Võ Đại Phúc (Tổng Chủ biên kiêm Chủ biên)
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Tiếng Anh 9

Right on!

Student's Book

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

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Preface

Tiếng Anh 9 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 9 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. *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.

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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

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

pairwork

groupwork

words to be explained using the context each appears in

sections to develop students' information and communication technology skills

Think sections to develop students' critical thinking skills

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

VALUES sections to help students develop critical thinking skills and values

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

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Scope and Sequence

UNITS	Vocabulary	Grammar	Pronunciation
Welcome Back pp. 6–9	• Customs • Teenagers' school life • Natural disasters and accidents • Environmental problems	• Countable/ Uncountable nouns • Quantifiers • *a/an – the* – zero article • Simple/Compound/ Complex sentences	
1 Life – Past and Present pp. 10–21 Progress Check 1 pp. 22–23	• Communication • Life – Past and present • Family life – Past and present	• Present Simple – Present Continuous • Past Simple – Past Continuous • *wish* + Past Simple	• /t/ – /d/ • Linking sounds
2 Natural Wonders and Travel pp. 24–35 Progress Check 2 pp. 36–37	• Natural wonders • Travel • Types of holidays	• Infinitives (*to*-infinitives, infinitives without *to*) • *-ing* forms • *Wh-* question words before *to*-infinitives • *too – enough*	• /æ/ – /ɑː/ • /ɔʊ/ – /aʊ/ – /ʊə/ – /ɔɪ/
3 Healthy Lifestyle pp. 38–49 Progress Check 3 pp. 50–51	• Benefits of sports and exercise • Healthy lifestyle • Food groups	• Modals • Modals in conditional type 1 • Phrasal verbs	• /g/ – /dʒ/ • Sentence stress
Review (Units 1–3) pp. 52–53			
4 Future Jobs pp. 54–65 Progress Check 4 pp. 66–67	• Jobs of the future • Job skills • Qualities of a good employee	• *will – be going to* – Present Simple – Present Continuous (future meaning) • *that*-clause • Reported speech	• /ə/ – /ɜː/ • Consonant clusters
5 Living Environment pp. 68–79 Progress Check 5 pp. 80–81	• Urban and rural areas • Features of a living environment • Features of a green city	• Comparative – *as... as – not as/so ... as* • Superlative • Defining relative clauses • Non-defining relative clauses	• Word stress • Intonation
6 English around the World pp. 82–93 Progress Check 6 pp. 94–95	• Benefits of learning English • Ways of learning English • Collocations with the word *'language'*	• Clauses/Phrases of reason • Clauses of result • Clauses/Phrases of concession	• Word stress • Intonation
Review (Units 1–6) pp. 96–97			

Songs (pp. 98–100) Culture (pp. 105–107) Grammar Reference (pp. 114–135)
Going Green (pp. 102–104) Vocabulary Expansion (pp. 108–113) Wordlist (pp. 136–139)

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Reading	Listening	Speaking	Writing	
		• Talk about your school life • Talk about environmental problems		
• *Communication: Past and Present* (article – multiple choice; R/W/DS statements) • *Việt Nam – Past and Present* (article – heading guessing; R/W/DS statements)	• Monologues (multiple matching) • A dialogue (R/W statements) • An interview (multiple choice)	Talk about life in the past and in the present	A paragraph about your family life	**Project** Life in the past and in the present in your country (poster)
• *Natural Wonders* (article – table completion; R/W/DS statements) • *Phú Quốc Island* (advert – heading matching; R/W/DS statements)	• A dialogue (table completion) • A dialogue (multiple choice) • A dialogue (gap filling)	Describe a travel experience	A travel blog post about a tourist destination	**CLIL** (Citizenship) *Tourism and Natural Wonders*
• *Why Working Out Is Worth It* (article – multiple choice; R/W/DS statements) • *Food for Life* (article – text completion; R/W/DS statements)	• An interview (R/W statements) • A monologue (multiple choice) • An interview (flow chart completion)	Ask for/Give advice on a healthy lifestyle	A paragraph about a healthy lifestyle	**Project** *Dos* and *Don'ts* for a healthy lifestyle (leaflet)
• *Jobs of the Future* (article – multiple choice; question answering) • *Polly's Blog – My Dream Job* (blog entry – R/W/DS statements; question answering)	• Monologues (multiple matching) • A dialogue (gap filling) • A dialogue (table completion)	Ask for/Give advice on choosing a career	A blog post about your dream job	**CLIL** (ICT) *Artificial Intelligence*
• *Urban and Rural Areas* (article – gap filling; question answering) • *Green Cities: The Challenge of Tomorrow* (article – multiple choice; multiple matching)	• Monologues (multiple matching) • A dialogue (gap filling) • An interview (multiple choice)	Discuss ways to improve the living environment	An email making suggestions to improve the living environment	**Project** Your ideal neighbourhood (map)
• *The Benefits of Learning Englis*h (article – multiple choice; R/W/DS statements) • *English as a Global Language* (article – gap filling; multiple choice)	• A dialogue (multiple matching) • A dialogue (R/W statements) • An interview (multiple choice)	Discuss ways of learning English	A paragraph about the benefits of learning English	**CLIL** (Technology) *Technology in Learning a Foreign Language*

Pronunciation (p. 140)
Rules of Punctuation (p. 141)
American English – British English Guide (p. 142)
Irregular Verbs (p. 143)

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Welcome Back

Customs

1 a) **Choose the correct options.**

1 In Asian countries, it is important to **respect/bow** the elderly.
2 The British often **shake/cross** hands for greeting when they meet someone.
3 Don't cross your **hips/arms**. It can show that you are unpleasant or angry.
4 In our country, we **bow/shake** our heads to show respect to other people.
5 When you visit someone, you should **respect/offer** fruit or food to the host.
6 In some countries, it is impolite to stand with your hands on your **hips/heads**.

b) **Match the sentences (1–6) in Excercise 1a with the pictures (A–F).**


A ☐


B ☐


C ☐


D ☐

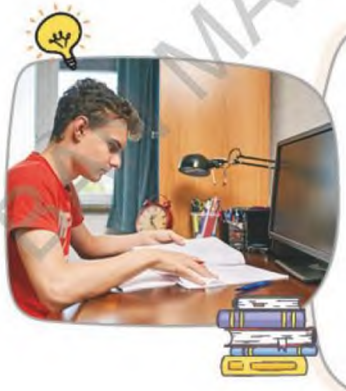

E ☐


F ☐

Teenagers' school life

2 a) **Fill in each gap with the correct phrase from the list.**

- sit exams
- have lessons
- do homework
- go on school trips
- give presentations
- take part in after-school activities



1 I usually _____ after I have dinner.
2 We _____ from 8:00 a.m. to 4:00 p.m. every day.
3 We will _____ to a national park this year.
4 Bella can _____ very well because she has good communication skills.
5 Students at my school often _____, such as art classes or sports clubs.
6 Danny has to _____ next week, so he is reviewing the lessons hard.

b) **Talk about your school life using the phrases in Exercise 2a.**

I have lessons at school from 7:00 a.m. to 4:00 p.m. …

Natural disasters and accidents

3 a) **Label each picture with the correct word/phrase from the list.**

• volcanic eruption • earthquake • flood • storm • landslide • tsunami

1 

2 

3 

4 

5 

6 

b) **Fill in each gap with the correct word/phrase from the list.**

• fire • plane crash • explosion • car crash • shipwreck

1 Lots of passengers on that flight died in the _____ yesterday.
2 Last week, a gas _____ at a car factory injured eighteen people.
3 More than twenty people are missing after a(n) _____ in the Black Sea.
4 There was a terrible _____ on Henry Street last night.
5 The _____ was finally under control, but the building burned down completely.

Environmental problems

4 **Match the environmental problems (1–5) to their effects (a–e). Practise saying the sentences with your partner.**

If the ice caps melt,	1	a sea animals will die.
If rainforests disappear,	2	b we'll get more health problems.
If seas become polluted,	3	c wild animals will lose their habitats.
If rivers and lakes dry up,	4	d we won't have any clean drinking water.
If the air becomes polluted,	5	e sea levels will rise and coastal towns will disappear.

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Welcome Back

Countable/Uncountable nouns

5 **Which of the nouns below are countable *(C)* or uncountable *(U)*? Write the plural forms of the countable nouns.**

1	notebook	C	notebooks		
2	happiness	____	_____		
3	woman	____	_____		
4	butter	____	_____		
5	storm	____	_____		
6	literature	____	_____		
7	tennis	____	_____		
8	teacher	____	_____		
9	exam	____	_____		
10	programme	____	_____		
11	equipment	____	_____		
12	juice	____	_____		

Quantifiers

6 **Choose the correct options.**

1 Can you give me ___ advice on giving presentations in front of the class?
A a lot of **B** some **C** little **D** much

2 How ___ people died in the earthquake in Indonesia last week?
A much **B** many **C** few **D** little

3 Peter takes part in ___ after-school activities in the afternoon.
A much **B** a little **C** any **D** some

4 How ___ water do we need each day to stay healthy?
A many **B** much **C** any **D** some

5 We went on ___ school trips to museums and science centres last year.
A some **B** much **C** little **D** any

6 I can watch TV tonight because I don't have ___ homework to do.
A much **B** many **C** some **D** few

7 **John:** What do we have for breakfast?
Mum: There are ___ eggs in the fridge. We can make omelettes.
A much **B** a little **C** a few **D** any

8 **Ann:** Did you hang out with your friends last weekend?
Billy: No, I had ___ free time because I had to prepare for my exams.
A lots of **B** little **C** much **D** many

9 **Ariel:** Did the car crash near our school injure ___ people?
Alice: Luckily, it didn't cause ___ serious damage. No one was injured.
A lots of, some **B** lots of, any **C** a little, much **D** much, any

10 **Jack:** Did you find ___ information about the fire in our area last night?
Jane: Yes, I read ___ news about it on the Internet.
A any, some **B** little, some **C** any, many **D** few, lots of

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a/an – the – zero article

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

1 ____ Hyde Park is one of the most famous parks in ____ UK.
2 Nhi and her friends saw the *Avatar 2* film at ____ Ritz Cinema last night.
3 There is ____ arts festival on ____ Aran Islands every September.
4 My dad is ____ forest firefighter and my mum is ____ animal nutritionist.
5 Would you like ____ burger or ____ bowl of *phở* for dinner?
6 We are planning to visit ____ Alps and ____ Lake Como in ____ Italy next year.
7 I booked ____ hotel room last week. ____ room cost £50 per night.
8 ____ Sahara Desert in ____ Africa is the largest and hottest desert in the world.
9 Tuấn is ____ tour guide. He is showing people around ____ Hồ Chí Minh Museum.
10 Emma visited ____ Eiffel Tower when she was in ____ Paris for the summer holiday.

Simple/Compound/Complex sentences

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

1 A major earthquake struck our hometown last night. ☐
2 The wind blew hard and it rained heavily in the storm yesterday. ☐
3 We often offer some food or fruit to our host on our visits. ☐
4 The tsunami damaged lots of buildings, but it didn't kill anyone. ☐
5 I care about the environment, so I will give a presentation on global warming. ☐

9 **Combine the sentences using the words in brackets.**

1 The volcano shook strongly. The lava erupted from the top. **(AND)**
_____
2 We had a great holiday in New Zealand. It rained all the time. **(ALTHOUGH)**
_____
3 I got home from the dinner. I sent a thank-you note to my host. **(AFTER)**
_____
4 George lost his house in the earthquake. He is staying with his aunt these days. **(SO)**
_____
5 Anna visited the Côn Đảo Islands. She travelled to Việt Nam last year. **(WHEN)**
_____
6 She decorated her house with flowers. Her guests arrived at her party. **(BEFORE)**
_____
7 Paul didn't go out last weekend. He had to prepare for his presentation. **(BECAUSE)**
_____
8 After the lessons, students can have football practice. They can join a music class. **(OR)**
_____

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

1 • Life – Past and Present

What's in this unit?

- **Vocabulary**
  - Communication
  - Life – Past and present
  - Family life – Past and present
- **Grammar**
  - Present Simple – Present Continuous
  - Past Simple – Past Continuous
  - *wish* + Past Simple
- **Pronunciation**
  - /t/ – /d/
  - Linking sounds
- **Reading**
  - *Communication: Past and Present* (article – multiple choice; R/W/DS statements)
  - *Việt Nam – Past and Present* (article – heading guessing; R/W/DS statements)
- **Listening**
  - Monologues (multiple matching)
  - A dialogue (R/W statements)
  - An interview (multiple choice)
- **Speaking**
  - Talk about life in the past and in the present
- **Writing**
  - A paragraph about your family life
- **Project**
  - Life in the past and in the present in your country (poster)

Vocabulary

Communication

1 1.2 **Listen and repeat.**


1 face-to-face


2 letter



3 diary


4 telephone


5 email


6 text message


7 smartphone


8 social media


9 blog/vlog

Pronunciation (/t/ – /d/)

2 1.3 **Listen to and notice the pronunciation of the underlined parts. Practise saying the words with your partner.**

- diary • send • write • media • present
- friend • talk • today • telephone • communicate

Listening

3 1.4 **Listen to five people talking about the ways of communication they prefer. Match the speakers (1–5) to the ways of communication (A–E).**

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

A social media
B smartphone
C letter
D text message
E face-to-face

4 **How do you communicate with your family and friends? Tell your partner.**

I usually talk with my family face-to-face. I often use social media to communicate with my friends.

BẢN MẪU SGK TIẾNG ANH 6 GLOBAL SUCCESS

5 Think **Read the title and look at the pictures. What do you think the text is about?**

COMMUNICATION: PAST AND PRESENT

Video

Today, communication is fast and easy, but how did people communicate in the past? Read on to learn about the way people shared messages 100 years ago and how it is different today.

100 YEARS AGO

When you think of communication 100 years ago, the first thing that comes to mind is speaking face-to-face. However, there were other ways to communicate, too. People often **1)** _____ letters by post, but they also used the telephone, the telegraph machine and carrier pigeons. These ways of communication delivered messages across long distances, even hundreds of kilometres. Besides, a lot of people kept a **2)** _____ about their lives to share with future generations.



TODAY

Today, the Internet deeply changes the way we communicate. People nowadays speak face-to-face less often than they did in the past because they **3)** _____ a lot of time online. They share information about their lives on social media by **4)** _____ new entries. Also, many people keep a blog or a vlog instead of a diary, and they send emails instead of letters. Nowadays, people still use the telephone, but most have a smartphone for calling or sending **5)** _____ . What will communication be like in 100 years? We wish we knew!

* **'Blog'** comes from the words 'web' and 'log.' **'Vlog'** comes from the words 'video' and 'log.'

• *telegraph machine* • *carrier pigeon* • *deliver* • *generation*

6 1.5 **Read the text. For questions (1–5), choose the correct options (A, B, C or D). Listen and check.**

1	**A** took	**B** sent	**C** talked	**D** wrote
2	**A** diary	**B** letter	**C** message	**D** telephone
3	**A** use	**B** speak	**C** share	**D** spend
4	**A** sending	**B** posting	**C** reading	**D** keeping
5	**A** blogs	**B** vlogs	**C** text messages	**D** entries

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

1 In the past, people used carrier pigeons to deliver messages across long distances. ☐
2 Everybody used to write in a diary about their daily lives in the past. ☐
3 Today, people spend a lot of time online, so they speak face-to-face less often. ☐
4 People nowadays post updates about their lives on social media. ☐
5 Blogs are more popular than emails these days. ☐

8 Think **How does the Internet change the way we communicate today? Discuss with your partner.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

1b • Grammar

Present Simple – Present Continuous

1 **Match the sentences to the uses of the tenses.**

Present Simple	Present Continuous
1 ☐ general states, preferences and facts	5 ☐ actions that happen now or around the time of speaking
2 ☐ permanent states and situations	6 ☐ temporary situations
3 ☐ habits and routines	7 ☐ fixed future arrangements
4 ☐ programmes and timetables	
a I **post** a new vlog every week.	e I **am sending** you an email tonight.
b They **don't like** going on social media.	f Ann **isn't writing** in her diary now.
c The post office **opens** at 8:00 a.m.	g He's **using** the telephone today because his smartphone is broken.
d I **go** to school by bus.	

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2 1.6 **Choose the word whose underlined part is pronounced differently from the others. Listen and check.**

1	**A** send<u>s</u>	**B** post<u>s</u>	**C** talk<u>s</u>	**D** keep<u>s</u>
2	**A** read<u>s</u>	**B** wear<u>s</u>	**C** stop<u>s</u>	**D** play<u>s</u>
3	**A** fix<u>es</u>	**B** wish<u>es</u>	**C** change<u>s</u>	**D** make<u>s</u>
4	**A** come<u>s</u>	**B** teach<u>es</u>	**C** ride<u>s</u>	**D** share<u>s</u>

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

1 The post office _____ **(not/close)** until 5 p.m.
2 Kelly is a famous vlogger. She _____ **(make)** a new vlog every week.
3 I _____ **(not/like)** sending text messages. I _____ **(prefer)** talking on the phone to save time.
4 Lan _____ **(update)** her blog every day, but she _____ **(not/write)** any new entries this week.
5 A: _____ **(your sister/keep)** a diary?
B: Yes. In fact, she _____ **(write)** an entry in it right now.
6 A: Where _____ **(you/meet)** Harry tomorrow?
B: At the park. We _____ **(love)** chatting face-to-face in nature.

4 **Use the prompts to write complete sentences in your notebook. Use the *Present Simple* or the *Present Continuous*.**

1 I / have / maths class / 9 a.m. / Friday.
2 Anthony / watch / vlogs / his laptop / every afternoon.
3 How often / you / send / text messages / your best friend?
4 you / write / letters / your pen pal / these days?
5 Emily / not listen / music / her smartphone / at the moment.



5 **What do you do *every day*? *at weekends*? What are you doing *now*? *these days*? *this weekend*? Tell your partner.**

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Past Simple – Past Continuous

6 **Match the sentences to the uses of the tenses.**

Past Simple

1 ☐ actions that started and finished in the past
2 ☐ actions that happened one after another in the past

a He **recorded** a vlog, **edited** the video and **posted** it online yesterday.
b I **didn't send** a letter to my aunt last week.

Past Continuous

3 ☐ an action in progress at a specific time in the past
4 ☐ an action in progress for a period of time in the past
5 ☐ two or more actions in progress at the same time in the past
6 ☐ an action in progress (Past Continuous) when another action interrupted it (Past Simple)

c She **was writing** a blog when I arrived at her house.
d The children **were watching** vlogs all yesterday evening.
e I **was talking** to my friend on the phone at 8:00 p.m. yesterday.
f John **was reading** books while Kate **was watching** TV last night.

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7 1.7 **Choose the word whose underlined part is pronounced differently from the others. Listen and check.**

1	**A** watched	**B** stayed	**C** lived	**D** opened
2	**A** chatted	**B** listened	**C** ended	**D** posted
3	**A** talked	**B** fixed	**C** started	**D** laughed
4	**A** tried	**B** loved	**C** cleaned	**D** wished

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

1 He _____ **(edit)** his profile photo at 9:30 last night.
2 My brother and I _____ **(record)** a new vlog on my smartphone when it _____ **(stop)** working.
3 Tina _____ **(chat)** online while her parents _____ **(watch)** TV.
4 She _____ **(finish)** a blog entry, _____ **(post)** it online and _____ **(wait)** for her readers' comments.
5 A: _____ **(Ashley/send)** text messages to you yesterday?
B: No, she _____ **(call)** me on the phone.
6 A: What _____ **(you/do)** all yesterday afternoon?
B: I _____ **(write)** a letter to my pen pal. I _____ **(finish)** it just before dinner time.

9 **Rearrange the words to make complete sentences in your notebook.**

1 sent / week. / Maria / email / last / me / an
2 send / any / yesterday. / I / text messages / didn't / him
3 update / you / Did / last / social media profile / night? / your
4 was / 10 o'clock / Carrie / a / writing / at / morning. / blog entry / this
5 parents / We / vlog / were / a / our / home. / watching / when / came



10 **What did you do** *yesterday*? *last weekend*? **What were you doing** *at this time yesterday*? *all last Sunday morning/afternoon/evening*? **Tell your partner.**

BẢN MẪU SGK TIẾNG ANH BẢN QUYỀN

1c • Vocabulary

Life – Past and present

1 1.8 **Fill in each gap with the correct word from the list. Listen and check, then repeat.**

• casual • vendors • traditional • online • folk • games

IN THE PAST



wear 1) _____ clothes



buy food from street 2) _____



play 3) _____ games



listen to the radio



ride horses



shop at markets

IN THE PRESENT



wear 4) _____ clothes



eat at restaurants



play computer 5) _____



watch videos 6) _____



drive cars



shop online

Listening

2 1.9 **Listen to Robert and his grandfather talking about life in the past and in the present. Decide if the statements (1–5) are *R* (right) or *W* (wrong).**

1 Robert is playing his favourite computer game right now. ☐
2 Robert's grandfather loved playing folk games when he was a child. ☐
3 Robert is playing games online with his friends this weekend. ☐
4 Robert thinks he should spend more time outside. ☐
5 Robert's grandfather wants to try computer games. ☐

3 **Use the ideas from Exercise 1 and/or your own ideas to talk about life in the past and life in the present.**

People wore traditional clothes in the past, but they wear casual clothes today.

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Everyday English • 1d

Talking about life in the past and in the present

1 1.10 **Read the dialogue and fill in the gaps (1–4) with the sentences (A–D). Listen and check.**

A Today, they watch videos online.
B Things were a lot different in the past.
C Oh, how interesting!
D Today, they wear casual clothes.



Sarah Hi, George! Are you giving your presentation today?

George Oh, hi Sarah! Yes, I'm going to talk about life in the past and life in the present.

Sarah 1) _____
Were clothing styles in the past different from clothing styles today?

George Yes. In the past, people wore traditional clothes.
2) _____

Sarah What about entertainment? Was it different in the past?

George Yes. In the past, people listened to the radio.
3) _____

Sarah How was transport different in the past?

George People walked or rode horses in the past. Today, many people drive cars or take buses or taxis to get around.

Sarah Wow! 4) _____

George They sure were!



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 from Exercise 1 (page 14) and/or your own ideas.**

Pronunciation Linking sounds

1.11 **Listen and notice the linking sounds. Practise saying the sentences with your partner.**

1 What about clothing styles?
2 Let's watch videos online together.
3 What was it like when you were young?
4 I usually eat at restaurants near my house.
5 Life in the past was much different from life in the present.

When one word ends in a consonant sound and the following word starts with a vowel sound, the final consonant sound often links to the beginning vowel sound.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

1e • Grammar

wish + Past Simple



We use ***wish* + *Past Simple*** to express a wish for a thing/situation that is not real in the present.
I wish I had a smartphone. (I don't have a smartphone.)
We wish we weren't shy. (We are shy.)
George wishes he could make a vlog. (George can't make a vlog.)

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1 **Rewrite the sentences using *wish* + *Past Simple*.**

1 He doesn't have a social media account.
He wishes he had a social media account.
2 She isn't a famous travel blogger in her country.
She wishes _____.
3 Their neighbourhood is noisy and polluted.
They wish _____.
4 Michael lives far from his office.
Michael wishes _____.
5 Ann's parents don't let her own a smartphone.
Ann wishes _____.
6 My grandparents can't create an email address.
My grandparents wish _____.

2 **Look at the pictures and say what each person wishes for at the present time.**


1 have a smartphone


2 have a horse


3 can play the piano


4 have long hair


5 have a new games console



6 have an expensive pair of trainers


7 be on a beach holiday


8 live in the countryside

3 **Use *wish* + *Past Simple* to tell your partner what you wish for at the present time.**

I wish I could use my smartphone to make a vlog.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Review

4 **Choose the correct options.**

1 The last train _____ at 11 p.m. every day.
A leaves B left C is leaving D was leaving

2 What _____ at 8:00 yesterday evening?
A did you do B were you doing C do you do D are you doing

3 Jason _____ computer games on Sunday nights.
A plays B played C is playing D was playing

4 _____ on social media while you were shopping online?
A Is Mark going B Did Mark go C Was Mark going D Does Mark go

5 In the past, children _____ folk games to have fun.
A played B are playing C play D were playing

6 She _____ to her favourite songs on her tablet right now.
A doesn't listen B isn't listening C wasn't listening D didn't listen

7 We _____ sightseeing in the countryside all yesterday.
A go B are going C went D were going

8 Hạnh wishes she _____ more followers on her vlog.
A has B is having C had D was having

9 I _____ my homework when my best friend _____ me on the phone.
A did, was calling C did, called
B was doing, called D was doing, was calling

10 My mum _____ a shopping list and then _____ to a nearby market.
A makes, goes C is making, is going
B made, went D was making, went

5 **Put the verbs in brackets into the correct tenses. Use the *Present Simple*, the *Present Continuous* or the *Past Continuous*.**



Lily usually **1)** _____ **(use)** her smartphone for communication and entertainment. Yesterday, she **2)** _____ **(update)** her social media app on her smartphone when it **3)** _____ **(stop)** working. Then, she **4)** _____ **(take)** it to the electronics shop and **5)** _____ **(ask)** them for help. They **6)** _____ **(repair)** it all yesterday afternoon. At the moment, Lily **7)** _____ **(watch)** videos online on her smartphone. In fact, she wishes she **8)** _____ **(have)** a new smartphone, but her parents asked her to wait until her birthday.

6 **Use the time words/expressions in the list and/or your own ideas to make sentences about yourself. Tell your partner.**

- every day
- right now
- at weekends
- tomorrow
- these days
- yesterday
- two weeks ago
- last year
- when/while
- at this time yesterday
- at 9:00 a.m. last Sunday
- all yesterday evening

A: I do the housework every day.
B: I am learning English right now.

BÀI GIẢI SGK TIẾNG ANH 9 RIGHT ON!

If • Skills

Reading

1 **Think** **Look at the pictures. How do you think life in Việt Nam today is different from life in the past?**







Việt Nam – Past and Present

Video

Life in Việt Nam today is different from life in the past and it is still changing.

_____

In the past, parents, children, grandparents, aunts, uncles and cousins often lived together in an extended family. Today, it is common that a nuclear family with parents and children live in a household.

_____

In the past, Vietnamese people mostly travelled on foot. They also got around by hand-drawn carts (rickshaws) or bicycle carts (cyclos). Today, motorcycles are popular, but there are also cars, buses, trains and planes.

_____

A long time ago, most Vietnamese people lived in cottages or small houses, but a lot of people live in tube houses today. Flats in skyscrapers are popular in big cities while there are lots of small brick houses in the countryside.

_____

In the old days, men worked outside the home while women stayed home to do the housework and raise children. Nowadays, both the husband and the wife work and make a good living to support the family.

_____

Long ago, many parents did not usually send girls to school. Nowadays, boys and girls have equal opportunity for education. Also, there are many schools and universities because the Vietnamese highly value education.







• *extended family* • *nuclear family* • *household* • *hand-drawn cart*
• *do the housework* • *raise children* • *make a living* • *support the family*

2 1.12 **Read the text quickly and guess the headings of the paragraphs. Listen and check, then fill in the text with the headings.**

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

1 An extended family often includes parents, children, grandparents, aunts, uncles and cousins. ☐
2 Hand-drawn carts were more popular than bicycle carts in the past. ☐
3 Many Vietnamese people in the countryside live in small brick houses nowadays. ☐
4 Today in Việt Nam, only men work outside the home. ☐
5 In the past, most Vietnamese girls received a good education. ☐

4 **Collect information about other aspects of life in Việt Nam in the past and in the present. Think about *entertainment, clothing, shopping,* etc. Tell the class.**

BẢN MẪU SÁCH TIẾNG ANH BẢN QUYỀN!

Vocabulary

Family life – Past and present

5 1.13 **Listen and repeat. Fill in each gap with the correct phrase from the list.**

- extended family
- nuclear family
- do the housework
- raise children
- make a living
- support the family



1 My parents' salary is good enough to _____ .
2 In my _____, there is my mum, dad, sister and me.
3 My _____ includes my parents, grandparents, aunt, uncle, cousins and me.
4 Women in the old days stayed home to _____ and teach them how to behave well.
5 A long time ago, only men used to _____ by working outside the home.
6 Today, all family members _____ to keep the house clean.



Culture Spot

Cyclos became a popular means of transport in Việt Nam's cities around 100 years ago. You can still see cyclos in some places nowadays, but they are most popular with tourists.



Find information about a means of transport in the past in the UK. Is it still popular today? Present it to the class.

Listening

6 1.14 **Listen to an interview about life in Vietnamese families in the past and in the present. For questions (1–4), choose the correct options (A, B, C or D).**

1 According to Dr Trần, in Vietnamese families, _____ changed over time.
A the family types
B the number of children
C the family life
D the roles of family members

2 Today, around _____ of Vietnamese women have a job outside the home.
A 8%
B 18%
C 80%
D 88%

3 According to Dr Trần, many fathers _____ nowadays.
A spend more time at work
B do more housework
C have more children
D spend less time with their children

4 Today, parents respect their children's _____ .
A roles
B characters
C advice
D opinions

7 **What type of family do you have? What is the role of each family member? Tell your partner.**

I live in a nuclear family. There are four members: my dad, mum, brother and me. My parents work, do the housework and take care of us. My brother and I help with the housework. We always respect each other.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

If • Skills

Writing
(A paragraph about your family life)

Task analysis

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

Your school magazine wants its readers to send in a paragraph about their family life. Write a paragraph for the magazine (about 100–120 words). Include *family type*, *family members*, *housing*, *family lifestyle* and *your opinion*.

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the paragraph. In which part (1–5) does the writer ... ?**

- [a] describe the housing
- [b] describe a family lifestyle
- [c] give an opinion
- [d] list family members
- [e] describe a family type

My family

[1] My family is a nuclear family. [2] There are four members: my father, mother, brother and me. [3] We live in a flat in a big city. It is small but comfortable. [4] My parents take an equal role in my family. They go to work to make a living and share the housework. My parents always respect our opinions. They let us decide on our clothing styles and hobbies. We usually spend time together. We watch TV in the evenings and go to the mall or the park at the weekend. [5] I love my family because we are always there for each other.

Writing Tip **Giving details**

Support facts/opinions by giving details to make our writing more informative.
My parents take equal responsibility for the family. They make a living, share the housework and take care of me.

3 **Read the paragraph again. Circle the facts/opinions and underline the sentences that give details.**

4 **Match the facts/opinions (1–3) with the details (a–c) that support them.**

- [1] We love hanging out together.
- [2] My family is an extended family.
- [3] My sister and I help with the housework.

a. It includes my parents, grandparents, aunt, uncle, cousin and me.
b. We do the washing-up and clean the floor every day.
c. We usually talk to each other in the evenings and play sports at weekends.

Your turn

5 **Write a paragraph about your family life (about 100–120 words). Include *family type*, *family members*, *housing*, *family lifestyle* and *your opinion*.**

Useful Language

Describing your family type
- My family is a nuclear/an extended family.
- I live in a nuclear/an extended family.

Listing your family members
- There are ... members in my family: ... .
- It includes ... .

Describing your housing
- We live in a flat/brick house/tube house, etc. in a city/town/village, etc.
- It is small/big/comfortable ... .

Describing your family lifestyle
- My parents go to work/share (do) the housework/respect our opinions, etc.
- My sister/brother and I help with the housework.
- In our free time, we like ... .
- When we spend time together, we usually ... .

Giving your opinion
- I love my family because ... .
- My family is great because ... .

BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT ON!

Project Time

1 **Find photos showing life in the past and life in the present in your country. Make a poster as in the example.**



Presentation Skills

2 **Use your poster in Exercise 1 to give a presentation to the class about life in the past and life in the present in your country.**

VALUES

Traditional/Modern lifestyle



3 **Do you prefer a traditional lifestyle or a modern lifestyle? Take this quiz to find out.**

1 What style of clothing do you prefer?
A national costumes **B** T-shirts and jeans

2 What kind of music do you prefer?
A classical music **B** pop music

3 What kind of games do you prefer?
A folk games **B** computer games

4 What type of family do you prefer?
A extended family **B** nuclear family

5 What is your favourite hobby?
A reading books **B** watching vlogs



Mostly As
You prefer a traditional lifestyle.
Mostly Bs
You prefer a modern lifestyle.

1 • Progress Check

Vocabulary

1 **Choose the correct options.**

1 Katie keeps a **diary/vlog** and writes in it every day.
2 I am sending a(n) **letter/email** on my smartphone at the moment.
3 Jo goes on **text messages/social media** every day.
4 In the past, children usually played **computer games/folk games** in the playground.
5 My family got together at a **restaurant/ street vendor** to celebrate my birthday yesterday.

5 x 1 = 5 points

2 **Fill in each gap with *drive*, *wore*, *support*, *raised* or *made*.**

1 In the past, most women stayed home and _____ children.
2 Many people _____ traditional clothes at the cultural festival.
3 Most people in my city _____ cars instead of walking or taking public transport.
4 In the old days, only men _____ a living outside the home.
5 Today, both men and women work to _____ their families.

5 x 1 = 5 points

Grammar

3 **Choose the correct options.**

1 Thanh **writes/is writing** an entry in his diary right now.
2 What **were you doing/are you doing** at 4:00 p.m. yesterday?
3 I was watching a video online on my smartphone when its battery **run out/ ran out**.
4 She **sends/is sending** text messages to her friends in the evenings.
5 The children wish they **have/had** a new games console.
6 Emily **is making/was making** new vlogs these days.
7 My father **didn't drive/doesn't drive** his car to work every day.
8 They **are playing/were playing** folk games all yesterday afternoon.
9 Isabella and Simon wish they **are/were** famous bloggers.
10 People usually **rode/ride** horses to get around in the past.

10 x 1 = 10 points

4 **Rewrite the sentences using *wish* + *Past Simple*.**

1 My dad often comes home late.
My dad wishes _____
_____.
2 I don't have her email address.
I wish _____
_____.
3 Ben is addicted to social media.
Ben wishes _____
_____.
4 They can't skateboard up and down the streets.
They wish _____
_____.
5 Rebecca doesn't know how to create a social media account.
Rebecca wishes _____
_____.

5 x 1 = 5 points

Pronunciation

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

1	A watched	C washed
	B talked	D cleaned
2	A sits	C calls
	B looks	D laughs
3	A rained	C rested
	B played	D smiled
4	A stops	C chats
	B reads	D speaks
5	A planned	C fixed
	B wished	D liked

5 x 1 = 5 points

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Listening

6 1.15 **Listen to a dialogue about life in the past and in the present and fill in the gaps (1–5). Write NO MORE THAN TWO WORDS for each gap.**

1 Diane is watching _____ online on her smartphone.
2 Diane's grandmother often listened to _____ on the radio when she was young.
3 Diane's grandmother sometimes played _____ in her old days.
4 Diane's grandmother bought food from _____ when she was young.
5 In her old days, Diane's grandmother got around _____ instead of by car.

5 x 4 = 20 points

Reading

7 **Fill in each gap with ONE suitable word.**

VIỆT NAM: PAST and PRESENT

Fashion

In the **1)** _____ , traditional clothes were the most popular fashions in Việt Nam. *Áo dài* is the traditional clothing item that Vietnamese women wore in the old days. Today, casual **2)** _____ like jeans and T-shirts are very trendy. However, many women still like wearing this beautiful piece of clothing. They wear *áo dài* at school, at work and on some special occasions.

Entertainment

Entertainment plays a significant role in daily life in Việt Nam today, just as it did in the past. A long time ago, people **3)** _____ to music for entertainment. There were many traditional musical instruments and songs, and people watched musical performances live or listened to them on the radio. Today, traditional songs are still popular in Việt Nam, but people usually **4)** _____ videos of performances online.

Shopping

Shopping is also different from the way it was in the past. People used to shop at markets, but today they can enjoy **5)** _____ online. It is more convenient to buy items from online shops because there are so many options to choose from and they don't have to travel far to get things they need.

5 x 4 = 20 points

Everyday English

8 **Match the sentences (1–5) to (a–e) to make exchanges.**

1 ☐ How was transport different in the past?
2 ☐ Things were a lot different in the past.
3 ☐ Was entertainment different in the old days?
4 ☐ Were clothing styles in the past the same as clothing styles today?
5 ☐ What about shopping in the past?

a In the past, people walked or rode horses.
b Yes, people often listened to the radio a long time ago.
c No, people wore traditional clothes in the old days.
d They sure were!
e People shopped at markets in the past.

5 x 2 = 10 points

Writing

9 **Write a paragraph about your family life (about 100–120 words). Include *family type, family members, housing, family lifestyle* and *your opinion*.**

20 points
TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for gist (heading guessing, multiple choice) ☆☆☆
- read for specific information (R/W/DS statements) ☆☆☆

Listening
- listen for specific information (multiple matching; R/W statements; multiple choice) ☆☆☆

Speaking
- talk about life in the past and in the present ☆☆☆

Writing
- write a paragraph about your family life ☆☆☆

BẢN MẪU SÁCH TIẾNG ANH BẢN QUYỀN

2 Natural Wonders and Travel

What's in this unit?

- **Vocabulary**
  - Natural wonders
  - Travel
  - Types of holidays
- **Grammar**
  - Infinitives (*to*-infinitives, infinitives without *to*)
  - *-ing* forms
  - *Wh-* question words before *to*-infinitives
  - *too – enough*
- **Pronunciation**
  - /æ/ – /ɑː/
  - /əʊ/ – /aʊ/ – /ʊə/ – /ɔɪ/
- **Reading**
  - *Natural Wonders* (article – table completion; R/W/DS statements)
  - *Phú Quốc Island* (advert – heading matching; R/W/DS statements)
- **Listening**
  - A dialogue (table completion)
  - A dialogue (multiple choice)
  - A dialogue (gap filling)
- **Speaking**
  - Describe a travel experience
- **Writing**
  - A travel blog post about a tourist destination
- **CLIL (Citizenship)**
  - *Tourism and Natural Wonders*

Vocabulary

Natural wonders

1 1.16 **Listen and repeat.**

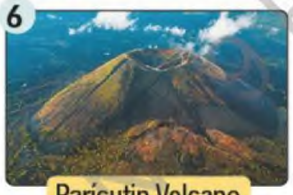

1 the Northern Lights

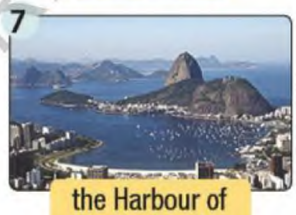

2 the Grand Canyon


3 Mount Everest


4 Victoria Falls


5 the Great Barrier Reef


6 Paricutin Volcano


7 the Harbour of Rio de Janeiro

Pronunciation (/æ/ – /ɑː/)

2 1.17 **Put the words into the correct columns. Practise saying them with your partner.**

- grand
- particle
- natural
- hard
- travel
- harbour
- large
- canyon
- barrier
- carve

words with /æ/	words with /ɑː/

Listening

3 1.18 **Listen to a dialogue about holidays to some natural wonders and complete the gaps (1–5). Write ONE WORD AND/OR A NUMBER for each gap.**

Natural wonder	Where	When	With whom
Mount Everest	between Nepal and Tibet	1) _____	family
Parícutin Volcano	2) _____	3) _____	cousins
The Harbour of Rio de Janeiro	4) _____	2021	5) _____

4 **Imagine you visited some natural wonders in Exercise 1. Tell your partner about your trip.**

In 2021, I visited the Harbour of Rio de Janeiro in Brazil with my family. It is a wonderful place.

