Võ Đại Phúc (Tổng Chủ biên kiêm Chủ biên)
Nguyễn Thị Ngọc Quyên

Tiếng Anh

Right on! 6

Student's Book



BẢN MẪU SÁCH GIÁO KHOA

NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

Express Publishing

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Preface

Tiếng Anh 6 Right on! is a course at *CEFR A2 Start* specially designed to develop skills students need to face the challenges of the 21st century.

The coursebook consists of six units and contains CLIL sections, Culture sections, Projects, presentations and values. All texts are accompanied by theme-related videos.

Think! Exercises aim to develop students' critical thinking skills. Grammar is presented in context. Study Skills help students become autonomous learners while ICT tasks aim to develop students' research skills.

There are also tasks that aim to promote collaboration and creativity.

Each unit ends with a Progress Check and a Competences section based on CEFR for students to evaluate themselves.

We would like to thanks Ministry of Education and Training for reviewing the course and providing us with their insight into how to bring the course to perfection.

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Symbols

Key to symbols used in the Student's Books

to indicate that Ss are encouraged to answer the exercises in writing using a pencil

audio

Video videos thematically linked to the theme of the text they accompany

pairwork

groupwork

words to be explained using the context each appears in

Note! grammar explanations or vocabulary items

Word question words

research

Study skills suggestions to help students become autonomous learners

Think sections to develop students' critical thinking skills

Culture Spot short texts to give students information of the culture of their country, and develop cross-cultural awareness

VALUES sections to help students develop critical thinking skills & values

CLIL sections that link the themes of the unit to a subject from the school curriculum

to ask students to do something extra that is important to do

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Scope and Sequence

UNITS	Vocabulary	Grammar
Hello! pp. 4-19	• Countries & Nationalities • Sports • Family members • Appearance/Character • Cardinal numbers (1-100) • Greetings • Introducing yourself to others • Classroom language	• *can* • Subject personal pronouns • Possessive adjectives • The verb *to be* and *have got* • Possessive case *('s – of the)* • Adjectives • *a/an – the* • Imperative
1 **Home & Places** pp. 20-33 Progress Check 1 pp. 34-35	• Rooms/Places of a house • Furniture & Appliances • House features • Ordinal numbers • Places in a town	• Plurals • *this/these – that/those* • *there is – there are* • *a/an – some – any* • Prepositions of place • Possessive case ('s/')
2 **Every day** pp. 36-49 Progress Check 2 pp. 50-51	• Daily routine/Free-time activities • The time • School subjects	• Linkers (*first, then, after, next*) • Present Simple • Prepositions of time (*at, on, in*) • Adverbs of frequency • Question words
3 **All about food** pp. 52-65 Progress Check 3 pp. 66-67	• Food & Drinks • Food preparation • Cooking tools	• *love, like, hate* + *-ing* form • Countable/Uncountable nouns • Partitives • Quantifiers • Comparisons
Review (Units 1-3) pp. 68-69		
4 **Holidays!** pp. 70-83 Progress Check 4 pp. 84-85	• Seasons/Months/Activities • The weather • Clothes/Accessories/Footwear • Geographical features	• Present Continuous • Prepositions of movement • Object personal pronouns – Possessive pronouns • *be going to – will* • Present Continuous (future meaning) • *have to – don't have to*
5 **London was great!** pp. 86-99 Progress Check 5 pp. 100-101	• Famous people & Jobs • Means of transport • Animals	• Past Simple (the verb *to be*) • Past Simple (regular – irregular verbs)
6 **Entertainment** pp. 102-115 Progress Check 6 pp. 116-117	• Fun activities • Places of entertainment • Types of TV programmes/films • *Do/Go/Have* phrases	• *will – be going to –* Present Continuous (future) • *might – should(n't)* • Conditional (Type 1) • *-ed/-ing* adjectives
Review (Units 1-6) pp. 118-119		

Songs (pp. 120-122)
Writing (pp. 123-130)
Going Green (pp. 131-143)
Word List (pp. 144-147)
Pronunciation (p. 148)
Rules of Punctuation (p. 149)

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Reading	Listening	Speaking	Writing
Friends around the world		• Presenting your family • Describing people • Greetings • Introducing yourself/others • Asking about telephone numbers • Blended consonants	A blog entry about yourself (linkers: *and, or*)
• *Darren's blog* • *British homes* • Culture Spot: UK Prime Minister office	dialogues (multiple choice)	• Describing your home • Sentence stress • **Pronunciation:** /ɑ:/, /ɔ:/	A letter about your house (punctuation)
• *School days in the UK* • *Gareth Bale* • Culture Spot: UK most popular sport	Miguel's timetable (gap fill)	• Describing your daily routine • Making invitations – Accepting/Refusing • **Pronunciation:** -s ending third person singular; /θ/, /ð/	• Your school timetable for Monday • An email about your daily routine (opening/closing remarks)
• *What's your favourite food?* • *Street Food around the World* • Culture Spot: UK most popular dish	dialogues (multiple choice)	• Expressing likes/dislikes • Giving instructions • **Intonation:** Word stress	• A text about your favourite food • A blog entry about street food in your country
• *Holiday Fun* • *On holidays* • Culture Spot: British holiday destinations	Angela's holiday (R/W)	• Agreeing/ Disagreeing • Making suggestions • **Intonation:** in exclamations	• An instant message about a festival you are celebrating • A letter about your holiday (linkers: *so, because)*
• *The London Transport Museum* • *Dino snores at the Natural History Museum* • Culture Spot: British museums	a dialogue (R/W/DS)	• Reading years • Describing animals • Describing your last holiday • **Pronunciation:** *-ed* ending (Past Simple)	• A quiz • A letter describing an experience of yours (opening/ closing remarks)
• *Worth the experience* • *Fun in All Weathers* • Culture Spot: British places to hang out	a dialogue (multiple choice)	• Making plans • Describing your favourite amusement park • Making predictions • Choosing TV programmes • **Pronunciation:** Diphthongs	• A text message (text language) • A letter about your weekend plans (opening/ closing remarks)

CLIL

HELLO! (Geography): The UK p. 18
UNIT 1 (Maths): Draw a map p. 32
UNIT 2 (Citizenship): Green Neighbourhood Saturday p. 48
UNIT 3 (Food Technology): The Eatwell Guide p. 64
UNIT 4 (PSHE): Safe Camping p. 82
UNIT 5 (Art & Design): Landmarks p. 98
UNIT 6 (Citizenship): Travel with care p. 114

Projects

HELLO! A map of Vietnam p. 19
UNIT 1 Your dream home p. 33
UNIT 2 My ideal neighbourhood p. 49
UNIT 3 Healthy eating (poster) p. 65
UNIT 4 Holiday destinations (poster) p. 83
UNIT 5 National Wonders p. 99
UNIT 6 Smart travellers (leaflet) p. 115

Presentation Skills

HELLO! Landmarks p. 19
UNIT 1 Your dream house p. 33
UNIT 2 Your ideal neighbourhood p. 49
UNIT 3 Healthy/Unhealthy eating habits p. 65
UNIT 4 Holiday destinations p. 83
UNIT 5 National wonders p. 99
UNIT 6 How to be a smart traveller p. 115

Values

HELLO! National pride p. 19
UNIT 1 Home p. 33
UNIT 2 Cooperation p. 49
UNIT 3 Healthy eating habits p. 65
UNIT 4 Travel p. 83
UNIT 5 Responsibility p. 99
UNIT 6 Respect for others p. 115

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Hello!

Video



What's in this unit?

- **Vocabulary**
  - countries
  - nationalities
  - sports
  - family members
  - appearance
  - numbers
  - character
- **Grammar**
  - indefinite article *a/an*
  - definite article *the*
  - *can*
  - subject personal pronouns
  - possessive adjectives
  - *to be*
  - *have got*
  - possessive case (*'s/of the*)
  - adjectives
  - imperative
- **Reading**
  - *Friends around the world* (blog – identifying R/W statements)
- **Speaking**
  - greetings
  - introducing yourself/ others
  - presenting a family
  - describing people
  - asking about telephone numbers
- **Writing**
  - a blog entry about yourself
- **CLIL (Geography):** The UK
- **Values:** National pride

Note!

We do not use *the* with most names of countries e.g. Poland. Countries with *State*, *Kingdom* or *Republic* in their name take *the*, e.g. the USA.

Vocabulary

Countries & Nationalities

1 **Look at the map. Match the countries on the map to the nationalities.**

1	Canada – Canadian	8	_____ – Vietnamese
2	_____ – British	9	_____ – Russian
3	_____ – Australian	10	_____ – Spanish
4	_____ – South African	11	_____ – Egyptian
5	_____ – American	12	_____ – Greek
6	_____ – New Zealander	13	_____ – Turkish
7	_____ – Brazilian	14	_____ – Argentinian

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BẢN MẪU SÁCH GIÁO KHOA

2 Look at Exercise 1.
1.2 Listen and repeat.

3 Act out dialogues as in the example.

A: Where's Ann from?
B: She's from Canada.
She's Canadian.

A: Where's John from?
B: He's from the USA.
He's American.

4 Complete the sentences.

I'm from _____ (country). I'm _____ (nationality).

Video

Home | Blog | Profile | Friends | Forum | Services

Log in

Friends around the world

Hello! I'm Vicky and I'm 11 years old. I'm from Sydney, Australia. Sydney is a big city, but it isn't the capital city of Australia. Canberra is the capital city of Australia! I'm good at basketball.

My e-friend is Jill. She's 11, too. She's not Australian. She's from Wellington – the capital city of New Zealand. Jill can play tennis very well. She's great!







Hello! My name's James and I'm 11 years old. I'm from Stittsville, Canada. Stittsville is a beautiful village. It's close to the capital city of Canada – Ottawa! Martial arts is my favourite sport. This is my e-friend Alicia. She's 10 years old. She's from Worcester, South Africa. Worcester is a small town near Cape Town, the capital city of South Africa. Alicia can play basketball very well. She's in the school basketball team.



- *capital city*
- *close to*
- *town*
- *near*

Reading

1 1.3 **Look at the pictures. Where is each person from? Listen and read to find out.**

2 **Read the text. Decide if the sentences are *R* (right) or *W* (wrong).**

1 Vicky is 10 years old. ☐
2 Jill is good at tennis. ☐
3 James is Canadian. ☐
4 Alicia can play tennis. ☐

Speaking

3 **Complete the personal profiles. Choose a person and present him/her to the class.**

Name: Vicky **Age:** 11 years old
Nationality: Australian
From (city/town/village): Sydney
Country: Australia
Sports: _____

Name: Jill **Age:** _____ years old
Nationality: New Zealander
From (city/town/village): _____
Country: _____
Sports: _____

Name: James **Age:** _____ years old
Nationality: Canadian
From (city/town/village): _____
Country: _____
Sports: _____

Name: Alicia **Age:** 10 years old
Nationality: _____
From (city/town/village): _____
Country: _____
Sports: _____

... is ... years old. He/She is ... (nationality). He/She is from ... . He/She can ... .

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Vocabulary
Sports

4 **Complete the gaps. Use *play* or *do*.**



5 **Read the table. Ask and answer questions about the sports in Exercise 4.**

can

affirmative
I/ You/ He/ She/ It/ We/ You/ They **can** play tennis.
negative
I/ You/ He/ She/ It/ We/ You/ They **can't** do gymnastics.
interrogative & short answers
Can I/ you/ he/ she/ it/ we/ you/ they ride a bike?
Yes, I/ you/ he/ she/ it/ we/ you/ they **can.**
No, I/ you/ he/ she/ it/ we/ you/ they **can't.**



A: Can you play football? B: Yes, I can./No, I can't.

Note!

Linkers: *and, or*

and: link similar ideas
or: link two or more alternatives

6 **Tell the class what your partner can/can't do.**

Peter can play football, basketball and tennis. He can't do martial arts or gymnastics.

Writing (a blog entry about yourself)

7 **Complete the profile about yourself. Then complete a blog entry about yourself (about 30 words).**



Name: _____
Age: _____ years old
Nationality: _____
From (city/town/village): _____
Country: _____
Sports: _____

Hello! I'm _____ and I'm _____ years old. I'm from _____. I'm good at _____.

Note!

- We use *it* for animals and things.
- We use ***they*** for people, animals or things.

Subject personal pronouns/Possessive adjectives

subject personal pronouns	possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their



1 **Read the table. Then match the sentences.**

I am Tony. 1	a **Their** teacher is Mr Brown.
You're Australian. 2	b **Its** colour is black.
He's Alan. 3	c **His** friend is Laura.
She's 12. 4	d **Your** friend is Australian, too!
It's my book. 5	e **My** friend is Eric.
Paul and Mary are British. 6	f **Her** name is Amy.

Our things











2 **Complete the gaps with the correct subject pronoun or possessive adjective.**

1 **Julie and I** are friends. _____ home is in London.
2 This is **Mario and Lyn**. _____ friend is Rosa.
3 **We**'re Greek. _____ friends are Greek, too.
4 This is **Tom**. _____ is from Canada.
5 **Jane** is from the UK. _____ is 10 years old.

3 **Look at the pictures. Read the sentences (1-5) and choose the correct item. Then complete the gaps with the correct words (A-E).**











1 I'm Julie and this is **her/my** schoolbag .
2 This is Jake and this is **his/your** _____ .
3 I'm Anna and this is **my/his** brother Ben. This is **your/our** _____ .
4 This is Jessica and this is **her/its** _____ .
5 Tim and Paul are friends and this is **your/their** _____ .

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The verb *to be*



affirmative	negative	interrogative	short answers
I **am ('m)**	I **am not ('m not)**	**Am** I ...?	**Yes,** I **am.** **No,** I**'m not.**
You **are ('re)**	You **are not (aren't)**	**Are** you ...?	**Yes,** you **are.** **No,** you **aren't.**
He/ She/ It **is ('s)**	He/ She/ It **is not (isn't)**	**Is** he / she/ it ...?	**Yes,** he/ she/it **is.** **No,** he/ she /it **isn't.**
We/ You/ They **are ('re)**	We/ You/ They **are not (aren't)**	**Are** we/ you/ they ...?	**Yes,** we/ you/ they **are.** **No,** we/ you/ they **aren't.**

4 **Read the table. Complete the gaps. Then match the sentences (1-6) to the sentences (a-f).**

Pam isn't 10 years old. 1	a We _____ Australian.
They _____ Spanish. 2	b I _____ Canadian.
I _____ British. 3	c It _____ in the UK.
We _____ Russian. 4	d She is 12.
London _____ in the USA. 5	e You _____ 10.
You _____ 12 years old. 6	f They _____ Brazilian.

5 **Read the text. Complete the questions, then answer them.**

Hi! I'm Peter Knowles. I'm 10 years old and I'm from the USA. This is my best friend, Kate. She's 11 years old. Our favourite sport is tennis.



1 Is Peter from the USA? Yes, he is.
2 _____ he 11? _____
3 _____ Kate and Peter best friends? _____
4 _____ Kate 11 years old? _____
5 _____ basketball their favourite sport? _____

6 **Make sentences that are true about you. Use the affirmative or negative.**

1 I _____ 15 years old.
2 My best friend _____ from Greece.
3 My favourite sport _____ tennis.
4 My friends _____ 14 years old.
5 Our favourite colour _____ green.
6 I _____ good at tennis.



I ♥ my Family

Family members

1 1.4 **Look at Anna's family tree. Listen and repeat.**

2 **Look at Anna's family tree. Complete the sentences with words from Exercise 1.**

1 Bob is Anna's granddad.
2 Lara is Anna's _____
3 Nick is Anna's _____
4 Sue is Anna's _____
5 Anna is Mary's _____
6 Lara is Alex's _____
7 Mary is Nick's _____
8 Helen is Anna's _____
9 Alex is Anna's _____
10 Tom is Anna's _____

3 **Draw your family tree. Present your family to the class.**

Note!

dad = father
mum = mother
grandma = grandmother
granddad = grandfather

Note!

We use *'s* to express possession or relation
e.g. Tony's book, Tony's dad.

BAN MẪU SÁCH GIÁO KHOA

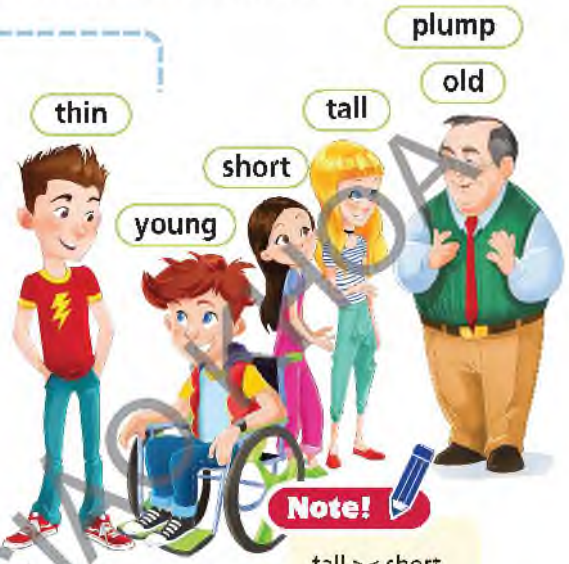
Describing people

Note!

Blended consonants are two consonants together ***(bl, br, cl, cr, dr, fr, fl, gl, gr, pl, pr, sl, sm, sp, st, scr, str, tr,*** etc.). When pronounced we hear all consonants e.g. bl – blue.

4 1.5 **Look at the picture. Who are the girls? Listen and read the dialogue to find out. Find the words that contain blended consonants.**

Barry Hi, Nat. How are you?
Nat Hi, Barry. I'm great, thanks. And you?
Barry Not bad. Hey, who's that girl over there?
Nat Who? ... The tall thin one?
Barry No, that's my cousin Jessica. The short one.
Nat Oh, that's my friend Mary.
Barry Where's she from?
Nat Australia. She's Australian.
Barry How old is she?
Nat She's 11. Come on, let's go and say hello.
Barry Cool!



Note!

tall >< short
thin >< lump
young >< old

Word

How old: ask for age
Where: ask about place
Who: ask about people

5 **Answer the questions.**

1 Who is Barry's cousin? _____
2 Where is Mary from? _____
3 How old is Mary? _____

Vocabulary

Character adjectives

6 1.6 **Listen and repeat. Which words contain blended consonants?**


1 kind


2 funny


3 friendly


4 polite


5 clever

Note!

Adjectives

In English, adjectives do not change in gender or in number. They go before a noun but after the verb ***to be***
e.g. Ann is tall. She's got a clever parrot. Her parrot is clever.

7 **Write the names of four of your family members. Ask and answer as in the example.**

A: Who's Paul?
B: He's my dad.

A: What is he like?
B: He's clever.

Paul	Helen
Mary	Ted

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have got (affirmative/negative)

affirmative	negative
I/ You **have got ('ve got)**	I/ You **have not got (haven't got)**
He/ She/ It **has got ('s got)**	He/ She/ It **has not got (hasn't got)**
We/ You/ They **have got ('ve got)**	We/ You/ They **have not got (haven't got)**



I've got a dog.
I haven't got a cat.
Maria has got a cat.





parrot

1 Read the table. Then look at the table and complete the sentences as in the example.

	Gary	Helen
hamster	✓	
parrot		✓
goldfish	✓	✓
rabbit		✓
frog	✓	



goldfish



rabbit



hamster



frog

1 Gary has got a hamster.
2 Gary _____ a parrot.
3 Gary and Helen _____ a goldfish.
4 Helen _____ a rabbit.
5 Helen _____ a frog.
6 Gary _____ a frog.

2 Correct the sentences as in the example.

1 Kelly has got a cat. **(a dog)** No! Kelly hasn't got a cat. She's got a dog.
2 Joey has got a brother. **(a sister)** _____
3 They have got a daughter. **(a son)** _____
4 I have got a parrot. **(a frog)** _____

Note!

's is the short form of the third person singular *(he/she/it)* of the verbs *have got* and *be (is)*
e.g. He's got a cat. = He has got a cat.
He's eleven. = He is eleven.

3 Rewrite the sentences as in the examples.

1 Paul's from the UK. Paul is from the UK.
2 Steve's got a rabbit. Steve has got a rabbit.
3 Mary's American. _____
4 Tony's got a hamster. _____
5 Bob's got a sister. _____

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have got (interrogative & short answers)

interrogative	short answers
Have I/ you **got** …?	**Yes,** I/ you **have.** **No,** I/ you **haven't.**
Has he/ she/ it **got** …?	**Yes,** he/ she/ it **has.** **No,** he/ she/ it **hasn't.**
Have we/ you/ they **got** …?	**Yes,** we/ you/ they **have.** **No,** we/ you/ they **haven't.**



4 **Read the table. Complete the questions. Then answer them.**

1 "Have you got a cat?" "Yes, I have."
2 "_____ Jack _____ a brother?" "Yes, he _____."
3 "_____ they _____ a frog?" "No, they _____."
4 "_____ Julie _____ a sister?" "No, she _____."
5 "_____ Zack and you _____ a hamster?" "Yes, we _____."

5 **Form complete questions, then answer them as in the example.**

1 you/a big family? Have you got a big family? Yes, I have.
2 your best friend/brother? _____
3 you/a sister? _____
4 your parents/cat? _____



Possessive case *('s – of the)*

one person + 's	two people + 's
Mary's aunt	Bob and Al's dog
Note: We do not use *'s* for objects. We use ***of the.*** The colour **of the** book is blue. (NOT: ~~*The book's colour.*~~)	

6 **Read the theory box. Then choose the correct item.**

1 It's the **book of the girl/girl's book.**
2 The **bag's colour/colour of the bag** is red.
3 **Kate's sister/The sister of Kate** has got a frog.
4 **Mark and Sam's dog/The dog of Mark and Sam** is small.

Word
Whose: ask for possession

7 **Write questions and answers as in the example.**

1 book? Ann Whose book is this? It's Ann's book.
2 hamster? Mario _____
3 ball? Tom and Peter _____

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Numbers 1-20

1 1.7 Listen and repeat.

1 one	6 six	11 eleven	16 sixteen
2 two	7 seven	12 twelve	17 seventeen
3 three	8 eight	13 thirteen	18 eighteen
4 four	9 nine	14 fourteen	19 nineteen
5 five	10 ten	15 fifteen	20 twenty

Note!

In English, when we use 0 (zero) in telephone numbers, we say *oh* NOT ~~zero~~.

Asking about telephone numbers

2 Ask and answer as in the example.

1 A: What's your telephone number?
B: It's two-six-five-oh-eight-two-seven-eight.



Numbers 21-100

3 1.8 Listen and repeat.

Note!

In English, when we write a compound number (any number made up of two words), we use a hyphen in between them e.g. 46 forty-six.

21 twenty-one	27 twenty-seven	60 sixty
22 twenty-two	28 twenty-eight	70 seventy
23 twenty-three	29 twenty-nine	80 eighty
24 twenty-four	30 thirty	90 ninety
25 twenty-five	40 forty	100 a/one hundred
26 twenty-six	50 fifty	

4 1.9 Listen and circle the number you hear.

1	12 20	3	50 15	5	30 13
2	10 100	4	42 24	6	8 80

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a/an – the

a	an
a smartphone a ball	an ipod an umbrella





- We use *a/an* when we talk about a person, animal or thing in general.
- We use *a* before singular nouns that begin with a **consonant** sound, e.g. a book
- We use *an* before singular countable nouns that begin with a **vowel** sound, e.g. an egg **BUT** an hour

the

We use *the* when we talk about something specific or something mentioned before.
The pen on the desk is Mary's.
This is a smartphone. The smartphone is black.





5 **Read the theory box.**

6 **Fill in the gaps with *a/an* or *the*, then circle the correct colour. Which of the words in bold contain blended consonants?**

1



This is ____ anorak. ____ anorak is **pink/white**.

2



This is ____ purse. ____ purse is **green/purple**.

3



This is ____ alarm clock. ____ alarm clock is **yellow/black**.

4



This is ____ watch. ____ watch is **purple/blue**.

5



This is ____ umbrella. ____ umbrella is **red/black**.

6



This is ____ e-reader. ____ e-reader is **grey/brown**.

7



This is ____ sharpener. ____ sharpener is **orange/yellow**.

8



This is ____ schoolbag. ____ schoolbag is **pink/green**.

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Greetings

1 1.10 **Listen and repeat.**



Greetings – Introducing yourself/others

2 a) **Complete the dialogue with the phrases below.**

• Goodbye • Hello • This is • Nice to meet you

Mrs White: 1) _____, I'm Mrs White. What's your name?

Nat: Hello, Mrs White. My name's Nat. 2) _____ Barry.

Mrs White: 3) _____, Barry.

Barry: Nice to meet you, too. 4) _____!

Mrs White: Bye.

Note!

In English speaking countries, people use Mr/ Mrs/ Ms + a surname to address their teacher e.g. Hello, Ms Green. (NOT: ~~Hello Kate~~ or ~~Hello teacher.~~)

b) 1.11 **Listen and check. Then read the dialogue aloud.**

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Classroom language

3 1.12 Listen and repeat.



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Imperative

Note!

We use the imperative to give: **orders** e.g. Stand up. **instructions** e.g. Open your book on page 25.

	form	example
affirmative	base form of the verb	Open your books.
negative	*Don't* + base form of the verb	Don't open your books.

4 **Make imperative sentences. Then your partner acts out what you ask him/her to do.**

Student A: Stand up, please.
Student B: *(stands up)*

Hello!



The United KINGDOM

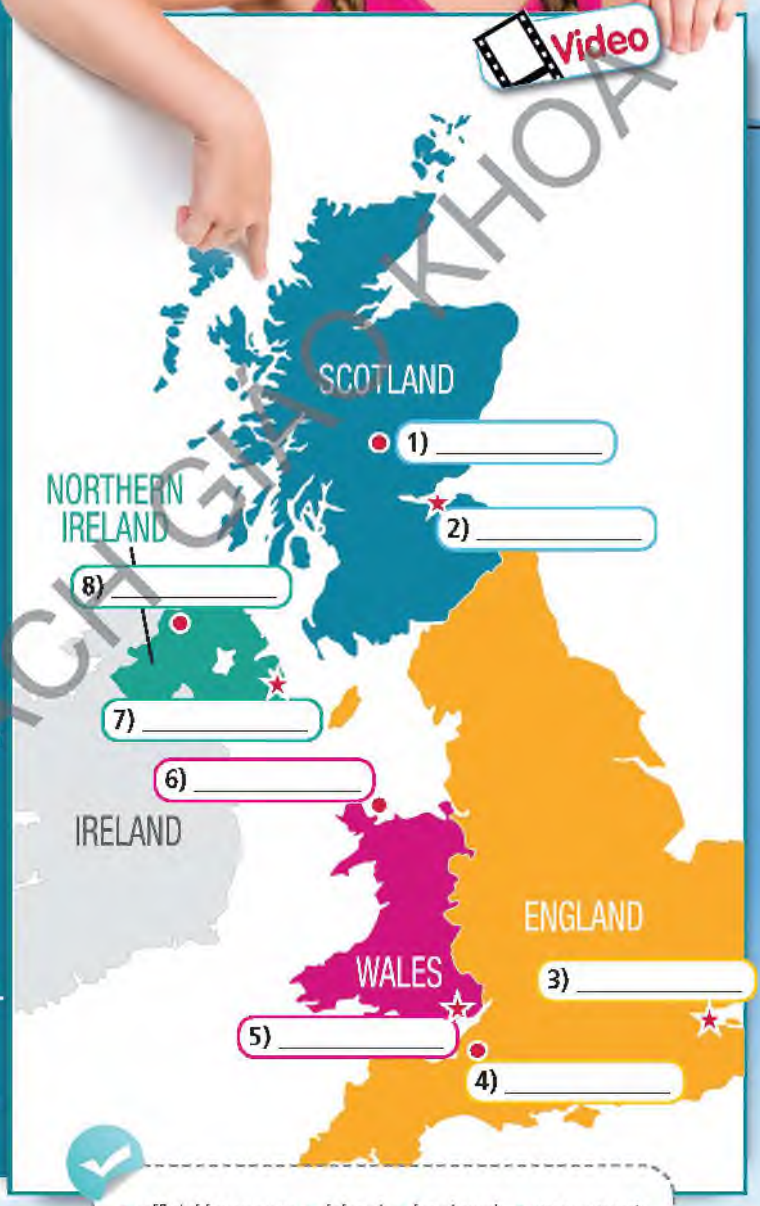
England, Scotland, Wales and Northern Ireland are parts of the United Kingdom (UK). London is the capital city. English is the official language. Great Britain is the island with England, Wales and Scotland.

★ Edinburgh is the capital city of Scotland. A famous landmark in Edinburgh is Edinburgh Castle.
• Stirling is a city in Scotland. A famous landmark in Stirling is the William Wallace Monument.

★ London is the capital city of England. A famous landmark in London is the Palace of Westminster.
• Bath is a city in England. A famous landmark in Bath is the ancient Roman Spa.

★ Cardiff is the capital city of Wales. A famous landmark in Cardiff is the Millennium Stadium.
• Bangor is a city in Wales. A famous landmark in Bangor is the Menai Straits Bridge.

★ Belfast is the capital city of Northern Ireland. A famous landmark in Belfast is the Albert Clock.
• Derry is a city in Northern Ireland. A famous landmark in Derry is the old City Wall.



• official language • island • landmark • monument
• stadium • bridge • wall

What are the benefits of speaking English? Discuss.

1 1.13 **Look at the map. Which countries are in Great Britain? Listen, read and check.**

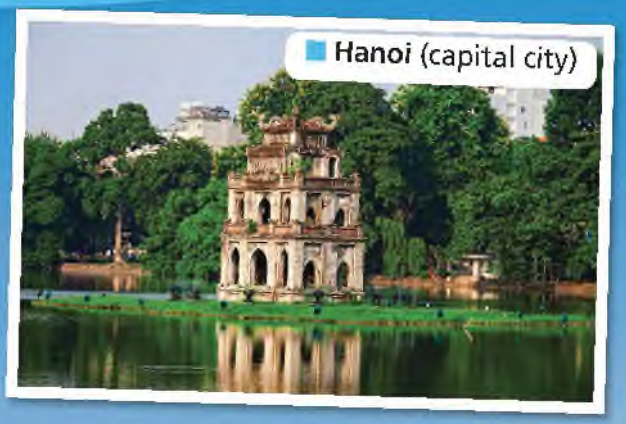
2 **Read the texts and complete the cities on the map. Choose one part of the UK and present it to the class.**

3 **Collect information about your country under the headings: *country – capital city – other cities – landmarks*. Present your country to the class.**

Note!

We do not use **the** with names of cities, towns or villages.

BẢN MẪU SÁCH GIÁO KHOA









Project Time

1 Draw the map of Vietnam in your notebook and complete it with the name of the capital city and other cities/towns. Put photos of each city/town and label them.

2 Copy the headings below in your notebook. Collect information about famous landmarks in each of the cities in Exercise 1 and write it under the headings. Prepare a poster. Label the photos.

Plan a trip to the cities in Exercise 1. Draw an itinerary.

Name of the landmark | What it is (castle, bridge, wall, monument, tower, etc.) | Where it is

Presentation Skills

3 Use the map in Exercise 1 and your notes in Exercise 2 to present the landmarks to the class.

My country is famous for its landmarks. ... is a ... in ... .

VALUES

National pride

4 a) Look at the flag of Vietnam. What do the colours on it mean? Research information. Tell the class.

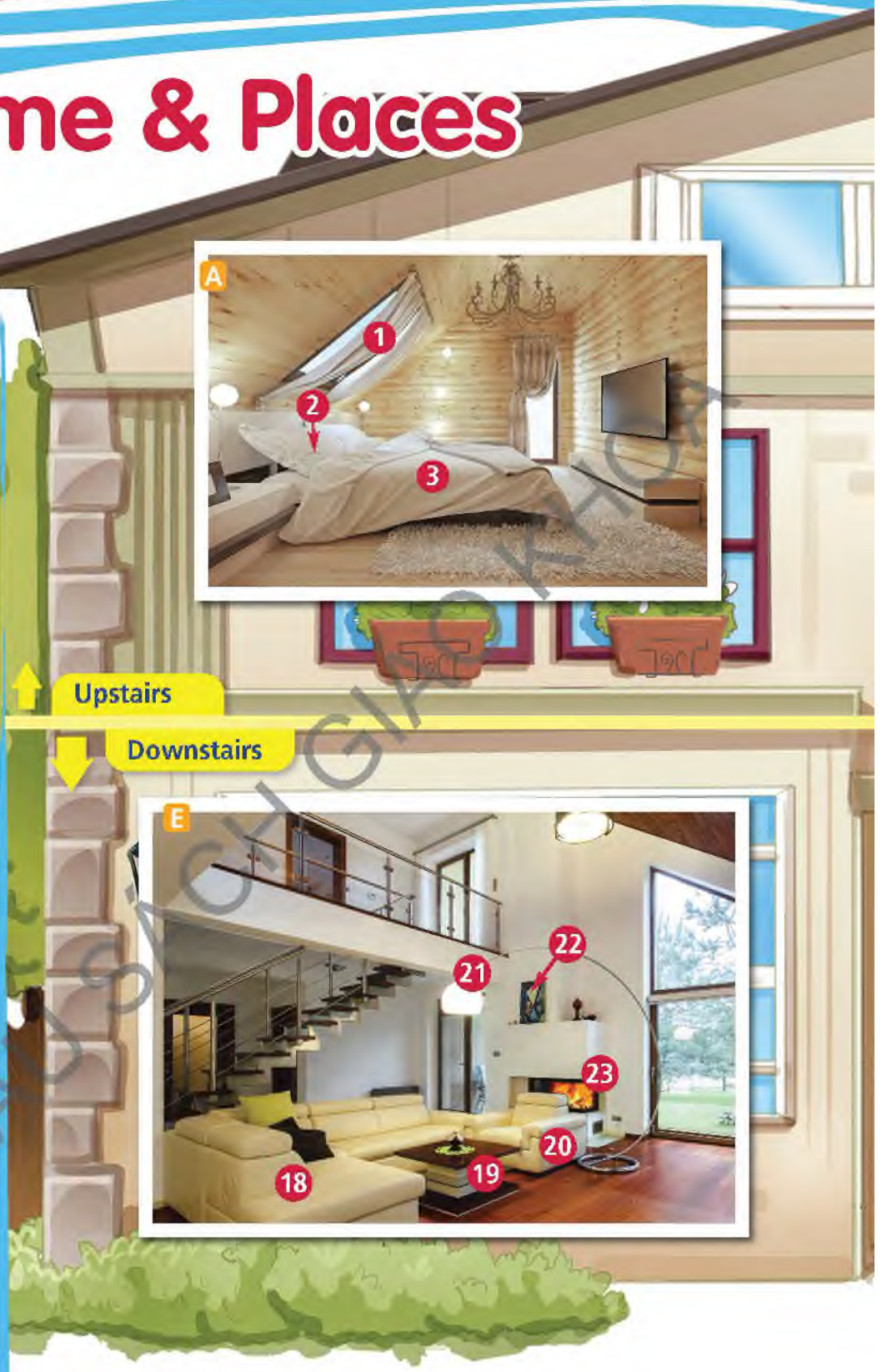
b) Find flags of other countries with the same colours as the Vietnamese flag. Tell the class.



See Writing Hello! p. 124

BẢN MẪU SÁCH KHÔNG BÁN

1 · Home & Places



What's in this unit?

- **Vocabulary**
  - rooms/places of a house
  - furniture & appliances
  - house features
  - ordinal numbers
  - places in a town
- **Grammar**
  - plurals
  - *this/these – that/those*
  - *there is/there are*
  - *a/an – some – any*
  - prepositions of place
  - possessive case ('/'s)
- **Reading**
  - *Darren's blog* (blog – completing sentences)
  - *British homes* (article – identifying R/W/DS statements)
- **Listening**
  - dialogues (multiple choice)
- **Speaking**
  - describing your house
  - presenting your dream house
- **Writing**
  - a letter about your house
- **CLIL (Maths):** Draw a map
- **Culture Spot:** UK Prime Minister office
- **Values:** Home

BẢN MẪU CHỈ GIỚ KHÔ

Vocabulary

Rooms/Places of a house

1 **Match the rooms (1-5) to the pictures (A-E).**
1.14 **Listen and check, then repeat.**

1 C	child's bedroom	4	parents' bedroom
2	kitchen	5	living room
3	bathroom		

Video









Furniture & Appliances

2 1.15 **Listen, point and say. What are these words in your language?**

1	curtains	7	desk	12	sink	18	sofa
2	pillows	8	wardrobe	13	cupboards	19	coffee table
3	bed	9	single bed	14	cooker	20	armchair
4	toilet	10	bedside cabinet	15	fridge	21	lamp
5	bath			16	table	22	painting
6	washbasin	11	carpet	17	chairs	23	fireplace

3 **Complete the table with the number of the words in Exercise 2.**

furniture	3
appliances	14
others	1

4 **Ask and answer as in the example.**

A: Where's the single bed? B: It's in the child's bedroom.

BẢN MẪU SÁCH GIÁO KHOA

1a • Reading

Reading

1 **Look at the picture. What type of house is it?**
1.16 **Listen and read to find out.**

Video

Hello, my name's Darren and I'm from London, England. My mum's Lyn and my dad's Peter. *Paper Moon* is our house.

