

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

SÁCH HỌC SINH

TẬP MỘT

7



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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# Tiếng Anh

**SÁCH HỌC SINH**

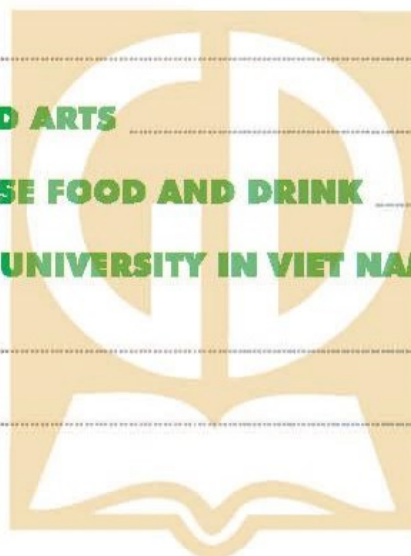
**TẬP MỘT**

(Tái bản lần thứ nhất)



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## LỜI NÓI ĐẦU

**Tiếng Anh 7, Tập Một** được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học cơ sở do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 01/QĐ-BGDĐT ngày 03 tháng 01 năm 2012, tiếp theo **Tiếng Anh 6**. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kĩ năng nghe, nói, đọc và viết, trong đó, ưu tiên phát triển hai kĩ năng nghe và nói. Trong **Tiếng Anh 7, Tập Một**, việc học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lí lứa tuổi của học sinh Trung học cơ sở, các đặc điểm văn hoá của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh, được coi trọng.

**Tiếng Anh 7, Tập một** được biên soạn xoay quanh hai chủ điểm (Theme) gắn gũi với học sinh: *Our Communities* và *Our Heritage*. Mỗi chủ điểm được chia thành ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic) của chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

**Tiếng Anh 7, Tập một** được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy tiếng Anh Trung học cơ sở ở Việt Nam với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn Xuất bản Giáo dục Pearson.

Các tác giả rất mong nhận được những ý kiến đóng góp của các nhà giáo, học sinh, phụ huynh học sinh và đồng đạo bạn đọc quan tâm để sách được hoàn thiện hơn.

*Các tác giả*

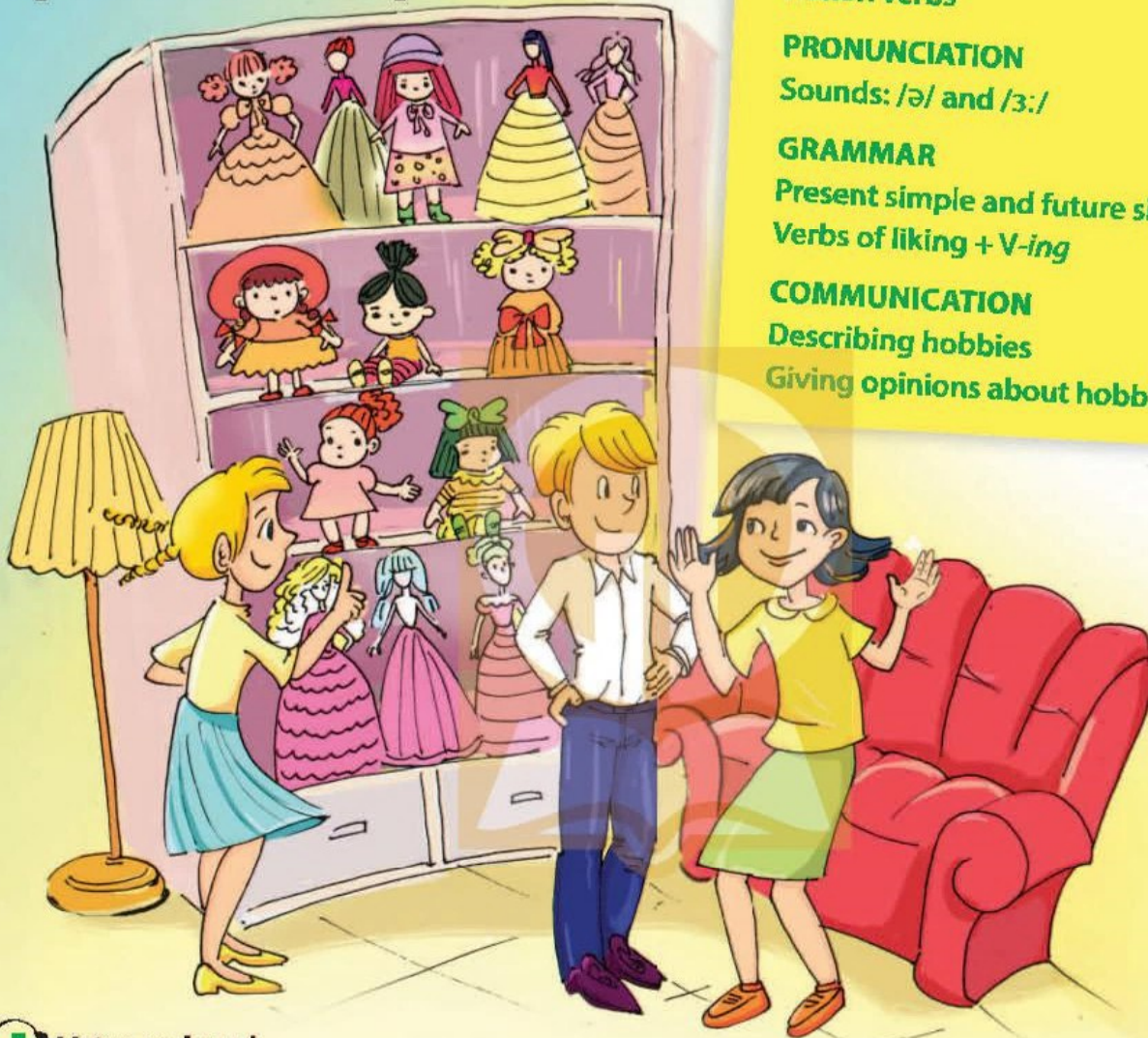
		Reading	Listening
	<b>Unit 1: My Hobbies</b>	- Reading for specific information about an unusual hobby	- Listening for specific information about one's hobby
	<b>Unit 2: Health</b>	- Reading for specific information about number of calory take-in	- Listening for specific information about health problems and advice
	<b>Unit 3: Community Service</b>	- Reading for specific information about young people doing community service	- Listening for specific information about the volunteer work of a student
<b>REVIEW 1</b>			
	<b>Unit 4: Music and Arts</b>	- Reading for specific information about a type of traditional art	- Listening for specific information about the life of an artist
	<b>Unit 5: Vietnamese Food and Drink</b>	- Reading for specific information about typical traditional food and drink	- Listening for specific information about types of traditional food and drink
	<b>Unit 6: The First University in Viet Nam</b>	- Reading for specific information about the history of Van Mieu – Quoc Tu Giam	- Listening for specific information about the biography of a most famous teacher
<b>REVIEW 2</b>			



Speaking	Writing	Language Focus
<ul style="list-style-type: none"> <li>- Talking about types of hobbies</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about one's hobby</li> </ul>	<ul style="list-style-type: none"> <li>- Present simple and future simple: review</li> <li>- Verbs of liking + V-ing</li> <li>- Sounds: /ə/ and /ɜ:/</li> </ul>
<ul style="list-style-type: none"> <li>- Talking about calories used for everyday activities</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about health advices</li> </ul>	<ul style="list-style-type: none"> <li>- Compound sentences</li> <li>- Imperatives with <i>more</i> and <i>less</i></li> <li>- Sounds: /f/ and /v/</li> </ul>
<ul style="list-style-type: none"> <li>- Talking about how to contribute to community activities</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about community services/ volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>- Past simple and present perfect: review</li> <li>- Sounds: /g/ and /k/</li> </ul>
<ul style="list-style-type: none"> <li>- Asking and answering questions about music</li> </ul>	<ul style="list-style-type: none"> <li>- Writing an informal letter of invitation</li> </ul>	<ul style="list-style-type: none"> <li>- Comparisons: <i>(not) as ... as, the same as, different from</i></li> <li>- Express agreement: <i>too/either</i></li> <li>- Sounds: /ʃ/ and /ʒ/</li> </ul>
<ul style="list-style-type: none"> <li>- Talking about ways to make a kind of food/drink</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a letter describing someone's local food/drink</li> </ul>	<ul style="list-style-type: none"> <li>- Nouns (countable/uncountable)</li> <li>- <i>How much/How many?</i></li> <li>- <i>a/an, some, any ...</i></li> <li>- Sounds: /θ/ and /ð:/</li> </ul>
<ul style="list-style-type: none"> <li>- Talking about making arrangements for a trip to the Temple of Literature</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about a historic place</li> </ul>	<ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Sounds: /tʃ/ and /dʒ/</li> </ul>

## GETTING STARTED

## My favourite hobby



## THIS UNIT INCLUDES:

## VOCABULARY

Hobbies

Action verbs

## PRONUNCIATION

Sounds: /ə/ and /ɜ:/

## GRAMMAR

Present simple and future simple: review

Verbs of liking + V-ing

## COMMUNICATION

Describing hobbies

Giving opinions about hobbies

## 1 Listen and read.

**Nick:** Hi Mi, welcome to our house!

**Elena:** Come upstairs! I'll show you my room.

**Mi:** Wow! You have so many dolls.

**Elena:** Yes. My hobby is collecting dolls. Do you have a hobby?

**Mi:** I like collecting glass bottles.

**Elena:** Really? That's very unusual. Is it expensive?

**Mi:** Not at all, I just keep the bottles after we use them. What about doll collecting? Is it expensive?

**Elena:** I guess so, but all of my dolls are presents. My parents, and my aunt and uncle always give me dolls on special occasions.

**Mi:** Your dolls are all very different.

**Elena:** Yes, they're from all over the world!

**Nick:** I don't know why girls collect things. It's a piece of cake.

**Mi:** Do you have a difficult hobby, Nick?

**Nick:** Yes, I enjoy mountain climbing.

**Mi:** But Nick, there are no mountains around here!

**Nick:** I know. I'm in a mountain climbing club. We travel to mountains around Viet Nam. In the future, I'll climb mountains in other countries too.

## Look out!

'It's a piece of cake' is an idiom. Do you know what it means? Can you guess its meaning from the conversation? Can you think of any other idioms?

Remember, idioms usually have a different meaning than the normal meaning of each word.



### a Are the sentences below true (T) or false (F)?

- |  |                          |                          |
|--|--------------------------|--------------------------|
|  | T                        | F                        |
| 1. Elena's room is on the first floor.                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There are a lot of dolls in Elena's room.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mi has the same hobby as Elena.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Elena's grandparents usually give her dolls.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nick thinks mountain climbing is more challenging than collecting things. | <input type="checkbox"/> | <input type="checkbox"/> |

### b Answer the following questions.

- When does Elena receive dolls from her family members?
- Are her dolls the same?
- How does Mi collect bottles?
- Does Mi think collecting bottles costs much money?
- Has Nick climbed mountains in other countries?

### 2 Listen and repeat.

cycling	arranging flowers
taking photos	skating
cooking	playing the guitar
bird-watching	playing board games
gardening	

### 3 Choose the words/phrases in 2 that match the pictures below. Write them in the spaces.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_



7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

### 4 Work in pairs and complete the tables below. Do you think the hobbies in 3 are cheap or expensive, easy or difficult?

Cheap hobbies	Expensive hobbies
_____	_____
_____	_____
Easy hobbies	Difficult hobbies
_____	_____
_____	_____

Can you add some other hobbies to the lists?

### 5 Game: FIND SOMEONE WHO ...

a In three - five minutes, ask as many classmates as you can about which hobbies from 3 they like. Use the question 'Do you like ...?'

**Example:**

A: Do you like gardening?

B: No, I don't.

b In the table below, write your classmates' names beside the hobbies they like. The student with the most names wins.

Find someone who likes ...

cycling	_____
arranging flowers	_____
taking photos	_____
skating	_____
cooking	_____
playing the guitar	_____
bird-watching	_____
playing board games	_____
gardening	_____



# A CLOSER LOOK 1

## Vocabulary

1 Match the correct verbs with the hobbies. Some hobbies may be used with more than one verb.

**A**

1. go
2. do
3. collect
4. play
5. take
6. watch

**B**

- a. TV
- b. bottles
- c. photos
- d. mountain climbing
- e. horse-riding
- f. the piano
- g. gymnastics
- h. badminton
- i. camping
- j. dolls

2 Fill in each blank in the sentences with one hobby or one action verb from the box below.

Hobbies	Action Verbs
listening to music	listen
gardening	plant
fishing	catch
painting	swim
swimming	paint

1. I like \_\_\_\_\_. There is a pool near my house, so I go there four times a week and \_\_\_\_\_. It is fun because you can play in the water and keep fit at the same time.
2. I always \_\_\_\_\_ to Ngoc's songs. I love the sweet melodies. At home I have to use my headphones because my parents don't like loud noise. \_\_\_\_\_ is my favourite hobby.
3. I love being outdoors with the trees and flowers. There is a small garden behind my house. I \_\_\_\_\_ flowers and vegetables there. I like \_\_\_\_\_ a lot.
4. My father and I share the same hobby. At weekends, we usually go to a small lake in Ha Tay. It's exciting when you can \_\_\_\_\_ some fish for dinner. We love \_\_\_\_\_!
5. My sister's favourite hobby is \_\_\_\_\_. She is very creative and she \_\_\_\_\_ very well. I like the colours in her pictures.

3 Do you know what a keyword is? Work in pairs and write down keywords to describe the hobbies in the table below. You can use the words in the sentences from 2 to help you.

Hobbies	Keywords
listening to music	melody, songs ...
gardening	
fishing	
painting	
swimming	

### Look out!

Keywords help you understand a text quickly and take good notes! Learn how to identify them and keep practising.

4 Game: THE KEYS TO MY HOBBY!

1. Work in groups.
2. Each student thinks of a hobby and says the keywords out loud.
3. The rest of the group tries to guess what the hobby is. One point is given for each correct guess.
4. The student with the most points is the winner.

**Example:**

- A:** water, grow, flowers, vegetables  
**B:** Is it gardening?  
**A:** Yes, it is.



## Pronunciation

/ə/ and /ɜ:/

5 Listen and tick (✓) the words you hear. Repeat the words.

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> bird-watching | <input type="checkbox"/> answer    |
| <input type="checkbox"/> away          | <input type="checkbox"/> neighbour |
| <input type="checkbox"/> burn          | <input type="checkbox"/> singer    |
| <input type="checkbox"/> hurt          | <input type="checkbox"/> heard     |
| <input type="checkbox"/> birth         | <input type="checkbox"/> common    |

6 Listen again and put the words in the correct column.

/ə/	/ɜ:/

7 Listen to the sentences and tick /ə/ or /ɜ:/. Practise the sentences.

	/ə/	/ɜ:/
1. His hobby is collecting toy cars.		
2. My sister has a lot of photos.		
3. When I have free time, I usually go surfing.		
4. I love the colours in their paintings.		
5. My friend has an unusual hobby: learning foreign languages.		

## A CLOSER LOOK 2

### Grammar

The present simple and the future simple: review

1 Complete the sentences. Use the present simple or future simple form of the verbs.

- Ngoc (love) \_\_\_\_\_ cartoons, but she says she (not/continue) \_\_\_\_\_ this hobby in the future.
- They usually (take) \_\_\_\_\_ a lot of beautiful photos.
- What (your brother/do) \_\_\_\_\_ in his free time?
- I think 10 years from now more people (enjoy) \_\_\_\_\_ gardening.
- \_\_\_\_\_ you (do) \_\_\_\_\_ morning exercise every day?
- \_\_\_\_\_ you still (play) \_\_\_\_\_ badminton next year?

2 The table below shows the results of Nick's survey on his classmates' hobbies. Read the table and complete his report using the present simple.

Activity \ Name	Boys			Girls	
	Nam	Son	Binh	Ly	Hue
Watching TV	every day	every day	every day	every day	every day
Swimming				x 3 per week	x 3 per week
Playing badminton	every day	every day		x 4 per week	every day

#### Nick's report


I asked some classmates about their hobbies and I got some interesting results. Everybody (1. like) \_\_\_\_\_ watching TV, and they (2. watch) \_\_\_\_\_ it every day. The three boys, Nam, Son, Binh (3. not love) \_\_\_\_\_ swimming, but the two girls, Ly and Hue, (4. go) \_\_\_\_\_ swimming three times a week. Most of them (5. enjoy) \_\_\_\_\_ playing badminton. Nam, Son and Hue (6. play) \_\_\_\_\_ badminton every day, and Ly (7. play) \_\_\_\_\_ the sport four times a week. Only Binh (8. not like) \_\_\_\_\_ badminton; he never (9. play) \_\_\_\_\_ it.

**3a** Work in groups. Think of some activities (such as listening to music, playing basketball, or going shopping) and make a table like the table in **2**. One student in the group asks the other group members about the frequency they do these activities while another student in the group records the answers.

**b** Now, as a group, write a short report about what you have found out. Use Nick's report in **2** as an example.  
I asked some classmates about their hobbies and I got some interesting results. ...

**Verbs of liking + V-ing**

**Look out!**  
We often use the **-ing** form after verbs of liking and not liking. These verbs are *like, love, enjoy, and hate* (not like).  
*Example: I like going to the cinema.*  
*She hates cleaning the floor.*



**4** Complete the sentences, using the **-ing** form of the verbs in the box.

- walk      play
- watch    ride
- talk      eat
- go

1. My dad enjoys \_\_\_\_\_ his bike to work.
2. My mum doesn't like \_\_\_\_\_ films on TV. She loves \_\_\_\_\_ to the cinema.
3. I like \_\_\_\_\_ to my friends in my free time.
4. My younger brother loves \_\_\_\_\_ monopoly with me every evening.
5. They hate \_\_\_\_\_ noodles. They prefer rice.
6. Does your grandma enjoy \_\_\_\_\_?

**5** Look at the pictures and write sentences. Use suitable verbs of liking or not liking and the **-ing** form.

**6** What does each member in your family like or not like doing? Write the sentences.

1. My father likes \_\_\_\_\_
2. My father hates \_\_\_\_\_
3. My mother enjoys \_\_\_\_\_
4. My mother doesn't like \_\_\_\_\_
5. My brother/sister loves \_\_\_\_\_
6. My brother/sister doesn't like \_\_\_\_\_

# COMMUNICATION

## Extra vocabulary

making pottery      carving wood  
 unusual              take up sth  
 making models

**1** Match the activities with the pictures.

making models      dancing  
 making pottery      carving wood  
 ice-skating

**2** What do you think about the hobbies in **1**? Look at the table below and tick the boxes. Then, complete the sentences below by writing one reason to explain your choice.

	boring	unusual	interesting
making pottery			
dancing			
ice-skating			
making models			
carving wood			

## Look out!

When you give your opinion about something, you can use:

*find sth/doing sth + adj or think (that) sth/doing sth is + adj.*



- I find making pottery \_\_\_\_\_ because \_\_\_\_\_.
- I think dancing is \_\_\_\_\_ because \_\_\_\_\_.
- I find ice-skating \_\_\_\_\_ because \_\_\_\_\_.
- I think making models is \_\_\_\_\_ because \_\_\_\_\_.
- I find carving wood \_\_\_\_\_ because \_\_\_\_\_.

