BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

TIẾNG ANH 7

SÁCH HỌC SINH

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

HOÀNG VĂN VÂN (Tổng Chủ biên) – NGUYỄN THỊ CHI (Chủ biên)
LÊ KIM DUNG – NGUYỄN THUỴ PHƯƠNG LAN – PHAN CHÍ NGHĨA
LƯƠNG QUỲNH TRANG – NGUYỄN QUỐC TUẤN

GLOBAL SUCCESS

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SÁCH HỌC SINH

(Tái bản lần thứ tư)

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LỜI NÓI ĐẦU

Tiếng Anh 7 – Global Success – Sách học sinh được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo "Chương trình Giáo dục phổ thông: Chương trình môn Tiếng Anh" (từ lớp 3 đến lớp 12) ban hành theo Thông tư 32/2018/TT-BGDĐT ngày 26 tháng 12 năm 2018 của Bộ Giáo dục và Đào tạo, nối tiếp bộ sách tiếng Anh bậc tiểu học (Tiếng Anh 3, Tiếng Anh 4, Tiếng Anh 5), và Tiếng Anh 6. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kĩ năng nghe, nói, đọc, viết.

Tiếng Anh 7 – Global Success – Sách học sinh lấy hoạt động học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lí lứa tuổi của học sinh trung học cơ sở, các đặc điểm văn hoá của Việt Nam, của các nước nói tiếng Anh, và của các nước trên thế giới được đặc biệt coi trọng.

Tiếng Anh 7 – Global Success – Sách học sinh được biên soạn xoay quanh bốn chủ điểm (Theme) gần gũi với học sinh: Cộng đồng của chúng ta (Our Communities), Di sản của chúng ta (Our Heritage), Thế giới của chúng ta (Our World) và Tầm nhìn tương lai (Visions of the Future). Mỗi chủ điểm gồm ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic). Sau mỗi chủ điểm là một bài ôn tập (Review), tập trung vào rèn luyện kiến thức ngôn ngữ và phát triển kĩ năng ngôn ngữ học sinh đã được học.

Tiếng Anh 7 – Global Success – Sách học sinh được biên soạn dựa trên cơ sở lí luận hiện đại về biên soạn sách giáo khoa ngoại ngữ trên thế giới, đặc biệt là những kinh nghiệm thực tiễn của việc dạy tiếng Anh cấp trung học cơ sở ở Việt Nam, với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn xuất bản Giáo dục Pearson.

Nhóm tác giả rất mong nhận được những ý kiến đóng góp của các em học sinh, các nhà giáo, các bậc phụ huynh và đông đảo bạn đọc quan tâm để sách được hoàn thiện hơn.

Các tác giả

Hãy bảo quản, giữ gìn sách giáo khoa để dành tặng các em học sinh lớp sau!

BOOK MAP

	Reading	Speaking
Unit 1: **HOBBIES**	Reading for specific information about a hobby	Talking about the benefits of hobbies
Unit 2: **HEALTHY LIVING**	Reading for general and specific information about acne	Talking about how to deal with some health problems
Unit 3: **COMMUNITY SERVICE**	Reading for specific information about community activities at a school	Talking about the reasons why students join different community activities
REVIEW 1		
Unit 4: **MUSIC AND ARTS**	Reading for specific information about a traditional art form	Talking about a musical performance at one's school
Unit 5: **FOOD AND DRINK**	Reading for general and specific information about a typical traditional food	Talking about a popular food or drink
Unit 6: **A VISIT TO A SCHOOL**	Reading for specific information about a famous school	Talking about one's school
REVIEW 2		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

	Listening	Writing	Language Focus
	Listening for specific information about one's hobby	Writing a paragraph about one's hobby	**Vocabulary:** – Hobbies – Verbs of liking and disliking **Pronunciation:** Sounds: /ə/ and /ɜ:/ **Grammar:** Present simple
	Listening for specific information about some advice about healthy habits	Writing a paragraph of some advice to avoid viruses	**Vocabulary:** – Healthy activities – Health problems **Pronunciation:** Sounds: /f/ and /v/ **Grammar:** Simple sentences
	Listening for specific information about some community activities and their benefits	Writing an email about community activities one did last summer	**Vocabulary:** Community activities **Pronunciation:** Sounds: /t/, /d/, and /ɪd/ **Grammar:** Past simple
	Listening for specific information about street painting	Writing an informal letter of invitation	**Vocabulary:** Music and arts **Pronunciation:** Sounds: /ʃ/ and /ʒ/ **Grammar:** Comparisons: *like*, *different from*, *(not) as ... as*
	Listening for specific information about eating habits	Writing a paragraph describing eating habits	**Vocabulary:** Food and drink **Pronunciation:** Sounds: /ɒ/ and /ɔ:/ **Grammar:** *some*, *a lot of*, *lots of*
	Listening for general and specific information about school activities	Writing a paragraph about an outdoor activity at one's school	**Vocabulary:** Schools, school facilities, and school activities **Pronunciation:** Sounds: /tʃ/ and /dʒ/ **Grammar:** Prepositions of time and place

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

	Reading	Speaking
Unit 7 **TRAFFIC**	Reading for general and specific information about traffic rules	Talking about obeying traffic rules
Unit 8 **FILMS**	Reading for specific information about a film review	Talking about a film
Unit 9 **FESTIVALS AROUND THE WORLD**	Reading for specific information about an unusual festival	Talking about a festival that someone joined
REVIEW 3		
Unit 10 **ENERGY SOURCES**	Reading for specific information about types of energy sources	Talking about the advantages and disadvantages of different energy sources
Unit 11 **TRAVELLING IN THE FUTURE**	Reading for general and specific information about cars	Talking about why a means of transport will / won't be popular
Unit 12 **ENGLISH-SPEAKING COUNTRIES**	Reading for specific information about a country	Talking about a country
REVIEW 4		

	Listening	Writing	Language focus
	Listening for general and specific information about traffic problems in a city	Writing a paragraph about traffic problems	**Vocabulary:** - Means of transport - Road signs **Pronunciation:** Sounds: /aɪ/ and /eɪ/ **Grammar:** - *It* indicating distance - *Should / shouldn't*
	Listening for specific information about a film	Writing a paragraph about a film	**Vocabulary:** - Types of films - Adjectives describing films **Pronunciation:** Sounds: /ɪə/ and /eə/ **Grammar:** Connectors: *although / though* and *however*
	Listening for specific information about a festival	Writing an email to describe a festival	**Vocabulary:** - Types of festivals - Festival activities **Pronunciation:** Stress in two-syllable words **Grammar:** *Yes / No* questions
	Listening for specific information about how to save energy at home	Writing a paragraph about how to save energy at home	**Vocabulary:** Types of energy sources **Pronunciation:** Stress in three-syllable words **Grammar:** Present continuous
	Listening for general and specific information about some future means of transport	Writing a paragraph about the advantages of a future means of transport	**Vocabulary:** Future means of transport **Pronunciation:** Sentence stress **Grammar:** - Future simple - Possessive pronouns
	Listening for specific information about a tour of a city	Writing a diary entry about a tour of a city	**Vocabulary:** People and places in English-speaking countries **Pronunciation:** Rising and falling intonation for questions **Grammar:** Articles

Unit 1 HOBBIES

THIS UNIT INCLUDES:

Vocabulary
- Hobbies
- Verbs of liking and disliking

Pronunciation
Sounds: /ə/ and /ɜ:/

Grammar
Present simple

Skills
- Reading about a hobby
- Talking about the benefits of hobbies
- Listening about one's hobby
- Writing a paragraph about one's hobby

Everyday English
Talking about likes and dislikes

GETTING STARTED

My favourite hobby

1 Listen and read. 2

Ann: Your house is very nice, Trang.

Trang: Thanks! Let's go upstairs. I'll show you my room.

Ann: I love your dollhouse. It's amazing. Did you make it yourself?

Trang: Yes. I like building dollhouses very much.

Ann: Really? Is it hard to build one?

Trang: Not really. All you need is some cardboard and glue. Then just use a bit of creativity. What do you do in your free time?

Ann: I like horse riding.

Trang: That's rather unusual. Not many people do that.

Ann: Actually, it's more common than you think. There are some horse riding clubs in Ha Noi now. I go to the Riders' Club every Sunday.

Trang: I'd love to go to your club this Sunday. I want to learn how to ride.

Ann: Sure. My lesson starts at 8 a.m.

2 Read the conversation again and write T (True) or F (False).

1. Trang needs help with building dollhouses. _____
2. Trang uses glue and cardboard to build her dollhouse. _____
3. To build a dollhouse, you need to use your creativity. _____
4. Ann goes to a horse riding club every Sunday. _____
5. Ann's lesson starts at 8 p.m. _____

3. _____

4. _____

5. _____

6. _____

3 Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat. 3

building dollhouses	riding a horse
collecting teddy bears	collecting coins
making models	gardening

1. _____

2. _____

4 Work in pairs. Write the hobbies from 3 in the suitable columns.

doing things	making things	collecting things

Add some other hobbies to each column.

5 GAME Find someone who ...

Work in groups. Ask your classmates which hobbies they like. Use the question 'Do you like ...?'.

Write the students' names in the table below. Which hobby is the most popular?

Find someone who likes ...

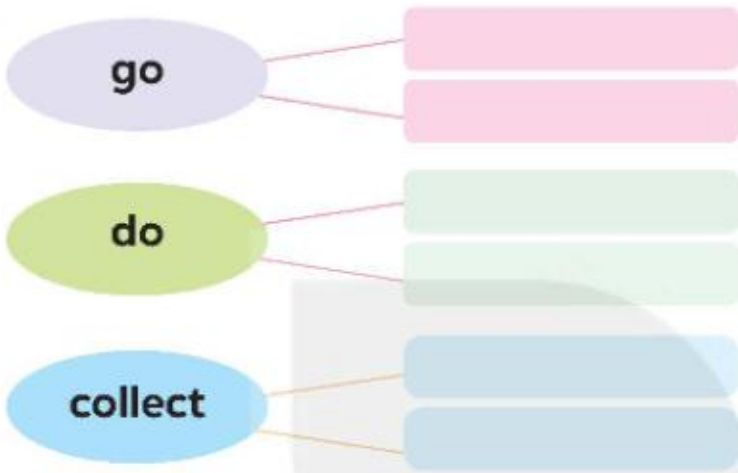
riding a horse	_____
building dollhouses	_____
collecting teddy bears	_____
collecting coins	_____
gardening	_____
making models	_____

A CLOSER LOOK 1

Vocabulary

1 **Complete the word webs below with the words from the box.**

dolls	jogging	coins
judo	swimming	yoga



Can you add more words?

Remember!

Common verbs of liking and disliking are *like*, *love*, *enjoy*, and *hate* (not like). We often use the *-ing* form after these verbs.

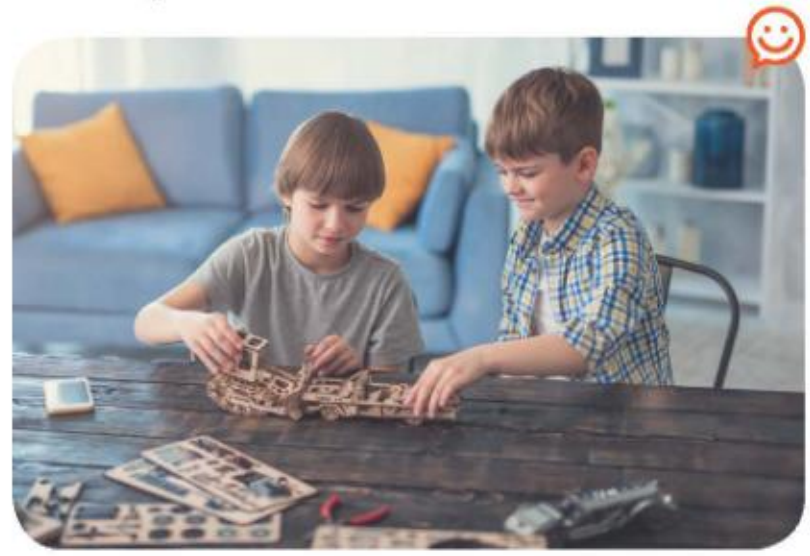
Example: I like **gardening**.
She hates **watching** TV.

2 **Complete the sentences, using the *-ing* form of the verbs from the box.**

go	play	collect	do	make

1. My dad has a big bookshelf because he loves _____ old books.
2. My sister likes _____ camping at the weekend.
3. My best friend hates _____ computer games.
4. Does your brother like _____ models?
5. My mum enjoys _____ yoga every day to keep fit.

3 **Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the *-ing* form.**



Example: They like making models.

1

2

3

4

5

Pronunciation

/ə/ and /ɜ:/

4 **Listen and repeat. Pay attention to the sounds /ə/ and /ɜ:/.** 4

/ə/	/ɜ:/
amazing	learn
yoga	surf
collect	work
column	thirteen

5 **Listen to the sentences and pay attention to the underlined parts. Tick (✓) the appropriate sounds. Practise the sentences.** 5

	/ə/	/ɜ:/
1. My hobby is collecting dolls.		
2. I go jogging every Thursday.		
3. My cousin likes getting up early.		
4. My best friend has thirty pens.		
5. Nam enjoys playing the violin.		

A CLOSER LOOK 2

Grammar

The present simple

Remember!

We use the present simple for:

- something that is a general truth.
  Example: The sun **rises** every morning.
- something that happens regularly in the present.
  Example: She **goes** swimming three times a week.
- timetables or programmes.
  Example: The cooking lesson **starts** at 9 a.m.

1 **Match the sentences (1 – 5) to the correct uses (a – c).**

1. My sister usually cooks dinner.
2. The train leaves at 10 a.m.
3. The Red River flows through Ha Noi.
4. My yoga class starts at 6 a.m. every Tuesday.
5. We sometimes watch TV on Sundays.

a. a timetable / programme

b. a regular action

c. a general truth

2 Complete the sentences. Use the present simple form of the verbs.

1. My brother and I (make) _____ a new model every month.
2. What _____ Lan (do) _____ in her free time?
3. I (have) _____ a drawing lesson every Tuesday.
4. Mark (not like) _____ doing judo.
5. _____ your English lesson (start) _____ at 6 p.m.?

3 Fill in each blank with the correct form of the verb in brackets.

My family members have different hobbies. My dad (1. enjoy) _____ gardening. He (2. spend) _____ two hours in our garden every day. My mum and sister (3. not like) _____ gardening, but they love cooking. They (4. go) _____ to a cooking class every Sunday. Their lesson (5. begin) _____ at 9 a.m. I (6. not enjoy) _____ cooking, and I cannot cook very well.

4 Write complete sentences, using the given words and phrases. You may have to change the words or add some.

1. sun / set / in / west / every evening.

_____

2. Trang and Minh / play / basketball / every day / after school?

_____

3. flight / from / Ho Chi Minh City / not arrive / 10:30.

_____

4. our science teacher / start / our lessons / 1 p.m. / on Fridays.

_____

5. you / make / model / at / weekend?

_____

5 GAME Sentence race

Work in groups.

1. Read the verb the teacher writes on the board.
2. Take turns to make a sentence with the verb, using the present simple.
3. Get one point for each correct sentence. The group with the most points wins.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

COMMUNICATION

Everyday English

Talking about likes and dislikes

1 **Listen and read the dialogue below. Pay attention to the questions and answers.** 6

Mi: Do you like reading books?

Ann: Yes, very much, especially books about science.

Mi: What about painting? Do you like it?

Ann: No, I don't. I'm not interested in art.

2 **Work in pairs. Ask and answer questions about what you like and don't like doing.**

All about your hobbies

3 **Answer the questions. Fill in column A with your answers.**

- How much free time do you have a day?
- What do you like doing every day?
- What do you not like doing?
- What do you love doing in the summer / winter?

A (Me)	B (My friend)
Amount of free time per day: _____	Amount of free time per day: _____
Thing(s) I like doing every day: _____	Thing(s) he / she likes doing every day: _____
Thing(s) I don't like doing: _____	Thing(s) he / she doesn't like doing: _____
Thing(s) I love doing in the summer: _____	Thing(s) he / she loves doing in the summer: _____
Thing(s) I love doing in the winter: _____	Thing(s) he / she loves doing in the winter: _____

4 **Now interview your friend, using the questions in 3. Write his / her answers in column B.**

5 **Compare your answers with your friend's. Then present them to the class.**

Example:

I have one hour of free time a day, but my friend Lan has only about 30 minutes. I like listening to music every day, and Lan likes it too. I don't like exercising, but Lan does.

SKILLS 1

Reading

1 **Work in pairs. Look at the picture and discuss the questions below.**

1. What can you see in the picture?
2. In your opinion, what is good about gardening?

2 **Read the text about gardening. Match each word in column A with its definition in column B.**

People divide hobbies into four big groups: doing things, making things, collecting things, and learning things. Gardening belongs to the most popular group – doing things.

Gardening is one of the oldest outdoor activities. It has something for everyone, even for children. Gardening teaches children about flowers, fruits, and vegetables. They can also learn about insects and bugs. When gardening, children learn to be patient and take on responsibility. They learn to wait for the plants to grow to maturity. And if they don't water their plants, their plants will die. This teaches them valuable lessons about responsibility.

Gardening is also good because everyone in the family can join in and do something together. My mum and I love gardening. We usually spend an hour a day in our garden. It really makes us happy, and we love spending time together.

A	B
1. outdoor	a. a very developed form
2. patient	b. happening outside
3. responsibility	c. the duty of taking care of something
4. maturity	d. very helpful
5. valuable	e. able to wait for a long time

3 **Read the text again. Complete each sentence with no more than THREE words.**

1. Gardening belongs to the group of _____.
2. Gardening teaches children about flowers, fruits, vegetables, _____.
3. Gardening makes children become _____ and responsible.
4. It is an activity that everyone in the family can _____.
5. The author and her mother usually garden for _____ a day.

Speaking

4 **Work in pairs. Match each hobby with its benefit(s). One hobby may have more than one benefit.**

1. collecting stamps	a. develops your creativity
2. riding a horse	b. makes you strong
3. making models	c. reduces stress
	d. helps you be more patient
	e. helps your hands and eyes work well together

5 **Work in groups. Ask one another the following questions. Then present your partners' answers to the class.**

1. What is your favourite hobby?
2. What are its benefits?

Example:

My friend Mi's favourite hobby is collecting stamps. It helps her be more patient.

SKILLS 2

Listening

1 **Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not?**

2 **Listen to an interview about Trang's hobby. Fill in each blank in the mind map with ONE word or number.** (17)

Trang's hobby

1. Her hobby is: building _____
2. She started her hobby: _____ years ago
3. She shares her hobby with: her _____
4. To do her hobby Trang needs:
   a) cardboard and glue to build the _____ and furniture
   b) _____ to make some dolls
5. Benefits: She becomes more patient and _____

Writing

Writing tip
You can use a mind map to organise ideas for your writing.

3 **What is your hobby? Fill in the blanks below.**

My hobby

1. My hobby: _____
2. Started: _____ ago
3. I share my hobby with: _____
4. To do my hobby I need: _____
5. Benefits: _____

4 **Now write a paragraph of about 70 words about your hobby. Use the notes in 3. Start your paragraph as shown below.**

My hobby is _____

_____

_____

_____

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LOOKING BACK

Vocabulary

1 Complete the sentences with appropriate hobbies.

1. I have a lot of coins from different countries. My hobby is _____.
2. She loves judo and goes to the judo club every weekend. Her hobby is _____.
3. He loves making models of small cars and planes. His hobby is _____.
4. My sister spends one hour in the garden every day. Her hobby is _____.
5. Minh is a good footballer. He plays football with his friends every day. His hobby is _____.

2 Write true sentences about you and your family members.

1. I like _____.
2. My dad enjoys _____.
3. My mum doesn't like _____.
4. My grandmother loves _____.
5. My grandfather hates _____.

Grammar

3 Use the present simple form of each verb to complete the passage.

Each of my best friends has his or her own hobby. Mi (1. love) _____ drawing. She can spend hours drawing pictures every day. Mark (2. have) _____ a different hobby. He (3. enjoy) _____ playing sport. I (4. not like) _____ playing sport. I like reading books because I can learn many things from them. However, there (5. be) _____ one hobby we share. It (6. be) _____ cooking. We all (7. go) _____ to the same cooking class. Our class (8. begin) _____ at 9 a.m. on Sundays.

4 Change the following sentences into questions and negative ones.

1. This river runs through my home town.
_____?
_____.
2. My drawing class starts at 8 a.m. every Sunday.
_____?
_____.
3. They enjoy collecting stamps.
_____?
_____.
4. I do judo every Tuesday.
_____?
_____.
5. My brother loves making model cars.
_____?
_____.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

HOBBY POSTER

Work in groups.

1. Brainstorm some interesting and easy-to-do hobbies.

2. Choose a popular one among teens and discuss its benefits.

3. Create a poster about this hobby. Find suitable photos for it or draw your own pictures.

4. Present the hobby to the class. Try to persuade your classmates to take it up.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to hobbies and verbs of liking / disliking to talk about different hobbies. • pronounce the sounds /ə/ and /ɜ:/ correctly. • use the present simple tense. • talk about likes and dislikes. • read about a hobby. • talk about the benefits of hobbies. • listen about one's hobby. • write a paragraph about my hobby.			

Unit 2 HEALTHY LIVING

THIS UNIT INCLUDES:

Vocabulary
- Healthy activities
- Health problems

Pronunciation
Sounds: /f/ and /v/

Grammar
Simple sentences

Skills
- Reading about acne
- Talking about how to deal with some health problems
- Listening to some advice about healthy habits
- Writing a paragraph of some advice to avoid viruses

Everyday English
Asking for and giving health tips

GETTING STARTED

Let's go out!

1 Listen and read. 8

Mi: This is a nice picture, Mark.

Mark: That's my dad and I boating at Yen So Park.

Mi: I also see a lot of people exercising there.

Mark: Yes, it's a popular place for people in my neighbourhood.

Mi: Outdoor activities are good for our health. My family often goes cycling in the countryside. It's quiet, and there's a lot of fresh air.

Mark: It sounds interesting.

Mi: Yes, it's lots of fun. We also bring fruit, water, and a lunch box with us.

Mark: I'd love to join you next time.

Mi: Sure. Bring along a hat and suncream.

Mark: Why suncream?

Mi: It's really hot and sunny at noon, so you might get sunburn.

Mark: I see.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2 What are Mark and Mi talking about?

A. Health problems.

B. Healthy activities.

C. Sports and games.

3 Write a word or phrase from the box under its picture.

boating	suncream	lunch box
sunburn	cycling	

1. _____ 2. _____ 3. _____

4. _____ 5. _____

4 Complete each sentence with a word from the conversation.

1. In the picture, Mark and his father are _____.
2. The people in Mark's neighbourhood love to go to the _____.
3. Mi's family often goes cycling in the _____.
4. – I don't want to get sunburn.
   – Wear a hat and use _____.
5. Activities like running and cycling are good for our _____.

5 GAME Good / bad for health?

Work in groups. Each student names two daily activities. The class decides whether each activity is good / bad for health. Give a reason if possible.

Example:

A: I walk to school.

B: I think it's good for your health.

A: I rarely eat breakfast.

C: It's not good. Breakfast is very important. It gives us energy for the day.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 1

Vocabulary

1 **Match the phrases on the left with the correct pictures on the right.**

1. dim light
2. lip balm
3. chapped lips
4. coloured vegetables
5. red spots

2 **Complete the sentences with the correct words and phrases below.**

skin condition	soft drinks	
coloured vegetables	sunburn	fit

1. – Please name some _____.
   – Carrots and tomatoes.
2. _____ are not good for your health.
3. My parents go cycling every Sunday. It keeps them _____.
4. The weather may affect our _____.
5. – How do we get _____?
   – When we spend a long time in the sun without a hat or suncream.

3 **Work in pairs. Discuss and tick (✓) each activity in the table as H (Healthy) or U (Unhealthy).**

	H	U
1. washing your hands often		
2. reading in dim light		
3. eating tofu and coloured vegetables		
4. brushing your teeth twice a day		
5. touching your face with dirty hands		

Pronunciation

/f/ and /v/

4 **Listen and repeat. Pay attention to the sounds /f/ and /v/.** 9

activity	active
vitamin	breakfast
avoid	affect
food	fit

5 **Listen and repeat, paying attention to the underlined words.** 10

1. Coloured vegetables are good food.
2. My favourite outdoor activity is cycling.
3. We need vitamin A for our eyes.
4. Being active helps keep you fit.
5. Jack never eats fish.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 2

Grammar

Simple sentences

Remember!

- Some simple sentences have a subject and a verb.
  Example:
  I read.
- Some simple sentences also have an object.
  Example:
  I read science books.
- Some simple sentences also have an adverb.
  Example:
  I read science books every weekend.

1 **Tick (✓) the simple sentences.**

1. The Japanese eat a lot of tofu. ☐
2. She drinks lemonade every morning. ☐
3. I don't eat fast food, and I don't drink soft drinks. ☐
4. I am fit. ☐
5. I like fish, but my sister likes meat. ☐

2 **Underline and write S for the subject and V for the verb in each simple sentence below.**

1. Vegetarians eat a lot of vegetables and fruit.
2. Acne causes black and white pimples on the face.
3. On Saturdays, my brother often spends two hours exercising at the sports centre.
4. My mother didn't buy my favourite cheesecake.
5. We are not cleaning up our community library.

3 **Rearrange the words and phrases to make simple sentences.**

1. soft drinks / never / my sister / drinks /.

   _____

2. affects / acne / 80% of young people /.

   _____

3. has / he / for breakfast / bread and eggs /.

   _____

4. don't eat / we / much fast food /.

   _____

5. a lot of vitamins / fruit and vegetables / have /.

   _____

4 **Write complete sentences from the prompts. You may have to change the words or add some.**

1. tofu / be / healthy.

