

DANH SÁCH HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA
Môn: Tiếng Anh - Lớp 12

*(Kèm theo Quyết định số 1882/QĐ-BGDĐT ngày 29 tháng 06 năm 2023
của Bộ trưởng Bộ Giáo dục và Đào tạo)*

- 1 Ông Lê Văn Canh - Chủ tịch Hội đồng
- 2 Bà Nguyễn Thị Hương Lan - Phó Chủ tịch Hội đồng
- 3 Ông Đặng Hiệp Giang - Ủy viên, thư kí Hội đồng
- 4 Bà Phạm Lan Anh - Ủy viên
- 5 Bà Nguyễn Thị Thu Hà - Ủy viên
- 6 Bà Nguyễn Thuỳ Linh - Ủy viên
- 7 Bà Hoàng Nguyễn Thu Trang - Ủy viên
- 8 Ông Nguyễn Tuấn Anh - Ủy viên
- 9 Bà Lưu Thuỳ Dương - Ủy viên
- 10 Bà Đào Thị Ngân - Ủy viên
- 11 Bà Phạm Thị Mai Hương - Ủy viên

NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM

Địa chỉ: Tầng 6, Toà nhà 128 đường Xuân Thuỷ,
quận Cầu Giấy, TP. Hà Nội
Điện thoại: 024.37547735

Email: uep@hnue.edu.vn

Website: www.nxbdhsp.edu.vn

Chịu trách nhiệm xuất bản:
Giám đốc – Tổng Biên tập: NGUYỄN BÁ CƯỜNG

Biên tập viên:
NGUYỄN THỊ NHÀN – NGUYỄN THUỶ LINH – PHẠM THỊ DIỆU THUY

Chịu trách nhiệm bản quyền nội dung và hình ảnh:

Pearson Education South Asia Pte. Ltd.
Công ty TNHH Đầu tư và Phát triển Giáo dục Cánh Buồm

Sửa bản in:

Công ty TNHH Đầu tư và Phát triển Giáo dục Cánh Buồm

Trình bày bìa:

PHAN ANH TÚ

Tiếng Anh 12 English Discovery Students’ Book

ISBN:

In cuốn, khổ 20x28 cm, tại Công ty TNHH MTV In Tạp chí Cộng sản
Địa chỉ: Số 38 Bà Triệu, Phường Hàng Bài, Quận Hoàn Kiếm, Hà Nội
Xưởng in: Xã Tân Tiến, Huyện Văn Giang, Tỉnh Hưng Yên
Số xác nhận đăng kí xuất bản:
Quyết định xuất bản số:
In xong và nộp lưu chiểu

Discover English Discover a wider world

Tiếng Anh English Discovery is the portal to a fascinating world of English language knowledge and skills for the 21st century learners. The authentic content and engaging style in which it is presented is designed to inspire and challenge teenagers.

By interacting with the content, rather than just practising, students acquire the language at a deeper cognitive level. Rather than just another subject on the curriculum, English becomes the tool through which they access a wider world of knowledge, skills and experience.

AUTHENTIC

The language in English Discovery presented through relevant and inspiring real life content motivates students to use English as it is really spoken.

INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats allow students to develop their language skills at a deeper cognitive level.

RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.



CÔNG TY TNHH ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC CÁNH BUỒM
Điện thoại: 024 3266 9140 www.canhbuom-edu.vn

COMPONENTS

Students' Book
Workbook
Teacher's Book

TRẦN THỊ LAN ANH (Chủ biên) - CAO THUY HỒNG - NGUYỄN THU HIỀN

Tiếng Anh 12 English Discovery

STUDENTS' BOOK

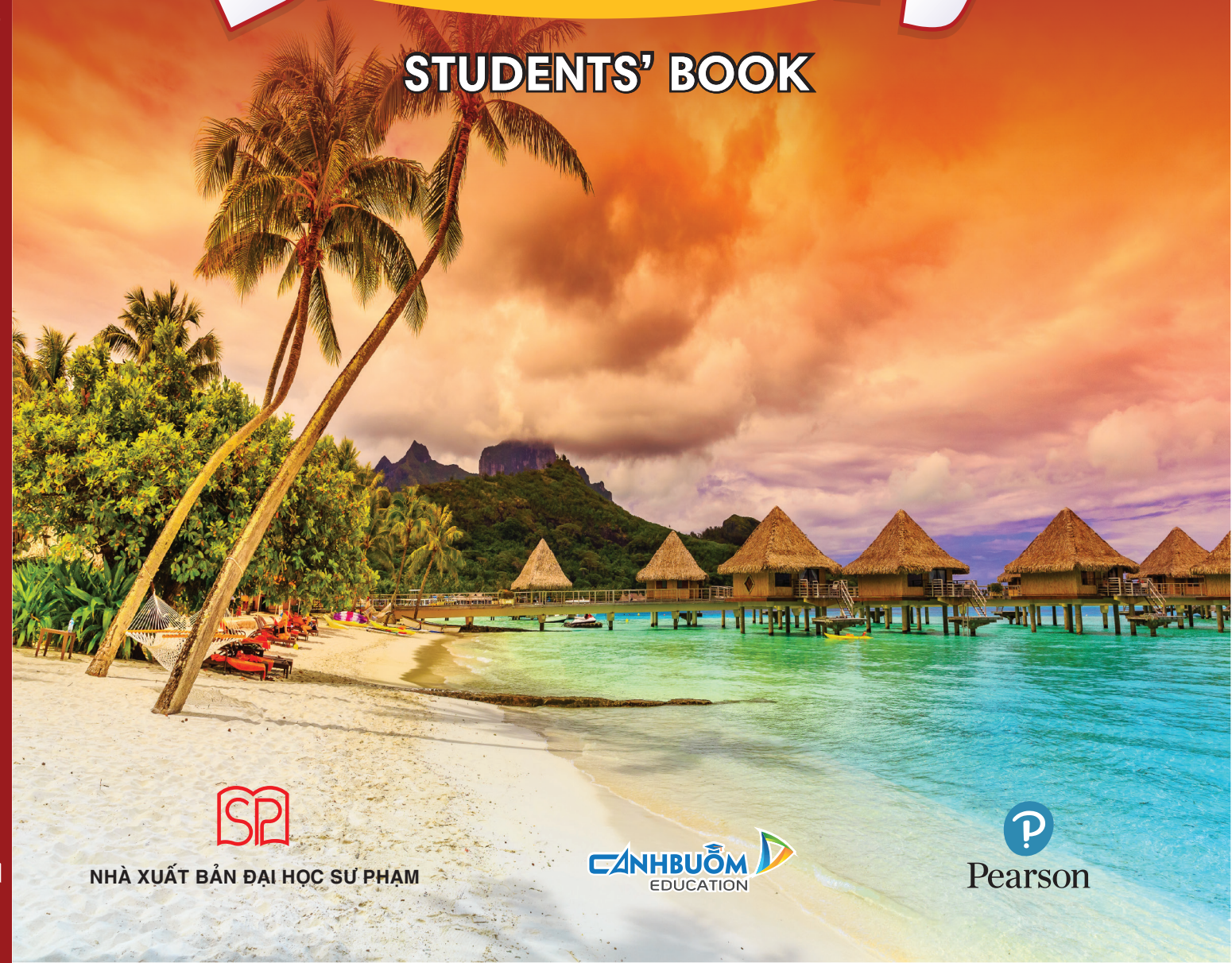
TRẦN THỊ LAN ANH (Chủ biên)
CAO THUY HỒNG - NGUYỄN THU HIỀN

SÁCH MẪU

TIẾNG ANH English 12

Discovery

STUDENTS' BOOK



NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM



TRẦN THỊ LAN ANH (Chủ biên)
CAO THUYẾT HỒNG - NGUYỄN THU HIỀN

TIẾNG ANH

English 12

Discovery

STUDENTS' BOOK



NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM



Pearson

LỜI NÓI ĐẦU

Tiếng Anh 12 English Discovery, được biên soạn theo Chương trình giáo dục phổ thông 2018 (ban hành kèm theo thông tư số 32/2018/TT-BGDĐT ngày 26/12/2018), dành cho học sinh lớp 12 cấp trung học phổ thông. Sách giúp các em phát triển năng lực tiếng Anh thông qua nhiều hoạt động và nội dung hấp dẫn, phù hợp với lứa tuổi và văn hoá, truyền thống Việt Nam, cũng như bổ sung kiến thức và kĩ năng toàn cầu của thế kỉ XXI.

Tiếng Anh 12 English Discovery bám sát nguyên lí dạy và học theo đường hướng giao tiếp (Communicative Language Teaching Approach). Nguyên lí này được thể hiện thông qua việc phát triển cho học sinh các nhóm năng lực thành phần cấu thành nên năng lực giao tiếp xuyên suốt các bài học. Hệ thống mục tiêu bài học được xây dựng theo các năng lực thuộc Khung đánh giá tiếng Anh toàn cầu GSE (Global Scale of English) kết hợp với các năng lực được quy định trong Chương trình giáo dục phổ thông 2018. Bộ sách hướng tới tính ứng dụng cao trong giao tiếp thông qua việc sử dụng các tình huống giao tiếp đa dạng trong đời thực liên quan và gắn liền với những gì học sinh quan tâm.

Tiếng Anh 12 English Discovery chú trọng đến việc phát triển con người toàn diện. Bên cạnh việc xây dựng năng lực ngôn ngữ, sách còn giúp học sinh hình thành và phát triển các kĩ năng và phẩm chất cần thiết của công dân thế kỉ XXI, như năng lực hợp tác, giải quyết vấn đề, tư duy phản biện, sáng tạo, và thói quen học tập suốt đời. Từ việc sử dụng được tiếng Anh để giao tiếp, các em sẽ có thêm kiến thức về cuộc sống quanh mình, hình thành mối liên kết giữa những gì đã biết, đã được trải nghiệm với nội dung bài học, từ đó giúp quá trình học và phát triển tiếng Anh trở nên tự nhiên và hiệu quả nhất.

Các tác giả

	VOCABULARY	GRAMMAR	LISTENING
1 People in history pp.6–15	Influential people in history pp.6–7	Present Perfect and Past Simple (Review and extension) p.8	- Listen for specific information of a radio interview about the life of a famous teacher in Việt Nam - Homophones p.9
2 Live and learn pp.16–27	Education pp.16–17	Past Simple and Past Perfect (Review and extension) p.18	- Identify specific information in a detailed talk about memory - Linking sounds between consonants and vowels p.19
3 Living spaces pp.28–39	Landscape features, location places in the city pp.28–29	Future form including the Future Perfect Continuous p.30	- Identify specific information in a detailed talk about places to live - Stress in questions p.31
4 Green life pp.40–51	Nature, environmental issues, landscapes pp.40–41	Unreal past and regrets p.42	- Identify main points and specific information in a lecture about intelligent animals - Assimilations p.43
5 The social media pp.52–63	The media, truth and falsehood, adjective-noun collocations, adverbs pp.52–53	Conditional sentences type 3 p.54	- Identify main points and specific information of a discussion about a street artist - Word stress: four-syllable words p.55
6 A multicultural world pp.64–75	Multicultural societies pp.64–65	Adverbial clauses of manner p.66	- Listen to instructions about how to cook a meal in a multicultural family - Rising and falling intonation in questions (Review) p.67
7 Artificial intelligence pp.76–87	Artificial intelligence pp.76–77	Simple sentences, compound sentences and complex sentences (Review) p.78	- Listen for speaker's attitudes about artificial intelligence - Rising and falling intonation in statements (Review) p.79
8 The world of work pp.88–99	Work, expressions to do with work, phrasal verbs pp.88–89	Reported speech (Review) p.90	- Identify details that support a point of view in an interview about job - Word stress: nouns and verbs p.91
9 Learning for life pp.100–110	Study and exams pp.100–101	Speculating p.102	- Understand specific details in informal conversations - Unstressed words in a sentence p.103

READING	GRAMMAR	USE OF ENGLISH	WRITING	SPEAKING	FOCUS REVIEW
Identify specific information in an article p.10	Repeated and double comparatives p.11	Prepositions FOR and WITH after certain adjectives p.12	Write a biography p.13	Use paraphrasing skills p.14	p.15
Infer unstated information and understand relationships between ideas in a descriptive text pp.20-21	Verb patterns p.22	Formal and informal language p.23	Write a CV and a covering email pp.24-25	Describe a photo p.26	p.27
Infer unstated information and understand relationships between ideas in a descriptive text (Review) pp.32-33	Quantifiers p.34	Determiners: <i>all, both, each, every</i> p.35	Write a for and against essay pp.36-37	Justify one's suggestions and agreement p.38	p.39
Identify specific information in a set of film blog pp.44-45	Cleft sentences p.46	Prefixes p.47	Write a letter to an editor pp.48-49	Introduce new information during a presentation p.50	p.51
Recognise inferred meaning in a structured text pp.56-57	Mixed conditionals p.58	Compound nouns and adjectives p.59	Write a review of TV series pp.60-61	Discuss ethical issues p.62	p.63
Identify the argument in an article pp.68-69	Relative clauses with <i>which</i> p.70	Prepositions after verbs p.71	Write an advantage and disadvantage essay pp.72-73	Clarify thoughts p.74	p.75
Identify the argument and tone in an article pp.80-81	Causative verbs (Review): get something done, have somebody do something p.82	Phrasal verbs with prepositions p.83	Write a report p.84-85	Make predictions p.86	p.87
Identify specific information in an article pp.92-93	Reporting verbs p.94	Phrasal verbs – advanced points p.95	Write an opinion essay pp.96-97	Discuss problems and solutions, and express annoyance p.98	p.99
Understand the connection between ideas in paragraphs of an article p.104	Inversion p.105	Articles with abstract nouns p.106	Write a newspaper article pp.107-108	Give supporting examples p.109	p.110

VOCABULARY

1.1

Influential people in history

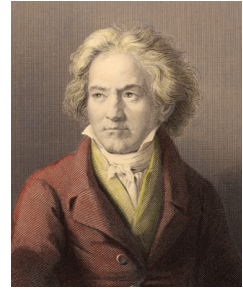
I can describe influential people in history using adjectives and collocations.

- 1 Look at the photos. Write their names in the blanks.
What are these people well-known for?

(Beethoven Marie Curie Võ Nguyên Giáp William Shakespeare)



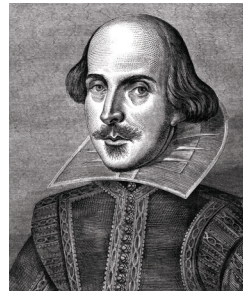
1



2



3



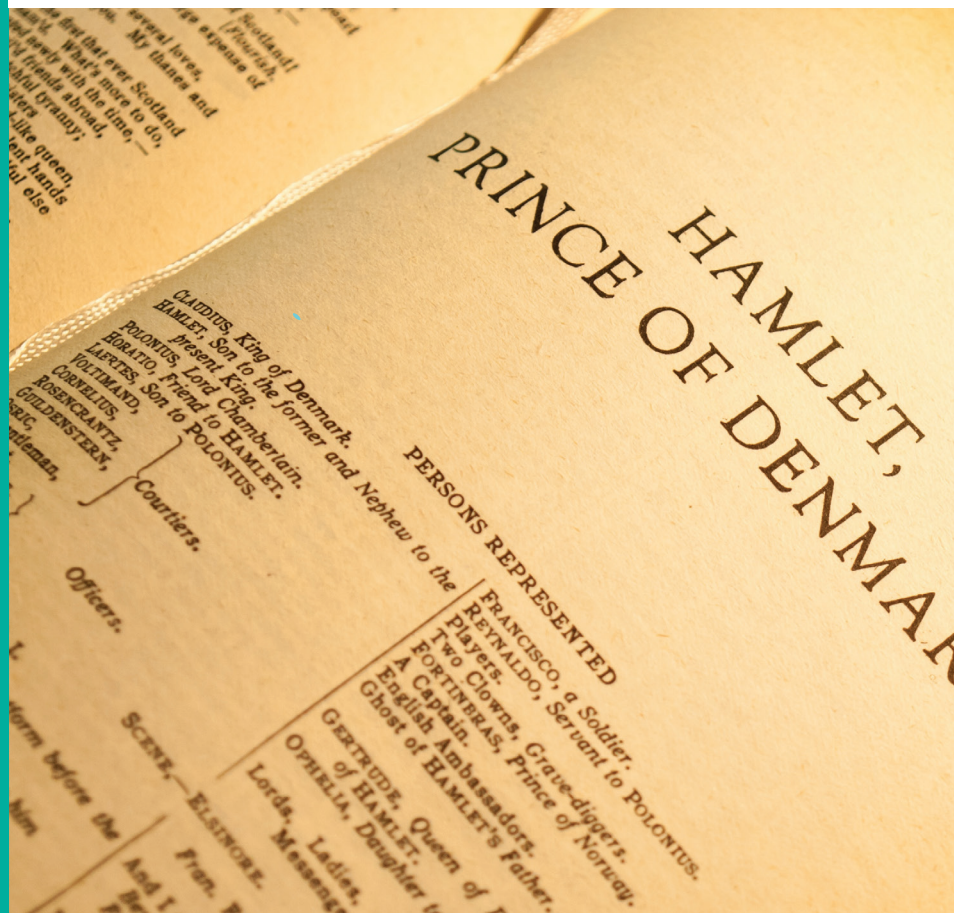
4

- 2 1.01 Listen to a dialogue between two students talking about one of the four people in Exercise 1. Who do they talk about?

People in history

To be, or not to be: that is the question.

William Shakespeare



- 3  1.02 Listen again and number the words 1–8 in the order you hear them.

VOCABULARY BOX

- | | |
|---------------------------------------|-------------------------------------|
| ☐ artistic | ☐ indolent |
| ☐ brilliant | ☐ patient |
| ☐ creative | ☐ successful |
| ☐ intellectual | ☐ violent |

- 4 Read the descriptions about people then choose the correct option.

- Huy won a scholarship to Việt Nam National University. He must be very *artistic* / *intellectual*.
- I am not motivated to do my homework. My mother thinks I'm too *successful* / *indolent*.
- Linh won a painting contest. She is very *artistic* / *indolent*.
- Mai is *brilliant* / *violent* at science. She got top marks in her chemistry and physics exams.
- My uncle is a (an) *successful* / *artistic* doctor. He has helped save the lives of many people.
- The grade 5 teacher is very *creative* / *patient* with her students. She never gets upset.
- There was a *violent* / *intellectual* storm last night. It destroyed many trees in our neighbourhood.
- Tom made a new house out of used wood and plastic. He is very *creative* / *brilliant*.

- 5 Complete the following sentences with the phrases given.

(gain the recognition have access to
make a huge contribution to
make headlines think outside the box)

- His artistic success in our community will _____ in the local newspapers.
- Only the most intelligent people can _____ the field of physics like Einstein did.
- Our teacher will certainly _____ of the community for his hard work at our school.
- Successful business people often _____ to come up with new solutions.
- With this code, you will _____ the creative resources on our website. Don't share it with anyone.

- 6 Complete the text with the correct option.

Ludwig van Beethoven was an artistic and intellectual ¹ _____ who made a huge contribution ² _____ the world of music. He was known for his brilliant and creative music pieces, which often made ³ _____ and earned him worldwide recognition. Beethoven was never one to follow convention and always thought ⁴ _____ the box, which led to some of the most groundbreaking music of his time. Despite his success, Beethoven was not always patient or indolent. ⁵ _____, his dedication to music allowed him to persist and become one of the most successful composers of all time. Today, interested music lovers can have access ⁶ _____ his music and appreciate the beauty of his creations.



- | | | | |
|---------------|----------|-------------|--------------|
| 1 A composer | B singer | C scientist | D playwright |
| 2 A for | B to | C from | D towards |
| 3 A headlines | B record | C access | D efforts |
| 4 A inside | B out of | C outside | D within |
| 5 A But | B And | C Thus | D However |
| 6 A from | B to | C of | D for |

- 7 Work in pairs. Choose one person from Exercise 1. Describe the person, using the words and phrases in Exercise 3 and 5.

I can use the Present Perfect and Past Simple to tell a narrative of a famous author.

- 1 Look at the pictures of book covers. What do you know about the work and its author?



- 2 Read the text below about Nguyễn Du and his famous work. Answer the following questions.

Nguyễn Du is one of the most famous Vietnamese authors. He is best known for his poem "The Tale of Kiều". Nguyễn Du wrote this work in the early 19th century. The poem tells the tragic story of a young woman named Kiều. It depicts the themes of love, sacrifice, loyalty and fate and also reveals the struggles of women in traditional Vietnamese society. Appreciating Nguyễn Du's artistic and poetic excellence and its historical and cultural importance, many readers have considered "The Tale of Kiều" one of the greatest works of Vietnamese literature. Different generations of Vietnamese students have studied extracts of this poem over the last decades.

- When did Nguyễn Du write the poem "The Tale of Kiều"?
- What is "The Tale of Kiều" about?
- Why have many readers considered it a great piece of work?

- 3 Read the GRAMMAR FOCUS. Underline examples of the Present Perfect in the text. Circle examples of the Past Simple in the text.

GRAMMAR FOCUS

Past Simple

- used for past actions and events not related to the present
- regular: verb + **ed** (played)
- irregular: unique past simple verb (**ate** / **drank** / **sang** / **won**)
- Time expressions: yesterday, ago, last week, in 1999, at the age of 20.

Present Perfect

- used for actions starting in the past and still happening now OR for finished actions that impact the present
- regular: **has / have** + past participle (V + **ed**) (**has** / **have played** / **wanted** / **asked**)
- irregular: **has / have** + past participle (**has** / **have eaten** / **drunk** / **sung** / **won**)
- Time expressions: just, since, for, so far, already

- 4 Choose the correct option A, B, C or D to complete each sentence below.

- JK Rowling **wrote** / **has written** the Harry Potter series between 1997 and 2007.
- The brilliant Harry Potter series **sold** / **has sold** over 600 million copies so far.
- Children **read** / **have read** Charles Dickens' novels for many generations.
- Charles Dickens **wanted** / **has wanted** children to have a better life.
- Mark Twain's most successful stories **took** / **have taken** place in the southern part of the US.
- For over a hundred years, Americans **has** / **have** enjoyed Mark Twain's humour and creative imagination.

- 5 Put the verbs in the correct form.

- Nguyễn Nhật Ánh's books (be) _____ popular among young readers in Việt Nam since the early 1990s.
- Nguyễn Du (write) _____ the famous poem *The Tale of Kiều* between 1802 and 1813.
- Nam Cao (become) _____ a well-known writer of short stories and novels at the age of 30.
- Lê Minh Khuê's writing (focus) _____ on the experiences of women and marginalized communities.

- 6 Work in pairs. Choose a Vietnamese author from one of your literature textbooks without mentioning his or her name. Tell your partner five facts about his / her life. Ask your partner to guess the author's name.

A: *He wrote "Corner of the courtyard and the sky." He was born in 1958.*

...

B: *Is it Trần Đăng Khoa?*

A: *Yes, that's correct!*

1.3

LISTENING

I can listen for specific details of a radio interview about the life of a famous teacher in Việt Nam.

- 1 Look at the photo. What do you know about this man? Decide if the following statements are true or false. Write T (true) or F (false) in the blanks.



- 1 Nguyễn Ngọc Ký could not use his legs.

 - 2 His parents taught him how to write.

 - 3 He was quite confident.

 - 4 He won a maths contest in 1992.

 - 5 He won an award for being a good teacher.

- 2 **1.03** Listen to a radio interview about a well-known teacher. Check your answers to Exercise 1. Then read the questions and choose the correct answer.
- 1 What have people found Nguyễn Ngọc Ký to be?
A a responsible teacher B a lazy writer
C an inspiring teacher
 - 2 Which word best describes Ký as a student?
A competitive B indolent C violent
 - 3 How did Ký feel towards learning to write?
A artistic B patient C responsible
 - 4 What did Ký become after graduating from university?
A a celebrity B a doctor C a teacher
 - 5 What kind of problems did he face later in life?
A poverty B health C loneliness

VOCABULARY FOCUS

Describing people

competitive	determination
confident	inspiration
responsible	dedication
	disability

- 3 **1.04** Listen to the interview again. Complete the answers to the following questions by filling each blank with ONE word or a number.

- 1 What was Nguyễn Ngọc Ký's disability?
He lost the use of his _____.
- 2 Why did Ký do well in school?
He was _____ and _____.
- 3 What place did he win in a maths competition?
He won _____ place.
- 4 Where did Ký graduate from?
He graduated from _____ University.
- 5 How many works did Ký write?
He authored over _____ works.
- 6 What was he a model of?
He was a model of _____.

- 4 What did you learn from the story about Nguyễn Ngọc Ký? Share your ideas with your friend.

I thought his story was very inspirational. It made me want to study harder.

PRONUNCIATION FOCUS: HOMOPHONES

Homophones are two words that sound the same but are spelt differently and have different meanings. Use context to figure out which one the speaker is using.

- 5 **1.05** Listen and choose the correct word.

- 1 I didn't mean to _____ the window. I'm sorry. BREAK / BRAKE
- 2 Did you _____ the good news about the party? HERE / HEAR
- 3 I want to get some more cake _____. TWO / TOO
- 4 It looks like we're going to have great _____ today. WHETHER / WEATHER
- 5 Please give me the _____ thing. WHOLE / HOLE
- 6 _____ computer looks a bit old. YOUR / YOU'RE

- 6 **1.06** Listen and complete the sentences with the correct words from the box below.

accept	buy	by	except	know	no
one	than	their	then	there	won

- 1 I don't _____ anyone with a disability.
- 2 It was an inspiration to me that she _____ the contest.
- 3 He has a lot more dedication _____ I do.
- 4 _____ determination to win made me feel proud.
- 5 She felt responsible to _____ a new plate.
- 6 I feel responsible and can _____ that we lost the game.

I can read for specific information in an article about female scientists.

- 1 For each adjective below, add a discipline and a person. Add any other science word families that you know.

Adjectives	Noun (subject)	Noun (person)
<i>archeological</i>	<i>archaeology</i>	<i>archaeologist</i>
astronomical		
biological		
botanical		
chemical		
geological		
mathematical		
physical		

- 2 Read the text quickly. What do the bold words mean? What do the underlined phrases mean?
- 3 Read the text again. What scientists are mentioned and what are their fields of study? What do they have in common?

FEMALE SCIENTISTS

Changing The World



In any web search for the world's famous scientists, Marie Curie always receives a mention. Curie, a Polish and naturalised French physicist and chemist, discovered **radiation**, helped apply it in the field of X-rays and coined the term *radioactivity*. She made a huge contribution to science, but was one of the very few women who gained the recognition they deserved.

Science was man's world in the nineteenth century. And yet, Mary Anning became an expert in fossils and geology. Coming from a poor family, she collected fossils on the beach and sold them to make a little money. She found fossils of complete marine reptiles that became extinct over 100 million years ago. She gained the respect of scientists, but living in an era when women weren't allowed to vote or attend university, she was not allowed to join the Geological Society of London.

A hundred years later, conditions were still difficult for female scientists. Rosalind Franklin, a chemist born in 1920, was part of a team who discovered the molecular structure of DNA. Tragically, she died aged thirty-seven, four years before her fellow scientists, all men, were awarded the Nobel Prize in 1962. They made no reference to Franklin in their **acceptance speech**.

In cases where women's achievements were recognised, we still find evidence of discrimination in the way these were reported in the press. When the brilliant chemist Dorothy Hodgkin was awarded the Nobel Prize in 1964 for discovering the molecular structure of penicillin and vitamin B12, the paper headline was *Oxford Housewife Wins Nobel*. In fact, this housewife was also a professor at Oxford University. Today, the gender gap in the world of science is slowly closing and there are many female scientists inspiring new generations of girls to study scientific subjects. But there are still some ways to go for women to be **equally represented** in science.

- 4 Read the text again. Decide whether the following sentences are true (T) or false (F).

- 1 Marie Curie first coined the term radioactivity. ☐
- 2 Mary Anning was allowed to join the Geological Society of London despite living in an era when women weren't allowed to vote or attend university. ☐
- 3 Rosalind Franklin was awarded the Nobel Prize in 1962. ☐
- 4 The male scientists who were awarded the Nobel Prize did not mention Rosalind Franklin in their acceptance speech. ☐
- 5 The paper headline 'Oxford Housewife Wins Nobel' did not acknowledge Dorothy Hodgkin's work as a professor. ☐
- 6 There is no longer a gender gap in the world of science. ☐

5 Work in groups. Discuss:

- 1 Does a gender gap exist in different professions in Việt Nam? Why (not)?
- 2 What are some examples where a gender gap exists / does not exist?

Repeated and double comparatives

I can use repeated and double comparatives to talk about the life story of my family member.

- 1 Read the text about the life of Liên's grandmother. Write T (true) or F (false) next to each statement below.

My grandmother had an interesting life. At age five, her parents died, so she grew up in an orphanage. Life became harder and harder in the orphanage, so she left at the age of 14 to become a cook in a big city. As the years passed, more and more cooks were searching for jobs. She started making her own creative dishes and the restaurant she worked at became more and more famous. The harder she worked, the more successful she became. Unfortunately, she was the victim of a violent attack and could no longer cook. She remained determined and thought out of the box. She then started a program to help others with disabilities. Today, her foundation helps over 100 people in our city.

- 1 Liên's grandmother lived with her parents after age 5. _____
- 2 She left the orphanage at age 14. _____
- 3 She moved to a big city. _____
- 4 She became famous as a restaurant owner. _____
- 5 She was a victim of an attack. _____
- 6 She now has a foundation that helps people. _____

- 2 Read the GRAMMAR FOCUS. Underline these structures from the text in Exercise 1.

GRAMMAR FOCUS

Repeated and double comparatives

- adj + er and adj + er: *Life in big cities is getting **harder and harder**.*
- More and more + N: ***More and more people** are moving to big cities.*
- More and more + adj: *It's becoming **more and more difficult** to raise a child these days.*
- Double comparative: ***The harder** you work, **the more** money you earn.*

- 3 Choose the correct option A, B, C or D to fill in the blanks.

¹ _____ today want to do work that benefits their community, like being a teacher, nurse, or policeman. Unfortunately, these professions seem to be getting ² _____ recognition over the years. Instead, students prefer well-paying jobs in business or tech. Successful people in these fields are becoming ³ _____.

They also frequently make headlines, and our society finds them an inspiration. But community workers play an important role in our daily lives. The ^{4a} _____ our community becomes, the ^{4b} _____ we rely upon them.

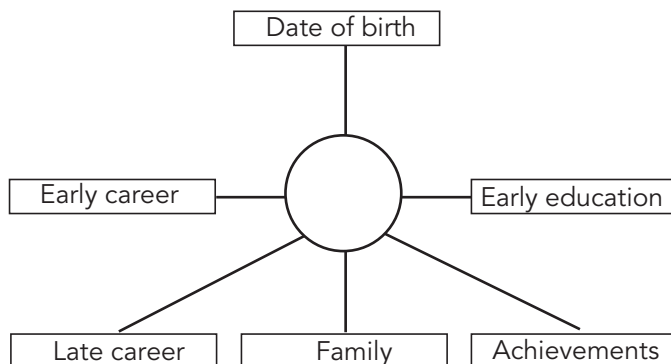
- 1 A Fewer and fewer students
B More and more students
C Few and few students
D Less and less students
 - 2 A more and more B fewer and fewer
C less and less D less
 - 3 A not as famous B more and more famous
C less famous D most and most famous
 - 4 A large / greater B larger / more
C larger / most D large / more
- 4 Rewrite the sentences so they have the same meaning. The first one is given as an example.
- 1 It is becoming increasingly more difficult to find confident students.
It's becoming harder and harder to find confident students.
 - 2 An increasing number of authors are learning how to be more creative.

 - 3 A growing number of brilliant scientists are coming from India.

 - 4 As your determination increases so does the likelihood of your success.

 - 5 As contests become increasingly competitive, the amount of dedication required to win also increases.

- 5 Complete the mind-map about the life story of a person in your family. Then use it to share information about his / her life with your partner. Remember to use repeated and double comparatives.



I can use prepositions **FOR** and **WITH** after certain adjectives.

1 Look at the pictures A and B. Which scientists do these pictures remind you of?

2 **1.07** Listen and read the dialogue. Complete the blanks.

Gary: Who's your favorite scientist? But first try to guess mine.

Huong: OK. What is he ¹ _____?

Gary: It's not a man. It's a woman, and she was one of the first people to investigate radioactivity. She was so ² _____ her research that she was the first woman to win a Nobel Prize. She is also ³ _____ being the first person to win two Nobel Prizes.

Huong: I'm not sure who it is. But I'll tell you mine and you try to guess who he is.

Gary: Fine.

Huong: I am grateful for this person because he is ⁴ _____ the theory of natural selection. Are you ⁵ _____ evolution?

Gary: Sure. Everyone is.

Huong: He is considered by some as the father of the evolutionary theory.

Gary: I know who it is. Is it Isaac Newton?

Huong: No. Try again. Like Newton he was English, but he sailed to some islands to get information for his theory. Guess who it is?

3 Complete the sentences with the correct preposition **FOR** and **WITH**.

- 1 Einstein is famous _____ his Theory of Relativity.
- 2 Which gifted astronomer is associated _____ galaxies beyond the Milky Way?
- 3 Are you familiar _____ the quantum theory?
- 4 Thomas Edison is renowned _____ his invention of the light bulb.
- 5 Most talented scientists are respected _____ their dedication to their work.
- 6 The teacher was grateful _____ the enthusiastic response from her students.
- 7 The artist was pleased _____ the positive feedback he received for his latest painting.
- 8 The athlete was disappointed _____ the lack of support he received for his championship bid.



4 Choose the correct option below to fill in the blanks.

Alexander Fleming was a Scottish doctor. He is ¹ _____ his discovery of penicillin, which was the first drug that could effectively fight virus infections.

Galileo is ² _____ his work in astronomy. He discovered that some other planets in our solar system have moons which orbit them. He is also ³ _____ the discovery of gravity.

People ⁴ _____ calculus may know about Isaac Newton. This English scientist is ⁵ _____ his understanding of the laws of motion and as the inventor of calculus.

- | | |
|-------------------|-------------------|
| 1 A renowned for | B respected for |
| C associated with | D familiar with |
| 2 A famous for | B respected for |
| C associated with | D familiar with |
| 3 A famous for | B renowned for |
| C respected for | D associated with |
| 4 A famous for | B renowned for |
| C respected for | D familiar with |
| 5 A famous for | B respected for |
| C associated with | D familiar with |

5 Choose the correct option.

- 1 John Dalton is associated *with* / *for* introducing the atomic theory into chemistry.
- 2 Niels Bohr was respected *with* / *for* his work in physics.
- 3 Malala Yousafzai is grateful *for* / *by* the support she received from people all around the world.
- 4 Beyoncé was pleased *at* / *with* the commercial success of her latest album.
- 5 Serena Williams was disappointed *by* / *with* her performance in the final match of the 2018 US Open.
- 6 I think Nikola Tesla is now more famous *with* / *for* his work than he was 30 years ago.
- 7 Archimedes is renowned *with* / *for* his scientific discoveries in Ancient Greek.
- 8 Pythagoras was not familiar *with* / *for* either algebra or calculus.

6 Describe the life of a scientist you admire. Use the adjectives and prepositions in Exercise 2.



B

1.7

WRITING

I can write a biography of a famous singer.

- 1 Look at the photos. Do you know these albums by Taylor Swift? When were these albums created? What is your favourite song in each album?



- 2 Read and answer the questions.

Taylor Swift is an American singer and songwriter. She was born in 1989 in Pennsylvania. While only 9 years old, she became interested in musical theatre and performed in a youth theatre. Later she became more interested in country music, so she started performing at local events.

At age 14, her family moved to Nashville, where she became a songwriter of country songs. Her songs made headlines and people noticed how talented she was.

She was so successful that her country songs were the first to make it to the top of the US pop charts. Generally, country music never makes it to the top of the US pop charts.

Over the years, she has become famous for her unique musical style and showmanship. She also directed music videos and films. The more popular she became, the greater the number of roles she took on. For example, she directed documentaries and even played roles in films and TV shows.

Currently, she has sold over 200 million records globally and is one of the best-selling musicians in history.

Many people regard her as a prominent cultural figure. Reporters consider her polite and open personality to be a key reason for her success.

- 1 Where is Taylor Swift from?
- 2 When was she born?
- 3 At what age did she become interested in theatre?
- 4 What kind of music was she first interested in?
- 5 Where did she move to when she was a teen?
- 6 What type of works was she a director of?
- 7 How many records has she sold globally?
- 8 How can her personality be described?

- 3 Read the WRITING FOCUS. Which of the following does the biography about Taylor Swift include? Tick (✓).

WRITING FOCUS

Biography checklist

- ☐ The person's name
- ☐ Place and year of birth
- ☐ How he / she got started singing
- ☐ How his / her career developed
- ☐ The different types of work he / she has done
- ☐ Special projects or awards he / she received
- ☐ His / Her family life

- 4 Read the LANGUAGE FOCUS. Find the expressions in the biography about Taylor Swift.

LANGUAGE FOCUS

1 Introducing the famous singer

- ☐ ... was a ...
- ☐ He / She was born on ... in ...

2 Describing early life and background

- ☐ In their formative years, he / she became interested in ...
- ☐ At age ..., he / she displayed remarkable talents in ...
- ☐ At a young age, it was clear that he / she possessed ...

3 Highlighting achievements and contributions

- ☐ She / He was so successful that ...
- ☐ Notably, he / she achieved ... at a young age.
- ☐ She / He has become famous for ...
- ☐ He / She is one of the best-selling ... / most well-known ... in history.

4 Summarizing the overall significance

- ☐ In summary, he / she was a prominent ... who ...
- ☐ Through his / her remarkable achievements, he / she was considered as ...

- 5 Write a biography (180–200 words) of a famous singer you admire. Use the biography checklist in Exercise 3 and useful language in Exercise 4 to help.

1.8

SPEAKING

I can paraphrase my language in a life story of a musician.



1 In pairs, ask and answer: What do you know about these musicians?

2 1.08 Listen to the dialogue. Answer the questions.

- 1 Why was Mozart's father upset with him?
- 2 Why did Mozart find it hard to find a job?

3 What was so impressive about Mozart?

3 Read the SPEAKING FOCUS. List the paraphrasing parts that you can hear in the dialogue.

SPEAKING FOCUS

How to paraphrase while speaking

1 Use synonyms

I have a smart father. → I have an intelligent father.

A: What made him special?

B: He is considered unique because ...

2 Change word forms

That's a violent city. → That city has a lot of violence.

3 Change the grammar structures

I chose this job. → This job was chosen.

He spent much of his childhood travelling around Europe to perform music. →

He travelled around Europe to perform music throughout his childhood.

4 Choose four sentences from the dialogue. Write them in the left column. Use paraphrasing techniques from the SPEAKING FOCUS to rewrite the sentences. The first one is given as an example. Then share with a partner.

Sentences from the dialogue	Paraphrased sentence
1 Mozart is recognized as one of the greatest composers in the history of Western music.	<i>People recognize Mozart as one of the greatest composers in the history of Western music.</i>
2	
3	
4	
5	

5 Work in pairs. Students A reads Text 1. Student B reads Text 2 on page 116. Ask and answer about your partner's musician to complete the table. Use the paraphrasing techniques when answering the questions.

Text 1 Nguyễn Ánh 9

Nguyễn Ánh 9 was born in 1940 in Ninh Thuận Province, Việt Nam. At the age of 18, he became friends with Nguyễn Hoàng who helped him get into the music industry. He had musical talent, so he went to work for a radio program in Sài Gòn called "Students' Voice". During this time, he also played the piano at discotheques. Later in his career, he played the piano for a number of shows and wrote the soundtracks for some movies. He also wrote some popular songs. At the age of 76, he died in 2016.