There are all types of houses in London, but my house isn't an ordinary home – my house is a canal boat!
Canal boats are long, thin boats. Our boat is red and green, and its name is "Paper Moon". It isn't very big, but it is very cosy.
Inside, there are four rooms. There is my parents' bedroom. There is also a living room, with a small sofa and a table. My bed is under the sofa. There is a bathroom with a shower and a toilet. There is also a small kitchen with a cooker.
My house is small, but it is quiet and beautiful.
It's a great place to live!



• *ordinary* • *canal boat* • *long*
• *cosy* • *shower* • *quiet*

2 **Read the text and complete the sentences.**

1 Darren is from _____.
2 His house is _____.
3 Canal boats are _____.
4 The name of Darren's boat is _____.
5 Darren's bed is under _____.

TÀI LIỆU MẪU SÁCH GIÁO KHOA

3 Read the text again. Find two pieces of furniture and one appliance.

4 Find the adjectives in the text that are opposites to the adjectives below.

1 unusual home >< _____ home
2 short boats >< _____ boats
3 big sofa >< _____ sofa
4 noisy house >< _____ house
5 ugly house >< _____ house

Study skills

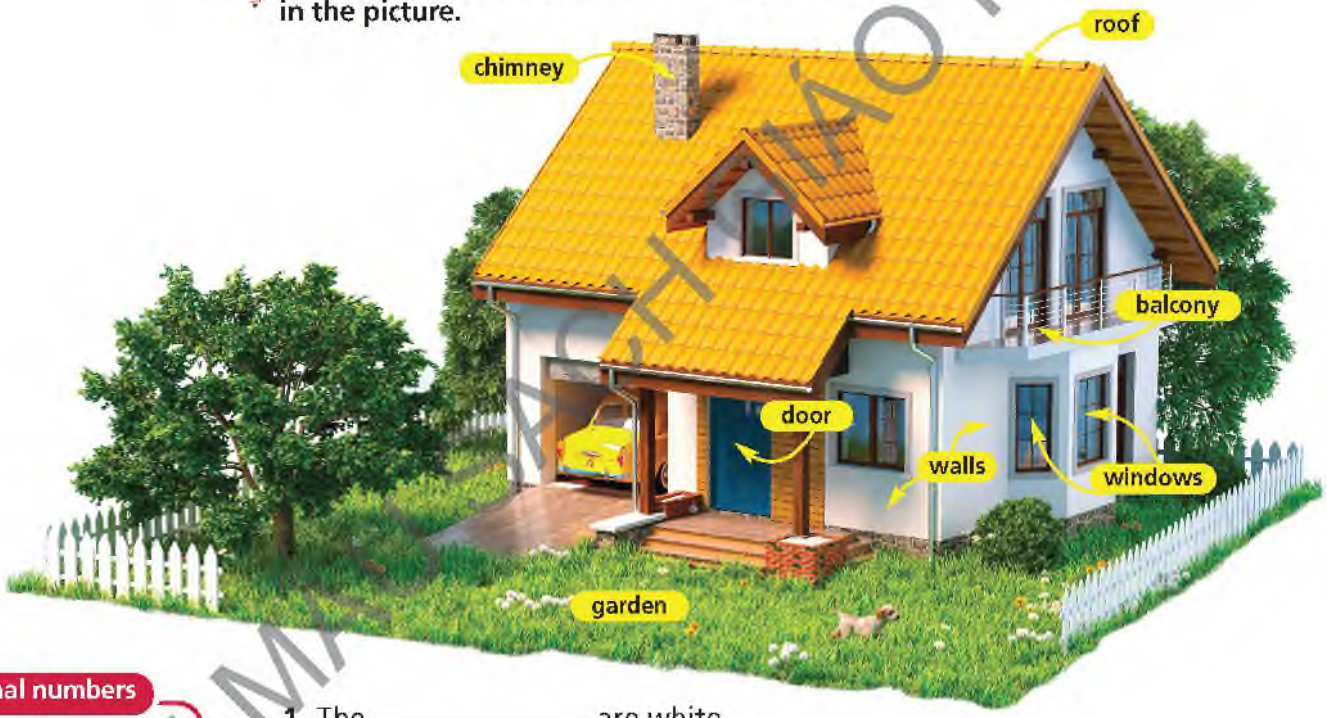
Learning opposites

Learn words with their opposites. This helps you remember them e.g. thin >< plump.

Vocabulary

House features

5 1.17 Listen and repeat. Then complete the gaps with the words in the picture.



1 The _____ are white.
2 The _____ is blue.
3 The _____ is yellow with a _____ on it.
4 There are beautiful flowers in the _____ .
5 There are four _____ with a great view of the garden.
6 There's a big _____ upstairs outside the bedroom.

Ordinal numbers

1st = first
2nd = second
3rd = third
4th = fourth
5th = fifth
6th = sixth
7th = seventh
8th = eighth
9th = ninth
10th = tenth
11th = eleventh
12th = twelfth
13th = thirteenth
20th = twentieth
21st = twenty-first

Write the ordinal numbers for: *27, 30, 42, 56, 64.*

Speaking & Writing

6 Read the text in Exercise 1 again and make notes under the headings: *type of house – description – name – rooms & furniture.* Use your notes to present Darren's house to the class.

7 Think Write two reasons why Darren's house is special. Which house is bigger, Darren's or yours? Why?

BAN MAI ACADEMY KHOA

1b • Grammar



Plurals – *this/these – that/those*

Nouns ending in	most nouns	-s, -ss, -sh, -ch, -x, -o	vowel + -y	consonant + -y	-f, -fe
	+ -s	+ -es	+ -s	~~-y~~ + -ies	~~-f/-fe~~ + -ves
Singular	cap	dress	key	butterfly	leaf
Plural	caps	dresses	keys	butterflies	leaves

Irregular: person – *people*, man – *men*, child – *children*, woman – *women*, foot – *feet*, tooth – *teeth*

1 **Read the theory box. Write the plurals.**

1 one brush – two _____
2 one baby – two _____
3 one box – two _____
4 one child – two _____
5 one bus – two _____
6 one boy – two _____
7 one scarf – two _____
8 one tooth – two _____

Note!

We use *this/these* for people/things near us.
We use *that/those* for people/things far from us.

2 **Look at the picture. Write what Mary says.**

This is my cap.



BẢN MẪU SÁCH GIÁO KHOA

Grammar • 1b

there is – there are

	singular	plural
affirmative	There is/ 's ...	There are ...
negative	There is not/ isn't ...	There are not/ aren't ...
interrogative	Is there ...?	Are there ...?
short answers	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.



3 **Read the table. Complete the gaps with *is*, *isn't*, *are* or *aren't*.**

In the living room, ...

1 there _____ a bed. (✗)
2 there _____ a bookcase. (✓)
3 there _____ four chairs. (✗)
4 there _____ an armchair. (✓)
5 there _____ books on the desk. (✓)
6 there _____ two windows. (✗)

4 **Complete the gaps with the correct form of *there is – there are*.**

1 A: _____ a carpet in the room?
B: Yes, _____ .

2 A: _____ paintings on the walls?
B: No, _____ .

3 A: _____ a bookcase in your room?
B: No, _____ .

4 A: _____ four chairs in the kitchen?
B: Yes, _____ .

5 **Look at Paul's living room. Ask and answer questions as in the example.**

• ~~two paintings~~ • ~~bookcase~~ • sofa • carpet • coffee table • armchair • two windows • cooker • curtains • fridge • lamp • desk



A: Are there two paintings?
B: No, there aren't.

A: Is there a bookcase?
B: Yes, there is.

6 **Think** **Compare your living room to Paul's.**

In my living room, there is a sofa. In Paul's living room, there is a sofa, too. In my living room, there are three armchairs. In Paul's living room, there is one armchair.

BẢN MẪU SÁCH GIÁO KHOA

1c • Vocabulary



Note!

We use the imperative to give:
orders
e.g. Stand up.
instructions
e.g. Open your book on page 25.

Places in a town

1 **Look at the map.**
1.13 **Listen and repeat.**

2 **Tell your partner which places are/aren't near your house.**

Near my house, there is a cinema, a gym and a park. There isn't a toy shop.

Speaking

Giving directions

- Go up ⇧/down ⇩/ along (a road). ⇨
- Turn left. ⇦
- Turn right. ⇨
- Take the first/second, etc. left/right.

3 **Use the phrases in the box and the map to give directions from:**

- the school to the bookshop
- the fishmonger's to the hospital
- the police station to the library
- the gym to the museum
- the restaurant to the police station

A: Can you tell me how to get to the bookshop, please?

B: Certainly. First, go down Marple Street and turn right into Park Avenue ... .

Announcements & Messages in public places

4 **Look at the pictures below. In which of the places in Exercise 1 can you see them? What do they mean?**













BẢN MẪU SÁCH GIÁO KHOA

Everyday English • 1d

Describing your home

1 a) **Which is Barry's bedroom, *A* or *B*? Read through the dialogue to find out.**





Barry Your house is awesome!
Not 1) _____
Barry It's really big. There are four bedrooms.
Not 2) _____
Barry Yes, it is. There's a bed and a desk with a computer on it.
Not 3) _____
Barry No, there isn't, but that's OK.
Not 4) _____
Barry Because there's a big park opposite my house!

A Why's that?
B Thanks. What's your house like?
C Is your room big?
D Sounds nice. Is there a garden?

Note!
Sentence stress is accent on certain words within a sentence.

b) **Complete the dialogue with the sentences (A-D).**
1.19 **Listen and check. Which words are stressed in each sentence?**

2 **Act out the dialogue in pairs.**

3 **Complete the exchanges with the phrases below.**

• What's your house like? • Is your room big? • Is there a garage? • Is it near a park?

1 A: What's your house like?
B: My house is small and modern.
2 A: _____
B: No, there isn't, but there's a garden.
3 A: _____
B: No, it's small.
4 A: _____
B: Yes, it is.

4 **Act out a dialogue similar to the one in Exercise 1 about your house and bedroom. Mind the sentence stress.**

Pronunciation a /ɑː/, /ɔː/

1.20 **Listen and tick (✓). Listen again and repeat.**

	/ɑː/	/ɔː/
garden		
awesome		

	/ɑː/	/ɔː/
bathroom		
wardrobe		

	/ɑː/	/ɔː/
small		
carpet		

BẢN MẪU SÁCH GIÁO KHOA

1e • Grammar

a/an – some – any

Note!

a/an + singular countable nouns
some + plural countable nouns in the affirmative
any + plural countable nouns in the negative and interrogative

	singular (*a/an*)	plural (*some/any*)
affirmative	There is **a** book.	There are **some** books.
negative	There isn't **a** poster.	There aren't **any** posters.
interrogative	Is there **an** armchair?	Are there **any** armchairs?



1 **Look at the picture. Complete the sentences (1-10). Use *There is, There isn't, There are, There aren't, Is there, Are there* and *a/an, some* or *any*.**



1 _____ bed.
2 _____ windows.
3 _____ wardrobe.
4 _____ pillows on the bed?
5 _____ armchair.
6 _____ books in the bookcase.
7 _____ cupboards.
8 _____ lamp.
9 _____ tables.
10 _____ desk?



Possessive case ('s/')

singular countable nouns + **'s** e.g. the boy's guitar
plural countable nouns + **'** e.g. the boys' bicycles
irregular plural nouns + **'s** e.g. the children's room

2 **Use the words in brackets to complete the gaps as in the example.**

1 These are the boys' watches . **(boys/ watches)**
2 This is the _____ . **(girls/ room)**
3 That is the _____ . **(men/ office)**
4 Those are the _____ . **(women/ hats)**
5 These are the _____ . **(children/ caps)**

BẢN MẪU KHÔNG GIÁO KHOA

Note!

We use **prepositions of place** to show where someone or something is.

Prepositions of place



3 Look at the drawings and say.

The blue owl is on the box.

4 Look at the picture. Read the text and choose the correct preposition.



This is my bedroom. It has got brown curtains and a carpet **1) under/in front of** the bed **2) in/on** the floor. There is a bedside cabinet **3) opposite/under** the window **4) next to/below** the bed. There is a lamp **5) on/in** the bedside cabinet. There is a poster **6) above/on** the bed **7) on/below** the wall and there is a box **8) in front of/under** the bed. My bedroom is great!

Word

Where: ask about place

5 Look at the picture in Exercise 4. Ask and answer questions.

A: Where's the bedside cabinet?
B: It's next to the bed.

Writing

6 **Think** Post a description of your ideal bedroom (about 40-50 words). Use the text in Exercise 4 as a model.

IDEAL BEDROOM Update Status Add Photos/Video

Hello everyone!
My ideal bedroom is _____. There is _____.
There are _____.
It's great! What's your ideal bedroom like?

Friends only ▼ Post

Warning

Internet safety: Do not give your personal information to people you don't know.

BẢN MẪU SÁCH GIÁO KHOA

Video

British HOMES

There are many types of houses in the UK. Let's take a look!

terraced

Terraced houses are in long rows. They are in city centres. There is sometimes a garden at the back.



detached

A detached house is on its own with a garden and a driveway. Detached houses are big and expensive and are usually in the suburbs.



cottage

In the countryside, there are cottages. They are small and pretty with big gardens.





semi-detached

Semi-detached houses are two houses together. They are in the suburbs.

block of flats

In city centres, there are blocks of flats. These homes are on top of each other!



bungalow

Bungalows have only got one floor. They are in small towns and the suburbs.



- *driveway*
- *suburb*
- *floor*
- *row*
- *countryside*

Reading

1 1.21 **Look at the pictures. Which of these houses are in big cities in the UK? Read and listen to find out.**

2 **Read the text again and decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Bungalows have got two floors. ☐
2 Terraced houses have always got a garden in the back. ☐
3 Cottages are expensive houses. ☐
4 Blocks of flats are in city centres. ☐

BẢN MẪU SÁCH GIÁO KHOA

3 **Answer the questions. What types of houses ...**

1 are there in city centres? _____

2 have got a garden? _____

3 are expensive? _____

4 are in the countryside? _____

Speaking

4 **Present one of the different types of British homes to the class.**

Detached houses are big. They're usually in the suburbs. They've got gardens and driveways. They are expensive.

Listening

5 1.22 **Listen and choose the correct answer (A, B or C).**

1 Where's the sofa?

A  B  C 

2 Which floor is Mark's house on?

A 4th B 5th C 6th

3 What isn't there in his room?

A  B  C 

Culture Spot

The Presidential Palace in Hanoi is the office of the President of Vietnam. It is a big yellow building with a beautiful garden.



Where is the office of the Prime Minister of the UK?

Punctuation

Punctuation marks
We use:
- **a full stop** (.) at the end of a sentence
  e.g. My house is big.
- **commas** (,) to separate elements in a list
  e.g. There is a sofa, a lamp, an armchair and a TV in the living room.
- **a question mark** (?) at the end of interrogative sentences
  e.g. Is it small?
- **an exclamation mark** (!) when we want to give emphasis in an affirmative or negative sentence
  e.g. I love my house!

Writing (a letter about your house)

6 **Punctuate the sentences.**

1 Is there a garden outside

2 My house has got a kitchen a living room two bedrooms and a bathroom

3 My house is great

7 **Complete a letter to your English-speaking friend about your house (about 50 words). Write about *where it is* and *what there is outside/inside*.**

Hi _____ ,
Thanks for your letter. My house is great! It is in _____ . *Outside, there is* _____ . *Inside, there is* _____ .
Write soon.
_____

See Writing 1 p. 125

ĐÃ MUA SÁCH GIÁO KHOA

1 • CLIL (Maths)

Video

1 How can you draw a map of your bedroom? Read through to find out.

2 1.23 Read the text and complete the missing words. Listen and check.

Draw a Map

Maps are pictures. They show the real world, but very small. Let's draw a map!

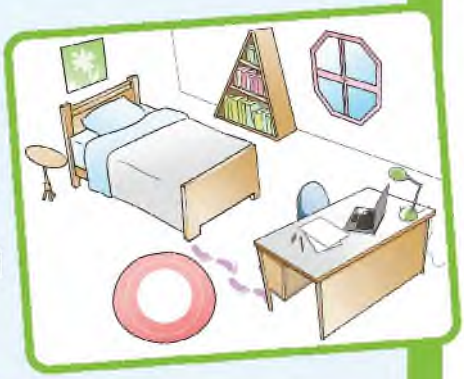
What you need:

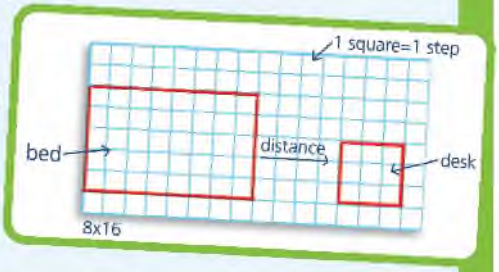




What you do:

- Choose two objects **1)** i _ your bedroom, like your bed and your desk.
- Walk from the bed to **2)** t _ _ desk. Count how many steps you take. Write down the number of steps. Measure everything in your bedroom – the furniture, the floor and the windows – in the same way.
- Use the measurements to draw a map of **3)** y _ _ _ bedroom on the graph paper. Every step is the same as one square on the graph paper. Draw straight lines with your ruler.
- At the bottom of the paper, write 1 step = 1 square. This **4)** i _ a map of your bedroom.





- *step*
- *measure*
- *measurement*

3 Answer the questions.

1 What is a map? _____

2 What are the things you need to draw a map? _____

4 Use the information in the text to draw a map of your bedroom. Present it to the class.

BẢN MẪU SÁCH GIÁO KHOA

Project Time 1

1 Look at Hugo's dream house. Where is it? How many floors has it got? Is it big?



2 Think What is your dream house like? Complete the table below, then draw a picture of it. How similar is it to Hugo's?

Where it is	Size	Outside	Inside	Furniture in each room
countryside ☐ town ☐ suburbs ☐ city centre ☐	small ☐ big ☐ huge ☐	balcony ☐ garden ☐ garage ☐ driveway ☐	kitchen ☐ living room ☐ bathroom ☐ bedroom ☐	_____ _____ _____ _____

Presentation Skills

3 Use your answers in Exercise 2 and your drawing to present your dream house to the class.

My dream house is in … . It is … . Outside the house, there is … . Inside the house, there are … rooms. There is a … . In the living room, there is … etc.

VALUES

Home

My home, my castle.



4 a) Discuss the saying.

b) Think Complete the sentence. Use one of these words: *big, beautiful, small, old, modern, cosy.*

My home is great because it's _____ .

See Song Section p. 120

BẢN MẪU SÁCH GIÁO KHOA

1 Progress Check

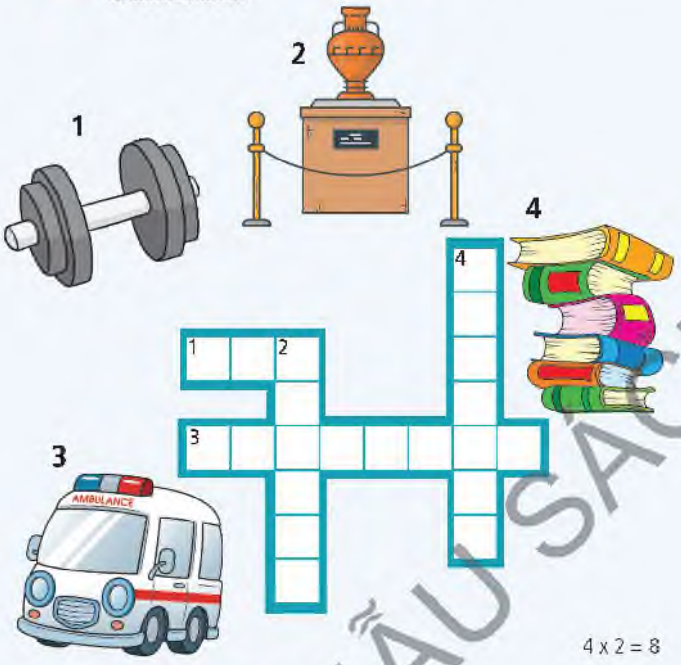
Vocabulary

1 **Choose the odd word out.**

1 kitchen – bedroom – bathroom – carpet
2 bookcase – wardrobe – library – cupboard
3 pillow – armchair – sofa – chair
4 floor – door – window – garden
5 hospital – garage – gym – cinema

5 x 2 = 10

2 **Find the places and complete the crossword.**



4 x 2 = 8

Grammar

3 **Fill in the gaps with *there is* or *there are*.**

1 _____ curtains in the bedroom.
2 _____ a cooker in the kitchen.
3 _____ two windows in the room.
4 _____ a table in the living room.

4 x 1 = 4

4 **Fill in the gaps with *some* or *any*.**

1 Are there _____ books on the desk?
2 There are _____ pillows on the bed.
3 There aren't _____ posters on the wall.
4 There are _____ cupboards in the kitchen.

4 x 1 = 4

5 **Choose the correct item.**

1 These are the **men's/mens'** hats.
2 The sofa is **under/opposite** the chair.
3 These are the **girls/girl's** dresses.
4 The carpet is **above/in front of** the bed.
5 The wardrobe is **in/near** the bed.

5 x 1 = 5

6 **Fill in the gaps with *this*, *these*, *that*, and *those*.**

1  
_____ is a chair and _____ is a desk.

2  
_____ are books and _____ are magazines.

3  
_____ is a guitar and _____ are glasses.

4  
_____ are shoes and _____ is a cap.

4 x 2 = 8

Everyday English

7 **Complete the dialogue with:**

- It's great!
- Is there a balcony?
- What's your new house like?
- What's your room like?

A Hi, Paul! **1)** _____
B Hi, Jessie! **2)** _____
It's got a kitchen, a living room and a bathroom downstairs, and two bedrooms and a bathroom upstairs.
A **3)** _____
B It's not very big. There's a bed, a desk and a chair.
A **4)** _____
B Yes, there is.

4 x 3 = 12

BẢN MẪU SÁCH GIÁO KHOA

Reading

8 **Read the text and answer the questions in your notebook.**



Independence Palace, or Reunification Palace, is a beautiful palace in Ho Chi Minh City. The palace has got five levels with over 100 rooms. There is one ground floor, three main floors and two mezzanines. There are tunnels, a war room, a card-playing room, a casino and a telecommunications centre. There is a heliport on the roof where helicopters can land. Outside there are beautiful gardens. It is open every day from 7:30 a.m. until 4:00 p.m. The palace is close to Bến Thành Market. There, people can buy souvenirs and try amazing Vietnamese dishes.

1 Where is Independence Palace?
2 How many levels has it got?
3 What is there on the roof?
4 When is it open?

4 x 5 = 20

Listening

9 1.24 **Listen and choose the correct answer (A, B or C).**

1 Where's the desk?

A  B  C 

2 Which floor is John's house on?

A 2nd B 5th C 8th

3 What hasn't Kate got in her bedroom?

A  B  C 

4 Where's Peter?

A  B  C 

4 x 3 = 12

Writing

10 **Complete a letter to Mark about your neighbourhood (about 50 words). Write about *where it is, what there is/isn't in it* and *how you like it*.**

Hi Mark,
My neighbourhood is _____.
It's got _____.
There isn't _____.
My neighbourhood is _____.
What about your neighbourhood?
Write soon.
_____

17 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about rooms, furniture & appliances in a house ☆☆☆
- talk about places in my town ☆☆☆
- use ordinal numbers ☆☆☆

Reading
- complete sentences ☆☆☆
- identify R/W/DS statements ☆☆☆

Listening
identify key information (multiple choice questions) ☆☆☆

Speaking
- give directions ☆☆☆
- describe my house ☆☆☆
- present my ideal house ☆☆☆

Writing
- punctuate sentences ☆☆☆
- write a letter about my house ☆☆☆

BẢN MẪU SÁCH GIÁO KHOA

2 · Every day

Mary's daily routine & free time

What's in this unit?

- **Vocabulary**
  - daily routine/ free-time activities
  - the time
  - school subjects
- **Grammar**
  - linkers *(first, then, next, after (that))*
  - Present Simple
  - adverbs of frequency
  - prepositions of time
  - question words
- **Reading**
  - *School days in the UK* (article – identifying R/W/DS statements)
  - *Gareth Bale* (article – matching, completing sentences)
- **Listening**
  - *Miguel's timetable* (gap fill)
- **Speaking**
  - describing your daily routine
  - making invitations – accepting/refusing
- **Writing**
  - your school timetable for Monday
  - an email about your daily routine
- **CLIL (Citizenship):** Green Neighbourhoods
- **Culture Spot:** UK most popular sport
- **Values:** Cooperation



BARMADAG CHOKHOM

Note!

In English, we can use the 12-hour clock or the 24-hour clock when writing. We normally use the 12-hour clock when speaking, e.g. It's 6:00 p.m. *NOT:* ~~*It's 18:00.*~~

Vocabulary

Daily routine/Free-time activities

1 2.1 **Look at the pictures. Listen and repeat.**

Video





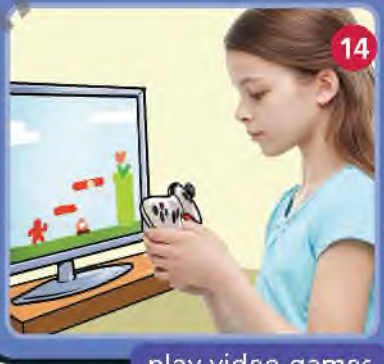














Note!

Linkers

We use *first, then, next, after (that)* to show sequence of events.

Speaking

2 **Imagine you are Mary. Use phrases from Exercise 1 to tell the class about your morning/afternoon/evening routine on Mondays.**

In the morning, I get up and take a shower. Then, I ... .

BẢN MẪU SÁCH GIÁO KHOA

2a • Reading

Video



School days in the UK

Michael gets up at 7:30 a.m. and has his breakfast. His best friend, Ben, lives next door, so they walk to school together. They are in the same class at Greenwood Primary School. There are 30 students in their class. All students wear a school uniform.

The students have registration at 8:45 a.m. and lessons start at 9:00 a.m. There is a short break at 10:30 a.m. and a lunch break at 12:30 p.m. Michael brings a packed lunch from home, but Ben buys a hot school dinner from the canteen.

In the afternoon, there are lessons again from 1:15 p.m. to 3:40 p.m. When school finishes, Michael and Ben have football practice because they play for the school team. At 4:30 p.m., Michael and Ben walk back home.

Michael takes a shower and does his homework. He has dinner at 7:00 p.m. with his family. Then, he chats online. He goes to bed at 9:30 p.m.

Note!

School dinners are hot meals schools make. We call them 'dinner' though people eat them at lunchtime.

- *uniform*
- *registration*
- *packed lunch*
- *canteen*
- *team*
- *chat online*

BẢN MẪU SÁCH GIÁO KHOA

Reading

1 **Michael and Ben are friends. What is a typical school day of theirs?**
2.2 **Listen and read to find out.**

2 **Read the text and decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Michael and Ben walk to school together. ☐
2 There are three breaks in a school day. ☐
3 Ben likes the food from the canteen. ☐
4 Michael and Ben aren't good at football. ☐
5 Michael has a big family. ☐

Speaking

3 **Read the text again and say what Michael's daily routine is. Use *first*, *then*, *next* and *after (that)* to tell the class.**

Michael gets up at 7:30 a.m. First, he has his breakfast, then he walks to school.

Reading • 2a

Vocabulary

The time

Note!
We use falling intonation in *wh*-questions.
e.g. What time is it?

4 2.3 **Listen and repeat. Then ask and answer.**

A: What time is it?
B: It's _____.



1 five o'clock



2 (a) quarter past five



3 twenty past five



4 half past five



5 twenty to six



6 (a) quarter to six

School subjects



5 2.4 **Listen and repeat. What are your favourite school subjects?**



English



Maths



Science



Art



Physical Education (PE)



Geography



History



Music

What are your favourite school activities?

- play basketball
- do computer-based activities
- play music
- draw
- do crafts
- sing songs, etc.

Tell your partner.

Listening & Writing

6 2.5 **Listen to Tony talking about his school timetable for Monday and complete the gaps (1-4).**

	Monday	Room
8:30 - 9:30	Maths	R10
9:30 - 10:30	1)	R12
10:30 - 10:45	Break	
10:45 - 11:45	2)	R8
11:45 - 12:45	PE	
12:45 - 1:30	Lunch Break	
1:30 - 2:30	3)	R7
2:30 - 3:30	4)	R5



7 **Think** **Write your school timetable for Monday. Compare it to Tony's.**

Tony has Maths from 8:30 to 9:30. I have Science from 8:20 to 9:20.

BẢN MẪU SÁCH GIÁO KHOA

2b • Grammar

Note!

We use the Present Simple for **habits/ routines**, e.g. I go to school at 8:00 a.m. Time adverbs/phrases used with the **Present Simple**: *usually, often, every day/week*, etc.

Present Simple (affirmative)

	affirmative	
singular	I/ You	play
	He/ She/ It	plays
plural	We/ You/ They	play



Spelling Rules

3rd person singular
- verbs + *-s*
  I eat – he eats, I like – he likes
- verbs ending in *-ss/ -sh/-ch/-x/-o* + *-es*
  I go – he goes, I push – he pushes
- verbs ending in **consonant** + *-y*: *-y* → *-ies*
  I cry – he cries, **BUT** verbs ending in **vowel** + *-y* + *-s*
  I enjoy – he enjoys

1 a) **Read the theory box. Write the third-person singular of the verbs in brackets.**

	/s/	/z/	/ɪz/
1 (write) writes	✓		
2 (walk) _____			
3 (watch) _____			
4 (buy) _____			

	/s/	/z/	/ɪz/
5 (eat) _____			
6 (do) _____			
7 (try) _____			
8 (finish) _____			

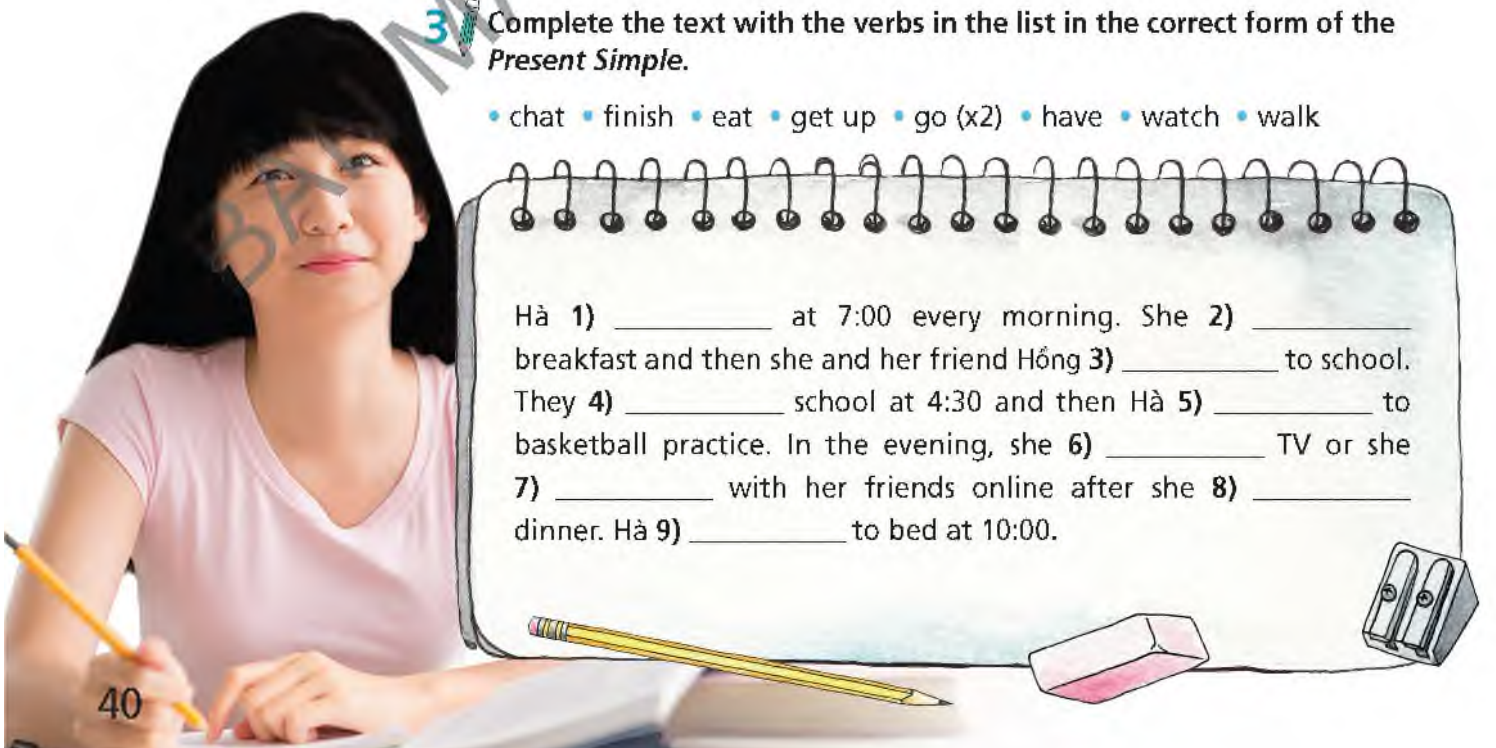
b) 2.6 **Listen and tick (✓) the correct box. Then repeat.**

2 **Put the verbs in brackets into the *Present Simple*.**

1 He _____ **(have)** dinner at 8:00.
2 Ann _____ **(catch)** the bus to school at 7:30 a.m.
3 Mary _____ **(reach)** school at 8:00 a.m.
4 Eric _____ **(do)** his homework in the afternoon.
5 Kate _____ **(enjoy)** her lessons.
6 Bob _____ **(wash)** his dog every Friday.

3 **Complete the text with the verbs in the list in the correct form of the *Present Simple*.**

• chat • finish • eat • get up • go (x2) • have • watch • walk



Hà **1)** _____ at 7:00 every morning. She **2)** _____ breakfast and then she and her friend Hồng **3)** _____ to school. They **4)** _____ school at 4:30 and then Hà **5)** _____ to basketball practice. In the evening, she **6)** _____ TV or she **7)** _____ with her friends online after she **8)** _____ dinner. Hà **9)** _____ to bed at 10:00.

MẪU SÁCH GIÁO KHOA

Grammar • 2b

Present Simple (negative)

		full form	short form
singular	I/ You	do not like	don't like
	He/ She/ It	does not like	doesn't like
plural	We/ You/ They	do not like	don't like



4 **Read the table. Complete the sentences using the verbs in the list in the negative form.**

• go • have • ~~like~~ • start • prepare

1 Chris doesn't like Music.
2 They _____ dinner at 4:00 p.m.
3 Lessons _____ at 8:00 p.m.
4 He _____ to school on Saturdays.
5 My mum _____ lunch for us. We have lunch at school.



5 **What do/don't you do on Sundays? Use the phrases in the list to write sentences. Tell your partner.**

• ~~have breakfast at 8:00~~ • have lunch with my family at 12:00
• prepare dinner • eat at a restaurant • go to the cinema
• play football in the park • meet my friends

On Sundays, I don't have breakfast at 8:00. I have breakfast at 9:00.

Prepositions of time *(at, on, in)*

at	on	in
time: at 7 o'clock **holidays:** at Easter, at Christmas **in the expressions:** at noon, at the weekend, at night	**days:** on Monday, on New Year's Day **dates:** on 2nd August **part of a particular day:** on Friday night	**months:** in January **seasons:** in the winter/ spring/ summer/ autumn **in the expressions:** in the morning/ afternoon/ evening, in an hour, in a minute, in a week/ month/ year/ few days

6 **Fill in the gaps with *at*, *on* or *in*.**

1 He doesn't get up _____ 8:00 _____ the morning.
2 I haven't got a music lesson _____ Thursdays.
3 We can meet _____ the afternoon.
4 We don't visit our grandparents _____ Sunday mornings.
5 The children finish lessons _____ 3:00 p.m.

BẢN MẪU SÁCH GIÁO KHOA

2c • Vocabulary

Free-time activities

1 2.7 **Listen and repeat.**

1 listen to music



2 do puzzles online



3 chat online



4 hang out with friends



5 play board games



6 do jigsaw puzzles



7 go to the theatre



8 go bowling



9 watch a film



10 go skateboarding



11 go to the mall



12 go to the amusement park



Note!

We use *-ing* form after the verbs *like, love, don't like, hate*, e.g. I **like listening** to music.

2 **Which of the activities in Exercise 1 do you *like/love/not like/hate* doing in your free time? Tell your partner. You can use your own ideas as well.**

In my free time I like chatting online and hanging out with my friends. I don't like going to the mall. I hate playing board games.

BẢN MẪU CHƯA KÝ

Everyday English • 2d

Making invitations – Accepting/Refusing

1 **Complete the dialogue. Use the sentences (A-E).**



Helen Hi, Nat!
Nat 1) _____
Helen I'm OK. And you?
Nat 2) _____
Helen I think so. Why?
Nat 3) _____
Helen Sure. I'd love to. What time?
Nat 4) _____
Helen Sorry, I can't make it at 4:00. I have football practice at school until 5:00.
Nat 5) _____
Helen 5:30 is fine. See you!