   _____

2. many Vietnamese / drink / green tea.

   _____

3. she / not / use / suncream.

   _____

4. father / not / exercise / every morning.

   _____

5. most children / have / chapped lips and skin / winter.

   _____

5 **Work in pairs. Discuss and write a simple sentence from the two given sentences.**

Example:

Many people are running.
Many people are exercising.

→ Many people are running and exercising.

1. We avoid sweetened food. We avoid soft drinks.

→ We avoid _____.

2. My dad loves outdoor activities. I love outdoor activities.

→ My _____ love outdoor activities.

3. You should wear a hat. You should wear suncream.

→ You should wear _____.

4. My mother read the health tips. My mother downloaded the health tips.

→ My mother _____.

COMMUNICATION

Everyday English

Giving tips for health problems

1 **Listen and read the conversation. Pay attention to the highlighted parts.** Track 11

2 **Make similar conversations for the health problems below.**

1. I'm tired.
2. I have acne.
3. My hands are chapped.

Tips for a healthy life

3 **Read the passage and choose the correct title for it.**

A. How to live long
B. What food to eat

The Japanese live long lives. The main reason is their diet. They eat a lot of fish and vegetables. They cook fish with little cooking oil. They also eat a lot of tofu, a product from soybeans. Tofu has vegetable protein and vitamin B. It doesn't have any fat. The Japanese work hard and do a lot of outdoor activities too. This helps them keep fit.

4 **Work in pairs. Discuss and make a list of the tips which help the Japanese live long lives. Present it to the class.**

_____
_____
_____

5 **Work in groups. Discuss and make a list of tips that the Vietnamese can do to live longer. Present it to the class. Does the class agree with you?**

SKILLS 1

Reading

1 **Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?**

sunburn chapped skin acne

1. _____

2. _____

3. _____

2 **Read the passage and match the beginnings in A with the endings in B.**

Acne is a skin condition. It causes small, red spots on the face and the back. It affects 70-80% of young people between 12 and 30. More girls have acne than boys. It's not a serious disease but young people want to avoid it.

Here are some tips for taking care of skin with acne.

- Go to bed early and get enough sleep.
- Eat more fruit and vegetables, and less fast food.
- Wash your face with special soap for acne, but no more than twice a day.
- Don't touch or pop spots, especially when your hands are dirty.
- If <u>it</u> gets serious, see a doctor.

A	B
1. Acne is	a. young people the most.
2. Acne causes	b. a skin condition.
3. Acne affects	c. a serious disease.
4. Acne is not	d. small, red spots.

3 **Read the passage again and choose the correct answer A, B, or C.**

1. The first paragraph is mainly about _____.

   A. what acne is

   B. how to avoid acne

   C. why people have acne

2. Which statement is NOT correct about acne?

   A. Acne is a skin condition.

   B. Acne may get serious.

   C. Acne affects more boys than girls.

3. What age group does acne affect the most?

   A. 12 – 20. B. 12 – 30. C. 70 – 80.

4. How should you wash your face?

   A. 3 – 4 times a day.

   B. With soap for acne.

   C. With cold water.

5. What does the word "**it**" in the last sentence refer to?

   A. acne B. disease C. spot

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Speaking

4 **Work in pairs. Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner.**

5 **Work in groups. Read about the health problems below. Discuss and make notes of some tips you can give each person. Then share your ideas with the class.**

1. I have chapped lips.

→ _____

→ _____

2. I'm putting on weight.

→ _____

→ _____

3. I often feel sleepy during the day.

→ _____

→ _____

4. I have the flu.

→ _____

→ _____

5. My hair is dry.

→ _____

→ _____

SKILLS 2

Listening

1 **Work in pairs. Discuss and tick (✓) the habits you think are good for your health.**

1. Eat a lot of meat and cheese. ☐
2. Get eight hours of sleep daily. ☐
3. Be active and exercise every day. ☐

2 **Listen and tick (✓) the habits mentioned.** 12

1. ☐ eating
2. ☐ travelling
3. ☐ exercising
4. ☐ sleeping
5. ☐ cooking
6. ☐ cleaning

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Listen again and answer the questions with no more than THREE words.** 13

1. What do healthy habits help you avoid? _____
2. What do fruit and vegetables provide you with? _____
3. How many hours do you need to sleep a day? _____
4. How should you keep your room? _____

Writing

4 **Work in groups. Discuss and make notes of the tips from the listening. Then share them with the class.**

TIPS

_____

_____

_____

5 **Write a passage of about 70 words to give advice on how to avoid viruses.**

wear a mask

exercise every day

avoid crowds

wash your hands often

keep your surroundings clean

_____

_____

_____

LOOKING BACK

Vocabulary

1 Complete the sentences with the verbs below.

are	exercise	avoid
affects	keep	

1. Healthy food and exercise help people _____ fit.
2. Weather that is too cold or too hot _____ your skin condition.
3. Children should _____ fast food and soft drinks.
4. Bad habits like eating too much sweetened food and going to bed late _____ harmful to our health.
5. We can _____ indoors and outdoors.

2 Write the words below next to their definitions.

tidy	active	fit	dirty	healthy

1. always busy doing things, especially physical activities _____
2. good for your health _____
3. everything in order _____
4. in good shape _____
5. not clean _____

Grammar

3 Tick (✓) the simple sentences.

1. Asians eat a lot of rice, but Europeans don't. ☐
2. Most children love fast food and soft drinks. ☐
3. There is a lot of fresh air in the countryside. ☐
4. Eat less sweetened food, and you won't put on weight. ☐
5. Hard-working people often stay fit. ☐

4 Change the following sentences into simple ones.

1. You are active, and your brother is active too.
→ Both you and _____.
2. Your room looks dark, and it looks untidy too.
→ Your room _____.
3. The Japanese work hard, and they exercise regularly.
→ The Japanese _____.
4. My mother eats a lot of fruit, and she eats a lot of vegetables too.
→ My mother eats _____.

PROJECT

BUILD HEALTHY HABITS

Your class is starting a campaign to make your school a healthier place.

In groups, make a poster about a bad habit that the students in your school often do and give some tips to change that habit.

1. **Discuss and find a bad habit and some tips to change it.**
2. **Find or draw a picture to illustrate your idea.**
3. **Present your poster to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words about healthy activities and health problems. • pronounce the sounds /f/ and /v/ correctly. • recognise and write simple sentences. • ask for and give health tips. • read about acne. • talk about how to deal with some health problems. • listen to some advice about healthy habits. • write a paragraph of some advice to avoid viruses.			

Unit 3 COMMUNITY SERVICE

THIS UNIT INCLUDES:

Vocabulary
Community activities

Pronunciation
Sounds: /t/, /d/, and /ɪd/

Grammar
Past simple

Skills
- Reading about community activities at a school
- Talking about the reasons why students join different community activities
- Listening to a talk about some community activities and their benefits
- Writing an email about community activities one did last summer

Everyday English
Giving compliments

GETTING STARTED

Sounds like great work!

1 **Listen and read.** 14

Minh: Hi, Tom. Are you back in Ha Noi?

Tom: Yes. I came back yesterday. Can we meet up this Sunday morning? I bought you a board game.

Minh: Sure, I can't wait! But our Green School Club will have some community activities on that morning.

Tom: What activities does your club do?

Minh: Well, we pick up litter around our school and plant vegetables in our school garden.

Tom: School gardening? That's fantastic!

Minh: Yes. We donate the vegetables to a nursing home. Does your school have any activities like these?

Tom: Yes. We donate books to homeless children. We also have English classes. Last summer, we taught English to 30 kids in the area.

Minh: Sounds like great work!

Tom: Thanks.

Minh: ... So, let's meet in the afternoon then.

2 Read the conversation again and tick (✓) the appropriate box.

Community activity	Minh's club	Tom's club
1. picking up litter		
2. planting vegetables		
3. donating books		
4. donating vegetables		
5. teaching English		

3 Complete the phrases under the pictures with the verbs below.

pick up clean donate
recycle help

1. _____ litter

2. _____ homeless children

3. _____ plastic bottles

4. _____ clothes

5. _____ the playground

4 Complete the sentences with the correct words or phrases below.

old people homeless children
planted litter taught

1. We collected clothes and gave them to _____.
2. Those students picked up all the _____ on the street.
3. We helped _____ in the nursing home last Sunday.
4. The club members _____ maths to primary students during school holidays.
5. We _____ a lot of trees in the park last summer.

5 GAME Vocabulary Ping-pong

Work in two teams. Team A provides a cue word. Team B makes up a sentence with it. Then switch roles.

Example:

Team A: Litter

Team B: We often pick up litter in the park. Trees

Team A: We plant trees in our school every year. Book

...

A CLOSER LOOK 1

Vocabulary

1 **Match a verb in A with a word or phrase in B.**

A	B
1. donate	a. used paper for notebooks
2. exchange	b. primary students
3. water	c. litter
4. pick up	d. plants
5. tutor	e. books

2 **Complete each of the sentences with a suitable word or phrase from the box.**

tutor	litter	water
donate	used paper for notebooks	

1. We pick up _____ at the local park every Sunday.
2. Children in our village exchange _____ every school year.
3. Tom and his friends _____ the plants in their neighbourhood every weekend.
4. We _____ old textbooks to children in rural areas.
5. Minh and his friends often _____ small children in their village.

3 **Use the phrases from the box to write full sentences under the correct pictures.**

- watering vegetables in the school garden
- giving gifts to old people
- exchanging used paper for notebooks
- planting trees in the park
- reading books to the elderly
- donating clothes to poor children

Example: Lan is watering vegetables in the school garden.

1. _____

2. _____

3. _____

4. _____

5. _____

Pronunciation

/t/, /d/, and /ɪd/

4 **Listen and repeat. Pay attention to the sounds /t/, /d/, and /ɪd/.** Track 15

/t/	/d/	/ɪd/
cooked	watered	collected
passed	cleaned	donated
helped	volunteered	provided

5 **Listen to the sentences and pay attention to the underlined parts. Tick (✓) the appropriate sounds. Practise the sentences.** 16

	/t/	/d/	/ɪd/
1. Our club cooked soup for old patients.			
2. Students watered the trees in the school.			
3. We provided food for homeless children last Tet holiday.			
4. Our school donated clothes to poor people.			
5. Teenagers volunteered to clean streets.			

A CLOSER LOOK 2

Grammar

The past simple

1 **Circle the correct answer A, B, or C to complete each sentence.**

1. *Green School* _____ vegetables for an orphanage last spring.
   A. is growing B. grew C. grows
2. Children _____ plastic bottles for recycling a month ago.
   A. are collecting B. collect C. collected
3. We _____ English to children in a primary school last summer.
   A. are teaching B. taught C. teach
4. Our school club _____ gloves for old people in nursing homes last winter.
   A. made B. is making C. make
5. We _____ bottles to help the environment last month.
   A. are reusing B. reuse C. reused

Remember!

We use the past simple to talk about completed actions in the past.

We often use specific time expressions, such as *yesterday*, *last month*, *three weeks ago*, or *in 1999* with the past simple.

2 **Complete the sentences with the past simple form of the given verbs.**

1. *Care for Animals* (take) _____ care of thousands of homeless dogs and cats last year.
2. _____ teenagers (join) _____ *Lending Hand* in 2015?
3. We (help) _____ the elderly in a village last summer.
4. Last year, we (send) _____ textbooks to help children in a rural village.
5. Tom (volunteer) _____ to teach English in our village last winter.

3 **Complete the sentences with the correct forms of the verbs from the box.**

plant	read	cook
recycle	pick up	

1. The club members _____ food for patients every Sunday.
2. _____ you _____ those trees in the playground last month?
3. Nick and his friends _____ rubbish on the beach now.
4. Tom _____ the plastic bottles, and now he has some nice vases.
5. We often _____ books to old people in a nursing home.

4 **Write complete sentences from the prompts.**

1. Last year / our club / donate / books / children in rural areas.

_____

2. children / send / you thank-you cards / a week ago?

_____

3. I / teach / two children in grade 2 / last summer.

_____

4. Last spring / we / help / the elderly / nursing home.

_____

5. How / you / help / people / in flooded areas / last year?

_____

5 **Work in pairs. Tom is from the Red Cross. Look at the fact sheet and ask Tom about his projects in 2016 and 2020.**

Projects / Year	Activities
Help Lonely People / 2016	– help 200 lonely people – answer calls from lonely people – visit museums with them
Support Ill People / 2020	– help ill people at their home – read books to ill people

Example:

Tom: I'm from the Red Cross. I worked on the *Help Lonely People* project in 2016.

Lan: What did you do?

Tom: We helped 200 lonely people ...

COMMUNICATION

Everyday English

Giving compliments

1 **Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.** 17

Lan: What did you do to help your community last summer, Mark?

Mark: We planted some trees in the schoolyard and picked up a lot of rubbish along the nearby roads.

Lan: Sounds like great work! We collected books and warm clothes for our friends in the mountainous areas.

Mark: Wonderful!

2 **Work in pairs. Make similar conversations.**

1. Mi helped lonely elderly people.
2. Tom and his friends cleaned and decorated parts of their neighbourhood.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Changing our neighbourhood

3 **Work in pairs. Read the poster about the volunteer activities for teenagers at *Lending Hand*. Write the project number (1 – 3) next to its benefit (A – E).**

WELCOME TO LENDING HAND

Here are some activities you can do when you join our projects:

1. Protect the environment:

- You can plant trees in your area.
- You can join clean-up activities.

2. Help street children:

- You can donate food and clothes.
- You can teach street children to read and write.

3. Help old people:

You can sing and dance with the elderly in a nursing home.

Benefits

_____ A. making the elderly less lonely
_____ B. making the neighbourhood greener
_____ C. helping feed children
_____ D. helping children have a better future
_____ E. making the neighbourhood cleaner

4 **Work in pairs. Ask and answer which activities in 3 you want to join. Give reasons.**

Example:

Minh: Which activity do you want to join?

Lan: I want to join some clean-up activities.

Minh: Why do you want to join these activities?

Lan: Because they make the neighbourhood cleaner.

5 **Work in groups. Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group's answers to the class.**

Example:

Mai wants to donate food to street children because this helps feed them. Lan wants to join clean-up activities because these activities make our neighbourhood cleaner ...

SKILLS 1

Reading

1 **Work in pairs. Circle the activities you would like to do at your school.**

A. growing vegetables in the school garden
B. tutoring other students
C. collecting books for the school library

2 **Read the passage and match the highlighted words with their meanings.**

1. give
2. give and receive
3. every month
4. pleased
5. teach

Bright Future School has many community activities for students. The school believes that a good way for students to develop themselves is through community service. All students can join any of these different projects:

- *Tutoring:* Upper grade students tutor lower grade students.
- *Postcard-to-Help:* Students make and sell postcards to raise money for local children.
- *Visit-to-Read:* Students visit a nursing home monthly and read books to the elderly.
- *Garden-to-Give:* Students grow vegetables and donate them to local schools.
- *Paper-Plant-Exchange:* Students collect paper and exchange it for plants. They then look after the plants in their school garden.

Students learn that they can help people and the world around them when they do community service. They feel useful and proud because they do good things.

3 **Read the passage again and tick (✓) T (True) or F (False).**

	T	F
1. Community service allows students to develop themselves.		
2. Each student can join only one project.		
3. They tutor younger students.		
4. Local children receive postcards from the *Postcard-to-Help* project.		
5. Students receive plants when they give paper.		

Speaking

4 **Work in pairs. Read about these students. Write the names of the projects you think they should join in the Projects column.**

A. *Tutoring*
B. *Postcard-to-Help*
C. *Visit-to-Read*
D. *Garden-to-Give*
E. *Paper-Plant-Exchange*

	Projects
1. Nick likes reading books. He has a very nice voice, and he is also patient.	
2. Ann is very good at maths and literature. She also loves children.	
3. Minh loves collecting and making postcards.	
4. Mark loves nature. He likes watching programmes about plants. He also likes being outdoors.	
5. Tom likes collecting newspapers.	

5 **Work in groups. Discuss which project in 4 you would like to join, and why. Report your group's answers to the class.**

Example:

Lan will join the *Tutoring* project because she is good at maths and English. She also loves children.

SKILLS 2

Listening

1 **What community activities are the children doing in the pictures?**

2 **Listen to Tom and Linda talking about their community activities last summer. Circle the correct answers.** 18

1. Linda and her friends taught _____.
   - A. English and literature
   - B. maths and history
   - C. English and maths
2. Linda and her friends _____ the elderly.
   - A. talked to
   - B. cooked for
   - C. read books to
3. Tom and his friends picked up _____.
   - A. books and paper
   - B. bottles and books
   - C. paper and bottles
4. Tom and his friends _____.
   - A. grew some trees
   - B. tutored maths
   - C. cleaned schools

3 **Listen again and fill in each blank with no more than TWO words.** 19

The benefits of volunteer activities	
For Linda and her friends	• having a lot of (1) _____ • feeling useful
For Tom and his friends	• having a (2) _____ • working and playing together • learning some (3) _____

Writing

4 **Read Tom's email to Nam about his school activities last summer.**

New Message

To: nam@webmail.com Cc Bcc

Subject: School activities last summer

Dear Nam,

How are things? Did your school have any community activities last summer?

We did some very interesting activities. We collected rubbish in a nearby park. We also planted trees. Then we watered them every day, and it was enjoyable to watch them grow up. We also had a lot of fun and learnt some skills.

Please write to me and tell me about your school activities.

Best,

Tom

5 **You are Nam. Now write an email of about 70 words to Tom about your school activities last summer. Start your email as shown below.**

New Message

To: tom@webmail.com Cc Bcc

Subject: School activities last summer

Dear Tom,

Things are good. We also did some interesting activities last summer. _____

_____

_____

_____

See you soon,

Nam

LOOKING BACK

Vocabulary

1 **Complete the table with the words and phrases from the box.**

homeless children	food	litter
the elderly	bottles	books

help	pick up	donate

2 **Complete each sentence with one phrase from 1. Remember to use the correct form of the verbs.**

1. The club _____ to some poor farmers last week.
2. Yesterday, we _____ around our area and recycled them.
3. We _____ do the cleaning last summer.
4. Last month, our club _____ to the community library.
5. In our recent project, we _____ learn to read and write.

Grammar

3 **Use the correct form of the verbs from the box to complete the passage.**

donate	collect	have	sell	go

Warm Clothes is a famous volunteer group in Viet Nam. Its members are both parents and their children. Last year, they (1) _____ many activities to help their community. The group (2) _____ clothes and sent them to poor people in rural areas. The parents taught their children to make things from bamboo and bottles. They then (3) _____ these to buy books, and (4) _____ them to village children. They also (5) _____ to the villages and tutored small kids there. They really brought love to those small villages.

4 **Write full sentences about the activities the students did to help their community last year.**

1. **Mi:** singing and dancing for the elderly at a nursing home
2. **Mark and his friends:** collecting books and setting up a community library
3. **Lan and Mai:** growing and donating vegetables to a primary school
4. **Minh and his friends:** giving food to young patients in a hospital
5. **Tom:** making and sending postcards to the elderly at Christmas

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

OUR GREEN NEIGHBOURHOOD

Problems

Solutions

Work in groups.

1 **Think about some environmental problems in your neighbourhood.**

2 **Discuss and find the answers to the questions.**

- What problems can you find?
- What do you want to do to solve the problems?
- How are you going to do them?

3 **Present them to your class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to community activities. • pronounce the sounds /t/, /d/, and /ɪd/ correctly. • use the past simple. • give compliments. • read about community activities at a school. • talk about the reasons why students join different community activities. • listen to a talk about some community activities and their benefits. • write an email about community activities I did last summer.			

REVIEW 1 (UNITS 1 - 2 - 3)

LANGUAGE

Pronunciation

1 **Circle the word in which the underlined part is pronounced differently. Then listen, check, and repeat.** 20

1.	A. proverb	B. together	C. exercise
2.	A. learn	B. earn	C. hear
3.	A. collected	B. cleaned	C. decided
4.	A. listened	B. helped	C. watched
5.	A. laugh	B. ghost	C. rough

Vocabulary

2 **Put the phrases below in the correct columns.**

raising money for charity	collecting stamps
cleaning your room	doing judo
doing volunteer work	doing sport
helping street children	donating clothes

Activities you do for ...	
yourself	**your community**

3 **Complete the sentences with the words and phrases below.**

hobby	coloured vegetables
chapped lips	mountainous areas
taking photos	community

1. Eating _____ and exercising can help you keep fit and stay healthy.
2. The *Donate a Book* event helps children in _____.
3. My brother spends a lot of time making models. That's his _____.
4. If you have _____, use lip balm.
5. There are many things you can do to help your _____.
6. I love _____ of the sunset.

Grammar

4 **Fill in the blanks with the correct tense of the verbs in brackets.**

1. He often (read) _____ books in dim light, so his eyes hurt.
2. _____ you (do) _____ the gardening at the weekend?
3. Ordinary people (need) _____ about 2,000 calories a day to stay healthy.
4. I (cannot) _____ ride a bicycle when I was 6.
5. Last summer Phong (not volunteer) _____ to teach maths to street children.
6. We (join) _____ the project *Plant a Tree* in 2019 to make our area green.

5 **Turn the sentences into negative statements or questions.**

1. She liked exercising. (not)

→ She _____.

2. My family always spends time doing housework together on Sundays. (not)

→ My family _____.

3. I used a lot of suncream during my holiday. (not)

→ I _____.

4. My community organised a fair to raise money for the homeless last week. (?)

→ _____?

5. Tim makes beautiful pieces of art from dry leaves and sticks. (?)

→ _____?

SKILLS

Reading

1 **Read the passage and choose the correct answer A, B, or C.**

Happiness is **the key** to a healthy life. Here are some things you can do to make you happy.

Love others fully

When you love somebody, express your love. Don't keep it to yourself. There are many ways to do it. For example, you can say "I love you" more often, do things together, and help them when they need you. You can make yourself and others happy by doing so.

Laugh more often

Laughter shows that you are happy, and it has the magic power of making others happy too. Laughter is like medicine. It helps people live longer.

Enjoy adventures

Visit a new place, do a new thing, or talk to a new person every week. You will get new knowledge and experience.

1. The phrase "**the key**" in the first line is closest in meaning to _____.
   A. the first factor
   B. the most important factor
   C. the new factor
2. To show your love to other people, you _____.
   A. give them money
   B. take care of yourself
   C. do things with them
3. The writer says "Laughter is like medicine" because _____.
   A. it makes others laugh too
   B. it helps you make friends
   C. it helps people live longer
4. You can get knowledge and experience by _____.
   A. visiting new places
   B. loving other people
   C. laughing more often
5. The best title for this passage is "_____".
   A. Live to be happy
   B. Laughter is the power of happiness
   C. Happiness is hard to find

Speaking

2 **Work in pairs. Interview each other, using the questions below. Take notes of the answers and then report the results to the class.**

How much do you know about community service?

Questions	Answers
1. Who can do community service?	
2. Who needs community help?	
3. What can you do to help them?	

Listening

3 **Listen and complete each sentence with ONE word.** 21

1. While camping, we have a lot of time for _____.
2. When camping near the beach, we can build _____.
3. We can have dinner by an _____ fire.
4. At the campsite, there is no television or _____.
5. Name one thing we should bring along when camping: _____.

Writing

4 **Write complete sentences to make a passage describing community activities.**

1. we / join / community activities / once a month.
2. last month / we / plant / trees / park.
3. we / dig / holes / put / young trees / in.
4. then / we / water / them / two or three weeks.
5. now / trees / grow / very well.
6. they / make / park / greener / air / fresher.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 4 MUSIC AND ARTS

THIS UNIT INCLUDES:

Vocabulary
Music and arts

Pronunciation
Sounds: /ʃ/ and /ʒ/

Grammar
Comparisons:
like, different from, (not) as ... as

Skills
- Reading about a traditional art form
- Talking about a musical performance at one's school
- Listening to a talk about street painting
- Writing an informal letter of invitation

Everyday English
Expressing preferences

GETTING STARTED

A talk at the school gate

1 **Listen and read.** (22)

Trang: Hi, Nick. What are you listening to?

Nick: I'm listening to music. I like classical music, and I often play the piano in my spare time.

Trang: Wow. I can't play any instruments.

Nick: And what about you? What's your hobby?

Trang: I like painting and taking photos.

Nick: Taking photos? I've never tried it. Is it fun?

Trang: Yeah, it is, but not as fun as painting.

Nick: Right. They seem quite different from each other. What do you normally paint?

Trang: Landscapes and animals, just for pleasure, you know. I sometimes share them with my friends.

Nick: Really? Um, maybe we should go to an art gallery next weekend?

Trang: Sounds good, but I'd prefer to go to the music festival at my school.

Nick: Well ... OK. That's fine.

2 What are Trang and Nick talking about?

A. Playing the piano.

B. Drawing and painting.

C. Music and arts.

3 Complete each of the sentences with a suitable word or phrase from the box.

photos	like	different from
art gallery		musical instruments

1. Nick wants to go to a(n) _____ next weekend.
2. You can use your smartphone to take _____.
3. This photo is very bright. It is _____ that dark one.
4. Nick and Trang agree that taking photos is not _____ painting.
5. My friend David is very talented. He plays three _____.

4 Write the correct word or phrase under each picture. Then listen and repeat. 23

camera	water puppet show	art gallery
painting	musical instruments	paintbrush

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

5 QUIZ How artistic are you? Take the quiz to find out.

1. Your hobby is _____.
   A. playing an instrument
   B. playing computer games
2. Do you like listening to music or playing sports?
   A. Listening to music.
   B. Playing sports.
3. Which of these do you prefer doing?
   A. Going to an art gallery.
   B. Going to a book fair.
4. You describe yourself as _____.
   A. creative B. hard-working
5. What do you want to be when you grow up?
   A. A musician. B. An engineer.