	Nguyễn Ánh 9	Beethoven
Name		
Year of birth		
Early career		
Later career		

FOCUS REVIEW 1

VOCABULARY

1 Read the descriptions and choose the best pair of words that describe the person.

- Minh never misses a game. In fact, he can't wait until Sunday comes each week so he can compete. He usually wins, but when he loses, he's not in a good mood.
 - competitive / anxious
 - indolent / patient
 - responsible / intellectual
- Thủy has won many painting competitions. Her paintings use bright colours and are very strange.
 - responsible / intelligent
 - artistic / creative
 - dedication / determination
- Hương learns physics on her own by watching YouTube videos. She doesn't like to study with others. She is also learning Japanese online.
 - gifted / independent
 - artistic / creative
 - indolent / patient
- Đức never gets upset. He doesn't like to work hard but nothing seems to bother him.
 - responsible / intelligent
 - indolent / patient
 - anxious / competitive
- Dương always does his assignments on time. He learns very quickly and adults never have to ask him to do things twice.
 - gifted / independent
 - responsible / intellectual
 - artistic / creative
- Linh worked very hard for years to be able to attend the Olympic games.
 - responsible / intellectual
 - indolent / patient
 - dedication / determination

2 Fill in the blanks using words / phrases from two of the boxes below.

(associated contribution to make gain
grateful think outside

(headlines make a recognition the box
for with

- He will _____ if he wins the contest.
- Galileo was able to _____ astronomy in the 1600's.
- Great scientific discoveries are often made when people _____.
- I was _____ the science club for 3 years.
- She was _____ receiving the award.
- His new discovery will _____ throughout the world.

GRAMMAR

3 Complete the sentences using the clues given. You may need to add words or change word forms.

- William / recently / gain / recognition / his / work / in biology.
_____.
- We have / no / have / access to / the Internet / for days.
_____.
- Trương Bửu Lâm's / books / have / make / a contribution to / the history of / Vietnamese nationalism.
_____.
- She / make / headlines / when she / discover / the new drug / to cure / heart disease.
_____.
- I / do / not / compete in / the swimming competition / when I / be younger.
_____.

4 Circle the best choice to complete the sentences.

- The gifted students think the exam questions are getting *easier and easier* / *easy and easy* every year.
- Few and few* / *Fewer and fewer* students with disabilities are living with their parents; rather they are living independently.
- It's becoming more and more *difficulty* / *difficult* to gain recognition for your creative work.
- The more examples you see, the *easier* / *less easier* it is to think outside the box.
- The older he gets, the *more lazy* / *lazier* he becomes.

LISTENING

5 1.09 Listen to a talk about a scientist from Việt Nam. Label the events from 1–4.

- She took a job in England. _____
- She graduated from Việt Nam National University. _____
- She moved to the USA. _____
- She completed her master's degree in the Netherlands. _____

SPEAKING

6 1.10 Listen to the talk in Exercise 5 again and take notes. Then summarize it for a partner. Use some of the paraphrasing techniques from the SPEAKING FOCUS in lesson 1.8.

Nguyễn Thị Kim Thanh grew up in Việt Nam.
= *Nguyễn Thị Kim Thanh was raised in Việt Nam.*

DEGREE COURSES YOU DIDN'T KNOW EXISTED

Is this you?

You're keen to **go on to** higher education. But none of the traditional subjects appeal. Don't worry, these days you can **get a degree** in most things. You like baking? You can **major in** baking technology management. More inclined towards fashion? How about **writing a dissertation** on handbag and accessories design? If you **have a passion for something**, you can usually find a course that specialises in your area. Here are two courses you never knew existed.

1 THE SCIENCE OF SUPERHEROES

University of California, USA

This course is a new, creative way to learn physics. Through studying heroes and villains, you'll learn the answers to important real-life questions such as what the chemical composition of Captain America's armour is. In other words, you'll **attend lectures** on the real principles of physics, but they'll be given in a more engaging and accessible way.

2 SURF SCIENCE AND TECHNOLOGY

University of Plymouth, UK

The university website warns that 'You will not be taught how to surf, and it is important to realise that this is an academic course.' That means you don't graduate because you can catch a good wave – you have to **sit exams** here! Core modules include ecology and scientific aspects of health, fitness and sports nutrition.

3 Find the synonyms for the verbs in red. Then look up the highlighted phrases in the dictionary.

4 Read the text about the two courses offered. Which course would you choose?

5  2.01 Listen to a father and daughter discussing the webpage. Choose the correct option. Use a dictionary if necessary.

- 1 The daughter is *gifted* / *weak*.
- 2 The daughter is *lazy* / *a swot* compared to her father.
- 3 The father couldn't *settle down* / *make friends* in class.
- 4 The father was *disruptive* / *self-disciplined*.
- 5 The father nearly *got expelled* / *got a scholarship*.
- 6 The father had *lenient* / *strict* teachers.
- 7 The father's teachers *gave up on* / *supported* him.
- 8 The father was *dyslexic* / *a bully*.
- 9 The father *did well* / *fell behind* at school.
- 10 The father *scraped through* / *failed* his exams.

6 What do you know about your parents' education? Discuss your ideas with a partner.



2.2

GRAMMAR

Past Simple and Past Perfect
I can use the Past Simple and Past Perfect to talk about learning difficulties.

1 Match the type of learning difficulties with the definition. Then match with the photos.

1 Dyslexia 2 Dyscalculia 3 Attention Deficit Hyperactivity Disorder (ADHD) 4 Autism Spectrum Disorder (ASD)



- a A condition that affects a person's ability to communicate, socialize, and understand social cues.
- b A learning difficulty that affects a person's ability to read, write, and spell.
- c A learning difficulty that affects a person's ability to understand and work with numbers.
- d A condition that affects a person's ability to concentrate and focus.

2 2.02 Listen and read a text about Tuán, a child with autism. What were his difficulties? How did he overcome his challenges?

Tuán had been diagnosed with autism by the time he turned one. When he went to primary school, he was a disruptive student in class. However, his teachers soon realized that Tuán was gifted in maths and science. He had been able to solve complex maths problems before he turned eight. His teachers worked hard to provide him with the support he needed. Tuán was eventually able to focus more in class and became more self-disciplined. At home, Tuán initially screamed to get things done. However, Tuán's parents were lenient with him. They did not give up on him, because since he was two, they had always believed that his intelligence should be nurtured. He finally managed to maintain long talks and direct eye contact with people around because his parents had spent time interacting with him every single day, little by little. Looking back, it was clear that Tuán's journey had not been an easy one. However, his story reminds us that a child with autism can succeed with the right support and guidance.

3 Read the GRAMMAR FOCUS. Complete the examples in the table using the verb forms in blue and underlined in the text in Exercise 2.

GRAMMAR FOCUS

Past Simple and Past Perfect

- Past Simple is used to describe a completed action in the past.
His teachers soon ¹ _____ that Tuán was gifted in maths and science.
He finally ² _____ to maintain long talks and direct eye contact with people around.
- Past Perfect is used to describe an action that was completed before another action in the past. It is often used with time indicator: *before, after, by the time, until, already, just* ... to indicate the relationship between two past events.
Tuán ³ _____ with autism by the time he turned one.
He ⁴ _____ to solve complex maths problems before he turned eight.

4 Give the correct form of the verbs in brackets.

Back in the 1990s, my daughter with learning difficulties often ¹ _____ (face) a lot of challenges in school. Before she moved to her secondary school, she ² _____ (struggle) to keep up with her classmates and often ³ _____ (fall) behind in her studies. At grade 6, she ⁴ _____ (find) it difficult to concentrate in class and ⁵ _____ (have) trouble recalling information. She ⁶ _____ (receive) extra support from her teachers and ⁷ _____ (be given) additional tutoring outside of school until she could manage on her own.

5 In pairs, talk about a person with one of the learning difficulties you know or read about. What kind of support did that person receive from other people? Use the Past Simple and Past Perfect.

2.3

LISTENING

Matching

I can identify specific information in a detailed talk about memory.

- 1 Discuss how good you are at remembering the different things in the box.

dates and times English words faces
items on a shopping list names song lyrics

- 2 Read about two methods of memorising a shopping list. Choose the best heading for each method. There are three extra headings.

- A Use your imagination
B Make up a dramatic narrative
C Learn how to give a speech
D Imagine what each item tastes like
E Visualise the items in a familiar place

MEMORY TIPS

Greek philosopher Socrates famously said 'Learning is remembering'. So, how can we improve our memory? The key is to use your imagination. Here are two ways of remembering a shopping list of eight items.

- 1 ____ First, imagine a huge loaf of bread, and suddenly, coffee squirts out of the top and makes a fountain of dark brown liquid. After a few seconds, the dark brown changes to white yoghurt. The yoghurt forms a river and it goes under a bridge – the bridge is a steak. Some black and green olives are crossing the bridge and some big brown eggs are chasing them. The olives hide behind a big carton of orange juice. You lift an olive to your mouth to eat and it turns into an onion which tastes horrible. That's it. You've reached the end.
- 2 ____ Think of your home and get a mental image of the rooms in your house. Then, put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on a wall. And so on, it's all about making personal associations ... you get the idea. This method isn't just useful for memorising shopping lists. Some famous people have used it to give a speech without using notes.

- 3  2.03 Listen to four people talking about memory. Match statements A–E with speakers 1–4. There is one extra statement.

Speaker 1: ☐ Speaker 2: ☐

Speaker 3: ☐ Speaker 4: ☐

The speaker ...

- A refers to someone who is incapable of forgetting anything.
B wanted a family member to confirm whether his / her memory was correct.
C disagrees with someone about how they keep a good memory.
D wishes they could forget witnessing a crime.
E can identify someone after seeing them for a short while.

- 4  2.04 Listen again and answer the questions.

- 1 What is Speaker 1's earliest memory?
- 2 Does Speaker 2's grandfather have trouble remembering things?
- 3 Can Speaker 3 remember names and faces well?
- 4 Does Speaker 4 have a good memory?

PRONUNCIATION FOCUS

LINKING SOUNDS BETWEEN CONSONANTS AND VOWELS

In spoken English, when a word ends with a consonant sound and is followed by a word that begins with a vowel sound, the consonant sound is linked across words when you speak.

- 5  2.05 Listen and repeat. Listen again and mark the linking sounds.

- 1 You lift an olive to your mouth to eat and it turns into an onion which tastes horrible.
- 2 Think of your home and get a mental image of the rooms in the house.
- 3 Some famous people have used it to give a speech without using notes.
- 4 The olives hide behind a big carton of orange juice.

- 6 Practise saying the passage in Exercise 2 out loud with a friend.

Gapped text

I can infer unstated information and understand relationships between ideas in a descriptive text.

1 How much do you know about your brain? Do the quiz on page 21 and discuss your ideas with a partner.

2 Read the text on page 21 and answer the questions.

- 1 What hidden talents did the three people discover?
- 2 What caused them to discover their hidden talents?
- 3 How do some experts explain the phenomenon?

3 Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

- A After a year, he realised he had acquired extraordinary memory skills and could recall the day of the week of any given date.
- B Some of us are athletic, some of us mathematical, some of us artistic, and others musical; some of us are just good, while some are exceptional.
- C We even know where many of the different brain functions, such as memory, sight and smell, are located.
- D However, their existence has led some researchers to argue that there is an undiscovered genius within all of us.
- E Soon afterwards, he noticed that his vision had changed. He also realised that he had developed remarkable mathematical abilities.

VOCABULARY FOCUS

sharpen a skill
be left unconscious
be found unconscious
be hit by lightning
fall into a coma
come out of a coma
get an urge
regain consciousness
remain a mystery
solve a mystery
suffer an injury
recover from an injury
have acquired

4 Complete the questions with the correct form of the verbs in VOCABULARY FOCUS. Then answer the questions.

- 1 What aspects of the human brain _____ a mystery?
- 2 Where was Jason Padgett when he was attacked and _____ unconscious?
- 3 How common is it for savants to lose the new skills they have _____?
- 4 Why did Ben McMahon _____ a coma?
- 5 What was Orlando Serrell doing when he _____ a head injury?

5  2.06 Complete the expressions with the words in the box. Use a dictionary if necessary. Then listen, check and repeat.

(behind on rack have)

- 1 **be the brains behind sth** = be responsible for inventing or organising sth
 - 2 **brainstorm sth** = discuss (new) ideas
 - 3 **brainy** = very intelligent (informal)
 - 4 _____ **a brainwave** = suddenly think of a good idea
 - 5 **have sth _____ the brain** = keep thinking constantly about sth
 - 6 _____ **your brains** = try very hard to remember or to solve sth
- 6 In pairs, discuss which case in the reading passage you find most impressed with and say why. Do you know any similar stories?

I'm most impressed with the case of Jason Padgett because he could draw complete geometric figures after being unconscious.



THE HUMAN BRAIN QUIZ

True or False?

- 1 A larger brain is smarter than a smaller brain.
- 2 On average a person has 70,000 thoughts each day.
- 3 The brain's storage capacity is practically unlimited.
- 4 The brain produces enough electricity to power a small light bulb.
- 5 Most people only use 10 percent of their brain.



HIDDEN TALENTS

2.07

Despite some recent advances, there is still a great deal about the human brain that **remains a mystery**. We know it is made up of about 100 billion nerve cells, called neurons, connected like wires in a giant telephone exchange. We know messages pass down them like electrical signals and jump from one neuron to the next when chemicals known as neurotransmitters are released. ¹___ But what we don't fully understand are things like consciousness, intelligence and creativity.

Much of our knowledge comes from studying brain functions when things go wrong. There are some fascinating cases of where a bang on the head has brought about changes in personality or caused a person to become talented in a way they weren't at all before the injury.

A famous case was Jason Padgett, a furniture salesman from Washington, who was mugged by two men after leaving a karaoke bar. He survived the attack, but **was left unconscious**. ²___ Padgett began to see patterns in everything he looked at, and to draw complex geometric figures. He seemed to understand the mathematical nature of the universe despite the fact that he had little formal academic training. The man who had barely scraped through his school exams ended up pursuing a career in mathematics as a number theorist.

Another example of this syndrome is twenty-four-year-old Ben McMahon from Australia, who **fell into a coma** after a car crash. A week later, he woke up speaking Mandarin Chinese. He had studied Chinese at school, but had never been fluent until the accident. McMahon works now as a Chinese-speaking tour guide in Australia.

Orlando Serrell **suffered a head injury** when he was knocked out in a baseball game at the age of ten. When he regained consciousness, he felt OK and finished the game. ³___ He has never made a mistake. For instance, ask him about 11 February 1983 and he says 'Friday. It was raining that day. I had a pizza – pepperoni sausage.'

There is no single theory to explain each case, but many researchers believe that acquired savant syndrome happens when the right side of the brain compensates for an injury to the left side. The condition is rare – fewer than one hundred cases have been identified. ⁴___ The challenge is how to access that hidden knowledge and skill without experiencing a bang on the head.



- 1  2.08 Listen to a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?



- 2  2.09 Listen to the podcast again. Are statements 1–4 true (T) or false (F)?
- 1 No one knows what **makes someone use** their right or left hand. ☐
 - 2 Left-handers **tend to choose** creative professions. ☐
 - 3 Dominance of the left hemisphere **enables left-handers to be** better at 3D perception. ☐
 - 4 Rafael Nadal **keeps winning** because he is naturally left-handed. ☐
- 3 Read GRAMMAR FOCUS I and complete it using the verb forms in blue in Exercise 2.

GRAMMAR FOCUS I

Verb patterns

- 1 verb + to + infinitive: **tend to choose**
- 2 verb + object + to + infinitive: _____
- 3 verb + object + infinitive without to: _____
- 4 verb + -ing: _____

- 4 Match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists on page 116 if you are not sure.

- | | | | |
|---------------------------------------|-------------------------------------|---|---------------------------------|
| ☐ advise | ☐ allow | ☐ arrange | ☐ avoid |
| ☐ can't afford | ☐ can't help | ☐ can't stand | |
| ☐ cause | ☐ decide | ☐ encourage | ☐ expect |
| ☐ fancy | ☐ force | ☐ imagine | ☐ intend |
| ☐ let | ☐ manage | ☐ offer | ☐ refuse |
| ☐ remind | ☐ seem | ☐ spend / waste time | |
| ☐ urge | ☐ warn (not) | | |

- 5 Read GRAMMAR FOCUS II. Complete the sentences with the correct form of the verbs in brackets. Which sentences are true for you? Compare with a partner.

GRAMMAR FOCUS II

Verb patterns – change in meaning

- You can use **remember, forget, stop** and **try** with the -ing form or a to + infinitive, but with a change in meaning.
*I **remember doing** my homework. Sadly, I **didn't remember to hand** it in.*
*Jim **will never forget going** on that school trip. He **forgot to take** any money.*
*'I've **stopped eating** chocolate.' 'Really? Why **did you stop to buy** some on the way home?'*
*I **tried to convince** Jane, but she doesn't want my advice. Why don't you **try talking** to her?*
- You use **feel, hear, see, watch + object + -ing** to describe ongoing actions or the same verbs **+ object + infinitive without to** to describe finished actions.
*I **watched Dan playing** football and **saw him score** the winning goal.*

- 1 I often forget **to bring** (bring) my pens to school.
- 2 I'll never forget _____ (meet) my best friend.
- 3 I don't remember _____ (learn) how to swim.
- 4 I always remember _____ (switch) my phone off in lessons.
- 5 I stopped _____ (take) piano lessons a while ago.
- 6 I usually stop _____ (buy) sweets on my way home.
- 7 If my laptop freezes, I try _____ (turn) it off and on again.
- 8 I tried _____ (work), but I was tired.
- 9 I've never seen my father _____ (lose) his temper.
- 10 I often see my neighbour _____ (drive) to work.

1 Read Texts 1 and 2 and answer the questions.

- 1 What is happening at Stoneberry School?
- 2 What is the purpose of Text 1 and Text 2?
- 3 Which text is formal / informal? Why?

2 Complete the LANGUAGE FOCUS with the examples in blue in Texts 1 and 2.

LANGUAGE FOCUS

Register – formal and informal language

Formal

No contractions or abbreviations:

I have been thinking ...
To be confirmed

Greater use of the Passive:

³ _____

More use of indirect questions:

Do you think you could say a few words?

Formal

More complex noun phrases:

light refreshments

More verbs of Latin origin:

⁶ _____

Complex prepositional phrases:

a reception ⁷ _____

the exchange group

More formal linkers:

⁸ _____

incidentally

Informal

Contractions and abbreviations:

¹*I've been thinking ...*

² _____

Less use of the Passive:

We'll follow this ...

More use of direct questions:

⁴ _____?

Informal

Simpler noun phrases:

⁵ _____

More phrasal verbs:

come in

Simple prepositions:

a welcome party

for the exchange

students

Neutral linkers:

also

BTW (by the way)

Text 1

To: Jill Duncan (Head of English)

From: Angie Dalton (School Exchange Organiser)

Hi Jill,

I've been thinking about having a welcome party for the Vietnamese exchange students. They can **come to a get-together** in the main hall. Make sure all your staff **come along** and also **could you say a few words?** – you know, say hello and tell the visitors a bit about the school and the town. We'll follow this with **a bit of food** (menu TBC). They can come in through the main entrance and we can get our students to **say hello** and then **they can show the exchange students around the school**.

BTW, **I've already posted a map and directions** on the website.

Thanks, Jill 😊

Angie



Stoneberry School

Text 2

You are invited to **attend a reception in honour of** the exchange group from Việt Nam.

The reception will be held in the school assembly hall from 5.00 p.m. to 6.30 p.m.

All English teaching staff will **be present** and **in addition**, the Head of English will **give a welcome speech**.

This will be followed by light refreshments. **A map and directions have been posted** on the website.

Please **enter** through the front entrance where student representatives will **greet** you.

Visitors will be given a guided tour of the school.

3 There are eleven underlined phrases in Texts 1 and 2. Find their formal / informal equivalents.

4 Read an email from one of the Vietnamese exchange students to her English host family. Choose the correct option.

¹*Dear Miss Natalie Brown, / Hi Natalie,*

²*Sorry for not writing earlier / I apologise for the delay in writing to you, but* ³*I've been up to my eyes in / I have been extremely busy with my school work.* ⁴*I am delighted to be invited / Thanks for inviting me to stay in your house for three weeks.*

⁵*I'd like / Please allow me to tell you a bit about myself.*

⁶*I was raised / I grew up in Hà Nội and I have quite a big family.* ⁷*There are / It consists of three children – two girls and a boy.* ⁸*In addition / Also, we have two dogs.*

⁹*BTW / Incidentally, have you ever* ¹⁰*considered / thought about learning Vietnamese? You could come and stay with me in Hà Nội.*

¹¹*Anyway / In conclusion, my plane* ¹²*gets into / arrives in London at 2.30 p.m. and* ¹³*so / consequently I should be at your house by 3.30 p.m. I hope* ¹⁴*that is acceptable / that's OK.*

¹⁵*CU soon, / Yours sincerely,*
 Thu Nguyễn

I can write a CV to describe my skills, education and work experience.

1 Complete the headings in Thu's CV with the phrases in the box.

Education and qualifications Interests
Employment history Personal profile
Referees Skills and achievements

From: thunguyen@mymail33.com

Subject: Thu Nguyễn – summer work application

Attachments: Thu Nguyễn CV

Dear Ms. Trang,

I am writing in response to your online advertisement seeking staff for your kindergarten's summer school programme. I wish to apply for the position of children's activity coordinator.

I am an eighteen-year-old childcare student and I am passionate about working with children. I intend to pursue a career as a kindergarten teacher when I finish my education. With this in mind, I hope to gain as much relevant experience as possible while I am still a student. I would welcome the opportunity to work with and learn from a successful organisation such as your kindergarten.

I gained considerable work experience at a local kindergarten last summer. During my work placement there, I worked alongside teachers, contributed to classes and supervised the children at break times. I also sat in on staff meetings and coordinated a very successful sports day. Additionally, as a keen athlete and artist, I feel confident I possess relevant skills and would be well suited to the position.

I would be delighted to attend an interview at your convenience and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information.

Yours sincerely,
Thu Nguyễn

WRITING FOCUS

Organising a CV

- A CV should be one to two pages long.
- Save space and make your CV concise by avoiding full sentences.
- Use headings and bullet points to organise your CV logically.
- Use positive language to describe your skills and experience.
- Choose referees linked to your education and work experience.
- Check whether a photo is required in the country where you are applying for a job.

2 Complete the examples in LANGUAGE FOCUS I with information from Thu's CV.

LANGUAGE FOCUS I

Use these phrases to give concise information on your CV. Avoid full sentences.

- 1 competent user of Microsoft Office
- 2 dedicated member of _____
- 3 excellent command of _____
- 4 practical experience of _____
- 5 proven ability to _____
- 6 well-developed _____



- 3 Read LANGUAGE FOCUS II and complete the examples with the underlined verbs in Thu's email. Then match the verbs with their meanings.

LANGUAGE FOCUS II

Use these phrases to explain more about your work experience in a covering email. Use full sentences.

- 1 I gained considerable work experience. ☐
 - 2 I _____ teachers. ☐
 - 3 I _____ to classes. ☐
 - 4 I _____ the children at break times. ☐
 - 5 I _____ staff meetings. ☐
 - 6 I _____ a sports day. ☐
- a attended but didn't take part in
b helped to organise
c got
d gave my ideas, time and effort
e watched / checked
f worked together with

- 4 Complete the extracts from covering emails with words from LANGUAGE FOCUS II.

- 1 Two classmates and I _____ the end-of-term party for our year at school.
- 2 While volunteering at the animal hospital, I _____ valuable knowledge of common pet illnesses.
- 3 I _____ a group of younger students during a field trip to a museum.
- 4 During my work placement at the theatre, I _____ rehearsals and watched the director.
- 5 I am proud to say I _____ to some ideas that the company used in their marketing campaign.
- 6 I learned a lot because I _____ some of the most experienced members of staff.

- 5 Do the writing task. Use the ideas in WRITING FOCUS I and II, LANGUAGE FOCUS I and II to help you.

Write a one-page-long CV and a covering email to apply for your ideal summer job.

Part 1 – CV

- Use the headings from Thu's CV.
- Invent necessary details.
- Check that the CV is one-page long.

Part 2 – Covering email

- Use Thu's email as an example.
- Give more details of your skills and experience than in the CV.

2.8

SPEAKING

Describing a photo

I can describe a photo and speculate about hypothetical situations.

- 1 Look at the adjectives in the box. Tell your partner about the last time you experienced these feelings while you were learning something.

confused determined enthusiastic
frustrated relieved terrified thrilled

The last time I felt really confused was when I was trying to understand when to use the Present Perfect tense in English! But, fortunately, I understand it now ...

- 2 Take turns to describe and speculate about photo A.

- Say what the photo shows.
- Speculate about the people and their feelings.
- Speculate about the situation just before and / or just after the photo was taken.



- 3 2.10 Read the SPEAKING FOCUS. Complete the description of photo A with one word in each gap. Then listen and check.

This is a photo of a teenage girl driving a car. It's ¹ _____ to be sure whether she's having a driving lesson or taking her driving test. The middle-aged man sitting in the passenger seat to her left has got some official looking papers and a pen, so the ² _____ are he's an examiner rather than an instructor. ³ _____ on his body language, I'd say they might be ⁴ _____ to crash! ⁵ _____, something is wrong. It looks ⁶ _____ if he's absolutely terrified. He's covering his face and hiding behind his papers. He could've

⁷ _____ seen a car pull out in front of them or, even worse, a pedestrian step out into the road. The girl doesn't ⁸ _____ to be as scared as him, so maybe she hasn't noticed the problem yet. Hopefully, she'll be able to stop in time. ⁹ _____ by the examiner's reaction, I don't think she's going to pass her driving test this time!

SPEAKING FOCUS

Speculating about people

Based on ..., I'd say he's / she's / it's ...

Judging by ..., I (don't) think ...

It looks / seems as if / as though ...

He / She / It appears / doesn't appear to be ...

The chances are (that) he's / she's / it's ...

Showing certainty

Clearly, (there's a problem / something is wrong).

It's obvious / clear (from the expression on his / her face) that ...

He / She / It is definitely / certainly (not) ...

Showing uncertainty

It's hard to be sure (whether / if ...)

It's not easy to say (whether / if ...)

I can't really tell (whether / if ...)

Speculating about the situation

He / She could / might have (v'e) just + Past Participle (recent past)

He / She could / might be + -ing (present)

He / She could / might be about to + infinitive (near future)



- 4 Take turns to describe and speculate about photo B. Use the SPEAKING FOCUS to help you.

FOCUS REVIEW 2

VOCABULARY AND GRAMMAR

- 1 Match the verbs in box A with the prepositions in box B to make phrasal verbs, then complete the sentences with the phrasal verbs.

(A fall go major settle scrape)

(B behind down in into through)

- After the lunch break, the kids were excited and took time to _____.
- Maths wasn't my best subject and I just managed to _____ the exam.
- If you miss a few classes, it's easy to _____. Then it's hard to catch up.
- He enjoys working with kids and he'd like to _____ teaching as a career.
- She wants to _____ biology at university, then get a job at a nature reserve.

2 Choose the correct option.

- Many students can't afford to go to university unless they get a *degree* / *scholarship* / *dissertation*.
- I have a very *vague* / *clear* / *photographic* memory of my first day at school – I remember it really well.
- Amy fainted, but thankfully after just a few seconds she *remained* / *lost* / *regained* consciousness.
- George got bored quickly and his teachers complained he was *disruptive* / *gifted* / *expelled* in class.
- Our sports coach is pretty *lenient* / *self-disciplined* / *strict*; she makes us work really hard in training.
- You can't possibly be hungry again – you always have food *on* / *in* / *inside* the brain!

3 Complete the sentences with the correct form of the verbs in brackets.

- If you need more details, try _____ (look) online for information. Maybe you'll find something.
- The Music Academy exam board first listened to us all _____ (sing) and then they announced who was admitted.
- I'm sorry, sir. I forgot _____ (check) if my essay is within the word limit you required.
- Do you think our chemistry teacher will let us _____ (use) the lab to carry out our own experiments?
- We were warned _____ (not / touch) any of the exhibits.

- 4 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to four words in each gap, but do not change the word in capitals.

- So, did you get that email I sent you about the new course? **WONDERING**
I was _____ that email I sent you about the new course.
- Teachers are typically more aware of dyslexia now than they were in the past. **TEND**
Teachers _____ aware of dyslexia now than they were in the past.
- Our English teacher often took us to the cinema to watch foreign films. **WOULD**
Our English teacher _____ to the cinema to watch foreign films.
- My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**
My best friend _____ loudly.
- I'm not sure if I've told my parents about the school trip. **REMEMBER**
I _____ my parents about the school trip.

LISTENING

- 5  2.11 Listen to four people talking about classes they attend. Match the speakers with the statements. There is one extra sentence. You will hear the recording twice.

Speaker 1: ☐

Speaker 2: ☐

Speaker 3: ☐

Speaker 4: ☐

The speaker ...

- A is looking to develop a professional goal.
B is struggling with the amount of work on the course.
C is motivated by feedback from the tutor.
D is thinking of quitting the course.
E is surprised by the attitude of the tutor.

SPEAKING

- 6 Look at photos where people are learning new things at different ages. Discuss when it's more difficult to learn new things: when you're a child or an elderly person. Why?



3

VOCABULARY

3.1

Landscape features • location
• describing places in the city

I can describe cities and talk about city life.

1 Which of these townscape and landscape features can you find near your school? Discuss with a partner.

a breathtaking view a bridge a canal a fast-flowing river
a historic monument a housing estate a market square
a shopping centre a waterfront restaurant slums

2 A city in Spain has banned cars from the city centre.
Discuss the possible advantages and disadvantages.

A SMALL CITY WITH BIG IDEAS

Living spaces

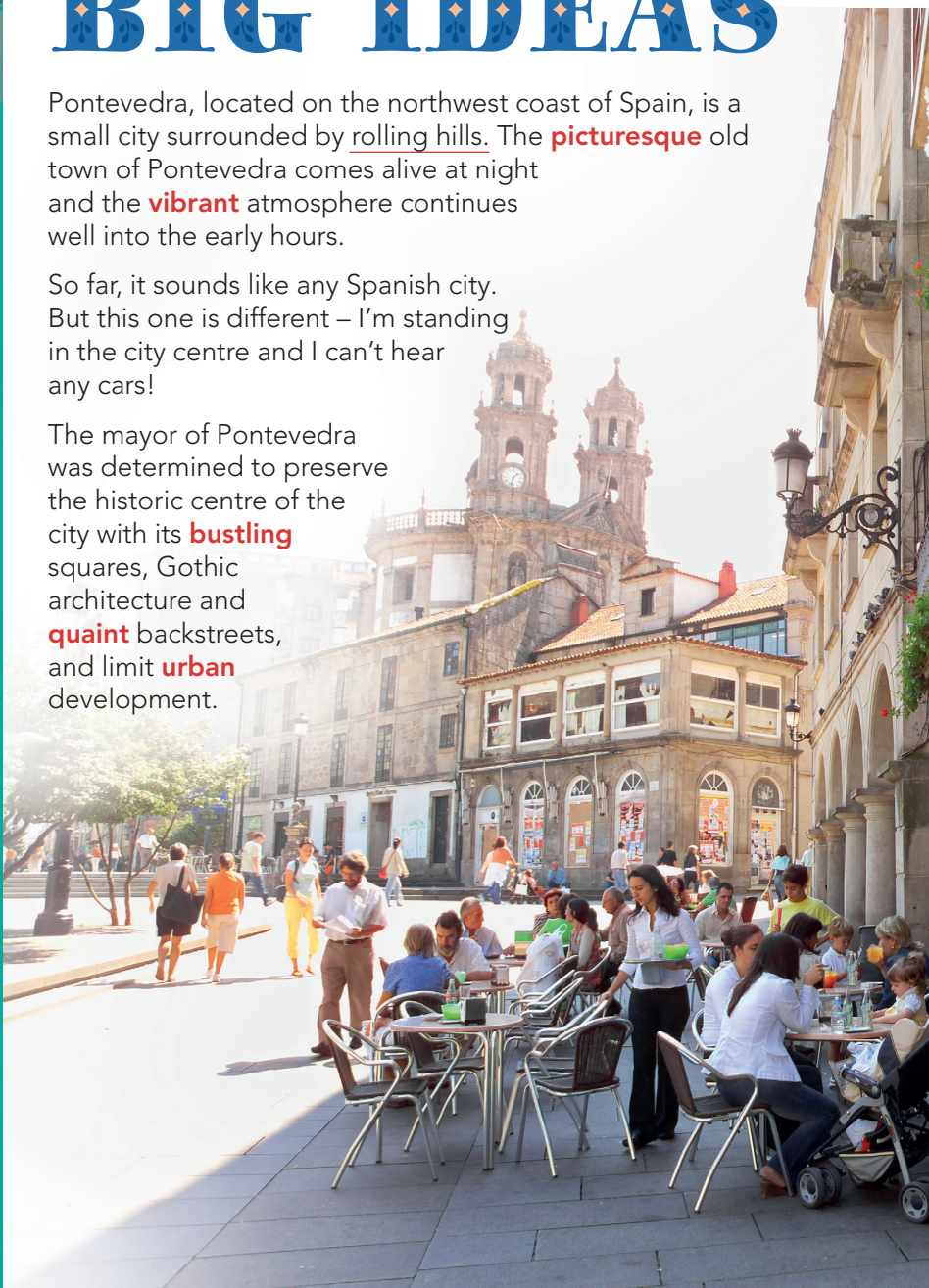
*The city is not a concrete jungle,
it is a human zoo.*

Desmond Morris

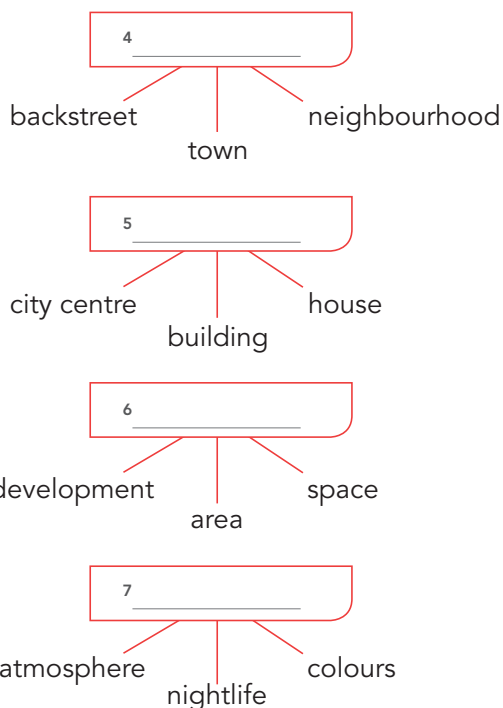
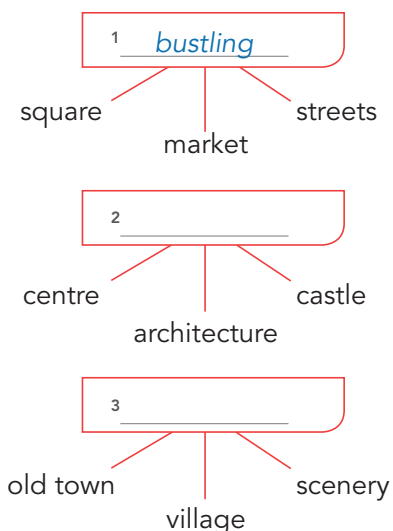
Pontevedra, located on the northwest coast of Spain, is a small city surrounded by rolling hills. The **picturesque** old town of Pontevedra comes alive at night and the **vibrant** atmosphere continues well into the early hours.

So far, it sounds like any Spanish city. But this one is different – I'm standing in the city centre and I can't hear any cars!

The mayor of Pontevedra was determined to preserve the historic centre of the city with its **bustling** squares, Gothic architecture and **quaint** backstreets, and limit **urban** development.



- 3 3.01 Complete the list with the adjectives in red in the text. Then listen, check and repeat.



So he banned cars – completely! He transformed the **medieval** centre into a pedestrian zone. He felt that the historical centre was dead. It was a city in decline, polluted, with a lot of traffic accidents. He got rid of on-street parking and opened underground car parks on the outskirts of the city within walking distance of the centre. With pedestrianisation, the **shabby** city centre got a facelift: roundabouts replaced traffic lights and pavements, drainage systems, public lighting and street furniture were all renovated.

- 4 3.02 Complete the list with the underlined collocations and compound nouns in the text. Then listen, check and repeat.

- 1 on-street _____
- 2 pedestrian _____
- 3 rolling _____
- 4 underground _____

- 5 Think about your own local town or city. Discuss the questions:

- 1 How doable / desirable would it be to ban all cars from the centre?
- 2 What changes would have to be made before the ban and in what order?



3.2

GRAMMAR

Future forms including the Future Perfect Continuous

I can use a variety of forms to talk about the future.

- 1 Look at the pairs of sentences. Which alternative is more likely? Discuss with a partner. Give reasons for your answers. In three years' time ...

- 1 a I'll still be living at home with my parents.
b I won't be living at home with my parents.
- 2 a I'll have moved to another part of the country.
b I won't have moved to another part of the country.
- 3 a I'll have been studying at university for a year.
b I won't have been studying at university for a year.

- 2 Read the GRAMMAR FOCUS and discuss the difference in meaning between the sentences in Exercise 1.

GRAMMAR FOCUS

Future forms

- You use the **Future Simple** to predict the future events.
1 The city **will grow up** to be a metropolis.
- You use the **Future Continuous** to talk about unfinished actions in progress at a time in the future. It often refers to future events that are fixed or expected.
2 At 11.00 a.m. tomorrow, **I'll be doing** an exam.
- You use the **Future Perfect Simple** to talk about an action that will be completed before a certain time in the future.
3 By 11.00 a.m. tomorrow, **I'll have done** an exam.
- You use the **Future Perfect Continuous** to talk about how long an action will have been in progress before a certain time in the future.
4 By 11.00 a.m. tomorrow, **I'll have been doing** an exam for an hour.

- 3 Put the verbs into the Future Simple, Future Continuous, Future Perfect Simple, or Future Perfect Continuous.

- 1 By 2050, urbanization _____ (transform) many shabby neighborhoods into vibrant and bustling urban centers.
- 2 The pedestrian zone in the medieval center of the city _____ (become) a hub of activity by the end of the decade.
- 3 As urbanization continues, more and more people _____ (live) in densely populated areas for some decades by 2050.
- 4 By the time the new high-rise developments are completed, the city _____ (undergo) a dramatic transformation.
- 5 The city's skyline _____ (change) significantly, with modern buildings towering over the historic architecture by the end of this year.
- 6 In the future, as urbanization advances, there _____ (be) a greater need for green spaces and sustainable infrastructure.
- 7 By 2040, the city's transportation system _____ (become) more efficient, reducing traffic congestion and improving air quality.
- 8 In the next decade, the urban landscape _____ (evolve), with new trends and technologies shaping the way we live and work in the city.

- 4 Read REMEMBER THIS. Then rewrite questions 1–6 using the Future Continuous to make them more polite.

REMEMBER THIS

You can also use the **Future Continuous** to make polite enquiries.

Compare:

Will you be staying in tonight? = I just want to know. (polite)

Are you going to stay in tonight? = I'd like a decision. (more direct)

- 1 Are you going home straight after school?
- 2 Are you doing anything interesting this evening?
- 3 Who do you plan to see at the weekend?
- 4 When will you go on your next holiday?
- 5 Are you going to have a party for your eighteenth birthday?
- 6 Do you think you'll leave home permanently before you're twenty-five?

- 5 Ask and answer the questions you have rewritten in Exercise 4.



3.3

LISTENING

Multiple choice

I can identify specific information in a detailed spoken dialogue about places to live.



A Freedom Ship



B Co-housing



C Smart home

- 1 Match photos A–C with descriptions 1–3. Use the photo captions to complete the texts.

1 In the _____ of the future, all appliances will be connected through wireless networking systems. The house and car would use power that is collected through solar panels and stored.

2 _____ is a housing development where each household has a self-contained house or flat. People have the opportunity to eat together and meet regularly in a large communal house.

3 The _____ is designed to be twenty-five storeys high. If the concept became reality, it would feature a casino, an art gallery, a park, a shopping centre and accommodation for 80,000 people. It would cost \$12 billion to build.

- 2 3.03 Listen to three recordings. In which order are places A–C in Exercise 1 mentioned?

1 ☐ 2 ☐ 3 ☐

- 3 3.04 Listen again. For questions 1–3, choose the correct answer A–C.

