



Nguyễn Thanh Bình (Tổng Chủ biên)

Lê Nguyễn Như Anh (Chủ biên)

Phạm Nguyễn Huy Hoàng - Đinh Trần Hạnh Nguyên

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

BẢN MẪU

TIẾNG ANH 9

EXPLORE

ENGLISH

SÁCH HỌC SINH



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

**NATIONAL
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DANH SÁCH HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA

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của Bộ trưởng Bộ giáo dục và Đào tạo)

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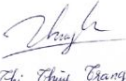
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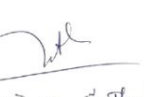

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
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Preview

A  1-01 **Listen to the conversations.** Match the people (Jeff, Maria, Zac, and Wendy) to their hobbies. Write **J, M, Z, or W.**



making jewelry _____




building models _____



writing a blog _____



baking _____

B  1-01 **Listen again.** Complete the chart.

	WHEN	WHERE
Jeff	on Wednesdays	
Maria	on the weekends	
Zac		in the school cafeteria
Wendy		at her aunt's place

C **Talk with a partner.** Do you have any hobbies? What do you like doing?

I like reading comic books.

How many comics do you have?

I only have about 30, but I've read over 200!

UNIT GOALS

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

- talk about hobbies and interests;
- use verbs with gerund and to infinitive;
- use intonation in statements, questions, and exclamations.

Language Focus

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

REAL ENGLISH Tell me about it!

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



1-03

TALKING ABOUT HOBBIES AND INTERESTS (P. 155)

She He	likes / loves	watching movies. playing the drums.
I They	enjoy / don't like	cooking. jogging.
She He	wants / would like	to play board games. to cycle in the park.
I They	don't want / hate	to read books. to do puzzles.
Does he like doing puzzles? Does he want to sing karaoke?		Yes, he does .
Do you like skiing ? Do you want to try skiing?		No, I can't stand it. I don't mind it.
Do you know how to play chess? I don't know what to do in the music club. Let's decide where to play basketball this weekend.		Yes, I do. You can play musical instruments or sing with me. How about the court in the Youth Center?

C **1-04** **Complete the conversation.** Use the correct forms of the words. Then listen and check your answers.

hike perform play join enjoy contact

Kara: Hey, Paulo, have you signed up for any after-school activities yet?
Paulo: No, not yet. I love singing, so I might look into (1) _____ the musical theater club.
Kara: That would be fun! You like acting, and you're a good singer.
Paulo: Thanks. The problem is I'm not a good dancer. I'm always stepping on other people's toes. Hey! Maybe you should try out. You like (2) _____ the guitar.
Kara: Me? No, thanks. I don't know how (3) _____ in front of people.
Paulo: Well, there's the yoga club.
Kara: No way! I can't stand yoga. Plus, staying inside even longer after school doesn't sound like fun!
Paulo: So why don't you join an outdoors club? Would you like (4) _____?
Kara: That's a great idea! I want (5) _____ the outdoors. Tell me more about who (6) _____ for more information about this club.

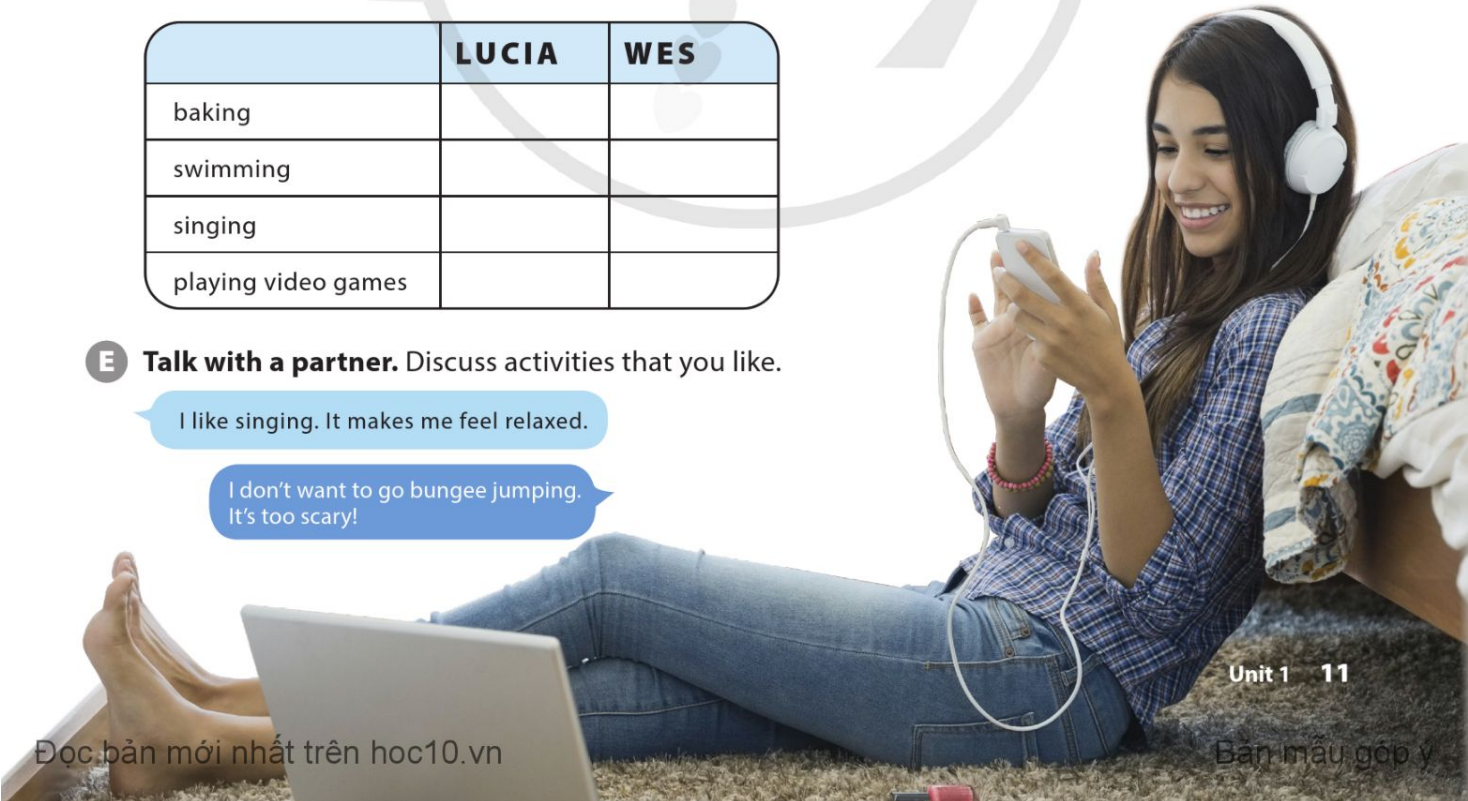
D **1-05** **Listen to the conversation.** What does each person think of the activities below? Write 😊, 😐, or ☹️.

	LUCIA	WES
baking		
swimming		
singing		
playing video games		

E **Talk with a partner.** Discuss activities that you like.

I like singing. It makes me feel relaxed.

I don't want to go bungee jumping. It's too scary!



The Real World

Extreme Collectors

Hobbies can be big business.

Americans spend about \$75 billion on their hobbies each year. Some people enjoy collecting things as a hobby, and they sometimes spend a lot of time and money on it.

A  1-06 **Listen.** Circle **T** for True or **F** for False.

- | | | |
|---|---|---|
| 1. Dave shares videos of his collection online. | T | F |
| 2. Dave's wife wants him to buy fewer action figures. | T | F |
| 3. Alex collects cards of different baseball players. | T | F |
| 4. Dave and Alex are spending less time and money on their hobbies now. | T | F |

B  1-06 **Listen again.** Complete the chart.

	SIZE OF COLLECTION	VALUE OF COLLECTION	TIME SPENT ON HOBBY
Dave	_____ figures	\$ _____	_____ hours a week
Alex	_____ cards	\$ _____	_____ hours a week

Discussion. Do you like collecting things? Do you think extreme collecting is a problem for Dave or Alex? Why or why not?

Pronunciation

Intonation in statements, questions, exclamations

A 1-07 **Listen and repeat.**

1. He hates singing.
2. He hates singing?
3. He hates singing!

B 1-08 **Listen.** Complete the sentences with a period (.), question mark (?), or exclamation mark (!).

1. Antonio loves playing video games ____
2. Fred hates doing word puzzles ____
3. Sarah doesn't mind doing the dishes ____
4. Peter can't stand shopping ____
5. Yun likes baking ____

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

DO YOU KNOW?



People in ____ spend the most amount of time on leisure activities.

- a. the United States
- b. Spain
- c. New Zealand

Communication

Do a survey. Complete the sentences with information that is true for you. Then interview three other students. Ask follow-up questions. Write their names and responses.

NAMES			
I like playing _____.			
I enjoy hanging out at _____.			
I love watching _____.			
I don't mind helping out with _____ at home.			
I don't like playing _____.			
I love _____ on weekends.			
I enjoy listening to _____.			

Do you like playing tennis?

Yes, I do.

Oh, me, too! How often do you play?

Reading

A Look at the charts. Check (✓) the information about teens that is shown.

- club involvement time spent reading changing trends in leisure time

B Skim the article. Choose the most suitable heading for each section.

a. Then and Now

b. Effects of Technology

c. Remaining Active

1 _____

2 _____

3 _____

C Talk with a partner. What is your favorite leisure activity? How much time do you spend doing this each day?

BY THE NUMBERS

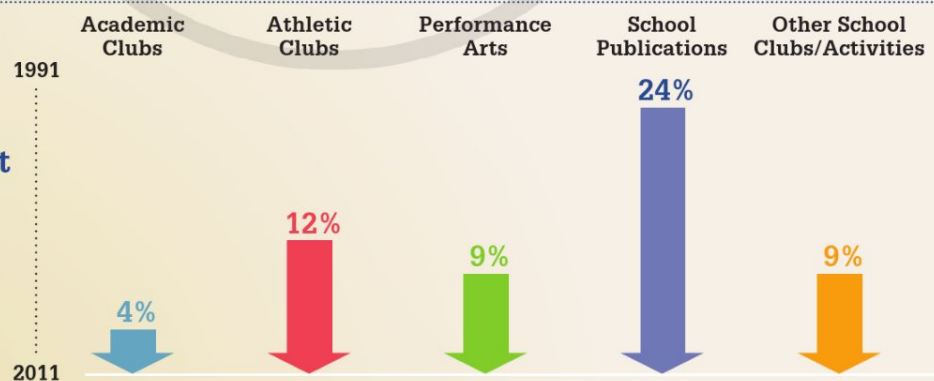
Over the last few decades, there have been some changes in how American teenagers spend their time after school.

1-09 OPTIONAL AUDIO

1 Participating in school clubs remains a common activity, while overall participation has gradually dropped. This does not mean students are less active. They volunteer to work in community groups for a competitive college

application with various experiences. For them, academic grades, school activities, and community involvement are all important when applying to college.

Chart 1: School Club Involvement Among High School Seniors
(Percentage Decrease)

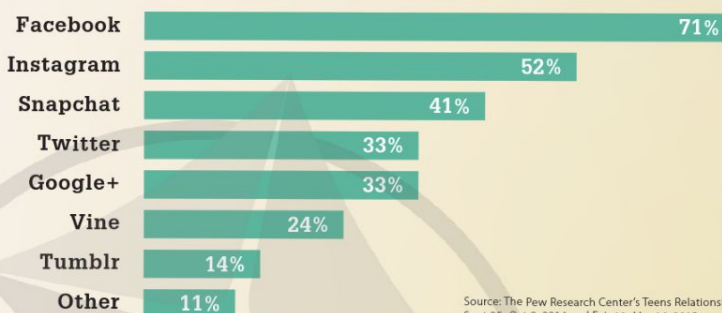


Source: Monitoring the Future Survey, 1991, 2011, 12th grade data

2 While the kinds of school activities haven't changed greatly, teens now spend their leisure time very differently. For example, they are less likely to visit a friend in person. Unsurprisingly, they are far less likely to read a print newspaper or magazine. The main reason for these changes is access to the Internet, which has increasingly

become their main channel for communicating. American teens usually call, text, and connect with friends online through social media. This trend is likely to continue—between 2006 and 2011, messaging through social media increased by nearly 10%.

Chart 2: Most Popular Social Media Platforms

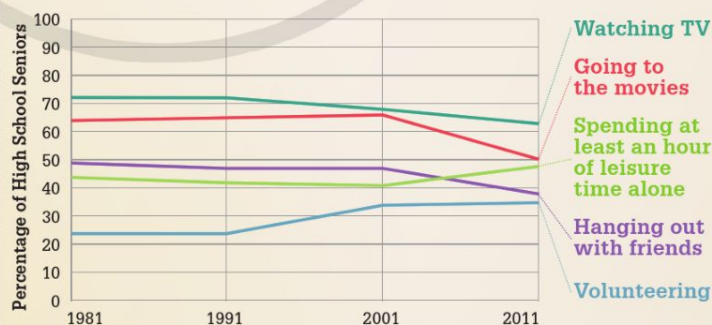


Source: The Pew Research Center's Teens Relationships Survey, Sept 25–Oct 9, 2014 and Feb 10–Mar 16, 2015

3 There are many leisure activities that teens do less today than decades ago. The list includes watching TV and meeting friends in person.

The world of teens has moved online, and it's likely to stay there for long.

Chart 3: Changes in Leisure Time Use Among High School Seniors



Source: CIRCLE Working Paper 80 by Kei Kawashima-Ginsberg (www.civicyouth.org)

Comprehension

A Answer the questions about *By the Numbers*.

- Main Idea** The article is about how teens today _____.
 - spend their free time
 - learn
 - prepare for college
- Vocabulary** Having a “competitive” college application gives someone more _____ for college.
 - advantage in applying
 - time to apply
 - chances to apply
- Detail** Students today are more involved in activities _____ than in the past.
 - in school clubs
 - in the community
 - in the classroom
- Detail** According to the article, technology has changed the way teens today _____.
 - speak
 - travel
 - connect with friends
- Inference** The advantage of online communication is that it allows people to _____.
 - visit friends
 - understand each other better
 - interact with more people

IDIOM

When you do something “by the numbers,” you _____.

- rely on your feelings
- follow the steps carefully
- do it as fast as you can

B Complete the sentences. Use information from the charts in the article.

- Participation in _____ showed the greatest decrease between 1991 and 2011.
- About _____ more teenagers use Snapchat compared to Twitter and Google+.
- In _____, the percentage of high school seniors going to the movies decreased to about 50%.
- In 2011, about _____ more teens volunteered compared to 1981.

C Talk with a partner. How do you think your leisure time compares to that of an American teen? What do you think you do more or less of these days compared to the past?

Project

Work with a partner.
Conduct a survey about hobbies and interests.

16 Unit 1

Đọc bản mới nhất trên hoc10.vn

Instructions:

- You should work with a classmate on this project.
- Ask people about their favorite leisure activities and why they do these activities.
- Each student should interview 10 teenagers outside your class.
- Make a graph like *Chart 2* in the reading.
- Write a paragraph about the reasons teens choose these activities.
- In the next class, get into small groups and share your information with 5–6 students.

Bản mẫu góp ý

Writing

1 Complete the conversation. Use the correct forms of the words/phrases provided.

read into play go cook like do love

Zoe: Hi there, how are you doing?

Eric: Hi, I'm good. I enjoy (1) _____ video games. It's so much fun. How about you?

Zoe: I love (2) _____ food very much. What kind of games do you like?

Eric: I love playing sports games, especially soccer.

Zoe: Cool! I don't (3) _____ playing soccer, but I love watching it.

Eric: That's OK. Do you enjoy (4) _____ any other activities besides cooking?

Zoe: Yes, I like (5) _____. I just finished a book by Isaac Asimov. It was really interesting.

Eric: Sounds cool. I'll have to check it out. Do you like (6) _____ to the movies?

Zoe: I absolutely (7) _____ that! I enjoy action films.

Eric: That's awesome! I'm also (8) _____ watching action films. It's great to have hobbies that bring us joy.

2 Read the following text and answer the questions.

After school, I like to socialize and participate in various activities at my English-speaking club. When I get home, I don't really enjoy watching TV, so I usually spend around two hours on my computer. I love playing games and chatting with friends online, but I'm aware that it's important to balance my online time with other activities like spending time with family and friends, reading, and learning new things. These activities help me learn, make friends, and have fun. I appreciate these opportunities and hope to continue exploring new things and staying engaged. In the future, I want to find more ways to enjoy my free time while also learning and growing as a person.

- Why does the author like to join the English-speaking club? _____
- How long does the author usually spend on his computer once he gets home? _____
- What does the author enjoy doing on his computer? _____
- In the future, what does the author want to do with his free time? _____

3 Write a short paragraph of 100–120 words about what you like doing in your leisure time. Use the paragraph in 2 as a model.

2

HOW LONG HAVE YOU BEEN PLAYING CRICKET?

UNIT GOALS

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


- talk about different sports;
- use the Past Progressive, the Present Perfect Progressive, and adverbs of time;
- pronounce weak form of *been*: /ɪ/.

18

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Bản mẫu góp ý

Preview

A  1-10 **Listen.** Match the people to the sports they do.



taekwondo



cricket




archery



rugby

1. Lucy has been playing cricket for two years.
2. Nathan has been doing archery for a year.
3. Claudia has been playing rugby since she was five.
4. Jay has been doing taekwondo since middle school.

B  1-10 **Listen again.** Match the people's sports to how long they have been doing them.

C **Talk with a partner.** Which sports in **A** have you done before? Which have you never done?

I've never done taekwondo. Have you?

Yes, I have. I took some lessons when I was younger.



Children playing cricket in India

Language Focus

A 1-11 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH Give it a try.

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

1 Thanks for showing me around the gym.
No problem. I've been coming here **for months**, so I'm familiar with all the equipment.
since October for a long time

2 This is a bench press. It's good for your **upper body**.
You've been using it for ten minutes. Can I give it a try?
arms shoulders

3 And you'll **get really fit** using this rowing machine.
Let me try!
get a great workout build strength

4 And here's my favorite—a chest press.
Um, Maya, I think you're **sitting on it backward**.
using it incorrectly facing the wrong way

1-12

DESCRIBING ACTIONS THAT CONTINUE TO THE PRESENT (PP. 155–156)

Sandra looks tired. She's **been working** hard **lately**.
Nick is in great shape. He's **been going** to the gym a lot **recently**.

How long have you been doing taekwondo? How long has she been playing soccer?	I've been doing taekwondo since last year. She's been playing soccer for five years.
What have you been doing since lunch?	I've been playing badminton.
Have they been waiting long ?	Yes, they have . / No, they haven't .

DESCRIBING SOMETHING THAT HAPPENED DURING ANOTHER ACTION (P. 155)

The children **were playing** in the park when it started raining.
She **was jogging** in the park when she twisted her ankle.

What were you doing when I called you yesterday?	I was reading a comic book.
Were you cooking dinner when your friend came over yesterday?	Yes, I was . / No, I wasn't .

C Use the given information to make new sentences.

1. John began doing karate when he was five years old. He's still doing it now.
He _____ since he was five years old.
2. The snow started last night. It's still snowing now.
It _____ last night.
3. May and Leslie started playing tennis two hours ago. They're still playing.
They _____ two hours.
4. Jessica went kayaking from 1:00 to 3:00. A photographer took her picture at 2:00.
She _____.
5. The children did their homework from early in the morning to the afternoon. The mother called them for lunch at 11:00.
They _____.

D 1-13 Circle the correct answers. Then listen and check.

1. Penny: You're really good at tennis, Max. Can you give me some lessons sometime?
Max: Sure, but 1. (**I'm only playing / I've only been playing**) for a year. How long
2. (**are you playing / have you been playing**)?
Penny: 3. (**I've been taking / I was taking**) lessons since last month.
Max: 4. (**I'm going / I've been going**) to be here tomorrow at 2 o'clock. Why don't you stop by then?
Penny: Great! Thanks.
2. Kris: What 5. (**did you do / were you doing**) when I called you yesterday?
Brian: I 6. (**uploaded / was uploading**) some photos to my blog.
Kris: Oh, 7. (**are you blogging / have you been blogging**) long?
Brian: Not really. 8. (**I did / I've been doing**) it for only a month or so.
Kris: 9. (**I had / I've been having**) a sports blog in high school.
I should start it up again sometime.

