



NGUYỄN THANH BÌNH (Tổng Chủ biên) – ĐÌNH TRẦN HẠNH NGUYỄN (Chủ biên)
PHẠM NGUYỄN HUY HOÀNG – NGUYỄN THỊ XUÂN LAN
ĐÀO XUÂN PHƯƠNG TRANG – LÊ NGUYỄN NHƯ ANH

TIẾNG ANH 10

EXPLORE NEW WORLDS

SÁCH HỌC SINH



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH



Tiếng Anh 10 Explore New Worlds

Sách học sinh

Nguyễn Thanh Bình (Tổng Chủ biên)

Đinh Trần Hạnh Nguyên (Chủ biên)

Phạm Nguyễn Huy Hoàng

Nguyễn Thị Xuân Lan

Đào Xuân Phương Trang

Lê Nguyễn Như Anh

Tiếng Anh 10 Explore New Worlds - Sách học sinh

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NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM TP. HỒ CHÍ MINH

280 An Dương Vương, Phường 4, Quận 5
TP. Hồ Chí Minh, Việt Nam

Điện thoại: (028) 38 301 303 - Fax: (028) 39 381 382

Email: nxb@hcmue.edu.vn

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280 An Dương Vương Street, Ward 4, District 5, Ho Chi Minh City, Vietnam

Cengage Learning Vietnam Company Limited

Suite 1111, 11th Floor, Zen Plaza Building

54-56 Nguyen Trai Street, District 1, Ho Chi Minh City, Vietnam

National Geographic Learning

200 Pier Four Boulevard

Boston, MA 02210

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TIẾNG ANH **10**

EXPLORE NEW WORLDS

SÁCH HỌC SINH

(Sách đã được Bộ trưởng Bộ Giáo dục và Đào tạo phê duyệt sử dụng trong cơ sở giáo dục phổ thông tại Quyết định số 442/QĐ-BGDĐT ngày 28/01/2022)



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH



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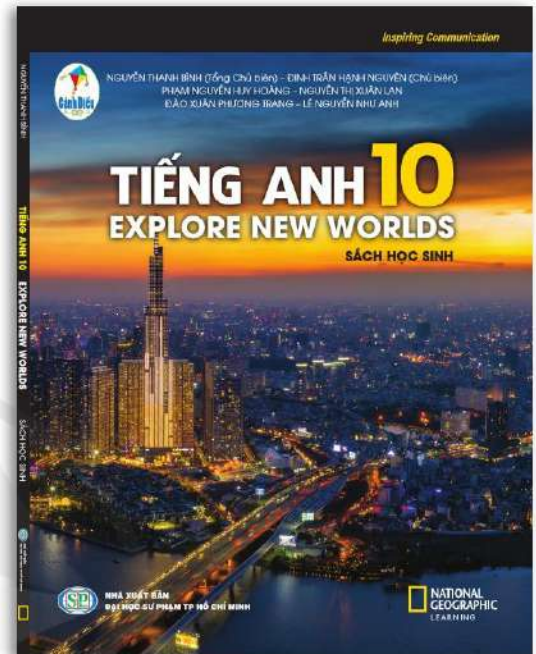
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Sophia de Carvalho, Inglês Express, Belo Horizonte
Renata Coelho, 2b English for you, Florianópolis
Rebecca Ashley Hibas, Inglês Express, Belo Horizonte
Cristina Kobashi, Cultivar Escola de Idiomas, Guaratinguetá
Silvia Teles Barbosa, Colégio Cândido Portinari, Salvador

Chile

Jorge Cuevas, Universidad Santo Tomás, Los Angeles

Colombia

Ruben Cano, UPB University, Medellín
Javier Vega, Fundación Universitaria de Popayán, Popayán

Costa Rica

Jonathan Acuña, Centro Cultural Costarricense Americano, San José
Lilly Sevilla, Centro Cultural Costarricense Americano, San José

Mexico

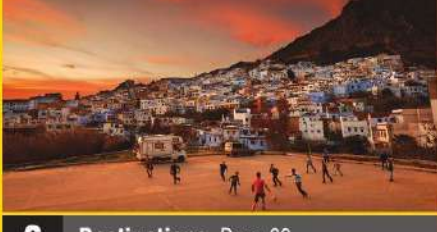
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Alejandro Alvarado Cupil, Instituto Tecnológico de Minatitlán, Minatitlán
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René Bautista, BUAP, Puebla
Imelda Félix, Colegio Cervantes Costa Rica, Guadalajara
Isabel Fernández, Universidad Autónoma de Aguascalientes, Aguascalientes
Andrés García, FES Aragón (UNAM), Mexico City
Jéssica García, Colegio Cultural, Puebla
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Alma Gopar, FES Zaragoza (UNAM), Mexico City
Inés Gutiérrez, University of Colima, Colima
Jesús Chávez Hernández, Universidad Aeronáutica en Querétaro, Colón
Cristina Méndez, Instituto Tecnológico Superior de Irapuato, Irapuato
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Rubén Mauricio Muñoz Morales, Universidad Santo Tomás, Villavicencio
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Ana Lilia Terrazas, ICO, Puebla

United States

Amy Fouts, Face to Face Learning Center, Doral, FL
Virginia Jorge, UCEDA International, New Brunswick, NJ
Richard McDorman, Language On, Miami, FL
Sarah Mikulski, Harper College, Palatine, IL
Rachel Scheiner, Seattle Central College, Seattle, WA
Pamela Smart-Smith, Virginia Tech Language and Culture Institute, Blacksburg, VA
Marcie Stone, American English College, Rowland Heights, CA
Colin Ward, Lone Star College-North Harris, Houston, TX
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Nazarul Azali, UiTM Cawangan Melaka, Alor Gajah
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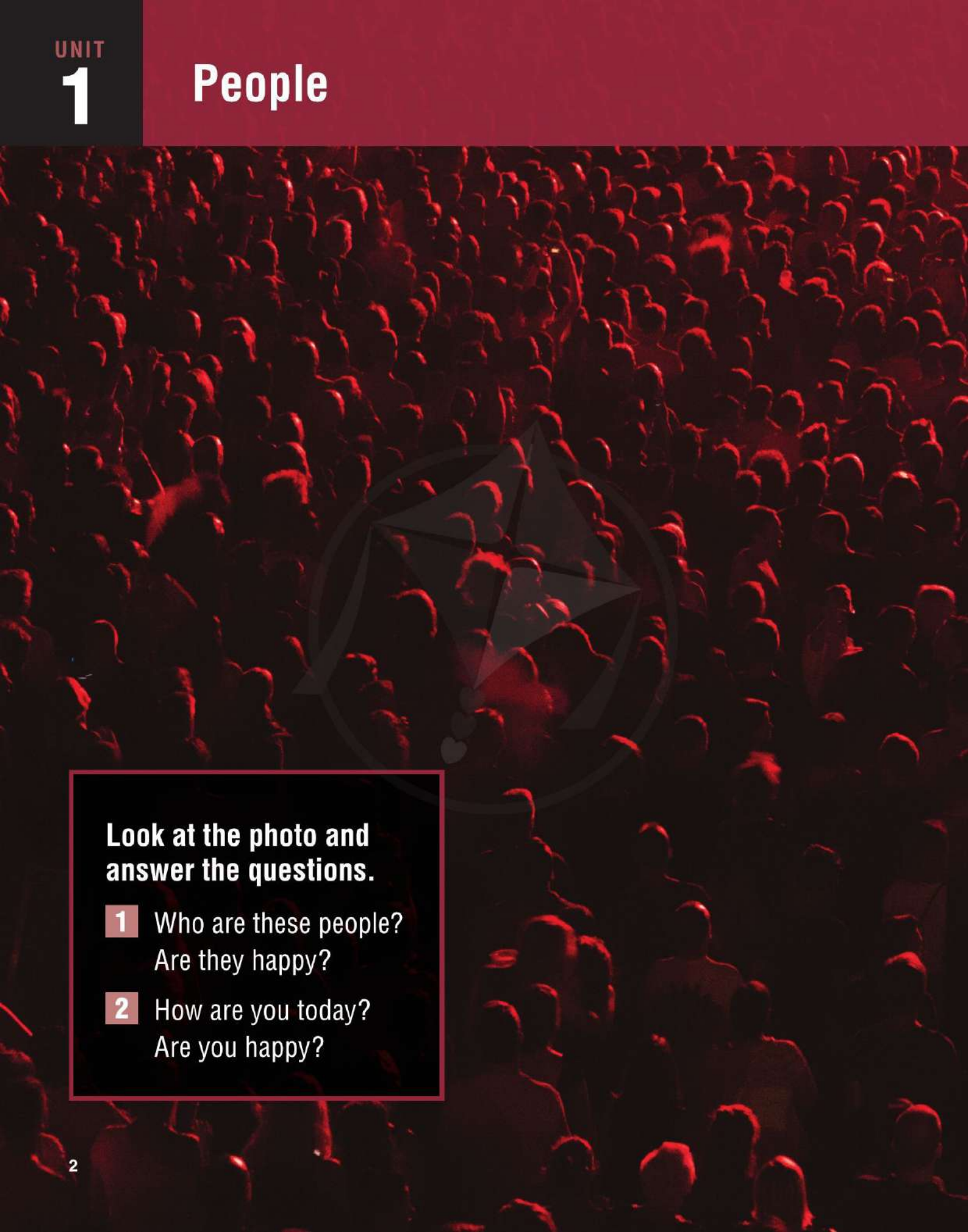
Unit	Unit Goals	Grammar	Vocabulary
1 People Page 2 	• Meet People • Ask for Personal Information • Describe People and Occupations • Compare People's Jobs • Write a Personal Description	Review of Simple Present <i>Be</i> <i>Wh-</i> Questions with <i>Be</i> <i>Be</i> + Adjective (+ Noun)	Occupations Countries Nationalities Descriptive Adjectives
2 A Day in the Life Page 14 	• Talk about a Typical Day • Talk about Free Time • Describe a Special Day • Talk about Hobbies and Interests • Plan a Party	Review of Simple Present Adverbs of Frequency	Daily Activities Party Words Celebrations and Festivals
3 Going Places Page 26 	• Talk about Your Possessions • Ask for and Give Travel Information • Ask for and Give Advice • Plan a Vacation • Describe a Place	Possession Possessive Adjectives and Pronouns <i>Belong to</i> <i>Should</i> for Advice	Travel Preparation and Stages Travel Documents Describing Places
4 Food Page 38 	• Describe a Recipe • Order a Meal • Talk about Diets • Plan a Farm or Garden • Follow and Give Instructions	Count and Non-count Nouns: <i>a / an, the, some, and any</i> <i>How much</i> and <i>How many</i> with Quantifiers: <i>lots of / a lot of, a few, a little, not many, not much</i>	Food Food Groups Diets
5 Sports Page 50 	• Describe Activities Happening Now • Compare Everyday and Present-Time Activities • Talk about Your Favorite Sports • Compare Sports and Activities • Write and Complete a Questionnaire	Present Continuous Simple Present and Present Continuous Base Verbs with <i>to</i> and without <i>to</i> Verbs Followed by Gerunds	Doing Sports Present-Time Activities Team and Individual Sports
6 Destinations Page 62 	• Describe Past Vacations • Ask about a Trip • Talk about Your Weekend • Describe a National Park • Find and Share Information Online	Simple Past of Regular and Irregular Verbs Simple Past of <i>Be</i> Emphatic Adjectives and Adjectives of Attitude Passive Voice in the Simple Past	Travel Activities Emphatic Adjectives and Adjectives of Attitude

Listening	Speaking	Pronunciation	Reading	Writing
Focused Listening: An Interview, Personal Introductions	Asking for and Giving Personal Information Starting a Conversation	Contractions of <i>Be</i> Word Stress	The Best Job in the World: An Article about Three People with Different Occupations in Different Countries (Predicting; Reading for Details)	Writing a Personal Description Compound Sentences
Focused Listening: A Radio Show about an Astronaut's Daily Life	Talking about Daily Routine and Free Time Showing Interest	Verbs that End in -s	When Your Hobby Is Also Your Job: An Article about Two People Who Have Turned Their Hobbies into Their Careers (Reading for Gist; Reading for Details; Recognizing Inference)	Writing an Email to Make Plans Parts of an Email
General Listening: Conversations During Stages of Travel	Identifying Possession of Items Giving Personal Information for Travel Forms Asking for and Giving Advice	Rising and Falling Intonation	Make Your Vacation More Interesting: An Article about Planning Vacations (Identifying the Author's Opinions; Reading for Gist—Using Headings in Articles)	Writing a Description of a Place Conjunctions: <i>because</i> and <i>so</i>
General and Focused Listening: Ordering a Meal in a Restaurant	Role-play: Ordering a Meal Talking about Quantities	Weak Forms of <i>Do you have...</i> and <i>Would you like...</i>	Urban Farming: An Article about Urban Farming (Identifying the Meanings of Words from Context)	Giving Instructions Sequencing Information
General and Focused Listening: Phone Calls about Everyday Activities and Today's Activities	Talking about What People are Doing Now Discussing Favorite Sports	Weak Form of <i>What are you...</i>	eSports Go Global: An Article about the Global Phenomenon of eSports (Making Inferences)	Writing and Completing a Questionnaire Types of Questions
General Listening: Conversations about Vacations and Weekend Trips	Describing Vacations Asking about Your Weekend Discussing Where You Find Information	Sounds of -ed Endings	A Day (or Two) to Remember: An Advertisement about Two Traveling Tours to Phong Nha–Kẻ Bàng, Việt Nam (Identifying the Meanings of Words from Context; Reading for Details)	Writing an Online Post Time References

Unit	Unit Goals	Grammar	Vocabulary
7 Communication Page 74 	• Talk about Personal Communication • Exchange Contact Information • Describe Characteristics and Qualities • Compare Types of Communication • Compare Formal and Informal Communication	Defining and Non-defining Relative Clauses Sensory Verbs	Personal Communication and Trends Electronics The Senses
8 Making Plans Page 86 	• Talk about Plans • Plan a Project • Make Predictions • Solve a Problem • Describe Future Trends	Future: <i>Be going to</i> Future: <i>Will</i>	Short- and Long-Term Life Plans Types of Energy
9 Types of Clothing Page 98 	• Compare Clothes • Buy Clothes • Decide What to Wear • Discuss Fashion • Describe Clothes	Comparatives Superlatives	Articles of Clothing Clothing Shopping Descriptive Adjectives Clothing Materials
10 Lifestyles Page 110 	• Discuss Healthy and Unhealthy Habits • Give Advice on Healthy Habits • Talk about Lifestyles • Discuss the Importance of Sleep • Explain Healthy Activities	Reported Speech – Statements Reported Speech – Questions <i>Have to</i> for Very Strong Advice	Healthy and Unhealthy Habits and Lifestyles Compound Adjectives
11 Achievements Page 122 	• Talk about Responsibilities • Interview for a Job • Describe Past Actions • Women's Achievements • Write a Resume	Present Perfect Simple Past and Past Continuous with <i>when</i> and <i>while</i>	Chores and Responsibilities Personal Achievements
12 Decisions Page 134 	• Give Advice about Money • Choose What to Use • Make Decisions about Money • Plan How to Raise Money • Compare and Contrast Options	Real Conditionals: The Zero Conditional Real Conditionals: The First Conditional Unreal Conditionals: The Second Conditional	Personal Finance Money Verbs

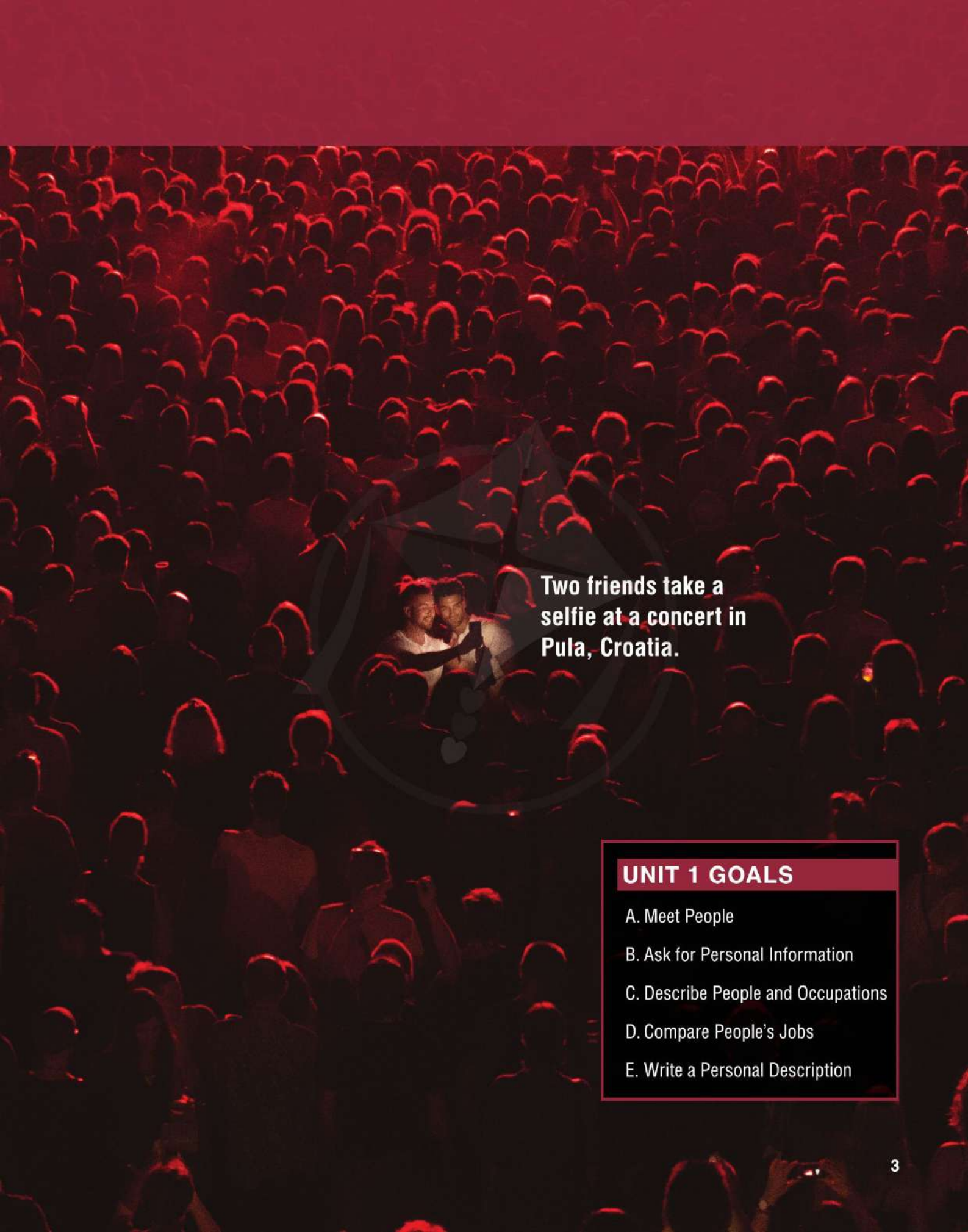
Listening	Speaking	Pronunciation	Reading	Writing
Focused Listening: Exchanging Contact Information via a Voicemail, a Radio Call-In Show, and a Conversation	Asking for Contact Information Describing Sights, Sounds, and Other Sensations Giving Your Opinion	Sentence Stress for Clarification	Do You Speak "Elephant"? An Article about How Elephants Communicate (Reading for Details; Identifying the Meanings of Words from Context)	Writing Emails Formal and Informal Writing
General and Focused Listening: An Interview with National Geographic Explorer Molly Ferrill about Her Latest Project	Talking about Short- and Long-Term Plans Making Predictions and Giving Opinions about the Future Discussing a Project	Weak Form of <i>going to</i>	Electricity from the Sun: An Article about Solar Panels, Particularly as an Energy Solution in Poorer Parts of the World (Reading for Details; Reading for Gist)	Analyzing Graphs to Describe Future Trends Describing Trends
Focused Listening: A Conversation between a Shopper and an Assistant in a Shoe Store	Talking about Clothes Role-Play Different Shopping Experiences	Stressed and Unstressed Syllables	Pride through Fashion: An Article about an Aymaran Female Fashion Designer (Reading for Details; Reading for Gist; Identifying the Meanings of Words from Context)	Writing Ads that Describe Clothes Describing Objects Adjective Order Punctuation
General Listening: Personal Descriptions of Lifestyles and Habits	Discussing Healthy and Unhealthy Habits Asking and Answering about Lifestyles Approximation	Weak Form of <i>have to</i>	The Need for Sleep: An Article about Our Need for Sleep (Identifying the Author's Opinion; Reading for Gist)	Writing a Paragraph about a Healthy Hobby or Activity Paragraph Structure
Listening for General Understanding and Specific Details: Job Interviews for a Tour Guide Position	Interviewing for a Job Using Simple Past and Past Continuous to Describe Past Actions	Weak Forms of <i>have</i>	Vietnamese Women's Achievements: A Newsletter about Vietnamese Women with Great Achievements in the Past (Reading for Details; Reading for Inferences; Understanding Referents)	Writing a Resume Checking for Mistakes in Writing
Listening for Specific Details and Key Information: A Podcast about a Trip that Didn't Waste Plastic	Discuss How to Save Money Talking about Probable Results of Imagined Situations	Conditional Intonation	Crowdfunding for a Better World: An Article about Crowdfunding Projects to Help People and Save the Environment (Reading for Gist; Reading for Details)	Writing an Email about a Major Decision Compare and Contrast

People



Look at the photo and answer the questions.

- 1** Who are these people?
Are they happy?
- 2** How are you today?
Are you happy?



Two friends take a selfie at a concert in Pula, Croatia.

UNIT 1 GOALS

- A. Meet People
- B. Ask for Personal Information
- C. Describe People and Occupations
- D. Compare People's Jobs
- E. Write a Personal Description

A GOAL Meet People



Vocabulary

A Fill in the blanks. Use the map and the words in the box.

chef	dancer	artist	musician	photographer
pilot	police officer	student	teacher	travel agent

- This is Norma. She's from Mexico and she's a(n) dancer.
- This is Gabriela. She's from _____ and she's a(n) _____.
- This is Frank. He's from _____ and he's a(n) _____.
- This is Marie. She's from _____ and she's a(n) _____.
- This is Yaseen. He's from _____ and he's a(n) _____.
- This is Luis. He's from _____ and he's a(n) _____.
- This is Kaya. She's from _____ and she's a(n) _____.
- This is Cho. He's from _____ and he's a(n) _____.
- This is Hương. She's from _____ and she's a(n) _____.
- This is Nicolas. He's from _____ and he's a(n) _____.

B In pairs, talk about the people in the photos.

Where is Norma from?

Norma is from Mexico.

What does she do?

She's a dancer.

REAL LANGUAGE

We say **What does he / she do?** to ask about a person's occupation or job.

Grammar: Be (See Grammar Reference p. 146)

Affirmative Statements			Negative Statements		
I	am / 'm	a student.	I	am not / 'm not	a student.
You / We / They	are / 're	from Mexico.	You / We / They	are not / aren't	from Mexico.
He / She / It	is / 's	a dancer.	He / She / It	is not / isn't	a dancer.

C Match the question to the answer.

- Are you a doctor? _____
- Is she from China? _____
- Is Ben from London? _____
- Are Mario and Teresa students? _____

- | | |
|-------------------|------------------------------|
| a. Yes, he is. | c. Yes, they are. |
| b. No, she isn't. | d. No, I'm not. I'm a nurse. |

Yes / No Questions			Short Answers
Are	you / we / they	from Mexico?	Yes, I am . / No, I'm not . Yes, they are . / No, they aren't . Yes, he is . / No, he isn't .
Is	he / she / it		

D 2 Complete the conversation with the correct forms of *be*. Listen and check.

- Sean:** Hi, my name's Sean.
- Claudia:** Nice to meet you, Sean. I (1) 'm Claudia, from Chile.
- Sean:** (2) _____ you from Santiago?
- Claudia:** Yes, I (3) _____. And you? Where are you from?
- Sean:** I'm from Toronto, in Canada, but I (4) _____ a student here.
- Claudia:** I'm in New York for two weeks. My brother (5) _____ a student at NYU.
- Sean:** (6) _____ he here?
- Claudia:** No, he (7) _____. Are you here with friends?
- Sean:** Yes, I am. We (8) _____ at that table. Come and meet them!
This is Claudia. She (9) _____ from Chile. This is Maria and Nico.
They (10) _____ also students at NYU.

REAL LANGUAGE

Say **Nice to meet you** when you meet someone for the first time. Other ways to express this include **Pleased to meet you**, **Glad to meet you**, and **It's a pleasure to meet you**.

E Practice the conversation in pairs. Switch roles and practice it again.

PRONUNCIATION: Contractions of *Be*

F 3 Listen. Circle the full form or the contraction. Listen again and repeat.

- I am / (I'm) Claudia.*
- He is / He's from New York.*
- She is not / She isn't a teacher.*
- They are / They're students.*
- We are not / We aren't from the US.*
- You are / You're from Santiago.*



GOAL CHECK Meet People

- Choose a new name, country, and occupation for yourself. Then introduce yourself to another student.
- Introduce your partner to another pair.

Hello. My name is Anh.
I'm from Viet Nam.

Listening**WORD FOCUS**

Sometimes we add suffixes to words to make occupations and nationalities:

art → **artist**

music → **musician**

science → **scientist**

teach → **teacher**

Australia → **Australian**

Chile → **Chilean**

China → **Chinese**

England → **English**

Ireland → **Irish**

Japan → **Japanese**

Mexico → **Mexican**

A Write the countries and nationalities to complete the table.

Countries	Nationalities
Canada	1. <u>Canadian</u>
2. _____	Chinese
3. _____	Australian
Mexico	4. _____
5. _____	Japanese
Ireland	6. _____

B Look at the photos. Guess the missing information with a partner.

C 4 Listen to four interviews. Complete the profiles.



1. **Name:** Kyoko Hashimoto

Nationality: _____

City: Tokyo

Country: Japan

Occupation: _____



3. **Name:** Jim Waters

Nationality: _____

City: Stratford

Country: _____

Occupation: Farmer



2. **Name:** Luis Gomez

Nationality: _____

City: Lima

Country: _____

Occupation: _____



4. **Name:** Bianca da Silva

Nationality: _____

City: Rio de Janeiro

Country: _____

Occupation: Musician

PRONUNCIATION: Word Stress

D 5 Listen to the countries and nationalities in the table in **A**. Underline the stressed syllables. Then listen again and repeat.

E In pairs, look at the people in the map on page 4 again. Say new sentences about each person's nationality.

Norma is Mexican.

F MY WORLD Do you have friends from other countries? What are their nationalities?

Grammar (See Grammar Reference p. 146)

Wh- Questions with Be		
Wh- Words	Be	
What Where Who How old How	is are	your name? / his nationality? / their occupation? you from? / she from? / they from? your teacher? / your friends? you? / she? / they?

G Make *Wh-* questions for these answers.

- I'm from South Korea. Where are you from?
- My English teachers are Mr. Samuel and Mrs. Gomez. _____
- Her name is Karina Lopez. _____
- She's 32 years old. _____
- They're Canadian. _____
- The doctor is nice and friendly. _____

H In pairs, ask for personal information. Ask and answer five *Wh-* questions.

I Work in pairs. Student A chooses a card below. Student B asks *Yes / No* and *Wh-* questions to find out which card Student A has.

- B:** How old are you? **A:** 28 years old.
B: Are you a pilot? **A:** No, I'm not.
B: What's your nationality? **A:** Argentinian.
B: Is your name Pablo? **A:** Yes, it is!

What's your name?

How old are you?

Name: Andrew
Nationality: American
Age: 28
Job: Pilot

Name: Ji-won
Nationality: Korean
Age: 23
Job: Architect

Name: Soo-bin
Nationality: Korean
Age: 30
Job: Architect

Name: Pablo
Nationality: Argentinian
Age: 28
Job: Doctor

Name: Helen
Nationality: American
Age: 30
Job: Doctor

Name: Anh
Nationality: Vietnamese
Age: 28
Job: Teacher



GOAL CHECK

Ask for Personal Information

Play "Who am I?" in small groups. One student chooses a famous person. The others ask for personal information. You can ask 10 *Yes / No* or *Wh-* questions. Try to guess the person without asking for the name.

What's your nationality?

Are you a man?

How old are you?

Are you a musician?

Language Expansion: Describing People and Occupations

easy



sad



boring



rich



dangerous



difficult



happy



interesting



poor



safe

A Write the adjectives in the correct column.

Positive	Negative
happy,	sad,

B Which adjectives normally describe:

- people? *happy*,
- occupations? *easy*,
- both? *interesting*,

C Read the sentences. Circle the adjective that you agree with in each sentence. Compare your answers with a partner. Discuss any differences.

1. Dan is a travel agent. His job is *interesting* / *boring*.
2. Gabriela is a police officer. Her job is *safe* / *dangerous*.
3. Mario's job does not pay a high salary. He is *happy* / *unhappy*.
4. Ismael is a doctor. He is *rich* / *poor*.
5. Yuki is a teacher. Her job is *easy* / *difficult*.

D In pairs, use adjectives to describe the people on page 4.**Grammar** (See Grammar Reference pp. 146–147)

Subject	Be	Adjective
You	are	happy.
My job	is	interesting.

Subject	Be		Adjective	Noun
You	are	a	happy	person.
It	is	an	interesting	job.

WORD FOCUS

salary money earned through work

E Unscramble the words to make sentences.

1. job / friend's / is / My / dangerous. _____
2. is / person. / interesting / Kim's / friend / an _____
3. your / happy? / brother / Is _____
4. rich / is / not / a / My / father / man. _____

F Complete the sentences so they are true to you. Share your answers with a partner.

1. My best friend is _____.
2. My father's / mother's job is _____.
3. _____ is an interesting person.
4. _____ is boring.

Conversation (Optional)

G 6 Two people meet for the first time. Listen and fill in the table.

	What are their jobs?	What adjectives describe the jobs?
Elsa	engineer	
Graham		

H 6 Listen again and read the conversation. Then practice the conversation with a partner. Switch roles and practice it again.

- Graham:** Hi, my name's Graham. Nice to meet you.
Elsa: Nice to meet you, too. I'm Elsa.
Graham: What do you do, Elsa?
Elsa: I'm an engineer.
Graham: An engineer. That's an interesting job!
Elsa: Yes, it is, but it's difficult sometimes. What do you do?
Graham: I'm a forest ranger.
Elsa: Really? What's that like? Is it exciting?
Graham: Yes, most of the time, but sometimes it's boring. Just me and the trees!

SPEAKING STRATEGY

Starting a Conversation

- Nice to meet you.
 Nice to meet you, too.
 Where are you from?
 I'm from (the US).
 What do you do?
 I'm (an engineer).
 What's your job like?
 It's (interesting).
 Is it (exciting)?
 Sometimes it's (boring).

A forest ranger is at a waterfall in Aceh, Indonesia.



GOAL CHECK

Describe People and Occupations

Think of a new name and occupation for yourself. Then work with a partner and start a new conversation.

- Introduce yourself.
- Ask about your partner's occupation.
- Describe your occupation.



GOAL Compare People's Jobs**Reading** 7 (Optional)

A Look at the photos. What do you think the people in the article do?

B Read the article. Circle **T** for *true* and **F** for *false*.

- | | |
|--|-----|
| 1. A job with a good salary is always interesting. | T F |
| 2. Animals are not easy to photograph. | T F |
| 3. Jeff says his job is boring. | T F |
| 4. Maritza is from Mexico. | T F |
| 5. There are tables and chairs in her classroom. | T F |
| 6. Ross and Marty work in one place. | T F |
| 7. They like Patagonia because every day is different. | T F |

C Answer the questions.

- What does Jeff do?

- Do you think Jeff is happy?

- Where is Maritza's classroom?

- What are her lessons about?

- What do Ross and Marty do?

- Where is Patagonia?

D Complete the table. Use the jobs in the article or your own ideas.

	Good salary	Poor salary
Interesting		
Boring		
Difficult		
Easy		

**GOAL CHECK**

In pairs, compare your answers in **D**. Then discuss which job on your lists is the best and why.

The Best Job in the World

What is a good job? Is it a job with a good salary? Not always. For some people, their salary is good, but their job is boring. And for other people, their salary isn't good, but the job is easy. And some people are happy because their jobs are interesting. Let's meet some people with great jobs.

Maritza Morales Casanova is Mexican and she's from Merida. She's a teacher, but there are no tables or chairs in her classroom because it's a park. The children learn about nature in the park. She says, "**Empower** children with information... and they will change the world."



Jeff Kerby is a National Geographic photographer. Animals are difficult to photograph, so the job isn't easy. Sometimes, the job is very difficult, but when you have a bad day, you look at the beautiful views and, Jeff says, "life isn't so bad; in fact, it's really interesting."

Ross Donihue and **Marty Schnure** are mapmakers. For their job, they travel and they make **digital** maps of different parts of the world. One of their favorite places is Patagonia, in Argentina. Ross says, "I love Patagonia because no two days are the same. Every day is different."



empower (v) give control to
digital (adj) electronic

This photo of a bleeding heart monkey is by Jeff Kerby.



Communication

A Read the ad for college jobs. Answer the questions.

1. When are the jobs available? _____
2. Who is the ad for? _____
3. What are the three jobs? _____

WORD FOCUS

assistant a person who helps (the manager)

ARE YOU A STUDENT?

There are jobs for you in July and August!

- Summer school assistants: Play sports and games with children
- Waiters at a pizza restaurant: At lunchtime and in the evening
- Cashiers in a supermarket: The pay is good!

Email: info@summerjobs.com

B Work with a partner. Which adjectives describe the three jobs? Use words from the unit or those you know.

C Which summer job is good for you? Why? Tell your partner.

This job is good because...

... it's interesting.

... I like children.

... it's easy.

D Read about three students in Toronto, Canada. Complete the notes in this table.

Name	Age	Home Country	Type of Student
Tanya	20		
Mateo		Colombia	
Aya			Tourism

Tanya Hello. My name's Tanya and I'm 20 years old. I'm from Australia, but I'm in Toronto now. I'm a business student.

Mateo Hi. I'm Mateo Gomez and I'm 23 years old. I'm from Colombia. In Bogota, I'm a teacher, but this year I'm a student in Toronto. I study English because I want to teach it back home.

Aya My name's Aya. Most of my family is Japanese, but I'm from Singapore. I'm 20 years old and I'm a tourism student.

E Which job in **A** is good for each of the students in **D**? Talk about the students with your partner.

Summer school assistant is good for... because he / she...

Writing

WRITING SKILLS: Compound Sentences

A text with only simple sentences will sound very boring. As you write, try to connect short sentences with related ideas to make longer ones. The new sentences are then called compound sentences.

One way to create a compound sentence is by using conjunctions such as *and*, *but*, or *or*.
Example: *I live in Việt Nam **and** I love this country.*

F Compare the sentences. Then complete the rules with *and*, *but*, or *or*.

My name's Tanya. I'm 20 years old. I'm from Australia. I'm in Toronto now.
*My name's Tanya **and** I'm 20 years old. I'm from Australia, **but** I'm in Toronto now.*
I can go to school by bike. I can take a bus to school.
*I can go to school by bike **or** I can take a bus to school.*

1. _____ is for extra information.
2. _____ is for different information.
3. _____ is for different possibilities.

G Underline *and* and *but* in the personal information in **D**.

H Connect the sentences with *and*, *but*, or *or*.

1. Angeline is from Brazil. She's 18 years old.
2. Asef is a student in England. He's from Jordan.
3. I'm 35 years old. I'm a photographer.
4. My mother is Spanish. My father isn't.
5. We can go to college. We can take a gap year.



GOAL CHECK Write a Personal Description

Write three personal descriptions (120–150 words in total) about yourself, a friend or a family member, and a famous person. In each description, write about one's:

- name.
- country.
- age.
- occupation.

Include other interesting information. Then share your descriptions in small groups.



Andrés Ruzo is a National Geographic Explorer. He's from Peru, but he lives in the US.

Look at the photo and answer the questions.

- 1** Where are these men?
Do they like their job?
- 2** When do you work?
When do you have free time?



A photograph of four crab fishermen sitting in a large pile of crabs. The fishermen are wearing bright, waterproof gear: one in a blue jacket and dark pants, another in a yellow jacket, and two in orange jumpsuits. They are all holding crabs. The background is a dense, dark mass of crabs, creating a textured and somewhat chaotic environment. The lighting is bright, highlighting the fishermen and their gear against the darker background of the crabs.

Crab fishermen have a dangerous job,
but they still have fun. They work
on boats and catch crabs.

UNIT 2 GOALS

- A. Talk about a Typical Day
- B. Talk about Free Time
- C. Describe a Special Day
- D. Talk about Hobbies and Interests
- E. Plan a Party

GOAL Talk about a Typical Day

Vocabulary

A Label the pictures. Use the phrases in the box.

brush your teeth
catch the bus
drink coffee
eat breakfast
get up
go to bed
go to class /
a meeting
have lunch
leave school
start work
take a break
take a shower



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

WORD FOCUS

We often use these verb + noun collocations when we talk about daily routines:

eat / have breakfast / lunch / dinner

drink / have coffee / tea

take a taxi

start work / school

B Circle the activities in **A** that you do every day.

C In your notebook, write the activities from **A** in the order that you do them.

D Describe your order from **C** to a partner. Use *first*, *next*, *then*, and *finally*.

First, I get up, and **then** I take a shower and brush my teeth.

Grammar (See Grammar Reference p. 147)

Simple Present		
Affirmative and Negative Statements		
I / You / We / They	start don't start	work at nine o'clock.
He / She / It	starts doesn't start	
Questions		Short Answers
Do you start work at nine o'clock?		Yes, I do . / No, I don't .
Does she start work at nine o'clock?		Yes, she does . / No, she doesn't .
What time do you get up ?		At seven o'clock.
What time does she start work?		At nine o'clock.

E  8 Complete the questions and answers. Then listen and check.

Omar: So, Mia, what time (1) _____ you _____ work?

Mia: I start work at nine o'clock.

Omar: (2) _____ you finish work at five, then?

Mia: No, I (3) _____. I finish at six.

Omar: That's a long day! What time (4) _____ you eat dinner?

