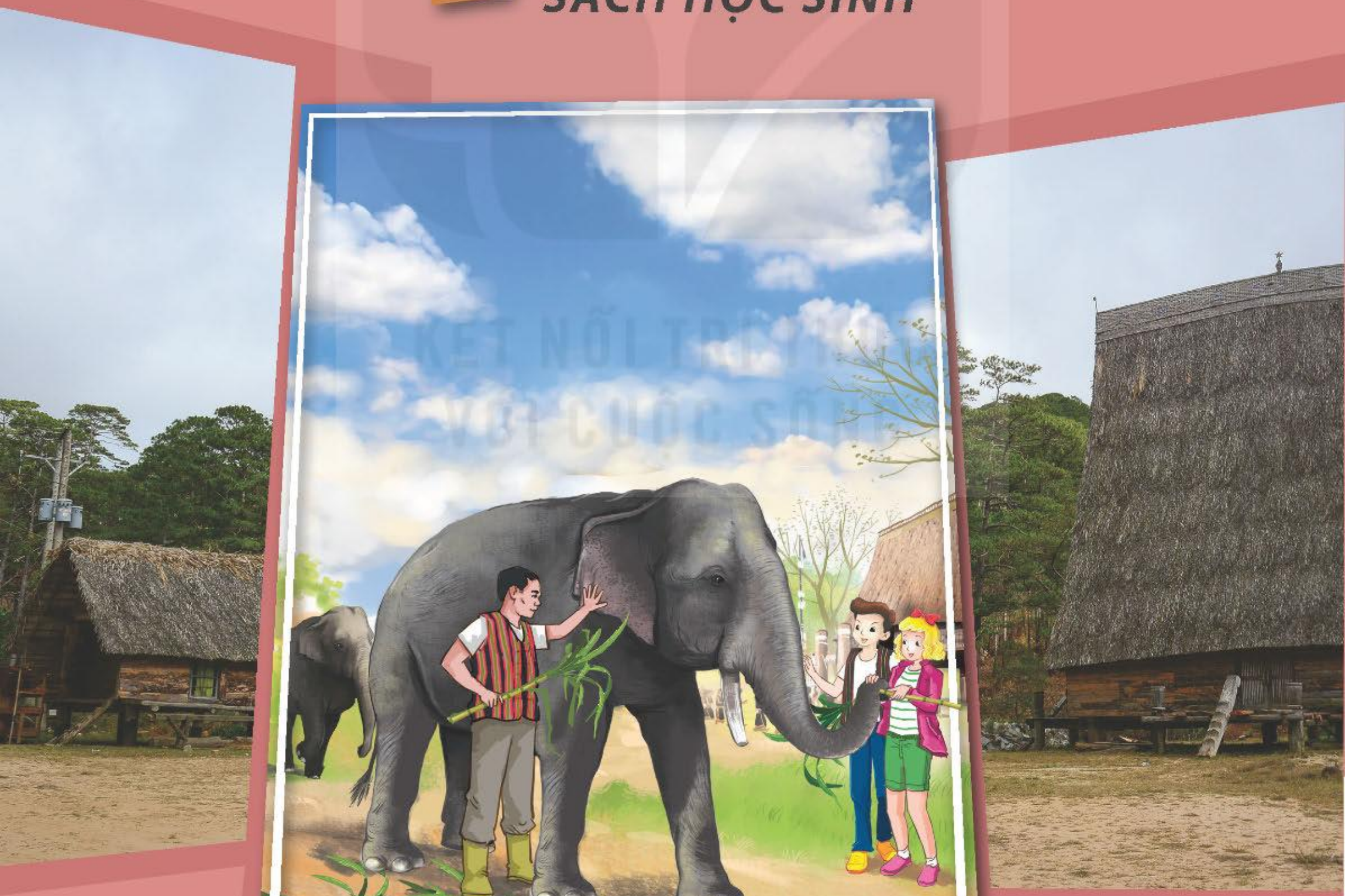
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PHAN CHÍ NGHĨA – TRẦN THỊ HIẾU THUỶ

GLOBAL SUCCESS

TIẾNG ANH 8

SÁCH HỌC SINH



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

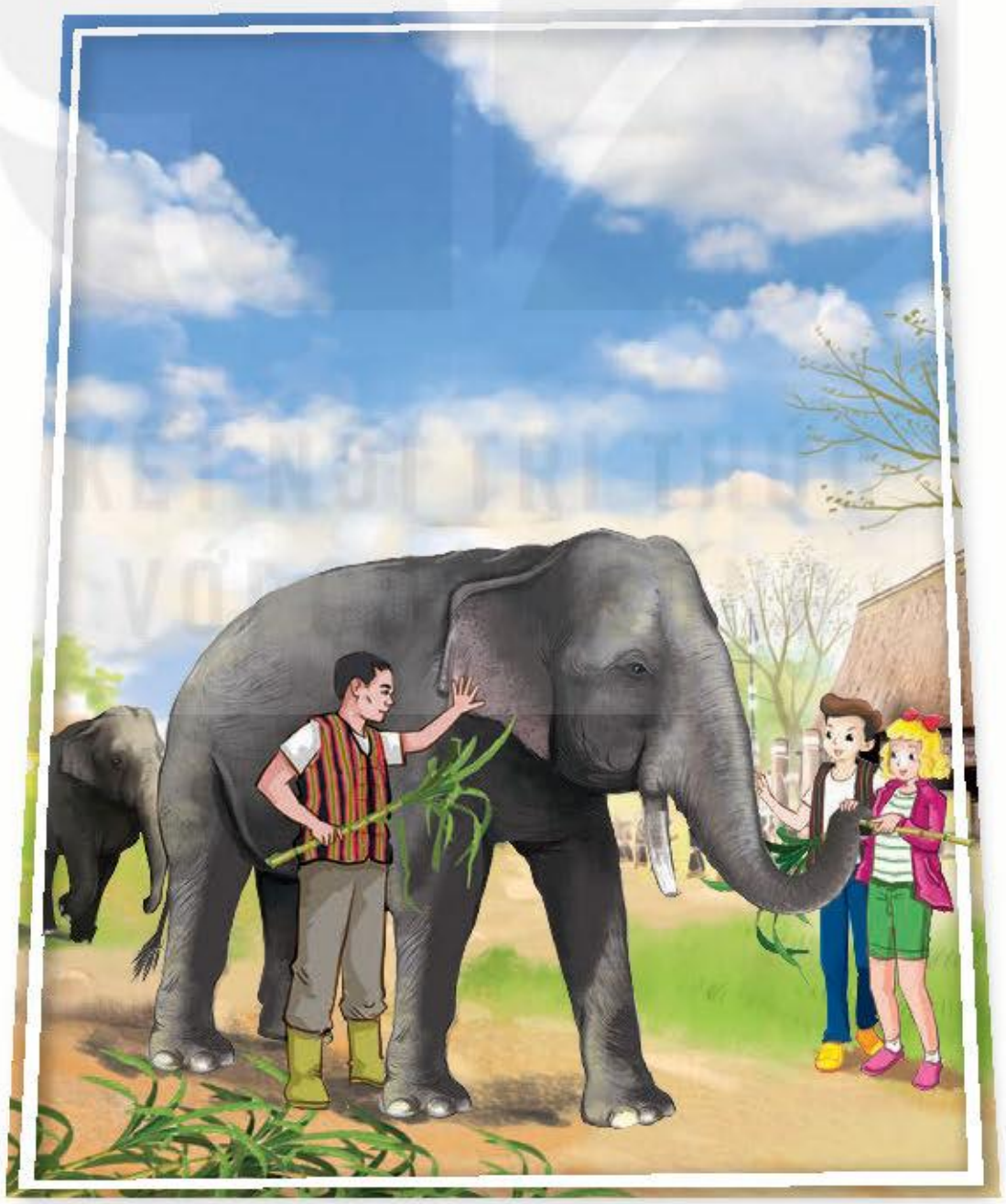
Pearson

HOÀNG VĂN VÂN (Tổng Chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LỜI NÓI ĐẦU

Tiếng Anh 8 – Global Success 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 bậc trung học (Tiếng Anh 6, Tiếng Anh 7). 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 8 – Global Success 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 8 – Global Success 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 8 – Global Success 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

BOOK MAP

	Reading	Speaking
Unit 1 **LEISURE TIME**	Reading for general and specific information about leisure activities with family	Talking about leisure activities with family
Unit 2 **LIFE IN THE COUNTRYSIDE**	Reading for specific information about different aspects of a Vietnamese village	Talking about the village or town where someone lives
Unit 3 **TEENAGERS**	Reading for general and specific information about school club activities	Asking and answering questions about school clubs
REVIEW 1		
Unit 4 **ETHNIC GROUPS OF VIET NAM**	Reading for specific information about stilt houses	Talking about the type of home you live in
Unit 5 **OUR CUSTOMS AND TRADITIONS**	Reading for general and specific information about a local festival	Talking about a normal family event
Unit 6 **LIFESTYLES**	Reading for specific information about an interesting lifestyle and ways to maintain its traditional lifestyle	Talking about maintaining traditional lifestyles
REVIEW 2		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

	Listening	Writing	Language Focus
	Listening for specific information about leisure activities with friends	Writing an email about leisure activities with friends	**Vocabulary:** - Leisure activities - Expressions about likes and dislikes **Pronunciation:** Sounds: /ʊ/ and /uː/ **Grammar:** - Verbs of liking / disliking + gerunds - Verbs of liking / disliking + *to*-infinitives
	Listening for specific information about someone's opinion about life in the countryside	Writing a paragraph about what someone likes or dislikes about life in the countryside	**Vocabulary:** Life in the countryside **Pronunciation:** Sounds: /ə/ and /ɪ/ **Grammar:** Comparative forms of adverbs
	Listening for general and specific information about teen stress	Writing a paragraph about the cause(s) of one's stress and solutions to deal with it	**Vocabulary:** Teen school clubs, teens' use of social media, and teen stress **Pronunciation:** Sounds: /ʊə/ and /ɔɪ/ **Grammar:** Simple sentences and compound sentences
	Listening for specific information about the life of minority children	Writing a paragraph about the things you do to help your family	**Vocabulary:** The lifestyle of ethnic groups **Pronunciation:** Sounds: /k/ and /g/ **Grammar:** - *Yes / No* and *Wh*-questions - Countable and uncountable nouns
	Listening for specific information about a festival	Writing an email to give advice on taking part in a traditional festival	**Vocabulary:** Customs and traditions **Pronunciation:** Sounds: /n/ and /ŋ/ **Grammar:** Zero article
	Listening for general and specific information about the impact of modern technology on lifestyles	Writing a paragraph about the advantages or disadvantages of online learning	**Vocabulary:** Different lifestyles **Pronunciation:** Sounds: /br/ and /pr/ **Grammar:** - Future simple - First conditional

	Reading	Speaking
Unit 7 **ENVIRONMENTAL PROTECTION**	Reading for general and specific information about Con Dao National Park	Talking about Vu Quang National Park
Unit 8 **SHOPPING**	Reading for specific information about the reasons people go to shopping centres	Talking about a shopping place
Unit 9 **NATURAL DISASTERS**	Reading for specific information about natural disasters	Talking about a natural disaster
REVIEW 3		
Unit 10 **COMMUNICATION IN THE FUTURE**	Reading for general and specific information about a way of communicating in the future	Talking about the advantages and disadvantages of a way of communicating
Unit 11 **SCIENCE AND TECHNOLOGY**	Reading advertisements for specific information about new technologies	Talking about a technology or an invention
Unit 12 **LIFE ON OTHER PLANETS**	Reading for specific information about the possibility of life on other planets	Talking about the conditions needed for planets to support human life
REVIEW 4		

	Listening	Writing	Language Focus
	Listening for general and specific information about water pollution	Writing a notice	**Vocabulary:** Environmental protection **Pronunciation:** Sounds: /bl/ and /kl/ **Grammar:** Complex sentences with adverb clauses of time
	Listening for general and specific information about online shopping	Writing a paragraph about the advantages or disadvantages of a type of shopping	**Vocabulary:** Shopping **Pronunciation:** Sounds: /sp/ and /st/ **Grammar:** - Adverbs of frequency - Present simple for future events
	Listening for specific information about things to do before, during, and after a natural disaster	Writing instructions about things to do before, during, and after a natural disaster	**Vocabulary:** - Types of natural disasters - Words describing natural disasters **Pronunciation:** Stress in words ending in *-al* and *-ous* **Grammar:** Past continuous
	Listening for general and specific information about a communication exhibition	Writing a paragraph to describe a way of modern communication	**Vocabulary:** Communication technology **Pronunciation:** Stress in words ending in *-ese* and *-ee* **Grammar:** - Prepositions of place and time - Possessive pronouns
	Listening for specific information about a robot teacher	Writing an opinion paragraph about whether robots will replace teachers at school	**Vocabulary:** Science and technology in the future **Pronunciation:** Sentence stress **Grammar:** Reported speech (statements)
	Listening for specific information about an imaginary planet and its creatures	Writing a paragraph to describe imaginary creatures living on another planet	**Vocabulary:** Outer space **Pronunciation:** Intonation for making lists **Grammar:** Reported speech (questions)

Unit 1 LEISURE TIME

THIS UNIT INCLUDES:

Vocabulary
- Leisure activities
- Expressions about likes and dislikes

Pronunciation
Sounds: /ʊ/ and /u:/

Grammar
- Verbs of liking / disliking + gerunds
- Verbs of liking / disliking + *to*-infinitives

Skills
- Reading about leisure activities with family
- Talking about leisure activities with family
- Listening about leisure activities with friends
- Writing an email about leisure activities with friends

Everyday English
Inviting and accepting invitations

GETTING STARTED

I'm keen on doing DIY (do-it-yourself).



1 **Listen and read.**

Tom: Hi, Trang. Surprised to see you. What brings you here?

Trang: Oh, hello Tom. I'm looking for a knitting kit.

Tom: A knitting kit? I didn't know you like knitting.

Trang: Actually, I'm keen on many DIY activities. In my leisure time, I love knitting, building dollhouses, and making paper flowers.

Tom: I see. So, you like spending time on your own.

Trang: Yeah. What do you do in your free time?

Tom: I'm a bit different. I usually hang out with my friends. We go to the cinema, go cycling, or play sport in the park.

Trang: You love spending free time with other people, don't you?

Tom: That's right. By the way, would you like to go to the cinema with me and Mark this Sunday? There's a new comedy at New World Cinema.

Trang: Yes, I'd love to. Can I ask Mai to join us?

Tom: Sure. Let's meet outside the cinema at 9 a.m.





2 Read the conversation again and complete the sentences.

1. Trang is looking for a _____.
2. She likes doing DIY in her _____.
3. Tom loves spending his free time with _____.
4. Tom and his friends usually _____ together.
5. Tom, Mark, Trang, and Mai are going to see a comedy this _____.







3 Work in pairs. Write the activities from the box under the correct pictures.

doing DIY	cooking
doing puzzles	playing sport
surfing the net	messaging friends



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

4 Work in pairs. Read the phrases, and guess which activities in 3 are described.

1. improve memory, a mental exercise
2. save money, increase creativity
3. improve physical health, make friends
4. keep in touch, be relaxed
5. learn something about IT, computer skills

5 Work in groups. Ask one another the question below. Then report your friends' answers to the class.

If you have some free time this weekend, what will you do?

A CLOSER LOOK 1

Vocabulary

1 **Match a word / phrase in column A with a word in column B to make expressions about likes.**

A	B
1. be fond	a. about
2. be keen	b. in
3. be interested	c. on
4. be crazy	d. into
5. be	e. of

Remember!

When we want to change the above expressions so that they are about dislikes, we add "not" after the verb "be".

Example:

She is keen on cooking.

→ She is not keen on cooking.

2 **Fill in each blank with a correct word from the box.**

into fond keen interested about

1. I'm _____ of taking photos. In my free time, I usually go out and take photos of people and things.
2. Mai is _____ in history. She often goes to museums to see new exhibits and learn about the past.
3. My sister is _____ on cooking. She wants to become a chef in the future.
4. My brother spends lots of time surfing the net, but I'm not _____ it.
5. I'm not crazy _____ doing DIY. I'm never able to finish any DIY projects I start.

3 **Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas.**

cooking	playing sport
doing DIY	doing puzzles
surfing the net	messaging friends

Example: I'm interested in doing DIY.

1. I'm crazy about _____.
2. I'm keen on _____.
3. I'm fond of _____.
4. I'm not interested in _____.
5. I'm not into _____.

Pronunciation

/ʊ/ and /u:/

4 **Listen and repeat the words. Pay attention to the sounds /ʊ/ and /u:/. Then put the words into the correct column.** Track 2

cook	group	push	June
school	would	woman	move

/ʊ/	/u:/

5 **Listen and practise the sentences. Underline the bold words with /ʊ/ and circle the bold words with /u:/.** Track 3

1. She likes reading **books** and swimming in the **pool**.
2. When it is **cool**, we like to play **football**.
3. She **drew** and made **puddings** in her free time.
4. My mum loves pumpkin **soup** and coffee with a little **sugar**.
5. My brother is fond of watching the **cartoon** about a clever **wolf**.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 2

Grammar

Verbs of liking / disliking + gerunds

Verbs of liking / disliking + *to*-infinitives

Remember!

- Some verbs of liking and disliking can be followed by gerunds only.

  Example: They **dislike surfing** the net.

- Some are followed by both gerunds and *to*-infinitives.

  Example: I **love going / to go** to the cinema.

1 **Work in pairs. Put the verbs in the appropriate column.**

love	like	detest	fancy
dislike	enjoy	hate	prefer

Verbs followed by gerunds only	Verbs followed by both gerunds and *to*-infinitives

2 **Choose the correct answer A, B, or C.**

1. I love _____, so in my leisure time, I go to some villages near Ha Noi to relax and enjoy the outdoors.

   A. travelling B. travelled C. a travel

2. Tom enjoys _____ puzzles, especially Sudoku.

   A. doing B. do C. to do

3. When do you like _____ TV?

   A. watched B. watch C. to watch

4. Do you fancy _____ to the cinema this weekend?

   A. go B. going C. to go

5. I detest _____. I think it's cruel to harm animals.

   A. hunting B. to hunt C. hunt

3 **Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form.**

1. Mark _____. (like)





2. The girls _____. (enjoy)

3. My cousin _____. (dislike)





4. My father _____. (hate)



5. Tom and his sister _____. (prefer)

4 **Complete the sentences about yourself.**

All about me!	
	
I like _____.	I dislike _____.
I prefer _____.	I hate _____.
I love _____.	I detest _____.

5 **GAME** **Likes and dislikes mimes**

Work in groups. One mimes a leisure activity he / she likes or dislikes. The others guess the activity by asking *Yes / No* questions using the verbs they have learnt.

Example:

A: Do you like surfing the net?

B: No, I don't.

C: Do you love messaging your friends?

B: Yes, I do.

COMMUNICATION

Everyday English

Inviting and accepting invitations

1 **Listen and read the dialogues below. Pay attention to the highlighted parts.** Track 4

1. ***Trang:*** Would you like to go to the cooking club with me this Sunday?
   Ann: I'd love to. Thanks.

2. ***Tom:*** Do you fancy going for a walk?
   Mark: That's great. Thanks.

2 **Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1.**

- You invite your friend to play badminton.
- You invite your friend to make paper flowers with you.
- You invite your friend to try your home-made pizza.

Teens' leisure activities around the world

3 **Work in pairs. Answer the question.**

What is the activity in each picture?



4 **Read what three teenagers say about their leisure activities. Complete the table with the information from the text.**

Sakura (Kyoto, Japan)

Origami is the art of paper folding. I love doing it on my own in my free time. With just some sheets of paper, I can create almost anything: flowers, birds, or fans. Doing origami helps me to relax.

Eric (St. Gallen, Switzerland)

My home town has some famous ski resorts. I'm into snowboarding and usually go to a nearby ski resort with my parents at weekends. Snowboarding improves my overall health and balance.

Lan (Quang Binh, Viet Nam)

I'm keen on playing sport, especially badminton. My best friend lives next door, so we play badminton almost every afternoon. It's an easy sport, and it also improves my muscle strength and helps reduce stress.

Name	Country	Leisure activity	Person / People to do the activity with	Benefits of the activity
Sakura	Japan			
Eric	Switzerland			
Lan	Viet Nam			

5 **Work in groups. Ask and answer the questions.**

– Which of the activities in **4** do you want to try?

– Why do you want to try it?

Report your group's answers to the class.

SKILLS 1

Reading

1 **Look at the pictures. What activities can you see?**



2 **Read about Trang's leisure activities. Choose the correct answer.**

Some teenagers enjoy spending free time with their friends. Others prefer doing leisure activities with their family members. I love spending time with my family because it's a great way to **connect** with them.

At the weekend, we usually go for a bike ride. We cycle to some nearby villages to enjoy the fresh air. We take photos and look at them later. My big brother and I are also into cooking. My brother looks for easy recipes. After that, we prepare the ingredients and cook. Sometimes the food is good, but sometimes it isn't; nevertheless, we love whatever we cook. The leisure activity I like the most is doing DIY projects with my mum. She teaches me to make my own dresses and doll clothes. On special occasions, we make special dresses together. Once I won the first prize in a costume contest at my school.

1. The text is about Trang's leisure activities _____.

   A. in the past **B.** with her friends

   C. with her family

2. The word "**connect**" is closest in meaning to _____.

   A. join with something

   B. better understand someone

   C. speak to someone by phone

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

1. What does Trang do with her family members at the weekend?
2. Who looks for recipes when Trang and her brother cook?
3. Which leisure activity does she love the most?
4. What does Trang's mum teach her to do?
5. What did she win?

Speaking

4 **Work in groups. Take turns to ask and answer the questions.**

1. What leisure activities do you usually do with your family?
2. Which one do you like the most? Why?
3. How do you feel when you spend time with your family members?

Record your friends' answers in the table below.

Friend's name	Question 1	Question 2	Question 3

5 **Report your group members' answers to the class. What activities are the most common?**

SKILLS 2

Listening

1 **Answer the questions.**

1. In your opinion, what activities can we do with our friends in our leisure time?
2. Why should we spend time with our friends?

2 **Listen to an interview with Mark about his leisure activities. Choose the correct answer.** Track 5

1. When does Mark usually have free time?
   - A. At weekends.
   - B. On Sundays.
   - C. On Saturdays.
2. Who does he spend his free time with?
   - A. His neighbours and friends.
   - B. His family and relatives.
   - C. His family and friends.

3 **Listen to the interview again. Fill in each blank in the table with no more than TWO words.** Track 6

Activities	Reasons
- Inviting friends to his house - Cooking and watching a (1) _____	- Fun and better than going to the (2) _____
- Going to the (3) _____ to play volleyball or skateboard	- Stay in (4) _____
- Going for a (5) _____ around our city	- See different (6) _____

Writing

4 **Work in pairs. Ask and answer the questions.**

1. When do you usually have free time?
2. What do you usually do with your friends in your free time?
3. Why do you do these activities?

5 **Write an email (80 – 100 words) to a penfriend to tell him / her about what you usually do with your friends in your free time. Use your answers in 4.**

Start and end the email as follows:

New Message

From: Cc Bcc

To:

Subject: My free time

Hi _____,

It's nice to hear from you again.

Let me tell you about _____

Bye for now,

_____.

LOOKING BACK

Vocabulary

1 Complete the sentences with appropriate leisure activities.

1. Mai loves _____ online for about 30 minutes a day. She thinks puzzles are good for the brain.
2. My favourite leisure activity is _____. I can make many things myself, such as paper flowers and bracelets.
3. _____ is a popular way for teens to spend their free time. Many of them send messages to each other every day.
4. My brother is fond of _____ with his friends. On Sundays, he usually plays football, goes swimming, or plays badminton with them.
5. Tom spends one hour on the Internet almost every day. He is keen on _____.

2 Write complete sentences from the given cues.

1. my cousin / crazy about / play / computer / games.

_____

2. they / interested / play / badminton / after school?

_____

3. I / not fond / make models / because / I / not patient.

_____

4. – why / you / not into / cook?
   – because / often / burn myself.

_____

5. my friends / keen / do judo / and / they / go / judo club / every Sunday.

_____

Grammar

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

1. Does Tom enjoy (cycle) _____ in the park with his friends?
2. Some teenagers don't like (read) _____ comic books.
3. Mai detests (play) _____ sport because it's tiring.
4. Trang and Ann love (chat) _____ with each other in their free time.
5. What do Nam and Mark prefer (do) _____ at the weekend?

4 Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary.

Ann is my best friend. She usually has free time at the weekend. She enjoys  (1. ride) riding a horse at the riding club. Sometimes, she likes  (2. read) _____ or  (3. message) _____. She also loves  (4. make) _____ and  (5. knit) _____. However, there is one thing she doesn't like doing in her free time. She dislikes  (6. play) _____.

PROJECT

LEISURE TIME SURVEY



Work in groups.

1 **Interview some students from your class or from other classes. Use the questions below.**

1. When do you have free time?
2. What do you like doing with your family in your free time?
3. What do you like doing with your friends in your free time?
4. What leisure activities do you like doing on your own?
5. What leisure activities would you like to try in the future?

2 **Collect the answers. Use the table below.**

Student	Question 1	Question 2	Question 3	Question 4	Question 5

3 **Report your group's findings to your class based on the following guiding questions:**

1. How many students did you interview?
2. When do the students have free time?
3. What are the most popular activities they do with their family?
4. What are the most popular activities they do with their friends?
5. What are the most popular activities they do on their own?
6. What leisure activities would they like to try in the future?

Now I can ...	✓	✓✓	✓✓✓
• use the words related to leisure activities and expressions about likes and dislikes. • pronounce the sounds /ʊ/ and /uː/ correctly in words and sentences. • use verbs of liking / disliking followed by gerunds and / or *to*-infinitives to talk about likes and dislikes. • invite and accept invitations. • read about leisure activities with family. • talk about leisure activities with family. • listen about leisure activities with friends. • write an email about leisure activities with friends.			

Unit 2 LIFE IN THE COUNTRYSIDE

THIS UNIT INCLUDES:

Vocabulary
Life in the countryside

Pronunciation
Sounds: /ə/ and /ɪ/

Grammar
Comparative forms of adverbs

Skills
- Reading about different aspects of a Vietnamese village
- Talking about the village or town where someone lives
- Listening to someone's opinion about life in the countryside
- Writing a paragraph about what someone likes or dislikes about life in the countryside

Everyday English
Giving and responding to compliments

GETTING STARTED

Last summer holiday

1 **Listen and read.** Track 7

Nick: You look great with a tan, Mai!

Mai: Thank you. I've just come back from a very enjoyable summer holiday.

Nick: Really? Where did you stay?

Mai: I stayed at my uncle's house in a small village in Bac Giang Province.

Nick: What did you do there?

Mai: A lot of things. It was harvest time. The villagers were harvesting rice with a combine harvester. I helped them load the rice onto a truck. Then we unloaded the rice and dried it.

Nick: Sounds great!

Mai: And sometimes I went with the village children to herd the buffaloes and cows. I made friends with them on my first day.

Nick: Were they friendly?

Mai: Yes, they were. They took me to the paddy fields to fly kites. And in the evening, we played traditional games like bamboo dancing and dragon-snake.

Nick: Oh, I envy you!

Mai: Things move more slowly there than in our city, but people seem to have a healthier life.



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

1. How does Mai feel about her summer holiday?

   A. She likes it.

   B. She doesn't like it.

   C. She thinks it was fine.

2. Where did she stay during her summer holiday?

   A. At her friend's house.

   B. At her uncle's house.

   C. At her grandparents' house.

3. During harvest time, people harvest rice by _____.

   A. themselves **B.** using a truck

   C. using a combine harvester

4. Mai thinks people in the countryside lead _____.

   A. a healthy life **B.** an exciting life

   C. an interesting life

3 Complete the sentences with the words and phrases from the box.

paddy field	herd	load
harvest time	combine harvester	

1. It took them an hour to _____ all the goods onto the truck.
2. Nowadays, people in my village use a _____ to harvest their rice and separate the grains from the rest of the plant.
3. Today it is my turn to _____ the cows.
4. A place in which people grow rice is called a _____.
5. A busy time when people cut and gather their crops is called _____.

4 Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).





1. unloading rice
2. ploughing a field
3. milking cows
4. feeding pigs
5. catching fish
6. drying rice









Can you add some more activities?

5 Work in pairs. Ask and answer about the pictures in 4.

Example:

A: What are they doing in picture **a**?

B: They're ploughing a field.

A CLOSER LOOK 1

Vocabulary

1 **Circle the correct words to complete the sentences.**

1. We helped the farmers herd **cattle** / **poultry**.
2. They are helping their parents pick **plants** / **fruit** in the orchard.
3. At harvest time farmers are busy cutting and collecting **food** / **crops**.
4. The driver **loaded** / **unloaded** the rice from the back of the truck.
5. People here live by **catching** / **holding** fish from nearby lakes and ponds.

2 **Match the following adjectives with their definitions.**

1. vast	a. pretty, especially in a way that looks old-fashioned
2. hospitable	b. having something near or around
3. well-trained	c. extremely large in area, size, amount, etc.
4. surrounded	d. pleased to welcome guests; generous and friendly to visitors
5. picturesque	e. having received good or thorough training

3 **Complete the sentences with the words from 2.**

1. The local people are kind and _____ to visitors.
2. Our factory needs a lot of _____ workers.
3. While travelling up the mountain, people always stop and take photos of the _____ scenery.
4. The Sahara is a _____ desert that covers parts of eleven countries in northern Africa.
5. The lake is _____ by a lot of trees.

Pronunciation

/ə/ and /ɪ/

4 **Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.** Track 8

/ə/	/ɪ/
activity	pick
hospitable	village
garden	harvest
picturesque	busy
collect	cottage

5 **Listen and practise the sentences. Underline the bold words with /ə/ and circle the bold words with /ɪ/.** Track 9

1. There is a lot of **water in** the bottle.
2. The **farmers** here are **hard-working**.
3. They are **picking** fruits in the **orchard**.
4. People in my **village** usually **gather** at weekends.
5. Please buy some **milk** and **pasta** at the supermarket.

A CLOSER LOOK 2

Grammar

Comparative adverbs

Remember!

- For most adverbs (often with two or more syllables), we make comparative forms by adding *more*.

  Example: slowly → **more** slowly

  carefully → **more** carefully

- For adverbs that have the same forms as adjectives like *fast, hard, soon*, etc., we make comparative forms by adding *-er*.

  Example: fast → fast**er**

  hard → hard**er**

- Some irregular adverbs:

  well → better

  badly → worse

1 Write the comparative forms of the adverbs in the table below.

Adverbs	Comparative forms
long	*longer*
high	
late	
quickly	
frequently	
early	
much	
little	

2 Complete the sentences with the comparative forms of the adverbs in brackets.

1. Mai dances (beautifully) _____ than Hoa does.
2. Please write (clearly) _____. I can't read it.
3. Life in the city seems to move (fast) _____ than that in the countryside.
4. If you want to get better marks, you must work much (hard) _____.
5. Today it's raining (heavily) _____ than it was yesterday.

3 Complete the sentences with suitable comparative forms of the adverbs from the box.

early	soundly	fast
carefully	quietly	

1. After his accident last month, he is driving _____ now.
2. A horse can run _____ than a buffalo.
3. You're too loud. Can you speak a bit _____?
4. After working hard all day on the farm, we slept _____ than ever before.
5. The farmers started harvesting their crops _____ than expected.



4 **Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.**

1. The red car can run 200 km/h while the black car can run 160 km/h.

   The red car can run _____ _____. (fast)

2. Nick can jump 1.5 m high while Tom can jump only 1.3 m.

   Nick can jump _____ _____. (high)

3. Mai and Hoa both did well on the exam. Hoa got 80% of the answers correct and Mai got 90%.

   Mai did _____ _____. (well)

4. My dad expected the workers to arrive at 7 a.m., but they arrived at 6:30 a.m.

   The workers arrived _____ _____. (early)

5. The buses run every 15 minutes. The trains run every 30 minutes.

   The buses run _____ _____. (frequently)

5 **Work in pairs. Ask and answer to find out who:**

- can run faster
- can jump higher
- stays up later at night
- gets up earlier in the morning

Example:

A: How fast can you run?

