-time job	manage money
Driving	young people	move around independently

Planning

In pairs: Brainstorm some ways for young people to become more independent, or choose some from Unit 8. Note down your best ideas.

If you're a young person who wants to move around independently, driving will be really useful for you.

Topics	Who	Why

Preparation

You're going to deliver a presentation with your partner about becoming independent. Turn to page 126 and use the Presentation Model to help you write your own script and cue cards.

Your presentation should include:

- an introduction to the topic of becoming more independent
- three ways to become more independent
- a line explaining why each way is important or useful to the audience

TIP

Look at the Presentation Guidelines on page 124.

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 two other pairs. Take turns delivering your presentations.

Do you have your own motorbike?

No, I use public transportation. It's really cheap, and it lets me travel independently.



Listeners: Take turns asking one question at the end.
Presenters: Answer the questions.

Your ideas were good, but you should say who they are useful for.

b. Listeners: Take turns giving 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 introduced each point well.	☆☆☆
They followed all the presentation guidelines.	☆☆☆

Their ideas were the most useful for me because I want to get a part-time job, too.

c. Which group's presentation had the most useful ideas? Why? Discuss with your group.



Project 4

PERFORMANCE

Can you ...?
- plan and perform a role-play persuading someone to do something

PERFORMANCE *Persuading Someone to Make a Choice*

Performance

We can buy drones or flying taxis.

There will definitely be less traffic.

I think we should buy flying taxis.

What do you think?

Performance Skill

Persuading someone to make a choice

- First, give the options to the listener.
- Next, explain how likely they are to have an effect.
- Then, give your expert opinion.
- Finally, ask which one they want to choose.
- Remember to use adverbs of certainty to "sell" your suggestion.

a. Look at the pictures of technological improvements to a city. Discuss what they are and why they would improve a city.

Smart supermarkets will make shopping more convenient.

1



2



3



b. Listen to a technology advisor speaking to the mayor of a city and circle *Yes* or *No*. What should the advisor have done differently? 66

The advisor thinks …

1. people will definitely enjoy using flying taxis.	Yes	No
2. people probably won't send things with delivery drones.	Yes	No
3. both flying taxis and delivery drones will be good for the city.	Yes	No
4. both flying taxis and delivery drones will possibly improve the city's technology.	Yes	No

c. Now, listen to the same mayor talking to a different advisor and fill in the blanks. 67

1. The robot security will _____ keep people safe when it's dark.
2. Smart supermarkets will _____ make it easier for most people to shop.
3. Robot security will _____ lower the amount of crime.
4. Some people _____ enjoy going to smart supermarkets.

Preparation

TIP

Think about how to stage your performance.

You are going to perform a role-play with your friend to choose a technological improvement to your city. In pairs: Read the role-play cards and write a conversation. Turn to page 126 and use the Performance Model to help you.

Student A

You are the mayor of a city and want to make a big technological improvement to your city. Ask your technology advisor:

- what the options are
- how they will improve the city
- which one your advisor thinks you should do

Choose the option that is more likely to have a greater improvement.

Student B

You are a technology advisor to the mayor. You have two technological improvements you want the mayor to choose from. Talk about:

- what the options are
- how likely they are to improve the city
- your expert opinion

Remember to use adverbs of certainty to show which idea will be better.

TIP

Look at the Performance Guidelines on page 124.

Practice

a. Practice your presentation with your partner. Remember to use the phrases in the Performance Skill box.

b. Look at the Feedback form. Discuss 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 only used one adverb of certainty.

b. Listeners: Take turns giving feedback using the form below. Say one thing you liked and one thing the performers can improve next time.

Feedback

The performance was interesting.	☆☆☆
They acted their roles well.	☆☆☆
They made the improvements sound useful.	☆☆☆
They followed all the performance guidelines.	☆☆☆

I think Mike and Alice's role-play was the best. They acted well and their ideas were really interesting.

c. Who performed the best role-play? Discuss with your groups.

Creative Extension

a. Practice your role-play again for a different technological improvement without using adverbs of certainty.

b. Perform your role-play again. Have the other students discuss which option they would choose.

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, etc.).
- ✘ 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 sometimes 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
Good afternoon. Bill.
Lifestyle goal – have a balanced diet

First action
Eat veg
Lunch/dinner/5 days
Healthier diet

Second action
Limit f.f.
1/month
Avoid unhealthy foods

Conclusion
Balanced diet – good lifestyle goal
Eat veg./limit f.f./reach goal

Script

Good afternoon. I'm Bill and today I want to tell you about my lifestyle goal. My goal is to have a balanced diet.

The first thing I will do is eat more vegetables. I will eat vegetables with lunch and dinner five days a week. Doing this will help me have a healthier diet.

Another thing I will do is limit how much fast food I eat. I will only eat fast food once a month. This will help me avoid unhealthy foods.

Having a balanced diet is a good lifestyle goal. I think eating more vegetables and limiting fast food will help me reach my goal. Thank you.