E Work with a partner. Find out about the sports he or she does. Then share the information with another classmate.

Janet likes rock climbing. She's been rock climbing for five years. She was climbing the cliffs in Hạ Long Bay when I first met her.



The Real World

New Sports

People have been playing sports for thousands of years. Three of the earliest sports were wrestling, athletics, and archery. Today, people continue to create new sports. These new sports have similarities to other sports, but have their own unique rules.



A footgolf player

A 1-14 **Listen.** Complete the sentences about the history of sports.

1. People in _____ played an early form of soccer.
2. Rules were created in 1863 to make soccer different from _____.
3. Unlike the modern Olympic Games, the ancient Games had only _____ participants.
4. The ancient Games had _____ and religious importance.

B 1-15 **Listen.** Complete the chart with information about the new sports.

	PLACE STARTED	YEAR STARTED	NUMBER OF PLAYERS	SPORT(S) IT'S SIMILAR TO
Yakball				
Footgolf				

Discussion. Create a new sport. Choose a sport you know and make the new sport different in some ways. Then explain the rules of your sport to another pair.

Pronunciation

Weak form of *been*: /ɪ/

A 1-16 Listen and repeat.

1. She's been studying for three hours.
2. What have you been doing lately?

B 1-17 Listen. Complete the sentences.

1. He's _____ tennis since 5 o'clock.
2. Have you _____ hard lately?
3. We've _____ here for 30 minutes.
4. She hasn't _____ to the gym much lately.
5. People have _____ yoga for thousands of years.

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

DO YOU KNOW?



What sport was no longer played in the Olympic Games after 1904, but returned in 2016?

- a. golf
- b. kitesurfing
- c. soccer

Communication

Find someone similar to you. Complete the sentences with things that are true for you. Then find someone who has been doing the same activity. Ask an additional question.

ACTIVITIES	NAME	ADDITIONAL INFORMATION
I've been watching _____ a lot on TV.		
I've been working hard in my _____ class lately.		
I've been listening to a lot of _____ recently.		
I've been _____ since I was little.		
I've been _____ for a long time.		

I've been playing soccer since I was little. Do you play soccer?

Yes, I do.

Oh? How often do you play?

Children playing soccer in Việt Nam

Reading

- A** Look at the title of this newspaper article. What do you think an odyssey is?
- a. a long journey full of adventure
 - b. a trip that someone does alone
 - c. a voyage done only on water
- B** Scan the article. How long did Dave and Amy take to complete their journey?
- C** Scan the article again. Underline all the ways that Dave and Amy traveled.

NORTH AMERICAN ODYSSEY



Dave and Amy Freeman traveled 18,744 kilometers across North America.



Dave and Amy Freeman are teaching people about the outdoors while exploring the world.

The North American Odyssey was their longest trip. They wanted to use this journey to get people to protect North America's waterways and wild places. Also, they wanted to teach schoolchildren about these wild areas. Therefore, they run the Wilderness Classroom, an online platform where schoolchildren can follow their trips and learn from their experience.

They made the Wilderness Classroom interactive and fun by posting videos every week and online updates every Monday.

Students could help them make decisions about the trip by doing surveys and suggesting routes they should take.

On April 22nd, 2010, they started their journey by paddling their kayaks north out of Seattle. They spent the next three years kayaking, canoeing, dogsledding, and backpacking up the Inside Passage, across the Northwest Territories, through the Great Lakes, and down the East Coast.

On April 4th, 2013, they paddled into Key West, Florida, completing their North American Odyssey.

Since then, they've been going on other adventures and sharing their experience with schoolchildren. For Dave, raising kids' awareness of the wild is "a first stepping stone" to getting people to protect wild areas.

 1-18 OPTIONAL AUDIO

Comprehension

A Answer the questions about *North American Odyssey*.

- Detail** The Wilderness Classroom allows students to _____.
 - plan a trip
 - interact with wildlife
 - learn about the outdoors
- Main Idea** The second paragraph talks about the _____ of Dave and Amy's journey.
 - difficulties
 - goals
 - outcome
- Inference** The Wilderness Classroom idea makes the experience of wilderness travel more _____ students.
 - pleasant for
 - accessible to
 - demanding for
- Detail** Students helped Dave and Amy by _____.
 - making suggestions
 - giving money
 - posting videos
- Vocabulary** In the last sentence, a "stepping stone" is something that _____.
 - is basic
 - shows you the way
 - helps you make progress

B Put the events in order (1–5).

- Dave and Amy decided to travel across North America.
- Dave and Amy began their three-year-long trip.
- Dave and Amy paddled into Key West, Florida.
- Dave and Amy posted updates and videos online.
- The Wilderness Classroom was created.

C **CRITICAL THINKING** Talk with a partner. Why do Dave and Amy want students to learn about and experience the wilderness? Would you like to learn through the Wilderness Classroom?

IDIOM

If you "paddle your own canoe," you are _____.

- lonely
- strong
- independent

Project

Work with a partner.

Make a report about a new sport.

26 Unit 2

Đọc bản mới nhất trên hoc10.vn

Instructions:

- You should work with a classmate on this project.
- Choose a new sport (different from the ones in the book) and research it (history, number of players, rules, etc.).
- Discuss your ideas with your partner and decide on the most important pieces of information.
- Write a report about the sport. You should find or draw a picture of it.
- In the next class, share your report with the whole class.

Bản mẫu góp ý

Writing

1 Complete the following sentences using the correct forms of the Present Perfect Continuous Tense and the Past Continuous Tense.

- a. _____ (**you / study**) for your exams all day?
- b. I _____ (**work**) on this project since yesterday.
- c. She _____ (**play**) her guitar for two hours.
- d. I _____ (**run**) in the park when it started raining.
- e. How long _____ (**you / wait**) for me?

2 Read the following extract from an online newspaper. Decide whether the following statements are True (T) or False (F).



- a. John Phạm is a mechanical engineer who recently started working in Silicon Valley. _____
- b. John has been attending training programs but has not participated in any team projects. _____
- c. John enjoys participating in outdoor activities with his family. _____
- d. John Phạm's parents are nature enthusiasts and inspired his love for nature. _____
- e. John believes that spending time outside is important for children's education. _____

3 Write a biography of 100–120 words about a person you know or admire. Use the paragraph in 2 as a model.

3

YOU COULD ASK FOR ADVICE.



UNIT GOALS

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

- talk about problems and advice;
- use expressions for giving advice;
- pronounce weak form of *should* and *could*: /ə/.

A student speaking with a guidance counselor

Preview

A 1-19 **Listen.** Match the people to their problems.

- | | | | |
|--------------|-----------------------|-----------------------|---|
| 1. Christine | <input type="radio"/> | <input type="radio"/> | a. gets poor algebra grades. |
| 2. Kevin | <input type="radio"/> | <input type="radio"/> | b. saw a classmate copying her answers. |
| 3. Daniel | <input type="radio"/> | <input type="radio"/> | c. hates his friend's new look. |
| 4. Jenny | <input type="radio"/> | <input type="radio"/> | d. has a broken laptop. |
| 5. Carlos | <input type="radio"/> | <input type="radio"/> | e. lost his friend's comic book. |
| 6. Erica | <input type="radio"/> | <input type="radio"/> | f. has a cousin who often borrows things and doesn't return them. |

B 1-20 **Look at the phrases below.** Predict what advice the people will receive. Write the numbers (1-6). Three are extra. Then listen and check your answers.

- | | | |
|---------------------|-----------------------|------------------------|
| ___ buy a new one | ___ say nothing | ___ get a tutor |
| ___ get it repaired | ___ tell the teacher | ___ go to the library |
| ___ apologize | ___ don't lend things | ___ talk to his friend |

C **Talk with a partner.** Do you agree with the advice in **B**? If not, what advice would you give?

I agree that Erica shouldn't lend things to her cousin anymore.

Maybe she should have a talk with him.

Language Focus

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

REAL ENGLISH You know...

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

1 Hey, Nadine. **What's wrong?** I think I left my phone on the bus.
Is something wrong
Is everything OK

2 **If I were you, I'd call** the bus driver. I did that. No one's seen it.
I suggest calling
You should try calling

3 Well, I'm sure **someone will find it.** And I forgot today's homework! I left it on my desk at home!
you'll get it back
it'll show up

4 You know, Nadine, you seem really forgetful these days. But I remembered your book!
didn't forget your book
brought the book you lent me

1-22

GIVING ADVICE (P. 156)	
My math grades aren't very good. What should I do?	You should get a private tutor. You could join a study group. I suggest joining a study group.
My friend won't talk to me because I told her I didn't like her new look.	You could try apologizing to her. Have you tried apologizing?
A classmate copied my answers.	Why don't you tell the teacher? I suggest letting the teacher know.
My friend always borrows my things without asking me first.	If I were you, I'd tell him that you're uncomfortable about it.

C Circle the correct answers.

1. Your brother always plays his music loudly. Maybe you should try (**talk / talking**) to him about it.
2. They want to make our school more beautiful. Maybe they (**could / would**) paint a wall mural.
3. It's hard for Talia to make friends. She doesn't know what she (**would / should**) do.
4. I heard you want to do volunteer work with animals. If I were you, I (**could / would**) contact the local animal shelter.
5. We are both interested in computer programming. I suggest (**join / joining**) the coding club.

D 1-23 Unscramble the sentences to complete the conversation. Then listen and check your answers.

David: Are you OK, Gina?

Gina: Oh, yeah. It's my brother. He's been playing video games a lot lately. He doesn't talk to anyone and even skips meals sometimes.

David: 1. (**to stop / have / tried asking / him / you**) _____?

Gina: I have. But he didn't really listen to me.

David: 2. (**talk / his / don't / you / friends / to / why**) _____?

Gina: 3. (**say / I / what / should**) _____?

David: 4. (**could / if / you / been / ask / them / feeling / he's / stressed / recently**)
_____.

Gina: OK. Maybe 5. (**him / could / they / as well / to / talk**) _____.

David: One more thing: I 6. (**your parents / letting / suggest / know**) _____ the situation.

E Give advice. Write an example for each category. Then turn to page 133 and follow the instructions.

- | | | | |
|------------------------------------|-------|----------------------------------|-------|
| 1. a family member | _____ | 4. a color | _____ |
| 2. something you wear (plural) | _____ | 5. a healthy food (plural) | _____ |
| 3. another thing you wear (plural) | _____ | 6. an unhealthy food (non-count) | _____ |
| | | 7. a sport | _____ |




The Real World

Picturing the World

Annie Griffiths is an award-winning National Geographic photographer. Throughout her career, she has traveled to over a hundred countries. She often takes photos for charity organizations around the world.

A  1-24 **Listen to the interview.** Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. Griffiths always wanted to be a photographer. | T | F |
| 2. Griffiths used to work for her university newspaper. | T | F |
| 3. Griffiths' first photo for National Geographic was of hail damage. | T | F |
| 4. Griffiths found it easy to work for National Geographic at first. | T | F |

B  1-25 **Listen.** Check (✓) the advice Griffiths gives.

- | | |
|---|-----------------------|
| 1. Young people should travel to countries different from where they live. | <input type="radio"/> |
| 2. Teenagers should spend more time developing their creativity. | <input type="radio"/> |
| 3. Someone who is looking for their dream job should spend time trying that career. | <input type="radio"/> |
| 4. Teenagers should find summer jobs as early as possible. | <input type="radio"/> |

Discussion. Tell your friend about your dream job.

Pronunciation

Weak form of *should* and *could*: /ə/

A  1-26 **Listen and repeat.**

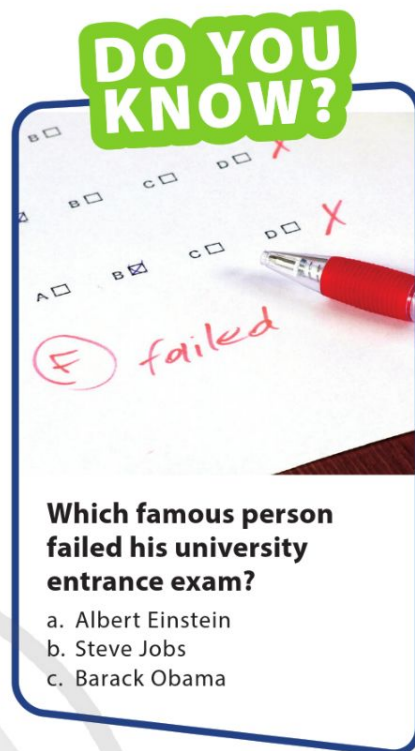
1. You could go to art school.
2. You should try talking to him.

B  1-27 **Listen.** Complete the sentences.

1. You _____ to your teacher about it.
2. You _____ your parents for advice.
3. I think you _____ your friend now and apologize.
4. You _____ to raise money by having a charity fair.
5. You _____ to art school if you want to be a photographer.
6. Everyone here _____ more to protect the environment.

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

DO YOU KNOW?



Which famous person failed his university entrance exam?

- a. Albert Einstein
- b. Steve Jobs
- c. Barack Obama

Communication

Ask for and give advice. Work with a partner. Choose a problem below. Take turns asking for and giving advice.

A friend recently stopped talking to me, and I don't know why.

I saw the answers to tomorrow's science test.

My friend copies everything I do.

I want to get a part-time job, but my parents don't want me to.

I want to be a movie star when I finish school.

I don't like my new haircut.

My best friend is moving away to another city.

I would like to be more talkative and outgoing around people.

I want to get a part-time job, but my parents don't want me to. What should I do?

You could tell them about the things you can learn by having a part-time job.





Molly Burke speaking at We Day in Toronto, Canada

Reading

- A Scan the article.** When did Molly lose her sight?
- B Skim the article.** What made Molly join Me to We?
- C Talk with a partner.** How do you think Molly overcame her problem of being bullied?

VISION OF HOPE

Molly Burke started losing her sight when she was four years old. Doctors said that she had a rare eye disease that would slowly take away her vision completely. Therefore, in first grade, she learned to read Braille, a writing system for those with weakened or damaged
5 vision. In seventh grade, things got worse. Soon, Molly couldn't see the blackboard.

As her vision faded, Molly started using a cane to help her walk. This embarrassed her friends, and then the bullying began. Molly once broke her ankle and had to use crutches to help her walk. A group of
10 girls took the blind 14-year-old down a hill. They smashed Molly's crutches against a tree and ran away.

After high school, Molly looked for ways to assist people. She discovered Me to We, an organization that has been helping people through volunteering and developing leadership skills. She joined
15 the organization and spoke at a girls' school in Kenya.

Molly has been speaking to schools all over the United States and Canada about bullying. Her father said, "Molly has a real ability to inspire people and to help others who are going through something, whether it's a disability, or bullying, or a different set of challenges."

 1-28 OPTIONAL AUDIO

Comprehension

A Answer the questions about *Vision of Hope*.

- Detail** Molly learned Braille because she _____.
 - was blind
 - was interested in it
 - would be blind someday
- Reference** In line 7, "this" refers to Molly's _____.
 - walking
 - use of a cane
 - fading vision
- Inference** People bullied Molly because they didn't like _____.
 - her personality
 - helping her
 - that she was different
- Vocabulary** In line 10, "smashed" means _____.
 - broke
 - placed
 - hid
- Inference** Molly is sharing her own experience to help other people _____.
 - be leaders
 - challenge themselves
 - overcome their problems

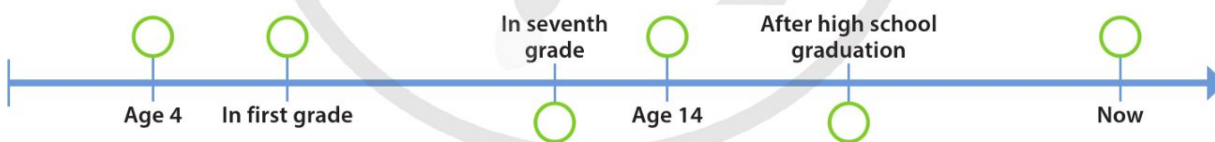
IDIOM

To "pull the wool over someone's eyes" means to _____ someone.

- bully
- blind
- trick

B Complete the timeline. Write the letters of the events below.

- | | |
|----------------------------------|-------------------------------|
| a. experienced bullying | d. learned to read Braille |
| b. started losing her sight | e. completely lost her vision |
| c. went on a youth trip to Kenya | f. speaks for Me to We |



C CRITICAL THINKING Talk with a partner. Do you know someone who was bullied? What do you think people should do if they are being bullied?

Project

Work in a group.

Make a poster presentation about disabilities.

Instructions:

- You should work with at least two other classmates on this project.
- Brainstorm some disabilities (name, symptoms, disadvantages in life, causes, special needs).
- Discuss your ideas with your group members and decide on a disability for the poster.
- Make a poster about the disability. There should be at least 10 lines of information in the poster.
- In the next class, present your poster to the whole class.

Writing

1 Complete the following sentences using appropriate expressions for giving advice. It is possible to use more than one option for a gap.

- _____ you try talking to your boss about the issue?
- You _____ take a break to recharge your batteries.
- _____ you tried asking a teacher for help?
- You _____ join a support group to connect with others.
- _____, I would set specific goals and create a plan to achieve them.
- _____ you take a step back and look at the big picture?
- I want to improve my writing skills. _____ I take a writing course?

2 Choose appropriate sentences (a–d) to fill in the spaces (1–4) in the following letter.


Dear Walt,
(1) _____. It's me, your 15-year-old self, writing to you from four years in the future. (2) _____. High school is a difficult time. But you shouldn't be afraid to fail. (3) _____. If I were 11 again, I'd also try to hang out with kind and positive people. They will make you happy and encourage you to be your best self.
(4) _____. They say mean things because they feel bad about themselves. Have you tried standing up for yourself?...
a. Finally, you shouldn't listen to bullies.
b. I hope this letter finds you well.
c. You should also study hard and try to get good grades in every class.
d. I wanted to give you some good advice that I wish someone had given me when I was your age.

3 Write a letter of 100–120 words to yourself from four years ago. Give yourself advice. Use the letter in 2 as a model.

4

THE KOALA WAS TAKEN TO A SHELTER.

Preview

A  1-29 **Listen.** Check (✓) the things that are done when an animal is found.

- | | |
|--|---|
| <input type="radio"/> It's wrapped in a blanket. | <input type="radio"/> It's driven to the shelter. |
| <input type="radio"/> It's given food. | <input type="radio"/> It's washed. |
| <input type="radio"/> It's placed in a cage. | <input type="radio"/> A tag is attached to it. |

B  1-29 **Listen again.** Circle the correct answers.

1. Wrapping the koala in a blanket helps (**make it sleep / calm it down**).
2. It's easier to (**check for injuries on / feed**) the koala after washing it.
3. Tags are attached to koalas to (**monitor their health / identify them**).

C **Talk with a partner.** Have you ever seen, or read a story about, an injured or lost animal? Explain what happened.

I found a kitten behind my house once. It was abandoned.

How sad. What did you do?



UNIT GOALS

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

- talk about animal rescue;
- use passive voice without an agent and phrasal verbs;
- use intonation in a series.

A koala's cast being trimmed by a vet from the Australia Zoo Wildlife Hospital

Language Focus

A 1-30 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH It's up to you.

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



1-31

TALKING ABOUT THINGS THAT WERE DONE (P. 157)

A volunteer wraps the bird in a blanket.	The bird is wrapped in a blanket.
He cleaned up the shelter before he brought an injured animal into the animal hospital yesterday.	The shelter was cleaned up before an injured animal was brought into the animal hospital yesterday.
The vet took care of the cats.	The cats were taken care of .
The rescue center has released the sloth back into the wild.	The sloth has been released back into the wild.
Is an injured animal given medicine? Were the dogs brought in yesterday?	Yes, it is . / No, it isn't . Yes, they were . / No, they weren't .