A Can we go to the mall?
B Let's meet at 4 o'clock.
C How about 5:30 then?
D I'm fine, thanks. Hey, are you free this afternoon?
E Hi, Helen. How are you?

2 2.8 **Listen and check. Act out the dialogue in pairs.**

3 **Complete the exchanges with the sentences below.**

• Is 3:00 OK with you? • I can't make it. • How about 7:00 then? • I'd love to.

1 A: Is 3:00 OK with you? _____
B: Yes, that's fine with me.
2 A: Let's go to the park.
B: Sure. _____
3 A: Would you like to meet this Saturday?
B: Sorry. _____
4 A: _____
B: I'm afraid I can't.

Study skills

Speaking

Practise pronouncing words/phrases in English. This can help you improve your speaking skill.

4 **You want to go to the cinema this Saturday with your friend. Act out a dialogue similar to the one in Exercise 1. Mind the sentence stress.**

Pronunciation th /θ/, /ð/

2.9 **Listen and tick (✓). Listen again and repeat.**

	/θ/	/ð/
three		
that		

	/θ/	/ð/
then		
thanks		

	/θ/	/ð/
think		
there		

BẢN MẪU SÁCH GIÁO KHOA

2e • Grammar

Adverbs of frequency

Note!

Adverbs of frequency show how often we do something. We put them after the verb ***to be*** but before the main verb.



1 **Read the theory box. Then write the correct adverb of frequency.**

1 John _____ **(100%)** walks to school.
2 Helen _____ **(≈25%)** watches TV in the evening.
3 They _____ **(≈50%)** do their homework after lunch.
4 He is _____ **(0%)** late for school.
5 My dad _____ **(≈75%)** has lunch at work.

2 **Put the words in the correct order.**

1 always/ early/ is/ for work/ He _____
2 She/ late/ sometimes/ is _____
3 shower/ He/ in the evening/ usually/ takes/ a _____
4 on Sundays/ They/ go/ often/ to the park _____

3 **Put a tick (✓) in the correct box. Then tell your partner.**

	always	usually	often	sometimes	never
7:00 a.m. get up		✓			
8:00 a.m. leave for school					
1:30 p.m. have lunch					
5:00 p.m. do homework					
7:00 p.m. have dinner					
9:30 p.m. go to bed					

I usually get up at 7:00 a.m.

4 **Think** **Imagine your friend is a famous person. What is his/her daily routine like?**

Steve is a famous actor. He never gets up early. He always has a big breakfast.

BẢN MẪU SÁCH GIÁO KHOA

Grammar • 2e

Present Simple
(interrogative & short answers)



	interrogative	short answers
singular	**Do** I/ you **work**?	**Yes**, I/ you **do**. **No**, I/ you **don't**.
	Does he/ she/ it **work**?	**Yes**, he/ she/ it **does**. **No**, he/ she/ it **doesn't**.
plural	**Do** we/ you/ they **work**?	**Yes**, we/ you/ they **do**. **No**, we/ you/ they **don't**.

Note!

In English, when we give a short answer to a ***Yes/No*** question, we use the auxiliary verb ***do/does***
e.g. Do you like Maths?
Yes, I **do**.
No, I **don't**.
(NOT: ~~*Yes, I like.*~~
~~*No, I don't like.*~~)

We use rising intonation in ***Yes/No*** questions
e.g.
Do you walk to school?

5 **Read the table. Choose the correct item. Then complete the answers.**

1 **Do/Does** you eat lunch at school? Yes, _____.
2 **Do/Does** your friends have dinner at 7:00 p.m.? No, _____.
3 **Do/Does** Mary drive to work? Yes, _____.
4 **Do/Does** he have a shower in the morning? No, _____.
5 **Do/Does** you and your friends play tennis? No, _____.

6 **Form questions, then answer them.**

1 Mario / like Art? (No)
A: "Does Mario like Art?" B: "No, he doesn't."
2 Sandra / have Maths on Mondays? (Yes)
3 you / watch TV after dinner? (No)
4 they / have lunch at home? (Yes)



7 **Fill in the gaps with the *Present Simple* of these verbs: *finish*, *work*, *have*, *not/go*, *you/get up*, *watch*, *you/do*, *make*, *play* and *listen*. Then answer the questions.**

Hi Joshua!
How are you? What time 1) _____ in the morning? I get up at 7:30 and my mum 2) _____ breakfast for me and my sister, Karen. Karen is 21 and she 3) _____ to school. She 4) _____ in a bank. I go to school and my lessons 5) _____ at 3:00. After that I 6) _____ football in the park with my friends. Then, I do my homework. In the evening, I 7) _____ to music and my sister 8) _____ TV. We usually 9) _____ dinner with our parents at 8:00. What 10) _____ every day?
Write back.
Paul

1 Does Paul get up at 8:00?
No, he doesn't. He gets up at 7:30.
2 Does Karen work in a bank?
3 Do Paul's lessons finish at 3:00?
4 Do Paul and Karen have dinner at 9:00?

BẢN MẪU SÁCH GIÁO KHOA

2f • Skills

Video



Fact File
Nickname: The Welsh Wizard
Date of birth: 16th July, 1989
Place of birth: Cardiff, Wales

Gareth Bale

Gareth Bale is a great footballer. He usually **gets up** early at 7:00 a.m. and **goes** to the gym. After that, he takes a shower and then he eats breakfast. At 9:00 a.m., Gareth goes to football practice. Gareth always has a lunch break at about half past one and then continues training. He has Spanish lessons twice a week.

On the field, Gareth often scores goals. His nickname is 'the Welsh Wizard'. Gareth is tall and runs very fast.

When Gareth doesn't have training or a match, he plays computer games and watches DVDs or sports matches on TV. He plays golf, too. He also helps different charities that help children. His family is very important to him and he likes spending time with them.

• *nickname* • *training* • *twice*
• *field* • *wizard* • *charity*

Culture Spot

Football is very popular in Vietnam.



What is the most popular sport in the UK?

Reading

1 **Look at the picture. Say three things you think Gareth Bale does every day.**
2.10 **Listen, read and check.**

2 **Read the text. Match phrases (1-3) to phrases (a-c) to make sentences.**

Gareth Bale is 1	a very fast.
His birthday is 2	b a footballer.
Gareth runs 3	c on 16th July.

3 **Complete the sentences.**

1 Gareth goes to football practice _____
2 People call him _____
3 In his free time, he _____
4 He likes spending time _____

SÁCH GIÁO KHOA

Vocabulary
Free-time activities



4 **Complete the sentences with *goes*, *have*, *plays*, *helps* or *spend*.**

1 My dad _____ golf on Sundays.
2 Robin _____ to the gym in the afternoon.
3 At the weekend, I _____ time with my family and friends.
4 My mum _____ a charity for children at weekends.
5 I _____ piano lessons every Saturday.

Note!

Question words

Whose ball is this? Mark's. (possession)
Who is he? He's my best friend. (people)
What is his surname? Harris. (specific information)
How old is he? 12. (age)
Where does he come from? New York. (place)
When is his birthday? 2nd August. (time)
Which school does he go to, Aston or Brigges? Aston. (choice between two alternatives) **BUT**
How does he go to school? By bus. (manner)
We use falling intonation in *wh-* questions.
e.g.
What's his favourite sport?

Speaking

5 **In pairs, ask and answer questions based on the text. Use question words from the Note! box.**

A: Who is Gareth Bale?
B: A great footballer. What is his nickname?
A: 'The Welsh Wizard.'

Listening

6 2.11 **Listen and complete Miguel's timetable.**

Miguel's timetable

1) _____	get up
7:30 a.m.	have breakfast
9:00 a.m.	have football 2) _____
3) _____	have lunch
2:00 p.m.	play a 4) _____
6:30 p.m.	have dinner
5) _____	go to bed





Writing (an email about your daily routine)

Opening/Closing remarks

Thanks for the email.
How are things?
Hope you are OK.
...
Have to go now. Talk to you later.

7 **Imagine you are Miguel. Complete an email to your English e-friend Jack about your daily routine (about 50-60 words). You can use phrases from the box to start/end your email.**

Hi Jack,
How are things? Here's my daily routine. In the morning, I _____ .
After lunch, we _____ . It's very tiring, but it's really great here!
Write back soon.
Miguel

See Writing 2 p. 126

BẢN MẪU SÁCH GIÁO KHOA

2 • CLIL (Citizenship)

Reading

1 **Look at the announcement. What does it advertise? What events are taking place?**

2.12 **Listen and read to find out.**

BE PART OF

GREEN NEIGHBOURHOOD SATURDAY

on 28th June



Hambley Town Council is organising events all over town to raise awareness about the environmental problems in our neighbourhoods. There's lots to see and do, so join in, and help make your neighbourhood green!

- Help plant trees for a new 'green space' behind the town library. Let's create a relaxing place where everyone can enjoy Mother Nature!

Other ways to help

- **Drop off** all your old electrical items at the town hall.
- Organise a neighbourhood clean-up day and **pick up** litter on your street.
- **Cut down on** air pollution by leaving your car at home and walking or cycling. Let the neighbourhoods breathe easy for a day!

And don't forget that going green isn't just for a day, it's a way of life.



For more information, visit the council's website.

- *raise awareness*
- *breathe*

2 **Think of another title for the announcement.**

3 **Match the phrasal verbs in bold to their synonyms in the list.**

• collect • take something somewhere and leave it there • reduce

4 **Think** **Think of one more environmental thing to do during this event.**

5 **Imagine that it is Green Neighbourhood Saturday. Make a leaflet about how to make neighbourhoods better. Display it in the classroom.**

Note!

Phrasal verbs consist of a verb and a preposition or an adverb. When we add the preposition or the adverb, then the meaning changes e.g. look for = search.

BẢN MẪU SÁCH GIÁO KHOA

Project Time 2

1 What is your ideal neighbourhood like? Think about *streets*, *buildings*, *parks*, *transport* and *facilities*. Draw a map of the area and tell the class.



2 2.13 Listen to two people presenting their ideal neighbourhoods and make notes in your notebook. Are the features of their neighbourhoods the same as yours?

Presentation Skills

3 Use your ideas in Exercise 1 to present your ideal neighbourhood to the class.

VALUES

Cooperation



4 a) Read the statements. Which do you agree with? Which do you disagree with? Talk with your partner.

Working together ...

1 is fun.
2 brings people together.
3 leads to more mistakes.
4 takes more time.
5 encourages people to talk.
6 means everyone makes decisions.
7 makes the work easier.

b) Think Why should people work together? Tell the class.

See Song Section p. 120

BẢN MẪU SÁCH

2 Progress Check

Vocabulary

1 **Underline the correct word.**

1 He **goes/gets** up at 8:00.
2 We usually **have/do** lunch at 1:00.
3 Tom **has/does** his homework in the afternoon.
4 We **walk/take** back home after school.
5 She **helps/watches** a charity for children.

5 x 1 5

2 **Fill in the gaps with *take*, *play*, *go*, *watch* and *brush*.**

1 In the evening, I _____ video games.
2 We _____ TV in the afternoon.
3 I always _____ a shower in the morning.
4 We _____ our teeth in the morning.
5 They _____ to the gym in the evening.

5 x 1 = 5

3 **Fill in the gaps with *amusement*, *hanging*, *puzzles*, *board* and *shopping*.**

1 Ann likes playing _____ games.
2 He hates doing jigsaw _____.
3 Keith likes _____ out with his friends at weekends.
4 We don't like going _____ at the mall.
5 They love going to the park every Saturday evening.

5 x 1 = 5

Grammar

4 **Write the third-person singular.**

1 She _____ **(work)** as a teacher.
2 He _____ **(buy)** books online.
3 She _____ **(wash)** the car every Friday.
4 He _____ **(chat)** online in the evenings.
5 She _____ **(study)** English on Mondays.

5 x 1 = 5

5 **Choose the correct item.**

1 Does Anna **live/lives** in Madrid?
No, she **does/doesn't**.
2 Paul and I **don't/doesn't** play tennis.
3 **Do/Does** you walk to school?
Yes, **I do/ does**.
4 My mum **tidy/tidies** the house every day.
5 She **doesn't/don't** go to work on Saturdays.
6 He **live/lives** in Hanoi.

6 x 1 6

6 **Put the words in the right order.**

1 We/school/walk/to/every day/.
_____
2 late/Tom/is/for school/never/.
_____
3 always/We/at/dinner/8:00/have/.
_____
4 evening/in/watch/They/TV/the/.
_____
5 have/Mondays/We/music lessons/on/.
_____

5 x 1 = 5

Everyday English

7 **Complete the dialogue with:**

• Sure. • Are you free on Saturday?
• Why? • How about 3:00 then?
• Let's meet at 1 o'clock.

A Hi Justin! **1)** _____
B I think so. **2)** _____
A Can you come to my house?
B **3)** _____ What time?
A **4)** _____
B Sorry, I can't make it at 1:00. I have a piano lesson.
A **5)** _____
B 3 o'clock is fine. See you there.

5 x 3 = 15

BẢN MẪU SÁCH GIÁO KHOA

Reading

8 **Read the text and complete the sentences.**

School life in Vietnam

The school year in Vietnam begins in September and ends in May. Most schools in Vietnam require uniform.

Primary school lasts for five years (between first and fifth grade), and students finish it at the age of eleven.

At the end of primary school, students go to secondary school. Secondary school lasts four years (sixth to ninth grade) and students finish it at the age of fifteen. After students complete four years of secondary school, they go to high school for three years (at the age of sixteen to eighteen.)

After high school, students can either choose to go to professional training schools (vocational schools) or colleges or universities.

1 The school year in Vietnam starts _____.

2 Primary school lasts _____.

3 A 7-year-old Vietnamese child goes to _____.

4 Secondary school lasts _____.

5 High school is for students aged _____.

6 Students can choose to do professional training after they finish _____.

6 x 3 = 18

Listening

9 2.14 **Listen and complete Aga's daily routine.**

1) _____: get up

6:30: leave the house

2) _____: arrive at school

3) _____: school finishes

4) **7:30:** _____

5) _____: go to bed

5 x 3 = 15

Writing

10 **Complete an email to your English friend, Stan, about what you do on Sundays (about 50-60 words).**

MAILBOX SEND

Hi Stan!

How are you? On Sundays, I usually wake up at _____. In the morning, I _____.

In the afternoon, I _____.

In the evening, I _____.

What about you?

Write back.

_____

21 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about daily routine & free-time activities ☆☆☆
- tell the time ☆☆☆
- talk about school subjects ☆☆☆

Reading

- identify R/W/DS statements ☆☆☆
- match phrases to make complete sentences ☆☆☆
- complete sentences ☆☆☆

Listening

listen for specific information (gap fill) ☆☆☆

Speaking

- describe a person's daily routine ☆☆☆
- make invitations – accept/refuse ☆☆☆

Writing

- write my school timetable for Monday ☆☆☆
- write an email about my daily routine (opening – closing remarks) ☆☆☆

BẢN MẪU SÁCH GIÁO KHOA

3 All about food

Video

What's in this unit?

- **Vocabulary**
  - food & drinks
  - food preparation
  - cooking tools
- **Grammar**
  - *love/like/hate + -ing* form
  - countable/ uncountable nouns
  - partitives
  - quantifiers
  - comparisons
- **Reading**
  - *What's your favourite food?* (article – multiple choice)
  - *Street food around the world* (article – identifying R/W/DS statements, answering questions)
- **Listening**
  - dialogues (multiple choice)
- **Speaking**
  - expressing likes/ dislikes
  - giving instructions
- **Writing**
  - a short text about your favourite food
  - a blog entry about street food in your country
- **CLIL (Food Technology):** The Eatwell Guide
- **Culture Spot:** British most popular dish
- **Values:** Healthy eating habits



BẢN MẪU CẤP GIẤY KHOA

Vocabulary

Food & Drinks

1 a) **Label the pictures.**

• biscuits • pasta • fruit juice • meat • cucumbers • strawberries • salt

b) 2.15 **Listen and check, then repeat. Say the words in your language.**

2 **List the food/drinks under the headings:** ***Grain – Vegetables – Fruit – Dairy products – Animal products – Others***



BẢN MẪU SÁCH GIÁO KHOA

Note!

We use *-ing* form after *love, like, hate.*

Speaking

Expressing likes/dislikes

3 **Use the keys to talk about your likes/dislikes as in the example.**

I love | I quite like | I hate | I really like | I don't like ... (very much)

I love eating cereal and eggs. I really like drinking milk. I quite like eating fish. I don't like eating yoghurt very much. I hate drinking coffee.

3a • Reading

Video

What's your favourite FOOD?

We love watching TV chefs prepare our favourite dishes, but what are THEIR favourite foods?



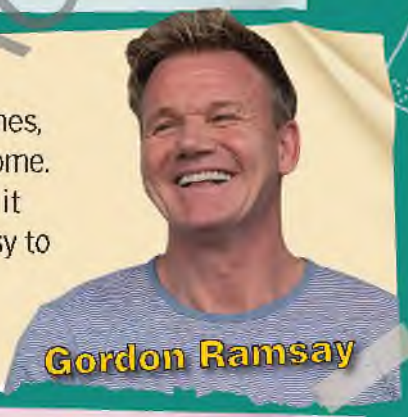
Jamie Oliver

Jamie likes all kinds of food, but his favourites are bread and pasta. They are healthy and tasty. He doesn't like unhealthy sugary drinks.





Gordon is famous for his difficult dishes, but he enjoys eating simple food at home. A meal of fish with vegetables is all it takes to make Gordon happy! It's easy to make and tastes great.

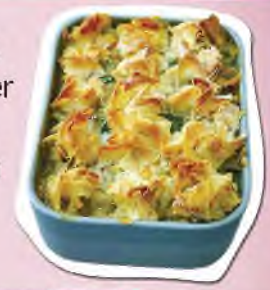


Gordon Ramsay



Lorraine Pascale

Lorraine knows all about healthy eating. She writes books about it. People love her special recipes! Her favourite meal is one of them: Thai fish pie. It's British fish pie with flavours from Thailand. It's healthy and delicious!



- *meal*
- *recipe*
- *pie*
- *flavour*

Reading

1 **Who are the people in the photos? Who is famous for his/her difficult recipes?**
2.16 **Listen and read to find out.**

2 **For questions (1-3), choose the best answer (A, B or C).**

1 Jamie Oliver doesn't like _____.
A pasta B bread C sugary drinks

2 At home, Gordon Ramsay likes _____.
A fish with vegetables B difficult dishes C unhealthy food

3 Lorraine writes books about _____.
A healthy eating B Thai food C British pies

BẢN MẪU SÁCH GIÁO KHOA

Reading • 3a

Vocabulary
Food

3 **Complete the sentences with *flavour, pies, meal, chef, drinks* or *recipe*.**

1 I always use my grandma's _____ when I make lemon cake.
2 Chocolate is my favourite _____ of ice cream.
3 My mum makes excellent apple _____ .
4 Jamie Oliver is a famous _____ ; his dishes are excellent.
5 I don't like sugary _____ . They are unhealthy.
6 Fish and chips is a British _____ .

4 **Match the highlighted words in the texts to their opposites below.**

1 easy >< _____
2 ordinary >< _____
3 unhealthy >< _____
4 sad >< _____



Speaking

5 **Think** **Which chef do you like the most? Why?**

Writing (a short text about your favourite dish)

6 **a) Think of your favourite dish. Copy and complete the spidergram in your notebook.**



b) **Use your notes in Exercise 6a to complete a short text about your favourite dish for a cookery magazine (about 50 words).**

Special Dishes

_____ is a dish with _____ .
It's a popular dish in _____ . I like it because it's _____ .

BẢN MẪU SÁCH GIÁO KHOA

3b . Grammar

Countable/Uncountable nouns a/an, some/any

Note!

- **Countable nouns** are nouns we **can count**. They have **singular** and **plural** forms e.g. an apple – two/some apples.
- **Uncountable nouns** are nouns we **cannot count**. They usually have **singular** forms, e.g. some milk – NOT: ~~milks~~. These nouns include: **food** (cheese, meat, flour, sugar, salt, etc.), **liquid** (coffee, tea, water, etc.)

	Countable	
	singular	**plural**
affirmative	There's **an** onion.	There **are some** onions.
negative	There **isn't a** cucumber.	There **aren't any** cucumbers.
interrogative	**Is** there **an** egg?	**Are** there **any** eggs?
	Uncountable	
	singular	
affirmative	There's **some** cheese.	
negative	There **isn't any** flour.	
interrogative	**Is** there **any** butter?	

We can use ***some*** in interrogative sentences to make **offers** and **requests**. Would you like some milk? (offer) Can I have some tea, please? (request)



1 **Read the theory box and the note. How do we use *a/an, some, any*?**

2 **Decide if the nouns below are *C* (Countable) or *U* (Uncountable). Write the plural form of the countable nouns.**

1 apple	→ C	apples	6 meat	→ ___	_____
2 coffee	→ ___	_____	7 carrot	→ ___	_____
3 water	→ ___	_____	8 lemon	→ ___	_____
4 rice	→ ___	_____	9 strawberry	→ ___	_____
5 burger	→ ___	_____	10 salt	→ ___	_____

3 **Choose the correct word.**

1 Is there **some/any** sugar?
2 There isn't **some/any** flour left.
3 Would you like **a/an** biscuit?
4 I need **some/any** milk for my cereal.
5 There's **a/an** apple on the table.
6 Can I have **some/any** chips, please?



Partitives

Here are some phrases of partitives:

a **bag** of cherries	a **can** of cola	a **jar** of jelly beans
a **bar** of chocolate	a **carton** of milk	a **loaf** of bread
a **bottle** of mustard	a **cup** of tea	a **packet** of biscuits
a **bowl** of cereal	a **glass** of water	a **piece** of pizza

BẢN MẪU SÁCH CIAO KHOA

Grammar • 3b

4 **Read the table on page 56. Match the two columns.**

a bar of 1	a crisps
a packet of 2	b juice
a can of 3	c chocolate
a carton of 4	d soda
a loaf of 5	e water
a jar of 6	f jam
a bottle of 7	g bread



Quantifiers

Countable nouns	Uncountable nouns
How many biscuits are there?	**How much** milk is there?
There are **too many** biscuits.	There is **too much** milk.
There are **a lot of/ lots of** biscuits.	There is **a lot of/ lots of** milk.
There are **some/ a few** biscuits	There is **some/ a little** milk.
There are **(very) few/ not many** biscuits.	There is **(very) little/ not much** milk.
There **aren't any/ are no** biscuits.	There **isn't any/ is no** milk.

5 **Read the theory box. Then choose the correct word.**

1 There isn't **many/much** milk left.
2 How **much/many** bread is in the cupboard?
3 How **many/much** eggs go in the cake mix?
4 He's got **a lot of/a little** sweets in his bag.
5 There is **many/lots of** sugar in this ice cream.
6 We haven't got **many/much** orange juice.
7 There are **a few/a little** apples. Let's make an apple pie.
8 There's very **few/little** butter left.

6 **It's Saturday. Decide on what you need to buy from the supermarket for the week. Write your shopping list.**

A: Do we need any apples?
B: No, we have got a lot of apples. We need some milk.
A: How much?
B: A carton.

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3C • Vocabulary

Food preparation

1 2.17 Listen and repeat. Say the words in your language.





















Cooking tools

2 2.18 Listen and repeat. Say the words in your language.

















3 a) Match the cooking tools (1-4) to the correct phrases (a-d).

whisk 1	a grate cheese
knife 2	b mix vegetables
grater 3	c beat eggs
spoon 4	d chop, peel or slice onions

b) Make sentences using your answers in Exercise 3a. Tell your partner.

You need a whisk to beat eggs.

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Everyday English • 3d

Giving instructions

1 **Complete the dialogue. Use the sentences (A-E).**

Nat This cake is delicious!

Helen Thanks! It's my grandma's recipe.

Nat 1) _____

Helen Yes. First of all, beat the butter and sugar.

2) _____

Then, mix some more.

Nat 3) _____

Helen Then, use a spoon to mix in the flour, milk and baking powder, and pour it into the cake tin. Finally, slice the strawberries and add them to the cake tin.

Nat 4) _____

Helen For forty minutes at 220 degrees Celsius.

Nat 5) _____

Helen It really is.



A And then?

B Wow, it sounds simple!

C How long do you bake it for?

D Is it easy to make?

E Next, break the eggs and add them to the bowl, one at a time.

2 2.19 **Listen and check. Then act out the dialogue in pairs.**

3 **Look at the ingredients in the recipe. Ask and answer questions as in the example.**

A: How much sugar do we need?
B: We need 200 grammes of sugar.

A: How many eggs do we need?
B: We need 2 eggs.

CREATE AN UNUSUAL DISH!

4 **Think of an unusual dish. Tell your partner how to make it. Act out a dialogue similar to the one in Exercise 1. Mind the sentence stress.**

Intonation — Word stress

2.20 **Listen and underline the stressed syllables. Then listen again and repeat.**

Each word below has got one stress. We only stress vowels, e.g. orange.

• apple • chicken • cereal • tomato • pepper • onion • coffee • lemon

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3e . Grammar

Comparative

	adjective	comparative
short adjectives	small	smaller (than)
	large	larger (than)
	big	bigger (than)
	tasty	tastier (than)
long adjectives	expensive	**more** expensive (than)

Note: ***clever, common, friendly, narrow*** form their comparative with ***-er*** or ***more***
friendly – friendlier/ more friendly
Irregular adjectives: good → **better** (than); bad → **worse** (than); (a) little → **less** (than); many/ much → **more** (than)
Special case: a lot of → **more** (than)



Spelling Rules

- adjectives + *-er*
  long – longer
- *-e* + *r*
  nice – nicer
- one-syllable adjectives ending in vowel + consonant → double consonant + *-er*
  thin – thinner
- *-y* → ~~*-y*~~ + *-ier*
  happy – happier

1 **Read the table. How do we form the comparative degree of short/ long adjectives? Which word do we use after an adjective in the comparative form? Are there similar structures in your language?**

2 **Put the adjectives in brackets into the comparative form.**

1 Paul's restaurant is _____ **(busy)** than Rico's.
2 Rico's is _____ **(expensive)** than Paul's.
3 The waiters at Rico's are _____ **(polite)** than the ones at Paul's.
4 The service at Rico's is _____ **(quick)** than at Paul's.
5 Paul's is _____ **(crowded)** than Rico's.
6 Rico is _____ **(friendly)** than Paul.

Game!

Say the comparative form. Then use it in a sentence.

e.g. tasty – tastier
Fish is tastier than chicken.

3 **Look at the table. Compare the cafés.**

	Sam's	Ann's
busy	★★	★
expensive	★	★★
old	★	★★
big	★★	★
quiet	★	★★

Sam's is busier than Ann's.



Grammar • 3e

Superlative

	adjective	comparative	superlative
short adjectives	small large big tasty	smaller (than) larger (than) bigger (than) tastier (than)	the smallest (of/ in) the largest (of/ in) the biggest (of/ in) the tastiest (of/ in)
long adjectives	expensive	**more** expensive (than)	the **most** expensive (of/in)

Note: ***clever, common, friendly, narrow*** form their superlative with ***-est*** or ***the most***
friendly – the friendliest /the most friendly
Irregular adjectives: good → **the best**; bad → **the worst**; (a) little → **the least**; many/ much → **the most**
Special case: a lot of → **the most**



4 **Read the theory box. How do we form the superlative degree of short/long adjectives? Which words do we use with an adjective in the superlative form?**

Spelling Rules
- adjectives + *-est*
  long – longest
- *-e + st*
  nice – nicest
- one-syllable adjectives ending in vowel + consonant → double consonant + *-est*
  thin – thinnest
- *-y → -i + -iest*
  happy – happiest

5 **Write the superlative form.**

1 cheap – the cheapest
2 clever – _____
3 good – _____
4 crowded – _____
5 difficult – _____
6 spicy – _____
7 a lot of – _____
8 a little – _____

6 **Put the adjectives in brackets into the superlative form.**

1 Marco's is _____ **(popular)** restaurant in town.
2 This is _____ **(easy)** dish ever!
3 This café is _____ **(old)** in the area.
4 This is _____ **(good)** place to eat Thai fish pie.
5 This is _____ **(delicious)** dish on the menu.

7 **Put the adjectives in brackets into the comparative or superlative forms.**

1 Mario's is _____ **(expensive)** restaurant in the area.
2 Fruit juices are _____ **(healthy)** than sugary drinks.
3 This cake recipe needs _____ **(many)** eggs than that one.
4 Ramsay is one of _____ **(famous)** chefs in the world.
5 Thai fish pie is _____ **(tasty)** meal of all.

8 **Use the adjectives in Exercise 5 in the comparative and superlative form in sentences of your own.**

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3f • Skills



Street Food Around the World

A

Fish and Chips

A very popular street food in the UK is fish and chips. Vendors take the fish (usually cod or haddock) and cover it in batter before they fry it in very hot oil. Then, they use some special paper to wrap the fish and chips. People usually put salt and vinegar on their fish and chips. It's really tasty!

Video

B

Hot Dogs

In many cities in the USA people love eating hot dogs. A hot dog is a sausage in a bun. There are hot dog carts on almost every street. The vendors usually steam the sausages, and warm the buns up in a special oven. People then put their favourite toppings on their hot dogs. Some popular toppings are mustard, ketchup, onions and relish. Many people also add some red pepper to make it spicy! Hot dogs are delicious.

- *vendor* • *cod*
- *haddock*
- *batter* • *fry*
- *vinegar* • *cart*
- *bun* • *steam*
- *oven* • *relish*

Reading

1 **Read the title of the text and look at the pictures. Which countries are these street foods popular in?**

2.21 **Listen and read to find out.**

2 **Read the text and decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Vendors fry fish and chips in very hot oil. ☐
2 Vendors use flour and water to make batter. ☐
3 Vendors steam the buns in a cart. ☐
4 Vinegar is a popular topping for hot dogs. ☐

3 **Answer the questions.**

1 What fish do vendors use to make fish and chips? _____
2 What do people usually put on their fish and chips? _____
3 Where can you buy hot dogs in the USA? _____
4 What do people usually put on their hot dogs? _____

4 **Find *four adjectives that describe food* and *four verbs related to food preparation*. Then list all types of food in the text. Which are vegetables? fish?**

Culture Spot

Phở is one of the most popular dishes in Vietnam.



What is the most popular dish in the UK?

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Bánh mì is the Vietnamese word for bread. It is also the name of a very popular street food. This Vietnamese sandwich is a baguette filled with pickled vegetables, coriander, fresh chilli, slices of pork meat and a coat of pâté. Other toppings can include egg, chicken or meatballs.

What is your favourite Vietnamese street food?

Vocabulary
Food

5 **Complete the sentences with *toppings*, *steam*, *spicy* and *fry*. Which words describe cooking methods?**

1 People _____ potatoes in oil to make chips.
2 My dad puts _____ like mustard and onions on his burger.
3 I add pepper to my soup to make it _____.
4 Boil the water and _____ the carrots for 15 minutes before you serve them.

Speaking

6 **Think** **Which of the street foods in Exercise 1 would you like to try? Why? Tell your partner.**

I would like to try _____ because _____.

Listening

Study skills

Multiple choice listening

Read the questions and look at the pictures. Think of words related to them. This will help you do the task.

7 2.22 **Listen and choose the correct answer (A, B or C).**

1 What's Paul's favourite food?

A 
B 
C 

2 What does Ann want to drink?

A 
B 

C 

3 What does Lyn need to buy?

A 
B 
C 

Study skills

Using a search engine

Use key words (nouns, adjectives) for your search. Do not write articles or pronouns.

Writing (a blog entry about street food in your country)

8 **Think of a popular street food in your country. Collect information under the headings: *name of street food – how they make it – what they serve with it*. Use your notes to write a blog entry about it (about 50 words).**

See Writing 3 p. 127

BẢN MẪU SÁCH GIÁO KHOA

3 • CLIL (Food Technology)

The Eatwell Guide

Check out the 'Eatwell Guide' for healthy eating habits!



Fruit & Vegetables
have got lots of vitamins. They help us stay fit and healthy.

Bread, Rice, Potatoes, Pasta & Cereal
give us energy to get through the day.

Beans, Fish, Meat & Eggs
give us the protein we need to grow big and strong.

Oils & Spreads
have got lots of fat, but are good for us in small amounts.

Drinks (water, fruit juice, tea)
help us stay healthy. We need six to eight glasses every day.

Biscuits, Crisps, Cake, Sweets & Chocolate
are very unhealthy, so don't eat them often!

Milk, Yoghurt, Butter & Cheese
have got lots of calcium to help our bodies grow strong bones and teeth.

- *vitamin* • *energy*
- *protein* • *spread*
- *fat* • *calcium*

Reading

1 **Which food do you think you should eat more, *meat* or *potatoes*?**
2.23 **Listen, read and check.**

2 **Read the text again. Complete the sentences.**

1 Fruit and vegetables have got lots of _____.
2 Potatoes and rice give us _____.
3 Meat and eggs help our body _____.
4 Oils are rich in _____.
5 We need to drink lots of water to _____.

Writing & Speaking

3 **Which foods/drinks do/don't you usually eat/drink from the Eatwell Guide? Tell the class.**

I usually eat _____ and drink _____. I don't _____.

4 **Think** **What is the purpose of the text: *to inform*? *to entertain*? Do you want to change anything in your diet because of the information in it?**

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Project Time 3

1 Create a poster about Healthy Eating.

unhealthy food/drinks



healthy food/drinks



Presentation Skills

2 Use your poster in Exercise 1 and the information from the Eatwell Guide to give a presentation about healthy/unhealthy eating habits to the class.

VALUES

Healthy eating habits

3 Tick (✓) the sentences that are true about you.

How healthy is your diet?

1 I eat lots of fruit and vegetables. ☐
2 I drink 6 to 8 glasses of water or juice a day. ☐
3 I eat potatoes, rice or bread with every meal. ☐
4 I eat beans or fish three times a week. ☐
5 I have cheese, milk or yoghurt every day. ☐
6 I don't drink cola. ☐
7 I don't eat a lot of crisps, biscuits or chocolate. ☐
8 I don't eat a lot of fast food (burgers, hot dogs, etc.). ☐

Results

0-2 Your diet is very unhealthy.
3-5 Your diet is healthy.
6-8 Your diet is very healthy.

See Song Section p. 121

BẢN MẪU SÁCH GIÁO KHOA

3 Progress Check

Vocabulary

1 **Choose the correct word.**

1 **Chop/Add** the onions with a **whisk/knife**.
2 **Grate/Beat** the eggs with a **grater/whisk**.
3 To make potato chips, **mix/peel** the potatoes and **slice/mix** them thin.

3 x 2 = 6

2 **Circle the odd word out.**

1 **Vegetables:** onions – rice – lettuce – cucumber
2 **Fruit:** cherries – strawberries – chicken – oranges
3 **Dairy products:** tea – milk – butter – cheese
4 **Grain:** bread – flour – cereal – fish

4 x 2 = 8

Grammar

3 **Choose the correct word.**

1 **How much/How many** apples do we need? **Not much/Not many**.
2 There isn't **many/much** pasta. Can you buy a **can/packet**, please?
3 Can I please have **any/some** tea? A **cup/bowl** is fine.
4 There are **a few/a little** oranges in the fridge. We can make **some/an** orange cake.
5 There aren't **some/any** oranges. Let's go and buy **a little/some**.
6 There isn't **some/any** milk. Would you like **any/some** apple juice?
7 Can you please buy a **jar/loaf** of bread and two **bars/cartons** of milk?
8 There's **a few/a little** yoghurt. Would you like **a few/some**?

8 x 2 = 16

4 **Put the adjectives in brackets into the comparative or superlative form.**

1 This café is _____ **(expensive)** than that one.
2 The restaurant near my house is _____ **(cheap)** than Karen's.
3 This is _____ **(trendy)** restaurant in town.
4 This is _____ **(delicious)** pie of the café!
5 Here's _____ **(good)** place to have a juicy burger.
6 I find hot dogs _____ **(tasty)** than fish and chips.
7 Mark's is _____ **(popular)** fast food restaurant in the area.
8 There are _____ **(many)** dishes to choose from at Paul's than at Mike's.

8 x 1 = 8

Reading

5 **Read the text and answer the questions below in your notebook.**



My name's Tony and I'm 15 years old. I live in London. In my country, students usually bring a packed lunch to school or have a school dinner. Parents make packed lunches at home. They are usually a sandwich and some fruits. School dinners are hot meals the school makes. We call them 'dinner' even though lunchtime is in the middle of the day. They usually cost £2 a day.

School dinners are very healthy in the UK. Children get fruit and vegetables in every meal, rice or potatoes or pasta and chicken or fish.

1 Where is Tony from?
2 What is a packed lunch?
3 What is a school dinner?
4 How much does a school dinner cost?
5 What food is usually in a school dinner?

