

TRẦN CAO BỘI NGỌC (Chủ biên) – TRẦN KIM DUYÊN – TRẦN NGUYỄN THỤY THOẠI LAN



**TIẾNG ANH 9**

*Chân trời sáng tạo*

# **Friends Plus**

**Student Book**



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



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## HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA MÔN TIẾNG ANH LỚP 9

Họ và tên	Chức vụ Hội đồng
<b>Ông ĐỖ TUẤN MINH</b>	Chủ tịch
<b>Bà PHƯƠNG HOÀNG YẾN</b>	Phó Chủ tịch
<b>Ông ĐẶNG HIỆP GIANG</b>	Ủy viên, Thư kí
<b>Bà NGUYỄN THỊ NGỌC QUỲNH</b>	Ủy viên
<b>Bà LẠI THỊ PHƯƠNG THẢO</b>	Ủy viên
<b>Bà ĐÀO THỊ BÍCH NGUYÊN</b>	Ủy viên
<b>Bà THÁI THỊ CẨM TRANG</b>	Ủy viên
<b>Bà PHẠM THỊ XUÂN OANH</b>	Ủy viên
<b>Bà PHẠM THU TRÀ</b>	Ủy viên
<b>Bà PHẠM THỊ THANH BÌNH</b>	Ủy viên
<b>Bà NGUYỄN THỊ THANH DUNG</b>	Ủy viên

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*Hãy bảo quản, giữ gìn sách giáo khoa để dành tặng  
các em học sinh lớp sau.*

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# Lời nói đầu

Sách **Tiếng Anh 9 Friends Plus – Student Book** do Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh cấp trung học cơ sở (ban hành theo *Thông tư số 32/2018/TT-BGDĐT*, ngày 26 tháng 12 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo).

Sách **Tiếng Anh 9 Friends Plus – Student Book** bám sát các chủ điểm, chủ đề kiến thức ngôn ngữ trong chương trình; cung cấp cho học sinh các kĩ năng cần thiết để tự tin giao tiếp bằng tiếng Anh; đáp ứng nhu cầu đánh giá quá trình học tập của học sinh theo định hướng phát triển năng lực. Mỗi bài học có từng mục tiêu cụ thể với các hoạt động học tập được tổ chức sao cho vừa đáp ứng yêu cầu của khung chương trình vừa phù hợp với đặc điểm tâm lí lứa tuổi của học sinh trung học cơ sở.

Sách gồm một bài ôn tập củng cố kiến thức đã học (**Starter Unit**) và tám đơn vị bài học chính: **Then and now; Lifestyles; Our surroundings; Feelings; English and world discovery; The self; On the streets; Scary**. Mỗi bài học đều có các hoạt động nhằm rèn luyện các kĩ năng Nghe – Nói – Đọc – Viết; phát triển vốn từ vựng; củng cố và nâng cao kiến thức ngữ pháp... giúp học sinh tích hợp kiến thức, kĩ năng giao tiếp bằng tiếng Anh với những kiến thức cơ bản về văn hoá, xã hội; nâng cao tầm hiểu biết, sống hoà nhập vào môi trường xung quanh với tinh thần yêu thiên nhiên, yêu con người, yêu xã hội; góp phần đào tạo học sinh trở thành những công dân phát triển toàn diện.

NHÓM TÁC GIẢ

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# Starter unit

## VOCABULARY • Social media and the internet

I can talk about how I use the internet and social media.

Language Focus Reference p98

**THINK!** Name five things you do online.

- 1 Check the meaning of the verbs in **blue** in the internet survey. Then complete it with the words in the box.

celebrities comments links music  
passwords players profiles requests  
selfies time Wi-Fi

- 2  1.02 Complete the dialogue using the correct form of the verbs in **blue**. Then listen and check.

Rob Look – it's another picture of Alicia Vikander. Every time I <sup>1</sup>..... my Facebook, I see a new picture of her!

Eve Well, she is very cool. I <sup>2</sup>..... her on Twitter. Yesterday, she <sup>3</sup>..... a link to the trailer of that new film she's in. It looks amazing!

Rob Yeah – I want to see that, too.

Eve Hey, are you online right now? I'm trying to <sup>4</sup>..... to the Wi-Fi but it's not working.

Rob That's because they <sup>5</sup>..... the password here every day. It's Coffeetime200 today.

Eve Oh, OK ... great. I'm online.

Rob We should go now. The bus is about to leave!

Eve Hang on! I'm just <sup>6</sup>..... my profile picture. There – do you like my latest selfie?

Rob I love it. Now come on! Let's get out of here!

### Remember!

I'm **about to** order a coffee.  
The film is **about to** start.



## 6 Starter unit

### Internet survey


- 1 How much **time** do you **spend** online each day?
- 2 How often do you **check** your phone to see if you have any new messages or friend.....?
- 3 How often do you **update** your social media.....?
- 4 How many..... do you normally take and **upload** every week?
- 5 What websites do you normally look at? Do you **share**..... to things which you like?
- 6 Do you ever **post**..... on blogs or news websites?
- 7 Do you **follow** any..... on social media? Who do you follow?
- 8 How often do you play games online? Do you **chat** to the other.....?
- 9 Do you usually **download**....., TV shows and films or do you **stream** them?
- 10 Are hackers a problem? How often do you **reset** your.....?
- 11 When you meet friends, do you usually go to places where you can **connect** to free.....? Where do you go?

- 3 Study the Key Phrases. Make sentences using the words in **bold**.

### KEY PHRASES

#### Frequency expressions

I never download films.  
I (don't) usually play games online.  
I (don't) often look at news websites.  
I (nearly) always go to places with free Wi-Fi.  
I watch films two or three times a week / every day.

- 4  **USE IT!** Work in pairs. Ask and answer the questions in the internet survey. Then choose a description from A–C for your partner.

- A** You don't live much of your life online. What's life like in the real world?
- B** You seem to have a good balance of real-world and internet life.
- C** You're living your life online. Come back to the real world!



**Present tenses**

**1** Read answers a–c from the internet survey on page 6. Complete them with the time expressions in brackets.

- a I don't ..... follow celebrities on social media, but ..... I'm following Daisy Ridley because she's here in Ireland making a film. (at the moment / usually)
- b I ..... reset my password, but ..... I'm beginning to think that it's a good idea. (never / now)
- c I write a blog ..... but I have problems because my sister is ..... borrowing my laptop and I can't find it. (always / every week)

**2** Match rules 1–3 with examples from a–c in exercise 1. Then complete the rules with *present simple* or *present continuous*.

**RULES**

- 1 In general, we use the ..... with frequency adverbs and expressions like *sometimes*, *usually* and *every week*.
- 2 We normally use the ..... with time expressions which indicate an action in progress, like *now* and *at the moment*.
- 3 We can also use the ..... with *always* when we talk about a habit or repeated action which annoys us.

**3** Complete the sentences with the correct form of the verbs in brackets. Use the *present continuous* or *present simple*.

- 1 I ..... (read) *Paper Towns* by John Green at the moment and I ..... (enjoy) it.
- 2 My friend Sal ..... (update) her profile photo quite often but I normally ..... (change) mine once a month.
- 3 This phone is fast! It usually ..... (download) a film in minutes.
- 4 What ..... (you / listen) to now?
- 5 I ..... (not / usually / spend) much time reading blogs.
- 6 Our Wi-Fi is really slow because my brothers ..... (always / play) games online.

**Question words before *to*-infinitive**


**4** Order the phrases to make meaningful sentences.

- 1 show Oanh / to get help / where / I will / . /
- 2 tell me / find / Could you / a Vietnamese restaurant / where to / ? /
- 3 for technical support / who / Yên asked me / to contact / . /
- 4 to learn a / lent me a good / My brother / new language quickly / book on how / . /
- 5 a healthy diet / to me how / The doctor explained / processed foods for / to avoid / . /
- 6 know when / environmentally friendly project / to start our / Do you / ? /

**5** Complete the sentences with *to*-infinitive of the verbs in the box. There are two extra verbs.

increase make improve play  
phone attend travel talk

- 1 We can't decide whether ..... a presentation on renewable energy or not.
- 2 Minh asked his teacher how ..... his public speaking skills.
- 3 Could you show me who ..... to if I want to rewrite my assignment?
- 4 It's not easy for him to learn how ..... golf.
- 5 Thanh is still at home because he hesitates about whether ..... his ex-girlfriend's graduation ceremony.
- 6 My best friend always plans in advance where ..... during her summer break.

**6**  **USE IT!** Use the question words and the verbs in the box to write down five questions about a tourist attraction in **Viet Nam**.

get start do go contact eat buy  
wear visit bring

Do you know how to get to **Lũng Cú** flag tower in Hà Giang province?



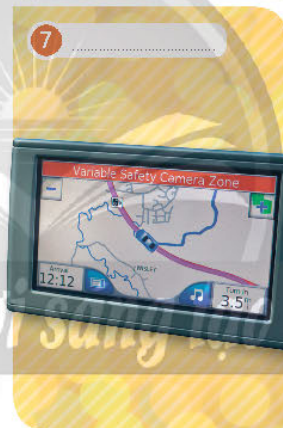
# S VOCABULARY AND LISTENING • Digital technology

I can talk about technology and skills.

**THINK!** What technology makes your life easier? Which devices do you use every day?

**1** Match eight words from the box with photos 1–8.

app calculator games console GPS HDTV remote control satellite TV  
spellchecker translator video calling VR headset wearable



**2** 1.03 Listen to a conversation. Which things from exercise 1 do the people mention?

**3** 1.03 Listen again and write *true* or *false*.

- 1 Zoe's grandmother is watching an old TV. ....
- 2 Zoe's grandmother really likes video calling. ....
- 3 She thinks that people had more skills in the past. ....
- 4 She didn't use a calculator when she was younger. ....
- 5 Zoe knows how to make coffee. ....

**4** **USE IT!** Work in pairs. Study the words in exercise 1. Ask and answer the questions.

- 1 Which are necessities and which are luxuries?
- 2 Which are the three most useful?
- 3 Which are the three least useful?
- 4 Which are the most and least expensive?
- 5 Which do your grandparents use?

## 8 Starter unit



**Question tags**

- 1 Match 1–5 with question tags a–e.**
- |                                   |              |
|-----------------------------------|--------------|
| 1 You really love golf,           | a did it?    |
| 2 The picture's great,            | b aren't we? |
| 3 That didn't exist,              | c don't you? |
| 4 We're very lucky,               | d do they?   |
| 5 People don't think so much now, | e isn't it?  |

**2 Write true or false for rules 1–4.**

**RULES**

- 1 We use question tags after a question form. ....
- 2 We use the auxiliary verb *do* in all question tags. ....
- 3 When a sentence is affirmative, we use a negative question tag. ....
- 4 When a sentence is negative, we use an affirmative question tag. ....

**3 Complete the sentences.**

- 1 ..... an app for that, isn't there?
- 2 ..... swim, can you?
- 3 ..... use my laptop, did she?
- 4 ..... got that new console, hasn't he?
- 5 ..... buying his old console, aren't you?
- 6 Your parents ..... watch TV, do they?

**4 Write question tags for sentences 1–5.**

- 1 We've got geography next lesson, .....?
- 2 You don't like her new film, .....?
- 3 The new VR headsets are good, .....?
- 4 Paul's got a 3D projector, .....?
- 5 They went to the USA last year, .....?

**used to**

- 5 Study the examples and choose the correct options in rules 1–4.**
- TV didn't use to have colour pictures.  
Life used to be more difficult.  
Did people use to have more skills?

**RULES**

- 1 We use *used to* + infinitive when we talk about a habit or state in the past which is different / the same now.
- 2 After *used to* we use the base / continuous form of the verb.
- 3 The negative form is *didn't use to / used to*.
- 4 The question form is *Did* + subject + *use to / used to* + verb.

**6 Complete the sentences and questions about life in the 1960s with the correct form of *used to* and the verbs in the box.**

do exist have listen navigate wear write

- In the 1960s, ...
- 1 we ..... with real maps instead of GPS.
  - 2 people ..... to music on vinyl records.
  - 3 people ..... games consoles.
  - 4 satellite TV .....
  - 5 teenagers ..... different clothes.
  - 6 ..... people ..... letters instead of emails?
  - 7 what ..... teenagers ..... after school?

**7 USE IT!** Write questions about your habits when you were younger. Use *used to* and the words in the box. Then ask and answer your questions with a partner.

eat spend have like play  
read speak watch

Did you use to watch cartoons after school?

No, I didn't.



# 1 Then and now

## VOCABULARY • Memories

I can engage actively in a conversation.

✦ Culture p90

✦ Language Focus Reference p99

**THINK!** Think of five things that you have lost or found in the last ten years.

**1** Read the internet posts and check the meaning of the words in blue. Match photos A–E with the people who wrote the posts.

Amelie  6.28

When I was young, we went on holiday to Scotland and I **left** my teddy bear at a hotel. I **got him back** eventually, but the hotel had fifteen teddy bears in lost property, so I had to send a description of mine.

Erin  11.35

I **came across** this in a box of old photographs in our attic. I didn't **recognise** myself at first, and I don't **remember** this day because I was too young. But I think it's a cute photo, so I got it framed.

Nam  9.54

My dad took me to Đà Lạt Flower Festival, where I found this wristband. It was an amazing experience – I'll never **forget** seeing many famous singers and artists there! We're going again next December. I'm really **looking forward** to it!

Dean  7.22

I was upset when I lost this watch 'cos it **belonged to** my grandad. Luckily, I **found** it last week, behind a cupboard. It's really special because it **reminds** me of him.

Ichika  8.16

I got this when I was on holiday in Việt Nam. I don't normally **keep** souvenirs, but I love this one. I often **look back on** that trip – it was awesome.

A





B



**C****D****E**

**2** Do a memory test. Cover the texts and answer the questions.

- 1 How many teddy bears were there at the hotel?
- 2 Who took Nam to the festival?
- 3 Where did Erin find the photo?
- 4 What belonged to Dean's grandad?
- 5 Where did Ichika get her souvenir?

**3**   1.04 Choose the correct options in the questionnaire. Then watch or listen. Which questions do you hear?



### ARE YOU SENTIMENTAL?




- 1 Do you **keep** / **belong to** souvenirs of places that you visit?
- 2 Do you spend more time **looking back on** / **finding** the past or **looking forward to** / **forgetting** the future?
- 3 Do you frame photos to **recognise** / **remind** you of special events?
- 4 What can you **remember** / **leave** about your last birthday?
- 5 If you're tidying your room and you **get back** / **come across** old toys, games or books, do you spend a long time looking at them?

### KEY PHRASES

#### Finding out more information

- |                 |                               |
|-----------------|-------------------------------|
| What about you? | What did you do?              |
| When was that?  | What's the story behind that? |
| Where was that? | Really? Why (not)?            |

**4**  **USE IT!** Work in pairs. Ask and answer the questions from the questionnaire. Use the key phrases to find out more information.

### Finished?

Write your own internet post about something you lost or found. What happened? How did you feel?

# 1

## READING • A fact file

I can understand factual information in a text.

**THINK!** What are different types of vehicles that transport people and goods?

- 1 **1.05** Read and listen to the fact file. How many types of vehicles are mentioned? What are they?
- 2 Read the text again. Find out the adjectives that describe the forms of transport.

.....  
 .....  
 .....  
 .....

### 3 Answer the questions.

- 1 When were bicycles the important means of transport in Việt Nam?
- 2 Why did people ride motorbikes instead of bicycles?
- 3 What was the government trying to do during the 1990s?
- 4 What vehicles do city dwellers prefer?
- 5 What services are becoming more competitive?

### 4 VOCABULARY PLUS Match the phrasal verbs in blue with the following meanings.

- |                             |                |
|-----------------------------|----------------|
| 1 being caused by           | resulting from |
| 2 caused (things) to happen | .....          |
| 3 go or travel              | .....          |
| 4 need the help of          | .....          |
| 5 spend money or time on    | .....          |

### 5 Complete the sentences with the correct forms of phrasal verbs in the text.

- 1 My grandmother is finding it harder to ..... these days.
- 2 The city plans to ..... its educational system this year.
- 3 Reducing speed limits has ..... fewer deaths on the roads.
- 4 Many people now ..... the internet for news.
- 5 His difficulty in walking ..... a childhood illness.

### 6 **USE IT!** Work in pairs. Discuss the questions. Then share your ideas with another pair.

- 1 How many different kinds of transport have you used?
- 2 Which transport do you prefer – air, road or water?
- 3 Have you got a smartphone app to call a taxi?
- 4 How do you travel to school every day?

