



Nguyễn Thanh Bình (Tổng Chủ biên)

Lê Nguyễn Như Anh (Chủ biên)

Phạm Nguyễn Huy Hoàng - Đinh Trần Hạnh Nguyên

Đào Xuân Phương Trang - Nguyễn Hồ Thanh Trúc - Hồ Thị Xuân Vương

BẢN MẪU

TIẾNG ANH 8

EXPLORE

ENGLISH

SÁCH HỌC SINH



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH



CÔNG TY CỔ PHẦN ĐẦU TƯ
XUẤT BẢN - THIẾT BỊ GIÁO DỤC VIỆT NAM

NATIONAL
GEOGRAPHIC
LEARNING

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Bản in thử

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EXPLORE ENGLISH

SÁCH HỌC SINH

(Sách đã được Bộ trưởng Bộ Giáo dục và Đào tạo phê duyệt sử dụng trong cơ sở giáo dục phổ thông tại Quyết định số 4606/QĐ-BGDĐT ngày 28/12/2022)



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



**CÔNG TY CỔ PHẦN ĐẦU TƯ
XUẤT BẢN - THIẾT BỊ GIÁO DỤC VIỆT NAM**



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WELCOME

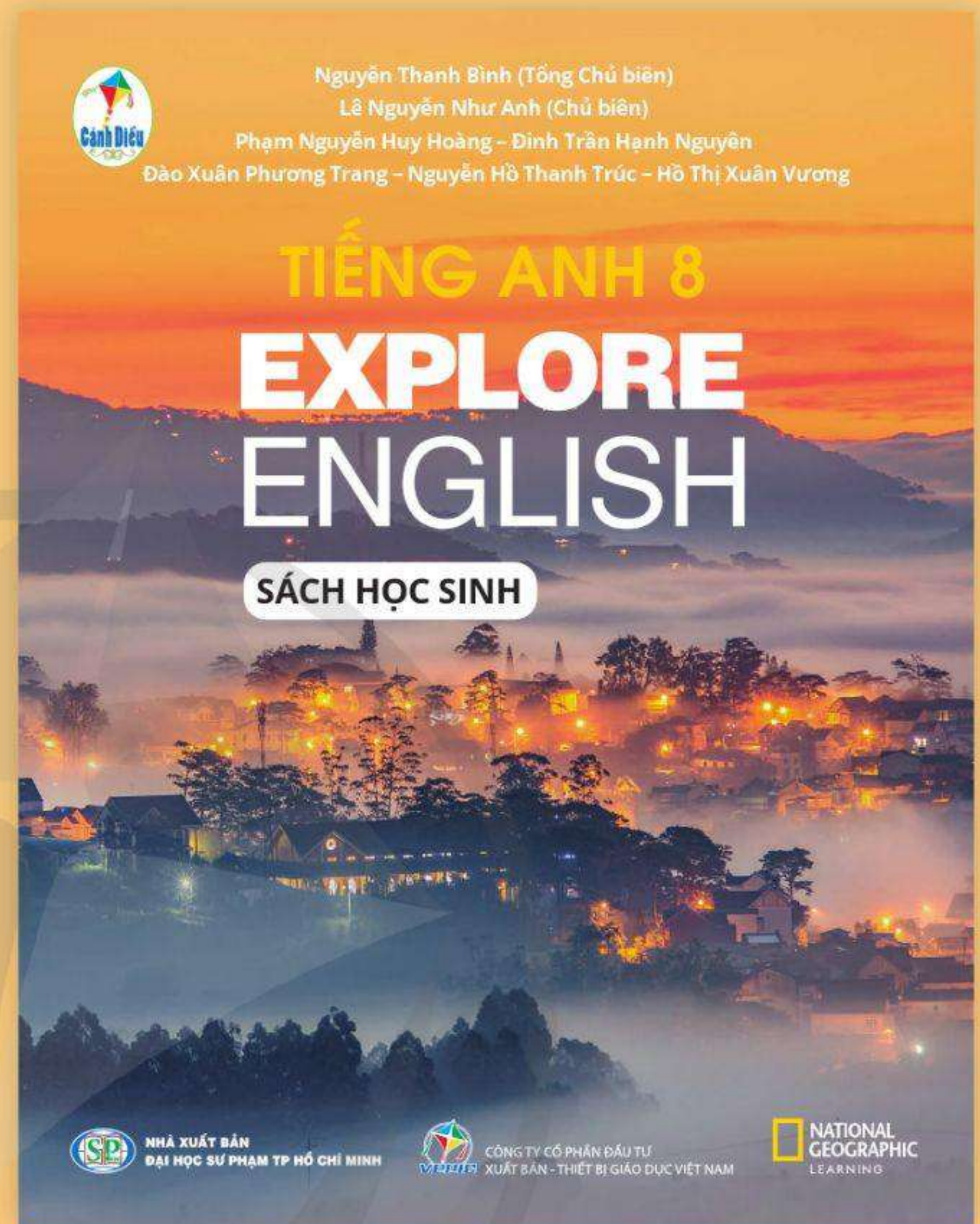
Welcome to *Explore English*.

What can *Explore English* do for you?

With its exciting National Geographic content, *Explore English* will help you learn new and interesting things about countries and cultures all around the world. You can explore the daily lives of our characters—Maya, Minh, Nadine, and Stig—and learn useful expressions that you can use to communicate in English effectively.

You will learn grammar and vocabulary with the help of our fascinating images, articles, and videos. Our carefully designed listening, speaking, reading, and writing activities will help you take your English-language skills to the next level.

With *Explore English*, learning English is easy and fun!



MEET THE **EXPLORE ENGLISH** TEAM

Maya

Minh

Nadine

Stig



This is **Maya Santos** from Rio de Janeiro, in Brazil. She's into music, singing, and shopping.

This is **Minh Nguyễn** from Hà Nội, in Việt Nam. He likes sports and animals.

This is **Nadine Barnard** from Cape Town, in South Africa. She loves nature, movies, and music.

This is **Stig Andersson** from Stockholm, in Sweden. He loves food, photography, and sports.

SCOPE AND SEQUENCE

Unit	Functions	Grammar	Vocabulary	Pronunciation	Read & Write
Page 8 1 Which One Is Justin?	Describing yourself and others Real English: <i>Hang on.</i>	Wh- questions, simple sentences <i>What's Justin like?</i> <i>Which one is Taylor? Which ones are your cousins?</i> Complex sentences and relative clauses with who: the one who is/the ones who are <i>She's the one who's holding a coffee.</i> <i>They're the ones who are laughing.</i>	Personality adjectives	Syllable stress	Reading: Life Savers Writing: Short paragraph
Page 18 2 I'd Like to Be a Pilot.	Talking about career goals Giving career advice to others Real English: <i>Why don't you ... ?</i>	Wh- questions and relative clauses with that: that + verb + object + verb <i>What kind of job do you want/would you like?</i> <i>I want/would like a job that pays a lot of money.</i> <i>I wouldn't like a job that's dangerous.</i> Verbs to express wants and preferences (want + to V, would like + to V, like + V-ing): statements and questions <i>I want to be a scientist. I like inventing things to help people.</i> <i>I'd like to work as a photographer. I like taking photos.</i>	Jobs and job qualities Personality adjectives	Sentence stress	Reading: Workplace Safety for PSWs Writing: Letter
Page 28 3 Please Don't Feed the Monkeys.	Talking about rules in public places Talking about general and unusual rules Real English: <i>kind of</i>	Imperatives (rules) <i>have to (obligation)</i> <i>can (permission)</i> <i>be allowed to (permission)</i> Reported speech with modal verbs: statements and questions <i>Yesterday, Jane asked me if I could talk on the phone at work.</i> <i>Jane asked me what I had to wear at school.</i> <i>I told Jane that I had to wear a uniform.</i>	Public place rules General rules	Reduction: <i>has to</i> and <i>have to</i>	Reading: Breaking the Rules Writing: Short paragraph
Page 38 4 How Do Sloths Move?	Describing how animals behave Using animal similes Real English: <i>I know!</i>	Adjectives Adverbs Comparative adverbs <i>Sloths move more slowly and quietly than pandas.</i> <i>Dolphins swim better than some sharks.</i> <i>Ants work harder than many other insects.</i>	Animals Animal characteristics Verbs	Reduced vowels in unstressed syllables	Reading: Can Animals Be Nice? Writing: Short story
Page 48 5 I'm Meeting Friends Later.	Talking about future events and future plans Real English: <i>I already have plans.</i>	Simple Present and Present Progressive for future Simple sentences <i>I have a doctor's appointment on Saturday.</i> <i>I'm going to the mall tomorrow.</i> Compound sentences <i>The movie starts at 7:00, but I have a class at 8:00.</i> <i>I'm going for a picnic at the weekend, and my brother's taking an English test.</i> Possessive Pronouns <i>Stig's birthday party is on Saturday night.</i> <i>Mine is on Sunday night next week.</i>	Verb phrases Activities	Stress in compound nouns	Reading: The Millennial Trains Project Writing: Email
Page 58 6 What Will Earth Be Like in the Future?	Making predictions Talking about quantities Real English: <i>Probably</i>	Future with will (predictions) <i>What will the future be like?</i> <i>It will be hotter and drier.</i> <i>Will there be a lot more people?</i> <i>Yes, there will. / No, there won't.</i> Articles and quantifiers with countable and uncountable nouns (a, an, the, zero article, more, less, fewer)	Global warming Verbs	The diphthong /aɪ/	Reading: On Thin Ice Writing: Short paragraph


Unit	Functions	Grammar	Vocabulary	Pronunciation	Read & Write
Page 70 7 When Did It Happen?	Talking about historical events Real English: <i>What a ...!</i>	Simple Past with prepositions of time <i>in, on, for, from ... to</i> Prepositions of place <i>in, on, at</i>	Places, events, and people Verbs Dates	Syllable stress	Reading: Bull Racing Writing: Short paragraph
Page 80 8 Have You Ever Been to a Festival?	Talking about past personal experiences Real English: <i>What's going on?</i>	Present Perfect <i>Have you ever been to a carnival? Yes, I have. I've been to several. No, I haven't.</i> Adverbs of frequency <i>always, usually, often, sometimes, rarely, never</i>	Festivals and special occasions Verbs	Past participles	Reading: Living Like Locals in Southern Việt Nam Writing: Short paragraph
Page 90 9 Phones Used to Be Much Bigger.	Talking about how technology has changed Describing past habits Real English: <i>for one thing</i>	Simple Past and Past Progressive with when and while <i>When I was a child, I used to play video games for hours. I was playing a video game when my aunt came.</i> Used to <i>When I was a child, I used to play video games for hours. My mother didn't use to like video chatting, but now she loves it. Did you use to have a desktop computer? Yes, I did. / No, I didn't.</i>	Technology Trends	Consonant blends /pr/, /bl/, /st/	Reading: What Makes a Fad? Writing: Short paragraph
Page 100 10 They've Found a Fossil.	Talking about recent and current discoveries Describing past actions Real English: <i>Anyway ...</i>	Present Perfect and Simple Past <i>A man found dinosaur bones in his yard in 1997. He has recently taken it to a local museum. A museum has displayed the mammoth for several years / since 2012.</i>	Dinosaurs Verbs	The sounds /f/ and /v/	Reading: Dinosaurs Alive! Writing: Short notice
Page 110 11 Buy One, Get One Free!	Talking about marketing and advertisement claims Talking about results Real English: <i>What a bargain!</i>	First conditional <i>If you use this shampoo, your hair will be shinier. If I buy three, will I get a discount? Yes, you will. / No, you won't. What will you do if the store is closed? I'll go to another store.</i>	Advertising and marketing	Pausing in <i>if</i> clauses	Reading: Cause Marketing Writing: Simple instructions
Page 120 12 Which Is the Biggest Planet?	Talking about space exploration Real English: <i>I have no idea.</i>	Tense review (Present Tenses, Past Tenses, Future Tenses, Conditional Clauses)	Space Inventions	Linking of /w/ and /y/ sounds	Reading: Landing on a Comet Writing: Short paragraph

1

WHICH ONE IS JUSTIN?

A group of students hanging out with each other

Preview

A  **1-01 Listen.** Matt is telling a new student about the people in the photo. Label them with the correct letters.

a. Justin b. Adam c. Chris d. Taylor

B  **1-01 Listen again and match.** What is each student like?

- | | | | |
|-----------|-----------------------|-----------------------|---------------------------|
| 1. Justin | <input type="radio"/> | <input type="radio"/> | a. really funny |
| 2. Adam | <input type="radio"/> | <input type="radio"/> | b. pretty easygoing |
| 3. Chris | <input type="radio"/> | <input type="radio"/> | c. quiet and a little shy |
| 4. Taylor | <input type="radio"/> | <input type="radio"/> | d. really hard-working |

C **Talk with a partner.** Identify the people in the photo. Use the phrases in the box or your own ideas.

holding a helmet wearing a backpack
wearing a belt holding a green book
holding a tablet wearing black jeans

Taylor is the one who's holding a green book.

And Adam is the one who's wearing ...

UNIT GOALS

By the end of this unit, you will be able to:

- describe people;
- use relative clauses with *who*;
- stress the correct syllable in each word.

Language Focus

REAL ENGLISH Hang on.

A 1-02 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Thanks for coming with me to **meet** my cousin Ursula.

No problem. I remember you telling me about your cousins.

2 Is Ursula the one who **lives in Los Angeles**?

No, that's my cousin Ingrid.

3 So, what's Ursula like?

Well, she's **very outgoing**. And she's tall and stylish, like me!

4 There she is! Welcome! I'm Minh. **May I take your bag?**

Hang on, Minh. This isn't Ursula. That's Ursula!

get pick up

works in Hollywood recently moved to L.A.

really funny a lot of fun

Can I help you with your bag? Let me help you with your bag.

1-03

DESCRIBING PEOPLE—WH- QUESTIONS, SIMPLE SENTENCES, COMPLEX SENTENCES, RELATIVE CLAUSES WITH WHO (P. 154)

WH- questions	Simple sentences	Complex sentences with relative clauses
What's Justin like ?	He's quiet and a little shy.	He's a person who always tells funny stories.
Which one is Taylor?	She's the one with the long black hair. She's the one in the green T-shirt.	She's the one who's holding a coffee.
Which ones are your cousins?	They're the ones near the door.	They're the ones who are laughing.

C Complete the sentences. Use the words from the box.

patient chatty dependable shy funny

1. Marissa is always talking to someone. She's really _____.
2. Walt doesn't feel comfortable around other people. He's pretty _____.
3. Hee-jin is always there when her friends need her. She's so _____.
4. Michael makes all of his friends laugh. He's very _____.
5. Patricia never gets upset when she has to wait in line. She's extremely _____.

D  **1-04** **Join the sentences with *who*.** Then listen and check.

1. That's Akio. He likes to sit in the first row.

Akio is the one who likes to sit in the first row.

2. Her name is Suzy. She's sitting next to Akio.

3. That's Eric and that's Michael. They like to ask a lot of questions.

4. Her name is Sonia. She always brings her tablet to class.

E Work with a partner. Student A: Go to page 133. **Student B:** Go to page 136. You are going to identify people at a party.



The Big Picture

Max Lowe is a National Geographic Explorer. Before he could even walk, Lowe was going on adventures with his parents as they traveled the world. From Montana to Mongolia, Lowe now captures people and places across the globe with his camera.



A 1-05 **Listen to the interview.** Check (✓) the things Lowe talks about.

- | | | |
|---------------------------------------|--|--------------------------------------|
| <input type="radio"/> his hometown | <input type="radio"/> his first digital camera | <input type="radio"/> his journals |
| <input type="radio"/> his school life | <input type="radio"/> his future plans | <input type="radio"/> his normal day |

B 1-06 **Listen to the rest of the interview.** Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. Lowe likes spending time in the mountains. | T | F |
| 2. Lowe mentions three people who are his heroes. | T | F |
| 3. Lowe's father is the one who introduced him to the outdoors. | T | F |
| 4. Lowe says it's challenging to truly understand and tell someone's story. | T | F |

Discussion. Lowe describes his heroes as inspiring. What characteristics do you think are important in a hero?

Pronunciation

Syllable stress

A  1-07 **Listen and repeat.** Notice the stressed syllables.

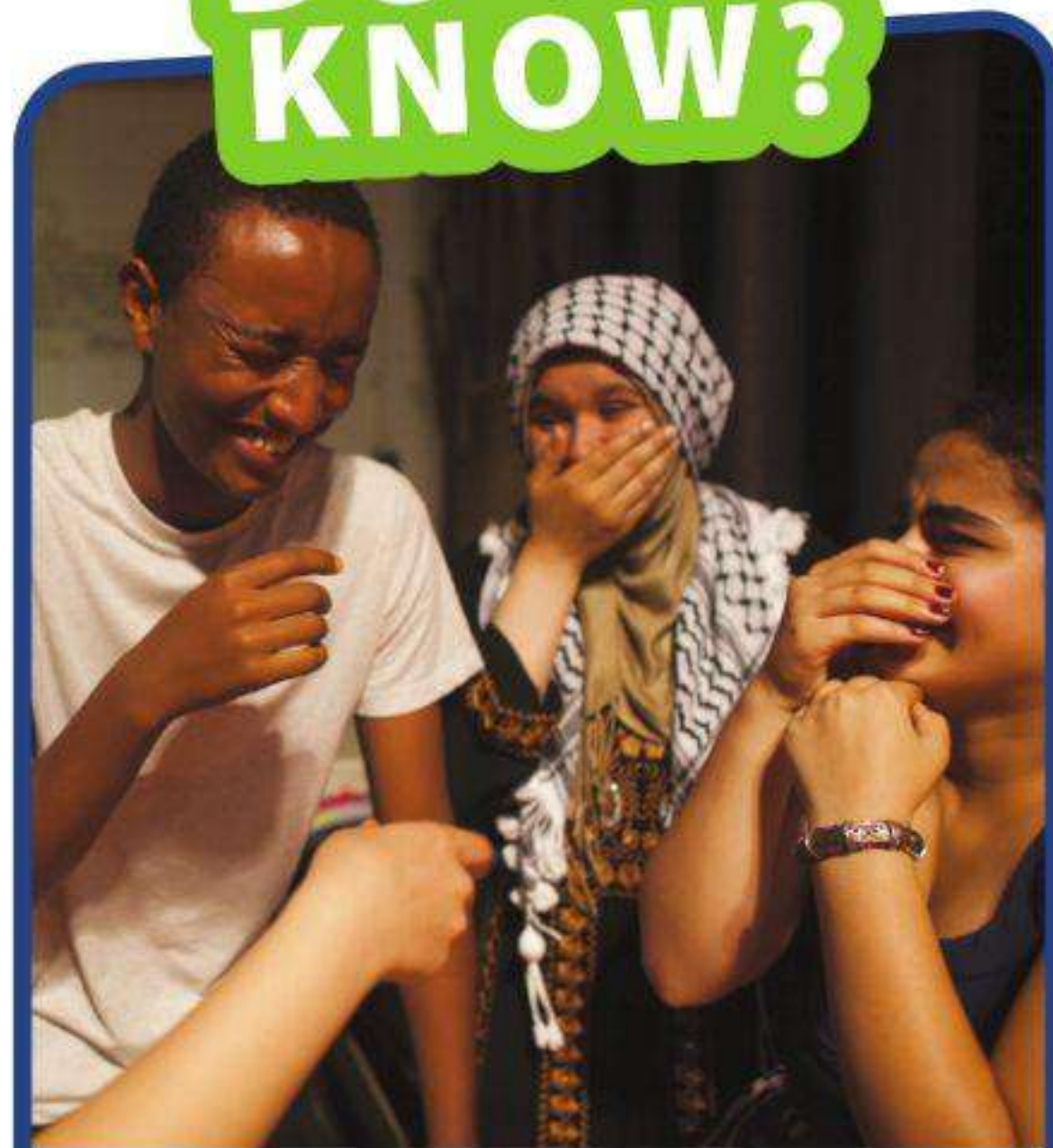
First syllable	Second syllable	Third syllable
pa ti ent	explor e r	introduc e
pic tu re	insp ir ing	geogr aph ic
nat io nal	ps ych ologist	convers at ion

B  1-08 **Underline the stress in the words in bold.** Then listen and check your answers.

1. Should a **hero** be **dependable**?
2. Are you an **introvert** or an **extrovert**?
3. Do you **enjoy** outdoor **activities**?
4. Who's someone who is **easygoing** and **talkative**?
5. What **information** do you **remember** about Lowe?

C **Work with a partner.** Take turns to ask and answer the questions in **B**.

DO YOU KNOW?



People who are talkative and outgoing are called _____.

- a. introverts
- b. extroverts

Communication

A **Play a guessing game.** Write four things about yourself on four pieces of paper. Fold them in half. Don't show anyone!

I'm talkative and outgoing.

I like Taylor Swift.

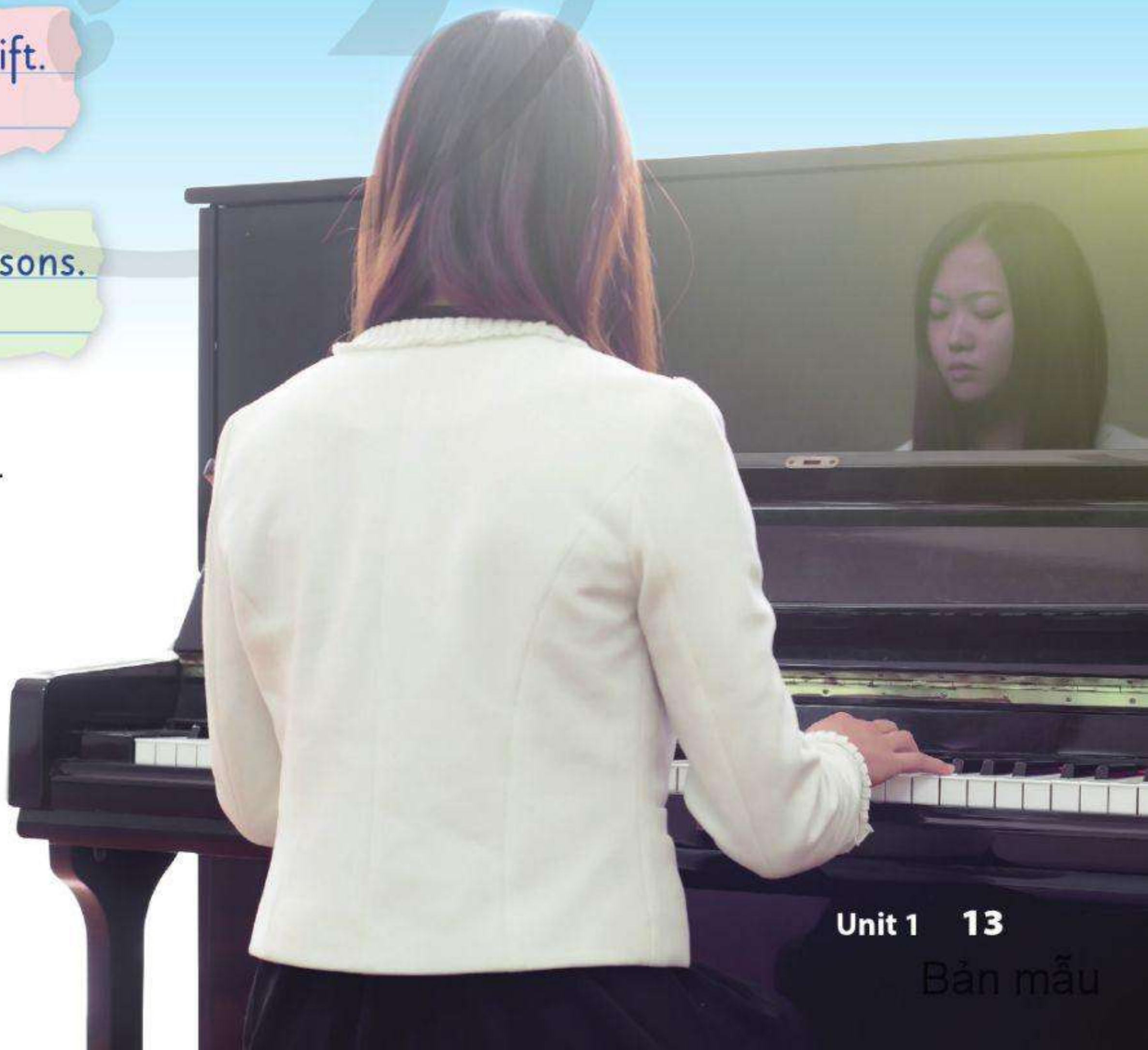
I'm good at computer games.

I take piano lessons.

B **Work in a group.** Put the papers on a table. Then take turns choosing a paper and guessing who wrote it. When you guess correctly, keep the paper.

I think Kenji is the one who takes piano lessons.

Sorry! It's not me.



Willie (on Megan's hand) with Hannah and her mom





Reading

A Read the title. What do you think the article is about?

B Predict. What kind of animal is each pet?

1. Willie _____ 2. Winnie _____

C Skim the text. What did each animal do? Match.

1. Willie a. woke up its owner to warn of danger.
2. Winnie b. alerted the babysitter that someone needed help.

LIFE SAVERS

Willie the parrot

Willie the parrot saved the life of two-year-old Hannah Kuusk. The young child was eating when something got stuck in her throat. Hannah's babysitter, Megan Howard, was in the bathroom
5 at the time. She suddenly heard the bird screaming and making noises with its wings. "Then he started saying 'mama baby' over and over and over again until I came out," Megan said. Megan was quickly able to remove the food from Hannah's throat. Willie was the one who later received an award for saving Hannah's life!

10 Winnie the cat

One night, a gas-powered water pump at the Keesling home began to leak. The family was sleeping. Their cat, Winnie, began to push her owners and made loud meowing sounds. Cathy Keesling woke up and was already feeling sick. It was hard for her
15 to wake her husband and son up because they already breathed in a large amount of gas. But thanks to their heroic cat Winnie, Keesling was able to call 911 and get help before anyone was hurt. The family says that Winnie is the one who saved their lives.

 1-09 OPTIONAL AUDIO

Comprehension

IDIOM

An “unsung” hero is a hero who _____.

- a. cannot sing
- b. isn't famous
- c. hates being a hero

A Answer the questions about *Life Savers*.

1. **Detail** Which pets saved their owners' lives?
 - a. Winnie
 - b. Willie
 - c. Winnie and Willie
2. **Reference** In line 5, “She” refers to _____.
 - a. Hannah
 - b. Megan
 - c. Willie
3. **Inference** Winnie made such a loud meow sound because she was _____.
 - a. trying to wake up the Keesling family
 - b. not able to sleep
 - c. feeling sick
4. **Detail** Who first woke up in the Keesling family?
 - a. Cathy
 - b. Cathy's husband
 - c. Cathy's son
5. **Vocabulary** In line 16, what can we replace “heroic” with?
 - a. smart
 - b. brave
 - c. lovable

B Sequence the events. For each story, number the events from 1 to 4 in the order they happened.

Willie	<input type="radio"/> Willie started to scream.	<input type="radio"/> Willie said “mama baby” over and over.
	<input type="radio"/> Megan removed the stuck food.	<input type="radio"/> Food got stuck in Hannah's throat.
Winnie	<input type="radio"/> Keesling called 911.	<input type="radio"/> Cathy, her husband, and her son woke up.
	<input type="radio"/> A water pump began to leak.	<input type="radio"/> Winnie started to meow loudly.

C CRITICAL THINKING Talk with a partner. Which animal in the article do you think is the most heroic? Do you know any other animals that saved their owners' lives?

Project

Work with a partner.

Make a survey about ways to meet new people. Interview five people.

Instructions:

- You should work with a classmate on this project.
- Prepare some questions about how to meet new people.
- Each student should interview five people and ask them to share their ideas.
- In the next class, get into small groups and share your information.
- Choose three most helpful pieces of advice and share them with a group of 5–6 students.

Writing

1 | Unscramble the words to make sentences.

a. very / teacher / outgoing / person / my / a / is

b. takes part in / often / he / activities / lots of / community

c. the one / who / table tennis / introduced me to / is / she

d. are always there for me / are / Thảo and Phương / the two / who / when I need them

e. she / in line / never complains / Mai / has to wait / when

2 | Complete the letter below. Use each word in the box ONCE only.

experience

sick

food

funny

short

energy

My grandmother is very hardworking and serious, but she is also outgoing and (1) _____. Her stories always make everyone laugh during family dinners. She often takes me on (2) _____ hiking trips on the weekends. I learn a lot from her (3) _____ on these trips. She is 78 years old and has a lot of (4) _____. Last year, I was (5) _____, but my parents were away for business. My grandmother was the one who took care of me. She cooked good (6) _____ to make me feel comfortable. I love my grandmother so much!


3 | Write a paragraph about someone you respect. Write 80–100 words on a separate sheet of paper. Use the sample in 2 to help you.

I'D LIKE TO BE A PILOT.

Preview

A  1-10 **Listen to a teacher and her students discussing jobs.** Circle the kind of job each student wants.

- | | | |
|---|-----------------------|-------------------------------------|
| 1. Katie wants a job that (is challenging / lets her travel). | <input type="radio"/> | <input type="radio"/> a. singer |
| 2. Micah wants a job that (is fun / lets him work with computers). | <input type="radio"/> | <input type="radio"/> b. chef |
| 3. Laura wants a job that (is dangerous / lets her be creative). | <input type="radio"/> | <input type="radio"/> c. accountant |
| 4. Miguel wants a job that (is exciting / lets him help people). | <input type="radio"/> | <input type="radio"/> d. pilot |
| 5. Wendy wants a job that (pays well / lets her work with animals). | <input type="radio"/> | <input type="radio"/> e. doctor |

B **CRITICAL THINKING**  1-11 **Guess.** Match the student with the job he or she wants. Then listen and check your answers.

C **Talk with a partner.** What other jobs can you name for each description in **A**?

What other jobs are fun?

I know. An actor!



UNIT GOALS

By the end of this unit, you will be able to:

- talk about career goals;
- use relative clauses with *that*;
- use sentence stress.

**A pilot flies upside down
over Maryland, U.S.A.**

Language Focus

A 1-12 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH

Why don't you ... ?

B **Practice with a partner.** Replace any words to make your own conversation.

1 What kind of job do you want, Maya?
I want a job that **lets me travel**.
lets me be creative
pays a lot of money

2 Like **a flight attendant**?
No, I'd like to do something that's more exciting.
a chef
an app developer

3 Why don't you become **a pilot**?
Hmmm ... I don't know.
a photographer
a lawyer

4 So what would you like to be?
Actually, I just want to **travel**. I don't really want a job!
see new places
have a lot of money

1-13

TALKING ABOUT CAREER GOALS—WH- QUESTIONS, RELATIVE CLAUSES WITH *THAT*, *WANT*, *WOULD LIKE*, *LIKE* (PP. 154–155)

What kind of job do you want?
What kind of job would you like?

I want a job **that lets me work with animals**.
I'd like a job **that pays a lot of money**.
I wouldn't like a job **that's dangerous**.

What **do** you **want to be** someday?
What **would** you **like to do** someday?

I **want to be** a scientist. I **like inventing** things to help people.
I'd like to work as a photographer. I **like taking** photos.

C Complete the sentences. Use *that* and the phrases from the box.

~~creative~~ travel work with animals
dangerous pay a lot of money perform on stage

1. Rachel would like to be an art teacher because she wants a job that lets her be creative.
2. Brian doesn't want to be a police officer. He doesn't want a job _____.
3. Both Mia and Joe like working in finance because they want jobs _____.
4. I want to be a flight attendant because I want a job _____.
5. Carrie likes singing and dancing. She'd like a job _____.
6. I'd like to be a vet someday because I want a job _____.

D 1-14 Complete the conversation. Circle the correct words. Listen and check.

Robert: Look at this app, Sami. You put in information about yourself and it recommends a job for you.

Sami: What kind of information?

Robert: Well, I said I want a job that (1) **(let / lets)** me work (2) **(with / as)** computers. I also said I like (3) **(work / working)** with numbers.

Sami: So what job does it recommend?

Robert: An accountant. But I don't really want to work (4) **(with / as)** an accountant. It's so boring.

Sami: So, what (5) **(do / would)** you like to do?

Robert: I (6) **(want / would)** to work (7) **(with / as)** an app developer. I like (8) **(develop / developing)** apps, but apps that are better than this one!

E Play a game. Think of a job. Other students take turns asking yes/no questions to try to guess the job. Then switch roles.

Is the job dangerous?

Is it a job that lets you work outside?

Is it a job that pays a lot of money?

Is it a job that's popular with young people?



Fun Jobs

Some people have jobs that are not only exciting, but also fun! Meet three people with unusual jobs and find out what you need to get these jobs.



LEGO artist Sean Kenney working in his studio

A 1-15 Listen to descriptions of three fun jobs. Choose the best description for each job.

1. Seb Smith _____ water slides.
a. rides and rates b. designs
2. Sean Kenney _____ LEGO bricks.
a. paints b. builds things using
3. Tracy Lewis _____ at a theme park.
a. acts on stage b. wears a costume


B **CRITICAL THINKING** 1-16 **Guess.** Match two qualities that would help someone get each job. Listen and check.

- | | | |
|------------------------|-----------------------|---|
| 1. Water slide tester | <input type="radio"/> | <input type="radio"/> a. can write well |
| | <input type="radio"/> | <input type="radio"/> b. can work hard |
| 2. LEGO artist | <input type="radio"/> | <input type="radio"/> c. is creative |
| | <input type="radio"/> | <input type="radio"/> d. is confident |
| 3. Character performer | <input type="radio"/> | <input type="radio"/> e. is flexible |
| | <input type="radio"/> | <input type="radio"/> f. is friendly |

Discussion. Tell your partner what job you would love to do.

Pronunciation

Sentence stress

A  1-17 **Listen and repeat.** Notice how the most important words are stressed.

1. She **dress**es up as **charact**ers at a **them**e park.
2. **Doct**ors and **nurs**es **lik**e to **help** peo^{pl}e.
3. I **want** a **job** that **lets** me **work** with **anim**als.

B  1-18 **Underline the important words in each sentence.** Then listen and circle the stressed words.

1. Dani wants a job that lets her work with children.
2. An accountant is someone who is good with numbers.
3. Sun-hee wants a job that's challenging and exciting.
4. The chef is the one who cooks your food in a restaurant.

C **Work with a partner.** Take turns to read the sentences in **B**.

DO YOU KNOW?



As of 2020, the sector that employed the largest number of people in Việt Nam was ____.