BẢN MẪU SGK TIẾNG ANH - BẢN QUYỀN!

Reading • 2a

5 Think 1.19 **Look at the pictures. What do you think the text is about? Listen and read to find out.**

Video

NATURAL WONDERS

The Seven Natural Wonders of the World are natural sites with outstanding qualities. Read on to learn about two wonders.



THE NORTHERN LIGHTS The Northern Lights is one of the world's most impressive natural wonders. They are usually in Norway, Greenland and Iceland. You can also see them in parts of Sweden, Finland, Scotland, Siberia, Canada and Alaska, USA. Bright flashes of colourful lights fill the sky and that creates an amazing sight. These lights appear when charged particles from the Sun interact with the Earth's magnetic field. What makes the Northern Lights so special? Since they appear only near the Arctic Circle, not everyone can see them. Would you like to see them if you get the chance?

THE GRAND CANYON The Grand Canyon is a massive natural wonder in northern Arizona, USA. The Colorado River formed the Grand Canyon over many thousands of years. Its water carved the rock into the amazing canyon we see today. What makes the Grand Canyon special is not the process of formation. It is the size. The canyon stretches across around 445 kilometres of land. It is over 1.5 kilometres deep and almost 30 kilometres wide at some points. This is a truly grand sight for anyone to see.



• *outstanding* • *charged particle* • *interact* • *magnetic field* • *the Arctic Circle* • *massive* • *carve* • *process* • *formation* • *stretch* • *grand*

Culture Spot

Hạ Long Bay is in northern Việt Nam. In 1994, the United Nations declared Hạ Long Bay a UNESCO World Heritage Site. The bay is special because it has around 2,000 islands, and they are home to a variety of unique animal and plant life.



Find information about a natural wonder in the UK.

6 **Read the text again and complete the gaps (1–4). Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each gap.**

Name	The Northern Lights	The Grand Canyon
Location	near the **1)** _____	**3)** _____
Description	bright flashes of **2)** _____ fill the sky	stretches across around 445 km of land, over 1.5 km deep, almost **4)** _____ wide

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

1 The Northern Lights appear the most often in Norway. ☐
2 The Northern Lights appear because of the interaction between charged particles from the Sun and the Earth's magnetic field. ☐
3 It is easy to see the Northern Lights. ☐
4 It took a thousand years to form the Grand Canyon. ☐
5 The Grand Canyon is special because of its size. ☐

8 **Collect information about a natural wonder in your country under the headings *name*, *place* and *description*. Present the information to the class.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

2b • Grammar

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

We use ***to*-infinitives**:
- after ***plan, agree, decide, ask, hope, promise, want, need, accept, refuse***, etc. She **planned not to spend** her holiday in Paris.
- after ***would love*** and ***would like***. I **would like to visit** Hạ Long Bay one day.
- to express purposes. We hiked to the top of the mountain **to take** photos.
- after ***it* + *be* + adjective**. **It is easy to book** a flight online.

We use **infinitives without *to*** after:
- modal verbs (***can***, ***must***, ***should***, etc.). We **must arrive** at the airport soon.
- ***let*** and ***make***. The teacher **made us stay** away from the coral reef.
- ***had better***. You **had better save** some money if you want to travel abroad.

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1 **Put the verbs in brackets into *to*-infinitives or infinitives without *to*.**

1 It is important _____ **(finish)** your hike before night falls.
2 Andrea would like _____ **(see)** the Great Barrier Reef one day.
3 Jennifer decided _____ **(not/explore)** the site on her own. She booked a tour instead.
4 We must _____ **(wear)** a good pair of hiking boots when we go hiking to Mount Fansipan.
5 My parents let me _____ **(choose)** the place for our summer holiday.
6 They refuse _____ **(stay)** in a hotel room without a view of the sea.
7 He had better _____ **(book)** a train ticket soon or there won't be any left.
8 I planned _____ **(not/travel)** overseas this year; I'm saving money for my next English course.

2 **Reorder the words/phrases to make complete sentences.**

1 take a trip / planned / Tây Ninh. / in / to / I / Bà Đen Mountain / to
_____
2 travelled / We / Africa / to / the beauty of Victoria Falls. / to experience
_____
3 me / Parícutin Volcano / to / My parents / take / to / in Mexico. / promised
_____
4 climb / when / sleeping bags / They / bring / Mount Everest. / had better / they
_____
5 the Northern Lights / You / when / take pictures / should / of / you / them. / see
_____

3 **Make sentences about yourself using the verbs/structure in the theory box. Practise saying them with your partner.**

I wanted to go to Victoria Falls this year, but my parents decided to wait until next year.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar • 2b

-ing forms

We use ***-ing* forms**:

- as a subject. **Hiking** is an enjoyable way to see natural wonders.
- after ***avoid***, ***consider***, ***suggest***, ***deny***, ***mind***, ***spend*** (time), etc.
  I **suggest going** on a sightseeing tour in the city.
- after ***fancy***, ***dislike***, ***enjoy***, ***hate***, ***like***, ***love***, ***prefer,*** etc. to express general preferences. Do you **prefer flying** when you travel?
- after ***can't help***, ***can't stand***, etc.
  Tourists **can't help falling** in love with the beautiful landscapes of Việt Nam.
- after ***go*** when talking about activities.
  Do you **go shopping** at markets when you travel abroad?

p. 118



4 **Put the verbs in brackets into *to*-infinitives, infinitives without *to* or *-ing* forms.**

1 Steve suggested _____ **(climb)** Mount Everest this summer.
2 Tom can't stand _____ **(visit)** crowded and noisy places.
3 She doesn't mind _____ **(sleep)** in a tent on a camping trip.
4 _____ **(explore)** the city on foot is the best way to see the sights.
5 We don't go _____ **(swim)** near the Great Barrier Reef to protect it.
6 I can't help _____ **(talk)** about my trip all the time; it was so enjoyable.
7 They would love _____ **(live)** in a coastal village with a peaceful lifestyle.
8 You shouldn't _____ **(stand)** too close to the edge of the Grand Canyon.
9 We didn't really expect _____ **(enjoy)** our holiday, but it was amazing.
10 My aunt usually spends time _____ **(see)** tourist attractions on her holidays.

5 **Use the prompts and the *Present Simple* to make complete sentences.**

1 It / be / exciting / travel / Brazil / see / the Harbour of Rio de Janeiro
_____.
2 She / usually / go hiking / the forest / her friends / weekend
_____.
3 They / not let / visitors / take photos / works of art / the museum
_____.
4 Jenny / enjoy / discover / beautiful scenery / her trips / new places
_____.
5 We / suggest / visit / Hạ Long Bay / Quảng Ninh Province / next year
_____.

6 **Make sentences about yourself using the verbs/phrases in the theory box. Practise saying them with your partner.**

I always go swimming at the beach, but I avoid lying in the sun for a long time.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT NOW!

2c • Vocabulary

Travel

1 1.20 **Listen and repeat.**


travel agent


tour guide


destination


accommodation


hotel facilities


guesthouse


package holiday


guided tour

2 **Complete the gaps (1–8) with the words/phrases from Exercise 1.**



Listening

3 1.21 **Listen to Steve and Anna talking about Steve's holiday. For questions (1–5), choose the correct options (A, B, C or D).**

1 Steve went to Italy with _____.
A his brother B his grandparents C his parents D a tour guide

2 A travel agent helped Steve book _____.
A accommodation B a package holiday C train tickets D flights

3 Steve's favourite place is _____.
A Florence B Milan C Rome D Verona

4 Anna is going to _____ this winter.
A go camping B go sightseeing C go hiking D go skiing

5 Steve and Anna mainly talk about _____.
A types of holidays C how they spent their summer
B holiday activities D their opinions about travel

4 Think **Imagine you went on holiday last month. Tell your partner about your travel experience. Talk about *destination*, *accommodation*, *length* and *activities*.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Everyday English • 2d

Describing a travel experience

1 1.22 **Read the dialogue and fill in the gaps (1–5) with the sentences (A–E). Listen and check.**

Richard Hi, Gloria! How was your summer?

Gloria It was great, Richard! My family went on a holiday abroad.

Richard Really? **1)** _____

Gloria We went to Ba Bể National Park in Việt Nam.

Richard That sounds interesting!
2) _____

Gloria We took a plane to Hà Nội, then took a coach to get to the destination.

Richard **3)** _____

Gloria We stayed at a traditional guesthouse. It was very different from a hotel with lots of facilities.

Richard What fun! **4)** _____

Gloria We went on a boat trip, went hiking and went fishing.

Richard How exciting! **5)** _____

Gloria We stayed for two weeks.

Richard It's a wonderful destination! I would love to go there someday.

A How long did you stay there?
B What did you do there?
C Where did you stay?
D Where did you go?
E How did you get there?





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 ideas below and/or your own ideas.**

DESTINATION: the Harbour of Rio de Janeiro, Brazil
TRANSPORT: plane to Mexico City, train to the harbour
ACCOMMODATION: hotel with lots of facilities
LENGTH OF STAY: one week
ACTIVITIES: experience the nightlife, go shopping

DESTINATION: the Hoàng Liên Sơn Mountain Range, Việt Nam
TRANSPORT: plane to Hà Nội, bus to the mountain range
ACCOMMODATION: camping tent
LENGTH OF STAY: three days
ACTIVITIES: take photos, go hiking

Pronunciation /əʊ/ – /aʊ/ – /ʊə/ – /ɔɪ/

1.23 **Listen and tick (✓). Practise saying the words with your partner.**

	/əʊ/	/aʊ/	/ʊə/	/ɔɪ/
enjoy				
tour				
photo				
mountain				

	/əʊ/	/aʊ/	/ʊə/	/ɔɪ/
hotel				
house				
sure				
soil				

BẢN MẪU SÁCH TIẾNG ANH © BRIGHT ON!

2e • Grammar

Wh- question words before *to*-infinitives



We use a *Wh-* question word (***who, what, where, when*** or ***how***) before a ***to*-infinitive** to express an indirect question.
Tom wants to know **how to book** a guided tour.
He told us **what to bring** before we left on our trip.
Lucy can't find **where to put** her luggage on the bus.
I asked the travel agent **when to buy** my tickets for the best price.
They aren't sure **who to ask** about a discount on their hotel room.

p. 118

1 **Fill in each gap with *who, what, where, when* or *how*.**

1 The tour guide told us _____ to arrive at the waterfall to get the best photos.
2 I want to book accommodation for my holiday, but I don't know _____ to do it.
3 Judy can't decide _____ to go on holiday this year because there are so many interesting destinations.
4 Could you tell me _____ to contact for a package holiday to Việt Nam?
5 There are many things to do at the Grand Canyon; I'm not sure _____ to do first.

2 **Rewrite the sentences using *Wh-* question words + *to*-infinitives.**

1 A local tells me where I can find a good guesthouse.
A local tells me where to find a good guesthouse.
2 She is explaining what we should do to check in online for our flight.
She is explaining _____.
3 We will ask the locals where we can buy some special souvenirs in Hà Nội.
We will ask the locals _____.
4 The tour guide advised us where we could try some delicious local foods.
The tour guide advised us _____.
5 The tourists want to know how they should get to the Great Barrier Reef.
The tourists want to know _____.
6 She is showing me how I can check in at the airport before the flight.
She is showing me _____.
7 Did the school tell us what we should bring along on the trip?
Did the school tell us _____?
8 Amy can't decide who she wants to travel with on her holiday to Bản Giốc Waterfall.
Amy can't decide _____.

3 **Your friend visited a natural wonder last year. You want to visit the place this year. Ask him/her questions to get the information you want.**

A: I want to know how to get to the Grand Canyon.
B: You can take a tour bus or you can drive there.
A: I don't know when to visit it.
B: You should go in spring, etc.



BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT ON!

Grammar • 2e

too – enough

- *too* + adjective + *to*-infinitive
  Alaska is **too cold** for tourists **to visit** in winter.
- *enough* + noun + *to*-infinitive
  She didn't have **enough energy to hike** to the top of the mountain.
- (not) + adjective + *enough* + *to*-infinitive
  This tourist attraction is **exciting enough to keep** us busy.
  The hotel is **not cheap enough** for us **to stay** at.

p. 118



4 **Fill in each gap with *too* or *enough*.**

1 Do we have _____ time to visit Tà Đùng Lake today?
2 Susie was _____ tired to go on a sightseeing tour in the city.
3 The weather is _____ foggy for us to see the Northern Lights tonight.
4 The hotel bus is not full _____ to leave yet, so we're waiting for more guests.
5 My health is good _____ to go hiking in the Hoàng Liên Sơn Mountain Range.

5 **Combine the sentences using the words in brackets.**

1 The weather isn't good. We can't go sightseeing. **(ENOUGH)**
The weather isn't good enough for us to go sightseeing.
2 The holiday destination is very far. We can't get there by car. **(TOO)**
_____
3 I was close to Parícutin Volcano. I could take good photos of it. **(ENOUGH)**
_____
4 The Grand Canyon is dangerous. We shouldn't get close to the edge. **(TOO)**
_____

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

1 The weather is too cold to go on a beach holiday.
The weather isn't warm enough to go on a beach holiday.
2 It isn't safe enough to climb Mount Everest on windy days.
It's _____.
3 The flight tickets to the UK are too expensive for us to buy.
The flight tickets to the UK aren't _____.
4 The hike in the Grand Canyon isn't easy enough for me to complete.
The hike in the Grand Canyon is _____.

7 **Describe a holiday you had using *too* and *enough*. Talk about *the weather*, *accommodation* and *activities*.**

On our holiday, the weather was too cold to go swimming. The hotel facilities were comfortable enough to enjoy. There were enough activities to do like sightseeing, shopping and camping. There wasn't enough time for us to try all the local foods.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

2f • Skills

Reading

1 **Think** **Read the text quickly. What is it about?**

Video



Phú Quốc Island is a popular beach holiday destination in Kiên Giang, Việt Nam. Each year, five million visitors come to enjoy their time on this charming island.

A There are many different types of accommodation, such as bungalows, guesthouses, hotels and resorts. So you will surely find something affordable to book a room for your stay. Visitors will be very pleased when they see the facilities of some hotels here, such as swimming pools, restaurants, gyms and so much more.

B Phú Quốc Island has plenty of things for tourists to see. The first thing you will notice is the white sandy beaches with clear blue water. You will also enjoy the island's tropical green jungle with gorgeous waterfalls and unique opportunities to see the wildlife. Be sure to bring your camera, so you don't miss the perfect shots.

C There are also lots of amazing things to keep you busy on Phú Quốc Island. You can sunbathe on the beaches, swim in the sea, go snorkelling and go scuba diving. A visit to the Hộ Quốc Pagoda will give you a chance to meditate and enjoy the ocean views. You can also explore fishing villages to learn more about the local culture. Don't forget to try the delicious seafood at the local restaurants or the night markets.



• *affordable* • *bungalow* • *tropical* • *jungle* • *gorgeous* • *waterfall* • *unique* • *snorkelling* • *scuba diving* • *meditate*

2 1.24 **Read the text again. Match the headings (1–4) to the paragraphs (A–C). There is one extra heading. Listen and check.**

1 Make Your Eyes Happy
2 Souvenir Shopping
3 Stay Somewhere Amazing
4 Endless Things to Do

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

1 Five million people visit Phú Quốc Island each year. ☐
2 Most of the hotels on Phú Quốc Island have swimming pools, restaurants and gyms. ☐
3 You can enjoy the beautiful scenery and the wildlife on Phú Quốc Island. ☐
4 You can see the ocean from the Hộ Quốc Pagoda. ☐
5 On Phú Quốc Island, seafood in restaurants is more delicious than seafood in night markets. ☐

4 **Collect the information from the text about Phú Quốc Island under the headings *location*, *type of holiday*, *accommodation* and *what to see and do*. Present the information to the class.**

BẢN MẪU SGK TIẾNG ANH © BRIGHT ON!

Vocabulary

Types of holidays

5 1.25 **Listen and repeat.**



cruise



safari



beach holiday



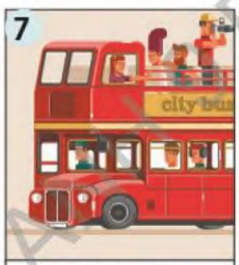
volunteer holiday



camping holiday



city break



sightseeing holiday



adventure holiday

6 **Suggest a destination in your country for each type of holiday in Exercise 5.**

I suggest visiting Tà Xùa for a camping holiday because it has lots of beautiful scenery.

Listening

7 1.26 **Listen to a dialogue about a holiday plan and fill in the gaps (1–5). Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each gap.**

Destination: the Philippines
Type of holiday: 1 _____
Flight details: • depart from London at 2 _____
• arrive in Manila at 8:30 p.m.
Accommodation: 3 _____ Hotel
Length of stay: 4 _____ weeks
Activities: • see the sights with a tour guide
• visit 5 _____
• take a tour in the countryside to see volcanoes, waterfalls and beaches



8 Think **Imagine you are going on holiday with your friends. Make a plan for your holiday and present it to the class.**

BẢN MẪU SGK TIẾNG ANH RIGHT NOW!

2f • Skills

Writing (A travel blog post about a tourist destination)

Task analysis

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

Write a post in your travel blog about a tourist destination (about 100–120 words). Include *name, location, people, accommodation* and *what to see and do*.

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the blog post. In which part (1–3) does Lacy ... ?**

a ☐ make a comment
b ☐ greet readers and introduce the topic
c ☐ describe the destination (name, location, people, accommodation, what to see and do)



A Holiday in the Caribbean? How Cool!

1 Hi everyone! If you enjoy a holiday with lots of beautiful sights, a trip to the islands in the Caribbean Sea is a perfect destination for you. 2 The Caribbean Sea is home to many island countries such as Jamaica, Barbados and Aruba. This means you will have lots of places to spend your holiday. The people of the Caribbean islands are very friendly and cheerful. You can stay in luxury hotels, beautiful guesthouses or even simple beach huts. There are so many things to see and do such as taking pictures, going shopping and eating delicious local dishes. 3 Would you like to visit such amazing places?

Comment

Writing Tip **Starting/Ending a blog post**

To make our blog entry more interesting to the readers, we can:
- address the readers directly.
- ask a question.

3 **How does Lacy start/end her blog post? Underline the sentences in the text.**

4 **Read the sentences. Mark *I* (introduction), *D* (description) and *C* (comment).**

1 Do you love visiting historic places on a sightseeing holiday? ☐
2 Huế is a popular destination in central Việt Nam. ☐
3 Huế has many interesting things to see, such as historic buildings and sites. ☐
4 The people in Huế are very kind and helpful. ☐
5 A trip to Huế is an unforgettable sightseeing holiday. ☐
6 You can stay in a luxury hotel or a comfortable guesthouse. ☐

Your turn

5 **Write a post in your travel blog about a tourist destination in your country (100–120 words). Include *name, location, people, accommodation* and *what to see and do*.**

Useful Language

Greeting readers and introducing the topic
- Hello, readers!/Hi, everyone!
- Do you want to have a(n) relaxing/interesting/exciting, etc. holiday? You had better go to ... .
- If you like/enjoy ..., ... is a perfect destination for you.

Describe the destination (name, location, people, accommodation, what to see and do)
- ... is in the north/south, etc. part of .../near ... .
- The people ... very friendly/cheerful, etc.
- There are so many things to see/do in ... .
- One/Another popular thing to see/do in ... is ... .
- Visitors/You can ... .

Making a comment
- It was the holiday/trip/cruise of a lifetime!
- Do you enjoy visiting/Would you like to visit such a beautiful/wonderful place?

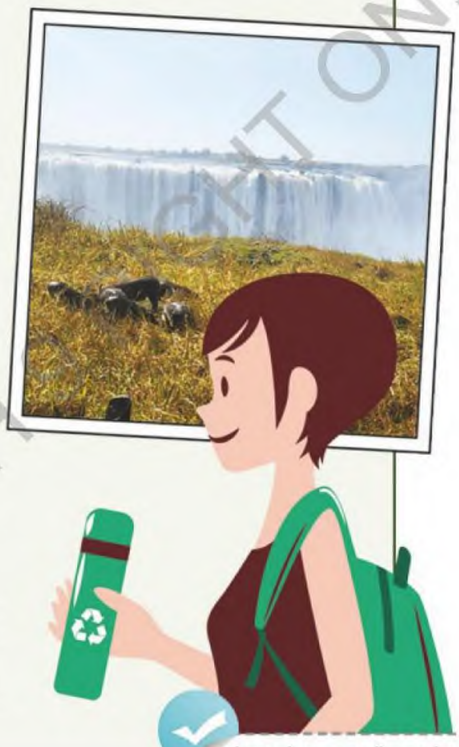
ĐÂY MẪU SGK TIẾNG ANH © PICTION!

Reading

1 Think 1.27 **Listen and read the text quickly. What is it about?**

Video

Tourism and NATURAL WONDERS



People love visiting natural wonders because they are unique and charming. However, the development of tourism can have some negative effects on natural wonders by causing pollution, soil erosion and habitat destruction. First of all, tourists produce waste which can pollute the air, water and soil around natural wonders. Secondly, by hiking or climbing natural wonders, tourists may add to the problem of soil erosion. Finally, people often build hotels near natural wonders. This construction can lead to habitat destruction, which causes harm to plants and animals in the area.

Despite these negative effects, we can preserve natural wonders in many ways. Firstly, we can create laws against littering to reduce the amount of waste from tourists. Secondly, we can have laws that force people to respect natural habitats and not to harm nature in any way when they construct buildings near the wonders. Finally, we can raise public awareness of the importance of preserving natural wonders. As a result, natural wonders will be around for future generations to enjoy.

- *charming* • *soil erosion*
- *habitat destruction*
- *waste* • *construction*
- *preserve* • *law* • *litter*
- *raise awareness*

2 **Read the text again and answer the questions (1–4) in your notebook.**

1 Why do people love visiting natural wonders?
2 What are the negative effects of tourism on natural wonders?
3 What does waste from tourists pollute?
4 What can the hotel construction lead to?

3 **Read the text again and complete the sentences (1–5). Write NO MORE THAN TWO WORDS for each gap.**

1 When tourists hike or climb _____, they can cause soil erosion.
2 To reduce the amount of waste from tourists, we can create _____ against littering.
3 When people construct buildings near natural wonders, they have to _____ natural habitats and mustn't _____ nature.
4 We can raise _____ of the importance of preserving natural wonders.
5 If we preserve natural wonders, they will be around for _____ to enjoy.

4 Think **Collect the information from the text to make a poster about the negative effects of tourism on natural wonders and ways to preserve them. Present the information to the class.**

BẢN MẪU SGK TIẾNG ANH

2 Progress Check

Vocabulary

1 **Choose the correct options.**

1 I hope to see some lions and elephants on my **safari/cruise** holiday.
2 Many sea animals live on **waterfalls/reefs**.
3 Let's go on a **camping/beach** holiday and stay in a tent in the forest.
4 They walked to the **volcano/harbour** to see the beautiful blue water.
5 It was tiring to climb to the top of the **canyon/volcano**, but we had a good time.

5 x 1 = 5 points

2 **Fill in each gap with *accommodation, tour guide, travel agent, hotel facilities* or *destination*.**

1 The _____ helped us book our train tickets for our holiday.
2 Our package holiday includes the flights, _____ and meals.
3 The Grand Canyon is a popular tourist _____ in the USA.
4 Our _____ showed us around the sites in the city.
5 We booked a room at a hotel with good _____ like a gym, a swimming pool and a spa.

5 x 1 = 5 points

Grammar

3 **Put the verbs in brackets into *to*-infinitives, infinitives without *to* or *-ing* forms.**

1 The friendliness of the local people makes the tourists _____ **(feel)** at home.
2 Jill and Sam hope _____ **(see)** the Great Barrier Reef on their trip to Australia next month.
3 You had better _____ **(book)** your flight ticket right away or it will be too expensive.
4 Do you go _____ **(shop)** a lot when you travel abroad?
5 He likes _____ **(take)** photos on his trips.

5 x 1 = 5 points

4 **Rewrite the sentences without changing their meanings in your notebook.**

1 The hotel is too far for us to walk to.
The hotel isn't _____.
2 It's too risky to go near the volcano.
It isn't _____.
3 A cruise isn't cheap enough to afford.
A cruise is _____.
4 Can you tell me where I can try some Vietnamese dishes?
Can you tell me _____?
5 Liz wants to know how she can get to the airport.
Liz wants to know _____.
6 Let's find out when we should book our holiday to get the best price.
Let's find out _____.
7 I don't know what I should pack for my camping trip.
I don't know _____.
8 Can you tell me who I should contact for a guided tour?
Can you tell me _____?
9 The weather isn't warm enough to go swimming in the sea.
The weather is _____.
10 Henry is too young to take part in a volunteer holiday.
Henry isn't _____.

10 x 1 = 10 points

Pronunciation

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

1	A	bl<u>ow</u>	C	sn<u>ow</u>
	B	l<u>ow</u>	D	d<u>ow</u>n
2	A	c<u>a</u>re	C	h<u>a</u>rd
	B	l<u>a</u>rge	D	p<u>a</u>rk
3	A	h<u>ou</u>se	C	m<u>ou</u>th
	B	t<u>ou</u>r	D	s<u>ou</u>nd
4	A	p<u>a</u>ckage	C	h<u>a</u>rbour
	B	tr<u>a</u>vel	D	c<u>a</u>nyon
5	A	c<u>a</u>mera	C	b<u>a</u>rrier
	B	s<u>a</u>fari	D	n<u>a</u>tural

5 x 1 = 5 points

BẢN MẪU SGK TIẾNG ANH 5 RIGHT ON!

Listening

6 1.28 **Listen to a dialogue about a holiday plan and fill in the gaps (1–5). Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each gap.**

Destination: Thailand
Flight details: leave London at 9:00 p.m., arrive in Bangkok at 1 _____
Type of holiday: 2 _____
Accommodation: 3 _____ Hotel
Length of stay: 4 _____ days
Activities: visit a 5 _____, see beautiful waterfalls, take photos of the wildlife, go surfing and scuba diving at the beach

5 x 4 = 20 points

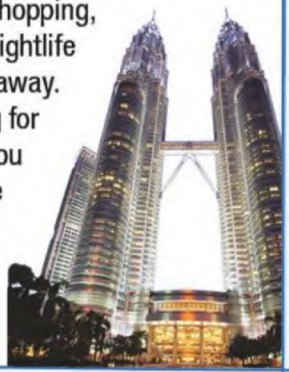
Reading

7 **Complete the gaps (1–5) with *destination, dishes, time, adventure* and *beaches*.**

Malaysia

Visiting Malaysia is an exciting way to discover new places, see interesting sights and participate in fun activities. Every year, thousands of people come to visit this beautiful and unique destination.

Visitors spend **1)** _____ doing lots of different activities in Malaysia. Many people come to sit back and relax on the country's beautiful sandy **2)** _____ with clear blue water. Others enjoy travelling on foot or by boat on an exciting **3)** _____ holiday to explore the country's mountains, caves and rivers. Other visitors like trying delicious **4)** _____ from some of the best restaurants in the world. There are also lots of interesting places to go shopping, experience entertaining nightlife and dance the night away. Malaysia truly has something for everyone. So, why don't you take your chance to see everything this remarkable **5)** _____ has to offer for yourself? You won't be disappointed!



5 x 4 = 20 points

Everyday English

8 **Match the sentences (1–5) to (a–e) to make exchanges.**

1 ☐ How did you get there?
2 ☐ Where did you stay?
3 ☐ Where did you go on holiday?
4 ☐ What did you do there?
5 ☐ How long did you stay there?

a. We went sightseeing and experienced the city's nightlife.
b. We booked a flight with a travel agent.
c. We stayed for a week, but I would like to go again one day.
d. We stayed at a really beautiful hotel with lots of facilities.
e. We went to New Zealand.

5 x 2 = 10 points

Writing

9 **Write a post in your travel blog about a tourist destination (100–120 words). Include *name, location, people, what to see and do* and *your comments*.**

20 points
TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for gist (heading matching) ☆☆☆
- read for specific information (table completion; R/W/DS statements) ☆☆☆

Listening
- listen for specific information (table completion; multiple choice; gap filling) ☆☆☆

Speaking
- describe a travel experience ☆☆☆

Writing
- write a travel blog post about a tourist destination ☆☆☆

BẢN MẪU SGK TIẾNG ANH 9 GLOBAL SUCCESS

3 Healthy Lifestyle

What's in this unit?

- **Vocabulary**
  - Benefits of sports and exercise
  - Healthy lifestyle
  - Food groups
- **Grammar**
  - Modals
  - Modals in conditional type 1
  - Phrasal verbs
- **Pronunciation**
  - /g/ – /dʒ/
  - Sentence stress
- **Reading**
  - *Why Working Out Is Worth It* (article – multiple choice; R/W/DS statements)
  - *Food for Life* (article – text completion; R/W/DS statements)
- **Listening**
  - An interview (R/W statements)
  - A monologue (multiple choice)
  - An interview (flow chart completion)
- **Speaking**
  - Ask for/Give advice on a healthy lifestyle
- **Writing**
  - A paragraph about a healthy lifestyle
- **Project**
  - *Dos* and *Don'ts* for a healthy lifestyle (leaflet)

Vocabulary

Benefits of sports and exercise

1 1.29 **Fill in each gap with the correct verb from the list. Listen and check, then repeat.**

• strengthen • prevent • boost • get • reduce • build



1 _____ fit



2 _____ body



3 _____ energy



4 _____ diseases



5 _____ stress



6 _____ relationships

Pronunciation (/g/ – /dʒ/)

2 1.30 **Listen and put the words into the correct columns. Practise saying them with your partner.**

• damage • energy • jog • manage • gain
• image • regular • gym • good • teenager

words with /g/	words with /dʒ/

Listening

3 1.31 **Listen to an interview about the benefits of sports and exercise for teenagers. Decide if the statements (1–5) are *R* (right) or *W* (wrong).**

1 The interview takes place at a gym. ☐
2 If teenagers exercise for half an hour every day, they can get fit. ☐
3 Teenagers and adults eat the same amount of food. ☐
4 Exercising makes teenagers feel very tired. ☐
5 Playing team sports helps teenagers build relationships. ☐

4 1.31 **Listen to the interview from Exercise 3 again and take notes. Ask and answer about the benefits of sports and exercise for teenagers.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

5 1.32 **Listen and read the text quickly. What are the main benefits of sports and exercise mentioned in the text?**

Video

Why Working Out Is Worth It

Sports and exercise are beneficial, but we might not know what exactly those benefits are.



Sports and exercise can improve our physical health. We burn calories and build muscles during workouts, so we can become fitter. However, getting fit is not the only benefit of sports and exercise for our bodies. They can also boost our energy levels and help prevent diseases such as heart disease and cancer.

Sports and exercise can also provide great mental health benefits that we may not know. Working out can help us maintain a healthy weight and have a good appearance, which can build our confidence. Besides, exercising is an excellent way to avoid stress by reducing stress hormones and improving sleep. It can also help us build relationships and make friends with people who share our interests.

As a teenager, it can be hard to make time for exercise in your busy schedule. However, there are many ways to fit a workout into your busy schedule. You can join an after-school sports team or fitness club or do exercise at home. In these ways, you can get all the benefits of sports and exercise although you do not have much free time.

- *work out* • *worth it*
- *beneficial* • *physical health*
- *calorie* • *muscle* • *workout*
- *cancer* • *mental health*
- *maintain* • *stress hormone*

6 **Read the text again. For questions (1–3), choose the correct options (A, B, C or D).**

1 Which is NOT mentioned in the text as a benefit of sports and exercise?
- **A** We can avoid some diseases.
- **B** We can get taller.
- **C** We can become more energetic.
- **D** We can improve our fitness.

2 According to the text, what can make you feel more confident?
- **A** reducing stress
- **B** building relationships
- **C** having a good appearance
- **D** sharing our interests

3 Which is NOT mentioned in the text as a way for teenagers to work out?
- **A** taking part in a sports competition
- **B** joining an after-school sports team
- **C** joining a fitness club
- **D** doing exercise at home

7 **Read the text again and decide if the statements (1–4) are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Sports and exercise can make our muscles stronger. ☐
2 Exercising can bring benefits to our physical health only. ☐
3 Doing exercise can help us sleep better. ☐
4 Joining a fitness club is the best way for teens to work out. ☐

8 Think **What do you think is the most important benefit of playing sports and exercising? Why? Tell your partner.**

BẢN MẪU SÁCH TIẾNG ANH 9 EXPLORE ON!

3b Grammar

Modals

can/may/might (Possibility)
I **may/might** start exercising today. I **can** improve my health by doing exercise. (It's possible.)

should/shouldn't (Advice)
You **should** exercise for at least 30 minutes every day. (I advise you to.)
You **shouldn't** spend too much time online. (I advise you not to.)

must/have to/had to (Obligation/Necessity)
I **must** exercise every day to boost my energy. (It's my obligation.)
You **have to/had to** be on time for badminton practice. (It is/was a rule.)
She **has to/had to** go jogging every day to lose weight. (It is/was necessary.)

don't have to/didn't have to (Lack of necessity)
You **don't have to** pay to join the sports club; it's free. (It isn't necessary.)
He **didn't have to** go to football practise yesterday. (It wasn't necessary.)

mustn't (Prohibition)
We **mustn't** leave our personal belongings at the gym. (It's against the rules/laws.)

pp. 118–119



1 **Choose the correct options.**

1 I **must/mustn't** work out regularly to have good physical and mental health.
2 I **may/must** go swimming after school tomorrow. I'll think about it.
3 You **shouldn't/don't have to** exercise right after eating a big lunch.
4 Mike **mustn't/didn't have to** buy new running shoes; he already had some.
5 Neil **had to/should** walk in the rain after football practice yesterday.
6 A: I **might/have to** go swimming this afternoon. I'm thinking about that.
B: But, you **mustn't/don't have to** swim in the pool without a swimming suit. Let's buy one first.
7 A: **Can I/Do I have to** buy a membership for a fitness class at the community centre?
B: No, you **mustn't/don't have to** pay for those classes.

2 **Rewrite the sentences without changing their meanings. Use the modals in brackets.**

1 I advise you to work out more often to strengthen your body. **(SHOULD)**
You should work out more often to strengthen your body.
2 It's a rule that all gym members sign in at the front desk. **(HAVE TO)**
_____
3 It isn't necessary for teens to be perfect at a sport right away. **(DON'T HAVE TO)**
_____
4 It's possible that regular exercising helps prevent some diseases. **(MAY)**
_____
5 It's necessary for me to eat more fruit and vegetables to control my weight. **(MUST)**
_____
6 It's against the rule for us to sign up for more than one fitness class each day. **(MUSTN'T)**
_____

3 **Use the modals in the theory box to talk about playing sports and exercising.**

A: We should get lots of exercise to be healthy.
B: You're right. We can work out for 30 minutes every day.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar •3b

Modals

can/be able to; can't/not be able to (General ability in the present)
She **can/is able to** play basketball very well.
He **can't/isn't able to** finish a 2000-metre race. It's too tiring for him.
could/be able to; couldn't/not be able to (Ability in the past)
He **could/was able to/couldn't/wasn't able to** ride a bike when he was six.
They **couldn't/weren't able to** win the football match because they didn't practise much.
was able to (Specific ability in the past in a particular situation)
John had a headache, but he **was able to** finish his workout.

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4 **Fill in each gap with *can*, *could* or *be able to* in the correct form. Some sentences have two possible answers.**

1 Duy _____ play rugby. He doesn't know the rules.
2 My grandma _____ ice skate when she was young.
3 I _____ play tennis well, but I'm better at playing football.
4 Bob _____ attend badminton practice last night because he had to study.
5 Jeremy had an injury during the basketball game, but he _____ finish it.

5 **Choose the correct options.**

1 I'm gaining weight, so I ___ eat less sugar.
A can **B** may **C** must **D** am able to

2 I ___ go rollerblading when I was five years old.
A could **B** should **C** must **D** might

3 James ___ come with us to the sports event. He's not sure yet.
A might **B** has to **C** should **D** could

4 Ann ___ bring some water to the fitness class. Her personal trainer advises her so.
A could **B** have to **C** might **D** should

5 Henry ___ work out more often to strengthen his legs.
A mustn't **B** could **C** shouldn't **D** must

6 We ___ go to the gym class tonight because we're both free at 7 p.m.
A mustn't **B** could **C** can **D** shouldn't

7 Vivian worries a lot, but she ____ reduce stress by exercising every evening.
A shouldn't **B** could **C** was able to **D** is able to

8 Class participants ___ bring their own yoga mats; the teacher can provide them.
A could **B** should **C** don't have to **D** aren't able to

9 They ___ put away the equipment after practice because another team needed it.
A mustn't **B** couldn't **C** didn't have to **D** can't

10 Andy was very tired this afternoon, but he ___ work out for 30 minutes.
A had to **B** was able to **C** should **D** might

6 **Tell your partner about *things you can/can't do now*, *things you could/couldn't do when you were ten* and *things you were able to do in particular situations*.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

3C • Vocabulary

Healthy lifestyle

1 1.33 **Listen and repeat.**

DOS


1 get enough sleep


2 exercise/play sports


3 eat a balanced diet


4 socialise


5 have regular check-ups


6 take up a hobby

DON'TS


7 stay up late


8 surf the Internet for too long


9 eat too much junk food


10 be too stressed

Listening

2 1.34 **Listen to Paul talking about his lifestyle and choose the correct options (A, B, C or D).**

1 How much sleep does Paul get every night?
A 6 hours B 7 hours C 8 hours D 9 hours

2 What sport does he play?
A baseball B football C volleyball D table tennis

3 What doesn't he have for breakfast?
A eggs B bread C fruit D milk

4 What does he worry about?
A socialising B sitting exams C making friends D doing homework

5 What does he often do to socialise with his friends at weekends?
A chat B go to art clubs C going shopping D go sightseeing

3 **Ask and answer about your lifestyle. Talk about *sleeping*, *diet*, *sports/exercise*, *socialising* and *stress*.**

BẢN MẪU SGK TIẾNG ANH BẢN QUYỀN

Everyday English • 3d

Asking for/Giving advice on a healthy lifestyle

1 1.35 **Read the dialogue and fill in the gaps (1–4) with the sentences (A–D). Listen and check.**

Sonya I really want to have a healthier lifestyle.
1) _____
Tony Sure! First, you should eat a balanced diet.
Sonya OK. How useful is it?
Tony If you do that, it can help you manage your weight.
Sonya That's great! Is there anything else I should do?
Tony Yes. You should exercise for at least 30 minutes a day.
Sonya **2)** _____
Tony It can strengthen your body and boost your energy.
Sonya Is there anything I shouldn't do?
Tony Yes. You shouldn't stay up late.
Sonya Really? Why?
Tony Staying up late can cause stress and some diseases.
Sonya I see. **3)** _____
Tony Yes. You shouldn't surf the Internet for too long because it may be harmful to your eyes.
Sonya Wow! There are lots of ways to have a healthy lifestyle. **4)** _____
Tony You're welcome. I hope it helps.



A How can it help?
B Do you have any other tips?
C Do you have any advice for me?
D Thanks for your advice.