**3** Now, interview a classmate about the hobbies in **1**. Take notes and present your partner's answers to the class.

### Example:

**You:** What do you think about making pottery?/How do you find making pottery?

**Mai:** I think it is \_\_\_\_\_./I find it \_\_\_\_\_.

**You:** Why?

**Mai:** Because \_\_\_\_\_.

**You:** Will you take up making pottery in the future?

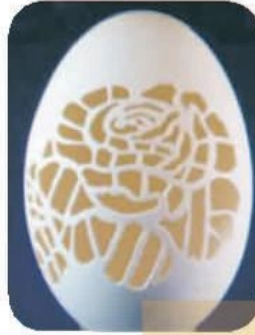
**Mai:** Yes, I will./I'm not sure.



## Reading

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

1. What can you see in the pictures?
2. What do you think the objects are made of?
3. Can you guess what hobby it is?



Now, read about Nick's father's unusual hobby and check your answers.

*My father has an unusual hobby; carving eggshells. As everyone knows, eggshells are very fragile. My dad can make beautiful pieces of art from empty eggshells. It's amazing!*

*He started the hobby five years ago after a trip to the US where he saw some carved eggshells in an art gallery. My father did not go to class to learn how to carve. He learned everything from the Internet.*

*Some people say that this hobby is difficult and boring, but it isn't. All you need is time. It may take two weeks to complete one shell. I find this hobby interesting because carved eggshells are unique gifts for family and friends. I hope that in the future he'll teach me how to do eggshell carving.*

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

1. Why does Nick think his father's hobby is unusual?
2. Where did his father see the carved eggshells for the first time?
3. How do some people find this hobby?
4. Does Nick like his father's hobby?

**3** Read the sentences below and use no more than three words from the text to complete them.

1. Nick's father enjoys \_\_\_\_\_.
2. He took up this hobby when he came back home from \_\_\_\_\_.
3. He learned to carve from \_\_\_\_\_.
4. Nick thinks you can learn to carve if you have \_\_\_\_\_.
5. Carved eggshells can be used as \_\_\_\_\_ for your family and friends.

## Speaking

**4** Nick says that carved eggshells can be used as gifts for your family and friends. In pairs, discuss other uses of these pieces of art. Share your ideas with the class.

**5** Work in groups. Take turns talking about your hobbies. Use the questions below, and your own to help.

1. What's the name of your hobby?
2. When did you start your hobby?
3. Is your hobby easy or difficult? Why?
4. Is your hobby useful? Why/Why not?
5. Do you intend to continue your hobby in the future?

**Who do you think has the most exciting hobby?**





**Listening**

- 1 Do you know anything about collecting glass bottles? Do you think it is a good hobby? Why/Why not?
- 2 Listen to an interview about hobbies. A 4Teen reporter, Ngoc asks Mi about her hobby. Complete each blank in the word web with no more than three words.



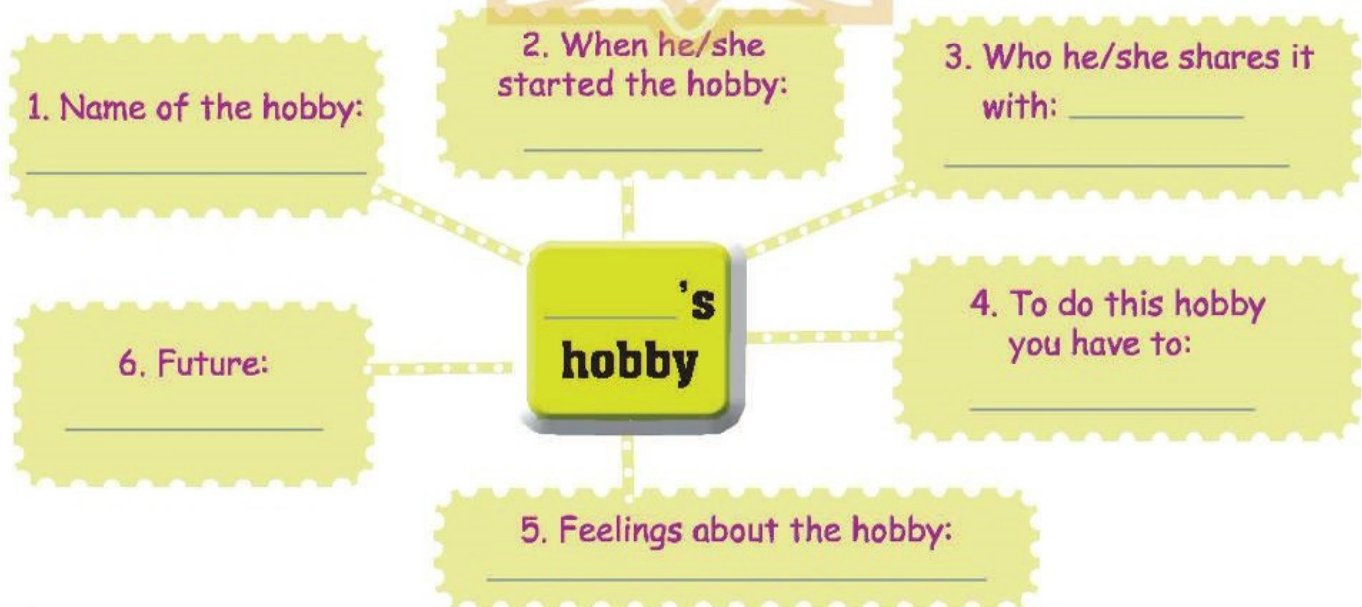
**Writing**



**Writing tip**

You can use a word web as a way to organise the ideas for your writing.

- 3 Work in pairs. Ask and answer questions about each other's hobby. Take notes below.



- 4 Now, write a paragraph about your classmate's hobby. Use the notes from 3. Start your paragraph as shown below.

\_\_\_\_\_ is my classmate. His/Her hobby is \_\_\_\_\_.

# LOOKING BACK

## Vocabulary

**1 Complete the sentences with appropriate hobbies.**

- If you have a lot of bottles, dolls or stamps, your hobby is \_\_\_\_\_.
- If you spend time watching birds in nature, your hobby is \_\_\_\_\_.
- If you like playing monopoly or chess, your hobby is \_\_\_\_\_.
- If you always buy flowers and put them in a vase to display in your house, your hobby is \_\_\_\_\_.
- If you spend most of your free time making vases or bowls from clay, your hobby is \_\_\_\_\_.
- If you enjoy moving your body to music, your hobby is \_\_\_\_\_.

**2 Put one of the verbs from the box in each blank. Use the correct form of the verb.**

do collect listen play go read

- My sister \_\_\_\_\_ to pop music every day.
- They \_\_\_\_\_ shopping for food on Sundays.
- My mum wants to keep fit, so she \_\_\_\_\_ tennis three times a week.
- Do they \_\_\_\_\_ newspapers in the mornings?
- My grandparents \_\_\_\_\_ exercise in their free time.
- It is interesting to \_\_\_\_\_ tree leaves from different countries.

**3 Add hobbies to each of the following lists.**

Easy hobbies	Difficult hobbies	Cheap hobbies	Expensive hobbies
collecting labels	skating	collecting used books	collecting cars

## Grammar

**4 Use the present simple or future simple form of each verb in brackets to complete the passage.**

There are four people in my family. We (1. have) \_\_\_\_\_ different hobbies. My father (2. like) \_\_\_\_\_ playing badminton. He (3. play) \_\_\_\_\_ it almost every day. My mother (4. not like) \_\_\_\_\_ this sport. She (5. enjoy) \_\_\_\_\_ walking. Every morning she (6. walk) \_\_\_\_\_ for about two kilometres. Next year, I (7. join) \_\_\_\_\_ her. My younger sister (8. love) \_\_\_\_\_ reading books. There is a big bookshelf in her room. I (9. not like) \_\_\_\_\_ her books because they are usually picture books. She says she (10. read) \_\_\_\_\_ other kinds of books when she is older.

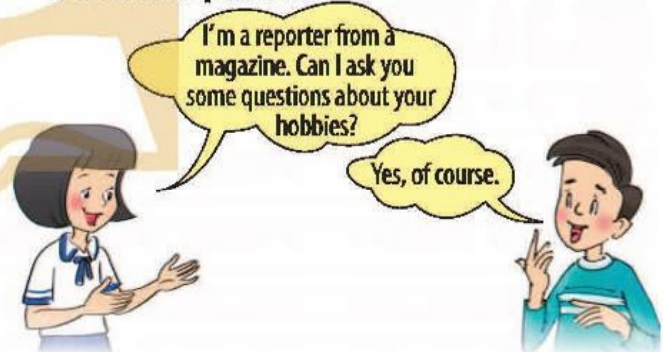
**5 Write true sentences about yourself.**

- I like \_\_\_\_\_.
- I enjoy \_\_\_\_\_.
- I love \_\_\_\_\_.
- I don't like \_\_\_\_\_.
- I hate \_\_\_\_\_.

## Communication

**6 Role-play**

**Work in pairs. Student A is a reporter. Student B is a famous person.**



**Example:**

- A:** Good morning. Nice to meet you.  
**B:** Good morning. Nice to meet you, too.  
**A:** Can I ask you some questions about your hobbies?  
**B:** Yes, of course.  
**A:** What is your favourite hobby?  
**B:** It's painting.

Finished! Now I can ...	✓	✓✓	✓✓✓
• use action verbs to talk about many different hobbies			
• use the present simple/the future simple and verbs of liking + V-ing to talk about hobbies			
• describe and give opinions about hobbies			
• write about someone's hobby			



1. Work in groups of three or four.
2. Take turns talking briefly about your hobbies.
3. Work together to cut and glue pictures from magazines or draw pictures of your group members' hobbies.
4. Show and describe your collage to the class.



**GETTING STARTED****Going out, or staying in?****THIS UNIT INCLUDES:****VOCABULARY**

Health problems and health tips

**PRONUNCIATION**

Sounds: /f/ and /v/

**GRAMMAR**Imperatives with *more* and *less*

Compound sentences

**COMMUNICATION**

Talking about health problems

Giving advice on healthy lifestyles

**1 Listen and read.****Nick:** Hi, Phong.**Phong:** Oh, hi. You woke me up, Nick.**Nick:** But it's ten o'clock already. Let's go out.**Phong:** No, count me out. I think I'll stay at home and play Zooniverse on my computer.**Nick:** What? It's such a beautiful day. Come on! You already got enough sleep. Let's do something outdoors – it's healthier.**Phong:** What like, Nick?**Nick:** How about going swimming? Or cycling? They are both really healthy.**Phong:** No, I don't feel like it.**Nick:** You sound down Phong, are you OK?**Phong:** I do feel kind of sad. I eat junk food all the time, so I'm putting on weight too.**Nick:** All the more reason to go out.**Phong:** No, Nick. Plus, I think I have flu – I feel weak and tired. And, I might get sunburnt outside.**Nick:** I won't take no for an answer. I'm coming to your house now!

**a Can you find a word or expression that means:**

1. the name of a computer game
2. I don't want to
3. feeling sad
4. becoming fatter
5. I don't accept it

**b Read the conversation again. Who wants to do the following things?**

	Nick	Phong
1. stay at home		
2. play computer games		
3. go outside		
4. go swimming		
5. avoid getting sunburnt		

**2 a Match the health problems in the box with the pictures. Then listen and repeat.**

- |                    |             |
|--------------------|-------------|
| a. spots           | b. sunburn  |
| c. (put on) weight | d. flu      |
| e. (an) allergy    | f. sickness |



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**b Which problems do you think are most common with your classmates? Rank the problems from the most common (1) to the least common (6). Then share with a partner.**

**3 These people have the wrong advice. Can you match the correct advice (1-5) with the people (a-e)?**

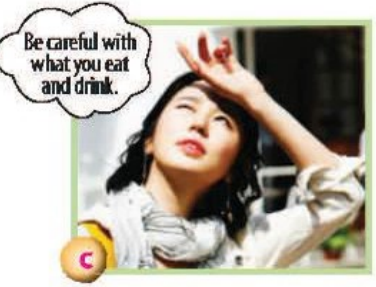
1. Wear a hat.



2. Wash your hands regularly.



3. Be careful with what you eat and drink.



4. Exercise regularly.



5. Wash your face regularly.



**4 Game**  
Take a card with a health problem or a piece of advice. Walk around and try to find the person with the card that matches yours.

- Example:**
- A: I have spots.
  - B: Oh, I'm sorry. My advice is 'Wear a hat.' / Yes! My advice is 'Wash your face regularly.'

# A CLOSER LOOK 1

## Vocabulary

have a	have	feel
cough	flu	sick
headache	stomachache	tired
sore throat	toothache	weak
temperature	earache	

1 Look at the pictures. Write the problem below the picture of each patient.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

2 Now, read the doctor's notes about his patients and fill in the missing words.

**Patient 1:** She looks very red. She was outdoors all day yesterday. I think she has \_\_\_\_\_.

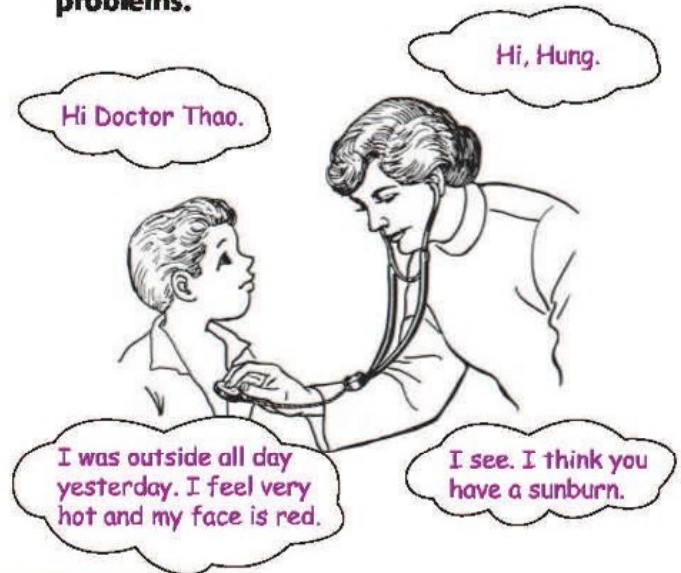
**Patient 2:** He keeps sneezing and coughing. I think he has \_\_\_\_\_.

**Patient 3:** He looks so \_\_\_\_\_. He can't keep his eyes open! He's very hot too – he has a \_\_\_\_\_.

**Patient 4:** He ate some seafood yesterday. Now he feels \_\_\_\_\_. He says he has a \_\_\_\_\_ too.

**Patient 5:** He is holding his neck. I think he has a \_\_\_\_\_.

3 Role-play the meeting with the doctor. Use the cues in 1, 2 or your own health problems.



4 Choose a health problem. Work in groups. Tell your group about the last time you had that problem.

*Example:*

**A:** I had flu two weeks ago.

**B:** Me too! I felt so weak.

**C:** Oh. I had a sore throat yesterday.

**D:** I had toothache. I think I ate too many sweets.

Can you extend your conversation?

## Pronunciation

/f/ and /v/

5 Listen and circle the words you hear.

	/f/	/v/
1.	fat	vat
2.	ferry	very
3.	fast	vast
4.	fault	vault
5.	safe	save
6.	leaf	leave

6 Listen and circle the word(s) with the /f/ or /v/ sounds. Then say the sentences.

1. Fast food isn't healthy.

2. I have felt sick all day.

3. Obesity is a problem – people are getting fatter.

4. Having a healthy lifestyle is important.

5. Too many sweets give you toothache.

# A CLOSER LOOK 2

## Grammar

Imperatives with *more* and *less*

We can use the imperative for direct commands, orders or suggestions.

- do **more** exercise
- eat **more** fruit/vegetables
- sleep **more**
- wash your hands **more**
- eat **less** junk food
- sunbathe **less**
- watch **less** TV
- spend **less** time playing computer games

1 Look at the pictures. Which health tips from the box above would you give to each of these people?



2 Top health tips for teens

Look at the health tips in the yellow box. Which six do you think are most important to you and your classmates? Explain why.

3 Look at the article on the *Teen Health* website. Fill in the blanks to complete their top six health tips.

We asked doctors and health experts around the world for their top health tips. Do you want to know how you can stay healthy? Then read on!

Home Services Resources Contact

## Teen Health

Welcome to Teen Health



1 \_\_\_\_\_  
Staying in shape is our most important tip. You can play football, or even go for long walks. It's OK, but make sure it's three times a week or more!

2 \_\_\_\_\_  
Getting plenty of rest is really important! It helps you to avoid depression and it helps you to concentrate at school. You'll also be fresher in the mornings!

3 \_\_\_\_\_  
You are what you eat! So make sure it's healthy food like fruits and vegetables, not junk food. It can help you to avoid obesity too.

4 \_\_\_\_\_  
It's so easy to get flu. We should all try to keep clean more. Then flu will find it harder to spread!

5 \_\_\_\_\_  
There are some great things to watch. But too much isn't good for you or your eyes.

6 \_\_\_\_\_  
Many of us love computer games, but we should spend less time playing them. Limit your time to just one hour, two or three days a week, or less.

## Compound sentences

When we want to join two ideas, we can link two simple sentences to form a compound sentence.

We can do this using a coordinating conjunction like *and* (for addition), *or* (for choice), *but* (for contrast), or *so* (for a result).

### Example:

Independent clause	Coordinating conjunction	Independent clause
The Japanese eat a lot of rice,	<b>and</b>	they eat a lot of fish too.
You should eat less fast food,	<b>or</b>	you can put on weight.
The Americans eat a lot,	<b>but</b>	they do not do enough exercise.
Children do more exercise than adults,	<b>so</b>	they are more active.

### Remember!

There is usually a comma (,) after the first independent clause.



#### 4 Make compound sentences by joining the two simple sentences. Use the conjunction given. Remember to add a comma.

- I want to eat some food. I have a sore throat. (*but*)  
\_\_\_\_\_
- The Japanese eat healthily. They live for a long time. (*so*)  
\_\_\_\_\_
- I feel tired. I feel weak. (*and*)  
\_\_\_\_\_
- You can go and see the doctor. You can go to bed now and rest. (*or*)  
\_\_\_\_\_

#### 5 Match the beginnings of the sentences with the picture that completes them.



She should try to relax more.



She does exercise too.

- Nick washes his hands a lot, so ...
- David eats lots of junk food, and ...
- The doctor told Elena she should sleep more, or ...
- My sister plays computer games, but ...



He doesn't do exercise.



He doesn't have flu.

#### 6 Now, complete the second part of the compound sentences.

- Nick washes his hands a lot, so ...  
\_\_\_\_\_
- David eats lots of junk food, and ...  
\_\_\_\_\_
- The doctor told Elena she should sleep more, or ...  
\_\_\_\_\_
- My sister plays computer games, but ...  
\_\_\_\_\_



## Extra vocabulary

myth                      sleeping in  
sushi                     vegetarians  
vitamins

**1** Work in pairs. Discuss and write F (fact) or M (myth) for each statement.

### HEALTH FACTS OR MYTHS?

1. People who smile more are happier, and they live longer.
2. Sleeping in at the weekend helps you recover from a busy week.
3. Eat more fresh fish, like sushi, and you will be healthier.
4. Sitting too close to the TV hurts your eyes.
5. Pick up food you drop quickly, and it's safe to eat.
6. Vegetarians don't get enough vitamins in their food.

**2** Listen to the radio show about health facts or myths and check your answers in **1**.

**3** Discuss the following in groups.

1. Which sentence are you most surprised by? Why?
2. Do you know any health facts or myths in Viet Nam?

**4** Work in groups. Think of some ideas about health that are true. Then think of some that are false.

*Example:*

1. You can avoid some disease by keeping yourself clean. (This is true.)
2. You will turn orange when you eat a lot of oranges. (This is false.)