Project 2

Cue Cards

Introduction
Good afternoon. We're Joe and Emma.
Talk about air pollution.
Show statistics and suggest changes

Deforestation
Big problem for air pollution
Increased a lot since 2013
2013-2014: +250,000 hectares

Solution
Banning deforestation for five years

Closing
Thank you for listening

Introduction
Hello

CO_2 emissions
Increased since 2015
2015-2016: +30,000 tonnes
2018-2019: 140,000 – 200,000 tonnes

Solution
There are things we can do
Invest in electric public transportation
Fewer cars and motorbikes = less emission

Closing
Thank you
Questions ... raise hands

Script

Joe: Good afternoon. My name's Joe, and this is Emma.

Emma: Hello.

Joe: We are here to talk about the air pollution problem in our town. We will start by showing you the statistics and then suggest some changes we can make to improve it.

Emma: As you can see in the graph on the left, CO_2 emissions have slowly increased since 2015. They rose from 2015 to 2016 by thirty thousand tonnes. Then from 2018 to 2019, they rose from one hundred forty-four thousand to two hundred thousand tonnes. That's such a big increase. These changes in emissions have caused more air pollution in our town.

Joe: Thank you, Emma. Deforestation is another big problem that has affected the air pollution. The graph on the right shows that deforestation has increased a lot since 2013. It fell by one hundred thousand hectares in 2012 but increased again the next year. These two points show that from 2013 to 2014, it increased by two hundred fifty thousand hectares. So many trees were cut down.

Emma: But there are some things we can do. First, I think investing in electric public transportation will help a lot. Fewer cars and motorbikes will mean less CO_2 emissions.

Joe: Yes. And banning deforestation for five years will help increase the number of trees in our area. Thank you all for listening.

Emma: Thank you. If you have any questions, please raise your hands.

Project 3

Cue Cards

Kim
Introduction
3 things – young people – more independent
Useful for: university/part-time job
Topic 1
Budget
Useful for: allowance/part-time job
Important: know how much you can spend/save
Next
transportation

Sam
Topic 2
Transportation
Useful for: moving around town/city
Options: car or motorbike, public transportation
Topic 3
Cooking
Useful for: Young people at university
How to learn: online
Kim – back to you

Kim
Closing
3 ways – be more independent
Hope this presentation helps

Script

Kim: Hi, everyone. Today, Sam and I are going to talk about three things that young people can do to become more independent. If you plan to go to university or get a job, this presentation could be useful for you.

First, I want to talk to you about setting a budget. If you have an allowance or a part-time job, a budget will help you manage your money. It's important to set a budget because it will tell you how much money you can spend and save. Next, Sam will talk about transportation.

Sam: Thanks, Kim. Having your own transportation is really useful for young people who want to move around the town or city independently. However, cars and motorbikes are very expensive to buy, so most young people can't afford them. You can still be independent by using public transportation, and it's really cheap, too!

Finally, let's talk about cooking. Cooking is really useful for young people who are studying at university. Many young people think it's difficult to cook, but actually it's easy to learn some basic recipes online. Now, back to you, Kim.

Kim: Thanks, Sam! So, there you have it. Three ways that young people can be more independent. We hope this presentation helps you.

Project 4

Cue Cards

First, give the options to the listener
We can invest in ...
Next, explain how likely they are to improve the city
Robot security will definitely ...
Smart supermarkets will probably ...
Then, give your expert opinion
In my opinion, we should ...
Finally, ask which one they want to choose
What do you think?

Script

Advisor 2: Good morning, Mr. Mayor. Today we have to choose which technological improvement we'll make to the city.

Mayor: OK, what are the options?

Advisor 2: We can invest in robot security or smart supermarkets.

Mayor: How will they improve the city?

Advisor 2: The robot security will definitely make the city safer at night. Smart supermarkets will probably make shopping more convenient for most people.

Mayor: Hm. Interesting. Is either one a better choice?

Advisor 2: In my opinion, we should invest in robot security. It will definitely reduce crime. Some people probably won't like smart supermarkets. What do you think?

Mayor: I think you're right. We should invest in robot security.

