

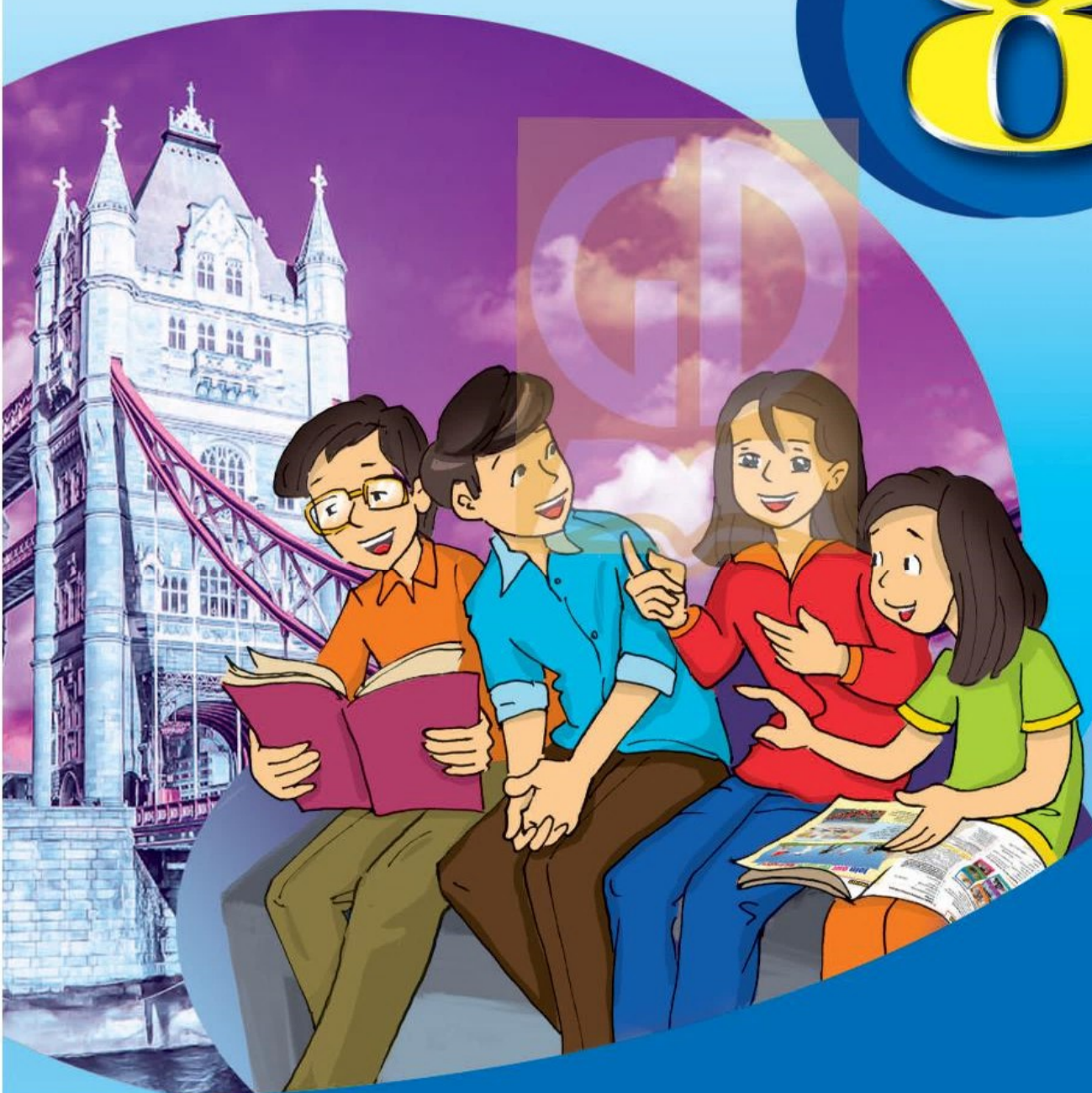
BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

SÁCH HỌC SINH

TẬP HAI

8



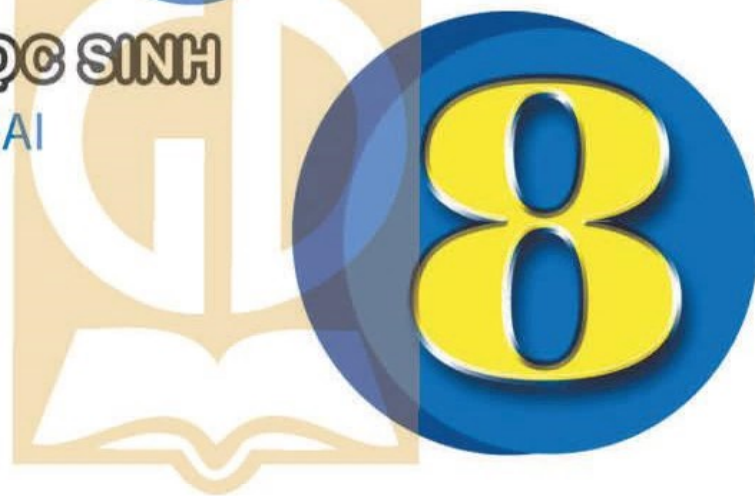
NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

PEARSON

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
NGUYỄN THỊ CHI – LÊ KIM DUNG – PHAN CHÍ NGHĨA – NGUYỄN THỤY PHƯƠNG LAN – VŨ MAI TRANG
Với sự cộng tác của DAVID KAYE

Tiếng Anh

SÁCH HỌC SINH
TẬP HAI



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LỜI NÓI ĐẦU

Tiếng Anh 8, Tập Hai được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học cơ sở do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 01/QĐ-BGDĐT ngày 03 tháng 01 năm 2012, tiếp theo **Tiếng Anh 7**. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kĩ năng nghe, nói, đọc và viết, trong đó, ưu tiên phát triển hai kĩ năng nghe và nói. Trong **Tiếng Anh 8, Tập Hai**, việc học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lí lứa tuổi của học sinh Trung học cơ sở, các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh, được đặc biệt coi trọng.

Tiếng Anh 8, Tập Hai được biên soạn xoay quanh hai chủ điểm (Theme) gắn gũi với học sinh: *Our World* và *Visions of the Future*. Mỗi chủ điểm được chia thành ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic) của Chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

Tiếng Anh 8, Tập Hai được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy tiếng Anh Trung học cơ sở ở Việt Nam với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn Xuất bản Giáo dục Pearson.

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

Các tác giả

		Reading	Listening
	Unit 7: Pollution	- Reading for general and specific information about water pollution	- Listening for specific information about thermal pollution
	Unit 8: English speaking countries	- Reading for specific information about an English speaking country	- Listening for specific information about a day trip to a town in an English speaking country
	Unit 9: Natural disasters	- Reading for specific information about how to prepare for a natural disaster	- Listening for specific information about a natural disaster
REVIEW 3			
	Unit 10: Communication	- Reading for specific information about a future way of communication	- Listening for specific information about netiquette
	Unit 11: Science and technology	- Reading for specific information about future roles of science and technology	- Listening for specific information about the benefits and problems science and technology may bring
	Unit 12: Life on other planets	- Reading for specific information about life on another planet	- Listening for specific information about people on another planet
REVIEW 4			

Speaking	Writing	Language Focus
<ul style="list-style-type: none"> - Talking about causes and effects of water pollution as well as solutions to this problem 	<ul style="list-style-type: none"> - Writing about the causes and effects of a pollution type 	<ul style="list-style-type: none"> - Conditional sentences type 1: review - Conditional sentences type 2 - Pronunciation: stress in words ending in <i>-ic</i> and <i>-al</i>
<ul style="list-style-type: none"> - Talking about an English speaking country 	<ul style="list-style-type: none"> - Describing a schedule for a visit or a tour 	<ul style="list-style-type: none"> - Present tenses: review - Present simple for future - Pronunciation: stress in words ending in <i>-ese</i> and <i>-ee</i>
<ul style="list-style-type: none"> - Talking about natural disasters and ways to prepare for them 	<ul style="list-style-type: none"> - Writing a news report on a natural disaster 	<ul style="list-style-type: none"> - Passive voice: review - Past perfect - Pronunciation: stress in words ending in <i>-logy</i> and <i>-graphy</i>
<ul style="list-style-type: none"> - Talking about ways of communication now and in the future 	<ul style="list-style-type: none"> - Writing an email using netiquette 	<ul style="list-style-type: none"> - Future continuous: review - Verbs + <i>to</i>-infinitive - Pronunciation: stress in words ending in <i>-ity</i> and <i>-itive</i>
<ul style="list-style-type: none"> - Expressing agreement and disagreement about the roles of science and technology 	<ul style="list-style-type: none"> - Writing to give opinions about the future roles of science and technology 	<ul style="list-style-type: none"> - Future tenses: review - Reported speech (statements) - Pronunciation: stress in words starting with <i>un-</i> and <i>im-</i>
<ul style="list-style-type: none"> - Talking about life on another planet 	<ul style="list-style-type: none"> - Describing people on another planet 	<ul style="list-style-type: none"> - <i>May</i> and <i>might</i>: review - Reported speech (questions) - Pronunciation: stress in words ending in <i>-ful</i> and <i>-less</i>



GETTING STARTED**A project on pollution****1 Listen and read.**

Nick: Your home village is so beautiful. There are so many trees, flowers and birds.

Mi: Yes, that's why I like coming back here on holiday.

Nick: Mi, what's that factory? It looks new.

Mi: I don't know. There wasn't a factory here last year.

Nick: Mi, look at the lake! Its water is almost black.

Mi: Let's go closer. ... I can't believe my eyes. The fish are dead!

Nick: I think the waste from the factory has polluted the lake. The fish have died because of the polluted water.

Mi: That's right. If the factory continues dumping poison into the lake, all the fish and other aquatic animals will die.

Nick: Ahchoo!

Mi: Bless you! What's the matter?

Nick: Thanks. Ahchoo! I think there's air pollution here as well. If the air wasn't dirty, I wouldn't sneeze so much. Ahchoo!

Mi: I've come up with an idea about our environmental project! How about giving a presentation about water and air pollution?

Nick: That's a good idea. Let's take some pictures of the factory and the lake to illustrate our presentation. Ahchoo!

THIS UNIT INCLUDES:**VOCABULARY**

Pollution
Words/ phrases showing cause/ effect relationships

PRONUNCIATION

Stress in words ending in *-ic* and *-al*

GRAMMAR

Conditional sentences type 1: review
Conditional sentences type 2

COMMUNICATION

Describing types of pollution
Discussing the causes and effects of pollution and ways to reduce it



a Find a word/ phrase that means:

1. no longer alive
2. growing or living in, on, or near water
3. throwing away something you do not want, especially in a place which is not allowed
4. a substance that can make people or animals ill or kill them if they eat or drink it
5. made unclean or unsafe to use
6. to think of an idea, or a plan



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____



H. _____

Watch out!

'Bless you!' is an idiom. You say it to somebody after they have sneezed.

'I can't believe my eyes!' is an informal expression. Do you know what it means?



b Answer the questions.

1. Where are Nick and Mi?
2. What does the water in the lake look like?
3. Why is Mi surprised when they get closer to the lake?
4. What is the factory dumping into the lake?
5. Why is Nick sneezing so much?

c Tick (✓) true (T), false (F), or no information (NI).

T F NI

1. The water in the lake has been polluted by a ship. T F NI
2. Water pollution in the lake has made the fish die. T F NI
3. Aquatic plants may also die because of the polluted water. T F NI
4. Nick wouldn't sneeze so much if the air was clean. T F NI
5. Nick and Mi will give a talk about water and air pollution. T F NI

2 There are different types of pollution. Write each type under a picture.

water pollution land/soil pollution air pollution
 noise pollution thermal pollution light pollution
 radioactive pollution visual pollution

3 Complete the sentences with the types of pollution.

1. When _____ happens, the water temperature in streams, rivers, lakes, or oceans changes.
2. _____ occurs when the atmosphere contains gases, dust, or fumes in harmful amounts.
3. When radiation goes into the land, air or water, it is called _____.
4. Too much use of electric lights in cities may cause _____.
5. _____ is the contamination of lakes, rivers, oceans, or groundwater, usually by human activities.
6. _____ happens when human activities destroy the Earth's surface.
7. _____ occurs because there are too many loud sounds in the environment.
8. The sight of too many telephone poles, advertising billboards, overhead power lines, or shop signs may cause _____.

4 Work in groups. Which types of pollution in 3 does your neighbourhood face? Rank them in order of seriousness. Give reasons for your group's order.

Vote for the group with the best reasons.

A CLOSER LOOK 1

Vocabulary

1 Complete the table with appropriate verbs, nouns, and adjectives.

Verb	Noun	Adjective
to poison	(1) _____	poisonous
(2) _____	contamination contaminant	contaminated
to pollute	pollution	(4) _____
to die	(3) _____	dead
to damage	damage	(6) _____

2 Complete the sentences with the words from the table in 1. You do not need to use all the words. The first letter of each word has been provided.

- The p_____ chemical waste is dumped into the river.
- Do you know what p_____ cause air pollution?
- The d_____ fish are floating in the water.
- Don't drink that water. It's c_____.
- The acid rain has caused d_____ to the trees in this area.
- If we p_____ the air, more people will have breathing problems.

CAUSE

Here are some words and phrases you can use to signal the **cause** of a problem:

because/since + clause

Example:

Because/ Since the water is polluted, the fish are dead.

due to/because of + sth

Example:

The fish are dead *due to/ because of* the polluted water.

EFFECT

Here are some words and phrases you can use to signal the **effect** of a problem:

so + clause

Example:

The water is polluted, *so* the fish are dead.

to cause sth/ to lead to sth/ to result in sth

Example:

The polluted water *causes/ results in* the death of the fish.

To make sb/ sth do sth

Example:

The polluted water *makes* the fish die.

3a Decide which sentence in each pair of sentences is a cause and which is an effect. Write C (for cause) or E (for effect) next to each sentence. Note that the words in brackets relate to Activity 3b.

- People throw litter on the ground. Many animals eat the litter and become sick. (because)
- Ships spill oil in oceans and rivers. Many aquatic animals and plants die. (lead to)
- Households dump waste into the river. It is polluted. (so)
- Their children have birth defects. The parents were exposed to radiation. (since)
- We can't see the stars at night. There is too much light pollution. (due to)

b Combine the sentences in each pair into a new sentence that shows a cause/ effect relationship. Use the cause or effect signal word or phrase given in brackets. You will have to add, delete, or change words in most sentences.

Example:

- Because people throw litter on the ground, many animals eat it and become sick./ Many animals eat the litter and become sick because people throw it on the ground.
- 4** Work in groups. Look at the pairs of pictures. Give as many sentences as possible to show cause/ effect relationships.

1.



Example:

People cough **because** they breathe in the fumes from cars.

The fumes from cars **make** people cough.

2.



3.



4.



Pronunciation

Stress in words ending in *-ic* and *-al*

Adding the suffix *-ic* changes the stress of a word. Stress the syllable immediately before the suffix.

Example:

'atom → a'tomic

Adding the suffix *-al* to a word does not change its stress.

Example:

'music → 'musical

Note: If a word can take both suffixes: one ending in *-ic* and the other ending in *-al*, both words have the stress on the same syllable.

Example:

e'economy → eco'nomiс → eco'nomical

5 Listen and mark the stress in each word, then repeat it.

- | | |
|---------------|---------------|
| 1. artistic | 6. physical |
| 2. athletic | 7. heroic |
| 3. historic | 8. poetic |
| 4. historical | 9. botanic |
| 5. logical | 10. botanical |

6 Underline the words ending in *-ic* and circle the words ending in *-al* in the following sentences. Mark the stress in each word. Listen and check your answers, then repeat the sentences.

- According to scientific research, tiny species may help clean radioactive pollution.
- Water quality has become a national problem.
- Many people have received medical treatment because of the disease.
- Chemical waste can cause water pollution.
- The reduction in air pollution was dramatic last year.

Grammar

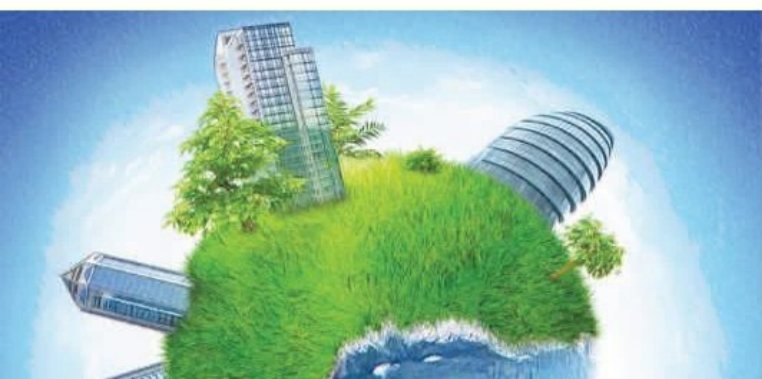
Conditional sentences type 1: review

1 Put the verbs in brackets into the correct form.

- If we (recycle) _____ more, we (help) _____ the Earth.
- Factories (not dump) _____ waste into rivers if the government (fine) _____ them heavily.
- If people (travel) _____ to work by bus, there (be) _____ fewer car fumes.
- We (save) _____ thousands of trees if we (not waste) _____ paper.
- If we (use) _____ water carefully, more people (have) _____ fresh water.

2 Combine each pair of sentences to make a conditional sentence type 1.

- Students are more aware of protecting the environment. Teachers teach environmental issues at school.
→ _____
- Light pollution happens. Animals change their behaviour patterns.
→ _____
- The levels of radioactive pollution decrease. We switch from nuclear power to renewable energy sources.
→ _____
- The water temperature increases. Some aquatic creatures are unable to reproduce.
→ _____
- People get more diseases. The water is contaminated.
→ _____



Conditional sentences type 2

The conditional sentence type 2 describes a thing which is not true or is unlikely to happen in the present or future.

If + subject + V (past simple),

If-clause

subject + would/could/might + V (bare infinitive)

main clause

Example: If it *wasn't* noisy in here, I *could* hear you clearly. (But it's very noisy in here)

The conditional sentence type 2 can be used to give advice.

Example: If I *were* you, I *would* see the doctor immediately.

Note: We can use both *was* and *were* with *I/he/she/it* in the *if*-clause.

3 Match an *if*-clause in A with a suitable main clause in B.

A	B
1. If I were you,	a. what would happen?
2. If Lan wasn't ill,	b. I'd look for a new place to live.
3. If there were fewer cars on the road,	c. she would join our tree planting activity.
4. If people really cared about the environment,	d. there would be less pollution.
5. If there was no fresh water in the world,	e. they wouldn't dump waste into the lake.

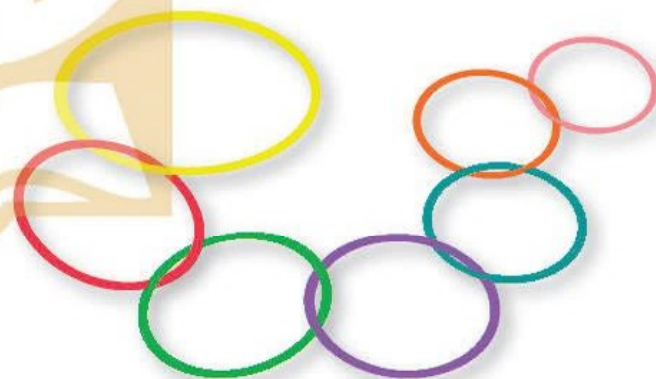
4 Put the verbs in brackets into the correct form.

- If you (be) _____ the president, what you (do) _____ to help the environment?
- They get sick so often. If they (exercise) _____ more, they (be) _____ healthier.
- If I (have) _____ one million US dollars, I (build) _____ more parks in our city.
- Ngoc's mother is unhappy. If Ngoc (tidy) _____ her room every day, her mother (not be) _____ so upset.
- There isn't a garden at our house. If there (be) _____, we (grow) _____ vegetables.

5 Write a conditional sentence type 2 for each situation, as in the example.

- People throw rubbish in the street. The street doesn't look attractive.
→ *If people didn't throw rubbish in the street, it would look attractive.*
- There are so many billboards in our city. People cannot enjoy the view.
→ _____.
- There is so much light in the city at night. We cannot see the stars clearly.
→ _____.
- We turn on the heater all the time. We have to pay three million dong for electricity a month.
→ _____.
- The karaoke bar makes so much noise almost every night. The residents complain to its owner.
→ _____.
- She has a headache after work every day. She works in a noisy office.
→ _____.