- 1 Which statement is an opinion and NOT a fact?
 A Over a third of British people don't know their neighbours.
 B In Denmark, tens of thousands of people live in co-housing developments.
 C The neighbourly relations at Springhill will be 100 percent better.
- 2 The speakers think that the Freedom Ship project is
 A unlikely to happen.
 B not big enough for 80,000 people.
 C a good investment opportunity.
- 3 Choose the most appropriate headline for this news report.
 A SMART HOMES MEAN LESS SHOPPING
 B SMART HOMES SAVE TIME AND MONEY
 C SMART HOMES NEED SMART PHONES

- 4 Complete the collocations with the words in the list. Then complete the sentences to make them true for you. Compare with a partner.

household housing multi-storey
 residential second self-contained tower

- 1 My least favourite _____ chore is ...
 2 The nearest _____ car park is ...
 3 The newest _____ development in my neighbourhood is ...
 4 The tallest _____ block in my city is ...
 5 The _____ area I'd most like to live in is ...
 6 I'd love to have a _____ home in ...
 7 I'd prefer to live in a small _____ flat than ...

PRONUNCIATION FOCUS

STRESS IN A QUESTION

- 5 3.05 Listen and complete the chants in section A. Listen again. Repeat, paying attention to the rhythm.

A ■ ■ ■ ■ ■
 What will you be doing?
 What _____ seen?
 Where _____ going?
 Where _____ been?

B ■ ■ ■ ■ ■ (■) ■
 How long _____ learning?
 How much _____ learnt?
 How long _____ earning?
 How much _____ earned?

- 6 3.06 Complete the chants in section B with **you** and correct auxiliary verbs. Then listen and check. Repeat, paying attention to the rhythm.

3.4

READING

Gapped text
I can infer unstated information
and understand relationships
between ideas in a descriptive
text.

- 1 3.07 Look at the list of words and phrases. Which ones would you use to describe your house or flat? Use a dictionary if necessary. Then listen and repeat.

A house has ...

- 1 a canvas camp bed ☐
- 2 central heating ☐
- 3 an en suite bathroom ☐
- 4 a fireplace ☐
- 5 a fitted kitchen ☐
- 6 running water ☐

A house is ...

- 7 cramped ☐
- 8 damp ☐
- 9 draughty ☐
- 10 inaccessible ☐
- 11 minimalist ☐
- 12 snug ☐

- 2 Look at the photo of Zeki and the map. Which words from Exercise 1 would you use to describe his 'house'?
- 3 Read the article and check your ideas in Exercise 2. Then answer the questions.
- 1 Where does Zeki come from?
 - 2 Who taught him to live in the wilderness?
 - 3 Where is he living at the moment?
 - 4 What is he studying?
 - 5 What is his daily routine?
 - 6 Does he miss his friends?

I am 16 and live alone in the wilderness

3.08

I live alone on the Isle of Skye in a tipi almost impossible to find without detailed directions. Mum, a cookbook writer, taught us about possible dangers and how to cope with them, then let us **run wild** from an early age. ¹ _____. I spent so much time with tribes who rely on the land that this **became second nature to me**. When I gained a place at the School of Adventure Studies on the Isle of Skye last year, I decided to live in a tipi, **practising what I preach**.

I wake up at 6.00 a.m. and get the fire on straight away using flints and steel. ² _____. Sometimes I just jump in, especially when there's frost on the ground. When I rush back to the tipi, it's like a sauna. I get my backpack organised, including any food and kit I need for the day, cover the fire to keep it low, but alive and walk thirty minutes to the school. There are twelve of us on the course, of all ages, and we've just finished mountaineering. We're about to start whitewater kayaking.



4 Read the article again. Complete gaps 1–4 in the text with sentences A–E. There is one extra sentence.

- A A few people were exhausted and had to be taken off the mountain by the leaders, but I feel comfortable in the mountains and enjoyed the challenge.
- B We also travelled abroad regularly, visiting remote tribes and cultures, where we lived for weeks as mum studied food and recipes to write about.
- C I'd like to see more people look after the land and not be scared of getting outside, getting wet, learning how to survive. When my studies are over, I'll move the tent back to mum's house.
- D Eating things in nature is not something to play around with – if you make a mistake it can be quite a serious one. I sometimes eat too much of something and I get a stomach ache.
- E There's usually some fire left from the previous day, so the fire is soon blazing while I have cereal for breakfast. I collect wood for later in the day, then I wash at the river.

5 Which of the blue expressions in the text does Zeki use to describe ...

- 1 ... something he was allowed to do as a child?
- 2 ... the reason why he decided to live in a tipi?
- 3 ... his feelings about being on his own?
- 4 ... the long-lasting effect that visiting remote tribes had on him?
- 5 ... something that doesn't suit everybody?
- 6 ... the state of being alert and prepared for any new situation?
- 7 ... the ability to stay calm in a stressful situation?
- 8 ... some of the frightening experiences he has had?

6 Discuss in pairs. What do you like / dislike most about Zeki's life? Why?

I've **had a few hairy moments**. Once I was on the hills when the weather turned bad and I became disoriented, but thanks to Mum's training, I knew I had to **keep a cool head**. My classmates and I recently had a two-day test in horrible weather. ³ _____. However, I'm aware that I need to **keep my wits about me** and be prepared.

My friends used to love coming to our home and running wild with me, so they are used to the way I live. I hope some of them will visit me soon.

People ask if I miss the Internet, but I never used to use it much, or watch television. I am sociable, but I have always **enjoyed my own company**. I use my mobile every few weeks to catch up with friends and my mum, who I usually see once a month.

What I'm doing **isn't everyone's cup of tea**, but it makes me happy. ⁴ _____. Until then, I'm happiest sitting by the flickering fire, carving a spoon in perfect silence and watching the stars through the open tipi door.



3.5

GRAMMAR

Quantifiers

I can use a range of different quantifiers correctly.

- Describe your bedroom to a partner. On a scale of 1–10 (1=extremely tidy, 10=extremely untidy), what score is your bedroom?
- 3.09** Read and listen to Part 1 of a vlog post. Why does the vlogger want to tidy her room?

Part 1

Welcome fellow teens to my video blog. Today's vlog is called 'How to tidy your room in ten minutes!' I'm sure **all of you** know what I'm talking about – your room's a total nightmare. It looks as if a bomb has exploded. There's **loads of dirty washing** – in fact the whole floor is covered. There's **no space** anywhere. You have **plenty of clothes**, but you don't wear half of them because you can't find them. **Most of them** are in a pile because there are not enough drawers to put them in. You've had **a number of opportunities** to tidy your room but you haven't, and now the very cool new friend you like is coming round. **Very few of your friends** know what a slob you are and you want to keep it like that. You don't have **much time**, so here are **a few speed-cleaning tips**.

- Read the GRAMMAR FOCUS. Then find more examples in blue of rules 1–3 in the text.
all of you = rule 2

GRAMMAR FOCUS

Quantifiers

You can use a wide range of different expressions to talk about quantity:

Countable nouns	Uncountable nouns	Both
every, each many a number of*, several a few (very) few both, a couple of* either neither	much, a great deal of* a little (very) little	all most a lot of*, lots of*, loads of*, plenty of* some no, none of*

- Use quantifiers without *of* before nouns: **most people**
- Use quantifiers with *of* before determiner + noun: **most of the people**, and before pronouns: **most of them**
- *Always use these quantifiers with *of*: **a lot of people**

Note: *all the people* and *all of the people* are possible. You can't use *of* after *no* and *every*. Use *none of* and *every one of*.

- 3.10** Read Part 2 of the vlog post and choose the correct option. Then listen and check.

Part 2

- Find a laundry basket and put ¹*all / each* the clothes on the floor into it. Too ²*much / many* clothes? OK, get ³*a couple / a few* of bin bags and put the rest in there. Then hide ⁴*both / either* of the bags in the wardrobe. If the cool friend sees ⁵*plenty / either* of the bags, just say it's ⁶*a few / few* things you're collecting for charity.
- The whole place smells of snacks, so take ⁷*every / some* half-empty drink and stale half-eaten crisp packet to the kitchen immediately. There's a big difference between messy and disgusting.
- There are ⁸*a number / several* of things that would give the wrong impression, things like your huge pink teddy bear ... Hide them.
- Make the bed. There's ⁹*no / none* excuse for an unmade bed.
- Open ¹⁰*plenty / all* the windows – now!

You're ready!

- Write one false and two true sentences about yourself. Use a different word in the box in each sentence. Work with a partner. Read your sentences to each other. Guess which sentence is false.

(all couple every little loads
lots most none plenty)

All of my music is on my phone.

3.6

USE OF ENGLISH

Determiners

I can use all, both, each, every correctly.

1 Read a review of the Hobbiton movie set and answer the questions.

- Where is it located?
- What did the tourists think of it?
- Would you like to go there?

A hobbit fan's PARADISE

If you're a fan of *The Hobbit* movies, you'll love this Hobbiton tour. I was on a family holiday with my parents and my sister in New Zealand. The whole family are fans of *The Hobbit* movies and we've seen **every one of them**, so we went to visit the Hobbiton movie set which is located on a sheep farm. It's a popular tourist spot – **all the tourists** take hundreds of photos, and so did we! There are forty-four Hobbit holes, and I think we visited **all of them**. **Each Hobbit hole** is different and has a round brightly painted door. A team of four gardeners keep the village looking neat and tidy. There were two places to eat and

drink: The Shire's Rest Café and The Green Dragon Inn, and we stopped at **both places**! In fact, the tour ended at the Green Dragon Inn. It was exactly like in the film and the whole time we were there, we were expecting Bilbo Baggins to walk in! My sister and I had ginger lemonade. There were other drinks like tea and hot chocolate, but we were really thirsty. Mum and Dad had tea and cookies. Mum was so hungry that she wanted another cookie but we didn't have time.

2 Read and complete the LANGUAGE FOCUS with the examples in blue from the text.

LANGUAGE FOCUS

both, each, every and all

	+ noun	+ of + my / the etc. + noun	+ of + pronoun
both = 2 things or people	both ¹ <i>places</i>	both of the places	both of them
each = 2 or more things or people	each ² _____	each (one) of the Hobbit holes	each (one) of them
every = 3 or more things or people	every Hobbit movie	every one of The Hobbit movies	every ³ _____
all = 3 or more things or people	all the ⁴ _____	all (of) the tourists	all ⁵ _____

3 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Are the sentences true for you?

- I've seen nearly all of the James Bond films. **ONE**
I've seen _____ the James Bond films.
- I think each of *Pirates of the Caribbean* movies is worth seeing. **EVERY**
I think _____ *Pirates of the Caribbean* movies is worth seeing.
- I guess everyone in this city like living in green spaces. **ALL**
I guess _____ like living in green spaces.
- I saw the film twice and I enjoyed it each time. **BOTH**
I saw the film twice and I enjoyed it _____.

4 Discuss your favourite films with your group and make a list of the top three film locations you would like to visit.

All of us like to visit Ninh Binh ...

A 'for and against' essay

I can write a 'for and against' essay using formal language.

- 1 Read **VIỆT NAM TODAY**. How similar or different do you think the situation in your country is?

VIỆT NAM TODAY

Dormitories (Dorms)

- Most Vietnamese universities provide accommodation for first-year students in university-owned dorms, on or near the campus.
- There is often a supervisor, whose job is to maintain order and support students with everyday issues.
- Rooms in these dorms are generally small, and in most cases, bills are included in the rental price.
- Between 2022 and 2023, the average cost of renting a room in dorms in Việt Nam was about 400,000 - 800,000 VND per month.

- 2 Read the comments made by first-year university students. Decide if they refer to advantages or disadvantages of living in dorms. Then compare with a partner.

- 1 Freedom!
- 2 It's impossible to get any studying done.
- 3 I'm exhausted. There are parties every night.
- 4 There's a supervisor we can talk to if we have any problems.
- 5 Rules, rules, rules! Keep quiet, clean up, no visitors.
- 6 We all help each other out. I've made so many new friends.

- 3 Read the essay on living in dorms. In pairs, decide which advantages and disadvantages from Exercise 2 the author mentions. Which one is NOT included?

It is very common for young people beginning university to choose to live together with other students in dorms. Although there are several potential **downsides** to this communal way of living, there are also numerous benefits.

One of the most **convincing** arguments for dorms is that they allow students to experience independent living in a safe place with a strong sense of community. Having never lived alone, most new students appreciate this supportive environment. In the same **way**, the presence of an official supervisor is likely to be reassuring for students and their parents. **Yet** another plus is that dorms are usually very convenient because they are located on or close to university campuses. This allows residents to save time and money.

Despite these clear advantages, there are also considerable drawbacks. The first downside is that the rooms tend to be very small and bathrooms may sometimes have to be shared. Being full of young people, dorms can also be very noisy. This can make them difficult places to study in. **Likewise**, parties and late nights are common, and can interfere with students' academic progress.

All things **considered**, there are pros and cons to living in dorms. Certainly, residents need to be self-disciplined in order to successfully balance study and social life. Personally, I **imagine** the benefits of living closely with other students outweigh the drawbacks.



4 Discuss the questions.

- 1 What is the author's opinion of dorms?
- 2 Would you like to live in this type of student accommodation? Why? / Why not?

5 Complete the WRITING FOCUS. Use the words and expressions in purple in the text.

WRITING FOCUS

A 'for and against' essay

Introduction

- Begin with general or factual comments on the topic.
Many young people beginning university choose to live in dorms.
- End with a statement that mentions both sides of the issue.

Although there are several potential ¹downsides to ..., there are also numerous benefits.

- Paraphrase the task question.

While some students (opt) → **choose** to move away and live on their own or with roommates, others choose to (remain) → **stay** in their hometown and continue living with their parents. Although there are **downsides** → (disadvantages) of this trend, there are potential **benefits** → (advantages) to students.

For example:

Although there are downsides of this trend, there are potential benefits to students.

= Although living with parents has its disadvantages, it also offers potential advantages.

Main paragraphs

- Present arguments for in one paragraph and arguments against in another.

The first / One / A further / Another /

² _____ another benefit / plus / drawback / downside of ...

There are numerous / potential / clear / considerable pluses / ³ _____ to ...

One of the most ⁴ _____ / most persuasive / strongest arguments for / against ... is ...

- Develop and support some of your arguments with additional comments or examples.

This allows residents to save time and money.

- Make comparisons.

In the same ⁵ _____ , ...

Similarly, / Equally, / ⁶ _____ , ...

Conclusion

- Make a summarising statement.

All things ⁷ _____ , / All in all, / On balance, there are pros and cons to ...

- End with your personal opinion.

Personally, I think / feel / believe / ⁸ _____ ...

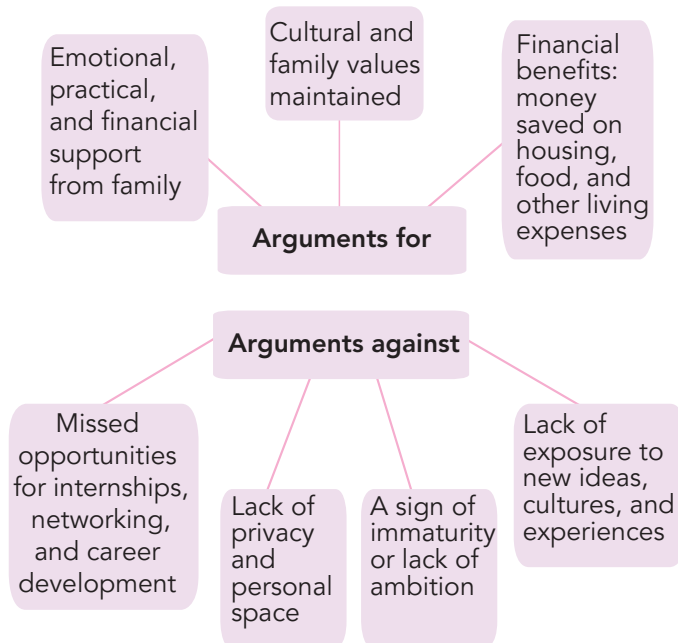
6 Write an essay (180–200 words) to present your arguments for and against the following statement.

Many young people who enter higher education choose to study in their hometown and continue living with their parents throughout their university years.

Write an essay in which you present arguments for and against this arrangement.

- What general or factual comments could you make on the topic?
- Write down arguments for and against the topic and choose the ones you want to use. Which argument(s) will you develop and support and how?
- What is your personal opinion on the topic? Where will you include it?

Use the mindmap below to help you.



3.8

SPEAKING

Organising a place to live

I can justify my views when suggesting and agreeing to a course of action.

- 1 Work in groups. What do you see? Name as many words and phrases associated with the photos A and B as you can.

high-rise buildings, ...



- 2 Read the dialogue. Check if you understand the words in blue.

- 3 3.11 Read the SPEAKING FOCUS. Then listen and complete the gaps.

SPEAKING FOCUS

Justifying views

For me, ...

I think ...

In my opinion, ...

From my view, ...

Suggesting

What do you think about ...?

What about ...?

How about ...?

Agreeing to an opinion

True!

I see your point

I guess you're right.

I see what you mean.

You're absolutely right.

Mary: Hi, Lena. Do you think our city is growing very fast these days?

Lena: Yes, I do. It's amazing to see high-rise buildings everywhere.

Mary: ¹ _____. But what do you think about the drawbacks of urbanization? I think increased traffic and pollution are among the very first drawbacks.

Lena: ² _____. but urbanization has its benefits, too. For me, there are more opportunities for jobs, education and entertainment for local people.

Mary: ³ _____. but what about the cost of living? It's becoming more expensive to live in our city.

Lena: That's true, but overall, urbanization has contributed to our higher living standards.

Mary: ⁴ _____. So our local government needs to do something to **mitigate** the negative effects of urbanization while still enjoying its benefits.

Lena: ⁵ _____. I think the government should focus on building **sustainable infrastructure** and promoting green spaces to **combat** pollution and congestion. We can build **low-cost** living areas that are more **affordable** for everyone.

Mary: Yes, that sounds like a good plan.

- 4 Work in pairs. Talk about the benefits and drawbacks of city development on the life of people. Use the expressions in the SPEAKING FOCUS.

Benefits

- Access to a wider range of goods and services, such as healthcare, education, and entertainment.
- Greater job opportunities and higher salaries.
- Improved infrastructure, including transportation networks.
- Greater cultural diversity and exposure to different ways of life, ideas, and perspectives.
- Greater access to public spaces, such as parks, museums, and libraries.

Drawbacks

- Higher cost of living, including housing, food, and transportation for lower-income residents.
- Increased levels of pollution, noise, and congestion.
- Greater levels of stress and social isolation.
- Greater levels of crime and safety concerns, especially in urban areas.
- Demolition of historical buildings and loss of cultural identity.

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There is one extra word.

(bustling daily fitted medieval
rolling running shabby)

- I'll never forget walking through the _____ market in the centre of Marrakesh, through crowds of people in-between the maze of stalls.
- Some parts of the city are clearly in need of investment with _____ buildings sitting empty and covered in graffiti.
- The Alhambra Palace dates back to the thirteenth century and is an example of _____ architecture.
- The landscape south of the town is quite flat, but to the north there are _____ hills.
- When the office moved to the outskirts of the city, Linh's _____ commute increased by thirty minutes.
- She grew up in a remote mountain village without electricity or _____ water.

- 2 Complete the sentences with the Future Continuous, Future Perfect Simple or Future Perfect Continuous form of the verbs in brackets.

- Ann and Tim feel so excited. This time next week they _____ (move) into their new home.
- How many more places do you want to view today? By teatime we _____ (view) six flats!
- _____ (you / put) in new bathroom fittings next weekend?
- I hope that by the time Hương starts living on her own, she _____ (learn) to cook.
- I'm truly exhausted. By next week I _____ (renovate) our house for a month.
- By tomorrow the plumber _____ (fix) the tap.

- 3 Choose the correct option.

- I've asked six people to help me move. Unfortunately, *no / none / neither* of them will have time tomorrow.
- I always have *plenty / a few / a little* snacks in the fridge in case friends drop round.
- I'm sure we had two new light bulbs. But now, when I need them, I can't find *either / both / all* of them.
- Apparently, the electricity was off for *few / several / loads* hours after the storm.
- I've noticed that *a great deal / a number / couple* of furniture has been delivered next door.

READING

- 4 Read the text and answer the questions.

In recent years, more people are moving to big cities in search of better job opportunities and a higher standard of living. However, there are several drawbacks to this trend.

One of the most obvious disadvantages of urbanization is the pressure on city infrastructure. As cities grow, their roads and public transport systems can experience congestion and delays. In addition, a large number of vehicles and industrial activities can result in increased pollution levels, which can cause negative health problems for urban residents.

Another possible drawback of urbanization is social problems such as the gap between the rich and the poor. Housing can become unaffordable for lower-income families and cause them to live in slums or poor-condition residential areas while other higher-income families live in high-quality living spaces.

Urbanization can also have negative impacts on mental health. The hustles and bustles in cities can be uncomfortable for some people, which may lead to stress, anxiety, and depression. In addition, the cities may lack green spaces and natural environments for citizens to relax and unwind.

Finally, urbanization can potentially result in the loss of historic and cultural identity. As cities grow and modernize, there would be more demand for housing and some historic and cultural places of a city might be destroyed to make room for new housing plans.

- What is the first downside of urbanization?
- Why does urbanization result in the widening gap between the rich and the poor?
- How does urbanization affect residents' mental health?
- What may happen to the historic and cultural places in big cities due to urbanization?

SPEAKING

- 5 Look at the diagram. It shows different aspects which might be problematic for people when they move to a big town or city. In pairs, follow these steps.

- Talk to each other about why these things might be problematic.
- Say which problem would be most difficult for you.



4

Green life

We do not inherit the Earth from our ancestors, we borrow it from our children.

Native American quote

4.1

VOCABULARY

Nature • environmental issues • landscapes

I can talk about the environment.

- 1 Match the words from boxes A and B to make collocations. Which collocations describe problems and which describe solutions? Complete the table.

A ~~climate~~ economic endangered global recycling
renewable solar water

B bins ~~change~~ energy growth panels
shortages species warming

PROBLEMS

climate change

SOLUTIONS

The Life Journey of a PLASTIC BOTTLE

Plastic has only existed for around 100 years, but it's everywhere. **70 PERCENT** of plastic water bottles are not recycled.

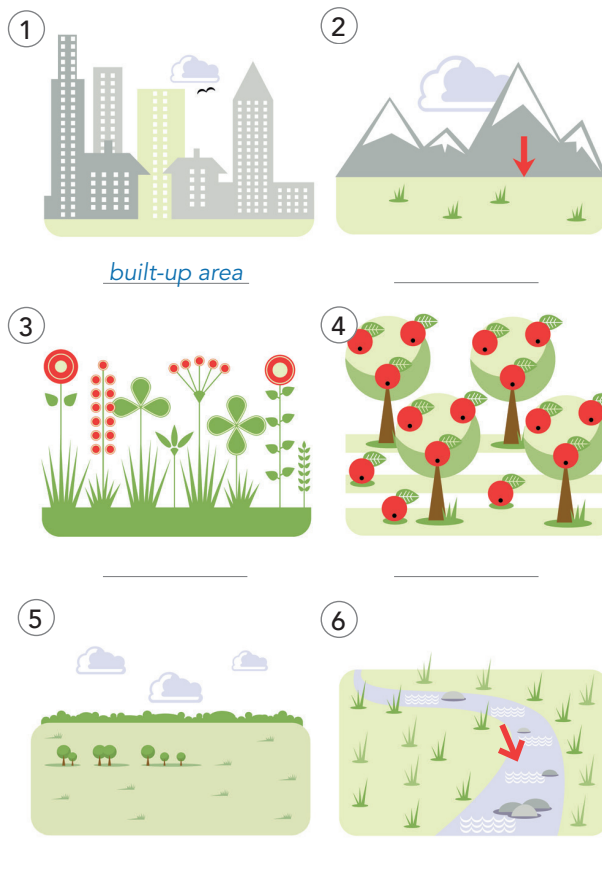


2 Read the infographic. Which statistic is most shocking?

3 **4.01** Match stages of the bottle's journey A–F with places 1–6 on the infographic. Then listen again and check.

- A It remains on the loose and blows across the open countryside through **orchards** and **meadows**. ☐
- B Somebody drinks the liquid and throws the bottle away – it is released into the wild and it begins its migration. ☐
- C Eventually it reaches the open sea and joins the thriving population of plastic waste in the Pacific Ocean. ☐
- D A plastics factory is the breeding ground for our plastic bottle. It hatches here and then moves to its natural habitat, the supermarket. ☐
- E In **built-up areas** nowhere is safe – not even parks. Children want to kick it and park wardens want to catch it and put it in captivity. ☐
- F It drops into a **stream** which takes it out of the **foothills** and onto the **plain**. ☐

4 **4.02** Listen and label the pictures with the words in red in Exercise 3.



5 **4.03** Complete the list with the words in the box. Then listen and repeat.

biodegradable ~~contamination~~ eco-warrior
irreparable damage single-use plastics
food chain

- 1 contamination = pollution
- 2 _____ = plastic that can be used only once
- 3 _____ = somebody who is passionate about the environment
- 4 _____ = irreversible, negative change
- 5 _____ = broken down naturally by bacteria
- 6 _____ = a series of living creatures, where each one eats the one preceding it

6 Work in groups. Make a poster about the effects of plastics on the environment. Add drawings and explanations.



Unreal past and regrets – *wish*, *if only*, *it's time* and *would rather*

I can talk about present or future wishes and past regrets and use phrases with it's time and 'd rather.



1 **4.04** Listen to the Moss family discussing what to do for their next holiday. Answer the questions.

- 1 What suggestions do they make?
- 2 What do you think they will probably do?

2 **4.05** Listen to the Moss family again. Who said what? Choose B for Ben, E for Ellie, M for Mum, and D for Dad.

- 1 'If only we could go somewhere exciting for a change.' ☐
- 2 'I think it's time we did something cultural.' ☐
- 3 'I wish you all realised how much I look forward to doing nothing for two weeks.' ☐
- 4 'I'd rather we went to the same campsite we went to last year.' ☐

3 Read GRAMMAR FOCUS I and answer the questions about the sentences from Exercise 2.

- 1 Which sentences refer to the present and which to the future?
- 2 Which tense is used after the underlined structures?

GRAMMAR FOCUS I

Unreal past

- You use **wish / if only + sb + Past Simple** to say that somebody really wants a present or future situation to be different.
- You use **it's (high) time + sb + Past Simple** to say that somebody should do something (now or in the future).
- You use **would rather + sb + Past Simple** to say what somebody would prefer somebody else to do (now or in the future).

4 Choose the correct option.

- 1 I wish we _____ protect more of the natural habitat for endangered species in Cát Bà.
A can B could C would D were
- 2 It's time we _____ action to preserve the last remaining breeding grounds for pandas.
A take B had taken C took D will take

- 3 I would rather we _____ to see animals in their natural habitat than in a zoo or circus.

A go B went C had gone D would go

- 4 If only the release of these animals into the wild _____ create its thriving population in the area.

A help B would help C helped D had helped

- 5 I wish Saola _____ more protection.

A received B receive C will receive D would receive

GRAMMAR FOCUS II

Past regrets

You use **wish / if only + sb + Past Perfect** to talk about past regrets.

If only I'd worn more sunscreen.

I wish I hadn't forgotten my camera.

Note: *If only* is much stronger than *wish*.

5 Read GRAMMAR FOCUS II. Complete the sentences with the correct form of the verbs in brackets. Do you have any of these regrets?

- 1 I wish we hadn't kept (keep) those animals in captivity. They should have been in the wild where they could migrate and thrive.
- 2 If only we _____ (take) stronger action against plastic waste earlier, we might have prevented the extinction of so many marine species.
- 3 I wish we _____ (do) more to prevent invasive species, which are now running on the loose in our ecosystems.
- 4 If only we _____ (know) the consequences of our actions to wildlife. Many species had become extinct.
- 5 I wish I _____ (use) fewer plastic bags when I stayed in Australia.

6 Complete the sentences to make them true for you. Then compare with a partner.

- 1 I wish I could ...
- 2 It's high time I ...
- 3 I'd rather people didn't ...
- 4 If only I hadn't ...
- 5 I wish my parents ...

4.3

LISTENING

Note completion

I can identify main points and specific information in a lecture about intelligent animals.

- 1 Discuss which adjectives in the box you would use to describe the animals in the pictures.

aggressive wise stupid social
competitive friendly gentle
harmless independent
loyal playful intelligent



- 2 4.06 Listen to a wildlife expert and identify the main idea.

- 3 4.07 Listen again. Decide which statements below are true (T) or false (F).

- 1 Chimpanzees share half of the same genes as humans. ☐
- 2 Dolphins sometimes attack each other. ☐
- 3 Cats have more developed brains than dogs. ☐

- 4 4.08 Listen to the lecture again and complete sentences 1–7 with a word or a short phrase.

- 1 Dr. Mathews is talking about the _____ animal species on Earth.
- 2 The reason why chimpanzees attack and often kill some of their own kind is the need _____.
- 3 Dolphins are capable of fighting aggressively when they compete to win over _____.
- 4 Not only are sheep intelligent, but they also have great memory and highly developed _____.
- 5 Dr. Mathews says _____ can be misleading, and owls are a good example.
- 6 Cats' unsociability is often associated with the fact that, unlike dogs', their _____ have not developed for centuries.
- 7 According to the speaker, cats' indifference to pleasing their owners results from the fact that they simply don't care for human _____.

- 5 Discuss the questions.

- 1 Which domesticated animal do you think is most / least useful to society? Why?
- 2 How could wild animals be better protected? Is it ever OK to keep them in captivity?
- 3 Do you know any organisations, international or local, which help to protect animals and nature? Can you give examples of their activities?

PRONUNCIATION FOCUS

ASSIMILATION

In English pronunciation, assimilation often occurs in connected speech, where sounds in words can change or blend together based on the sounds that come before or after them.

- 1 **Consonant assimilation:** In the word "handbag," the /d/ sound in "hand" is assimilated to the /b/ sound in "bag," so it is pronounced as /hænbæg/.
- 2 **Vowel assimilation:** In the phrase "go out," the /əʊ/ sound in "go" is assimilated to the /aʊ/ sound in "out," so it is pronounced as /gaʊt/.
- 3 **Nasal assimilation:** In the word "handful," the /n/ sound in "hand" is assimilated to the /f/ sound in "ful," so it is pronounced as /hænfəl/.

- 6 In pairs, practise saying these sentences. Pay attention to the bold words.

- 1 The **last point** he made was very smart.
- 2 In the **sixth century**, there were many misconceptions about the world.
- 3 The **gold mine** was undervalued for years.
- 4 She had to **hold back** her aggressive behaviour to maintain her loyal relationships with her colleagues.
- 5 **As yet**, he had not received any **fan mail**.
- 6 He was a **good guitarist**, which added to his impressive reputation as a musician.

4.4

READING

Matching

I can scan a set of texts to find specific information.

- 1 **4.09** Look at the words and phrases below. Translate them using a dictionary if necessary. Then listen and repeat.

- 1 blizzard = _____
- 2 drought = _____
- 3 earthquake = _____
- 4 hurricane = _____
- 5 tsunami = _____
- 6 wildfire = _____

- 2 Fill in the gaps with the words in Exercise 1 and then finish each piece of news with your own words.

- 1 The _____, measuring 7.4 on the Richter scale, lasted for seven seconds, but ...
- 2 Roofs were blown off and cars overturned in the latest _____ to hit the coast of ...

- 3 It has already been fifteen weeks since the _____ began. All the water holes have dried up and ...
- 4 Fishing villages were destroyed by the latest _____ as a thirty-metre wall of water ...
- 5 Firefighters are trying to prevent the _____ from spreading any further by ...
- 6 Not only drivers had problems during yesterday's _____. A group of young hikers from the local college lost their way in the snow due to poor visibility and ...

- 3 Look at the photos in the film blog and discuss the questions.

- 1 Which of these films, if any, have you seen?
- 2 What is each film about and what do they have in common?
- 3 Which words in Exercise 1 would you associate with each film?

- 4 Read the reviews again. Match texts A–B with statements 1–4. Two texts have two matching statements.

4.10

FILM BLOG

THIS WEEK'S THEME:

DISASTER MOVIES BASED ON TRUE STORIES

A THE IMPOSSIBLE

The film is based on the story of a Spanish family who went on a Christmas holiday to Khao Lak in Thailand in 2004 and were caught up in the tsunami that hit Southeast Asia, killing 230,000 people in fourteen countries.

The filming of the tsunami itself is spectacular and uses a mixture of digital effects and real waves filmed in slow motion in a water tank.

Most of the film deals with the aftermath of the tsunami and the *agony suffered* by the family when they are split up and have no idea whether the others have survived.

In the film, the family are British, with Naomi Watts and Ewan McGregor giving honest and compassionate performances as the parents of three young boys. The director, Juan Antonio Bayona, wanted the film to be as realistic as possible, so the actors had to spend five weeks of *physically demanding* filming in a massive water tank.

The Impossible tells a captivating true story in which survival, society, family ties and human kindness all shine through.



The Impossible is an amazing film, but it made me question how sensible it is to develop tourism in areas that are likely to suffer natural disasters. Isn't it too risky?

John

In this film

- 1 the special effects led to difficult filming conditions for the actors. ☐
- 2 the director gave the characters their own voice. ☐
- 3 the characters are not expecting the disaster. ☐
- 4 the characters are starving due to man-made problems. ☐

5 **4.11** Complete the list with the words in blue in the reviews. Then listen, check and repeat.

- 1 _____ poverty / hunger
- 2 physically _____
- 3 on a _____ note
- 4 suffer _____

6 Answer the questions about the blog reviews using the collocations in Exercise 5.

A

- 1 What does a large part of the film focus on?
- 2 How does the reviewer describe the conditions in which the actors had to perform?

B

- 1 What problems confronting William's village does the film investigate?
- 2 Despite the problems, how does the film end and why?

7 Read the two comments under the reviews and discuss whether you agree with the views. Give reasons for your answers.

B THE BOY WHO HARNESSED THE WIND

Set in Africa, the film tells the story of Malawian inventor William Kamkwamba. When he was just fourteen years old, he saved his family and village from famine by building an electricity-generating windmill from spare parts, working from rough plans he found in a library book. The film explores a community facing **extreme poverty and hunger**. Although the Kamkwamba family is struggling to survive, the parents do their best to focus on their children's education, but William is forced to leave school when the family can no longer afford the school fees. The film is directed by and stars Chiwetel Ejiofor who spent a decade getting to know the Malawi people and learning their language. He uses subtitles so that the characters in the film mostly speak Chichewa, the Malawian language,

and this is one of the reasons why the characters are so believable.

Drought and the underlying issues of deforestation, colonialism and climate change are dealt with in detail. But the movie ends **on a positive note**, with science-obsessed William Kamkwamba saving his village, bringing them electricity and more importantly, water.

The Boy Who Harnessed the Wind shows yet again how unfair life is and how important it is for rich countries to help people in poor countries to survive.

Jessica



4.5

GRAMMAR

Cleft sentences

I can use a variety of sentence structures to change the emphasis.

1 4.12 Read and listen to a conversation between two friends. Why does Will get angry?

Will: I've been watching a programme about extreme weather events – interesting but very scary! **What they did was show** the effects of some recent floods where people had lost absolutely everything. Rarely have I seen such devastating scenes. **What I find shocking is that** some people still believe that humans have nothing to do with climate change.

Emma: I don't think you can blame humans.

Will: What? **It's those kind of comments that** really annoy me. How can you say that?

Emma: **All I'm saying is that** there's no link between carbon emissions and climate change. **What's happened is that** scientists have invented global warming so they can get more funding.

Will: Are you serious?! Not only are you making ridiculous accusations, but you don't even know the basic facts. Of course it's carbon emissions that are to blame for global warming.

2 Read and complete the GRAMMAR FOCUS with the words in blue in Exercise 1.

GRAMMAR FOCUS

Emphasis – cleft sentences

There are a variety of ways in which you can change the emphasis in a sentence.

- **Cleft sentences:** 'divide' a sentence by adding a clause to emphasise key information.

What's 'happened is (that) scientists have invented ...
(= Scientists have invented ...)

What they ' was (to) show the effects of ...
(= They showed the effects of ...)

³ **I find shocking is (that)** ... (= I find it shocking (that) ...)

⁴ **those kind of comments that** ... (= Those kind of comments ...)

⁵ **I'm saying is (that)** ... (= I'm just saying (that) ...)



3 Complete the sentences with the words in the box. There is one extra word.

(what do that (x3) does is it's (x2))

- ¹ **It's** the gases from industrialisation that have caused the greenhouse effect.
- ² What scientists _____ is analyse air that's 800,000 years old, trapped under the ice in Antarctica.
- ³ _____ I'm saying is _____ there is more carbon dioxide in the atmosphere now than there was before.
- ⁴ It _____ the captivating beauty of the landscape _____ was destroyed by the wildfire.
- ⁵ _____ only in recent decades _____ we observe a rise in sea levels and more extreme weather events.

4 Rewrite the sentences using the structures from the GRAMMAR FOCUS and the words in capitals.

- Will and Emma had an argument. **HAPPENED**
What happened was (that) Will and Emma had an argument.
- Will (not Emma) started talking about climate change. **IT**
- Will told Emma how strongly he felt. **DID**
- Emma only suggested that Will couldn't blame humans. **ALL**
- Will couldn't believe Emma's views on scientists. **WHAT**

5 Work in pairs. Discuss what concerns you about the environment in Việt Nam.

What I worry about most is ...

What makes natural disasters even more devastating for vulnerable communities is ...

4.6

USE OF ENGLISH

Prefixes

I can recognise and form a wide range of words using prefixes.

1 Think about how the weather affects human behaviour. Choose the option you think is correct.

- 1 Rainy / Sunny weather makes you sleepy.
- 2 Rainy / Sunny weather makes you hungry.
- 3 Rainy / Sunny weather makes you more violent.
- 4 Calm / Stormy weather makes children hyperactive.
- 5 Dull / Sunny weather makes your memory better.
- 6 Rainy / Sunny weather makes you feel comforted.

2 Read the blog and check your ideas in Exercise 1.



HOW WEATHER AFFECTS HUMAN BEHAVIOUR

Are you **incapable** of getting up in the morning? That may be because it's raining, and the absence of sunlight causes the sleep hormone melatonin to be **overactive**. Heavy rain can also make you hungry. When it's cloudy, the hormone serotonin decreases, and you need more carbohydrates.

The effect of rain on crime rates cannot be **underestimated**. A New York Times investigation found that crimes committed on dry days far **outnumber** those committed in bad weather because people (including criminals) are **unwilling** to go out in the rain. Perhaps we should **reconsider** our negative opinion of British weather in the light of these statistics!

High temperatures on the other hand have long been linked with an **upturn** in violence. Raised temperatures cause an increase in heart rates and people are less able to control their temper.

3 Read and complete the LANGUAGE FOCUS with the examples in blue in the blog.

LANGUAGE FOCUS

Prefixes

Prefixes can be added to the same root word to create different words. For example from the root word *use* you can form **reuse** and **misuse**.

Prefix	Meaning	Examples
un- in-	not (mainly adjectives)	uncomfortable, ¹ incapable
dis- il-		disqualified, illiterate
im- ir-		impossible, irresponsible

un- dis-	opposite (mainly verbs)	undo, disallow ² _____
re-	do again	remarry, ³ _____
hyper-	extremely	hyperactive hypersensitive
mis-	bad(ly), wrong(ly)	misbehave, misinformation
multi-	many or several	multicultural
off- / on-	not the case / a place where ...	off-balance, off-colour / onstage
out-	more than or better	⁴ _____, outdo
over- / under-	too much / not enough	⁵ _____ / ⁶ _____
anti- / pro-	against / in favour	anti-social / pro-democracy
pre- / post-	before / after	pre-storm / post-match
self-	done to / by yourself	self-esteem, self-obsessed
sub-	inferior or lower	substandard
up- / down-	increase or improve / become worse	⁷ _____ / downturn

4 Match the words in the box with the correct prefixes to make twelve new words. What spelling rules can you work out for *il-*, *im-* and *ir-*?

adequate approve aware believe
capable legal literate mature
probable relevant responsible safe

- 1 dis- _____, _____
- 2 il- _____, _____
- 3 im- _____, _____
- 4 in- _____, _____
- 5 ir- _____, _____
- 6 un- _____, _____

5 Complete the two comments about the blog with the correct form of the words in brackets.

I don't like winter. I suffer from low (**ESTEEM**)
¹ _____ and I fall out with friends because
I'm very (**SOCIAL**) ² _____. I'm (**CAPABLE**)
³ _____ of getting up in the morning and I know
that my work is (**STANDARD**) ⁴ _____ because I
lack concentration. I need sunshine to feel alive.