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.)*

American English – British English Guide

American English	British English
A	
airplane /ˈeə(r)pleɪn/	**aeroplane** /ˈeərəpleɪn/
anyplace/anywhere /ˈeniplɛɪs/ˈeniweə(r)/	**anywhere** /ˈeniweə/
apartment /ˈəpɑːrtmənt/	**flat** /flæt/
B	
bathrobe /ˈbæθroʊb/	**dressing gown** /ˈdresɪŋ gaʊn/
bathroom/restroom /ˈbæθrʊm/ˈrestrʊm/	**toilet/cloakroom** /ˈtɔɪlət/ˈkloʊkrʊm/
bathtub /ˈbæθtʌb/	**bath** /bɑːθ/
bill /bɪl/	**banknote** /ˈbæŋknoʊt/
billion /ˈbɪljən/ (= a thousand million)	**billion** /ˈbɪljən/ (= a million million)
busy (phone) /ˈbɪzi/	**engaged (phone)** /ɪnˈgeɪdʒd/
C	
cab /kæb/	**taxi** /ˈtæksi/
call /kɔːl/	**ring up/phone** /ˌrɪŋ ˈʌp/foʊn/
can /kæn/	**tin** /tɪn/
candy /ˈkændi/	**sweets** /swiːts/
check /tʃek/	**bill (restaurant)** /bɪl/
closet /ˈklɒzət/	**wardrobe** /ˈwɔːdroʊb/
connect (telephone) /kəˈnekt/	**put through** /ˌpʊt ˈθruː/
cookie /ˈkʊki/	**biscuit** /ˈbɪskɪt/
D	
dessert /dɪˈzɜːrt/	**pudding/dessert/sweet** /ˈpʊdɪŋ/dɪˈzɜːt/ˈswiːt/
downtown /ˌdaʊnˈtaʊn/	**(city) centre** /ˌsɪti ˈsentə/
drugstore/pharmacy /ˈdrʌgstɔːr/ˈfɑːrməsi/	**pharmacist's/chemist's** /ˈfɑːməsɪst/'kemɪsts/
E	
elevator /ˈelɪveɪtər/	**lift** /lɪft/
F	
fall /fɔːl/	**autumn** /ˈɔːtəm/
faucet /ˈfɔːsɪt/	**tap** /tæp/
first floor, second floor, etc. /ˌfɜːrst ˈflɔːr/, /ˌsekənd ˈflɔːr/	**ground floor, first floor,** etc. /ˌgraʊnd ˈflɔː/, /ˌfɜːst ˈflɔː/
flashlight /ˈflæʃlaɪt/	**torch** /tɔːtʃ/
French fries /ˌfrentʃ ˈfraɪz/	**chips** /tʃɪps/
G	
garbage/trash /ˈgɑːrbɪdʒ/træʃ/	**rubbish** /ˈrʌbɪʃ/
garbage can /gɑːrbɪdʒ ˌkæn/	**dustbin/bin** /ˈdʌstbɪn/bɪn/
gas /gæs/	**petrol** /ˈpetrəl/
gas station /ˈgæs ˈsteɪʃən/	**petrol station** /ˈpetrəl ˈsteɪʃən/
grade /greɪd/	**form/year** /fɔːm/jɪə/
grocery store /ˈgroʊsərsi ˌstɔːr/	**grocer's** /ˈgroʊsərs/
I	
intermission /ˌɪntərˈmɪʃn/	**interval** /ˈɪntəvl/
intersection /ˈɪntərsekʃn/	**crossroads** /ˈkrɒsroʊdz/
L	
line /laɪn/	**queue** /kjuː/
M	
mail /meɪl/	**post** /poʊst/
make a reservation /ˌmeɪk ə ˌrezərˈveɪʃn/	**book** /bʊk/
motorcycle /ˈmoʊtərsaɪkl/	**motorbike/motorcycle** /ˈmoʊtəbaɪk/ˈmoʊtəsaɪkl/
movie /ˈmuːvi/	**film** /fɪlm/
movie theater /ˈmuːvi ˌθiːətər/	**cinema** /ˈsɪnəmə/
N	
newscaster /ˈnuːzkæstər/	**newsreader** /ˈnjuːzriːdə/
O	
office (doctor's/dentist's) /ˈɒfəs/	**surgery** /ˈsɜːdʒəri/
one-way (ticket) /ˌwʌn ˈweɪ/	**single (ticket)** /ˈsɪŋgl/
P	
pants /pænts/	**trousers** /ˈtraʊzəz/
pantyhose /ˈpæntihoʊz/	**tights** /taɪts/
parking lot /ˈpɑːrkɪŋ lɒt/	**car park** /ˈkɑː pɑːk/