Mia: My family (5) _____ dinner at eight. Then we
(6) _____ to bed at ten.

F Practice the conversation in pairs. Switch roles and practice it again.

G Write information about your typical day in the **You** column (for example, 7 a.m.: get up). Include at least two activities for each time of day.

	You	Your Partner
In the Morning		
In the Afternoon		
In the Evening		



GOAL CHECK Talk about a Typical Day

In pairs, ask questions and talk about your typical day. Write information about your partner in the table in **G**.

What time do you get up?

At a quarter to six. Then I eat breakfast at half past six.

Listening

A What do you do in your free time? Check (✓) the activities on the list.

- | | |
|--|--|
| ☐ watch TV | ☐ take photographs |
| ☐ get exercise (e.g., go running) | ☐ go to the movies |
| ☐ read books | ☐ play a musical instrument (e.g., piano, guitar) |
| ☐ play games | ☐ eat out |

B  9 Listen to a radio show about Drew Feustal. Drew is an astronaut on the International Space Station. Which activities in **A** does Drew do in his free time?

C  9 Listen again. Circle the correct answer.

- The astronauts always get up at _____.
 a. six o'clock b. seven o'clock c. eight o'clock
- Drew starts work _____.
 a. at nine o'clock b. after he does exercise c. after breakfast
- When does he take photographs?
 a. at night b. in the afternoon c. on weekends
- When do they have free time on the weekends?
 a. All day Saturday and Sunday
 b. Saturday afternoons and Sunday
 c. Saturday and Sunday mornings

WORD FOCUS

We often talk about our free time with **go**:

go to (a place or event): *go to the movies / park / football game*

go + -ing (an activity): *go running / shopping / swimming*

D  10 Listen and check (✓) the correct row.

PRONUNCIATION: Verbs that End in -s

Ends in	starts	comes	catches	watches	gets	eats	goes
/s/							
/z/							
/ɪz/							

Drew Feustal works on the International Space Station.

E  10 Listen again. Repeat the words.

F Write sentences in your notebook about what you do in your free time. Use the activities in **A**. In pairs, read each other's sentences aloud and check each other's pronunciation.

Communication

G Use the words to write questions.

1. you / go to the movies / Saturdays Do you go to the movies on Saturdays?
2. you / get up / eight o'clock / weekends _____
3. you / watch TV / Sunday mornings _____
4. you / get exercise / evening _____
5. you / eat out / weekends _____

H Interview two classmates. Use the questions in **G** and your own ideas. Write *yes* or *no*.

	Classmate 1	Classmate 2
1. Name?		
2. go to the movies?		
3. get up?		
4. watch TV?		
5. get exercise?		
6. eat out?		
7. _____?		
8. _____?		



GOAL CHECK Talk about Free Time

Tell a partner about the interviews in **H**.

Ana goes to the movies on Saturdays, and so does Sebastian.

Ana goes to the movies on Saturdays, but Lin doesn't.

Ahmet doesn't watch TV on Saturdays, but Sebastian does.

Ahmet doesn't go to the movies on Saturdays, and neither does Lin.

WORD FOCUS

Use **so do / does** to connect two affirmative sentences.

Use **neither do / does** to connect two negative sentences.

Use **but** when one sentence is affirmative and the other is negative.

Language Expansion: Special Days

Tết (Lunar New Year)



Independence Day



Carnival



Diwali



Eid

A Look at the photos. They are about special days in different countries. Where in the world do you think they are?

B Match the sentences to the photos. Write the numbers on the photos.

1. People **celebrate** this day in October or November by lighting lamps and candles.
2. In Brazil, people often dress up in **costumes** for this **festival**. It's a big **party**!
3. Vietnamese people **decorate** the streets and houses on this special day.
4. In the United States, there are always **fireworks** at night on this day.
5. Muslims often give **presents** on this day.

C Complete the sentences with the words in **blue** from **B**.

1. Diwali is called the festival of light.
2. We watch the _____ in the sky on New Year's Eve.
3. On Halloween, children dress up in _____.
4. During Diwali, people in India _____ streets and houses in many colors.
5. Mexicans _____ the Day of the Dead from October 31st to November 2nd.
6. I get _____ on my birthday, and I often have a big _____ with my family and friends.

D MY WORLD In pairs, discuss the questions about your country.

1. When do you have special days?
What do you do?
2. Do you watch fireworks?
If so, when?
3. Do you wear costumes?
If so, when?
4. Do you give presents?
If so, when?

Grammar (See Grammar Reference p. 148)

Adverbs of Frequency					
0%					100%
never	rarely	sometimes	often	usually	always
Adverb of Frequency + Verb			Be + Adverb of Frequency		
We often decorate our houses for Halloween. People never give presents on St. Patrick's Day.			There are always fireworks at night. Diwali is sometimes in October.		

E Unscramble the words to make sentences.

1. always / fireworks / we / watch / on / New Year's Eve _____
2. Valentine's Day / never / I / send / on / cards _____
3. sometimes / we / neighbors / visit / on / New Year's Day _____
4. I / often / get / on / my / don't / presents / birthday _____
5. usually / it's / Independence Day / hot / on _____

F Take turns. Tell a partner which sentences in **E** are true for you.

Conversation (Optional)

G  Listen to the conversation about a special day. How do Diego and Chuck show interest? Check (✓) the phrases and questions you hear.

- Diego:** What do you do on New Year's Eve?
Chuck: Well, we sometimes go downtown. There are always fireworks.
Diego: Really?
Chuck: Yes, it's really pretty. What about you?
Diego: No, we never have fireworks, but we often go to a friend's house.
Chuck: Cool. Do you give presents?
Diego: No, we don't. We do that on Christmas. On New Year's Eve, we just have a big party!

H Practice the conversation with a partner. Switch roles and practice it again.

SPEAKING STRATEGY

Showing Interest

- ☐ Cool!
- ☐ Do you celebrate / give / go...?
- ☐ Really?
- ☐ What do you do on...?
- ☐ What / How about you?
- ☐ Where do you go...?
- ☐ Wow!



GOAL CHECK Describe a Special Day

1. Prepare answers for these questions in your notebook.
 - What day is special to you?
 - What do you do?
 - Who do you spend it with?
 - What do you wear?
 - Do you have fireworks? Decorations? Presents?
2. In pairs, talk about your special day. Show interest and ask follow-up questions.

GOAL Talk about Hobbies and Interests

Reading 12 (Optional)

A What percentage of your day is for...

- sleep? _____%
- work / school? _____%
- free time? _____%

B In pairs, compare your answers in **A**. Do you want more free time for your hobbies and interests? Why?

C Read the article about Leyla and Michael. Which sentence is correct?

- a. Their hobbies are also their jobs.
- b. They like their hobbies, but not their jobs.
- c. They like both their hobbies and their jobs.

D Read the article again and answer the questions.

1. Why do most people want more free time?

2. What does Leyla write about?

3. How many people follow her blog?

4. What does Michael love doing?

5. Who does he run with?

6. Where does his company have running tours?



GOAL CHECK

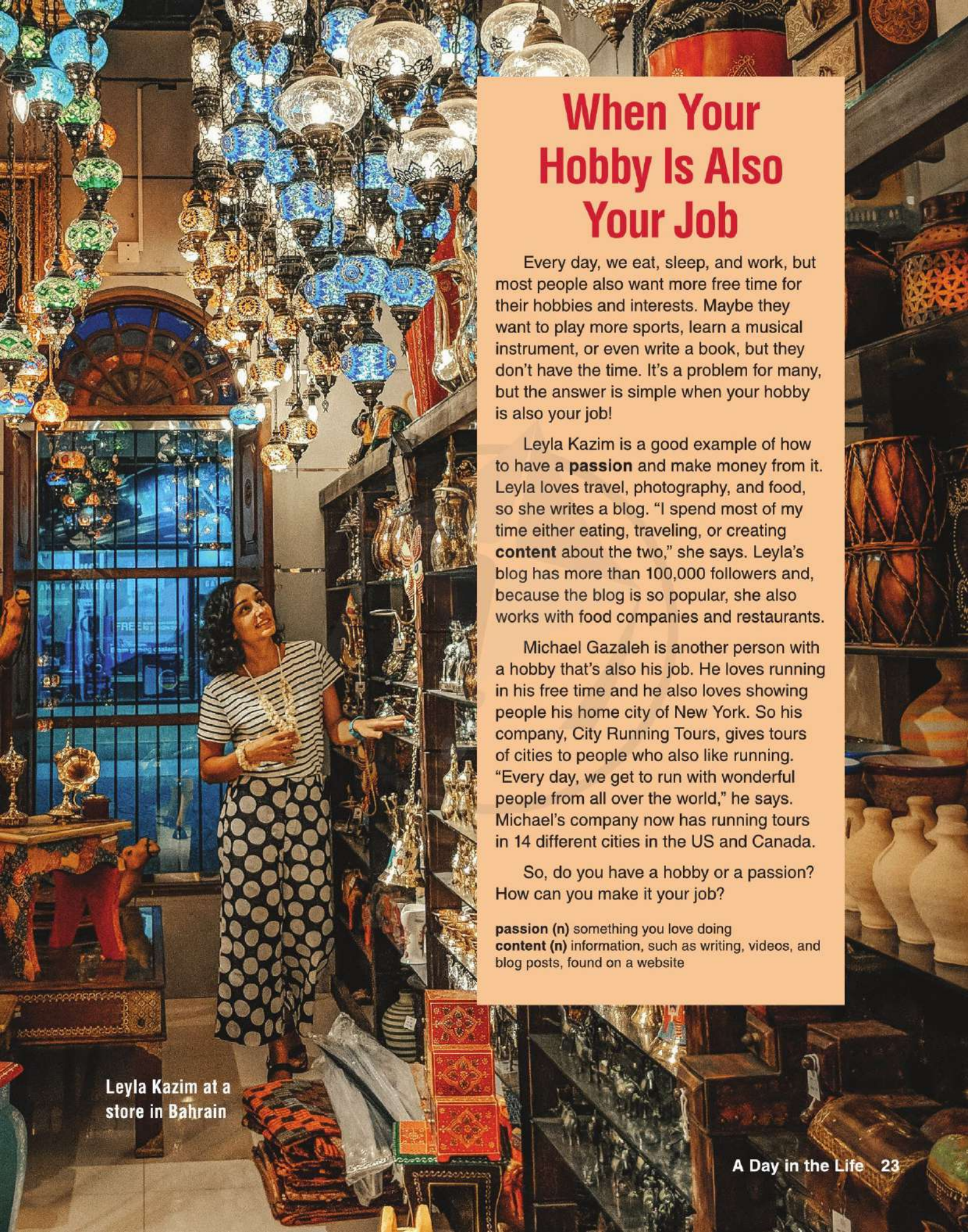
1. Think about your answers to these questions.
 - What are your hobbies and interests?
 - Why do you like them?
2. Work in groups and tell each other your answers.

I love...

My favorite hobby is...
I like it because...

3. **MY WORLD** Do you think your hobby can also be your job someday? How? Tell your group.



A woman with dark hair, wearing a striped short-sleeved shirt and a black skirt with white polka dots, stands in a shop. She is looking up at a large, ornate chandelier made of many small, colorful glass lamps. The shop is filled with various items, including pottery, metalwork, and more lamps. In the background, there is a large window with a decorative arch. The overall atmosphere is warm and traditional.

When Your Hobby Is Also Your Job

Every day, we eat, sleep, and work, but most people also want more free time for their hobbies and interests. Maybe they want to play more sports, learn a musical instrument, or even write a book, but they don't have the time. It's a problem for many, but the answer is simple when your hobby is also your job!

Leyla Kazim is a good example of how to have a **passion** and make money from it. Leyla loves travel, photography, and food, so she writes a blog. "I spend most of my time either eating, traveling, or creating **content** about the two," she says. Leyla's blog has more than 100,000 followers and, because the blog is so popular, she also works with food companies and restaurants.

Michael Gazaleh is another person with a hobby that's also his job. He loves running in his free time and he also loves showing people his home city of New York. So his company, City Running Tours, gives tours of cities to people who also like running. "Every day, we get to run with wonderful people from all over the world," he says. Michael's company now has running tours in 14 different cities in the US and Canada.

So, do you have a hobby or a passion? How can you make it your job?

passion (n) something you love doing

content (n) information, such as writing, videos, and blog posts, found on a website

Leyla Kazim at a store in Bahrain

Communication**A** Do you ever have parties at work or at school? Why?**B** In small groups, imagine that your English class finishes this week. Plan a small class party. Discuss:

- the day.
- the time.
- the place.
- food and drinks.
- a present for your teacher.

C Present your plans for the party to the rest of the class.

The party is on...

It's at...

We want to eat / drink...

The present is a...

Writing**D** Read five short emails about a party. Circle **T** for *true* or **F** for *false*.

1. It's Yuka's last day at work today. **T F**
2. Leticia leaves at five o'clock. **T F**
3. Yuka buys a card and a present. **T F**
4. There are flowers for Leticia. **T F**
5. The party is in a restaurant. **T F**

Hi Mike,
Do you know Leticia in reception? It's her last day at work today! We need a card and a present for her. Can you buy them? I don't have a lunch break today.
Best,
Yuka

Hi Yuka,
Yes, you're right. Let's celebrate! What time does she finish? I'll buy a card and a cake on my lunch break.
Mike

Hi Mike,
She always leaves at five o'clock. Thanks!
Yuka

Hi Yuka,
I have the card and the cake. I also have flowers!
Mike

Hi everyone,
It's Leticia's last day at work today. Let's meet at five o'clock in the reception area for a small party. Mike has a card, flowers, and a cake! See you later.
Yuka

E Write these words and phrases from the emails in the table.

Best,	Can you help?	Do you know...?	Hi
Let's meet at...	See you later.	Can you buy...?	What time...?

WRITING SKILLS: Parts of an Email

Start an email	1. <u>Hi</u>
Ask for help	2. _____ 3. _____
Ask for information	4. _____ 5. _____
Arrange to meet	6. _____
End the email	7. _____ 8. _____



GOAL CHECK Plan a Party

It's your mother's birthday this weekend, and you want your close friend to help you plan a party for her. Write an email (120–150 words) to your friend and:

- tell him or her about the birthday party,
- ask for help to plan the party,
- and arrange to meet him or her to prepare for it.



A tourist takes photograph
of Mù Cang Chải, Việt Nam.

**Look at the photo and
answer the questions.**

- 1** Do you like traveling alone?
Why?
- 2** When you travel, what
do you normally do?



UNIT 3 GOALS

- A. Talk about Your Possessions
- B. Ask for and Give Travel Information
- C. Ask for and Give Advice
- D. Plan a Vacation
- E. Describe a Place

Vocabulary**A** Read the to-do list for a vacation. Where is the vacation?My VacationTo do

1. Pack:
 - Luggage: clothes, sunblock, sunglasses, camera
 - Carry-on bag: passport, phone, charger
2. Exchange money: 5,000,000 đồng into Thai baht
3. Take taxi to airport

Flight details

Vietnam Airlines VN706 from Hà Nội to Bangkok

Check-in time: 12:05

Flight leaves: 2:05

B Fill in the blanks with the words from the to-do list in **A**.

1. _____ your luggage.



2. Don't check in your _____ bag.



3. Put on _____.



4. Go to the _____ desk.



5. Don't forget your _____!



6. Take a _____ for your phone.



7. _____ your money.



8. Let's _____ a taxi.

C MY WORLD When you travel, what possessions do you take? Tell a partner.

Grammar (See Grammar Reference pp. 148–149)

Possession				
Possessive 's and s'	Possessive Adjectives	Possessive Pronouns	Belong to	
X	my	mine	It belongs to They belong to	me.
X	your	yours		you.
Tim's passport	his	his		him.
My sister's bag	her	hers		her.
X	our	ours		us.
The children's toys My parents' bag	their	theirs		them.

D Complete the conversations. Use a word or phrase for possession.

- A:** Excuse me, is this _____ bag? **B:** No, it's not _____.
- A:** Is this Anna's bag? **B:** No, _____ is green.
- A:** _____ ticket is this? **B:** I think it _____ Shawn.

REAL LANGUAGE

To ask about possession, we can ask, *Whose... is this?*

E Answer the questions using *belong to* and a possessive pronoun.

- Whose passport is this? (Ali) It belongs to Ali. It's his.
- Whose keys are these? (my) _____
- Whose camera is this? (my sister) _____
- Whose bags are these? (John and Lucy) _____
- Whose tickets are these? (Logan and you) _____

Conversation

F  13 Listen to the conversation. Who do the items in the box belong to?

- Anna:** OK, do we have everything? I have my passport. Whose ticket is this?
Bill: It's mine! And those are my sunglasses. Can you pass them to me?
Jim: Sure, here you go. And is this sunblock yours?
Bill: No, it's not mine.
Anna: It's mine. Whose camera is this?
Jim: It's mine. Well, it belongs to my brother, but I need it for our trip.

camera
passport
sunblock
sunglasses
ticket

G Practice the conversation in groups. Switch roles and practice it again. Then change the underlined words and make a new conversation.



GOAL CHECK Talk about Your Possessions

Give a personal item (like your pencil case or watch) to your teacher. Your teacher will then give you someone else's personal item. Try to find the owner.

Is this your watch?

Does this watch belong to you?

Listening**A**  14 Listen to the tourist. In which places do the conversations take place?

- ☐ Airport check-in ☐ Restaurant ☐ Hotel reception
☐ Immigration ☐ Car rental

B  14 Listen again and write the missing information.**WORD FOCUS****tourist** a person who visits a place**BOARDING PASS**

Destination: Nha Trang Boarding time: _____
 Seat number: _____ Gate number: _____

HOTEL CHECK-IN

Full name: _____ Miller
 Number of nights: _____
 Single ☐ Double ☐
 Room number: _____



A view of Nha Trang

PRONUNCIATION: Rising and Falling Intonation

When we ask questions with two options, we use rising and falling intonation. The intonation rises on the first option and falls on the second one.

REAL LANGUAGE

We often check information using questions:

Is it for one night or two? / Is your middle initial A or E?

C  15 Listen and repeat. Use rising and falling intonation.

1. Would you like a window or aisle seat? 3. Do you spell that L-E-E or L-I?
2. Is this bag to check in or carry on? 4. Is it for one night or two?

D Practice asking these questions with a partner. Use rising and falling intonation.

1. Are you from the US or Canada?
2. Do you want to pay by cash or by card?
3. Is your visit for business or pleasure?
4. Do you want my ticket or my passport?
5. Do you leave on the 25th or the 26th?

Communication

E Ask a partner questions to fill out the information with his or her travel information. For some questions, you might have to make up information.

1. First name _____
2. Middle initial(s) _____
3. Last name _____
4. Date of birth _____
5. Nationality _____
6. Country of residence _____
7. Contact number _____
8. Date of arrival _____
9. Number of nights _____
10. Type of room (single / double?) _____
11. Reason for visit (business / vacation?) _____



GOAL CHECK

Ask for and Give Travel Information

Work with a new partner. Ask and answer questions about your previous partner using the information in **E**.

What is his last name?

His last name is...

Her contact number is...

She arrives on...

Language Expansion: Describing Places**A** Underline the correct adjective in each sentence.

1. There's a *cheap* / *delicious* hotel near the train station.
2. The weather is hot in the summer and *cold* / *crowded* in the winter.
3. In the afternoon, lots of people go to the beach, so it's *crowded* / *quiet*.
4. In Patagonia, the views are *beautiful* / *warm*.
5. Don't walk around after midnight because it's a *dangerous* / *cheap* part of town.
6. That restaurant is famous for its *delicious* / *safe* seafood.
7. England is often very *cold* / *hot* in the winter.
8. Shopping is very *expensive* / *ugly* at the airport.

Grammar (See Grammar Reference p. 149)**Should for Advice**

Affirmative and Negative Statements				Questions			
You	should shouldn't	take	a camera.	Should	I	take	a camera?
Use <i>should</i> / <i>shouldn't</i> to give advice.				Use questions with <i>should</i> to ask for advice.			

B In pairs, use the words and phrases in the table to give advice for the sentences in A.**Example:** There's a cheap hotel near the train station. *You should stay there.*

You	should	buy clothes there. eat there. go early in the morning. pack sunblock. stay there.
	shouldn't	take your camera. walk there late at night. wear a warm coat.

C Ask for advice. Read the responses and write questions.

1. **Q:** *Should I take the shuttle bus to the airport?*
A: Yes, you should. The shuttle bus is quick and cheap.
2. **Q:** _____
A: No, you shouldn't. It is hot at the beach. You don't need a sweater.
3. **Q:** _____
A: Yes, you should. It's expensive to exchange it at the airport.
4. **Q:** _____
A: No, you shouldn't. It's dangerous to carry cash.

D In pairs, take turns asking the questions in **C**. Give different advice.

Conversation (Optional)

E  16 Listen to the conversation between two friends about a vacation in Japan. Check (✓) the topics they discuss:

- | | | |
|-----------------------------------|---|---|
| ☐ Food | ☐ Places to stay | ☐ Transportation |
| ☐ Language | ☐ Shopping | ☐ When to go |

F Practice the conversation with a partner. Switch roles and practice it again.

Claudia: I want to visit Japan next year. Can you give me some advice?

Ayumi: Sure, it's an interesting country.

Claudia: Do you think I should go in the summer?

Ayumi: You can, but it's very hot. I think you should go in the spring. It's a beautiful time of year, and the Japanese gardens are famous.

Claudia: OK. And do I need to rent a car?

Ayumi: No, you don't need to. It's a good idea to take trains because they're fast between the big cities.

Claudia: Right. I fly into Tokyo. Is Tokyo expensive?

Ayumi: Very! And it's so crowded. Why don't you stay in Fujiyoshida? It's not too far from Tokyo. It's a small city near Mount Fuji and the hotels are nice.

SPEAKING STRATEGY

Asking for and Giving Advice

Can / Could you give me some advice?

Do I need to...?

Do you think I should...?

Is it a good idea to...?

Should I...?

I think you should...

It's a good idea to...

Why don't you...?

You need to...



GOAL CHECK Ask for and Give Advice

1. Think about travel advice for your country. Make notes about some of these topics:

- | | | | |
|----------|--------|-----------------|------------|
| Clothing | Hotels | Places to visit | Shopping |
| Food | Money | Transportation | When to go |

2. In pairs, take turns asking for and giving advice.

The view of Mount Fuji from
Fujiyoshida, Japan

Reading 17 (Optional)

A When you go on vacation, which activities do you like to do? Tell the class.

- | | |
|---|--|
| ☐ Dance in the evening | ☐ Go sightseeing |
| ☐ Eat local food | ☐ Meet local people |
| ☐ Go camping | ☐ Play sports |
| ☐ Go to festivals | ☐ Sunbathe on the beach |
| ☐ Go shopping | ☐ Visit museums |

B Read the article. Which activities in **A** are in the article? Check (✓) the boxes.

C Read the article again. Does the author agree or disagree with this advice? Circle **A** for *agree* or **D** for *disagree*.

- | | | |
|---|----------|----------|
| 1. Plan everything before your vacation. | A | D |
| 2. Visit new places out of the city center. | A | D |
| 3. Always buy food from supermarkets. | A | D |
| 4. Get all your information from guidebooks and the Internet. | A | D |
| 5. Talk to local people for advice and suggestions. | A | D |

D MY WORLD Do you agree with the author's advice? Why? Tell a partner.



GOAL CHECK

In small groups, plan an interesting vacation for friends visiting your city.

1. Your friends have three days in your city. Write down what they can do on each day:

Day one	Day two	Day three

2. Present your plan to another group. Do you think the other group has an interesting vacation?

Make Your Vacation More Interesting



Aziz Abu Sarah has a travel company and often gives advice to tourists. Here he answers the question: "How can a vacation be more interesting?"

Don't plan everything

Tourists often study maps and plan everything before they go on vacation. It's fun to go sightseeing, but sometimes it's interesting to leave the map at the hotel. When I was in Tokyo for the first time, I traveled to the suburbs. Two hours later, I was singing karaoke and dancing with local people.

Try the local food

Eating local food always makes a vacation more interesting. Go to food markets where local people sell fresh food that they grew or cooked. You can learn more about their food and culture. It's much

more interesting than going to a supermarket – and the food is better!

Find out where local people go

When you arrive in a new place, find out about festivals and events. Local magazines and posters have information about art galleries and live music. If you like sports, find out where people play. When I was in Tunisia, I played soccer on the beach with a group of local men.

Ask for advice and suggestions

All around the world, people are always happy to give advice. Don't always use the guidebook or the Internet. Ask local people for suggestions on where to go or where to eat. Once, in Curitiba, Brazil, I asked a local group where I should have dinner in the city. They invited me for dinner and I am still friends with them!



**Aziz Abu Sarah at the
Matterhorn in Switzerland**

Communication

A What is your “dream” vacation? Why?

B You win a vacation for two people and can choose from the three places below. In pairs, discuss the places and choose one. Present and explain your decision to the class.

Mỹ Sơn Sanctuary is good...

I prefer a vacation at the beach.

Mỹ Sơn Sanctuary, Việt Nam

The temples at Mỹ Sơn Sanctuary in central Việt Nam were constructed between the 4th and the 14th century. Mỹ Sơn is a must-visit for those who love history.

Adventure sports, New Zealand

Tourists come to New Zealand because it has an amazing countryside. It's perfect for canoeing in the rivers and bungee jumping off bridges.

Bahia beaches, Brazil

The coast of Bahia is 685 miles long, so you can always find a quiet beach during the day. Then you can go to a beach bar at night and dance until the morning.

C In small groups, read comments from six tourists about vacations. Recommend a vacation from **B** or choose a new vacation. Give reasons.

1. “I like vacations with exercise and lots of things to do.”
2. “After working all year, I want to relax by the ocean.”
3. “I like sightseeing and visiting interesting places with a lot of history.”
4. “I want to meet new people and go to parties!”
5. “I live in a crowded city, so I want to go to a place with nature and no people.”
6. “I always go to the same place. This year, I want to do something exciting!”

This person should choose ...

...because it has ...

...because you can ...

Mỹ Sơn Sanctuary, Việt Nam

D MY WORLD Think about the six tourists in **C**. Which tourist is most similar to you?



Writing

WRITING SKILLS: Conjunctions – *because* and *so*

Action + *because* + reason

Tourists come to New Zealand **because** it has an amazing countryside.

Every summer, people go camping in Scotland **because** it's relaxing and cheap.

Reason + *so* + action

Angkor Wat is a famous place in Cambodia, **so** thousands of tourists visit it every day.

The coast of Bahia is 685 miles long, **so** you can always find a quiet beach.

Note: Remember to put a comma before the conjunction *so*.

E Underline *because* or *so* to complete the sentences. Add commas where necessary.

1. Venice is popular with tourists *because* / *so* it's a beautiful old city surrounded by water.
2. In Japan, the trains are fast *because* / *so* you can travel quickly between cities.
3. New Orleans is crowded in March *because* / *so* the festival of Mardi Gras is during that month.
4. In some parts of Norway, it is dark for 20 hours a day in the winter *because* / *so* visitors should go in the summer.
5. Mexico City has amazing museums *because* / *so* it's perfect if you love history.
6. A lot of people visit Peru every year *because* / *so* it has interesting places and delicious food.

F Look back at the three descriptions in **B**. Check (✓) what they describe.

- | | |
|---|--|
| ☐ An interesting place for sightseeing | ☐ A festival or special event |
| ☐ The local food and drink | ☐ Places for relaxation |
| ☐ Sports and entertainment | |



GOAL CHECK Describe a Place

Write a short description (120–150 words) of a place you like to visit. Give information about things like sightseeing, festivals, places for relaxation, food, etc. Try to use *should* and the conjunctions *because* and *so*.

Đà Nẵng, Việt Nam



Look at the photo and answer the questions.

- 1** Do you eat any of these foods?
- 2** Where do you buy your food?

Food is different around the world. This photo shows vegetables, including potatoes, carrots, and radishes.



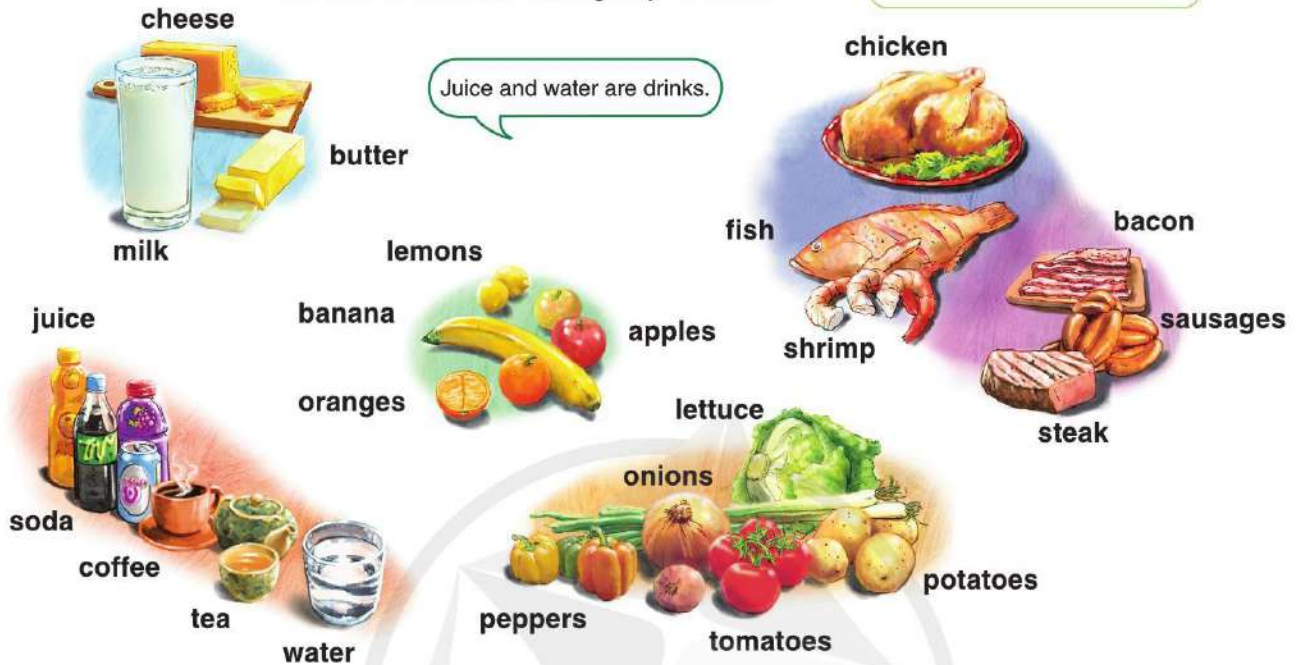
UNIT 4 GOALS

- A. Describe a Recipe
- B. Order a Meal
- C. Talk about Diets
- D. Plan a Farm or Garden
- E. Follow and Give Instructions

Vocabulary

A In pairs, choose a word or a phrase from the box to describe each group of foods.

dairy products drinks
fruit meat vegetables



B In pairs, think of some other foods you know and write them in the correct groups. Then share them with the class.

C What are your favorite foods? Choose one from each group.

Grammar (See Grammar Reference pp. 149–150)**Count and Non-count Nouns**

Singular	Plural
This is a lemon. This is milk.	These are lemons. These are milks.

a / an, the, some, and any

	Count Nouns		Non-count Nouns
	Singular	Plural	
Affirmative Statements	We need an apple.	There are some apples on the table.	There is some cheese on the table.
	I will have the apple for breakfast.	The apples on the table are still green.	The cheese is delicious.
Negative Statements	I don't have a lemon.	There aren't any lemons at the store.	We don't have any milk.
Questions	Do we have a red pepper?	Are there any red peppers?	Do you have any butter?

D In your notebook, make a table with two columns: *Count nouns* and *Non-count nouns*. Write the food words from **A** and **B** in the correct column.

E  18 Complete the conversation with *a, an, the, some, or any*. Then listen and check.

Lee: I'm hungry. What's in (1) _____ fridge?
Diana: There are (2) _____ eggs.
Lee: Do you have (3) _____ vegetables?
Diana: Yes, I have (4) _____ onion and (5) _____ red pepper.
Lee: Great! Let's make a Spanish omelet. Do you have (6) _____ olive oil?
Diana: No, but I have (7) _____ corn oil. That should be okay.
Lee: Sure. And we need (8) _____ potatoes.
Diana: I don't have (9) _____ potatoes, but I can go to the store.
Lee: OK, I'll start cooking.

F Practice the conversation in pairs. Switch roles and practice it again.

G In pairs, make two new conversations using the ingredients below. Use the conversation in **E** as a model.

Quiche • eggs • cheese • milk • onion • salt and pepper	Frittata • butter • eggs • cheese • turkey bacon • tomato
--	--

REAL LANGUAGE

Phở is a popular **dish** in Việt Nam.
 This is the **recipe** for phở.
 You need these **ingredients**: broth, chicken or beef, noodles...

H Think of a popular dish in your country and write down the ingredients.



GOAL CHECK Describe a Recipe

Tell a partner the name of your dish in Activity **H** and ask them for the ingredients you need to make it.



Listening

- A**  19 Listen to a conversation in a restaurant. Write the man's and woman's order in the table below.

	Drinks	Food
Man		
Woman		

- B**  19 Who asked these questions, the man, the woman, or the waiter? Write your answers. Then listen again to check.

- Can we order our drinks first? the man
- Do you have any mineral water? _____
- Would you like sparkling or still? _____
- Are you ready to order? _____
- Would you like an appetizer? _____
- Does the steak come with a salad? _____
- How would you like your steak? _____
- Would you like anything else? _____

- C**  20 Read the information. Then listen to the strong and weak forms of the questions.

PRONUNCIATION: Weak Forms of *Do you have...* and *Would you like...*

In natural speech, *Do you have...* and *Would you like...* are often reduced at the beginning of questions. This means that some sounds change, or are not said at all.

1. Do you have any oranges?

Strong: /du ju hæv/

Weak: /dəjə hæv/

2. Would you like some milk?

Strong: /wʊd ju laɪk/

Weak: /wʊdʒə laɪk/

- D**  21 Listen and check (✓) the correct column. Then listen again and repeat.

	Strong Form	Weak Form
1. Do you have any mineral water?		
2. Would you like sparkling or still?		
3. Would you like anything else?		
4. Do you have any iced tea?		
5. Would you like some coffee?		



Communication

E Complete the menu with the words in the box.

People eat at an outdoor cafe in Michoacán, Mexico.

appetizers
coffee
desserts
drinks
main dishes
pizza
soup

MENU

(1) Appetizers

Garlic bread	30,000 đồng
Cheese plate	50,000 đồng
Vegetable (2) _____	45,000 đồng

(3) _____

New York steak and salad	95,000 đồng
Chicken and French fries	75,000 đồng
Italian (4) _____	125,000 đồng

(5) _____

Strawberry ice cream	40,000 đồng
Chocolate cake	55,000 đồng
Lemon pie	65,000 đồng

(6) _____

Mineral water	15,000 đồng
Iced tea	20,000 đồng
(7) _____	35,000 đồng

F In pairs, write the name of another dish or drink at the bottom of each section of the menu.



GOAL CHECK Order a Meal

- In pairs, use the menu in Activity E and role-play a conversation between a waiter and a customer.

Student A: You are the waiter. Take the customer's order. Then read the order back to them.

Student B: You are the customer. Order a meal from the menu.

- Change roles and repeat the role play.

Would you like...?

Do you have...?

I'd like...

So that's...

Language Expansion: Diets

A Compare the two meals and say which is healthier. Why?



B Match these pairs of words to the correct comments.

1. Fast food / Healthy

- a. "People say burgers and fries are bad for you, but I only eat them once a week." Fast food
- b. "My doctor says I should eat more fruit and vegetables." Healthy

2. Homegrown / Processed

- a. "I'd love to cook, but I don't have time. After work, I often buy ready-made meals that you put in the microwave." _____
- b. "Gardening is hard work, but your own fruit tastes much better than fruit from the supermarket." _____

3. Vegetarian / Vegan

- a. "I don't eat meat. I eat a lot of dairy products, fruit, and vegetables instead." _____
- b. "I don't eat anything from animals, like meat, milk, or cheese." _____

4. High-fiber / High-protein

- a. "My diet has lots of meat and fish. I don't eat bread or rice." _____
- b. "I'm on a special diet with lots of wheat bread and brown rice." _____

5. Packaged / Fresh

- a. "The apples are from the farm. They're delicious!" _____
- b. "The label says it has a lot of extra salt in it." _____

6. Organic / Frozen

- a. "I want to eat food with no man-made additives, but it's more expensive." _____
- b. "There's some ice cream in the freezer for dessert." _____

C In pairs, say one more type of food for each category.

Fast food: fried chicken

Healthy food: nuts

Grammar (See Grammar Reference pp. 150–151)

How much and How many with Quantifiers				
Information Questions		Quantifiers		
		++++	+	–
Count Nouns	How many oranges do you need?	I need lots of / a lot of oranges.	I need a few oranges.	I don't need many oranges.
Non-count Nouns	How much bread do we have?	We have lots of / a lot of bread.	We have a little bread.	We don't have much bread.

Questions	Short Answers
How many do you need?	A lot. / A few. / Not many.
How much do we have?	A lot. / A little. / Not much.

D Underline the correct words.

- A:** How *much* / *many* potatoes would you like? **B:** Just *a little* / *a few*, thanks.
- A:** How *much* / *many* steak do we need? **B:** There are nine of us, so we need *lots of* / *a little* steak.
- A:** How *much* / *many* rice can you eat? **B:** Not *much* / *many*. I'm on a high-protein diet.
- A:** How *much* / *many* sugar do you want? **B:** I only take *a little* / *a few* in my coffee.
- A:** How *much* / *many* eggs are in the fridge? **B:** There aren't *much* / *many*. Just one or two, I think.

Conversation (Optional)

- E** 22 Write the missing words in this conversation. Listen and check your answers.
What words describe Pat's new diet?

Kim: Hi Pat. You look great!
Pat: Thanks! It's my new diet.
Kim: Really? What do you eat?
Pat: (1) _____ of meat and fish, but I don't eat (2) _____ bread. Oh, and I eat a (3) _____ vegetables, of course.
Kim: (4) _____ much fruit can you eat?
Pat: Just a (5) _____ after every meal.
Kim: What about snacks?
Pat: Well, I can eat a (6) _____ nuts, and sometimes I eat a (7) _____ chocolate, but it's organic, so there isn't (8) _____ added sugar in it.
Kim: Mmm, sounds good! Maybe I'll try your diet.