**5** Test another group to see how many of your health myths they can spot.



## Reading

1 Quickly read the text. Match the correct headings with the paragraphs.

1. Just the right amount

2. What is a calorie?

3. An expert's view

**a**  
We need calories or energy to do the things we do every day: walking, riding a bike, and even sleeping! We get calories from the food we eat. If we eat too many, we can get fat. If we don't eat enough, we feel tired and weak.

**b**  
People should have between 1,600 and 2,500 calories a day to stay in shape. Sports like riding a bike and running use a lot of calories. Sleeping and watching TV use less. Do you think you are eating more or less calories than you need?

**c**  
Dr. Dan Law is a diet expert. He knows exactly how much people need to eat, so many people listen to his advice. His calorie tips? Eat less junk food, and count your calories if you're becoming fat.

2 Find the following words/phrases in the text. Discuss the meaning of each word/phrase with a partner. Then check the meaning.

- diet
- expert
- tip
- junk food
- stay in shape

3 Now answer the following questions.

1. What is a calorie?
2. What happens when we have too many calories?
3. What is a healthy number of calories per day?
4. Which activity uses a lot of calories?
5. Why do people listen to Dr. Law's advice?

## Speaking

4 Look at the table and discuss the following questions.

1. Why do you think some activities use more calories than others?
2. Which activity uses more calories: gardening or walking?
3. How many calories do you use doing aerobics for 2 hours?
4. What do you think happens when we have too few calories, but use too many calories?

Activity	Calories used per hour
sleeping	60
watching TV	75
walking	230
gardening	275
aerobics	330
swimming	460
cycling	590
running	880

5 Choose two or three activities you like to do. Complete the table about those activities.

Activity	Number of hours (per day)	Total number of calories

6 Present your table to the class. Try to include the following information:

- what activities you do;
- how long you do them every day;
- how many calories you use doing these activities.



**Listening**

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

1. What sports do people do in the Olympics?
2. The Olympic sport below is sometimes called 'the Ironman event'. Why?



**2** Listen to the interview with an ironman. Tick (✓) the problems he had as a child.

- |           |             |      |
|-----------|-------------|------|
| headache  | stomachache |      |
| toothache | allergy     | sick |

**3** Listen to the interview again. What advice does he give about preparing for the event?

- Do more exercise.
- Eat more fruit/vegetables.
- Sleep more.
- Eat less junk food.
- Watch less TV.

**4** Are the following sentences true (T) or false (F)?

1. He wanted to do sports because of his friends.
2. Taking up sports was easy.
3. He takes part in this event only in Viet Nam.
4. In this event, you swim, run, and climb.
5. This event uses more than 6000 calories.

**5** Discuss in groups.

1. Why is the triathlon a difficult event?
2. Can you think of other Olympic sports that are harder/easier?
3. Would you like to try the triathlon one day? Why/Why not?

**Writing**

**6** Look at Dr. Law's advice page. Can you match the problems with the answers?

**1.**  
Dear Dr. Law,  
I play computer games and watch TV a lot. My eyes feel really dry. What should I do?  
Thanks in advance,  
Quang

**a.**  
Dear \_\_\_\_\_  
*I think you should set your alarm for 8 a.m., or 9 a.m. It's good to maintain your usual sleep pattern. Try to exercise, or do something healthy once you are awake.*  
Stay healthy,  
Dr. Law

**2.**  
Dear Dr. Law,  
I love burgers and chips, but I'm putting on weight. What can I do?  
Regards,  
Barry

**b.**  
Dear \_\_\_\_\_  
*You can start to count your calories. Then think about how much exercise you do. Eat less junk food, and exercise more. You should be fine.*  
Stay healthy,  
Dr. Law

**3.**  
Dear Dr. Law,  
By the weekend I'm so tired. Do you think I should sleep in, or wake up at the usual time on Saturday and Sunday?  
Thank you!  
Tim

**c.**  
Dear \_\_\_\_\_  
*You should try to rest your eyes. Also, try the 20-20-20 rule: every 20 minutes look away about 20 feet for 20 seconds. Easy to remember, right?*  
Stay healthy,  
Dr. Law

**Underline the word/phrase that Dr. Law uses to give advice.**

**7** Work in pairs. Choose one of the problems. Student A writes the problem, and student B writes the reply.

**Anna:** plays outside all day/has sunburn/has a temperature

**Ngoc:** feels weak/feels tired/sleeps in

**Khang:** eats too much/has stomachache/feels sick



# LOOKING BACK

## Vocabulary

1 What health problems do you think each of these people has?

a 'Oh, I forgot to wear a sun hat today.'

b 'I never remember to wash my face.'

c 'I eat too much junk food, and I'm too weak to exercise.'

d 'I think I ate something that wasn't good.'

e 'I feel itchy and my nose is running.'

2 Look at the pictures below. Write the health problem below each person.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

## Grammar

3 Complete the health tips below with 'more' or 'less'.

- Eat \_\_\_\_\_ junk food. It makes you fat!
- Wash your hands \_\_\_\_\_. You will have less chance of catching flu.
- Sleep \_\_\_\_\_, but try to wake up at the usual time. Even at weekends!
- Go outside \_\_\_\_\_. If you do need to go outside, wear a sun hat.
- Watch \_\_\_\_\_ television. Looking at the screen for too long hurts your eyes.
- Do \_\_\_\_\_ exercise, and you will feel fitter and healthier.

4 Draw a line to link the sentences and a coordinator to form meaningful sentences.

I want to eat some junk food,	so	I can cycle to school.
I don't want to be tired tomorrow,	but	I should go to bed early.
I have a temperature,	or	I am putting on weight.
I can exercise every morning,	and	I feel tired.

## Communication

5 Choose one of the following health problems. Role-play a discussion. Student A is the patient. Student B is the doctor.

have sunburn                      putting on weight  
have toothache                  have an allergy  
have a cough and a runny nose

Example:

A: Hi doctor. I feel weak and sick.

B: Did you have enough calories? You should eat more, and I think you should get more exercise too.

A: OK. Thank you doctor.

6 Discuss the following sentences about health with a partner. Do you think they are facts or myths?

Example:

When you have a headache, you should rub an egg on your head.

A: I don't think this is true. It's a myth.

B: Yes, I agree. /No, I disagree. I heard it's true.

- Going outside with wet hair gives you a cold or flu.
- Eating more fresh fish makes you smarter.
- Eating more carrots helps you see at night.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about health problems			
• give health advice with imperatives with <i>more</i> and <i>less</i>			
• form compound sentences			

## PROJECT

In groups, write questions for a survey about people's health problems in your school or community.

## HEALTH SURVEY

SURVEY	NOTE
QUESTIONS	

1. Write the questions.
2. Collect the answers from the survey.
3. Find out what health problems are most popular.
4. Present your findings to the class.



## GETTING STARTED

### A helping hand

#### THIS UNIT INCLUDES:

##### VOCABULARY

Community service and volunteer work

##### PRONUNCIATION

Sounds: /g/ and /k/

##### GRAMMAR

Past simple and present perfect

##### COMMUNICATION

Talking about community service and volunteer work

Using *because* for giving reasons



#### 1 Listen and read.

**Reporter:** Today on *Global Citizen* we interview Mai and Phuc from Hai Ba Trung School. Hi Mai, could you tell us about community service?

**Mai:** It's the work you do for the benefits of the community.

**Reporter:** Have you ever done volunteer work?

**Mai:** Yes. I'm a member of *Be a Buddy* – a programme that helps street children. Last year we provided evening classes for fifty children.

**Reporter:** Wonderful! What else have you done?

**Mai:** We've asked people to donate books and clothes to the children.

**Reporter:** Wow, that certainly makes a difference ... And you Phuc, you're from *Go Green*?

**Phuc:** Yes, it's a non-profit organisation that protects the environment. We've encouraged people to recycle glass, cans, and paper. We've cleaned streets and lakes ...

**Reporter:** Did you start a community garden project last month?

**Phuc:** Oh yes, so far we've planted ...

**a** Read the conversation again and tick (✓) true (T) or false (F).

	T	F
1. Mai and Phuc work for the benefits of the community.		
2. <i>Be a Buddy</i> has collected books and clothes for street children.		
3. <i>Be a Buddy</i> has provided education for street children.		
4. <i>Go Green</i> is an environmental business.		
5. <i>Go Green</i> has encouraged people to recycle rubbish.		

**b** Read the conversation again. Answer the questions.

1. What do you think the phrase 'make a difference' means?
2. Can you guess what *Go Green* does in their community garden project?
3. How do you think the community garden project 'makes a difference'?

**2** Look at the words in the box. Can you put them in the right groups?

(Hint: some words may belong in more than one column).

donate	help	benefit
volunteer	recycle	plant
provide	clean	encourage
environmental		

Nouns	Verbs	Adjectives

### Look out!

There are many words that are both verbs and nouns, e.g. *volunteer, plant, help, benefit, etc.* Can you think of some more examples?



**3** Fill the gaps with the words in the box.

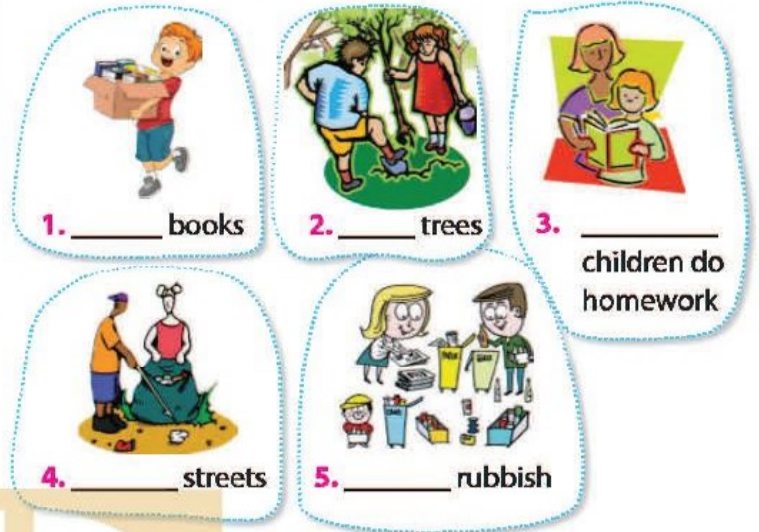
donate	make a difference
volunteer	homeless people
community service	

1. You are a \_\_\_\_\_ if you help other people willingly and without payment.
2. \_\_\_\_\_ are those who do not have a home and really need help.
3. She often \_\_\_\_\_ money to charitable organisations.

4. The activities that individuals or organisations do to benefit a community are called \_\_\_\_\_.

5. If you are trying to \_\_\_\_\_, you are trying to have a good effect on a person or situation.

**4** Describe the pictures with the verbs in **2**.



1. \_\_\_\_\_ books

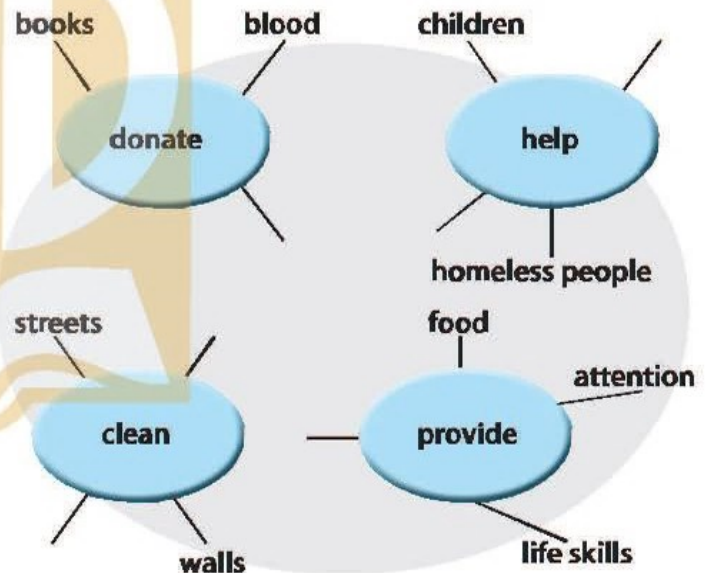
2. \_\_\_\_\_ trees

3. \_\_\_\_\_ children do homework

4. \_\_\_\_\_ streets

5. \_\_\_\_\_ rubbish

**5** Create word webs.



**6** Game: VOCABULARY PING PONG

In pairs, stand face-to-face with your partner. Think about the topic of this unit, *Community Service*, and the new words you learned above. To start the game, partner A says a new word and partner B says the first related word that comes to mind. Keep the words going back and forth as quickly as possible until the teacher says stop.

**Example:**

Partner A: provide

Partner B: food

Partner A: homeless people

Partner B: help

# A CLOSER LOOK 1

## Vocabulary

1 Choose the phrases that match the pictures below. Write them in the spaces provided.

people in a flooded area    elderly people  
sick children    disabled people  
homeless people



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

2 In pairs, take turns describing the people above. Your partner guesses which picture you are talking about. Then, discuss how you can help the people in these situations.

**Example:**

**Student A:** They're not feeling well. They can't go and play outside. They have to stay in the hospital all day.

**Student B:** Are they sick children?

**Student A:** Yes! How do you think we can help them?

**Student B:** We can donate some toys, and we can go to visit them!

3 Look at the photos. Which problems does each community have to face? Write a, b or c next to the words in the table below.



rubbish

traffic jams

too many advertisements

dirty beaches

no trees

graffiti

**b** In pairs, talk about the problems in **a** and provide the possible solutions.

**Example:**

**Student A:** Traffic jams are a big problem for our community.

**Student B:** What can we do to reduce traffic jams?

**Student A:** We can help by using public transport.

## Pronunciation

/g/ and /k/

**4** Listen and repeat.

community go colour green  
garden clean glass give clothes

**5** Listen and circle the words you hear.

/g/	/k/
gold	cold
green	keen
globe	clothes
girl	curl
goal	coal

**6** Listen and repeat.

1. Go Green protects the environment.
2. The girl with the curls is so cute!
3. Last year we started a community garden project.
4. He's collected clothes for street kids for two years.
5. She likes the colour gold.

**7** Game: **STAND UP, SIT DOWN**

Choose an action for each sound (e.g. sound /g/ is 'stand up', sound /k/ is 'sit down'). In groups of five, one student calls out one word from **4** and the group performs the action according to the sound they hear. The student who is the slowest to do the action correctly will call out the next word.

## Grammar

Past simple and present perfect

**1** Listen again to part of the conversation. Underline the past simple or the present perfect.

**Reporter:** Have you ever done volunteer work?

**Mai:** Yes. I'm a member of *Be a Buddy* - a programme that helps street children. Last year we provided evening classes for fifty children.

**Reporter:** Wonderful! What else have you done?

**Mai:** We've asked people to donate books and clothes to the children.



**b** When do we use the past simple? When do we use the present perfect? Can you think of the rule?

### Past simple

We use the past simple for an action that started and finished in the past.

*Last year we provided evening classes for fifty children.*

### Present perfect

We use the present perfect for an action that happened some time before now. The exact time is not important.

*We've asked people to donate books and clothes to the children.*

## Remember!

- We often use specific time expressions (e.g. *yesterday, last month, two years ago*) with the past simple.
- We often use *ever, never, so far, several times, etc.* with the present perfect.



### 2 Past simple or present perfect? Put the verb in brackets into the correct form.

1. They (clean) the beach one week ago.
2. They (collect) hundreds of books so far.
3. I (collect) stamps when I was a child.
4. She (fly) to Da Nang many times but last year she (go) there by train.
5. You ever (see) a real lion? No, but I (see) a real elephant when we went to the zoo last month.

### 3 Choose the best answer.

1. \_\_\_\_\_ your homework yet?
  - a. Are you doing
  - b. Have you done
  - c. Do you do
2. Yes, I \_\_\_\_\_ it already.
  - a. am doing
  - b. have done
  - c. do
3. Dickens \_\_\_\_\_ a lot of novels.
  - a. has written
  - b. writes
  - c. wrote
4. Her mother \_\_\_\_\_ three books. She is going to start the fourth one soon.
  - a. has written
  - b. writes
  - c. wrote
5. I think I \_\_\_\_\_ him before.
  - a. meet
  - b. met
  - c. have met
6. Oh, yes! Now I remember. I \_\_\_\_\_ him when I was in Hoi An. He was our guide!
  - a. meet
  - b. met
  - c. have met

### 4 With a partner, write sentences about yourself in the past simple and the present perfect. Use the words from the box below.

last December	one hour ago
never	so far
five years ago	in 2011
already	before
when I was a child	yesterday
three times	once
last spring	yet
ever	

### 5 In pairs, student A looks at the fact sheet below and student B looks at the fact sheet on page 33. Each student asks and answers questions about the fact sheet to complete the information.

#### Example:

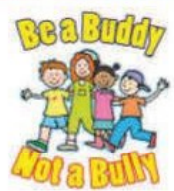
Student A: What happened in 2011?

Student B: *Be a Buddy* was established in 2011. What did *Be a Buddy* do in 2012?

Student A: In 2012...

### Student A

Be a Buddy	Go Green
2011: _____ _____	2011: Go Green was established
2012: <i>Be a Buddy</i> started 'A Helping Hand' programme for street children.	2012: _____ _____ _____
Activities so far	Activities so far
1. Collecting books and clothes for street children.	1. _____ _____
2. _____ _____ _____	2. Cleaning up streets and lakes. Planting flowers and trees.



## Extra vocabulary

tutor      nursing home      blanket  
shelter      mural      sort

## WAYS TO CHANGE THE WORLD



**1** Look at the photos and read about the following volunteer activities for teenagers in the United States.

- Tutor a younger child or provide homework help before or after school.
- Recycle things, and teach others how to do so.
- Plant trees in public areas where the whole neighbourhood can enjoy them.
- Donate blood.
- Talk to and sing for the elderly at a nursing home.
- Make blankets for children who are very ill.
- Cook a meal at a shelter for homeless youths and families.
- Paint a mural over graffiti.



**2** Look at the photos about community service in Viet Nam. Match them with the activities.



- Volunteering to give information in bus stations and railway stations.
- Offering coupons for free chicken noodle soup for the poor in Ha Noi.
- Giving away warm clothes to homeless people in Ha Noi.
- Offering meals at 5,000 VND for the poor in Quang Nam Province.
- Tutoring children from poor families in Ho Chi Minh City.

**3** Work in groups. Discuss the benefits each activity may bring to the community. Share your answers with the class.

**4** Ask each other: *Have you ever done any of these activities?* Choose three activities that you want to try. Why do you want to do them?



## Reading

### 1 Read the text about volunteer work in the United States.

In the United States, almost everyone, at one time or another, has been a volunteer. According to U.S. government statistics, about one-fifth of the American population does volunteer work each year. Americans have had the tradition of volunteering and helping one another since the early days of the country.

Americans volunteer not because they are forced or paid to do it. They enjoy it! Traditional volunteer activities include raising money for people in need, cooking and giving food, doing general labour (such as clean-up projects and home repair), providing transportation (such as giving rides to the elderly), and tutoring/mentoring young people.