## 12 Then and now

# Land transport in Việt Nam – then and now

Over the years, there have been significant changes to land transport in Việt Nam. People used to **rely heavily on** bicycles, but modern forms of transport have replaced them.

### Bicycles

Had bicycles been an important means for many years before the advent of motorised vehicles? This was definitely true because they had played an essential role in Vietnamese daily life by the mid-20<sup>th</sup> century. Bicycles were used to **get around**, commute to work, transport goods to markets, and even to travel long distances. Streets full of bicycles made it a common sight.

### Motor vehicles

As the economy grew, there was a need for faster and more efficient transport. This **led to** the introduction of motorbikes due to their speed and convenience. The motor vehicles on the roads had not increased dramatically until the 1990s. At the time, the government was trying to **invest in** new infrastructure, like highways and railways. People then had a greater variety of transport choices.



# 1

## LANGUAGE FOCUS • Past perfect

I can talk about an action which was finished when another action happened.



### Modern-day vehicles

In recent years, the increasing number of cars **resulting from** economic development has been a new sign of social status. Cars, along with motorbikes, are one of the main vehicles for many city dwellers. In addition, tech-based services are becoming more competitive, providing people with a convenient and affordable way to move from one place to another.

### 1 Study these sentences from the text. Then choose the correct options to complete the rules.

- Had bicycles been an important means for many years before the advent of motorised vehicles?
- They had played an essential role in Vietnamese daily life by the mid-20<sup>th</sup> century.
- The motor vehicles on the roads had not increased dramatically until the 1990s.

### RULES

- The past perfect describes a past action or event that took place **before / after** another past action or event.
- We form the past perfect with **was / had + a past participle**.
- We use **not** or **never** to make affirmative / negative sentences.
- The question form is auxiliary verb + subject + infinitive / past participle.

### 2 Choose the correct options.

- After Tom read / had read the email, he turned off / had turned off his computer.
- Did Jane learn / Had Jane learnt to read and write before she started / had started school?
- We didn't have / hadn't had a foreign holiday until last summer.
- We were / had been tired because we played / had played football all afternoon.
- I visited / had visited five cities in southern Việt Nam by 2001.

### 3 Complete the sentences with the past perfect form of the verbs in brackets.

- They ..... (never / play) football until last week.
- ..... (you / buy) a ticket before you arrived at the station?
- I was sad because she ..... (forget) my birthday.
- ..... (he / leave) the house when you called?
- The children ..... (not / do) their homework, so they were in trouble.

### 4 USE IT! Work in pairs. Take turns to say what you think had happened before each situation.

- Peter apologised to his brother.  
*Perhaps they had had an argument.*
- Anna didn't go to the cinema with her friends.
- When Sally met her father at the station, she didn't recognise him.
- George was late for school on Tuesday.
- Ben and Helen were very excited.

### Finished?

Imagine you were late for school because you had gone on foot instead of by bicycle. Write sentences about what happened to you using the past perfect.

# 1

## VOCABULARY AND LISTENING • Describing objects

I can identify the context of a dialogue.

**THINK!** What kind of things do people put into time capsules?

1 Read the text and match the words in **blue** with their opposites (1–7).

fragile – tough

- |                      |                |
|----------------------|----------------|
| 1 unpopular.....     | 5 rare.....    |
| 2 worthless.....     | 6 used.....    |
| 3 old-fashioned..... | 7 useless..... |
| 4 undamaged.....     |                |

2 **1.06 PRONUNCIATION: Stress in adjectives** Listen and repeat. How many syllables are there in each adjective? Copy and complete the table with the adjectives.

common damaged fashionable  
fragile rare tough undamaged  
unpopular useful valuable

o	oo	ooo	oooo
	COMMON		

3 **1.07** Listen to the beginning of a podcast. What is it about?

- a drama about the discovery of a time capsule
- a show about how to make a time capsule
- a documentary about different time capsules that have been found

### STUDY STRATEGY

#### Identifying the context

When you listen, try to identify the context and the situation. This will help you understand the details more easily.

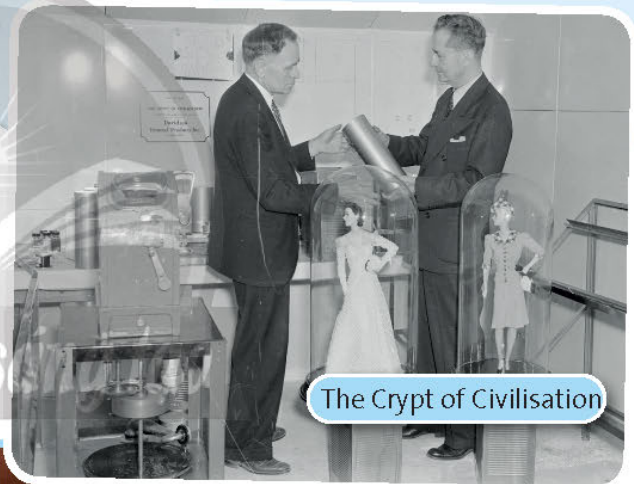
4 **1.08** Now listen to the whole podcast. Write **true** or **false** and correct the false statements.

- Workers opened the Boston capsule. ....
- The historic documents and rare coins were almost undamaged. ....
- A university president found the Crypt of Civilisation in the 1930s. ....
- The opening date for the crypt is soon. ....
- People put rare objects into the crypt. ....

5 **USE IT!** Think of things which people sell. Write adverts for objects and put them on your classroom wall.

### How to ... make a time capsule

- Use a metal or **tough** plastic container. Otherwise objects can become **damaged**.
- Think of a few objects which are **fashionable** right now.
- You don't need to put **brand new** objects into your capsule, or your **valuable** collection of action figures. **Common** objects show people what normal life was like.
- Put some newspaper stories about important events into your capsule.
- Put some clips from **popular** films, TV programmes and songs on a memory stick.
- Include a personal message. It will be **useful** for people to know who you were.



Earrings for sale – old-fashioned but cool! 149,000 VND  
Lego – 10 vehicles for sale. Will accept offers over 369,000 VND.



## 1

## LANGUAGE FOCUS • Past narrative tenses

I can tell a story using different narrative tenses.

- 1 Match rules 1–3 with the examples of tenses a–c. Then find more examples of these tenses in the text on pages 12–13.

- a past continuous  
Some workers **were repairing** the building.
- b past simple  
Some experts **opened** the box.
- c past perfect  
Water **had destroyed** the documents a long time before they opened the box.

## RULES

- This tense describes a finished action.
- This tense describes an action in progress in the past.
- This tense describes an action which was finished when another action happened.

- 2 Look again at examples a–c in exercise 1. Answer the questions.

- Which word is a regular past simple form?
- Which word is a past participle?
- Which word is a past form of *be*?
- How do we form the past continuous?
- How do we form the past perfect?

- 3 Read the story and choose the correct verb forms. Explain your answers.

## A true story

A long time ago in Sweden, there was a sailor called Ake Viking. He worked on a boat, but because of his work, he didn't meet many people. He <sup>1</sup>**hadn't had / wasn't having** a girlfriend for a long time. One day he <sup>2</sup>**was feeling / had felt** lonely and romantic, so he <sup>3</sup>**decided / was deciding** to write a letter. He addressed it to 'someone beautiful and far away', then he <sup>4</sup>**put / was putting** the letter into a bottle and he <sup>5</sup>**threw / had thrown** it in the sea.

One day a fisherman in Italy <sup>6</sup>**emptied / was emptying** his net when he found the bottle and the message. He <sup>7</sup>**gave / was giving** it to his daughter Paolina, and she <sup>8</sup>**started / had started** writing to Ake. Three years after Ake <sup>9</sup>**had written / was writing** the letter, he finally travelled to Sicily and <sup>10</sup>**married / had married** his true love.

- 4 Complete the sentences using the verbs in brackets. Include a past simple form and a past perfect form in each sentence.

- I ..... (remember) that I ..... (see) her somewhere before.
- We ..... (be) late because we ..... (forget) the tickets.
- We ..... (not meet) before I ..... (see) her at the party.
- After we ..... (have) breakfast, we ..... (go) for a walk.
- When we ..... (arrive) at the station, we were late and the train ..... (leave).

- 5 Complete the questions with the correct verb forms. Then ask and answer the questions with a partner.

- What ..... you doing at this time yesterday?
- ..... you do anything interesting last weekend?
- When ..... you last ..... to the cinema?
- ..... you studied much English before you ..... to this school?
- Who ..... talking to you before you came into this class?

- 6 USE IT! Work in pairs. Invent a 'cooperative story'. Take turns to say sentences. Listen to your partner and continue their ideas.

One day I was walking in a wood with a friend.

It was dark and we were feeling a bit scared.

Suddenly, I saw ...

## Finished?

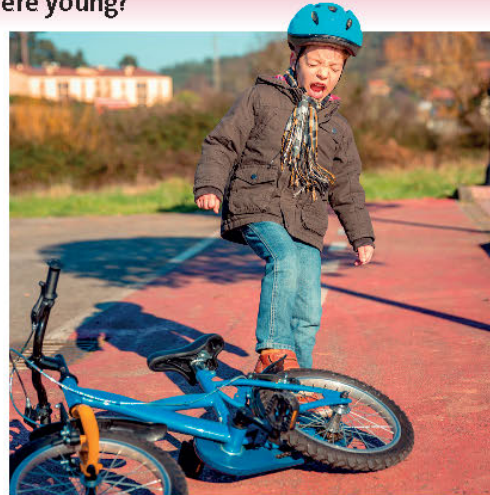
Think about a film with a happy or surprising ending. Write the story, using past narrative tenses. Read it to your classmates. Can they guess the film?

# 1

## SPEAKING • Telling an anecdote

I can tell an anecdote with details about time, place and what happened.

**THINK!** What are your earliest memories of when you were young?



**1** Look at the photos and read sentences a–d. Which three sentences describe the experience of the boy in the photos? Compare your ideas in pairs.

- When I got home, I saw a beautiful brand new bike in the living room.
- The first thing I did was to go outside and try out my new bike.
- We were swimming in the sea when I realised that I'd lost my watch.
- There I was, all dirty and crying, and my brand new bike was damaged.

**2** Watch or listen to Theo's anecdote and check your answers to exercise 1. What happened to Theo?

**3** When we tell an anecdote, we need to give details that help the other person understand (time, place, people and events). Watch or listen again. Complete 1–4 in the Key Phrases.

### KEY PHRASES

#### Telling an anecdote

Have I told you about the time I <sup>1</sup>.....?  
 It was the day of <sup>2</sup>.....  
 I remember feeling <sup>3</sup>.....  
 And that's it!  
 All in all, it was / wasn't a/an <sup>4</sup>.....  
 experience.  
 Luckily / Thankfully / Sadly, ...

**4 USE IT!** Work in pairs. Follow the steps in the Speaking Guide.

### SPEAKING GUIDE

#### A TASK

Read the *Tell me about ...* topics. Choose one of the topics. Then tell your partner about your experience.

#### Tell me about ...

- a childhood birthday that you clearly remember.
- a holiday that you remember really well.
- the first time that you came to this school.
- a time that you got lost.
- an interesting place or object that you found.

#### B THINK AND PLAN

- Think about what you're going to say. Make notes about these things:
  - time
  - place
  - people
  - events – background and actions
  - feelings
- Decide which key phrases you want to use.

#### C SPEAK

Practise your anecdote and then tell it to a friend. Try to memorise your story.

#### D CHECK

Record yourself telling your anecdote. Then watch or listen back. What can you improve?

# 1

## WRITING • A blog post

I can write a blog post describing a personal experience.

**THINK!** What are the best and worst experiences you've had on holiday?

**1** Read Mary's blog post. Was this a good, bad or mixed experience for her? Why?



### An eventful day

We had a great camping holiday in Germany last week, but there were some ups and downs! Tuesday was definitely the biggest adventure.

It all started at about seven in the morning, when my dad decided that we should go to a theme park.

**While** we were still waking up, he started packing the car for a day out, including food for a picnic.

**The moment that** we left the campsite, it started raining, and

**by the time** we arrived at the theme park two hours later, it was terrible. We couldn't even walk to the entrance. So we stayed in the car and ate our sandwiches. **Meanwhile**, my baby brother started crying because we had forgotten his teddy. Perfect! After that, we drove straight back to the campsite again.

When we **finally** got back there, we'd been in the car for five hours. Amazingly, **just as** we were getting out of the car, the rain

stopped. So we went for a swim in the lake and played some football with the other kids at the campsite. **Afterwards** we had a barbecue, and we stayed outside chatting **until** one in the morning, so it was all OK **in the end**.

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

- 1 Who had the idea to go to a theme park?
- 2 Why didn't they go into the theme park?
- 3 What were they doing when the rain stopped?

**Language point: Time connectors**

**3** Check the meaning of the words in blue in Mary's blog post. Then choose the correct options in 1–5.

- 1 We went shopping and afterwards / meanwhile I went to a café.
- 2 I stayed in the café just as / until it closed.
- 3 **By the time** / Finally we arrived home, I was really tired.
- 4 We had made some sandwiches while / before we left home.
- 5 In the end / **The moment that** we said goodbye, I felt sad.

### KEY PHRASES

#### Describing an eventful day

It all started at / when ...  
 The moment that ...  
 By the time ...  
 Meanwhile, ...  
 When we finally ...  
 Amazingly, ...  
 In the end, ...

**4** **USE IT!** Follow the steps in the Writing Guide.

### WRITING GUIDE

#### A TASK

Write a blog post (100–120 words) about a good or bad experience which you had on holiday.

#### B THINK AND PLAN

Copy and complete the ideas map with notes about your story.



#### C WRITE

Paragraph 1: Set the scene. What had happened before the main action started?  
 Paragraph 2: What were the main events and what was happening in the background?  
 Paragraph 3: What happened at the end?  
 How did everyone feel?

#### D CHECK

- variety of verb tenses
- time connectors

# 2 Lifestyles

## VOCABULARY • Making decisions

I can talk about my ability to make decisions.


CLIL p91



Language Focus Reference p100

**THINK!** What are the last three decisions you made?

**1** Check the meaning of the words and phrases in **blue** in the questionnaire. Match eight of the words and phrases with definitions 1–8.

- 1 say yes to something
- 2 not make an effort to do something
- 3 postpone something
- 4 decide something too quickly
- 5 decide
- 6 not hurry
- 7 not change
- 8 choose not to participate

**2**  Do the questionnaire with a partner. Then check your answers with the key.

**3**   1.10 Watch or listen to three people discussing their results from the questionnaire. Match 1–3 with a–c.

- 1 Joelle    a is very decisive.
- 2 Olivia    b doesn't enjoy making decisions.
- 3 Theo     c puts things off.

### KEY PHRASES

#### Talking about strengths and weaknesses


How good are you at ... ?

I'm pretty good at ...

I'm someone who ...

I'm no good at (that).

... is / isn't something I enjoy.

**4**  **USE IT!** Work in groups. Talk about your results from the questionnaire. Say how decisive you are and give examples. Use the key phrases.

### Finished?

Write three tips to help people become more decisive. Use words and phrases from the questionnaire. Share your tips with the class. Which are the best ones?



# Questionnaire:

## Your choice



**1** You're in a restaurant with your family. Is it easy to decide what to eat?

**a** I usually decide fairly quickly and then I **stick with** my decision.

**b** I **think twice** before I say what I want. It's difficult because I like to **try out** lots of things.

**c** I wait to see what other people have chosen and then copy them.



**2** You're at a swimming pool or the seaside. How do you get into the water?

**a** I go for it! Run or jump straight in. Why wait?!

**b** I usually **hesitate**. I prefer to **take my time** and go in slowly.

**c** I never jump into water. Sometimes I **don't bother** getting in.



**3** You're buying a present for your best friend's birthday. How long do you spend thinking about what to get?

**a** Not long. I **make up my mind** quickly. I know exactly what to get.

**b** It takes me a while to choose things because I like to **consider** all the options first.

**c** I will do anything to **avoid** choosing things in shops.



**4** You've got homework which you don't need to hand in until next week. When do you do it?

**a** I **get on with** it as soon as possible.

**b** I **put off** doing it until the last possible moment.

**c** I'll do a little bit each day until it's done.



**5** Your friend sends you a message to invite you to a party next month.

**a** I say 'yes' straight away. If I realise I can't go for some reason, I can always **drop out** later.

**b** Before I **commit**, I'll check my diary and make sure I'm available. I don't like to **rush into** anything.

**c** I'll say 'thanks for the invite', but won't decide until the day of the party. I like to **keep my options open**.



**Key:** It seems like you're a very decisive person. That's great! Make sure you don't rush into things too quickly without considering your options, though.