C Complete the conversation. Use the correct forms of the words in parentheses.

Max: How was your weekend, Chloe?

Chloe: Very interesting. I volunteered at the animal shelter.

Max: Really? Was it a good experience?

Chloe: It was! On Saturday, a baby bird (1) _____ (**bring**) in. Everyone thought it had a broken wing.

Max: (2) _____ it _____ (**abandon**)? I heard mother birds do that sometimes.

Chloe: Yeah. It (3) _____ (**give**) some medicine, and then the vet checked its wing. The vet said its wing wasn't broken.

Max: Well, that's good. (4) _____ it _____ (**release**) then?

Chloe: No, it's still a little young. I think they're planning to keep it for a while. I also helped with two raccoons. They (5) _____ (**hit**) by a car.

Max: Oh, no. Did they survive?

Chloe: Yeah, they (6) _____ (**suffer**) from leg and chest injuries, so they (7) _____ (**take**) care of by the vets. They will have to stay there until they get better.

D 1-32 Complete the sentences. Use the correct forms of the words in parentheses. Then listen and check your answers.

If you find a small injured animal like a bird or squirrel, it probably (1) _____ (**abandon**). Before you (2) _____ (**take**) the animal to a shelter, gently cover it with a towel or blanket. Then try to get it into a box or cage.

Line a box with paper, a towel, or a shirt to make the animal more comfortable. Move it to a dark, quiet place. Once it (3) _____ (**put**) in a dark place, it will begin to relax. Don't feed the animal.

You should (4) _____ (**call**) for help if you find a larger animal like a deer or raccoon. Never approach larger wild animals unless you (5) _____ (**tell**) to do so.

E Complete a story about a rescued animal. Work with a partner.
Student A: Turn to page 133. **Student B:** Turn to page 135.

A volunteer checking on a rescued bird



The Real World

The Photo Ark

The Photo Ark project is an online archive of photos of endangered zoo animals.

Created by National Geographic photographer Joel Sartore in 2005, it has photos of several thousand animals.



A  1-33 **Listen.** Check (✓) the topics that are discussed.

- types of animals in the Photo Ark
- where Sartore photographs animals
- Sartore's favorite animal to photograph
- the goal of the Photo Ark project
- the challenge of photographing animals
- ways to support Sartore's work

B  1-33 **Listen again.** Circle the correct answers.

1. The Photo Ark project aims to (**raise awareness of animal extinction / record all the plants and animals in the world**).
2. Some of the animals in the Photo Ark have (**become extinct / been adopted**).
3. Animals in the Photo Ark are photographed (**in their natural environment / against a plain background**).
4. Sartore (**believes / doesn't believe**) that small animals and big animals should be treated differently.
5. One way to support Sartore's work is to (**visit zoos / adopt a rescued animal**).

Discussion. Some people think that animals shouldn't be kept in zoos or aquariums. Instead, they should be free. What do you think? Are zoos protecting animals, or harming them?

Pronunciation

Intonation in a series

A 1-34 Listen and repeat.

1. The shelter was able to save a bird, a raccoon, and a rabbit.
2. The koala was wrapped in a blanket, given water, and washed.

B 1-35 Work with a partner. Take turns reading the sentences below. Then listen and check your intonation.

1. The baby bear was trapped, scared, and hungry.
2. The bird was picked up, wrapped in a blanket, and taken to the shelter.
3. The animal was given food, water, and medicine.
4. The shelter accepts donations of food, blankets, and money.
5. The injured fox was carefully picked up, placed in a cage, and put in a dark place.

C Complete the sentences. Then read them to a partner.

1. After I get home from class, I _____, _____, and _____.
2. The three people I'm closest to are _____, _____, and _____.
3. This weekend, I plan to _____, _____, and _____.

DO YOU KNOW?



Manatees are closely related to _____.

- a. dolphins
- b. hippos
- c. elephants

Communication

Present a news story. Work in a group. Choose one of the headlines below. Include detailed information to make the story interesting. Present your group's news story to the class.

Monkey Spotted at Playground

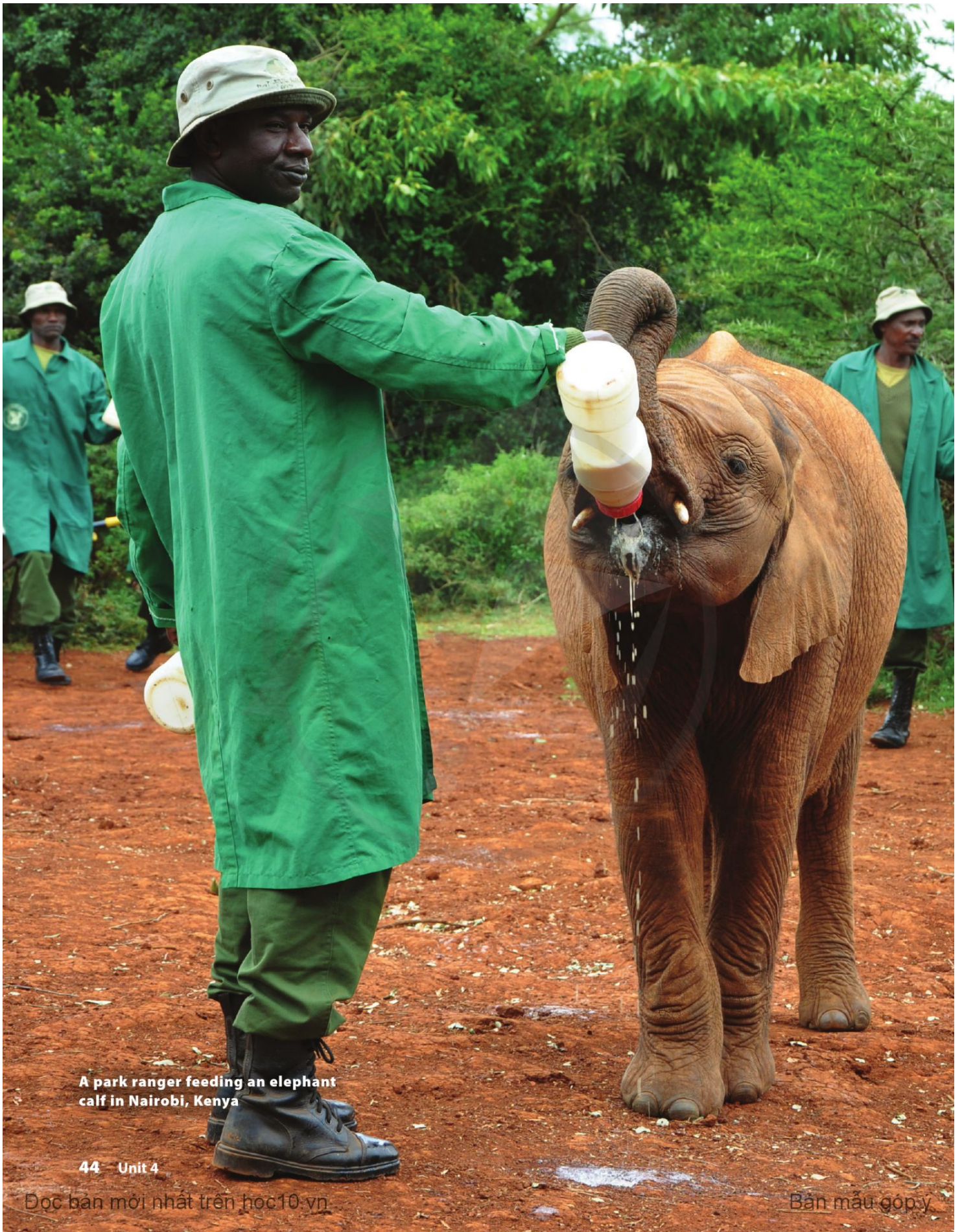
Thirty Cats Rescued from Burning Building

Teenagers Hurt at Zoo

TOWN'S PET FISH RELEASED INTO RIVER

A monkey was spotted last night at the playground.

That's right. A guard heard a noise and went to see. The monkey was seen swinging in a tree.



A park ranger feeding an elephant calf in Nairobi, Kenya

Reading

- A Scan the article.** Circle some examples of safety signs for animal care and service workers in their workplace.
- B Skim the article.** Write the letters of the subheadings in the correct places.
- a. Fire Safety Signs c. Permission Notices
b. First Aid Signs d. Warning Signs
- C Talk with a partner.** Would you like to be an animal care and service worker? What else would you do to be safe at work?

WORKING WITH ANIMALS: SAFETY TIPS

Animal care and service workers are essential for the well-being of animals in diverse settings. Ensuring safety is a top priority in this profession, and understanding safety signs is crucial for protecting both animals and caregivers.



_____ Locating first aid stations quickly can be a lifesaver. In case of injuries or emergencies, workers should look for signs as follows for first aid kits or medical stations.



_____ Warning signs are designed to alert workers to potential hazards. They might encounter signs indicating areas where dangerous animals are kept or where specific safety precautions are needed.



_____ In case of a fire, knowing the location of fire safety equipment is vital. Workers should look for signs pointing to fire extinguishers, fire alarms, and emergency exits.



_____ Some tasks require specific training or experience. Workers should look for signs such as "Authorized Personnel Only," which indicate that only those with permission can access that area.

Animal care and service workers are not only responsible for the health of animals in their care, but they also need to take responsibility for their own personal safety and ensure a safe working environment. Thus, it's important for them to understand and follow safety signs on-the-job.

 1-36 OPTIONAL AUDIO

Comprehension

A Answer the questions about *Working with Animals: Safety Tips*.

- Purpose** The purpose of the article is to _____.
 - tell an interesting story about animal rescue
 - teach readers about some safety signs for animal care and service workers
 - persuade readers to work as an animal rescuer, or animal care and service worker
- Inference** According to the text, why is it important for animal care and service workers to know the location of first aid stations?
 - to ensure lost animals are properly rescued
 - to make their workplace more comfortable
 - to help animals and caregivers in case of emergencies

IDIOM

To be "on the job" means to be ____.

- incomplete
- busy working
- happening while you are working

- Vocabulary** In line 3, a "crucial" part is a(n) ____ part.
 - various
 - important
 - healthy
- Reference** In line 22, "they" most probably refers to _____.
 - duties
 - settings
 - workers
- Main Idea** The last paragraph talks about ____ safety signs for animal care and service workers.
 - the difference in
 - the price of
 - the importance of

B Look at the signs below. Match each of the following sentences with one of the signs.



a. Workers can find phones near the sign and use them in case of a fire emergency. The phones are connected directly to the emergency services.

b. Workers can find basic medical supplies here if they are injured.

c. Workers may encounter animals that can harm them. These animals could include wild animals and aggressive pets.

d. Workers should not enter the area if they are not given permission.

C Talk with a partner. What other kinds of safety signs have you seen? Where are they used?

Project

Work in a group.

Make a poster presentation about endangered species.

46 Unit 4

Instructions:

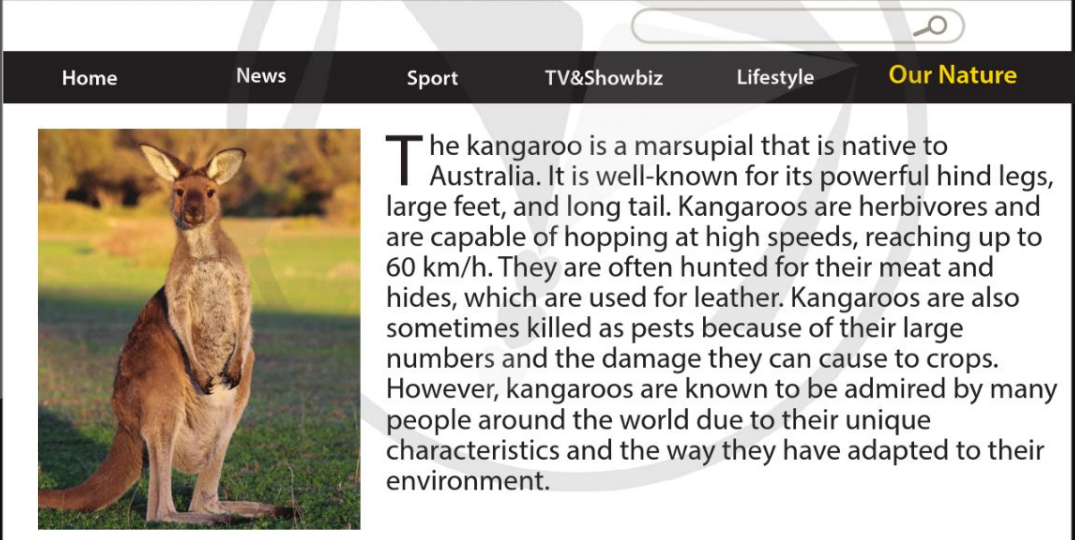
- You should work with at least two other classmates on this project.
- Choose an endangered species and research it (approximate number left in the world, location, characteristics, threats to the species). Find a photo of the species.
- Make a poster about the endangered species. There should be at least 10 lines of information in the poster.
- In the next class, present your poster to the whole class.

Writing

1 Complete the following sentences by using the correct forms of the words in parentheses.

- a. The bird's nest _____ (**build**) on the tree branch by the mother bird.
- b. The stray dog _____ (**rescue**) by the animal shelter and _____ (**adopt**) by a loving family last week.
- c. The fish _____ (**release**) back into the lake by the fisherman after they were caught.
- d. Recently, a turtle _____ (**rescue**) and _____ (**treat**) for its injuries by the marine biologist.
- e. The deer _____ (**hit**) by the car and _____ (**take**) to the vet for treatment yesterday.

2 Read the following paragraph from an online newspaper and answer the questions.



The kangaroo is a marsupial that is native to Australia. It is well-known for its powerful hind legs, large feet, and long tail. Kangaroos are herbivores and are capable of hopping at high speeds, reaching up to 60 km/h. They are often hunted for their meat and hides, which are used for leather. Kangaroos are also sometimes killed as pests because of their large numbers and the damage they can cause to crops. However, kangaroos are known to be admired by many people around the world due to their unique characteristics and the way they have adapted to their environment.



- a. What physical characteristics are kangaroos well-known for? _____
- b. What is the diet of a kangaroo? _____
- c. How fast can kangaroos hop? _____
- d. Why are kangaroos sometimes killed? _____
- e. What are some reasons why kangaroos are admired? _____

3 Write a short paragraph of 100–120 words about red-headed sarus cranes. Use the paragraph in 2 as a model.

5

HOW WAS IT FORMED?

Wave Rock, Australia

Queen's Head Rock, Taiwan



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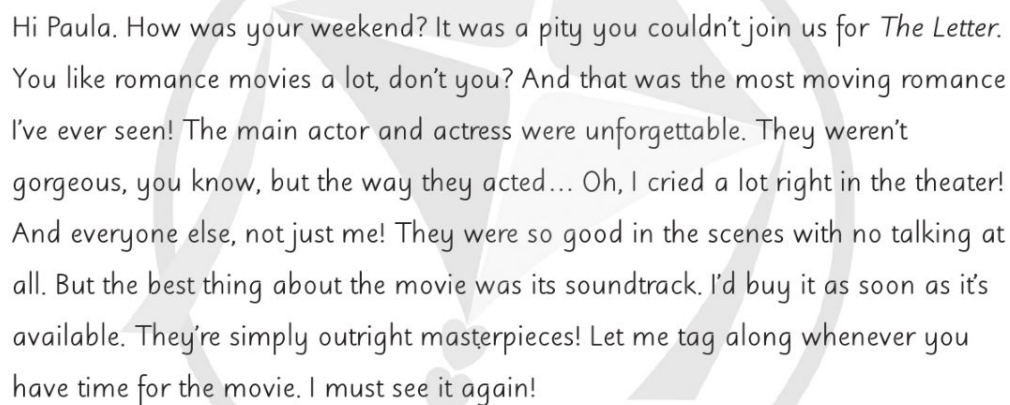
Bản mẫu góp ý

Writing

1 Complete the following tag questions:

- Guardians of the Galaxy Vol. 3* is a superhero movie, _____ ?
- Chris Hemsworth and Liam Hemsworth are brothers, _____ ?
- Steven Spielberg hasn't won the Academy Award for Best Director twice, _____ ?
- Emma Stone appeared in *Cruella* as a leading actress, _____ ?
- You can come to the casting session tomorrow, _____ ?

2 Read the following text message from Angela and answer the questions.



Hi Paula. How was your weekend? It was a pity you couldn't join us for *The Letter*. You like romance movies a lot, don't you? And that was the most moving romance I've ever seen! The main actor and actress were unforgettable. They weren't gorgeous, you know, but the way they acted... Oh, I cried a lot right in the theater! And everyone else, not just me! They were so good in the scenes with no talking at all. But the best thing about the movie was its soundtrack. I'd buy it as soon as it's available. They're simply outright masterpieces! Let me tag along whenever you have time for the movie. I must see it again!

- Did Angela and Paula go to the movies together? _____
- What is Paula's favorite movie genre? _____
- Who acted very well according to Angela? _____
- What did Angela like most about the movie? _____
- What does Angela want Paula to do? _____

3 Write a text message of 100–120 words to talk about a movie or watching a movie. Use the text message in 2 as a model.

10

I WISH I COULD BE AN ATHLETE!



A competitor at the
Sandboarding World
Championship in Germany

100

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Bản mẫu góp ý

Preview

A  3-10 **Listen to the conversation.** Number the wishes (1-5).

___ play the piano well ___ cure diseases ___ be a talented architect
___ travel back in time ___ be an athlete

B  3-10 **Listen again.** What would the people do if their wishes came true? Match.

- | | | | |
|----------------|-----------------------|-----------------------|--|
| 1. John | <input type="radio"/> | <input type="radio"/> | a. would design interesting buildings. |
| 2. Christopher | <input type="radio"/> | <input type="radio"/> | b. would like to meet Einstein. |
| 3. Mariko | <input type="radio"/> | <input type="radio"/> | c. would find a cure for cancer. |
| 4. Luke | <input type="radio"/> | <input type="radio"/> | d. would set an Olympic record. |
| 5. Sara | <input type="radio"/> | <input type="radio"/> | e. would perform in concerts around the world. |

C **Talk with a partner.** Look at the wishes in **A**. Which wish would you choose? Why?

I wish I could travel back in time. That way, I could find the answers to ancient mysteries!

Which period would you go back to?

UNIT GOALS

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

- talk about wishes and hopes;
- make wishes and use second conditional sentences;
- pronounce the diphthong /ou/.

Language Focus

A 3-11 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH

Do you mean ... ?

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

1 Do you ever wish you had a superpower? Do you mean like being able to fly?

2 Yeah, what do you wish you could do? I wish I could breathe underwater.

3 What power would you want? I'd want to control people's minds.

4 Why? If I could do that, I could make all my teachers give me A's!

see through walls
travel back in time

make myself invisible
predict the future

like
wish for

everyone do what I say
people do my chores

3-12

TALKING ABOUT WISHES AND IMAGINARY SITUATIONS (P. 161)

I **wish** I **were** rich and famous.
I **wish** I **didn't have** so much homework.
I **wish** I **could speak** every language well.

If you **were** rich, **would** you **use** the money to travel?

Yes, I **would**. I'd **use** it to go to Antarctica.
No, I **wouldn't**. I'd **use** it to help people.

If you **could have** any superpower, what power **would** you **want** to have?

I'd **want** to be able to fly.

Where **would** you **go if** you **could go** anywhere in the world?

I'd **go** to Australia and New Zealand.

C 3-13 **Complete the conversations.** Use the correct forms of the words in parentheses. Then listen and check your answers.

1. Kay: What would you do if you (1) _____ (**be**) rich?
Hugh: I (2) _____ (**buy**) a house for my parents.
2. Alfred: If you (3) _____ (**can have**) any superpower, what superpower (4) _____ you _____ (**want**)?
Sandy: I think I'd want to be able to read people's minds.
3. Erin: If you (5) _____ (**can live**) forever, would you be happy?
Roger: No way. I (6) _____ (**not want**) that.
4. Trevor: If you (7) _____ (**not have to**) go to school, how different would your life be?
Nancy: It (8) _____ (**not be**) different at all. I'd still go to school.

