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

Tiếng Anh

Right on! 8

Student's Book



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

Express Publishing

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Preface

Tiếng Anh 8 Right on! is a textbook based on the latest English curriculum of the Ministry of Education and Training. The book is specially designed to enable students to develop the skills they need to face the challenges of the 21st century.

Tiếng Anh 8 Right on! consists of six units. Each unit contains *Vocabulary*, *Grammar*, *Pronunciation*, *Reading*, *Listening*, *Speaking (Everyday English)*, and *Writing* sections, along with *Culture Spot*, *CLIL*, *Projects*, *Presentation Skills*, *Values*, *Progress Check*, *Songs*, *Vocabulary Expansion* and *Grammar Reference* sections. All *Reading* texts are accompanied by theme-related videos. *Grammar* features language presented in context with engaging practice activities. In addition, *Think!* exercises aim to develop students' critical thinking skills. *Study Skills* sections help students become autonomous learners while *Research* tasks aim to develop students' information and communication technology skills. There are also a variety of tasks that promote collaboration and creativity. *Going Green* section aims to raise students' awareness towards the environment. *Culture* section aims to familiarise students with the culture of English-speaking countries. For every three units, there is a *Review* section.

We wish to thank the Board of Review from the Ministry of Education and Training for reviewing *Tiếng Anh 8 Right on!* and providing valuable insights into how to bring the book to perfection.

Symbols

Key to symbols used in the Student's Book

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

audio



videos thematically linked to the theme of the text they accompany

pairwork

groupwork

words to be explained using the context each appears in



grammar explanations or vocabulary items

sections to develop students' information and communication technology skills

Study skills suggestions to help students become autonomous learners

Think sections to develop students' critical thinking skills



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 and values

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

Scope and Sequence

UNITS	Vocabulary	Grammar	Pronunciation
Welcome back pp. 6-9	• Appearance & Characters • Foods & Drinks • Festival activities • Places in town	• Prepositions of place • Prepositions of time • Subject/Object personal pronouns – Possessive adjectives – Possessive pronouns • *Yes-No* questions – *Wh*-questions	
1 City & Countryside pp. 10-21 **Progress Check 1** pp. 22-23	• Places to live • Life in the city/ countryside • Features of the city/ countryside	• Present Simple • Present Continuous • Infinitives (*to*-infinitive/ infinitive without *to*) • *-ing* form	• /ɒ/ – /ɔː/ • Word stress
2 Disasters & Accidents pp. 24-35 **Progress Check 2** pp. 36-37	• Natural disasters • Accidents • Feelings	• Past Simple • Past Continuous	• /ɑː/ – /ʌ/ • Intonation – Expressing shock/ surprise
3 The environment pp. 38-49 **Progress Check 3** pp. 50-51	• Environmental problems • Endangered animals • Environmental jobs and qualities	• *will* – *be going to* – Present Simple – Present Continuous (future meaning) • Time words • Conditional (type 1) • *a/an* – *the* – zero article	• /aɪ/ – /eɪ/ • /e/ – /æ/
Review (Units 1-3) pp. 52-53			
4 Culture & Ethnic groups pp. 54-65 **Progress Check 4** pp. 66-67	• Customs • Cultural events • Festival activities	• Simple/Compound/Complex sentences • Comparative – Superlative • *as ... as* – *not as/so ... as* – *much* + comparative	• /s/ – /ʃ/ – /z/ • Consonant clusters
5 Teenagers' life pp. 68-79 **Progress Check 5** pp. 80-81	• Teenagers' school life • Teenagers' free-time activities • Teenagers' problems	• Modals • Countable/Uncountable nouns • Quantifiers	• Silent 'h' • Sentence stress
6 Space & Technology pp. 82-93 **Progress Check 6** pp. 94-95	• Life in space • Electronic devices • Advantages & Disadvantages of technology	• Reported speech	• /ɪə/ – /eə/ • Intonation
Review (Units 1-6) pp. 96-97			

Songs (pp. 98-100) | Culture (pp. 105-107) | Grammar Reference (pp. 111-126)
Going Green (pp. 102-104) | Vocabulary Expansion (pp. 108-110) | Wordlist (pp. 127-129)

Reading	Listening	Speaking	Writing	
		• Describe a person • Talk about foods and drinks • Talk about festival activities • Talk about places in town • Talk about positions of places • Talk about personal information		
• *Special Places, Big and Small* (article – multiple matching) • *Steve's Blog* (blog entry – table completion)	• A monologue (R/W statements) • Monologues (question answering) • An advert (gap filling)	• Discuss life in the city/ countryside • Talk about the place you live in • Present a place in your country	A paragraph about a place in your country	**Project** Places in your country (poster)
• *Natural Disasters* (news reports – table completion) • *What a disaster!* (story – question answering)	• A monologue (question answering) • An interview (gap filling) • An interview (R/W statements)	• Talk about common natural disasters in your country • Present natural disasters • Narrate an accident	A story about a natural disaster/ an accident	**CLIL** (Geography) *The Destructive Force of Nature* (multiple matching)
• *Save Mother Earth!* (article – multiple choice) • *Dolphin Doc for a Day* (article – R/W/DS statements)	• Monologues (multiple matching) • A dialogue (multiple matching) • A dialogue (gap filling)	• Talk about environmental problems • Discuss future plans for volunteering	A blog entry about plans for volunteering	**Project** Environmental protection (poster)
• *Vietnamese Customs* (article – multiple choice) • *Dragon Con* (article – R/W/DS statements)	• Monologues (multiple matching) • A message (multiple choice) • A dialogue (multiple matching)	• Talk about customs in your country • Describe an event • Present a festival in your country	A paragraph about a festival	**CLIL** (History) *Ethnic Groups in Viet Nam* (multiple matching)
• *Michael's Blog* (blog entry – multiple choice) • *About Teen Problems* (article – gap filling)	• Monologues (multiple matching) • A monologue (multiple choice) • A dialogue (multiple choice)	• Talk about your school life, your free-time activities and teenagers' problems • Make suggestions – Express likes/dislikes	An email giving advice	**Project** Your ideal school (discussion)
• *Life in Space* (blog entry – multiple choice) • *Teen Tech Forum* (forum – R/W/DS statements)	• An interview (gap filling) • A dialogue (multiple choice) • Monologues (multiple matching)	• Talk about life in space • Talk about using electronic devices • Complain – Request help • Talk about advantages and disadvantages of technology	A blog entry about teens using electronic devices	**CLIL** (Science) *Space Technology* (multiple matching)

Welcome back

Appearance & Characters

1 a) Complete the table with the words from the list.

• young • tall • black (x2) • mid-twenties • short (x2) • slim • curly • old
• blue • chubby • brown (x2) • straight • long • of medium height • blond



Age	
Height	
Weight	
Hair	
Eyes	

b) Write the adjectives to match their descriptions.

• popular • cheerful • generous • energetic • selfish
• honest • bossy • impatient • talkative



1 _____: talks a lot
2 _____: smiles a lot
3 _____: hates waiting for things
4 _____: likes telling people what to do
5 _____: likes giving people things
6 _____: lots of people like him/her
7 _____: only cares about himself/herself
8 _____: always tells the truth
9 _____: does a lot of things

c) Use the words/phrases in Exercises 1a and 1b to talk about your friends and family members.

Foods & Drinks

2 a) Complete the table with the words from the list.

• orange • steak • pasta • cabbage • rice • chicken • egg
• milk • fish • cereal • grapes • bread • biscuits • butter



fruit & vegetables	
carbohydrates	
proteins	
fats	

b) What foods and drinks do you like? Tell your partner.

Festival activities

3 a) **Fill in each gap with the correct word from the list.**

• eat • wear • play • listen • watch • paint

1 

_____ your face

2 

_____ traditional clothes

3 

_____ games

4 

_____ a traditional meal

5 

_____ a fireworks display

6 

_____ to a band

b) **Use the phrases in Exercise 3a to describe what you like doing at a festival.**

Places in town

4 a) **Match the places (1-8) to what people can say there (a-h).**

library	1	g Open your books on page 34, please.
post office	2	b I'd like some butter. Where can I find it?
supermarket	3	c I'd like to send this letter to France, please.
clothes shop	4	d How long can I borrow this book for?
school	5	e Have you got this T-shirt in a medium?
hospital	6	f Can I see that doll, please?
baker's	7	g I'd like a loaf of bread, please.
toy shop	8	h Where's the emergency room?





b) **Say other sentences you can say in the places in Exercise 4a. Then, your partner guesses where you are.**

Welcome back

Prepositions of place



5 a) **Look at the picture. Fill in each gap with the correct preposition.**



1 Paul's house is _____ the school and the toy shop.
2 The supermarket is _____ the park.
3 The library is _____ the museum.
4 The post office is _____ the hospital.
5 The school is _____ Paul's house.

b) **Ask and answer about the places in the picture in Exercise 5a as in the example.**

A: Where's the library? B: It's _____.

Prepositions of time

at + time, periods of time, festivities
(**at** 10:00, **at** night, **at** the weekend, **at** Christmas)
in + months, years, centuries, seasons, parts of the day
(**in** July, **in** 2021, **in** the 20th century, **in** spring, **in** the afternoon)
on + days, dates, specific periods of time/days
(**on** Thursday, **on** 10th May, **on** New Year's Day, **on** Saturday mornings)

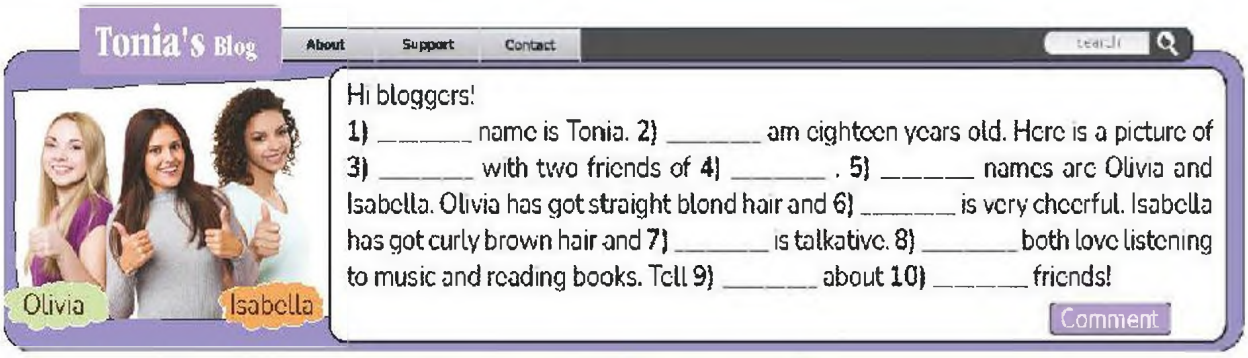
6 **Fill in each gap with *in*, *on* or *at*.**

1 He gets up _____ 10:00 on Sundays.
2 This toy shop opened _____ 2013.
3 Helen usually goes shopping _____ Fridays.
4 Brian usually watches TV online _____ the evening.
5 She goes to bed at 10 o'clock _____ night.
6 We often go skiing _____ winter.
7 They have football practice _____ Tuesday afternoons.
8 My sister's birthday is _____ New Year's Day.

Subject/Object personal pronouns – Possessive adjectives – Possessive pronouns

Subject pronouns	I	you	he	she	it	we	you	they
Object 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

7 **Fill in each gap with the correct subject/object personal pronoun or possessive adjective/pronoun.**



Yes-No questions – *Wh-* questions

***Yes-No* questions**

Is he from Việt Nam? – **Yes**, he **is**. / **No**, he **isn't**.
Do you **like** playing computer games? – **Yes**, I **do**. / **No**, I **don't**.

***Wh-* questions**

Who is your favourite author? – My favourite author is Charles Dickens. (people)
What subject do you like? – I like maths and English. (things)
When is her birthday? – It's on 1st March. (time)
Where do they live? – They live in Italy. (place)
Why do you love basketball? – Because it's exciting. (reason)
How old are you? – I'm ten years old. (age)
How often do you go to the gym? – I go to the gym every Tuesday. (frequency)

8 a) **Read the text and answer the questions.**



This is my penfriend, James. He is fourteen years old and he lives in London. James likes playing football. His favourite footballer is Cristiano Ronaldo. James plays football after school. He also goes to the cinema twice a month. He hates going shopping because it is crowded at the mall.

1 Is James thirteen years old?
2 Is he from London?
3 Does he like football?
4 Does he go to the cinema every week?

b) **Form *Wh-* questions for the underlined parts in the text.**

c) **Make *Yes-No* questions and *Wh-* questions about your partner, then ask and answer about him/her.**

1 City & Countryside

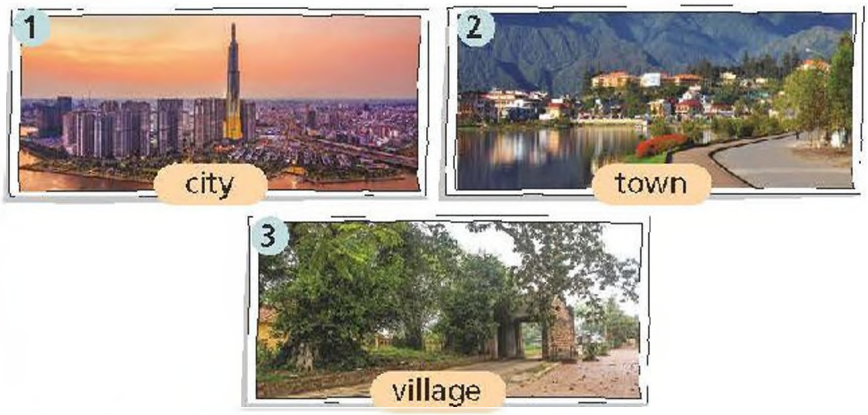
What's in this unit?

- **Vocabulary**
  - Places to live
  - Life in the city/ countryside
  - Features of the city/ countryside
- **Grammar**
  - Present Simple
  - Present Continuous
  - Infinitives (*to*-infinitive/ infinitive without *to*)
  - *-ing* form
- **Pronunciation**
  - /ɒ/ – /ɔː/
  - Word stress
- **Reading**
  - *Special Places, Big and Small* (article – multiple matching)
  - *Steve's Blog* (blog entry – table completion)
- **Listening**
  - A monologue (R/W statements)
  - Monologues (question answering)
  - An advert (gap filling)
- **Speaking**
  - Discuss life in the city/ countryside
  - Talk about the place you live in
  - Present a place in your country
- **Writing**
  - A paragraph about a place in your country
- **Project**
  - Places in your country (poster)

Vocabulary

Places to live

1 1.2 **Listen and repeat.**



4 Quảng Ninh Province is famous for Hạ Long Bay.
5 There are many tourist sites in Ba Đình District, Hà Nội.
6 I live in Ward 6, District 8, Hồ Chí Minh City.

Pronunciation (/ɒ/ – /ɔː/)

2 1.3 **Listen and put the words into the correct columns. Practise saying them with a partner.**

- ward
- Scotland
- popular
- holiday
- province
- shopping
- tall
- small

words with /ɒ/	words with /ɔː/
province	ward

Listening

3 1.4 **Listen to someone talking about places in the UK. Decide if the statements (1-3) are *R* (right) or *W* (wrong).**

1 Plockton is a village by the sea. ☐
2 Pembroke is a town in Scotland. ☐
3 West End is a ward in London. ☐

4 **Use the words in Exercise 1 to talk about places in your country as in the examples.**

Bến Thành Market is in District 1, Hồ Chí Minh City.
Bát Tràng is a famous village in Gia Lâm District, Hà Nội.
Sapa Town is very popular with visitors.

5 Look at the pictures. Which place is in the city and which place is in the countryside?

Video

1.5 Listen and read to find out.

Special Places, BIG and Small

Small villages and big cities are both special in some ways.
Read some amazing facts about two special places in the UK below.

Solva



Solva is a small village on the seaside in Pembrokeshire, Wales. It's a great place to live and visit. There's beautiful scenery nearby with the quiet beaches and rocky hills of the Pembrokeshire Coast National Park. Visitors can take a boat ride and see interesting wildlife like sharks and dolphins. But it's not just for nature lovers. Art lovers can visit Raul Speek Gallery to see wonderful works of art.

Bristol

Bristol is a beautiful big city in South West England. With so many things to do during the day and night, Bristol is a city full of life. It has lots of theatres, museums, festivals and street performers. Stokes Croft in Ashley Ward is especially popular. There are lots of small shops with special works of art in this street. Artists and art lovers love to visit this beautiful city.



• seaside • scenery • work of art

6 Read the texts and answer the questions (1-5). Write *S* (Solva) or *B* (Bristol).

1 Which place has lots of performers? ☐
2 Which place has beautiful scenery with beaches and hills? ☐
3 Where can you see sea animals? ☐
4 Where can you see a lot of works of art in shops? ☐
5 Which place is great for people who love nature and art? ☐

7 Where do you live? What is it famous for? Tell your partner.

I live in Đà Nẵng. It's famous for its beautiful beaches and good seafood.

1b • Grammar

Present Simple



We use the **Present Simple** for:
- habits/routines. We **go** to the countryside every week.
- general states, preferences and facts. I **don't like** living in the city.
- permanent states and situations. **Does** he **work** in the city? – **Yes**, he **does**.
- programmes and timetables. The train **leaves** for London at 8:00 tonight.

Time expressions: *every hour/day/week, in the morning/afternoon/evening, at night/noon/the weekend/5 o'clock, on Mondays,* etc.

Adverbs of frequency: usually go before the main verb or after the verb *to be*.

never — *seldom/rarely* — *sometimes* — *often* — *usually* — *always*

0% — 100%

I **usually go** back to my village. It **is always** relaxing here.

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Pronunciation of *-s/-es* verb endings (3rd person singular)
- /ɪz/ after the sounds /s/, /ʃ/, /tʃ/, /dʒ/, /z/ e.g. watches /wɒtʃɪz/
- /s/ after the sounds /p/, /k/, /t/, /f/, /θ/ e.g. cooks /kʊks/
- /z/ after the other sounds e.g. reads /riːdz/

1 1.6 **Listen and put the words into the correct columns. Practise saying them with a partner.**

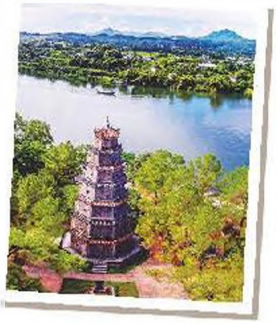
• stands • stays • leaves • stops • goes
• visits • looks • relaxes • chooses • changes

words with /ɪz/	words with /s/	words with /z/

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

1 Mark _____ (go) back to his hometown every weekend.
2 I _____ (not/like) big cities because they're noisy.
3 A: _____ (the flight/arrive) at 9:00 a.m. tomorrow?
B: Yes, _____ .
4 A: _____ (they/drive) to the countryside at weekends?
B: No, _____ .
5 A: What _____ (you/do) on Sundays?
B: I _____ (take) a day trip to the city with my friends.

3 **Put the verbs in brackets into the *Present Simple*. Put the adverbs of frequency in the correct places.**



1 He _____ (always/visit) Huế City in summer.
2 It _____ (seldom/be) quiet in big cities.
3 Visitors to Solva _____ (often/see) sea animals.
4 Streets in the countryside _____ (rarely/be) busy.
5 People _____ (sometimes/buy) works of art in Bristol.
6 She _____ (usually/try) local food on holidays.
7 I _____ (never/be) bored in the city because there are lots of things to see and do.

4 **What do you do *every day*? *at weekends*?, etc. Tell your partner.**

Grammar • 1b

Present Continuous



We use the **Present Continuous** for:
- actions happening now or around the time of speaking.
  Tom **isn't driving** to the countryside now. He **is taking** the bus.
- temporary situations. **Is** Bảo **staying** with his aunt in the city these days?
- fixed future arrangements. They **are travelling** to New York next week.

Time expressions: *now, at the moment, these days, tomorrow, next week,* etc.
Note: Some verbs do not have a continuous form: *hate, agree, need, like, love, want, know,* etc.

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5 **Put the verbs in brackets into the *Present Continuous*.**

1 Jenny _____ **(live)** with me until she finds a new place to live.
2 We _____ **(not/fly)** to Qui Nhơn City at the moment. We are taking the train.
3 _____ **(you/come)** with Lucy to the town centre tomorrow?
4 A: _____ **(Tom/move)** to a new town this weekend?
  B: Yes, _____ .
5 A: When _____ **(Emma/leave)** the city?
  B: She _____ **(leave)** next week.

6 **Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.**



Huy 1) _____ **(you/come)** with us to the countryside tomorrow?
An Of course! I 2) _____ **(need)** to get more fresh air. And what about Nam? 3) _____ **(he/want)** to come with us?
Huy I 4) _____ **(not/know)**. I 5) _____ **(meet)** him this afternoon. Let me ask him!
An Great! Oh look! He 6) _____ **(call)** me right now.

7 **Complete the text with the verbs from the list in the *Present Simple* or the *Present Continuous*.**

• visit • stay • love • take • go



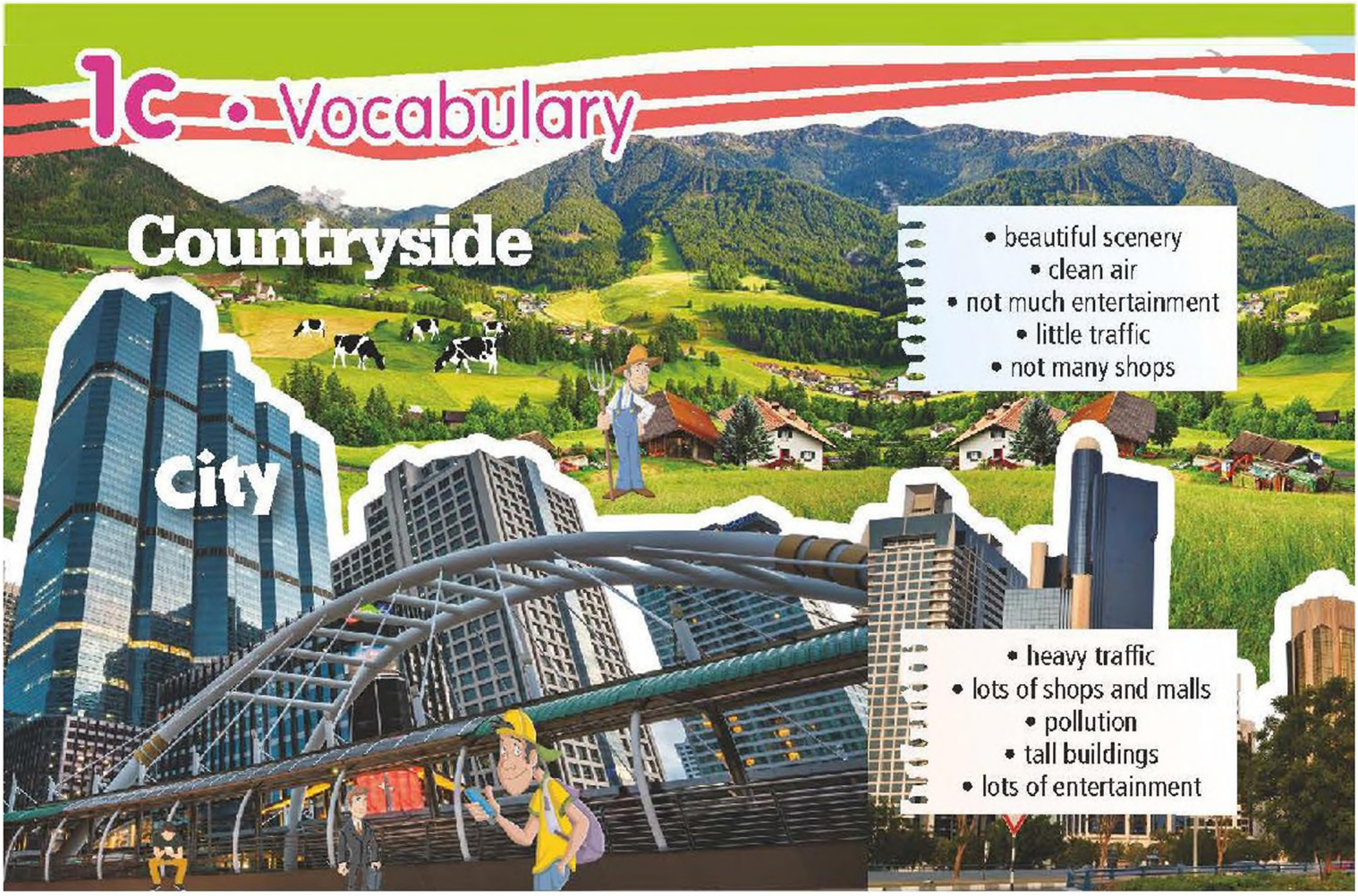
Compose Inbox Sent

Hi Thanh,
How are you? My sister and 1) _____ with our uncle in Hồ Chí Minh City for our holiday these days. He usually 2) _____ us to different places in the city. Today, we 3) _____ on a boat ride on the Sài Gòn River and then we 4) _____ đến Bến Thành Market. We really 5) _____ this exciting city. Tell me about your holiday.
Write soon.
Mai

Send

8 **What are you doing *these days? now? after school today? tomorrow? this weekend?*, etc. Tell your partner.**

1c • Vocabulary



Life in the city/countryside

1 1.7 **Listen and repeat. Complete the table with the items from the lists above. You can add your own ideas.**

	Life in the city	Life in the countryside
Positive		
Negative		

Listening

2 1.8 **Listen to two people talking about life in the city and life in the countryside. Answer the questions (1-4).**

1 Does Ann like living in the city?
2 According to Ann, what is life in the countryside like?
3 Does Peter like living in the countryside?
4 What does Peter enjoy doing in the city?

3 Think **Do you like living in the city or in the countryside? Why? Tell your partner.**

A: I like living in the countryside because there is beautiful scenery.
B: I like living in the city because there is lots of entertainment.

Everyday English • 1d

Discussing life in the city/countryside

1 Complete the dialogue with the sentences (A-E). There is one extra sentence.

1.9 Listen and check.



Susan 1) _____

Phil Life in the city can be stressful because there's heavy traffic.

Susan You're right.

2) _____

Phil What do you mean?

Susan There's lots of entertainment in the city.

Phil 3) _____

Life in the countryside can be boring because there isn't much entertainment.

Susan 4) _____

Phil That's true. There're both good and bad things about the city and the countryside.

Susan Yes, there are.

A I agree.
B What do you think about life in the city, Phil?
C But life in the city can be exciting, too.
D I don't agree.
E But the countryside has clean air, so it can be healthy.

2 Take roles and read the dialogue aloud.

3 Use the adjectives from the list to make sentences about life in the city and life in the countryside as in the examples.

- stressful
- ~~relaxing~~
- boring
- difficult
- exciting
- ~~convenient~~
- healthy
- unhealthy

Life in the city can be convenient because there are lots of shops and malls.
Life in the countryside can be relaxing because there is little traffic.

4 Act out a similar dialogue. Use the dialogue in Exercise 1 as a model and your sentences in Exercise 3.

Pronunciation Word stress

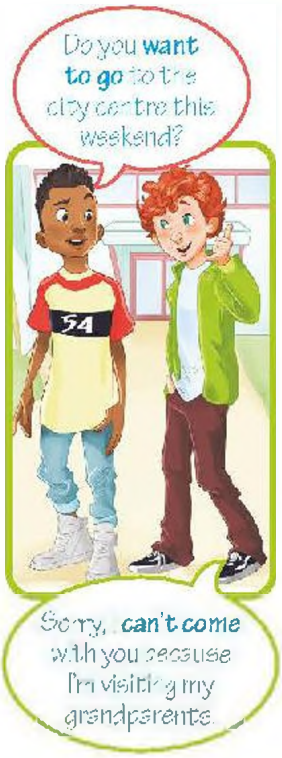
1.10 Listen and put the words into the correct columns. Practise saying them with a partner.

- heavy
- attraction
- exciting
- amazing
- beautiful
- relaxing
- traffic
- pollution
- scenery
- building

words with **first-syllable stress**	words with **second-syllable stress**
heavy	relaxing

1e • Grammar

Infinitives (*to*-infinitive, infinitive without *to*)



We use ***to*-infinitive**:
- after ***plan, agree, decide, hope, promise, want,*** etc.
  Mary and Anna **are planning to go** to London together.
- after ***would like, would love*** and ***would prefer***.
  I **would like to visit** the museum.
- to express purposes. He's going to the town centre **to watch** a football match.

We use **infinitive without *to*** after:
- modal verbs (***can, must, should,*** etc.).
  We **can enjoy** the beautiful scenery in this small village.
- ***let*** and ***make***.
  Clean air **makes** us **feel** relaxed.
  I **let** her **use** my bike.

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1 **Choose the correct options.**

1 They are planning **buy/to buy** a house in Hồ Chí Minh City.
2 We should **find/to find** a place to stay in the countryside.
3 Rachel hopes **have/to have** a day trip to the city this weekend.
4 Heavy traffic often makes me **feel/to feel** impatient.
5 You can **go/to go** shopping in lots of shops and malls in the city.
6 I want to go to the countryside **enjoy/to enjoy** clean air.

2 **Put the verbs in brackets into infinitives (*to*-infinitive, infinitive without *to*).**



1 A: Would you like _____ **(come)** to Cần Thơ with us?
  B: Sure! I want _____ **(visit)** new places.
2 A: Do you agree _____ **(show)** us around your village?
  B: Of course! We should _____ **(walk)** to enjoy the nature.
3 A: Do you plan _____ **(move)** to the countryside?
  B: No, I would prefer _____ **(live)** in the city. It's more exciting and convenient.
4 A: We must _____ **(leave)** now. It's getting late.
  B: OK. Let me _____ **(get)** my things first.

3 **Complete the sentences about yourself. Practise saying them with your partner.**

1 I want _____.
2 I would love _____.
3 I can _____.
4 I hope _____.
5 I let _____.
6 I'm planning _____.

-ing form



We use *-ing* form after:
- ***avoid, consider, suggest,*** etc.
  She **suggests moving** to the countryside.
- ***enjoy, like, love, prefer, fancy, hate, dislike*** to express general preferences.
  I **love living** in the city because there is lots of entertainment.
- ***go*** when talking about activities. Melissa wants to **go shopping** in the city.

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4 **Put the verbs in brackets into infinitives (*to*-infinitive, infinitive without *to*) or *-ing* form.**

Tom I'm so happy we're finally in Hà Nội! What do you want 1) _____ (do) on our first day here? We can 2) _____ (see) the Temple of Literature. I love 3) _____ (take) photographs of old buildings.

Kate Let's do that tomorrow! I prefer 4) _____ (go) shopping at the market today. Then, I think we should 5) _____ (try) some local food – it's delicious!

Tom OK. And the hotel clerk suggests 6) _____ (walk) along Hoàn Kiếm Lake.

Kate That sounds great!



5 **Read the sentences and correct one mistake in each sentence.**

1 He avoids to drive because the traffic is so heavy.
_____

2 She doesn't want spending time in the countryside because it's too quiet and boring.
_____

3 They're considering to take a trip to the city next weekend.
_____

4 You should to visit Đà Nẵng. It's an exciting city.
_____

5 We would love to go jog along the river in our village.
_____



6 **Use the words/phrases in the boxes to make sentences about yourself. You can add your own ideas. Tell your partner.**

• enjoy	• suggest	• love	• hate	• dislike
• like	• want	• prefer	• fancy	• would like

- go to the cinema
- visit museums
- go shopping
- go sightseeing
- try local dishes
- meet local people
- use public transport
- visit new places
- live in the countryside
- live in the city

I enjoy going to the cinema. I don't like going shopping.

If • Skills

Reading



1 Look at the pictures. Where are the places in the pictures?
1.11 Listen and read to find out.

Video

Photos | Travel | Messages

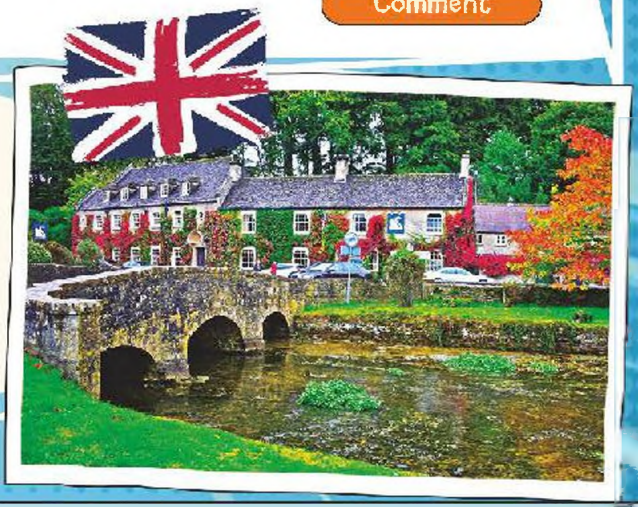
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Steve's Blog



Hi everyone! I'm from New York. Let me tell you about my city! New York is a big city in New York State, USA. It's crowded with a population of over 8 million people. Visitors usually take a taxi to see the sights, but the local people take the subway, bus or ferry to get around the city. We call it 'The City that Never Sleeps' and we are always busy. We don't often live in houses. Instead, a lot of us have modern apartments in skyscrapers.

Comment



Hi Steve! New York sounds exciting! I live in Bibury. It's a village in Gloucestershire, a quiet area of England with green fields and a calm river. It has a population of about 630 people. Most of the houses are small cottages, but there are also some larger historic buildings. The local people live a peaceful life. Our nickname for Bibury is 'The Most Beautiful Village in England'. It doesn't have great public transport, so we get around on foot or by car.

Send

- state
- apartment
- skyscraper
- calm
- historic

2 Read the texts and complete the table.

	New York	Bibury
Location		
Population		
Nickname		
Transport		
Housing		
Lifestyle		

3 Talk about the place you live in. Think about *its location, population, transport, housing* and *lifestyle*.

Vocabulary

Features of the city/countryside

4 a) 1.12 **Listen and repeat.**

• friendly	• busy	• calm	• crowded
• quiet	• historic	• peaceful	• modern





b) **Choose the correct options.**

1 There are a lot of **historic/crowded** buildings in Hà Nội, so you can learn about the local history and culture.
2 It's relaxing to take a boat ride on a **modern/calm** river.
3 I love talking to the **friendly/crowded** local people on my holidays.
4 Local people in my village live a **historic/peaceful** life.
5 The town isn't **calm/crowded**. It has a population of about over 3,000 people.
6 The streets in my city are usually **busy/friendly**.
7 It's really **quiet/busy** here in the morning. The only sound comes from the birds in the trees.
8 Hồ Chí Minh City is famous for its **historic/modern** lifestyle.

5 **Use the words in Exercise 4a to describe your city/town/village to your partner.**

A: My city is very crowded and there is lots of traffic.
B: My village is very old and it has a lot of historic buildings.

Culture Spot

Đường Lâm is a famous ancient village in Sơn Tây Town, Hà Nội. It has many historical houses. Many of them are up to 400 years old.



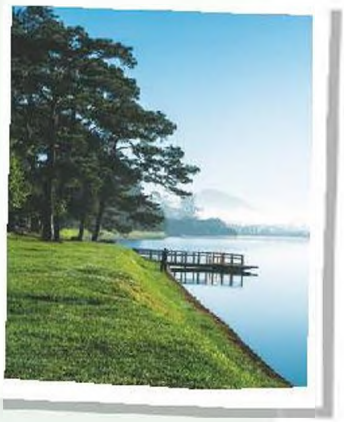
Which place in the UK has many historic buildings?

Listening

6 1.13 **Listen to an advert and complete the gaps (1-5).**

Đà Lạt City

Location: Lâm Đồng **1)** _____ in the Central Highlands of Việt Nam
Features: the **2)** _____ city life and the quiet countryside
Population: **3)** _____ people
Nickname: 'The City of Thousand Flowers'
What to see/do: **4)** _____ Đà Lạt Flower Park, walk along Xuân Hương Lake, go shopping at the night market, see street performances during **5)** _____



7 **Use the information in Exercise 6 to present Đà Lạt City to the class.**

Writing
(A paragraph about a place in your country)

Task analysis

1 **Read the task and complete the table.**

A travel magazine wants its readers to send in a paragraph about a place in their country. Write a paragraph for the magazine (about 80-100 words). Include *its name, location, population, what to see and do* and *your comments*.

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the model and underline the descriptions in the paragraph for the headings (1-3).**

1 name of city, location, population
2 what to see/do
3 comments

Copenhagen



Copenhagen is the capital of Denmark. It is in the west of the country and has a population of around 1.3 million people. There are lots of things to see and do in this city. You can visit historic buildings like Christiansborg Palace or take photos of the famous Little Mermaid statue. The National Museum is another popular tourist attraction. You can also go shopping at the busy shops in Strøget. If you like a quiet place, you can take a walk in King's Garden. Copenhagen is an amazing city. It has something for everyone.

Writing Tip Using adjectives

We can use a variety of adjectives to make our descriptions more interesting to the readers.