**Mostly b answers:** Frankly, you're a bit indecisive. That's not always a bad thing, though. At least you aren't rushing into things.

**Mostly c answers:** You're neither decisive nor indecisive. In fact, you prefer to avoid decisions. Sometimes we have to choose, though, so try practising.

## 2 READING • An online article


I can predict the ideas in a text by looking at the title and images.

**THINK!** Name three things you own which you don't really need.

### STUDY STRATEGY

#### Predicting content

Before you read, look at the title and the pictures. This will help you understand the content of the text.

- 1 Look at the title, headings and photos in the article on this page. What is different about these people's lifestyles? Why do you think they decided to live this way?
- 2  1.11 Read the article. Match two sentences from a–d with gaps 1–2 in the text. Then listen and check.
  - a They didn't spend much time online.
  - b He hasn't bought food for a long time.
  - c More and more people are training to become chefs.
  - d She never uses plastic cups, bags or bottles, for example.
- 3 Read the text again and answer the questions.
  - 1 Why did Lauren change her lifestyle?
  - 2 How does Lauren help other people live without waste?
  - 3 What have Mark Boyle and Daniel Suelo got in common?
  - 4 How are their lifestyles different?
- 4 **VOCABULARY PLUS** Find words 1–4 in the text. Which suffix do we use when something has a quality? Which suffix indicates that something lacks a quality?
  - 1 moneyless
  - 2 useful
  - 3 homeless
  - 4 wasteful
- 5 Complete the sentences. Use the words in the box and the suffixes *-ful* or *-less*.

care fear harm taste thought use

Wash hands after use. This product contains harmful chemicals.

  - 1 Be ..... when you're cycling. This road is dangerous.


## Alternative lives

People who have chosen to live differently

### Living without waste

Lauren Singer has always been interested in the environment. After finishing her degree in environmental studies, she made up her mind to live a 'zero-waste' lifestyle because she was shocked that people are so wasteful. Since then, she hasn't used any 'disposable' products. 1..... She either reuses containers or buys products without packaging. She even makes her own toothpaste. She has managed to reduce her waste so much that two years of her rubbish filled only one 500 gram jar! Lauren has been blogging about her lifestyle for the last few years and her blog gives useful advice and ideas for people who want to reduce their impact on the environment.



- 2 Thanks for the beautiful present. That was very ..... of you.
  - 3 We need to add more salt to the pasta. It's really .....
  - 4 This calculator is old and broken. I'm afraid it's .....
  - 5 Jennie isn't scared of anything. She's totally .....
- 6  **USE IT!** Work in pairs. Ask and answer the questions.
- 1 What do you think of the people in the text?
  - 2 Would you like to try any of their lifestyles? Why / Why not?
  - 3 Do you think that we really need technology and money?



**Living without money**

Daniel Suelo is a modern nomad – he’s moneyless and homeless, so he moves around to find food and shelter. He sometimes looks after people’s houses for two or three weeks, but usually he lives in the caves of Utah, in the USA. When he was younger he worked as a cook, but he dropped out of society and hasn’t used money since 2000. He says he’s happier since he made his decision.

Mark Boyle is another moneyless man – he hasn’t used money since 2008. Mark lives in a caravan in a field and grows his own vegetables. <sup>2</sup>..... He says that he’s never been happier or healthier.



**Present perfect: simple and continuous**

**1 Study examples a–c. Then answer questions 1–3.**

- a Lauren has been blogging about her lifestyle **for** the last few years.
  - b **Since** then, she hasn’t used any ‘disposable’ products.
  - c He hasn’t used money **since** 2008.
- 1 Which sentence emphasises that an action is in progress and will probably continue?
  - 2 Which word do we use with a period of time?
  - 3 Which word do we use to give a point in time in the past?

**2 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect simple or continuous.**

- 1 ..... (it / rain) since last night?
- 2 ..... (He / write) three books and he is working on another one.
- 3 ..... (Nhi / not attend) the class for many days. She’s ill.
- 4 ..... (you / see) my pen? I can’t find it.
- 5 ..... (I / watch) a film but I’ve paused it for a minute.

**for and since**

**3 Complete the text with for or since.**

As an experiment, I’m not using my phone today. I haven’t looked at it <sup>1</sup>..... nine o’clock this morning. I’ve had the phone <sup>2</sup>..... years and I’ve carried it around everywhere with me <sup>3</sup>..... the day I bought it. It feels weird not to have received a text <sup>4</sup>..... one whole day.

**4 USE IT! Complete the sentences with information about yourself. Use for or since. Then compare your answers with a partner’s.**

- I’ve been friends with Linh for three years.
- 1 ..... (be) friends with ...
  - 2 ..... (know) my teacher ...
  - 3 ..... (have) these shoes ...
  - 4 ..... (live) in my house / flat ...
  - 5 ..... (study) English ...

**Finished?**

Write your partner’s answers to the questions in exercise 4.

## 2 VOCABULARY AND LISTENING • Personal development

I can understand the main ideas in short conversations.

**THINK!** When do you have to decide about your future studies or career? Who helps you to decide?

**1** Read the leaflet below and match the phrases in blue with definitions 1–8.

benefit from *get a lot out of*

- 1 become accustomed to .....
- 2 contact .....
- 3 be part of .....
- 4 prepare .....
- 5 become interested in .....
- 6 have the opportunity .....
- 7 learn more about someone .....
- 8 meet in order to do something .....

**2** Complete the sentences with the phrases in the box.

get into getting ready getting used to  
got the chance to got to know

- 1 I listen to music when I'm ..... for school in the morning.
- 2 Last year, I ..... do work experience in my dad's company. It was great!
- 3 I ..... my friends really well when we went camping together.
- 4 I'm ..... walking to school, instead of taking the bus.
- 5 How did you ..... karate?

**3** 1.12 Listen to four students talking to their Transition Year coordinator. Who has had positive experiences so far?

- 1 Joey    2 Rita    3 Martin and Laura

**4** 1.12 Study sentences 1–8. Then listen again and write *true* or *false*.

- 1 Joey hasn't really enjoyed Transition Year yet. ....
- 2 Joey got a lot out of the outdoor activities. ....
- 3 Rita has already done two weeks of work experience. ....
- 4 She benefited from her time with the dentist. ....
- 5 She has just decided her fifth year subjects. ....
- 6 Martin and Laura still haven't been to India. ....
- 7 They've already raised enough money to fly to India. ....
- 8 Both Martin and Laura have decided their fifth year subjects. ....

**5** **USE IT!** Imagine that you are proposing a Transition Year for your school. Read the aims in the TY leaflet. Choose three things that you think are most interesting and important. Explain your choices to a partner.

### Focus on schools: making your mind up

Secondary school students in Ireland have the option in fourth year to do a Transition Year (TY). This one-year programme helps prepare students for their Leaving Certificate in fifth and sixth years, and for life beyond.

In TY, students **get the chance** to do more varied cultural and social activities while deciding what to study for the next two years. TY coordinators give careers advice and **get in touch with** local businesses to organise work experience for students. Most students say that they **get a lot out of** the year.

#### Transition Year aims

##### Personal and social skills

- **Get into** something new, like a sport or a hobby.
- **Get to know** people better in team-building activities.

##### Community action

- **Get involved with** projects and charities. Become an active and responsible citizen.
- **Get together with** people from the local community.

##### Work and career

- **Get used to** the world of work – students do work experience with two different companies or organisations.
- **Get ready** to choose options for fifth year – students try out different school subjects.

I think team-building activities are important to get to know each other.





## 2 LANGUAGE FOCUS • Present perfect vs. past simple • Adverbial clauses and phrases of concession

I can talk about things I have and haven't achieved yet in my life.

### Present perfect vs. past simple

1 Study the examples and the rules. Write **present perfect** or **past simple** for 1–6.

- I decided my subjects a long time ago. <sup>1</sup>.....  
 I haven't decided anything. <sup>2</sup>.....  
 I gained a lot of confidence when I was there. <sup>3</sup>.....  
 I've gained a lot of confidence this year. <sup>4</sup>.....

#### RULES

We use the <sup>5</sup>..... when we talk about finished time periods.  
 We use the <sup>6</sup>..... when we talk about unfinished time periods or when we don't mention a time period.

2 Choose the correct options.

- Since I came here, I've got used to / I got used to working.
- I've really got into / I really got into hockey in recent months.
- David's got a lot out of / David got a lot out of the lecture yesterday.
- When have you finished / did you finish your work experience?
- Have you got / Did you get in touch with Amy while she was here last week?

3 Complete the text with the correct form of the verbs in brackets. Use the present perfect or past simple.

I <sup>1</sup>..... (start) my TY in September, and in the last three months I <sup>2</sup>..... (be) really busy. Every week, there are lectures from interesting people. Yesterday, a forensic scientist <sup>3</sup>..... (talk) to us about her job. She <sup>4</sup>..... (see) some interesting – and horrible! – crimes in her career and she <sup>5</sup>..... (describe) some of them to us. So far, I <sup>6</sup>..... (not do) any work experience, but I'd love to follow a detective or a forensics expert like her for a week. I <sup>7</sup>..... (not get) the best results in my last science exams, but I think I can improve and I <sup>8</sup>..... (decide) to do some science subjects for my Leaving Certificate.

### Adverbial clauses and phrases of concession

4 Study the examples and complete the rules with **clause**, **gerund** or **noun phrase**.


- Although / Though / Even though I was really nervous about things like kayaking, I really got into it later.
- Despite many difficulties, I learned about all of the instruments and helped with X-rays and mixing stuff.
- In spite of being busy with our study, we've already raised over a thousand euros.

#### RULES

- We use clauses and phrases of concession to contrast two opposite meanings and show unexpected results.
- Though*, *although* and *even though* are followed by a .....
- Despite* and *in spite of* are followed by a ..... or .....

5 Choose the correct options.

- My brother has managed to save a lot of money though / despite his small salary.
- Even though / Despite it rained a lot, we enjoyed our holiday.
- Although / In spite of being very tired, they carried on walking.
- Many people still prefer to travel by plane though / in spite of airfares have increased greatly.
- I got very wet in the rain although / despite I had an umbrella.

6  **USE IT!** Write six sentences about your life. Include adverbial clauses or phrases of concession. Compare your sentences with a partner's.

*Although I only started learning how to play chess last year, I have won the school competition.*

#### Finished?

Imagine you are on a TY. Write a paragraph about things you have already done and things you want to do but haven't done yet.



## 2 SPEAKING • Difficult decisions

I can talk about decisions.

**THINK!** Which school subjects are you best at and which do you enjoy most? Are they the same?

Liam Hey, Rosa. What are you up to?  
 Rosa Oh, I'm still trying to <sup>1</sup>..... my last two subjects for fifth year.  
 Liam Seriously? Haven't you done that yet? There's not much time left.  
 Rosa I know. I've been thinking about it for ages, but I can't make up my mind.  
 Liam OK. What are your <sup>2</sup>.....?  
 Rosa Well, I've just chosen German, but I don't know whether to do business or art. Which do you <sup>3</sup>..... is best?  
 Liam It's up to you, Rosa. They're totally different subjects.  
 Rosa Yes, I know. I'm in two minds. The good thing about art is that I know I enjoy it, but then business is probably more useful. So I'm sort of leaning towards business.  
 Liam Have you thought of speaking to Mr Bartley about this? He gave me some really good <sup>4</sup>.....  
 Rosa <sup>5</sup>.....! Thanks, Liam.  
 Liam No problem.



- 1 1.13 Complete the dialogue with the words and phrases in the box. Then listen and check. What suggestion does Liam make to Rosa?

advice choose good idea options reckon

- 2 1.13 Listen again and practise the dialogue.

- 3 1.14 **PRONUNCIATION: Rising and falling intonation** Decide whether these key phrases have rising or falling intonation. Then listen and repeat.

### KEY PHRASES

#### Talking about decisions

It's up to you.  
 I'm in two minds.  
 I'm leaning towards ...  
 What are your options?  
 Which do you reckon (is best)?  
 Have you thought of / considered that ...?  
 The good thing about ... is that ...

- 4 1.15 Watch or listen to a second dialogue. Which of the key phrases do you hear?

- 5 1.15 Watch or listen again and answer the questions.

- Why can't Victoria and Michael go to both festivals?
- What are the disadvantages of The Electric Picnic, according to Victoria?
- What's the advantage of going to Longitude with Lily?

- 6 **USE IT!** Read tasks A and B. Then prepare and act out one of the dialogues with a partner. Use some of the key phrases.

#### Task

A

You want to see a movie this summer with a friend, but your friend can't decide which to choose. You can only go to one. Try to help your friend decide which one to go to.

#### Task

B

You have been saving money for two years and want to buy a scooter, but you can't decide which one to buy. Your friend helps you to decide.

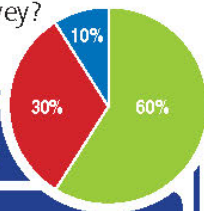
## 2 WRITING • A report on an opinion survey

I can present the results of a survey and contrast people's opinions.

**THINK!** Do you think that students should have a small amount of studying in the holidays? Why / Why not?

**1** Read the survey results and the report and answer the questions.

- 1 There is one error in the report. What is it?
- 2 Do you agree or disagree with the majority of people in this survey?



Is it a good idea for students to have a small amount of extra work in the holidays?

Results	Comments
YES 30	'It is helpful for students to have some work in the holidays so that they don't forget everything.' 'Students can maintain the concentration by doing work little and often.'
NO 15	'Students have too much work when they are at school and they need a break.' 'It's sad to consider the holidays as an extension of the school year.'
NOT SURE 5	'It depends on the amount of work.'

### Survey report: Holiday studying

In our survey at school, we asked people 'Should students have a small amount of studying in the holidays?' Of the forty students who participated, 60% said 'yes' and 30% said 'no'. **However**, 10% of people were undecided.

Those in favour said that it is helpful for students to have some work in the holidays so that they don't forget everything. **In contrast**, those against commented that students have too much work when they are at school and they need a break. Another comment from the 'yes' side was that students can maintain the concentration by doing work little and often, **whereas** people who said 'no' think that it's sad to consider the holidays as an extension of the school year. Those who were undecided didn't make comments, **although** one student said 'It depends on the amount of work.'

All in all, the results indicate that the majority of students think that a small amount of studying in the holidays can be helpful.

**2** Study the Key Phrases. Which of the phrases is not in the report?

### KEY PHRASES

#### Presenting the results of a survey

Those in favour said that ...  
Those against commented that ...  
People who said 'yes' / 'no' think that ...  
All in all, the results indicate that ...  
Most students / the majority of students ...  
An equal number of people thought that ...

### Language point: Expressing contrast

**3** Study the expressions in **blue** in the report. Rewrite sentences 1–4. Include the words in brackets.

- 1 Most students don't like exams. Many teachers think they are useful. (whereas)
- 2 I like trying out new things. I don't always like the things I try. (although)
- 3 I find maths and science really easy. Subjects like literature and English are difficult for me. (In contrast)
- 4 I think exams are important. I think we have too many. (However)

**4** **USE IT!** Follow the steps in the Writing Guide.

### WRITING GUIDE

#### A TASK

Do a class survey about the questions below. Then write a report (100–120 words) about the results.

Do we really need school exams every year?  
Why / Why not?

#### B THINK AND PLAN

- 1 Study the class survey results and calculate the percentages.
- 2 What are some comments from the 'yes' side?
- 3 What are some comments from the 'no' side?
- 4 What is the majority opinion?

#### C WRITE

Paragraph 1: Introduction and statistics  
Paragraph 2: Explanation of comments  
Paragraph 3: Summary

#### D CHECK

- key phrases
- phrases expressing contrast

# PROGRESS REVIEW 1

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

## VOCABULARY Memories

**1** Complete the sentences with the correct form of the verbs. There are two extra verbs.

belong to   come across   keep   forget  
look forward   recognise   remind   leave

- I ..... an old diary yesterday.
- I ..... the handwriting – it was mine!
- I'll never ..... the first time I flew in a plane.
- The diary ..... me of when I was twelve.
- Now, I' ..... to reading all of it.
- On the front of the diary it says 'This diary ..... Marina'.