REAL LANGUAGE

What **do** you eat every day? = What's your typical diet?
 What **can** you eat on this diet? = What food do people eat on this special diet?

SPEAKING STRATEGY

Talking about Quantities

How much / many ... do / can you eat?
 Just a little / few.
 I don't / can't eat much / many...
 Do / Can you eat lots of...?
 Yes, lots of... / Yes, a lot.
 No, not much / many.

- F** Practice the conversation in pairs. Switch roles and practice again.

- G** Think about your own diet or a special diet you know about. Make a list of:

- foods you normally eat (or you can eat).
- foods you don't eat (or you can't eat).



GOAL CHECK Talk about Diets

In pairs, ask and answer questions about your diet, or a special diet you know. Use your list from **G**.

Reading 23 (Optional)

A In pairs, say three things you can see in the photo.

B Read the article and answer the questions.

1. Who is the photographer?
2. What do his photos show?
3. Where can you eat fresh vegetables and watch baseball?
4. Who can take classes in gardening once a week?
5. How many people live in the world's cities?

C Match the words from the article to the definitions.

- | | |
|-------------------------|---|
| 1. urban _____ f | a. a large area of land for growing food |
| 2. farm _____ | b. to put something in the ground to grow |
| 3. garden _____ | c. an area of land with flowers, fruit, and vegetables |
| 4. to grow _____ | d. good for your body |
| 5. volunteers _____ | e. good for mental health |
| 6. therapeutic _____ | f. in the city |
| 7. healthy _____ | g. people who work for free |

D MY WORLD Ask and answer the questions in small groups.

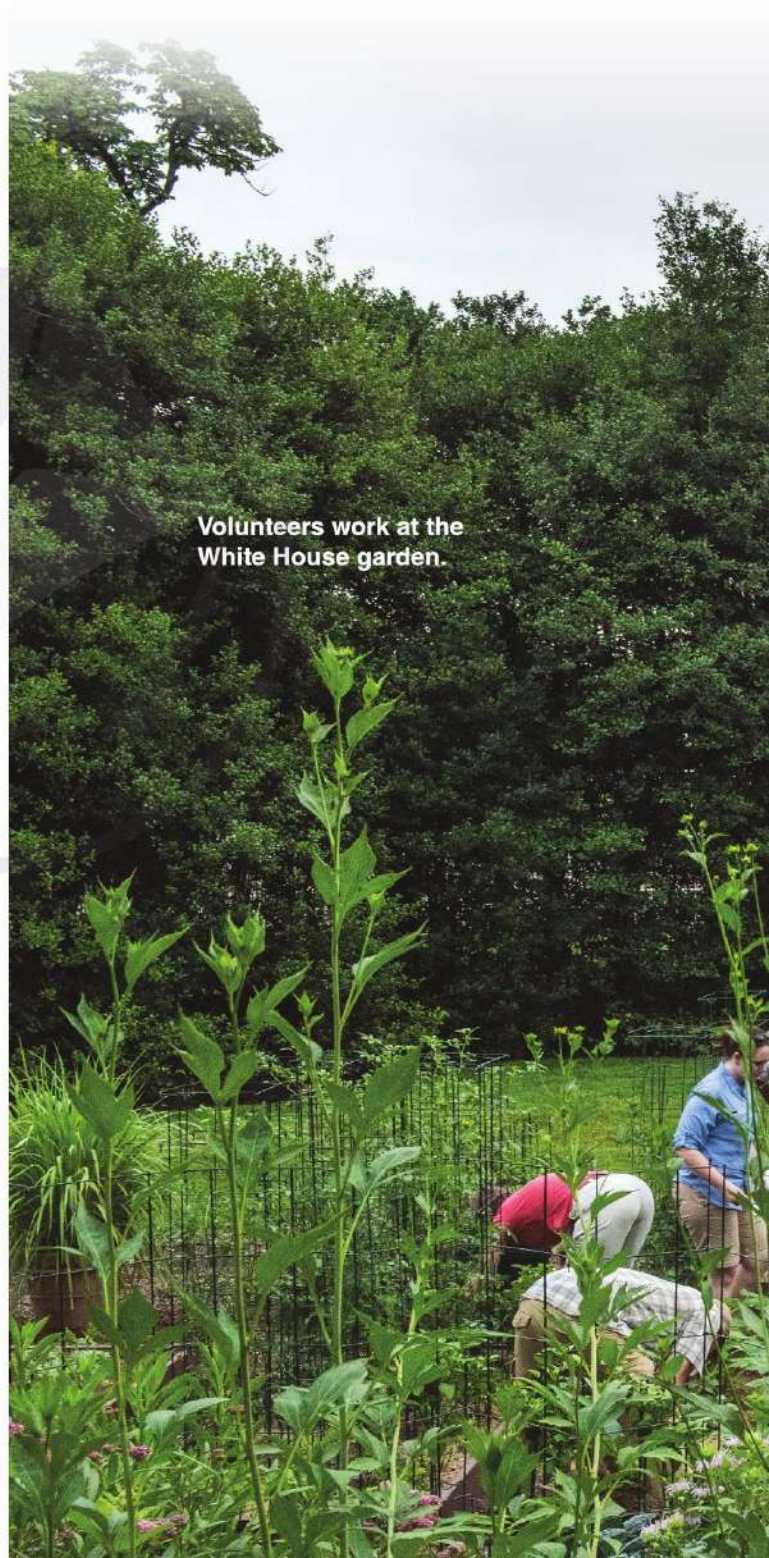
1. Do you have a garden or farm? If yes, what do you grow?
2. Are you a volunteer? What do you do?
3. What healthy activities do you do in your free time? Are they also therapeutic?

**GOAL CHECK**

In small groups, plan an urban farm or garden project.

1. Say why your city needs an urban farm or garden.
2. Discuss its location.
3. List the types of plants you will grow.

Urban Farming



Volunteers work at the White House garden.

Mario Wezel is a German photographer who takes photos for National Geographic. Mario is interested in urban farming, so many of his photos show farmers and gardeners. However, urban farming is different from traditional farming. It's when people farm and garden in the middle of the city.

Mario traveled to urban farms all over the US. In Boston, one man has bees on the roof of the Lenox Hotel. The hotel uses honey from the bees in its restaurant. In San Francisco, there's a small farm next to the Giants' baseball stadium. When people watch the game, they can also buy sandwiches from the farm with fresh vegetables! And in Washington, D.C., volunteers can help in a garden at the White House.

For Mario, the most surprising urban farm is at San Quentin State Prison, in California. The prison has a garden and, once a week, prisoners can take a gardening class. They learn how to grow plants and flowers. Working in the garden is also therapeutic.

Mario's photos are all of the US, but you can find urban farms in a lot of different countries and large cities, such as Tokyo, Lima, and Perth. That's because about 3.5 billion people (half the world's population) live in cities today and they want fresh, healthy food. And more and more people think urban farming is the answer to the world's food **shortages**, as well as to making our cities greener and more relaxing.

shortages (n) situations in which there is not enough of something



Communication

A Read the instructions for *The Food Game*. Then play the game in small groups.

First, go to START. Next, take turns flipping a coin. Move 1 square for heads or 2 squares for tails. Then, follow the instructions on the square. Finally, the first person to reach FINISH is the winner.



Writing

WRITING SKILLS: Sequencing Information

Use sequencing words to give instructions:

First,...

Next,...

Then,...

After (that),...

Meanwhile,... (= at the same time)

Finally, / Last of all,...

Note: We normally use a comma after a sequencing word: *First, you need to...*

B Read the instructions for the game again. Underline the sequencing words.

C Put these instructions in the correct order for a recipe for *spaghetti Bolognese*.

- _____ After that, take the pasta out of the water.
- _____ Finally, it's ready to eat!
- _____ Meanwhile, heat the Bolognese sauce in a pan.
- _____ First, heat some water in a pot.
- _____ Then, put the pasta and the sauce on the plates.
- _____ Next, put the pasta in the pot for ten minutes.



D Complete the sequencing words in these instructions.

Hi! Would you like to have dinner at my house? It's easy to get here.

(1) F_____, take the train to the main station. (2) T_____, take bus number 36 to the movie theater. (It takes about 5 minutes.) (3) A_____ t_____, walk down Decatur Avenue. (4) F_____, turn left on Port Street. My house is number 15.



GOAL CHECK Follow and Give Instructions

1. Choose one of these:
 - Instructions for a recipe
 - Instructions for a game
 - Instructions to get to your house
2. Write your instructions (120–150 words). Remember to use sequencing words.
3. Exchange instructions with a partner. Can you understand each other's instructions?

A group of children are playing soccer in Chefchaouen, Morocco.

Look at the photo and answer the questions.

- 1** What is this sport?
Do you like it?
- 2** What sports do you play?
Where do you play them?



UNIT 5 GOALS

- A. Describe Activities Happening Now
- B. Compare Everyday and Present-Time Activities
- C. Talk about Your Favorite Sports
- D. Compare Sports and Activities
- E. Write and Complete a Questionnaire

GOAL Describe Activities Happening Now

Vocabulary

A Read the text messages. Use the words in **blue** to label the photos.

Hi! What are you doing?

Sorry, I'm not. I'm at Eagle Rocks with Antonia and Pete. They're **climbing** at the moment. Let me send you a photo.

Yes, they do. People also come here for **yoga** classes in the mountains. It's very relaxing.

Hi! Kenny is **swimming**, and I'm **jogging** by the ocean. The others are **playing soccer** in the park. It's a beautiful day! Are you coming?

Wow! The view is amazing! Do people often go **hiking** there?

That sounds amazing!



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Write the sports in **A** next to the clues. Some clues have more than one answer.

1. You can do these sports on a mountain: _____
2. You can do this sport in a pool: _____
3. You play this sport with a ball: _____
4. This sport is like running: _____
5. This sport uses stretching and slow, controlled breathing: _____

- C** Think of a sport. Write some clues about it. Then read your clues to a partner. Can they guess your sport?

Two people play this with a ball.

Is it basketball?

No, only two people play and the ball is smaller.

Is it tennis?

Yes!

Grammar (See Grammar Reference pp. 151–152)

Present Continuous

Affirmative Statements	I'm jogging	(now).
Negative Statements	He isn't jogging	
Yes / No Questions	Are they climbing	(now)?
Wh- Questions	What are you doing	

Form the present continuous with *be* + verb + *-ing*.

Use the present continuous to talk about things that are happening now (or around the time of speaking).

- D** Complete the messages with the present continuous.

Hana: Hi! What (1) are you doing (you / do)?

Pedro: I'm with Ben. We (2) _____ (play) tennis. Are you at the gym?

Hana: No, I (3) _____ (not / go) to the gym today.

Pedro: Why not?

Hana: I have a test tomorrow, so I (4) _____ (study) at home.

Pedro: OK. Good luck!

- E** Practice the conversation in **D** in pairs. Switch roles and practice it again.

- F** Make a new conversation using other sports and activities.

- G** Work in groups. One student acts out a sport or an activity. The other students guess the answer. Use the present continuous.

Are you swimming?

Yes, I am.



GOAL CHECK Describe Activities Happening Now

Answer the questions in pairs.

1. What are you and your partner doing now?
2. What is your teacher doing now?
3. What is your family doing now?

We're talking...

She's listening...

My sister is going to school now and my mother is...

B **GOAL** Compare Everyday and Present-Time Activities

Listening

A In pairs, say what the people in each photo are doing.



B 24 Listen to three phone calls. Match each call to two photos. Write the numbers on the photos.

C 24 Listen again. In pairs, fill in the information below. Each of you fills in one section. Then tell your partner your answers.

Student A: What do these people usually do? When?

1. Alan and Karen usually _____ on _____.
2. Khaled usually _____ in _____.
3. Liam usually _____ on _____.

Student B: What are these people doing now?

1. Alan and Karen _____.
2. Khaled _____.
3. Liam _____.

D Compare these sentences from the phone calls and answer the questions.

- a.** I'm ice skating with Alan. **b.** You usually go to the movies on Fridays.

1. Which sentence uses the simple present? _____
2. Which sentence uses the present continuous? _____
3. Which sentence is about an action happening now (or around the time of speaking)? _____
4. Which sentence is about a habit or routine? _____

E Underline the correct verb form in each sentence.

1. I *play* / *'m playing* tennis now. Can I call you back?
2. We usually *swim* / *are swimming* on Tuesdays and Fridays.
3. They *don't meet* / *aren't meeting* us. They're too busy today.
4. My sister *doesn't get* / *isn't getting* much exercise at the moment.
She has her final exams.

F 25 Read the information. Then listen to the strong and weak forms of the question *What are you doing?*

PRONUNCIATION: Weak Form of *What are you...*

In natural speech, the question *What are you...?* is often reduced. It sounds like *Whatcha...?*

Strong: /wʌt ɑr ju/ Weak: /wʌtʃə/

G 26 Listen and check (✓) the form you hear. Then, listen again and repeat.

	Strong Form	Weak Form
1. What are you doing?		
2. What are you studying?		
3. What are you playing?		
4. What are you writing?		

Communication

H Match the questions to the answers.

- | | |
|--|--|
| 1. What are you doing? _____ | a. I'm a doctor. |
| 2. What do you do? _____ | b. Yes, I am. I have final exams in two weeks! |
| 3. Where do you go for exercise? _____ | c. No, not really. It's expensive and I like cooking. |
| 4. Do you go swimming in the summer? _____ | d. I'm studying math. |
| 5. Are you studying a lot at the moment? _____ | e. Sometimes, but I usually do yoga. |
| 6. Do you often eat out? _____ | f. To a local gym. And I go running in the park. |

I In pairs, take turns asking the questions in **H** and giving your own answers.



GOAL CHECK Compare Everyday and Present-Time Activities

1. Write three questions about everyday activities using the simple present, and three questions about present-time activities using the present continuous.
2. In pairs, ask and answer your questions.

What are you reading...?

Where do you usually...?

Are you...?

Do you...?

GOAL Talk about Your Favorite Sports

Language Expansion: Team and Individual Sports

A Write the following sports in the correct box, according to the categories.

baseball football golf gymnastics ice hockey skateboarding volleyball yoga

	Indoor	Outdoor
Team	 basketball 1. _____ 2. _____	 soccer 1. _____ 2. _____
Individual	 swimming 1. _____ 2. _____	 skiing 1. _____ 2. _____

WORD FOCUS

We use **play** for competitive sports with a ball: *play soccer*
 We use **go** for sports with -ing: *go swimming*
 We use **do** for individual sports with no ball or for relaxation: *do yoga*

B Write the names of more sports in the table.

play	soccer,
go	swimming,
do	yoga,

Grammar (See Grammar Reference p. 152)

Base Verbs with *to* and without *to*

Some verbs are followed by *to*-infinitives.

expect	We expect him to win the next badminton match.
hope	My brother hopes to become a professional soccer player.
learn	We are learning to do yoga.
want	Their best athlete wants to win the gold medal.

Some verbs are followed by bare infinitives.

hear	Susan can hear a teammate call her name.
let	My parents do not let me swim on cold days.
make	Our coach makes us train hard every day.
watch	He is watching Việt Nam play soccer against Thailand.

Verbs Followed by Gerunds

Some verbs are followed by gerunds.

enjoy	He enjoys swimming with his close friends every weekend.
miss	I miss playing soccer with my classmates after school.
suggest	John suggests going to the park to exercise because the air is fresh there.
keep	They keep practicing very hard for the final game.

A gerund is a verb-*ing* used as a noun.

Note: Verbs such as *hear*, *see*, and *watch* can be followed by *bare infinitives* or *gerunds*.

Use *bare infinitives* when someone sees or hears the whole action or event.

Use *gerunds* when an action or event is in progress.

WORD FOCUS

An **athlete** is good at sports and physical activities.

C Use *to*-infinitives, bare infinitives, or gerunds to complete the following sentences with the verbs in the parentheses.

1. I want _____ in three styles. (swim)
2. My mother lets me _____ volleyball twice a week. (play)
3. I enjoy _____ at the beach. (jog)
4. I hope _____ Cristiano Ronaldo one day. (meet)
5. My father often makes me _____ football with him. It's boring! (watch)
6. My teacher expects me _____ the school's chess team. (join)
7. My older brother suggests _____ to play some sports during the summer break. (learn)

D Which sentences in **C** are true for you? Rewrite the untrue sentences so they are true for you. In pairs, read your sentences.

Conversation (Optional)

E  27 Listen to the conversation. What does Nam suggest doing?

Nam: When is our next football game?

Minh: Next Tuesday, against class 10B.

Nam: Oh, I really want to beat them. Let's keep practicing for the final game.

Minh: They won't let us score easily. Anyway, my mom may not let me play then.

Nam: Why not?

Minh: I'm reviewing my English lessons. I hope to pass the test next Friday.

Nam: Oh, come on. You have until Friday for the test. I suggest calling our teacher for help. Maybe he can give your mom a call and change her mind.

Minh: That's a good idea.

F Practice the conversation in pairs. Switch roles and practice again. Then change the sport and make a new conversation.

SPEAKING STRATEGY

Making a Suggestion

I suggest...
How about...?
What about...?
Let's...
Why don't we...?
Maybe...



GOAL CHECK Talk about Your Favorite Sports

1. Think of your favorite sport. Write answers to these questions.
 - What is the sport?
 - Where do you do it?
 - Do you need special equipment?
 - Does it cost a lot of money?
 - Why do you like it?
2. In pairs, talk about your favorite sports using your answers to the questions. Say if you like your partner's sport.

D **GOAL** Compare Sports and Activities

Reading 28 (Optional)

A Look at the photo. What are the people watching?

B Read the article. Are the statements *true* or *false*?

- Online gamers can play against people they don't know.
- Professional eSports is usually an individual sport.
- eSports make a lot of money.
- eSports players get a lot of exercise.

C Are eSports popular in your country? Do you think they are a real sport? Tell the class.

D Match these words from the text to the definitions.

- | | |
|---------------|--|
| 1. to compete | a. a large place where people watch sports |
| 2. fan | b. a type of business |
| 3. industry | c. a person who likes a sport |
| 4. to sponsor | d. to play a sport or game against another person or team |
| 5. stadium | e. to give money to sports teams to advertise your product |

E MY WORLD In pairs, discuss the questions.

- What is your country's most famous sports team? Are you a fan of the team?
- Where does the team normally play?

F Read the sentences. Decide if they describe:

- | | | |
|--|------------------|---------|
| a. eSports | b. normal sports | c. both |
| 1. Players play in a large stadium. _____ | | |
| 2. The winners receive a prize. _____ | | |
| 3. Players are physically active. _____ | | |
| 4. Players sit in front of computer screens. _____ | | |
| 5. Players need a lot of skill. _____ | | |

✓ **GOAL CHECK**

In groups, choose two of these sports and activities. Say how they are similar and how they are different.

chess	eSports	rock climbing
skiing	soccer	tennis

Fans cheer at an eSports tournament in Paris, France.



eSports Go Global

In the past, people played computer games in their living rooms and bedrooms against their family and friends. But nowadays, gamers play online against hundreds of different people around the world. There are also millions of fans who love watching these eSports as well as playing. They pay money to watch the very best gamers compete in large stadiums. It's just like watching a real sport!

Like other sports

"eSports" is short for *electronic sports* and, as with normal sports such as soccer and tennis, **professional** eSports players are very competitive. In some countries, like China and South Korea, there are competitions in stadiums with up to 80,000 fans. At these events, some of the eSports are individual, but most of them are team games. There are five players on each team and the winning team shares the **prize** money.

Big business

As eSports are growing in popularity, they are also becoming profitable. Globally, the eSports industry is worth about a billion dollars. Large companies sponsor the competitions, and some soccer teams also have their own eSports teams.

But is it a sport?

Of course, some people don't believe it's a real sport because eSports players sit in chairs and they are not physically active. But eSports fans disagree. The players need a lot of skill to win the competitions and, in the future, some people even think eSports will be part of the Olympic Games.

professional (adj) a person is *professional* if they earn money doing something

prize (n) what you receive when you win (e.g., money, a trophy)

eSports (n) the activity of playing computer games in a competition on the Internet

GOAL Write and Complete a Questionnaire**Communication****A** Do you ever go to a gym or health club? Why?**B** Read the questionnaire. Answer the two questions.

1. Why do they want information from their customers?
2. What type of information do they want?

We want to offer you the best services at our health club. Please spend 5 minutes answering the questions. Thank you for your time.

1. Which services do you use?

- ☐ The gym ☐ Fitness classes ☐ Swimming pool
☐ Basketball court ☐ Sauna and massage

2. How often do you use the gym and health club?

- ☐ More than three times a week ☐ Three times a week
☐ Twice a week ☐ Once a week ☐ Less than once a week

3. When do you usually visit the gym and health club?

- ☐ In the morning ☐ Around noon ☐ In the afternoon
☐ In the evening

4. Why do you visit the gym and health club?

- ☐ To stay in shape ☐ To lose weight ☐ To have fun and meet people
☐ Other? _____

5. How happy are you with the following?

- | | | | |
|---------------------|-------------------------------------|--------------------------------|------------------------------------|
| The equipment | ☐ Very happy | ☐ Happy | ☐ Not happy |
| The fitness classes | ☐ Very happy | ☐ Happy | ☐ Not happy |
| The staff | ☐ Very happy | ☐ Happy | ☐ Not happy |
| The price | ☐ Very happy | ☐ Happy | ☐ Not happy |
| The cafe | ☐ Very happy | ☐ Happy | ☐ Not happy |

6. Would you recommend our gym and health club to a friend? Yes / No

Please give reasons for your answer: _____

C Work in pairs.

Student A: You work for the gym. Ask Student B the questions and complete the questionnaire.

Student B: You are a customer at the gym. Answer the questions.



Writing

WRITING SKILLS: Types of Questions

Closed (Yes / No) questions

Do you (use / like / visit)...?
Is / Are there...?
Would you (recommend / use / play)...?
Can you...?

Open (Wh- / How) questions

What do you...?
Which services do you...?
When / Where / Why do you...?
How often do you...?
How happy are you with...?

Exercise equipment in a gym. Would you like to use this gym? Why?

D Look at the questions in the health club questionnaire in **B** and categorize them as closed or open. Which type of question is used the most? Why?

E Complete the questions for a questionnaire about a cafe.

1. _____ do you normally order at our cafe?
2. _____ do you normally visit?
3. _____ do you choose our cafe?
4. _____ do you come here?
5. _____ are you with our customer service?
6. _____ you _____ our cafe to your friends?



GOAL CHECK Write and Complete a Questionnaire

1. In groups, choose which group you will write a questionnaire for.
 - visitors to a restaurant
 - employees at a company
 - students at a school
 - travelers with an airline
2. Write a questionnaire with 6–7 questions (6–10 words each). Then exchange your questionnaire with another group and answer the questions.

The ancient city of Bagan in Myanmar has over 2,000 buildings.

Look at the photo and answer the questions.

- 1** Where is Bagan? Would you like to visit a place like this?
- 2** What are popular destinations for tourists in your country?



UNIT 6 GOALS

- A. Describe Past Vacations
- B. Ask about a Trip
- C. Talk about Your Weekend
- D. Describe an Ancient Place
- E. Find and Share Information Online

Vocabulary

WORD FOCUS

Verb + noun collocations are common in English. These are verbs and nouns we often use together:

take a taxi, take a photo
go on vacation,
go on a tour

A Match each verb to a noun. Then match each verb + noun to a photo.

buy
go on
see

change
pack
stay at

eat
rent
take

a car
local food
souvenirs

a famous place
money
a suitcase

a hotel
~~a photo~~
a tour



1. *take a photo*



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

B Write the activities you do *before* and *during* your vacation in **A** in the correct column.

Before	During

C In groups, write other things you do before and during a vacation. Then share your ideas with the class.

Grammar (See Grammar Reference pp. 152–153)

Simple Past			
	Regular Verbs	Irregular Verbs	Be
Affirmative Statements	I stayed at a hotel. We rented a car.	I went on a tour. (go) We bought souvenirs. (buy)	I was exhausted. We were excited to visit Paris.
Negative Statements	I didn't stay at a hotel.	I didn't go on a tour.	The food wasn't good. The local people here weren't friendly.
Yes / No Questions	A: Did you go to Asia last year? B: Yes, I did . / No, I didn't .		A: Were the rooms expensive? B: No, they weren't .
Wh- Questions	A: Where did you go for your vacation last year? B: I went to Asia.		A: How was your weekend? B: It was great.

- D**  30 Complete the text using the simple past of the verbs in the box. Then listen and check your answers.

buy fly go rent see spend take visit

Last year, we (1) went to Mexico for our vacation. We (2) _____ to Mexico City from Chicago and stayed at a hotel in the center. One day, we (3) _____ the subway to Chapultepec Park and visited the zoo. In the middle of the week, we flew to Cancun and (4) _____ a lot of time on the beach. We also took a tour to Merida and (5) _____ the old city. It was beautiful and I (6) _____ a lot of souvenirs! Finally, we (7) _____ a car and (8) _____ Uxmal.

The pyramids were amazing!



The Pyramid of the Magician in Uxmal, Yucatán, Mexico

- E** In pairs, make sentences about a past vacation. Change the verbs into the simple past.

- Last summer, / my family / go on / vacation. Last summer, my family went on vacation.
- We / drive / all day. _____
- In the evening, / we / arrive / at the campsite. _____
- Every day, / I / swim / in a lake / and / walk / in the forest. _____
- One day, / we / take / a tour of an old city. _____
- We / be / very happy. _____
- It / be / an amazing trip. _____



GOAL CHECK Describe Past Vacations

- Think about your favorite vacation. Write sentences about what you did. Describe some of the following:
 - the place or country
 - the accommodations (hotel, campsite)
 - tours and sightseeing
 - activities (e.g., relaxing, swimming)
 - transportation
 - the food
 - shopping
- In pairs, describe your favorite vacation using your sentences.

Listening

- A** Look at the different types of vacations. Which can you see in the photo? Which types of vacations do you like? Why?

adventure and safari beach camping cruise
sightseeing and guided tour skiing theme park

- B** 31 Listen to two conversations about two different types of vacations. Write the types of vacations.

Conversation 1: _____

Conversation 2: _____

REAL LANGUAGE

A **vacation** is more than a few days off from work or school. A **break** is time off, usually because of a holiday. A **day trip** is a short, one-day trip. A **long weekend** is taking an extra day or two off before or after the weekend.

- C** 31 Listen again. Circle **T** for *true* or **F** for *false*. Correct the false statements in your notebook.

Conversation 1

1. Mike had a long vacation. **T** **F**
2. Chen went to Tanzania. **T** **F**
3. He took a boat to an island. **T** **F**
4. Chen climbed up Mount Kilimanjaro. **T** **F**
5. He photographed animals. **T** **F**

Conversation 2

6. Ellie took a day trip to Orlando. **T** **F**
7. Ellie visited five theme parks. **T** **F**
8. She didn't like Sea World. **T** **F**
9. She went on the Spider-Man ride. **T** **F**
10. Mike wants to go there. **T** **F**

PRONUNCIATION: Sounds of -ed Endings

Regular simple past verbs have three endings.

/ɪd/ when the verb ends in /t/ or /d/.

/t/ when the verb ends in a voiceless sound (/p/, /t/, /k/, /s/, /ʃ/, /tʃ/).

/d/ when the verb ends in a voiced sound (all other sounds, including vowels).

A herd of elephants in Tanzania

- D** 32 Listen and check (✓) the correct boxes in the table. Then listen again and repeat the words.

	/d/	/t/	/ɪd/
packed		✓	
traveled			
wanted			
arrived			
liked			
visited			

- E** 33 Listen to the sentences and check (✓) the pronunciation of the -ed endings.

	/d/	/t/	/ɪd/
We stayed in a hotel.			
I packed my bags.			
We rented a car.			

- F** Practice saying the endings of the following simple past verbs correctly.

rented	stayed	packed	visited	climbed
photographed	wanted	shopped	packed	arrived

Communication

- G** Unscramble the words to make questions.

- go / where / did / you _____
- did you / there / stay / how long _____
- see / did / what / you _____
- did / take / any photos / you _____
- theme parks / visit / how many / did you _____
- you like / which theme park / did / the most _____
- you / go / on / did / the Spider-Man ride _____

- H** In pairs, ask and answer the questions in **G**. Use the answers from the audio or make new answers.



GOAL CHECK Ask about a Trip

- Work in pairs. Ask your partner to choose one of these types of trips:
 - a vacation
 - a long weekend or short break
 - a day trip
- Write 5 questions for your partner about his / her trip.
- Take turns asking and answering the questions.

Where did you go...?

Did you take...?

How long did...?

Did you like...?

Adjectives	Emphatic Adjectives
good nice	excellent outstanding magnificent amazing
bad	awful terrible horrible
interesting	fascinating
tiring	exhausting
dirty	filthy
clean	spotless
big	enormous huge

Adjectives of Attitude	
exciting	excited
amusing	amused
shocking	shocked
satisfying	satisfied
amazing	amazed

Language Expansion: Emphatic Adjectives and Adjectives of Attitude

A Write two or three emphatic adjectives below each photo.



B Complete the text with adjectives of attitude.

We were so (1) _____ to spend a weekend in Rome! It's a(n) (2) _____ city. There were so much to see: museums, churches, ruins, etc. We stayed in a(n) (3) _____ hotel. Everything about it was perfect. We all felt (4) _____ after the trip.

Grammar (See Grammar Reference pp. 153–154)**Passive Voice in the Simple Past**

Affirmative Statements	This photo was taken on my trip to Japan.	
Negative Statements	It wasn't printed then.	
Wh- Questions	Where was this postcard sent from?	
Yes / No Questions	Were they greeted at the hotel?	
Short Answers	Yes, they were .	No, they weren't .

C Complete the blanks with the passive form of the verbs in parentheses.

We had an amazing trip to Europe last summer. The dates (1) _____ (choose) two months before we started. Our flight (2) _____ (book) at that time as well, but our hotel (3) _____ (not arrange) until the day before our departure. However, we enjoyed the trip a lot. We took many photos and we (4) _____ (treat) very well by the tour organizers. Our only regret was that we bought some souvenirs, but they (5) _____ (lose) on our way home.

D Make questions about the trip in **C**. Then match them to the correct answers.

1. when / the dates / choose / ?

2. the flight / book / the same time / ?

3. when / the hotel / arrange / ?

4. they / treat / well / ?

a. Yes, it was.

b. Two months before their departure.

c. Yes, they were.

d. The last day before they started.

Conversation (Optional)

E  34 Listen to the conversation. What was good about the weekend? What was bad?

Alex: How was your weekend?

Camilo: It was good. I went camping with Minh.

Alex: Really? How was the weather?

Camilo: It was bad on the first day. It snowed non-stop! Everything was covered with lots of snow.

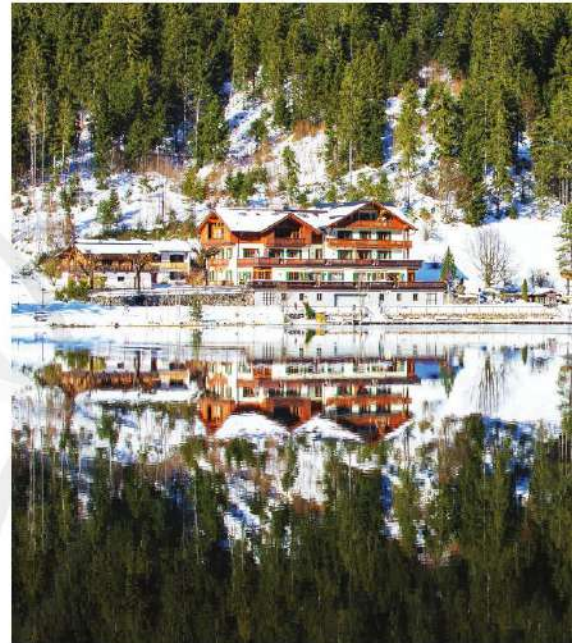
Alex: Oh, no! What did you do?

Camilo: We went to a hotel, but there weren't any rooms. Then we found another hotel. It was more expensive, but the rooms were clean. Actually, they were repainted a few days ago. The food was good, and it was even brought to our rooms!

Alex: So, did you go hiking?

Camilo: No. It was still snowing on the second day, so we decided to go skiing instead. It was tiring, but a lot of fun. Look, this photo was taken right when I had the biggest fall of the whole day! Anyway, how was your weekend?

Alex: It was OK, but it was very boring compared to yours!



A hotel at Lake Hintersee, Bavaria, Germany

F Practice the conversation in pairs. Switch roles and practice again.

G Change the underlined adjectives to emphatic adjectives or adjectives of attitude and practice the conversation again.



GOAL CHECK Talk about Your Weekend

1. Think about a recent weekend when you did something special. Make notes about what you did.
2. In pairs, ask and answer questions about your weekends.

SPEAKING STRATEGY

Asking about Your Weekend

How was your weekend /
the weather / your hotel /
the party?

What did you do?

Where was the hotel?

Who was there?

(It was) Great! / OK. /

Not bad. / Boring.

D **GOAL** Describe a National Park

Reading 35 (Optional)

A Look at the photo. Where do you think this is? What is special about this place?

B MY WORLD Do you know the names of any other national parks? Which countries are they in?

C Match the words and phrases from the advertisement to the definitions.

- | | |
|-------------------------|---------------------|
| 1. destination <u>a</u> | 4. to be awed _____ |
| 2. habitat _____ | 5. nocturnal _____ |
| 3. trek _____ | |
- a. where someone is going
b. to feel amazed by something
c. the natural home of an animal or a plant
d. active at night
e. a journey made on foot, sometimes difficult

D Read the advertisement and answer the questions.

1. Name at least three things you can find in Phong Nha–Kẻ Bàng National Park.
2. Where is the first stop in the one-day tour?
3. What does “that” in paragraph 2 refer to?
4. How many options are there to end the one-day tour?
5. What is special about seeing animals in the two-day tour?
6. Who will tell you stories of the forest?
7. Who should not participate in the night trek?
8. What should you do to get a 10% discount?

E In pairs, think of another national park you know about. Answer as many of the questions as you can.

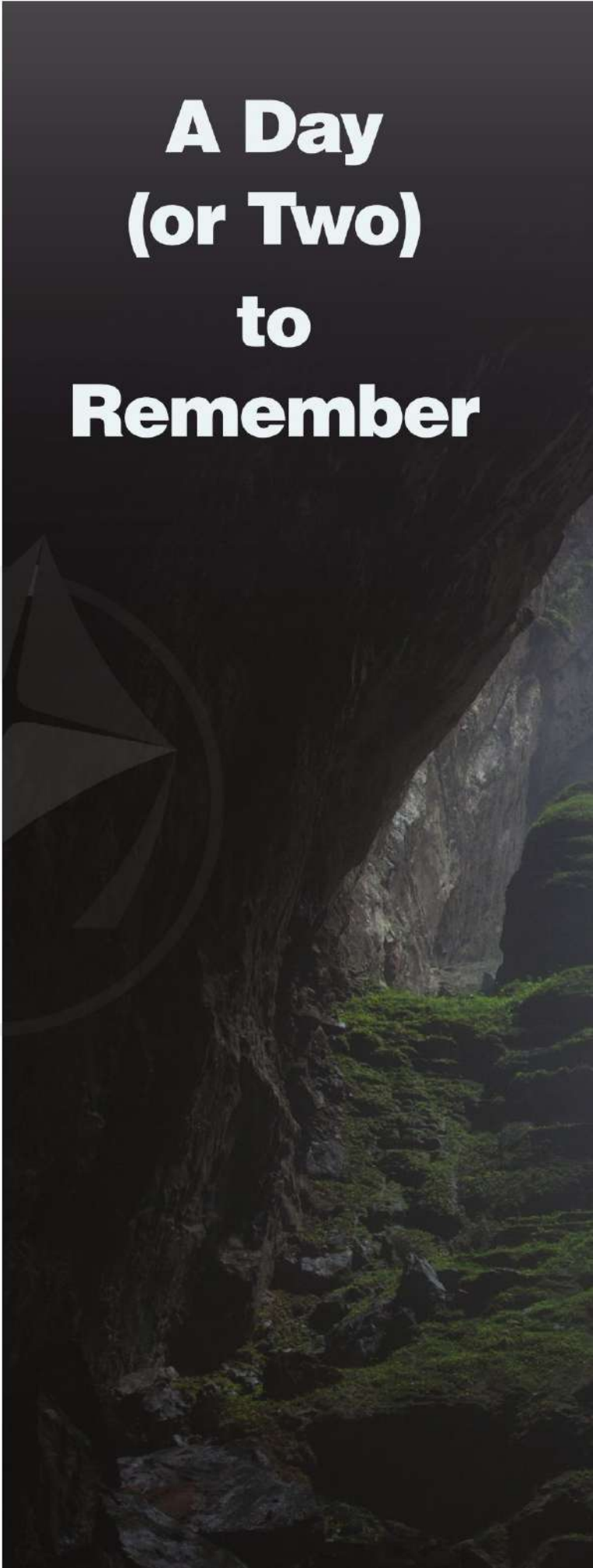
- | | |
|--------------------------------------|--|
| 1. What is the name of the park? | 5. What is famous about it? |
| 2. Where is it? | 6. Do you know any other interesting facts about it? |
| 3. When was it made a national park? | |
| 4. How large is it? | |

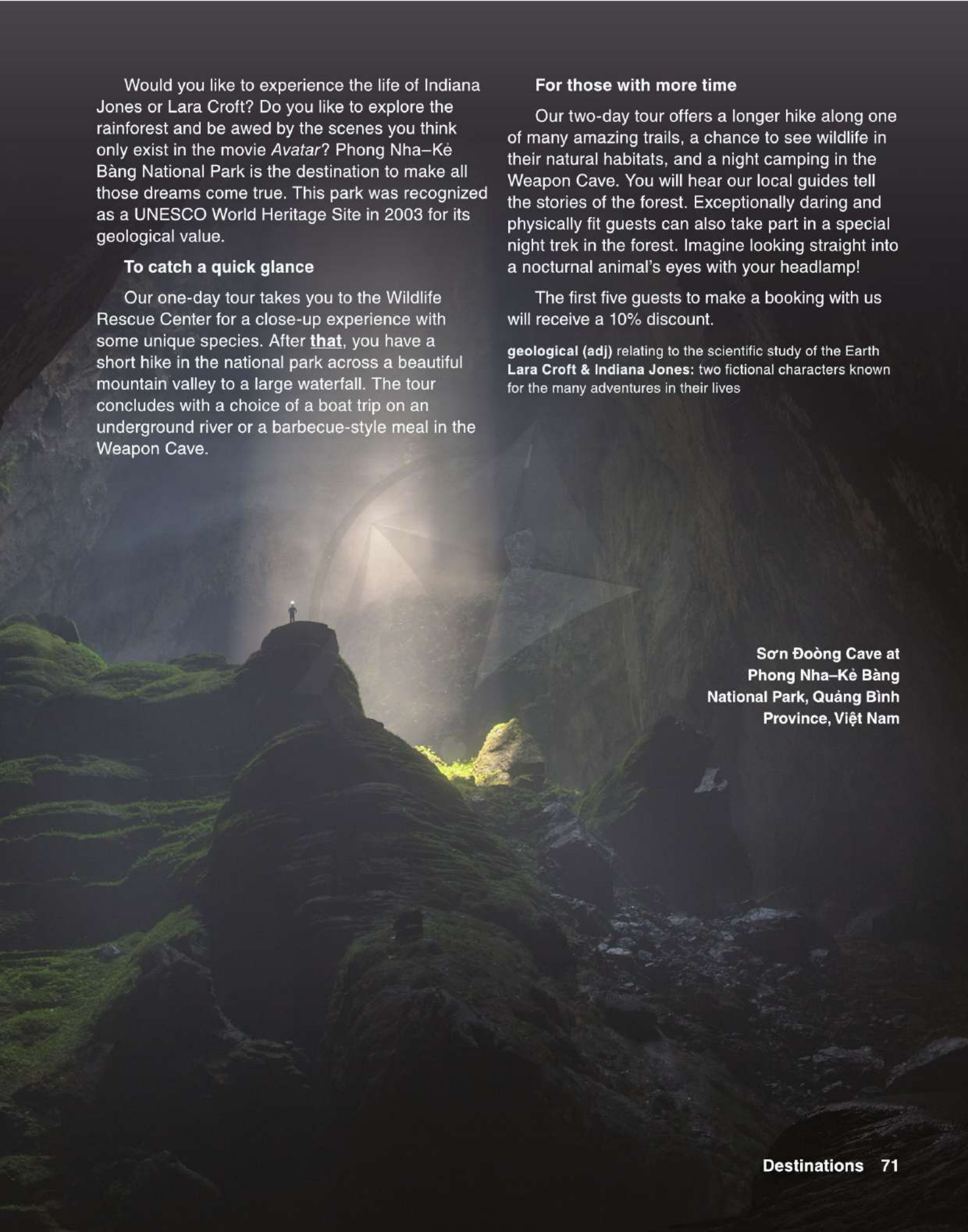


GOAL CHECK

Describe the national park you know to another pair.