B: I can run 15 kilometres an hour.

A: OK, you can run faster than me.

Report your results to the class.

COMMUNICATION

Everyday English

Giving and responding to compliments

1 **Listen and read the conversations. Pay attention to the highlighted sentences.** Track 10

① ***Tom:*** What a beautiful kite you have, Mai!

Mai: Thank you, Tom. My dad made it for me last weekend.

② ***Nick:*** You really have a nice dress, Hoa.

Hoa: I'm glad you like it, Nick. I think its colour really suits me.

2 **Work in pairs. Make similar conversations to practise giving and responding to compliments, using the cues below.**

- a shirt
- a bicycle
- a school bag







KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Adverts for beautiful villages

3 **Read the adverts for the two beautiful villages. Tick (✓) the boxes to show which village the statements describe. Sometimes both boxes need to be ticked.**

Duong Lam Village



Duong Lam, one of the most ancient villages in Ha Noi, is situated in Son Tay. Visitors can get there from the centre of Ha Noi by car, bus or even by bicycle. It is famous for its ancient pagoda, traditional houses, and temples. Besides these, visitors can observe the locals making specialities, such as *keo doi*, *che lam*, etc. and then try them.

Hollum Village



Hollum is one of the ancient villages on the island of Ameland, the Netherlands. Many visitors come to the village because of its historical and cultural values. It is full of fascinating sights, such as traditional houses, a museum, a church, a lighthouse, etc. Besides sightseeing, visitors can also take part in sports like kite-flying, surfing, etc. Visitors can reach the village by air or ferry.

Statements	Duong Lam	Hollum
1. It's an ancient village.		
2. We can visit an ancient pagoda, traditional houses, and temples in this village.		
3. We can get there by plane or ferry.		
4. We can go there by car, bus, or bike.		
5. It has a lighthouse.		

4 **Work in groups. Take turns to talk about the similarities and differences between Duong Lam and Hollum.**

Example:

Duong Lam and Hollum are both ancient villages, ...

5 **Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner.**

Example:



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 1

Reading

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



1. What can you see in it?
2. Which of the following adjectives describe the picture?

peaceful	vast	crowded
picturesque	noisy	

2 **Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings.**

I feel fortunate that I am living in a peaceful village in southern Viet Nam. The scenery here is beautiful and picturesque with vast fields stretching long distances. The houses are surrounded by green trees. There are lakes, ponds, and canals here and there. The air is fresh and cool.

Life here seems to move more slowly than in cities. The people work very hard. They grow vegetables, cultivate rice, and raise cattle. At harvest time, they use combine harvesters to harvest their crops. Many families live by growing fruit trees in the orchards. Others live by fishing in lakes, ponds, and canals.

Life in the village is very comfortable for children. They play traditional games. Sometimes they help their parents pick fruit and herd cattle.

People in my village know each other well. They are friendly and hospitable. They often meet each other in the evening, eating fruit, playing chess, singing folk songs, and chatting about everyday activities.

1. stretching	a. small passages used for carrying water to fields, crops, etc.
2. canals	b. places where people grow fruit trees
3. cultivate	c. covering a large area of land
4. orchards	d. to grow plants or crops

3 **Read the text again and tick (✓) T (True) or F (False) for each sentence.**

	T	F
1. Life in the author's village is very peaceful.		
2. The people in the village work very hard.		
3. Villagers live only by catching fish in lakes, ponds, and canals.		
4. The children are always busy helping their parents.		
5. The villagers get along well.		

Speaking

4 **Make notes about the village or town where you live or which you know.**

Name	
Location	
Scenery	
How people live	
Activities adults or children often do	
The relationships among the people	
Special features	

5 **Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4.**

Example:

I live in Duong Lam. It's an old village outside Ha Noi. It has ...

SKILLS 2

Listening

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

What do you like or dislike about life in the countryside?

2 **Listen to three people talking about life in the countryside. Choose the opinion (A - C) that each speaker (1 - 3) expresses.** Track 11

Speaker 1	
Speaker 2	
Speaker 3	

Opinions

A. I don't like rural life because there are not many good schools and colleges. And entertainment and means of transport are very poor.

B. I like rural life because the people here are close to each other.

C. I want to live in the countryside because there are many things I can't easily do in the city.

3 **Listen again and choose the correct answer A, B, or C.** Track 12

1. According to speaker 1, there is a great sense of _____ in his village.

   A. security **B.** duty

   C. community

2. Speaker 1 says that people in his village are very _____.

   A. supportive **B.** unsociable

   C. well-trained

3. In speaker 2's opinion, _____ is a big problem in the countryside.

   A. the cost of living **B.** safety

   C. transportation

4. Speaker 2 says that they should _____ in the countryside.

   A. improve the lives of people

   B. prevent crime

   C. protect nature

5. According to speaker 3, life in the countryside is peaceful and _____.

   A. slow **B.** simple **C.** safe

Writing

4 **Work in groups. Discuss and write what you like or dislike about life in the countryside.**

LIKE	DISLIKE
– low cost of living – many cheap things ...	– not many entertainment places, such as theatres, cinemas, etc. – poor means of transport ...

5 **Write a paragraph (80 - 100 words) about what you like OR dislike about life in the countryside.**

There are some things I like / dislike about life in the countryside. _____

_____

_____

_____

_____

_____

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LOOKING BACK

Vocabulary

1 Write a phrase from the box under the correct picture.

unloading rice	ploughing fields
milking cows	feeding pigs
catching fish	drying rice



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2 Choose the correct answer A, B, or C.

1. There is a huge cloud _____ as far as the eye can see.
   A. surrounded B. stretching
   C. vast
2. People in my village are really _____; they are always generous and friendly to visitors.
   A. well-trained B. funny
   C. hospitable
3. The development of cities destroys _____ areas of countryside.
   A. vast B. much
   C. stretching
4. The workers in our factory are very _____ because they took a lot of good training courses.
   A. hospitable B. kind
   C. well-trained
5. The area around the village is famous for its _____ landscape.
   A. picturesque B. boring
   C. dull

Grammar

3 Complete the sentences with the comparative forms of the adverbs in brackets.

1. Every morning Nick gets up ten minutes (early) _____ than his sister.
2. I speak French (fluently) _____ now than I did last year.
3. You'll find your way around the village (easily) _____ if you have a good map.
4. It rained (heavily) _____ today than it did yesterday.
5. If you work (hard) _____, you will do (well) _____ in your exam.

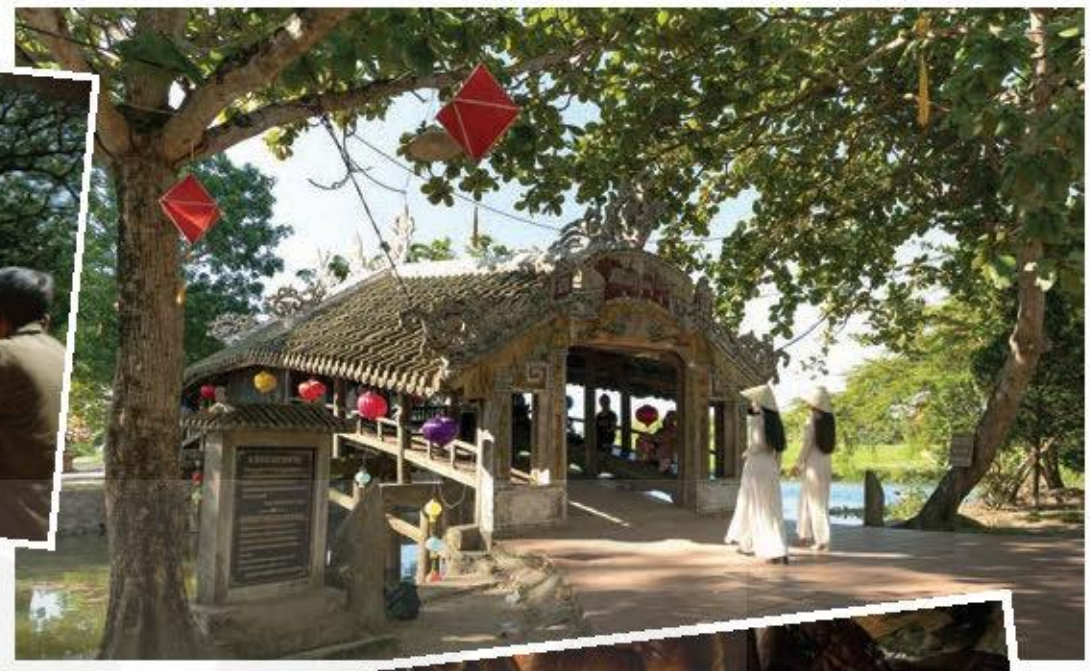
4 Underline the mistakes in the sentences and correct them.

1. I run faster as my brother does.
2. People in the city seem to react quicklier to changes than those in the country.
3. We need to work more hardly, especially at exam time.
4. You must finish harvesting the rice the earlier this year than you did last year.
5. As they climbed more highly up the mountain, the air became cooler.

PROJECT

MY FAVOURITE VILLAGE





Work in groups.

1 **Search for a village in Viet Nam or a foreign country that you would like to visit.**



2 **Design a poster about that village, including:**

- name
- location
- scenery
- people and their activities

...

3 **Present your poster to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words about life in the countryside. • pronounce the sounds /ə/ and /ɪ/ correctly in words and sentences. • recognise and use comparative forms of adverbs. • give and respond to compliments. • read about different aspects of a Vietnamese village. • talk about the village or town where someone lives. • listen to someone's opinion about life in the countryside. • write a paragraph about what someone likes or dislikes about life in the countryside.			

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 3 TEENAGERS

THIS UNIT INCLUDES:

Vocabulary
- Teen school clubs
- Teen's use of social media
- Teen stress

Pronunciation
Sounds: /ʊə/ and /ɔɪ/

Grammar
Simple sentences and compound sentences

Skills
- Reading about school club activities
- Asking and answering questions about school clubs
- Listening about teen stress
- Writing a paragraph about the cause(s) of one's stress and solutions to deal with it

Everyday English
Making requests

GETTING STARTED

It's great to see you again!

1 Listen and read. 13

Teacher: It's great to see you again, class! What's going on?

Minh: We've decided to use Facebook for our class forum, and we joined some school club activities. We're also preparing for the midterm tests. It's really stressful.

Teacher: I'm sorry to hear that. I know exams may give you a lot of stress. But stay calm and work hard. What other pressure do you have?

Minh: Well, we also have pressure from our parents and friends.

Teacher: Do you? Let's discuss these problems in your new Facebook group. By the way, why did you choose Facebook?

Ann: Because it's user-friendly.

Teacher: Good! How about club activities? Do you find them enjoyable?

Ann: Yes. This year there are some new clubs like arts and crafts, and music. The club leaders will provide us with a variety of activities to suit different interests. And there will also be competitions as usual.

Teacher: Awesome! I hope you all can join the clubs you like.



2 Read the conversation again and tick (✓) T (True) or F (False) for each sentence.

	T	F
1. The students finished their midterm tests.		
2. Minh mentions the different types of pressure they are facing.		
3. The teacher tells them to stay calm and work hard.		
4. The class will discuss their problems offline.		
5. The school has different clubs for its students.		

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

chess club
language club
arts and crafts club
forum
sports club
pressure



1. _____



2. _____





3. _____



4. _____



5. _____



6. _____

4 Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.

1. Minh is a member of our _____. The greeting cards he makes are really creative.
2. Students can discuss their problems in their class _____.
3. We share the essays and stories that we write in English in our _____.
4. She is not feeling very well this weekend because of all the _____ from her schoolwork.
5. The coach of our _____ tells us to drink plenty of water during our practice sessions.

5 Work in pairs. Ask and answer the questions below. Report your friend's answers to the class.

1. What types of social media do you use?
2. What kinds of pressure do you have?
3. What clubs do you participate in?
4. Why do you choose to participate in that club?

A CLOSER LOOK 1

Vocabulary

1 **Circle the correct options to complete the phrases.**

1. upload	A. a picture	B. the website
2. browse	A. a website	B. a clip
3. check	A. pictures	B. notifications
4. log on	A. to a club	B. to an account
5. connect	A. a post	B. with friends

2 **Use the correct forms of the verbs in 1 to complete the sentences.**

1. I _____ the school website and found pictures of school activities.
2. Our teacher _____ a video of our last meeting in our forum for everyone to see.
3. She _____ with some old friends at the English club.
4. Tom _____ the notifications and saw some new posts.
5. Mi often _____ to her Instagram account to chat with her friends.

3 **Choose the correct answer A, B, or C.**

1. Our class has a(n) _____, and we often post questions there to discuss.

   A. office B. forum

   C. club

2. We try to meet our parents' _____, but it is hard.

   A. dreams B. interests

   C. expectations

3. He is a big _____ and scares his weaker classmates.

   A. bully B. forum

   C. pressure

4. She was chatting with her friends, so she couldn't _____ on the lesson.

   A. concentrate B. coach

   C. advise

5. We have _____ from our exams, peers, and parents. This makes us feel very stressed.

   A. interests B. pressure

   C. friends

Pronunciation

/ʊə/ and /ɔɪ/

4 **Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct column.** Track 14

boy	tourist	toy	ensure
avoid	choice	sure	tournament

/ʊə/	/ɔɪ/

5 **Listen and practise the sentences. Underline the words with /ʊə/ and circle the words with /ɔɪ/.** Track 15

1. She is a noisy and curious girl.
2. They joined a full-day city tour.
3. I found it enjoyable to watch the tournament.
4. She'll record our voices during the interview.
5. He is not acting very mature and is starting to annoy me.

A CLOSER LOOK 2

Grammar

Simple sentences and compound sentences

Remember!

A simple sentence is made up of one independent clause.

Example: Minh has some problems with his schoolwork.

A compound sentence is made up of two or more independent clauses, and they are joined by:

- a coordinating conjunction: *for, and, but, or, so.*

  Example: Mai bought many books, **for** she likes reading.

- a conjunctive adverb: *however, therefore, otherwise.*

  Example: Mark is hard-working; **therefore**, he usually gets high scores on exams.

1 Tick (✓) the simple sentences.

1. We work together on different projects. ☐
2. Teens need good friends and tolerant teachers at schools. ☐
3. She plays chess very well, and she won the first prize last year. ☐
4. Sports activities at school help me relax. ☐
5. Teens should learn teamwork, and they should also have communication skills. ☐

2 Write S for simple sentences and C for compound sentences.

_____ 1. Teenagers are often very active and talkative.

_____ 2. He often chats with his friends on Facebook Messenger.

_____ 3. She is a smart student, and she is an active member of our club.

_____ 4. My friends and I joined a sports competition last year.

_____ 5. He is a club member, but he never participates in any of the activities.

3 Choose the correct answer A, B, or C.

1. Parents should give teens some freedom, _____ they should also set limits.

   A. for B. so C. but

2. We don't cheat on exams, _____ it is a wrong thing to do.

   A. or B. for C. and

3. Lan wants to join the school music club; _____, she can't sing or play any instruments.

   A. however B. otherwise C. therefore

4. Schoolwork causes teens a lot of pressure, _____ they also feel pressure from their parents.

   A. and B. but C. or

5. She wanted to prepare for the exam; _____, she turned off her mobile phone.

   A. however B. otherwise C. therefore

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4 **Combine the two sentences to make compound sentences, using the words from the box.**

or	therefore	so
but	otherwise	

1. Phong has to study harder. He may fail the exam.
2. She is very sensitive. Don't comment on her new hairstyle.
3. Mi wants to have more friends. She doesn't connect well with others.
4. Students can work in groups. Students can work in pairs.
5. My friend likes showing off her new things. She often posts pictures on social media.

5 GAME **Which group has the most sentences?**

Work in groups. Each group makes as many compound sentences as possible. The group with the most correct sentences is the winner.



COMMUNICATION

Everyday English

Making requests

1 **Listen and read the dialogues below. Pay attention to the highlighted sentences.** Track 16

① ***Student:*** Can you tell me more about the music club, please?

School club leader: Certainly. It meets on Mondays and Thursdays.

② ***Student:*** Could you show me the way to the college, please?

Teacher: Certainly. Go past this block, then turn left. It's on your right-hand side there.

2 **Work in pairs. Make similar conversations, using the cues below.**

- Ask to borrow a book from your classmate.
- Request some advice on how to do your science project.

Social media popular among teens

3 **Read some posts on a forum about different social media and match the names of the posters with their activities.**



Ann

I think YouTube is the most popular social media site. I log on to it daily. I upload videos and watch other people's videos.



Tom

I use Facebook to connect with friends, post pictures, and share others' posts. I use it daily. It's user-friendly.



Trang

I love Instagram. It's really fun, and easy to browse. People like my photos, so I feel happy. That's why I often check my notifications.



Nam

I have a Facebook page. I don't often update it, but I often use Messenger to discuss schoolwork with my classmates.

Ann

Tom

Trang

Nam

1. checks notifications regularly
2. watches videos on YouTube
3. uses Facebook Messenger to discuss schoolwork
4. thinks Facebook is user-friendly
5. connects with friends on Facebook

4 **Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them.**

Example:

Tom: What social media does Ann use?

Nam: She uses YouTube.

Tom: What does she use it for?

Nam: She uploads her videos and watches other people's videos.

Tom: How often does she use it?

Nam: Every day.

5 **Work in groups. Discuss the following questions:**

1. What social media do you use?
2. How often do you use it?
3. What do you use the social media for?

Report your group's results to the class.

SKILLS 1

Reading

1 **Work in pairs.**

a Look at each picture and say what club it is.



a



b

b Which of your school clubs do you want to join?

2 **Read the conversation and tick (✓) T (True) or F (False) for each sentence.**

Mai: Tom, so which club do you want to join?

Tom: I'm interested in two clubs: badminton and chess.

Mai: I like badminton, too. It's relaxing.

Tom: Yes, I play it to keep fit. So let's join that club together.

Mai: OK. It's on Tuesdays and Fridays from 5:00 p.m. to 6:30 p.m. It starts 30 minutes after school, so we have enough time to get some snacks beforehand. I know you like chess. Will you join the chess club?

Tom: Well, I started playing it five years ago. My mum first sent me to a chess club because she wanted me to be more focused. Now I find that I can concentrate better. Do you like chess? Let's join the chess club too.

Mai: Actually, this year there is a new arts and crafts club, and I want to join **it**. I hear that the members will work together in small community service projects. Members can do art projects and also improve their practical skills and teamwork skills too.

Tom: Awesome, Mai. Who will coach that club?

Mai: Ms Hoa, the art teacher. She will help us connect with the community.

		T	F
1.	The school has badminton, chess, and arts and crafts clubs.		
2.	The badminton club activities are after school.		
3.	Tom started playing chess when he was five.		
4.	Members of the arts and crafts club do community activities.		

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

1. Tom and Mai are discussing _____.
   - A. their leisure time activities
   - B. their school club activities
   - C. their likes and dislikes
2. Tom started playing chess because _____.
   - A. he loved it
   - B. he wanted to stay focused
   - C. his mum wanted him to play
3. Playing chess helps Tom _____.
   - A. connect with other members
   - B. concentrate better
   - C. do community service
4. The word "**it**" refers to _____.
   - A. chess club
   - B. arts and crafts club
   - C. community service
5. Mai will participate in the arts and crafts club to _____.
   - A. help the school
   - B. coach her friends
   - C. do art projects

Speaking

4 **Work in pairs. Make conversations using the given information.**

GUITAR CLUB

Time: Mondays, 5:00 p.m. – 6:30 p.m.
Venue: Music room, 2nd floor
Contact number: 0084 623486
Coach: Mr Quang, a professional guitarist
Benefits: Enjoy music and make new friends

PAINTING CLUB

Time: Saturdays, 9:00 a.m. – 10:30 a.m.
Venue: School Hall, 1st floor
Contact number: 0084 135798
Coach: Ms Hoa, a school art teacher
Benefits: Do art and relax

Example:

A: What time does the guitar club meet?
B: It meets on Mondays, from 5:00 p.m. to 6:30 p.m.
A: Where does it meet?
B: It meets in the music room, on the second floor.
...

5 **Work in groups. Ask and answer questions about a club at your school. Report the answers to your class.**

Example:

The music club at my school meets on Tuesdays, from 5:00 p.m. to 6:30 p.m. It meets in the music room, on the third floor ...

SKILLS 2

Listening

1 **Which types of pressure below do you think teens face?**

A. parental pressure

B. pressure from work

C. pressure from schoolwork

D. pressure from their clubs

2 **Listen to a conversation and choose the correct answer to each question.** Track 17

1. How many students are talking?

A. One.

B. Two.

C. Three.

2. What are they discussing?

A. Their class forum.

B. Their stress.

C. Their community activities.

3 **Listen to the conversation again and fill in each blank with ONE word.** Track 18

Problems	Solutions
Minh has pressure from his (1) _____.	Minh should tell his parents about his interests and (2) _____.
Ann is unhappy about her (3) _____.	Ann should feel (4) _____ about her body.
Mi doesn't get on with her (5) _____.	She should (6) _____ to her mum.

Writing

4 **Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.**

Causes of teen stress	Possible solutions
1. peer pressure	A. avoiding bullies wherever possible
2. too much schoolwork	B. staying calm and relaxed
3. spending too much time on social media	C. turning off smartphones
4. bullying	D. talking to teachers

5 **Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions.**

I often feel stressed because of _____

_____

and here are the ways I deal with my stress. _____

_____

_____

_____

_____

_____

_____

_____

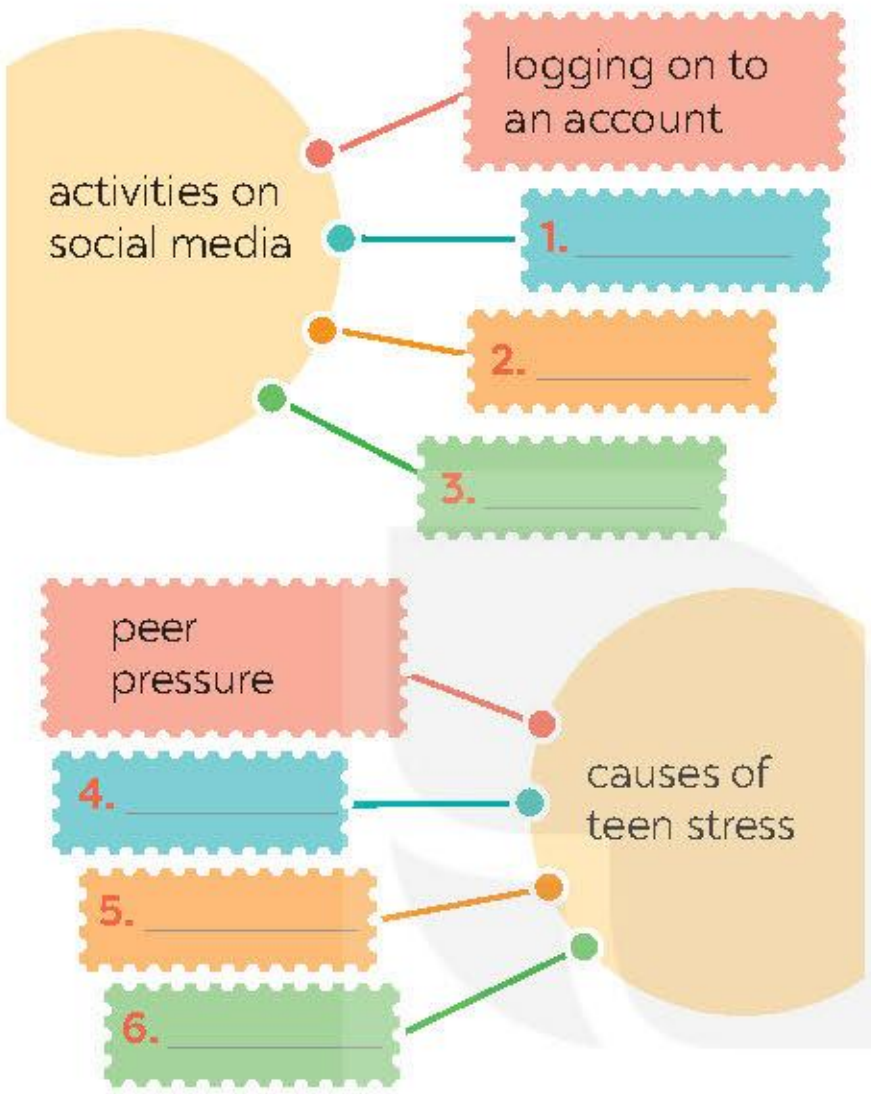
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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LOOKING BACK

Vocabulary

1 Complete the webs with suitable words and phrases.



2 Fill in each blank with the correct form of the word from the box.

skill	club	participate
upload	bully	connect

Mike has a busy and active life. He does well at school and (1) _____ in many (2) _____ like basketball and chess clubs. He is also a member of the school community projects, where he (3) _____ with other teens and learns new (4) _____. He has many classes, but he can still manage his schoolwork well. Mike is also an active member of his class forum. He and his friends (5) _____ pictures and videos about their class activities. They also discuss homework, their problems and how to deal with pressure from parents, friends, and schoolwork. The most common problem they discuss is how to deal with (6) _____.

Grammar

3 Use the conjunctions provided to connect the sentences.

1. Mai is the head of the music club. She knows the members very well. **SO**

_____

_____

2. Lan wanted to go to the party. She couldn't choose a suitable dress. **BUT**

_____

3. Tom felt stressed. He tried to finish his homework. **HOWEVER**

_____

_____

4. He isn't a member of the chess club. He won't join the chess competition. **THEREFORE**

_____

_____

5. We will have a short holiday. We will feel very stressed. **OTHERWISE**

_____

_____

4 Complete the sentences below. Then compare your sentences with your partners'.

1. Teens need to have good health, so _____.
2. His parents have high expectations of him, but _____.
3. Teenagers should develop social skills; otherwise _____.
4. We sometimes feel lonely and sad; therefore, _____.
5. He does very well at school; however, _____.

PROJECT

OUR SCHOOL CLUB







Work in groups.

1 **Think about a club you would like to have at your school. Brainstorm details about the club by answering these questions.**

- What club is it?
- What specific activities will the club have?
- How often will the club meet? When?
- What will you contribute to the club?

2 **Create a poster about the club.**

3 **Present your poster to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to teen school clubs, teens' use of social media and teen stress. • pronounce the sounds /ʊə/ and /ɔɪ/ correctly in words and sentences. • use simple sentences and compound sentences. • make requests. • read about school club activities. • ask and answer questions about school clubs. • listen to a talk about teen stress. • write a paragraph about the cause(s) of my stress and my solutions to deal with it.			

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

REVIEW 1 (UNITS 1 - 2 - 3)

LANGUAGE

Pronunciation

1 **Circle the word whose underlined part is pronounced differently from the others.**

1.	A. g<u>oo</u>d	B. c<u>oo</u>l	C. f<u>oo</u>t	D. c<u>oo</u>k
2.	A. J<u>u</u>ne	B. r<u>u</u>de	C. tr<u>u</u>th	D. p<u>u</u>t
3.	A. vill<u>a</u>ge	B. buff<u>a</u>lo	C. cott<u>a</u>ge	D. short<u>a</u>ge
4.	A. ens<u>u</u>re	B. ins<u>u</u>re	C. pict<u>u</u>re	D. s<u>u</u>rely
5.	A. av<u>oi</u>d	B. d<u>oi</u>ng	C. ch<u>oi</u>ce	D. j<u>oi</u>n

Vocabulary

2 **Choose the correct answer A, B, or C.**

1. Mi is _____ gardening in her free time.
   A. in B. into C. to
2. Mai is interested _____ building websites for her friends.
   A. of B. with C. in
3. Minh is not fond of _____ puzzles because he thinks it takes a lot of time.
   A. making B. doing C. building
4. I'm not keen on _____ our class photos to the forum.
   A. uploading B. surfing C. messaging
5. While I was _____ some websites, I saw an advertisement about a resort.
   A. creating B. browsing C. uploading

3 **Complete the sentences with the words from the box.**

bully	trained	hospitable
pressure	focus	

1. People in my village are very _____ to all visitors.
2. Parents in our village don't put much _____ on their children to do well at school.
3. In my school, we can _____ on study and play, and do not have to worry about bullies.
4. The best _____ player in our chess club will not be able to join the competition.
5. If a boy uses his strength to frighten weaker peers, he is a _____.

Grammar

4 **Choose the correct answer A, B, or C.**

1. Mai dislikes _____ her pictures to Facebook. She prefers not to show them to others.
   A. to upload B. uploading
   C. upload
2. We enjoy _____ photos of different types of scenery, so we took a camera with us.
   A. taking B. to take
   C. take
3. She did the puzzles _____ than I did, so I won the competition.
   A. slowly B. slower
   C. more slowly
4. Tom worked _____ than Mi; therefore, he got better results in the exams.
   A. hardly B. harder
   C. more hard
5. Now they all chat with each other _____ than before because they have smartphones.
   A. more frequently B. frequent
   C. frequently

5 **Underline the correct bold word in each sentence.**

1. Minh is interested in painting, **so** / **but** yesterday he decided to join the arts and crafts club.
2. Life in the city seems to be more comfortable, **otherwise** / **but** I prefer life in the countryside.
3. She tries to focus more on her studies; **therefore** / **otherwise**, she won't pass her exams.
4. During harvest time, farmers have to get up earlier, **and** / **so** they have to work harder.
5. Parents now have higher expectations of their children; **therefore** / **so**, children are under more pressure than before.

SKILLS

Reading

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

Stress is a normal part of teens' life; however, too much stress can be dangerous. When you face stress, use some of these strategies to manage it.

Getting a good night's sleep: Teens need eight to ten hours of sleep a day, so get enough sleep. To make it easier, keep your smartphone away from your bed.

Doing exercise: Doing enough physical exercise is important for teens. You should exercise for at least 60 minutes a day.

Talking it out: Talk about your stress to an adult. This person can be your teacher, parent, or someone you trust.

Writing about it: You can reduce your stress by writing down your problems. You can also write about times you felt good and soon you will start to feel better.

Going outside: You will feel more relaxed if you spend some time in nature. Places with green trees and fresh air will make you feel better.

1. The passage is about _____.
   - A. the causes of stress
   - B. strategies to deal with stress
   - C. the dangers of stress
2. How many hours of sleep a day do teens need?
   - A. 6 to 8. B. 7 to 9. C. 8 to 10.
3. How much time should teens spend on daily exercise?
   - A. At least an hour.
   - B. Exactly 60 minutes.
   - C. No more than 60 minutes.
4. Teens may talk about their problems to _____.
   - A. a friend in their class
   - B. a young person they like
   - C. someone they trust
5. Teens can feel better when they _____.
   - A. are at home with their parents
   - B. get closer to nature
   - C. write to a friend

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.**

Questions	Answers
1. What are some reasons why people like living in the countryside?	
2. What are some reasons why people dislike living in the countryside?	
3. What are some advantages or disadvantages of living in the city?	

Listening

3 **Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with ONE word.** Track 19

In the city	In the countryside
– There are many (1) _____ for entertainment. – It is more (2) _____ to get around. – There are many means of (3) _____ transport.	– It is peaceful and (4) _____. – Things are simple and lovely. – People are kind and (5) _____.

Writing

4 **Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You may use the following questions as cues.**

1. What does he / she like doing in his / her free time?
2. Who does he / she like doing these with?
3. Why does he / she like doing these?