- a. education and training
- b. accommodation and food services
- c. agriculture, forestry, and fishing

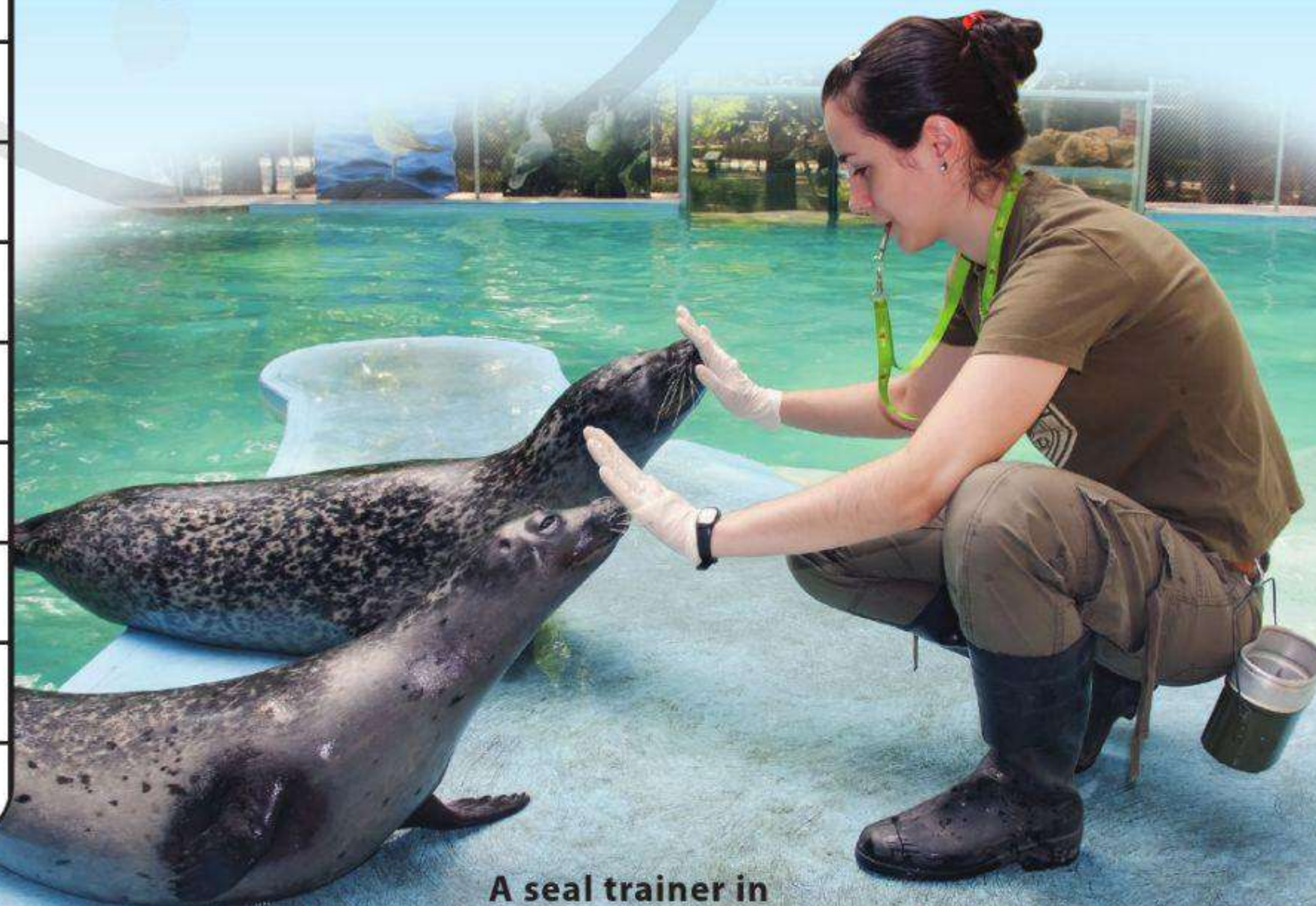
Communication

Interview your partner. Add three more ideas to the chart. Check (✓) the kind of job your partner wants to have. Then give some career advice.

lets you work outside	
is interesting and exciting	
lets you work with animals	
has regular hours	
lets you use social media	
requires you to speak English	
pays a lot of money	

Do you want a job that lets you work outside?

You should be an animal trainer.
You shouldn't be an app developer.



A seal trainer in Szegeed Zoo, Hungary

Reading

- A** Read the title. What do you think the article is about?
- B** Scan the text. What is the meaning of the following colors in safety signs?
- red _____
- yellow _____
- green _____
- blue _____
- C** Scan the text. What are some common workplaces for PSWs?

A personal support worker helping a man go down the stairs

WORKPLACE SAFETY FOR PSWs

Not everyone can work as a personal support worker (PSW). It is a job that provides support for patients with different needs, including people with physical and learning disabilities, mental health issues, and so on. The role of PSWs differs depending on their patients' demands, but they are typically responsible for helping their patients to live a fulfilling life.

PSWs' main workplaces include private homes, hospitals, care organizations, and community support centers. To ensure the quality of care, PSWs need to know the meanings of different safety colors to communicate information quickly.

	RED	YELLOW	GREEN	BLUE
MEANING	stop/do not	danger	safe	You must do...
EXAMPLE				

Moreover, PSWs need to understand the meaning of different safety signs and notices in their workplaces. Here are some examples. Do you know what they are about? [1-19 OPTIONAL AUDIO](#)

1



2



3



4



5



6



Comprehension

IDIOM

An example of a “nine-to-five” job is _____.

- a. a truck driver
- b. an accountant
- c. a dancer

A Answer the questions about *Workplace Safety for PSWs*.

1. **Detail** Which of the following statements about PSWs is true?
 - a. They only work at service users’ homes.
 - b. Their work may vary each day.
 - c. They do not take care of children.
2. **Vocabulary** What does the word “typically” in line 5 mean?
 - a. always
 - b. without stopping
 - c. usually
3. **Inference** Which sign just gives you information?
 - a. 2
 - b. 4
 - c. 5
4. **Inference** What does sign 6 on page 25 mean?
 - a. Take one tablet a day.
 - b. Take two tablets a day.
 - c. Take all medicines after meals.
5. **Inference** Which sign warns you about possible danger?
 - a. 2
 - b. 3
 - c. 5

B Read the article again. Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. PSWs care for and support patients who need personal assistance with daily living tasks. | T | F |
| 2. The color blue in signs means there is danger and people need to stop. | T | F |
| 3. Yellow signs are used to warn people of dangerous situations that may happen. | T | F |

C **CRITICAL THINKING** Talk with a partner. What other kinds of safety signs have you seen?

Project

Work with a partner.

Make a survey about students’ favorite jobs. Interview five people.

Instructions:

- You should work with a classmate on this project.
- Prepare some questions about people’s favorite jobs. (What is the job? What exactly do you do at your job? What is special about it? Why do you like the job?)
- Each student should interview five people and ask them to share their ideas.
- In the next class, get into small groups and share your information.
- Share with a group of 5–6 students.

Writing

1 Write sentences to talk about career goals. Start the sentences with "I want a job..." Use the words in parentheses to help you.

Example: (work with children) → I want a job that lets me work with children.

a. (meet new people every day) _____

b. (take beautiful pictures) _____

c. (exciting) _____

d. (travel to different places) _____

e. (pay a high salary) _____

2 Complete the letter below. Use each word in the box ONCE only.

professional suitable creative good interesting

March 29

Dear Mr. Lương,

I would like some information about different jobs. I am (1) _____ at art and math. I really like making things, so I would like a job that lets me be (2) _____.

My parents think I should be an art teacher. It is an (3) _____ job, but I would like a job that pays a high salary. Do you think teaching is (4) _____ for me?

I also like traveling. Do you think I can be a (5) _____ photographer? I want to explore new places and take beautiful photos for a living.

Please give me some advice. Thank you.

Best regards,

Trang

3 Write a letter to a guidance counselor. Describe yourself. Ask about different jobs and careers. Write 80–100 words on a separate sheet of paper. Use the sample in 2 to help you.

PLEASE DON'T FEED THE MONKEYS.

Preview


A  1-20 **Listen to students learning about rules.** Number the signs (1-4) in the order the rules are discussed.









B  1-20 **Listen again and match.**

- | | | |
|--|-----------------------|---|
| 1. You have to turn off your phone in the | <input type="radio"/> | <input type="radio"/> a. bus. |
| 2. You can't take photos in the | <input type="radio"/> | <input type="radio"/> b. library. |
| 3. You're not allowed to eat or drink on the | <input type="radio"/> | <input type="radio"/> c. movie theater. |
| 4. You have to be quiet in the | <input type="radio"/> | <input type="radio"/> d. museum. |

C **Talk with a partner.** What are some other rules around town?

You have to take off your shoes in the temple.

You can't be in the park after 10:00 p.m.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about rules;
- use imperatives and reported speech;
- pronounce reduced *has to* and *have to*.



A monkey sitting near a sign, Kuala Lumpur, Malaysia

Language Focus

REAL ENGLISH

kind of

A 1-21 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 How's your new part-time job at the movie theater, Nadine?
It's **awesome**. I love it!

2 Are you allowed to use your phone at work?
Sure. My boss doesn't mind.

3 Cool! Can you watch the movies and **eat popcorn**?
Yes, I can!

4 Wow—it sounds fun! Do you have to wear a uniform?
Kind of, but it's **really cool**.

great
fantastic

Can you talk on the phone?
Is this a good time to talk?

eat candy
drink soda

very stylish
a really pretty uniform

1-22

TALKING ABOUT RULES—IMPERATIVES AND REPORTED SPEECH (PP. 155–156)

Students **can't** talk on the phone in class.
Can you talk on the phone at work?

The rules **say that** students **can't** talk on the phone in class.
Yesterday, Jane **asked** me **if I could** talk on the phone at work.

Are you **allowed to** use your phone in the library?
You **are allowed to** use your phone in silent mode.

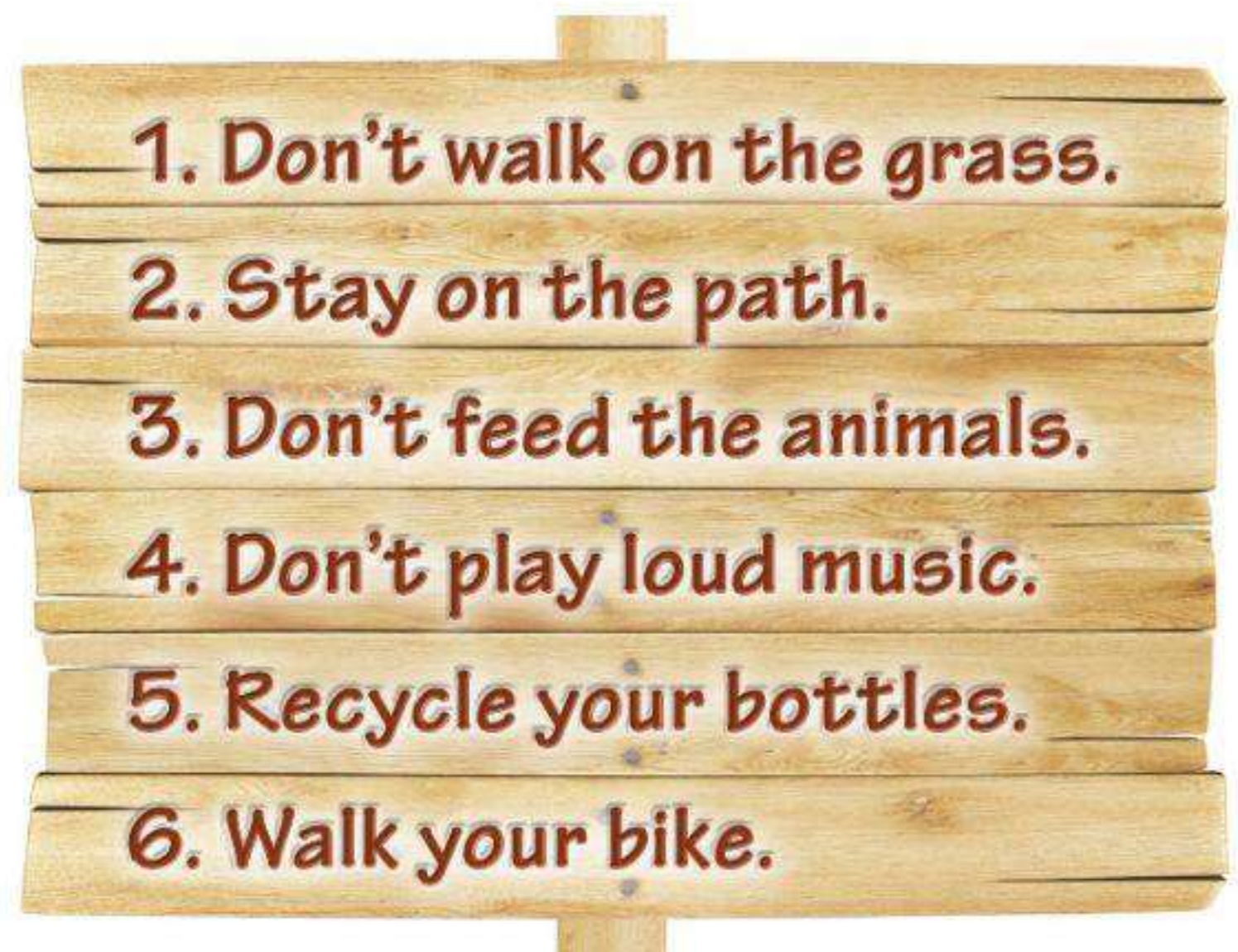
Jack **asked** me **if I was allowed to** use my phone in the library.
The librarian **told** me **that I was allowed to** use my phone in silent mode.

What do you **have to** wear at school?
I **have to** wear a uniform.

Jane **asked** me **what I had to** wear to school.
I **told** Jane **that I had to** wear a uniform.

C Read the rules. Rewrite them using *can't* or *have to*.

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



D Rewrite the following sentences using reported speech.

1. Are you allowed to park your bike at the bus stop?
→ She asked me _____.
2. You have to put your bike in the parking lot next to the bus stop.
→ She said that _____.
3. You are not allowed to bring food to the library.
→ The rule says _____.
4. Where can I buy a bus ticket?
→ Jack asked me _____.
5. You can't buy a bus ticket from the driver.
→ He told me that _____.

E Think about the rules in your school, home, or another place. Write three true and three false rules. Then share them in a group. Can the others guess the false rules?

The rules say you can take photos in museums.

I think that's false.



The Real World

Is That Real?

Wherever we are, we have to follow rules.

Rules help to keep everyone safe. Some rules, however, sound strange at first! Here are some unusual rules from different countries around the world.



A What do you think these signs mean? Check (✓) the signs you think are real.



(Turn to page 136 for answers.)


B  1-23 Listen to some unusual rules. Complete each rule. Listen again and check.

1. In Thailand, you aren't allowed to step on (**money / books**).
2. In Greece, women in (**high heels / leather clothing**) can't go inside monuments.
3. In Italy, you can't feed the (**pigeons / cats**) in St. Mark's Square, Venice.
4. In Spain, you can't drive a car (**if you are under 25 / while wearing flip flops**).
5. In Canada, one in every five songs on the radio must be sung by a (**Canadian / woman**).

Discussion. Which rule do you think is the most surprising? Are there any unusual rules in your country?

Pronunciation

Reduction: *has to* and *have to*

A  1-24 **Listen to the sentences.** Notice how *has to* is pronounced /hasta/ and *have to* is pronounced /hafta/.

1. My sister **has to** take her lunch to school.
2. In some countries, students **have to** go to school on Saturdays.

B  1-25 **Listen and complete the sentences.**

1. My little brother _____ to bed at 8:00.
2. What do you _____ this week?
3. I _____ a presentation at the science fair.
4. We _____ uniforms at our school.
5. I don't _____ in my room.
6. My sister _____ her homework every day.

C **Work with a partner.** Take turns to read the sentences in **B**.

DO YOU KNOW?



What thing should you avoid when visiting a Châm family?

- a. Offering them pork
- b. Eating local food with them
- c. Wearing green clothes

Communication

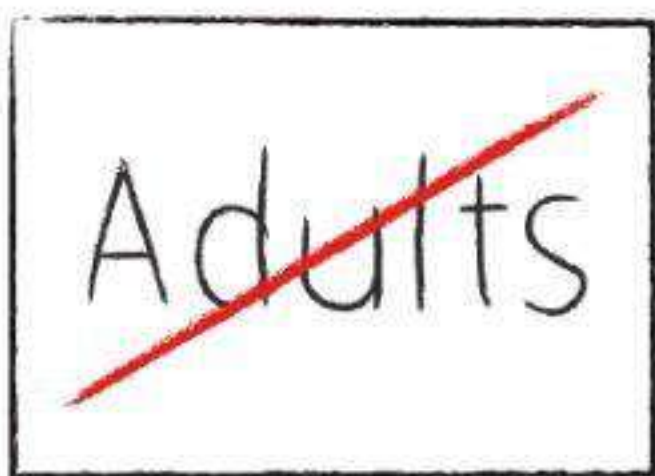
A **Make rules for a club.** Work in groups. Find an interest you all share (e.g. music, sports, art, languages). Form an after-school club. Give your club a name and decide on four rules.

What rules do we need for our comic book club?

One could be, "You're not allowed to argue."

Another rule could be, "Don't play loud music."

B **Make signs.** Draw four signs for your club rules.



C **Share your signs with another group.** Can they guess the rules? Do they want to join?

BREAKING the RULES

To be a good photographer, is it important to learn the basic rules? And is it possible to break the rules? Try one of these techniques for the perfect shot!

🔊 1-26 OPTIONAL AUDIO

1. Photographers say never point your camera directly into the sun—the light has to come from behind. In this photo, the sun is behind the dancers, making a beautiful image.



3. Photographers mention the active space rule—to leave empty space for people to move into. Try doing the opposite. Photograph people moving away from the space, like in this photo. This creates an illusion: the women leave something behind.



Reading

A Look at the photos and the title. What do you think the article is about?

B Match. Match the captions (a–d) to the correct photos (1–4).

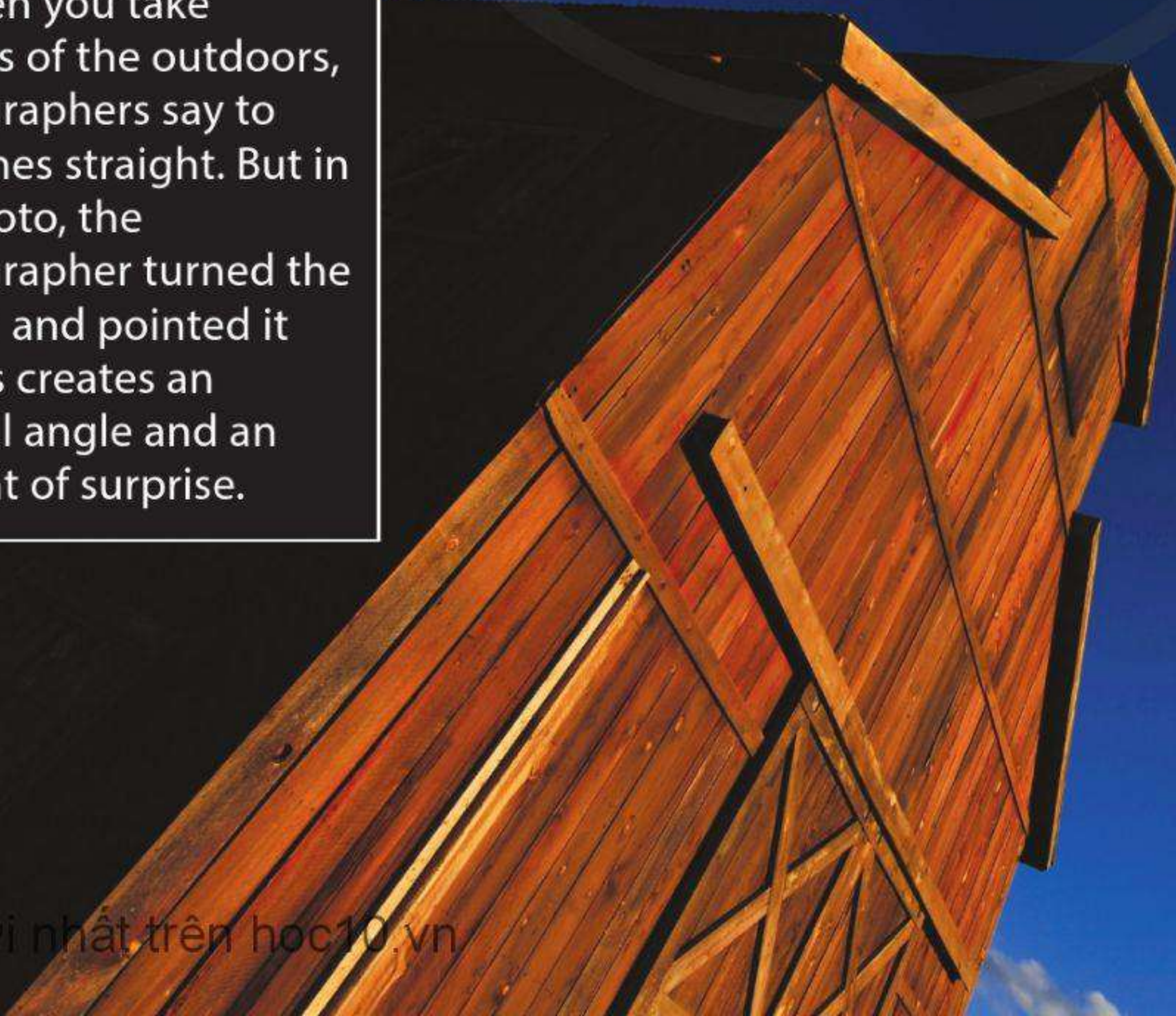
- a. Red barn against the sky _____ c. Morning exercise in Shanghai _____
b. Two women _____ d. Amish women on the beach _____

C Scan. In your notebook, write all the words that mean “photo.”

2. Photographers say the main subject of the photograph should always be in focus. Here, the main subject is out of focus. The layered effect creates a sense of peeking behind the scenes. This makes for an interesting image.



4. When you take pictures of the outdoors, photographers say to keep lines straight. But in this photo, the photographer turned the camera and pointed it up. This creates an unusual angle and an element of surprise.



Comprehension

IDIOM

If you do something "by the book," you ____.

- a. follow all the rules
- b. break all the rules
- c. read all the rules

A Answer the questions about *Breaking the Rules*.

1. **Main Idea** The reading is about how breaking rules can make ____.
 - a. photos look more interesting
 - b. photography difficult
 - c. photos look poor
2. **Detail** Which of these would make a poor photo? Shooting ____.
 - a. with light behind you
 - b. with light behind the subject
 - c. directly into the sun
3. **Inference** Most photographers ____.
 - a. focus on the main subject
 - b. pay more attention to secondary details
 - c. try to create a layered effect
4. **Detail** The active space rule says you should leave empty space for people to ____.
 - a. move into
 - b. move away from
 - c. create an illusion
5. **Inference** To create an element of surprise, you should ____.
 - a. take pictures outdoors
 - b. keep lines straight
 - c. create an unusual angle

B Sort. Write **R** for the rules photographers follow and **B** for rules that they've broken.

- Turn the camera and point it upwards. ____ Leave space for people to move into. ____
- Point your camera directly into the light. ____ Shoot with the light behind you. ____
- Focus on the main subject of the photo. ____ Keep lines straight. ____

C **CRITICAL THINKING** Work in a group. Find a photo in this book that you like. Then explain why. Do you think the photographer broke any rules?

Project

Work in a group.

Make a poster presentation about the five most important classroom rules.

Instructions:

- You should work with at least two other classmates on this project.
- Think of five classroom rules that you think are important.
- Compare your ideas with your group members and decide on the five most important rules.
- Make a poster for these five rules and decorate it.
- In the next class, share your poster with the class. Explain why the rules you chose are the most important.

Writing

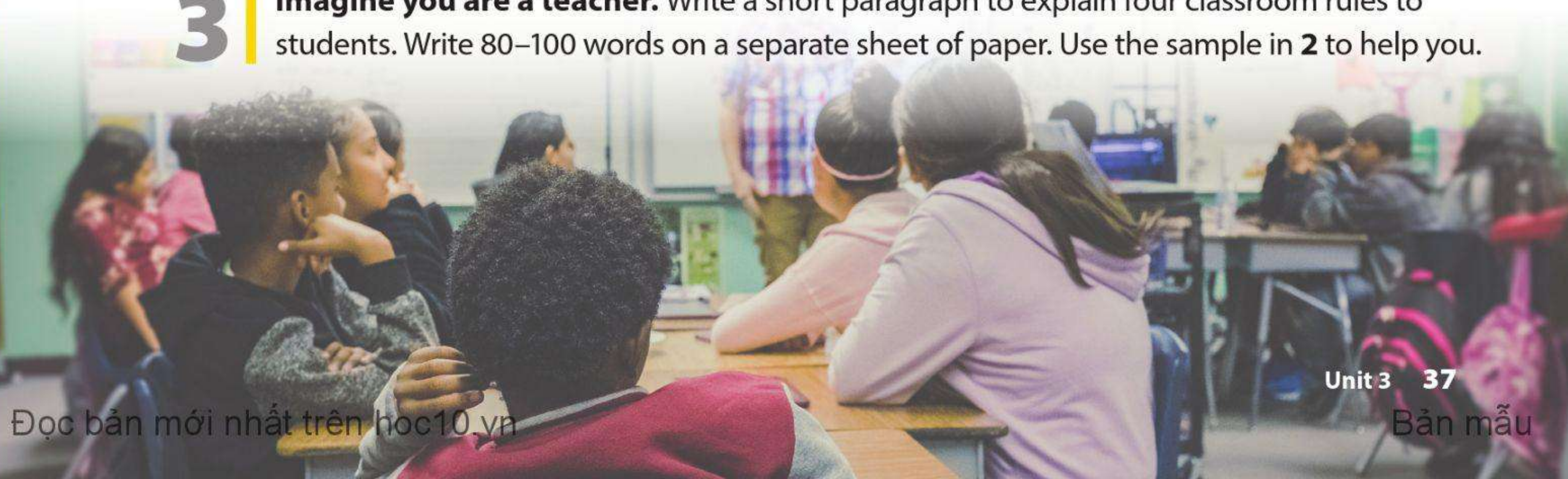
1 Rewrite the classroom rules using *be (not) allowed to* or *have to*.

	CLASSROOM RULES
1. _____	1. Keep the classroom clean.
2. _____	2. Raise your hand to speak.
3. _____	3. Don't run in the classroom.
4. _____	4. Wear a uniform.
5. _____	5. Don't make noise.

2 Number the sentences in order (1–9) to make a complete paragraph.

	It is impolite to talk or make noise when their classmates are sharing ideas.
	Teachers are not happy when students do not pay attention because of these devices.
	Thirdly, students have to keep the class clean.
	They are not allowed to be late.
	A clean classroom is a comfortable place to study.
	Finally, students have to listen when others are speaking.
	Secondly, they are not allowed to use cell phones during lessons.
	Firstly, students have to be on time.
1	There are several rules in my class.


3 **Imagine you are a teacher.** Write a short paragraph to explain four classroom rules to students. Write 80–100 words on a separate sheet of paper. Use the sample in **2** to help you.




HOW DO SLOTHS MOVE?

Sloths move very slowly. They spend most of their time eating and sleeping.

Preview

A  1-27 **Listen.** Match the animals with the places.

- | | | | |
|-------------|-----------------------|-----------------------|---------------------------|
| 1. sloths | <input type="radio"/> | <input type="radio"/> | a. South Africa |
| 2. bees | <input type="radio"/> | <input type="radio"/> | b. the Amazon rain forest |
| 3. owls | <input type="radio"/> | <input type="radio"/> | c. the United States |
| 4. dolphins | <input type="radio"/> | <input type="radio"/> | d. Mexico |

B  1-27 **Listen again.** Complete the sentences with the words in the box.

quickly slowly playfully gracefully quietly hard

1. Sloths move slowly in trees but _____ in water.
2. Bees work very _____ to make honey.
3. Owls wait _____ for their food.
4. Dolphins swim _____. They jump _____ out of the water.

C **Talk with a partner.** Name other animals that do these things.

move slowly sing loudly run quickly wait patiently swim gracefully

I think lions wait patiently.

UNIT GOALS

By the end of this unit, you will be able to:

- describe how animals behave;
- use comparative adverbs;
- pronounce reduced vowels in unstressed syllables.

Language Focus

REAL ENGLISH

I know!

A 1-28 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Hey, Nadine. What kind of animal do you think I'm like?
Let's see... I know! You're like a dolphin. You're smart and you swim **really well!**
gracefully quickly

2 What about me, Minh?
I think you're like **a raccoon** because you eat all kinds of strange things!
an owl a bat

3 What kind of animal am I like?
You're like a bird because you sing **beautifully...**
loudly well

4 Hurry up, Stig! You're moving very slowly today. You're like a **snail!**
Sorry!
turtle sloth

1-29

DESCRIBING BEHAVIOR—MAKING COMPARISONS (PP. 156–157)

Sloths are slow and quiet .	Sloths move slowly and quietly .	Sloths move more slowly and quietly than pandas.	quick → quickly slow → slowly easy → easily bad → badly good → well fast → fast hard → hard
Sharks are good swimmers.	Sharks swim well .	Dolphins swim better than some sharks.	
Ants are hard workers.	Ants work hard .	Ants work harder than many other insects.	
How does a snake wait?	It waits patiently .	A snake sometimes waits more patiently than a crocodile.	

C Circle the correct words.

Snowy owls live in the Arctic. It's not 1. (**easy** / **easily**) to find food there, but these 2. (**beautiful** / **beautifully**) birds are very 3. (**good** / **well**) hunters. They wait for their prey 4. (**more patient** / **more patiently**) than other species. They sit 5. (**quiet** / **quietly**) and wait until they see a mouse, a rabbit, or another small animal. Then they move in 6. (**quick** / **quickly**). Snowy owls also hear 7. (**well** / **better**) than other birds. This is important when they are trying to find food under the snow.



D 1-30 Complete the conversation with the correct form of the words in parentheses. Then listen and check your answers.

Maya: What are you reading, Stig?

Stig: Oh, it's a book about elephants. Did you know elephants can communicate (1) _____ (**easy**) with other elephants up to eight kilometers away? They make a (2) _____ (**loud**) sound with their trunk.

Maya: So they have a (3) _____ (**good**) sense of hearing?

Stig: Yeah, but their eyesight is (4) _____ (**bad**). I also learned that they don't run. They just walk (5) _____ (**quick**).

Maya: I know something interesting about elephants.

Stig: What's that?

Maya: They swim (6) _____ (**good**). I saw a video of it. It was (7) _____ (**beautiful**).

E Complete the sentences about yourself. Then join a group and share the information. Suggest what animal each person is like.

- 1. I run _____.
- 2. I eat _____.
- 3. I jump _____.
- 4. I swim _____.
- 5. I work _____.

From your answers, I think you're like a rabbit.



Frog Man

Tyrone Hayes is a National Geographic Explorer.

He's a scientist, but he prefers being in the field rather than the lab. He works hard, and is often wet and cold in a muddy lake at 2 a.m.—that's when the frogs come out.



A **Work with a partner.** What do you know about frogs? Check (✓) the statements you think are true. Frogs ____.

- | | | |
|--|--|---|
| <input type="radio"/> can change color | <input type="radio"/> drink a lot of water | <input type="radio"/> can't climb trees |
| <input type="radio"/> are a type of fish | <input type="radio"/> never close their eyes | <input type="radio"/> only eat plants |

(Turn to page 138 for answers.)

B **1-31 Listen.** Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. Hayes started studying frogs when he was a young boy. | T | F |
| 2. The male frogs changed color because of water pollution. | T | F |
| 3. The water was dangerous for frogs, but it was safe for humans. | T | F |
| 4. Watching these frogs regularly can save human lives. | T | F |


Discussion. What other animals can tell us about something dangerous? How else do you think animals can help human beings?

Pronunciation

Reduced vowels in unstressed syllables

A  1-32 Listen and repeat.

/ə/ /ə/ /ə/ /ə/
 animal elephant around national

B  1-33 Underline the reduced vowel in each word. Then listen and check your answers. Say each word.

easily water about Amazon
 important climate patiently desert

C Work with a partner. Take turns to read the words in B.

DO YOU KNOW?



What is a group of frogs called?

- a. a flock of frogs
- b. a school of frogs
- c. an army of frogs

Communication

Play charades. Work in small groups. Choose one item from each column and act it out. Other students guess the activity. Take turns.

COLUMN A	COLUMN B	COLUMN C
doing karate	quickly	in a snowstorm
making a sandwich	slowly	with a sore foot
fighting	sleepily	on a hot sidewalk
playing the drums	gracefully	underwater
swimming	loudly	with a headache
singing	softly	on a crowded bus
applying sunscreen	happily	with a dog
taking a shower	badly	during a tornado
eating with chopsticks	hungrily	with a heavy backpack
texting	secretly	with a runny nose

Are you fighting gracefully with a runny nose?

No? Are you applying sunscreen quickly underwater?



**A female fox walking along
the Flambeau River, U.S.A.**

Reading

- A Discuss.** Look at the title. Do you think animals can be nice? If so, give an example.
- B Skim the text.** Match the sentences.
- | | | | |
|----------------|-----------------------|-----------------------|---------------------------------|
| 1. A fox | <input type="radio"/> | <input type="radio"/> | a. gave food to another animal. |
| 2. A hippo | <input type="radio"/> | <input type="radio"/> | b. protected another animal. |
| 3. An elephant | <input type="radio"/> | <input type="radio"/> | c. played with another animal. |
- C Scan the text.** Then underline the opposites for the words below.

gently loudly slowly

CAN ANIMALS BE NICE?

Scientists say that some animals are capable of being nice. Here are some surprising stories about animal behavior.

People usually walk away when someone is unkind to them. Marc Bekoff, a researcher at the University of Colorado, saw a female red fox do just that. She walked away because a male fox played roughly with her. After the male fox lowered his head, she gave him another chance. This time, he played more gently.

An elephant in Kenya needed help because he hurt his trunk and couldn't put food into his mouth. Researcher Kayhan Ostovar watched silently. He saw the hurt elephant show his sore trunk to a healthy elephant. The healthy elephant took a bush and put it carefully into his new friend's mouth.

Hippos and crocodiles usually hang out together in rivers. One day, Karen Paoilillo, a wildlife expert in Zimbabwe, saw a crocodile trying to eat a monkey. A hippo ran quickly to the crocodile and chased it away. Paoilillo says hippos sometimes protect other animals from crocodiles.

 1-34 OPTIONAL AUDIO

Comprehension

IDIOM

“As wise as a(n) ____.”

- a. owl
- b. mouse
- c. dolphin

A Answer the questions about *Can Animals Be Nice?*

1. **Main Idea** What is the main idea of the reading?
 - a. Animals that live in groups follow rules.
 - b. Some animals can be nice to other animals.
 - c. Most animals are nice to people.
2. **Paraphrase** In line 5, what does “do just that” mean?
 - a. be nice
 - b. play roughly
 - c. walk away
3. **Inference** We can say that animals can be nice ____.
 - a. because they have to follow rules
 - b. when they live in groups
 - c. even when they don’t have to
4. **Detail** Why did the elephant need help?
 - a. The tree was too tall.
 - b. It could not use its trunk.
 - c. It had no food.
5. **Reference** In line 15, what does “it” refer to?
 - a. the crocodile
 - b. the chimpanzee
 - c. the monkey

B Identify which statements are causes and which are effects. Circle **C** for Cause or **E** for Effect.

When B happens because of A, we say A is the cause (C) of B, and B is the effect (E) of A.
Example: *People usually walk away (E) when someone is unkind to them (C).*

1. The female fox walked away. **C** **E** The male fox played roughly. **C** **E**
2. The elephant hurt his trunk. **C** **E** The healthy elephant fed the hurt elephant. **C** **E**
3. The hippo attacked the crocodile. **C** **E** The crocodile tried to eat a monkey. **C** **E**

C **CRITICAL THINKING** Work with a partner. Which animal from the article do you think was the nicest? Why? Can animals be unkind? Can you think of an example?

Project

Work with a partner.
Make a report about an animal.

Instructions:

- You should work with a classmate on this project.
- Choose an animal and research it. (Where does it live? What does it eat? What is special about the animal?)
- Compare your ideas with your partner and decide on the three most important pieces of information.
- Write a report about why the animal is special. Find a picture of the animal and include it in your report.
- In the next class, share your report with a group of 5–6 students.

1 | Correct one mistake on each line.

- Turtles are slowly and quiet animals.
- Most sharks swim slow than dolphins.
- It's easily for elephants to communicate with other elephants far away.
- Snowy owls have a good sense of hearing than many other birds.
- Bees work harder as ants.

2 | Underline the adjectives and adverbs for describing behavior in the paragraph below.


In my house, there are Cashew the dog and Libby the cat. One day, Cashew hurt his eyes and couldn't see clearly. Libby became a guide cat for Cashew. Now she guides Cashew carefully around the house. Libby is a smart cat. Although she may not understand Cashew, she knows where to take him with his barking. One bark means the water. Two barks mean the food. Libby always waits patiently for Cashew to finish drinking or eating. Then she guides him back to his bed. They live happily together. I love both of my pets.

3 | Write a short story about an animal that's nice to another animal. Write 80–100 words on a separate sheet of paper. Use the sample in 2 to help you.




I'M MEETING FRIENDS LATER.

Preview

A  1-35 **Listen.** Four students are talking about their weekend plans. Where are they going? Complete the sentences using the words in the box.

airport	science museum
train station	organic farm
mall	farmers' market
movie theater	flea market

- Maggie is going to the _____. She's (**picking apples** / **buying pies**).
- Omar is going to the _____. It's (**showing movies** / **displaying robots**).
- Lars is going to the _____. He's buying a (**tent** / **sleeping bag**).
- Amy is going to the _____. She's (**dropping off** / **picking up**) her grandfather.

B  1-35 **Listen again.** Circle the reason they are going to each place.

C **Talk with a partner.** What are you doing this weekend?

What are you doing this weekend?