D **Complete the sentences.** Use the correct forms of the phrases in the box.

be taller	be more hours in a day	can go back in time
be so hard	have so many words	put in more effort

1. I wish I could go back in time. It would be interesting to meet Abraham Lincoln.
2. I'm too short to join the basketball team. I wish I _____.
3. I never have enough time to see my friends. I wish there _____.
4. I wish English (not) _____. I can't remember them all!
5. I have been working on this math problem for 5 hours. I wish it (not) _____.
6. Climate change is a real problem. I wish people _____ to find a solution.

E **Work in a group.** Imagine you had three wishes. What are they? Share your wishes with your group members.

I wish I could talk to animals.

Why?

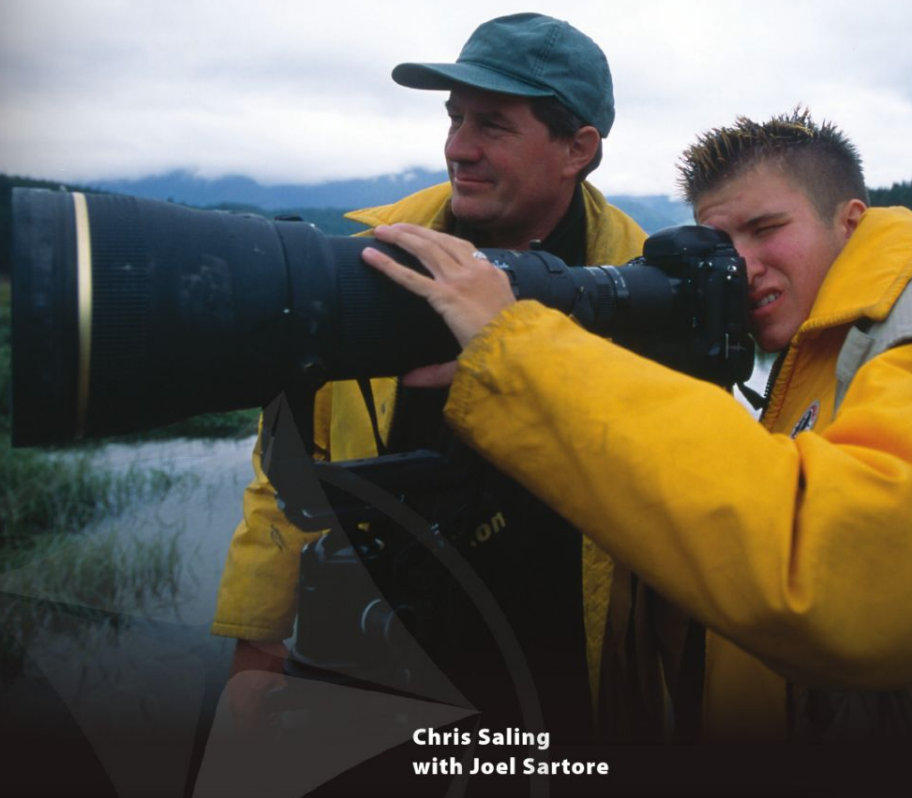
I'd like to know what they think of us.



The Real World

Power of a Wish

The Make-A-Wish Foundation is an organization that grants wishes to sick children aged 3 to 18. It has been granting wishes for more than 30 years.



Chris Saling
with Joel Sartore

A 3-14 **Listen.** Circle the correct answers.

In 1980, a boy named Chris Greicius was dying from 1. (**cancer / a heart disease**). His wish was to be a 2. (**firefighter / police officer**). A few officers from Arizona, U.S.A. heard about his wish, and they wanted to help. Within a few days, they 3. (**made his wish come true / raised a sum of money**). After this experience, two of the officers decided that they wanted to help children 4. (**from poor families / with life-threatening illnesses**). So they created the Make-A-Wish Foundation. Today, the organization has granted more than 300,000 wishes to children 5. (**around the world / in the United States**).

B 3-15 **Listen.** Circle **T** for True or **F** for False.

- | | | |
|--|----------|----------|
| 1. Saling's wish was to go on a photo shoot with Joel Sartore. | T | F |
| 2. Saling took photos of wild animals. | T | F |
| 3. National Geographic held an exhibition to display Saling's photos. | T | F |
| 4. Saling started to raise money to support medical research on his condition. | T | F |


Discussion. If you had some money to give to charity, whom would you give it to? Do you know any other organizations that help children?

Pronunciation

The diphthong /oʊ/

A  3-16 Listen and repeat.

1. piano 2. old 3. homework 4. go 5. so

B  3-17 Circle the words with the sound /oʊ/. Then listen and check your answers.

- to photo so today know
no boy officer money radio

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

DO YOU KNOW?



In Hội An, people make wishes by letting _____ float on the Hoài River.

- a. boats
b. lanterns
c. candles

Communication

Play a game. Work with a partner. Read the questions below. Guess what your partner's answers will be. Then check your guesses and ask follow-up questions.

Questions	My guesses	My partner's answers
If you could be the size of a building or an insect, which would you be?		
Which would you choose to spend one day as—a cat or a bird?		
If you could be very rich or very good-looking, which would you choose?		
If you had to give up pizza or burgers, which would you never eat again?		
If you could bend metal or see through walls, which would you pick?		
If you had to lose your hearing or your sense of taste, which would it be?		
If you could be a language or musical genius, which would you be?		

If you could be the size of a building or an insect, which would you be?

I'd be the size of an insect.

Oh, I didn't guess that correctly. Why would you want to be so small?



Kelvin Doe

106 Unit 10

Đọc bản mẫu gốc trên hoc10.vn

Bản mẫu gốc

Reading

- A Talk with a partner.** Who are some young people who have made a difference in the world? What did they do?
- B Scan the article.** Where are the teenagers from?
- C Skim the article.** Place the letters of the headings in the correct places. One is extra.
- a. The Musician b. The Inventor c. The App Developer

MAKING A DIFFERENCE

Kelvin Doe and Zea Tongeman are shaping their skills in areas with numerous job opportunities in the future. Their stories highlight how young people today are preparing for future professions.

_____ Kelvin Doe was born during Sierra Leone's civil war. He is a
5 self-taught engineer. At age 11, he began digging through trash to find electronic parts to create things. Since then, he has built a battery, a generator to provide electricity in his neighborhood, and a radio station from recycled materials.

At age 15, he won a competition that took him to the United States. There,
10 he spoke about his inventions to students at the Massachusetts Institute of Technology (MIT). He also appeared on CNN and NBC News. He has helped inspire and educate people through these events.

_____ Zea Tongeman, a teenager from the United Kingdom, never thought of herself as a tech person. But one day she participated in a technology
15 workshop at her school. A fashion designer showed the class how technology helps her create unique designs.

"This was really what got me excited about technology," Zea says, "You can be creative with it."

She also found that technology can educate people. With a friend, she
20 designed an app called Jazzy Recycling. It aims to get people to recycle by making the task into a game.

 3-18 OPTIONAL AUDIO

Comprehension

IDIOM

If something is "beyond your wildest dreams," it's _____ than you imagined.

- a. worse
- b. better

A Answer the questions about *Making a Difference*.

1. **Cohesion** The sentence "Many young people in Sierra Leone now want to be like Kelvin" would go best at the end of the _____ paragraph.
a. first b. second c. third
2. **Vocabulary** In line 12, the word "inspire" means _____.
a. to motivate
b. to inform
c. to entertain
3. **Detail** Zea changed her mind about technology when she saw how _____.
a. easy it was to use
b. creative she could be with it
c. an app could affect people
4. **Inference** The Jazzy Recycling app gets people to recycle by _____.
a. making the task fun
b. giving them cash
c. teaching them about the environment
5. **Cohesion** The sentence "They can then scan, share, and get rewards through the app." would go best at the end of the _____ paragraph.
a. fourth
b. fifth
c. sixth

B Complete the Venn diagram. Write the letters of the descriptions in the correct places.

- a. won a competition
- b. is involved in recycling
- c. designs apps
- d. was inspired by a fashion designer
- e. is using his or her influence to educate people



C **CRITICAL THINKING** Talk with a partner. How can you make a difference in your community?

Project

Work in a group.

Make a poster presentation about making a difference in the world.

Instructions:

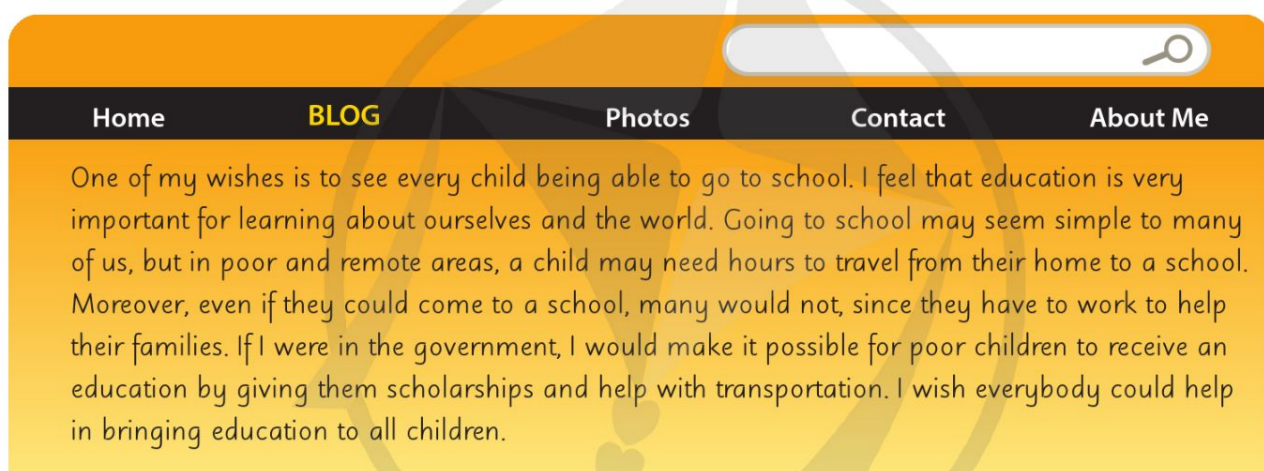
- You should work with at least two other classmates on this project.
- Choose one of the following topics and research it:
 1. Your wishes for new technology, including reasons why it would benefit the world;
 2. A new technology that is actually being developed and predictions that are being made about it;
 3. A teenager from the reading text (Kelvin or Zea) who is making a difference in the world.
- Make a poster about the topic. There should be at least 10 lines of information on the poster.
- Put the sources of information at the end of your poster.
- In the next class, present your poster to the whole class.

Writing

1 Write the correct forms of the verbs in parentheses in the following sentences.

- I wish I _____ (**turn**) anything I touch into gold.
- David _____ (**be**) very happy if he _____ (**receive**) that scholarship.
- What _____ you _____ (**do**) first if you _____ (**become**) the Secretary-General of the United Nations?
- Anna wishes she _____ (**know**) the solutions to all the math problems in this book.
- I wish I _____ (**help**) all those earthquake victims.

2 Read the blog post. Complete the following sentences with ONE word from the paragraph.



The screenshot shows a blog interface with a search bar at the top right and a navigation menu with 'Home', 'BLOG', 'Photos', 'Contact', and 'About Me'. The main content area contains a paragraph of text. A large watermark of a globe is visible in the background of the text area.

One of my wishes is to see every child being able to go to school. I feel that education is very important for learning about ourselves and the world. Going to school may seem simple to many of us, but in poor and remote areas, a child may need hours to travel from their home to a school. Moreover, even if they could come to a school, many would not, since they have to work to help their families. If I were in the government, I would make it possible for poor children to receive an education by giving them scholarships and help with transportation. I wish everybody could help in bringing education to all children.

- The writer wishes that every _____ could go to school.
- They think that _____ is very important.
- Going to school may take a lot of _____ in remote areas.
- Besides money, poor children may need help with _____.
- The writer calls for _____ to help children to go to school.

3 Write a blog post of 100–120 words to talk about a change you would like to see in the world. Use the blog post in 2 as a model.




WHAT WOULD YOU DO?

Preview

A  3-19 **Listen.** What situations are the people facing? Circle the correct answers in the first column.

SITUATION	FRIEND'S ADVICE
1. Susan saw someone (stealing / cheating).	
2. Matt's neighbors refused to (turn down their music / clear their trash).	
3. May (dirtied / damaged) something in a store.	
4. Robert found a (handbag / wallet) on the sidewalk.	

B  3-20 **Listen.** What is their friend's advice? Complete the second column in **A**.

C **Talk with a partner.** What would you do in each situation in **A**?

I'd say something to the classmate.

I probably wouldn't do anything.



UNIT GOALS

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

- discuss dilemmas;
- review and expand language;
- pronounce final *t* or *d* with initial *y*: /tʃ/ and /dʒ/.

What would you do if you saw someone being pickpocketed?

Language Focus

A 3-21 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH What a relief!

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

1 What's wrong, Nadine? I have a bit of a problem.
Is everything OK Is something the matter

2 What is it? Maybe I can help. What would you do if you lost something that you borrowed from a friend?
What kind of problem? You can tell me.

3 I'd apologize and tell the friend the truth. If you were that friend, would you be angry?
you'd be angry, wouldn't you don't you think you'd be angry

4 Not at all! Everyone makes mistakes. What a relief! So... remember that video game I borrowed?
Of course not Not in the least

3-22

LANGUAGE REVIEW (PP. 161-162)

Describing actions that continue to the present

She's **been waiting** here for an hour.
They've **been playing** music since two o'clock.

Passive form

My neighbor **was taken** to the hospital.
Most crimes **are reported by** regular people.

Giving advice

You **should apologize** for saying that.
You **could ask** the teacher for some advice.

Describing probability

This bag **could/might** belong to a man.
That **can't/couldn't** be his car. His car isn't black.
He **could/might** have taken the wallet.
I **must** have left my homework at home.
She **couldn't** have left the book there. She was holding it just now.

Talking about imaginary situations

If I **saw** a crime, I'd **call** the police.
If I **had** enough money, I'd **buy** a new computer.

LANGUAGE EXPANSION (P. 162)

Talking about causes or reasons

She yelled **because/as/since** she saw a pickpocket.

Describing effects

He went to the police station **so that** he could report the crime.

Expressing contrasting information or ideas

Although/Though/Even though the thief ran very fast, he couldn't escape the police.

C 3-23 **Circle the correct answers.** Then listen and check.

1. Amy: If you had an extra \$1,000, what 1. (**would / must**) you do with it?
Louis: That's a lot of money. 2. (**I'd / I'll**) buy a new computer. 3. (**I was using / I've been using**) this one for five years.
2. Chris: I heard the answers to today's test 4. (**were being stolen / were stolen**). They 5. (**took / were taken**) off Mr. Lee's desk when he left to make a call.
Kelly: It 6. (**should / must**) be someone in our class. But who 7. (**would / should**) do something like that?
3. Peter: Do you know whose backpack this is?
Tania: It 8. (**should / might**) be Jennifer's. She has a blue bag.
Peter: No, it 9. (**can't be / might not have been**) hers. Look—the initials "T. R." are on it.

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

1. I don't see him anywhere. He must have gone home _____.
2. If you broke your friend's laptop, I think you should _____.
3. You could _____ after school.
4. They couldn't have _____ . They've been here all morning.
5. James must have been _____ when we were in class.
6. She didn't _____ because she was shy.
7. They _____ so that they could protect each other.
8. Although the lifeguard warned them several times, _____.

E **Work in a group.** Talk about what you would do in each situation below.

A teacher gave you an A+ by mistake.
You saw someone littering.
Someone spread a false rumor about you.
You accidentally broke a vase in a shop.
You were given a flower by a stranger.
Someone fell asleep against you on a bus.

What would you do if someone fell asleep against you on a bus?

I'd wake the person up.

The Real World


What Is Plagiarism?

Plagiarism is a form of cheating.

It refers to using another person's words or ideas as your own. If a student is caught plagiarizing, he or she can be kicked out of school. It's therefore important to understand what plagiarism is, and how to avoid it.

A  3-24 **Listen.** Read each situation below. Write **P** if it's an example of plagiarism.

1. Kevin copied his friend's essay and turned it in as his own. _____
2. Tara put quotation marks around a famous quote and listed the source. _____
3. Zac summarized an author's ideas for his paper and listed the source. _____
4. Pam copied and pasted a paragraph from an online encyclopedia for her report. _____
5. Hee-jin wrote the date of the invention of the light bulb without listing its source. _____

B  3-25 **Listen.** Complete the notes. Two words are extra.

cite summarize paraphrase multiple instructions list

1. Learn to _____.
2. Use _____ sources.
3. _____ your sources.
4. _____ the source if the origin of the idea is unclear.

Discussion. What would you do if you knew a student turned in someone else's essay as his or her own? Why?

Pronunciation

Final *t* or *d* with initial *y*: /tʃ/ and /dʒ/

A  3-26 Listen and repeat.

1. I want you to be honest. 2. What would you do?

B  3-27 Listen. Complete the sentences.

1. How _____ explain the situation?
2. I don't _____ to be angry.
3. _____ like to play a game?
4. Why won't the teacher _____ leave early?
5. I _____ something in my art class.
6. I _____ the email yesterday.

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

DO YOU KNOW?



People tend to use areas of the brain related to _____ when making moral decisions.

- a. emotion
- b. logic

Communication

Debate an issue. A large area of forested land on the edge of town has been set aside for a new mall. Some people in the community are for the project, but some aren't. Work in groups of four. Two students are Team A, and two students are Team B. **Team A:** Turn to page 135. **Team B:** Turn to page 139.

We support this project because we think it will bring many benefits to the town. For example, ...





International students having a discussion in English

Reading

- A Look at the title.** What do you think the article will be about?
- B Scan the article.** In which paragraph does the writer define the term “Englishes”? Explain what it means.
- C Talk with a partner.** Why do you study English?

ENGLISH IN THE WORLD

English is one of the most widely spoken languages in the world. It is estimated that about a third of the world’s population, around two billion speakers, now use English as their first, second, or foreign language. This leads to the term “Englishes”—the varieties of English with differences in vocabulary, pronunciation, and grammar, reflecting the local culture and linguistic influences of their regions. Examples include British English, American English, and Singaporean English.

- 10 There are many reasons why English has become so popular. First, this language is known for its “openness of vocabulary.” English words are readily borrowed from other languages or combined to create compounds. Second, as a language of international communication, English is used in business,
- 15 science, and education. English is also the language of popular culture. Movies, music, and books from English-speaking countries are enjoyed by many people all over the world. Finally, a good command of English can open up many opportunities for people, helping them advance in their careers or pursue
- 20 higher education.

Despite its popularity, English is not the only important language in the world. There are many other languages that are just as important and valuable.

 3–28 OPTIONAL AUDIO

Comprehension

A Answer the questions about *English in the World*.

- Writer's purpose** Why does the writer mention British English and American English?
 - to compare these two varieties of English
 - to give examples of "Englishes"
 - to illustrate the importance of learning English
- Writer's purpose** Why does the writer mention compounds in English?
 - to illustrate one characteristic of the English language
 - to show the differences in the vocabulary of English varieties
 - to explain how English is used for international communication
- Detail** What is the main reason why English is used in business, science, and education?
 - It has a wide range of vocabulary.
 - It is used in books, movies, and music in many countries.
 - It is the language of international communication.
- Detail** According to the text, which of the following is NOT true?
 - English music is popular around the world.
 - English movies and books are translated into many other languages.
 - English helps a person have more opportunities in their work and education.
- Cohesion** The sentence "However, the importance of English in today's globalized world cannot be ignored." would go best at the end of the _____ paragraph.
 - first
 - second
 - third

IDIOM

If someone is "between a rock and a hard place," the person is in a situation with _____.

- unpleasant choices
- confusing choices
- too many choices

B Decide whether the following statements are True (T), False (F), or Not Given (NG).