6 CHAIN GAME



Work in groups. Student A begins with a conditional sentence type 1 or type 2. Student B uses the end of student A's sentence to begin his/her own sentence. Student C does the same. Continue the game until the teacher tells you to stop.

Which group has the most sentences?

Example:

- A: If each person plants a tree, there will be a lot of trees.
B: If there are a lot of trees, the air will be cleaner.
C: If the air is cleaner, fewer people will be ill.

permanent
earplug

affect

hearing loss
blood pressure

1 *Noise pollution is more common and more damaging than many people realise. The Green Organisation is doing a survey on how much teenagers know about this type of pollution. Help them answer the questions.*

QUESTIONNAIRE

Please help us complete the questionnaire by circling the correct answer A, B, or C.

- Noise is _____.
A. any sound that makes you relaxed and peaceful
B. any sound that is loud and constant
C. any sound you hear in the street
- A unit used to measure the loudness of sounds is a decibel (dB). Noise pollution happens when a sound's loudness is _____.
A. more than 30 dBs
B. more than 50 dBs
C. more than 70 dBs
- Which of the following noises can cause permanent hearing loss after eight hours?
A. Motorcycle B. Ocean wave C. Whistling
- Which of the following noises can cause immediate and permanent hearing loss?
A. Motorcycle B. Concert C. Vacuum cleaner
- If you experience noise pollution for a long time, you can have _____ and hearing loss.
A. headaches
B. high blood pressure
C. both A and B
- If you are listening to music and other people can hear the sounds from your headphones, what does it mean?
A. The sounds are too loud.
B. You like the music a lot.
C. Other people don't like the music.
- What is a symptom showing that noise is affecting you?
A. There seems to be a ringing or buzzing in your ears.
B. You jump up and down.
C. You fall asleep as soon as you lie down in bed.
- Which of the following ways can reduce the effects of noise pollution?
A. Wearing earplugs when you go to concerts or other loud events
B. Listening to music through headphones or headsets at safe levels
C. Both A and B

2 Compare your answers with those of a classmate. How many different answers have you got?

3 Now listen to a short presentation about noise pollution. How many correct answers have you got?

4 Work in groups. Discuss other ways to prevent noise pollution.

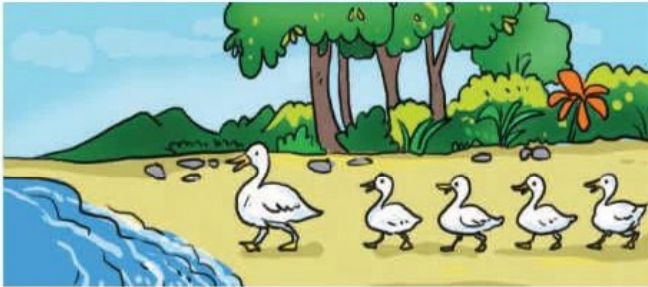
Vote for the best ways.



Reading

1 Work in pairs. One of you looks at picture A, and the other looks at picture B on page 15. Ask each other questions to find out the differences between your pictures.

Picture A



What do the pictures tell you?

2 MI and Nick have decided to give a presentation on water pollution to the class. Read what they have prepared and answer the questions.

Water pollution is the contamination of bodies of water such as lakes, rivers, oceans, and groundwater (the water beneath the Earth's surface). It is one of the most serious types of pollution.

Water pollution can have many different causes. Factories dump industrial waste into lakes and rivers. Sewage from households is another cause. Farms using pesticides to kill insects and herbicides to kill weeds can also lead to water pollution. These factors cause 'point source' pollution while pollutants from storm water and the atmosphere result in 'non-point source' pollution.

Water pollution can have dramatic effects. In many poor nations, there are frequent outbreaks of cholera and other diseases because of people drinking untreated water. Humans can even die if they drink contaminated water. Polluted water also causes the death of aquatic animals such as fish, crabs, or birds. Other animals eat these dead animals and may also get sick. In addition, herbicides in water can kill aquatic plants and cause further damage to the environment.

So what should we do to reduce water pollution?

1. What does the second paragraph tell you about?
2. What does the third paragraph tell you about?
3. What is groundwater?
4. What are point source pollutants?
5. What are non-point source pollutants?
6. Why do people use herbicides?

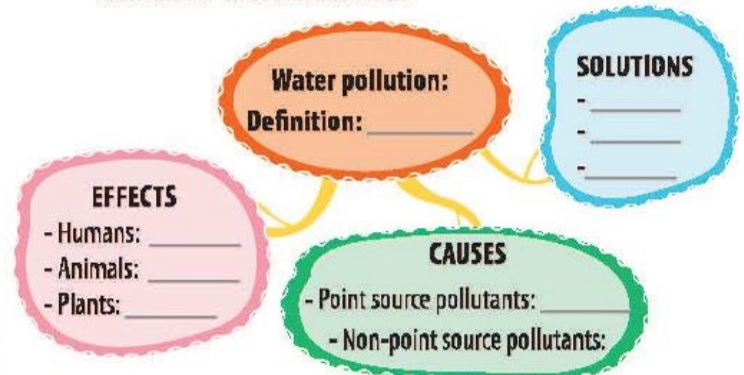
3 Read the text again and complete the notes about the effects of water pollution. Fill each blank with no more than three words.

1. If the drinking water is untreated, an outbreak of _____ may happen.
2. People drinking contaminated water may _____.
3. Fish, crabs or birds, may also die because of _____.
4. Other animals may become ill if they eat the _____ animals.
5. Herbicides kill both weeds and _____.

Speaking

4 Work in groups and discuss the solutions to water pollution. Make notes of your answers.

5 Now complete the diagram of water pollution. Use the information from the text for the causes and effects and your group's ideas for the solutions.



6 Make a presentation about water pollution based on the diagram.

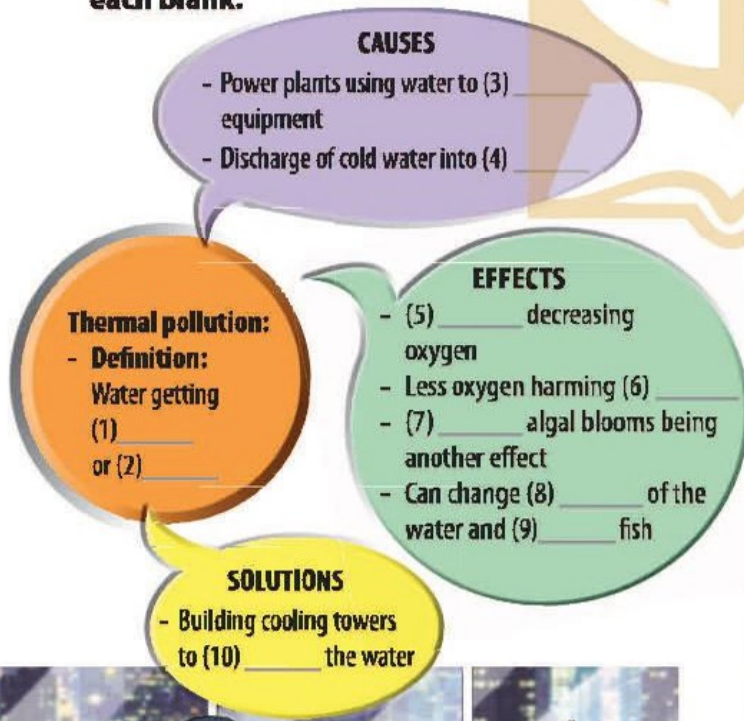
Listening

1 Describe what you see in the pictures and talk about the relationship between them.



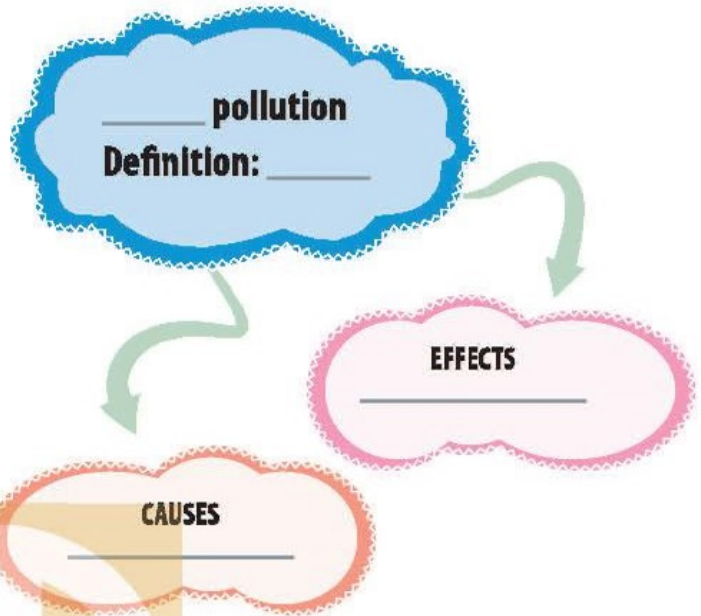
Listen and check your answers.

2 Listen to part of a conversation on TV between a reporter and an environmentalist about thermal pollution. Complete the diagram. Use no more than three words for each blank.



Writing

3 Work in pairs. Discuss the causes and effects of one type of pollution in your area. Make notes in the diagram.



4 Imagine that you two are writing an article for the local newspaper about a type of pollution in your area. One of you writes about the causes and the other writes about the effects of the pollution type you have just discussed in 3.



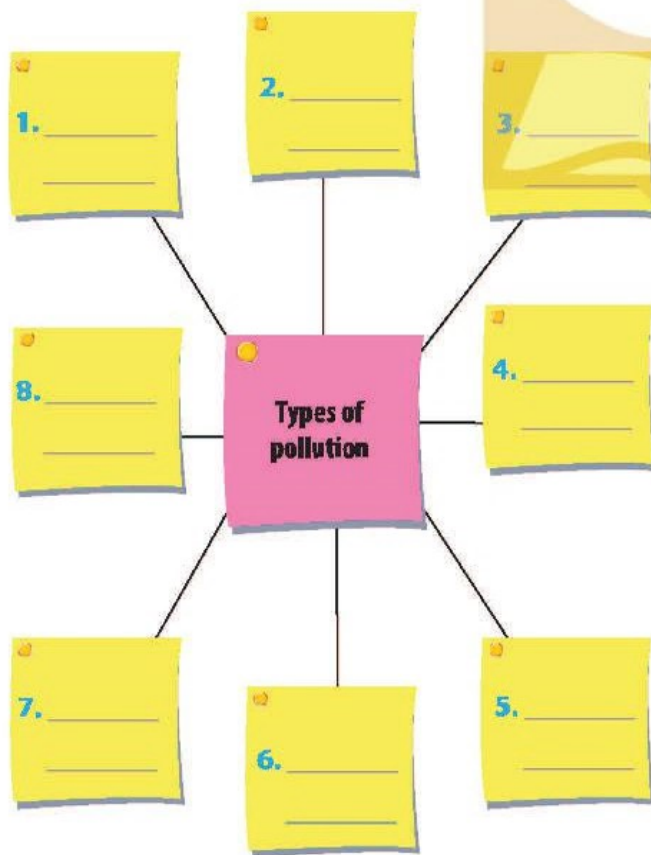
5 Read each other's work and put them together to make a complete article.

Vocabulary

1 Complete the sentences with the correct form of the words in brackets.

I live on the outskirts of a city in Viet Nam. Three years ago, my neighbourhood was very clean and beautiful, with paddy fields and green trees. However, in the last two years, some factories have appeared in my neighbourhood. They have caused serious water (1. pollute) _____ by dumping industrial waste into the lake. The (2. contaminate) _____ water has led to the (3. die) _____ of aquatic animals and plants. Also, tall residential buildings have replaced the paddy fields. More people result in more cars and motorcycles. (4. Poison) _____ fumes from these vehicles are serious air (5. pollute) _____.

2 Write types of pollution in the word web.



3 Rewrite the sentences, using the words in brackets.

- The noise from the music club is loud, so the residents of the street cannot sleep. (because of)
→ _____
- Vy had a stomachache because she ate a big dinner. (since)
→ _____
- Because it rained heavily, the road in front of my house was flooded. (due to)
→ _____
- His room is untidy, so his mother is unhappy. (because)
→ _____
- Global warming happens when there is too much carbon dioxide (CO₂) in the atmosphere. (causes)
→ _____

Grammar

4 Put the verbs in brackets into the correct form.

- It (not be) _____ possible to save the Earth if we (not take) _____ action now.
- If the world temperatures _____ (continue) to rise, there _____ (be) less snow.
- If I (be) _____ you, I (wear) _____ earplugs when going to the concert.
- If we _____ (do) nothing to stop global warming, we _____ (see) big changes in the future.
- How you (travel) _____ to work if you (not have) _____ this motorbike?
- Our garden is so beautiful. There (not be) _____ any flowers if my sister (not take care) _____ of it every day.

5 Complete the sentences, using your own ideas.

- If I were an environmentalist, _____.
- If our school had a big garden, _____.
- If the lake wasn't polluted, _____.
- If we have a day off tomorrow, _____.
- If you want to do something for the planet, _____.

Communication

6 Work in groups. Discuss what you would do or say in each situation.

1. Your neighbours littered near your house.
2. Your friend wore headphones every day to listen to music.
3. Your brother dumped his clothes and school things on the floor.
4. Your sister had a bath every day.

Example:

- A:** If my neighbours littered near my house, I would write them a letter explaining that it was making the neighbourhood dirty.
- B:** Oh, I would put a large sign up saying 'No littering'.
- C:** I think I would knock on their door and explain that it was polluting the area.

Finished! Now I can ...

✓ ✓✓ ✓✓✓

- use words/ phrases related to the topic and those showing cause/ effect relationships suitably
- use conditional sentences type 2 appropriately
- pronounce words ending in *-ic* and *-al* correctly in isolation and in sentences
- describe some types of pollution
- discuss the causes and effects of pollution as well as ways to reduce it

PROJECT

What would you do if...???

Imagine that your group is entering a competition to lead the Green Club in your school. You are asked the question: *What would you do to reduce pollution in our country if you were the Minister of Natural Resources and Environment?*

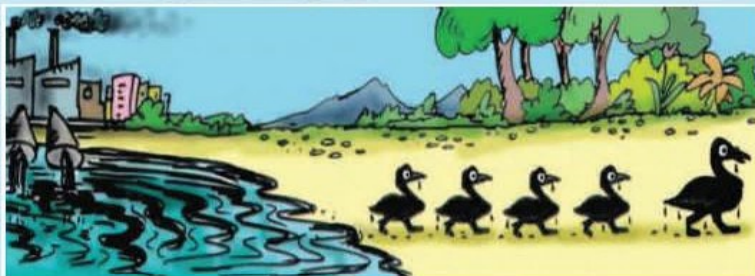
You are required to create a collage to show what you would do, and give a presentation about it.

Now...



1. Work in groups and discuss the things you would do.
2. Collect pictures from different sources, or draw the pictures.
3. Stick the pictures on a big piece of paper.
4. Prepare a presentation. Remember to assign who will talk about what.
5. Give a presentation to the class.

Picture B - SKILLS 1



GETTING STARTED

How's your summer camp?

1 Listen and read.

Nick: How's your international summer camp going, Phong?

Phong: Awesome, just awesome.

Nick: You sound so happy. What do you like about it?

Phong: It's hard to say. Everything's wonderful: the friends I've made, the places I've visited, the activities...

Nick: Oh... Your English has improved a lot!

Phong: Absolutely. I use English every day, with people from different countries.

Nick: Where are they from?

Phong: Everywhere! Places like India, Canada... English is also an official language here in Singapore.

Nick: Right. Have you made any friends from English speaking countries?

Phong: I'm in a team with two boys from Australia and a girl from the USA.

Nick: Do you have difficulty understanding them?

Phong: I found it difficult to understand them at first. Perhaps it's because of their accent, but it's OK now.

Nick: It's great that you can practise English with native speakers. When are you back?

Phong: Our camp closes on July 15th and I take the night flight home the same day.

Nick: Looking forward to seeing you then. Enjoy!

Phong: I will. Thanks. Bye.

THIS UNIT INCLUDES:

VOCABULARY

People and places in English speaking countries

PRONUNCIATION

Stress in words ending in -ese and -ee

GRAMMAR

Present tenses: review

Present simple for future

COMMUNICATION

Introducing people and places of interest in English speaking countries



a Find a word or an expression from the conversation which you use when you...

1. think something is wonderful
2. agree with somebody
3. cannot decide
4. are not sure about something

Do you know any other expressions which have the same meaning?

b Read the conversation again and answer the questions.

1. Where is Phong now?
2. Where do the campers come from?
3. What has Phong done so far?
4. Why has he been able to improve his English?
5. Who are in the same team with Phong?
6. When can Nick see Phong?

2 Complete the sentences with words/ phrases from the box.

native speakers	the USA
official language	summer camp
English speaking countries	accents

1. Last year I had a wonderful time at a _____ in Britain.
2. The USA, the United Kingdom and New Zealand are all _____.
3. Australians are _____ of English because they use it as their mother tongue.
4. _____ is in the mid-north of America.
5. Usually, people from different parts of a country speak their language with different _____.
6. English is an _____ in countries like India, Malaysia and Singapore.

3 Put the names of the countries under their flags.

New Zealand	Singapore	Australia
the USA	Canada	the United Kingdom



1. _____ 2. _____



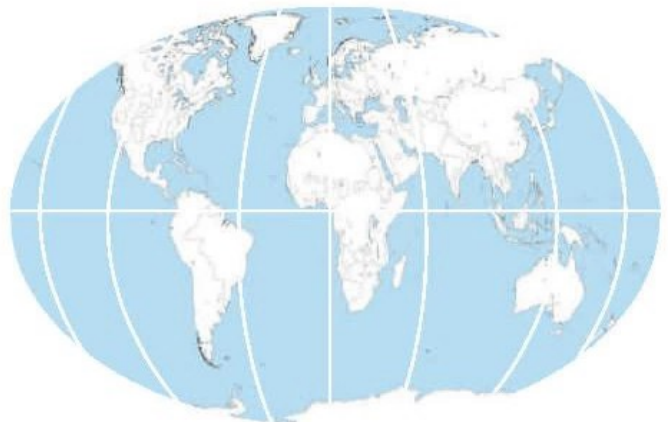
3. _____ 4. _____



5. _____ 6. _____

4 GAME: WHERE ARE THEY?

Work in groups of five or six. Locate the six countries in 3 on the map below. The first group to find all the countries wins.



A CLOSER LOOK 1

Vocabulary

1 Write the names for the people who belong to these places. Then listen and repeat the words.

Country	People
1. the USA	_____
2. England	_____
3. Scotland	_____
4. Wales	_____
5. Ireland	_____
6. Canada	_____
7. Australia	_____
8. New Zealand	_____

2 Change the words into a noun (N), an adjective (A) or a verb (V).

1. historic	N = history
2. symbol	V =
3. legend	A =
4. iconic	N =
5. spectacle	A =
6. festive	N =
7. scenery	A =
8. attraction	V =

3 Use the words in the box to complete the sentences.

icon symbolises scenic
unique attracts

- The Golden Gate Bridge in San Francisco is an _____ of this famous city.
- Big Ben is a major monument in London which _____ the United Kingdom.
- New Zealand is famous for the _____ beauty of its mountains and forests.
- Australia is home to _____ animals like the kangaroo and koala, which are native to Australia.
- The Glastonbury Festival in England is a celebration of music and it _____ thousands of people.

4 Match the words/ phrases with the pictures.

parade state loch
cattle station monument castle



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Pronunciation

Stress in words ending in -ese and -ee

5 Listen and repeat the words.

-ese	-ee
1. Cantonese	5. employee
2. Taiwanese	6. adoptee
3. Japanese	7. addressee
4. Portuguese	8. interviewee

REMEMBER!

For words ending in -ese or -ee, the stress is often placed on the final syllable.

Example: traɪ'nee
Nepa'lese



6 Mark the stress in the underlined words. Then listen and repeat the sentences.

- One-fifth of the people in the world are Chinese.
- A refugee is a person who is forced to leave a country.
- My daughter is a trainee.
- Japanese is the language of Japan.
- This printer has a two-year guarantee.