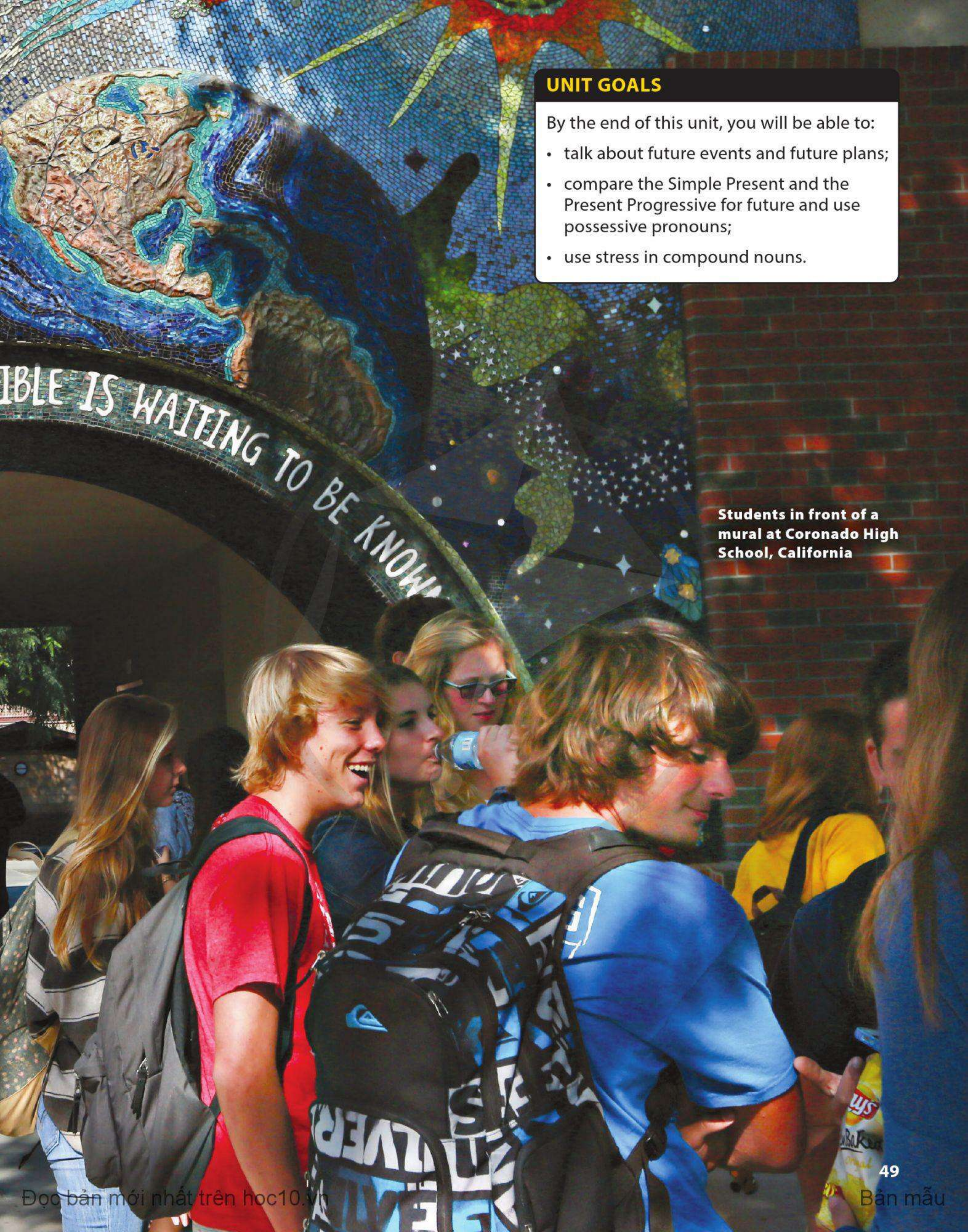
I'm meeting my friends at the mall tomorrow morning.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about future events and future plans;
- compare the Simple Present and the Present Progressive for future and use possessive pronouns;
- use stress in compound nouns.

Students in front of a mural at Coronado High School, California



Language Focus

A 1-36 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH

I already have plans.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Hello, Maya? Are you doing anything on Saturday night?
Um, yeah. I'm **seeing a movie** with a friend.
studying
going shopping

2 Hey, Minh. **What are your plans** this Saturday night?
Um, I'm going to a basketball game.
What are you doing
What are you going to do

3 Nadine, do you want to get together on Saturday night? It's my ...
Sorry, but **I already have plans**. Maybe another time?
I can't make it
I'm busy that night

4 I feel **bad**. Should we tell him we're planning his birthday party?
No, let's keep it a surprise!
terrible
awful

1-37

TALKING ABOUT FUTURE EVENTS AND FUTURE PLANS—SIMPLE SENTENCES AND COMPOUND SENTENCES (PP. 157–158)

	Scheduled future events	Future plans
Simple sentences	I have a doctor's appointment on Saturday. The flight gets in at 9:30 tomorrow. What time does the movie start ? It starts at 7:00.	I'm going to the mall tomorrow. She's picking apples on Saturday morning. What are you doing later? I'm meeting my grandfather at the airport.
Compound sentences	The movie starts at 7:00, but I have a class at 8:00.	I'm going for a picnic at the weekend, and my brother's taking an English test.

We use a possessive pronoun (*mine, yours, his, hers, its, ours, theirs*) instead of a noun, especially to avoid repeating a noun that appears before it.

Stig's birthday party is on Saturday night.
Mine is on Sunday night next week.

C Rewrite the following sentences using possessive pronouns.

1. Guess what I bought for my dog? This is my name tag, and this is its name tag.

→ _____

2. I'm going to tell you my plan. Then you'll tell me your plan.

→ _____

3. I only see your dress here. Where's Mary's dress?

→ _____

4. We're going to stay at this hotel. And what's the address of their hotel?

→ _____

D 1-38 Complete the conversations. Then listen and check your answers.

1. Sam: What _____ you _____ (**do**) this weekend?

Jenny: Not much. I _____ (**meet**) Erin at the mall on Saturday afternoon.

We _____ (**see**) a movie and then we _____ (**have**) dinner at China Café.

2. Steve: _____ you _____ (**watch**) the play? What time does it start?

Chris: It _____ (**start**) at 8:00.

3. Fiona: _____ you _____ (**go**) anywhere this weekend?

Celia: No. I _____ (**stay**) home. Jesse _____ (**come**) over after his class.
We might watch a movie.

4. David: What time _____ the farmers' market _____ (**open**)?

Karen: At 9:00. _____ you _____ (**go**)?

E Work in groups. Play a memory game. Say what you are doing this weekend.

This weekend, I'm seeing a movie.

This weekend, Jared is seeing a movie. I'm going to the farmers' market with my mother.

This weekend, Jared is seeing a movie. Wendy is going to the farmers' market with her mother. I'm having lunch with Iris. . .

Crowdfunding

Crowdfunding is a way of raising money for personal or group projects and activities. People usually pick an activity, and a target for the amount of money they want to raise. They then ask people to donate money through a website so that they can reach their target amount.

Kasha interviewing a Mozambican singer in Mozambique



A 1-39 **Listen to the interview.** Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. Kasha uses her own money for her trip. | T | F |
| 2. She is traveling with her mother. | T | F |
| 3. She became interested in global issues when she was 8. | T | F |
| 4. She wants to raise awareness about traveling. | T | F |


B 1-40 **Listen to the rest of the interview.** Choose the correct answers.

- | | |
|---|----------------------------------|
| 1. Kasha meets many people who are _____. | |
| a. working hard | b. living for themselves |
| 2. Kasha has visited many _____. | |
| a. small cities and big villages | b. big cities and small villages |
| 3. Kasha met an inspiring girl in _____. | |
| a. Thailand | b. Myanmar |


Discussion. Do you think crowdfunding is a good idea? What can you crowdfund for? What are your plans?

Pronunciation

Stress in compound nouns

A  1-41 **Listen and repeat.** Notice how the first noun in compound nouns usually receives more stress.

sunlight **back**ground **air**port
art museum **water** park **concert** hall

B  1-42 **Listen.** Underline the stressed word in each compound noun.

1. Are you planning to go to a **shopping mall** this weekend?
2. Does your **hometown** have a good **football** team?
3. Is there a **train station** or a **bus station** near your school?
4. Will you please come with me to the **post office**?
5. Do you usually do your **homework** in your **bedroom**?

C **Work with a partner.** Take turns asking and answering the questions in **B**.

DO YOU KNOW?



The two longest steel roller coasters in the world are in ____.

- a. Dubai
- b. Japan
- c. the United States

Communication

Make plans together. Choose three fun activities. Use ones from the box or your own ideas. Then find people to do them with you. Complete the calendar. Write the activity and the name of the person you are doing it with next to the time.

go shopping bake cookies have a treasure hunt hang out at the mall see a movie
play mini golf go bowling go to a water park play video games go to a coffee shop

Do you want to see a movie tomorrow at 5:00 p.m.?

I'm meeting my friend Kurt then. How about at 7:00 p.m.?

Date: _____

10:00 a.m.	4:00 p.m.
11:00 a.m.	5:00 p.m.
12:00 p.m.	6:00 p.m.
1:00 p.m.	7:00 p.m.
2:00 p.m.	8:00 p.m. > Movie with Alex
3:00 p.m.	9:00 p.m.

Reading

A Look at the title and photo. What do you think the Millennial Trains Project is?

B Read the first paragraph. Check your answer to **A**.

C Match the person to their project.

1. Catherine a. natural disasters
2. Trevor b. education
3. Jenny c. bookstores & libraries



Young people on the Millennial Train



THE MILLENNIAL TRAINS PROJECT

Do you, young innovators, have some ideas to help people? Join the Millennial Trains Project, a non-profit organization that leads crowdfunded train journeys. At each stop, you get off the train, visit local businesses, and interview local people.

5 To earn a place on the train, you must raise \$5,000 with your creative ideas.

Catherine Tsavalas is planning to explore what bookstores and libraries are doing to encourage more people to read and what technology they are using. She also wants to know

10 if they are using social media to connect with people.

Trevor Eagle wants to make a difference to the education system. He knows universities are becoming more expensive each year. He is going to visit seven universities and find out what they are doing to meet these challenges.

15 Natural disasters such as tornadoes, wildfires, floods are going to happen more often. Jenny Gottstein thinks she can address these challenges by creating a game to help people prepare for disasters in a fun way. At each stop, she is planning to interview local leaders, emergency workers, and

20 game designers.

 1-43 OPTIONAL AUDIO

Comprehension

IDIOM

"It's on track"
means _____.

- a. it's happening as planned
- b. it's making slow progress
- c. it's come to a standstill

A Answer the questions about *The Millennial Trains Project*.

1. **Main Idea** What's another title for this article?
 - a. A Train Journey with a Difference
 - b. How to Crowdfund Your Next Train Journey
 - c. Journey to Explore the Education System
2. **Detail** Which of these things does the first paragraph NOT mention?
 - a. money raised
 - b. travel time
 - c. kind of places to visit
3. **Paraphrase** What is another way of saying "make a difference"? (line 11)
 - a. change for the better
 - b. show what's wrong and what's right
 - c. completely change the system
4. **Inference** Who would probably ask, "Do you use social media to connect with users?"
 - a. Catherine Tsavalas
 - b. Trevor Eagle
 - c. Jenny Gottstein
5. **Vocabulary** In line 17, what does the word "address" mean?
 - a. talk about
 - b. deal with
 - c. point out

B Complete the summary notes. Use words from the reading.

Catherine Tsavalas

visit bookstores and
(1) _____; find out
what (2) _____
people are using

Trevor Eagle

visit (3) _____
universities; look at what
people are doing to meet
(4) _____

Jenny Gottstein

talk to local leaders,
(5) _____ workers,
game designers; create a
(6) _____

C **CRITICAL THINKING** Talk with a partner. Which project sounds the most interesting? Why? Imagine you were one of the passengers. What project would you choose?

Project

Work in a group.

Make a proposal for a crowdfunding project.

Instructions:

- You should work with at least two other classmates on this project.
- Brainstorm some problems that your community or the world is facing.
- Choose a problem for your group proposal, and explain why you chose it.
- Think about the goal of your project (something that can make your community or the world a better place). What can you do about the problem?
- Write a proposal for the project.
- In the next class, present your proposal to the class.

Writing

1 | **Correct one mistake on each line.** Each sentence should use the Present Progressive.

- a. He's pick cherries with his family on Sunday morning.
- b. I seeing my best friend at the airport.
- c. Did he going to get the food for the party?
- d. The play start at 7:00.
- e. What do you doing this weekend?

2 | **Circle the correct words to complete the following email.**

Subject: Cannot meet you on Saturday

Hi Hiếu,

I'm sorry but I can't meet you on Saturday. I 1. (**have** / **'m having**) a really busy day. In the morning, at 10 a.m., I 2. (**see** / **'m seeing**) a movie with my friend Alex. The movie 3. (**lasts** / **'s lasting**) for two hours. In the afternoon, I have an online meeting with my group members. We 4. (**prepare** / **'re preparing**) for our presentation next week. After that, I 5. (**go** / **'m going**) to the airport to see my grandparents. Their flight arrives at 7 p.m. Are you free to meet on Sunday?

Let me know soon.

Thanks,

An

3 | **Write an email to a friend.** Tell your friend about your plan for this coming Saturday. Write 80–100 words on a separate sheet of paper. Use the sample in **2** to help you.

WHAT WILL EARTH BE LIKE IN THE FUTURE?

Melting ice caps
in Norway

Preview

- A** Use a dictionary. Circle the words in the box that mean “become larger.” Underline the words that mean “become smaller.”

fall


rise

shrink

expand

increase

decrease

- B**  1-44 **Guess.** How do you think global warming will affect Earth? Circle to complete the sentences below. Then listen and check your answers.

1. Temperatures will (**fall** / **rise**).
2. The number of wildfires will (**increase** / **decrease**).
3. Deserts will (**shrink** / **expand**).
4. Farmland will (**shrink** / **expand**).
5. Food supplies will (**increase** / **decrease**).

- C** **Talk with a partner.** What do you think some other effects of global warming will be?

I think ocean levels will rise in the future.

Yeah. And I think the size of cities will . . .

UNIT GOALS

By the end of this unit, you will be able to:

- make predictions and talk about quantities;
- use Future with *will*, articles, and quantifiers;
- pronounce the diphthong /aɪ/.

Language Focus

REAL ENGLISH Probably

A 1-45 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Do you think temperatures will **rise** a lot in the future?
Probably. Global warming is a serious problem.
increase
go up

2 How will it affect us?
Well, when it gets hotter, **farmlands will shrink**.
deserts will expand
freshwater levels will fall

3 And what will happen when **farmlands shrink**?
Do you really want to know?
deserts expand
freshwater levels fall

4 There will be less food!
What? **Are you serious?** We should do something to stop global warming!
Are you kidding
Are you joking

1-46

MAKING PREDICTIONS ABOUT THE FUTURE—SIMPLE FUTURE (P. 158)

What will the future be like ?	It will be hotter and drier.
Will there be a lot more people?	Yes, there will . There will (probably) be a lot more people. No, there won't . There (probably) won't be a lot more people.
Do you think food prices will increase ?	Yes, I do. I think they'll increase . No, I don't. I don't think they'll increase .

COUNT NOUNS (P. 159)

Zero article There will be more wildfires . There will be fewer animals .
the What do you like most in the summer ?
a, an It's going to be a rainy day . Remember to bring an umbrella .

NON-COUNT NOUNS (P. 159)

Zero article There will be more pollution . There will be less food .
The The seawater here is getting less and less salty.

C 1-47 **Complete the information.** Use *will* and a word from the box. Listen and check.

be disappear hold go (not) be need rise

Global warming is very real to the people of the Maldives. Scientists think it's likely that—sometime this century—the island nation (1) _____ because of global warming. When ice melts, ocean levels (2) _____. This (3) _____ a huge problem for the country. On average, the islands are only 1.3 meters above sea level. Because ocean levels rise about 9 millimeters per year, experts predict that many people (4) _____ able to stay in their homes. No one knows exactly where they (5) _____, but they (6) _____ to find a new place to live. To attract attention to their problem, the government recently held a meeting underwater. The president joked that it's where they (7) _____ their meetings in the future.

D **Circle the correct words.**

1. There will be (**less** / **a**) drinking water in the future.
2. There will be (**less** / **more**) electric car users than there is now.
3. I think there will be (**fewer** / **less**) trees in our forests.
4. Soon, (**more** / **a**) people will travel to space.
5. There will be (**the** / **a**) rise in (**the** / **a**) sea level here.
6. (**The** / **A**) government will give (**the** / **an**) order to stop electrofishing next month.

E **Turn to page 133.** You are going to take a survey to see if you are an optimist or a pessimist.

Government officials held an underwater meeting in the Maldives.



Six Degrees

Mark Lynas is a National Geographic Emerging Explorer.

In his book, *Six Degrees*, Lynas predicts what changes global warming will bring to the Earth. He describes what will happen when temperatures increase by six degrees.

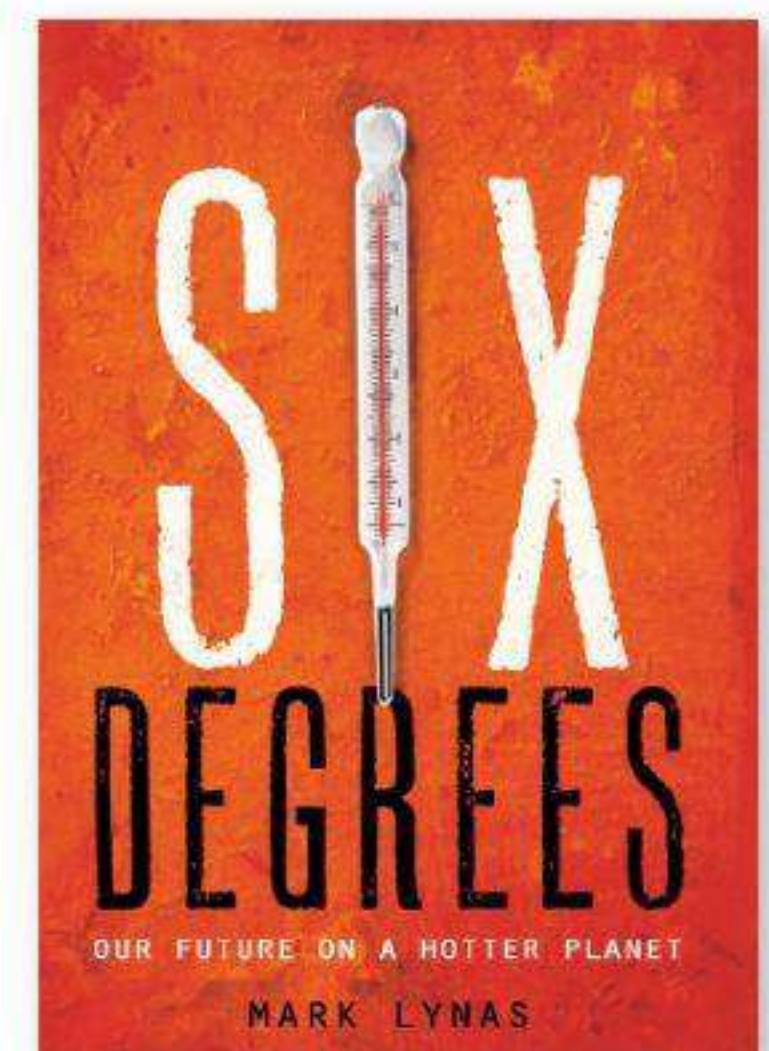


A 1-48 **Predict.** What do you think will happen when Earth's temperature increases by 1°C, 2°C, or 3°C? Discuss with a partner. Then listen to the interview and check your guesses.

- 1°C a. The Amazon rain forest might burn down.
- 2°C b. Freshwater supplies will decrease.
- 3°C c. Most coral reefs will disappear.

B 1-49 **Listen to the rest of the interview.** Check (✓) the things Lynas says we can do to reduce or adapt to global warming.

- Decrease our use of oil and natural gas.
- Decrease our use of nuclear power.
- Use more wind and solar energy.
- Grow more genetically modified crops.



Discussion. Small day-to-day things, like recycling, can help stop global warming. Can you think of more examples? Which one(s) do you do?

Pronunciation

The diphthong /aɪ/

A  1-50 Listen and repeat.

- a. type b. buy c. idea d. rise e. blind

B  1-51 Circle the words with the sound /aɪ/. Then listen and check your answers.

- kind fire piano dry study
music child police realize academy

C Work with a partner. Take turns to make sentences using the answers from B.

DO YOU KNOW?

Where are temperatures rising the most?

- a. the Arctic
b. the Sahara
c. the Pacific Ocean

Communication

Make predictions. Work in a group. Choose a topic and a time. Predict what will happen in the future. Then see if your group members agree or disagree.

TOPIC	TIME
the environment	in the next year or two
exploration	in five years
technology	in the next 10 to 20 years
transportation	by 2040
education	within 50 years
medicine	in my lifetime
entertainment	sometime this century
energy	in 500 years
pollution	sometime in the future



A man flying with a jetpack

In five years, I think people will fly to work.

I don't think that will happen in five years. But it'll probably happen in my lifetime.

As ice melts in the Arctic, polar bears have to swim farther and farther to find ice floes.





Reading

A Look at the title and photo. What do you think “on thin ice” means?

- a. strong and powerful
- b. in a bad situation
- c. changing

B Find these words and phrases in the article. Then circle words in the text that tell you their meaning.

cracked ice floes carcasses extinct

C Read the text. Underline the predictions.

ON THIN ICE

Paul Nicklen waited patiently on a sheet of ice in the Arctic to take pictures for National Geographic. Finally, he saw a polar bear. The swimming bear jumped out of the icy water to catch its food. Unfortunately, the ice cracked, or broke. The bear fell back into the water and swam farther away for food.

Sea ice is the key to hunting seals. Polar bears need to stand on the ice floes, or large pieces of floating ice, and wait for the seals to come up for air. Because of global warming, Arctic temperatures are rising, polar ice is melting, and polar bears have to swim farther to find ice floes. Sometimes, bears have to swim more than 200 kilometers. Some bears cannot swim that far and, sadly, they drown.

On his last trip, Nicklen was sad to see three polar bear carcasses. Before global warming, dead bodies like those were a rare sight. Wildlife experts think that global warming will have a terrible effect. Some scientists believe that 65 percent of the world’s polar bears will disappear by 2050. This means polar bears are in danger of becoming extinct.

 1-52 OPTIONAL AUDIO

Comprehension

IDIOM

An activity that helps strangers feel relaxed together is ____.

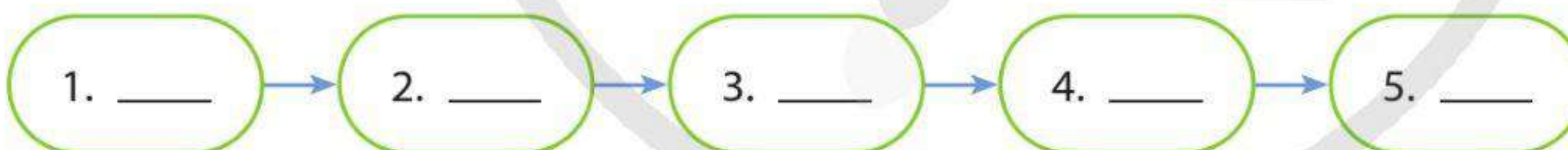
- a. a snow melter
- b. a frost cracker
- c. an ice breaker

A Answer the questions about *On Thin Ice*.

1. **Main Idea** What is the main idea of the article?
 - a. Polar bears are amazing swimmers.
 - b. Arctic temperatures are rising.
 - c. Global warming is endangering polar bears.
2. **Inference** Why was the polar bear that Nicklen saw swimming unlucky?
 - a. It fell in the water.
 - b. It was on an ice floe.
 - c. It had to swim farther.
3. **Detail** How do polar bears hunt seals?
 - a. They wait on ice floes.
 - b. They wait in the water.
 - c. They drown the seals.
4. **Vocabulary** In line 13, "a rare sight" means something that ____.
 - a. is horrible to look at
 - b. you don't see often
 - c. is blind
5. **Inference** Polar bears ____.
 - a. won't have any food in 2050
 - b. will all die before 2050
 - c. are struggling to find food

B Complete the flow chart. Write the effects of global warming in the correct places.

- a. Some polar bears drown.
- b. Polar ice melts.
- c. Temperatures rise.
- d. Polar bears are in danger of becoming extinct.
- e. Polar bears have to swim farther between ice floes.



C CRITICAL THINKING Talk with a partner. What other animals are being affected by global warming? Can you think of any ways to help?

Project

Work in a group.

Make a poster about an animal that is in danger of becoming extinct.

Instructions:

- You should work with at least two other classmates on this project.
- Choose an animal and research it. (Where does it live? What is its lifestyle? What is causing the animals to disappear?)
- Find a photo of the animal.
- Make a poster about the animal. There should be at least 10 lines of information in the poster.
- In the next class, present your poster to the class.

Writing

1 | Unscramble the words to make predictions about the future.

a. popular / energy / green / future, / be / in / more / will / the

b. travel / electric / car / people / more / will / by

c. will / next / rain / month / there / more / be

d. in / people / will / live / big / cities / to / choose / more

e. forests / will / trees / our / fewer / there / in / be

2 | Complete the information. Use *will* and a word from the box.

move

be (x2)

build

make

use

My city (1) _____ very different in the future. It's a popular place to live now, and I think more and more people (2) _____ into the city. This (3) _____ apartments and houses more expensive. Currently, the city is building a metro. In the future, many people (4) _____ the metro to travel around the city. It (5) _____ faster and cheaper than private vehicles. Also, I think the government (6) _____ more parks so that everyone can enjoy fresh air and do exercise.

3 | Write a short paragraph on a separate sheet of paper. Predict what your town, city, or country will be like in the future. Write 80–100 words. Use the sample in 2 to help you.



Review Game 1

Play with 2–4 classmates. Take turns.
Each classmate has a game counter.
Toss a coin and move your counter.

Heads = move two squares

Tails = move one square

Can't answer? Miss a turn!

START!

1. Name a job that pays a lot of money.

2. Give an example of a "nine-to-five" job.

3. Describe the student who is sitting next to you.

4. Describe a job that is challenging.

5. Predict what your town will be like in the future.

8. Where are the world's two longest steel roller coasters?

7. Compare two animals you like. Say three things about them.

6. What does a personal support worker do?

9. What's your best friend like?

10. What is the meaning of "by the book"?

11. What do we call a group of frogs?

12. Name a person with long black hair.

13. Name three animals that are nice.



FINISH!



25. What are you doing this weekend?

24. Describe a student that is the tallest in your class.

23. What time does your math class start?

22. What do you call a person that is talkative and outgoing?

21. What is your plan for tomorrow night?

20. Name a friend/classmate that is funny.

19. Name a job that lets you work with animals.

18. Name your favorite job and describe three special features of the job.

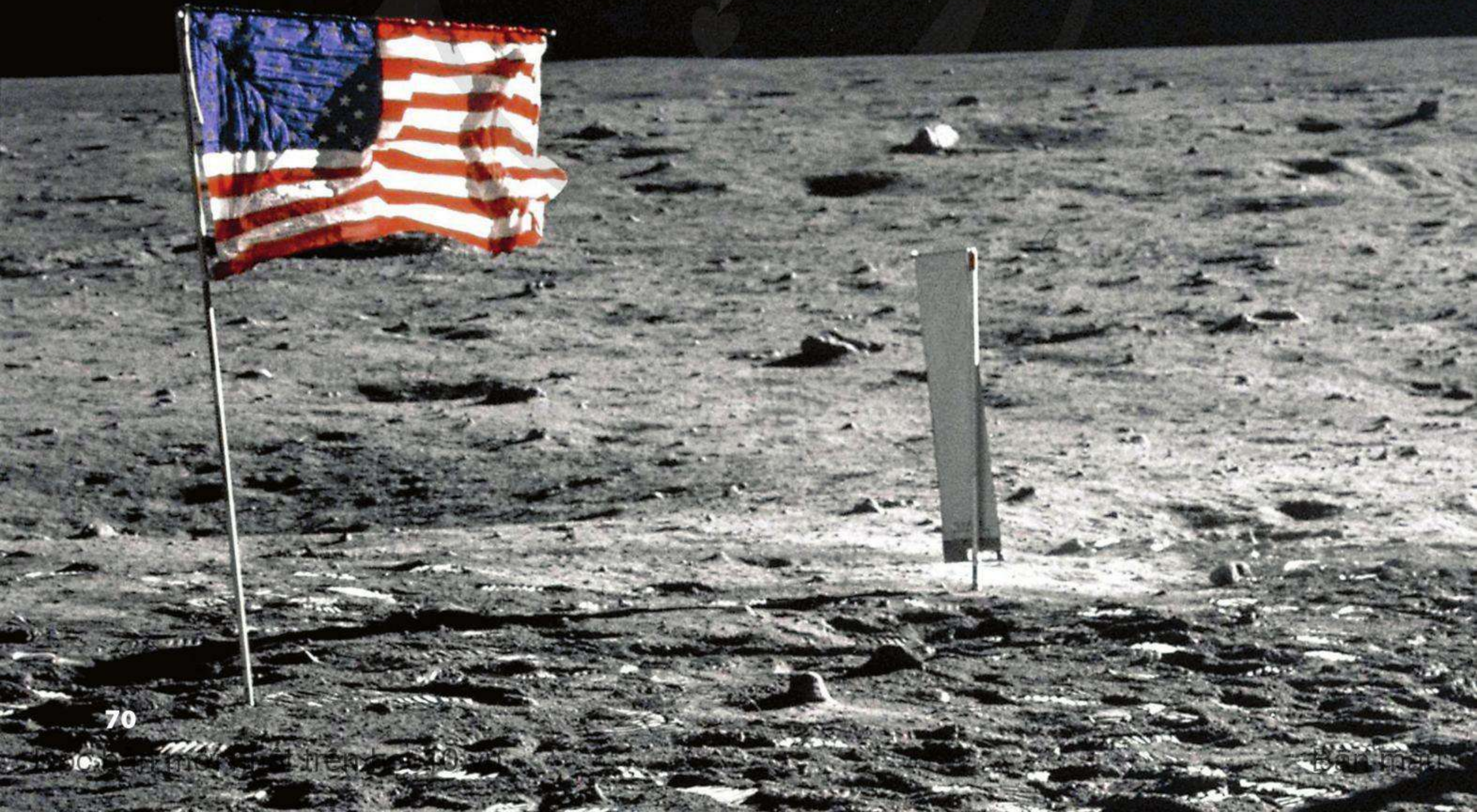
17. What are some rules in your class/school?

16. Name a crowdfunding project that you know.

15. Explain the meaning of "an unsung hero".

14. Where are temperatures rising the most?

WHEN DID IT **HAPPEN?**



Preview

A  2-01 **Listen.** Match each person with his or her achievement.

- | | | |
|--|-----------------------|---|
| 1. Co-founded Apple. (in _____) | <input type="radio"/> | <input type="radio"/> a. Taylor Swift |
| 2. Walked on the moon. (in _____) | <input type="radio"/> | <input type="radio"/> b. Steve Jobs |
| 3. Finished writing the first <i>Harry Potter</i> book. (in _____) | <input type="radio"/> | <input type="radio"/> c. Robert Ballard |
| 4. Discovered <i>Titanic</i> . (in _____) | <input type="radio"/> | <input type="radio"/> d. J. K. Rowling |
| 5. Sold a million copies of her album <i>Red</i> in one week. (in _____) | <input type="radio"/> | <input type="radio"/> e. Buzz Aldrin |

B  2-01 **Listen again.** Write the correct year next to the achievement in **A**.

C **Match.** What categories do the facts in **A** belong to? Write 1–5 below. Take turns saying trivia about each topic.

Technology _____

Entertainment _____

History _____

Art & Literature _____

Steve Jobs died in 2011.

Tablets first became popular about twelve years ago.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about historical events;
- use the Simple Past with prepositions of time and place;
- stress the correct syllable in each word.

**Astronaut Buzz Aldrin
on the moon**

Language Focus

A 2-02 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH What a ...!

B **Practice with a partner.** Replace any words to make your own conversation.

1 Hey, Nadine, is this you in the picture?
Yeah. That's me as a baby. My hair was **a mess!**

2 This was **around 2005**. Look at my hair! What a disaster!
Um. I think it looks fine.

3 **When did you go to New York?**
Two years ago. My hair is terrible in that photo, too!

4 You know, **your hairstyle never changes**.
What? That's not true!

so messy such a mess
in the mid 2000s about ten years ago
When did you visit When were you in
you have the same hairstyle now your hair looks just the same now

2-03

TALKING ABOUT HISTORICAL EVENTS (P. 159)

Point in time

When was the first World Cup?
It was **in** 1930.
How long ago did the Chinese invent fireworks?
They invented them about 800 years **ago**.
When did the first space walk take place?
It took place **on** March 18, 1965.

Period of time

How long was *Titanic* lost for?
It was lost **for** 73 years.
When did cell phones become popular?
They first became popular **in** the 1990s.
When did Leonardo da Vinci live?
He lived **from** 1452 **to** 1519.

PREPOSITIONS OF PLACE (P. 159)

AT (a point)	Where did the first Olympic Games take place?	At Olympia, a site in southern Greece.
IN (an enclosed or large space)	Where did the first World Cup take place?	It took place in Uruguay.
ON (a surface)	Where did you put your book?	I put it on that table.

C **2-04** Complete the conversation with the correct words. Then listen and check your answers.

Zoe: You're a fan of the *Star Wars* movies, right?

Eric: I'm a huge fan. Why?

Zoe: When did the first one come out?

Eric: It was (1) _____ 1977. Actually, I can tell you the exact date. It came out (2) _____ May 25, 1977.

Zoe: How do you know that? That's about 40 years (3) _____!

Eric: I told you—I'm a huge fan. It was so big at the time. There were a lot of science fiction movies (4) _____ the late 1970s because of *Star Wars*.

Zoe: And when did the next two movies come out?

Eric: *The Empire Strikes Back* came out (5) _____ 1980 and *Return of the Jedi* came out (6) _____ 1983. But then there was a long gap until the next one. Fans had to wait (7) _____ 16 years until *The Phantom Menace*. There were no movies (8) _____ 1983 (9) _____ 1998.

Zoe: And we now have three new movies! You must be so excited!

D **Work with a partner.** Unscramble the words to make questions. Can you guess the answers?