Jonny

All this weather stuff is (**RELEVANT**) ⁵ _____
for people like me. I work all day in a shop, I travel
to work and back by bus and I go to the gym in
the evening. I'm totally (**AWARE**) ⁶ _____ of the
weather most of the time!

Julie



WRITING

A letter to an editor

I can write a formal letter using a variety of linking devices.

- 1 Read Minh Anh's comment in *Young Traveller* magazine. Do you agree with her point of view? Why? / Why not?
- 2 Read Tùng's letter to the magazine in response to Minh Anh's comments. Why does he choose to write about Côn Đảo? Would you like to visit the island? Why? / Why not?

HAVE YOUR SAY ...

Last month we asked you: Is enough being done to protect the natural environment in popular tourist destinations?

MINH ANH, 17, WROTE:

I'm a nature lover and it seems to me that governments and tour operators care mainly about the money that tourism generates and not about the negative impacts that visitors have on natural environments. Development of facilities for tourists often takes priority over protection of areas of natural beauty and local wildlife, and not enough is done to establish national parks or develop tourism responsibly.

TÙNG, 18, WROTE:

Dear Editor,

- 1 I am contacting you after reading Minh Anh's comments in January's *Young Traveller* magazine. Although I understand Minh Anh's concerns, I would like to point out that there are tourist resorts where a great deal is being done to promote wildlife protection and preserve natural beauty.
- 2 Having just returned from a holiday to beautiful Côn Đảo, I have personally seen sustainable tourism in action. The island's natural environment is vital to its success as a tourist destination, yet it is only relatively recently that the authorities have begun to protect it.
- 3 Côn Đảo National Park has established marine conservation zones where fishing and other activities are restricted to protect the marine ecosystem. The park also works to monitor and protect coral reefs, seagrass meadows, and other important marine habitats.
- 4 The situation in Côn Đảo is not perfect; nevertheless, it is undeniable that the negative impacts of tourism have been reduced and the turtles continue to lay their eggs there. To my mind, the island proves that some tourist destinations are concerned about more than just money. Perhaps, the positive example in Côn Đảo could trigger other resorts to care more for their natural environments.
Yours faithfully,
Tùng

WRITING FOCUS

A letter to an editor

A letter to an editor is written in response to an article you have read or a film or programme you have watched. It should be formal in style and contain the following elements:

Introduction

- Your reason for writing and your point of view on the topic.

Body paragraphs

- Support for your point of view, further opinions and examples.

Conclusion

- A summary of your opinion and a recommendation or final comment.



3 Complete the headings in LANGUAGE FOCUS I with the words in the box.

cause and result **concession**
certainty consequences reason

LANGUAGE FOCUS I

Formal language – review

• Express ¹ concession

Although / Even though I understand Minh Anh's concerns, I would like to point out that ...

• Express ² _____ formally using participle clauses

Having just returned from a holiday to beautiful Côn Đảo, I have personally seen ...

Being a responsible tourist, I am happy to follow the rules.

• Express ³ _____

Speed boats are so disruptive that they are not permitted.

Litter became such a problem that the area was closed.

• Express ⁴ _____

It is undeniable that / There is no doubt that the negative impacts of tourism have been reduced.

Undeniably / Undoubtedly, there is still work to be done.

Without (a) doubt, the situation is improving.

• Describe ⁵ _____

As a result / consequence, strict rules for tourists have been introduced.

The result / consequence / outcome of (such a decision / choice) is that the turtles are left in peace.

4 Read LANGUAGE FOCUS II, then rewrite extracts 1–7 using the words in brackets.

1 Some beaches are protected while others are not. (whereas)
Whereas _____

2 Whereas Côn Đảo National Park protects its wildlife, many other destinations fail to. (while)
Côn Đảo _____

3 Closing the beaches at night wasn't easy. That said, it was necessary for the sake of the turtles. (Having)
Closing _____

4 Things are improving; nevertheless it will take years for the bay to recover completely. (even so)
Things _____

5 Even though bins are provided, visitors continue to leave litter in the sand. (yet)
Bins _____

6 In fact, the seabird population has begun to recover. (actually)
The seabird population _____

7 Some of the forest is private while other parts are open to the public. (whereas)
Whereas _____

5 Read the message which was printed after Tùng's letter in Young Traveller magazine. Then plan your letter to an editor.

Thank you for your interesting contribution, Tùng. We would like to hear from other readers who have visited, or know of places where similar efforts are being made. Write a letter (180-200 words) describing a place in which negative impacts of tourism on the natural environment are being controlled.

YOUNG TRAVELLER



LANGUAGE FOCUS II

Expressing comparison and contrast

While / Whereas many parts of the forest are protected, others are not.

Some tourists behave responsibly **while / whereas** others do not.

That said / Having said this, the turtles remain a major tourist attraction.

The situation is not perfect; **nevertheless / even so** it is undeniable that the negative impacts of tourism have been reduced.

Introducing unexpected or surprising contrasts

The island's natural environment is vital to its success as a tourist destination, **actually** it is only relatively recently that the authorities have begun to protect it.

4.8

SPEAKING

Giving a presentation

I can introduce new information during a presentation.

- 1 Look at the photo. Then describe it using the words in the box.

(cave / cavern crystal geologists
minerals underground)

- 2  4.13 You are going to listen to a presentation about the Giant Crystal Cave. How does the information below relate to the topic? Listen and check.

- 1 the year 2000 4 58 degrees Celsius
2 half a million years 5 ten minutes
3 fifty-five tons

- 3  4.14 Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

(aware during familiar free
realise wondered)

SPEAKING FOCUS

Introducing the topic

Have you ever thought about / considered /

¹ wondered how / why / what, etc. ...?

² _____ my / this presentation, I plan to tell you about ...

You may be wondering why I've chosen to talk about ... today. Well, let me explain ...

Introducing familiar information

We are (probably) all ³ _____ with ...

You may be ⁴ _____ that ...

You may already know that ...

Perhaps you have heard of / about ...

Introducing surprising information

Most people aren't aware / don't ⁵ _____ that ...

... but, did you know that ...?

You might not know that ...

Finishing your presentation

OK, that's all from me.

Thank you for listening.

I hope you found the presentation interesting.

If anyone has any questions, please feel

⁶ _____ to ask now.



Giant Crystal Cave

- 4 Complete the extracts from presentations with words and phrases from the SPEAKING FOCUS.

- 1 You may be _____ why I've chosen to talk about Hạ Long Bay in Việt Nam today. Well, let me explain.
2 You may already _____ that Wolin, an island in Poland, is home to around 200 bird species.
3 Perhaps you have _____ of Table Mountain in South Africa. It rises high above the city of Cape Town.
4 We are probably all familiar with the Dolomite Mountains in northeastern Italy, but most people aren't _____ that this mountain range was added to the UNESCO World Heritage list in 2009.
5 Thanks for listening. If _____ has any questions, please feel free to ask now.

- 5 Prepare a presentation on a natural wonder. Follow the steps below.

- Select a natural wonder that interests you.
- Do some research and plan your presentation.
- Find some interesting photographs to illustrate the presentation, if possible.
- Select useful language from the SPEAKING FOCUS.
- Learn and practise your presentation.



FOCUS REVIEW 4

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There are two extra words.

(drought habitat meadow
orchard severe strong thriving)

- There was a small _____ at the back of our house where we'd pick apples in the autumn.
 - It was amazing to see tigers in their natural _____ in India.
 - The village is in a remote mountain area and experiences some _____ weather conditions.
 - The region is facing its worst _____ in decades with no rain in months now.
 - Thanks to conservation efforts, there's now a _____ population of wildcats.
- 2 Complete the sentences with the correct words to replace the words in brackets. The first letter is given.
- The clearance of hundreds of trees has caused i _____ (*impossible to repair*) damage to the forest.
 - There are less than a hundred animals in the wild and just a handful in c _____ (*not in the wild*).
 - Despite its r _____ (*being similar*) to a bat, this creature is actually a type of squirrel.
 - The packaging is b _____ (*capable of being decomposed*).
 - Many of the villagers live in extreme p _____ (*being poor*) getting by on less than a dollar a day.
 - Raccoons are extremely c _____ (*that like to compete and win*) animals.
- 3 Complete the sentences with the correct form of the verbs in brackets.
- If only you _____ (sort out) the recycling properly, I wouldn't have to waste time doing it!
 - It's high time you _____ (start) cycling to school. It's not too far.
 - If only the motorway _____ (not build) near the nature reserve, it wouldn't have affected the local wildlife so much.
 - I'd rather you _____ (use) reusable bags while shopping instead of those plastic ones.
 - I wish my parents _____ (ask) me what breed of dog I wanted to get before buying me a poodle.

READING

- 4 Read texts A–C and match them with questions 1–4. One text matched two of the questions. Which text mentions an environment where ...

- temperatures can change dramatically during a single day?
- a very wide range of species thrive?
- there are no distinct seasons?
- few plants and animals can live?

☐
☐
☐
☐

A

DESERTS

Contrary to popular perception, temperature alone does not directly define whether an area of land is described as a desert. The key factor instead is rainfall, with desert areas averaging less than 254 millimetres of rain a year. There are, in fact, what are known as 'cold deserts', such as in the Antarctic, where temperatures can be below freezing. Even the hot, dry deserts we most typically think of, such as the Sahara, can experience very dramatic temperature drops at night. This is because the lack of cloud cover allows hot air to escape very quickly once the sun has set.

B

RAINFORESTS

As their name suggests, rainforests are found in areas with consistently high levels of rainfall, typically in tropical regions of the world around the equator. They may receive more than 2,000 millimetres of rain a year and with an average daily temperature of around 28 degrees Celsius, they are hot and humid. This climate is consistent all year round which creates the perfect habitat for an incredibly diverse range of plants and animals and makes them some of the most biodiverse environments on the planet.

C

TUNDRAS

One of the world's harshest environments are tundras, treeless ecosystems found in the Arctic and on the tops of mountains. These areas are very cold and windy with little rainfall, making it difficult for both plants and animals to survive. Most of the plants found on the tundra are very low-lying, growing in gaps in the rocks where they have some protection from the wind. The Arctic tundra is covered in snow for much of the year, with the soil below the surface permanently frozen. Tundra plants have a very short growing season of just fifty to sixty days during the short Arctic summer.

SPEAKING

- 5 Ask and answer the questions.

- What could be done to persuade people to recycle more?
- How can you use social media to promote an environmentally-friendly lifestyle?
- Is the work of environmental organisations effective? What makes you think so?
- What are the advantages of living next to large green areas?

5

The social media

Never let the truth get in the way of a good story.

Mark Twain

5.1

VOCABULARY

The media • truth and falsehood • adjective–noun collocations • adverbs

I can talk about the media and fake news.

- 1 Look at the three news headlines and discuss which one you think is true. Explain why.

1 American woman adopts alien baby!

SPACE BABY SURVIVES UFO CRASH

'I couldn't resist its big sad eyes,' says woman from Ohio.

2 5 million euros lottery winner leaves winnings on bus

Joe Smith appeals to public: 'I was going to buy my mum a new house.'

3 WOMAN BURST INTO FLAMES DURING AN OPERATION!

Spark ignites cleaning solution and patient becomes ball of fire.



FAKE NEWS

What is it?

Completely made-up stories presented as news and made to go viral, often for politically motivated reasons or commercial gain stories are 70 percent more likely to be retweeted because they are usually more eye-catching than the truth. Some people **spread fake news** deliberately while others do it without realising. The Internet is awash with information that cannot be trusted. The smartphone generation is bombarded with such information practically on a daily basis and they're growing up alarmingly misinformed.

How do you know what you're reading is accurate?

Don't **take a story at face value** – step back and ask yourself these questions:

- *Does the story come from a reputable source?* Has this website always shown a clear commitment to newsworthy stories based on fact? Alternatively, is this an article put out knowingly by an organisation that **has an agenda** – an agenda to **manipulate the media** because of a political or commercial motive?

2 Read the article again and answer the questions.

- 1 Why is fake news usually created?
- 2 How can we check the reliability of a news source?
- 3 In what way can images suggest that news is fake?
- 4 What do you do your instincts with to spot fake news?

ARE YOU
DISTORTING
THE TRUTH?



Does the photo or video look normal? If it looks slightly odd, it may have been **tampered with** to **distort the truth** and **mislead people** into believing something that never actually happened.

Is this story likely to be true? There are different ways in which a story can be inaccurate or misleading. Start from your gut feeling, **trust your instincts** – does it sound believable? American woman adopts alien baby is clearly fake news. But how about the lottery winner? Would he really carry 5 million euros in cash on a bus? Then there's the story of a person bursting into flames. Unbelievable, right? Not exactly – you can **check the accuracy** of this story by searching online where you find out that fires in operating theatres are remarkably common! In fact, the third story is the only true story.

3 **5.01** Complete the list below with the verbs in red in the text. Then listen, check and repeat.

People / Organisations can sometimes ...

- 1 distort the truth
- 2 _____ an agenda
- 3 _____ the media
- 4 _____ / misinform people
- 5 _____ fake news
- 6 _____ with photos

You should ...

- 7 _____ the accuracy
- 8 _____ your instincts
- 9 not _____ a story at face value

4 **5.02** Complete the list below with the underlined phrases in the text in the correct form. Then listen, check and repeat.

- 1 awash with
bombarded with } information
- 2 a clear
a long-term } _____
- 3 for commercial
for political } _____
- 4 on a daily
on a regular } _____
- 5 a distinct
a gut } _____
- 6 a newsworthy
an eye-catching } _____
- 7 a reliable
a reputable } _____

5 Did any information in the article surprise you? What do you do to make sure that what you are reading is true?

Conditional sentences type 3

I can talk about a social media platform using conditional sentences type 3

- 1 Discuss in pairs: Do you trust the information on Facebook? Why (not)?
- 2 Read the following sentences. What do these sentences have in common?
 - 1 If Facebook hadn't been created, people might have continued to use emails to connect with each other.
 - 2 If Facebook hadn't been created, the world of social media would not have changed that much.
 - 3 If Facebook hadn't been created, people might have used blogposts to write their stories.
- 3 Read the GRAMMAR FOCUS and replace *If ... not* in the above sentences with *Unless*.

GRAMMAR FOCUS

Conditional sentences type 3 describe a situation in the past that cannot be changed because it has already happened. These sentences are often used to talk about regrets or to speculate about what might have happened if things had been different.

- If + S + V past perfect tense, S + would have + V past participle.

If my friends hadn't started using Facebook, I would not have used it.

= *Unless my friends had started using Facebook, I would not have used it.*

Unless is used to mean 'if not'.

- 4 Put the verbs given into the correct form of conditional sentence type 3.

Ms. Trang had to pay a high price for the misleading information regarding her health condition last year. If only she ¹ _____ (be) more careful, she ² _____ (not fall) for the fake news on social media. Two years ago, she read a long status on social media written by a man, who claimed as a local therapist and advertised a locally-made herbal medication could cure all ailments for cancer. At the time, Trang was desperate for a cure for her lung cancer, so she believed it all at once. She ordered the medication online and started taking it, but soon she began to experience severe side effects.

If Trang ³ _____ (research) the medication carefully before buying it, she ⁴ _____ (realize) it was a scam. But it was too late, and she found herself in trouble. She became very sick and had to be hospitalized. Her health deteriorated rapidly, and she regretted falling for the fake news. If only she ⁵ _____ (listen) to the warnings about fake news on social media, she ⁶ _____ (not put) her health and life at risk. She learned a valuable lesson and warned others about the dangers of fake news.

- 5 Rewrite the following sentences in conditional sentences type 3.

- 1 A singer has recently manipulated the media to mislead his fans about the news.
If a singer had not manipulated the media, his fans would not have been misled about the news.
- 2 They distorted the truth to make their product sound better than it actually was.
_____.
- 3 The news story about Harry sounded unbelievable, so I checked the accuracy of its information.
_____.
- 4 She did not use a reputable source for her report, so the information was not reliable.
_____.
- 5 He double-checked the sources of the news, so his friends trusted him.
_____.

- 6 What would have happened if social media had not been created? Discuss with your friends. Make a list of ideas. Then share with the class.



5.3

LISTENING

I can identify main points of a discussion about a street artist.

- Describe these artworks murals by controversial British artist Banksy. Discuss what you think they mean.
-  **5.03** Listen to a news report about Banksy. Tick the information if it has been confirmed. If not, put a question mark.

Banksy bio

- Real name is Robin Gunningham. ☐
- Was born in Bristol in 1973. ☐
- Trained to be a butcher. ☐
- Became famous in the 1990s. ☐
- Has never been arrested. ☐
- Authenticates his work on his website. ☐
- Is a multi-millionaire. ☐

-  **5.04** Add *pro-* or *anti-* to the following words to describe whether you think Banksy is for or against these things. Then listen and check.

- | | |
|-----------------------|--------------------------|
| 1 _____ anonymity | 5 _____ peaceful protest |
| 2 _____ authority | 6 _____ fairness |
| 3 _____ war | 7 _____ animal cruelty |
| 4 _____ animal rights | 8 _____ equality |

-  **5.05** Listen again and complete sentences 1–6 with a word or a short phrase.

- Robert is doing a school assignment on _____ issues in art.
- Alice says that Banksy uses graffiti to express his views on _____.
- Alice first thought that Banksy was born in _____.
- Banksy has remained anonymous thanks to his friends' commitment and _____.
- He substituted paintbrushes with stencils and spray cans so that he could paint more _____.
- Banksy's artwork on a Welsh garage can be seen as a comment on _____ issues.



PRONUNCIATION FOCUS

-  **5.06** Listen and put these words into the correct column A, B or C depending on the stress.

alteration authority ceremony
commentator inauthentic photographer
uncomfortable underlying vandalism

A ■ ■ ■ ■	B ■ ■ ■ ■	C ■ ■ ■ ■
_____	_____	<u>alteration</u>
_____	_____	_____
_____	_____	_____

-  **5.07** Listen, check and repeat.

1 Discuss the questions.

- 1 When was the last time you took a selfie and why did you take it?
- 2 Why do you think selfies are so popular?

2 Choose the correct option. Then read the text and check your ideas.

- 1 The first teenage selfie was taken in 1839 / 1914 / 2006.
- 2 The word 'selfie' originated in Russia / Australia / New York.

3 Read the article again. Complete the sentences with up to five words from the article in the correct form.

- 1 Anybody who _____ media is also likely to be a selfie-taker, and this doesn't just mean young people.
- 2 Although Britney Spears and Paris Hilton claim to have taken the first selfie ever, the real pioneer was 19th century photographer Robert Cornelius, whose _____ was taken in 1839.
- 3 The first teenager to take a selfie was a young Russian princess who managed to do it by _____ in a mirror.
- 4 The term 'selfie' comes out of the Australian _____ adding -ie to the end of words.
- 5 'Selfitis' is a term for people who _____ and post them on social media in order to feel happier or more accepted.

4 5.08 Complete the phrases with the verbs in blue in the text. Then listen, check and repeat.

- 1 become **mainstream** = be ordinary or normal
- 2 _____ **back to** = begin at a time in the past
- 3 _____ **popularity** = become more popular
- 4 _____ **a habit of** = do sth regularly
- 5 _____ **a claim** = state that sth is true
- 6 _____ = try to do
- 7 _____ **sth off** = get rid of

5 Complete the questions with one word in each gap. Then answer the questions according to the information in the text.

- 1 When did smartphones become _____?
- 2 Who made the _____ that they had invented the selfie?
- 3 When does the oldest selfie date back _____ and how was it taken?
- 4 What do Australians have a habit _____ adding to the end of words?
- 5 What might some people _____ by taking a lot of selfies?
- 6 What can taking lots of selfies help you to shake _____?
- 7 What kind of apps are gaining _____ and why?

6 SURVEY YOUR FRIENDS.

Go around the class and ask your friends. Then write their answers in your notebook.

- 1 When was the last time you took a selfie on your smartphone?
- 2 How do you usually do for selfies – is it a smile, duck-face or wink?
- 3 Think of your favourite photo. When and where was it taken?



A short history of the selfie

5.09

They're everywhere – people posing with their phones held out in front of them or on a selfie-stick. And it's not just young people – social media users of all ages take selfies, including space-walking astronauts and the Pope.

So when did this selfie mania begin? Most people would guess that it was around the beginning of this century or perhaps a bit later when smartphones **became mainstream**. But most people would be wrong, just as Britney Spears and Paris Hilton were wrong when they declared on Twitter in 2017 that they had invented the selfie eleven years previously. In fact, they were around 167 years too late to **make that claim**. The oldest existing selfie **dates back to** 1839 when photographer Robert Cornelius took a self-portrait photograph of himself. To achieve this, he had to uncover the lens, run to his place and pose in the same position for up to fifteen minutes and then run back to cover the lens again. Cornelius couldn't take a dozen shots and choose the best

one – his selfie had to be just one photo. Half a century later, in 1914, thirteen-year-old Grand Duchess Anastasia Nikolaevna of Russia took a picture of herself in a mirror and became the first teenager to take a selfie.



And what about the origin of the word itself? It is thought to come from Australia where people **have a habit of** putting **-ie** on the end of words – **barbie** for barbecue, **postie** for postal worker and even **Aussie** for Australian. In 2002, an Australian man took a photo of an injury to his lip and put it up on a public forum to ask for advice on how to treat it. He referred to the photo as a selfie, and the term was born. Selfie became Oxford Dictionaries' word of the year in 2013.

So, why do we take so many photos of ourselves? A 2017 study into 'selfitis', as the obsessive taking of selfies has been called, found a range of motivations, from **seeking** to feel more part of a group to **shaking off** depressive thoughts and – of course – capturing a memorable moment. Since we live so much of our lives online, there is pressure to present good quality images, and so it is no surprise that airbrushing apps that enable people to retouch images and present an idealised version of themselves are **gaining popularity**.



5.5

GRAMMAR

Mixed conditionals

I can use mixed conditionals to talk about hypothetical situations in the past or present.

- Read the text and find out what these two British actors think about their screen characters.

ACTORS LIKE THEIR SCREEN CHARACTERS, OR DO THEY?



Daniel Radcliffe

Daniel Radcliffe doesn't mind being called Harry Potter. **If he hadn't played the part of Harry Potter, he wouldn't be one of the richest young stars in cinema today.** But there have been times when his fame has been difficult for him to deal with. **If he was less famous, he would have gone out dancing with his friends more,** but sadly, he's never had that freedom.

Robert Pattinson didn't like the character he played in the *Twilight* series. He says that **if Edward Cullen wasn't a fictional character, he would have been a troubled young man.** Pattinson understands that **he wouldn't be so mega-famous if he hadn't played the role of Edward Cullen,** but he says it's really weird being famous for a character he doesn't like.



Robert Pattinson

- Read the text again and match the real situations with the real results or consequences.

Situations

- Radcliffe played Harry Potter.
- Radcliffe is very famous.
- Edward Cullen is fictional.
- Pattinson played Edward Cullen.

Results

- He didn't go out dancing much.
- He is very famous.
- He is very rich.
- He wasn't a troubled young man.

- Match the four conditional sentences in blue in the text with the four real situations and results in Exercise 2.

- Read the GRAMMAR FOCUS and complete the gaps with past or present.

GRAMMAR FOCUS

Mixed conditionals

You use a **mixed conditional** to describe certain imaginary situations and their imaginary results. There are two main types:

- imaginary** ¹*present* condition → **imaginary** ²_____ result

If + Past Simple, would / wouldn't have + Past Participle

If he **was** less famous, he **would have gone out** dancing with his friends more.

- imaginary** ³_____ condition → **imaginary** ⁴_____ result

If + Past Perfect, would / wouldn't + verb

If he **hadn't played** the part of Harry Potter, he **wouldn't be** one of the richest young stars in cinema today.

Note: As well as *would*, you can also use *could*, *might* and *should* in conditional sentences.

- For each sentence, tick the explanations (a, b or both) that are correct.

- If I'd watched the *Twilight* films, I'd know who Edward Cullen was.

A I didn't watch the *Twilight* films. ☐

B I know who Edward Cullen is. ☐

- If I was interested in Harry Potter, I'd have read the books.

A I'm not interested in Harry Potter. ☐

B I haven't read any of the books. ☐

- If Robert Pattinson was ugly, I might not have watched *Twilight*.

A Robert Pattinson is handsome. ☐

B I watched *Twilight*. ☐

- Pattinson and Radcliffe wouldn't be enjoying so much success if they hadn't worked hard on these roles.

A They aren't enjoying success. ☐

B They worked hard on these roles. ☐

- Complete the sentences to make them true for you. Compare with a partner.

- If I didn't have a smartphone, (*imaginary past result*) _____

- If antibiotics hadn't been invented, (*imaginary present result*) _____

- If I had been born in the USA, (*imaginary present result*) _____

- If I could fly, (*imaginary past result*) _____

- If I was a better student, (*imaginary past result*) _____

- If my dad hadn't woken me up this morning, (*imaginary present result*) _____

- If my parents were famous actors, (*imaginary past result*) _____

5.6

USE OF ENGLISH

Compound nouns and adjectives

I can understand and use compound words.

A DAY IN THE LIFE OF A NEWS ANCHOR

I'm a **news anchor** on the **morning show** of a local **TV station**. The question I get asked most is what time I get up. 3.00 a.m.! And I'm in hair and **make-up** at 4.30. I wear block colours – no stripes or frills, and no green. We sometimes use **green screens** so that artificial backgrounds can be superimposed. So if you wear a green top, it doesn't show up against a green **background** and you appear as a floating head and a pair of arms and legs – very **ill-advised** and not a good look!

We go live at 6.00 a.m., and before that I have to read up on the day's **news stories**. I start by getting an **overview** of the stories

I'll be reporting. We're a local **news station**, so we don't report on **foreign affairs**.

You can't rehearse – you have to deal with **breaking news** as it comes in, but I have a lot of **backup**. A **fact-checker** has made sure the details of the story are accurate, a **copy editor** makes sure stories are written in a way that I'd actually say them and when I'm live on air if I become **tongue-tied** or mess up, have the director in my ear.



- 1 Decide whether you think the following statements are true (T) or false (F). Then read the article to check your ideas.

- 1 A news anchor can't wear green. ☐
- 2 A news anchor can't rehearse the stories. ☐
- 3 A news anchor can't hear the director while she / he is on-air. ☐

- 2 Read and complete the LANGUAGE FOCUS with the examples in blue from the article.

- 3 Match the words from boxes A and B to make common compound colour adjectives. What things can you describe using these colours?

A

B

blood charcoal
lime nut sky
lemon snow

blue brown
grey red yellow
green white

a blood-red sky, a blood-red rose, blood-red lips

- 4 Rewrite the following descriptions using compound adjectives. Use a dictionary if necessary.

- 1 A young woman with rosy cheeks
- 2 A child with curly hair
- 3 An old man with thin lips
- 4 A young sportsman with broad shoulders
- 5 A high jumper with long legs
- 6 A teenager with a kind heart

- 5 Work in pairs. Ask and answer: Would you like to be a news anchor or work in television? Why / Why not? Use compound nouns in your dialogue.

LANGUAGE FOCUS

Compound nouns and adjectives

Compound nouns

- A compound noun is normally made up of two words. The first word describes or modifies the second word: a ¹*morning show* = a show that is on in the morning. Compare: a *company car* (a type of car) and a *car company* (a type of company).
- Compound nouns can consist of:
noun + noun: ²_____ anchor, newsreader, health check
adjective + noun: ³_____ affairs
verb-ing + noun: *breaking* ⁴_____
preposition + noun: ⁵_____ view
- A significant number of compound nouns are **made from phrasal verbs**: *back sth up* → a ⁶_____, *crack down on sth* → a *crack-down*
- Compound nouns can be written as one word, two words or with a hyphen. Check in a dictionary. The stress is usually on the first syllable.

Compound adjectives

- A compound adjective is usually made from two words and usually written with a hyphen.
- Compound adjectives can consist of:
number + noun: *three-minute, twenty-four-hour*
adjective + noun: *high-quality, present-day, deep-sea*
noun + adjective: *user-friendly, waist-high, weatherproof*
noun / adjective / adverb + -ed / -ing participle: *mouth-watering, short-lived, far-fetched, kind-hearted, weather-beaten, broad-shouldered, flat-footed,* ⁷_____, ⁸_____
verb + preposition / adverb: *made-up, unheard-of*
- Some compound adjectives are made from more than two words: *four-year-old, state-of-the-art*
- The noun in a compound adjective is usually singular: *a four-hour programme* NOT *a four-hours programme*

A review of a TV series

I can write a review of a television series.

1 Discuss the questions in groups.

- 1 Which old TV series do you consider to be classics and why?
- 2 Which of today's TV series do you think are the classics of the future and why?
- 3 What do you know about the series shown in the picture?

2 Read the review. If you have seen *Stranger Things*, do you agree with the writer's opinion of it? If you haven't, does the review make you want to watch the series? Explain your answers.

- 1 Take a **nostalgic** journey back to small-town America in the 1980s with Netflix's dark mystery *Stranger Things*. This excellent show is heavily influenced by the books and films of Stephen King and Steven Spielberg. Series creators, the Duffer brothers, have combined action, humour and horror to create a **well-reviewed** sci-fi drama. As far as I'm concerned, it's a TV classic.

2 In season one of *Stranger Things*, a schoolboy named Will goes missing. His friends, mother and the rest of the town become part of a series of mysterious events involving an unusual young girl named Eleven. It soon becomes clear that something even stranger is hiding in the woods of their town. In season two, the town and its inhabitants are once again threatened by supernatural forces and we are reminded that the worst villains are not always the monsters. Season three not only presents a continuation of this theme, but also shows how the main characters and their relationships have developed with time.

3 *Stranger Things* is a brilliant show with an **unforgettable** soundtrack. The plot explores friendships, family ties and even romance. The young cast give wonderful performances and the show is beautifully shot. Unlike many modern shows, it doesn't rely too heavily on special effects. While season one is not particularly scary, seasons two and three are more strongly influenced by horror films and are **terrifying** at times.

4 All in all, *Stranger Things* offers viewers a **gripping** story with plenty of twists and turns. From the opening scene, it feels as though you are watching a future TV classic. I can't recommend it enough and have no doubt that people will be talking about it for many years to come.



3 Read the review again and match points a–d below with paragraphs 1–4.

- a Summarise your opinions and make a recommendation. ☐
- b Give your opinion on the story, acting, dialogue, special effects, etc. ☐
- c Give key information: the name of the series, where and when it is set etc., and your overall opinion. ☐
- d Summarise the story but don't give any spoilers. ☐

4 Read the WRITING FOCUS and find examples of each point in the review.

WRITING FOCUS

A review

The goal of a review is to give your personal opinion about something, e.g. a film, a series or a book. The opinion should be supported with examples and recommendations should be given at the end. Reviews are usually written for newspapers, websites or magazines and therefore have a fairly informal style.

Introduction

- Attract readers' attention with an interesting opening sentence.
- Mention the type of show, the stars / director / writer, the setting, obvious influences, etc.
- State your overall opinion.

Main paragraphs

- Use present tenses to give more details about the plot and the main characters.
- Use present or past tenses to say what you liked / didn't like about the TV series.
- Use a variety of adjectives and modifiers when presenting your opinions.

Conclusion

- Summarise your review.
- Make recommendations.

5 Match the adjectives in purple in the review with the definitions in the LANGUAGE FOCUS box. Is each one positive, negative, or a matter of taste?

LANGUAGE FOCUS

Adjectives for reviews

Use a range of adjectives to make your review interesting.

- 1 very funny = hilarious
- 2 impossible to forget = _____
- 3 extremely frightening = _____
- 4 exciting = _____
- 5 emotional about the past = _____
- 6 liked by critics = _____

6 Choose a TV series you like that is currently on TV. Write a review (180–200 words) to describe the series.



5.8

SPEAKING

Discussing ethical issues

I can express opinions on ethical issues on social media.

- 1 Match the issues with the photos. What of the following issues can be seen most serious on social media platforms in Việt Nam? Why do you think so?



a cyberbullying



b fake news



c loss of personal information

- 2 **5.10** Read and listen to the dialogue between Lan and Richard. Complete the dialogue with ONE OR TWO WORDS.

Lan: Hi Richard, have you been following the news about issues on social media in Việt Nam?

Richard: Yes, I have. There have been a lot of problems these days.

Lan: I find cyberbullying the most serious issue though. Many people post, or share negative content about someone else.

Richard: ¹ _____. It's important to create a safe and respectful online environment for everyone. I'm ² _____ that social media platforms should take steps to prevent cyberbullying.

Lan: What do you think might be solutions to this problem, Richard?

Richard: ³ _____, I think to reduce cyberbullying, young people should avoid personal attacks or insults in face-to-face contacts first and then on social media later. They should be respectful towards others' opinions, personalities and appearances, and this should be taught early in the school system.

Lan: I couldn't ⁴ _____. At the same time, there are also concerns about loss of personal information on these social platforms.

Richard: Oh, yes, some people collect a lot of personal data from users, and post them on social media. I wonder how this data is being used and who has access to it.

Lan: Plus, there are concerns about fake news, too. It could be ⁵ _____ that young people should learn to be critical of news on social media. They should always double-check the sources of news. If something is fake, they should report it immediately.

Richard: I agree that it's ⁶ _____. Parents and teachers need to develop critical thinking of their children and students as early as they can.

Lan: I suppose you could say that ...

- 3 **5.11** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

(argued emphasise firmly
obvious particularly)

SPEAKING FOCUS

Beginning your answer

I ¹ firmly believe / I'm not convinced they do, because ...

One ² _____ / clear advantage / disadvantage is that ...

I think I'd ³ _____ / explain that / how ...

It's absolutely vital / quite important I think, because ...

As well as (avoiding fur products), other (things that can help) include ...

I think the main / one / a significant reason is that ...

Expressing opinions

It could be ⁴ _____ that ...

I don't feel ⁵ _____ strongly about ...

I don't have a strong opinion about ...

I suppose you could say that ...

- 4 In groups, read the dialogue again. Write down the ideas in each column. When there is no information, add your own ideas. Then share with the class. Use the expressions in the SPEAKING FOCUS.

	Cyberbullying	Loss of personal information	Fake news
What is it?			
What are some examples?			
What can be done?			

VOCABULARY AND GRAMMAR

- 1 Match the words in box A with the words in box B to make collocations, then complete the sentences with the collocations in the correct form.

A commercial daily double-check make raise

B awareness basis the facts gain a statement

- The company's website is updated on a _____ with the latest news and events.
- She set up a campaign to _____ of the disease amongst the general public.
- The school have been passing on students' data for _____, selling lists of names to advertisers.
- It's vital that, as a journalist, you _____ in a story before it's published.
- This morning, the director of the hospital _____ to the media about the crisis.

- 2 Complete the sentences with words from the unit. The first letter of each word is given.

- You shouldn't take stories you read online at f_____ value, they're often fake news.
- I just had a g_____ feeling that something wasn't right about what I'd been told.
- The name of the witness has been changed to p_____ her identity.
- Legally, he hadn't actually c_____ an offence, but his actions were clearly dishonest.
- It's really important to check the a_____ of any statistics you use in your article.
- I don't believe the files were deleted by accident, they clearly did it d_____.

- 3 Complete the sentences with the correct form of the verbs in brackets. Use mixed conditionals.

- If Karen _____ (check) her sources before submitting her article last week, she _____ (not / be) in trouble with the editor today.
- John _____ (tell) us the truth about the school incident if he _____ (be) an honest person.
- If Jerry generally _____ (take) his job seriously, his manager _____ (promote) him a long time ago.
- If my grandparents _____ (not / be) such generous people, they _____ (not / help) me financially at university and I wouldn't be a lawyer.
- We _____ (not / have to) take them to court now if they _____ (pay) the loan back on time.

WRITING

- 4 Read the writing task and write a review.

What is your favourite film genre? Comedy, action movie, romantic comedy or something else? Write a review for a film which is the best representation of your favourite genre and could encourage viewers to watch more films of that type.

READING

- 5 Read the article. Complete the sentences with up to three words from the article in the correct form.

THE POWER OF IMAGES

It's often said that a picture is worth a thousand words. There's something appealing about images that makes them a powerful tool for communication.

As you scroll through your social media feed or browse a news website, what is it that prompts you to read on? The chances are that it's the images that attract your attention. Online content that is accompanied by an image is more likely to prompt engagement, in the form of clicks, likes and shares, than straightforward text. This phenomenon is especially important to digital marketers.

They will tell you that on average people only read around 20 percent of the text on a web page. When it comes to remembering information, it is said that we retain around 80 percent of what we see versus only 20 percent of what we read and just 10 percent of what we hear. Although these figures are criticised by experts as an oversimplification, visuals do play an important role in how we deal with content in an information-rich world. Producing eye-catching visuals to attach to digital content is vital for anyone who wants to get their message across to the maximum number of people.

It's not only in the commercial world that the power of the image is being recognised. Governments and NGOs such as the World Health Organisation are acknowledging the importance of social media in communicating public health messages. Research into social media engagement during one recent disease outbreak, for example, found that it was image-based platforms such as Instagram that were most effective in communicating vital health messages. Whilst there is some concern amongst healthcare professionals that what starts off as helpful messages can easily get distorted as they're shared and reshared, specialists say that social media has huge potential for promoting public health.

Political journalists and campaigners have also long understood the power of an image. In a social media age, though, just posting a striking image that is sure to go viral has been labelled by some as 'slacktivism'. That is the idea that people will like and share an image without really thinking about the ideas behind it or engaging with the political message. The challenge for activists, journalists, marketers and governments is to develop a social media strategy that includes eye-catching visuals but is also more than skin deep.

- When looking at information online, people are far more likely _____ with content if it includes an image of some kind.
- This fact is exploited by those working in _____ to help make their messages stand out.
- Apparently, we remember only a tiny percentage of information in the form of text or audio, but a much greater proportion of ideas presented in the form _____.
- Images are also increasingly being used by official bodies to communicate _____ to the widest possible audience and by journalists and activists to promote political campaigns.
- The use of eye-catching images that quickly go _____ has been criticised as an example of 'slacktivism' because it is superficial and doesn't really engage people with the underlying message.

6

6.1

VOCABULARY

Multicultural societies

I can talk about living in a multicultural world.

- 1 In groups, take the following quiz. Then check your answers with your partner.