For each question, you get two points if your answer is A, zero if your answer is B. Add up your five answers and decide how artistic you are on a scale from 1 – 10.

Not very (0 – 4)

Somewhat (6)

Very (8 – 10)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 1

Vocabulary

1 **Listen and repeat these words and phrases.** 24

art gallery	composer
concert hall	musician
actress	painter
artist	puppet theatre

Write them in the correct columns.

People	Places

2 **Match a word in A with a word or phrase in B. A word in A may go with more than a word or phrase in B.**

A	B
1. compose	a. a show
2. paint	b. a photo
3. perform	c. the guitar
4. play	d. a portrait
5. take	e. music

3 **Underline the correct word or phrase to complete each sentence.**

1. The little girl's drawing / photography of her kitten shows a lot of talent.
2. Van Cao was a great Vietnamese scientist / composer. He was also a painter and poet.
3. The Louvre in Paris is the world's largest museum / puppet theater.
4. The orchestra will perform its final portrait / concert of the season tomorrow.
5. Did you see the film *Amazon Jungle* on TV last night? The photography / drawing was excellent.

Pronunciation

/ʃ/ and /ʒ/

4 **Listen and repeat. Pay attention to the sounds /ʃ/ and /ʒ/.** 25

/ʃ/	/ʒ/
musician	television
show	visual
share	unusual
nation	decision

5 **Listen and repeat. Listen again and single-underline the words with the sound /ʃ/ and double-underline the words with the sound /ʒ/.** 26

1. We finally came to a decision.
2. Did you watch the talent show on TV last night?
3. Let's share the pictures we took last week.
4. She often paints in her leisure time.
5. It was a pleasure to listen to the musicians performing yesterday.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 2

Grammar

Comparisons: *like, different from, (not) as ... as*

Remember!

We use:

- *like* to show that something is similar to something else.

  Example: This picture is **like** the one I saw at the art museum.

- *different from* to show that two or more things are not similar.

  Example: Painting portraits is **different from** painting landscapes.

- *as + adjective + as* to show that two things are similar.

  not as + adjective + as to show that something is "more" or "less" than something else.

  Example: Classical music is **not as exciting as** rock.

1 Write *like, as,* or *different* in the blanks.

1. This camera is not as expensive _____ I thought at first.
2. Her room is lovely. It is _____ a princess's room.
3. You like folk songs; I like pop music. Your taste is _____ from mine.
4. My dad is not always as busy _____ my mum.
5. Some of us think that *Spiderman 2* is not too _____ from *Spiderman 1*.

2 Finish the second sentence in each pair, using *like, as ... as,* or *different from.*

1. Rock is very exciting. It is not like country music.

→ Rock is very _____ country music.

2. Composer Hoang Long wrote many good songs for children. Composer Pham Tuyen also wrote many good songs for children.

→ Composer Hoang Long, _____ Pham Tuyen, wrote many good songs for children.

3. The Vatican Museum has excellent works of art. The Louvre Museum has excellent works of art too.

→ The Vatican Museum's works of art are _____ excellent _____ the Louvre Museum's works of art.

4. A vacation on the beach is relaxing, while a vacation in a big city may not be.

→ A vacation on the beach is _____ a vacation in a big city.

5. City life is busy, but country life is peaceful.

→ City life is not _____ peaceful _____ country life.

3 **Work in pairs. Compare the two museums: *History* and *Science*, using *like*, *as ... as*, or *different from*.**

	History	Science
1. modern	**	***
2. friendly	***	***
3. interesting	***	**
4. expensive	**	**

Example:

1. *History* is not as modern as *Science*.

4 **Rewrite the sentences, using the words given at the beginning.**

Example:

A play is usually longer than a film.

→ A film is usually *not as long as a play*.

1. I think action films are more interesting than comedies.

→ I think comedies are not _____.

2. Our maths homework is more difficult than our history homework.

→ Our history homework is not _____.

3. This year's music contest is different from last year's.

→ This year's music contest is not _____.

4. The characters in the film are not the same as the ones in the play.

→ The characters in the film are _____.

5. This picture is brighter than that picture.

→ That picture is not _____.

5 **Work in groups. Look at the two pictures below. Compare them, using *like*, *as ... as*, or *different from*.**

Example:

- Picture A is *not like / different from* picture B.
- Picture A is not *as big as* picture B.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

COMMUNICATION

Everyday English

Expressing preferences

1 **Listen and read the dialogue, paying attention to the highlighted parts.** 27

Nick: Which do you prefer, pop or folk music?

Nam: I prefer folk music. It has a better beat.

Nick: And which do you like better, modern art or folk art?

Nam: I like modern art better.

2 **Work in pairs. Ask and answer questions about your preferences for:**
– painting and taking photos
– singing and dancing

Music and arts in school

3 **QUIZ What do you know? Work in groups and choose the correct answer to each question.**

1. Who is the composer of Viet Nam's national anthem "Tien Quan Ca"?

   A. Pham Tuyen. B. Van Cao.

   C. An Thuyen.

2. Where in Viet Nam did water puppetry originate?

   A. In the North.

   B. In the central region.

   C. In the South.

3. What is Bac Ninh famous for?

   A. *Quan Ho* singing.

   B. *Vi Dam* singing.

   C. *Cai Luong* opera.

4. Mozart is one of the world's greatest _____.

   A. singers B. composers

   C. poets

4 **Read the following paragraph. Underline the words related to the topic of arts and music.**

Hi. My name is Susie. I'm from Australia. I'm in grade 7. My school teaches arts and music to all the students. Some forms of art such as painting or drama are optional: you can choose to learn them if you like. Music and dancing are compulsory: all of us must study them every week. The school even has a choir, and they perform every month. There are also different art clubs, and you can join any of them.

5 **Work in groups. Talk about how you learn music and arts. Compare Susie's school with your school. You can use *like*, *as ... as*, or *different from*.**

SKILLS 1

Reading

1 **Look at the pictures. Discuss the questions below with a partner.**

What does each photo show?
Do you like it?

2 **Read the email and match the highlighted words with their meanings.**

1. showed or presented
2. following tradition
3. nice, interesting
4. event or celebration

New Message

To: sue@fastmail.com Cc Bcc

Subject: A water puppet show

Dear Sue,
How are things with you? I arrived in Viet Nam three days ago, and everything is perfect.

Yesterday I went to see a puppet show at a theatre in the centre of Ha Noi. The show was fantastic! The artists performed the show in a pool. They stood behind a screen. They used strings under the water to control the puppets and make them move on the water! The show was about rice farming and a festival in a village. People say that these shows are normally about everyday life in the countryside of Viet Nam. Water puppetry is a special traditional art form. People love it, and most tourists coming to Viet Nam love to see it. I wish you were here with me.

See you next week.

Love,
Mary

3 **Read the email again and answer the questions.**

1. Who went to see a water puppet show yesterday?
2. Where did the artists perform the show?
3. Who controlled the puppets?
4. What are water puppet shows normally about?
5. Is water puppetry a traditional Vietnamese art form?

Speaking

4 **Work in pairs. Ask and answer about Mark's school musical performance last year.**

Mark's school performance
Time: Sat. night
Duration: 3 hours
Place: schoolyard
Items performed: plays, dances, songs, magic, ...

Example:

A: When was the performance?
B: On Saturday night.
A: How long did it last?
B: It lasted three hours.
...

5 **Your school is going to have a musical performance to celebrate Teachers' Day.**

Work in groups. Make a plan for the performance and talk about the items you will contribute.

Your school performance
Time: _____
Duration: _____
Place: _____
Items contributed: _____

SKILLS 2

Listening

1 **Discuss the question below with a partner.**

What do you know about street painting?

2 **Listen to a man talking about street painting and tick (✓) the words you hear.** 28

1. artists ☐ 2. music ☐ 3. painting ☐
4. enjoy ☐ 5. museum ☐

3 **Listen to the passage again and choose the correct answers.** 29

1. Street painting began _____.
   A. in the 16th century
   B. in the 6th century C. in 1994
2. At a street painting event, you can _____.
   A. buy a painting B. talk to artists
   C. become an artist
3. The Lake Worth Street Painting Festival happens _____.
   A. only sometimes B. every month
   C. every year
4. About _____ artists take part in the Lake Worth Street Painting Festival.
   A. 100,000 B. 600 C. 60

Writing

4 **Read the following letter and choose the correct answers.**

28 Pham Van Dong Rd. Ha Noi
Nov 15, 20...

Hey Jack,
Let's go to see the water puppet show this Saturday night at 8 p.m. At the show, you can see how artists control the puppets on water. I'm sure you'll like it. It's at 57B Dinh Tien Hoang St., Hoan Kiem Ward. How about meeting at 7:45 outside the theatre? Let me know if you can make it. Looking forward to seeing you there.

Best,
Chau

1. This letter is from Chau to _____.
   A. a friend B. a teacher
   C. an old man
2. Chau writes this letter to _____.
   A. order Jack to perform a show
   B. invite Jack to see a show
   C. make a complaint

Writing tip
In an informal letter of invitation, you can use:
- Let's ...
- How about + V-ing?

5 **Write a letter to invite someone to a street painting festival, using the following cues.**

- *Event:* Street Painting Festival
- *Start time:* 9 o'clock, Sunday morning
- *Place:* Central Rd.
- *Activities:* meeting street artists, drawing pictures on the street
- *Time to meet:* 8:45

_____
Nov 12, 20_____
Hi _____,
Let's _____
_____
Looking forward to seeing you there.
Best,
_____

LOOKING BACK

Vocabulary

1 Write a word or phrase in each blank to go with the given verb.

Example:

play: *the piano, the violin, the cello*

1. draw: _____, _____, _____
2. perform: _____, _____, _____
3. write: _____, _____, _____
4. watch: _____, _____, _____

2 Fill in each blank with a word or phrase from the box to complete the passage.

exhibition	art collections	
paintings	works of art	visitors

The Louvre Museum is the world's largest art museum. It is in Paris, France. It has one of the most impressive (1) _____ in history. The museum opened on 10 August 1793 with a(n) (2) _____ of 537 paintings. The Louvre Museum now contains more than 380,000 objects, and displays 35,000 (3) _____. It exhibits sculptures, objects of art, (4) _____, drawings, and other valuable works. It is the world's most visited museum. About 25,000 (5) _____ come to see it per day. Most of them are foreign tourists.

Grammar

3 Complete the sentences, using the words in brackets. Add the necessary words.

1. I think the Temple of Literature is as _____ Quan Thanh Temple. (old)
2. I don't like this film very much. It is _____ the original book. (different)
3. Some students say maths is _____ than music, but I don't think so. (important)
4. My grandma thinks modern life is _____ as life in the past. (not / good)
5. Learning to play the guitar is _____ I thought. (not / easy)

4 Rewrite the sentences, using the given words.

1. Playing video games is not as good as exercising. (better)

   _____.
2. Duong's father draws animals better than Duong. (well)

   _____
3. This painting is not as valuable as the Mona Lisa. (more)

   _____
4. David is more artistic than Nick. (not as)

   _____
5. The second version of the play is not different from the first. (like)

   _____

PROJECT

ORGANISING MUSIC SHOWS

1 **Work in pairs. Look at the invitation below. Talk about the event (the time, place, show ...).**

2 **Work in groups. Imagine that you are going to organise a music show. Decide on the following:**

- Name of the show
- Time and place
- Activities
- ...

3 **Make a similar invitation and present it to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to music and arts. • pronounce the sounds /ʃ/ and /ʒ/ correctly. • use *like, different from, (not) as ... as.* • express preferences. • read about a traditional art form. • talk about a musical performance at my school. • listen to a talk about street painting. • write an informal letter of invitation.			

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 5 FOOD AND DRINK

THIS UNIT INCLUDES:

Vocabulary
Food and drink

Pronunciation
Sounds: /ɒ/ and /ɔ:/

Grammar
some, a lot of, lots of

Skills
- Reading about a typical traditional food
- Talking about a popular food or drink
- Listening about eating habits
- Writing a paragraph describing eating habits

Everyday English
Asking and answering about prices

GETTING STARTED

At a Vietnamese restaurant

1 **Listen and read.** 130

Waiter: Good evening. What can I get you today?

Mark's mum: We'd like rice with some pork cooked in fish sauce. Oh, could we also have an order of roast chicken and fried vegetables?

Mark: And I'd like some fried tofu and spring rolls too.

Waiter: OK. Would you like *canh chua*? It's a kind of Vietnamese soup. We often have it with rice.

Mark's dad: Let me see ... I think we'll try some *canh chua*.

Waiter: With shrimp or fish?

Mark's dad: With shrimp, please.

Waiter: Would you like anything to drink? We have a lot of drinks: juice, lemonade, green tea, mineral water, ...

Mark's mum: Mineral water for me, green tea for my husband, and juice for my children.

Waiter: What kind of juice would you like?

Mark's sister: Do you have winter melon juice?

Waiter: Let me see. Er, yes. How many cans would you like?

Mark's sister: One ... No, wait, two please. By the way, how much is a can of winter melon juice?

Mark: The menu says it's 10,000 dong.

Waiter: That's right. I'll be right back with your order.

2 What is Mark's family doing?

A. Ordering food for dinner.

B. Preparing for their dinner.

C. Talking about their favourite food.

3 Find the words and phrases about food and drink in the conversation and write them in the correct columns.

Food	Drink
pork	*juice*

4 Read the conversation again and tick (✓) T (True) or F (False).

	T	F
1. Mark's family is at a Vietnamese restaurant.		
2. Mark wants fried tofu and beef for dinner.		
3. They don't order *canh chua*.		
4. Mark's mum wants mineral water.		
5. His mum doesn't allow her children to drink juice during dinner.		

5 Work in pairs. Ask your partner about his or her favourite food and drink.

Example:

A: What's your favourite food?

B: It's *pho bo* – beef noodle soup.

A: When do you usually have it?

B: In the morning.

A CLOSER LOOK 1

Vocabulary

1 **Match the phrases with the pictures. Then listen, check, and repeat the phrases.** 31

1

6

2

5

3

4

a. a kilo (kg) of beef

b. a teaspoon (tsp) of salt

c. a litre (l) of water

d. a tablespoon (tbsp) of sugar

e. 200 grams (g) of flour

f. 400 millilitres (ml) of milk

2 **Write the following words and phrases in the correct columns. Add any other dishes and ingredients you know.**

spring rolls	omelette	butter
onions	pancakes	pepper

Dishes	Ingredients

3 **Work in pairs. Ask and answer about the ingredients for Linh's apple pie, using the quantities in the recipe.**

LINH'S APPLE PIE

Ingredients:

apples – 12
salt – 1 tsp
sugar – 300 g
milk – 300 ml
water – 120 ml
flour – 500 g

Example:

A: How many apples do we need?

B: We need 12.

Pronunciation

/ɒ/ and /ɔ:/

4 **Listen and repeat the words. Pay attention to the sounds /ɒ/ and /ɔ:/.** 32

fond	short	call	water
pork	sauce	lot	not

Now, in pairs write the words in the correct columns.

/ɒ/	/ɔ:/

5 **Listen and repeat, paying attention to the underlined words. Tick (✓) the sentences with the /ɒ/ sound.** 33

1. I hate hot dogs. ☐
2. It's a very big pot. ☐
3. Put the forks here. ☐
4. This soup is very hot. ☐
5. I like pork cooked with vegetables. ☐

VỚI CUỘC SỐNG

A CLOSER LOOK 2

Grammar

some, a lot of / lots of

Remember!

We use *some*, *a lot of*, *lots of* with both countable nouns and uncountable nouns to describe quantities.

Example:

- I need **some** apples for this recipe.

- There's **some** water in the bottle.

- There are **a lot of / lots of** people in the room.

- She likes coffee with **a lot of / lots of** sugar.

1 **Circle the correct words or phrases to complete the following sentences.**

1. Minh is very popular. He has some / a lot of friends.
2. Linh is very busy. She has some / lots of homework.
3. Put some / a lot of sugar in my tea. But not too much.
4. There are some / a lot of cars in our city. Too many. I don't like it.
5. There is some / lots of rice left. Not much but just enough for our breakfast.

2 **Look at the picture and complete each sentence. Write *some*, *any* or *a lot of / lots of* in the blanks.**

Example:

There is some orange juice in the glass.

1. There are _____ eggs in the carton.

2. There aren't _____ biscuits on the plate.

3. Susie went to the cinema with _____ friends.

4. I'd like a pizza with _____ cheese.

5. There is _____ sugar in the bowl.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 Fill in each blank with *How many* or *How much*. Answer the questions, using the pictures.

1. _____ water do you drink every day?

_____

2. _____ books did you read last month?

_____

3. _____ films did you watch last year?

_____

4. _____ bananas do you eat every week?

_____

5. _____ spring rolls did your mother cook last month?

_____

4 Work in pairs. Ask and answer, using the questions in 3.

Example:

A: How much water do you drink every day?

B: Two litres.

5 Work in groups. Take turns to ask and answer about the recipes.

Pancakes *Ingredients:*	
eggs – 2	sugar – 1 tbsp
flour – 5 tbsp	milk – 100 ml
butter – 15 g	

An omelette *Ingredients:*	
eggs – 3	water – 1 tbsp
butter – 30 g	salt – 1 tsp
pepper – 1 tsp	

Example:

A: What do we need to make pancakes?

B: We need eggs, sugar, flour, milk, and butter.

A: How many eggs do we need?

B: Two.

...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

COMMUNICATION

Everyday English

Asking and answering about prices

1 **Listen and read the conversation. Pay attention to the questions and answers.** 34

Mark: How much is a bottle of mineral water?

Mi: It's 5,000 dong.

Mark: And how much are two kilos of apples?

Mi: They're 50,000 dong.

2 **Work in pairs. Take turns to ask and answer about the prices of the food and drink on the menu.**

LY'S RESTAURANT
Breakfast Menu

Food	
bowl of beef noodle soup	30,000 dong
bowl of eel soup	35,000 dong
toast	20,000 dong
Drink	
glass of milk	9,000 dong
bottle of mineral water	8,000 dong
cup of green tea	5,000 dong

Example:

A: How much is a glass of milk?

B: It's 9,000 dong.

Your favourite food and drink

3 **Listen to the conversation and answer the following questions.** 35

1. What's Nam's favourite food?

_____

2. What's his favourite drink?

_____

3. What foreign food does he like?

_____

4. What food does he want to try?

_____

5. What food can he cook?

_____

4 **Work in groups. Interview two of your friends about their favourite food and drink. Write their answers in the table below.**

Questions	Student 1	Student 2
1. What's your favourite food?		
2. What's your favourite drink?		
3. What food or drink do you want to try?		
4. What foreign food or drink do you like?		
5. What can you cook?		

Now report your results to the class.

Example: I interviewed A and B about their favourite food and drink. A's favourite food is ...

SKILLS 1

Reading

1 **Work in pairs. Discuss the following questions.**

1. Is *pho* popular in your neighbourhood?
2. When can we have *pho*?
3. What are the main ingredients of *pho*?

2 **Read Phong's blog. Match the underlined words in the text with their meanings.**

1. snack	a. cooking something slowly, often in water
2. taste	b. the flavour of something
3. broth	c. soup made by boiling bones, meat, etc. and vegetables in water
4. stewing	d. a small meal, usually eaten in a hurry
5. boneless	e. without bones

BLOG GALLERY CONTACT PAGES... SPONSORS

Pho is a special kind of traditional Vietnamese dish. Its main ingredients are rice noodles and slices of beef or chicken. It is one of the most common dishes you will find in Viet Nam. People enjoy *pho* at all times of the day, even for a late night snack. *Pho* has a very special taste. The rice noodles are made from the best kind of rice. There are two main kinds of *pho*: *pho bo* (beef noodle soup) and *pho ga* (chicken noodle soup). The broth for *pho* is made by stewing beef or chicken bones for a long time in a big pot. The meat (beef and chicken) served with *pho* is boneless and cut into thin slices ... It's really delicious!

Tell me about a popular dish in your area!

Posted by Phong on Feb 22 at 5:30 p.m.

▶ 1 2 3 ... 16 ▶

3 **Read Phong's blog again and circle the correct answer A, B, or C.**

1. The text is mainly about _____.
   - A. *pho*, a popular dish in Viet Nam
   - B. popular dishes in Viet Nam
   - C. different ways to cook *pho*
2. *Pho* is made mainly with _____.
   - A. rice noodles and beef or chicken
   - B. rice, pork, and vegetables
   - C. fish, shrimp, and noodles
3. We enjoy *pho* _____.
   - A. only for breakfast
   - B. for lunch and dinner
   - C. at any time of the day
4. To make noodles for *pho*, we use _____.
   - A. a variety of sticky rice
   - B. the best kind of rice
   - C. eggs and rice flour
5. The broth for *pho* is made by _____.
   - A. slowly cooking beef or chicken bones
   - B. cooking beef or chicken with fish sauce
   - C. boiling potatoes and chicken bones for a long time

Speaking

4 **Make notes about a popular food or drink in your area. Think about its main ingredients, how often and when you have it.**

Food or drink	Ingredients	How often and when

5 **Work in groups of 3 or 4. Take turns to talk about a popular food or drink in your area.**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 2

Listening

1 **Work in groups. Discuss the following questions.**

1. What time do people in your area often have breakfast, lunch, and dinner?
2. What do they often have for breakfast, lunch, and dinner?

2 **Listen to Minh talking about the eating habits in his area. Circle the food and drink you hear.** 36

eel soup	cakes	green tea
coffee	toast	

3 **Listen again and tick (✓) T (True) or F (False).** 37

	T	F
1. People in Minh's area often have four meals a day.		
2. Most of them have lunch at home.		
3. Lunch is the main meal of the day in his area.		
4. People in his neighbourhood often have rice, fresh vegetables, and seafood or meat for dinner.		
5. After dinner, they often have some fruit and green tea.		

Writing

4 **Make notes about the eating habits in your area.**

	Time	Food and drink
Breakfast		
Lunch		
Dinner		

5 **Write a paragraph of about 70 words about the eating habits in your area. Use the information in 4 to help you.**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LOOKING BACK

Vocabulary

1 **Add the words and phrases you have learnt in the correct columns.**

Dishes	Ingredients	Units of measurement
pancakes	*flour*	*gram (g)*

Compare with your partner's. Who has more words and phrases? Add any that you did not write.

2 **Read the recipe and write sentences as in the example.**

PETER'S OMELETTE

Ingredients:

eggs: 5

tomatoes: 2

cold water: 2 tbsp

butter: 40 g

onion: 5 g

salt: 1 tsp

pepper: 1 tsp

Example:

We need two tablespoons of cold water.

Grammar

3 **Complete the sentences. Write *some*, *any*, *much*, or *a lot of / lots of*.**

1. I have to go to the market now. There isn't _____ food for our dinner.
2. Would you like _____ sugar for your coffee?
3. There are _____ trees in our village, so the air here is very fresh.
4. I'm very busy, I have _____ things to do today.
5. We didn't have _____ beef left, so we had _____ fish for lunch.

4 **Make questions with *How many / How much* for the underlined words in the following sentences.**

Example:

Minh has three apples.

How many apples does Minh have?

1. There are six bottles of juice in the fridge.

_____?

2. I need some butter for my pancakes.

_____?

3. We have only one bottle of fish sauce.

_____?

4. We need ten chairs for the party.

_____?

5. She put a lot of sugar in her lemonade.

_____?

PROJECT

EATING HABITS AROUND THE WORLD

1 **Work in groups. Design a poster about eating habits in an area or a foreign country you know, including:**

- names of main meals and mealtimes
- names of common food / drink for each meal
- pictures or photos to illustrate the meals

2 **Then organise an exhibition of all the posters in your class. Present your poster to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to food and drink. • pronounce the sounds /ɒ/ and /ɔː/ correctly. • use *some*, *a lot of*, *lots of*. • ask and answer about prices. • read about a typical traditional food. • talk about a popular food or drink. • listen about eating habits. • write a paragraph describing eating habits.			

Unit 6 A VISIT TO A SCHOOL

THIS UNIT INCLUDES:

Vocabulary
Schools, school facilities, and school activities

Pronunciation
Sounds: /tʃ/ and /dʒ/

Grammar
Prepositions of time and place

Skills
- Reading about a famous school
- Talking about one's school
- Listening to an interview about school activities
- Writing a paragraph about an outdoor activity at one's school

Everyday English
Asking for details

GETTING STARTED

A visit to Binh Minh Lower Secondary School

1 Listen and read. 38

Phong: What are you doing, Mi?

Mi: I'm preparing to visit Binh Minh Lower Secondary School.

Phong: Sounds great! I think that's one of the best schools in my neighbourhood. Who is going with you and when?

Mi: My teacher and my classmates. We're going in the afternoon.

Phong: I see. What will you do there?

Mi: Well, I think we'll visit the school library, the computer room, and the gym. We'll meet the students and share ideas for a project in our English class.

Phong: That's interesting. What else will you do there?

Mi: We'll meet the members of their *Go Green Club* and take photos of the school.

Phong: Fantastic! So don't forget to take your camera.

Mi: I almost forgot. Thanks for reminding me.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2 Read the conversation again and answer the questions by circling A, B, or C.

1. What are they talking about?
   - A. A visit to a computer room.
   - B. A visit to a school.
   - C. A visit to a school library.
2. Who is going to visit the school?
   - A. Mi and her teacher.
   - B. Mi and her classmates.
   - C. Mi, her teacher and her classmates.
3. Where is the school?
   - A. In the city.
   - B. In the countryside.
   - C. In Phong's neighbourhood.
4. When are they going?
   - A. In the morning.
   - B. In the afternoon.
   - C. At noon.

3 Name these places, using the words and phrases from the box.

computer room	school library	
school garden	playground	gym

1. _____

2. _____

3. _____

4. _____

5. _____

4 Complete the sentences with the words and phrases in 3.

1. The school _____ is very small, so not many children can play in it.
2. We learn how to use the Internet in the _____ twice a week.
3. They have school meetings in the _____ when it rains.
4. There are a lot of books, magazines, and newspapers in the _____.
5. Our class usually waters the vegetables in the _____ on Friday afternoons.