pen pal /ˈpen pæl/	**penfriend** /ˈpenfrend/
(potato) chips /pəˈteɪtoʊ tʃɪps/	**crisps** /krɪsps/
power plant /ˈpaʊər plænt/	**power station** /ˈpaʊə ˌsteɪʃn/
public school /ˌpʌblɪk ˈskuːl/	**state school** /ˈsteɪt skuːl/
purse /pɜːrs/	**handbag** /ˈhændbæg/
R	
railroad /ˈreɪlroʊd/	**railway** /ˈreɪlweɪ/
S	
sales clerk /ˈseɪlz klɜːrk/	**shop assistant** /ˈʃɒp əsɪstənt/
schedule /ˈskedʒuːl/	**timetable** /ˈtaɪmteɪbl/
sidewalk /ˈsaɪdwɔːk/	**pavement** /ˈpeɪvmənt/
sneakers /ˈsniːkər/	**trainers** /ˈtreɪnəs/
soccer /ˈsɒkər/	**football** /ˈfʊtbɔːl/
stand in line /ˌstænd ɪn ˈlaɪn/	**queue** /kjuː/
store /stɔːr/	**shop** /ʃɒp/
stuffed animal /ˌstʌft ˈænɪml/	**soft toy** /ˌsɒft ˈtɔɪ/
subway /ˈsʌbweɪ/	**underground** /ˈʌndəgraʊnd/
T	
traffic circle /ˈtræfɪk sɜːrkl/	**roundabout** /ˈraʊndəbaʊt/
transportation /ˌtrænspərˈteɪʃn/	**transport** /ˈtrænspɔːt/
truck /trʌk/	**lorry** /ˈlɒri/
two weeks /tuː ˈwiːks/	**fortnight/two weeks** /ˈfɔːtnaɪt/tuː ˈwiːks/
U	
underpants /ˈʌndərpænts/	**pants** /pænts/
undershirt /ˈʌndərʃɜːrt/	**vest** /vest/
V	
vacation /veɪˈkeɪʃn/	**holiday(s)** /ˈhɒlədeɪ(z)/
vacuum (v) /ˈvækjʊm/	**hoover** /ˈhuːvə/
vacuum cleaner /ˈvækjʊm kliːnər/	**hoover** /ˈhuːvə/
vest /vest/	**waistcoat** /ˈweɪskoʊt/
W	
with (milk/cream in coffee) /wɪθ/	**white (coffee)** /waɪt/
Y	
yard /jɑːrd/	**garden** /ˈgɑːdən/
Z	
(pronounced /ziː/)	(pronounced /zed/)
zero /ˈziːroʊ/	**nought** /nɔːt/
zip code /ˈzɪp koʊd/	**postcode** /ˈpoʊstkoʊd/
Grammar	
He just went out./He has just gone out.	He has just gone out.
Hello, is this Steve?	Hello, is that Steve?
Do you have a car?	Have you got a car?
The band is playing.	The band are playing.
I will/should go out.	I shall go out.
You don't need to do it.	You needn't do it.
Past participle of *get*: gotten	Past participle of *get*: got
Spelling	
analyze /ˈænəlaɪz/	**analyse** /ˈænəlaɪz/
center /ˈsentər/	**centre** /ˈsentə/
check (n) /tʃek/	**cheque** /tʃek/
color /ˈkʌlər/	**colour** /ˈkʌlə/
honor /ˈɒnər/	**honour** /ˈɒnə/
jewelry /ˈdʒuːəlri/	**jewellery** /ˈdʒuːəlri/
practice (n, v) /ˈpræktɪs/	**practice** (n) /ˈpræktɪs/ **practise** (v) /ˈpræktɪs/
program /ˈproʊgræm/	**programme** /ˈproʊgræm/
realize /ˈriːəlaɪz/	**realise** /ˈrɪəlaɪz/
tire /taɪr/	**tyre** /taɪə/
traveler /ˈtrævələr/	**traveller** /ˈtrævələ/
defense /dɪˈfens/	**defence** /dɪˈfens/
Expressions with prepositions and particles	
live on X street	live in X street
on a team	in a team
on the weekend	at the weekend
Monday through/to Friday	Monday to Friday

English Phonemic Chart

VOWELS AND DIPHTHONGS

/ʌ/	under, cup
/ɑ:/	arm, octopus
/æ/	alligator, cat
/e/	elephant, bed
/ə/	America, theater
/ɜ:/	bird, learn
/ɪ/	itchy, sitting
/i:/	sheep, heat
/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

Word List

Grammatical key			
(adj)	adjective	(n)	noun
(adv)	adverb	(prep)	preposition
(v)	verb	(det)	determiner
(v phr)	verb phrase	(idm)	idiom

Unit 1

Lesson 1

1. **avoid** (v) /əˈvɔɪd/ — tránh
2. **carbohydrate** (n) /ˌkɑːrboʊˈhaɪdreɪt/ — chất bột đường
3. **dairy** (adj) /ˈderi/ — làm từ sữa
4. **imagine** (v) /ɪˈmædʒɪn/ — tưởng tượng
5. **lifestyle** (n) /ˈlaɪfstaɪl/ — lối sống
6. **limit** (v) /ˈlɪmɪt/ — hạn chế, giới hạn
7. **processed** (adj) /ˈprɑːsest/ — đã qua chế biến
8. **protein** (n) /ˈproʊtiːn/ — chất đạm
9. **vitamin** (n) /ˈvaɪtəmɪn/ — vitamin
10. **whole grain** (n) /ˌhoʊl ˈgreɪn/ — ngũ cốc nguyên cám

Lesson 2

11. **balanced diet** (n) /ˌbælənst ˈdaɪət/ — chế độ ăn uống cân bằng
12. **chill out** (v) /ʧɪl aʊt/ — thư giãn một cách thoải mái
13. **fitness** (n) /ˈfɪtnəs/ — thể trạng khoẻ mạnh
14. **host** (n) /hoʊst/ — người dẫn chương trình
15. **lift weights** (v phr) /lɪft weɪts/ — nâng tạ, tập tạ
16. **manage** (v) /ˈmænəʤ/ — quản lí
17. **social life** (n) /ˈsoʊʃl ˌlaɪf/ — đời sống xã hội
18. **stressed** (adj) /strest/ — căng thẳng