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 ideas below and/or your own ideas.**

DOs
- get enough sleep – feel relaxed, improve health
- socialise – have new friends, feel happy

DON'Ts
- eat too much junk food – gain weight, get some diseases
- be too stressed – become ill, feel unhappy

Pronunciation Sentence stress

1.36 **Listen and underline the stressed words in each sentence. Practise saying the sentences with your partner.**

1 I want to have a healthier lifestyle.
2 Do you have any advice for me?
3 You shouldn't surf the Internet for too long because it may be harmful to your eyes.
4 You should eat a balanced diet.
5 Is there anything else I should do?
6 If you do that, it can help you manage your weight.

BẢN MẪU SGK TIẾNG ANH 9 GLOBAL SUCCESS

3e • Grammar

Modals in conditional type 1



We can use a model verb ***(must, can, may, might*** or ***should)*** in the main clause of a conditional type 1 sentence.
If + **Present Simple, *must/can/may/might/should*** + **infinitive without *to***
If we want to keep fit, we **must** eat a balanced diet.
You **can** improve your mood if you usually socialise with your friends.
If he practises football every day, he **may/might** join the school team.
We **shouldn't** eat junk food if we want to lose weight.

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1 **Match the *if*-clauses (1–6) to the main clauses (a–f) to make meaningful sentences.**

If you want to strengthen your muscles, ❶	ⓐ you might not win the final match.
If you want to manage your weight, ❷	ⓑ you can feel energetic the next day.
If you get enough sleep, ❸	ⓒ you must practise hard every day.
If you only practise tennis once a week, ❹	ⓓ you should lift weights regularly.
If you don't want to be tired, ❺	ⓔ you can't eat too much junk food.
If you plan to win the football match, ❻	ⓕ you shouldn't stay up late the night before.

2 **Combine the sentences using conditional type 1.**

1 Alex may eat all those sweets. He might feel sick.
If Alex eats all those sweets, he might feel sick.

2 We surf the Internet late at night. We can't get up early the next morning.

3 They want to get fit. They should exercise for at least 30 minutes every day.

4 You want to avoid sports injuries. You mustn't skip your warm-up.

5 She wants to stay in good health. She should have regular check-ups.

6 You may damage the equipment at the gym. You must pay a fine.

7 Listen to your fitness instructor. You can learn some tips for getting in shape.

8 He wants to avoid health problems. He shouldn't get too stressed about exams.

3 **Make sentences using modals in conditional type 1. You start a sentence with an *if*-clause and your partner completes the sentence with a main clause.**

A: If you want to reduce your stress, …
B: … you shouldn't stay up late.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Phrasal verbs

- A **phrasal verb** consists of a verb with a preposition or an adverb. The meaning of a phrasal verb is different from the meanings of its separate parts.
  You should **give up** junk food to lose weight.
  Common phrasal verbs: ***carry out, get up, give away, give up, go on, hang out, look after, look for, look out, look up, pick up, put on, take off, take up, throw away, try on, turn off, turn on, work out,*** **etc.**
- When the object of the phrasal verb is a noun, it goes before/after the preposition/adverb.
  I **looked up the word** online. (I **looked the word up** online.)
- When the object of the phrasal verb is a pronoun, it goes after the verb and before the preposition/adverb. I **looked it up** online. (~~I look up it online.~~)

p. 119



4 **Choose the correct options.**

1 We must ____ early if we want to be on time for swimming practice.
A get out B get up C get on D get over

2 He decided to ____ his old clothes to a local charity to help people in need.
A give away B pick up C try on D throw away

3 Wait a minute! I need to ____ my trainers before we go for a run.
A put on B go on C take up D try on

4 The basketball is over there. Can you please ____ it ____?
A take, up B pick, up C give, up D look, up

5 You don't have to ____ sweets completely to have a healthy lifestyle.
A give up B give out C give away D give in

6 If you want to learn more about a balanced diet, you can ____ information on the Internet.
A take off B take up C look after D look up

7 Jackie might ____ a new sport this year. It might be kickboxing.
A take over B take away C take up D take off

8 If you can't go to the gym, there are some simple exercises for you to ____ at home.
A pick up B carry out C try on D carry on

5 **Correct one mistake in each sentence in your notebook.**

1 Don't give away your exercise routine and healthy diet.
2 Before you buy new running shoes, you should try on them first.
3 Can you turn off the TV? It's time for my favourite TV show now.
4 Gordon must look after a new gym because the old one closed last week.
5 Ellen was wearing a jacket. She decided to take off it when she started exercising.

6 **Play in two teams. One team says a phrasal verb and the other team makes a sentence with it. The team with the most correct sentences will win.**

Team A: work out
Team B: Jack works out at the gym three times a week.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

3f • Skills

Reading

1 **Think** **Read the text quickly. Is the text about *making an announcement*? *giving advice*? *advertising something*?**

FOOD FOR LIFE

Video



Which foods do we need to stay healthy? Read on to find out.

- *carbohydrate (carb)* • *glucose*
- *nutrient* • *protein* • *mineral*
- *function* • *joint* • *digestive system*
- *sweat* • *urine*

Carbohydrates



Feeling weak? Then get some carbs. Our bodies turn carbohydrates into glucose, a type of sugar and the body's main source of energy. We can find carbs in rice, bread, pasta and potatoes, but we shouldn't eat too many. [1] This can lead to weight problems.



Protein

[2] Our bodies use protein to build and repair bones and muscles, so it is especially important for growing children and athletes. Some great sources of protein are meat, fish, eggs, beans, nuts and grains.

Vitamins and minerals

There is a huge variety of vitamins and minerals with different functions in our bodies. [3] Fruit usually contains vitamins and green vegetables usually contain minerals. Our bodies cannot store some vitamins and minerals, so we need to eat foods with them daily.





Water

All of our organs need water. [4] We lose water through sweat, urine and even breathing, so it is important to drink water throughout the day. Remember to drink water instead of soft drinks because they contain a lot of sugar.



Culture Spot

A Vietnamese meal is very healthy. Rice is the main dish for most meals. It provides carbs for energy. The other dishes are usually soup, stir-fried or boiled vegetables with fish, meat or eggs for protein.



What is a typical meal in the UK?

2 1.37 **Read the text again. Which of the sentences (A–D) best fits each gap (1–4)? Listen and check.**

A For example, vitamin A is good for eyesight, and calcium strengthens our bones.
B It is also important for our joints and digestive system.
C The glucose we don't use turns into fat.
D Another important nutrient is protein.

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

1 The main source of energy for the body is glucose. ☐
2 Eating too many carbs can lead to weight problems. ☐
3 Protein is important for athletes only. ☐
4 Our bodies can store more vitamins than minerals. ☐
5 We lose water through breathing. ☐

4 **Think** **What do you learn from the text? Tell the class.**

BẢN MẪU SÁCH TIẾNG ANH 9 BRIGHT ON!

Vocabulary

Food groups

5 1.38 **Listen and repeat. Match the names of food groups (1–5) to the parts (a–e) in the picture.**

The Eatwell Guide

1 fruit and vegetables
2 starchy foods (carbs)
3 fatty and sugary foods & drinks
4 protein
5 dairy products



6 **Look at the Eatwell Guide. Name some of the foods/drinks in the picture. Which of them do you often eat/drink?**

Listening

7 1.39 **Listen to an interview about steps to have a healthy diet and complete the gaps (1–5). Write NO MORE THAN TWO WORDS for each gap.**

Steps to a Healthy Diet

Planning and Shopping
- plan a menu before shopping
- only buy what you need (lots of fruit, vegetables and 1 _____)
- buy fewer starchy and fatty foods

Preparing Healthy Food
- boil and steam 2 _____ and meat instead of frying or grilling
- use cooking spray instead of 3 _____ or butter

Changing your Eating Habits
- replace 4 _____ with healthier options
- eat 5 _____ instead of sugary foods and drinks

8 Think **Tell your partner your eating habits and what you would like to change about them.**

A: I really like sugary foods and drinks, but I should have fewer of them.
B: I usually have boiled foods instead of fried foods. I think I should maintain this healthy diet.

BẢN MẪU GỬI TIẾNG ANH 9 RIGHT ON!

3f • Skills

Writing (A paragraph about a healthy lifestyle)

Task analysis

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

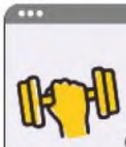
Your school magazine wants its readers to send in a paragraph suggesting ways to have a healthy lifestyle (about 100–120 words). Include *a topic introduction, suggestions and explanations* and *a conclusion.*

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the paragraph. In which part (1–3) does the writer … ?**

a ☐ introduce the topic
b ☐ give a conclusion
c ☐ give suggestions and explanations



Ways to have a healthy lifestyle



[1] There are some ways to have a healthy lifestyle. [2] First, you should eat a balanced diet because it can help you manage your weight. Second, you should play sports or exercise for at least 30 minutes a day. The reason for this is that sports or exercise can boost your energy and strengthen your body. Finally, you should get at least 8 hours of sleep a night. If you do that, you will feel relaxed and avoid some diseases. [3] In conclusion, to have a healthy lifestyle, you should have a balanced diet, play sports or exercise and get enough sleep.

Writing Tip **Giving explanations**

When we give suggestions, we can give explanations to support our ideas.

3 **Read the paragraph again. Circle the suggestions and underline the explanations for the suggestions.**

4 **Write sentences about suggestions and explanations for a healthy lifestyle in your notebook. Use the information below and the phrases from the *Useful Language*.**

1 do not surf the Internet for too long – be harmful to your eyes
2 have regular check-ups – prevent diseases
3 take up a hobby – meet people with the same interests
4 avoid eating too much junk food – cause weight gain
5 work out regularly – reduce stress

Your turn

5 **Write a paragraph suggesting ways to have a healthy lifestyle (100–120 words). Include *a topic introduction, suggestions and explanations* and *a conclusion.***

Useful Language

Introducing the topic
- There are some/several ways to have a healthy lifestyle.
- You can live a healthy lifestyle in several/some ways.

Giving suggestions and explanations
- First(ly),/Second(ly),/Third(ly),/Also,/Finally, … .
- You should/shouldn't … because … .
- In this way,/If you do that, you can … .
- The reason for this is that … .
- This is because … .

Giving a conclusion
- In a word,/To sum up,/In conclusion,/In the end,/After all, … .

BẢN MẪU SGK TIẾNG ANH 9 FRIENDS PLUS

Project Time

1 a) Complete the sentences in the quiz with the words from the list.

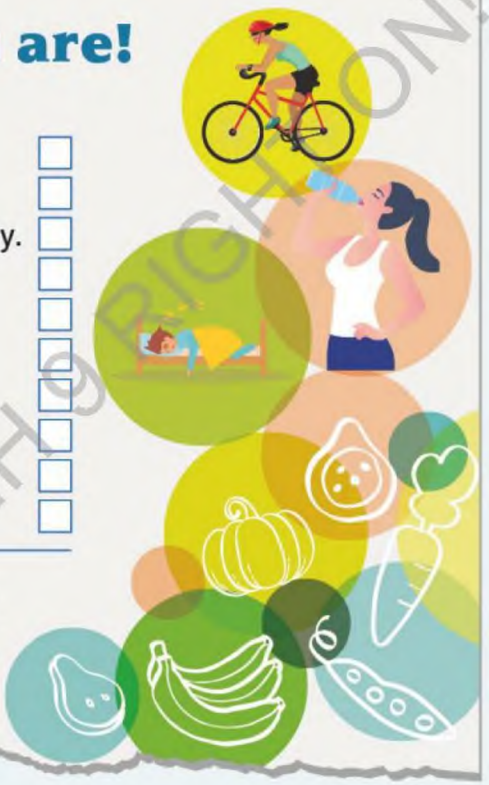
• maintain • avoid • do • eat • drink • take up • socialise

Find out HOW HEALTHY you are!

Tick the statements that are true for you.

1 I _____ a balanced diet. ☐
2 I have regular check-ups. ☐
3 I _____ exercise for at least 30 minutes a day. ☐
4 I _____ a healthy weight. ☐
5 I _____ getting stressed too much. ☐
6 I get at least 8 hours of sleep each night. ☐
7 I _____ a lot of water. ☐
8 I brush my teeth twice a day. ☐
9 I _____ with my friends at weekends. ☐
10 I _____ a hobby and do it regularly. ☐

Give yourself one mark for every statement you ticked.
0 – 4: Oh dear! You need to make some changes to your lifestyle today.
5 – 7: OK, but you'll feel healthier if you do more.
8 – 10: Excellent! You'll go far with your healthy lifestyle.



b) Do the quiz. How healthy are you? Compare the result with your partner.

2 Collect more information and create a leaflet about *Dos* and *Don'ts* for a healthy lifestyle. Use the information in Exercise 1 and/or your own ideas.

Presentation Skills

3 You are celebrating *World Health Day* at your school. Use your leaflet in Exercise 2 to present ways to have a healthy lifestyle.

VALUES

Healthy lifestyle

"A healthy mind in a healthy body."
Juvenal

4 a) What does the quotation mean?

b) What should you do to make your lifestyle healthier?

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

3 • Progress Check

Vocabulary

1 **Choose the correct options.**

1 Can you give me some advice on how to **get/build** fit?
2 I eat vegetables and exercise every day to **boost/reduce** energy.
3 Exercising regularly can help you stay positive and **maintain/prevent** diseases.
4 Jenny quickly **boosted/built** relationships with new friends in the sports club.
5 Playing sports can help you **strengthen/prevent** your body in a healthy way.

5 x 1 = 5 points

2 **Fill in each gap with *exercise*, *socialise*, *surf*, *eat* or *stay*.**

1 They often _____ with each other after volleyball practice.
2 We need to _____ a balanced diet, so we can manage our weight.
3 Don't _____ up late at night. You won't get enough sleep and you will feel tired.
4 You shouldn't _____ the Internet for too long because it can cause some health problems.
5 It's important to _____ and play sports to have a healthy lifestyle.

5 x 1 = 5 points

Grammar

3 **Choose the correct options.**

1 I want to go jogging this afternoon, but it **should/may/has to/must** rain.
2 Susan **can/has to/is able to/might** fill out a form to join the gym. It's a rule.
3 Gym members **mustn't/don't have to/didn't have to/couldn't** wear sandals inside the gym. It's against the rule.
4 Leonardo **could/must/had to/should** ride a bike when he was only four.
5 You **mustn't/shouldn't/don't have to/couldn't** eat too many sugary snacks. It can cause weight gain.

5 x 1 = 5 points

4 **Combine the sentences using conditional type 1 in your notebook.**

1 Daniel can eat fruit and vegetables. He might feel healthier.
2 You may join the gym. You must pay a membership fee.
3 They want to feel less stressed. They should get 8 hours of sleep every night.
4 You may finish your homework early. You can go out with your friends.
5 You want to look after your eyes. You shouldn't surf the Internet late at night.

5 x 1 = 5 points

5 **Choose the correct options.**

1 I **get out/work out/carry out/look out** at the gym on Sundays.
2 If you want to **give up/go on/pick up/get down** sugary foods, you should eat fruit instead.
3 You should **turn on/turn off/put on/put off** the lights after you leave the practice room.
4 Henry wants to **take up/take off/put on/try on** a new hobby.
5 It is necessary to **look after/look for/look out/look up** our health.

5 x 1 = 5 points

Pronunciation

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

1	A game	C gate
	B girl	D giant
2	A get	C gain
	B good	D gym
3	A big	C leg
	B age	D frog
4	A teabag	C image
	B manage	D usage
5	A energy	C gallery
	B teenager	D imagine

5 x 1 = 5 points

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Listening

7 1.40 **Listen to an interview about eating a balanced diet. Decide if the statements (1–5) are *R* (right) or *W* (wrong).**

1 Dr Cooper is a nutrition expert. ☐
2 There are lots of vitamins and minerals in fruit and vegetables. ☐
3 Protein is especially important for teens and children. ☐
4 We should give up carbs to have a healthy diet. ☐
5 Sugary foods and drinks can cause weight problems. ☐

5 x 4 = 20 points

Reading

8 **Choose the correct options (A, B, C or D).**

Why is sleep so important for teens?

Hi, everyone! We know that sleep is important, but did you know it's more important for teenagers? I'll tell you about some of the benefits of getting enough sleep.

First, sleep has an effect on your studies. 1) ___ I get a good night's sleep, I can concentrate on my lessons and do my homework better. You may get similar results if you go to bed earlier at night. Second, 2) ___ well can improve teens' health, too. This is because our bodies repair and build muscles while we sleep. It's so important that teenagers get enough rest because our bodies are still 3) ___ . Finally, it's good for teens to get enough sleep for our emotional 4) ___ . In my view, this is the most important benefit. This is because if we feel bad, we may have problems in all other areas of our lives.

So, you should get enough sleep if you 5) ___ to be a healthy, happy and good student. The benefits are pretty clear, don't you think?

Comment

1	A	Although	C	Before
	B	If	D	While
2	A	sleep	C	sleeping
	B	to sleep	D	slept
3	A	rising	C	increasing
	B	developing	D	growing
4	A	health	C	healthily
	B	healthy	D	unhealthily
5	A	plan	C	agree
	B	decide	D	want

5 x 4 = 20 points

Everyday English

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

1 ☐ Do you have any advice for me?
2 ☐ How can it help?
3 ☐ Do you have any other tips?
4 ☐ Thanks for your advice.
5 ☐ You shouldn't eat a lot of sugary and fatty foods.

a Yes. You shouldn't stay up late.
b It can strengthen your body and boost your energy.
c Sure! First, you should work out for at least 30 minutes every day.
d Really? Why?
e You're welcome. I hope it helps.

5 x 2 = 10 points

Writing

10 **Write a paragraph making suggestions for reducing stress (about 100–120 words). Include *sleep*, *exercise/sports*, *hobbies* and *socialising*.**

20 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for gist (multiple choice; text completion) ☆☆☆
- read for specific information (R/W/DS statements) ☆☆☆

Listening
- listen for specific information (R/W statements; multiple choice; flow chart completion) ☆☆☆

Speaking
- ask for/give advice on a healthy lifestyle ☆☆☆

Writing
- write a paragraph about a healthy lifestyle ☆☆☆

BẢN WORD TIẾNG ANH 9 RIGHT ON!

Review (Units 1–3)

Vocabulary

1 **Choose the correct options.**

1 The Great Barrier ___ was one of the most beautiful sights we saw on our trip to Australia.
A Reef C Harbour
B Mount D Canyon

2 We always watch Richard's ___ when he posts them online.
A diaries C letters
B vlogs D messages

3 I work out at the gym every evening to ___ my body and get fit.
A play C strengthen
B manage D increase

4 We should eat a ___ diet with many difference food groups.
A balanced C stressed
B check-up D junk

5 It is important to find a good job with a high salary so that you can make a(n) ___.
A household C extended family
B living D nuclear family

6 Sophia wears ___ clothes like jeans and T-shirts at weekends.
A casual C traditional
B folk D balanced

7 Did you know that exercising and a healthy diet can ___ diseases?
A build C maintain
B boost D prevent

8 My dad just sent me a ___. He told me to come home right away.
A text message C smartphone
B social media D blog

9 I don't want to go on a ___ because I always feel sick on boats.
A safari C beach holiday
B cruise D city break

10 The Maldives is a popular tourist ___ with beautiful beaches and villas.
A facility C destination
B holiday D accommodation

Grammar

2 **Choose the correct options.**

1 My family decided ___ abroad for our holiday this year.
A travel C travelling
B to travel D travels

2 Fred ___ design websites when he was only twelve years old.
A can C could
B is able to D might

3 I ___ video games while my sister was doing her homework all this afternoon.
A was playing C is playing
B played D plays

4 I ___ eating junk food because they are often too fatty and sugary.
A had better C suggest
B would like D can't stand

5 Our flight from Hà Nội to Seoul ___ at 8:00 tomorrow evening.
A takes off C is taking off
B took off D was taking off

6 The tourists didn't know ___ to ask about souvenir shops. Luckily, a local showed them around.
A what C who
B which D when

7 ___ our body is absolutely essential to stay fit and healthy.
A Trying on C Taking up
B Looking after D Carrying out

8 Jessica wishes she ___ a new pair of running shoes.
A having C to have
B has D had

9 If you want to maintain a healthy weight, you ___ play sports for at least 30 minutes each day.
A are able to C shouldn't
B couldn't D must

10 The tourists don't have ___ time to visit all the sites in the city.
A enough C too
B some D many

BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT ON!

Pronunciation

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

1 A cl<u>ou</u>d C t<u>ou</u>r
B m<u>ou</u>nt D h<u>ou</u>se

2 A m<u>e</u>ssage C p<u>a</u>ckage
B lugg<u>a</u>ge D <u>a</u>gain

3 A n<u>a</u>tional C b<u>a</u>rrier
B saf<u>a</u>ri D c<u>a</u>mera

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

4 A media C energy
B holiday D adventure

5 A destination C traditional
B relationship D facility

Listening

4 1.41 **Listen to a tour advert and fill in the gaps (1–5). Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each gap.**

ADVENTURE TOURS TRAVEL



How about a winter break in Japan this year?

Destination: Jigokudani [1] _____

Accommodation: a traditional Japanese [2] _____

Activities: • have a [3] _____ in the hot springs
• see the monkeys in the park

Price: £ [4] _____ per person

Includes: flight, [5] _____ and meals

To book a holiday:
go to *www.adventuretourstravel.co.uk*

Writing

5 **Write a paragraph about your family life (100–120 words). Include *family type*, *family members*, *housing*, *communication* and *entertainment*.**

Reading

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

FOOD and SPORTS

A healthy diet is very important to provide our bodies with all the nutrients they need when we work out and play sports.

Eating for Sports

We all need energy. Foods rich in carbohydrates such as bread, rice, pasta and potatoes are excellent sources of energy. When we eat these foods, our bodies store the carbohydrates in our muscles. The muscles use carbohydrates as their fuel. The more we exercise, the more carbohydrates we need.

Foods with protein such as meat, fish, and milk are also good sources of energy. These types of foods also help our muscles grow and repair themselves. Athletes eat a diet high in protein to make their muscles and bones stronger.

Drinking for Sports

When it comes to doing sports and working out, it is important for us to drink enough water. The reason is that we lose a lot of water through sweating or breathing when we exercise.

We must remember to:
- drink some water before we start exercising.
- always keep some water with us during exercising.
- drink some water when we finish the workout.



1 It is important to eat healthily if we play sports. ☐
2 We can only find carbohydrates in rice and potatoes. ☐
3 Athletes use a high-protein diet to strengthen their muscles and bones. ☐
4 Some sports require special foods. ☐
5 We should drink water during exercising. ☐

BẢN MẪU SGK TIẾNG ANH BẢN QUYỀN

4 Future Jobs

What's in this unit?

- **Vocabulary**
  - Jobs of the future
  - Job skills
  - Qualities of a good employee
- **Grammar**
  - *will – be going to* – Present Simple – Present Continuous (future meaning)
  - *that*-clause
  - Reported speech
- **Pronunciation**
  - /ə/ – /ɜ:/
  - Consonant clusters
- **Reading**
  - *Jobs of the Future* (article – multiple choice; question answering)
  - *Polly's Blog – My Dream Job* (blog entry – R/W/DS statements; question answering)
- **Listening**
  - Monologues (multiple matching)
  - A dialogue (gap filling)
  - A dialogue (table completion)
- **Speaking**
  - Ask for/Give advice on choosing a career
- **Writing**
  - A blog post about your dream job
- **CLIL (ICT)**
  - *Artificial Intelligence*

Vocabulary

Jobs of the future

1 2.1 **Listen and repeat.**


1 drone pilot


2 robotic surgeon


3 vertical farmer


4 3D printing technician


5 cyber security manager


6 virtual security guard

Pronunciation (/ə/ – /ɜ:/)

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

- pilot
- surgeon
- cyber
- vertical
- security
- search
- future
- virtual
- camera
- work

words with /ə/	words with /ɜ:/

Listening

3 2.3 **Listen to four people talking about their current/ dream jobs. Match the speakers (1–4) to the jobs (A–D).**

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

A 3D printing technician
B vertical farmer
C drone pilot
D robotic surgeon

4 Think **Which of the jobs in Exercise 1 do you think will be more popular in fifteen years? Why? Tell your partner.**

I think the job of a cyber security manager will be more popular in fifteen years because the Internet is becoming an important part of our lives.

BẢN MẪU SGK TIẾNG ANH

Reading • 4a

5 Think **Look at the pictures and the headings. What do these people do at work?**

Video

JOBS of the FUTURE

This week, Careers Magazine looks at some of the top jobs that will be in demand over the next fifteen years.

Cyber Security Managers



Technology experts believe that a career in cyber security management will soon become more common. Cyber security managers protect online systems for companies. They keep an eye on online communication and prevent attacks so that no one can steal information or **1)** _____ other problems.



Virtual Security Guards

According to career experts, the demand for virtual security guards will soon increase. Virtual security guards **2)** _____ people's properties using high-tech systems. They use modern equipment like security cameras and motion sensors to keep properties safe. If they notice signs of a break-in, they will contact the police **3)** _____ send someone to the site to stop the thieves.

Vertical Farmers

It is a fact that farming is one of the oldest careers in the world, but vertical farming is a new career. Vertical farmers **4)** _____ their crops in layers, one on top of another, inside buildings instead of in fields. City planners said that vertical farming would take up less space than traditional farming. Therefore, vertical farms will become **5)** _____ popular in the future, especially in cities.



6 2.4 **Read the text. For questions (1–5), choose the correct options (A, B, C or D). Listen and check.**

1	**A** take	**B** cause	**C** make	**D** give
2	**A** keep	**B** watch	**C** open	**D** protect
3	**A** though	**B** because	**C** or	**D** but
4	**A** take	**B** work	**C** build	**D** plant
5	**A** more	**B** less	**C** same	**D** enough

- *career*
- *in demand*
- *management*
- *keep an eye on*
- *steal* • *attack*
- *property*
- *motion sensor*
- *break-in* • *layer*
- *take up* • *thief*

7 **Read the text again and answer the questions (1–4) in your notebook.**

1 What do cyber security managers protect?
2 What types of equipment do virtual security guards use to keep properties safe?
3 What will virtual security guards do if they notice signs of a break-in?
4 Where do vertical farmers grow their crops?

8 Think **Which of the three jobs in the text are you interested in? Why? Tell your partner.**

BẢN MẪU SGK TIẾNG ANH 9 ĐỀ XUẤT

4b • Grammar

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



We use ***will*** for:
- on-the-spot decisions. The bus is so crowded. **I'll catch** a taxi.
- predictions based on what we think/believe. I think vertical farming **will be** more popular in the future.
- promises, warnings, hopes and offers. **I will give** you a pay rise next year.

We use ***be going to*** for:
- future plans/intentions. My sister **is going to find** a new job next month.
- predictions based on what we see/know. Look at the time! We **are going to be** late for class.

We use the **Present Simple** for timetables and schedules.
My plane **leaves** at nine o'clock tomorrow morning.

We use the **Present Continuous** for fixed arrangements in the near future.
Joe **is sitting** exams tomorrow.

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1 **Put the verbs into the correct forms. Use *will*, *be going to*, the *Present Simple* or the *Present Continuous*.**

1 What time _____ **(the office/open)**? – It's 8 a.m. every day.
2 Jane _____ **(attend)** a job interview at 10 a.m. tomorrow.
3 There's something wrong with the Internet connection. I _____ **(contact)** our IT technician.
4 Watch out! You _____ **(spill)** coffee on the 3D printer.
5 A: Why are you doing research for job advertisements these days?
B: I _____ **(take)** a part-time job to get more work experience.
6 A: Can you give Jessica this book, please?
B: Sure. I _____ **(meet)** her tonight at the cinema.
7 A: I think that people _____ **(do)** different new jobs in 50 years.
B: You're right. They _____ **(learn)** new job skills in the future, too.
8 A: I need to be good at science to become a robotic surgeon, but I find the subject very difficult.
B: Don't worry, I _____ **(help)** you. I promise you.

2 **Rearrange the words to make complete sentences in your notebook.**

1 popular / will / in / cities. / be / more / big / Vertical farming
2 afternoon. / school bus / the / at / departs / in / 2 o'clock / The
3 her / at / She / job / is / tomorrow. / new / a technology company / starting
4 geography / Mark / exam. / will / sure / I'm / pass / his / that
5 apply for / going / He / part-time job / a / is / to / as a drone pilot.

3 Think **What jobs do you think will be popular in your country in the future? What job are you going to do in the future? Why? Tell your partner.**

BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT ON!

Grammar • 4b

that-clause

We use ***that*-clause** after:

- some verbs: ***believe, think, know, hope, guess,*** etc.
  George **thinks that** he will do well in his job interview.
- some adjectives: ***sure, certain, right, pleased, happy, surprised,*** etc. to express opinions and feelings.
  The manager **is pleased that** many people applied for the job.
- some nouns: ***fact, hope, idea, possibility, suggestion,*** etc. to express opinions, feelings, certainty, possibility, etc.
  It's my **hope that** my brother will find a new job soon.

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4 **Combine the sentences using *that*-clause.**

1 She will get the job as a cyber security manager. I guess so.
I guess that she will get the job as a cyber security manager.

2 Drone pilots will become more popular in 20 years. It's a fact.
_____

3 More students are interested in environmental jobs. We are happy.
_____

4 You should study hard to get your future job. It's my suggestion.
_____

5 Technology will greatly support people in their work. You are right.
_____

6 There will be more vertical farms in big cities. Katherine hopes so.
_____

7 The company will hire some virtual security guards next year. It's a possibility.
_____

8 There will be a high demand for 3D printing technicians. Career experts are certain.
_____

5 **Write sentences about yourself, then practise saying them with your partner.**

1 I think that _____.
2 I believe that _____.
3 I know that _____.
4 I'm pleased that _____.
5 I'm surprised that _____.
6 I'm sure that _____.
7 I have an idea that _____.
8 It's my hope that _____.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT NOW

4c • Vocabulary

Job skills

1 2.5 **Listen and repeat.**


1 teamwork skills


2 IT skills


3 foreign languages


4 problem-solving skills


5 creativity


6 communication skills


7 multitasking skills


8 time management skills

2 **Fill in the gaps (1–8) with the word/phrases from Exercise 1.**

1 Bob has good _____ . He often finishes his work on time.
2 Jim is quite good at creating new ideas. He has a lot of _____ .
3 Jenny has great _____ . She always explains things clearly.
4 Kate can do a lot of things at the same time. She has good _____ .
5 This project requires _____ , so we all must work well together.
6 Peter has great _____ . He often suggests effective solutions to the company's problems.
7 The right person for the position of computer engineer needs to have excellent _____ .
8 Ken works at a hotel. He can speak some _____ and he can support foreign guests.

Listening

3 2.6 **Listen to a careers advisor helping Helen get a job and fill in the gaps (1–5). Write NO MORE THAN TWO WORDS for each gap.**

1 Helen has good _____ and qualifications.
2 _____ and teamwork skills are important for working with groups of people.
3 Helen wants to find a job working with _____ .
4 The careers advisor tells Helen that IT skills and _____ will make her a great candidate.
5 _____ will help Helen communicate with people from all over the world.

4 Think **Think about the job you want to do in the future. Which job skills do you need to do the job well? Tell your partner.**

I want to be a cyber security manager in the future. I will need IT skills, problem-solving skills and multitasking skills.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Everyday English • 4d

Asking for/Giving advice on choosing a career

1 2.7 **Read the dialogue and fill in the gaps (1–5) with the sentences (A–E). Listen and check.**



Ben Excuse me, Miss Green. I need some advice.
1) _____
Miss Green Sure, Ben. What do you want to know?
Ben I would like some information about jobs.
2) _____
Miss Green Well, you should think about your strengths and interests.
3) _____
Ben I like working with technology.
Miss Green **4)** _____
Ben I have strong IT skills.
Miss Green I see. There are lots of technology jobs.
Ben Really? That's wonderful! Can you tell me some job options?
Miss Green You can work as a web designer, a cyber security manager or a video game designer.
Ben Wow! There are a lot of different options. **5)** _____
Miss Green Yes. You should perform well at school because good qualifications are also important when applying for a job.
Ben OK, I'll study hard and develop the necessary skills. Thank you for your advice.
Miss Green You're welcome.

A Can I ask you some questions about choosing a career?
B Is there anything else I should do?
D What can you do well?
C How can I find the right career for me?
E What do you enjoy doing?

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 and/or your own ideas.**



A **Interest:** making art
Strength: creativity
Career options: photographer, graphic designer, digital artist



B **Interest:** helping others
Strength: teamwork skills
Career options: virtual security guard, police officer, firefighter

Pronunciation Consonant clusters

2.8 **Listen and underline the consonant clusters. Practise saying the words with your partner.**

- skill
- creativity
- problem
- drone
- apply
- prepare
- excuse
- strong
- task
- study

BẢN MẪU SGK TIẾNG ANH 9 BẢN QUYỀN

4e • Grammar

Reported speech (Statements)

We use **reported speech** to report what somebody said. We can use ***that*** to introduce reported speech, but we can omit ***that***.

When we change direct speech to reported speech:

- we change **verb tenses** when the introductory verb (*say, tell, ask,* etc.) is in a past tense.
  Kim told me, "I'm interested in vertical farming."
  Kim told me (that) she **was** interested in vertical farming.
- we change **pronouns/possessive adjectives** according to the context.
  He said, "Good time management skills help **me** work smarter."
  He said (that) good time management skills helped **him** work smarter.
- we change **time words/expressions** and **other expressions** according to the context.
  She said to me, "I'm studying English **now**."
  She said to me (that) she was studying English **then**.

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1 **Choose the underlined parts that need correction.**

1 The teacher said <u>to us</u> that <u>we</u> <u>have to</u> study hard to get <u>our</u> dream jobs.
A B C D

2 Kelly told <u>to me</u> that <u>she</u> <u>was applying</u> for a new job as a vertical farmer <u>that week</u>.
A B C D

3 He said <u>to me</u> that <u>he</u> <u>was attending</u> an important job interview <u>tomorrow</u>.
A B C D

4 The interviewer told <u>him</u> that <u>she prefers</u> a person with excellent IT skills to work <u>there</u>.
A B C D

5 The careers advisors said <u>us</u> that <u>we</u> <u>needed</u> to prepare for <u>our</u> future jobs.
A B C D

6 John told <u>me</u> that <u>he</u> <u>wanted</u> to apply for a job in <u>this</u> technology company.
A B C D

2 **Rewrite the sentences using reported speech in your notebook.**

1 "I'm listening to a talk on choosing a career this afternoon," she said.
2 He said to her, "My brother is going to work as a virtual security guard."
3 "We're hiring more cyber security managers for our new project," they told us.
4 I told him, "This job requires problem-solving skills and teamwork skills."
5 "You must have good communication skills to get the job," Jennifer said to me.
6 "A careers advisor will talk to you about popular future jobs next week," he told us.

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

A: (whisper) "I want to be a drone pilot in the future."
B: He/She said that he/she wanted to be a drone pilot in the future. etc.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar • 4e

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, pronouns/possessive adjectives, time words/phrases** and **other expressions**.

Yes-No* questions:** We use ***if or ***whether*** to introduce reported questions.
"Do you want the job?" she asked me. → She asked me **if/whether** I wanted the job.
***Wh-* questions:** We use the same question words in direct questions to introduce reported questions.
"**What** are your strengths?" the careers advisor asked me.
The careers advisor asked me **what** my strengths were.

p. 121

4 **Choose the correct options.**

1 The interviewer asked him when he _____ start working.
A was able to B is able to C were able to D will be able to

2 Mary asked Peter _____ he had good multitasking skills.
A when B where C what D whether

3 My parents asked me if I was satisfied with _____ school performance that term.
A his B my C her D their

4 "Do you like working for your family's company?" he asked me.
A He asked me if I like working for your family's company.
B He asked me if I liked working for my family's company.
C He asked me whether you liked working for your family's company.
D He asked me whether I like working for my family's company.

5 Anne asked me, "What do you want to study at university next year?"
A Anne asked me what I wanted to study at university the following year.
B Anne asked me what she wanted to study at university next year.
C Anne asked me what I want to study at university the following year.
D Anne asked me what she wants to study at university next year.

5 **Rewrite the questions using reported speech in your notebook.**

1 She asked the doctor, "Is there a robotic surgeon in this hospital?"
2 "What do you want to do in the future?" the careers advisor asked me.
3 My best friend asked me, "Are you writing a job application email now?"
4 "Do all of your new employees have strong teamwork skills?" George asked Sarah.
5 The interviewer asked Tom, "Why are you interested in working as a drone pilot here?"
6 "What are the main job skills for a 3D printing technician?" Paul asked his teacher.

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

A: (whisper) "What do you want to do in the future?"
B: He/She asked me what I wanted to do in the future.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

4f • Skills

Reading

1 Think 2.9 **Look at the pictures. What types of jobs do they show? Listen and read to find out.**

Search | About | Home

Polly's Blog

Video

MY DREAM JOB



Hello, readers! Today, the careers advisor at my school talked to my class about different jobs, and I was really interested in the job of a 3D printing technician. The careers advisor said that 3D printing technicians used 3D printers to make things. The reason I like this job is that I love technology. However, it's not an easy job. 3D printing technicians need to be hard-working, patient and careful because they make objects that require high accuracy, like teeth, hearing aids and car parts. Moreover, they often have to work quickly and effectively, so they need to have problem-solving skills, time management skills and creativity. I am willing to do what it takes, though.

Comment

Hi, Polly! Andrew here. Your future job sounds interesting! My dream job is to be a video game developer. My school's careers advisor said that the job was about designing and creating video games. I think it's perfect for me because I love video games. It's not just fun and games, though. Video game developers need to have strong IT skills and lots of creativity because they work with computers to create characters and stories for the games. They also need to be hard-working, flexible and punctual because game development projects often have tight deadlines.



Send

• *accuracy* • *hearing aid* • *effectively* • *fun and games* • *tight deadline*

Culture Spot

In this high-tech world, Vietnamese teens are usually excited about high-paying jobs. They are also interested in more exciting jobs, such as video game developers, graphic designers or website designers.



What types of jobs are teens in the UK interested in?

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

1 A 3D printing technician talked to Polly's class about different jobs. ☐
2 3D printing technicians need to work hard. ☐
3 Andrew thinks that Polly will do her future job well. ☐
4 Andrew thinks that Polly's dream job is boring. ☐
5 3D printing technicians and video game developers need to be creative. ☐

3 **Read the text again and answer the questions (1–4) in your notebook.**

1 What do 3D printing technicians do?
2 Why does Polly want to be a 3D printing technician?
3 What do video game developers do?
4 Why does Andrew want to be a video game developer?