A Day (or Two) to Remember





Would you like to experience the life of Indiana Jones or Lara Croft? Do you like to explore the rainforest and be awed by the scenes you think only exist in the movie *Avatar*? Phong Nha-Kẻ Bàng National Park is the destination to make all those dreams come true. This park was recognized as a UNESCO World Heritage Site in 2003 for its geological value.

To catch a quick glance

Our one-day tour takes you to the Wildlife Rescue Center for a close-up experience with some unique species. After **that**, you have a short hike in the national park across a beautiful mountain valley to a large waterfall. The tour concludes with a choice of a boat trip on an underground river or a barbecue-style meal in the Weapon Cave.

For those with more time

Our two-day tour offers a longer hike along one of many amazing trails, a chance to see wildlife in their natural habitats, and a night camping in the Weapon Cave. You will hear our local guides tell the stories of the forest. Exceptionally daring and physically fit guests can also take part in a special night trek in the forest. Imagine looking straight into a nocturnal animal's eyes with your headlamp!

The first five guests to make a booking with us will receive a 10% discount.

geological (adj) relating to the scientific study of the Earth
Lara Croft & Indiana Jones: two fictional characters known for the many adventures in their lives

Sơn Đoòng Cave at
Phong Nha-Kẻ Bàng
National Park, Quảng Bình
Province, Việt Nam

Communication**A** Before you travel to a new place, where can you find information about it?**B** How often do you use the Internet to look for information about these things?
Write *never*, *sometimes*, or *often*.

- a travel destination _____
- events in your town or city _____
- the weather _____
- your favorite sports team _____
- shopping items _____
- your favorite celebrities _____
- the English language _____
- your family and friends _____

C In pairs, compare your answers in B. Discuss where you usually find the information.

On an app In a book On a blog
On social media On a website Other: _____

I often look for information about the weather. I use an app called...

D Read the following extract of three online texts. Where do you think they are from? Why?

1. A travel blog _____
2. A social media bio _____
3. A tourist website _____

A Hi! My name's Lydia Downie and I was born in 1993. When I was a child, I loved reading books so much, especially those about travel and culture. Between 2011 and 2014, I went to a local university and studied geography there. It was an interesting subject and I learned a lot about different places and cultures in the world. When I finished university, I didn't know what to do next. So, a year later, I made an important decision: I left England and started to travel around the world! I've been to France, Australia, Japan, Korea, and Việt Nam. They are all very beautiful countries. I'm still traveling now and I hope to visit more countries in the future...

B Two days ago, we left Bangkok and traveled north to the province of Chiang Rai. It was nearly 800 kilometers from the capital, so we took a flight. On our arrival, a local tour guide met us and led us to a homestay. Yesterday, we walked 10 kilometers through the countryside and we didn't see any other tourists—it was amazing! The scenes were very calm and peaceful. We visited a village and learned how to catch fish in a nearby river. The villagers were very patient with us, but they surely had much fun when we tripped and fell into the river a lot of times. In the evening, we ate dinner with a local family. They were so friendly, and the local food was so delicious...

C At first, Hội An was only a fishing village. The fishermen did not have a chance to learn much, but they were brave and smart. They made small but strong fishing boats. With these simple boats, they went far from the shore to catch fish, and even came to nearby islands. During the 17th and 18th centuries, the town became famous as a port, and many people sailed here from other countries. Many of the fishermen turned into merchants. Instead of selling fish, they started to sell silk and spices. The port was famous not only in the area but also all over the world. Last year, it celebrated its 500th birthday and local people had a big party in the streets with music and fireworks. There were also displays along the streets about the town's history in both fishing and business...

Writing

E Read the time references below. Then underline the time references in D.

WRITING SKILLS: Time References

Yesterday,	Between 2015 and 2017,	The day before
Last night / month / year,	In 2001,	yesterday,
This morning,	On January 1 st ,	When I was young /
A week / month / year ago,	During the 20 th century,	a child / a student,

F Complete the sentences with time references. Then compare them in pairs.

1. I learned to ride a bicycle _____.
2. _____ I went to the movies.
3. I took my first vacation _____.
4. My town (or city) was built _____.



GOAL CHECK Find and Share Information Online

1. Choose one of the following and write a post (120–150 words) about:
 - a vacation or trip you took. (for a travel blog)
 - you and your life. (for a social media bio)
 - the history of your town or city. (for a tourist website)Remember to use time references and the simple past.
2. Share your posts in pairs. Did your partner use time references and the simple past?

Wat Huay Pla Kung, Chiang Rai, Thailand



A photograph of the New Zealand All Blacks rugby team performing a haka on a green field. The players are in a hunched, powerful stance with their arms raised and mouths open in a shout. They are wearing their iconic all-black kit with 'AIG' and 'adidas' logos. In the foreground, the backs of several players in white training gear are visible, watching the performance.

The New Zealand rugby team does a haka, a traditional dance and chant, before its games.

Look at the photo and answer the questions.

- 1** What are these people doing?
How are they communicating?
- 2** In what ways do you communicate with your family and friends?



UNIT 7 GOALS

- A. Talk about Personal Communication
- B. Exchange Contact Information
- C. Describe Characteristics and Qualities
- D. Compare Types of Communication
- E. Compare Formal and Informal Communication

GOAL Talk about Personal Communication**Vocabulary**

- A** In groups, read the information about teenagers in the US.
Which facts do you think are surprising? Not surprising?

**How Teenagers Use Technology in the US**

- 72%** look at their **smartphone** as soon as they wake up.
- 85%** **share photos** on **social media**.
- 100%** who have a smartphone write **text messages**.
- 78%** use **Internet** search engines to help with school work.
- 41%** send their teachers **emails**.
- 45%** use the Internet almost all the time.
- 90%** play **video games** on a computer or a **game console**.
- 61%** watch TV shows on the Internet, not on a traditional **TV**.

- B** Complete the sentences. Use the words in the box.

social media emails Internet smartphone game console

1. I prefer emails to handwritten letters.
2. Are you looking for the latest games for that _____?
3. Many people love using _____ networks such as Facebook and Twitter.
4. How often do you surf the _____?
5. Don't look at your _____ for too long because the blue light from the screen can make it difficult to sleep.

- C** Cross out the one verb that cannot be used with the noun.

1. *share* / *take* / *write* a photo
2. *switch on* / *look into* / *turn off* the TV
3. *watch* / *send* / *check* text messages
4. *search* / *find* / *use* the Internet
5. *play* / *download* / *read* video games
6. *buy* / *log on to* / *use* social media

- D** In pairs, write four sentences using the phrases in **C**.

- E** Work with another pair. Read each of your sentences in **D**, but do not say the verb. Can the other pair guess the missing verb?

I often... photos of my friends on social media.

Is it *share*?

Yes, it is. Correct!

Grammar (See Grammar Reference p. 154)

Defining and Non-defining Relative Clauses		
	Defining Relative Clauses	Non-defining Relative Clauses
<i>who</i>	They are the people who / that want to play video games.	Mary, who talked to our teacher yesterday, often shares stories on social media.
<i>whom</i>	They are the people (whom / that) you will work with this semester.	Mary, whom our teacher talked to yesterday, often shares stories on social media.
<i>which</i>	Here are some photos which / that were taken during our trip. Here are some photos (which / that) we took during our trip.	I often play video games on my game console, which is as small as a calculator. I often play video games on my game console, which my father bought for me last holiday.
<i>whose</i>	That is the man whose phone is broken.	That man, whose phone is broken, was in the store yesterday.
<i>when</i>	That was the time when I got my first smartphone.	The news came in at 11 a.m. yesterday, when I was still in class.
<i>where</i>	The Internet is a place where you can find all kinds of information.	Last summer we went to Sapa, where we took a lot of beautiful photos.

F Underline the relative clauses in the following sentences. Label the clauses as defining relative clauses (a) or non-defining relative clauses (b).

1. Phones are devices that help us capture important moments. a
 2. My computer, which is a gift from my parents, helps me in my study. _____
 3. I often exchange emails with a foreign student whose native language is English. _____
 4. I often play video games with my brother, who is really good at them. _____
 5. My mother loves her phone, which she uses to take photos all the time. _____
 6. I use Internet search engines to find information that is useful for my essay. _____

G Rewrite the sentences with relative clauses. Use a comma if necessary.

1. These are some websites. You can find answers to your exercises there.
These are _____
2. I want to find my phone. The phone contains all of my photos.
I want _____
3. I love this game console. You gave me the game console for my birthday.
I love _____



GOAL CHECK

Talk about Personal Communication

1. Look at the facts in **A** again. Which sentences are true for you? Rewrite the untrue sentences so that they are true for you.
2. In pairs, use your answers in exercise 1 to tell your partner about how you communicate. Comment on your partner's answers.

I don't play video games that are violent.

Same here. I don't play violent video games either. I like to take photos with my camera, which my father bought for me last Christmas.

Listening

A  36 Listen and number a–c in the order you hear them.

- a. a radio show _____ b. a conversation _____ c. a voicemail _____

B  36 Listen again and complete the missing information.

Conversation 1:

Joel's address: _____ Iris Street, Kingstown

Conversation 2:

Telephone number: _____

Text: _____

Social media handle: _____

Conversation 3:

Email: _____

Website: _____

C Below is the contact information of some famous places. Take turns reading each of them aloud in pairs.

- 125 Hai Bà Trưng, District 1, Hồ Chí Minh City, Việt Nam; Tel. 028 392 472 47; <http://hcmpost.vn>; email: cskh@vnpost.vn
- 1600 Pennsylvania Ave. NW, Washington DC, 20500, US; Tel. 1 202 456 1111; www.whitehouse.gov; email: comments@whitehouse.gov
- 5 Avenue Anatole France, 75007, Paris, France; Tel. 33 08 92 70 12 39; www.tour-eiffel.fr

PRONUNCIATION: Sentence Stress for Clarification

Clarify numbers and spelling by stressing words or letters, like this:

That was 13, not 30. One three.

Is that P as in Paris or B as in Beijing?

D  37 Listen to these sentences and underline the stressed words or letters.

1. That's fifteen, not fifty.
2. It's A as in apple.
3. It ends in dot org, not dot com.
4. Was that zero zero one or zero zero two?
5. Can you spell your last name?

E  37 Listen again and repeat. Stress the correct words.

F Write your (or made-up) contact information in the first column of the table.

	Me	Classmate 1	Classmate 2	Classmate 3
Name				
Phone number				
Email address				
Mailing address				
Social media handle				



GOAL CHECK Exchange Contact Information

Ask three of your classmates for their contact information. Complete the table in **F**.

What's your email address?

My email address is...

People often use smartphones to exchange contact information.

GOAL Describe Characteristics and Qualities**Language Expansion:** The Senses

A Look at the photos from different countries. Match the comments to the photos.



2. _____

4. _____



1. _____

3. _____

5. _____

- a. "That smells terrible!"
 b. "He looks very old."
 c. "They sound fantastic!"
 d. "It tastes delicious!"
 e. "This feels soft."

Grammar: Sensory Verbs (See Grammar Reference pp. 154–155)

B Complete the table with these words.

ears feel look nose smell taste touch

The Five Senses	Parts of the Body	Sensory Verbs
sight	eyes	5. _____
hearing	3. _____	sound
1. _____	mouth and tongue	taste
smell	4. _____	6. _____
2. _____	hands and fingers	7. _____
We use sensory verbs to describe the characteristics and qualities of people, animals, and things.		

C Underline the five sensory verbs in A. Then answer these questions.

1. What verb form do you normally use with sensory verbs? _____
 2. What type of word usually follows a sensory verb? _____

D Use the correct form of the sensory verbs in **B** to complete these sentences.

1. When I see people rock climbing, I think it _____ very dangerous!
2. Turn that music off! It _____ terrible!
3. I like your flower. It _____ nice.
4. These French fries _____ too salty.
5. I prefer these shoes. They _____ more comfortable.

E In groups, say which sensory verb(s) can be used with each adjective. There may be more than one answer. Then say a new sentence with each adjective and a sensory verb.

beautiful	expensive	loud	polluted	sweet
cold	hard	noisy	smooth	tired

Conversation (Optional)

F  38 Listen to the conversation. Which headphones does Susan prefer? Why?

Bill: What do you think of these headphones?

Susan: The black ones? They look OK.

Bill: Do they fit your head? Try them on.

Susan: I think they feel too big.

Bill: Yes, I agree. They look huge! What about those blue ones?

Susan: They look very expensive. But they feel more comfortable.

Bill: How do they sound? Listen to some music with them.

Susan: Wow! They sound amazing!

SPEAKING STRATEGY

Give Your Opinion

I think it looks / feels /
sounds / tastes / smells...
What do you think about...?
I don't think...
I agree. / I disagree.

G Practice the conversation in pairs. Switch roles and practice it again.

H Change the underlined words and make a new conversation.



GOAL CHECK

Describe Characteristics and Qualities

In pairs, take turns talking about the characteristics of four of the following. Then give your opinion about your partner's choices.

- Your favorite piece of technology
- Your favorite dish
- Your favorite type of music
- Your favorite animal / pet / flower
- Your favorite place for a vacation
- Your favorite celebrity

My favorite dish is tacos. I think they taste amazing!



Reading 39 (Optional)

A Does each type of human communication use the sense of sight, hearing, touch, or more than one?

shaking hands	smiling	waving
writing	kissing	shaking your head
nodding your head	laughing	yelling

B Match these sentences to actions in A.

- | | |
|----------------------------|------------------------|
| 1. "I disagree with you." | 4. "That's so funny!" |
| 2. "I agree with you." | 5. "Nice to meet you." |
| 3. "I'm happy to see you." | 6. "Goodbye." |

C MY WORLD Do any of the examples of body language in A have a different meaning in your country? What are some examples of body language used in your country?

D Read the article. Match the words to the definitions.

- | | |
|---------------------------|--------------------------------|
| <u>a</u> 1. body language | a. communication with the body |
| _____ 2. to greet | b. feelings |
| _____ 3. emotions | c. to do in a similar way |
| _____ 4. sense of humor | d. to meet and say "hello" |
| _____ 5. to copy | e. ability to have fun |

E Are these actions done by humans, elephants, or both? Underline the supporting information in the article.

- | | |
|--|---------------|
| 1. Speak with words and language | <u>humans</u> |
| 2. Spread ears to show anger or aggression | _____ |
| 3. Shake their head to disagree | _____ |
| 4. Shake their head to show they are happy | _____ |
| 5. Touch each other to show their feelings | _____ |
| 6. Laugh | _____ |
| 7. Have a sense of humor | _____ |
| 8. Copy sounds they hear | _____ |

**GOAL CHECK**

In groups, describe at least one similarity and one difference between the different types of communication in each pair.

- | | |
|-----------------------------|-----------------------|
| • Human / Animal | • Speaking / Writing |
| • Face-to-face / Electronic | • Social media / Text |

Do you
speak
"elephant"?



As humans, we communicate using the senses of sight, touch, and hearing. We send messages with body language, we greet friends with touch, and we speak using words to show our emotions and ideas. Animals don't communicate in as many ways as humans—for example, they don't have language like we do—but many animals do also use the senses of sight, touch, and hearing. A good example of this is elephant communication.

Like humans, elephants understand each other by looking at each other's body language. To send a message, they use their whole body, or individually their heads, eyes, mouth, ears, trunk, tail, or feet. For example, elephants spread their ears to show anger. And while humans shake their heads to disagree, elephants do this to show they are happy.

As with humans, touch is also very important between elephants. Just like a human mother holds her baby, a mother elephant regularly touches her young **calf** with her trunk. Elephants also show they are friendly when they touch other elephants. And when they want to have fun, they hold each other by the trunk and pull, like in this photo. Even if they can't laugh like a human, elephants have a great sense of humor.

Elephants have very large ears, which means they can hear other elephants from as far as 2.5 miles away. Like humans, they can also copy sounds and make their own sounds that seem to communicate basic human words and phrases like, "Hello," "I love you," and "Let's go."

calf (n) a young elephant

E

GOAL Compare Formal and Informal Communication

Communication

- A** How often do you use each of the following? Every day, sometimes, or never?
- email letter phone call social media text message
- B** Which types of communication in **A** would you use in each situation? Fill in the *Me* column.

You want to...	Me	My partner
1. send a photo to your grandparents.		
2. apply for a scholarship.		
3. keep in touch with friends from Brazil.		
4. send an assignment to your teacher.		
5. invite a friend out tonight.		

- C** Compare your answers in pairs. Fill in the information for your partner. Give reasons for your answers.

Writing

- D** Read the information below. Then discuss in pairs if you would use formal or informal writing for each situation in **B**.

WRITING SKILLS: Formal and Informal Writing		
Letters and emails are classified into 2 styles: <i>formal</i> and <i>informal</i> . The tone of your letter or email depends on who you are writing to and how well you know them.		
	Formal Writing	Informal Writing
When to use	- writing to people we don't know (<i>e.g., an employer</i>) - in business and professional situations	- writing to people we know well (<i>e.g., our friends, our family members</i>) - in personal situations
How to write	- using full sentences and special expressions <i>Dear Mr. Smith, I am writing to apply for the scholarship of..., Please see my attached high school transcription.</i> <i>Dear Sir/Madam, I would like to inform you that...</i> <i>Yours faithfully,</i>	- using shorter sentences and contracted forms - leaving words out at times <i>Hi! I'm having a party. Want to come?</i> <i>Hi guys,</i> <i>Let me tell you about...</i> <i>Love,</i>

- E** In pairs, look at the three messages and number them from 1 to 3 (1 = most formal, 3 = least formal). Underline words and phrases that help you decide.

Hi Chen,
I'm having a party. It's my 18th birthday and my family and friends are meeting at a theme park. It'd be great to see you. The invitation is attached with the time, date, and address.
Hope you can come!
Best,
Paula

Dear Miss Jones:
I am writing to request information about art courses at your college. I am a student in Argentina and I would like to study art in your country. Also, could you please send me information about accommodation and prices?
Best regards,
Paula Fratelli

Hey! I'm at the theme park. Where r u?

- F** Match the formal and informal expressions with similar meanings.

- | | |
|--|-------------------------------|
| 1. Dear Miss Jones: <u>f</u> | a. I want... |
| 2. I would like... _____ | b. I'm writing to tell you... |
| 3. I'd like to request... _____ | c. See you soon. |
| 4. Please see the attached photos. _____ | d. Thanks for the invite! |
| 5. I am writing to inform you... _____ | e. Can I have...? |
| 6. I look forward to seeing you. _____ | f. Hi Jill! |
| 7. Thank you for inviting me. _____ | g. Here are the photos. |
| 8. Best regards, _____ | h. Bye for now! |



GOAL CHECK

Compare Formal and Informal Communication

- Write one of the following emails.
 - Write a short formal email (60–75 words) to a travel company. You want information about their vacations next summer. Ask for information about their hotels and prices.
 - Write a short informal email (60–75 words) to a friend. You plan to have a party with family and friends for your parents' wedding anniversary. Invite him or her to the party.
- Exchange emails with a partner. How well does your partner use formal and informal language? Give feedback.

A group of people are gathered on a rooftop during a wedding ceremony at sunset. In the foreground, a woman in a white dress is seen from the side, holding a white cloth. Behind her, a man in a white shirt and a green vest is looking towards the right. Other guests are visible in the background, some in white dresses and others in white shirts. The sky is filled with soft, golden light from the setting sun, creating a warm and romantic atmosphere. The ground they are standing on appears to be made of wooden planks.

Look at the photo and answer the questions.

- 1** What do people at a wedding dream about for the future?
- 2** What is your dream for the future?

A photograph of a man in a light blue shirt and dark trousers being pushed into a pool by two other men. The man being pushed is upside down in the air, with his arms outstretched. The background shows a sunset over a body of water with some distant lights.

UNIT 8 GOALS

- A. Talk about Plans
- B. Plan a Project
- C. Make Predictions
- D. Solve a Problem
- E. Describe Future Trends

It's a wedding party in Punta del Este, Uruguay. Family and friends push the brother of the bride into a pool.

Vocabulary**A** Match the plans to the photos. Write the numbers.

- | | |
|-------------------------------|---------------------------|
| 1. do homework | 6. practice singing |
| 2. make a poster | 7. do volunteer work |
| 3. study abroad | 8. learn another language |
| 4. prepare for a presentation | 9. go to college |
| 5. start a new hobby | 10. go on a school trip |

**WORD FOCUS**

Short-term means the near future (tomorrow, next week, next month, etc.).

Long-term means the distant future (next year, in five years, etc.).

B Write the plans in **A** in the correct columns.

Short-term plans	Long-term plans

C Which of the short-term plans in **B** do you have? Discuss in pairs.**D** Number the long-term plans in **B** in order of importance to you. (1 = most important). Then compare your lists in the same pairs.**Grammar** (See Grammar Reference p. 155)**Future: Be going to**

Affirmative Statements	We're going to make a poster tomorrow.	
Negative Statements	He's not going to study abroad next year.	
Yes / No Questions	Are you going to practice singing this weekend?	Yes, I am. No, I'm not.
Wh- Questions	When are you going to do volunteer work?	On Tuesday.

E 40 Complete this conversation with *be going to* and the verbs in parentheses. Then listen and check your answers.

Kat: Hey! (1) Are you going to come (you / come) to my party this weekend?

Ben: I'm not sure. I have a test on Monday, so I (2) _____ (study) for that all weekend.

Kat: Which test?

Ben: It's for my Vietnamese class. My sister and I (3) _____ (take) a vacation to Việt Nam next year, so I want to speak the language.

Kat: Wow! That's great. But my party is in the evening and it (4) _____ (be) fun! And you (5) _____ (not / study) all weekend. You (6) _____ (need) a break.

Ben: That's true. OK, see you on Saturday.

REAL LANGUAGE

Say *Yes, I am* or *No, I'm not* when you are certain. Say *I'm not sure* when you are not certain.

F What are your short-term and long-term plans? Check (✓) the correct column.

Short-term plans			
Are you going to...	Yes, I am.	I'm not sure.	No, I'm not.
eat out tonight?			
go to a party tonight?			
play or watch a sport this weekend?			
rest this weekend?			

Long-term plans			
Are you going to...	Yes, I am.	I'm not sure.	No, I'm not.
start your own business?			
learn another language?			
move to another country?			
buy a laptop?			

G In pairs, ask and answer the questions in **F**. Then ask a *Wh-* question for each to find more information.

Are you going to learn another language?

Yes, I am.

What language are you going to learn?

I'm not sure. Maybe Korean.



GOAL CHECK Talk about Plans

- Write three of your short-term plans and three of your long-term plans.
- In pairs, talk about your plans and ask each other more questions.

I'm going to take a vacation soon.

Where are you going to go?



Molly Ferrill works on her project.

Listening

A Look at the photo. Answer the questions.

1. What do you think Molly Ferrill does?
2. What subject do you think she specializes in?

B 41 Listen to an interview with Molly. Check your answers in **A**.

C 41 Listen to the interview again. Complete the notes about Molly's next project. Use the words from the interview.

WORD FOCUS

wildlife protection officers people who keep animals safe

species types of animals

protect keep safe from danger

video series more than one video about the same subject

What is the project?	When?	Are there other people?	Is there special equipment?
A _____ series about _____ wildlife protection officers and the species of _____ they protect.	Start: She's going to leave in _____. Finish: It's going to take _____.	She's going to work with other _____.	1. _____ 2. lenses 3. microphones 4. _____

D 41 In pairs, compare your answers in **C**. Then listen again and check.

PRONUNCIATION: Weak Form of *going to*

 42 In natural speech, *going to* is often reduced to sound like *gonna*. The words are combined and the vowels also change. Listen to and repeat the sample sentences.
I'm going to buy a new computer.
Are you going to come?

E  43 Listen to the sentences and check (✓) the correct box.

	Strong Form	Weak Form
1. I'm going to make a video.		✓
2. Are you going to work with anyone else?		
3. When are you going to leave?		
4. We're going to leave in two months.		
5. What special equipment are you going to need for the trip?		
6. We're going to pack different types of clothing.		
7. When are you going to finish the project?		

F In pairs, take turns reading the sentences in **E** with either the strong form or the weak form. Your partner has to say which form you used.

G In groups, plan one of these projects for your school:

- Create a website with information and news about your school and neighborhood.
- Make a short video called "A day in the life of a student."
- Plan an event to celebrate the end of the year.



GOAL CHECK Plan a Project

1. In your groups, discuss each part of the project and write down information in the table.

What is the project?	When are you going to start and finish?	Who is going to do each part?	What are you going to need?

2. Present your plans for the project to the class or another group. Use *going to* in your presentation.

We are going to...

We are going to need...

WORD FOCUS

Renewable energy can always be used (e.g., solar energy).

Non-renewable energy cannot be used more than once (e.g., oil).

Language Expansion: Types of Energy

A Look at the photo and read about Japan. Then answer the questions.

1. What does the photo show?
2. What type of energy will Japan use more in the future?

The Future of Energy in Japan

These are solar panels on the top of a building in Tokyo. Japan will use more renewable energy in the future.



B Write each type of energy from the box under the matching photo.

coal gas
oil wave
wind wood



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

C Which types of energy in **A** and **B** are renewable and which are non-renewable? Write them in the table below.

Renewable Energy	Non-renewable Energy

D MY WORLD What types of energy does your country use at the moment?

Grammar (See Grammar Reference pp. 155–156)

Future: Will

Affirmative Statements	Japan will use more solar energy in the future.	
Negative Statements	It won't use non-renewable energy.	
Questions	Will it use renewable energy?	Yes, it will . / No, it won't .
You can use both will and be going to to talk about future predictions. <i>It won't use oil. / It isn't going to use oil.</i>		

E Put the words in the correct order.

1. will / my country / use / wind power _____
2. cars / use / won't / gas _____
3. speak / English / most people / will _____
4. live / people / won't / on the Moon _____

Conversation (Optional)

F  44 Listen to a conversation between two people from Japan and Scotland.

Rika: I don't think we will use as much non-renewable energy in the next five years, so we'll need lots of solar energy. What about in Scotland? Will you use new types of energy?

Alex: Yes, we will. But we probably won't use a lot of solar energy.

Rika: Will you use wind power?

Alex: Yes, we will. And maybe we'll also use wave energy.

Rika: What's wave energy?

Alex: It's energy from waves in the ocean.

Rika: Wow! That's great.

SPEAKING STRATEGY

Opinions about the Future

I (don't) think we will...
Maybe we will / won't...

G In pairs, change the underlined words and make new conversations about your country.



GOAL CHECK Make Predictions

1. Read the questions and write two more in the table. Check (✓) your answers.

In the future, do you think...	Me			Partner		
	Yes	Maybe	No	Yes	Maybe	No
1. most houses will have solar panels?						
2. people will live under the sea?						
3. there will be enough food for everyone?						
4. summers will be hotter than now?						
5. people will travel to Mars?						
6.						
7.						

2. Ask a partner the questions and check (✓) his or her answers. Then compare your answers.

Reading 45 (Optional)**A** Look at the photo. What do you think this person does?**B** Read the article and answer the questions.

1. What problem do some people in Myanmar have?
2. What is the solution?

C MY WORLD What is a problem in your town or city? What is the solution?**D** Read the article again. Circle **T** for *true* or **F** for *false*.

- | | | |
|---|----------|----------|
| 1. The writer thinks that most people use electricity. | T | F |
| 2. Candles are not cheap and not safe in Myanmar. | T | F |
| 3. The energy for the solar panels comes from the sun. | T | F |
| 4. Rubén Salgado Escudero is from Myanmar. | T | F |
| 5. Some villages will have larger solar panels in the future. | T | F |

E Find these sentences in the third paragraph. Write the phrases for giving reasons.

1. Fishermen went fishing before sunrise _____ the solar panels.
2. Children could do their homework _____ electricity.

F Use the phrases in **E** to write sentences about two of the following environmental problems.

1. _____ air pollution, _____
2. _____ global warming, _____
3. _____ deforestation, _____
4. _____ the increasing use of energy, _____

**GOAL CHECK**

1. In groups, imagine you have these problems in your town or city. Make a list of solutions for each.
 - A lot of people don't recycle plastic bottles.
 - Everyone drives to work, so the traffic is bad.
 - Lots of young people don't have jobs.
 - There's nowhere for people to relax downtown.
2. Present your solutions to the class. Tell them what you are going to do about each problem and why.

We are going to build a new park.

Because of the new park, people will have a place to relax.

In this photo by Rubén Salgado Escudero, a fisherman in Myanmar holds a solar panel and light.

Electricity from the Sun

When you go home this evening after school or after work, you're probably going to switch a light on, turn the heat or air conditioning on, cook dinner, or watch TV. Whatever you plan to do, you're probably going to use electricity.

Most of us use electricity without thinking about it, but outside of the cities, people get light from the sun during the day and from candles at night. Candles are expensive and dangerous, but now there is a safer and cheaper solution to this problem: small solar panels are easy to use and can give electricity immediately.

When Spanish photographer Rubén Salgado Escudero first visited Myanmar, he said: "I worked in villages and the people had no light at night. Then, one day, I visited a village with solar lights and people's everyday life was much easier. For example, fishermen went fishing before sunrise because of the solar panels. Children could do their homework as a result of electricity."

After his first visit, Rubén showed his photographs of people with their solar lights and he **raised money** to pay for more solar lights. Now, more people in Myanmar have solar panels; these panels take energy from the sun and then provide 12 hours of light during the night. In the future, Myanmar is going to build larger solar panels for some of these villages.

raise money (verb phrase) to ask for and receive money for a special purpose



Communication

A Take the personality test. Are you optimistic or pessimistic? What do the results say?

WORD FOCUS

An **optimistic** person thinks everything will be good in the future.

A **pessimistic** person thinks that things will be bad in the future.

1. I _____ have a healthy and happy life.
 - a. 'I'll certainly
 - b. 'I'll probably
 - c. probably won't
2. I _____ live to be 100 years old.
 - a. 'I'll definitely
 - b. 'I'll possibly
 - c. definitely won't
3. I _____ have my dream job someday!
 - a. 'I'll definitely
 - b. 'I'll possibly
 - c. definitely won't
4. I _____ speak perfect English one day!
 - a. 'I'll definitely
 - b. 'I'll probably
 - c. probably won't

Results:

Count 3 points for each *a*, 2 points for each *b*, and 1 point for each *c*.

10–12: You are optimistic. 😊

4–6: You are pessimistic. ☹️

7–9: You are in the middle. 😐

REAL LANGUAGE

We often use adverbs of certainty with *will*.

'I'll **certainly** / **definitely** / **probably** / **possibly** live to 100.

A: Will you have a happy life?

B: Yes, **definitely**!

B Change the four sentences in the quiz into questions. Write them in your notebook.

C In pairs, ask and answer the questions. Find out if your partner is optimistic or pessimistic.

Writing

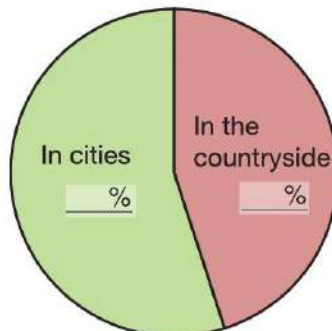
D Read about future trends and answer the questions. Then fill in the charts.

The population of the world is approximately 8 billion now, and this will definitely increase to 9 billion by 2050. Most of these people will live in cities. At the moment, 55% of people live in cities. In the future, this will probably go up to 70%, and the number of people in the countryside will decrease to 30%.

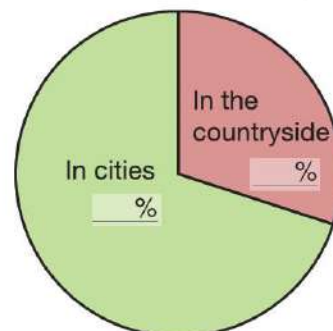
1. What will increase? What will decrease?
2. How certain is the writer about the predictions?

Where will we live?

THE PRESENT: 8 billion people



THE YEAR 2050: 9 billion people



WRITING SKILLS: Describing Trends

↑ increase / go up

It will increase to 9 billion **by** 2050.

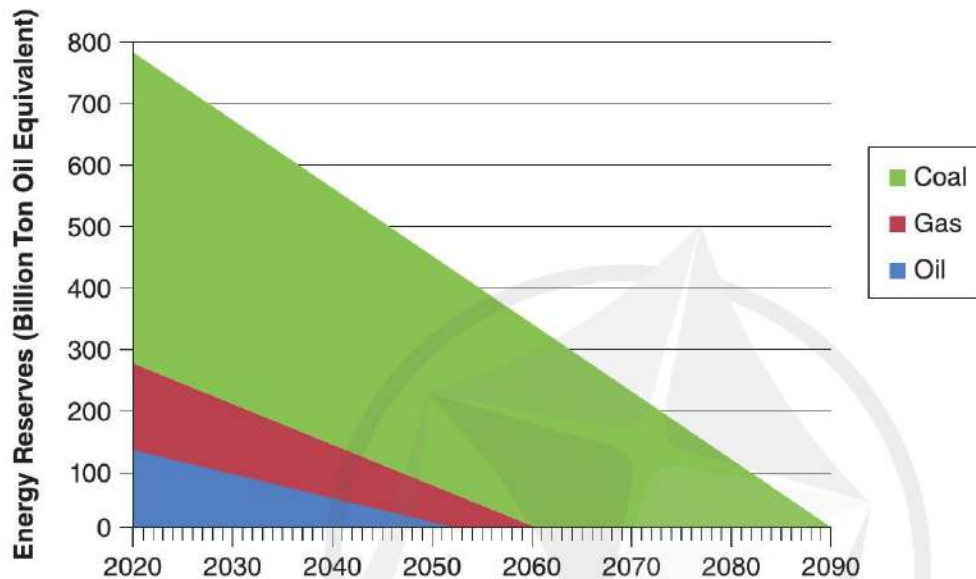
↓ decrease / go down

In the future, this will probably go up **to** 70%.

The number of people in the countryside will decrease to 30%.

E Look at the chart. Then complete the description of non-renewable energy in the future.

Global Non-renewable Energy



This chart describes the amount of global non-renewable energy in the future. On the whole, it's very likely that we (1) won't have any coal, gas, or oil by 2090. (2) _____, we have about 150 billion tons of oil, but it will soon (3) _____ 50 billion by 2040. About ten years later, we will use all of it. Currently, the amount of gas is about 280 billion tons. (4) _____, it will go down to about 100 billion and by 2060, there won't be any gas left. We still have a lot of coal in the world, but it is (5) _____ quickly. By 2055, the amount of coal will go down by half and by 2090 we (6) _____ won't have any coal left.

By 2046
decreasing
go down to
probably
At the moment
won't



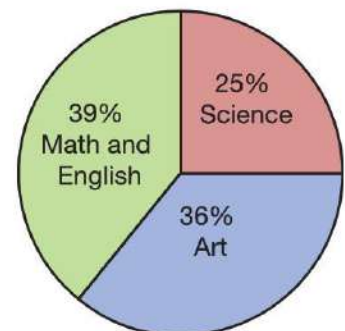
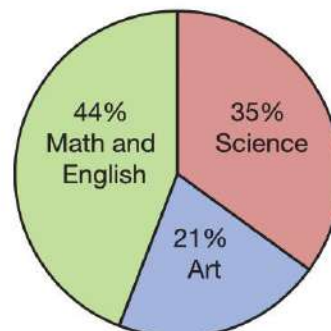
GOAL CHECK

Describe Future Trends

Look at the information about what classes students take and write a description of the future trends (120–150 words). Use the paragraph in **E** as a model. Share your description in pairs. Then discuss if you think these trends are true for your city.