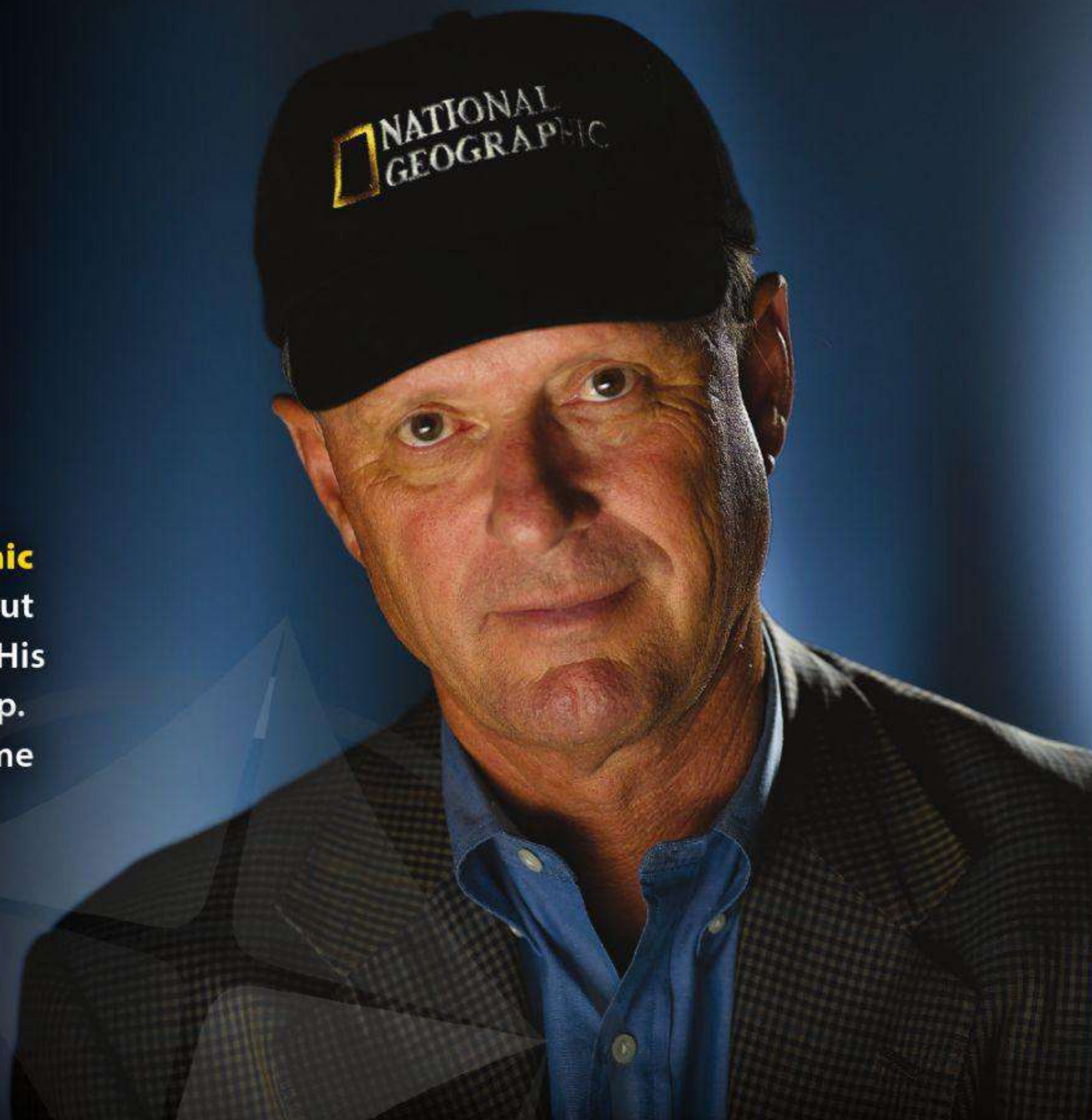
1. the Great Depression / where / happen / did _____
2. did / when / disappear / Amelia Earhart _____
3. where / the capital / was / of / the Nguyễn dynasty _____
4. were / together / the Beatles / how long _____
5. take place / the first moonwalk / did / when _____

E **In your notebook, create a timeline like the one below.** Add 10 important events from your life to the timeline. Then share your timelines in a group.



Hidden Depths

Robert Ballard is a National Geographic Explorer. As a boy, he liked to read about shipwrecks. He read a lot about *Titanic*. His lifelong dream was to find this great ship. On August 31, 1985, Ballard's dream came true. He found the wreck of *Titanic* four kilometers (2.4 miles) under the sea.

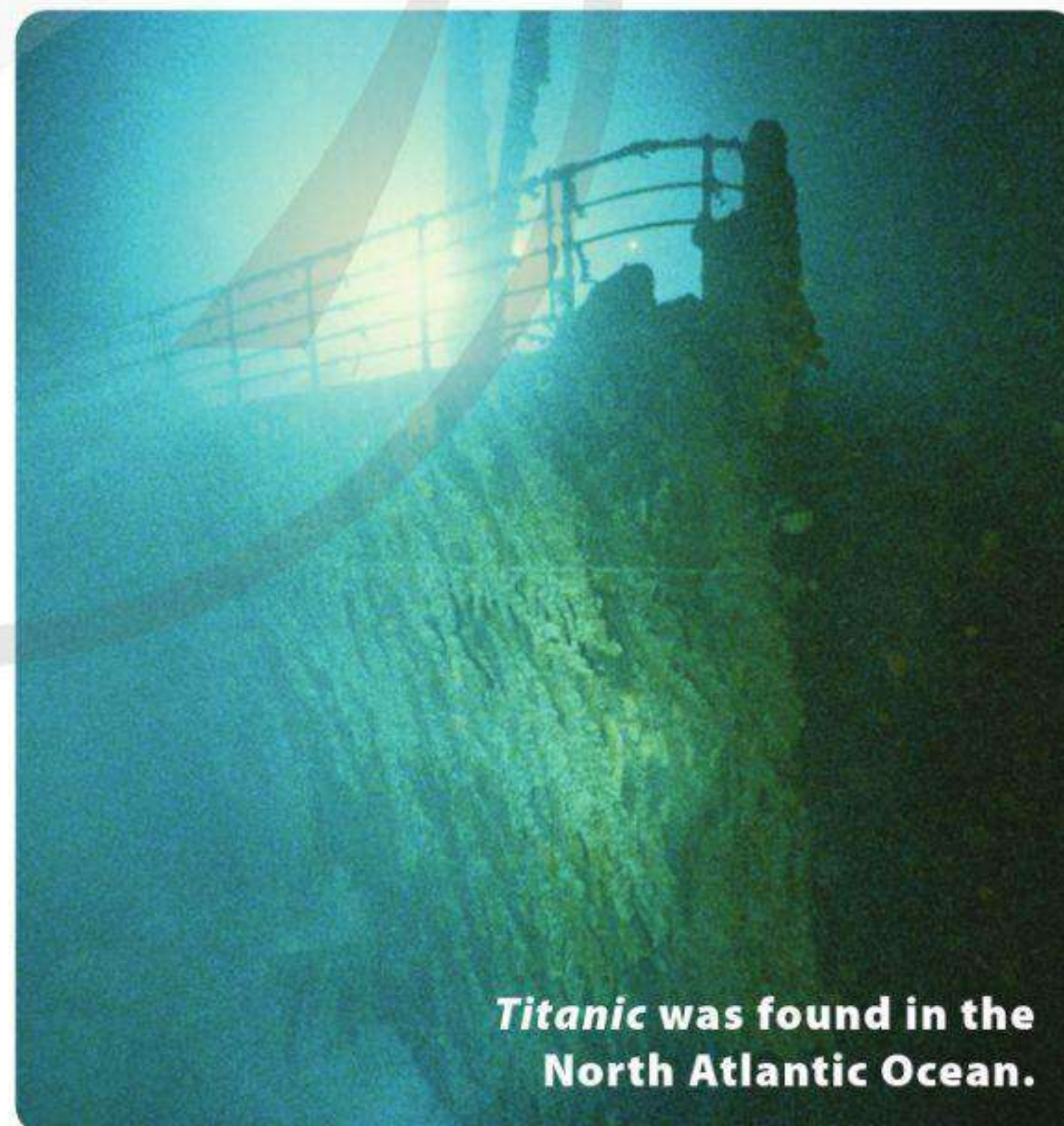


A 2-05 **Listen.** Match the date to the discovery.

- | | |
|-------------------------------|-----------------------------------|
| 1. 1985 <input type="radio"/> | <input type="radio"/> a. Yorktown |
| 2. 1989 <input type="radio"/> | <input type="radio"/> b. Titanic |
| 3. 1998 <input type="radio"/> | <input type="radio"/> c. Bismarck |

B 2-06 **Listen.** Circle the correct answers.

1. When *Titanic* sank, it was traveling to **(Southampton, England / New York, U.S.A.)**.
2. Ballard first studied *Titanic* **(with a robot / by going inside)**.
3. Ballard visited *Titanic* again in **(1985 / 2004)**.
4. Ballard wants to **(protect / move)** the ship.




Titanic was found in the North Atlantic Ocean.


Discussion. Robert Ballard thinks no one should take things from *Titanic*. Many explorers, however, think they should be moved to a safer place. Who do you agree with? Why?

Pronunciation

Syllable stress

A  2-07 **Listen and repeat.** Notice how the syllable stress sometimes changes when the form of a word changes.

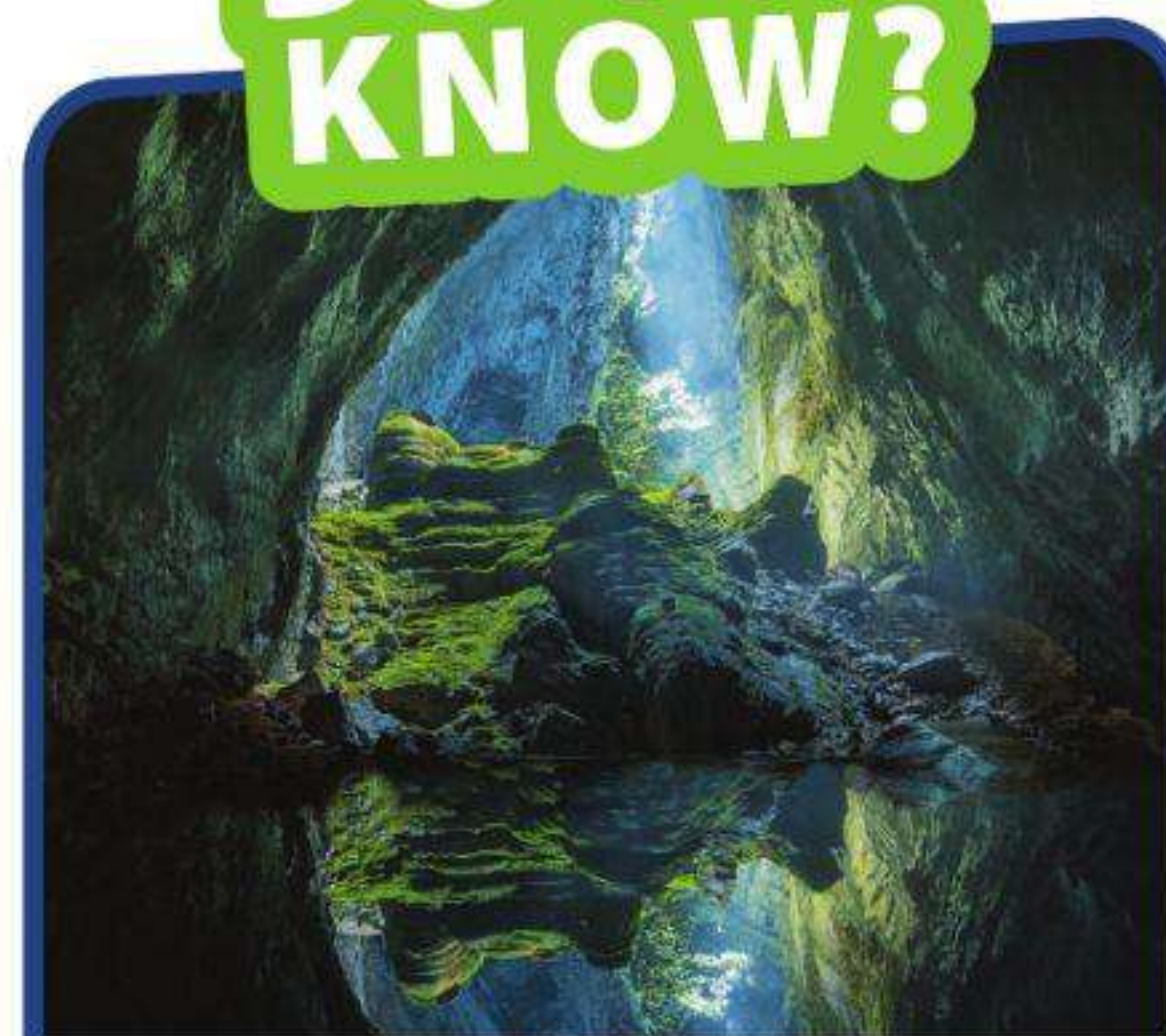
- | | | | |
|------------------|--------------------|-------------------|---------------------|
| 1. <u>define</u> | def <u>in</u> tion | 3. <u>explore</u> | explor <u>ation</u> |
| 2. <u>origin</u> | orig <u>in</u> al | 4. <u>compose</u> | compos <u>ition</u> |

B  2-08 **Listen.** Underline the stressed syllable in each word.

- | | | | |
|------------|----------------------|--------------|------------------------|
| 1. invite | invit <u>ation</u> | 4. modify | modif <u>ication</u> |
| 2. combine | comb <u>in</u> ation | 5. simplify | simplif <u>ication</u> |
| 3. educate | educat <u>ion</u> | 6. supervise | superv <u>ision</u> |

C **Work with a partner.** Take turns to read the words in **B**.

DO YOU KNOW?



The first expedition to explore Sơn Đoòng Cave, the world's largest cave, took place in _____.

- a. 1991
- b. 2000
- c. 2009

Communication

Play a trivia game. Work in a group of three. **Student A:** Go to page 134. **Student B:** Go to page 135. **Student C:** Go to page 137.



Vietnam's players and officials celebrate winning the 2018 AFF Suzuki Cup in Hà Nội, Việt Nam.

Bull racing in Bảy Núi, An Giang





Reading

- A Skim the text.** Choose a different title.
- Bulls and the Khmer
 - Racing in the Mekong Delta
 - One Unique Race to the Khmer
- B Scan.** When did the event first take place?
- C Discuss.** What are some animal events you have heard of?

BULL RACING

To the Khmer community in the Mekong Delta, bulls are not just farm animals. They are an important part of a tradition: the Bull Racing Festival in the Seven Mountains region of An Giang Province. This occasion is a chance for the Khmer people to express
5 gratitude toward their ancestors.

The event takes place every year from the 29th day of lunar August to the second day of lunar September. No one knows when the first bull racing event happened. According to legend, during this time of the year, farmers often brought their bulls to temples. The monks
10 then used the bulls to plow their fields. After finishing their work, farmers often let their bulls race in pairs to find the strongest cattle.

Over the years, the race has become a beloved tradition of the local people. They believe that the winning pair brings not only pride to its owners but also joy and hope for a prosperous year. Therefore,
15 they keep these champions and take good care of them to prepare for the race next year.

 2-09 OPTIONAL AUDIO

Comprehension

IDIOM

You say “the rest is history” when ____.

- a. everyone knows the rest of the story
- b. the rest of the story is not important

A Answer the questions about *Bull Racing*.

1. **Reference** In line 2, what does “they” refer to?
 - a. bulls
 - b. mountains
 - c. the Khmer community
2. **Purpose** What is the purpose of the second paragraph?
 - a. to show the origin of the festival
 - b. to explain the meaning of the festival
 - c. to describe the organizer of the festival
3. **Vocabulary** In paragraph 2, what can we replace “cattle” with?
 - a. bulls
 - b. fields
 - c. farmers
4. **Detail** Why did people first bring bulls to temples?
 - a. to sell them to the monks
 - b. to help monks with farming
 - c. as offer for good luck
5. **Cause and Effect** Why do farmers keep their winning pair of bulls?
 - a. Winning bulls are Buddhist temples’ property.
 - b. Selling winning bulls can bring bad luck.
 - c. Winning bulls can compete in future races.

B Complete the table.

THE BULL RACING FESTIVAL	
Location	(1) _____
Time	(2) _____
Ethnic group	(3) _____
Purpose	(4) _____

C CRITICAL THINKING **Talk with a partner.** Bull racing first happened when Khmer farmers let their bulls plow the temple fields. Do you know any stories behind great traditions in your culture?

Project

Work with a partner.
Make a report about a famous historical event or person.

78 Unit 7

Instructions:

- You should work with a classmate on this project.
- Choose an event or a person and research the event or person. (Its/their significance, interesting facts, etc.)
- Discuss your ideas with your partner and decide on some important pieces of information.
- Write a report about the event/the person. You should find a picture and include it in your report. Write at least 10 sentences.

In the next class, share your report with a group of 5–6 students.

1 Complete the sentences with the correct form of the verbs in parentheses.

- Titanic* _____ (sink) on April 14, 1912, four days into its journey.
- In 2022, Việt Nam Women's National Football team _____ (qualify) for the 2023 FIFA Women's World Cup.
- The 1896 Summer Olympics _____ (take place) in Athens, Greece.
- Việt Nam _____ (become) a member of the World Trade Organization in 2007.
- Leonardo da Vinci _____ (paint) the *Mona Lisa* in the early 1500s.

2 Read the paragraph and complete the notes below.



The image shows a screenshot of a blog post. At the top, there is a search bar and a navigation menu with links for Home, BLOG, Photos, Contact, and About Me. The main content is a paragraph describing a family vacation in Vũng Tàu, Vietnam. The paragraph mentions visiting the Vũng Tàu Lighthouse, White Palace Historical Cultural Relic, Thỏ Trắng Amusement Park, and Hòn Bà Island, and going swimming at a beach near the hotel.

- The place: _____
- Its special feature: _____
- Activities on the first day: _____
- Activities on the other days: _____
- How we felt about the trip: _____

3 Write a short paragraph about your last vacation. Write 80–100 words on a separate sheet of paper. Use the sample in 2 to help you.

HAVE YOU EVER BEEN TO A FESTIVAL?

UNIT GOALS

By the end of this unit, you will be able to:

- talk about past personal experiences;
- use the Present Perfect and adverbs of frequency;
- pronounce past participles.

Preview

A  2-10 **Listen.** Where do the speakers celebrate these events? Complete the sentences using the countries in the box below.

India

Ecuador


the U.S.

Japan

Việt Nam

GIFTS

1. People in _____ celebrate the Mid-Autumn Festival. a. perfume
2. People in _____ celebrate Valentine's Day. b. mooncakes
3. People in _____ celebrate White Day. c. flowers
4. People in _____ celebrate Quinceañera. d. cookies
5. People in _____ celebrate Diwali. e. a necklace

B  2-10 **Listen again.** What gift did each person receive? Match the gifts to the events.

C **Talk with a partner.** Ask and answer questions about giving and receiving the gifts in A.

Have you ever given flowers as a gift?

Yes, I have. Have you?

Lệ Thủy traditional boat race,
Quảng Bình

Language Focus

REAL ENGLISH What's going on?

A 2-11 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Hey, Nadine, have you ever gotten a pet as a gift?
Yes, I have. My parents gave me a **puppy** for my birthday two years ago.
kitten
turtle

2 What about a watch? Has anyone ever given you one?
Yeah. My **aunt** gave me one last year.
mother
father

3 Hmm. Has anyone ever **bought** you flowers or chocolates?
Let me see... Yes, my parents have, for Valentine's Day.
given
sent

4 What's going on, Maya?
Well, your birthday is **next week**, and I don't know what to get you!
in 10 days
next Friday

2-12

TALKING ABOUT PAST EXPERIENCES — PRESENT PERFECT (P. 160)

Have you ever been to a carnival?	Yes, I have . I've been to several. No, I haven't .
Has she (ever) received flowers as a gift?	Yes, she has . Her parents gave her some. No, she hasn't . She's never gotten flowers.
I've worn a costume several times.	Me too. / I have , too. Oh, really? I haven't .
He's never tried mooncakes.	Me neither. / I haven't , either. Oh, really? I have .

Adverbs of Frequency	Before main verbs	After <i>to be</i> , auxiliary verbs
always, usually, often, sometimes, rarely, never	She always chooses the best gifts for Christmas.	He has never made <i>bánh chưng</i> !
	He doesn't always join Diwali celebrations.	I am always interested in festival dances.
	Do you often help decorate your house for Tết?	She's not often this late for a firework display.
		Are you usually full after a Thanksgiving dinner?

C Match the phrases. Then ask and answer questions with a partner.

Have you ever ... ?

- | | | | | | |
|------------------------------|------------------------------------|-----------------------------|--------------------------------------|---------------------------------|----------------------------------|
| played <input type="radio"/> | <input type="radio"/> Spanish food | seen <input type="radio"/> | <input type="radio"/> carrot juice | been to <input type="radio"/> | <input type="radio"/> a parade |
| eaten <input type="radio"/> | <input type="radio"/> table tennis | done <input type="radio"/> | <input type="radio"/> fireworks | ridden <input type="radio"/> | <input type="radio"/> a password |
| gotten <input type="radio"/> | <input type="radio"/> an A+ | drunk <input type="radio"/> | <input type="radio"/> volunteer work | forgotten <input type="radio"/> | <input type="radio"/> a horse |

Have you ever played table tennis?

D 2-13 Complete the conversations with the correct form of the verbs. Then listen and check your answers.

1. Marcus: (1) _____ you ever _____ (**get**) flowers for Valentine's Day?
 Erin: No, but I gave them to my mom last year. Why do you ask?
 Marcus: Well, I want to take Amy to the school dance, and I want to get her something.
 Erin: (2) _____ you _____ (**ask**) her to the dance yet?
 Marcus: Yes! I asked yesterday. She answered right away. She said yes!
2. Jing: (3) _____ you ever _____ (**be**) to a Halloween party?
 Jenny: No, but my older sister (4) _____ (**be**) to several. Why?
 Jing: A friend invited me to one next week. I don't know what to wear.
 Jenny: Wear a costume! (5) _____ you ever _____ (**wear**) one?
 Jing: Yes, I wore a costume last year. It was for the Lunar New Year. I danced in the parade!



E Work in a group. Take turns to write three true and three false sentences about things you always/usually/often/sometimes/rarely/never do. The others guess which ones are false. Then see who remembers the most details.

I'm always the first to wake up on the first day of the Lunar New Year.

I think that's true. You like lucky money so much.

Mid-Autumn Festival

The Mid-Autumn Festival is a traditional festival in the lunar calendar.

It is celebrated in many Asian countries, such as Việt Nam, China, Japan, and Korea. In Việt Nam, the Mid-Autumn Festival is one of the most important holidays, which highlights the uniqueness of Vietnamese culture.

A Work with a partner. What do you know about the Mid-Autumn Festival? Check (✓) the statements you think are true.

Some popular activities for the Mid-Autumn Festival are _____.

- watching the full moon
- receiving lucky money
- gathering with family members
- eating mooncakes
- sending greeting cards
- decorating the house

B  2-14 **Listen.** Check your answers to **A**. Then circle **T** for True or **F** for False.

1. In Việt Nam, the Mid-Autumn Festival is also called the Children's Festival. **T** **F**
2. Mid-Autumn Festival is celebrated on the 15th day of August. **T** **F**
3. Mid-Autumn Festival is a time for family gatherings. **T** **F**
4. Mooncakes represent the return of life. **T** **F**
5. Children parade with lanterns on the Mid-Autumn Festival night. **T** **F**


Discussion. Moon, mooncakes, and lanterns are symbols of the Mid-Autumn Festival. What other festivals are there in your country? What are their symbols?

Pronunciation

Past participles

A  2-15 **Listen and repeat.**

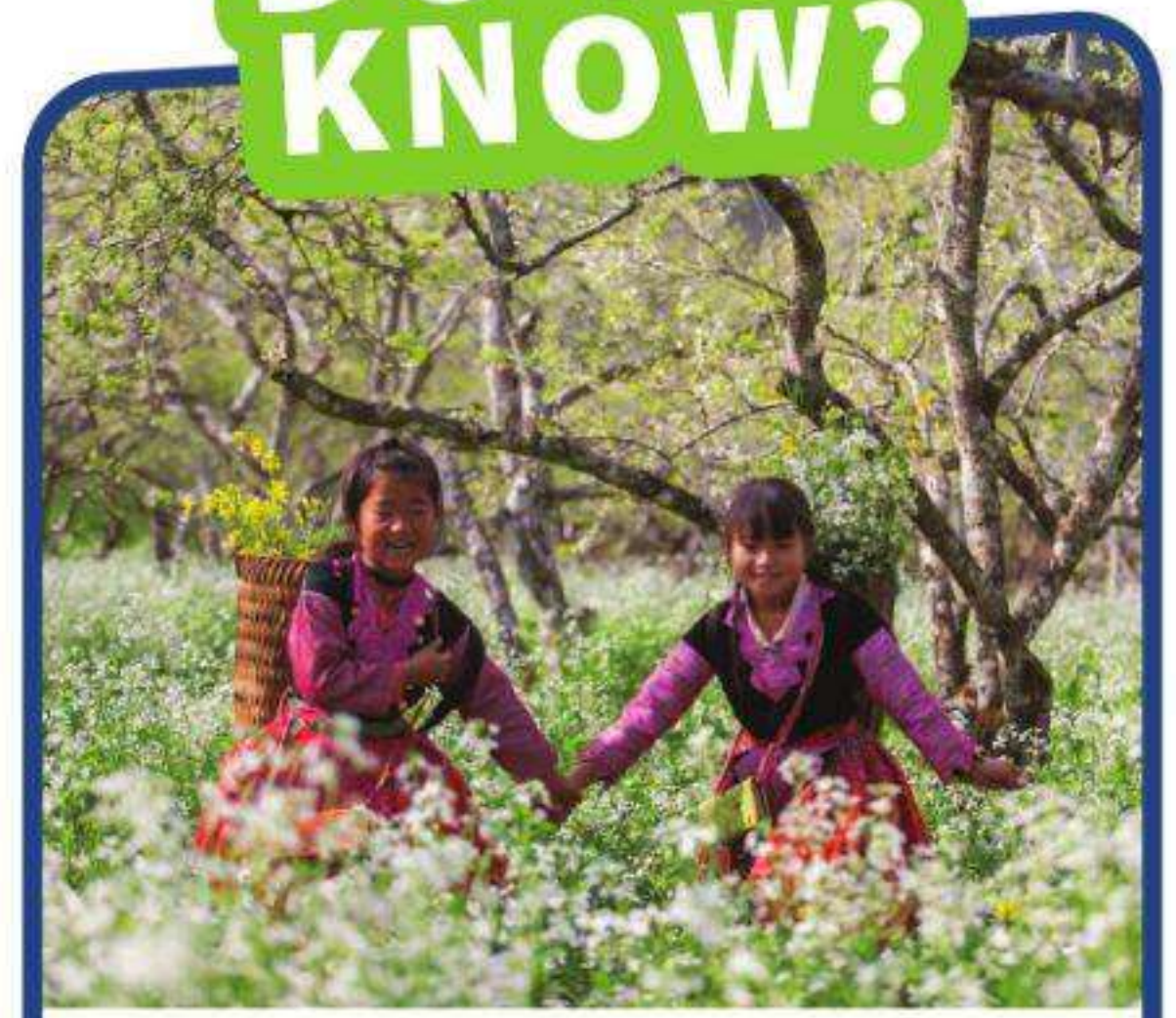
1. taken 2. seen 3. been 4. given

B  2-16 **Listen.** Complete the sentences with the words you hear.

1. Have you ever _____ a selfie?
2. Has your teacher ever _____ you a pop quiz?
3. Have you ever _____ to a tennis match?
4. Have you ever _____ Korean food?
5. Have you ever _____ a blog post?
6. Have you ever _____ an elephant?

C **Work with a partner.** Take turns to ask and answer the questions in **B**.

DO YOU KNOW?



The H'mông New Year festival takes place in _____.

- a. the 12th lunar month of the old year
- b. the 1st lunar month of the new year
- c. the 2nd lunar month of the new year

Communication

Find someone who has done these things. Add two questions. Ask questions and note the names. Then add additional information. Share your survey results with your class.

HAVE YOU EVER . . .	NAME	ADDITIONAL INFORMATION
1. eaten Mexican food?		
2. lost something expensive?		
3. gone rock climbing?		
4. forgotten someone's birthday?		
5. stayed up all night?		
6. seen a famous band in concert?		
7.		
8.		

Have you ever eaten Mexican food?

Yes, I have. I ate tacos last month. They were delicious.



**A tourist cruising along the
Mekong River, Việt Nam**

Reading

- A Predict.** Look at the title. What do you think the text is about?
- B Read the text.** Underline everything that guests can do when they are at a homestay.
- C Discuss with a partner.** When you travel, where do you prefer staying, a hotel or a homestay?

LIVING LIKE LOCALS IN SOUTHERN VIỆT NAM

Have you ever thought of traveling around the southern part of Việt Nam and experiencing the life of the locals? If so, living in a countryside homestay with a local family might be better than staying in a hotel.

- 5 A homestay is a form of accommodation where travelers stay overnight in locals' houses. There are many different activities that homestays can offer, such as going on river cruises, fishing, picking fruit, and visiting local workshops. Moreover, the hosts can help with lending bicycles and hiring motorbikes so you can explore the area
- 10 on your own.

If this is not something for you, you can simply participate in the owner's family activities, from preparing foods to cooking and serving. You will have many chances to talk to the host family and see how things are done the Vietnamese way. You can also enjoy

15 their secret talents, like playing musical instruments and singing *đờn ca tài tử*—traditional music of the locals.

Countryside homestays help you connect with the local culture in a home, with a family, and in a real-life setting, which can be a highly valuable experience.

 2-17 OPTIONAL AUDIO

Comprehension

IDIOM

If you “let your hair down,” you ____.

- a. relax and have a good time
- b. don't show any emotions

A Answer the questions about *Living like locals in Southern Việt Nam*.

1. **Main Idea** According to the text, most travelers choose to stay in homestays so that they can _____.
 - a. save a lot of money
 - b. learn about local culture
 - c. escape from city life
2. **Vocabulary** In line 5, what can we replace “accommodation” with?
 - a. travel programs
 - b. living place
 - c. working environment
3. **Purpose** What is the purpose of paragraph 3?
 - a. to show the organization of countryside homestays
 - b. to explain the cultural meaning of some activities
 - c. to suggest cultural activities to guests at homestays
4. **Reference** In line 15, “their” refers to something of _____.
 - a. the host
 - b. the locals
 - c. musical instruments
5. **Detail** According to the text, what is NOT mentioned as an advantage of choosing countryside homestays?
 - a. authentic experience with locals
 - b. numerous cultural activities
 - c. cost savings

B Complete the notes. Use words from the reading.

COUNTRYSIDE HOMESTAYS	
WHY	authentic connection with the local culture in a (1) _____ and with a (2) _____
WHERE	(3) _____
WHAT TO DO	<ul style="list-style-type: none"> • going on (4) _____ cruises • fishing • picking fruits • visiting local (5) _____ • exploring local areas by (6) _____ and/ or (7) _____ cooking • enjoying traditional (8) _____

C CRITICAL THINKING **Talk with a partner.** What can be the problems for foreign travelers when they live with a host family in a homestay?

Project

Work in a group.

Make a poster presentation about a festival.

Instructions:

- You should work with at least two other classmates on this project.
- Brainstorm some festivals (the place, time, participants, special features).
- Discuss your ideas with your group members and decide on a festival for the poster.
- Make a poster about the festival. There should be at least 10 lines of information in the poster.
- In the next class, present your poster to the whole class.



PHONES
USED TO BE MUCH
BIGGER.

Preview

A  2-18 **Listen.** Three people are discussing communication. Complete the sentences using the words from the box.

write letters sends texts sends emails calls use social media chat online

REASON

1. Paul used to _____. Now he _____. a. It's friendlier.
2. Amy used to _____. Now she _____. b. It's fast and easy.
3. Kate used to _____. Now she _____. c. It's more private.

B  2-18 **Listen again.** Match the person to the reason for their preference.

C **Talk with a partner.** How did you use to communicate? How do you communicate now?

I used to make a lot of phone calls, but now I video chat.

I used to email a lot. Now I prefer texting.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about how technology has changed;
- use *used to* to describe past habits;
- pronounce consonant blends: /pr/, /bl/, and /st/.

A woman talking on an early telephone

Language Focus

REAL ENGLISH for one thing

A 2-19 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Is that a new phone? Yeah. This model used to cost a lot, but now **it's not so expensive.**

2 I already like this much better than my old phone. **Why?**

3 Well, for one thing, **it's a lot lighter.** Hey, why don't you call me so I have your number? **OK.**

4 What's wrong? **Um, I don't know how to make a call!**

it's a lot cheaper the price is pretty reasonable

Why is that? How come?

it's much thinner the design is better

I'm not sure how to phone someone I have no idea how to make a call

2-20

DESCRIBING PAST HABITS AND ORDER OF PAST EVENTS (PP. 160-161)

Past habits—Simple Past		Order of past events—Past Progressive	
When I was a child, I used to play video games for hours. Cell phones used to be heavy, but they aren't anymore.		I was playing a video game when my aunt came. They were using their cell phones when the bell rang .	
My mother didn't use to like video chatting, but now she loves it. In the past, I never used to buy clothes online. Now I do all the time.		I wasn't talking to Maya while the teacher was explaining the lesson.	
Did you use to have a desktop computer?	Yes, I did. / No, I didn't.	Were you chatting online while I was working on our project?	Yes, I was. / No, I wasn't.
		Was he watching TV when you came home?	Yes, he was. / No, he wasn't.

C 2-21 **Complete the conversations with the correct form of *used to* and the verbs given.**
Then listen and check your answers.

1. Susan: Look at these old records. Are they yours?

Paulo: No, they're my father's. He has a huge collection. He (1) _____ (**buy**) them all the time.

Susan: Does he still play them?

Paula: No, he (2) _____ (**play**) them after dinner sometimes, but not anymore. We don't even have a record player now.

2. Terry: (3) _____ your older sister _____ (**live**) in Montreal?

Caitlin: Actually, she still lives there.

Terry: Oh yeah? Do you talk to her much?

Caitlin: Sure. I (4) _____ (**never / like**) video chatting, but now I love it. When we lived in the same town, we (5) _____ (**talk**) maybe once a week. Now we talk every couple of days!

D **Complete the sentences.** Write your own ideas.

1. I was doing my homework while _____.

2. He was _____ when it started to rain.

3. They were using their cellphones when _____.

4. She _____ while her father was reading a newspaper.

5. We _____ when there was a loud noise.

E **Work with a partner. Student A:** Turn to page 135. **Student B:** Turn to page 137. You are going to compare two pictures of someone.

Apple iMacs were first introduced in 1998.



Humans and Machines

Amber Case is a National Geographic Explorer.

She's an anthropologist interested in learning about the relationship between humans and technology. She wants to understand what effects technology has on our culture and society.



A 2-22 **Listen.** Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. Case studies the relationship between humans and machines. | T | F |
| 2. According to Case, many people are dependent on information technology. | T | F |
| 3. Case wants to find out more about the importance of technology in our lives. | T | F |
| 4. Information technology requires people to work in an office. | T | F |

B 2-22 **Listen again and check (✓) the things she mentions.** According to Case, technology is helping us ____.

- | | |
|--|--|
| <input type="radio"/> choose the career of our choice | <input type="radio"/> access information at any given time |
| <input type="radio"/> keep our worktime separate from playtime | <input type="radio"/> connect to many people any time |

Discussion. Look at the second statement in **A**. Do you agree with it? Why or why not?

Pronunciation

Consonant blends /pr/, /bl/, and /st/

A  2-23 Listen and repeat.

- | | | |
|----------------------|-------------------|--------------------|
| 1. <u>p</u> ronounce | 3. <u>t</u> ablet | 5. <u>s</u> tuff |
| 2. <u>p</u> rogram | 4. <u>b</u> lack | 6. <u>s</u> tudent |

B  2-24 Listen. Write the words you hear.

1. We need to _____ English every day.
2. Everyone in this class _____ hard.
3. There are many good _____ on TV these days.
4. _____ are very expensive.
5. People often _____ on their cellphones in restaurants.
6. My favorite color is _____.

C **Work with a partner.** Take turns to read the sentences in **B**. Do you agree with them?

DO YOU KNOW?



Cell phones used to weigh around 1 kilogram and took about 10 hours to charge.

- a. True
- b. False

Communication

A **Guess who wrote it.** On three pieces of paper, write three different things about yourself that used to be true. These could be surprising or embarrassing. Then mix them up and put them in a pile.

I used to have a collection of stuffed snakes.