5 Work in pairs. Ask and answer questions about Nick's timetable, using *when* and *where*.

Subject	Time	Place
Maths	8 a.m. Monday, Tuesday, Friday	Classroom (room 302)
Biology	9 a.m. Thursday	Science lab
Information Technology	2 p.m. Wednesday	Computer room
Physical Education	3 p.m. Monday, Thursday	School gym
History	3:30 p.m. Tuesday	School library

Example:

A: When does Nick have maths?

B: At 8 a.m. on Monday, Tuesday, and Friday.

A: And where does he have it?

B: In his classroom, room 302.

A CLOSER LOOK 1

Vocabulary

1 **Match the words in columns A and B to form phrases. Then say them aloud.**

A	B
1. entrance	a. students
2. school	b. activities
3. outdoor	c. facilities
4. midterm	d. examination
5. gifted	e. test

2 **Complete the sentences with the phrases in 1.**

1. Binh Minh Lower Secondary School is for _____ in the city.
2. Our _____ usually covers the first three units.
3. Students in my school take part in many _____ during the school year.
4. Our school has a lot of modern _____.
5. In order to study at Quoc Hoc - Hue, you have to pass a(n) _____.

3 **Work in pairs. Answer the questions about your school.**

1. Can you name some gifted students in your school?
2. When does the first-term test take place?
3. Do you have to take an entrance examination to study at your school?
4. What kind of facilities does your school have?
5. What types of outdoor activities do you like to take part in?

Pronunciation

/tʃ/ and /dʒ/

4 **Listen and repeat the words. What letters can we use to make the /dʒ/ sound?** 39

/tʃ/	/dʒ/
cherry	jam
cheaper	gym
children	juice
lunch	large
teacher	project
	intelligent

5 **Listen and repeat the chant. Pay attention to the sounds /tʃ/ and /dʒ/.** 40

Orange juice, orange juice,
Who likes orange juice?
Children do, children do.
Children like orange juice.

Chicken chop, chicken chop,
Who likes chicken chop?
John does, John does.
John likes chicken chop.

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A CLOSER LOOK 2

Grammar

Prepositions of time: *at, in, on*

at	in	on
at six o'clock	in the morning / afternoon / evening	on Monday
at noon	in December	on January 18th
at break time	in 2020	on Christmas Day

1 Complete the sentences, using suitable prepositions of time.

1. In England, schools usually start _____ 9 a.m. and finish _____ 4 p.m.
2. They built our school a long time ago, maybe _____ 1990.
3. We are going to visit Thang Long Lower Secondary School _____ January.
4. The school year usually begins _____ September 5th every year.
5. The children like playing badminton and football _____ their break time.

2 Work in pairs. Ask and answer the questions about your school.

1. When does your school year start?
2. When do you have English lessons?
3. When do you usually celebrate Teachers' Day?
4. When are you going to finish the school year?

Prepositions of place: *at, in, on*

at	in	on
at home	in the classroom	on the board
at school	in the school garden	on the wall
at work	in the playground	on the second floor

3 Complete the sentences with *at, in*, or *on*.

1. Her classroom is _____ the third floor of that building.
2. When I'm at school, my parents are _____ work.
3. Look! The students are playing football _____ the classroom.
4. My little sister usually has lunch _____ school.
5. The most beautiful posters are _____ the wall _____ the staffroom.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4 **Work in pairs. Look at the pictures and answer the questions.**

1. Where does Mrs Hien teach maths?

2. Where do the students water the flowers?

3. Where is the boy writing?

4. Where do they sing English songs on Teachers' Day?

5 **Complete the passage with *at*, *on*, or *in*. Then discuss in groups which prepositions express time and which ones express place.**

Tom's mother is at home, but she is not (1) _____ the kitchen. She usually waters the vegetables in the garden (2) _____ the morning.

Tom's father is (3) _____ work, but he isn't in his office at the moment. It is his lunch break and he is (4) _____ a travel agent's, looking at holiday brochures.

Tom is usually at school at this time, but he has a bad cold today. He has nothing to do but lying (5) _____ the sofa and looking at the posters (6) _____ the wall.

COMMUNICATION

Everyday English

Asking for details

1 **Listen and read the conversation. Pay attention to the highlighted sentence.** 41

Mi: Are you doing anything this Sunday?

Tom: Not really.

Mi: Would you like to go with us to Binh Minh Lower Secondary School?

Tom: Sounds great! Can you tell me more?

Mi: We'll leave at 7 a.m. My friends David and Nick are coming too.

2 **Work in pairs. Ask and answer questions about your visit to a famous school. Use "*Can you tell me more?*" or "*Can you tell me why?*", "*Can you tell me how?*".**

Welcome to our school!

3 **Imagine that some overseas friends are planning to visit your school. Make a list of what you want to show them, then fill in the note.**

the school library

Work in pairs. Ask and answer questions about your plan.

Example:

A: I'm going to show them the school library.

B: Sounds good. Can you tell me why?

A: I want them to see our learning resources. I think they're very modern.

4 **Work in groups. Read the passage and complete the table about a high school in the UK. Then discuss and fill in the information about your school.**

Wilson High School is for students aged 11 – 16 in London. It has about 1,000 students and 100 teachers. The school has some modern science laboratories, computer rooms, a large library, a sports hall, and an activity studio.

The students study many different subjects such as English, literature, maths, science, etc. They also study extra subjects and get involved in projects, use school resources and take part in a number of outdoor activities and school trips.

	Wilson High School	Your school
Number of students & teachers		
Subjects		
School facilities		

Example:

There are about 1,000 students in Wilson High School. They are between 11 and 16 years old.

Our school has about 900 students. We are between 11 and 14 years old.

SKILLS 1

Reading

1 **Look at the pictures and answer the questions.**

1. What can you see in the pictures?
2. What do you know about them?

2 **Read the passage and answer the questions.**

Quoc Hoc – Hue is one of the oldest schools in Viet Nam. It is on the bank of the Huong River, in Hue. It was founded in 1896. It used to be a school for children from rich and royal families. Well-known people such as Ho Chi Minh, Vo Nguyen Giap, Xuan Dieu studied there.

Nowadays, the school is for gifted students. They are intelligent and study hard. They have to pass an entrance exam to enter the school. The school has over 50 classrooms with TVs, projectors, and computers. It also has a swimming pool, a library, two English labs, four computer rooms, and many other modern facilities. The school is one of the largest and most beautiful schools in Viet Nam.

1. Where is Quoc Hoc – Hue?
2. Who were some of the well-known students of the school?
3. What are the students like?
4. How many English labs does it have?

3 **Read the passage again and complete the table. Then report it to the class.**

Name	*Quoc Hoc – Hue*
Location	
Students	
School facilities	

Example:

The name of the school is Quoc Hoc - Hue.

Speaking

4 **Work in pairs. Answer the questions with the information in the table.**

1. What's the full name of the school?
2. Where is it?
3. What are the students like?
4. What facilities does the school have?

Name	Hung Vuong Lower Secondary School
Location	120, Hung Vuong Street
Students	hard-working and intelligent
School facilities	20 classrooms, one library, two computer rooms, one gym, one garden

5 **Work in groups. Tell about your school. You can use the suggestions in 4 (full name, location, students, and school facilities).**

Example:

I'd like to talk about my school ...

SKILLS 2

Listening

1 **Work in pairs. Look at the pictures and discuss the following questions.**

1. What outdoor activities do they take part in?
2. Why do they do these activities?

2 **Listen to an interview between a reporter and two students. Circle the appropriate option (A, B, or C) to complete each sentence.** 42

1. Trang and Phong are talking about _____.
   A. school subjects
   B. school timetables
   C. outdoor activities
2. They are members of _____ club(s).
   A. one B. two C. three
3. The *Go Green Club* cleans streets on _____.
   A. Saturday afternoons
   B. Saturday mornings
   C. Sunday afternoons
4. They grow _____ in the school garden.
   A. vegetables B. flowers C. trees

3 **Listen to the interview again and answer the questions.** 43

1. What do Trang's club members encourage their classmates to do?
2. What does the reporter think about the activities of Trang's club members?
3. When and where do Phong's club members grow vegetables?

Writing

4 **Work in pairs. Ask and answer questions about your school's outdoor activities.**

1. What outdoor activities do you take part in at school?
2. Which outdoor activity do you like the best?
3. Why do you like doing it?

5 **Write a paragraph of about 70 words about an outdoor activity at your school. You can use the information in 4.**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LOOKING BACK

Vocabulary

1 Find the words and phrases from this unit that match these definitions.

1. known by many people _____
2. buildings, services, equipment, etc. at a school _____
3. an exam taken to enter a school _____
4. intelligent and / or talented students _____
5. extra activities that students do at school _____

2 Complete the sentences with the words and phrases in 1.

1. The school is free for _____ who pass some exams.
2. The students in the school find _____ useful and enjoyable.
3. Chu Van An Lower Secondary School is famous for its intelligent students and modern _____.
4. Students have to pass _____ to attend that school.
5. The most _____ teacher of Van Mieu – Quoc Tu Giam was Chu Van An.

Grammar

3 Complete the sentences with appropriate prepositions of place or time.

1. The members of the club clean the school playground _____ Saturday mornings.
2. The students have to sit for the final exam _____ June.
3. Chu Van An Lower Secondary School is one of the most famous schools _____ Ha Noi.
4. The school canteen is _____ the second floor.
5. Which subjects do you like to study _____ school?

4 Read the passage and fill in the gaps with prepositions of time or place.

Tom is a student (1) _____ a private school in the suburbs of Manchester. He lives with his parents (2) _____ a small house near his school. He usually studies at school (3) _____ the mornings. (4) _____ Monday and Thursday afternoons, he joins different outdoor activities with his schoolmates. He sings (5) _____ the *Little Bees' Club* on Tuesdays and Fridays. He goes to the cinema with his friends (6) _____ the weekend. He finds his studies and outdoor activities enjoyable.

PROJECT

MY FAVOURITE SCHOOL

1 **Search for a school you would like to study at. Then find information about that school to complete the table.**

Name of the school	
Location	
Subjects at school	
School facilities	
Outdoor activities	

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2 **Look at the table and tell the class about that school.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to schools, school facilities, and school activities. • pronounce the sounds /tʃ/ and /dʒ/ correctly. • use prepositions of time and place. • ask for details. • read about a famous school. • talk about my school. • listen to an interview about school activities. • write a paragraph about an outdoor activity at my school.			

REVIEW 2 (UNITS 4 - 5 - 6)

LANGUAGE

Pronunciation

1 **Circle the word in which the underlined part is pronounced differently. Listen, check, and repeat the words.** (44)

1.	A. decision	B. vision	C. measure	D. sure
2.	A. ocean	B. cinema	C. musician	D. delicious
3.	A. hot	B. cottage	C. compose	D. lot
4.	A. chicken	B. architect	C. cheap	D. chair
5.	A. condition	B. attention	C. question	D. addition

Vocabulary

2 **Match a word in A with a word or phrase in B. Then complete the sentences with the appropriate phrases.**

A	B
1. perform	a. some apples
2. drink	b. an entrance exam
3. need	c. the guitar
4. pass	d. juice
5. play	e. a classical concert

1. The students learn how to _____ in their music lessons twice a week.
2. We _____ for this recipe.
3. The orchestra will _____ tomorrow.
4. She doesn't allow her children to _____ during dinner.
5. They have to _____ to enter this school.

3 **Underline the correct word to complete the sentences.**

1. Trinh Cong Son is one of Viet Nam's greatest scientists / composers.
2. How many butter / apples do we need for an apple pie?
3. The musicians will perform their final portrait / concert next week.
4. Ha Noi Amsterdam School is for normal / gifted students.
5. Students have to take a(n) entrance / final exam to study at my school.

Grammar

4 **Complete the passages about camping. Use the words and phrases from the boxes.**

How much How many a lot of

Plan your meals in advance. How many sandwiches are you going to make? How many loaves of bread will you need? Do you plan to make popcorn? (1) _____ butter do you need? (2) _____ eggs will you buy? Do you need to buy (3) _____ drinks in advance?

some much many

Making a fire is a skill. And it is easy to learn. You won't need (4) _____ practice before you can make a campfire. Start with (5) _____ paper and leaves. Place the wood on top of these. Don't use (6) _____ big pieces of wood. Just put two or three big pieces over the sticks and keep the rest for later.

5 **Complete the second sentence, using the words in brackets.**

1. I think classical music is not as exciting as rock and roll. (more ... than)
   I think rock and roll _____.
2. The poster in the gallery is the same as the one in my house. (different from)
   The poster in the gallery _____.
3. A ticket to the theatre is cheaper than I expected. (not as ... as)
   A ticket to the theatre _____.
4. The painting in the museum is not different from the painting in the gallery. (like)
   The painting in the museum _____.

SKILLS

Reading

1 **Choose one appropriate option (A, B, or C) to fill in each gap of the paragraph.**

What kind of music do you enjoy? Some people like going to (1) _____ concerts or listening to an orchestra. The musicians wear very formal clothes, and the audience is silent until the end of the (2) _____. If you are a fan of rock music, you can dance to the music or sing some rock songs at football stadiums or in parks. (3) _____ music is often played at weddings and parties in many countries. Nowadays, we can (4) _____ to music in shops and lifts. Teenagers even listen to music when they (5) _____. Music is everywhere!

1.	A. classic	B. class	C. classical
2.	A. performance	B. orchestra	C. band
3.	A. Historical	B. Traditional	C. National
4.	A. hear	B. have	C. listen
5.	A. study	B. do	C. go

Speaking

2 **Work in pairs. Imagine you have just visited a lower secondary school. Ask and answer the questions, using the following suggestions.**

- Where the school is.
- How many teachers and students there are.
- What school facilities are.
- What school outdoor activities students do.

Listening

3 **Listen to a man talking about his meal at a restaurant and tick (✓) the adjectives you hear.** 45

1. fresh ☐
2. tasty ☐
3. fine ☐
4. delicious ☐
5. expensive ☐

4 **Listen again and fill in each gap with ONE word.** 46

Starter (1) _____
Main dish: (2) _____, (3) _____
Dessert: an ice cream
Drink: a glass of (4) _____

Writing

5 **Write a paragraph of about 60 words about a meal you had at a restaurant.**

Last weekend, my parents and I had a meal at a small restaurant in the centre of town. For a starter, I ...

Unit 7 TRAFFIC

THIS UNIT INCLUDES:

Vocabulary
- Means of transport
- Road signs

Pronunciation
Sounds: /aɪ/ and /eɪ/

Grammar
- *It* indicating distance
- *Should / shouldn't*

Skills
- Reading about traffic rules
- Talking about obeying traffic rules
- Listening about traffic problems in Mumbai
- Writing a paragraph about traffic problems

Everyday English
Asking and answering questions about means of transport

GETTING STARTED

Meeting in the schoolyard

1 Listen and read. 147

Lan: Hi, Mark. How are you?

Mark: Good, thanks. And you? What did you do last Sunday?

Lan: I'm fine. Last Sunday afternoon, I cycled round the lake near my home.

Mark: That sounds really healthy. By the way, do you often cycle to school too?

Lan: Yes, but sometimes my mum takes me on her motorbike.

Mark: How far is it from your home to school?

Lan: It's about two kilometres.

Mark: How long does it take you to cycle there?

Lan: About 10 minutes. Sometimes, when there are traffic jams, it takes longer.

Mark: You should be careful, especially when you cross the road.

Lan: Right. The roads get really crowded.

Mark: Hey, how about going cycling round the lake this Sunday?

Lan: Great! Can you come to my house at 3 p.m.?

Mark: OK, Lan. See you then.

2 Read the conversation again and choose the correct answer.

1. How does Lan often go to school?

   A. By bicycle. B. By motorbike.
   C. On foot.

2. It normally takes Lan _____ to get to school.

   A. two minutes B. ten minutes
   C. twenty minutes

3. Lan and Mark agree to go cycling _____.

   A. tomorrow B. every day
   C. at the weekend

3 Write one word from the conversation to complete each sentence.

1. Last Sunday afternoon, Lan _____ round the lake near her home.
2. Mark says to Lan: "You _____ be careful, especially when you cross the road."
3. Traffic _____ are a problem in big cities.
4. – _____ does your mum go shopping?

   – She often walks.
5. This road is very _____ during the rush hours.

4 Look at the pictures and write a word under each.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

5 GAME Find someone who ... Write your friends' names in the blanks. Then report to the class.

Find someone in your class who ...

usually walks to school	_____
never goes to school by bus	_____
cycles for exercise every day	_____
never travels by plane	_____
sometimes goes to school in a car	_____

Example:

A: Do you usually walk to school?

B: Yes, I do. / No, I don't.

A CLOSER LOOK 1

Vocabulary

1 **Match the words in A with the phrases in B.**

A	B
1. ride	a. a car
2. drive	b. a boat
3. sail	c. a bike
4. go	d. by air
5. travel	e. on foot

Make your own sentences with these phrases. Then tell your partner.

Example: 1. c (ride a bike)
My father taught me how to ride a bike.

2 **Look at these road signs. Then write the correct phrases under the signs.**

No right turn	Traffic lights
Cycle lane	No cycling
School ahead	Hospital ahead

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

3 **Work in pairs. Take turns to say which of the signs in 2 you see on the way to school.**

Example:

A: On the way to school, there are crossroads, so I see several traffic lights.

B: On my way to school, there is a hospital, so I see a 'hospital ahead' sign.

Pronunciation

/aɪ/ and /eɪ/

4 **Listen and repeat. Pay attention to the sounds /aɪ/ and /eɪ/.** 48

/aɪ/	/eɪ/
cycle	sail
fly	train
fine	plane
sign	station
motorbike	pavement

5 **Underline the words with the sound /aɪ/ and circle the words with the sound /eɪ/. Then listen, check and repeat.** 49

1. The bus station is far from my house.
2. Remember to ride your bike carefully.
3. We must obey traffic rules for our safety.
4. You have to get there in time for the train.
5. Don't ride on the pavement.

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A CLOSER LOOK 2

Grammar

It indicating distance

We can use *It* in the position of the subject to indicate distance.

Example:

It is about 300 metres from my house to the bus stop.

1 **Write sentences with *It*. Use these cues.**

Example:

500 metres / my house / nearest shop.

→ It is about 500 metres from my house to the nearest shop.

1. 700 metres / my flat / Youth Club.
2. 5 kilometres (km) / my village / nearest town.
3. only a short distance / my house / my school.
4. 384,400 km / the Earth / the Moon.
5. not very far / Ha Noi centre / Noi Bai Airport.

2 **Work in pairs. Ask and answer questions about distances in your neighbourhood.**

Example:

A: How far is it from your home to the gym?

B: It's about 3 kilometres.

You can use these cues:

- your home – open market / supermarket
- your home – playground
- your home – hospital
- your home – train station

...

Should / shouldn't

3 **Choose the correct option in brackets.**

1. That's an interesting book. You (should / shouldn't) read it.
2. You nearly fell off your bike! You really (should / shouldn't) be more careful.
3. We (should / shouldn't) go swimming right after eating.
4. I think that he (should / shouldn't) eat less. He's becoming overweight.
5. There are a lot of cars out today. He (should / shouldn't) drive so fast.

Remember!

We use **should** (negative: **shouldn't**):

- to give advice.

  Example: You **shouldn't** go out late at night.

- to say what is the correct or best thing to do.

  Example: We **should** go now, or we might get stuck in a traffic jam.

4 **Complete each sentence, using *should / shouldn't*.**

1. We _____ ride our motorbikes very fast in the rain.
2. You _____ study instead of watching YouTube.
3. My little sister _____ play outside late at night.
4. You _____ help your mum wash the dishes after dinner.
5. You look tired. You _____ probably get some sleep.
6. The children _____ eat so much ice cream.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

5 **Look at the pictures. Make sentences, using *should* / *shouldn't* and the cues.**

1. waste water

2. wear their helmets

3. be more careful

4. play football on the pavement

5. ride their bikes dangerously

COMMUNICATION

Everyday English

Asking and answering about means of transport

1 **Listen and read the conversation, paying attention to the highlighted parts.** Track 50

Nick: How does your mum get to work?

Minh: She goes by motorbike. What about your mum?

Nick: She usually goes by bus. Sometimes she cycles.

2 **Work in pairs. Take turns to ask and answer about the means of transport your family members use every day.**

Strange traffic rules!

3 **When you go on the road, which side do you keep, to the right or to the left?**

Which countries below keep to the left? Tick (✓) the correct answers.

1. The United Kingdom	____
2. The United States of America	____
3. Australia	____
4. Thailand	____
5. China	____

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4 **Listen and check your answers in 3. Then listen again and complete the sentence with no more than THREE words.** 51

One explanation is that some countries use _____ as the UK.

5 **Read the strange driving rules below.**

1. In Alaska, you are not allowed to drive with a dog on the roof of your car.

2. In Moscow, police will fine you if you drive a dirty car.

3. A man has to wear a shirt or T-shirt while driving in Thailand.

4. In South Africa, you have to let animals go first.

5. In Switzerland, you can't wash your car on Sunday.

6. In Wisconsin, USA, you must always ride your bike with both hands on the handlebars.

Work in groups. Which one do you think is the strangest?

Do you know any other strange traffic rules?

SKILLS 1

Reading

1 **Look at the picture. Can you see anything that is dangerous?**

2 **Read the following text and choose the correct answer.**

This text is about _____.

A. rules for pedestrians
B. traffic lights
C. traffic rules

These are some rules about road safety. It is important to obey these rules when you are a road user.

Pedestrians

1. Always look carefully when you cross the street.
2. Use the pavement or footpath.
3. Walk across the street at the zebra crossing.
4. Don't cross the road on a red light.

Cyclists

1. Always keep both hands on the handlebars.
2. Wear helmets, and always use the cycle lane.
3. Give a signal before you turn.
4. Don't carry more than one passenger.

Passengers

1. Fasten your seatbelt when you are in a car.
2. Wait for buses to fully stop before getting on or off.
3. Don't talk to the driver when he / she is driving.
4. Don't stick any body parts out of the window of a moving vehicle.

3 **Read the text again and answer the questions.**

1. Where should pedestrians cross the street?
2. Which lane should you use when riding a bike?
3. What should you do before you turn while riding a bike?
4. What must you do when you get on or off a bus?
5. What mustn't you do when you are in a moving vehicle?

Speaking

4 **Work in groups. Ask and answer the following question.**

When you are a road user, what should you NOT do?

Make a list in groups. Compare your list with other groups'.

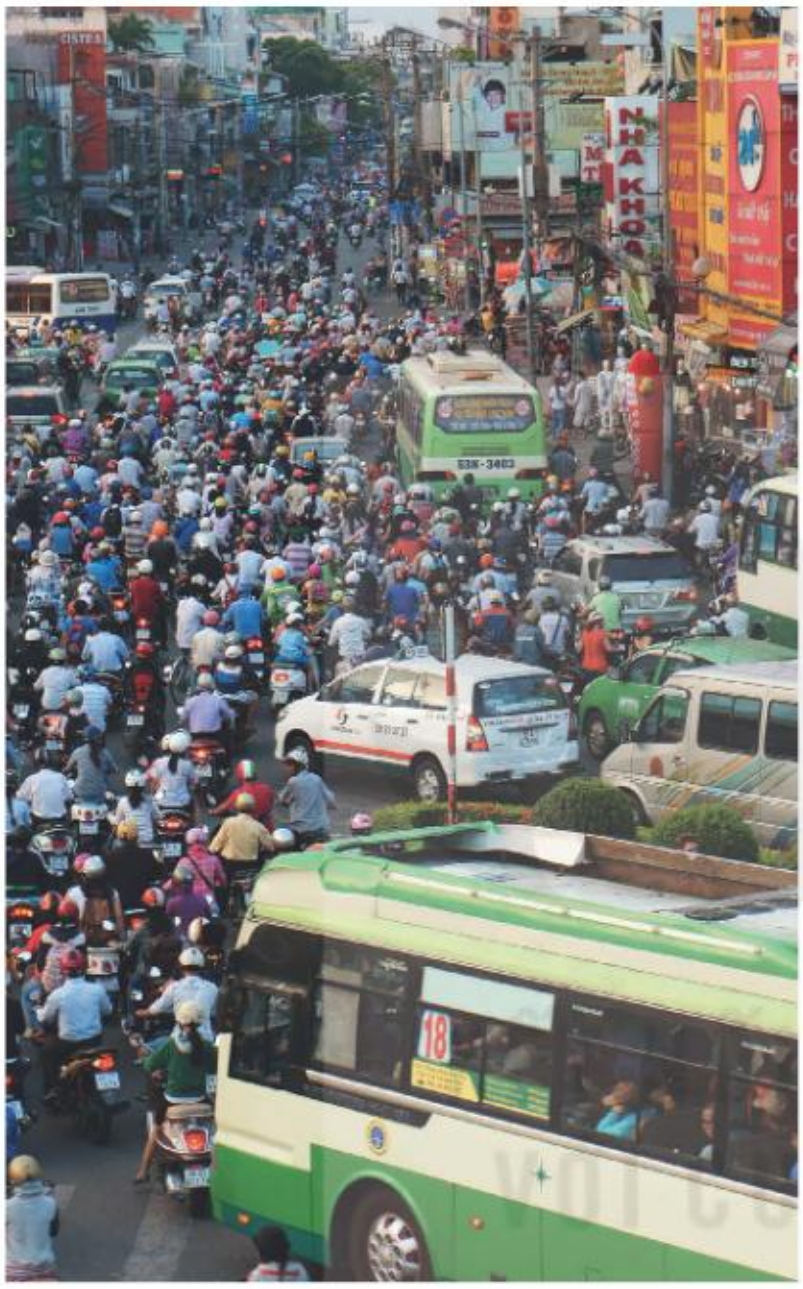
5 **Read the following sentences about these people. Then work in groups. Discuss who is being safe, and who isn't.**

1. Hoang is riding a bike, and he is wearing a helmet.
2. It is raining hard, but Mr Long is driving quickly.
3. The students are standing in a line to get on the school bus.
4. Mr Binh is taking his daughter to school on his motorbike. She is sitting in front of him.
5. Michelle is cycling to school and she is waving and shouting to her friends.