A CLOSER LOOK 2

Grammar

Present tenses: review

1 Complete the sentences with the correct forms of the verbs (present simple, present continuous or present perfect).

1. The famous Sydney Opera House _____ as an arts centre since 1973. (serve)



2. There are about 750 million English speakers in the world, and this number _____ fast. (increase)



3. The Statue of Liberty In New York is a monument which _____ freedom. (symbolise)



4. England, Scotland, Wales, and Northern Ireland together _____ the United Kingdom. (form)



5. America _____ Thanksgiving Day on the fourth Thursday of November since 1864. (celebrate)



6. New Zealand _____ divided into the North Island and the South Island. (be)



2 Four of the underlined verbs in the passage are incorrect in tense. Find and correct them.

DISNEYLAND



California (1) is home to the most iconic theme park in the world – Disneyland. Over 670 million people (2) visit it since it opened in 1955, and the number (3) increases fast. Different kinds of entertainment (4) are provided throughout the park. Mickey's Soundsational Parade, the most popular event, (5) has celebrated music from famous Disney films. In the parade, well-known Disney characters (6) march along the street, either on floats or on foot. They (7) are dancing along with the music, greet visitors, talk with children and pose for photos. Everybody (8) is welcome to join in the fun.

The four incorrect verbs are numbers _____, _____, _____, and _____.

Correct answers:

1. _____ 2. _____
3. _____ 4. _____



Present simple for the future

3a Read the schedule and underline the verbs in the sentences describing the activities.

Vancouver Christian School Schedule for extra activities		Month: April
Day & time	Activity	Place
3 rd 3.30-5.30	Debating Competition	Main hall
14 th 8.00-3.00	Chocolate Factory Excursion	Chocolate factory, Ista Visla
11 th 11.15-12.45	Public Speaking	room 6, Felix Building
18 th 8.30-4.30	Sports Festival	Sports centre
26 th 3.15-4.15	Opening of Journalism Club	School library
28 th -29 th	Photo Exhibition	School library

1. The debating Competition takes place in the Main Hall on April 3rd.
2. The bus for the excursion to the chocolate factory leaves at 8.00 a.m on April 14th.

b Work in groups. Discuss the questions.

1. What time do the sentences refer to: the present or the future?
2. What tense are the verbs in the sentences?

REMEMBER!

We use the present simple with a future meaning when we talk about schedules, programmes, etc. (for example, public transport, cinemas, television, schools ...)

Example:

1. The train to Bristol leaves at 11.15 from platform four.
2. Our school year starts next week, on September 5th.



4 Use the verbs in the box in their correct forms to complete the sentences describing other activities in **3a**.

host	finish	hold
take place	start	last

1. The Public Speaking session _____ at 11.15 and _____ at 12.45 in Room 6, Felix Building.
2. The Sports Festival _____ in the sports centre on April 18th. It is a day to promote children's participation in sports.
3. The Association of School Newspapers _____ the opening of their Journalism Club on April 26th, in the school library.
4. The school library _____ the Photo Exhibition.
5. The Photo Exhibition _____ two days, from the 28th to the 29th of April.

5 Make notes of some activities your school has planned for next week. Write five sentences about the activities, using the simple present with a future meaning.

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

QUIZ

This is a quiz to test how much you know about English speaking countries.

1 Do the quiz and choose the correct answers.

- _____ are both surrounded by the sea.
 - The United Kingdom and the USA
 - Canada and New Zealand
 - Australia and New Zealand
 - The USA and Australia
- Of these countries, _____ is the youngest.
 - Australia
 - Canada
 - the USA
 - the United Kingdom
- The capital of New Zealand is _____.
 - Canberra
 - Washington D.C.
 - Wellington
 - Ottawa
- _____ is the most diverse in geography and climate.
 - Canada
 - The USA
 - The United Kingdom
 - New Zealand
- Niagara Falls is a spectacular waterfall in _____.
 - Wales
 - Canada
 - England
 - Australia
- _____ is closest to the North Pole.
 - America
 - Canada
 - New Zealand
 - Australia
- Which picture below illustrates the way the Maori of New Zealand greet each other?



A. touching toes



B. touching foreheads



C. touching noses



D. touching hands

- A kilt is the traditional garment for _____.
 - Scottish men
 - the Maori in New Zealand
 - the Americans
 - the Aborigines in Australia
- This animal, the _____, is a symbol of Australia.
 - kangaroo
 - koala
 - rabbit
 - emu



- _____ is in London.
 - Trafalgar Square
 - Times Square
 - Sky Tower
 - Ayers Rock



2 Write the names of the countries next to their facts.


Canada


Australia
the USA


New Zealand


the United Kingdom
LONDON

Information	Country
1. It is made up of 50 states.	
2. It has the smallest population.	
3. It has the most famous football clubs in the world.	
4. It has part of its territory inside the Arctic Circle.	
5. It is both a country and a continent.	

3 GAME: HOW MUCH DO YOU KNOW ABOUT A COUNTRY?

- Work in groups. Choose a country and together find out as much about it as possible. Then prepare a small introduction of that country. Don't say the name of the country.

You can start your introduction with:

This country ...

- Each group then presents their introduction to the class. The class...

- tries to find out which country it is
- votes for the most informative and interesting introduction



Reading

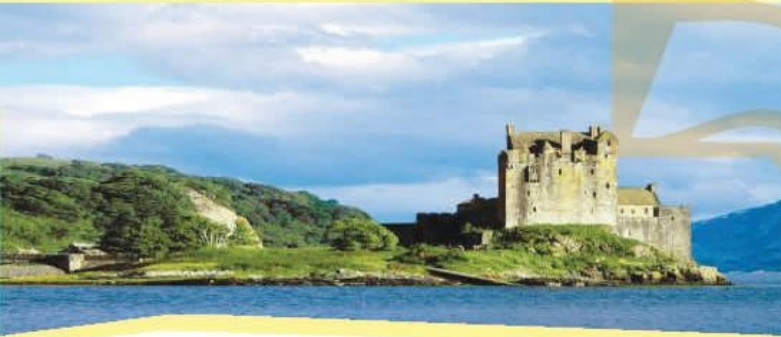
1 Discuss the questions. Then read the passage.

1. Where is Scotland?
2. What is this land famous for?

SCOTLAND - THE LAND OF LEGENDS

Scotland is in the north of Great Britain. It is famous for its rich culture as well as its amazing natural beauty. Visitors to this land can spend endless days exploring its historic centuries-old castles. But be aware – legend says that some of them are haunted by ghosts. Fun-lovers can experience its world-famous festival, the Highland Games where they can enjoy unique Scottish activities such as the piping, drumming, and dancing. They can also see traditional sports, or drink whisky with the local people. Driving through vast green pastures, or boating on scenic lakes – or lochs – are other attractions that Scotland offers.

The great people of this legendary land have also given many of the world's important inventions like the telephone, the television, penicillin and the raincoat. Edinburgh, the capital, was the first city in the world to have its own fire brigade in 1824. Edinburgh University welcomed the first female medical student in Great Britain in 1869.



2 Match each place or event with its two features.

Place	Feature
1. Edinburgh	a. haunted by ghosts
2. castles	b. piping and drumming
3. Highland Games	c. centuries-old
4. lochs	d. the world's first fire brigade
	e. scenic
	f. first female medical student
	g. boating
	h. traditional sports

3 Read the passage again and answer the questions.

1. Is Scotland famous for its rich culture?
2. What might you see while you are exploring a castle?
3. What are some activities you can see at the Scottish Highland Games?
4. What were some of the things invented by the Scots?
5. When was the first fire brigade in the world created?



Speaking

4 Work in pairs. Talk about the thing(s) you like most about Scotland. Give reasons.

Example:

- What do you like about Scotland?
- I like the castles.
- Why?
- Because I want to see a ghost!

5 Work in groups. Read and discuss these interesting facts about Australia. Prepare a short introduction of Australia. Then present it to the class.

AUSTRALIA - Interesting facts

- world's only country which covers an entire continent
- world's capital of sports and outdoor activities (70% of the population regularly participate)
- world's longest fence (5,400 km); built to protect world's largest population of sheep (about 175 million); claimed to be seen from outer space
- world's largest cattle station (Anna Creek station); larger than Belgium



Listening

WANAKA - NEW ZEALAND



A tour guide is talking about the schedule for a day trip to Wanaka, a town in the far south of New Zealand.

1 Listen and fill in the time for the schedule of events.

- Arrive at Puzzling World: (1) _____
- Leave Puzzling World: (2) _____
- Meet up at Lake Wanaka: (3) _____
- Bus leaves: (4) _____

2 Listen again and choose the right answer A, B, or C.

1. The first thing you see in Puzzling World is _____.
 - A. Lake Wanaka
 - B. the Leaning Tower
 - C. the spacious café
2. The Illusion Room offers you _____.
 - A. the picture of a leaning tower
 - B. a collection of puzzles and games
 - C. a collection of 3-D holograms
3. _____ is possibly the most photographed attraction in New Zealand.
 - A. The Leaning Tower
 - B. The Illusion Room
 - C. Puzzling World
4. Lake Wanaka is called _____.
 - A. a natural attraction
 - B. a natural paradise
 - C. a beauty spot

5. At Lake Wanaka you can _____.
 - A. bike and walk
 - B. drive
 - C. climb a mountain

Writing

3a Choose four activities from the list that you would like to do in a two-day visit to Washington D.C., the capital of the USA.

1. Canoeing along the C&O canal, enjoying the beautiful scenery.
2. Exploring Washington D.C. on a Hop-on Hop-off trolley.
3. Visiting the White House, where the President of the USA lives.
4. Visiting the National Children's Museum.
5. Cycling on bike trails in the National Park.
6. Enjoying the cherry blossoms at the Tidal Basin.

b Schedule your visit.

Day	Time	Activity
1		
2		

4 Write a passage describing the schedule for your visit. You can start with:



This is the schedule for my two-day visit to Washington D.C. On the first day we...



Vocabulary

1 Match the words with the definitions.

Words	Definitions
1. loch	a. a unique way of pronunciation in an area/ country
2. kilt	b. a private well-protected residence
3. puzzling	c. a Scottish word for 'lake'
4. castle	d. an ancient story about a place/ a person that may or may not be true
5. legend	e. a male skirt which is often worn on special occasions
6. accent	f. confusing or questionable

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

- Australia has the biggest _____ in the world.
A. natural beauty B. puzzling games
C. cattle station
- Over 1,000 sea planes come and go on the water of Lake Hood airport in Alaska. It's really a fun _____ to watch.
A. scene B. icon C. puzzle
- The Maori's language and _____ have had a great impact on New Zealand life.
A. festivals B. dances C. culture
- Niagara Falls is a great _____ on the border of the USA and Canada. Thousands of visitors come to see it every month.
A. tradition B. spectacle C. relaxation
- People in countries like the USA, Great Britain, and New Zealand use English as their _____ language.
A. official B. native C. foreign
- In summer, children often take part in a local or international _____.
A. summer camp B. game C. attraction

Grammar

3 Decide if the sentences have a present meaning (P) or a future meaning (F).

	P	F
1. Please phone me as soon as you arrive in Canberra.		
2. There is a documentary about Oxford on TV tonight. Don't forget to watch it.		
3. Usually on New Year's Eve, thousands of people gather in Times Square in New York to welcome the New Year.		
4. When people travel, they use a map to find their way around.		
5. Our holiday in Queenstown lasts six days. I feel so excited.		

4 Complete the sentences with the appropriate present tense of the verbs in brackets.

- Alaska, a state in the USA, _____ both the Arctic Ocean and the Pacific Ocean. (face)
- In Adelaide, south of Australia, the sun _____ until 9 p.m in summer. (not/ set)
- Although England has several good football teams, it _____ the World Cup only once. (win)
- The government of New Zealand _____ a lot to preserve the culture of the Maori, the native people of this land. (do)
- In Canada, the serving of coffee at the end of an evening _____ a signal that it is time for visitors to leave. (be)
- In many cultures, it's considered rude if you push through people who _____ to get out of a bus or a train. (try)



Communication

Check your knowledge!

- 5** Work in groups. Discuss if the statements are correct.

Example:

Wellington is the capital of the United Kingdom.

A: No, the capital of the United Kingdom is London. I think Wellington is the capital of Australia.

B: That's not true. I am sure the capital of Australia is Canberra. Wellington is the capital of New Zealand.

1. The Maori In New Zealand wear kilts.
2. Of English speaking countries, Canada has the biggest population.
3. Disneyland is in California, a state of Australia.
4. Kangaroos and koalas live in New Zealand.
5. English is the only official language in Canada.

Finished! Now I can ...	✓	✓✓	✓✓✓
• use words/ phrases to describe people and places in English speaking countries			
• use the present simple to talk about future activities			
• pronounce words ending in -ese and -ee correctly in isolation and sentences			
• talk and write about schedules			

PROJECT

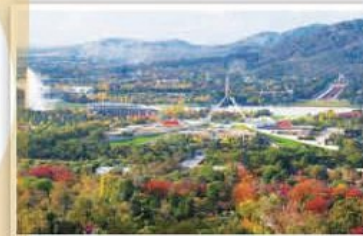
Explore us!



WASHINGTON D.C.



OTTAWA, CANADA



CANBERRA, AUSTRALIA



WELLINGTON, NEW ZEALAND

These capital cities are great attractions.

Work in groups of four or five.

1. Do some research about one of the cities, then make a list of the places and activities that you think will attract visitors to the city.
2. Design a poster for the city with pictures and information.
3. Present your poster to the class and introduce the city.
4. The class votes on the most appealing poster.

GETTING STARTED

Shocking news

THIS UNIT INCLUDES:

VOCABULARY

Types of natural disasters
Words to describe a natural disaster

PRONUNCIATION

Stress in words ending in *-logy* and *-graphy*

GRAMMAR

Passive voice: review
Past perfect

COMMUNICATION

Talking about a natural disaster
Asking and answering questions about what to do when a natural disaster happens

1 Listen and read.

Duong: Did you watch the news last night?

Nick: No, I didn't. What's happened?

Duong: There was a typhoon in Nam Dinh Province.

Nick: What exactly is a typhoon? We don't get them in England.

Duong: It's a severe tropical storm.

Nick: Oh no! That's terrible! What time did it hit the area?

Duong: They said at about 10 a.m.

Nick: Was anyone injured?

Duong: Only a few minor injuries were reported. Most people had moved to safe areas when the storm broke.

Nick: That's a relief. Did it cause any damage to property?

Duong: It seems many houses and public buildings were destroyed or flooded, and thousands of people were left homeless.

Nick: That's awful! Despite all the modern technology available to us, we're still helpless against natural disasters. How is the government helping the people there?

Duong: They've sent rescue workers to free people who were trapped in flooded homes. Once the heavy rain stops, they'll start clearing up the debris. Medical supplies, food and rescue equipment have also been sent.

Nick: That's great! How about the people left without homes?

Duong: They've been taken to a safe place where temporary accommodation will be provided for them.

a Read the conversation again and fill the blank with no more than three words.

- Nam Dinh Province was hit by a severe _____.
- Only a few people were _____.
- The storm caused extensive _____ to property.
- Rescue workers have freed those who were _____ in flooded homes.
- The government has sent rescue equipment, food, and _____.
- People without homes will be provided with _____.

b Responding to news

Nick uses the expression 'That's terrible!' to react to the news of the tropical storm. Read the conversation again and find similar responses.

2a Write the responses into the correct columns. Then listen, check and repeat.

- | | |
|------------------|------------------|
| Wow! | How terrible! |
| That's great! | How wonderful! |
| Oh dear! | Oh no! |
| That's a relief! | That's shocking! |
| That's awful! | That's awesome! |

Responding to good news	Responding to bad news

b Match the sentences (1-6) to the responses (a-f). Then practise the exchanges with a partner.

1. Mary and Tom are getting married in July.	a. Oh no!
2. I managed to pass the test!	b. How wonderful!
3. Many people died in the accident.	c. Wow!
4. They have invented a flying car.	d. That's a relief!
5. Our house was destroyed by the storm.	e. That's shocking!
6. Hospitals have refused to take in any more injured people.	f. That's awful!

3 Match the natural disasters with the pictures. Then listen, check your answers and repeat. Can you add more?

- | | | | |
|----------------------|------------|-------------|----------------|
| A. volcanic eruption | B. tornado | C. flood | D. forest fire |
| E. earthquake | F. tsunami | G. mudslide | H. drought |



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

4 Work in pairs. Ask and answer questions about common natural disasters in some areas in Viet Nam.

Example:

- A: Which are the most common natural disasters in Thanh Hoa?
 B: Typhoons and floods.
 A: How often do they happen there?
 B: Typhoons happen there about three or four times a year, and floods about twice a year.

A CLOSER LOOK 1

Vocabulary

1 Fill each blank with a suitable verb in the correct form from the box below. Then listen, check and repeat.

erupt	rage	collapse
strike	bury	shake



- Yesterday, a terrible storm _____ the rural area of Ha Giang Province.
- Villagers rushed into public shelters as soon as the volcano _____.
- Hundreds of buildings were completely destroyed when the earthquake _____ the city.
- The mudslide _____ the whole village while people were still sleeping in their houses.
- The forest fire _____ for eight hours and some animals were badly injured or killed.
- We managed to run out of the house into the street before the walls _____.

2 Match the verbs in column A to the nouns in column B. Then listen, check and repeat.

A	B
1. scatter	a. the village
2. take	b. debris
3. evacuate	c. the forest fire
4. provide	d. shelter
5. put out	e. aid

3 Now use the phrases in **2** in the correct form to complete the sentences.

- The rescue workers set up a camp to _____ for the flood victims.
- On the second day, there was a rainstorm which helped to _____.
- When the storm started, they _____ in a cave.
- As the tornado moved through the town, high winds _____ across the streets.
- The police had to _____ to public shelters before the volcano started to erupt.

Pronunciation

Stress in words ending in **-logy** and **-graphy**

4 Listen and repeat these words. Pay attention to the stressed syllables.

technology	biology	geography
photography	apology	
ecology	biography	psychology

REMEMBER!

For words ending in **-logy** and **-graphy**, place the stress on the third syllable from the end.

Example:

bi'ology pho'tography



5 Listen and mark the stress on the correct syllable in the words below. Pay attention to **-logy** and **-graphy**.

- | | |
|-----------------|----------------|
| 1. sociology | 4. climatology |
| 2. zoology | 5. astrology |
| 3. bibliography | 6. demography |

6 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen and repeat the sentences.

- We are studying the geography of Asia.
- I had a biology lesson this afternoon.
- They share a common interest in photography.
- A biography is a book that tells the story of someone's life, written by someone else.
- Zoology is the scientific study of animals and their behaviour.

Grammar

Passive voice: review

REMEMBER!

We form the passive voice with the verb **to be** in the appropriate tense and form, and the **past participle** of the main verb. Only verbs which can take an object can be used in the passive.



- 1** Read the conversation in **GETTING STARTED** and underline any sentences in the passive voice that you can find. Check your findings with a partner.
- 2** Complete the sentences using the correct passive form of the verbs in brackets.
 1. Debris (scatter) _____ across the countryside by the strong winds last night.
 2. Ten new houses (build) _____ in the town every year.
 3. Residents of flooded villages (take) _____ to a safe place last night.
 4. In the future, natural disasters (predict) _____ accurately with the help of technology.
 5. Food and medical supplies (deliver) _____ later this afternoon.
- 3** Rewrite the following sentences using the correct passive voice.
 1. Volunteers have given out food and blankets to homeless people.

 2. So far, rescue workers have freed ten people trapped in collapsed buildings.

 3. Did the storm destroy the whole village?

 4. If the storm hits the area, it will cause a lot of damage.

 5. They are going to organise a garden party to raise money for the victims of the flood.

Past perfect

- 4a** Read part of the conversation from **GETTING STARTED**. Pay attention to the underlined part.

Nick: Was anyone injured?

Duong: Only a few minor injuries were reported. Most people had moved to safe areas when the storm broke.

(+) Positive

Subject + *had* + past participle

Example: I *had left* when they came.

(-) Negative

Subject + *had not/hadn't* + past participle

Example: I *hadn't left* when they came.

(?) Questions:

Had + subject + past participle

Had + subject + *not* + past participle

Hadn't + subject + past participle

Example:

Had you left when they came?

Had you not left when they came?

Hadn't you left when they came?

* Short answers to Yes/ No questions:

(+) Yes, subject + *had*.

(-) No, subject + *hadn't*.

Example:

Had you left when they came?

Yes, I *had*. / No, I *hadn't*.

- b** When do we use the past perfect? Can you think of any rules?

We use the past perfect to describe an action before a stated time in the past.

Example:

People *had managed to leave* the flooded villages by 11 o'clock last night.



We use the past perfect to describe an action that happened before another action in the past.

Example:

People *had already left* the flooded villages when rescue workers arrived.





5 Complete the sentences by putting the verbs in brackets into the simple past or past perfect.

1. Most people (leave) _____ before the volcano (erupt) _____.
2. By the time we (arrive) _____ at the canyon, it (stop) _____ snowing.
3. They (spend) _____ the night in the flooded area before help (arrive) _____.
4. Simon (get) _____ lost because he (not take) _____ a map with him.
5. I (find) _____ my pen after I (buy) _____ a new one.