Lesson 3

19. **life expectancy** (n) /ˈlaɪf ɪkˌspektənsi/ — tuổi thọ
20. **rich** (adj) /rɪʧ/ — giàu, chứa nhiều
21. **risk** (n) /rɪsk/ — rủi ro
22. **study** (n) /ˈstʌdi/ — nghiên cứu

Unit 2

Lesson 1

23. **generation gap** (n) /ʤenəˈreɪʃn ˌgæp/ — khoảng cách thế hệ
24. **hip hop** (n) /ˈhɪp hɑːp/ — nhạc hip hop
25. **leather** (n) /ˈleðər/ — đồ da, da thuộc
26. **miniskirt** (n) /ˈmɪniskɜːrt/ — váy ngắn (trên đầu gối)
27. **outfit** (n) /ˈaʊtfɪt/ — trang phục
28. **practical** (adj) /ˈpræktɪkl/ — thiết thực
29. **silly** (adj) /ˈsɪli/ — lố bịch
30. **stylish** (adj) /ˈstaɪlɪʃ/ — có phong cách, hợp thời trang
31. **suitable** (adj) /ˈsuːtəbl/ — phù hợp
32. **trend** (n) /trend/ — xu hướng

Lesson 2

33. **afford** (v) /əˈfɔːrd/ — có khả năng mua/ chi trả
34. **behavior** (n) /bɪˈheɪvjər/ — hành vi
35. **curfew** (n) /ˈkɜːrfjuː/ — giờ giới nghiêm
36. **diary** (n) /ˈdaɪri/ — nhật kí
37. **focus** (v) /ˈfoʊkəs/ — tập trung
38. **ignore** (v) /ɪgˈnɔːr/ — làm ngơ, bỏ qua

Word List

39. **influence** (n) /ˈɪnfluəns/ — sự ảnh hưởng
40. **permission** (n) /pərˈmɪʃn/ — sự cho phép
41. **privacy** (n) /ˈpraɪvəsi/ — sự riêng tư
42. **respect** (v) /rɪˈspekt/ — tôn trọng
43. **several** (det) /ˈsevərl/ — một vài
44. **torn** (adj) /tɔːrn/ — bị rách

Lesson 3

45. **adversity** (n) /ədˈvɜːrsəti/ — nghịch cảnh
46. **benefit** (v) /ˈbenəfɪt/ — giúp ích, có lợi
47. **elder** (n) /ˈeldər/ — người lớn tuổi hơn
48. **previously** (adv) /ˈpriːviəsli/ — trước đây, trước đó
49. **restate** (v) /riːˈsteɪt/ — thuật lại (theo cách khác)
50. **spear** (n) /spɪr/ — cây giáo, cái xiên (để đi săn)
51. **survival** (n) /səˈvaɪvl/ — sinh tồn

Unit 3

Lesson 1

52. **emergency services** (n) /ɪˌmɜːrdʒənsi ˈsɜːrvɪsɪz/ — dịch vụ khẩn cấp
53. **ghost city** (n) /ˈgoʊst sɪti/ — thành phố hoang
54. **highway** (n) /ˈhaɪweɪ/ — đường cao tốc
55. **infrastructure** (n) /ˈɪnfrəˌstrʌktʃər/ — cơ sở hạ tầng
56. **invest** (v) /ɪnˈvest/ — đầu tư
57. **outskirts** (n) /ˈaʊtskɜːrts/ — vùng ngoại ô
58. **rural** (adj) /ˈrʊrl/ — thuộc nông thôn
59. **skyscraper** (n) /ˈskaɪˌskreɪpər/ — toà nhà chọc trời

Lesson 2

60. **allow** (v) /əˈlaʊ/ — cho phép
61. **challenge** (n) /ˈʧælɪnʤ/ — thử thách, thách thức
62. **cost of living** (n) /ˌkɑːst əv ˈlɪvɪŋ/ — chi phí sinh hoạt
63. **crime** (n) /kraɪm/ — sự phạm tội
64. **health care** (n) /'helθ ker/ — dịch vụ chăm sóc sức khoẻ
65. **lack** (n) /læk/ — sự thiếu hụt
66. **license plate** (n) /ˈlaɪsns ˌpleɪt/ — biển số xe
67. **mental health** (n) /ˌmentl ˈhelθ/ — sức khoẻ tâm thần
68. **security** (n) /səˈkjʊrəti/ — an ninh

Lesson 3

69. **addiction** (n) /əˈdɪkʃn/ — sự nghiện
70. **bully** (v) /ˈbʊli/ — bắt nạt
71. **obesity** (n) /oʊˈbiːsəti/ — bệnh béo phì
72. **pandemic** (n) /pænˈdemɪk/ — đại dịch
73. **quit** (v) /kwɪt/ — nghỉ (việc)
74. **self-esteem** (n) /ˌself ɪˈstiːm/ — lòng tự tôn