I can engage actively in a conversation.

MY EVALUATION



## READING A fact file

**2** Match the first half to the correct second half of the sentence.

- |                                                    |                                                            |
|----------------------------------------------------|------------------------------------------------------------|
| 1 Another popular way of getting                   | a on trains for covering long distances.                   |
| 2 People can rely                                  | b to an increase in the number of motor vehicles.          |
| 3 The use of motorbikes in the countryside results | c in transport particularly roads, airports, and seaports. |
| 4 The new highway will lead                        | d around Hà Nội is by bus.                                 |
| 5 Việt Nam has heavily invested                    | e from long and narrow paths.                              |

I can understand factual information in a text.

MY EVALUATION



## LANGUAGE FOCUS Past perfect

**3** Complete the sentences with the correct past perfect form of the verbs in the box.

finish   leave   study   not read  
close   not use

- I realised that I ..... my history book at home.
- ..... the shop ..... by the time you got there?
- When I ..... the book, I returned it to the library.
- Nina ..... a computer until her dad bought one.
- How much ..... they ..... before the exam?
- I ..... the play before I went to the theatre to see it.

I can talk about an action which was finished when another action happened.

MY EVALUATION



## VOCABULARY AND LISTENING

### Describing objects

**4** 1.16 Listen to the dialogue. Write *true* or *false*.

- The genre of the dialogue is a radio news programme. ....
- The collection included a lot of very common Action Man toys. ....
- The collector had worked for a film company. ....
- The toys in the collection were unused. ....
- Some empty boxes in the collection were valuable, too. ....
- Some rare Action Man clothes sold for £5,480. ....

I can identify the context of a dialogue.

MY EVALUATION





## LANGUAGE FOCUS Past narrative tenses

### 5 Choose the correct options.

- 1 Ake Viking was in the middle of some work. He **was building** / built / 'd built a boat.
- 2 He was lonely. So he 'd **written** / was writing / wrote a letter and put it in a bottle.
- 3 One day, a fisherman was **finding** / found / had found the bottle while he 'd **looked** / looked / was looking through his nets.
- 4 The message **was** / was being / had been in the bottle for a long time when the fisherman had **opened** / was opening / opened it.
- 5 Later Ake married / had married / was marrying Paolina, the fisherman's daughter.

I can tell a story using different narrative tenses.

MY EVALUATION 😞 😐 😊 😄

## SPEAKING Telling an anecdote

### 6 Choose the correct words.

Have I <sup>1</sup>..... you about the time I got into trouble at the shops? It was the first day <sup>2</sup>..... the summer holidays and I was shopping in town with friends.

We were walking around a fashionable gift shop and looking at some lava lamps <sup>3</sup>..... I suddenly knocked one of them over! It fell onto the floor and it was damaged. I remember <sup>4</sup>..... that I was in big trouble! <sup>5</sup>....., the shop assistant quickly called the manager. As you can imagine, I felt upset and very afraid. The manager was a bit angry, but <sup>6</sup>..... he said that I didn't need to pay for it.

And that's <sup>7</sup>..... All in all, it <sup>8</sup>..... a great experience, but I learned to be more careful in shops!

- |               |           |           |
|---------------|-----------|-----------|
| 1 a said      | b tell    | c told    |
| 2 a of        | b on      | c at      |
| 3 a while     | b when    | c during  |
| 4 a to feel   | b feel    | c feeling |
| 5 a Meanwhile | b While   | c When    |
| 6 a lucky     | b luckily | c luck    |
| 7 a those     | b them    | c it      |
| 8 a wasn't    | b was     | c weren't |

I can tell an anecdote with details about time, place and what happened.

MY EVALUATION 😞 😐 😊 😄

## WRITING A blog post

### 7 Complete the text with the words.

Afterwards Amazingly at finally  
Meanwhile The moment While

Our family trip to Phong Nha – Kẻ Bàng National Park

It all started <sup>1</sup>..... 7.30 in the morning when my family got to Phong Nha town. We were all eager to visit some of the fascinating caves there. <sup>2</sup>....., we enjoyed the scenery of Việt Nam on our long journey. From the town centre, we took a 30-minute boat ride on the Son River to Phong Nha cave. <sup>3</sup>..... that we arrived, we were impressed by its rock formations and its underground river. The cave is quite well-lit with high ceilings and large dry areas. <sup>4</sup>..... we climbed more than 500 steps to reach Tiên Sơn cave on the right. The inside landscape looks attractive and mysterious. <sup>5</sup>..... I was walking through the stalagmites and stalactites, my brother started making a deep drumming sound by tapping on one of them. <sup>6</sup>....., we were able to explore both caves in only one trip. The time spent there was evidence of the incredible power of nature. When we <sup>7</sup>..... got back, it was 9.00.

I can write a blog post describing a personal experience.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY Making decisions

### 8 Complete the words.

- 1 I always think t..... before I say 'yes'.  
I never answer immediately.
- 2 Lorna makes up her m..... very quickly.
- 3 It's best to keep your options o.....
- 4 Pavel waits and puts o..... making decisions.
- 5 Do you ever rush i..... things too fast?
- 6 I decide things slowly. I always take my t.....

I can talk about my ability to make decisions.

MY EVALUATION 😞 😐 😊 😄

## READING An online article

### 9 Complete the sentences with one of the words in brackets and add the suffixes *-ful* or *-less*.

- 1 He was once a ..... doctor. Now he's decided to change his career. (fear, success)
- 2 Lewis and Abbie travel from place to place. They're sometimes ..... for a few days, but they don't mind. (home, taste)
- 3 Some people in our society throw away useful things – they're really ..... (skill, care)
- 4 Julia hasn't got a traditional job, but she's a very clever and ..... person. (skill, money)
- 5 If you want to travel the world alone, you need to be brave and ..... (play, fear)
- 6 They think that spending too long on technology is bad and ..... (harm, thank)

I can predict the ideas in a text by looking at the title and images.

MY EVALUATION 😞 😐 😊 😄

## LANGUAGE FOCUS Present perfect

### 10 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets and *since* or *for*.

- 1 He ..... (live) an alternative lifestyle ..... six years and he plans to continue.
- 2 I ..... (know) my best friend ..... I was very young.
- 3 She ..... (not listen) ..... the last hour and she still isn't listening!
- 4 They ..... (not have) a home ..... October last year.
- 5 We ..... (buy) any new things ..... six months.
- 6 It ..... (rain) ..... two o'clock and I don't think it's going to stop soon.

I can talk about experiences in my life and their duration.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY AND LISTENING

### Personal development

### 11 1.17 Listen to three students talking about the first afternoon of their community work at a primary school. Choose the correct options.

- 1 Victoria had a positive / negative experience at first, but things changed.
- 2 Victoria got into / got used to reading stories to the small children.
- 3 Mark had a very positive / quite negative experience at the school.
- 4 Mark got to know another helper / got together with a friend and did some sport.
- 5 Ellie had a mostly positive / really negative experience.
- 6 Ellie got into / got ready for the painting.

I can understand the main ideas in three short conversations.

MY EVALUATION 😞 😐 😊 😄

**LANGUAGE FOCUS Present perfect vs. past simple • Adverbial clauses and phrases of concession**

**12 Complete the sentences with the words.**

although became 've become despite  
in spite started 've started never

- I ..... business college two weeks ago.
- We ..... the creative writing course and we're really enjoying it so far.
- This is a useful lesson. We ..... more confident at speaking in front of people.
- Tanvi ..... a member of the school council last year.
- I still can't remember his house ..... I have been there several times.
- He was very fast ..... of being terribly overweight.
- My sister has ..... travelled abroad.
- They arrived late ..... leaving in plenty of time.

**I can talk about things I have and haven't achieved yet in my life.**

**MY EVALUATION** 😞 😐 😊 😄

**SPEAKING Difficult decisions**

**13 Complete the dialogue . Then practise with your partner.**

But it's up to you  
So I'm leaning towards the film club  
What are your options  
The only bad thing about that club  
What are you up to  
Have you considered another basketball club?  
It's a tricky decision

- Mark 1 ..... , Jack?  
Jack I'm choosing a school club for this year. Can you help me?  
Mark OK. 2 ..... ?  
Jack Well, Friday is good for me and there's basketball club and film club on that day. I'm interested in both of them.  
Mark Hmm ... 3 ..... 4 ..... ?  
Maybe in town?

**WRITING A report on an opinion survey**

**14 Choose the correct options.**



In our survey about voting ages, we asked people 'Is sixteen old enough to vote in general elections?' Of the 25 people who took part, 59% said 'yes' and 32% said 'no'. These people had strong opinions. However, 9% of people were 1 ..... Those 2 ..... commented that it's important for young people to have a voice, whereas those 3 ..... said that politics doesn't affect young people. Another comment from the 'yes' side was that teenagers follow the news and know plenty about the world. In contrast, people who said 'no' 4 ..... that teenagers haven't had enough experience of life. Most people who were undecided did not make comments, although one person said 'Everyone is different'. 5 ....., the results 6 ..... that 7 ..... of people think that sixteen is old enough to vote.

- |                 |               |                |
|-----------------|---------------|----------------|
| 1 a decided     | b undecided   | c unchosen     |
| 2 a with favour | b as a favour | c in favour    |
| 3 a against     | b agreeing    | c not favour   |
| 4 a thinking    | b thinks      | c think        |
| 5 a All of all  | b All in all  | c All with all |
| 6 a indicate    | b showing     | c shows        |
| 7 a most        | b the most    | c the majority |

**I can present the results of a survey and contrast people's opinions.**

**MY EVALUATION** 😞 😐 😊 😄

- Jack Yes, there's a basketball club at the sports centre on Thursdays.  
5 ..... 6 ..... is that it sometimes finishes late. What do you reckon is best?  
Mark Well, the film club sounds like the best option. 7 .....  
Jack Yes, I think you're right. I'll choose that.

**I can talk about decisions.**

**MY EVALUATION** 😞 😐 😊 😄

# 3 Our surroundings

VOCABULARY • Money and marketing

I can express my attitude to shopping and money.

- + Culture p92
- + Language Focus
- + Reference p101

**THINK!** What are the five most expensive things you will spend money on in your life?

- 1 Read the quiz. Then copy and complete the table with the words in blue.

Verbs	Nouns
afford	products

- 2 Do the quiz. Then compare your answers with a partner's.

## The price puzzle

Can you guess the prices of some of the most expensive **products** in the world? Could you **afford** any of them?

In the 18<sup>th</sup> century, pineapples became **status symbols** in Europe because they were exotic, rare and delicious. They only arrived fresh from South America on the fastest ships and could **cost** the equivalent of<sup>1</sup>..... today. Sometimes people **rented** them for a day to put on a table for a party.

- a \$80    b \$8,000    c \$80,000



2

In small doses, venom from animals can help people with medical problems. Scorpion venom is the most expensive. Its **value** is approximately<sup>2</sup>..... per litre.

- a \$100    b \$10 million    c \$100 million

3

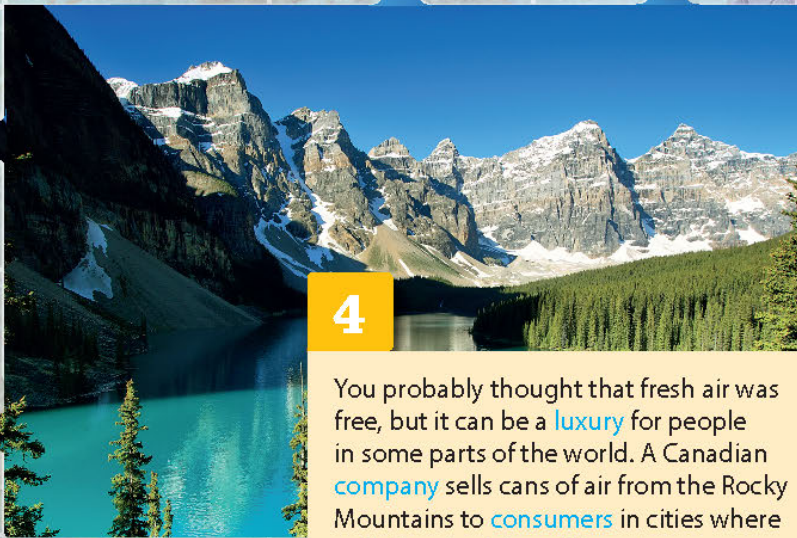
Computer printers can seem like a **bargain**. But what you **save** on a printer, you will **spend** on ink. Some inks seem like a **rip-off** when you calculate the **price** per litre, which can be<sup>3</sup>.....

- a \$710  
b \$71,000  
c \$71 million

4

You probably thought that fresh air was free, but it can be a **luxury** for people in some parts of the world. A Canadian **company** sells cans of air from the Rocky Mountains to **consumers** in cities where pollution is a big problem. Large cans cost<sup>4</sup>.....

- a \$20    b \$200    c \$2,000







5

Fragrances are big **business**, but the perfume in a \$100 bottle probably only costs <sup>5</sup>..... The bottle is worth three times more than that. **Marketing** and advertising cost about \$8. The rest of the money goes to the **producer** and the **retailer**.

- a about \$2
- b about \$20
- c about \$80

6

Companies often pay famous people to **promote** their luxury **brands** – and not only in **advertisements**. Reports say that some watch brands paid celebrities <sup>6</sup>..... of dollars to wear their watches to film premieres and Oscars ceremonies.

- a hundreds
- b thousands
- c millions





3 Choose the correct words in the consumer survey.



## Consumer survey

- 1 What do you **spend** / **promote** most money on?
- 2 Are you **saving** / **renting** for anything at the moment?
- 3 Which shops or products are good **value** / **cost** and which are a **rip-off** / **seller**?
- 4 What luxury **brand** / **price** would you buy if you could **cost** / **afford** it?
- 5 What **products** / **consumers** are popular with your age group at the moment?
- 6 Which companies have the best marketing and **advertisements** / **businesses**?

4   1.18 Watch or listen to three people talking about their spending habits. Answer the questions.

- 1 What is Sam saving for?
- 2 What is Tegan's one luxury?
- 3 Where does Daniel buy his games?

### KEY PHRASES

#### Talking about spending habits

It's (not) worth spending a lot of money on (clothes).


If money was no object, I'd (get a nice red bike).

My one luxury is (this pair of sunglasses).

This brand is really 'in' at the moment.

I can afford (a tablet).

I can't afford (anything there).

5  **USE IT!** Work in groups. Ask and answer the questions in the consumer survey. Use the key phrases.

# 3 READING • An interview

I can infer the attitudes of people from what they say in a text.

**THINK!** Which bloggers and celebrities have got most online followers? Why?

**1** 1.19 Read and listen to the text. Decide if you think a–d are true or false. Explain your answers.

The person asking the questions ...

- a ... knows something about this topic. ....
- b ... isn't interested in making money online. ....

The person answering the questions ...

- c ... thinks it's easy to become an influencer. ....
- d ... thinks that influencers can be effective. ....

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

- 1 What products does Harper mention?
- 2 How do companies decide how much to pay influencers?
- 3 How much do influencers pay for the products which they promote?
- 4 Give two reasons why marketing companies want to reach teenagers.

**3 VOCABULARY PLUS** Complete the noun + noun combinations. Find the missing words on pages 30–33. How do you say them in Vietnamese?

- 1 scorpion ..... (page 30)
- 2 computer ..... (page 30)
- 3 beauty ..... (page 32)
- 4 luxury ..... (page 31)
- 5 internet ..... (page 32)
- 6 fashion ..... (page 32)
- 7 music ..... (page 33)

**4** Choose the noun from a–c which does not make a compound noun with words 1–6.

- |            |             |            |           |
|------------|-------------|------------|-----------|
| 1 hip hop  | a feet      | b artist   | c concert |
| 2 shop     | a assistant | b window   | c paper   |
| 3 head     | a ache      | b child    | c phones  |
| 4 football | a win       | b match    | c shirt   |
| 5 maths    | a man       | b teacher  | c exam    |
| 6 film     | a star      | b industry | c TV      |

**5** **USE IT!** Work in pairs. Ask and answer the questions.

- 1 Do you follow any online bloggers, comedians or tutorials? Which ones?
- 2 Do you think that marketing influences you? Why / Why not?

## Influencers: the online stars who set the trends

An interview with marketing specialist Harper Tanner

### Who or what are influencers?

Erm ... people who have influence on others, obviously. 😊 Young people who are stars on social media have thousands, sometimes millions, of followers. Companies pay them a lot of money to advertise products because they are like internet celebrities. A famous example from the UK is Zoella – she has about ten million subscribers to her beauty channel.