VOCABULARY FOCUS

Multicultural societies

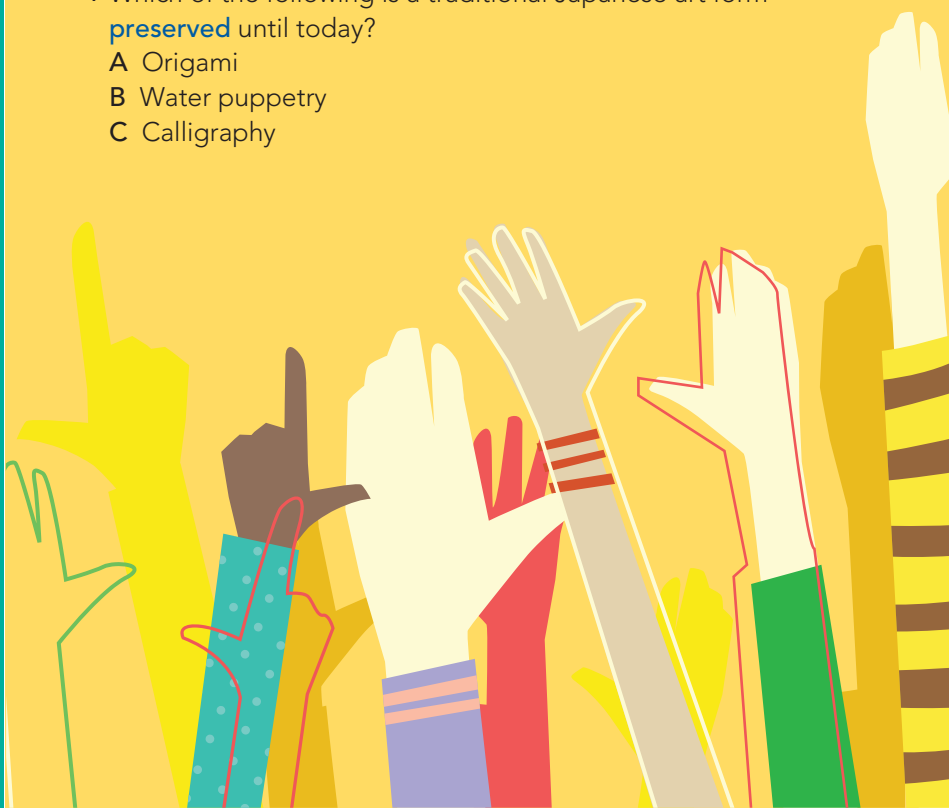
assimilation	indigenous culture
stereotype	melting pot
cultural identity	minority culture
dominant culture	multiculturalism

A multicultural world

*The world is now multicultural
the same way the world is round.*

Zadie Smith

- 1 What is **multiculturalism**?
A The belief that one culture is superior to others.
B The idea that multiple cultures can coexist in a society.
C The idea of **cultural assimilation** in a country.
- 2 Which of the following is an example of a **typical stereotype**?
A A Vietnamese woman likes to wear traditional Áo dài.
B An Asian student is often good at maths.
C The sun rises in the east.
- 3 What can be **passed down** to the next generation?
A environmental pollution
B traditional crafts
C natural disasters
- 4 Which of the following is a traditional Japanese art form **preserved** until today?
A Origami
B Water puppetry
C Calligraphy



2 **6.01** Complete the gaps with the words in red in the quiz and from the VOCABULARY FOCUS. Then listen and repeat.

- 1 _____ assimilation
- 2 typical _____
- 3 cultural _____
- 4 dominant _____
- 5 _____ people
- 6 _____ pot
- 7 minority _____
- 8 multiculturalism

3 Complete the sentences with the words / phrases from the VOCABULARY FOCUS.

- 1 Many practices and beliefs of different _____ have been forgotten.
- 2 The _____ are different from the culture of the majority, and they are often not as well respected in some places.

- 5 In what way can a country **embrace** diverse cultural backgrounds of its citizens?
 A **Respect** multiple cultures in the society
 B **Adopt** stereotypes
 C Allow the use of diverse musical instruments
- 6 Which of the following can shape a person's **cultural identity**?
 A Language
 B Eye colour
 C Occupation
- 7 Which of the following countries is often referred to as a '**melting pot**'?
 A Singapore
 B South Africa
 C United States
- 8 Which country has a significant population of **indigenous people**?
 A Mexico
 B Japan
 C Italy

- 3 The idea of a _____ society sounds good, but in reality it's hard to achieve.
- 4 Some governments try to promote _____, but not everyone is happy about it.
- 5 After years of _____, some foreigners living in Australia still hold many of their traditional values.
- 6 Some immigrants fear they may lose their original cultural identity and become part of the _____ when living in a multicultural society.

4 **6.02** Listen to a dialogue between two students discussing their assignment. Decide if the statements are true or false and write true (T) or false (F) in the blanks.

- 1 Multiculturalism means people all share the same culture. ____
- 2 There are no problems in melting pot societies. ____
- 3 People living in a melting pot society can enjoy different types of lifestyles. ____
- 4 People from melting pot societies are more accepting of other cultural identities. ____
- 5 Assimilation into a different culture is always easy. ____
- 6 Some ethnic groups assimilate more easily than others do. ____

5 Choose the verbs in blue in the quiz in Exercise 1 to match with the following nouns.

- 1 _____
cultural identity tradition language history
- 2 _____
tradition knowledge values recipes
- 3 _____
diversity inclusivity chance opportunity
- 4 _____
cultural boundaries opinions privacy nature
- 5 _____
cultural customs cultural practices strategies policies

6 Work in pairs. Discuss the benefits of living in a multicultural country. You can use the following prompts.

- One advantage is ...*
Another plus is ...
Another pro is ...
On the other hand, ... is a disadvantage.
A con to consider is ...
A negative aspect of ... is ...

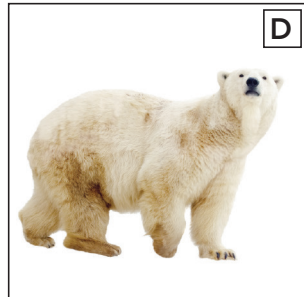
6.2

GRAMMAR

Adverbial clauses of manner

I can use adverbial clauses of manner to talk about living in a multicultural country.

- 1 Look at the pictures. What are they? Which country do they represent?



- 2 Read the dialogue between two friends about their plans to study overseas. Answer the questions.

Nhung: Are you still considering studying in Canada?

Sinh: Yes. I'm learning that immigrants feel rather welcome there.

Nhung: I see. It looks **as if** foreigners feel they are part of the society.

Sinh: Yes, that's the idea. They have laws that protect and promote different cultures. Are you considering studying there too?

Nhung: In fact, I am. After listening to you, I feel **as though** I won't have any problems assimilating there.

- 1 In which country is Sinh considering studying?
- 2 How do immigrants feel in Canada?
- 3 Do foreigners in Canada feel as if they belong to Canadian society?
- 4 What does the Canadian government promote?
- 5 What does Nhung feel regarding fitting in Canadian society?

- 3 Read the GRAMMAR FOCUS. Find and underline examples of **As if / As though** in the dialogue.

GRAMMAR FOCUS

Adverbial clauses of manner

Use **as if** and **as though** to talk about imaginary situations or situations that may not be true but are likely or possible. **As if** is more common than **as though**.

As if / As though + S + V (present tense)

It looks **as if / as though** it is going to rain.

As if / As though + S + were / V (simple past)

He acts **as if / as though** he were Canadian.

As if / as though often follow the verbs *look, feel, or seem*

- 4 Rewrite the sentences using **as if** or **as though** so that they have the same meaning as the first.

1 Mai gave me the impression that she had a lot of tolerance towards other cultures.

It looked as if Mai had a lot of tolerance towards other cultures.

2 Châu's family appeared not to practice the indigenous culture's beliefs.

It seemed _____.

3 I feel she has no problems with assimilating into Canadian society.

She seems _____.

4 Mr. Nguyễn makes us think that he can easily coexist and thrive in Canada.

Mr. Nguyễn acts _____.

5 The dominant culture appears to easily accept minority cultures.

The dominant culture looks _____.

- 5 Work in pairs. Talk about studying and living in a foreign country. Make a similar dialogue as in Exercise 2. Use adverbial clauses of manner.



6.3

LISTENING

Multiple choice

I can listen to instructions about how to cook a meal in a multicultural family.

- 1 Look at the pictures. Which countries do they come from?

A



B



C



D



E



F



- 2 **6.03** Listen to a mother instructing her daughter how to cook green curry from a traditional recipe. Listen and tick (✓) the boxes next to the ingredients used.

INGREDIENTS

- | | |
|--|-------|
| ☐ chicken | _____ |
| ☐ coriander | _____ |
| ☐ garam masala | _____ |
| ☐ garlic paste | _____ |
| ☐ ginger paste | _____ |
| ☐ green chilies | _____ |
| ☐ salt | _____ |
| ☐ turmeric | _____ |
| ☐ yoghurt | _____ |

- 4 **6.04** Listen again. Decide if the following statements are true (T) or false (F). Correct the false information.

- ☐ The daughter wants to learn how to make the green Indian curry.
- ☐ The mother is worried about the loss of cultural manners and traditions in making the dishes.

- ☐ The daughter refuses to teach the next generations to cook Indian food.
- ☐ The daughter finally wants to cook butter chicken.
- ☐ They need to combine turmeric and garam masala in making the dish.

- 4 **6.05** Listen again. Next to each of the mentioned ingredients in Exercise 2 is a blank. Fill it in with the amount of that ingredient mentioned in the dialogue.

For example:
Chicken $\frac{1}{2}$ kilo

PRONUNCIATION FOCUS

RULES FOR RISING AND FALLING INTONATION IN QUESTIONS.

- 5 **6.06** Listen to the examples then tick (✓) the correct rules for rising and falling intonation.

- ☐ Intonation rises at the end of Yes / No questions.
- ☐ Intonation falls at the end of Yes / No questions.
- ☐ Intonation rises at the end of Wh-questions.
- ☐ Intonation falls at the end of Wh-questions.

- 6 **6.07** Listen to the questions. Tick (✓) if they use a rising or falling intonation.

- | | |
|-----------------------------------|----------------------------------|
| 1 ☐ Rising | ☐ Falling |
| 2 ☐ Rising | ☐ Falling |
| 3 ☐ Rising | ☐ Falling |
| 4 ☐ Rising | ☐ Falling |
| 5 ☐ Rising | ☐ Falling |
| 6 ☐ Rising | ☐ Falling |

- 7 **6.08** Listen and practise the following dialogue with rising and falling intonation.

Daughter: What else do we need?

Mum: The traditional way is to add 3–4 green chilies and 1 bunch of coriander.

Daughter: Do we need some yogurt?

Mum: Oh yes. Get a $\frac{1}{2}$ cup of plain yogurt.

Daughter: Do we need anything else?

Mum: Um, let me see. Do you want to add salt?

Daughter: No, I don't like it too salty. Is it a custom to add salt?

6.4

READING

Matching

I can identify the argument in an article about multicultural diversity around the world.

1 In teams, take the quiz to find out how much you know about different cultures.

- 1 In which country do people take off their shoes before entering someone's home?
 - a Japan
 - b Mexico
 - c Egypt
 - d Italy
- 2 In which country do people celebrate the Day of the Dead?
 - a Mexico
 - b Brazil
 - c China
 - d Russia
- 3 Which country is famous for its Maori culture?
 - a Australia
 - b New Zealand
 - c Canada
 - d South Africa
- 4 What is the traditional outfit worn by Scottish men called?
 - a Kilt
 - b Sari
 - c Kimono
 - d Hanbok
- 5 Which country is known for its Carnival celebration?
 - a France
 - b Spain
 - c Brazil
 - d Italy
- 6 What is the traditional Indian greeting?
 - a Namaste
 - b Konnichiwa
 - c Ni Hao
 - d Shalom



- 7 In which country is it customary to give a red envelope with money during the Lunar New Year?
 - a Japan
 - b Việt Nam
 - c Thailand
 - d India
- 8 Which country is famous for its flamenco dance?
 - a Brazil
 - b Spain
 - c Argentina
 - d Portugal

2 Label the photos with the names of the activities, customs, and objects.

(Carnival Parade Day of the Dead Flamenco Dance Haka Dance Origami Namaste)



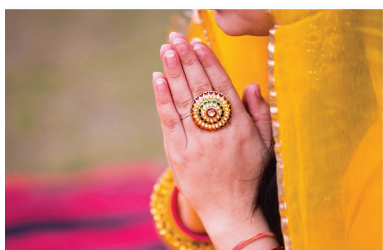
1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

3 Read the texts below and circle the correct option in brackets to make each statement true.

Multiculturalism in America

From its beginning, America has been a multicultural society. But recently, many Americans want special privileges for minority groups. Today, a growing number of Americans feel their country has changed too much and they say relations among the different groups is often challenging. Some people feel things have gone too far in America's attempts to treat everyone equally. This is when members of the majority group adopt cultural elements of a minority group in an exploitive or disrespectful way. It seems everyone has a different interpretation of what is acceptable, which means people are constantly worried that what they are saying or doing may be considered rude by others.

Multiculturalism in Singapore

Singapore is a unique case where multiculturalism seems to thrive. Singapore has three main ethnic groups: the Malays, Chinese, and Indians. All three groups generally get along well, and they continue their traditions, beliefs and lifestyles. This is most noticeable in their festivals. The Muslims in Singapore celebrate Hari Raya Puasa, which marks the end of the Muslim fasting month of Ramadan. It's a time to strengthen bonds within the community. Similarly, the Chinese celebrate Lunar New Years by giving *hong bao* (red envelopes with money) to children. The Indian community celebrates Deepavali (Festival of Lights) with sweet treats and lighting little lamps in the doorways of their homes. While each community celebrates its own festivals, all the other communities politely join in during these public holidays.

Multiculturalism in France

Like America, France has a large number of minority groups. But an important difference is that the French, regardless of where they came from, are expected to act French and become French. Some French don't recognize different rights or obligations of different cultures. They welcome immigrants because they know the immigrants want to be like the French and want to respect the French way of life. Thus, when immigrants don't assimilate into the main population, problems arise.

- 1 In (America / France / Singapore), celebrating the country's different cultural festivals is important.
- 2 (America / France / Singapore) expects its immigrants to act like the dominant culture.
- 3 In (America / France / Singapore), people find establishing relationships between the different ethnic groups challenging.
- 4 In (America / France / Singapore), there seem to be many different interpretations about what is acceptable.
- 5 In (America / France / Singapore), problems arise when immigrants don't want to assimilate into the dominant culture.
- 6 In (America / France / Singapore), multiculturalism thrives better than in the other two countries.

4 Read the texts again and choose the best option.

- 1 What is the main argument of the text about America?
 - a America has always been a monocultural society.
 - b Many Americans want special privileges for majority groups.
 - c Multiculturalism led to challenging relations among different groups.
 - d Cultural appropriation is an acceptable practice.
- 2 What is the main argument of the text about Singapore?
 - a Singapore is a monocultural society.
 - b Multiculturalism is thriving in Singapore.
 - c Singapore has only two main ethnic groups.
 - d The ethnic groups in Singapore don't get along well.
- 3 What is the main argument of the text about France?
 - a France has no minority groups.
 - b France recognizes and respects different cultures.
 - c French immigrants don't want to assimilate into the main population.
 - d French immigrants want to assimilate into the dominant culture.

5 With a partner, discuss what is considered polite and rude in your community. Consider behaviour, ways of speaking, values, etc.

In my community, it is considered rude to ...
People here are expected to ...
It's not polite to ...
It is considered polite to ... while you are ...

Relative clauses with *which*

I can use relative clauses with which to replace the whole sentence to talk about the challenges of living in a multicultural society.

1 Work in pairs. Which statements do you agree with and why?

- 1 It must be interesting to live in a multicultural society.
- 2 People in multicultural societies always get along.
- 3 The minority cultures and indigenous cultures are dominant in a multicultural society.
- 4 People from the dominant culture always behave well towards the new immigrants.

2 Read a text about the challenges of living in a multicultural society in the UK. Answer the questions.

In spite of its advantages, multiculturalism also has its problems. In the UK, housing is an issue for many immigrants. Immigrants often rent flats, **which allows many of them to live in a single unit**. A family of seven might share a flat, **which is not quite convenient for a family of four**. Landlords sometimes don't rent their houses or flats to immigrants. Similarly, language is also an issue. Many immigrants don't speak English or don't speak it very well, so they have difficulties getting better jobs. Lastly, when the economy is bad, immigrants may face difficulty finding jobs, **which again badly affects the economy**. But if the economy is good, immigrants are often welcomed.

- 1 What are three problems immigrants face in the UK?
- 2 Why do some immigrants face difficulties in finding jobs?
- 3 When are immigrants not welcomed to the UK?

3 Read the GRAMMAR FOCUS. Find examples of relative clauses with *which* that refers to a sentence in the text.

GRAMMAR FOCUS

Relative clauses beginning with relative pronouns, such as *which* can be used to refer to a whole sentence.

Our customs are unique. It makes us proud of our country. → Our customs are unique, which makes us proud of our country.

4 Find and correct ONE mistake in each sentence.

- 1 My grandparents want to pass down our culture to the younger people, which are not surprising to us.
- 2 The older generation is working hard to preserve their old way of life which is a good thing in our multicultural society.
- 3 It is bad manners not to share food with others, and which I strongly disagree.
- 4 Newlyweds often go on a honeymoon which is a traditional custom.
- 5 In my country, waiting for the eldest person to eat first is the norm, who is something I really like.

5 Work in groups. Make five sentences about living in a multicultural country, using relative clauses referring to a whole sentence. Read the sentences out loud to the other group.

Some minority groups assimilate more easily than others, which is a good thing.
My grandparents came to Canada from their homeland, which we all feel proud of.



6.6

USE OF ENGLISH

Prepositions

I can use prepositions after verbs.

- 1 Look at these photos. What do you know about these festivals?



- 2 Look at the list of verbs. Add them to their category. Examples in the first category have been done for you.

(specialise account provide participate care
excel pray involve pay invest sort engage
apply dream worry apologize figure
communicate disagree cope substitute help
forget complain argue check deal

1 ON: agree on, reflect on, rely on, impose on,
insist on, focus on, depend on, comment on

2 ABOUT: think about, argue about,

3 FOR: wait for, thank for, _____

4 IN: believe in, result in, _____

5 OUT: help out, find out, _____

6 WITH: help with, agree with, _____

- 3 **6.09** Listen to a talk of an Indian student sharing about how her family members participate in cultural activities to celebrate their family's cultural diversity.

1 List the activities mentioned in the talk.

2 Identify the verbs and prepositions used in her talk.

- 4 Read and complete the text with the correct preposition.

We live in a multicultural family, so conflicts often arise due to differences in beliefs and values. However, my parents have found ¹_____ solutions to resolve them. Firstly, they make sure each time they have different ideas, they will communicate openly and honestly ²_____ each other. They engage ³_____ active listening and ensure that the other's opinions and feelings are respected. Secondly, our family participate ⁴_____ cultural events and traditions to learn about others' backgrounds. For example, my mum specialises ⁵_____ cooking traditional dishes from her Indian culture, and my dad excels ⁶_____ playing musical instruments from his Irish background. Lastly, my parents deal ⁷_____ conflicts directly by apologizing ⁸_____ hurtful actions or words.

- 5 Work in groups. Write five sentences about how your family maintain its cultural identity (e.g., family history, values, traditions, and beliefs). Use the verbs and prepositions in this lesson.



6.7

WRITING

An essay

I can write an essay about the advantages and disadvantages of living in a multicultural country.

- 1 Discuss the photo below in a group. Which country do they live in? What are their different cultural heritages? How are these people similar and different?



- 2 Read the essay and take notes into the column.

Living in a multicultural country like America has its advantages and disadvantages. This essay discusses both the pros and cons of the American multicultural society.

On the pros side, a very diverse population, with the Caucasians making up 58% and the Hispanics comprising 19%, can bring different perspectives and ideas to the table. This diversity can lead to more dynamic and innovative solutions to problems, particularly in business, science, and the arts.

However, there is another side to having a diverse population. Diversity leads to language barriers, particularly when groups are resistant to learning the country's national language. According to the US Census Bureau, as of 2019, nearly 20% of the US population aged 5 years and older spoke a language other than English at home. Inability to speak the national language can lead to difficulties in accessing education, healthcare, and job opportunities, and can also contribute to social isolation.

In conclusion, living in a multicultural country in America has both benefits and drawbacks. It is important for individuals to recognize and address existing challenges to create a truly inclusive and respectful multicultural community.

	Pros	Cons
Point 1		
Point 2		

- 3 Read the WRITING FOCUS and find examples of statistics in the sample essay.

WRITING FOCUS

Giving statistics in essays has a number of ways:

- 1 Citing a source within the essay
According to a recent survey by XYZ organization, 70% of respondents reported feeling stressed in a multicultural workplace.
- 2 Presenting the statistics in a table or graph following the essay
As shown in Table 1, the number of employees facing discrimination in multinational companies has increased by 10% in the past five years.
- 3 Comparing two or more statistics
While the number of women in management positions has increased by 20% in the past decade, the gender pay gap has only decreased by 5%.
- 4 Analyzing statistics over a period
The unemployment rate in Việt Nam has steadily increased from 10% in 2010 to 14% in 2020.
- 5 Ranking
According to the World Happiness Report, Finland, Denmark, and Switzerland provide the top three happiest working environments in the world.

- 4 Which way mentioned in the WRITING FOCUS is used to present statistics in the following examples.

- 1 According to the 2021 report, 60% of employees in the company are from different cultural backgrounds.
- 2 The top three countries of origin for international employees are India, China, and the United States.
- 3 Women account for 45% of the company's total workforce while men make up the rest.
- 4 The company has seen a 25% increase in the number of international employees over the past five years.
- 5 The bar chart shows that the average age of employees is 32 years old.

LANGUAGE FOCUS

- To introduce numbers: **comprise / make up / account for / consist of / include**
The workforce of the company comprises employees from over 20 different nationalities.
- To show exact numbers: **precisely / exactly**
In 2019, the US reached exactly 20%.
- To show approximate numbers: **roughly / about / around / approximately**
Roughly 50% of the employees speak English as a second language.

5 Read the description and circle the statistics on the right.

- | | | |
|--|-----|-------|
| 1 About 80% of the people felt the hospitality in Bali was good. | 80% | 78.8% |
| 2 Precisely a quarter of the people wanted to adopt a new cultural identity. | 25% | 25.9% |

- | | | |
|---|-----|-----|
| 3 Roughly half of the people say they were influenced by films. | 53% | 87% |
| 4 Exactly 79% of experts say younger people will thrive in a new country. | 81% | 79% |
| 5 Around 3/4s of all men agreed. | 75% | 74% |

- 6 Write an essay (180–200 words) on the following topic:
Discuss the advantages and disadvantages of a multicultural workplace.
Use statistics in your essay. You can use the following or your own ideas.

Advantages:

- Increased innovation and creativity
- Improved understanding and connection with diverse customer groups
- Promotion of an inclusive and tolerant work culture

Disadvantages:

- Misunderstandings and conflicts due to communication styles, values, and ways of behaving
- Reduced productivity and increased turnover rates
- Discrimination issues



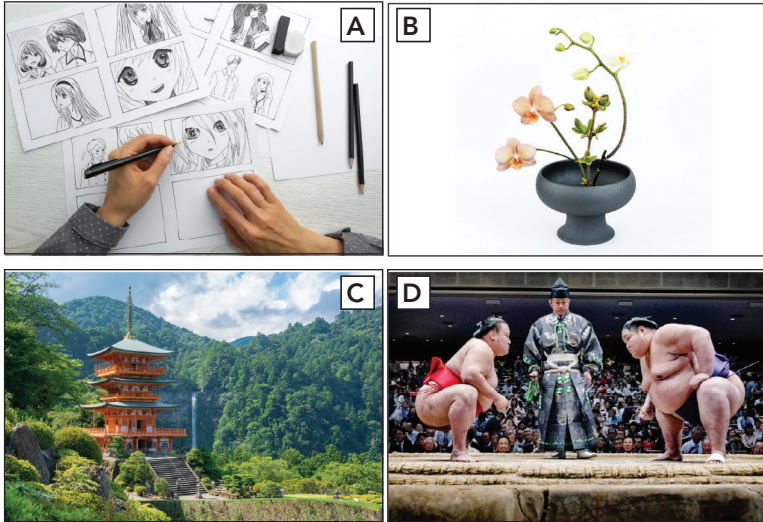
6.8

SPEAKING

Clarifying your thoughts

I can explain ways to maintain cultural identity.

1 Look at the photos (A–D). What do you know about these aspects of Japanese culture?



2 **6.10** Listen to a dialogue between two friends talking about their project on multiculturalism. Answer the questions.

- 1 What did Nhung think about the Japanese before she visited the country?
 - a She had thought the Japanese would have a very different life compared to hers.
 - b She had thought Japan would have different types of shops.
 - c She had expected the Japanese to use their phones less.
- 2 What did Nhung notice about Japan that is similar to her country?
 - a food
 - b the restaurants
 - c language
- 3 Which of the following is / are different from other countries in Japan?
 - a hula dance
 - b festivals
 - c shopping
- 4 In which part of the world is cultural identity strongly connected to food?
 - a Japan
 - b Arab world
 - c Southeast Asia
- 5 How do the Hawaiians express their cultural identity?
 - a through their hula dancing
 - b through their food
 - c through their religion

3 Read the **SPEAKING FOCUS**. Listen to the dialogue again and tick (✓) the expressions you hear from the dialogue.

SPEAKING FOCUS

Clarifying your thoughts

- 1 ☐ What I mean is ...
- 2 ☐ What I mean to say is ...
- 3 ☐ What I meant was ...
- 4 ☐ Let me put it this way ...
- 5 ☐ The thing is ...
- 6 ☐ Well, you see ...
- 7 ☐ In other words ...

4 Complete the blanks with **ONE OR TWO WORDS**.

- Lan: After spending a year there, what did you find interesting about the Philippines?
- Tom: The culture is quite interesting. It has strong Spanish, local, and American influences.
- Lan: How so?
- Tom: Well, ¹_____ the Spanish were there for nearly 400 years, so most Filipinos are Catholic. Then the Americans came, so most Filipinos today speak English very well, and they tend to understand Westerners' culture very well.
- Lan: So in ²_____ the Filipinos have adopted the cultures of these countries.
- Tom: Yes and no. What I ^{3a}_____ to ^{3b}_____ is although they have adopted some aspects of Western culture, they still have their unique culture.
- Lan: Um.
- Tom: Yes, supporting their families, showing hospitality to all, remaining positive and adaptable when things get tough are key parts of their culture.
- Lan: Right.
- Tom: Many Filipinos go overseas for jobs, but the ⁴_____ no matter where they live, they manage to adapt, thrive and still hold on to their cultural values.

5 Work in groups. Explain how your community helps to maintain its cultural identity among its youth. Give clear examples. Use expressions for clarifying your thoughts.

Temples in my community hold special events every year. What I mean is ...
Teens can learn how to cook and do traditional crafts in our community centres. The thing is ...

FOCUS REVIEW 6

VOCABULARY

- 1 Fill in the blanks using the words from the box below.

[heritage occasion respect rude survive]

- 1 Not a lot of our grandparents' traditions still _____.
- 2 We still keep our Chinese _____ from our grandparents.
- 3 We are taught in school to _____ all religions.
- 4 It may not be _____ table manners in some cultures to eat with your hands.
- 5 Festivals are a great _____ for people to sing and dance.

GRAMMAR

- 2 Complete the sentences with the correct form of the verbs. The first letter has been given.

- 1 Living in Việt Nam, we should e_____ cultural differences and celebrate the unique traditions of each ethnic minority group.
- 2 It is important to p_____ cultural diversity and create an inclusive environment that values the contributions of different ethnic minorities.
- 3 To p_____ cultural identity, Vietnamese people must recognize and honor the customs and beliefs that have been passed down through generations.
- 4 E_____ cultural roots is essential for young generations in today's world.
- 5 R_____ cultural differences can help us learn from one another and broaden our perspectives.

- 3 Correct the mistakes in the sentences.

- 1 My mum acting as though she politely agreed.
- 2 When I visited Tahiti, it seemed if as they have a strong tradition of their indigenous culture.
- 3 He acted though his culture may not survive the modern age.
- 4 It seems as an important aspect of their heritage is to show respect on all occasions.
- 5 It as if they were more adaptable when they first arrived.

- 4 Finish the following sentences, using relative clauses referring to the whole sentences.

- 1 My uncle visited England, which _____.
- 2 I prefer living in a melting pot, which _____.
- 3 She did something rude, which _____.
- 4 My best friend's house is near the beach, which _____.
- 5 I thanked her family for their hospitality, which _____.

LISTENING

- 5  6.11 Listen to the passage and choose the best responses to answer the questions below.

- 1 Which statement best summarizes this passage?
 - a The speaker shows how life in America met his expectation.
 - b The speaker shares his understanding of multiculturalism in America.
 - c The speaker complains about travelling when people have too much luggage.
- 2 What is the purpose of this passage?
 - a To warn people not to travel to the US
 - b To explain the complexity of multiculturalism in the US
 - c To explain why people in the US respect minority cultures
- 3 What examples does the speaker give to support his idea?
 - a Cultural appropriation and stereotyping
 - b Traveling at airports and giving gifts
 - c The social rules in American society
- 4 Which statement best describes how the speaker has changed?
 - a He misses the culture of his own country.
 - b He never wants to return to the US.
 - c He's no longer as positive about living in a melting pot.

- 6  6.12 Listen to the comments below. Tick (✓) the one(s) you think the speaker said.

- 1 ☐ I found that everyone in the country was very similar.
- 2 ☐ I think people in that country were quite different from each other.
- 3 ☐ I thought the people showed me a lot of hospitality and were nice to me.
- 4 ☐ There is more cultural diversity in my own country.
- 5 ☐ We have less variety of food and festivals in my own country.
- 6 ☐ I don't like to speak to people from different countries.
- 7 ☐ I had a good time living overseas for a year.

WRITING

- 7 One of your foreign friends is considering coming to Việt Nam to live and study. He / She does not know much about Việt Nam's cultural identity. Describe the advantages and disadvantages of living in a country where there are 54 ethnic minority groups. Write an essay (180–200 words) to him / her.

7

Artificial intelligence

Predicting the future isn't magic, it's artificial intelligence.

Dave Waters

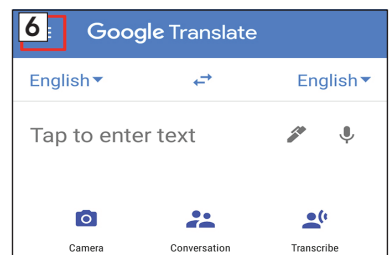
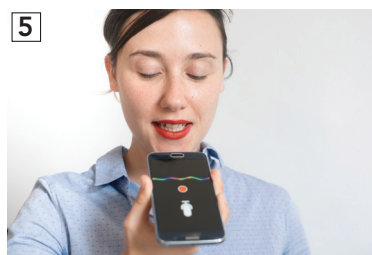
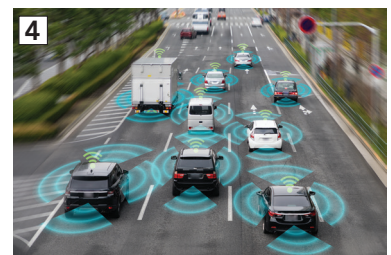
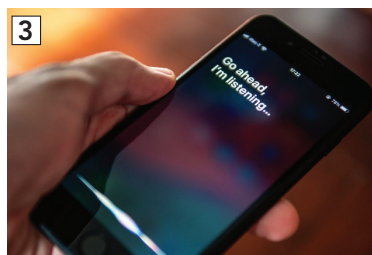
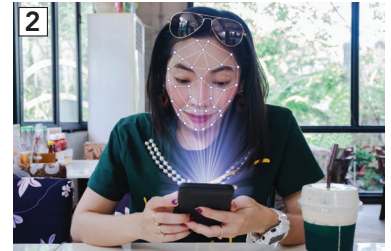
7.1

VOCABULARY

Artificial Intelligence (AI)

I can talk about the spread use of artificial intelligence.

- 1 Look at the photos. What applications of artificial intelligence can you name?



- 2 7.01 Listen and read the text about artificial intelligence. Choose the correct answers to the questions on page 77.

Artificial intelligence (AI) is an attempt to copy human intelligence and behavior patterns. You can see AI applications in your daily life such as Google Translate, voice recognition, face recognition, personal assistant, or Siri. One of the AI techniques is **machine learning**. This technique teaches computers not by rules, but by learning from data. **Deep learning** is a machine learning technique that teaches computers to learn from only one type of data-experience. Two other important components of modern AI are reinforcement learning and neural networks. **Reinforcement learning** is a machine learning training method based on rewarding desired behaviors, and **neural networks** is a method of teaching computers to process data in a way similar to how our brains work.

VOCABULARY FOCUS A

AI

artificial intelligence
deep learning
machine learning
neural networks
reinforcement learning

3 Circle the correct option.

- 1 Humans learn by using their *neural networks* / *artificial intelligence*.
- 2 Computers can learn by rules or by *machine learning* / *neural networks*.
- 3 *Deep learning* / *Reinforcement learning* is a way of teaching that rewards positive behaviors.
- 4 *Artificial intelligence* / *Reinforcement learning* tries to copy how we behave.
- 5 Scientists have taught computers to analyze patterns by *machine learning* / *deep learning*.

- 1 What is artificial intelligence?
 - a It is a type of computer system used for learning.
 - b It is a type of neural network used for working.
 - c It is an effort to imitate people's thoughts and behaviors.
- 2 What is machine learning?
 - a It is a type of AI.
 - b It is a type of deep learning.
 - c It is an example of reinforcement learning.
- 3 How does machine learning work?
 - a It works by experience.
 - b It works by reinforcement learning and neural networks.
 - c It works by teaching computers to learn by analysing data.
- 4 What is deep learning?
 - a It is a machine learning technique.
 - b It is a type of experience.
 - c It is a type of reinforcement learning.
- 5 What type of data does deep learning use?
 - a Neural network data
 - b Experience data
 - c Numerical data
- 6 What do we call learning by rewarding behaviour?
 - a Deep learning
 - b Machine learning
 - c Reinforcement learning

4 7.02 Listen to a talk about Artificial Intelligence. Number the adjectives used to describe it as you hear.

- 1 transformative ☐
- 2 autonomous ☐
- 3 innovative ☐
- 4 adaptive ☐
- 5 predictive ☐
- 6 creative ☐
- 7 efficient ☐

5 Use the words in VOCABULARY FOCUS B to say which AI technique or application you like most and why.

VOCABULARY FOCUS B

Transformative:

- Verbs: revolutionize, change, transform
- Nouns: technology, innovation, progress

Autonomous:

- Verbs: operate, function, control
- Nouns: system, robot, vehicle, device

Innovative:

- Verbs: create, invent, develop
- Nouns: software, algorithm, tool

Adaptive:

- Verbs: modify, evolve, learn
- Nouns: system, algorithm, model

Predictive:

- Verbs: forecast, predict, estimate
- Nouns: model, algorithm, analysis

Creative:

- Verbs: generate, create, design, invent
- Nouns: software, tool, system, application

Efficient:

- Verbs: optimize, improve, enhance
- Nouns: system, tool, technique

An AI application I like most is _____ on my phone. It is a transformative technology that changes my life.

An AI technology I like most is _____. It is an efficient tool that can enhance my memory.

The application I'm most interested in is _____. It can forecast things that happen in the future. It is predictive.

7.2

GRAMMAR

Simple sentences vs compound sentences vs complex sentences
I can use compound, complex and simple sentences (Review) to talk about chatbots.

- 1 Look at the photo. She is communicating with a chatbot. How do you feel about communicating with a chatbot?



- 2 Read about a chatbot. What are the advantages of a chatbot?

It's now common to interact online with a chatbot, a type of AI. One advantage chatbots have for business owners is that they can be autonomous and provide 24/7 customer service. While they are **responding** to your customers, your human agents can use their time to focus on cases requiring a human customer service agent. Chatbots can also collect **data** to help you get to know your customers' needs and the types of products they want. Chatbots are an efficient way to help improve your customer service experiences. They are adaptive and predictive, so they only **present** information that meets your customers' needs. Because they are more **personalized** and efficient, they find innovative ways to promote different products while they interact with your customers.

- 3 Read the GRAMMAR FOCUS and find complex, compound and simple sentences in the text.

GRAMMAR FOCUS

Simple sentences

- Contains a subject and predicate
Chatbots can answer the phone 24/7.
- It's also called an independent clause because it's a complete sentence.

Compound sentences

- Contains two (or more) independent clauses
- The clauses are linked by a coordinating conjunction.
Chatbots can answer the phone 24/7, and they can also record customer data.
- Coordinating conjunctions include: *for, and, nor, but, or, yet, so, therefore, however, because, although*

Complex sentences

- Contains an independent and a dependent clause.
- The dependent clause begins with a subordinating conjunction.
After a chatbot finishes a call, it records then adds the customer data to the database.
- Subordinating conjunctions include: *after, before, because, since, if, while, so, that, wherever, etc.*

- 4 Read the sentences and tick (✓) the correct type for each sentence.

	Simple	Compound	Complex
1 Because they respond to students' questions 24/7, online learning sites now use chatbots.			
2 Digital marketers love chatbots, and they are using chatbots more often.			
3 Chatbots are useful in education because they can analyse students' mistakes.			
4 Digital marketers use chatbots to create more personalized experiences for customers.			
5 Chatbots can replace some human customer service agents, so they save companies a lot of money.			
6 I think chatbots will someday replace many different jobs.			

- 5 Divide into two teams. Team 1 is for and Team 2 is against the following statement:
Chatbots should be used in education.

Each team spends five minutes in their group preparing, then the teams debate the issue. Use different types of sentence structures in your talk.

For

- provide personalized feedback and support to students based on their individual learning needs and preferences.
- be available 24/7, providing students with access to learning resources and support outside of traditional classroom hours.
- ...

Against

- may not provide the same level of interaction and feedback as human teachers
- encounter technical issues, such as misunderstandings or errors in their responses
- ...

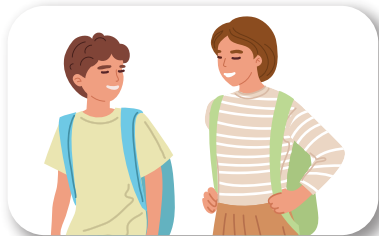
7.3

LISTENING

Multiple choice

I can listen for speaker's attitudes about artificial intelligence.

- 1 How do you recognise people's attitudes about something in a dialogue?



- 2 Which of the following AI applications have you used to learn English?

- 1 Duolingo
- 2 Google Translate
- 3 a chatbot
- 4 From-Text-To-Speech

Tell your partner about your experiences with each of these applications.

I am very interested in using From-Text-To-Speech in my studies. I can create audios based on written texts.

- 3 **7.03** Listen to a conversation between Mr. Minh and his son, Trí. Choose the correct option.

- 1 Which best describes Mr. Minh's attitude towards using Google Translate to do homework?
 - a enthusiastic
 - b indifferent
 - c upset
- 2 Which best describes Trí's attitude towards using Google Translate to do homework?
 - a enthusiastic
 - b indifferent
 - c upset
- 3 What is the purpose of this sentence: *I don't believe it.*
 - a to show surprise
 - b to check information
 - c to signal uncertainty
- 4 What is the purpose of this sentence: *Other benefits?*
 - a to show surprise
 - b to check information
 - c to signal a question
- 5 What is the purpose of this sentence: *It's not that important.*
 - a to show surprise
 - b to check information
 - c to signal uncertainty

- 4 **7.04** Listen to the dialogue again. Decide if the following sentences are true (T) or false (F).

- 1 Trí thinks it is not necessary to study English in classes. _____
- 2 Mr. Minh believes the translation apps are good enough. _____
- 3 Mr. Minh thinks that a learner should learn about cultures as they learn languages. _____
- 4 Trí thinks it is not important to communicate with others and learn about cultures. _____
- 5 Mr. Minh advises Trí to use Google Translate more often while doing his homework. _____

- 5 **Work in two teams. Team 1 is for and Team 2 is against the following statement:**

- Accessibility
- Speed
- Accuracy
- Contextual understanding

PRONUNCIATION FOCUS: INTONATION AT THE END OF SENTENCES

- 6 **7.05** Read about the intonation at the end of sentences. Then listen and repeat.

Rising intonation at the end of a sentence

To signal using a statement as a question

To signal checking / confirming

To signal uncertainty / doubt

Falling intonation at the end of a sentence

To signal an exclamation

To signal a command

- I don't believe it.
- I'm not sure why we even have English classes anymore.
- Other benefits.
- It's not that important.
- So, for now on, don't use Google Translate for your homework.

7.4

READING

Multiple choice

I can identify the argument and tone in an article about AI.

1 Which of the following do you think AI can do? Tick (✓).

- a It can predict our future. ☐
- b It can generate texts on different topics. ☐
- c It can translate one language into another. ☐
- d It can answer a wide range of questions. ☐
- e It can show emotions about an issue. ☐

2 Read the article. Underline the highlighted words in the article you know. Use a dictionary to find the meaning of the others.



AI is starting to affect all of our lives. Although it's new, some of the advantages that it brings are **impressive**. However, there are potential risks associated with AI that must be considered.