- English is the most widely spoken language in the world. _____
- About two billion people in the world use English as their foreign language. _____
- British English is an example of an English variety. _____
- One with a good command of English has more opportunities in their education and career. _____
- The writer believes that English will become less important in the future. _____

C CRITICAL THINKING Talk with a partner. How important is learning English in your country or region? Can you think of any examples where a good command of English has opened up opportunities for someone you know?

Project

Work with a partner.

Make a flyer.

118 Unit 11

Đọc bản mới nhất trên hoc10.vn

Instructions:

- You should work with a classmate on this project.
- Choose one of the following topics and research it:
 - How to avoid plagiarizing;
 - How to avoid being pickpocketed;
 - English in the world.
- Discuss with your partner and decide on the most important pieces of information.
- Design a flyer to report your findings and make copies of it.
- Put the sources of information at the end of your flyer.
- In the next class, share your flyers with the whole class.

Bản mẫu góp ý

Writing

1 | Rewrite the following sentences, using the words/phrases in parentheses.

a. After the accident, Jenny was taken to the hospital. The doctors wanted to check her injuries more thoroughly. (*because*)

b. It is good to give them a call if you are late. (*should*)

c. I don't have my cell phone with me now. (*left*)

d. Maria wants a new laptop, but she doesn't have enough money. (*buy*)

e. My uncle started working in that factory 10 years ago. (*been*)

2 | Read the paragraph. Decide whether the following statements are True (T) or False (F).


Last week, Lan couldn't finish her assignment on time, so she wanted to copy my work. I wouldn't help her. I'd advise her to speak to the teacher to get more time for the assignment. The teacher could understand her situation and see that being late isn't her fault. I think it's unfair for me to help her because each of us should do our own assignment. It could be hard, but it is necessary for us to understand and remember the information. If I did the assignment for my friend, she wouldn't understand the lessons. When an exam comes and she gets a low score because she hasn't done this assignment, it will be partly my fault, too.

- a. The writer would help their friend to talk to the teacher. _____
- b. The friend will have more time for the assignment. _____
- c. The writer thinks it is difficult to do their own assignment. _____
- d. The friend wouldn't understand the lessons if she didn't do the assignment herself. _____
- e. It may be the writer's fault when the friend gets a low score on an exam. _____

3 | Write a paragraph of 100–120 words about a time you were asked to help another person. Use the paragraph in 2 as a model.

YOU SHOULD EAT MORE FRUIT!

Preview

A  3-29 **Listen.** What types of food does the speaker suggest we avoid (x), reduce (↓), or eat a lot of (↑)?

vegetables and fruits ___ whole grains ___ red meat ___
processed food ___ salt and sugar ___ coffee ___

B  3-29 **Listen again.** Circle **T** for True or **F** for False.

1. Whole grains are healthy because the body breaks them down faster. **T** **F**
2. Eating too much red meat can lead to heart disease. **T** **F**
3. You should avoid eating foods containing fats. **T** **F**

C **Talk with a partner.** What are some healthy foods you like?

I like eating carrots. They're sweet.

I love yogurt. I heard that eating it after exercising can help your body recover faster.



UNIT GOALS

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

- talk about health and nutrition;
- review language;
- pronounce consonant blends: *cr*, *cl*, *sk*, and *sp*.

An outdoor market in Otavalo, Ecuador

Language Focus

A 3-30 **Listen and read.** Then repeat the conversation and replace the words in **blue**.

REAL ENGLISH Any ideas?

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

1 I have **such a busy schedule**. I'm so stressed out! You should try to relax.
 too much to do
 too many things to do

2 How? Any ideas? Well, **exercising** is a great way to relax.
 breathing deeply
 stretching

3 And you should think about reducing the amount of **tea** you drink. I know. I drink a lot of **tea**, don't I?
 soda
 coffee

4 What's your advice, Maya? If Maya were awake, she'd tell you **to get plenty of sleep!**
 to take a nap
 that sleeping is the best way to relax

3-31

LANGUAGE REVIEW (P. 163)

Gerunds

Exercising is a great way to relax.
Drinking less soda can help you lose weight.
Listening to music can improve your mood.

Adding more information

My aunt, **who** studied medicine, always gives good health advice.
 Greek yogurt, **which** has a lot of protein, is good for you.

Describing and comparing things

Meat is **cheaper** / **more expensive** than vegetables.
 She's the **fittest** / **most athletic** person I know.
 Vegetables are **(not) as sweet as** fruit.
 I'm not going out today. I'm **too tired**.
 This coffee is **(not) sweet enough**.

Tag questions

Nuts **are** good for you, **aren't they?**
 I **drink** a lot of soda, **don't I?**
 She **didn't say** anything, **did she?**
 They **can't go** to the party, **can they?**

C 3-32 **Circle the correct answers.** Then listen and check.

Having a good night's rest feels great, 1. (**does / doesn't**) it? 2. (**To get / Getting**) the right amount of sleep is important for teens, 3. (**who / which**) need energy to play sports or do well on tests. But during the teenage years, there is a reset of the body's internal "clock." This tells a person to fall asleep later and wake up later. Many teens don't get enough sleep because they go to sleep late but get up early for school. School life is busy, and getting through a full day without enough rest isn't as 4. (**easy / easier**) as you think. So, if you're feeling 5. (**too tired / tired enough**) to give your best during the day, you're probably not getting the eight to nine hours of sleep experts say you need each night.

D Match. Join the phrases to make statements. Then talk with a partner. Do you agree or disagree with each statement?

- | | | | |
|--|-----------------------|-----------------------|--|
| 1. Eating too much fatty food | <input type="radio"/> | <input type="radio"/> | a. than a meat-based diet. |
| 2. A vegetarian diet is healthier | <input type="radio"/> | <input type="radio"/> | b. is just as important as a healthy body. |
| 3. Exercising 30 minutes a day | <input type="radio"/> | <input type="radio"/> | c. before and after a workout. |
| 4. It's important to stretch | <input type="radio"/> | <input type="radio"/> | d. who is the best person to give advice. |
| 5. A healthy mind | <input type="radio"/> | <input type="radio"/> | e. can make you sick. |
| 6. If you're unwell, talk to a doctor, | <input type="radio"/> | <input type="radio"/> | f. is long enough to keep yourself fit. |

E Find someone for each of the descriptions below. Ask questions to find out the information you need.

Find someone who . . .	Name
exercises more than you. plays three different sports. doesn't get enough sleep. has a healthy diet. takes good care of his or her teeth. takes good care of his or her eyes.	



You like to play sports, don't you?


Yeah, I play basketball three times a week.

Oh, I jog once a week.

The Real World

Superfoods

Superfoods have amazing health benefits. Some can help protect you from cancer. Some can lower your blood pressure or help prevent diseases. Plus, they taste great! These so-called "superfoods" can easily be found in your local supermarket.

A  3-33 **Listen.** Check (✓) the health problems that each superfood may help protect against.

	CANCER	HEART DISEASE	BRAIN DISEASES	HIGH BLOOD PRESSURE
walnuts				
spinach				
avocados				
blueberries				

B  3-33 **Listen again.** Match each food to how the speaker suggests trying it.

- | | | | |
|----------------|-----------------------|-----------------------|--------------------|
| 1. walnuts | <input type="radio"/> | <input type="radio"/> | a. add to eggs |
| 2. spinach | <input type="radio"/> | <input type="radio"/> | b. eat frozen |
| 3. avocados | <input type="radio"/> | <input type="radio"/> | c. mix with fruit |
| 4. blueberries | <input type="radio"/> | <input type="radio"/> | d. make a smoothie |

Discussion. Which of the superfoods above have you tried? What other kinds of foods are good for you?

Pronunciation

Consonant blends *cr, cl, sk, and sp*

A  3-34 **Listen and repeat.**

1. create 2. clean 3. sky 4. speed

B  3-35 **Listen.** Circle the sounds you hear.

1. cr cl 5. sk sp
2. sk sp 6. cr cl
3. sk sp 7. cr cl
4. cr cl 8. sk sp

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

1. skip 5. climate
2. special 6. classic
3. crew 7. credit
4. skill 8. species

**DO YOU
KNOW?**



**Which of these foods
contains the most
vitamin C?**

- a. oranges
b. bell peppers
c. tomatoes

Communication

Plan a health fair. Work in a group. Prepare a proposal of your ideas.

1. Choose a place for the fair.
2. Brainstorm a list of health topics you want to cover.
3. Plan activities. Include activities for both students and parents.
4. Decide who you will ask to speak at the fair.
5. Choose what food and drink you will serve at the fair.

We could have the fair in the cafeteria.

The cafeteria isn't big enough. What about the gym?





Reading

- A** **Skim the article.** Match the titles to the paragraphs **A–C**.
1. Exercise helps make you smarter.
 2. When you learn, you change the structure of your brain.
 3. Neurons can send information to your brain extremely quickly.
- B** **Skim the article.** How does the brain send messages to other parts of the body?
- C** **Look at the title.** Why do you think your brain is “amazing”? What are some things your brain helps you do?

YOUR AMAZING BRAIN

You carry a 1.3-kilogram mass of fatty material in your head that controls everything your body does. It lets you think, learn, create, and feel emotions. What’s this amazing machine? It’s your brain!

A _____

- 5 Your brain contains about 100 billion tiny cells called neurons. If a bee lands on your foot, sensory neurons in your skin send this information to your brain at a speed of more than 240 kilometers per hour. Your brain then uses motor neurons to send a message back to your foot: *Shake the bee off quickly!* Motor neurons can send this information at more than 320
10 kilometers per hour.

B _____

- Riding a bike seems impossible at first, but you can soon master it. How? As you practice, your brain sends “bike riding” messages along certain neural pathways again and again, forming new connections. In fact, the structure of
15 your brain changes every time you learn.

C _____

- Your body produces a chemical after you exercise that makes it easier for your brain to learn. So, if you’re stuck on a homework problem, go out and play soccer, and then try the problem again. You might discover that you’re
20 able to solve it!

 3–36 OPTIONAL AUDIO



A test recording the amount of electrical activity in the brain

Comprehension

A Answer the questions about *Your Amazing Brain*.

- Purpose** What is the purpose of the article?
 - to describe how incredible the brain is
 - to discuss the latest theories about the brain
 - to show how little we know about the brain
- Detail** Which of the following is true about motor neurons?
 - They send messages faster than sensory neurons.
 - They send information to your brain.
 - They send information at nearly 320 kilometers per hour.
- Detail** The processing power of your brain allows you to ____ in an emergency situation.
 - react quickly
 - remain calm
 - be creative
- Detail** Each new memory or skill you gain creates new ____.
 - motor neurons
 - sensory neurons
 - neural pathways
- Inference** If you were stuck on a homework problem, the author might suggest ____.
 - playing tennis
 - taking a deep breath
 - doing a number puzzle

B Complete the summary. Use the words in the box. One word is extra.

structure muscles exercise brain neurons chemicals controls

The brain is an amazing machine that (1) _____ everything in the body. It contains billions of (2) _____ that can send information quickly. When your (3) _____ senses an emergency or needs your body to do something, it tells your (4) _____ to move. The brain can change its (5) _____ every time you learn or have a new thought. After you (6) _____, it is easier for your brain to learn.

C **CRITICAL THINKING** Talk with a partner. Do you think there are differences between male and female brains? What do you think is different?

Project

Work in a group.

Make a public service announcement (PSA) about being healthy.

128 Unit 12

Instructions:

- You should work with at least two other classmates on this project.
- Choose one of the following topics: wearing helmets, not texting/using phones while riding bicycles, not smoking, eating healthy food, etc. or your own ideas.
- Write a script for a PSA about the topic of your choice. Ensure the following: a clear message, effective use of visuals (movies, pictures, images), short length (e.g. 20–40 seconds).
- Prepare the PSA with your group members before the next class.
- In the next class, act out your PSA.

IDIOM

If someone wants to “pick your brain,” they’ll probably ____.

- give you a brain scan
- look at your test scores
- ask you questions

Writing

1 Rewrite the following sentences, using the words/phrases in parentheses.

a. My mother is a doctor. She is always busy at work. (*who*)

b. I feel most relaxed when I play the piano. (*relaxing*)

c. Some vegetables actually cost more than meat. (*expensive*)

d. Harry is very tired today. He's not going to dance class. (*too*)

e. Is it true that John isn't joining us for the picnic? (*is he?*)

2 Read the action plan. Answer the following questions.

My goal is to go to sleep early every night so that I can have more energy to study and play sports during the day. To do this, I will set a regular bedtime. I will use a new cell phone, which my parents have promised me, to remind me of this. I also plan to stop using the computer an hour before bedtime. Doing so helps my mind to calm down and be ready to sleep. Another thing to do is to avoid eating anything two to three hours before bedtime. It isn't good to go to bed when your stomach is still full, is it?

a. Why does the writer want to go to sleep early?

b. How many parts are there in their plan?

c. What will help them remember the bedtime?

d. What will they stop doing an hour before bedtime?

e. Why isn't it good to eat two to three hours before bedtime?

3 Write an action plan of 100–120 words about a goal for next year. Use the paragraph in 2 as a model.

Review Game 2

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

Heads = move two squares

Tails = move one square

Can't answer? Miss a turn!



START!

1. Talk about a movie you have seen recently.

2. What superpower do you wish you have?

3. What does "smooth sailing" mean?

4. Name a famous monument that you know.

5. What would you do if you had a lot of money?

6. Name a skyscraper that you know.

7. What does "get to the bottom of a mystery" mean?

8. Name three famous actors or actresses that you like.

9. What is the Make-A-Wish Foundation?

10. Who was Genghis Khan?

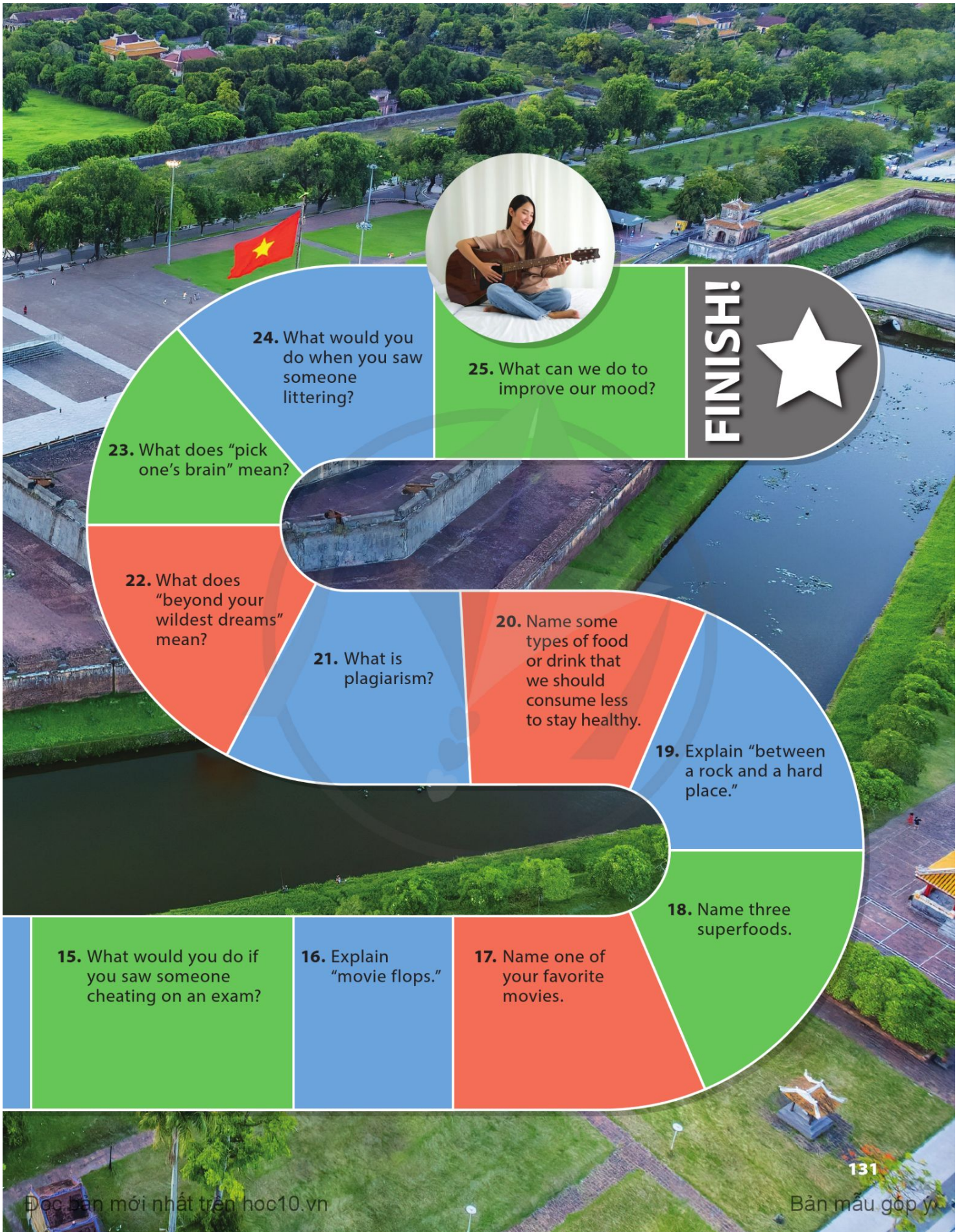
11. What is the largest pyramid in Egypt?

12. Name an ancient civilization.

13. What is a high-rise?

14. What does a tomb hunter do?





FINISH!



24. What would you do when you saw someone littering?

25. What can we do to improve our mood?

23. What does "pick one's brain" mean?

22. What does "beyond your wildest dreams" mean?

21. What is plagiarism?

20. Name some types of food or drink that we should consume less to stay healthy.

19. Explain "between a rock and a hard place."

18. Name three superfoods.

15. What would you do if you saw someone cheating on an exam?

16. Explain "movie flops."

17. Name one of your favorite movies.



TIẾNG ANH 9

EXPLORE ENGLISH

COMMUNICATION ACTIVITIES

The following pages are for the pair work and group work activities
in the Communication sections.

UNIT 3 LANGUAGE FOCUS

Work with a partner. Copy the words you wrote on page 31 in the spaces below. Then take turns reading each problem and giving each other advice.

Problem 1:

I want to dress better. My (1) _____ always gives me advice. He/She always says, "If I were you, I'd wear more colorful (2) _____ and (3) _____. You'll look nicer." He/She also says (4) _____ is a good color for me. Should I take this advice? Do you have better advice for me?

Problem 2:

I want to have a healthier lifestyle. My sister says I should eat more (5) _____ and less (6) _____. She says I could do more sports, like (7) _____. Do you think this is good advice? What do you think I should do to have a healthier lifestyle?

UNIT 4 LANGUAGE FOCUS

Skim the news article. Ask your partner questions to complete the article. Use the words in parentheses to help you ask questions.

Student A:

A Cry for Help

A baby manatee calls out for her mother. She doesn't hear any reply. A man finds the baby and calls for help. He knows the baby won't survive without her mother—baby manatees need their mother to show them where to find food.

A rescue team rushes to the river. They see the baby manatee in the water. They lower a (1) _____ (**what**) into the water. They manage to catch the baby. They then carry her to the team's vehicle. Here, she is placed in a swimming pool and then driven to (2) _____ (**where**). The vet gives her (3) _____ (**what**). The examination shows that the baby, now named Kee, is underweight. To increase her weight, Kee is given milk (4) _____ (**how often**).