3 **Find the adjectives the writer used in the model in Exercise 2 to describe the following: *buildings, statue, museum, shops, garden, city.***

4 **Complete the paragraph with the adjectives from the list.**

• delicious • quiet • beautiful
• calm • local

If you love 1) _____ countryside life, my village is a perfect place for you. You can take a boat ride on the 2) _____ river. There is lots of 3) _____ scenery for sightseeing. It is also interesting to talk with the 4) _____ people. Then, you can try some 5) _____ seafood at the night market.

Your turn

5 **Collect information about a place in your country. Use your notes to write a paragraph about it (about 80-100 words).**

Plan

- name, location, population
- what to see/do
- comments

Useful Language

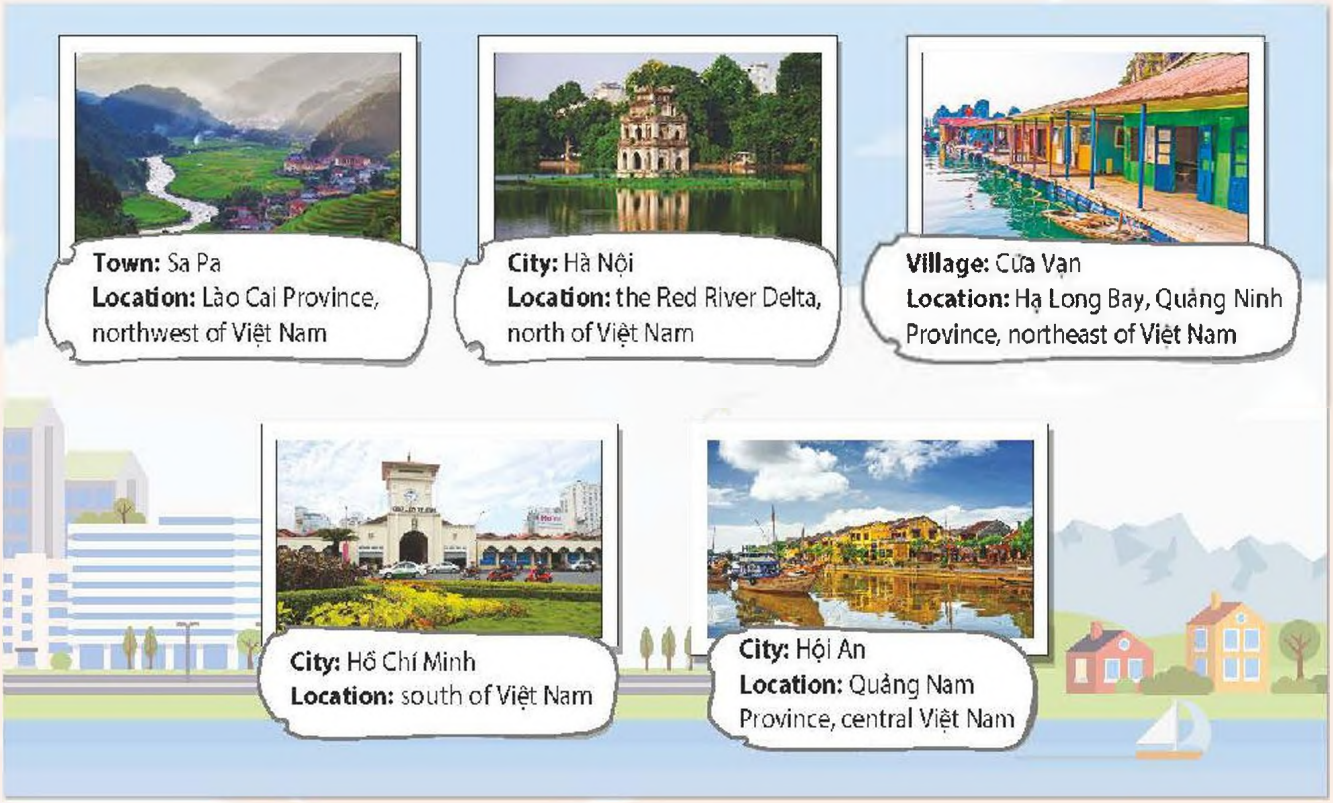
Name, Location, Population
- ... is the capital of ... .
- ... a big/small city/town/village in ... .
- ... is in the centre/north/south/east/west of ... .
- ... has a population of ... thousand/million people.

What to see/do
- Visitors/You can ... .
- ... is a city full of (popular clothing shops, quiet parks, etc.).
- ... has (historic buildings, beautiful gardens, etc.).

Comments
- ... has something for everyone.
- ... is the perfect place for ... .

Project Time 1

1 Find photos of cities, towns and villages in your country. Make a poster as in the example.



Presentation Skills

2 Choose one of the places from your poster in Exercise 1 to present to the class. Talk about *its name, location, population, what to see and do* and *your comments.*

VALUES

Love for life in the city/ countryside



Quiz

3 What is the right place for you: the city or the countryside? Take this quiz to find out.

1 Where do you like living?
- A in a flat
- B in a terraced house
- C in a cottage

2 What do you do to relax?
- A go shopping
- B walk in the park
- C go hiking

3 What do you enjoy the most?
- A theatres and museums
- B historic buildings
- C calm and quiet places

4 What is important to you?
- A entertainment
- B beautiful scenery
- C clean air

Mostly As: You love the city.
Mostly Bs: You are between the two. You love the city and the countryside.
Mostly Cs: You love the countryside.

1 Progress Check

Vocabulary

1 **Choose the correct options.**

1 There are twelve wards/provinces in my district.
2 We spoke to the friendly/historic local people on our trip to a village in the UK.
3 Hà Nội is one of the biggest cities/villages in Việt Nam.
4 I would love to spend the summer in a noisy/calm village in the countryside.
5 I love the countryside because it has beautiful scenery/traffic.

5 x 1 = 5 points

2 **Fill in each gap with *entertainment*, *countryside*, *buildings*, *pollution* or *scenery*.**

1 Quang likes taking photos of the beautiful _____ at the beach.
2 Life in the city is exciting because there's a lot of _____.
3 I prefer life in the _____. It's quiet and relaxing.
4 My friends suggested moving away from the city and going somewhere without _____.
5 The _____ in New York are very tall.

5 x 1 = 5 points

Grammar

3 **Put the verbs in brackets into the *Present Simple* or the *Present Continuous*.**

1 It often _____ (rain) a lot in my hometown in spring.
2 We _____ (go) on a day trip to Hạ Long City tomorrow.
3 Tom _____ (not/spend) much time in the city.
4 _____ (they/visit) the museum at the moment?
5 They _____ (not/like) living in the countryside.

5 x 1 = 5 points

4 **Put the adverbs of frequency into the correct places.**

1 The first train _____ is _____ at 6 a.m. It never arrives late. **(always)**
2 John _____ buys _____ souvenirs on his trips. **(rarely)**
3 I _____ go _____ to the beach on holiday because I don't like swimming. **(never)**
4 Big cities _____ are _____ crowded and noisy. **(usually)**
5 Tim _____ takes _____ photographs of the countryside. **(often)**

5 x 1 = 5 points

5 **Put the verbs in brackets into infinitives (*to*-infinitive, infinitive without *to*) or *-ing* form.**

1 We suggest _____ (walk) along the river to enjoy beautiful scenery.
2 Jane hopes _____ (visit) Hà Nội next year.
3 He prefers booking train tickets online _____ (save) time.
4 You should _____ (take) your coat.
5 They don't let visitors _____ (eat) in the museum.

5 x 1 = 5 points

Pronunciation

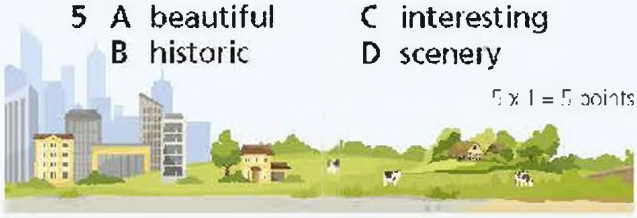
6 **Choose the word whose underlined part is pronounced differently from the others.**

1	A	sh<u>o</u>pping	C	pr<u>o</u>vince
	B	p<u>o</u>pular	D	bef<u>o</u>re
2	A	chang<u>es</u>	C	liv<u>es</u>
	B	ris<u>es</u>	D	choos<u>es</u>
3	A	cook<u>s</u>	C	love<u>s</u>
	B	laugh<u>s</u>	D	stop<u>s</u>

Choose the word that has a stress pattern different from the others.

4	A	prefer	C	busy
	B	traffic	D	city
5	A	beautiful	C	interesting
	B	historic	D	scenery

5 x 1 = 5 points



Listening

7 1.14 Listen and complete the gaps (1-5).

Invercargill

Location: 1) _____ of New Zealand
Features: the busy city life and the 2) _____ countryside
Population: 3) _____ people
Nickname: 'The City of 4) _____ and Light'
What to see/do: visit the parks and gardens, enjoy the sunshine, go for a walk on the beaches, go shopping at the night markets, meet the 5) _____ local people

5 x 4 = 20 points

Reading

8 Read the blog entry and decide if the statements (1-5) are *R* (right), *W* (wrong) or *DS* (doesn't say).

Trang's Blog search

Hi readers,
Sorry I didn't write last month because I moved to the countryside. Let me tell you all about it. I live in Cẩm Thanh, a quiet village in the southeast of Hội An City, Việt Nam. There aren't many people here. In fact, it has a population of under 10,000. It is one of the most peaceful villages in the country. There aren't many things to do, but it has some beautiful scenery. I love going for boat rides on the Thu Bồn River near my house. I also love breathing the clean air here because it makes me feel relaxed. Also, there is no heavy traffic. In fact, the only sound comes from the birds in the trees. There are lots of fishermen and they fish in the river every day. I really like living here. Why don't you leave a comment below and say what the place you live in is like?

Comment

1 Trang lives in a village. ☐
2 Cẩm Thanh is crowded. ☐
3 There is a river in Cẩm Thanh. ☐
4 There is a lot of pollution in Cẩm Thanh. ☐
5 Trang usually talks to the fishermen. ☐

5 x 4 = 20 points

Writing

9 Imagine you moved to the countryside/city. Write a paragraph about your place (about 80-100 words). Include *its name, location, population, what to see and do* and *your comments*.

20 points

Everyday English

10 Match the sentences (1-5) with (a-e) to make exchanges.

1 ☐ What do you think about life in the countryside?
2 ☐ What do you think about life in the city?
3 ☐ There are both good things and bad things about the city and the countryside.
4 ☐ There isn't much entertainment in the countryside.
5 ☐ Life in the city is stressful because there is heavy traffic.

a It can be unhealthy because there is a lot of pollution.
b Yes, there are.
c But there are lots of shops and malls, so it can be convenient.
d It can be healthy because there is clean air.
e I agree. Life there can be boring.

5 x 2 = 10 points
TOTAL 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for specific information (multiple matching; table completion) ☆☆☆

Listening
- listen for specific information (R/W statements; question answering; gap filling) ☆☆☆

Speaking
- discuss life in the city/countryside ☆☆☆
- talk about the place you live in ☆☆☆
- present a place in your country ☆☆☆

Writing
- write a paragraph about a place in your country ☆☆☆

2 Disasters & Accidents

What's in this unit?

- **Vocabulary**
  - Natural disasters
  - Accidents
  - Feelings
- **Grammar**
  - Past Simple
  - Past Continuous
- **Pronunciation**
  - /ɑː/ – /ʌ/
  - Intonation – Expressing shock/surprise
- **Reading**
  - *Natural Disasters* (news reports – table completion)
  - *What a disaster!* (story – question answering)
- **Listening**
  - A monologue (question answering)
  - An interview (gap filling)
  - An interview (R/W statements)
- **Speaking**
  - Talk about common natural disasters in your country
  - Present natural disasters
  - Narrate an accident
- **Writing**
  A story about a natural disaster/an accident
- **CLIL (Geography)**
  The Destructive Force of Nature (multiple matching)

Vocabulary

Natural disasters

1 1.15 Listen and repeat.



Pronunciation (/ɑː/ – /ʌ/)

2 1.16 Listen and put the words into the correct columns. Practise saying them with a partner.

- flood
- disaster
- eruption
- hundred
- car
- country
- tsunami
- much
- calm
- March

words with /ɑː/	words with /ʌ/

Listening

3 1.17 Listen to a boy talking about common natural disasters in his country. Which of the natural disasters in Exercise 1 does he talk about?

4 Think Which of the natural disasters in Exercise 1 are common in your country? Discuss with your partner.

5 Think Look at the pictures. What natural disasters are they?
1.18 Listen and read to find out.

Video

Natural Disasters



On 18th July 2021, a lot of landslides hit the city of Mumbai, India. The landslides killed 32 people and injured several others. They destroyed a lot of buildings, too.

On 19th March 2021, the Fagradalsfjall volcano in Iceland erupted and lasted for 6 months. The volcanic eruption didn't kill anyone, but it destroyed roads and injured a lot of farm animals.





Storm Vamco hit Việt Nam and the Philippines in November 2020. The storm killed 102 people and injured many others. It also destroyed cities, towns and villages.

In June 2018, there were major floods in the north of Việt Nam. 23 people died and many were injured. The floods destroyed a lot of houses, too.





On 18th June 2018, an earthquake hit northern Osaka, Japan. It killed 4 people and injured 434. It also destroyed a lot of houses and buildings.

In 2004, a big tsunami hit 11 countries in the Indian Ocean. It killed over 230,000 people and destroyed cities and towns.



- *kill*
- *injure*
- *destroy*
- *volcano*
- *erupt*
- *major*
- *injured*

6 Read the text and complete the table.

Natural disaster	Time	Place	Effect
landslides	18th July 2021	Mumbai, India	killed 32 people, injured several others, destroyed a lot of buildings

7 Use the information in the table in Exercise 6 to present the natural disasters to the class.

2b • Grammar

Past Simple



We use the **Past Simple** for:

- actions that started and finished in the past.
  The flood **happened** a week ago.
  Did the tsunami **injure** anyone? – **Yes, it did.**
- actions that happened one after another in the past.
  He **woke up, looked** around and **saw** water everywhere.

Time expressions: *yesterday, last week/month, two hours/days/weeks ago, in 2017,* etc.

p. 113

1 1.19 **Listen and put the words into the correct columns. Practise saying them with a partner.**

• moved • erupted • asked • happened • escaped
• decided • missed • collapsed • covered • spotted

words with /ɪd/	words with /t/	words with /d/

Pronunciation of *-ed* verb endings

- /ɪd/ after sounds /t/, /d/
  e.g. wanted /wɒntɪd/
- /t/ after the sounds /f/, /k/, /p/, /s/, /ʃ/, /tʃ/, /θ/
  e.g. watched /wɒtʃt/
- /d/ after the other sounds
  e.g. opened /əʊpənd/

2 **Write the *Past Simple* forms of the verbs.**

1 go	_____	4 hit	_____	7 shake	_____
2 feel	_____	5 sleep	_____	8 break	_____
3 hear	_____	6 strike	_____	9 drive	_____

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

1 The volcano in my village _____ **(erupt)** last week.
2 Yesterday, a landslide _____ **(hit)** the village. Luckily, it _____ **(not/destroy)** many houses.
3 The earthquake _____ **(not/kill)** anyone, but it _____ **(injure)** many people.
4 Kate _____ **(get)** out of the house, _____ **(put on)** a life jacket and _____ **(climb)** into a boat to escape the flood.
5 A: _____ **(you/feel)** the earthquake last night?
B: Yes, I _____. It was strong.
6 A: When _____ **(the storm/happen)**?
B: It _____ **(start)** yesterday afternoon.
7 A: Where _____ **(you/go)** after the tsunami?
B: I _____ **(stay)** at my uncle's house in the city close by.



4 **Ask and answer questions about the natural disasters in Exercise 5 on page 25 as in the example.**

A: Where did the landslides hit?
B: They hit Mumbai, India.
A: When did they happen?
B: They happened on 18th July 2021. ...

Grammar • 2b

Past Continuous (affirmative)



affirmative	I **was eating** at 6 p.m. yesterday. You **were eating** at 6 p.m. yesterday. He/ She/ It **was eating** at 6 p.m. yesterday. We/ You/ They **were eating** at 6 p.m. yesterday.

We use the **Past Continuous** for:

- an action in progress at a specific time in the past.
  Sally **was walking** to school at 8:00 this morning.
- an action in progress for a period of time in the past.
  The volcano **was erupting** for 90 minutes yesterday.
- a past action in progress (Past Continuous) when another action interrupted it (Past Simple).
  Last night, Max **was watching** TV when the storm hit the city.
- two or more actions in progress at the same time in the past.
  Last night, Max **was watching** TV while Sally **was doing** her homework.

Time expressions: *while, when, for 10 minutes/2 hours yesterday, all day/night, at 10 o'clock yesterday morning/evening, at this time yesterday,* etc.

pp. 113-114

5 **Complete the sentences with the verbs from the list in the *Past Continuous*.**



• read • listen • rain • clean • walk • study

1 At 9:00 this morning, I _____ my bedroom.
2 It _____ heavily all yesterday afternoon.
3 Yesterday evening, I _____ books while my brother _____ to music.
4 Kim _____ to school when the storm started last Monday.
5 We _____ English when the earthquake hit the town.

6 **Put the verbs in brackets into the *Past Simple* or the *Past Continuous*.**



Yesterday, when the storm 1) _____ (strike) the town, I 2) _____ (do) my homework. My mother 3) _____ (wash) the dishes and my father 4) _____ (read) the newspaper. My brother 5) _____ (look) out of the window when a tree 6) _____ (fall). It 7) _____ (hit) the window and the glass 8) _____ (break). After the storm, my mother 9) _____ (clean) up the broken glass and my father 10) _____ (repair) the window.

7 **Imagine a natural disaster happened where you live yesterday. What were you and your family members doing when it started? Tell your partner.**

Yesterday, when the storm hit the city, I was watching TV. My mother was ... .

2c • Vocabulary

Accidents

1 1.20 Listen and repeat.



Feelings

2 a) 1.21 Listen and repeat.





b) Choose the correct options.

1 Everyone was **terrified/relieved** after the firefighters put out the fire.
2 Were you **relieved/worried** when you saw the car crash?
3 John felt **terrified/relieved** when he heard the explosion.
4 Katie was **worried/relieved** about getting in a plane crash when she flew the first time.
5 I felt **worried/relieved** after the shipwreck because no one was injured.

Listening



3 1.22 Listen to an interview about a plane crash and complete the gaps (1-4).

1 Larry heard a loud _____ when he was sitting in his seat.
2 Something was _____ with the plane.
3 The pilot landed the plane on the _____ .
4 Larry felt _____ because everyone was safe.

4 Imagine you experienced the plane crash in Exercise 3. Tell your partner *what happened* and *how you felt*.

Everyday English • 2d

Narrating an accident

1 Complete the dialogue with the sentences (A-E). There is one extra sentence.

1.23 Listen and check.



A How did you feel?
B What exactly happened?
C Was everyone OK?
D The ambulance took them to hospital.
E Did you hear about the car crash in Hall Street?

Penny Hi, John. 1) _____
John You won't believe it, but I was there.
Penny Really? 2) _____
John My dad was driving me to school. We were waiting at the traffic lights when we heard a loud noise.
Penny Oh dear! 3) _____
John I was terrified! Two cars crashed into each other.
Penny 4) _____
John Unluckily, the drivers were injured and the crash destroyed the cars.
Penny How awful! You were very lucky because nothing happened to you.
John I know. What an awful crash!

2 Take roles and read out the dialogue.

3 Act out a dialogue similar to the one in Exercise 1. Use the news headline and follow the diagram.

Car Crashes into Toy Shop in Henry Street

Hey, ... Did you hear ...?
Seriously? What ...?
Oh no! How did ...?
Was everyone ...?
How terrible! You were lucky ... .

You'll never guess, but ... .
I was ... when ... .
I was ...! A car ... .
Unluckily, ... / Luckily, ...
I know! What a/an ...!

Pronunciation — Intonation – Expressing shock/surprise

1.24 Listen and pay attention to the intonation. Practise saying them with a partner.

1 Really?
2 Seriously?
3 Oh dear!
4 Oh no!
5 How awful!
6 How terrible!
7 What an awful crash!
8 What a terrible fire!

2e • Grammar

Past Continuous (negative/interrogative)



negative	I **wasn't eating** at 6 p.m. yesterday. You **weren't eating** at 6 p.m. yesterday. He/ She/ It **wasn't eating** at 6 p.m. yesterday. We/ You/ They **weren't eating** at 6 p.m. yesterday.

interrogative	**short answers**
Was I **eating** at 6 p.m. yesterday?	**Yes,** you **were.** / **No,** you **weren't.**
Were you **eating** at 6 p.m. yesterday?	**Yes,** I **was.** / **No,** I **wasn't.**
Was he/ she/ it **eating** at 6 p.m. yesterday?	**Yes,** he/ she/ it **was.** **No,** he/ she/ it **wasn't.**
Were we/ you/ they **eating** at 6 p.m. yesterday?	**Yes,** you/ we/ they **were.** **No,** you/ we/ they **weren't.**

Wh- **questions**	**What were** you **doing** at 6 p.m. yesterday?

pp. 113-114

1 **Write the sentences in the negative form of the *Past Continuous*.**

1 She / do her homework / at 4 p.m. yesterday.
She wasn't doing her homework at 4 p.m. yesterday.
2 I / watch TV / at 9 o'clock last night.
_____
3 We / study English / at this time last Friday.
_____
4 Mai and Linh / listen to music / all yesterday morning.
_____
5 Nick / sleep / from 2:00 to 4:00 yesterday afternoon.
_____



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

1 A: _____ **(the fire/burn)** for a long time when the firefighters arrived?
B: No, it _____ .
2 A: _____ **(you/walk)** down the street when you heard the explosion?
B: Yes, I _____ .
3 A: Where _____ **(they/drive)** when the car crash happened?
B: They _____ **(return)** to the hotel.
4 A: What _____ **(James/do)** when the plane crash happened?
B: He _____ **(read)** a magazine.

3 **Use the ideas in Exercise 1 and your own ideas to ask and answer as in the example.**

A: Were you doing your homework at 4 p.m. yesterday?
B: Yes, I was. / No, I wasn't.

Grammar • 2e

Past Simple – Past Continuous (Review)

4 **Put the verbs in brackets into the *Past Simple* or the *Past Continuous*.**



1 We _____ **(not/sleep)** when we _____ **(hear)** a strange noise.

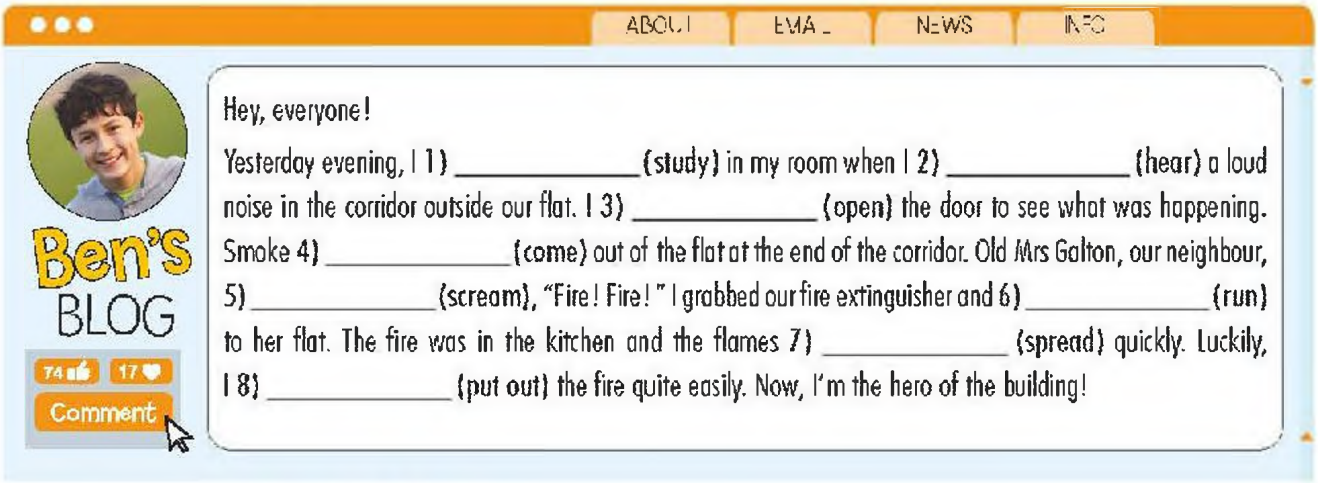
2 After the phone call from the police, Sarah _____ **(put on)** her jacket, _____ **(take)** her bag and _____ **(rush)** out of her house.

3 At 5:00 p.m. yesterday, my mum _____ **(cook)** dinner while my dad _____ **(clean)** the bathroom.

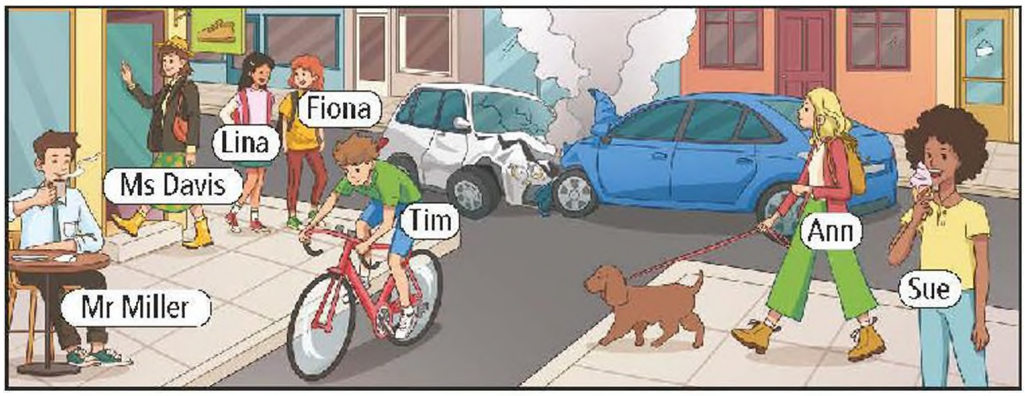
4 A: _____ **(Allen/hike)** in the mountains all yesterday morning?
B: Yes, he _____ .

5 A: What _____ **(they/do)** when the car crash _____ **(happen)**?
B: They _____ **(walk)** to school.

5 **Put the verbs in brackets into the *Past Simple* or the *Past Continuous*.**



6 **Look at the picture. What were the people doing when the car crash happened? Ask and answer as in the example.**

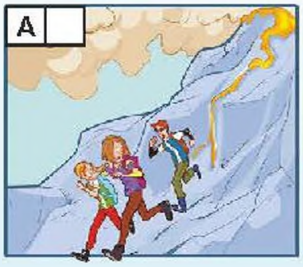


A: What was Ann doing when the car crash happened?
B: She was walking her dog.

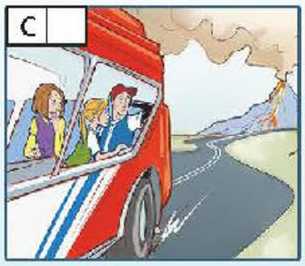
2f • Skills

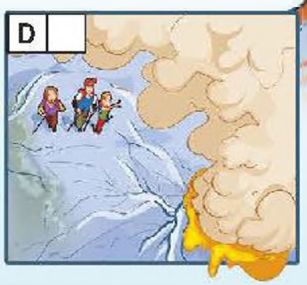
Reading

Video 1 Think Look at the pictures and put them in the order of the story.
1.25 Listen and read to check.









WHAT A DISASTER!

It was a beautiful morning in June and the sun was shining. My parents and I were having a wonderful holiday in Hawaii. We swam in the sea and walked on the beach every day. On our last day, we decided to go hiking up a volcano.

We were climbing near the top of the volcano when we heard a loud noise coming from deep under the ground. Then, the volcano shook, smoke came out of the top, and lava came down the side. We were terrified!

We ran as fast as we could back down the volcano. We felt worried because so much lava erupted from the top. Luckily, we got to the road and a bus picked us up just in time. We drove off quickly. Later, we watched the news to find out what happened. The eruption didn't injure anyone, but it destroyed some buildings and cars. We felt relieved because everyone was safe.

• go hiking • shake • lava

2 Read the text and answer the questions (1-5).

1 Where did the disaster happen?

_____

2 What was the writer doing when it started?

_____

3 What came down the side of the volcano?

_____

4 Did the disaster injure anyone?

_____

5 How did the writer feel after the disaster?

_____



3 Think Imagine you experienced the volcanic eruption in the text. Use the questions in Exercise 2 and your own questions to ask and answer about the disaster with your partner.

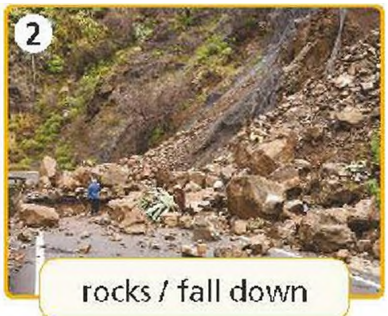
A: When did the volcanic eruption happen?
B: It happened … .
A: Where did it happen?
B: It happened … .

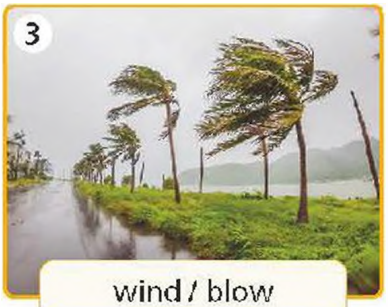
Vocabulary

Natural disasters

4 a) 1.26 **Listen and repeat.**

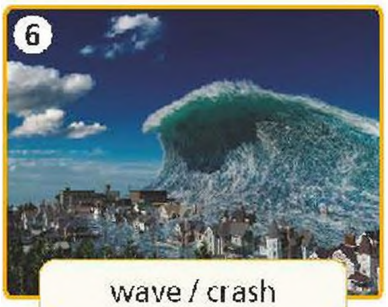














b) **Use the words in Exercise 4a and the *Past Simple* to complete the sentences (1-6).**

1 The wind blew hard and a lot of trees fell down.
2 The _____ and water covered the town.
3 _____ from the top of the volcano.
4 The _____ during the earthquake.
5 A _____ into the city and the water destroyed a lot of buildings.
6 _____ the road during the landslide.

Listening

5 1.27 **Listen to an interview about a natural disaster and decide if the statements (1-5) are *R* (right) or *W* (wrong).**

1 The disaster happened last month. ☐
2 Cassie's family were driving when the disaster started. ☐
3 The disaster was an earthquake. ☐
4 Cassie's father was injured in the disaster. ☐
5 Cassie felt terrified when the disaster started. ☐

6 1.27 **Listen to the recording from Exercise 5 again and take notes. Imagine you experienced the disaster. Tell your partner about your experience.**

2f • Skills

Writing
(A story about a natural disaster/ an accident)

Task analysis

1 **Read the task and complete the table.**

An international teen magazine wants its readers to send in a story about a natural disaster or an accident they experienced. Write a story for the magazine (about 80-100 words). Include *when and where it happened, what you were doing, what exactly happened* and *how you felt.*

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

Writing Tip **Setting the scene**

To begin a story, we set the scene by describing *who* (the character(s)), *when* (the time), *where* (the place), and *what* (the activity the character(s) was/were doing). We can use the *Past Continuous* to set the scene.

2 **Read the story. How did the writer set the scene? Underline the sentences in the text.**



On Monday morning, I experienced a terrible fire in a building in West Street. I was walking to school with my friends when I saw smoke from the building. Then, the fire spread quickly. We ran down the street away from the fire. Soon, the firefighters arrived and they put out the fire. The fire didn't injure or kill anyone, but it destroyed the building. I was terrified when it was happening, but I was relieved because everyone was safe.

3 **Read the story again and complete the spidergram in your notebook.**



Your turn

4 **Imagine you experienced a natural disaster or an accident. Write a story about it (about 80-100 words).**

Plan

- when and where it happened
- what you were doing
- what exactly happened
- how you felt

Useful Language

Describing when and where it happened
- On Monday morning/Tuesday afternoon, etc., I was in/at (place).
- Last week/month, etc., I experienced a/an (disaster/accident) in/at (place).

Describing what you were doing
- I was talking to my friends when ... .
- I was walking to school when ... .

Describing what exactly happened
- First/Then/Next/Finally, ...
- Soon, the firefighters/emergency services arrived and they ... .
- The (disaster/accident) injured/didn't injure/ killed/didn't kill/destroyed/didn't destroy ... .

Describing how you felt
- I was/felt worried/terrified when the (disaster/accident) was happening, but I was/ felt relieved when it was over.
- We were relieved because everyone was safe.

CLIL (Geography) • 2

1 Think Look at the pictures and read the title of the text. What do you think the text is about?

Video 1.28 Listen and read to find out.

THE DESTRUCTIVE FORCE OF NATURE



A

Natural disasters can happen anywhere, but different disasters happen in different places. Floods happen more in countries with lots of rivers like Việt Nam, India and Bangladesh. Earthquakes happen the most in areas with two parts of the Earth's surface meeting like China, the US and Indonesia. Storms happen more in warm places with a lot of coastline like India, the Philippines and Việt Nam. A natural disaster can create other disasters, too. Storms often cause floods and landslides, and earthquakes can cause volcanic eruptions and tsunamis.

B

You probably noticed more natural disasters happening in the last few years. According to scientists, the cause is climate change and the effects are worse. Natural disasters hurt or even kill people, and they destroy buildings, trees and people's homes. They also cause negative feelings for people. Many people feel worried or terrified for a long time after a natural disaster. That's why it's important to fight climate change so that the future will be better for everyone.



• destructive • force • coastline • surface • cause • climate change • hurt

Culture Spot

In Việt Nam, the most common natural disasters are floods, storms and landslides. They happen because Việt Nam is a warm country with a lot of coastline and rivers.



What are the most common natural disasters in the UK?

2 Read the text and answer the questions (1-5). Write *A* or *B*.

Which paragraph ...

1 describes how people feel after a natural disaster? ☐
2 talks about a natural disaster causing other disasters? ☐
3 explains the cause of natural disasters? ☐
4 describes what happens to people and places after a natural disaster? ☐
5 explains why natural disasters happen more in one place than other places? ☐

3 **Collect information about a natural disaster in your country. Include *when it happened* and *what effects there were*. Present it to the class.**

2 • Progress Check

Vocabulary

1 **Choose the correct options.**

1 It rained heavily before the landslide/shipwreck hit the town.
2 Jane saw a car disaster/crash on her way to school this morning.
3 The volcanic eruption/explosion destroyed the village with lava.
4 The earthquake/flood covered the small town in water.
5 We were terrified/relieved when the building started to shake.

5 x 1 5 points

2 **Fill in each gap with *blew*, *hit*, *killed*, *overflowed* or *destroyed*.**

1 The shipwreck _____ three of the people on the ship and injured many others.
2 When did the storm _____ the city?
3 The tsunami _____ a lot of roads and buildings.
4 The wind _____ hard and it started to rain.
5 The river _____ with water after a week of heavy rain.

5 x 1 5 points

Grammar

3 **Complete the text with the verbs from the list in the *Past Simple* or the *Past Continuous*.**

• run • take • fall • open • start

David was running with his dog in the forest when it 1) _____ to rain. He and his dog 2) _____ to the car when the lightning struck. David 3) _____ to the ground and covered his eyes. When he 4) _____ his eyes, the emergency service 5) _____ him to the hospital.

5 x 1 = 5 points

4 **Put the verbs in brackets into the *Past Simple* or the *Past Continuous*.**

1 I _____ (chat) online when the tsunami _____ (hit) the city.
2 I got up, _____ (put on) my coat and _____ (leave) home.
3 My mobile phone _____ (ring) when I _____ (walk) home this morning.
4 A: What were you doing when the earthquake _____ (start) last night?
B: I _____ (have) dinner.
5 A: _____ (you/read) about the storm in Japan last week?
B: Yes, it _____ (injure) a lot of people.

5 x 2 10 points

Pronunciation

5 **Choose the word whose underlined part is pronounced differently from the others.**

1	A	h<u>o</u>liday	C	st<u>o</u>p
	B	n<u>o</u>thing	D	v<u>o</u>lcanic
2	A	w<u>a</u>rm	C	h<u>a</u>rm
	B	f<u>a</u>rm	D	st<u>a</u>rt
3	A	climb<u>ed</u>	C	explod<u>ed</u>
	B	destroy<u>ed</u>	D	injur<u>ed</u>
4	A	scream<u>ed</u>	C	clean<u>ed</u>
	B	overflow<u>ed</u>	D	crash<u>ed</u>
5	A	walk<u>ed</u>	C	stay<u>ed</u>
	B	watch<u>ed</u>	D	wash<u>ed</u>

5 x 1 = 5 points

Listening

6 1.29 **Listen to an interview about an accident and complete the gaps (1-5).**

1 Jane heard a loud noise when she was in her _____.
2 The accident was a(n) _____.
3 She saw smoke and _____.
4 _____ got injured.
5 She feels relieved now because she was _____.

5 x 4 = 20 points

Reading

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

Kate's Blog

Hello, readers! Today's blog is about my family's holiday on an island in the Pacific Ocean. I went hiking with my parents in the mountains every day. On our last day, when we were climbing through the forest, the earth started to shake. The sound of rocks falling was very loud. We thought it was an earthquake or a landslide. We were terrified!