6 Work in pairs. Ask and answer the following questions about you.

Example:

A: What had you learned to do by the time you started primary school?

B: By the time I started primary school, I had learned how to ride a bike.

1. What had your mother done when you got up last Sunday?

2. What had you done before you went to bed last night?

3. What had already happened when you arrived at school today?

4. What had you done before you left school yesterday?

5. What had happened by the time you finished your home work yesterday?

7 GAME

Work in two teams. Take turns to give reasons why you were pleased/ upset/ happy/ angry, etc. Use the past perfect for the event that had happened. Each correct sentence gets one point. The team with the most points wins.

Example:

On my birthday, I was very pleased because I had received a nice present.

Last Tuesday I was annoyed because I had missed the school bus.



YOUR VIEWS ON NATURAL DISASTERS

1 Listen to a radio programme on 4Teen News. Then fill the gaps with the words you hear.



Welcome to 'Nature and You.' Today we have asked our listeners around the world to call us to express their views on these two questions:

- Are there more natural disasters now than there were in the past?
- Are we prepared to deal with natural disasters?



Sarah

I think there are more natural disasters now than there used to be. Whenever I watch the news on TV, I see places that are (1) _____ or affected by drought. I'm certain this is the result of climate change and global (2) _____.



Peter

I don't think that there are more natural disasters now than in the past. But more are being reported on the news in shorter time periods. We've seen them so often on the news that we've become (3) _____ to them.



Nubita

I think recent earthquakes and tsunamis just show how (4) _____ we are to deal with them. Despite all the technology and knowledge available to us nowadays, many people become victims of natural disasters.



Linh

I don't think we can prepare for natural disasters as nobody knows when or where they are going to strike. It's Nature's way of (5) _____ us who is in charge and that we should show more respect to the natural environment.



2 Read the listeners' views on natural disasters again and decide who you agree with and who you disagree with.

3 Answer the two questions. Express your own views and write them down below.

4 Work in pairs. Now compare your views with a partner. Do you share the same views?

SKILLS 1

Reading

1 Read an article about how to prepare for a natural disaster. Look at the words in the box, then find them in the article and underline them. What do they mean?

essential wreak havoc destructive
guidelines emergency

Natural disasters can be destructive; they can wreak havoc across large areas and cause loss of life or damage to property. We cannot prevent natural disasters, but we can prepare for them. The first step is to learn about the risks in your area and read the information about natural disasters on local government sites. Next, find out what the rescue and emergency workers advise. These people have been trained to deal with disasters, have been through lots of them and know how to help. Make sure you have all the emergency contact numbers entered in your mobile phone. It is also important that you put together an emergency supply kit. Your emergency supply kit should include food, water, medications, personal hygiene items, copies of personal documents and some money. You may also need some extra clothing if you live in a cold climate. Natural disasters can force people to leave their homes so you should also become familiar with the guidelines for evacuation. Plan safe places to meet your family and get to know the evacuation routes and shelters.

2 Read the article again and answer the questions.

1. Why are natural disasters destructive?
2. What is the first thing to do to prepare for natural disasters?
3. What should you enter in your mobile phone? Why?
4. What items should an emergency supply kit include?
5. What do you need to know in case of evacuation?

Speaking

3a Read the news reports (A-C) and match each one to the correct picture (1-3).



A. A tornado hit a small town in Missouri at 9 a.m. yesterday. People said the sky darkened very quickly. The winds were so strong that trees, cars and even houses were picked up and carried for miles. As local TV and radio stations had issued an early warning, most of the residents had had time to take shelter underground or in basements.

B. A powerful earthquake struck the north-east of Japan at 4 p.m. last Monday. Although Japan has the most advanced warning system, there had been no early warning for this one and people were not prepared. Suddenly the ground started moving. The shaking continued for a few minutes and became stronger. People began running away from buildings as walls started to collapse.

C. Mount Sinabung in Indonesia erupted again two days ago. From where we were standing, we could see a big cloud of ash coming from the top of the mountain. As the lava ran down the volcano's sides, it destroyed everything in its path. By the next morning, several villages around Mount Sinabung were buried in ash and debris.

b Work in pairs. Each pair can choose one of the reports in 3a. Role-play telling each other about the news. Use the example below.

Example:

A: Did you watch the news last night?

B: No, I didn't. What's happened?

A: There was a powerful earthquake on Monday.

B: That's shocking! Where was it?

...

4a Make a list of things to do before, during and after each of the disasters in your area. You can read the article in 1 again for ideas.

Disasters	Things to do		
	Before	During	After

b Discuss what you should do in the event of a natural disaster in your area. Use the information from the table above.

Example:

A: What should you do to prepare for floods in your area?

B: First, I'll make sure I have a disaster plan ...

A: What should you do during a flood?

B: During a flood, I should try to get to higher ground as quickly as possible ...

Listening

1 Listen to the news report and correct the following statements.

1. A typhoon hit Nghe An Province early this morning.
2. Only a few people were seriously injured in the storm.
3. There wasn't any damage to property in Cua Lo, a coastal town in Nghe An.
4. The storm had not weakened when rescue workers arrived in the area.
5. According to the weather bureau, the area will be rain-free over the next few days.

2 Listen again and complete the data chart.

Type of natural disaster	Typhoon
What is this disaster?	A powerful storm with severe (1) _____ and heavy rain.
When and where did the disaster occur?	- At about 11 p.m. - In Nghe An Province
What are the effects of this disaster?	- Dozens of people were seriously injured. - Hundreds of others became (2) _____. - Extensive (3) _____ was caused to property, including homes and businesses. - Heavy rain is expected to continue and (4) _____ warnings have been issued.
What has been done to help the victims of the disaster?	- Rescue workers have freed people trapped in collapsed or damaged homes. - Rescue workers are clearing up the (5) _____. - Rescue equipment, as well as food and medical supplies have already been sent there. - People left homeless have been taken to safe areas. - Temporary (6) _____ will be built to house them.

Writing

3 Have you or one of your family members experienced a natural disaster? Make notes about it in the table below. Alternatively, you can write about a natural disaster you have read about.

Type of natural disaster	
What is this disaster?	
When and where did the disaster occur?	
What are the effects of this disaster?	
What has been done to help the victims of the disaster?	

4a Use your notes in **3** to write a news report.

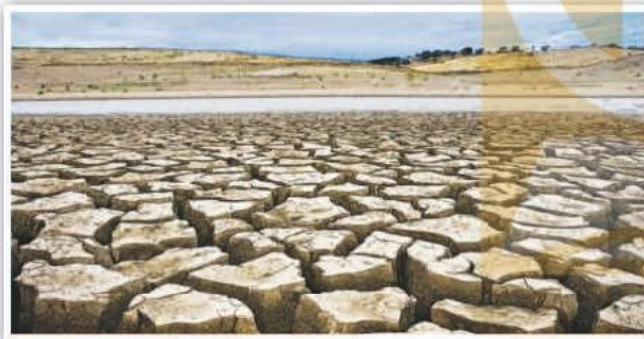


b Swap news reports with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final news report to the class.

Vocabulary

1 Match the words (1-6) to their definitions (A-F).

Words	Definitions
1. drought	A. a violent storm with very strong winds which move in a circle
2. mudslide	B. a huge wave that can destroy towns near the sea
3. flood	C. a long period when there is no rain and not enough water for people, animals and plants
4. tsunami	D. a large amount of water covering an area that is usually dry
5. tornado	E. a sudden, violent shaking of the Earth's surface
6. earthquake	F. a large amount of mud sliding down a mountain, often destroying buildings and injuring or killing people below



2 Use the words from the box in the correct form to complete the sentences.

scatter take evacuate put out provide

- Emergency workers _____ the village when the river flooded the area.
- Rescue workers are still trying to _____ the forest fires.
- The strong winds forced the climbers to _____ shelter.
- Many countries have _____ food and other material aid to the hurricane victims.
- Debris from collapsed buildings was _____ across the whole area.

Grammar

3 Decide which of the sentences can be changed to passive voice. Write them down. Explain why two of them cannot.

- Mr Smith will collect the tickets.

- The students put on a play at the end of term.

- Jim is always late for work.

- Julie took the message.

- A local artist painted the picture.

- They arrived at the theatre at 8.30 p.m.

4 Match the two parts to make complete sentences.

- | | |
|------------------------------------|--|
| 1. After our plane had landed, | a. we learnt they had lost our reservation. |
| 2. We found out the train had left | b. until I decided to study abroad. |
| 3. When we got to the hotel, | c. before I finished eating my meal. |
| 4. I had never really travelled | d. we waited an hour for our luggage. |
| 5. The waiter had taken my plate | e. I noticed I had left my pass at home. |
| 6. As I stepped onto the bus, | f. ten minutes before we got to the station. |

5a Imagine five bad things that happened to you yesterday, and write them down.

Example:

- Someone stole my bike.
- My sister broke my computer.
-

b Work in groups. Add time clauses to your sentences as the following examples.

Remember to use the past perfect.

When I woke up yesterday morning, somebody had stolen my bike.

When I got home yesterday, my sister had broken my computer.

Communication

6 Read the news headlines. In pairs, use the expressions from the box in **GETTING STARTED** to respond to them.

Six-year-old rescued from forest fire by pet dog	Temporary accommodation set up for volcano victims
Hundreds of homes damaged or destroyed in Haiti by tornado	One million dollars raised for typhoon victims in the Philippines so far
Earthquake survivors found under debris after ten days	Debris finally cleared by rescue teams

Example:

A: It says here that a six-year-old girl was rescued from a forest fire by her pet dog.

B: Wow! That's amazing!

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> use words and phrases for different types of natural disasters use the past perfect tense pronounce words ending in <i>-logy</i> and <i>-graphy</i> with correct stress talk about what to do before, during and after a natural disaster write a news report on a natural disaster 			

PROJECT

1 These are activities aiming to provide aid for victims of natural disasters. Write a phrase to describe each picture.

A HELPING HAND



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2 Work in groups. Imagine you are members of a volunteer team who are going to provide aid for the victims of a natural disaster. Work out a plan for your team.

3 Share your plan with other groups. Vote for the best plan.

LANGUAGE

Pronunciation

- 1 Mark the stress on the correct syllables in the words. Then listen and repeat.

Nepalese	athletic	economic	geography
musical	technology	biology	physical
photography	referee	Japanese	examinee

Vocabulary

- 2 Complete each sentence with the suitable form of the word provided.

1. Technology will probably help to _____ natural disasters.	prediction
2. _____ monuments are always great attractions for visitors and tourists.	icon
3. Floods, tsunamis, droughts are examples of _____ disasters.	nature
4. Scotland is an interesting place to visit with its rich _____.	cultural
5. The victims of the _____ village were provided with food and medicine.	flood
6. This river will soon become _____ if the people here keep dumping waste into it.	pollution

- 3 Match the definitions with their words.

Definition	Word
1. a very serious accident which causes a lot of death and destruction	a. a native
2. a person, plant, or animal which comes from a particular land	b. collapse
3. a substance which makes air, water, soil, etc. dirty	c. a disaster
4. what can happen to buildings in an earthquake	d. an attraction
5. a place of natural or cultural interest	e. contaminated
6. made dirty by adding poison or chemicals	f. pollutant

Grammar

- 4 Choose the correct answer A, B, C, or D to complete the sentences.

- Our city _____ from different kinds of pollution: water, air and noise.
A. is suffering B. are suffering
C. suffer D. had suffered
- Several tropical storms _____ our country recently.
A. struck B. have struck C. are striking D. strike
- The victims on the roofs of the houses _____ with food and water by the rescue team.
A. provided B. will be provide
C. were provided D. had provided
- If we _____ soon, the pollution will get much worse.
A. don't act B. didn't act
C. will not act D. hadn't acted

- I learnt from the news on TV that the earthquake _____ hundreds of houses.
A. destroys B. were destroyed
C. had destroyed D. are destroying
- Look at your weekly schedule. Your presentation on visual pollution _____ at 9.45. Don't be late please.
A. is starting B. starts
C. had started D. has started

- 5 Use the verbs in brackets in the correct form to complete the conditional sentences.

- If trees _____ enough water and sunlight, they _____ well. (get/ grow)
- If today _____ Sunday, we _____ like this. (be/ not have to work)
- If I _____ a city to visit, I _____ to San Francisco. It's my dream. (can choose/ go)
- If we _____ soon, we _____ that forest in five years. (not act/ lose)
- If there _____ no water and air, there _____ no life on earth. (be/ be)
- If everybody _____ solar energy, there _____ much less pollution. (use/ be)

- 6 Choose the correct voice to complete the sentences.

- Food and medical supplies *have sent/ have been sent* to the victims of the hurricane.
- Last week, the community *organised/ was organised* several activities to raise money for the wounded in the earthquake.
- Great Britain *makes up/ is made up* of England, Scotland and Wales.
- Water pollution *causes/ is caused* mainly by industrial waste and sewage from households.
- Canberra *chose/ was chosen* as the capital of Australia in 1908.
- Urbanisation is happening so fast. Tall buildings *have replaced/ have been replaced* paddy fields and pastures.

Everyday English

- 7 Match the sentences in A with replies in B.

A	B
1. How's your visit to the Grand Canyon?	a. Awesome. You are helping to reduce pollution.
2. Last Sunday our group spent nearly a whole day cleaning the beach.	b. Why so?
3. Have you heard about the fire in the ABC shopping centre?	c. No. I had no idea about that.
4. Alaska and Hawaii share no borders with the other states in the USA.	d. Oh yeah! I can't believe it.
5. Look, Phong. There are two rainbows in the sky.	e. Thrilling. I've never seen such an amazing place.
6. How about organising a Clean Day for our school?	f. Good idea. How should we start? g. No! Was anybody hurt?

SKILLS

Reading

- 1 Read the text and choose the correct answer A, B, C, or D for each question.

HURRICANE KATRINA

New Orleans, in Louisiana, is known as the most unique city in the United States with distinctive architecture, cross-cultural heritage and annual music festivals.

However, due to its location along the Mississippi River with lakes on the other side, and nearly half of the city below sea level, the city faces the danger of flooding. So, a levee system and drainage canals were built to protect the city.

Early in the morning of August 29, 2005, Hurricane Katrina, the most destructive natural disaster in the history of New Orleans, struck the city. The storm brought strong winds and heavy rains for several days. As a result, water from the river and lakes rose, breaking the levees and poured directly into the city. Soon 80 percent of the city was under the water. People scrambled to rooftops for safety, desperate for food and drinking water. The winds were so strong that even beds in Hyatt Hotel were seen flying out of the hotel windows. The loss was **tremendous**. Most of the major roads and bridges were destroyed, and houses collapsed. Nearly 2,000 people were killed. After the storm, several natural grounds for the breeding and migrating of different species of animals and birds were **permanently** lost.

- New Orleans is famous for _____.
A. its modern architecture B. its cross-cultural heritage
C. its Mississippi River D. its location
- Which statement is NOT correct about New Orleans?
A. It lies between the Mississippi River and lakes.
B. One of its attractions is its annual music festivals.
C. The city is surrounded by water.
D. Most of the city is below sea level.
- Which one is NOT mentioned as being damaged by Hurricane Katrina?
A. Distinctive architecture B. The levee system
C. Major roads D. Houses
- The word 'tremendous' means _____.
A. puzzling B. huge C. unique D. legendary
- The word 'permanently' is similar to _____.
A. temporarily B. partially C. forever D. rarely

Speaking

- 2 Work in pairs. Choose one of the topics and make a short conversation.

Topics

- A place in English speaking countries you would like to visit.
- An English speaking country which has a close relationship with Viet Nam.
- A type of disaster which frequently attacks your area.
- A type of natural disaster which threatens areas along the coast.
- A human activity which increases pollution.

Example:

Topic: The most serious type of pollution in your area.

- A: What is the most serious type of pollution in your area?
B: Visual pollution.
A: Can you give an example?
B: Sure. People stick advertisements on walls.
A: Can you do anything to reduce it?
B: Not much. Once we tear off one advertisement, there will be more of them.
A: Oh! That's terrible!

Listening

- 3 Listen to Nguyen talking with his friend Phong, who has just come back from a visit to Singapore and decide if the sentences are true (T) or false (F).

	T	F
1. Phong was told of some environmental rules before he started his tour.		
2. People would be fined if they littered.		
3. Officers on duty can easily be recognised.		
4. You would have to pay \$500 if you spat out chewing gum in the street.		
5. Singapore uses the radio to tell people what they shouldn't do in public.		
6. Both the school and the family are responsible for teaching children how to behave in society.		

Writing

- 4 The school is organising FIGHT POLLUTION DAY to raise students' awareness of the dangers of pollution. Choose one activity you would like your friend to participate in and write to him/ her introducing it.

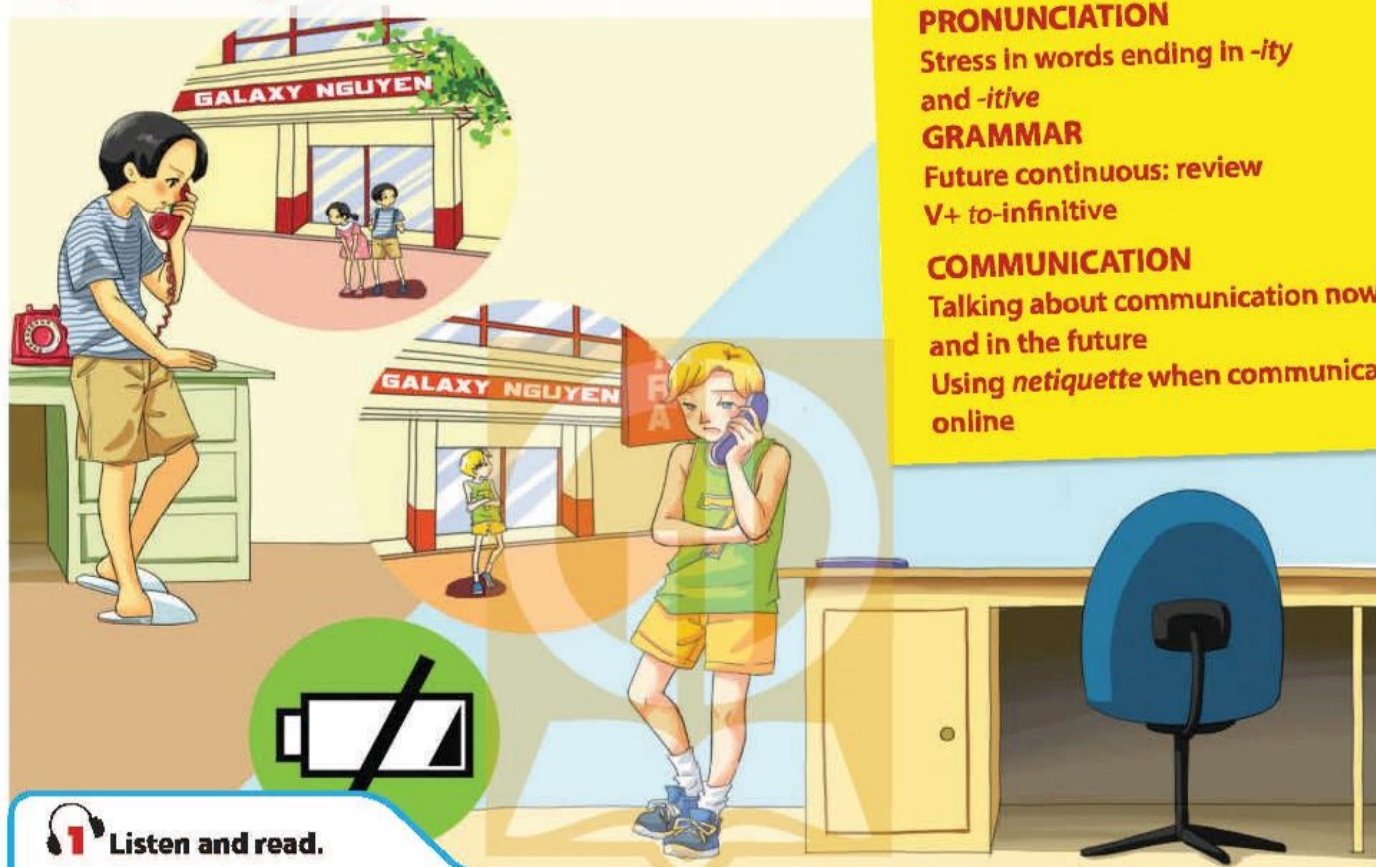
Saturday, April 4

Activity	Time	Place	Job description
Community work	8.30 - 12.00	In neighbourhoods of the community	Pick up trash Clear ponds and streams Sort trash for recycling
Poster designing	whole day	At school library	Preparation: take pictures of polluted places in the neighbourhood Design posters warning people of the dangers of pollution and call for action to protect the environment.
Greenisation	8.00 - 12.00	In community park and along the sides of community paths	Plant trees and flowers, water them and set up fences to protect them
Talks	9.00 - 10.00 4.00 - 5.00	Three residential areas in the community	Public presentations about what to do to create a pollution-free area



GETTING STARTED

My battery was flat.