5 x 4 = 20

BẢN MẪU SÁCH GIÁO KHOA

Everyday English

6 **Read the recipe. Complete the questions with *How much* or *How many*. Then answer them.**



1 A: _____ eggs do we need?
B: We need _____.

2 A: _____ milk do we need?
B: We need _____.

3 A: _____ tomatoes do we need?
B: We need _____.

4 A: _____ cheese do we need?
B: We need _____.

4 x 3 = 12

Listening

7 2.24 **Listen and choose the correct answer (A, B or C).**

1 What is Mary's favourite food?

A  B  C 

2 What does Tony want to eat?

A  B  C 

3 What do they order?

A  B  C 

4 What is Anna's favourite food?

A  B  C 

4 x 3 = 12

Writing

8 **Complete a blog entry about your favourite meal (about 50 words).**



18 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about food & drinks ☆☆☆
- talk about food preparation & cooking methods ☆☆☆
- talk about cooking tools ☆☆☆

Reading
- do a multiple choice task ☆☆☆
- identify R/W/DS statements ☆☆☆
- answer comprehension questions ☆☆☆
- complete sentences ☆☆☆

Listening

listen for key information (multiple choice) ☆☆☆

Speaking
- express likes/dislikes ☆☆☆
- give instructions ☆☆☆

Writing
- write a short text about my favourite food ☆☆☆
- write a blog entry about street food in my country ☆☆☆

BẢN MẪU SÁCH GIÁO KHOA

Review (Units 1–3)

Vocabulary

1 **Choose the most appropriate option.**

1 I _____ back home from school at 4 o'clock.
A have B finish C come

2 Do you _____ out with your friends at the weekend?
A chat B play C hang

3 Fry the eggs in this frying _____ .
A pan B tin C bowl

4 My house has got a chimney on the _____ .
A sofa B garden C roof

5 You can watch a film at the _____ .
A theatre B cinema C library

6 He likes _____ jigsaw puzzles.
A watching B playing C doing

7 I keep all my clothes in my _____ .
A wardrobe B bookcase C sink

8 Can you _____ some salt to the soup?
A mix B beat C add

9 She _____ a shower in the evening.
A takes B gets C does

10 Put the milk in the _____ .
A cupboard B fridge C cooker

11 Ron's favourite subject is _____ . He loves football.
A Science B Maths C PE

12 We _____ potatoes in oil to make chips.
A fry B steam C peel

13 There are pink _____ on her bedroom window.
A carpets B curtains C pillows

14 Katie can't eat dairy products like yoghurt and _____ .
A cheese B flour C eggs

15 Use a _____ to chop the onions.
A grater B knife C spoon

16 I like learning about other countries in my _____ lessons.
A Geography B English C History

17 Please don't sit on the _____ , Kevin!
A coffee table B armchair C sofa

18 Let's go to the amusement _____ tomorrow.
A mall B store C park

19 Rice is a _____ .
A grain B vegetable C spread

20 Is there a lamp on your _____ ?
A washbasin B desk C bed

Grammar

2 **Choose the most appropriate option.**

1 How _____ bread have we got?
A much B lot C many

2 There are _____ in the garden.
A flys B flyes C flies

3 Her birthday is _____ June.
A on B in C at

4 The _____ bedrooms are upstairs.
A girls' B girls C girl's

5 _____ he get up at 7:30?
A Do B Does C Is

6 This is the _____ popular shop.
A more B — C most

7 _____ , I take a shower. Then, I have breakfast.
A Next B After C First

8 We always _____ dinner at 8 o'clock.
A eats B eat C eating

9 There aren't _____ books on my desk.
A a B some C any

10 Ben _____ tired because he stays up late.
A often is B is often C often

BẢN MẪU SÁCH GIÁO KHOA

11 "_____ is she?" "She's my cousin."
A Who B Whose C How

12 There _____ a bookcase in our living room.
A am B are C is

13 I _____ like Maths. It's difficult.
A don't B doesn't C not

14 Is _____ your bike over there by the tree?
A this B that C those

15 The poster is _____ the wall above my bed.
A in front of B on C in

16 They _____ on Bristol Road.
A lives B are live C live

17 Let's buy a _____ of milk.
A jar B carton C can

18 _____ you play video games every day?
A Does B Doing C Do

19 Our new house is _____ than our old one.
A biggest B more big C bigger

20 Lucy doesn't _____ to bed after 10 o'clock.
A go B goes C going

Listening

3 2.25 **Listen and complete Lisa's timetable for Saturday.**

Lisa's timetable

1) _____	get up and have breakfast
10:00 a.m.	2) _____ practice
3) _____	have lunch with family
3:00 p.m.	go to the 4) _____ with Kelly
7:30 p.m.	meet 5) _____ for pizza at Marco's

Reading

4 **Read the text and decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

Hi Nam!
My name is Luke and I'm happy to be your new e-friend! I'm 11 years old and I live in London in the UK. I go to Maxwell Secondary School. My favourite subjects are Geography and History. I don't like Art because I'm not good at drawing!
In my free time, I hang out with my friends in the park. We play football and ride our bikes. However, we don't go to the park every day! On rainy days, we play video games and listen to music at my house.
What do you do in your free time?
Write back.
Luke

1 Luke likes his teachers at Maxwell Secondary School. ☐
2 He enjoys History and Geography. ☐
3 He is good at Art. ☐
4 Luke and his friends go to the park every day. ☐
5 Luke sometimes plays video games in his free time. ☐

Writing

5 **Imagine you are Lisa. Complete an email to your English e-friend about your Saturday routine (about 50-60 words).**

Hi Anna,
How are you? Here's my Saturday routine.
I get up at _____ and _____.
Then, I _____ and _____.
At 3:00, I go to the _____ and then we _____. Saturdays are great!
Write back.
Lisa

BẢN MẪU SÁCH GIÁO KHOA

4 Holidays!

What's in this unit?

- **Vocabulary**
  - seasons/months/activities
  - the weather
  - clothes/accessories/footwear
  - geographical features
- **Grammar**
  - Present Continuous
  - prepositions of movement
  - object personal pronouns – possessive pronouns
  - *be going to – will*
  - *have to – don't have to*
- **Reading**
  - *Holiday Fun* (text messages – multiple matching)
  - *On Holiday* (letter, postcard – identifying R/W/DS statements)
- **Listening**
  - Angela's holiday (identifying R/W statements)
- **Speaking**
  - agreeing/disagreeing
  - making suggestions
- **Writing**
  - an instant message about a festival
  - a letter about your holiday
- **CLIL (PSHE):** Safe camping
- **Culture Spot:** British holiday destinations
- **Values:** Travel

Seasons are not the same in all places on Earth.









Vocabulary

Seasons/Months/Activities

1 2.26 **Listen and repeat. What are the seasons in your country? In Australia?**

2 **Write the missing months.**

1 July, _____, September, _____

2 December, _____, _____

3 _____, April, May, _____

4 October, _____, December, _____

BẢN MẪU CHƯA GIỚI HẠN

Video


go skiing


go sledging


have a picnic


take a bike ride


go to the beach


go sailing


visit museums


go camping



Speaking

3 **Which of the activities in the pictures do/don't you like doing? Discuss as in the example.**

A: I like going to the beach.
B: Me too.
A: I don't like going skiing.
B: Same here.
A: I like going camping.
B: Really? I don't.
A: I don't like visiting museums.
B: Really? I do.

Note!

Agreeing
Me too.
Same here.
Disagreeing
Really? I don't.
Really? I do.

BẢN MẪU CHỈ GIỚI THIỆU

4a • Reading

Holiday Fun

Video







D

- *celebrate* • *parade*
- *hang flags* • *dress up*
- *fireworks* • *colourful*
- *steamed*

Cheryl

Hi Tony,
We're having a great time in Paris, France. Today is 14th July. It's Bastille Day and people are celebrating it with parties and parades. They hang flags everywhere and dress up. It's warm and sunny here. Oh, guess what? There are fireworks at midnight! I can't wait to watch them.
See you soon.
Cheryl

Send

Katy

Hi Susan,
I'm writing to you from Hanoi. People here are celebrating Tết, the Lunar New Year. Locals decorate their houses with colourful flowers and family members eat together and visit relatives. Children usually get money in a red envelope as a present from their parents or elder relatives. Right now we are eating *bánh chưng*. This is a steamed square cake. It is delicious. We're going to see a lion dance performance later.
See you next week.
Katy

Reading

1 **Where is Cheryl? Katy? Can you guess from the pictures?**
Look at the messages quickly and say.

2 **Read the texts and write *P* (for Paris) or *H* (for Hanoi).**

Where can you see …

1 a parade? ☐
2 lion street performances? ☐
3 parties? ☐
4 fireworks at midnight? ☐
5 colourful flowers? ☐

BẢN MẪU SÁCH GIÁO KHOA

Reading • 4a

Vocabulary
The weather

3 2.27 Listen and repeat. Say the sentences in your language.


It's hot.


It's warm and sunny.


It's cloudy.


It's raining.


It's snowing.


It's cold.

4 a) **What's the weather like in the spring, summer, autumn and winter in your country? What's the weather like today?**

In the spring, it's sunny.

b) **Search online and say what the weather is like today in Brasilia, Cairo, London, Los Angeles, Madrid, Moscow, New York, Rome, Paris and Tokyo.**

Speaking

5 2.28 **Listen and read the messages on page 72. Tell the class how people celebrate each festival.**

On Bastille Day, the French have parties ... .



6 **Think** **What makes each festival exciting for you?**

Writing (an instant message about a festival)

7 **Imagine you are celebrating a festival in your country. Write an instant message to your English friend about it (about 50 words). Write about *the place, the weather, the name of the festival, what the people do and what you are doing.***

BẢN MẪU SÁCH GIÁO KHOA

4b • Grammar

Present Continuous (affirmative/negative)

Note!

We use the **Present Continuous** for actions happening now
e.g. He's sleeping now.
Time expressions used with the **Present Continuous**: *today, now, at the moment.*

	affirmative	negative
I	am sleeping ('m sleeping)	am not sleeping ('m not sleeping)
You	are sleeping ('re sleeping)	are not sleeping (aren't sleeping)
He/ She/ It	is sleeping ('s sleeping)	is not sleeping (isn't sleeping)
We/ You/ They	are sleeping ('re sleeping)	are not sleeping (aren't sleeping)



Spelling Rules

***-ing* ending**
- most verbs: + *-ing*
  go – going
- verbs ending in consonant + *-e* → ~~*-e*~~ + *-ing*
  dance – dancing
- verbs ending in a stressed vowel between two consonants → double the consonant + *-ing*
  shop – shopping
- verbs ending in *-l* → double the *-l* + *-ing*
  travel – travelling
- verbs ending in *-ie* → drop ~~*-ie*~~ and add *-y* + *-ing*
  die – dying

1 **Read the table. Write the *-ing* form. Then read them aloud.**

1 drink – drinking
2 marvel – _____
3 take – _____
4 run – _____
5 study – _____
6 put – _____
7 lie – _____
8 come – _____

2 **Complete the sentences. Use *listen, ride, ~~eat~~, watch, have* and *surf* in the *Present Continuous*.**

1 The dog is eating now.
2 Bob _____ the Internet at the moment.
3 I _____ a film on TV now.
4 She _____ her bike in the park.
5 You _____ to music now.
6 We _____ a barbecue in the garden now.

3 **Correct the sentences. Use the words in brackets.**

1 Pat is swimming. **(walk the dog)**
No! Pat isn't swimming. She's walking the dog.
2 The boys are reading. **(play football)**
_____
3 They are skiing. **(make a snowman)**
_____
4 Vinh is visiting a museum. **(fish)**
_____

BẢN MẪU SÁCH GIÁO KHOA

Grammar• 4b

Present Continuous (interrogative & short answers)

Interrogative	Short answers
Am I sleeping?	**Yes**, I **am**. **No**, I'**m not**.
Are you sleeping?	**Yes**, you **are**. **No**, you **aren't**.
Is he/ she /it sleeping?	**Yes**, he/ she/ it **is**. **No**, he/ she/ it **isn't**.
Are we/ you/ they sleeping?	**Yes**, we/ you/ they **are**. **No**, we/ you/ they **aren't**.



4 **Read the table. Look at the picture. Write questions, then answer them.**



1 Mr Smith/eat? (✗) / have a barbecue (✓)
Is Mr Smith eating? No, he isn't. He's having a barbecue.

2 Mark and Bill/take a bike ride? (✗) / eat sandwiches (✓)

3 Anna and Mary/drink tea? (✗) / talk (✓)

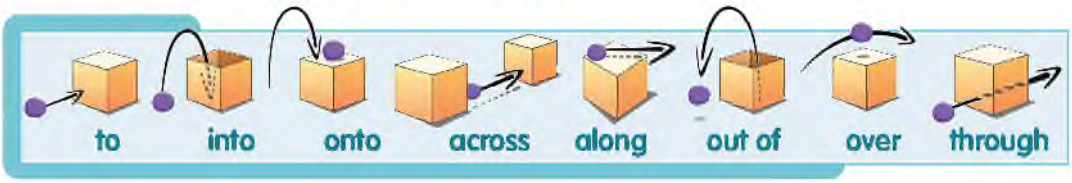
4 Ms Smith/make a snowman? (✗) / take photos (✓)

5 the dog/play? (✗) / sleep (✓)

5 **Ask and answer in pairs. Use the ideas below.**

1 you/have an English lesson now?
2 your mum/visit the market at the moment?
3 your friends/have a barbecue now?
4 your teacher/watch TV now?

Prepositions of movement



6 **Choose the correct preposition.**

1 Dad is putting sausages **onto/into** the barbecue.
2 She is swimming **across/over** the river.
3 The children are diving **into/along** the sea.
4 She is coming **through/out of** the theatre now.
5 Look! He is jumping **out of/over** the fence.

BẢN MẪU SÁCH GIÁO KHOA

4c • Vocabulary

Clothes/Accessories/Footwear

1 2.29 **Match the words (1-18) to the pictures (A-R). Listen and check, then repeat. Which are accessories?**

1 ☐	belt	6 ☐	trainers	11 ☐	shirt	16 ☐	jeans
2 ☐	cap	7 ☐	boots	12 ☐	jumper	17 ☐	jacket
3 ☐	gloves	8 ☐	shoes	13 ☐	shorts	18 ☐	hat
4 ☐	scarf	9 ☐	socks	14 ☐	skirt		
5 ☐	leggings	10 ☐	T-shirt	15 ☐	dress		



BẢN MẪU SÁCH GIÁO KHOA

Speaking

2 **What is each person wearing? Tell your partner.**

Becky is wearing a skirt, ...

3 **What are you wearing today? Tell the class.**

Today, I'm wearing a T-shirt, jeans and trainers.

Everyday English •4d

Making suggestions

1 **Complete the dialogue. Use the sentences (A-E).**

Helen Wow! I love it here in Moscow! The sights are amazing.
Maria Yes, they are, but my hands are freezing.
Helen 1) _____
Maria I haven't got them with me.
Helen 2) _____
I've always got an extra pair in my bag.
Maria Thanks!
Helen 3) _____
Maria Umm ... Helen?
Helen 4) _____
Maria My head is cold, too. Have you got a hat in your bag?
Helen No, I haven't. ... I know. 5) _____
He's always got one in his bag.
Maria Good idea! Thanks!



A What's wrong now?
B Here, take mine.
C Why don't you put on your gloves?
D Let's ask Nat for his.
E No problem.

2 2.30 **Listen and check. Take roles and read the dialogue aloud.**

Object personal pronouns/Possessive pronouns

Note!
In English, there is no possessive pronoun for **it**.

object personal pronouns	me	you	him	her	it	us	you	them
possessive adjectives	my	your	his	her	its	our	your	their
possessive pronouns	mine	yours	his	hers	–	ours	yours	theirs
Look at **me**! It's **my** cap. It's **mine**.								

3 **Read the table. Then choose the correct item.**

1 **My/Mine** coat is blue. **Her/Hers** is red.
2 These aren't **their/theirs** shoes. They are **our/ours**.
3 Look at **him/his**. **He/His** is wearing **my/me** scarf.
4 **Your/Yours** socks are green. **Their/Theirs** are orange.
5 These aren't **her/hers** jeans. They are **my/mine**.
6 This isn't **me/my** hat. It's **your/yours**.

Intonation in exclamations

2.31 **Listen and compare the intonation in the sets of sentences. Listen again and repeat.**

• Sounds great. – Sounds great! • Good idea. – Good idea! • Thanks. – Thanks!

BẢN MẪU SÁCH GIÁO KHOA

4e • Grammar



be going to

affirmative	negative
I **am ('m) going to** swim.	I **am not ('m not) going to** swim.
You **are ('re) going to** swim.	You **are not (aren't) going to** swim.
He/ She/ It **is ('s) going to** swim.	He/ She/ It **is not (isn't) going to** swim.
We/ You/ They **are ('re) going to** swim.	We/ You/ They **are not (aren't) going to** swim.
interrogative	**short answers**
Am I **going to** swim?	**Yes,** I **am./ No,** I **'m not.**
Are you **going to** swim?	**Yes,** you **are./ No,** you **aren't.**
Is He/ She/ It **going to** swim?	**Yes,** he/ she/ it **is./ No,** he/ she/ it **isn't.**
Are We/ You/ They **going to** swim?	**Yes,** we/ you/ they **are./ No,** we/ you/ they **aren't.**

Note: We can use the Present Continuous with **go.** I'm going to go swimming. OR I'm going swimming.

Note!

We use *be going to* for:
- future plans and intentions
  e.g. We're going to visit Lisbon next Monday. (We intend to)
- predictions based on what we can see or know
  e.g. There are black clouds in the sky. It's going to rain. (evidence)

Time adverbs & expressions with ***be going to***: *tomorrow, next/this Monday/ week/month/summer,* etc.

1 **Read the table and the Note! box. Complete the sentences. Use the affirmative or negative form of *be going to* and the verbs in the list.**

• visit • listen • eat • chat • study • play • watch • go

This weekend ...

1 John isn't going to play football. (✗)
2 Alice _____ at an Indian restaurant. (✓)
3 Stan _____ a film at the cinema. (✗)
4 Peter _____ to music. (✓)
5 Jim and Ann _____ to each other online. (✓)
6 Kim and her mum _____ an art gallery. (✗)
7 Kate _____ shopping with her friends. (✓)
8 The brothers _____ for their exams. (✓)

2 **Ask and answer using the ideas below.**

1 you/visit a museum this weekend?
A: Are you going to visit a museum this weekend?
B: No, I'm not./Yes, I am.
2 your parents/go to the cinema/this Saturday evening?
3 it/rain/tomorrow?
4 you/play football/tomorrow?
5 your teacher/have a picnic/next weekend?

3 **What are/aren't you/your friends going to do *this weekend/ next Friday morning/ next summer*? Tell the class.**

I'm going to play football this weekend. I'm not going to visit my cousins.

BẢN MẪU SÁCH GIÁO KHOA

Grammar • 4e

Note!

We use ***will*** for:
- on-the-spot decisions e.g. It's hot. **I'll open** the window.
- predictions based on what we think, believe or imagine, often with the verbs *think*, *believe*, etc. e.g. I think **it'll be** cold tomorrow.

will

affirmative	negative
I/ You/ He etc. **will ('ll)** try.	I/ You/ He etc. **will not (won't)** try.
interrogative	**short answers**
Will I/ You/ He etc. try?	**Yes,** I/ you/ he etc. **will.** **No,** I/ you/ he etc. **won't.**



4 **Read the table and the Note! box. Use *will/won't* and the words in brackets to complete the gaps.**

1 A: Will your brother come **(your brother/come)** with us?
B: No, he _____. I think he _____ **(go)** to the park.

2 A: _____ **(you/help)** me make some pancakes?
B: Yes, I _____.

3 A: Do you think it _____ **(rain)** tomorrow?
B: No, it _____. I think it _____ **(be)** very cold, though.

4 A: I think James _____ **(not/go)** sightseeing.
B: Really? What _____ **(he/do)** then?

5 **Use *will* or *be going to* and the verbs in brackets to complete the gaps.**

1 A: Look at the clear blue sky!
B: It 's going to be **(be)** a beautiful day.

2 A: It's really cold in here!
B: I _____ **(close)** the window.

3 A: I can't wait for the parade!
B: I think it _____ **(be)** great.

4 A: Is this cake for Ann?
B: No, I _____ **(bake)** hers later.

5 A: I'm really hungry.
B: I _____ **(make)** you a sandwich.

6 A: Do you want to drink something?
B: Yes, I'm thirsty. I think I _____ **(have)** some orange juice.

What houses will be in the future?

6 **Think Complete the sentences.**

1 Tomorrow, I think the weather _____
2 In the summer, I'm going _____
3 In ten years' time, I believe I _____
4 This Monday evening, we are going _____

BẢN MẪU SÁCH GIÁO KHOA

4f • Skills

On Holiday

Video



Hi Peter,
Greetings from the island of Puerto Rico! We're staying in a hotel next to the beach. It's hot and sunny and we go swimming every day. Right now, I'm sitting in a café with my family. Tomorrow we're going to visit the El Yunque National Rainforest. Lots of plants and animals live there, and it's got waterfalls, lakes and rivers, too!
Mario

Peter Hayes
97 Black Street
London
UK



Hi Mario!
Hello from Cairns, Australia! We're staying in a fantastic resort near the sea. The weather is cold, but sunny. Today, we're going to the Great Barrier Reef on a boat with a glass bottom, so we can look at all the fish. Tomorrow we're going on a trek in the rainforest. I can't wait!
Sam



• plant • resort • bottom • trek

SÁCH GIÁO KHOA

Reading

1 **Look at the texts. Which is *a letter*? *a postcard*? Where is Mario? Sam?**
2.32 **Listen and read to find out.**

2 **Read the text and decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Mario is on an island. ☐
2 Mario's family is at El Yunque National Rainforest now. ☐
3 El Yunque National Rainforest has a variety of wildlife. ☐
4 Sam goes swimming every day. ☐
5 Going to the Great Barrier Reef on a boat is expensive. ☐
6 Sam is going on a trek now. ☐

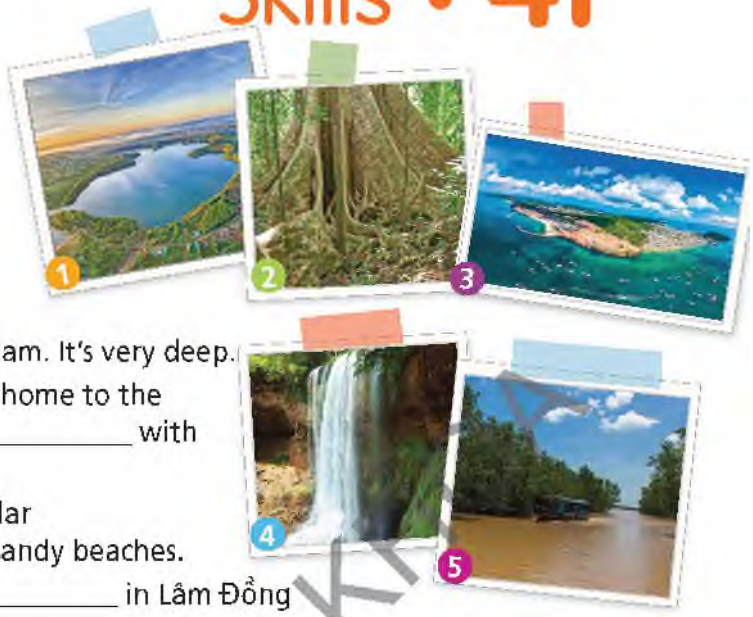
Culture Spot

Nha Trang is a popular summer holiday place in Vietnam. There are lots of hotels, beautiful beaches and exciting activities to do, such as surfing, snorkelling and scuba diving.



Name a popular summer holiday destination in the UK.

Vocabulary
Geographical features



3 **Fill in the gaps with *rainforest, lake, river, waterfall* and *island*.**

1 T'Nưng is a(n) _____ in Vietnam. It's very deep.
2 Cát Tiên National Park is home to the largest tropical _____ with amazing wildlife.
3 Phú Quốc is a very popular _____ with sandy beaches.
4 Dambri is the highest _____ in Lâm Đồng province. It's 60 m high.
5 Cửu Long is the _____ of Nine Dragons. It's very long.

Note!

We can use the **Present Continuous** for **fixed arrangements**.
Compare: We are visiting Italy this summer. (Present Continuous – fixed arrangement)
We are going to take lots of pictures. (*be going to* – future plan/intention)

Speaking

4 **Think** **What is special in each place in the texts on page 80?**

5 **a) Read the Note! box. Then read the sentences. Which refers to *a fixed future arrangement*? *a future plan/intention*?**

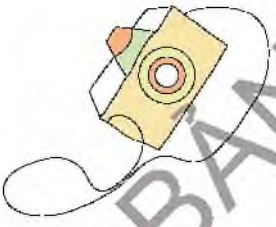
1 I'm meeting my friends tonight.
2 We're going to have dinner at Mario's.



b) **What are your fixed arrangements for this weekend? What are you going to do? Tell your partner.**

Listening

6 2.33 **Listen and mark the sentences *R* (right) or *W* (wrong).**



1 New Zealand is near Australia. ☐
2 In New Zealand, it rains all day. ☐
3 Angela's hotel is in the rainforest. ☐
4 Angela goes on treks in the afternoon. ☐



Writing (a letter about your holiday)

Linkers: because, so

because: give reason
e.g. We're happy **because** we're going on holiday.
so: express result
e.g. It's raining, **so** people are holding umbrellas.

7 **Rewrite the sentences using *because* or *so*. Then tell your partner.**

1 Mario's excited. They are planning their visit to a rainforest.
Mario's excited because they are planning their visit to a rainforest.
2 Sam wants to see the Great Barrier Reef. He's going on a boat tour.
3 People can see under the water. The boat has got a glass bottom.

8 **It's summer. You are on holiday. Write a letter to your English friend (about 50-60 words). Write about *where you are, who you are with, what the weather is like, what you are doing now* and *what you are going to do tomorrow*.**

See Writing 4 p. 128

BẢN MẪU SÁCH GIÁO KHOA

4 • CLIL (PSHE)

Video

Welcome to SUNNYVALE CAMPSITE!

Follow these tips for a safe and healthy camping trip.

1. **Food:** Pack your food in tightly closed containers and keep it in your cool box so it doesn't get contaminated.
2. **Fires:** Campfires are allowed between 5:00 p.m. and 10:00 p.m. Attend the fire all the time and make sure you put it out with water.
3. **Pets:** Pets are welcome but they must be on a leash.
4. **Wild animals:** Stay away from them. Don't feed or touch them because they can carry dangerous diseases.
5. **First aid kit:** You are welcome to bring your own but the campsite has its own medical centre.
6. **Cleanliness:** Keep the campsite clean and tidy.



- *container*
- *contaminated*
- *allow* • *attend*
- *put out* • *leash*
- *disease*

Listening & Reading

1 **Look at the picture. Where are they? What do you have to do to stay safe at a campsite?**
2.34 **Listen and read to find out.**

have to – don't have to

affirmative	negative
I/ We/ You/ They **have to**	I/ We/ You/ They **don't have to**
He/ She/ It **has to** (It's the rule.)	He/ She/ It **doesn't have to** (It isn't necessary.)
You have to check out at 2:00 p.m.	They don't have to bring medicine with them.

2 **Read the theory box. Use the information in the leaflet to complete the sentences. Use** *have/has to, don't/doesn't have to.*

1 We _____ keep the campsite clean.
2 Campers _____ pack a first aid kit.
3 John _____ leave his dog at home.
4 We _____ put out the fire with water.

Study skills

Finding Internet content

Use trustworthy sites such as newspapers, journals, libraries, etc. Always check the publication date.

Speaking

3 **Your partner wants to go camping at Sunnyvale. Use the leaflet to tell him/her what he/she has to/doesn't have to do.**

4 **Collect information about how to stay safe from the sun on the beach. Tell the class. Use** *have to/don't have to.*

BẢN MẪU SÁCH GIÁO KHOA

Project Time 4

1 Make a poster of four holiday destinations in your country. Stick a picture of each one and write the name under the box.

HOLIDAY DESTINATIONS



2 Collect information about the holiday destinations in Exercise 1. Copy and complete the table in your notebook.

Holiday destination	Where it is	What you can do there

Presentation Skills

3 Use your poster in Exercise 1 and your notes in Exercise 2 to present various holiday destinations in your country to a group of foreign students visiting your school.

The world is a book, and those who don't travel, read only a page.
Saint Augustine

VALUES
Travel

4 Think Why is it good to travel? Discuss the ideas below with your partner. Use your own ideas as well.

- It's a good way to relax and have fun.
- It's a great way to make new friends.
- You learn about the culture of other places.
- You try new food.

See Song Section p. 121

BẢN MẪU SÁCH GIÁO KHOA

4 Progress Check

Vocabulary

1 **Fill in the gaps with *take*, *have*, *go*, *make*, *visit* and *play*.**

1 _____ sports
2 _____ a snowman
3 _____ swimming
4 _____ a museum
5 _____ a picnic
6 _____ a bike ride

6 x 1 = 6

2 **Unscramble the words to find the clothes.**

1 trisk _____
2 gelngisg _____
3 sfrac _____
4 ratnires _____



4 x 2 = 8

3 **Choose the odd word out.**

1 lake – belt – river – waterfall
2 sunny – cloudy – thin – warm
3 gloves – hat – cap – boots
4 trainers – dress – skirt – jeans
5 rainforest – hot – island – waterfall

5 x 1 = 5

Grammar

4 **Complete the questions in the *Present Continuous* with the words in brackets, then answer them.**

1 _____ **(Julie/swim)**?
Yes, _____ .
2 _____ **(Bob and you/tidy)** your room?
Yes, _____ .
3 _____ **(the girls/take)** pictures?
No, _____ .

6 x 1 = 6

5 **Choose the correct word.**

1 Where's **my/mine** scarf? I can't find **it/its**.
2 We **have to/don't have to** be there on time or we will miss the bus.
3 **Her/Hers** gloves are red. The blue ones are **me/mine**.
4 Look at **their/them! Theirs/Their** jackets are the same colour.
5 You **have to/don't have to** pack a lifejacket. We can hire there.

8 x 1 = 8

6 **Use *will*, *be going to* or the *Present Continuous* and the verbs in brackets to complete the gaps.**

1 A: Look at those clouds!
B: It _____ **(rain)**.
2 A: It's really hot in here!
B: I _____ **(open)** the window.
3 A: What are your plans for the weekend?
B: We _____ **(go)** to the theatre. Here are the tickets.
4 A: Are you going out?
B: Yes, I _____ **(see)** Ann at 8 o'clock.
5 A: Be careful! You _____ **(drop)** the boxes.
B: Can you help me, please?
6 A: Do you want to come with us?
B: No, thanks. I think I _____ **(have)** a sandwich and go to bed.
7 A: Is Steve back?
B: I think he _____ **(not/come)** back before 7 o'clock.

7 x 1 = 7

Everyday English

7 **Choose the correct response.**

1 A: I love it here in Paris!
B: **a** Really? I do. **b** Same here.
2 A: Thank you!
B: **a** Here! **b** No problem.
3 A: Why don't you ask Mark?
B: **a** Good idea! **b** Take mine.

3 x 3 = 9

BẢN MẪU SÁCH GIÁO KHOA

Reading

8 **Read the email and decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**



Hi Angela!

How are you? I'm on holiday in Mekong Delta in Vietnam with my family! We're staying at a beautiful hotel by the river. Every morning, we swim at the pool, and then we go sightseeing. In the evenings, we have dinner at local restaurants. The food here is delicious. Right now, we are visiting Ngã Bảy Floating Market. It isn't raining now, so there are a lot of people here. Dad's going to buy some Vietnamese clothes and Mum's going to look for some souvenirs. We're having a nice time.

Hope you're OK. See you soon!

Susan

1 Susan is on holiday with her friends. ☐
2 Susan's hotel is near a market. ☐
3 There's a restaurant at the hotel. ☐
4 It's not a rainy day today. ☐
5 There aren't many people at the market. ☐

5 x 4 = 20

Listening

9 2.35 **Listen and mark the sentences *R* (right) or *W* (wrong).**

1. Nancy's staying on an island. ☐
2. The weather's sunny but cold. ☐
3. Right now, Nancy is wearing a dress. ☐
4. She's eating at a café now. ☐

4 x 3 = 12

Writing

10 **It's winter. You are on holiday. Complete a letter to your English friend, Simon (about 50-60 words). Write about *where you are, what the weather is like, who you are with, what you are wearing* and *what you are going to do.***

Hi Simon,
Greetings from _____. Today it's _____.
Right now, I _____.
I'm wearing _____. I'm going to _____.
Write back!

19 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about seasons, months & activities ☆☆☆
- talk about the weather ☆☆☆
- talk about clothes, accessories & footwear ☆☆☆
- talk about geographical features ☆☆☆

Reading
- do a multiple matching task ☆☆☆
- identify R/W/DS statements ☆☆☆

Listening
listen for specific information (R/W statements) ☆☆☆

Speaking
- agree/disagree ☆☆☆
- talk about the weather ☆☆☆
- describe what I'm wearing ☆☆☆
- make suggestions ☆☆☆

Writing
- write an instant message about a festival ☆☆☆
- write a letter about my holiday ☆☆☆

BẢN MẪU SÁCH GIÁO KHOA

5 London was great!

What's in this unit?

- **Vocabulary**
  - Famous people & Jobs
  - Means of transport
  - Animals
- **Grammar**
  - Past Simple (the verb *to be*)
  - Past Simple (regular/ irregular verbs)
- **Reading**
  - *London transport museum* (webpage – identifying R/W/DS statements)
  - *Dino Snores* (blog – multiple choice)
- **Listening**
  - a dialogue (identifying R/W/DS statements)
- **Speaking**
  - describing your last holiday
- **Writing**
  - a quiz
  - a letter describing an experience of yours
- **CLIL (Art & Design):** Landmarks
- **Culture Spot:** British museums
- **Values:** Responsibility

Video

Madame Tussauds LONDON

Vocabulary

Famous people & Jobs

1 3.1 **Listen and circle the correct year.**



BẢN MẪU SÁCH GIÁO KHOA

2 Ask and answer as in the example.

1 Albert Einstein/Germany?
A: Was Einstein from Germany?
B: Yes, he was.

2 Elvis Presley/painter
A: Was Elvis Presley a painter?
B: No, he wasn't.

3 Charlie Chaplin/American?

4 Charles Dickens/writer?

5 Vincent van Gogh/German painter?

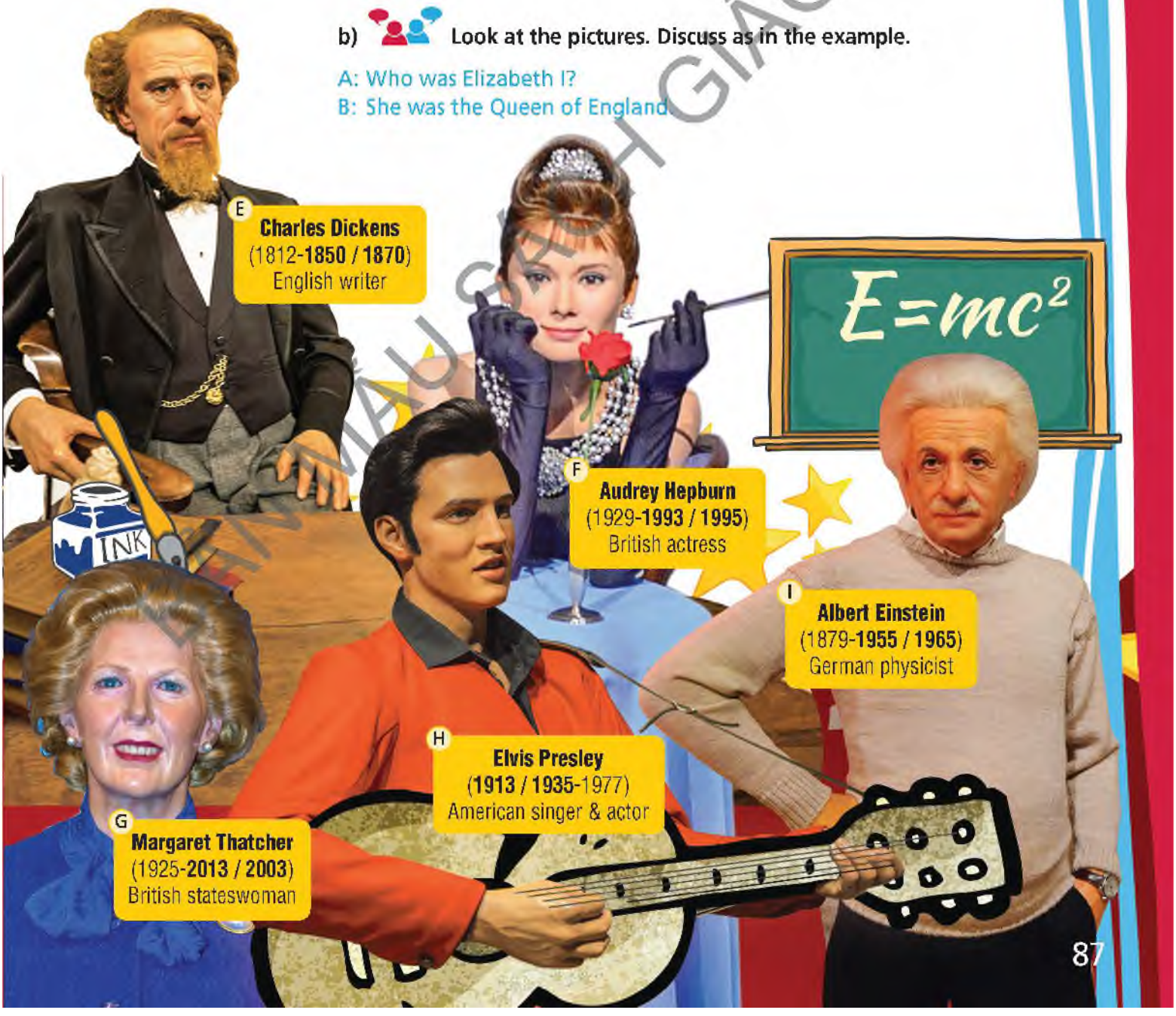
6 Margaret Thatcher/Queen of England?