SKILLS 2

Listening

1 **What can you see in this picture? What is special about it?**



2 **Listen to the recording and choose the correct answer A, B, or C.** 52

The talk is about _____.

A. traffic in big cities

B. the population increase in Mumbai

C. the traffic problems in Mumbai

3 **Listen again and write ONE word or number in each gap.** 53

1. Traffic _____ happen nearly every day in Mumbai.
2. One reason for the traffic _____ is the increase of the population.
3. Mumbai has nearly _____ million people.
4. The _____ in Mumbai are narrow.
5. Many road users do not _____ the traffic rules.

Writing

4 **Tick (✓) the traffic problems in big cities in Viet Nam.**

- ☐ too many vehicles on the road
- ☐ narrow and bumpy roads
- ☐ some people not obeying traffic rules
- ☐ young children riding their bikes dangerously
- ☐ wild animals running across the road

5 **Write a paragraph of about 70 words about the traffic problems in your town / city. Use the cues above, and the following outline:**

- Introduction
- Problem 1:
- Problem 2:
- ...
- Conclusion: reason or suggestion

LOOKING BACK

Vocabulary

1 **Label each sign.**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Work in pairs. What does each sign tell us to do?

Example:

1. A "red light" sign means you have to stop.

2 **Fill in each gap with one word to complete the sentences.**

1. A road _____ is anyone who uses a road, such as a pedestrian, cyclist or motorist.
2. Does your dad _____ his motorbike carefully?
3. A _____ is a person travelling in a car, bus, train, ... but not driving.
4. My cousin wants to become a pilot. He is learning to _____ planes.
5. We should be careful when the _____ light turns yellow.

Grammar

3 **Write complete sentences, using these cues.**

1. over 100 km / my home town / Ho Chi Minh City.
2. about 25 km / here / my grandparents' house.
3. not very far / our school / the city museum.
4. how far / your house / the gym?
5. it / a long distance / Ha Noi / Ban Gioc Waterfall?

4 **Choose A, B, or C to complete the sentences.**

1. You _____ put the rubbish in the waste bins over there.
   A. should B. would
   C. shouldn't
2. You _____ be over eighteen to ride a motorbike.
   A. would B. must
   C. could
3. Children _____ ride their bikes too fast.
   A. mightn't B. wouldn't
   C. shouldn't
4. I am a bit lost. _____ you help me, please?
   A. Could B. Should
   C. Might
5. You _____ eat so many cookies. Too much sugar is bad for you.
   A. couldn't B. wouldn't
   C. shouldn't
6. This is a big park. You _____ run or cycle here.
   A. should B. can
   C. could

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PROJECT

TRAFFIC SIGNS

Work in groups.

1 **Find four traffic signs in your neighbourhood. Take pictures of them, or draw them.**

2 **Make one of these traffic signs out of cardboard or other materials.**

3 **Show it to the class and say:**

- where you saw it.
- what it is.
- what it tells people to do / not to do, warns people about, or gives information about.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to the topic *Traffic*.			
• pronounce the sounds /aɪ/ and /eɪ/ correctly.			
• use *it* to indicate distance.			
• use *should / shouldn't*.			
• ask and answer questions about means of transport.			
• read about traffic rules.			
• talk about obeying traffic rules.			
• listen about traffic problems in a city.			
• write a paragraph about traffic problems.			

Unit 8 FILMS

THIS UNIT INCLUDES:

Vocabulary

- Types of films
- Adjectives describing films

Pronunciation

Sounds: /ɪə/ and /eə/

Grammar

Connectors: *although / though* and *however*

Skills

- Reading about a film review
- Talking about a film
- Listening about a film
- Writing a paragraph about one's favourite film

Everyday English

Accepting and declining suggestions

GETTING STARTED

Let's go to the cinema tonight!

1 Listen and read. 154

Mark: Let's go to the cinema tonight!

Mi: Good idea! What shall we see?

Mark: *A Nightmare* is on at Sao Mai Cinema tonight.

Mi: Is it a fantasy?

Mark: No, it's a horror film.

Mi: That's too scary for me. Look! *An Old Pier* is on at Town Cinema. It's a documentary.

Mark: I don't really like documentaries. They're often boring. What about *Our Holiday*?

Mi: What kind of film is it?

Mark: It's a comedy.

Mi: And who stars in it?

Mark: Kate Harrison and Lily Collins.

Mi: Um, they're pretty good. What's it about?

Mark: It's about two women living in different countries and they decide to exchange houses.

Mi: What are the **reviews** like?

Mark: Well, although a few people say it's a bit silly, most say it's funny and interesting.

...

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2 Read the conversation again and choose the correct answer to each question.

1. What does Mark suggest doing tonight?
   - A. Watching a TV show.
   - B. Watching a film.
   - C. Staying at home.
2. Why doesn't Mark want to see *An Old Pier?*
   - A. He doesn't like that type of film.
   - B. It's not on at a convenient time.
   - C. He saw it last week.
3. The word "**reviews**" in the conversation mostly means _____.
   - A. people's opinions about a film
   - B. interesting scenes in a film
   - C. what people don't like about a film
4. What do people think of *Our Holiday?*
   - A. Everyone likes it.
   - B. No one likes it.
   - C. Most people like it.

3 Choose the correct word or phrase to complete each of the following sentences.

1. A film that tries to make the audience laugh is a (comedy / documentary).
2. A film that is based only on imagination, not on real facts, is a (comedy / fantasy).
3. A film that shows real life events or stories is a (documentary / horror film).
4. A film that is set in the future, often about science, is a (cartoon / science fiction film).
5. A film in which strange and frightening things happen is a (horror film / comedy).

4 Complete the following sentences with the words in the box.

funny	boring
frightening	moving
interesting	

1. Going to the hospital can be _____ for a child.
2. The film was so _____ that the audience couldn't stop laughing.
3. Many people cried when they saw the _____ scenes of the film.
4. The film last night was so _____ that we fell asleep.
5. This book is _____. I got a lot of useful information from it.

5 Work in pairs. Ask and answer about a type of film. Use some of the adjectives in 4.

Example:

A: Do you like documentaries?
B: No, I don't.
A: Why not?
B: I think they're boring.

A CLOSER LOOK 1

Vocabulary

1 Match the following adjectives with their meanings.

1. dull	a. difficult to understand, not clear
2. violent	b. not interesting or exciting
3. confusing	c. giving pleasure
4. shocking	d. containing lots of fighting and killing
5. enjoyable	e. very surprising and difficult to believe

2 Complete the following sentences, using the adjectives in 1.

1. I found the film *A Polluted Planet* hard to believe. It's a very _____ documentary.
2. The film was so _____ that we almost fell asleep.
3. I think you will enjoy *Our Holiday*. It's quite _____.
4. There were too many fights in the film. It was too _____.
5. I didn't really understand the film. It was very _____.

3 Work in pairs. Ask and answer questions about a film you saw recently.

Example:

A: What film did you see recently?

B: *Skyfall.*

A: What do you think of it?

B: It's too violent.

Pronunciation

/ɪə/ and /eə/

4 Listen and repeat the words. Pay attention to the sounds /ɪə/ and /eə/. 55

/ɪə/	/eə/
idea	nightmare
pier	their
really	share
fear	hair
ear	chair

5 Listen and repeat, paying attention to the underlined words. 56 **Then practise the sentences.**

1. Is there a cinema near here?
2. There's a chair under the stairs.
3. Put your earphones near here.
4. I don't care about your idea.
5. Our aeroplane is up there, in the air.

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A CLOSER LOOK 2

Grammar

Although / though

We use *although / though* before a clause to connect two contrasting ideas in the same sentence.

Example:

Although / Though John Peters is an amateur actor, he gave a great performance in his latest film.

John Peters gave a great performance in his latest film **although / though** he is an amateur actor.

However

We use *however* to contrast ideas in two sentences. We normally use a comma after it.

Example:

John Peters is an amateur actor. **However**, he gave a great performance in his latest film.

1 **Combine the two sentences, using *although / though*.**

Example:

She watched the film twice.
She didn't understand the film.

→ Although / Though she watched the film twice, she didn't understand it.

→ She didn't understand the film although / though she watched it twice.

1. The questions were very difficult. He solved them easily.
2. He was a great actor. He never played a leading role in a film.
3. They spent a lot of money on the film. The film wasn't a big success.
4. The film was a comedy. I didn't find it funny at all.
5. We played well. We couldn't win the match.

2 **Complete the sentences, using *although / though* or *however*.**

1. _____ the acting in the film was good, I didn't like its story.
2. I felt really tired. _____, I went to see the film.
3. I really enjoyed the new film _____ most of my friends didn't like it.
4. He studied hard for the exam. _____, he failed it.
5. Mai speaks English very well _____ her native language is Vietnamese.

3 **Use your own ideas to complete the following sentences. Then compare your sentences with a partner's.**

1. I don't really like the film though _____.
2. He felt very well. However, _____.
3. The film was a great success. However, _____.
4. Although it rained all day, _____.
5. The music in the film was terrible. However, _____.

4 Choose the correct answer A, B, or C to complete each sentence.

1. Mary overslept this morning _____ she went to bed early last night.
   A. although B. because
   C. so
2. _____ the sun is shining, it isn't very warm.
   A. Because B. However
   C. Though
3. I don't like running, _____ I like swimming.
   A. but B. so
   C. however
4. _____ the film was exciting, Jim fell asleep in the cinema.
   A. However B. Because
   C. Although
5. The story of the film is silly. _____, many people still enjoyed it.
   A. However B. Though
   C. But

5 GAME Chain story

Work in groups. Develop a story using *although / though*.

Although it rained yesterday, ...

Example:

A: Although it rained yesterday, we went shopping.

B: Although / Though we went shopping, we didn't buy anything.

C: ...

COMMUNICATION

Everyday English

Accepting and declining suggestions

1 Listen and read the conversations. Pay attention to the highlighted sentences. 57

Tom: How about going to the cinema tonight?

Anna: That's a great idea.

Minh: Let's go to see *A Nightmare* at Sao Mai Cinema tonight.

Mi: I'd love to, but that's too far for me to travel.

2 Work in pairs. Make similar conversations with the following situations.

- Student A suggests going to the cinema and student B accepts.
- Student A suggests going for a picnic but student B declines.
- Student A suggests playing badminton after school and student B accepts.

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VỚI CUỘC SỐNG

SKILLS 1

A survey about films

3 **Listen to the conversation and fill in the blanks with the words you hear.** 58

Tom: Hi Lan. I'm doing a survey about films. Can I ask you some questions?

Lan: Sure. Go ahead.

Tom: What kind of films do you like (1) _____?

Lan: I love (2) _____.

Tom: What's the name of your (3) _____ comedy?

Lan: It's *Dr Johnny*.

Tom: Who (4) _____ in it?

Lan: Bill Harris.

Tom: What do you think of it?

Lan: It's very (5) _____.

Tom: Thank you.

4 **Work in groups. Do a survey about your group members' favourite films.**

Member's name	Lan	
Name of the film	*Dr Johnny*	
Type of film	Comedy	
Main actor(s)/ actress(es)	Bill Harris	
Reviews	very funny	

5 **Report your results to the class.**

Example:

In our survey we interviewed three members: Lan, ... and ...
Lan likes comedies best.
Her favourite comedy is ...

Reading

1 **Work in pairs. Discuss the following questions.**

Do you like fantasies?
Why or why not?

2 **Read the film review of *Harry Potter and the Sorcerer's Stone* on Mark's blog. Match the words with their meanings.**

Mon, Apr 20th

Harry Potter and the Sorcerer's Stone is a fantasy. Its director is Chris Columbus. It is the first of the Harry Potter film **series**.
Daniel Radcliffe is one of the stars in the film.

The film tells the story of Harry Potter. He's a powerful **wizard**. He is a student at a school for wizards and learns about himself, his family, and the bad things happening around him.

The film received a lot of good reviews. People say it's a **must-see** for teens. I agree because the story is **gripping** and the acting is excellent. The music is also amazing.

Although *Harry Potter and the Sorcerer's Stone* is a little frightening at times, it is very interesting and full of action. Go and see it if you can.

Posted by Mark at 5.30 p.m.

Words	Meanings
1. series	a. something that is so good that you think others should see it
2. wizard	b. related films that tell stories about the same characters
3. must-see	c. very exciting or interesting
4. gripping	d. a man who has magical powers

3 **Read Mark's blog again and answer the questions.**

1. What kind of film is *Harry Potter and the Sorcerer's Stone*?
2. Who is Daniel Radcliffe?
3. What is the film about?
4. What do people say about the film?

Speaking

4 **Look at the table. Work in pairs. Ask and answer questions about the film *Kungfu Boy*.**

Film's name	*Kungfu Boy*
Director	John Stevenson
Type of film	Comedy
Main actor / actress	Bruce Wane
Main content	About a very big boy who saves his town and becomes a hero
Reviews	Funny and interesting
Time	4.30 p.m. and 8.30 p.m. daily
Place	Ngoc Khanh Cinema

Example:

A: How about seeing a film this evening?

B: That's a great idea. What film shall we see?

A: *Kungfu Boy*.

B: What kind of film is it?

...

5 **Work in groups. Take turns to talk about the film *Kungfu Boy*.**

Example:

Kungfu Boy is on at ... at ... p.m.
It's a(n) ... about ...

SKILLS 2

Listening

1 **Work in pairs. Discuss the following question.**

What do you like / dislike about a comedy?

2 **Mark and Hoa are talking about the film *Naughty Twins*. Listen to their conversation. Who stars in the film?** 59

3 **Listen to the conversation again. Choose the best answer to each question below.** 60

1. *Naughty Twins* is a _____.
   - A. comedy
   - B. science fiction film
   - C. horror film
2. The main characters are _____.
   - A. old classmates
   - B. twin brothers
   - C. twin sisters
3. Where do the twins meet each other for the first time?
   - A. At a summer camp.
   - B. At a summer school.
   - C. At a hospital.
4. People say *Naughty Twins* is a film that _____.
   - A. young people should see
   - B. young people shouldn't see
   - C. is shocking

Writing

4 **Make notes about one of your favourite films.**

Name of the film: _____

Type of film: _____

Its main actor(s) / actress(es) or director: _____

A short summary of the film: _____

Other features of the film (the acting, music, etc.): _____

Reviews about the film: _____

5 **Write a paragraph of about 70 words about your favourite film, using the information in 4.**

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LOOKING BACK

Vocabulary

1 Match the types of film in column A with their descriptions in column B.

A	B
1. science fiction film	a. This type of film makes you laugh.
2. comedy	b. This type of film has supernatural events.
3. horror film	c. This type of film gives us useful information about animals, science or technology.
4. documentary	d. This type of film is about life in the future, robots, and space travel.
5. fantasy	e. This is a frightening type of film.

2 Give an example for every film type in the box.

comedy documentary
fantasy horror film
science fiction film

Example: a comedy: *Mr Bean*

3 Choose the correct answer A, B, or C to complete each sentence.

1. The film was long and _____. Many people went home before it ended.
   A. funny B. shocking
   C. dull
2. The film is too _____ with a lot of fighting and killing scenes.
   A. funny B. violent
   C. interesting
3. A _____ story often makes us feel afraid.
   A. moving B. interesting
   C. frightening
4. The news was _____. I couldn't believe it.
   A. shocking B. funny
   C. confusing
5. _____ films often make us cry.
   A. Amusing B. Moving
   C. Funny
6. The road signs were _____ and we soon got lost.
   A. confusing B. shocking
   C. interesting

Grammar

4 Match the sentences or sentence halves in columns A and B.

A	B
1. Although he arrived late,	a. people still buy them.
2. The film received good reviews.	b. However, the number of people going to cinemas is increasing.
3. Though popcorn and other snacks in the cinema are very expensive,	c. I don't want to stay home tonight.
4. Cinema tickets are expensive.	d. he left the cinema early.
5. Although I don't really like to go to the cinema,	e. However, only a few people saw it.

PROJECT

YOUR FAVOURITE FILM

Work in groups.

1 **Choose one of your favourite films and design a poster for it, including:**

- name of the film
- type of film
- its director and main actors / actresses
- a short summary
- your overall opinion about the film
- the showtime and cinema
- pictures or photos to illustrate the film

2 **Organise them into an exhibition.**

3 **Vote for the best poster.**

Now I can ...	✓	✓✓	✓✓✓
• use the words to describe types of films. • pronounce the sounds /ɪə/ and /eə/ correctly. • use connectors *although / though* and *however*. • accept and decline suggestions. • read about a film review. • talk about a film. • listen about a film. • write a paragraph about one's favourite film.			

Unit 9 FESTIVALS AROUND THE WORLD

THIS UNIT INCLUDES:

Vocabulary

- Types of festivals
- Festival activities

Pronunciation

Stress in two-syllable words

Grammar

Yes / No questions

Skills

- Reading about an unusual festival
- Talking about a festival that someone joined
- Listening about a festival
- Writing an email to describe a festival

Everyday English

Expressing disappointment

GETTING STARTED

A Tulip Festival

1 Listen and read. 61

Mark and Trang: Good afternoon, Ms Hoa.

Ms Hoa: Oh, hi. Come in.

Trang: Wow! This is a nice cozy room, Ms Hoa. I like the photos on the wall. I can see you among all those tulips. Where did you take the photos?

Ms Hoa: I took them at the Tulip Festival in Australia last September.

Mark: Really? I went to a tulip festival two years ago but it was in the Netherlands. It was the Dutch Tulip Festival.

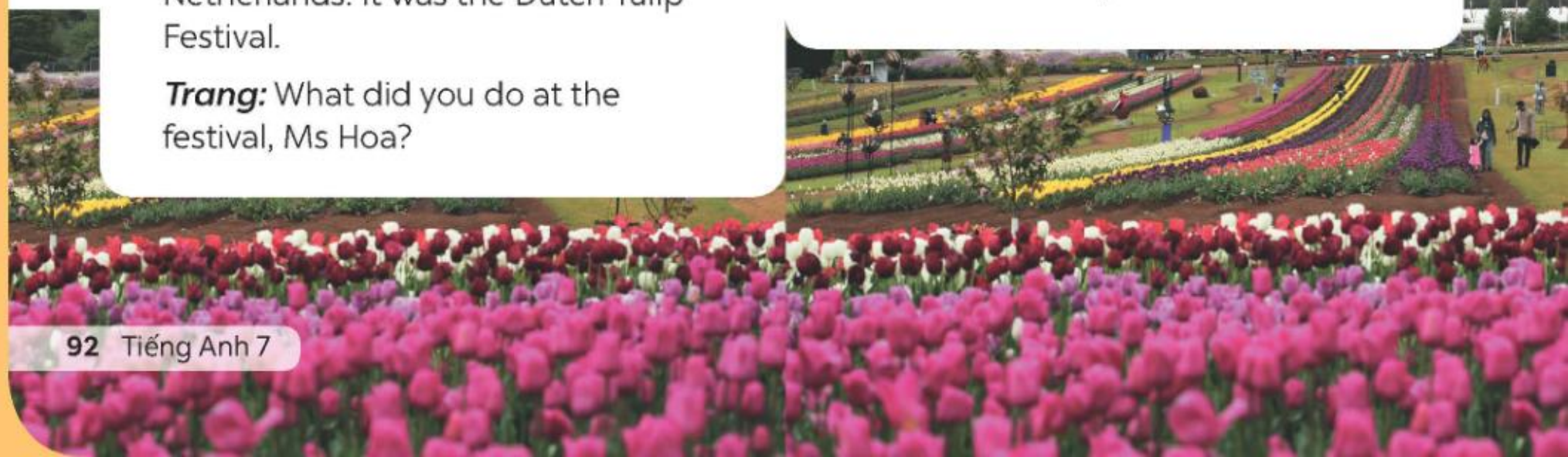
Trang: What did you do at the festival, Ms Hoa?

Ms Hoa: I watched Dutch folk dances. The dancers wore traditional costumes. I also got a chance to try some delicious Dutch food and drinks. What about you, Mark?

Mark: I watched folk dances too, but there wasn't any food or drinks. I also saw beautiful tulip floats at a parade.

Trang: Do they hold the festival every year in Australia?

Ms Hoa: Yes, they do.



2 Read the conversation again. Who did the following activities? Tick (✓) the correct column. Sometimes you need to tick both.

	Ms Hoa	Mark
1. went to the Tulip Festival in Australia		
2. went to the Tulip Festival in the Netherlands		
3. tried Dutch food and drinks		
4. watched traditional Dutch dancing		
5. saw tulip floats		

3 Write a word or phrase from the box under each picture.

costumes	fireworks display
feast	parade
float	folk dance

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

4 Fill in each blank with a word or phrase from 3. You may have to change the form of the word or phrase.

1. The dancers performed _____ at the Tulip Festival.
2. On New Year's Eve, we went to Hoan Kiem Lake to watch the _____.
3. For Tet, we usually prepare a _____ with special food.
4. People hold flower _____ in several countries to welcome the new season.
5. The _____ carried the dancers in special _____.

5 QUIZ What festival is it?

Match each description with a festival.

1. At this festival, people eat moon cakes.	a. La Tomatina
2. At this festival, people throw tomatoes.	b. Cheese rolling
3. People eat *banh chung* at this festival.	c. Christmas
4. People decorate pine trees and give each other gifts.	d. Tet
5. People chase after a wheel of cheese.	e. Mid-Autumn Festival

A CLOSER LOOK 1

Vocabulary

1 **Write under each picture a festival name from the box.**

Cannes Film Festival	Christmas
Mid-Autumn Festival	Halloween
Thanksgiving	Easter

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

2 **Complete the table below with the phrases from the box.**

having a feast	chocolate eggs
turkey	carving pumpkins
moon cakes	candy apples
painting eggs	performing a lion dance

Festival	Food	Activity
Easter		
Halloween		
Mid-Autumn Festival		
Thanksgiving		

3 **Fill in each blank with a word or phrase from the box.**

painting eggs	Christmas
Mid-Autumn Festival	candy apples
Cannes Film Festival	turkey

1. At _____, people give gifts to each other.
2. My children love _____ at Easter.
3. How many _____ do you need for the Halloween party?
4. At the _____, there are many interesting films.
5. Performing lion dances is one of the activities at the _____.
6. Bill's mum is cooking a _____ for Thanksgiving.

Pronunciation

Stress in two-syllable words

4 **Listen and repeat. Then underline the stressed syllable in each word.** 62

Nouns and Adjectives	Verbs
costume	enjoy
fireworks	decide
turkey	discuss
happy	prepare

5 **Listen and repeat the sentences. Underline the stressed syllables in the bold words.** 63

1. We're going to **attend** an Easter **party** at Nick's house.
2. The **dancers** will **perform** traditional dances at the festival.
3. At **Christmas**, people usually buy **presents** for their family.
4. Did you go to the Da Lat **Flower** Festival with your **parents**?
5. My aunt is **clever** and **patient**.

A CLOSER LOOK 2

Grammar

Yes / No questions

- These questions need either a *Yes* or *No* answer.
- We form a *Yes / No* question with an auxiliary verb (*be*, *do* or *have*) or with a modal verb. We put the auxiliary verb or modal verb before the subject.

Example:

– **Are** you eating moon cakes?
Yes, I am.
– **Did** they eat moon cakes at the festival last year?
No, they didn't.
– **Can** he eat all these moon cakes?
Yes, he can.

- We don't use an auxiliary verb when we use *be* as a main verb.

Example:

Is that your Christmas present?
Yes, it is.

1 **Fill in each blank with a correct auxiliary verb or modal verb.**

1. _____ they hold the festival in Ha Noi every year?
2. _____ he visit Hoi An last year?
3. _____ they performing folk dances?
4. ***A:*** _____ you make *banh chung*?
   B: Yes, I can.
5. _____ your brother usually come back home at Tet?

2 **Change the sentences into *Yes / No* questions.**

1. My mother can make a costume for me.
2. She will bake a birthday cake for him.
3. The dragon dances are interesting.
4. The Rio Carnival takes place every year in Brazil.
5. They saw a fireworks display on New Year's Eve.

3 **Match the questions in column A with their answers in column B.**

A	B
1. Will you help me take a photo?	a. Yes, he is.
2. Is he painting Easter eggs?	b. No, I'm not.
3. Do they eat candy apples on Halloween?	c. Yes, I will.
4. Are you excited about your holiday?	d. No, she can't.
5. Can she perform Dutch folk dances?	e. Yes, they do.

4 **Mark is talking to Trang about the Mid-Autumn Festival. Fill in the blanks with Trang's answers below.**

a. Yes, we do. We watch lion dances, too.
b. No, we celebrate it in the middle of the eighth lunar month.
c. Yes, I do. It's one of my favourite festivals.
d. Yes. Just come over to my house on the night of the festival.
e. Yes, we do. We also have some autumn fruits.

Mark: Do you celebrate the Mid-Autumn Festival in December?

Trang: (1) _____.

Mark: Do you eat moon cakes at the festival?

Trang: (2) _____.

Mark: Do you make lanterns at the festival?

Trang: (3) _____.

Mark: Do you like the festival?

Trang: (4) _____.

Mark: Can I join the festival with you next month?

Trang: (5) _____.

5 GAME Festival mystery

Work in groups. One student thinks of a festival he / she likes. Other students ask *Yes / No* questions to find out what the festival is.

Example:

A: Do many countries celebrate the festival?