Unit 4

Lesson 1

75. **approximately** (adv) /əˈprɑːksəmətli/ — xấp xỉ
76. **area** (n) /ˈeriə/ — diện tích
77. **carbon dioxide** (n) /ˌkɑːrbn daɪˈɑːksaɪd/ — cacbon đioxit (CO_2)
78. **emission** (n) /ɪˈmɪʃn/ — khí thải
79. **fossil fuel** (n) /ˈfɑːsl ˌfjʊəl/ — nhiên liệu hoá thạch
80. **global warming** (n) /ˌgloʊbl ˈwɔːrmɪŋ/ — sự nóng lên toàn cầu
81. **hectare** (n) /ˈhekter/ — hécta (ha)

82. **impact** (n) /ˈɪmpækt/ — sự tác động
83. **tonne** (n) /tʌn/ — tấn
84. **unit** (n) /ˈjuːnɪt/ — đơn vị

Lesson 2

85. **biofuel** (n) /ˈbaɪoʊˌfjuːəl/ — nhiên liệu sinh học
86. **consume** (v) /kənˈsuːm/ — tiêu thụ
87. **law** (n) /lɑː/ — luật pháp
88. **natural** (adj) /ˈnætʃərl/ — tự nhiên
89. **prohibit** (v) /prəˈhɪbɪt/ — cấm
90. **remove** (v) /rɪˈmuːv/ — loại bỏ
91. **sustainable** (adj) /səˈsteɪnəbl/ — bền vững
92. **switch** (v) /swɪtʃ/ — chuyển, thay đổi
93. **tax** (n) /tæks/ — thuế

Lesson 3

94. **dam** (n) /dæm/ — đập nước
95. **redirect** (v) /ˌriːdaɪˈrekt/, /ˌriːdɪˈrekt/ — chuyển hướng
96. **reservoir** (n) /ˈrezərvwɑːr/ — hồ chứa nước
97. **unemployment** (n) /ˌʌnɪmˈplɔɪmənt/ — sự thất nghiệp, nạn thất nghiệp

Unit 5

Lesson 1

98. **agreement** (n) /əˈgriːmənt/ — sự thoả thuận, hiệp định
99. **charter** (n) /ˈtʃɑːrtər/ — hiến chương
100. **declaration** (n) /ˌdekləˈreɪʃn/ — bản tuyên bố, tuyên ngôn
101. **founder** (n) /ˈfaʊndər/ — người sáng lập
102. **free trade** (n) /ˌfriː ˈtreɪd/ — mậu dịch tự do
103. **nation** (n) /ˈneɪʃn/ — quốc gia
104. **network** (n) /ˈnetwɜːrk/ — mạng lưới
105. **official** (n) /əˈfɪʃl/ — công chức, viên chức
106. **promote** (v) /prəˈmoʊt/ — quảng bá
107. **Secretary General** (n) /ˌsekrəteri ˈdʒenərl/ — Tổng Thư kí
108. **summit** (n) /ˈsʌmɪt/ — hội nghị cấp cao, hội nghị thượng đỉnh
109. **trade** (n) /treɪd/ — thương mại, mậu dịch

Lesson 2

110. **degree** (n) /dɪˈgriː/ — bằng cấp
111. **emphasize** (v) /ˈemfəsaɪz/ — nhấn mạnh
112. **facility** (n) /fəˈsɪləti/ — cơ sở vật chất
113. **graduate** (n) /ˈgrædʒuət/ — người đã tốt nghiệp
114. **program** (n) /ˈproʊgræm/ — chương trình
115. **scholarship** (n) /ˈskɑːlərʃɪp/ — học bổng
116. **semester** (n) /səˈmestər/ — học kì

Lesson 3

117. **accommodation** (n) /əˌkɑːməˈdeɪʃn/ — chỗ ở
118. **expand** (v) /ɪkˈspænd/ — mở rộng
119. **itinerary** (n) /aɪˈtɪnəreri/ — lịch trình, hành trình
120. **rocket** (n) /ˈrɑːkɪt/ — tên lửa
121. **supervisor** (n) /ˈsuːpərvaɪzər/ — người giám sát

Unit 6

Lesson 1

122. **canyon** (n) /ˈkænjən/ — hẻm núi
123. **column** (n) /ˈkɑːləm/ — cột
124. **endangered species** (n) /ɪnˈdeɪndʒərd ˈspiːʃiːz/ — loài có nguy cơ bị tuyệt chủng
125. **heritage** (n) /ˈherɪtɪdʒ/ — di sản