3 a) 3.2 Listen and repeat.

1052 ten fifty-two
1246 twelve forty-six
1405 fourteen oh five
1500 fifteen hundred
2000 two thousand
2010 two thousand and ten

b) Look at the pictures. Discuss as in the example.

A: Who was Elizabeth I?
B: She was the Queen of England



BẢN MẪU SÁCH GIÁO KHOA

5a • Reading

Top trips for visitors to London...

Video



Search | About | Picture gallery | Exhibitions | News

London Transport Museum

Tel: 020 7379 6344

Entrance: Adults £17.50, children free
Opening hours: Mon-Thu, Sat-Sun 10:00 a.m. - 6:00 p.m.,
Fri 11:00 a.m. - 6:00 p.m.



London Transport Museum has over 450,000 items from 200 years of London's transport history. There are photographs, posters and films, as well as old buses, taxis, trams and trains. The museum first opened in the 1960s in an old garage. It moved three times before it arrived in Covent Garden in 1980. In 2005, it closed to make it more modern. It opened again two years later. Today, it is an interactive, family-friendly museum with over 300,000 visitors every year. It is just three minutes on foot from Covent Garden tube station and seven minutes from Charing Cross railway station.

Alex, 15
I went to the museum on Sunday with my dad. Had a great time. Perfect for a train fan like me! Go early, though – it gets crowded!

Kelly, 12
I was at the museum on Saturday. Enjoyed the interactive exhibits. Learning to drive an underground train was really exciting – you feel like you're going really fast!

Jackie Beal, 32
I was there on a school outing on Friday. My class is doing a project on the history of buses in London. The kids got some great info!

Click here for more reviews.

- *transport*
- *move*
- *arrive*
- *later*
- *interactive*
- *tube station*
- *railway station*

Reading

1 **Look at the text. Where would you find it? What is it about? Who is it for?**
3.3 **Listen and read to find out.**

2 **Read the text and decide if the sentences (1-5) are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Children pay to enter the museum. ☐
2 The museum is not open on Fridays. ☐
3 The collection of London buses is the best in the UK. ☐
4 Visitors can walk there from a train station. ☐
5 Schools take classes to the museum. ☐

BẢN MẪU CHỈ CÓ

Reading • 5a

Vocabulary
Means of transport

3 3.4 **Listen and repeat.**



4 3.5 **Listen to the sounds. Which of the means of transport in Exercise 3 can you hear?**

5 **Use the adjectives in the list to compare the means of transport in Exercise 3. Tell your partner.**

• ~~fast >< slow~~ • exciting >< boring • relaxing >< tiring • cheap >< expensive

Cars are faster than bicycles.

Note!

by	bike/bicycle/bus/car/helicopter/motorcycle/plane/ship/taxi/train/tram
on	a bike/bicycle/bus/motorcycle/plane/ship/train/tram (Also: **on** foot)
in	a car/helicopter/taxi

Speaking

6 **Think** **Imagine you are in the London Transport Museum. Why are you there? Who is with you? What can you see? How do you feel?**

Writing

7 **Collect more information about the London Transport Museum. Prepare a quiz for your classmates.**

1 What was the London Transport Museum building before it was a museum?
A a department store B a market C a theatre

BẢN MẪU SÁCH GIÁO KHOA

5b • Grammar



Past Simple (the verb *to be*)

affirmative	negative	interrogative	short answers
I/ He/ She/ It **was**	I/ He/ She/ It **was not (wasn't)**	**Was** I/ he/ she/ it?	**Yes**, I/ he/she/ it **was**.
			No, I/ he/ she/ it **wasn't**.
We/ You/ They **were**	We/ You/ They **were not (weren't)**	**Were** we/ you/ they?	**Yes**, we/ you/ they **were**.
			No, we/ you/ they **weren't**.
We use the **Past Simple** for actions that **happened** at a **specific time in the past**.			

1 **Read the table. Then complete the gaps. Use *was, wasn't, were* or *weren't*.**

1 A: _____ you at Madame Tussauds yesterday?
B: Yes, I _____. My friends _____ there, too.

2 A: When _____ Elizabeth I Queen of England?
B: Between 1558 and 1603. Those _____ important years for England.

3 A: Steve and Mark _____ at school yesterday.
B: I know. They _____ sick.

4 A: _____ Charles Dickens a rich child?
B: No, he _____. He was very poor.

Spelling Rules

- Verbs ending in *-e*, add *-d*.
  arrive → arrived
- Verbs ending in consonant + *-y* change *-y* to *-i* and add *-ed*.
  study → studied
- Verbs ending in vowel + *-y* add *-ed*.
  play → played
- Verbs ending in a consonant after a stressed vowel, double the consonant and add *-ed*.
  stop → stopped
- Verbs ending in *-l*, double the *l* and add *-ed*.
  travel → travelled

Past Simple (regular verbs)

affirmative	negative
I/ You/ He etc. **played** tennis yesterday.	I/ You/ He etc. **didn't play** rugby.
We use the **Past Simple** for actions that **happened at a stated time in the past**. **Adverbs of time & time expressions with the Past Simple:** *yesterday (morning/ evening, etc.), last Monday/ week/ month/ summer, etc., a week/ month/ year etc., ago*	

2 **Put the verbs in brackets into the *Past Simple*.**

1 Jane _____ to visit Scotland. **(want)**
2 She _____ Jenny to go with her. **(invite)**
3 They _____ in a hotel. **(stay)**
4 Jane _____ their trip down to the last detail. **(plan)**
5 They _____ to Scotland by train. **(travel)**
6 They _____ local dishes. **(try)**
7 They _____ their trip. **(enjoy)**

3 **Rewrite the sentences in Exercise 2 in the negative.**

Jane didn't want to visit Scotland.

BẢN MẪU SÁCH GIÁO KHOA

Grammar • 5b

Past Simple (irregular verbs)

affirmative	negative
I/ You/ He etc. **left**.	I/ You/ He etc. **didn't leave**.

(See list of Irregular verbs on page 151)



4 **Write the *Past Simple* of these verbs.**

1 send	– sent		6 think	–	
2 break	–		7 run	–	
3 drink	–		8 can	–	
4 see	–		9 bring	–	
5 do	–		10 write	–	

5 **Complete the sentences. Use verbs from the list in the *Past Simple*.**

• leave • ~~go~~ • not pay • have • eat • drive • buy • ride • not feel • take

1 Last December, we went to Ho Chi Minh City for a week.
2 We _____ for the tickets by credit card.
3 We _____ the house in plenty of time to get our flight.
4 We got in the car and _____ to the airport.
5 When we got to Ho Chi Minh City, we _____ around on bicycles.
6 Although it was cold, it _____ like winter.
7 In the evenings, we _____ delicious Vietnamese food.
8 Dad _____ a Vietnamese hat (*nón lá*).
9 I _____ a lot of photos.
10 We _____ a great time.

6 **Use the phrases in the list to say what you/your friends did/didn't do last weekend. You can use your own ideas.**

• ~~play football~~ • study for an exam • visit a friend • cook pasta
• talk to your friend on the phone • walk the dog • watch online videos
• listen to a CD • go to a party • eat pizza • meet my friends
• buy a video game • send emails

I didn't play football. I played basketball.

BẢN MẪU SÁCH GIÁO KHOA

5c • Vocabulary

Animals

1 Look at the pictures.
3.6 Listen and repeat.

2 Which of these animals are pets? wild animals?

A giraffe isn't a pet.
A cat is a pet.

3 Match the letters (A-L) to the parts of the body.

1	C	long tail	10		thick fur
2		small eyes	11		big ears
3		sharp beak	12		long body
4		long wings			
5		long neck			
6		long trunk			
7		thick mane			
8		long legs			
9		big head			

Game!

Choose an animal from the ones in the pictures and describe it to your partner. He/She guesses which animal it is.

A: It's an animal with big ears, and a big head.
B: It's an elephant.

duck
parrot
giraffe
cat
snake
horse
elephant
lion
rabbit

BẢN SÁCH GIÁO KHOA

Everyday English • 5d

Describing your last holiday





1 **Complete the dialogue. Use the sentences (A-E).**

Andy Hi, Emma. **1)** _____

Emma It was great, thanks. We went to London.

Andy Oh! **2)** _____

Emma It was nice and sunny.

Andy **3)** _____

Emma We visited London Zoo. It was amazing!

Andy Wow! **4)** _____

Emma Yes, it was perfect. I took lots of photos.

Andy **5)** _____

Emma Sure!

A What did you do there?
B How was your holiday?
C It sounds like you had a great time.
D What was the weather like?
E Can I see them?

2 3.7 **Listen and check. Take roles and read the dialogue aloud. Mind the sentence stress.**

Note!

There was/were is the **Past Simple** of *there is/are*.

Imagine you visited London Zoo. What was there?

3 **Imagine you went on holiday. Complete the dialogue. Use phrases from the dialogue in Exercise 1 as well as your own ideas.**

A Hi, John. Nice to see you. **1)** _____?

B It was great, thanks. We went to **2)** _____.

A Oh! **3)** _____?

B It was nice and sunny.

A **4)** _____?

B We went **5)** _____ and **6)** _____.

A Wow! Lucky you!

Pronunciation *-ed* ending (Past Simple)

Write the verbs in the correct box in the *Past Pimple*.

3.8 **Listen and repeat.**

• ~~promise~~ • ~~love~~ • ~~visit~~ • look • borrow • kiss • walk • end • sound • hope • clean

/t/ verbs ending in unvoiced sounds	/d/ verbs ending in voiced sounds	/ɪd/ verbs ending in /t/ & /d/ sounds
promised	loved	visited

BẢN MẪU SÁCH GIÁO KHOA

5e • Grammar

Past Simple (interrogative/short answers)



interrogative	short answers
Did I/ you/ he, etc. **play** tennis?	**Yes**, I/ you/ he, etc. **did**.
Did I/ you/ he, etc. **leave**?	**No**, I/ you/ he, etc. **didn't**.
We use rising intonation with *Yes/ No* questions. Did he call you?	



1 **Look at what Peter did/didn't do yesterday. Write questions, then answer them.**

1 go to the mall? (✗) Did Peter go to the mall? No, he didn't.
2 play basketball (✗) _____
3 meet his friends (✓) _____
4 watch a film (✓) _____
5 listen to music (✗) _____
6 go to the park (✗) _____
7 chat online (✓) _____
8 go to bed late (✓) _____

2 **Use the phrases to ask and answer questions.**

1 you/get up early/yesterday?
A: Did you get up early yesterday?
B: Yes, I did.
2 your mum/go to work/yesterday?
3 teacher/give you lots of homework/last week?
4 you/go on holiday/last summer?
5 your best friend/call you/last night?
6 your dad/drive you to school/this morning?

Note!

Past Simple (question words)

We always put the **question words before** *did* to form *Wh-* questions in the Past Simple. We use falling intonation with Wh-questions. e.g.
Who did you talk to?

3 **Use the words in brackets to write questions as in the example. Read them aloud.**

1 She left at 9:00. **(When?)** When did she leave?
2 He went to the theatre last night. **(Where?)** _____
3 Ann met Harry yesterday. **(Who?)** _____
4 He called Bob to invite him to his party. **(Why?)** _____
5 The film started at 7:00 p.m. **(What time?)** _____
6 I went to the cinema on foot. **(How)** _____
7 They wore coats. **(What?)** _____

BẢN MẪU SÁCH GIÁO KHOA

Grammar • 5e

4 **Put the verbs in brackets into the *Past Simple*, then complete the answers.**

1 A: Did Tom fly **(Tom/fly)** to Brussels?
B: No, he didn't. He travelled **(travel)** by train.

2 A: _____ **(you/enjoy)** the party?
B: Yes, we _____. We _____ **(stay)** there until midnight.

3 A: _____ **(Tony/pay)** for the concert tickets?
B: No, he _____. We each _____ **(buy)** our own.

4 A: _____ **(you/book)** a table at the restaurant?
B: Yes, I _____. I _____ **(book)** it last night.

5 A: Why _____ **(not/Louise/come)** with you?
B: She _____ **(not/be)** well.

6 A: _____ **(you/have)** a barbecue last Saturday?
B: Yes, we _____. Paul _____ **(not/come)** because he _____ **(be)** sick.



5 **Use verbs from the list and time words/phrases to ask and answer as in the example.**

- eat • walk • stay • meet
- come • send • go • have
- try • do • travel • study
- write • buy • make
- break • swim • wear
- spend • read

- yesterday afternoon
- last Friday • yesterday
- a month ago • last week
- last weekend • a week ago
- yesterday evening
- last summer • at noon

A: Did you eat pasta yesterday afternoon?
B: Yes, I did.

6 **Put the verbs in brackets into the *Past Simple*.**



Hi Sam,
Hope you 1) _____ **(have)** a great weekend. Mine 2) _____ **(be)** fantastic. We 3) _____ **(go)** to Ho Chi Minh City. Ann 4) _____ **(not/come)** with us. She 5) _____ **(spend)** the weekend at our grandparents' house.
We 6) _____ **(stay)** at a hotel in the centre and we 7) _____ **(travel)** around by bus. It 8) _____ **(be)** cold but it 9) _____ **(not/rain)**. We 10) _____ **(visit)** all the sights such as Reunification Palace, Tao Đàn Park and the History Museum. Write back and tell me your news.
Bảo

BẢN MẪU SÁCH GIÁO KHOA

5f • Skills

Dino Snores
at the Natural History Museum

Video

Jenny's World



Remember that film, *Night at the Museum*? Well, you can spend the night at museums in real life! I was at the Natural History Museum, London just last night!

It was my birthday present. Mum and Dad took my cousin and me there. We arrived at the museum as it closed. First, we got out our sleeping bags and set up camp – right under a stegosaurus! Then, we got out our torches and went on a guided tour of the dark museum. It was quite scary! After that, we made T-Rex T-shirts, and a scientist gave us an informative talk. At midnight, it was time to sleep, but that wasn't easy because we were so excited! It was an unforgettable experience!

- *snore*
- *set up camp*
- *torch*
- *scientist*
- *informative*

Reading

1 **Read the title of the text and look at the pictures. Why did Jenny go to this museum?**

3.9 **Listen and read to find out.**

BANNED GRAM

2 **Read the text. For the questions (1-3), choose the correct answer (A, B or C).**

1 Who did Jenny spend the night with?
A her mum **B** her dad **C** her cousin

2 What did the children do first?
A got their beds ready **B** went on a guided tour **C** found their torches

3 What did Jenny find difficult to do?
A make the T-shirt **B** understand the scientist **C** fall asleep

3 **Answer the questions.**

1 Why was the tour of the museum 'quite scary'?
_____

2 How did Jenny feel about her night in the museum?
_____

4 **Think** **Why would you spend a night in this museum? Give two reasons.**

Speaking

5 **Fill in the gaps with *main*, *give*, *birthday*, *guided*, *real* and *sleeping*. Use the collocations to make sentences based on the text.**

1 _____ life
2 _____ present
3 _____ galleries
4 _____ bags
5 _____ tour
6 _____ a talk

Listening

6 3.10 **Listen to Frances talking to Tim about her holiday. Then decide if the statements (1-4) are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Frances and her family usually stay in the UK for their holidays. ☐
2 The weather in London was cold. ☐
3 They didn't go shopping in London. ☐
4 Frances' parents enjoyed the curry they ate. ☐

Writing (a letter describing an experience of yours)

7 **Imagine you spent the night in the Natural History Museum or another museum. Write a letter to your English friend, Mark (about 50-60 words). Write about *where you went*, *who you were with*, *what you did* and *how you felt*.**

Study skills

Collocations

Collocations are words that go together. List collocations in your notebook and revise regularly. This will help you sound more natural in English.

Culture Spot

The Vietnam National Fine Arts Museum is a popular museum in Hanoi, Vietnam. Visitors can see traditional and modern Vietnamese art there, go on guided tours and join in with educational activities.



What is a popular museum in the capital city of the UK? What can people see and do there?

SÁCH MẪU SÁCH GIÁO KHOA

See Writing 5 p. 129

5 • CLIL (Art & Design)

Reading & Listening

1 3.11 **Listen and repeat. Which of these materials did they use to build each landmark (1-4) in the text? Read through to find out.**


1 marble


2 glass


3 brick


4 wood


5 steel


6 stone


7 plastic


8 bronze

LANDMARKS

Video

1 Nelson's Column, London, UK

This stone statue of Admiral Horatio Nelson, a hero in the British Navy, stands on a tall column, so its total height is 51.6 m! There are three bronze lions at the base.

2 Taj Mahal in Agra, Uttar Pradesh, India

Emperor Shah Jahan built this amazing marble building in memory of his mother, Mumtaz Mahal. It's the most popular tourist attraction in India.

3 The Pyramids of Giza, Egypt

The ancient Egyptians used stone pyramids as tombs for their pharaohs. There are three at Giza, one for each of the pharaohs Khufu, Khafre and Menkaure. The largest pyramid, the 'Great Pyramid', was for Menkaure.

4 The Golden Gate Bridge, San Francisco, USA

This steel bridge across San Francisco Bay opened in 1937. It is 27 km long. Its bright colour, International Orange, helps people see the bridge in the fog.

- *hero*
- *in memory of*
- *tomb*
- *connect*
- *fog*

2 **Each text contains one incorrect fact. Can you see what it is?** 3.12 **Listen to the radio quiz to check if you are right.**

3 **Work in groups of three. Collect information about various landmarks around the world under the headings: *Name – Location – History/Interesting facts*. Prepare a poster.**

4 **Think** **Look at other groups' posters. Which landmark do you find most impressive? Why?**

5 **Imagine you are at one of these landmarks. Write a postcard to your English friend (about 50-60 words). Write about *where you are, when you arrived* and *what you did/saw yesterday*.**

How can we protect and preserve landmarks?

BẢN MẪU SÁCH GIÁO KHOA

Project Time 5

1 Read the text. Copy and complete the table below in your notebook.



Name	Place	Age	Material	Interesting facts

2 Choose national wonders from around the world. The students in your group decide on four. Copy the table in Exercise 1 into your notebook and make notes under the headings. Find pictures of the national wonders and create a poster.

Presentation skills

3 Present your national wonders to the class. Describe and compare them.

VALUES

Responsibility (protect national wonders)

4 Read the rules. Why do we have these rules?

Rules for responsible travellers

1. Don't climb on ancient ruins.
2. Don't sit on monuments to take selfies.
3. Don't move stones at ancient sites, and don't take them away with you!
4. Never paint, write on or scratch words into old stones or buildings.

5 Think Can you think of two other rules? Tell the class.



See Song Section p. 122

5 Progress Check

Vocabulary

1 **Look at the picture and choose the correct answer.**



The lion has got a thick **trunk/mane**.
It's got a long **tail/neck**, too!

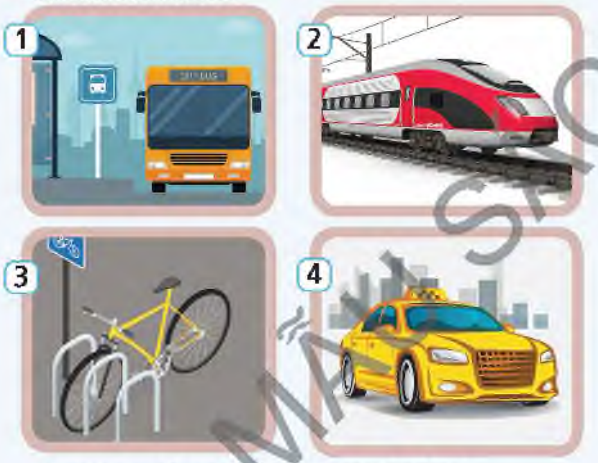
2 x 1 = 2

2 **Match the adjectives (1-4) to their opposites (a-d).**

fast 1	a tiring
exciting 2	b slow
relaxing 3	c expensive
cheap 4	d boring

4 x 2 = 8

3 **Look at the pictures and choose the correct answer.**



1 Lucy goes to school by **bus/car**.
2 We went to London on the **ship/train**.
3 He goes to work on **foot/a bicycle**.
4 She went to the airport in a **tram/taxi**.

4 x 2 = 8

Grammar

4 **Write the *Past Simple* of the verbs.**

1 think	_____	6 enjoy	_____
2 study	_____	7 decide	_____
3 eat	_____	8 want	_____
4 buy	_____	9 take	_____
5 book	_____	10 have	_____

10 x 1 = 10

5 **Put the verbs in brackets into the affirmative or negative form of the *Past Simple*.**

1 Darren _____ **(book)** his holiday online. (✓)
2 He _____ **(visit)** any museums during his trip. (✗)
3 He _____ **(eat)** local dishes at a restaurant. (✓)
4 He _____ **(have)** a very good time. (✗)

4 x 1 = 4

6 **Use the words in brackets to write questions.**

1 The flight left at 11:30 a.m. **(What time?)**
_____
2 I got to work by bus. **(How?)**
_____
3 I went on holiday to Portugal last summer. **(Where?)**
_____
4 He packed his suitcase to travel abroad. **(Why?)**
_____

4 x 1 = 4

7 **Look at what Sarah did/didn't do on her holiday. Write questions, then answer them.**



1 go sightseeing? (✓)
_____
_____
2 stay at a hotel? (✗)
_____
_____
3 eat local dishes? (✓)
_____
_____
4 go cinema? (✗)
_____
_____

4 x 2 = 8

BẢN MẪU SÁCH GIÁO KHOA

Everyday English

8 **Complete the dialogue. Use:**

- What was the hotel like?
- What did you do?
- It sounds like you had a great time.
- How was your holiday?

Lucy Hi, Jake. Welcome back! **1)** _____

Jake It was amazing. We went to Spain.

Lucy Wow! **2)** _____

Jake It was fantastic! It was close to the beach and our room was huge!

Lucy **3)** _____

Jake In the morning, we went sightseeing. Then, in the afternoon, we went snorkelling.

Lucy **4)** _____

4 x 2 = 8

Reading

9 **Read the text and decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

GREAT MINDS



William Shakespeare was born in Stratford-upon-Avon, England, in 1564 and died in 1616. He was an actor, poet and playwright. He wrote many plays during his life and they are still performed in theatres and studied by school children all over the world. Shakespeare got married when he was 18 years old to Anne Hathaway, who was 26 years old, and they had three children. Today, tourists from all over the world visit Stratford-upon-Avon to see Shakespeare's birthplace, the school he went to and the cottage where he lived with his wife.

1 Shakespeare performed as an actor in theatres all over the world. ☐

2 Children learn about Shakespeare's plays at school. ☐

3 Shakespeare's wife was 18 when they got married. ☐

4 Stratford-upon-Avon is a tourist attraction. ☐

4 x 4 = 16

Listening

10 3.13 **Listen to Ben talking to Molly about his holiday. Then decide if the statements (1-4) are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Ben usually goes on holiday to Italy. ☐

2 Most of the time, the weather was cloudy. ☐

3 Ben spent lots of money on souvenirs. ☐

4 Ben's favourite food was ice cream. ☐

4 x 3 = 12

Writing

11 **Write a letter to your English-speaking pen-friend about a recent trip of yours (about 50-60 words). Write about *where you went, who you were with* and *what you saw/did*.**

20 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about famous people & jobs ☆☆☆
- talk about means of transport ☆☆☆
- describe animals ☆☆☆

Reading

- identify detail (R/W/DS statements) ☆☆☆
- answer questions ☆☆☆
- read for specific information (multiple choice) ☆☆☆

Listening

listen for specific information (R/W/DS statements) ☆☆☆

Speaking

describe my last holiday ☆☆☆

Writing

- a quiz ☆☆☆
- a letter describing an experience of mine ☆☆☆

BẢN MẪU SÁCH GIÁO KHOA

6 Entertainment

What's in this unit?

- **Vocabulary**
  - fun activities
  - places of entertainment
  - types of TV programmes/films
  - *do/go/have* phrases
- **Grammar**
  - *will – be going to* – Present Continuous (with future meaning)
  - *-ed/-ing* adjectives
  - conditional (type 1)
  - *should/shouldn't – might*
- **Reading**
  - *Worth the Experience* (webpage – multiple matching)
  - *Fun in All Weathers* (email/advert – identifying R/W/DS statements)
- **Listening**
  - a dialogue (multiple choice)
- **Speaking**
  - discussing weekend plans
  - choosing TV programmes
  - expressing an opinion
  - inviting – accepting/ refusing
  - showing interest – giving advice
- **Writing**
  - an instant message
  - a letter about your weekend plans
- **CLIL (Citizenship):** Travel with care
- **Culture Spot:** British places to hang out
- **Values:** Respect for others

Vocabulary

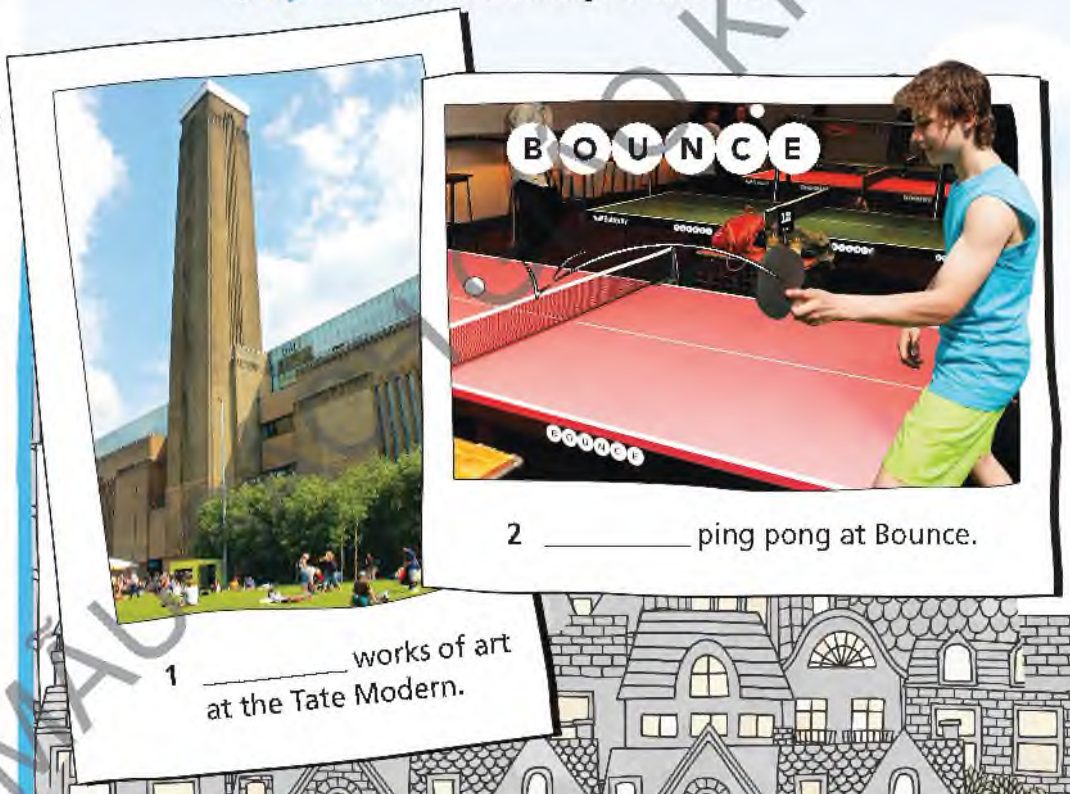
Fun activities

Video

1 a) Look at the pictures and fill in the gaps with the verbs in the list.

• take • play • see • watch • sample • go (x2) • pick

b) 3.14 Listen and check your answers.



BẢN MẪU CHỈ CÓ TẠI KHOA



3 _____ up bargains at stalls at Brick Lane Market.



4 _____ down the River Thames in a speedboat.



5 _____ a football match at Wembley Stadium.



6 _____ a ride in a capsule on the London Eye.



7 _____ horse riding at Hyde Park Stables.



8 _____ delicious street food in Camden Market.

2 **Imagine you are in London. Say what you are going to do this weekend.**

A: We're going to play ping pong at Bounce this Saturday. What about you?
B: We're going to go horse riding at Hyde Park Stables. I can't wait.
A: Sounds good!

TRUNG TÂM SÁCH ĐỘC KHOA

6a Reading

Reading

1 3.15 **Go through the text quickly. Which is the top attraction in each place? Listen and read to find out.**

2 **Read the article and choose the roller coaster which matches the sentences.**

On which roller coaster (A or B) ...

1 do you need to wear special equipment? ☐
2 do you travel at extremely fast speeds? ☐
3 do you disappear from sight? ☐
4 do you travel on a bendy track? ☐

3 **What do these numbers stand for?**

• 240 • 32 • 2,440 • 2





Video

HOME PHOTOS NEWS CONTACT

Worth the EXPERIENCE

You can find roller coasters in most amusement parks around the world – but some are more extreme than others!

A Ferrari World Abu Dhabi, UAE

If you have a need for speed, you'll love the Formula Rossa at Ferrari World. It's the fastest roller coaster in the world! It goes up to 240 kilometres per hour and has lots of bends. Actually, it's so fast that you need to put on safety glasses to protect your eyes!

B Cosmo World Yokohama, Japan

There are 32 fun attractions at Cosmo World, but Vanish is unique. This roller coaster's track is 2,440 feet long and the ride lasts two minutes. It's the only roller coaster in the world where you vanish into an underwater tunnel! It's very scary ... and very wet!

• *speed* • *bend*
• *put on*
• *safety glasses*
• *protect* • *track*
• *ride* • *vanish*
• *underwater*

BẢN MẪU SÁCH GIÁO KHOA

Reading • 6a

Vocabulary
Places of entertainment

4 3.16 **Listen and repeat.**


1 amusement park


2 concert hall


3 circus


4 exhibition centre


5 theatre


6 stadium

5 **What can you do in the places in Exercise 4? Choose from the list. Tell your partner.**

• attend a performance • see a sports event • listen to classical music
• go on a roller coaster • see clowns and acrobats • see a robotics exhibition

You can go on a roller coaster at an amusement park.

6 **Choose the correct preposition. Then answer the questions.**

1 What place is popular **in/with** teens in your area?
2 Is there an amusement park in your city? What rides is it famous **for/on**?
3 Are you fond **in/of** visiting amusement parks?
4 Are you afraid **of/in** going on roller coasters?

Speaking

7 **Think** **What is your favourite amusement park? Write about *its name, place, opening hours, special attractions* and *tickets*. Present the amusement park to the class.**

Writing (a text message)

8 **Match the abbreviations to what they mean.**

1 CU2moro	2 B4N	3 TTYL	4 THX	5 HF

a bye for now | b thanks | c have fun | d see you tomorrow | e talk to you later

Study skills

Text language
We can use abbreviations when we write text messages. Using abbreviations saves time and space.

9 **Imagine you are at one of the places in the texts in Exercise 1. Send a text message to your friend (about 50-60 words). Write about *where you are, who you are with* and *what the roller coaster is like*. You can use abbreviations.**



BẢN MẪU SÁCH GIÁO KHOA

6b Grammar

will – *be going to* – Present Continuous



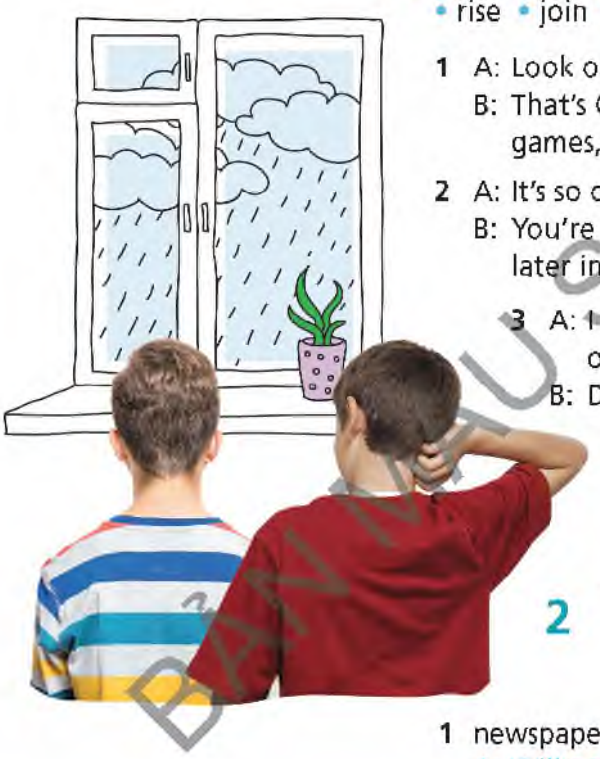
We use ***will*** for:
- on-the-spot decisions. I'm too tired. I **won't go out** tonight.
- predictions based on what we think, believe or imagine with the verbs *think, believe, hope, know*.
  I **think** forests **will disappear** in 50 years' time.
- promises. I'll be back in an hour. Don't worry.
- offers. I'll help you with your project.

We use ***be going to*** for:
- future predictions based on what we know or see.
  Look at the sky! It's **not going to rain** today.
- future plans & intentions. **Are you going to buy** a new laptop now that you have the money? No, I'm not. I'm **going to buy** a new smartphone, instead.

Time expressions: *tomorrow, next week/month/year, soon*, etc.

1 **Complete the gaps. Use *will* or *won't* and the verbs in the list.**

• rise • join • be • go • rain



1 A: Look outside – it's raining heavily. We can't go to the park.
B: That's OK. We _____ to Paul's house to play computer games, then.

2 A: It's so cold at the moment!
B: You're right, but I believe that the temperatures _____ later in the week.

3 A: I hope that the weather _____ nice while we're on holiday.
B: Don't worry! I'm sure it _____.

4 A: Ted _____ us at the cinema. He has to work late.
B: Oh no!

2 **Ask and answer using the prompts and *will* or *won't*.**

1 newspapers/exist/in the future?
A: Will newspapers exist in the future?
B: No, they won't.

2 everyone/speak/same language/in 100 years?

3 people/travel in flying cars/ in the future?

4 robots/do our housework/in the future?

5 people/go on holidays/to other planets/in 50 years?

6 students/learn in virtual classrooms/in the future?

3 **What are your predictions about life in the future? Think about *housing, transport, food* and *lifestyle*. Write sentences. Tell the class.**

BẢN MẪU SÁCH GIÁO KHOA

4 **Complete the sentences. Use the appropriate form of *be going to* and the verbs in the list.**

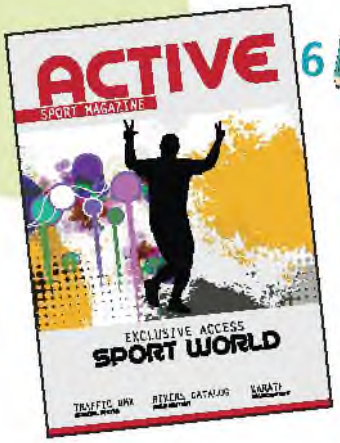
• visit • chat • ~~play~~ • watch • attend

This weekend ...

1 John isn't going to play football. (✗)
2 Steve _____ a film at the cinema. (✓)
3 Paula _____ her cousins. (✗)
4 Jim and Andy _____ to each other online. (✓)
5 Kim and her mum _____ a theatre performance. (✗)

5 **Ask and answer using the prompts and *be going to*.**

1 you/travel abroad this summer?
2 you/work on TV when you grow up?
3 where/you and your family/spend the weekend?
4 your parents/attend a performance next Saturday?



6 **Put the verbs in brackets in the *Future Simple* (*will*) or the *be going to* form.**

1 A: Have you got this week's *Teen Sports* magazine?
B: I'm not sure. I _____ **(have)** a look.
2 A: The drama club _____ **(hold)** a performance this Sunday.
B: Really? I _____ **(come)**!
3 A: There's a documentary about celebrities on TV tonight.
B: I know. I _____ **(not/watch)** it, though.
4 A: Do you think _____ **(Peter/come)** to the party?
B: No. He _____ **(spend)** the weekend with his uncle.

7 **Look at the notes. Correct the sentences. Write in your notebook.**

Saturday
Ann play video games with Sam
Tom go shopping with Mark

Sunday
Ann watch a baseball match
Tom attend a performance

Note!

We use the **Present Continuous** for fixed arrangements in the near future e.g. John's leaving tomorrow. He bought his train ticket yesterday.