THIS UNIT INCLUDES:

VOCABULARY

Communication forms and communication technology

PRONUNCIATION

Stress in words ending in *-ity* and *-itive*

GRAMMAR

Future continuous: review
V+ *to*-infinitive

COMMUNICATION

Talking about communication now and in the future

Using *netiquette* when communicating online

1 Listen and read.

Phuc: Hi Nick. What happened today? We were waiting for ages and you never showed up!

Nick: Hi Phuc. Well I wanted to ask you the same question.

Phuc: Why? We planned to meet outside the cinema, didn't we? We waited and then Mai decided to go in without you. She didn't want to miss the start of *Frozen* you know. Did you oversleep or something?

Nick: No, I was there on time, and it was me who waited for you two.

Phuc: Are you kidding? We didn't see you there. We tried to call you but couldn't get through.

Nick: I couldn't call you either. My battery was flat.

Phuc: Never mind. We can try again. How about this Sunday afternoon at 2.30 p.m.? There's *Superman 3*.

Nick: Great ..., but I'll be having my Vietnamese class then. Let's go for the 4.15 p.m. show. I'll need to take the bus to Nguyen Du Street and it's quite far.

Phuc: But it's not Galaxy Nguyen Du! We'll be seeing it at Galaxy Nguyen Trai ... Wait ... Which cinema did you go to today?

Nick: Oh no, I went to Galaxy Nguyen Du. I wish my mobile phone had a better battery!

a Find words or phrases in the conversation that mean:

1. to wait for a very long time
2. to arrive
3. to succeed in talking to someone on the phone
4. "My battery had no electrical power left."
5. "Are you making a joke?"
6. "Let's do that again."

b Decide if the statements are true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Phuc, Mai and Nick wanted to see a film today at <i>Galaxy</i> cinema. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Only Mai and Phuc watched the film. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Nick was asleep at home at that time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mai and Phuc could not reach Nick on the phone. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nick went to the wrong <i>Galaxy</i> cinema. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Nick will not be able to go to the cinema at 2.30 p.m. this Sunday because he will be having a class. | <input type="checkbox"/> | <input type="checkbox"/> |

c Why couldn't Phuc, Mai, and Nick see the film together as was their plan? What was the problem? Was it *only* because of Nick's mobile phone?

2 Match the words/ phrases with the photos about ways of communication. Then listen to check your answers.

- | | |
|------------------------------|-----------------|
| using social media | emailing |
| meeting face-to-face (F2F) | video chatting |
| having a video conference | using telepathy |
| sending letters (snail mail) | |



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

3 Fill the gaps with the correct form of the words/ phrases from the box in 2.

1. _____ Including Facebook, YouTube, etc. as a means of communication has become very popular among young people.
2. Our group has worked online the whole time! Now let's _____!
3. If you want to write to a friend in another country, _____ is a faster and cheaper way than _____.
4. _____ is a way to communicate instantly by thought.
5. In the future, maybe voice calls will disappear. We will use _____ to talk to and see a friend at the same time.
6. We should _____ this week. Kate will be able to join us from Hong Kong, and perhaps Tim from England too.

Look out!

These nouns can be used as verbs. Can you add more words to the list?

- email → to email; emailing
 conference → to conference; conferencing
 text → to text; texting



4 GAME

In groups, brainstorm all the different ways you have communicated so far today. The person with the most ideas is the winner.

A CLOSER LOOK 1

Vocabulary

1 Choose words/ phrases from the box to describe the photos about other ways of communication.

communicating non-verbally with animals
 leaving a note
 using codes
 using signs
 using body language
 sending flowers
 painting a picture
 using music



1. _____



2. _____



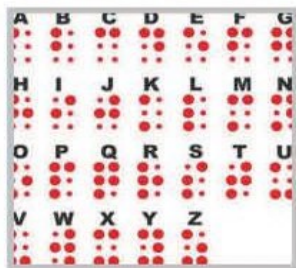
3. _____



4. _____



5. _____



6. _____



7. _____

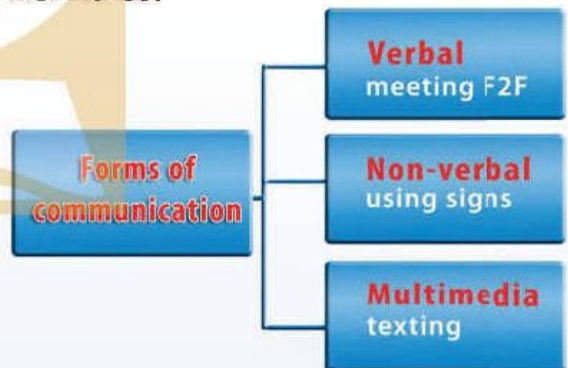


8. _____

2 Communication technology. Match the words with the definitions.

- | | |
|-------------------|--|
| 1. chat room | a. An online discussion group in which you can leave messages or post questions. |
| 2. multimedia | b. A phone that uses a telephone line for transmission. |
| 3. landline phone | c. A device with a touchscreen with functions similar to a computer, a digital camera, and a GPS device, in addition to a phone. |
| 4. smart phone | d. People join this Internet area to communicate online. The conversations are sent immediately and are visible to everyone there. |
| 5. message board | e. Multiple forms of communication on a computer including sounds, videos, video-conferencing, graphics, and texts. |

3 Complete the diagram with the communication examples you have learnt so far. Some can be put in more than one category. Can you add more ideas?



4 Debate. Choose one or more pairs of ways of communicating. Which one is better? Why?

email	vs	snail mail
video conference	vs	F2F meeting
mobile phone	vs	landline phone
message board	vs	F2F discussion group

Pronunciation

Stress in words ending in *-ity* and *-itive*

For words ending *-ity* and *-itive*, place the stress on the syllable before the suffix.

Example:

oppo'r'tunity

She got the opportunity to see *Frozen*.

'po'sitive

His answer is positive! Great!



5 Mark the stress for the following words, then listen and repeat.

- | | |
|----------------|----------------|
| 1. competitive | 5. ability |
| 2. infinitive | 6. possibility |
| 3. repetitive | 7. curiosity |
| 4. positive | 8. nationality |

6 Fill the gaps with the words in **5** and practise saying the sentences. Then listen and check.

1. What's his _____? - He's Japanese.
2. Try not to use this word too often otherwise your text will become _____.
3. Sport can be either _____ or non-competitive.
4. There's a good _____ that they will win.
5. Her dancing _____ is impressive!

Grammar

Future continuous: review

1 Listen again to part of the conversation in **GETTING STARTED**. Underline the future continuous tense and answer the questions.

Phuc: ... How about this Sunday afternoon at 2.30 p.m.? There's *Superman 3*.

Nick: Great..., but I'll be having my Vietnamese class then. Let's go for the 4.15 p.m. show. I'll need to take the bus to Nguyen Du Street and it's quite far.

Phuc: But it's not Galaxy Nguyen Du! We'll be seeing it at Galaxy Nguyen Trai ...

1. What will Nick be doing at 2.30 p.m. this Sunday?
2. What will Phuc and Nick be doing at about 4.15 p.m. this Sunday?

Review

We use the future continuous tense to express being in the process of doing something at a specific time in the future.

Example:

Tonight at 8.30 p.m. Mai will be watching *Frozen* again at home. She loves it!
(She will be in the process of watching the film at 8.30 p.m.)

2 Complete the sentences with the future continuous.

1. _____ he still (sleep) _____ this time tomorrow? - No, he (study) _____ in the library.
2. She's now in Ho Chi Minh City but she (have) _____ a holiday in Da Nang at the end of this month.
3. They (eat) _____ dinner at 8 p.m.
4. _____ she (stay) _____ in her classroom during the break today? - Yes, she (write) _____ an email to her friend.
5. Mona says the children (play) _____ in the garden when you arrive.
6. This time next year Phuc (learn) _____ a new language.

Look out!

We often include a specific time when using the future continuous.



3 Look at the years provided. Work in groups to predict when the following may happen in the future. Then compare your answers with other groups.

2030

2214

2114

1. We won't be using landline telephones in _____.
2. We will still be sending snail mail in _____.
3. We will be communicating with telepathy devices in _____.
4. We will still be using art to communicate in _____.
5. We won't be working F2F any more in _____.
6. We will be using signs in _____, but the signs will be more interactive.



Verb + to-infinitive

4 Look at the conversation in GETTINGSTARTED again and write down all the verbs that are followed by to-infinitive that you can find.

Example:

*I also wanted to call you
→ want to call*

Verbs + to-infinitive

If we want to follow a verb with another action, we must use either a gerund (Unit 1) or an infinitive.

Example:

They want to see *Superman 3* this Sunday.

Some common verbs followed by to-infinitive

- Verbs of thinking: *choose, decide, plan*
- Verbs of feeling: *love, hate, prefer*
- Other verbs: *try, want, need*

Watch out!

Some verbs such as **love, hate, prefer** can be followed by both a gerund and to-infinitive without significant change in meaning.



5 Choose the best answer.

1. We've decided _____ in Ho Chi Minh City for three more days.
a. stay b. staying c. to stay
2. Do you want _____ a mobile phone battery that uses solar energy?
a. having b. to have c. has
3. They chose _____ the bus there.
a. to take b. will take c. taking
4. I tried _____ you lots of times but couldn't get through.
a. called b. call c. to call
5. I think in the future many people will prefer _____ by using social media.
a. to communicate b. will communicate
c. communicate

6 The Dream List. Imagine we are in the year 2050. Work in pairs and select three ways of communication that you think will be most common. Then make the list longer by sharing your ideas with another pair using full sentences.

Example: We'll be using video conferencing in every meeting.



Communication breakdown

Extra vocabulary

language barrier shrug (shoulders)
 cultural difference glance
 communication channel

1 Match the following possible reasons for communication breakdown with the examples. Can you add in some more reasons and examples?

A. language barrier

B. cultural differences

C. a lack of communication channels

- Woman:** If you go down the corridor, you will see a sign saying *Entrée* ...
Man: What does *Entrée* mean? I'm afraid I don't understand.
- In Sweden people call each other by their first names and this does not mean a lack of respect.
- I can't contact him by mobile phone – the network signal is so weak here.
- We haven't heard from him. It takes several weeks for the post to arrive in that area.
- What is he texting here? I can't understand this crazy shorthand!
- In some countries, yellow roses mean happiness and friendship, but in Russia, if you send someone yellow roses it means a separation.



Look out!

Communication breakdown means a lack of communication or a failure to exchange information.



2 If you don't understand body language, communication breakdown may happen. Match the body language with the meaning. Add more examples if you can.



1. You shrug your shoulders.



2. Your hands are on your hips.



3. You glance at your watch.



4. You give a big smile.



5. You raise your fists.

- a. 'I'm angry.' d. 'It's wonderful! I'm so excited!'
 b. 'I'm happy.' e. 'Sorry, I need to go now.'
 c. 'I don't know.'

3 Using abbreviations for online chatting and texting is not always easy to understand. Can you decode the following sentences written in texting/ chatting style without looking at the cues?

- Where r u? We r @ Lotte on 2/F.
- I'll b 5 mins late. CUS.
- Wanna c a movie this wkrd?
- Pls call me rite bck. Thx.
- Hi! Wot R U doin 2nite?
- Did u c it? LOL.

CUS: See you soon
 LOL: Laugh out loud
 rite: right
 pls: please
 thx: thanks
 Wot: What

4 Ideas Bank. Work in groups. For each communication breakdown mentioned in 1, think of a future technology idea that will help avoid it. Share your ideas with the class.

Example: Language barrier:

We will use an app on a smartphone to automatically translate what we are saying into the language of the listener.

SKILLS 1

Reading

1 Look at the letters the children from Viet Nam and Sweden sent to each other in a penfriend project. Why do you think they chose this way to communicate with each other?



Hedlunda Primary School, Umeå, Sweden



Dich Vong B Primary School, Ha Noi, Viet Nam



2 Read the text.

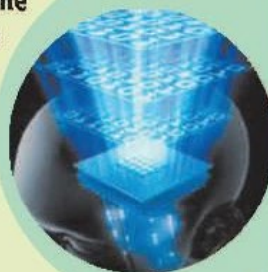
COMMUNICATION IN THE FUTURE: WHAT IS THERE FOR US?

About fifty students in two schools in Ha Noi, Viet Nam and Umeå, Sweden have been exchanging letters in a penfriend project since 2013. 'I love to write. You can even stick something on the letter, like this tiny sweet!' said Linh, from Ha Noi about the project. From the Sweden end, Anders said, 'It's so nice to open and read real letters!' But will this be our

future communication? It's said that in a couple of decades we'll be using telepathy and holography.

Telepathy uses a tiny device placed into our head. Information will be sent and received directly to and from our brains. We'll be communicating just by thought over the **network**! Holography, a video-conference technology with **three-dimensional images**, will help us **interact in real time** in completely different places.

Impressed? Maybe, but not everyone thinks the **cyberworld** will replace the real world. Like the children in the penfriend project, I prefer to chat with my friends over a cup of tea and enjoy their company - life is more meaningful that way!



Look at the highlighted words and match them with their meanings.

1. Immediately, without delay
2. to communicate with or react to
3. the opposite of a flat image
4. the digital world
5. a system of connected parts to share information

3 Answer the following questions.

1. What do the students like about the penfriend project?
2. What are the two ways of future communication mentioned in the text? Explain how they work.
3. Do you think the writer is happy with this future of communication? How do you know?

Speaking

4 In small groups, decide whether you agree with the author of this text. Why/Why not? Share your ideas with the class.



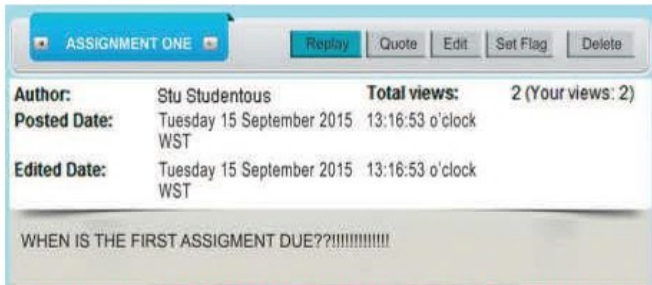
5 Class survey. What ways of communication do you use for the following purposes now and what will they be in the year 2030?

Purpose	At present	In the year 2030
1. working on a group project	I (use)...	I'll be (using)...
2. keeping in touch with a friend who lives far away		
3. contacting friends to meet to see a film		
4. asking your teacher something that you didn't understand in the lesson		
5. letting your parents know you want to say sorry		
6. showing love to your pet		

Listening

Netiquette

1 Look at the way this message is posted on an e-learning message board. Can you find any problems with it?



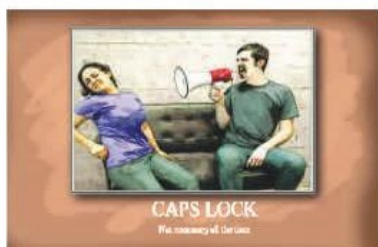
CAPS LOCK: a function that turns all letters into capital form

2 Listen to this interview between a 4Teen magazine reporter and Dr Minh Vu about netiquette and answer the questions.

1. What is 'netiquette'?
2. What is the main rule of netiquette?
3. Besides the content of what we're communicating, what else should we pay attention to?

3 Listen again to the interview and complete the following grid.

	Should	Shouldn't	Why/Why not?
1. use CAPS LOCK in emails, posts, and comments			
2. check your email for mistakes or errors			
3. use a lot of shorthand			
4. respect discussion rules and use polite language			



4 Look at the message in 1. Work with a partner to improve it with the netiquette you have learnt so far.

Writing

Writing an email using netiquette

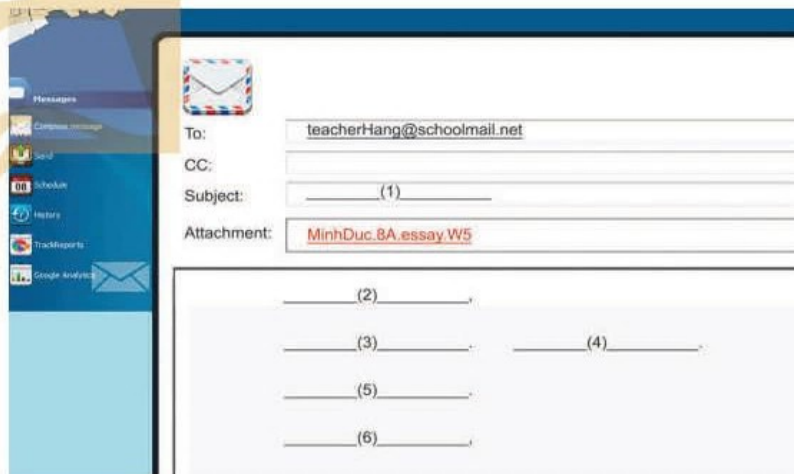
REMEMBER!

- Always check that you've completed the Subject line and/ or have included the attachment
- An email to a senior person should be more formal than to a friend
- Keep the message short and accurate
- Always check your work for mistakes



5 Put the following parts in their correct place to make an email.

- a. Thank you very much.
- b. Please find attached my essay for week 5.
- c. Essay submission week 5
- d. Best regards,
- e. My name is Vu Minh Duc, and I am your student from class 8A.
- f. Dear Teacher,



6 Write a short email to your teacher to submit your group homework for this week. Check if you have used the netiquette learnt.



LOOKING BACK

Vocabulary

1 Complete the sentences using the cues provided.

1. Using b _____
l _____ is an effective way for communication as long as you understand it!



2. M _____ technology makes today's communication so exciting with not only text but also sound, video, and graphics.



3. A lot of people prefer working f _____ than online.



4. Communication breakdown may happen due to c _____
d _____.



5. In the future we won't need to learn different languages to communicate if we use t _____.



6. Everyone needs to learn n _____ when we communicate online.



2 Write the following text messages/ chat lines in shorthand form.

- Thanks for your gift.
- By the way, what are you doing this weekend?
- Please call me right now.
- Laugh out loud!
- See you tonight.



3 Have you ever used music, art, codes, signs or any non-verbal ways to communicate? Tell a partner what you did. Was the communication successful?

Grammar

4 Underline the correct answer.

- She (will not be sleeping/ was not sleeping) if you call at 9 p.m.
- They (play/ will be playing) football at 10 a.m. tomorrow morning.
- What (will he be doing/ will he do) this time next Monday?
- I (am waiting/ will be waiting) at the bus stop when you arrive.
- In 200 years we (will not be using/ do not use) mobile phones any more. We (will be using/ will use) telepathy.
- Take the umbrella with you. It (rains/ will be raining) later today.



5 Gerund or to-infinitive?

- I don't mind (talk) _____ to her about this.
- We plan (use) _____ video chatting to keep in touch with our family.
- He's tried very hard (show) _____ his love to her by sending lots of flowers and presents.
- She dislikes (communicate) _____ through message boards or online meetings.
- Lena enjoyed (chat) _____ on the phone with her friends.
- They've decided (have) _____ a video conference with their colleagues right away.

Communication

- 6** Choose *any* three forms of communication in this unit and work with a partner to decide if people will be using them in the year 2100 or not. Give at least two reasons for each decision.

Example:

- Will we be using music to communicate in the year 2100?
- I think so. People will always express themselves through music.



Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about forms of communication			
• use communication technology vocabulary			
• use the future continuous			
• use some verbs followed by to-infinitive			
• pronounce words ending in -ity and -itive correctly in isolation and in sentences			
• communicating online following netiquette			

PROJECT

'Action. Take one! Action. Take two!'

In groups, prepare two versions of a short sketch involving a communication breakdown to perform in class.

- Perform version 1 where the communication breakdown takes place.
- Then ask the audience to explain what went wrong and how it could be avoided.
- Next, perform version 2, this time where no communication breakdown takes place.

You can ask your teacher for help with sketch ideas.

GETTING STARTED

At the Science Club

1 Listen and read.

Duong, Nick, and Chau are talking with Dr. Nelson after listening to his talk about the roles of science and technology in the 21st century.

Dr. Nelson: Well, as you know, developments in science and technology are greatly changing the way we live, communicate, travel, everything ...