4 **Collect information from the text about the two jobs under the headings *type of job*, *job description* and *qualities/skills needed*. Present the information to the class.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Vocabulary

Qualities of a good employee



5 2.10 **Listen and repeat. Which adjective best describes each person from the statements (1–8)?**

- punctual
- careful
- patient
- flexible
- hard-working
- honest
- cooperative
- enthusiastic

1 Everybody trusts Jane because she never tells lies. _____
2 He can work well with other members of the team. _____
3 Daniel doesn't mind if his work takes a long time. _____
4 Tom can work any day of the week. _____
5 I can't wait to get started. _____
6 Don't worry! I'm never late for work. _____
7 Luna doesn't stop until she finishes her job. _____
8 Emma seldom makes mistakes in her work because she always pays great attention to her tasks. _____

Listening

6 2.11 **Listen to James talking to his mother about career choices. Fill in the gaps (1–5). Write ONE WORD for each gap.**

Job	Why people like it	Qualities needed
website designer	can use their creativity and 1) _____	need to be 2) _____ because the workload is heavy
drone pilot	love flying their drones	be careful, 3) _____ and cooperative because they work with companies to deliver products
vertical farmer	have the comforts of the 4) _____ and the joy of growing crops	be 5) _____ because plants take time to grow

7 **Find information about some jobs you find interesting. Why do you like them? What qualities do people need to do them well? Present the information to the class.**

BẢN MẪU GỢI TIẾNG ANH 9 RIGHT ON!

4f • Skills

Writing (A blog post about your dream job)

Task analysis

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

Write a blog post about your dream job (about 100–120 words). Include *type of job, job description, why you like it* and *skills/qualities needed*.

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the blog post. In which part (1–3) does John … ?**

a ☐ give a closing remark
b ☐ greet readers and introduce the topic
c ☐ give information about the type of job, job description, why he likes it and skills/qualities needed



3 **Use the information below and the phrases from the *Useful Language* to write sentences in your notebook.**

1 **Type of job**
- robot technician

2 **Job description**
- produce robot equipment

3 **Why you like it**
- like technology
- be good at working with machines

4 **Skills/Qualities needed**
- problem-solving skills, IT skills
- careful, hard-working

Your turn

4 **Write a blog post about your dream job (about 100–120 words). Include *type of job, job description, why you like it* and *skills/qualities needed*.**

Useful Language

Greeting readers and introducing the topic
- Hello, readers!/Hi, everyone!
- Today, I'm going to write about my dream job.

Type of job and job description
- I want to be/work as a(n) … in the future/one day/when I'm older.
- A(n) … flies/creates/designs/plants … .

Why you like it
- I like this job because it is suitable to/suits my interests and strengths.
- I like/love … and I have/can … .

Skills/Qualities needed
- If you want to be/work as a(n) … , you need to be punctual/enthusiastic/creative, etc.
- You also need to have good/strong IT skills/communication skills, etc.

Closing remark
- What job/type of job do you want to do in the future/one day/when you are older?
- Tell me about it in your comments.

BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT ON!

Reading

1 **Read the text quickly. Will we lose our jobs to AI robots in the future?**



In 2023, Boris Eldagsen won first prize at the Sony World Photography for his picture, *The Electrician*. The German artist refused **1)** _____ the award because he used AI to create his artwork and nobody realised it. Eldagsen claimed that he did this to start a discussion about AI in art. People have different **2)** _____ about this, but it is certain that we are already using AI in everyday life, and this will be more popular in the future.

Around the world, many people have digital voice assistants at home to help carry **3)** _____ household tasks. In healthcare, surgeons use robots to perform surgeries with the help of AI. We not only use AI to build cars but also to drive them. In many companies, AI technology sorts through job applications **4)** _____ a real human reads them. It is also important in cyber security, online shopping and many other areas.

If we are using AI to do these things, what will happen in the future? Will AI robots take all our jobs? Experts say it won't happen. After all, AI can learn, but it can't think – not like a person. Instead, it will lead to new **5)** _____ of working, which leaves people more time to be creative and develop new ideas.

- *artificial intelligence* • *electrician*
- *claim* • *digital voice assistant*
- *surgery* • *sort through* • *job application*

2 2.12 **Read the text again and choose the correct options (A, B, C or D). Listen and check.**

1	**A** receive	**B** to receive	**C** receiving	**D** received
2	**A** opinions	**B** answers	**C** choices	**D** decisions
3	**A** on	**B** off	**C** out	**D** over
4	**A** because	**B** before	**C** but	**D** so
5	**A** parts	**B** places	**C** examples	**D** ways

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

1 People refused to give an award to Boris Eldagsen because he used AI to create his picture. ☐
2 AI is more common in homes than in hospitals. ☐
3 AI can help us build and drive a car. ☐
4 Companies use AI to help them find the right person for a job. ☐
5 AI can learn and think like a person. ☐

4 Think **Do you think that giving machines artificial intelligence is a good idea? Why (not)? Tell the class.**

BẢN MẪU SGK TIẾNG ANH GRICOM

4 • Progress Check

Vocabulary

1 **Choose the correct options.**

1 Virtual security **drones/guards** keep an eye on locations from far away.
2 Ann needs strong **communication skills/ problem-solving skills** to understand people and situations at work.
3 A digital artist needs to have lots of **foreign languages/creativity** to make beautiful and unique artwork.
4 Good **time management skills/IT skills** help someone use time wisely.
5 Jane is studying medicine and hopes to become a **drone pilot/robotic surgeon** one day.

5 x 1 = 5 points

2 **Fill in each gap with *punctual*, *flexible*, *careful*, *patient* or *cooperative*.**

1 Emily is very _____ , so she is great at teamwork skills.
2 I can come any time that you need me for work. I'm very _____ .
3 George doesn't mind when his work takes a long time. He's _____ .
4 Elly always does her work without any mistakes. She's very _____ .
5 David is never late for work because he's so _____ .

5 x 1 = 5 points

Grammar

3 **Put the verbs into the correct forms. Use *will*, *be going to*, the *Present Simple* or the *Present Continuous*.**

1 The meeting _____ **(start)** at 10:00 a.m., so don't be late.
2 I'm studying in information technology. I _____ **(apply)** for the job as a web designer after university.
3 There _____ **(be)** more demand for 3D printing technicians in the future.
4 Scientists are sure that technology _____ **(change)** the way doctors do their jobs.
5 Lyn _____ **(meet)** her customer at her office this afternoon.

5 x 1 = 5 points

4 **Combine the sentences using *that*-clause in your notebook.**

1 Drone pilots will become more common in the future. He hopes so.
2 Margaret will get the job as a robotic surgeon. It's possible.
3 You need to study hard to become an architect. It's a fact.
4 You should talk about your skills and interests in a job interview. It's my suggestion.
5 There will be lots of jobs in cyber security in 20 years. I believe it.

5 x 1 = 5 points

5 **Rewrite the sentences using reported speech in your notebook.**

1 Betty said, "I'm talking to the careers advisor about my job skills today."
2 "Why do you want to be a cyber security manager?" Mum asked me.
3 I told her, "You can find lots of job advertisements on the Internet."
4 "Are you studying to become a 3D printing technician?" Jo asked him.
5 "You need to be hard-working to be a doctor," he told me.

5 x 1 = 5 points

Pronunciation

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

1 **A** s<u>ea</u>rch **C** l<u>ea</u>rn
B h<u>ea</u>r **D** <u>ea</u>rth
2 **A** s<u>u</u>rgeon **C** f<u>u</u>ture
B c<u>u</u>rly **D** c<u>u</u>rtain
3 **A** farm<u>er</u> **C** c<u>er</u>tain
B s<u>er</u>vice **D** p<u>er</u>son

Choose the word with the consonant cluster.

4 **A** schedule **C** answer
B science **D** muscle
5 **A** island **C** expert
B design **D** listen

5 x 1 = 5 points

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Listening

7 2.13 **Listen to Bonnie and Carl talking about their career choices. Decide if the statements (1–5) are *R* (right) or *W* (wrong).**

1 A careers advisor gave a talk at Carl's school. ☐
2 Bonnie wants to design robots one day. ☐
3 Carl said that Bonnie would be successful. ☐
4 Carl wants to teach at a university one day. ☐
5 Carl thinks that he has the skills for his dream job. ☐

5 x 4 = 20 points

Reading

8 **Read the text and choose the correct options (A, B, C or D).**

Multitasking Skills

Multitasking skills are so common that everyone has them. However, some experts believe that multitasking is impossible **1)** ____ we need to focus to do something well. Are your multitasking skills worth mentioning in a job interview or is it a waste of time?

Nowadays, employers want to hire people who can multitask because it **2)** ____ money and time. These people can do lots of work in less time and for less cost. However, if you struggle with multitasking, don't worry. There are some ways for you to **3)** ____ these skills. You can start by **4)** ____ out your day ahead of time and organising your workspace. You should also start with the most important tasks and continue with **5)** ____ urgent work later. Most importantly, though, keep away from distractions. In this way, you can focus on tasks – all of them.

1	A	and	C	because
	B	but	D	so
2	A	saves	C	spends
	B	wastes	D	uses
3	A	make	C	finish
	B	do	D	improve
4	A	plan	C	planning
	B	to plan	D	are planning
5	A	more	C	most
	B	less	D	least

5 x 4 = 20 points

Everyday English

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

1 ☐ What can you do well?
2 ☐ Is there anything else I should do?
3 ☐ What do you enjoy doing?
4 ☐ How can I find the right job for me?
5 ☐ Can I ask you some questions about choosing a career?

a Sure. What do you want to know?
b I have strong communication skills.
c Well, you should think about your strengths and interests.
d Yes, it's important to study hard, too.
e I like working with other people.

5 x 2 = 10 points

Writing

10 **Write a blog post about your dream job (about 100–120 words). Include *type of job, job description, why you like it* and *skills/qualities needed*.**

20 points
TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for gist (multiple choice) ☆☆☆
- read for specific information (question answering; R/W/DS statements) ☆☆☆

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

Speaking
- ask for/give advice on choosing a career ☆☆☆

Writing
- write a blog post about your dream job ☆☆☆

BẢN MẪU CẤM TIẾNG ANH BẢN QUYỀN

5 Living Environment

What's in this unit?

- **Vocabulary**
  - Urban and rural areas
  - Features of a living environment
  - Features of a green city
- **Grammar**
  - Comparative – *as ... as – not as/so ... as*
  - Superlative
  - Defining relative clauses
  - Non-defining relative clauses
- **Pronunciation**
  - Word stress
  - Intonation
- **Reading**
  - *Urban and Rural Places* (article – gap filling; question answering)
  - *Green Cities: The Challenge of Tomorrow* (article – multiple choice; multiple matching)
- **Listening**
  - Monologues (multiple matching)
  - A dialogue (gap filling)
  - An interview (multiple choice)
- **Speaking**
  - Discuss ways to improve the living environment
- **Writing**
  - An email making suggestions to improve the living environment
- **Project**
  - Your ideal neighbourhood (map)

Vocabulary

Urban and rural areas

1 2.14 **Listen and repeat. Complete the sentences with the word/phrases from the list.**

• schools and universities • job opportunities
• healthcare system • cost of living • facilities
• public services • fresh food • friendly people

1 Most cities have a good _____ with lots of hospitals and doctor's offices.
2 When we moved to the countryside, we met a lot of _____.
3 You can have a good career in the city because there are more _____ there.
4 In urban areas, there are a lot of _____ like roads and bridges.
5 People in rural areas have lots of space to grow their own _____.
6 The government spent a lot of money providing rural people with _____, like schools and hospitals.
7 Some people prefer living in the countryside because the _____ there is low.
8 There are many _____ in urban areas, so it is easy to get a good education there.

Pronunciation (Word stress)

2 2.15 **Put the words into the correct columns. Practise saying them with your partner.**

• urban • rural • advantage • university • healthcare
• opportunity • security • system • population • facility

words with **first-syllable stress**	words with **second-syllable stress**	words with **third-syllable stress**

Listening

3 2.16 **Listen to four people talking about the places where they live. Match the people (1–4) to the features of the places (A–D).**

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

A nearby healthcare service
B fresh food
C good schools and universities
D friendly people

4 **Talk about the place where you live using the word/phrases from Exercise 1.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

5 Think 2.17 **Listen and read the text quickly. What do you think the text is about?**

Video

URBAN AND RURAL AREAS

Life is different in urban and rural areas. Urban areas are typically crowded areas with cities or towns, whereas rural areas are more connected to the countryside. Both places have their advantages, but they also have challenges for those who live there.



Urban areas have a lot of advantages and opportunities for a better life. Many good schools, universities and companies here offer excellent education and job opportunities. Besides, the city provides modern facilities and good public services. Also, easy access to a healthcare system and the support of police, firefighters and other public servants give urban people a sense of security. Unfortunately, they are facing the problems of heavy traffic, a high cost of living and a large population.

Life in urban areas can be exhausting for people who like peace and quiet, but rural areas are perfect places for them. It is because rural areas have beautiful scenery, fresh food and friendly people. However, there are fewer education and job opportunities in rural areas than in urban areas. Also, the lack of facilities and public services is another disadvantage. Therefore, life in rural areas is not so convenient as life in urban areas for some people.

- *benefit* • *challenge* • *access*
- *public servant* • *sense of security*
- *exhausting*

6 **Read the text again and complete the sentences (1–5). Write NO MORE THAN THREE WORDS for each gap.**

1 Rural areas and urban areas have both advantages and _____ .
2 Urban areas offer lots of education and job _____ .
3 It is _____ to access the healthcare system in urban areas.
4 Life in urban areas can make people who like _____ feel exhausted.
5 For some people, life in rural areas is less _____ than life in urban areas.

7 **Read the text again and answer the questions (1–4).**

1 What are the facilities like in urban areas?
_____

2 What gives urban people a sense of security?
_____

3 What are the disadvantages of urban areas?
_____

4 What are the advantages of rural areas?
_____

8 Think **Would you like to live in an urban area or a rural area? Why? Tell your partner.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON

5b • Grammar

Comparative – *as ... as* – *not as/so ... as*

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

adjective	comparative	adverb	comparative
fresh	fresh**er**	fast	fast**er**
hot	hot**ter**	loud	loud**er**
heavy	heav**ier**	slowly	**more** slowly
modern	**more** modern	carefully	**more** carefully

Facilities in the city are **more modern** than those in the countryside.

Vehicles in urban areas move **more slowly** than vehicles in rural areas.

Irregular adjectives/adverbs: good/well → ***better***, bad/badly → ***worse***, far → ***farther/further***, little → ***less***, much/many → ***more***

We use ***as*** + **adjective/adverb** + ***as*** to say that two people/things are similar in some ways.

My new friends treat me **as nicely as** my old friends did.

We use ***not as/so*** + **adjective/adverb** + ***as*** to say that two people/things are different in some ways.

The air in the city **isn't as/so fresh as** the air in the countryside.

p. 122



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

1 Julie often finishes maths exercises _____ **(fast)** than me.
2 Life in the city is _____ **(convenient)** than life in the countryside.
3 Urban people often dress _____ **(fashionably)** than rural people do.
4 Our new neighbours are _____ **(helpful)** than our old neighbours.
5 Traffic in the morning is _____ **(heavy)** than traffic in the afternoon.
6 We grow food _____ **(cheaply)** in rural areas than we do in urban areas.

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

1 I can't speak English as fluently as my sister.
My sister can speak English more fluently than me.
2 Rural areas are less convenient than urban areas.
Urban areas _____.
3 Life in my hometown isn't as entertaining as life in your city.
Life in your city _____.
4 People in urban areas find jobs more easily than people in rural areas.
People in rural areas _____.
5 The cost of living in small villages is lower than the cost of living in big cities.
The cost of living in big cities _____.

3 **Compare urban areas with rural areas using the ideas below and/or your own ideas.**

• air • traffic • cost of living • people • public services • scenery
• facilities • streets • food • healthcare system • schools and universities

A: The air in rural areas is cleaner than the air in urban areas.
B: The traffic in urban areas is heavier than the traffic in rural areas.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar • 5b

Superlative

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

adjective	superlative	adverb	superlative
old	**the** old**est**	hard	**the** hard**est**
cheap	**the** cheap**est**	soon	**the** soon**est**
happy	**the** happ**iest**	loudly	**the most** loudly
careful	**the most** careful	quickly	**the most** quickly

This is **the tallest** building in my country.
The electric buses run **the most quietly** of all the buses in town.
Irregular adjectives/adverbs: good/well → ***the best***, bad/badly → ***the worst***, far → ***the farthest/furthest***, little → ***the least***, much/many → ***the most***

p. 122



4 **Put the adjectives/adverbs into their superlative forms.**

1 Hồ Chí Minh City is _____ **(crowded)** city in Việt Nam.
2 Zurich is one of _____ **(little)** polluted cities in Europe.
3 Denmark is one of _____ **(clean)** countries in the world.
4 The population of this city grows _____ **(rapidly)** of all cities in the country.
5 He joins the volunteer activities _____ **(actively)** of all students in my class.

5 **Choose the correct options.**

1 I arrived at the restaurant ____ in my group.
A early **B** earlier **C** earliest **D** the earliest
2 The healthcare system in my city is ____ one in my country.
A so reliable **B** as reliable **C** more reliable **D** the most reliable
3 The facilities in my village are ____ as the ones in urban areas.
A less modern **B** the least modern **C** not so modern **D** least modern
4 People in the cities use technology ____ than those in the countryside.
A so skilfully **B** more skilfully **C** the most skilfully **D** as skilfully
5 The cost of living in Tokyo is ____ than the one in the other cities in Japan.
A higher **B** highest **C** as high **D** so high

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

1 He is driving more carefully than any other drivers on the road.
He is driving the most carefully of all the drivers on the road.
2 London is more popular with tourists than any other city in the UK.
London is _____.
3 The countryside is the most relaxing place of all for a summer holiday.
The countryside is _____.
4 Facilities in the rural areas aren't so good as the ones in the urban areas.
Facilities in urban areas are _____.

7 **Talk about places in your area/country using the comparative and the superlative.**

A: The mountains are more beautiful than the farms.
B: Yes, but the beaches are the most beautiful places of all.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT NOW!

5c • Vocabulary

Features of a living environment

1 2.18 **Listen and repeat.**



air and water quality



low-cost housing



waste solutions



green spaces



clean transport



community service

2 **Fill in the gaps (1–6) with the phrases from Exercise 1.**

1 The students do _____ by helping the elderly at the weekend.
2 Michael bought an electric car because he wants to use _____ .
3 The city planners must think of more _____ to keep the streets clean of rubbish.
4 The _____ in our city will get worse if we don't stop polluting our rivers and the air.
5 One way to create _____ in our cities is to build more parks and plant more trees.
6 Many volunteer programmes are working to prevent homelessness by providing _____ .

Listening

3 2.19 **Listen to two people talking about how to improve their living environment and fill in the gaps (1–5). Write NO MORE THAN TWO WORDS for each gap.**

Clean transport	• 1) _____ /ride a bicycle • use 2) _____
Green spaces	• 3) _____ in the parks
Community service	• do 4) _____ for the elderly • pick up rubbish • 5) _____ at the animal shelters

4 **Use the table in Exercise 3 and/or your own ideas to talk about how to improve the living environment in your area.**

BẢN MẪU SGK TIẾNG ANH CHƯƠNG TRÌNH MỚI!

Everyday English • 5d

Discussing ways to improve the living environment

1 2.20 **Read the dialogue and fill in the gaps (1–4) with the sentences (A–D). Listen and check.**

A For example, we can use clean transport to improve air quality.
B What else can we do to improve our living environment?
C Do you have any ideas?
D That's a great plan!

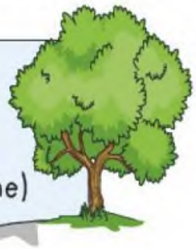


Amy I want to help improve our living environment.
1) _____
Conner There are lots of things we can do to make our community better.
2) _____
Amy That's right. We can use better waste solutions like recycling, too.
Conner Exactly! **3)** _____
Amy We can also ask city planners to provide more low-cost housing to people.
Conner **4)** _____ Do you have any other ideas?
Amy We can also do community service. There are lots of programmes that need volunteers.
Conner That's true. We can do the shopping for the elderly.
Amy Good idea! After school today, I'll ask some of my elderly neighbours if they need help.
Conner Great! I'll come with you.

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 and/or your own ideas.**

- ask city planners to build facilities (roads, bridges)
- plant trees to improve air quality
- start a community garden to provide fresh food to people
- do community service (pick up rubbish, start a recycling programme)



Pronunciation Intonation

2.21 **Listen and mark the sentences ↗ (rising intonation) or ↘ (falling intonation). Practise saying them with your partner.**

1 Do you have any ideas? ↗
2 I want to help improve our living environment. ☐
3 What else can we do to improve our living environment? ☐
4 That's a great plan! ☐
5 I'll come with you. ☐
6 There are lots of things we can do to make our community a better place. ☐

BẢN MẪU SGK TIẾNG ANH 9 - GLOBAL SUCCESS!

5e • Grammar

Defining relative clauses

We use a **relative clause** to modify the noun before it.
A **defining relative clause** gives important information to define the noun it modifies. This information is essential to the meaning of the sentence.

- We use relative pronouns ***(who, whom, which, that*** and ***whose)*** to introduce defining relative clauses. When the relative pronoun is the object of the defining clause, it can be omitted.
- We don't use a comma between the defining relative clause and the noun.

who/that (people, subject)
The people **who/that** live in the areas with green spaces are often healthy.
whom/that (people, object)
The city planners **(whom/that)** we were waiting for are arriving soon.
which/that (things, subject/object)
I prefer living in places **which/that** have good facilities and public services.
The city **(which/that)** I'm leaving for is very clean and tidy.
whose (people/things, possessive adjective)
People like living in the cities **whose** waste solutions are effective.
The scientist **whose** son is my classmate is giving a talk on TV.

p. 122



1 **Fill in the gaps with *who, whom, which, that* and *whose*. Some sentences have two possible answers.**

1 The bus system _____ the city just developed is a type of clean transport.
2 The volunteers _____ job is to help the elderly are very helpful and energetic.
3 The students _____ are picking up rubbish at the park are my classmates.
4 The man _____ you spoke to in the park yesterday is an environmental scientist.
5 I want to buy a house in an area _____ has lots of green spaces.

2 **Combine the sentences using defining relative clauses.**

1 I met some volunteers. They do community service every week.
I met some volunteers who/that do community service every week.
2 The scientist is giving a talk about green energy. We saw him once on TV.
_____
3 The waste solutions are improving the city. They focus on paper and plastic recycling.
_____
4 The city planners won an award. Their work was to create some green spaces in the city.
_____
5 The students want to improve our living environment. They are starting a clean-up club.
_____

3 **Make sentences about how to improve your area using defining relative clauses and the prompts below and/or your own ideas. Tell your partner.**

- ~~ask for volunteers – do community service~~
- eat at restaurants – buy food from local farms
- use vehicles – be friendly to the environment
- create green spaces – give people places to enjoy fresh air

We can ask for volunteers who do community service.



BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar • 5e

Non-defining relative clauses

A **non-defining relative clause** gives additional information to the noun it modifies. This information doesn't define the noun and is not important to the meaning of the sentence.

- We use relative pronouns ***(who, whom, which*** and ***whose)*** to introduce non-defining relative clauses. We cannot use ***that*** in non-defining relative clauses. The pronouns in non-defining clauses cannot be omitted.
- There is a comma between the non-defining relative clause and the noun.

John, **who** works as a city planner, is designing a new clean transport system.
My best friend is Lily, **whom** you met in the environmental event yesterday.
Those buildings, **which** the city built last year, provide low-cost housing options.
My sister, **whose** new car runs on electricity, cares a lot about clean transport.

pp. 122–123



4 **Fill in each gap with *who*, *whom*, *which* or *whose*.**

1 Mr Nam is leaving for Hà Nội, _____ offers lots of education and job opportunities.
2 Air pollution, _____ can cause some diseases, is now a problem in urban areas.
3 Bob, _____ we expected to win the competition, had an excellent performance.
4 Elizabeth, _____ is an animal nutritionist, takes care of animals at the zoo.
5 They are developing a new public transport system in my city, _____ traffic is very heavy.
6 These waste solutions, _____ the city planners suggested, are going to make our neighbourhood cleaner.

5 **Combine the sentences using non-defining relative clauses. Put commas where necessary.**

1 Our city's transport system is excellent. It uses clean energy.
Our city's transport system, which uses clean energy, is excellent.
2 We are moving to Vancouver. It has good air and water quality.
_____
3 Julie drives an electric car. You met her at the clean-up club last week.
_____
4 Our car doesn't cause air pollution. It uses electricity to run.
_____
5 I'm talking to Tom. His brother volunteers at the local community centre.
_____
6 My dad is developing new green spaces in the city. He is a city planner.
_____

6 **Make sentences about you, your family members and your friends using non-defining relative clauses. Tell your partner.**

A: Mary, who is my best friend, enjoys spending time in green spaces in the city.
B: My dad, who works as a taxi driver, drives an electric car.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

5f • Skills

Reading

1 Think 2.22 **What makes a city green? Look at the picture and guess. Listen and read to check.**



Green Cities:
THE CHALLENGE OF TOMORROW

What makes a city green? How do cities become green? Read about the two cities below to learn more.

Singapore
Singapore is a city which has a lot of the features of a green city because the city planners try to reduce pollution in many ways. For instance, it has hundreds of electric charging stations for vehicles. At some of these stations, people can even charge their electric vehicles for free. Singapore has a lot of walking paths and cycling paths; this makes it easy for people to get around without using cars. Since Singapore is a small island without much rural space, city planners also developed urban farming to provide the residents with fresh food.

Sydney
Sydney tries to make it a good living environment for all people who live there. This means that low-cost housing, which is affordable for those with limited incomes, is a priority. Besides, green buildings are also important. One example of a green building is the large Central Park, which has flats, shops, offices and more. It **runs on** thermal energy, which does not pollute the air. The city planners, who have many ideas for the future, are transforming streets into greener spaces in the hope of making Sydney one of the top green cities in the world.

• *resident* • *priority*
• *thermal energy* • *transform*

2 **Read the text again. For questions (1–3), choose the correct options (A, B, C or D).**

1 What is TRUE about both of the cities in the text?
A They provide free electric vehicles.
B They have buildings in parks.
C City planners try to make them greener.
D City planners develop urban farming in them.

2 Which is NOT mentioned in the text?
A waste solutions
B methods of transport
C sources of energy
D ways to reduce pollution

3 Which is closest in meaning to *'runs on'*?
A continues B worries C operates D practises

3 **Read the text again and answer the questions (1–5). Write *Singapore* or *Sydney*.**

Which city ... ?
1 makes it easy for people to walk or cycle _____
2 makes low-cost housing a priority _____
3 doesn't have a lot of rural areas _____
4 offers a lot of electric charging stations _____
5 has a building that uses eco-friendly energy _____

4 **How can you make your area greener? Present your ideas to the class.**

BẢN MẪU SGK TIẾNG ANH 6 RIGHT ON!

Vocabulary

Features of a green city

5 2.23 **Fill in each gap with *buildings*, *paths*, *stations*, *transport*, *energy* or *farming*. Listen and check, then repeat.**

1 

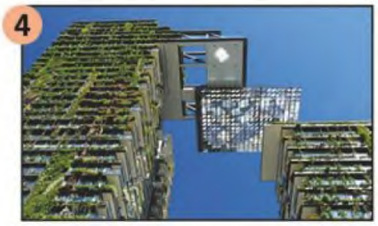
use public _____

2 

add electric charging _____

3 

develop urban _____

4 

construct green _____

5 

use renewable _____

6 

create walking/cycling _____



Culture Spot

Việt Nam is using different types of renewable energy, such as solar energy, wind energy and hydropower. These clean energy sources provide electricity for every and help protect the environment.



What are some types of renewable energy in the UK?

Listening

6 2.24 **Listen to an interview with a city planner about green cities. For questions (1–4), choose the correct options (A, B, C or D).**

1 Which type of farming is urban farming?
- A vertical farming
- B rooftop farming
- C community gardening
- D all of them

2 What do green buildings use more than normal buildings?
- A air conditioning
- B electricity
- C natural light
- D heating

3 According to the speakers, which type of energy do we mostly use?
- A oil energy
- B thermal energy
- C solar energy
- D wind energy

4 What is the main idea of the interview?
- A what makes a city green
- B examples of green cities
- C how many green cities there are
- D plans for a new green city

7 **Collect information about other features of a green city. Present the information to the class.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

5f • Skills

Writing (An email making suggestions to improve the living environment)

Task analysis

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

You read an article about the importance of green cities in the school magazine. Write an email to the school magazine editor making suggestions for making your area greener (about 100–120 words). Include *a greeting and the reason for writing, suggestions and expected results* and *a closing remark.*

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the email. In which part (1–3) does Martha ... ?**

a ☐ give suggestions and expected results
b ☐ give a closing remark
c ☐ give a greeting and the reason for writing

new tab | email

[1] To the Editor,
I am writing to suggest some ways to make our area greener.
[2] Firstly, we should build more walking and cycling paths to encourage people to walk and cycle. In this way, we can reduce air pollution. Secondly, we can start a community garden to provide fresh food for everyone in our area. If we do this, we will all be healthier and happier. Lastly, tree-planting events can be a good idea. Then, we will have more green spaces for people to enjoy fresh air.
[3] I hope my suggestions will help.
Yours faithfully,
Martha Rawlings

send

3 **Use the ideas below and the phrases from the *Useful Language* to make sentences about suggestions and expected results.**

1 use renewable energy – not pollute the air
First, we should use renewable energy. In this way, we won't pollute the air.

2 build more parks – provide more green spaces
_____
_____

3 add electric charging stations – encourage people to use electric vehicles
_____
_____

4 develop urban farming – reduce pollution from transporting food
_____
_____

5 construct green buildings – use less water and energy
_____
_____

Your turn

4 **Use ideas in Exercise 3 and/or your own ideas to write an email to the city planners making suggestions about how to make your area greener (100–120 words). Include *a greeting and the reason for writing, suggestions and expected results* and *a closing remark.***

Useful Language

Greeting and the reason for writing
- To the Editor/City Planners,
- I have some ideas to ... .
- I am writing to suggest some ways to ... .

Suggestions and expected results
- First(ly),/Second(ly),/Also,/Lastly, we should/can ... . In this way, ...
- My first/second/last suggestion is that we should/can ... . If we do this, ...
- Another suggestion is to ... . Then, ...

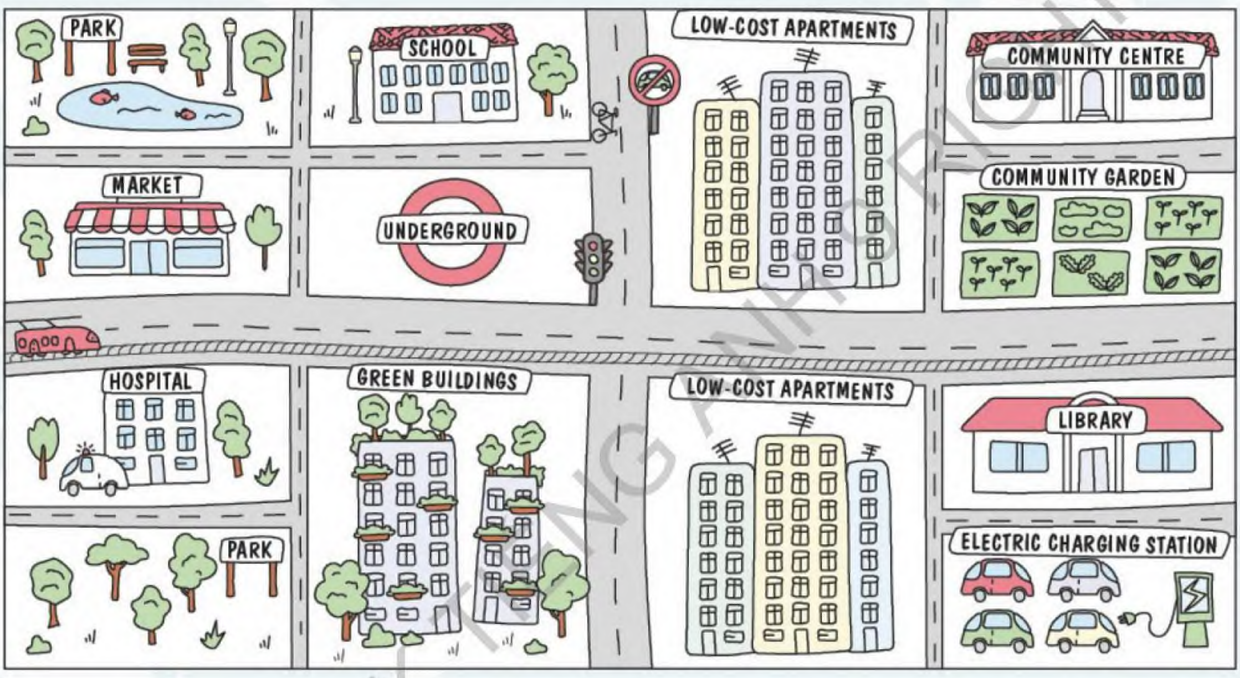
Closing remark
- I hope my suggestions are helpful/will help.
- Yours faithfully,
  (your full name)

ĐỀ MẪU SGK TIẾNG ANH 9 RIGHT ON!

Project Time

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

- green buildings
- public transport
- electric charging stations
- low-cost apartments
- facilities (roads, bridges)
- green spaces (parks, gardens)
- public services (schools, hospitals, libraries)
- urban farming (vertical farms, community gardens)



2 2.25 **Listen to two people presenting their ideal neighbourhoods and take notes. Were the features of their neighbourhoods the same as yours?**

Presentation Skills

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

VALUES

Cooperation



4 a) Think **Circle the statements which you agree with. Why? Talk with your partner.**

Working together ... .

1 takes more time
2 is more difficult in urban areas
3 helps us find ways to solve problems
4 helps us make friends
5 makes us feel connected to our community

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

BẢN MẪU SỬ DỤNG ANH RIGHT ON!

5 • Progress Check

Vocabulary

1 **Choose the correct options.**

1 City planners are planning to construct **fresh/green** buildings in the city centre.
2 **Clean/Public** transport includes cycling, walking or using electric vehicles.
3 Good **waste/urban** solutions improve the city's air and water quality.
4 We must use **renewable/friendly** energy sources because they don't run out.
5 Urban **food/farming** is the practice of growing food in cities.

5 x 1 = 5 points

2 **Fill in each gap with *housing*, *opportunities*, *transport*, *stations* or *facilities*.**

1 There are many job _____ in urban areas because lots of companies and factories are located there.
2 The city can reduce homelessness by building low-cost _____.
3 We encourage more people to use public _____ rather than their cars or motorbikes.
4 Many cities are adding electric charging _____ for electric vehicles.
5 The government tries to provide the rural areas with _____, such as schools and libraries.

5 x 1 = 5 points

Grammar

3 **Choose the correct options.**

1 James can run ___ of all the football players in his team.
A fast C fastest
B faster D the fastest
2 Ms Forester is the city planner ___ developed urban farming in the area.
A who C whom
B what D whose
3 Living in Paris is ___ than in any other city in France.
A expensive
B more expensive
C most expensive
D the most expensive
4 The cost of living ___ we experienced in the city was shockingly high.
A whom C which
B whose D who
5 The cities which are growing ___ of all are mostly in Africa.
A quicker
B more quickly
C the most quickly
D quicker than
6 Green buildings cost ___ to run than traditional ones.
A little C least
B less D the least
7 Our home garden isn't so big ___ the school garden.
A as C so
B than D of

7 x 1 = 7 points

4 **Rewrite the sentences using the words in brackets in your notebook.**

1 They live in a good neighbourhood. It has lots of low-cost housing. **(WHICH)**
2 Tom is a vertical farmer. He lives next to my house. **(WHO)**
3 The cost of living is cheap in rural areas. It isn't cheap in urban areas. **(CHEAPER)**
4 Cindy handed in the project earlier than any other students in her class. **(EARLIEST)**

4 x 2 = 8 points

Pronunciation

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

1 A transport C station
B healthcare D support
2 A public C urban
B complete D rural
3 A quality C recycle
B beautiful D family
4 A library C energy
B suggestion D hospital
5 A renewable C traditional
B community D education

5 x 1 = 5 points

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Listening

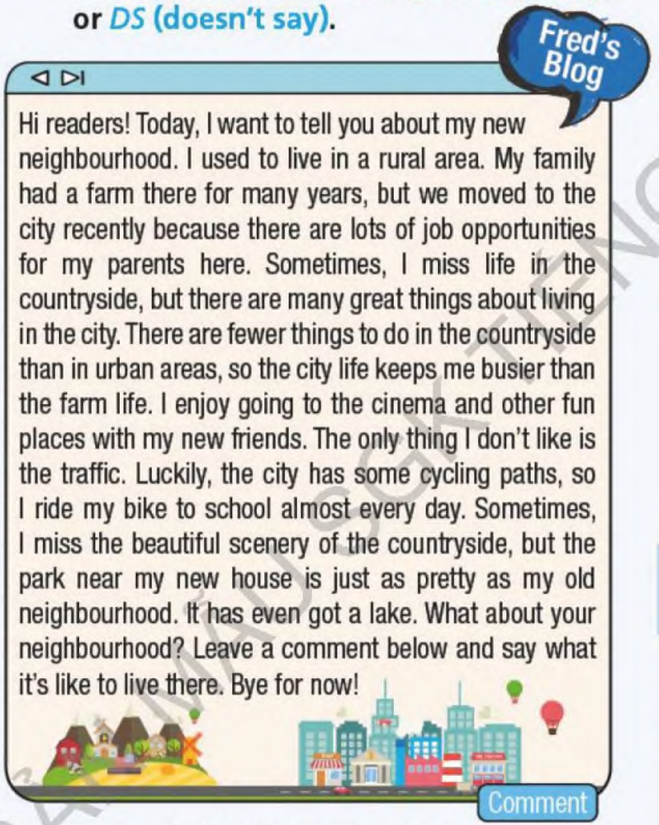
6 2.26 **Listen to an interview about green buildings and decide if the statements (1–5) are *R* (right) or *W* (wrong).**

1 Green buildings are green in colour. ☐
2 Green buildings are popular today. ☐
3 Green buildings use more water and energy than other buildings. ☐
4 We can use wood to build green buildings. ☐
5 It costs more to build green buildings than traditional buildings. ☐

5 x 4 = 20 points

Reading

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



1 Fred's family used to live on a farm. ☐
2 Fred doesn't miss the area that he lived in before. ☐
3 Fred's life in the city is busier than his life in the rural area. ☐
4 Fred often goes to the cinema with his friends at the weekend. ☐
5 There is a park close to Fred's new home. ☐

5 x 4 = 20 points

Everyday English

8 **Choose the correct options (A or B) to make exchanges.**

1 We can start a clean-up day.
A That's a great plan!
B I'll ask the elderly in my neighbourhood if they need help.
2 Do you have any other ideas?
A That's right.
B We can do community service.
3 I'm going to join a volunteer group.
A Exactly!
B Great! I'll come with you.
4 There are lots of programmes that need volunteers.
A That's true.
B That's a great plan!
5 What else can we do to improve our living environment?
A I want to improve our neighbourhood.
B We can contact city planners about creating walking paths.

5 x 2 = 10 points

Writing

9 **Write an email to the city planners making suggestions on how to make your area greener (about 100–120 words). Include *a greeting and the reason for writing, suggestions and expected results* and *a closing remark.***

20 points
TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for gist (multiple choice) ☆☆☆
- read for specific information (gap filling; question answering; multiple matching) ☆☆☆

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

Speaking
- discuss ways to improve the living environment ☆☆☆

Writing
- write an email making suggestions to improve the living environment ☆☆☆

BARRON'S GETTING AHEAD RIGHT ON!