### Really? How does that work?

OK. Imagine I'm a fashion blogger or a popular gamer or someone who makes really funny videos. Marketing companies give me a product because of my popularity on social media. I recommend the product and my followers think, 'Hey, that must be cool because Harper likes it. I'm going to buy it.' The marketing company pays me, and everyone is happy.





**Give me more examples.**

OK. A music promoter sends a song to an internet star who maybe dances to the song. The music company then pays for every view or 'like' which that video gets. Or clothes retailers give lots of their products to influencers since they hope the influencers will wear or just mention their stuff online. Influencers never pay for clothes or makeup or skateboards or games. Marketing companies are THROWING stuff at them all the time.

**Hey, I've got this blog and nobody's throwing stuff at me!**

Well, you'll need a minimum of 400,000 followers. That doesn't happen overnight, but when you are successful, you can earn big money. Some vloggers started earning when they were still at school! Online marketing is MASSIVE. Companies want to reach young customers as they spend a LOT and they stick with the brands that they like.

**OK. Thanks, Harper. I'm going to find some followers. See you online.**

Good luck!

**RULES**

- 1 We use a clause / noun phrase after *because / as / since* to indicate the reason for an action or event.
- 2 We use a clause / noun phrase after *because of* to indicate the cause of something.

**2 Complete the sentences with *because* or *because of*.**

- 1 My sister could not reach the destination on time ..... the terrible traffic jam.
- 2 The final test was so easy ..... Olive knew all the answer.
- 3 ..... the language barrier, my uncle and my aunt got divorced.
- 4 All flights to Đà Nẵng were cancelled ..... the harsh climate conditions.
- 5 ..... Tom's laziness, he can't get the high scores in the exam.

**3 Rewrite the sentences.**

- 1 She couldn't concentrate on her work because she was too tired.  
Because of .....
- 2 My father didn't finish the project because of the lack of necessary materials.  
As .....
- 3 I couldn't go to the party because of my late work.  
Because .....
- 4 Mr Tuấn got a promotion because he worked hard.  
Because of .....
- 5 Clare doesn't feel pleased because of her low salary.  
Since .....

**4 USE IT! Complete the second parts of the sentences using adverbial clauses or phrase of reason.**

- 1 Susan failed the university entrance exam .....
- 2 The team won the championship .....
- 3 I couldn't attend the meeting .....
- 4 Nam lost the opportunity at work .....
- 5 The plane couldn't take off on time .....

**1 Study the sentences a–d. Then choose the correct options to complete the rules.**

- a Companies pay them a lot of money to advertise products **because** they are like internet celebrities.
- b Companies want to reach young customers **as** they spend a lot and they stick with the brands they like.
- c A clothes retailer gives lots of their products to influencers **since** they hope the influencers will wear or just mention their stuff online.
- d Marketing companies give me a product **because of** my popularity on social media.

# 3

## VOCABULARY AND LISTENING • Shops and shopping

I can use visuals to understand a spoken text.

**THINK!** Do you like shopping? Why / Why not?

**1** Complete the sentences with the words in the box. Which of the words in **blue** are nouns?

deliver exchange fit labels scans  
special offers try on window shopping

- You can **return** or ..... a product if you've got the **receipt**.
- When there are ....., products are cheaper than usual.
- Shops normally ..... big or heavy items.
- When your clothes are the right size, they ..... you perfectly.
- A **changing room** is a place where you can ..... clothes.
- When you're ....., you're outside shops looking at the products in the windows.
- At the **checkout**, a **shop assistant** ..... the **bar codes** on products to find out their prices.
- Shops must always show prices on ..... or **shelves**.

**2** 1.20 **PRONUNCIATION:** /s/ and /ʃ/  
Listen and put the words into the correct row.

scan screen shopping fashion store  
assistant show shelf

/s/:

/ʃ/:

**3** 1.21 Study the diagram of the future of shopping. Then listen. In what order do you hear about topics A–F?

**4** 1.21 Listen again and complete the notes in A–F.

**5** **USE IT!** Write five sentences to describe your perfect shop. Then compare your sentences with a partner's. Choose the best ideas.

*It delivers the things you order on the same day.*



**A** **Digital changing room**  
Scanners measure you. The screen will show you how you'll look in different clothes. To change the colour or size, .....

**B** **Robot assistants**  
There won't be human shop assistants, but these robots will fill shelves and .....

**C** **Drone deliveries**  
Shops will have drones which deliver products in .....

**D** **Virtual stores**  
Use an app here to scan ..... of products. Your shopping will be at your house before you arrive.

**E** **Facial recognition**  
Cameras will detect your age, sex and the style of clothes ....., The ..... in the window will change to suit you.

**F** **Paying by phone**  
No need for cards or cash. Your phone will link by Wi-Fi to the checkout robot. You'll receive messages  
.....  
.....

# 3

## LANGUAGE FOCUS • Future forms

I can talk about plans and predictions.

### 1 Match a–d with examples 1–4.

- a *going to* .....
- b present continuous .....
- c present simple .....
- d *will* .....

- 1 You're going to buy a coat.
- 2 Shopping will be different in the future.
- 3 Your train leaves in ten minutes.
- 4 You're cooking for friends tonight.

### 2 Match the future forms from exercise 1 with rules 1–4.

#### RULES

- 1 We use this form when we plan or intend to do something in the future, but there isn't an exact date or time yet. ....
- 2 We use this form when we have organised something and there is an exact date or time. ....
- 3 We use this form for things which have a fixed timetable. ....
- 4 We use this when we make a prediction about the future. ....

#### Remember!

We use *will* when we make an instant decision or a promise.

### 3 Choose the correct options to complete the dialogue. Explain your answers.

- Becky Bye, Mum. See you later. <sup>1</sup>I'm meeting / I'll meet Grace for lunch at 2.00 p.m.
- Mum Where <sup>2</sup>will you have / are you having lunch?
- Becky At Richy's café. Why?
- Mum Oh, because I'm <sup>3</sup>leaving / going to leave for my dentist's appointment in half an hour. I can drive you to town if you want.
- Becky Ah no, it's OK, thanks, Mum. I'm sure <sup>4</sup>you'll leave / you're leaving late, as always.
- Mum Hmm. Have you got any plans for the afternoon? Are you <sup>5</sup>going to buy / buying anything?
- Becky Maybe <sup>6</sup>we'll go / we're going window shopping. Why not meet us later?
- Mum OK, great.
- Becky Right. I'm going – my bus <sup>7</sup>will leave / leaves in two minutes. Bye!

### 4 Complete the sentences using the correct form of *will*, *be going to* or the present continuous.

- 1 I ..... (not buy) that. I've decided that it doesn't suit me.
- 2 I ..... (play) golf with Anna next Saturday. Would you like to come?
- 3 I promise that I ..... (pay) you when I've got some money.
- 4 Ask the shop assistant. He ..... (help) you.
- 5 We've got great plans. Our company ..... (sell) fresh air.
- 6 The president ..... (have) a staff meeting next Monday. You can meet him after that day.

### 5 USE IT! Work in pairs. Read the information in the leaflet and prepare answers for 1–6. Then tell the class your plans and predictions.

- 1 When are you going?
- 2 How are you going to get there?
- 3 What time do the shops open and close there?
- 4 What kind of things are you going to buy?
- 5 Do you think that you'll enjoy the experience?
- 6 What will be the best and worst things about the trip?

## Congratulations!

You've won first prize!

This means that you and two friends have got twenty minutes' FREE shopping in your favourite shopping centre. Each of you will have one trolley which you can fill.

Enjoy!



#### Finished?

Imagine you are going shopping. Write a paragraph about your plans and predictions using as many different future forms as you can.

# 3 SPEAKING • A presentation

I can vary the speed and emphasis of my voice when giving a presentation.

**THINK!** Do you ever watch people describing products online? What have you seen?

**1** 1.22 Watch or listen to Joelle presenting a 'new' product. What features from a–j does she say that a book has?

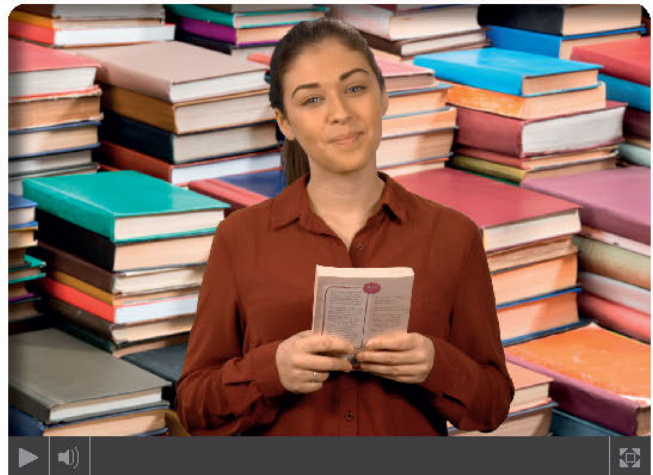
- |                      |                 |
|----------------------|-----------------|
| a light and portable | f convenient    |
| b electronic         | g luxury brand  |
| c versatile          | h easy to share |
| d tough              | i good value    |
| e fragile            | j special offer |

**2** Study the Key Phrases. Which phrases introduce new points?

**3** 1.22 Watch or listen again and complete 1–7 in the Key Phrases.

**4** 1.23 When we want to keep a listener's attention, it's a good idea to vary the speed and emphasis of what we're saying. Listen and repeat phrases 1–5. Which words does the speaker make longer?

- I think you're really going to like it.
- I can carry it easily with one hand.
- Some other products, in contrast, are a bit more fragile.
- You can use them anywhere.
- Now that's what I call good value!



## KEY PHRASES

### Giving a presentation

- I'd like to talk to you about ...
- Let me start by showing you <sup>1</sup> .....
- First of all, it's <sup>2</sup> .....
- As you can see, <sup>3</sup> .....
- Another advantage is that <sup>4</sup> .....
- It's also worth mentioning that <sup>5</sup> .....
- Finally, one big advantage of <sup>6</sup> .....
- I think you'll agree that <sup>7</sup> .....

## STUDY STRATEGY

**Engaging the audience**  
When you give a presentation, look at the audience and not at your notes. Make eye contact and remember to smile!

**5** **USE IT!** Follow the steps in the Speaking Guide.



## SPEAKING GUIDE

### A TASK

Choose a product and prepare a presentation to tell people about its features and advantages.

### B THINK AND PLAN

- Think of three or four positive features of the product.
- Are there any similar products? Why is this better?
- Decide which key phrases you can use in your presentation.
- Think about what you're going to say, and make notes.

### C SPEAK

Practise speaking from your notes once or twice. Then take turns to do your presentations.

### D CHECK

Did you vary your speed and emphasis when you were talking?

### 3 WRITING • A letter to a pen pal

I can talk about my future career plans.

**THINK!** What are your plans for the future? What career that impresses you most?

99/8A Lê Lợi Street  
Hồ Chí Minh City  
11<sup>th</sup> September, 20...

Dear Tony,

It's been a while since we last talked. How are you doing at school? Hope you are having an awesome term.

Today, I'm glad to share my future career plans with you. I hope that you will support me **as well as** give me some pieces of advice. I've always been interested in the healthcare industry and helping people in need. After much thought and consideration, I'd like to pursue a career in nursing in the future. I believe nursing is a **both** rewarding **and** challenging career that will allow me to make positive impacts on people's lives. I'm thrilled about the prospect of working in a dynamic environment where I'll have the chance to develop every day. I love **not only** meeting new people **but also** building lasting relationships with patients and colleagues. To achieve my career goals, I'll enrol in a nursing programme at a college. I'm confident that with the right training and experience, I'll be able to make a meaningful difference in the lives of those I care for.

I'd love to hear about your future career plans too. What are you interested in pursuing? Have you had any plans for your future career yet?

Thank you for being such a great pen pal of mine.

I look forward to hearing from you soon.

Stay well,

Nam Phương

**1** Read Nam Phương's letter then label each section with the appropriate heading.

- |                    |           |
|--------------------|-----------|
| a Address and date | d Body    |
| b Salutation       | e Closing |
| c Pleasantries     |           |

**2** Complete the Key Phrases with words from the text.

#### KEY PHRASES

##### Talking about future career

I'm glad to <sup>1</sup> .....	I believe <sup>4</sup> .....
I'm thrilled about <sup>2</sup> .....	To achieve <sup>5</sup> .....
I'm confident that <sup>3</sup> .....	I'd love to <sup>6</sup> .....

**Language point: Conjunctions: *as well as*; *both ... and*; *not only ... but also***

**3** Study the conjunctions in **blue** in Nam Phương's letter. Then complete the sentences using the conjunctions.

- Hannah gives me useful advice. She also helps me make reports quickly. (*as well as*)
- Tuấn is a skilful football player. So is Minh. (*Both ... and*)
- Doing exercise is good for your physical health and mental health, too. (*not only ... but also*)

**4**  **USE IT!** Follow the steps in the Writing Guide.

#### WRITING GUIDE

##### A TASK

Write a letter (100–120 words) to your pen pal and share with him / her about your future career.

##### B THINK AND PLAN

- Address and date
- Salutation
- Pleasantries
- Body  
Paragraph 1: What future career are you interested in?  
Paragraph 2: Why are you suitable for the career?  
Paragraph 3: What will you do to achieve your goal?
- Closing

##### C WRITE

Use the steps from section B and the model letter to help you.

##### D CHECK

- future tenses
- conjunctions
- key phrases

# 4 Feelings

## VOCABULARY • Feelings and emotions

I can ask and answer questions about feelings.



CLIL p93



Language Focus Reference p102

**THINK!** What kind of mood are you in today? Why? What things change your mood?

**1** Read the *Emotions test* and match the adjectives in **blue** with nouns 1–12.

- |            |                 |               |
|------------|-----------------|---------------|
| 1 surprise | 5 annoyance     | 9 boredom     |
| 2 disgust  | 6 anger         | 10 sympathy   |
| 3 stress   | 7 embarrassment | 11 excitement |
| 4 worry    | 8 fear (x2)     | 12 relaxation |

### Remember!

Some adjectives have two possible endings:

**-ed**: describes one's feelings

I felt **bored**.

**-ing**: describes the thing, person, or situation

The film was **boring**. My English teacher is **amusing**.

**2** Do the *Emotions test*. Then check your answers with the key. How many did you get right?

**3** 1.24 Choose the correct words to complete the questions. Then watch or listen. Which questions do the people discuss?

- 1 When did you last feel embarrassed / embarrassing?
- 2 What kind of situations are stressed / stressful for you?
- 3 What activities do you find most relaxed / relaxing?
- 4 What are you frightened / frightening of?
- 5 What is your most annoyed / annoying habit?

**4** 1.24 Study the Key Phrases. Then watch or listen again. What answers are given to the questions in exercise 3?

### KEY PHRASES

#### Talking about your feelings

I get quite / so ... when ...

I'm not that bothered by ...

There's nothing ... about ...

It makes me feel really ... when ...

What I find most ... is ...

**5** **USE IT!** Work in pairs. Ask and answer the questions in exercise 3. Use the key phrases.

## The emotions test

This is a photo of a woman who is afraid. The emotion on her face is fear. When psychologists showed a picture like this to a group of adults and a group of teenagers, 100% of the adults correctly identified the emotion. However, only 50% of teenagers recognised that the emotion was fear. Some thought that it was surprise, others thought that it was anger. The results of many studies seem to show that in our teenage years we are not always good at recognising emotions.



**key** 1E 2F 3C 4D 5A 6G 7B 8H



### Finished?

Think of alternative adjectives to describe the emotions in the photos.



Take the test. Match photos A–H with descriptions 1–8.

- 1 OK. It's great that I won a prize for my project, but now everybody's looking at me. Is that **embarrassing** or what?
- 2 I've got a friend who lets her pet dog lick her face sometimes. Yuck! I think it's **disgusting**.
- 3 It's **stressful** when my son is out late and doesn't call. At least he could send me a message or something. He's probably OK, but I'm still **worried**.
- 4 I hate it when I'm cycling and motorists drive too near me. Once I got really **annoyed** at a bad driver and I shouted at him at some traffic lights. I was SO **angry**.
- 5 When you find out that you've got a new baby cousin and you see how tiny he is, it's very **surprising**. He's so cute!
- 6 I'm not **afraid** of many things, but there's something about wasps ... I just find them really **frightening**. I think I had a bad experience with them when I was young.
- 7 Watching this video about the history of Alaska is the most **boring** thing I've done in my life! And does anyone feel **sympathetic** for me? NO!
- 8 Yay!!! I've passed my driving test, at last! This is so **exciting**! And my instructor is going to be so pleased. These last two years of lessons haven't exactly been **relaxing** for him!