In his / her free time, my _____ likes

_____

_____

_____

_____

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 4 ETHNIC GROUPS OF VIET NAM

THIS UNIT INCLUDES:

Vocabulary
The lifestyle of ethnic groups

Pronunciation
Sounds: /k/ and /g/

Grammar
- *Yes / No* and *Wh*-questions
- Countable and uncountable nouns

Skills
- Reading about stilt houses
- Talking about the type of home you live in
- Listening about the life of minority children
- Writing a paragraph about the things you do to help your family

Everyday English
Giving opinions

GETTING STARTED

I'm from the Tay ethnic group.

1 Listen and read. Track 20

Tom: Hi, I'm Tom. You look new here.

Lai: I am. I'm Lai from Ha Giang.

Tom: Oh, I've heard about beautiful Ha Giang. Do you live in the mountains?

Lai: Yes, I do. I'm from the Tay ethnic group. We are the second largest ethnic group in Viet Nam, only after the Kinh.

Tom: Oh ... I once saw a bamboo house on high posts in a travel brochure. Do you live in a home like that?

Lai: Yes, we call it a "stilt house". Our house overlooks terraced fields.

Tom: Awesome. What is life in your village like?

Lai: It's peaceful. There are 16 houses in my village. We live very close to nature.

Tom: I love it. Can you tell me something about your culture?

Lai: Certainly. We have our own culture. You can see it in our folk dances, musical instruments like the *dan tinh*, and our special five-colour sticky rice.

Tom: It sounds interesting. I hope to visit Ha Giang one day.



2 Read the conversation again and circle the correct answers.

1. What are Tom and Lai talking about?
   - **A.** Minority groups in Viet Nam.
   - **B.** Ha Giang.
   - **C.** Life of the Tay people.
2. A "stilt house" _____.
   - **A.** is a multi-storey home
   - **B.** is on high posts
   - **C.** always faces a field
3. Lai mentions _____ of the Tay people.
   - **A.** folk dances
   - **B.** popular festivals
   - **C.** costumes

3 Match the pictures with the word and phrases from the conversation.









1. stilt house
2. terraced fields
3. bamboo
4. five-colour sticky rice

4 Complete the sentences with the words and phrases from the box.

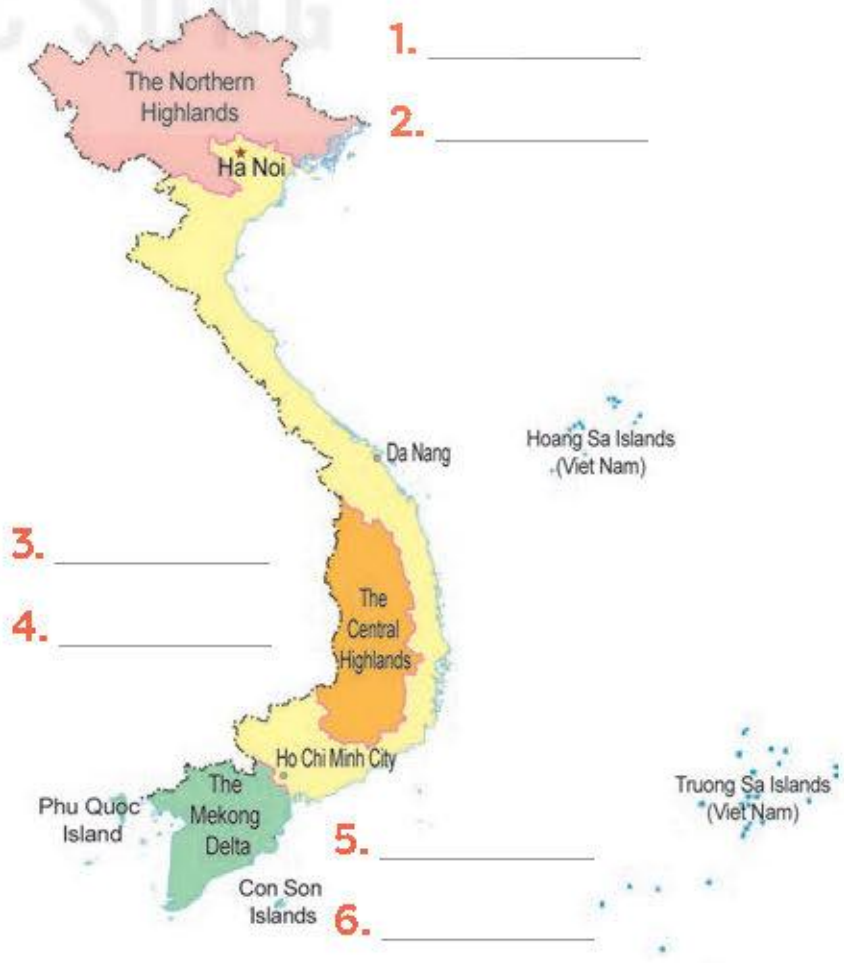
overlooks	traditional
folk dance	ethnic groups
musical instrument	

1. I love *mua sap*, a popular _____ of the Thai people.
2. Their beautiful stilt house _____ a large rice field.
3. ***A:*** What is the name of a popular Tay's _____?
   B: It's *dan tinh*.
4. Every ethnic group has their own _____ culture.
5. Of the 54 _____ in Viet Nam, the Kinh is the largest.

5 GAME Where are they?

Work in groups. Discuss and label the map with the names of the ethnic groups from the box. The first team to get all the correct answers wins.

Hmong	Ede	Khmer
Bahnar	Nung	Cham





A CLOSER LOOK 1

Vocabulary

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

Rong house	bamboo flute
gong	terraced fields
weaving	wooden statue



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2 **Match the words and phrases with their meanings.**

1. minority group	a. the animals we keep on a farm like cows and sheep
2. livestock	b. a large room for community activities
3. gardening	c. a group smaller in size than other groups in the same country
4. gong	d. a traditional musical instrument
5. communal house	e. work like growing, watering, weeding, and harvesting

3 **Complete the sentences with the words and phrases from the box.**

communal house	raise
unique features	weave
minority group	livestock

1. It's interesting to learn about the _____ of an ethnic group's traditional culture.
2. Most mountain girls know how to _____ clothing.
3. The Cham in Ninh Thuan _____ sheep and cows.
4. A _____ is for community meetings and events.
5. There are fewer Nung than Kinh, so they are an ethnic _____.
6. Children in both the lowlands and highlands help raise their family's _____.

Pronunciation

/k/ and /g/

4 **Listen and repeat the words. Pay attention to the sounds /k/ and /g/.** Track 21

/k/	/g/
cultural	gong
communal	garden
musical	gathering
folk	tiger
overlook	pig

5 **Listen and repeat the sentences. Pay attention to the underlined words.** Track 22

1. The kitchen is for family gatherings.
2. Tigers and monkeys live in the forest.
3. I love five-colour sticky rice.
4. Yesterday, we harvested cucumbers from our garden.
5. Most girls know how to cook.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 2

Grammar

Yes / No and *Wh*-questions

1 Change the sentences into *Yes / No* questions.

Example:

The farmers are harvesting their crops in the fields.

→ Are the farmers harvesting their crops in the fields?

1. Women play an important role in a Jrai family.
→ _____?
2. *Mua sap* is a popular folk dance of the Thai people.
→ _____?
3. We didn't have boarding schools for minority students in 1950.
→ _____?
4. I attended the *Ban* Flower Festival in Dien Bien last year.
→ _____?
5. We will watch a documentary about the Khmer.
→ _____?

2 Choose the correct question word for each question below.

1. ***A:*** _____ do you like best about Sa Pa?
B: I like its local markets best.
A. Why B. What
2. ***A:*** _____ can we find the most beautiful terraced fields?
B: In Mu Cang Chai.
A. When B. Where
3. ***A:*** _____ is the *Ban* Flower Festival?
B: It's in spring.
A. When B. Why
4. ***A:*** _____ tall is an average stilt house?
B: About 5 - 6 metres tall.
A. How B. What
5. ***A:*** _____ festival is more important for the Kinh: the Mid-Autumn or the Lunar New Year?
B: The Lunar New Year.
A. What B. Which

Countable and uncountable nouns

3 Write C (countable) or U (uncountable) for the underlined words.

Some minority (1) groups are farmers. They do not have much (2) land and they use simple farming techniques. After finding an (3) area for a garden, the men cut the (4) trees down and burn them. The (5) ash they collect helps enrich the soil. They then grow a few (6) crops like rice and corn.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

4 Fill in each blank with *a, much, many, a little*, or *a few*.

1. My uncle has _____ coffee plantation in Kon Tum.
2. How _____ ethnic groups live on the Hoang Lien Son mountain range?
3. There are only _____ waterwheels left in my village.
4. You should add _____ more water to your noodles. It's a bit dry.
5. How _____ information about the Van Kieu have you collected?

5 GAME Word games

Work in groups. Think of six nouns related to each of the topics below, in which three nouns are countable and three nouns are uncountable. The group that comes up with the correct six words first wins.

- Leisure time
- Living in the mountains

COMMUNICATION

Everyday English

Giving opinions

1 **Listen and read the conversation. Pay attention to the highlighted parts.** 23

Tom: What do you think about life in the mountains?

Trang: I think it's very interesting. People in the mountains live close to nature.

Tom: What about you, Mai? What do you think?

Mai: To my way of thinking, there are better services in the city.

2 **Work in pairs. Make a similar conversation to ask and give opinions about these topics.**

1. Playing traditional games
2. Living close to nature

Lifestyle of the ethnic minority groups

3 **QUIZ How much do you know about ethnic groups in Viet Nam?**

1. There are _____ ethnic groups in Viet Nam.

   A. 63 **B.** 45 **C.** 54

2. Ethnic minority groups form about _____ of the total population of Viet Nam.

   A. 7% **B.** 13% **C.** 25%

3. They mainly live _____.

   A. in the lowlands

   B. in the mountains

   C. in the Mekong Delta

4. The Jrai decorate houses for the dead with a lot of _____.

   A. wood statues **B.** flowers

   C. colourful pictures

5. The Khmer mostly earn their living from weaving and _____.

   A. farming **B.** hunting

   C. fishing

6. Picture _____ shows a Thai woman's costume.



4 **Work in pairs. Read the information below about the Jrai. Take turns to ask and answer about the information.**

THE JRAI

Population: 513,930 (2019), the largest minority group in the Central Highlands
Living place: mainly in Gia Lai
Houses: stilt houses
Economy: growing crops, weaving, planting industrial trees (coffee, cacao, rubber, ...), raising buffaloes and elephants
Traditional culture:
- Rich folk dances, songs, games, and musical instruments
- Dominant role in the family: women

5 **Work in groups. Share with your group the information about the Jrai people you find interesting.**

You may start sharing your opinion with:

- I like ... because ...
- I think that ...

SKILLS 1

Reading

1 **Write the words and phrase from the box under the correct pictures.**

open fire	posts	staircase





1. _____ 2. _____ 3. _____

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

Stilt houses

Stilt houses are popular among different ethnic minority groups, from the Thai in the Northern Highlands to the Khmer in the Mekong Delta. The houses come in different sizes and styles, and show the traditional culture of their owners.

Stilt houses are made from natural materials like wood, bamboo, and leaves. They stand on strong posts, about two or three metres above the ground. This allows them to keep people safe from wild animals. People climb a seven- or nine-step staircase to enter the house. The most important place in the house is the kitchen. It has an open fire in the middle of the house. It is the place for family gatherings and receiving guests.

The stilt houses of the Tay and Nung usually overlook a field. The stilt houses of the Thai, however, face mountains or a forest. The Bahnar and Ede have a communal house (called a *Rong* house) as the heart of their village. These communal houses are the largest and tallest ones in the village.

	T	F
1. Only a few minority groups live in stilt houses.		
2. All stilt houses look alike.		
3. Family gatherings take place by the open fire in the middle of the house.		
4. The *Rong* house serves as the centre of an Ede village.		

3 **Read the passage again and fill in each blank with ONE word.**

1. A stilt house shows the _____ culture of the owner.
2. The Tay's and Nung's stilt houses overlook a _____.
3. The Thai's stilt houses overlook a _____ or _____.
4. The largest and tallest house in an Ede village is the _____ house.



Speaking

4 **Work in pairs. Discuss and tick (✓) the features of a stilt house from the list below. Share your opinions with the class.**

A stilt house _____.

- has a flat cement roof ☐
- stands on big posts ☐
- is made from natural materials ☐
- has a modern toilet ☐
- is a flat in a big block ☐
- is close to nature ☐

5 **Work in pairs. Ask and answer about the type of home each of you lives in. Take notes of your partner's answers and report what you find to the class.**

Suggested questions:

- What type of home do you live in? (a flat, a house, a detached house, a stilt house, a farmhouse, a cottage, a tree house, ...)
- What materials is it made from?
- What is the most important part of your home? What do you do there?

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG



SKILLS 2

Listening

1 **Match the phrases with the correct pictures.**

1. catching fish
2. weaving clothing
3. growing crops







2 **Listen and tick (✓) the activities that minority children do to help their families.** Track 24

1. look after the house ☐
2. weave clothing ☐
3. prepare food ☐
4. build houses ☐
5. grow crops ☐
6. raise livestock ☐

3 **Listen again and circle the correct answer A, B, or C.** Track 25

1. Minority children usually learn to work at _____.

   A. twelve B. ten C. six

2. Girls _____.

   A. weave clothing

   B. do the gardening

   C. catch fish

3. Boys _____.

   A. prepare food

   B. raise livestock

   C. do housework

4. Children learn traditions through _____.

   A. work B. music

   C. stories

5. The number of minority children going to school is _____.

   A. going up B. going down

   C. staying the same

Writing

4 **Note five things you do to help your family.**

Example:

- cook meals

- _____
- _____
- _____
- _____
- _____

5 **Write a paragraph (80 – 100 words) about the things you do to help your family. Use the ideas in 4.**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LOOKING BACK

Vocabulary

1 Match the words and phrases with the pictures.

1. weaving
2. folk dance
3. open fire
4. fishing
5. minority group











2 Complete the sentences with the word and phrases from the box.

folk songs	communal house
staircase	musical instruments
sticky rice	

1. Minority groups have their own _____ like the *dan tinh*, gong, *t'rung*.
2. The Kinh use _____ to make *banh chung* and *banh tet*.
3. For most minority groups like the Bahnar and Ede, the _____, usually known as *Rong* house, is the heart of the village.
4. My grandmother taught me to sing many _____.
5. The _____ of a Muong's stilt house has an odd number of steps: 5, 7, or 9.

Grammar

3 Write questions from the clues.

1. you / attend / the Khmer's Moon Worship Festival / last year / ?

_____

2. How many / ethnic minority groups / Viet Nam / ?

_____

3. Where / the Hmong / live / ?

_____

4. What / you / do / the Ede's Harvest Festival / last October / ?

_____

5. How old / minority children / when / they / start helping / the family / ?

_____

4 There is one incorrect underlined word in each sentence. Circle and correct it.

	Correct word
1. A big stilt houses stands on high posts.	_____
2. The Lahu build their houses from wood and wild banana leave.	_____
3. Much people in remote areas travel on foot.	_____
4. Most minority women weave clothes and do houseworks.	_____
5. In the mountains, there is not many land for growing crops.	_____

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

OUR ETHNIC GROUPS







Work in groups.

1. **Choose an ethnic group in Viet Nam you are most interested in.**
2. **Do a little research about it, focusing on its:**
   - living place (homes or villages).
   - economy.
   - traditional culture.
3. **Make a poster (including pictures and information) to introduce the group.**
4. **Present your poster to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to the lifestyle of ethnic groups. • pronounce the sounds /k/ and /g/ correctly in words and sentences. • recognise and use *Yes / No* and *Wh*-questions, and countable and uncountable nouns. • give opinions. • read about stilt houses. • talk about the type of home I live in. • listen about the life of minority children. • write a paragraph about the things I do to help my family.			

Unit 5 OUR CUSTOMS AND TRADITIONS

THIS UNIT INCLUDES:

Vocabulary
Customs and traditions

Pronunciation
Sounds: /n/ and /ŋ/

Grammar
Zero article

Skills
- Reading about a local festival
- Talking about a normal family event that you take part in
- Listening about a festival
- Writing an email to give advice on taking part in a festival

Everyday English
Giving advice

GETTING STARTED

Tet is coming!

1 Listen and read. 26

Elena: Wow, this girl looks so cute.

Trang: Yeah ... She's my cousin. She's at Sa Dec Flower Village. Tet is coming soon, so many people visit flower villages to take pictures with the blooming flowers.

Elena: Oh, I'm fond of admiring the flowers. Does your family visit places like this too?

Trang: Yes, we do. We usually visit Nhat Tan Village to buy kumquat trees and peach blossoms.

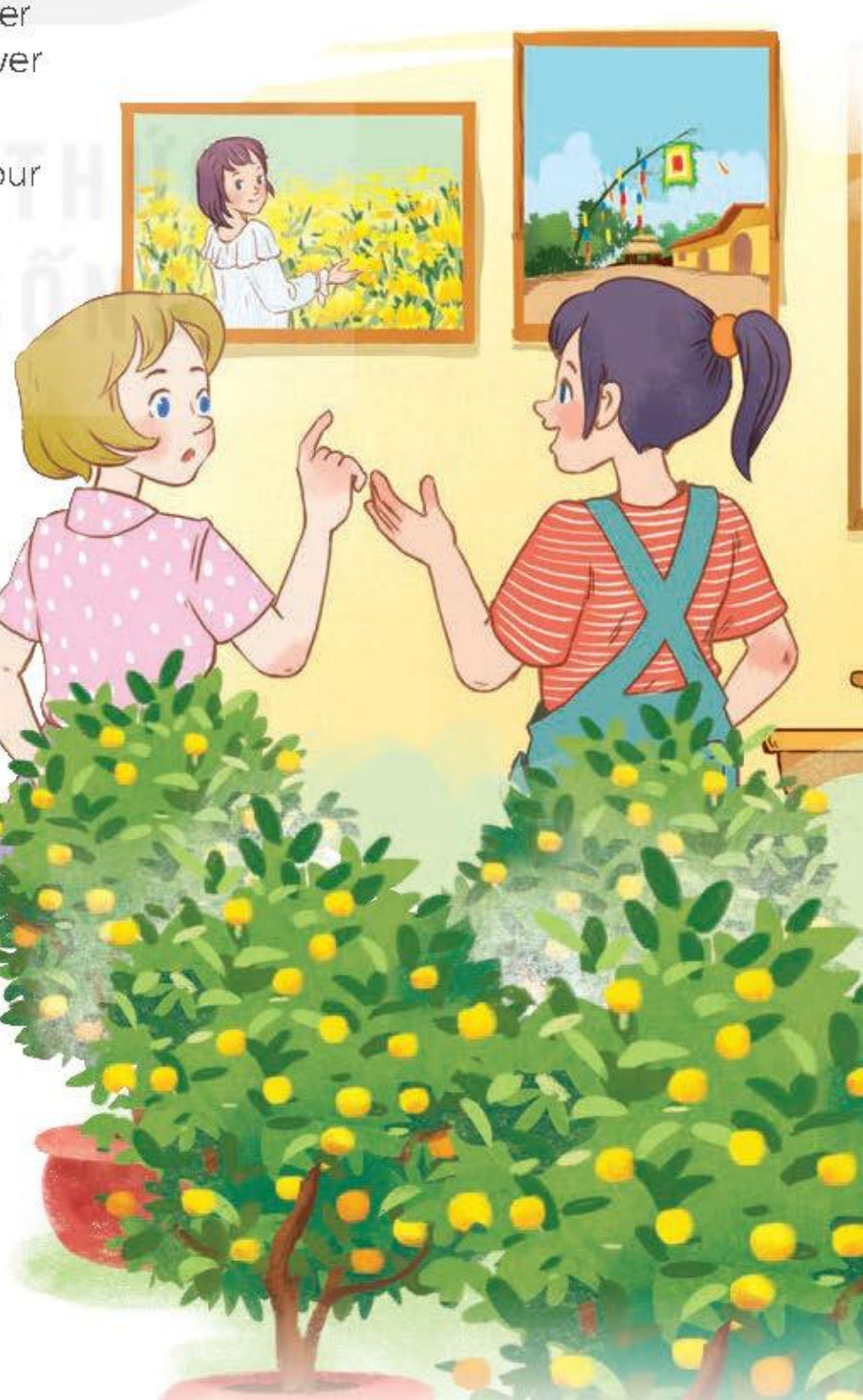
Elena: I see flowers and ornamental trees everywhere these days. What are they for?

Trang: We, Vietnamese, use plants and flowers for decorations and for offerings. They are an important part of our Tet tradition.

Elena: And what's that tall tree in the photo?

Trang: Well, it's actually a bamboo pole. People place it in the yard of the communal house. They hang decorative items like small bells and lanterns on it. They want to chase away bad luck and pray for a lucky new year.

Elena: Interesting! I didn't know that.



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

	T	F
1. Elena and Trang are at Sa Dec Flower Village.		
2. Many people visit flower villages to take photos.		
3. Trang's family usually buys kumquat trees and peach blossoms at Nhat Tan Village.		
4. Flowers are not part of any Vietnamese traditions.		
5. People decorate bamboo poles with small bells and lanterns for New Years.		

3 Match the phrases with the correct pictures.











1. an ornamental tree
2. a bamboo pole
3. decorative items
4. blooming flowers
5. a communal house

4 Complete the sentences with the verbs from the box.

admire chase pray place

1. The British decorate their Christmas trees and _____ presents under them.
2. Tom likes to _____ the view from the hill.
3. In many cultures, knocking on wood is a way to _____ away bad spirits.
4. Many Asians go to Buddhist temples to _____ for good luck.

5 QUIZ New Years around the world

People around the world celebrate New Years differently. Choose the country with each tradition below.

1. Visiting pagodas
   A. The US B. Viet Nam
2. Throwing water at each other
   A. Thailand B. Japan
3. Ringing a bell 108 times
   A. Japan B. Viet Nam
4. Giving and receiving lucky money
   A. The US B. Viet Nam
5. Watching a ball drop at midnight in Times Square
   A. Thailand B. The US

A CLOSER LOOK 1

Vocabulary

1 **Write a phrase from the box under each picture.**

wedding ceremony	whale worship
food offerings	family reunion
martial arts	festival goers



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2 **Complete each sentence with the correct option A, B, or C.**

1. We have a tradition of holding a family _____ on the first day of Tet.

   A. reunion **B.** work

   C. meal

2. It's a tradition for shops to have a lion dance performance at their opening _____.

   A. worship **B.** celebration

   C. ceremony

3. The tradition of _____ whales is popular in Vietnamese coastal villages.

   A. admiring **B.** worshipping

   C. praying

4. She broke with family tradition by not practising _____.

   A. acrobat **B.** martial arts

   C. offering

5. Traditionally, the Vietnamese prepare _____ to worship their ancestors during Tet.

   A. offerings **B.** decoration

   C. worshipping

3 **Complete the sentences with the words from the box.**

custom	practise
keep	break
traditionally	

1. This year, we will _____ with tradition and go on holiday instead of staying at home during Tet.
2. _____, children in the US go from house to house to ask for sweets on Halloween.
3. Holding a party to wish our grandparents longevity is one of the customs we _____ at Tet.
4. Organising a folk song club is one way for us to _____ our traditions alive.
5. It's becoming a _____ for young people to celebrate New Years in addition to Tet.

Pronunciation

/n/ and /ŋ/

4 **Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/.** Track 27

/n/	/ŋ/
thin	thing
land	thank
ceremony	single
longevity	language
tradition	offering

5 **Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.** 28

1. Mary wore a pink dress last night.
2. I think we should buy this ornamental tree.
3. He thanked the host for the enjoyable party.
4. My mum made the spring rolls for the longevity party.
5. I will bring some food to the party on Saturday.

A CLOSER LOOK 2

Grammar

Zero article

Remember!

Articles in English include *a / an*, *the*, and the *zero article*.

Sometimes, we use nouns without *a / an* or *the*. We call this the *zero article*.

We use the *zero article*

– with uncountable or abstract nouns.

Example: Sugar is not good for your teeth.

– when making general statements.

Example: Students should work hard.

– when describing general forms of transport.

Example: We went there by boat.

1 **Choose the correct option in each sentence below.**

1. It takes more than **a** / **an** hour to drive to Can Tho.
2. It's **a** / **Ø** tradition for children to wake up early on Christmas Day.
3. The Ok Om Bok Festival takes place in **the** / **Ø** October.
4. We went to Can Tho by **an** / **Ø** air.
5. ***A:*** Where's **a** / **the** book?

   B: I thought you left it next to the TV.

2 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. The (A) worshipping Kitchen Gods is a (B) long-time tradition of the (C) Vietnamese.
2. People organise the (A) worshipping ceremony at noon (B) so that a (C) Kitchen Gods can leave for Heaven at 12 o'clock.
3. Most (A) families in the (B) Viet Nam prepare offerings (C) for the Kitchen Gods.
4. The (A) offerings include a (B) set of flowers and fruits, a (C) paper clothes, and three carps.
5. The (A) Vietnamese people believe that the (B) Kitchen Gods go to Heaven on carps. (C)

3 **Complete the sentences with *a, an, the,* or *Ø* (*zero article*).**

1. It is a custom in my family to have _____ breakfast at home on Sundays.
2. When visiting a family home in some countries, you should bring _____ small gift with you.
3. Our village festival is held on the 10th of _____ January.
4. Ancient Egyptians worshipped _____ Sun.
5. Many people think that hard work is _____ important Vietnamese value.

4 **Complete the text with *the* or *Ø* (*zero article*).**

A recent study in (1) _____ UK shows that family time traditions are good for (2) _____ teens. These traditions include family members playing card games, watching their favourite TV programmes, or performing (3) _____ karaoke shows at weekends with one another. These activities often lead to lots of laughter and (4) _____ fun conversations. By taking part in such activities, teens strengthen (5) _____ bonds with their family.

5 GAME **Bingo!**

Work in groups.

1. Read the sentences that the teacher gives you.
2. Identify the mistake with article(s) in each sentence.
3. Correct the mistakes.
4. Say *Bingo!* as soon as your group finishes.
5. The first group to come up with all the correct answers wins.

COMMUNICATION

Everyday English

Giving advice

1 **Listen and read the conversation below. Pay attention to the highlighted parts.** 29

Tom: My parents are taking me to their friend's house for dinner. Could you tell me a bit about Vietnamese table manners?

Mai: Well, perhaps you should wait for the host to start eating.

Tom: I will.

Mai: It's a good idea to hand bowls with both hands.

Tom: Sure. I'll remember that one.

Mai: And don't hit the bowl with your chopsticks. This may bring bad luck to the host family.

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

1. Student A is travelling to Sa Pa in winter. He / She doesn't know what to wear. Student B gives advice.
2. Student A is going to a birthday party. He / She doesn't know what kind of gift to bring. Student B gives advice.

The Japanese lion dance and Vietnamese unicorn dance

3 **Read the text about the lion dance in Japan and complete the table with the information from the text.**

The lion dance is called *shishi-mai* in Japanese. People perform it during New Year celebrations. *Shishi-mai* groups also perform at other important occasions such as business openings and weddings.

Most forms of *shishi-mai* have one or more people performing the dance. The performers are excellent at acrobatics. One person controls the lion's head

and the other moves the lion's body. The lion dances to the sounds of flutes and drums. The drummers and flute players often follow the lion around, but they do not dance with it.

The Japanese perform *shishi-mai* to chase away bad spirits and to bring good luck.

Japanese lion dance	
Japanese name	(1) _____
Occasions	– (2) _____ – other important occasions
Number of performers	one or more
Skills	(3) _____
Dance partner	no dance partner
Musical instruments	(4) _____ and drums
Purposes	– to chase away (5) _____ – to bring good luck

4 **Work in groups. Read Mai's notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance.**

Vietnamese unicorn dance	
Vietnamese name	*mua lan*
Occasions	– Mid-Autumn and New Year Festivals – business openings and weddings
Number of performers	one or more
Skills	martial arts and acrobatics
Dance partner	*ong Dia*
Musical instrument	drum
Purpose	to wish for luck and success

Example:

The Vietnamese unicorn dance and the Japanese lion dance are both popular on New Year Festivals.

SKILLS 1

Reading

1 **Work in pairs. Look at the picture and answer the following questions.**



1. What are the men doing?
2. When do you think this event occurs?

2 **Read the text. Choose the correct answer A, B, or C.**

A Village Festival Day

I live in a small village in northern Viet Nam. Every year, people in my village look forward to the third day of Tet. It is one of our most important festival days.

In the morning, we gather along the riverside to watch some competitions. First, there is a special boat race. Some team members cook rice on the boat while others row the boat as fast as they can. The fastest team with well-cooked rice wins the race. Then, the referee **releases a duck** into the middle of the river. Contestants jump into the river to catch it. The atmosphere becomes loud with the sound of drums and cheers of festival goers.

At noon, there is a village party at the communal house for the elders. Each family also holds a home party. We cook traditional dishes like sticky rice and steamed chicken. Sometimes, we include food that children love, such as *bun cha* or even pizzas!

The village festival helps us maintain our traditions, connect with other people, and strengthen our family bonds.

1. What is the text mainly about?

   A. A local tradition.

   B. A family tradition.

   C. A cooking contest.

2. To win the boat race, a team must _____.

   A. row the boat more quickly than the other teams

   B. row the boat the fastest and properly cook the rice

   C. cook rice properly and catch the duck

3. The phrase "**releases a duck**" in the text means _____.

   A. gives it freedom

   B. catches it

   C. takes it home

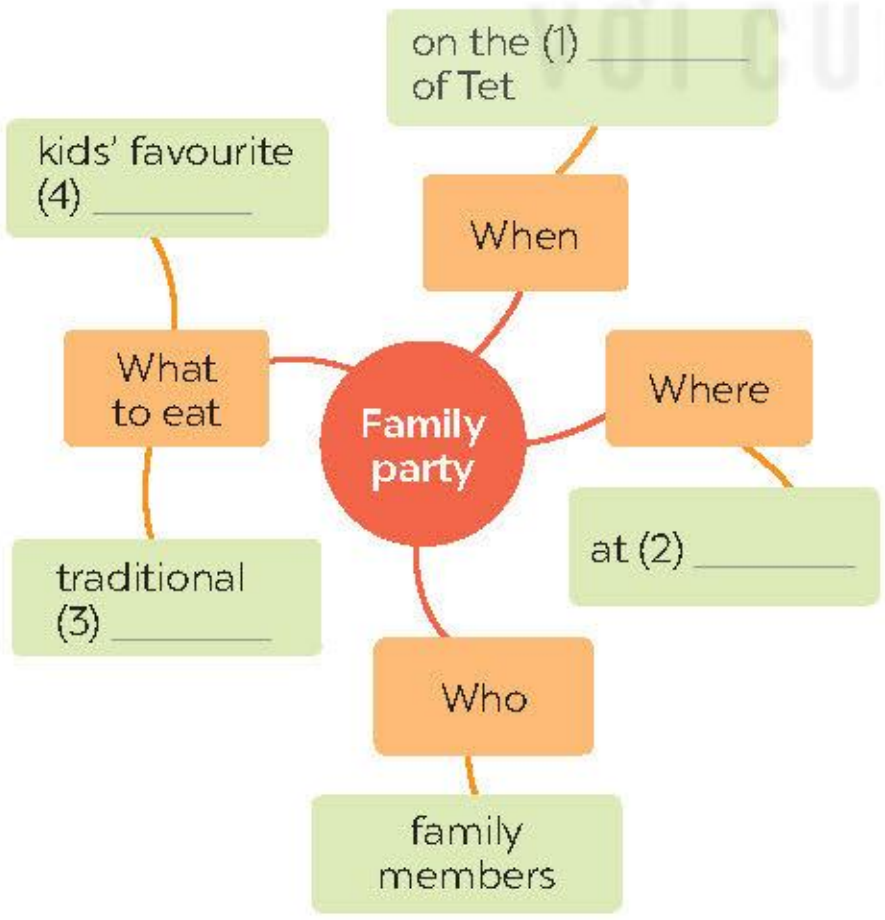
4. Why is the festival important?