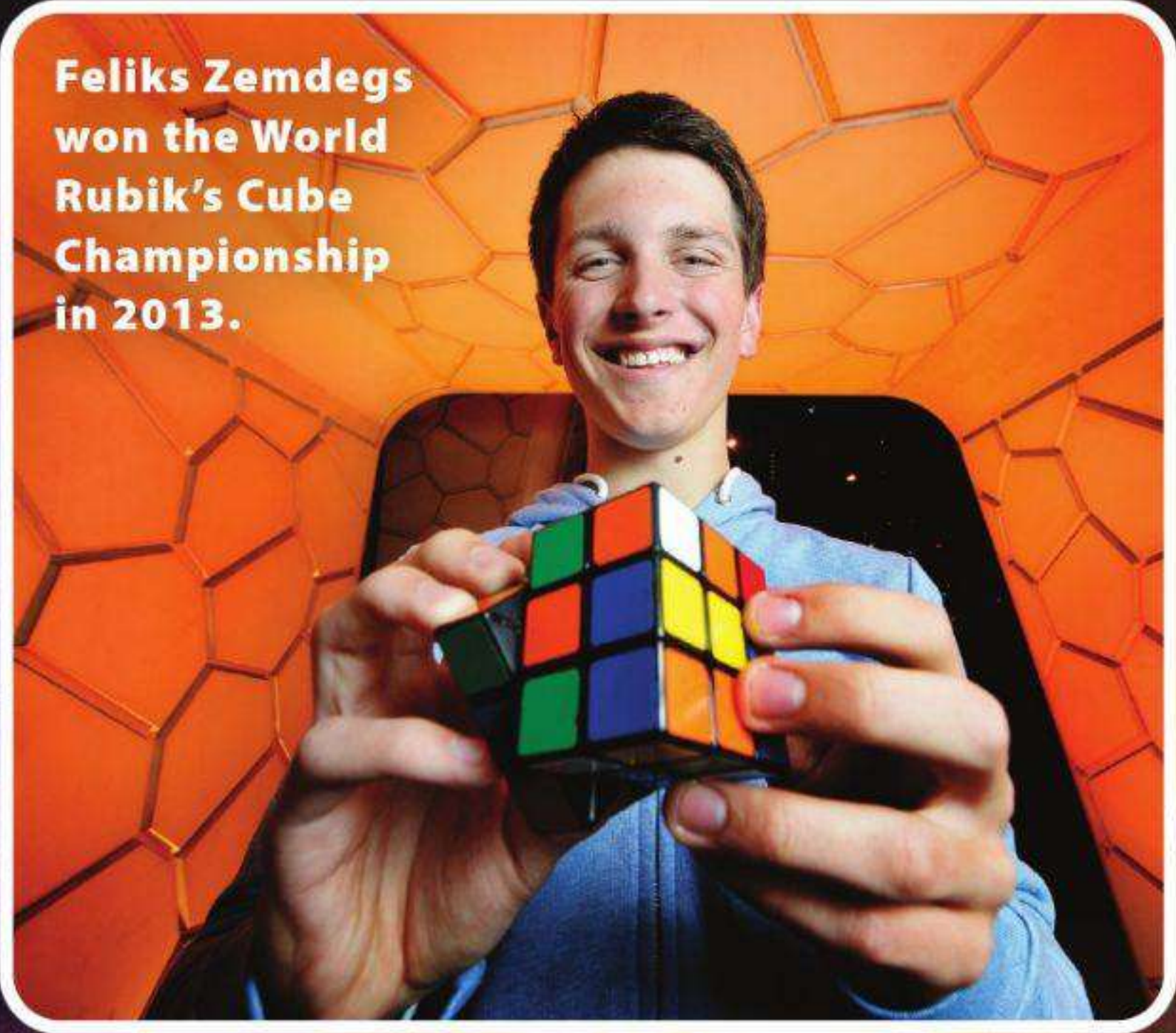
I used to listen to Justin Bieber and dance around in my room.

As a kid, I used to practice walking like a fashion model in front of my mirror.

B **Take three pieces of paper and walk around the class.** Ask questions to find the person who wrote each sentence. Ask follow-up questions to get more information.

Did you use to have a cat named Sparkle?

No, I didn't. Did you use to wear an ugly pink headband?



Feliks Zemdegs won the World Rubik's Cube Championship in 2013.





Psy performing live on stage. His video "Gangnam Style" has had more than 4 billion views on YouTube.

Reading

- A** Read the title and look at the pictures. What do you think the article is about?
- B** Read the first paragraph. Underline the meaning of "fad."
- C** Discuss. Work with a partner. What are some fads you have heard of?

WHAT MAKES A FAD?

A fad is something that becomes very popular among a large number of people, but only for a short time. When it is no longer "cool," a fad goes away. Anything can become a fad—fashion, food, entertainment, technology, or even language.

- 5 In the late 1970s, a Hungarian professor, Erno Rubik, invented a six-color plastic object called the Rubik's Cube. The challenge was to get each side of the cube to show one color. At the toy's sudden peak of popularity in 1982, everyone had one. Then, suddenly the craze ended. By 1983, people were not interested anymore,
- 10 perhaps because so many people already had one Rubik's Cube in their homes.

- 15 In 2012, a South Korean musician, Psy, released a song called "Gangnam Style." In six months, it became the first YouTube video ever to reach a billion views. Six months later, it went on to reach two billion views. "Gangnam Style" had a huge influence on world popular culture, similar to the "Macarena" dance fad from the 1990s. Although "Gangnam Style" faded in popularity, the "Korean Wave" of culture remains internationally popular.

 2-25 OPTIONAL AUDIO

Comprehension

A Answer the questions about *What Makes a Fad?*

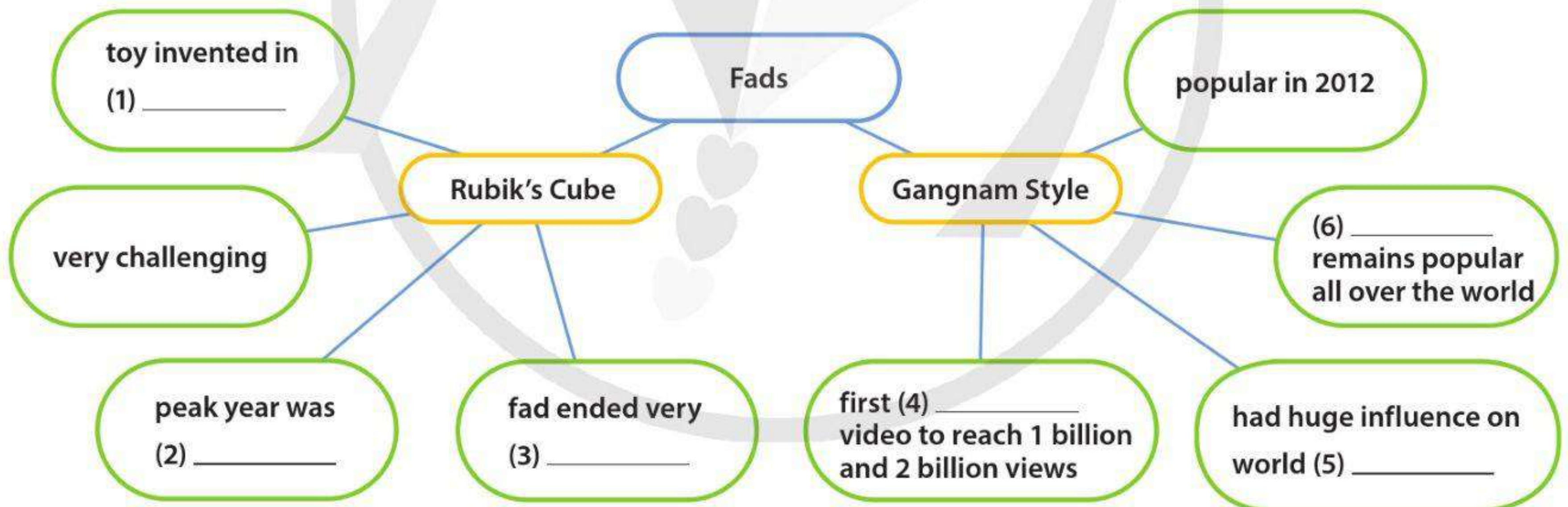
- Purpose** What is the purpose of the first paragraph?
 - to give examples of fads
 - to explain what a fad is
 - to show how fads become popular
- Detail** A fad stops being a fad when _____.
 - it becomes very popular
 - older people start to like it
 - people don't think it's cool anymore
- Cause and Effect** According to the article, people stopped buying the Rubik's Cube in 1983 because _____.
 - it was very difficult to solve
 - books gave away the secrets to solving it
 - so many people already had one
- Inference** What helped "Gangnam Style" become such a huge worldwide hit?
 - the Internet
 - television
 - the radio
- Vocabulary** In line 17, what does "faded in popularity" mean?
 - became less popular
 - continued to be popular
 - became a fad

IDIOM

Another way to say something is very popular is to say it's "_____."

- up
- in
- on

B Complete the notes.



C CRITICAL THINKING Talk with a partner. Why do you think fads start and end so quickly? Can you think of any other fads?

Project

Work with a partner.
Make a poster presentation about two fads.

Instructions:

- You should work with a classmate on this project.
- Choose two fads and research them (their history and interesting facts).
- Make a poster with a concept map to compare the two fads.
- In the next class, present your poster to the class.

1 Complete the sentences. Circle the correct words.

- Did he (**used to** / **use to**) have a large collection of comics?
- Although we were in the same class, I never (**used to** / **use to**) hang out with Mai.
- Snacks (**use to** / **didn't use to**) be so expensive when I was a child.
- When I was a high school student, I didn't (**used to** / **use to**) have time for outdoor activities.
- When I was a child, I (**used to** / **didn't use to**) read science books, but now I read them in most of my free time.

2 Read the paragraph and answer the questions.




- What was the fad? _____
- Why was it popular? _____
- What does the writer remember doing with his friend?

- What did people make based on the fad?

3 Write a short paragraph about your favorite fad. Write 80–100 words on a separate sheet of paper. Use the sample in 2 to help you.

THEY'VE FOUND A FOSSIL.

Preview

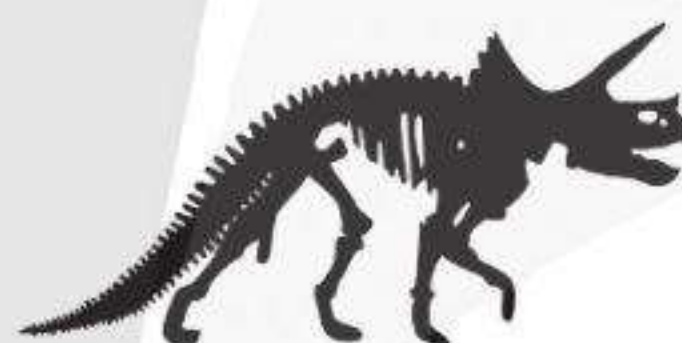
A  2-26 **Listen to the news.** Number the pictures in the order you hear them (1-4).



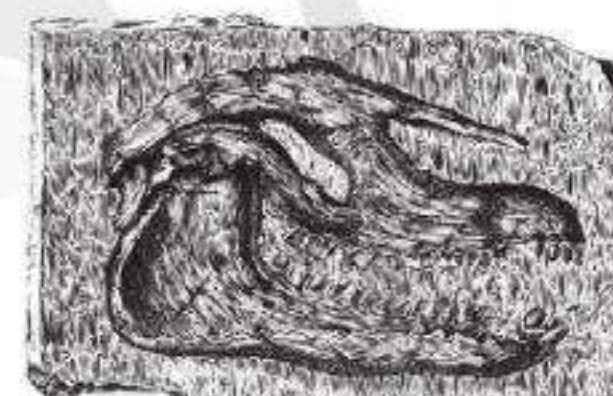
___ footprints




___ mummy



___ skeleton



___ fossil

B  2-26 **Listen again.** Match the places with the statements.

- | | | |
|---------------|-----------------------|--|
| 1. The Sahara | <input type="radio"/> | <input type="radio"/> a. Researchers have found the skeleton of a giant dinosaur . |
| 2. Germany | <input type="radio"/> | <input type="radio"/> b. Archeologists have discovered the footprints of an early human . |
| 3. Kenya | <input type="radio"/> | <input type="radio"/> c. Scientists have identified the mummy of a pharaoh . |
| 4. Egypt | <input type="radio"/> | <input type="radio"/> d. An explorer has unearthed the fossil of a huge crocodile . |

C **Work with a partner.** Look at the **bold** words in **B**. Do you know what they are? Which story in **B** are you most interested in?

An explorer studies fossil remains, Utah, U.S.A.



UNIT GOALS

By the end of this unit, you will be able to:

- talk about recent and current discoveries;
- use the Present Perfect and the Simple Past;
- pronounce the sounds /f/ and /v/.

Language Focus

REAL ENGLISH Anyway ...

A 2-27 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 Have you been to the natural history museum recently?
No, I haven't been there **since last May**. Why?
for a long time
since I went for a class trip

2 There's a new dinosaur exhibit there. **I've been twice** and I've learned a lot.
Oh, like what?
I've seen it twice
I've been there two times

3 Well, they have a dinosaur called a **Stegosaurus**. It's **really interesting**.
A **Stigosaurus**? You mean there's a dinosaur named after me?
fascinating
pretty cool

4 No, Stig! It's a **Stegosaurus**. Anyway, its brain was only the size of **a walnut**!
Oh, that's not what I imagined!
brain
an egg
a golfball

2-28

DESCRIBING PAST ACTIONS (P. 161)

A man **found** dinosaur bones in his yard in 1997.
He **has recently taken** them to a local museum.

Workers in Mexico **came across** two human footprints several years ago. **In the past few years**, scientists **have found** 11 more footprints in the area.

In 2011, a boy **discovered** the body of a mammoth in Siberia. A museum **has displayed** the mammoth **for several years / since 2012**.

for
two weeks / several days /
a year / a long time

since
2011 / last year / the 1990s /
I was a kid

C Complete the sentences. Write *for* or *since*.

1. I've been part of the fossil research team _____ three months.
2. Jason hasn't written any research articles _____ he became a professor.
3. Penny has been a member of the Science Club _____ two years.
4. The museum has had the skeleton on display _____ 1998.
5. Archeologists have known about the footprints in the cave _____ six months.
6. Researchers haven't discovered any fossils in the area _____ last year.

D 2-29 Complete the conversations with the correct form of the verbs. Then listen and check your answers.

1. Quinn: (1) _____ you _____ (**watch**) the news last night?
Michael: No, why?
Quinn: There (2) _____ (**be**) a cool story about fossils. In the past few weeks, some schoolchildren (3) _____ (**find**) some interesting-looking rocks. They (4) _____ (**give**) them to some scientists. It turns out they were dinosaur fossils! The scientists (5) _____ (**not come across**) anything else since then, but they are still looking.
2. Jake: Hi, sorry I'm late. How long (6) _____ you _____ (**be**) here?
Fumiko: It's OK. I just got here two minutes ago. So, what movie do you want to see?
Jake: How about that one? It's about aliens who come to Earth and live as humans.
Fumiko: Um, you know, in the past few months I (7) _____ (**see**) three science fiction movies. Can we watch something else?
Jake: I (8) _____ (**see**) the other movies last week. Let's try somewhere else.

E Work with a partner. Student A: Turn to page 136. **Student B:** Turn to page 138. Ask and answer questions to complete the missing information.

A meteor falling over
Whitby, England

Digging for Answers

Paul Sereno is a National Geographic Explorer.

Right at this moment he may be studying, talking about, or even looking for dinosaurs. He's probably the most well-known dinosaur hunter among schoolchildren in the United States.



A 2-30 **Listen.** Write the year each dinosaur was discovered in the notes below.

B 2-30 **Listen again.** Complete the notes.

<i>Eoraptor</i> discovered in _____	<i>Sarcosuchus</i> discovered in _____
• found in (1) _____	• found in the Sahara Desert
• 1st dinosaurs to walk the Earth	• also known as SuperCroc
• (2) _____ million years ago	• largest (3) _____ (12 meters)
	• (4) _____ million years ago
<i>Nigersaurus</i> discovered in _____	<i>Rajasaurus</i> discovered in _____
• found in the Sahara Desert	• found in (7) _____
• also called Niger (5) _____	• 1st dinosaur skull found in
• size of an (6) _____	Indian subcontinent
	• (8) _____ -eating

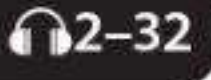
Discussion. Which of Sereno's discoveries do you think is the most interesting? Why? Imagine you discovered a new dinosaur fossil near your home. What would you name it?

Pronunciation

The sounds /f/ and /v/

A  2-31 Listen and repeat.

- | | | |
|--------------|------|---------|
| 1. professor | life | fossil |
| 2. discover | cave | village |

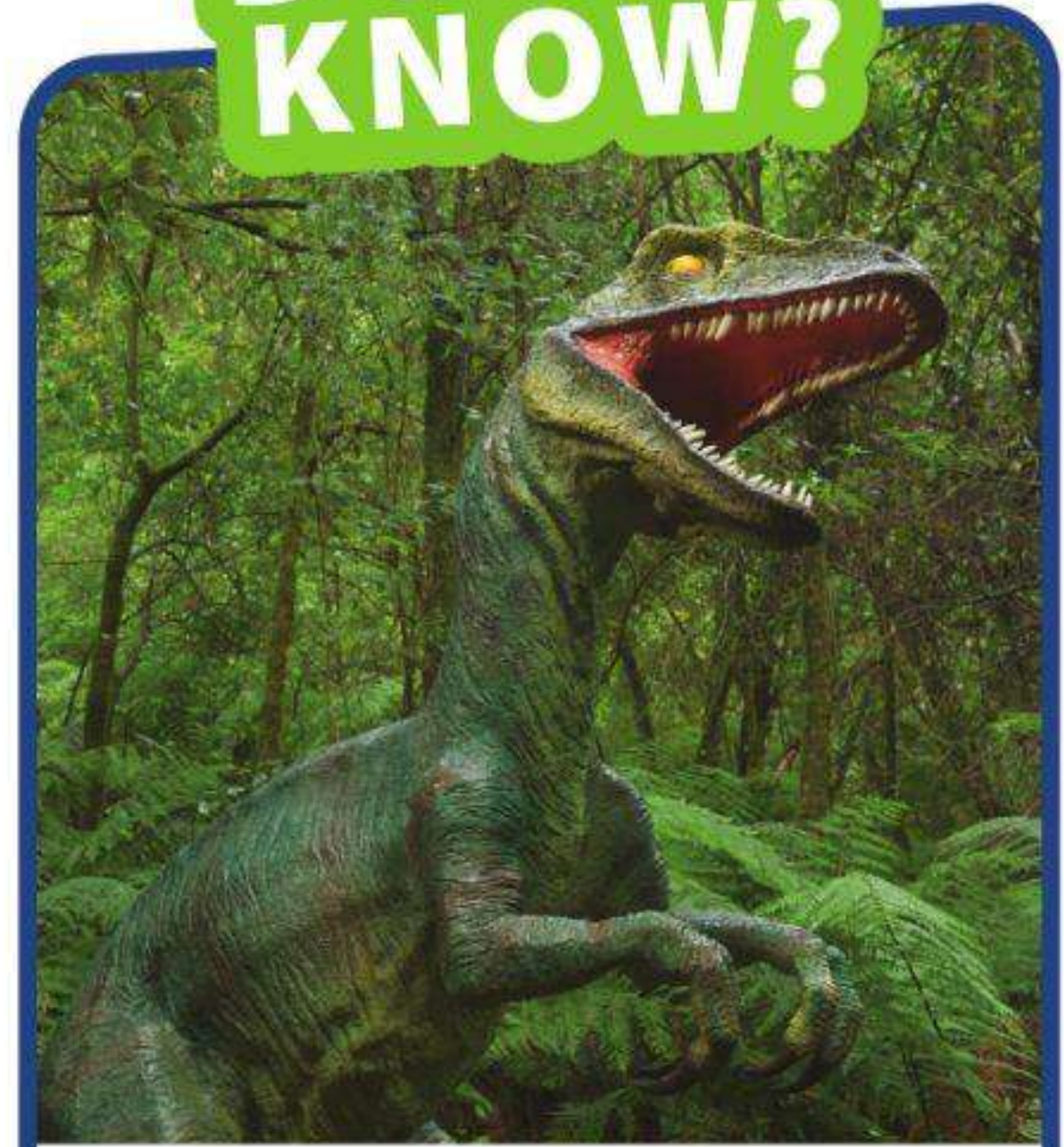
B  2-32 Listen. Circle the sounds you hear.

- | | |
|------------|------------|
| 1. /f/ /v/ | 4. /f/ /v/ |
| 2. /f/ /v/ | 5. /f/ /v/ |
| 3. /f/ /v/ | 6. /f/ /v/ |

C Work with a partner. Take turns to read the words below.

- | | | |
|------------|------------|-------------|
| 1. find | 3. several | 5. alive |
| 2. victory | 4. cliff | 6. identify |

DO YOU KNOW?



What does the Latin word *dinosaur* mean in English?

- a. big lizard
- b. noisy lizard
- c. terrible lizard

Communication

A Hold a news conference. Complete one of these headlines, or make up your own. Prepare to give a short news conference to report the details of your story. Organize your idea by taking notes below.

Frightened Campers See _____ in Forest Girl Finds _____ in Backyard

Students Discover Teacher is a(n) _____ Scientists Come Across Frozen _____

Who is the story about?	What happened?	Where did it happen?
When did it happen?	Why is the event important?	How does this story affect people?

B Take turns reporting your stories. The rest of the students are journalists. Answer any questions they ask.

A girl recently found a fossil of a strange creature in her backyard.

The girl was digging a hole in her sandbox when she found the fossil. She took it . . .



**A model dinosaur being carried
on a car in New York, U.S.A.**



Reading

- A Discuss.** Look at the title. What do you think it means?
- B Skim the text.** Choose a different title.
- Dinosaur Hunters
 - Tyler Lyson's Discoveries
 - Dinosaurs and the Movies
- C Read the text.** Underline words that describe body parts.

DINOSAURS ALIVE!

In all *Jurassic Park* movies, dinosaurs are the real stars of the show. But dinosaurs haven't lived on our planet for the last 65 million years. So how do filmmakers bring them to life? They ask paleontologists—or fossil experts—for help.

- 5 Paleontologist Tyler Lyson says the best way to learn about dinosaurs is to look at fossils. Fossils and footprints help scientists understand how dinosaurs looked, moved, and lived. Still, they do not know how dinosaurs hunted and what they ate.

- Filmmakers use fossils and other research from paleontologists to
10 build dinosaurs for their movies. But they have to use their imaginations, too, because the animal's skin usually disappeared from the fossil. The dinosaur builders have to ask many questions about the dinosaur's appearance—for example, did it have feathers? A tail? Stripes?

- 15 To bring dinosaurs to life, dinosaur builders first make a robot model of the animal. Then they can make the model turn, move, and even roar! After that, the builders scan pictures of these robot dinosaurs and use computers to animate them.

All this work helps filmmakers create dinosaurs that are more realistic than ever.

 2-23 OPTIONAL AUDIO

Comprehension

IDIOM

If something is a “dinosaur,” it’s ____.

- a. lost forever
- b. difficult to understand
- c. very old

A Answer the questions about *Dinosaurs Alive!*

1. **Detail** Which statement is NOT true about fossils?
 - a. Fossils can tell us how dinosaurs lived.
 - b. Scientists don’t know the way dinosaurs hunted through fossils.
 - c. Filmmakers dig for different types of fossils.
2. **Reference** In line 3, what does “them” refer to?
 - a. fossils b. dinosaurs c. robots
3. **Detail** What do scientists NOT know for certain about dinosaurs?
 - a. how big they were
 - b. when they lived on Earth
 - c. how they hunted
4. **Main Idea** What is the main idea of the third paragraph?
 - a. Filmmakers use research and their imaginations to build dinosaurs.
 - b. Fossils aren’t always complete.
 - c. Paleontologists don’t know what color dinosaurs were.
5. **Vocabulary** What is another word for “animate”?
(line 18)
 - a. move b. use c. scan

B Complete the definitions.

expert paleontologist stripe roar

1. A(n) _____ studies fossils and dinosaur bones.
2. A(n) _____ knows a subject very well.
3. A(n) _____ is a kind of pattern.
4. When animals _____, they make a lot of noise.

C CRITICAL THINKING **Talk with a partner.** Do you think the dinosaurs in movies look realistic? What else have animators used computers for?

Project

Work with a partner.
Make a report about a dinosaur.

Instructions:

- You should work with a classmate on this project.
- Choose a dinosaur and research it (size, weight, when and where the dinosaur lived, diet, etc.).
- Discuss your ideas with your partner and decide on the most important pieces of information.
- Write a report about the dinosaur. You should find or draw a picture of it.
- In the next class, share your report with the class.

Writing

1 | Unscramble the words to make sentences.

a. have / year / from / for / been / a / away / home / we

b. dinosaur / I / been / new / have / to / the / exhibit / twice

c. part / Jason / team / our / three / for / of / been / has / weeks

d. studied / week / since / hasn't / her / last / for / she / test

e. place / to / choose / your / team / decided / have / party / we / for / the

2 | Read the notice below and answer the questions.

March 31

• NOTICE •

PERFORMANCE FOR HÙNG KINGS' ANNIVERSARY CAMP

To all students of class 8A1:

On the occasion of the Hùng Kings' Anniversary (April 10*), the school has recently decided to organize a camp for all students, from April 8 to 10. Each class must contribute a singing/dancing/play performance to the event. A group of our classmates has prepared for a singing performance. We will have a class meeting to give feedback on their performance this Thursday, after math class. Please make sure you attend.

Anh Thu
Class monitor

**The Hùng Kings' Anniversary is celebrated annually on March 10 in the lunar calendar.*

a. Who is this notice for? _____

b. What will happen from April 8 to 10? _____

c. What must each class do for the event? _____

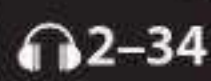
d. What will the class do this Thursday? _____

3 | Imagine you are the class monitor. Write a short notice about a school or class event. Write 80–100 words on a separate sheet of paper. Use the sample in 2 to help you.

BUY ONE, GET ONE FREE!

Customers line up
for a sale in Paris,
France.

Preview

- A**  2-34 **Listen to four advertisements.** What product is each advertisement selling? Number the pictures 1-4. One is extra.



shampoo



mouthwash



deodorant



vitamins



toothpaste

- B**  2-34 **Listen again.** What does each advertisement say about the product?

1. If you buy one, you will (**only pay 50%** / **get one free**).
2. If you visit the website, you can (**ask for a free sample** / **see videos of the product**).
3. If you use it every day, your hair will be (**stronger** / **straighter**).
4. If you use it, it will (**kill bacteria** / **reduce tooth decay**).

- C** **Talk with a partner.** Which kind of advertising do you like most or like least? Why?

I like ads on TV. Sometimes they're really funny.

Really? I think they're a little annoying in the middle of a show.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about marketing and advertisement claims;
- talk about results;
- use First Conditional;
- pause in *if* clause.

Language Focus

A 2-35 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH What a bargain!

B **Practice with a partner.** Replace any words to make your own conversation.

1 Shampoo & Conditioners
Have you ever **tried** this shampoo before?
No. I've never even heard of it.
bought used

2 It says your hair will be **much shinier** if you use it for just one week.
I don't know...
stronger more manageable

3 It also says if you buy one bottle, you'll get another one free!
What a bargain! I'm going to get it.
That's a good offer What a great deal

4 So how do you like your new shampoo?
Um... I think I'll **stick to** my old brand...
go back to continue to use

2-36

TALKING ABOUT RESULTS—FIRST CONDITIONAL (P. 162)

If you **use** this shampoo, your hair **will be** shinier.

If you **use** this shampoo, you **won't need** conditioner.

You **can save** money if you **buy** two.

If you **don't buy** this today, you'll **regret** it.

If you **don't buy** it today, you **won't be able to buy** it later.

If I **buy** three, **will** I **get** a discount?

Yes, you **will**.

No, you **won't**.

What **will** you **do if** the store **is** closed?

I'll **go** to another store.

C Match the two parts to complete the sentences.

- | | | | |
|-------------------------------------|-----------------------|-----------------------|---|
| 1. If you read the ad carefully, | <input type="radio"/> | <input type="radio"/> | a. you won't see any ads. |
| 2. If you turn on the ad blocker, | <input type="radio"/> | <input type="radio"/> | b. you can find some great deals. |
| 3. If you fill in this survey, | <input type="radio"/> | <input type="radio"/> | c. we'll enter your name in the prize draw. |
| 4. If you shop in different stores, | <input type="radio"/> | <input type="radio"/> | d. you'll see it makes a lot of claims. |

D 2-37 Unscramble the sentences. Add commas if necessary. Listen and check.

(1) _____

(will want to listen to this / you / like to sing / if / you). Introducing the shower microphone!
It's a sponge to keep you clean, and a microphone to help you practice your singing.

(2) _____

(if / will keep you busy for hours / you / this / like to have fun). Sing as loudly as you
like—and keep clean doing it! The cost? Only \$9.95.

(3) _____

(there / and if / call in the next five minutes / won't be any shipping or handling charges / you).
That's right! Shipping and handling will be free! But wait! There's more.

(4) _____

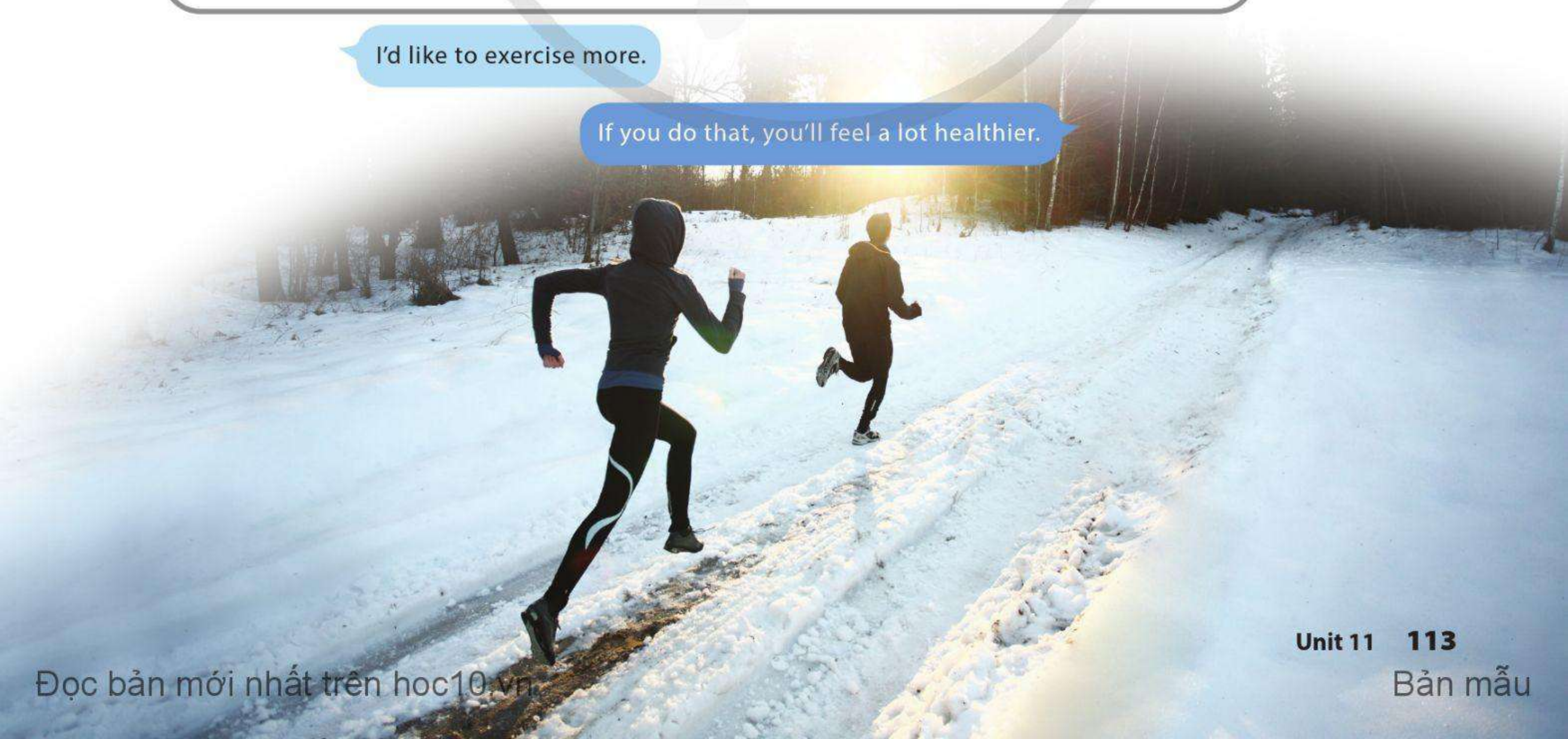
(will include an extra shower microphone / you / we / call right now / if). That's two
for the price of one! But hurry! Supplies are limited. We're waiting for your call.

E Work in a group. Think of three goals. Use the ideas below or your own ideas. Other
group members, say one thing you think will happen if the speaker achieves each goal.

save more money study English more get a part-time job exercise more
do volunteer work eat less junk food quit social media watch TV less

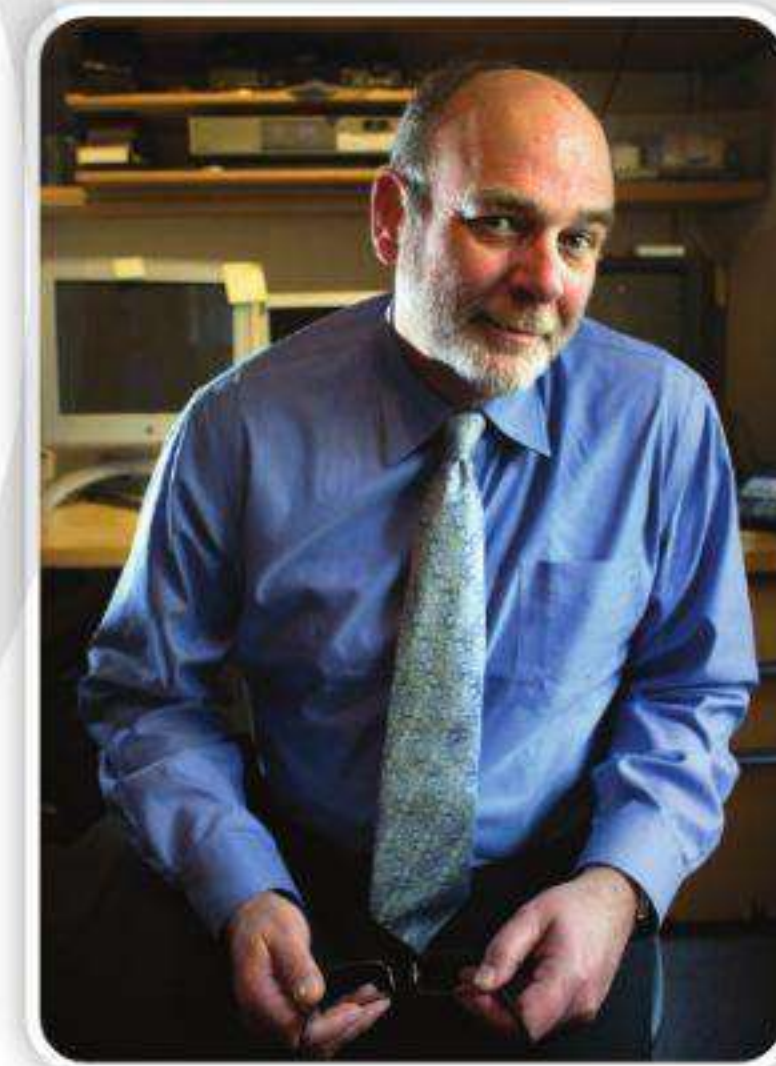
I'd like to exercise more.

If you do that, you'll feel a lot healthier.



Why We Buy

Paco Underhill is an expert on shopping habits. He is the author of the book *Why We Buy*. Over the past 20 years, he has spent thousands of hours watching people shop. He talks about simple things that stores can do to increase their sales.



A 2-38 **Listen.** What advice do you hear? Circle the correct answers.

1. Don't open a store near a (**restaurant / bank**).
2. A store should never place new items for sale near the (**entrance / cash register**).
3. A store should place new products to the (**left / right**) of the entrance.
4. If you put (**chairs / new electronics**) in a store, people will be able to shop longer.

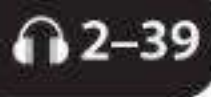
B 2-38 **Listen again.** Complete the sentences.

1. Bank windows are _____, so people start walking fast when they see a bank.
2. If you place items near the front door, people will tend to _____ them.
3. Shoppers tend to _____ and _____ toward the right when they enter a store.
4. Shopping partners usually need a place to _____.

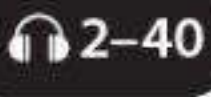
Discussion. How could a store improve its sales?

Pronunciation

Pausing in *if* clauses

A  **Listen and repeat.** Notice the pause after the comma when an *if* clause begins the sentence.