Then, we heard a loud noise, but we didn't know where it came from. When we looked down at the valley, a tsunami was hitting the village below. We quickly climbed up the mountain path when the water was moving through the valley. Finally, we were safe enough and we stopped to look down at the valley. There was water everywhere! We went back down to help in any way we could. It was terrible! Some people died and many got injured. We went home the following day. We were relieved because our family was safe from a terrible natural disaster.

Comment



1 On her holiday, Kate went hiking every day. ☐

2 When the disaster started, Kate and her parents knew it was a tsunami. ☐

3 They climbed down the mountain when they saw the tsunami. ☐

4 The tsunami killed a lot of people. ☐

5 Kate's family went home in a car. ☐

5 x 4 20 points

Everyday English

8 Match the sentences (1-5) with (a-e) to make exchanges.

1 ☐ What exactly happened?

2 ☐ How did you feel when the accident happened?

3 ☐ Was everyone OK?

4 ☐ Did you hear about the car crash in Metler Street?

5 ☐ Suddenly, I heard a loud noise.

a I was terrified!

b Oh dear!

c You won't believe it, but I was there.

d Luckily, no one was injured.

e The ship hit a rock.

5 x 2 = 10 points

Writing

9 Imagine you experienced the accident in Exercise 6 on page 36.

1.29 Listen to the interview again and take notes. Write a story about the accident (about 80-100 words). Include *when and where it happened, what you were doing, what exactly happened* and *how you felt.*

20 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading

- read for specific information (table completion; question answering; multiple matching) ☆☆☆

Listening

- listen for specific information (question answering; gap filling; R/W statements) ☆☆☆

Speaking

- talk about common natural disasters in your country ☆☆☆
- present natural disasters ☆☆☆
- narrate an accident ☆☆☆

Writing

- write a story about a natural disaster/an accident ☆☆☆

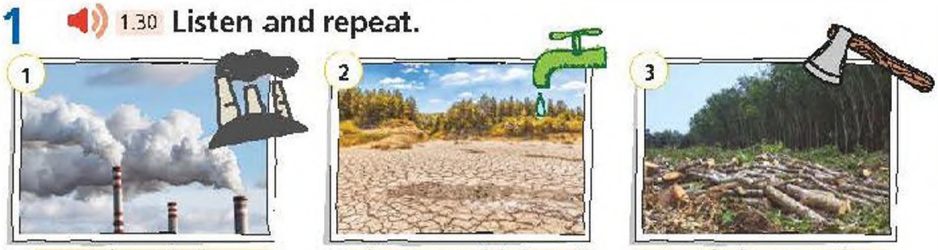
3 The environment

What's in this unit?

- **Vocabulary**
  - Environmental problems
  - Endangered animals
  - Environmental jobs and qualities
- **Grammar**
  - *will – be going to –* Present Simple – Present Continuous (future meaning)
  - Time words
  - Conditional (type 1)
  - *a/an – the –* zero article
- **Pronunciation**
  - /aɪ/ – /ɔɪ/
  - /ɔ/ – /æ/
- **Reading**
  - *Save Mother Earth!* (article – multiple choice)
  - *Dolphin Doc for a Day* (article – R/W/DS statements)
- **Listening**
  - Monologues (multiple matching)
  - A dialogue (multiple matching)
  - A dialogue (gap filling)
- **Speaking**
  - Talk about environmental problems
  - Discuss future plans for volunteering
- **Writing**
  A blog entry about plans for volunteering
- **Project**
  Environmental protection (poster)

Vocabulary
Environmental problems

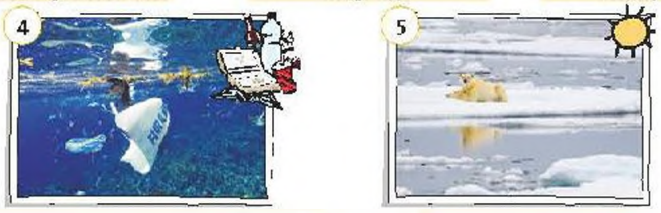
1 1.30 **Listen and repeat.**



1 the air / become polluted

2 rivers and lakes / dry up

3 rainforests / disappear



4 seas / become polluted

5 ice caps / melt

2 **Use the following ideas to talk about the problems in Exercise 1 as in the example.**

- wild animals will have no places to live
- sea levels will rise
- ~~people will get more health problems~~
- sea animals will die
- there will be no clean drinking water

If the air becomes polluted, people will get more health problems.

Pronunciation (/aɪ/ – /eɪ/)

3 1.31 **Listen and put the words into the correct columns. Practise saying them with a partner.**

- ice
- lake
- wild
- rain
- save
- dry
- die
- environment

words with /aɪ/	words with /eɪ/

Listening

4 1.32 **Listen and match the speakers (1-3) to the problems they talk about (A-C).**

Speaker 1	
Speaker 2	
Speaker 3	

A The rainforests disappear.
B The ice caps melt.
C The air becomes polluted.

Reading • 3a

5 Think Look at the picture and read the title of the text. What do you think the text is about?

Video

Save Mother Earth!



Environmental problems will cause damage to plants, animals and people if we don't stop them. Read about some of these problems below.

What will happen if the rainforests disappear? It will be a big problem. All over the Earth, people are **1)** _____ down rainforests. If we don't stop them, we will **2)** _____ many endangered animals and plants.

Protecting the ice caps is important. When the ice caps melt, sea levels will rise and floods will happen more often. If it doesn't stop, cities and towns near the sea will **3)** _____ .

When we pollute the air, water and land, we will do great damage to the Earth. It doesn't only harm plants and animals. People won't have fresh air to breathe if air **4)** _____ continues. Also, we won't have enough food to eat if we continue to pollute water and land. If we aren't more eco-friendly, the problems will get **5)** _____ and we will get more health problems.

• endangered • pollute • damage • harm • breathe • eco friendly

Study skills

Completing a cloze text

- Read the text once to get the general idea.
- Read again and pay attention to the words before and after each gap. They will help you do the task.

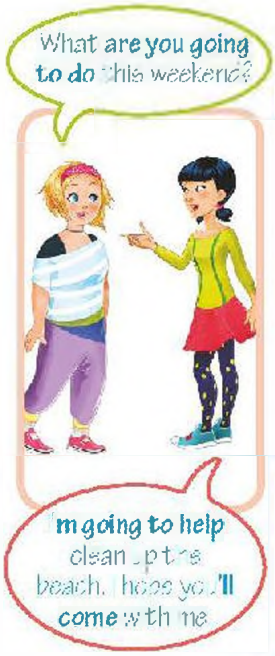
6 Read the text. For questions (1-5), choose the correct options (A, B, C or D). 1.33 Listen and check.

1	A cutting	B taking	C making	D polluting
2	A have	B get	C keep	D lose
3	A rise	B disappear	C melt	D stop
4	A pollute	B polluted	C unpolluted	D pollution
5	A worse	B better	C more	D less

7 Think What did you learn from the text? Tell your partner.

3b • Grammar

will – *be going to* – Present Simple – Present Continuous (future meaning)



We use ***will*** for:
- on-the-spot decisions. It's cold. **I'll close** the window.
- predictions based on what we think or believe *(think, believe, hope, expect, be sure, be afraid,* etc.). I think he **will take part in** the environmental club.
- promises, warnings, hopes and offers. I promise I **won't be** late.

We use ***be going to*** for:
- future plans and intentions.
  Tom**'s going to study** biology at university this September.
- predictions based on what we see or know.
  Be careful! You**'re going to fall off** the ladder.

We use the **Present Simple** for programmes and timetables.
The train **leaves** at 9 a.m. tomorrow.

We use the **Present Continuous** for fixed arrangements in the near future.
Tom **is flying** to Italy tomorrow morning.

Time expressions: *tomorrow, next week/month/year, in a week/month/year, soon, tonight,* etc.

pp. 114-115

1 **Choose the correct options.**

1 The school bus **arrives/will arrive** at 8:00 a.m.
2 I think Mary **joins/will join** the volunteer programme this summer.
3 We **aren't visiting/don't visit** the national park tomorrow.
4 I'm tired. I **will go/am going to go** home.
5 He's collecting plastic bottles. He **recycles/is going to recycle** them.



2 **Put the verbs in brackets into the correct forms. Use *will*, *be going to*, the *Present Simple* and the *Present Continuous*.**

1 A: When _____ **(the zoo/open)** tomorrow?
  B: At 9 o'clock. I _____ **(meet)** Brian there at 9:30.
2 A: Don't throw the jars away, Henry! We can reuse them.
  B: Sorry, I promise I _____ **(not/throw)** any jars away.
3 A: Did you hear about the exhibition on recycling?
  B: Yes. I hope you _____ **(come)** with me.
4 A: Do you think pollution _____ **(harm)** the animals?
  B: I'm afraid it _____ **(cause)** a lot of damage to everything on the planet.
5 A: John is interested in environmental activities.
  B: He _____ **(enjoy)** the clean-up day this week.



3 **Tell your partner ...**

- things you think will happen in the future.
- your future plans/intentions.
- your fixed arrangements in the near future.

Grammar • 3b

Time words



In sentences, we use **time words** to introduce time clauses. We often use ***will*** in the main clause and the **Present Simple** in the time clause.

- ***when*** Mike will study endangered animals **when** he goes to university.
- ***after*** Floods will happen more often **after** the ice caps melt.
- ***before*** Steve will do research into water pollution **before** he goes to the lake.
- ***as soon as*** We will start collecting rubbish **as soon as** we arrive at the beach.

Notes

- We use a comma when the time clause comes first.
  When I get home, I'll call you.
- We can use ***will*** in *Wh-* questions with ***when*** to express future meanings.
  When will you **book** your tickets?

p. 115

4 **Put the verbs in brackets into the correct forms. Use *will* or the *Present Simple*.**

1 We _____ (go) home after we _____ (watch) the film about water pollution.
2 My grandpa _____ (volunteer) to clean up the rubbish at the lake when he _____ (go) there this summer.
3 As soon as Ivy _____ (arrive) at the national park, we _____ (feed) the animals.
4 Lan _____ (walk) her dog before she _____ (do) her homework this afternoon.
5 They _____ (turn off) the lights before they _____ (leave) the room.



5 **Read the dialogue and correct four mistakes.**

Cory What will you write about for your science project?
Anna I want to write about an environmental problem. I'll decide the topic after I'll search on the Internet. What about you?
Cory I'm not sure yet. I tell you when I get some advice from my teacher.
Anna Do you read some articles before you choose?
Cory Yes, I will. Sorry, but I have to go now.
Anna OK. I'll talk to you when I'll get home.
Cory OK. Bye!



6 **Use the prompts and your own ideas to ask and answer about your plans as in the example.**

Time clauses	Main clauses
• as soon as / finish your homework	• help my mum clean the house
• when / have a day off	• volunteer at the animal shelter
• before / go to the recycling centre	• collect some plastic bottles
• after / finish university	• work for an environmental charity

A: What will you do as soon as you finish your homework?
B: As soon as I finish my homework, I'll help my mum clean the house.

3c • Vocabulary

Endangered animals

1 1.34 Listen and repeat. Why are these animals endangered? Look at the pictures, guess and choose from the list.

1 pollution
2 illegal pet trade
3 climate change
4 illegal hunting
5 habitat loss



Listening

2 1.35 Listen to a radio show. Why are the animals in Exercise 1 endangered? Match the reasons (1-5) to the animals (A-E).

3 Ask and answer as in the example.

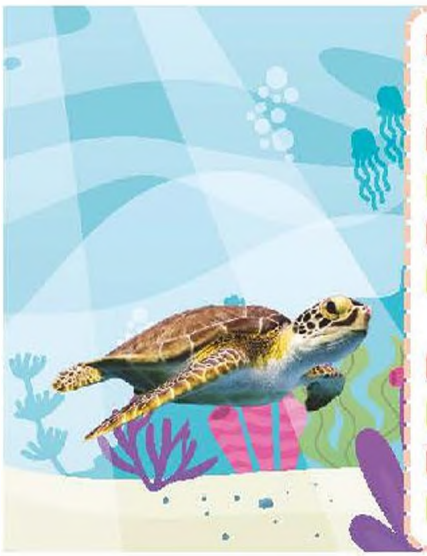
A: Why are gorillas endangered?
B: Gorillas are endangered because of habitat loss.

Everyday English • 3d

Discussing future plans for volunteering

1 Complete the dialogue with the sentences (A-E). There is one extra sentence.

1.36 Listen and check.



Polly Hi, Jack. What are your plans for the summer?
Jack I'm going to volunteer in Mexico.
Polly Really? 1) _____
Jack I'm going to stay in a national park to take care of sea turtles.
Polly Wow! 2) _____
Jack We're going to feed turtles and protect turtles' eggs. We're also going to pick up rubbish from the beaches.
Polly Sounds interesting! 3) _____
Jack For the whole of July. I can't wait! 4) _____
Polly I'm not sure yet. Maybe we can volunteer in Mexico.
Jack Why not!

A How long are you going to stay there?
B Where are you going to stay?
C How are you going to get there?
D What exactly are you going to do there?
E What are you going to do this summer?

2 Take roles and read the dialogue aloud.

3 Act out a similar dialogue. Use the dialogue in Exercise 1 as a model and the information in the advert.



The Macaw Park invites you to join our volunteer team this July!

Stay in the rainforests of Costa Rica and help protect macaws.

Work involves:
- planting trees to give macaws a place to live
- collecting information on macaw habits

Register online at: www.macaw-park.com.

Pronunciation /e/ – /æ/

1.37 Listen and put the words into the correct columns. Practise saying them with a partner.

- habitat
- protect
- pet
- national
- animal
- collect
- cap
- melt
- together
- plastic

words with /e/	words with /æ/

3e • Grammar

Conditional (type 1)



if-clause (possible condition)	main clause (result)
If/Unless + Present Simple,	*will* + infinitive without *to*

- We use **conditional type 1** (real present) for something real or likely to happen in the present or future.
  If you **love** animals, you **will enjoy** volunteering at the national park.
- We also use **conditional type 1** to make offers and promises.
  If you **help** clean rubbish at the beach, you **will get** a free lunch.

Notes

- We don't use a comma when the *if*-clause follows the main clause.
  We **will save** many endangered animals **if** we **stop** climate change.
- *unless = if ... not*
  Unless we **stop** illegal hunting, black rhinos will disappear.
  (**If** we **don't stop** illegal hunting, black rhinos will disappear.)

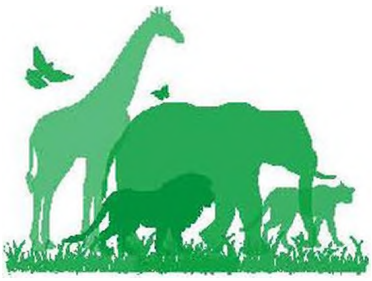
p. 115

1 **Put the verbs in brackets into the correct tenses. Add commas where necessary.**

1 If we help endangered animals they _____ (be) safe.
2 Unless people _____ (stop) cutting down trees many animals will lose their homes.
3 Polar bears _____ (lose) their habitat if the ice caps melt.
4 If air pollution continues we _____ (not/have) enough fresh air to breathe.
5 Rainforests will disappear if we _____ (not/protect) them.

2 **Rewrite the sentences without changing their meanings.**

1 Recycle more, or we'll harm the environment.
If we don't recycle more, we'll harm the environment.
2 If people don't stop illegal pet trade, a lot of animals will be endangered.
Unless people _____.
3 Protect the environment, or we'll get more health problems.
If we _____.
4 Unless it rains soon, rivers and lakes will dry up.
If it _____.
5 Don't throw rubbish into the seas, or you'll make them polluted.
If you _____.



3 **Use conditional type 1 to start and continue a story.**

A: If we don't stop climate change, the ice caps will melt.
B: If the ice caps melt, ...

Grammar • 3e

a/an – the – zero article



We use *a/an*:
- with singular countable nouns when we talk about something for the first time. I went to **an** environmental event last week.
- for jobs. He's **a** teacher.

We use *the*:
- with singular or plural nouns when we talk about something again. I'm going to join a volunteer programme. **The** programme starts in May.
- with unique objects/things (the Earth), unique landmarks (the Taj Mahal), some countries (the United Kingdom, the United States).
- with hotels (the Ritz Hotel), museums (the Louvre Museum), cinemas/theatres (the Plaza Cinema, the National Theatre).
- with rivers (the Đồng Nai River), seas (the Red Sea), oceans (the Pacific Ocean), mountain ranges (the Alps), deserts (the Sahara), groups of islands (the Côn Đảo Islands).

We don't use *a/an* or *the*:
- with continents (Africa), most other countries (Italy), cities (Madrid), streets (Oxford Street), parks (Thống Nhất Park).
- with lakes (Hoàn Kiếm Lake), mountains (Sơn Trà Mountain), individual islands (Cát Bà Island).

p. 116

4 **Fill in each gap with *a/an*, *the* or – (zero article).**



1 The students are going to take part in _____ trip to plant trees. _____ trip is on this Saturday.
2 Not many animals live in _____ Thar Desert in _____ India.
3 There is _____ important event at _____ Acropolis Museum tonight.
4 My mum is _____ accountant and my dad is _____ scientist.
5 We are going to visit _____ Ba Bể Lake in _____ Việt Nam.
6 On _____ Montague Island in _____ Australia, there are lots of wild animals like whales, sharks and blue penguins.
7 _____ Amazon is _____ big river in _____ South America.
8 He would love to visit _____ Himalayas, a mountain range in _____ Asia.
9 _____ Great Pyramid is _____ tomb in _____ Egypt.
10 _____ Phoenix Theatre is in _____ Charing Cross Road in _____ London.

5 **With a partner, make sentences about places in Việt Nam using the phrases below and your own ideas. Add *a/an/the* where necessary.**

- Mekong River
- Hoàn Kiếm Lake
- Hoàng Liên Sơn Mountain Range
- Yên Tử Mountain
- Côn Đảo Islands
- Vietnamese Women's Museum
- Cô Tô Island
- Temple of Literature
- Independence Palace

A: If we don't save the Mekong River, it will become polluted.
B: I'm hiking in the Hoàng Liên Sơn Mountain Range next week.

3f Skills

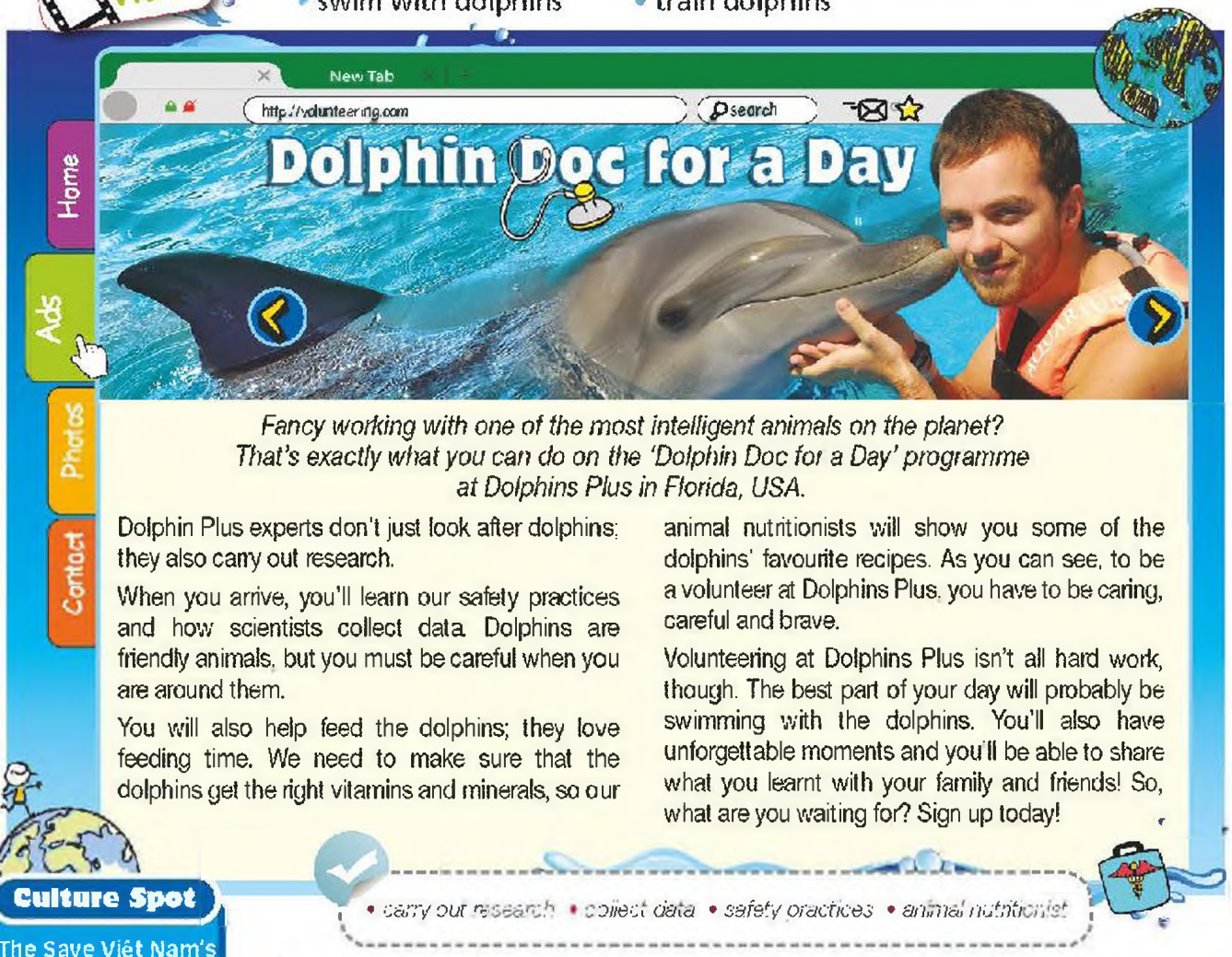
Reading

1 **Think** Which of these activities do you think a 'Dolphin Doc for a Day' can do?

1.38 Listen and read to find out.

Video

- look after sick dolphins
- feed dolphins
- sell dolphin souvenirs
- swim with dolphins
- train dolphins



Fancy working with one of the most intelligent animals on the planet? That's exactly what you can do on the 'Dolphin Doc for a Day' programme at Dolphins Plus in Florida, USA.

Dolphin Plus experts don't just look after dolphins; they also carry out research.

When you arrive, you'll learn our safety practices and how scientists collect data. Dolphins are friendly animals, but you must be careful when you are around them.

You will also help feed the dolphins; they love feeding time. We need to make sure that the dolphins get the right vitamins and minerals, so our animal nutritionists will show you some of the dolphins' favourite recipes. As you can see, to be a volunteer at Dolphins Plus, you have to be caring, careful and brave.

Volunteering at Dolphins Plus isn't all hard work, though. The best part of your day will probably be swimming with the dolphins. You'll also have unforgettable moments and you'll be able to share what you learnt with your family and friends! So, what are you waiting for? Sign up today!

• carry out research • collect data • safety practices • animal nutritionist

Culture Spot

The Save Việt Nam's Wildlife (SVW) is a rescue facility in Việt Nam. You can visit the place and help care for the animals.



Find a place in the UK for people to visit and look after wildlife.

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

1 'Dolphin Doc for a Day' is a volunteer programme. ☐
2 At Dolphins Plus, you will learn how to be safe when you are around the dolphins. ☐
3 The dolphins are happier around feeding time. ☐
4 Only animal nutritionists can feed the dolphins. ☐
5 Swimming time with the dolphins is after feeding time. ☐

3 **Think** What do you like most about this programme? Why? Tell your partner.

Vocabulary
Environmental jobs & qualities


road sweeper

4 1.39 **Listen and repeat. Match the qualities (A-D) to the jobs (1-4).**

These people have to be ...

A **caring** because they look after animals.

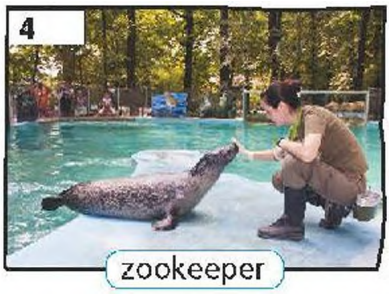
B **brave** because they face danger.

C **careful** because they keep the roads clean.

D **creative** because they design attractive outdoor areas.


forest firefighter


landscape gardener


zookeeper

Listening

5 1.40 **Listen to the dialogue between Alice and James about James's job. Complete the sentences (1-5).**



1 James doesn't work as a firefighter in the _____.

2 When a fire happens, James will walk into the _____ to put it out.

3 Alice thinks James's job is so _____.

4 According to James, a forest firefighter has to be brave and _____.

5 James thinks his job is _____.

6 Think **Write down as many jobs as possible. Describe each job and your partner guesses what the job is as in the example.**

A: They look after animals and have to be caring. What's their job?

B: They are zookeepers.



3f • Skills

Writing
(A blog entry about plans for volunteering)

Task analysis

1 **Read the task and complete the table.**

Write a blog entry about your plans for volunteering (about 80-100 words). Include *when and where you are going to stay, what you are going to do* and *how long you are going to stay.*

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

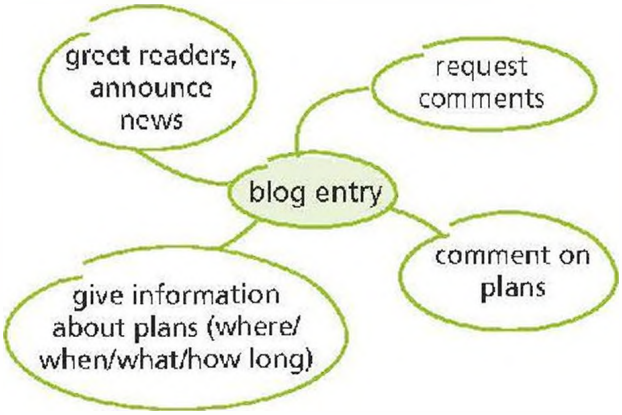
Writing Tip **Starting and ending a blog entry**

We can start a blog entry by greeting the readers and announcing our news. We can end a blog entry by requesting comments.

2 **Read the blog entry. How did Lucy start and end her entry? Underline the sentences in the text.**



3 **Read the blog entry again and complete the spidergram in your notebook.**



Your turn

4 **Imagine you are going to volunteer to protect the environment. Write a blog entry about your plans (about 80-100 words).**

Plan

- greet readers & announce news
- give information about your plans (where/when/what/how long)
- comment on your plans
- request comments

Useful Language

Greeting readers & Announcing news
- Hi everyone/readers!
- Thanks for your comments on my last entry.
- I've got some exciting/great news about … .

Giving information about your plans
- I'm/We're going to go/stay … .

Commenting on your plans
- I can't wait!
- I'm really looking forward to it.

Requesting comments
- Does anyone else have exciting/interesting/special plans?
- I'm interested to know your plans.
- Please leave a comment below.

Project Time 3

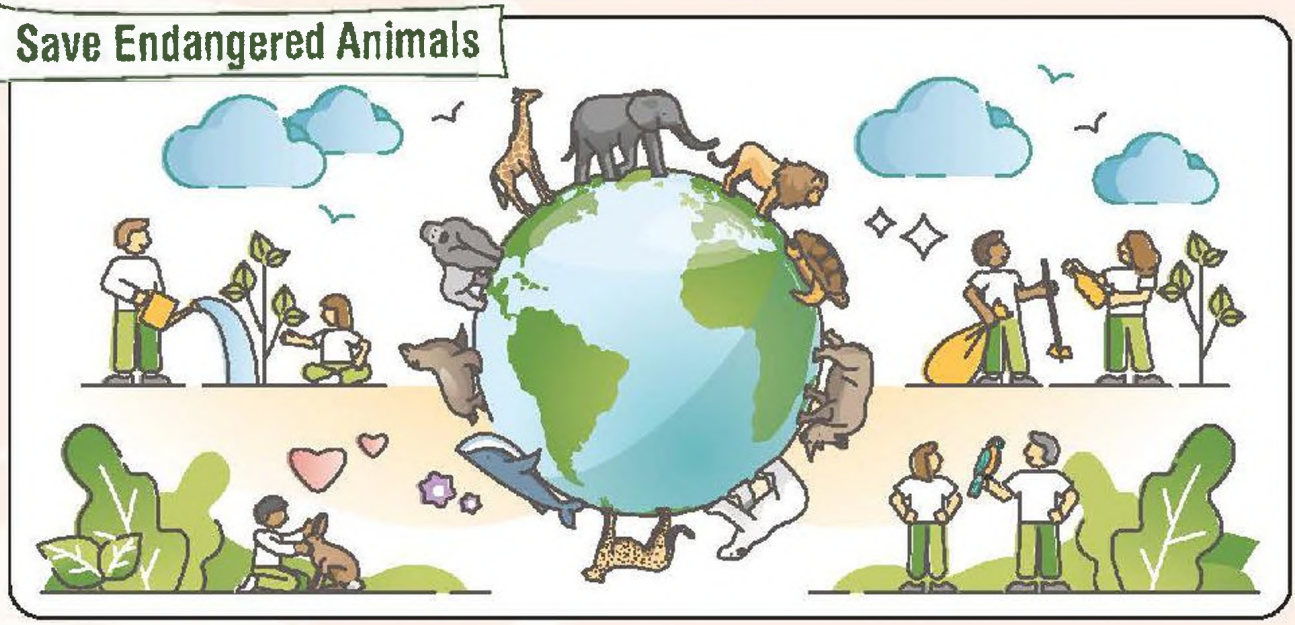
1 How can we protect the environment? Use the prompts below and your own ideas to discuss and prepare a poster.



Activities
- organise a clean-up day
- protect animal habitats
- use public transport
- turn off water/lights when you don't use it/them
- not throw rubbish into the seas
- recycle/reuse items

Results
- reduce air pollution
- keep our cities clean
- save water/energy
- reduce rubbish
- save endangered animals
- reduce sea pollution

Save Endangered Animals



Presentation Skills

2 Use your poster in Exercise 1 to give a presentation to the class.

VALUES

Environmental protection

"We won't have a society if we destroy the environment."
Margaret Mead

3 Do you agree with the quote? Why? Talk with a partner.

4 Talk with a partner about how you can help the environment ...

A at school.
B at home.
C in your city/town/village.
D at the park.
E at the beach.

A: How can we help the environment at school?
B: We can start a school garden because it will make the air clean.

3 Progress Check

Vocabulary

1 **Choose the correct options.**

1 Forest firefighters need to be **brave/caring** because their job is dangerous.
2 I want to be a **landscape gardener/zookeeper** because I love animals.
3 Macaws are endangered because of **illegal pet trade/illegal hunting**. People sell and keep them as pets.
4 Many animals face **habitat/hunting** loss because people cut down trees.
5 The Earth is getting warmer because there is climate **change/pollution**.

5 x 1 = 5 points

2 **Fill in each gap with *dry up*, *disappear*, *melt*, *air* or *seas*.**

1 Some endangered animals may _____ if we don't help them.
2 The _____ will become more polluted if we use lots of cars on roads.
3 The river will _____ if it doesn't rain soon.
4 The _____ will become polluted if we throw rubbish in them.
5 The ice caps will _____ unless climate change stops.

5 x 1 = 5 points

Grammar

3 **Choose the correct options.**

1 Lily **helps/is going to help** animals at the local animal shelter next month.
2 I hope there **is going to be/will be** less pollution in the future.
3 The scientists' flight **leaves/is going to leave** for the rainforest at 6 p.m.
4 As soon as he **gets/will get** home from work, he will call us.
5 The photographer **takes/is taking** photos at the zoo this Friday.

5 x 1 = 5 points

4 **Put the verbs in brackets into the correct tenses.**

1 Unless we stop sea pollution, more sea animals _____ **(die)**.
2 If we _____ **(save)** water, we'll help the environment.
3 Towns by the sea will disappear if sea levels _____ **(rise)**.
4 You will harm the planet if you _____ **(use)** lots of plastic bags.
5 He _____ **(plant)** trees at the park this weekend unless it rains.

5 x 1 = 5 points

5 **Fill in each gap with *a/an*, *the* or – (zero article).**

1 A: Do you know where ____ Nile is?
B: Yes, it's in ____ Africa.
2 A: Does your school have ____ environmental club?
B: Yes, it organises a lot of clean-up events.
3 A: Where did you go for holiday?
B: We went to ____ Cồn Đảo Islands in ____ Việt Nam.

5 x 1 = 5 points

Pronunciation

6 **Choose the word whose underlined part is pronounced differently from the others.**

1 A r<u>ai</u>n	C av<u>ai</u>lable
B s<u>ai</u>d	D m<u>ai</u>n
2 A w<u>i</u>ld	C r<u>i</u>se
B <u>i</u>ce	D hab<u>i</u>tat
3 A <u>a</u>nimal	C m<u>a</u>ny
B pl<u>a</u>stic	D c<u>a</u>p

Choose the word that has a stress pattern different from the others.

4 A reduce	C problem
B river	D forest
5 A gardener	C beautiful
B energy	D recycle

5 x 1 = 5 points

Listening

7 1.41 **Listen and decide if the statements (1–5) are *R* (right) or *W* (wrong).**

1 Logan visited Thailand last year. ☐
2 Emma is going to stay at a hotel. ☐
3 Emma is going to feed young elephants. ☐
4 Emma is going to stay there for a month. ☐
5 Logan will volunteer with Emma in Thailand this year. ☐

5 x 4 = 20 points

Reading

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

new tab | email

Hi Josh.
How are things? Sorry I didn't write earlier because I was busy with my exams. I finished them yesterday, so I want to tell you about my plans for the summer.
First of all, I'm going to travel to Scotland. I'm going to stay at Dundreggan Conservation Estate for a week. I'm going to volunteer to plant trees and pick up rubbish there. And guess what? It's near Loch Ness, so maybe I'll see the monster!
After that, I'm going back home for a short rest and then it's more volunteering. I'm going to help out at the local animal shelter in the mornings. They need people to walk and feed the dogs. I'm sure I'll have a great time.
Anyway, I've got to go now. I'm taking my brother to the aquarium. Write back and tell me what you're doing this summer.
See you soon.
Dave

Send



1 Dave knows his exam results. ☐
2 Dave lives in Scotland. ☐
3 Dave is going to work as a volunteer. ☐
4 Dave isn't going to work at the local animal shelter in the evenings. ☐
5 Dave is going to the local animal shelter now. ☐

5 x 4 = 20 points

Everyday English

9 **Match the sentences (1-5) with (a-e) to make exchanges.**

1 ☐ Where are you going to stay?
2 ☐ What are your plans for the summer?
3 ☐ How long are you going to stay there?
4 ☐ Maybe we can volunteer together.
5 ☐ What are you going to do there?

a For the whole of July.
b I'm going to take care of sea turtles.
c Why not!
d I'm going to stay in the rainforest.
e I'm going to volunteer in Brazil.

5 x 2 = 10 points

Writing

10 **Imagine you are going to join volunteer activities in Exercise 7.**

1.41 **Listen to the dialogue again and take notes. Write a blog entry about your plans (about 80-100 words). Include *when and where you are going to stay, what you are going to do* and *how long you are going to stay.***

20 points
TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- practise topic related vocabulary in context (multiple choice) ☆☆☆
- read for specific information (R/W/DS statements) ☆☆☆

Listening
- listen for specific information (multiple matching; gap filling) ☆☆☆

Speaking
- talk about environmental problems ☆☆☆
- discuss future plans for volunteering ☆☆☆

Writing
- write a blog entry about plans for volunteering ☆☆☆

Review (Units 1-3)

Vocabulary

1 Choose the correct options.

1 We went on holiday to the countryside to enjoy the _____ air.
A peaceful C quiet
B clean D calm

2 The building was shaking for 2 minutes during the _____ last night.
A earthquake C tsunami
B landslide D storm

3 _____ need to be caring because they look after animals.
A Road sweepers
B Zookeepers
C Forest firefighters
D Landscape gardeners

4 People in big cities are often _____, so they don't have much time to relax.
A crowded C friendly
B busy D modern

5 Did you see the car _____ in Merritt Street this morning?
A flood C eruption
B disaster D crash

6 The _____ destroyed the village and covered everything in water.
A flood C landslide
B eruption D volcano

7 There are a lot of _____ animals around the Earth's ice caps.
A polluted C eco-friendly
B endangered D illegal

8 John doesn't want to live in the city because there is heavy _____.
A scenery C pollution
B entertainment D traffic

9 We heard a loud _____ coming from a building down the street.
A fire C explosion
B shipwreck D plane crash

10 The wind was _____ hard during the storm and it damaged trees and buildings.
A overflowing C blowing
B crashing D erupting

Grammar

2 Choose the correct options.

1 They _____ to Viêt Nam tomorrow.
A travelled C were travelling
B travel D are travelling

2 Do you like _____ in the city?
A living C live
B is living D are living

3 Lots of animals live in _____ Sonoran Desert in _____ Arizona, USA.
A –, the C the, –
B –, – D the, the

4 They _____ when the volcano erupted.
A didn't sleep
B weren't sleeping
C aren't sleeping
D don't sleep

5 We _____ to the countryside for our holiday at the moment.
A are going C go
B were going D went

6 The bus _____ in front of my school at 8:30 a.m. every day.
A is stopping C stops
B is going to stop D will stop

7 Trang would like _____ the recycling club at school this year.
A joining C to join
B join D joins

8 My brother _____ biology when he gets into university. He loves plants and animals.
A is studying
B is going to study
C was studying
D studied

9 George _____ his homework at 4:00 p.m. yesterday.
A is doing C did
B does D was doing

10 If the ice caps melt, a lot of animals _____ their habitat.
A will lose C were losing
B are losing D lost

Pronunciation

3 Choose the word whose underlined part is pronounced differently from the others.

1 A province C ignore
B problem D shopping
2 A cap C plan
B many D carry
3 A air C rain
B entertain D afraid

Choose the word that has a stress pattern different from the others.