*(adapted from "Volunteering: An American Tradition" by Susan J. Ellis and Katherine H. Campbell in eJournal USA: The Spirit of Volunteerism. U.S. Department of State, 2012).*



### 2 Decide if the following statements are true (T) or false (F).

	T	F
1. According to the text, nearly every American has done volunteer work in his or her life.		
2. Every year almost one in five Americans works as a volunteer.		
3. Americans have been volunteering for less than 50 years.		
4. Americans volunteer because they are forced to do it.		

### 3 Which of the activities below are traditional volunteer activities in the United States? Tick (✓) the boxes.

1. providing care for animals	
2. raising money	
3. cooking meals	
4. donating blood	
5. cleaning streets	
6. teaching young children	

## Speaking

### 4 Idea bank: Fill in the table with your ideas for volunteer activities.

To raise money, we could ...	To provide food, we could ...	To help repair things, we could ...	To help people with transportation, we could ...	To tutor young children, we could ...
• make postcards and sell them	• cook food and bring it to street children			

### 5 Work in groups. Share the ideas in your idea bank with your group members. Then, use the most interesting ideas to create a new group idea bank and share it with the class.

#### Example:

A: We could make postcards and sell them to raise money.

B: What types of postcards?

C: Where should we sell them?

## Listening

### 1 Discuss the following questions.

- Who do you think benefits from volunteer work?
- How do people benefit from volunteer work?

### 2 Listen to the recording and answer the questions.

1. Why does Phuc do volunteer work?
2. Why does Phuc feel more self-confident?
3. Why does the reporter think Phuc is confident?
4. Why does Mai think volunteering is special?



### 3 Listen again and fill in the blanks.

1. I \_\_\_\_\_ because I can make a difference in our community.
2. I've made many new friends, and I \_\_\_\_\_ much more self-confident.
3. Volunteering is special to me \_\_\_\_\_ I can help others.
4. It's special \_\_\_\_\_ I can see how happy the \_\_\_\_\_ are when they learn.

## Writing

### Study skills – Giving reasons

Giving reasons for your ideas and opinions makes your speaking and writing more interesting and convincing.

**Example:** *I volunteer because it makes a difference in our community.*

### Remember!

We can use linking words (e.g. *because*) to join ideas and give reasons.

- **Clause 1 + *because* + Clause 2 (reason).**  
*I like her because she's kind.*
- ***Because* + Clause 2 (reason), + Clause 1.**  
*Because she's kind, I like her.*



### 4 Combine the two sentences using *because*.

1. He didn't wear enough warm clothes. He's had a cold for two days.
2. It rained. I stayed home.
3. The lake is full of rubbish. They've decided to clean it up.
4. She works in that small town. She's lived in that small town for three years.
5. The neighbourhood is nice and quiet. They think they should move there.

### 5 Look at your volunteer ideas in Speaking 4. Choose one idea and write a short paragraph about it.

- What do you want to do?
- Why do you want to do it? (Why is it necessary? Why is it interesting?)
- How are you going to do it?

### Example:

*I want to raise funds for street children. I want to do it because we will be able to provide them with food and books. They will no longer be hungry. They will be able to read. I will ask my friends to help me. We will make postcards and sell them.*

### A CLOSER LOOK 2

(continued from page 30)

### Student B

Be a Buddy	Go Green
2011: <i>Be a Buddy</i> was established.	2011: _____
2012: _____	2012: <i>Go Green</i> started a clean-up project on every first Sunday.
Activities so far	Activities so far
1. _____	1. Helping people to recycle rubbish.
2. Making toys for children in need.	2. _____

## Vocabulary

1 Match the verbs in blue with the correct words in the box.

donate

provide

help

evening classes  
 food  
 care  
 the community  
 books  
 education  
 homeless people  
 clothing  
 attention  
 the elderly  
 blood  
 the disabled

## Grammar

2 Circle the best answer.

1. Because Minh has (ever, never, ago) worked for a charity shop, he really wants to do it.
2. (Already, Last week, So far) we visited sick children in Viet Duc Hospital.
3. Nhung has (already, many times, ever) finished all the homework.
4. Have you read that book (yet, ever, never)?
5. Yes, I finished it (three times, so far, yesterday).

3 Put the verbs in the *past simple* or the *present perfect*.

1. He thinks she's the most kind-hearted girl he \_\_\_\_\_ ever (meet) \_\_\_\_\_.
2. She (visit) \_\_\_\_\_ Hue when she was a child.
3. She (visit) \_\_\_\_\_ Hue once.
4. How many plays \_\_\_\_\_ Shakespeare (write) \_\_\_\_\_?
5. How many plays \_\_\_\_\_ she (write) \_\_\_\_\_ so far?

4 Finish the sentences below.

1. They've decided to buy that car because \_\_\_\_\_.
2. Put on your warm coat because \_\_\_\_\_.
3. We like her because \_\_\_\_\_.
4. Let's help the street children because \_\_\_\_\_.
5. Because she loves her students, \_\_\_\_\_.

## Communication

5 Role-play. Student A is a reporter and student B is a volunteer. Student A asks the questions and writes down student B's answers. Then swap your roles. Use the following questions as prompts:

- When did you start working for your organisation?
- Why did you decide to volunteer?
- What have you done so far with (name of organisation)?
- Was there anything that made you happy with your work last month?

Student A

You joined Our Town 6 months ago because you wanted to introduce Vietnamese culture to foreigners, and to practise English. You have given tours in English, and helped visitors to play traditional Vietnamese games. Last month you felt happy when you received a thank-you letter from two Australian visitors who liked the tours very much.

Student B

You joined Big Heart 2 years ago because you wanted to help people in hospital. You have donated blood twice, and given presents to sick children. Last month you felt happy when you made a Mid-Autumn Festival lantern yourself and gave it to a little girl in hospital who loved it so much.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about community service and volunteer work			
• use <i>because</i> to give reasons			
• know when to use the past simple and when to use the present perfect			


# PROJECT

## Your volunteer work

Take part in the volunteer activities in your community. Report your experiences.

OR

Start your own volunteer project! Work in groups and develop your ideas into a real class or school project.



Think about your local area. What needs to be done to make things better? What can you do to help?

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---

Think about your school. What needs to be done to make it a better place? What can you do to help?

---

---

---



Think about your classmates. Are there friends who need help? What can you do to help your friends?

---

---


---

Think about your classroom. Is there anything that needs to be done? What can you do to help?

---

---

---



Think about the people in your local community. What do they need? What can you do to help?

---

---

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## LANGUAGE

### Pronunciation

1 Listen and tick (✓) the word if it is the same as the word you hear and cross (x) if it is different.

1 lock	2 community	3 kind	4 cracker
5 flavour	6 fear	7 cream	8 grocer
9 vampire	10 beard	11 fruit	12 vary

2 Choose the word whose underlined part is pronounced differently.

- A. high B. rough C. tough D. laugh
- A. bag B. frog C. original D. flag
- A. hurricane B. scarf C. city D. cracker
- A. labour B. flour C. favour D. honour
- A. fear B. earn C. hear D. clear

### Vocabulary

3 Put the phrases in the box into their suitable categories and tick (✓) the one(s) you yourself do.

helping the old	raising money for the poor
washing your hands before meals	opening classes for street children
tidying up your room	collecting stamps
eating a lot of fruit	collecting rubbish in your area

Activities for ...	
yourself	your community

4 How much can you remember? Choose one of the words/phrases below to match each description. The first one is an example.

- staying in shape    obesity    hobby  
community    calories    donating

Description	Word/phrase
0. You are interested in pens. You collect and keep them.	collecting pens
1. a disease from eating too much	
2. people living in an area	
3. the energy you need for daily activities	
4. keeping fit	
5. giving things to help people in need	
6. a thing you enjoy doing	

## Grammar

5 Choose the best answer A, B, or C to complete the sentences.

- People \_\_\_\_\_ between 1,600 and 2,500 calories a day to stay healthy.  
A. need    B. needed    C. have needed
- The room smells bad. Somebody \_\_\_\_\_ in here.  
A. smoke    B. smoked    C. has smoked
- In that area, it \_\_\_\_\_ difficult to find enough food in winter.  
A. is    B. was    C. has been
- He ate a lot of junk food, so he \_\_\_\_\_ fat quickly.  
A. gets    B. got    C. has gotten
- In the history of mankind, people \_\_\_\_\_ for new foods.  
A. always look    B. always looked  
C. have always looked
- Be a Buddy* was founded \_\_\_\_\_ to help the street children.  
A. since 2010    B. in 2011    C. every year

6 Match the beginnings in A with the endings in B.

- A**
- These people live in the mountains,
  - To help your community, you can join in *Be a Buddy*,
  - Don't eat too close to your bedtime,
  - My dad can make beautiful pieces of art from empty eggshells,
  - Place a bin here and there,

- B**
- or you will get fat.
  - and people will throw rubbish into them.
  - but he never sells them.
  - so they have a lot of fresh air.
  - or you can start your own activities.

## Everyday English

7 Work in pairs. Ask your partner the questions to find out if your partner has good eating habits.

- Do you wash your hands before and after a meal?
- Do you throw food wrappers in a bin when you finish eating?
- Do you stop eating when you start feeling full?
- Do you eat lying on your stomach?
- Do you eat long before you go to bed?

**Reading LIVE TO BE HAPPY**



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

*What you choose makes what you are. Here are four things you can do to make you happy.*

**Enjoy adventures**

Visit a new place, do a new thing, or talk to a new person. This brings you new knowledge and experience.

**Laugh louder**

Laughter makes you happy, and it has a magic power of making the hearer happy, too. Laughter is like medicine. It makes people live longer.

**Love others fully**

Express your love more often. Don't keep it to yourself. You might not know how much you can make yourself and others happy by doing so.

**Live positively**

Remember that everybody has some valuable skills and abilities to contribute to life. Nobody is NOBODY. Learn to love and respect yourself and others. You'll feel happy.

1. What can you do to get more knowledge?
  - A. Visit a new place.
  - B. Use your skills to contribute to life.
  - C. Love people around you.
2. What can you do to live longer?
  - A. Take adventures.
  - B. Laugh louder.
  - C. Live positively.
3. How good is it if you have a positive attitude?
  - A. You can laugh more.
  - B. You can do more things.
  - C. You can feel happy.
4. What is the purpose of this passage?
  - A. To change people's ideas about life.
  - B. To give some advice on how to live happily.
  - C. To advise people to love others fully.

**Speaking**

**ARE YOU A COMMUNITY PERSON?**

- 2 Work in pairs. Interview each other to answer the questions. Then report the results to your class.
  1. Do you know of community activities in your area?
  2. Do you ever take part in a community activity?
  3. Are the community authorities the only ones to solve the problems in the area?
  4. Should everybody take part in solving the problems in the area?
  5. Would you love to make a big contribution to your community?

**Listening**

**3** Listen and tick (✓) the correct answers.

**Conversation 1:**

1. Why does Lan think that she can't go to Nga's party?
  - A. She hasn't finished her homework.
  - B. She doesn't want to go to Nga's party.
  - C. The party is on her school day.
2. What has Lan decided to do?
  - A. She will not go to Nga's birthday party.
  - B. She can finish her homework first and go to the party later.
  - C. She can ask her sister to help her with her homework.

**Conversation 2:**

3. What is the problem with Minh?
  - A. He doesn't like parties.
  - B. He often lies to his friends.
  - C. He has no friends.
4. What can be the result of Minh's habit?
  - A. He doesn't have any friends.
  - B. He will quit his class.
  - C. His friends will stop trusting him.

**Writing**

**4** Make complete sentences from the prompts below and match them with the pictures.



1. they/water/and/take great care/tree/during/first month.
2. they/carry/recycled bags/put/rubbish/in.
3. community organise/activity/once a month.
4. they/walk/along/beach/and/collect/all/rubbish.
5. activity/be often done/spring.
6. they/dig/hole/put/young tree/in.

**GETTING STARTED****Making plans for the weekend****THIS UNIT INCLUDES:****VOCABULARY**

Music and arts

**PRONUNCIATION**

Sounds: /f/ and /ʒ/

**GRAMMAR**

Comparisons: (not) as ... as

the same as

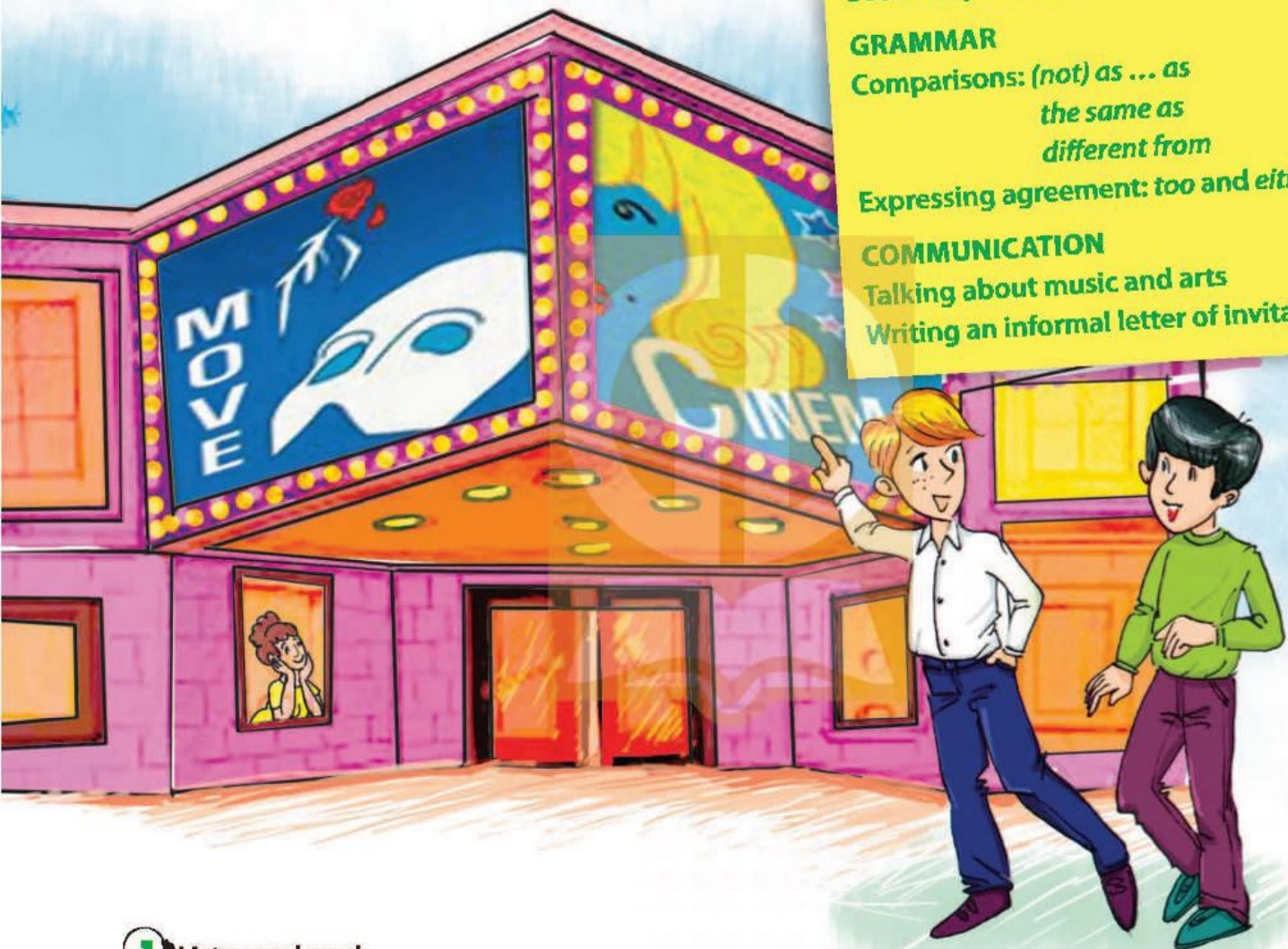
different from

Expressing agreement: too and either

**COMMUNICATION**

Talking about music and arts

Writing an informal letter of invitation

**1 Listen and read.**

**Nick:** Hi Duong. How are things?

**Duong:** Good. Oh, have you visited the Crazy Paint art gallery recently?

**Nick:** No, I haven't. I heard that it's not as good as it was before.

**Duong:** Oh no! It's great! I went there last weekend. The paintings are excellent! So what shall we do this weekend?

**Nick:** Let me see. The La La Las are playing at the Young Club, let's go!

**Duong:** But we can watch the concert live on TV.

**Nick:** Oh, come on! It's quite different to be there in person - the musicians, the crowd, the colourful lights, the atmosphere ... it will be fantastic!

**Duong:** I don't like so much noise, Nick. Loud pop music really isn't my thing.

**Nick:** Come on, Duong. It will be exciting!

**Duong:** How about going to the cinema? I like films.

**Nick:** Me too. OK, we can go to the cinema if I get to choose the film!

**a Are these sentences true (T) or false (F)?**

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Duong and Nick are making plans for their weekend. | T                        | F                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The art gallery isn't as good as before.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Nick likes pop music.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Duong wants to be at the pop concert.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nick will let Duong choose the film.               | <input type="checkbox"/> | <input type="checkbox"/> |

**b Finish the following sentences by writing one word/phrase from the conversation.**

- Crazy Paint art gallery is \_\_\_\_\_ before.
- Duong says it is very \_\_\_\_\_ at pop concerts.
- Nick thinks pop concerts are \_\_\_\_\_.
- Nick says it's more exciting to be at pop concerts \_\_\_\_\_.
- Duong and Nick have decided to go to the \_\_\_\_\_.

**c Find these expressions in the conversation. Check what they mean.**

- Let me see.
- Come on.
- It isn't my thing.

**d Work in pairs. Make short role-plays with the expressions above. Then practise them.**

**Example:**

- A:** We'll go to the theatre next Saturday.  
Can you go, too?
- B:** *Let me see.* I'll have to ask my parents first.

**Can you extend your conversation?**



**2 Write the correct word/phrase under each of the pictures. Then listen and repeat.**

- camera
- portrait
- paintbrush
- microphone
- museum
- painting
- crayons
- art gallery
- opera
- musical instruments



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

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

- The painter's exhibition, 'Hidden Flower', begins today at the city \_\_\_\_\_.
- Bui Xuan Phai is my favourite artist. I love his \_\_\_\_\_ of the old Ha Noi streets.
- In Barcelona, Spain, you can visit a \_\_\_\_\_ dedicated to the life of Picasso.
- I think photography is an interesting art form. Of course, having a good \_\_\_\_\_ is important.
- I rarely listen to \_\_\_\_\_ at home. I can't understand the words they sing, and I prefer modern music.



# A CLOSER LOOK 1

## Vocabulary

1 Listen and repeat these words.

painter    artist    actress    musician  
puppet    dancer    singer    songwriter

2 Match a word in A with a phrase in B.

- A**
1. play
  2. draw
  3. write
  4. work
  5. take

- B**
- a. a song
  - b. a portrait
  - c. a photo
  - d. as an actor
  - e. the guitar

3a Put these letters in order to make musical instruments.

1. rmud      2. noaip      3. lloec
4. trauig    5. linvoi      6. xohonepas

b Write the type of musical instruments in the box under each picture.

a cello    a saxophone    a violin    a guitar  
Dan Bau    a piano    a drum

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_

4 Put one of these words in each blank to finish the sentences.

singer    draw    instrument  
painter    puppet    pop

1. My father's friend is a great \_\_\_\_\_.
2. \_\_\_\_\_ music is not as exciting as rock and roll.
3. The \_\_\_\_\_ I like most is Karen Carpenter.
4. I like to \_\_\_\_\_ cartoons.
5. Many tourists to Viet Nam come to see the water \_\_\_\_\_ show.
6. In Viet Nam, the Dan Bau is a traditional musical \_\_\_\_\_.