A huge advantage of using AI is that it saves you time by doing tasks for you. Instead of web developers writing hundreds of lines of **code** to **build a website**, AI can do it for you. It also can help people write business documents, stories, marketing **resources** in just a few seconds. Another way AI helps students is that unlike a teacher, it is available 24/7 anywhere you are. It's in a way like having your own **personal tutor** with you wherever you go. Many students feel too shy to ask their teachers questions in class. But AI allows you to ask questions without worrying. AI can be used to **fine-tune a search**, so it only provides you with the most **relevant** information you need. For example, if you ask it to write an essay about digital marketing and you want more information about digital marketing on Facebook, AI can redo the task, but this time focus only on marketing with Facebook.

However, the use of AI has some certain drawbacks. One of the key concerns is the potential bias in the responses given by AI. In 2022, researchers at Stanford University found that AI **generated toxic and biased language** when responding to certain topics and phrases. Another potential risk of AI is that it could be used to create fake news, videos or other forms of media. This could be used to spread false information.

In brief, AI is likely to **transform the way we interact** with technology and save us time and effort in studies and work due to its efficiency, but it can also result in potential risks such as **discriminatory** language or the creation of fake news.

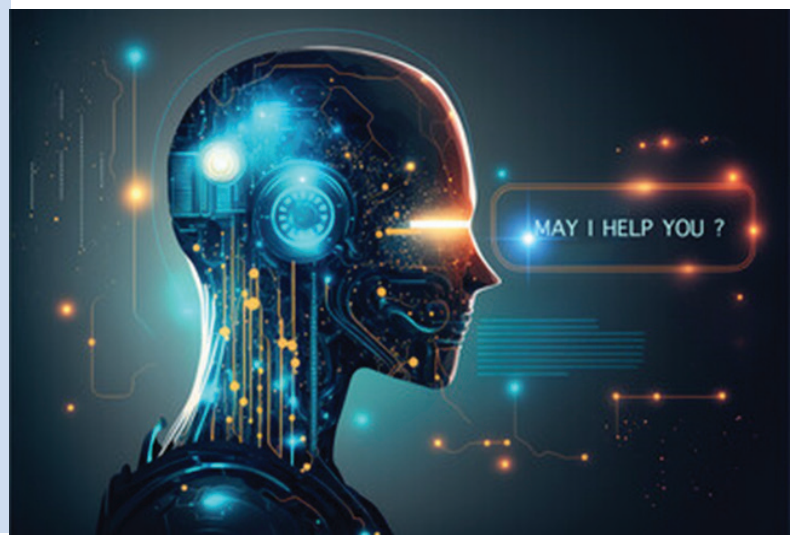
VOCABULARY FOCUS

AI

impressive
potential
toxic
tutor
fine-tune

3 Complete the sentences with ONE WORD from the phrases in red in the text.

- 1 The possibility of AI to revolutionize healthcare is _____, but we must be cautious of its ability to extend _____ biases in healthcare systems.
- 2 With the help of an AI-powered _____, many Vietnamese students can receive personalized attention and support to _____ their learning experience.
- 3 Web developers utilize AI technology to _____ stunning websites by generating lines of codes.
- 4 The use of AI can help _____ the way we generate and handle _____ and biased language.



4 Choose the correct answer to the following questions.

- 1 How many advantages of AI are mentioned in the article?
A Three B Four C Five
- 2 Which disadvantage of AI is NOT mentioned in the article?
A Biased responses
B Spread of fake news
C Loss of personal information
- 3 What is the writer's position towards AI?
A The writer is more positive about AI.
B The writer is more worried about AI's potential risks.
C The writer is equally positive and negative about AI.
- 4 What is the writer's tone when writing the article?
A The writer is subjective.
B The writer is objective.
C The writer is biased.

5 Read the text again. Fill in each gap in the summary with ONE WORD from the article.

SUMMARY FOCUS

AI is affecting all our ¹ _____.
AI brings many impressive ² _____ to our lives.

AI's benefits:

- 1 It can do ³ _____ tasks for us (like documents and code).
- 2 It saves us time and ⁴ _____.
- 3 It can answer our questions like a personal ⁵ _____.
- 4 It only provides us with ⁶ _____ information.

6 Some people say that if AI continues to develop in the future, students will no longer need to go to school. Do you agree or disagree? Discuss in your group and then present your ideas to the class.

Why schools will not be necessary

- The transformative potential of technology and innovation in education could revolutionize the way humans learn.
- Autonomous systems and devices, such as robots or AI-powered tutors, could provide individualized instruction and feedback.
- Innovative software and tools could foster creativity and critical thinking skills.
- Creative applications of technology and software could generate new forms of learning and collaboration.

Why schools will still be necessary

- AI may not be able to provide the same level of emotional support and guidance that human teachers can offer.
- AI may not be able to provide real-world examples.
- AI may not be able to address the diverse learning needs and preferences of students in the same way that human teachers can.
- Schools provide an environment for students to engage in extracurricular activities that may not be possible through AI-powered learning platforms.



7.5

GRAMMAR

Causative verbs: get something done / have somebody do something

I can use causative verbs.

1 What are the people doing?



2 7.06 Read and listen to a housewife, Mrs. Nga, talking about how she uses AI at home. Tick (✓) the statements Mrs. Nga would agree with.

Actually, we use AI every day at home **to get things done**, but we are unaware of it. I use a smart assistant, like Alexa and Siri, to **have my voice commands translated into action**. When I'm busy I have it find me a good nearby Japanese restaurant or have it tell me when the next flight to Hà Nội leaves. I don't like to **have my husband make** me coffee in the morning. He never does it the way I like it, but my coffee machine has learned my schedule and makes a fresh cup of coffee for me just the way I like it. My kids leave the air conditioner on all the time, so **I get my smart thermostat to turn the air-conditioner off** when no one is in the room. I can't get my kids to vacuum the floor. But I can easily get my AI cleaner to vacuum the floor. It knows our rooms, moves around obstacles and just gets the job done without any problems.

- 1 Most people don't realize that they are already using AI. ☐
- 2 Siri is an example of AI. ☐

- 3 Smart assistants can be helpful in finding information for home users. ☐
- 4 A coffee machine makes coffee just the way a human makes it. ☐
- 5 A smart thermostat helps save energy. ☐
- 6 An AI cleaner can't vacuum the floor. ☐

3 Underline in the text above examples of the two structures below.

LANGUAGE FOCUS

Causative verbs are used to indicate that someone or something causes another person to do something or causes something to happen.

- **have / get** + object + **past participle**
- **get** + someone / something + **to + verb** (infinitive)

4 Rewrite the sentences, using **have / get something done** or **have somebody / something do something**. Use the given clues in brackets.

- 1 John cooked dinner for us. [We / cooked]

- 2 It was unethical that AI did homework for you. [got / do]

- 3 You are not allowed to pay someone else to write the report for you. [You / written]

- 4 The maid came and cleaned up the kitchen. [I / cleaned]

- 5 Xuân was sick so she had someone take her to the doctor. [Xuân / got / take her]

- 6 Siri found out the time the restaurant closes. [got / find / when]

5 What will you use AI for in your home? Think about different types of AI you can use for your home. Tell your partners and use causative verbs in your explanations.

7.6

USE OF ENGLISH

I can use phrasal verbs with two prepositions to talk about AI.



1 7.07 Listen to the dialogue and decide if the statements below are true (T) or false (F).

- 1 Lan likes the new game. _____
- 2 The game lets you turn other players into different avatars. _____
- 3 Châu does not get along with all types of people very well. _____
- 4 Châu thinks that when playing games, we are in a special world. _____
- 5 The new game is very challenging. _____
- 6 Lan wants to try out the new game. _____

2 Match the sentence halves to form a complete sentence. Which of these phrasal verbs are mentioned in Exercise 1?

- | | |
|---|------------------------------|
| 1 I need to come up with | a finishing it. |
| 2 The children get along with | b all this noise. |
| 3 I haven't yet got around to | c his high expectations. |
| 4 We look forward to | d a new idea for my project. |
| 5 I'm not sure I can live up to | e younger people. |
| 6 She always looks up to | f playing a new video game. |
| 7 The old man looks down on | g the new student very well. |
| 8 I like it quiet, so it's hard to put up with | h her father. |

3 Read the sentences and choose the best phrase to fill in the gap.

- 1 It's impressive that you can _____ so many different types of people.
a get along with b look forward to c look up to
- 2 I haven't yet been able to _____ write any new computer code.
a get around to b come up with c live up to
- 3 She _____ people who take too much risk.
a puts up with b looks down on c looks up to
- 4 She used her imagination to _____ an idea for a new video game.
a look down on b come up with c look forward to
- 5 We _____ seeing the full potential of AI.
a live up to b get around to c look forward to
- 6 I can't _____ his actions anymore.
a put up with b come up with c get along with

4 Read the two dialogues and reorder the lines so they make sense. The first and last lines of each dialogue are given. Write the numbers in the correct order below.

Dialogue A

- 1 Linh: Did you come up with any new ideas for our game?
- David: Yeah, I look forward to it. Can you design the scenes? I'm terrible at that.
- Linh: Well, I'll try.
- David: No. I've been too busy to get around to it.
- David: I'm sure you'll do a great job. You always do.
- Linh: Maybe you can start by creating the avatars.
- 7 Linh: I hope I live up to your expectations.

Dialogue B

- 1 Phong: What's wrong?
- Phong: I see. How do you put up with it?
- Dung: I'm not getting along with my younger brother.
- Dung: It's hard. I know he looks up to me, but he needs to be more responsible.
- Dung: He always borrows my video games and doesn't return them.
- Phong: Why, what's wrong?
- 7 Phong: It's good you don't look down on him.

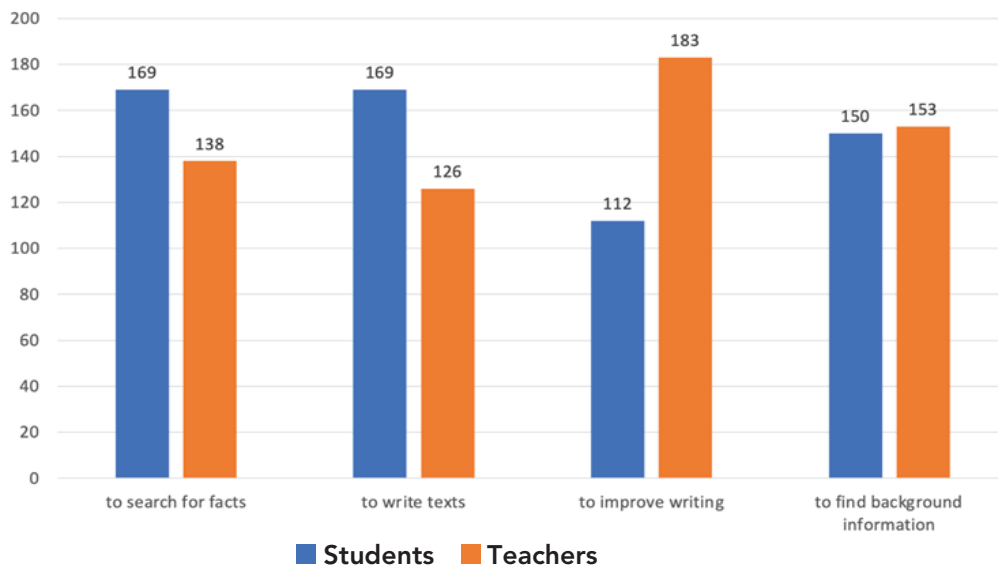
5 Role-play: Talk about the use of AI in gaming like in Exercise 1.



WRITING

I can write a report about using technology

- 1 The chart shows the results of a survey conducted in May 2023 with 600 students and 600 teachers in the US, Canada, and Australia. Answer the questions.



- What does this chart show?
 - What teachers and students think is the best way to use AI for learning
 - How teachers and students use AI
- What is the unit of measurement?
 - Percentage of people
 - Number of people
- In which two categories are the numbers of students dominate the number of teachers?
 - To search for facts and to write texts
 - To improve writing and to find background information
- Which category is most popular among teachers?
 - To improve writing
 - To find background information
- In which categories are the numbers of teachers and students nearly equal?
 - To search for facts
 - To find background information

- 2 Read the WRITING FOCUS and match the paragraphs (1–4) with its type. Write 1–4 in the blanks.

_____ Overview _____ Body paragraph 1 _____ Body paragraph 2 _____ Introduction

[1] The bar chart illustrates the most popular ways of using AI for learning based on a May 2023 survey of 600 students and 600 teachers living in Australia, Canada, and the USA.

[2] Overall, the number of students who agreed that AI is best used to search for facts and to write texts exceeds the figure for teachers, whereas more teachers used AI to improve writing than their counterparts.

[3] A similar number of students (169 students) used AI to search for facts and write texts while a smaller number of teachers did the same, at 138 and 126 respectively. However, the greatest difference is found in the option of using AI to improve writing. More teachers (183) believed this to be important than students (112) did.

[4] Turning to the last category, most noticeably, a relatively equal number of teachers and students found AI most useful to find background information. This option was chosen by 150 students and 153 teachers.

WRITING FOCUS

Writing the introduction

The chart shows / explains / gives information about ... (what) (where) (when).

The bar chart gives information about the use of different means of communication by British customers in 2005.

Writing an overview for a static chart

The overview reports the main features of the chart. Do not include data in the overview.

The highest / most popular (category) + whereas / while + the lowest / least popular (category)

Overall, mobile phones were the most popular means of communication, while landline phones were least used by customers.

Overall, the number of healthcare jobs exceeded the number of education-related jobs.

Writing the body paragraph

- 1 Write two paragraphs about the two groups of data on the chart. Include specific data and make comparison.
20,000 jobs were lost to the spread of AI-powered robots in factories in 2020, which was bigger than the figure in the following year.

- 2 Use the overview paragraph to guide the structure of the body paragraphs. Use transitional phrases.

Considering the number of applications, ...

Turning to the second category, ...

3 Which of the following sentences is an overview? Put a tick (✓).

- 1 AI-powered learning platforms can improve student performance by up to 30% compared to traditional teaching methods. ☐
- 2 Over 90% of educators believe that AI can help improve student engagement and motivation. ☐
- 3 70% of respondents believe that AI can help reduce their workload and free up time for more meaningful interactions with students. ☐
- 4 The data shows that AI is being used in a wide range of applications, from personalized learning platforms to automated grading and assessment tools. Personalized learning platforms are the most popular among Australian students. ☐
- 5 Overall, AI has relatively similar impacts on the way that students learn and teachers teach. The percentage of students who stated that AI is useful is similar to the proportion of teachers. ☐

4 Read the LANGUAGE FOCUS and find examples from the writing in Exercise 2.

LANGUAGE FOCUS

Here are some useful expressions of comparison and contrast in a static chart:

Comparing data sets:

"X is greater than / less than Y"

"X is higher / lower than Y"

"X is more / less than Y"

"X is larger / smaller than Y"

"More X + verb + than + Y"

"X is longer / shorter than Y"

"X is the same as Y"

Highlighting differences:

"X shows a significant difference from Y"

"X is notably different from Y"

"Between two groups, there is / was a difference in the ..."

"The greatest difference is found in ..."

Comparing proportions:

"A similar number of X + verb + than Y"

"X is a larger / smaller proportion of the total than Y"

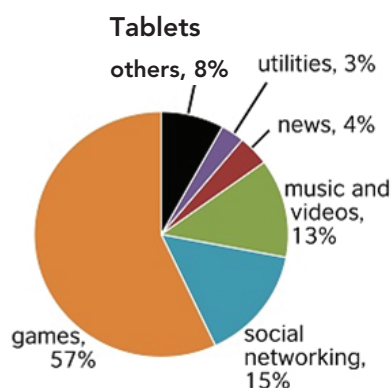
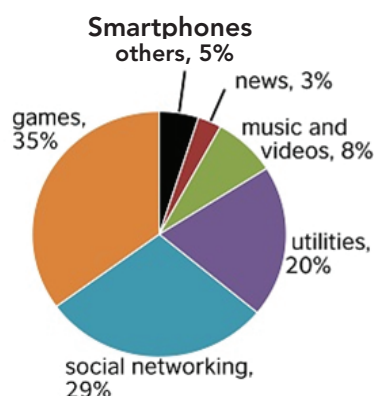
"X accounts for a higher / lower percentage of the total than Y"

"X is a higher / lower proportion compared to Y"

"X is a smaller / larger percentage of the total than Y"

- 5 The pie charts show the amount of time spent on smartphones and tablets in Việt Nam in 2022. Write a report (150–180 words) on the main features and make comparisons where necessary.

Time spent on smartphones and tablets, by category



7.8

SPEAKING

I can make predictions while talking about the risks of artificial intelligence.

- 1 Look at the pictures. What type of risks do you think artificial intelligence may bring in the future?



- 2 7.08 Listen to a conversation between two experts talking about the potential risks of AI. Which risks in Exercise 1 are mentioned?

Cathy = C Dr. Lam: = Dr.

C: I'm getting more concerned about the negative effects that AI () might bring.

Dr.: Yes, I'm feeling the same way. The first big impact () will be a loss of jobs. Millions of jobs worldwide will be lost as AI and robots replace many jobs.

C: () Undoubtedly, that () will cause a global financial crisis.

Dr.: Speaking of financial crisis, some experts predict that as we depend more on AI algorithms for investments, we are at greater risk of AI causing serious problems in the financial markets.

C: Oh, I've never thought about that. I guess that's because AI may not consider all the negative effects of its actions.

Dr.: That's right. It can't use its imagination to consider unreal situations like humans can.

C: Not only that, AI can cause harm to other humans or even countries. It may () inevitably lead to a war with AI as our soldiers.

Dr.: That's scary. () It's quite likely that AI might write essays or make presentations for students. This is totally unethical. () In the years to come, I believe we could use AI as tools to help us to find, organize and present information, but we shouldn't let AI do all the work for us.

- 3 Write 1–4 in the gaps () in the text.

SPEAKING FOCUS

Making predictions:

We can use these techniques to make predictions.

- 1 Using future tenses

There will be big changes in the future.

- 2 Using modal verbs

There might be fewer jobs.

- 3 Using adverbials

Obviously, AI will impact how we work in the future.

- 4 Using other expressions

I'm not sure what might happen, but one possibility is ...

It's hard to predict the future, but I suppose it / we might ...

It's quite likely that ...

In the long run, I think ...

In years to come, I believe ...

- 4 Complete the sentences with your predictions. Share your predictions with a partner.

1 Perhaps the future will be more ...

2 Next year, I will definitely ...

3 Certainly, in the future we will have less ...

4 In a few years, it might be ...

5 I think that in 10 years from now we will definitely be able ...

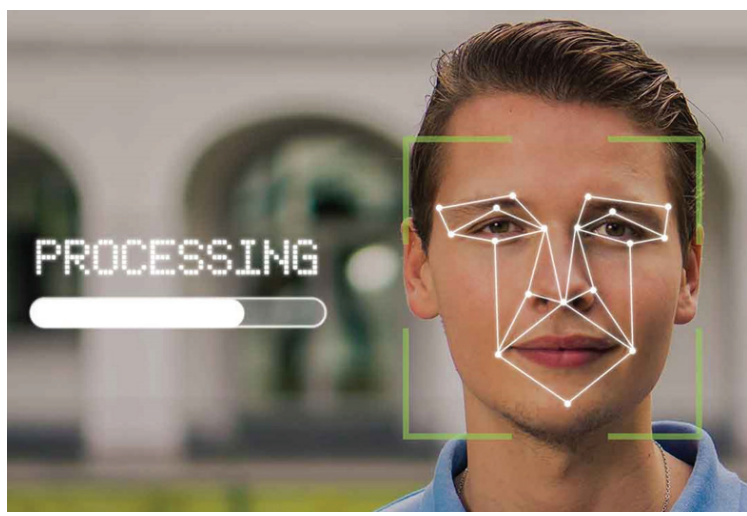
- 5 What might be potential risks of AI-powered facial recognition? Discuss your predictions with your friends and make a poster to show these risks. Present it to the class.

Potential risks

- violation of rights and personal freedom
- potential data theft
- over-reliance on inaccurate systems

It's hard to predict the future, but I suppose facial recognition might cause potential data theft.

Some criminals might steal personal data through this application.



FOCUS REVIEW 7

VOCABULARY

- 1 Write the correct phrases next to their definitions below.

Definitions	Words
1 an attempt to copy human intelligence and behavior patterns	_____
2 an AI technique that teaches computers to learn from experiences and data without using rules	_____
3 study of how to program computers to process and analyze large amounts of natural language	_____
4 a machine learning technique that teaches computers to learn from examples	_____
5 a method of teaching computers to process data in a way similar to how our brain works	_____
6 a machine learning method based on rewarding desired behaviors	_____

- 2 Use the words / phrases below to fill in the blanks. There are some extra words.

(adaptive benefit customized dealing with
inspire potential predictive resource
risks translate)

The advantages of ¹ _____ computer technology far outweigh the ² _____. First, online learning programs can be ³ _____ to meet individual student's needs. The online programs can be a terrific ⁴ _____ when teachers or tutors are unavailable. The ⁵ _____ it possesses in ⁶ _____ every student will ⁷ _____ students and teachers alike.

GRAMMAR

- 3 Read the sentences, and then circle *simple*, *compound*, or *complex* to show what type of sentence they are.

- A lot of other scientists started to look up at him because he was so innovative.
simple / compound / complex
- I need a rough idea about how to replace this code.
simple / compound / complex
- We must use an autonomous way of making car parts, but we also have to consider the costs.
simple / compound / complex
- The effects of the creative solution were very impressive.
simple / compound / complex
- It took a lot of imagination to invent this flying car, and thus this new product is very transformative.
simple / compound / complex
- Before we can plan how to get over the hurdle, we have to consider the risks.
simple / compound / complex

- 4 Read the sentences. Circle the correct option to complete the sentences.

- We need to have this passage *translate / translated* before noon.
- It will be truly transformative *to get / getting* a machine to write code for programmers.
- I would like to get someone *to replace / replaced* the keyboard on my computer.
- If you get him *to like / liking* you then he will not look down on you any longer.
- I look forward to the day when we have the potential to get robots *to do / done* our work for us.
- We could have all our chores *to do / done* so we can deal with more important things.

LISTENING

- 5  7.09 Listen to the dialogue between Mai and Tom about AI. Cross (X) the false statements and tick (✓) the true statements.

- Video games are more creative thanks to AI. ☐
- Game players can adapt their games to their own needs. ☐
- AI makes gamers bored with the repeated tasks. ☐
- It requires a lot of coding to make a computer game. ☐
- Game designers will become less imaginative with the support of AI. ☐

SPEAKING

- 6 Work in groups. Choose to talk about a smart lock in photo A or a smart fridge in photo B. Make predictions about how each device will be used in future homes.



8

The world of work

My advice is never do tomorrow what you can do today. Procrastination is the thief of time.

Charles Dickens

VOCABULARY

8.1

Work • expressions to do with work
• phrasal verbs

I can talk about work and employment.

1 Complete the sentences with the correct form of **work** (noun or verb) or **job** (noun).

- 1 Brenda has a *part-time* / *manual* / *well-paid* job.
- 2 Tom _____ *from home* / *long hours* / *with his hands*.
- 3 Amy has done a lot of *hard* / *voluntary* / *office* _____ over the years.
- 4 Luca _____ *outdoors* / *in advertising* / *abroad*.
- 5 Hal *applied for* / *got fired from* / *resigned from* a _____ in sales.

2 Read the summary and answer the questions.

- 1 What is a 'frog' in the summary? What does 'eat that frog' mean?
- 2 How can making lists help you at work? What two lists does the author suggest?
- 3 Why should you imitate what other successful people do?

EAT THAT FROG!

You're almost at the end of school and close to going on to further education or **entering the job market**. In his book, *Eat that Frog!*, time management expert Brian Tracy outlines some simple tips to help you **reach your full potential** and stop you **burning out**.





1 EAT THAT FROG

Imagine the scenario – you’ve taken up a new job or started a new course, but you’re overworked. You’ve got so many things to do. Your frog is your biggest, most difficult and important task, the one you’re most likely to put off until later. Make sure it’s the first job you do, and keep at it until it’s done.

2 WRITE DOWN YOUR GOALS

Set out your objectives. Make a list of ten goals you’d like to achieve in the next twelve months. If you could only achieve one goal, which one would have the most positive effect on your life? Focus on that objective first and get down to work straight away.

3 WRITE A TO-DO LIST

Get organised. Before you get on with your work, if you take ten minutes to map out exactly how you will spend your time, you can increase your output by 25 percent. Planning can save you time especially when you’re working to a deadline.

4 DEVELOP THE RIGHT HABITS

Improve your career prospects by observing what successful people do. Imitate their behaviour: be punctual, think for yourself, speak your mind. Do these things day in, day out until they become second nature. Then you’ll be on your way to becoming a successful person, too.



3 **8.01** Complete the list below with the verbs in red in the text. Then listen, check and repeat.

- 1 achieve a goal
- 2 _____ sth day in, day out
- 3 _____ the job market
- 4 _____ your career prospects
- 5 _____ your output
- 6 _____ your full potential
- 7 _____ your mind
- 8 _____ for yourself
- 9 _____ to a deadline



4 **8.02** Complete the list below with the underlined phrasal verbs in the text. Then listen, check and repeat.

- 1 burn out = become ill because of hard work
- 2 _____ = start doing sth
- 3 _____ = continue doing sth
- 4 _____ = plan sth in detail
- 5 _____ = not do sth till later
- 6 _____ = arrange or describe sth

5 Discuss the questions.

- 1 How good are you at time management and getting things done?
- 2 Which tips describe things you do or would consider doing?
- 3 Do you think it is always important to ‘eat that frog’? Why / Why not?

8.2

GRAMMAR

Reported speech

I can use reported speech, making appropriate grammatical changes.

- 1 **8.03** Listen to some people being interviewed for the jobs shown in photos A–C. Would you employ them? Why? / Why not?

- 2 **8.04** Read the reports of the interviews in Exercise 1. Rewrite the underlined parts in Direct Speech. Then listen again and check.

- 1 We asked the candidate to tell us about his weaknesses. He told us that he wasn't a morning person. In fact, he said he had struggled to get up that morning. He said he would like to start work after lunch.

A: Tell us _____

B: I _____

- 2 In the interview, we said it was a pity that they hadn't had any experience of restaurant work. They told us not to worry and that they were very good at eating. That was why they thought they should get the job.

A: It's a _____

B: Don't _____

C: That's _____

- 3 In the current interview, we've just asked the candidate whether she likes the job she has now. She says she doesn't because she has to answer the phone a lot, and she hates that.

A: Do _____

B: No, _____

- 3 Read the GRAMMAR FOCUS. Then look at the way the Direct Speech is reported in Exercise 2 and find examples for each rule.

GRAMMAR FOCUS

Reported Speech

When you report someone's words, remember these rules:

- You usually move the verbs 'one tense back' when your reporting verb is in a past tense (*She said ...*).
- You **don't** change the verb form if your reporting verb is in a present tense (*She says ... or He has told me ...*).



A part-time postal worker

A waiter

A receptionist

- You **don't** change verbs in the Past Perfect or modal verbs such as *would, should, could, might, must*.
- You change pronouns, possessive adjectives and words for time and place if necessary.
- You change the word order in questions and don't use *do, does* or *did*.
- You use the *to* + infinitive to report orders, suggestions, requests and promises.

- 4 Harry is preparing for a job interview. Report his parents' comments. Do not change the tense if it isn't necessary.

- 1 'You didn't prepare well enough for your last interview.'

→ They said (that) he hadn't prepared well enough for his previous interview.

- 2 'You'll never get a job if you don't have your hair cut.'

→ They said _____

- 3 'You forgot to clean your shoes last time and they always look at shoes.'

→ They said _____

- 4 'You should buy a new suit.'

→ They said _____

- 5 'You mustn't drink too much coffee beforehand because you'll be nervous.'

→ They said _____

- 6 'Don't worry if you don't get it. Something better might come up.'

→ They've told him _____

- 5 Complete the reported statements to make them true for you. Compare with a partner.

- 1 The last time my friends gave me good advice, they told me _____.

- 2 My brother / sister / friend annoys me when he / she _____.

- 3 I think I'm pretty good / bad at English. My teacher tells me _____.

- 4 I heard something interesting recently. Somebody told me _____.

- 5 I don't know what I want to do when I leave school. My parents say _____.

- 6 The last person who spoke to me was _____. He / She said _____.

8.3

LISTENING

Matching

I can identify details that support a point of view in an interview about jobs.

- 1 Discuss which category A–C each job in the box belongs to. Think of three more jobs for each category.

actor artist body-part maker dentist
factory worker firefighter lawyer office worker
politician robot mechanic shop assistant
teacher solar panel engineer space tourist guide
wind turbine technician writer

A jobs that will always be needed

B jobs that are at risk

C jobs of the future

- 2 **8.05** Listen to an interview with a data analyst. Compare his findings with your ideas in Exercise 1.

- 3 **8.06** Complete the list with the words in the box to describe change. Then listen, check and repeat.

decline (in) gradual increase (in) number of
rapid ~~sharp~~ unchanged

QUICK / BIG CHANGE

Up 1 a sharp } **rise (in)**
2 a marked } **_____**

Down 3 a **drop (in)**
4 a sharp } **decline (in)**

NO CHANGE

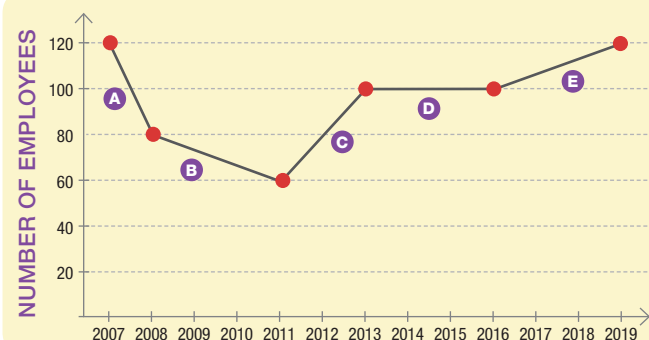
5 remain } **constant**
6 be } **_____**

SLOW / LITTLE CHANGE

Up 7 a growing } **_____**
8 a steady } **rise (in)**
9 a **increase (in)**

Down 10 a steady } **drop (in)**
11 a gradual } **_____**

- 4 Look at the graph and describe what was happening in periods A–E. Use the phrases from Exercise 2.



Between 2007 and 2008 there was a sharp decline in the number of employees.

- 5 **8.07** Listen to four people talking about their jobs and answer the questions.

- What makes law such a stable profession?
- Why are law firms now offering apprenticeships?
- How have dental patients benefited from medical advances?
- What qualifications and skills do you need to be a wind turbine technician?

PRONUNCIATION FOCUS

STRESS IN NOUNS AND VERBS

- 6 **8.08** Listen and repeat the words said as nouns and as verbs. Mark the stress. Which pairs have different stress patterns? Then take turns to practise the words. Decide whether your partner is saying a noun or a verb.

(contract export import increase)
(market recruit review target)

a contract / to contract

Multiple choice

*I can find specific information in a long text.***1 Discuss the questions.**

- 1 As a child, how did you use to answer this question:
What do you want to be when you grow up?
 2 How would you answer this question now?

2 Look at the title of the blog post. What do you think it is about? Read and check your ideas.**3 Read the post. For questions 1–5, choose the correct answer, A, B, C or D.**

- 1 The writer thinks that as we get older we
 A tend to lose our imagination.
 B find it impossible to make decisions.
 C could benefit from career counselling.
 D feel pressured to choose a specialisation.
- 2 In the third paragraph, the writer suggests that
 A everybody should find a passion and stick to it.
 B people refuse to choose a career on purpose.
 C people are worried if they don't have one true calling.
 D you will never succeed in life unless you find your niche.
- 3 In the modern workplace, people
 A that are curious stay in the same profession.
 B can't decide what they want to do.
 C are taking responsibility for how they work.
 D have fewer opportunities than their parents.
- 4 The blog post is about
 A the importance of finding your one true calling.
 B the negative consequences of being a quitter.
 C the best age at which to choose your career.
 D people who don't fit neatly into one category.

4 8.09 Match the words and phrases in blue in the blog post with their definitions. Then listen, check and repeat.

- 1 advice from career experts = career guidance
 2 people who give advice = _____
 3 people who work = _____
 4 the place where you work = _____
 5 the way you progress in your work = _____



1



2



3



4

5 Complete the comments with the words and phrases in Exercise 4 in the correct form.**Linh, 16**

Thanks for this post. I can see now that my problem is that I'm a jack of all trades and master of none! At school I had a ¹c_____ g_____, but it didn't help me at all. I still don't know what to do at college.

Huy, 18

I agree. The ²c_____ don't really help. It would be more helpful to have counselling once we have some experience and can visualise our future career path more clearly.

Trang, 16

I was really interested in what you're saying about the modern ³w_____ being more flexible. I think job sharing is a great idea – you just have to make sure that communication is really good between both people doing the job.

Nam, 17

Maybe, but I think it's better to work for a big organisation if you want to thrive in your career. I don't think you can ever feel like an important part of the ⁴w_____ if you're a self-employed freelancer.

6 Discuss whether you have similar or different opinions to the people in Exercise 5.

What if you don't have **ONE** dream job?

8.10

Do you remember being asked what you wanted to be when you grew up? No doubt, the more imaginative your answer, the more approval you would get. But once we reach adolescence, there's far less tolerance for answers like, 'I'm going to be a marine biologist, circus clown and journalist!' Now the question translates as: You are allowed one identity in this life, so which is it?

At school, there's pressure to focus on your strengths, and choose a subject to major in at university, which leads to one specific degree, intended for one type of job. The message that you need to specialise is reinforced in many contexts. [Career guidance](#) books and [counsellors](#) give you tests to help you find your niche and identify your dream job.

But what happens if you're wired differently? Let's say you're curious about several subjects, and there are many things you'd like to study. If you're unable or unwilling to settle on a single [career path](#), you might worry that you don't have one true calling like everybody else and that, therefore, your life lacks purpose. As the saying goes, you're a 'jack of all trades, master of none'.

In reality, few people are just 'one thing'. A rare few have a vocation and stick to it, but for most young people who will make up the [workforce](#) of the future, 'one thing' is not relevant anymore. For our parents' and grandparents' generation, it was normal to work in the same profession and often the same company for thirty or more years. Those days are long gone.

The ambitious young people of today are more interested in moving around and doing different things. In the modern [workplace](#), people are working flexibly and the individual is in control of their professional life and in a position to make decisions about how, when and where they work. Rather than finding something and doing it forever, the new challenge is to find a way of working that works for you.



8.5

GRAMMAR

Reporting verbs

I can use a range of reporting verbs to talk about career choice.



- 1 In pairs, answer this question: Who often gives you advice on choosing your future career?
- 2 Read the text. What criteria did Mr. Hoàng and Dũng mention in choosing a job?

Mr. Hoàng sat down with his son, Dũng, to discuss his future career choices. He suggested taking some time to consider his passions and interests, and explore careers that align with those. Mr. Hoàng explained that if Dũng could choose a job that matches his interest, he would be happier in the long run. Dũng expressed concern about job security and financial stability, and Mr. Hoàng insisted on understanding what they really meant. The father also added that career paths may change over time, and it's essential to remain open to new opportunities. Finally, the father claimed that no matter what career path his son chose, he would support him and be proud of him as long as he pursued it with his heart.

- 3 Read the GRAMMAR FOCUS. Then find five more reporting verbs in the text in Exercise 2. Which verb patterns do they illustrate?

GRAMMAR FOCUS

Reporting verbs

Verbs without an object

- **verb + that:** add, admit, agree, claim, deny, explain, insist, promise, propose, recommend, suggest
She **promised that** she would come home.
- **verb + to + infinitive:** agree, claim, offer, promise, refuse
He **offered to help**.
- **verb + -ing:** admit, deny, propose, recommend, suggest
They **suggested talking** to the lawyer.
- **verb + preposition + -ing:** apologise for, insist on, object to
I **insisted on paying** for everything.

Verbs with an object

- **verb + object + that:** assure, convince, inform, promise, remind, warn
She **assured me that** she was OK.

- **verb + object + to + infinitive:** advise, beg, convince, encourage, invite, order, persuade, remind, urge, warn (not)
He **urged them to leave**.
- **verb + object + preposition + -ing:** accuse sb of, blame sb for, congratulate sb on, thank sb for
He **congratulated me on passing** the exam.

- 4 Some reporting verbs can have two or more patterns. Report each of these sentences in two different ways.

- 1 "You should talk to a career counselor about your career goals", Jack told his friends
Jack suggested _____.
- 2 "I didn't receive any support in choosing my career", Minh told his mum.
Minh denied _____.
- 3 "All right. I'll follow your steps!", said Hoa to her father.
Hoa agreed _____.
- 4 "Please choose what you like to do, not what you are told to do", Bảo told his friend.
Bảo advised _____.

- 5 In pairs, do the following actions.

- 1 Discuss the criteria you use to choose your future job and complete the mind-map.
- 2 Report to another pair what you have discussed. Use reporting verbs.



8.6

USE OF ENGLISH

Phrasal verbs – advanced points

I can use phrasal verbs with two particles and other advanced phrasal verbs.

1 Match phrasal verbs with their definitions.

- | | |
|---|--|
| 1 keep up with sb ☐ | a admire and respect |
| 2 get on with sb ☐ | b avoid |
| 3 get out of ☐ | c use all of sth and have nothing left |
| 4 get round to ☐ | d stay at the same level as |
| 5 look up to sb ☐ | e defend |
| 6 put up with sth / sb ☐ | f find time to |
| 7 run out of sth ☐ | g tolerate |
| 8 stand up for sth ☐ | h be friends with |

2 Complete the phrasal verbs in the sentences with the correct forms of **come**, **get**, **make** or **put**.

- To become rich, you only have to _____ up with one good idea.
- I _____ on really well with my work colleagues, we are quite a team!
- Being successful in a job _____ down to hard work – that's all.
- An interesting job that you love doing can _____ up for a low salary.
- It's important to keep your social media profile updated, but most people don't _____ round to it.
- Rich people always try to _____ out of paying their taxes.
- Wage discrimination isn't a thing of the past; women _____ up against it all the time.
- You can't choose your work colleagues. If you don't get on, you just have to _____ up with them.

3 Read and complete the LANGUAGE FOCUS with words or phrases in the box below.

make up for tied up with looked down on
letdown upbringing run-down

LANGUAGE FOCUS

Phrasal verbs – advanced points

Three-part phrasal verbs

- Most three-part phrasal verbs are made up of really common verbs like *come*, *get*, *put*, etc. plus a variety of adverbial and prepositional particles.
¹ come up against (meet or confront), ² _____ (feel superior to), ³ _____ (compensate for)
- Three-part phrasal verbs are nearly always inseparable.
He came up against bullying. NOT *He came up bullying against.*

Word building with phrasal verbs

• Nouns

Verb + particle: *clear sth out* → a clear-out, *let sb down* → a ⁴ _____, *warm sth up* → a warm-up.

You stress the 'verb' part not the particle.

Particle + verb: *bring sb up* → an ⁵ _____, *pour down* → a downpour, *set out* → outset.
You usually stress the 'particle' part not the verb.

• Adjectives

Particle + verb -ing *put sb off* → *be off-putting*

Verb (Past Participle) + particle *run sth down* → *be* ⁶ _____

4 Complete the second sentence so that it has a similar meaning to the first. Use the noun or adjective form of the underlined phrasal verb.

- I was brought up in a similar way to my parents.
I had _____
- Yesterday it poured down on my way home from school.
Yesterday there was _____
- I always warm up before I do any sport.
I like to do _____
- I need to clear out all the junk in my bedroom.
I need to have _____
- Background music puts me off when I am trying to study.
I find background music _____
- If I dropped out of college, my parents would never forgive me.
If I became _____

5 Use the phrasal verbs to talk about the job you want to do in the future.

I want to be a doctor because I look up to my grandfather who is a doctor in our family.

An opinion essay

I can write an opinion essay exploring different aspects of viewpoints.

- 1 Look at the results of an international student survey about reasons for going to university. Then answer the questions and discuss with a partner.
 - 1 Which three reasons are most important to you?
 - 2 What other reasons to go to university can you think of?
 - 3 Should students choose a degree based on what they are interested in or what is most likely to lead to getting a job? Explain your answer.
- 2 Read the task and the essay below. Do you agree with the author's opinion?