B: Yes, they do.

C: Do children like the festival?

B: Yes, they do.

A: Do they paint eggs?

B: Yes, they do.

C: Is it Easter?

B: Yes, it is.

COMMUNICATION

Everyday English

Expressing disappointment

1 Listen and read the conversation. Pay attention to the highlighted sentences. 64

Mi: How was the music festival last Sunday?

Mark: It was disappointing!

Mi: Why?

Mark: The band was late.

Trang: And the singers weren't very good either. It was a big disappointment.

2 Work in groups. Make a similar conversation for each situation below.

1. Your friend went to a film festival for teenagers, but there were not many films he / she liked.
2. Your friend went to the market to buy decorations for the Mid-Autumn Festival. But there were not many decorations to choose from.

Festival symbols

3 Listen to Mark talking about festival symbols. Fill in each blank with ONE word. 65

1. A symbol is an image we use or _____ of when celebrating a festival.
2. A symbol usually has a special _____.
3. The Christmas tree is the symbol of a long _____.
4. Santa Claus is the symbol of joy and _____.

4 Work in pairs. Match each festival with its symbol and meaning.

1. Mid-Autumn Festival	A. black cat	a. It is the symbol of a new life because it has a lot of babies.
2. Halloween	B. The Golden Palm	b. It is the symbol of the moon, prosperity and family reunion.
3. Easter	C. moon cake	c. It is the symbol of bad luck.
4. Cannes Film Festival	D. Easter Bunny	d. It is the symbol of the winner's prize.

5 Work in groups. Choose a festival and talk about its symbol(s) and meaning.

Example: When we talk about Christmas, we think of the Christmas tree. It is the symbol of a long life.

SKILLS 1

Reading

1 Work in pairs. Look at the pictures. Which events do you think happen at the Twins Day Festival?

Double Take Parade

Cheese Rolling

Talent Show

Now quickly read the email below and check your answers.

New Message

From: mark@usmail.com

To: nick@ukmail.com Cc Bcc

Subject: Amazing Twins Day Festival!

Hi Nick,
My family and I arrived in Twinsburg, Ohio two days ago. People here hold the Twins Day Festival every year. It happens on the first weekend in August. It's the largest gathering for twins in the world. Thousands of twins come from different countries.
Yesterday morning my twin sister and I joined the Double Take Parade, a parade of twins. We wore uniforms and walked together. Then we saw a Talent Show. It featured singing, dancing, comedy, and other things. I loved the performance by the twins from Korea the most.
This morning we ran in the Fun Run. We didn't win but had a lot of fun. This afternoon we took photos with twins from other countries.
This is one of the most exciting festivals I've been to.
I'm getting sleepy, so bye for now.
Best,
Mark

2 **Match each word from the email in 1 with its meaning.**

1. gathering	a. two children born to the same mother at the same time
2. featured	b. meeting
3. twins	c. the act of entertaining other people by singing, dancing, and playing music, etc.
4. performance	d. showed something as the most important part

3 **Read the email again. Complete each sentence with no more than TWO words.**

1. People hold the festival in Twinsburg on the _____ every August.
2. There are twins from many _____.
3. In the Double Take Parade, twins in uniforms _____.
4. Mark enjoyed the _____ by the Korean twins the most.
5. Mark and his twin sister ran in the _____.
6. In his opinion, the festival was very _____.

Speaking

4 **Match the questions and answers about a festival someone joined.**

1. What festival did you join?
2. Where and when did you join it?
3. Why do people celebrate it?
4. What did you do there?
5. Did you like the festival? Why or why not?

a. Yes, very much because there was a lot to do.

b. I joined the festival in Dak Lak last March.

c. I watched people play drums, sing traditional songs, and dance. I also played traditional games with the children there.

d. I joined the Hoi Mua Festival.

e. They celebrate it to thank the Rice God and pray for a better new crop.

5 **Work in pairs. Ask and answer about a festival you and your friend joined, using the questions in 4 as cues. Tell the class about the festival your partner joined.**

SKILLS 2

Listening

1 **Look at the animal below. Discuss the following questions with a partner.**

1. What is it?
2. What festival is it a part of?

2 **Now listen to Mark talking about how his family celebrates a festival. Check your answers.** 66

3 **Listen again and decide if the statements are true (T) or false (F).** 67

	T	F
1. Only people from the USA celebrate Thanksgiving.		
2. People celebrate it on the third Thursday of November.		
3. Family members and friends usually gather to have a feast.		
4. In his family, only adults prepare the feast.		
5. Cornbread is one of the traditional dishes.		
6. After the feast, they play board games.		

Writing

4 **Think about a festival that your family usually celebrates. Fill in the blanks with your answers.**

5 **Now write an email of about 70 words to tell Mark about the festival. Use the notes in 4.**

New Message

From:

To: Cc Bcc

Subject:

Dear Mark,

How are you? I'm going to tell you about _____

_____

_____

_____

_____

I hope one day you can join the festival with us.

Cheers,

LOOKING BACK

Vocabulary

1 Circle the correct words or phrases in brackets.

1. There wasn't a (light / fireworks) display on New Year's Eve last year.
2. She was the best actress at the (Cannes Film Festival / music festival) last year.
3. At Easter, children enjoy (painting / buying) Easter eggs.
4. People prepare (moon cakes / candy apples) for Halloween.
5. For (Thanksgiving / Tet), people have a feast with turkey, cornbread, and sweet potatoes.

2 Complete each sentence by filling in the blank with a word or phrase in the box.

floats	costumes
Bunny	gathering
lion dances	

1. The best part of the Mid-Autumn Festival is the performance of _____.
2. There are flower _____ in the Tulip Festival.
3. We like to wear traditional _____ at Tet.
4. One of the symbols of Easter is the Easter _____.
5. The Twins Day Festival is the largest _____ for twins in the world.

Grammar

3 Choose the correct question A or B.

1. A. Did you go to the Lim Festival yesterday?
   B. Are you go to the Lim Festival yesterday?
2. A. Are they always celebrate the festival in May?
   B. Do they always celebrate the festival in May?
3. A. Will you wear a costume for Halloween?
   B. Will do you wear a costume for Halloween?
4. A. Does he interest in joining the festival?
   B. Is he interested in joining the festival?
5. A. Do people listen to traditional songs at the Hoi Mua Festival last year?
   B. Did people listen to traditional songs at the Hoi Mua Festival last year?

4 Answer the following questions about yourself.

1. Are you interested in festivals?
2. Do you eat *banh chung* at Tet?
3. Can you cook any traditional food?
4. Did you see a fireworks display last year?
5. Does your family gather together at Tet?

PROJECT

A NEW FESTIVAL

Work in groups.

1 **Think of a new festival that you would like to celebrate. Discuss the following points:**

- Name of the festival
- Time and place of the festival
- Festival activities

2 **Draw pictures of the new festival or cut out pictures from magazines.**

3 **Present your festival to the class.**

4 **Vote for the best festival.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to types of festivals and festival activities. • pronounce two-syllable words with correct stress. • use *Yes / No* questions. • express disappointment. • read about an unusual festival. • talk about a festival that I joined. • listen about a festival. • write an email to describe a festival.			

REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

1 **a Choose the word in which the underlined part is pronounced differently.**

1. A. careful B. patient C. parade
2. A. tonight B. time C. favourite
3. A. feature B. clear C. appear

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

4. A. helmet B. transport C. believe
5. A. enjoy B. boring C. arrive

Vocabulary

2 **Write the phrases from the box under the road signs.**

Walking only	Road work
School ahead	No left turn
Turn right ahead	

1. _____ 2. _____ 3. _____

4. _____ 5. _____

3 **Fill in each blank with a suitable word from the box.**

shocking	feast	Easter
fantasy	violent	

1. A _____ is a special meal with very good food.
2. This documentary has some _____ facts about a poor country. I was sad when I watched it last night.
3. Many children like _____ because they can paint and search for chocolate eggs.
4. In a _____, you can see fairies, dragons, ghosts, and other unreal characters.
5. You shouldn't watch this film because it's _____. There are many fighting scenes.

Grammar

4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. Did you walk (A) to the (B) supermarket? Yes, I do (C).
2. Though he rode (A) a motorcycle, but (B) he didn't wear a helmet (C).
3. There is (A) a red light, so you should (B) cross the road. It's (C) dangerous.
4. Will (A) Lan to (B) attend the music festival this (C) Sunday?
5. The (A) film was (B) boring. However (C) she watched it to the end.

5 **Rewrite the sentences so that they have the same meanings as the original ones. Use the words given in brackets.**

1. The distance from my house to my school is about five kilometres. (IT)

→ _____

2. What is the distance between Ha Noi and Hai Phong? (HOW)

→ _____

3. He was tired, but he still performed the lion dance. (ALTHOUGH)

→ _____

4. Walking here is dangerous because this lane is for cycling only. (SHOULDN'T)

→ _____

5. My sister lives far away, but she comes back home every Tet. (THOUGH)

→ _____

SKILLS

Reading

1 **Read the passage. Match the headings in the box with the paragraphs.**

A. Food after the festival
B. General information about the festival
C. Activities at the festival

1. _____

La Tomatina is an unusual festival. It's a fun fight with tomatoes. People hold it in Buñol, Spain on the last Wednesday of every August.

2. _____

In the town square, there is a high pole with a ham on top of it. People climb the pole and get the ham. At 11 a.m., a jet of water shoots from the water cannons, and people start throwing tomatoes. People throw bags of tomatoes at the crowd. They then throw tomatoes at one another. After one hour, there is another jet of water, and people stop throwing. The whole square now is red with rivers of tomato juice.

3. _____

After the fight, many people go to restaurants to try paella. It is a traditional Spanish rice dish. It has rice, chicken, seafood, and herbs.

2 **Read the passage again and answer the questions.**

1. When and where do people hold La Tomatina?
2. What is on the top of the pole?
3. What signals the start and end of the festival?
4. How long is the fight?
5. What is paella?

Speaking

3 **Work in groups. Interview your group members. Take notes of their answers and report to the class.**

1. How far is it from your house to your school?
2. How do you go to school?
3. What is good about walking?
4. What is good about public transport?

Listening

4 **Listen to Trang talking about watching films with her family. Fill in each blank with ONE word.** 68

1. Trang's family mostly watches films at _____.
2. Watching films together improves their _____.
3. They can spend quality _____ together.
4. After watching a film, they talk about its _____ and what they like about the film.
5. Watching films in English is good for her _____ skills.

Writing

5 **Write a paragraph of about 70 words about your favourite means of transport. You may use the following questions as cues.**

1. What is your favourite means of transport?
2. Why is it your favourite means of transport?

My favourite means of transport is

_____

_____

_____

Unit 10 ENERGY SOURCES

THIS UNIT INCLUDES:

Vocabulary

Types of energy sources

Pronunciation

Stress in three-syllable words

Grammar

Present continuous

Skills

- Reading about types of energy sources
- Talking about the advantages and disadvantages of different energy sources
- Listening about how to save energy at home
- Writing a paragraph about how to save energy at home

Everyday English

Asking for explanations

GETTING STARTED

Types of energy sources

1 Listen and read. 69

Lan: Hi, Dad.

Mr Tan: Lan, what are you doing? It's pretty late now.

Lan: I'm doing a project on energy sources. But I don't quite understand what energy is.

Mr Tan: Well, it's power that we use to provide us with light, heat or electricity.

Lan: Oh. Where does it come from?

Mr Tan: It comes from many different sources like coal, oil, natural gas, ... We call them non-renewable sources.

Lan: Can it come from the sun, wind or water too?

Mr Tan: Yes, it can. We call those types of energy renewable sources because we cannot run out of them. Renewable means we can easily replace them.

Lan: I get it now.

Mr Tan: You know, some types of energy are cheap and easy to use, but others are more expensive and harder to find ...

2 What are Lan and her father talking about?

A. Energy.

B. Sources.

C. Energy sources.

3 Read the conversation again and answer the following questions.

1. What is Lan doing?
2. What does energy mean?
3. Where does energy come from?
4. What are renewable sources?

4 Match the words / phrases in the box with the correct pictures.

1. oil	2. wind energy
3. coal	4. natural gas

5 Complete each of the sentences with the correct word from the conversation.

1. Energy is _____ that we use to provide us with light, heat or electricity.
2. When energy comes from the _____, wind and water, we call it renewable energy.
3. When energy comes from wind, we call it _____ energy.
4. We cannot _____ out of renewable energy.
5. Some types of energy are _____ and easy to use.

A CLOSER LOOK 1

Vocabulary

1 **Match the types of energy in A with the energy sources in B.**

A	B
1. solar energy	a. water
2. wind energy	b. nuclear
3. hydro energy	c. wind
4. nuclear energy	d. the sun

2 **Write the phrases to label the pictures.**

1. nuclear energy

2. _____

3. _____

4. _____

3 **Complete the sentences with the words and phrases from 1 or 2.**

1. A good place to change _____ to energy is near the sea because of the sea breezes.
2. They are putting solar panels on the roof of our building to produce _____.
3. When energy comes from _____, we call it hydro energy.
4. They are reducing the use of _____ because it is not safe to produce.

Pronunciation

Stress in three-syllable words

4 **Listen and repeat. Pay attention to the stressed syllables in the words.** 70

'energy	re'cycle
'dangerous	ex'pensive
'easily	po'lluting
'government	re'sources

5 **Listen and repeat, paying attention to the stressed syllables in the underlined words.** 71

1. Nuclear 'energy is 'dangerous and ex'pensive.
2. We should ride a bike when 'travelling short 'distances.
3. The word "re'cycle" has three 'syllables.
4. Burning coal is po'lluting our environment.
5. Our 'government is looking for new sources of 'energy to replace gas.

A CLOSER LOOK 2

Grammar

The present continuous

1 **Work in pairs. Tell your partner what the people in the pictures are doing.**

Remember!

We use the present continuous to express:

- an action happening now or at the moment of speaking.

  Example:

  The students **are doing** a project in the classroom now.

- an action around now but not necessarily at the moment of speaking.

  Example:

  Scientists **are looking** for a new energy source to replace coal.

We can use the words or phrases: *now, right now, at the moment, today, nowadays, this week / month,* etc. with the present continuous.

2 **Complete the sentences, using the present continuous form of the verbs in brackets.**

1. Mai (talk) _____ about types of energy sources now.
2. We (use) _____ solar energy to replace energy from coal today.
3. Keep quiet! The students of Class 7C (take) _____ a test.
4. Scientists (develop) _____ new energy sources to protect the environment.
5. We (reduce) _____ the use of nuclear energy nowadays.

3 Circle the correct form of the verb in each sentence.

1. Are you still work / working on your project now?

2. Nam and Lan do / are doing quite well at school this year.

3. Does she study / Is she studying at the school library at the moment?

4. Hoa studies / is studying for her exam, so she can't come to the party right now.

5. We have / are having English three times a week.

4 Write sentences about what the people are doing or not doing, using the suggestions.

1. The students / do the project / now.
2. Mrs Lien / teach us about solar energy / at the moment.
3. They / learn about energy / this month.
4. She / not swim / in the swimming pool / right now.
5. Nowadays, people in Iceland / not use energy from coal.

5 Work in pairs. Ask and answer the following questions.

1. What book are you reading now?
2. What sport are you playing these days?
3. What courses are you taking this term?
4. What are you doing to save energy?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

COMMUNICATION

Everyday English

Asking for explanations

1 **Listen and read the conversation. Pay attention to the highlighted questions.** (p. 72)

Lan: What does "solar energy" mean?

Mr Tan: Well, it's energy that comes from the sun.

Lan: And what does "wind energy" mean?

Mr Tan: It's another type of energy, and it comes from wind.

2 **Work in pairs. Make similar conversations to ask for explanations of the phrases: *hydro energy, energy from coal ...***

Saving energy

3 **Work in pairs. Ask your partner the following questions and tick (✓) his or her answers in the boxes.**

	Yes	No
1. Do you go to school on foot?	☐	☐
2. Do you use public transport?	☐	☐
3. Do you use low energy light bulbs at home?	☐	☐
4. Do you use solar energy to warm water?	☐	☐
5. Do you turn off the lights when going to bed?	☐	☐
6. Do you turn off the TV when not watching it?	☐	☐

4 **Work in groups. Tell the group how well your partner saves energy.**

Example:

Mai saves a lot of energy. She often goes to school on foot and uses public transport. She always turns off the lights when going to bed.

5 **Answer the questions in 3 on your own. Then tell the class how well you save energy.**

Example:

I don't save much energy. I go to school on foot, but I don't turn off the TV when not watching it.

SKILLS 1

Reading

1 **Work in pairs. Discuss the following questions.**

1. What are the main energy sources in Viet Nam?
2. What type(s) of energy sources will we use in the future?

2 **Mr Lam is giving a lecture on energy sources. Read the text and choose the best option (A, B, or C) to complete the sentences.**

Hello, class. Today I'd like to tell you about two energy sources. They are non-renewable sources and renewable sources.

Non-renewable sources are coal, oil and natural gas. We can use these sources to produce energy. They are cheap and easy to use. People use them a lot. But they are very limited and will run out soon.

Renewable sources come from the sun, wind or water. When energy comes from the sun, we call it solar energy. Wind energy comes from the wind, and hydro energy comes from water. Renewable sources are available, clean and safe to use. But they are expensive to produce.

In the future we will rely more on renewable energy sources. They are better for the environment and they will not run out.

1. Non-renewable sources are cheap and _____.
   A. available B. easy to use
   C. expensive
2. _____ come from the sun, wind or water.
   A. Renewable sources
   B. All energy sources
   C. Non-renewable sources
3. When energy comes from water, we call it _____.
   A. wind energy B. solar energy
   C. hydro energy
4. Renewable energy sources are better for _____.
   A. the environment B. our cars
   C. hydro energy

3 **Read the text again and answer the questions.**

1. How many energy sources are there? What are they?
2. What do non-renewable sources include?
3. What are the advantages of renewable energy?
4. What will we rely more on in the future?

Speaking

4 **Work in groups. Discuss and put the following words and phrases in the appropriate columns.**

run out limited
easy to use cheap
expensive available
safe to use
good for the environment

Advantages	Disadvantages

5 **Work in pairs. Ask and answer questions about the advantages and disadvantages of different energy sources.**

Example:

A: What are the advantages of hydro energy?
B: It's available, clean and safe to use.
A: What are its disadvantages?
B: It's expensive to produce.

SKILLS 2

Listening

1 **Work in pairs. Answer the questions.**

1. What type of energy do you use at home?
2. What do you usually do to save energy?

2 **Mr Lam is discussing with his students about how to save energy at home. Listen and circle the phrases you hear.** 73

1. save energy
2. turn off the lights
3. save money
4. use low energy light bulbs
5. produce electricity
6. use solar panels

3 **Listen again and tick (✓) T (True) or F (False) for each sentence.** 74

	T	F
1. Mr Lam says we use energy for cooking, heating and lighting.		
2. Linh always turns off the lights when going out.		
3. Linh turns off electrical appliances when not using them.		
4. Minh uses low energy light bulbs at his house.		
5. Minh uses solar energy to cook meals.		

Writing

4 **Work in pairs. Read some ways to save energy at home. Choose three ways and write them in your notebook.**

- Use low energy light bulbs
- Use solar panels to warm water
- Turn off the lights when leaving the room
- Turn off electrical appliances when not using them

5 **Write a paragraph of about 70 words about how you save energy at home.**

We use a lot of energy at home and it costs us a lot. To save energy, we should _____

_____

_____

LOOKING BACK

Vocabulary

1 Match the adjectives in A with the nouns in B to make phrases.

A	B
1. solar	a. water
2. hot	b. energy sources
3. electrical	c. energy light bulbs
4. renewable	d. appliances
5. low	e. energy

2 Complete the sentences, using the phrases in 1.

1. We should use _____ in our homes to save energy.
2. Do they always turn off the _____ before leaving the room?
3. We can protect the environment by using _____.
4. When energy comes from the sun, we call it _____.
5. She has _____ day and night because she has solar panels on the roof of her house.

Grammar

3 Complete the sentences by using the correct form of the present continuous or present simple of the verbs in brackets.

1. Look! It (rain) _____ heavily.
2. Normally they (start) _____ school at eight o'clock in the morning.
3. He hasn't got a bike at the moment, so he (walk) _____ to school this week.
4. He always (do) _____ his homework in the evening.
5. I'm afraid I have no time to help just now. I (write) _____ an essay.

4 Find ONE mistake in each sentence and correct it.

1. The students do the project in Unit 10 now.
2. At the moment, the teacher is explain how solar energy works.
3. Nowadays, people in Africa is not using energy from natural gas.
4. They are use wind energy instead of coal.
5. We look for a cheap, clean and effective source of energy now.

PROJECT

SAVING ENERGY AT SCHOOL

1 **Below are some tips about how students can save energy at school. In groups, discuss which ones can be applied in your school.**

Some tips to save energy at school:

- Turn the lights off when you leave the classroom.
- Turn off electrical appliances when they are not in use.
- Don't overheat or overcool the classrooms.
- Check that none of your taps around the school are dripping.

2 **Work in groups. Discuss some tips about how to save energy in your school. Then make a poster and present it to your class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to types of energy sources. • pronounce three-syllable words with correct stress. • use the present continuous. • ask for explanations. • read about types of energy sources. • talk about the advantages and disadvantages of different energy sources. • listen to get information about how to save energy at home. • write a paragraph about how to save energy at home.			

Unit 11 TRAVELLING IN THE FUTURE

THIS UNIT INCLUDES:

Vocabulary
Future means of transport

Pronunciation
Sentence stress

Grammar
- Future simple
- Possessive pronouns

Skills
- Reading about cars
- Talking about why a means of transport will / won't be popular
- Listening to a talk about some future means of transport
- Writing a paragraph about the advantages of a future means of transport

Everyday English
Making predictions

GETTING STARTED

I hope we will have a hyperloop soon!

1 Listen and read. 75

Minh: Oh, another traffic jam.

Ann: How will we get to the campsite on time now?

Minh: I don't know. It's a pity that we don't have a hyperloop now!

Ann: What's a hyperloop?

Minh: It's a system of tubes. You can go from one place to another in just minutes.

Ann: Amazing! Even faster than a flying car!

Minh: Yes, and there are no traffic jams.

Ann: Will it pollute the environment?

Minh: No. There will be no fumes, and it's totally safe.

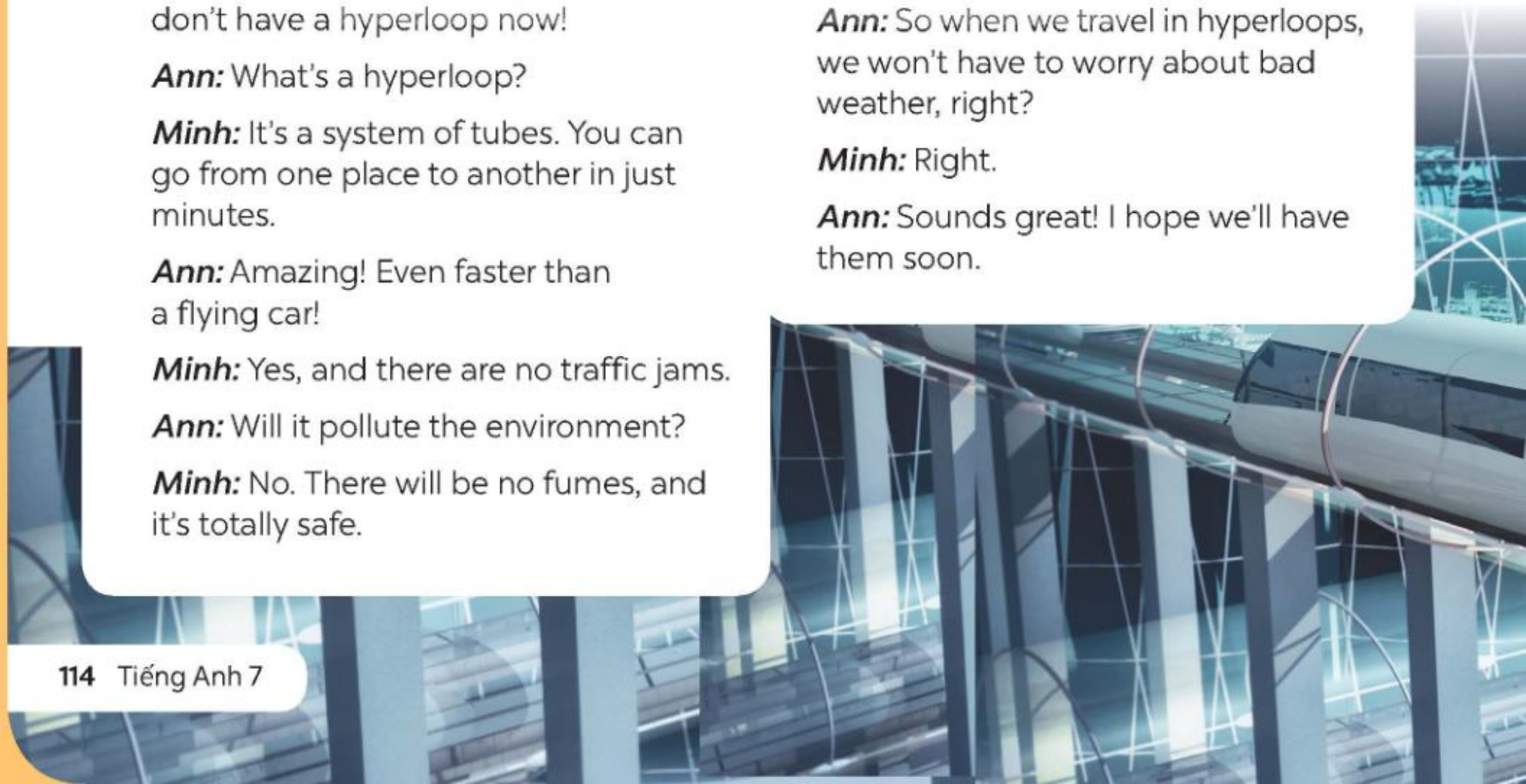
Ann: Like a teleporter?