4 A heavy C earthquake
B traffic D protect
5 A pollution C tsunami
B rainforest D volcano

Listening

4 1.42 Listen to Brian telling Alice about his holiday. For questions (1-5), choose the correct options (A, B, C or D).

1 What did Brian do on his holiday?
A volunteered with animals
B saw a performance
C visited museums
D visited his grandparents

2 Where did he stay?
A in a city in Brazil
B in the countryside
C in his grandparents' house
D in a rainforest

3 What destroyed the animals' habitat?
A a forest fire C a flood
B a storm D tourists

4 What was his favourite part of the holiday?
A building macaws' nests
B planting trees
C cleaning up beaches
D taking care of baby seals

5 Where did Alice go on her holiday?
A to a big city
B to Brazil
C to the countryside
D to a rainforest

Reading

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

Jo's Blog

Hello readers! I just moved to a new city. I want to tell you all about it. I live in Toronto, Canada. It's a big city with lots of people. I like walking through the city and looking at the historic buildings. Not everything is old, though. There are lots of modern malls and shops, too. The busy streets and lifestyle make it a fun place to live. Why don't you leave a comment below about where you live? Bye for now!

Hi Jo, Brian here! Toronto sounds great! Let me tell you about where I live! I live in a small town, Niagara-on-the-Lake in Canada. We don't have busy streets and there isn't much entertainment, but we have lots of historic buildings and modern shops. In fact, my town is very popular with tourists. They like the friendly local people and the beautiful scenery with full of trees and flowers.

1 Toronto is very crowded. ☐
2 Jo likes looking at the historic buildings. ☐
3 Jo often visits the malls. ☐
4 Not many tourists visit Niagara-on-the-Lake. ☐
5 The two places have historic buildings and modern shops. ☐

Writing

6 Write a blog entry describing your city/town/village (about 80-100 words). Include *its name, location, population, what to see and do* and *your comments*.



4: Culture & Ethnic groups

What's in this unit?

- **Vocabulary**
  - Customs
  - Cultural events
  - Festival activities
- **Grammar**
  - Simple/Compound/ Complex sentences
  - Comparative – Superlative
  - *as ... as – not as/so ... as – much* + comparative
- **Pronunciation**
  - */s/ – /ʃ/ – /z/*
  - Consonant clusters
- **Reading**
  - *Vietnamese Customs* (article – multiple choice)
  - *Dragon Con* (artide – R/W/DS statements)
- **Listening**
  - Monologues (multiple matching)
  - A message (multiple choice)
  - A dialogue (multiple matching)
- **Speaking**
  - Talk about customs in your country
  - Describe an event
  - Present a festival in your country
- **Writing**
  - A paragraph about a festival
- **CLIL (History)**
  - *Ethnic Groups of Việt Nam* (multiple matching)

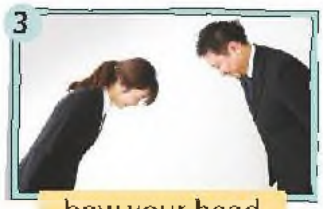
Vocabulary

Customs

1 2.1 **Listen and repeat.**


1 shake hands


2 respect the elderly


3 bow your head


4 offer fruit / food


5 cross your arms


6 stand with hands on hips

Pronunciation (/s/ – /ʃ/ – /z/)

2 2.2 **Listen and put the words into the correct columns. Practise saying them with a partner.**

- cross
- refuse
- use
- visit
- shake
- show
- easy
- should

words with /s/	words with /ʃ/	words with /z/

Listening

3 2.3 **Listen to three people talking about customs. Match the speakers (A-C) to the customs (1-6) from Exercise 1.**

Speaker A		Speaker B		Speaker C	

4 **Which of the customs in Exercise 1 people should/ shouldn't do in your country?**

Reading • 4a

Video

5 Think Look at the pictures and read the title of the text. What do you think the text is about?



VIETNAMESE CUSTOMS

What should you do when you visit a different country? It's important to know their customs and you need to respect the local people. Read on to 1) _____ about some customs in Việt Nam.

Greetings

Most people greet each other by shaking hands or bowing their heads slightly with a smile.

Eating and drinking

It's important to wait 2) _____ the oldest person at the table to start eating before you take a bite. This custom shows that the local people really respect the elderly. Also, never place your chopsticks standing straight up in your bowl of rice; it's extremely rude.

Giving and receiving gifts

It's 3) _____ to accept a gift, so you shouldn't refuse if someone offers you one. You should also ask the giver whether you can open a wrapped gift as soon as you receive it. If someone invites you to their home, you should 4) _____ a gift to the host like food or fruit.

Body language

Don't cross your 5) _____ or stand with your hands on your hips; it is impolite in Việt Nam.



- place
- chopsticks
- wrapped
- host

6 Read the text. For questions (1-5), choose the correct options (A, B, C or D).

2.4 Listen and check.

1	A find	B follow	C learn	D get
2	A on	B for	C in	D at
3	A rude	B impolite	C bad	D polite
4	A offer	B refuse	C accept	D open
5	A hips	B hands	C heads	D arms

7 Think List the ideas in the text under the headings *Dos* and *Don'ts* in Việt Nam. Tell the class.

Dos	Don'ts

4b • Grammar

Simple/Compound sentences



- A **simple sentence** consists of only one clause.
  My country has many customs.
- A **compound sentence** consists of independent clauses only. We use coordinating conjunctions (*and, or, but, so,* etc.) to connect the clauses in a compound sentence. We usually put a comma before *but* or *so*.
  He wanted to buy a gift, **but** the shop was closed.
  I wanted to offer a gift to my host, **so** I brought her some fruit.

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1 **Read the sentences. Which are simple *(S)*? Which are compound *(C)*?**

1 In some countries, you shouldn't put chopsticks upright into your bowl of rice. ☐
2 You can offer some fruit to your host and you should be on time. ☐
3 Touching someone's head is very rude in Thailand. ☐
4 Local customs are important, so you should learn them before your visit to a different country. ☐
5 In Croatia, guests shouldn't be more than 15 minutes late. ☐

2 **Combine the sentences using the words in brackets to make compound sentences.**

1 The guests arrived. I greeted them by shaking hands. **(and)**
The guests arrived and I greeted them by shaking hands.



2 I love travelling to new places. I'm visiting the UK this summer. **(so)**
_____

3 We can say 'thank you'. We can send a thank-you note. **(or)**
_____

4 She took off her shoes. She came into the house. **(and)**
_____

5 In Bulgaria, you should greet someone by shaking hands. You shouldn't kiss or hug them. **(but)**
_____



3 **Complete the simple/compound sentences based on the text on page 55. Practise saying them with your partner.**

1 In Việt Nam, you should _____ like food or fruit on your visit.
2 Don't cross your arms or _____ in Việt Nam.
3 Most Vietnamese people greet each other by shaking hands or _____ .
4 Accepting a gift is polite, so you shouldn't _____ .
5 You shouldn't place your chopsticks _____ .

Grammar • 4b

Complex sentences



- A **complex sentence** consists of one independent clause and at least one dependent clause.
  They started eating **as soon as** their food arrived at the table.
- We use subordinating conjunctions (***after, before, when, as soon as, if, because, although,*** etc.) to connect the clauses in a complex sentence.
  We should take off our shoes **when** we enter someone's house.
- If the dependent clause comes first, we put a comma before the independent clause. **After** the party is over, each guest will receive a gift.

p. 116

4 **Choose the correct options.**

1 We always say 'thank you' **when/although** we receive gifts.
2 You shouldn't shake your head to say 'no' in Bulgaria **because/before** it means 'yes'.
3 Your hosts will be happy **if/before** you offer them some fruit.
4 You should learn about local customs **although/before** you visit a new country.
5 He offered me an ice cream **although/because** the weather was cold.
6 **When/Because I** first visited Việt Nam, I learnt a lot about their customs.
7 In Australia, people give the thumbs up **if/before** they want to say 'everything is OK'.
8 In Singapore, people don't open their presents **before/as soon as** they get them.



5 **Combine the sentences using the words in brackets to make complex sentences.**

1 Amy bought some flowers for her host. She went to the party. **(before)**
Amy bought some flowers for her host before she went to the party.
2 The local people will feel good. You respect their customs. **(if)**
_____
3 We meet new people. We usually shake hands for greeting. **(when)**
_____
4 In the UK, you should eat what is on your plate. Sharing food is rude. **(because)**
_____
5 This is George's first trip to Việt Nam. He knows a lot about the local culture. **(although)**
_____



6 **Think** **Think of some advice to give to someone visiting your country. Make complex sentences.**

In Việt Nam, when you give something to the elderly, you should use your both hands.

4c • Vocabulary

Cultural events

1 **Label the pictures (1-6) with the words/phrases from the list.**
2.5 **Listen and check, then repeat.**

- concert
- street performance
- theatre performance
- book fair
- food festival
- art exhibition


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____

2 **Complete the gaps (1-6) with the words/phrases from Exercise 1.**

1 I had a great time at the _____ because I love reading.
2 They tried a lot of tasty dishes at the _____.
3 She saw performers dancing with fire in the _____.
4 We saw a(n) _____ in the National Theatre.
5 Jane saw an interesting _____ at the art museum.
6 Five bands performed at the _____ last weekend.

Listening

3 2.6 **Listen to Tim's message to Cindy. For questions (1-4), choose the correct options (A, B, C or D).**

1 Where is Tim going next weekend?
A to an international festival
B to a food festival
C to a book fair
D to a theatre performance

2 Where is the event?
A at the sports centre
B at the park
C at the library
D in the city centre

3 How is Tim getting to the event?
A He's walking.
B He's taking the bus.
C He's driving.
D He's getting a ride.

4 How much will they have to pay to go to the event?
A nothing
B £10
C £15
D £50

4 Think **Which cultural event(s) in Exercise 1 do you enjoy attending? Why? Tell your partner.**

Everyday English • 4d

Describing an event

1 Complete the dialogue with the sentences (A-E). There is one extra sentence.

2.7 Listen and check.



A What about the stage?
B Where was the concert?
C How about the singers' costumes?
D Was the music good?
E How were the singers?

Claire Hi, Alice. There you are!
Alice Hi, Claire. What did you do last weekend?
Claire I went to a concert with Brian.
Alice It sounds interesting. 1) _____
Claire It was wonderful! All of the musicians played their instruments very well. There were four bands performing.
Alice Wow, four bands? 2) _____
Claire To be honest, some of them were awful, but there were a few good singers.
Alice Really? 3) _____
Claire They were very fashionable!
Alice 4) _____ Did it look nice?
Claire It wasn't bad, but it was a little boring.
Alice That's too bad. Anyway, did you have a good time?
Claire Yes, I did. I loved the music, and that's the most important part of a concert!

2 Take roles and read out the dialogue.

3 Imagine you attended the theatre performance in the poster. Act out a dialogue similar to the one in Exercise 1. Talk about *the performers*, *the costumes*, *the music* and *the stage*.



Pronunciation Consonant clusters

2.8 Listen and repeat. Underline the consonant clusters. Practise saying them with a partner.

- place
- fruit
- instrument
- sport
- stage
- greeting
- bright
- great
- street
- interesting

4e • Grammar

Comparative



We use the **comparative** to compare one person/thing with another.

- **Short adjectives/adverbs: adjective/adverb-*er* (+ *than*)**
  The food festival this year lasted **longer than** the one last year.
- **Long adjectives/adverbs: *more/less* + adjective/adverb (+ *than*)**
  She sang **more beautifully than** anyone else in the concert.
- **Irregular adjectives/adverbs:** good/well – ***better***, bad/badly – ***worse***, much/many – ***more***, little – ***less*** Was this year's concert **better than** last year's?

pp. 116-117

1 **Put the adjectives/adverbs into the comparative.**

1 Joe's theatre ticket was _____ **(expensive)** than mine because he wanted to sit close to the stage.
2 Ben came to the theatre performance _____ **(late)** than me.
3 A: Did the street performers dance _____ **(well)** than they did last weekend?
B: No, but the crowd was _____ **(excited)** this weekend.
4 A: Which event do you prefer, a concert or a book fair?
B: A concert is _____ **(interesting)** to me.

Superlative



We use the **superlative** to compare one person/thing with others in the same group.

- **Short adjectives/adverbs: *the* + adjective/adverb-*est* (+ *in/of*)**
  Tết is **the biggest** festival in Việt Nam.
- **Long adjectives/adverbs: *the* + *most* + adjective/adverb (+ *in/of*)**
  The fire dancer performed **the most carefully** of all street performers.
- **Irregular adjectives/adverbs:** good/well – ***the best***, bad/badly – ***the worst***, much/many – ***the most***, little – ***the least*** She danced **the best** in the contest.

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2 **Put the adjectives/adverbs into the superlative.**

1 The food festival is _____ **(popular)** festival in the city.
2 All of the bands were nice, but the last one was _____ **(nice)**.
3 A: Is she a wonderful opera singer?
B: I think so. She sang _____ **(beautifully)** of all the singers.
4 A: Did you see the street performers yesterday?
B: Yes! The dancers performed _____ **(well)** of all.

3 **Look at the table. Put the ticks (✓) and compare the cultural events as in the example.**

	long	expensive	interesting	popular
concert	✓			
theatre performance	✓✓			
food festival	✓✓✓			

A theatre performance lasts longer than a concert. A food festival lasts longer than a theatre performance. A food festival lasts the longest of all.

Grammar • 4e

as ... as – not as/so ... as – much + comparative



- We use *as* + **adjective/adverb** + *as* to say two people/things that are similar in some way.
  The theatre ticket is **as expensive as** the concert ticket.
- We use *not as/so* + **adjective/adverb** + *as* to say two people/things that are different in some way.
  I can sing **as beautifully as** Ken, but I can't dance **so well as** him.
- We use *much* + **comparative** to emphasise the big difference between two people/things.
  The band's new songs are **much better than** their old ones.

p. 117

4 **Choose the correct options.**

1 This year's concert was **much/as** better than last year's.
2 The theatre performance wasn't **so/much** interesting as the street performance.
3 This year's book fair lasted as long **as/so** last year's, but more people came this year.
4 The food at Sweet Festival tastes **much/so** more delicious than the food at Maple Syrup Festival.
5 Mona thinks an art exhibition isn't as interesting **so/as** a book fair.

5 **Rewrite the sentences without changing their meanings.**



1 In my opinion, a concert is more exciting than a street performance.
In my opinion, a street performance isn't so exciting as a concert .
2 The street performance wasn't as crowded as the theatre performance.
The theatre performance was _____ .
3 The food festival ticket costs £25 and the theatre ticket costs £75.
The theatre ticket is much _____ .
4 Carrie was more excited about the band than I was.
I wasn't _____ .
5 The book fair lasted 7 days and the art exhibition lasted 5 days.
The book fair lasted _____ .

6 **Imagine you and your partner attended two concerts. Talk about them using *as ... as, not as/so ... as* or *much* + comparative.**



- people
- singers' costumes
- singers' voices
- ticket price
- stage
- number of songs
- length of concerts

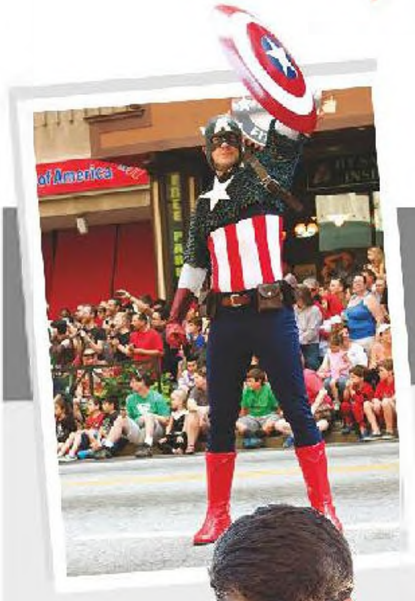
A: There weren't as many people at the pop concert as at the rock concert.
B: The stage at the rock concert was much bigger than the stage at the pop concert.

4f • Skills

Video

Reading

1 Think Think of three things you would like to know about Dragon Con.
2.9 Listen and read to check whether the text answers them.







In the 1970s, groups of people in the USA met for a few days each year to celebrate their hobbies. These meetings were especially popular with video gamers, comic book fans and sci-fi fans. In 1987, a group of friends noticed it was common to find fans of all three hobbies. So, Dragon Con began – one huge event for everyone!

Dragon Con is one of the largest cultural events in the world. This five-day festival takes place every September in Atlanta, USA. When it began in 1987, just 1,200 fans **attended**. However, now it attracts more than 80,000 people and it's more popular every year. Fans come to meet all their favourite actors, artists, writers and video game designers **face-to-face**.

Dragon Con isn't just about meeting people. There are lots of exciting competitions and art exhibitions. The **highlight** of the festival is the cosplay* parade when fans dress up as their heroes. Some cosplayers spend all year preparing their costumes and the **results** are out of this world.

* **'Cosplay'** comes from the words 'costume' and 'play'.

- face to face
- competition
- highlight
- cosplay
- parade
- costume

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

1 Dragon Con began in the 1970s. ☐
2 Dragon Con takes place in different cities each year. ☐
3 Fewer people attend Dragon Con now than in the 1980s. ☐
4 You can meet people in costumes at Dragon Con. ☐
5 There are prizes for the best costumes in the cosplay parade. ☐

3 Match the words in bold in the text to their synonyms below.

- best part _____
- directly _____
- effects _____
- took part in _____

4 Collect information about the cultural event in the text under the headings *name, when and where, how long* and *what to see and do*. Present the event to the class.

Vocabulary

Festival activities

5 **Fill in each gap with the correct word/phrase from the list.**
2.10 **Listen and check, then repeat.**

• watch (x2) • take part in • listen to • dress up • eat



competitions



in costumes



a parade



a magic show



live music



traditional food



Culture Spot

Mid-Autumn Festival takes place on the 15th day of the eighth lunar month. People eat moon cakes and watch lion dances. Children carry colourful lanterns.



Find information about a festival in the UK. Present it to the class.

6 **Use the phrases from Exercise 5 to describe what you like doing at a festival.**

At a festival, I like watching a parade and listening to live music.

Listening

7 2.11 **Listen to Emily and Peter talking about a festival they attended with their family. Match the people to their favourite festival activities (a-f).**

Emily	
Peter	
Becky	
Dad	
James	
Mum	

a take part in competitions
b dress up in costumes
c watch a parade
d watch magic shows
e listen to live music
f eat traditional food



8 **Collect information about a festival in your country under the headings *name, when and where, how long* and *what to see and do*. Present the festival to the class.**

4f • Skills

Writing
(A paragraph about a festival)

Task analysis

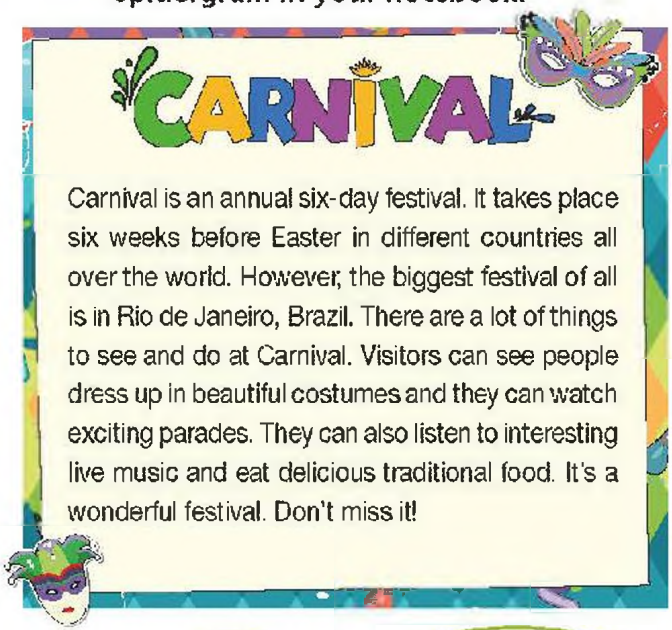
1 **Read the task and complete the table.**

An international teen magazine wants its readers to send in a paragraph describing a festival in their country. Write a paragraph for the magazine (about 80-100 words). Include *its name, when and where it takes place, how long it lasts* and *what people can see and do*.

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the model and complete the spidergram in your notebook.**





Writing Tip Recommending

When we describe a festival, we always write a recommendation.

3 **Complete the gaps with the phrases in the list.**

- wonderful festival
- miss it
- best festival ever
- worth visiting
- have a great time

1 Don't _____ ! It's great!
2 It's _____ this festival. You'll love it!
3 It was a _____ . You should attend it next year.
4 It was the _____ !
5 If you like trying delicious food, you'll _____ at this festival.

Your turn

4 **Collect information about a festival in your country. Use your notes to write a paragraph about it (about 80-100 words).**

Plan

- name, place, time, length
- what to see/do
- feelings/recommendations

Useful Language

Place, Time, Length
- ... is a(n) annual/yearly festival/event.
- It takes place at/in ... .
- It lasts for ... .

What to see/do
- Visitors/You can see/enjoy ... .
- Visitors/You can join/take part in ... .

Feelings/Recommendations
- It is a(n) unforgettable/wonderful festival/ event.
- ... is worth visiting.
- Don't miss it!
- You'll have a great time at this festival.

Video

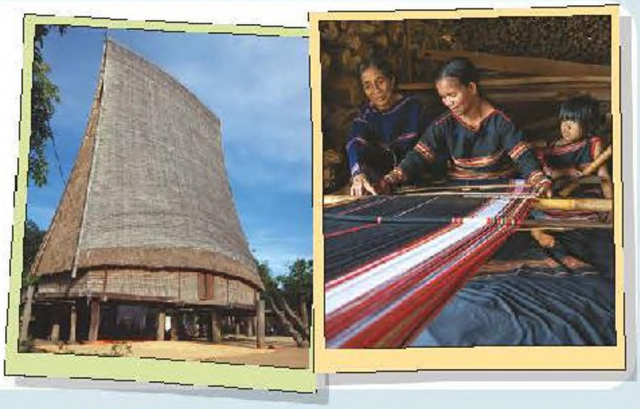
1 Think Look at the pictures. Where do the people live?
2 12 Listen and read to find out.

ETHNIC GROUPS IN VIỆT NAM

There are many different ethnic groups with their own customs in Việt Nam. Let's learn about two of these groups.

Ba Na people

Ba Na people are a large ethnic group in the Central Highlands of Việt Nam. They live in stilt houses off the ground and they speak the Ba Na language. Their traditional clothes are in dark colours with white and red patterns. The Lúa Mới Festival (the New Rice Festival) is their most important festival. It takes place before the Lunar New Year and they pray for good weather for their crops.





H'Mông people

H'Mông people are a large ethnic group in northern Việt Nam. Their villages are in the high mountains and they live in houses on the ground. They speak the H'Mông language. Different groups of H'Mông people wear different traditional clothes like black, white, green and many more colours. Their biggest festival is the Gầu Tào Festival. Gầu Tào means 'playing outside' in H'Mông language. This festival takes place in the twelfth lunar month and they pray for good health and happiness.

- ethnic group
- stilt houses
- pattern
- pray
- crop

2 **Read the texts and answer the questions (1-5). Write *B* (Ba Na) or *H* (H'Mông).**

Which ethnic group ...

1 lives in the mountains in the north of Việt Nam? ☐
2 builds their houses on the ground? ☐
3 lives in houses standing off the ground? ☐
4 doesn't have the same traditional clothes? ☐
5 celebrates a festival praying for good weather? ☐

3 **Collect information about another ethnic group in your country under the headings *name*, *location*, *language*, *houses*, *traditional clothes* and *festivals*. Present the ethnic group to the class.**

4 Progress Check

Vocabulary

1 **Choose the correct options.**

1 The book fair/art exhibition includes paintings by Picasso.
2 Did the children dress up in competitions/costumes for the festival?
3 You can shake hands to be polite/rude when you meet someone.
4 The famous band performed at a concert/theatre performance in Rome last month.
5 Don't stand with your hands on your heads/hips; it's impolite!

5 x 1 = 5 points

2 **Fill in each gap with *respect*, *watch*, *cross*, *listen* or *offer*.**

1 Did they _____ the parade at the festival last weekend?
2 We all need to _____ the elderly because it's important.
3 You can _____ to live music at the yearly festival in my city.
4 Did you _____ any fruit or food to your host when you went to the dinner party?
5 In some countries, it's impolite to _____ your arms.

5 x 1 = 5 points

Grammar

3 **Choose the correct options.**

1 We bought our theatre tickets early, so/but we have great seats.
2 Sarah booked her tickets for the new art exhibition although/as soon as she heard about it.
3 Ann's dish won the first prize at the food festival and/or mine won the second prize.
4 Sam left the concert early because/when he didn't like the live music.
5 The music was fantastic, or/but the singers weren't so good as I expected.

5 x 1 = 5 points

4 **Put the adjectives/adverbs into the comparative or the superlative.**

1 The fire dancers performed _____ (well) of all the street performers yesterday.
2 A lot of people came to the event, so it was _____ (popular) than we expected.
3 Can you drive _____ (fast)? I don't want to miss the parade.
4 A concert usually lasts _____ (long) than a theatre performance.
5 Taste of Chicago is _____ (big) food festival in the USA.

5 x 1 = 5 points

5 **Choose the correct options.**

1 The magic show wasn't so/much exciting as the concert to me.
2 The tickets for this year's festival cost as/so much as the tickets for last year's.
3 In my opinion, the art exhibition was much/as more popular than the theatre performance.
4 The dancers didn't perform much/so well as the singers at the rock concert last night.
5 The food festival ticket is as/much cheaper than the concert ticket.

5 x 1 = 5 points

Pronunciation

6 **Choose the word whose underlined part is pronounced differently from the others.**

1 A s<u>u</u>mmer C s<u>o</u>ng
B s<u>u</u>gar D s<u>ee</u>
2 A v<u>i</u>sit C outs<u>i</u>de
B S<u>u</u>nday D s<u>o</u>rry
3 A m<u>u</u>sic C expens<u>i</u>ve
B c<u>ou</u>sin D <u>ea</u>sy

Choose the word that has a consonant cluster.

4 A refuse C perform
B offer D respect
5 A beautiful C wonderful
B interesting D amazing

5 x 1 = 5 points

Listening

7 2.13 Listen and complete the poster.



- **Where you can celebrate:**
  1) _____
- **When it takes place:**
  the 2) _____ lunar month
- **How long it lasts:**
  3) _____ days
- **What it celebrates:**
  the beginning of 4) _____
- **What to see and do:**
  eat traditional foods, listen to live music, take part in 5) _____

5 x 4 = 20 points

Reading

8 Read the text. For questions (1-5), choose the correct options (A, B, C or D).

Kattenstoet Festival



Kattenstoet is a fun festival that takes **1)** ___ in Ypres, Belgium every three years on the second Sunday in May. It celebrates all the cats of Ypres. It **2)** ___ a long time ago when the town was famous for making wool. The town's cats protected the wool from hungry mice. At Kattenstoet, people take part in a **3)** ___ to make huge paper cats for a big parade. They can win a prize for the best cat. Some people **4)** ___ in interesting costumes and do street performances. At the end of the festival, people throw toy cats to the crowd. It's a wonderful festival **5)** ___ everyone in Ypres has a great time!

1	A	part	C	place
	B	action	D	time
2	A	starts	C	is starting
	B	started	D	will start
3	A	competition	C	fair
	B	show	D	concert
4	A	take part	C	join
	B	dress up	D	go
5	A	before	C	but
	B	although	D	and

5 x 4 = 20 points

Everyday English

9 Match the sentences (1-5) with (a-e) to make exchanges.

1 ☐	How were the singers?
2 ☐	Was the music good?
3 ☐	How about the singers' costumes?
4 ☐	What about the stage?
5 ☐	Did you have a good time?

(a) No, I didn't. I was bored.
(b) It looked really nice. It was very big and colourful.
(c) It was wonderful. All the musicians were excellent.
(d) To be honest, some of them didn't sing well.
(e) They were beautiful and fashionable.

5 x 2 = 10 points

Writing

10 Write a paragraph about a festival in your country (about 80-100 words). Include *its name, when and where it takes place, how long it lasts* and *what people can see and do.*

20 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- practise topic related vocabulary in context (multiple choice) ☆☆☆
- read for specific information (R/W/DS statements; multiple matching) ☆☆☆

Listening
- listen for specific information (multiple matching; multiple choice) ☆☆☆

Speaking
- talk about customs in your country ☆☆☆
- describe an event ☆☆☆
- present a festival in your country ☆☆☆

Writing
- write a paragraph about a festival ☆☆☆

5 Teenagers' life

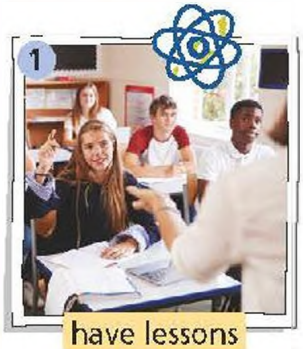
What's in this unit?

- **Vocabulary**
  - Teenagers' school life
  - Teenagers' free-time activities
  - Teenagers' problems
- **Grammar**
  - Modals
  - Countable/Uncountable nouns
  - Quantifiers
- **Pronunciation**
  - Silent 'h'
  - Sentence stress
- **Reading**
  - *Michael's Blog* (blog entry – multiple choice)
  - *About Teen Problems* (article – gap filling)
- **Listening**
  - Monologues (multiple matching)
  - A monologue (multiple choice)
  - A dialogue (multiple choice)
- **Speaking**
  - Talk about your school life, your free-time activities and teenagers' problems
  - Make suggestions – Express likes/dislikes
- **Writing**
  An email giving advice
- **Project**
  Your ideal school (discussion)

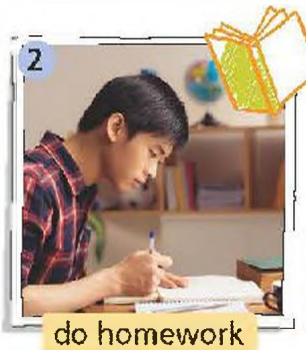
Vocabulary

Teenagers' school life

1 2.14 **Listen and repeat.**



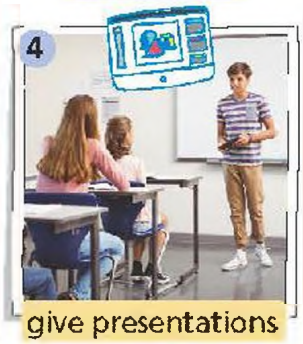
have lessons



do homework



go on school trips



give presentations



take part in after-school activities



sit exams

Pronunciation (silent 'h')

2 2.15 **Listen and repeat. Circle the words with silent 'h'. Practise saying them with a partner.**

- have
- honest
- half
- vehicle
- homework
- hi
- honour
- hour
- history
- exhibition

Listening

3 2.16 **Listen and match the speakers (1-3) to their school life descriptions (A-D). There is one extra description.**

Speaker 1	
Speaker 2	
Speaker 3	

A take part in after-school activities
B give presentations
C do homework
D go on school trips

4 **Use the phrases in Exercise 1 to describe your school life to your partner.**

In my school, we often give presentations. We don't go on school trips.

Reading • 5a

Video

5 Read the text quickly. Does Michael love studying at his school?
2.17 Listen and read to check.



search

12 September

Hi everyone! I want to tell you about my amazing school. We have all the usual lessons like maths and science, but we learn in a special way. We go on school trips and carry out our own experiments. We also give presentations, make videos and build models. We have to do homework and sit exams like other schools, but we don't have to wear a uniform. It's a relaxed school with not many strict rules in the classroom.

We have lessons for five hours a day from Monday to Friday. After we finish the lessons, we do after-school activities like art classes and music lessons. We also attend the school student meeting once a week to talk about our activities and problems. The teachers always support us, but they don't solve our problems – they guide us to find the solutions.

My school is different and I enjoy it. What's your school like? What makes it special?

• carry out • experiment • strict • support • solution

Comment

6 Read the text. For questions (1-5), choose the correct options (A, B, C or D).

1 What DON'T students at Michael's school have to do?
- A give presentations
- B wear a uniform
- C sit exams
- D do homework

2 When do students at Michael's school study music and art?
- A after the lessons
- B in the morning
- C at the weekend
- D at night

3 How often do students at Michael's school attend meetings?
- A every day
- B every two weeks
- C every week
- D every month

4 What does Michael say about the teachers at his school?
- A They solve all the students' problems.
- B They guide the students to solve the problems.
- C They don't support the students enough.
- D They're different from other teachers.

5 What is TRUE about Michael's school?
- A Students don't learn maths and science.
- B There are many strict rules in the classroom.
- C Students can learn by going on school trips.
- D Students have lessons six days a week.





Culture Spot

In Việt Nam, students often have lessons from Monday to Friday. They have to wear a uniform, do homework and sit exams. They often give presentations and take part in after-school activities. They sometimes go on school trips.



What is teenagers' school life like in the UK?

7 Think Compare your school life with Michael's.

5b • Grammar

Modals



can/can't – could/couldn't

- **Permission**
  Can I go camping with my friends this weekend? (Is it OK if ...? – polite)
  You **can/can't** enter this room. (You have/don't have permission to ... .)
- **Request**
  Can you move the desks, please? (Are you willing to ...?)
- **Ability**
  Mike **can/can't** speak English well. (Ability in the present)
  Fiona **could/couldn't** swim well when she was five. (Ability in the past)

***should/shouldn't* (Advice/Recommendations)**
You **should** pay attention during the presentation. (I advise you to ... .)
You **shouldn't** give too long presentations. (I advise you not to ... .)

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1 **Fill in each gap with *can (x3), can't, could, couldn't, should* or *shouldn't*.**

1 A: You _____ study harder if you want to pass the exam.
B: I know. _____ you help me with maths exercises?
2 A: Wendy _____ sing very well. She's in the school band.
B: Yes, but she _____ play the piano. She's going to take piano lessons online.
3 A: _____ we play video games, Mum?
B: You know the rules, boys! Finish your homework first!
4 A: I _____ swim when I was ten. I was afraid of water.
B: Oh, really?
5 A: We _____ stay up late.
B: You are right. We have lessons tomorrow morning.
6 A: Did you do any sports at school, Grandpa?
B: Yes, I _____ run very fast and won a running race.



2 **Write sentences and tell your partner something you ...**

1 ask permission from your teachers/parents.
_____
2 ask your partner to help you in the classroom.
_____
3 can/can't do in the exams.
_____
4 can/can't do very well.
_____
5 could/couldn't do when you were six.
_____
6 should/shouldn't do to get better grades.
_____

Grammar • 5b

Modals



***must/have to/don't have to – had to/didn't have to* (Obligation/Necessity)**
We **must** respect our teachers. (It's our obligation. We say so.)
We **have to** sit exams at our school. (It's a rule. The headmaster says so.)
A teacher **has to** be caring to support students. (It's necessary.)
They **don't have to** wear a uniform. (It isn't necessary.)
We **had to** give some presentations last year. (It was a rule. The teacher said so.)
We **had to** study hard for exams last week. (It was necessary.)
I **didn't have to** do my homework yesterday. (It wasn't necessary.)

***mustn't* (Prohibition)**
You **mustn't** be late for school. (It's against the rule.)

p. 117

3 **Choose the correct options.**

1 Students **have to/must** fill in a form to join the music club. It's a rule.
2 I **must/mustn't** improve my computer skills. I want to become an IT technician in the future.
3 You **don't have to/mustn't** pick me up after school. I'm getting a ride home with Susan's mum.
4 A: How was your weekend, Sally?
B: Nothing special. I **have to/had to** do research for my presentation.
5 A: You **don't have to/mustn't** run in the school halls, children!
B: Sorry, Miss. We're late for our next class.
6 A: How was your presentation yesterday?
B: I **mustn't/didn't have to** give my presentation because my school organised a clean-up day.



4 **Choose the correct options.**

1 You _____ study harder if you want to improve your English.
A could B must C can D had to
2 _____ your notes? I missed the class yesterday.
A Must I borrow C Do I have to borrow
B Should I borrow D Can I borrow
3 He _____ help me with the project because I knew what to do.
A shouldn't B didn't have to C doesn't have to D couldn't
4 Barry _____ read well when he was seven.
A can B had to C could D should
5 My mum _____ wear a uniform when she was at school.
A must B had to C can D should
6 We _____ take any books into the exam room. It's against the rule.
A mustn't B don't have to C shouldn't D must



5 **Ask and answer about your school life using modals.**

A: Do you have to wear a school uniform?
B: No, but we mustn't be late for class.