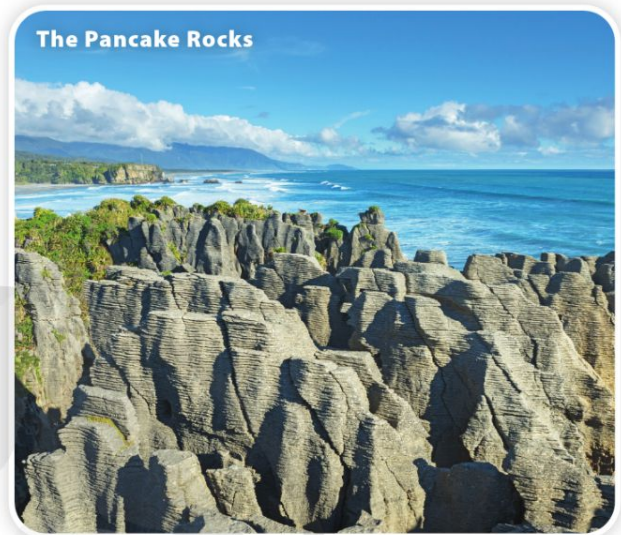
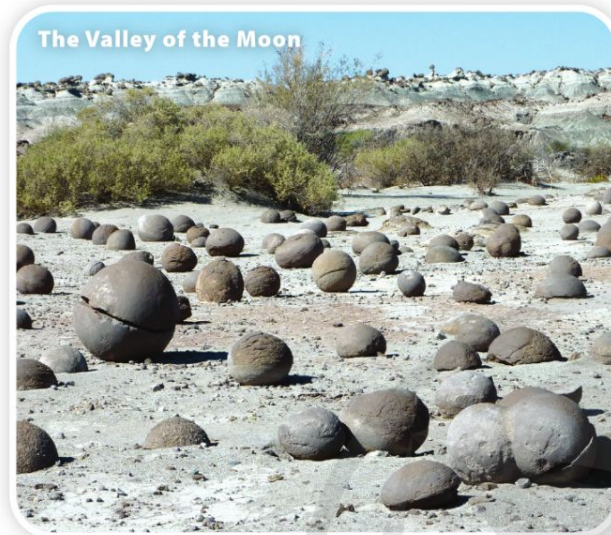
There is another manatee at the zoo, named Della. An accident with a boat caused her to be brought to the zoo. Della has given birth to a baby named Pal. This gives Virginia Edmonds, a caretaker at the zoo, an idea. She hopes Della will care for Kee like her baby. So the three manatees are placed in the same pool. Within hours, Della begins to feed Kee. Soon, they are doing everything together. They're one family now.

After five months, Della has recovered. It's time for her and her family to return to the wild. They are driven to the river's edge and released. "Kee is back where she belongs," says Edmonds.

UNIT 5 LANGUAGE FOCUS

Look at the photos below. Ask your partner questions about the Pancake Rocks. Answer your partner's questions about The Valley of the Moon.

Student A:



What is The Valley of the Moon?

- The Valley of the Moon is a desert area in northwestern Argentina.
- The area has a dry and windy climate.

What's found there?

- Unusual rock formations—some are shaped like balls, others like towers, and even the Sphinx!
- Many dinosaur fossils are hidden within the rocks.

How were they formed?

- The rocks are up to 240 million years old. They were worn down by the wind.
- They were also shaped by rainwater.

What are the Pancake Rocks?

- The Pancake Rocks are _____.
- The area also contains enormous _____ that shoot seawater high into the sky during high tides.

Where are they?

- The west coast of the South Island of New Zealand

How were they formed?

- They were formed over 30 million years ago from ancient _____.
- The plants and animals were flattened by _____, and formed limestone.
- The limestone has since been shaped by _____, _____, and _____.

UNIT 4 LANGUAGE FOCUS

Skim the news article. Ask your partner questions to complete the article. Use the words in parentheses to help you ask questions.

Student B:

A Cry for Help

A baby manatee calls out for her mother. She doesn't hear any reply. A man finds the baby and calls for help. He knows the baby won't survive without her mother—baby manatees need their mother to show them where to find food.

A rescue team rushes to the river. They see the baby manatee in the water. They lower a small net into the water. They manage to catch the baby. They then carry her to the team's vehicle. Here, she is placed in a swimming pool and then driven to a local zoo. The vet gives her a checkup. The examination shows that the baby, now named Kee, is underweight. To increase her weight, Kee is given milk every three hours.

There is another manatee at the zoo, named Della. An accident with a (5) _____ (*what*) caused her to be brought to the zoo. Della has given birth to a baby named Pal. This gives Virginia Edmonds, a caretaker at the zoo, an idea. She hopes Della will care for Kee like her baby. So the three manatees are placed in (6) _____ (*where*). Within hours, Della begins to (7) _____ (*what*). Soon, they are doing everything together. They're one family now.

After five months, Della has recovered. It's time for her and her family to return to the wild. They are driven to the river's edge and (8) _____ (*what*). "Kee is back where she belongs," says Edmonds.

UNIT 11 COMMUNICATION

Read the information below.

Team A:

You **support** the project. Think of ways the building of the mall will benefit the town. Come up with a list of arguments. Think about these areas: the effect on the economy, jobs, and tourism. Also, think of points to counter Team B's possible arguments.

Follow these steps:

1. Team A: Present your arguments.
2. Team B: Counter Team A's arguments, and present your arguments.
3. Team A: Counter Team B's arguments, and summarize your arguments.
4. Team B: Summarize your arguments.
5. Discuss which team you think wins the debate.

UNIT 6 COMMUNICATION

Choose one of the animals below. Give clues using the facts provided. Don't say the name of the animal you've picked. If **Group B** guesses incorrectly, give another clue until they guess the animal. The team with the fewer guesses wins.

Group A:

Albatross (bird)

Life span in the wild: about 50 years
Habitat: Southern Ocean and North Pacific Ocean
Interesting fact 1: It drinks salt water.
Interesting fact 2: One was once recorded circling the whole world in 46 days.
Interesting fact 3: It sometimes floats on the sea's surface.



Emperor penguin (bird)

Life span in the wild: 15 to 20 years
Habitat: Antarctica
Interesting fact 1: It can dive 565 m and stay underwater for more than 20 minutes.
Interesting fact 2: It only has one chick a year.
Interesting fact 3: It keeps the egg warm by covering it with feathered skin.



Bottlenose dolphin (mammal)

Life span in the wild: 45 to 50 years
Habitat: Warm and tropical waters around the world
Interesting fact 1: It can swim 30 km/h and jump almost 5 meters out of the water.
Interesting fact 2: It only lets one half of its brain sleep at a time.
Interesting fact 3: It can use echolocation to find its prey.



Northern fur seal (mammal)

Life span in the wild: up to 26 years
Habitat: Cold waters of the north Pacific Ocean
Interesting fact 1: It usually looks for food at night.
Interesting fact 2: It has large eyes that let it see well underwater and at night.
Interesting fact 3: It has huge flippers to keep it cool.



Dugong (mammal)

Life span in the wild: about 70 years
Habitat: Warm coastal waters of the Red Sea, Indian Ocean, and Pacific Ocean
Interesting fact 1: It can stay underwater for 6 minutes.
Interesting fact 2: It is related to elephants.
Interesting fact 3: It was sometimes mistaken for a mermaid by sailors.



Hermit crab (shellfish)

Life span in the wild: up to 30 years
Habitat: Saltwater from shallow coastal areas to deep seas worldwide
Interesting fact 1: It is active at night.
Interesting fact 2: Some people keep them as pets.
Interesting fact 3: It often climbs over another of its kind instead of going around.



Group B's animals:

leatherback turtle
stonefish

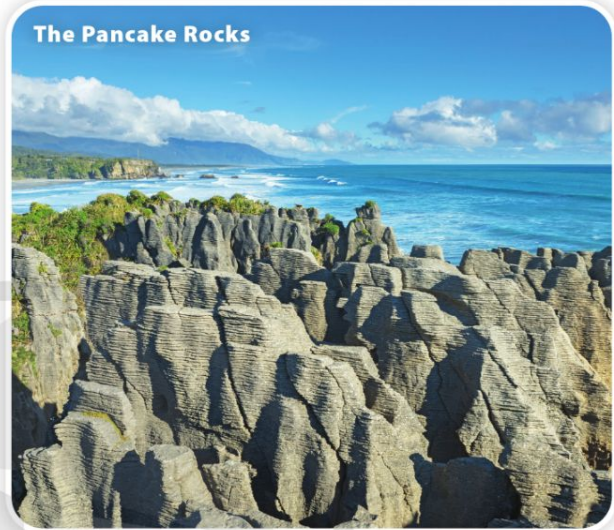
sea otter
saltwater crocodile

manta ray
whale shark

UNIT 5 LANGUAGE FOCUS

Look at the photos below. Ask your partner questions about The Valley of the Moon. Answer your partner's questions about the Pancake Rocks.

Student B:



What is The Valley of the Moon?

- The Valley of the Moon is a _____ in northwestern Argentina.
- The area has a _____ climate.

What's found there?

- Unusual rock formations—some are shaped like _____, others like _____, and even the Sphinx!
- Many _____ fossils are hidden within the rocks.

How were they formed?

- The rocks are up to 240 million years old. They were worn down by _____.
- They were also shaped by _____.

What are the Pancake Rocks?

- The Pancake Rocks are layers of flat rock.
- The area also contains enormous "blowholes" that shoot seawater high into the sky during high tides.

Where are they?

- The west coast of the South Island of New Zealand

How were they formed?


- They were formed over 30 million years ago from ancient sea creatures and plants.
- The plants and animals were flattened by great water pressure, and formed limestone.
- The limestone has since been shaped by rain, wind, and seawater.

UNIT 6 COMMUNICATION

Choose one of the animals below. Give clues using the facts provided. Don't say the name of the animal you've picked. If **Group A** guesses incorrectly, give another clue until they guess the animal. The team with the fewer guesses wins.


Group B:

Leatherback turtle (reptile)




Life span in the wild: about 45 years
Habitat: Tropical and warm waters of the Atlantic, Pacific, and Indian Oceans, but seen in colder oceans, too
Interesting fact 1: It can dive 1,280 meters and stay underwater for 85 minutes.
Interesting fact 2: It buries its eggs in the sand.
Interesting fact 3: It is endangered.

Sea otter (mammal)




Life span in the wild: up to 23 years
Habitat: Coasts of the Pacific Ocean in North America and Asia
Interesting fact 1: It washes itself in the ocean to keep clean after eating.
Interesting fact 2: It has to eat 3 hours a day to stay warm.
Interesting fact 3: It uses rocks to break open shellfish.

Manta ray (fish)




Life span in the wild: up to 20 years
Habitat: Warm waters, often near coral reefs
Interesting fact 1: It looks like a blanket.
Interesting fact 2: It looks dangerous but is actually very gentle.
Interesting fact 3: It eats about 13% of its body weight in food each week.

Stonefish (fish)




Life span in the wild: not known
Habitat: On coral reefs and near rocks, in warm and tropical waters of the Indian and Pacific Oceans
Interesting fact 1: It is one of the most poisonous fish in the world.
Interesting fact 2: It can live outside of the ocean for 20 hours.
Interesting fact 3: It hides itself and waits for its prey to swim past.

Saltwater crocodile (reptile)



Life span in the wild: up to 70 years
Habitat: Freshwater and saltwater areas of eastern India, southeast Asia, and northern Australia
Interesting fact 1: Some people say they are the animal most likely to eat a human.
Interesting fact 2: It kills 1–2 people every year in Australia.
Interesting fact 3: It sometimes swims far out to sea.

Whale shark (fish)



Life span in the wild: from 60 to 100 years
Habitat: Warm and tropical waters all over the world
Interesting fact 1: It looks dangerous but is actually very gentle.
Interesting fact 2: It eats tiny plants and animals.
Interesting fact 3: It can only reproduce when it is about 30 years old.

Group A's animals:

albatross emperor penguin bottlenose dolphin
northern fur seal dugong hermit crab

UNIT 11 COMMUNICATION

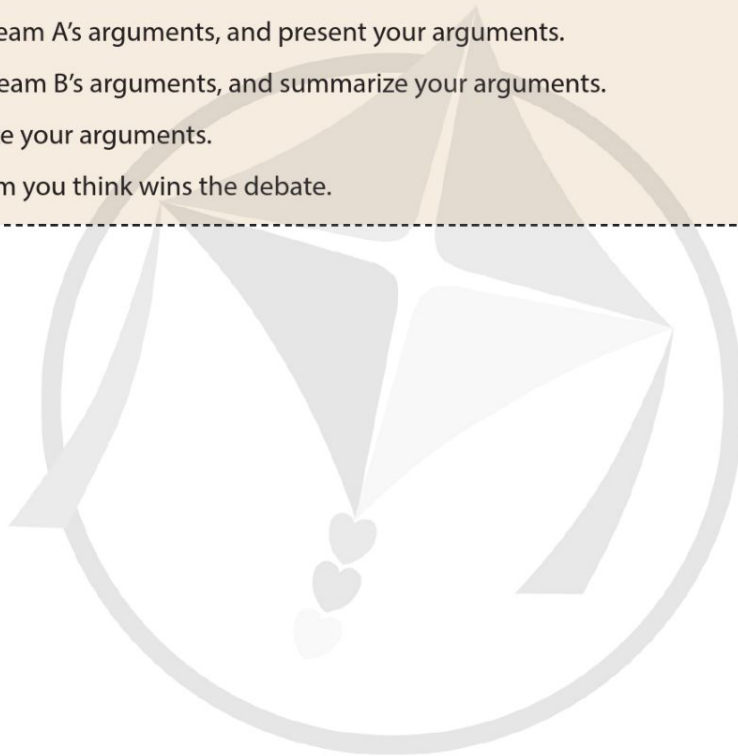
Read the information below.

Team B:

You **don't support** the project. Think of ways the building of the mall wouldn't be good for the town. Come up with a list of arguments. Think about these areas: the effect on small businesses, housing prices in areas near the mall, and the environment. Also, think of points to counter Team A's possible arguments.

Follow these steps:

1. Team A: Present your arguments.
2. Team B: Counter Team A's arguments, and present your arguments.
3. Team A: Counter Team B's arguments, and summarize your arguments.
4. Team B: Summarize your arguments.
5. Discuss which team you think wins the debate.





TIẾNG ANH 9

EXPLORE ENGLISH

VIDEO (OPTIONAL)

The following pages are Video lessons
to be done at the end of each unit.

V I D E O

Robot Games

ABOUT THE VIDEO

Every year, thousands of students take part in the FIRST Robotics Competition.

BEFORE YOU WATCH

Guess. What do you think FIRST stands for?

- Fellowship of Intelligent Robot Sports Teams
- For Inspiration and Recognition of Science and Technology
- Fun International Robotics School Tournament

WHILE YOU WATCH

A Check your answer to the Before You Watch question.

B Watch the video again. Circle the correct answers.

- FIRST was started by a famous (**sportsperson** / **inventor**).
- Dean Kamen had the idea for FIRST after seeing how much kids enjoyed (**sports** / **robotics**).
- Students work (**alone** / **in teams**) to build the robots.
- The events in the competition are (**the same** / **different**) every year.

AFTER YOU WATCH

Talk with a partner. Are you interested in science and technology? Would you like to take part in this competition?

Participants at the FIRST Robotics Competition



V I D E O

Life Rolls On

ABOUT THE VIDEO

Life Rolls On is an organization that has been inspiring people since 2002.

BEFORE YOU WATCH

Work with a partner. What do you think Life Rolls On does? Check (✓) the sentences you think describe the organization.

- 1. It makes wheelchairs for people with disabilities.
- 2. It holds sports events for people with disabilities.
- 3. It trains people with disabilities for sports competitions.
- 4. It teaches people about spinal cord injury.

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Match the people to their quotes.



a. "It's awesome that these people organize such events to push the limits, and I'm pretty stoked about it."



b. "I'm going to be surfing for the first time ever, and to be honest I never even thought that could be possible."



c. "I get more back than I feel I could ever give."

A participant at the "They Will Skate Again" event

AFTER YOU WATCH

Talk with a partner. Do you know organizations similar to Life Rolls On? What do they do?



V I D E O

Eco-Fuel Africa

ABOUT THE VIDEO

National Geographic Explorer Sanga Moses wants to improve the lives of people in Uganda.

National Geographic Explorer Sanga Moses

BEFORE YOU WATCH

What do you know about Uganda? Circle the correct answers.

1. The capital city of Uganda is (**Kira** / **Kampala**).
2. Uganda's biggest export is (**coffee** / **fuel**).
3. About (**40** / **80**) percent of the population live in rural areas.
4. (**English** / **French**) is one of the national languages of Uganda.

WHILE YOU WATCH

A Circle the correct answers.

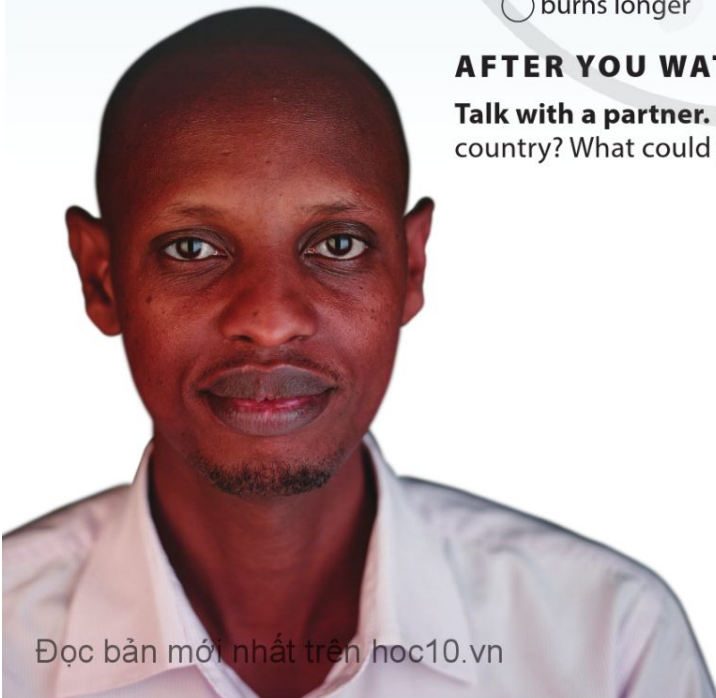
1. Many children in Uganda don't have time for school because they need to (**cook** / **gather wood**) for their families.
2. The eco-fuel is made from (**cheaper wood** / **farm waste**).
3. Eco-Fuel Africa helps farmers and women (**earn more income** / **get an education**).

B Watch the video again. What are the advantages of Moses' eco-fuel? Check (✓) the ones mentioned in the video.

- | | | |
|--|--|---|
| <input type="checkbox"/> burns cleaner | <input type="checkbox"/> saves forests | <input type="checkbox"/> creates a bigger fire |
| <input type="checkbox"/> burns longer | <input type="checkbox"/> cheaper | <input type="checkbox"/> can be reused many times |

AFTER YOU WATCH

Talk with a partner. Are there any environmental issues in your country? What could you do about them?



Đọc bản mới nhất trên hoc10.vn

VIDEO

Animal Portraits

ABOUT THE VIDEO

Joel Sartore has been photographing animals for the Photo Ark project since 2005.

BEFORE YOU WATCH

Talk with a partner. What do you remember about the Photo Ark?

1. What is the aim of Joel Sartore's Photo Ark project?
2. Where are the photographs of the animals taken?
3. How many species has Sartore photographed so far?

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Circle the correct answers.

1. Sartore's projects mainly deal with _____.
 - a. conservation
 - b. illegal killing of animals
2. The animals are photographed against black or white backgrounds because it _____.
 - a. calms the animals down
 - b. allows us to focus on them
3. Sartore feels that his project _____.
 - a. is near completion
 - b. will continue for a long time

AFTER YOU WATCH

Talk with a partner. What endangered animals do you know? What other things can we do to stop them from becoming extinct?

Joel Sartore with a clouded leopard



V I D E O

Mountain River Cave

ABOUT THE VIDEO

Ryan Deboodt took an amazing video of Sơn Đoòng Cave when he visited in 2014.

BEFORE YOU WATCH

What do you remember about Sơn Đoòng Cave? Circle the correct answers.

1. It was formed by a (**river** / volcano).
2. It's in (**Cambodia** / Việt Nam).
3. It was first explored by (**British** / American) cavers.

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Circle T for True or F for False.

1. Deboodt stayed in the cave for eight days to make the video. **T F**
2. Deboodt made the video by climbing up the cave walls. **T F**
3. Fossils that are 300 million years old have been found in the cave. **T F**
4. The cave is not yet open to the public. **T F**

Cave explorers at Sơn Đoòng Cave

AFTER YOU WATCH

Talk with a partner. Would you like to visit Sơn Đoòng Cave? What are the most amazing places you've visited?