Minh: A teleporter is also fast, safe and eco-friendly. But it's a different mode of travel.

Ann: So when we travel in hyperloops, we won't have to worry about bad weather, right?

Minh: Right.

Ann: Sounds great! I hope we'll have them soon.



2 What are Ann and Minh talking about?

A. Travelling by teleporter.

B. Future modes of travel.

C. Being in a traffic jam.

3 Read the conversation again and tick (✓) T (True) or F (False).

	T	F
1. Ann and Minh are in a traffic jam now.		
2. Ann and Minh are going to school.		
3. Ann knows a lot about hyperloops.		
4. Minh seems to know about different modes of travel.		
5. They hope there will be hyperloops soon.		

4 Find the words and phrases that describe the means of transport in the conversation and write them in the correct columns.

hyperloop	teleporter

5 QUIZ What vehicle is this?

Work in pairs. Discuss to find out the vehicles in these sentences.

1. It has two wheels and you pedal it.
2. It has four wheels. It runs on petrol or electricity, and can carry up to eight passengers.
3. It carries many passengers and runs on tracks.
4. It sails on the sea. It needs wind to sail.
5. It travels in space. It can even carry people to the moon.

What do you think these vehicles will be like in 50 years?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 1

Vocabulary

1 Write the words and phrases under the correct pictures. Then listen, check and repeat. 76

flying car bamboo-copter
hyperloop skyTran
solar-powered ship

1. _____

2. _____

3. _____

4. _____

5. _____

2 Write words and phrases from 1 in the correct columns.

ride	fly	sail

3 Complete the sentences, using the words from the box.

eco-friendly fly ride
bamboo-copter hyperloop

1. Travelling by _____ is simple. You just put it on and fly away.
2. People will soon _____ in flying cars instead of driving normal cars.
3. It will be fun to _____ a skyTran to work.
4. Travelling by _____ will be faster than by airplane.
5. Solar-powered ships are _____. They will not cause pollution.

Pronunciation

Sentence stress

Remember!

In a sentence there are stressed words and unstressed words.

- We usually stress the words that are nouns, main verbs, adjectives, adverbs, and negative auxiliaries.

  Example:

  We **don't like travelling**.

- We don't usually stress the words that are prepositions, pronouns, articles, and auxiliary verbs.

  Example:

  I will **go** by **car**.

4 Listen to the sentences and repeat. Pay attention to the bold syllables. 77

1. We'll **have driv**erless **cars**.
2. We'll **have driv**erless **cars** in the **fu**ture.
3. I **think driv**erless **cars** will **run fas**ter.
4. I **don't think** we'll **have driv**erless **cars**.
5. I **think driv**erless **cars** will be **saf**er and **green**er.

5 **Listen to the sentences and repeat. How many stresses are there in each sentence?** 78

1. That is a solar-powered ship.
2. They will travel by flying car.
3. They introduced a new autopilot model.
4. Will bullet trains pollute the environment?
5. I don't think those trains will be popular here.

A CLOSER LOOK 2

Grammar

The future simple

Remember!

We use the future simple

- to talk about future activities.
  Example:
  We **will buy** an electric scooter soon.
  In the future we **won't drive** normal cars any more.
- to make predictions.
  Example:
  We **will** probably **use** electric cars because normal cars cause too much pollution.
  Will many children **go** to school by solowheel?

1 **Complete the sentences with *will* or *won't*.**

1. Petrol-powered cars are not eco-friendly, so they _____ be popular.
2. We _____ travel by teleporter soon because it is faster.
3. Rich people _____ choose to travel to other planets for their holidays.
4. People _____ take holidays in crowded places as in the past.
5. Bullet trains _____ soon become a popular means of transport in Viet Nam because they are green and safe.

2 **Rearrange the words and phrases to make sentences.**

1. driverless cars / we / will have / in 2030 /.
2. cars / cities / won't allow / in 2050 /.
3. electric cars / will / popular / be /?
4. we / use / will / buses / soon / solar-powered /.
5. have / enough parking places / we / will / in ten years /?

3 **Use the correct form of the verbs in brackets to complete the conversation.**

Alice: Do you think travelling by teleporter will become possible soon?

Tom: Yes. I hear that it (1. take) _____ very little time to travel from one country to another.

Alice: Right. And we (2. not have) _____ to wait at the airport.

Tom: _____ we (3. have) _____ to learn to drive it?

Alice: No. We (4. not drive) _____ it. It makes us disappear then appear in another place in just seconds.

Tom: How wonderful! There (5. not be) _____ traffic jams any more, right?

...

4 Work in pairs. Look at the pictures and tell your partner if you will / won't travel by these means of transport. Give reason(s).

Example:

A: I will travel by flying car because it is very fast.

B: I won't travel by car in another 20 years because it pollutes the air.

Possessive pronouns

5 Replace the underlined phrases with possessive pronouns.

Example:

This is your bicycle. That bicycle is her bicycle. → hers

1. My motorbike runs on electricity. How about their motorbikes? _____
2. Your bicycle is blue and my bicycle is red. _____
3. My dream is to travel to the moon. His dream is different. _____
4. My bus was late. Your bus was on time. _____
5. His car is a flying car. Our car is an electric one. _____

COMMUNICATION

Everyday English

Making predictions

1 **Listen and read the conversation. Pay attention to the highlighted sentences.** 79

Ann: Do you think we will travel by flying car in the future?

Tom: We certainly will.

Ann: Will it be able to fly across oceans?

Tom: It probably won't.

2 **Work in pairs. Make similar conversations about future travelling.**

1. travelling long distances by hyperloop.
2. travelling to other planets for holidays.

How will children go to school?

3 **Complete the conversation between Mark and Lan with the questions and answers from the box.**

A. How many wheels will a walkcar have?

B. I think they will go by walkcar.

C. It is self-balancing.

D. What will it run on?

Mark: So what means of transport will students use to go to school?

Lan: (1) _____

Mark: Walkcar? (2) _____

Lan: Four.

Mark: How will it work?

Lan: You stand on it then turn on the switch and drive away.

Mark: (3) _____

Lan: Electricity.

Mark: Won't riders fall off it? It sounds dangerous.

Lan: No, they won't. (4) _____

Mark: I can't wait to get one.

4 **Work in pairs. Choose one means of transport below and make a similar conversation as in 3.**

1. Bamboo-copter
- 2 wings
- Put it on and turn on the switch
- Self-balancing
- Electricity
- Fun and safe to use

2. Solowheel
- 1 wheel
- Stand on it and turn on the switch
- Small
- Electricity
- Fun and green to use

5 **Work in groups. Choose one means of transport that you would like to use to travel to school. Give reasons.**

Example:

I would like to use the walkcar because it runs on electricity. It is eco-friendly and convenient. It is also very fun to use.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 1

Reading

1 **Work in pairs. Look at the picture and find the words or phrases to describe it.**

2 **Read the passage and answer the question.**

ROADRUNNER

Roadrunner is a car company that makes electric cars. The company introduced the first model in 2015 and they named it *Speed*. *Speed* soon became a success. *Speed* is safe, fast, comfortable, and not very expensive. It has four seats. The car can travel over 350 kilometres per hour. You only have to charge the battery every 700 kilometres. It even has a gaming screen inside.

The company will introduce a new model next year called *Safety*. This model will become the largest and safest electric car you can buy. It will be able to carry seven passengers. The new model will also be more economical.

Both models have an autopilot function, so they are driverless. Passengers can read, play games, or even sleep while they travel.

What is its main idea?

A. Roadrunner is a success.
B. Roadrunner is a car company.
C. Roadrunner's cars have an autopilot function.

3 **Read the passage again and complete the fact file with no more than TWO words or a number.**

Fact File	
Name of the company	Roadrunner
Speed was introduced in	(1) _____
Safety will be the	(2) _____ and (3) _____ electric car
Both models have	a gaming screen and an (4) _____
Both models run on	(5) _____
Passengers can	read, sleep, play games

Speaking

4 **Work in pairs. Look at the fact file in 3 then ask and answer questions about it.**

Example:

A: What is the name of the company?

B: Roadrunner.

A: When did the company introduce its first model?

B: In 2015.

...

5 **Work in groups. Discuss why Roadrunner's cars will or won't become popular in the near future. Report your reasons to the class.**

Example:

- We think Roadrunner's cars will become popular in the near future because they are fast ...
- We think Roadrunner's cars won't become popular in the near future because they might be dangerous / expensive ...

SKILLS 2

Listening

1 **Circle the words or phrases that you think are used to describe the future means of transport.**

A. comfortable
B. eco-friendly
C. having an autopilot function
D. running on petrol

2 **Listen to a talk between Mr Ha and his students. How many means of transport are they talking about? Circle the correct answer.** 80

A. 2 B. 3 C. 4

3 **Listen to the talk again and complete each sentence with ONE word.** 81

1. Bullet trains will be faster, safer, and riders can avoid traffic _____.
2. SkyTrans will use less space and run on _____.
3. SkyTrans may be too _____ for students.
4. _____ will be cheaper and easier to use.
5. Solar-powered ships will be _____ and comfortable.

Writing

4 **Work in pairs. Choose one future means of transport in 3 and tick (✓) the words and phrases that describe its advantages. Can you add more words and phrases?**

Advantages	Tick (✓)
green	
polluting the environment	
expensive	
safe	
comfortable	
convenient	
causing noise	
fast	

5 **Now write a paragraph of about 70 words about the advantages of the means of transport you've chosen. Start your writing as shown below.**

I think people will like travelling by _____ in the future because it has many advantages. First, _____

_____

_____

_____

_____

_____

_____

LOOKING BACK

Vocabulary

1 Write three adjectives or phrases to describe each picture.

1. _____

2. _____

3. _____

2 Complete the sentences with the words and phrases from the box.

driverless	bullet trains
runs on	bamboo-copter
eco-friendly	

1. A teleporter is _____, so it does not cause pollution.
2. A solowheel _____ electricity, so it is safe for the environment.
3. A convenient way to go to school is by _____. Just put it on and fly away.
4. You can sleep when you travel by _____ car.
5. _____ are faster and greener than normal trains.

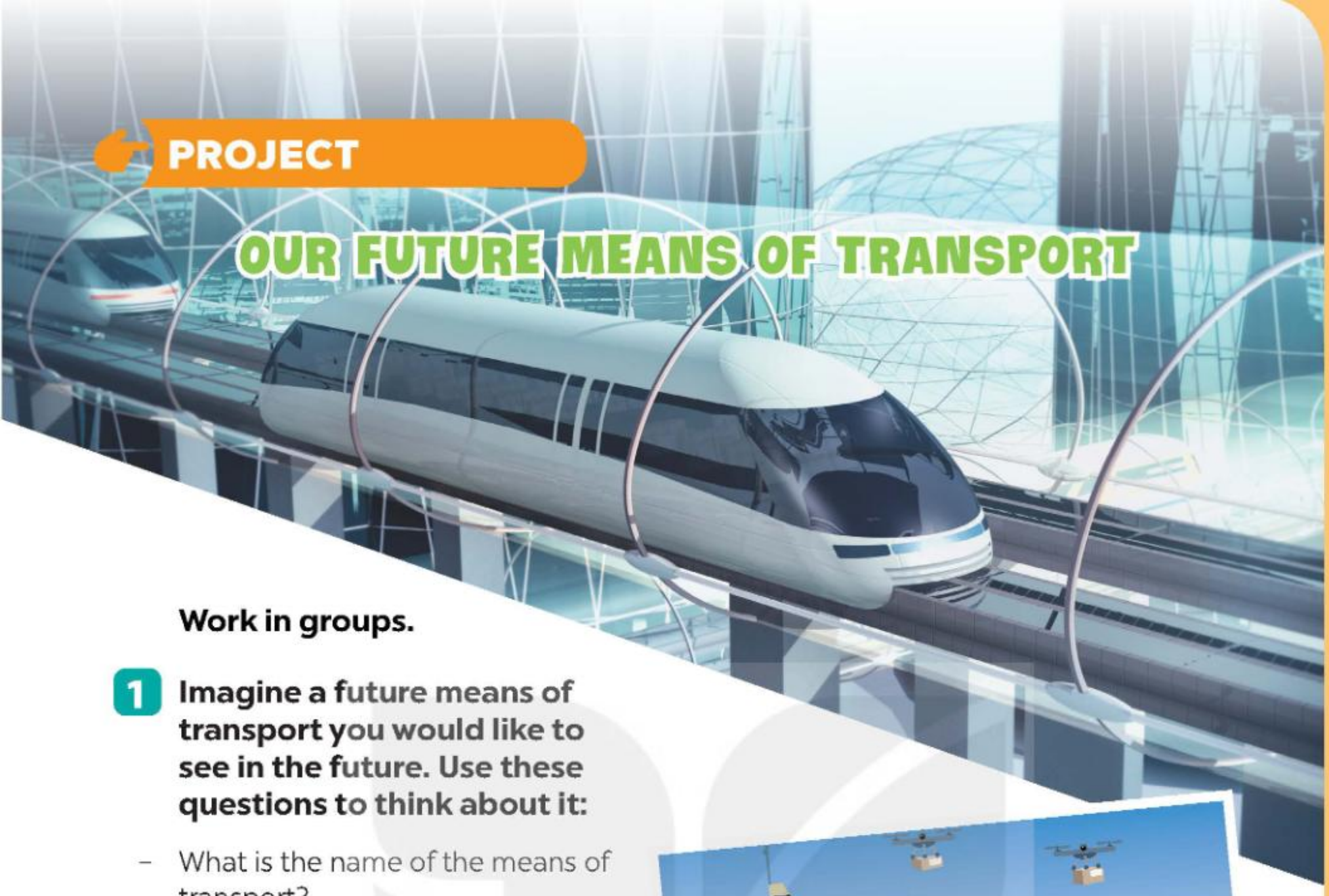
Grammar

3 Find ONE mistake in each sentence and correct it.

1. My motorbike is an electric one. Her is not. _____
2. Her car can carry four passengers. Our can carry seven passengers. _____
3. Their car runs on petrol. My runs on solar energy. _____
4. We go to school together. I ride my bike, and he rides its. _____
5. My city has a skyTran system. Does yours city have one? _____

4 Read the passage and put the verbs in brackets in the correct future form. Use the negative form where necessary.

In the future, we will travel much further than we do now. We will also visit new places for our holidays. Some scientists think we (1. travel) _____ to new planets. We (2. go) _____ there by spaceship, but we (3. need) _____ new special means of transport. These new means of transport (4. carry) _____ one or two passengers, but many. _____ our dream (5. come) _____ true soon? Let's wait and see.



PROJECT

OUR FUTURE MEANS OF TRANSPORT

Work in groups.

1 Imagine a future means of transport you would like to see in the future. Use these questions to think about it:

- What is the name of the means of transport?
- What road system does it run on?
- What kind of energy does it use?
- How many passengers can it carry?
- What are some of its advantages?

2 Draw your means of transport.

3 Present it to the class.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to future means of transport. • say sentences with correct stress. • use the future simple. • use possessive pronouns correctly. • make predictions. • read about cars. • talk about why a means of transport will / won't be popular. • listen to a talk about some future means of transport. • write about the advantages of a future means of transport.			

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 12 ENGLISH-SPEAKING COUNTRIES

THIS UNIT INCLUDES:

Vocabulary

People and places in English-speaking countries

Pronunciation

Rising and falling intonation for questions

Grammar

Articles: *a, an, the*

Skills

- Reading about New Zealand
- Talking about Scotland
- Listening to a guide about a tour of a city
- Writing a diary entry about a tour of a city

Everyday English

Expressing amazement

GETTING STARTED

A holiday in Australia

1 Listen and read. 82

Mark: How was your holiday in Australia, Phong?

Phong: It was fantastic! I got to use my English in real life: asking for directions, reading maps, talking to local people, ...

Mark: Oh ... Your English is much better.

Phong: Thanks.

Mark: Did you travel a lot?

Phong: Just around Melbourne, the city with four seasons in a day.

Mark: Wow ... I didn't know that. How was it?

Phong: It was great! We took a tour to Phillip Island.

Mark: What did you see?

Phong: We went penguin watching.

Mark: It sounds pretty exciting.

Phong: It was. Australia has amazing landscapes.

Mark: Yes, and Australians love outdoor activities.

Phong: Right. There were plenty of people enjoying the parks and beaches.

Mark: I'm glad that you had a wonderful time there.

Phong: Thanks, Mark.

2 What are Phong and Mark talking about?

A. Phong's holiday in Australia.

B. English-speaking countries.

C. The tour to Phillip Island.

3 Read again and tick (✓) the information you can find in the conversation.

1. In Australia, Phong used English in real life. ☐
2. Phong visited some museums. ☐
3. Phillip Island is far from Melbourne. ☐
4. Australia is beautiful. ☐
5. Australians love outdoor activities. ☐

4 Complete the sentences with the words and phrases from the box.

island	sunset	landscape
Australians	penguin watching	

1. This is a picture of the _____ in my village.
2. – Where did you go _____?
   – On the beach.
3. – Is Phu Quoc a(n) _____?
   – Yes, it is.
4. We had dinner on the beach after _____.
5. Most _____ like outdoor sports and games.

5 GAME What's its capital?

Work in groups. Match the countries with their capitals. The first group to find all the correct answers wins.

1. The USA
2. Canada
3. The UK
4. Australia
5. New Zealand

Canberra
London
Ottawa
Washington D.C.
Wellington

A CLOSER LOOK 1

Vocabulary

1 **Write the words or phrases under the correct pictures.**

island country	Scottish kilt
tattoo	castle
kangaroo	coastline

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

2 **Use the words in the box to complete the sentences.**

native	amazing	
unique	local	ancient

1. From the top of the mountain, we had a(n) _____ view of the valley below.
2. Scotland is famous for its long history and _____ castles.
3. The long fences around the sheep farms in Australia are _____. You can't find them anywhere else in the world.
4. When you visit a new place, talk to the _____ people.
5. Kangaroos are _____ to Australia. It is their home.

3 **Work in pairs. Discuss and write the word or phrase in the box next to its explanation.**

symbol	boat ride
capital	tower

1. a tall narrow building with a small top	
2. an object representing a place	
3. the most important city of a country	
4. a tour on a river	

Pronunciation

Rising and falling intonation for questions

Remember!

We use rising intonation for *yes / no questions.*

We use falling intonation for *wh-questions.*

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4 **Listen and repeat, paying attention to the intonation of the following questions.** 83

1. Can you speak English? ↗
2. Is Australia an island? ↗
3. Will you visit Washington next year? ↗
4. What is the capital of Scotland? ↘
5. How big is Canada? ↘

5 **Circle the correct intonation. Then listen and repeat.** 84

1. Where is Canada? ↗ / ↘
2. Could you show me Singapore on this map? ↗ / ↘
3. How many states are there in the USA? ↗ / ↘
4. Is English an official language in Malaysia? ↗ / ↘
5. Do you know much about New Zealand? ↗ / ↘

A CLOSER LOOK 2

Grammar

Articles

1 **Complete the sentences with *a / an* or *the*.**

1. Is Washington D.C. _____ capital of the USA?
2. Can you give me _____ example of an English-speaking country?
3. The London Eye is _____ great attraction in London.
4. Canada is _____ very cold country.
5. I love _____ New Zealand's countryside.

Remember!

We use *the*

- with superlatives.
  Example: **The largest** city in Australia is Sydney.
- with the names of some places.
  Example: My son is studying in **the USA**.
- if one of the words in the place name is a common noun (island, bridge, river, tower, ...).
  Example: **The Tower Bridge** in London is over one hundred years old.

2 **Put in *the* where necessary.**

1. _____ Statue of Liberty is in _____ New York.
2. _____ Scotland is a part of _____ UK.
3. New Zealand consists of _____ North Island and _____ South Island.
4. Disneyland in _____ California is one of _____ biggest entertainment centres in the world.
5. Bangkok is _____ most popular city for tourists in _____ Kingdom of Thailand.

3 **Put in *a / an* or *the*.**

Country	People (singular)	People (plural)
Canada	(1) _____ Canadian	Canadians
The USA	(2) _____ American	Americans
England	(3) _____ Englishman	(4) _____ English
New Zealand	(5) _____ New Zealander	New Zealanders

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4 **Complete the sentences with *a / an*, or *the*.**

1. The man sitting next to her is _____ Englishman.
2. _____ River Thames runs through London.
3. Here is _____ map of the city of Edinburgh.
4. What is _____ most popular sport in Canada?
5. We want to visit _____ attraction in Sydney.
6. _____ Statue of Liberty was a present from France.

5 **Tick (✓) if the underlined articles are correct. If they aren't, write the correct ones in the space provided.**

1. "What do you call a person from England?" – "<u>The</u> Englishman." _____
2. Edinburgh is <u>a</u> capital city of Scotland. _____
3. Queenstown is <u>a</u> amazingly beautiful town. _____
4. Are ancient castles <u>an</u> attraction of Scotland? _____
5. Where can you see <u>a</u> red telephone box? _____

COMMUNICATION

Everyday English

Expressing amazement

1 **Listen and read the conversations, paying attention to the highlighted parts.** 85

Mark: Scottish men wear kilts, short skirts at their traditional festivals.

Lan: Wow ... I didn't know that!

Lan: In 2019, Walt Disney World in California attracted nearly 21 million visitors.

Tom: Amazing!

2 **Work in pairs. Make similar conversations with the following situations, using expressions of amazement.**

1. New Zealand has the cleanest and safest air on the planet.
2. There are no snakes in New Zealand.
3. More than half of all the lakes in the world are in Canada.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Interesting facts about English-speaking countries

3 **Work in groups. Discuss and write the name of the country next to the fact.**

Canada

the USA

the UK

Australia

New Zealand

Fact	Country
1. This country is famous for its kangaroos.	
2. This country has a large population, only smaller than that of China and India.	
3. This country lies close to the North Pole and is very cold in winter.	
4. This country is famous for its royal family.	
5. This is a small island country in the Pacific Ocean.	

4 **Work in pairs. Read some facts about English-speaking countries and tick (✓) the column true for you. Then role-play by one person saying one statement aloud and the other responding to it.**

Example:

A: New York is the biggest city but not the capital of the USA.

B: I know this.

A: The state of Alaska in the USA has over 2,600 islands.

B: This is new to me.

	This is new to me.	I know this.
1. There are more sheep than people in New Zealand, around 6 sheep per person. 2. The Statue of Liberty is in New York. 3. Canada has the longest coastline in the world. 4. About 90% of Australians live on the coast. 5. Football is the most popular sport in England.		

5 **Work in groups. Share with your group some interesting facts you know about English-speaking countries. The group takes notes and presents its findings to the class.**

SKILLS 1

Reading

1 **Work in pairs. Discuss and choose the correct answer A, B, or C.**

1. New Zealand is near _____.
   - A. Australia
   - B. the USA
   - C. the UK
2. New Zealand is famous for its _____.
   - A. film industry
   - B. beautiful nature
   - C. modern cities

2 **Read the passage and match the words in bold from the passage (1-4) with their meanings (a-d).**

NEW ZEALAND

New Zealand is an island country in the Pacific Ocean. It is one of the most interesting countries in the world.

Everywhere you go, you can see amazing natural landscapes: green mountains, **shining** beaches, high waterfalls, and **ancient** forests. You can visit the beautiful place where they filmed *The Lord of the Rings*, or **historic** Queenstown. This is also a great country for lovers of outdoor activities. You can always find something to do here: skiing, boating, bushwalking.

New Zealand is **rich** in culture. Most visitors to New Zealand love its unique Maori culture. The Maori are the native people of this country. They are famous for their unique tattoos and haka dance.

A visit to this beautiful country will be an experience you will never forget.

1. shining	a. important in history
2. ancient	b. having a lot
3. historic	c. bright and sunny
4. rich	d. very, very old

3 **Read the passage again and choose the correct answer A, B, or C.**

1. New Zealand is a _____ country.
   - A. strange
   - B. rich
   - C. beautiful
2. A natural attraction of New Zealand is its _____.
   - A. Maori culture
   - B. shining beaches
   - C. outdoor activities
3. New Zealanders love _____.
   - A. haka dancing
   - B. sports and games
   - C. indoor activities
4. The haka dance is an example of _____.
   - A. the Maori culture
   - B. New Zealand's history
   - C. outdoor activities
5. The writer mentioned _____ as one of New Zealand's attractions.
   - A. traditional food
   - B. hard-working people
   - C. rich culture

Speaking

4 **Work in pairs. Note two things you like about New Zealand. Share them with your partner.**

You can start with:
There are two things I like about New Zealand. They are ...

5 **Work in groups. Prepare a short introduction of Scotland and present it to the class.**

Some facts about Scotland

- Location: in the north of Great Britain
- Famous for: rich culture, beautiful nature, ancient castles
- To-do list:
  + see unique Scottish activities like drumming, dancing ...
  + visit: the Edinburgh Castle, the Royal Mile, Loch Ness ...
- People: friendly, creative

SKILLS 2

Listening

A tour around London

1 **Work in groups. Match the phrases to the pictures.**

Buckingham Palace
Changing of the Guard

1. _____ 2. _____

2 **A tour guide is talking about the schedule for a day trip in London. Listen and fill in the times.** 86

Go to Buckingham Palace: 9:30 a.m.

Watch the Changing of the Guard: (1) _____

Lunch: (2) _____

The boat ride: (3) _____

Back to the hotel: (4) _____

3 **Listen again and complete each sentence with ONE word.** 87

1. The _____ and her family live in Buckingham Palace.
2. At the Palace, you can see the Queen's beautiful _____.
3. Another name for Big Ben is the _____ Tower.
4. After lunch, you can go around and take _____.
5. On the boat ride, you can see historic _____ along the river.