5c • Vocabulary

Teenagers' free-time activities

1 2.18 **Listen and repeat.**


1 listen to music


2 watch TV


3 read books


4 surf the Internet


5 play computer games


6 go shopping


7 play sports


8 go to the cinema

Listening

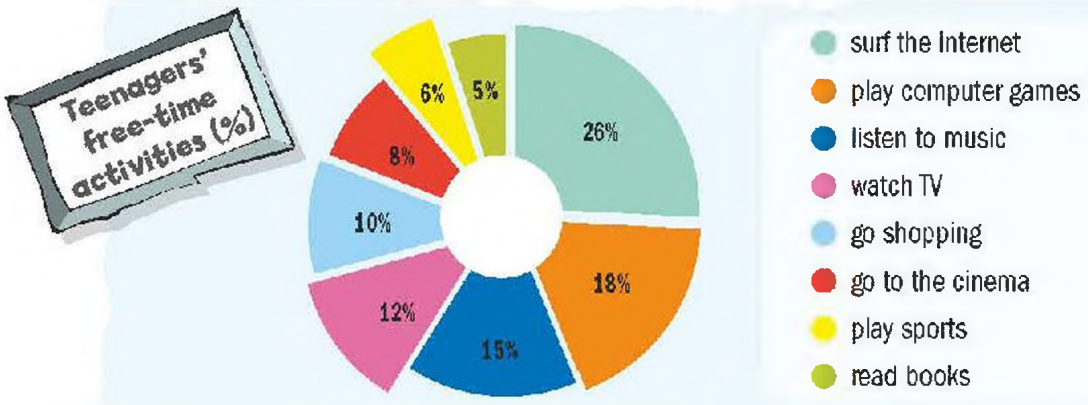
2 2.19 **Listen to Brian talking about his free-time activities. Tick (✓) the activitie(s) he likes doing in his free time.**

listen to music		play computer games	
watch TV		go shopping	
read books		play sports	
surf the Internet		go to the cinema	

3 **Name some other free-time activities. Which activitie(s) do/don't you like doing in your free time? Tell your partner.**

I like reading books, but I don't like going shopping.

4 **The diagram shows free-time activities teenagers like doing in their free time. Look and make sentences as in the example.**



26% (twenty-six percent) of teenagers like surfing the Internet in their free time.

Everyday English • 5d

Making suggestions – Expressing likes/dislikes

1 Complete the dialogue with the sentences (A-E). There is one extra sentence.

2.20 Listen and check.





Jill Hi, Bob. How's it going?

Bob Not bad, Jill. How about you?

Jill I'm fine.

Bob Do you have any plans for the weekend?

Jill 1) _____ Why?

Bob I'm going to the cinema on Saturday afternoon. Do you fancy coming?

Jill 2) _____ I don't like going to the cinema very much. How about going shopping instead?

Bob 3) _____ I like going shopping.

Jill Is 4:00 p.m. OK with you?

Bob 4) _____ Let's meet outside the mall at 3:30 p.m.

Jill See you there.

A It's OK with me.
B I prefer going to the cinema.
C Nothing special.
D That's a good idea!
E That doesn't sound like fun!

2 Take roles and read out the dialogue.



3 Act out a similar dialogue. Use the dialogue in Exercise 1 as a model and the ideas below or your own ideas.

A	Saturday afternoon	
listen to music		✗
watch TV		✓

B	Sunday morning	
play computer games		✗
play sports		✓

Pronunciation — Sentence stress

2.21 Listen and underline the stressed words in each sentence. Practise saying them with a partner.

1 Do you have any plans for the weekend?
2 My sister loves playing computer games, but I don't like it.
3 How about going shopping?
4 I like going shopping.
5 I don't like going to the cinema.
6 That doesn't sound like fun!
7 That's a good idea!
8 I don't like going shopping because it's crowded at the mall.

5e • Grammar

Countable/Uncountable nouns



Countable nouns refer to nouns that we can count with numbers.
They can be in singular or plural form.
one/a book – two books, etc.
BUT one/a foot – two feet, one/a man – two men, one/a child – two children, etc.
There **is a book** on the desk. There **are two books** in the schoolbag.

Uncountable nouns refer to nouns that we cannot count with numbers.
They don't have a singular or plural form. They take singular verbs.
Your **information is** helpful.
Uncountable nouns are:

- some types of food/liquids: sugar, rice, milk, juice, etc.
- subjects of study/languages: history, maths, English, Spanish, etc.
- sports and activities: football, tennis, swimming, fishing, etc.
- collective nouns: furniture, money, equipment, rubbish, etc.
- abstract nouns: information, education, homework, advice, etc.

p. 118

Pronunciation of -s/-es noun endings (plural nouns)

- /ɪz/ after the sounds /s/, /ʃ/, /tʃ/, /ʒ/, /dʒ/, /z/
  e.g. boxes /bɒksɪz/
- /s/ after the sounds /p/, /k/, /t/, /f/, /θ/
  e.g. hats /hæts/
- /z/ after the other sounds
  e.g. shelves /ʃelvz/

1 Which of the nouns below are *C* (Countable) or *U* (Uncountable)?

1 love	____	5 lesson	____	9 presentation	____
2 class	____	6 science	____	10 activity	____
3 child	____	7 yoga	____	11 health	____
4 yoghurt	____	8 teacher	____	12 tea	____

2 2 22 Listen and put the words into the correct columns. Practise saying them with a partner.

• games • sports • ideas • models • choices
• trips • books • classes • sentences • videos

words with /ɪz/	words with /s/	words with /z/

3 Choose the correct options.

1 Your advice is/are helpful for me.
2 Is/Are the equipment for the sports club new?
3 My art class is/are on Thursday afternoons.
4 My homework is/are very difficult. Can you help me, please?
5 The students loves/love going on school trips.
6 There is/are a lot of children in the classroom.



4 Tell your partner about ...

1 your favourite subject. History is my favourite subject.
2 your favourite sport. _____
3 your favourite food/drink. _____
4 your favourite after-school activities. _____
5 your favourite free-time activities. _____

Grammar • 5e

Quantifiers



We use *how many, a lot of/lots of, many, some/a few, few, any* with **countable nouns.**
How many exams do you sit a year? There are **a lot of/lots of** books in the library.
There aren't **many** lessons on Monday. We go on **some/a few** school trips.
There are **few** eggs, so we can't make a cake. Have you got **any** pens?

We use *how much, a lot of/lots of, much, some/a little, little, any* with **uncountable nouns.**
How much milk is there in the fridge? There is **a lot of/lots of** information about it.
There isn't **much** homework today. I have got **some/a little** money in my purse.
There is **little** time, so we can't go shopping. Have you got **any** advice for me?

p. 118

We use:
- ***any*** in negative and interrogative sentences.
  Have you got **any** money?
  We haven't got **any** money.
- ***some*** in affirmative sentences and for requests/offers.
  I often have **some** milk for breakfast.
  Can I have **some** milk, please?
  Would you like **some** milk?

5 **Choose the correct options.**

1 My school is small, so there are ____ after-school activities.
A little B few C much D many

2 My teacher gave us ____ homework yesterday.
A many B any C lots of D a few

3 This month, we don't have to study for ____ tests.
A many B some C much D little

4 ____ money did you spend at the mall?
A How much B How many C A little D Any

5 There are ____ programmes on TV. I can't decide what to watch.
A few B any C much D lots of

6 Can you find ____ information about the topic?
A few B many C any D some

7 ____ students were on the school trip?
A How much B How many C Some D Any

8 A: Liam, I need ____ advice on how to prepare for the exams.
B: Sure, I can help you.
A few B any C many D some

9 A: Are you ready for your presentation? There isn't ____ time left.
B: I'm almost ready. Don't worry!
A many B much C few D little

10 A: How about going to the cinema tonight?
B: Maybe next week. We have ____ money to spend this week.
A much B a lot of C little D few



6 **Talk about your school life and free-time activities using the quantifiers.**

A: I do lots of homework every day, so I don't have much time to watch TV or read books.
B: I sit a lot of exams at school. In my free time, I listen to some music and play sports.

5f • Skills

Reading

Video

1 **Think** Look at the picture and read the title. What do you think the article is about? What is its purpose?
2 23 Listen and read to check.

A teen guide

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About Teen Problems



It is hard to be a teenager, but here are some tips!

Exam stress
Too much exam stress can be bad for your health, so you should make a study plan with regular breaks. Then, you can make progress and still have time to relax.

Arguing with family or friends
We often argue with the people we see every day although we care about them. If you argue with your family or friends, talk to them about how you feel.

Starting at a new school
When teens move to a new place, it can be hard to make friends at a new school. One way to make new friends is to take part in after-school activities or talk to your classmates.

Social media addiction
Are you worried when you can't find your smartphone? Then, you may be addicted to social media. The solution is to take control of your addiction and spend less time online.

Bullying
Bullying happens when people say bad things to others. If you suffer from bullying or if you know someone else, it's important to tell teachers or parents.



- make progress
- argue with
- social media
- be addicted to
- addiction
- take control
- bullying
- suffer from

2 Read the text and complete the sentences (1-5).

1 The writer thinks that too much _____ can cause health problems.
2 We often argue with the people we care about and see _____.
3 Teens can make _____ if they join after-school activities.
4 If teens are addicted to _____, they should go online less often.
5 If teens suffer from _____, they should talk to their teachers or parents about it.

3 **Think** Are the tips in the article helpful for you? Why? Tell your partner.

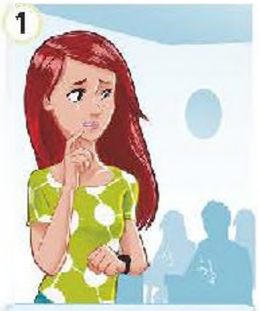
The tips are helpful for me because I usually argue with my sister. Now, I know I should talk to her about how I feel.

Vocabulary

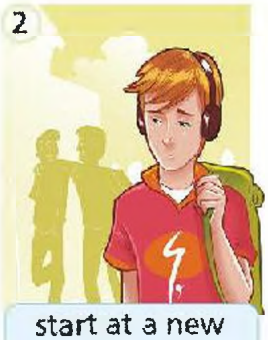
Teenagers' problems



4 2.24 Listen and repeat.



1 be stressed about exams



2 start at a new school



3 argue with family / friends



4 suffer from bullying



5 be addicted to social media

Note!

Giving advice

- You should/can + verb … .
- Why don't you + verb …?
- How about + verb-*ing* …?

5 Use the prompts below or your own ideas to give advice to people suffering from the problems in Exercise 4.

- join an after-school club
- spend less time online
- ~~make a study plan with regular breaks~~
- tell your parents/teachers about it
- talk to them about how you feel

A: I'm stressed about exams.
B: You should make a study plan with regular breaks.

Listening

6 2.25 Listen to the dialogue between Susie and Amy about Susie's problem. For questions (1-5), choose the correct options (A, B, C or D).



1 Susie is having a problem with her _____.
A sister
B friends
C parents
D teachers

2 Susie and her friends often _____.
A suffer from bullying
B make new friends
C meet at school
D argue

3 Susie's friends don't like the same _____ as she does.
A after-school activities
B school subjects
C free-time activities
D sports

4 How does Susie describe her character?
A shy
B nice
C brave
D friendly

5 Amy advises Susie to _____.
A join a sports club
B join an art club
C exercise at a gym
D meet her twice a week

7 Which problem in Exercise 4 makes you stressed the most? Talk with your partner.

5f • Skills

Writing
(An email giving advice)

Task analysis

1 **Read the task and complete the table.**

This is part of an email from your English-speaking friend.

I moved to a new house, so I have to start at a new school. I'm really worried about it. What will happen if I can't make any new friends? Can you give me some advice?

Write an email to your friend giving him/her advice (about 80-100 words).

Type of text	
Readers	
Topic	
Number of words	

Model analysis

2 **Read the email and complete the table in your notebook.**

email

Hi Tom,

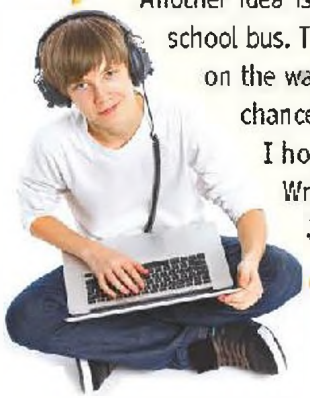
I'm sorry to hear that you're worried about starting at your new school. I've got some advice for you. Why don't you join an after-school club, such as a sports club? In this way, you'll meet students outside the classroom and it'll be easier to get to know them.

Another idea is to walk to school or take the school bus. Then, you'll meet other students on the way to school and you'll have the chance to talk to them.

I hope my advice helps.

Write back.

John



advice:	expected result:
advice:	expected result:

Writing Tip Suggesting

When we write an email giving advice, we always give pieces of advice and their expected results.

3 **Match the pieces of advice (1-2) to the expected results (a-b). Which of the teenagers' problems from Exercise 4 on page 77 is the advice for?**

1 make a study plan with regular breaks

2 study with your friends

a help each other with things you don't understand

b make progress and have time to relax

Problem: _____

Your turn

4 **Use the ideas from Exercise 3 to write an email giving advice to your friend (about 80-100 words).**

Plan

Hi (your friend's first name)
- express sympathy for your friend's problem & offer help
- give pieces of advice and expected results
- express hope that things will be OK

(closing remarks)
(your first name)

Useful Language

Expressing sympathy for your friend's problem & Offering help
- I'm really sorry to hear that ... .
- I understand how you feel.
- I've got some advice for you.
- I think I can help.

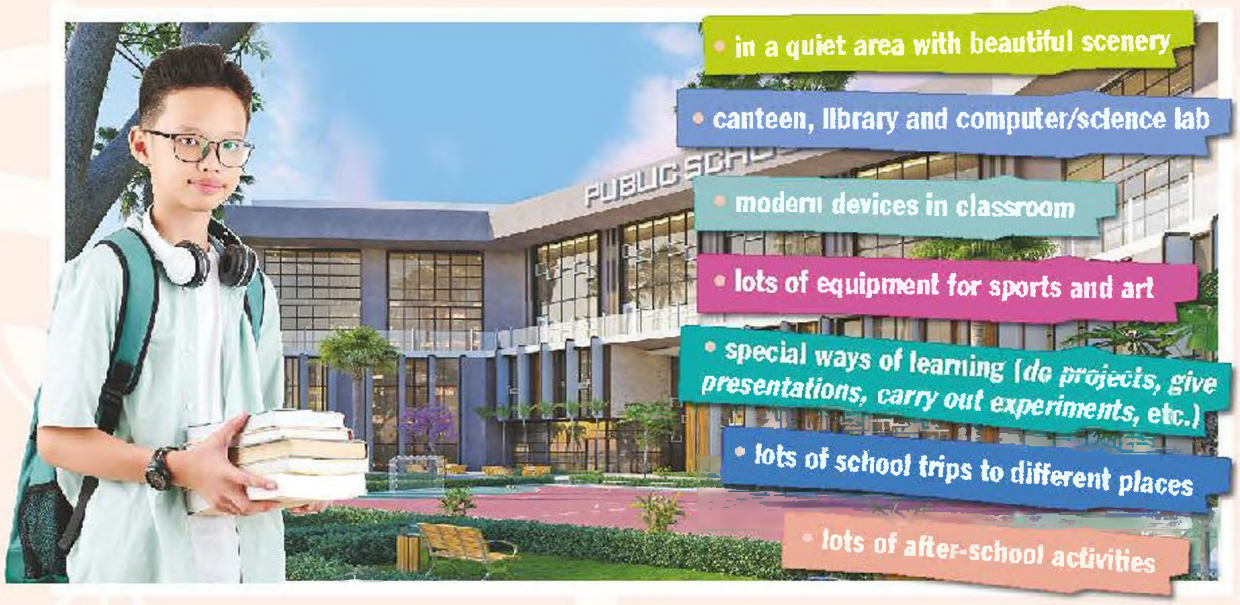
Giving pieces of advice and expected results
- You can/should/shouldn't ... .
- How about ...? • Why don't you ...?
- One idea/tip is to ... . • Another idea/tip is to ... .
- This means that ... . • In this/that way, ...
- Then, ... • If you do this, you'll ... .

Expressing hope that things will be OK
- I hope my advice helps.
- I hope everything will be OK.

Closing remarks: • Talk soon. • Write back.

Project Time 5

1 What is your ideal school like? Think about *location, school areas, classrooms, equipment, lessons, school trips* and *after-school activities*. Tell the class.



2 2.26 Listen to two people talking about their ideal schools and take notes. Are their ideas similar to yours?

Presentation Skills

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

VALUES

Education

"Education is the most powerful weapon you can use to change the world."
Nelson Mandela

4 What does the quotation mean? Discuss with your partner.

5 Think Why is education important in life? Use the prompts below and your own ideas to discuss with your partner.

- teach us knowledge
- teach us how to think, make decisions and solve problems
- build characters
- prepare us for work
- lead to new ideas and discoveries



5 • Progress Check

Vocabulary

1 **Fill in each gap with *lessons, homework, exams, school trips* or *presentations*.**

1 When do you sit your final _____?
2 Tim and Katherine don't give many _____ at their school.
3 I can't go out tonight. I've got lots of _____ to do.
4 I have music _____ on Mondays and Fridays.
5 The students are excited to go on _____.

5 x ' = 5 points

2 **Fill in each gap with *play, surf, watch, go* or *read*.**

1 My mum and I usually _____ shopping on Saturdays.
2 Can I _____ TV with friends after I finish my homework, Dad?
3 My parents often _____ books in the afternoons.
4 You should _____ the Internet for more information.
5 My friends and I always _____ sports after school.

5 x ' = 5 points

Grammar

3 **Choose the correct options.**

1 Do you take part in ____ after-school activities?
A much C little
B few D any
2 I'm stressed because I have to sit ____ exams this month.
A few C much
B a lot of D any
3 I have ____ homework to finish this evening.
A some C any
B many D few
4 There aren't ____ science books in the library.
A a little C a few
B much D many

4 x ' = 4 points

4 **Choose the correct options.**

1 Your new furniture **is/are** nice.
2 A lot of teenagers **suffers/suffer** from bullying at school.
3 Your information **is/are** very helpful for my presentation.
4 The teacher sometimes **supports/support** her students in their projects.

4 x ' = 4 points

5 **Choose the correct options.**

1 You **mustn't/don't have to** talk in the library. It's against the rules.
2 I **must/mustn't** improve my presentation skills to be a good presenter.
3 You **can't/don't have to** bring your tablet. I'll bring mine.
4 You **could/should** go to sleep early the night before the exam.
5 **Can/Should** we play baseball after school, please?
6 You **shouldn't/couldn't** be stressed about exams. It's not good for your health.
7 You **have to/should** wear a uniform to school. It's a rule.

7 x ' = 7 points

Pronunciation

6 **Choose the word whose underlined part is pronounced differently from the others.**

1 A v<u>e</u>hicle C <u>h</u>ill
B <u>h</u>istory D <u>h</u>it
2 A <u>h</u>ot C <u>h</u>our
B <u>h</u>obby D <u>h</u>ockey
3 A <u>h</u>ome C <u>h</u>old
B <u>h</u>ope D <u>h</u>onest
4 A <u>h</u>orse C <u>h</u>oney
B <u>h</u>onour D <u>h</u>ost
5 A ex<u>h</u>ibition C <u>h</u>arm
B <u>h</u>elpful D <u>h</u>ot

5 x ' = 5 points

Listening

7 2.27 **Listen to a dialogue about a teenager's problem. Decide if the statements (1-5) are *R* (right) or *W* (wrong).**

1 Pam is moving to the countryside. ☐
2 Pam is starting at her new school next Monday. ☐
3 Pam is worried about making new friends. ☐
4 Pam is very shy. ☐
5 Pam is moving on Sunday. ☐

5 x 4 = 20 points

Reading

8 **Read the text and replace the words in red below with the words/phrases from the email.**

Hi Ivy.
Thanks for your email. It seems like you're addicted to social media. It's a common problem these days. My sister had the same problem with social media addiction, but she got over it and so can you.
You shouldn't delete all your social media accounts. Why don't you go online for one or two hours a day? In that way, you can slowly get over your addiction, but you can still keep in touch with your online friends at the same time.
Also, I think that you should start a new hobby. You quit dance classes last week, so you seem to have lots of free time to do something different now. It doesn't matter what it is – you just need to keep your mind off your smartphone.
Let me know how things are going.
Talk soon.
Finn

1 Ivy is addicted to **this**. _____
2 Finn advises Ivy not to delete **them**. _____
3 Ivy should start **this**. _____
4 Ivy quit **these** last week. _____
5 Ivy seems to have lots of **this** now. _____

5 x 4 = 20 points

Everyday English

9 **Match the sentences (1-5) with (a-e) to make exchanges.**

1 ☐ Do you have any plans tonight?
2 ☐ How about playing sports tomorrow?
3 ☐ Is 10 o'clock OK with you?
4 ☐ Do you fancy going shopping?
5 ☐ See you outside the mall at 5:00 p.m.

a That doesn't sound like fun! How about playing computer games instead?
b It's OK with me.
c That's a good idea! I love going shopping.
d Nothing special.
e See you there.

5 x 2 = 10 points

Writing

10 **Your English friend is stressed about starting at a new school. Write an email giving him/her advice (about 80-100 words). In your email, *express your sympathy with his/her problem, give him/her two pieces of advice and the expected results*, and *express hope that he/she can solve his/her problem*.**

20 points
TOTAL 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for specific information (multiple choice; gap filling) ☆☆☆

Listening
- listen for specific information (multiple matching, multiple choice) ☆☆☆

Speaking
- talk about your school life, your free-time activities and teenagers' problems ☆☆☆
- make suggestions – express likes/dislikes ☆☆☆

Writing
- write an email giving advice ☆☆☆

6 Space & Technology

What's in this unit?

- **Vocabulary**
  - Life in space
  - Electronic devices
  - Advantages & Disadvantages of technology
- **Grammar**
  - Reported speech
- **Pronunciation**
  - /ɪə/ – /eə/
  - Intonation
- **Reading**
  - *Life in Space* (blog entry – multiple choice)
  - *Teen Tech Forum* (forum – R/W/DS statements)
- **Listening**
  - An interview (gap filling)
  - A dialogue (multiple choice)
  - Monologues (multiple matching)
- **Speaking**
  - Talk about life in space
  - Talk about using electronic devices
  - Complain – Request help
  - Talk about advantages and disadvantages of technology
- **Writing**
  A blog entry about teens using electronic devices
- **CLIL (Science)**
  Space Technology (multiple matching)

Vocabulary

Life in space

1 2.28 **Listen and repeat.**

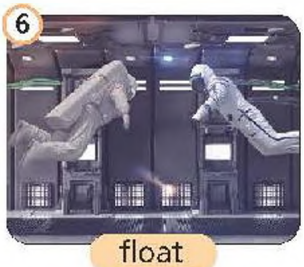

1 astronaut


2 space station


3 gravity


4 rocket


5 planet


6 float

Pronunciation (/ɪə/ – /eə/)

2 2.29 **Listen and put the words into the correct columns. Practise saying them with a partner.**

• near	• experience	• zero	• share
• there	• prepare	• here	• air

words with /ɪə/	words with /eə/

Listening

3 2.30 **Listen to an interview with an astronaut and complete the sentences (1-4).**

1 Astronauts prepare _____ foods to eat.
2 They use straws to drink water, tea and _____.
3 They tie their sleeping bags to the _____, so they don't float away.
4 In their free time, they read books, _____, enjoy the view and take photos.

4 Think **Would you like to live in space? Why? Tell your partner.**

Reading • 6a

Video

5 Read the text quickly. What does the writer think about life in space?
2.31 Listen and read to check.

Jenny's Blog

LIFE IN SPACE

Search | About | Home



Hello, readers! This week, I talked to astronaut Julie Gillis and asked her all about life in space.

Astronauts travel to space in a rocket and they live on a space station. Life on a space station is difficult but interesting. Julie said that astronauts spent most of their time doing science experiments and other important work.

Life is difficult in space with zero gravity. Julie told me she had to sleep in a sleeping bag and she tied it to the wall, so she didn't float away.

Life in space is hard, but it is an interesting experience. Julie said that floating around the space station was amazing. She also told me she enjoyed looking out the windows at the Moon, the beautiful stars and the planets. It was her favourite way to entertain on the space station. I think the view of our solar system sounds wonderful! What do you think about life in space? Write a comment and let me know!

Comment

• zero gravity • solar system

6 Read the text. For questions (1-5), choose the correct options (A, B, C or D).

1 Where do astronauts live in space?
A in a rocket
B on the Moon
C on other planets
D on a space station

2 How do astronauts spend most of their time?
A They float around the space station.
B They look at the planets.
C They do science experiments.
D They sleep in sleeping bags.

3 Why does Julie sleep in a sleeping bag?
A Because she likes it.
B Because there's no gravity in space.
C Because her bed floated away.
D Because there aren't enough beds.

4 What does Julie like looking at?
A the planets B the stars C the Moon D All are correct.

5 What does the writer think about the view of the solar system?
A It's wonderful.
B It's amazing.
C It's beautiful.
D It's interesting.

Culture Spot

Phạm Tuân was the first Vietnamese person to go into space. It happened on 23rd July 1980. He spent 8 days on a space station doing research. He came back to the Earth on 31st July.



Who was the first person from the UK to go into space? Write a short paragraph about him/her.

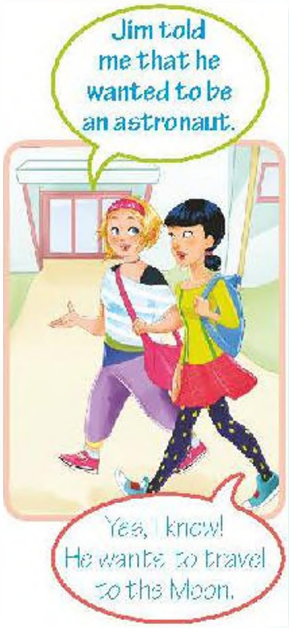
7 Think **How is life in space different from life on Earth? Use the prompts and your own ideas to discuss with a partner.**

- eating and drinking
- sleeping
- entertaining
- taking a shower
- exercising
- doing experiments

A: How do you think sleeping is different in space?
B: I think sleeping is more difficult because there is no gravity. Astronauts sleep in sleeping bags and tie them to the walls, so they don't float away.

6b • Grammar

Reported speech (Statements)



We use **direct speech** to repeat the exact words someone said.
We put direct speech in quotation marks.
The astronauts said, "We sleep in a sleeping bag in space."
We use **reported speech** to report what someone said.
We can use ***that*** to introduce reported speech, but we can omit ***that***.
The astronauts said (that) they slept in a sleeping bag in space.

When we change direct speech to reported speech, we change the **subject pronouns/object pronouns/possessive adjectives** according to the context.
Julie said, "I spend most of **my** time doing science experiments."
Julie said (that) **she** spent most of **her** time doing science experiments.

say – tell

- ***say*** + *(that)* + **clause**
  Paul **said** (that) he loved watching stars.
- ***say to*** + **object** + *(that)* + **clause**
  Paul **said to me** (that) he loved watching stars.
- ***tell*** + **object** + *(that)* + **clause**
  Paul **told me** (that) he loved watching stars.

p. 119

1 **Read the statements and write *D* (direct speech) or *R* (reported speech).**

1 The astronaut said that life in space was hard. ☐
2 Lily said to me, "The Moon is beautiful." ☐
3 My teacher told me that astronauts ate special foods. ☐
4 "I want to visit a space station," Jen said. ☐
5 He told us that the view of the solar system was amazing. ☐



2 **Fill in each gap with the correct subject pronoun, object pronoun or possessive adjective.**

1 She said, "I want to meet an astronaut."
She said that _____ wanted to meet an astronaut.
2 "I like the new book about space," John said to me.
John said to me that _____ liked the new book about space.
3 The students said, "Our teacher gives us homework about planets."
The students said that _____ teacher gave _____ homework about planets.
4 He told me, "I want to give my old toy rocket to my brother."
He told me that _____ wanted to give _____ old toy rocket to _____ brother.

3 **Fill in each gap with *said* or *told*.**

1 Max _____ to us that he enjoyed reading about the Earth.
2 I _____ Jake that I was going to the space museum.
3 Janet _____ that she would give a presentation about the Moon.
4 The shop assistant _____ them that the toy rocket was on sale.
5 The astronaut _____ us that life in space was difficult.

Grammar • 6b

Reported speech (Statements)



When we change direct speech to reported speech:
- we change **time words** and **other expressions**.
  now → then, today/tonight → that day/night, this week → that week, tomorrow → the next/following day, next week/month → the following week/month, here → there, this/these → that/those, etc.
- we change **verb tenses** when the introductory verb (*say, tell*, etc.) is in a past tense.

Present Simple	→	Past Simple
"I **like** this film," she said.		She said (that) she **liked** that film.
Present Continuous	→	**Past Continuous**
Chris said, "I'**m reading** a book about space now."		Chris said (that) he **was reading** a book about space then.
am/is/are going to	→	***was/were going to***
They said, "We'**re going to** give a presentation about the solar system next week."		They said (that) they **were going to** give a presentation about the solar system the following week.
Modals: *can → could, will → would, must/have to → had to*		
"I **have to** eat special foods in space," he said.		He said (that) he **had to** eat special foods in space.

p. 119

4 **Rewrite the sentences in reported speech.**

1 "My father is an astronaut," I said to Jane.
I told Jane _____.
2 "I want to see a rocket go into space," she told me.
She told me _____.
3 Robert said, "I don't enjoy watching films about space travel."
Robert said _____.
4 "We're preparing dinner now," they said.
They said _____.
5 The teacher told us, "An astronaut is coming to our school tomorrow."
The teacher told us _____.
6 "I must do my homework about the solar system tonight," said Luke.
Luke said _____.
7 Margaret said, "We're going to visit a space museum this Sunday."
Margaret said _____.
8 My sister said to me, "I won't learn about space this year."
My sister said to me _____.



5 **Whisper a sentence to a student in the group. Then, this student reports what you said to the other students in the group.**

A: I like films about space.
B: He/She said that he/she liked films about space.

6C • Vocabulary

Electronic devices

1 Label the pictures with the words from the list.
2.32 Listen and check.

• tablet • laptop • MP3 player • games console • smartphone

1 

2 

3 

4 

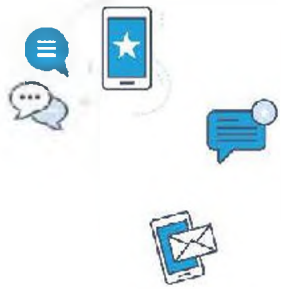
5 

_____ _____ _____ _____ _____

2 Match the words (1-5) with (a-e) to make phrases.
2.33 Listen and check.



send	1	a	music
chat	2	b	social media
go on	3	c	online
listen to	4	d	games
play	5	e	text messages



Listening

3 2.34 Listen to two teenagers talking about their electronic devices. For questions (1-5), choose the correct options (A, B, C or D).



1 Nick got a new _____ .
A smartphone
B MP3 player
C laptop
D tablet

2 When did he get it?
A today
B this week
C yesterday
D last week

3 Who told Nick that a smartphone was useful?
A his parents
B his mum
C his friends
D Cathy

4 What device has Cathy got?
A a smartphone
B a tablet
C an MP3 player
D a laptop

5 Cathy DOESN'T use her device to _____ .
A chat online
B send messages
C play games
D watch videos

4 Which of the devices in Exercise 1 have you got? What do you use it/them for?

A: I've got an MP3 player. I use it to listen to music. What about you?
B: I've got a smartphone. I use it to send text messages and go on social media.

Everyday English • 6d

Complaining – Requesting help

1 Read the sentences (A-E) and guess who says each, *the shop clerk* or *Steve*?



A Can I have a refund? _____
B How long will it take to fix it? _____
C I hope you can help me. _____
D What's the problem? _____
E What can I do for you today? _____

2 Complete the dialogue with the sentences (A-E) from Exercise 1. 2.35 Listen and check.

Shop clerk Good morning. 1) _____
Steve Hello. 2) _____ I bought this tablet here last week, but there's something wrong with it now.
Shop clerk Oh, I'm sorry to hear that. 3) _____
Steve When I press the power button, it doesn't turn on!
Shop clerk I see. Did anything happen to it? Did it fall or did you spill water on it?
Steve No, nothing like that. It just doesn't work for no reason! 4) _____
Shop clerk Well, we can't give you a refund, but we can fix it. If we can't fix it, we'll replace it with a new tablet.
Steve 5) _____
Shop clerk It will take a few hours.
Steve Great! I'll come back this afternoon.



3 Take roles and read the dialogue aloud.

4 You bought a device from an electronics shop, but there is something wrong with it. Go to the shop to complain and request help. Act out a dialogue similar to the one in Exercise 1.

Pronunciation Intonation

2.36 Listen to the sentences and decide which has rising intonation (↗) and which has falling intonation (↘). Practise saying them with a partner.

1 What can I do for you today?
2 Can I have a refund?
3 When I press the power button, it doesn't turn on!
4 I'm sorry to hear that.
5 Did anything happen to it?
6 It just doesn't work for no reason!
7 We can't give you a refund, but we can fix it.
8 How long will it take to fix it?

6e • Grammar

Reported speech (Questions)



When we change direct questions to reported questions:

- we usually use **ask** to introduce reported questions.
- we change the **word order** from the question form to the statement form.
- we change **verb tenses, subject pronouns/object pronouns/possessive adjectives, time words** and **other expressions**.

***Yes-No* questions**

We use ***if*** or ***whether*** to introduce reported questions.

"Can I have a refund?" she asked the shop clerk.

She asked the shop clerk **if/whether** she could have a refund.

***Wh-* questions**

We use the same question word in direct questions (***who, what, when, where, why, whose, how often,*** etc.) to introduce reported questions.

"**How** can I help you today?" the shop clerk asked me.

The shop clerk asked me **how** he could help me that day.

p. 119

1 **Rewrite the sentences in reported speech.**

1 "Are you fixing my tablet tomorrow?" I asked him.

_____

2 "Why are you so sad?" Olivier asked me.

_____

3 "Can I use your laptop tonight?" Dylan asked his sister.

_____

4 Finn asked me, "Whose is this MP3 player?"

_____

5 Jack asked Kim, "Do you usually go on social media?"

_____

6 "How often do you play computer games?" she asked me.

_____

7 He asked Jane, "Will you send me an email?"

_____

8 John asked me, "What are you doing on your smartphone?"

_____



2 **Whisper a question to a student in the group. Then, this student reports what you asked him/her to the other students in the group.**

A: Do you play games on your tablet?

B: He/She asked me if/whether I played games on my tablet.

C: How long do you go on social media each day?

D: He/She asked me how long I went on social media each day.

Grammar • 6e

Reported speech (Review)

3 **Choose the correct options.**

1 "I'm getting a new laptop tomorrow," she said.
a She said that she is getting a new laptop the next day.
b She said that she was getting a new laptop the next day.

2 Peter said, "This games console is fantastic."
a Peter said that that games console was fantastic.
b Peter said that this games console was fantastic.

3 "What are you doing after school today?" he asked me.
a He asked me what I was doing after school that day.
b He asked me what I am doing after school that day.

4 The shop clerk said to me, "I can't fix your tablet."
a The shop clerk told me that he didn't fix my tablet.
b The shop clerk told me that he couldn't fix my tablet.

5 "I go on social media one hour each day," she said to us.
a She said to us that she went on social media one hour each day.
b She said to us that I went on social media one hour each day.

6 I asked my dad, "Will you get me a smartphone for my birthday?"
a I asked my dad if would he get me a smartphone for my birthday.
b I asked my dad if he would get me a smartphone for my birthday.

4 **Rewrite the sentences in reported speech.**

1 Her dad said to her, "You can listen to music on your MP3 player."

_____

2 Sue said, "I don't like this games console."

_____

3 "I usually look for information on the Internet," Emily told me.

_____

4 He asked me, "Are you chatting online now?"

_____

5 "Who has my tablet?" she asked me.

_____

5 **You and your partner act out a short dialogue about electronic devices. A student in the group takes notes and then reports the dialogue to the other students in the group.**

A: What's your favourite electronic device?
B: My favourite electronic device is my laptop.
C: A asked B what his/her favourite electronic device was. B told A that his/her favourite electronic device was his/her laptop.