   A. Because it is exciting.

   B. Because people win valuable prizes.

   C. Because it keeps some village traditions alive.

3 Read the text again. Complete the mind map about a family party.



Speaking

4 Work in pairs. Put the questions (A - E) in the correct blanks (1 - 5) to make a complete dialogue. Then role-play it.

A. And what do you do at parties?

B. Lan, what family event do you often take part in?

C. Do you like these parties?

D. Where do you hold these parties?

E. Who joins you at these parties?

Nick: (1) _____

Lan: Well, I join birthday parties of all my family members.

Nick: (2) _____

Lan: In a Vietnamese restaurant. But sometimes we break with tradition by going to a Western one.

Nick: (3) _____

Lan: Everyone in my family.

Nick: (4) _____

Lan: Well, the birthday person opens the gifts. And everyone has some good food.

Nick: (5) _____

Lan: Yes, I always look forward to them. They are a great time for family bonding.

5 Make notes about a normal family event that you take part in. Use the questions below as cues.

- What is the event?
- Where and when does it happen?
- Who joins with you?
- What do you often do at that event?
- Do you like it or not? Why or why not?

Now work in pairs. Make a dialogue asking and answering about the event. You can use your notes.

SKILLS 2

Listening

1 **Work in pairs. Look at the photos and answer the following questions.**

1. What can you see in the photos?
2. In which part of Viet Nam might the festival occur?



2 **Listen to part of the programme "Charming Viet Nam". Fill in each blank with no more than TWO words.** Track 30

Ok Om Bok Festival	
Purposes	- to thank the Moon God - to mark the (1) _____ of the Khmer year
Time	mid-October (lunar calendar)
Offerings	(2) _____ and fruits
Activities	- singing and dancing - games and traditional (3) _____ - Ngo Boat (4) _____

3 **Listen again and tick (✓) T (True) or F (False).** Track 31

	T	F
1. Ok Om Bok is the Moon Worshipping Festival.		
2. On the night of the festival, the elders talk about their wishes.		
3. There are lantern contests at the festival.		
4. Tourists should wear informal clothes when attending the worshipping ceremony.		

Writing

4 **Work in groups. Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column.**

a. dress up for the Moon God offering ceremony
b. keep quiet when the monks and the elders are talking
c. climb on the animal statues in the temple ground
d. show respect to the monks and the elders
e. refuse young rice when the elders offer it to you
f. litter the temple ground

Dos	Don'ts
- dress up for the Moon God offering ceremony ...	- litter the temple ground ...

5 **Tom sent you an email. Read part of his email below.**

"... Guess what! My dad is taking me with him to Soc Trang Province. We will be there during the Ok Om Bok Festival. What are some dos and don'ts at this festival? ..."

Write an email (80 - 100 words) to advise Tom about participating in the Ok Om Bok Festival.

New Message

To: handsometom@mymail.com Cc Bcc

Subject: Re: Ok Om Bok Festival

Dear Tom,

Cheers,

LOOKING BACK

Vocabulary

1 Choose the correct option to complete each sentence below.

1. It is becoming a _____ for many families in Viet Nam to celebrate Women's Day and Family Day.

   A. habit B. custom

2. _____, we hold the Spring Festival on the 15th of January in lunar calendar.

   A. Traditionally B. In the past

3. Janet is from a family of doctors, but she broke with _____ when she went to an art college.

   A. tradition B. habit

4. Having dinner at my grandparents' house on Saturdays is one of the customs our family _____.

   A. does B. practises

5. Story telling is a great way to _____ the local tradition alive.

   A. maintain B. keep

2 Fill in each blank with the suitable form of the word given.

1. Kien was so tall that no one recognised him at the family _____ last summer. (union)
2. My mum puts in a lot of effort to prepare _____ to worship our ancestors. (offer)
3. The festival _____ gathered on the riverside to cheer the boat racers. (go)
4. Dragon-snake (*Rong ran len may*) is a _____ Vietnamese game for children. It is very enjoyable. (tradition)
5. We happened to see some locals _____ animals in their village temples. (worship)

Grammar

3 Complete the sentences with *a, an, the,* or *Ø (zero article).*

1. These days, many teenagers write _____ emails instead of letters.
2. My dad bought _____ ornamental kumquat tree for Tet.
3. I don't like that restaurant. _____ food there isn't very good.
4. Don't wear _____ hat when you go into a temple or a pagoda.
5. It's becoming a custom for us to stay out very late on _____ New Year's Eve.

4 Complete the text with *a, an, the,* or *Ø (zero article).*

Here are two easy ways to raise children's awareness of (1) _____ customs and traditions. First, it is (2) _____ good idea for parents to teach children to cook. By doing this, children can learn and preserve their family recipes. Second, parents can take children to (3) _____ local festivals. This helps them discover (4) _____ culture of their community and develop (5) _____ understanding of local traditions.



PROJECT

LOCAL CUSTOMS AND TRADITIONS



Work in groups.

1 **Choose a custom or tradition practised in your home town.**

2 **Search for information about that custom or tradition. You can ask your parents or grandparents about it.**

Use the following guiding questions:

- What is the custom / tradition?
- Who practises it?
- Where and when do people practise it?
- What do people do?
- Why do people practise that custom / tradition?

3 **Report your findings to your class. You can use visual aids to illustrate your report.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to customs and traditions. • pronounce the sounds /n/ and /ŋ/ correctly in words and sentences. • recognise and use the zero article. • give advice. • read about a local festival. • talk about a normal family event that I take part in. • listen about a festival. • write an email to give advice on taking part in a festival.			

Unit 6 LIFESTYLES

THIS UNIT INCLUDES:

Vocabulary
Different lifestyles

Pronunciation
Sounds: /br/ and /pr/

Grammar
- Future simple
- First conditional

Skills
- Reading about an interesting lifestyle and ways to maintain its traditional lifestyle
- Talking about maintaining traditional lifestyles
- Listening about the impact of modern technology on lifestyles
- Writing a paragraph about the advantages or disadvantages of online learning

Everyday English
Expressing certainty

GETTING STARTED

Lifestyle differences

1 Listen and read. Track 32

Nam: Hello, Tom. How're things?

Tom: Oh good. I like it here. The lifestyle is interesting and different from that in my country.

Nam: Really?

Tom: Sure. Students here call their teachers by their title "teacher", not by their names.

Nam: Right. How do you greet your teachers?

Tom: We usually say "Hello" or "Good morning" then Mr, Mrs, or Miss and their surnames, for example "Good morning, Mr Smith."

Nam: Are there other differences?

Tom: People buy and sell a lot of street food here. In my country, people usually buy food in a store or a restaurant.

Nam: Yeah. Buying street food is a common practice in my city.

Tom: And I've noticed that many people have breakfast on the street too! In my country, we typically have a light breakfast at home.

Nam: I see. But here many adults are in the habit of having breakfast outside of their homes. If they're not in a hurry, they'll even have a leisurely coffee there.

Tom: That's fascinating!



2 Read the conversation again and complete the table.

In Nam's country	In Tom's country
– Students greet teachers by their title. – People eat breakfast (2) _____. – People buy and sell food on the roadside.	– Students refer to their teachers as Mr, Mrs, or Miss and their teachers' (1) _____. – People eat breakfast at home. – People often buy food in a (3) _____.

3 Complete each sentence with a word or phrase from the box.

greet | practice | lifestyle
serve | in the habit of

1. A balanced diet and exercise are important for a healthy _____.
2. Handshaking, bowing, and hugging are some of the ways in which people _____ one another.
3. Waiters and waitresses _____ food in restaurants.
4. Going out for breakfast has become a common _____ in this city.
5. My mum is _____ keeping everything in the kitchen bright and clean.





4 Label each picture with a word or phrase from the box.

greeting | online learning | pizza
street food | food in restaurants







1. _____ 2. _____ 3. _____





4. _____ 5. _____

5 QUIZ Greetings around the world

Take the quiz.

1. Which is probably the most common way of greeting around the world?
   - A. Shaking hands.
   - B. Sticking out one's tongue.
2. In the USA, people greet each other by _____.
   - A. shaking heads
   - B. saying "Hello"
3. Thais greet their elders by saying "sawadee" and _____.
   - A. saying their surname
   - B. slightly bowing to them
4. The Maori of New Zealand greet each other by _____.
   - A. kissing each other's cheek
   - B. pressing their noses together
5. How do people in Japan normally greet each other?
   - A. They bow to each other.
   - B. They hug each other.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 1

Vocabulary

1 **Match the words and phrases with the pictures.**

1. dogsled
2. making crafts
3. native art
4. weaving
5. tribal dance











2 **Complete the sentences with the words and phrases from the box.**

tribal dances	weaving	dogsled
making crafts	native art	

1. The traditional craft of the villagers is _____ bamboo baskets.
2. We all joined in the _____ when we attended the local festival.
3. The gallery in the city centre has an excellent collection of _____.
4. Hoa is very keen on _____. She loves to knit gloves after school.
5. The _____ is still used as a means of transport in Alaska today.

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

1. The tribal women know how to _____ these threads into beautiful clothes.
   A. weave B. make C. cut
2. She comes from Korea, so her _____ language is Korean.
   A. modern B. native C. practical
3. Sticking out one's tongue was a way of greeting in _____ Tibetan culture.
   A. traditional B. leisurely C. simple
4. How do people _____ New Years in your country, Jack?
   A. practise B. keep C. celebrate
5. We like that restaurant: it _____ very delicious food.
   A. practises B. serves C. buys

Pronunciation

/br/ and /pr/

4 **Listen and repeat the words. Pay attention to the sounds /br/ and /pr/.** track 33

/br/	/pr/
bridge	present
broccoli	practise
breakfast	precious
algebra	programme
celebrate	express

5 Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with the sound /pr/. Track 34

1. My brother says online learning improves our IT skills.
2. Santa Claus brings a lot of presents to children.
3. She briefly introduced the new programme.
4. He spent a lot of time preparing for his algebra test.
5. My mum prays at the temple before breakfast on Sundays.

A CLOSER LOOK 2

Grammar

The future simple

1 Use the verbs from the box with *will* or *won't* to complete these dialogues.

~~take~~	have	tell
join	attend	do

Example:

A: What are you doing this weekend?

B: I don't know yet. I think my dad _____ us to the Ethnology Museum.

→ will take

Remember!

We use the future simple to describe future possibilities or conditions.

Example:

We have to leave now, or we **will miss** the train.

If I fail the test, I **will have to** take the course again.

1. ***Alice:*** Are you taking exams next week, Phong?

   Phong: I'm not sure. The teacher _____ us tomorrow.

2. ***Linh:*** Where are you going on the holiday, Chris?

   Chris: We're planning to visit Ta Ho Village. We _____ the local festival, but we _____ the tribal dance as it is late in the evening.

3. ***Dad:*** Are you having online lessons tomorrow?

   Daughter: No. We _____ lessons, but we _____ experiments in the lab.

2 Arrange these words and phrases in the correct order to form meaningful sentences.

1. We / first-term exams / our / will take / very soon /.

   _____

   _____

2. Alaska / they / in an igloo / stay / when / visit / Will they /?

   _____

   _____

3. She / the tribal groups / to help them / will work with / revive their culture /.

   _____

   _____

4. online learning / in / I won't choose / the second semester /.

   _____

   _____

5. I'll come / to / I go / to London / if / this summer / see you /.

   _____

   _____

First conditional

3 **Give the correct tense of the verbs in brackets, using the first conditional.**

1. If you (eat) _____ an apple every day, you will stay healthy.
2. Will Dan wear a kilt if he (go) _____ to Scotland?
3. He (have) _____ sore eyes if he spends too much time on the computer.
4. If you (not do) _____ anything bad, you won't get into trouble.
5. _____ she (be) _____ able to eat the soup if I put some chillies in it?

Remember!

We can also use *unless* in conditional sentences. *Unless* means "if ... not" or "except if ...".

Example: You will fail the test **unless** you study harder.

4 **Fill in each blank with IF or UNLESS.**

1. _____ we eat lunch now, we won't arrive at the cinema on time.
2. The teacher will be furious _____ you don't do the homework.
3. I won't eat kimchi when I go to Korea _____ I have to.
4. _____ you turn on the light, you will be able to see better.
5. You won't be able to find the house _____ you use your GPS. There's no one around.

5 **Complete the following sentences to make them true for you. Then share your answers with a partner.**

1. If it rains tomorrow, _____.
2. Unless I get good marks, _____.
3. If I have free time this weekend, _____.
4. If I study harder, _____.
5. Unless I go to bed early, _____.

COMMUNICATION

Everyday English

Expressing certainty

1 **Listen and read the conversations. Pay attention to the highlighted sentences.** Track 35

① ***Nam:*** Can I come over to your house on Sunday?

Tom: Sure. You're welcome.

② ***Alice:*** Vietnamese cooking uses a lot of vegetables and herbs.

Mai: Yes, certainly.

2 **Work in pairs. Make similar conversations to express certainty in the following situations.**

1. You ask your friend to help you with your maths homework.
2. You say that Vietnamese love seafood.

Cuisines around the world

3 **QUIZ How much do you know about the cuisines of different countries?**

Do the quiz to find out.

1. Which country is famous for pasta and pizza?
   A. Thailand. B. Italy. C. Brazil.
2. Which country is famous for kimchi?
   A. Korea. B. Portugal. C. Australia.
3. England is well-known for _____.
   A. dim sum B. spaghetti C. fish and chips
4. Sushi comes from _____.
   A. Japan B. Korea C. Taiwan
5. In which country do you think kangaroo steak is common?
   A. China. B. Australia. C. The USA.

4 **Work in groups. Read the two passages and discuss the questions below.**

Italy

Italy is famous for pizza. Pizza is a dish with a flat round bread base with cheese, meat, and vegetables on top. The country is also known for its spaghetti and pasta. Italy is also famous for its many types of cheese (over 400 types). There is one that allows flies to lay eggs on it, and it has a unique taste.

India

Curry is a common dish in India. It is a dish of meat and vegetables cooked in a sauce and served with rice or bread. In fact, India has a vast range of cuisines. People in some areas of India favour vegetarian food. But chicken, lamb, or goat are common in other areas. Generally, Indians avoid beef.

Do you prefer Italian or Indian food? Why / Why not?

5 **Work in groups. Talk about the typical food in your area. Discuss the following:**

– staple food

– favourite food

– foods eaten on special occasions

Example:

A: What is the staple food in your area?

B: It's rice.

C: Yes. We have rice with most of our meals.

...

SKILLS 1

Reading

1 **Work in groups. Look at the picture, and discuss what you know about Alaska (its location, climate, native people, culture, ...).**



Read the text and check your answers.

If you go to the American state of Alaska, you might find the traditional lifestyle there interesting. Although Alaska is quite large, with nearly 1.7 million square kilometres, it has a small population of about 730,000.

The native peoples in Alaska still maintain many of their traditions. They keep their old ways of making arts and crafts alive. Various native groups have their own special styles of carving or weaving as well as their unique tribal dances and drumming. Therefore, visitors to Alaska may experience some of their culture in their villages. They may see performances of traditional music and native art in galleries and museums.

Alaska is also known for its unusual method of transport – the dogsled. Today, dog sledding (= mushing) is more of a sport than a true means of transport. The best-known race is the Iditarod Trail Sled Dog Race, a 1,510 km race from Anchorage to Nome. Mushers from all over the world come to Anchorage each March to compete for cash and prizes.

2 Match the highlighted words in the text with their meanings.

1. maintain	a. particular ways of doing something
2. styles	b. people who drive dogsleds
3. experience	c. to do or feel something
4. mushers	d. to keep, make something continue

3 Read the text again and answer the questions.

1. What is the population of Alaska?

2. Who have special styles of carving or weaving?

3. Where can we find the culture of the native peoples in Alaska?

4. How long is the Iditarod Trail Sled Dog Race?

5. Is the Iditarod Trail Sled Dog Race an international competition?

Speaking

4 Work in pairs. Look at the pictures and use the cues to talk about what people in some places do to maintain their traditional lifestyle.

1. Chau An Village:
   - performing traditional dances
   - holding festivals



2. Dam Ri Village:
   - cooking and selling traditional food
   - making crafts



3. Son Ca Village:
   - weaving clothing
   - singing folk songs



Example:

A: What do people in Chau An Village do to maintain their traditional lifestyle?

B: They perform traditional dances. They also ...

5 Work in pairs. Ask and answer about how people in your area maintain their traditional lifestyle. You can use the ideas in 4 and the reading text in 1.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 2

Listening



1 **Work in groups. Which of the following do you think is more influenced by modern technology? Tick (✓) your choice(s).**

- ways of communicating ☐
- traditional food and drink ☐
- ways of learning ☐

2 **Listen to the conversation and tick (✓) T (True) or F (False).** 136

	T	F
1. When Mai was studying online, the power went off.		
2. Chris likes studying online as it's convenient.		
3. Mai says it's easy to concentrate when learning online.		
4. Chris disagrees that technology improves friendship.		
5. Mai thinks technology is changing our way of learning and working.		

3 **Listen again and choose the correct answer to each question.** 137

1. The talk is generally about _____.

A. the impact of modern technology

B. the good points of online learning

C. the weak points of online learning

2. Both Mai and Chris think that modern technology is _____.

A. changing greatly

B. changing our lifestyle

C. entertaining us

3. Mai wants to go to class because _____.

A. online learning doesn't work for her

B. she likes to get up early

C. she wants to interact with her teachers and friends

4. Which of the following is true?

A. Mai and Chris are classmates.

B. Mai and Chris have similar ideas about online learning.

C. Mai thinks online learning has some weak points.

Writing

4 **Look at the list below. Put the ideas about online learning in the correct column.**

- convenient
- comfortable
- difficult to concentrate
- more freedom
- no real interaction
- independent
- harmful to our eyes
- expensive equipment

Advantages	Disadvantages

5 **Write a paragraph (80 – 100 words) about the advantages OR disadvantages of online learning. You can refer to the listening and the ideas in 4.**

LOOKING BACK

Vocabulary

1 Match each word or phrase with its meaning.

1. lifestyle	a. making things with one's hands, using skills
2. common practice	b. a vehicle pulled by dogs (usually over snow)
3. street food	c. the way in which individuals or groups of people live and work
4. making crafts	d. the usual way of doing something
5. dogsled	e. ready-to-eat food or drink sold in a street or other public places

2 Complete each sentence with a word or phrase from the box.

maintain lifestyle	in the habit of online lessons	greeted

1. My younger sister is _____ listening to music while studying.
2. The native people there _____ us warmly when we arrived.
3. Many people are trying to adopt a healthy _____ these days.
4. I believe that _____ are not as interesting as offline lessons.
5. It is difficult for some villages to _____ their traditional lifestyle.

Grammar

3 Complete the sentences, using the correct tense of the verbs in brackets.

1. No worries. The organisers (send) _____ us an invitation soon.
2. Unless they behave, those children (not be) _____ welcome here.
3. Do you think online learning (become) _____ the new mode of education?
4. If I (win) _____ the competition, I will donate half of the prize money to charity.
5. _____ we (have to) _____ keep to the left when we drive in Singapore next week?

4 Rewrite the following sentences so that their meaning stays the same.

1. Don't play computer games for too long. You will harm your eyes.

   If you play _____.
2. Be careful with what you eat, or you will get overweight.

   You will _____.
3. We'll go to the beach unless it rains.

   If _____.
4. If you don't hurry up, you will be late.

   Unless _____.
5. Unless the teacher explains the lesson again, we won't understand it very well.

   If _____.



PROJECT

Interesting lifestyles around the world





Work in groups.

1 **Find information about an interesting way of life around the world, including:**

- everyday life
- ways of cooking
- making crafts
- folk songs and dances
- festivals

...

You can refer to one of these, or you can choose your own. You may need to use the Internet to find information.

- Life of residents in Coober Pedy, Australia
- Nomadic life in Mongolia
- Life of the Ede ethnic group of Viet Nam

2 **Work in groups. Make a poster to introduce the people.**

3 **Give a presentation to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to the topic *Lifestyles*. • pronounce the sounds /br/ and /pr/ correctly in words and sentences. • use the future simple and the first conditional. • express certainty. • read about an interesting lifestyle and ways to maintain its traditional lifestyle. • talk about maintaining traditional lifestyles. • listen about the impact of modern technology on lifestyles. • write a paragraph about the advantages or disadvantages of online learning.			

REVIEW 2 (UNITS 4 - 5 - 6)

LANGUAGE

Pronunciation

1 **Circle the word which has the underlined part pronounced differently in each group. Then listen and repeat.** 38

1. A. culture B. community C. circle D. custom
2. A. identify B. thank C. dance D. plan
3. A. bring B. sing C. spring D. longevity
4. A. figure B. danger C. engine D. change
5. A. growth B. globe C. ground D. gender

Vocabulary

2 **Match a verb or verb phrase in A with a noun or noun phrase in B.**

A	B
1. weave	a. terraced fields
2. chase away	b. crops
3. harvest	c. crafts
4. overlook	d. clothing
5. make	e. bad spirits

3 **Complete the sentences with the words and phrases from the box.**

habit lifestyle minority group
festivals decorative items

1. Ethnic minority girls wear a lot of beautiful _____ on special occasions.
2. I love attending local _____ in my area because they are unique.
3. It was a big change in _____ when my family moved from the city to the countryside.
4. I'd prefer you not to make a _____ of going to bed late.
5. The Bahnar is a large ethnic _____ in the Central Highlands.

Grammar

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

1. Tet is coming. I see _____ flowers and ornamental trees everywhere.
   A. a B. the C. Ø
2. Bat Trang Village is famous for _____ traditional craft of pottery making.
   A. a B. the C. Ø
3. – Hi, Trang. _____ are things in Hue?
   – Everything's great. The weather's fantastic, and the food's delicious.
   A. How B. What C. Where
4. _____ street food in Viet Nam is most popular among foreign visitors?
   A. How B. What C. Why
5. I'm searching for _____ information about the lifestyle of the Van Kieu in central Viet Nam.
   A. some B. many C. an

5 **Use the correct forms of the verbs in brackets to complete the sentences.**

1. Next year we (build) _____ a house overlooking the lake.
2. Spring is coming, so we (celebrate) _____ the *Ban* Flower Festival soon.
3. If you have a chance to travel on a dogsled, you (never forget) _____ it.
4. If I (be) _____ free to choose a topic, I will give a presentation on Alaska.
5. Unless you try, you (never know) _____ if you can play football.



SKILLS

Reading

1 **Read the schedule of the Spring Fair and select the event that each person wants to attend. Write the event names in the table.**

SPRING FAIR (16 – 25 January)

Location: Viet Nam National Village for Ethnic Culture and Tourism

The fair offers opportunities for tourists to learn about the life of ethnic people in Viet Nam.

Ethnic Markets

16 – 25 January

Exhibition of specialities of many ethnic groups featuring vegetables, flowers, crafts, and more.

Photo Exhibition

16 – 25 January

Photos showing the daily activities of ethnic people in their villages.

Performances

17 and 24 January

More than 20 performances demonstrating various traditional songs and dances.

Childhood Fun

17 – 18 and 24 – 25 January

A great day out for the family. Children can have fun taking part in traditional folk games and make handicrafts with the help of local artisans.

A Pottery Village

17 – 18 and 24 – 25 January

An introduction to pottery making by artisans from Bau Truc Pottery Village.

People	Events
1. Ann wants to take her children out to play folk games.	
2. Tom wants to learn about making pottery.	
3. Alice wants to see ethnic dance performances.	
4. Mai wants to learn more about farm products.	
5. Mark wants to see a collection of ethnic people's daily activities.	

Speaking

2 **Work in pairs. Read the list below and tick (✓) the main reason(s) for people moving from the countryside to the city. Explain your choice.**

1. To look for well-paid jobs ☐
2. To look for better services ☐
3. To enjoy crowded and noisy areas ☐
4. To have better educational opportunities ☐
5. To experience different types of food and entertainment ☐

Listening

3 **Listen to Phong talking about life in the countryside and complete each sentence with ONE word.** Track 39

1. Phong always spends his summer _____ with his grandparents.
2. He likes the _____ games the children play.
3. The villagers sell their home-grown _____.
4. They buy food and other _____ things.
5. At the market, the villagers _____ and talk.

Writing

4 **Write complete sentences from the clues below. You may have to make some changes.**

Respect for the elders

1. Many / Vietnamese families / teach / children / respect / elders.
2. There / many ways / show / respect.
3. You / give up / seat / or offer / carry something heavy / elders.
4. You / listen / not talk back / elders / speak.
5. At mealtimes / children should not / start / eat / before / elders do.

Unit 7 ENVIRONMENTAL PROTECTION

THIS UNIT INCLUDES:

Vocabulary
Environmental protection

Pronunciation
Sounds: /bl/ and /kl/

Grammar
Complex sentences with adverb clauses of time

Skills
- Reading about Con Dao National Park
- Talking about Vu Quang National Park
- Listening about water pollution
- Writing a notice

Everyday English
Asking for clarification

GETTING STARTED

At the Go Green Club

1 Listen and read. Track 140

Club leader: Hello. Welcome back. Today we're discussing environmental problems and environmental protection. What are our serious environmental problems now?

Nam: Pollution and habitat loss, I think.

Ann: I agree. The air and water quality are getting worse and worse.

Club leader: Any others?

Ann: Yes, I can think of some like global warming, endangered species loss, ...

Nam: So what should we do to help protect our environment?

Club leader: We can reduce our carbon footprint even in our homes.

Ann: What do you mean by 'carbon footprint'?

Club leader: It's the amount of carbon dioxide we release into the environment.

Ann: I see. So we can do things like turning off devices when we're not using them.

Club leader: Right ... And there is much more we can do, like practising the 3Rs.

Nam: We can plant more trees in our neighbourhood too.

Ann: And try to avoid using single-use products, like plastic bags, and stop littering.

Club leader: Yeah. And we can volunteer at some local environment programmes to save endangered species.





KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2 Read the conversation again and match the two halves in the two columns.

To protect the environment, we should:	
1. reduce	a. using single-use products
2. turn off	b. littering
3. plant	c. our carbon footprint
4. avoid	d. devices when we're not using them
5. stop	e. more trees in our neighbourhood

3 Complete each sentence with one word or phrase from the box.

reduce — single-use
pollution — carbon footprint
environment — programme

1. _____ is a serious problem everywhere.
2. We should avoid dumping waste into lakes and rivers to _____ water pollution.
3. We shouldn't throw away _____ products but recycle them.
4. _____ is the amount of carbon dioxide we release into the environment.
5. We hope a lot more people join our _____.







4 Write a phrase from the box under each picture.

plastic rubbish — water pollution
single-use products — 3Rs
endangered species



1. _____



2. _____



3. _____



4. _____



5. _____

5 QUIZ Environment Quiz

Do the following quiz.

1. Which of the following is the greenest form of transport?
   A. Motorbike. B. Bus. C. Bicycle.
2. Which of the following is a renewable source?
   A. Coal. B. Oil. C. Wind.
3. What causes the most pollution?
   A. Factories. B. Animals.
   C. Hospitals.
4. The surroundings in which we live are our _____.
   A. habitat B. place
   C. environment
5. Which of these will reduce your carbon footprint?
   A. Cutting down a lot of trees.
   B. Recycling paper products.
   C. Leaving the TV on all night.

A CLOSER LOOK 1

Vocabulary

1 **Label each picture with a phrase from the list.**

a. building a campfire
b. cutting down trees
c. picking up rubbish
d. protecting endangered species
e. saving water



1. _____



2. _____



3. _____



4. _____



5. _____

Tick (✓) the actions above that protect the environment.

2 **Match each word or phrase in column A with its meaning in column B.**

A	B
1. ecosystem	a. the process of making water, air, soil, etc. dirty by adding harmful substances
2. pollution	b. the practice of protecting the natural environment
3. habitat	c. the way living and non-living things in a particular area are related to each other
4. environmental protection	d. animals facing a high risk of extinction in the wild
5. endangered species	e. the place where a type of plant or animal lives

3 **Complete each sentence with a word or phrase from the box.**

habitat	cutting down trees
ecosystem	endangered species
carbon dioxide	

1. People in my neighbourhood are doing a lot to save _____.
2. Con Dao National Park provides a rich _____ for marine life.
3. Forests help release oxygen and absorb _____; they also provide homes for many species.
4. _____ is a serious environmental concern as it harms natural habitats.
5. An _____ may be a whole forest, or a small pond, and it can be of any size.

Pronunciation

/bl/ and /kl/

4 **Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/.** Track 41

/bl/	/kl/
block	clean
blast	clown
blanket	club
black	class
problem	clear

5 **Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/.** Track 42

1. Look! There are black clouds all over!
2. A truck blocked the way to the club.
3. The students painted the classroom blue.
4. The wind blew the clock down.
5. We cleaned up the environment after the blast.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 2

Grammar

Complex sentences with adverb clauses of time

Remember!

- A complex sentence contains one independent clause and at least one dependent clause.

  Example:

  The roads were slippery when it rained.
  independent clause dependent clause

- An adverb clause is a dependent clause.
- An adverb clause of time shows when something happens. It is usually introduced by time connectors: *before, after, when, while, till / until, as soon as, ...*

  Example: **As soon as** they arrive, we'll have lunch.

1 Read the sentences and write I.C if the underlined clause is an independent clause or D.C if it is a dependent clause.

Example:

You must be careful when you cross the street. D.C

1. I'll wait for you here until you get back. ____
2. Make sure you lock the door when you go out. ____
3. You must get a permit before you build a campfire at a national park. ____
4. Don't use too much water while you are having a shower. ____
5. As soon as my friends come, we will pick up rubbish on the beach. ____

2 Choose A, B, or C to complete each sentence.

1. I was not at home _____ he came to see me yesterday.

   A. when B. until C. as soon as

2. We called the forest guard unit _____ we saw the bush fire.

   A. as soon as B. while C. until

3. I went straight to the gym _____ I left home.

   A. while B. before C. after

4. You can stay with us _____ you find a suitable place to stay.

   A. as soon as B. before C. until

5. We cleaned up everything at the campsite _____ we left.

   A. until B. before C. while

3 Match the clauses in the two columns to form complex sentences.

1. We will clean up the beach	a. until he made a successful light bulb.
2. Don't forget to turn off the lights	b. as soon as it stops raining.
3. You have to show your ticket	c. while I'm cooking the soup?
4. Can you help me lay the table	d. before you go out.
5. Thomas Edison kept trying	e. when you get on the train.

4 **Combine each pair of sentences, using the conjunction in brackets.**

1. I arrive at the station. I will call you right after. (as soon as)

2. Many Vietnamese women wear conical hats. They work in the field. (when)

3. My father taught me how to use the computer. Then he bought one for me. (before)

4. Nick is reading a novel. Jack is reading a cartoon. (while)

5. The tornado hit. There were only a few houses left standing. (after)

5 GAME **Matching game**

Work in two groups, A and B. Group A write main clauses. Group B write adverb clauses of time.

Do they match? Are there any funny sentences?



COMMUNICATION

Everyday English

Asking for clarification

1 **Listen and read the dialogue. Pay attention to the highlighted sentences.** Track 43

Mi: Hey, Linda. What does 'endangered species' mean?

Linda: Endangered species are animals in the wild that face a high risk of extinction.

Mi: And what do you mean by 'in the wild'?

Linda: That means animals that live in their natural habitats, not in zoos.

Mi: Oh, I get it now. Thanks, Linda.

2 **Work in pairs. Make similar conversations to ask for and give clarification for the following.**

– single-use products

– global warming

Earth Day

3 **Read the passage and tick (✓) the correct answers.**

Every year on 22nd April, more than 190 countries celebrate Earth Day to protect the planet. The first Earth Day started in 1970 in America. Today more than 1 billion people participate in Earth Day activities each year, making it one of the largest movements. By taking part in activities like picking up litter and planting trees, you can help protect nature and the environment. You can also do things like buying green products and practising reduce, reuse and recycle. We can celebrate Earth Day and protect the earth at the same time. Moreover, we should continue doing things to save the earth every day of the year.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

What activities do people do on Earth Day?