PRESENT: 250 students

2030: 400 students



Types of Clothing

Look at the photo and answer the questions.

- 1** What kinds of clothes do you see?
- 2** Which clothes do you like? Why?



Fashion models wear winter clothing at Milan Fashion Week in Milan, Italy.

UNIT 9 GOALS

- A. Compare Clothes**
- B. Buy Clothes**
- C. Decide What to Wear**
- D. Discuss Fashion**
- E. Describe Clothes**

Vocabulary

A In pairs, label the pictures with the words from the box.

belt
blouse
cap
coat
gloves
handbag
hat
jacket
jeans
pants
shirt
shoes
skirt
sneakers
socks
suit
tie
T-shirt



B You can use these adjectives to describe clothes. Match the opposites.

- | | |
|-----------------------------|------------------|
| 1. beautiful _____ | a. expensive |
| 2. cheap _____ | b. ugly |
| 3. stylish, trendy _____ | c. casual |
| 4. light _____ | d. old-fashioned |
| 5. formal _____ | e. tight |
| 6. loose, comfortable _____ | f. heavy |

C Complete the sentences with the adjectives from **B**. You can use more than one adjective for some sentences.

- It's going to be cold tomorrow. You should bring a warm, _____ sweater or a jacket.
- You can't wear those _____ jeans to a job interview!
- That's a very _____ handbag! Where did you buy it?
- I work in a law office, so I always wear something _____ when I meet clients, like a suit.

D Ask and answer these questions in pairs.

- What adjectives describe the clothes in the picture in **A**?
- What clothes are you wearing today? What adjectives describe them?
- What types of clothes do you wear for special occasions? For example, a job interview or a family party?

Grammar (See Grammar Reference pp. 156–157)

Comparatives		
Adjectives with one syllable Add <i>-er</i> .	cheap	Machine-made hats are cheaper than handmade hats.
Adjectives that end in -y (after a consonant) Change the <i>-y</i> to <i>i</i> and add <i>-er</i> .	pretty	I like that dress, but this one is prettier .
Adjectives with two or more syllables Use <i>more</i> or <i>less</i> before the adjective.	beautiful	Eleanor is more beautiful than Eva.
	formal	These suits are less formal than those.
Irregular comparatives	good	Shopping in a store is better than shopping online.
	bad	My grades are worse than yours.
*The comparative form is often followed by <i>than</i> .		
*Use <i>much</i> to make a comparison stronger: <i>This coat is much better than the other one.</i>		

E Complete the sentences. Use the comparative form of the adjectives in parentheses.

- I like the green handbag, but it is _____ (expensive) than the brown one.
- These jeans are _____ (nice) than my old ones.
- These are stylish, but those black shoes are _____ (good) for work.
- This sweater is OK, but I need a _____ (warm) one for the winter.
- I think the blue blouse is _____ (pretty) than the black one.

F  46 Listen and read the conversation. Write in the missing comparative forms.

Danny: Can you help me? I have a job interview tomorrow, and I don't know what to wear.

Edris: Sure. This brown jacket is nice.

Danny: Yes, but this black suit is (1) _____. And it matches my shirt.

Edris: Perfect! That's much (2) _____. Do you have a tie?

Danny: I only have two. Black or blue?

Edris: The blue tie is (3) _____. What about shoes?

Danny: Well, I like these brown shoes, but my black ones are (4) _____.

G Practice the conversation in pairs. Switch roles and practice again.

H Create and practice a new conversation comparing clothes. Start the conversation with:
Can you help me? I have a party tomorrow, and I don't know what to wear.



GOAL CHECK Compare Clothes

In pairs, say sentences using comparative adjectives to compare the clothes:

- you and your partner are wearing today.
- your mother or father usually wears with what you usually wear.
- you are wearing today and the clothes you wore yesterday.
- you wear for school or work and the clothes you wear on weekends.

Your shoes look more comfortable than mine.

My father wears more old-fashioned clothes.

Listening

A  47 Listen to a conversation in a clothing store. What is the man buying? What color does he choose?

B  47 Listen again and answer the questions.

1. Does he want formal or casual shoes?
2. How many pairs of shoes does the man try on?
3. What shoe size does the man usually wear?
4. What shoe size does he choose?
5. How much are the brown shoes?
6. How much are the white shoes?
7. Does he pay with cash or by card?

PRONUNCIATION: Stressed and Unstressed Syllables

In spoken English, some syllables are stressed and some are unstressed. Unstressed syllables usually do not sound as loud as stressed ones. The vowels are also usually longer in stressed syllables.

C  48 Listen and underline the stressed syllables in these sentences.

1. The skirt is cheaper than the shirt.
2. The blue tie is nicer than the black one.
3. Do you have a bigger size?
4. These ones are smaller than those.
5. This store is better.
6. The white shoes are more expensive than the brown ones.

D  48 Listen again and repeat the sentences in C.

Casual shoes for everyday wear or sports are often called *sneakers*.



Communication

E Who said the questions and statements below? Write S (salesperson) or C (customer).

1. Can I help you? S
2. I'd like to buy some blue shoes. C
3. Do you have anything less formal?

4. Can I try them on? _____
5. What size are you? _____
6. Do you have a bigger size? _____
7. Are they better? _____
8. How much are they? _____
9. Do you have anything less expensive? _____
10. What about these brown ones? _____
11. I'll take the blue ones. _____
12. Are you paying with cash or by card? _____

SPEAKING STRATEGY

Shopping

May / Can I help you?
May / Can I try...?
What about...?
I'll take...

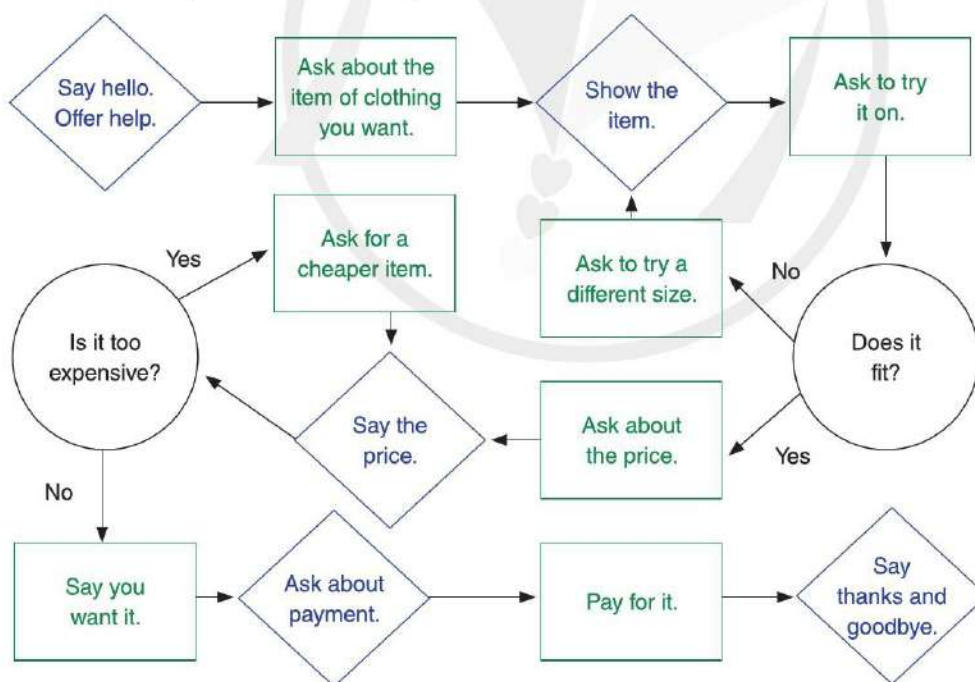
F  47 Listen again and check your answers.



GOAL CHECK Buy Clothes

1. Look at the flowchart. You're going to make a new conversation. Decide:
 - what the salesperson should say for each situation in a blue diamond.
 - what the customer should say for each situation in a green square.

Follow the steps below and use phrases from **E** or your own ideas.



2. Practice the conversation using the flowchart. Take turns being the salesperson and the customer. Repeat the conversation with different items of clothing.

Hello. May I help you?

Yes, I'd like to buy a shirt.



This woman's dress is made from tree bark.

WORD FOCUS

synthetic materials
polyester, nylon, etc.
natural materials
cotton, wool, etc.

REAL LANGUAGE

My shirt is **made in** Italy.
(*made in* + a country)
It's **made from** cotton.
(*made from* + material)

Language Expansion: Clothing Materials

A Read the article and answer the questions.

1. What materials do the women use to make clothes?
2. What type of clothing do people make with the materials?
3. Is your country famous for a type of clothing? What is it made from?

Traditional Material for Modern Clothes

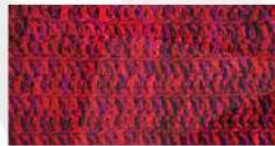
In the town of Masaka, Uganda, women make clothing materials from tree bark (the outer layer of a tree). Local people wear the clothes for special occasions and, now, modern clothing designers are starting to make fashionable clothes from the material.

B Label the clothing materials.

cotton leather silk synthetic wool



1. _____



2. _____



3. _____



4. _____



5. _____

C Which of these clothes are usually made from the materials in **B**?
You can say more than one material.

gloves handbags jeans pants
shirts shoes socks ties

D MY WORLD Think about some of the clothes you are wearing today.
What country are they made in? What material are they made from?

Grammar (See Grammar Reference pp. 157–158)

Superlatives

Adjectives with one syllable Add <i>-est</i> .	cheap	Polyester is the cheapest material.
Adjectives that end in -y (after a consonant) Change the <i>-y</i> to <i>i</i> and add <i>-est</i> .	heavy	Leather is the heaviest material.
Adjectives with three or more syllables Use <i>most</i> before the adjective.	comfortable	I think silk is the most comfortable material.
Irregular superlatives	good bad	Wool is the best material for winter clothes. However, it's the worst in the summer because it's so hot!

E Complete the sentences. Use the superlative form of the adjectives in parentheses.

- The _____ (strong) belts are made from leather.
- Which jacket is the _____ (warm)? The brown one, the red one, or the black one?
- This store sells the _____ (traditional) suits for men.
- These Italian shirts are made from the _____ (good) cotton in the world.

F Write a sentence in your notebook for each of the pairs of adjectives in the box.

Wool is usually more expensive than cotton, but silk is the most expensive material.

	price	weight	warmth	texture
silk	++++	+	++	++++
wool	+++	++++	++++	+
cotton	++	+++	+++	+++
synthetic fiber	+	++	++	++

cheap / expensive
light / heavy
warm / cool
rough / smooth

Conversation (Optional)

G  49 Listen to two friends plan a weekend. What is Lindsay going to take?

Pablo: I don't know what to pack. What are you going to take?

Lindsay: Two T-shirts, some shorts, and my leather boots. Oh, and a pair of wool socks to wear when I'm hiking.

Pablo: Is that all?

Lindsay: I'm also going to bring a warm sweater for the evenings.

Pablo: Is that everything? I think it's going to rain on Saturday night.

Lindsay: Is it? Maybe I should take my raincoat as well.

SPEAKING STRATEGY

Checking and Suggesting

Is that all?
What about...?
Is that everything?
What else?

H Practice the conversation in pairs. Switch roles and practice it again.



GOAL CHECK Decide What to Wear

- In small groups, choose one way to spend a weekend together.
- Discuss which items of clothing you are going to take with you. You can only take six items each. Talk about the clothes and say why you are taking them.

in a city with a great nightlife
camping in the summer
by the ocean in the winter

Reading 50 (Optional)

- A** Look at the photo. Which country do you think the woman is from? What is she wearing?
- B** Read the article. Check your predictions in **A** and match the titles to paragraphs 1–3.
- The modern lives of the “cholitas” _____
 - Women with a special style of clothing _____
 - International “chola” fashion _____
- C** Read the article again. Answer these questions.
- What was difficult for these women in the past? How are their lives different today?
 - Why did Delphine Blast photograph some of the women?
 - In which countries do people wear Eliana’s clothes?
 - Where did she show her clothes recently?
- D** Match the words in bold to the definitions.
- You might see women wearing **unique** clothing. _____
 - This is the **fashion** of Aymaran women. _____
 - She loved the **style** of the “cholitas” in the street. _____
 - Many women ... want to wear these **outfits**. _____
- popular type of clothes
 - sets of clothing (e.g., for a special occasion)
 - very different from others
 - a way of doing something (e.g., wearing certain clothes)



GOAL CHECK

- Do you agree or disagree with each statement? Why? Write notes in your notebook.
 - Bowler hats are popular in my country.*
 - People with stylish clothes are always rich.*
 - School uniforms are a good idea.*
 - Stylish shoes are better than comfortable ones.*
 - Men should always wear suits to work.*
 - Women spend more money on clothes than men.*
 - Fashion in the 20th century was better than it is now.*
 - Most people like shopping for clothes.*
- In groups, discuss the statements. Give your opinions with reasons for your answers.

Pride Through Fashion





1 If you visit the Andes regions of Bolivia, Peru, or Chile, you might see women wearing unique clothing: bowler hats, handmade shawls, and lots of jewelry. This is the fashion of Aymaran women. The Aymara are an **indigenous** group of people from the Andes mountains and Aymaran women's clothing is very different. Locally, these women are called "cholitas" with their "chola" fashion.

2 In the past, it was difficult for Aymaran women to get good jobs or an education. They often lived in poorer parts of the cities. But in modern Bolivia, this is changing. More and more Aymaran women go to school. They often get well-paid jobs, so they now have money to spend on more expensive clothes. When French photographer Delphine Blast visited La Paz, the capital of Bolivia, she loved the style of the cholitas, so she photographed some of these fashionably dressed women.

3 Eliana Paco Paredes is an Aymaran fashion designer, and she says that chola clothes are in fashion at the moment. She has a store in La Paz and sells the clothes to local people, and also internationally. "We dress many people in Peru, Argentina, Chile, Brazil, and some products we make go to Spain and Italy." Recently, Eliana showed her clothes at New York's Fashion Week, where they were very popular. "We're getting people to learn about what this clothing is, ... and many women outside of Bolivia want to wear these outfits."

indigenous (adj) coming to / living in a country before anyone else

Communication**A** Discuss the questions as a class.

1. Do you normally buy clothes in a store or online?
2. Are there other items that you normally buy online? For example, books, technology, or food? Why?

B In pairs, write four sentences comparing shopping online with shopping in a store. Use these adjectives in the comparative form.

1. safe _____
2. quick _____
3. cheap _____
4. easy _____

C In pairs, discuss where these people should shop (online or in a store) and why. Then present your answers to the class and give your reasons.

	Online	In store
1. Jenny needs a new dress for her birthday party tonight.		
2. Hamadi lives in a small village, a long way from the city.		
3. Kenji isn't sure which smartphone to buy.		
4. Albert is 85 years old and can't walk very far.		
5. Rosa doesn't have a credit card.		
6. Mario hates waiting in line.		

Writing**D** These ads are from an app where people can buy and sell clothes. Do you ever use apps like this?**BEAUTIFUL SWEATER
FOR SALE**

Beautiful, gray and blue, wool sweater. It was made in Italy, and it's so soft and warm! I'm a size 8–10, so it would fit anyone around that size.

Price 220,000 đồng**Phone number: 02367154**
(Susan Brown)**WANT A NEW SWIMSUIT?
CONTACT ME!**

Large, new swimsuit. I bought it last summer in Mexico, but I never wore it! It is made out of nylon.

Price 150,000 đồng**Contact information:** phone number: **01635633** (Minh); email: minh@abc.com**SNEAKERS FOR SALE
CHEAP PRICE, HIGH QUALITY!**

Comfortable, gray sneakers in great condition! They're perfect for everyday wear and they're very fashionable.

Price 280,000 đồng**Phone number: 08382674**
(office hours only)
(Scott Nunan)

E Read the ads. Check (✓) the information that is in each one.

	Sweater	Swimsuit	Sneakers
1. The seller's opinion	☐	☐	☐
2. Size	☐	☐	☐
3. Age	☐	☐	☐
4. Color	☐	☐	☐
5. Where it was made	☐	☐	☐
6. Materials	☐	☐	☐

REAL LANGUAGE

We often give our opinion using adjectives:
*I have a **beautiful** sweater. = In my **opinion**, the sweater is beautiful.*

WRITING SKILLS: Describing Objects, Adjective Order, and Punctuation

Describing Objects

When you describe objects, such as clothes, you can use these phrases:

It's / They're made in (Italy). It's / They're perfect for (jogging). It's / They're so / very (comfortable).

Adjective Order

When you use more than one adjective before the object, use this order (from left to right):

Opinion	Size	Shape	Age	Color	Origin	Material	Purpose	Object
beautiful				blue	Italian			sweater
	small	round					swimming	glasses
	large		new			cotton		shorts
comfortable				red and black				sneakers

Punctuation

Use commas between the adjectives: *It's a beautiful, black, Italian sweater.*

F Put the adjectives in the clothing ads in the correct order.

- For sale! A (*black / warm / wool*) _____ hat. It's perfect for the winter.
- I bought this (*Italian / stylish*) _____ suit 6 months ago and I wore it once!
- I have two (*leather / brown / new*) _____ handbags. Buy 1 for \$25 or 2 for \$40!
- (*Indonesian / silk / high-quality*) _____ ties in different colors. For every well-dressed man.
- Buy now! Five pairs of (*cotton / red and green*) _____ children's socks.



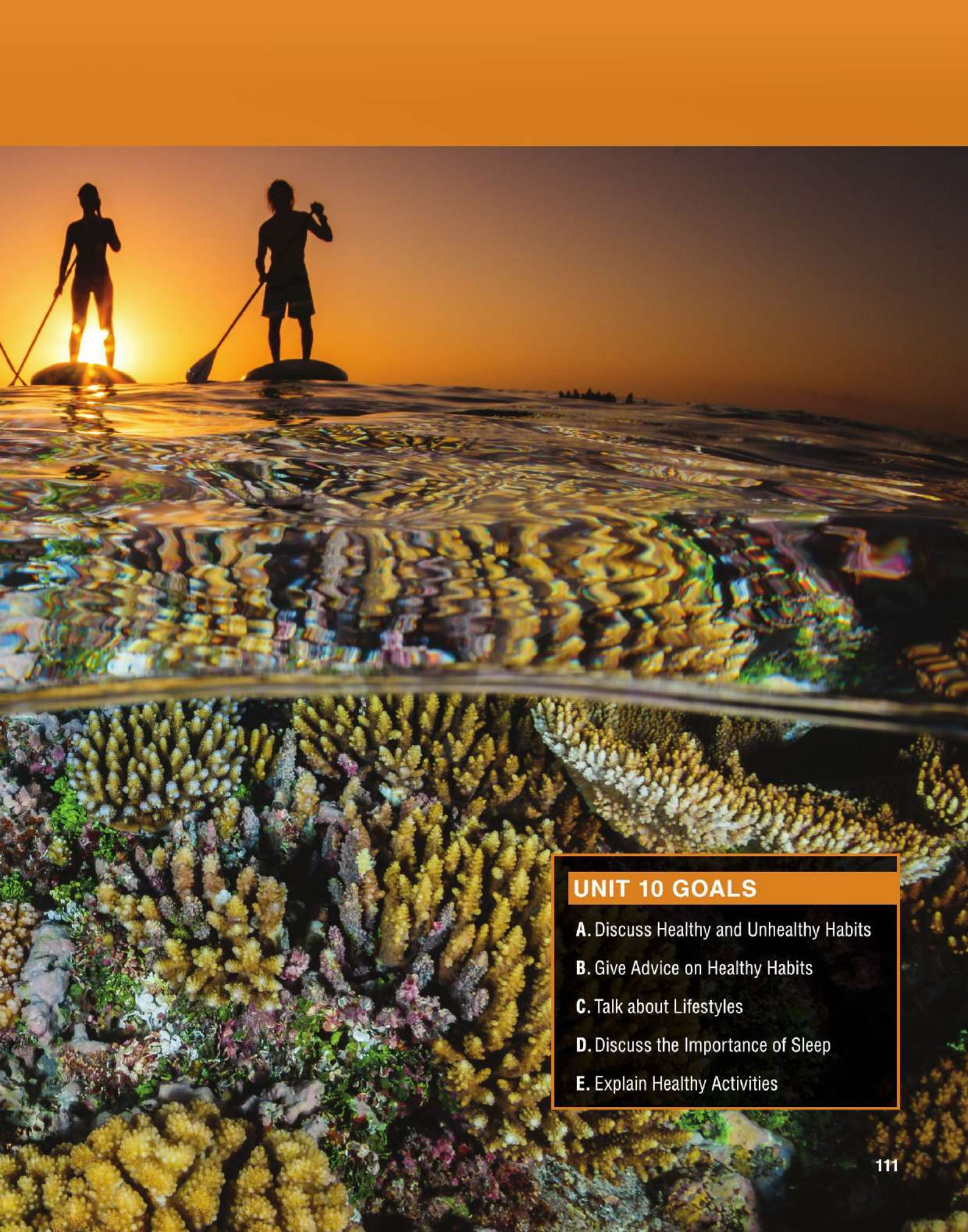
GOAL CHECK Describe Clothes

- Write three ads (120–150 words) to sell items of clothing or other objects (e.g., a bicycle, phone, etc.).
- Put your ads around the classroom and read what your classmates want to sell. Check that they have written their adjectives in the correct order.

People paddleboard
above a reef in Tonga
in the South Pacific.

**Look at the photo and
answer the questions.**

- 1** What are these people doing?
Would you do this activity?
- 2** What other healthy activities
can you do in the water?



UNIT 10 GOALS

- A. Discuss Healthy and Unhealthy Habits
- B. Give Advice on Healthy Habits
- C. Talk about Lifestyles
- D. Discuss the Importance of Sleep
- E. Explain Healthy Activities

Vocabulary

Noura has a **healthy** lifestyle. She's **in good shape** because she **works out** at the gym and rides her bike to school every day. She eats healthy food, like fresh fruit and vegetables.



Robert doesn't have a good **lifestyle**. He's **in bad shape** because he never gets any exercise. He eats too much **junk food** and no fruit or vegetables, so he gets sick a lot.

A Complete the sentences with the words in **blue**.

- I need to exercise more. I'm _____.
- Helen doesn't have a _____ diet. She eats a lot of junk food.
- I have a healthy _____. I don't smoke and I get regular exercise.
- I need to change my diet. I eat too much _____.
- Jane is feeling much healthier. She _____ and eats healthy food, like vegetables and fruit. Soon she'll be _____.

B Are these activities healthy or unhealthy? Write the numbers for the activities in the table below.

- | | |
|-------------------------------------|-------------------------------------|
| 1. Ride a bike to work | 6. Sunbathe all day |
| 2. Smoke | 7. Eat lots of fruit and vegetables |
| 3. Watch too much TV | 8. Drink too much coffee |
| 4. Drink enough water | 9. Take the stairs |
| 5. Get 8 hours of sleep every night | 10. Work very long hours |

Healthy	Unhealthy
1,	2,

C In groups, think of two more examples of healthy activities and two more examples of unhealthy activities. Write them in the table in **B** and compare with the class.

Grammar (See Grammar Reference p. 158)

Reported Speech – Statements

Direct Speech	Reported Speech
Tony: "I want to drink some coffee."	Tony said (that) he wanted to drink some coffee.
"My cousin is watching TV now ," Lan said.	Lan said (that) her cousin was watching TV at that moment .
Nam: "I will work out at the gym tomorrow ."	Nam added (that) he would work out at the gym the next day .

D Turn the following sentences into reported speech.

1. Beatrice: "My brother doesn't feel happy at work." → Beatrice said that _____
2. Nam: "I'm on the school soccer team." → Nam said that _____
3. Arata and John: "We need to relax more." → Arata and John believed that _____
4. Jack: "I will call you next week." → Jack told Susan that _____
5. Hùng: "He's walking to school now." → Hùng said that _____

E Correct the errors in the reported speech in column B.

A – Direct Speech	B – Reported Speech
1. "I'm in good shape," Elena said.	Elena said that I was in good shape.
2. "My sister is drinking orange juice," Trúc said.	Trúc said that her sister is drinking orange juice.
3. "I will work very long hours tomorrow," John decided.	John decided that he would work very long hours tomorrow.
4. "I'm planning to change my diet," Stephen explained.	Stephen explained that he is planning to change his diet.
5. "You need to see the doctor immediately!" Clark said.	Clark said that I need to see the doctor immediately.

Conversation

F  51 Listen to the conversation. What advice does Faisal give?

- Alex:** I feel so tired all the time. I don't have any energy. What should I do?
Faisal: Do you get eight hours of sleep every night?
Alex: Yes, I do. In fact, I usually sleep longer than that!
Faisal: Well, you could get more exercise.
Alex: Like what?
Faisal: You could work out at the gym.
Alex: But I don't have time. I'm too busy.
Faisal: Really? How do you get to work in the morning?
Alex: I drive my car, of course.
Faisal: Why?! It's only a mile to your office. You should walk or ride a bike.

G Practice the conversation in pairs. Switch roles and practice it again.

REAL LANGUAGE

We use **like what?** to ask for an example. We can use **like** to give an example.

Trang: Do you get eight hours of sleep every night?

Nam: No, I don't.

Trang: Nam said that he didn't get eight hours of sleep every night.



GOAL CHECK Discuss Healthy and Unhealthy Habits

In pairs, ask *Do you...?* questions about the activities in B. Use reported speech to talk about your partner's habits.



Ben



Beata



Kim

Listening

- A** Look at the photos. Guess who is healthy or unhealthy. Rank the people's lifestyles from healthy to unhealthy.



- B** 52 Listen and complete the table.

	Ben	Beata	Kim
Exercise	goes to <u>the gym</u> on Sundays.	goes _____.	works in her _____.
Food and diet	often has a hamburger or _____.	eats a big breakfast of _____ foods.	eats a lot of _____, vegetables, fish and other seafood.
Unhealthy habit	_____.	eats a lot of _____ and stays up late watching TV.	drinks _____ all day.

Grammar

Have to for Very Strong Advice

You **have to** drink more water.
Use *have to* to give very strong advice or express obligations.

I **don't have to** get up early today because it's the weekend.

Use *don't have to* to mean *There's no need to do something.*
(I don't need to get up early today.)

- C** Write advice for the following situations, using *have to*. Then tell a partner your advice.

1. Tell your sister to stop smoking.
2. Tell your father to go on a diet.
3. Tell your friend to stop watching so much TV.
4. Tell your brother to get more exercise.
5. Tell your mother to get more sleep.

PRONUNCIATION: Weak Form of *have to*

When talking about obligation, people often reduce and connect the words *have to*.
Have to sounds like *hafta* when this happens: /hæv tu/ → /hæftə/.

- D** 53 Listen to each sentence two times. Notice the pronunciation of *have to* and repeat the sentences.

I have to meet clients. I often have to grab a hamburger.
I have to stop smoking.

E 54 Listen to the sentences and check (✓) *Strong Form* or *Weak Form*.

	Strong Form	Weak Form
1. I have to drink less coffee.		
2. They have to go to the gym.		
3. We have to eat more healthy food.		
4. You have to lose weight.		
5. Meg and Yuki have to work late.		

F In pairs, take turns saying the sentences in **D** with the strong or weak form of *have to*. Your partner will say if you are using the strong or weak form.

Do you play computer games?

Yes, I do.

How many hours a day do you play?

Two hours!

Conversation (Optional)

G Answer the questions for yourself. Then survey two classmates.

Lifestyle Choices	Me		Classmate 1 Name _____		Classmate 2 Name _____	
Do you play computer games?	Yes → No	____ hour(s) a day	Yes → No	____ hour(s) a day	Yes → No	____ hour(s) a day
Do you eat fresh vegetables?	Yes → No	____ a day	Yes → No	____ a day	Yes → No	____ a day
Do you spend time on social media?	Yes → No	____ hour(s) a day	Yes → No	____ hour(s) a day	Yes → No	____ hour(s) a day
Do you work out most days?	Yes → No	____ hour(s) a day	Yes → No	____ hour(s) a day	Yes → No	____ hour(s) a day
Do you drink coffee or tea every day?	Yes → No	____ cup(s) a day	Yes → No	____ cup(s) a day	Yes → No	____ cup(s) a day
Do you eat sugary foods and drinks?	Yes → No	____ a day	Yes → No	____ a day	Yes → No	____ a day
Your own questions: _____?	Yes → No	____ a day	Yes → No	____ a day	Yes → No	____ a day



GOAL CHECK Give Advice on Healthy Habits

What advice would you give to these people? Discuss in pairs.

1. Daisy wants to lose weight.
2. Peter wants to be on the swim team.
3. Natasha usually stays up late.
4. Thủy needs some money.
5. Hoàng wants to get better grades.

Daisy wants to lose weight.

She has to get exercise.

She has to go to the gym at least twice a week.

Language Expansion: Compound Adjectives

A Read the news report. In 2018, which country was the happiest in the world?

The World Happiness Report uses information from 156 countries to decide which country is the happiest in the world. People in these countries are the most **stress-free** and the least **overworked**. In 2018, Finland was number one.

- a. working too much
- b. delicious
- c. without worries or problems
- d. not high in calories
- e. making you happy
- f. produced in your own garden
- g. all your life
- h. not made in a factory

The city of Porvoo, Finland. How do you think a place like this is stress-free?

B Look at the compound adjectives above in **blue**. Compound adjectives have two words joined together. What are the two words in each compound adjective?

C Match the compound adjectives to their meanings in the box.

- | | |
|---------------------------|----------------------|
| 1. mouthwatering <u>b</u> | 5. stress-free _____ |
| 2. homemade _____ | 6. homegrown _____ |
| 3. heartwarming _____ | 7. overworked _____ |
| 4. lifelong _____ | 8. low-calorie _____ |

D Complete the sentences. Use adjectives from **C**.

- Kevin and I went to kindergarten together. We are _____ friends.
- When I was a child, my father had a vegetable garden. We ate lots of _____ fruit and vegetables.
- I have to work long hours, and I'm always tired. I think I am _____.
- My grandmother makes the best _____ chicken soup in the world! It's absolutely _____.

E MY WORLD Choose three compound adjectives in **C** and write sentences with the adjectives about your lifestyle.



Grammar (See Grammar Reference pp. 158–159)

Reported Speech – Questions

Direct Speech	Reported Speech
Yes / No Questions (use ask + if / whether + clause)	
" Can I tell you a secret?" Hoa asked Minh. He asked me, " Do you work out most days?"	Hoa asked Minh if she could tell him a secret. He asked me whether I worked out most days.
Wh- Questions (use ask + question word + clause)	
"How old is your father?" he asked the little girl. "How much exercise do you get?" she asked me. Lan said to Nam, "Why are you so late?"	He asked the little girl how old her father was . She asked me how much exercise I got . Lan asked Nam why he was so late.
In the reported question, the subject comes before the verb as in a statement.	

F Complete the sentences.

Direct Speech	Reported Speech
1. Mike said to me, "Where do you come from?"	Mike asked me _____.
2. "How many hours do you work a week?" he asked me.	He asked me _____.
3. "When _____?" he asked me.	He asked me when the train arrived.
4. She asked Long, "Do you spend time on social media?"	She asked Long _____.
5. "_____?" she asked me.	She asked me if I ate fresh vegetables.

G Make Yes / No questions and Wh- questions about your lifestyles. In pairs, turn the questions into reported speech.

Conversation (Optional)

H 55 Listen to the conversation. Did Greg have a healthy lifestyle? What about Troy?

- Troy:** Hi, Greg. Rosie asked if we would like to join her graduation party this Saturday.
- Greg:** I'd love to, but I can't. My grandpa needs a hand for his garden this weekend.
- Troy:** Oh, you know, she also asked me if we could help decorate for her party on Friday.
- Greg:** OK, I will come to give her a hand after exercising.
- Troy:** How often do you exercise?
- Greg:** I work out at the gym almost every weekday and ride my bike to my grandparents' house about twice a week.
- Troy:** That's why you're always in good shape. How many hours a week do you work out?
- Greg:** Around 10 hours. You should get more exercise, too, Troy.
- Troy:** Oh, I love football. I usually stay up until 3 in the morning to watch my favorite team. My mom often asks me why I didn't try out for the football team. It's a great idea, but I'd rather watch it than play it.

SPEAKING STRATEGY

Approximation
When you don't know the exact answer, use approximation language.
About twice a week.
Around 10 hours.
Almost every weekday.

Lan: Nga, how much exercise do you get a week?

Nga: Not much because of my study schedule. I go to the gym about once a month.

Hoa: Lan asked Nga how much exercise she got a week.



GOAL CHECK Talk about Lifestyles

- Write three questions to ask your classmates about their lifestyles.
- Interview classmates with your questions.
- In small groups, practice turning the questions the groups made into reported speech.

Reading 56 (Optional)

A Do you often look at a screen (e.g., a phone or laptop) before you go to sleep? Do you think it's bad for your health? Why?

B Read the article. Match the title to each paragraph.

- a. A twenty-first century problem
- b. The problem of light and screens
- c. Why do we need to sleep?

C Read again. Answer each question. Circle Yes, No, or Doesn't say.

- | | | | |
|--|------------|----|-------------|
| 1. Is sleep good for our health? | <u>Yes</u> | No | Doesn't say |
| 2. Do we study and work better with eight hours of sleep? | Yes | No | Doesn't say |
| 3. Do Americans sleep less than people of other nationalities? | Yes | No | Doesn't say |
| 4. Does the movement of the sun affect our natural clock? | Yes | No | Doesn't say |
| 5. Does blue light affect our sleep? | Yes | No | Doesn't say |
| 6. Should we check our phones before we sleep? | Yes | No | Doesn't say |
| 7. Does the writer think we will take the advice of medical experts? | Yes | No | Doesn't say |

D Complete this summary using the words from the article.

Sleep is good for physical and (1) mental health. It helps stop (2) _____ and keeps us healthy. We also study and work (3) _____ when we sleep for (4) _____ hours. But in the twenty-first century, we aren't getting enough sleep. One reason is that we stay up (5) _____ or (6) _____ all night. Another reason is that (7) _____ light from screens keeps us awake. As a result, medical experts advise us to stop looking at screens (8) _____ hour before bed.

**GOAL CHECK**

In groups, prepare a presentation called "Why sleep is good for you."

- 1. List all the reasons why sleep is good for you. Use ideas from the article and add two of your own ideas.
- 2. Join another group and take turns giving your presentation. Did you give similar reasons? What was different?

This man is sleeping on a subway platform in Japan. The Japanese term *inemuri* means "sleeping while present." As people work more and get less sleep at night, this is more common.





駅停車 0:00 東京 車停場各

The Need for Sleep

Why do we sleep? One thing we do know is that it's good for our physical and mental health. Physically, sleep helps prevent sickness and keeps our body healthy. Mentally, we study and work better when we sleep for about eight hours the previous night.

In this century, **lack** of sleep is becoming a big problem. The average American sleeps less than seven hours a night—that's two hours less than a century ago. Our modern 24-hour-day lifestyle means that more and more of us are working at different times of the day—and night. We often **stay up** late into the night, and some of us even work all night and sleep during the day. This is a problem because our body's natural clock is connected with the movement of the sun. If we don't sleep at night for long periods, it can be bad for our health.

But perhaps the biggest problem comes from electric lights and screens. Modern cities use bright LED lights through the night, which changes the way we sleep. In addition, the screens of our computers, tablets, and smartphones all send out blue light. The bluer and brighter the light, the more difficult it is to get tired and go to sleep. As a result, some medical experts suggest that we shouldn't watch more than two hours of television per day, and that we should stop looking at screens (including phones) one hour before we go to bed. But how many of us will take this advice?

lack (adj) not enough (of something)

stay up (phrasal verb) not go to bed

Communication

- A**  57 Listen to three pieces of music. Check (✓) the adjectives to describe your feelings about the music and write your own words.

	Happy	Relaxed	Stressed	Excited	Bored	Positive	Your words
1.							
2.							
3.							

Dancing
Drawing or painting
Gardening
Jogging
Listening to music
Playing video games
Singing karaoke
Walking in a park
Watching TV

- B** Read about Valorie Salimpour and answer the questions.

Valorie Salimpour is a neuroscientist. One day, Valorie was in her car and felt unhappy. Then, suddenly there was some classical music on the radio. Immediately, she felt much better and she wanted to understand why. Valorie started to study what happens to the brain when people listen to different types of music. With her evidence, she thinks music can be good for our mental health because "it's really an exercise for your whole brain."

- How did she feel one day? What happened?
- From her research, what does she think about music?

- C MY WORLD** Do you agree with Valorie's ideas about music? What types of music make you feel better?

- D** In pairs, discuss which of the activities in the box to the left are good for your mental health. Give reasons. Do you think any of these activities are bad for your mental health? Compare your ideas in small groups.

Studies show that dance is good for your mental and physical health.



Writing

E Read the paragraph about a student's hobbies and answer the questions.

I love dancing because it's good for my physical and mental health. First, dancing keeps me in good shape because I have to move around a lot. By swinging my legs or shaking my body, I can burn a lot of calories and lose weight. In addition, dancing is a social activity: When joining a dance class, I can make friends with people who share the same hobbies and enjoy happy moments with them. Also, to learn new dances, I have to memorize them and use my brain. Scientists have found that the areas of the brain that control memory and skills, such as planning and organizing, improve with dance activities. I think everyone should go dancing to be healthy.

1. What is her hobby?
2. Why is it good for her physical health?
3. Why is it good for her mental health?

F Read the information about paragraph structure. Then find the topic sentence, supporting sentences, and concluding sentence in the paragraph in E.