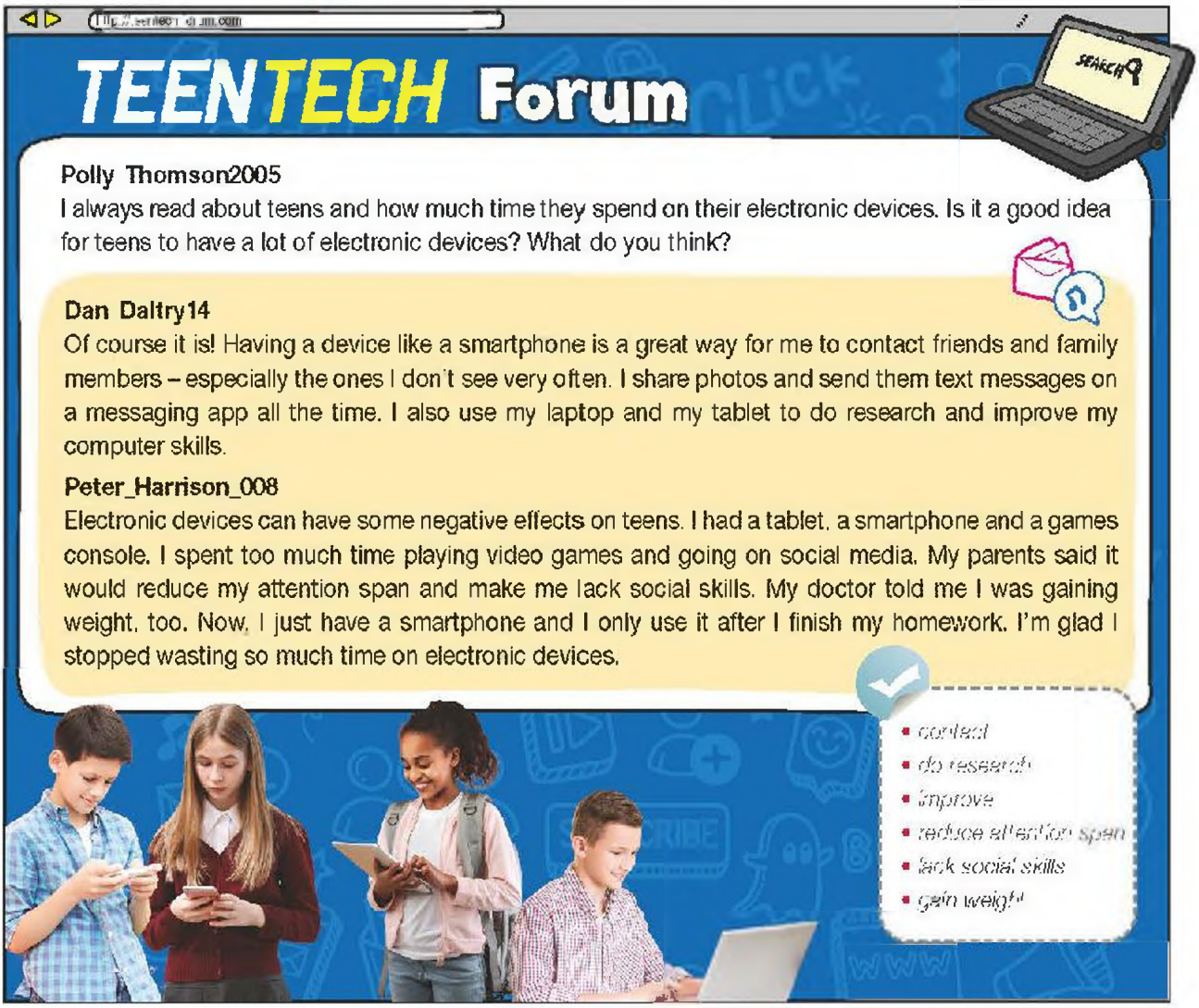
6f • Skills

Reading

Video

1 **Think** Look at the picture and read the title of the text. What do you think the text is about?

2.37 Listen and read to find out.



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

1 Polly thinks teens shouldn't have electronic devices. ☐
2 Dan uses his smartphone to send text messages to his family members. ☐
3 Dan has more than one electronic device now. ☐
4 Peter's parents told him that he was gaining weight. ☐
5 Peter stopped using all of his electronic devices. ☐

3 **Think** Do you think electronic devices have positive or negative effects on teens? Why? Tell the class.

Vocabulary

Advantages & Disadvantages of technology

4 2.38 **Listen and repeat.**


1 contact friends / family


2 do research


3 improve computer skills


4 reduce attention span


5 lack social skills


6 gain weight

Listening

5 2.39 **Listen to four people talking about the advantages and disadvantages of technology. Match speakers (1-4) to what they say (A-D).**

Speaker 1	Speaker 2	Speaker 3	Speaker 4

A He/She doesn't want his/her children to have problems with their social skills.

B He/She tries not to use his/her devices too much.

C His/Her best friend spends too much time on his/her device.

D He/She uses his/her device to improve his/her computer skills.

6 Think **Use the phrases in Exercise 4 and your own ideas to talk about the advantages and disadvantages of technology to you.**

A: I think technology is good for me. I can use my laptop to do research online for my homework and presentations.

B: I think it isn't good for me. I'm gaining weight because I spend too much time going on social media.



6f • Skills

Writing
(A blog entry about teens using electronic devices)

Task analysis

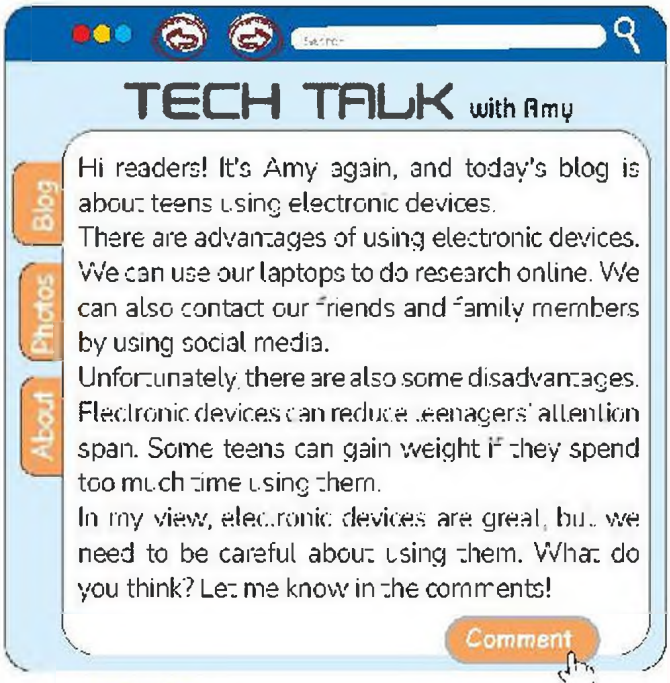
1 **Read the task and complete the table.**

Write a blog entry about teens using electronic devices (about 80-100 words). Include *advantages*, *disadvantages* and *your opinion*.

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the blog entry and complete the spidergram in your notebook.**





3 **Read the statements about using electronic devices and mark them *A* (advantage), *D* (disadvantage) or *O* (opinion).**

1 I think that teens shouldn't use electronic devices at all. ☐
2 We can use electronic devices to send messages to our friends and family members. ☐
3 Some teens can lack social skills if they spend too much time using electronic devices. ☐
4 In my opinion, electronic devices have both advantages and disadvantages. ☐
5 Electronic devices can also help us improve our computer skills. ☐
6 Electronic devices can reduce teens' attention span. ☐

Your turn

4 **Use the statements from Exercise 3 or your own ideas to write a blog entry about teens using electronic devices (about 80-100 words).**

Plan

- greet readers & introduce the topic
- describe advantages
- describe disadvantages
- give your opinion

Useful Language

Greeting readers & Introducing the topic
- Hi everyone/readers! Today, I want to tell you about … . • Hello! This is (your name), and today's blog is about … .

Describing advantages
- There are advantages of using electronic devices.
- There are great things about using electronic devices. • We can … .

Describing disadvantages
- Unfortunately, there are also some disadvantages of using electronic devices. • Unfortunately, electronic devices can cause bad things.
- We can … .

Giving your opinion
- In my opinion/view, … . • I think (that) … .

Video **1** 2.40 **Listen and read the text quickly and find the names of the robot(s)/device(s).**



Researchers said that 2021 was one of the biggest years for space exploration in recent history. In January, NASA sent out a robot spacecraft, Q-PACE, to study small pieces of rock floating in the solar system. They said that it could tell them how the planets first formed and other useful information. In February, another robot, Perseverance, landed on Mars. NASA told reporters that they sent the robot to test the red planet for signs of life.

A NASA scientist said that one of the first goals of the space travel was to bring samples of Mars back to the Earth to study. They hope this robot will make that possible. Finally, at the end of the year, the James Webb Space telescope went into space. Scientists said they would use it to study faraway parts of the universe. The telescope isn't a robot, but they will have robots to fix it if anything goes wrong.

• researcher • space exploration • spacecraft
• form • sample • telescope • universe

2 **Read the text and answer the questions (1-5). Write *Q* (Q-PACE), *P* (Perseverance) and *J* (James Webb Space telescope).**

Which robot/device …

1 landed on Mars in 2021? ☐
2 will have robots to fix it if it breaks in space? ☐
3 is studying rocks from the solar system? ☐
4 is looking for signs of life on another planet? ☐
5 may help us understand how the planets formed? ☐

3 Think **Why do people send robots into space? What are the advantages and disadvantages of sending robots into space? Tell the class.**

6 • Progress Check

Vocabulary

1 **Choose the correct options.**

1 Using electronic devices too much can **gain/reduce** teens' attention span.
2 There are eight **planets/astronauts** in our solar system.
3 They saw the **planet/rocket** go up into space from the Earth.
4 How many people live on the **gravity/space station**?
5 She told me she liked chatting online on her new **MP3 player/tablet**.

5 x 1 = 5 points

2 **Fill in each gap with *improve*, *float*, *go*, *contact* or *do*.**

1 We can use electronic devices to _____ research for our homework.
2 You can _____ me by sending text messages.
3 Peter often uses his smartphone to _____ on social media.
4 I want to _____ my computer skills, so I'm taking a class online.
5 Things and people in a space station _____ around because there is no gravity.

5 x 1 = 5 points

Grammar

3 **Rewrite the sentences in reported speech.**

1 "I am watching TV now," said Jim.
_____
_____
2 They said, "We can't enter this room."
_____
_____
3 She said, "I don't play video games very often." _____
_____
4 "How long does the battery last?" Lan asked me. _____
_____
5 He asked me, "Can I use your tablet?"
_____
_____

5 x 2 = 10 points

4 **Choose the correct options.**

1 "This website is great," said Paul.
a Paul said that that website was great.
b Paul said that this website was great.
2 Ellie asked me, "Where are you going for your holiday?"
a Ellie asked me where I was going for my holiday.
b Ellie asked me where I was going for your holiday.
3 "Can I use your phone?" he asked me.
a He asked me if he could use my phone.
b He asked me if he used my phone.
4 "You must turn off your tablet," said Jack's mum.
a Jack's mum said that he has to turn off his tablet.
b Jack's mum said that he had to turn off his tablet.
5 The astronaut told the students, "Life in space is exciting."
a The astronaut told the students that life in space was exciting.
b The astronaut told the students if life in space was exciting.

5 x 1 = 5 points

Pronunciation

5 **Choose the word whose underlined part is pronounced differently from the others.**

1	A	id<u>e</u>a	C	b<u>e</u>ar
	B	h<u>e</u>ar	D	r<u>e</u>ally
2	A	w<u>e</u>ar	C	f<u>e</u>ar
	B	n<u>e</u>ar	D	cl<u>e</u>ar
3	A	<u>e</u>verything	C	exp<u>e</u>riment
	B	v<u>e</u>ry	D	exp<u>e</u>rience
4	A	prep<u>a</u>re	C	comp<u>a</u>re
	B	<u>a</u>re	D	h<u>a</u>rdware
5	A	d<u>ea</u>r	C	p<u>ea</u>r
	B	<u>ea</u>r	D	n<u>ea</u>r

5 x 1 = 5 points

Listening

6 2.41 **Listen to five people talking about their electronic devices. Match speakers (1-5) to what they say (A-E).**

A The speaker uses it to chat online.
B It was a present from a relative.
C There's something wrong with it.
D It belongs to the speaker's friend.
E It has lots of music on it.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

5 x 4 = 20 points

Reading

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

Walking on the Moon

Astronauts first visited the Moon in 1969. They did lots of experiments. They took samples from the Moon's surface and brought them back to the Earth to study. They also tested the Moon for signs of life and things were hard for them there. The Moon has less gravity than the Earth, so walking on the Moon was difficult. Astronauts visited the Moon a few more times in the 1970s, but it didn't get easier. One astronaut said that they did not realise what they had on Earth until they left it.
Some people think we should visit the Moon again. They want to send rockets to the Moon with tourists. These people can see the Moon for fun and take photos, just like what tourists do on Earth. Many companies are working on rockets to make this happen. Do you want to go to the Moon one day? We don't know when, but it can happen soon!

1 Astronauts first visited the Moon in the 1970s. ☐
2 There is less gravity on the Moon than on Earth. ☐
3 The astronauts spent 7 days on their first visit to the Moon. ☐
4 People can visit the Moon for fun now. ☐
5 Companies are building rockets to bring tourists to the Moon. ☐

5 x 4 = 20 points

Everyday English

8 **Match the sentences (1-5) with (a-e) to make exchanges.**

1	☐	What's the problem?
2	☐	How long will it take to fix it?
3	☐	What can I do for you today?
4	☐	Can I have a refund?
5	☐	Did you drop it on the floor?

a No, nothing like that!
b I can't give you a refund, but I can fix it.
c I hope you can help me.
d My smartphone isn't working!
e It shouldn't take long.

5 x 2 = 10 points

Writing

9 **Write a blog entry about the advantages and disadvantages of students using electronic devices at school and give your opinion (about 80-100 words).**

20 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for specific information (multiple choice; R/W/DS statements; multiple matching) ☆☆☆

Listening
- listen for specific information (gap filling; multiple choice; multiple matching) ☆☆☆

Speaking
- talk about life in space ☆☆☆
- talk about using electronic devices ☆☆☆
- complain – request help ☆☆☆
- talk about advantages and disadvantages of technology ☆☆☆

Writing
- write a blog entry about teens using electronic devices ☆☆☆

Review (Units 1–6)

Vocabulary

1 Choose the correct options.

1 After days of heavy rain, a(n) _____ damaged many houses in the town.
A volcanic eruption C earthquake
B flood D tsunami

2 Do you have to sit lots of _____ at your school, Dan?
A exams C school trips
B presentations D experiments

3 We went to an art _____ at the museum last Friday.
A performance C costume
B parade D exhibition

4 James likes playing games on his games _____ after school every day.
A device C player
B console D tablet

5 If the seas become _____, a lot of sea animals will die.
A disappeared C polluted
B endangered D injured

6 She said that she wanted to be a(n) _____ and go to space.
A gardener C astronaut
B zookeeper D firefighter

7 If you _____ with your friends or family, you should talk to them about your feelings.
A argue C start
B suffer D addict

8 Don't stand with your hands on your _____. It's impolite.
A head C legs
B arms D hips

9 I love the city because there's a lot of _____ to enjoy.
A entertainment C pollution
B traffic D gravity

10 Sea levels will rise if the _____ melt.
A rivers and lakes C rainforests
B ice caps D habitats



Grammar

2 Choose the correct options.

1 Mary avoids _____ with her family because she doesn't want to make them sad.
A argue C argued
B arguing D to argue

2 John wants to go to the concert, _____ the tickets are too expensive.
A but C and
B so D or

3 The teacher told us that we _____ take a school trip to the science museum.
A can C will
B must D would

4 If we use public transport more, the air _____ less polluted.
A will become
B becomes
C is becoming
D is going to become

5 The astronauts said that _____ loved life in space.
A we C he
B they D she

6 A magic show is much _____ exciting than a parade to me.
A most C more
B so D as

7 James _____ play the piano very well when he was ten.
A must C could
B should D can

8 The book fair is _____ the food festival.
A as interesting as
B interesting than
C so interesting as
D the most interesting

9 She asked me if I _____ a social media account.
A have C had
B am having D will have

10 _____ the city tomorrow?
A Did he leave C Was he leaving
B Is he leaving D Does he leave

Pronunciation

3 Choose the word whose underlined part is pronounced differently from the others.

1 A <u>r</u>arely C p<u>r</u>epare
B <u>a</u>re D c<u>a</u>reful

2 A <u>s</u>eldom C <u>s</u>ee
B <u>s</u>ing D vi<u>s</u>it

3 A <u>h</u>our C <u>h</u>ave
B <u>h</u>ome D <u>h</u>ello

Choose the word that has a stress pattern different from the others.

4 A ticket C theatre
B concert D parade

5 A attractive C exciting
B terrible D relaxing

Listening

4 2.42 Listen to five teens talking about their problems. Match the speakers (1-5) to what they say (A-E).

A He/She is stressed about exams.
B He/She is starting at a new school.
C He/She often argues with his/her friends.
D He/She used to suffer from bullying.
E He/She was addicted to social media.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	



Reading

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

Pollution makes natural disasters worse



There are different types of pollution, but air pollution may be the worst of all. The air is becoming polluted in many ways. Motorbikes, cars, aeroplanes and ships burn fuel to move and factories burn fuel to make things. They create carbon dioxide, a greenhouse gas, and pollute the air day by day.

Air pollution is causing global warming and climate change. The greenhouse gases trap the heat from the Sun and make the air warmer. When the air gets warmer, natural disasters will get worse. Storms become stronger and they cause more dangerous floods and landslides. Warmer air also makes the ice caps melt, so floods happen more often.

What can we do to reduce air pollution and save our planet? We can take public transport and recycle things. Planting more trees or turning off electric devices when we are not using them is also a good way to reduce air pollution. If we can do these, we will help make the planet a better place for everyone.

1 Air pollution comes from different things. ☐
2 Greenhouse gases make the air warmer. ☐
3 Warmer air causes stronger storms. ☐
4 When the ice caps melt, there will be less floods. ☐
5 Taking public transport is the best way to reduce air pollution. ☐

Writing

6 Write a paragraph about your favourite festival (about 80-100 words). Include *its name, when and where it takes place, how long it lasts* and *what people see and do.*

SONGS

Unit 1

Video

1 **Think** Look at the pictures and read the title of the song. What do you think the song is about?

2 2.43 Listen and fill in the missing words. Then sing along.

3 **Think** Does the singer like living in the city or in the countryside? How about you?



CITY OR COUNTRYSIDE

Every day I go to school
I see my friends and life is cool
We chat and 1) _____, hang out all day
But it's also nice to get away

I like to see the countryside
Breathe 2) _____ air and stay outside
Get away for just one day
Or even more if I can stay

3) _____ *streets and traffic lights*
Feeling unsafe when out at night
4) _____ *air most of the time*
City life is 5) _____ *sometimes*

Unit 2

Video

THE STORM IS OVER

1 **Think** Read the title of the song. How do you think the singer feels?

2 2.44 Listen and fill in the missing words. Then sing along.

3 **Think** Imagine you are the person in the song. Tell your partner *what happened* and *how you felt*.

I was 1) _____ down the street,
When I looked up to the sky.
It was 2) _____ very dark,
But was I worried? No, not I.

The storm is over.
It was just passing through.
The storm is over.
Now the sky is 3) _____.

Storms are part of all our lives.
They 4) _____ and go each day.
But storms don't last 5) _____,
Soon the Sun is on its way.

SONGS

Unit 3

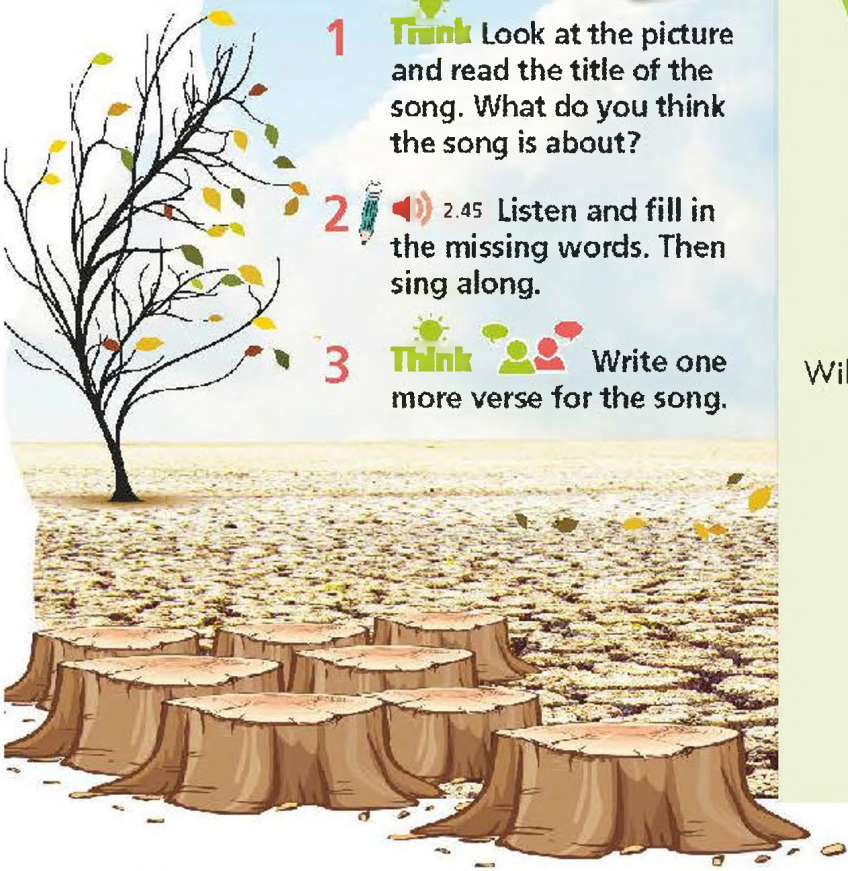
Video

What if ...?

1 Think Look at the picture and read the title of the song. What do you think the song is about?

2 2.45 Listen and fill in the missing words. Then sing along.

3 Think Write one more verse for the song.



This planet is all we have,
It's here for us to share.
I wish people weren't so blind –
If only they took more care!

If the ice caps start to **1)** _____,
If animals lose their homes,
If sea creatures have to starve,
Will there be anywhere left to **2)** _____?

What if we lose it all?
What if?
What if it disappears?
If we don't **3)** _____ *our planet,*
It will be too late for tears!

If rainforests **4)** _____,
If temperatures start to rise,
If **5)** _____ and lakes dry up,
Who'll be left to dry your eyes?

Unit 4

Video

Show Time

1 Think Look at the picture and read the title of the song. What do you think the song is about?

2 2.46 Listen and fill in the missing words. Then sing along.

3 Think What does the singer mean with, *"Life's one big performance, and there's no time to waste"*? Discuss with your partner.



Get ready for the show,
Get ready for it all!
The audience are on their feet,
And you're the name they 1) _____!
Get up and make your music,
Sing your song right out 2) _____.
Give it everything you've got
Stand out from the 3) _____!

Now's your time to shine,
You're the only one on 4) _____.
Life's one big performance,
And there's no time to waste!

Make it entertaining
Till they're 5) _____ in the aisle!
Life's one big performance,
Give it all you've got and smile!

SONGS

Unit 5

Video

THINK TWICE

1 Think Read through the song. ~~What~~ should someone say when things get tough?

2 2.47 Listen and fill in the missing words. Then sing along.

3 Think Suggest four ways to reduce stress in your life. Tell your partner.



When the weight of the world is getting
you 1) _____,
When things are way too tough.
When there's way too much pressure in your life,
You should take a 2) _____ and
say enough!

When everyone wants to 3) _____,
Stay cool and just think twice,
When the world seems not to listen,
Just follow this good 4) _____:

Keep calm and carry on,
There's no point in getting 5) _____.
Keep calm and carry on,
Deep inside you know it's best!

Unit 6

Video

Just Want to See Your Face

1 Think Read the title and the first verse of the song. What do you think the message of the song is?

2 2.48 Listen and fill in the missing words. Then sing along.

3 Think Do you agree with the message of the song? Why? Discuss with your partner.



500 friends on a contact list
All their posts I never missed.
But I've never seen them face to face.
With a smiley face or frown,
I can see they're up or down.
But I've never seen them face to face.

I just want to talk to you
I just want to 1) ____ *with you*
I just want to see your face
I just want to, I just want to!

Every person that I 2) ____,
As I'm walking down the street,
Do they even know where they are?
Be it Mums or Dads or teens
They're all staring at their 3) ____.
Do they even know where they are?

So hear me when I 4) ____,
Let's make a change today,
I just want to see your face.
Lift your 5) ____ from your phone.
Just ignore that ringtone.
I just want to see your face.

Going Green
Culture
Vocabulary Expansion
Grammar Reference

Going Green 1



Video

Help the Environment Anywhere You Live!

Do you live in the countryside or the city? We can find environmental problems in all these places. So, you can help the environment anywhere you live.

If you live in the city, you can help reduce air pollution!
You can ride your bike or walk to school or other places in your area. You can also take public transport when you go to places far away from home. This will help the air clean and fresh.

If you live in the countryside, you can help wild animals!
You can pick up rubbish, so animals won't eat it or get stuck in it. You can take small animals to the vet and take care of them if they are injured. Then, the animals will be healthy and safe.

Anywhere you live, you can help!
You can volunteer at an animal shelter or a national park. You can plant trees in your school or in the park. You can also reuse and recycle things to reduce rubbish to the environment. Then, you can help the environment and everything living in it.

• *get stuck*

1 Think **Look at the pictures and read the title of the text. What do you think the text is about?**
2.49 **Listen and read to find out.**

2 **Do the quiz. Then read the text and check your answers.**

1 You can take public transport instead of driving in _____.
A the city B the countryside C both

2 You can reuse or recycle to create less rubbish in _____.
A the city B the countryside C both

3 You can take care of injured animals in _____.
A the city B the countryside C both

4 You can walk to school to reduce air pollution in _____.
A the city B the countryside C both

5 You can plant trees in _____.
A the city B the countryside C both



Project

3 Think **Think of ways you can help the environment where you live. Create a poster and present it to the class. Include *what you can do to help* and *how the ways will help the environment*.**

Going Green 2

Video

CLIMATE CHANGE AND THE ICE CAPS



What is climate change? It's the changing temperature of the planet. The temperature always changes a little, but climate change is getting worse. Scientists think humans are the reason. We pollute the air too much and we cut down the rainforests. This is making the air warmer, and the ice caps are melting.

The ice caps are important to the planet for many reasons. They keep the planet cool. The white ice sends the hot sunlight away from the Earth, just like a mirror. When the ice melts, the seas will get warmer because it takes in the sunlight instead.

The ice caps also give animals a habitat to live in. Endangered animals like polar bears, seals, penguins and many more make their homes on the ice caps or on nearby islands. The ice caps are melting and sea levels are rising, so these animals are losing their habitats. If this doesn't change, the planet may lose these animals as well.

- *sunlight*
- *mirror*

1 Think **How is climate change related to the ice caps?**
2.50 **Listen and read to find out.**

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

1 Climate change is happening because people do bad things to the environment. ☐
2 Air pollution is making the planet colder. ☐
3 The ice caps help keep the seas from taking in some of the hot sunlight. ☐
4 Polar bears are the only animals living near the ice caps. ☐
5 There are many ways people can stop climate change. ☐



Project

3 Think **Do a science project to understand climate change.**

THE MELTING ICE CAPS

This science project shows us that animals are losing their homes because the ice caps are melting.



What you need:
- water
- a big container
- some smaller containers
- a big rock
- a ruler

Instructions:
1 Put the water into the small containers and freeze it into 'ice caps'.
2 Use the big rock to make an 'island' in the bottom of the big container.
3 When your 'ice caps' are frozen in the smaller containers, take them out and put them in the bottom of the big container.
4 As your 'ice caps' melt, use the ruler to see how much water there is. How long does it take for the water to cover your 'island'?

Going Green 3



Video

ECO-FRIENDLY Students

All around the world, students today are finding ways to help the planet. Read on to learn more.

1 ☐

Students can organise clean-up days to pick up rubbish on the beaches or in the parks. They can plant trees in the parks or in the school playing fields, too. It's a great way to help the planet and spend time with friends.

2 ☐

Students can learn how to take care of the planet when they take care of a school garden. They will understand more about nature and how important it is to have clean water and air.

3 ☐

If we don't stop making so much rubbish, there will be more pollution. That's why school recycling programmes can make a difference. Students collect things at school and recycle them instead of throwing them away.

4 ☐

Students need to learn before they can help the planet. When students do an environmental project, they will understand the problems and find solutions for them.

1 Think **Look at the pictures and read the title of the text. What do you think the text is about?**
2.51 **Listen and read to find out.**

2 **Match the headings (A-E) to the paragraphs (1-4). There is one extra heading.**

A School Recycling Programmes
B Clean-up Days
C Environmental Projects
D After-school Programmes
E School Gardens



Project

3 Think **With a partner, plan an environmental programme for your class. Present your programme to the class. Think about:**

- *what you are going to do*
- *how the programme can help the environment*
- *when/where the programme is going to take place*

About | Email | New | Info search

IRELAND

Quick facts

Location: an island in the North Atlantic Ocean, west of the UK
Size: 70,280 km²
Population: almost 5 million people (in 2020)
Capital City: Dublin
Languages: English and Irish
Currency: euro (€)



Customs

Greetings
Handshakes are important in Ireland. It is polite to shake hands with people when you first see them and again when you leave the place.

Being a good guest
In Ireland, when you visit someone's house for a meal, you can help clear the table and do the washing-up.



Festivals

Kilkenny Arts Festival
People celebrate all types of art at the Kilkenny Arts Festival, from painting and dancing to theatre and storytelling. The festival takes place in Kilkenny Castle every summer.

Saint Patrick's Day
According to legend, Saint Patrick helped the people of Ireland when he sent all the snakes in the country away. People celebrate Saint Patrick's Day every year on 17th March to remember him for showing love and helping people in need.



Inventions and Discoveries

Colour photography
John Joly invented colour photography in 1894. It changed the way people took photographs and made them even more interesting.

Sounds from Space
Jocelyn Bell Burnell discovered a new sound from space in 1967. The sound came from a pulsar, a special kind of star very far away from the Earth.

1 2.52 **Listen and read the text. Tick (✓) the correct statements.**

1 In Ireland, people shake hands again when they leave. ☐
2 You should bring some food with you when you visit someone. ☐
3 People hold the Kilkenny Arts Festival in the spring. ☐
4 Saint Patrick's Day is an annual festival. ☐
5 People couldn't take photographs in colour before 1894. ☐
6 Jocelyn Bell Burnell discovered the sound of a star. ☐

Project

2 **Collect information about another festival in Ireland. Prepare a poster and present it to the class. Include *when and where it is, why they celebrate it* and *what people can see and do.***

Culture 2

ABOUT EMAIL NEWS INFO

CANADA



QUICK FACTS

Location: North America
Size: 9,984,670 km²
Population: over 38 million people (in 2020)
Capital City: Ottawa
Languages: English and French
Currency: Canadian dollar ($)



CUSTOMS

"Sorry!"

Canadians often say 'sorry', even if they didn't do anything wrong. In fact, it is one way Canadians show respect to each other.

Different customs, different places

In Quebec Province, people usually greet each other with a kiss on the cheek. However, in other Canadian provinces, a handshake is more common.



FESTIVALS

Quebec Winter Carnival

The Quebec Winter Carnival began in 1894 and it is the oldest winter festival in the world. Visitors can take part in competitions and eat traditional French-Canadian dishes.

Canada Day

Canada Day is on 1st July every year. People celebrate Canada's birthday by listening to live music and watching parades and fireworks displays.

INVENTIONS



Canadarm

The Canadarm is a robot arm to move heavy items in space. Anthony Zubrzycki built the first one with a team of scientists in 1981. They still use it today.

Converto-Braille

The Converto-Braille is a special computer printer. It can take any text and print it in Braille* letters. Roland Galarneau developed it in the 1960s and it made education much easier for blind students.

Note!

Braille is a writing system helping the blind people to read and write through touch.

1 2.53 **Listen and read the text. Answer the questions (1-6).**

1 Why do Canadians often say 'sorry'?

_____

2 How do most Canadians greet each other?

_____

3 What can visitors do at the Quebec Winter Carnival?

_____

4 When is Canada's birthday?

_____

5 What is the Canadarm?

_____

6 Who developed the Converto-Braille printer?

_____

Project

2 **Collect information about another Canadian invention or discovery. Prepare a poster and present it to the class. Include *its name, who invented it, when he/she invented it* and *what can it do.***

ABOUT | EMAIL | NEWS | INFO

NEW ZEALAND



QUICK FACTS

Location: islands in the South Pacific Ocean, east of Australia
Size: 268,680 km²
Population: over 5 million people (in 2020)
Capital City: Wellington
Main languages: English and Māori
Currency: New Zealand dollar ($)



CUSTOMS

Pōwhiri



The Pōwhiri is a traditional greeting ceremony of Māori people in New Zealand. They greet their special guests with songs, speeches and dances to welcome them.

Hongi



The Hongi is a traditional greeting in Māori culture. They touch their faces together and close their eyes.

FESTIVALS

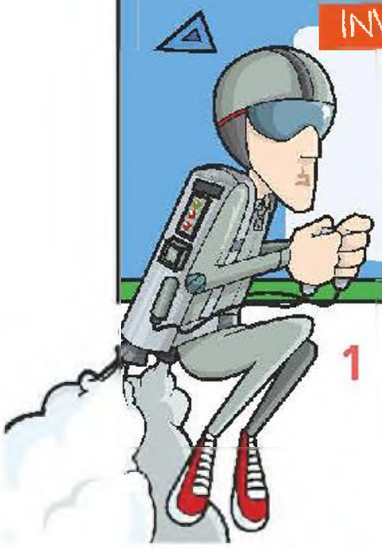


Balloons over Waikato
Balloons over Waikato takes place in Hamilton City in New Zealand. People can fly over the city in hot air balloons.

Matariki
Matariki is the Māori word for a group of stars. It's also the name for Māori New Year. People celebrate it by playing games, singing songs and eating traditional dishes.



INVENTIONS



The Jetpack
Glenn Martin spent 30 years building the jetpack and he finished it in 2008. You can wear this machine like a backpack and you can use it to fly.

The Jet Boat
William Hamilton invented the jet boat in the 1950s. It was different from regular boats because it used a jet of water to move. This made it much faster than other boats.

1 2.54 **Listen and read the text. Complete the sentences (1-6).**

1 Māori people _____ their special guests with a Pōwhiri.
2 Traditionally, Māori people greet each other with a _____.
3 You can fly over the _____ City in hot air balloons.
4 The name for Māori New Year is _____.
5 It took _____ years for Glenn Martin to finish the jetpack.
6 The _____ boat is much faster than regular boats.

Project

2 **Collect information about other Māori customs in New Zealand. Prepare a poster and present it to the class.**

Vocabulary Expansion

Unit 1

Write the correct forms of the words in brackets.

1 My uncle's stories of his time in Asia are very _____ . (ENTERTAIN)
2 It's too _____ in the city. Can we go to the countryside? (NOISE)
3 You can't swim in the sea because it's _____ . (POLLUTE)
4 My father is a _____ . He studies the ancient sites. (HISTORY)
5 I enjoy meeting Cristiano. He is so _____! (FRIEND)
6 Hội An is a _____ city in central Việt Nam. (PEACE)
7 There's some _____ hills near Pembrokeshire. (BEAUTY)

Choose the correct options.

8 John's favourite form of _____ is the cinema.
A entertain C entertainer
B entertaining D entertainment

9 The best thing about Việt Nam is the _____ of its people.
A friend C friendliness
B friendly D friendship

10 There's too much _____ in the air because of all the vehicles and factories.
A pollute C pollution
B polluted D pollutant

1 • **beauty** (n) • **beautify** (v) • **beautiful** (adj) • **beautifully** (adv)
2 • **entertain** (v) • **entertaining** (adj) • **entertainer** (n) • **entertainment** (n)
3 • **friend** (n) **friendly** (adj) • **friendliness** (n) • **friendship** (n)
4 • **history** (n) • **historic** (adj) • **historical** (adj) • **historian** (n)
5 • **noise** (n) • **noisy** (adj) • **noisily** (adv)
6 • **peace** (n) • **peaceful** (adj) • **peacefully** (adv)
7 • **pollute** (v) • **polluted** (adj) • **pollution** (n) • **pollutant** (n)

Unit 2

Write the correct forms of the words in brackets.

1 The _____ from the tsunami was terrible. (DESTROY)
2 The police helped the _____ people out of the building. (INJURE)
3 We heard a loud _____ from inside the building. (EXPLODE)
4 Mount Fuji last _____ in 1707. (ERUPT)
5 She felt _____ because no one was injured in the accident. (RELIEVE)
6 The news says a _____ storm is going to hit the city. (TERRIFY)
7 The local people are _____ about their life after the flood. (WORRY)

Choose the correct options.

8 A strong earthquake is a _____ force of nature.
A destroy C destruction
B destructive D destructively

9 The pilot suffered an _____ to his head after the plane crash.
A injure C uninjured
B injured D injury

10 The car _____ because it caught fire.
A exploded C explosive
B explosion D explosively

1 • **destroy** (v) • **destruction** (n) • **destructive** (adj) • **destructively** (adv)
2 • **erupt** (v) • **eruption** (n)
3 • **explode** (v) • **explosion** (n) • **explosive** (adj) • **explosively** (adv)
4 • **injure** (v) • **injured** (adj) • **uninjured** (adj) • **injury** (n)
5 • **relieve** (v) • **relieved** (adj) • **relief** (n)
6 • **terrify** (v) • **terrified** (adj) • **terrifying** (adj)
7 • **worry** (v) • **worried** (adj) • **worrying** (adj)

Vocabulary Expansion

Unit 3

Write the correct forms of the words in brackets.