6 English around the World

What's in this unit?

- **Vocabulary**
  - Benefits of learning English
  - Ways of learning English
  - Collocations with the word *'language'*
- **Grammar**
  - Clauses/Phrases of reason
  - Clauses of result
  - Clauses/Phrases of concession
- **Pronunciation**
  - Word stress
  - Intonation
- **Reading**
  - *The Benefits of Learning English* (article – multiple choice; R/W/DS statements)
  - *English as a Global Language* (article – gap filling; multiple choice)
- **Listening**
  - A dialogue (multiple matching)
  - A dialogue (R/W statements)
  - A dialogue (multiple choice)
- **Speaking**
  - Discuss ways of learning English
- **Writing**
  - A paragraph about the benefits of learning English
- **CLIL (Technology)**
  - *Technology in Learning a Foreign Language*

Vocabulary

Benefits of learning English

1 2.27 **Fill each gap with *have, study, enjoy, improve, boost, explore* or *widen*. Listen and check, then repeat.**



1 _____ abroad



2 _____ brainpower



3 _____ entertainment



4 _____ knowledge



5 _____ communication skills



6 _____ the world



7 _____ more job opportunities

Pronunciation (Word stress)

2 2.28 **Listen and put the words into the correct columns. Practise saying them with your partner.**

- study • enjoy • travel • improve • practise
- explore • widen • allow • worry • happen

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

Listening

3 2.29 **Listen to Roy and Karen talking about learning English. Match the people (1–5) to the reasons why they are learning English (a–e).**

Roy 1	d for work
Karen 2	b for school
Ben 3	c to enjoy entertainment
Emily 4	d to make new friends
Annie 5	e to travel

4 Think **Why do you learn English? Tell your partner.**

I learn English to enjoy entertainment because there are many great films and songs in English.

BẢN MẪU SGK TIẾNG ANH BẢN QUYỀN!

Reading • 6a





Video

5 **Read the text quickly. Which benefits of learning English are mentioned in the text?**

THE BENEFITS OF LEARNING ENGLISH

There are lots of good reasons to learn English. Read about them below.

Widen knowledge

English is an international language, so you can access lots of resources in English which are available in print and online. **1)** _____ English allows you to widen your knowledge on many topics and stay updated with global developments.

Have more job opportunities

People **2)** _____ speak English often have more job opportunities since English is an international language in many areas. English is important not only in multinational companies but also in local companies which trade in foreign markets.

- *international language* • *resource* • *multinational*
- *trade* • *foreign market* • *convey* • *emergency*

Boost brainpower

Learning a new language is one of the best ways to boost your brainpower. Learning English **3)** _____ your thinking skills and memory abilities because there are more connections happening in the brain.

Improve communication skills

When you learn a new language, you have the habit of considering your word choices so that you can convey messages in a clear **4)** _____. Therefore, you will become a better communicator overall by learning English.

Explore the world

Learning English is useful for exploring the world through travelling since you can **5)** _____ with local people effectively. This also allows you to access information and deal with emergencies on your trips.

6 2.30 **Read the text again. For questions (1–5), choose the correct options (A, B, C or D). Listen and check.**

1	**A** Learn	**B** To learn	**C** Learning	**D** Learned
2	**A** who	**B** whom	**C** which	**D** whose
3	**A** rises	**B** adds	**C** improves	**D** grows
4	**A** design	**B** way	**C** plan	**D** type
5	**A** communicate	**B** communication	**C** communicative	**D** communicatively

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

1 There are many English resources on different topics. ☐
2 English is only important in multinational companies. ☐
3 Learning a new language can make your memory abilities better. ☐
4 Learning English can make learning other languages easier. ☐
5 When you travel, English is useful for you to deal with emergencies. ☐

8 Think **How do you think learning English is useful for students? Tell your partner.**

I think learning English is useful for students because it boosts our brainpower. Strong brainpower will help us in all the subjects that we study at school.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

6b • Grammar

Clauses/Phrases of reason

Clauses of reason explain the **reasons** why things happen.
because/since/as
Thanh studies English **because** he wants to study abroad.
Since/As Mai studied hard, she passed her English exam.
because of* + noun/verb-*ing
Because of his good English, Phong can read English books.
Lan can now understand spoken English easily **because of** watching English films.

p. 123



1 **Complete the sentences using *because* or *because of*.**

1 _____ Dan wants to improve his English, he is going to take an online course.
2 Amy could improve her English so fast _____ her teacher's support.
3 Learning a new language can boost your brainpower _____ it trains your brain with thinking skills.
4 I learnt a lot of new words _____ listening to English radio shows.
5 _____ living in London for ten years, Binh can now speak English fluently.
6 Some people study English _____ they need to prepare for their new life in an English-speaking country.

2 **Rewrite the sentences without changing their meanings. Use the words in brackets.**

1 Because I live in the countryside, I can't find many job opportunities. **(BECAUSE OF)**
Because of living in the countryside, I can't find many job opportunities.

2 Alex didn't speak much in the English class because of his weak speaking skills. **(SINCE)**

3 She does well in her English class as she has strong communication skills. **(BECAUSE OF)**

4 We decided to move to the UK because of its good universities. **(BECAUSE)**

5 I knew lots of British expressions because I watched films from the UK. **(BECAUSE OF)**

6 They studied English because of being interested in American culture. **(AS)**

3 **Talk about things you did or places you went to. Ask and answer as in the example.**

A: I went to my English class after school yesterday.
B: Why did you go to English class after school?
A: I went to English class because I want to improve my English.
B: Why do you want to improve your English?
A: I want to improve my English because I'm going to study abroad.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar • 6b

Clauses of result

Clauses of result express **the results** of actions or situations.
so* + adj/adverb + *that
Ms Hoa taught English **so** well **that** all of the students wanted to be in her class.
such a/an* (+ adj) + singular countable noun + *that
Ms Hoa delivered **such** a good lesson **that** her students understood it quickly.
such* (+ adj) + uncountable noun/plural noun + *that
Ms Hoa's students had **such** enjoyment in her English class **that** she felt happy all day.
Ms Hoa gave **such** interesting topics **that** her students discussed eagerly.

p. 123



4 **Fill in each gap with *so* or *such*.**

1 The language app was _____ helpful that it greatly improved my English.
2 This company offered _____ a good job that lots of people applied for it.
3 Kate learnt English _____ quickly that she could speak the language fluently after a six-month course.
4 I had _____ great improvement in English that I got full marks on the final test.
5 He presented his project _____ fast that most of his classmates couldn't understand.

5 **Combine the sentences using the words in brackets.**

1 Ann is very intelligent. She can learn a new language easily. **(SO ... THAT)**
Ann is so intelligent that she can learn a new language easily.
2 English is a useful language. I can use it to widen my knowledge. **(SUCH ... THAT)**
_____
3 He is good at learning languages. He can speak five different languages. **(SO ... THAT)**
_____
4 It was a very beautiful song. I listened to it all day. **(SUCH ... THAT)**
_____

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

1 This science book is so interesting that I want to read it again.
This is such an interesting science book that I want to read it again.
2 It is such a helpful forum that I can practise with lots of English speakers there.
The forum is _____.
3 This English TV show is so interesting that I look forward to watching it every week.
This is _____.
4 It was such an exciting English class that all the students wanted to join it.
The English class was _____.

7 **Make sentences using clauses of result. You start a sentence and your partner completes it.**

A: English is so popular ...
B: English is so popular that people speak it all over the world.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

6C • Vocabulary

Ways of learning English

1 2.31 **Fill in each gap with the correct verb from the list. Listen and check, then repeat.**

• watch • visit • take • sign up • practise • read • use • write



1 _____ for an English class



2 _____ online lessons



3 _____ English-language films



4 _____ the language with English friends



5 _____ English-learning apps



6 _____ English books



7 _____ blogs in English



8 _____ an English-speaking country

Listening

2 2.32 **Listen to Mark and his teacher talking about ways of learning English. Decide if the statements (1–5) are *R* (right) or *W* (wrong).**

1 The teacher suggests watching English-language films. ☐
2 Mark has English reading lessons at school. ☐
3 Mark wants to start an English blog. ☐
4 Mark doesn't have any English-speaking friends. ☐
5 Mark will practise speaking English with his teacher on Wednesday. ☐

3 Think **What should you do to improve your English? Tell your partner.**

I should read more books in English and watch more English-language films to improve my English.

BẢN MẪU SÁCH TIẾNG ANH © Right ON!

Everyday English • 6d

Discussing ways of learning English

1 2.33 **Read the dialogue and fill in the gaps (1–4) with the sentences (A–D). Listen and check.**

Lynn I want to study at a university in the UK, so I need to improve my English. **1)** _____

Keith That's great news! You should sign up for an English class.

Lynn Are there any English classes that I can sign up for in the area?

Keith I think there's a good English centre near my house.

Lynn That sounds great! **2)** _____

Keith Yes. That's a good idea, too. You can also learn English by reading English books and watching English films.

Lynn I see. Then, watching my favourite English TV shows can help, too.

Keith You're right. You can improve your English skills by watching English TV channels.

Lynn **3)** _____ Your English is so good. Can you help me practise my English speaking?

Keith Of course! I'm happy to help.

Lynn Thanks. **4)** _____

Keith You're welcome.



A What about using English-learning apps?
B That's wonderful!
C What should I do?
D I really appreciate it.

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 from Exercise 1 (page 86) and/or your own ideas.**

Pronunciation Intonation

2.34 **Listen and mark the sentences ↗ (rising intonation) and ↘ (falling intonation). Practise saying them with your partner.**

1 What should I do? ↘
2 That's great news! ☐
3 You can improve your English skills by watching English TV channels. ☐
4 Are there any English classes that I can sign up for in the area? ☐
5 Can you help me practise my English speaking? ☐
6 I really appreciate it. ☐
7 I want to study at a university in the UK, so I need to improve my English. ☐
8 What about using English-learning apps? ☐

BẢN MẪU SGK TIẾNG ANH 9 FRIENDS PLUS

6e • Grammar

Clauses/Phrases of concession



Clauses/Phrases of concession express **contrast**.

***although/though/even though* + clause**

Although Gordon speaks two languages, he can't read them very well.
I feel confident to visit England **even though** I speak a little English.
Though Jim loves social media, he rarely posts on his page.

despite/in spite of* + noun/verb-*ing

I practise my English every day **in spite of** my busy schedule.
Despite making many mistakes, I won't give up learning English.

p. 123

1 **Fill in the gaps with *although/though/even though* or *despite/in spite of*.**

1 _____ we can't speak English well, we decided to move to Australia.
2 She was able to find a job _____ not having a university degree.
3 I downloaded an English-speaking app _____ I'm too busy to use it.
4 _____ Rosa is busy with schoolwork, she studies English for one hour a day.
5 He wants to work in the USA _____ having a good job in his home country.
6 Jane needed to improve her writing skills to apply for a job in London _____ her good English-speaking skills.

2 **Rewrite the sentences without changing their meanings. Use the words in brackets.**

1 Although the weather was bad, she went to her English class on time. **(IN SPITE OF)**
In spite of the bad weather, she went to her English class on time.

2 Ivy was able to get a high mark in spite of the difficult English test. **(EVEN THOUGH)**
_____

3 Bob is excited to learn a new language despite speaking three languages already. **(THOUGH)**
_____

4 I couldn't find much information about the topic although I did lots of research. **(IN SPITE OF)**
_____

5 Though we use our English-learning apps, we prefer our English lessons at school. **(DESPITE)**
_____

6 Kate doesn't feel confident about her speaking skills despite being the top student in her English class. **(ALTHOUGH)**
_____

3 **Make sentences using phrases/clauses of concession. You start a sentence and your partner completes it.**

A: Jane practises speaking English with friends online every day ...
B: Jane practises speaking English with friends online every day although she is busy with her homework.

BẢN MẪU SGK TIẾNG ANH 9 PRIMARY

Review

4 **Choose the correct options.**

1 Minh got a job in the UK ___ his excellent English-speaking skills.
A though B in spite of C as D because of

2 We have ___ a busy schedule that we have to take online English lessons.
A such B since C despite D though

3 Henry wants to become an English teacher in Việt Nam ___ he loves the country.
A so B though C because D in spite of

4 ___ my English speaking is pretty good, I'm not confident about my writing.
A Despite B Although C Such D So

5 The students are spending more time practising ___ they want to get high marks on their English exams.
A because B because of C though D despite

5 **Fill in each gap with *so, such (x2), despite, although* or *because of*.**

1 _____ his love for English films, Juan took an English course online.
2 We had _____ interest in the course that we signed up for another one.
3 It was _____ an interesting lesson that the time seemed to go by quickly.
4 Jane's visit to London was _____ exciting that she decided to move there.
5 _____ I'm not good at English, I want to apply for a job at a multinational company.
6 Teachers in rural areas were able to do their work well _____ the lack of resources for teaching English.

6 **Combine the sentences using the words in brackets.**

1 This is a useful English-learning app. Millions of people use it. **(SUCH ... THAT)**
_____

2 We understood the lesson well. The teacher was surprised about that. **(SO ... THAT)**
_____

3 Ly likes chatting with foreign tourists. It helps her practise her English skills. **(BECAUSE)**
_____

4 Trung didn't enjoy English lessons at first. He is now the best student in the class. **(DESPITE)**
_____

5 English has simple structures. It is an accessible language for beginners. **(BECAUSE OF)**
_____

6 Huy can't speak English very well. He can give directions to many English-speaking visitors. **(ALTHOUGH)**
_____

7 **Write sentences about yourself using clauses/phrases of reason, clauses of result and clauses/phrases of concession. Tell your partner.**

I did well on my English exam because I studied hard.
It is such an interesting English class that I wait for it every week.

BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT ON!

6f • Skills

Reading

1 **Read the text quickly. How many people around the world speak English? How many countries have English as their official language?**

English as a GLOBAL LANGUAGE

Video



People often talk about English as an international language. But why English? In the past, the British Empire spread English through trade **1)** _____ British merchants bought and sold things around the world. Over time, English became a global language. Also, English has simple grammar and its vocabulary is **2)** _____ to **pick up**, so it is the main language in international trade, industry, finance and entertainment.

Did you know that today there are over 1.5 billion English speakers and millions of people take up the language every day? When we think of English, we usually think of the UK, **3)** _____ did you know that 67 countries have English as one of their official languages? Although the USA has the largest number of English speakers in the world, English isn't an official language there. In fact, the USA hasn't got an official language. Despite having two official languages, Canada **4)** _____ the third-largest English-speaking population, while Australia and New Zealand are next. Two other countries which use English as the main **5)** _____ are the Republic of Ireland and South Africa.

Since English is popular all around the world, speaking English is something you have in common with others wherever you go.

2 2.35 **Read the text again and fill in the gaps (1–5) with the words from the list. Listen and check.**

• because • easy • language • but • has

• *global language* • *empire* • *spread* • *merchant* • *industry* • *finance* • *take up* • *official language*

3 **Read the text again. For questions (1–4), choose the correct options (A, B, C or D).**

1 Why did English spread around the world?
- **A** because of international trade
- **B** because of industry
- **C** because of entertainment
- **D** because of global finance

2 Which of the following is closest in meaning to '*pick up*'?
- **A** lift
- **B** learn
- **C** write
- **D** speak

3 Which country doesn't have English as their official language?
- **A** the UK
- **B** Canada
- **C** Australia
- **D** the USA

4 Which country has two official languages?
- **A** the Republic of Ireland
- **B** New Zealand
- **C** Canada
- **D** South Africa

4 **Can you name some other countries in the world that have English as their official language? Tell the class.**

BẢN MẪU SGK TIẾNG ANH 9 MỚI

Vocabulary

Collocations with the word *'language'*



5 2.36 **Listen and repeat. Match the words/phrases (1–4) with the definitions (a–d).**

native/first language 1	a a language that people from a different country use
foreign language 2	b a language that someone learns in early childhood
official language 3	c a language that people use in many different countries
global/international language 4	d a language that the government of a country uses

Listening



Culture Spot

English is one of the most popular foreign languages among Vietnamese. It is a compulsory school subject from grade 3 for most Vietnamese students. Many Vietnamese also study English on their own at home, sign up for English classes or take online lessons.



What are the most popular foreign languages in schools in the UK?

6 2.37 **Listen to an interview about the global importance of English. For questions (1–5), choose the correct options (A, B, C or D).**

1 The British Empire's trade _____.
- A made English popular all over the world
- B changed English grammar
- C developed English vocabulary
- D brought new languages to the UK



2 Around the world, there are over 1.5 billion _____.
- A native English speakers
- B non-native English speakers
- C native and non-native English speakers
- D English learners

3 About _____ English words are in use today.
A 18,000 B 80,000 C 118,000 D 180,000

4 English is always changing because _____.
- A we are adding new words
- B we are changing the grammar
- C we are using it online
- D we are teaching it to others



5 About _____ of online content is in English.
A 5% B 15% C 50% D 55%

7 **Collect information about the importance of English in Việt Nam. Present the information to the class.**

BẢN QUYỀN SGK TIẾNG ANH 9 RIGHT ON!

6f • Skills

Writing (A paragraph about the benefits of learning English)

Task analysis

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

Your school magazine wants students to send in a paragraph about the benefits of learning English. Write a paragraph for the magazine (about 100–120 words). Include *a topic introduction, benefits and explanations* and *a conclusion.*

Type of text	
Readers	
Topic	
Number of words	
What to include	

Model analysis

2 **Read the paragraph. In which part (1–3) does the writer ... ?**

a ☐ introduce the topic
b ☐ give a conclusion
c ☐ give benefits and explanations

1 Learning English is a wonderful way to experience some benefits. 2 Firstly, learning English can boost your brainpower because it can improve your memory abilities and your thinking skills. Another benefit of learning English is that it helps improve your communication skills, so you can convey messages clearly. Also, people who speak English can have more job opportunities since it is an international language in many areas. Finally, you can make new friends in English classes or English learning communities. 3 In a word, learning English can benefit your mind, your communication skills, your relationships and your career.



3 **Read the paragraph. Which clause (a–c) best fits the gap (1–3)?**

a since you can communicate with local people effectively and access information easily
b as there are lots of films, songs, videos and TV channels in English
c because you can read English books and look up information online on many topics

There are several benefits of learning English. Firstly, learning English can widen your knowledge on different topics 1 ☐. Secondly, learning English is useful for travelling 2 ☐. Finally, people who speak English can enjoy many types of entertainment 3 ☐. In the end, learning English can benefit you in learning, travelling and entertainment.

Your turn

4 **Write a paragraph about the benefits of learning English (about 100–120 words). Include *a topic introduction, benefits and explanations* and *a conclusion*.**

Useful Language

Introducing the topic
- There are some benefits of learning English.
- Learning English is a(n) great/excellent/wonderful, etc. way to experience some benefits.

Giving benefits and explanations
- First (Firstly),/Second (Secondly),/.../Also,/ Finally, learning English can/help ... because/since/as/, so, ...
- One/Another benefit of learning English is that it can/help ... .
- People who speak English also ... .
- You can ... .

Giving a conclusion
- In a word,/ To sum up,/In conclusion,/ In the end,/After all, ...

PAN WILSON TIENG ANH 9 PRIGHT ON!

Reading

1 **Read the text quickly. What technology tools are there to help us learn English?**

Video

Technology in Learning a **Foreign Language**

These days, there are many ways to apply technology in learning a foreign language. Every language learner can find something that suits his or her learning style.

Language-learning apps offer a lot of benefits. Firstly, they are easy to use because the apps guide the learner through each step. They are also usually low in cost. [1] Learners can also install them on different devices, such as a smartphone, a tablet or a computer. This is convenient as they can access the apps anytime and anywhere.

[2] However, today online courses are becoming popular around the world. Online language classes are much more flexible since you can choose your own schedule. They are often more affordable than in-person lessons, too.



Lessons are only part of learning a language, of course. [3] You can join online language learning communities like forums to find practice partners. You can also find an excellent source of learning resources there as well.

So, if you are looking for a new way to study English, you should use technology. From online resources to software and everything in between, there is something for everyone.

• *suit* • *in-person* • *source*

2 2.38 **Read the text again. Which of the sentences (A–C) best fits each gap (1–3)? Listen and check.**

A In-person lessons are the common way of language learning.
B Technology also offers ways to use your new language skills.
C In fact, many are even free.

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

1 You can use the same language-learning app on different devices. ☐
2 You can find partners to practise with on language-learning apps. ☐
3 You can choose when to take online language classes. ☐
4 Language-learning communities don't provide learning resources. ☐
5 All of the language-learning ways mentioned in the text are free. ☐

4 **Find another way that technology can help someone to learn English. Present it to the class.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

6 • Progress Check

Vocabulary

1 **Choose the correct options.**

1 John is going to **explore/study** abroad at a famous university.
2 Learning a new language can **improve/explore** your communication skills.
3 Learning English helps you **widen/sign up** your knowledge by accessing lots of print and online resources.
4 If you speak English, you can **have/use** more job opportunities.
5 We can **enjoy/boost** different kinds of entertainment in English if we know the language.

5 x 1 = 5 points

2 **Fill in each gap with *take*, *write*, *sign up*, *practise* or *use* in the correct form.**

1 I want to learn English, so I'm going to _____ for an English class.
2 Carla often _____ English with her foreign friends.
3 Busy people prefer _____ online lessons because of the flexible schedule.
4 Joe often _____ blogs in English to share about his life in Việt Nam.
5 Many students would love _____ English-learning apps for self-study.

5 x 1 = 5 points

Grammar

3 **Choose the correct options.**

1 I had ___ a wonderful trip to the USA that I would like to visit it again.
A so C such
B though D since

2 ___ she doesn't speak English, she will visit the UK for a holiday.
A Because of C Despite
B Although D Because

3 I signed up for an English class ___ my interest in travelling abroad.
A because of C such
B so D despite

4 Those songs were ___ easy to listen to that I used them to help my sister practise her listening skills.
A as C such
B since D so

5 Nguyên got the top mark on the test ___ being the newest student in her English class.
A despite C since
B even though D because of

5 x 1 = 5 points

4 **Rewrite the sentences without changing their meanings in your notebook. Use the words in brackets.**

1 Kim is taking an English online course because of her interest in moving to the USA. **(SINCE)**
2 Despite practising English every day, Mai still has difficulties in listening skills. **(ALTHOUGH)**
3 I can speak English well because of practising the language every day. **(BECAUSE)**
4 That maths exercise was so difficult that it took him two hours to finish. **(SUCH ... THAT)**
5 She has such a great talent for languages that she is able to learn four different languages. **(SO ... THAT)**

5 x 2 = 10 points

Pronunciation

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

1 A explore C enjoy
B study D improve
2 A widen C practise
B visit D suggest
3 A despite C global
B foreign D language
4 A memory C wonderful
B energy D official
5 A population C community
B application D entertainment

5 x 1 = 5 points

BẢN MẪU SỬ TIẾNG ANH 9 RIGHT ON!

Listening

6 2.39 **Listen to an interview about the use of English and decide if the statements (1–5) are *R* (right) or *W* (wrong).**

1 The interviewer is talking to an English learner. ☐
2 Students learn English as a foreign language in schools in 142 countries. ☐
3 In 42 countries, English is an optional subject in schools. ☐
4 Many international companies hold meetings in English. ☐
5 English is the main language of education in many countries. ☐

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).**

English Language Day

English Language Day is an annual event for English speakers and learners around the world. The United Nations held the first English Language Day on 23 April, 2010 because it is the birthday of the famous English writer William Shakespeare.

English Language Day started as a day to spread information about the history of the English language to English learners around the world. The United Nations created several Language Days besides English Language Day. Their goal was to celebrate multilingualism – the fact that people speak more than one language.

There is such a wide range of things to do on English Language Day that you surely find an activity that you will enjoy. Despite being a day for English language learners, the event is not just a celebration for students. Adults can enjoy it, too! English authors do book readings, educational organisations hold English lessons and Shakespeare fans show film versions of some of his most famous plays. There is something for everyone on English Language Day, so why not experience the fun and excitement for yourself?

1 English Language Day takes place twice a year. ☐
2 William Shakespeare's birthday is on 23 April. ☐
3 Celebrating multilingualism is the goal of the Language Days. ☐
4 Students enjoy book readings the most. ☐
5 There are English lessons in the event. ☐

5 x 4 = 20 points

Everyday English

8 **Match the sentences (1–5) to (a–e) to make exchanges.**

1 ☐ Are there any English classes that I can sign up for in the area?
2 ☐ What about using English-learning apps?
3 ☐ Can you help me with my English?
4 ☐ I'm going to study abroad, so I want to improve my English.
5 ☐ I really appreciate it.

a Yes, that's a good idea, too.
b You're welcome.
c I think there are some good classes at the English centre near our school.
d Sure, I'm happy to help.
e That's great news!

5 x 2 = 10 points

Writing

9 **Write a paragraph about the benefits of learning English online (about 100–120 words). Include *a topic introduction, benefits and explanations* and *a conclusion*.**

20 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Reading
- read for gist (multiple choice; gap filling) ☆☆☆
- read for specific information (R/W/DS statements; multiple choice) ☆☆☆

Listening
- listen for specific information (multiple matching; R/W statements; multiple choice) ☆☆☆

Speaking
- discuss ways of learning English ☆☆☆

Writing
- write a paragraph about the benefits of learning English ☆☆☆

BẢN MẪU SOẠN TIẾNG ANH 9 RIGHT ON!

Review (Units 1–6)

Vocabulary

1 **Choose the correct options.**

1 The dancers at the festival wore ___ clothes with different styles and colours.
A balanced C traditional
B folk D extended

2 Are you interested in ___ online lessons with me?
A taking C using
B practising D writing

3 There are more job ___ in urban areas than in rural areas.
A qualities C facilities
B skills D opportunities

4 Larry is always ___ . He is never late for work.
A punctual C honest
B flexible D careful

5 Do you know that there are ___ surgeons at our local hospital?
A cyber C drone
B robotic D virtual

6 Learning another language can help ___ your brainpower.
A boost C study
B widen D start

7 Because of joining the school football club, I can ___ relationships by making new friends.
A practise C explore
B reduce D build

8 We need to spend more on public ___ like libraries and hospitals.
A systems C services
B solutions D stations

9 In the future, I hope all cities in my country will have ___ transport.
A fresh C clean
B renewable D friendly

10 English is not my ___ language, but I'm learning it to prepare for my future.
A official C global
B foreign D native

Grammar

2 **Choose the correct options.**

1 My dad ___ his favourite TV channel all day yesterday.
A watches C watched
B is watching D was watching

2 It is certain that football is one of ___ sports in the world.
A the popular C more popular
B so popular D the most popular

3 We would love ___ on a sightseeing holiday in the countryside this week.
A go C to going
B to go D going

4 Michael said he ___ me about our science project the following day.
A calls C will called
B called D would call

5 My teacher thinks that people ___ houses on 3D printers in the future.
A print C are printing
B will print D are going to print

6 Sam's English is improving ___ than mine because of his frequent practice.
A quickly C the quickest
B more quickly D the most quickly

7 The app ___ I am using is helpful for practising English-speaking skills.
A which C whose
B who D what

8 Jenny asked me ___ I wanted to work as a waiter at her restaurant.
A what C where
B who D whether

9 I watch films in English ___ I need to improve my listening skills.
A although C because
B despite D because of

10 My best friend, ___ parents drive an electric car, really cares about the environmental problems.
A who C whom
B which D whose

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Pronunciation

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

1 A t<u>o</u>wn C dr<u>o</u>ne
B h<u>o</u>me D kn<u>o</u>w
2 A manage C language
B village D gentle
3 A teacher C farmer
B worker D person

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

4 A maintain C widen
B explore D improve
5 A population C environment
B security D intelligence

Listening

4 2.40 **Listen to a woman talking about her job. Choose the correct options (A, B, C or D).**

1 The woman wanted to be ___ .
A a cyber security manager
B a video game designer
C a computer engineer
D a farmer
2 In 2021, ___ .
A FoodTech Valley opened
B she started university
C she got a job
D she finished her course
3 She doesn't think that her job is ___ .
A important
B exciting
C easy to understand
D easy to do
4 She says that she doesn't need to ___ at work.
A solve problems C use her IT skills
B be flexible D work long hours

Writing

5 **Write a paragraph about the benefits of learning English (about 100–120 words). Include *a topic introduction, benefits and explanations* and *a conclusion*.**

Reading

6 **Read the text and decide if the statements (1–6) are *R* (right), *W* (wrong) or *DS* (doesn't say).**



Living in an eco-house

There is not much oil, gas and coal left, and energy costs are increasing. Burning these types of energy releases harmful chemicals that cause global warming. Therefore, we have to make changes before it is too late, and building eco-houses is an effective solution.

Eco-houses are becoming popular all over the world. They use the sun's energy to make electricity, even on cloudy or rainy days. This kind of energy does not put harmful chemicals into the air, so it does not add to the problem of global warming. These houses are warm in winter and cool in summer. Natural products like sheep's wool and recycled paper in the walls keep the heat in when it is cold outside. Also, their smart design and roofs that reflect light help them stay cool during hot months. As a result, you can use less central heating or air conditioning and save up to £500 on energy bills each year. Many eco-houses also have green roofs where plants can grow. This helps create fresher air and adds a unique natural beauty to urban areas.

To sum up, eco-houses use little energy and help protect the environment. These are great reasons to consider buying a home of the future and make our world a greener and prettier place.

1 Oil, gas and coal are becoming cheaper. ☐
2 Oil contains more harmful chemicals than gas and coal. ☐
3 When it is cold outside, the natural materials in eco-houses keep the heat in. ☐
4 Eco-houses stay warm because of the roofs that reflect light. ☐
5 Eco-house owners can save up to £500 per year on their household energy bills. ☐
6 Eco-houses can also be beautiful. ☐

BẢN MẪU SGK TIẾNG ANH CỦA NXB

SONGS

Talk to Me

Video

1 Which ways of communication can you see in the pictures?

2 2.41 Listen and fill in the missing words. Listen and check, then sing along.

3 Think Does the Internet have positive or negative effects on people's communication? Discuss with your partner.

Talk to me, tell me
What happened today
I waited to see you
But you're miles away
Your **1)** _____ is ringing
You've got things to do
Then your **2)** _____ calls
There's a message for you

We're in the same place now
Let's talk **3)** _____ now
Just turn off your phone,
Leave your laptop alone
A real conversation, is **4)** _____
You just can't replace it
So wake up and face it

Talk to me, see me
Look into my eyes
And stop living **5)** _____
You must realise,
It makes me feel sad
When we're all alone
But you're busy using
Your laptop or phone






Video

GOT TO GET AWAY

1 Look at the picture and the title. What do you think the song is about?

2 2.42 Listen and fill in the missing words. Listen and check, then sing along.

3 Think Why do people want to travel? Discuss with your partner.

It was raining when I walked home.
It really got me down.
I'd love to **1)** _____ on a beach.
Somewhere far from this old town.

I know the Sun is in the sky.
I know it smiles up there.
I want to **2)** _____ it, see its face.
I need to go elsewhere.

Got to get away
Take a ***3)*** _____
Got to get away
I really can't delay
Got to get away
Maybe today's the day

There's a **4)** _____ for everyone of us.
It's near, not out of reach.
It's waiting there for you and me,
That golden sandy **5)** _____ .

BẢN MẪU SÁCH TIẾNG ANH 9 PHỔ THÔNG

SONGS

Video

1 2.43 Listen and fill in the missing words. Listen and check, then sing along.

2 What ways to get healthy does the song mention?

3 Think What other ways can we get healthy? Discuss with your partner.



Unit 3

You've Got a Life to Live

C'mon all you girls and boys,
Time to 1) _____ fit with me.
It's not as hard as
you 2) _____ think.
It's as easy as can be.

You've got a life to live.
So make today the start.
It's a life with lots to give.
Live life with all your heart.

You 3) _____ get too stressed.
Problems soon go away.
Make sure you get enough 4) _____
To be ready for the day.

Exercise boosts 5) _____.
You could make new friends, too.
Building up your confidence,
You know it's right for you.

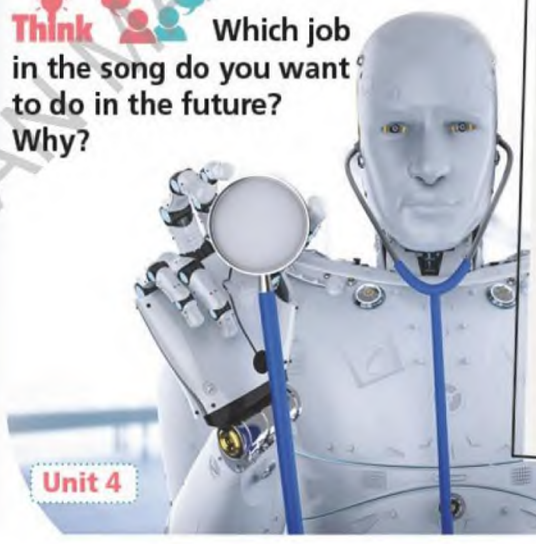
BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Video

1 Name some future jobs you know.

2 2.44 Listen and fill in the missing words. Listen and check, then sing along. Which future jobs does the song mention?

3 Think Which job in the song do you want to do in the future? Why?



Unit 4

Dream Big

I'll heal the world as a surgeon
With a 1) _____ by my side.
2) _____ all my skills from gaming
With a drone for me to guide.

I can be anything I want to be.
Dream big and I'll go 3) _____.
Life is a song that I will sing.
From here to the farthest star.

Feeding cities from a 4) _____.
Or protecting our homes online.
Printing out a 3D 5) _____.
Which future will be mine?



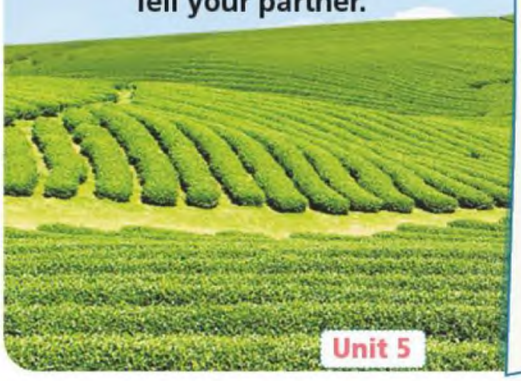


SONGS

1 2.45 Fill in the missing words. Listen and check, then sing along.

2 According to the song, what is the best place to live in?

3 Think What is an ideal place for you to live? Tell your partner.



Unit 5

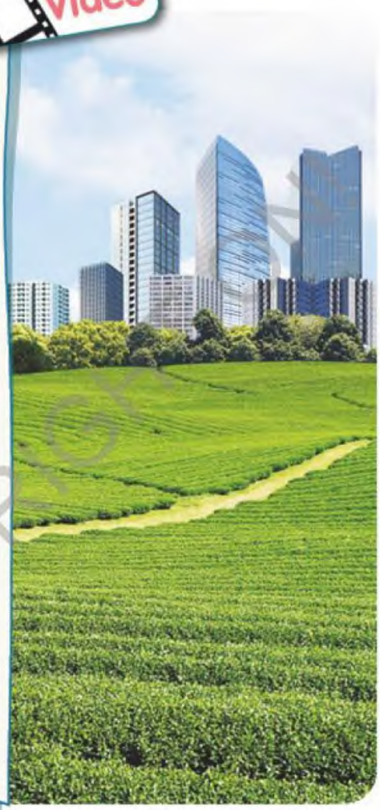
Video

Live in Style

Living close to nature
Is a lovely way to be.
Life is quiet and **1)** _____, too
It's so relaxed and free.

But everyone is different
We all have different ***2)*** _____.
Different thoughts of what to do
And where to ***3)*** _____ *our days*
So, find the place you belong.
The place that makes you ***4)*** _____.
The place that gives you what you want
Where you can live in style.

Living in the city
Is exciting and it's fun.
There's always lots to do and see
Something for **5)** _____.



1 2.46 Fill in the missing words. Listen and check, then sing along.

2 According to the song, what is the main benefit of learning English?

3 Think Why is English a useful language to learn? Discuss with your partner.



Unit 6

Video

C'mon Learn ENGLISH with Me



The world is full of words we **1)** _____.
They're with us each day, all the year.
They're not the words we **2)** _____ at home,
But it's a language we can own.

C'mon ***3)*** _____ *English with me,*
As it'll be real fun, you will see.
Talking to everyone, everywhere,
There is so much that we can ***4)*** _____.

Online, at home, at school, at play,
5) _____ each other every day.
Communication is such fun,
That English is my number one.

BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT

Going Green
Culture
Vocabulary Expansion
Grammar Reference

BẢN MẪU SGK TIẾNG ANH 9 BRIGHT ON!

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Video

VOLUNTEER HOLIDAYS

Take a break and help the environment too!

A



Help protect sea turtles in Greece

Join volunteers on Zakynthos Island and help protect the Caretta caretta turtles. You can help count their eggs, move their nests to safer areas or patrol the beaches during the day or at night. You may also help sick or injured turtles in the Rescue Centre.

From early May to late October

B



Help the Colombian rainforest

Help scientists while they learn more about the different plant and animal species in the rainforest. You can make notes about plants for research or record birdsongs. You can also build walking paths through the jungle or remove fallen trees from the paths.

Volunteers are welcome all year round.

C



Go whale-watching in Brazil

Do you want to help protect the humpback whales in our oceans? On our science trips, you can take photographs of the whales and make notes about their behaviour and then input data into computers. You can also tell tourists information about humpback whales.

From July to November

• *patrol* • *rescue* • *path* • *fallen* • *humpback whale*

1 2.47 **Look at the pictures and read the headings in the text. What do people do on a volunteer holiday? Listen and read to find out.**

2 **Read the text again. On which holiday (A–C) do volunteers … ?**

1 ☐ provide visitors with information about the animals
2 ☐ help move the animals' nests to safer areas
3 ☐ can join at any time of the year

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

1 You can join the volunteer programme on Zakynthos Island in November. ☐
2 Volunteers count turtle eggs while on holiday on Zakynthos Island. ☐
3 Volunteers make notes about birds' habits in the Columbian rainforest. ☐
4 Volunteers remove fallen trees from the walking paths in the Columbian rainforest. ☐
5 On their whale-watching holiday in Brazil, volunteers take photographs of the humpback whales every day. ☐

Project

4 Think **Imagine you just returned from one of the volunteer holidays mentioned in the text. Write a short article about your experience for the school magazine.**

BẢN MẪU SGK TIẾNG ANH © RIGHTTON!



Video

Clean and Tidy Town

We should do our best to keep our town clean and tidy. In this way, we not only make our town a healthy place but also protect the environment. We can help in many ways to make our town a better place to live.

Firstly, we must never drop litter on the ground and we should recycle as much as possible. We should put recycling bins throughout the town and teach children to use them. It is also very important to have a recycling centre in the town where people can recycle their paper, bottles and cans. Secondly, it is important to use eco-friendly means of transport, which create less noise and air pollution. We should walk, cycle and use public transport as much as possible instead of driving cars and riding motorbikes. Thirdly, it is nice to plant trees and start community gardens. If we do that, the town will look more beautiful and the air will be cleaner. Community gardens also provide fresh food, which helps the town residents be healthier.