Some university degrees are more likely to lead to employment after graduation than others. In your opinion, should young people choose a university subject based on what will help them get a good job rather than what interests them? Write an opinion essay on this topic analysing the importance of motivation to study and career success.

Why do you want to go to university?

I want to go to university because:

I want to continue my education and development	58.4%
I am really keen on the subject I want to study	57.9%
This is necessary for my future career	53.7%
I need stimulation and intellectual challenge	52.7%
I want to learn some necessary life skills	50.1%
This will help me find a job (or a better job)	36.1%
I want to experience student life and just have fun	22.8%
My family expects me to continue my education	16.3%

- 3 Read the WRITING FOCUS. In the model essay, find:
 - 1 a sentence which states the writer's main opinion.
 - 2 a sentence that says which two aspects will be discussed.
 - 3 a sentence which acknowledges an opposing opinion and states why the writer disagrees with it.
 - 4 a sentence which expands the discussion by giving examples.
 - 5 a sentence which restates the writer's main opinion.
 - 6 a final comment.

Many school-leavers choose a degree based on what is likely to lead to a good job rather than what truly interests them. Personally, I worry this could lead to a negative experience at university and that it may be better to opt for a subject you find stimulating. To explain the reasons for my view, I will examine the issue in terms of motivation and career success.

When it comes to motivation, there is no doubt that four years is a long time to dedicate to a single subject. The high level of commitment required means that enthusiasm for your chosen subject is important. The outcome of struggling through a course you don't enjoy could be low final grades and a negative student experience.

It is also important to consider this issue with regard to success. It is often the case that those who rise to the very top of their field get there because they are passionate about what they do. Of course, passion does not guarantee career success, but it is undeniably an important factor.

It is true that some subjects appear to offer limited career prospects, however, I am of the opinion that studying for any degree teaches valuable transferable skills. These include the ability to interpret information or communicate complex ideas, for example, and are undoubtedly appreciated by employers.

All in all, I think it is better to choose a university subject that interests you. I would prefer to learn useful skills and work towards high grades in a subject I have enjoyed studying rather than risking low grades in a subject that I do not find motivating.



4 Complete the WRITING FOCUS with the words and phrases in purple in the essay.

WRITING FOCUS

An opinion essay

Introduction

- Introduce the topic and state your main opinion.
- Say which two (or more) points of view or aspects will be discussed.

To explain the ¹reasons for my view, I will examine the issue in ²_____ of ...

It is my intention to explore this issue from the viewpoint of ...

This essay will look at this question from the perspective of ...

Paragraphs 2 and 3

- Discuss different aspects of the issue and support the main opinion you stated in the introduction.

When it ³_____ to ...

It is also important to consider this issue with ⁴_____ to ...

Another important angle on / aspect of this issue is ...

- Expand the discussion by giving examples.

Paragraph 4

- Acknowledge an opposing opinion and say why you disagree with it.

It is ⁵_____ that ..., however, I am of the ⁶_____ that ...

While some people say ..., I ...

Some people do not agree and feel that ...

Conclusion

- Use a linking phrase to introduce a conclusion.

In conclusion, / To sum up, / All things considered, / ⁷_____

- Restate your main opinion.
- Include a final comment.

5 Read the LANGUAGE FOCUS. Which structures are used in the essay?

LANGUAGE FOCUS

Expressing certainty and describing consequences

Use the following structures to express certainty and describe consequences in a formal way.

- **Expressing certainty**

Undeniably / Undoubtedly, ...

It's undeniable that / There is no doubt that ...

Without (a) doubt, ...

- **Describing consequences**

The result / consequence / outcome of (such a decision / choice) could be that ...

As a result / consequence, ...

This could lead to / result in ...

6 Rewrite the statements. Use the words in brackets and the LANGUAGE FOCUS. Which of the statements do you agree with?

- 1 The average secondary student in my country is short of money. (undoubtedly)
- 2 Employers in my country value work experience as highly as qualifications. (without)
- 3 Young people can learn some very useful skills by working part time. (doubt)
- 4 Succeeding at school is more important than earning a bit of extra cash. (undeniable)
- 5 Having a part-time job teaches you to be more responsible. (undeniably)

7 Write an essay (180-200 words) on the following topic:

More and more young people do part-time jobs while at school. Is this a good idea or should young people focus exclusively on their school work?

In your essay, you should:

- say in the introduction which two aspects will be discussed and state your opinion.
- support your opinion with examples and acknowledge an opposing opinion.
- add a conclusion.



8.8

SPEAKING

Problem solving

I can discuss problems and solutions, and express annoyance.

1 Describe what happened last time you experienced one of these problems.

- 1 Something was lost or stolen (bag, keys, bike, etc.)
- 2 Something was broken (computer, car, phone, etc.)
- 3 Something was forgotten (test, alarm, appointment, etc.)



2 8.11 Listen to two friends, Hannah and Daniel, discussing a problem and answer the questions.

- 1 What was the problem and how did Hannah and Daniel try to solve it?
- 2 What would be a better solution in your opinion?
- 3 What do you think might happen next?

3 8.12 Choose the correct option to complete the SPEAKING FOCUS. Then listen again and check.

SPEAKING FOCUS

Talking about a problem

What's wrong / the matter?

What's ¹up / on (with it)?

I seem / appear to have lost / forgotten / broken ...

I haven't (got) a clue. / I've no ²thought / idea. /

I wish I knew.

Every time I try to ..., it ...

Perhaps there's something wrong / a problem with the ...

Talking about a solution

Have you tried ... + -ing?

It's worth a try / a go, I suppose.

I ³doubt / know it'll / that'll work / help, but let's see.

Problem solved!

No, that doesn't / didn't make any ⁴solution / difference.

Expressing annoyance

What are we ⁵about / supposed to do now?

Why on Earth did / didn't you ...?

How should I ⁶know / think?

You should have checked / asked first.

You should have thought about that earlier.

4 8.13 Complete the dialogues with one word in each gap. Sometimes more than one answer is possible. Then listen and check.

Dialogue 1

Abi and Beth are working in a supermarket during the school holidays.

Abi: What's ¹_____?

Beth: Well, unfortunately, I ²_____ to have broken the bar code scanner.

Abi: Oh no. What happened?

Beth: I put it on the table during the break and spilled my coffee on it – like an idiot!

Abi: Whoops. The manager isn't going to be happy.

Beth: Yeah, tell me about it. ³_____ time I try to switch it on, it beeps and switches off again.

Abi: Have you ⁴_____ drying it under the hand dryer in the toilets?

Beth: Actually no, but it's worth a go, I ⁵_____.

Dialogue 2

Leo is working on his uncle's farm during the summer.

Pete: Hello, Woodtop Farm.

Leo: Uncle Pete, it's me. I'm in the bottom field.

The tractor has broken down.

Pete: What? What's the ⁶_____ with it?

Leo: Er ... I ⁷_____ I knew.

Pete: OK. Listen, are the lights working?

Leo: Hang on a second ... Yep.

Pete: OK, then it's not the battery. You did remember to put some fuel in it, right?

Leo: Er ... oh.

Pete: Leo! I told you it was nearly empty.

Leo: I, er ... I forgot. Sorry.

Pete: Well, you'll have to walk back up here and get some, won't you?

Leo: What? It's miles!

Pete: Well, you should have thought about that

⁸_____. Next time, perhaps you'll remember.

Leo: Can't you bring some fuel down in the ... hello?

5 Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

As part of a project, you are giving a joint presentation about summer job opportunities in your local area.

Together, you prepared a presentation on a laptop.

Student A: You were responsible for bringing a pen drive with all the notes and visuals. The presentation is in twenty minutes, and you have just realised that you left the pen drive at home.

Student B: You worked hard on the presentation and are very annoyed that your partner forgot to bring the pen drive.

There isn't enough time to go home. Together, you need to come up with a solution.

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the correct form of the words in the box. There are two extra words.

(carry find improve put reach speak thrive)

- I think Chris will need to move to a bigger company if he's going to _____ his full potential.
- Robots are being used increasingly to _____ out simple, repetitive tasks.
- If you can respond to an email quickly, then do it right away rather than _____ it off until later.
- He took a short project management course to try and _____ his career prospects.
- Sometimes you have to be diplomatic, but occasionally you need to _____ your mind.

- 2 Complete the second sentence so that it has a similar meaning to the first. Use Reported Speech.

- 'You should take a few days off', the manager said.
The manager said that I _____ a few days off.
- 'I've been working here for ten years', Olivia told them.
Olivia said _____ for ten years.
- 'What's your home address?', the man asked.
The man asked him _____.
- 'When are you going to look for a permanent post?', my parents keep asking me.
My parents keep asking me _____ a permanent post.
- 'Send a copy of your CV to head office', the store manager told me.
The store manager told me _____ to head office.

SPEAKING

- 3 Work in pairs.

Student A: You face challenges in achieving study-life balance.

Student B: You propose strategies to foster a healthy work-life balance. Use expressions you've learnt in this unit.



USE OF ENGLISH

- 4 Read the text. Choose the correct answer, A, B, C or D.

When I left school, I didn't have a(n) ¹ _____ what I wanted to do as a career. I was quite good at science, so I decided to study physics at university. I knew it was the wrong choice though right from the ² _____. I enjoyed the social side of university and I ³ _____ the other students on my course, but I really struggled with the coursework. I tried to be disciplined and work hard, but it didn't make any ⁴ _____. Physics just wasn't my thing. Soon my tutor noticed that I wasn't ⁵ _____ my classmates and called me in for a chat. She was really understanding. I explained that I was thinking about ⁶ _____ university, but she suggested I look at other options first. She ⁷ _____ the idea that I could sit in on lectures in different subjects to see if any of them might suit me better. I went to some chemistry and biology lectures, which didn't really spark my interest, but then I went along to an engineering class and realised I'd found my ⁸ _____. I switched courses and I've never looked back!

- | | |
|-----------------------|--------------------|
| 1 A clue | B idea |
| C thought | D knowledge |
| 2 A clear-out | B downturn |
| C letdown | D outset |
| 3 A got out of | B came up with |
| C got on with | D looked down on |
| 4 A change | B difference |
| C solution | D progress |
| 5 A coming up against | B putting up with |
| C keeping up with | D getting round to |
| 6 A standing up for | B running out of |
| C growing out of | D dropping out of |
| 7 A made up for | B came up with |
| C came up against | D looked up to |
| 8 A hole | B niche |
| C corner | D focus |

- 5 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to five words in each gap, but do not change the word in capitals.

- 'A scholarship in Brussels?! Fantastic! Well done, Amanda!' Robert said. **CONGRATULATED**
Robert _____ getting a scholarship in Brussels.
- 'I wouldn't apply for that job', Marion told me. **ADVISED**
Marion _____ apply for that job.
- 'Did you practise to become a fitness instructor?', she asked. **HAD**
She asked me _____ become a fitness instructor.
- Choosing a career is undeniably one of the most challenging decisions you face in life. **DOUBT**
Choosing a career is _____ one of the most challenging decisions you face in life.

9

Learning for life

*I have never let my schooling interfere
with my education.*

Mark Twain

9.1

VOCABULARY

Study and exams

I can talk about studying and exams.

- 1 Write down the verb form of these nouns and adjectives.
What do the verbs have in common?

familiar	<u>familiarise</u>	rational	_____
general	_____	recognition	_____
memory	_____	revision	_____
organisation	_____	summary	_____
personal	_____	visual	_____
plagiarism	_____		

- 2 Read about the revision experiences of two students.
Answer the questions.

- 1 What is Minh so stressed about?
- 2 How does Minh feel about his exams?
- 3 What technique does Minh find useful in preparing for exams?
- 4 Why high school exams are more challenging compared with primary school ones?
- 5 What does Tùng do in the third stage in his revision process?

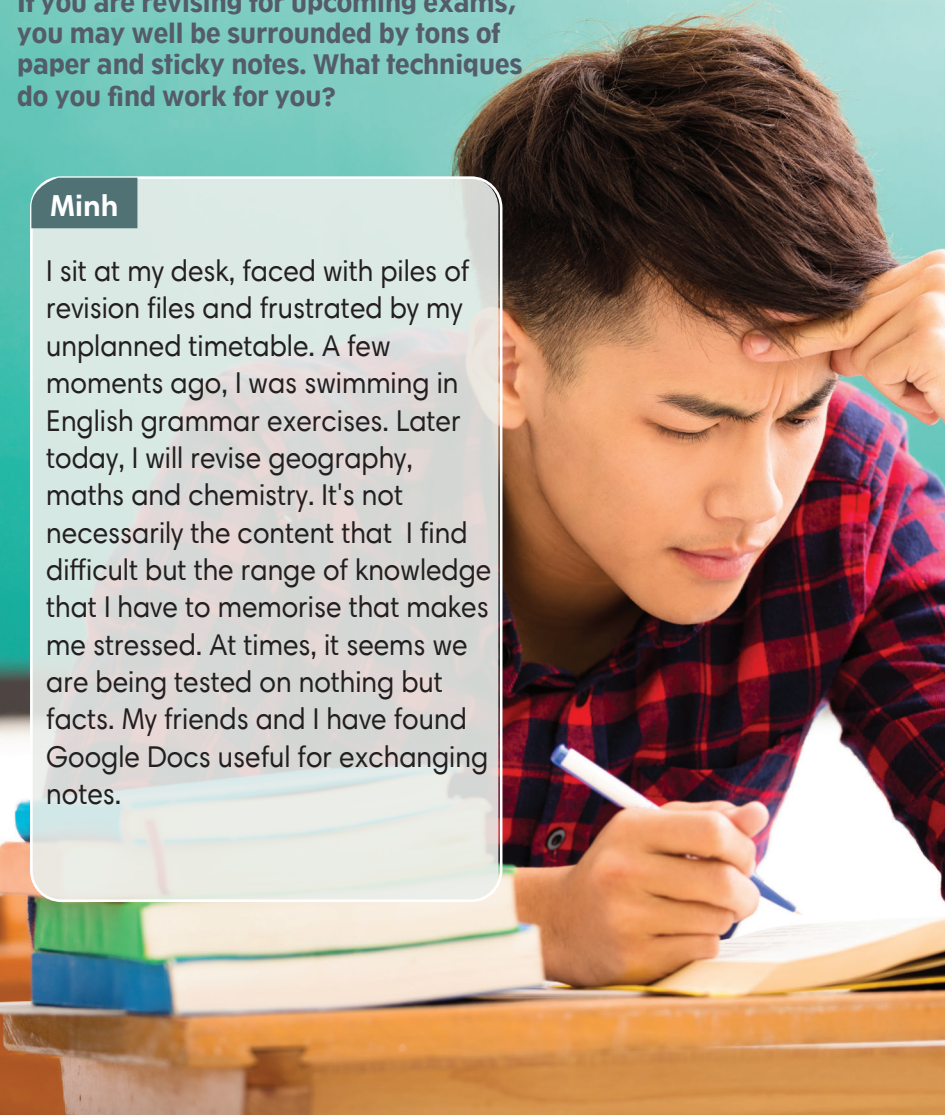
9.01

Exams, exams

If you are revising for upcoming exams, you may well be surrounded by tons of paper and sticky notes. What techniques do you find work for you?

Minh

I sit at my desk, faced with piles of revision files and frustrated by my unplanned timetable. A few moments ago, I was swimming in English grammar exercises. Later today, I will revise geography, maths and chemistry. It's not necessarily the content that I find difficult but the range of knowledge that I have to memorise that makes me stressed. At times, it seems we are being tested on nothing but facts. My friends and I have found Google Docs useful for exchanging notes.



3 Read the text again. Whose experience do you most relate to? Why?

4 Read the phrases and examples. Then match them with their correct meanings.

Phrases

- 1 *Get a grip*
Don't behave like a child. You need to **get a grip** on yourself.
- 2 *Keep things in perspective*
If you failed an exam, that wouldn't be a big deal. You must **keep things in perspective**.
- 3 *Sail through exam*
Linh **sailed through her final exams** and got 10 in all of them.
- 4 *Go blank*
My mind **went blank** when I read the exam question.
- 5 *A bundle of nerves*
Mary is **a bundle of nerves** before exams. She's very worried.
- 6 *Cram for exam*
We are **cramming for our history exam**.

Meanings

- a think about a situation or problem in a wise and reasonable way
- b study for a test shortly before it is scheduled to take place
- c someone who is extremely nervous and worried
- d be unable to recall or think of something
- e make an effort to control your emotions and behave more calmly
- f succeed very easily in something, especially a test

Tùng

Revising for the final graduation exam starts early. There's a lot of content to learn. I do my revision in four stages. Firstly, I take notes from the textbook on huge A3 sheets by visualising them, then I condense them on to mini-flashcards, then I type them all up. In stage four, which will commence a week before the exams, I work on exam papers of previous years.

5  9.02 Listen to Amy and Sally and find out how each of them copes with exams. Take notes:

Amy: _____

Sally: _____

6 Work in groups. How do you cope with exams? What techniques do you often use? Then share with the class.



I can use a variety of modal verbs to speculate about the past, the present and the future.

1 Look at the photo. What are these people doing?



2 9.03 Listen and complete each structure in blue with one word.

Extract 1

B: The original group members ¹*may have been doing* it for years while the younger ones ²_____ *have been taught* more recently. Some of these really young ones ³_____ *just have joined* the group. See the guy in the white T-shirt – he ⁴_____ *have been doing* it for a couple of years, I'd say.

Extract 2

A: Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it ⁵_____ *be* so they could learn from the more experienced members of the group ...

B: Well, yes, they ⁶_____ well *be doing* it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt ⁷_____ *watch* the film later too. If he does, it ⁸_____ *certainly be* to help him improve his technique.

A: And how do you think he learnt that move to start with? I mean, he ⁹_____ *have learnt* it by himself ...

B: Who knows? He ¹⁰_____ *have been* part of another group and moved on to form his own tricking gang or he ¹¹_____ *have learnt* the first tricks online.

3 Read the GRAMMAR FOCUS and find examples in Exercise 2 where the speaker is:

- guessing about an action that's in progress.
- certain about a reason for doing sth in the present.
- certain about sth that started in the past and continues in the present.
- guessing about sth that happened in the past.
- certain that sth didn't happen in the past.
- guessing about sth in the future.
- certain about sth in the future.
- guessing about sth that happened in the past using the Passive.
- guessing about an action continuing in the present.

GRAMMAR FOCUS

Speculating

- You can use the modal verbs *must / may / might / could / can't* to speculate about the present and past:
 - modal verb + infinitive** (present states)
They *may not be* aware of the risks.
 - modal verb + be + -ing form** (events now in progress)
They *may be filming* their tricks.
 - modal verb + have + Past Participle** (finished events in the past)
Others *could have joined* their community.
 - modal verb + have been + Past Participle** (finished events in the Passive Voice in the past)
The tyres *could have been brought* by someone's father.
 - modal verb + have been + -ing form** (events that started in the past and continue in the present)
They *may have been doing* it for years.
- You can use the modal verbs *may / might / could* + infinitive or *will / won't* + adverb to speculate about the future:
 - He *could win* the competition next year.
 - He *may not join* the club.
 - She *will probably start* next week.
 - He *definitely won't come*.

4 Choose the correct option.

If you're in Brazil, you might ¹*want* / *have wanted* to join a samba school. But when you get there, you could ²*be* / *have been* surprised by what you see. I certainly was! In fact, the surprise must ³*show* / *have shown* very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly ⁴*have been coached* / *have been coaching* by a qualified instructor, but here there was just a room full of people dancing, and I felt like they all must ⁵*be dancing* / *have been dancing* samba their whole lives. But then I noticed other people, like me, watching carefully, copying a few steps and moves and I realised they can't ⁶*be learning* / *have been learning* very long. They must ⁷*notice* / *have noticed* me, because they invited me to join them. Now, I'm one of the people helping newcomers who might ⁸*look* / *be looking* for a way in.

5 In pairs, discuss the questions.

- Have you ever taught anyone to do anything?
- How do you think they may have felt about the experience?

9.3

LISTENING

Multiple choice

I can understand specific details in informal conversations.

1 Look at the photos and discuss the questions.

- 1 What are these people doing?
- 2 What job do you think they have?

2 9.04 Listen to a dialogue about jobs in the photos in Exercise 1. Are your answers to these questions correct?

3 9.05 Listen again. Choose the correct option.

- 1 What does the woman think about online how-to videos?
 - A She doesn't like the advice given by the video creators.
 - B She is uncertain if the advice is reliable.
 - C She never used them so she had no ideas.
- 2 What problem did the man have?
 - A His computer broke down.
 - B He had a virus with the software.
 - C His computer had to get updated.
- 3 What does the man say about online video tutorials?
 - A Information transmitted visually is easy to remember.
 - B The instructions are given in clear stages.
 - C They can have too much detail at times.
- 4 How does the woman feel about the people who produce online tutorial videos? She is:
 - A pleased that their help is available to everyone.
 - B amused that they appear in their tutorials personally.
 - C appreciative of the production quality of their films.



4 Discuss which method you would choose for learning the things in the box. Why?

cooking a new dish dancing salsa
improving your running technique
installing new software
learning Mandarin Chinese skiing

- 1 following written guidance
- 2 following a video tutorial (e.g. how-to videos)
- 3 learning in a group

PRONUNCIATION FOCUS

UNSTRESSED WORDS IN A SENTENCE

Unstressed words in a sentence include function words (determiners, prepositions, and conjunctions) and question words (*who, what, when, where, why, and how*).

5 9.06 Listen and underline the unstressed words in the following sentences. Practise saying these sentences in pairs.

- 1 Have you ever consulted an online video for help with fixing something?
- 2 They've got detailed advice and videos there.
- 3 It seems odd to me.
- 4 It's good to know help is just a few clicks away.

I can understand the connection between ideas in paragraphs of an article.

- 1 Look at the picture. In pairs, ask and answer: What does the picture tell you?



- 2 In groups, brainstorm ideas for this question: What skills are necessary for students in Việt Nam to become lifelong learners?

3 Find the words.

- 1 Find all the adjectives that are synonymous to 'important' in the text. Write the words here:

- 2 Find a word that means 'adapt' in paragraph 3.

- 3 Find a word that means 'viewpoints' in paragraph 4.

- 4 Find a word that means 'continually' in paragraph 5.

4 Read the text and choose the correct option.

In today's fast-paced world, the ability to learn and adapt is becoming increasingly essential. This is why lifelong learning skills are essential for students to develop. These skills go beyond memorising facts and figures.

Two first important lifelong learning skills are the ability to summarise information and reflect on learning. These involve identifying the key points of a text or lecture and reducing them into a shorter form and then reflect on the past learning experiences and consider how new knowledge can be applied in the future. Learning from others and personalising learning are also vital skills. Students need to seek out mentors, peers and experts in their fields to learn from their experiences. At the same time, learning from others does not mean copying from them.

3 Read the text and choose the correct option.

Students can tailor others' approach to learning to their own needs and preferences. For example, some peers learn best through visual aids, but you may prefer hands-on activities.

Reading extensively is a great way to learn about new ideas and perspectives. While reading a wide range of genres and topics, students cultivate their curiosity with the texts and identify connections between ideas. They can develop a deeper understanding of the materials. Familiarising oneself with new technologies is also crucial for lifelong learning. With advances in technology, new learning tools are constantly being developed, and students need to be able to adapt to these changes in education. Online learning platforms, online courses, digital textbooks, and educational apps can provide students with new ways to learn.

In conclusion, the above-mentioned lifelong learning skills are indispensable for students to develop if they want to succeed in today's world.

- 1 How many lifelong learning skills are mentioned in the text?

A Four
B Five
C Six

- 2 How is the text organized?

A By comparing and contrasting ideas
B By listing ideas
C By cause and effect

- 3 In what way can students learn to reflect?

A By thinking about their previous experiences
B By thinking about future experiences
C Both A and B

- 4 What does it mean by 'reading extensively'?

A Reading a lot of books in a short time
B Reading the titles of the books
C Reading a range of genres and topics

- 5 Why do students need to use new technologies to learn?

A Because they offer them new ways to learn
B Because they are inexpensive to learn
C Because they are constantly changing

- 5 Work in groups. How often do you practise these lifelong learning skills? How effective do you think your skills are? Why?

I think I sometimes reflect on my learning experiences. I know what learning strategies work best for me. However, I often do not have time to read extensively ...

Inversion

I can use inversion to talk about studying abroad.

1 In pairs, imagine you will study abroad in Australia for your university studies. Think of at least three new study skills you will apply.

2 **9.07** Read and listen to the dialogue between Thu and Jenny about different study skills in Australia. What advice does Jenny give to Thu?

Jenny: Thu, I heard that you're going to study in Australia. That's exciting! Are you nervous?

Thu: Yes, I am. Never have I been away from home for so long. But I'm also excited to learn new things.

Jenny: That's great. Do you have any ideas about how you will study in a new country like Australia?

Thu: I'm planning to take notes in lectures as much as I can. When I cram for exams, I will memorise key points.

Jenny: That's a good start, but memorising isn't the best way to learn in Australia. You should read extensively. Also, familiarise yourself with the learning culture there. Don't be afraid to ask your new friends and teachers, and use their electronic library.

Thu: I see what you mean. I'll make sure to tailor my approach to each situation.

Jenny: Exactly. Remember, not only will you gain more knowledge in your studies, but you'll also learn about a new place and its people. Rarely will you have an opportunity like this, so make the most of it. Only if you're open to new experiences will you truly benefit from your time abroad.

Thu: Thanks so much, Jenny. Nowhere can I have good friends like you.

3 Read the GRAMMAR FOCUS. Complete the examples with words from the dialogue. Then circle the inversion in the examples.

GRAMMAR FOCUS

Inversion

- Negative expressions (*Never / Rarely / Seldom / Little + auxiliary verb + S*).

1 _____ have I been away for so long.

2 _____ will you have an opportunity like this, so make the most of it.

- Expressions with *Only* (*Only if / if only / Only when / Only now, etc. + S1 + V1, + auxiliary verb + S2*)

3 _____ you're open to new experiences will you truly benefit ...

- Expressions with *Not* (*Not only / Not until / Not once, etc. + auxiliary verb + S*)

4 _____ will you gain more knowledge in your studies, but you'll also learn about ...

- Adverb phrases (*At no time / Under no circumstances / No way / Nowhere, etc. + auxiliary verb + S*)

5 _____ can I have good friends like you.

4 Rewrite the sentences using the structures from the GRAMMAR FOCUS and the words in capitals.

1 It's rare for me to go blank during an exam. (RARELY)

_____.

2 You will sail through your exams if you keep things in perspective. (ONLY IF)

_____.

3 My brother Khanh always gets nervous before a big test. (ONLY WHEN)

_____.

4 Linh needs to calm down and get a grip on the situation. (NOT ONLY)

_____.

5 It's important for you to stay focused if you want to pass exams. (SELDOM)

_____.

5 Work in groups. Each group has to make a sentence to answer the question. Then compete with other groups. Each correct sentence gets a point. The group with most points will win the game.

1 What are the benefits of studying abroad? (Not only)

2 How can you prepare for studying abroad? (Only if)

3 What challenges might you face while studying abroad? (Seldom)

4 What are some tips for making the most of your study abroad experience? (Only when)

5 How can studying abroad help you in your future career? (Rarely)



9.6

USE OF ENGLISH

Articles

I can use abstract nouns with and without a / an.

1 When you need advice or help, who do you ask?
Do you ever look on online forums? Why? / Why not?

2 Read the two forum exchanges and decide on the logical order in each of them.

- (A) a ☐ Thanks – you were **a great help** – it all makes sense now.
- b ☐ I need **help** with my maths. I don't have a hope of getting it done on my own. Anybody out there have a moment to spare?
- c ☐ Yeah, call me. I'm doing it too.

- (B) a ☐ Oh no! **Sleep** is so important. When I'm stressed out, I sometimes use breathing exercises to help me relax and I usually get a good night's sleep after that.
- b ☐ Thanks. I'll try that. My granddad, who has a good understanding of human behaviour, always says 'A good laugh and **a good sleep** are the two best cures.' 😊
- c ☐ Help! All of a sudden, I'm very stressed about my exams and I can't sleep.

3 Read the LANGUAGE FOCUS and complete the example sentences with the words and phrases in blue in Exercise 2.

LANGUAGE FOCUS

Abstract nouns with and without a / an

Some **abstract nouns** (such as *hope, knowledge, love, pleasure*) can refer to either a general concept or a specific situation or example.

When talking about a **general concept**, *a / an* is not used before the noun. When referring to a **specific situation / example**, *a / an* can precede the noun. In this case, the noun is generally modified by an adjective or phrase.

General concept

I need ¹**help**.

²_____ is so important.

The importance of

³_____ and ⁴_____.

Specific situation/example

You were ⁵_____.

A good laugh and ⁶_____ are the best cures.

That was ⁷_____ and ⁸_____.

Note: Some abstract nouns have a plural form (*love / loves, hope / hopes, pleasure / pleasures*) while others do not (*knowledge*).

Eating at that café is always **a pleasure**.

Eating is one of life's great **pleasures**.

He has **a good knowledge** of many things.

NOT He has many **knowledges**.

4 Read the message exchange and complete the gaps with the correct form of the words in the box and *a, an* or $\emptyset$ (no article).

charity education experience
help (x2) hope love pleasure

Hi Jen. Thanks again. You really were such ¹**a help** last night. I wouldn't have had ²_____ of doing it without you.

No problem. It was ³_____. You know science is one of my great ⁴_____. 😊 And I need to ask you a favour actually. I need to interview someone with ⁵_____ doing volunteer work.

Well, I haven't done any in a while. The last time was about a year ago when I worked for ⁶_____ that works with animals. It was ⁷_____ though – it left me with a first-class knowledge of cats. ;)

I'm sure you learnt a lot. 😊 Are you in a hurry? Could I ask you some questions now?

Yes, sure, glad to be of ⁸_____. Call me now.

5 Complete the sentences with the correct form of the phrases underlined in Exercises 2 and 4.

- I really need to _____ – otherwise I can't do anything the next day!
- When he _____, he likes to read computer advice in forums.
- I _____ – I always know how my friends will react.
- I haven't studied French _____ so I _____ how to do the assignment.
- I wanted to help her with her exam preparation but I was _____ to get home.
- He has _____ German. He is practically fluent.
- He _____ finishing his exam before the time was up.
- _____, she felt totally relaxed and knew she would be fine.

A newspaper article

I can write a newspaper article using different ways to make it lively.

1 Discuss the questions in pairs.

- 1 Are you thinking of going to university when you finish school? Why? / Why not?
- 2 What might be the reasons to go to university?
Think of at least two.
- 3 What might be the reasons not to go to university?
Think of at least two.
- 4 What alternatives to university are there?

Going to university – is it still worth it?

With the increasing cost of higher education, many young people are wondering if going to university is worth it. It's vital to balance the costs with the potential benefits. Let's take a look at the arguments.

What are the benefits? First of all, a university education improves your job prospects and broadens your future options. Increasingly, you're at a disadvantage without a degree. And a degree opens up job opportunities abroad as well! But is it only the study element of university that can make a difference to your life? No! Minh, from a university in Hồ Chí Minh City, found the life experience as valuable as the education, if not more so. 'University is massively character building', she says.

Still, not everyone is so enthusiastic about higher education. Many employers appear to value work experience over a degree. As one employer, Binh, from JJS company, puts it, 'I now make a point of first interviewing people who have spent their time travelling or working instead of doing a degree because this shows they're prepared to stand out from the crowd'.

- 2 Read a newspaper article about the benefits and drawbacks of going to university. Read two conclusions of the article. Do they match with the article? Why (not)? Re-write them if they do not match.

- 1 Does the writer mention the same reasons as you did in Exercise 1?
- 2 What are the writer's answers to the question in the title in Conclusion A and in Conclusion B?
- 3 Which conclusion do you agree with? Why?



Conclusion A

So do the benefits outweigh the costs? On balance, I would say that university is definitely worth it – for the economic reasons as well as the less tangible outcomes. Go for it!



Conclusion B

So do the costs outweigh the benefits? On balance, comparing the expenses one has to meet with the odds of getting a good graduate job, I would advise you to consider alternative routes to the future.

3 Read the WRITING FOCUS. For each point, find more examples in the article on page 107.

WRITING FOCUS

Making your article lively

• **Addressing readers directly**

I will look at the issues. → Let's look at the issues.

University graduates earn more money. → As a university graduate, you will earn more money.

• **Direct questions**

More young people are going to university. →

Why are more young people going to university?

University is about experiencing new things. →

University is about experiencing new things, isn't it?

• **Quotations**

The Education Minister predicts that new employees will require a degree. → 'New employees will require a degree,' predicts the Education Minister.

Sam Hill points out that university isn't for everyone, and many are better off with apprenticeships. →

'University is not for everyone,' points out Sam Hill, 'and many are better off with apprenticeships.'

• **Exclamations**

University isn't the only option. Many entrepreneurs didn't even finish secondary school!

4 Read a newspaper article about student loans. Re-write the essay, using:

- two direct questions
- one direct address to readers
- at least one quotation
- an exclamation

Student loans have become a popular financing option for higher education in Việt Nam. Each student from a low-income family is eligible to apply for an education loan of about 40 million VND each academic year. Opinions are divided on whether they are a good or bad thing. Let's look at the arguments for and against student loans.

On one hand, student loans provide access to education for those who cannot afford it. Thanh Trúc, a student from a low-income family, says, "Without the student loan, I would not have been able to go to university, and my future prospects would have been limited." Student loans also provide students with an incentive to succeed in their studies. Duy, a second-year student, says, "The pressure of having to pay back the loan motivates me to work hard and achieve good grades."

On the other hand, student loans may leave graduates with significant financial considerations. Trinh, a recent graduate, says, "If I owe a student loan, I have to prioritize paying it back after I graduate." Limited job opportunities for graduates also make it difficult to pay back the loans.

In conclusion, despite possible risks, student loans may be a good option for students from low-income backgrounds. I believe the government, banks and universities need to popularize this option for students.

5 Write an article (180–200 words) on the following topic.

Is spending a year studying abroad a valuable thing for university students to do?

Write an article for a student website giving arguments for and against and stating your view.



9.8

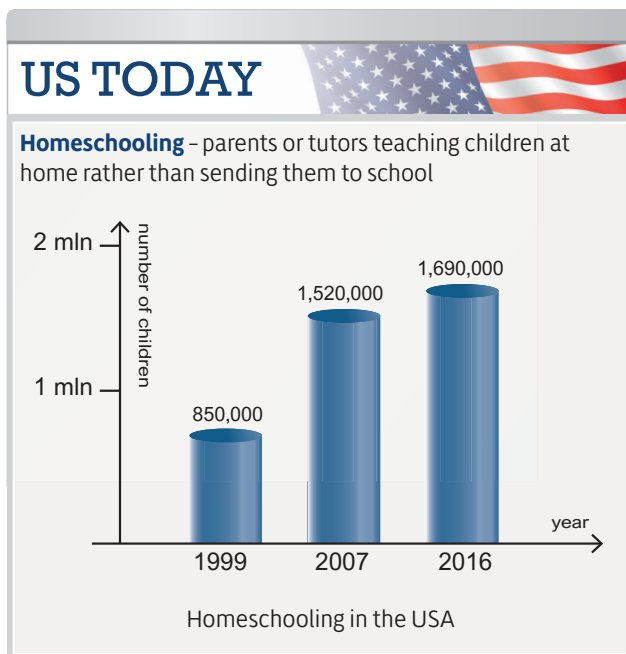
SPEAKING

Giving supporting examples

I can develop an argument with supporting examples.

1 Read US TODAY and discuss the questions.

- 1 Why is homeschooling in the USA on the increase?
- 2 Are many children homeschooled in your country?
- 3 What do you think might be the pros and cons of homeschooling?



2 9.08 Listen to a podcast about homeschooling and answer the questions.

What advantages and disadvantages does it mention?

3 9.09 Match arguments 1–3 from the podcast with their supporting examples. Then listen again and check.

- 1 Homeschoolers have more time to socialise. ☐ ☐
 - 2 Not everyone can afford the luxury of homeschooling. ☐ ☐
 - 3 Schools offer things that homeschooling can't. ☐ ☐
- a **Take** a family where both parents are working.
 b **A case in point** is the question of socialisation.
 c **In my case**, I spend a lot of time with other homeschooled kids doing projects together at each other's houses.
 d **Look at** my cousin, Rob. He's at school from eight thirty till four.

4 Complete the SPEAKING FOCUS with the phrases in orange in Exercise 3.

SPEAKING FOCUS

Phrases with example:

A typical / classic / obvious example is ...

The most striking / extreme / graphic example that comes to mind is ...

One of the most notable examples is ...

Alternative words for example:

A useful illustration is ...

2 _____

3 _____

Imperative verbs:

Consider ...

Think about ...

4 _____

5 _____

5 Give supporting examples for points 1–4 below using the words in capitals. Then complete points 5 and 6 with your own ideas and add supporting examples including the words in capitals.

- 1 Many kids have to get up too early in the morning.

INSTANCE

- 2 A lot of schools don't offer enough time for sport. **CASE**

- 3 I spend much of my free time doing homework. **TAKE**

- 4 Some of my friends spend a lot of time at evening classes. **LOOK**

- 5 I think ... of the advantages of homeschooling.

STRIKING

- 6 ... of the advantages of formal schooling is ...

ILLUSTRATION

6 Discuss the questions. Think of an example to support your opinion. Use the SPEAKING FOCUS to help you.

- 1 Do you think homeschooling can work for everyone? Why? / Why not?
- 2 Do you agree that formal education restricts creativity? Why? / Why not?
- 3 Do you think that formal education prepares students for modern life? Why? / Why not?
- 4 If you could change one thing about education in your country, what would it be? Why?



FOCUS REVIEW 9

VOCABULARY

- 1 Read the text and complete it with the given phrases.

get a grip sail through succeed in
go blank keep things in perspectives

As you progress through your academic studies at university, it's important to ¹ _____ and to maintain a positive mindset. When you encounter challenging exams, it's easy to ² _____ and feel overwhelmed. However, by developing effective study habits and using techniques to ³ _____ exams, you can get good grades. Remember to ⁴ _____ and not get too caught up in the details, as this can lead to unnecessary stress and anxiety. With the right mindset and strategies, you can ⁵ _____ your studies and achieve your goals.

GRAMMAR

- 2 Choose the correct options. Sometimes two answers are possible.

- 1 You *must* / *will* / *can* be feeling tired after such a long day in the lab. Sit down and I'll make you a cup of tea.
- 2 Are Tom and Jim sure they've got the right address of the boarding house? They *couldn't* / *mustn't* / *can't* have written it correctly. We're too far from the school.
- 3 The supervisor definitely *can't* / *may not* / *won't* tolerate any smartphones during the exam.
- 4 Mr. Jenking is often working in the garden now. I guess he *might* / *could* / *can* have lost his job in the bank.
- 5 A: Why isn't Sue here yet? B: I don't know, but her train *will* / *may* / *must* be running late today.

- 3 Read the following text and correct five more mistakes with the use of articles. The numbers in brackets indicate the number of mistakes in each paragraph.

What education is needed nowadays?

It is said that schools should provide students with excellent education to help them in their career and life choices. But is that really the case?

School leavers emphasise how few subjects offer a practical experience and not just theory. They also feel that their timetables are filled with incredible number of uninspiring subjects rarely allowing them to have good night's sleep. It is obvious that students need a help, but being given a lot of homework? (4)

Both educationalists and students claim that there should be less focus on tests and more attention paid to progress that students make in the course of education. (1)

- 4 Re-write the following sentences, using the words in capitals.

- 1 Homeschooling offers more flexibility in scheduling study time and allows for personalized learning. (NOT ONLY)

- 2 Parents in Việt Nam should only consider homeschooling if they have the time, resources, and commitment. (ONLY IF)

- 3 Some homeschoolers seldom participate in extracurricular activities and social events. (SELDOM)

- 4 The law does not require parents to have a teaching degree in order to homeschool. (NOWHERE)

- 5 There has been little research done on the long-term effects of homeschooling on students' social and emotional development. (LITTLE)

SPEAKING

- 5 Look at the photos and ask and answer the questions.

- 1 What abilities might the people need to learn these different skills?
- 2 To what extent do you think those abilities are natural and how much are they learned through practice?
- 3 Who do you think would need more practice to become an expert?