Duong: You mean science and technology are changing our lives in every field?

Dr. Nelson: Right.

Duong: For the better?

Dr. Nelson: Mostly for the better. Science and technology also have enormous effects on economic development.

Nick: Well, my dad told me that only robots would work in factories and clean our homes in the future. Is it right, Dr. Nelson?

Dr. Nelson: Sure. And we'll have flying cars and spaceships so that we can travel faster and further than before.

Chau: So we won't have traffic jams any more?

Dr. Nelson: No, we won't. Science and technology are the keys to development in other fields too. They will certainly bring a lot more benefits to people.

Chau: And what about education? Our science teacher said that there would be no more schools: we'd just stay at home and learn on the Internet.

Dr. Nelson: That's right. Students won't go to school like now ...

Duong: Wow! I hope that happens soon.

THIS UNIT INCLUDES:

VOCABULARY

Science and technology
Inventions

PRONUNCIATION

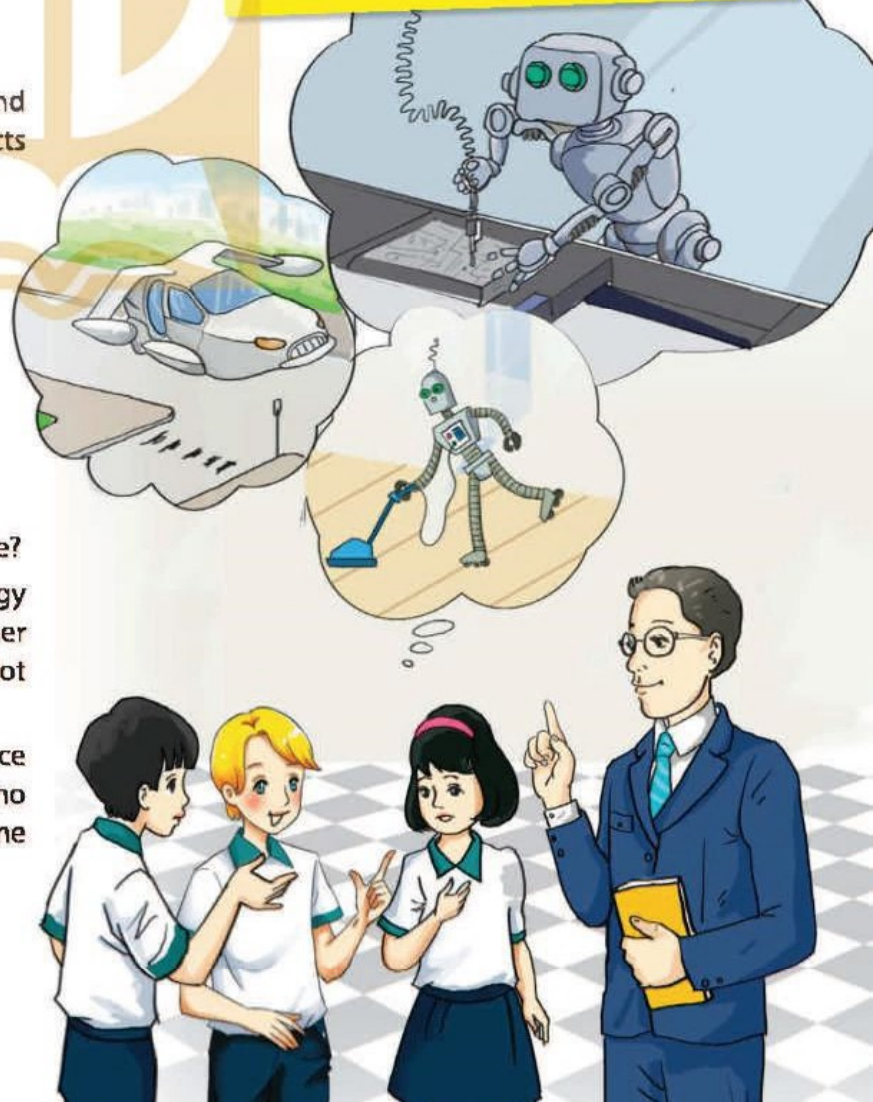
Stress in words starting with *un-* and *im-*

GRAMMAR

Future tenses: review
Reported speech: statements

COMMUNICATION

Talking about the roles of science and technology
Expressing agreement and disagreement about how science and technology can help us solve problems in the future



a Find the words in A in the conversation. Then match them to the words in B with similar meanings.

A	B
1. developments	a. the answers
2. field	b. area
3. enormous	c. progress (n)
4. economic	d. big
5. the keys	e. money-making
6. benefits	f. help

b Answer the questions.

- Where are Nick, Duong, and Chau?
- What is the subject of Dr. Nelson's talk?
- What fields are science and technology greatly changing?
- What did Nick's dad tell him?
- What did Chau's science teacher say?

c Work with a partner. What fields are mentioned in the conversation which are affected by science and technology?

d Put a word/ phrase from the box in each blank.



flying cars economic development
field space the key

- Technology in the _____ of telecommunications has developed greatly over the last decade.
- In the future, ordinary people may travel into _____ on spaceships.
- He said he worked very hard and that was _____ to his success.
- An international meeting on _____ took place in Singapore last week.
- If we had _____ now, we could solve the problem of traffic jams.

Look out!

Can you explain the difference between science and technology?



2 Put one of the words/ phrases from the box in each gap. There is one extra.

science subjects technology technique
machines scientific progress researchers

- Her teacher said she was really good at _____, but she was not very good at English.
 - Advances in _____ have improved crop yields by over 30%.
 - Cancer _____ have made great progress, but many aspects of this disease need further study.
 - Scientists will be trying to invent _____ to teach children at home.
 - Thanks to _____, our world will be transformed greatly.
- 3** Give the opposite of the words in brackets, using the prefix *un-* or *im-*.

Example: necessary → unnecessary

- This is a species of insect previously (known) _____ to biologists.
- I don't like science fiction novels much. I think they are (realistic) _____.
- It is almost (possible) _____ to keep up with the latest developments in computing.
- The teacher said that accurate measurement was (important) _____ in this experiment.
- Fortunately, the river flowing through our town is (polluted) _____.

4 GAME: FIND SOMEONE WHO...

Ask your classmates Yes/ No questions, using *do* or *will*. If they say 'Yes' to a question, write their names in the box. A name can be written down only once. The first person to get a name in each box is the winner.

Find someone who...

likes science subjects at school	wants to travel into space in the future	wants to become a scientist
knows a Vietnamese scientist	will go into sciences when finishing school	admires a scientist or an inventor



A CLOSER LOOK 1

Vocabulary

Look out!

We add *-er*, *-or*, or *-ist* to a verb or noun to form a noun indicating people.

Example: to learn → learner
to invent → inventor
science → scientist



1 Complete the following sentences with nouns indicating people.

1. A person who gives advice is an _____.



2. A scientist who studies chemistry is a _____.



3. A person whose job is to design things is a _____.



4. A person whose job is writing programmes for computers is a _____.



5. A marine _____ is a scientist who studies life in the sea.



2 Write a noun from the list under each picture.

doctor chemist physicist
archeologist explorer engineer
software developer conservationist



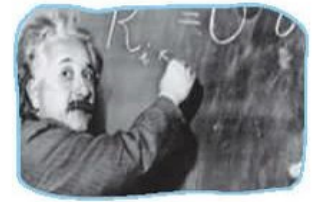
1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

3 Give the correct form of the words in brackets.

- Every day we hear about new (develop) _____ in science and technology.
- Einstein was one of the greatest (science) _____ in the world.
- The USA is a world leader in space (explore) _____.
- Advances in (medicine) _____ science will help people live longer in the future.
- There is a link between (economy) _____ development and the environment.

Pronunciation

Stress in words starting with *un-* and *im-*

When we add the prefix *un-* or *im-* (meaning 'not') to a root word, the stress of the word does not normally change.

Example: 'friendly → un'friendly
'probable → im'probable

Note: When we add the prefix *un-* or *im-* to a one-syllable word, the stress falls on the root word.

Example: fair → un'fair
pure → im'pure

A CLOSER LOOK 2

- 4** Listen and repeat the following words. Mark the stressed syllables in the words.



- 5** Put the words from **4** in the right columns.

oO	oOo	ooO	oOoo

- 6** Fill the gaps with one of the words in **5**. Listen and check, then read the sentences.

- The teacher said this water was _____ and couldn't be used in our experiment.
- Scientists have identified a link between an _____ diet and diseases.
- This job would be _____ without the help of a computer.
- Our natural resources are not _____.
- It's no good being _____ with small children.



Grammar

Future tenses: review

- 1** Put the verbs in brackets into the correct tenses.

- By 2030 all students (have) _____ their own computers in school.
- I can't come to your party next Friday as I (work) _____ on that day.
- I know she's sick, but _____ she (be) _____ back to school tomorrow?
- You (not pass) _____ your exams if you don't start working harder.
- Whatever job you (decide) _____ to do in the future, I (support) _____ you.

- 2** Work in pairs. Read the following predictions about the year 2040 and say whether you think it will happen.

Example:

- A: Email will completely replace regular mail.
B: I think it will certainly/probably happen. / It certainly/probably won't happen.

- We will all be using flying cars.
- Most people will live to be a hundred years old.
- Robots will replace teachers.
- The world will have one money system.
- The Internet will replace books.

Reported speech

In direct speech, we give the exact words somebody said, and we use quotation marks. **In reported speech**, we give the meaning of what someone said, but with some changes and without quotation marks.

Example:

- Nam: 'I want to become a robot designer.'
→ Nam said that he wanted to become a robot designer.

When the reporting verb (e.g. say or tell) is in the past, the verb in reported speech changes as follows:

Direct speech	Reported speech
Present simple 'I like sciences.'	→ Past simple He said (that) he liked sciences.
Present continuous 'I am staying for a few days.'	→ Past continuous She said (that) she was staying for a few days.
Present perfect 'Nick has left.'	→ Past perfect She said (that) Nick had left.
Past simple 'Nick left this morning.'	→ Past simple/ Past perfect She told me (that) Nick had left that morning.
will 'Man will travel to Mars.'	→ would He said (that) man would travel to Mars.
can 'We can swim.'	→ could They told us (that) they could swim.
may 'We may live on the moon.'	→ might He said (that) we might live on the moon.

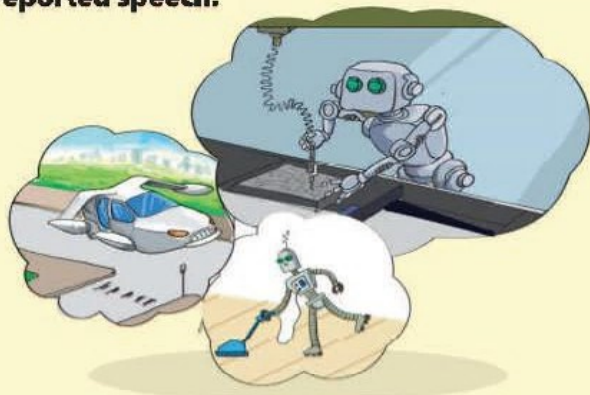
Pronouns, and time and place expressions may change in reported speech:

I	→ he/ she
we	→ they
you	→ I/ he/ she
now	→ then
today	→ that day
here	→ there
this week	→ that week
tomorrow	→ the following day/ the next day
yesterday	→ the day before/ the previous day
last month	→ the month before/ the previous month

Example:

'I don't have football today.'
→ He said (that) he didn't have football that day.

3 Look at the conversation in GETTING STARTED again. Find and underline the examples of reported speech.



4 Complete sentence b in each pair so that it means the same as sentence a, using reported speech.

- a. Nick: 'I come from a small town in England.'

b. Nick said that _____.
- a. My friend: 'Brazil will win the World Cup.'

b. My friend said that _____.
- a. Olive: 'Chau, I'm leaving Viet Nam tomorrow.'

b. Olive told Chau that _____.
- a. David: 'Catherine, I'm unable to read your writing.'

b. David told Catherine that _____.
- a. Minh: 'I overslept this morning.'

b. Minh said that _____.

5 Change the following sentences into reported speech, using the words given in brackets.

- 'I didn't say anything at the meeting last week.' (He said)
- 'This letter has been opened.' (She told me)
- 'In 50 years' time we will probably be living on Mars.' (Tom said)
- 'I hope we will build a city out at sea.' (Mi said)
- 'My wish is to become a young inventor.' (Son told us)

6 GAME: MY FRIEND SAID...

Each of students stands up or comes to the front of the class. One says a sentence about himself/herself. The other reports to the class.

Example:

I like writing code.

She said that she liked writing code.



Quiz: Who invented what?

1 Match the inventors in A with their inventions in B.

A	B
Thomas Edison	the steam engine
Sir Alexander Fleming	Facebook
Alexander Graham Bell	the light bulb
The Wright brothers	penicillin
James Watt	the Internet (WWW)
Mark Zuckerberg	the telephone
Tim Berners-Lee	the airplane

2 Work in groups. Discuss the question: Which invention is more useful?

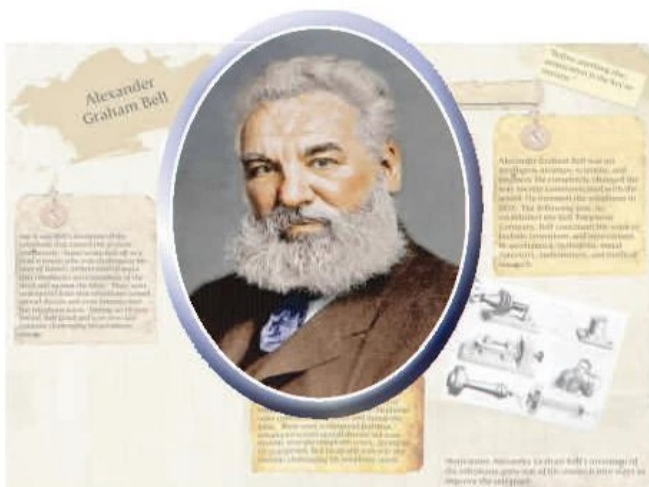
Example:

A: The invention of the airplane is very important because it has changed the way people travel and transport goods around the world.

B: You are right. But I think the invention of penicillin is more useful because it has saved lots of lives.

C: ...

3a Ha had an interesting dream last night in which she met and interviewed Alexander Graham Bell, the inventor of the telephone.



Ha: When and where were you born?

Bell: I was born in 1847 in Scotland.

Ha: And did you go to school in Scotland?

Bell: Yes, I went to the Royal High School.

Ha: What subject did you like best?

Bell: I always liked sciences, especially biology.

Ha: Did you go to university?

Bell: Yes, I went to Edinburgh University, and then to the University of London.

Ha: And what did you do after that?

Bell: I taught the deaf-mute in Boston, USA.

Ha: When did you invent the telephone?

Bell: Well, I invented the telephone quite by chance in 1876 when I made a mistake while doing an experiment ...

Ha: How interesting!

b Two days later, Ha told her friend what Alexander Bell said. Now report what Ha told her friend, using reported speech.

Example: Alexander Bell said that he had gone to the Royal High School.

- _____
- _____
- _____

4 Work in pairs. One of you is a reporter, and the other is Tim Berners-Lee. Role-play, using the information given.

**Tim Berners-Lee:
British computer
scientist, inventor
of the Internet**



- born 8 June 1955 - London
- 1973 - 1976: Oxford University
- 1978: joined company called D. G. Nash
- 1990: built first Web browser
- 6 August 1991: first website put online

Reading

1 Quickly read the passages. Match the headings with the passages.

1. Can we live longer?
2. Can we live there?
3. Future home prediction

A

Travelling to Mars might become a reality sooner than you think. Scientists are planning to send people (not animals!) to explore Mars in the near future. They believe it's the only way to find out if there is, or ever has been, life on this planet. They will explore the possibility of living there. So people may go there to live one day!



B



Scientists say that in the future people will live longer. Incurable diseases will be cured and 'bad' genes will probably be replaced. With healthier lifestyles and better medical care the average

person will live to be 100 instead of 70 (for men) or 75 (for women) like today. Anti-ageing pills will also be invented to help people live longer.

C

Future homes will be located on the ocean, in the air, or underground. These homes will have advanced energy saving devices such as solar panels, solar windows, and smart home technology. Future homes will take advantage of robots to do chores such as cleaning, cooking, washing, and organising everything for their owners.



2 Underline the following words and phrases in the passages in **1**. Match each of them with its explanation.

1. a reality	A. examine carefully to find out more about something
2. explore	B. used instead of something else
3. possibility	C. equipment that helps save energy
4. replaced	D. a thing that actually exists or happens
5. anti-ageing pills	E. something that is likely to happen
6. energy saving devices	F. medicine that can prevent ageing

3 Answer the questions.

1. Why are scientists planning to send people to Mars?
2. How will anti-ageing pills help people?
3. How long does an average person live now?
4. What are some energy saving devices?
5. What will home robots do in the future?

Speaking

4 Think about your ideas about scientific advances in these fields. Look at the example and make notes.

Advances	Advantages	Disadvantages
robots	do a lot of things	unemployment
nuclear energy		
nutrition pills		
smart phones		
space travel		

5 Work in groups. Express your agreement and disagreement about how scientific advances can help us solve problems in the future.

Example:

- A: I think robots will help us do many boring or difficult jobs.
- B: Yes. But at the same time, they may bring a lot of unemployment.
- C: And they'll make us lazy and inactive.

Look out!

We use 'at the same time' to introduce a contrasting fact.



Listening

1 Listen to the conversation and choose the best summary.

- The benefits that advances in science and technology may bring to people's lives.
- The benefits and drawbacks that advances in science and technology may bring to people's lives.
- The drawbacks that advances in science and technology may bring to people's lives.



2 Listen again to the conversation between Nick, Duong, and Chau. Circle the words and phrases as you hear them.

- | | |
|----------------|-----------------------|
| 1. problems | 4. overcrowding |
| 2. high yields | 5. on television |
| 3. the moon | 6. bring unemployment |

3 Listen again and answer the questions.

- What will help feed the large population on Earth?
- Where may we be able to live?
- What does Nick say he likes?
- Does Chau think science and technology may bring problems?
- What does Nick think at the end of the conversation?

Writing

Writing to express agreement or disagreement

Introduction: I agree/ disagree with the idea that ...

Explaining your opinion:

Firstly, Secondly, ...

Furthermore, In addition ...

Conclusion: In short/ For these reasons ...

4 Look at the sample paragraph and fill the outline below.



I disagree with the idea that robots will only bring benefits to people in the future. Robots will also have some negative effects. Firstly, they will be very expensive and we will spend too much money buying and fixing them. Secondly, robots in factories will be able to do everything the workers do, so robots will make them jobless. Thirdly, robots in our homes will do all the housework for us, so we will become lazy and inactive. In short, robots will do many things for us, but they may not improve the quality of our lives.

Introduction: disagree

Idea 1:

Idea 2:

Idea 3:

Conclusion: not always good

5 Make notes, then write a paragraph on the following topic.

Do you agree or disagree with the following idea?

With the help of technology, students will benefit greatly from studying by themselves at home.

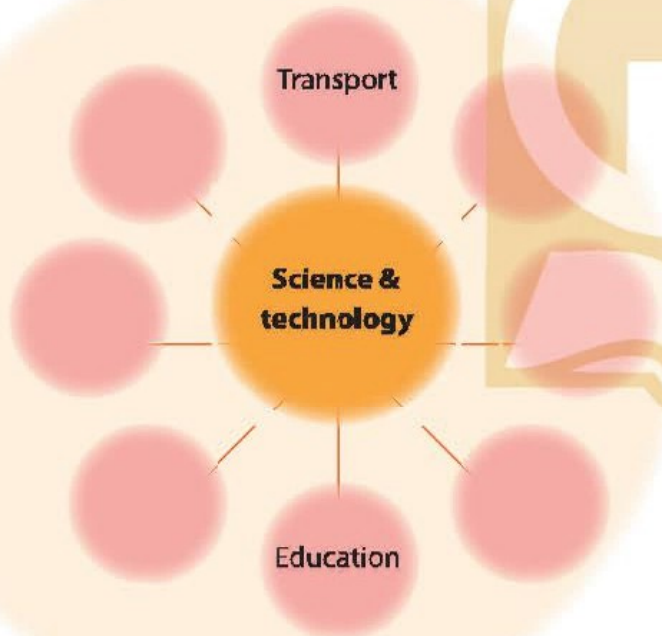


Vocabulary

1 Write the correct form of the words in brackets.

1. My friend said he really enjoyed doing (science) _____ experiments and finding out how things worked.
2. Production of these chemicals causes serious (environment) _____ pollution.
3. There have been major new (develop) _____ in space research and satellite technology.
4. It is known that new scientific (discover) _____ are being made all the time.
5. It seems (natural) _____ for a child to spend so much time by himself or herself.