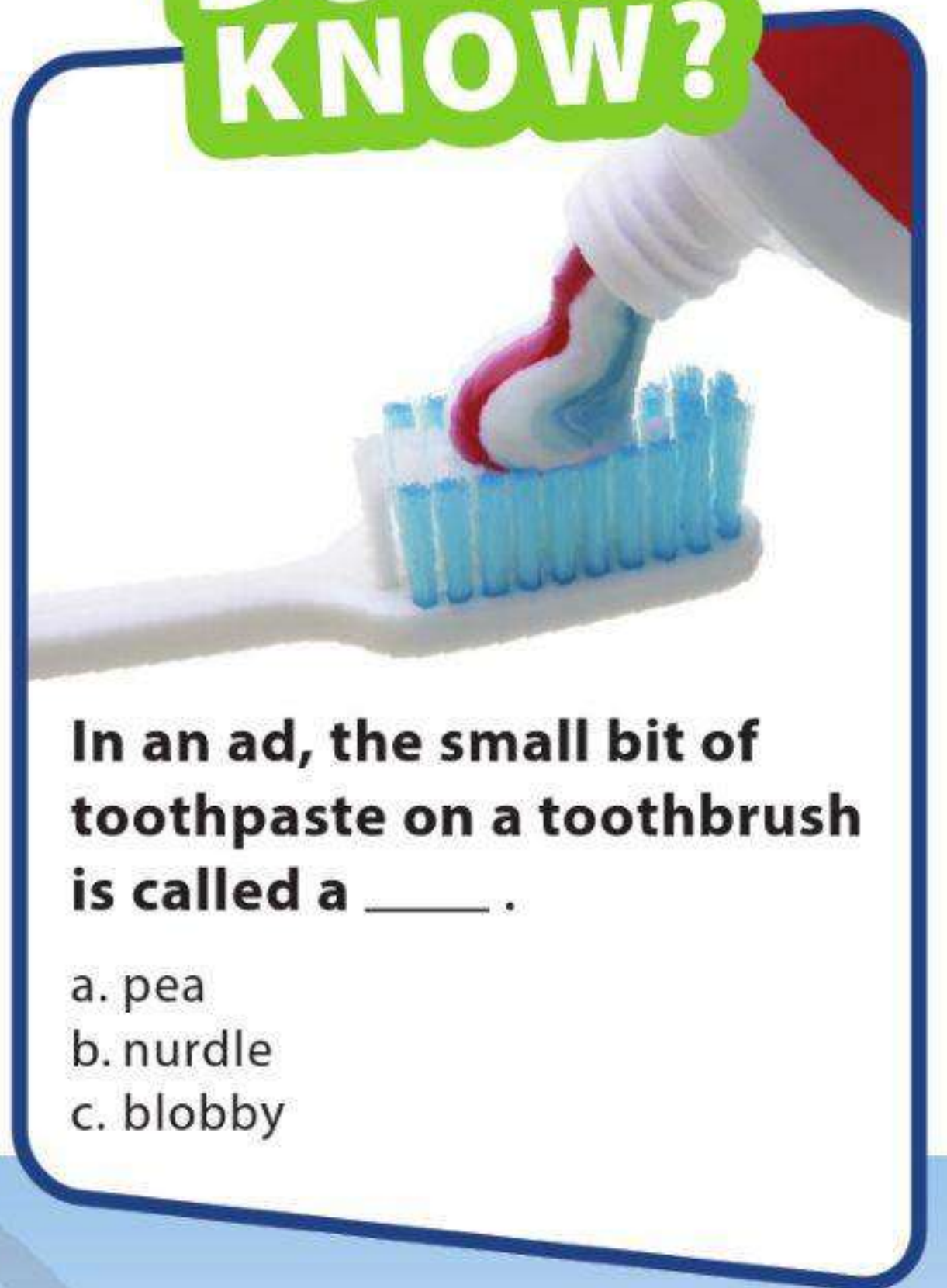
1. If you use this shampoo, your hair will be shinier.
2. Your hair will be shinier if you use this shampoo.

B  **Listen to the sentences.** Which ones have a pause in the middle? Write **P** (Pause) or **NP** (No Pause).

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

C **Work with a partner.** Take turns to read the sentences in the Language Focus Chart on page 112.

DO YOU KNOW?



In an ad, the small bit of toothpaste on a toothbrush is called a _____.

- a. pea
- b. nurdle
- c. blobby

Communication

Create a TV commercial. Work with a partner. Choose one of the products given below or think of your own. Prepare the script for a short TV commercial. Consider the questions below and take notes. Then present your commercials.

chocolate-flavored toothpaste

heated tennis shoes

breath mints for pets

What makes the product interesting?

How will you explain its interesting features?

How much does it cost?

Will viewers get anything extra if they order right away?

We're here to tell you about an amazing product!

These new funnel glasses are designed to help you use eyedrops.



Customers drink coffees in Naples, Italy. The tradition of buying two and leaving one gave rise to the Pay It Forward campaign.



Reading

- A Look at the title.** “Cause Marketing” refers to the partnership between ____.
- a. two businesses b. two charities c. a business and a charity
- B Skim the reading.** Match the campaigns to their descriptions.
1. Eatiply a. Reverse marketing in action
2. Don't Buy This b. Do a good deed for a total stranger
3. Pay It Forward c. Have a meal and help others
- C Discuss.** What are the benefits of cause marketing?

CAUSE MARKETING

Cause marketing usually refers to a partnership between a business and a charity. Instead of just trying to sell more products, cause marketing also aims to do some good.

Eatiply In this project, if you order certain dishes in a restaurant, the restaurant will give away a meal to someone in need.

Don't Buy This Don't Buy This is what Patagonia—an outdoor clothing company—told their customers in 2013. Instead, the company promised certain things: If you bring your damaged clothes to the company, they'll repair them. If you give them your old clothes, they'll recycle them. The message is simple—we need to find ways to reduce, reuse, and recycle.

Pay It Forward Pay It Forward is the act of paying back a good thing to a new person. Many companies use this for their marketing campaigns. For example, if you buy a coffee and choose to pay for two, the coffee shop will give the next customer in need a free coffee. It gives the customer a chance to do something good. It also creates goodwill for the companies.

 2-41 OPTIONAL AUDIO

Comprehension

IDIOM

Something expensive costs _____.

- a. an eye and an ear
- b. a hand and a foot
- c. an arm and a leg

A Answer the questions about *Cause Marketing*.

1. **Main Idea** The main aim of "Cause Marketing" is to _____.
 - a. help a cause
 - b. promote a charity
 - c. recycle products
2. **Detail** In the Eatiply scheme, if you want to help a needy person you need to _____.
 - a. pay extra money
 - b. order a special dish or meal
 - c. sign up for the project
3. **Reference** In line 10, "them" refers to _____.
 - a. customers
 - b. clothes
 - c. the company
4. **Inference** In the Pay It Forward campaign, who pays for the free coffee?
 - a. a customer
 - b. the coffee shop
 - c. the charity
5. **Vocabulary** What does "goodwill" mean? (line 17)
 - a. a positive attitude
 - b. a good business environment
 - c. good profits

B Complete the summary notes. Use words from the reading.

<p>Eatiply free (1) _____ for a person in (2) _____ when a customer buys a certain dish or meal</p>	<p>Patagonia an outdoor (3) _____ company that encourages its customers to (4) _____, (5) _____, and recycle</p>	<p>Pay It (6) _____ customers can (7) _____ for an extra coffee or meal when they buy their own, the company donates this to a needy person; it encourages people to do (8) _____ good</p>
--	---	---

C CRITICAL THINKING **Talk with a partner.** Do you think companies also benefit from cause marketing? Why or why not? Do you have any ideas for a cause marketing campaign?

Project

Work with a partner.

Make an advertisement for a newspaper or magazine.

Instructions:

- You should work with a classmate on this project.
- Choose a product for your advertisement.
- Discuss the slogan, content, layout, and design with your partner.
- Make a poster with the advertisement on it.
- In the next class, share your advertisement with the whole class.

Writing

1 Complete the sentences. Join the two parts together.

- | | |
|--|---|
| ___ 1. If you buy two, | a. you will be able to solve them. |
| ___ 2. If you read the ad, | b. we will send your information to our boss. |
| ___ 3. If you work hard on the problems, | c. you will only pay 50%. |
| ___ 4. If you fill out the form, | d. you will see the information of the event. |

2 Number the sentences in order (1-7) to make a complete paragraph.

_____ If more students know about the event, we will be able to sell more books and toys.

_____ These must still be in good condition.

_____ Then, we organize an event to sell them at low prices for other students.

_____ In addition, we should design an advertisement and post it on the school's website.

_____ First, we can ask students to donate their old books and toys.

1 _____ I have a good idea for a school fundraising campaign.

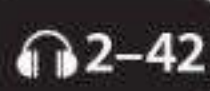
_____ If a student buys three, he or she will get a discount.

3 Write instructions for a school fundraising campaign. Write 80-100 words on a separate sheet of paper. Use the sample in 2 to help you.

WHICH IS THE BIGGEST PLANET?



Preview

A  2-42 **Listen.** A teacher is helping students remember the planets. Write the sentence she teaches them. Then match the planets with the numbers.

_____ Mars _____ Mercury _____ Neptune _____ Earth
 _____ Uranus _____ Saturn _____ Jupiter _____ Venus

B  2-43 **Listen.** Complete the summary with words from the picture.

Our (1) _____ is called the Milky Way. The (2) _____ is one of many (3) _____ in the Milky Way. Eight (4) _____ move around the sun. These, together with the sun, make up our (5) _____.

C **Talk with a partner.** Take turns asking and answering questions about our solar system.

Which planet is between Mercury and Earth?

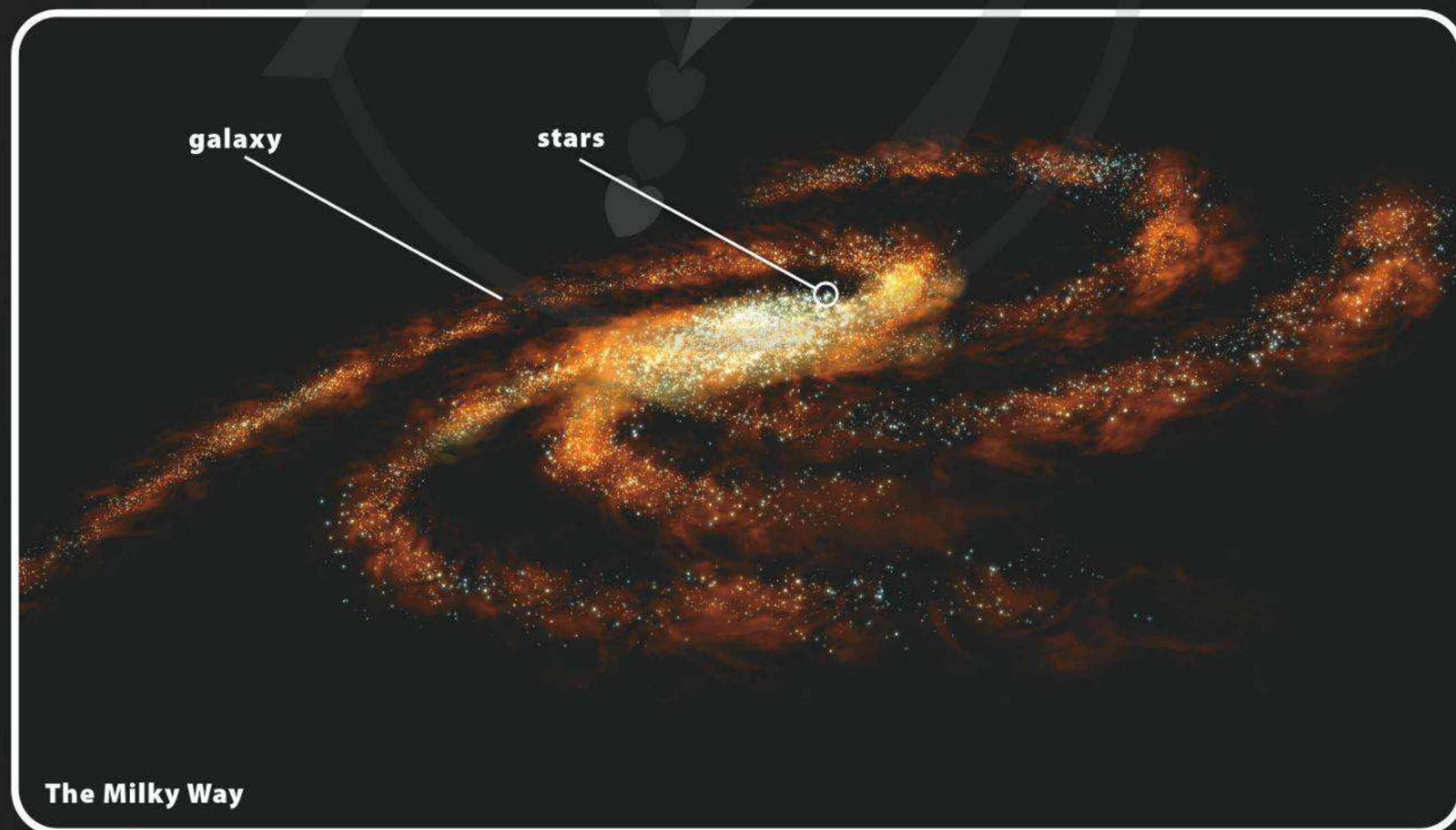
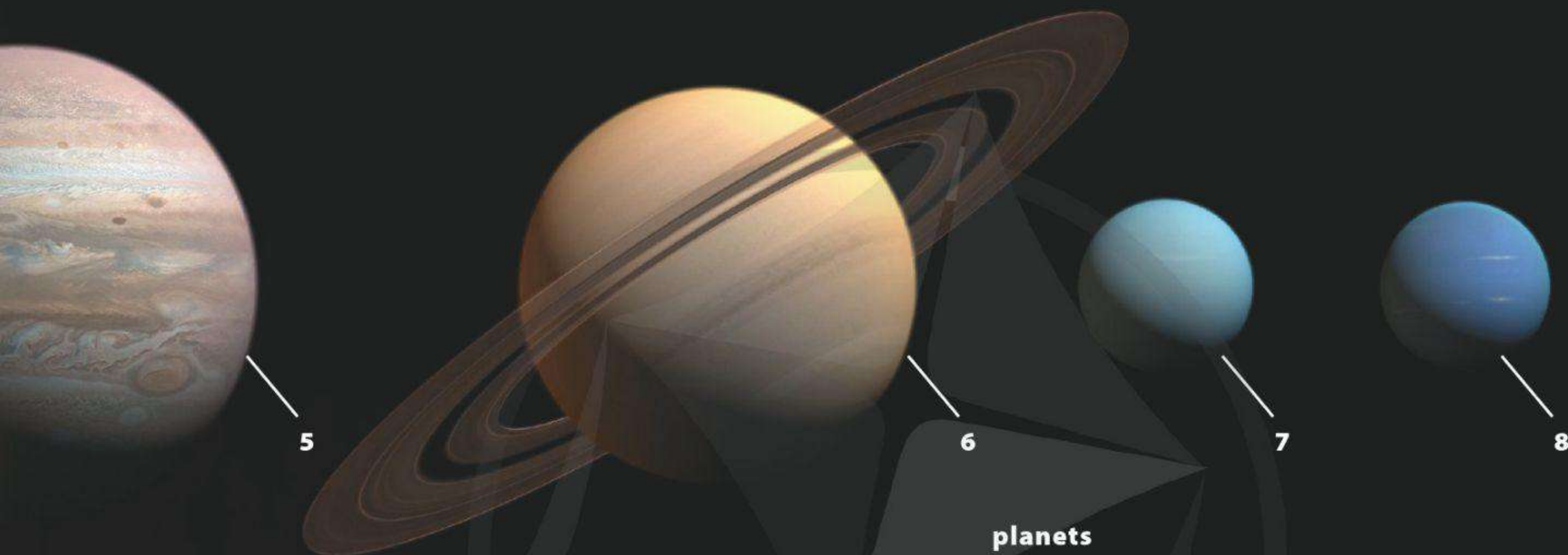
It's Venus. Which planet has rings?

UNIT GOALS

By the end of this unit, you will be able to:

- talk about space exploration;
- review tenses;
- pronounce linked sounds.

solar system



The Milky Way

Language Focus

REAL ENGLISH

I have no idea.

A 2-44 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

B **Practice with a partner.** Replace any words to make your own conversation.

1 What are you doing, Stig?
Some research. Our teacher gave us a writing assignment on **outer space**.

2 I'm **planning to write** about astronauts.
Oh, that reminds me of a joke!

3 Why didn't the astronaut **stay at the hotel on the moon**?
I have no idea.

4 Because **it was full!**
Ha ha!

space travel
our solar system

I'm going to write
I'm thinking of writing

eat at the moon's restaurant
get hungry after he left Earth

it had no atmosphere
he just had a big launch

2-45

USING DIFFERENT TENSES (PP. 162-163)

Present Tenses

Astronauts **go** to the space station several times a year.

A crew of three astronauts **is waiting** to take off.

Past Tenses

They **felt** uncomfortable while they **were training**.

Present Perfect

They **'ve trained** for this trip for two years.

Future Tenses

The rocket **takes off** in 15 minutes.

They **'re staying** on the space station for the next six days.

All of them **are going to travel** into space for the first time.

Soon they **'ll have** a great view of Earth.

Conditional Clauses

If they **cancel** this launch, they **'ll go** next month.

C 2-46 **Complete the conversation by circling words.** Then listen and check.

Chris: What (1) (**do you do / are you doing**)?

Beth: (2) (**I give / I'm giving**) a presentation next week, so (3) (**I'm researching / I used to research**) my topic.

Chris: Oh, yeah? What (4) (**are you planning / did you use to plan**) to talk about?

Beth: (5) (**I've talked / I'm going to talk**) about the spacecraft Voyager 1.

(6) (**I used to be / I've been**) interested in space ever since I was in elementary school. My third-grade teacher (7) (**taught / has taught**) us about it.

Chris: (8) (**I don't know / I'm not going to know**) anything about it.

Beth: Well, NASA (9) (**launched / was launching**) Voyager 1 in 1977. From 1977 to 2012, it (10) (**traveled / has traveled**) through our solar system. It carried all kinds of things from Earth, like recordings of languages, music, and photos. If aliens (11) (**find / will find**) this spacecraft, (12) (**they learn / they'll learn**) a lot about Earth. Well, (13) (**they learn / they'll learn**) about Earth in 1977.

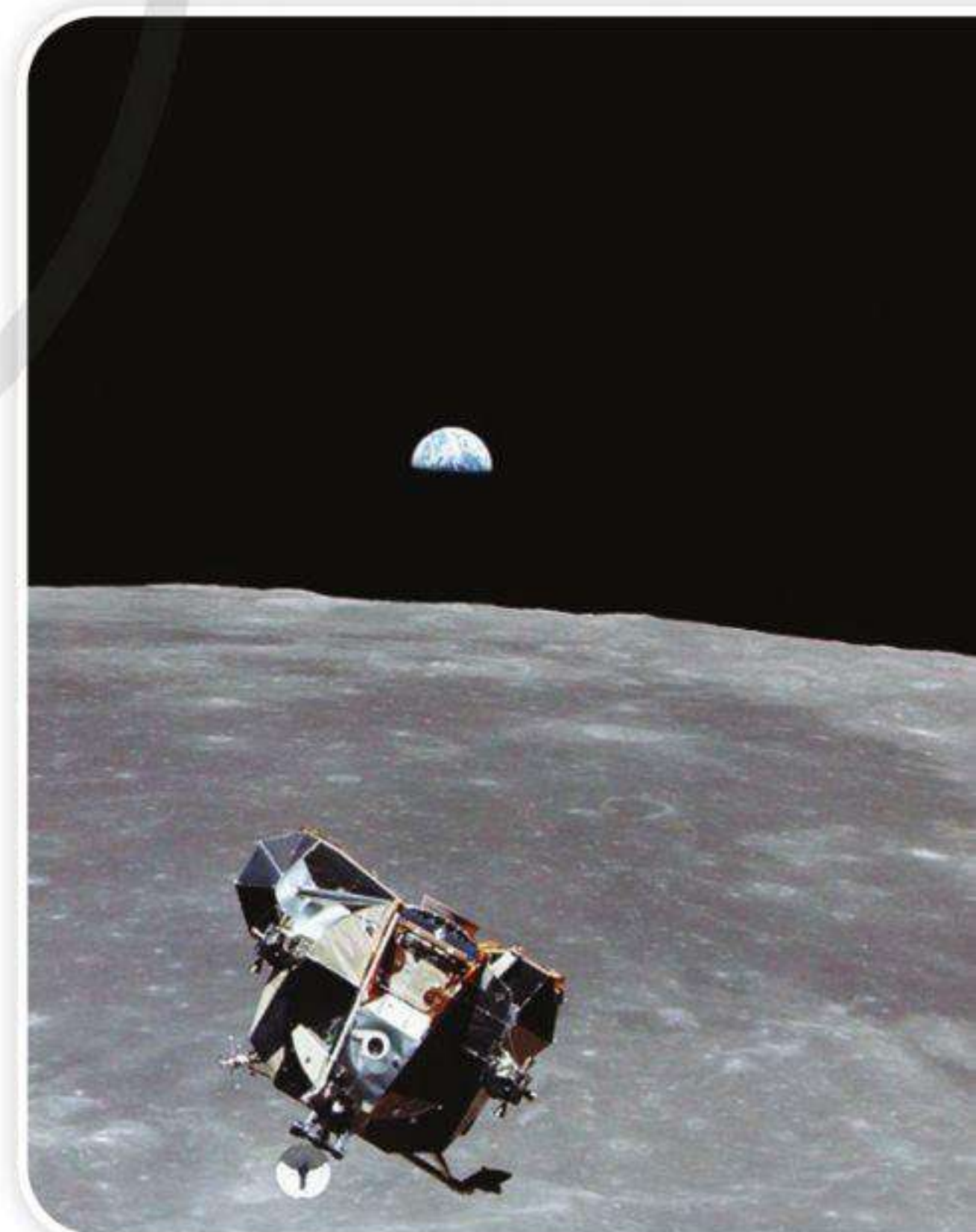
Chris: What (14) (**happened / has happened**) in 2012?

Beth: (15) (**It left / It's going to leave**) our solar system. Since then it (16) (**was continuing / has continued**) to travel. But scientists think (17) (**it runs out of / it'll run out of**) power around 2025.

D 2-47 **Complete the sentences.** Use the correct form of words. Listen and check.

In 1969, the spacecraft Apollo 11 (1) _____ (**land**) on the moon for the first time. Since then, scientists (2) _____ (**learn**) many things about our closest neighbor. Only 12 people (3) _____ (**be ever**) to the moon. Those astronauts (4) _____ (**go**) there between 1969 and 1972. This was during a period of time when scientists (5) _____ (**study**) the moon very closely.

Today, NASA astronauts (6) _____ (**plan**) another trip to the moon. They (7) _____ (**want**) to go before 2020. If they (8) _____ (**go**), they (9) _____ (**learn**) more about the moon than ever before. Other countries (10) _____ (**make**) preparations to go to the moon, too. India, China, Japan, and Russia all (11) _____ (**have**) plans in place. Some private companies (12) _____ (**hope**) to make a profit from moon tourism. They (13) _____ (**begin**) to take reservations for future flights.

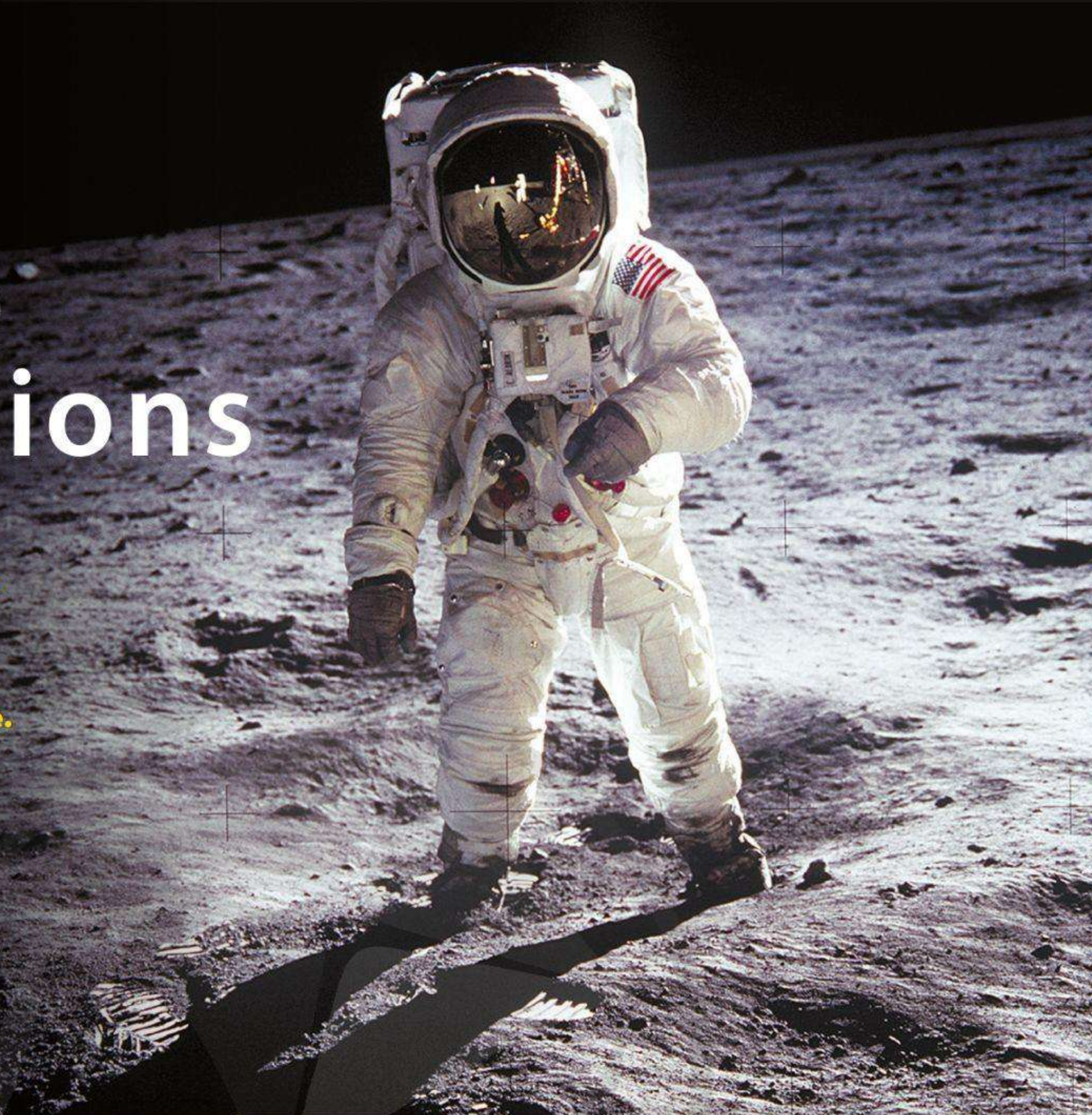


E **Work in pairs. Student A:** Turn to page 134. **Student B:** Turn to page 138. You are going to see how much you know about space.

Space Inventions

Many of the inventions we use every day come from technology NASA first developed for use in space.

For example, technology in NASA's space boots was so good that shoe companies quickly adapted it for sneakers on Earth.



A 2-48 **Look at the inventions below.** Here are some products that use space technology. What problems do you think their technology solved in space? Discuss with a partner. Then listen and check your answers.

water filters coated eyeglass lenses ear thermometers


B 2-48 **Listen again.** Circle **T** for True or **F** for False.

- | | | |
|--|----------|----------|
| 1. Some companies use NASA's water filtering technology to make water bottles. | T | F |
| 2. Infrared thermometers measure a person's temperature from inside their mouth. | T | F |
| 3. The new thermometers can measure temperature in two seconds. | T | F |
| 4. The problem with plastic glasses is that they break easily. | T | F |
| 5. Coating eyeglasses with thin plastic makes them scratch-proof. | T | F |

Discussion. Which of the inventions in **A** do you think is the most useful? Why? Do you know any other technologies developed by NASA?

Pronunciation

Linking of /w/ and /y/ sounds

A  2-49 **Listen and repeat.** Notice the /w/ and /y/ sounds between some words.

1. Your movements are slow in space.
/w/
2. Pluto is not a planet anymore.
/w/
3. Mercury and Venus are closer to the sun than Earth.
/y/
4. The astronauts have to be at the launchpad by 7:00.
/y/

B  2-50 **Listen to the sentences.** Circle the places you hear /w/ or /y/ sounds.

1. The spacecraft finally entered Earth's atmosphere.
2. You can see over 2,000 stars at night.
3. Scientists didn't know about Pluto until 1931.
4. In 1969, two Americans landed on the moon in Apollo 11.
5. Do you think there will be a space colony on the moon someday?
6. Astronauts have to do a lot of training before they can go into space.

C **Work with a partner.** Take turns to read the sentences in **B**.

DO YOU KNOW?



What sport have astronauts played on the moon?

- a. golf
- b. baseball
- c. tennis

Communication

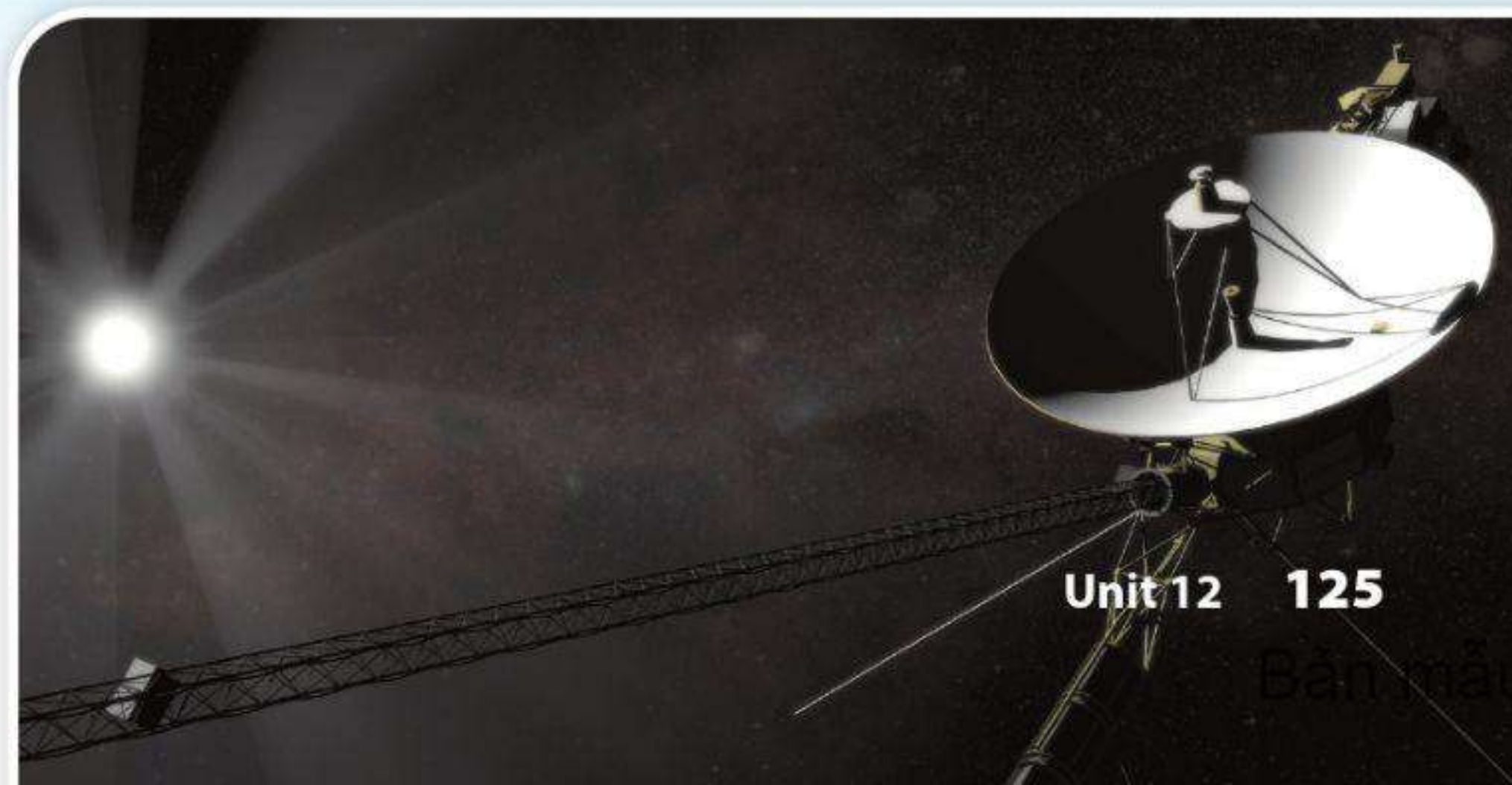
Make a group decision. Work in a small group. Imagine your spacecraft has to make an emergency landing on the moon. You will live there for one month. The space station has food and water. As a group, choose eight things to take with you.

a pen	paper	a game console	your favorite movie	magazines	a knife
a mirror	sunglasses	a laptop	your favorite book	a camera	a soccer ball
a radio	a telescope	a deck of cards	your music collection	_____	_____

We'll need something to read. Why don't we take some magazines?

That sounds good. And let's take a game console.

How about bringing a camera? We can take many photos of the moon's surface.





The spacecraft Philae separating from Rosetta to land on comet 67P

Reading

- A Scan.** Underline the year in which a spacecraft first landed on a comet.
- B Look at the headings.** Match the detail to the correct heading. Then scan and check your predictions.
- Rosetta would fly for 10 years. The Mission
 - Organic materials exist on comets. The Landing
 - Philae bounced twice on the comet. The Findings
- C Discuss with a partner.** Why was the mission important?

LANDING on a COMET

On November 12, 2014, the European Space Agency (ESA) achieved a feat by successfully landing a spacecraft on a comet. This marked the end of a 10-year journey.

The Mission

- 5 Before the 1980s, everything we knew about comets came from looking through telescopes. In 1986, scientists sent several spacecraft to study Halley's Comet. But they needed another mission to answer further questions. In 1993, the ESA planned another mission: to land on a four-kilometer-long comet called 67P. In 2004, the ESA launched
- 10 Rosetta into space. After 10 years, Rosetta reached the comet and began its orbit.

The Landing

- On board Rosetta was Philae, a lander that depends on sunlight to recharge its battery. On November 12, Philae separated from Rosetta
- 15 and approached the comet. Some scientists say the most difficult part of the mission was the touchdown because of the speed and surface of the comet. After landing, Philae bounced twice before stopping seven hours later and began to send data back to Earth.

The Findings

- 20 Philae managed to gather a huge amount of useful data for scientists. Scientists learned, for example, that some organic materials exist on comets. It's also possible that a comet brought water to Earth billions of years ago. This could even help explain the origin of life on Earth.

 2-51 OPTIONAL AUDIO

Comprehension

IDIOM

When you are “over the moon,” you are _____.

- a. serious
- b. lost
- c. very happy

A Answer the questions about *Landing on a Comet*.

1. **Vocabulary** What does the word “feat” mean? (line 2)
 - a. an achievement
 - b. a mission
 - c. a historical event
2. **Inference** Scientists needed another mission to a comet because the first mission _____.
 - a. didn’t return useful data
 - b. raised more questions
 - c. wasn’t able to collect any data
3. **Inference** If the lander’s battery runs out of power, Rosetta will _____.
 - a. have to land on 67P
 - b. replace the battery
 - c. stop receiving data from Philae
4. **Detail** According to the article, which part of the mission was the hardest?
 - a. the journey to 67P
 - b. the landing on 67P
 - c. analyzing the results from Rosetta
5. **Detail** Scientists believe that the comet’s data may help explain the origins of _____.
 - a. our solar system
 - b. life on Earth
 - c. the Milky Way

B Complete the timeline. Use information from the passage.



C CRITICAL THINKING Talk with a partner. Do you think life may exist on other planets? What other space missions do you know about?

Project

Work with a partner.

Make a poster presentation about space.

Instructions:

- You should work with a classmate on this project.
- Choose a topic about space and research it (e.g., the flight pattern when the Space Shuttle flew, what astronauts eat in outer space, life on the International Space Station, how astronauts prepare to go to outer space).
- Make a poster with a summary of key ideas and some photos.
- In the next class, present your poster to the class.

Writing

1 Complete the sentences with the correct form of the verbs in parentheses.

- The United States (launch) _____ its first artificial satellite Explorer 1 in 1958.
- NASA (prepare) _____ for another moon mission for many years.
- He fell off the ladder while he (train) _____ for the program.
- The plane (take off) _____ in 20 minutes.
- I think soon we (know) _____ more about the origin of life on Earth.