1 It is _____ to hunt for many birds in spring. (LEGAL)

2 Pollution is _____ to animals and plants. (HARM)

3 This animal is _____ and soon there won't be any left. (APPEAR)

4 You have to pay money to go _____ in this forest. (HUNT)

5 The _____ of habitat means animals are losing their homes. (LOSE)

6 Lily is so _____! She can make art from recycled materials. (CREATE)

7 The hippo is one of the most _____ animals in Africa. (DANGER)

Choose the correct options.

8 Unfortunately, the _____ killed the elephant.

A hunt C hunts
B hunting D hunter

9 We need to help the panda because they are in _____.

A danger C endanger
B dangerous D endangered

10 Be _____! You're going to fall off the ladder!

A care C caring
B careful D careless

1 • **appear** (v) • **disappear** (v) • **appearance** (n)
2 • **care** (v) • **careful** (adj) • **caring** (adj) • **careless** (adj)
3 • **create** (v) • **creative** (adj) • **creator** (n)
4 • **danger** (n) • **dangerous** (adj) • **endanger** (v) • **endangered** (adj)
5 • **harm** (v) • **harm** (n) • **harmful** (adj) • **harmfully** (adv)
6 • **hunt** (v) • **hunting** (n) • **hunter** (n)
7 • **legal** (adj) • **illegal** (adj) • **legalise** (v) • **legalisation** (n)
8 • **lose** (v) • **lost** (adj) • **loss** (n)

Unit 4

Write the correct forms of the words in brackets.

1 I showed _____ for the country I was visiting by following its customs. (RESPECTFUL)

2 We're going to see the _____ of the local artist's paintings this Saturday. (EXHIBIT)

3 The last _____ in the show did a fantastic job. (PERFORM)

4 There are more _____ to join this event than last year. (EXHIBIT)

5 It's _____ to stand with your hands on your hips. (POLITE)

6 There will be a singing _____ in our school next week. (COMPETE)

7 Andy wants to say sorry to his dad for his _____ last night. (RUDE)

Choose the correct options.

8 We are worried about losing the match. Our _____ is very strong.

A compete C competitor
B competitive D competition

9 She is a well-behaved girl. She always talks to the elderly in a(n) _____ way.

A polite C politely
B impolite D politeness

10 John's cousin is going to _____ his school play this weekend.

A perform C performer
B performing D performance

1 • **compete** (v) • **competitive** (adj) • **competition** (n) • **competitor** (n)
2 • **exhibit** (v) • **exhibition** (n) • **exhibitor** (n)
3 • **perform** (v) • **performance** (n) • **performer** (n)
4 • **polite** (adj) • **impolite** (adj) • **politely** (adv) • **politeness** (n)
5 • **respect** (v) • **respect** (n) • **respectful** (adj)
6 • **rude** (adj) • **rudely** (adv) • **rudeness** (n)

Vocabulary Expansion

Unit 5

Write the correct forms of the words in brackets.

1 _____ to computer games is making many teens gain weight. **(ADDICT)**

2 Jim is very _____ because his exams are coming up. **(STRESS)**

3 Adam works as an actor, a writer and a radio _____. **(PRESENT)**

4 She got into a big _____ with her best friend. **(ARGUE)**

5 What are the possible _____ to this problem? **(SOLVE)**

6 The teacher often _____ us to make a study plan with regular breaks. **(ADVICE)**

7 Jessica has to give a _____ on recycling tomorrow. **(PRESENT)**

Choose the correct options.

8 Can you give me some _____ on how to study for the exams?

A advice C advisable
B advise D unadvisable

9 The speaker told the students what it meant to be _____ to social media.

A addict C addictive
B addicted D addiction

10 Moving to a new school is very _____ for a child.

A stress C stressed
B stresses D stressful

1 • **addict** (v) • **addicted** (adj) • **addictive** (adj) • **addiction** (n)
2 • **advise** (v) • **advice** (n) • **advisable** (adj) • **unadvisable** (adj)
3 • **argue** (v) • **arguable** (adj) • **argument** (n)
4 • **present** (v) • **presentation** (n) • **presenter** (n)
5 • **solve** (v) • **solvable** (adj) • **solution** (n)
6 • **stress** (v) • **stress** (n) • **stressed** (adj) • **stressful** (adj)

Unit 6

Write the correct forms of the words in brackets.

1 My brother wants to be a _____ when he grows up. **(SCIENCE)**

2 Astronauts must have a careful diet, so they don't lose _____. **(WEIGH)**

3 One _____ of living in space is the boring food. **(ADVANTAGE)**

4 Christopher Columbus was a great _____. He discovered the Americas. **(EXPLORE)**

5 My parents are very happy with the _____ in my studying. **(IMPROVE)**

6 Many _____ carry out research on the solar system. **(SCIENCE)**

7 How much do you _____? **(WEIGH)**

Choose the correct options.

8 The biggest _____ of smartphones is that you can contact people easily.

A advantage C advantageous
B disadvantage D disadvantageous

9 This new rocket will _____ the time to reach Mars.

A reduce C reducing
B reduces D reduction

10 People will pay more _____ to space travel in 30 years.

A attentive C inattentive
B attention D attentively

1 • **advantage** (n) • **disadvantage** (n) • **advantageous** (adj) • **disadvantageous** (adj)
2 • **attention** (n) • **attentive** (adj) • **inattentive** (adj) • **attentively** (adv)
3 • **explore** (v) • **exploration** (n) • **exploratory** (adj)
4 • **improve** (v) • **improved** (adj) • **improvement** (n)
5 • **reduce** (v) **reduction** (n)
6 • **science** (n) • **scientific** (adj) • **scientist** (n)
7 • **weigh** (v) • **weight** (n) • **overweight** (adj)

Grammar Reference

Unit 1

Present Simple

Form

subject + verb (*-s/es* in third person singular)

affirmative	negative
I/ You **walk** every day.	I/ You **do not/ don't walk** every day.
He/ She/ It **walks** every day.	He/ She/ It **does not/ doesn't walk** every day.
We/ You/ They **walk** every day.	We/ You/ They **do not/ don't walk** every day.
interrogative	**short answers**
Do I/ you **walk** every day?	**Yes**, you/ I **do**. **No**, you/ I **don't**.
Does he/ she/ it **walk** every day?	**Yes**, he/ she/ it **does**. **No**, he/ she/ it **doesn't**.
Do we/ you/ they **walk** every day?	**Yes**, you/ we/ they **do**. **No**, you/ we/ they **don't**.
Wh- questions	
Where do you **walk** every day? **Who walks** with you every day?	

Spelling rules

-s/-es verb endings (third person singular)

- For verbs ending in *-ss*, *-sh*, *-ch*, *-x* or *-o*, add *-es*.
  I kiss – he kisses, I wash – he washes, I watch – he watches, I mix – he mixes, I go – he goes
- For verbs ending in a consonant + *-y*, drop *-y* and add *-ies*.
  I study – she studies
- For verbs ending in a vowel + *-y*, add *-s*.
  I play – she plays
- For other verbs, add *-s*.
  I swim – she swims

Pronunciation

-s/-es verb endings (third person singular)

- /ɪz/ after the sounds /s/, /ʃ/, /tʃ/, /dʒ/, /z/
  misses /mɪsɪz/, washes /wɒʃɪz/, teaches /tiːtʃɪz/, changes /tʃeɪndʒɪz/, rises /raɪzɪz/
- /s/ after the sounds /p/, /k/, /t/, /f/, /θ/
  stops /stɒps/, looks /lʊks/, puts /pʊts/, laughs /lɑːfs/, earths /ɜːθs/
- /z/ after the other sounds
  goes /gəʊz/, plays /pleɪz/, hugs /hʌgz/, lives /lɪvz/, comes /kʌmz/

Use

We use the **Present Simple** for:

- habits/routines.
  Tom **goes** to the countryside every weekend.
- general states, preferences and facts.
  It usually **snows** a lot in my village in winter.
- permanent states and situations.
  Hân **lives** in Hà Nội.
- programmes and timetables.
  The bus **leaves** for Hồ Chí Minh City at 9:00 in the morning.

Time expressions: *every hour/day/week, in the morning/afternoon/evening, at night/ noon/the weekend/5 o'clock, on Mondays,* etc.

Adverbs of frequency

We use **adverbs of frequency** to show how often something happens.
I **usually** drink orange juice in the morning.
(How often? – Usually.)

Some of **adverbs of frequency** are:



They usually come **before** the **main verb**, and **after auxiliary verbs** (*have, do, be*) and **modal verbs** (*can, must,* etc.).

He **often** eats cereal for breakfast.
We might **never** see each other again.
Mike is **always** on time.

Grammar Reference

Present Continuous

Form

subject + to be *(am/ is/ are)* + verb-*ing*

affirmative	negative
I **am/ 'm eating** now.	I **am not/ 'm not eating** now.
You **are/ 're eating** now.	You **are not/ aren't eating** now.
He/ She/ It **is/ 's eating** now.	He/ She/ It **is not/ isn't eating** now.
We/ You/ They **are/ 're eating** now.	We/ You/ They **are not/ aren't eating** now.
interrogative	**short answers**
Am I eating now?	**Yes**, you **are**. **No**, you **aren't**.
Are you **eating** now?	**Yes**, I **am**. **No**, **I'm not**.
Is he/ she/ it **eating** now?	**Yes**, he/ she/ it **is**. **No**, he/ she/ it **isn't**.
Are we/ you/ they **eating** now?	**Yes**, you/ we/ they **are**. **No**, you/ we/ they **aren't**.
***Wh-* questions**	
What are you eating now? **Who is eating** in the kitchen now?	

Spelling rules

-ing verb endings

- For most verbs, add *-ing*. talk → talking
- For verbs ending in a consonant + *-e*, drop ~~*-e*~~ and add *-ing*. come → coming
- For verbs ending in a consonant + *vowel* + *-l*, double the final *-l* and add *-ing*.
  travel → travelling
- For verbs ending in *-ie*, drop ~~*-ie*~~ and add *-ying*. lie → lying
- For verbs ending in a stressed vowel between two consonants, double the final consonant (except *w*, *x*) and add *-ing*.
  hit → hitting, begin → beginning
  BUT bow → bowing, relax → relaxing

Use

We use the Present Continuous for:

- actions happening now or around the time of speaking.
  Amy **is walking** to the park right now.
- temporary situations.
  Hoa **is staying** with her aunt these days.
- fixed future arrangements.
  He's **flying** to Spain tomorrow.

Time expressions: *now, right now, at the moment, at present, these days, tomorrow, tonight, next week*, etc.

Notes: Some verbs do not have a continuous form. They describe a state rather than an action. These verbs include: *be, want, love, like, prefer, believe, imagine, know, hope promise, need, agree*, etc.

I want to live in the countryside.

(NOT: ~~I'm wanting~~ to live in the countryside.)

Infinitives (*to*-infinitive/ infinitive without *to*) – *-ing* form

Infinitives (*to*-infinitive/infinitive without *to*)

We use *to*-infinitive:

- after *plan, agree, decide, hope, promise, want*, etc.
  They **agreed to go** to Paris together.
- after *would love, would like* and *would prefer*.
  I **would like to visit** new places.
- to express purposes.
  She's going to the mall **to buy** clothes.

We use infinitive without *to* after:

- modal verbs (*can, must, should*, etc.)
  You **can go** out tonight.
- *let* and *make*.
  Heavy traffic **makes** me **feel** stressed.
  My sister **lets** me **use** her tablet.

-ing form

We use *-ing* form after:

- *avoid, consider, suggest*, etc.
  He's **considering moving** to the city.
- *enjoy, like, love, prefer, fancy, hate, dislike* to express general preferences.
  She **likes living** in the city.
- *go* when talking about activities.
  We want to **go shopping** in the market.

Grammar Reference

Unit 2

Past Simple

Form

affirmative	negative
I/ You/ He/ She/ It/ We/ You/ They **worked/fell** yesterday.	I/ You/ He/ She/ It/ We/ You/ They **didn't work/ fall** yesterday.
interrogative	**short answers**
Did I/ you/ he/ she/ it/ we/ you/ they **work/ fall** yesterday?	**Yes,** you/ I/ he/ she/ it/ you/ we/ they **did.** **No,** you/ I/ he/ she/ it/ you/ we/ they **didn't.**
Wh- **questions**	
Who did you **work** with yesterday? **Who worked** with you yesterday?	

Regular verbs

Spelling rules of *-ed* verb endings

- For verbs ending in *-e*, add *-d*.
  arrive → arrived
- For verbs ending in **consonant + *-y***, change *-y* to *-i* and add *-ed*. study → studied
- For verbs ending in **vowel + *-y***, add *-ed*.
  play → played
- For verbs ending in **consonant + vowel + *-l***, double the final *l* and add *-ed*.
  travel → travelled
- For verbs ending in a stressed vowel between two consonants, double the final consonant (except *w*, *x*) and add *-ed*.
  stop → stopped, prefer → preferred
  BUT allow → allowed, fix → fixed

Pronunciation of *-ed* verb endings

- /ɪd/ after the sounds /t/, /d/
  wanted /wɒntɪd/, ended /endɪd/
- /t/ after the sounds /f/, /k/, /p/, /s/, /ʃ/, /tʃ/, /θ/
  laughed /lɑːft/, cooked /kʊkt/, clapped /klæpt/, kissed /kɪst/, pushed /pʊʃt/, matched /mætʃt/, earthed /ɜːθt/
- /d/ after other sounds
  stayed /steɪd/, smiled /smaɪld/, loved /lʌvd/

Irregular verbs

Many verbs, such as *go*, *put* and *eat*, are irregular in the Past Simple affirmative.
I/ You/ He/ She/ It/ We/ You/ They went/put/ate.
For a full list of **irregular verbs**, see page 133.

Use

We use the **Past Simple** for:

- actions that started and finished in the past.
  The earthquake **hit** the city last week.
- actions that happened one after another in the past.
  She **stood up, looked** around and **saw** water all over the place.

Time expressions: *yesterday, last week/ month/year, two hours/days/weeks ago, in 2017,* etc.

Past Continuous

Form: subject + to be *(was/ were)* + verb-*ing*

affirmative	negative
I **was eating** at 7 p.m. yesterday.	I **was not/ wasn't eating** at 7 p.m. yesterday.
You **were eating** at 7 p.m. yesterday.	You **were not/ weren't eating** at 7 p.m. yesterday.
He/ She/ It **was eating** at 7 p.m. yesterday.	He/ She/ It **was not/ wasn't eating** at 7 p.m. yesterday.
We/ You/ They **were eating** at 7 p.m. yesterday.	We/ You/ They **were not/ weren't eating** at 7 p.m. yesterday.
interrogative	**short answers**
Was I **eating** at 7 p.m. yesterday?	**Yes,** you **were.** **No,** you **weren't.**
Were you **eating** at 7 p.m. yesterday?	**Yes,** I **was.** **No,** I **wasn't.**
Was he/ she/ it **eating** at 7 p.m. yesterday?	**Yes,** he/ she/ it **was.** **No,** he/ she/ it **wasn't.**
Were we/ you/ they **eating** at 7 p.m. yesterday?	**Yes,** you/ we/ they **were.** **No,** you/ we/ they **weren't.**
Wh- **questions**	
What were you **doing** at 7 p.m. yesterday? **Who was talking** to you at 7 p.m. yesterday?	

Use

We use the **Past Continuous** for:

- an action in progress at a specific time in the past.
  Betty **was walking** to school at 8:00 yesterday morning.

- an action in progress for a period of time in the past.
  Bill **was practising** the piano from 4:00 to 5:00 yesterday afternoon.
- a past action in progress (Past Continuous) when another action interrupted it (Past Simple).
  Brian **was reading** a book when the phone rang.
- two or more actions in progress at the same time in the past.
  Last night, George **was chatting** online while Sue **was doing** her homework.

Time expressions: *while, when, for 10 minutes/2 hours yesterday, all day/night, at 10 o'clock yesterday morning/evening, at this time yesterday,* etc.

Notes

The storm hit **while/when** we were swimming in the sea.
I was listening to music **while** my brother was watching TV. (NOT: ~~when~~ ...)
When I got home, I ate lunch. (NOT: ~~While~~ ...)

Unit 3

will – be going to – Present Continuous – Present Simple (future meaning)

will

Form: *will* + verb (infinitive without *to*)

affirmative	negative
I/ You/ He/ She/ It/ We/ You/ They **will/ 'll travel**.	I/ You/ He/ She/ It/ We/ You/ They **will not/ won't travel**.
interrogative	**short answers**
Will I/ you/ he/ she/ it/ we/ you/ they **travel**?	**Yes**, you/ I/ he/ she/ it/ you/ we/ they **will**. **No**, you/ I/ he/ she/ it/ you/ we/ they **won't**.
***Wh-* questions**	
Where will you travel? **Who will travel** with you?	

Use

We use *will* for:

- on-the-spot decisions.
  It's hot in here. **I'll open** the window.
- predictions about what we think, believe or imagine (*think, believe, hope, know, expect, be sure, be afraid,* etc.).
  I hope there **won't be** any more floods this year.
- promises, warnings, hopes and offers.
  We promise we **will come** and **see** you next month.

Time expressions: *next week/month/year, in a few days/weeks/months/years, in the future,* etc.

be going to

Form: *be going to* + verb (infinitive without *to*)

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

Use

We use *be going to* for:

- future plans and intentions.
  I am going to volunteer in Costa Rica this summer.
- future predictions based on what we see or know.
  Look at the clouds! It's **going to rain**.

Grammar Reference

Time expressions: *this weekend/summer/year, next week/month/year,* etc.

Present Continuous

Use: We use the **Present Continuous** for arrangements/plans in the near future. These arrangements/plans are fixed (because we already booked a room/table/flight, bought tickets, or arranged a time and place to meet, etc.).

Time expressions: *today, tonight, tomorrow, this weekend/Sunday/afternoon, next week/Monday,* etc.

Notes

We use both ***be going to*** and the **Present Continuous** for **plans in the future.** However, we use ***be going to*** when those plans are at the **intention** stage, that is, what we have something in mind to do.

I'm **going to work** as a scientist when I'm older. (That's my plan.)

I'm **working** at the Science Centre this summer. (I've got the job.)

Present Simple

Use: We use the **Present Simple** for programmes and timetables.

The school year **starts** in September.
The bus **leaves** at 10:00 a.m.

Time words

In sentences, we use **time words** to introduce time clauses. We often use ***will*** in the main clause and the **Present Simple** in the time clause.

- ***when*** Michael will study biology **when** he goes to university.
- ***after*** **After** Linda finishes university, she'll find a job as an animal nutritionist.
- ***before*** The zookeeper will feed the animals **before** he cleans the cages.
- ***as soon as*** **As soon as** I come back from the animal shelter, I'll tell you all about it.

Notes

- We use a comma when the time clause comes first.
  After Mum comes home, we'll have dinner.
- We can use ***will*** in *Wh-* questions with ***when*** to express future meanings.
  When will you get back home?

Conditional (type 1)

Form

***if*-clause (condition), main clause (result)**
If/Unless + Present Simple, *will* + infinitive without *to*

Use

We use the **conditional type 1** for:

- something real or likely to happen in the present or future.
  If you **love** animals, you **will enjoy** volunteering at the animal shelter.
- making offers and promises.
  If you **finish** your homework, I **will let** you play games.

Notes

- We don't use a comma when the ***if*-clause** follows the main clause.
  We **will save** lots of endangered animals **if** we **stop** climate change.
- ***unless* = *if ... not***
  Unless we **stop** illegal hunting, lemurs will disappear.
  If we **don't stop** illegal hunting, lemurs will disappear.
- We can use ***when*** instead of ***if*** in the ***if*-clause** when we are sure something will happen.
  If Joe comes to the meeting, I'll talk to him about global warming.
  (He may come.)
  When I meet Maria, I'll tell her about the volunteer programme.
  (I definitely meet Maria.)
- We can use ***can*** or ***may*** instead of ***will*** in the **main clause** with a difference in meaning.
  If we stop cutting down trees, the number of animals **may** start to grow again.
  (We're not sure.)
  Unless polar bears have a place to hunt, they **can't** have enough food to eat.
  (They aren't able to ...)

Grammar Reference

a/an – the – zero article

a/an – the

We use *a/an*:

- with singular countable nouns when we talk about something for the first time.
  Sally took part in **an** environmental event yesterday.
- for jobs.
  He's **a** forest firefighter.

We use *the*:

- with singular or plural nouns when we talk about something again.
  I'm going to join a volunteer programme. **The** programme starts in July.
- with unique objects/things (**the** Sun), unique landmarks (**the** Eiffel Tower), some countries (**the** United Kingdom, **the** United States).
- with hotels (**the** Plaza Hotel), museums (**the** British Museum), cinemas/theatres (**the** Tivoli Cinema, **the** Sydney Opera House).
- with rivers (**the** Nile), seas (**the** Baltic Sea), oceans (**the** Atlantic Ocean), mountain ranges (**the** Alps), deserts (**the** Kalahari Desert), groups of islands (**the** Channel Islands).

Zero article

We don't use *a/an* or *the*:

- with continents (Asia), most other countries (Việt Nam), cities (New York), streets (Henry Street), parks (Hyde Park).
- with lakes (Tuyền Lâm Lake), mountains (Bà Đen Mountain), individual islands (Phú Quốc Island).

Unit 4

Simple/Compound/Complex sentences

Simple sentences

A **simple sentence** consists of only one clause.
We should respect older people.

Compound sentences

- A **compound sentence** consists of independent clauses only.
- We use coordinating conjunctions (***and, or, but, so***, etc.) to connect the clauses in compound sentences. We usually put a comma before ***but*** or ***so***.
  Tom wants to go to the rock concert on Friday, **but** the tickets are very expensive.
  The girl looked at me, **so** I smiled at her.

Complex sentences

- A **complex sentence** consists of one independent clause and at least one dependent clause.
  Tina cut the birthday cake **as soon as** the guests arrived.
- We use subordinating conjunctions (***after, before, when, as soon as, if, because, although***, etc.) to connect the two clauses in a complex sentence.
  We should shake hands **when** we meet someone for the first time.
- If the dependent clause comes first, we put a comma before the independent clause.
  Before you visit a different country, you should learn about the local customs.
- If the independent clause comes first, we don't put a comma before the dependent clause.
  We should say 'thank you' **when** we receive a present.

Comparative

Use & Form

We use the **comparative** to compare one person/thing with another.

- **Short adjectives/adverbs:**
  adjective/adverb-*er* ***(+ than)***
  The book fair this year lasted **longer than** the one last year.
- **Long adjectives/adverbs:**
  more/less + adjective/adverb ***(+ than)***
  She danced **more beautifully than** anyone else in the show.

Grammar Reference

- **Irregular adjectives/adverbs:**
  good/well – *better*
  bad/badly – *worse*
  much/many – *more*
  little – *less*
  Was this year's food festival **better than** last year's?

Superlative

Use & Form

We use the **superlative** to compare one person/thing with others in the same group.

- **Short adjectives/adverbs:**
  the **+ adjective/adverb-*est* (+ *in/of*)**
  St Patrick's Day is **the biggest** celebration in Ireland.
- **Long adjectives/adverbs:**
  the **+ *most* + adjective/adverb (+ *in/of*)**
  The acrobats performed **the most carefully** of all the performers at the circus.
- **Irregular adjectives/adverbs:**
  good/well – *the best*
  bad/badly – *the worst*
  much/many – *the most*
  little – *the least*
  She was **the best** singer in the contest and won the first prize.

as ... as – not as/so ... as – much + comparative

Use & Form

We use ***as*** **+ adjective/adverb +** ***as*** to say two people/things that are similar in some way.
The theatre ticket is **as expensive as** the concert ticket.

We use ***not as/so*** **+ adjective/adverb +** ***as*** to say two people/things that are different in some way.
Emma is not running **as quickly as** Lucy.

We use ***much*** **+ comparative** to emphasise the big difference between two people/things.
The bands' new songs are **much better** than their old ones.

Unit 5

Modals

can/can't – could/couldn't

David **can/can't** speak Spanish well.
(Ability in the present)

I could/couldn't read when I was six.
(Ability in the past)

Can you help me, please?
(Request – Are you willing to ...?)

You **can/can't** go to the party tonight.
(Permission – You have/don't have permission to ... .)

Can I play video games with my friends?
(Permission – Is it OK if ...?)

should/shouldn't

You **should** pay attention to what the teacher says.
(Advice – I advise you to ... .)

You **shouldn't** stay up late because you have lessons tomorrow.
(Advice – I advise you not to ... .)

must

We **must** listen to the teacher carefully.
(It's our obligation. We say so.)

mustn't

You **mustn't** drink or eat in the library.
(It's against the rule.)

have to/had to

We **have to** wear a uniform at our school.
(It's a rule. The headmaster says so.)

I had to give a presentation yesterday.
(It was a rule. The teacher said so.)

A teacher **has to** be patient and caring.
(It's necessary.)

She **had to** study a lot for exams last week.
(It was necessary.)

don't have to/didn't have to

You **don't have to** go to the gym every day.
(It isn't necessary.)

I didn't have to give a presentation last week.
(It wasn't necessary.)

Grammar Reference

Countable/Uncountable nouns

Countable nouns

Countable nouns refer to nouns that we can count with numbers. They can be in singular or plural form.
one/a book – two books, etc.
BUT one/a foot – two feet, one/a man – two men, one/a child – two children, etc.
There **is a book** on the desk.
There **are two books** in the schoolbag.

Pronunciation

***-s/-es* noun endings (plural nouns)**

- /ɪz/ after the sounds /s/, /ʃ/, /tʃ/, /ʒ/, /dʒ/, /z/
  classes /klɑːsɪz/, brushes /brʌʃɪz/, churches /tʃɜːtʃɪz/, changes /tʃeɪndʒɪz/, roses /rəʊzɪz/
- /s/ after the sounds /p/, /k/, /t/, /f/, /θ/
  caps /kæps/, books /bʊks/, mats /mæts/, coughs /kɒfs/, booths /buːðs/
- /z/ after the other sounds
  rulers /ruːlərz/, boys /bɔɪz/, balls /bɔːlz/, names /neɪmz/

Uncountable nouns

Uncountable nouns refer to nouns that we cannot count with numbers. They don't have singular or plural form. They take singular verbs. Here **is** my **advice** on how to prepare for the exams.

Uncountable nouns are:

- some types of food/liquids: sugar, rice, milk, juice, etc.
- subjects or study/languages: history, maths, English, Spanish, etc.
- sports and activities: football, tennis, swimming, fishing, etc.
- collective nouns: furniture, money, equipment, rubbish, etc.
- abstract nouns: information, education, homework, advice, etc.

Notes

- Some nouns are in a plural form, but they take a singular verb: ***athletics, news, £100, 50 kilometres***, etc.
  Athletics is my favourite sport.
- Some nouns always appear in a plural form and they take a plural verb: ***jeans, shorts, stairs, trousers***, etc.
  My **jeans are** on the bed.

Quantifiers

	C*	UC*
some I want **some** books. There is **some** sugar in the jar.	✓	✓
any There aren't **any** students. Is there **any** money?	✓	✓
a lot of/lots of There are **a lot of/lots of** games. There isn't **a lot of/lots of** cheese. Is there **a lot of/lots of** homework? Are there **a lot of/lots of** exercises?	✓	✓
many There aren't **many** children. Are there **many** exams?	✓	
much There isn't **much** milk. Is there **much** rubbish?		✓
How many **How many** activities do you do?	✓	
How much **How much** time do you have?		✓
few/a few There are **few** oranges, so we can't make orange juice. (not many; not enough) There are **a few** eggs, so we can make a cake. (some)	✓	
little/a little There is **little** time, so we can't go shopping. (not much; not enough) There is **a little** money left, so we can go to the cinema. (some)		✓

* Countable nouns (C), Uncountable nouns (UC)

We use:

- ***any*** in negative and interrogative sentences.
  Have you got **any** information about it?
  We haven't got **any** comic books.
- ***some*** in affirmative sentences and for requests/offers.
  I often have **some** rice for lunch.
  Would you like **some** tea?
  Can I have **some** more juice, please?

Grammar Reference

Unit 6

Reported speech (Statements)

We use **direct speech** to repeat the exact words someone said. We put direct speech in quotation marks.

The astronauts said, "We eat special foods in space."

We use **reported speech** to report what someone said. We can use *that* to introduce reported speech, but we can omit *that*.

The astronauts said (that) they ate special foods in space.

say – tell

- *say* + *(that)* + clause
  Paul **said** (that) his tablet wasn't working.
- *say to* + object + *(that)* + clause
  Paul **said to us** (that) his tablet wasn't working.
- *tell* + object + *(that)* + clause
  Paul **told us** (that) his tablet wasn't working.

When we change **direct speech** to **reported speech**:

- we change **subject pronouns/object pronouns/possessive adjectives** according to the context.
  Sarah said, "I like spending **my** free time with **my** friends."
  Sarah said (that) **she** liked spending **her** free time with **her** friends.
- we change **time words** and **other expressions**.

now	→ *then*
today/tonight	→ *that day/night*
this week	→ *that week*
tomorrow	→ *the next/following day*
next week/month	→ *the following week/month*
here	→ *there*
this/these	→ *that/those*, etc.

- we change **verb tenses** when the introductory verb (*say, tell, ask*, etc.) is in a past tense.

Present Simple → Past Simple
"I **like** my new video game," he said.
He said (that) he **liked** his new video game.

Present Continuous → Past Continuous
Chris said, "I'm **reading** a book about planets."
Chris said (that) he **was reading** a book about planets.

am/is/are going to → was/were going to
They said, "We're **going to** go on a school trip next month."
They said (that) they **were going to** go on a school trip the following month.

Modals: *can → could, will → would, must/have to → had to*
"I **will** learn about the solar system," she said.
She said (that) she **would** learn about the solar system.

Reported speech (Questions)

When we change **direct questions** to **reported questions**:

- we usually use *ask* to introduce reported questions.
- we change the **word order** from the question form to the statement form.
- we change **verb tenses, subject pronouns/object pronouns/possessive adjectives, time words** and **other expressions**.

Yes-No questions

We use *if* or *whether* to introduce reported questions.
"Can I borrow your laptop tomorrow?" she asked me.
She asked me **if/whether** she could borrow my laptop the next day.

Wh- questions

We use the same question word in direct questions (*who, what, when, where, why, whose, how often*, etc.) to introduce reported questions.
"**What's** the problem?" he asked me.
He asked me **what** the problem was.

Grammar Reference

Unit 1

Present Simple – Present Continuous

1 **Choose the correct options.**

1 Does your father work from home?
No, _____.
A he isn't C he doesn't
B isn't he D doesn't he

2 Why _____ a book about Hà Nội these days? Is it interesting?
A do you read C you are reading
B read you D are you reading

3 Are you visiting Bristol next week?
Yes, _____.
A I'm C I do
B I am D am I

4 How often _____ the bus?
A Felix takes C does Felix take
B takes Felix D is Felix taking

5 Jessica and I _____ to buy a souvenir in this shop.
A don't want C doesn't want
B am not wanting D are not wanting

6 My dad _____ to the city centre for work every morning.
A drive C is driving
B drives D are driving

7 We _____ football at the park this Saturday afternoon.
A don't play C aren't playing
B doesn't play D isn't playing

8 _____ traditional dishes on trips to new places?
A Do you try C You try
B Are you trying D You are trying



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

1 It seldom _____ **(rain)** in California in summer.
2 We _____ **(fly)** to Greece on Saturday.
3 Michael _____ **(not/stay)** in a hotel, but with a friend right now.
4 _____ **(Janice/leave)** the city? That's sad.
5 Who _____ **(live)** in that house these days?
6 They _____ **(take)** a boat ride in the countryside this weekend.
7 Where _____ **(you/travel)** on your holiday next week?
8 _____ **(he/often/go)** to the countryside?

Infinitives (*to*-infinitive/ infinitive without *to*) – *-ing* form

3 **Put the verbs in brackets into *to*-infinitive, infinitive without *to* or *-ing* form.**

1 My parents agreed _____ **(take)** me to the museum.
2 A trip to Paris will let you _____ **(use)** your French.
3 I'd love to go _____ **(cycle)** while we're in Amsterdam.
4 Kelly prefers _____ **(spend)** all her time at the beach.
5 I love _____ **(live)** in the countryside because there's clean air.
6 Staying in the countryside makes me _____ **(feel)** very relaxed.
7 Do you fancy _____ **(take)** a walk through the city streets?
8 You mustn't _____ **(throw)** your rubbish away in the street.

Grammar Reference

4 Underline ONE mistake in each sentence and correct it.

1 We can flying to London on a plane.

_____

2 My dad lets me to take the bus to my friend's house.

_____

3 James wants moving to the countryside one day.

_____

4 The teacher avoids to give us a lot of homework at weekends.

_____

5 Tina doesn't like play in the park on Sundays.

_____

Unit 2

Past Simple – Past Continuous

1 Choose the correct options.

1 Did you feel worried when the storm hit the village? – Yes, I ___ .
A feel C was
B felt D did

2 I ___ the gate and ___ some flowers yesterday morning.
A painted, planted
B was painting, was planting
C painted, was planting
D was painting, planted

3 What were you doing when the car ___ into your house?
A did crash C crashed
B was crashing D crash

4 The building was shaking while people ___ out of the doors.
A ran C was running
B did run D were running

5 I ___ in the river when the flood started. Dad and I were back home in the car.
A didn't fish C not fish
B wasn't fishing D weren't fishing

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

Hotel collapses!



The earthquake last night nearly 1) _____ **(frighten)** the tourists in the north of the island. They 2) _____ **(stay)** at the Royal Hotel when the earthquake 3) _____ **(hit)** the island. They 4) _____ **(feel)** terrified and 5) _____ **(run)** onto the beach in front of the hotel. While the hotel manager 6) _____ **(make)** sure they were all right, the hotel collapsed. "We 7) _____ **(be)** very lucky. We 8) _____ **(not/sleep)** at that time, so we all ran straight out!" said a tourist.

3 Complete the text using the verbs into the *Past Simple* or the *Past Continuous*.

• hike • contact • find • be
• spot • look for • not call



Yesterday, a rescue team 1) _____ Janie Daniels, an 18-year-old hiker, alive. Janie 2) _____ on Pike Mountain when there 3) _____ a storm. When she 4) _____ home at the end of the day, her family 5) _____ the emergency services. The rescue team 6) _____ Janie all night and finally they 7) _____ her. Janie is recovering in the local hospital now.