A



E



B



F



C



G




D



H



**THINK!** Do you think that animals are intelligent and have feelings? Why / Why not?

- Scan the blog. Choose from a–c.
  - It's by a philosopher who is talking about the history of philosophy.
  - It's by a person who is interested in the subject because she likes animals.
  - It's by a scientist who is talking about her work and advertising a book.
-  1.25 Read and listen to the text. Write *true* or *false* and correct the false sentences.
  - The author gets on well with her pets. ....
  - Studies today show that animals don't have thoughts or feelings. ....
  - Dolphins sometimes protect humans from sharks. ....
  - Chimpanzees show sympathy. ....
  - Small-brained animals don't show sympathy. ....
  - In the future, we'll know more about animals' emotions. ....
- Read the text again and answer the questions.
  - How do people know more about animal behaviour these days?
  - For how long do elephants visit their dead?
  - Which animals in the blog are big-brained mammals?
  - Why does the author think that Descartes was wrong?
- VOCABULARY PLUS** Scan the blog and complete the two-part adjectives in 1–6. How do all of the adjectives end?
 

1 four-.....	4 broken-.....
2 long-.....	5 big-.....
3 one-.....	6 open-.....
- Complete the adjectives in 1–6. Use the *-ed* form of the words in the box.
 

behave blood eye hair hand skin

  - Crocodiles are cold-..... creatures.
  - That blonde-..... girl is my sister.
  - It's difficult for me to use that pen because I'm left-.....
  - You're such an excellent class. You're all very well-.....
  - I'm tall and blue-..... like my father.
  - I can't stay in the sun for long because I'm very pale-.....




## ANIMAL EMOTIONS

If you've read my blog before, you already know that I'm an animal lover. My two dogs are the best four-legged friends in the world, and I've also adopted a long-haired, one-eyed cat with an attitude; she seems to know exactly what I'm thinking. So this month I wanted to ask a question: Can animals think and feel like we do?

In the 16<sup>th</sup> century, the philosopher René Descartes said that animals were like mechanical robots which didn't feel pain or have thoughts and feelings. Since then, opinions have changed, as scientists have spent a lot of time researching animals. Here are a few of the surprising things which they've observed:

- When an elephant dies, the other elephants in the group cover its body and stand next to it. They stay near the dead animal for days and seem broken-hearted. Members of the group will visit the place months and sometimes years later. It seems like they could be expressing their sadness. They might, perhaps, have emotions.



-  **USE IT!** Work in groups. Ask and answer the questions.
  - Do you agree with the conclusion of the blog?
  - Have you heard of any other cases of animal intelligence or emotions?

# 4

## LANGUAGE FOCUS • Possibility and certainty

I can express possibility and certainty.



- Whales act like they're happily in love. They embrace and play together. Some, like orcas, have one partner for life.
- Studies show that chimpanzees are sympathetic to each other; one chimpanzee will hug another chimpanzee if it is hurt.
- It's not only big-brained mammals which show sympathy. Crows, like elephants, stand in a group when one dies, and bring grass to cover the body. Scientists have also noted that mice appear worried when another mouse is in pain.
- Animals in a group certainly have different personalities; some are confident; some are shy; some are relaxed; others are more aggressive and assertive.



So what about Descartes? To me, it's pretty obvious that he was wrong. The evidence suggests that animals must feel something; they can't simply be like robots. Researchers are using brain scans to discover more about animal behaviour, so we may know more about their emotions in the future. For now, we should be open-minded and considerate towards animals. They might be thinking more than we realise.



### may, might, could, can, must

1 Read examples 1–5. What do the modal verbs in blue mean? Write *possibly*, *definitely* or *definitely not*.

- 1 They **could** be expressing sadness. ....
- 2 The evidence suggests that animals **must** feel something. ....
- 3 They **can't** simply be like robots. ....
- 4 We **may** know more in the future. ....
- 5 They **might**, perhaps, have emotions. ....

2 Choose the correct options to complete the rules.

#### RULES

- 1 We use *may*, *might* and *could* to express possibility / certainty.
- 2 We use *must* and *can't* when we are certain / not certain about things.
- 3 The modal verbs in exercise 1 **change / don't change** in the *he, she* and *it* forms.
- 4 We always / never use *to* after modal verbs.

3 Complete the sentences with appropriate modal verbs.

- 1 She's smiling, so she ..... be unhappy.
- 2 I'm not sure, but they ..... live in Huế.
- 3 You're going to Canada? You ..... be excited!
- 4 Orcas are rare here, but you ..... see one if you're lucky.
- 5 It ..... be frightening to see a shark when you're swimming.
- 6 England aren't a great football team. They ..... not win the match tomorrow.

4 **USE IT!** Work in pairs. Exchange opinions about ideas 1–6 using words from the box and the modal verbs.

be frightening   be fun   be intelligent  
be surprising   have feelings   have fun

- 1 horse riding
- 2 elephants
- 3 this film
- 4 my exam results
- 5 swimming with dolphins
- 6 spiders

Horse riding might be fun.

Really? I think it must be frightening.

#### Finished?

Write five sentences about the animal emotions using modal verbs.

# 4

## VOCABULARY AND LISTENING • Music, mood and health

I can identify a speaker's tone and purpose.

**THINK!** What music do you listen to when you're in a good mood and a bad mood?


**1** Read the blog and match six of the words in blue with definitions 1–6.

- 1 go faster .....
- 2 make louder .....
- 3 become happier .....
- 4 make more .....
- 5 become more relaxed .....
- 6 prevent concentration .....

### STUDY STRATEGY

#### Identifying a speaker's tone

Listen carefully to how the person is speaking. Try to assess how he or she is feeling. This will help you to understand the context more easily.

**2**  1.26 Listen to situations 1–4, and for each one choose a word from box A and a word from box B to identify the speakers' mood and purpose.

A

angry energetic  
happy patient

B

argument discussion  
explanation instructions

**3**  1.26 Listen again and choose the correct answers.

- 1 The teacher wants Kevin to ...  
a slow down    b speed up    c stop
- 2 The man wants the young man to ...  
a turn down his music    b relax  
c take off his headphones
- 3 The dentist says endorphins can help to ... pain.  
a reduce    b increase    c stop
- 4 The mother wants her son to ...  
a practise less    b practise more  
c stop practising

**4**  **USE IT!** Work in pairs. Ask and answer the music questions.

- 1 What music do you put on to relax or calm down?
- 2 Does music distract you or help you to concentrate when you study?
- 3 Do your parents ever ask you to turn your music down or to turn it off?
- 4 What songs do you sing along to? Do you turn up the volume when you hear them?

### The surprising stuff blog

## Music, mood and health

When we **turn on** the radio and hear a good song, we **cheer up**, but scientific studies have shown that music **affects** our brains and bodies in many more ways.



**1** If you **turn up** the volume and **sing along** to your favourite songs, it's good for your heart and health. But if other people can hear the music from your headphones, you should **turn down** the volume – it could cause you hearing problems.



**2** If you listen to fast music while you **work out**, it can **improve** your fitness, and help you to **speed up** your running. But you mustn't listen to music when you're cycling because it could **distract** you and cause an accident.



**3** Listening to music can help you to **concentrate** on your homework. But it's better without lyrics, so **turn off** the rap and start playing something more melodic.



**4** Music therapy **reduces** anxiety and helps people to **calm down**. Relaxing music **slows down** your heart and breathing. It can also help reduce pain.



**5** Learning to play an instrument can **increase** your IQ, because you have to use both sides of your brain.



# 4

## LANGUAGE FOCUS • Ability, advice and obligation

I can talk about ability, advice and obligations.

### Ability: *can, could, be able to*

#### 1 Study the examples and choose the correct options to complete the rules.

You can't turn down drums.  
I couldn't hear you.  
One day you'll be able to play the whole song.

#### RULES

- 1 We use *can / could* to express an ability in the past.
- 2 We use *can / could* to express an ability in the present.
- 3 We use *be able to / could* to express an ability in the future.



#### 2 Complete the sentences with the correct form of *can, could* or *be able to*.

- 1 Why don't you turn up the music. Then we'll all ..... sing along.
- 2 I'm going to have singing lessons. Then I might ..... join a band.
- 3 We ..... turn on the TV because it was broken.
- 4 I really ..... exercise at the moment. I'm too tired.
- 5 ..... you speak English when you were three?

#### 3 Make sentences using phrases from the boxes.

*I'm sure that people will be able to speak with animals in the future.*

I don't think that	I	can
I doubt that	my best	could
I'm sure that	friend	will be able to
In the past,	my parents	
When I was	people	
younger,	this class	
One day soon,	scientists	

### Advice and obligation: *should, must, have to*

#### 4 Read examples 1–6. Write *A* (advice), *O* / *P* (obligation or prohibition) or *N* / *O* (no obligation).

- 1 You must be careful. ....
- 2 You mustn't listen to music when you're cycling. ....
- 3 You have to concentrate if you're on the road. ....
- 4 You don't have to practise all day every day. ....
- 5 You should look where you're going. ....
- 6 You could have a break sometimes. ....

#### 5 1.27 PRONUNCIATION: Silent letters Listen. Which letters are silent? Listen again and repeat.

- 1 It could distract him.
- 2 We mustn't copy in exams.
- 3 I couldn't finish my project.
- 4 They should help us.

#### 6 Choose the correct options.

- 1 You mustn't / shouldn't wake her up. She looks so peaceful.
- 2 You don't have to / mustn't help, but you can if you've got time.
- 3 You must / should turn off all music after midnight. That's the law.
- 4 I mustn't / don't have to eat chocolate. I'm allergic to it.
- 5 You have to / don't have to be in bed to feel relaxed.
- 6 We shouldn't / don't have to distract her. She's concentrating.



#### 7 USE IT! Work in pairs. Complete the sentences with your own ideas.

For the world to be a peaceful place, ...

- 1 we should ...
- 2 we shouldn't ...
- 3 we must ...
- 4 we mustn't ...
- 5 we don't have to ...

To be in a good mood every day, ...

- 6 you should ...
- 7 you shouldn't ...
- 8 you have to ...
- 9 you don't have to ...



## 4

## SPEAKING • Talking about feelings

I can express sympathy and support.

**THINK!** Do you ever have to help friends when they're feeling down? When?

- Josie What's up, Brad? You look a bit sad.  
 Brad I didn't get into the swimming team. Not even the reserves.  
 Josie Oh no! I'm surprised to hear that. You must feel really fed up.  
 Brad Yes, I do.  
 Josie I can imagine. Cheer up – we know that you're a good swimmer. You mustn't get too down about it.  
 Brad I can't help it. It's really disappointing.  
 Josie Hey, look on the bright side. Now you don't have to get up early for training every day!  
 Brad Yeah, but I really enjoyed all that.  
 Josie Don't worry. It's not the end of the world. I'm sure you'll get another chance. You just have to keep improving.  
 Brad I suppose I could try again in the autumn. There are more trials then, and I can practise all summer.  
 Josie Exactly. It may even be better then. It's a busy time now anyway, with all the exams and stuff.  
 Brad Hey, you're right. It might not be so bad after all. Thanks, Josie.



1 1.28 Read and listen to the dialogue. How is Brad feeling? Why?

2 1.28 **PRONUNCIATION: Intonation** When we speak, we can convey our feelings with the tone of our voice. Read the Key Phrases. Then listen again and practise the dialogue. Try to use a sympathetic tone of voice.

## KEY PHRASES

## Expressing sympathy and support

I'm (really) sorry / surprised / amazed to hear that.  
 You must feel ...  
 I can imagine.  
 Cheer up. / Calm down.  
 Look on the bright side.  
 Don't worry.  
 It's not the end of the world.  
 You just have to ...



3 1.29 Watch or listen to another dialogue. Answer the questions with a partner.

- 1 What's Jan's problem?
- 2 What does Ned say about London?
- 3 How does Jan feel at the end?

4 1.29 Watch or listen again. Which key phrases do you hear?

5 Read tasks A and B. Which situation did you watch or hear in exercise 3?

## Task

A

Your friend thinks that he / she might have to move to a different town or city. Give sympathy and support.

## Task

B

Your friend has failed his / her math exam. Give sympathy and support.

6 **USE IT!** Work in pairs. Act out situation A or B.

## 4

## WRITING • A post on an advice forum

I can write a post giving advice on an internet forum.

**THINK!** In what kind of situations do people ask for advice on the internet?

- 1 Read the forum post. What advice does Kim give to Linh? What do you think of the advice?

## Friends forum



I've just started at a new school and there's a group of people I hang out with. We have a laugh together, but it bothers me when they say that only 'sad' people

study a lot. Last week they teased me when I got good marks in a history test. I'm not sure if I like that. **Linh**



Hey, Linh,

OK, well this is a slightly annoying situation, isn't it? But quite common, IMO. Let's think. What could you do? For a start you should probably ask these people why it's 'sad' to do well.

They might be having problems with some of the work. Hey – you could even offer to help them. What do you reckon?

What else? Are you meeting a lot of new people at the moment? I bet that there are LOADS of other people that you can be friends with if you want. Just be yourself, 'cos then I can guarantee that people will respect you. If you like studying, that's cool. You're obviously popular and you don't have to change who you are.

And one more thing. You did the right thing asking for advice. It's never a bad idea to talk to other people about it. Like they say, 'a problem shared is a problem halved'. Anyway, good luck and I hope that things work out for you. 😊 **Kim**

IMO = in my opinion



- 2 Complete the Key Phrases.

### KEY PHRASES

#### Conversational phrases

Hey. <sup>4</sup>..... else?  
 Let's <sup>1</sup>..... I bet / I reckon ...  
 For a <sup>2</sup>..... And one more <sup>5</sup>.....  
 What do you <sup>3</sup>.....? Anyway, ...

### Language point: Conversational tone

- 3 Study points 1–4 and find examples in the post.

A text with a conversational tone ...

- 1 includes questions for the reader.
- 2 uses informal and conversational language.
- 3 uses question tags.
- 4 sometimes uses CAPITALS, **bold**, *italic*, underlined words or emojis for emphasis.

- 4 **USE IT!** Follow the steps in the Writing Guide.

### WRITING GUIDE

#### A TASK

Choose one of the situations and write a post (100–120 words) giving advice to the person with the problem.

I've been receiving annoying texts and I don't know who they're from. **Mai**

My friend's probably moving to another town eighty kilometres away soon. **Huy**

#### B THINK AND PLAN

- 1 What do you think of the situation?
- 2 Is this a common problem?
- 3 Who should the person talk to first?
- 4 What other advice can you think of?
- 5 What can you say to support and sympathise with this person?

#### C WRITE

Paragraph 1: Talk about the problem and say who to speak to.

Paragraph 2: Give more ideas and advice.

Paragraph 3: End the post and reassure the person.

#### D CHECK

- modal verbs
- conversational tone

## PROGRESS REVIEW 2

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

### VOCABULARY Money and marketing

#### 1 Complete the words in the dialogues.

- 'Do you think this gadget is expensive?'  
'No, not at all. It's a b.....!'
- 'Who's that celebrity in the advert?'  
'It's Keira Knightley. She always p.....  
that perfume.'
- 'Why does your neighbour drive a huge car?'  
'Probably because it's a status s.....'
- 'Shall we go to that restaurant over there?'  
'No, it's a rip-.....! Let's try this one.'
- 'Your new ring looks really valuable.'  
'Sadly, it's plastic and it isn't w.....  
much.'
- 'Are you going to come to the concert?'  
'No, I can't a..... it. I've spent all  
my money.'

I can express my attitude to shopping and money.

MY EVALUATION

### READING An interview

#### 2 Match 1–6 with a–f.

- |                                       |            |
|---------------------------------------|------------|
| 1 That girl is a famous fashion ..... | a channel. |
| 2 I watch videos on her beauty .....  | b blogger. |
| 3 She knows other internet .....      | c brands.  |
| 4 She also met a cool hip hop .....   | d window.  |
| 5 She promoted some luxury .....      | e stars.   |
| 6 We saw the products in a shop ..... | f artist.  |

I can infer the attitudes of people from what they say in a text.