V I D E O

Saving Our Reefs

ABOUT THE VIDEO

Coral reefs are important habitats for many marine animals, and we should protect them.

BEFORE YOU WATCH

Check (✓) the words you think describe coral reefs.

- endangered a type of marine plant mainly found in deep water
 colorful sensitive to environmental changes

WHILE YOU WATCH

A Circle the correct answers.

1. The reef's structure is formed by the (**waste / outer skeletons**) of the polyps.
2. A bleaching event occurs when the water becomes too (**warm / cold**).
3. Marine plants use carbon dioxide to (**make food / breathe**).

B Watch the video again. Number the sequence of events (1–5).

- ___ Human activities increase the amount of carbon dioxide in oceans.
___ Many species could become extinct as a result.
___ Sea creatures that depend on the tiny animals die.
___ The water becomes acidic.
___ The shells and skeletons of tiny sea creatures are destroyed, and the creatures die.

AFTER YOU WATCH

Talk with a partner. Would you want to go diving to see coral reefs? In which areas in the world are coral reefs mainly found?

A scientist studying a coral reef



V I D E O

Tutankhamun

ABOUT THE VIDEO

Scientists are trying to solve the mystery of Tutankhamun's death.

BEFORE YOU WATCH

Circle the correct answers. What do you know about Tutankhamun?

1. Tutankhamun became King of Egypt when he was (9 / 17) years old.
2. Tutankhamun was (18 / 28) when he died.
3. Tutankhamun died around (300 / 3,000) years ago.

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Check (✓) the three possible theories for King Tut's death that are mentioned in the video.

1. He might have been bitten by a snake.
2. He could have been killed during a battle.
3. He might have died as a result of a hunting accident.
4. He might have had a terrible illness.
5. He could have been murdered.
6. He could have died in a fire.

AFTER YOU WATCH

Talk with a partner. Which theory did the scientists in the video think was most likely? Do you think the evidence was strong?



The mummy of Tutankhamun was not discovered until 1922.

V I D E O

Green Museum

ABOUT THE VIDEO

The California Academy of Sciences has a unique museum.

BEFORE YOU WATCH

Talk with a partner. Check (✓) the things you think you can find in the green museum in California.

- a rain forest an aquarium a garden
 a coral reef a research center a flower market

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Circle the correct answers.

1. The California Academy of Sciences has the (**biggest** / **oldest**) green museum in the world.
2. The climate in the dome is (**cool and dry** / **hot and humid**).
3. The water in the aquarium comes from (**a river** / **the ocean**).
4. The aquarium has the (**deepest** / **widest**) tank for a coral reef in the world.

Visitors in the museum

AFTER YOU WATCH

Talk with a partner. Would you like to visit this museum? What do you think is the most interesting thing about the museum?



V I D E O

Walk of Fame

ABOUT THE VIDEO

The Hollywood Walk of Fame is a famous sidewalk in California, U.S.A.

BEFORE YOU WATCH

What do you know about the Hollywood Walk of Fame? Circle **T** for True or **F** for False.

1. Most of the people on the Walk of Fame are movie stars. **T F**
2. There are some fictional characters on the Walk of Fame. **T F**
3. The first stars are over 100 years old. **T F**

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Circle the correct answers.

1. (**One / Neither**) of the speakers has been to Hollywood.
2. In the video, George Clooney is making his (**handprints / footprints**) in the concrete.
3. The speakers (**liked / didn't like**) the last *Harry Potter* movie.
4. The female speaker (**is / isn't**) interested in celebrities.

AFTER YOU WATCH

Talk with a partner. Are you interested in celebrities? Is there a place in your country that's similar to the Walk of Fame?

The Hollywood Walk of Fame



V I D E O

RoboBees

ABOUT THE VIDEO

Robert Wood is a National Geographic Explorer. He is building unique robots to help people.

BEFORE YOU WATCH

What do you think the robot insects are like? Check (✓) the features.

- tiny cheap to make can lift heavy things
 soft can fly built from recycled materials

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

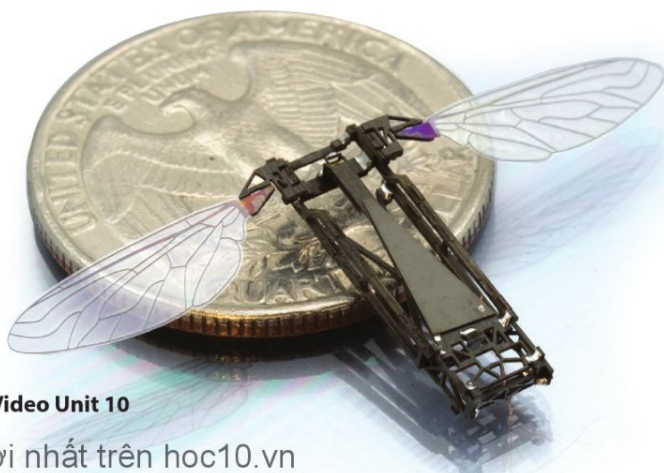
B Watch the video again. Complete the sentences.

- Wood hopes his robots will be useful in _____.
a. monitoring people's health b. exploring space and oceans
- Wood's team gets ideas from _____.
a. nature b. machines
- In the next ____ years, Wood believes his robots will be able to help people do dangerous tasks.
a. 5 b. 20
- Wood is creating robots that ____ bees.
a. work in groups like b. are as intelligent as

AFTER YOU WATCH

Talk with a partner. If you could build a robot, what kind of robot would you want to build? Do you think robots are important to humans?

A robot created by Wood and his team



V I D E O

Test of Character

ABOUT THE VIDEO

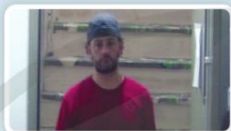


Two experiments test people's reactions when they see someone in need of help.

BEFORE YOU WATCH

Discuss. In one experiment, people see a thief stealing a woman's bag. What percentage of the people do you think try to help?

WHILE YOU WATCH

A Match each of the people below to their reaction.

1. 	2. 	3. 
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. helps the woman	b. watches but does nothing	c. runs away

B Watch the video again. Complete the summary of the second experiment.

The experiment took place in a restaurant with hidden _____ . An _____ walked past customers and fell to the ground. The lone diner took _____ seconds to help the man. The group of diners took _____ seconds. This is an example of the "Bystander Effect." When people are in a group, they wait for _____ to take control.

AFTER YOU WATCH

Talk with a partner. Do you think the "Bystander Effect" would affect you? Have you ever been in a situation where you needed to help someone?



V I D E O

Space Food

ABOUT THE VIDEO

Since the start of human space flight, NASA has been working to improve the food for its astronauts.

BEFORE YOU WATCH

Talk with a partner. What do you think are important features of space food? Circle the words in the box.

Space food has to be . . .

light cheap fresh healthy
easy to hold low in sugar tasty microwavable

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Circle the correct answers.

1. Freeze-dried food is (**lighter** / heavier) than regular food.
2. Freeze-dried food (**needs** / doesn't need) to be kept in a fridge.
3. Astronauts (**often** / rarely) eat fresh fruit.
4. In the video, the astronauts are having a special meal because it's (**Thanksgiving** / Christmas).

AFTER YOU WATCH

Talk with a partner. Do you think space food could be useful on Earth? If you went to space, what food would you want to take with you?

A meal in space



IRREGULAR PAST TENSE VERBS

BASE FORM	PAST FORM	PAST PARTICIPLE	DEFINITION
become	became	become	trở thành, trở nên
begin	began	begun	bắt đầu
break	broke	broken	đập vỡ, bẻ gãy
bring	brought	brought	đem lại, mang đến
buy	bought	bought	mua
catch	caught	caught	nắm lấy, bắt lấy
choose	chose	chosen	chọn, lựa
come	came	come	đến, tới
cost	cost	cost	tổn, trị giá
cut	cut	cut	cắt
do	did	done	làm, thực hiện
draw	drew	drawn	vẽ
drink	drank	drunk	uống
drive	drove	driven	lái (xe)
eat	ate	eaten	ăn
fall	fell	fallen	ngã, rơi
feel	felt	felt	cảm thấy
fight	fought	fought	chiến đấu, tranh luận, cãi cọ
find	found	found	tìm kiếm, tìm thấy
fly	flew	flown	bay
get	got	gotten	lấy, nhận được, bắt được
give	gave	given	cho
go	went	gone	đi
grow	grew	grown	trồng, mọc, phát triển, lớn lên
hear	heard	heard	nghe
hold	held	held	giữ, cầm, tổ chức
hurt	hurt	hurt	làm bị thương, bị đau
keep	kept	kept	giữ, tuân theo, vẫn cứ
know	knew	known	biết

IRREGULAR PAST TENSE VERBS

BASE FORM	PAST FORM	PAST PARTICIPLE	DEFINITION
let	let	let	để cho, cho phép
lose	lost	lost	thua, làm mất
make	made	made	làm, tạo ra
mean	meant	meant	nghĩa là
meet	met	met	gặp
pay	paid	paid	trả (tiền)
put	put	put	đặt, để
read	read	read	đọc
ride	rode	ridden	đạp (xe) , cưỡi (ngựa)
rise	rose	risen	tăng lên, mọc
run	ran	run	chạy
say	said	said	nói
see	saw	seen	xem, nhìn, thấy
sell	sold	sold	bán
send	sent	sent	gửi
show	showed	shown	cho xem, thể hiện, chỉ bảo
shrink	shrank	shrunk	co lại
sing	sang	sung	hát
sleep	slept	slept	ngủ
speak	spoke	spoken	nói
steal	stole	stolen	ăn cắp, trộm
swim	swam	swum	bơi
take	took	taken	cắm, lấy
teach	taught	taught	dạy
tell	told	told	kể, bảo
think	thought	thought	nghĩ
throw	threw	thrown	ném, vứt
understand	understood	understood	hiểu
wear	wore	worn	mặc
win	won	won	chiến thắng
write	wrote	written	viết

LANGUAGE NOTES

UNIT 1 I LOVE MAKING JEWELRY!

VERB + -ING (STATEMENTS)			VERB + TO INFINITIVE (STATEMENTS)		
I You We They	love like enjoy don't like hate can't stand	baking. doing puzzles. cooking. playing sports.	I You We They	would like want hate like don't want	to take photos. to make new friends.
He She	loves likes enjoys doesn't like hates can't stand		He She	would like wants hates likes doesn't want	

VERB + -ING (QUESTIONS AND SHORT ANSWERS)			
Do you Do they	love like	baking? doing puzzles?	Yes, I do . / No, I don't . Yes, they do . / No, they don't .
Does he Does she	enjoy hate		Yes, he does . / No, he doesn't . Yes, she does . / No, she doesn't .

GERUNDS AS SUBJECTS
Skiing is great exercise.
Building models can be a lot of fun.
Performing in front of people makes me nervous.

WH-WORD + TO INFINITIVE		
I don't know	where / how	to get the information.
	what	to do .
	who	to contact .

UNIT 2 HOW LONG HAVE YOU BEEN PLAYING CRICKET?

PRESENT PERFECT PROGRESSIVE STATEMENTS (WITH SINCE, FOR, LATELY, RECENTLY)		
I They	have been playing cricket haven't been going to the gym	since 2013. for a long time. a lot lately . recently .
He She	has been doing archery hasn't been playing badminton	

PAST PROGRESSIVE
The students were playing basketball in the stadium when the coach came.
She was baking some cookies when she burned her finger.

PRESENT PERFECT PROGRESSIVE (QUESTIONS)

How long **have** you **been working out**?

How long **has** he **been playing** rugby?

What **have** you **been doing since** breakfast?

What sports **has** he **been playing lately**?

What TV shows **have** they **been watching recently**?

Have you **been playing** the guitar **long**?

Has she **been doing** taekwondo **for** a long time?

Have they **been practicing** their dance **since** morning?

UNIT 3 YOU COULD ASK FOR ADVICE.

MODALS FOR ADVICE (QUESTIONS)

What	should could	I he she they	do to solve the problem?
------	-------------------------------	------------------------	--------------------------

MODALS FOR ADVICE (ANSWERS)

You He She They	should could	apologize. ask someone for help. try a different way of studying.
If I were you, I would		

TRY + GERUND

Have you tried Why don't you try	saying you're sorry? talking to a teacher? explaining your side of the story?
---	--

SUGGEST + GERUND

I	suggest	joining the club to make new friends. organizing a singing contest.
---	----------------	--

UNIT 4 THE KOALA WAS TAKEN TO A SHELTER.

ACTIVE VS. PASSIVE VOICE (1)

We use the active voice to say what the subject of the sentence does.

Subject	Active Verb	Object
Some people	rescued	the baby raccoon.
The vet	attached	three tracking tags.

ACTIVE VS. PASSIVE VOICE (2)

We use the passive voice when we want to change the object of the sentence into the subject.

Subject	Passive Verb
The baby raccoon	was rescued.
Three tracking tags	were attached.

PASSIVE VOICE

Simple Present	Simple Past
The koala is wrapped in a blanket. When is it given a bath? Is it kept in a cage overnight?	The puppies were checked for injuries. What time were they brought in? Were they given any medicine?

USE OF THE PASSIVE VOICE (1)

We use the passive voice if the subject is unknown or unimportant.

The pet cat was abandoned in a field.	(Someone or some people abandoned the cat, but it is unknown who did so.)
A baby bird was brought into the animal shelter.	(Someone or some people brought it in, but who did so is not important.)

USE OF THE PASSIVE VOICE (2)

We also use the passive voice to make general statements.

Kittens are usually adopted very quickly.
Wild animals are typically checked for any injuries.

UNIT 5 HOW WAS IT FORMED?

PASSIVE VOICE (WITH BY)

We use the passive voice to emphasize the receiver of an action. We use *by* to name the person or thing that does the action (the agent).

Present Progressive

This beach **is being washed away by** the sea.

Why is this park **being closed by** the Park

Service?

Is this glacier **being moved by** gravity?

Present Perfect

The rock **has been broken apart by** freezing and melting ice.

How has the Earth's environment **been changed by** pollution?

Has this canyon **been shaped by** wind or water?

UNIT 6 LOOK AT THAT NARWHAL!

NON-RESTRICTIVE RELATIVE CLAUSES (WHICH AND WHO)

The seahorse, **which is a type of fish**, uses its tail to move forward.

Oceanography, **which is also called "marine science,"** is the scientific study of the world's oceans.

The Great Barrier Reef is an important habitat for millions of animals, **which depend on it for food and shelter.**

Tourists, **who don't always get proper training**, sometimes damage coral reefs.

Sylvia Earle, **who holds the world record for solo scuba diving**, is a National Geographic Explorer.

Jacques Cousteau, **who is probably the most famous oceanographer in the world**, died in 1997.

RESTRICTIVE RELATIVE CLAUSES (WHICH, WHO AND THAT)

The only mammal **that cannot jump** is the elephant.

Animals **which only eat plants** are called herbivores.

Students **who have an excellent study record** will receive a certificate of achievement at the end of the course.

UNIT 7 IT MAY BE THE FIRST TEMPLE EVER BUILT.

MODALS OF PROBABILITY		
	Less Sure	More Sure
Present	This stone could/might be worth a lot of money. It might not be an arrowhead.	This vase can't/couldn't be iron because it's too light. This must be the burial site. These coins don't have Latin on them, so they must not be Roman.
Past	Early traders could/might have left these gold coins here. They might not have built these statues by themselves.	This is made of gold. It must have belonged to someone important. They couldn't have left the island—they didn't have any boats.

UNIT 8 IT'S ALMOST AS TALL AS THE SHANGHAI TOWER!

TOO AND (NOT) ENOUGH

It's **too cloudy** today. I can't see anything.
You're **too old** to get the ticket discount. You need to be 18 or under.
He's **old enough** to drive. He just turned 16 so he has a license.
This car is **not big enough** for our family. We need a larger one.

(NOT) AS + ADJECTIVE + AS

I think living in Osaka is **as expensive as** Tokyo.
The Oakland Bay Bridge is probably **not as famous as** the Golden Gate Bridge.

COMPARATIVE AND SUPERLATIVE ADJECTIVE			
Short adjectives (1 syllable)	fast deep	faster than deeper than	the fastest the deepest
1-syllable adjectives (ending with a short vowel sound and a single consonant)	big hot	bigger than hotter than	the biggest the hottest
adjectives ending in -y	pretty hungry	prettier than hungrier than	the prettiest the hungriest
Longer adjectives (2 or more syllables)	famous expensive	more famous than more expensive than	the most famous the most expensive
Irregular adjectives	good bad	better than worse than	the best the worst

UNIT 9 HE'S A GREAT DIRECTOR, ISN'T HE?

TAG QUESTIONS	
Positive Statement + Negative Tag	Negative Statement + Positive Tag
It's a horror movie, isn't it?	It isn't a horror movie, is it?
They're famous, aren't they?	They aren't famous, are they?
She was watching a movie, wasn't she?	She wasn't watching a movie, was she?
They were popular, weren't they?	They weren't popular, were they?
He directs comedies, doesn't he?	He doesn't direct comedies, does he?
They appear in action movies, don't they?	They don't appear in action movies, do they?
You liked that movie, didn't you?	You didn't like that movie, did you?
We've seen <i>Star Wars</i> , haven't we?	We haven't seen <i>Star Wars</i> , have we?
I can watch that movie, can't I?	I can't watch that movie, can I?
She should buy a ticket, shouldn't she?	She shouldn't buy a ticket, should she?
They'll win an award, won't they?	They won't win an award, will they?

TAG QUESTIONS (IRREGULAR FORMS)

I'm invited, **aren't I**?

I'm not invited, **am I**?

You **have to** be 21 to enter, **don't** you?

You **don't have to** be 21 to enter, **do** you?

TAG QUESTIONS (SHORT ANSWERS)

George Lucas directed *Star Wars*, **didn't he**?

Yes, he did.

George Lucas didn't direct *Star Wars*, **did he**?

(He did direct it.)

Steven Spielberg directed *Star Wars*, **didn't he**?

No, he didn't.

Steven Spielberg didn't direct *Star Wars*, **did he**?

(He did not direct it.)

UNIT 10 I WISH I COULD BE AN ATHLETE!

WISH

I am not young.

I **wish I were** young.

I don't have a job.

I **wish I had** a job.

I have a test tomorrow.

I **wish I didn't have** a test tomorrow.

I can't fly.

I **wish I could fly**.

SECOND CONDITIONAL (STATEMENTS)

If I had a lot of money, I'd **travel** around the world.

If I didn't have a test tomorrow, I'd **go** watch a movie.

If I could choose any superpower, I'd **want** to be able to read people's minds.

SECOND CONDITIONAL (QUESTIONS AND SHORT ANSWERS)

If you **didn't have** to go to school, **would** you **go** anyway?

Yes, I **would**. /

If you **could travel** back in time, **would** you **want** to?

No, I **wouldn't**.

UNIT 11 WHAT WOULD YOU DO?

PRESENT PERFECT PROGRESSIVE

Someone **has been borrowing** my things without asking.

My neighbors **have been having** loud parties lately.

PASSIVE VOICE

Small animals **are** often **adopted** very quickly.
The injured bear **was given** medicine to calm it down.
The injured dog **is being treated** right now.
The adult turtles **have been released** into the sea.
The animal rescue league **is supported by** hundreds of volunteers.
Several trees in the park **were cut down by** illegal loggers.
The face of the statue **has been eroded away by** the wind.

GIVING ADVICE

You **could** apologize.
You **should** find out the cause of the problem.
Have you **tried asking** for help?
Why don't you talk to your family about it?

MODALS OF PROBABILITY

This coin **could/might** be iron.
This **might not** be gold.
The royal family **could/might** have escaped from the city.
The ship's captain **might not** have realized his mistake in time.
This bag **can't/couldn't** be Diana's. She didn't bring one today.
This **must** be the king's tomb. Look at all the gold!
The city **must** have been very beautiful back then. Look at these drawings!
They **couldn't** have made these tools. They didn't know how to work with iron.