WRITING SKILLS: Paragraph Structure

Topic sentence	→ The first sentence is about the main subject of your paragraph. Useful phrases: <i>I like ... because ...</i> , <i>I think ...</i> , <i>In my opinion, ...</i>
Supporting sentences	→ Add two or three sentences to give more information and reasons for your opinion. They should support your topic. Useful phrases: <i>Firstly</i> , <i>First</i> , <i>First of all</i> , <i>Secondly</i> , <i>Second</i> , <i>Also</i> , <i>In addition</i> ,
Concluding sentence	→ Not all paragraphs have this sentence, but sometimes it's useful because it summarizes the main ideas. Useful phrases: <i>To conclude</i> , <i>In conclusion</i> , <i>To sum up</i> , <i>I think...</i>

G Make a new paragraph. Put these sentences in the correct order from 1 to 5.

- _____ In addition, when I grow my own vegetables, I eat healthy food. Using homegrown vegetables as cooking ingredients is a great way to get protein, vitamins, and fiber.
- _____ Third, I spend time outside with nature, so it's stress-free and very relaxing. Outdoor activities like gardening are a perfect way to improve my mood and increase my ability to focus on the positive aspects of life.
- _____ In my free time, I like gardening because it's good for my physical and mental health.
- _____ First, I have to move around a lot, so it's good exercise. When I remove weeds or reach for various plants and tools, my muscles work and become stronger.
- _____ To sum up, I think gardening is great for my body and my brain.



GOAL CHECK Explain Healthy Activities

1. Plan a paragraph (120–150 words) about a healthy hobby or activity. Make notes and list the different reasons why it is good for your health.
2. Write your paragraph using your notes.
3. Exchange your paragraph with a partner. Does your partner's paragraph have:
 - a topic sentence?
 - supporting sentences?
 - a concluding sentence?



Look at the photo and answer the questions.

- 1** What is their achievement?
- 2** What personal achievements are you proud of?

These students are graduating from Whittier College in California, US.



UNIT 11 GOALS

- A. Talk about Responsibilities
- B. Interview for a Job
- C. Describe Past Actions
- D. Women's Achievements
- E. Write a Resume

Vocabulary

A Label the photos with the chores from the box.

buy the groceries
take out the trash

clean your room
vacuum the floor

clean the car
walk the dog

cook dinner
wash the dishes

WORD FOCUS

Clean is used for different chores around the house:
clean your room / the car / the floor



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B Categorize the chores in **A** next to the comments below. You can use the same chore more than once.

1. "These chores are easy." _____
2. "These chores are boring." _____
3. "I often do these chores." _____
4. "I never do these chores." _____

C In pairs, compare your answers in **B**. For the chores in item 4, say who does those chores in your house.

I often wash the dishes. I never cook dinner. My parents do.

Grammar (See Grammar Reference p. 159)

Present Perfect	
Affirmative Statements	I have finished my homework. / He has finished his homework.
Negative Statements	I haven't cooked dinner. / She hasn't cooked dinner.
Yes / No Questions	Have you washed the dishes? / Has he washed the dishes?
Short Answers	Yes, I have . / Yes, he has . No, I haven't . / No, she hasn't .
Wh- Questions	What have you done today?
Form the present perfect with <i>have / has</i> + past participle. We can use the present perfect (like the simple past) to talk about completed actions in the past, but without saying when they happened.	
Past Participles	
Regular verbs end in <i>-ed</i> : <i>walk</i> → <i>walked</i> , <i>clean</i> → <i>cleaned</i>	
Irregular verbs have irregular past participles: <i>cut</i> → <i>cut</i> , <i>buy</i> → <i>bought</i>	

D 58 Listen to a conversation between a mother and daughter. Check (✓) the things they have done. Put an (X) for the things they haven't done.

1. ☒ walk the dog
2. ☐ vacuum the floor
3. ☐ finish homework
4. ☐ buy some groceries
5. ☐ cook dinner

E 58 Complete the conversation with the present perfect. Then listen and check your answers.

Mom: Hi, Lyn. I'm home.

Lyn: Hi, Mom.

Mom: (1) _____ you _____ (walk) the dog?

Lyn: Yes, I (2) _____. And I (3) _____ (vacuum) the floor.

Mom: Wonderful! (4) _____ you _____ (finish) your homework?

Lyn: No, I (5) _____. I'm going to do it now.

Mom: OK. Are you hungry? I bought some groceries, so I'm going to cook dinner.

Lyn: Great!

F Practice the conversation in pairs. Switch roles and practice it again.

G Look at the chores in **A**. Pick four chores and put a check (✓) next to them. In pairs, take turns asking and answering questions about the chores. Say you've done the ones with checks.

Have you walked the dog?

Yes, I have.



GOAL CHECK Talk about Responsibilities

1. Make a list of chores or activities you have done this week.
2. In pairs, talk about the chores and activities you have done this week.

What have you done this week?

I've finished all my homework.

Listening

NEEDED URGENTLY!

TOUR GUIDE

The Indonesian Islands

We are looking for a person with good English communication skills and the ability to manage groups of people. Experience in giving tours is an advantage, but not essential (training provided). Driver's license is necessary.

A Read the job ad. What is the job? What skills do you need for the job?

B  59 Read the questions. Then listen to two interviews and check (✓) the questions you hear. You will hear two questions in both interviews. One question is not asked in either.

	1	2
1. Have you graduated from college?		
2. Have you ever traveled abroad?		
3. What is the most interesting place you've visited?		
4. Have you worked with customers?		
5. Have you worked as a tour guide?		
6. Who is the most interesting person you have met?		
7. Have you taken any English language exams?		
8. Have you ever managed a group of people?		
9. Have you passed your driving test?		

C  59 Listen again and write notes in the table about each topic.

	Ms. Harmon	Mr. Liu
Subjects in college		
Travel and places visited		
Experience as a tour guide		
Driver's license		
Experience with groups		

Bromo Tengger Semeru National Park, on the island of Java, is one of the most famous landmarks in Indonesia.



D Who should get the job? Discuss in pairs.

E  60 Listen to the examples. Notice the pronunciation of the weak forms.

PRONUNCIATION: Weak Forms of have

Strong Form	Weak Form
I have	I've – /aɪv/
have you	/hæv jə/
you have	you've – /juv/
has he	/hæz i/
she has	she's – /fɪz/

F  61 Listen to the sentences. Check (✓) the correct column.

	Strong Form	Weak Form
1. I have studied English and history.		
2. She has worked as a tour guide.		
3. He has managed people.		
4. She has passed her driving test.		
5. Has he coached a team?		
6. Have you ever traveled abroad?		

G In pairs, take turns saying a sentence in **F** with the strong form or weak form of the *have / has*. Can your partner say which form you used?

SPEAKING STRATEGY

Job Interviews

Thank you for coming to the interview.
Let's begin.
Now, a practical question: Have you...?
Great. / That's interesting.
One last question...
We'll contact you next Tuesday.



GOAL CHECK Interview for a Job

You are going to role play two interviews using the ads below. In the first interview, Student A is the interviewer and Student B is the interviewee. Change roles for the second interview. Before each interview, pick an ad together and prepare a list of ten questions for your partner. You can use some of the questions in **B**, as well as your own.

WANTED

Summer School Assistant

A summer school is looking for a person to help the manager. The children are between 7 and 13 years old. Experience with children is necessary. An interest in playing team sports and games is an advantage.

Have you worked with children?

Clothing Store Associate

A clothing store needs an associate to help with customers. We are looking for a friendly person with good communication skills. Experience working at a store is not necessary (training is provided). An interest in clothes and fashion is an advantage.

Yes, I have. I coached a baseball team.

Language Expansion: Personal Achievements

A Read about Mạc Đĩnh Chi. What did he achieve?



Mạc Đĩnh Chi was a poor boy from a small village in Việt Nam during the Trần Dynasty. When he was studying in his hometown, he could not afford an oil lamp to read books at night. Therefore, he put fireflies into eggshells and used their light to read the pages. With great dedication, he became a leading scholar in the village and later passed the palace examination as the highest-scoring graduate in 1304.

get a scholarship
graduate from high school / college
learn a language
pass your driving test
run a marathon
travel abroad

B Label the pictures with the achievements from the box.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

C In groups, discuss the achievements in **B**. Rank them from 1 to 6 and give reasons. (1 = most difficult to achieve, 6 = easiest to achieve.)

Grammar (See Grammar Reference pp. 159–160)

Simple Past and Past Continuous with *when* and *while*

An action interrupting another action in the past

While she **was studying** in high school, she **won** a scholarship.

They **were running** a marathon *when* I **arrived** at their school.

I first **met** my best friend *while* I **was traveling** abroad a few years ago.

Two actions happening at the same time in the past

While I **was learning** English, he **was preparing** for his driving test.

We **weren't chatting** *when* the teacher **came** into the classroom.

David **wasn't watching** TV *while* his mom **was cooking** dinner for the family.

He **was helping** her.

Was she **doing** her math homework *when* she **heard** a loud noise?

Yes, **she was**.

No, **she wasn't**.

Were you **listening** to the teacher *while* she **was explaining** the math problem?

Yes, **we were**.

No, **we weren't**.

Use the past continuous to talk about actions in progress at a specific time in the past.

Use the past simple to talk about short, completed actions.

D Underline the correct words to complete the sentences.

1. What were you trying to tell me when we *bought / were buying* the groceries?
2. I found these photos while I *arranged / was arranging* some English books on the shelf.
3. The teacher was explaining the lesson when he *dropped / was dropping* the microphone.
4. We *ran / were running* a marathon in Hồ Chí Minh City when we met an old friend.
5. While Nam was giving his best friend some tips to pass the driving test, we *waited / were waiting* patiently outside.

E Complete the sentences. Use your own ideas.

1. I was learning English while _____.
2. I was _____ when the band started their first song.
3. She was traveling abroad when _____.
4. They _____ when one of them decided to leave the team.
5. We _____ while Minh was preparing for his poster presentation.

Conversation (Optional)

F 62 Listen to the conversation. What was Pete doing when the fire drill started?

Alfredo: Hi, Pete. Last Friday, there was a fire drill at our school. Did you hear about that?

Pete: Oh, yes! I was preparing for the presentation with my friends when the alarm went off.

Alfredo: Oh, really? I didn't know that. Was Alice with you at that time?

Pete: Yes, of course. While I was working with my group, she was talking to the teacher.

Alfredo: It seems everybody in the class was there except me.

Pete: Why? Where were you?

Alfredo: I was running in the school marathon on Fifth Avenue.

Pete: Oh, I remember. You represented our class in the marathon. Did you win?

Alfredo: Yes, I did. Look at my medal!

Pete: Congratulations! I'm so proud of you!

SPEAKING STRATEGY

Showing Surprise or Interest

Oh my goodness!
Wow!
What a wonderful surprise!
Really?
I really didn't expect that!
Are you serious?
Tell me more!
That's shocking!

G Practice the conversation in pairs. Switch roles and practice it again.

H Change the underlined words and practice the conversation again.



GOAL CHECK Describe Past Actions

1. Interview your partner.
2. Ask *What were you doing when / while...?*

What were you doing when the teacher asked you to help her this morning?

I was talking to Nhr.

What were you doing while we were playing football during the break yesterday?

I was trying to explain a math problem to Minh.

D GOAL Women's Achievements

Reading 63 (Optional)

- A** In groups, try to answer the questions about “famous firsts”.
Do you know any other famous firsts in history or in your country?
- Who was the first person to win two Nobel Prizes in two different sciences?
a. Yuri Gagarin b. Neil Armstrong c. Marie Curie
 - Who was the first female musician to sell more than 300 million records?
a. Beyoncé b. Madonna c. Taylor Swift
 - Who was the first Vietnamese swimmer to break eight records at the 28th Southeast Asian (SEA) Games in Singapore?
a. Nguyễn Thị Ánh Viên b. Nguyễn Huy Hoàng c. Hoàng Quý Phước
- B** Look at the photos and the title of the newsletter. Write five words you expect to read in the article. Compare in pairs.
- C** Read the newsletter and answer the questions.
- Check your words in **B**. Are they in the newsletter?
 - Whose achievements are the most impressive? Why?
- D** Read the newsletter. What do the following words refer to?
- they (paragraph 1)
 - the country (paragraph 2)
 - it (paragraph 3)
- E** Read the newsletter. Circle **T** for *true* and **F** for *false*.
- There were no female rulers in Việt Nam before the year of 40 A.D. **T** **F**
 - There are more educated Vietnamese women today than in the Trung sisters' time. **T** **F**
 - The *Nữ Giới Chung* was the first newspaper in Việt Nam. **T** **F**
 - Phùng Thị Điềm worked as a dentist before she became a sculptor. **T** **F**
 - Phùng Thị Điềm's contributions were internationally recognized. **T** **F**
- F** Match the words from the article to the definitions.
- | | |
|---------------------|-----------------------------------|
| 1. to master _____ | a. the leader of a country |
| 2. ruler _____ | b. learn how to do something well |
| 3. patriotic _____ | c. officially listed |
| 4. registered _____ | d. showing love for one's country |



GOAL CHECK

- Think of other women with great achievements. Write five sentences about them.
- In groups, discuss the following statement. Give your opinions with reasons for your answer.
Women can be as successful as men in any field or profession.

Vietnamese Women's Achievements

Women have always played an important role in Việt Nam's history. Some fight for their country, some inspire others, and some make positive changes to society.



Trưng Trắc and **Trưng Nhị** are examples of women who fought for their country's freedom. Known in Vietnamese as "Hai Bà Trưng", the Trưng sisters successfully led their people to fight against invaders in 40 A.D. After their victory, **they** ruled the country for three years. As the first female rulers, the Trưng sisters have become examples of the patriotic Vietnamese women. This is significant because Vietnamese women had little access to education and politics at the time.

Sương Nguyệt Anh is another example. As the daughter of the patriotic poet Nguyễn Đình Chiểu, she mastered literature from a very young age. She worked as a teacher before becoming the editor-in-chief of the *Nữ Giới Chung*, the first women's newspaper in Sài Gòn, in 1918. Being the first female editor in Việt Nam, Nguyệt Anh made great contributions to the press, feminism, and poetry of **the country**.



A third example is **Điềm Phùng Thị**. She graduated from Hà Nội Medical University in 1946 and got a PhD in dentistry in France eight years later. When working as a dentist, she fell in love with sculpture and started practicing **it**. Later, she held several exhibitions around Europe with artworks about her homeland's people. She became the first female Vietnamese member of the European Academy of Arts and Sciences in 1992 and her name was registered in the Larousse Dictionary of Painters.

achievement (n) something difficult that you have succeeded in doing
editor-in-chief (n) leader of a publication who is in charge of the content

A Vietnamese woman
wearing áo dài at Mũi Né



Communication

A Have you ever written a resume for a job or completed an application form for school? What information did you include?

B In groups, look at the advice for writing a resume. Discuss if each statement is true (T) or false (F) in your country and give reasons.

- | | | |
|---|---|---|
| 1. Write about every school you have been to. | T | F |
| 2. List all your work experience (starting with the most recent job). | T | F |
| 3. Include a photo. | T | F |
| 4. Add information about your hobbies. | T | F |
| 5. Always write in full sentences. | T | F |
| 6. Give two references for people who know you well. | T | F |
| 7. Use a simple and clear computer font. | T | F |
| 8. Use lots of different colors. | T | F |

C In pairs, discuss Tina's resume. Does she follow your advice in **B**? What information is missing?

Tina H. Nguyễn**Personal details**

Nationality: Vietnamese and American
 Address: Apartment 5, 109 Parkway Avenue, San Francisco, CA, USA
 Email: tina_nguyen@troy.edu.us
 Date of birth: 27 July, 2006

Education

2021 – Present Student, Troy High School
 2017 – 2021 Student, Ngô Sĩ Liên Secondary School

Work experience

August, 2021–Present Part-time server in a coffee shop
 June–August, 2021 Volunteer in the green summer campaign teaching children ages 6 to 9

Skills

Languages: Vietnamese, English, French
 Computers: Word, PowerPoint, and Photoshop
 California driver's license

Interests

Member of the school soccer team and sailing club
 Taking photos of nature and making videos

Reference

Ms. Susan Floyd, science teacher, Troy High School

Writing

WRITING SKILLS: Checking your Resume

Check the information in your resume before you send it. Also check for mistakes with your spelling and capital letters.

D People often spell these words incorrectly on resumes. Find these words in the resume in **C** and check (✓) the correct spelling.

- | | | | | | | | |
|---------------|--------------------------|------------|--------------------------|-------------|--------------------------|-----------|--------------------------|
| 1. personal | ☐ | personnal | ☐ | 5. buisness | ☐ | business | ☐ |
| 2. detales | ☐ | details | ☐ | 6. childen | ☐ | children | ☐ |
| 3. address | ☐ | adress | ☐ | 7. license | ☐ | lisense | ☐ |
| 4. experience | ☐ | experiance | ☐ | 8. intrests | ☐ | interests | ☐ |

E Read the resume again and check (✓) the types of words that need a capital letter.

- | | | | |
|--|--------------------------|--------------------------------|--------------------------|
| 1. First name, middle initial, and last name | ☐ | 5. Seasons | ☐ |
| 2. Nationality and country | ☐ | 6. Qualifications and courses | ☐ |
| 3. Cities and streets | ☐ | 7. Languages | ☐ |
| 4. Months | ☐ | 8. Names of sports and hobbies | ☐ |
| | | 9. Titles of people | ☐ |

F Circle five spelling mistakes and underline five mistakes with capital letters in this description.

My name's Robert dawson and I'm australian. I have a degree in Buisness Studys from sydney Univercity, and I have experiance working for a computer company. my intrests are Soccer and going to the movies.



GOAL CHECK Write a Resume

1. Write your resume (120–150 words).
2. Exchange your resumes in pairs and check for mistakes.

People working
in the cafe at
the Google
headquarters in
Dublin, Ireland



A cyclist comes to a fork in the road in the Altiplano in Bolivia.

Look at the photo and answer the questions.

- 1** What decision does the man have to make?
- 2** What decisions do you have to make this week?



UNIT 12 GOALS

- A.** Give Advice about Money
- B.** Choose What to Use
- C.** Make Decisions about Money
- D.** Plan How to Raise Money
- E.** Compare and Contrast Options

Vocabulary

- A** Read the article from a student magazine. What advice does the article give? Do you think it's good advice?



STUDENT LIFE

Managing your Money

Congratulations! You just received your first **student loan**. So now it's decision time. How are you going to spend it? On a new phone? Or some cool sneakers? Well, don't! Before you spend a penny of it, make a **budget**. Compare the amount of your loan with your **expenses** (rent, transportation, food).

If you don't have enough money for the year, maybe you can **borrow** more. But if you borrow money from a bank, you pay **interest**. So, if possible, ask a friend or family member to **lend** you the money. If they have some extra money, they will probably help you. Or, a lot of students have part-time jobs to **earn** some money. And if you are a student, you don't pay much in **taxes** for the money for the job. With this **income**, try to **save** some money for later in the year.

WORD FOCUS

lend to ≠ borrow from

Use these verbs to talk about loans:

*The bank **lends** money to you.* = The bank gives you money.

*You **borrow** money from the bank.* = You receive money from the bank.

- B** Write the words in **blue** next to the definitions.

1. money that students borrow to help pay for college: student loan
2. money you receive from work: _____
3. money you spend: _____
4. receive money that you have to return in the future: _____
5. give someone money that they have to return in the future: _____
6. a spending plan: _____
7. put money in the bank for the future: _____
8. the percentage (%) you pay when you borrow money: _____
9. money you give to the government: _____
10. get money from working: _____

- C MY WORLD** In pairs, follow the steps below.

1. Make a list of all your monthly expenses (e.g., bus pass, clothes, food, etc.). Write them in the table.
2. Compare your answers with another pair.

Need	Optional

Grammar (See Grammar Reference pp. 160–161)

Real Conditionals		
The Zero Conditional	If Clause (Simple Present)	Main Clause (Simple Present or Imperative)
	If you borrow money from a bank,	you pay interest.
	If you receive a student loan,	don't spend it all on new clothes!
	We use the zero conditional to: • talk about facts or things that are usually true. • give instructions or advice.	
The First Conditional	If Clause (Simple Present)	Main Clause (Simple Future)
	If they have some extra money,	they will probably help you.
	Use the first conditional to express the future consequence of a realistic possibility now or in the future.	

D Match the clauses. What type of conditional does each sentence express?

- | | |
|--|---|
| 1. If you get a job, _____ | a. I will have enough money for next summer's trip. |
| 2. If you use a credit card, _____ | b. apply for a student loan. |
| 3. If I save money regularly, _____ | c. you earn money. |
| 4. If I bring my lunch to work, _____ | d. you pay interest. |
| 5. If you don't have enough money for the school year, _____ | e. I will save money on food. |

E In pairs, complete the sentences in your own words. Use the simple future, simple present, or an imperative form. Then compare your sentences with another pair.

- If you save 20% of your income every month, _____
- If you spend more money than you earn, _____
- If you borrow money from your parents, _____

Conversation

F 64 Listen to the conversation. What does the tourist want? What instructions and advice does Jim give?

Tourist: Excuse me. Can you help me?

Jim: Sure, what's the problem?

Tourist: I'm from Japan and I don't have any dollars. I only have Japanese yen.

Jim: If you want to change money, go to the currency exchange.

Tourist: Where is it?

Jim: If you go down this street, there's a currency exchange on the right.

Tourist: Oh, thank you very much. If I change my money, then I will be able to get something to eat.

G Practice the conversation in pairs. Switch roles and practice it again.

H Make new conversations between the tourist and Jim. The tourist wants to:

- get money from an ATM.
- find a bank.
- buy souvenirs.



GOAL CHECK Give Advice about Money

- Write down three things you want to do with your savings.
- In pairs, take turns saying what you want to do and giving advice.

If I save enough money, I will buy a new laptop.

If you buy a new laptop, remember to choose a well-known brand.

Luzinterruptus is an art collective from Madrid, Spain. They take the plastic trash of a city and put it in the city's most beautiful places to show the impact it has. This photo is from central Madrid.



Listening

- A** Look at the photo. Is this a problem in your country? How can we solve the problem?
- B** You are going to listen to a podcast about Marie McGory. She packed these items for a trip to Belize. Match the words to the pictures.

WORD FOCUS

There are different forms of the word **use**:

We **use** plastic.

A plastic bottle is **useful**.

Stop using

single-use plastic.

Take a **reusable** water bottle.

- a. a bamboo spoon and fork
- b. food containers
- c. a glass straw
- d. a reusable bag
- e. reusable water bottles



- C** 65 Listen and circle **T** for *true* or **F** for *false*.

- Humans produce about 450 million tons of plastic a year.
- A lot of plastic is in oceans and on beaches.
- Everyone is trying to stop using single-use plastic.
- Marie tried to travel without using single-use plastic.
- With a food container, one won't have to buy fast food in plastic.
- Marie did a lot of planning before her trip.
- Not using single-use plastic is expensive.

T	F
T	F
T	F
T	F
T	F
T	F
T	F

D  66 Listen and write the missing verbs in the conditional sentences.

1. If we _____ using single-use plastic, we _____ the problem.
2. If you _____ two water bottles, it _____ enough water for a long trip.
3. If you _____ food containers, you _____ fast food in plastic.
4. If you _____ to a cafe and _____ a drink, _____ the waiter that you don't need a plastic straw.

PRONUNCIATION: Conditional Intonation

In conditional sentences, the intonation usually rises toward the end of the *if* clause and falls toward the end of the main clause.

E  66 Listen to the sentences in **D** again. Draw arrows to show rise and fall intonation.

If we stop using single-use plastic, we will solve the problem.



GOAL CHECK Choose What to Use

1. In groups, think about the last 24 hours. Fill in the first column of the table. Write the plastic items you used.
2. Which items were single-use plastic? Which were reusable? Check (✓) the correct column.
3. Among the single-use plastic items in the table, which can you avoid using? How?
4. Join another group and tell them about your choices.

Plastic Item	Single-Use?	Reusable?

If I need a bag, I won't use a plastic one. I can use a paper bag.

If I pack a lunch, I can use a reusable food container.

Language Expansion: Money Verbs

A Which countries use these currencies? Some have more than one answer.

Dollar Euro Peso Pound Yuan

B Read the article. Underline five verbs we use with the word *money*.

Money Travel Tips

If you had a hundred million đồng now, what would you do with that money? Some people would open a bank account to earn interest if they had that much money. Others would use the money to travel the world. If you traveled abroad, you would probably need to change money. For example, if you visited Japan, you would need to change the money into yen. If you went to Brazil, you would need to pay in reals. It can be confusing! Here are some tips:

- Plan how much money you will spend each day. Then, calculate the amount in the local currency.
- If you change your money before you leave, it'll be cheaper than changing it at airports or hotels.
- When you arrive, carry your money in different places: in your wallet, your bag, and your pocket. Then, if someone steals any, you won't lose all of it.

borrow carry
change earn
find lend
lose make
save spend
steal win

C In pairs, write the money verbs from the box in the correct column. Then compare your answers with another pair. Do you agree?

Positive	Neutral	Negative
<i>save</i>		

D Choose five money verbs and write a sentence with each one. Then read your sentences in pairs, but don't say the verb. Can your partner guess the missing verb?

My grandmother plays the lottery every week, but she never ... any money.

Is the verb "wins"?

Yes, it is.

Grammar (See Grammar Reference p. 161)

Unreal Conditionals: The Second Conditional

If Clause (Past Subjunctive)	Main Clause (<i>Would</i> or <i>modals</i> for Present Conditional)
If Mike used a credit card,	he would get a discount for that product.
If you saved your income every month,	you wouldn't need to borrow money from your family.
If you were rich,	would you start your own business?

The second conditional has two uses.

First, we can use it to talk about things in the future that are probably not going to be true.

*If I **won** the lottery, I **would buy** a big house.*

Second, we can use it to talk about something in the present which is impossible because it's not true.

*If I **had** his number, I **would call** him.*

It is also correct and very common to say *If I **were*** instead of *If I **was***.

*If I **were** you, I **wouldn't spend** all my money on random stuff.*

E Put the words in the correct order to make a second conditional sentence.

- all at once. / some money now, / If I gave her / she would spend it
If I gave her some money now, she would spend it all at once.
- he would open / If he received / a new savings account / his wages today, / at the bank.

- like to travel / a problem, / would you / If money weren't / the world?

- enough money / worked harder. / for a comfortable life / They would earn / if they

Conversation (Optional)

F 67 Listen to the conversation and underline the second conditional sentences. Then practice the conversation with a partner.

Gaby: Are you traveling to Hà Nội now?

Sharon: Yes. There is a gathering with my relatives next week.

Gaby: Sounds great. Are you taking a plane?

Sharon: No, I'm not. I'm going there by train... You know... I'm saving for my college. I would go over budget if I traveled by plane. I would also ride a motorbike if I had time. It's cheaper and more fun.

Gaby: Really? That's going to be a great experience. If I weren't busy, I would go with you. I love visiting Hà Nội.

Sharon: How about next summer holiday?

Gaby: OK.

SPEAKING STRATEGY

Talking about Probable Results of Imagined Situations

If I traveled by....

If I were...

If the weather were...

What would you do if...?

What would happen if...?



GOAL CHECK Make Decisions about Money

- Think of the things you would do if you had the sums of money below.

100,000 đồng 1 million đồng 1 billion đồng 10 billion đồng 100 billion đồng

- Interview your classmates.
- Check if your classmates had similar ideas. Give the class a summary of the results.

What would you do if you had 100,000 đồng?

I would buy a ticket to watch the new movie.

GOAL Plan How to Raise Money**Reading** 68 (Optional)

A A charity is an organization that raises money to help people, animals, or the environment. Look at the logos for three charities and discuss the questions.

1. Do you know these charities? What do they do?
2. How do charities raise money?



B MY WORLD What charities are important in your country? What do they do?

C Read the first paragraph of the article. Check (✓) two sentences that are true about crowdfunding.

1. ☐ A lot of people give money online.
2. ☐ It's only for people who want to start a business.
3. ☐ It can help musicians who want to make an album.
4. ☐ It's not very useful for charities.

D Read the rest of the article. What do these numbers refer to?

\$125,000 65 feet 7,700 square miles

E Complete the table. Use your notebook to write extra information.

	Problem	Action	Result
Sonam Wangchuk	People needed water.		
Size of Wales		It saved 7,700 square miles of rainforest.	

✓ **GOAL CHECK**

In groups, plan how you will raise 20,000,000 đồng for one of these charities:

- a group that gives free food to families in need
- a charity for dogs and cats that needs a new building
- a children's hospital that needs medical equipment

Plan how you will raise money. Design a poster for your charity. Present your ideas and poster to the class.

Crowdfunding for a Better World

“Crowdfunding” is a way of **raising money** from a large number of people on the Internet. When crowdfunding began, it was mostly used by new businesses. Nowadays, people use it for different reasons. Musicians who want to make an album can ask fans for money, a photographer can get money for a new book, and different types of charities raise money this way. Here are examples of how crowdfunding has made a real difference in the world.

Bringing water

Sonam Wangchuk, an engineer, raised \$125,000 on a crowdfunding site to build an “ice **stupa**.” In higher parts of the Himalayas, the **glaciers** are disappearing, so local people have less water in the spring for crops. Sonam invented a way to bring water up the Himalayas in the winter from the lower parts of the mountains. As water comes out of a pipe, it freezes and becomes the 65-foot-tall ice stupa. Then, in the spring, the stupa **melts** and people have water for their fields.

Saving the rainforest

The organization “Size of Wales” wants to save rainforests because they are disappearing. It has already saved 7,700 square miles of rainforest (the same size as the country, Wales). Crowdfunding is important for the organization because people give money, but it’s also a good way to make people think about climate change.

So if you want to give money to a charity, visit a crowdfunding site—or, if you want to raise money for a charity, why not try crowdfunding for yourself?

raise money (verb phrase) get money from other people for a special reason (e.g., for a charity or a business)

stupa (n) a religious tower in Buddhism

glacier (n) a river of ice that moves slowly down a mountain

melt (v) when ice becomes water

One of Sonam Wangchuk’s ice stupas in Northwest India

Communication

A MY WORLD We all have to make big decisions sometimes. What big decisions have you made? What big decisions do you think you will make in the future? Tell the class.

B In pairs, look at the list of life decisions. Discuss and rank them from 1 to 8 (1 = the most difficult decision, 8 = the easiest decision).

- | | |
|-----------------------------------|--|
| _____ moving to another country | _____ choosing a phone |
| _____ asking someone to marry you | _____ deciding what to wear to a party |
| _____ buying your first car | _____ buying a house |
| _____ applying for a job | _____ getting a student loan |

C Work in groups. Three of your friends need to make big decisions. Discuss each situation and make a list of choices. Decide what your friend should do.

1. A friend is a very good cook. He wants to open his own restaurant, but he needs money to start the business. He thinks he should ask a bank for a loan. What should he do?

2. A friend has won a scholarship to study in the US for two years. She would like to study abroad, but she also likes her current school, her home, and her friends. What should she do?

3. A friend won over 10,000,000 đồng in the lottery. She is a student and never has much money. She also does volunteer work with a charity for animals. The charity always needs more money. What should she do?

A woman cares for cats at a cat and dog rescue charity in Hiroshima, Japan.

If he asks for a loan, he'll pay interest.

But if she goes away, she won't be near her friends.

She should keep the money!

D Compare your decisions for each friend with another group.



Writing

- E** Read the email. Which of the three friends in **C** is this person writing to?

Hi!

It was great to hear your news! It's exciting, but you have a really difficult decision to make. On the one hand, moving to a new country is an amazing opportunity. If you live there, you'll learn a new language and see some amazing new places! You can make new friends, too.

On the other hand, you'll miss your family and friends. They will also miss you. You'll feel a little lonely. In addition, you'll have to do many things by yourself like cooking and doing housework.

However, if you decide to go, we'll all come and visit you! And also, it's only for two years. That isn't very long. So, overall, I think you should go!

All the best,
Andy.

- F** Read the information below and then underline the words for comparing and contrasting in the email in **E**.

WRITING SKILLS: Compare and Contrast

When you compare and contrast different ideas and choices, you can use these linking words and phrases:

Describing similarities: *It also... / In addition,... / Similarly,... / Both...*

Comparing differences: *On the one hand,... / On the other hand,... / However,... / In contrast...*

Concluding: *Overall,... / On the whole,... / I think... / In conclusion,...*

- G** Circle the correct words or phrases to complete the sentences.

1. *On the whole, / In contrast,* I think that doing volunteer work is the best choice for all the reasons I've just mentioned.
2. On the one hand, going to the game would be fun. *In addition, / On the other hand,* I have a test tomorrow and need to study!
3. She wants to save up for a laptop. *Similarly, / However,* it's impossible because she needs to pay for her classes soon.



GOAL CHECK Compare and Contrast Options

1. Write an email (120–150 words) to one of the other friends in **C**. Help your friend make a decision. Remember to use linking words and phrases to compare and contrast in your email.
2. Afterwards, exchange your emails in pairs. Do you think your partner gave good advice? Why?

Grammar Reference

UNIT 1

Lesson A

Affirmative Statements with Be			
Subject Pronoun + Be		Be Contractions*	
I am	Thai.	I'm	Thai.
You are		You're	
We are		We're	
They are		They're	
He is		He's	
She is		She's	
It is		It's	

*We use contractions for everyday speaking and informal writing.

Negative Statements with Be				
Subject Pronoun + Be + not			Be + not Contractions	
I am	not	Mexican.	I'm not	Mexican.
You are		teachers.	You aren't	
We are			We aren't	
They are			They aren't	
He is		a teacher.	He isn't	
She is	She isn't			
It is	It isn't			

Yes / No Questions with Be			
Be	Subject Pronoun		Short Answers*
Are	you / we / they	Vietnamese?	Yes, I am . No, I'm not .
Is	he / she / it		Yes, they are . No, he isn't .

*Say: Yes, I am; Yes, he is. (Don't say Yes, I'm; Yes, he's.)

A Underline the correct forms of Be.

- I am / is a doctor.
- She 's / 're a photographer.
- Julia and Luis am / are from Brazil.
- We isn't / aren't from Canada. We're from the US.
- He am not / is not a travel agent.
- Are you Japanese? Yes, I am / are.
- Is she a dancer? No, she aren't / isn't.
- Are / Is they from Australia?

B Write a suitable pronoun and the correct form of Be.

- I'm not from Japan. I'm from Thailand.
- A:** _____ from Indonesia? **B:** Yes, I am.
- A:** _____ a teacher? **B:** No, she isn't.

- A:** Where _____ from?
B: They're from Việt Nam.
- _____ an engineer. He's a doctor.
- A:** Where _____ from?
B: She's from France.
- A:** Is Lima a city in Chile?
B: No, _____. It's in Peru.
- A:** _____ students? **B:** Yes, they are.

Lesson B

Wh- Questions with Be		
Wh- Words	Be	
What	is are	your name?
Where		your school?
Who		your teacher?
How old		your friends?
How		

C Write the correct question word and form of Be.

- A:** What's your name? **B:** My name's Piotr.
- A:** _____ he from? **B:** Indonesia.
- A:** _____ your friend? **B:** She's 17.
- A:** _____ she? **B:** She's my sister.
- A:** _____ your job?
B: It's interesting.
- A:** _____ Gabriela's nationality?
B: She's Costa Rican.
- A:** _____ your names?
B: I'm Diego and this is Rita.

Lesson C

Be + Adjective		
Subject	Be	Adjective
My job	is	easy.
She	's	interesting.
I	'm not	rich.
They	are	happy.

Be + Adjective + Noun				
Singular				
Subject	Be	Article	Adjective	Noun
It	is	an	easy	job.
She	's	an	interesting	person.
I	'm not	a	rich	person.

Plural			
Subject	Be	Adjective	Noun
They	are	easy	jobs.
We	aren't	rich	people.

D Underline the correct words to complete the sentences.

- My job is boring / a boring.
- English is difficult / a difficult language.
- This photograph is beautiful / a beautiful.
- Ricardo is happy / a happy!
- Teaching isn't easy / an easy job.
- My friend isn't rich / a rich.
- I'm a police officer. Sometimes, it's dangerous / a dangerous job.
- It's a job with good / a good salary.

E Complete the second sentence so it has the same meaning as the first.

- Javier is unhappy.
Javier is an unhappy man.
- Peru is beautiful.
Peru _____ country.
- I'm a doctor. It's interesting.
I'm a doctor. It _____ job.
- This house is big.
This _____ house.
- The film is boring.
It _____ film.
- Frida and Bill are unhappy.
Frida and Bill _____ people.

UNIT 2

Lesson A

Simple Present

We use the simple present to talk about:

- habits and routines: I **start** work at nine o'clock.
- permanent situations: He **has** a degree in teaching.
- general facts: Many restaurants in the city **close** at 10 p.m.

Affirmative Statements	Negative Statements
I / You live in Hà Nội.	I / You don't eat breakfast.
Alison catches the bus at five thirty.	Alison doesn't catch the bus at six thirty.
We / They go to the movies every Saturday.	We / They don't go to the movies every Friday.

Yes / No Questions	Short Answers
Do you live in this city?	Yes, I do . / No, I don't .
Does Alison catch the bus at 5:30?	Yes, she does . / No, she doesn't .
Do we / they go to the movies on weekends?	Yes, we / they do . / No, we / they don't .
Wh- Questions	
Where do you live ?	In Bogotá.
When do you catch the bus?	At 8:00.
What time does he finish work?	At 5:00.

Spelling rules with he / she / it + -s:

- Most verbs: *live* → *lives*, *start* → *starts*, *work* → *works*
- Verbs ending with -s, -sh, -ch, -o, -x, -z:
finish → *finishes*, *watch* → *watches*, *go* → *goes*
- Verbs ending with consonant + -y: *study* → *studies*, *fly* → *flies*
- Irregular verbs: *be* → *is*, *have* → *has*

A Underline the correct forms of the verbs.

- He live / lives in Brasilia.
- She work / works at a college.
- I get up / gets up at seven o'clock.
- Rafael and Magaly go / goes to the movies every Thursday night.
- We catch / catches the bus to school.
- The store open / opens at nine o'clock.
- I don't drink / doesn't drink tea or coffee.
- Chen don't play / doesn't play the piano.

B Match the questions to the answers.

- What do you do? _____ **C**
- Do you live in Tokyo? _____
- Where do you study English? _____
- Does Eric work here? _____
- What time does Helen catch the bus? _____
- Do they watch TV? _____
- a. Yes, he does. **d.** At a language school.
- b. No, they don't. **e.** No, I don't. I live in Kyoto.
- c. I work in a bank. **f.** At twelve o'clock.