2 Complete the word web with the fields that could benefit from science and technology.



3 Fill each gap with a word from the box to complete the passage.

science inventions inventing
benefits productive laboratory

Thomas Edison was one of the greatest inventors of the world. He was responsible for more than one thousand (1) _____ including the electric light bulb and the record player. He also created the world's first industrial research (2) _____.

Edison was born in 1847 in Ohio, USA. When he was 10 years old, he set up a small laboratory after he had read a (3) _____ book his mother showed him. In 1869, he borrowed some money and began to make inventions. In 1876 he built a new laboratory so that he could spend all his time (4) _____. He planned to turn out minor inventions every ten days and a 'big trick' every six months. He developed many devices that brought great (5) _____ to people's life. He once said that the value of an idea lay in the using of it. Edison died in 1931, after having a remarkably (6) _____ life.

Grammar

4 Change the sentences into reported speech.

1. "They are doing an experiment."
→ He said that _____.
2. "You have to sign the paper again."
→ She told me that _____.
3. "We watched a television documentary on the future of nuclear power."
→ Tam said _____.
4. "The 10 o'clock flight to Kuala Lumpur will be an hour late."
→ They announced that _____.
5. "In 50 years' time we may be living on the moon."
→ Scientists said that _____.

5 Rewrite these sentences in direct speech.

Example:

Louise told me that he had rung me the night before.

→ Louise: "I rang you last night."

1. Kien said that he had missed the train.
2. Duong said that he could run very fast.
3. Mia told me that she would hand in the report the next day.
4. She said that she was reading a science fiction book about life on Venus.
5. He told me he would be a lawyer when he grew up.

Communication

6 Write one prediction for each of the following fields, based on the cues and your own ideas. Then share it with the class.

education food leisure energy
home life transport communication

Example:



In transport, we will probably travel faster and further in flying cars and spaceships.

Cues:

- solar energy all year round
- no schools, lessons on the Net
- nutrition pills instead of normal food
- 5D-cinema at home
- home security protection with cameras
- entertainment centre at home
- smart phone app



Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about the roles of science and technology			
• use future tenses			
• use reported speech			
• pronounce words starting with <i>un-</i> and <i>im-</i> correctly in isolation and in sentences			
• write a paragraph to express agreement/ disagreement about the roles of science and technology			

PROJECT

Young Inventors

1 Read the following passage and answer the questions that follow.

John J. Stone-Parker



John J. Stone-Parker is one of the youngest inventors in the world. While still a small child, John was very fond of creating new things. He saw that his dad had trouble every time he had a drink with ice cubes in it, so John came up with the idea of creating a star-shaped device that would prevent the ice cubes from slipping out of the glass. He patented this object when he was just four years old in 1989.

2 If you could invent something new, what would you develop? Choose one of these or your own idea.

- a game that can be played by four people
- a sport that can be played indoors by a group of people
- a medicine that can make you do something great
- a device that can prevent accidents at home
- a machine that can recycle everything at home

3 Write/ talk about your invention:

- what it is
- what it is used for
- how it works
- how it can help people

1. What was John J. Stone-Parker's invention?
2. Do you think that his invention was useful?

GETTING STARTED

What could happen to Earth?

1 Listen and read.

Duong: Do you know, Trang and I saw a very interesting film yesterday!

Nhi: What was it?

Duong: *Star Trek Into Darkness*.

Nhi: Oh, I like this series, but I've only seen *Star Trek 2009*. What's *Into Darkness* about?

Duong: Well, after their adventures on the journey to Nibiru planet in *Star Trek 2009*, Captain James Kirk and his crew return to Earth on the *Enterprise* in 2259. However, they then have to fight a dangerous terrorist John Harrison, who wants to destroy Earth.

Nhi: Sounds thrilling!

Duong: Yes, it was! Actually, Kirk dies trying to stop him, but fortunately, he comes back to life. It's just a film, after all!

Nhi: A happy ending! But it does make me think about the real world... Could Earth ever be in that kind of danger?

Duong: That's funny, Trang also asked me what I thought would happen to Earth in the future.

Nhi: And how did you answer?

Duong: I said I didn't know but that Earth might be ... that's true; nobody knows.

THIS UNIT INCLUDES:

VOCABULARY

Life on Earth and other planets

PRONUNCIATION

Stress in words ending in *-ful* and *-less*

GRAMMAR

may and *might*: review

Reported speech: questions

COMMUNICATION

Predicting what other life forms might be like

Asking and answering questions about life on other planets



a Tick (✓) true (T) or false (F).

- | | | |
|---|--------------------------|--------------------------|
| | T | F |
| 1. Duong and Trang saw a boring film yesterday. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Nhi has seen <i>Star Trek 2009</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>Star Trek</i> is a non-fiction film. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Nhi and Trang sometimes think about the future of the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Duong sounds sure about the future of the Earth. | <input type="checkbox"/> | <input type="checkbox"/> |

b Read the conversation again and answer the questions.

- Who is the captain of the spaceship?
- Where did the crew go in *Star Trek 2009*?
- When does the story in *Star Trek Into Darkness* happen?
- What do you think is the *Enterprise*?
- What does John Harrison want to do?

c Can you find the sentences in reported speech in the conversation? Underline them.



2 Use the words/phrases in the box to label the pictures. Then listen and repeat.

aliens space buggy galaxy planet
weightless solar system spaceship UFO



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

3 Use the words/ phrases in 2 to fill the blanks.

- The _____ were green and they had huge heads and big eyes.
- The aliens came out of a _____, which looked like a disk.
- A _____ is a vehicle used for travelling on the surface of the moon.
- A moon moves round a _____ and a _____ moves round a star.
- In a _____ environment, everything floats uncontrollably.
- There are eight planets that move round the Sun in our _____.
- We don't know how many solar systems there are in each _____.
- Vostok 1* is the name of the _____ in which Yuri Gagarin flew into outer space.

4 GAME: WHAT AND WHERE

Listen and follow the teacher's instructions to play the game.

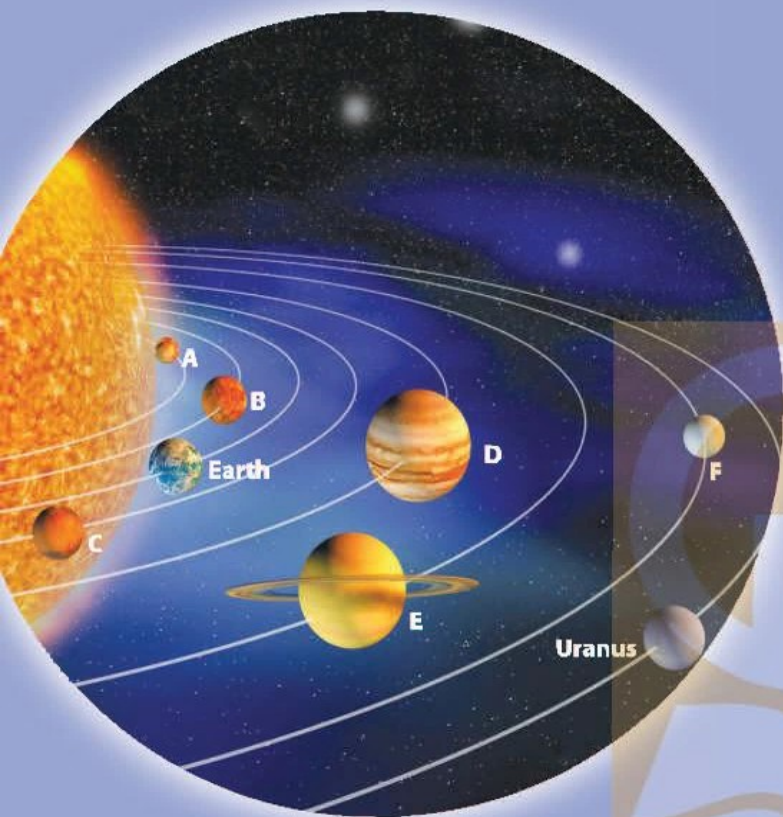


A CLOSER LOOK 1

Vocabulary

1 Use the names of the planets in the box to label the diagram of the solar system.

Mercury	Venus	Saturn
Mars	Neptune	Jupiter



2 Now scan the passage and check your answers.

The planets in the solar system are named after the Roman Gods. Mercury is the smallest and closest planet to the Sun. It is named after the Roman God Mercury, who was the fast-flying messenger of the Gods, because it moves very fast. Venus is the second planet from the Sun. It is named after the Roman Goddess of love and beauty. Mars is the fourth planet from the Sun and the second smallest planet. It is named after the Roman God of war. The fifth planet from the Sun is Jupiter. It is also the largest planet. The Romans named the planet after the Roman God of thunder and lightning. Saturn is the sixth planet from the Sun and the second largest planet. It is named after the Roman God of agriculture. Neptune is the eighth planet from the Sun in the Solar System. It is named after the Roman God of the sea.

3 Write the names of the planets that match the Roman Gods.

1. _____	God of sea
2. _____	God of agriculture
3. _____	God of war
4. _____	God of thunder and lightning
5. _____	God of love and beauty

4a Add suffixes *-ful* or *-less* to the words in the box. Note that some words can use either suffix.

weight	water	beauty
wonder	resource	air

-ful **-less**

b Now use the topic of space to make a sentence for each new word. Compare your sentences with a partner.

Example:

- Earth looks beautiful from space.
- Venus is a dry and waterless planet.

Pronunciation

Stress in words ending in *-ful* and *-less*.

When we add *-ful* or *-less* to nouns or verbs to form adjectives, the stress of the words remain unchanged.

Example:

- 'water → 'waterless
- 'hope → 'hopeless/ 'hopeful
- for'get → for'getful

5 Put the stress in the correct place in the words. Then listen and check.

thoughtless	meaningful	helpless
meaningless	helpful	thoughtful
useless	plentiful	useful

6 Read the following sentences and mark the stressed syllable on the words in *italics*. Then listen and repeat.

- Her speech on the environment was *meaningful*.
- My teacher is so *helpful* when we don't understand something.
- I was *helpless* to stop the dog biting me.
- This dictionary is so *useful*.
- There is *plentiful* water for life on Earth.

Grammar

May and might: review

REMEMBER!

1. We use *may/might* to say that something is possible at present or in the future.

Example:

He may/might be in the office.

2. Normally, either can be used. Although, using *may* slightly increases the chance that something will happen.

Example:

- Tom may lend you the money. (This is unlikely.)

- Tom might lend you the money. (I think this is very unlikely.)

3. *May* is sometimes used in formal English, meaning *to be allowed*. *Might* is NOT used in this case.

Example:

Lecturers may use projectors if they wish.



1 Use *may/might* to fill each of the blank.

1. You _____ have a little difficulty driving at night.
2. I _____ have an allergy to shrimp. I have never tried it.
3. We _____ go to London for a holiday, if we can still afford it.
4. The examiner says we _____ leave when we've finished.
5. I don't know, but I _____ go to the lecture about UFOs.
6. Students _____ only borrow four books at a time.
7. There _____ be life on other planets.
8. Students over fifteen _____ bring a phone to school.

Reported speech: questions

We use the verb *ask* when reporting questions. In reported questions we use the statement word order and the question mark is omitted.

1. To report a *Wh*-question, we use *Subject + asked (somebody) + question word + clause*.

Example:

'What were you doing at the time?'

She asked (me) what I was doing/ I had been doing at the time.

2. To report a *Yes/ No* question, we use *Subject + asked (somebody) + if/ whether + clause*.

Example:

'Did the alien talk to you?'

She asked me if/ whether the alien talked/ had talked to me.

Remember that pronouns, possessive adjectives, verb tenses, and time expressions change in reported questions just as in reported statements. Look back at Unit 11 for a review of how they change.



2 Nick claimed that he had seen a UFO. Read the interview between a reporter and Nick, and finish the following sentences.



Interviewer: So, what exactly did you see?

Nick: I saw a UFO. It landed in a grassy area.

Interviewer: What were you doing when you saw it?

Nick: I was going for a walk.

Interviewer: What did it look like?

Nick: It was very big and bright and it looked like a big disc in the sky.

Interviewer: And what else did you see?

Nick: I saw an alien coming out of the UFO.

Interviewer: Did the alien see you?

Nick: I don't know. When I saw it, I hid behind a big tree.



1. The interviewer asked Nick _____ exactly he had seen.
2. Nick answered that he _____ a UFO. He said it _____ in a grassy area.
3. The interviewer asked _____ Nick had been doing when he saw the UFO.
4. Nick said that he _____ for a walk.
5. The interviewer asked what it _____ like.
6. Nick said it _____ big and bright and it _____ a big disc in the sky.
7. The interviewer also asked if the alien _____ him.
8. Nick told the interviewer that he _____ behind a tree.

3 Circle the correct word in *italics* to complete each sentence.

1. The reporting verb in the reported question is *ask/ say/ tell/ answer*.
2. We use *if/ that* when we report *Yes/ No* questions.
3. In reported questions, the subject comes *before/ after* the verbs.
4. The tenses are *the same/ different* in direct and reported speech.

4 Read other questions by the interviewer. Rewrite them as reported questions.

1. "Do you go for a walk every day?"
2. "How did you feel when you saw the alien?"
3. "What did the alien look like?"
4. "Why didn't you take a photo of the alien?"
5. "How long did the UFO stay there?"
6. "Have you seen any UFOs since then?"

5 Work in groups of three. One is Nick and the others are Nick's friends. Ask and answer questions about what Nick saw. Then report the friends' questions and Nick's answers to the whole class.



LIFE ON OTHER PLANETS

1 Five teenagers are discussing the possibility of other life forms in our galaxy. Read the comments they have posted on an online forum.



Duong

@ Duong: There might not be life on Mercury 'cause it's too close to the Sun so it would be too hot to live there. And it moves very fast, so the daytime would be too short. At least, humans couldn't stand such short days.



Nhi

@ Nhi: I agree. I also think to be able to live on a planet, we need water; appropriate temperatures, and breathable air at the very least. But whether the planet travels fast or not is unimportant.



Duc

@ Duc: You are right. Do you know NASA has found two new planets, Kepler-62e and Kepler-62f, which are very similar to Earth? I believe life may be possible there... How about on Jupiter or Venus?



Trang

@ Trang: I imagine Jupiter is a powerful planet because Jupiter is the God of thunder and lightning. The planet is not too close to the Sun, so it's not too hot, and life may be possible there. People there may feel very proud of the power of the planet.



Anh

@ Trang and Anh: So Venus may be a good place for lovers 😊. Actually, it's nearer to the Earth, so it may be easier to travel there.

2 Work in groups to decide if you agree or disagree with each of the opinions and ideas in **1**. Say why or why not.

Example:

- I'm not sure if I agree with Anh because the name of the planet doesn't tell us anything about the living conditions.
- I totally agree with Duc because ...
- I partly agree with Trang because ...

3a Work in pairs. Imagine you are going into space. Decide together what you will take with you. You can add any item you think necessary. Remember to give reasons.



space suit



food tablets



space buggy



oxygen tank



boots



gloves

Example:

A: I will wear a spacesuit because it may be very cold there and I won't be able to breathe.

B: I will bring hand washing gel to clean my hands.

b Report your decisions to another pair or to the class.

SKILLS 1

Reading

1 a Look at the pictures and discuss the questions.

1. What are the names of the two planets in pictures A and B?
2. How do you think the pictures are different?



b Read the text below and check your answers.

1. Mars is called the Red Planet because of its reddish **surface**. There have been many explorations to Mars by humans since the mid-20th century. Scientists hope that we can find another planet to **accommodate** human life.
2. There are major reasons why the **climate** on Mars is unsuitable for human life. Temperatures on Mars can be as low as -87 degrees Celsius and rarely get above 0 degrees Celsius. But the bigger problem is the lack of oxygen. 95% of the atmosphere is carbon dioxide (CO₂), and this is **poisonous** to breathe. Moreover, there is no water on Mars even though scientists have found **traces** of it.
3. However, as early as the mid-19th century, scientists discovered that Mars had some similarities to Earth. A day on Mars is 24 hours, 39 minutes and 35 seconds, almost the same as a day on Earth. Mars also **experiences** seasons just as Earth does. However, the seasons are twice as long because a year on Mars lasts about **twice** as long as an Earth year.

2 Find words in the text that have similar meanings to these words or phrases.

1. causing death or illness
2. two times
3. has, goes through
4. marks or signs showing that something happened
5. the outside or top layer of something
6. weather conditions of a particular place
7. provide a place to live

3 Match the headings with the paragraphs (1-3). There is one extra.

- A. Reasons why we may be able to live on Mars.
- B. Reasons why we may not be able to live on Mars.
- C. Explanation for the name of Mars.
- D. Reasons for explorations of Mars.

4 Read the text again and answer the questions.

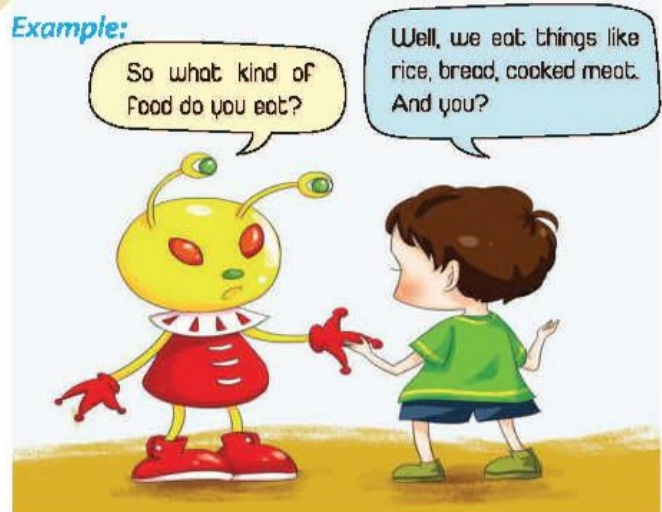
1. What is the other name for Mars?
2. What are the lowest and the highest temperatures on Mars?
3. Why is it poisonous to live on Mars?
4. Which is longer, a day on Earth or a day on Mars?
5. How long is a year on Mars?

Speaking

5 Work in pairs. One is a human and the other is a Martian. Use the suggestions below to ask and answer about life on Earth and life on Mars.

	Human	Martian
Food	rice, bread, meat...	tablets, rocks, ...
Drink	water, juice, ...	liquid from under the rock...
Sleep	6-8 hours/ night...	2-3 hours/ night...
Travel	bicycle, car...	flying car, space buggy, UFO...
Environment	forests, lakes, oceans, mountains, cities, ...	dry, desert, rocky landscape, caves...
Problems	diseases, pollution, overpopulation...	survival, loneliness...

Example:



6 Now swap pairs. The human of one pair works with the Martian of the other pair. Take turns to report what your previous partner said about life on their planet to your new partner to see if he/ she said similar things.

Listening ALIENS

1 Work in pairs. Describe the pictures and answer the questions.

1. What do the pictures show? Do you think they really exist?
2. What do you want to know about them?
3. What would you do if you saw one of them?



2 Listen to Tom's imagined description of what an alien from another planet may be like. Fill each blank with no more than three words from the recording.

Which planet are they from?	They are from (1) _____
What are they like?	They may be (2) _____ and (3) _____ than human beings
What do they look like?	They may have (4) _____, a lot of (5) _____, and (6) _____.
What are their senses like?	Very good. They may be able to sense (7) _____, or (8) _____.
What do they live on?	(9) _____, from the (10) _____

3 Listen again and tick (✓) true (T), false (F) or not given (NG).

	T	F	NG
1. The inhabitants may be very similar to human beings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. They may be able to fly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is very cold there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. They may be far-sighted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. They may need air for their existence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. They may need lots of food and drink.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing

4 Work in pairs. Imagine what an alien may be like. Use your imagination to fill the web below.



5 Now use the notes to write a description of your alien.



6 Swap your work with your partner. How different is your description from your partner's?

Vocabulary

1 Rearrange the letters to label the pictures.

2 Fill each gap with a suitable word from the box.

surface climate NASA
traces experienced accommodate

- The Earth seems too small to _____ the increasing population.
- Water covers 75% of the Earth's _____.
- Attempts have been made to find _____ of aliens.
- Astronauts _____ difficulties when they first landed on the moon.
- The _____ on other planets is very different to that on Earth.
- _____ stands for National Aeronautics and Space Administration.