SECOND CONDITIONAL

If I had more time, **I'd take** a night class.
If I didn't have a class at 4:00, **I'd play** basketball.
If I could cure any disease, **I'd want** to cure cancer.

ADVERB CLAUSE OF REASON

She came to the police station **because/as/since** she needed help.

ADVERB CLAUSE OF EFFECT

He called the police **so that** they could come to save his family.

ADVERB CLAUSE OF CONCESSION

Although/Though/Even though she tried hard, she lost the game.
She didn't let the thief scare her **although/though/even though** he threatened her.

UNIT 12 YOU SHOULD EAT MORE FRUIT!

GERUNDS

I love **working out**.

I don't like **eating** a lot of red meat.

Exercising helps reduce stress.

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Juice is **healthier than** soda.

Fresh fruit is **more expensive than** canned fruit.

Whole grain bread is **better** for you **than** white bread.

TOO AND (NOT) ENOUGH

I'm **too tired** to continue running.

Talia is **tall enough** to take the roller coaster.

Alex is **not strong enough** to lift that desk.

(NOT) AS + ADJECTIVE + AS

Vegetable burgers are **just as tasty as** beef burgers.

Turkey is **not as fatty as** lamb.

TAG QUESTIONS

Avocados are good for you, **aren't they?**

Paul went to the farmers' market, **didn't he?**

Todd and Allison won't be at the race, **will they?**

Iris isn't going to the supermarket, **is she?**

NON-RESTRICTIVE RELATIVE CLAUSES

Fast food, **which** is often high in calories, is junk food.

My cousin, **who** studied sports science in college, is now a personal trainer.

GLOSSARY

A

acting	(n)	/ˈæktɪŋ/	diễn xuất
Alzheimer's	(n)	/ˈɑːltʃaɪmərz/	bệnh Alzheimer
amenities	(n)	/əˈmenətɪz/	tiện nghi
animal care	(noun phrase)	/ˈænɪml keɪ/	dịch vụ chăm sóc động vật
animator	(n)	/ˈænɪmeɪtər/	người làm phim hoạt hình
apologize	(v)	/əˈpɒ:lədʒaɪz/	xin lỗi
archery	(n)	/ˈɑːrtʃəri/	môn bắn cung
arrowhead	(n)	/ˈærəʊhed/	đầu mũi tên
assistant director	(noun phrase)	/əˈsɪstənt dəˈrektər/	trợ lý đạo diễn
authorized	(adj)	/ˈɔːθəraɪzd/	được ủy quyền

B

backgammon	(n)	/ˈbækgæmən/	(trò chơi) cờ tào cáo
background	(n)	/ˈbækgraʊnd/	phông nền
baking	(n)	/ˈbeɪkɪŋ/	việc nướng bánh
bamboo	(n)	/bæmˈbuː/	cây tre
bay	(n)	/beɪ/	vịnh
bench press	(n)	/bentʃ pres/	bài đẩy tạ trên ghế
blanket	(n)	/ˈblæŋkɪt/	chăn, mền
borrow	(adj)	/ˈbɔːrəʊ/	mượn
brain injury	(noun phrase)	/breɪn ˈɪndʒəri/	chấn thương não
breathtaking	(adj)	/ˈbreθteɪkɪŋ/	ngoạn mục
brilliant	(n)	/ˈbrɪljənt/	sáng chói, tuyệt vời
bungee jumping	(n)	/ˈbʌndʒi ˈdʒʌmpɪŋ/	nhảy bungee
bury	(v)	/ˈberi/	chôn

C

camera operator	(noun phrase)	/ˈkæmərə ˈɑːpəreɪtər/	người điều khiển máy quay
canyon	(n)	/ˈkænjən/	khe núi, hẻm núi
centered	(adj)	/ˈsentərd/	tập trung
ceremony	(n)	/ˈserəməʊni/	nghi lễ
cheating	(n)	/ˈtʃiːtɪŋ/	gian lận
checkers	(n)	/ˈtʃekərz/	(trò chơi) cờ đam
chess	(n)	/tʃes/	(trò chơi) cờ vua
chicken nugget	(noun phrase)	/ˈtʃɪkɪn ˈnʌɡɪt/	miếng gà viên chiên
civilization	(n)	/sɪvələˈzeɪʃn/	nền văn minh
clock tower	(noun phrase)	/klɒk ˈtaʊər/	tháp đồng hồ
clownfish	(n)	/ˈklaʊnfɪʃ/	cá hề
coastal	(adj)	/ˈkəʊstl/	duyên hải
concrete	(n)	/ˈkɒnkri:t/	bê tông
conquer	(v)	/ˈkɒŋkər/	chinh phục
convenience	(n)	/kənˈviːniəns/	sự tiện lợi
copying	(n)	/ˈkɒpiŋ/	việc sao chép
coral reef	(n)	/ˈkɔːrəl riːf/	rặng san hô
costume	(n)	/ˈkɒstu:m/	trang phục
costume designer	(noun phrase)	/ˈkɒstu:m dɪˈzainər/	nhà thiết kế trang phục

GLOSSARY

C (continued)

crucial	(adj)	/ˈkruːʃl/	quan trọng
cruise ship	(noun phrase)	/kruːz ʃɪp/	tàu du lịch
crystal-clear	(adj)	/ˈkrɪstl klɪr/	trong suốt

D

deep sea	(noun phrase)	/diːp siː/	vùng biển sâu
dense	(adj)	/dens/	dày đặc
director	(n)	/dəˈrektər/	đạo diễn
diverse	(adj)	/daɪˈvɜːrs/	đa dạng, phong phú
diving	(n)	/ˈdaɪvɪŋ/	hoạt động lặn
doing puzzles	(noun phrase)	/ˈduːɪŋ ˈpʌzl/	chơi ghép hình
dugong	(n)	/ˈduːɡɑːŋ/	bò biển
dull	(adj)	/dʌl/	nhạt nhẽo
dune	(n)	/duːn/	cồn cát

E

eagle	(n)	/ˈiːɡl/	đại bàng
earthquake	(n)	/ˈɜːrθkweɪk/	động đất
eaten away	(participle phrase)	/iːtən əˈweɪ/	bị ăn mòn
eco-friendly	(adj)	/iːkəʊ ˈfrendli/	thân thiện với môi trường
ecosystem	(n)	/iːkəʊsɪstəm/	hệ sinh thái
emerge	(v)	/ɪˈmɜːrɪʒ/	xuất hiện, nổi lên
emergency	(n)	/ɪˈmɜːrɪʒənsi/	trường hợp khẩn cấp
emergency exit	(noun phrase)	/ɪˈmɜːrɪʒənsi ˈegzɪt/	cửa thoát hiểm
encounter	(v)	/ɪnˈkaʊntər/	bắt gặp
epilepsy	(n)	/ˈepɪlepsi/	chứng động kinh
escalator	(n)	/ˈeskəleɪtər/	thang cuốn
exercising	(n)	/ˈeksəsaɪzɪŋ/	tập thể dục
exhausting	(adj)	/ɪɡˈzɔːstɪŋ/	kiệt sức

F

fable	(n)	/ˈfeɪbl/	truyện ngụ ngôn
fabric	(n)	/ˈfæbrɪk/	vải
fall over	(verb phrase)	/fɔːl ˈəʊvər/	sụp đổ
feather	(n)	/ˈfeðər/	lông vũ
fire extinguisher	(noun phrase)	/ˈfaɪər ɪkˈstɪŋgwɪʃər/	bình cứu hỏa
first aid	(noun phrase)	/fɜːrst eɪd/	sơ cứu
flipper	(n)	/ˈflɪpər/	chân chèo (động vật dùng để bơi lội)
folklore	(n)	/ˈfəʊklɔːr/	truyện dân gian
form	(v)	/fɔːrm/	hình thành
formation	(n)	/fɔːrˈmeɪʃn/	sự hình thành
free of charge	(adv)	/friː əv tʃɑːrdʒ/	miễn phí

GLOSSARY

G

glacier	(n)	/ˈgleɪʃər/	sông băng
goose	(n)	/guːs/	ngỗng
gorgeous	(adj)	/ˈɡɔːrʒəs/	lộng lẫy
granola bar	(noun phrase)	/grəˈnəʊlə bɑːr/	thanh hỗn hợp ngũ cốc
guideline	(n)	/ˈɡaɪdlaɪn/	hướng dẫn
guinea pig	(noun phrase)	/ˈɡɪni piɡ/	chuột lang

H

hairstylist	(noun phrase)	/ˈheɪrstɑɪlɪst/	thợ làm tóc
hamster	(n)	/ˈhæmstər/	chuột hamster
handbag	(n)	/ˈhændbæg/	túi xách
hang gliding	(noun phrase)	/hæŋ ˈɡlaɪdɪŋ/	bay dù
hazard	(n)	/ˈhæzəd/	hiểm họa
heart disease	(noun phrase)	/hɑːrt dɪˈziːz/	bệnh tim
hermit crab	(noun phrase)	/ˈhɜːrɪt kræb/	ốc mượn hồn
hot dog	(noun phrase)	/ˈhɔːt dɔːɡ/	bánh mì kẹp xúc xích

I

identify	(v)	/aɪˈdentɪfaɪ/	nhận dạng
invader	(n)	/ɪnˈveɪdər/	kẻ xâm lược

J

jogging	(v/n)	/ˈdʒɔːɡɪŋ/	chạy bộ
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K

karate	(n)	/kəˈrɑːti/	võ karate
king crab	(n)	/kɪŋ kræb/	cua hoàng đế

L

lay (eggs)	(v)	/leɪ/ (/egz/)	để trứng
legend	(n)	/ˈledʒənd/	huyền thoại
lifesaver	(n)	/ˈlaɪfseɪvər/	vật/người cứu cánh
lifestyle	(n)	/ˈlaɪfstɑɪl/	phong cách sống
littering	(v)	/ˈlɪtərɪŋ/	xả rác
loyalty	(n)	/ˈlɔɪəlti/	lòng trung thành
luxurious	(adj)	/lʌɡˈzʊəriəs/	sang trọng

GLOSSARY

M

makeup	(n)	/ˈmeɪkʌp/	việc trang điểm
makeup artist	(noun phrase)	/ˈmeɪkʌp ˈɑːrtɪst/	chuyên viên trang điểm
making jewelry	(noun phrase)	/ˈmeɪkɪŋ ˈdʒuːəlri/	việc làm trang sức
marine habitat	(noun phrase)	/məˈriːn ˈhæbɪtæt/	môi trường sống dưới biển
metro station	(noun phrase)	/ˈmetrəʊ ˈsteɪʃn/	ga tàu điện ngầm
metropolitan	(adj)	/metrəˈpɔːlɪtən/	đô thị
modern	(adj)	/ˈmɑːdərn/	hiện đại
mountain climbing	(noun phrase)	/ˈmaʊntn ˈklaɪmɪŋ/	leo núi
multiple sclerosis	(noun phrase)	/ˈmʌltɪpl skləˈrəʊsɪs/	bệnh đa xơ cứng
music composer	(noun phrase)	/ˈmjuːzɪk kəmˈpəʊzər/	nhà soạn nhạc
myth	(n)	/mɪθ/	huyền thoại, truyền thuyết

N

narwhal	(n)	/ˈnɑːrwɑːl/	kỳ lân biển
nature lover	(noun phrase)	/ˈneɪtʃər ˈlʌvər/	người yêu thiên nhiên
nuclear family	(noun phrase)	/ˈnuːkliər ˈfæməli/	gia đình hạt nhân (gồm bố mẹ và con cái)

O

oats	(n)	/əʊts/	yến mạch
oceanic	(adj)	/əʊʃi ˈænik/	thuộc đại dương
oil spill	(noun phrase)	/ɔɪl spɪl/	sự tràn dầu
overpower	(v)	/əʊvərˈpaʊər/	áp đảo, vượt trội hơn
overrated	(adj)	/əʊvərˈreɪtɪd/	được đánh giá quá cao

P

packaged cookies	(noun phrase)	/ˈpækɪdʒd ˈkʊkiz/	bánh quy đóng gói
paradise	(n)	/ˈpærədəɪs/	thiên đường
parrotfish	(v)	/ˈpærətɪfɪʃ/	cá vẹt
participation	(n)	/pɑːrtɪsɪˈpeɪʃn/	sự tham gia
personal safety	(n)	/ˈpɜːrsənl ˈseɪfti/	sự an toàn cá nhân
pillage	(n)	/ˈpɪlɪdʒ/	tước đoạt, cướp đoạt
pillar	(n)	/ˈpɪlər/	cột, trụ
plain	(adj)	/pleɪn/	trơn, đơn sắc
plateau	(n)	/plæˈtəʊ/	cao nguyên
plunder	(noun phrase)	/ˈplʌndər/	cướp bóc
preferences	(n)	/ˈprefrənsɪz/	sở thích
priority	(n)	/praɪˈɔːrəti/	sự ưu tiên
processed food	(n)	/ˈprɑːsɛst fuːd/	thực phẩm chế biến
producer	(n)	/prəˈdjuːsər/	nhà sản xuất
profession	(n)	/prəˈfeɪʃn/	ngề nghiệp

Q

quinoa	(n)	/ˈkiːnwɑː/	hạt diêm mạch
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GLOSSARY

R

religion	(n)	/rɪˈlɪdʒən/	tôn giáo
remedy	(v)	/ˈremədi/	điều trị, chữa khỏi
repair	(v)	/rɪˈpeɪr/	sửa chữa
resident	(n)	/ˈrezɪdənt/	cư dân
rucksack	(n)	/ˈrʌksæk/	ba lô
ruin	(n)	/ˈruːn/	tàn tích
rye	(n)	/raɪ/	lúa mạch đen

S

sanctuary	(n)	/ˈsæŋktʃuəri/	khu bảo tồn động vật hoang dã
sand	(n)	/sænd/	cát
schizophrenia	(n)	/skɪtsəˈfriːniə/	tâm thần phân liệt
scuba diving	(noun phrase)	/ˈskuːbəˈdaɪvɪŋ/	lặn biển bằng bình khí
sea star	(noun phrase)	/siːˈstɑːr/	sao biển
seahorse	(n)	/siːˈhɔːrs/	hải mã
service worker	(noun phrase)	/ˈsɜːrvɪsˈwɜːrkər/	nhân viên dịch vụ
shell	(n)	/ʃel/	vỏ sò
shelter	(n)	/ˈʃeltər/	nơi trú ẩn, che chở
shrimp	(n)	/ʃrɪmp/	tôm
sibling	(n)	/ˈsɪblɪŋ/	anh chị em ruột
skiing	(n)	/ˈskiːɪŋ/	trượt tuyết
snorkeling	(n)	/ˈsnɔːrklɪŋ/	lặn với ống thở
snowboarding	(n)	/ˈsnəʊbɔːrdɪŋ/	trượt tuyết ván
sound crew	(noun phrase)	/saʊnd kruː/	đội chịu trách nhiệm về âm thanh
soundtrack	(n)	/ˈsaʊndtræk/	nhạc phim, nhạc nền
special effect	(noun phrase)	/ˈspeʃl ɪˈfekt/	kỹ xảo đặc biệt
spread rumors	(verb phrase)	/spred ˈruːməz/	tung tin đồn
squid	(n)	/skwɪd/	mực
stability	(n)	/stəˈbɪləti/	sự ổn định
statue	(n)	/ˈstætʃuː/	tượng
stretching	(n)	/ˈstretʃɪŋ/	duỗi cơ, giãn cơ
study group	(noun phrase)	/ˈstʌdi gruːp/	nhóm học tập
stunt actor	(noun phrase)	/stʌnt ˈæktər/	diễn viên đóng thế
stuttering	(n)	/ˈstʌtərɪŋ/	nói lắp
suitcase	(n)	/ˈsuːtkeɪs/	va li
superb	(adj)	/suːˈpɜːrb/	xuất sắc
superpower	(n)	/ˈsuːpəpaʊər/	siêu năng lực
survival	(n)	/səˈvaɪvl/	sự sống còn
sustainability	(n)	/səsteɪnəˈbɪləti/	tính bền vững
swan	(n)	/swɑːn/	thiên nga

GLOSSARY

T

tag	(n)	/tæg/	thẻ đeo
tag along	(verb phrase)	/tæg ə'lo:ŋ/	đi theo cùng
take a nap	(verb phrase)	/teik ə næp/	ngủ trưa
thatch	(n)	/θætʃ/	rơm, rạ (dùng để lợp mái)
tower	(n)	/'taʊər/	tháp
transformation	(n)	/trænsfər'meɪʃn/	sự biến đổi
treasure	(n)	/'treʒər/	kho báu
tunnel	(n)	/'tʌnl/	đường hầm
turkey	(n)	/'tɜ:ki/	gà tây
tusk	(n)	/tʌsk/	ngà
tutor	(n)	/'tu:tər/	gia sư

U

underground rail	(noun phrase)	/'ʌndəgraʊnd reɪl/	đường sắt ngầm
undersea tunnel	(noun phrase)	/'ʌndəsi: 'tʌnl/	đường hầm dưới biển
unity	(n)	/'ju:nəti/	sự đoàn kết
unrealistic	(adj)	/ʌnrɪ:ə'lɪstɪk/	không thực tế
up-to-date	(adj)	/ʌp tə 'deɪt/	cập nhật, hiện đại
urban development	(noun phrase)	/'ɜ:rbən dɪ'veləpmənt/	phát triển đô thị

V

valley	(n)	/'væli/	thung lũng
video camera	(noun phrase)	/'vɪdɪəʊ 'kæmərə/	máy quay video

W

warning sign	(noun phrase)	/'wɔ:rnɪŋ saɪn/	biển cảnh báo
waste	(n)	/weɪst/	chất thải
water skiing	(noun phrase)	/'wɔ:tər 'ski:ŋ/	trượt nước
wheat	(n)	/wi:t/	lúa mì
whole grain	(noun phrase)	/həʊl greɪn/	ngũ cốc nguyên cám
wipe out	(v)	/waɪp aʊt/	xoá sạch, phá huỷ
wood	(n)	/wʊd/	gỗ
worn down	(participle phrase)	/'wɔ:rn daʊn/	xói mòn, xâm thực
writing a blog	(noun phrase)	/'raɪtɪŋ ə blɔ:g/	viết blog

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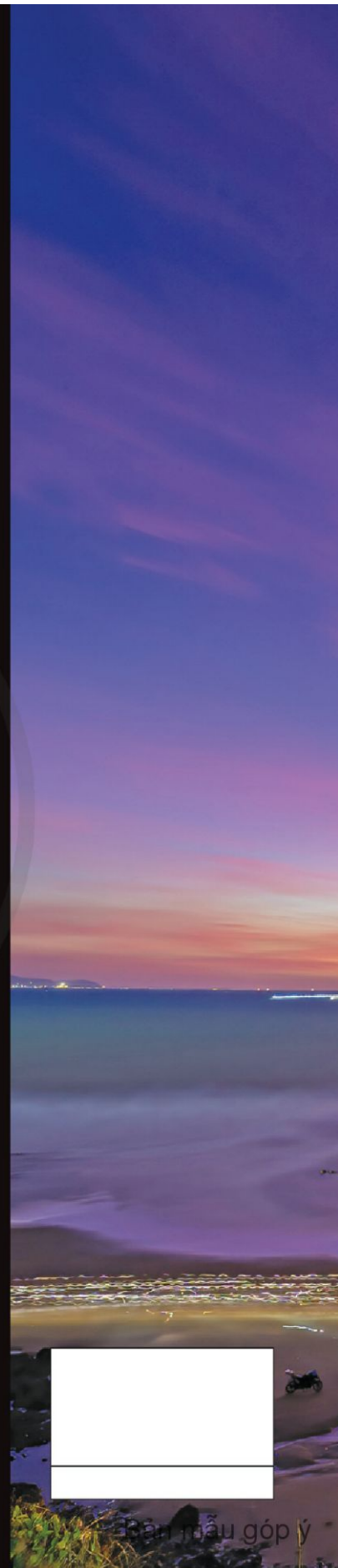
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