## Pronunciation

/ʃ/ and /ʒ/

5 Listen and repeat. Pay attention to the sounds /ʃ/ and /ʒ/.

/ʃ/: condition    ocean    shy    sugar    machine  
/ʒ/: measure    pleasure    usual    vision    television

6 Listen to the words and put them into two groups.

anxious    closure    musician  
dishwasher    occasion    leisure  
television    rubbish

/ʃ/	/ʒ/

7 Listen and repeat the sentences. Underline the words with the sound /ʃ/ once. Underline the words with the sound /ʒ/ twice.

1. Can you show me the new machine?
2. They sing the song 'Auld Lang Syne' on some occasions.
3. The musician is very anxious about the next performance.
4. She wanted to share her pleasure with other people.
5. The new cinema is opposite the bus station.
6. Are you sure this is an interesting television programme?



## Grammar

### Comparisons

(not) as ... as	the same as	different from
-----------------	-------------	----------------



- *as + adjective + as* to show that two things are similar.
- *not as + adjective + as* to mean something is 'more' or 'less' than something else.
- *the same as ...* to show similarity.
- *different from* to show that two or more things are not similar.

#### Examples:

Classical music is *not as exciting as* rock and roll.

The price of food is *the same as* it was last year.

City life is quite *different from* life in the country.

#### 1 Put *as*, or *from* in the gaps.

1. The music festival this year is as good \_\_\_\_\_ it was last year.
2. The concert will be broadcast 'live': that means it comes on TV at the same time \_\_\_\_\_ it is performed.
3. This camera is not as expensive \_\_\_\_\_ I thought at first.
4. Your taste in art is quite different \_\_\_\_\_ mine.
5. Some people say that *Spider-Man 2* is as boring \_\_\_\_\_ *Spider-Man 1*.
6. My mother is always as busy \_\_\_\_\_ a bee.



#### 2 Put one of these phrases in each gap in the passage.

friendly as  
the same as <sup>(2)</sup>  
as narrow as

different from  
as quiet as



### MY HOMETOWN TODAY

My hometown has changed a lot – it's definitely not (1) \_\_\_\_\_ it was before. It's not (2) \_\_\_\_\_ it was 5 years ago. It's much more noisy, but I prefer it now. There are more shops and restaurants. The restaurants are (3) \_\_\_\_\_ the ones we had before. Now we can eat many different kinds of food – Italian, French, and even Mexican!

There have been so many changes. Even the streets are not (4) \_\_\_\_\_ they were before. They are wider now to make space for the extra traffic.

One thing hasn't changed though. The people here are as warm and (5) \_\_\_\_\_ before. That's one thing that's (6) \_\_\_\_\_ it was before.

**3** Work in pairs. Compare the two music clubs in the town: Young Talent and Nightingale.

	Young Talent	Nightingale
1. old	**	***
2. friendly	***	**
3. safe	**	***
4. large	***	*
5. expensive	***	***
6. famous	*	***

**Example:**

Young Talent is not as old as Nightingale./

Nightingale is older than Young Talent.

**too and either**



- **too:** used to express agreement with a positive statement
- **either:** used to express agreement with a negative statement

**Examples:**

**A:** I like pop music.

**B:** I like it too.

**A:** My mum doesn't like rock and roll.

**B:** My mum doesn't like it either.

**4** Complete the following sentences with 'too' or 'either'.

1. My friend likes photography, and I like it \_\_\_\_\_.
2. My mother doesn't enjoy horror films, and my sister doesn't \_\_\_\_\_.
3. I was not allowed to go to the show, and my classmates were not \_\_\_\_\_.
4. I love country music, and I like rock and roll \_\_\_\_\_.
5. When I finish painting my room, I'll do the kitchen \_\_\_\_\_.

**5** What music and arts are you interested, or not interested in? Make a list by completing the sentences below. (You can use the words given or your own ideas).



pop music

rock and roll

dancing

painting

playing the guitar

going to the art gallery

drawing

acting

1. I'm very interested in \_\_\_\_\_.
  2. I think \_\_\_\_\_ is very boring.
  3. What I like to do most in my spare time is \_\_\_\_\_.
  4. In my spare time, I often \_\_\_\_\_.
  5. I never \_\_\_\_\_, even if I have time.
- 6** Work in pairs. Share your list with your partner. Then, report to the class using **too/ either**.

**Examples:**

Nam is interested in drawing and I am too.

Phong doesn't like folk music and I don't either.

## Extra vocabulary

composer	originate	anthem
curriculum	compulsory	
academic	unimportant	

### 1 Music Quiz: What do you know? Work in groups and answer the questions.



- Who is the composer of Viet Nam's national anthem *Tien Quan Ca*?  
**A.** Pham Tuyen      **B.** Van Cao  
**C.** Huy Thuc
- Which of the following is Korean?  
**A.** Mua Sap      **B.** Ballet  
**C.** Gangnam Style
- Who is famous for the song *Top of the World*?  
**A.** Karen Carpenter      **B.** Celine Dion  
**C.** Susan Boyle
- Which of the following became a World Heritage in 2009?  
**A.** Hat cheo      **B.** Cai luong  
**C.** Quan ho Bac Ninh
- Which of the following is sung in the film *Titanic*?  
**A.** Que Sera      **B.** My Heart Will Go On  
**C.** Yesterday Once More
- Which of these bands originated in Liverpool, England?  
**A.** The Carpenters      **B.** The Beatles  
**C.** ABBA

### 2 Read the following passage. In groups, discuss the questions below.

Today, schools in several countries are considering the question of whether subjects like music and arts should be among those in the curriculum. For many people, a good knowledge of music and arts is regarded as a necessity for anyone who wants to be truly educated. Some say that students who are good at music and arts actually do better in more academic subjects like maths and science. However, some people see music and arts as an unimportant part of education since they don't prepare students for a life of work.

**Do you think music and arts should be compulsory subjects at schools in Viet Nam? Why or why not?**

### 3 Look at the different subjects below. In groups, make a list from the most useful to the least useful in the space below. How can the top three subjects on your list help you in other areas of school and life?

- Music
- Dancing
- Singing
- Painting
- Photography

# SKILLS 1

## Reading

Before reading, discuss the questions below with a partner.

- What kinds of traditional Vietnamese performance do you know about?
- Do you know about water puppetry? Have you been to a water puppet show? If yes, did you like it? Why/Why not?

### WATER PUPPETRY



Have you ever seen a water puppet show? It is so special and fantastic. It's a unique Vietnamese tradition. Children love the performance, and tourists who come to Viet Nam greatly enjoy this kind of art.

Water puppetry (*Múa rối nước*) is a traditional art form. It began in the 11<sup>th</sup> century. It originated in the villages of the Red River Delta of North Viet Nam. The show is performed in a pool. The puppets are supported by strings under the water and controlled by the puppeteers behind a screen, so they appear to be moving on the water. The puppets are made of wood and then painted.

The themes of the puppet shows are rural: the performances show everyday life in the countryside and folk tales. There are stories about rice farming, fishing and Vietnamese village festivals.

### 1 Find the words in the text which mean:

1. special or different
2. started
3. showed or presented
4. from the countryside
5. events or celebrations

### 2 Answer the following questions.

1. When did water puppetry begin?
2. Where does a water puppet show take place?
3. Who are the puppets controlled by?
4. What are the puppets made of?
5. What are water puppet shows normally about?

## Speaking

### 3 Match the types of music in A with the adjectives to describe them in B.

A	B
1. pop music	a. old, emotional
2. folk music	b. lively, exciting
3. rock and roll	c. quick
4. hip-hop/rap	d. sad, melodic
5. blues	e. popular, pleasant

### 4 Game: TIC TAC TOE

With a partner, draw a tic tac toe board, like the one below. Then, write numbers 1 to 9 in the boxes. You can put the numbers anywhere you like!

1. Give the names of two Vietnamese musical instruments.
2. Sing a song in English.
3. Who is your favourite singer? Why?
4. Talk for 30 seconds about what you see when you visit an art gallery.
5. How often do you go to a concert? Tell your partner about the last concert you went to.
6. Who is your favourite Vietnamese musician? Why?
7. Talk for 30 seconds about your favourite instrument.
8. Name one of your favourite painters.
9. Who can draw the best in your class? What does he/she often draw?

	2	

Decide which partner is 'X', which is 'O' and who will go first. The first player chooses a box and calls out a number.

**Example:**

Player 1: I want number 2.

Player 2: OK, sing a song in English!

Then he/she has to sing a song in English to get that box.

**Listening**

**Listening tip**

When you listen, it is very useful to take notes. Try to note down the keywords (important words). This helps you to remember the main ideas.



*Picasso sculpture in Halmstad, Sweden*

**1** Listen to the passage about Picasso and circle the words you hear.

- |             |             |              |
|-------------|-------------|--------------|
| 1. artists  | 2. training | 3. picture   |
| 4. portrait | 5. music    | 6. paintings |

Look at the words you've circled. Do you know what all of these words mean?

**2** Listen to the passage again and choose the correct answers.

- When was Picasso born?  
A. In 1881      B. In 1896      C. In 1973
- Picasso received artistic training from his father at \_\_\_\_\_.  
A. thirteen      B. seven      C. thirty
- How many works of art did Picasso produce?  
A. 50,000      B. 1,885      C. 1,973
- Where did Picasso die?  
A. In Malaga      B. In Barcelona      C. In Mougins

**3** Listen to the passage one more time. As a class, discuss how the listening is organised (according to a timeline, the order of important events, or another way).

**Writing**

**Informal letter of invitation**

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



82 Tran Quoc Hoan Rd. Ha Noi  
Nov 12, 20...  
Dear David,  
I'm happy to hear you are in Ha Noi again. This time, how about watching a water puppet show? I'm sure you'll like it. Is Saturday evening OK for you? It's at 57B Dinh Tien Hoang St., Hoan Kiem Dist. The show begins at 8 p.m, so let's meet at 7.45 outside the theatre. I hope we'll have a happy time together.  
Looking forward to seeing you there.  
Have a nice day!  
Cheers,  
Duong

- This letter is from Duong to \_\_\_\_\_.  
A. a friend      B. a teacher  
C. an old man
- Duong writes this letter to \_\_\_\_\_.  
A. give an order      B. make an invitation  
C. complain about something

**Writing tip**

When you write an informal letter of invitation, you use:

- How about + V-ing?

**5** Now write a letter to invite a friend to an art exhibition, using the following cues:

- Event: Exhibition of Modern Art
- Time: 9 o'clock, Saturday morning
- Place: Arts Centre
- Time to meet: 8.15



## Vocabulary

1 Match the words in column A with the ones in column B.

### A

1. opera
2. painting
3. cinema
4. instrument
5. photographer

### B

- a. musician
- b. film
- c. artist
- d. camera
- e. singer

2 Put a word from the box in each gap to complete the passage.

arts stages films music go

Glastonbury is the largest performing arts festival in the world. It is organised every year in the village of Pilton, near Glastonbury, Somerset, England. It is well-known for its contemporary (1) \_\_\_\_\_. It's also known for dance, comedy, theatre, circus, and other performing (2) \_\_\_\_\_ too.

The first festival was held in the 1970s. Since then, it has taken place almost every year and has grown in size. Different (3) \_\_\_\_\_ are arranged for the performances. The festival takes place for three or four days in the open air. All kinds of people from all over the world (4) \_\_\_\_\_ to the Glastonbury festival. It is now attended by about 150,000 people. The festival has also produced (5) \_\_\_\_\_ and albums.

## Grammar

3 Put the words/phrases from the box in the gaps to complete the sentences.

artistic sung art gallery in person films

1. You can see many interesting portraits in that \_\_\_\_\_.
2. My friend is very good at drawing things, but I am not as \_\_\_\_\_ as he is.
3. \_\_\_\_\_ usually have more than one actor.
4. I love to watch music \_\_\_\_\_, not on TV.
5. Do you know that the most \_\_\_\_\_ song in the world is *Happy Birthday*?

4 Rewrite these sentences, using the words in brackets.

Example:

Plays are usually longer than films. (not as ... as)

- > Films are usually not as long as plays.

1. The painting is bigger than the photograph. (not as ... as)

→ \_\_\_\_\_

2. This painting is more expensive than my painting. (not as ... as)

→ \_\_\_\_\_

3. This picture is the same as the picture in our room. (not different from)

→ \_\_\_\_\_

4. This film is more interesting than the one we saw last week. (not as ... as)

→ \_\_\_\_\_

5. The journey was shorter than we thought at first. (not as ... as)

→ \_\_\_\_\_

5 Complete the following sentences, using 'too' or 'either'.

1. Teenagers in Korea listen to K-pop, and those in Viet Nam do \_\_\_\_\_.

2. These photos are not clear, and those aren't \_\_\_\_\_.

3. I never watch horror films and my brother doesn't \_\_\_\_\_.

4. Peter studies music at school, and Alice does \_\_\_\_\_.

5. Duong is interested in reading books, and Chau is \_\_\_\_\_.

## Communication

6 Match the questions 1 – 6 with the answers A – F.

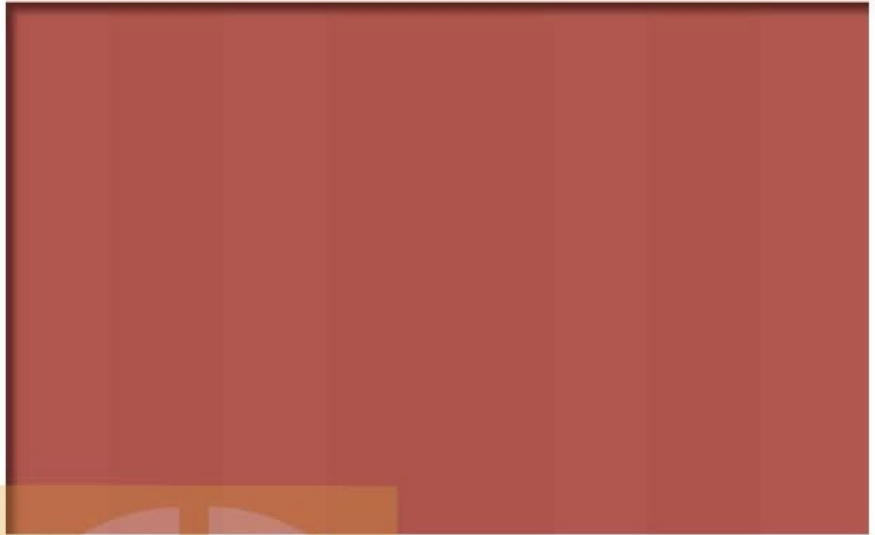
1. What kind of painting is it?
2. Who is in it?
3. Is traditional painting your thing?
4. What is your favourite kind of music?
5. Who are your favourite singers?
6. Do you like opera?

- A. The actors and actresses.
- B. It's a portrait.
- C. Rock and roll.
- D. The Carpenters.
- E. Yes, it is.
- F. No, not much.

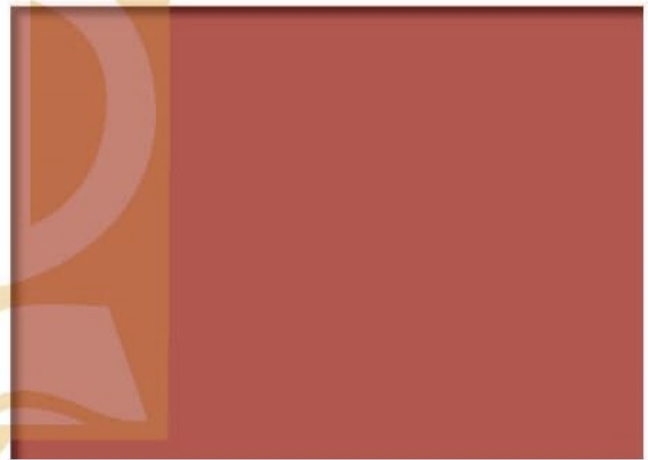
Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about music and arts			
• use (not) as ... as, the same as, different from to compare people and things			
• use too, either			
• write an informal letter of invitation			

# Dong Ho paintings

**1** Work in groups. Look at the following pictures and read the information below.



Dong Ho paintings are made in Dong Ho Village, Bac Ninh Province. They are made by hand and they show animals, legends and everyday life. The paintings are made on traditional paper with beautiful natural colours. They are bought and enjoyed at Tet.



**2** Based on the information about Dong Ho paintings and your own ideas, draw a picture of animals or the things around you. Write a few sentences to describe your picture. Think of the following before you start painting.

- Content: (an animal, a tree, a flower, a person ...)
- Materials: (pencil, crayon, paper, canvas ...)
- Colours: (red, yellow, blue ...)

**Organise a painting exhibition among the class members. Write a few sentences comparing different paintings.**

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## GETTING STARTED

## Dinner alone



## THIS UNIT INCLUDES:

## VOCABULARY

Food and drink  
Appearance and taste of different  
foods and drinks  
Verbs for cooking

## PRONUNCIATION

Sounds: /ɒ/ and /ɔ:/

## GRAMMAR

Nouns (countable/uncountable)  
How much/How many?  
a/an, some, any ...

## COMMUNICATION

Talking about recipes  
Asking and answering questions  
about food preferences

## 1 Listen and read.

**Phong's mum:** Dad and I are going to the opera tonight and we won't be home until 9 p.m. You'll have to eat dinner alone. There's some food for you in the fridge.

**Phong:** OK. Like what, Mum?

**Phong's mum:** Some meat with tofu and some fried vegetables. I'm afraid there isn't any bread left, but you can have noodles instead.

**Phong:** Er, but I usually have rice, Mum.

**Phong's mum:** There's some rice left from lunch. Just warm it up.

**Phong:** All right, Mum. What is there to drink?

**Phong's mum:** There's milk, juice, or mineral water.

**Phong:** How much milk is there?

**Phong's mum:** Oh, I forgot ... There isn't any milk left. I'll buy some tomorrow. You can have some orange juice instead. How many cartons do you want?

**Phong:** One ... No, wait, two please.

**a** Read the conversation again and answer the questions.

1. Why must Phong eat dinner alone?
2. How much rice is left?
3. What should Phong do with the rice?
4. What will Phong's mother buy tomorrow?
5. What can Phong drink instead of milk?

**b** Find the words about food and drink in the conversation and put them in the correct column.

Food	Drink
meat	milk
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**2** Match the food and drink with the pictures.













A. lemonade  
B. green tea  
C. beef noodle soup  
D. omelette  
E. sweet soup  
F. noodles  
G. turmeric  
H. shrimp  
I. tofu  
J. eel soup

**3** Think about your favourite food and drink. What questions can you ask about them? Ask and answer questions with a partner.

**Example:**

- A:** What's your favourite food?  
**B:** It's *pho bo* - beef noodle soup.  
**A:** When do you usually eat it?  
**B:** In the morning.

**4** Listen and repeat the adjectives.

- |             |              |          |
|-------------|--------------|----------|
| 1. bitter   | 2. delicious | 3. tasty |
| 4. sweet    | 5. salty     | 6. spicy |
| 7. fragrant | 8. sour      |          |

**Can you add some more adjectives?**

Now use these adjectives to talk about the food and drink in **2**.

**Example:**

Green tea is bitter.

**5** Game: **WHAT'S YOUR FAVOURITE FOOD AND DRINK?**

Work in groups. One student describes his favourite food or drink. The rest of the group tries to guess which food or drink it is.