Word List

126. **impressive** (adj) /ɪmˈpresɪv/ — gây ấn tượng
127. **jungle** (n) /ˈdʒʌŋgl/ — rừng rậm nhiệt đới
128. **karst** (n) /kɑːrst/ — các-xtơ (vùng đá vôi bị xói mòn)
129. **kayaking** (n) /ˈkaɪækɪŋ/ — hoạt động chèo thuyền kayak
130. **landscape** (n) /ˈlændskeɪp/ — phong cảnh
131. **limestone** (n) /ˈlaɪmstoʊn/ — đá vôi
132. **photography** (n) /fəˈtɑːgrəfi/ — nhiếp ảnh
133. **rare** (adj) /rer/ — hiếm
134. **sunset** (n) /ˈsʌnset/ — hoàng hôn
135. **unique** (adj) /juːˈniːk/ — độc nhất vô nhị

Lesson 2

136. **awareness** (n) /əˈwernəs/ — sự nhận thức, sự hiểu biết
137. **pass a law** (v phr) /pæs eɪ lɑː/ — ban hành luật
138. **flood** (n) /flʌd/ — lũ lụt
139. **historical** (adj) /hɪˈstɔːrɪkl/ — thuộc về lịch sử
140. **knock down** (v) /'nɑːk daʊn/ — đập bỏ (công trình cũ)
141. **preserve** (v) /prɪˈzɜːrv/ — bảo tồn
142. **prevent** (v) /prɪˈvent/ — ngăn chặn
143. **responsible** (adj) /rɪˈspɑːnsəbl/ — đáng tin cậy, có trách nhiệm
144. **statue** (n) /ˈstætʃuː/ — bức tượng
145. **unused** (adj) /ʌnˈjuːzd/ — không sử dụng, chưa qua sử dụng

Lesson 3

146. **emperor** (n) /ˈempərər/ — hoàng đế
147. **originally** (adv) /əˈrɪdʒənəli/ — lúc đầu, ban đầu
148. **surround** (v) /səˈraʊnd/ — bao quanh
149. **tomb** (n) /tuːm/ — ngôi mộ

Unit 7

Lesson 1

150. **ecological** (adj) /ˌiːkəˈlɑːdʒɪkl/ — thuộc về sinh thái học
151. **ecosystem** (n) /ˈiːkoʊˌsɪstəm/ — hệ sinh thái
152. **foreign species** (n) /ˈfɔːrən ˈspiːʃiːz/ — loài ngoại lai
153. **native** (adj) /ˈneɪtɪv/ — bản địa
154. **release** (v) /rɪˈliːs/ — thả, phóng thích
155. **poison** (n) /ˈpɔɪzn/ — thuốc độc
156. **seed** (n) /siːd/ — hạt giống
157. **spread** (v) /spred/ — lan truyền, tản ra
158. **threat** (n) /θret/ — mối đe doạ

Lesson 2

159. **adventure** (n) /ədˈventʃər/ — cuộc phiêu lưu
160. **coral reef** (n) /ˌkɔːrəl 'riːf/ — rạn san hô
161. **freezing** (adj) /ˈfriːzɪŋ/ — rất lạnh, băng giá
162. **glacier** (n) /ˈgleɪʃər/ — sông băng
163. **grassland** (n) /ˈgræslænd/ — đồng cỏ
164. **hot spring** (n) /hɑːt sprɪŋ/ — suối nước nóng
165. **mail** (v) /meɪl/ — gửi qua bưu điện
166. **Northern Lights** (n) /ˌnɔːrðərn ˈlaɪts/ — Bắc Cực quang
167. **shower** (n) /ˈʃaʊər/ — cơn mưa rào
168. **sunshine** (n) /ˈsʌnʃaɪn/ — ánh nắng
169. **volcano** (n) /vɑːlˈkeɪnoʊ/ — núi lửa

Lesson 3

170. **deter** (v) /dɪˈtɜːr/ — ngăn chặn
171. **extinct** (adj) /ɪkˈstɪŋkt/ — tuyệt chủng
172. **fine** (n) /faɪn/ — tiền phạt
173. **hunting** (n) /ˈhʌntɪŋ/ — sự đi săn
174. **illegal** (adj) /ɪˈliːgl/ — bất hợp pháp

Unit 8

Lesson 1

175. **basic** (adj) /ˈbeɪsɪk/ — cơ bản, căn bản
176. **budgeting** (n) /ˈbʌdʒɪtɪŋ/ — quá trình lập ngân sách
177. **campus** (n) /ˈkæmpəs/ — khuôn viên trường học
178. **deadline** (n) /ˈdedlaɪn/ — hạn cuối
179. **productively** (adv) /prəˈdʌktɪvli/ — có năng suất, có ích
180. **remind** (v) /rɪˈmaɪnd/ — nhắc nhở
181. **society** (n) /səˈsaɪəti/ — đoàn thể, hội nhóm
182. **time management** (n) /ˈtaɪm ˌmænɪdʒmənt/ — việc quản lí thời gian