1. picking up litter ☐
2. protecting endangered species ☐
3. planting trees ☐
4. buying green products ☐
5. helping neighbours ☐

4 **Match the activities people do on Earth Day with their results.**

1. planting trees	a. making our environment clean, reducing pollution
2. buying green products	b. reducing global warming, protecting animal habitats
3. picking up litter	c. saving electricity to save natural resources
4. turning off the lights	d. improving our health, reducing pollution

5 **Work in pairs. Ask and answer about the things you and your friends do on Earth Day.**

Example:

A: What do you do on Earth Day?

B: We pick up litter and clean the streets. And you?

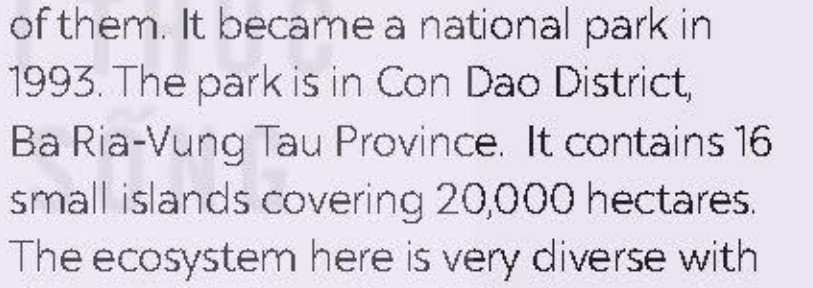
A: ...



SKILLS 1

Reading

1 **Work in groups. Look at the picture and say what you see. Then list the names of some endangered species you know.**



2 **Read the text and choose the words or phrases to make the following statements correct.**

Today, there are national parks all over the world, and the number is rising all the time. A national park is a special area for the protection of the environment and wildlife.

In Viet Nam, there are now 34 national parks. Con Dao National Park is one of them. It became a national park in 1993. The park is in Con Dao District, Ba Ria-Vung Tau Province. It contains 16 small islands covering 20,000 hectares. The ecosystem here is very diverse with thousands of species, including marine animals. Many species of corals as well as sea turtles, dolphins, and endangered dugongs live here as well. The park is also home to a lot of valuable kinds of woods and medicinal plants. Three ancient trees in the park were named "Vietnamese Heritage Trees".

Con Dao National Park, like other national parks, plays a key role in saving endangered species as well as protecting the environment and natural resources. It also helps raise the awareness of local residents about the importance of nature.

1. There are 34 national parks / nations' parks in Viet Nam now.
2. The conservation / ecosystem in Con Dao is very diverse.
3. The dugong is a(n) dangerous / endangered animal.
4. National parks play a key role in saving the environment / small islands.

3 Read the text again and choose the correct option A, B, or C.

1. What is the best title for the passage?
   A. National Parks in Viet Nam
   B. Con Dao National Park
   C. The Protection of Wildlife
2. National parks are areas for _____.
   A. the protection of the environment
   B. the management of marine life
   C. the sale of animal products
3. What is the area of Con Dao National Park?
   A. 34 hectares.
   B. 16 hectares.
   C. 20,000 hectares.
4. Con Dao National Park has many kinds of _____.
   A. valuable plants
   B. ancient trees
   C. natural values
5. Which of the following is NOT true, according to the passage?
   A. There are more and more national parks in the world.
   B. Con Dao National Park is rich in animal species.
   C. Con Dao National Park's mission is to help other national parks.

Speaking

4 Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.

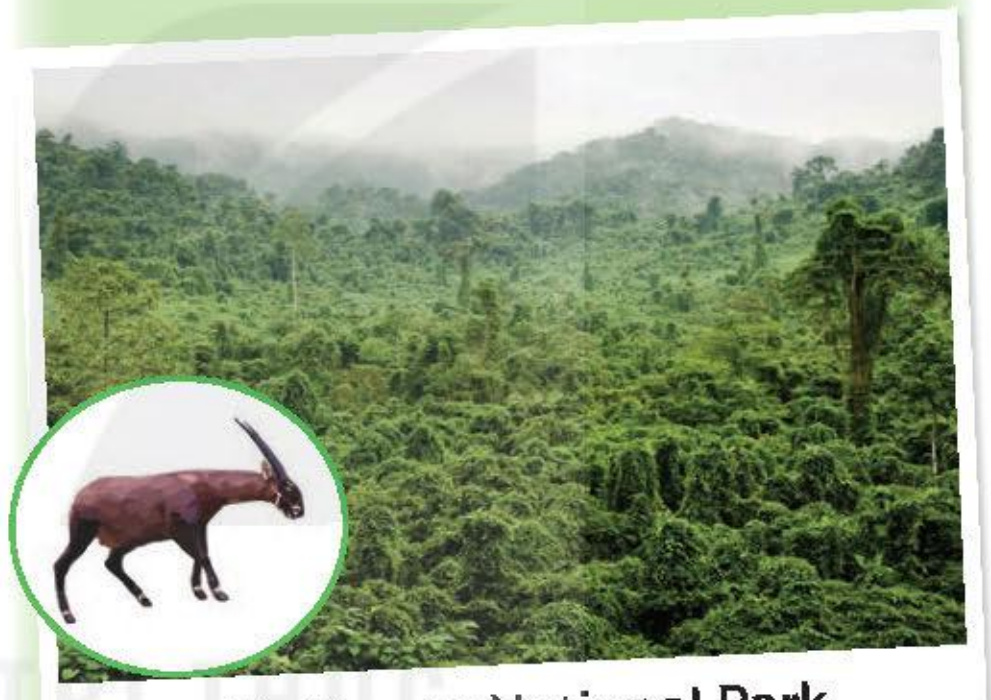
Location: Vu Quang District, Ha Tinh Province

Opened: 2002

Area: about 55,000 hectares

Animals: Saolas, "black deer"

Valuable plants: woods, medicinal plants



Vu Quang National Park

Example:

A: Where is Vu Quang National Park?

B: It's in Vu Quang District, Ha Tinh Province.

5 Work in groups. Talk about Vu Quang National Park, using the answers in 4.

You can begin your talk with:

Vu Quang National Park is in ...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 2

Listening

1 **Work in groups. Make a list of some activities that cause water pollution.**

Example:

- throwing rubbish into rivers and lakes
- ...

2 **Listen to a talk and choose the correct word to complete each sentence.** 44

1. Polluted water is unsafe for **drinking** / **cooking** and for other uses.
2. Sometimes toxic substances flow into rivers from **factories** / **hospitals**.
3. Water pollution has a **dangerous** / **harmful** effect on our life.
4. We **couldn't** / **shouldn't** throw litter into rivers and lakes.

3 **Listen again and give short answers to the following questions. Use no more than THREE words.** 45

1. What is the listening text about?
2. How many sources of water pollution are there?
3. What are two common sources of drinking water?
4. What type of effect does water pollution have on our life?
5. What products can we use to reduce water pollution?



Writing

4 **Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5).**

(1) ABS Lower Secondary School

NOTICE

(2) 10 March, 20...

School Writing Contest

(3) Our school is organising a writing contest about the environment. Students from all the classes will participate. Interested students should contact the school by 20 March, 20...

Contest details:

Time: 2 p.m. – 4 p.m., 5 April

Place: School Grand Hall

Topic: Environmental protection

(4) If you have any questions, please contact us at 031-823-1231 or email abs@fmail.com.

(5) Head Teacher

Dr. Adam Sanders

(signed)

a. Name of institution or organisation (school, etc.)
b. Body (date / time / duration / place, etc.)
c. Date of writing the notice
d. Author's name and signature
e. Contact details

Writing tip

A notice can be an announcement, a warning, or an invitation.

A notice should be brief but contain all the necessary details.

5 **Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details.**

Time: 2 p.m. – 4 p.m., 6 March

Place: School Grand Hall

Topic: Water pollution

Go Green Club

NOTICE

12 January, 20...

Lecture on Water Pollution

_____

_____

_____

Club Leader

Nguyen Hong Mai

LOOKING BACK

Vocabulary

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

1. The panda's natural _____ is the bamboo forest.

   A. habitat **B.** ecosystem

   C. area

2. This forest provides a habitat for hundreds of _____ of plants and animals.

   A. styles **B.** classes

   C. species

3. _____ the environment must be the job of everyone in the community.

   A. Caring **B.** Protecting

   C. Keeping

4. We should _____ the consumption of single-use products like plastic bottles and bags.

   A. reduce **B.** encourage

   C. raise

5. _____ trees and burning forests destroy a lot of wildlife habitats.

   A. Watering **B.** Cleaning up

   C. Cutting down

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

carbon footprint	littering
picking up rubbish	habitats
endangered species	

1. Do you know that _____ can cause pollution?
2. One effective way to reduce your _____ is to walk or cycle whenever you can.
3. By planting trees and _____, we can improve our environment.
4. Humans are harming the _____ of bees throughout the world.
5. Animals such as saolas and dugongs are _____.

Grammar

3 **Complete the following sentences using a clause. Use your own ideas.**

1. We should wait here until _____.
2. As soon as I arrived, _____.
3. Remember to lock the door before _____.
4. There were not many animals on the mountain after _____.
5. When we finished our picnic, _____.

4 Circle A, B, or C to identify the underlined part that needs correction.

1. As soon as (A) it rains, I go to (B) school by bus (C).
2. I learned a lot (A) about wildlife until (B) I visited Cuc Phuong National Park last week (C).
3. You can't go out (A) to play before (B) you will finish (C) your homework.
4. Instead of riding (A) a motorbike, walk (B) or cycle while (C) you can.
5. How much (A) power do (B) we save (C) this year for Earth Hour?

PROJECT

A serious pollution problem in my area

Work in groups.

1 **Choose a serious pollution problem in your area (noise pollution, air pollution, water pollution, ...). Suggest solutions to the problem.**

2 **Make a poster. Write your solutions on the poster. Use pictures to illustrate / decorate your poster.**

3 **Present your poster to the class.**



Now I can ...	✓	✓✓	✓✓✓
• use the words related to environmental protection. • pronounce the sounds /bl/ and /kl/ correctly in words and sentences. • use complex sentences with adverb clauses of time. • ask for clarification. • read about Con Dao National Park. • talk about Vu Quang National Park. • listen about water pollution. • write a notice.			

Unit 8 SHOPPING

THIS UNIT INCLUDES:

Vocabulary
Words about shopping

Pronunciation
Sounds: /sp/ and /st/

Grammar
- Adverbs of frequency
- Present simple for future events

Skills
- Reading about the reasons people go to shopping centres
- Talking about a shopping place
- Listening to a talk about online shopping
- Writing a paragraph about the advantages or disadvantages of a type of shopping

Everyday English
Making complaints

GETTING STARTED

My favourite shopping place

1 **Listen and read.** 46

Mai: How was your trip to Bac Ha, Alice?

Alice: It's awesome. I like Bac Ha Fair most. It's an open-air market in Lao Cai.

Mai: What do you like about it?

Alice: Many things. The people at the market were wearing really colourful costumes.

Mai: Yeah ... They came from different minority groups.

Alice: I think so, and most of the products sold at the market were home-grown and home-made. I love it.

Mai: Do you have similar markets in New Zealand?

Alice: Yes, we do. Back in my city, Auckland, we have a farmers' market every Saturday where farmers sell their products. My mother loves shopping there, and she rarely misses one.

Mai: I prefer shopping at the supermarket. I can find almost everything I need there, and I don't have to bargain. All the items have fixed prices on their price tags.

Alice: Right. It's more convenient.

Mai: Yeah ... Oh, I've got to go. My art lesson starts at one o'clock, and I want to go to a convenience store on the way. See you later.

Alice: See you.





2 Mai and Alice mentioned four places where they can buy things. Complete the list.

1. open-air market
2. _____
3. _____
4. _____

3 Match the types of markets with the features.

Types of markets	Features
1. open-air market	a. It's outdoor.
2. supermarket	b. Goods are displayed on shelves.
	c. Shoppers can bargain.
	d. All items have fixed prices.
	e. The weather does not affect shopping.

4 Complete the sentences with the words and phrases from the box.

home-grown
home-made
convenience store
bargain
price tag

1. – What is '_____'?
   – It's when buyers talk to the sellers to get a lower price.
2. A _____ is a small shop and is usually open 24/7.
3. This salad is made of _____ vegetables.
4. How much is this T-shirt? I cannot see the _____.
5. Try our _____ bread, Mai. My mother made it this morning.

5 GAME Listing

Work in groups. Quickly write down the names of some speciality shops. The group with the most correct answers wins.

Example: clothes shop, florist's, ...













A CLOSER LOOK 1

Vocabulary

1 **Write the words and phrases under the correct pictures.**

shopaholic	browsing
price tag	on sale
Internet access	



1. _____



2. _____



3. _____



4. _____



5. _____

2 **Match the shopping places with their characteristics.**

1. a speciality shop	a. It offers lower prices on all products.
2. a discount shop	b. It uses the Internet to sell goods and services.
3. a supermarket	c. It is often outdoor and offers a wide range of goods. Buyers can bargain.
4. an online shop	d. It is a large indoor shopping place with fixed prices for all the items offered.
5. an open-air market	e. It offers one or two specific kinds of goods.

3 **Complete the sentences with the words and phrases from the box.**

shopaholic	bargain
speciality shops	browsing
range of products	

1. There are many _____ in a shopping centre.
2. I spent the whole morning just _____ online for clothes, but I didn't buy anything.
3. Alice doesn't know how to _____, so she paid too much for her T-shirt.
4. Both online and offline supermarkets offer a wide _____.
5. She's a _____. She spends too much time and money shopping.

Pronunciation

/sp/ and /st/

4 **Listen and repeat the words. Pay attention to the sounds /sp/ and /st/.** (track 47)

/sp/	/st/
spend	stall
speciality	staff
space	outstand
respect	honest
clasp	waste

5 **Listen and repeat the sentences. Pay attention to the underlined words.** (track 48)

1. There is a three-storey sports centre in my neighbourhood.
2. The assistant at her shop always gives us special attention.
3. The shop owner treats his customers with a lot of respect.
4. The food at that restaurant is too spicy for me.
5. Tom spent half of his savings in that music store.

A CLOSER LOOK 2

Grammar

Adverbs of frequency

1 **Complete the sentences with the adverbs of frequency from the box.**

always	often	sometimes
rarely	never	

1. My mother _____ shops at the supermarket. She never shops anywhere else.
2. I _____ buy things online, just once or twice a year. I prefer to shop at the shopping mall.
3. You can _____ bargain at a supermarket because the prices are fixed.
4. How _____ do you return things you buy online?
5. I don't often buy things at the dollar store. My mother only takes me there _____.

Present simple for future events

2 **Read the schedule of the field trip for the grade 8 students tomorrow and underline the verbs in the sentences. Then answer the questions.**

Field trip to the Double Dragon Chocolate Factory 26 February	
9:00	The bus leaves.
10:00	Students arrive at the factory.
10:10	Students watch a documentary introducing the factory.
10:30	The tour of the factory starts.
12:00	Students return to school to write the trip reports.

1. What tense are the verbs in the sentences?
2. Are the sentences about habits or future activities?

Remember!

We use the present simple with a future meaning to talk about timetables or schedules.

Example:

I have to go now. My art lesson **starts** at one o'clock.

The train **leaves** at 4:30, so we still have a lot of time.

3 **Write A next to a sentence if it refers to a timetable, schedule, or plan, and B if it is an unplanned future action.**

1. We'll go to Costco to return this suitcase. _____
2. Look! We have a whole afternoon for shopping on the second day of our tour. _____
3. The summer sales end next Sunday. _____
4. Listen to the announcement. The train doesn't leave till 12:00. Let's get something to drink. _____
5. I'm too busy today, so we'll go shopping on Tuesday. _____

4 **Choose the correct option to complete each sentence.**

1. The supermarket in my neighbourhood **opens** / **will open** longer hours than the one in yours.
2. Don't worry. I **make** / **will make** a shopping list, and you just give it to the shop owner.
3. We **don't buy** / **won't buy** a birthday cake this year. We can bake one at home instead.
4. The bus schedule says that there **is** / **will be** a bus to Aeon at 10:05.
5. Look at the advertisement. **Does** / **Will** the big sale start next Friday?

5 **Work in pairs. Ask and answer to check planned events for the community fair next month.**

Community Fair
1 April

Date	Events
1 March	Preparing for the fair
3 March	Calling for volunteers
1 April	– 8:30: Opening – 11:00: Holding food competition
2 April	Cleaning up by volunteers

Example:

A: When do we start preparing for the fair?

B: We start on the first of March.

COMMUNICATION

Everyday English

Making complaints

1 **Listen and read the conversation. Pay attention to the highlighted parts.** Track 49

Tom: I'm calling to make a complaint about the SMART backpack I ordered from you last week. I got it this morning, and it's smaller than the one you advertised online.

Trang: Well ... Let me check it.

Tom: And I'm not happy with the colour, either. In your picture it's dark brown, and this one is yellowish brown.

Trang: I'm sorry about that. I'll send you another one.

2 **Work in pairs. In turn, make complaints about the situations below.**

1. The cans of fish you bought at the shop expired five days ago.
2. An assistant at the shop was not very helpful.

My favourite shopping place

3 **Listen to three people talking about their favourite shopping places and tick (✓) the place they mention.** Track 50

People	Open-air market	Discount shop	Convenience store
1. Mai			
2. Nam			
3. Alice			

4 **Work in pairs. Take turns to ask and answer what each person in 3 likes about their shopping place.**

1. Mai
2. Nam
3. Alice

Example:

A: What does Nam like about shopping at a convenience store?

B: It saves him time.

5 **Work in groups. Share your favourite shopping place with your group.**

You can include:

- the name of the place.
- the reason(s) why you like it.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 1

Reading

1 **Read the list below and tick (✓) the most common reason(s) why you go shopping.**

- hanging out with friends ☐
- reducing stress ☐
- buying goods ☐
- exercising ☐
- browsing ☐

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

Why We Go to Shopping Centres

Shopping centres attract a lot of customers, especially at the weekend, on holidays, or during sales. People go there to shop. Shopping centres offer a wide range of products to choose from. Customers can touch the products and try on clothes and shoes. This makes them feel more comfortable when they decide to buy something.

However, people also go to shopping centres for many other reasons. Some people go there for entertainment. These centres often offer **year-round** free entertainment for customers of all ages such as live music and special performances. During holidays, shoppers can see decorations and join in the holiday excitement. It's a good way to relax. Some people go there just to hang out with friends. They go browsing and chat while wandering through the shopping malls. Others visit shopping centres to get exercise. They enjoy walking for one or two hours in clean and well-lit areas. Some people even go there to avoid the heat or cold outside. Shopping centres offer free air conditioning and heating.

1. People go to a shopping centre _____.
   A. only for shopping
   B. mainly to hang out
   C. for many reasons
2. At shopping centres, customers can _____.
   A. touch the products
   B. bargain to get lower prices
   C. pay to watch live performances
3. A kind of entertainment at a shopping centre is _____.
   A. fashion contests
   B. live music
   C. painting exhibitions
4. Some people exercise at a shopping centre because they like its _____.
   A. crowds B. well-lit areas
   C. shops
5. The word "**year-round**" in paragraph 2 is similar in meaning to _____.
   A. always B. sometimes
   C. rarely

3 **Fill in each blank with ONE word from the passage.**

Shopping centres

1. attract a lot of customers during _____.
2. allow customers to _____ on clothes and shoes.
3. offer free _____ for customers of all ages.
4. are full of _____ during holidays.
5. offer _____ air conditioning and heating.

Speaking

4 **Work in pairs. Ask and answer about a new shopping centre.**

- Student A reads the suggestions for questions on card A.
- Student B reads the information about the new shopping centre on card B (page 91).

CARD A

Northwood Shopping Centre

1. Where / it?
2. How many / shops?
3. What / kind of entertainment?
4. What / opening hours?
5. What date / open?



5 **Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner's answers and report them to the class.**

You can use the suggestions below:

- where it is
- how you get there
- what its opening hours are
- what you do there
- what you like / don't like about it





SKILLS 2

Listening

1 **Work in pairs. Discuss and tick (✓) the things related to online shopping.**

1. Internet access ☐
2. travelling ☐
3. a smartphone / a laptop ☐
4. a credit card ☐

2 **Listen to a talk about online shopping and fill in each blank with a suitable word.** Track 51

1. You can buy a product or _____ online.
2. When shopping online, you visit a _____ website.
3. Online shopping helps you save time and _____.
4. If you return a product, you still must pay for the _____.
5. Shopping online can make you become a _____.

3 **Listen again and choose the correct answer A, B, or C.** Track 52

1. When you shop online, you can pay in _____ way(s).
   A. one B. two
   C. three
2. The talk does NOT describe online shopping as _____.
   A. convenient B. easy
   C. interesting
3. The talk is mainly about _____ of online shopping.
   A. the popularity
   B. the convenience
   C. the advantages and disadvantages



Writing

4 **Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.**

1. Shopping online
2. Shopping at a supermarket
3. Shopping at an open-air market

Type of shopping: _____	
Advantages	Disadvantages

5 **Write a paragraph (80 - 100 words) about the advantages OR disadvantages of a type of shopping. Use the ideas in 4.**

You can use the suggestions below:

Shopping ... is interesting / convenient / safe / ...

Firstly, ...

Secondly, ...

LOOKING BACK

Vocabulary

1 **Match the words and phrases (1 - 5) with the meanings (a - e).**

1. during sales
2. browsing
3. online shopping
4. wide range of products
5. shopaholic

a. the action of using the Internet to order food or goods

b. a time when many things in a shop are at lower prices than usual

c. a person who is addicted to shopping

d. going round and looking at the things on display

e. a great number of goods

2 **Complete the sentences with the words and phrases from the box.**

Internet access	offline
home-grown	bargain
on sale	

1. Look! These sports shoes are _____. They are 30% off.
2. This item has a price tag, so you cannot _____.
3. Do you have _____ here? I want to check my email.
4. When you visit a farmers' market, you will find a lot of _____ fruit and vegetables.
5. My mother always shops _____. She never shops online.

Grammar

3 **Complete each sentence with a suitable adverb of frequency.**

1. My sister _____ watches the Junior Master Chef programme. She never misses an episode.
2. My mum _____ shops at the supermarket. But I don't go there often.
3. My father _____ goes to a dollar store. He says there's nothing worth buying there.
4. We don't _____ go to the supermarket. It's far from our home.
5. These brands are _____ on sale, just once or twice a year.

4 **Use the correct tense and form of the verbs in brackets to complete the sentences.**

1. The shuttle bus (leave) _____ every 15 minutes to take customers to the parking lot.
2. – Mum, what time (be) _____ the show tonight?
   – Let me check.
3. We (can / use) _____ these vouchers for the next shopping.
4. The announcement says that the sale (last) _____ for just two hours, from 17:00 to 19:00 tomorrow.
5. We (not / have) _____ home economics next semester. We have music instead.



PROJECT

YOUR DREAM SHOPPING PLACE

Work individually.

1. **Imagine a shopping place you would like to have in your neighbourhood.**
2. **Draw it or find a picture similar to it.**
3. **Present it to the class.**



You can include:

- the name of the shopping place.
- how beautiful / convenient it is.
- range of products / services / entertainment it offers.
- what is special about it.

CARD B

Northwood Shopping Centre

Opens next month: 24 March

In Northwood, 8 kilometres from city centre

More than 60 shops, 4 restaurants, 2 cafes, a cinema, a playground for children

Opening hours: 9:00 – 21:00



Now I can ...	✓	✓✓	✓✓✓
• use the words related to shopping. • pronounce the sounds /sp/ and /st/ correctly in words and sentences. • recognise and use adverbs of frequency and the present simple for future events. • make complaints. • read about the reasons people go to shopping centres. • talk about a shopping place. • listen to a talk about online shopping. • write a paragraph about the advantages or disadvantages of a type of shopping.			

Unit 9 NATURAL DISASTERS

THIS UNIT INCLUDES:

Vocabulary
- Types of natural disasters
- Words describing natural disasters

Pronunciation
Stress in words ending in *-al* and *-ous*

Grammar
Past continuous

Skills
- Reading about natural disasters
- Talking about a natural disaster
- Listening about things to do before, during, and after a natural disaster
- Writing instructions about things to do before, during, and after a natural disaster

Everyday English
Giving and responding to bad news

GETTING STARTED

We are all safe!

1 Listen and read. Track 53

Tom: You look pretty sad, Mi. What's the matter?

Mi: My uncle called us this morning. Our home town has been affected by a flood. It's the second time this year.

Tom: I'm sorry to hear that. How are things there now?

Mi: My uncle, his wife, and his children are all safe. They moved everything to the second floor of their house last night. Are there natural disasters in your home town in the US?

Tom: Yes, we sometimes have tornadoes.

Mi: Tornadoes? Sounds strange. What's a tornado?

Tom: It's a violent storm that moves in a circle with very strong winds. I still remember the tornado we had last year.

Mi: What happened?

Tom: One evening my parents and I were having dinner. Suddenly, we heard a very loud noise. When we looked out of the window, we saw a big funnel of wind moving towards us.

Mi: Did it cause any damage?

Tom: Yes, a lot. It damaged the roof of our house and pulled up some trees in our yard. Fortunately, no one was hurt.



2 Read the conversation again. Complete each sentence with no more than TWO words from it.

1. There is a _____ in Mi's home town.
2. Her uncle's family had to move everything to the _____ last night.
3. A tornado is an example of a _____.
4. Tom's family _____ dinner when the tornado came.
5. The tornado damaged their roof and _____ up some trees in their yard.

3 Write the natural disasters from the box under the pictures. Then listen, check, and repeat. 54

volcanic eruption	storm
earthquake	tornado
landslide	flood



1. _____



2. _____



3. _____



4. _____





5. _____



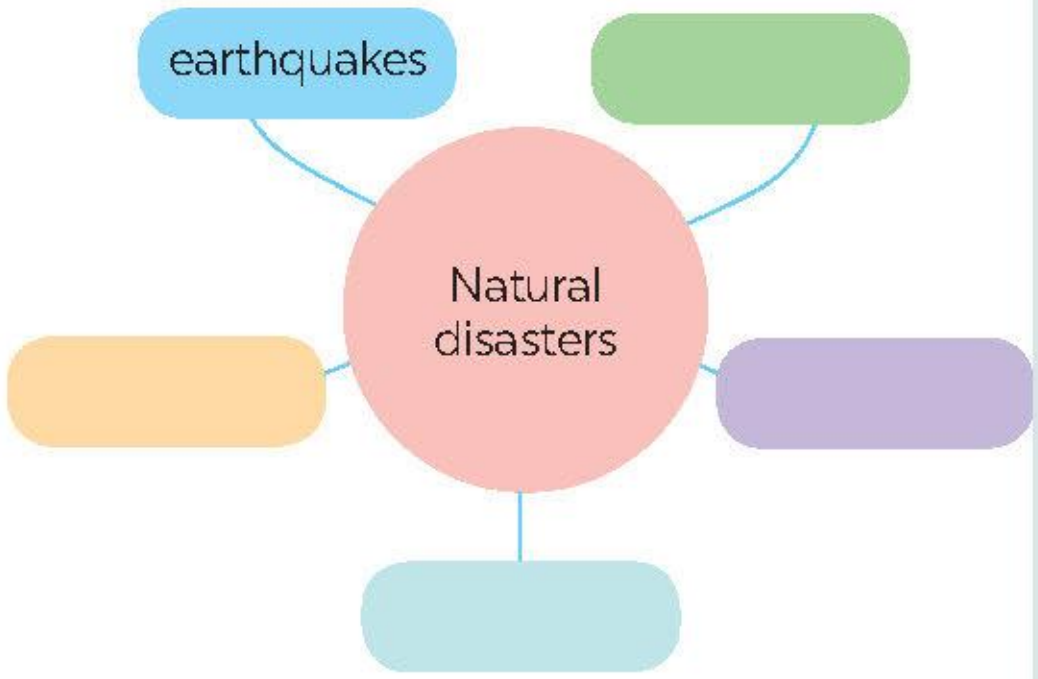
6. _____

4 Choose the correct option to complete each sentence.

1. When there is a(n) **earthquake** / **volcanic eruption**, hot gases and liquid rock pour out from a mountain.
2. Oh, the house is shaking! I think we're having a(n) **earthquake** / **flood**.
3. We wanted to travel to Ha Giang, but there was a **tornado** / **landslide**. Some big rocks and mud came down the mountains.
4. Every year more than ten **floods** / **storms** with strong winds and rain cause damage in our country.
5. A **tornado** / **storm** looks like a huge funnel and causes a lot of damage. Its strong winds can reach 480 km per hour.

5 Word web

Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.



A CLOSER LOOK 1

Vocabulary

1 **In column B, write the noun forms of the verbs in column A.**

A	B
1. destroy	
2. erupt	
3. warn	
4. predict	
5. damage	

2 **Write a word or phrase from the box under the correct picture.**

emergency kit　　victim
rescue worker　　property
whistle



1. _____



2. _____



3. _____



4. _____



5. _____

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

warning　　predict　　property
damage　　emergency kit

1. Natural disasters can cause serious _____ to human life.
2. Local authorities gave a flood _____ yesterday, so today people are moving to safer places.
3. To prepare for a natural disaster, we should make a(n) _____.
4. It's hard to believe that we cannot _____ when earthquakes will happen.
5. They lost all of their _____ because of the volcanic eruption.

Pronunciation

Stress in words ending in *-al* and *-ous*

4 **Listen and repeat the words. Pay attention to the word stress.** Track 55

musical　　dangerous　　humorous
national　　practical　　poisonous
personal　　marvellous

5 **Listen and repeat the sentences. Mark the stress in the underlined words.** Track 56

1. The flood victims are collecting their personal property.
2. Avoid dangerous places, such as windows or bookcases, during an earthquake.
3. There are numerous tropical storms in this area every year.
4. Some natural disasters, such as landslides, usually happen in mountainous areas.
5. She gave us practical tips about treating poisonous wastes.

A CLOSER LOOK 2

Grammar

The past continuous

Remember!

We use the past continuous to describe:

- an action that was happening at a particular time in the past.

  Example: I **was having** dinner at 6 p.m. yesterday.

  Were you **having** dinner at 6 p.m. yesterday? – Yes, I was.

- a past action that was happening when another action interrupted it.
  We use the past simple for the action that interrupted it.

  Example: When / While we **were watching** TV, we felt the earthquake.

  What **were** they **doing** when they felt the earthquake? – They **were watching** TV.

Notes:

- We can use *when* or *while* before the past continuous.
- We can only use *when* before the past simple.

1 **Complete the sentences by putting the verbs in brackets into the past continuous.**

1. They (help) _____ the flood victims at 10 o'clock last night.
2. It (not snow) _____ when I left home this afternoon.
3. While she (work) _____ in the field, the tornado came.
4. – What _____ you (do) _____ at 9 o'clock yesterday morning?
   – I (watch) _____ the news about a volcanic eruption.
5. – _____ you (cry) _____ when I saw you two days ago?
   – No, I wasn't.

2 **Circle the correct answer to complete each sentence.**

1. We **donated** / **were donating** money to help the earthquake victims last month.
2. – What **did you do** / **were you doing** when the volcano erupted?
   – I **slept** / **was sleeping** in my bed.
3. While they **camped** / **were camping** near the river, the flood **was coming** / **came** suddenly.
4. After Tom **ran** / **was running** out of his house, he **moved** / **was moving** quickly to a safer place.
5. I **didn't read** / **wasn't reading** a newspaper at 9 a.m. yesterday, but I **watched** / **was watching** the news about the tornado.