**Example:**

- A:** It's my favourite drink. It's a bit sour, but it's also sweet.  
**B:** Is it lemonade?  
**A:** Yes, it is. /No, try again.

## Remember!

There are many different kinds of noodles. How many can you think of? What do the noodles look like when they're cooked? Uncooked? What adjectives can you think of to describe different types of noodles?



# A CLOSER LOOK 1

## Vocabulary

1 Look at the pictures and complete the instructions with the verbs in the box.

heat    pour    fold    beat    serve



1. \_\_\_\_\_ the eggs together with salt and pepper.



2. \_\_\_\_\_ the frying pan over a high heat and add cooking oil.



3. \_\_\_\_\_ the egg mixture into the pan.



4. \_\_\_\_\_ the omelette in half.



5. \_\_\_\_\_ with some vegetables.

2 Put the words in the correct order to make sentences. Then reorder the sentences to give the instructions on how to make a pancake.

1. together/Beat the eggs/with sugar, flour and milk
2. at a time/into the pan/Pour ¼ cup of the mixture
3. over a medium heat/Heat the oil/in a frying pan
4. until/ golden/Cook
5. with some vegetables/Serve/the pancake

3 Put the following nouns in the correct columns. Some may fit in both categories.

salt	omelette	flour
spring rolls	pancake	pepper
beef noodle soup	pork	cooking oil
noodles	turmeric	sandwich

Dishes	Ingredients

## Pronunciation

/ɒ/ and /ɔː/

4 Listen and repeat the words. Pay attention to the sounds /ɒ/ and /ɔː/.

soft	pork	salt	hot	bottle
pot	fork	sport	sauce	rod

Now, in pairs put the words in the correct column.





/ɒ/	/ɔː/

5 Listen to the sentences and circle the words you hear.

1. Can you see the **cod/cord** over there?
2. It is a very small **pot/port**.
3. Tommy doesn't like these **spots/sports**.
4. Where can I find the **fox/forks**?
5. His uncle was **shot/short** when he was young.

## Grammar

### Countable and uncountable nouns

Countable nouns	
one egg 	two eggs 
Uncountable nouns	
some water 	some rice 

For uncountable nouns we can use phrases like *a bottle of*, *a piece of*, *a bar of*, *a glass of*, *a kilo of*, and *a bag of*, etc.

**Example:**

a bottle of water

### Look out!

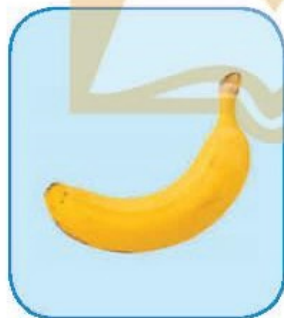
There are many different phrases like *a bottle of*, *a piece of*, *a kilo of*, etc. Can you add some more?



**1** Which of the following nouns are countable and which are uncountable? Which phrases can you use with the uncountable nouns? (You may use a dictionary to help you.)



1. spinach



2. banana



3. bread



4. beef



5. pepper



6. apple



7. pork



8. turmeric

## A/An/Some/Any

Countable nouns		
	Singular	Plural
<b>Affirmative</b>	There is <b>an</b> egg.	There are <b>some</b> eggs.
<b>Negative</b>	There isn't <b>an</b> egg.	There aren't <b>any</b> eggs.
<b>Interrogative</b>	Is there <b>an</b> egg?	Are there <b>any</b> eggs?
Uncountable nouns		
<b>Affirmative</b>	There is <b>some</b> milk.	
<b>Negative</b>	There isn't <b>any</b> milk.	
<b>Interrogative</b>	Is there <b>any</b> milk?	



### Remember!

We can use *some* in an offer or a request

**Example:**

Would you like some bananas?  
Can I have some milk, please?

## 2 Game: GIVE ME AN EGG!

One team says words related to food or drink.  
The other team adds *some* or *a/an*.

**Example:**

Team 1: *egg*

Team 1: *flour*

Team 2: *an egg*

Team 2: *some flour*

## 3 Fill the blanks with *a/an*, *some*, or *any* in the following conversation.

**Mi:** Let's have dinner.

**Phong:** Good idea! Is there (1) \_\_\_\_\_ rice?

**Mi:** No, there isn't, but there are (2) \_\_\_\_\_ noodles.

**Phong:** OK. Let's have noodles with (3) \_\_\_\_\_ beef or pork.

**Mi:** Ah, there's a problem.

**Phong:** What is it?

**Mi:** There isn't (4) \_\_\_\_\_ beef or pork left.

**Phong:** Oh, I have (5) \_\_\_\_\_ cheese sandwich and (6) \_\_\_\_\_ apple in my bag.

**Mi:** That's not enough for both of us, Phong!



## How many? How much?

'How many?' and 'How much?' are used to ask about quantity. We use 'How many?' with countable nouns and 'How much?' with uncountable nouns.

### How many + plural countable nouns

**Example:**

How many eggs do we have?

### How much + uncountable nouns

**Example:**

How much milk do you need?

## 4 Fill each blank with *How many* or *How much*.

- \_\_\_\_\_ apples are there in the fridge?
- \_\_\_\_\_ pepper do you want?
- \_\_\_\_\_ bananas are there on the table?
- \_\_\_\_\_ sandwiches are there in your bag?
- \_\_\_\_\_ water is there in the bottle?

## 5 Work in pairs. Use the suggested words to make questions with *How many/How much*, then interview your partner.

**Example:**

milk/drink/every morning

How much milk do you drink every morning?

- water/drink/every day?
- rice/eat/for dinner?
- vegetables/eat/every day?
- apples/eat/every day?

## YOUR FAVOURITE FOOD AND DRINK

### Extra vocabulary

<i>xoi</i> (sticky rice)	yoghurt
sauce	tuna
sausage	ham



- 1 Listen to a celebrity chef, Austin Nguyen talking about his favourite food. Which food in *Extra vocabulary* does he talk about?
- 2 What are your favourite food and drink? Write your answers in the table below.

Questions	Your answers
1. What's your favourite food?	
2. How does it taste?	
3. What's your favourite drink?	
4. When do you often drink it?	
5. What foreign food/drink do you like?	
6. What new food do you want to try?	
7. What food do you hate?	
8. What food can you cook?	

- 3 Now, interview three students about their favourite foods and drinks. Write their answers in the table below.

Questions	Student 1	Student 2	Student 3
1. What's your favourite food?			
2. How does it taste?			
3. What's your favourite drink?			
4. When do you often drink it?			
5. What foreign food/drink do you like?			
6. What new food do you want to try?			
7. What food do you hate?			
8. What food can you cook?			

- 4 Report your results to the class.

## Reading

**1** Read Phong's blog. Find the words from the box below in the text and underline them. Use the words around each underlined word to help you understand the meaning.

stewing bones broth boneless slices



Sun, Feb 24, ...

### PHO - A POPULAR DISH IN HA NOI

Among the many special dishes in Ha Noi, *pho* is the most popular. It is a special kind of Vietnamese soup. We can enjoy *pho* for all kinds of meals during the day, from breakfast to dinner, and even for a late night snack. *Pho* has a very special taste. The rice noodles are made from the best variety of rice. The broth for *pho bo* (beef noodle soup) is made by stewing the bones of cows for a long time in a large pot. The broth for another kind of *pho*, *pho ga* (chicken noodle soup) is made by stewing chicken bones. The chicken meat served with *pho ga* is boneless and cut into thin slices ... It's so delicious!

Tell me about a popular dish where you live!

Posted by Phong at 5:30 p.m.



**2** Read Phong's blog again and answer the questions.

1. When can we enjoy *pho*?
2. What are the noodles made from?
3. How is the broth for *pho bo* (beef noodle soup) and *pho ga* (chicken noodle soup) made?
4. How is the chicken meat served with *pho ga*?

## Speaking

**3** Look at the list of ingredients below. Work in pairs. Ask and answer questions about the ingredients for an omelette.

### RECIPE FOR AN OMELETTE

#### Ingredients

- two eggs
- a pinch of salt
- two teaspoons of cold water
- a half teaspoon of pepper
- two tablespoons of oil



#### Example:

**A:** I want to cook an omelette. What ingredients do I need?

**B:** You need ...

**A:** How much/many ...?

**4** Look at the pictures of how to cook an omelette.

### RECIPE FOR AN OMELETTE

#### Instructions



1. First, beat \_\_\_\_\_.

## Remember!

Sometimes we don't know all of the words in a passage and don't have time to look up words in the dictionary. It's okay! Practise using the words around the word you don't know to guess the meaning.



## SKILLS 2

### Listening

- 1 Listen to three people talking about traditional dishes where they live. Match the places with the dishes.

a. Nghe An      b. Ha Noi      c. Da Nang

1. *bánh tôm* \_\_\_\_\_
2. *súp lơ* \_\_\_\_\_
3. *mỳ quảng* \_\_\_\_\_

- 2 Listen again. Tick the ingredients for each dish. Some ingredients are in more than one dish.

	rice noodles	eel	pepper	turmeric	shrimp	pork
<i>bánh tôm</i>						
<i>súp lơ</i>						
<i>mỳ quảng</i>						

### Writing

- 3 Make notes about some popular food or drink in your neighbourhood.

Name of the foods or drinks	Ingredients	How to make them

- 4 Write a paragraph about popular foods or drinks in your neighbourhood. Choose one or more. Use the information in 3, and Phong's blog, as a model.

### Remember!

Make your writing complete! Try to answer *Who, What, When, Where, Why, and How*, to help you in your writing.



2. Then, heat \_\_\_\_\_.



3. Next, pour \_\_\_\_\_.



4. After that, fold \_\_\_\_\_.



5. Finally, put \_\_\_\_\_.

Use the phrases in this box to complete the above instructions.

- a. the egg mixture into the pan and cook for two minutes
- b. the omelette in half
- c. the omelette on a plate and serve it with some vegetables
- d. eggs together with salt, pepper, and cold water
- e. the oil over high heat in a frying pan

- 5 Work in pairs. Practise giving instructions on how to make a dish or drink.

**Example:**

- A:** Can you tell me how to cook the rice, please? What should I do first?  
**B:** First, put some water in a pot and heat it until it boils.  
**A:** And then?



# LOOKING BACK

## Vocabulary

1 Add the words/phrases you have learnt to the columns.

Dishes	Ingredients	Measurement Phrases
omelette	shrimp	a slice of

Compare with a partner. Who has more words/phrases?

2 Fill each gap with a verb from the box.

heat    pour    fold    serve    beat

- \_\_\_\_\_ the omelette in half.
- \_\_\_\_\_ the sauce over the cake.
- \_\_\_\_\_ the milk together with flour, sugar and cheese.
- \_\_\_\_\_ the food for five minutes.
- \_\_\_\_\_ it on a plate.

## Grammar

3 Choose *a/an* or *some* for the following words.

1. _____ banana	5. _____ pork
2. _____ bread	6. _____ salt
3. _____ beef	7. _____ apple
4. _____ pepper	8. _____ milk

4 Complete the sentences with *some* or *any*.

- There aren't \_\_\_\_\_ eggs in the fridge.
- Would you like \_\_\_\_\_ coffee?
- Is there \_\_\_\_\_ orange juice in the fridge?
- She has got \_\_\_\_\_ eggs but she hasn't got \_\_\_\_\_ milk.
- I went fishing but I didn't catch \_\_\_\_\_ fish, so we had \_\_\_\_\_ bread for dinner.

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

- Ann has got three oranges.  
*How many oranges has Ann got?*
- There is some milk in the bottle.  
\_\_\_\_\_
- I need three cans of lemonade.  
\_\_\_\_\_
- Peter has got three apples in his bag.  
\_\_\_\_\_
- There is some rice left in the electric cooker.  
\_\_\_\_\_

## Communication

6 Choose sentences (A-D) to complete the following conversation. Practise the conversation with a partner.

*Phong:* Can you tell me how to cook rice, please?  
What should I do first?

*Mi:* (1) \_\_\_\_\_

*Phong:* What should I do when the water boils?

*Mi:* (2) \_\_\_\_\_

*Phong:* And then?

*Mi:* (3) \_\_\_\_\_

*Phong:* OK, after that?

*Mi:* (4) \_\_\_\_\_

*Phong:* Ah, yes. Thank you.

- Then, stir the rice.
- When the water boils, put in the rice and let it boil for another five minutes.
- Cook the rice over low heat for 15 minutes before you serve it.
- First, put water in a pot and cook it over high heat until it boils.

Finished! Now I can ...	✓	✓✓	✓✓✓
• use words and phrases for food and drink			
• distinguish countable nouns and uncountable nouns			
• use <i>a/an</i> , <i>some</i> and <i>any</i> to talk about quantity			
• use <i>How much</i> and <i>How many</i> to ask about quantity			
• tell someone how to make a kind of food or drink			

1 Read this page from a cook book on how to make the perfect pancake.

*The perfect pancake!*



**Preparation time:**  
five minutes

**Cooking time:**  
ten minutes

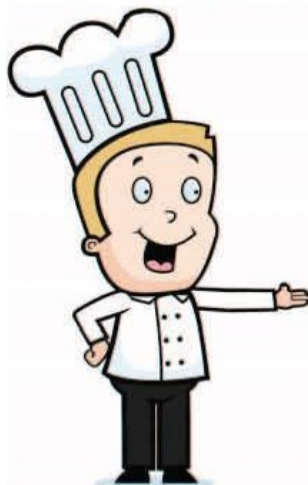
**INGREDIENTS:**

- two eggs
- three teaspoons of sugar
- four tablespoons of flour
- one cup of milk

1. Beat the eggs together with sugar, flour and milk.
2. Heat the oil over medium heat in a frying pan.
3. Pour about  $\frac{1}{4}$  cup of the mixture into the pan at a time.
4. Cook until golden.
5. Serve with some vegetables.

2 Choose one of your favourite dishes and write a recipe for it.

3 Combine your recipes into a class cook book.



*Recipe*

**GETTING STARTED****Making arrangements for a trip**

**1** Listen and read.

**Mai's mum:** What are you doing, Mai?

**Mai:** I'm preparing for a trip to the Temple of Literature and the Imperial Academy.

**Mai's mum:** Oh, I see. You know that it's a famous historic and cultural place.

**Mai:** Of course, Mum.

**Mai's mum:** Did you know that it was started in the 11<sup>th</sup> century? The Imperial Academy is considered the first university in Viet Nam.

**Mai:** Yeah, we learned about that in school. Mum, this is the list of the things I plan to take with me.

**Mai's mum:** Let me have a look. ... You definitely don't need an umbrella. It's winter and there's not much rain.

**Mai:** Will it be cold?

**THIS UNIT INCLUDES:****VOCABULARY**

Historic places and things  
Things to take on a trip

**PRONUNCIATION**

Sounds: /tʃ/ and /dʒ/

**GRAMMAR**

Passive voice

**COMMUNICATION**

Giving advice about going on trips  
Writing about a historic place

**Mai's mum:** Yes, it's a good idea to take warm clothes.

**Mai:** I see.

**Mai's mum:** The Temple of Literature is a beautiful place. It's surrounded by trees and contains many interesting things. You'd better take the camera.

**Mai:** I will, Mum.



**a** Read the conversation again and answer the questions.

1. What is Mai going to visit?
2. What is the Imperial Academy?
3. When was it founded?
4. Where is it located?
5. Why is Mai going to take warm clothes?

**b** Read the conversation again. Complete the table.

Things Mai needs to take and reasons why	Things Mai doesn't need to take and reasons why not

**2** Imagine that you are going to take a trip to a temple or a pagoda.

**a** Look at the table and tick (✓) the items you would like to take with you.

blanket	<input type="checkbox"/>	warm clothes	<input type="checkbox"/>
tent	<input type="checkbox"/>	bottled water	<input type="checkbox"/>
ball	<input type="checkbox"/>	umbrella	<input type="checkbox"/>
camera	<input type="checkbox"/>	mobile phone	<input type="checkbox"/>
food	<input type="checkbox"/>	compass	<input type="checkbox"/>

**b** Work in pairs. Tell your partner about three of the items you would take with you for the trip and explain why. You can use the following suggestions.

**Example:**

I'll take warm clothes because it'll be cold.

I'll need/take \_\_\_\_\_ because \_\_\_\_\_.

I'd like to take \_\_\_\_\_ because \_\_\_\_\_.

**c** Work in pairs. Give advice to your partner about what to take and what not to take on the trip. Give reasons.

**Example:**

**A:** I want to take a trip to Sa Pa.

**B:** You'd better take warm clothes because it's cold.

You'd better take \_\_\_\_\_ because \_\_\_\_\_.

It's a good idea to take \_\_\_\_\_ because \_\_\_\_\_.

You won't need \_\_\_\_\_ because \_\_\_\_\_.

It's not necessary to take \_\_\_\_\_ because \_\_\_\_\_.

**3** Imagine that your class is planning a trip to Huong Pagoda. Work in groups. Ask and answer questions about how to make arrangements for the trip. Then fill in the table.

**Example:**

**A:** Where will we go?

**B:** We'll go to Huong Pagoda.

**Or**

**A:** Where would you like to go?

**B:** I'd like to go to Huong Pagoda.

Where to go	Huong Pagoda
When to go	_____
Who to go with	_____
How to get there	_____
What to take	_____
What to do	_____



# A CLOSER LOOK 1

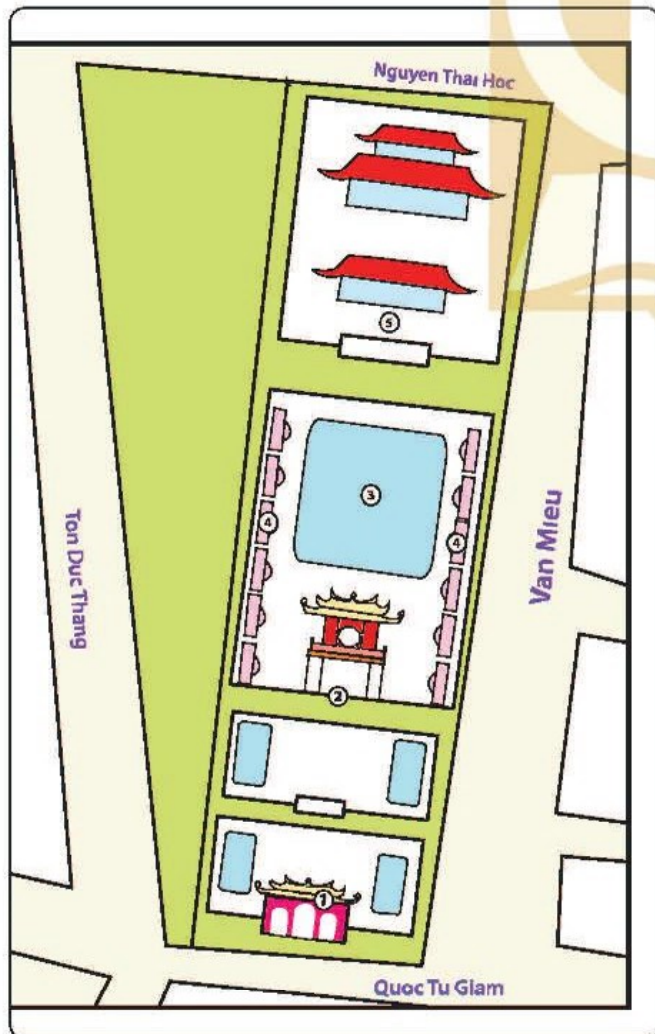
## Vocabulary

1 Match the words with the pictures.

- The Temple of Literature
- Thien Quang Tinh Well
- Doctors' stone tablets
- Van Mieu Gate
- Khue Van Pavilion



2 Read the names in 1 again and listen to the recording. Complete the layout of the Temple of Literature - the Imperial Academy.