1 Ann is watching a basketball match with Sam on Saturday.
Ann isn't watching a basketball match with Sam on Saturday. She's playing video games with Sam.
2 Tom is playing video games on Sunday.
3 Tom and Mark are attending a performance on Saturday.
4 Ann and Sam are going shopping on Saturday.
5 Ann is attending a performance on Sunday.

8 **Tell your partner about *what you are/aren't doing this evening* and *what you are/aren't going to do this weekend*.**

BẢN MẪU SÁCH GIÁO KHOA

6C • Vocabulary

Types of TV programmes/films

1 3.17 **Listen and repeat.**



Expressing an opinion

Study skills

Intonation
Use suitable intonation to show your feelings. This helps your listener understand you better.

2 **Use the adjectives to discuss TV programmes and films as in the example.**

☺ • good • great • interesting • educational • fantastic • amusing • funny
😐 • OK • not bad
☹ • silly • childish • awful • boring • terrible

A: What do you think of documentaries?
B: I find them boring. I prefer science-fiction films. What do you like watching?
A: I love thrillers. They're fantastic.

3 **Think** **What do you think the future of entertainment will be? Discuss in pairs.**

BARRANDOV

Everyday English • 6d

Choosing TV programmes

1 3.18 **Steve and Anna are trying to decide what to watch on TV. What do they choose to watch? Listen and read to find out.**

Steve Anna, that new game show is on TV. Do you want to watch it? It started 5 minutes ago.

Anna Not really. What else is on?

Steve Well, there's this film on – it looks like it's a science-fiction film.

Anna Oh, I know that one. It's called *Fourth World*. Let's watch it.

Steve OK, but I want to watch a football match later.

Anna What time is it on?

Steve It's at 8:00 on Channel 4. Mary and Josh are coming over to watch it, too.

Anna Sounds good. I'll get some popcorn.

Note!

- ***-ing* adjectives** describe what something is/was like, e.g. The film was boring. *(What was the film like? Boring.)*
- ***-ed* adjectives** describe how someone feels/ felt, e.g. We were bored. *(How did we feel? Bored.)*

2 **Complete the gaps with *-ing* or *-ed* adjectives of the verbs in brackets.**

1 The action film is really _____ **(excite).**
2 They are _____ **(interest)** in watching the documentary.
3 You'll be _____ **(disappoint)** by the acting.
4 The special effects are _____ **(amaze).**

3 **Act out a dialogue choosing a TV programme/film to watch. Use the online TV guide below and the dialogue in Exercise 1 as a model. Mind the sentence stress.**

TV GUIDE tvguide.com

	6:00 p.m.	6:30 p.m.	7:00 p.m.	7:30 p.m.	8:00 p.m.
Channel 1	Friends (US sitcom)		Missing (Thriller)	EastEnders (soap opera)	Elephants (documentary)
Channel 2	Magic Forest (fantasy film)		Eggheads (game show)	Lost (action film)	
Channel 3	Ready Steady Cook! (cookery show)	News & Weather		Do you know it? (game show)	England vs France (live football match)
Channel 4	The Simpsons (cartoon)	Sharks (documentary)		B&C (comedy)	

Pronunciation

Diphthongs (sound that combines two vowels – when pronounced sound like one)

3.19 **Listen and repeat. Can you think of more words with these sounds?**

/aʊ/ town /eɪ/ play /ɪə/ deer
/aɪ/ light /eə/ hair

BẢN MẪU SÁCH GIÁO KHOA

6e • Grammar



might – should(n't)

- We use ***might*** to express possibility. It **might** rain tonight.
- We use ***should*** to give advice.
  You **should** wear your raincoat. It's raining. (I advise you)
  You **shouldn't** talk to strangers. (I advise you not to)

1 **Look at the pictures. Use the prompts to make sentences as in the example.**

• become a pianist • fall • fall behind with homework • have a car crash









Ann might fall.

Game!

Mime an activity. The class in teams guess what might happen to you.

2 **Look at the notes. What should/shouldn't one do while visiting someone in Canada?**

Etiquette

1 take off sunglasses when you talk to someone (✓)
2 arrive late at a meeting (✗)
3 put elbows on the table when eating (✗)
4 eat with your hands (✗)
5 talk with your hands in your pockets (✗)
6 bring flowers or chocolates when you visit someone (✓)

3 **What is the etiquette in your country? Prepare a list. Act out a dialogue. Use the phrases in the box.**

Show interest
- Really?
- I didn't know that.
- Oh!

Give advice
- You should/ shouldn't ...

A: I'm going to Vietnam next week.
B: Really? It's a beautiful country.
A: You were there last year. Is there something I should know?
B: Well, you should ...
A: Really? Anything else ...

BẢN MẪU SÁCH GIÁO KHOA

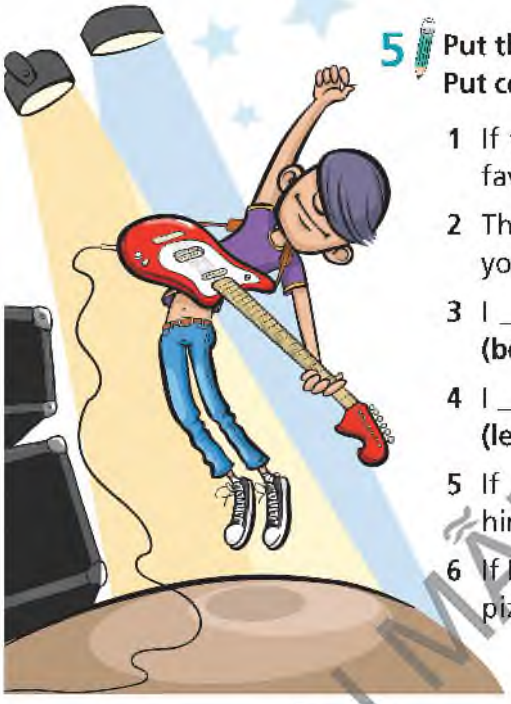
Grammar • 6e

Conditional (Type 1)



Form: ***if*** **+ Present Simple → Future Simple (*will* + infinitive without *to*)**
If you **study**, you'll **get** good grades.
It **won't be** fun if you **don't come** with us.
Use: We use the first conditional to talk about a possible or probable situation in the present or future. We also use it to make promises and offers.
Note: unless = if not **Unless** it rains, we'll go to the park. (If it doesn't rain, we'll go to the park.)

4 **Read the theory box. How do we form the first conditional?**



5 **Put the verbs in brackets into the *Present Simple* or *Future Simple*. Put commas where necessary.**

1 If we _____ **(go)** to the stadium we _____ **(see)** our favourite band perform live.
2 The teacher _____ **(explain)** the exercise to you if you _____ **(ask)** him.
3 I _____ **(not/lend)** you my camera unless you _____ **(be)** careful with it.
4 I _____ **(come)** to your party if my parents _____ **(let)** me.
5 If I _____ **(meet)** Joe tonight I _____ **(tell)** him the good news.
6 If Kathy _____ **(visit)** us we _____ **(order)** pizza for dinner.

Game!

Continue the story.

S1 If it's hot tomorrow, I will go to the beach.
S2 If I go to the beach, … etc.

6 **Put the verbs in brackets into the correct tense.**

1 If Joe isn't busy, he _____ **(help)** you.
2 If it rains, we _____ **(not/go)** to the exhibition centre tomorrow.
3 My parents won't let me come to the circus unless I _____ **(do)** my homework first.
4 If you're hot, I _____ **(open)** the window.
5 If the tickets _____ **(not/be)** expensive, we'll go to the theatre.

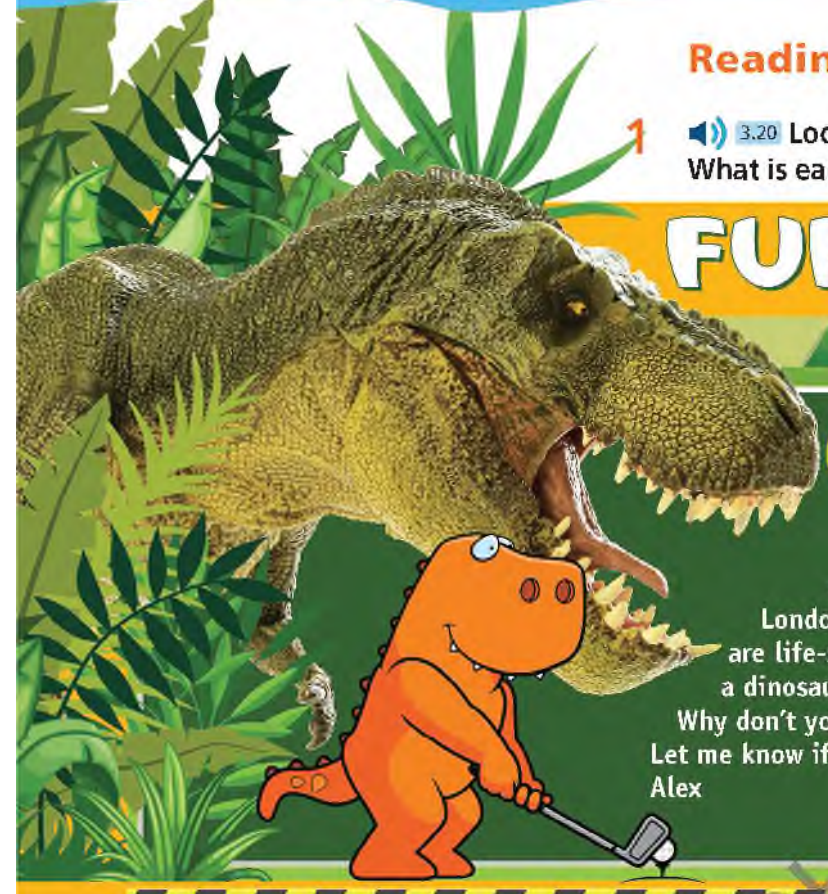
BẢN MẪU SÁCH GIÁO KHOA

6f • Skills

Reading

Video

1 3.20 Look at the texts. Which is *an advert*? *a letter*? What is each about? Listen and read to find out.



FUN in All Weathers

CONTACTS | OUTBOX | INBOX

A Hi Julian,

Hope you're well! On Saturday, my brother and I are going to Jurassic Falls Adventure Golf, an outdoor mini-golf course in East London. It's got a dinosaur theme! There are life-sized model dinosaurs everywhere and a dinosaur-themed restaurant, Gogyuzu.

Why don't you join us? We'll pick you up at 10:00. Let me know if you can make it.

Alex



Capital Karts

Feel the Speed!



B Capital Karts in Barking, just 15 minutes from Central London, has the UK's longest indoor go-karting track. It's 1,050 metres long and you can drive at speeds of up to 45 miles per hour! For just £10 per person you can enjoy a 30-minute session. Coming as a large group? Give us a call and we'll find a special rate for you!



- *outdoor*
- *life-sized*
- *pick sb up*
- *track*
- *session*
- *rate*

2 **Read the texts and decide if the statements are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Jurassic Falls Adventure Golf is an indoor mini-golf course. ☐
2 You can get a special price if you have lunch at Gogyuzu. ☐
3 Alex offers to give Julian a lift to the mini-golf course. ☐
4 Capital Karts has a dinosaur theme. ☐
5 People always book their go-karting session before they get there. ☐
6 You can get a discount if you and your friends go to Capital Karts together. ☐

3 **Think Which of the places in the texts would you like to visit? Why? Tell the class.**

BRONZE

Vocabulary
do/go/have phrases

4 3.21 **Choose the correct item. Listen and check.**



1 **have/go** roller skating



2 **have/do** a sleepover



3 **go/do** windsurfing



4 **do/go** paintballing



5 **have/do** a games night



6 **do/go** Vovinam



Culture Spot

The Old Quarter in Hanoi, Vietnam is a popular place for teens to hang out. With shops, trendy cafés, restaurants and lively nightlife; it's a perfect place to go shopping, have a meal or go dancing with friends.



Where is a popular place for teens to hang out in London, UK? What can they do there?

Speaking

5 **Discuss as in the example. Use the ideas in Exercise 4 as well as your own ideas.**

A: Would you like to go paintballing this Saturday?
B: Sure, why not?/That's a great idea./Thanks, but I can't./I'd love to, but I can't.

Listening

6 3.22 **Listen to John and Sue discussing a weekend activity. For the questions (1-5), choose the correct answer (A, B or C).**

1 What will Sue do on Saturday afternoon?
A play tennis **B** attend a party **C** go to an escape room

2 The escape room they will go to looks like a room in _____
A a spaceship. **B** a normal house. **C** a castle.

3 They are going to an escape room _____
A opposite a post office. **B** beside a library. **C** near an office building.

4 Entry to the escape room will cost _____
A £5. **B** £10. **C** £15.

5 Sue and John agree to meet at _____
A 7:00. **B** 6:30. **C** 6:45.

Opening/Closing remarks

- How are you doing?
- How are things?
- Write back soon.

Writing (a letter about your weekend plans)

7 **Imagine you are going to Capital Karts this weekend. Write a letter to your English-speaking friend (about 50-60 words). Write about *where you are going, who you are with* and *what you are going to do*. Invite him/her to join you.**

See Writing 6 p. 130

BẢN MẪU SÁCH GIÁO KHOA

6 • CLIL (Citizenship)



Reading

1 **Read the title and the headings in the text. What is the text about?**
3.23 **Listen to and read the text to find out.**

Video

TRAVEL with Care



Travelling the world is fun, but we need to take care when we visit new places. Here's how!



Care for the planet

- It's nice to get souvenirs during your travels, but be careful what you buy. Some are ivory from elephant tusks, or wood from rainforest trees.
- Never drop litter on beaches and mountains, or in forests and oceans.

Spend your money wisely



- Spend your money in local shops and markets. Then, your money goes back to that place and the people that live there.

Show respect



- People all over the world have got different customs, so always respect local traditions.
- In some places, people wear special clothes or cover their hair. When you visit them, dress in the same way.

• *take care* • *planet* • *souvenir*
• *ivory* • *tusk* • *custom*

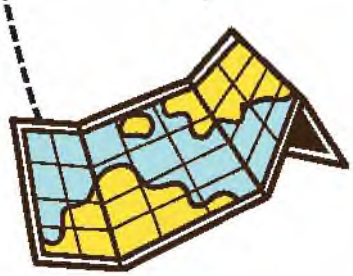
2 **Read the text again and complete the sentences.**

1 Be careful when you buy _____ .
2 Don't drop _____ .
3 Spend money in _____ .
4 Always respect _____ .
5 Dress in _____ .

Speaking

3 **Use your answers from Exercise 2 to tell your partner about what travelling with care means. Use *should* or *shouldn't*.**

Travelling with care means that you should(n't) ... .



BẢN MẪU SÁCH GIÁO KHOA

Project Time 6

1 a) Think **What should smart travellers do? Put the ideas in the list under the correct headings. Write in your notebook.**

- ~~waste water~~ • ~~ask before taking photos~~ • know how to read a map
- learn about the local culture • take pebbles and shells from beach
- treat animals badly (ride elephants, walk lions)
- know how to swim • drop litter



2 **In your notebook, use the ideas from Exercise 1 and your own ideas to create a leaflet for smart travellers.**

Presentation skills

3 **How can one be a smart traveller? Give the class a presentation.**

VALUES

Respect for others

4 **Read the quotations and match them to their meanings. Which quotation ...**

1 tells us that looking after the world is good for us as well?

2 means that we don't understand how important something is until we don't have it anymore?

3 says that all of us should look after our world?

A *"The greatest threat to our planet is the belief that someone else will save it."*
Robert Swan (British explorer)

B *"Teaching a child not to step on a caterpillar is as valuable to the child as it is to the caterpillar."*
Bradley Miller (American author)

C *"When the well is dry, we will know the worth of water."*
Benjamin Franklin (American politician, inventor and writer)

5 **Find another quotation about respecting our world, the people and the animals in it. Use the key words *environment quotations*.**

See Song Section p. 122

6 Progress Check

Vocabulary

1 **Fill in the gaps with *circus*, *theatre*, *stadium*, *concert hall*, *amusement park*, and *exhibition centre*.**

1 You can watch a performance with actors at a(n) _____ .
2 You can see a robotics exhibition at a(n) _____ .
3 You can listen to classical music at a(n) _____ .
4 You can see a sports event at a(n) _____ .
5 You see clowns and acrobats at a(n) _____ .
6 You can go on a roller coaster at a(n) _____ .

6 x 1 = 6

2 **Choose the correct item.**

1 Let's **do/go** paintballing next weekend.
2 Lisa is going to **have/do** a sleepover with her school friends.
3 How often do you **go/do** rollerskating?
4 Henry usually **plays/goes** windsurfing at the weekend.
5 I enjoy watching **documentaries/thrillers** because they are educational.
6 Let's **do/go** Vovinam.
7 He likes **picking/sampling** up bargains at markets.
8 He enjoys watching soap **shows/operas**.

8 x 1 = 8

Grammar

3 **Choose the correct item.**

1 We **will travel/are going to travel** to Warsaw next Saturday.
2 It's too cold. I **will close/am closing** the window.
3 If you go to Rome, you **are seeing/will see** the Colosseum.
4 They **are leaving/will leave** tomorrow morning at 7:30 by train.
5 We **will travel/travel** abroad this summer if we have enough money.

5 x 2 = 10

4 **Put the verbs in brackets in the correct tense.**

1 If I _____ **(be)** tired, I'll go home.
2 If you ask her, she _____ **(help)** you.
3 If you _____ **(leave)** now, you'll be there before the lecture starts.
4 If it rains this afternoon, we _____ **(not/go)** to the park.
5 They _____ **(not/come)** if they finish late.

5 x 2 = 10

Everyday English

5 **Complete the dialogue. Use the statements (a-e).**

a What time is it on?
b Do you want to watch it?
c Don't worry.
d Oh, I know that one.
e What else is on?

A Paul, your favourite cookery show is on TV. [1]
B Not really. I'm not interested in that show anymore. [2]
A Well, there's this film on – it looks like an action film.
B [3] It's called *Fifth Gear*. Let's watch it.
A OK, but don't forget I want to watch a documentary later.
B [4]
A It's at 7:00 on Channel 4.
B [5] The film will be over before it starts.
A Great. I'll get some snacks.

5 x 3 = 15

BẢN MẪU SÁCH GIÁO KHOA

Reading

6 **Read the text. Decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**



A The aim of the Young At Art Children's Museum, South Florida is to introduce children to art in an exciting way.

B There are lots of things to do. For example, children can use interactive exhibits to create their own work of art. There is even a special gallery for very young children where they can play and explore materials with their hands.

C The museum offers lots of activities, too, from birthday parties to field trips. Children can sign up for summer camps, and there are scholarships for talented young artists.

D Anyone can become a member of YAA. Membership includes unlimited visits for a year and other discounts. If you are 15 or older, you can also volunteer at the museum.

1 You are not allowed to touch the exhibits in the museum. ☐
2 The museum isn't suitable for very young kids. ☐
3 You can have a birthday party there. ☐
4 Summer camp at the museum lasts for a month. ☐
5 You need to be 15 years old to volunteer at the museum. ☐

5 x 4 = 20

Writing

7 **Write a letter to your English friend about your plans for the summer (about 50-60 words). Write about *where you are going to go, who you are going to go with* and *what you are going to do there*. Invite your friend to come with you.** 15 points

Listening

8 3.24 **Listen to Suzanne and Kent talking about a film. For the questions (1-4), choose the correct answer (A, B or C).**

1 What kind of film does Suzanne suggest?
A a horror film B a drama film
C a science-fiction film
2 The sitcom Suzanne's brother wants to watch is at _____
A 7:00. B 9:00. C 9:30.
3 Kent will watch the film with his _____
A brother. B cousin. C aunt.
4 What will Kent eat while watching the film?
A popcorn B crisps C carrots

4 x 4 = 16

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary
- talk about fun activities ☆☆☆
- talk about places of entertainment ☆☆☆
- talk about TV programmes & films ☆☆☆

Reading
- read for specific information (multiple matching) ☆☆☆
- identify detail (R/W/DS statements) ☆☆☆

Listening
listen for specific information (multiple choice) ☆☆☆

Speaking
- choose a TV programme/film ☆☆☆
- express an opinion ☆☆☆
- invite – accept/refuse ☆☆☆

Writing
- write a text message ☆☆☆
- write a letter about my weekend plans ☆☆☆

BẢN MẪU SÁCH GIÁO KHOA

Review (Units 1–6)

Vocabulary

1 **Choose the most appropriate option.**

1 My cat has got thick _____ .
A mane B fur C trunk

2 I love _____ the food at the market.
A sampling B picking C taking

3 Please can you _____ those potatoes?
A beat B mix C peel

4 They made the pyramids in Egypt from _____ .
A stone B plastic C wood

5 We went to the concert _____ last night.
A stadium B centre C hall

6 The months of spring in the UK are March, _____ and May.
A June B August C April

7 It's important to _____ time with your family.
A spend B hang C attend

8 It's _____ and it's snowing.
A warm B hot C cold

9 Your rabbit has got really _____ ears.
A sharp B long C thick

10 Do you want to _____ bowling tonight?
A go B play C do

11 My favourite type of film is science _____ .
A fantasy B thriller C fiction

12 Phu Quoc is a beautiful _____ with sandy beaches.
A lake B waterfall C island

13 They saw acrobats at the _____ last Friday.
A circus B theatre C gym

14 My dad rides his _____ to work.
A car B bike C taxi

15 Do you _____ sledging in the winter?
A go B have C make

16 There is a table and six _____ in the kitchen.
A armchairs B sofas C chairs

17 It's cold outside. Don't wear _____!
A shorts B jeans C gloves

18 My grandma watches this soap _____ every day.
A show B action C opera

19 I wear _____ when I play basketball.
A trainers B boots C shoes

20 I want to _____ a sleepover for my birthday.
A do B have C go

Grammar

2 **Choose the most appropriate option.**

1 _____ you visit Hanoi when you went to Vietnam last year?
A Do B Did C Are

2 We sailed _____ the lake in a boat.
A across B along C onto

3 We _____ to stay in France next summer. We booked the tickets last night.
A are going B will C did

4 What _____ you doing at the moment?
A do B are C did

5 You _____ bring your own tent. It's the rule.
A have to B should C might

6 This isn't your notebook. It's _____ .
A my B me C mine

7 I _____ to the theatre this afternoon.
A 'll go B 'm going C go

8 Amy _____ three pages for her History homework last night!
A wrote B is writing C writes

9 It's quite warm today. I _____ wear a coat.
A don't B didn't C won't

BẢN MẪU SÁCH GIÁO KHOA

10 If I finish my homework before 5:00, I _____ to the park with you.
A 'll come B 'm coming C come

11 Joe is _____ the guitar in his bedroom right now.
A practises B practising C practised

12 You _____ eat cake every day. That's my advice.
A shouldn't B don't C won't

13 We _____ travel abroad last year.
A don't B didn't C won't

14 I think she _____ win the race.
A is B going C will

15 They usually _____ the bus to school.
A catches B catch C catching

16 Do you like _____ new car?
A their B them C theirs

17 I only want a _____ sugar in my tea.
A few B little C some

18 He isn't _____ TV now.
A watching B watched C watch

19 Is she _____ to start English lessons next year?
A going B go C went

20 There are _____ people in Ho Chi Minh City than in Hanoi.
A much B many C more

Listening

3 3.25 **Listen to Laura talking to Ben about her holiday and decide if the sentences are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Laura usually goes on holiday to France. ☐
2 She stayed in a hotel in Spain. ☐
3 The weather was cold. ☐
4 Laura really likes Spanish food. ☐
5 She wants to go to Spain again next year. ☐

Reading

4 **Read the texts and write *SC* (for Sunnydale Campsite) or *RBH* (for Rocky Bay Hotel).**

Hi Jamie,
How are you? I'm great! I'm staying at Sunnydale Campsite in Devon. It's next to the River Teign and it's beautiful. It costs just £10 a night for all four of us to stay here! We buy food in Bridford village and, in the evenings, we cook it over the campfire. I love it!
Write back.
Tom

Hi Tom,
I'm in Devon, too! I'm staying at Rocky Bay Hotel next to the beach. I go swimming there every morning. There's also a swimming pool at the hotel, a gym and a cinema! Of course, it's expensive to stay here, but we get three huge meals at the restaurant every day. Delicious!
See you soon.
Jamie

Where can you ...
1 swim in the sea? ☐
2 cook food over a fire? ☐
3 watch a film? ☐
4 sleep in a tent? ☐
5 eat at a restaurant? ☐

Writing

5 **Imagine you are staying at Rocky Bay Hotel. Write a letter to your English friend about your holiday (about 50-60 words). Write about *where you are, what the weather is like, who you are with, what you are wearing* and *what you are going to do*.**

BẢN MẪU SÁCH GIÁO KHOA

Video

Home sweet home

1 a) Complete the gaps with *welcome*, *TV*, *desk*, *castle* and *place*.

b) 3.26 Listen and check, then sing along.

2 Which of the words below best describe your home?

• big • small • cosy • tall • perfect • full of love • sweet

3 Think What is home to you?

Home sweet home,
The best 1) _____ to be.
Home sweet home,
There's a 2) _____ here for me!
There's no place like home,
It's where I am free.
There's my 3) _____ *and computer,*
My bed and 4) _____ *!*
There's no place like home,
That's one thing that's true.
My home is my 5) _____
What about you?



Unit 1

Video

Every Day is New!

1 Complete the gaps with *weekend*, *lessons*, *rest*, *routine*, *special* and *play*.

2 3.27 Listen and check, then sing along.

3 Think How similar is your daily routine to the singer's?

Every day the same 1) _____,
With lots of things to do!
But every day is 2) _____
Because every day is new!

I get up every morning,
I have 3) _____, *meet my friends.*
I go to school five days a week,
And then comes the 4) _____ *!*

On Saturdays and Sundays,
I find some time to 5) _____.
But work or 6) _____, do you know what's best?
I enjoy every single day!



Unit 2

BẢN MẪU SÁCH GIÁO KHOA

1 Complete the gaps. Use *pies*, *ingredients*, *food*, *meat*, *steam* and *beat*.

Video

2 3.28 Listen and check, then sing along.

I ♥ food



In the kitchen, that's the spot,
That's where things get really hot!
I love cooking, I love **1)** _____,
It always puts me in the mood!

Slice it, **2)** _____ *it, chop it,*
Peel it, grate it, mix!
Boil it, fry it, **3)** _____ *it,*
You can take your pick!

In the kitchen, that's the space,
4) _____ all around the place!
Eggs, potatoes, cheese and **5)** _____,
All the things I love to eat!

In the kitchen, that's my style
'Cause cooking always makes me smile!
Preparing salads, baking **6)** _____
I love food, and that's no lie!

Unit 3

1 3.29 Listen and fill in the gaps with the correct word, then sing along.

Whatever the Weather

2 **Think** Which parts of the song best match each picture?



Whether the weather is sunny and hot,
Or whether it's 1) r_____ today,
Whatever the weather, let's all get together,
Let's all have some fun anyway!

I like it when it's raining,
I go 2) s_____ with my friends.
I like sitting in a cool café
Especially at 3) w_____!

I like it when it's sunny,
I like riding in the park.
I like sitting on a 4) s_____ beach
Until the day gets dark!

I like it when it's 5) s_____,
I go skiing quite a lot.
I like having fun the whole day long,
When it's 6) c_____ or when it's hot!



Unit 4

BẢN MẪU SÁCH GIÁO KHOA

SONGS

Video

1 3.30 Listen and fill in the gaps with the correct word, then sing along.

• acted • painted • sang • wrote

2 Think Do you want to be famous? Why (not)?



Famous Forever

Dickens 1) _____ great stories.
He made us turn the page.
Van Gogh 2) _____ works of art.
That never ever age.

Chaplin fell and made us laugh.
He 3) _____ on the screen.
Elvis 4) _____ his greatest hits.
He made the audience scream.

Famous Forever.
Shout their names out loud.
They are still famous.
They stood out from the crowd.

Unit 5

BẢN MẪU SÁCH GIÁO KHOA

Video

1 Complete the gaps with *fun, backs, me, stuff, seaside, inside, pouring* and *do*.

2 3.31 Listen and check. Then, sing along.

3 Think What is the weekend like for you?



Weekend uploading

Saturday's here, let's head outside
It's not the day to stay 1) _____
Don't stay at home, don't watch TV
Hey come and play ping pong with 2) _____

The weekend's here for everyone
Shake off the week and have some 3) _____
Meet up with friends, they love it too
There's so much now to see and 4) _____

Sunday is here, so go for a ride
Go hiking, go fishing, go to the 5) _____
But if you feel tired, stay home and relax
Watch some cool series and lie on your 6) _____

Monday's dull and Tuesday's boring
Wednesday's slow, and Thursday's 7) _____
But Friday's here and sure enough
The weekend's back to do fun 8) _____!

Unit 6

Writing

Hello! An email about you (p. 124)

1 A letter about a building (p. 125)

2 A blog entry about your routine (p. 126)

3 A recipe (p. 127)

4 An instant message (p. 128)

5 A letter about your last holiday (p. 129)

6 A postcard about your plans (p. 130)

BẢN MẪU SÁCH GIÁO KHOA

Hello! An email about you

1 **Read the task. Use the underlined key words to complete the table in your notebook.**

Write an email to your new English e-friend about you (about 50 words). In your email write: ■ your name ■ where you are from ■ your age ■ the name of your school ■ sports you can do ■ what your favourite colour is.

Type of writing	
Who to	
Topics	
Number of words	

Model analysis

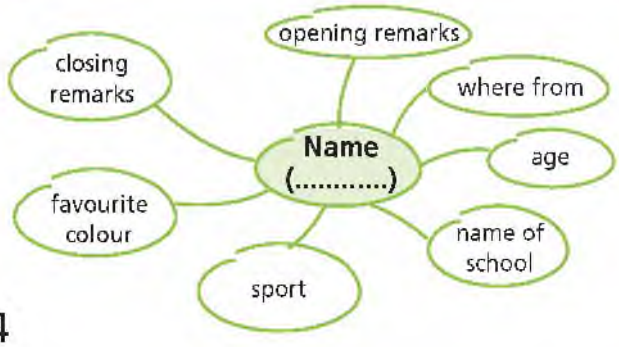
2 **Read the model. Copy the spidergram into your notebook and complete it with information from the email.**

INBOX OUTBOX CONTACTS

From: Steve
To: Mark
Subject: Hello!



Hi Mark!
How are you? My name's Steve Harris and I'm from New York, USA. I'm twelve years old and I'm a student at King George School. I can play football very well! My favourite colour is green.
What about you? Write back.
Yours,
Steve



Writing Tip Capital letters

In English we use a **capital letter**:
- at the beginning of a **sentence** (What about you?).
- with **names** (Andrew) and the **personal pronoun** I (I'm a student.).
- with **days of the week** (Monday), **months** (August), **names of cities** (Los Angeles), **countries** (Italy), **nationalities** (Italian) and **continents** (Africa).

3 **Rewrite the sentences using capital letters where necessary.**

1 i am italian. I am Italian.
2 my name's antonio.
3 my favourite sport is tennis.
4 i am from madrid. it is the capital city of spain.
5 my favourite colour is blue.
6 my birthday is in january. it's my favourite month!

Your turn

4 **a)** ***Brainstorming:*** **Copy the spidergram in Exercise 2 into your notebook. Complete it about you.**

b) Use the task in Exercise 1 to write an email to your new e-friend about you. Use your ideas from Exercise 4a and phrases from the Useful Language box.

Useful Language

Greeting
Hi/Hello ... !
Opening remarks
How are you?/How's everything?
Personal information
- My name's/I'm ... . • I'm from ... .
- I'm ... (years old). • I'm a student at ... .
- I can play ... very well.
- My favourite colour is ... .

Closing remarks
- What about you? • What is/are your favourite ... ?
- Write back soon./Write back and tell me.

Ending
- Yours, • Take care! • Best wishes, • Bye for now.

BẢN MẪU SÁCH GIÁO KHOA

A letter about a building • 1

1 **Read the task. Use the underlined key words to complete the table in your notebook.**

This is part of a letter from your English friend, Norman.

We've got a project at school about famous buildings in various countries. Can you please suggest a building in your country and send me some information about it?

Write your letter to Norman (about 50 words). Write the name of the building, where it is and what there is inside/outside.

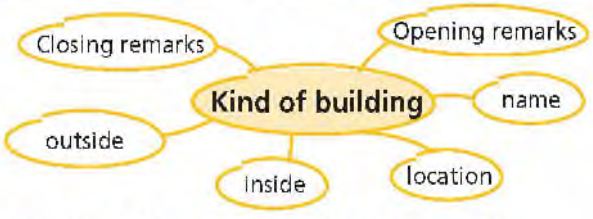
Type of writing	
Who to	
Topics	
Number of words	

Model analysis

2 **Read the model. Copy the spidergram into your notebook and complete it with information from the letter.**



Hi Norman,
How are you? Rome is famous for its wonderful buildings. Villa d'Este in Tivoli is amazing! It's a big palace with lots of spacious rooms inside. There are beautiful paintings on the walls. Outside there are large gardens, fountains and balconies with great views over the gardens. Follow this link.
http://www.villadestetivoli.info/storiae.htm
Hope it helps.
Monica



3 **Find the adjectives Monica uses to describe the:** *buildings, palace, rooms, paintings, gardens, views.*

Writing Tip **Punctuation**

We use:
- a **full stop** (.) at the end of an **affirmative** or **negative** sentence. (It' a palace. It isn't a museum.)
- a **comma** (,) between items on a list. (The walls are green, yellow and red.)
- a **question mark** (?) at the end of a **question.** (How are you?)
- an **exclamation mark** (!) at the end of an **affirmative** or **negative sentence** to give emphasis. (It's great! No way!)
- an **apostrophe** (') for short forms. (I'm French.)

4 **Punctuate the sentences.**

1 How are you?
2 It is a great building
3 Its in Krakow Poland
4 My favourite museum is the Louvre Its amazing
5 Hows everything
6 Theres a huge bed a wardrobe four chairs and two windows

Your turn

5 **a)** ***Brainstorming:*** **Collect information about a famous building in your country. Complete a spidergram similar to the one in Exercise 2 in your notebook.**

b) Use your answers in Exercise 5a to write your letter to Norman. You can use phrases from the Useful Language box.

Useful Language

Greeting
Hi/Hello ... !
Opening remarks
• How are things? • How's everything?
Describing a building
• (name) is in (name of town/city)
• It's a (*palace, castle, museum,* etc.)
• Inside there are (*huge rooms, statues,* etc.)
• Outside there are (*beautiful gardens, fountains,* etc.)
Closing remarks
• Hope it helps. • Write back. • Have to go now.

BẢN MẪU CÁCH GIÁO KHOA

2 • A blog entry about your routine

1 **Read the task. Use the underlined key words to complete the sentences.**

Write a blog entry about your daily routine (about 50 words). In your blog entry, write: ■ *what you do in the morning* ■ *what you do in the afternoon* ■ *what you do in the evening.*

1 You need to write a(n) _____ .
2 It is for _____ .
3 You need to write about _____ .
4 You need to write _____ words.

Model analysis

2 **Read the model. Make notes under the headings: ■ *In the morning* ■ *In the afternoon* ■ *In the evening*. Use your notes to present Hoa's daily routine.**

Hoa's Blog



Hey bloggers.
My day starts early.
I get up at 7:00 o'clock in the morning, have a shower and then I have breakfast. I go to school at 8:15. I get back at 3:15 and do my homework before I go to basketball practice. After we have dinner at 7:00, I chat with my friends online or watch TV. I go to bed at 10:00. What about you?

Post a comment

Writing Tip **Linkers *and/or/before/after***

- We use ***and*** to link similar ideas.
  I get up **and** take a shower.
- We use ***before*** to show that an action happens earlier than another action.
  Before I go to school, I have breakfast./I have breakfast **before** I go to school.
- We use ***after*** to show that an action happens later than another action.
  After I have breakfast, I go to school./I go to school **after** I have breakfast.
- We use ***or*** to link opposing ideas.
  In the evenings, I watch TV **or** chat online.

3 **Complete with *and, or, before* or *after*.**

1 At weekends, I go to the mall _____ hang out with my friends.
2 Paul goes straight home _____ lessons finish.
3 Ann gets her bag ready _____ she leaves the house.
4 We have dinner _____ then, we watch TV.

Your turn

4 **a) *Brainstorming:* Copy the spidergram into your notebook. Complete it with information about your daily routine.**



b) Use the task in Exercise 1 to write a blog entry about your daily routine. Use your ideas from Exercise 4a and phrases from the Useful Language box.

Useful Language

Opening remarks
• Hi bloggers! • Hi there!
Describing daily routine
morning
• In the morning, I get up at ... and then I ... .
• My day starts (early). I ... and then I ... .
afternoon
• After lunch/In the afternoon, ...
• I finish school at ... .
evening
• I usually ... in the evening. • I go to bed at ... .
Closing remarks
What about you?

BẢN MẪU SÁCH GIÁO KHOA

A recipe · 3

1 **Read the task. Look at the underlined key words and complete the sentences (1-4).**

Your English school magazine wants students to send in recipes of their favourite dish. Write your recipe (about 50 words).