Grammar Reference

Unit 3

will – be going to – Present Simple – Present Continuous (future meaning)

1 Choose the correct options.

1 Look at those black clouds! It ___ soon.
A rains C is raining
B will rain D is going to rain

2 I haven't got time now, but ___ you with your science homework later.
A I help C I'm helping
B I'll help D I'm going to help

3 The recycling exhibition ___ at 9 o'clock. Don't be late!
A opens C is opening
B will open D is going to open

4 Tony can't come to the cinema because ___ at the recycling centre this weekend.
A he volunteers
B he'll volunteer
C he's volunteering
D he's going to volunteer

5 There's rubbish all over the beach. We know! ___ it all up!
A We clean B We're cleaning
C We'll clean D We're going to clean

Time words

2 Choose the correct options.

1 After/Before I do research on the Internet, I will decide the topic for my presentation.

2 We'll feed the animals as soon as/ before we arrive at the national park.

3 Many sea animals will die when the seas become/will become polluted.

4 After the ice caps melt/will melt, the weather will get much worse.

5 I'll call you when I find out/will find out our marks for the environmental project.

Conditional (type 1)

3 Put the verbs in brackets into the correct tenses.

1 If we _____ (recycle) more, there _____ (be) less rubbish.

2 Unless cities _____ (reduce) air pollution, the people there _____ (not/stay) healthy.

3 If people _____ (cut down) trees, animals _____ (lose) their habitat.

4 Students _____ (clean up) this park if they _____ (organise) a clean-up day.

5 We _____ (help) reduce air pollution if we _____ (use) public transport.

4 Rewrite the sentences without changing their meanings.

1 Rising sea levels cause floods.
If sea levels rise, _____
_____.

2 If we don't stop illegal hunters, they will kill endangered animals.
Unless we _____
_____.

3 Polluted air causes a lot of health problems.
If the air is polluted, _____
_____.

4 Be more eco-friendly, or we'll harm the environment.
If we _____
_____.

5 Unless she has free time, she can't volunteer at the local animal shelter.
If she _____
_____.



Grammar Reference

a/an – the – zero article

5 **Choose the correct options.**

1 He wants to be ___ animal nutritionist after he finishes university.
A a B an C the D –

2 We're organising ___ clean-up day next weekend.
A a B an C the D –

3 We will help ___ Earth if we stop climate change.
A a B an C the D –

4 ___ Nile is the longest river in the world.
A A B An C The D –

5 We are going to volunteer in ___ Canada to plant trees this summer.
A a B an C the D –

6 Did you visit ___ Natural History Museum on your holiday?
A a B an C the D –

7 Our plane is flying over ___ Atlantic Ocean right now.
A a B an C the D –

8 If you have any questions, you can ask ___ zookeeper over there.
A a B an C the D –

9 I love visiting ___ Cô Tô Island.
A a B an C the D –

10 She's walking in ___ Tao Đàn Park now.
A a B an C the D –

Unit 4

Simple/Compound/Complex sentences

1 **Read the sentences and write *S* (Simple Sentence), *C* (Compound Sentence) or *CP* (Complex Sentence).**

1 The blog is about traditional food and clothing in different countries around the world. ____

2 They didn't have a ticket for the concert, so they couldn't see the band's performance. ____

3 We didn't go to the book fair today because my friends didn't like it. ____

4 The people dressed up in costumes and they marched through the streets. ____

5 You can see beautiful street performances if you go to the city centre on Friday nights. ____

2 **Choose the correct options.**

1 She passed me the salt, ___ I thanked her.
A but B or C so D if

2 In the UK, people often shake hands, ___ they don't bow their heads.
A but B or C if D when

3 I offered my friend some food ___ he looked hungry.
A but C so
B because D before

4 John will go to the art exhibition ___ he has lunch.
A after C although
B because D when

5 You shouldn't talk ___ you have food in your mouth. It's impolite.
A and C when
B after D before

3 **Combine the sentences using the words in brackets to make compound/complex sentences.**

1 I'm visiting Japan soon. I'm reading a lot about the country. **(so)**

_____

_____

2 The guests will leave at 9 o'clock. Then, Shelley will open her presents. **(when)**

_____

_____

3 Your cousin is young. She is a very good performer. **(although)**

_____

_____

4 We have to finish our homework. We go to school. **(before)**

_____

_____

5 Wanda said 'thank you'. Her mum gave her a plate of food. **(as soon as)**

_____

_____

Comparative – Superlative – *as ... as/so ... as* – *much* + comparative

4 **Choose the correct options.**

1 You dance ___ than your sister.
A good B better C best D well

2 This is ___ festival ever!
A more crowded
B most crowded
C the most crowded
D the more crowded

3 Concert tickets cost ___ than theatre tickets.
A much C most
B more D the most

4 This street performer is ___ worse than the first one.
A as B more C much D so

5 Jen's theatre ticket is ___ than mine because she's sitting up front.
A expensive
B the more expensive
C the most expensive
D more expensive

6 The magic show is just ___ interesting as I expected.
A so B as C much D more

7 Is this ___ festival of the year?
A more popular C the more popular
B most popular D the most popular

8 The rock concert was ___ crowded as the pop concert. The pop concert was ___ more crowded.
A not so, much C as, much
B so, more D not as, more

5 **Rewrite the sentences without changing their meanings.**

1 No food festival in the country is bigger than this one.
This food festival is _____
_____.

2 He isn't as polite as his sister.
His sister _____.

3 The rock band's music was more exciting than the jazz band's.
The jazz band's music _____
_____.

4 It wasn't very crowded at the concert last year, but this year it's really crowded.
It's much _____
_____.

5 I was the worst dancer on the stage.
The other dancers on the stage weren't
_____.

Unit 5

Modals

1 **Choose the correct options.**

1 ___ do my homework on Sunday, please? I want to go shopping now.
A Do I have to C Should I
B Can I D Must I

2 You ___ copy from another student on a test. It's against the rules.
A haven't C couldn't
B don't have to D mustn't

3 Because you're sitting an exam tomorrow, you ___ go to bed early.
A can B could C should D mustn't

4 Sylvia ___ present her ideas to the class very clearly. She should be our speaker.
A can B must C should D has to

5 We ___ do the test yesterday because our teacher was off.
A shouldn't C didn't have to
B can't D mustn't

6 Molly ___ swim when she was four.
A could C should
B can D must

7 You ___ pick me up after football practice. David's mum is taking me home.
A don't have to C shouldn't
B couldn't D mustn't

8 Fiona ___ do all her homework before she can play computer games.
A has to C could
B can D had to

2 **Rewrite the sentences using the words in brackets.**

1 The students have an obligation to give their presentations at school tomorrow. **(MUST)**

_____
_____

2 It's against the rules to be late for the class. **(MUSTN'T)**

_____
_____

3 It was necessary for him to bring money for lunch on the school trip. **(HAD TO)**

_____
_____

4 You don't have permission to enter this room. **(CAN'T)**

_____
_____

5 I don't think it's a good idea for you to play computer games every day. **(SHOULDN'T)**

_____
_____

Countable/Uncountable nouns

3 **Which of the nouns below are *C* (Countable) or *U* (Uncountable)?**

1 advice	☐	6 information	☐
2 friend	☐	7 fishing	☐
3 history	☐	8 foot	☐
4 homework	☐	9 furniture	☐
5 lesson	☐	10 water	☐

4 **Choose the correct options.**

1 Physics **is/are** a difficult subject.
2 There **is/are** rubbish all over the school playing field.
3 Go to the second floor. The stairs **is/are** over there.
4 Swimming **is/are** a very exciting sport.
5 The men **is/are** playing golf.
6 The news today **is/are** very interesting.
7 Your books **is/are** on the desk.
8 Ten kilometers **is/are** a long distance to walk. Let's take the bus!

Quantifiers

5 **Choose the correct options.**

1 Do you have ___ information about the maths exam?
A few C little
B any D many

2 How ___ money do I have to pay for the club membership?
A many C many of
B much D much of

3 We have ___ butter. We can't make a cake.
A little C few
B a little D a few

4 Would you like ___ water?
A little B many C some D lots

5 ___ parents came to the school performance last week.
A Any C Little
B Lots of D Much

6 There aren't ___ books in the classroom because we do lessons on computer.
A many C few
B much D a few

7 Sit down! I've got ___ news to tell you.
A some C many
B any D few

8 Jim's got ___ friends in his new class already. He's so happy!
A little C few
B a little D a few

Grammar Reference

Unit 6

Reported speech

1 **Underline ONE mistake in each sentence and correct it.**

1 Diane asked her teacher if there was a full moon today.

_____

_____

2 She asked to me whether I was looking for a new laptop.

_____

_____

3 The teacher told me that I had to fill up this form.

_____

_____

4 Pat said to me that people can jump very high on the Moon.

_____

_____

5 She asked me when would I give her that tablet.

_____

_____

2 **Choose the correct options.**

1 "I'm writing an email to Maya now," said Liam.
   a Liam said that he was writing an email to Maya then.
   b Liam said that he's writing an email to Maya then.

2 "Do you have a smartphone?" Sally's friend asked her.
   a Sally's friend asked her if you have a smartphone.
   b Sally's friend asked her if she had a smartphone.

3 "When will you be home tonight?" Alex asked his mum.
   a Alex asked his mum when she would be home tonight.
   b Alex asked his mum when she would be home that night.

4 "Can I use your MP3 player tomorrow?" Patrick asked his sister.
   a Patrick asked his sister if he could use her MP3 player the next day.
   b Patrick told his sister that he could use her MP3 player the next day.

5 "You are watching a video online in class this afternoon," the teacher told us.
   a The teacher told us that you were watching a video online in class that afternoon.
   b The teacher told us that we were watching a video online in class that afternoon.

3 **Rewrite the sentences in reported speech.**

1 The astronaut said, "The rocket is flying into space tomorrow."
The astronaut said _____
_____.

2 "You can see the stars better from here," Tommy said to his sister.
Tommy told his sister _____
_____.

3 "Why are you pressing this button?" Sam's father asked her.
Sam's father asked her _____
_____.

4 Mike said to his teacher, "I want to be a scientist."
Mike told his teacher _____
_____.

5 "You must study hard for these exams," my parents said to me.
My parents told me _____
_____.



Wordlist •

Unit 1

city /sɪti/ (n): thành phố
district /dɪstrɪkt/ (n): quận, huyện
province /prɒvɪns/ (n): tỉnh
town /taʊn/ (n): thị trấn, thị xã
village /vɪlɪdʒ/ (n): làng, xã
ward /wɔːd/ (n): phường, xã

1a

scenery /siːnəri/ (n): phong cảnh
seaside /siːsaɪd/ (n): bờ biển
work of art /ˌwɜːk əv ɑːt/ (n): tác phẩm nghệ thuật

1c

clean air /klim eə(r)/ (phr): không khí sạch/ trong lành
heavy traffic /hevi ˈtræfɪk/ (phr): giao thông đông đúc
pollution /pəˈluːʃən/ (n): sự ô nhiễm

1f

apartment /əˈpɑːtmənt/ (n): căn hộ chung cư
busy /ˈbɪzi/ (adj): bận rộn, đông đúc
calm /kɑːm/ (adj): êm đềm
crowded /ˈkraʊdɪd/ (adj): đông người
feature /ˈfiːtʃə(r)/ (n): đặc tính, đặc điểm
historic /hɪˈstɒrɪk/ (adj): có ý nghĩa lịch sử
modern /ˈmɒdən/ (adj): hiện đại
peaceful /ˈpiːsfəl/ (adj): yên bình, thanh bình
skyscraper /ˈskaɪˌskreɪpə(r)/ (n): tòa nhà chọc trời, tòa cao ốc
state /steɪt/ (n): (tiểu) bang (của Hoa Kỳ)

Unit 2

earthquake /ɜːθkweɪk/ (n): trận động đất
flood /flʌd/ (n): trận lụt
landslide /lændslaɪd/ (n): vụ sạt lở
natural disaster /nætʃərəl dɪzɑːstə(r)/ (n): thiên tai
storm /stɔːm/ (n): cơn bão
tsunami /tsuˈnɑːmi/ (n): cơn sóng thần
volcanic eruption /vɒlkænɪk ɪrʌpʃən/ (phr): vụ phun trào núi lửa

2a

destroy /dɪˈstrɔɪ/ (v): phá hủy, tàn phá
erupt /ɪrʌpt/ (v): phun trào (núi lửa)
hit /hɪt/ (v): đổ bộ, đánh vào, xảy ra (thiên tai)
injure /ɪndʒə(r)/ (v): làm bị thương
injured /ˈɪndʒəd/ (adj): bị thương
major /meɪdʒə(r)/ (adj): lớn, nghiêm trọng
volcano /vɒlˈkeməʊ/ (n): núi lửa

2c

accident /æksɪdənt/ (n): vụ tai nạn
car crash /kɑː(r) kræʃ/ (n): vụ tai nạn ô tô
explosion /ɪkˈspləʊʒən/ (n): vụ nổ
fire /faɪə(r)/ (n): vụ hỏa hoạn
plane crash /pleɪn kræʃ/ (n): vụ tai nạn máy bay
relieved /rɪ liːvd/ (adj): nhẹ nhõm (cảm giác)
shipwreck /ʃɪprek/ (n): vụ đắm tàu
terrified /terəfaɪd/ (adj): khiếp sợ, kinh hãi (cảm giác)

2f

blow /bləʊ/ (v): thổi
crash /kræʃ/ (v): va chạm mạnh
go hiking /gəʊ ˈhaɪkɪŋ/ (phr): đi bộ đường dài
lava /lɑːvə/ (n): dung nham (núi lửa)
overflow /ˌəʊvəˈfləʊ/ (v): tràn bờ (sông)
shake /ʃeɪk/ (v): lắc, rung lắc
wave /weɪv/ (n): sóng (biển)

CLIL 2

cause /kɔːz/ (v): gây ra
cause /kɔːz/ (n): nguyên nhân, lí do
climate change /klaɪmət tʃeɪndʒ/ (n): sự biến đổi khí hậu
coastline /ˈkəʊstlaɪn/ (n): đường bờ biển
destructive /dɪˈstrʌktɪv/ (adj): mang tính phá hủy, tàn phá
force /fɔɪs/ (n): sức mạnh
hurt /hɜːt/ (v): làm bị thương
surface /sɜːfɪs/ (n): bề mặt

Unit 3

ice cap /aɪs ˌkæp/ (n): chỏm băng
disappear /dɪsəˈpɪə(r)/ (v): biến mất
dry up /draɪ ʌp/ (phr v): khô cạn
melt /melt/ (v): tan chảy (băng)
polluted /pəˈluːtɪd/ (adj): bị ô nhiễm
rainforest /reɪnfɒrɪst/ (n): rừng mưa nhiệt đới

3a

breathe /briːð/ (v): hít thở
damage /dæmɪdʒ/ (n): sự tàn phá, sự phá hủy
eco-friendly /iːkəʊˌfrendli/ (adj): thân thiện với môi trường
endangered /ɪnˈdeɪndʒəd/ (adj): bị đe dọa
harm /hɑːm/ (v): làm hại, gây hại
pollute /pəˈluːt/ (v): gây ô nhiễm

Wordlist

3c

habitat loss /ˈhæbɪtæt lɒs/ (phr): sự biến mất môi trường sống
illegal hunting /ɪˈliːgəl ˈhʌntɪŋ/ (phr): việc săn bắn trái phép
illegal pet trade /ɪˈliːgəl pet treɪd/ (phr): việc buôn bán thú nuôi trái phép
lemur /ˈliːmə(r)/ (n): con vượn cáo
macaw /məˈkɔː/ (n): con vẹt đuôi dài

3f

animal nutritionist /ˈænɪməl njuːˈtrɪʃənɪst/ (phr): nhà dinh dưỡng cho động vật
brave /breɪv/ (adj): dũng cảm, can đảm
careful /ˈkeəfəl/ (adj): cẩn thận
caring /ˈkeərɪŋ/ (adj): biết quan tâm chăm sóc, chu đáo
carry out research /ˌkæri aʊt rɪˈsɜːtʃ/ (phr): tiến hành/thực hiện nghiên cứu
collect data /kəˈlekt ˈdeɪtə/ (phr): thu thập dữ liệu
creative /kriˈeɪtɪv/ (adj): sáng tạo
forest firefighter /ˈfɒrɪst ˈfaɪəˌfaɪtə(r)/ (phr): lính cứu hỏa trong rừng
landscape gardener /ˈlændskeɪp ˈgɑːdnə(r)/ (n): người chăm sóc cây cảnh (ở các khu vực công cộng)
quality /ˈkwɒlətɪ/ (n): phẩm chất, đức tính
road sweeper /ˌrəʊd ˈswiːpə(r)/ (phr): công nhân quét đường
safety practices /ˈseɪftɪ ˌpræktɪsɪz/ (phr): các quy trình an toàn
zookeeper /ˈzuːkiːpə(r)/ (n): người chăm sóc động vật trong vườn bách thú

Unit 4

bow your head /baʊ jɔː(r) hed/ (phr): cúi chào
cross your arms /krɒs jɔː(r) ɑːmz/ (phr): khoanh tay
custom /ˈkʌstəm/ (n): phong tục, tập quán
hip /hɪp/ (n): cái hông
offer fruit/food /ˈɒfə(r) fruːt/fuːd/ (phr): tặng trái cây/thức ăn
shake hands /ʃeɪk hændz/ (phr): bắt tay
respect /rɪˈspekt/ (v): tôn trọng
respect /rɪˈspekt/ (n): sự tôn trọng
the elderly /ðiː ˈeldəlɪ/ (phr): người lớn tuổi

4a

chopsticks /ˈtʃɒpstɪks/ (n): đôi đũa
host /həʊst/ (n): chủ nhà/chủ một bữa tiệc
place /pleɪs/ (v): đặt, để
wrapped /ræpt/ (adj): được gói (quà)

4c

art exhibition /ɑːt ˌeksɪˈbɪʃən/ (phr): triển lãm nghệ thuật
book fair /bʊk feə(r)/ (phr): hội sách
concert /ˈkɒnsət/ (n): buổi biểu diễn âm nhạc
cultural event /ˈkʌltʃərəl ɪˈvent/ (phr): sự kiện văn hóa
food festival /fuːd ˈfestɪvəl/ (phr): lễ hội ẩm thực
street performance /striːt pəˈfɔːmənsˌ/ (phr): màn trình diễn trên đường phố
theatre performance /ˈθɪətə(r) pəˈfɔːmənsˌ/ (phr): buổi trình diễn kịch trên sân khấu

4f

competition /ˌkɒmpəˈtɪʃən/ (n): cuộc thi
cosplay /ˈkɒzpleɪ/ (n): trang phục hóa trang (cho lễ hội hoặc một dịp đặc biệt)
costume /ˈkɒstjuːm/ (n): trang phục
dress up /dres ʌp/ (phr v): mặc đồ hóa trang
face-to-face /ˌfeɪs tə ˈfeɪs/ (adv): trực tiếp (gặp gỡ, nói chuyện)
highlight /ˈhaɪlaɪt/ (n): điểm nhấn
magic show /ˈmædʒɪk ʃəʊ/ (phr): buổi biểu diễn ảo thuật
parade /pəˈreɪd/ (n): buổi diễu hành

CLIL 4

crop /krɒp/ (n): vụ mùa
ethnic group /ˌeθnɪk gruːp/ (phr): nhóm dân tộc thiểu số
pattern /ˈpætən/ (n): mẫu hoa văn
pray /preɪ/ (v): cầu nguyện
stilt house /stɪlt haʊs/ (phr): nhà sàn

Unit 5

go on school trips /gəʊ ɒn skuːl trɪps/ (phr): tham gia các chuyến tham quan do trường tổ chức
have lessons /hæv ˈlesənz/ (phr): có tiết học
give presentations /gɪv prezənˈteɪʃən/ (phr): thuyết trình
sit exams /sɪt ɪgˈzæmz/ (phr): làm bài thi
take part in after-school activities /teɪk pɑːt ɪn ˈɑːftə(r)-skuːl ækˈtɪvɪtɪz/ (phr): tham gia các hoạt động ngoài giờ học trong trường

5a

carry out /kæri aʊt/ (phr v): thực hiện, tiến hành
experiment /ɪkˈsperɪmənt/ (n): thí nghiệm
solution /səˈluːʃən/ (n): giải pháp
strict /strɪkt/ (adj): nghiêm khắc
support /səˈpɔːt/ (v): hỗ trợ, giúp đỡ

Wordlist •

5f

addiction /ədɪkʃən/ (n): sự nghiện
argue with /ɑːgjuː wɪð/ (phr): tranh cãi/cãi nhau với (ai)
be addicted to /bi əˈdɪktɪd tə/ (phr) (bị) nghiện
be stressed about /bi strest əbaʊt/ (phr): áp lực/căng thẳng vì (ai/điều gì)
bullying /ˈbʊlɪŋ/ (n): việc bắt nạt
make progress /meɪk ˈprəʊgres/ (phr): (có) tiến bộ
social media /ˌsəʊʃəl ˈmiːdɪə/ (n): mạng xã hội
suffer from /ˈsʌfə(r) frɒm/ (phr): bị, chịu đựng
take control /teɪk kənˈtrəʊl/ (phr): kiểm soát

Unit 6

astronaut /ˈæstrənɔːt/ (n): phi hành gia
float /fləʊt/ (v): nổi, trôi (ngoài trái đất)
gravity /ˈgrævəti/ (n): trọng lực
planet /plænɪt/ (n): hành tinh
rocket /rɒkɪt/ (n): tên lửa
space station /speɪs ˌsteɪʃən/ (n): trạm không gian

6a

solar system /səʊlə sɪstəm/ (n): hệ mặt trời
zero gravity /zɪərəʊ ˈgrævəti/ (phr): tình trạng không trọng lực

6c

electronic device /elekˈtrɒnɪk dɪ vaɪs/ (phr): thiết bị công nghệ
go on social media /gəʊ ɒn ˌsəʊʃəl ˈmiːdɪə/ (phr): tham gia mạng xã hội
send text messages /send teksɪ ˈmesɪdʒɪz/ (phr): gửi tin nhắn

6f

advantage /ədˈvɑːntɪdʒ/ (n): lợi ích
contact /kɒntækt/ (v): liên lạc
disadvantage /ˌdɪsədˈvɑːntɪdʒ/ (n): bất lợi
do research /duː rɪˈsɜːtʃ/ (phr): nghiên cứu, tìm kiếm thông tin
gain weight /geɪn weɪt/ (phr): tăng cân
improve /ɪmˈpruːv/ (v): cải thiện
lack social skills /læk ˈsəʊʃəl skɪlz/ (phr): thiếu kĩ năng xã hội
prepare for the future /prɪˈpeə(r) fə ðə ˈfjuːtʃə(r)/ (phr): chuẩn bị cho tương lai
reduce attention span /rɪˈdjuːs əˈtenʃən spæn/ (phr): giảm khả năng tập trung/chú ý

CLIL 6

form /fɔːm/ (v): tạo nên, hình thành
researcher /rɪˈsɜːtʃə(r)/ (n): nhà nghiên cứu
sample /sɑːmpəl/ (n): mẫu vật (để nghiên cứu)
spacecraft /speɪskrɑːft/ (n): phi thuyền
space exploration /speɪs eksplɔˈreɪʃən/ (phr): sự khám phá không gian
telescope /ˈtelɪskəʊp/ (n): kính viễn vọng
universe /juːnɪvɜːs/ (n): vũ trụ

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
	/ɔː/	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
	/ɪ/	eraser, England, escape
	/iː/	email, equal, evening
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ɜː/	girl, sir, skirt, shirt, bird
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/əʊ/	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
y	/aɪ/	sky, fly, fry, try, shy, cry, by
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

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, vehicle, 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/	visit, 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
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

Rules of Punctuation

Capital letters

A capital letter is used:

- to begin a sentence.
  It is cold today.
- for days of the week, months and public holidays.
  Saturday, June, National Day, etc.
- for names of people and places.
  This is Olga and she's from Moscow.
- for people's titles.
  Mr and Mrs Davis, Dr Collins, Prince William, etc.
- for nationalities and languages.
  They are Vietnamese.
  He can speak French and German.
  Note: The personal pronoun I is always a capital letter.
  Sally and I are sisters.

Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.
We're having a great time. Rome is a wonderful place to visit.

Comma (,)

A comma is used:

- to separate words in a list.
  We need milk, tomatoes, eggs and orange juice.
- after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, in conclusion, however, etc.).
  For example, I like reading books and listening to music.
- when a complex sentence begins with an if-clause or other dependent clauses.
  If you need any help, you can call me.
  Note: No comma is used, however, when they follow the main clause.
- before the words asked, said, etc. when followed by direct speech.
  Mark said, "I was in the flood."

Question mark (?)

A question mark is used to end a direct question.
What time does the film start?

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 kind!
What terrible weather!

Quotation marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
  "Then they said, 'We're lucky to be alive' and smiled happily."
- Double quotes are used in direct speech to report the exact words someone said.
  "What's your name?" he asked her.

Colon (:)

A colon is used to introduce a list.
There were three of us on the boat: my brother, my best friend and me.

Brackets ( )

Brackets are used to separate extra information from the rest of the sentence.
The Temple of Literature in Hà Nội (built in 1070) is a wonderful example of Vietnamese architecture.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
  He's (= he is) talking on the phone.
  She left Spain in the spring of '99. (= 1999)
- before or after the possessive -s to show ownership or the relationship between people.
  Tim's car, my sister's husband (singular noun + 's)
  the boys' bikes (plural noun + ')
  women's shoes (irregular plural noun + 's)

American English – British English Guide

American English	British English
A	
airplane /ɛrpleɪn/	aeroplane /eərəpleɪn/
anyplace/anywhere /ɛnɪpleɪs/ɛnɪwɛr/	anywhere /ɛnɪweə/
apartment /əˈpɑrtmənt/	flat /flæt/
B	
bathrobe /bæθroʊb/	dressing gown /dresɪŋ gaʊn/
bathtub /bæθtʌb/	bath /bɑːθ/
bill /bɪl/	banknote /bæŋknəʊt/
billion /bɪljən/ (= a thousand million)	billion /bɪljən/ = a million million
busy (phone) /bɪzi/	engaged (phone) /ɪnˈgeɪdʒd/
C	
cab /kæb/	taxi /tæksi/
call /kɒl/	ring up/phone /rɪŋ ˈʌp/fəʊn/
can /kæn/	tin /tɪn/
candy /kændi/	sweets /swiːts/
check /tʃek/	bill (restaurant) /bɪl/
closet /klɑːzət/	wardrobe /wɔːdrəʊb/
connect (telephone) /kəˈnekt/	put through /ˌpʊt ˈθruː/
cookie /kʊki/	biscuit /bɪskɪt/
corn /kɔːrn/	sweetcorn/maize /swiːtkɔːn/meɪz/
crosswalk/pedestrian crossing /krɔːswɔːk/pəˈdestrɪən ˈkrɔːsɪŋ/	zebra crossing /zebrə ˈkrɒsɪŋ/
D	
desk clerk /desk klɜːrk/	receptionist /rɪˈsepʃənɪst/
dessert /dɪˈzɜːrt/	pudding/dessert/sweet /pʊdɪŋ/dɪˈzɜːt/swiːt/
downtown /ˌdaʊnˈtaʊn/	(city) centre /ˌsɪti ˈsentə/
drapes /dreɪps/	curtains /kɜːtənz/
drugstore/pharmacy /drʌgstɔːr/ ˈfɑːrməsi/	chemist's /kemɪsts/
duplex /duːpleks/	semi-detached /ˌsemi dɪˈtætʃt/
E	
eggplant /egplænt/	aubergine /əʊbəʒiːn/
elevator /elɪveɪtər/	lift /lɪft/
F	
fall /fɔːl/	autumn /ɔːtəm/
faucet /fɑːsɪt/	tap /tæp/
first floor, second floor, etc. /fɜːrst flɔːr/, /sekənd flɔːr/	ground floor, first floor, etc. /graʊnd ˈflɔː, ˌfɜːst ˈflɔː/
flashlight /flæʃlaɪt/	torch /tɔːtʃ/
French fries /ˌfrentʃ ˈfraɪz/	chips /tʃɪps/
front desk (hotel) /ˌfrʌnt ˈdesk/	reception /rɪˈsepʃən/
G	
garbage/trash /gɑːrbɪdʒ/træʃ/	rubbish /rʌbɪʃ/
garbage can /gɑːrbɪdʒ ˌkæn/	dustbin/bin /dʌstbɪn/bɪn/
gas /gæs/	petrol /petrəl/
gas station /gæs ˌsteɪʃən/	petrol station/garage /petrəl ˌsteɪʃən/gærɪdʒ/
grade /greɪd/	class/year /klɑːs/jɪə/
I	
intermission /ˌɪntərˈmɪʃən/	interval /ˈɪntəvl/
intersection /ˌɪntərˈsekʃən/	crossroads /krɒsrəʊdz/
J	
janitor /dʒænɪtər/	caretaker/porter /keəteɪkə/pɔːtə/
K	
kerosene /kerəsiːn/	paraffin /pærəfɪn/
L	
lawyer/attorney /lɔɪjər/ətɜːrni/	solicitor /səlɪsɪtə/
line /laɪn/	queue /kjuː/
lost and found /ˌlɔːst ən ˈfaʊnd/	lost property /ˌlɒst ˈprɒpəti/
M	
mail /meɪl/	post /pəʊst/
make a reservation /ˌmeɪk ə ˌrezərˈveɪʃən/	book /bʊk/
motorcycle /məʊtərsaɪkl/	motorbike/motorcycle /məʊtəbaɪk/məʊtəsaɪkl/
movie /muːvi/	film /fɪlm/
movie theater /muːvi ˌθiːətər/	cinema /sɪnəmə/
N	
newscaster /nuːzkæstər/	newsreader /njuːzriːdə/

American English	British English
O	
office (doctor's/dentist's) /ɔːfɪs/	surgery /sɜːdʒəri/
one-way (ticket) /ˌwʌn ˈweɪ/	single (ticket) /sɪŋgəl/
overalls /əʊvərɔːlz/	dungarees /ˌdʌŋgəˈriːz/
P	
pants /pænts/	trousers /traʊzəz/
pantyhose/nylons /pæntihəʊz/ /naɪlɒnz/	tights /taɪts/
parking lot /pɑːrkɪŋ lɑt/	car park /kɑː pɑːk/
pavement /peɪvmənt/	road surface /rəʊd sɜːfɪs/
pedestrian crossing /pəˈdestrɪən ˈkrɔːsɪŋ/	zebra crossing /zebrə ˈkrɒsɪŋ/
(potato) chips /(pəˈteɪtəʊ) tʃɪps/	crisps /krɪsps/
public school /ˌpʌblɪk ˈskuːl/	state school /steɪt ˌskuːl/
purse /pɜːrs/	handbag /hændbæg/
R	
railroad /reɪlroʊd/	railway /reɪlweɪ/
rest room /rest ruːm/	toilet/cloakroom /tɔɪlət/kləʊkruːm/
S	
salesclerk/salesgirl /seɪlzklɜːrk/ /seɪlzgɜːrl/	shop assistant /ʃɒp əsɪstənt/
schedule /skedʒuːl/	timetable /taɪmteɪbəl/
sidewalk /saɪdwɔːk/	pavement /peɪvmənt/
stand in line /ˌstænd ɪn ˈlaɪn/	queue /kjuː/
store/shop /stɔːr/ʃɑːp/	shop /ʃɒp/
subway /sʌbweɪ/	underground /ʌndəgraʊnd/
T	
truck /trʌk/	lorry /lɒri/
two weeks /ˌtuː ˈwiːks/	fortnight/two weeks /fɔːtnaɪt/tuː ˈwiːks/
V	
vacation /veɪkeɪʃən/	holiday(s) /hɒlədeɪz/
vacuum (v) /vækjuːm/	hoover /huːvə/
vacuum cleaner /vækjuːm kliːnər/	hoover /huːvə/
vest /vest/	waistcoat /weɪskəʊt/
W	
with (milk/cream in coffee) /wɪθ/	white /waɪt/
without (milk/cream in coffee)/black /wɪðaʊt/blæk/	black /blæk/
Y	
yard /jɑːrd/	garden /gɑːdən/
Z	
z /ziː/	z /zed/
zero /ˈzɪroʊ/	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 /əˈluːmɪnəm/	aluminium /æləˈmɪnɪəm/
analyze /ænəlaɪz/	analyse /ænəlaɪz/
center /sentər/	centre /sentə/
check (n) /tʃek/	cheque /tʃek/
color /kʌlər/	colour /kʌlə/
honor /ɑːnər/	honour /ɒnə/
jewelry /dʒuːəlri/	jewellery /dʒuːəlri/
practice (n, v) /præktɪs/	practice (n) /præktɪs/ practise (v) /præktɪs/
program /proʊgræm/	programme /prəʊgræm/
realize /rɪəlaɪz/	realise /rɪəlaɪz/
tire /taɪr/	tyre /taɪə/
traveler /trævələr/	traveller /trævələ/
Expressions with prepositions and particles	
live on X street	live in X street
on a team	in a team
on the weekend	at the weekend
Monday through/to Friday	Monday to Friday

Irregular Verbs

Infinitive	Past	Vietnamese meanings	Infinitive	Past	Vietnamese meanings
be /biː/	was /wɒz/, were /wɜː/	thì, là, ở, bị, được	leave /liːv/	left /left/	ra đi, để lại
bear /beə/	bore /bɔː/	mang, chịu đựng, sinh	lend /lend/	lent /lent/	cho mượn, cho vay
beat /biːt/	beat /biːt/	đánh, đập	let /let/	let /let/	cho phép, để cho
become /bɪkʌm/	became /bɪkeɪm/	trở nên	lie /laɪ/	lay /leɪ/	nằm
begin /bɪgɪn/	began /bɪgæn/	bắt đầu	light /laɪt/	lit /lɪt/	thắp sáng
bite /baɪt/	bit /bɪt/	cắn	lose /luːz/	lost /lɒst/	làm mất, mất
blow /bləʊ/	blew /bluː/	thổi			
break /breɪk/	broke /brəʊk/	đập vỡ	make /meɪk/	made /meɪd/	chế tạo, sản xuất
bring /brɪŋ/	brought /brɔːt/	mang đến	mean /miːn/	meant /ment/	có nghĩa là
build /bɪld/	built /bɪlt/	xây dựng	meet /miːt/	met /met/	gặp mặt
burn /bɜːn/	burnt (burned) /bɜːnt (bɜːnd)/	đốt, cháy	pay /peɪ/	paid /peɪd/	trả (tiền)
burst /bɜːst/	burst /bɜːst/	nổ, vỡ tung	put /pʊt/	put /pʊt/	đặt, để
buy /baɪ/	bought /bɔːt/	mua			
			read /riːd/	read /red/	đọc
can /kæn/	could /kʊd/	có thể	ride /raɪd/	rode /rəʊd/	lái xe, cưỡi
catch /kætʃ/	caught /kɔːt/	bắt, chụp	ring /rɪŋ/	rang /ræŋ/	rung chuông
choose /tʃuːz/	chose /tʃəʊz/	chọn, lựa	rise /raɪz/	rose /rəʊz/	mọc, gia tăng
come /kʌm/	came /keɪm/	đến, đi đến	run /rʌn/	ran /ræn/	chạy
cost /kɒst/	cost /kɒst/	có giá, tiêu tốn			
cut /kʌt/	cut /kʌt/	cắt, chặt	say /seɪ/	said /sed/	nói
			see /siː/	saw /sɔː/	nhìn thấy
deal /diːl/	dealt /delt/	giao thương	sell /sel/	sold /səʊld/	bán
dig /dɪg/	dug /dʌg/	đào	send /send/	sent /sent/	gửi
do /duː/	did /dɪd/	làm	set /set/	set /set/	bố trí, đặt, để
draw /drɔː/	drew /druː/	vẽ	sew /səʊ/	sewed /səʊd/	may vá
dream /driːm/	dreamt (dreamed) /dremt (driːmd)/	mơ thấy	shake /ʃeɪk/	shook /ʃʊk/	lay, lắc
			shine /ʃaɪn/	shone /ʃɒn/	chiếu sáng
drink /drɪŋk/	drank /dræŋk/	uống	shoot /ʃuːt/	shot /ʃɒt/	bắn
drive /draɪv/	drove /drəʊv/	lái xe	show /ʃəʊ/	showed /ʃəʊd/	biểu lộ, chỉ ra, cho xem
			shut /ʃʌt/	shut /ʃʌt/	đóng lại
eat /iːt/	ate /eɪt/	ăn	sing /sɪŋ/	sang /sæŋ/	ca hát
			sit /sɪt/	sat /sæt/	ngồi
fall /fɔːl/	fell /fel/	ngã, rơi	sleep /sliːp/	slept /slept/	ngủ
feed /fiːd/	fed /fed/	cho ăn, dùng thức ăn	smell /smel/	smelt (smelled) /smelt (smeld)/	ngửi, có mùi
feel /fiːl/	felt /felt/	cảm thấy			
fight /faɪt/	fought /fɔːt/	chiến đấu	speak /spiːk/	spoke /spəʊk/	nói
find /faɪnd/	found /faʊnd/	tìm thấy	spell /spel/	spelt (spelled) /spelt (speld)/	đánh vần
fly /flaɪ/	flew /fluː/	bay			
forbid /fəbɪd/	forbade /fəbeɪd/	cấm đoán, cấm	spend /spend/	spent /spent/	tiêu xài, trải qua
forget /fəget/	forgot /fəgɒt/	quên	stand /stænd/	stood /stʊd/	đứng
forgive /fəgɪv/	forgave /fəgeɪv/	tha thứ	steal /stiːl/	stole /stəʊl/	đánh cắp
freeze /friːz/	froze /frəʊz/	(làm) đông lại	stick /stɪk/	stuck /stʌk/	ghim vào, dính
			sting /stɪŋ/	stung /stʌŋ/	châm, chích, đốt
get /get/	got /gɒt/	có, được, nhận	strike /straɪk/	struck /strʌk/	đổ bộ, đánh vào, xảy ra
give /gɪv/	gave /geɪv/	đưa, cho	swear /sweə/	swore /swɔː/	tuyên thệ, thề
go /gəʊ/	went /went/	đi	sweep /swiːp/	swept /swept/	quét
grow /grəʊ/	grew /gruː/	mọc, trồng	swim /swɪm/	swam /swæm/	bơi lội
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	móc lên, treo lên	take /teɪk/	took /tʊk/	cầm, lấy
			teach /tiːtʃ/	taught /tɔːt/	dạy, giảng dạy
have /hæv/	had /hæd/	có	tear /teə/	tore /tɔː/	xé, làm rách
hear /hɪə/	heard /hɜːd/	nghe	tell /tel/	told /təʊld/	kể, bảo
hide /haɪd/	hid /hɪd/	giấu, trốn, nấp	think /θɪŋk/	thought /θɔːt/	suy nghĩ
hit /hɪt/	hit /hɪt/	đụng, đánh	throw /θrəʊ/	threw /θruː/	ném, vứt
hold /həʊld/	held /held/	cầm, nắm, tổ chức			
hurt /hɜːt/	hurt /hɜːt/	làm đau	understand /ʌndəstænd/	understood /ʌndəstʊd/	hiểu
keep /kiːp/	kept /kept/	giữ			
know /nəʊ/	knew /njuː/	biết	wake /weɪk/	woke /wəʊk/	thức giấc
			wear /weə/	wore /wɔː/	mặc
lay /leɪ/	laid /leɪd/	đặt, để	win /wɪn/	won /wʌn/	thắng, chiến thắng
lead /liːd/	led /led/	dẫn dắt, lãnh đạo	write /raɪt/	wrote /rəʊt/	viết
learn /lɜːn/	learnt (learned) /lɜːnt (lɜːnd)/	học, được biết			

Tiếng Anh 8 - Right On!
Võ Đại Phúc (Tổng chủ biên kiêm chủ biên)
Nguyễn Thị Ngọc Quyên

Tiếng Anh 8 - Right On! được chỉnh sửa từ quyển sách *Right On! 8* của tác giả Jenny Dooley thuộc bản quyền của Nhà xuất bản Express Publishing.

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Note

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