C Write the *he / she / it* form of these verbs.

- watch watches
- do _____
- drive _____
- take _____
- teach _____
- play _____
- marry _____
- make _____
- go _____
- dance _____

Lesson C

Adverb of Frequency + Verb

We use adverbs of frequency to say how often we do something:

100%

*I **always** get up at seven o'clock.*

*He **usually** takes the bus to work.*

*You **often** go to the movies on weekends.*

*She **sometimes** eats out in the evening.*

*We **rarely** have parties.*

*They **never** finish work at five.*

0%

Word Order

Subject	Adverb of Frequency	Verb	
We	always	give	presents at Christmas.
We	never	dance	in the streets at Christmas.
Subject	Be	Adverb of Frequency	
Christmas	is	always	in December.
Carnival	is	usually	in March.

Most adverbs of frequency come before the verb, unless the verb is *be*.

D Look at the table and write sentences with the adverbs of frequency.

	Movies	Park
Sam	sometimes	never
Jane	always	often
Carlo and Donna	rarely	sometimes

- Sam / movies Sam sometimes goes to the movies.
- Carlo and Donna / the park _____
- Jane / movies _____
- Carlo and Donna / movies _____
- Jane / park _____
- Sam / park _____

E Check (✓) the sentences with the correct word order. Rewrite the other sentences.

- We always celebrate Thanksgiving in November. ✓
- I go never to the park. I never go to the park.
- They don't start often work at nine.
- He sometimes finishes early.
- Kim and Mai often speak English together.
- I watch TV always in the evening.
- Sue rarely catches the bus to work.
- My brother remembers never my birthday.

UNIT 3

Lesson A

Possession

's and s'	Adjectives*	Pronouns	belong to
	my	mine	me.
	your	yours	you.
It's Tim's passport.	his	his	him.
It's my sister's bag.	her	hers	her.
	our	ours	us.
They are the children's toys.	their	theirs	them.
They're my parents' bags.			

*A possessive adjective has one form for singular and plural: *his ticket, his tickets*

A Underline the correct word in each sentence.

- It's my / mine / me passport.
- These keys are you / your / yours.
- This car belongs to my / me / mine.
- Is this he / his / him ticket?
- These bags are their / theirs / them.
- Does this camera belong to she / her / hers?
- These books are our / ours / us.
- This watch belongs to me / my / mine.
- They belong to us / our / ours.
- Is this you / your / yours luggage?

B Write the missing words in these conversations.

- A:** Whose passport is this?
B: I think it's Joe _____ passport, but look at the photo.
A: No, it isn't _____ because it's a woman's face.
- A:** I like your bag.
B: It's my sister _____ bag.
A: Does the camera belong to _____, too?
B: No, it belongs to me. It's _____.
- A:** Excuse me, I think you're in _____ seat.
B: Are you sure? I think it's _____.
A: I'm in seat 30C.
B: This is seat 29C. _____ is behind me.

Lesson C

Should for Advice

You	should shouldn't	buy	this coat.
-----	-----------------------------------	-----	------------

Use *should* for advice.
Should is a modal verb:
Do not use third person -s: *You should buy it. / He shouldn't buy it.*
Do not use *do* in negatives: *You shouldn't buy it. / You don't should buy it.*

Yes / No Questions and Short Answers

Should	I	take	a taxi?	Yes, you should . No, you shouldn't .
---------------	---	------	---------	--

Wh- Questions

What	should	I	do?
------	---------------	---	-----

C Write *should* or *shouldn't*.

- You _____ take sunblock to the beach.
- You _____ smoke cigarettes.
- A:** I'm tired.
B: You _____ get more sleep.
- A:** Should I take a taxi?
B: No, you _____. It's expensive.

D Give advice. Use *should* / *shouldn't* buy and it or them.

- This coat is beautiful. You should buy it.
- This camera is very expensive. _____
- These shoes are nice. _____
- These shirts are ugly! _____
- This phone is fantastic! _____
- This laptop is slow. _____

E Match the questions to the answers.

- Should I go to the gym? _____
- Should we go now? _____
- I'm sick. What should I do? _____
 - No, the movie starts later.
 - You should see a doctor.
 - Yes, you should. Exercise is good for you.

UNIT 4

Lesson A

Count and Non-Count Nouns

There are two types of nouns:

- Count nouns (you can count them): *1 apple, 2 apples, 3 apples ...*
- Non-count nouns (you cannot count them): *bread, juice, cheese ...*

	Singular	Plural
Count Nouns	This is a banana.	These are bananas.
Non-count Nouns	This is water.	These are waters.

For regular count nouns, add -s or -es to form the plural.
Non-count nouns do not have a plural form.

a / an, the, some, and any

	Count Nouns		Non-count Nouns
	Singular	Plural	
Affirmative Statements	It's an apple.	There are some eggs in the fridge.	There is some cheese in the fridge.
	I will have the apple for breakfast.	The apples on the table are still green.	The cheese is delicious.
Negative Statements	I don't have a lemon.	There aren't any lemons at the store.	I don't have any milk.
Questions	Do we have a red pepper?	Are there any red peppers?	Do you have any butter?

a / an

Use *a* / *an* with singular count nouns: *a lemon, an egg.*

Use *a* before a noun with a consonant sound: *a potato, a banana.*

Use *an* before a noun with a vowel sound: *an orange, an apple.*

some

Use *some* in affirmative statements with plural count nouns and non-count nouns:

*I have **some** eggs. / You have **some** cheese.*

You can also use *some* in questions to offer or request something:

*Could I have **some** milk?*

any

Use *any* with count nouns and non-count nouns in:

- Negative statements: *There aren't **any** bananas. / I don't have **any** butter.*
- Questions: *Are there **any** bananas? Do you have **any** butter?*

the

Use *the* for specific people or things and for the only people or things.

- ***The** Earth goes around **the** Sun.*
- *I will meet you at **the** school cafeteria.*

A Cross out one incorrect word in each group of count nouns or non-count nouns.

1. apple / orange / banana / milk
2. juice / bread / eggs / water
3. tea / tomato / lemon / sausage
4. banana / butter / onion / hamburger
5. salad / orange / water / coffee

B Match the two halves of the sentences.

1. I have an _____
 2. There's a _____
 3. There aren't any _____
 4. We don't have _____
 5. Do you have _____
 6. Are there any _____
- a. any rice? d. apple in my bag.
b. potatoes at the store. e. any olive oil.
c. eggs in the fridge? f. steak in the fridge.

C Complete the sentences with *a*, *an*, *the*, *some*, or *any*.

1. Do we have _____ tomatoes?
2. Would you like _____ salt?
3. We need _____ onion.
4. I think there is _____ cheese on the table.
5. There aren't _____ eggs.
6. Could I have _____ water, please?
7. There isn't _____ juice in the bottle.
8. Do you have _____ banana?
9. There is some cheese on _____ table.

Lesson C

How much and How many with Quantifiers

Questions		Quantifiers		
		++++	+	-
Count Nouns	How many oranges do you need?	I need lots of / a lot of oranges.	I need a few oranges.	I don't need many oranges.
Non-count Nouns	How much bread do we have?	We have lots of / a lot of bread.	We have a little bread.	We don't have much bread.

With count nouns, ask about quantities with *How many...?*

With non-count nouns, ask about quantities with *How much...?*

Use *a lot of / lots of* to talk about large quantities with count and non-count nouns. *A lot of* is slightly more common in American English. *Lots of* is more common in British English.

Use *a few* and *not many* to talk about small quantities with count nouns.

Use *a little* and *not much* to talk about small quantities with non-count nouns.

For short answers, say: *a few, a little, not many, not much.*

*How many do you need? **A few.***

*How much do we have? **A little.***

With short answers, you can also say *A lot* (not ~~*Lots of*~~) with count or non-count noun questions:

*How many do you need? **A lot.***

*How much do we have? **A lot.***

D Complete the sentences using *a little* or *a few*.

1. There is only _____ tuna salad in the fridge.
2. We only need _____ apples.
3. Please bring _____ bananas.
4. I only take _____ sugar in my coffee.
5. There are just _____ sausages left.
6. **A:** How many onions do you have?
B: _____.
7. **A:** How much soup is there?
B: _____.

E Write the opposite sentences using the words in parentheses.

1. There are a lot of potatoes on the table. (many)
There aren't many potatoes on the table.
2. There are a lot of potatoes on the table. (a few)

3. I have a little water in my bottle. (lots)

4. There's a lot of cheese in this package. (a little)

5. We need a lot of broccoli for dinner. (much)

F Write in the missing words.

1. **A:** How _____ do you want?
B: Just a little.
2. **A:** How many lemons do we need?
B: It's a big party, so we need _____ of them.
3. **A:** How _____ cookies are there?
B: Not many. Just a _____ at the bottom of the box.
4. **A:** How much juice do I need to buy?
B: Only a _____.

UNIT 5

Lesson A

Present Continuous

We use the present continuous to talk about things that are happening now (or around the time of speaking).

Affirmative and Negative Statements		
I	am ('m) am not ('m not)	playing soccer (now).
He / She / It	is ('s) is not (isn't)	
You / We / They	are ('re) are not (aren't)	

Yes / No Questions		
Am	I	playing soccer?
Are	you / we / they	
Is	he / she / it	

Short Answers		
Affirmative Statements		
Yes,	I	am.
	he / she / it	is.
	you / we / they	are.
Negative Statements		
No,	I	'm not.
	he / she / it	isn't.
	you / we / they	aren't.

Wh- Questions

What	am	I	doing?
Where	is	he / she / it	going?
How long	are	you / we / they	staying?

Spelling rules:

Add *-ing* to most verbs: *play* → *playing*, *do* → *doing*

With verbs ending with a consonant + *-e*, drop the *e* before adding *-ing*: *have* → *having*, *come* → *coming*

Double the final consonant for verbs that end in consonant-vowel-consonant (not including verbs ending in *-w*, *-x*, or *-y*): *sit* → *sitting*

A Write complete sentences using the present continuous.

1. They / play / baseball / now. They're playing baseball now.
2. I / not / study / today. _____
3. It / rain / outside. _____
4. We / not / do / any exercise. _____
5. Sarah / climb / and / hike / in the mountains. _____
6. My family / go / on vacation / this morning. _____
7. Barcelona / play / against Real Madrid today. _____
8. I / do / yoga. _____

B Match the questions to the answers.

1. Are you working today? _____
2. Is he driving to your house? _____
3. What are Peter and Sue doing? _____
4. Where are you walking? _____
5. Are we meeting in this room? _____
6. What are you watching? _____
- a. No, he isn't. He's taking the bus.
- b. In Yosemite park. It's beautiful!
- c. I think they're studying today.
- d. Yes, we are. Let's go in.
- e. Basketball.
- f. No, I'm not. I have a day off.

Simple Present and Present Continuous

Use the simple present to talk about:

- Habits and routines: *I **play** soccer once a week.*
- Things that are true all the time: *In soccer, each team **has** 11 players.*

Use the present continuous to talk about:

- Things that are happening now or at the moment of speaking: *I'm studying English (at the moment).*
- Things that are happening around the time of speaking or temporary situations: *I'm working for a company in London.*

C Write the verbs in parentheses in the simple present or the present continuous.

Helen: Hi, Chen. It's Helen. I (1) _____ (call) from the gym.

Chen: What sports (2) _____ (you / do) there?

Helen: I (3) _____ (not / do) anything at the moment. I (4) _____ (eat) lunch in the cafe! Meet me here!

Chen: Sorry, but Jill and I (5) _____ (play) tennis. We're at the park now.

Helen: But you usually (6) _____ (play) tennis on Tuesdays.

Chen: I know, but Jill (7) _____ (have) a new job and she (8) _____ (work) on Tuesdays.

Lesson C

Base Verbs with to and without to

Some verbs are followed by <i>to</i> -infinitives.		Some verbs are followed by bare infinitives.	
expect	We expect him to win the next badminton match.	hear	Susan can hear a teammate call her name.
hope	My brother hopes to become a professional soccer player.	let	My parents do not let me swim on cold days.
learn	We are learning to do yoga.	make	Our coach makes us train hard every day.
want	Their best athlete wants to win the gold medal.	watch	He is watching Việt Nam play soccer against Thailand.

Verbs Followed by Gerunds

Some verbs are followed by gerunds.	
enjoy	He enjoys swimming with his close friends every weekend.
miss	I miss playing soccer with my classmates after school.
suggest	John suggests going to the park to exercise because the air is fresh there.
keep	They keep practicing very hard for the final game.

Verbs such as *hear*, *see*, and *watch* can be followed by *bare infinitives* or *gerunds*.

- Use *bare infinitives* when someone sees or hears the whole action or event.
- Use *gerunds* when an action or event is in progress.

D Underline the correct verbs in these sentences.

1. I want *become* / *to become* a successful businessperson.
2. Don't make him *study* / *to study* so hard!
3. He suggests *to go* / *going* to the stadium together.
4. Are you watching Jenny *perform* / *to perform* her tricks on TV?
5. What games do you suggest *to play* / *playing* now?
6. Should we expect them *arrive* / *to arrive* on time?
7. I heard him *call* / *to call* another teacher.
8. He is learning *drive* / *to drive*.

UNIT 6

Lesson A

Simple Past

I / You / He / She / It / We / They	worked lived	in Singapore in 2018.
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Use the simple past to talk about finished actions and events. Add *-ed* to regular verbs to form the simple past.

Regular verbs include:

<i>arrive</i> – <i>arrived</i>	<i>need</i> – <i>needed</i>
<i>help</i> – <i>helped</i>	<i>pack</i> – <i>packed</i>
<i>learn</i> – <i>learned</i>	...

Spelling rules:

Add *-ed* to most verbs. There are some exceptions:

- Two-syllable verbs ending with *-y*: *study* – *studied* (not *studied*)
- Verbs ending with *-e*: *like* – *liked*, *live* – *lived*
- Double the last consonant with verbs ending in a consonant-vowel-consonant: *stop* – *stopped*, *prefer* – *preferred*
- For verbs with more than one syllable, if the final syllable is not stressed, we do not double the last consonant: *visit* – *visited*

Some verbs are irregular (such as *go* and *fly*). Do not add *-ed*.

I / You / He / She / It / We / They	went flew	to Singapore in 2018.
-------------------------------------	----------------------------	-----------------------

Other irregular verbs include:

<i>buy</i> – <i>bought</i>	<i>pay</i> – <i>paid</i>
<i>eat</i> – <i>ate</i>	<i>is</i> – <i>was</i>
<i>have</i> – <i>had</i>	<i>are</i> – <i>were</i>
<i>know</i> – <i>knew</i>	...

Negative Statements			
I	didn't	live	in Singapore.
		go	to Hà Nội.

Yes / No Questions			Answers
Did	I / you / he / she / it / we / they	live there? go	Yes, we did . No, we didn't .

Wh- Questions			Answers
Where	did you go	on vacation last year?	To Cancun.
How long			For 2 weeks.
When			In the summer.

Simple Past of Be		
Affirmative Statements		
I / He / She / It	was	tired last night.
You / We / They	were	
Use <i>was</i> / <i>were</i> to talk about the past: <i>I am</i> / <i>He is</i> → <i>I was</i> / <i>He was</i> <i>They are</i> → <i>They were</i>		

Negative Statements			
I / He / She / It	wasn't	tired last night.	
You / We / They	weren't		

Yes / No Questions			Short Answers
Was	I / he / she / it	tired last night?	Yes, I was . / No, I wasn't . Yes, we were . / No, they weren't .
Were	you / we / they	tired last night?	

Wh- Questions			Answers
How	was	your weekend?	It was great!
Why	were	you late?	I was busy at work.

A Complete the travel diary. Write the simple past of the words in parentheses.

Day 1 Arrived (arrive) in Dar es Salaam.
_____ (check) into hotel. _____
(unpack) suitcases. Went swimming.

Day 2 _____ (take) boat to the island of Zanzibar.

Days 3–5 _____ (sunbathe) on the beach.
_____ (go) diving.

Day 6 _____ (fly) to Arusha. Saw Kilimanjaro. It's BIG!

Days 7 _____ (return) to Arusha. _____
(buy) souvenirs. Took plane to Dar es Salaam and then flew home. Great trip!

B 29 Complete the questions for these answers.

Then listen and check your answers.

- A:** When did you go to Beijing?
B: We went to Beijing in 2015.
- A:** How long _____ at the hotel?
B: I stayed at the hotel for two weeks.
- A:** _____ your friends?
B: No, I didn't visit my friends. I visited my family.
- A:** _____ to?
B: We flew to Hà Nội.
- A:** _____ good time?
B: Yes, I did. I had a really good time.

C Complete the blanks with the past tense of the verb *to be*.

- I _____ (be) in Australia last week.
- We _____ (not, be) at the hotel before 11 p.m.
- She _____ (not, be) in Hồ Chí Minh City last month.
- They _____ (be) at the station this morning.
- The tickets _____ (not, be) in her hands when she turned around.
- What _____ (be) in the box? – A gift from our tour guide.
- _____ (be) the passport on the table when you saw him?
- Where _____ (be) you last night?

Lesson C

Passive Voice in the Simple Past			
Affirmative Statements	This photo was taken on my trip to Japan.		
Negative Statements	It wasn't printed then.		
Wh- Questions	Where was this postcard sent from?		
Yes / No Questions	Were they greeted at the hotel?		
Short Answers	Yes, they were .	No, they weren't .	

D Complete the blanks with the passive voice of the verbs in parentheses.

- The trip _____ (organize) by a great company last year.
- These photos _____ (take) by another visitor.

- In their class, the students _____ (teach) about how to travel safely in Việt Nam.
- This church _____ (mention) in many travel guides in 2020.
- These souvenirs _____ (buy) on my trip to Germany in 1990.

E Complete the blanks with the active or passive voice of the verbs in parentheses.

A: How was your vacation?

B: It was great. We (1) _____ (travel) to a totally new destination.

A: How did you find out about it?

B: It (2) _____ (introduce) to us by a friend of mine. He has a small hotel there.

A: Awesome. What was so special about the trip?

B: Since his hotel (3) _____ (not advertise) much, we couldn't get there by ourselves. In fact, my friend (4) _____ (meet) us at an exit from the highway to show us the way. Then we (5) _____ (lead) through a forest! You know, that route (6) _____ (not know) even to many local people. When we arrived there, we immediately fell in love with the hotel. It (7) _____ (locate) on a beautiful beach.

UNIT 7

Lesson A

Defining and Non-defining Relative Clauses

Defining relative clauses are used to give information that we need to understand who or what the speaker is talking about.

*She's the student **who worked with me on the school project last year.***

Non-defining relative clauses are used to give extra information which isn't necessary to understand the meaning of the main clause. We use commas to separate these clauses from the rest of the sentence.

*I'm speaking to Mary, **who worked with me on the school project last year.***

A Unscramble the words to make complete sentences. Use commas where necessary.

- we / many followers / Facebook account / whose / talked to / had / a student

- my uncle / to / in the US / I / lives / send emails / who / often

- where / Facebook / is / some people / a place / about their lives / they / can share everything / think

B Match the two halves of the sentences.

- I lost my smartphone, **a.** that has a lot of functions.
- He sent her several emails, **b.** when we often go on vacation.
- A computer is a device **c.** where I stored all my photos.
- June is the month **d.** which accidentally went to the spam folder.

Lesson C

Sensory Verbs

Subject	Verb	Adjective
The food	smells	delicious.
It	feels	soft.
You	look	cold.
It	tastes	salty.
He	sounds	tired.

Sensory verbs are not usually used in the present continuous:

The food smells delicious. The food ~~is smelling~~ delicious.

They are usually followed by an adjective:

*The food smells **delicious**. / It feels **soft**.*

C Complete the sentences about the photos with the words in the box.



awful dirty green loud salty soft sweet wet

- Those taste sweet. Try one!
- That sounds too _____. Turn it down!
- This feels _____.
- Those look _____, but some are darker than others.
- They look _____.
- That smells _____. I don't like it.
- Pretzels taste _____.
- After all the rain today, I feel _____!

D Complete the sentences with sensory verbs.

- I don't _____ well today. I need a doctor.
- How does that actor _____ so young and fit? He's 75 years old!
- Add some chili so that it _____ hotter.
- Your new aftershave _____ wonderful.
- Thanks for the massage. My back _____ great now.
- A:** Does it _____ OK?
B: Delicious, thanks. Did you cook it?

UNIT 8

Lesson A

Future: <i>Be going to</i>			
Affirmative Statements			
I	am 'm	going to	buy a new car. get a job. clean the house.
He She It	is 's		
You We They	are 're		
Use <i>be going to</i> to talk about plans for the future.			

Negative Statements			
I	am not 'm not	going to	get married. do the laundry. take a vacation.
He She It	is not isn't		
You We They	are not aren't		

Yes / No Questions			Short Answers
Are	you	going to	Yes, I am . / No, I 'm not .
Is	he		Yes, he is . / No, he isn't .
		take a vacation?	

Wh- Questions	Answers
When are you going to do the laundry?	Tomorrow.
Where are you going to get a job?	At this store.
We often use <i>be going to</i> with these time expressions: <i>tomorrow, next Sunday / week / year.</i>	

A Match the questions and the answers.

- Where are you going to have lunch today? _____ **a.** Yes, I am. He loves dancing.
- Are you going to invite Nam to the party? _____ **b.** Maybe. You should take an umbrella.
- What are you going to do on Saturday? _____ **c.** At Susan's.
- When is Nicola going to arrive? _____ **d.** We're going to go ice skating.
- Is it going to rain tonight? _____ **e.** Her plane arrives at five o'clock.

B Complete the conversation with *be going to* and the verbs in parentheses.

- A:** Hey! I just won \$100!
- B:** Wow! What (1) _____ (you / do) with it?
- A:** Well, first, I (2) _____ (buy) my mother some flowers.
- B:** Great. She (3) _____ (love) those.
- A:** And then, I (4) _____ (give) my sister \$10.
- B:** And the rest?
- A:** I (5) _____ (put) it in the bank.
- B:** (6) _____ (you / buy) anything for yourself?
- A:** Maybe. But not now.

Lesson C

Will			
Affirmative and Negative Statements			
I / You / He / She / It / We / They	will ('ll) will not (won't)	be	an astronaut some day.
Use <i>will</i> + verb to make predictions about the future.			

Yes / No Questions			Short Answers
Will	I / you / he / she / it / we / they	be famous?	Yes, I will . / No, I won't .

C Complete the sentences with *will* or *won't* and a verb from the box.

be become drive get have

- They work hard, so I think they _____ *'ll be* rich one day.
- Everyone _____ electric cars by 2050.

3. Humans _____ any oil in the future.
4. _____ I _____ a prize if I win the game?
5. You _____ a scientist, but I think you'll be a science teacher.

Will and Be going to

We can use *will* and *be going to* to talk about future predictions. While *be going to* was traditionally used to talk about plans and *will* was traditionally used to talk about predictions, there is little or no difference in meaning.

D Rewrite the questions using *be going to* or *will*.

<i>be going to</i>	<i>will</i>
1. Is it going to rain tomorrow?	
2.	Will it be sunny this afternoon?
3. Are we going to have a hot summer this year?	
4.	What will the weather be like this weekend?
5. Is it going to be cloudy tomorrow?	
6.	Will we finish the book before the end of the year?
7. Are temperatures going to rise in the next 100 years?	
8.	Will you get good grades?

Will + Adverb of Certainty

We often use the adverbs *certainly*, *definitely*, *probably*, and *possibly* with *will* for predictions. These adverbs say if the speaker is more or less certain of something.

100% ↑	I'll definitely / certainly be happy.
	I'll probably live to be 100.
50%	I'll possibly be famous.
	I probably won't go out tomorrow night.
0% ↓	I definitely won't speak perfect English.

Note the word order:

(1) *will* + adverb

Robots **will definitely / certainly** do housework in the future.

Cars **will probably** fly in the future.

(2) adverb + *won't*

Humans **probably won't** watch TV in 2050.

I **definitely won't** travel into space.

E Put the adverb in the correct position.

1. We will ^{certainly} travel to Mars by 2030. (certainly)
2. Humans won't drive cars in the 22nd century. (definitely)
3. My brother will become a famous singer. (possibly)
4. I won't pass the test. (probably)

UNIT 9

Lesson A

Comparatives

Change an adjective into the comparative form to compare two things:

Your car is **faster than** mine.

These socks are **smaller than** those ones.

This book is **more interesting than** my last one.

My phone is **better than** yours.

The comparative form is often followed by *than*. You can also add *much* to make the comparison stronger:

These socks are **much smaller than** those ones.

My phone is **much better than** yours.

Regular Adjectives	
Adjective	Comparative
cheap	cheaper
fast	faster
beautiful	more beautiful
fashionable	more fashionable

Spelling rules:

- Add *-er* to short adjectives to form the comparative: *young – younger*
- When the adjective ends in *-e*, add *-r*: *large – larger*
- Change adjectives ending in *-y* (after a consonant) to *-i* and add *-er*: *happy – happier*
- Double the final consonant on some adjectives ending with a vowel and a consonant: *hot – hotter*, *big – bigger*
- Add *more* or *less* before adjectives with two or more syllables: *interesting – more / less interesting*

Irregular Adjectives	
Adjective	Comparative
good	better
bad	worse

A Complete the conversation with the comparative form of the adjectives in parentheses.

A: I like your new car. Was it expensive?

B: No, it was (1) _____ (cheap) than my old car. But it's much (2) _____ (fast)!

A: Can I sit in it?

B: Sure!

A: Oh, it's (3) _____ (comfortable) than your other car, too. It also feels (4) _____ (big) inside.

B: Yes, I think it is. The design is much (5) _____ (good).

B Make comparative sentences.

- This motorcycle / fast / your car.
This motorcycle is faster than your car.
- My brother / tall / you.

- The Amazon River / long / the Ganges River.

- Your apartment / much / big / mine.

Lesson C

Superlatives

Change an adjective into the superlative form to compare three or more things. Use *the* before the superlative form:

*Your car is **the fastest**.*

*These socks are **the smallest**.*

*This book is **the most interesting**.*

*My phone is **the best**.*

Regular Adjectives	
Adjective	Superlative
cheap	the cheapest
fast	the fastest
beautiful	the most beautiful
fashionable	the most fashionable

Spelling rules:

- Add *-est* to short adjectives to form the comparative: *young* – *youngest*
- When the adjective ends in *-e*, add *-st*: *large* – *largest*

- Change adjectives ending in *-y* (after a consonant) to *-i* and add *-est*: *happy* – *happiest*
- Double the final consonant on adjectives ending with a vowel and a consonant: *hot* – *hottest*, *big* – *biggest*
- Add *the most* or *the least* before adjectives with two or more syllables: *beautiful* – *the most / least beautiful*

Irregular Adjectives	
Adjective	Superlative
good	the best
bad	the worst

C Complete the sentences with the superlative form of the adjectives in parentheses.

- Mount Everest is *the highest* (high) mountain in the world.
- Mexican food is hotter than Chinese food, but Indian food is _____ (hot).
- Which one is _____ (cheap)?
- I like a lot of European cities, but Paris is _____ (beautiful).
- Elephants are heavy, but blue whales are _____ (heavy) animals in the world.
- I think I'm _____ (bad) math student in my class.
- Cotton is cheaper than silk, but polyester is _____ (cheap) material.
- I like those two sweaters, but this one is _____ (warm).

D Add the missing adjectives, comparatives, or superlatives to the table.

Adjective	Comparative	Superlative
slow	slower	slowest
short	1.	shortest
2.	bigger	3.
4.	5.	heaviest
dangerous	6.	7.
8.	better	9.
bad	10.	11.

E Write the missing letters to complete the words. Some are comparatives and some are superlatives.

- My sister is old _____ than me.
- I'm the old _____ student in my class.
- New York is big _____ than San Francisco.
- I think my grandfather is the happ _____ person in the world!

- This movie is funnier than the other one.
- That cafe serves the worst food in the world! It's horrible.

UNIT 10

Lesson A

Reported Speech – Statements	
Direct Speech	Reported Speech
Tony: "I want to drink some coffee."	Tony said (that) he wanted to drink some coffee.
"My cousin is watching TV now ," Lan said.	Lan said (that) her cousin was watching TV at that moment .
Nam: "I will work out at the gym tomorrow ."	Nam added (that) he would work out at the gym the following day .
Note: We use reported speech to report someone's thoughts or actions. When the reporting verb is in the past tense, we usually have to make some changes to the pronouns, tenses, and time expressions. When the reporting verb is in the present tense, there is no change of tense in the reported clause. Other changes may still be necessary. <i>Tony says (that) he wants to drink some coffee.</i>	

Direct Speech	Reported Speech
now	then / at that moment
today	that day
tomorrow	the next day / the following day
yesterday	the previous day / the day before

A Change the direct speech into reported speech.

- "I will need to work very long hours tomorrow."
He explained that _____
- "We are taking the bus to school."
They said that _____
- "I'll try to get 100% on tests at school."
Jane promised that _____
- "I don't want to eat any more vegetables."
Susan told her mom that _____
- "I'm going to buy a better laptop next year."
I said that _____

B Change the reported speech into direct speech.

- Binh said that he would learn to play basketball.
"_____" Binh said.
- Nga told me that she loved eating fast food.
"_____" Nga told me.
- John complained that his sister watched too much TV.
"_____" John complained.

- Lan said that she would take the bus home the next afternoon.
"_____" Lan said.

- David explained that he was doing exercise at that moment.
"_____" David explained.

Lesson C

Reported Speech – Questions

We use reported speech when we tell someone what another person asked. In reported speech for questions, we change the question structure to a statement structure. The subject comes before the verb in the reported speech for questions.

Yes / No Questions (use *ask + if / whether + clause*)

Direct Speech	Reported Speech
"Do you work out late?"	He asked me if I worked out late .
"Can I help you?"	She asked me whether she could help me .

Wh- Questions (use *ask + question word + clause*)

Direct Speech	Reported Speech
"What are you doing?"	He asked me what I was doing .
"Where are you going?"	She asked me where I was going .

C Turn the following questions into reported speech.

- "How do they get downtown?"
He asked her how _____
- "How long are you staying at the hotel?"
Nam asked me _____
- "Do you have time for a walk?"
Greg asked me _____
- "What are your favorite books?"
She asked me _____
- "When will you start the lesson?"
He asked her _____

D Turn the following reported speech into direct questions.

- Mary asked me why I wanted that expensive hat.
Mary asked me "_____"
- The father asked the young girl where she wanted to go.
The father asked the young girl "_____"
- Ann asked me if I could cook her a Vietnamese meal.
Ann asked me "_____"

4. Eric wondered whether I wanted to do homework with him.
Eric wondered "_____."
5. I asked the lady where she came from.
I asked the lady "_____."

UNIT 11

Lesson A

Present Perfect	
Affirmative Statements	I have finished my homework. He has finished his homework.
Negative Statements	I haven't cooked dinner. She hasn't cooked dinner.
Yes / No Questions	Have you cleaned the room? Has he cleaned the room? Have you left work? Has she left work?
Short Answers	Yes, I have . / Yes, he has . No, I haven't . / No, she hasn't .
Wh- Questions	What have you done today? Where has she been ? How long have they known each other?
Form the present perfect with <i>have / has</i> + past participle. We can use the present perfect (like the simple past) to talk about completed actions in the past, but without saying when they happened.	
Past Participles Regular verbs end in <i>-ed</i> : <i>walk – walked, clean – cleaned, pass – passed, graduate – graduated, visit – visited</i> Irregular verbs have irregular past participles: <i>cut – cut, buy – bought, have – had, go – gone, be – been, take – taken, pay – paid, put – put</i>	

- A** Write the irregular past participles from the box next to the correct verb.

read spoken drunk bought swept told
won said made eaten met done

- | | |
|----------------|-----------------|
| 1. buy _____ | 7. read _____ |
| 2. do _____ | 8. say _____ |
| 3. drink _____ | 9. speak _____ |
| 4. eat _____ | 10. sweep _____ |
| 5. make _____ | 11. tell _____ |
| 6. meet _____ | 12. win _____ |

- B** Complete the conversation with the present perfect.

1. **A:** What (1) _____ (you, do) today?
B: Nothing very exciting. I (2) _____ (clean) the house, and I (3) _____ (cook) dinner. (4) _____ (you, have) an interesting day?
A: No, not really. I (5) _____ (be) sick. I (6) _____ (not do) anything.
2. **A:** Today, I (7) _____ (pay) the bills and I (8) _____ (buy) the groceries. (9) _____ (you, have) an interesting day?
B: Well, I (10) _____ (visit) a friend. And I (11) _____ (buy) some clothes for my new job.

Lesson C

Simple Past and Past Continuous with *when* and *while*

An action interrupting another action in the past <i>While</i> she was studying in high school, she won a scholarship. They were running a marathon <i>when</i> I arrived at their school. I first met my best friend <i>while</i> I was traveling abroad a few years ago.	
Two actions happening at the same time in the past <i>While</i> I was learning English, he was preparing for his driving test.	
We weren't chatting <i>when</i> the teacher came into the classroom. David wasn't watching TV <i>while</i> his mom was cooking dinner for the family. He was helping her.	
Was she doing her math homework <i>when</i> she heard a loud noise?	Yes, she was . No, she wasn't .
Were you listening to the teacher <i>while</i> she was explaining the math problem?	Yes, we were . No, we weren't .
Use the past continuous to talk about actions in progress at a specific time in the past. Use the past simple to talk about short, completed actions.	

- C** Complete the sentences with the correct forms of the verbs in parentheses.

1. I _____ (jog) in the park when I suddenly _____ (fall) and _____ (hurt) my knee.
2. While the students _____ (perform) on the stage, their parents _____ (arrive) at the hall.
3. My teacher _____ (wear) a beautiful white áo dài when I _____ (see) her at the graduation ceremony.

4. We _____ (prepare) a poster for the school event when the teacher _____ (come) to help us.
5. Alice _____ (do) exercises while her classmates _____ (discuss) the presentation topics with each other.

D Complete the conversations with the correct forms of the verbs in parentheses.

1. **A:** What _____ (you / do) when I _____ (call) you yesterday?
B: Well, I _____ (write) an essay.
2. **A:** _____ (you / shop) at Big K supermarket when my brother _____ (meet) you yesterday?
B: No, I _____ (eat) ice cream in front of the food court when he _____ (come) and _____ (say) hello.
3. **A:** What _____ (your parents / do) when we were talking on the phone yesterday?
B: My dad _____ (cook) dinner while my mom _____ (clean) the house.

UNIT 12

Lesson A

Real Conditionals: The Zero Conditional

If Clause (Simple Present)	Main Clause (Simple Present or Imperative)
If you have a loan,	you pay interest.
If you borrow money,	remember to pay it back.

We use the zero conditional to:

- talk about facts: *If you throw a ball up, it comes down.*
- talk about things that are usually true: *If there are dark clouds, it often rains.*
- give instructions: *If you press this button, your laptop starts.*
- give advice: *If you don't understand a word, ask your teacher.*

With the zero conditional, you can start with the *if* clause or the main clause.

If you have a loan, you pay interest. = *You pay interest if you have a loan.*

Punctuation

If you start with the *if* clause, put a comma after it: *If you need help, ask your teacher.*

If you start with the main clause, don't use a comma: *Ask your teacher if you need help.*

Real Conditionals: The First Conditional

If Clause (Simple Present)	Main Clause (Simple Future)
If you leave a message,	I will call you.
If you don't study ,	you won't pass the test.

We use the first conditional to express the future consequence of a realistic possibility now or in the future. Use the simple present in the *if* clause and *will / won't* to talk about the future action or result in the main clause. With the first conditional, you can start with the *if* clause or the main clause. If you start with the *if* clause, use a comma between the clauses:

If you go now, you'll catch your train. = *You'll catch your train if you go now.*

A Complete the rules with the words in the box.

ask a friend finish it on time if you have a question
 if you work with a partner learn from it
 leave the classroom listen!

1. If your teacher speaks, _____
2. If you have homework, _____
3. If you don't know the answer to a question, _____
4. Try to use English _____
5. If you make a mistake, _____
6. Raise your hand _____
7. If the bell rings, _____

B Complete the first conditional sentences with the correct form of the verbs in parentheses.

1. If you meet the bank manager, she ll ask (ask) you some questions.
2. If he _____ (be) late for work again, he'll lose his job.
3. You _____ (catch) the bus if you run.
4. I'll send you the document if you _____ (give) me your email address.
5. If it _____ (stop) raining, we'll go for a walk.
6. The police will stop her if she _____ (drive) faster than the speed limit.
7. If you _____ (not give) me any chocolate, I'll tell Mom and Dad!
8. If I'm tired tonight, I _____ (not go) out with my friends.

C Read the sentences with the zero conditional and the first conditional. Underline the correct verb form.

1. If you need some money, go / will go to the ATM.
2. Put on your coat if it rains / will rain.
3. If our friends come tonight, we have / 'll have a party.
4. If you don't pay me, I didn't do / won't do the work.
5. If you press / will press this button, the washing machine turns off.
6. We meet / 'll meet you at the airport if we have time tomorrow.
7. I ask / 'll ask my parents for the money if the bank doesn't give me a loan.

Lesson C

Unreal Conditionals: The Second Conditional

If Clause (Past Subjunctive)	Main Clause (<i>Would or modals for Present Conditional</i>)
If Mike used a credit card,	he would get a discount for that purchase.
If you saved your income every month,	you wouldn't need to borrow money from your family.
If you were rich,	would you start your own business?

We use the second conditional to talk about things in the future that are probably not going to be true or something in the present which is impossible because it's not true.

Use the past subjunctive in the *if* clause and *would* / *wouldn't* to talk about the probable result in the main clause.

With the second conditional, you can start with the *if* clause or the main clause. If you start with the *if* clause, use a comma between the clauses:

If Daniel started saving now, he would be able to buy a new laptop next year. = Daniel would be able to buy a new laptop next year if he started saving now.

Modals

In the main clause, you can use *modals* instead of *would* for Present Conditional to express the degree of certainty, permission, or recommendation.

If I had enough money, I might buy a bigger house.

That teenager could make his own decision about how to spend that money if his parents gave permission.

If you gave her a chance, she could perform better.