Lesson 2

183. **career** (n) /kəˈrɪr/ — sự nghiệp
184. **eat out** (v phr) /iːt aʊt/ — đi ăn (ở nhà hàng)
185. **independent** (adj) /ˌɪndɪˈpendənt/ — tự lập, độc lập
186. **part-time job** (n) /ˌpɑːrt ˈtaɪm dʒɑːb/ — công việc bán thời gian
187. **recipe** (n) /ˈresəpi/ — công thức (nấu ăn)
188. **rely on** (v phr) /rɪˈlaɪ ɑːn/ — phụ thuộc vào
189. **stressful** (adj) /ˈstresfl/ — căng thẳng
190. **take care of** (v phr) /teɪk ker əv/ — chăm sóc, trông nom

Lesson 3

191. **appreciate** (v) /əˈpriːʃieɪt/ — cảm kích
192. **assignment** (n) /əˈsaɪnmənt/ — bài tập, nhiệm vụ được giao
193. **grocery** (adj) /ˈgroʊsəri/ — liên quan đến thực phẩm và đồ tạp hoá
194. **precisely** (adv) /prəˈsaɪsli/ — một cách chính xác

Unit 9

Lesson 1

195. **abroad** (adv) /əˈbrɑːd/ — ở nước ngoài
196. **advisor** (n) /ədˈvaɪzər/ — người cố vấn
197. **design** (n) /dɪˈzaɪn/ — ngành thiết kế, bản thiết kế
198. **economics** (n) /ˌiːkəˈnɑːmɪks/, /ˌekəˈnɑːmɪks/ — kinh tế học
199. **hybrid** (adj) /ˈhaɪbrɪd/ — lai, pha trộn
200. **in person** (idm) /ɪn ˈpɜːrsn/ — trực tiếp, gặp mặt
201. **marketing** (n) /ˈmɑːrkɪtɪŋ/ — ngành marketing, tiếp thị
202. **online** (adv) /ˌɑːnˈlaɪn/ — trực tuyến
203. **option** (n) /ˈɑːpʃn/ — sự lựa chọn
204. **software engineering** (n) /ˈsɑːftwer ˌendʒɪˈnɪrɪŋ/ — ngành kĩ thuật phần mềm
205. **suit** (v) /suːt/ — phù hợp với

Lesson 2

206. **charge** (v) /ʧɑːrʤ/ — sạc điện
207. **convert** (v) /kənˈvɜːrt/ — chuyển đổi
208. **install** (v) /ɪnˈstɑːl/ — cài đặt
209. **instant message** (n) /ˌɪnstənt ˈmesɪdʒ/ — tin nhắn tức thời
210. **mark** (v) /mɑːrk/ — đánh dấu
211. **obligation** (n) /ˌɑːblɪˈgeɪʃn/ — nghĩa vụ

Word List

212. **post** (v) /poʊst/ — đăng tải
213. **prohibition** (n) /ˌproʊɪˈbɪʃn/ — sự ngăn cấm
214. **social media** (n) /ˈsoʊʃl ˈmiːdiə/ — truyền thông xã hội, mạng xã hội
215. **tablet** (n) /ˈtæblət/ — máy tính bảng

Lesson 3

216. **summarize** (v) /ˈsʌməraɪz/ — tóm tắt

Unit 10

Lesson 1

217. **commuter** (n) /kəˈmjuːtər/ — người đi làm thường xuyên di chuyển từ nhà đến chỗ làm
218. **congestion** (n) /kənˈdʒestʃn/ — sự ùn tắc giao thông
219. **downtown** (adv) /ˌdaʊnˈtaʊn/ — ở khu trung tâm thành phố
220. **efficient** (adj) /ɪˈfɪʃnt/ — hiệu quả
221. **fare** (n) /fer/ — tiền vé (đi xe, tàu, ...)
222. **fuel** (n) /ˈfjuːəl/ — chất đốt, nhiên liệu
223. **prediction** (n) /prɪˈdɪkʃn/ — sự dự đoán, sự tiên đoán
224. **self-driving** (adj) /ˌself ˈdraɪvɪŋ/ — chỉ phương tiện tự lái
225. **speed limit** (n) /'spiːd ˌlɪmɪt/ — giới hạn tốc độ

Lesson 2

226. **automated** (adj) /ˈɑːtəmeɪtɪd/ — tự động hoá
227. **by hand** (idm) /baɪ hænd/ — bằng tay, làm thủ công
228. **control** (v) /kənˈtroʊl/ — điều khiển
229. **deliver** (v) /dɪˈlɪvər/ — giao (hàng)
230. **delivery** (n) /dɪˈlɪvəri/ — sự giao hàng
231. **drone** (n) /droʊn/ — máy bay không người lái
232. **human** (n) /ˈhjuːmən/ — con người
233. **touchscreen** (n) /ˈtʌtʃskriːn/ — màn hình cảm ứng
234. **waste** (n) /weɪst/ — rác thải

Lesson 3

235. **efficiently** (adv) /ɪˈfɪʃntli/ — một cách hiệu quả
236. **repetitive** (adj) /rɪˈpetətɪv/ — lặp đi lặp lại
237. **solar panel** (n) /ˌsoʊlər ˈpænl/ — tấm pin mặt trời

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