3 **Look at the picture and write what each person in Lan's family was doing when the earthquake happened. Use the given word and phrases from the box.**

watch TV	draw
read a book	drink tea
talk on the phone	



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

4 **Form questions using the past continuous. Then in pairs, ask and answer the questions.**

Example:

you / play / football / 5 o'clock yesterday afternoon?

- Were you playing football at 5 o'clock yesterday afternoon?
- Yes, I was. / No, I wasn't. I was doing my homework.

1. you / have dinner / 7 o'clock yesterday evening?
2. you / do / homework / 8 o'clock yesterday evening?
3. you / watch / film / 9 o'clock yesterday evening?

5 GAME **Memory challenge**

Work in groups. Take turns to say a sentence that describes what each person in the picture was doing.



COMMUNICATION

Everyday English

Giving and responding to bad news

1 **Listen and read the dialogue below. Pay attention to the highlighted sentences.** Track 57

Mark: Phong, why are you so sad?

Phong: My grandparents called this morning. A flood destroyed their house.

Mark: I'm sorry to hear that.

Phong: It also damaged all of their crops.

Mark: That's awful. I hope your grandparents are safe.

2 **Work in pairs. Practise giving and responding to bad news in the following situations.**

- You have a friend in a mountainous area. A landslide destroyed his family's garden yesterday. You share this news with your classmate.
- You hear that a big earthquake hit a city. You share this news with your classmate.

Knowledge of natural disasters

3 **Read the short passages below. Decide which natural disaster each person below is talking about.**



Nam

We were travelling on the road near a mountain. Suddenly, a lot of rocks and mud came down the mountain.



Ann

While I was working in the garden, I saw a big funnel of wind moving towards us very quickly.



Tom

Suddenly, everything in our living room began to shake. My sister and I quickly hid under the table.

4 **Choose the correct answer to each question to see how much you know about natural disasters.**

QUESTIONNAIRE

Question 1: Which of these may cause landslides?

A. Heavy rain.

B. Wind.

C. Lightning.

Question 2: Which of these activities may cause landslides?

A. Littering.

B. Cutting down trees.

C. Polluting the air.

Question 3: What scale is used for measuring earthquakes?

A. Fahrenheit scale.

B. Celsius scale.

C. Richter scale.

Question 4: What natural disaster can an earthquake cause?

A. A flood.

B. A landslide.

C. A tornado.

Question 5: What do tornadoes form from?

A. An earthquake.

B. A flood.

C. A thunderstorm.

Question 6: Where do tornadoes mostly happen?

A. In the USA.

B. In the UK.

C. In Viet Nam.

5 **Work in pairs. Compare your answers. Then check your answers with the key on page 101. How many points did each of you get?**

SKILLS 1

Reading

1 **Match the headlines (1 – 2) with the natural disasters (A – B).**

1. 30 seconds of a slight shaking in Ha Noi	A. volcanic eruption
2. A thick layer of ash covers Tonga	B. earthquake

2 **Read the two news articles. Match the highlighted words with their meanings.**



A volcano in the South Pacific erupted violently last Saturday. It hit Tonga, an island country in the area. The eruption sent a cloud of ash and gas into the air. People could see this cloud from 20 kilometres away. The eruption also caused a tsunami which flooded properties in Tonga's capital. Besides, it destroyed hundreds of homes on some small islands. More than twenty people on these islands are still missing. New Zealand sent two big ships to Tonga to help the victims yesterday.



Residents in tall buildings in Ha Noi were frightened when they felt a slight shaking for about 30 seconds last night. "I was watching TV when my building started trembling. Books, lights, and other things also moved". Ms Nguyen Ha, a resident in the Sunshine Building, shared. Many people living in the building ran out of their homes in fear. According to scientists, a strong earthquake in China caused this shaking. Luckily, there was no damage.

1. violently	a. not yet found
2. tsunami	b. slightly shaking
3. missing	c. the bad feeling you have when you are frightened
4. trembling	d. very strongly
5. fear	e. very large waves in the sea

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

1. Where and when did the eruption happen?
2. What did the eruption cause?
3. What were the other effects of the eruption?
4. How long did the buildings shake?
5. What caused the shaking?

Speaking

4 **Work in pairs. Match the questions with the answers.**

1. What kind of natural disaster was it?	a. Five days of heavy rain caused it.
2. When and where did it happen?	b. Many houses were flooded, two villagers died, and five others were missing.
3. What caused it?	c. It was a serious flood.
4. What were its effects?	d. Rescue workers looked for the missing people, and volunteers gave food and drinks to the victims.
5. How did people help the victims?	e. It happened in a village in Phu Yen last week.

5 **Work in groups. Prepare a short piece of news about the natural disaster in 4 or one you know of. Report the news to the class.**

Example:

Five days of heavy rain caused a serious flood in a village in Phu Yen. The flood happened last week. ...



SKILLS 2

Listening

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



1. What can you see in the picture?
2. When do we need these things?

2 **Listen to a broadcast. Put the activities (1 – 6) in the correct column.** Track 58

1. Listen to instructions from local authorities
2. Prepare an emergency kit
3. Stay inside the house
4. Keep away from dangerous areas
5. Avoid windows and glass doors
6. Strengthen houses

Before a storm	During a storm	After a storm

3 **Listen again and tick (✓) T (True) or F (False) for each sentence.** Track 59

	T	F
1. The broadcast is on TV.		
2. You should bring flowerpots and rubbish bins into the house.		
3. Right after the storm, you can leave your home.		
4. The local authority may warn you about dangerous places.		

Writing

4 **Work in pairs. Discuss what you should do before, during, and after a flood. Write your ideas in the columns.**

Before a flood	During a flood	After a flood
– Prepare an emergency kit. ...	– Stay inside a safe and high place. ...	– Avoid moving water. ...

5 **Write instructions (80 - 100 words) about things to do before, during, and after a flood.**

Start as follows:

Here are the things you should do before, during, and after a flood.

Before:

–

–

During:

–

–

After:

–

–

LOOKING BACK

Vocabulary

1 Write the name of a natural disaster in each blank.

What natural disaster involves

1. a lot of water in an area? _____



2. heavy rain and strong winds? _____



3. the earth trembling? _____



4. ash and gas? _____



5. rocks and mud coming down hills or mountains? _____



2 Fill in each blank with the correct form of the word in brackets.

1. The tsunami brought _____ to cities and towns near the sea. (destroy)
2. The government has developed some systems to help make _____ about natural disasters. (predict)
3. We are donating money and food to help the _____ of the landslide. (victim)
4. The local authorities _____ the villagers about a landslide yesterday. (warning)
5. Rescue _____ are trying hard to save people in the flooded area. (work)

Grammar

3 Put the verbs into the correct tense: the past simple or past continuous.

1. What _____ you (do) _____ at 8 o'clock yesterday morning?
2. Last year, earthquakes (destroy) _____ a lot of houses in Japan.
3. He (water) _____ the flowers in his garden when the tornado (come) _____.
4. While they (call) _____ for help, the rescue workers (appear) _____.
5. _____ you (listen) _____ to music at 9 o'clock yesterday evening?

4 Complete the sentences about you and your family members.

At 7 p.m. yesterday, ...

1. I was _____.
2. my grandmother / grandfather _____.
3. my mother _____.
4. my father _____.
5. my sister / brother _____.

PROJECT

WHAT DO WE KNOW ABOUT IT?

Work in groups.

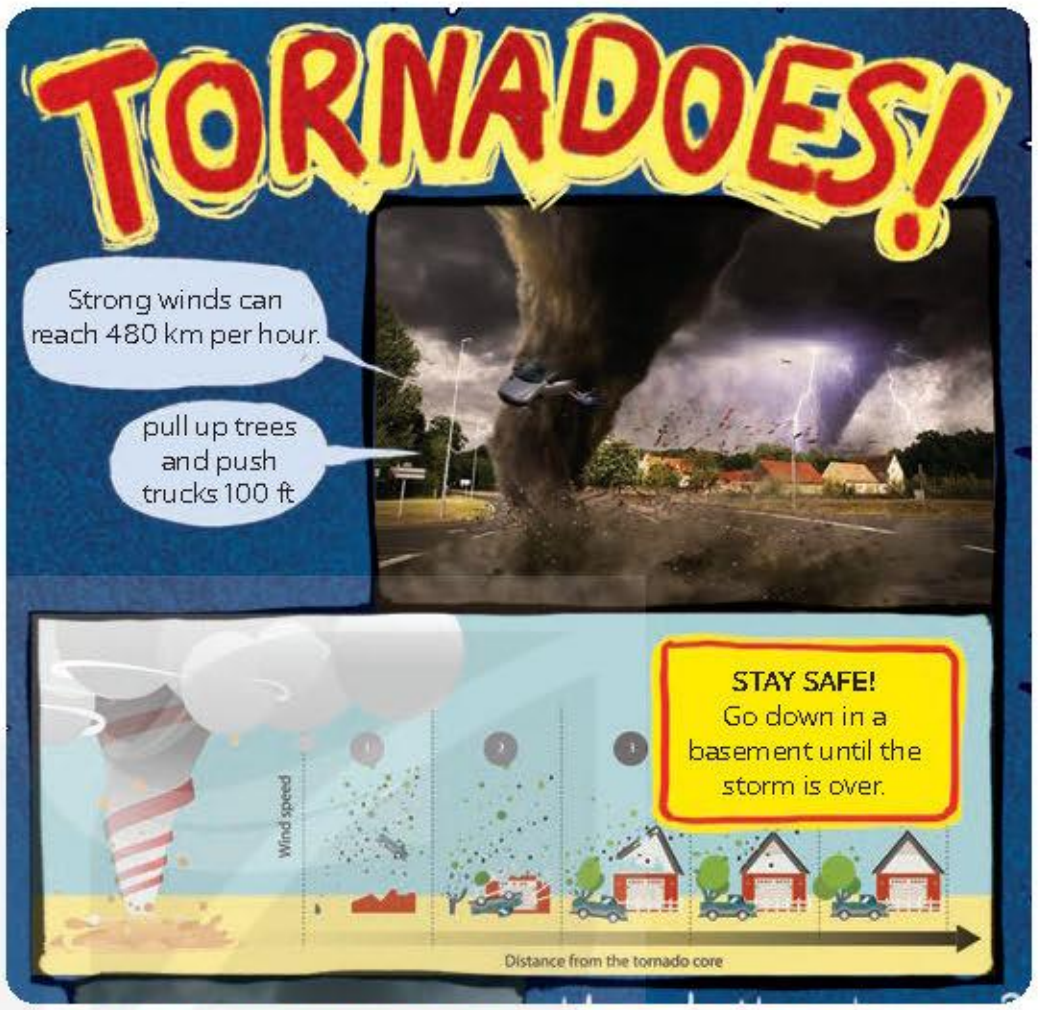
1 **Choose a natural disaster you want to learn more about.**

2 **Research it. You can use these questions to guide you:**

- What causes it?
- Where and when does it usually happen?
- What effects can it have?
- What should people do before, during, and after it happens?

3 **Create a poster about this natural disaster. Draw pictures or find suitable photos for it.**

4 **Present the poster to the class.**



Key:

Q1: A *Q2:* B *Q3:* C

Q4: B *Q5:* C *Q6:* A

- ***5 - 6 correct answers:*** You certainly know a lot about natural disasters.
- ***3 - 4 correct answers:*** You should try to learn more about natural disasters.
- ***0 - 2 correct answers:*** You don't know much about natural disasters.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to types of natural disasters and words describing natural disasters. • pronounce the words ending in *-al* and *-ous* with correct stress. • use the past continuous. • give and respond to bad news. • read about natural disasters. • talk about a natural disaster. • listen about things to do before, during, and after a natural disaster. • write instructions about things to do before, during, and after a natural disaster.			

REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE FOCUS

Pronunciation

1 **a Listen and repeat, paying attention to the underlined words.** Track 60

1. The sky today is clear and blue.
2. The speaker talked a lot about honesty.
3. The store on that corner sells local specialities.

b Choose A, B, C, or D to show the word in each group with a different stress pattern.

1. A. humorous B. tremendous
   C. numerous D. generous
2. A. national B. animal
   C. arrival D. typical
3. A. festival B. cultural
   C. poisonous D. ambitious

Vocabulary

2 **Complete the sentences with the words and phrase from the box.**

customers	bargain
single-use	habitats
natural disasters	

1. We should recycle various _____ products instead of throwing them away.
2. Shopping centres attract a lot of _____ during the sales season.
3. Population growth is causing destruction of wildlife _____ throughout the world.
4. Luckily, my home town rarely suffers from _____, such as floods or storms.
5. Generally, you can't _____ over prices of goods in supermarkets.

3 **Use the correct forms of the words in brackets to complete the sentences.**

1. The tsunami in Tonga was very (destroy) _____; hundreds of houses were swept away.
2. One (advantage) _____ of shopping online is that you do not know exactly what you will get.
3. Endangered species are animals in the wild that face a high risk of (extinct) _____.
4. (Addict) _____ shopping is a form of behaviour that makes shoppers buy many items they don't need.
5. When a natural disaster happens, we must listen to (instruct) _____ from local authorities.

Grammar

4 **Use the correct tense of the verbs in brackets to complete the sentences.**

1. While I (clean) _____ out my cupboards, I found these photos.
2. Sam is studying hard. He (have) _____ his exam this Friday.
3. This brochure says that the big sale (start) _____ next Friday.
4. _____ the flood victims still (wait) _____ when the rescuers came?
5. I just (fall) _____ asleep last night when I (hear) _____ a knock at the door.

5 **Complete the sentences so that they are true for you.**

1. When I finished my lessons yesterday, _____.
2. Before I go to bed at night, _____.
3. I will wait until the teacher _____.
4. As soon as we have our summer holiday, _____.
5. I usually listen to music while _____.

SKILLS

Reading

1 **Read the passage and tick (✓) T (True) or F (False) for each sentence.**



Landslides are the mass movement of rocks or earth down a slope. Landslides occur more frequently in some mountainous areas. They may come suddenly after a storm or heavy rain. When you hear a warning about a landslide in your area, you should do the following:

- Follow the instructions about emergency information given by authorities.
- Go to a public shelter if you feel it is unsafe to remain in your home.
- Listen to unusual sounds, such as trees cracking, or rocks knocking together.
- Stay away from the slide area. There may be a danger of additional slides.
- Watch for flooding, which may occur after a landslide.
- Stay cautious after the storm. Don't do the clean-up until the storm is over.

	T	F
1. Landslides hardly ever occur in mountainous areas.		
2. You should follow the instructions about landslide emergencies.		
3. Avoid going to public shelters as they are unsafe.		
4. Landslides may occur one after another.		
5. You should stay cautious until the storm is over.		

Speaking

2 **Work in pairs. Take turns to ask your classmate the following question.**

Do you face any of the following disasters where you live?

- volcanic eruptions
- earthquakes
- droughts
- floods
- storms
- landslides

Then talk about the damage that the disaster(s) may cause.

Listening

3 **Listen to the passage and fill in each blank with no more than TWO words.** Track 61

1. The exhaust fumes from vehicles are the main cause of _____ in our cities.
2. Bad gases can be very _____ for children.
3. Transport is not the only reason why we have _____.
4. Less pollution today comes from _____ than in the past.
5. Bad gases are being released into the air from _____.

Writing

4 **Write a paragraph (80 – 100 words) about where your family shops and give reasons for your choice.**

You can refer to its convenience, prices, freshness of food, etc. You may begin with:

My family usually shops _____

_____

_____

_____

Unit 10 COMMUNICATION IN THE FUTURE

THIS UNIT INCLUDES:

Vocabulary
Communication technology

Pronunciation
Stress in words ending in *-ese* and *-ee*

Grammar
- Prepositions of place and time
- Possessive pronouns

Skills
- Reading about a way of communicating in the future
- Talking about the advantages and disadvantages of a way of communicating
- Listening to an announcement about a communication exhibition
- Writing a paragraph to describe a way of modern communication

Everyday English
Interrupting politely

GETTING STARTED

At the technology club

1 Listen and read. 62

Trang: Mark, we're having a video conference with Tech Savvy next Thursday, but ...

Mark: Hold on. Is that the technology club at the Japanese school?

Trang: Exactly. But I'm a bit worried. I've never had a video conference call.

Mark: You're kidding! Who doesn't know how to make a video call? Alright, let's do a practice call now.

Trang: Hmm, what do I need to do first?

Mark: It's a piece of cake, Trang. Now, you sit in front of the computer. I'll connect with you via one of my tablets and ...

Trang: Sorry, but how can I adjust this webcam? It's focusing on my forehead.

Mark: Use this button to move it up or down, and this to zoom in or out.

Trang: Thanks. And can you see me clearly on your tablet?

Mark: Yes, of course. We have a high-speed Internet connection here.

Trang: I hope the conference goes smoothly.

Mark: I'm sure it will. We should hold more video conferences like this in the future.

Trang: That's exactly how I feel.



2 Read the conversation again and circle the correct answer A, B, or C.

1. What are Trang and Mark doing?

   A. Practising a video call.

   B. Making a call with Tech Savvy.

   C. Learning how to use a tablet.

2. What device does Trang need help with?

   A. The tablet. **B.** The computer.

   C. The webcam.

3. Mark says that they should _____ in the future.

   A. have more video conferences

   B. do more practice calls

   C. have a high-speed Internet connection

3 Match the words and phrases in the conversation with their pictures.

1. tablet
2. webcam
3. zoom in
4. video conference
5. Internet connection













4 Circle the words / phrases which are CLOSEST in meaning to the underlined words / phrases.

1. Our English exam was a piece of cake. I got full marks on it.

   A. easy **B.** difficult

2. You're kidding! I can't believe Ms Mai and you are sisters.

   A. serious **B.** joking

3. I can't read the text on the computer screen. Can you zoom in on it?

   A. make it bigger

   B. make it smaller

4. We need a high-speed Internet connection to make video calls.

   A. fast **B.** slow

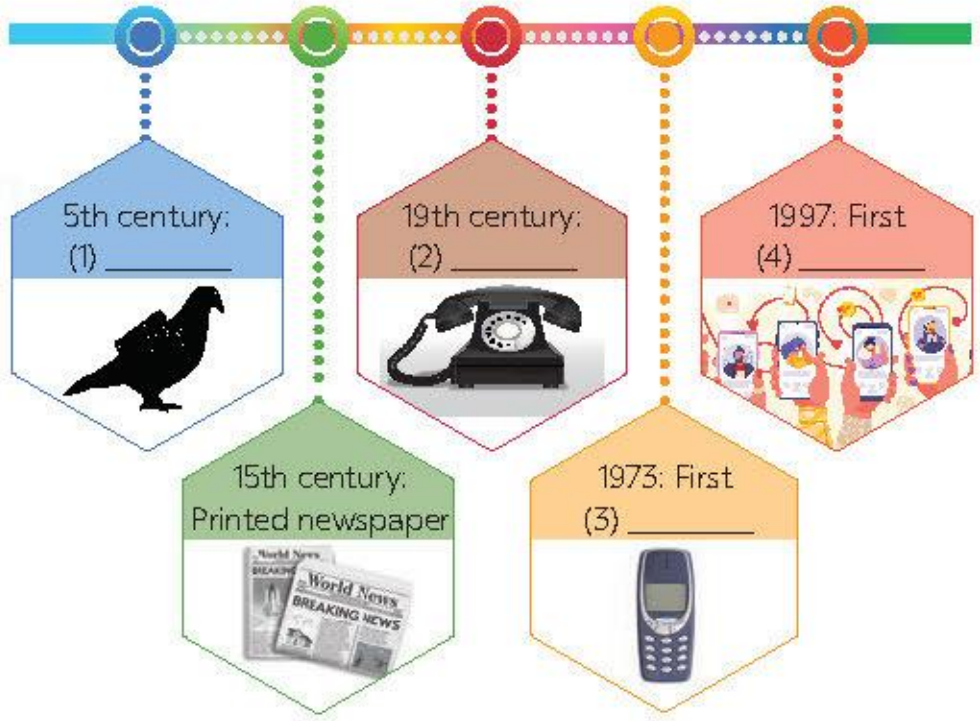
5. That's exactly how I feel. It's true that video conferences are very convenient.

   A. I don't think so.

   B. You are absolutely right.

5 QUIZ Work in groups. Complete the diagram of the history of communication technology with the words and phrases from the box.

carrier pigeon	telephone
mobile phone	social network



A CLOSER LOOK 1

Vocabulary

1 **Write the correct word or phrase from the box under each picture.**

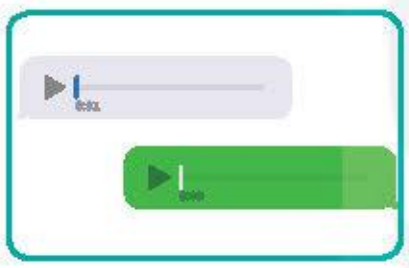
voice message	smartphone
social network	emojis
group call	holography





1. _____

2. _____





3. _____

4. _____





5. _____

6. _____

2 **Choose the correct answer A, B, or C.**

1. Many people add _____ to their text messages to express their feelings.

   A. emojis **B.** words **C.** letters

2. I send _____ messages when I don't feel like typing.

   A. group **B.** text **C.** voice

3. Many teenagers like to meet on social _____ rather than face to face.

   A. television **B.** networks

   C. projects

4. In a _____, people in different places can join the conversation.

   A. voice message **B.** group call

   C. system of emojis

5. By using _____, you can attend a meeting with your 3D image instead of being there in person.

   A. holography **B.** voice messages

   C. social networks

3 **Complete the sentences with the words from the box.**

translation	real	language
instantly	private	

1. Do you often send _____ messages to your friends?
2. Can learning English help you overcome the _____ barrier when living abroad?
3. Telephone helps you communicate in _____ time.
4. Do you think translators will lose their jobs when _____ machines become popular?
5. Many people reply to messages _____, but others take a long time to respond.

Pronunciation

Stress in words ending in *-ese* and *-ee*

4 **Listen and repeat the words. Pay attention to the word stress.** Track 63

-ese	-ee
Chinese	agree
Bhutanese	trainee
Japanese	awardee
Taiwanese	interviewee
Vietnamese	guarantee

Remember!

Words ending in *-ese* or *-ee* often have stress on the final syllable.

Example: Vietna'mese, guaran'tee

5 **Mark the stress in the underlined words. Then listen and repeat the sentences.** Track 64

1. The interviewees said that they were Taiwanese.
2. Joe agrees with me that learning Chinese is difficult.
3. She obtained a bachelor's degree in Japanese.
4. The Taiwanese company gave each awardee a smartphone.
5. The Japanese teacher sent a video to the absentees on Monday.

A CLOSER LOOK 2

Grammar

Prepositions of place and time

Prepositions of place

1 **Complete the sentences with *at, in, in front of, on, opposite*, or *under*.**

1. Lily's house is _____ the end of this street.
2. Players always sit _____ each other in a chess game.
3. She looked _____ the table and finally found her smartwatch.
4. Don't walk _____ the street. Walk _____ the pavement.
5. Ann stood _____ me in a line to get on the bus.



Prepositions of time: *in, for, by*

Remember!

- "in + a length of time" can express future meaning.

  Example: Robots will replace human shop assistants **in** ten years.

- "for + a length of time" says how long something goes on for.

  Example: It rained **for** three hours yesterday.

- "by + a specific time" means "not later than that time".

  Example: We'll be there **by** 6 p.m.

2 **Circle the correct preposition in each sentence.**

1. Let's get ready by / on / for 10 a.m. We are meeting Dr Saito at 10:15.
2. The first camera phone appeared on / at / in May 1999 in Japan.
3. We will be away on / for / by two weeks.
4. In the UK, supermarkets always close early in / by / on Sundays.
5. I think language barriers will disappear in / for / by 30 years.

3 **Complete the text with the prepositions from the box. Use each preposition only ONCE.**

in on at for by

I think smartphones will change a lot (1) _____ the near future. They will be much thinner. (2) _____ 2035, we might be able to roll a phone like a sheet of paper. They will become much smarter, too. They will be able to charge their battery automatically when we are (3) _____ home. They might check the latest news (4) _____ the Internet. We won't have to wait (5) _____ a long time for these super smartphones.

4 **Work in pairs. Tell each other whether you agree or disagree with the following ideas.**

1. We should not use our smartphones for more than a few hours every day.
2. By 2050, the way people communicate with each other will be different from now.

Possessive pronouns

Remember!

We can use possessive pronouns after *of*.

Example: Mi is one of my friends.

→ Mi is a friend of **mine**.

5 **Complete the second sentence so that it has the same meaning as the first sentence.**

1. Jack is one of her cousins.

   Jack is a _____.
2. Is this one of his tablets?

   Is this a _____?
3. Can I borrow a pencil of yours?

   Can I borrow _____?
4. You look like Nick and Peter. Are you one of their relatives?

   You look like Nick and Peter. Are you _____?
5. Last year, two of our classmates won scholarships to the US.

   Last year, _____ won scholarships to the US.



COMMUNICATION

Everyday English

Interrupting politely

1 **Listen and read the conversations below. Pay attention to the highlighted parts.** Track 65

① ***Mark:*** Now, about the video conference ... Everyone must be here at 9:30 a.m., and ...

Trang: Sorry for interrupting, but I think we should meet at 9:00 a.m. We need to test the devices.

② ***Nick:*** This webcam is easy to handle. You click these buttons to move it up or down and these to ...

Lan: Hold on. Can you repeat that, please?

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

1. Student A is telling student B how to make a video call. Student B interrupts student A to ask for clarification.
2. Student A is telling student B the place for their next meeting. Student B interrupts student A to suggest another place.

The future of language

3 **Read Mark's prediction about a popular means of communication in the near future. Then answer the questions that follow.**

Mark: In 20 years, people of all ages will be using emojis even more than now. Emojis help people communicate their emotions effectively regardless of the language they speak. For example, a smiley face expresses the same meaning everywhere. An emoji can replace words to a certain extent. One day, we might receive an email that contains only emojis!

1. What means of communication is Mark talking about?
2. When will emojis become more commonly used?
3. Who will be using them?
4. How will they help in communication?
5. Why will they become more popular?

4 **Work in pairs. Choose one means of communication below. Ask and answer questions about it.**

1. **Automatic translation function**
- When: in 10 years
- Who: social network users
- How: translate comments and private messages in all languages
- Why: remove language barriers

2. **Chatbot**
- When: in 10 years
- Who: sellers of online shops
- How: instantly reply to customers in all languages
- Why: help sell more products to customers from other countries

5 **Report your pair's conversation to the class by making a similar talk to Mark's prediction in 3.**

SKILLS 1

Reading

1 **Work in pairs. List as many ways of communication as you can.**

Example: meeting face to face, sending letters, chatting online, etc.

2 **Read an interview with two students, Minh and Tom. Then tick (✓) the speaker of each sentence.**

TELEPATHY

MC: Hi everyone. Today, I'll ask some members of the Technology Club to predict how people will communicate in the future. Let's meet Minh and Tom.

Minh & Tom: Hi everyone.

MC: Minh and Tom, how do you and your friends keep in contact?

Minh: Well, we mostly text each other. We also send voice messages.

Tom: I often see my friends in person, but sometimes we call via the Internet.

MC: Do you think these ways of communication will still be popular in 50 years?

Tom: Not really. We'll use more advanced ways, like telepathy. We'll pass our thoughts to another person without talking and ...

MC: Hold on. I think only a very few people may have this ability.

Minh: Yes, but in the future, everyone will be able to use telepathy. We'll wear a tiny device to catch our thoughts and send them to other people.

MC: Cool! But will there be any problems with telepathy?

Tom: Hmm, telepathy devices can "read" one's mind, so bad people might take advantage of it to control someone else.

MC: Besides that, some people will be too lazy to even talk anymore.

Who says that ...?	Minh	Tom
1. he sends voice messages to friends		
2. he calls his friends by using the Internet		
3. everyone will be able to use telepathy in the future		
4. people need a small device to send their thoughts to others		
5. bad people can make use of telepathy to harm others		

3 **Read the interview again. Choose the correct answer A, B, or C.**

1. What is the interview mainly about?
   - A. One way of future communication.
   - B. Voice chats and online calls.
   - C. Problems of telepathy.
2. Which way of communication below is NOT mentioned in the interview?
   - A. Meeting face to face.
   - B. Writing an email.
   - C. Telepathy.
3. According to Tom, telepathy means _____.
   - A. making phone calls via the Internet
   - B. talking on tiny devices
   - C. communicating by thoughts
4. The MC says that _____.
   - A. telepathy is perfect
   - B. not all people can do telepathy
   - C. she disagrees with Minh's opinion
5. What does the MC think may be a problem with telepathy?
   - A. People won't want to meet each other.
   - B. Telepathy devices can be expensive.
   - C. Some people won't want to talk anymore.

Speaking

4 **Work in pairs. Read the following ideas about online calls. Put the ideas in the correct column.**

a. They're cheap or even free.
b. There must be an Internet connection.
c. You can talk to people from distant places.
d. You may receive unwanted calls.
e. You can make group calls.
f. You need a smart device.

Advantages	Disadvantages

5 **Work in groups. Choose a way of communication and discuss its advantages and disadvantages. Then report your answers to the class.**

You can start your discussion as follows:

I think there are both advantages and disadvantages of online calls. ...

SKILLS 2

Listening

1 **Look at the pictures. Complete the word / phrase for each picture.**



1. c_____ pigeon



2. s_____



3. t_____ machine



4. h_____

2 **Listen to an announcement about an exhibition. Complete each gap in the agenda with ONE word or a number.** Track 66

EXHIBITION AGENDA

Event	Where to go	When to meet
opening ceremony	Main Hall	by (1) _____ a.m.
History	(2) _____ floor	9:15 a.m.
(3) _____ *Time*	Tech Room	(4) _____ a.m.
animated film	(5) _____ Room	11:30 a.m.

3 **Listen again. Circle the correct answer A, B, or C.** Track 67

1. Who is making the announcement?
   - A. A teacher.
   - B. A student
   - C. Dr Lam.
2. What is in the *History* section?
   - A. An introductory talk.
   - B. A documentary.
   - C. Many pictures.
3. What is NOT true about the *Modern Time* section?
   - A. Students won't like this section.
   - B. It shows smart devices.
   - C. They will be there for one hour.
4. What will the film in the Cinema Room be about?
   - A. Super smartwatches.
   - B. Translation devices for personal use.
   - C. Telepathy machines.
5. In general, what does the exhibition show?
   - A. Problems of modern technology.
   - B. History of smartphones.
   - C. Means of communication.

Writing

4 **Work in pairs. Match the ideas (a - h) with parts of an outline (1 - 4) for a paragraph about a video call.**

1. What is it?
2. What are its advantages?
3. What are its disadvantages?
4. Will people use it in the future?

a. a phone call using Internet connection
b. needs a high-speed Internet access
c. saves time because people needn't travel to meet
d. transmits live images of the speakers with a webcam or camera on smart devices
e. may spend too much time chatting with each other
f. can be useful for family members and business partners
g. will still be a common tool of communication
h. can see and hear each other in real time

5 **Write a paragraph (80 – 100 words) to describe a way of modern communication. You can use the ideas in 4 or your own ideas.**

LOOKING BACK

Vocabulary

1 **Circle the correct option to complete each sentence below.**

1. My classmates connect with each other on a(n) **social network** / **emoji** called Friends-connect.
2. **Holography** / **Telepathy** helps people communicate by thoughts.
3. Sending **voice messages** / **text messages** is convenient because you don't have to type.
4. In the future, everyone can carry a **human translator** / **translation machine** with them whenever they go abroad.
5. If you have a high-speed Internet connection, **making a group call** / **meeting face to face** is a piece of cake.

2 **Fill in each gap with a word from the box to complete the passage.**

text	instantly	language
real	social	

In 30 years, social robots will become popular. This kind of robot is special because it can perform many human tasks. For example, it can send a (1) _____ message to its owner to remind them of dinner time. Some social robots may even have (2) _____ network accounts and interact with other users in (3) _____ time. For these robots, (4) _____ barriers are not a problem, so they can (5) _____ reply to comments or messages in any language. It might be frightening because we won't know whether we are chatting with a human or a robot online!