These changes may seem small, but keep in mind that a lot of small actions add up to make a big difference. If everyone in a community works together, we can change things for the better.

1 Think 2.48 **Listen and read the text quickly. What do you think the text is about?**

2 **Read the text again and answer the questions (1–4).**

1 Where can people recycle their paper, bottles and cans?

_____

2 Why do eco-friendly means of transport help the environment?

_____

3 What are some types of eco-friendly means of transport?

_____

4 What do community gardens provide?

_____

3 **Read the text again and complete the sentences (1–4). Write NO MORE THAN THREE WORDS for each gap.**

1 Keeping our town clean and tidy can protect the _____.
2 We should teach children how to use _____.
3 The town will look more beautiful and the air will be cleaner if we plant trees and _____.
4 Lots of small actions in a community can make a _____.

Project

4 **Collect information about ways to keep your town clean and tidy. Make a poster and present it to the class.**

BẢN MẪU SGK TIẾNG ANH GLOBAL SUCCESS

Going Green 3

Video

Clean ENERGY

Burning oil, gas and coal makes 64% of the electricity we need. However, burning them releases dangerous chemicals which pollute the air. Also, they are non-renewable resources, so once we burn them all, there will be no more left to use. This means that we must find and use different types of energy which are renewable and don't cause air **1)** _____.



SUN The amount of the sun's energy that hits the Earth every hour is enough to power the world for a whole year. In sunny countries, solar panels – special pieces of metal – can change sunlight **2)** _____ electricity. We can find solar panels on the rooftops or on solar farms.

WIND Did you know that the largest wind turbine in the world is 280 metres tall? We can use the wind's power by building wind farms in windy places. **3)** _____ we do this, we can produce a lot of electricity. In the North Sea, there are over 41 wind farms with 2,630 wind turbines.





WATER Farmers were the first to build dams across rivers or lakes to bring water to their fields. Today, we can use dams for energy. We can make the water go through tunnels in the dam and use the power of water to **4)** _____ electricity. This type of power can produce a lot of energy for a low cost.

• *chemicals* • *power* • *solar panel* • *rooftop* • *turbine* • *dam* • *tunnel*

1 **Think** **Look at the pictures, the title and the headings in the text. Think of three questions you would like to ask about clean energy. Read the text quickly and see if you can answer them.**

2 2.49 **Read the text again. For questions (1–4), choose the correct options (A, B, C or D). Listen and check.**

1	**A** pollute	**B** polluted	**C** pollution	**D** pollutant
2	**A** from	**B** to	**C** in	**D** into
3	**A** If	**B** Although	**C** However	**D** Before
4	**A** take	**B** create	**C** get	**D** bring

3 **Read the text again and decide if the statements (1–4) are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Burning oil and gas makes 64% of the electricity we need. ☐
2 The sun's energy that hits the Earth in one hour can give the world power for the whole year. ☐
3 The North Sea has the most wind farms in the world. ☐
4 The first dams helped bring water to farmers' fields. ☐

Project

4 **Collect information about other types of clean energy. Present the information to the class.**

BẢN MẪU SGK TIẾNG ANH 9 NGHỈ ĐI!

UNESCO World Heritage Sites

The UNESCO World Heritage List contains over 1,100 sites that are important to culture or nature. Here are two of our planet's natural wonders.

Surtsey Island, Iceland



UNESCO made Surtsey Island a World Heritage Site in 2008. Surtsey is an island, but sixty years ago it wasn't even there. It came up out of the sea in the 1960s. Nobody lives there. The only visitors were a few scientists. They wanted to see what would happen if they let things grow naturally, so they didn't bring any plants or animals to the island. Over time, they noticed that the wind and sea brought other plant life to the island, and birds carried insects and small creatures there. No visitors can go there because it's a big science experiment and UNESCO protects it.

Subantarctic Islands, New Zealand

UNESCO put these five islands on the World Heritage List in 1998. Nowadays, no one lives on them anymore. The weather is too cold and windy to grow plants for food. Scientists visit them to study and tourists visit them to see amazing wildlife. There are birds, such as the world's smallest penguins and large albatrosses with a wingspan of 3.3 metres. There are also seals, sea lions and whales in the sea off the coast. Many of the animals and birds there don't live anywhere else on Earth.



• *heritage* • *creature*
• *albatrosses* • *wingspan*

1 2.50 **Listen to and read the text quickly. How are the two World Heritage Sites similar?**

2 **Read the text again. Which site does each statement (1–4) describe? Write *Surtsey Island* or *Subantarctic Islands*.**

1 People used to live there. _____
2 Visitors mustn't go there. _____
3 Birds brought other creatures to live there. _____
4 It is the only place on Earth where you can find some types of animals and birds. _____

3 **Read the text again and decide if the statements (1–4) are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Before the 1960s, Surtsey Island was under the sea. ☐
2 Scientists visit Surtsey Island every year. ☐
3 We can grow plants for food on the Subantarctic Islands. ☐
4 The world's smallest penguins live on the Subantarctic Islands. ☐

Project

4 **Collect information about another UNESCO World Heritage Site. Present the information to the class.**

BẢN MẪU SÁCH TIẾNG ANH © BẢN QUYỀN

Culture 2

search text...

FOOTBALL AROUND THE WORLD

As the world's most popular sport, football brings people together. That's why people call it 'the King of Sports' or 'the Beautiful Game.' Let's look at two countries where football is part of their culture.



Football isn't England's national sport, but it's the most played and watched game in the country. The English Premier League is the most watched sports league in the world, with famous teams like Liverpool and Manchester United. People support their local team or a team in the Premier League, and sometimes both. Many footballers play in 'Sunday league football' or 5-a-side teams on smaller fields. England's national football team was the champions of the 1996 FIFA World Cup and they finished in fourth place in 1990 and 2018.

Football isn't Brazil's national sport, but it's the most popular sport in the country and Brazilians are crazy about it. Thomas Donohoe, a Scottish man, brought football to Brazil in the 1890s. Brazilians play football everywhere, from the streets to the beaches. Brazil has many famous clubs, such as Palmeiras and Santos. Matches often attract crowds of up to 70,000 people. When the national team plays, the whole country watches. Brazil's national team has won the most football world championships. The team was five-time winners of the FIFA World Cup in 1958, 1962, 1970, 1994 and 2002.



• *premier* • *league* • *field*
• *champion* • *crazy about*

1 2.51 **Listen and read the text quickly. Is football the national sport of England and Brazil?**

2 **Read the text again and decide if the statements (1–4) are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 In England, football is the sport which has the largest number of players. ☐
2 England's national football team were the winners of the 1990 FIFA World Cup. ☐
3 Thomas Donohoe was a footballer. ☐
4 Brazil's national football team won the world championships five times. ☐

3 **Read the text again and answer the questions (1–4).**

1 What is the most watched sports league in the world?

2 When did England's national football team finish in fourth place in the FIFA World Cup?

3 Where do Brazilians play football?

4 In which years did Brazil's national team win the FIFA World Cup championships?

Project

4 **Choose a country and collect information about its football culture. Present the information to the class.**

BẢN MẪU SÁCH TIẾNG ANH - BẢN QUYỀN

Healthy Lifestyle

Everybody wants to live a healthy lifestyle and people from different cultures have different healthy habits. Let's take a look at how Australian and Japanese people stay healthy.

Australia is one of the top ten healthiest countries in the world. Australia has warm and dry weather, so Australians can grow a lot of fruit and they love to eat it. The nice weather also makes it easier for people to do outdoor activities, such as, surfing and hiking. Australians like to enjoy nature and be active, and they don't worry about small problems. This helps them have healthy and happy lives.





Japanese people often live to the age of 84.5 years and live longer than people in any other country. In fact, around 68,000 people in Japan are 100 years old or more. One reason for this is the Japanese diet. It consists of lots of rice, vegetables, fish and very little meat, milk, cheese and sugar. Japanese people also like keeping active, so they walk a lot. Many people don't even own a car. They also like going for a walk or sitting in nature – it's a great way to reduce stress.

1 2.52 **Listen and read the text quickly. What do you think the text is about?**

2 **Read the text again and decide if the statements (1–4) are *R* (right), *W* (wrong) or *DS* (doesn't say).**

1 Australian people grow a lot of fruit. ☐
2 Many people in Australia play indoor sports. ☐
3 Everyone in Japan lives up to 100 years old or more. ☐
4 The Japanese diet doesn't consist of many dairy products. ☐

3 **Read the text again and answer the questions (1–4).**

1 How is the weather in Australia?

_____

2 What are some outdoor activities that Australians do?

_____

3 Why do Japanese people walk a lot?

_____

4 How do Japanese people reduce stress?

_____

Project

4 **Choose a country and collect information about its people's healthy habits. Present the information to the class.**

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Vocabulary Expansion

Unit 1

Write the correct forms of the words in brackets.

1 Today, people often use social media to _____ their friends about what is new in their lives. **(INFORMATION)**

2 People usually _____ face-to-face and through letters in the old days. **(COMMUNICATION)**

3 We were really surprised that he wore _____ at the meeting. **(CASUAL)**

4 _____ at markets was common in the past, but today we often go to malls or buy things online. **(SHOP)**

5 _____, women stayed home to do the housework and raise children. **(TRADITION)**

6 Children with _____ parents often perform better at school than those without. **(SUPPORT)**

7 My uncle bought a new smartphone online and he's eagerly waiting for its _____ now. **(DELIVER)**

8 Michael lives in a big house with his _____ family. **(EXTEND)**

9 Barry isn't very _____. He hardly ever has a conversation with anyone. **(COMMUNICATE)**

10 My mum was the first _____ to enter the mall this morning. **(SHOP)**

11 I learnt a lot of _____ by watching online videos. **(INFORM)**

12 Not many people knew this kind of music because it is _____. **(POPULAR)**

13 People often wore _____ clothes in the past. **(TRADITION)**

14 When I was nervous about giving a presentation, my teacher always spoke _____ to me. **(SUPPORT)**

15 I love watching videos or films with _____ content. **(EDUCATE)**

Choose the correct options.

16 Today, there are many modern ways of _____, but I still prefer writing letters to my close friends.
A communicate **C** communicative
B communication **D** communicatively

17 My parents work hard at their jobs to _____ our family.
A support **C** supportive
B supporter **D** supportively

18 The blog is very _____. It has lots of interesting information about how people travelled in the past.
A inform **C** informer
B informative **D** information

19 It is important that children around the world go to school and receive a good _____.
A educate **C** educational
B education **D** educator

20 The _____ of social media among older people is growing increasingly.
A popular **C** popularity
B unpopular **D** unpopularity

1 • **casual** (adj) • **casually** (adv)
2 • **communicate** (v) • **communication** (n) • **communicative** (adj) • **communicatively** (adv)
3 • **deliver** (v) • **delivery** (n) • **deliverable** (adj)
4 • **educate** (v) • **education** (n) • **educational** (adj) • **educator** (n)
5 • **extend** (v) • **extended** (adj)
6 • **inform** (v) • **information** (n) • **informative** (adj) • **informer** (n)
7 • **popular** (adj) • **unpopular** (adj) • **popularity** (n) • **unpopularity** (n)
8 • **shop** (v/n) • **shopping** (n) • **shopper** (n)
9 • **support** (v/n) • **supporter** (n) • **supportive** (adj) • **supportively** (adv)
10 • **tradition** (n) • **traditional** (adj) • **traditionally** (adv)

BẢN MẪU SGK TIẾNG ANH Ø RIGHT ON!

Vocabulary Expansion

Unit 2

Write the correct forms of the words in brackets.

1 The plane from London to Edinburgh is ready for _____. **(DEPART)**

2 Can you tell me the _____ of Hoàn Kiếm Lake in Hà Nội? **(DEEP)**

3 The Great Barrier Reef is a _____ coral reef system stretching over 2,300 kilometres. **(MASS)**

4 Do you know any _____ hotels in Hà Nội? **(AFFORD)**

5 It's challenging to climb Mount Fansipan, but the view from the top is extremely _____. **(IMPRESS)**

6 During the team building tour, the employees had better _____ with their colleagues. **(INTERACT)**

7 Châu is _____; she enjoys painting and writing stories. **(CREATE)**

8 She decorated the dining table with some _____ flowers. **(COLOUR)**

9 Nora and Simon are excitedly waiting for the _____ of their cousins' flight from New York now. **(ARRIVE)**

10 Can I ask you some questions about the history homework, Mr Huy? I need your _____. **(GUIDE)**

11 Farming is contributing _____ to the country's economic growth. **(MASSIVE)**

12 During their school trip to the national park, the students learnt about the _____ of the rock. **(FORM)**

13 They want to _____ the road to fit more cars because it's very busy. **(WIDE)**

14 Their bedroom is a cheerful and lively space because they painted the walls _____. **(COLOUR)**

15 My holiday to Việt Nam made a great _____ on me. **(IMPRESS)**

Choose the correct options.

16 We're surprised that this lake is over 1,200 metres _____.

A deep C deepen
B deeply D depth

17 The _____ whiteboards make learning more interesting and engaging.

A interact C interaction
B interactive D interactively

18 I think that I can't _____ a house in the city centre with my current salary.

A affordable C afford
B affordability D unaffordable

19 They need to think _____ to solve this problem.

A create C creatively
B creative D create

20 She always wears trendy clothes to _____ her friends at parties.

A impress C impressive
B impression D impressively

1 • **afford** (v) • **affordable** (adj) • **unaffordable** (adj) • **affordability** (n)
2 • **arrive** (v) • **arrival** (n)
3 • **colour** (v/n) • **colourful** (adj) • **colourless** (adj) • **colourfully** (adv)
4 • **create** (v) • **creation** (n) • **creative** (adj) • **creatively** (adv)
5 • **deep** (adj) • **deeply** (adv) • **deepen** (v) • **depth** (n)
6 • **depart** (v) • **departure** (n)
7 • **form** (v) • **formation** (n)
8 • **guide** (v/n) • **guider** (n) • **guidance** (n)
9 • **impress** (v) • **impression** (n) • **impressive** (adj) • **impressively** (adv)
10 • **interact** (v) • **interaction** (n) • **interactive** (adj) • **interactively** (adv)
11 • **mass** (a/n) • **massive** (adj) • **massively** (adv)
12 • **wide** (adj) • **widely** (adv) • **widen** (v) • **width** (n)

BẢN MẪU SÁCH TIẾNG ANH © RIGHT ON!

Vocabulary Expansion

Unit 3

Write the correct forms of the words in brackets.

1 Eating a _____ diet plays an important part in a healthy lifestyle. **(BALANCE)**

2 I always feel _____ after a good night's sleep. **(ENERGY)**

3 Danny is _____ strong because he does weightlifting every day. **(PHYSICAL)**

4 Jackson suffers from _____ . He's often awake most of the night. **(SLEEP)**

5 She's joining a running club because she wants to improve her _____ . **(FIT)**

6 You should avoid foods that contain a lot of sugar and fat because they're _____ . **(HEALTH)**

7 The fitness instructor encouraged the class to exercise _____ with high-intensity workouts. **(ENERGY)**

8 Practising martial arts can boost your energy and build your _____ . **(CONFIDENT)**

9 When doing difficult exercises, you should _____ slowly and steadily. **(BREATH)**

10 Exercise and sports might help you feel _____ better by reducing stress. **(MENTAL)**

11 What are some safe ways to increase my body _____? **(STRONG)**

12 Sue eats _____ , so she has some health problems. **(HEALTH)**

13 Sports and exercise are _____ to our bodies and minds. **(BENEFIT)**

14 If I eat too much at lunchtime, I'll feel _____ afterwards. **(SLEEP)**

15 Exercising _____ is a great way to maintain a good appearance and a healthy weight. **(REGULAR)**

Choose the correct options.

16 A bad _____ at night will make you feel tired the next morning.
A sleep C sleepless
B sleepy D sleeplessness

17 Can you tell me how to _____ my stomach muscles?
A strong C strength
B strongly D strengthen

18 Pat seemed _____ after two hours of working out at the gym.
A breath C breathless
B breathe D breathlessly

19 A(n) _____ in brain chemicals can cause mental health problems.
A balance C imbalance
B balanced D unbalanced

20 If you eat more _____ , you can improve your digestive system.
A healthy C healthily
B unhealthy D unhealthily

1 • **balance** (v/n) • **imbalance** (n) • **unbalance** (v) • **balanced** (adj) • **unbalanced** (adj)
2 • **benefit** (v/n) • **beneficial** (adj)
3 • **breath** (n) • **breathe** (v) • **breathless** (adj) • **breathlessly** (adv)
4 • **confident** (adj) • **unconfident** (adj) • **confidence** (n)
5 • **energy** (n) • **energetic** (adj) • **energetically** (adv)
6 • **fit** (adj) • **fitness** (n)
7 • **health** (n) • **healthy** (adj) • **unhealthy** (adj) • **healthily** (adv) • **unhealthily** (adv)
8 • **mental** (adj) • **mentally** (adv)
9 • **physical** (adj) • **physically** (adv)
10 • **regular** (adj) • **regularly** (adv)
11 • **sleep** (v/n) • **sleepy** (adj) • **sleepless** (adj) • **sleeplessness** (n)
12 • **strong** (adj) • **strongly** (adv) • **strength** (n) • **strengthen** (v)

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Vocabulary Expansion

Unit 4

Write the correct forms of the words in brackets.

1 John is _____ with the delays. He wants to finish the tasks quickly. **(PATIENT)**

2 Please arrive _____. The meeting is very important. **(PUNCTUAL)**

3 We tried to fix the computer, but our idea was _____. **(EFFECTIVE)**

4 The _____ who performed my operation was very skilful. **(SURGERY)**

5 Joe would be a good teacher because he has a lot of _____. **(PATIENT)**

6 Excellent teamwork will increase the _____ of the project. **(SECURE)**

7 I'm not happy with the service here. Can I speak to your _____? **(MANAGE)**

8 My sister is an _____ student who always gets good grades at school. **(INTELLIGENT)**

9 There is a lot of _____ in this job. You can work in the morning or the afternoon. **(FLEXIBLE)**

10 Her team is very _____ and she finds it hard to get them to work together. **(COOPERATIVE)**

11 She manages her time _____, so she always meets the deadlines. **(INTELLIGENT)**

12 He hurt his back quite badly, but he completely recovered after he had a _____ treatment. **(SURGERY)**

13 _____ is very important in this job. You can't be late for work. **(PUNCTUAL)**

14 _____ is a great quality in work and in life. **(HONEST)**

15 A virtual security guard provides a company with _____ from thieves. **(PROTECT)**

Choose the correct options.

16 At Andy's office, all the workers can choose to work _____ if they want.
A flexible C flexibility
B flexibly D inflexibly

17 When I make a mistake, I will admit _____ and try to fix it.
A honest C honestly
B dishonest D dishonestly

18 I think that _____ is the key to effective teamwork.
A cooperate C cooperatively
B cooperative D cooperation

19 Thank you for helping me solve the problem _____.
A effective C effectively
B ineffective D effectiveness

20 I take a break every 30 minutes to make studying more _____.
A manage C management
B manager D manageable

1 • **cooperate** (v) • **cooperative** (adj) • **uncooperative** (adj) • **cooperatively** (adv) • **uncooperatively** (adv) • **cooperation** (n)
2 • **effective** (adj) • **ineffective** (adj) • **effectively** (adv) • **ineffectively** (adv) • **effectiveness** (n) • **ineffectiveness** (n)
3 • **flexible** (adj) • **inflexible** (adj) • **flexibly** (adv) • **inflexibly** (adv) • **flexibility** (n) • **inflexibility** (n)
4 • **honest** (adj) • **honestly** (adv) • **dishonest** (adj) • **dishonestly** (adv) • **honesty** (n) • **dishonesty** (n)
5 • **intelligent** (adj) • **unintelligent** (adj) • **intelligence** (n) • **intelligently** (adv)
6 • **manage** (v) • **manager** (n) • **management** (n) • **manageable** (adj)
7 • **patient** (adj) • **impatient** (adj) • **patiently** (adv) • **impatiently** (adv) • **patience** (n) • **impatience** (n)
8 • **protect** (v) • **protection** (n) • **protective** (adj)
9 • **punctual** (adj) • **punctually** (adv) • **punctuality** (n)
10 • **surgery** (n) • **surgeon** (n) • **surgical** (adj)

BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT ON!

Vocabulary Expansion

Unit 5

Write the correct forms of the words in brackets.

1 _____ is a big problem in urban areas. **(HOME)**

2 Is it true that green buildings use less _____? **(ELECTRIC)**

3 The waiter said that the restaurant didn't _____ Italian food. **(SERVE)**

4 Jane decided to choose _____ as her career. **(FARM)**

5 The _____ of roads and bridges will make this town develop speedily. **(CONSTRUCT)**

6 Our small actions can help reduce the effects of _____ problems. **(ENVIRONMENT)**

7 We try to use fewer _____ appliances in our house to save energy. **(ELECTRIC)**

8 He wear a mask every time he go out because the air is very _____ here in a big city. **(POLLUTE)**

9 The community _____ that they are doing is quite helpful for the elderly. **(SERVE)**

10 If your password isn't strong enough, your computer will be _____. **(SECURE)**

11 The town looks much more modern than it used to be. This is such a big _____. **(TRANSFORM)**

12 A local _____ bought the football field and he's going to build low-cost housing there. **(DEVELOP)**

13 It's his dream to become a _____ to continue his family's tradition. **(FARM)**

14 We think 3D printing is an interesting _____ in the way we build houses. **(DEVELOP)**

15 Burning fossil fuels releases harmful chemicals which cause _____ in the air. **(POLLUTE)**

Choose the correct options.

16 The lights aren't working. Let's call an _____ to fix them.
A electric C electricity
B electrical D electrician

17 Chico Mendes was an _____ who tried to save the Amazon rainforest.
A environment C environmentally
B environmental D environmentalist

18 The city planners planned to _____ a new hospital in this area next year.
A construct C constructive
B construction D constructor

19 When people don't know if they will have enough to eat, we call it 'food _____'.
A secure C security
B insecure D insecurity

20 Smoke from cars and factories can be a _____ that harms the environment.
A pollute C pollution
B polluted D pollutant

1 • **construct** (v) • **construction** (n) • **constructor** (n) • **constructive** (adj)
2 • **develop** (v) • **development** (n) • **developer** (n)
3 • **electric** (adj) • **electrical** (adj) • **electricity** (n) • **electrician** (n)
4 • **environment** (n) • **environmental** (adj) • **environmentally** (adv) • **environmentalist** (n)
5 • **farm** (n/v) • **farming** (n) • **farmer** (n)
6 • **home** (n) • **homeless** (adj) • **homelessness** (n)
7 • **pollute** (v) • **polluted** (adj) • **pollution** (n) • **pollutant** (n)
8 • **secure** (adj/v) • **insecure** (adj) • **security** (n) • **insecurity** (n)
9 • **serve** (v) • **service** (n) • **servant** (n)
10 • **transform** (v) • **transformation** (n)

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Vocabulary Expansion

Unit 6

Write the correct forms of the words in brackets.

1 I would like to make an _____ for the post of English teacher. **(APPLY)**
2 I enjoy watching films and TV shows in English for _____ in my free time. **(ENTERTAIN)**
3 The company wants to _____ its inventions and sell them all over the world. **(GLOBAL)**
4 The exercises in this textbook are very _____ to real-life situations. **(APPLY)**
5 Because of the heavy snowfall, the village became _____ by road for several days. **(ACCESS)**
6 I often watch British TV programmes because I think they are _____. **(ENTERTAIN)**
7 It isn't common to meet a _____ in my village because it's far away from the city. **(FOREIGN)**
8 They are planning to build factories to _____ the area around the lake. **(INDUSTRY)**
9 It's _____ to study French at our school, but everybody has to study English. **(OPTION)**
10 The company wants to expand its business _____ by opening branches all over the country. **(NATION)**
11 My father has an office in the city's _____ zone. **(INDUSTRY)**
12 English is a _____ language although most of its speakers aren't native ones. **(GLOBAL)**
13 The Olympics is a(n) _____ sports competition which athletes from many countries take part in. **(NATION)**
14 People are becoming more _____ about healthcare. **(KNOW)**
15 The librarian gave them a password to gain the _____ to the school library resources. **(ACCESS)**

Choose the correct options.

16 There was only one _____ for the job of robotic technician. He's attending the job interview tomorrow.
A applicable C apply
B application D applicant

17 He wanted to widen his _____ on different topics by reading a lot of English books.
A know C knowledgeable
B knowledge D knowledgeably

18 Online English courses are convenient because they're _____ from wherever you have an Internet connection.
A accessible C accessibly
B inaccessible D inaccessibly

19 More and more people are learning English today because of _____.
A global C globalise
B globally D globalisation

20 If my English improves, I can enjoy _____ from different countries around the world.
A entertain C entertainment
B entertaining D entertainer

1 • **access** (v/n) • **accessible** (adj) • **inaccessible** (adj) • **accessibly** (adv) • **inaccessibly** (adv)
2 • **apply** (v) • **applicable** (adj) • **application** (n) • **applicant** (n)
3 • **entertain** (v) • **entertaining** (adj) • **entertainment** (n) • **entertainer** (n)
4 • **foreign** (adj) • **foreigner** (n)
5 • **global** (adj) • **globally** (adv) • **globalise** (v) • **globalisation** (n)
6 • **industry** (n) • **industrial** (adj) • **industrialise** (v) • **industrialisation** (n)
7 • **know** (v) • **knowledge** (n) • **knowledgeable** (adj) • **knowledgeably** (adv)
8 • **nation** (n) • **national** (adj) • **nationally** (adv) • **international** (adj) • **internationally** (adv)
9 • **official** (adj) • **unofficial** (adj) • **officially** (adv) • **unofficially** (adv)
10 • **option** (n) • **optional** (adj) • **optionally** (adv)

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Grammar Reference

Welcome Back

Countable/Uncountable nouns

Countable nouns refer to nouns that we can count with numbers. They can be in singular or plural form. one/a pencil – two pencils, etc.

BUT one/a tooth – two teeth, one/a woman – two women, one/a child – two children, etc.

There **is a pencil** on the table.
There **are two pencils** in the pencil case.

Uncountable nouns refer to nouns that we cannot count with numbers. They don't have a singular or plural form. They take singular verbs. **Basketball** is my favourite sport.

Uncountable nouns are:

- some types of food/liquids: flour, cheese, tea, water, etc.
- subjects of study/languages: geography, science, English, Vietnamese, etc.
- sports and activities: basketball, karate, skiing, dancing, etc.
- collective nouns: jewellery, money, traffic, clothing, etc.
- abstract nouns: childhood, beauty, luck, education, etc.

Notes

- Some nouns are in a plural form, but they take a singular verb: athletics, news, £100, 50 kilometres, etc.

  The **news** about the earthquake **is** shocking.
- Some nouns always appear in a plural form and they take a plural verb: jeans, shorts, stairs, trousers, etc.

  These **shorts are** too expensive.

Quantifiers

We use ***how many, a lot of/lots of, many, some/a few, few, any*** with **countable nouns.**

How many rooms are there in your house?
There are **a lot of/lots of** books on the shelf.
There aren't **many** lessons on Friday.

Some/A few students in my class passed the English exam.

Few people go to the new restaurant because it is expensive.

Have you got **any** pencils?

We use ***how much, a lot of/lots of, much, some/a little, little, any*** with **uncountable nouns.**

How much orange juice is there in the fridge?
My school has **a lot of/lots of** sports equipment.
There isn't **much** homework today.
This book has **some/a little** valuable information.
There is **little** time, so we can't go to the cinema.
Have you got **any** advice on giving presentations?

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** arts festival last week.
- for jobs.
  My mother is **a** doctor.
  My father is **an** architect.

We use *the*:

- with singular or plural nouns when we talk about something again. They are going to join a volunteer programme. **The** programme starts in June.
- with unique objects/things (**the** Moon), unique landmarks (**the** Tower of London), some countries (**the** United Kingdom, **the** Netherlands, **the** Philippines).
- with hotels (**the** Savoy Hotel), museums (**the** Hồ Chí Minh Museum), cinemas/theatres (**the** Genesis Cinema).
- with rivers (**the** Mekong River), seas (**the** Red Sea), oceans (**the** Atlantic), mountain ranges (**the** Himalayas), groups of islands (**the** Fiji Islands), deserts (**the** Arabian Desert).

We don't use *a/an* or *the*:

- with continents (Asia), most other countries (Việt Nam), cities (Hà Nội), streets (Trần Phú Street), parks (Central Park).
- with lakes (Hoàn Kiếm Lake), mountains (Bà Đen Mountain), individual islands (Hòn Tre Island).

Simple/Compound/Complex sentences

A **simple sentence** consists of only one clause.
We usually bring food or flowers to the hosts.

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Grammar Reference

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***.

You can watch TV **or** you can play games.
Accepting a gift is polite, **so** you shouldn't refuse it.

A **complex sentence** consists of one independent clause and at least one dependent clause.

- We use subordinating conjunctions (***after***, ***before***, ***when***, ***as soon as***, ***if***, ***because***, ***although***, etc.) to connect the clauses in a complex sentence.

  Although this is my first trip to Thailand, I know a lot about the local customs.

  John bought some flowers for his friend **before** he visited her.

- If the dependent clause comes first, we put a comma before the independent clause.
  As soon as she arrived at the hotel, she called her parents.

Unit 1

Present Simple

Form

subject + verb (***-s/-es*** in third person singular)

affirmative	negative
I/You **exercise** every day.	I/You **do not/don't exercise** every day.
He/She/It **exercises** every day.	He/She/It **does not/doesn't exercise** every day.
We/You/They **exercise** every day.	We/You/They **do not/don't exercise** every day.
interrogative	**short answers**
Do I/you **exercise** every day?	**Yes**, you/I **do**. **No**, you/I **don't**.
Does he/she/it **exercise** every day?	**Yes**, he/she/it **does**. **No**, he/she/it **doesn't**.
Do we/you/they **exercise** every day?	**Yes**, you/we/they **do**. **No**, you/we/they **don't**.
***Wh-* questions**	
How often **do** you **exercise**? **Who** often **exercises** with you?	

Spelling rules

***-s/-es* verb endings** (third person singular)

- For verbs ending in ***-ss***, ***-sh***, ***-ch***, ***-x*** or ***-o***, add ***-es***. I miss – he misses, I wish – he wishes, I teach – he teaches, I fix – he fixes, I do – he does
- For verbs ending in a **consonant + *-y***, drop ***-y*** and add ***-ies***. I worry – she worries
- For verbs ending in a **vowel + *-y***, add ***-s***. I stay – she stays
- For other verbs, add ***-s***. I walk – she walks

Pronunciation

***-s/-es* verb endings** (third person singular)

- /ɪz/ after the sounds /s/, /ʃ/, /tʃ/, /dʒ/ and /z/
  misses /mɪsɪz/, brushes /brʌʃɪz/, touches /tʌtʃɪz/, changes /tʃeɪndʒɪz/, rises /raɪzɪz/
- /s/ after the sounds /p/, /k/, /t/, /f/ and /θ/
  jumps /dʒʌmps/, walks /wɔːks/, hits /hits/, coughs /kɒfs/, baths /bɒːθs/
- /z/ after the other sounds
  goes /gəʊz/, says /seɪ/, calls /kɔːlz/, lives /lɪvz/, writes /raɪtz/

Use: We use the **Present Simple** for:

- general states, preferences and facts.
  They **like** going on social media.
- permanent states and situations.
  My mum **works** in a hospital.
- habits and routines.
  Tim and Lola **surf** the Internet every day.
- programmes and timetables.
  The post office **closes** at 5:00 p.m.

Time expressions: *every hour/day/week, in the morning/afternoon/evening, at night/ noon/the weekend/6 o'clock, on Tuesdays,* etc.

Present Continuous

Form

subject + *to be (am/is/are)* + verb-*ing*

affirmative	negative
I **am/'m studying** now.	I **am not/'m not studying** now.
You **are/'re studying** now.	You **are not/aren't studying** now.
He/She/It **is/'s studying** now.	He/She/It **is not/isn't studying** now.
We/You/They **are/'re studying** now.	We/You/They **are not/ aren't studying** now.

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interrogative	short answers
Am I **studying** now?	**Yes**, you **are**. **No**, you **aren't**.
Are you **studying** now?	**Yes**, I **am**. **No**, I'**m not**.
Is he/she/it **studying** now?	**Yes**, he/she/it **is**. **No**, he/she/it **isn't**.
Are we/you/they **studying** now?	**Yes**, you/we/they **are**. **No**, you/we/they **aren't**.
Wh- questions	
What is he **studying** now? **Who is studying** in the library now?	

Spelling rules

***-ing* verb endings**

- For most verbs, add ***-ing***. look → looking
- For verbs ending in a **consonant + *-e***, drop ~~*-e*~~ and add ***-ing***. make → making
- For verbs ending in a **consonant + vowel + *-l***, double the final ***-l*** and add ***-ing***. cancel → cancelling
- 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***. get → getting, begin → beginning
  BUT fix → fixing, allow → allowing

Use: We use the **Present Continuous** for:

- actions happening now or around the time of speaking.
  I **am writing** a letter to my aunt now.
- temporary situations.
  Nhi **is making** vlogs these days.
- fixed future arrangements.
  They **are going** picnic tomorrow morning.

Time expressions: *now, right now, at the moment, at present, these days, tonight, tomorrow, next week, this Sunday,* etc.

Note: 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, promise, hope, have, need, agree,* etc.
I **love** eating at restaurants.
(NOT: I ~~**am loving**~~ eating at restaurants.)

Past Simple

Form

affirmative	negative
I/You/He/She/It/We/ You/They **walked/ went**.	I/You/He/She/It/We/ You/They **didn't walk/ didn't go**.
interrogative	**short answers**
Did I/you/he/she/it/we/ you/they **walk/go**?	**Yes**, you/I/he/she/it/ you/we/they **did**. **No**, you/I/he/she/it/ you/we/they **didn't**.
Wh- questions	
Where did you **go** yesterday? **Who walked** with you yesterday?	

Regular verbs

Spelling rules of *-ed* verb endings

- For verbs ending in ***-e***, add ***-d***.
  like → liked
- For verbs ending in a **consonant + *-y***, change ***-y*** to ***-i*** and add ***-ed***.
  try → tried
- For verbs ending in a **vowel + *-y***, add ***-ed***.
  stay → stayed
- For verbs ending in a **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 bow → bowed, relax → relaxed

Pronunciation of *-ed* verb endings

- /ɪd/ after the sounds /t/ and /d/
  posted /pəʊstɪd/, needed /niːdɪd/
- /t/ after the sounds /f/, /k/, /p/, /s/, /ʃ/, /tʃ/and /θ/
  laughed /lɑːft/, booked /bʊkt/, stopped /stɒpt/, kissed /kɪst/, brushed /brʌʃt/, matched /mætʃt/, earthed /ɜːθt/
- /d/ after other sounds
  played /pleɪd/, believed /bɪˈliːvd/, opened /ˈəʊpənd/

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Irregular verbs

Many verbs, such as ***come***, ***buy*** and ***fall***, are irregular in the **Past Simple** affirmative.

I/You/He/She/It/We/You/They **came/bought/fell**.

For a full list of **irregular verbs**, see page 143.

Use: We use the **Past Simple** for:

- actions that started and finished in the past.
  I **sent** my cousin an email yesterday.
- actions that happened one after another in the past.
  She **wrote** a blog entry, **edited** it and **posted** it online two days ago.

Time expressions: *yesterday, in the past, in 2020, two hours/days/weeks/years ago, last week/month/year,* 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.
  She **was talking** on the phone at 8:00 yesterday morning.
- an action in progress for a period of time in the past.
  Teddy **was playing** computer games all yesterday afternoon.
- two or more actions in progress at the same time in the past.
  Yesterday afternoon, I **was watching** TV while my sister **was doing** yoga.
- an action in progress (Past Continuous) when another action interrupted it (Past Simple).
  Lucy **was listening** to the radio when the doorbell rang.

Time expressions: *for 15 minutes/3 hours yesterday, during the weekend, all day/night, at 11 o'clock yesterday morning/evening, at this time yesterday, while, when,* etc.

Notes: ***while*** and ***when***

While/When she was having a bath, her mobile phone rang.
I was surfing the Internet **while** my brother was watching vlogs. (NOT: ~~*when*~~ ...)

When he got home, he had lunch.
(NOT: ~~*While*~~ ...)
When the phone rang, I was having dinner.
(NOT: ~~*While*~~ ...)

wish + Past Simple

We use ***wish* + *Past Simple*** to express a wish for a thing/situation that is not real in the present.

I **wish** I was good at speaking English.
(I'm not good at speaking English now.)

He **wishes** he **had** a new bike.
(He's now using an old bike.)

Rosy **wishes** she **could** ride a horse.
(Rosy can't ride a horse.)

Note:

Both ***was*** and ***were*** are acceptable if the subject is in singular (I/he/she/it/singular noun).
I wish I **was/were** popular at my school.
She wishes she **was/were** a famous vlogger.
I wish my best friend **was/were** more cheerful.

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Unit 2

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

We use ***to*-infinitives**:

- after ***plan, agree, decide, hope, promise, want, need, accept, refuse***, etc.
  They **decided to go** to Thailand together.
- after ***would love*** and ***would like***.
  James **would love to visit** new places.
- to express purposes.
  We waited for the bus **to take** us on a sightseeing tour of the city.
- after ***it + be + adjective***.
  It is **difficult to finish** a long hike.

We use **infinitives without *to*** after:

- modal verbs (***can, must, should***, etc.)
  We **can see** the Great Barrier Reef from space.
- ***let*** and ***make***.
  The teacher **let** us **go** to the top of the mountain to see the view.
- ***had better***.
  You **had better book** your holiday early. You'll get a cheaper price.

-ing forms

We use ***-ing* forms**:

- as a subject.
  Sightseeing is a great way to experience a new place.
- after ***avoid, consider, suggest, deny, mind, spend*** (time), etc.
  He's **considering going** on a beach holiday this summer.
- after ***enjoy, like, love, prefer, fancy, hate, dislike*** to express general preferences.
  She **likes travelling to** tourist attractions.
- after ***can't help, can't stand***, etc.
  I **can't stand travelling** without making a stop along the way.
- after ***go*** when talking about activities.
  She wants to **go shopping** at the local market to buy souvenirs for her friends.

Wh- question words before *to*-infinitives

We use a *Wh-* question word (***who, what, where, when*** or ***how***) before a ***to*-infinitive** to express an indirect question.

She doesn't know **who to contact** for more information about travel expenses.

Did I tell you **what to bring** along on the trip?

Can you tell me **where to find** a good hotel?

I'm not sure **when to take** my holiday.

Chris wrote a blog post about **how to save** money while travelling.

too – enough

- ***too*** + **adjective** + ***to*-infinitive**
  It's **too dangerous to climb** Mount Everest.
- ***enough*** + **noun** + ***to*-infinitive**
  We don't have **enough time to visit** all of the famous tourist attractions.
- ***(not)*** + **adjective** + ***enough*** + ***to*-infinitive**
  Jackson was brave **enough to experience** a bungee jump from Victoria Falls.
  The hotel is **not clean enough to stay** at.