Writing

4 **Work in pairs. Fill in the table with information about the London tour.**

Time	Place	Activity
9:30 a.m.	Buckingham Palace	– visiting the Queen's garden – ....

5 **Imagine that you took the tour of London. Write a diary entry of about 70 words about your tour, based on the table in 4 or use your imagination.**

You can start with:

First, I went to _____

_____

_____

LOOKING BACK

Vocabulary

1 Look at the pictures and write the correct words or phrases to complete the sentences.

1. Both Japan and New Zealand are _____ countries.

2. A great attraction of Scotland is the _____.

3. People can go sightseeing by taking a _____.

4. Most Maori men have _____ on their arms.

5. California is famous for its long sunny _____.

2 Choose the best answer A, B, or C to complete each sentence.

1. – What do you call the people from Canada?

   – _____.

   A. Canadians B. Canadian
   C. Canada people

2. Scotland, with its _____ landscapes, attracts millions of visitors every year.

   A. warm B. amazing
   C. local

3. – What is a _____ of London?

   – The red telephone box.

   A. capital B. symbol
   C. landscape

4. Niagara Falls is a great _____ on the border of the USA and Canada.

   A. forest B. river
   C. attraction

5. Aborigines are the _____ people of Australia.

   A. native B. historical
   C. foreign

Grammar

3 Complete the sentences with *a / an* or *the*.

1. Auckland is _____ biggest city on _____ North Island of New Zealand.
2. _____ castle is _____ strong building with thick and high walls.
3. Surrounding _____ UK is _____ Atlantic Ocean.
4. Hawaii is _____ state of _____ USA.
5. _____ attraction is _____ interesting place for visitors.

4 Underline and correct the article mistakes in the sentences below.

1. Ottawa is a capital of Canada.
2. He's the Englishman. He lives in Oxford.
3. When people travel, they use an map to find their way round.
4. Can you see a Big Ben from where you are standing?
5. Canadians love ice hockey, the winter sport.

PROJECT

EXPLORE ENGLISH-SPEAKING COUNTRIES!

Work in groups.

1 **Discuss and choose a place in an English-speaking country.**

2 **Find information about it, including:**

- its name
- its location
- its attractions

3 **Design a poster to introduce the place and present it to the class.**

4 **Your class votes for the most appealing poster.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to people and places in English-speaking countries. • use rising and falling intonation for questions correctly. • use the articles (*a / an* and *the*) correctly. • express amazement. • read about New Zealand. • talk about Scotland. • listen to a guide about a tour of a city. • write a diary entry about a tour of a city.			

REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 **Mark (') the stressed syllables in the underlined words. Then listen, check and repeat.** 1881

1. Driverless trains will be popular.
2. Niagara Falls is Canada's most famous natural attraction.
3. We can save energy by recycling.
4. All plants and animals need energy.
5. He's reading *Guidance for Visitors to Scotland.*

Vocabulary

2 **Write the words in the box next to their definitions.**

source	symbol	coal
attraction	bamboo-copter	

1. It is a place or thing that you get something from. _____
2. This means of transport is eco-friendly. _____
3. It is a person or an object that represents a place. _____
4. It is a non-renewable source of energy. _____
5. An object or a place many visitors want to see. _____

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

national	native	renewable
electrical	public	natural

1. SkyTrans and driverless buses will be popular _____ means of transport.
2. Niagara Falls is a _____ wonder of both the USA and Canada.
3. The colours of the UK's _____ flag are red, white, and blue.
4. Solar energy and hydro energy are _____ sources.
5. Kangaroos are _____ to Australia.
6. We can save electricity by using fewer _____ appliances.

Grammar

4 **Use the correct tense and form of each verb in brackets to complete the sentence.**

1. At present, our class (do) _____ a big project on how to save energy in our school.
2. My biggest dream is that I (visit) _____ Edinburgh one day.
3. At present, my city (build) _____ stations for skyTrans.
4. In the future, we (use) _____ more renewable energy in our daily life.
5. I hope that we (have) _____ flying cars for faster travel soon.

5 **Find and cross (—) ONE incorrect article in each sentence and write the correct one.**

	Correct
1. A Roadster is the automatic electric car.	
2. What is the meaning of a word 'eco-friendly'?	
3. A Statue of Liberty is in the USA.	
4. The Maori are a native people of New Zealand.	
5. Can you give me a example of an electrical appliance?	
6. The teacher is talking about means of transport in a future.	

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS

Reading

1 **a Read the passage. Find a word and a phrase from the passage and write them under their correct pictures.**

1. _____ 2. _____

ALASKA

Alaska is perhaps the most amazing state in the USA. It has coastlines facing both the Arctic Ocean and the Pacific Ocean. This state has three million lakes. That's four lakes per person living there.

We cannot reach many cities in Alaska by road, sea, or river. The only way to get there is by air, dogsled, or on foot. That's why Alaska has the busiest sea airport in the world, the Lake Hood Seaplane Base. Nearly two hundred float planes take off and land on the water of this airport every day. It's really a fun scene to watch.

In summer, the sun does not set for nearly three months in Alaska. But in winter we rarely see the sun. It is dark.

All Alaskans take special pride in their beautiful and unique state.

b Choose the correct answer A, B, or C to complete each sentence.

1. Alaska _____.
   - A. is another name for the USA
   - B. is an island in the Pacific Ocean
   - C. is part of the USA
2. Alaska has _____.
   - A. more lakes than people
   - B. more people than lakes
   - C. only a few lakes
3. The sea airport in Alaska is _____.
   - A. interesting
   - B. busy
   - C. small
4. In Alaska we can see the sun _____.
   - A. 24 hours a day for three months
   - B. all year round
   - C. every day in winter

Speaking

2 **Work in groups. Read the list of activities and discuss which ones are energy-saving and which ones are not. Explain your answer.**

1. Opening doors and windows during the day to get sunlight.
2. Spending more time indoors than outdoors.
3. Closing doors and windows tightly when the air conditioner is on.
4. Reusing bottles, paper, and clothes.
5. Taking a bus to school instead of taking a car.
6. Using plastic bags for shopping.

Listening

3 **Listen and complete each sentence with ONE word.** 89

1. At the meeting they introduce the _____ bike.
2. The product aims at school children and their _____.
3. Question 1 is about special _____ in the air.
4. Question 2 is about air _____ laws.
5. Question 3 is about how the flying bike finds a place to _____.

Writing

4 **Choose one of the future means of transport below. Write a paragraph of about 70 words about it.**

1. bamboo-copter 2. balloon 3. driverless car

You can mention:

- its name
- its speed (fast / slow)
- its use of energy (little / much / none)
- the number of people it can carry
- its safety (safe / dangerous)

GLOSSARY

Abbreviations

adj	adjective	**n**	noun
adv	adverb	**pre**	preposition
con	conjunction	**v**	verb

Unit 1

belong to (v)	/bɪ'lɒŋ tə/	thuộc về
benefit (n)	/'benɪfɪt/	lợi ích
bug (n)	/bʌg/	con bọ
cardboard (n)	/'kɑːdbɔːd/	bìa các tông
dollhouse (n)	/'dɒlhaʊs/	nhà búp bê
gardening (n)	/'gɑːdnɪŋ/	làm vườn
glue (n)	/gluː/	keo dán / hồ
horse riding (n)	/'hɔːs raɪdɪŋ/	cưỡi ngựa
insect (n)	/'ɪnsekt/	côn trùng
jogging (n)	/'dʒɒgɪŋ/	đi / chạy bộ thư giãn
making models	/'meɪkɪŋ 'mɒdlz/	làm mô hình
maturity (n)	/mə'tʃʊərəti/	sự trưởng thành
patient (adj)	/'peɪʃnt/	kiên nhẫn
popular (adj)	/'pɒpjələ/	được nhiều người ưa thích
responsibility (n)	/rɪˌspɒnsə'bɪləti/	sự chịu trách nhiệm
set (v)	/set/	(mặt trời) lặn
stress (n)	/stres/	sự căng thẳng
take on	/teɪk ɒn/	nhận thêm
unusual (adj)	/ʌn'juːʒuəl/	khác thường
valuable (adj)	/'væljuəbl/	quý giá
yoga (n)	/'jəʊgə/	yoga

Unit 2

acne (n)	/'ækni/	mụn trứng cá
affect (v)	/ə'fekt/	tác động, ảnh hưởng đến
avoid (v)	/ə'vɔɪd/	tránh
chapped (adj)	/tʃæpt/	bị nứt nẻ, hiện tượng nứt nẻ (trên da)
dim (adj)	/dɪm/	lờ mờ, không đủ sáng
disease (n)	/dɪ'ziːz/	bệnh
eye drops	/'aɪ drɒps/	thuốc nhỏ mắt
fat (n)	/fæt/	mỡ
fit (adj)	/fɪt/	gọn gàng, cân đối
health (n)	/helθ/	sức khoẻ
healthy (adj)	/'helθi/	khoẻ mạnh, lành mạnh
indoors (adv)	/ˌɪn'dɔːz/	trong nhà
lip balm (n)	/'lɪp baːm/	kem bôi môi (chống nứt nẻ)
pimple (n)	/'pɪmpl/	mụn
pop (v)	/pɒp/	nặn (mụn)
protein (n)	/'prəʊtiːn/	chất đạm
skin condition	/skɪn kən'dɪʃn/	tình trạng da
soybean (n)	/'sɔɪbiːn/	đậu nành
sunburn (n)	/'sʌnbɜːn/	sự cháy nắng
tofu (n)	/'təʊfuː/	đậu phụ
virus (n)	/'vaɪrəs/	(con) vi rút
vitamin (n)	/'vɪtəmɪn/	vitamin

Unit 3

board game (n)	/'bɔːd geɪm/	trò chơi trên bàn cờ
clean-up activity	/'kliːn ʌp æk'tɪvəti/	hoạt động dọn rửa
collect (v)	/kə'lekt/	thu thập, sưu tầm
community (n)	/kə'mjuːnəti/	cộng đồng
community service (n)	/kəˌmjuːnəti 'sɜːvɪs/	dịch vụ cộng đồng
develop (v)	/dɪ'veləp/	phát triển
donate (v)	/dəʊ'neɪt/	cho, tặng
elderly (adj)	/'eldəli/	lớn tuổi, cao tuổi
exchange (v)	/ɪks'tʃeɪndʒ/	trao đổi
flooded (adj)	/'flʌdɪd/	bị lũ lụt
homeless (adj)	/'həʊmləs/	vô gia cư, không có gia đình
mountainous (adj)	/'maʊntənəs/	vùng núi
nursing (n)	/'nɜːsɪŋ/	chăm sóc, điều dưỡng
nursing home (n)	/'nɜːsɪŋ həʊm/	viện dưỡng lão
orphanage (n)	/'ɔːfənɪdʒ/	trại trẻ mồ côi
plant (v)	/plɑːnt/	trồng cây
proud (adj)	/praʊd/	tự hào
provide (v)	/prə'vaɪd/	cung cấp
rural area	/'rʊərəl 'eəriə/	vùng nông thôn
skill (n)	/skɪl/	kĩ năng
teenager (n)	/'tiːneɪdʒə/	thanh thiếu niên
tutor (v)	/'tjuːtə/	phụ đạo, dạy học
volunteer (v, n)	/ˌvɒlən'tɪə/	tình nguyện, người tình nguyện

Unit 4

anthem (n)	/'ænθəm/	bài quốc ca
character (n)	/'kærəktə/	nhân vật (trong phim, tác phẩm văn học ...)
compose (v)	/kəm'pəʊz/	soạn, biên soạn
composer (n)	/kəm'pəʊzə/	nhà soạn nhạc, nhạc sĩ
concert (n)	/'kɒnsət/	buổi hoà nhạc
control (v)	/kən'trəʊl/	điều khiển
country music (n)	/'kʌntri mju:zɪk/	nhạc đồng quê
exhibition (n)	/ˌeksɪ'bɪʃn/	cuộc triển lãm
folk music (n)	/'fəʊk mju:zɪk/	nhạc dân gian, nhạc truyền thống
gallery (n)	/'gæləri/	phòng triển lãm tranh
musical instrument (n)	/ˌmju:zɪkl 'ɪnstrəmənt/	nhạc cụ
originate (v)	/ə'rɪdʒɪneɪt/	bắt nguồn, xuất phát từ
perform (v)	/pə'fɔ:m/	biểu diễn, trình diễn
performance (n)	/pə'fɔ:məns/	sự trình diễn, tiết mục biểu diễn, buổi biểu diễn
photography (n)	/fə'tɒgrəfi/	nhiếp ảnh
portrait (n)	/'pɔ:treɪt/	bức chân dung
prefer (v)	/prɪ'fɜ:/	thích hơn
puppet (n)	/'pʌpɪt/	con rối
sculpture (n)	/'skʌlptʃə/	điêu khắc, tác phẩm điêu khắc
water puppetry	/'wɔ:tə 'pʌpɪtri/	múa rối nước

Unit 5

beef (n)	/bi:f /	thịt bò
butter (n)	/'bʌtə/	bơ
dish (n)	/dɪʃ/	món ăn
eel (n)	/i:l/	con lươn
flour (n)	/flaʊə/	bột
fried (adj)	/fraɪd/	được chiên / rán
green tea (n)	/ˌgri:n 'ti:/	chè xanh, trà xanh
ingredient (n)	/ɪn'gri:diənt/	thành phần (nguyên liệu để tạo một món ăn)
juice (n)	/dʒu:s/	nước ép (của quả, rau ...)
lemonade (n)	/ˌlemə'neɪd/	nước chanh
mineral water (n)	/'mɪnərəl wɔ:tə/	nước khoáng
noodles (n)	/'nu:dlz/	mì, mì sợi, phở
omelette (n)	/'ɒmlət/	trứng tráng
onion (n)	/'ʌnjən/	củ hành
pancake (n)	/'pænkeɪk/	bánh kếp
pepper (n)	/'pepə/	hạt tiêu
pie (n)	/paɪ/	bánh nướng, bánh hấp
pork (n)	/pɔ:k/	thịt lợn
recipe (n)	/'resɪpi/	công thức làm món ăn
roast (adj)	/rəʊst/	(được) quay, nướng
salt (n)	/sɔ:lt/	muối
sauce (n)	/sɔ:s/	nước chấm, nước xốt
shrimp (n)	/ʃrɪmp/	con tôm
soup (n)	/su:p/	xúp, canh, cháo
spring roll (n)	/ˌsprɪŋ 'rəʊl/	nem rán
tablespoon (n)	/'teɪblspu:n/	khối lượng đựng trong một thìa / muỗng xúp
teaspoon (n)	/'ti:spu:n/	khối lượng đựng trong một thìa nhỏ dùng để quấy trà
toast (n)	/təʊst/	bánh mì nướng

Unit 6

celebrate (v)	/'selɪbreɪt/	kỉ niệm, tổ chức
entrance exam	/'entrəns ɪg'zæm/	kì thi đầu vào
equipment (n)	/ɪ'kwɪpmənt/	đồ dùng, thiết bị
extra (adj)	/'ekstrə/	thêm
facility (n)	/fə'sɪləti/	thiết bị, tiện nghi
gifted (adj)	/'gɪftɪd/	năng khiếu
laboratory (n)	/lə'bɒrətri/	phòng thí nghiệm
lower secondary school	/'ləʊə 'sekəndri sku:l/	trường trung học cơ sở
midterm (adj)	/ˌmɪd'tɜ:m/	giữa học kì
outdoor (adj)	/'aʊtdɔ:/	ngoài trời
private (adj)	/'praɪvət/	riêng, tư
projector (n)	/prə'dʒektə/	máy chiếu
resource (n)	/rɪ'sɔ:s/, /rɪ'zɔ:s/	tài nguyên
royal (adj)	/'rɔɪəl/	thuộc hoàng gia
service (n)	/'sɜ:vɪs/	dịch vụ
share (v)	/ʃeə/	chia sẻ
talented (adj)	/'tæləntɪd/	tài năng
well-known (adj)	/ˌwel 'nəʊn/	nổi tiếng

Unit 7

bumpy (adj)	/'bʌmpi/	lồi lõm, nhiều ổ gà
distance (n)	/'dɪstəns/	khoảng cách
fine (v)	/faɪn/	phạt
fly (v)	/flaɪ/	bay, lái máy bay, đi trên máy bay
handlebars (n)	/'hændlbɑːz/	tay lái, ghi đông
lane (n)	/leɪn/	làn đường
obey traffic rules	/ə'beɪ 'træfɪk ruːlz/	tuân theo luật giao thông
passenger (n)	/'pæsɪndʒə/	hành khách
pavement (n)	/'peɪvmənt/	vỉa hè (cho người đi bộ)
pedestrian (n)	/pə'destriən/	người đi bộ
plane (n)	/pleɪn/	máy bay
road sign (n) / traffic sign	/'rəʊd saɪn/ /'træfɪk saɪn/	biển báo giao thông
roof (n)	/ruːf/	nóc xe, mái nhà
safety (n)	/'seɪfti/	sự an toàn
seatbelt (n)	/'siːtbelt/	đai an toàn
signal (n)	/'sɪgnəl/	tín hiệu, dấu hiệu
traffic jam (n)	/'træfɪk dʒæm/	tắc đường
traffic rule / law	/'træfɪk ruːl/ lɔː/	luật giao thông
vehicle (n)	/'viːəkl/	xe cộ, phương tiện giao thông
zebra crossing (n)	/ˌziːbrə 'krɒsɪŋ/	vạch kẻ cho người đi bộ sang đường

Unit 8

acting (n)	/'æktɪŋ/	diễn xuất
comedy (n)	/'kɒmədi/	phim hài
confusing (adj)	/kən'fjuːzɪŋ/	khó hiểu, gây bối rối
director (n)	/dɪ'rektə/	người đạo diễn (phim, kịch, ...)
documentary (n)	/ˌdɒkjə'mentri/	phim tài liệu
dull (adj)	/dʌl/	buồn tẻ, chán ngắt
enjoyable (adj)	/ɪn'dʒɔɪəbl/	thú vị, thích thú
fantasy (n)	/'fæntəsi/	phim giả tưởng
frightening (adj)	/'fraɪtnɪŋ/	làm sợ hãi, rùng rợn
gripping (adj)	/'grɪpɪŋ/	hấp dẫn, thú vị
horror film	/'hɒrə fɪlm/	phim kinh dị
moving (adj)	/'muːvɪŋ /	cảm động
must-see (n)	/mʌst 'siː/	bộ phim hấp dẫn, cần xem
poster (n)	/'pəʊstə/	áp phích quảng cáo
review (n)	/rɪ'vjuː/	bài phê bình (về một bộ phim)
scary (adj)	/'skeəri/	sợ hãi, rùng rợn
science fiction (n)	/'saɪəns 'fɪkʃən/	thể loại phim khoa học viễn tưởng
shocking (adj)	/'ʃɒkɪŋ/	làm sửng sốt
star (v)	/stɑː/	đóng vai chính
survey (n)	/'sɜːveɪ/	cuộc khảo sát
twin (n)	/twɪn/	đứa trẻ sinh đôi
violent (adj)	/'vaɪələnt/	có nhiều cảnh bạo lực
wizard (n)	/'wɪzəd/	phù thuỷ

Unit 9

candy (n)	/'kændi/	kẹo
Cannes Film Festival	/kæn fɪlm 'festɪvl/	Liên hoan phim Cannes
carve (v)	/kɑːv/	chạm, khắc
costume (n)	/'kɒstjuːm/	trang phục
decorate (v)	/'dekəreɪt/	trang trí
decoration (n)	/ˌdekə'reɪʃn/	đồ trang trí
disappointing (adj)	/ˌdɪsə'pɔɪntɪŋ/	đáng thất vọng
disappointment (n)	/ˌdɪsə'pɔɪntmənt/	sự thất vọng
Dutch (adj, n)	/dʌtʃ/	thuộc về Hà Lan, người Hà Lan
Easter (n)	/'iːstə/	Lễ Phục sinh
feast (n)	/fiːst/	bữa tiệc
feature (v)	/'fiːtʃə/	trình diễn đặc biệt
fireworks display	/'faɪəwɜːks dɪ'spleɪ/	bắn pháo hoa
float (n)	/fləʊt/	xe diễu hành
folk dance (n)	/'fəʊk dɑːns/	điệu nhảy / múa dân gian
Mid-Autumn Festival	/'mɪd ɔːtəm 'festɪvl/	Tết Trung thu
(the) Netherlands	/'neðələndz/	nước Hà Lan
parade (n)	/pə'reɪd/	cuộc diễu hành
prosperity (n)	/prɒ'sperəti/	sự thịnh vượng, sự phồn vinh
symbol (n)	/'sɪmbl/	biểu tượng
take part in	/'teɪk pɑːt ɪn/	tham gia
Thanksgiving (n)	/ˌθæŋks'gɪvɪŋ/	Lễ Tạ ơn

Unit 10

available (adj)	/ə'veɪləbl/	sẵn có
electricity (n)	/ɪˌlek'trɪsəti/	điện năng
energy (n)	/'enədʒi/	năng lượng
hydro (adj)	/'haɪdrəʊ/	liên quan đến nước
light bulb (n)	/'laɪt bʌlb/	bóng đèn
limited (adj)	/'lɪmɪtɪd/	bị hạn chế
non-renewable (adj)	/ˌnɒn rɪ'nju:əbl/	không thể tái tạo
nuclear (adj)	/'nju:kliə/	thuộc về hạt nhân
overcool (v)	/ˌəʊvə'ku:l/	làm cho quá lạnh
overheat (v)	/ˌəʊvə'hi:t/	làm cho quá nóng
panel (n)	/'pænl/	tấm ghép
produce (v)	/prə'dju:s/	sản xuất
reduce (v)	/rɪ'dju:s/	giảm
renewable (adj)	/rɪ'nju:əbl/	có thể tái tạo
replace (v)	/rɪ'pleɪs/	thay thế
solar (adj)	/'səʊlə/	liên quan đến mặt trời
source (n)	/sɔ:s/	nguồn
syllable (n)	/'sɪləbl/	âm tiết
tap (n)	/tæp/	vòi
warm (v)	/wɔ:m/	(làm cho) ấm lên, nóng lên

Unit 11

appear (v)	/ə'pɪə(r)/	xuất hiện
autopilot (adj, n)	/'ɔ:təʊpaɪlət/	lái tự động
bamboo-copter (n)	/ˌbæm'bu: 'kɒptə(r)/	chong chóng tre
comfortable (adj)	/'kʌmftəbl/	thoải mái, đủ tiện nghi
convenient (adj)	/kən'vi:niənt/	thuận tiện, tiện lợi
disappear (v)	/ˌdɪsə'pɪə/	biến mất
driverless (adj)	/'draɪvələs/	không người lái
eco-friendly (adj)	/ˌi:kəʊ 'frendli/	thân thiện với môi trường
economical (adj)	/ˌi:kə'nɒmɪkl/	tiết kiệm nhiên liệu
fume (n)	/fju:m/	khói
function (n)	/'fʌŋkʃn/	chức năng
hyperloop (n)	/'haɪpəlu:p/	hệ thống giao thông tốc độ cao
mode of travel	/məʊd əv 'trævl/	phương thức đi lại
pedal (v)	/'pedl/	đạp (xe đạp)
run on	/rʌn ɒn/	chạy bằng (nhiên liệu nào)
sail (v)	/seɪl/	lướt buồm
skyTran (n)	/skaɪtræn/	hệ thống tàu điện trên không
solar-powered	/ˌsəʊlə 'paʊəd/	chạy bằng năng lượng mặt trời
solar-powered ship	/ˌsəʊlə 'paʊəd ʃɪp/	tàu thuỷ chạy bằng năng lượng mặt trời
solowheel (n)	/'səʊləʊwi:l/	phương tiện tự hành cá nhân một bánh
walkcar (n)	/'wɔ:kɑ:/	ô tô tự hành dùng chân
teleporter (n)	/'telɪpɔ:tə/	phương tiện di chuyển tức thời

Unit 12

amazement (n)	/ə'meɪzmənt/	sự ngạc nhiên, kinh ngạc (một cách thích thú)
amazing (adj)	/ə'meɪzɪŋ/	ngạc nhiên (một cách thích thú)
ancient (adj)	/'eɪnʃənt/	cổ, lâu đời
Australia (n)	/ɒ'streɪliə/	nước Úc
Canada (n)	/'kænədə/	nước Ca-na-đa
capital (n)	/'kæpɪtl/	thủ đô
castle (n)	/'kɑ:sl/	pháo đài
coastline (n)	/'kəʊstlaɪn/	đường bờ biển
culture (n)	/'kʌltʃə/	nền văn hoá
historic (adj)	/hɪ'stɒrɪk/	mang tính lịch sử
island country	/'aɪlənd 'kʌntri/	đảo quốc
kilt (n)	/kɪlt/	váy truyền thống của đàn ông Xcốt-len
landscape (n)	/'lændskeɪp/	phong cảnh
local (adj)	/'ləʊkl/	thuộc về địa phương
native (adj)	/'neɪtɪv/	(cái gì, con gì) nguyên thuỷ, nguyên gốc (của một vùng đất)
New Zealand	/ˌnju: 'zi:lənd/	nước Niu Di-lân
penguin (n)	/'peŋgwɪn/	chim cánh cụt
shining (adj)	/'ʃaɪnɪŋ /	chói chang, chan hòa ánh nắng
sunset (n)	/'sʌnset/	mặt trời lặn
tattoo (n)	/tə'tu:/	hình xăm
(the) UK	/ˌju: 'keɪ/	Liên hiệp Vương quốc Anh và Bắc Ai-len
(the) USA	/ˌju: es 'eɪ/	Hợp chủng quốc Hoa Kì
tower (n)	/'taʊə/	tháp

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