If I were

It is correct and very common to say *If I were* instead of *If I was*.

If I were you, I would not spend all my money for random stuff.

Past Continuous

Sometimes, the Past Continuous is also used in *if* clause.

If she were cooking, I would help her.

D Complete the second conditional sentences with the correct form of the verbs in parentheses.

1. If he had time and money, he _____ (enroll) in Australia last week.
2. She _____ (study) abroad if she had financial support from her parents.
3. He _____ (be) pleased if he made enough money to buy the house in the city.
4. If they spent money wisely, they _____ (have) some savings.
5. I would lend him some money if I _____ (be) you.
6. If you _____ (want) to study abroad, you should apply for a scholarship.
7. If she didn't finish the project, she _____ (not, make) any money from it.
8. If I _____ (be) you, I would accept the deal.

E Circle the correct options to make second conditional sentences.

1. If I had my own car, I *will not have to* / *would not have to* take a bus to work every day.
2. If you had a sister, *will you share* / *would you share* your money with her?
3. Your parents would be angry if you *waste* / *wasted* the money they gave you.
4. If I *am* / *were* you, I would get a new job with better pay.
5. If Jonathan *speaks* / *spoke* English well, he could apply for a job with a high salary at a foreign company.
6. If I *owe* / *owed* money to someone, would you lend me some?
7. If he won the lottery, he *will buy* / *might buy* a nice car.
8. The company *can save* / *could save* up to 100,000,000 đồng annually in operating costs if the managers decided to buy modern machines for production.

Common Irregular Verbs

Base Form	Simple Past	Past Participle	Vietnamese meaning
begin	began	begun	bắt đầu
break	broke	broken	phá vỡ
bring	brought	brought	mang, đem
buy	bought	bought	mua
come	came	come	đến
do	did	done	làm
drink	drank	drunk	uống
drive	drove	driven	lái (xe)
eat	ate	eaten	ăn
feel	felt	felt	cảm thấy
get	got	gotten	nhận
give	gave	given	đưa
go	went	gone	đi
have	had	had	có
hear	heard	heard	nghe
know	knew	known	biết
leave	left	left	rời đi
let	let	let	để cho (ai) làm (gì)
lose	lost	lost	làm mất
make	made	made	làm, tạo ra
meet	met	met	gặp
pay	paid	paid	trả tiền
put	put	put	đặt, để
read	read	read	đọc
run	ran	run	chạy
say	said	said	nói
see	saw	seen	nhìn thấy
send	sent	sent	gửi
sit	sat	sat	ngồi
sleep	slept	slept	ngủ
speak	spoke	spoken	nói
take	took	taken	lấy
tell	told	told	kể
think	thought	thought	nghĩ, suy nghĩ
understand	understood	understood	hiểu
write	wrote	written	viết

Glossary

A

access (to)	(n)	/ˈækses/	quyền được tiếp cận với
accommodation	(n)	/əˌkɑːməˈdeɪʃn/	chỗ ở
achievement	(n)	/əˈtʃiːvmənt/	thành tựu
adventure	(n)	/ədˈventʃər/	cuộc phiêu lưu
advertise	(v)	/ˈædvɜːtaɪz/	quảng cáo
aggression	(n)	/əˈɡresʃn/	sự hung hăng
amazed	(adj)	/əˈmeɪzd/	(cảm thấy) kinh ngạc, sửng sốt
amazing	(adj)	/əˈmeɪzɪŋ/	đáng kinh ngạc
amused	(adj)	/əˈmjuːzd/	(cảm thấy) buồn cười, thú vị
amusing	(adj)	/əˈmjuːzɪŋ/	buồn cười, tức cười
anger	(n)	/ˈæŋɡər/	sự giận dữ
app	(n)	/æp/	ứng dụng
appetizer	(n)	/ˈæpɪtaɪzər/	món khai vị
approximately	(adv)	/əˈprɑːksɪmətli/	xấp xỉ
approximation	(n)	/əˌprɑːksəˈmeɪʃən/	sự xấp xỉ
Argentinian	(n)	/ˌɑːrdʒənˈtɪniən/	người Ác-hen-ti-na
arrange	(v)	/əˈreɪndʒ/	sắp xếp
assistant	(n)	/əˈsɪstənt/	phụ tá
athlete	(n)	/ˈæθliːt/	vận động viên
attach	(v)	/əˈtætʃ/	đính kèm
Australian	(n)	/ˌɔːˈstreɪliən/	người Úc
awful	(adj)	/ˈɔːfl/	kinh khủng

B

bacon	(n)	/ˈbeɪkən/	thịt xông khói
bark	(n)	/bɑːrk/	vỏ cây
baseball	(n)	/ˈbeɪsbɔːl/	môn bóng chày
belt	(n)	/belt/	thắt lưng
blog	(n)	/blɔːɡ/	blog, nhật ký điện tử
boarding pass	(noun phrase)	/ˈbɔːrdɪŋ pæs/	thẻ lên máy bay
boarding time	(noun phrase)	/ˈbɔːrdɪŋ taɪm/	giờ lên máy bay
body language	(noun phrase)	/ˈbɔːdi læŋɡwɪdʒ/	ngôn ngữ cơ thể
boring	(adj)	/ˈbɔːrɪŋ/	nhàm chán
borrow	(v)	/ˈbɔːrəʊ/	vay, mượn

bowler hat	(n)	/ˈbəʊlər hæʃ/	mũ quả dưa
break	(n)	/breɪk/	kỳ nghỉ ngắn
break the barrier	(verb phrase)	/breɪk ðə ˈbæriər/	phá vỡ rào cản
brush your teeth	(verb phrase)	/brʌʃ jʊr tiːθ/	đánh răng
budget	(n)	/ˈbʌdʒɪt/	ngân sách
butter-baked	(adj)	/ˈbʌtər beɪkt/	nướng kèm với bơ
buy the groceries	(verb phrase)	/baɪ ðə ˈɡrəʊsərɪz/	mua hàng tạp hoá

C

calf	(n)	/kæf/	thú con (voi con, bê...)
canoe	(n)	/kəˈnuː/	chèo xuồng
canoeing	(n)	/kəˈnuːɪŋ/	môn chèo xuồng
cap	(n)	/kæp/	mũ lưỡi trai
capture	(v)	/ˈkæptʃər/	nắm bắt (một khoảnh khắc)
Carnival	(n)	/ˈkɑːrnɪvl/	lễ hội hóa trang
carry-on bag	(n)	/ˈkæri ɔːn bæɡ/	hành lý xách tay
cash	(n)	/kæʃ/	tiền mặt
cashier	(n)	/kæˈʃɪr/	nhân viên thu ngân
catch the bus	(verb phrase)	/kætʃ ðə bʌs/	bắt (đón) xe buýt
celebrate	(v)	/ˈselɪbreɪt/	ăn mừng, kỉ niệm
century	(n)	/ˈsentʃəri/	thế kỷ
change money	(verb phrase)	/tʃeɪndʒ ˈmʌni/	đổi tiền
charger	(n)	/ˈtʃɑːrdʒər/	bộ sạc
cheap	(adj)	/tʃiːp/	rẻ
check-in	(v)	/ˈtʃek ɪn/	làm thủ tục (lên máy bay, nhận phòng khách sạn,...)
check-in luggage	(noun phrase)	/ˈtʃek ɪn ˈlʌɡɪdʒ/	hành lý ký gửi
chess	(n)	/tʃes/	cờ vua
Chilean	(n)	/ˈtʃɪliən/	người Chi-lê
Chinese	(n)	/ˌtʃaɪˈniːz/	người Trung Quốc, tiếng Trung Quốc
clean the car	(verb phrase)	/kliːn ðə kɑːr/	rửa xe
clean your room	(verb phrase)	/kliːn jʊr ruːm/	dọn phòng
coach	(v)	/kəʊtʃ/	huấn luyện

coal	(n)	/kəʊl/	than đá
coat	(n)	/kəʊt/	áo choàng ngoài
communicate	(v)	/kə'mju:nɪkət/	giao tiếp
communication	(n)	/kə'mju:nɪ'keɪʃn/	sự giao tiếp
compete	(v)	/kəm'pi:t/	thi đấu
competition	(n)	/kəm'pi:tɪʃn/	cuộc thi đấu
competitive	(adj)	/kəm'petətɪv/	có tính cạnh tranh
conclude	(v)	/kən'klu:d/	kết thúc (bằng)
confusing	(adj)	/kən'fju:zɪŋ/	khó hiểu, rối rắm
connect	(v)	/kə'nekt/	kết nối
construct	(v)	/kən'strʌkt/	xây dựng
content	(n)	/'kɒntent/	nội dung
cooperation	(n)	/kəʊ'ɒpə'reɪʃn/	sự hợp tác
cost	(n)	/kɒst/	chi phí, giá cả
costume	(n)	/'kɒstu:m/	trang phục
cotton	(n)	/'kɒtn/	vải làm từ sợi bông, vải cô-tôn
course	(n)	/kɔ:rs/	khóa học
cover	(v)	/'kʌvər/	bao phủ, che phủ
crowded	(adj)	/'kraʊdɪd/	đông đúc
crowdfunding	(n)	/'kraʊdfʌndɪŋ/	việc gọi vốn cộng đồng
cruise	(n)	/kru:z/	cuộc đi chơi bằng tàu, thuyền
currency	(n)	/'kʌrənsi/	tiền tệ

D

dairy product	(noun phrase)	/ˈdeɪrɪ ˈpra:dʌkt/	sản phẩm làm từ sữa
dangerous	(adj)	/ˈdeɪndʒərəs/	nguy hiểm
daring	(n)	/ˈdeɪɪŋ/	táo bạo, dũng cảm
day trip	(noun phrase)	/ˈdeɪ ˌtrɪp/	chuyến đi trong ngày
delicious	(adj)	/dɪˈlɪʃəs/	ngon
dentistry	(n)	/ˈdentɪstri/	nha khoa
dessert	(n)	/dɪˈzɜ:rt/	món tráng miệng
destination	(n)	/ˌdestɪˈneɪʃn/	điểm đến
dictionary	(n)	/ˈdɪkʃənəri/	từ điển
difficult	(adj)	/ˈdɪfɪkəlt/	khó khăn
digital	(adj)	/ˈdɪdʒɪtl/	kỹ thuật số
discount	(n)	/ˈdɪskaʊnt/	sự bớt giá tiền, sự chiết khấu
dish	(n)	/dɪʃ/	món ăn
Diwali	(n)	/dɪˈwa:li/	lễ hội ánh sáng (ở các nước đạo Hin-đú)

do volunteer work	(verb phrase)	/du: vɒlən'tɪr wɜ:rk/	làm công việc tình nguyện
double	(adj)	/ˈdʌbl/	gấp đôi
download	(v)	/ˌdaʊn'ləʊd/	tải xuống
dress up in costumes	(verb phrase)	/dres ʌp ɪn 'kɒ:stu:mz/	hóa trang
driver's license	(noun phrase)	/ˈdraɪvəz laɪsns/	bằng lái xe
driving test	(noun phrase)	/ˈdraɪvɪŋ test/	kỳ thi lấy bằng lái xe

E

earn	(v)	/ɜ:rn/	kiếm (tiền)
eat breakfast	(verb phrase)	/i:t ˈbrekfəst/	ăn sáng
editor	(n)	/ˈedɪtər/	biên tập viên
editor-in-chief	(n)	/ˌedɪtər ɪn ˈtʃi:f/	chủ bút, tổng biên tập
eat out	(phrasal verb)	/ɪt aʊt/	ăn ở ngoài
Eid	(n)	/i:d/	lễ hội Eid
electricity	(n)	/ɪˌlek'trɪsəti/	điện
emotion	(n)	/ɪ'məʊʃn/	cảm xúc
empower	(v)	/ɪm'paʊər/	trao quyền
energy	(n)	/ˈenərdʒi/	năng lượng
English	(n)	/ˈɪŋɡlɪʃ/	người Anh, tiếng Anh
enjoyable	(adj)	/ɪn'dʒɔɪəbl/	thú vị
enormous	(adj)	/ɪ'nɔ:rməs/	rất to lớn
entertainment	(n)	/ˌentər'teɪnmənt/	sự giải trí, hình thức giải trí
eSports	(n)	/ˈi: spɔ:rts/	môn thể thao điện tử
evidence	(n)	/ˈevɪdəns/	bằng chứng, chứng cứ
excellent	(adj)	/ˈeksələnt/	xuất sắc
exchange money	(verb phrase)	/ɪks'tʃeɪndʒ ˈmʌni/	đổi tiền
excited	(adj)	/ɪk'saɪtɪd/	(cảm thấy) hứng thú
exciting	(adj)	/ɪk'saɪtɪŋ/	thú vị
exhausting	(adj)	/ɪg'zɔ:stɪŋ/	làm (ai) kiệt sức
exhibition	(n)	/ˌeksɪ'bɪʃn/	buổi triển lãm
expenses	(n)	/ɪk'spensɪz/	chi phí, phí tổn
expensive	(adj)	/ɪk'spensɪv/	đắt tiền
experience	(n)	/ɪk'spɪəriəns/	kinh nghiệm
expert	(n)	/ˈekspɜ:rt/	chuyên gia
explore	(n)	/ɪk'splɔ:r/	chuyến thám hiểm

F

face-to-face	(adj)	/ˈfeɪs tə ˈfeɪs/	trực tiếp
fascinating	(adj)	/ˈfæsnɪnɪŋ/	vô cùng hấp dẫn
fast food	(n)	/ˈfæst ˈfuːd/	thức ăn nhanh
festival	(n)	/ˈfestɪvəl/	lễ hội
filmmaker	(n)	/ˈfɪlm meɪkər/	nhà làm phim
filthy	(adj)	/ˈfɪlθi/	bẩn thỉu
firework	(n)	/ˈfaɪərwɜːrk/	pháo hoa
fit	(adj)	/fɪt/	cân đối, khỏe mạnh
fitness class	(noun phrase)	/ˈfɪtnəs ˌklæs/	lớp học thể hình
follower	(n)	/ˈfɔːləʊər/	người theo dõi
foreigner	(n)	/ˈfɔːrənər/	người nước ngoài
forest ranger	(noun phrase)	/ˈfɔːrɪst ˈreɪndʒər/	kiểm lâm
found	(v)	/faʊnd/	thành lập, sáng lập
fresh	(adj)	/freʃ/	tươi
frightening	(adj)	/ˈfraɪtnɪŋ/	đáng sợ
frozen	(adj)	/ˈfrəʊzn/	đông lạnh

G

game console	(n)	/ˈgeɪm kɔːnsəʊl/	máy chơi điện tử
gap year	(n)	/ˈɡæp ˌjɪr/	thời gian nghỉ tạm thời trước khi học tiếp trung học, đại học,...
geological	(adj)	/ˌdʒiːəˈləːdʒɪkl/	thuộc địa chất
get a scholarship	(verb phrase)	/get ə ˈskɔːləʃɪp/	nhận học bổng
get up	(v)	/get ʌp/	thức dậy
glacier	(n)	/ˈɡleɪʃər/	dòng sông băng
global	(adj)	/ˈɡləʊbəl/	thuộc toàn cầu
gloves	(n)	/ɡlʌvz/	găng tay
go on a school trip	(verb phrase)	/ɡəʊ ɔːn ə skuːl ˌtrɪp/	tham gia chuyến tham quan của trường
go on a tour	(verb phrase)	/ɡəʊ ɔːn ə tuːr/	đi tham quan theo đoàn
go to a meeting	(verb phrase)	/ɡəʊ tu ə ˈmiːtɪŋ/	đi họp
go to college	(verb phrase)	/ɡəʊ tə ˈkɔːlɪdʒ/	đi học đại học
graduate	(v)	/ˈɡrædʒueɪt/	tốt nghiệp
graph	(n)	/ɡræf/	biểu đồ
guidebook	(n)	/ˈɡaɪdbʊk/	sách hướng dẫn
guided tour	(noun phrase)	/ˈɡaɪdɪd tuːr/	chuyến tham quan có hướng dẫn viên
gymnastics	(n)	/dʒɪmˈnæstɪks/	môn thể dục dụng cụ

H

habitat	(n)	/ˈhæbɪtæt/	môi trường sống, nơi sống
handbag	(n)	/ˈhændbæɡ/	túi xách, ví xách tay
handle	(n)	/ˈhændl/	tên người dùng (trên mạng xã hội)
have lunch	(verb phrase)	/hæv ˌlʌntʃ/	ăn trưa
headlamp	(n)	/ˈhedlæmp/	đèn pha
health	(n)	/helθ/	sức khỏe
healthcare	(n)	/ˈhelθkər/	dịch vụ chăm sóc sức khỏe
healthy	(adj)	/ˈhelθi/	tốt cho sức khỏe
hearing	(n)	/ˈhɪrɪŋ/	thính giác
heartwarming	(adj)	/ˈhɑːrt wɔːrmin/	ấm lòng
heat	(n)	/hiːt/	hệ thống sưởi
heavy	(adj)	/ˈhevi/	(quần áo) dày
high-fiber	(adj)	/haɪ ˈfaɪbər/	nhiều chất xơ
high-protein	(adj)	/haɪ ˈprəʊtiːn/	nhiều đạm
high-quality	(adj)	/haɪ ˈkwɒləti/	chất lượng cao
hike	(v)	/haɪk/	đi bộ đường dài
homegrown	(adj)	/ˌhəʊmˈɡrəʊn/	tự trồng, trồng trong vườn nhà
homemade	(adj)	/ˌhəʊmˈmeɪd/	tự làm, làm tại nhà
horrible	(adj)	/ˈhɔːrəbl/	kinh khủng
huge	(adj)	/hjuːdʒ/	khổng lồ

I

ice hockey	(noun phrase)	/aɪs ˌhɔːki/	môn khúc côn cầu trên băng
immigration	(n)	/ˌɪmɪˈɡreɪʃn/	nơi làm thủ tục nhập cảnh
income	(n)	/ˈɪnkʌm/	thu nhập
Independence Day	(noun phrase)	/ˌɪndɪˈpendəns deɪ/	Ngày Độc Lập (Hoa Kỳ)
indigenous	(adj)	/ɪnˈdɪdʒənəs/	bản địa
individual	(adj)	/ˌɪndɪˈvɪdʒuəl/	mang tính cá nhân
indoor	(adj)	/ˈɪndɔːr/	trong nhà
ingredient	(n)	/ɪnˈɡriːdiənt/	nguyên liệu
instruction	(n)	/ɪnˈstrʌkʃn/	lời chỉ dẫn
interest	(n)	/ˈɪntrəst/	tiền lãi
interesting	(adj)	/ˈɪntrəstɪŋ/	hấp dẫn
interview	(n)	/ˈɪntərvjuː/	cuộc phỏng vấn
invaders	(n)	/ɪnˈveɪdərz/	quân xâm lược
Irish	(n)	/ˈaɪrɪʃ/	người Ai-len

J

jacket	(n)	/ˈdʒækɪt/	áo khoác
Japanese	(n)	/ˌdʒæpəˈniːz/	người Nhật, tiếng Nhật
jeans	(n)	/dʒiːnz/	quần bò, quần jean
jog	(v)	/dʒɑːg/	chạy bộ (chậm và đều)
journalist	(n)	/ˈdʒɜːrnəlɪst/	nhà báo
juice	(n)	/dʒuːs/	nước ép (rau, trái cây,...)
junk food	(noun phrase)	/ˈdʒʌŋk fuːd/	đồ ăn vặt

K

keep in touch	(verb phrase)	/kiːp ɪn tʌtʃ/	giữ liên lạc
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L

lack	(v)	/læk/	thiếu
lack	(n)	/læk/	sự thiếu hụt
learn a language	(verb phrase)	/lɜːn ə ˈlæŋɡwɪdʒ/	học một ngôn ngữ
leather	(n)	/ˈleðər/	da thuộc
leave school	(verb phrase)	/liːv skuːl/	rời khỏi trường học, nghỉ học
lecturer	(n)	/ˈlektʃərər/	giảng viên (đại học, cao đẳng)
lend	(v)	/lend/	cho vay, cho mượn
lettuce	(n)	/ˈlets/	rau diếp, rau xà lách
lifelong	(adj)	/ˈlaɪflɔːŋ/	suốt đời
lifestyle	(n)	/ˈlaɪfstɑːl/	lối sống
listen to music	(verb phrase)	/ˈlɪsn tə ˈmjuːzɪk/	nghe nhạc
local	(adj)	/ˈləʊkl/	thuộc địa phương
location	(v)	/ləʊˈkeɪʃn/	địa điểm
long-term	(adj)	/ˌlɔːŋ ˈtɜːrm/	dài hạn
lose	(v)	/luːz/	làm mất
low-calorie	(adj)	/ˌləʊˈkæləri/	có lượng calo thấp
luggage	(n)	/ˈlʌɡɪdʒ/	hành lý
lunch break	(n)	/ˈlʌntʃ breɪk/	giờ nghỉ trưa

M

magnificent	(adj)	/mæɡˈnɪfɪsnt/	tráng lệ, lộng lẫy
main dish	(n)	/ˌmeɪn ˈdɪʃ/	món ăn chính

make a poster	(verb phrase)	/meɪk ə ˈpəʊstər/	làm một tấm áp phích
master	(v)	/ˈmæstər/	thành thạo, nắm vững
meat	(n)	/miːt/	thịt
melt	(v)	/melt/	tan chảy
memorize	(v)	/ˈmeməraɪz/	ghi nhớ
mental	(adj)	/ˈmentl/	thuộc về tinh thần
Mexican	(n)	/ˈmeksɪkən/	người Mê-xi-cô
mineral water	(noun phrase)	/ˈmɪnərəl wɔːtər/	nước khoáng
mouthwatering	(adj)	/ˈmaʊθ wɔːtərɪŋ/	(thức ăn) hấp dẫn, kích thích vị giác
musical instrument	(noun phrase)	/ˌmjuːzɪkl ˈɪnstrəmənt/	nhạc cụ
musician	(n)	/ˌmjuːzɪʃn/	nhạc sĩ

N

nationality	(n)	/ˌnæʃəˈnæləti/	quốc tịch
natural material	(noun phrase)	/ˈnætʃrəl məˈtɪriəl/	chất liệu tự nhiên
neither	(adv)	/ˈnaɪðər/	cũng không
neuroscientist	(n)	/ˈnuərəsaɪəntɪst/	nhà thần kinh học
New Year	(n)	/ˌnuː ˈjɪr/	năm mới
nocturnal	(adj)	/ˌnɔːk ˈtɜːnl/	(thuộc) đêm; về đêm
noisy	(adj)	/ˈnɔɪzi/	ồn ào
non-renewable	(adj)	/ˌnɔːn rɪˈnuːəbl/	không thể tái tạo
non-stop	(adj)	/ˌnɔːn ˈstɔːp/	không ngừng

O

often	(adv)	/ˈɔːfn/	thường xuyên
old-fashioned	(adj)	/ˌəʊld ˈfæʃnd/	lỗi mốt
onion	(n)	/ˈʌŋjən/	củ hành tây
optimistic	(adj)	/ˌɒptɪˈmɪstɪk/	lạc quan
orange	(n)	/ˈɔːrɪndʒ/	quả cam
order	(n)	/ˈɔːrdər/	việc gọi món (trong nhà hàng)
organic	(adj)	/ˌɔːrˈɡænik/	hữu cơ
outdoor	(adj)	/ˈaʊtɔːr/	ngoài trời
outstanding	(adj)	/ˌaʊtˈstændɪŋ/	nổi bật, xuất sắc
overworked	(adj)	/ˌəʊvərˈwɜːrkt/	làm việc quá sức

P

pack	(n)	/pæk/	xếp đồ, đóng gói
pack a suitcase	(verb phrase)	/pæk ə ˈsuːtkeɪs/	xếp vali, xếp hành lý

packaged	(adj)	/ˈpækɪdʒd/	được đóng gói
paddleboard	(v)	/ˈpædlbɔːrd/	lướt ván đứng
passion	(n)	/ˈpæʃn/	niềm đam mê
passport	(n)	/ˈpæspɔːrt/	hộ chiếu
pasta	(n)	/ˈpɑːstə/	mì Ý
patriotic	(adj)	/ˌpeɪtriˈɑːtɪk/	yêu nước
pepper	(n)	/ˈpepər/	hạt tiêu, ớt chuông
pessimistic	(adj)	/ˌpesɪˈmɪstɪk/	bi quan
photographer	(n)	/fəˈtəːgrəfər/	nhiếp ảnh gia
physical	(adj)	/ˈfɪzɪkl/	(thuộc về) thể chất
pilot	(n)	/ˈpaɪlət/	phi công
pizza	(n)	/ˈpiːtsə/	bánh pizza
police officer	(n)	/pəˈliːs ɑːfɪsər/	cảnh sát
politics	(n)	/ˈpɑːlətɪks/	chính trị
pollution	(n)	/pəˈluːʃn/	sự ô nhiễm
poor	(adj)	/pʊr/	nghèo
popularity	(n)	/ˌpɑːpjʊˈlærəti/	sự phổ biến
population	(n)	/ˌpɑːpjʊˈleɪʃn/	dân số
possession	(n)	/pəˈzeʃn/	vật sở hữu, tài sản, của cải
post	(n)	/pəʊst/	bài đăng
potato	(n)	/pəˈteɪtəʊ/	khoai tây
practice singing	(verb phrase)	/ˈpræktɪs ˈsɪŋɪŋ/	tập hát
prepare for a presentation	(verb phrase)	/prɪˈper fɔːr ə ˌpreɪzənˈteɪʃn/	chuẩn bị cho một bài thuyết trình
present	(n)	/ˈpreznt/	món quà
present-time	(adj)	/ˌpreznt ˈtaɪm/	thuộc về hiện tại
pride	(n)	/praɪd/	lòng tự hào, niềm kiêu hãnh
private	(adj)	/ˈpraɪvət/	tư nhân, cá nhân
prize	(n)	/praɪz/	giải thưởng, phần thưởng
processed	(adj)	/ˈpraːsest/	được xử lý, đã qua xử lý
professional	(adj)	/prəˈfeʃənəl/	chuyên nghiệp
professor	(n)	/prəˈfesər/	giáo sư
profitable	(adj)	/ˈpraːfɪtəbl/	có khả năng sinh lợi
protect	(v)	/prəˈtekt/	bảo vệ
put on	(phrasal verb)	/put ɔːn/	mặc vào

Q

questionnaire	(n)	/ˌkwestʃəˈner/	bảng câu hỏi (để điều tra, thăm dò ý kiến)
quiet	(adj)	/ˈkwaɪət/	yên tĩnh

R

radish	(n)	/ˈrædɪʃ/	củ cải
raise money	(verb phrase)	/reɪz ˈmʌni/	quyên tiền
reception area	(n)	/rɪˈsepʃn ˌeɪrɪə/	khu vực lễ tân
recipe	(n)	/ˈresəpi/	công thức nấu ăn
recycle	(v)	/ˌriːˈsaɪkl/	tái chế
reef	(n)	/riːf/	rặng đá ngầm
reference	(n)	/ˈrefrəns/	thư giới thiệu, người viết thư giới thiệu
relaxation	(n)	/ˌriːlækˈseɪʃn/	sự thư giãn
renewable	(adj)	/rɪˈnuːəbl/	có thể tái tạo
rent a car	(verb phrase)	/rent ə ˈkɑːr/	thuê xe
request	(v)	/rɪˈkwest/	yêu cầu
research	(v)	/rɪˈsɜːrtʃ/	ngiên cứu
researcher	(n)	/rɪˈsɜːrtʃər/	nhà nghiên cứu
residence	(n)	/ˈrezɪdəns/	sự cư trú
responsibility	(n)	/rɪˌspɔːnsəˈbɪləti/	nghĩa vụ, trách nhiệm
resume	(n)	/ˈrezəmeɪ/	bản tóm tắt lý lịch
reusable	(adj)	/ˌriːˈjuːzəbl/	tái sử dụng được
rich	(adj)	/rɪʃ/	giàu có
rock climbing	(noun phrase)	/ˈrɔːk klaɪmɪŋ/	môn thể thao leo núi
rough	(adj)	/rʌf/	thô, ráp
routine	(n)	/ruːˈtiːn/	lệ thường, công việc thường làm hàng ngày
rule	(v)	/ruːl/	cai trị
run a marathon	(verb phrase)	/rʌn ə ˈmæərəθən/	chạy ma-ra-tông

S

sad	(adj)	/sæd/	buồn
safari	(n)	/səˈfɑːri/	chuyến tham quan thiên nhiên hoang dã
safe	(adj)	/seɪf/	an toàn
salary	(n)	/ˈsæləri/	lương, tiền lương
sanctuary	(n)	/ˈsæŋktʃuəri/	điện thờ, thánh địa
satisfied	(adj)	/ˈsætɪsfɑɪd/	(cảm thấy) hài lòng
satisfying	(adj)	/ˈsætɪsfaɪɪŋ/	làm (ai) hài lòng
sauce	(n)	/sɔːs/	nước sốt
sausage	(n)	/ˈsɔːsɪdʒ/	xúc xích
scientist	(n)	/ˈsaɪəntɪst/	nhà khoa học

sculpture	(n)	/ˈskʌlptʃər/	thuật điêu khắc, công trình điêu khắc
sense	(n)	/sens/	giác quan
sense of humor	(noun phrase)	/sens əv ˈhju:mər/	khiếu hài hước, óc khôi hài
sensory	(adj)	/ˈsensəri/	thuộc về giác quan
shape	(n)	/ʃeɪp/	thể trạng
share	(v)	/ʃer/	chia sẻ
shawl	(n)	/ʃɔ:l/	khăn san
shirt	(n)	/ʃɜ:rt/	áo sơ mi
shoes	(n)	/ʃu:/	giày
shortage	(n)	/ˈʃɔ:rtɪdʒ/	sự thiếu hụt
short-term	(adj)	/ˈʃɔ:rt ˈtɜ:m/	ngắn hạn
shrimp	(n)	/ʃrɪmp/	tôm
sight	(n)	/saɪt/	thị giác
sightseeing	(n)	/ˈsaɪtsi:ɪŋ/	chuyến tham quan ngắm cảnh
silk	(n)	/sɪlk/	lụa
sing karaoke	(verb phrase)	/sɪŋ ˌkæriˈəʊki/	hát karaoke
single	(adj)	/ˈsɪŋɡl/	(phòng) đơn
single-use	(adj)	/ˈsɪŋɡl ˈju:s/	sử dụng một lần
skateboarding	(n)	/ˈskeɪtbɔ:rdɪŋ/	môn trượt ván
skiing	(n)	/ˈski:ɪŋ/	môn trượt tuyết (trên ván đôi)
skirt	(n)	/skɜ:rt/	váy
smartphone	(n)	/ˈsmɑ:rtfəʊn/	điện thoại thông minh
smooth	(adj)	/smu:ð/	mượt, nhẵn
sneakers	(n)	/ˈsni:kəz/	giày thể thao
snowboarding	(n)	/ˈsnəʊbɔ:rdɪŋ/	môn trượt tuyết (trên ván đơn)
soccer	(n)	/ˈsɔ:kə/	môn bóng đá
social media	(n)	/ˌsəʊʃl ˈmi:diə/	phương tiện truyền thông xã hội
solar panel	(noun phrase)	/ˌsəʊlər ˈpænl/	tấm pin mặt trời
solution	(n)	/səˈlu:ʃn/	giải pháp
sometimes	(adv)	/ˈsʌmtaɪmz/	đôi khi
sound	(v)	/saʊnd/	nghe có vẻ (như thế nào)
souvenir	(n)	/ˌsu:vəˈnɪr/	quà lưu niệm
sparkling water	(noun phrase)	/ˈspɑ:rkliŋ ˈwɔ:tər/	nước khoáng có ga
speak English fluently	(verb phrase)	/spi:k ˈɪŋɡlɪ ˈflu:əntli/	nói tiếng Anh trôi chảy
special	(adj)	/ˈspeʃl/	đặc biệt

species	(n)	/ˈspi:ʃi:z/	loài
spend	(v)	/spend/	tiêu (tiền)
sponsor	(v)	/ˈspɑ:nsər/	tài trợ
spotless	(adj)	/ˈspɑ:tləs/	sạch bong
spread	(v)	/spred/	căng ra
start a new hobby	(verb phrase)	/stɑ:rt ə nu: ˈhɑ:bɪ/	bắt đầu một sở thích mới
start work	(verb phrase)	/stɑ:rt wɜ:rk/	bắt đầu làm việc
stay up	(phrasal verb)	/steɪ ʌp/	thức (khuya)
steak	(n)	/steɪk/	bít-tết
steal	(v)	/sti:l/	lấy trộm
still water	(noun phrase)	/ˈstɪl ˈwɔ:tər/	nước uống không có ga
stress-free	(adj)	/stres ˈfri:/	không ưu phiền, căng thẳng
student loan	(noun phrase)	/ˈstu:dnt leʊn/	khoản vay dành cho sinh viên
study abroad	(verb phrase)	/ˈstʌdi ə ˈbrɔ:d/	du học
stupa	(n)	/ˈstu:pə/	tháp đồ, phù đồ
stylish	(adj)	/ˈstɑɪlɪʃ/	sành điệu
suit	(n)	/su:t/	bộ com lê
sunbathe	(v)	/ˈsʌnbetð/	tắm nắng
sunblock	(n)	/ˈsʌnblo:k/	kem chống nắng
sunglasses	(n)	/ˈsʌŋglæsɪz/	kính râm
surround	(v)	/səˈraʊnd/	bao quanh, vây quanh
sweet	(adj)	/swi:t/	ngọt
switch off	(phrasal verb)	/swɪtʃ ɔ:f/	tắt (đèn, TV,...)
switch on	(phrasal verb)	/swɪtʃ ɔ:n/	bật, mở (đèn, TV,...)
synthetic material	(noun phrase)	/sɪnˈθetɪk məˈtɪriəl/	chất liệu tổng hợp

T

tablet	(n)	/ˈtæblət/	máy tính bảng
take a break	(verb phrase)	/teɪk ə breɪk/	ngủ ngơi, nghỉ giải lao
take a photo	(verb phrase)	/teɪk ə ˈfəʊtəʊ/	chụp ảnh
take a shower	(verb phrase)	/teɪk ə ˈʃaʊər/	đi tắm
take out the trash	(verb phrase)	/teɪk aʊt ðə træʃ/	đổ rác, bỏ rác
taste	(v)	/teɪst/	nếm
tax	(n)	/tæks/	thuế

teacher	(n)	/ˈti:tʃər/	giáo viên
team	(n)	/ti:m/	đội
temple	(n)	/ˈtempl/	đền thờ
tennis	(n)	/ˈtenɪs/	môn quần vợt
terrible	(adj)	/ˈterəbl/	khủng khiếp
text message	(noun phrase)	/ˈtekst ˌmesɪdʒ/	tin nhắn văn bản (điện thoại)
texture	(n)	/ˈtekstʃər/	kết cấu (vải)
the Internet	(n)	/ði ˈɪntənet/	mạng Internet
theme park	(noun phrase)	/θi:m pɑ:rk/	công viên giải trí theo chủ đề
therapeutic	(adj)	/θerəˈpi:ʊtɪk/	có tính trị liệu, giúp thư giãn
ticket	(n)	/ˈtɪkɪt/	vé
tie	(n)	/taɪ/	cà vạt
trail	(n)	/treɪl/	đường, đường mòn
touch	(v)	/tʌtʃ/	chạm, sờ
tourist	(n)	/ˈtʊrɪst/	du khách
tournament	(n)	/ˈtʊrnəmənt/	giải đấu
town	(n)	/taʊn/	thị trấn
transportation	(n)	/ˌtrænsˈpɔ:təˈteɪʃn/	phương tiện giao thông
travel abroad	(verb phrase)	/ˈtrævl əˈbrɔ:d/	du lịch nước ngoài
travel agent	(noun phrase)	/ˈtrævl ˈeɪdʒənt/	đại lý du lịch
trek	(n)	/trek/	chuyến đi bộ đường dài
trend	(n)	/trend/	xu hướng
trendy	(adj)	/ˈtrendi/	thời thượng
try on	(v)	/traɪ ɑ:n/	mặc thử
T-shirt	(n)	/ˈti: ʃɜ:rt/	áo thun

U

underground	(adj)	/ˌʌndəˈgraʊnd/	dưới đất, ngầm
UNESCO World Heritage Site	(noun phrase)	/ju:ˈneskəʊ wɜ:ld ˈherɪtɪdʒ saɪt/	di sản thế giới được UNESCO công nhận
upload	(v)	/ʌpˈləʊd/	tải lên
urban	(adj)	/ˈɜ:rbən/	thuộc đô thị
usually	(adv)	/ˈju:ʒuəli/	thông thường, thường thường

V

vacation	(n)	/veɪˈkeɪʃn/	kỳ nghỉ
vacuum the floor	(verb phrase)	/ˈvækju:m ðə flo:ɹ/	hút bụi sàn nhà
video game	(noun phrase)	/ˈvɪdiəʊ geɪm/	trò chơi điện tử
villager	(n)	/ˈvɪlɪdʒər/	dân làng
volleyball	(n)	/ˈvɔ:lɪbɔ:l/	môn bóng chuyền
volunteer	(n)	/ˌvɔ:lənˈtɪr/	tình nguyện viên

W

walk the dog	(verb phrase)	/wɔ:k ðə dɔ:g/	dắt chó đi dạo
warm	(adj)	/wɔ:rm/	ấm áp
wash the dishes	(verb phrase)	/wɔ:ʃ ðə ˈdɪʃɪz/	rửa bát đĩa
watch TV	(verb phrase)	/wɔ:tʃ ˈti: ˈvi:/	xem ti-vi
wave	(n)	/weɪv/	sóng
wildlife protection officer	(noun phrase)	/ˈwaɪldlaɪf prəˈtekʃn ˈɔ:fɪsər/	nhân viên bảo vệ động vật hoang dã
win	(v)	/wɪn/	thắng, chiến thắng
wind	(n)	/wɪnd/	gió
wood	(n)	/wʊd/	gỗ
wool	(n)	/wʊl/	len
work out	(phrasal verb)	/wɜ:rk aʊt/	tập thể dục

Y

yoga	(n)	/ˈjəʊgə/	môn yo-ga
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