A



B



- 1 What do you know about Hồ Xuân Hương – the famous Vietnamese poet? Work in pairs. List three facts about her life and works that you know.



- 2 **C.01** Read the text about Hồ Xuân Hương. What do the highlighted words and phrases mean?

Hồ Xuân Hương (1772–1822) is one of Việt Nam’s most **iconic** poets. She was born into a poor family at the end of the Lê dynasty. Little is known about her personal life, but many people have agreed that she **endured** a great deal of hardship in her childhood. She grew up and became a **prominent** poet of her time. Her life coincided with significant social and political change in Việt Nam at the time.

Hồ Xuân Hương wrote poetry using *chữ Nôm* (Southern Script) which adapts Chinese characters. Her poetry often challenged traditional **social norms** and tackled taboo subjects with a clever tone. She covered a wide range of topics, including love, desire, gender roles, social injustice, and political corruption, among which women played a significant role. Her poems are renowned for their use of vivid imagery, wordplay, and **metaphors**, which allowed her to convey deep meanings, and later was considered to be ahead of her time.

Hồ Xuân Hương's poems continue to **resonate with** many local readers in today’s society, as they provide insights into the social and cultural context of 19th century Việt Nam. International readers can also find translations of these poems highly relatable as they address **universal themes** that **transcend** time and place. Her contributions to Vietnamese literature have earned her the title “the Queen of Nôm poetry”.

- 3 Work in pairs. Read the text and then ask and answer the following questions.

Student A

- 1 When was Hồ Xuân Hương born?
- 2 How was her childhood?
- 3 What language was used in Hồ Xuân Hương’s poetry?
- 4 What are her poems famous for?
- 5 Why do international readers find her poems

Student B

- 1 How old was Hồ Xuân Hương when she died?
- 2 How was her family?
- 3 What are the topics in her poems?
- 4 What do local readers think of her poems?
- 5 What title was given to Hồ Xuân Hương?

- 4 Work in groups. Find the translation of Hồ Xuân Hương’s poems below. Choose one poem and prepare a PowerPoint presentation. Explain the metaphors used and the themes discussed in each poem.

- The jackfruit
- The cake that drifts in water (Bánh trôi nước)



1 Find Antarctica on the world map. What do you know about Antarctica? Write down three things you know and three things you want to know about this continent.

2  **C.02** Read about Antarctic habitat. Check if you know the words in blue.

Antarctic habitat

Antarctica covers the South Pole of our planet and is the fifth largest continent in the world. Antarctica has an extremely cold, dry climate. It is the coldest place on Earth and is ice-covered. During winter, the water is always frozen because the temperature drops as low as -30°C . There are only two seasons in Antarctica: summer and winter. In this continent, snow rarely melts; rather, it builds up over a number of years to produce **ice sheets**. In the form of **glaciers**, **ice shelves**, and **icebergs**, ice plays a significant role in the Antarctic ecosystem.

Who live in an Antarctic habitat?

There are no native humans in Antarctica as it is too cold for anyone to live there. However, some residents, such as scientists, still work and live in scientific stations. Tourists may also travel to Antarctica.

What animals live in an Antarctic habitat?

Some animals choose Antarctica as their habitat. These animals include:

Seals

The leopard seal, the crabeater seal, the Weddell seal, and the southern elephant seal are the four types of seals living in this habitat. Being slow **predators**, these seals hunt by waiting for their **prey** in specific locations.

Whales

Many different whales live in Antarctic waters in the summer, eating fish, squid, **plankton** and penguins. Different types of whales include humpback, blue whale, and killer whale.

Penguins

The most familiar animal of Antarctica is probably the penguin. Penguins live in the waters surrounding the Antarctic most of the time, although they sometimes come up on land to **mate** and raise their **chicks**. Penguins mostly **feed on** very small fish and krill.

3 Read again. Answer the following questions.

- 1 How's the water in Antarctica in winter?
- 2 Why does snow rarely melt in Antarctica?
- 3 Who lives in Antarctica?
- 4 What is similar between whales and penguins living in Antarctica?

4 What do you find most surprising about Antarctic habitat? Share with your friend.

5 PROJECT: It is said that the second half of the 20th century was a time of drastic change in Antarctica. What changes have occurred to Antarctica? Choose one aspect of change and make a poster to report how it changes. Present your poster to the class.

CLIL3 HISTORY OF NEWSPAPERS

- 1 Look at the pictures. Re-order the pictures in time order to show the development of Vietnamese newspapers. Write 1–3 in the blanks.



A _____



B _____



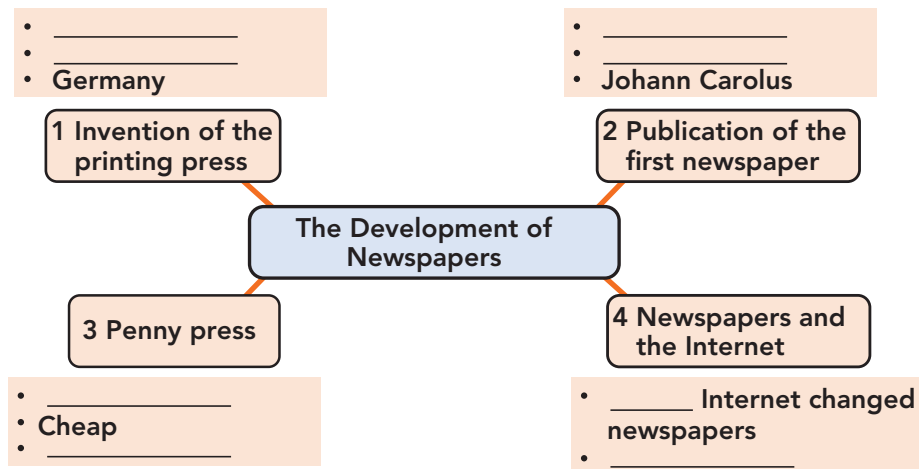
C _____

- 2 Watch a video given by the teacher about the history of newspapers (scan QR code on page 116). Make notes of what you hear. Answer the following questions:

- How did people get news before newspapers?
- In which year did Guttenberg invent the printing press?
- How many pages could the early printing presses print?
- In which year was the first newspaper published?
- When was the penny press introduced?
- What was the first penny press newspaper in the US?
- When were coloured photographs introduced into newspapers?
- Which two old newspapers are still popular in the US?

- 3 **C.03** Listen again. Make a mind-map of what you hear. Fill in the blanks using these words.

1440	1609	1990's	Germany
Johannes Gutenberg	Newspapers	The Sun	The US



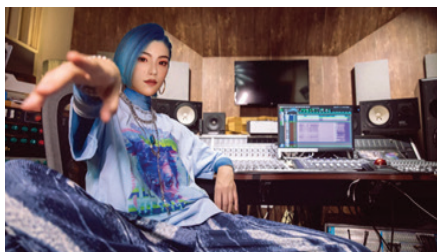
- 4 What do these words / phrases from the listening mean?

- Course of events
- Circulation
- Revolutionized
- Debut
- Game changer

- 5 **PROJECT:** Work in groups.

Option 1: Research the history of television in Việt Nam on the Internet. Present your findings to your class.
Option 2: Research the history of radio in Việt Nam on the Internet. Present your findings to your class.

1 Look at the photos (A–C). What do you know about these virtual singers?



2 Which of these words go together? Match the words on the left with those on the right to make a Word Friend.

- | | |
|----------------|-----------|
| 1 AI | effect |
| 2 Internet | event |
| 3 introductory | generated |
| 4 music | idol |
| 5 musical | sensation |
| 6 pop | singer |
| 7 sound | studio |
| 8 virtual | talent |

3 C.04 Read the text about an AI-generated virtual singer in Việt Nam. Choose the best answer to the questions.

Virtual singers are a novel trend in the field of music. These singers are not human; rather they are generated by artificial intelligence (AI) algorithms, which create realistic-looking images of humans. These virtual singers can play music and sing with the same proficiency as human singers.

Ann, the first virtual singer produced in Việt Nam by BoBo Studio, is a remarkable example of this technology. Her voice is created using natural human sounds, such as breathing, which makes her sound as real as possible. The entire process is accomplished using complex AI algorithms and sound effects.

Ann's first song, "Làm Sao Nói Thương Anh" (How to Say I Love You), was released on YouTube, which is likely to make her an Internet sensation in Việt Nam. The music video is entirely computer-generated using visual effects, which represents a new genre of music. Ann's creators hope that she will become a successful ballad singer, with a unique musical style that will evolve from ballads to rock with a baby voice. They aspire for Ann to become a popular idol, renowned for her musical talents.

Virtual singers, like Ann, are not just limited to singing. They can also act, promote fashion and commerce, and are a perfect example of talented AI-generated individuals who can become pop idols.

Countries like Japan, South Korea, and the US have been using virtual singers for a while now. Studios report that virtual singers have some advantages over real singers. For example, virtual singers do not get tired and do not age, which makes them easier to manage and maintain for a longer time.

Student A

- How well do virtual singers play music?
- Who is Ann?
- What did Ann perform at her introductory event?
- Where was Ann's first song released?

Student B

- What was Ann's first music video made by?
- What type of music will Ann eventually perform?
- What other talents will Ann have?
- What advantage do virtual singers have?

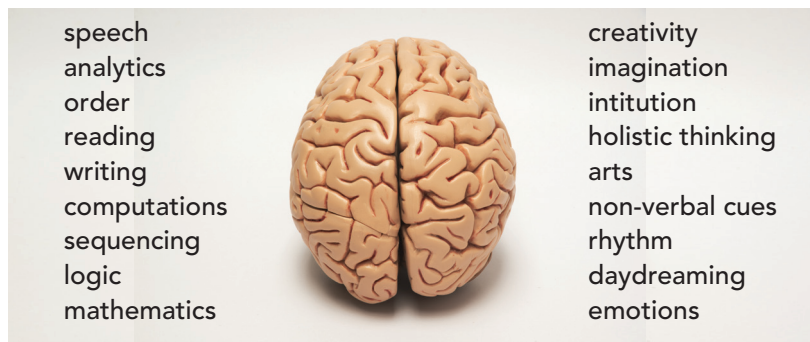
4 In pairs, discuss: What are the advantages and disadvantages of a virtual singer?

5 PROJECT: Work in groups.

Research other virtual singers on the Internet. Each group chooses a virtual singer from a country. Make a PowerPoint presentation to the class about what you've found about your singer. Include pictures, videos or music. Vote for your favourite singer!

- 1 Look at the picture and the functions of the brain. Are you left-brained, right-brained or both?

LEFT AND RIGHT HEMISPHERE OF THE BRAINS



- 2 **C.05** Read quickly through the text. Check if you understand the words in blue.

The human brain is a fascinating organ in the body responsible for numerous cognitive functions, including **language acquisition** and learning. The brain is divided into left and right hemispheres. For decades, research has highlighted the dominance of the left hemisphere in language learning and the right hemisphere has been largely overlooked. Recently, scientists have found that each has **distinct** functions and contributions to language learning.

The Left Hemisphere

The left hemisphere of the brain primarily contributes to a person's language processing and analytical thinking. It plays a fundamental role in helping learners **decode** and produce language, including grammar, vocabulary, and **syntax**. Additionally, this hemisphere is involved in reading, writing, and verbal memory. When learners learn a new language, their left hemisphere helps them in understanding the language's structure, rules, and **semantics**.

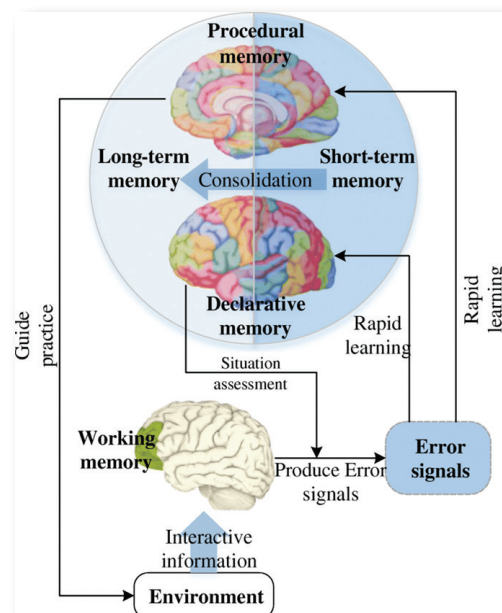
The Right Hemisphere

The right hemisphere, on the other hand, is responsible for language learning in different ways. It is associated with the comprehension of subtle meanings, intonation, and emotional aspects of language. It also assists learners in the interpretation of non-verbal cues, such as facial expressions and gestures, which are crucial for effective communication. Moreover, it facilitates a learner in the acquisition of a language's **rhythm** and **melody**. When a learner has an active right hemisphere, he or she is more sensitive to acoustic differences in sound.

- 3 Read the text again and answer the following questions.

- 1 What is the primary function of the left hemisphere in language learning?
- 2 What are the two aspects of language processing that the left hemisphere is involved in?
- 3 How does the right hemisphere contribute to language learning?
- 4 What are two examples of non-verbal cues?

- 4 **PROJECT:** Work in groups. Look at the following diagram (Zhou et al., 2020). Do an Internet search about how the brain functions in the learning process. Explain the diagram in your own words.



STUDENT ACTIVITIES

UNIT 1 | Speaking, Exercise 5

Text 2 Beethoven

Ludwig van Beethoven was born in Germany in 1770. He was a talented musician at an early age so his father taught him music. He started performing at the age of 6. His father wanted him to be famous like Mozart. In the early part of his career, Beethoven taught piano and wrote symphonies. Later in his career, he gradually became deaf and no longer performed. But during this time, he wrote some of his greatest works. He never married and had no children. Today he is considered one of Western music's greatest composers.

UNIT 2 | Grammar, Exercise 4

Verb patterns

Verbs preceded by other verbs or verb phrases may follow these patterns:

- verb + to + infinitive, e.g. agree, arrange, can't afford, decide, intend, learn, manage, offer, prefer, refuse, remember, seem, tend:
*I **decided to leave** school and find a job.*
*My sister **agreed to help** me with my homework.*
- verb + object + to + infinitive, e.g. advise, allow, cause, enable, encourage, expect, force, remind, urge, warn:
*Robert's mother **encouraged him to study** Law.*
*The teacher **reminded us not to use** our mobile phones during lessons.*
- verb + object + infinitive without to, e.g. make, let:
*Do his parents **let him hang out** with his friends?*
*My parents used to **make me do** a lot of household chores.*
- verb + gerund (-ing form), e.g. admit, avoid, can't help, can't stand, enjoy, fancy, imagine, keep, miss, practise, spend / waste time, stop
*I **can't stand wearing** a school uniform.*
*She recently **stopped eating** fast food, and she feels better already.*

- verb + gerund (-ing form) / to + infinitive:
After the verbs *begin, continue, hate, intend, like, love, prefer* and *start*, we can use both the -ing form and the to infinitive. The meaning stays the same or changes very slightly.

*I **started playing** chess. I **started to play** chess.*

*He **intends using** the school website. He **intends to use** the school website.*

Change in meaning

- After the verbs *remember, forget, stop* and *try*, we can use both the -ing form and the to infinitive form, however the meaning of the sentence changes:

*Jenny **remembers locking** the door.* (She remembers that she locked the door.)

*Jenny **remembers to lock** the door.* (She always remembers to lock the door.)

*Dad'll **forget giving** me the money.* (He will forget that he gave me the money.)

*Dad'll **forget to give** me the money.* (He hasn't given me the money and he'll forget to do it.)

*Liz **stopped drinking** coffee.* (Liz doesn't drink coffee anymore.)

*Liz **stopped to drink** some coffee.* (Liz stopped doing something in order to drink coffee.)

*I **tried turning** the computer **off** and **on** again, but it didn't help.* (I tried this as an experiment to see if it would work).

*I **tried to turn** the computer **off**, but the shutdown command didn't work.*
(I made an effort to turn the computer off).

- We use *feel, hear, see, watch* + infinitive without to in order to say we saw the whole action from beginning to end:

*I **saw Mary paint** a picture.* (I saw Mary start on the painting, paint it and finish painting).

We use *feel, hear, see, watch* + -ing form when we witness only a part of the action.

*I **saw Mary painting** a picture.* (Mary was painting a picture when I saw her).

CLIL 3 Exercise 2



adj: adjective
pv: phrasal verb

adv: adverb
np: noun phrase

exp: expression
v: verb

n: noun
vp: verb phrase

idiom

acceptance speech	/ək'septəns spi:tʃ/	np	bài diễn văn nhận giải
achievement	/ə'ʃi:vmənt/	n	thành tựu
anxious	/'æŋkʃəs/	adj	lo lắng
artistic	/ɑ: 'tɪstɪk/	adj	(thuộc) nghệ thuật
associated (with)	/ə'səʊʃiətiəd wið/	adj	liên quan tới
brilliant	/'brɪliənt/	adj	xuất sắc
competitive	/kəm'petətɪv/	adj	(mang tính) cạnh tranh
coin the term	/kɔɪn ðə tɜ:m/	vp	đặt tên cho thuật ngữ
dedication	/,dedɪ'keɪʃən/	n	sự cống hiến
determination	/dɪ,tɜ:mɪ'neɪʃən/	n	sự quyết tâm
disability	/,dɪsə'bɪləti/	n	khiếm khuyết
discrimination	/dɪ'skrɪmɪ'neɪʃən/	n	sự phân biệt đối xử
gain recognition	/geɪn ,rekəg'nɪʃən/	vp	được công nhận
gain the respect	/geɪn ðə rɪs'pekt/	vp	nhận được sự tôn trọng
gender gap	/'dʒendə ɡæp/	np	khoảng cách về giới tính
gifted	/'ɡɪftɪd/	adj	tài năng
grateful (for)	/'ɡreɪtful fɔ:/	adj	biết ơn (vì)
have access to	/həv 'ækses tu/	vp	tiếp cận với
indolent	/'ɪndələnt/	adj	lười biếng
inspiration	/,ɪnspə'reɪʃən/	n	niềm cảm hứng
intellectual	/ɪn'telekʃʊəl/	adj	thông minh
make a (huge) contribution to	/meɪk eɪ hju:ɢ ,kɒntrɪ'bju:ʃən tu/	vp	đóng góp (rất lớn) cho
make headlines	/meɪk 'hedlɪnz/	vp	nổi tiếng trên mặt báo
make no reference	/meɪk nəʊ refərəns/	vp	không nhắc tới
radiation	/,reɪdɪ'eɪʃən/	n	phóng xạ
renowned (for)	/rɪ'naʊnd fɔ:/	adj	nổi tiếng (vì)
respected (for)	/rɪs'pektɪd fɔ:/	adj	được tôn trọng
talented	/'tæləntɪd/	adj	có tài
think outside the box	/θɪŋk ,aʊt'saɪd ðə bɒks/	exp	suy nghĩ khác biệt, tư duy đột phá
violent	/'vaɪələnt/	adj	hung bạo, bạo lực

v: verb
pv: phrasal verb

n: noun
exp: expression

np: noun phrase
vp: verb phrase

adj: adjective
adv: adverb

get a degree	/ˌget ə dɪˈɡriː/	vp	lấy bằng đại học
major in	/ˈmeɪdʒə(r) ɪn/	vp	học chuyên ngành chính về
have a passion for	/ˌhæv ə ˈpæʃən fə/	vp	dành niềm đam mê cho
attend a lecture	/əˈtend ə ˈlektʃə/	vp	tham gia bài giảng
write a dissertation	/ˌraɪt ə ˈdɪsəˈteɪʃən/	vp	viết luận án
dyslexia	/dɪsˈleksiə/	n	chứng khó đọc
autism	/ˈɔːtɪzəm/	n	bệnh tự kỉ
socialize	/ˈsəʊʃəlaɪz/	v	giao tiếp
diagnose	/ˈdaɪəɡnəʊz/	v	chẩn đoán
disruptive	/dɪsˈrʌptɪv/	adj	gây rắc rối
concentrate	/ˈkɒnsntreɪt/	v	tập trung
self-disciplined	/ˌselfˈdɪsəplɪnd/	adj	có kỉ luật, tự giác
nurture	/ˈnɜːrtʃər/	v	nuôi dưỡng
narrative	/ˈnærətɪv/	n	bài tường thuật
announcement	/əˈnaʊnsmənt/	n	thông báo
memorise	/ˈmeməraɪz/	v	ghi nhớ
sharpen a skill	/ˌʃɑːpən ə ˈskɪl/	vp	rèn luyện kĩ năng
be found unconscious	/bi ˌfaʊnd ʌnˈkɒŋʃəs/	exp	bất tỉnh
acquire a skill	/əˌkwaɪə(r) ə ˈskɪl/	exp	đạt được kĩ năng
be hit by lightning	/bi ˌhɪt baɪ ˈlaɪtnɪŋ/	exp	bị sét đánh
fall into a coma	/ˌfɔːl ɪntu ə ˈkəʊmə/	vp	rơi vào tình trạng hôn mê
come out of a coma	/ˌkʌm ˌaʊt əv ə ˈkəʊmə/	vp	thoát khỏi tình trạng hôn mê
get an urge	/ˌget ən ˈɜːdʒ/	vp	thúc giục
regain consciousness	/rɪˌgeɪn ˈkɒŋʃəsnəs/	vp	tỉnh lại
remain a mystery	/rɪˌmeɪn ə ˈmɪstəri/	vp	vẫn là một bí ẩn
solve a mystery	/ˌsɒlv ə ˈmɪstəri/	vp	tìm ra điều bí ẩn
suffer an injury	/ˌsʌfər ən ˈɪndʒəri/	vp	bị chấn thương
recover from an injury	/rɪˌkʌvə frəm ən ˈɪndʒəri/	vp	hồi phục sau chấn thương
brainy	/ˈbreɪni/	adj	thông minh
left-hander	/ˌleft ˈhændə/	n	người thuận tay trái
remarkable	/rɪˈmɑːkəbl/	adj	đáng chú ý

v: verb

pv: phrasal verb

n: noun

exp: expression

np: noun phrase

vp: verb phrase

adj: adjective

adv: adverb

apply for a position	/ə'plai fər ə pə'ziʃn/	vp	xin việc
determined	/dɪ'tɜ:mɪnd/	adj	quyết tâm
enthusiastic	/ɪnˌθju:zi'æstɪk/	adj	nhiệt tình
relieved	/rɪ'li:vɪd/	adj	bớt căng thẳng
uncertainty	/ʌn'sɜ:tnti/	n	không chắc chắn
pedestrian	/pə'destriən/	n	người đi bộ
contribute to	/kən'trɪbjʊ:t tə/	vp	đóng góp vào
supervise	/'su:pəvaɪz/	v	giám sát

adj: adjective
v: verb

adv: adverb
np: noun phrase

n: noun
vp: verb phrase

bustling	/ˈbʌslɪŋ/	adj	hối hả, nhộn nhịp
canvas camp bed	/ˌkænvəs ˌkæmp ˈbed/	np	giường cắm trại bằng vải bạt
damp	/dæmp/	adj	ẩm ướt
disoriented	/dɪsˈɔːriənteɪtɪd/	adj	mất định hướng
draughty	/ˈdraʊti/	adj	có gió lùa
en suite bathroom	/ɒn ˌswiːt ˈbɑːθrʊm/	np	phòng tắm riêng
enjoy my own company	/ɪnˈdʒɔɪ maɪ əʊn ˈkʌmpəni/	vp	cảm thấy vui khi một mình
cup of tea	/kʌp əv tiː/	np	điều yêu thích
fitted kitchen	/ˌfɪtəd ˈkɪtʃən/	np	nhà bếp được trang bị đầy đủ
flickering fire	/ˈflɪkərɪŋ ˈfaɪər/	np	ngọn lửa nhấp nháy
have a few hairy moments	/həv ə fjuː ˈheəri ˈməʊmənts/	vp	có những giây phút sợ hãi
inaccessible	/ˌɪnəkˈsesəbəl/	adj	không thể tiếp cận
keep my wits	/kiːp maɪ wɪts/	vp	phản ứng nhanh
keep it low	/kiːp ɪt ləʊ/	vp	không gây sự chú ý
medieval	/ˌmediːiːvəl/	adj	(thuộc) thời trung cổ
multi-storey car park	/ˌmʌlti-ˌstɔːri ˈkɑː pɑːk/	np	nhà để xe nhiều tầng
pedestrian zone	/pəˌdestriən ˈzəʊn/	np	khu vực dành cho người đi bộ
picturesque	/ˌpɪktʃəˈresk/	adj	đẹp như tranh vẽ
practise what you preach	/ˌpræktɪs wɒt jə ˈpriːtʃ/	vp	thực hành điều mình răn dạy
pros and cons	/ˌprəʊz ən ˈkɒnz/	np	ưu và nhược điểm
quaint	/kweɪnt/	adj	lạ lùng
residential area	/ˌrezɪdɪnʃəl ˈeəriə/	np	khu dân cư
rolling hill	/ˈrɒlɪŋ hɪl/	np	đồi thoải thoải
run low on sth	/ˈrʌn ləʊ ɒn ˌsʌmθɪŋ/	vp	còn rất ít
running water	/ˌrʌnɪŋ ˈwɔːtə/	np	nước máy
run wild	/rʌn waɪld/	vp	vượt ra ngoài khuôn khổ
shabby	/ˈʃæbi/	adj	tồi tàn
snug	/snʌg/	adj	ấm cúng
tan a skin	/ˌtæn ə ˈskɪn/	vp	rám nắng
top-of-the-range	/ˌtɒp əv ðə ˈreɪndʒ/	adj	hàng đầu
tourist spot	/ˈtʊərɪst ˌspɒt/	np	điểm du lịch
tower block	/ˈtaʊə blɒk/	np	toà tháp
underground car park	/ˌʌndəgraʊnd ˈkɑː pɑːk/	np	bãi đỗ xe ngầm
urban development	/ˌɜːbən dɪˈveləpmənt/	np	phát triển đô thị
vibrant	/ˈvaɪbrənt/	adj	sôi động
wilderness	/ˈwɪldənəs/	n	sự hoang dã

adj: adjective
v: verb

adv: adverb
np: noun phrase

exp: expression
vp: verb phrase

n: noun

aggressive	/ə'gresɪv/	adj	hung dữ
aftermath	/'ɑ:ftəmæθ/	n	hậu quả
anti-nuclear	/,ænti 'nju:kliə/	adj	chống lại hạt nhân
anti-social	/,ænti 'səʊʃəl/	adj	chống đối xã hội
begin the ascent/descent	/bɪ'gɪn ðə ə'sent/dɪ'sent/	vp	bắt đầu đi lên / xuống
biodegradable	/,baɪəʊdɪ'greɪdəbəl/	adj	có thể phân huỷ sinh học
blizzard	/'blɪzəd/	n	bão tuyết
breeding ground	/'bri:dlɪŋ graʊnd/	np	nơi sinh sản
built-up area	/,bɪlt,ʌp 'eəriə/	np	khu vực xây dựng
campsite	/'kæmpsaɪt/	n	nơi cắm trại
captivating	/'kæptəveɪtɪŋ/	adj	thu hút, quyến rũ
cave/cavern	/keɪv/'kævn/	n	hang / hầm
concession	/kən'seʃən/	n	sự nhượng bộ
contamination	/kən,tæmɪ'neɪʃən/	n	sự ô nhiễm
deception	/dɪ'sepʃən/	n	lừa dối
deceptive	/dɪ'septɪv/	adj	lừa đảo
deforestation	/dɪ:'fɒrə'steɪʃən/	n	sự phá rừng
disallow	/,dɪsə'laʊ/	v	không cho phép
disapprove	/,dɪsə'pru:v/	v	không tán thành
disbelieve	/,dɪsbɪ'li:v/	v	không tin
downturn	/'daʊntɜ:n/	n	sự suy thoái
drain	/dreɪn/	v	làm khô hạn
eco-warrior	/'i:kəʊ,wɒrɪə/	n	chiến binh sinh thái
electricity-generating	/ɪ,lek'trɪsəti ,dʒenəreɪtɪŋ/	adj	phát điện
extreme hunger	/ɪk'stri:m 'hʌŋgə/	np	sự đói cùng cực
extreme poverty	/ɪk'stri:m 'pɒvəti/	np	sự nghèo cùng cực
famine	/'fæmɪn/	n	nạn đói
food chain	/'fu:d ,tʃeɪn/	np	chuỗi thức ăn
foothill	/'fʊt,hɪl/	np	chân đồi
meadow	/'medəʊ/	n	đồng cỏ
migration	/maɪ'greɪʃən/	n	sự di cư
misbehave	/,mɪsbɪ'heɪv/	v	cư xử không đúng mực
misconception	/,mɪskən'sepʃən/	n	quan niệm sai lầm
misinformation	/,mɪsɪnfə'meɪʃən/	n	thông tin sai lệch
misjudge	/,mɪs'dʒʌdʒ/	v	đánh giá sai
multicultural	/,mʌltɪ'kʌltʃərəl/	adj	đa văn hoá

adj: adjective
v: verb

adv: adverb
np: noun phrase

exp: expression
vp: verb phrase

n: noun

multipurpose	/ˌmʌltiˈpʊːpəs/	adj	đa năng
off-balance	/ˌɒfˈbæləns/	n	mất cân bằng
off-colour	/ˌɒfˈkʌlə/	n	không màu
on the loose	/ɒn ðə ˈluːs/	exp	ngoài vòng pháp luật
orchard	/ˈɔːtʃəd/	n	vườn cây ăn trái
outdo	/aʊtˈduː/	v	làm giỏi hơn
outnumber	/aʊtˈnʌmbə/	v	đồng hơn
overactive	/ˌəʊvərˈæktɪv/	adj	hoạt động quá mức
overestimate	/ˌəʊvərˈestəmeɪt/	v	đánh giá quá cao
overpaid	/ˌəʊvərˈpeɪd/	adj	trả hậu hĩnh
overturn	/ˌəʊvərˈtʊːn/	v	lật ngửa
post-match	/ˌpəʊst mætʃ/	n	sau trận đấu
pre-storm	/ˌpriː stɔːm/	n	trước cơn bão
pro-democracy	/ˌprəʊ dɪˈmɒkrəsi/	n	ủng hộ dân chủ
reconsider	/ˌriːkənˈsɪdə/	v	xem xét lại
release into the wild	/rɪˈliːs ˌɪntə ðə waɪld/	vp	thả về tự nhiên
self-awareness	/ˌself əˈweənəs/	n	tự nhận thức
self-esteem	/ˌself ɪˈstiːm/	n	lòng tự trọng
self-obsessed	/ˌself əbˈsest/	adj	tự ám ảnh
severe weather conditions	/səˈviə ˈweðə kənˈdɪʃənz/	np	điều kiện thời tiết khắc nghiệt
single-use plastics	/ˌsɪŋɡəl juːs ˈplæstɪks/	np	nhựa dùng một lần
stream	/striːm/	n	suối
suffer agony	/ˌsʌfər ˈægəni/	vp	chịu đựng đau khổ
sustainable tourism	/səˈsteɪnəbəl ˈtʊərɪzəm/	np	du lịch bền vững
thriving population	/ˌθraɪvɪŋ ˌpɒpjəˈleɪʃən/	np	dân số phát triển
tourist resort	/ˈtʊərɪst rɪˈzɔːt/	np	khu du lịch
tsunami	/tsuːˈnɑːmi/	n	sóng thần
underestimate	/ˌʌndərˈestɪmeɪt/	v	đánh giá quá thấp
understaffed	/ˌʌndəˈstɑːft/	adj	thiếu nhân sự
undervalued	/ˌʌndəˈvæljuːd/	adj	(bị) đánh giá thấp
upturn	/ˈʌptʊːn/	n	sự lội ngược
wildfire	/ˈwaɪldfaɪə/	n	cháy rừng
wildlife protection	/ˈwaɪldlaɪf prəˈtektʃən/	np	bảo vệ động vật hoang dã

adj: adjective np: noun phrase	adv: adverb vp: verb phrase	exp: expression v: verb	n: noun
fact-checker	/ˌfækt ˈtʃekə/	np	người kiểm tra thực tế
fake news	/ˌfeɪk ˈnjuːz/	np	tin giả
falsehood	/ˈfɔːlshʊd/	n	sự giả dối
family ties	/ˈfæməli taɪz/	np	quan hệ gia đình
far-fetched	/ˌfɑː ˈfetʃt/	adj	xa vời
fictional character	/ˌfɪkʃənəl ˈkærəktə/	np	nhân vật hư cấu
flat tyre	/ˈflæt taɪə/	np	bánh xe xẹp
flat-footed	/ˌflæt ˈfʊtɪd/	adj	chân phẳng
for commercial gain	/fə kəˌmɜːʃəl ˈgeɪn/	exp	vì lợi ích thương mại
for political gain	/fə pəˌlɪtɪkəl ˈgeɪn/	exp	vì lợi ích chính trị
for the sake of	/fə ðə ˈseɪk əv/	exp	vì lợi ích của
foreign affairs	/ˌfɒrɪn ə ˈfeəz/	np	đối ngoại
frankly	/ˈfræŋkli/	adv	thẳng thắn
gain popularity	/ˌgeɪn ˌpɒpjə ˈlærəti/	vp	được phổ biến
general public	/ˌdʒenərəl ˈpʌblɪk/	np	công chúng
genuine	/ˈdʒenjʊn/	adj	thành thật
glamorous	/ˈglæməərəs/	adj	hào nhoáng
go missing	/ˌgəʊ ˈmɪsɪŋ/	vp	đi mất tích
green screen	/ˌɡriːn ˈskriːn/	np	màn hình xanh
gripping	/ˈɡrɪpɪŋ/	adj	thu hút
gut feeling	/ˌɡʌt ˈfiːlɪŋ/	exp	linh cảm
hand out leaflets	/ˌhænd ˌaʊt ˈliːfləts/	vp	phát tờ rơi
have a habit of	/ˌhæv ə ˈhæbɪt əv/	vp	có thói quen
have an agenda	/ˌhæv ən ə ˈdʒendə/	vp	có một chương trình nghị sự
health check	/ˈhelθ ˌtʃek/	np	kiểm tra sức khỏe
heartwarming	/ˈhɑːt ˌwɔːmɪŋ/	adj	cảm động
heavily influenced	/ˌhevəli ˈɪnfluənst/	exp	ảnh hưởng nặng nề
hideous	/ˈhɪdiəs/	adj	gớm ghiếc
high-quality	/ˌhaɪ ˈkwɒləti/	adj	chất lượng cao
hilarious	/hɪˈleəriəs/	adj	vui vẻ
identity	/aɪˈdentəti/	n	danh tính
on a regular basis	/ɒn ə ˌregjələ ˈbeɪsɪs/	exp	một cách thường xuyên
tackle a problem	/ˌtækəl ə ˈprɒbləm/	vp	giải quyết một vấn đề
take notice of	/ˌteɪk ˈnəʊtɪs əv/	vp	chú ý đến
take a selfie	/teɪk ə ˈselfi/	vp	chụp ảnh tự sướng
take a shot / take a snap	/teɪk ə ʃɒt / teɪk ə snæp/	vp	chụp ảnh
trust your instincts	/ˌtrʌst jər ˈɪnstɪŋkts/	vp	tin vào bản năng của bạn
twists and turns	/ˌtwɪsts ən ˈtɜːnz/	vp	tình tiết bất ngờ lắt léo

adj: adjective
pv: phrasal verb

adv: adverb
np: noun phrase

exp: expression
vp: verb phrase

n: noun
idiom

achieve a goal	/əˌtʃiːv ə ˈɡəʊl/	vp	đạt mục tiêu
adaptable	/əˈdæptəbəl/	adj	đễ thích nghi
constant / unchanged	/ˈkɒnstənt/ʌnˈtʃeɪndʒd/	adj	không đổi / không thay đổi
burn out	/ˌbɜːn ˈaʊt/	vp	kiệt sức
career guidance	/kəˈrɪə ˌɡaɪdəns/	np	hướng nghiệp
career path	/kəˈrɪə ˌpɑːθ/	vp	con đường sự nghiệp
commute to work	/kəˌmjuːt tə ˈwɜːk/	vp	đi làm
counsellor	/ˈkaʊnsələ/	n	cố vấn
do sth day in, day out	/ˌduː ˌsʌmθɪŋ ˈdeɪ ɪn ˌdeɪ aʊt/	exp	làm việc ngày này qua ngày khác
employment possibilities	/ɪmˌplɔɪmənt ˌpɒsəˈbɪlɪtɪz/	np	khả năng tìm được việc làm
enter the job market	/ˌentə ðə ˈdʒɒb ˌmɑːkət/	vp	gia nhập thị trường việc làm
improve career prospects	/ɪmˌpruːv kəˈrɪə ˌprɒspekts/	vp	cải thiện triển vọng nghề nghiệp
increase output	/ɪnˌkriːs ˈaʊtpʊt/	vp	tăng sản lượng
jack of all trades, master of none	/ˌdʒæk əv ɔːl ˈtreɪdɪz, ˌmɑːstər əv ˈnʌn/	idiom	một nghề thì sống, đồng nghề thì chết
map sth out	/mæp ˌsʌmθɪŋ aʊt/	pv	vạch rõ, hoạch định
overworked	/ˌəʊvə ˈwɜːkt/	adj	làm việc quá sức
punctual	/ˈpʌŋktʃuəl/	adj	đúng giờ
put sth off	/ˌpʊt ˌsʌmθɪŋ ˈɒf/	pv	trì hoãn làm cái gì
reach full potential	/ˌriːtʃ fʊl pəˈtenʃəl/	vp	đạt được tiềm năng tối đa
self-employment	/self ɪmˈplɔɪmənt/	np	tự kinh doanh
set sth out	/ˌset ˌsʌmθɪŋ ˈaʊt/	pv	đặt ra
sharp drop / decline in	/ˌʃɑːp ˈdrɒp/dɪˈklaɪn ɪn/	vp	giảm mạnh / giảm về
sharp rise/increase in	/ˌʃɑːp ˈraɪz/ˈɪnkriːs ɪn/	vp	tăng mạnh / tăng về
speak your mind	/ˌspiːk jə ˈmaɪnd/	exp	nói ra được suy nghĩ trong đầu
step out of comfort zone	/ˌstep aʊt əv ˈkʌmfət ˌzəʊn/	exp	bước ra khỏi vùng an toàn
think for yourself	/ˌθɪŋk fə ʃɔːˈself/	vp	nghĩ cho chính mình
work to a deadline	/ˌwɜːk tə ə ˈdedlaɪn/	vp	làm việc đúng hạn
workforce	/ˈwɜːkfoːs/	n	lực lượng lao động
workplace	/ˈwɜːkpleɪs/	n	nơi làm việc

exp: expression
np: noun phrase

n: noun
vp: verb phrase

v: verb

bundle of nerves	/ˌbʌndl əv 'nɜːvz/	np	trạng thái bồn chồn, lo âu
character building	/'kærəktə ˌbɪldɪŋ/	np	xây dựng tính cách
clear a debt	/ˌkliə ə 'det/	vp	xoá khoản nợ
familiarise	/fə'miliəraɪz/	v	làm quen
get a grip	/ˌget ə 'grɪp/	vp	nắm bắt
go through the roof	/ˌgəʊ θruː ðə 'ruːf/	exp	nổi giận lôi đình, tăng giá quá cao
keep things in perspective	/ˌkiːp θɪŋz ɪn pə'spektɪv/	vp	giữ mọi thứ theo tiến độ
memorise	/'meməraɪz/	v	ghi nhớ
plagiarism	/'pleɪdʒərɪzəm/	n	sự đạo văn
recognition	/ˌrekəg'nɪʃən/	n	sự công nhận
revise	/rɪ'vaɪz/	v	ôn lại
revision	/rɪ'vɪʒən/	n	ôn tập
saddled with debt	/ˌsædəld wɪð 'det/	vp	mắc nợ
sail through exams	/ˌseɪl θruː ɪg'zæmz/	vp	vượt qua các kì thi
stand out from the crowd	/stænd ˌaʊt frəm ðə 'kraʊd/	exp	nổi bật giữa đám đông
the world is your oyster	/ðə ˌwɜːld ɪz jə 'ɔɪstə/	exp	thế giới trong tầm tay bạn