2 Read the paragraph and complete the notes.

The Rosetta mission is amazing in many ways. First of all, landing a spacecraft on a comet is not easy, but scientists at ESA did it. The comet was traveling very fast, and its shape was uneven. Nevertheless, Rosetta managed to land its device on the comet. Second, the mission's data will be useful for studies about life on Earth and other planets. It may help us understand the origin of life on our planet. I hope it will also prove that there may be life on other planets as well. Programs like the Rosetta mission encourage me to learn more about space.

- The name of the mission: _____
- Two reasons the author thinks it is amazing:
Reason 1: _____
Explanation: _____
Reason 2: _____
Explanation: _____
- Conclusion: _____

3 Write a short paragraph on a separate sheet of paper. Say what you think about a space program. Write 80–100 words. Use the sample in 2 to help you.

Review Game 2

Play with 2–4 classmates. Take turns.
Each classmate has a game counter.
Toss a coin and move your counter.

Heads = move two squares

Tails = move one square

Can't answer? Miss a turn!



START!

1. Which is the biggest planet in the Solar System?

2. What is Pay It Forward?

3. What does "let your hair down" mean?

4. Name something that you used to do when you were six.

5. Name some of your past habits.

8. When did Leonardo da Vinci live?

7. What does "the rest is history" mean?

6. When did the first Star Wars movie come out?

9. What does "costing an arm and a leg" mean?

10. What makes a fad?

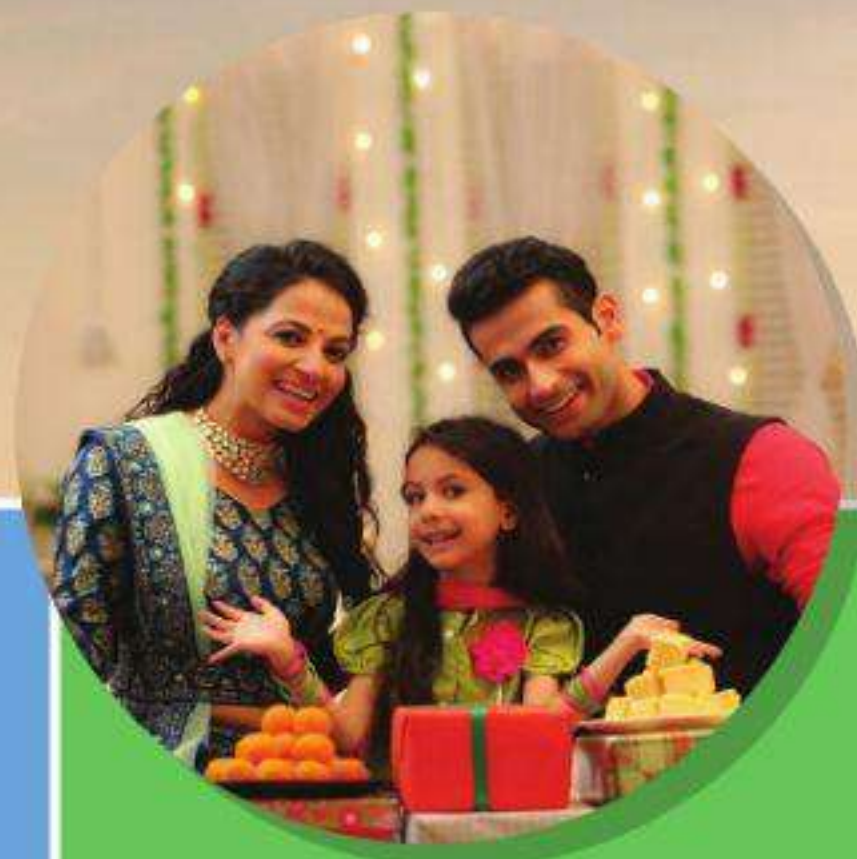
11. When was the first World Cup?

12. Name a science fiction movie that you have seen.

13. What does a dinosaur hunter do?

14. Talk about a bargain you have recently had.





FINISH!



24. How long do people in An Giang celebrate the Bull Racing Festival?

25. Where do people celebrate Diwali?

23. What is cause marketing?

22. What does the Latin word dinosaur mean in English?

21. What do people often eat in the Mid-Autumn festival?

20. Describe an interesting ad that you have seen recently.

19. Name some products that use space technology.

18. What sport have astronauts played on the moon?

15. Which planet is between Jupiter and Earth?

16. Name three things you never do.

17. Where was *Titanic* found?



TIẾNG ANH 8

EXPLORE ENGLISH

COMMUNICATION ACTIVITIES

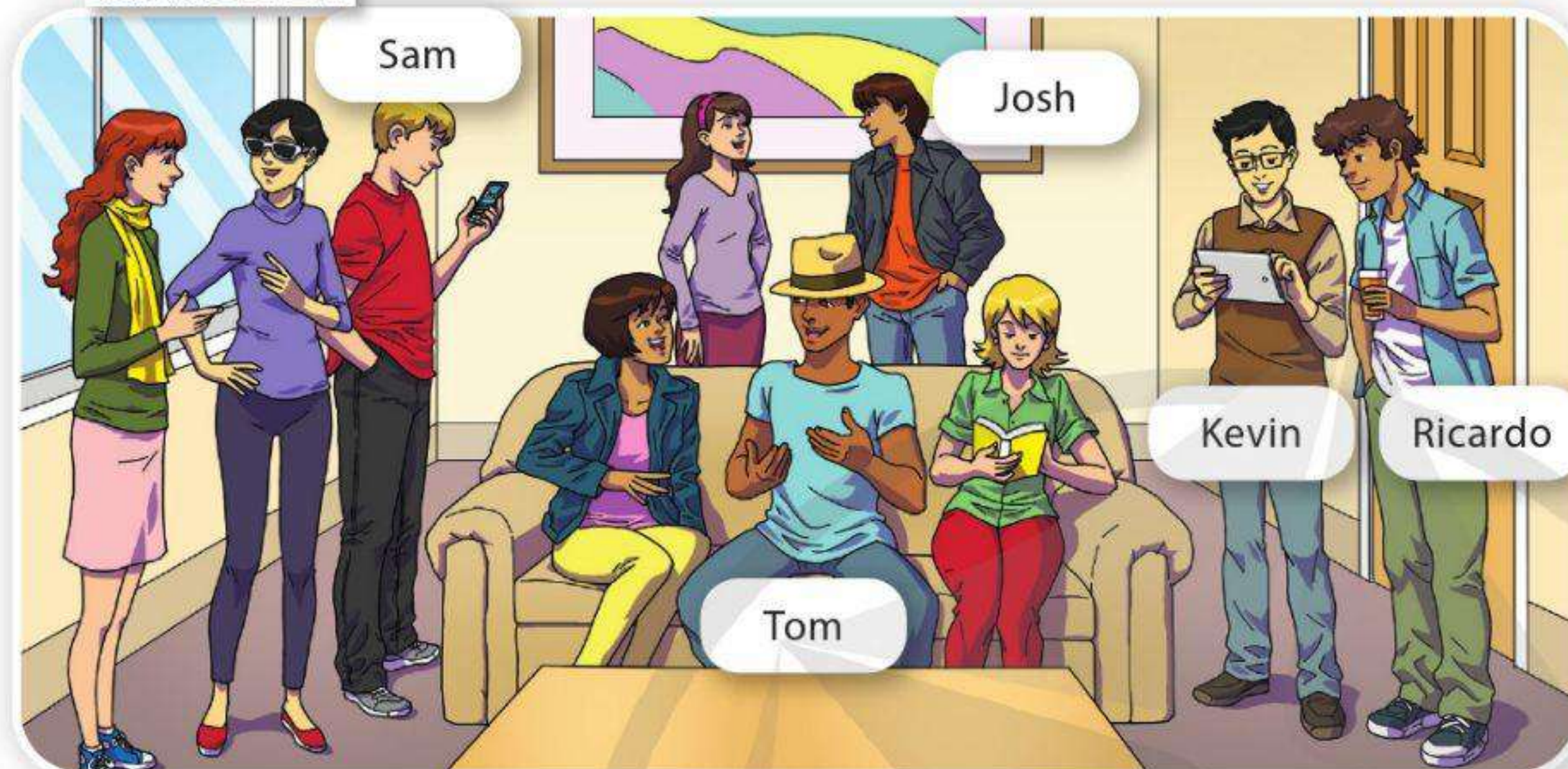
The following pages are for the pair work and group work activities in the Communication sections.

UNIT 1 COMMUNICATION

Student A: Look at the picture below. The girls' names are missing. Ask your partner questions to complete the names.

Wendy Tina Beth Grace Delia

Student A



Which one is Wendy?

She's the one who is sitting on the couch.

Is she the one who's reading a book?

No, she isn't.

UNIT 6 LANGUAGE FOCUS

A Take a survey. Take turns asking and answering these questions with a partner. Mark your and your partner's responses.

1 = Yes, definitely 2 = Yes, probably 3 = No, probably not 4 = No, definitely not

50 YEARS FROM NOW, DO YOU THINK . . . ?	YOU	YOUR PARTNER
1. people will live longer		
2. everyone will have enough food		
3. scientists will find a cure for cancer		
4. global warming will be stopped		
5. there will be less pollution		
6. food will become cheaper		
7. new types of energy will become common		
8. the world will be a better place for everyone		

B Add up your numbers. The lower the number, the more optimistic you are about the future; the higher the number, the more pessimistic you are.

UNIT 7 COMMUNICATION

Student A: Take turns asking questions and giving the three possible answers. Check (✓) the questions the other two students get correct. (The correct answers are in **bold**.)

			Student B	Student C	
1. When did disco music first become popular?	a. in the 1950s	b. in the 1970s	c. in the 1990s	<input type="radio"/>	<input type="radio"/>
2. How long were the Beatles together?	a. for 10 years	b. for 20 years	c. for 30 years	<input type="radio"/>	<input type="radio"/>
3. When did the nun Mother Teresa live?	a. from 1860 to 1945	b. from 1880 to 1976	c. from 1910 to 1997	<input type="radio"/>	<input type="radio"/>
4. When did Vietnam win the second AFF Suzuki Cup trophy?	a. in 2008	b. in 2018	c. in 2014	<input type="radio"/>	<input type="radio"/>
5. When did the United States become independent?	a. on October 12, 1492	b. on January 1, 1608	c. on July 4, 1776	<input type="radio"/>	<input type="radio"/>

UNIT 12 LANGUAGE FOCUS

Student A: Take turns asking questions and giving the three possible answers. Check (✓) the questions the other student gets correct. (The correct answers are in **bold**.)

				Student B
1. After the moon, what's the brightest object in the night sky?	a. Venus	b. Mars	c. Jupiter	<input type="radio"/>
2. What is the moon slowly doing?	a. moving toward Earth	b. getting larger	c. moving away from Earth	<input type="radio"/>
3. In 1981, what did NASA add to space missions?	a. donuts	b. M&M candy	c. pretzels	<input type="radio"/>
4. How many people have visited the International Space Station so far?	a. around 50	b. around 125	c. around 215	<input type="radio"/>
5. If you fly a ship between Mars and Jupiter, what are you going to see?	a. Halley's Comet	b. lots of asteroids	c. a moon shared by both	<input type="radio"/>

UNIT 7 COMMUNICATION

Student B: Take turns asking questions and giving the three possible answers. Check (✓) the questions the other two students get correct. (The correct answers are in **bold**.)

			Student A	Student C	
1. When did Amelia Earhart disappear?	a. in 1909	b. in 1919	c. in 1937	<input type="radio"/>	<input type="radio"/>
2. When was the Cold War?	a. from 1917 to 1939	b. from 1947 to 1991	c. from 1968 to 2012	<input type="radio"/>	<input type="radio"/>
3. What year did Michael Jackson's album <i>Thriller</i> come out?	a. in 1970	b. in 1982	c. in 1998	<input type="radio"/>	<input type="radio"/>
4. When did Princess Diana live?	a. from 1926 to 1962	b. from 1940 to 1975	c. from 1961 to 1997	<input type="radio"/>	<input type="radio"/>
5. How long ago did the Finns invent ice skates?	a. 5,000 years ago	b. 3,000 years ago	c. 1,000 years ago	<input type="radio"/>	<input type="radio"/>

UNIT 9 LANGUAGE FOCUS

A Student A: Look at this picture of Rick from ten years ago. Your partner has a picture of Rick today. Ask and answer questions to find out what's different. Find at least five differences.



Rick used to have long hair. Does he still have long hair?

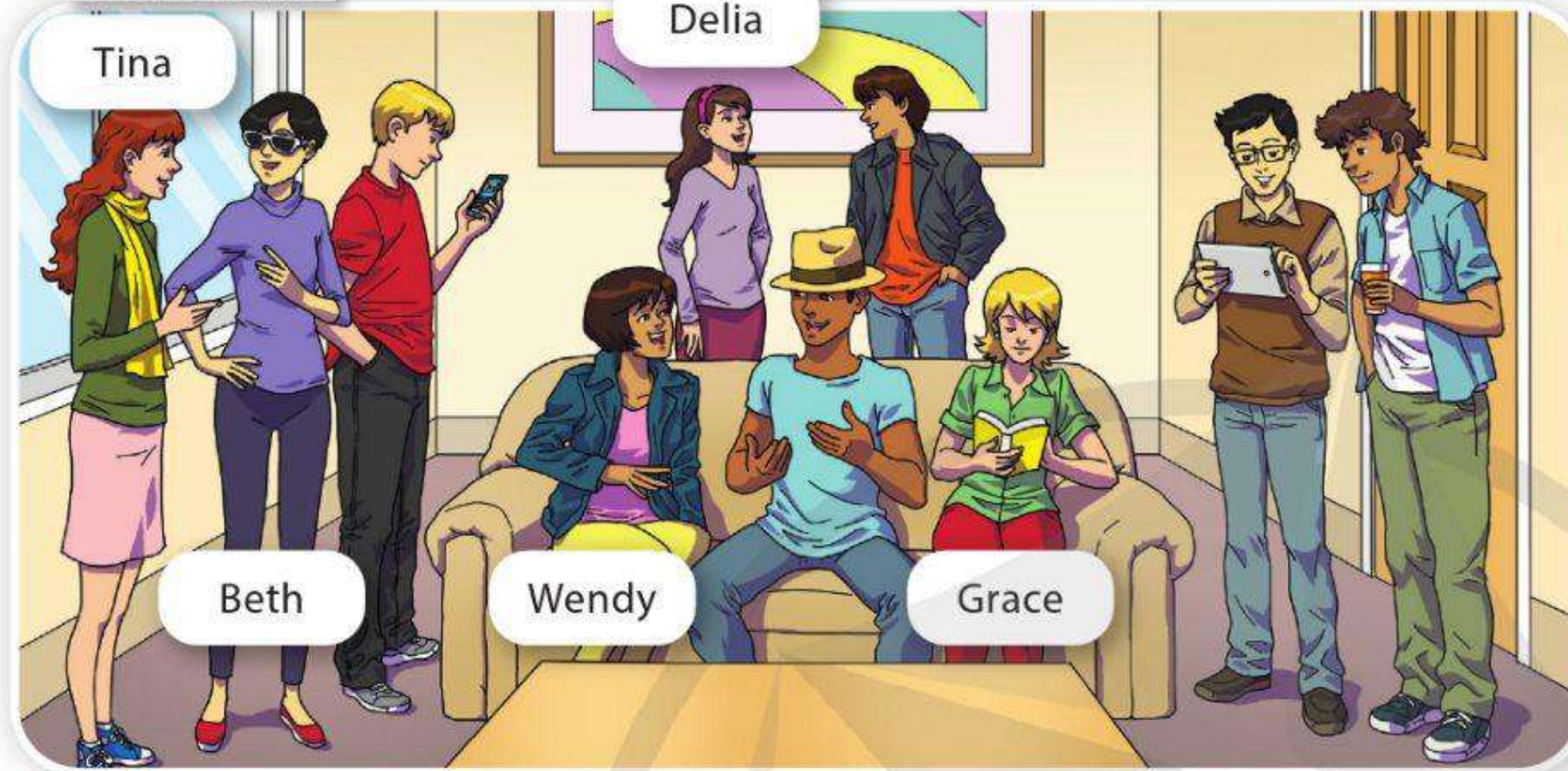
No, now he has short hair. Did he use to have a tablet?

UNIT 1 COMMUNICATION

Student B: Look at the picture below. The boys' names are missing. Ask your partner questions to complete the names.

Sam Ricardo Kevin Josh Tom

Student B



Which one is Josh?

He's the one who is standing in front of the painting.

UNIT 10 LANGUAGE FOCUS

Student A: You and Student B have the same information, but some parts are missing. Ask and answer questions to complete the missing information.

Dawn Tyson has lived (1) _____ (**where?**) for over 50 years. Dawn has had a quiet life. She got married (2) _____ (**when?**). She has worked at the supermarket since 2002. On the night of August 4, she heard (3) _____ (**what?**) outside. She went outside to investigate. She saw a large hole in her backyard. A large reddish rock was in the hole. She called (4) _____ (**who?**). They showed the rock to some scientists. They said a meteorite landed in Dawn's yard. A meteorite is worth a lot of money. The local museum paid \$75,000 for Dawn's rock.

UNIT 3 THE REAL WORLD

Real Signs: 1 (No dogs allowed), 2 (No campfires), 8 (No magnets)



UNIT 7 COMMUNICATION

Student C: Take turns asking questions and giving the three possible answers. Check (✓) the questions the other two students get correct. (The correct answers are in **bold**.)

			Student A	Student B	
1. How long did it take to complete the Long Biên Bridge in Việt Nam?	a. 6 years	b. 3 years	c. 5 years	<input type="radio"/>	<input type="radio"/>
2. When is Việt Nam's National Day?	a. September 2	b. September 4	c. October 2	<input type="radio"/>	<input type="radio"/>
3. When does Việt Nam celebrate National Women's Day?	a. 5 March	b. 20 October	c. 30 September	<input type="radio"/>	<input type="radio"/>
4. When was the Vietnamese alphabet developed?	a. during the 1600s	b. during the 1800s	c. during the 1300s	<input type="radio"/>	<input type="radio"/>
5. When is President Hồ Chí Minh's birthday?	a. May 19	b. May 9	c. May 10	<input type="radio"/>	<input type="radio"/>

UNIT 9 LANGUAGE FOCUS

A Student B: Look at this picture of Rick today. Your partner has a picture of Rick from ten years ago. Ask and answer questions to find out what's different. Find at least five differences.



Rick used to have long hair. Does he still have long hair?

No, now he has short hair. Did he use to have a tablet?



TIẾNG ANH 8

EXPLORE ENGLISH

VIDEO (OPTIONAL)

The following pages are Video lessons
to be done at the end of each unit.

Mountain People

ABOUT THE VIDEO

The Sherpa live high in the mountains of Nepal.

BEFORE YOU WATCH

Guess. What do you know about Sherpas? Circle **T** for True or **F** for False.

1. Sherpas live in the Himalayas. T F
2. The name Sherpa means "western people." T F
3. Many Sherpas work as mountain guides. T F

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Circle the words you hear.

1. Edmund Hillary was from (**Australia** / **New Zealand**).
2. Tenzing Norgay became famous after (**1953** / **1973**).
3. Kancha Sherpa says the recent changes in Sherpa lives are (**bad** / **good**).
4. Kancha Sherpa's only worry is (**global warming** / **earning money**).

A sherpa climbs down the Khumbu Ice Fall, Nepal.

AFTER YOU WATCH

Talk with a partner. Would you like to climb a high mountain? Why or why not?



Wildfire Photographer

ABOUT THE VIDEO

National Geographic photographer Mark Thiessen spends his vacation photographing wildfires.

BEFORE YOU WATCH

Guess. What do you think it's like to be a wildfire photographer? Circle the statements you think you will hear in the video.

- | | |
|-------------------------------|--------------------------|
| It's sometimes dangerous. | It pays well. |
| It has regular hours. | It lets you be creative. |
| It lets you work with people. | It's challenging. |

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

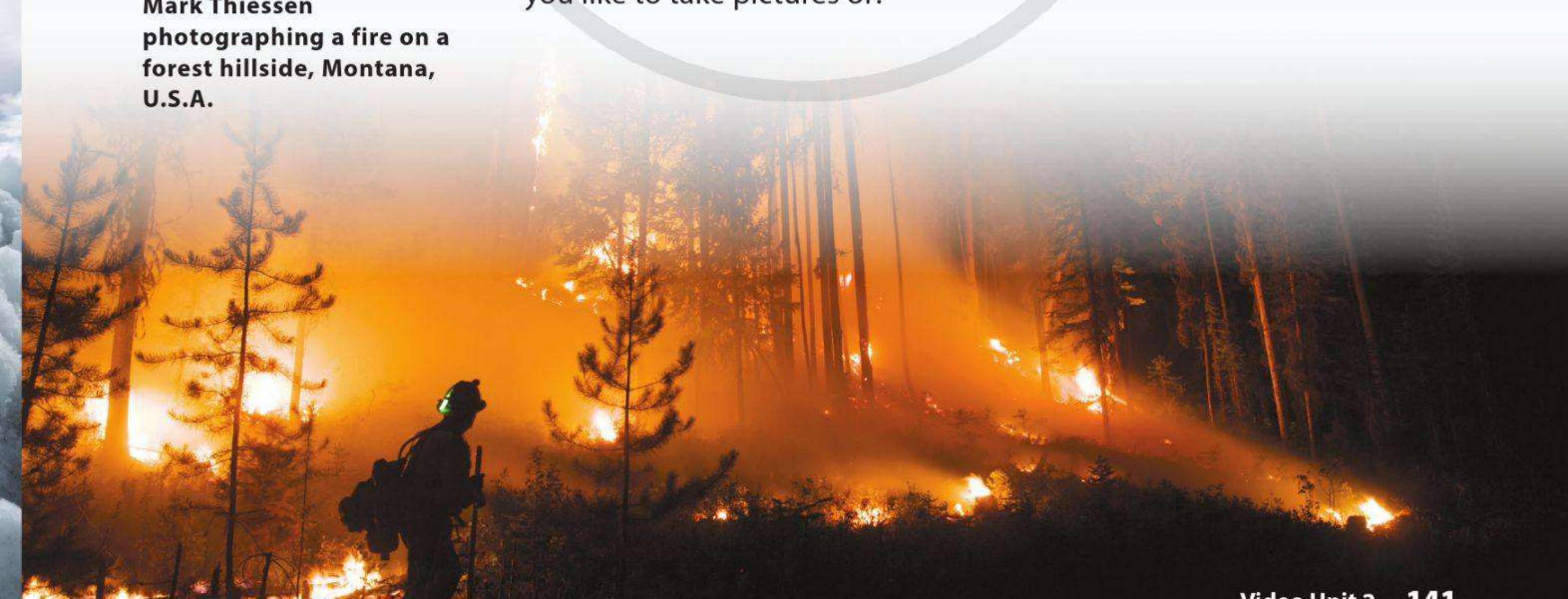
B Watch the video again. Circle the correct answers.

1. Thiessen usually takes photos of (**wild animals / people and things**).
2. Thiessen first wanted to become a photographer when he was (**a child / a university student**).
3. Thiessen takes photos of wildfires every (**summer / fall**).
4. Thiessen thinks the sight of trees damaged by fire can be (**depressing / beautiful**).

AFTER YOU WATCH

Talk with a partner. Would you like to be a photographer? What would you like to take pictures of?

Mark Thiessen photographing a fire on a forest hillside, Montana, U.S.A.



Rules of the Road

ABOUT THE VIDEO

Many countries have unusual driving rules.

BEFORE YOU WATCH

Guess. What do the following road signs mean? Discuss with a partner.



WHILE YOU WATCH

A Check (✓) the countries you hear.

- | | | | |
|---------------------------------|-----------------------------------|---------------------------------------|----------------------------------|
| <input type="checkbox"/> Brazil | <input type="checkbox"/> Sweden | <input type="checkbox"/> South Africa | <input type="checkbox"/> Germany |
| <input type="checkbox"/> Cyprus | <input type="checkbox"/> Thailand | <input type="checkbox"/> Japan | <input type="checkbox"/> Russia |

B Watch the video again. Write the name of the country next to the law.

1. You have to keep your lights on during the day. _____
2. You're not allowed to run out of gas on the highway. _____
3. You're not allowed to eat or drink anything while driving. _____
4. You have to be careful not to splash someone standing near the road. _____

Two people driving a beach buggy on the Skeleton Coast, Namibia

AFTER YOU WATCH

Talk with a partner. What driving rules do you know in your country? Do you think any of these rules should change?

Monkey Mayhem

ABOUT THE VIDEO

One town in India is full of monkeys called macaques.

BEFORE YOU WATCH

Guess. Circle T for True or F for False.

- | | | |
|--------------------------------|---|---|
| 1. Most macaques live in Asia. | T | F |
| 2. Macaques can swim. | T | F |
| 3. Macaques live alone. | T | F |

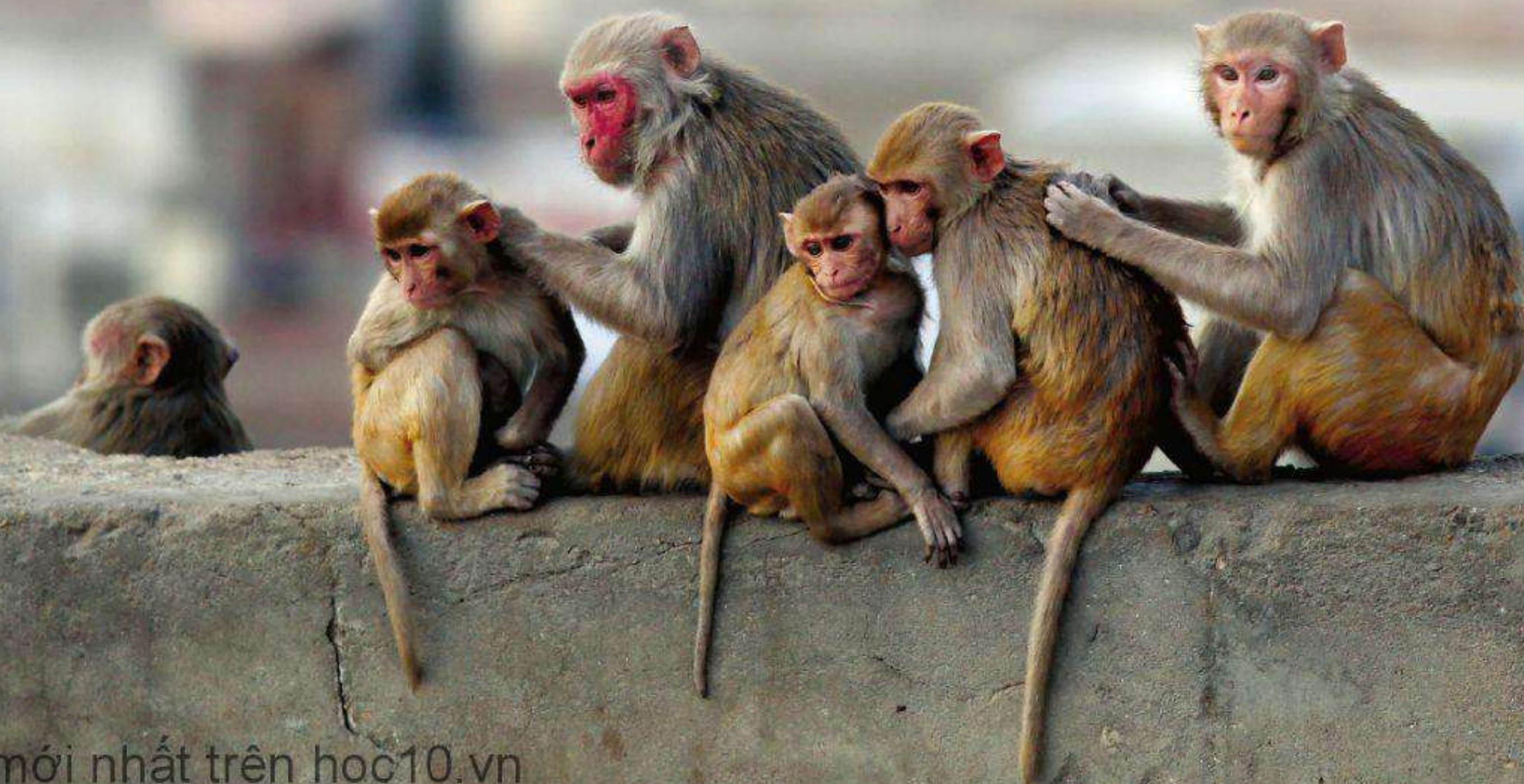
WHILE YOU WATCH

- A** Check your answers to the Before You Watch questions.
- B** Watch the video again. Complete these sentences using words from the video.
- Macaques move _____ to get their lunch.
 - They eat _____ before the fruit seller comes back.
 - They also have fun and play _____.
 - In the forests, they can play as _____ as they want.
 - By the end of a busy day, they're all sleeping _____.

Macaques sit on a monkey temple rooftop, India.

AFTER YOU WATCH

Talk with a partner. Do you think these monkeys are naughty? Do you know any other badly behaved animals?



World Traveler

ABOUT THE VIDEO

Kasha Slavner travels the world with a purpose.

BEFORE YOU WATCH

Circle the correct answers. What do you remember about Kasha Slavner?

Kasha is traveling around the world with her (**mom** / **sister**). She wants to see how people live in different communities and make a (**documentary** / **TV series**) and book about her experiences. Her book is going to be called (*Reflections of the Sunrise Storyteller* / *Global Sunrise*).

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Check (✓) the statements that you think Kasha might say.

"After my trip is over I want to star in a movie."

"People are often disconnected with issues in foreign countries."

"My main aim is to save endangered animals."

"I want to use my skills in photography to help people."

"When I arrive home, I think I'll have different opinions about my own community."

Kasha greeting a Maasai woman in Tanzania

AFTER YOU WATCH

Talk with a partner. Do you think projects like Kasha's can help make the world a better place?



Polar Ice

ABOUT THE VIDEO

Ice glaciers in Antarctica are melting faster than ever before.

BEFORE YOU WATCH

Quiz. What do you know about Antarctica? Circle the correct answers.

1. You can find the (**North** / **South**) Pole in Antarctica.
2. Antarctica is (**bigger** / **smaller**) than Europe.
3. (**Ninety** / **Sixty**) percent of all the ice on Earth is in Antarctica.

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. According to the video, which of these will probably happen if Antarctica's glaciers melt? Check (✓) the correct answers.

- seas will be colder
- many animals will lose their homes
- sea levels will rise
- cities and towns near the sea will disappear
- there will be more rain

A ship carves a path through ice floes.

AFTER YOU WATCH

Talk with a partner. What other places in the world do you think global warming will affect? Discuss.



Cleopatra

ABOUT THE VIDEO

Cleopatra was a successful queen who ruled her country for over two decades.

BEFORE YOU WATCH

Guess. What do you know about Cleopatra? Circle the correct answers.

Cleopatra was 1. (**a Roman / an Egyptian**) queen who lived around 2. (**1,000 / 2,000**) years ago. She became queen when she was 3. (**18 / 30**) years old. She married a Roman named 4. (**Marc Antony / Julius Caesar**). Together they were very powerful, but their relationship ended when they 5. (**got divorced / died**) in 30 B.C.

WHILE YOU WATCH

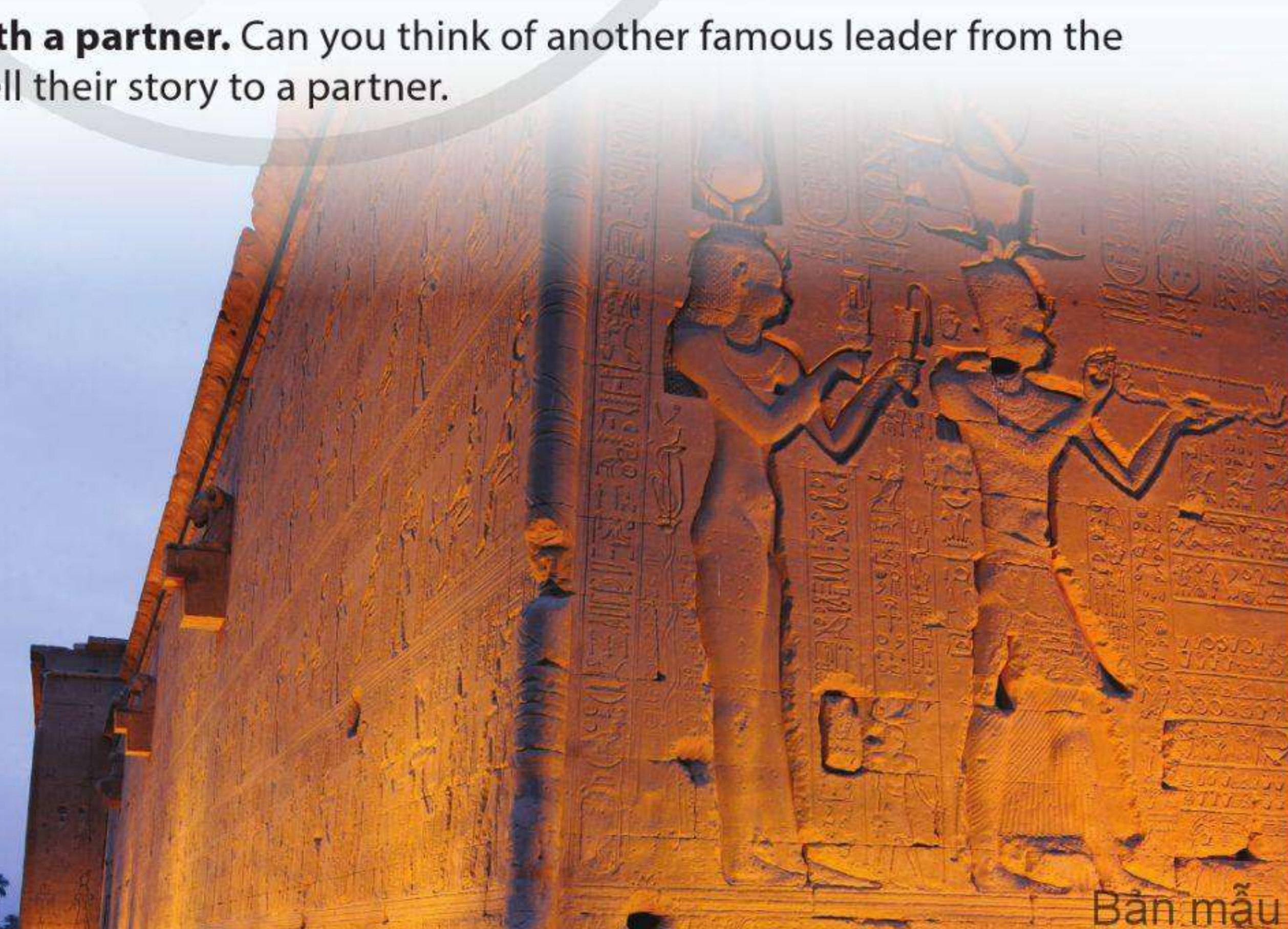
- A** Check your answers to the Before You Watch question.
- B** Watch the video again. Number the events of Cleopatra's life (1–8) in the order they happened.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1 Cleopatra became Queen of Egypt. | <input type="checkbox"/> Julius Caesar died. |
| <input type="checkbox"/> Cleopatra met Julius Caesar. | <input type="checkbox"/> Cleopatra got married. |
| <input checked="" type="checkbox"/> 5 Cleopatra met Marc Antony. | <input type="checkbox"/> Cleopatra's brother forced her from power. |
| <input type="checkbox"/> Octavian started a war against Cleopatra. | <input type="checkbox"/> Cleopatra died and so did her empire. |

Ancient carvings of Cleopatra, Dendera, Egypt

AFTER YOU WATCH

Talk with a partner. Can you think of another famous leader from the past? Tell their story to a partner.



Land of Adventure

ABOUT THE VIDEO

New Zealand is home to many exciting adventure activities.

BEFORE YOU WATCH

Match. Write the correct letters (a–e) under the pictures.