Unit 3

Modals

- ***can/may/might*** (Possibility)
  My gym membership card **may/might** arrive in the post today. (It's possible.)
  Our mental health **can** improve by reducing stress. (It's possible.)
- ***should/shouldn't*** (Advice)
  You **should** spend half an hour exercising every day. (I advise you to.)
  You **shouldn't** eat too much junk food. (I advise you not to.)
- ***must/have to/had to*** (Obligation/Necessity)
  I **must** talk to my doctor about my health problem. (It's my obligation.)
  You **have to/had to** pay for your gym membership every month. (It is/was a rule.)
  We **have to/had to** train for two hours at football practice. (It is/was necessary.)

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- ***don't have to/didn't have to*** (Lack of necessity)

  You **don't have to** exercise every day to get fit. (It isn't necessary.)

  He **didn't have to** join the gym to attend an exercise class there. (It wasn't necessary.)
- ***mustn't*** (Prohibition)

  We **mustn't** leave the fitness class without cleaning the machines we use. (It's against the rules/laws.)
- ***can/be able to; can't/not be able to*** (General ability in the present)

  She **can/is able to** play tennis well.

  He **can't/isn't able to** speak Spanish fluently.
- ***could/be able to; couldn't/not be able to*** (Ability in the past)

  She **could/was able to** swim when she was five years old.

  She **couldn't/wasn't able to** win the school swimming competition because her health wasn't good.
- ***was able to*** (Specific ability in the past in a particular situation)

  He had an injury, but he **was able to** win that badminton match.

  He had an injury, so he **wasn't able to** win the badminton match.

Modals in conditional type 1

Use

We can use a model verb (***must***, ***can***, ***may***, ***might*** or ***should***) in the main clause of a conditional type 1 sentence.

Form

If + **Present Simple**, ***must/can/may/might/should*** + **infinitive without *to***

If we want a healthy lifestyle, we **must** have a balanced diet.

If you reduce the amount of sugary foods and drinks, you **can** lose weight.

If you practise hard every day, you **may/might** have a chance to win that game.

If you get hungry at night, you **should** eat apples.

Phrasal verbs

A **phrasal verb** consists of a verb with a preposition or an adverb. The meaning of a phrasal verb is different from the meanings of its separate parts.

I **work out** every day to keep fit.

Common phrasal verbs: *break down, call off, carry on, carry out, come across, find out, fill out, get over, get up, give away, give up, go on, go through, hand in, keep on, knock out, hang out, look after, look for, look out, look up, make up, pick up, put off, run into, run out, set up, show off, show up, stand out, put on, put out, take off, take up, throw away, try on, turn off, turn on, watch out, work out,* etc.

- When the object of the phrasal verb is a noun, it goes before/after the preposition/adverb.

  Dad **picked up Aunt Helen** from the train station. (Dad **picked Aunt Helen up** from the train station.)
- However, when the object of the phrasal verb is a pronoun, it goes after the verb and before the preposition/adverb.

  Dad **picked me up** from school.

  (~~Dad picked up me from school.~~)

Unit 4

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

will

Form

will + **verb (infinitive without *to*)**

affirmative	negative
I/You/He/She/It/We/ You/They **will/'ll work**.	I/You/He/She/It/We/ You/They **will not/ won't work**.
interrogative	**short answers**
Will I/you/he/she/it/ we/you/they **work**?	**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 **work**? **Who will work** with **you**?	

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Use: We use ***will*** for:

- on-the-spot decisions. The printer isn't working. **I'll call** the IT services.
- predictions based on what we think, believe or imagine (*think*, *believe*, *hope*, *know*, *expect*, *be sure*, *be afraid*, etc.). **I think** Michael **will be** a cyber security manager in the future. **I'm sure** that there **will be** many new job options in the future.
- promises, warnings, hopes and offers. **I'll pick you up** after you finish your class.

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 travel.** He/She/It **is/'s going to travel.** We/You/They **are/'re going to travel.**	I **am not/'m not going to travel.** He/She/It **is not/isn't going to travel.** We/You/They **are not/ aren't going to travel.**
interrogative	**short answers**
Am I going to travel?	**Yes**, you **are.** **No**, you **aren't.**
Are you **going to travel?**	**Yes**, I **am.** **No**, I'**m not.**
Is he/she/it **going to travel?**	**Yes**, he/she/it **is.** **No**, he/she/it **isn't.**
Are we/you/they **going to travel?**	**Yes**, you/we/they **are.** **No**, you/we/they **aren't.**
***Wh*- questions**	
Where are you **going to travel** this summer? **Who is going to travel** with you this summer?	

Use: We use ***be going to*** for:

- future plans and intentions. **I'm going to study** biology at university.
- predictions based on what we see/know. Look at the printer! It's **going to run out** of paper.

Time expressions: *next week/month/year, in a few days/weeks/months/years, in the future*, etc.

Present Simple

Use: We use the **Present Simple** for timetables and schedules.
The university course **begins** in September.
The office **opens** at 7:00 a.m.

Present Continuous

Use: We use the **Present Continuous** for fixed arrangements/plans in the near future.

These arrangements/plans are fixed because we already bought tickets, arranged a time and place to meet, booked a room/table/flight, etc. We must always mention the time/place of the action.

I'm travelling to Europe this week.
(I've got the tickets.)

Time expressions: *today, tonight, tomorrow, this weekend/Monday/afternoon, next week/Sunday*, etc.

Notes: We use both ***be going to*** and the **Present Continuous** for plans in the future. However, we use ***be going to*** when the plans are at the intention stage, that is, what we have something in mind to do.

I'm going to travel after I leave school.
(That's my plan.)

that-clause

We use **that-clause** after:

- Some verbs: ***agree***, ***admit***, ***believe***, ***think***, ***know***, ***hope***, ***promise***, ***intend***, ***hear***, ***claim***, ***doubt***, ***guess***, ***expect***, ***imagine***, etc. Debbie **believes that** she will do well in her job interview.
- Some adjectives: ***sure***, ***right***, ***important***, ***certain***, ***happy***, ***sorry***, ***surprised***, ***worried***, ***afraid***, ***pleased***, etc. to express opinions and feelings. We're so **happy that** you took the job.
- Some nouns: ***fact***, ***hope***, ***idea***, ***possibility***, ***suggestion***, ***belief***, ***comment***, ***argument***, etc. to express opinions, feelings, certainty, possibility, etc. It's my **hope that** you will find a job soon.

Note: We can omit ***that*** after verbs and adjectives, not after nouns.
I **believe (that)** robots will do our housework in the future.
I'm **sure (that)** she will become a doctor.

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Reported speech (Statements)

We use **direct speech** to repeat the exact words someone said. We put direct speech in quotation marks.

Sam said, "I want to be a drone pilot."

We use **reported speech** to report what someone said. We can use ***that*** to introduce reported speech, but we can omit ***that***.

Sam said (that) he wanted to be a drone pilot.

say – tell

- ***say*** + *(that)* + **clause**
  Paul **said** (that) he was meeting Mr Smith at 5:00 p.m.
- ***say to*** + **object** + *(that)* + **clause**
  Paul **said to us** (that) he was meeting Mr Smith at 5:00 p.m.
- ***tell*** + **object** + *(that)* + **clause**
  Paul **told us** (that) he was meeting Mr Smith at 5:00 p.m.

When we change **direct speech** to **reported speech**:

- we change **verb tenses** when the introductory verb (*say*, *tell*, *ask*, etc.) is in a past tense.

  Present Simple → Past Simple
  "I **work** as a cyber security guard," he said.
  He said (that) he **worked** as a cyber security guard.

  Present Continuous → Past Continuous
  "I'**m looking for** a job," she said.
  She said (that) she **was looking for** a job.

  am/is/are going to → was/were going to
  They told me, "We'**re going** to study 3D printing technology."
  They told me (that) they **were going** to study 3D printing technology.

  Modals: ***can → could, will → would, must/have to → had to***
  "You **will** get the job," she told me.
  She told me (that) I **would** get the job.

  Verb tenses **remain the same** in reported speech when the **introductory verb** is in a **present or future tense**.
  "It **is** important to read job postings carefully," the careers advisor always **says**.
  The careers advisor always **says** (that) it **is** important to read job postings carefully.

  Verb tenses can **change or remain the same** in reported speech when we **report a general truth**.
  "It **is** cold in winter," she **told** us.
  She **told** us that it **is/was** cold in winter.

- we change **pronouns/possessive adjectives** according to the context.
  Ben said, "I'm planning to get a job as a vertical farmer."
  Ben said (that) **he** was planning to get a job as a vertical farmer.
- we change **time words** and **other expressions** according to the context:

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.*

  He said, "I'm picking up my uncle at the airport **tomorrow**."
  He said (that) he was picking up his uncle at the airport **the next day**."

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 the **verb tenses, pronouns/possessive adjectives, time words/phrases** and **other expressions**.

Yes-No* questions:** We use ***if or ***whether*** to introduce reported questions.
"Do you have any previous work experience?" he asked me.
He asked me **if/whether** I had any previous work experience.

***Wh-* questions:** We use the same question words in direct questions to introduce reported questions.
"**Why** are you interested in this job?" he asked her.
He asked her **why** she was interested in that job.

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Unit 5

Comparative – Superlative

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

adjective	comparative	superlative
tall big busy popular	taller (than) bigger (than) busier (than) **more** popular (than)	**the** tallest (of/in) **the** biggest (of/in) **the** busiest (of/in) **the most** popular (of/in)
adverb	**comparative**	**superlative**
fast early slowly rapidly	faster (than) earlier (than) **more** slowly (than) **more** rapidly (than)	**the** fastest (of/in) **the** earliest (of/in) **the most** slowly (of/in) **the most** rapidly (of/in)
Irregular forms: good/well – **better** – **the best**, bad/badly – **worse** – **the worst**, far – **farther/further** – **the farthest/furthest**, little – **less** – **the least**, much/many – **more** – **the most**		

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

We use *as* + **adjective/adverb** + **as** to say that two people/things are similar in some ways.
London is **as popular as** Paris.

We use ***not as/so*** + **adjective/adverb** + *as* to say that two people/things are different in some ways.
Rural life isn't **as/so expensive as** city life.

We use ***much*** + **comparative** to emphasise the big difference between two people/things.
The air in Sapa is **much cleaner** than the air in Hà Nội.

Defining relative clauses

We use a **relative clause** to modify the noun before it.

A **defining relative clause** gives important information to define the noun it modifies. This information is essential to the meaning of the sentence.

- We use relative pronouns ***(who, whom, which, that*** and ***whose)*** to introduce defining relative clauses. When the relative pronoun is the **object** of the defining relative clause, it **can be omitted**.
- We don't use a comma between the defining relative clause and the noun.

who/that (people, subject)
Laura is a person **who/that** cares about the environment.

whom/that (people, object)
The volunteer **(whom/that)** we are waiting for is here.

which/that (things, subject/object)
We picked up the litter **which/that** was in the park.
This is the city **(which/that)** I lived in for many years.

whose (people/thing, possessive adjective)
The student **whose** dad is our city governor is our classmate.
The book **whose** cover is blue is mine.

Note: We use the relative pronoun ***that*** with:

- ordinal numbers. She was **the first** person **that** had a rooftop garden in our town.
- the superlative. That was **the biggest** low-cost housing project **(that)** I worked on.
- indefinite pronouns. I will find **someone that** can help you.

Non-defining relative clauses

A **non-defining relative clause** gives additional information to the noun it modifies. This information doesn't define the noun and is not important to the meaning of the sentence.

- We use relative pronouns ***(who, whom, which*** and ***whose)*** to introduce non-defining relative clauses. We **cannot** use ***that*** in non-defining relative clauses. The pronouns in non-defining clauses **cannot be omitted.**
- There is a comma between the non-defining relative clause and the noun.
My mother, **who** works as a city planner, is developing a new green building design.
Mr Thompson, **whom** we met in the event, is coming to our school today.

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Berlin, **which** is the capital city of Germany, is one of the greenest cities in the world.

This car, **which** I bought five years ago, is still in good condition.

Maria, **whose** father is a teacher, wants to choose teaching as her career.

Unit 6

Clauses/Phrases of reason

Clauses/Phrases of reason explain the **reasons** why things happen.

- ***because/since/as***
  Khanh passed her English exams **because** she studied hard.

  Duy wants to learn English **since** he loves watching English-language films.

  As we have a busy schedule, we signed up for an online English class.
- ***because of* + noun/verb-*ing***
  She is learning another foreign language **because of** her love for languages.

  Because of loving languages, she is learning another foreign language.

Note:
When the **clause/phrase of reason** is at the **beginning** of a sentence, we separate it from the main clause with a **comma**.

Because of her good English, Loan will have lots of job opportunities.

Clauses of result

Clauses of result express **the results** of actions or situations.

- ***so* + adj/adverb + *that***
  The English lessons are **so** interesting **that** all the students want to join the class.
- ***such a/an* (+ adj) + singular countable noun + *that***
  English is **such** an interesting language **that** I decided to take lessons to learn it.
- ***such* (+ adj) + uncountable noun/plural noun + *that***
  It was **such** heavy traffic **that** it took me two hours to get home.

  They're **such** expensive shoes **that** I can't afford them.

Clauses/Phrases of concession

Clauses/Phrases of concession express **contrast**.

- ***although/though/even though* + clause**
  Although the English test was difficult, he was able to answer all the questions.

  I will never give up learning English **though** mastering the language takes time and patience.

  Even though Huy wants to take an English course, he doesn't have free time.
- ***despite/in spite of* + noun/verb-*ing***
  I went to my English class on time **despite/in spite of** the heavy traffic.

  Despite winning many prizes in English contests, Hạnh isn't very proud of herself.

Note:
When the **clause/phrase of concession** is at the **beginning** of a sentence, we separate it from the main clause with a **comma**.

Though his English is not good, Tom is very enthusiastic about helping foreign guests.

BẢN MẪU SGK TIẾNG ANH 9 FRIENDS PLUS

Grammar Reference

Welcome Back

Countable/Uncountable nouns

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

1 homework _____
2 lesson _____
3 student _____
4 rice _____
5 exam _____
6 history _____
7 football _____
8 book _____
9 cinema _____
10 trip _____
11 music _____
12 milk _____

2 **Choose the correct options.**

1 There **is/are** forty students in my class.
2 Our history lesson **is/are** on Monday.
3 **Is/Are** the money for the school trip in my bag?
4 The traffic **is/are** terrible. We are going to be late.
5 The teachers at our school **is/are** very kind and caring.
6 The information **is/are** helpful for their trip to the UK.
7 Science **is/are** my favourite subject.
8 Basketball **is/are** a popular sport with teenagers.

Quantifiers

3 **Choose the correct options.**

1 Would you like _____ orange juice?
A any **C** some
B much **D** many

2 How _____ information did you find for our class project?
A some **C** any
B much **D** many

3 Let's eat outside today because there are _____ students in the canteen and it's very crowded.
A a lot of **C** much
B a little **D** any

4 I can't believe there are only _____ days of school before the summer holiday starts.
A a little **C** a few
B any **D** much

5 I don't have _____ homework tonight because I finished it at school.
A many **C** some
B any **D** a lot

6 Students should bring _____ money with them on the school trip to buy drinks and snacks.
A a few **C** a little
B much **D** many

7 I don't have _____ time now. I'll help you with your project later.
A much **C** many
B a few **D** some

8 How _____ books are there in your schoolbag? It's really heavy.
A much **C** some
B any **D** many

a/an – *the* – zero article

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

1 I usually have _____ burger and _____ glass of milk for breakfast.
2 I would like to see _____ Taj Mahal in _____ India.
3 _____ Côn Đảo Islands are also _____ national park.
4 _____ Mount Kilimanjaro is the highest mountain in _____ Africa.
5 There was _____ explosion at the factory a week ago.
6 Last summer, we visited _____ Science Museum in _____ London.
7 _____ Tao Đàn Park is my favourite place in _____ Hồ Chí Minh City.

BẢN MẪU SỬA TIẾNG ANH ĐÚNG RIGHT ON!

8 It was very special to visit _____ Lake Manasarovar in _____ Himalayas.
9 We watched _____ film at _____ Super Screen Cinema yesterday.
10 I saw _____ macaw. _____ macaw was in a tree outside my window.

Simple/Compound/Complex sentences

5 **Combine the sentences using the words in brackets.**

1 We can cook dinner. We can order some pizza. **(OR)**
_____
_____

2 Lucas ate his dinner. Then he brushed his teeth. **(AFTER)**
_____
_____

3 I have got a skateboard. I hardly ever ride it. **(BUT)**
_____
_____

4 Jessica likes swimming. She also likes riding her bike. **(AND)**
_____
_____

5 His parents felt proud. He won the art competition. **(WHEN)**
_____
_____

6 The bus didn't come this morning. I walked to school. **(SO)**
_____
_____

7 I don't eat a lot of fatty and sugary foods. I like them. **(ALTHOUGH)**
_____
_____

8 My mum went to bed early last night. She had a headache. **(BECAUSE)**
_____
_____

Unit 1

Present Simple – Present Continuous

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

1 Mia _____ **(not/post)** any new vlogs this week because she's busy with her exams.
2 Lucas _____ **(not/use)** email because he _____ **(not/like)** online communication.
3 I _____ **(update)** my social media page right now with some new pictures of my latest holiday.
4 We can't join the school trip tomorrow because we _____ **(visit)** our uncle in the city.
5 Jane _____ **(travel)** a lot these days. She _____ **(want)** to relax in a calm environment after long days at work.
6 My mum _____ **(work)** in the garden now. She _____ **(love)** growing and taking care of plants.
7 A: _____ **(Ivy/be)** famous on social media?
B: Yes, she _____ **(have)** over 10,000 followers.
8 A: How often _____ **(you/hear)** from your grandmother?
B: She _____ **(send)** me a letter every week.
9 A: _____ **(you/watch)** the TV programme about teenagers' school life at the moment?
B: Yes, and I _____ **(write)** a new blog entry about it tonight.
10 A: When are you visiting your aunt and uncle?
B: We _____ **(leave)** tomorrow afternoon. Our flight _____ **(take off)** at 1:00 p.m.

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Grammar Reference

Past Simple – Past Continuous

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

1 In the past, cars _____ **(not/be)** popular. People _____ **(walk)** or _____ **(ride)** horses to get around.

2 Jody _____ **(prepare)** her presentation on her laptop when the power _____ **(go)** out.

3 My sister _____ **(write)** a new diary entry while my brother _____ **(do)** his homework.

4 My mum _____ **(not/do)** the housework all this afternoon. She _____ **(play)** sports instead.

5 Andy _____ **(watch)** a video, _____ **(copy)** the link and _____ **(send)** it to Tracy.

6 We _____ **(make)** a vlog while our parents _____ **(shop)** online.

7 A: _____ **(Sarah/update)** her blog yesterday?
B: Yes, she _____ **(post)** a new entry about traditional and modern lifestyles.

8 A: What _____ **(they/do)** at noon yesterday?
B: They _____ **(watch)** online videos of life in the past.

9 A: _____ **(Steve/show)** you how to make a vlog last Sunday?
B: Yes. We _____ **(work)** together all day to make my first vlog about teenagers' problems.

10 A: Who _____ **(you/talk)** to when I _____ **(meet)** you yesterday?
B: It's Isabella, my new classmate. She **(move)** _____ here from London last week.

wish + Past Simple

3 **Rewrite the sentences using *wish* + *Past Simple*.**

1 She doesn't have enough money to buy that cinema ticket.
She wishes she had enough money to buy that cinema ticket.

2 Andy is addicted to computer games.
Andy wishes _____.

3 We don't know how to create a social media account.
We wish _____.

4 Tim and Ed can't talk to each other face-to-face now.
Tim and Ed wish _____.

5 We spend too much time on social media.
Our parents wish _____.

6 We don't have a car to get around.
We wish _____.

7 Jackie can't ride a motorcycle.
Jackie wishes _____.

8 My cousin doesn't go online to chat with me.
I wish _____.

9 Amy and Katherine don't see their grandparents every week.
Amy and Katherine wish _____.

10 My family lives in a crowded area.
I wish _____.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar Reference

Review

4 **Choose the correct options.**

1 I wish the train _____ so crowded in the morning.
A is B isn't C was D wasn't

2 We _____ emails every day at work.
A send C are sending
B sent D were sending

3 I _____ to Bill's house tomorrow to help him make a vlog.
A go C went
B am going D was going

4 About 100 years ago, people usually _____ food from street vendors.
A buy C are buying
B bought D were buying

5 My parents _____ in the park near my house all this morning.
A walk C walked
B are walking D were walking

6 Elena wishes she _____ buy a house in the countryside.
A can B can't C could D couldn't

7 Susan _____ text messages to her friends right now.
A doesn't send C isn't sending
B didn't send D wasn't sending

8 I _____ games on my smartphone when my sister _____ it.
A was playing, grabbed
B played, was grabbing
C play, grabs
D am playing, is grabbing

9 The electronics shop _____ at 9:00 a.m. It _____ at 10:00 a.m.
A doesn't open, opens
B isn't opening, is opening
C wasn't opening, was opening
D didn't open, opened

10 At 8:00 a.m. yesterday, Tony _____ a new blog post while his brother _____.
A writes, chats
B is writing, is chatting
C wrote, chatted
D was writing, was chatting

Unit 2

Infinitives (*to*-infinitives/infinitives without *to*) – *-ing* forms

1 **Choose the correct options.**

1 Do you fancy _____ on a city break to a European city or a safari in South Africa this autumn?
A go C to going
B to go D going

2 It isn't easy _____ the Northern Lights because they only happen near the Arctic Circle.
A see C seeing
B to see D sees

3 You had better _____ an umbrella to school with you today. It looks like rain to me.
A bringing C bring
B to bring D to bringing

4 _____ is an excellent way to exercise because you use your whole body to do it.
A Swimming C Swim
B To swim D To swimming

5 Would you like _____ the museum with us to see the art exhibition tomorrow afternoon?
A visiting C visits
B visit D to visit

6 My parents like peaceful holidays and can't stand _____ in crowded hotels.
A stay C to stay
B staying D to staying

7 Can you _____ me the photos you took of Sydney Harbour Bridge in Australia?
A to show C shows
B show D showing

8 I suggest _____ holidays with a travel agent because everything is in one place and we can _____ time and money.
A book, save C to book, to save
B booking, save D booking, to save

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Grammar Reference

2 **Put the verbs in brackets into *to*-infinitives, infinitives without *to* or *-ing* forms.**

1 Do you want to go _____ **(ski)** this winter?
2 We decided _____ **(book)** a hotel room with good facilities.
3 I agreed _____ **(help)** my next-door neighbour book her flight tickets online.
4 Tim suggested _____ **(spend)** the summer at his farm.
5 You shouldn't _____ **(pack)** liquids in your hand luggage.
6 My mum is going online _____ **(look)** for a package holiday.
7 I don't mind _____ **(travel)** by plane, but I feel sick on boats.
8 My parents let me _____ **(go)** on a camping trip to the forest with my friends.

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

1 Reading posts of travel bloggers is fun.
It is fun to read posts of travel bloggers.
2 Travelling to other countries around the world is exciting.
_____
_____
3 Booking a holiday with a travel agent can be convenient.
_____
_____
4 Seeing the wildlife on a safari is very fascinating.
_____
_____
5 Climbing a high mountain like Everest or Kilimanjaro is not easy.
_____
_____

Wh- question words before *to*-infinitives

4 **Rewrite the sentences using *Wh-* question words + *to*-infinitive.**

1 Trang and I don't know how we can reach the Côn Đảo Islands.
Trang and I don't know how to reach the Côn Đảo Islands.
2 Please tell me where I can buy a good digital camera.
Please tell me _____
_____.
3 Maggie isn't sure where she should go on holiday this year.
Maggie isn't sure _____
_____.
4 Do you know who we should contact for a package holiday?
Do you know _____
_____?
5 My grandpa wants to know when he should arrive at the airport.
My grandpa wants to know _____
_____.
6 I'm wondering what I should make for dinner this evening.
I'm wondering _____
_____.

too – enough

5 **Rewrite the sentences without changing their meanings. Use *too* and *enough*.**

1 It isn't safe enough to go hiking in the forest on your own.
It is too dangerous to go hiking in the forest on youar own.
2 Jenny is too weak to lift these heavy suitcases to her room.
Jenny isn't _____
_____.
3 It isn't warm enough to do outdoor activities.
It is _____
_____.

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4 It isn't early enough to go for a walk in the park now.
It is _____
_____.

5 Two hours is too short to look at all the paintings in the museum.
Two hours isn't _____
_____.

6 My brother and I have too little petrol to get to the airport.
My brother and I don't have _____
_____.

Unit 3

Modals

1 Choose the correct options.

1 Exercise ____ boost your energy levels.
A must C can
B has to D should

2 Kate ____ take her medicine every day because she has heart disease.
A might C could
B can D has to

3 Eric ____ join the basketball club. He's not sure yet.
A may C should
B must D has to

4 You ____ cheat in exams. It's against the rules.
A don't have to C couldn't
B mustn't D aren't able to

5 I ____ eat a more balanced diet to get fit. It's my obligation.
A could C must
B am able to D might

6 They ____ buy tennis racquets. Their school has some for them to borrow.
A don't have to C mustn't
B couldn't D can't

7 Danny hurt his foot, so he ____ play in the football match last Sunday.
A might C could
B mustn't D wasn't able to

8 Laura ____ play basketball when she started secondary school, but now she is the best player in the team.
A shouldn't C mustn't
B couldn't D didn't have to

9 She ____ play rollerblading very well when she was five.
A can C could
B is able to D may

10 Nelson ____ wash his football kit. His mum did it for him.
A didn't have to C mustn't
B shouldn't D was able to

2 Rewrite the sentences without changing their meanings. Use the words in brackets.

1 Lyn has the ability to lift up to 50 kg. **(CAN)**
Lyn can lift up to 50 kg.
_____

2 I advise you not to eat lots of sugary foods and drinks. **(SHOULDN'T)**
_____
_____

3 It's possible that they will cancel the football match. **(MIGHT)**
_____
_____

4 Jack was very tired, but he managed to complete his workout last night. **(WAS ABLE TO)**
_____
_____

5 It's against the rules for you to touch the ball with your hands. **(MUSTN'T)**
_____
_____

6 It wasn't necessary for Helen to take her sports kit to school yesterday. **(DIDN'T HAVE TO)**
_____
_____

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar Reference

Modals in conditional type 1

3 **Combine sentences using conditional type 1.**

1 Anna trains hard now. She might win the race next month.
If Anna trains hard now, she might win the race next month.

2 I want to feel relaxed. I must learn to manage my stress.
_____
_____

3 You want to have strong bones. You should eat calcium-rich foods.
_____
_____

4 I get my yellow belt. I can take part in the karate competition.
_____
_____

5 Tony wants to get fit. He should walk a short distance every day.
_____
_____

6 He finishes practising before 6 o'clock. He may watch the match with us.
_____
_____

Phrasal verbs

4 **Choose the correct options.**

1 Can I ____ this black T-shirt, please?
A try on C get on
B take up D show off

2 It's chilly. I'm going to ____ a coat and a scarf.
A run into C put on
B carry on D give up

3 I often ____ my six-year-old cousin.
A look for C look out
B look up D look after

4 Ricky decided to ____ a new sport this summer.
A pick up C set up
B look up D take up

5 What time do you usually ____ in the morning, Lucy?
A look up C give away
B get up D set up

6 I'm ____ a good yoga mat online.
A looking for C picking up
B taking off D trying on

7 Please ____ that loud music! I need to concentrate on my work.
A carry out C turn off
B turn down D give up

8 Don't ____ those books! We can take them to the recycling centre.
A run out C take off
B throw away D hang out

Unit 4

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

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

1 I believe that there _____ **(be)** a lot of new jobs in the future.

2 Ken _____ **(study)** computer programming at university next July.

3 Be careful! You _____ **(slip)** over the water on the floor.

4 _____ **(Lily/meet)** us after work at the mall this afternoon?

5 This film is boring. I _____ **(turn)** the TV off.

6 I think people _____ **(use)** robots more often in the future.

7 A: My interview for the position of a vertical farmer _____ **(start)** at 9:00 a.m. tomorrow.
B: Good luck to you. I believe that you _____ **(pass)** the interview.

8 A: Is your company hiring a salesman?
I _____ **(leave)** for New York with my family next month.
B: I _____ **(ask)** my boss about that.

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Grammar Reference

that-clause

2 **Combine the sentences using *that*-clause.**

1 Her new job at the robotics lab might be too challenging. Lisa is afraid.
Lisa is afraid that her new job at the robotics lab might be too challenging.

2 We should meet outside the cinema. It's Daniel's suggestion.

3 IT skills are important in the world of work. My parents are certain.

4 Robotic surgeons will perform most operations by 2050. I doubt it.

5 I wasn't interested in cyber security at first. I admit it.

6 Eating a healthy diet can make you live longer. It's a possibility.

Reported speech (Statements)

3 **Choose the correct options.**

1 "Designing robots is part of our university course," they said.
A They said that designing robots is part of their university course.
B They said that designing robots was part of their university course.

2 "I'm writing an essay for my English class now," my sister said.
A My sister said that she was writing an essay for her English class then.
B My sister said that she was writing an essay for her English class now.

3 Charles said, "I'm attending a job interview this Friday."
A Charles said that he is attending a job interview that Friday.
B Charles said that he was attending a job interview that Friday.

4 "I will help you finish your project tomorrow," Max said to me.
A Max said to me that he would help me finish your project the next day.
B Max said to me that he would help me finish my project the next day.

5 "I'm going shopping at the mall this evening," Mum told us.
A Mum told us that she was going shopping at the mall that evening.
B Mum told us that she was going shopping at the mall this evening.

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

1 Mrs Jones told us, "You have to give me your homework today."
Mrs Jones told us that we had to give her our homework that day.

2 "My brother is going to study cyber security next year," he told us.

3 Alison said "We're learning to build robots at school tomorrow."

4 "I want to improve my IT skills for my new job," Peter said to me.

5 Anne said to me, "I will do research to find more information about this topic."

6 "Max won't be home before 7 o'clock this evening," Linda said.

BẢN MẪU SGK TIẾNG ANH 6 GLOBAL SUCCESS

Grammar Reference

Reported speech (Questions)

5 **Choose the correct options.**

1 Tim asked Anna _____ she was going to the lecture about robotics.
A what C which
B whether D wherever

2 I asked Mr Phillips if he _____ help me with my science project.
A can C could
B had D did

3 I asked him _____ he was starting his new job.
A when C whose
B what D who

4 My sister asked me if I _____ on the computer then.
A play C played
B plays D was playing

5 The teacher asked me what _____ doing in my free time.
A do I enjoy C I enjoy
B did I enjoy D I enjoyed

6 **Rewrite the sentences using reported speech.**

1 "Do you live in the north or the south of Việt Nam?" they asked us.
They asked us if/whether we lived in the north or the south of Việt Nam.

2 "What do you think about our English lesson today?" Bella asked me.
_____
_____

3 "When are you going to take the course in 3D printing?" I asked him.
_____
_____

4 "Is Dad picking you up after school today?" Mum asked me.
_____
_____

5 "How can I choose a right career option?" Jane asked her teacher.
_____
_____

Unit 5

Comparative & *as ... as – not as/so ... as* – Superlative

1 **Choose the correct options.**

1 This is _____ office building in the city.
A more beautiful C most beautiful
B as beautiful D the most beautiful

2 The facilities in my new town were _____ than I expected.
A well C the best
B much better D good

3 We want to go to London. How can we travel _____ of all?
A cheaply C more cheaply
B much cheaper D the most cheaply

4 The cost of living in urban areas is _____ than the cost of living in our small town.
A high C as high
B higher D the highest

5 Finding a job in a city isn't _____ as finding a job in a rural area.
A as difficult C most difficult
B more difficult D the most difficult

6 They built the cycling path _____ than the walking path in my area.
A recently C more recently
B as recently D the most recently

7 Julian worked _____ of all the people in the team.
A hard C as hard
B harder D the hardest

8 The school bus may arrive _____ than it did yesterday.
A late C lately
B later D the latest

9 My new boss is _____ as my previous boss.
A as strict C stricter
B so strict D the strictest

10 Sarah doesn't solve maths problems _____ as her brother does.
A so quickly C much quickly
B more quickly D the most quickly

BẢN MẪU SÁCH TIẾNG ANH 9 RIGHT ON!

Grammar Reference

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

1 A bus ticket isn't as expensive as a train ticket.
A bus ticket is cheaper than a train ticket.

2 This town is busier than my village.
My village isn't _____.

3 Kelly drives faster than Lewis does.
Lewis drives _____.

4 I didn't prepare for the camping trip as carefully as you did.
You prepared _____.

5 No company constructs new homes as quickly as his company.
His company constructs _____.

6 The supermarket wasn't so crowded as the shopping mall.
The shopping mall _____.

Relative clauses

3 **Fill in the gaps with *who*, *whom*, *which*, *that* or *whose*. Some sentences have two possible answers.**

1 Mr Evans is the man _____ son won an award for his science project.
2 The electric car _____ we drive is very friendly to the environment.
3 They should build a healthcare system _____ is free for everyone.
4 We picked up all the litter _____ we found around the lake.
5 Franklin, _____ parents own a renewable energy company, is my classmate.
6 Ryan, _____ is my cousin, gave me the idea of starting a school garden.
7 The man _____ we spoke to last night has a good sense of humour.
8 This park, _____ is quite large, is full of rubbish.

4 **Combine the sentences using defining relative clauses.**

1 This is the garden. Eva planted it.
This is the garden (which/that) Eva planted.

2 This is the cycling path. They built it last year.
_____

3 Bob is an environmentalist. He's working to improve the city's air quality.
_____

4 I'm looking after a dog. I found it by the river.
_____

5 The man is a brilliant scientist. He gave a great talk in the exhibition.
_____

5 **Combine the sentences using non-defining relative clauses.**

1 Jenny planted flowers at our school. She is my classmate.
Jenny, who is my classmate, planted flowers at our school.

2 That's my friend Penny. Her mum works at the university.
_____

3 This city planner designs low-cost housing. She is my friend's mother.
_____

4 My sister started a clean-up club in our neighbourhood. She is twelve years old.
_____

5 Vertical farming is becoming more popular. It is a new career.
_____

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar Reference

Unit 6

Clauses/Phrases of reason

1 **Rewrite the sentences without changing their meanings. Use the words in brackets.**

1 I missed three English lessons because of my illness. **(SINCE)**
Since I was ill, I missed three English lessons.

2 The teacher gave us an extra week to do the project as we had school holidays. **(BECAUSE OF)**
_____
_____

3 Thanh decided to study English because of her love for the language. **(BECAUSE)**
_____
_____

4 As Ben wrote a beautiful poem, he won a school literature prize. **(BECAUSE OF)**
_____
_____

5 The students always enjoy the lessons as their teacher is amazing. **(BECAUSE OF)**
_____
_____

6 Kate can help you practise the language because of her great speaking skills. **(AS)**
_____
_____

7 She's a great English teacher because she supports her students in their studies. **(BECAUSE OF)**
_____
_____

8 Because of his excellent performance, his teacher chose him to take part in an English-speaking contest. **(AS)**
_____
_____

Clauses of result

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

1 The blog was so great that I decided to leave a comment to say thanks.
It was such a great blog that I decided to leave a comment to say thanks.

2 It was such a difficult exam that over half the students failed.
The exam was _____
_____.

3 Her essay was so creative that the teacher read it in front of the class.
She had _____
_____.

4 It was such an amazing book that she finished reading it in one day.
The book was _____
_____.

5 This English class is so interesting that many students want to sign up for it.
This is _____
_____.

6 His concentration was so deep that he didn't realise how late it was getting.
He had _____
_____.

7 Eden had such an enjoyable first lesson that he decided to sign up for the course.
Eden's first lesson was _____
_____.

8 The podcast was so informative that I listened to it twice.
It was _____
_____.

9 It was such a wonderful trip to Ba Vì that I planned to visit it again.
The trip to Ba Vì was _____
_____.

10 She drove so carelessly that I didn't want to sit in her car again.
She was _____
_____.

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Grammar Reference

Clauses/Phrases of concession

3 **Combine the sentences using the words in brackets.**

1 Harry revised the lesson hard. He didn't do well on the test. **(DESPITE)**
Despite revising the lesson hard, Harry didn't do well on the test.

2 Hưng came top of his class. He struggled with English at first. **(ALTHOUGH)**

3 My teacher continued with the lesson. She had a headache. **(IN SPITE OF)**

4 Wendy didn't have much time to work on the project. She finally met the deadline. **(DESPITE)**

5 My grandpa is nearly 70. He's learning a new foreign language. **(IN SPITE OF)**

6 My writing skills are excellent. I'm not good at speaking skills. **(THOUGH)**

7 Julie went to bed late last night. She got up early this morning. **(EVEN THOUGH)**

8 She enjoys learning English in spite of finding it difficult. **(EVEN THOUGH)**

9 Ann is very busy. She spends 30 minutes each day studying English. **(DESPITE)**

10 Kyle's English is good. He is sometimes nervous about talking with foreigners. **(ALTHOUGH)**

Review

4 **Choose the correct options.**

1 You did badly on the test _____ you didn't pay attention to the lessons.
A so C such
B though D because

2 Paula went to her English class _____ she was tired.
A even though C so
B in spite of D as

3 You should become a teacher _____ you have a great love for children.
A since C even though
B though D despite

4 It was _____ a good online lesson that I watched the recording afterwards.
A though C so
B since D such

5 Andy got a place at the best university in the country _____ his good grades.
A because C because of
B despite D although

6 Rose hardly ever answers questions in class _____ she is very intelligent.
A in spite of C although
B such D despite

7 _____ having a good knowledge of the English language, she isn't confident about her listening skills.
A Although C Since
B Despite D Because of

8 The English centre was _____ popular that she had to wait for three months to get a place.
A such C as
B so D since

9 Our teacher gave us _____ an interesting topic that we all discussed excitedly.
A such C so
B though D since

10 I can't sleep _____ feeling tired after a long trip.
A although C though
B because D in spite of

BẢN MẪU SGK TIẾNG ANH 9 RIGHT ON!