1 You need to write a _____.
2 It is for the _____.
3 You need to write about _____.
4 You need to write _____ words.

Model analysis

2 **Look at the ingredients. What do we need to make an omelette?**



3 **Read the model and complete the gaps with the words below.**

• serve • fold • put • pour • add

Omelette



Method

- *Beat the eggs in a bowl. 1) _____ salt and pepper.*
- *2) _____ a frying pan on a low heat (150°C).*
- *Add ½ tbsp of oil, then 3) _____ in the eggs.*
- *4) _____ the omelette over in half.*
- *When it is golden brown, remove the pan from the heat.*
- *5) _____ hot.*

Writing Tip **Using abbreviations**

When we write recipes, we usually use abbreviations e.g. min – minute.

4 **a) What do these abbreviations mean? Read and match.**

tsp 1	a gram
tbsp 2	b minute
g 3	c millilitre
kg 4	d tablespoon
ml 5	e degrees Celsius
min 6	f teaspoon
°C 7	g kilogram

b) Go through the method. Find examples of abbreviations. What do they mean?

Your turn

5 **a)** ***Brainstorming:*** **Copy the spidergram into your notebook. Complete it with information about your favourite dish.**



b) Use the task in Exercise 1 to write your recipe. Use your ideas from Exercise 5a and phrases from the Useful Language box.

Useful Language

Listing ingredients
- a tsp/tbsp of honey/sugar/salt
- a kg of potatoes/beef
- a litre of milk/water • a cup of flour/water

Method
- Add (the meat to the vegetables, etc.)
- Bake (the cake in an oven, etc.)
- Chop (vegetables into small pieces, etc.)
- Boil (the pasta in water, etc.)
- Mix (everything together in a bowl, etc.)
- Cook (the dish for 30 minutes, etc.)
- Peel (the skin of the tomato, etc.)
- Pour (the milk into the bowl, etc.)

Serving suggestions
- Serve straightaway/while still hot/when cool.
- You can serve the dish hot or cold.

BAI MAU SACH GIAO KHOA

4 • An instant message

1 **Read the tasks. Use the underlined key words to answer the questions.**

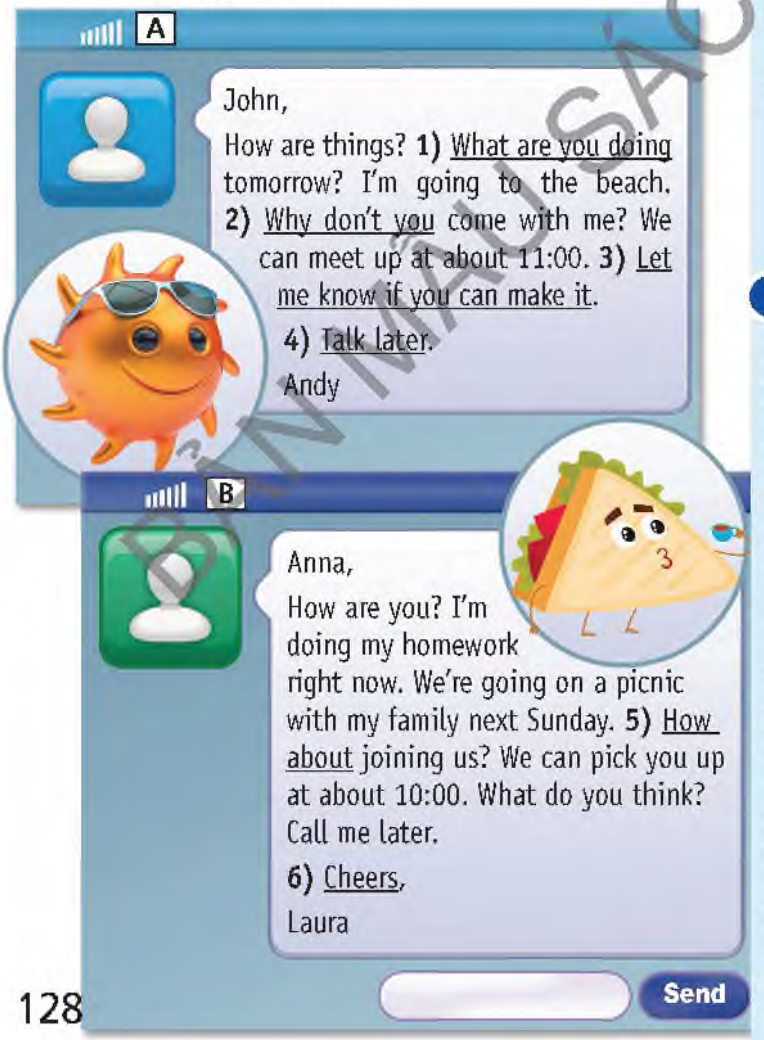
A You are going to the beach tomorrow. Write a message to your friend John inviting him to come with you (about 30-50 words).

B You and your family are going on a picnic next Sunday. Write a message to your friend Anna inviting her to come on the picnic with you (about 30-50 words).

1 What are you going to write?
2 Who are you going to write to?
3 What information are you going to include?
4 How many words are you going to write?

Model analysis

2 **Read the models. Find examples of the *Present Continuous*. Which expresses *an action happening now*? *a fixed future arrangement*?**



3 **Replace the underlined phrases in the models with phrases from the Useful Language box.**

Your turn

4 **a) Read the task. Underline the key words.**

You are going to the cinema tomorrow. Write a message to your friend, Mark, inviting him to come with you (about 30-50 words).

b) ***Brainstorming:*** **Use the key words to answer the questions.**

1 What are you going to write?
2 Who are you going to write to?
3 What information are you going to include?
4 How many words are you going to write?

5 **Use the task in Exercise 4a to write a message to your English-speaking friend, Mark. Use your answers from Exercise 4b and phrases from the Useful Language box.**

Useful Language

Asking about someone's fixed arrangements
- Any plans for ...?
- What are you doing on (Friday)/this/next weekend/later tonight, etc.?

Making suggestions
- Do you fancy + *-ing* ...?
- Would you like to ...?
- Why don't you/we/I ...? Let's *(go together)* ... .
- How about + *-ing* ...?

Asking for future contact
- Call me. • Give me a call later.
- Call me and let me know.
- Let me know if you can make it.

Ending a message
- Cheers, • See you. • Talk later.
- Talk to you soon.

BẢN MẪU SÁCH GIÁO KHOA

A letter about your last holiday · 5

1 **Read the task. Underline the key words and answer the questions.**

You were on holiday. Write a letter to your English-speaking friend. In your letter write: ■ *where you went* ■ *how long you stayed there* ■ *what the weather was like* ■ *what you did* ■ *your feelings*. Write your email (about 50-60 words).

1 What are you going to write? Who to?
2 What are you going to write about?
3 How many words are you going to write?

Model analysis

2 **Read the model. What adjectives does Carl use to describe the:** *hotel*? *weather*? *sea*? *food*?



Hi Bob!
How's everything? Did you enjoy your holiday? We went to Phú Quốc.
We stayed in a small hotel for a week. The weather was fabulous. We swam in the warm sea, went sightseeing and tried local food.
I had the time of my life. See the photos attached.
Talk to you soon.
Carl

3 **Find the odd word out.**

1 The weather was **great/fantastic/cool/traditional**.
2 We stayed in a(n) **expensive/big/healthy/five-star** hotel.
3 The hotel was by a **sandy/busy/quiet/seaside** beach.
4 The food was **lovely/tasty/friendly/delicious**.

Writing Tip Informal style

When we write letters to people we know well, we use informal style. That is:
- short verb forms (I'm ...)
- simple sentences (We're back from Egypt.)
- simple linking words (and, or, etc.)

4 **Find examples of informal style in the email.**

Your turn

5 a) *Brainstorming:* **Copy the spidergram into your notebook. Complete it with information about your last holiday.**



b) **Use the task in Exercise 1 to write your letter. Use your ideas from Exercise 5a and phrases from the Useful Language box.**

Useful Language

Greetings
Hi/Hello (person's first name)!
Opening remarks
• How's everything? • How are you doing?
Where you went
• We're back from ... .
• We were there for ... days.
Describing the weather
• The weather was (*great/fine/fabulous*, etc.)
• It was hot and sunny, etc. there.
• It was very cold ...
What you did
• I/we went/visited/saw ... .
• I took (lots of) photos.
Describing your feelings
• I really enjoyed it there.
• It was the best holiday ever./It was great! etc.
Closing remarks
• Write back. • Have to go now. • Talk later.

BẢN MẪU SÁCH GIÁO KHOA

6 A postcard about your plans

1 **Read the task. Underline the key words and answer the questions.**

You are on holiday. Write a postcard to your English-speaking friend describing where you are going, who with, your plans and inviting him/her to join you (about 50-60 words).

1 What are you going to write?
2 Who is going to read it?
3 What is it going to be about?
4 How many words are you going to write?

Model analysis

2 **Read the model and complete the table.**



Hi Emma,

Greetings from Cardiff. My family and I arrived yesterday. We're staying at my uncle's house. The weather's great. How are you? Tomorrow, I'm going to Roller World with my cousin, Amy. It's a fantastic indoor centre. You can go bowling and play games there, too, but we're going to go roller skating. Afterwards, we're going to shopping. Why don't you come? You can stay with us. I hope you can make it! Dad can pick you up from the train station.

Let me know.
Karen

Where	
When	
Who with	
Activities	

Writing Tip Informal style

When we write postcards to our family and friends, we use informal style. This includes:
- missing words (Hope you can come.)
- short verb forms (I'm going bowling.)
- informal expressions (Drop me a line ...)

3 **Rewrite the following sentences in informal style as in the example.**

1 I am going ice skating tomorrow. I'm looking forward to it!
I'm going ice skating tomorrow. Looking forward to it!
2 You are welcome to join us.
3 I'll be back in a week.
4 I cannot wait to visit it!
5 We will see you there.

Your turn

4 *Brainstorming:* **Imagine you are on holiday. Copy the table in Exercise 2 into your notebook. Complete it about you.**

5 **Use your notes in Exercise 4 to write a postcard to your friend about your plans and inviting him/her to join you. Use phrases from the Useful Language box.**

Useful Language

Opening remarks
- How's everything? • How are you doing?
- I'm going to ... on ... with ... .
- On ..., my (friend/cousin/brother etc.) and I are planning to go to ... .

Activities
- We're going to play/go/do ... .
- Tomorrow, we're going to ... .

Inviting
- Would you like to join us? • Please come.

Closing remarks
- Let me know. • Tell me if you can come.

Going Green

BẢN MẪU SÁCH GIÁO KHOA

Going Green

1 a) In which room can you find each of the appliances below? What do you use each one for? What powers them?



A vampire **device** is an appliance that we connect to a power supply and never unplug, so it uses a small amount of electrical energy, constantly, e.g. a TV set.

b) Read the definition. How many of the household appliances above are vampire devices?

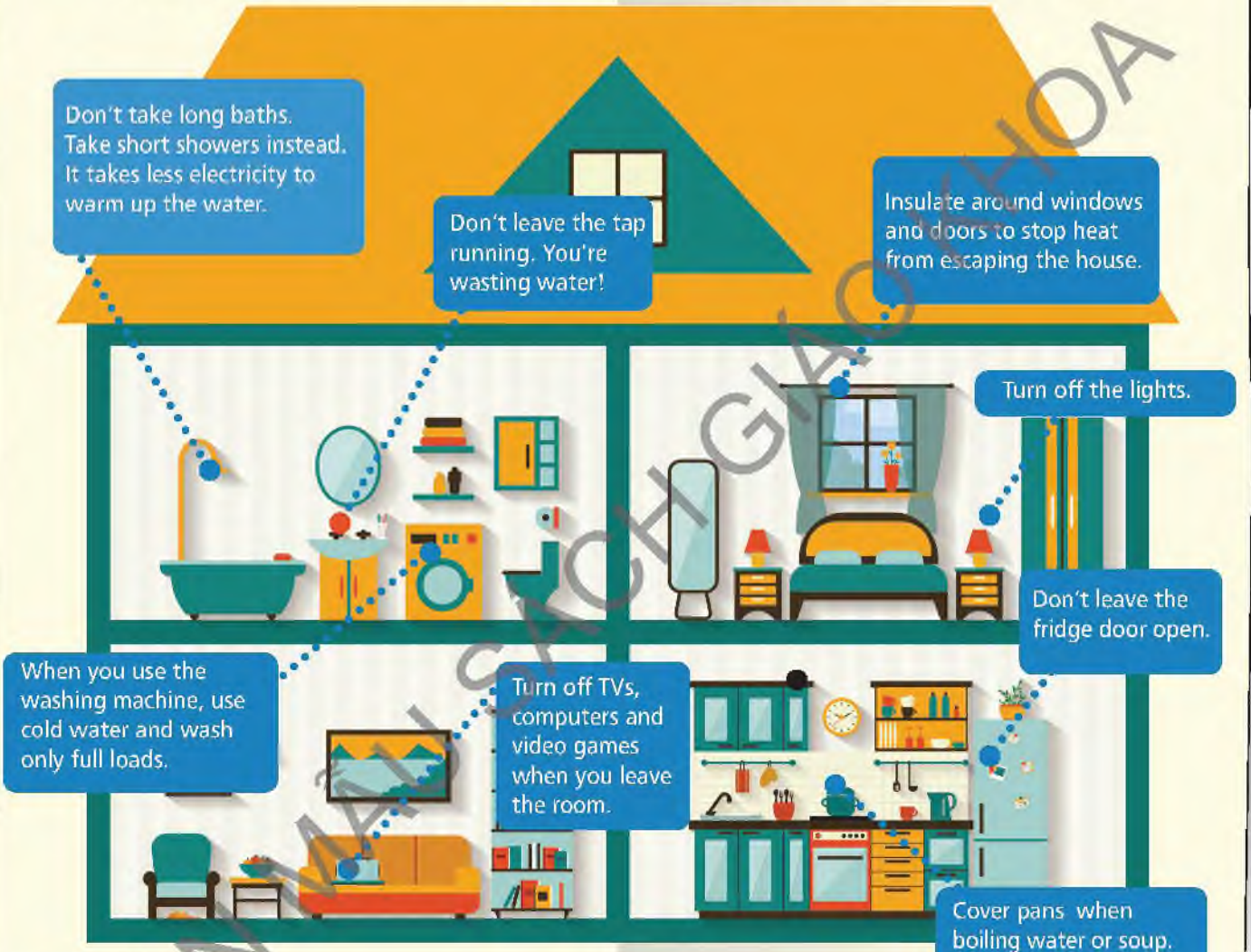
2 Look at the drawing and talk about the ways people waste energy in the house.

BẢN MẪU SÁCH GIÁO KHOA

Video

SAVE ENERGY AT HOME

People use more energy now than in the past. American households, for example, double the amount of energy they use every 20 years! Just stop for a minute and think about all the things in your house that use electricity. Here are some simple ways to help save some energy in the house!



For more information visit: http://www.powerhousekids.com

BẢN MẪU SÁCH GIÁO KHOA

3 How can you save energy at home? Read the text and say.

Project

4 *Portfolio:* Keep a learning log during this month. Write three entries per week on what you do to save electricity in your home.

REDUCE WASTE AT SCHOOL



ARE THE BINS AT YOUR SCHOOL ALWAYS FULL OF RUBBISH? THERE ARE LOTS OF THINGS YOU CAN DO TO HELP REDUCE WASTE AT SCHOOL.

BẢN MẪU SÁCH GIÁO KHOA

1 **Which of the objects in the pictures do you use at school?**

2 **Read the title and the headings in the text. How can the objects in the pictures be related to it? Read to find out.**

3 **Read again and complete the sentences.**

1 If you have a computer, you can _____.

2 If you take care of your backpack, you can _____.

3 Don't take a lot of food with you. Take only as _____.

4 Don't throw away paper and drinks cans. Put them in _____.

Video

USE LESS PAPER

- Don't **throw away** paper that only has writing on one side. Use the other side, too.
- Ask your teacher if you can **hand** in your homework on a computer disk.



computer disk

BUY REUSABLES

- Use **refillable** pens and pencils.
- Buy a good backpack and **take care of** it so you can use it next year.



backpack



refillable pencil



refillable pen

PACK A NO-WASTE LUNCH



- Take your food to school in reusable **containers**.
- Use a cloth napkin.
- Take only as much food as you want to eat so you don't **waste** any.



ORGANISE A RECYCLING CLUB

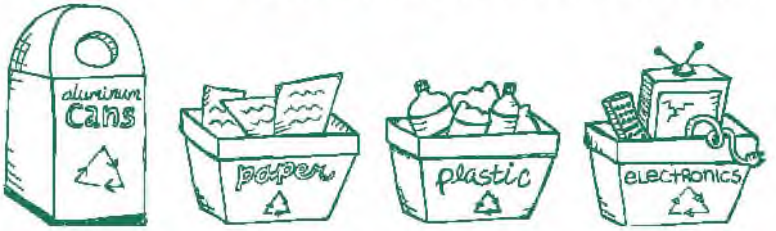
- Ask your teacher to get recycling bins and put paper and drinks cans in them for **recycling**.
- **Swap** old books and toys with your school friends. Don't throw them away.



4 Say three things you remember from the text.

Project (a presentation)

5 Think of other ways to reduce waste at school or at home. Collect information. Present it to the class.



BẢN MẪU SÁCH GIÁO KHOA

FOOD for thought

There are a lot of ways you can be environmentally-friendly when it comes to food. Make a step in the right direction.



BẢN MẪU CHƯA CHỈNH SỬA

1 Describe the picture. How often do you go shopping for food with your parents? Where do you go? What do you buy?

2 Make a list of foods you often buy. Which are fresh? Which are frozen? Which have got a lot of wrapping? Which are organic?

3 Read the title of the text. The following words appear in it. What can the text be about? Read through and check.

- local area
- fewer exhaust fumes
- organic food
- chemicals and pesticides
- little packaging
- fresh food
- frozen food
- loose
- plastic wrapping
- make a big difference

Video







Check out this list of ways to be environmentally-friendly when it comes to food!

- Buy food from your local area. Food that grows locally doesn't need transporting. This means fewer vehicles and fewer exhaust fumes.
- Buy organically grown produce. Farmers doesn't use harmful chemicals and pesticides to grow organic food. It's better for the environment 1) _____ better for you.
- Buy food with as little packaging 2) _____ possible. A packet 3) _____ cheese from the refrigerator comes with much 4) _____ packaging than a piece of cheese from the cheese counter.
- Buy fresh food instead of frozen food, and buy fruit, vegetables and bread loose. This way you don't have to throw 5) _____ plastic wrapping in the bin.

Little things can make a big difference.

Try some of these ideas today – save the environment tomorrow.

BẢN MẪU SÁCH GIÁO KHOA

4 **Read the text and complete the gaps (1-5). Then explain the words in bold.**

Show interest
- Really?
- That's interesting!

Give advice
- It's a good idea ...
- We/You can/should ...
- Why don't you ...?
- How about ...?

5 **Use the information in the text and the phrases in the box to give advice to your friend on how to be environmentally friendly when it comes to food.**

Project

6 *Portfolio:* **What else can we do to be environmentally friendly when it comes to food? Collect information, then give the class a five-minute presentation. Record yourself.**

Going Green

1 **Read the saying. What do you think it means? Choose a, b or c.**

a We are free to treat the environment in any way we want.

b The environment doesn't belong to us; we owe it to the future generations to take care of it.

c The world belonged to the previous generations but now it belongs to us.



BẢN MẪU CHƯA GIÁO KHOA



2 **Read the text, then read sentences (a-e). Which sentence (a-e) can you use to fill in the gaps (1-5)?**

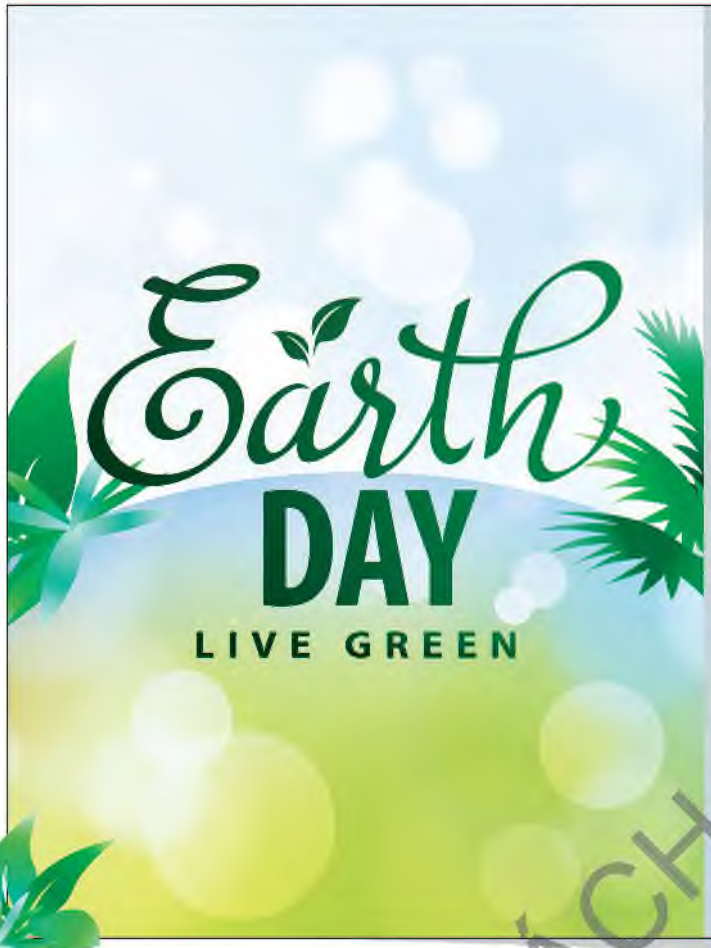
a He did, but still not enough people were working on the problem.

b Since then, people all over the planet celebrate Earth Day.

c Senator Nelson knew that our world was getting dirty and that many of our plants and animals were dying.

d He wrote letters to all of the colleges and put a special article in Scholastic Magazine, which most of the schools got, to tell the students about this special day.

e See what happens when people care about our world?



In 1963, former Senator Gaylord Nelson began to worry about our planet. **1** He wondered why people weren't trying to solve these problems. He talked to other senators and to the President. They decided that the President would go around the country and tell people about these concerns.

Then, in 1969, Senator Nelson had another idea. He decided to have a special day to teach everyone about the things that needed to change in our environment.

22nd April, 1970, was the first Earth Day. People all over the country made promises to help the environment.

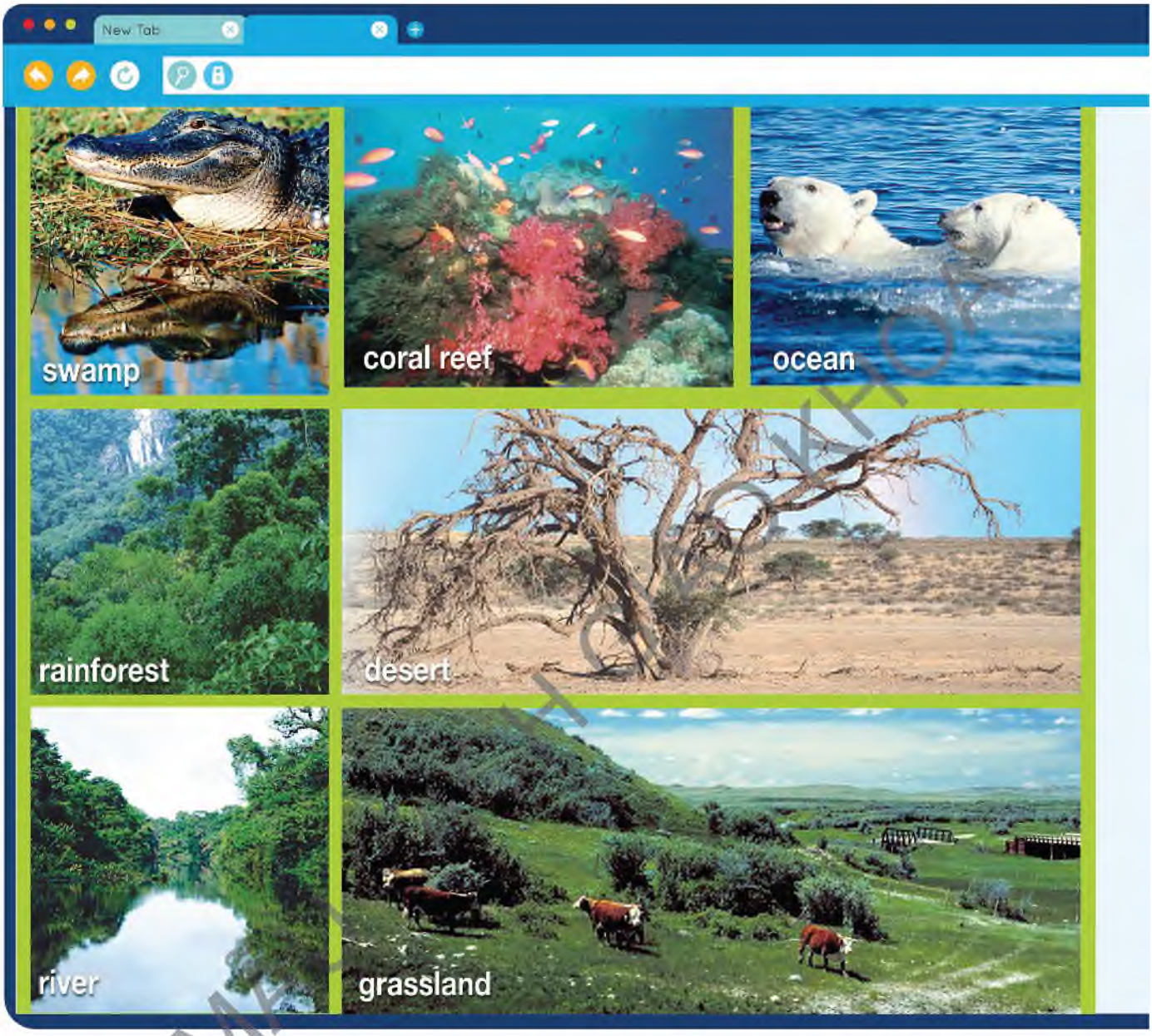
People all over the world know that there are problems we need to work on and this is our special day to look at the planet and see what needs changing. Isn't it great? One person had an idea and kept working until everyone began working together to solve the problem.

BẢN MẪU SÁCH GIÁO KHOA



4 **Collect information about how to protect the environment and build a better world. Make notes. Use your notes to prepare and give a presentation.**

Going Green



ecosystem: an environment where living and non-living elements have connections with each other and work together

1 **Read the definition, then look at the pictures. What ecosystems can you see? Name a plant/animal/fish which lives in each one.**

2 **Read the text and answer the questions.**

1 What is there in an ecosystem?

_____

2 How do the different parts work in an ecosystem?

_____

3 What happens if something changes in an ecosystem?

_____

3 **Explain the words in bold. Mime or draw their meaning.**

BAN MẪU, HÌNH ẢNH

Video

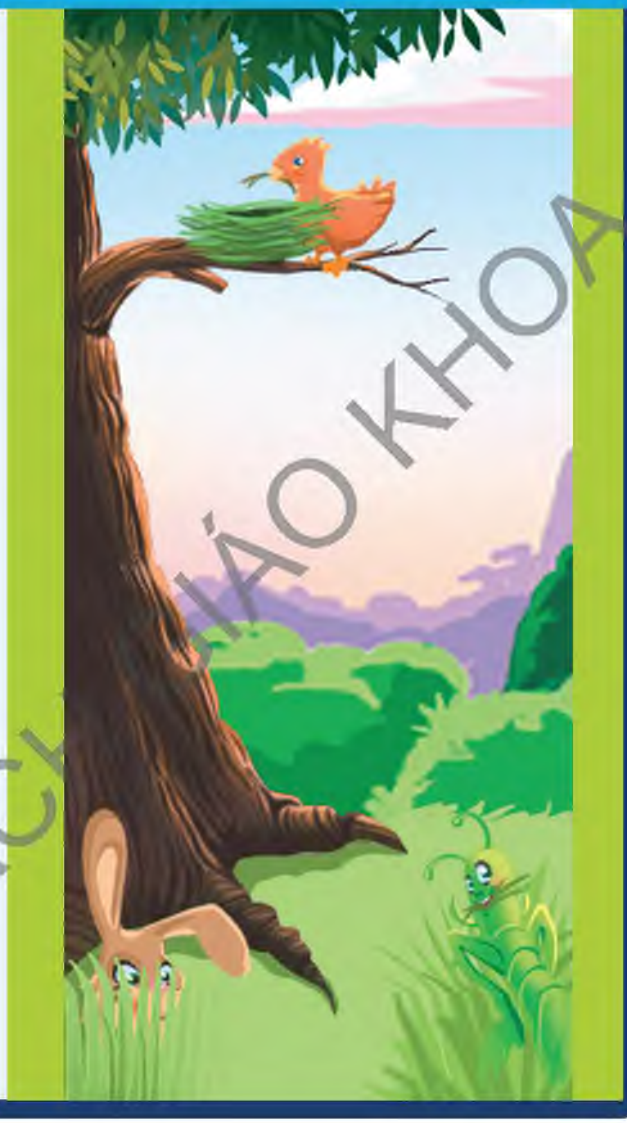
EcoSystems

1 Most people **grow up** in communities and rely on each other. Plants and animals live in communities, too, in places with the weather, **soil** and food they need.

2 These communities are ecosystems. They have living parts, such as plants and animals, and non-living parts, such as rock and water.

3 An ecosystem is like an **imaginary web** – all the living and non-living parts interact with each other. For example, grass uses sunlight to **produce energy**. A rabbit hides in the grass, grasshoppers feed on it, and a bird weaves it into its **nest**.

4 If a part of an ecosystem changes, everything changes. Unfortunately, we often upset ecosystems. It is important to maintain the **delicate balance** between the parts in an ecosystem.



BẢN MẪU SÁCH GIÁO KHOA

4 **Match the highlighted words to their meaning.**

• keep • depend on • work together • disturb • eat

5 **Which paragraph describes the drawing? Look at it and say how this ecosystem works.**

Project

6 **Draw or find pictures of the ecosystem in your area. Include: the place you live and other people/animals/plants that share your ecosystem. Write a short paragraph explaining how your ecosystem works.**

TRADED DEAD OR ALIVE



BẢN MẪU SÁCH GIÁO KHOA

1 **Describe the picture above. What place does it show? What is strange about it?**

2 **Look at the souvenirs on page 143. What materials did they use to make them?**

• ivory • coral • macaw feathers • snake skin • tiger fur • tortoiseshell

They used ivory to make the table.

3 **What do you expect the text to be about? Read through and check.**

Video

You are on holiday in one of the **1)** _____ exotic destinations in the world, but beware! Many of the souvenirs you see **2)** _____ the shops helped to kill some of **3)** _____ world's most endangered species.

Animal parts such **4)** _____ ivory, tortoiseshell, fur and feathers are a big part of the souvenir market. People use **5)** _____ to make products that are very popular **6)** _____ tourists.

When people buy these products, it is cruel and also illegal. To protect nature and avoid getting into trouble, **7)** _____ sure you

NEVER BUY:

- ivory souvenirs
- skin, teeth or bones from wild cats
- tortoiseshell products
- coral or coral jewellery

... and REMEMBER:

If you aren't sure whether a souvenir is legal **8)** _____ not:

DON'T BUY IT!


coat


fan


table


necklace


hair pins


belt

BẢN MẪU SÁCH GIÁO KHOA

4 Read again and write the missing words (1-8).

5 Collect more information about safe souvenir shopping. Imagine you are a tour guide in an exotic destination. Talk to your group about it.

Project

6 Collect information, then make a poster to help protect endangered animals from illegal trade.

Word List

Hello!

American /əˈmerɪkən/ (adj): quốc tịch Mỹ
Argentina /ˌɑːdʒənˈtiːnə/ (n): Argentina (quốc gia)
Argentinian /ˌɑːdʒənˈtɪniən/ (adj): quốc tịch Argentina
Australia /ɒˈstreɪliə/ (n): Úc (quốc gia)
Australian /ɒˈstreɪliən/ (adj): quốc tịch Úc
Brazil /brəˈzɪl/ (n): Brazil (quốc gia)
Brazilian /brəˈzɪliən/ (adj): quốc tịch Brazil
British /ˈbrɪtɪʃ/ (adj): quốc tịch Anh
Canada /ˈkænədə/ (n): Canada (quốc gia)
Canadian /kəˈneɪdiən/ (adj): quốc tịch Canada
Egypt /ˈiːdʒɪpt/ (n): Ai Cập (quốc gia)
Egyptian /ɪˈdʒɪpʃən/ (adj): quốc tịch Ai Cập
Greece /griːs/ (n): Hy Lạp (quốc gia)
Greek /griːk/ (adj): quốc tịch Hy Lạp
New Zealand /ˌnjuː ziːlənd/ (n): New Zealand (quốc gia)
New Zealander /ˌnjuː ˈziːləndə/ (n): người New Zealand
Russia /ˈrʌʃə/ (n): Nga (quốc gia)
Russian /ˈrʌʃən/ (adj): quốc tịch Nga
South Africa /ˌsaʊθ ˈæfrɪkə/ (n): Nam Phi (quốc gia)
South African /ˌsaʊθ ˈæfrɪkən/ (adj): quốc tịch Nam Phi
Spain /speɪn/ (n): Tây Ban Nha (quốc gia)
Spanish /ˈspænɪʃ/ (adj): quốc tịch Tây Ban Nha
the UK /ðə ˌjuː ˈkeɪ/ (n): Vương quốc Anh
the USA /ðə ˌjuː es ˈeɪ/ (n): Mỹ, Hoa Kỳ (quốc gia)
Turkey /ˈtɜːki/ (n): Thổ Nhĩ Kỳ (quốc gia)
Turkish /ˈtɜːkɪʃ/ (adj): quốc tịch Thổ Nhĩ Kỳ
Vietnam /ˌvjetˈnæm/ (n): Việt Nam (quốc gia)
Vietnamese /ˌvjetnəˈmiːz/ (adj): quốc tịch Việt Nam
basketball /ˈbɑːskɪtbɔːl/ (n): bóng rổ
capital city /ˌkæpɪtl ˈsɪti/ (n): thủ đô
close to /kləʊz tuː/ (prep): gần với
football /ˈfʊtbɔːl/ (n): bóng đá
gymnastics /dʒɪmˈnæstɪks/ (n): thể dục dụng cụ
martial arts /ˌmɑːʃəl ɑːts/ (pl n): võ thuật
near /nɪə/ (adv): gần
tennis /ˈtenɪs/ (n): quần vợt
town /taʊn/ (n): thị trấn
aunt /ɑːnt/ (n): cô, dì, mợ, thím, bác gái
brother /ˈbrʌðə/ (n): anh/em trai
cousin /ˈkʌzən/ (n): anh/chị/em họ
dad /dæd/ (n): bố
daughter /ˈdɔːtə/ (n): con gái
granddad /ˈgrændæd/ (n): ông nội, ông ngoại
grandfather /ˈgrænˌfɑːðə/ (n): ông nội/ngoại
grandmother /ˈgrænmʌðə/ (n): bà nội, bà ngoại
grandparents /ˈgrænˌpeərənts/ (pl n): ông bà nội, ông bà ngoại
husband /ˈhʌzbənd/ (n): chồng
mum /mʌm/ (n): mẹ
parents /ˈpeərənts/ (pl n): bố mẹ, cha mẹ, ba mẹ, ba má
sister /ˈsɪstə/ (n): chị, em gái
son /sʌn/ (n): con trai
uncle /ˈʌŋkəl/ (n): chú, cậu, dượng, bác trai
wife /waɪf/ (n): vợ
clever /ˈklevə/ (adj): khéo léo, thông minh
friendly /ˈfrendli/ (adj): thân thiện
funny /ˈfʌni/ (adj): vui tính, khôi hài
kind /kaɪnd/ (adj): tốt bụng, tử tế
old /əʊld/ (adj): già
plump /plʌmp/ (adj): béo
polite /pəˈlaɪt/ (adj): lịch sự
short /ʃɔːt/ (adj): thấp, lùn
tall /tɔːl/ (adj): cao
thin /θɪn/ (adj): ốm
young /jʌŋ/ (adj): trẻ
bridge /brɪdʒ/ (n): cây cầu
island /ˈaɪlənd/ (n): hòn đảo
landmark /ˈlændmɑːk/ (n): danh thắng
monument /ˈmɒnjumənt/ (n): đài tưởng niệm
official language /əˈfɪʃəl ˈlæŋgwɪdʒ/ (n): ngôn ngữ chính thức
stadium /ˈsteɪdiəm/ (n): sân vận động
wall /wɔːl/ (n): bức tường

Unit 1

appliance /əˈplaɪəns/ (n): thiết bị, dụng cụ
armchair /ˈɑːmtʃeə/ (n): ghế bành
bath /bɑːθ/ (n): bồn tắm
bedside cabinet /ˈbedsaɪd ˈkæbɪnət/ (n): tủ đặt cạnh đầu giường
carpet /ˈkɑːpɪt/ (n): tấm thảm
child's bedroom /ˈtʃaɪldz bedrʊm/ (n): phòng ngủ dành cho trẻ em
coffee table /ˈkɒfi teɪbəl/ (n): bàn cà phê (bàn phòng khách)
cooker /ˈkʊkə/ (n): nồi cơm điện
cupboard /ˈkʌbəd/ (n): tủ nhà bếp
curtain /ˈkɜːtən/ (n): màn cửa, rèm cửa
desk /desk/ (n): bàn học, bàn làm việc
fireplace /ˈfaɪəpleɪs/ (n): lò sưởi
fridge /frɪdʒ/ (n): tủ lạnh
furniture /ˈfɜːnɪtʃə/ (n): đồ nội thất
painting /ˈpeɪntɪŋ/ (n): bức tranh
parents' bedroom /ˈpeərənts ˌbedrʊm/ (n): phòng ngủ của bố mẹ
pillow /ˈpɪləʊ/ (n): cái gối
room /rʊm/ (n): phòng
single bed /ˌsɪŋgəl bed/ (n): giường đơn
sink /sɪŋk/ (n): bồn rửa (trong nhà bếp)
sofa /ˈsəʊfə/ (n): ghế sofa
toilet /ˈtɔɪlət/ (n): nhà vệ sinh
wardrobe /ˈwɔːdrəʊb/ (n): tủ quần áo
washbasin /ˈwɒʃˌbeɪsən/ (n): bồn rửa mặt.