- a. jet boating b. bungee jumping c. rafting
d. surfing e. hot air ballooning



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

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

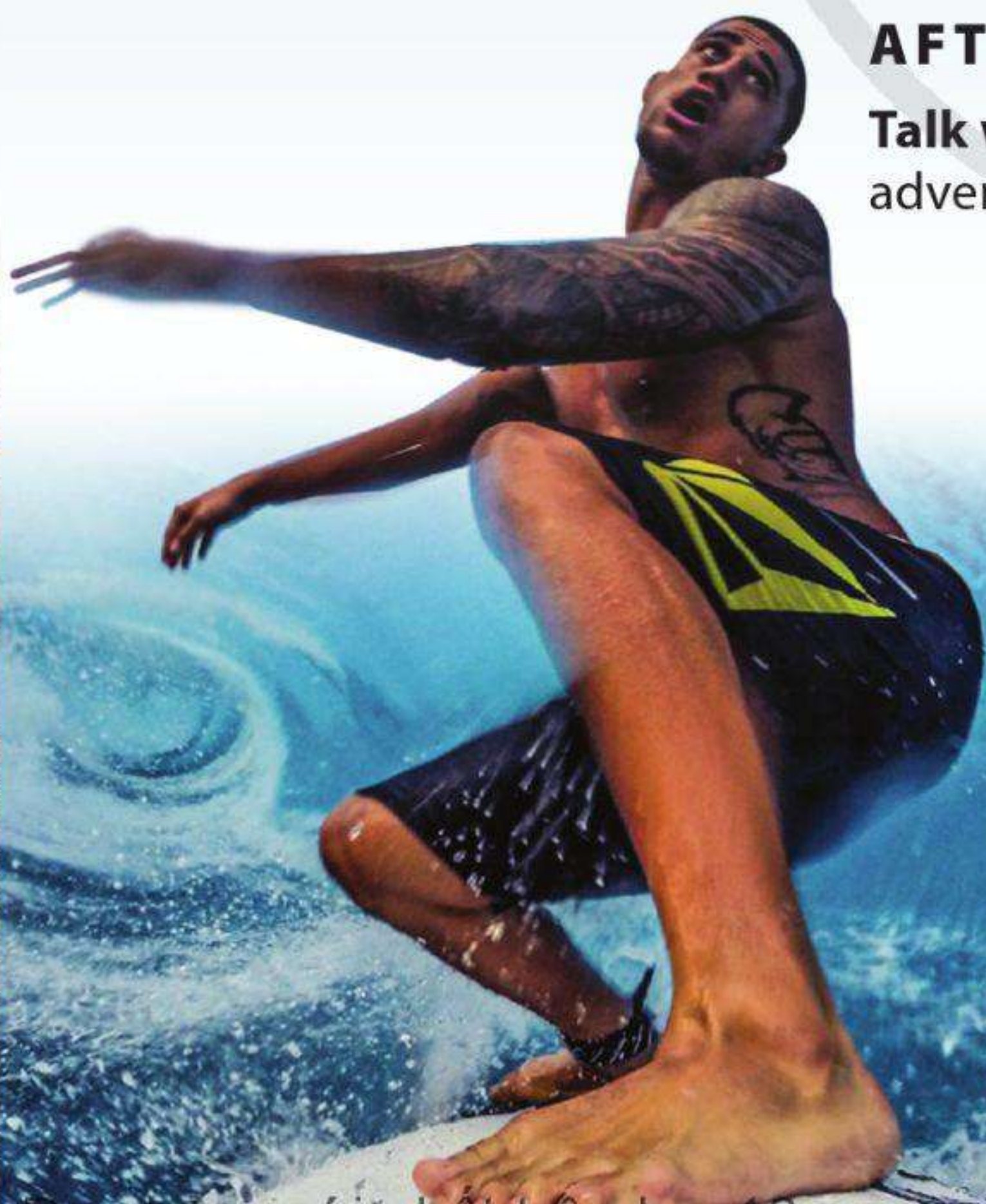
B Watch the video again. Read the following statements. According to the video, which adventure sports should these people try?

1. "I want to see beautiful scenery." _____
2. "I like working in a team." _____
3. "I love speed." _____

A man surfing on a beach in New Zealand

AFTER YOU WATCH

Talk with a partner. Have you ever done an adventure sport? What adventure sports would you like to try?



Changing Times

ABOUT THE VIDEO

National Geographic Explorer Hannah Reyes explores some remote areas of the Philippines, where life is slowly starting to change.

Teenage girls sing at a public school, Luzon, the Philippines.

BEFORE YOU WATCH

Guess. What do you know about the Philippines? Circle the correct answers.

1. The Philippines is a country in (**Southeast** / **North**) Asia.
2. There are around (**700** / **7,000**) islands in the Philippines.
3. The population of the Philippines is around (**10** / **100**) million.
4. The capital of the Philippines is (**Manila** / **Hà Nội**).

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Complete these sentences using words from the video.

1. People used to wear very simple clothes, but now they can buy _____.
2. There never used to be any _____, but now people come here to get traditional tattoos.
3. Life used to be simple, but now people have more _____.
4. People used to _____, but now some work in factories.

AFTER YOU WATCH

Talk with a partner. What other places do you know that have changed a lot? Describe the changes to your partner.



Dinosaurs!

ABOUT THE VIDEO

Scientists find out more about the lives of dinosaurs.

BEFORE YOU WATCH

Guess. Match the two parts to make correct sentences.

- | | | |
|--------------------------------------|-----------------------|---------------------------|
| 1. Dinosaurs first appeared on Earth | <input type="radio"/> | a. 200,000 years ago. |
| 2. Humans first appeared on Earth | <input type="radio"/> | b. 65 million years ago. |
| 3. Dinosaurs disappeared around | <input type="radio"/> | c. 225 million years ago. |

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Circle T for True or F for False.

- | | | |
|--|---|---|
| 1. The smallest dinosaurs were less than one meter long. | T | F |
| 2. The smallest dinosaurs were called Sauropods. | T | F |
| 3. Some modern-day animals are similar to dinosaurs. | T | F |
| 4. Most scientists think dinosaurs died from a disease. | T | F |

Dinosaurs during the Jurassic Period

AFTER YOU WATCH

Talk with a partner. What's your favorite dinosaur? What do you know about it?



Supermarket Tricks

ABOUT THE VIDEO

Supermarkets use special tricks to make people spend more money.

BEFORE YOU WATCH

Match. Write the words in the box under the pictures.

shopping cart

checkout

customer

receipt



WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Complete these sentences using words from the video.

1. If customers are _____, they will stay longer and buy more.
2. If the shopping cart isn't _____, people will put more in it.
3. If customers take their _____, they will ask for presents.
4. If they put candy near the _____, people will pick it up while they're waiting to pay.

A woman buys grocery in a supermarket.

AFTER YOU WATCH

Talk with a partner. What supermarket do you usually go to? Have you ever noticed the tricks you saw in the video?



Mission to Mars

ABOUT THE VIDEO

NASA sent the Curiosity rover to find out more about the planet Mars.

BEFORE YOU WATCH

Guess. How did the Curiosity rover land on Mars? Number the pictures (1–4) in the order you think they happened.



WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Circle the correct answers.

1. Curiosity has been on Mars for (**less** / **more**) than 2 years.
2. Curiosity is the same size as a small (**dog** / **car**).
3. It took Curiosity (**9 months** / **9 years**) to travel to Mars.
4. The most difficult part of the mission was (**landing on Mars** / **entering the atmosphere**).

The Curiosity rover on the surface of Mars

AFTER YOU WATCH

Talk with a partner. Which planet in the solar system would you most like to visit? What would you want to find out about that planet?



IRREGULAR PAST TENSE VERBS

BASE FORM	PAST FORM	PAST PARTICIPLE	DEFINITION
become	became	become	trở thành, trở nên
begin	began	begun	bắt đầu
break	broke	broken	đập vỡ, bẻ gãy
bring	brought	brought	đem lại, mang đến
buy	bought	bought	mua
catch	caught	caught	nắm lấy, bắt lấy
choose	chose	chosen	chọn, lựa
come	came	come	đến, tới
cost	cost	cost	tốn, trị giá
cut	cut	cut	cắt
do	did	done	làm, thực hiện
draw	drew	drawn	vẽ
drink	drank	drunk	uống
drive	drove	driven	lái (xe)
eat	ate	eaten	ăn
fall	fell	fallen	ngã, rơi
feel	felt	felt	cảm thấy
fight	fought	fought	chiến đấu, tranh luận, cãi cọ
find	found	found	tìm kiếm, tìm thấy
fly	flew	flown	bay
get	got	gotten	lấy, nhận được, bắt được
give	gave	given	cho
go	went	gone	đi
grow	grew	grown	trồng, mọc, phát triển, lớn lên
hear	heard	heard	nghe
hold	held	held	giữ, cầm, tổ chức
hurt	hurt	hurt	làm bị thương, bị đau
keep	kept	kept	giữ, tuân theo, vẫn cứ
know	knew	known	biết

IRREGULAR PAST TENSE VERBS

BASE FORM	PAST FORM	PAST PARTICIPLE	DEFINITION
let	let	let	để cho, cho phép
lose	lost	lost	thua, làm mất
make	made	made	làm, tạo ra
mean	meant	meant	nghĩa là
meet	met	met	gặp
pay	paid	paid	trả (tiền)
put	put	put	đặt, để
read	read	read	đọc
ride	rode	ridden	đạp (xe) , cưỡi (ngựa)
rise	rose	risen	tăng lên, mọc
run	ran	run	chạy
say	said	said	nói
see	saw	seen	xem, nhìn, thấy
sell	sold	sold	bán
send	sent	sent	gửi
show	showed	shown	cho xem, thể hiện, chỉ bảo
shrink	shrank	shrunk	co lại
sing	sang	sung	hát
sleep	slept	slept	ngủ
speak	spoke	spoken	nói
steal	stole	stolen	ăn cắp, trộm
swim	swam	swum	bơi
take	took	taken	cầm, lấy
teach	taught	taught	dạy
tell	told	told	kể, bảo
think	thought	thought	nghĩ
throw	threw	thrown	ném, vứt
understand	understood	understood	hiểu
wear	wore	worn	mặc
win	won	won	chiến thắng
write	wrote	written	viết

LANGUAGE NOTES

UNIT 1 WHICH ONE IS JUSTIN?

RELATIVE CLAUSES (WHO)		
He's the one She's the one	who	's holding a coffee. 's wearing a baseball cap. has long, dark hair.
They're the ones	who	are laughing. are standing by the door. look really bored.

Is he the one Is she the one	who	's talking to Rich?	Yes, he is. No, he isn't. Yes, she is. No, she isn't.
Are they the ones	who	are wearing shorts?	Yes, they are. No, they're not.

DESCRIBING PEOPLE—WH- QUESTIONS, SIMPLE SENTENCES, COMPLEX SENTENCES, RELATIVE CLAUSES WITH WHO (P. 154)		
WH- questions	Simple sentences	Complex sentences with relative clauses
What's Justin like ?	He's quiet and a little shy.	He's a person who always tells funny stories.
Which one is Taylor?	She's the one with the long black hair. She's the one in the green T-shirt.	She's the one who's holding a coffee.
Which ones are your cousins?	They're the ones near the door.	They're the ones who are laughing.

UNIT 2 I'D LIKE TO BE A PILOT.

WANT / WOULD LIKE				
What	do you want	to be someday?	I want	to be a pilot.
	would you like		I'd like	

LIKE + V-ING		
I We They The girls	like	writing stories.
She He The boy	likes	acting on the stage.

WORK AS / WORK WITH / WORK FOR

I'd like to	work as	an astronaut. a photographer. an artist.
	work with	children. animals. computers.
	work for	a small company. a multinational company. National Geographic.

LET + OBJECT PRONOUN + VERB

This job lets	me	travel.
	you	
	him	
	her	
	us	
	them	

RELATIVE CLAUSES (THAT)

I want I'd like to have	a job	that	is creative. lets me work with computers.
I don't want I wouldn't like			is boring. doesn't pay well.

UNIT 3 PLEASE DON'T FEED THE MONKEYS.**REPORTED SPEECH—STATEMENT**

The rules say (that)	I you we they	can	bring food into the room.
The woman said (that)		he she it	

REPORTED SPEECH—YES/NO QUESTION

The boy asked	if/whether	he	could	take photos in the museum
---------------	------------	----	-------	---------------------------

REPORTED SPEECH—WH- QUESTIONS

The boys asked	where	they	had to	park the bikes.
The girl asked	what	she	should	study for the test.
Tom asked	how	he	could	do the task.
Maya asked	when	she	could	borrow the book.
We asked	why	we	had to	arrive at the event so early.
I asked	who	I	should	meet at the office.

* We use *be allowed to* and *can* to talk about permission. To express obligation, we use *have to*.

UNIT 4 HOW DO SLOTHS MOVE?

COMPARATIVE ADVERBS

Short adverbs (1 syllable)	fast hard	faster than harder than
Longer adverbs (2 or more syllables)	gently	more gently than less gently than
Irregular adverbs	well badly	better than worse than

MAKING COMPARISON USING ADVERBS

slowly	more slowly
easily	more easily
gently	more gently
early	earlier
hard	harder
well	better
badly	worse

ADVERBS OF MANNER

Sloths are quiet . Dogs are quick learners. Are owls patient hunters?	Sloths move quietly . Dogs learn quickly . Do owls hunt patiently ?
Bees are hard workers. Rabbits are fast runners.	Bees work hard . Rabbits run fast .
Dolphins are good swimmers.	Dolphins swim well .
How does a tiger hunt?	It hunts quietly and fiercely .

FORMING ADVERBS FROM ADJECTIVES

Most adjectives	Add <i>-ly</i>	slow bad	slowly badly
Adjectives ending in <i>-y</i>	Drop <i>-y</i> Add <i>-ily</i>	easy happy	easily happily
Adjectives ending in <i>-le</i>	Drop <i>-e</i> Add <i>-ly</i>	gentle terrible	gently terribly
The adjectives <i>early</i> , <i>fast</i> , <i>hard</i> , <i>late</i> , and <i>high</i>	No change	early hard	early hard
The adjective <i>good</i>	Change to <i>well</i>	good	well

UNIT 5 I'M MEETING FRIENDS LATER.

SIMPLE PRESENT FOR SCHEDULED FUTURE EVENTS (FIXED BY TIMETABLE)

<p>I have an appointment at 10:00 tomorrow. The train leaves at 6:50 p.m. tonight. Their flight lands in 20 minutes.</p>	
<p>Does tonight's movie begin at 8:00? What time do the banks open tomorrow? When does your sister's bus get in?</p>	<p>Yes, it does. They open at 9:00. It gets in on Friday morning.</p>

PRESENT PROGRESSIVE FOR FUTURE PLANS (PREARRANGED EVENTS)

I'm **going** shopping after class.
 He's **working** on Saturday and Sunday.
 They're **having** a party on Friday night.

Are you **staying** in town this weekend?
 What **are** you **doing** after class?
 Where **are** you **going** on your next vacation?

Yes, I am.
 I'm **seeing** a movie.
 We're **going** to Los Angeles.

PRONOUNS

POSSESSIVE PRONOUNS

I
 You
 He
 She
 It
 We
 They

mine
 yours
 his
 hers
 its
 ours
 theirs

COMPOUND SENTENCES

A compound sentence has two independent clauses. We use conjunctions such as *for*, *and*, *but*, or *or* to connect the two independent clauses.

UNIT 6 WHAT WILL EARTH BE LIKE IN THE FUTURE?

FUTURE WITH WILL (PREDICTIONS)

What will the future be like?	In the future, it will be hotter and drier.
	We won't have a lot of fresh drinking water.
Will there be more pollution?	Yes, there will . There will probably be a lot more pollution.
	No, there won't . There probably won't be more pollution.
Do you think there will be more pollution?	Yes, I do . I think there will probably be a lot more pollution.
	No, I don't . I don't think there will be more pollution.

CONTRACTION (WILL)

I will	I'll
You will	You'll
He will	He'll
She will	She'll
We will	We'll
They will	They'll

MORE / FEWER / LESS			
More Fewer	trees	More Less	land
	cars		food
	roads		pollution
	deserts		fresh water
	wildfires		solar energy
	animals		freedom
	plants		rain
	natural resources		flooding
	problems		stress

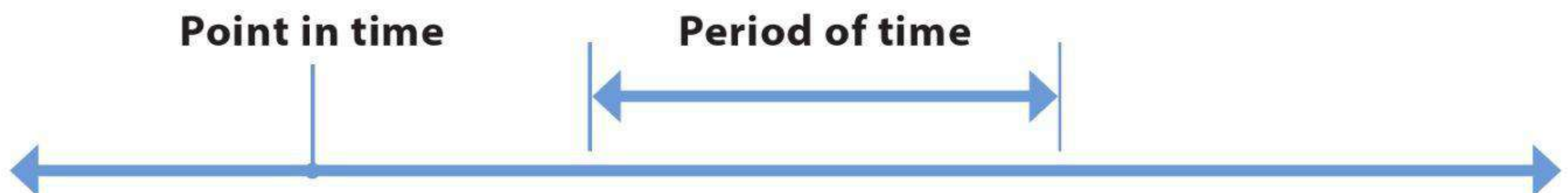
ARTICLES	
a	storm, sea, tree
an	island, iceberg, order
the	Moon, government, weather
zero article	water, time, people, cars (in general)

UNIT 7 WHEN DID IT HAPPEN?

POINT IN TIME	
Nelson Mandela became president of South Africa	in 1994. on May 10, 1994. more than 20 years ago .

PERIOD OF TIME	
Nelson Mandela led South Africa	from 1994 to 1999. during the 1990s. for five years.

PREPOSITIONS OF PLACE	
at	the supermarket the bus stop the door
in	the U.S. the bedroom Asia
on	the wall the table the bookshelf



UNIT 8 HAVE YOU EVER BEEN TO A FESTIVAL?

PRESENT PERFECT (PAST EXPERIENCES)

I You We They	have haven't	been to a festival.
He She	has hasn't	

CONTRACTION (HAVE AND HAS)

I have	I've
You have	You've
We have	We've
They have	They've
He has	He's
She has	She's

Have	you they	(ever) tried mooncakes?	Yes, I have . / No, I haven't . Yes, they have . / No, they haven't .
Has	he she		Yes, he has . / No, he hasn't . Yes, she has . / No, she hasn't .

TOO, NEITHER, AND EITHER

I have been to Spain.	Me too. I have, too .
I haven't ridden a horse.	Me neither. I haven't, either .

Adverbs of Frequency	Before main verbs	After <i>to be</i> , auxiliary verbs
always, usually, often, sometimes, rarely, never	Do they always go to that restaurant for their anniversary?	She's never afraid of public speaking. He has never bought Valentine's card.

UNIT 9 PHONES USED TO BE MUCH BIGGER.

USED TO (DO)

I You He She We They	used to didn't use to never used to	text a lot.
-------------------------------------	--	--------------------

Did	you he she they	use to have a laptop?	Yes, I did . / No, I didn't . Yes, he did . / No, he didn't . Yes, she did . / No, she didn't . Yes, they did . / No, they didn't .
------------	--------------------------	--	--

PAST PROGRESSIVE WITH WHEN AND WHILE

I was He was She was You were We were They were	playing a video game	when an email came .	
while Rebecca was doing her homework.			
What	was he/she	doing	when the phone rang ?
	were you/they/we		while the match was happening ?
Was	I/he/she	chatting online	when the teacher called ?
Were	you/we/they		while the teacher was talking ?

UNIT 10 THEY'VE FOUND A FOSSIL.

PRESENT PERFECT (RECENT EVENTS)

What	has he has she	discovered ?	He has She has	discovered a fossil.
	have you have they		I/We have They have	

SINCE / FOR / UNTIL NOW / IN THE LAST ... YEARS

Scientists **have looked for** fossils in this area **since 2006**.

Since 2006, scientists **have looked for** fossils in this area.

We **have lived** here **for many years**.

For many years, we **have lived** here.

People **have not found** many fossils in the area **until now**.

Until now, people **have not found** many fossils in the area.

Some teenagers **have come across** some unusual fossils **in the last few years**.

In the last few years, some teenagers **have come across** some unusual fossils.

RECENTLY

Recently, two girls **have discovered** a mammoth skull.

Two girls **have recently discovered** a mammoth skull.

Two girls **have discovered** a mammoth skull **recently**.

UNIT 11 BUY ONE, GET ONE FREE!

FIRST CONDITIONAL (STATEMENTS)

If	you use this mouthwash,	you will be happy with your choice. you won't want another brand.
	you don't use this mouthwash,	you will have bad breath. you won't have fresh breath.

You will receive a free gift You can get a 20% discount We can't take your call We won't charge shipping and handling	if	you call in the next 10 minutes.
We will accept cash We can take a debit card You can't make the purchase You won't receive a discount		you don't have a credit card.

FIRST CONDITIONAL (QUESTIONS AND SHORT ANSWERS)

If	I we	call now, will you include the free gift?	Yes, we will . No, we won't .
	he she	orders today, can they send it right away?	Yes, they can . No, they can't .

If	I we	call now, what will you include ?	A free gift.
	he she	orders today, when can they send it?	Right away.

UNIT 12 WHICH IS THE BIGGEST PLANET?

SIMPLE PRESENT (PRESENT ACTIONS)

The Earth **orbits** the Sun.
The Moon **doesn't have** an atmosphere.

SIMPLE PRESENT (FUTURE ACTIONS)

The rocket **takes off** in 30 minutes.
The ship **stops** at the space station tomorrow afternoon.

PRESENT PROGRESSIVE (PRESENT ACTIONS)

The astronauts **are waiting** for takeoff.

Voyager 1 **is exploring** beyond our solar system now.

PRESENT PROGRESSIVE (FUTURE ACTIONS)

They **are starting** their training next week.

The astronauts **are giving** a presentation to some students on Friday.

FUTURE WITH WILL

Space tourism **will become** common in the future.

The comet landing **will give** scientists important data to study for many years.

SIMPLE PAST

The scientist William Herschel **discovered** Uranus in 1781.

The lander **touched down** on the comet in 2014.

PAST PROGRESSIVE

Apollo 13 **was traveling** to the moon when there was an accident.

NASA **was planning** to launch last Saturday but they delayed it.

USED TO

Pluto **used to be** a planet, but it's not called a planet anymore.

Scientists **used to think** Venus was like Earth.

PRESENT PERFECT

People **have looked** up at the stars for thousands of years.

I **have read** many books about space and space travel.

FIRST CONDITIONAL

If we **build** a space station on Mars, we **will learn** a lot.

Your body **can become** weak **if** you **spend** a long time in space.

GLOSSARY

A

accountant	(n)	/ə'kauntənt/	kế toán
adapt	(v)	/ə'dæpt/	thích nghi
affect	(v)	/ə'fekt/	có ảnh hưởng đến
allow	(v)	/ə'laʊ/	cho phép
ancient	(adj)	/'eɪnʃənt/	cổ xưa
angle	(n)	/'æŋgl/	góc máy, góc chụp
animate	(v)	/'ænɪmeɪt/	làm cho chuyển động
anthropologist	(n)	/'ænthrə'pɔ:lədʒɪst/	nhà nhân chủng học
appointment	(n)	/ə'pɔɪntmənt/	cuộc hẹn
approach	(v)	/ə'prəʊtʃ/	tiếp cận
archeologist	(n)	/'ɑ:rkɪ'ɑ:lədʒɪst/	nhà khảo cổ học
atmosphere	(n)	/'ætməsfiə/	bầu khí quyển
awesome	(adj)	/'ɔ:səm/	đáng kinh ngạc, tuyệt vời
awful	(adj)	/'ɔ:fl/	tồi tệ

B

bargain	(n)	/'bɑ:rgən/	giá / món hời
barn	(n)	/'bɑ:rn/	nhà kho
bat	(n)	/'bæt/	con dơi
behavior	(n)	/'bi'hævjər/	hành vi
belt	(n)	/'belt/	thắt lưng, dây nịt
benefit	(n)	/'benɪfɪt/	lợi ích
brand	(n)	/'brænd/	thương hiệu
break the rule	(verb phrase)	/'breɪk ðə ru:l/	phá vỡ quy tắc
breathe in	(phrasal verb)	/'bri:ð ɪn/	hít vào

C

campaign	(n)	/'kæm'peɪn/	chiến dịch
carcass	(n)	/'kɑ:rkəs/	xác chết
carving	(n)	/'kɑ:rvɪŋ/	chạm khắc
celebrate	(v)	/'selɪbreɪt/	ăn mừng, kỷ niệm
century	(n)	/'sentʃəri/	thế kỷ
challenging	(adj)	/'tʃælɪndʒɪŋ/	thách thức
chatty	(adj)	/'tʃæti/	thích tán gẫu
checkout	(n)	/'tʃekəʊt/	quầy thanh toán
chimpanzee	(n)	/'tʃɪmpæn'zi:z/	con tinh tinh
cliff	(n)	/'klɪf/	vách đá
come across	(phrasal verb)	/'kʌm ə'krɔ:s/	tình cờ gặp
come out	(phrasal verb)	/'kʌm aʊt/	phát hành, được tung ra
comet	(n)	/'kɔ:mɪt/	sao chổi
community	(n)	/'kɒ'mju:nəti/	cộng đồng
concept	(n)	/'kɒ:nsept/	ý tưởng
coral reef	(noun phrase)	/'kɔ:rəl ri:f/	rạn san hô
crack	(v)	/'kræk/	làm nứt
craze	(n)	/'kreɪz/	sự cuồng nhiệt
crew	(n)	/'kru:/	phi hành đoàn
crowdfunding	(n)	/'kraʊdfʌndɪŋ/	huy động vốn từ cộng đồng

GLOSSARY

D

data	(n)	/ˈdeɪtə/	dữ liệu
deal	(n)	/di:l/	thỏa thuận
dependable	(adj)	/dɪˈpendəbl/	đáng tin cậy
depressing	(adj)	/dɪˈpresɪŋ/	gây chán nản
dig	(v)	/dɪg/	đào
dinosaur	(n)	/ˈdaɪnəsɔːr/	khủng long
disaster	(n)	/dɪˈzæstər/	thảm họa
discount	(n)	/ˈdɪskaʊnt/	giảm giá
documentary	(n)	/ˌdɒːkjuˈmentri/	phim tài liệu
dolphin	(n)	/ˈdɔːlfɪn/	cá heo
donate	(v)	/ˈdəʊneɪt/	quyên góp
drown	(v)	/draʊn/	chết chìm, chết đuối

E

easygoing	(adj)	/ˌiːzi ˈɡəʊɪŋ/	dễ tính
emergency	(n)	/ɪˈmɜːrdʒənsi/	khẩn cấp
empire	(n)	/ˈempaɪər/	đế chế
engage	(v)	/ɪnˈɡeɪdʒ/	đính hôn
exhibit	(n)	/ɪɡˈzɪbɪt/	triển lãm
expand	(v)	/ɪkˈspænd/	mở rộng
expert	(n)	/ˈekspɜːrt/	chuyên gia
extremely	(adv)	/ɪkˈstriːmli/	hết sức, tột cùng
extrovert	(adj)	/ˈekstrəvɜːrt/	hướng ngoại

F

fad	(n)	/fæd/	đam mê nhất thời, trào lưu
fake	(adj)	/feɪk/	giả
fantastic	(adj)	/fænˈtæstɪk/	tuyệt vời
farmers' market	(noun phrase)	/ˈfɑːrmərz məːrkt/	chợ nông sản
farmland	(n)	/ˈfɑːrmlænd/	đất trồng trọt
fascinating	(adj)	/ˈfæsɪneɪtɪŋ/	lôi cuốn
feature	(n)	/ˈfi:tʃər/	tính năng, đặc tính
feed	(v)	/fi:d/	cho ăn
filmmaker	(n)	/ˈfɪlm meɪkər/	nhà làm phim
finance	(n)	/ˈfaɪnæns/	tài chính

GLOSSARY

F (continued)

flea market	(noun phrase)	/ˈfliː mɑːrkt/	chợ trời
flesh	(n)	/fleʃ/	thịt
flexible	(adj)	/ˈfleksəbl/	linh hoạt
food supply	(noun phrase)	/fuːd səˈplaɪ/	nguồn cung cấp thực phẩm
fossil	(n)	/ˈfɑːsl/	hóa thạch
frozen	(adj)	/ˈfrəʊzn/	đông cứng, đóng băng
fundraising	(n)	/ˈfʌndreɪzɪŋ/	gây quỹ
funnel	(n)	/ˈfʌnl/	phễu

G

galaxy	(n)	/ˈgæləksi/	ngân hà
game console	(noun phrase)	/geɪm ˈkɑːnsəʊl/	máy chơi game
giant	(adj)	/ˈdʒaɪənt/	khổng lồ
gift	(n)	/ɡɪft/	quà
global warming	(noun phrase)	/ˌɡləʊbl ˈwɔːrɪŋ/	sự nóng lên toàn cầu
goodwill	(n)	/ˌɡʊdˈwɪl/	thiện chí
gracefully	(adv)	/ˈɡreɪsfəli/	duyên dáng, trang nhã

H

headband	(n)	/ˈhedbænd/	băng đô
helmet	(n)	/ˈhelmt/	mũ bảo hiểm
heroic	(adj)	/həˈrɔɪk/	có tính anh hùng
hippo	(n)	/ˈhɪpəʊ/	con hà mã
hunter	(n)	/ˈhʌntər/	thợ săn

I

ice floe	(noun phrase)	/ˈaɪs fləʊ/	tảng băng trôi
illusion	(n)	/ɪˈluːʒn/	ảo giác
imply	(v)	/ɪmˈplaɪ/	bao hàm, ngụ ý
infrared	(adj)	/ˌɪnfərəˈred/	hồng ngoại
inspiring	(adj)	/ɪnˈspaɪərɪŋ/	truyền cảm hứng
introvert	(adj)	/ˈɪntroʊvɜːrt/	hướng nội

J

jet boating	(noun phrase)	/dʒet ˈbəʊtɪŋ/	thuyền phản lực
joke	(n)	/dʒəʊk/	câu nói đùa
journalism	(n)	/ˈdʒɜːrnəlɪzəm/	báo chí
Jupiter	(n)	/ˈdʒuːpɪtər/	Sao Mộc

GLOSSARY

K

kitten	(n)	/ˈkɪtn/	mèo con
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L

land	(v)	/lənd/	hạ cánh
launch pad	(n)	/ˈlɔːntʃ pæd/	bệ phóng
leak	(v)	/li:k/	hở, rò rỉ
lifetime	(n)	/ˈlaɪftaɪm/	cả cuộc đời
light	(adj)	/laɪt/	nhẹ
loudly	(adv)	/ˈlaʊdli/	ầm ĩ

M

macaque	(n)	/məˈkæk/	khỉ macaca
mall	(n)	/mɔ:l/	trung tâm mua sắm
manageable	(adj)	/ˈmænɪdʒəbl/	kiểm soát được
Mars	(n)	/mɑːrɪz/	Sao Hoả
measure	(v)	/ˈmeʒər/	đo lường
melt	(v)	/melt/	tan chảy
Mercury	(n)	/ˈmɜːrkjəri/	Sao Thủy
meteorite	(n)	/ˈmiːtɪərɪt/	mảnh thiên thạch
Mid-Autumn Festival	(noun phrase)	/mɪd ˈɔːtəm ˈfestɪvl/	Tết Trung thu
Milky Way	(noun phrase)	/ˌmɪlki ˈweɪ/	dải Ngân Hà
mooncake	(n)	/ˈmuːn keɪk/	bánh trung thu
moonwalk	(n)	/ˈmuːnwɔːk/	đi bộ trên mặt trăng
muddy	(adj)	/ˈmʌdi/	đầy bùn lầy
mural	(n)	/ˈmjʊərəl/	tranh tường, bích hoạ

N

natural gas	(noun phrase)	/ˌnætʃrəl ˈgæs/	khí tự nhiên
necklace	(n)	/ˈneɪkləs/	vòng cổ
Neptune	(n)	/ˈneɪptuːn/	Sao Hải Vương
nuclear power	(noun phrase)	/ˌnuːkliər ˈpaʊər/	năng lượng hạt nhân

O

offer	(n)	/ˈɔːfər/	chào hàng
on average	(prep phrase)	/ɔːn ˈævərɪdʒ/	trung bình
optimist	(n)	/ˈɒptɪmɪst/	người lạc quan
orbit	(n)	/ˈɔːrbɪt/	quỹ đạo
outer space	(noun phrase)	/ˌaʊtər ˈspeɪs/	không gian bên ngoài vũ trụ
outgoing	(adj)	/ˌaʊtˈgəʊɪŋ/	cởi mở, dễ gần

GLOSSARY

P

paleontologist	(n)	/ˌpeɪli.ə.n' tə:lədʒɪst/	nhà cổ sinh vật học
perform	(v)	/pə'fɔ:rm/	biểu diễn
perfume	(n)	/pə'fju:m/	nước hoa
pessimist	(n)	/'pesɪmɪst/	người bi quan
planet	(n)	/'plænɪt/	hành tinh
Pluto	(n)	/'plu:təʊ/	Sao Diêm Vương
polar bear	(noun phrase)	/'pəʊləər ber/	gấu Bắc cực
predict	(v)	/prɪ'dɪkt/	dự đoán
prey	(n)	/preɪ/	con mồi
puppy	(n)	/'pʌpi/	cún con, chó con

Q

quickly	(adv)	/'kwɪkli/	mau chóng, nhanh
quietly	(adv)	/'kwaɪətli/	lặng lẽ

R

raccoon	(n)	/ræ'ku:n/	gấu mèo
recharge	(v)	/'ri:tʃɑ:rdʒ/	nạp điện, nạp năng lượng
recycle	(v)	/'ri:'saɪkl/	tái chế
regret	(v)	/'rɪ'gret/	hối tiếc

S

sample	(n)	/'sæmpl/	mẫu thử
Saturn	(n)	/'sætɜ:rn/	Sao Thổ
seal	(n)	/si:l/	hải cẩu
shrink	(v)	/'ʃrɪŋk/	co lại
sink	(v)	/'sɪŋk/	(tàu) chìm
situation	(n)	/'sɪtʃu'eɪʃn/	tình hình
solar system	(noun phrase)	/'səʊləər sɪstəm/	hệ Mặt Trời
space station	(noun phrase)	/'speɪs steɪʃn/	trạm không gian
space travel	(noun phrase)	/'speɪs 'trævl/	du hành vũ trụ
spacecraft	(n)	/'speɪskræft/	phi thuyền
stripe	(n)	/'straɪp/	vạch sọc, vân
stylish	(adj)	/'stɑɪlɪʃ/	sành điệu
submarine	(n)	/'sʌbmə'ri:n/	tàu ngầm
suddenly	(adv)	/'sʌdənlɪ/	đột ngột
suffer	(v)	/'sʌfə/	chịu đựng
surprising	(adj)	/'sɜ:praɪzɪŋ/	đáng ngạc nhiên

GLOSSARY

T

tablet	(n)	/ˈtæblət/	máy tính bảng
tail	(n)	/teɪl/	cái đuôi
take off	(phrasal verb)	/teɪk ɔ:f/	cởi ra, tháo ra
talkative	(adj)	/ˈtɔ:kətɪv/	lắm lời
technique	(n)	/tekˈni:k/	kỹ thuật, kỹ xảo
telescope	(n)	/ˈtelɪskəʊp/	kính viễn vọng
theme park	(noun phrase)	/ˈθi:m pa:rk/	công viên giải trí
train station	(noun phrase)	/treɪn ˈsteɪʃn/	ga xe lửa
trivia	(n)	/ˈtrɪviə/	chuyện phiếm, chuyện lặt vặt
turn off	(phrasal verb)	/tɜ:n ɔ:f/	tắt

U

underwater	(adv)	/ˌʌndərˈwɔ:tər/	dưới nước
unearth	(v)	/ʌnˈɜ:rθ/	khai quật
unfortunately	(adv)	/ʌnˈfɔ:rtʃənətli/	thật không may
unkind	(adj)	/ˌʌnˈkaɪnd/	không tử tế, không tốt
Uranus	(n)	/ˈjʊərənəs/	Sao Thiên Vương

V

Venus	(n)	/ˈvi:nəs/	Sao Kim
vet	(n)	/vet/	bác sĩ thú y

W

walnut	(n)	/ˈwɔ:lnʌt/	quả óc chó
water filter	(noun phrase)	/ˈwɔ:tər ˈfɪltər/	thiết bị lọc nước
water pump	(noun phrase)	/ˈwɔ:tər pʌmp/	máy bơm nước

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Đào Xuân Phương Trang – Nguyễn Hồ Thanh Trúc – Hồ Thị Xuân Vương

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Cover Image: Đà Lạt covered in mist during sunset

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