Wordlist

Unit 1

blog /blɒg/ (n): nhật kí trực tuyến
communicate /kəˈmjuːnɪkeɪt/ (v): truyền đạt, liên lạc
communication /kəˌmjuːnɪˈkeɪʃən/ (n): sự truyền đạt, sự liên lạc
diary /ˈdaɪəri/ (n): nhật kí
email /ˈiːmeɪl/ (n): thư điện tử
face-to-face /ˌfeɪs tə ˈfeɪs/ (adv): (gặp gỡ, nói chuyện) trực tiếp
letter /ˈletə(r)/ (n): thư, thư tín
smartphone /ˈsmɑːtfəʊn/ (n): điện thoại thông minh
social media /ˌsəʊʃəl ˈmiːdiə/ (n): truyền thông mạng xã hội
telephone /ˈtelɪfəʊn/ (n): điện thoại
text message /ˈtekst ˌmesɪdʒ/ (n): tin nhắn văn bản
vlog /vlɒg/ (n): nhật kí video

1a

carrier pigeon /ˈkæriə(r) ˌpɪdʒən/ (n): bồ câu đưa thư
deliver /dɪˈlɪvə(r)/ (v): giao, truyền (thông điệp)
generation /ˌdʒenəˈreɪʃən/ (n): thế hệ, đời
telegraph machine /ˈtelɪgrɑːf məˌʃiːn/ (n): máy điện báo

1c

buy food from street vendors /baɪ fuːd frəm striːt ˈvendə(r)z/ (phr): mua thức ăn từ người bán hàng rong
drive cars /draɪv kɑː(r)z/ (phr): lái xe ô tô
eat at restaurants /iːt ət ˈrestərɒnts/ (phr): ăn ở nhà hàng
listen to the radio /ˈlɪsən tə ðə ˈreɪdiəʊ/ (phr): nghe ra-đi-ô (máy thu thanh)
play computer games /pleɪ kəmˈpjuːtə(r) geɪmz/ (phr): chơi trò chơi trên máy vi tính
play folk games /pleɪ fəʊk geɪmz/ (phr): chơi trò chơi dân gian
ride horses /raɪd ˈhɔːsɪz/ (phr): cưỡi ngựa
shop at markets /ʃɒp ət ˈmɑːkɪts/ (phr): mua sắm ở chợ
shop online /ʃɒp ˌɒnˈlaɪn/ (phr): mua sắm trực tuyến
watch videos online /wɒtʃ ˈvɪdiəʊz ˌɒnlaɪn/ (phr): xem video trực tuyến
wear casual clothes /weə(r) ˈkæʒjuəl kləʊðz/ (phr): mặc trang phục thường ngày, thông dụng
wear traditional clothes /weə(r) trəˈdɪʃənəl kləʊðz/ (phr): mặc trang phục truyền thống

1f

do the housework /duː ðə ˈhaʊswɜːk/ (phr): làm việc nhà
extended family /ɪkˌstendɪd ˈfæməli/ (n): gia đình lớn, gia đình mở rộng (nhiều thế hệ)
hand-drawn cart /ˈhænd drɔːn kɑːt/ (phr): xe kéo bằng tay
household /ˈhaʊshəʊld/ (n): hộ (gia đình)
make a living /meɪk ə ˈlɪvɪŋ/ (phr): kiếm sống
nuclear family /ˌnjuːklɪə ˈfæməli/ (n): gia đình nhỏ, gia đình hạt nhân (cha mẹ và con cái)
raise children /reɪz ˈtʃɪldrən/ (phr): nuôi dạy con cái
support the family /səˈpɔːt ðə ˈfæməli/ (phr): chu cấp cho gia đình

Unit 2

Mount Everest /ˈmaʊnt ˌevərɪst/ (phr): đỉnh Everest
natural wonder /ˌnætʃərəl ˈwʌndə(r)/ (phr): kì quan thiên nhiên
Parícutin Volcano /parikuˈtin vɒlˈkeɪnəʊ/ (phr): núi lửa Parícutin
the Grand Canyon /ðə ˌgrænd ˈkænjən/ (phr): hẻm núi lớn Grand Canyon
the Great Barrier Reef /ðə ˌgreɪt ˈbæriə(r) ˈriːf/ (phr): rạn san hô Great Barrier
the Harbour of Rio de Janeiro /ðə ˈhɑːbə(r) əv ˈriːəʊ də dʒəˈnɪərəʊ/ (phr): cảng Rio de Janeiro
the Northern Lights /ðə ˌnɔːðən ˈlaɪts/ (phr): Bắc cực quang (hiện tượng cực quang ở Bắc Cực)
Victoria Falls /vɪkˌtɔːriə ˈfɔːlz/ (phr): thác nước Victoria

2a

the Arctic Circle /ðə ˌɑːktɪk ˈsɜːkəl/ (n): Vòng Bắc Cực
carve /kɑːv/ (v): khắc, tạc, đục
charged particle /ˌtʃɑːdʒd ˈpɑːtɪkəl/ (phr): hạt/phần tử tích điện
formation /fɔːˈmeɪʃən/ (n): sự hình thành
grand /grænd/ (adj): to lớn, hùng vĩ, tuyệt đẹp
interact /ˌɪntəˈrækt/ (v): tương tác
magnetic field /mægˌnetɪk ˈfiːld/ (n): từ trường
massive /ˈmæsɪv/ (adj): to lớn, đồ sộ
outstanding /ˌaʊtˈstændɪŋ/ (adj): nổi bật, xuất sắc
process /ˈprəʊses/ (n): quá trình
stretch /stretʃ/ (v): trải dài ra

2c

accommodation /əˌkɒməˈdeɪʃən/ (n): chỗ trọ, chỗ ở
destination /ˌdestɪˈneɪʃən/ (n): điểm đến, nơi đến
guesthouse /ˈgesthaʊs/ (n): nhà khách, nhà nghỉ
guided tour /ˌgaɪdɪd ˈtʊə(r)/ (phr): chuyến du lịch/ tham quan có hướng dẫn viên
hotel facilities /həʊˈtel fəˈsɪlətiz/ (phr): tiện nghi của khách sạn
package holiday /ˈpækɪdʒ ˌhɒlədeɪ/ (n): kì nghỉ trọn gói
tour guide /ˈtʊə(r) ˌgaɪd/ (n): hướng dẫn viên du lịch
travel agent /ˈtrævəl ˌeɪdʒənt/ (n): đại lí du lịch (người/ công ty)

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Wordlist

2f

adventure holiday /ədˈventʃə(r) ˌhɒlədeɪ/ (phr): kì nghỉ thám hiểm
affordable /əˈfɔːdəbəl/ (adj): có thể chi trả, phải chăng (giá cả)
beach holiday /biːtʃ ˌhɒlədeɪ/ (phr): kì nghỉ ở biển
bungalow /ˈbʌŋgələʊ/ (n): nhà gỗ một tầng
camping holiday /ˈkæmpɪŋ ˌhɒlədeɪ/ (phr): kì nghỉ cắm trại
city break /ˈsɪti breɪk/ (phr): kì nghỉ ngắn ngày trong thành phố
cruise /kruːz/ (n): chuyến đi chơi biển (bằng tàu thuỷ)
gorgeous /ˈgɔːdʒəs/ (adj): tráng lệ, lộng lẫy
jungle /ˈdʒʌŋgəl/ (n): rừng nhiệt đới
meditate /ˈmedɪteɪt/ (v): thiền
safari /səˈfɑːri/ (n): chuyến tham quan ngắm động vật hoang dã
scuba diving /ˈskuːbə ˌdaɪvɪŋ/ (n): lặn dùng bình dưỡng khí
sightseeing holiday /ˈsaɪtsiːɪŋ ˌhɒlədeɪ/ (phr): kì nghỉ tham quan/ngắm cảnh
snorkelling /ˈsnɔːkəlɪŋ/ (n): lặn dùng ống thở
tropical /ˈtrɒpɪkəl/ (adj): nhiệt đới
unique /juːˈniːk/ (adj): duy nhất, độc nhất
volunteer holiday /ˌvɒlənˈtɪə(r) ˌhɒlədeɪ/ (phr): kì nghỉ thiện nguyện
waterfall /ˈwɔːtəfɔːl/ (n): thác nước

2 CLIL

charming /ˈtʃɑːmɪŋ/ (adj): duyên dáng, thu hút
construction /kənˈstrʌkʃən/ (n) sự xây dựng
habitat destruction /ˈhæbɪtæt dɪˈstrʌkʃən/ (phr): sự phá huỷ môi trường sống
law /lɔː/ (n): luật, điều lệ
litter /ˈlɪtə(r)/ (v): xả rác
raise awareness /reɪz əˈweənəs/ (phr): nâng cao nhận thức
soil erosion /sɔɪl ɪˈrəʊʒən/ (phr): sự xói mòn đất
tourism /ˈtʊərɪzəm/ (n): ngành du lịch
waste /weɪst/ (n): rác, đồ thải

Unit 3

boost energy /buːst ˈenədʒi/ (phr): tăng cường năng lượng
build relationships /bɪld rɪˈleɪʃənʃɪps/ (phr): xây dựng các mối quan hệ
get fit /get fɪt/ (phr): có thân hình cân đối
prevent diseases /prɪˈvent dɪˈziːzɪz/ (phr): ngăn ngừa bệnh tật
reduce stress /rɪˈdʒjuːs stres/ (phr): giảm căng thẳng
strengthen body /ˈstreŋθən ˈbɒdi/ (phr): tăng cường thể lực

3a

beneficial /ˌbenɪˈfɪʃəl/ (adj): có lợi, có ích
calorie /ˈkæləri/ (n): calo (đơn vị đo năng lượng thực phẩm)
cancer /ˈkænsə(r)/ (n): bệnh ung thư
maintain /meɪnˈteɪn/ (v): duy trì
mental health /ˌmentəl ˈhelθ/ (n): sức khoẻ tinh thần
muscle /ˈmʌsəl/ (n): cơ
physical health /ˌfɪzɪkəl ˈhelθ/ (phr): sức khoẻ thể chất
stress hormone /ˈstres ˌhɔːməʊn/ (phr): hoóc môn gây căng thẳng
work out /ˌwɜːk ˈaʊt/ (phr v): luyện tập thể dục/thể thao
workout /ˈwɜːkaʊt/ (n): buổi/bài luyện tập thể dục/thể thao
worth it /wɜːθ ɪt/ (idiom) xứng đáng, đáng bỏ công

3c

be too stressed /bi tuː strest/ (phr): căng thẳng quá mức
eat a balanced diet /iːt ə ˈbælənst ˈdaɪət/ (phr): ăn chế độ dinh dưỡng cân bằng
eat too much junk food /iːt tuː mʌtʃ dʒʌŋk fuːd/ (phr): ăn quá nhiều đồ ăn không tốt cho sức khoẻ
exercise /ˈeksəsaɪz/ (v): tập thể dục
get enough sleep /get ɪˈnʌf sliːp/ (phr): ngủ đủ giấc
have regular check-ups /hæv ˈregjələ(r) ˈtʃekʌps/ (phr): kiểm tra sức khoẻ đều đặn
play sports /pleɪ spɔːts/ (phr): chơi thể thao
socialise /ˈsəʊʃəlaɪz/ (v): giao tiếp, xã giao
stay up late /steɪ ʌp leɪt/ (phr): thức khuya
surf the Internet for too long /sɜːf ðə ˈɪntənet fə(r) tuː lɒŋ/ (phr): lướt mạng quá lâu
take up a hobby /teɪk ʌp ə ˈhɒbi/ (phr): bắt đầu một sở thích

3f

carbohydrate (carb) /ˌkɑːbəʊˈhaɪdreɪt (kɑːb)/ (n): chất bột đường
dairy products /ˌdeəri ˈprɒdʌkts/ (phr): các sản phẩm làm từ sữa động vật
digestive system /daɪˌdʒestɪv ˈsɪstəm/ (n): hệ tiêu hoá
fatty foods and drinks /ˈfæti fuːdz ənd drɪŋks/ (phr): những thức ăn và đồ uống giàu chất béo
fruit and vegetables /ˈfruːt ənd ˈvedʒtəbəlz/ (phr): rau củ quả
function /ˈfʌŋkʃən/ (n): chức năng
glucose /ˈgluːkəʊs/ (n): đường đơn
joint /dʒɔɪnt/ (n): khớp (xương)
mineral /ˈmɪnərəl/ (n): chất khoáng
nutrient /ˈnjuːtriənt/ (n): chất dinh dưỡng
protein /ˈprəʊtiːn/ (n): chất đạm
starchy foods /ˌstɑːtʃi ˈfuːdz/ (phr): những thức ăn giàu tinh bột
sugary foods and drinks /ˈʃʊgəri fuːdz ənd drɪŋks/ (phr): những thức ăn và đồ uống có đường
sweat /swet/ (n): mồ hôi
urine /ˈjʊərɪn/ (n): nước tiểu

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Wordlist

Unit 4

3D printing technician /ˌθriː diː ˌprɪntɪŋ tekˈnɪʃən/ (phr): kĩ thuật viên in 3D
cyber security manager /ˌsaɪbə(r) sɪˌkjʊərəti ˈmænɪdʒə(r)/ (phr): nhà quản lí an ninh mạng
drone pilot /ˈdrəʊn ˌpaɪlət/ (phr): kĩ thuật viên điều khiển máy bay không người lái
robotic surgeon /rəʊˌbɒtɪk ˈsɜːdʒən/ (phr): bác sĩ phẫu thuật sử dụng robot
vertical farmer /ˌvɜːtɪkəl ˈfɑːmə(r)/ (phr): nông dân trong trang trại thẳng đứng
virtual security guard /ˌvɜːtʃuəl sɪˈkjʊərəti ˌgɑːd/ (phr): nhân viên bảo vệ ảo

4a

attack /əˈtæk/ (v): tấn công
break-in /ˈbreɪk ɪn/ (n): vụ đột nhập
career /kəˈrɪə(r)/ (n): sự nghiệp
keep an eye on /kiːp ən aɪ ɒn/ (phr): trông coi, theo dõi (để đảm bảo không bị tổn hại)
in demand /ɪn dɪˈmɑːnd/ (phr): có nhu cầu
layer /ˈleɪə(r)/ (n): lớp, tầng
management /ˈmænɪdʒmənt/ (n): sự quản lí
motion sensor /ˈməʊʃən ˌsensə(r)/ (phr): cảm biến chuyển động
property /ˈprɒpəti/ (n): tài sản, của cải
steal /stiːl/ (v): lấy trộm, ăn cắp
take up /ˌteɪk ˈʌp/ (phr v): chiếm (diện tích)
thief /θiːf/ (n): kẻ trộm

4c

communication skills /kəˌmjuːnɪˈkeɪʃən ˈskɪlz/ (phr): kĩ năng giao tiếp
creativity /ˌkriːeɪˈtɪvəti/ (n): khả năng sáng tạo
foreign languages /ˌfɒrən ˈlæŋgwɪdʒɪz/ (phr): ngoại ngữ
IT skills /ˌaɪ ˈtiː skɪlz/ (phr): kĩ năng công nghệ thông tin
multitasking skills /ˌmʌlti ˈtɑːskɪŋ ˈskɪlz/ (phr): kĩ năng đa nhiệm (làm nhiều việc cùng một lúc)
problem-solving skills /ˌprɒbləm ˌsɒlvɪŋ ˈskɪlz/ (phr): kĩ năng giải quyết vấn đề
teamwork skills /ˈtiːmwɜːk skɪlz/ (phr): kĩ năng làm việc nhóm
time management skills /taɪm ˌmænɪdʒmənt skɪlz/ (phr): kĩ năng quản lí thời gian

4f

accuracy /ˈækjərəsi/ (n): sự chính xác
careful /ˈkeəfəl/ (adj): cẩn thận
cooperative /kəʊˈɒpərətɪv/ (adj): sẵn sàng cộng tác
effectively /ɪˈfektɪvli/ (adv): một cách hiệu quả
enthusiastic /ɪnˌθjuːziˈæstɪk/ (adj): nhiệt tình
flexible /ˈfleksəbəl/(adj): linh động, linh hoạt
fun and games /ˌfʌn ənd ˈgeɪmz/ (idiom): sự nô đùa vô tư lự
hard-working /ˌhɑːd ˈwɜːkɪŋ/ (adj): tích cực, chăm chỉ
hearing aid /ˌhɪərɪŋ ˈeɪd/ (n): máy nghe, dụng cụ trợ thính
honest /ˈɒnɪst/(adj): thật thà, thành thật
patient /ˈpeɪʃənt/ (adj): kiên nhẫn
punctual /ˈpʌŋktʃuəl/ (adj): đúng giờ (không chậm trễ)
tight deadline /taɪt ˈdedlaɪn/ (phr): thời hạn gấp rút

4 CLIL

artificial intelligence /ˌɑːtɪfɪʃəl ɪnˈtelɪdʒəns/ (n): trí tuệ nhân tạo
claim /kleɪm/ (v): khẳng định
electrician /ɪˌlekˈtrɪʃən/ (n): thợ điện
digital voice assistant /ˌdɪdʒɪtəl ˌvɔɪs əˈsɪstənt/ (n): trợ lí ảo điều khiển bằng giọng nói
job application /ˌdʒɒb æplɪˈkeɪʃən/ (n): đơn ứng tuyển việc làm
sort through /ˌsɔːt ˈθruː/ (phr v): phân loại
surgery /ˈsɜːdʒəri/ (n): ca phẫu thuật

Unit 5

cost of living /ˌkɒst əv ˈlɪvɪŋ/ (n): chi phí sinh hoạt
facilities /fəˈsɪlətiz/ (n): cơ sở vật chất
fresh food /ˌfreʃ ˈfuːd/ (phr): thực phẩm tươi ngon
friendly people /ˌfrendli ˈpiːpəl/ (phr): con người thân thiện
healthcare system /ˈhelθkeə(r) ˌsɪstəm/ (phr): hệ thống chăm sóc sức khoẻ
job opportunities /ˈdʒɒb ˌɒpəˈtjuːnətiz/ (phr): cơ hội việc làm
public services /ˌpʌblɪk ˈsɜːvɪsɪz/ (n): dịch vụ công cộng
rural areas /ˌrʊərəl ˈeəriəz/ (phr): khu vực nông thôn
schools and universities /ˈskuːlz ənd ˌjuːnɪˈvɜːsətiz/ (phr): các trường học và trường đại học
urban areas /ˌɜːbən ˈeəriəz/ (phr): khu vực thành thị

5a

access /ˈækses/ (n): sự tiếp cận
benefit /ˈbenɪfɪt/ (v): giúp ích cho
challenge /ˈtʃælɪndʒ/ (n): thử thách, thách thức
exhausting /ɪgˈzɔːstɪŋ/ (adj): làm kiệt sức
public servant /ˌpʌblɪk ˈsɜːvənt/ (n): công chức nhà nước (người)
sense of security /ˌsens əv sɪˈkjʊərətɪ/ (phr): cảm giác an toàn

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Wordlist

5c

air and water quality /eə(r) ənd 'wɔ:tə(r) 'kwɒləti/ (phr): chất lượng nước và không khí
clean transport /ˌkli:n 'trænspɔ:t/ (phr): phương tiện giao thông sử dụng năng lượng sạch
community service /kə'mju:nəti ˌsɜ:vɪs/ (n): dịch vụ cộng đồng
green spaces /ˌgri:n 'speɪsɪz/ (phr): không gian xanh
low-cost housing /ˌləʊ'kɒst 'haʊzɪŋ/ (phr): nhà ở cho người thu nhập thấp
waste solutions /'weɪst səˌlu:ʃənz/ (phr): các giải pháp xử lí chất thải

5f

add electric charging stations /æd ɪ'lektrɪk 'tʃɑ:dʒɪŋ 'steɪʃənz/ (phr): lắp đặt các trạm sạc điện
construct green buildings /kən'strʌkt gri:n ˌbɪldɪŋz/ (phr): xây dựng các công trình xanh
create walking/cycling paths /kri'eɪt 'wɔ:kɪŋ/'saɪklɪŋ pɑ:θs/ (phr): tạo đường đi bộ/đường dành cho xe đạp
develop urban farming /dɪ'veləp 'ɜ:bən 'fɑ:mɪŋ/ (phr): phát triển nông nghiệp đô thị
priority /praɪ'ɒrəti/ (n): sự ưu tiên
resident /'rezɪdənt/ (n): cư dân
thermal energy /ˌθɜ:məl 'enədʒi/ (n): năng lượng nhiệt
transform /træns'fɔ:m/ (v): biến đổi
use public transport /ju:z ˌpʌblɪk 'trænspɔ:t/ (phr): sử dụng phương tiện giao thông công cộng
use renewable energy /ju:z rɪˌnju:əbəl 'enədʒi/ (phr): sử dụng năng lượng tái tạo

Unit 6

boost brainpower /bu:st 'breɪnpaʊə(r)/ (phr): phát triển năng lực trí tuệ
enjoy entertainment /ɪn'dʒɔɪ entə'teɪnmənt/ (phr): giải trí
explore the world /ɪk'splɔ:(r) ðə wɜ:ld/ (phr): khám phá thế giới
have more job opportunities /hæv mɔ:(r) dʒɒb ˌɒpə'tʃu:nətiz/ (phr): có thêm nhiều cơ hội việc làm
improve communication skills /ɪm'pru:v kəˌmju:nɪ'keɪʃən skɪlz/ (phr): cải thiện kĩ năng giao tiếp
study abroad /'stʌdi əˌbrɔ:d/ (phr): du học
widen knowledge /'waɪdən 'nɒlɪdʒ/ (phr): mở rộng kiến thức

6a

convey /kən'veɪ/ (v): truyền đạt, diễn đạt
emergency /ɪ'mɜ:dʒənsi/ (n): tình huống khẩn cấp
international language /ˌɪntə'næʃənəl 'læŋgwɪdʒ/ (phr): ngôn ngữ quốc tế
foreign market /ˌfɒrən 'mɑ:kɪt/ (phr): thị trường nước ngoài
multinational /ˌmʌlti'næʃənəl/ (adj): đa quốc gia
resource /rɪ'zɔ:s/ (n): tài nguyên
trade /treɪd/ (v): kinh doanh, buôn bán

6c

practise the language with English friends /'præktɪs ðə 'læŋgwɪdʒ wɪð 'ɪŋglɪʃ frendz/ (phr): thực hành tiếng với các bạn người Anh
read English books /ri:d 'ɪŋglɪʃ bʊks/ (phr): đọc sách viết bằng tiếng Anh
sign up for an English class /saɪn ʌp fɔ:(r) ən 'ɪŋglɪʃ klɑ:s/ (phr): đăng kí một lớp học tiếng Anh
take online lessons /teɪk ˌɒnlaɪn 'lesənz/ (phr): học trực tuyến
use English-learning apps /ju:z 'ɪŋglɪʃ 'lɜ:nɪŋ æps/ (phr): sử dụng các ứng dụng học tiếng Anh
visit an English-speaking country /'vɪzɪt ən 'ɪŋglɪʃ 'spi:kɪŋ 'kʌntri/ (phr): đến thăm một đất nước nói tiếng Anh
watch English-language films /wɒtʃ 'ɪŋglɪʃ 'læŋgwɪdʒ fɪlmz/ (phr): xem phim tiếng Anh
write blogs in English /raɪt blɒgz ɪn 'ɪŋglɪʃ/ (phr): viết blog bằng tiếng Anh

6f

empire /'empaɪə(r)/ (n): đế chế
finance /'faɪnæns/ (n): ngành tài chính
first language /ˌfɜ:st 'læŋgwɪdʒ/ (n): ngôn ngữ mẹ đẻ
foreign language /ˌfɒrən 'læŋgwɪdʒ/ (phr): ngoại ngữ
global language /ˌgləʊbəl 'læŋgwɪdʒ/ (phr): ngôn ngữ toàn cầu
industry /'ɪndəstri/ (n): ngành công nghiệp
merchant /'mɜ:tʃənt/ (n): nhà buôn, thương gia
native language /ˌneɪtɪv 'læŋgwɪdʒ/ (phr): ngôn ngữ mẹ đẻ
official language /ə'fɪʃəl 'læŋgwɪdʒ/ (phr): ngôn ngữ chính thức
spread /spred/ (v): truyền bá, phổ biến
take up /ˌteɪk 'ʌp/ (phr v): học một cái mới

6 CLIL

suit /su:t/ (v): thích hợp, phù hợp
in-person /ˌɪn'pɜ:sn/ (adj): trực tiếp
source /sɔ:s/ (n): nguồn

BẢN MẪU SGK TIẾNG ANH 9 NEW GENERATION

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

BẢN MẪU SỬA TIẾNG ANH TỐT NHẤT ON!

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*)

BẢN MẪU SGK TIẾNG ANH 8 RIGHT ON!

American English – British English Guide

American English	British English
A	
airplane /'erpleɪn/	aeroplane /'eərəpleɪn/
anyplace/anywhere /'enipleɪs/'eniwer/	anywhere /'eniweə/
apartment /ə'pɑ:rtmənt/	flat /flæt/
B	
bathrobe /'bæθroʊb/	dressing gown /'dresɪŋ gaʊn/
bathtub /'bæθtʌb/	bath /bɑ:θ/
bill /bɪl/	banknote /'bæŋknəʊt/
billion /'bɪljən/ (= a thousand million)	billion /'bɪljən/ (= a million million)
busy (phone) /'bɪzi/	engaged (phone) /ɪn'geɪdʒd/
C	
cab /kæb/	taxi /'tæksi/
call /kɔ:l/	ring up/phone /ˌrɪŋ 'ʌp/fəʊn/
can /kæn/	tin /tɪn/
candy /'kændi/	sweet /swi:t/
check /tʃek/	bill (restaurant) /bɪl/
closet /'klɑ:zət/	wardrobe /'wɔ:drəʊb/
connect (telephone) /kə'nekt/	put through /ˌpʊt 'θru:/
cookie /'kʊki/	biscuit /'bɪskɪt/
corn /kɔ:rn/	sweetcorn/maize /swi:tkɔ:n/ meɪz/
crosswalk/pedestrian crossing /'krɔ:swɔ:k/pəˌdestrɪən 'krɔ:sɪŋ/	zebra crossing /ˌzebrə 'krɒsɪŋ/
D	
desk clerk /'desk klɜ:rk/	receptionist /rɪ'sepʃənɪst/
dessert /dɪ'zɜ:rt/	pudding/dessert/sweet /'pʊdɪŋ/dɪ'zɜ:t/swi:t/
downtown /ˌdaʊn'taʊn/	(city) centre /ˌsɪtɪ 'sentə/
drapes /dreɪps/	curtains /'kɜ:tənz/
drugstore/pharmacy /'drʌgstɔ:r/ 'fɑ:rməsi/	chemist's /'kemɪsts/
duplex /'du:pleks/	semi-detached /ˌsemi dɪ'tætʃt/
E	
eggplant /'egplænt/	aubergine /'əʊbəʒi:n/
elevator /'elɪveɪtər/	lift /lɪft/
F	
fall /fɔ:l/	autumn /'ɔ:təm/
faucet /'fɔ:sɪt/	tap /tæp/
first floor, second floor, etc. /ˌfɜ:rst 'flɔ:r/, /ˌsekənd 'flɔ:r/	ground floor, first floor, etc. /ˌgraʊnd 'flɔ:, ˌfɜ:st 'flɔ:/
flashlight /'flæʃlaɪt/	torch /tɔ:tʃ/
French fries /ˌfrentʃ 'fraɪz/	chips /tʃɪps/
front desk (hotel) /ˌfrʌnt 'desk/	reception /rɪ'sepʃən/
G	
garbage/trash /'gɑ:rbɪdʒ/træʃ/	rubbish /'rʌbɪʃ/
garbage can /'gɑ:rbɪdʒ ˌkæn/	dustbin/bin /'dʌstbɪn/bɪn/
gas /gæs/	petrol /'petrəl/
gas station /'gæs ˌsteɪʃən/	petrol station/garage /'petrəl ˌsteɪʃən/'gærɪdʒ/
grade /greɪd/	class/year /klɑ:s/jɪə/
I	
intermission /ˌɪntər'mɪʃən/	interval /'ɪntəvl/
intersection /ˌɪntər'sekʃən/	crossroads /'krɒsrəʊdz/
J	
janitor /'dʒænɪtər/	caretaker/porter /'keəˌteɪkə/'pɔ:tə/
K	
kerosene /'kerəsi:n/	paraffin /'pærəfɪn/
L	
lawyer/attorney /'lɔ:jər/ə'tɜ:rni/	solicitor /sə'lɪsɪtə/
line /laɪn/	queue /kju:/
lost and found /ˌlɔ:st ən 'faʊnd/	lost property /ˌlɒst 'prɒpəti/
M	
mail /meɪl/	post /pəʊst/
make a reservation /ˌmeɪk ə ˌrezər'veɪʃən/	book /bʊk/
motorcycle /'məʊtərsaɪkl/	motorbike/motorcycle /'məʊtəbaɪk/'məʊtəsaɪkl/
movie /'mu:vi/	film /fɪlm/
movie theater /'mu:vi ˌθi:ətər/	cinema /'sɪnəmə/
N	
newscaster /'nu:zkæstər/	newsreader /'nju:zri:də/

American English	British English
O	
office (doctor's/dentist's) /'ɑ:fəs/	surgery /'sɜ:dʒəri/
one-way (ticket) /ˌwʌn 'weɪ/	single (ticket) /'sɪŋgəl/
overalls /'oʊvərɔ:lz/	dungarees /ˌdʌŋgə'ri:z/
P	
pants /pænts/	trousers /'traʊzəz/
pantyhose/nylons /'pæntihoʊz/ /'naɪlɑ:nz/	tights /taɪts/
parking lot /'pɑ:rkɪŋ lɑ:t/	car park /'kɑ: pɑ:k/
pavement /'peɪvmənt/	road surface /'rəʊd sɜ:fɪs/
(potato) chips /(pə'teɪtoʊ) tʃɪps/	crisps /krɪsps/
public school /ˌpʌblɪk 'sku:l/	state school /'steɪt ˌsku:l/
purse /pɜ:rs/	handbag /'hændbæg/
R	
railroad /'reɪlroʊd/	railway /'reɪlweɪ/
rest room /'rest rʊm/	toilet/cloakroom /'tɔɪlət/'kləʊkrʊm/
S	
salesclerk/salesgirl /'seɪlzklɜ:rk/ /'seɪlzgɜ:rl/	shop assistant /'ʃɒp əˌsɪstənt/
schedule /'skedʒu:l/	timetable /'taɪmteɪbəl/
sidewalk /'saɪdwɔ:k/	pavement /'peɪvmənt/
stand in line /ˌstænd ɪn 'laɪn/	queue /kju:/
store/shop /stɔ:r/ʃɑ:p/	shop /ʃɒp/
subway /'sʌbweɪ/	underground /'ʌndəgraʊnd/
T	
truck /trʌk/	lorry /'lɒri/
two weeks /ˌtu: 'wi:ks/	fortnight/two weeks /'fɔ:tnaɪt/tu: 'wi:ks/
V	
vacation /veɪ'keɪʃən/	holiday(s) /'hɒlədeɪz/
vacuum (v) /'vækjʊm/	hoover /'hu:və/
vacuum cleaner /'vækjʊm kli:nər/	hoover /'hu:və/
vest /vest/	waistcoat /'weɪskəʊt/
W	
with (milk/cream in coffee) /wɪθ/	white /waɪt/
without (milk/cream in coffee)/black /wɪð'aʊt/blæk/	black /blæk/
Y	
yard /jɑ:rd/	garden /'gɑ:dən/
Z	
z /zi:/	z /zed/
zero /'zi:roʊ/	nought /nɔ:t/
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 /ə'lu:mɪnəm/	aluminium /ˌælə'mɪnɪəm/
analyze /'ænəlaɪz/	analyse /'ænəlaɪz/
center /'sentər/	centre /'sentə/
check (n) /tʃek/	cheque /tʃek/
color /'kʌlər/	colour /'kʌlə/
honor /'ɑ:nər/	honour /'ɒnə/
jewelry /'dʒu:əlri/	jewellery /'dʒu:əlri/
practice (n, v) /'præktɪs/	practice (n) /'præktɪs/ practise (v) /'præktɪs/
program /'prəʊgræm/	programme /'prəʊgræm/
realize /'ri:əlaɪz/	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

ĐÂN MẪU CỘNG TIẾNG ANH 9 RIGHT ON!

Irregular Verbs

Infinitive	Past	Past Participle	Vietnamese meanings
be /biː/	was /wɒz/, were /wɜː(r)/	been /biːn/	thì, là, ở, bị, được
bear /beə(r)/	bore /bɔː(r)/	born(e) /bɔːn/	mang, chịu đựng, sinh
beat /biːt/	beat /biːt/	beaten /biːtən/	đánh, đập, chiến thắng
become /bɪˈkʌm/	became /bɪˈkeɪm/	become /bɪˈkʌm/	trở nên
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/	bắt đầu
bite /baɪt/	bit /bɪt/	bitten /ˈbɪtən/	cắn
blow /bləʊ/	blew /bluː/	blown /bləʊn/	thổi
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/	đập vỡ, làm vỡ
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/	mang đến, mang theo
build /bɪld/	built /bɪlt/	built /bɪlt/	xây dựng
burn /bɜːn/	burnt (burned) /bɜːnt (bɜːnd)/	burnt (burned) /bɜːnt (bɜːnd)/	đốt, cháy
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/	nổ, vỡ tung
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	mua
can /kæn/	could /kʊd/	been able to /bɪːn ˈeɪbl tə/	có thể
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/	bắt, chụp
choose /tʃuːz/	chose /tʃəʊz/	chosen /ˈtʃəʊzən/	chọn, lựa
come /kʌm/	came /keɪm/	come /kʌm/	đến, đi đến
cost /kɒst/	cost /kɒst/	cost /kɒst/	có giá, tiêu tốn
cut /kʌt/	cut /kʌt/	cut /kʌt/	cắt, chặt
deal /diːl/	dealt /delt/	dealt /delt/	giao thương, thoả thuận
dig /dɪg/	dug /dʌg/	dug /dʌg/	đào
do /duː/	did /dɪd/	done /dʌn/	làm
draw /drɔː/	drew /druː/	drawn /drɔːn/	vẽ
dream /driːm/	dreamt (dreamed) /dremt (driːmd)/	dreamt (dreamed) /dremt (driːmd)/	mơ thấy, mơ ước
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	uống
drive /draɪv/	drove /drəʊv/	driven /ˈdrɪvən/	lái xe
eat /iːt/	ate /eɪt/	eaten /ˈiːtən/	ăn
fall /fɔːl/	fell /fel/	fallen /ˈfɔːlən/	ngã, rơi
feed /fiːd/	fed /fed/	fed /fed/	cho ăn, dùng (thức ăn)
feel /fiːl/	felt /felt/	felt /felt/	cảm thấy
fight /faɪt/	fought /fɔːt/	fought /fɔːt/	chiến đấu
find /faɪnd/	found /faʊnd/	found /faʊnd/	tìm thấy
fly /flaɪ/	flew /fluː/	flown /fləʊn/	bay
forbid /fəˈbɪd/	forbade /fəˈbeɪd/	forbidden /fəˈbɪdən/	cấm đoán, cấm
forget /fəˈget/	forgot /fəˈgɒt/	forgotten /fəˈgɒtən/	quên
forgive /fəˈgɪv/	forgave /fəˈgeɪv/	forgiven /fəˈgɪvən/	tha thứ
freeze /friːz/	froze /frəʊz/	frozen /ˈfrəʊzən/	(làm) đông lại
get /get/	got /gɒt/	got /gɒt/	có, được, nhận
give /gɪv/	gave /geɪv/	given /ˈgɪvən/	đưa, cho
go /gəʊ/	went /went/	gone /gɒn/	đi
grow /grəʊ/	grew /gruː/	grown /grəʊn/	mọc, trồng
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	móc lên, treo lên
have /hæv/	had /hæd/	had /hæd/	có
hear /hɪə/	heard /hɜːd/	heard /hɜːd/	nghe
hide /haɪd/	hid /hɪd/	hidden /ˈhɪdən/	giấu, trốn, nấp
hit /hɪt/	hit /hɪt/	hit /hɪt/	đụng, đánh
hold /həʊld/	held /held/	held /held/	cầm, nắm, tổ chức
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/	làm đau
keep /kiːp/	kept /kept/	kept /kept/	giữ
know /nəʊ/	knew /njuː/	known /nəʊn/	biết

Infinitive	Past	Past Participle	Vietnamese meanings
lay /leɪ/	laid /leɪd/	laid /leɪd/	đặt, để
lead /liːd/	led /led/	led /led/	dẫn dắt, lãnh đạo
learn /lɜːn/	learnt (learned) /lɜːnt (lɜːnd)/	learnt (learned) /lɜːnt (lɜːnd)/	học, được biết
leave /liːv/	left /left/	left /left/	rời đi, để lại
lend /lend/	lent /lent/	lent /lent/	cho mượn, cho vay
let /let/	let /let/	let /let/	cho phép, để cho
lie /laɪ/	lay /leɪ/	lain /leɪn/	nằm
light /laɪt/	lit /lɪt/	lit /lɪt/	thắp sáng
lose /luːz/	lost /lɒst/	lost /lɒst/	làm mất, mất
make /meɪk/	made /meɪd/	made /meɪd/	chế tạo, sản xuất
mean /miːn/	meant /ment/	meant /ment/	có nghĩa là
meet /miːt/	met /met/	met /met/	gặp mặt
pay /peɪ/	paid /peɪd/	paid /peɪd/	trả (tiền)
put /pʊt/	put /pʊt/	put /pʊt/	đặt, để
read /riːd/	read /red/	read /red/	đọc
ride /raɪd/	rode /rəʊd/	ridden /ˈrɪdən/	lái xe, cưỡi
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	rung chuông
rise /raɪz/	rose /rəʊz/	risen /ˈrɪzən/	mọc, tăng lên
run /rʌn/	ran /ræn/	run /rʌn/	chạy
say /seɪ/	said /sed/	said /sed/	nói
see /siː/	saw /sɔː/	seen /siːn/	nhìn thấy
sell /sel/	sold /səʊld/	sold /səʊld/	bán
send /send/	sent /sent/	sent /sent/	gửi
set /set/	set /set/	set /set/	bố trí, đặt, để
sew /səʊ/	sewed /səʊd/	sewn /səʊn/	may vá
shake /ʃeɪk/	shook /ʃʊk/	shaken /ˈʃeɪkən/	lay, lắc
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	chiếu sáng
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/	bắn
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	biểu lộ, chỉ ra, cho xem
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	đóng lại
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	ca hát
sit /sɪt/	sat /sæt/	sat /sæt/	ngồi
sleep /sliːp/	slept /slept/	slept /slept/	ngủ
smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	ngửi, có mùi
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/	nói
spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/	đánh vần
spend /spend/	spent /spent/	spent /spent/	tiêu xài, trải qua
stand /stænd/	stood /stʊd/	stood /stʊd/	đứng
steal /stiːl/	stole /stəʊl/	stolen /ˈstəʊlən/	đánh cắp
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	ghim vào, đính
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/	châm, chích, đốt
swear /sweə/	swore /swɔː(r)/	sworn /swɔːn/	tuyên thệ, thề
sweep /swiːp/	swept /swept/	swept /swept/	quét
swim /swɪm/	swam /swæm/	swum /swʌm/	bơi lội
take /teɪk/	took /tʊk/	taken /ˈteɪkən/	cầm, lấy
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/	dạy, giảng dạy
tear /teə(r)/	tore /tɔː(r)/	torn /tɔːn/	xé, làm rách
tell /tel/	told /təʊld/	told /təʊld/	kể, bảo
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/	suy nghĩ
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/	ném, vứt
understand /ˌʌndəˈstænd/	understood /ˌʌndəˈstʊd/	understood /ˌʌndəˈstʊd/	hiểu
wake /weɪk/	woke /wəʊk/	woken /ˈwəʊkən/	thức giấc
wear /weə(r)/	wore /wɔː(r)/	worn /wɔːn/	mặc
win /wɪn/	won /wʌn/	won /wʌn/	thắng, chiến thắng
write /raɪt/	wrote /rəʊt/	written /rɪtən/	viết

BẢN MỌI SẼ TIẾNG ANH RIGHT ON!!

Tiếng Anh 9 - Right On!
Võ Đại Phúc (Tổng Chủ biên kiêm Chủ biên)
Nguyễn Thị Ngọc Quyên

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