1a

balcony /ˈbælkəni/ (n): ban công
chimney /ˈtʃɪmni/ (n): ống khói
cosy /ˈkəʊzi/ (adj): ấm cúng
feature /ˈfiːtʃə/ (n): đặc trưng
long /lɒŋ/ (adj): dài
ordinary /ˈɔːdənəri/ (adj): bình thường, thông thường
quiet /ˈkwaɪət/ (adj): yên tĩnh
roof /ruːf/ (n): mái nhà
shower /ˈʃaʊə/ (n): vòi sen
wall /wɔːl/ (n): bức tường
window /ˈwɪndəʊ/ (n): cửa sổ

1c

gym /dʒɪm/ (n): phòng tập thể dục
hospital /ˈhɒspɪtəl/ (n): bệnh viện
library /ˈlaɪbrəri/ (n): thư viện
museum /mjuˈzɪəm/ (n): bảo tàng

BẢN MẪU SÁCH GIÁO KHOA

1f

countryside /ˈkʌntrisaɪd/ (n): nông thôn, miền quê
driveway /ˈdraɪvweɪ/ (n): đường lái xe vào nhà (trong khu vực một tòa nhà)
floor /flɔː/ (n): sàn (nhà), tầng (nhà)
row /rəʊ/ (n): dãy nhà phố
suburb /ˈsʌbɜːb/ (n): ngoại ô, ngoại thành

CLIL 1

measure /ˈmeʒə/ (v): đo lường
measurement /ˈmeʒəmənt/ (n): sự đo lường, phép đo
step /step/ (n): bước (đi)

Unit 2

brush teeth /ˈbrʌʃ ˌtiːθ/ (phr): đánh răng
come back home /ˈkʌm ˈbæk ˈhəʊm/ (phr): trở về nhà
daily routine /ˌdeɪli ruːˈtiːn/ (n): thói quen hằng ngày
do homework /ˈduː həʊmwɜːk/ (phr): làm bài tập về nhà
finish school /ˈfɪnɪʃ skuːl/ (phr): kết thúc giờ học ở trường
free-time activities /ˌfriː taɪm ækˈtɪvətiz/ (pl n): các hoạt động trong thời gian rảnh
get up /ˈget ʌp/ (phr): thức dậy
go to basketball practice /gəʊ tə ˈbɑːskɪtbɔːl ˈpræktɪs/ (phr): đi tập bóng rổ
go to bed /gəʊ tə bed/ (phr): đi ngủ
play video games /pleɪ ˈvɪdiəʊ ˈgeɪmz/ (phr): chơi trò chơi điện tử
take a shower /ˈteɪk ə ˈʃaʊə/ (phr): tắm vòi sen
walk to school /wɔːk tə skuːl/ (phr): đi bộ đến trường
watch videos online /wɒtʃ ˈvɪdiəʊz ˈɒnˌlaɪn/ (phr): xem video trực tuyến

2a

(a) quarter past/to (seven) /ə ˈkwɔːtə pɑːst/tuː/ (phr): mười lăm phút sau /mười lăm phút nữa (bảy giờ)
canteen /kænˈtiːn/ (n): căn tin, nhà ăn
chat online /ˈtʃæt ˈɒnˌlaɪn/ (phr): trò chuyện trực tuyến
half past (seven) /hɑːf pɑːst/ (phr): 30 phút sau (bảy giờ)
o'clock /əˈklɒk/ (adv): giờ đúng
registration /ˌredʒɪˈstreɪʃən/ (n): việc đăng kí, việc ghi danh
team /tiːm/ (n): đội, nhóm
uniform /ˈjuːnɪfɔːm/ (n): đồng phục

2c

chat online /ˈtʃæt ɒnˌlaɪn/ (phr): trò chuyện trực tuyến
do jigsaw puzzles /duː ˈdʒɪgsɔː pʌzlz/ (phr): chơi ghép hình
do puzzles online /duː pʌzlz ˈɒnˌlaɪn/ (phr): giải đố trực tuyến
go bowling /ˈgəʊ ˈbəʊlɪŋ/ (phr): chơi bowling
go skateboarding /ˈgəʊ skeɪtˌbɔːdɪŋ/ (phr): chơi trượt ván
go to the amusement park /gəʊ tə ðiː əˈmjuːzmənt ˌpɑːk/ (phr): đi đến một công viên giải trí
go to the mall /gəʊ tə ðə mɔːl/ (phr): đi đến trung tâm thương mại
go to the theatre /gəʊ tə ðə ˈθɪətə/ (phr): đi đến rạp hát
hang out with friends /hæŋ aʊt wɪð frendz/ (phr): đi chơi với bạn bè
play board games /pleɪ ˈbɔːd ˌgeɪmz/ (phr): chơi board game

2f

charity /ˈtʃærəti/ (n): tổ chức từ thiện
field /fiːld/ (n): sân cỏ
go to the gym /ˈgəʊ tə ðə dʒɪm/ (phr): đi đến phòng tập thể dục
have piano lessons /hæv prænəʊ ˈlesənz/ (phr): học piano
nickname /ˈnɪkneɪm/ (n): biệt danh
spend time with someone /spend ˈtaɪm wɪð ˈsʌmwʌn/ (phr): dành thời gian với ai đó
training /ˈtreɪnɪŋ/ (n): sự huấn luyện, sự tập luyện
twice /twaɪs/ (adv): hai lần
wizard /ˈwɪzəd/ (n): nhà thiên tài, phù thuỷ

CLIL 2

breathe /briːð/ (v): hít thở
raise awareness /reɪz əweənəs/ (phr): nâng cao nhận thức

Unit 3

animal product /ˈænɪməl prɒdʌkt/ (n): sản phẩm từ động vật
cereal /ˈsɪəriəl/ (n): ngũ cốc
crisps /krɪsps/ (pl n): khoai tây chiên giòn
cucumber /ˈkjuːkʌmbə/ (n): dưa leo
dairy products /ˈdeəri ˌprɒdʌkts/ (n): sản phẩm làm từ sữa
grain /greɪn/ (n): các loại hạt nói chung
lettuce /letɪs/ (n): rau xà lách
onion /ˈʌnjən/ (n): củ hành tây
pasta /ˈpæstə/ (n): mì ống
pepper /ˈpepə/ (n): tiêu
salt /sɔːlt/ (n): muối
strawberry /ˈstrɔːbəri/ (n): quả dâu tây
sugar /ˈʃʊgə/ (n): đường
tea /tiː/ (n): trà
vegetable /ˈvedʒtəbəl/ (n): rau củ
yoghurt /ˈjɒgət/ (n): sữa chua

3a

chef /ʃef/ (n): đầu bếp
difficult /ˈdɪfɪkəlt/ (adj): khó, khó khăn
drink /drɪŋk/ (n): thức uống
easy /ˈiːzi/ (adj): dễ, dễ dàng
flavour /ˈfleɪvə/ (n): hương vị
healthy /ˈhelθi/ (adj): khỏe mạnh, có lợi cho sức khỏe
ingredient /ɪnˈgriːdiənt/ (n): thành phần, nguyên liệu
meal /miːl/ (n): bữa ăn
pie /paɪ/ (n): bánh nướng
recipe /ˈresɪpi/ (n): công thức nấu ăn
special /ˈspeʃəl/ (adj): đặc biệt
unhealthy /ʌnˈhelθi/ (adj): không lành mạnh, có hại cho sức khỏe

3c

add /æd/ (v): thêm vào
beat /biːt/ (v): đánh (trứng)
bowl /bəʊl/ (n): cái bát
cake tin /ˈkeɪk tɪn/ (n): khuôn bánh
chop /tʃɒp/ (v): chặt, thái, băm
frying pan /ˈfraɪŋ pæn/ (n): chảo rán
grate /greɪt/ (v): nạo
grater /ˈgreɪtə/ (n): cái nạo, bàn nạo
knife /naɪf/ (n): dao
mix /mɪks/ (v): trộn
peel /piːl/ (v): lột/gọt/bóc vỏ
saucepan /ˈsɔːspən/ (n): cái nồi
slice /slaɪs/ (v): cắt, thái

BẢN MẪU SÁCH GIÁO KHOA

Word List

spoon /spuːn/ (n): cái thìa/muỗng
whisk /wɪsk/ (n): dụng cụ đánh trứng

3f

batter /'bætə/ (n): bột nhồi
bun /bʌn/ (n): bánh dạng tròn
cod /kɒd/ (n): cá tuyết
fry /fraɪ/ (v): chiên, rán
haddock /'hædək/ (n): cá tuyết nhỏ
oven /'ʌvən/ (n): lò nướng
relish /'relɪʃ/ (n): nước xốt, nước chấm
spicy /'spaɪsi/ (adj): cay
steam /stiːm/ (v): hấp
vinegar /'vɪnɪgə/ (n): giấm

CLIL 3

calcium /'kælsiəm/ (n): can-xi
energy /'enədʒi/ (n): năng lượng
fat /fæt/ (n): chất béo
protein /'prəʊtiːn/ (n): chất đạm
spread /spred/ (n): chất phết lên bánh
vitamin /'vɪtəmɪn/ (n): vitamin

Unit 4

go camping /'gəʊ kæmpɪŋ/ (phr): đi cắm trại
go sailing /'gəʊ seɪlɪŋ/ (phr): đi chèo thuyền
go sightseeing /gəʊ 'saɪtˌsiːɪŋ/ (phr): đi ngắm cảnh
go skiing /'gəʊ 'skiːɪŋ/ (phr): đi trượt tuyết
go sledging /gəʊ 'sledʒɪŋ/ (phr): đi xe trượt tuyết
go to the beach /'gəʊ tə ðə biːtʃ/ (phr): đi biển
have a barbecue /həv ə 'bɑːbɪkjuː/ (phr): làm tiệc nướng
have a picnic /həv ə 'pɪknɪk/ (phr): đi dã ngoại
make a snowman /'meɪk ə 'snəʊmæn/ (phr): chơi đắp người tuyết
pick pumpkins /pɪk 'pʌmkɪnz/ (phr): hái bí ngô
take a bike ride /teɪk ə baɪk raɪd/ (phr): đi xe đạp
visit museums /'vɪzɪt mjuː'ziːəmz/ (phr): tham quan viện bảo tàng
winter /'wɪntə/ (n): mùa đông

4a

celebrate /'selɪbreɪt/ (v): tổ chức, ăn mừng
cloudy /'klaʊdi/ (adj): có mây, nhiều mây
cold /kəʊld/ (adj): lạnh
dress up /ˌdres 'ʌp/ (v): mặc đồ đẹp
firework /'faɪəwɜːk/ (n): pháo hoa
hang flags /hæŋ flægz/ (phr): treo cờ
hot /hɒt/ (adj): nóng
parade /pə'reɪd/ (n): cuộc diễu hành
raining /'reɪnɪŋ/ (adj): trời mưa
snowing /'snəʊɪŋ/ (adj): có tuyết
sunny /'sʌni/ (adj): có nắng, nhiều nắng
warm /wɔːm/ (adj): ấm áp

4c

belt /belt/ (n): dây thắt lưng
boots /buːt/ (pl n): đôi giày ống
cap /kæp/ (n): mũ lưỡi trai
gloves /glʌv/ (n): đôi găng tay
jacket /'dʒækɪt/ (n): áo khoác
jeans /dʒiːnz/ (pl n): quần jeans
jumper /'dʒʌmpə/ (n): áo ngoài mặc chui đầu (của phụ nữ)
leggings /'legɪŋz/ (pl n): quần ôm sát chân
scarf /skɑːf/ (n): khăn quàng cổ
shirt /ʃɜːt/ (n): áo sơ mi
skirt /skɜːt/ (n): váy
socks /sɒk/ (n): đôi tất, vớ
T-shirt /'tiː ʃɜːt/ (n): áo thun
trainers /'treɪnəz/ (pl n): giày thể thao

4f

bottom /'bɒtəm/ (n): phần dưới cùng, phần đáy
island /'aɪlənd/ (n): hòn đảo
lake /leɪk/ (n): hồ
plant /plɑːnt/ (n): thực vật
rainforest /'reɪnfɒrɪst/ (n): rừng nhiệt đới
resort /rɪ'zɔːt/ (n): khu nghỉ dưỡng
river /'rɪvə/ (n): con sông
tour /tʊə/ (n): chuyến du lịch
trek /trek/ (n): chuyến đi bộ đường dài (đường rừng/đồi núi)
waterfall /'wɔːtəfɔːl/ (n): thác nước

CLIL 4

allow /ə'laʊ/ (v): cho phép
attend /ə'tend/ (v): tham gia, tham dự
container /kən'teɪnə/ (n): vật chứa/đựng
contaminated /kən'tæmɪneɪtɪd/ (adj): bị hư hỏng, nhiễm khuẩn
disease /dɪ'ziːz/ (n): bệnh
leash /liːʃ/ (n): dây xích (động vật)
put out /ˌpʊt 'aʊt/ (v): dập tắt (lửa)

Unit 5

actor /'æktə/ (n): diễn viên
painter /'peɪntə/ (n): họa sĩ
physicist /'fɪzɪsɪst/ (n): nhà vật lý học
queen /kwiːn/ (n): nữ hoàng
singer /'sɪŋə/ (n): ca sĩ
writer /'raɪtə/ (n): nhà văn

5a

arrive /ə'raɪv/ (v): đến
boring /'bɔːrɪŋ/ (adj): chán nản
cheap /tʃiːp/ (adj): rẻ (giá)
exciting /ɪk'saɪtɪŋ/ (adj): thú vị, hứng thú, phấn khích
expensive /ɪk'spensɪv/ (adj): đắt
fast /fɑːst/ (adj): nhanh chóng
interactive /ˌɪntər'æktɪv/ (adj): có tính tương tác
later /'leɪtə/ (adv): sau đó
means of transport /miːnz əv 'trænspɔːt/ (n): phương tiện giao thông
move /muːv/ (v): di chuyển
railway station /'reɪlweɪ ˌsteɪʃən/ (n): nhà ga xe lửa
relaxing /rɪ'læksɪŋ/ (adj): thư giãn, giải trí
slow /sləʊ/ (adj): chậm chạp
tiring /'taɪərɪŋ/ (adj): mệt mỏi
transport /'trænspɔːt/ (n): vận tải, vận chuyển
tube station /'tjuːb ˌsteɪʃən/ (n): ga tàu điện ngầm

5c

beak /biːk/ (n): mỏ (chim)
big /bɪg/ (adj): to lớn
body /'bɒdi/ (n): cơ thể, thân thể, thân hình
fur /fɜː/ (n): lông thú
leg /leg/ (n): chân
mane /meɪn/ (n): bờm (ngựa, sư tử)

BẢN MẪU SÁCH GIÁO KHOA

neck /nek/ (n): cổ
pet /pet/ (n): thú cưng
sharp /ʃɑːp/ (adj): sắc, nhọn, bén
thick /θɪk/ (adj): dày
trunk /trʌŋk/ (n): vòi con voi
wild /waɪld/ (adj): hoang dã
wing /wɪŋ/ (n): cánh

5f

informative /ɪnˈfɔːmətɪv/ (adj): nhiều thông tin
scientist /ˈsaɪəntɪst/ (n): nhà khoa học
set up camp /set ʌp kæmp/ (phr): dựng trại
snore /snɔː/ (v): ngáy
torch /tɔːtʃ/ (n): đèn pin

CLIL 5

complete /kəmˈpliːt/ (v): hoàn thành
connect /kəˈnekt/ (v): kết nối
fog /fɒg/ (n): sương mù
in memory of /ɪn ˈmeməri əv/ (phr): tưởng nhớ
tomb /tuːm/ (n): mộ, ngôi mộ

Unit 6

capsule /ˈkæpsjuːl/ (n): buồng (cáp treo, vòng du quay)
bargain /ˈbɑːgɪn/ (n): món hời
works of art / wɜːkz əv ˈɑːt/ (phr): tác phẩm nghệ thuật

6a

amusement park /əmjuːzmənt pɑːk/ (n): công viên giải trí
bend /bend/ (v): bẻ cong
circus /ˈsɜːkəs/ (n): rạp xiếc, gánh xiếc
concert hall /ˈkɒnsət hɔːl/ (n): phòng hòa nhạc
exhibition centre / ˌeksɪbɪʃən ˈsentə/ (n): trung tâm triển lãm
last /lɑːst/ (v): kéo dài
protect /prəˈtekt/ (v): bảo vệ
put on / ˌpʊt ɒn/ (phr v): mặc (quần áo), đeo (mắt kính)
safety glasses / ˌseɪfti ˈglɑːsɪz/ (pl n): kính bảo hộ
speed /spiːd/ (n): tốc độ
stadium /ˈsteɪdiəm/ (n): sân vận động
track /træk/ (n): đường ray (tàu luợn)
underwater /ˌʌndəˈwɔːtə/ (adj): ở dưới mặt nước
vanish /ˈvænɪʃ/ (v): tan biến, biến mất

6c

action/adventure /ˈækʃən/ədˈventʃə/ (n): (phim) hành động/phiêu lưu
animation/cartoon / ˌænɪˈmeɪʃən/ kɑːˈtuːn/ (n): phim hoạt hình
childish /ˈtʃaɪldɪʃ/ (adj): ngây ngô, trẻ con
cookery show /ˈkʊkəri ʃəʊ/ (n): chương trình nấu ăn
documentary /ˌdɒkjəˈmentəri/ (n): phim tài liệu
educational /ˌedʒʊˈkeɪʃənəl/ (adj): có tính giáo dục
fantasy /ˈfæntəsi/ (n): phim kỳ ảo, phim siêu nhiên, phim thần tiên
game show /ˈgeɪm ʃəʊ/ (n): trò chơi truyền hình
science fiction /ˌsaɪəns ˈfɪkʃən/ (n): khoa học viễn tưởng
soap opera /ˈsəʊp ˌɒpərə/ (n): phim, dài tập, kịch dài tập
thriller /ˈθrɪlə/ (n): phim kịch tính

6f

life-sized /ˈlaɪf saɪzd/ (adj): có kích thước như vật thật
outdoor /ˈaʊtdɔː/ (adj): ngoài trời, ở ngoài
pick (sb) up / pɪk ˈʌp/ (phr v): đón (ruớc) ai đó
rate /reɪt/ (n): giá cả
session / seʃən/ (n): buổi, phiên
sleepover /ˈsliːpəʊvə/ (n): tiệc ngủ qua đêm
track /træk/ (n): đường đua

CLIL 6

custom /ˈkʌstəm/ (n): tập quán
ivory /ˈaɪvəri/ (n): ngà (chất liệu)
planet /ˈplænɪt/ (n): hành tinh
take care /teɪk keə/ (phr): chú ý, quan tâm
tusk /tʌsk/ (n): ngà (voi)

BẢN MẪU SÁCH GIÁO KHOA

Pronunciation

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔɪ/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑː/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
e	/ɪ/	eraser, email, equal
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ɜɪ/	girl, sir, skirt, shirt, bird
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/ɒʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/uː/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔː/	floor, door
u	/ɜː/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps **BUT** hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly
m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea	/eə/	pear, wear, bear
	/ɪə/	ear, near, fear, hear, clear, year, dear
	/iː/	eat, each, heat, leave, clean, seat, neat, tea
	/ɜː/	earth, pearl, learn, search
ee	/iː/	keep, feed, free, tree, three, bee
	/ɪə/	cheer, deer
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔɪ/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔɪ/	boy, joy, toy, annoy, employ
ou	/ɔː/	court, bought, brought
au	/ɔː/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

BẢN MẪU SÁCH GIÁO KHOA

Rules of Punctuation

Capital letters

A capital letter is used:

- to begin a sentence.
  It is hot today.
- for days of the week, months and public holidays.
  Sunday, July, May Day Bank Holiday, etc.
- for names of people and places.
  This is Marie and she's from Paris.
- for people's titles.
  Mr and Mrs Smith, Dr Sanders, Prince Harry, etc.
- for nationalities and languages.
  She is Italian.
  Can you speak Chinese?
  Note: The personal pronoun I is always a capital letter. Ben and I are cousins.

Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.
Leo is away on holiday. He's in Rome.

Comma (,)

A comma is used:

- to separate words in a list.
  There's lettuce, tomatoes, eggs and cheese in the salad.
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc.).
  For example, I like swimming and kayaking.
- when a complex sentence begins with an if-clause or other dependent clauses.
  If Stephen isn't there, leave a message for him.
  Note: No comma is used, however, when they follow the main clause.
- before the words *asked*, *said*, etc. when followed by direct speech.
  David said, "It was nice to see you again."

Question mark (?)

A question mark is used to end a direct question.
What time does her flight land?

Exclamation mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc.).
You're so funny!
What a nice day!

Quotation marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
  "She got up, shouted 'I'm late' and ran out of the room," Adam said.
- Double quotes are used in direct speech to report the exact words someone said.
  "Evita called for you," Lucy told me.

Colon (:)

A colon is used to introduce a list.
To make an omelette we need the following: eggs, milk, cheese, salt and pepper.

Brackets ( )

Brackets are used to separate extra information from the rest of the sentence.
The Taj Mahal (built between 1622 and 1653) is an amazing place to visit.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
  She's (= she is) cooking dinner.
  This shop opened in '89. (= 1989)
- before or after the possessive *-s* to show ownership or the relationship between people.
  Rob's dog, my mum's brother (singular noun + *'s*)
  the twins' parents (plural noun + *'*)
  the children's toys (irregular plural + *'s*)

BẢN MẪU SÁCH GIÁO KHOA

American English - British English Guide

American English	British English
A	
airplane /erpleɪn/	aeroplane /eərəpleɪn/
anyplace/anywhere /enipleɪs/eniweə/	anywhere /eniweə/
apartment /əpɑrtmənt/	flat /flæt/
B	
bathrobe /bæθroub/	dressing gown /dresɪŋ gaʊn/
bathtub /bæθtʌb/	bath /bɑːθ/
bill /bɪl/	banknote /bæŋknəʊt/
billion (= a thousand million) /bɪljən/	billion /bɪljən/ = a million million
busy (phone) /bɪzi/	engaged (phone) /ɪnˈgeɪdʒd/
C	
cab /kæb/	taxi /tæksi/
call /kɔːl/	ring up/phone /rɪŋ ʌp/fəʊn/
can /kæn/	tin /tɪn/
candy /kændi/	sweets /swiːts/
check /tʃek/	bill (restaurant) /bɪl/
closet /klɑzət/	wardrobe /wɔːdrəʊb/
connect (telephone) /kəˈnekt/	put through /pʊt ˈθruː/
cookie /kʊki/	biscuit /bɪskɪt/
corn /kɔrn/	sweetcorn/maize /swiːtkɔːn/meɪz/
crosswalk/pedestrian crossing /krɔswɔk/pəˌdestrɪən ˈkrɔsɪŋ/	zebra crossing /zebrə krɔsɪŋ/
D	
desk clerk /desk klɜrk/	receptionist /rɪˈsepʃənɪst/
dessert /dɪzɜrt/	pudding/dessert/sweet /pʊdɪŋ/ dɪzɜːt/swiːt/
downtown /ˌdaʊntaʊn/	(city) centre /(sɪti) ˈsentə/
drapes /dreɪps/	curtains /kɜːtənz/
drugstore/pharmacy /drʌgstɔr/ ˈfɑrməsi/	chemists /kemɪsts/
duplex /dʊpleks/	semi-detached /semidɪˈtætʃt/
E	
eggplant /egplænt/	aubergine /əʊbəʒiːn/
elevator /eləveɪtər/	lift /lɪft/
F	
fall /fɔl/	autumn /ɔːtəm/
faucet /fɔsɪt/	tap /tæp/
first floor, second floor, etc /fɜrst ˈflɔr, ˌsekənd flɔr/	ground floor, first floor, etc /graʊnd ˈflɔː, ˌfɜːst ˈflɔː/
flashlight /flæʃlaɪt/	torch /tɔːtʃ/
French fries /frentʃ ˈfraɪz/	chips /tʃɪps/
front desk (hotel) /frʌnt desk/	reception /rɪˈsepʃən/
G	
garbage/trash /gɑrbɪdʒ/træʃ/	rubbish /rʌbɪʃ/
garbage can /gɑrbɪdʒ ˌkæn/	dustbin/bin /dʌstbɪn/bɪn/
gas /gæs/	petrol /petrəl/
gas station /gæs ˌsteɪʃən/	petrol station/garage /petrəl steɪʃən/gærɪdʒ/
grade /greɪd/	class/year /klɑːs/jɪə/
I	
intermission /ɪntərmɪʃən/	interval /ɪntəvəl/
intersection /ɪntərsekʃən/	crossroads /krɔsrəʊdz/
J	
janitor /dʒænətər/	caretaker/porter /keəteɪkə/ˈpɔːtə/
K	
kerosene /kerəsiːn/	paraffin /pærəfɪn/
L	
lawyer/attorney /lɔjər/ətɜrni/	solicitor /səlɪsɪtə/
line /laɪn/	queue /kjuː/
lost and found /ˌlɔst ən ˈfaʊnd/	lost property /lɔst ˈprɒpəti/
M	
mail /meɪl/	post /pəʊst/
make a reservation /meɪk ə ˌrezərveɪʃən/	book /bʊk/
motorcycle /moʊtərsaɪkl/	motorbike/motorcycle /məʊtəbaɪk/məʊtəsaɪk/
movie /muːvi/	film /fɪlm/
movie theater /muːvi ˌθiətər/	cinema /sɪnəmə/
N	
newscaster /nuːzkæstər/	newsreader /njuːzriːdə/

American English	British English
O	
office (doctor's/dentist's) /ɑfəs/	surgery /sɜːdʒəri/
one-way (ticket) /wʌn weɪ/	single (ticket) /sɪŋgəl/
overalls /oʊvərɔlz/	dungarees /dʌŋgəˈriːz/
P	
pants/trousers /pænts/traʊzərz/	trousers /traʊzəz/
pantyhose/nylons /næɪloʊnz/	tights /taɪts/
parking lot /pɑrkɪŋ lɑt/	car park /kɑː pɑːk/
pavement /peɪvmənt/	road surface /rəʊd sɜːfɪs/
pedestrian crossing /pəˌdestrɪən krɔsɪŋ/	zebra crossing /zebrə ˈkrɔsɪŋ/
(potato) chips /pəteɪtoʊ tʃɪps/	crisps /krɪsps/
public school /pʌblɪk ˈskuːl/	state school /steɪt ˌskuːl/
purse /pɜrs/	handbag /hændbæg/
R	
railroad /reɪlroʊd/	railway /reɪlweɪ/
rest room /rest ruːm/	toilet/cloakroom /tɔɪlət/kləʊkruːm/
S	
saleclerk/salesgirl /seɪlzklɜrk/ ˈseɪlzgɜrl/	shop assistant /ʃɒp əsɪstənt/
schedule /skedʒuːl/	timetable /taɪmteɪbəl/
sidewalk /saɪdwɔk/	pavement /peɪvmənt/
stand in line /stænd ɪn ˈlaɪn/	queue /kjuː/
store/shop /stɔr/ʃɑp/	shop /ʃɒp/
subway /sʌbweɪ/	underground /ʌndəgraʊnd/
T	
truck /trʌk/	lorry /lɒri/
two weeks /tuː ˈwiːks/	fortnight/two weeks /fɔːtnaɪt/tuː ˈwiːks/
V	
vacation /veɪkeɪʃən/	holiday(s) /hɒlədeɪ(z)/
vacuum (v) /vækjʊm/	hoover /huːvə/
vacuum cleaner /vækjʊm kliːnər/	hoover /huːvə/
west /west/	westcoast /westkəʊst/
W	
with (milk/cream in coffee) /wɪθ/	white /waɪt/
without (milk/cream in coffee) /wɪðˈaʊt/blæk/	black /blæk/
Y	
yard /jɑrd/	garden /gɑːdən/
Z	
(pronounced /ziː/)	(pronounced /zed/)
zero /zɪroʊ/	nought /nɔːt/
zip code /zɪp koʊd/	postcode /pəʊstkəʊd/

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?

Spelling

aluminum /əluːmɪnəm/	aluminium /ˌæljəˈmɪɪəm/
analyze /ænəlaɪz/	analyse /ænəlaɪz/
center /sentər/	centre /sentə/
check (n) /tʃek/	cheque /tʃek/
color /kʌlər/	colour /kʌlə/
honor /ɑnər/	honour /hʌnə/
jewelry /dʒuːəlri/	jewellery /dʒuːəlri/
practice (n, v) /præktɪs/	practice (n) /præktɪs/ practise (v) /præktɪs/
program /prougræm/	programme /prəʊgræm/
realize /rɪəlaɪz/	realise /rɪəlaɪz/
tire /taɪr/	tyre /taɪə/
traveler /trævələr/	traveller /trævələ/

Expressions with prepositions and partides

live on X street	live in X street
on a team	in a team
on the weekend	at the weekend
Monday through Friday	Monday to Friday

BẢN MẪU SÁCH GIÁO KHOA

Irregular verbs

Infinitive	Past	Vietnamese meanings
be /biː/	was /wɒz/, were /wɜː/	thì; là; ở; bị; được
bear /beə/	bore /bɔː/	mang; chịu đựng; sinh
beat /biːt/	beat /biːt/	đánh; đập
become /bɪˈkʌm/	became /bɪˈkeɪm/	trở nên
begin /bɪˈgɪn/	began /bɪˈgæn/	bắt đầu
bite /baɪt/	bit /bɪt/	cắn
blow /bləʊ/	blew /bluː/	thổi
break /breɪk/	broke /brəʊk/	gãy; vỡ
bring /brɪŋ/	brought /brɔːt/	mang
build /bɪld/	built /bɪlt/	xây dựng
burn /bɜːn/	burnt (burned) /bɜːnt (bɜːnd)/	đốt; cháy
burst /bɜːst/	burst /bɜːst/	nổ; vỡ tung
buy /baɪ/	bought /bɔːt/	mua
can /kæn/	could /kʊd/	có thể
catch /kætʃ/	caught /kɔːt/	bắt; chụp
choose /tʃuːz/	chose /tʃəʊz/	chọn; lựa
come /kʌm/	came /keɪm/	đến; đi đến
cost /kɒst/	cost /kɒst/	có giá; tiêu tốn
cut /kʌt/	cut /kʌt/	cắt; chặt
deal /diːl/	dealt /delt/	giao thương
dig /dɪg/	dug /dʌg/	đào
do /duː/	did /dɪd/	làm
draw /drɔː/	drew /druː/	vẽ
dream /driːm/	dreamt (dreamed) /dremt (driːmd)/	mơ thấy
drink /drɪŋk/	drank /dræŋk/	uống
drive /draɪv/	drove /drəʊv/	lái xe
eat /iːt/	ate /eɪt/	ăn
fall /fɔːl/	fell /fel/	ngã; rơi
feed /fiːd/	fed /fed/	cho ăn; dùng (thức ăn)
feel /fiːl/	felt /felt/	cảm thấy
fight /faɪt/	fought /fɔːt/	chiến đấu
find /faɪnd/	found /faʊnd/	tìm thấy
fly /flaɪ/	flew /fluː/	bay
forbid /fəˈbɪd/	forbade /fəˈbeɪd/	cấm đoán; cấm
forget /fəˈget/	forgot /fəˈgɒt/	quên
forgive /fəˈgɪv/	forgave /fəˈgeɪv/	tha thứ
freeze /friːz/	froze /frəʊz/	(làm) đông lại
get /get/	got /gɒt/	có; được; nhận
give /gɪv/	gave /geɪv/	đưa; cho
go /gəʊ/	went /went/	đi
grow /grəʊ/	grew /gruː/	mọc; trồng
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	móc lên, treo lên
have /hæv/	had /hæd/	có
hear /hɪə/	heard /hɜːd/	nghe
hide /haɪd/	hid /hɪd/	giấu; trốn; nấp
hit /hɪt/	hit /hɪt/	đụng; đánh
hold /həʊld/	held /held/	cầm; nắm; tổ chức
hurt /hɜːt/	hurt /hɜːt/	làm đau
keep /kiːp/	kept /kept/	giữ
know /nəʊ/	knew /njuː/	biết
lay /leɪ/	laid /leɪd/	đặt; để
lead /liːd/	led /led/	dẫn dắt; lãnh đạo
learn /lɜːn/	learnt (learned) /lɜːnt (lɜːnd)/	học; được biết
leave /liːv/	left /left/	ra đi; để lại
lend /lend/	lent /lent/	cho mượn; cho vay
let /let/	let /let/	cho phép; để cho
lie /laɪ/	lay /leɪ/	nằm
light /laɪt/	lit /lɪt/	thắp sáng
lose /luːz/	lost /lɒst/	làm mất; mất
make /meɪk/	made /meɪd/	chế tạo; sản xuất
mean /miːn/	meant /ment/	có nghĩa là
meet /miːt/	met /met/	gặp mặt
pay /peɪ/	paid /peɪd/	trả (tiền)
put /pʊt/	put /pʊt/	đặt; để
read /riːd/	read /red/	đọc
ride /raɪd/	rode /rəʊd/	lái xe; cưỡi
ring /rɪŋ/	rang /ræŋ/	rung chuông
rise /raɪz/	rose /rəʊz/	mọc; gia tăng
run /rʌn/	ran /ræn/	chạy
say /seɪ/	said /sed/	nói
see /siː/	saw /sɔː/	nhìn thấy
sell /sel/	sold /səʊld/	bán
send /send/	sent /sent/	gửi
set /set/	set /set/	bố trí; đặt; để
sew /səʊ/	sewed /səʊd/	may vá
shake /ʃeɪk/	shook /ʃʊk/	lay; lắc
shine /ʃaɪn/	shone /ʃɒn/	chiếu sáng
shoot /ʃuːt/	shot /ʃɒt/	bắn
show /ʃəʊ/	showed /ʃəʊd/	biểu lộ; chỉ ra, cho xem
shut /ʃʌt/	shut /ʃʌt/	đóng lại
sing /sɪŋ/	sang /sæŋ/	ca hát
sit /sɪt/	sat /sæt/	ngồi
sleep /sliːp/	slept /slept/	ngủ
smell /smel/	smelt (smelled) /smelt (smeld)/	ngửi; có mùi
speak /spiːk/	spoke /spəʊk/	nói
spell /spel/	spelt (spelled) /spelt (speld)/	đánh vần; phát âm
spend /spend/	spent /spent/	tiêu xài; trải qua
stand /stænd/	stood /stʊd/	đứng
steal /stiːl/	stole /stəʊl/	đánh cắp
stick /stɪk/	stuck /stʌk/	ghim vào; đính
sting /stɪŋ/	stung /stʌŋ/	châm; chích; đốt
swear /sweə/	swore /swɔː/	tuyên thệ; thề
sweep /swiːp/	swept /swept/	quét
swim /swɪm/	swam /swæm/	bơi lội
take /teɪk/	took /tʊk/	cầm; lấy
teach /tiːtʃ/	taught /tɔːt/	dạy, giảng dạy
tear /teə/	tore /tɔː/	xé; làm rách
tell /tel/	told /təʊld/	kể; bảo
think /θɪŋk/	thought /θɔːt/	suy nghĩ
throw /θrəʊ/	threw /θruː/	ném; vứt
understand /ʌndəˈstænd/	understood /ʌndəˈstʊd/	hiểu
wake /weɪk/	woke /wəʊk/	thức giấc
wear /weə/	wore /wɔː/	mặc
win /wɪn/	won /wʌn/	thắng; chiếu thắng
write /raɪt/	wrote /rəʊt/	viết

BẢN MẪU SÁCH GIÁO KHOA

BẢN MẪU SÁCH GIÁO KHOA