MY EVALUATION

### LANGUAGE FOCUS Adverbial clauses and phrase of reason

#### 3 Find the mistakes in these sentences and correct them.

- Her sister can't get the good job so she doesn't have enough qualifications.
- As getting the poor scores in the exam, he felt deeply disappointed.
- We couldn't drive to the wedding party on time because the bumpy road.
- That boy isn't allowed to enter the club since he not old enough.
- Because of the weather is terribly bad, the drivers have to drive very slowly.

I can find out information from a partner.

MY EVALUATION

### VOCABULARY Shops and shopping

#### 4 1.30 Listen to the dialogue in a clothes shop and complete the text.

##### Welcome to TopWear!

##### A few things about our shop ...

You're very welcome to <sup>1</sup>..... clothes in one of our <sup>2</sup>..... changing rooms – you can find these on the ground and <sup>3</sup>..... floors. If, for any reason, you'd like to bring clothes back, please return them to the shop within <sup>4</sup>..... days – you'll need to bring along the <sup>5</sup>..... We're always happy to give customers their money back or <sup>6</sup>..... items. You can do this in the shop where you bought the clothes or in one of our <sup>7</sup>..... other shops around the country. Don't forget that if you can't find your size, you can order it at the <sup>8</sup>..... and we'll <sup>9</sup>..... it to you within <sup>10</sup>..... working days. You can also order from our website: [www.topwear.com](http://www.topwear.com).

I can use visuals to understand a spoken text.

MY EVALUATION





## LANGUAGE FOCUS Future forms

### 5 Choose the correct options.

- 1 Nina has saved some money and now she's going to get / she'll get / she gets that new smartphone.
- 2 We need to get up early tomorrow. Our train will leave / leaves / leave at 7.30.
- 3 'I've forgotten my purse!' 'Don't worry. I pay / I'll pay / I'm paying for your ticket.'
- 4 'Can you meet me at the shopping centre at 7.00?' 'No, sorry. I'm visiting / I visit / I'll visit my grandparents this evening.'
- 5 In the future, people aren't going / don't go / won't go to the shops any longer.
- 6 'I want to buy some trainers next week.' 'Which brand do you buy / are you buy / are you going to buy?'

I can talk about plans and predictions.

MY EVALUATION



## SPEAKING A presentation

### 6 Complete Ruth's presentation with phrases a–h.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| a Another advantage is          | e I'd like to talk to you about a |
| b As you can                    | f I think you'll                  |
| c Finally, one big advantage of | g It's worth                      |
| d First of all, it's            | h Let me start by                 |

Hi. I'm Ruth, and today <sup>1</sup>..... new product. It's a special towel for sport or holidays. <sup>2</sup>..... showing you some of the different features of this product. <sup>3</sup>..... much smaller than normal towels. <sup>4</sup>..... see, I can easily hold it in one hand. <sup>5</sup>..... mentioning that it's very light and it's perfect for the beach or the sports centre. <sup>6</sup>..... that it dries more quickly than a traditional towel. It feels dry after just thirty minutes. <sup>7</sup>..... the towel is that it comes in twelve different colours. So you'll definitely find a colour that you like. <sup>8</sup>..... agree that the product is convenient and practical. It's in the shops now, so don't miss out!

## WRITING A letter to a pen pal

### 7 Complete the text with the words and phrases.

much consideration    great potential  
To achieve    as well as    competitive  
I'm confident that    a positive impact  
stay in touch

380/8A Trần Phú Street

Hồ Chí Minh City

26<sup>th</sup> May, 20...

Dear Amy,

It has been for a while since we last met in Hà Nội. How is everything? I hope this letter finds you in good health and high spirits.

I'm so glad to share some exciting news with you. After <sup>1</sup>....., I decided to pursue a career in AI. As you know, AI is a rapidly growing field with <sup>2</sup>..... for both innovation and impact. I'm really into in how AI can be used to solve complex problems and improve people's lives. <sup>3</sup>..... this goal, I'll try to work hard to develop my skills

<sup>4</sup>..... my knowledge in computer science. I'm planning to enrol at a renowned university close to my home to obtain a master degree in computer science and enhance my knowledge and expertise. I know this field is not only <sup>5</sup>..... but also challenging; however, I'm excited about the opportunities it offers.

<sup>6</sup>..... my passion and dedication will allow me to succeed in this career and make a <sup>7</sup>..... on the world.

I'd love to hear about your own future career and any exciting plans you have for the future. As always, it's great to <sup>8</sup>..... with you.

Hope to hear from you soon.

With love,

Uyên

I can talk about my future career plans.

MY EVALUATION



I can vary the speed and emphasis of my voice when giving a presentation.

MY EVALUATION



## VOCABULARY Feelings and emotions

**8** Complete the sentences with the correct form of the words in brackets.

- 1 We felt ..... when we learned about the science of emotions. (surprise)
- 2 Some colours are ..... for people. (relax)
- 3 There was a real feeling of ..... at the concert. (excite)
- 4 You can tell when people feel ..... (bore)
- 5 The students seemed ..... when they opened the exam paper. (worry)
- 6 My brother had a look of ..... on his face. (annoy)

I can ask and answer questions about feelings.

MY EVALUATION 😞 😐 😊 😄

## READING An investigation

**9** Complete the compound adjectives with the words.

blooded eyed haired left open well

- 1 He's a good boy. He's .....-behaved.
- 2 She's tall and blue-..... like her dad.
- 3 I'm .....-handed. I always write with that hand.
- 4 There's a beautiful long-..... rabbit in the zoo.
- 5 Is he .....-minded? Does he like new ideas?
- 6 That creature is a reptile. It's cold-.....

I can identify an author's audience and intention.

MY EVALUATION 😞 😐 😊 😄

## LANGUAGE FOCUS Possibility and certainty

**10** Complete the sentences with the words.


can't have could be may feel may hear  
might discover must have

- 1 Evidence shows that elephants ..... feelings. Experts say that they express sadness in a number of different ways.
- 2 Scientists think that when dolphins jump, they ..... happy, but they aren't sure.
- 3 If you listen carefully, you ..... the dolphins making noises to communicate.
- 4 People feel that microorganisms ..... emotions because they're too small.
- 5 It's possible that scientists ..... more about animal emotions in the future.
- 6 Some small creatures ..... unhappy at certain times, but we don't know for sure.

I can express possibility and certainty.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY AND LISTENING Music, mood and health

**11**  1.31 Listen to three situations. Match 1–8 to a–h.

- |                              |                |
|------------------------------|----------------|
| 1 The swimming instructor is | a patient.     |
| 2 The swimmers should        | b calm down.   |
| 3 Martha sounds              | c excited.     |
| 4 Martha wants Katie to      | d concentrate. |
| 5 Katie thinks Martha should | e speed up.    |
| 6 The drama teacher is very  | f annoyed.     |
| 7 Jack needs to              | g cheer up.    |
| 8 The other students have to | h slow down.   |

I can identify a speaker's tone and purpose.

MY EVALUATION 😞 😐 😊 😄

**LANGUAGE FOCUS Ability, advice and obligation**

**12 Choose the correct options.**

- 1 When my dad was younger, he can / could / will be able to play the violin really well.
- 2 If we sit at the front tomorrow, we 'll be able to / could / couldn't hear the singer better.
- 3 You have to / should / mustn't listen to music on your bike because you can't hear the cars.
- 4 We don't have to / mustn't / must perform in the concert. We can choose to watch instead.
- 5 It's good to listen to classical music when you study. You shouldn't / should / mustn't try it.

I can talk about obligation and abilities.

MY EVALUATION



**SPEAKING Talking about feelings**

**13 Correct the words in bold. Then practise with your partner.**

- Adele What's the matter? You look stressed.  
 Erin I am! I found out that I failed the history test.  
 Adele **I** really sorry to hear that.  
 Erin I have to do the test again on Friday.  
 Adele Oh no! You **2** might be feeling really fed up!  
 Erin Yes, I don't want to do it again.  
 Adele I **3** must imagine.  
 But listen, **4** not worry! I can help you to revise.  
 Erin Thanks, Alison. That's really kind of you.  
 Adele Yes, cheer **5** down!  
 And **6** watch on the bright side.  
 .....  
 It's on Friday, so your weekend is still free. It's not the end of the **7** life!  
 .....  
 Erin Yes, you're right, Adele.  
 Adele You just **8** has to think positively!  
 .....

I can express sympathy and support.

MY EVALUATION



**WRITING A post on an advice forum**

**14 Choose the correct words.**

**Advice FORUM**

Quỳnh Mi

I sit near my best friend at school, but she always talks to me and I can't do my work. What can I do?



**1** ..... Quỳnh Mi.

This ~~is~~ an annoying situation for you, isn't it? **2** ..... have a think. For a **3** ....., you should talk about this with your friend. Explain that you like talking to her ~~outside lessons~~ but you need to study in class.

What **4** ..... reckon?

What **5** .....? You could speak to another person about the situation. I **6** ..... your teacher will listen and understand. Perhaps your teacher could put you next to another student sometimes?

And one **7** ..... thing, you were right to ask for help. It's always important to share problems, IMO.

**8** ..... good luck and I hope that everything works out for you at school.

Phường Trúc



- |              |            |           |
|--------------|------------|-----------|
| 1 a Here     | b Hey      | c How     |
| 2 a Let's    | b Let us   | c Let     |
| 3 a starting | b starts   | c start   |
| 4 a are you  | b did you  | c do you  |
| 5 a else     | b other    | c also    |
| 6 a worry    | b sure     | c bet     |
| 7 a another  | b more     | c lastly  |
| 8 a Anyway   | b Anything | c Anytime |

I can write a post giving advice on an internet forum.

MY EVALUATION



# 5 English and world discovery

## VOCABULARY • Discovery and invention

I can talk about different discoveries and inventions.

✦ CLIL p94

✦ Language Focus  
Reference p103

**THINK!** Name five inventions from the last 100 years and five inventions from previous centuries.

- 1 Complete the gaps in the stories about discoveries 1–8 with the words in the box. Which sentence do you think is false?

capsule drug electricity headaches  
life microchip radar species


### STUDY STRATEGY

#### Learning new words in families

When you learn a new word, study other words in the same family in your dictionary. Learning words in families makes them more memorable and helps you learn a lot of words quickly.

- 2 Study the words in **blue** in the stories about discoveries. Copy and complete the table with the base form of each verb and a noun for each of the verbs.


Verb (base form)	Noun
invent	invention
design	design

- 3  1.32 Watch or listen to four people talking about inventions. Write down the inventions or discoveries they mention.

### KEY PHRASES

#### Talking about discoveries and inventions

It's hard to imagine life without ...  
I think that someone needs to invent ...  
I can't think of anything better than ...  
... is / are at the top of my list.

- 4  **USE IT!** Think of answers to questions 1–3. Then compare your ideas with a partner. Use the key phrases.

- 1 What do you think is the best and the worst discovery or invention?
- 2 Which three discoveries or inventions are most useful for school?
- 3 What invention do we need in the future?



1 People **invented** the wheel more than 5,000 years ago. Recently, in a survey of the most important inventions of all time, people chose the wheel, the internet and .



2 Before Robert Watson-Watt **designed** a modern  system, people had more primitive methods for detecting an enemy.



3 John Pemberton was a pharmacist who hoped to **cure**  with a mixture of coca leaves and cola nuts. An assistant accidentally added water, **creating** a drink which later became Coca-Cola.

### Finished?

Think of an invention. Write what it does and how it works. Read your description to a partner for him / her to guess.

# Discovery stories

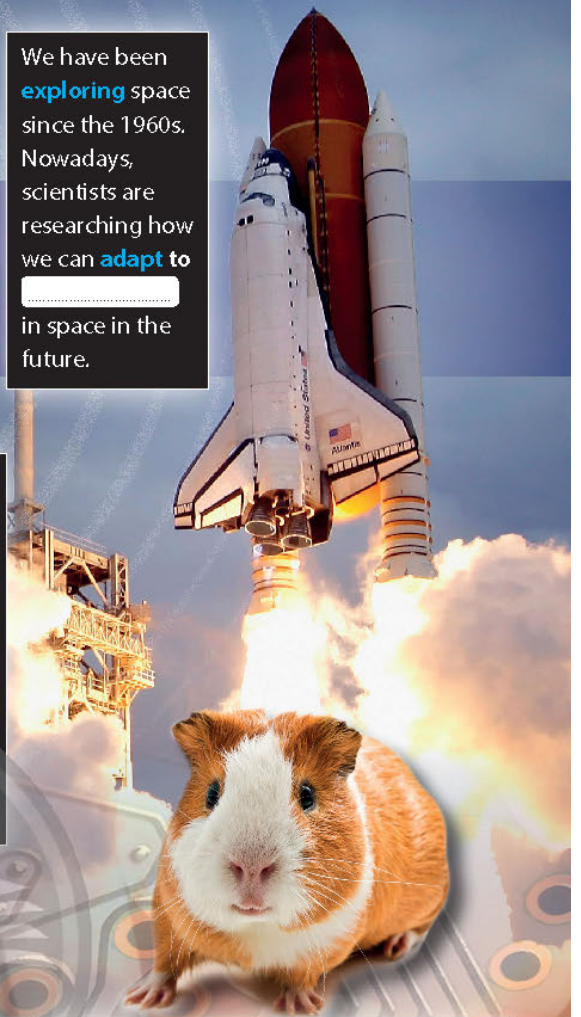
4

We have been **exploring** space since the 1960s. Nowadays, scientists are researching how we can **adapt** to  in space in the future.



5

In 1865, Jules Verne wrote *From the Earth to the Moon*. In this story, he **imagined** astronauts travelling from Florida to the moon in an aluminium . In 1969, that really happened.



6

People sometimes **experiment** with their own bodies. Professor Kevin Warwick implanted a  into his arm and into his wife's arm. Now, when she feels something, he feels it too.

7

When researchers **develop** a new , they often use animals to **test** it, but they also pay people – 'human guinea pigs'. These people stay in comfortable clinics and receive good care while they do this risky job.



8

Scientists identify approximately 18,000 new  every year. In 2015, they **discovered** this beautiful sea creature near Japan. They also found the fossil of a unicorn, which has **become extinct**.



**THINK!** What is the role of the English language in world discoveries and inventions?

**1**  1.33 Read and listen to the text. Write *true*, *false* or *NG* (not given).

- 1 English helps to record inventions and discoveries. ....
- 2 English is the only language for the publication of books on world inventions and discoveries. ....
- 3 All inventions and discoveries were carried out by English researchers. ....
- 4 All books written by non-English speaking scientists were translated into English. ....

**2** Study the highlighted words in the text. What do they mean? Explain your answers using some of the key phrases.

### KEY PHRASES

I believe this word means ... because ...  
 I recognise part of the word, it means ...  
 If I have to take a guess, I will say this word means ...  
 I wish I would have a close guess, but I am not sure. This word might be about ...

**3 VOCABULARY PLUS** Find the noun form of words 1–5 in the text. Which four suffixes can you identify?

- 1 explore (v) .....
- 2 develop (v) .....
- 3 advance (v) .....
- 4 invent (v) .....
- 5 communicate (v) .....

**4**  **USE IT!** Work in groups. Brainstorm some ideas for the role of English in your studies.

Let's think about how English widens our knowledge when we surf the internet.

We could find huge information written in English by experts worldwide.

## English and world inventions and discoveries

English is often considered to be the international language of science. The spread of English never stops going hand in hand with many world-changing discoveries and inventions. English proves to stand the test of time and becomes an effective tool in **communication**, in the **documentation** and **sharing** of discoveries and inventions.

In communication, the use of English helps to promote international cooperation and aims to **encourage** significant scientific advancements. English **enables** scientists, engineers, explorers, and inventors worldwide to think of new ideas and to share their findings.

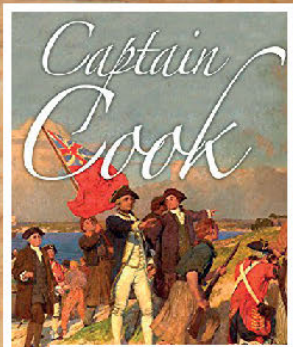
For ease of information storage and sharing, scientists like **employing** English to document and share the knowledge of inventions and discoveries, creating **easy access** to the development of various fields. The reaches of human thought are widened thanks to scientific publications (original or translated versions) on, for example, Isaac Newton's law of gravitation, Thomas Edison's key inventions including the light bulb and recorded sound, Christopher Columbus's and James Cook's explorations of new lands, etc. Therefore, translating a wide variety of books written by non-English speaking scientists into English **allows** the books to reach the masses.