Grammar

3 **Complete the sentences with the prepositions from the box. Tick (✓) the sentences which have prepositions of time.**

in	on	for	by	opposite

1. I talk to my mum _____ the phone every weekend. ☐
2. Maria texted me that she would be home _____ 10 minutes. ☐
3. Phong waited _____ an hour. Then he called Ann and said that he had to leave. ☐
4. Where's Ms Lan? – She's in the _____ room. She's having a video conference. ☐
5. Telepathy might be the most popular way to communicate _____ 2050. ☐

4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. A friend of my cannot connect her phone to the Internet.
   A B C
2. Trang and Linda will be at television this evening to talk about future communication.
   A B C
3. Three of ours cousins are studying in the same class.
   A B C
4. I'm putting aside some money because I want to buy a new car on two years.
   A B C
5. Please send the homework to your teacher via email in Thursday.
   A B C

PROJECT

COMMUNICATION IN THE FUTURE

Work in groups.

1 **Imagine a means of communication in 2050.**

2 **Describe that means of communication.**

Use the following guiding questions:

- What is it?
- How will it help you communicate?
- What advantages might it have?
- Will it have any disadvantages? If yes, what are they?







3 **Present your idea to the class. You can make a poster or create a model for your presentation.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to communication technology. • pronounce the words ending in *-ese* and *-ee* with correct stress. • recognise and use prepositions of place and time, and possessive pronouns. • interrupt politely. • read about a way of communication in the future. • talk about the advantages and disadvantages of a way of communicating. • listen to an announcement about a communication exhibition. • write a paragraph to describe a way of modern communication.			

Unit 11 SCIENCE AND TECHNOLOGY

THIS UNIT INCLUDES:

Vocabulary
Science and technology in the future

Pronunciation
Sentence stress

Grammar
Reported speech (statements)

Skills
- Reading advertisements about new technologies
- Talking about a technology or an invention
- Listening about a robot teacher
- Writing an opinion paragraph about whether robots will replace teachers at school

Everyday English
Giving and responding to good news

GETTING STARTED

Great news for students

1 Listen and read. Track 68

Minh: Ann, do you like yesterday's lesson? I really enjoy learning online.

Ann: I prefer having face-to-face classes. I like to interact with my classmates during the lessons.

Minh: I think online classes are convenient during bad weather or epidemics. Also, students can still interact when they are in breakout rooms.

Ann: But the Internet connection doesn't always work well enough for us to learn online. And my eyes get tired when I work in front of the computer screen for a long time.

Minh: I know what you mean. But there's some great news for us. 3D contact lenses will soon be available. With them, our eyes won't get tired when looking at a computer screen all day long.

Ann: Wow, that's brilliant!

Minh: Another helpful invention is robot teachers. They will teach us when our human teachers are not available or get ill. My uncle said the robots would be able to mark our work and give us feedback too.

Ann: Fantastic! I can't wait.



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

	T	F
1. Ann and Minh had a face-to-face class yesterday.		
2. Ann likes face-to-face classes because she can interact with her classmates.		
3. Minh finds online classes inconvenient.		
4. When students use 3D contact lenses, their eyes will not get tired.		
5. Robot teachers will be able to mark papers and comment on students' work.		

3 Label each picture with a phrase from the box.

3D contact lenses	computer screen
robot teacher	breakout rooms
online class	Internet connection



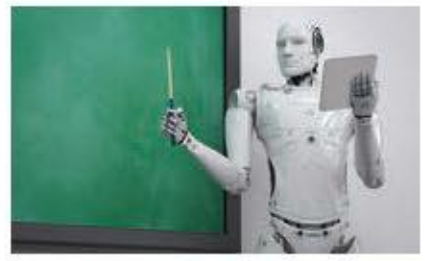
1. _____



2. _____



3. _____



4. _____



5. _____



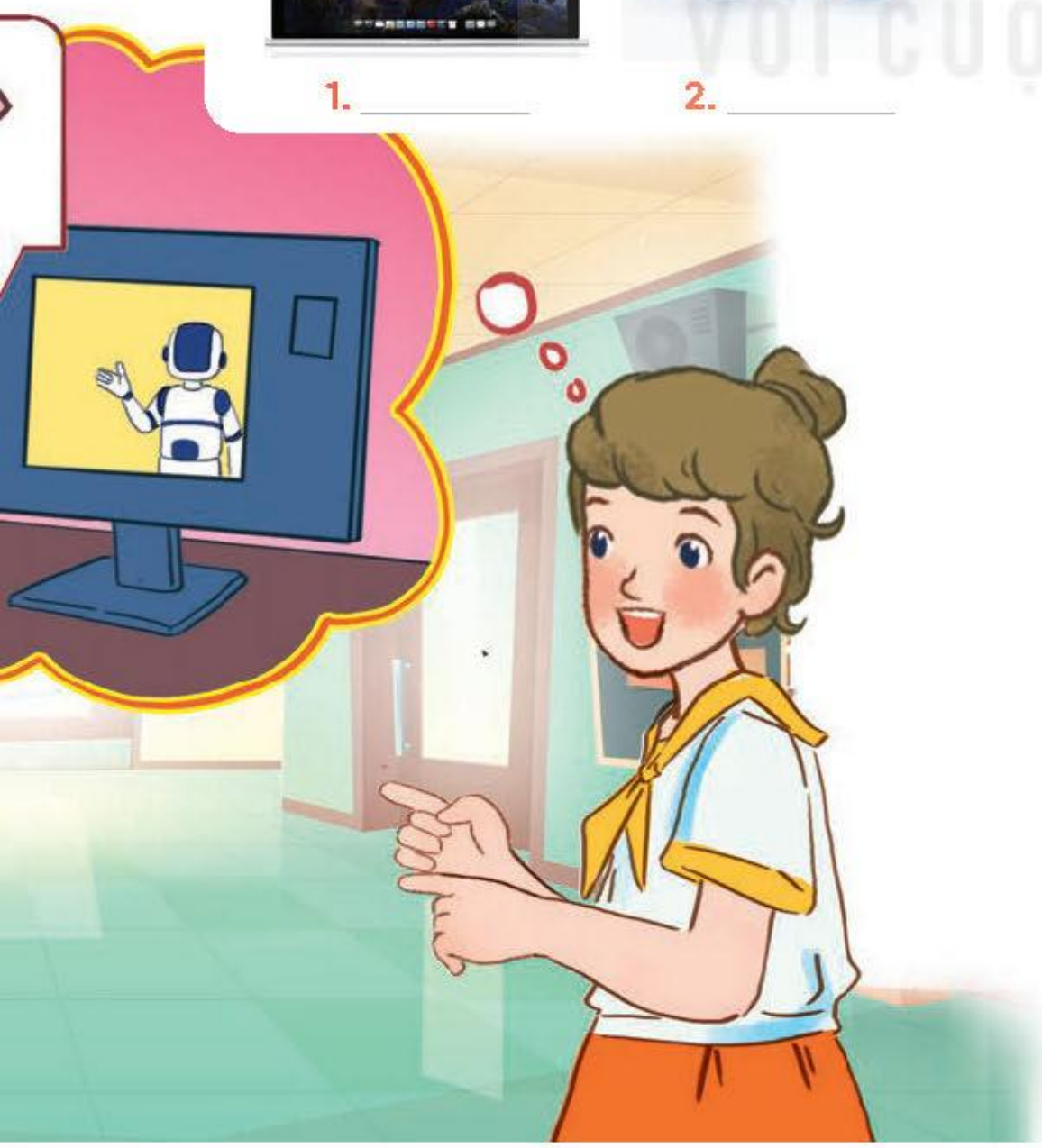
6. _____

4 Complete the sentences, using the phrases in 3.

1. I can't see the documents on this computer very clearly. I need a larger _____.
2. During our lessons, our teacher puts us into _____ for group discussions.
3. A _____ in Korea teaches English to primary students.
4. We had a(n) _____ yesterday with a teacher in the US.
5. Can I wear _____ and watch a movie too?

5 QUIZ Do you know what things were invented in these years? Work in pairs and find out.

1. 1822: Charles Babbage invented it. Students use it to type essays and to learn online.
2. 1876: Alexander Graham Bell invented it. We use it to communicate with our friends and families.
3. 1928: Sir Alexander Fleming discovered it. It was the world's first antibiotic.
4. 1989: Tim Berners-Lee invented it. It links information sources so everyone can access them.
5. 2000: Honda developed it. It can run, jump, and work as a bartender.



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 1

Vocabulary

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

face recognition
video conferencing
fingerprint scanner
digital communication
experiment
eye-tracking



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2 **Choose the option that best completes each phrase.**

1. invent
   - A. a device
   - B. a new area
2. discover
   - A. a chemical element
   - B. a technology
3. create
   - A. the weather
   - B. a medicine
4. develop
   - A. a planet
   - B. a technology

3 **Complete the sentences with the words and phrase from the box.**

invented
created
experiments
discovered
fingerprint scanner

1. Marie Curie and Pierre Curie _____ radium and polonium.
2. Thomas Edison _____ the light bulb in 1880.
3. Sarah Gilbert is the creator of a vaccine. She _____ it in 2020.
4. Scientists have carried out many _____ to find a cure for cancer.
5. Scan your finger on this _____ to check attendance, please.

Pronunciation

Sentence stress

Remember!

Sentences have stressed and unstressed words. We usually stress nouns, main verbs, adjectives, adverbs and negative auxiliaries, and question words. We normally stress the words *Yes* and *No* as well as auxiliary verbs in short answers.

Example:

How important is **sci**ence to **stu**dents?

Will you **use** your com**puter** to **learn**?

Did he **buy** a **new smart**phone **yes**terday?
– **No**, he **didn't**.

4 **Listen and repeat the sentences. Pay attention to the bold syllables.** Track 69

1. I **don't have** a com**puter**.
2. Do you **call** her every **day**? – **No**, I **don't**.
3. They are **not** fami**liar** with that **new** com**puter**.
4. *A:* Did you **lend** her your **lap**top?
   B: **Yes**, I **did**.
5. **Who** do you **work** with on **Sun**days?

5 **Listen and repeat the sentences. How many stressed words are there in each sentence?** Track 70

1. He is an inventor.
2. We won't have a robot teacher next year.
3. She likes learning online.
4. Was she checking attendance when you came? – No, she wasn't.
5. What did he invent?

A CLOSER LOOK 2

Grammar

Reported speech (statements)

1 **Look at part of the conversation in GETTING STARTED again. Then match Minh's uncle's direct speech with his reported speech.**

Minh: ... My uncle said the robots would be able to mark our work and give us feedback too.

Direct speech

1. The robots will be able to mark our work.
2. The robots will be able to give us feedback too.

Reported speech

A. My uncle said the robots would be able to give us feedback too.

B. My uncle said the robots would be able to mark our work.

Remember!

Reported speech is used to report what someone said.

Example:

Mi said, "I want a new computer." → Mi said (that) she wanted a new computer.

When we turn a direct sentence into a reported one, we change:

- verb forms.

Present simple	→	*Past simple*
Mi said, "I love science."		Mi said (that) she loved science.
Present continuous	→	*Past continuous*
Mi said, "I am learning English."		Mi said (that) she was learning English.
Will	→	*Would*
"I will become a scientist," he said.		He said (that) he would become a scientist.

- time and place expressions.

  now → then today → that day ago → before

  tomorrow → the following day / the next day this week → that week

  here → there

- pronouns according to situations.

  I → he / she we → they me → him / her ...

2 Complete the second sentences using the correct verb forms.

1. "I am a member of the IT club."

   Minh said that he _____ a member of the IT club.

2. "Mai will take an online course to improve her speaking."

   Nam said Mai _____ an online course to improve her speaking.

3. "I am talking to Phong on the phone."

   Tom said he _____ to Phong on the phone.

4. "They are going to send me an email."

   He said they _____ to send him an email.

5. "I don't have an iPod to listen to music."

   She said that she _____ an iPod to listen to music.

3 Complete the second sentences with the words and phrases from the box.

there	that year	that day
then	the next day	

1. "I'm having a science test tomorrow," Mary said.

   Mary said she was having a science test _____.

2. "The group is working on their project now," Tom said.

   Tom said the group was working on their project _____.

3. "Mai is reading about Thomas Edison today," the teacher said.

   The teacher said that Mai was reading about Thomas Edison _____.

4. "They will invent a smart cooker this year," my mum said.

   My mum said that they would invent a smart cooker _____.

5. "My teacher will park her car here," said Mi.

   Mi said her teacher would park her car _____.

4 Complete the second sentence in each pair so that it means the same as the first one.

1. "We will live much longer in the future," said the scientist.

   The scientist said that _____ _____.

2. "Our school is going to have a new laboratory here," said our teacher.

   Our teacher said that _____ _____.

3. "They are developing technology to monitor students better," my dad said.

   My dad said that _____ _____.

4. "There are no classes tomorrow because our teacher is ill," Tom said.

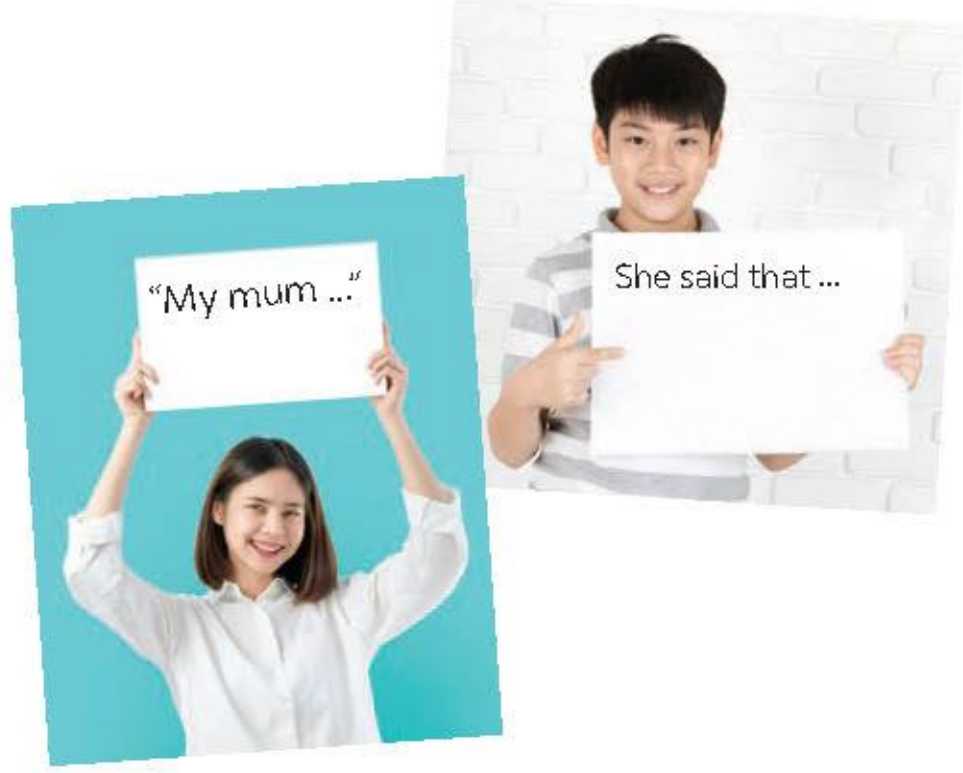
   Tom said that _____ _____.

5. "We want some students to join the science club next semester," the teacher said.

   The teacher said that _____ _____.

5 GAME He / She said that ...

Work in pairs. One student says a sentence and the other changes that sentence into reported speech. Then swap roles.



COMMUNICATION

Everyday English

Giving and responding to good news

1 **Listen and read the conversation. Pay attention to the highlighted sentences.** Track 71

Nick: Great news for us. We'll have school clouds so we won't have to carry lots of books to school.

Mi: Great!

Nick: And I won first prize in the essay contest and got an iPad so I can read books from the school clouds.

Mi: Congratulations!

2 **Work in pairs. Give news and respond to the news in the following situations.**

1. You tell your classmate about the new vending machine at your school.
2. You tell your classmate about a new laptop that your dad gave you on your birthday.

Online learning

3 **Work in pairs. Read the posts from some students about online learning and complete the table.**

Mi: Our teacher uses Zoom to teach. But some students don't have computers or smartphones. Others complain about the poor connection. I also feel more stressed when learning online.

Tom: Our teacher uses Google Meet for video conferencing. It's quite convenient, and we don't have to get up early. Still, I prefer to study face to face. I want to see my classmates.

Phong: We use Microsoft Teams. I don't like online learning. My eyes get tired. I can't concentrate well. But online learning helps us become more independent.

Nick: We use Zoom to discuss and share ideas. We interact in breakout rooms. It also helps us avoid traffic jams. But I'm not happy about the Internet connection at times.

Benefits	Problems
1. It's convenient.	1. Some students don't have computers or smartphones.
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
	5. _____

4 **Work in groups. Talk about a platform you use for your online classes or one you know about. What are the benefits and problems of using it?**

5 **Report the answers of one of your group members to the class.**

Example:

Lan said that her extra class used Microsoft Teams. She said that she and her classmates found it difficult to use. However, it is convenient to have online classes on Microsoft Teams when the weather is bad.

SKILLS 1

Reading

1 **Work in pairs. Name the technological applications in the pictures. Can they be used in schools?**



1. _____



2. _____



3. _____

2 **Read the texts and tick (✓) B (Biometrics) or N (Nanolearning).**

Biometrics

No more worries about truancy and cheating! Just introduce biometric applications at your school. With fingerprint scanners or facial or voice recognition technologies, schools will be able to check students' attendance. Teachers will no longer need to call students' names to find out who is absent. This will make more time for activities!

Schools can also use these biometric applications for students who borrow books and equipment. Even more amazing, teachers can even use the eye-tracking applications to check students' understanding of a lesson and to motivate students to learn.

For more information, visit www.biometricappsolution.com

Nanolearning

Tired of sitting in front of a computer all day long? Unable to concentrate for very long in your classes? Or frequently forgetting large amounts of information? The solution to these is Nanolearning created by Junglemap in 2006.

Nanolearning provides you with small amounts of information over a short period of time. Your learning will become effortless.

Believe us! Receive bits of information within two to five minutes via our platform, and you will increase your learning attention and ability. Our app also reports your study activities and results to your teacher.

Contact us at www.nanolearningsolution.edu.com

Benefits	B	N
1. It makes learning effortless.		
2. It checks students' understanding of the lessons.		
3. Students use it when they borrow books and equipment.		
4. It helps increase students' learning attention.		
5. It records students' study activities and results.		

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

1. What does checking students' attendance mean?
   - A. Checking their presence.
   - B. Scanning their faces.
   - C. Checking their fingerprints.
2. With Nanolearning students can _____.
   - A. access large amounts of information
   - B. improve their learning quality
   - C. concentrate longer
3. What DOESN'T Nanolearning do?
   - A. Provide a platform.
   - B. Report students' results.
   - C. Entertain students.
4. The texts are from _____.
   - A. science books
   - B. advertisements
   - C. manuals

Speaking

4 **Work in pairs. Discuss and match the questions in A with the answers in B, and then make a conversation about an invention.**

A	B
1. What invention?	a. Alphonse Bertillon
2. Who invented it?	b. Check identities of people at airports or offices
3. When invented?	c. Biometrics
4. What benefit?	d. 1800s
	e. Check students' attendance

Example:

A: What invention do you like?

B: I like biometrics.

A: Who invented it?

B: Alphonse Bertillon.

5 **Work in groups. Ask and answer questions about a technology or an invention. Use the example in 4 as a cue. Then report your answers to the class.**

Example:

Mi likes biometrics. Alphonse Bertillon invented it in 1800s. It is a very important technology. We use it to ...

SKILLS 2

Listening

1 **Tick (✓) the things that you think a robot teacher can do.**

1. It can teach different subjects. ☐
2. It can mark students' work. ☐
3. It can teach students how to behave. ☐

2 **Listen to the conversation and fill in each blank with ONE word.** Track 72

Things a robot teacher can do	Things a robot teacher can't do
– speak many (1) _____ – teach languages, (2) _____, and many other subjects – (3) _____ with students	– teach students how to (4) _____ – have emotional connections with students – solve (5) _____ between students

3 **Listen again and tick (✓) T (True) or F (False).** Track 73

	T	F
1. Elias can do a Gangnam style dance.		
2. Students can practise English with the robot in real time.		
3. The robot feels tired when it repeats words.		
4. The robot asks questions that are too difficult for students to answer.		
5. Robots can teach students how to behave correctly.		

Writing

4 **Work in pairs. Discuss if you agree or disagree that robots will soon replace teachers at schools. Write the reasons in the table.**

Agree	Disagree
1. Robots can better remember things than teachers.	1. Robots can't understand students' emotions.
2. _____	2. _____
3. _____	3. _____

5 **Now write a paragraph (80 - 100 words) to express your opinion. Use the notes in 4.**

Start your paragraph as shown below.

I agree / disagree that robots will soon replace teachers at school. First, they _____

_____

LOOKING BACK

Vocabulary

1 **Circle the option that goes with each verb.**

1. create
   - A. an application
   - B. attendance
2. invent
   - A. a painting
   - B. a telephone
3. develop
   - A. an art
   - B. a technology
4. discover
   - A. a planet
   - B. a technology

2 **Fill in each gap with a word or phrase from the box. You may have to change the form of the word or phrase.**

eye-tracking	application
check attendance	robot teacher
face recognition	

1. They will develop more _____ to support human teachers at schools.
2. Siri, the voice recognition technology, is a(n) _____ of biometric technology.
3. Please look at this _____ screen. It will check if you are a club member.
4. Teachers can ask students to wear _____ glasses and check if they understand a lesson.
5. Schools can _____ quickly and effectively using fingerprint scanners.

Grammar

3 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. He said <u>that</u> (A) Isaac Newton <u>discovers</u> (B) gravity when an apple fell <u>on</u> (C) him.
2. Our teacher said that the World Wide Web <u>is</u> (A) a free <u>space</u> (B) for people <u>to share</u> (C) knowledge.
3. The man said <u>that</u> (A) Nanolearning <u>will make</u> (B) students' learning more <u>entertaining</u>. (C)
4. Mike said <u>that</u> (A) he <u>can</u> (B) design a robot <u>in</u> (C) the future.
5. The headmaster said <u>that</u> (A) his school <u>would use</u> (B) voice recognition <u>next year</u>. (C)

4 **Rewrite the following sentences, using the words in BOLD.**

1. "We can't connect to the Internet to work online here," said Tom. **THERE**

_____

2. "Science is becoming a more important subject in schools now," Mr Thompson said. **THEN**

_____

3. "The school will use a machine to check students' attendance next year," said the headmaster. **WOULD**

_____

4. "We are having a science competition this week," said the monitor to the class. **THAT**

_____

5. "We don't like robot teachers at all," said the students. **DIDN'T**

_____

PROJECT

YOUR INVENTION

Work in groups.

1 **Think about a problem you have at home or at school. Imagine an invention (a tool, a machine, an application ...) that helps you deal with your problem.**

2 **Discuss and answer the following questions:**

- What is the name of the invention?
- What does it look like?
- How can it help you solve the problem?

3 **Prepare a poster presentation with pictures or a paper model of the invention and present it to your class.**





Now I can ...	✓	✓✓	✓✓✓
• use the words related to science and technology in the future. • say sentences with correct stress. • use reported speech for statements. • give and respond to good news. • read advertisements about new technologies. • talk about a technology or an invention. • listen about a robot teacher. • write an opinion paragraph about whether robots will replace teachers at school.			

Unit 12 LIFE ON OTHER PLANETS

THIS UNIT INCLUDES:

Vocabulary
Outer space

Pronunciation
Intonation for making lists

Grammar
Reported speech (questions)

Skills
- Reading about the possibility of life on other planets
- Talking about the conditions needed for planets to support human life
- Listening about an imaginary planet and its creatures
- Writing a paragraph to describe imaginary creatures living on another planet

Everyday English
Expressing uncertainty

GETTING STARTED

A thrilling science fiction novel

1 Listen and read. 74

Mai: What book are you reading, Nick?

Nick: *A journey back to Soduka.* I'm on the last page.

Mai: That's a science fiction book, isn't it? What's it about?

Nick: Yes, it is. It's about four creatures Titu, Kaku, Hub, and Barb. They're travelling back to Soduka, a planet like Earth. Along the way they have to land on Earth because their spaceship breaks down. They meet Tommy and become friends with him.

Mai: What happens next?

Nick: Tommy helps the four creatures repair their spaceship, so they can travel back to their home planet. But their commander forces them to return to Earth to destroy it. Tommy and the four creatures try to oppose the commander.

Mai: Sounds thrilling!

Nick: Tommy and the four creatures manage to stop the commander from destroying Earth.

Mai: So it has a happy ending! What do you think about the possibility of aliens attacking Earth?

Nick: I'm not sure about it. But I'm starting to think about it. I sometimes ask myself what we would do if aliens took over our planet.



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

	T	F
1. Soduka is a planet that is very different from Earth.		
2. Titu, Kaku, Hub, and Barb have to land on Earth because their spaceship breaks down.		
3. Tommy helps the four creatures make a new spaceship so that they can return to Soduka.		
4. The four creatures travel to Earth again to visit Tommy.		
5. The novel makes Nick and Mai think about the possibility that Earth might be attacked by aliens.		

3 Match the words (1 - 5) with their definitions (a - e).

1. oppose	a. real or imaginary living things
2. creatures	b. living things from another world or planet
3. commander	c. to fight against
4. aliens	d. the fact that something might exist or happen, but is not certain to
5. possibility	e. an officer in charge of a particular group of soldiers

4 Complete the sentences with the words in 3.

1. There is a _____ that we might visit Mars in the near future.
2. The main character in the film is a boy who makes friends with some _____ from a planet.
3. Dogs are more social _____ than cats.
4. These soldiers were punished because they didn't obey their _____.
5. Some people _____ sending spaceships to explore other planets.

5 Work in groups. Discuss the following questions. Then report your group's answers to the class.

Do you believe that there is life on other planets? Why / Why not?



A CLOSER LOOK 1

Vocabulary

1 **The following are the eight planets that go around the sun:**

Earth	Jupiter	Mars	Venus
Mercury	Neptune	Saturn	Uranus



Put them in order from the closest to the farthest from the sun. This sentence will help you learn the order of the planets:

My Very Excellent Mother Just Served Us Noodles.

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

Name these planets in Vietnamese.

2 **Match the words (1 - 5) with the pictures (a - e).**

1. telescope
2. UFO
3. rocket
4. galaxy
5. crater



3 **Complete the following sentences with the words from the box.**

Venus	telescope	craters
rocket	galaxy	

1. There are many _____ on the surface of the moon.
2. We use a _____, which is in the shape of a big tube, for travelling or carrying things into space.
3. We need to use a _____ to clearly see the surface of the moon.
4. The planet which is the second closest to the sun is _____.
5. The Milky Way is the _____ that includes our solar system.



Pronunciation

Intonation for making lists

Remember!

When we make a list, our voice slightly rises on the previous item(s) and falls on the last item.

Example:

The inner planets are the four planets closest to the sun:

Mercury ↗, **Venus** ↗, **Earth** ↗, and **Mars** ↘.

We've got **bananas** ↗, **apples** ↗, **pears** ↗, and **oranges** ↘.

4 **Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence.** Track 75

1. I'd like some eggs, some milk, some cheese, and some bread, please.
2. My father can speak four languages: English, French, Russian, and Spanish.
3. My favourite sports are football, tennis, basketball, and volleyball.
4. My kitten is cute, smart, playful, and noisy.
5. The outer planets, which are made up mostly of gas, include Jupiter, Saturn, Uranus, and Neptune.

5 **Listen to the conversations. Do you think the voice goes up or down on the underlined words in each second sentence? Draw a suitable arrow (↗ or ↘) on each underlined word.** Track 76

1. *A:* Good evening! What can I get you, sir?
   B: I'd like some pork, some chicken, some tofu, and some vegetables.
2. *A:* What did you buy at the clothing store yesterday?
   B: I bought a T-shirt, a jumper, a tie, and a cap.
3. *A:* What music do you like?
   B: I like pop, blues, country, and jazz.
4. *A:* What do you think we should bring with us to Mars?
   B: I think we should bring food, water, clothes, and a tent.

A CLOSER LOOK 2

Grammar

Reported speech (questions)

Remember!

We normally use *ask*, *wonder*, and *want to know* when we report questions. In reported questions, we use the same word order as in statements but omit the question mark.

Example:

She asked me, "What are you doing now?"

→ She **asked** me what I **was doing then**.

Remember that pronouns, possessive adjectives, verb tenses, place expressions, and time expressions change in reported questions just as in reported statements.

1 **Underline the correct word or phrase for each sentence.**

1. He phoned to ask his mother what she was doing **now** / **then**.
2. Ann wondered what plants Vietnamese people **grow** / **grew** for food.
3. Peter phoned the shop to ask what specialities they are selling **there** / **here**.
4. The student asked his professor what forms of life **can** / **could** exist on Mars.
5. He wanted to know how many planets **there were** / **were there** in our solar system.

2 Put the words and phrases in the correct order to make reported questions.

1. how many moons / My little brother / asked me / had / Venus / .

_____

_____

2. which / She / planet / the closest / wanted to know / was / to the sun / .

_____

_____

3. asked the scientists / The journalist / what / for / were using / telescopes / in space / they / .

_____

_____

4. wanted to know / when / The scientists / travel to Mars / would be able to / humans / .

_____

_____

5. He / what / were / asked the professor / to have life / for a planet / the conditions / on it / .

_____

_____

3 Change the following questions into reported questions.

1. "Who will be the first to step on Mars?" Mary asked the scientist.

_____

2. "How fast can a UFO travel?" I asked my father.

_____

3. The student asked his friend, "How many craters does the moon have?"

_____

4. The pupils asked the teacher, "Where can we find information about the solar system?"

_____

5. "What is the weather on Mars like?" I asked my teacher.

_____

4 Report the conversation between An and Mai.

An: What are you reading, Mai?

Mai: I'm reading *Aliens*, and I'm almost done.

An: What kind of book is it?

Mai: It's science fiction.

An: What's it about?

Mai: It's about three aliens who try to take over Earth.

Example:

An asked Mai what she was reading. Mai told An that she was reading ...

5 Work in pairs. Ask your partner five questions about his / her daily routine and make notes of his / her answers. Then report your questions and your partner's answers to the class.

Example:

I asked A what time he got up in the morning and he told me (that) he got up at ...



COMMUNICATION

Everyday English

Expressing uncertainty

1 **Listen and read the conversations. Pay attention to the highlighted sentences.** Task 77

① ***Nick:*** Do you think Mars may support life?
Mark: I'm not sure about it. Scientists are trying to find life there.

② ***Mary:*** Do you think Ann will win tomorrow?
Tommy: I doubt it. She injured her arm in a match last week.

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

1. You are not sure about the possibility of water on Mars.
2. You doubt that one of your friends will get a good mark on the English test.
3. You are not sure if the weather will be fine tomorrow.

Three planets in the solar system

3 **Read the information below and answer the questions that follow.**

Mercury

- smallest and closest to the sun with no moon
- very hot in the daytime but very cold at night
- no atmosphere → no wind or weather on it

Jupiter

- largest planet with about 63 moons
- stormiest planet
- third brightest object in the night sky

Venus

- hottest planet with no moon
- nearly as big as Earth
- often very bright in the early morning → people call it the morning star

1. What planets have no moon?
2. What planet is similar in size to Earth?
3. What planet is the smallest and closest to the sun?
4. What planet is called the morning star?
5. What is the largest and stormiest planet?

4 **Work in pairs. Discuss and match the three planets in 3 with the pictures (1 - 3) below.**



1. _____



2. _____



3. _____

5 **Work in groups. Take turns to talk about one of the three planets in 3.**

Example:

I would like to tell you about Mercury.
It is the smallest planet ...