Grammar

3 Underline the correct answers.

- He asked me *when/ if* there were people living on Venus.
- They wanted to know when the first spacecraft *had been/ was* launched.
- She asked them *how/ who* had been the first to step onto the moon.
- They asked me which spacecraft *was/ had been* the first to explore Mars.
- Students asked *how/ who* the scientists explored other planets.
- He asked me what food people on other planets *had eaten/ ate*.
- She asked her teacher *if/ what* UFO stood for.

4 Put the words/ phrases in the correct order to make reported questions.

- He/ would react/ asked me/ an alien/ how/ I/ if I saw/.
- most suitable/ The teacher/ which planet/ asked me/ was/ for human life/.
- on the moon/ My friend/ had first landed/ asked me/ when/ humans/.
- a planet/ a star/ She asked me/ the difference between/ what/ and/ was/.
- if/ was/ They asked/ on Mars/ there/ water.

5 Change the following questions into reported questions.

- 'What are the essential conditions for human life?' the teacher asked her students.
- 'Have humans been able to communicate with people on other planets?' Samuel asked the scientist.
- 'Did the Roswell UFO incident take place in the U.S. in June 1947?' Nick asked the journalist.
- 'Who was the witness in the Roswell UFO incident?' Vanessa asked her uncle.
- 'When will humans be able to travel from one planet to another more easily?' The son asked his father.
- 'Why can't people move to Mars immediately?' Diane asked her mother.

Communication

6 Choose the right sentences (A-E) to put into the dialogue.



Interviewer: Do UFOs really exist, Prof. Kent?

Prof. Kent: (1) _____

Interviewer: Yes. When was the first post-war UFO sighting in the US?

Prof. Kent: (2) _____

Interviewer: Wow! Very long ago! How about notable sightings in the 21st century?

Prof. Kent: (3) _____

Interviewer: So... were all sightings in the USA?

Prof. Kent: (4) _____

Interviewer: Incredible!

Prof. Kent: (5) _____

- A. In 2001, at least 15 people, including two police officers saw UFOs in the night sky in New Jersey.
- B. Well, there have been many UFO sightings reported.
- C. Not at all. On April 23, 2007, Captain Ray Bowyer and his passengers gained clear views of two UFOs when they were flying in the English Channel.
- D. On June 24, 1947. Kenneth Arnold, a private pilot spotted nine shiny discs flying past Mount Rainier.
- E. Yes, and in 2008, according to media reports, a police helicopter was almost hit by a UFO...

Finished! Now I can...	✓	✓✓	✓✓✓
• talk about life on other planets			
• report questions			
• pronounce words ending in <i>-ful</i> and <i>-less</i> correctly in isolation and in sentences			
• describe an imaginary inhabitant of another planet			

PROJECT

SPACE EXPLORATION

1 Write the phrases in the box under the pictures, and then answer the questions.

space buggy space shuttle Vostok spacecraft



A. _____



B. _____



C. _____

1. What are the things in the pictures?
2. When might they be used?
3. Who might use them?

2 Work in groups. Choose a space vehicle or machine you like from the pictures or elsewhere.

3 Search for information about the vehicle or machine.

- What is the vehicle/ machine called?
- Where and when might it be used?
- What energy does the vehicle/ machine use?
- Who can control the vehicle/ machine?
- What is special about this vehicle/ machine?

4 Present the information to the class. Vote for the best presentation.



LANGUAGE

Pronunciation

1 Mark the stress for the following words, then listen and repeat.

unidentified	ability	successful	capability
meaningful	immobile	informative	unpopular
unsuitable	wireless	interactive	powerless
paperless	possessive	impossible	colourless

2 Complete the words in these sentences. All the words are taken from the list in 1. Then listen, and check.

- Oxygen is a *col* _____ gas.
- Doctors said that the disease was caused by an *uni* _____ virus.
- The technology can be used to produce *int* _____ educational programmes.
- Animals in the zoo have lost the *cap* _____ of catching food for themselves.
- Most people need a *mea* _____ relationship with another person.
- It is *imp* _____ to count all the stars in the Milky Way.

Vocabulary

3 Match each verb in column A with a phrase in column B.

A	B
1. meet	- into space
2. make	- face-to-face
3. exchange	- inventions
4. fly	- from science and technology
5. move	- information
6. benefit	- round the sun

4 Write the correct form of the words in brackets to complete the passage.

I always wanted to be a great (1. science) _____. I dreamt of discovering a new drug that would save the lives of thousands of people. Unfortunately, I was not good at (2. chemist) _____ at school and I kept making horrible mistakes and the teacher got frustrated with me.

After some time, I decided I would become an (3. invent) _____ and design an amazing new product which would become famous. My parents were encouraging but told me to be a little more practical and not quite so (4. ambition) _____. A few weeks later, I had a brilliant idea for a pen that would pronounce a word when you wrote it down. But I became (5. happy) _____ when a friend told me that it was not a new (6. invent) _____.

Grammar

5 Use the correct form of the verbs in brackets.

Will people still read books in 50 years' time? Scientists think that we will still read books. But books of the future (1. be) _____ similar to the books we have today? The answer is no. In the future we will only need (2. buy) _____ one book. With this one book we will be able (3. read) _____ novels, plays, and even newspapers. It might (4. look) _____ like today's books, but it (5. be) _____ electronic. When we press a button, words (6. appear) _____ on the page. When we want (7. read) _____ a different story, we can push the button again, and a new story (8. appear) _____ instantly.

6 Rewrite the following sentences in reported speech.

- Lena said: "I enjoy chatting on the phone with my friends."
- The teacher said: "A communication breakdown may happen due to cultural differences."
- "What might the inhabitants of Jupiter look like?" Duong said.
- Chau said: "Will we still have traffic jams in 30 years' time?"
- "I've read a book about life on other planets," Phuc told me.

Everyday English

7 Match the questions in the first column with their answers in the second column.

1. What planet is she from?	A. I don't think that will ever happen.
2. How do Martians travel?	B. When people don't speak the same language.
3. Where will we be living in 2100?	C. For discovering radium and polonium.
4. What is 'netiquette'?	D. Oh, she's from Mars.
5. Do you think robots will replace teachers?	E. We might be living on Mars or Venus.
6. What was Marie Curie famous for?	F. Mostly by flying car.
7. Did he say that he would come?	G. It's the set of rules of proper behaviour among people using the Internet.
8. When is there a language barrier?	H. Yes, he did.

SKILLS

Reading

- 1 Read the following passage and mark the sentences as true (T) or false (F).



Texting is a new way of exchanging information, and it is becoming more and more popular among the young. In fact, texting is clearly affecting language. There are no rules for it. We are creating a new aspect of vocabulary and opening up a new kind of playful and direct communication. Naturally, texting is fun and that's fine, but some people are worried about the effects it might have on a child's ability to read and write. But not everyone is so worried. An expert says, "Every time a new medium comes along it has an effect on language ... But this doesn't destroy the existing language, it adds to it." In text messages, many words come from shorthand created in email, such as CUS (See you soon) and so on. Someone says, "Mostly they are original, but sometimes you get a clash of meanings. For example, LOL can mean both Laugh Out Loud and Lots of Love. That could lead to some misunderstandings."

1. There are no rules for texting.
2. Texting is always affecting language in a bad way.
3. Everyone is worried about texting.
4. A child should not write text messages.
5. Texting is said to enrich a language.
6. Sometimes, there is more than one way of understanding a message.

Speaking

- 2 Choose one of the questions that interests you the most.

1. What form of communication is used most widely today?
2. What form of communication do you think will be used the most in 2100?
3. What is the most important invention of the past hundred years?
4. Who is the greatest person in the history of science?
5. What would life be like on Mars in 100 years' time?

Prepare to talk for about one minute. Take turns to talk in groups.

Listening

- 3 Listen to the conversation and choose the correct answer to each question.

1. How many times did Nick try to phone his brother?
A. Three B. Four C. Five
2. Mike asked Nick _____.
A. why he got very angry
B. what he wanted to tell Tom
C. if he had the wrong number
3. Where was Tom when Nick phoned the last time?
A. He was out. B. He was busy.
C. He was at home.
4. Nick wanted to get in touch with Tom because _____.
A. his landline telephone was out of order
B. they were cut off
C. he had a crossed line
5. Nick had a communication breakdown because of _____.
A. a language barrier B. cultural differences
C. a lack of communication channels

Writing

- 4 Write an online message to a friend and tell him/ her about the problems you have had recently with your iPad.

You can refer to the following:

- time-consuming
- flat battery
- weak signal
- no connection

GLOSSARY

Abbreviations

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

Unit 7

affect (v)	ə'fekt/	làm ảnh hưởng
algae (n)	'ældʒiː	tảo
aquatic (adj)	ə'kwætɪk	dưới nước
billboard (n)	'bɪlbɔːd/	biển quảng cáo ngoài trời
blood pressure (n)	blʌd 'preʃə/	huyết áp
cause (n, v)	kɔːz	nguyên nhân, gây ra
cholera (n)	'kɒlərə/	bệnh tả
come up with (v)	kʌm ʌp wɪð	nghĩ ra
contaminate (v)	kən'tæmɪneɪt/	làm bẩn
contaminant (n)	kən'tæmɪnənt/	chất gây bẩn
dump (v)	dʌmp/	vứt, bỏ
earplug (n)	'ɪəplʌɡ/	cái nút tai
effect (n)	ɪ'fekt/	kết quả
fine (v)	faɪn/	phạt tiền
float (v)	fləʊt/	nổi
groundwater (n)	'graʊndwɔːtə/	nước ngầm
hearing loss (n)	'hɪərɪŋ lɒs/	mất thính lực
illustrate (v)	ɪ'lɪstreɪt	minh họa
litter (n, v)	'lɪtə/	rác vụn (mẩu giấy, vỏ lon...), vứt rác
measure (v)	'meʒə/	đo
non-point source pollution (n)	nɒn-pɔɪnt sɔːs pə'luːʃn/	ô nhiễm không nguồn (nguồn phân tán)
permanent (adj)	'pɜːmənənt/	vinh viễn
point source pollution (n)	pɔɪnt sɔːs pə'luːʃn/	ô nhiễm có nguồn
poison (n, v)	'pɔɪzn	chất độc, làm nhiễm độc
pollutant (n)	pə'luːtənt/	chất gây ô nhiễm
radioactive (adj)	ˌreɪdiəʊ'æktɪv	thuộc về phóng xạ
radiation (n)	ˌreɪdɪ'eɪʃn/	phóng xạ
thermal (adj)	'θɜːml/	liên quan về nhiệt
untreated (adj)	ˌʌn'triːtɪd/	không được xử lý
visual (adj)	'vɪʒuəl	thuộc về thị giác

Unit 8

Aborigines (n)	/ˌæbə'rɪdʒənɪz/	thổ dân châu Úc
absolutely (adv)	'æbsəlʊtli /	tuyệt đối, chắc chắn
accent (n)	'æksənt/	giọng điệu
awesome (adj)	'ɔːsəm/	tuyệt vời
cattle station (n)	/ 'kætl 'steɪʃn/	trại gia súc
ghost (n)	'gəʊst	ma
haunt (v)	'haʊnt/	ám ảnh, ma ám
icon (n)	'aɪkɒn/	biểu tượng
kangaroo (n)	/kæŋgə'rʊː/	chuột túi
koala (n)	'kəʊlɪə/	gấu túi
kilt (n)	'kɪlt	váy ca-rô của đàn ông Scotland
legend (n)	'ledʒənd	huyền thoại
loch (n)	'lɒk/	hồ (phương ngữ ở Scotland)
official (adj)	/ə'fɪʃl/	chính thống/ chính thức
parade (n)	'pə'reɪd/	cuộc diễu hành
puzzle (n)	'pʌzl/	trò chơi đố
schedule (n)	'ʃedʒʊl/	lịch trình, thời gian biểu
Scots/ Scottish (n)	/skɒts/ 'skɒtɪʃ/	người Scotland
state (n)	'steɪt/	bang
unique (adj)	'juːniːk/	độc đáo, riêng biệt

Unit 9

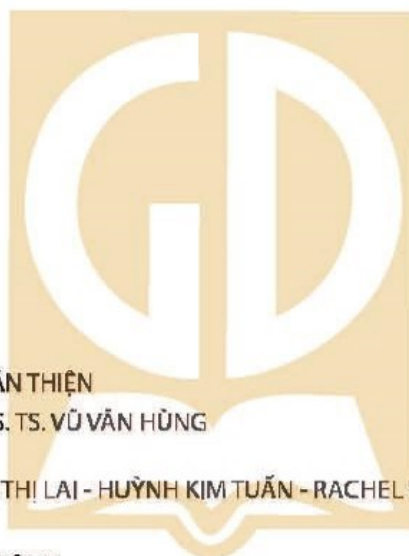
accommodation (n)	/ə,kɒmə'deɪʃn/	chỗ ở
bury (v)	'berɪ/	chôn vùi, vùi lấp
collapse (v)	'kɒ'læps/	đổ, sập, sụp, đổ sập
damage (n)	'dæmɪdʒ/	sự thiệt hại, sự hư hại
disaster (n)	/dɪ'zɑːstə/	tai họa, thảm họa
drought (n)	'draʊt/	hạn hán
earthquake (n)	'ɜːθkweɪk/	trận động đất
erupt (v)	ɪ'rʌpt/	phun (núi lửa)
eruption (n)	ɪ'rʌpʃn/	sự phun (núi lửa)
evacuate (v)	ɪ'veɪkjueɪt/	sơ tán
forest fire (n)	'fɒrɪst faɪə/	cháy rừng
homeless (adj)	'həʊmləs/	không có nhà cửa, vô gia cư
mudslide (n)	'mʌdslaɪd/	lũ bùn
put out (v)	/put aʊt/	đập tắt (lửa...)
rage (v)	'reɪdʒ/	diễn ra ác liệt, hung dữ
rescue worker (n)	'reskjʊ 'wɜːkə/	nhân viên cứu hộ
scatter (v)	'skætə/	tung, rải, rắc
shake (v)	'ʃeɪk/	rung, lắc, làm rung, lúc lắc
tornado (n)	'tɔːnədəʊ/	lốc xoáy
trap (v)	'træp/	làm cho mắc kẹt
tsunami (n)	'tsuːnəːmi	sóng thần
typhoon (n)	'taɪ'fuːn/	bão nhiệt đới
victim (n)	'vɪktɪm/	nạn nhân
volcanic (adj)	'vɒl'kænɪk/	thuộc núi lửa
volcano (n)	'vɒl'keɪnəʊ/	núi lửa

Unit 10		
body language (n)	/'bɒdɪ 'læŋgwɪdʒ/	ngôn ngữ cơ thể, cử chỉ
communicate (v)	/'kɒmjʊnɪkeɪt/	giao tiếp
communication breakdown (n)	/'kɒmjʊnɪ'keɪʃn 'breɪkdaʊn/	giao tiếp không thành công, không hiểu nhau, ngưng trệ giao tiếp
communication channel (n)	/'kɒmjʊnɪ'keɪʃn 'tʃænl/	kênh giao tiếp
cultural difference (n)	/'kʌltʃərəl 'dɪfrəns/	khác biệt văn hoá
cyber world (n)	/'saɪbə wɜ:ld/	thế giới ảo, thế giới mạng
chat room (n)	/'tʃæt ru:m/	phòng chat (trên mạng)
face-to-face (adj, adv)	/'feɪs tu feɪs/	trực diện (trái nghĩa với trên mạng)
Interact (v)	/'ɪntər'ækt/	tương tác
landline phone (n)	/'lændlaɪn fəʊn/	điện thoại bàn
language barrier (n)	/'læŋgwɪdʒ 'bæriə/	rào cản ngôn ngữ
message board (n)	/'mesɪdʒ bɔ:rd/	diễn đàn trên mạng
multimedia (n)	/'mʌltɪ'mɪdiə/	đa phương tiện
netiquette (n)	/'netɪkət/	phép lịch sự khi giao tiếp trên mạng
non-verbal language (n)	/'nɒn-vɜ:bl 'læŋgwɪdʒ/	ngôn ngữ không dùng lời nói
smart phone (n)	/'smɑ:t fəʊn/	điện thoại thông minh
snail mail (n)	/'sneɪl meɪl/	thư gửi qua đường bưu điện, thư chậm
social media (n)	/'səʊʃl 'mi:diə/	mạng xã hội
telepathy (n)	/'tɛlə'peði/	thần giao cách cảm
text (n, v)	/'tekst/	tin nhắn, nhắn tin
verbal language (n)	/'vɜ:bl 'læŋgwɪdʒ/	ngôn ngữ dùng lời nói
video conference (n, v)	/'vɪdɪəʊ 'kɒnfərəns/	hội thảo, hội họp qua mạng có hình ảnh

Unit 11		
archaeology (n)	/'ɑ:ki'ɒlədʒi/	khảo cổ học
become a reality (v)	/'bi:kəm ə rɪ'ælɪti/	trở thành hiện thực
benefit (n, v)	/'benɪfɪt/	lợi ích, hưởng lợi
cure (v)	/'kjʊə/	chữa khỏi
discover (v)	/'dɪ'skʌvə/	phát hiện ra
enormous (adj)	/'ɪ'nɔ:məs/	to lớn
explore (v)	/'ɪk'splɔ:z/	khám phá, nghiên cứu
field (n)	/'fi:ld/	lĩnh vực
improve (v)	/'ɪm'pru:v/	nâng cao, cải thiện
invent (v)	/'ɪn'vent/	phát minh ra
light bulb (n)	/'laɪt bʌlb/	bóng đèn
oversleep (v)	/'əʊvə'sli:p/	ngủ quên
patent (n, v)	/'pætnt/	bằng sáng chế, được cấp bằng sáng chế
precise (adj)	/'preɪ'saɪs/	chính xác
quality (n)	/'kwɒləti/	chất lượng
role (n)	/'rəʊl/	vai trò

science (n)	/'saɪəns/	khoa học
scientific (adj)	/'saɪəntɪ'fɪk/	
solve (v)	/'sɒlv/	giải quyết
steam engine (n)	/'sti:m 'endʒɪn/	đầu máy hơi nước
support (n, v)	/'sə:pɔ:t/	ủng hộ
technique (n)	/'tek'nɪk/	thủ thuật, kĩ thuật
technical (adj)	/'teknɪkl/	
technology (n)	/'tek'nɒlədʒi/	kĩ thuật, công nghệ
technological (adj)	/'teknə'lɒdʒɪkəl/	
transform (v)	/'træns'fɔ:m/	thay đổi, biến đổi
underground (adj, adv)	/'ʌndə'graʊnd/	dưới lòng đất, ngầm
yield (n)	/'jɪ:ld/	sản lượng

Unit 12		
accommodate (v)	/'ə'kɒmədeɪt/	cung cấp nơi ăn, chốn ở; dung chứa
adventure (n)	/'æd'ventʃə/	cuộc phiêu lưu
alien (n)	/'eɪliən/	người ngoài hành tinh
experience (n)	/'ɪk'spɪəriəns/	trải nghiệm
danger (n)	/'deɪndʒə/	hiểm họa, mối đe dọa
flying saucer (n)	/'flaɪɪŋ 'sə:sə/	đĩa bay
galaxy (n)	/'gæləksi/	dải ngân hà
Jupiter (n)	/'dʒu:pɪtə/	sao Mộc
Mars (n)	/'mɑ:z/	sao Hỏa
messenger (n)	/'mesɪndʒə/	người đưa tin
Mercury (n)	/'mɜ:kjəri/	sao Thủy
NASA (n)	/'næsə/	cơ quan Hàng không và Vũ trụ Mỹ
Neptune (n)	/'neptjuzn/	sao Hải Vương
outer space (n)	/'aʊtə speɪs/	ngoài vũ trụ
planet (n)	/'plænɪt/	hành tinh
poisonous (adj)	/'pɔɪzənəs/	độc, có độc
Saturn (n)	/'sætɜ:n/	sao Thổ
solar system (n)	/'səʊlə 'sɪstəm/	hệ mặt trời
space buggy (n)	/'speɪs 'bʌgi/	xe vũ trụ
stand (v)	/'stænd/	chịu đựng, chịu được, nhịn được
surface (n)	/'sɜ:fɪs/	bề mặt
trace (n, v)	/'treɪs/	dấu vết, lần theo dấu vết
terrorist (n)	/'terərɪst/	kẻ khủng bố
trek (n, v)	/'trek/	hành trình, du hành
UFO (n)	/'ju: ef 'əʊ/	đĩa bay, vật thể bay không xác định
uncontrollably (adv)	/'ʌnkən'trəʊləblɪ/	không khống chế được
Venus (n)	/'vɪnəs/	sao Kim
weightless (adj)	/'weɪtləs/	không trọng lượng



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