3 With a partner, use the prepositions in the box below to describe the layout of the Temple of Literature – the Imperial Academy. Share your descriptions with the class.

- |         |                            |
|---------|----------------------------|
| in      | in front of/at the back of |
| behind  | in the middle of           |
| between | next to                    |

## Pronunciation

/tʃ/ and /dʒ/

4 Listen and write the words in the correct columns.

teach	question	chair	village
cultural	heritage	jeans	architectural
engineer	children	job	watch

/tʃ/

/dʒ/

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 Listen and repeat the chants.

### ORANGE

Orange juice, orange juice,  
Cherry jam, cherry jam,  
Which one is cheaper for children?  
Orange juice is cheap.  
Cherry jam is cheaper.



### CHICKEN



Chicken chop, chicken chop,  
Chip chop, chip chop,  
Who likes chicken chop for lunch?  
John likes chicken chop.  
Jill likes pork chop.

6 Write the words from 5 with the sounds /tʃ/ and /dʒ/ in the right columns.

/tʃ/

/dʒ/

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# A CLOSER LOOK 2

## Grammar

### The passive voice

We use the passive voice when the action is more important than the person who does it.

### The present simple passive

#### (+) Affirmative

Subject + be (am/is/are) + past participle

#### (-) Negative

Subject + be (am/is/are) + not + past participle

#### (?) Interrogative

Be (am/is/are) + subject + past participle?

#### Example:

The Temple of Literature is located in the centre of Ha Noi.

### Look out!

In the passive voice the person/ thing doing the action is usually placed at the end. The passive voice is more common in writing than speaking.

#### Example:

The Temple of Literature is visited by thousands of people.



### 1 Complete the passage using the past participle of the verbs in the box.

display      consider  
locate      take      surround

The Temple of Literature is (1) \_\_\_\_\_ in the centre of Ha Noi about 2 kilometres west of Hoan Kiem Lake. It is (2) \_\_\_\_\_ by four busy streets: *Quoc Tu Giam*, *Van Mieu*, *Ton Duc Thang*, and *Nguyen Thai Hoc*. Many precious relics are (3) \_\_\_\_\_ there.

Many trees and flowers are (4) \_\_\_\_\_ care of by the gardeners at the landmark. It is (5) \_\_\_\_\_ one of the most important cultural and historic sites of Viet Nam.

### 2 Using the verbs in brackets, write sentences in the present simple passive.

#### Example:

The Temple/by Vietnamese people and foreign tourists (visit)

→ *The Temple is visited by Vietnamese people and foreign tourists.*

1. Many precious relics/in the Temple of Literature (*display*)

→ \_\_\_\_\_

2. Many old trees and beautiful flowers/by the gardeners (*take care of*)

→ \_\_\_\_\_

3. Lots of souvenirs/inside the Temple of Literature (*sell*)

→ \_\_\_\_\_

4. Khue Van Pavilion/the symbol of Ha Noi (*regard*)

→ \_\_\_\_\_

5. The Temple of Literature/one of the most important cultural and historic places/in Viet Nam (*consider*)

→ \_\_\_\_\_

### 3 Using the words in the box below, can you make sentences in the present simple passive to talk about the Temple of Literature?

brick walls      trees and flowers  
courtyards      food and drink      tickets

#### Example:

The Temple of Literature is surrounded by brick walls.

## The past simple passive

### (+) Affirmative

Subject + be (was/were) + past participle

### (-) Negative

Subject + be (was/were) + not + past participle

### (?) Interrogative

Be (was/were) + subject + past participle?

### Examples:

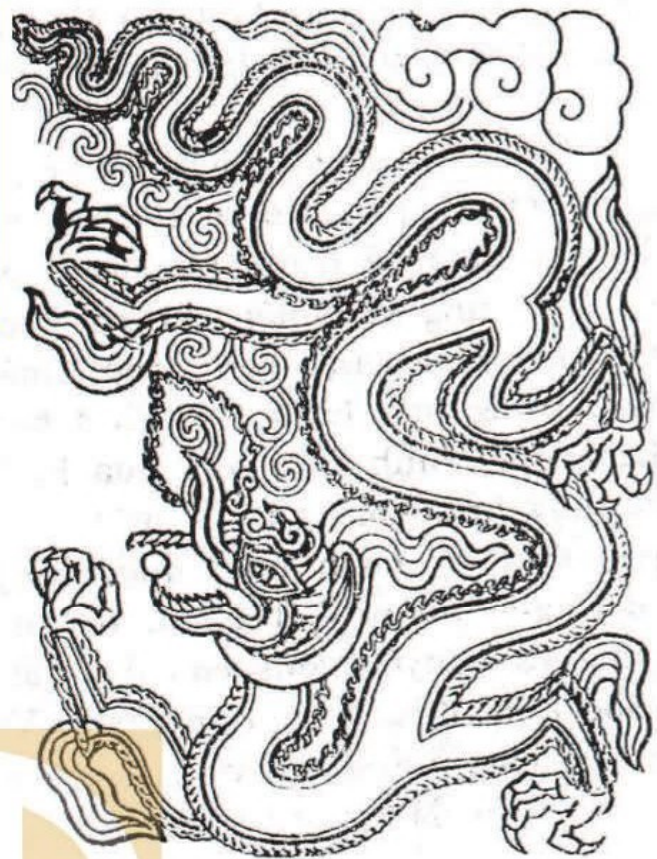
The One Pillar Pagoda was built in 1049.

The Temple of Literature was not built in 1049.

## 4 Complete the sentences with the words from the box.

was          were          regarded  
renamed      constructed

1. The Temple of Literature \_\_\_\_\_ founded in 1070.
2. The Imperial Academy was \_\_\_\_\_ under Emperor Ly Nhan Tong.
3. The Doctors' stone tablets \_\_\_\_\_ first erected by King Le Thanh Tong.
4. The Imperial Academy was \_\_\_\_\_ as the first university in Viet Nam.
5. In 1483 the Imperial Academy was \_\_\_\_\_ Thai Hoc Vien.



## 5 Put the parts of the passage below in the correct order. Then circle the examples of the past simple passive in the text.

- A. The students of The Imperial Academy were brilliant. They were selected from local examinations from all over the country.
- B. They had to study many subjects for three years. Then they were carefully prepared for first, the National, and then, the Royal exams before receiving their doctorates.
- C. It consisted of many classrooms and libraries for students. The teachers of the Imperial Academy were very famous scholars.
- D. The Imperial Academy – the first university in Viet Nam – was built in 1076 under Emperor Ly Nhan Tong. It was used to educate young men for the nation.

## 6 Can you make sentences in the present and past passive voice about the places below?

Hung Kings' Temple  
Ha Long Bay  
Huong Pagoda

Hue Imperial City  
Hoi An Ancient Town  
One Pillar Pagoda

# COMMUNICATION

## 1 Tips for trips

**a** Imagine some overseas friends are planning a trip to Ha Noi. Advise them what they should and shouldn't do. Write *Do* or *Don't* in each box.

1.  *Do* book a hotel in advance.
2.  learn some Vietnamese before your trip to Ha Noi.
3.  stay in a mini hotel.
4.  eat in small restaurants.
5.  rent a bike or a motorbike if you want to travel around.
6.  walk around the Old Quarter at night.
7.  *Don't* take summer clothes if you go between November and January.
8.  shop in local markets for souvenirs.
9.  swim in the lakes.
10.  pay a visit to the Temple of Literature.

**b** Work in pairs. Practise giving advice to your partner.

**Example:**

You'd better book a hotel in advance so (that) you are sure you have a room.

## 2 Game cards

### a Preparation:

Get the game cards from your teacher.



### b Instructions:

Play the game in groups of five.

Each student in the first group chooses one card at random. He/She shows the card and makes a sentence with the phrase written on it using the present simple active voice.

One student from the second group changes the sentence into the present simple passive voice.

**Example:**

**A:** They grow a lot of trees and flowers in the Temple of Literature.

**B:** A lot of trees and flowers are grown in the Temple of Literature.





# SKILLS 1

## Reading



**1** Before you read, work in groups and answer the questions.

1. Do you think the Temple of Literature – the Imperial Academy is a good English name for Van Mieu – Quoc Tu Giam?
2. Why do many students pay a visit to the Temple of Literature – the Imperial Academy before their exams?
3. What do you think will happen to this historic place in the future?

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

Long ago, in the year 1070, there were no universities in Viet Nam. So, in 1076, Emperor Ly Nhan Tong decided to build one - the Imperial Academy. It is considered the first university in Viet Nam. The university was a great success and thousands of Vietnamese scholars graduated from this university.

The Imperial Academy has a long and interesting history. Many kings, emperors and scholars worked to develop the university. Chu Van An was regarded as one of the most famous teachers at the Imperial Academy.

In modern time, the Imperial Academy continues to grow and receive recognition. Many old buildings were reconstructed in 1999. In 2003, four statues (Ly Thanh Tong, Ly Nhan Tong, Le Thanh Tong, and Chu Van An) were built. In 2010, the 82 Doctors' stone tablets were recognised by UNESCO.

1. When was the Imperial Academy founded?
2. Why was it successful?
3. Who was one of the most famous teachers at the Imperial Academy?
4. What is another special thing about it?

**3** Read the passage again and match the time in A with the events in B.

A

B

- |            |   |
|------------|---|
| 1. In 1076 | A. Many old buildings were reconstructed.                   |
| 2. In 1999 | B. Four statues were built.                                 |
| 3. In 2003 | C. The 82 Doctors' stone tablets were recognised by UNESCO. |
| 4. In 2010 | D. The Imperial Academy was founded.                        |

## Speaking

**4** Work in groups. Look at the four statues and talk about them. You can use the information in 2 and 3 and other parts of the unit to help you.



Chu Van An (1292-1370)

*This is the statue of Chu Van An. He is considered one of the most famous teachers at the Imperial Academy.*



1. Ly Thanh Tong (1023-1072)



2. Ly Nhan Tong (1066-1128)



3. Le Thanh Tong (1442-1497)

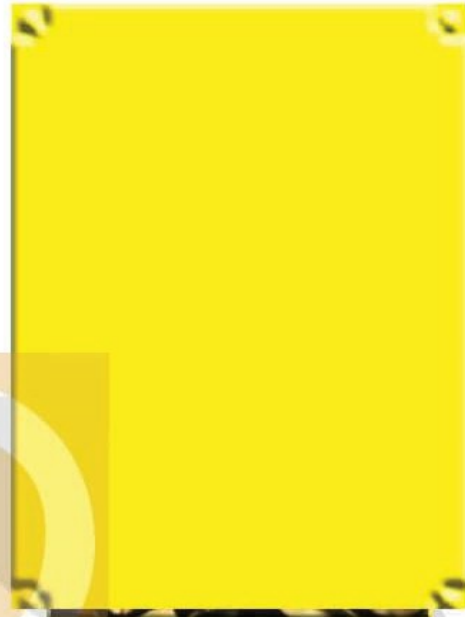
## Listening

**1** Listen to the recording and circle the appropriate answer A, B, or C.

1. Chu Van An was born in \_\_\_\_\_.  
 A. Thanh Xuan District  
 B. Thanh Ba District  
 C. Thanh Tri District
2. He passed the \_\_\_\_\_.  
 A. doctoral examination  
 B. royal examination  
 C. regional examination
3. He began his career as a \_\_\_\_\_.  
 A. worker      B. teacher      C. doctor
4. He died in \_\_\_\_\_.  
 A. 1370      B. 1373      C. 1337

**2** Listen to the recording again and write short answers to the questions.

1. When was Chu Van An born?
2. What was he like?
3. What did he do later in his life?
4. How old was he when he died?



## Writing

**3** Discuss the table in groups. Complete the table about the history of the Temple of Literature - the Imperial Academy.

Time	Event	Construction	Attraction
_____	The Temple of Literature	_____	one of the historic and cultural sites of Viet Nam
_____	The Imperial Academy	Emperor Ly Nhan Tong	_____
_____	Doctors' stone tablets	_____	World Heritage
_____	The four statues	Ha Noi People's Committee	_____

**4** Write about the history of the Temple of Literature - the Imperial Academy. You can use the information in **3** to help you.

# LOOKING BACK

## Vocabulary

1 Write the past participle of the following verbs.

Base form	Past participle	Base form	Past participle
consider	<i>considered</i>	sell	<i>sold</i>
name	_____	grow	_____
visit	_____	speak	_____
locate	_____	buy	_____
recognise	_____	build	_____
start	_____	see	_____

2 Complete the sentences with the past participles from 1.

- Oxford University is \_\_\_\_\_ one of the best universities in the UK. It was \_\_\_\_\_ in 1167.
- Lan's school is \_\_\_\_\_ Chu Van An Lower Secondary School.
- English is \_\_\_\_\_ all over the world.
- Thong Nhat Palace is \_\_\_\_\_ at 106 Nguyen Du Street, District 1, Ho Chi Minh City.
- Ha Long Bay was first \_\_\_\_\_ as a World Heritage Site by UNESCO in 1994.

## Grammar

3 Change the sentences from the present simple active into the present simple passive.

- They sell tickets at the gate of the tourist site.  
Tickets \_\_\_\_\_.
- People grow a lot of flowers in Da Lat.  
A lot of flowers \_\_\_\_\_.
- Thousands of people visit the Hung Kings' Temple every day.  
The Hung Kings' Temple \_\_\_\_\_.
- Tourists can see many beautiful Cham Towers in Binh Dinh Province.  
Many beautiful Cham Towers \_\_\_\_\_.
- Tourists can buy many kinds of goods in Ben Thanh Market.  
Many kinds of goods \_\_\_\_\_.

4 Change the sentences from the past simple passive into the past simple active.

- One Pillar Pagoda was built under Emperor Ly Thai Tong in 1049.  
They \_\_\_\_\_.
- The Imperial Academy was constructed under Emperor Ly Nhan Tong in 1076.  
They \_\_\_\_\_.
- The erection of the first Doctors' stone tablet was ordered by King Le Thanh Tong.  
They \_\_\_\_\_.
- Tan Ky House in Hoi An was built two centuries ago.  
They \_\_\_\_\_.
- The construction of Tu Duc Tomb was completed in 1876.  
They \_\_\_\_\_.

## Communication

5 Work in pairs. Ask and answer questions about the Temple of Literature - the Imperial Academy. Use the suggestions below to help you.

Suggestions	Questions	Answers
Location	Where is the Temple of Literature located?	<i>It's located in the centre of Ha Noi.</i>
Tickets		
Things to see		
Things to buy		
Time of day to visit		

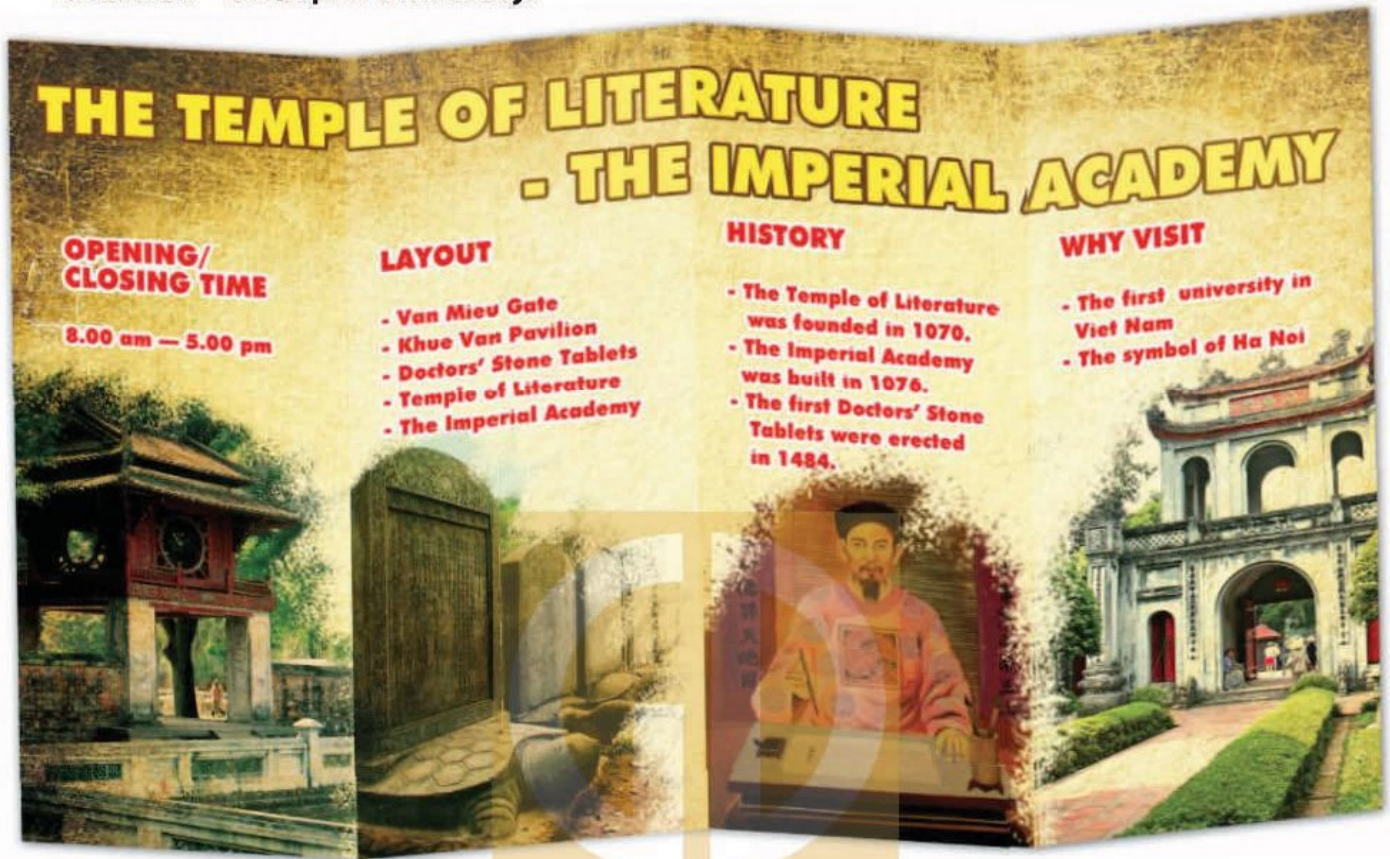
6 Work in groups. Report your discussions, using the information in 5.

**Example:**

The Temple of Literature is located in the centre of Ha Noi.

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>talk about the history of the Temple of Literature - the Imperial Academy</li> <li>give advice about going on trips</li> <li>write about a historic place</li> </ul>			

**1** The following is a brochure made by Phong and his classmates after a trip to the Temple of Literature – the Imperial Academy.



**2** Choose one of the most famous tourist sites in your community (village/district/province) and make a brochure as in **1**.