SKILLS 1

Reading

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

1. What do you know about other planets?
2. Would you like to live on another planet? Why / Why not?

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

Nowadays humans are still wondering what planets in outer space might support life.

Scientists say planets need to meet three main conditions to support life. Firstly, they must have liquid water, so their temperature must not be too high or too low. Secondly, the planets need to have the correct amount of air so that they can hold an atmosphere around. Finally, their size is also important. If a planet is too small, its gravity is not strong enough to hold an enough amount of air. If it is too big, its gravity will be so strong that it will hold too much air.

Scientists are using space telescopes to find habitable planets. According to them, Mars is one of the most promising planets for life in our solar system. It is a planet like Earth. Its days last for 24.5 hours and its seasons are similar to Earth's. Although scientists have not found actual water on Mars, there seems to be traces of it on the planet's surface. However, the climate on Mars is unsuitable for human life because it is too cold and Mars lacks oxygen to support human life.

1. liquid	a. suitable for people to live in
2. gravity	b. marks, objects, or signs that show that somebody or something existed
3. habitable	c. in the form of a substance that flows freely and is not a solid or a gas
4. promising	d. the force that causes something to fall to the ground
5. traces	e. showing signs of being good or successful

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

1. What are humans still wondering nowadays?
2. Why does a habitable planet need to have the correct amount of air?
3. What happens if a planet is too small?
4. How long does a day on Mars last?
5. Why can we not live on Mars?

Speaking

4 **Work in pairs. Tick (✓) the boxes to show what conditions a planet needs to support human life.**

1. There must be enough liquid water on the planet. ☐
2. The planet must have craters on its surface. ☐
3. The planet must hold an atmosphere. ☐
4. The planet must have at least two moons. ☐
5. The planet must have enough oxygen in the air. ☐

Can you add other conditions for a habitable planet?

5 **Work in groups. Take turns to talk about the conditions you think are required for a planet to support human life. Use the information in 4 and your own ideas.**

Example: There are some conditions planets must have to support human life on them. First, the most important condition is that ...

SKILLS 2

Listening

1 **Work in pairs. Look at the picture and answer the following questions.**

1. Where do you think this creature is from?
2. What do you think it can do?



2 **You will hear a student talking about an imaginary planet that supports life. Listen and choose the correct answer A, B, or C.** Track 78

1. Planet Hope is located _____.
   - A. in the Milky Way Galaxy
   - B. in the Andromeda Galaxy
   - C. close to the Milky Way Galaxy
2. Planet Hope is _____.
   - A. as big as Earth
   - B. half the size of Earth
   - C. three times the size of Earth
3. The climate on Planet Hope is _____.
   - A. very hot all year around
   - B. very cold all year around
   - C. hot in the day but very cold at night
4. Hopeans have thick skin to protect them from _____.
   - A. the heat
   - B. the cold
   - C. alien attacks
5. Hopeans drink _____.
   - A. liquid water from the sea
   - B. petrol from under the ground
   - C. almost nothing

3 **Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear.** Track 79

Name	Hopeans
Living place	Planet Hope in the Milky Way Galaxy
Appearance	– have a big head, (1) _____ eyes, two legs, and (2) _____ arms – have thick skin to protect them from the heat
Behaviour	– friendly and (3) _____ – only (4) _____ to people who try to attack them
Lifestyle	– eat special (5) _____ and drink petrol from under the ground – travel by (6) _____ at very high speeds

Writing

4 **Work in pairs. Use your imagination to make notes in the table below about what aliens living on another planet would be like.**

Name	
Living place	
Appearance	
Behaviour	
Lifestyle	

5 **Write a paragraph (80 - 100 words) to describe aliens living on another planet. Use your notes in 4.**

Creatures living on _____

are called _____

_____

_____

LOOKING BACK

Vocabulary

1 **Write a word under each picture.**



1. a_____



2. r_____



3. t_____



4. g_____



5. c_____



6. s_____

2 **Circle the correct words to complete the sentences.**

1. UFOs / Rockets are spaceships from another planet.
2. We have no possibility / condition of making our own spaceship.
3. We can't find any living craters / creatures in the solar system except for us.
4. Scientists are working to find a habitat / habitable planet.
5. The gravity / atmosphere of the Earth makes things fall to the ground when we drop them.

Grammar

3 **Rewrite each sentence so that it is closest in meaning to the original one.**

1. "What is this novel about?" said Mary.

   Mary wanted to know _____.

2. "Who's your favourite actor, Nick?" I said.

   I asked Nick _____.

3. "What time does the next train leave?" Mai said to me.

   Mai asked me _____.

4. "How do the scientists observe the other planets?" the students asked.

   The students wondered _____.

5. Mai wondered, "Why can't humans live on Mars?"

   Mai wondered _____.

4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. The teacher asked the (A) pupils what (B) they are (C) doing then.
2. My father wondered (A) me what I was (B) going to do the following (C) weekend.
3. My brother wanted (A) to know who (B) the scientists were exploring (C) other planets.
4. I asked my teacher what food (A) spacemen eat (B) when they were travelling in a (C) spacecraft.
5. Scientists are still (A) wondering how many (B) planets are there (C) in our galaxy.

PROJECT

OUR FAVOURITE PLANET

Work in groups.



1 **Choose a planet in our solar system that you like and search for the information about it.**

2 **Design a poster about that planet, including:**

- **The planet's name:** What does its name mean?
- **Size:** How big is it?
- **Atmosphere:** What is its atmosphere like? Is it a thick or a thin atmosphere?
- **Temperature:** What is its average temperature? How hot and cold does it get?
- **Appearance:** What does it look like?
- **Something special:** Is there anything special about it?

...

3 **Present your poster to the class.**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Now I can ...	✓	✓✓	✓✓✓
• use the words related to the topic *Life on other planets.* • use intonation for making lists correctly. • use reported speech for questions. • express uncertainty. • read about the possibility of life on other planets. • talk about the conditions needed for planets to support human life. • listen about an imaginary planet and its creatures. • write a paragraph to describe imaginary creatures living on another planet.			

REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 **a Choose the word which has a different stress pattern from that of the others.**

1. A. referee B. amazing C. historic D. invention
2. A. digital B. conference C. Japanese D. difficult

b Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat. 80

3. How will people travel to work in the future?
4. *A:* Will technology replace humans in the future?
   B: No, it won't.

c Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat. 81

5. I can remember the names of some planets, such as Venus, Neptune, and Mars.
6. They have a TV, a fridge, a table, and four chairs.

Vocabulary

2 **Choose the correct answer A, B, or C.**

1. A(n) _____ is a small digital image used on social media to express emotions.
   A. symbol B. emoji C. picture
2. We had a _____ with students from different countries yesterday.
   A. video conference B. video group C. private message
3. The results of the _____ were very interesting.
   A. finding B. communication C. experiment
4. When you look at the _____ for too long, your eyes may get tired.
   A. contact lenses B. computer screen C. online class
5. Do you know how many stars there are in the _____?
   A. spaceship B. planet C. galaxy

3 **Fill in each blank with the suitable form of the word given.**

1. Scientists are interested in the _____ of life on Mars. (possible)
2. We can use face _____ to identify people. (recognise)
3. When we communicate using technology, it is called digital _____. (communicate)
4. The Internet _____ is slow here, so we can't get in the chat room. (connect)
5. Do you think this _____ machine will be cheaper in the future? (translate)

Grammar

4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. The scientists (A) did an experiment on (B) three hours (C) yesterday.
2. Do you think (A) robot teachers will (B) replace human teachers by (C) 20 years?
3. These (A) contact lenses are mine (B); they aren't your. (C)
4. This is (A) Ann, a friend in (B) mine from (C) the UK.
5. You should be (A) at school for (B) 7:00 a.m., so hurry up. (C)

5 **Change these sentences into reported speech.**

1. "What planet do you want to visit?" my friend asked me.
   _____
2. "I'm now reading a book about future ways of communication," she told me.
   _____
3. "How will teachers check attendance in the future?" Lan asked Nam.
   _____
4. "We are having a video conference with other clubs next week," our club president said.
   _____
5. I asked my mum, "When will there be a full moon?"
   _____

SKILLS

Reading

1 **Read the notices. Tick (✓) the appropriate box(es).**

A. New club members wanted

We need members for the new science club. Must be between 12 - 14 years old. Must be creative and want to learn new things. Club members meet once a week on Sundays in the town library. If you are interested or want more details, send an email to: science@fastmail.com or call 091234567

B. School speaking contest

Our school is organising an English-speaking contest about the planets in our solar system. Interested students create posters about a planet of their choosing and present them to the teachers.

Please contact your English teacher for more details no later than 25 April or send an email to: speaking@fastmail.com

C. A talk about future means of communication

Are you interested in future means of communication? Do you want to learn about it from experts? Come and join our talk.

Time: 2 p.m., 8 April

Place: School library

Phone 094738224 for more information.

	A	B	C
1. This notice mentions the age of the participants.			
2. Participants give a presentation.			
3. Participants discuss ways of communication in the future.			
4. Participants meet once a week.			
5. Interested people call for more details.			

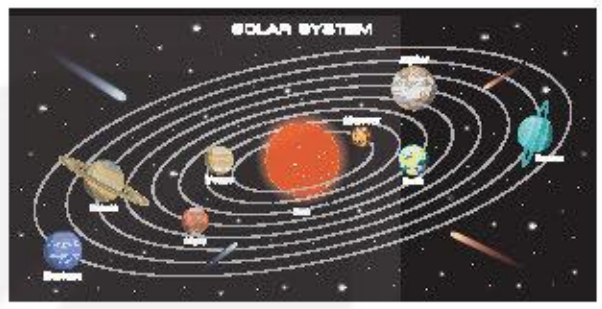
Speaking

2 **Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner's answers to the class.**

1. What kind of device / app is it?
2. How often do you use it?
3. What are the benefits of using it?
4. Are there any problems using it?

Listening

3 **Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.** Track 82



1. Many of the planets in our solar system have _____.
2. The four inner planets are quite small and have _____.
3. The asteroid belt has millions of rocky _____.
4. The outer planets are _____ and mostly made up of gas.
5. These outer planets all have thick layers of clouds and _____ around them.

Writing

4 **Write a paragraph (80 - 100 words) about your favourite means of communication. You may use the following questions as cues.**

1. What is your favourite means of communication?
2. How often do you use it?
3. What are the benefits of using it?
4. Do you think you will use it in the future?

My favourite means of communication is

_____

_____

_____

GLOSSARY

Abbreviations

adj	adjective	**n**	noun
adv	adverb	**pre**	preposition
con	conjunction	**v**	verb

Unit 1

balance (n)	/'bæləns/	sự thăng bằng, sự cân bằng
bracelet (n)	/'breɪslət/	vòng đeo tay
crazy (adj)	/'kreɪzi/	rất thích, quá say mê
cruel (adj)	/'kruːəl/	độc ác
detest (v)	/dɪ'test/	căm ghét
DIY (do-it-yourself) (n)	/ˌdiː aɪ 'waɪ/ (/ˌduː ɪt jə'self/)	hoạt động tự làm ra, sửa chữa hoặc trang trí đồ vật tại nhà
fancy (v)	/'fænsi/	mến, thích
fold (v)	/fəʊld/	gấp, gập
fond (adj)	/fɒnd/	mến, thích
keen (adj)	/kiːn/	say mê, ham thích
keep in touch	/kiːp ɪn tʌtʃ/	giữ liên lạc (với ai)
kit (n)	/kɪt/	bộ đồ nghề
leisure (n)	/'leʒə/	thời gian rảnh rỗi
message (v, n)	/'mesɪdʒ/	gửi tin nhắn, tin nhắn
muscle (n)	/'mʌsl/	cơ bắp
origami (n)	/ˌɒrɪ'gɑːmi/	nghệ thuật gấp giấy Nhật Bản
the outdoors (n)	/ðə ˌaʊt'dɔːz/	vùng thôn quê
prefer (v)	/prɪ'fɜː/	thích hơn
puzzle (n)	/'pʌzl/	trò chơi câu đố / giải đố
resort (n)	/rɪ'zɔːt/	khu nghỉ dưỡng
snowboarding (n)	/'snəʊbɔːdɪŋ/	trượt tuyết bằng ván
stay in shape	/steɪ ɪn ʃeɪp/	giữ dáng

Unit 2

catch (v)	/kætʃ/	đánh được, câu được (cá)
cattle (n)	/'kætl/	gia súc
combine harvester	/'kɒmbaɪn 'hɑːvɪstə/	máy gặt đập liên hợp
crop (n)	/krɒp/	vụ, mùa
cultivate (v)	/'kʌltɪveɪt/	trồng trọt
dry (v)	/draɪ/	phơi khô, sấy khô
feed (v)	/fiːd/	cho ăn
ferry (n)	/'feri/	phà
harvest (n, v)	/'hɑːvɪst/	vụ thu hoạch, vụ gặt, gặt hái, thu hoạch
herd (v)	/hɜːd/	chăn giữ vật nuôi
hospitable (adj)	/'hɒspɪtəbl/, /hɒ'spɪtəbl/	mến khách, hiếu khách
lighthouse (n)	/'laɪthaʊs/	đèn biển, hải đăng
load (v)	/ləʊd/	chất, chở
milk (v)	/mɪlk/	vắt sữa
orchard (n)	/'ɔːtʃəd/	vườn cây ăn quả
paddy field (n)	/'pædi ˌfiːld/	ruộng lúa
picturesque (adj)	/ˌpɪktʃə'resk/	đẹp, hấp dẫn (phong cảnh)
plough (v)	/plaʊ/	cày (thửa ruộng)
stretch (v)	/stretʃ/	kéo dài ra
unload (v)	/ˌʌn'ləʊd/	dỡ hàng
vast (adj)	/vɑːst/	rộng lớn, mênh mông, bao la
well-trained (adj)	/ˌwel 'treɪnd/	lành nghề, có tay nghề

Unit 3

account (n)	/ə'kaʊnt/	tài khoản
browse (v)	/braʊz/	đọc lướt, tìm (trên mạng)
bully (n)	/'bʊli/	người bắt nạt
bullying (n)	/'bʊliɪŋ/	sự bắt nạt
concentrate (v)	/'kɒnsntreɪt/	tập trung (vào)
connect (v)	/kə'nekt/	kết nối
craft (n)	/krɑːft/	(nghề, đồ, kĩ nghệ) thủ công
enjoyable (adj)	/ɪn'dʒɔɪəbl/	thú vị, gây hứng thú
expectation (n)	/ˌekspek'teɪʃn/	sự mong chờ, kì vọng
focused (adj)	/'fəʊkəst/	chuyên tâm, tập trung
forum (n)	/'fɔːrəm/	diễn đàn
log (on to) (v)	/lɒg (ən tə)/	đăng nhập
mature (adj)	/mə'tʃʊə/	chín chắn, trưởng thành
media (n)	/'miːdiə/	(phương tiện) truyền thông
midterm (adj)	/ˌmɪd'tɜːm/	giữa kì
notification (n)	/ˌnəʊtɪfɪ'keɪʃn/	sự thông báo
peer (n)	/pɪə/	người ngang hàng, bạn đồng lứa
pressure (n)	/'preʃə/	áp lực
schoolwork (n)	/'skuːlwɜːk/	bài làm trên lớp
session (n)	/'seʃn/	tiết học
stress (n)	/stres/	căng thẳng
stressful (adj)	/'stresfl/	căng thẳng, tạo áp lực
upload (v)	/ˌʌp'ləʊd/	tải lên

user-friendly (adj)	/ˌjuːzə ˈfrendli/	thân thiện với người dùng, dễ dùng
website (n)	/ˈwebsaɪt/	trang mạng

Unit 4

communal house	/kəˈmjuːnl haʊs/	nhà rông, nhà sinh hoạt cộng đồng
costume (n)	/ˈkɒstjuːm/	trang phục
ethnic (adj) (group)	/ˈeθnɪk/ (/gruːp/)	(nhóm) dân tộc
feature (n)	/ˈfiːtʃə/	nét, đặc điểm
flute (n)	/fluːt/	cái sáo (nhạc cụ)
folk (adj)	/fəʊk/	thuộc về dân gian, truyền thống
gong (n)	/gɒŋ/	cái cồng, cái chiêng
highland (n)	/ˈhaɪlənd/	vùng cao nguyên
livestock (n)	/ˈlaɪvstɒk/	gia súc
minority (n)	/maɪˈnɒrəti/	dân tộc thiểu số
overlook (v)	/ˌəʊvəˈlʊk/	nhìn ra, đối diện
post (n)	/pəʊst/	cột
raise (v)	/reɪz/	chăn nuôi
soil (n)	/sɔɪl/	đất trồng
staircase (n)	/ˈsteəkeɪs/	cầu thang bộ
statue (n)	/ˈstætʃuː/	tượng
stilt house	/stɪlt haʊs/	nhà sàn
terraced (adj)	/ˈterəst/	có hình bậc thang
weave (v)	/wiːv/	dệt, đan, kết lại
wooden (adj)	/ˈwʊdn/	bằng gỗ

Unit 5

acrobatics (n)	/ˌækrəˈbætɪks/	xiếc, các động tác nhào lộn
admire (v)	/ədˈmaɪə/	khâm phục, ngưỡng mộ
bad spirit	/bæd ˈspɪrɪt/	điều xấu xa, tà ma
bamboo pole	/bæmˈbuː pəʊl/	cây nêu
carp (n)	/kɑːp/	con cá chép
coastal (adj)	/ˈkəʊstl/	thuộc miền ven biển, duyên hải
ceremony (n)	/ˈserəməni/	nghi thức, nghi lễ
chase away	/tʃeɪs əˈweɪ/	xua đuổi
contestant (n)	/kənˈtestənt/	thí sinh, người thi đấu
decorative (adj)	/ˈdekərətɪv/	có tính trang trí, để trang trí
family bonding	/ˌfæməli ˈbɒndɪŋ/	sự gắn kết tình cảm gia đình
family reunion	/ˌfæməli ˌriːˈjuːniən/	cuộc sum họp gia đình
festival goer	/ˈfestɪvl ˌgəʊə/	người đi xem lễ hội
lantern (n)	/ˈlæntən/	đèn lồng
longevity (n)	/lɒnˈdʒevəti/	sự sống lâu, tuổi thọ
martial arts (n)	/ˌmɑːʃl ˈɑːts/	võ thuật
monk (n)	/mʌŋk/	nhà sư
offering (n)	/ˈɒfərɪŋ/	đồ thờ cúng
ornamental tree	/ˌɔːnəˈmentl triː/	cây cảnh
pray (v)	/preɪ/	cầu nguyện, lễ bái
release (v)	/rɪˈliːs/	thả
table manners (n)	/ˈteɪbl ˌmænəz/	phép tắc ăn uống
worship (v)	/ˈwɜːʃɪp/	thờ phụng, tôn kính, tôn sùng
young rice	/jʌŋ raɪs/	cốm

Unit 6

dogsled (n)	/ˈdɒgsled/	xe trượt tuyết chó kéo
experience (v)	/ɪkˈspɪəriəns/	trải nghiệm
greet (v)	/griːt/	chào, chào hỏi
greeting (n)	/ˈgriːtɪŋ/	lời chào
habit (n) in the habit of	/ˈhæbɪt/ /ɪn ðə ˈhæbɪt əv/	thói quen có thói quen làm gì
hurry (n, v) in a hurry	/ˈhʌri/ /ɪn ə ˈhʌri/	vội vàng đang vội
igloo (n)	/ˈɪgluː/	lều tuyết
impact (n)	/ˈɪmpækt/	sự ảnh hưởng
independent (adj)	/ˌɪndɪˈpendənt/	độc lập
interact (v)	/ˌɪntərˈækt/	tương tác
interaction (n)	/ˌɪntərˈækʃn/	sự tương tác
lifestyle (n)	/ˈlaɪfstaɪl/	lối sống
make craft	/meɪk krɑːft/	làm hàng thủ công
maintain (v)	/meɪnˈteɪn/	duy trì, gìn giữ
musher (n)	/ˈmʌʃə/	người điều khiển xe trượt tuyết chó kéo
nomadic (adj)	/nəʊˈmædɪk/	du mục
offline (adj, adv)	/ˌɒfˈlaɪn/	trực tiếp
online (adj, adv)	/ˌɒnˈlaɪn/	trực tuyến
online learning	/ˌɒnˈlaɪn ˈlɜːnɪŋ/	việc học trực tuyến
revive (v)	/rɪˈvaɪv/	làm sống lại, hồi sinh
serve (v)	/sɜːv/	phục vụ
staple (adj)	/ˈsteɪpl/	cơ bản, chủ yếu
street food (n)	/ˈstriːt fuːd/	thức ăn đường phố
tribal (adj)	/ˈtraɪbl/	thuộc bộ tộc, thành bộ lạc

Unit 7

carbon dioxide (n)	/ˌkɑːbən daɪˈɒksaɪd/	đi ô xit các bon
carbon footprint (n)	/ˌkɑːbən ˈfʊtprɪnt/	dấu chân các bon
coral (n)	/ˈkɒrəl/	san hô
dugong (n)	/ˈduːgɒŋ/	con cá cúi, bò biển

ecosystem (n)	/ˈiːkəʊsɪstəm/	hệ sinh thái
endangered species	/ɪnˈdeɪndʒəd ˈspiːʃiːz/	các loài động thực vật có nguy cơ bị tuyệt chủng
extinction (n)	/ɪkˈstɪŋkʃn/	sự tuyệt chủng, tuyệt diệt
habitat (n)	/ˈhæbɪtæt/	môi trường sống
oxygen (n)	/ˈɒksɪdʒən/	khí ô-xi
participate (v)	/pɑːˈtɪsɪpeɪt/	tham gia
product (n)	/ˈprɒdʌkt/	sản phẩm
protect (v)	/prəˈtekt/	bảo vệ
release (v)	/rɪˈliːs/	thải ra, làm thoát ra
resident (n)	/ˈrezɪdənt/	người dân, dân cư
single-use (adj)	/ˌsɪŋgl ˈjuːs/	để sử dụng một lần
species (n)	/ˈspiːʃiːz/	giống, loài động thực vật
substance (n)	/ˈsʌbstəns/	chất
toxic (adj)	/ˈtɒksɪk/	độc hại

Unit 8

access (n)	/ˈækses/	nguồn để tiếp cận, truy cập vào
addicted (adj) (to)	/əˈdɪktɪd/	say mê, nghiện
advertisement (n)	/ədˈvɜːtɪsmənt/	quảng cáo
bargain (v)	/ˈbɑːgən/	mặc cả
complaint (n)	/kəmˈpleɪnt/	lời phàn nàn / khiếu nại
convenience store	/kənˈviːniəns stɔː/	cửa hàng tiện ích
customer (n)	/ˈkʌstəmə/	khách hàng
discount shop	/ˈdɪskaʊnt ʃɒp/	cửa hàng hạ giá
display (n, v)	/dɪˈspleɪ/	sự trưng bày, bày biện, trưng bày
dollar store	/ˈdɒlə ˌstɔː/	cửa hàng đồng giá (một đô la)
fair (n)	/feə/	hội chợ
farmers' market (n)	/ˈfɑːməz mɑːkɪt/	chợ nông sản
goods (n)	/gʊdz/	hàng hoá
home-grown (adj)	/ˌhəʊm ˈgrəʊn/	tự trồng
home-made (adj)	/ˌhəʊm ˈmeɪd/	tự làm
item (n)	/ˈaɪtəm/	một món hàng
on sale	/ɒn seɪl/	đang (được bán) hạ giá
open-air market	/ˌəʊpən ˈeə ˈmɑːkɪt/	chợ họp ngoài trời
price tag (n)	/ˈpraɪs tæg/	nhãn ghi giá một mặt hàng
schedule (n)	/ˈʃedjuːl/	lịch trình, thời gian biểu
shopaholic (n)	/ˌʃɒpəˈhɒlɪk/	người nghiện mua sắm
shopping (n)	/ˈʃɒpɪŋ/	việc mua sắm
shopping centre (n)	/ˈʃɒpɪŋ sentə/	trung tâm mua sắm
shopping list (n)	/ˈʃɒpɪŋ lɪst/	danh sách những thứ cần mua
speciality shop	/ˌspeʃiˈæləti ʃɒp/	cửa hàng bán đồ chuyên dụng

Unit 9

authority (n)	/ɔːˈθɒrəti/	chính quyền
damage (n, v)	/ˈdæmɪdʒ/	thiệt hại, gây tổn hại
destroy (v)	/dɪˈstrɔɪ/	phá huỷ
disaster (n)	/dɪˈzɑːstə/	thảm hoạ
earthquake (n)	/ˈɜːθkweɪk/	trận động đất
emergency kit	/ɪˈmɜːdʒənsi kɪt/	bộ dụng cụ dùng trong trường hợp khẩn cấp
erupt (v)	/ɪˈrʌpt/	phun trào
Fahrenheit scale	/ˈfærənhaɪt skeɪl/	thang nhiệt độ Fahrenheit
funnel (n)	/ˈfʌnl/	cái phễu
landslide (n)	/ˈlændslaɪd/	vụ sạt lở
liquid (adj)	/ˈlɪkwɪd/	lỏng
predict (v)	/prɪˈdɪkt/	dự đoán
pretty (adv)	/ˈprɪti/	khá là
property (n)	/ˈprɒpəti/	của cải, nhà cửa
pull up	/pʊl ʌp/	kéo lên, nhổ lên, lôi lên
rescue worker (n)	/ˈreskjuː wɜːkə/	nhân viên cứu hộ
Richter scale (n)	/ˈrɪktə skeɪl/	độ rích te (đo độ mạnh của động đất)
shake (v)	/ʃeɪk/	rung, lắc
storm (n)	/stɔːm/	bão
suddenly (adv)	/ˈsʌdənli/	đột nhiên, bỗng nhiên
tornado (n)	/tɔːˈneɪdəʊ/	lốc xoáy
tremble (v)	/ˈtrembl/	rung lắc
tsunami (n)	/tsuːˈnɑːmi/	trận sóng thần
victim (n)	/ˈvɪktɪm/	nạn nhân
volcanic (adj)	/vɒlˈkænɪk/	thuộc / gây ra bởi núi lửa
warn (v)	/wɔːn/	cảnh báo

Unit 10

account (n)	/əˈkaʊnt/	tài khoản (ngân hàng, mạng xã hội ...)
advanced (adj)	/ədˈvɑːnst/	tiên tiến
carrier pigeon (n)	/ˈkærɪə pɪdʒɪn/	bồ câu đưa thư
charge (v)	/tʃɑːdʒ/	nạp, sạc (pin)
emoji (n)	/ɪˈməʊdʒi/	biểu tượng cảm xúc

holography (n)	/hɒ'lɒgrəfi/	hình thức giao tiếp bằng ảnh không gian ba chiều
instantly (adv)	/'ɪnstəntli/	ngay lập tức
Internet connection	/'ɪntənet kə'nekʃn/	kết nối mạng
language barrier	/'læŋgwɪdʒ 'bærɪə/	rào cản ngôn ngữ
live (adj)	/laɪv/	(phát sóng, truyền hình) trực tiếp
smartphone (n)	/'smɑːtfəʊn/	điện thoại thông minh
social network (n)	/ˌsəʊʃl 'netwɜːk/	mạng xã hội
tablet (n)	/'tæblət/	máy tính bảng
telepathy (n)	/tə'lepəθi/	hình thức giao tiếp bằng ý nghĩ, thần giao cách cảm
text (v, n)	/tekst/	nhắn tin, văn bản
thought (n)	/θɔːt/	ý nghĩ
translation machine	/trænz'leɪʃn mə'ʃiːn/	máy dịch thuật
transmit (v)	/trænz'mɪt/	truyền, chuyển giao
video conference	/'vɪdiəʊ ˌkɒnfərəns/	cuộc họp trực tuyến
voice message	/'vɔɪs mesɪdʒ/	tin nhắn thoại
webcam (n)	/'webkæm/	thiết bị ghi / truyền hình ảnh
zoom (in / out) (v)	/zuːm (ɪn/ aʊt)/	phóng (to), thu (nhỏ)

Unit 11

application (n)	/ˌæplɪ'keɪʃn/	ứng dụng
attendance (n)	/ə'tendəns/	sự có mặt, sĩ số
biometric (adj)	/ˌbaɪəʊ'metrɪk/	thuộc về sinh trắc
breakout room (n)	/'breɪkaʊt ruːm/	phòng học chia nhỏ, chia nhóm
cheating (n)	/'tʃiːtɪŋ/	sự lừa dối, gian dối, gian lận
complain (v)	/kəm'pleɪn/	phàn nàn, khiếu nại
contact lens (n)	/'kɒntækt lenz/	kính áp tròng
convenient (adj)	/kən'viːniənt/	thuận tiện, tiện lợi
develop (v)	/dɪ'veləp/	phát triển, khai triển
digital (adj)	/'dɪdʒɪtl/	số, kĩ thuật số
discover (v)	/dɪ'skʌvə/	phát hiện, khám phá
epidemic (n)	/ˌepɪ'demɪk/	dịch bệnh
experiment (n)	/ɪk'sperɪmənt/	thí nghiệm
eye-tracking	/'aɪ ˌtrækɪŋ/	theo dõi (cử động) mắt
face-to-face (adj)	/ˌfeɪs tə 'feɪs/	trực tiếp, mặt đối mặt
face to face (adv)	/ˌfeɪs tə 'feɪs/	trực tiếp, mặt đối mặt
feedback (n)	/'fiːdbæk/	(ý kiến) phản hồi, hồi đáp
fingerprint (n)	/'fɪŋgəprɪnt/	(dấu) vân tay
invent (v)	/ɪn'vent/	phát minh
invention (n)	/ɪn'venʃn/	sự phát minh, sáng chế
mark (v)	/mɑːk/	chấm điểm
platform (n)	/'plætfɔːm/	nền tảng
recognition (n)	/ˌrekəg'nɪʃn/	sự nhận biết, sự công nhận
scanner (n)	/'skænə/	máy quét
science (n)	/'saɪəns/	khoa học
screen (n)	/skriːn/	màn hình, màn chiếu
solution (n)	/sə'luːʃn/	giải pháp, đáp án
technology (n)	/tek'nɒlədʒi/	công nghệ
truancy (n)	/'truːənsi/	trốn học, nghỉ học không phép

Unit 12

alien (n)	/'eɪliən/	người ngoài hành tinh
commander (n)	/kə'mɑːndə/	người chỉ huy, người cầm đầu
crater (n)	/'kreɪtə/	miệng núi lửa
creature (n)	/'kriːtʃə/	sinh vật, loài vật
galaxy (n)	/'gæləksi/	thiên hà
gravity (n)	/'grævəti/	trọng lực, lực hút trái đất
habitable (adj)	/'hæbɪtəbl/	có thể ở được, phù hợp để ở
Jupiter (n)	/'dʒuːpɪtə/	Mộc tinh
Mars (n)	/mɑːz/	Hoả tinh
Mercury (n)	/'mɜːkjəri/	Thuỷ tinh
Neptune (n)	/'neptjuːn/	Hải Vương tinh
oppose (v)	/ə'pəʊz/	chiến đấu, đánh lại ai
possibility (n)	/ˌpɒsə'bɪləti /	khả năng, sự có thể
promising (adj)	/'prɒmɪsɪŋ/	đầy hứa hẹn, nhiều triển vọng
rocket (n)	/'rɒkɪt/	tàu vũ trụ con thoi
Saturn (n)	/'sætən/, /'sætɜːn/	Thổ tinh
telescope (n)	/'telɪskəʊp/	kính thiên văn
trace (n)	/treɪs/	dấu vết, vết tích, dấu hiệu
UFO (n)	/'juːfəʊ/, /ˌjuː ef 'əʊ/	vật thể bay không xác định
Uranus (n)	/'jʊərənəs/	Thiên Vương tinh
Venus (n)	/'viːnəs/	Kim tinh

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