OPENING/ CLOSING TIME	LAYOUT	HISTORY	WHY VISIT?
Picture or artwork	Picture or artwork	Picture or artwork	Picture or artwork

## LANGUAGE

### Pronunciation

1 Circle A, B, C, or D to show whose underlined part is pronounced differently. Listen, check and repeat the words.

1	A. <u>de</u> cision	B. <u>vi</u> sion	C. <u>mea</u> sure	D. <u>su</u> re
2	A. <u>o</u> cean	B. <u>ci</u> inema	C. <u>mu</u> sician	D. <u>de</u> licious
3	A. <u>h</u> ot	B. <u>co</u> ttage	C. <u>co</u> mpose	D. <u>l</u> ot
4	A. <u>ch</u> icken	B. <u>ar</u> chitect	C. <u>ch</u> eat	D. <u>ch</u> air
5	A. <u>co</u> ndition	B. <u>att</u> ention	C. <u>qu</u> estion	D. <u>ad</u> dition

### Vocabulary

2 Do the crossword puzzle and complete the sentences.



#### Across

- Classical \_\_\_\_\_ is not as exciting as rock and roll for young people.
- There is some \_\_\_\_\_ for you in the fridge.
- Water puppetry is a traditional \_\_\_\_\_ form in Viet Nam.

#### Down

- Milk is my sister's favourite \_\_\_\_\_.
- The Temple of Literature is regarded as the first \_\_\_\_\_ in Viet Nam.
- Thousands of people visit the Hung Kings' \_\_\_\_\_ every day.

## Grammar

3 Complete the following two passages about camping. Use the words or phrases in the boxes.

How much

How many

Prepare your meals in advance. (1) \_\_\_\_\_ sandwiches are you going to make? (2) \_\_\_\_\_ bread will you need? Are you making pop-corn? (3) \_\_\_\_\_ butter should you bring? (4) \_\_\_\_\_ eggs will you buy? Make sure you have enough of everything before you leave.

a

some

much

many

Making a fire is (5) \_\_\_\_\_ skill. And it is easy to learn. You won't need (6) \_\_\_\_\_ practice before you can make a campfire. Start with (7) \_\_\_\_\_ paper and leaves. Place the wood on top of these. Don't use (8) \_\_\_\_\_ big pieces of wood. Put two or three over the sticks and keep the rest to the side.

4 Write the sentences using the suggested words or phrases.

- I think/classical music/as exciting/country music
- These clothes/not as expensive/I thought
- My taste in art/the same/her taste
- The price of foods in Ha Noi/not the same/in Hai Phong
- Life in Viet Nam/different/life in England

5 Rewrite the sentences in the passive.

- They sing the song *Auld Lang Syne* on some occasions.  
The song *Auld Lang Syne* \_\_\_\_\_.
- Van Cao composed Viet Nam's anthem *Tien Quan Ca*.  
Viet Nam's anthem *Tien Quan Ca* \_\_\_\_\_.
- They perform water puppetry in a pool.  
Water puppetry \_\_\_\_\_.
- His mother bought a lot of meat yesterday.  
A lot of meat \_\_\_\_\_.
- They make rice noodles from the best variety of rice.  
Rice noodles \_\_\_\_\_.

## Everyday English

**6** Complete the conversations with the questions in the box. Act them out with your partner.

- A. How much do you drink every day?
- B. Where would you like to go for a picnic?
- C. How often do you listen to it?
- D. What would you like to do there?
- E. What's your favourite drink?

1. A: Do you like to listen to rock and roll?  
 B: Yes, I do.  
 A: (1) \_\_\_\_\_  
 B: I listen to it every day.
2. A: (2) \_\_\_\_\_  
 B: Coffee.  
 A: (3) \_\_\_\_\_  
 B: Two cups.
3. A: (4) \_\_\_\_\_  
 B: To the beach.  
 A: (5) \_\_\_\_\_  
 B: I'd like to sit in the sun and read books.

## SKILLS

### Reading

**1** Two people are talking about their favourite films: *Gone with the Wind* and *A Space Odyssey*. Read their descriptions and tick (✓) the boxes.

**MAN:** 'This film was made in 1939 and stars Clark Gable and Vivien Leigh. It is a very long film because it covers all of the American Civil War. You never get bored because it is so exciting. I have seen it about four times and I still enjoy it. It may be too romantic for some people but that is one of the reasons I like it.'

**WOMAN:** 'It is a classic science fiction film. Some people love it and other people hate it. Stanley Kubrick directed it in 1968. The story is about a group of American astronauts who travel into space to find a mysterious object. It is not a violent or exciting film but it is thrilling in its use of music and images.'

Gone with the Wind      A Space Odyssey

*It was made in 1939.*

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| 1. It is a classic science fiction film.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. It is directed by Stanley Kubrick.     | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. It stars Clark Gable and Vivien Leigh. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. It is about a Journey Into space.      | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. It is romantic and exciting.           | <input type="checkbox"/>            | <input type="checkbox"/> |

## Speaking

**2** Work in pairs. Plan a trip to a place. Ask and answer questions about the following ideas. You can use *will* or *would like*.

- Where and when you go
- Who you go with
- How you travel
- What you bring
- What you do

**3** Work in groups. Take turns talking about the arrangements for the trip.

## Listening

**4** Listen to a man talking about his meal in a restaurant and tick the adjectives you hear.

- |          |                          |              |                          |
|----------|--------------------------|--------------|--------------------------|
| 1. great | <input type="checkbox"/> | 2. nice      | <input type="checkbox"/> |
| 3. fresh | <input type="checkbox"/> | 4. delicious | <input type="checkbox"/> |
| 5. sweet | <input type="checkbox"/> | 6. tasty     | <input type="checkbox"/> |
| 7. fine  | <input type="checkbox"/> | 8. good      | <input type="checkbox"/> |

**5** Listen again and complete the menu.

MENU	
Appetizer	_____
Main dish	_____
Dessert	_____
Drink	_____

## Writing

**6** Look at the pictures below. Write the instructions of how to cook a mushroom omelette.



- First, \_\_\_\_\_
- Then, \_\_\_\_\_
- Next, \_\_\_\_\_
- After that, \_\_\_\_\_
- Finally, \_\_\_\_\_

## Abbreviations

**adj** : adjective  
**adv** : adverb  
**con** : conjunction  
**n** : noun  
**pre** : preposition  
**pro** : pronoun  
**v** : verb

a piece of cake (idiom)	/ ə pi: s əv keɪk /	dễ ợt	Unit 1
allergy (n)	/ 'ælədʒi /	dị ứng	Unit 2
anthem (n)	/ 'ænbəm /	quốc ca	Unit 4
arranging flower	/ ə'reɪndʒɪŋ 'flaʊə /	cắm hoa	Unit 1
atmosphere (n)	/ 'ætmasfɪər /	không khí, môi trường	Unit 4
beat (v)	/ bi:t /	khuấy trộn, đánh trộn	Unit 5
beef (n)	/ bi:f /	thịt bò	Unit 5
bird-watching (n)	/ bɜ:d wɒtʃɪŋ /	quan sát chim chóc	Unit 1
bitter (adj)	/ 'bɪtə /	đắng	Unit 5
blanket (n)	/ 'blæŋkɪt /	chăn	Unit 3
board game (n)	/ bɔ:d geɪm /	trò chơi trên bàn cờ (ví dụ: cờ tướng, cờ vua)	Unit 1
broth (n)	/ brəθ /	nước xuyết	Unit 5
build (v)	/ bɪld /	xây dựng	Unit 6
calorie (n)	/ 'kæləri /	calo	Unit 2
carve (v)	/ kɑ:v /	chạm, khắc	Unit 1
carved (adj)	/ kɑ:v d /	được chạm, khắc	Unit 1
charitable (adj)	/ 'tʃærɪtəbl /	từ thiện	Unit 3
clean up (n, v)	/ kli:n ʌp /	dọn sạch	Unit 3
collage (n)	/ 'kɒləʒ /	một bức tranh tạo thành từ nhiều tranh, ảnh nhỏ	Unit 1
community service	/ kə'mju:nəti 'sɜ:vɪs /	công việc vì lợi ích cộng đồng	Unit 3
compose (v)	/ kəm'pəʊz /	soạn, biên soạn	Unit 4
composer (n)	/ kəm'pəʊzər /	nhà soạn nhạc, nhạc sĩ	Unit 4
compound (n)	/ 'kɒmpaʊnd /	ghép, phức	Unit 2
concentrate (v)	/ 'kɒnsən'treɪt /	tập trung	Unit 2
conjunction (n)	/ kən'dʒʌŋkʃən /	liên từ	Unit 2
consider (v)	/ kən'sɪdər /	coi như	Unit 6
consist of (v)	/ kən'sɪst əv /	bao hàm/gồm	Unit 6
construct (v)	/ kən'strʌkt /	xây dựng	Unit 6
control (v)	/ kən'trɒl /	điều khiển	Unit 4
coordinate (v)	/ kəʊ'ɔ:dɪneɪt /	kết hợp	Unit 2

core subject	/ kɔ:r 'sʌbdʒekt /	môn học cơ bản	Unit 4
cough (n)	/ kɒf /	hò	Unit 2
country music	/ 'kʌntri 'mju:zɪk /	nhạc đồng quê	Unit 4
curriculum (n)	/ kə'rɪkjʊləm /	chương trình học	Unit 4
delicious (adj)	/ dɪ'lɪʃəs /	ngon, thơm ngon	Unit 5
depression (n)	/ dɪ'preʃən /	chán nản, buồn rầu	Unit 2
diet (n)	/ 'daɪət /	ăn kiêng	Unit 2
disabled people	/ dɪ'seɪbld 'pi:pl /	người tàn tật	Unit 3
doctors' stone tablet (n)	/ 'dɒktər stəʊn 'tæblət /	bìa tiến sĩ	Unit 6
donate (v)	/ dəʊ'neɪt /	hiến tặng, đóng góp	Unit 3
eel (n)	/ i:l /	con lươn	Unit 5
eggshell (n)	/ egʃəl /	vỏ trứng	Unit 1
elderly people	/ 'eldəli 'pi:pl /	người cao tuổi	Unit 3
erect (v)	/ 'rɛkt /	xây dựng, dựng lên	Unit 6
essential (adj)	/ 'ɛsənʃəl /	cần thiết	Unit 2
expert (n)	/ 'ekspɜ:t /	chuyên gia	Unit 2
flour (n)	/ flaʊə /	bột	Unit 5
fold (v)	/ fəʊld /	gấp, gấp	Unit 5
folk music	/ fɒk 'mju:zɪk /	nhạc dân gian, nhạc truyền thống	Unit 4
found (v)	/ faʊnd /	thành lập	Unit 6
fragile (adj)	/ 'frædʒaɪl /	dễ vỡ	Unit 1
fragrant (adj)	/ 'freɪgrənt /	thơm, thơm phức	Unit 5
gardening (n)	/ 'gɑ:dnɪŋ /	làm vườn	Unit 1
graffiti (n)	/ grə'fɪ:ti /	hình hoặc chữ vẽ trên tường công cộng (thường là không được phép)	Unit 3
green tea (n)	/ grɪn 'ti: /	chè xanh	Unit 5
grow (v)	/ grəʊ /	trồng, mọc	Unit 6
ham (n)	/ hæm /	giăm bông	Unit 5
homeless people	/ 'həʊmləs 'pi:pl /	người vô gia cư	Unit 3
horse-riding (n)	/ hɔ:s raɪdɪŋ /	cưỡi ngựa	Unit 1
ice-skating (n)	/ aɪs sketɪŋ /	trượt băng	Unit 1
Imperial Academy (n)	/ ɪm'pɪəriəl ə'kædəmi /	Quốc Tử Giám	Unit 6
independent (adj)	/ ɪn'dɪ'pendənt /	độc lập, không phụ thuộc	Unit 2
itchy (adj)	/ 'ɪtʃi /	ngứa, gáy ngứa	Unit 2
junk food (n)	/ dʒʌŋk fu: d /	đồ ăn nhanh, quà vặt	Unit 2
Khue Van Pavilion (n)	/ kə'vʌljən /	Khuê Văn Các	Unit 6
locate (v)	/ ləʊ'keɪt /	đóng, đặt, để ở một vị trí	Unit 6
make a difference	/ meɪk ə 'dɪfərəns /	làm thay đổi (cho tốt đẹp hơn)	Unit 3
making model	/ 'meɪkɪŋ 'mɒdəl /	làm mô hình	Unit 1

making pottery	/ 'meɪkɪŋ 'pɒtəri /	nặn đồ gốm	Unit 1
melody (n)	/ 'melədi /	giai điệu	Unit 1
mentor (n)	/ 'mentɔːr /	thầy hướng dẫn	Unit 3
monopoly (n)	/ mə'nɒpəlɪ /	cờ tỉ phú	Unit 1
mountain climbing (n)	/ 'maʊntɪn, 'klaɪmɪŋ /	leo núi	Unit 1
mural (n)	/ 'mjʊərəl /	tranh khổ lớn vẽ trên tường (thường là được phép)	Unit 3
myth (n)	/ mɪθ /	việc hoang đường	Unit 2
non-essential (adj)	/ nɒn-ɪ'senʃəl /	không cơ bản	Unit 4
non-profit organisation	/ nɒn-'prɒfɪt ɔ:ɡənəz'eɪʃən /	tổ chức phi lợi nhuận	Unit 3
noodles (n)	/ 'nuːdlz /	mì, mì sợi	Unit 5
nursing home	/ 'nɜːsɪŋ haʊm /	nhà dưỡng lão	Unit 3
obesity (n)	/ əʊ'biːsɪti /	béo phì	Unit 2
omelette (n)	/ 'ɒmlət, 'ɒmlɪt /	trứng tráng	Unit 5
opera (n)	/ 'ɒpərə /	vở nhạc kịch	Unit 4
originate (v)	/ ə'ɪdʒɪneɪt /	bắt nguồn, xuất phát từ	Unit 4
pagoda (n)	/ pə'ɡəʊdə /	chùa	Unit 6
pancake (n)	/ 'pænkək /	bánh kếp	Unit 5
pay attention	/ peɪ ə'tenʃən /	chú ý, lưu ý đến	Unit 2
pepper (n)	/ 'pepə /	hạt tiêu	Unit 5
perform (v)	/ pə'fɔːm /	biểu diễn, trình diễn	Unit 4
performance (n)	/ pə'fɔːməns /	sự trình diễn, buổi biểu diễn	Unit 4
photography (n)	/ fə'tɒɡrəfi /	nhiếp ảnh	Unit 4
pork (n)	/ pɔːk /	thịt lợn	Unit 5
pour (v)	/ pɔː /	rót, đổ	Unit 5
puppet (n)	/ 'pʌpɪt /	con rối	Unit 4
put on weight	/ pʊt ɒn weɪt /	tăng cân	Unit 2
recipe (n)	/ 'resɪpi /	công thức làm món ăn	Unit 5
recognise (v)	/ 'rekəɡnaɪz /	chấp nhận, thừa nhận	Unit 6
regard (v)	/ rɪ'ɡɑːd /	đánh giá	Unit 6
relic (n)	/ 'reɪlɪk /	di tích	Unit 6
rural (adj)	/ 'rʊərəl /	thuộc nông thôn, thôn quê	Unit 4
salt (n)	/ sɔːl /	muối	Unit 5
salty (adj)	/ 'sɔːltɪ /	mặn, có nhiều muối	Unit 5
sandwich (n)	/ 'sænwɪdʒ /	bánh xăng-đúc	Unit 5
sauce (n)	/ sɔːs /	nước sốt	Unit 5
sausage (n)	/ 'sɔːsɪdʒ /	xúc xích	Unit 5
sculpture (n)	/ 'skʌlptʃə /	điêu khắc, tác phẩm điêu khắc	Unit 4
serve (v)	/ sɜːv /	múc/ xới/ gắp ra để ăn	Unit 5
share (v)	/ ʃeə /	chia sẻ	Unit 1
shelter (n)	/ 'ʃeltə /	mái ấm, nhà tình thương, nhà cứu trợ	Unit 3
shrimp (n)	/ ʃrɪmp /	con tôm	Unit 5
sickness (n)	/ 'sɪkɪnəs /	sự đau yếu, ốm yếu	Unit 2

site (n)	/ saɪt /	địa điểm	Unit 6
skating (n)	/ 'skeɪtɪŋ /	trượt pa tanh	Unit 1
slice (n)	/ slaɪs /	miếng mỏng, lát mỏng	Unit 5
soup (n)	/ suːp /	xúp, canh, cháo	Unit 5
sour (adj)	/ saʊə /	chua	Unit 5
spicy (adj)	/ 'spiːsi /	cay, nóng	Unit 5
spot (n)	/ spɒt /	mụn nhọt	Unit 2
spring rolls (n)	/ sprɪŋ rɔːlɪz /	nem rán	Unit 5
statue (n)	/ 'stætʃuː /	tượng	Unit 6
stay in shape	/ steɪ ɪn ʃeɪp /	giữ dáng, giữ cơ thể khoẻ mạnh	Unit 2
strange (adj)	/ streɪndʒ /	lạ	Unit 1
street children	/ striːt 'tʃɪldrən /	trẻ em (lang thang) đường phố	Unit 3
sunburn (n)	/ 'sʌnbɜːn /	sự cháy nắng	Unit 2
sunburnt (adj)	/ 'sʌnbɜːnt /	rám nắng	Unit 2
support (v)	/ sə'pɔːt /	nâng đỡ, chống đỡ	Unit 4
surfing (n)	/ 'sɜːfɪŋ /	lướt sóng	Unit 1
surround (v)	/ sə'reaʊnd /	bao quanh, vây quanh	Unit 6
sweet (adj)	/ swiːt /	ngọt	Unit 5
sweet soup (n)	/ swiːt suːp /	chè	Unit 5
take care of (v)	/ teɪk keə əv /	trông nom, chăm sóc	Unit 6
tasty (adj)	/ 'teɪsti /	đầy hương vị, ngon	Unit 5
Temple of Literature (n)	/ 'templ əv 'lɪtərətʃə /	Văn Miếu	Unit 6
Tic Tac Toe	/ tɪk tæk təʊ /	trò chơi cờ ca-rô	Unit 4
to be forced	/ tuː biː fɔːst /	bị ép buộc	Unit 3
tofu (n)	/ 'təʊfʊː /	đậu phụ	Unit 5
traffic jam	/ 'træfɪk dʒæm /	ùn tắc giao thông	Unit 3
triathlon (n)	/ traɪ'æθlɒn /	cuộc thi thể thao ba môn phối hợp	Unit 2
tuna (n)	/ 'tjuːnə /	cá ngừ	Unit 5
turmeric (n)	/ 'tɜːməɪk /	củ nghệ	Unit 5
tutor (n, v)	/ 'tjuːtə /	thầy dạy kèm, dạy kèm	Unit 3
unique (adj)	/ juː'niːk /	độc đáo	Unit 1
unusual (adj)	/ ʌn'juːʒuəl /	khác thường	Unit 1
vegetarian (n, adj)	/ 'vedʒɪ'teəriən /	người ăn chay, ăn chay	Unit 2
volunteer (n, v)	/ 'vɒləntɪər /	người tình nguyện, đi tình nguyện	Unit 3
warm (v)	/ wɔːm /	hâm nóng	Unit 5
water puppetry	/ 'wɔːtə 'pʌpɪtri /	múa rối nước	Unit 4
weight (n)	/ weɪt /	trọng lượng, cân nặng	Unit 2
World Heritage	/ wɜːld 'herɪtɪdʒ /	Di sản thế giới	Unit 6



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## **TIẾNG ANH 7 – SÁCH HỌC SINH – TẬP MỘT**

Mã số : 2H733T5

Số đăng kí KHXB : 01-2015/CXB/233-902/GD

In : ..... bản (QĐ.....), khổ 19X27 cm

Tại : .....

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