It is hard to imagine life without the English language. If it were not for the English language, would there be another language to play the same role? Or do you wish you could invent a more effective **alternative**?

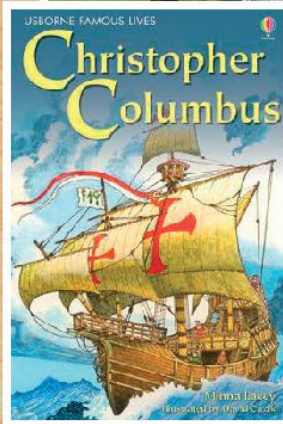
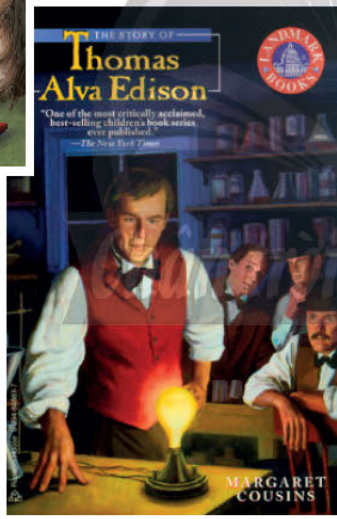
# 5

## LANGUAGE FOCUS • Gerunds and infinitives

I can talk about likes, dislikes and know how to use *to*-infinitive after some verbs.



The #1 New York Times best-selling series



### Finished?

Write a paragraph about your likes and dislikes for your future career using your answers from exercise 3.

### 1 Study examples a–f. Then match them with rules 1–2.

- a Scientists like **employing** English to share the knowledge of inventions. ....
- b English serves as a medium for communication with those who love **listening** to new updates. ....
- c English enables scientists **to collaborate** on new ideas. ....
- d Translating books into English allows them books **to be** more accessible to the masses. ....
- e Those who are not fluent in English hate **using** English to write scientific journals. ....
- f They dislike **working** in groups with lazy classmates. ....

### RULES

- 1 We use gerunds (the *-ing* form of verbs) after some verbs, e.g. *like, love, enjoy, dislike, hate, suggest*.
- 2 We use infinitives (the base form of verbs) after some verbs, e.g. *aim, enable, employ, allow, prove*.

### 2 Complete the sentences with the gerund or infinitive form of the verbs in brackets. Which rule (1–2) in exercise 1 explains your answers?

I love **working** (work) with nature rather than against it.


- 1 **I hate** ..... (do) business because I don't like ..... (calculate).
- 2 **I love** ..... (learn) social work because **I have a passion** for community service.
- 3 Knowing English **enables me** ..... (discuss) with my foreign friends.
- 4 **I dislike** ..... (become) a chef because **I'm not good at** cooking.
- 5 In the future, **I aim** ..... (be) a great scientist because **I really enjoy** ..... (find) out new things.


### 3 USE IT! Talk about your likes and dislikes about your future career. Use the blue phrases from exercise 2.

I love reading books about history because I want to know about the past.


Hmm, I dislike learning history because I have a short memory for events and dates.

**THINK!** How many planets can you name in English?


- 1 Read the live chat and check the meaning of the words in **blue**.
- 2 Think about questions a–g. Do you know any of the answers? Compare your ideas with a partner's.
- 3  1.34 Listen to the podcast. Which of questions a–g do the experts answer? Did you hear any of your answers?

- 4  1.34 Read 1–6. Then listen again and complete the sentences with information from the podcast.

- 1 In four billion years, our sun will be about ..... hotter.
- 2 You can't hear music or voices in space because it's a .....
- 3 The presenter mentions a video of an astronaut playing the guitar in the .....
- 4 The meteor in 2015 was ..... miles from Earth.
- 5 The meteor was travelling at ..... kilometres an hour.
- 6 ..... are more dangerous than sharks – they kill ..... people a year.

- 5  1.35 **PRONUNCIATION:** The letters **ea** Listen to the words and then repeat. In which two words are the letters **ea** pronounced in the same way?

death disease earth threat

- 6  **USE IT!** Make as many questions as you can using the **blue** words. Then share your questions with the class. Which questions would you send to a live chat?

How many species are there on Earth?  
Is there more than one universe?

## WHAT IF ... ?

Live chat followed by our weekly podcast

This week – Send us your science questions about Earth and space.



If a coin fell on me from a skyscraper, would it kill me?

No. **Gravity** would accelerate it a bit, but a coin is flat and small, so it would fall quite slowly through the air. It wouldn't really hurt you. A metal biro **WOULD** be dangerous.



What would happen if everyone on **Earth** jumped at the same time?

Not much. Tell me when you organise it!



What **disease** is the biggest **threat** to **humans**?

If we aren't careful, diseases will become resistant to antibiotics. So something which isn't dangerous now might be **VERY** dangerous in the future, and could become an epidemic.

- a) What will we do if the **sun** dies?
- b) If an **astronaut** played the guitar in **space**, would anyone hear it?
- c) Is there life on Mars or any other **planet**?
- d) What are the chances of a really big **meteor** hitting Earth?
- e) Which **species** causes the most **deaths**?
- f) How many **stars** and planets are there in the **universe**?
- g) How would we greet **aliens** if they came to Earth? Is there a plan?





# 5

## LANGUAGE FOCUS • Conditionals • wish

I can talk about possible and hypothetical situations and make wishes.

### Conditionals

- 1 Study sentences a–g and match them to the types of conditional 1–3.
- a Sound doesn't travel if there isn't any air.
  - b Diseases will become resistant to antibiotics if we aren't careful.
  - c If it rains, we can stay at home.
  - d If she studies hard, she may pass the exam.
  - e If you don't hurry, you might miss the last train.
  - f If I had more time, I could visit you.
  - g If he were here, he would help us.

#### RULES

- 1 We use the **zero conditional** for a fact or a situation which is generally true.
- 2 We use the **first conditional** for a situation which is possible and probable.
- 3 We use the **second conditional** for a situation which is possible but not probable.
  - *can, could, may, might ...* are used in conditionals to express possibility, uncertainty or permission.

- 2 Complete the table with the words in the box.

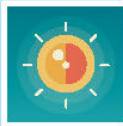
past present will

Type of conditional	if clause	Result clause
Zero	present	1 .....
First	present	2 ..... + base form
Second	3 .....	would + base form

- 3 Study the examples of conditionals in the visitor's guide. Choose the correct verb forms.

### EARTH – A VISITOR'S GUIDE

- Welcome to Earth! We're between the planets Venus and Mars.
- To survive, humans need food and water – but if we <sup>1</sup>**eat / eaten** too much food, we become ill.
- Most plants here need water, food and light. If you keep a plant in the dark, it <sup>2</sup>**won't / wouldn't** grow.
- We love being outside in the sun, but if we don't use special protection, our skin <sup>3</sup>**burns / burnt!**
- We're friendly, but people here can be selfish. If we <sup>4</sup>**share / shared** things more, it would be a better place.
- There are a lot of us here. If our population <sup>5</sup>**grows / grew** more, we'll need a new place to live.
- A lot of other species are near extinction. If we don't protect them, <sup>6</sup>**they'll / they'd be** disappear.



### wish

- 4 Study the examples and complete the rule.
- 1 We wish that researchers found a way to prevent the use of deepfake technology for evil purposes soon.
  - 2 They wish someone **invented** a machine to clean up ocean plastic.
  - 3 I wish we **would** invent cures for all types of cancer soon.
  - 4 I wish she **were** able to afford an AI robot to do household chores.

#### RULE

We use the ..... tense to make wishes about a present situation which is not currently true or does not happen.

- 5 Rewrite the sentences.

- 1 He wants to speak to aliens from space.  
He wishes .....
- 2 His English is not good enough to study space science.  
He wishes .....
- 3 They can't afford explorations to discover new species.  
They wish .....
- 4 She is not strong enough for the journey to Sơn Đoòng cave.  
She wishes .....

- 6 **USE IT!** Complete questions 1–6 with the correct verb forms.

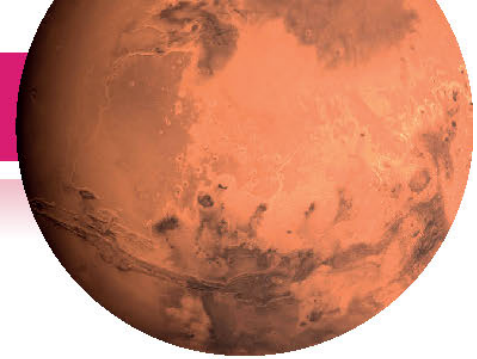
- 1 If you ..... (be) a millionaire, what would you do?
- 2 If you travelled to Mars, what things from Earth ..... (you / miss)?
- 3 If you could only take three species of animal to another planet, which ..... (you save)?
- 4 If you travel in the future, where ..... (you / go)?
- 5 Do you wish you ..... (become) the best student in the school?
- 6 Do you wish you ..... (own) a car or rely on public transport?

#### Finished?

Work in pairs. Ask and answer the questions in exercise 6.

# 5 SPEAKING • Giving opinions

I can discuss a topic and express my opinion in different ways.



**THINK!** Would you like to go into space? Why / Why not?

**1** Read the task. Then read opinions 1–4. Which comments are in favour of space exploration? Which are against?

▶ **TASK**  
 Read the statement. Discuss the topic and give your opinion.  
 “Space exploration is a waste of money.”

- 1 It would be better to spend money on other things.
- 2 We need to know what’s out there.
- 3 Scientists do useful experiments there.
- 4 Earth has its own problems. We should fix them first.

**2** 1.36 Watch or listen to Sam giving his opinion about the topic. Choose the correct option.

- a He’s mostly in favour of space exploration.
- b He’s completely in favour of space exploration.
- c He’s mostly against space exploration.
- d He’s completely against space exploration.

**3** 1.36 When we give opinions about something, it’s a good idea to vary the phrases that we use to introduce those opinions. Listen or watch again. Which key phrases does Sam use?

## KEY PHRASES

**Giving opinions: avoiding repetition**

I believe / don’t believe (that) ...  
 In my opinion, ...  
 I doubt that ...  
 There’s no doubt (in my mind) that ...  
 It’s true / It isn’t true that ...  
 I can / can’t see why people think that ...  
 As far as I can see, ...  
 If / When you think about it, ...

**4** **USE IT!** Follow the steps in the Speaking Guide.



## SPEAKING GUIDE

**A TASK**  
 ‘It’s important and necessary that we use animals in research to test products and drugs.’ Discuss.

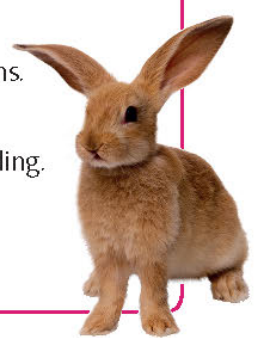
**B THINK AND PLAN**

- 1 Think about the topic. Which of these words are useful for you?  

alternatives companies cruel  
 cure develop disease essential  
 products test useful
- 2 Think about what you’re going to say. Make notes. Use the key phrases.

**C SPEAK**  
 Record yourself giving opinions.

**D CHECK**  
 Watch or listen to your recording. What can you improve?  
 • avoiding repetition  
 • speaking clearly  
 • pronunciation



## 5

## WRITING • An opinion passage

I can present my opinions about a topic in a structured way.

**THINK!** Do you think English is useful in the field of science, e.g. space exploration? Why / Why not?**1** Read the passage and answer the questions.

- 1 How many reasons does the writer give in favour of the importance of English in the field of science?
- 2 Which of the opinions do you agree or disagree with?
- 3 Which conditional sentences does the writer use?

**Do you think that English is the universal form of communication in science?**

The need to integrate into the globalised world **suggested finding** a common language for better communication. Throughout the course of time, English has proved itself to be a key factor in connecting the world effectively. Many people **suggest learning** English to catch golden opportunities in professional life. Others may be against English thinking it poses challenges for non-English speakers. However, I am definitely in favour of English.

In the first place, English is widely spoken as an official language and as a second language in a large number of countries. Furthermore, in the field of science, English is currently the best way to share one's research findings with international scientists. English is, most of the time, a dominant language in the field of space exploration and on the International Space Station. Finally, English plays a crucial role in various industries including business, education, tourism, medicine, etc. If there were no common language, rather simple to learn like English, how would those scientists work together? Who can **suggest creating** a constructed language, with a simple grammatical structure and regular vocabulary, easy enough to master in the shortest time possible?

In summary, it is my opinion that English is vital, especially in scientific communication and collaboration worldwide.

**2** Find the key phrases in the text. Which phrases ...

- 1 help to express an opinion?
- 2 help to contrast different ideas?
- 3 help to list reasons and arguments?

**KEY PHRASES****Explaining a point of view**

I am (definitely) in favour of / against ...  
 In the first place, ...  
 Furthermore, ...  
 Finally, ...  
 However, ...  
 It is my opinion that ...

**Language point: suggest + V-ing****3** Study the words in blue in the passage. Then complete the sentences.

- 1 Some doctors suggest (experiment with AI) .....
- 2 Many scientists suggest (create more satellites) .....
- 3 World scholars suggest (carry out further research) .....
- 4 Researchers suggest (develop submarine technology) .....

**4**  **USE IT!** Follow the steps in the Writing Guide.**WRITING GUIDE****A TASK**

Write a passage (100–120 words) giving your opinion about the use of animals in scientific research.

**B THINK AND PLAN**

- 1 What do you know about this subject?
- 2 Why does it happen?
- 3 Are you in favour of it or against it? Why?
- 4 Are there any alternatives?
- 5 Do you think that the alternatives would work?

**C WRITE**

Paragraph 1: Explain the situation. Say if you're in favour of it or against it.

Paragraph 2: Give your main reasons for being in favour of or against the situation.

Paragraph 3: Summarise your arguments and repeat your opinion.

**D CHECK**

- paragraphs
- phrases to list and explain your opinions, reasons and arguments
- conditional sentences
- gerunds and infinitives



# 6 The self

## VOCABULARY • Types of people

I can talk about what kind of person I am.

CLIL p95

Language Focus Reference p104


**THINK!** Do you think people are born with a specific personality or is their personality shaped by their life experiences?

- 1 Read the quiz and check the meaning of the words in **blue**. Then match five of the words with an opposite personality type in the box.

dreamer introvert leader  
pessimist rebel team player

dreamer realist

- 2 Do the quiz. Then write a list of 4–6 words that describe you.

- 3  2.02 Watch or listen to three pairs of friends talking about their personality. Are they 'chalk and cheese' or 'birds of a feather'?


**birds of a feather**  
(flock together) idiom  
*people of the same sort  
(are found together)*

**chalk and cheese idiom**  
*when two people are  
completely different  
from each other*

1 Olivia and Tegan

2 Sam and Joelle

3 Daniel and Rob

- 4  2.02 Study the Key Phrases. Then watch or listen again. What type of person is each speaker?

### KEY PHRASES

#### Comparing personality

I'm more of a ...


To be honest, I'm a bit of a ...

I tend to ...

I suppose so.

I'm the opposite / same.

Me, too.

- 5  **USE IT!** Work in groups. Discuss personality of a famous people. Use the words from exercise 1.

1 **Have you got your feet on the ground or your head in the clouds?**

a I'm a **realist**. I like facts. I don't spend all day dreaming.

b I love stories and using my imagination.

The real world can be boring!

c It depends. It's nice to dream occasionally.

# PERSONALITY QUIZ

**2** Hippies and punks didn't conform with society. How do you see yourself?

- a A **conformist**, and that's fine. Why fight against everything?
- b I really don't like to conform. We need to change the world!
- c I have a rebellious side, but people don't always see it.



**3** What's your outlook? Are you generally positive?

- a Yes, I'm definitely an **optimist**.
- b I worry quite a lot and often expect the worst.
- c It depends on my mood and if the sun is shining.



**4** How do you see yourself in a group?

- a I'm a bit of an **extrovert** and usually like being at the centre of things.
- b I think it's better to be a **loner** sometimes. Groups can get complicated.
- c I'm OK in groups of people, but I'm more of a **follower** than a leader.



**5** Do you prefer chilling out at home or being out and about?

- a I'm a **nature-lover**. I prefer being by the ocean or in the mountains.
- b I'm a bit of a **couch potato**, to be honest. I prefer being at home.
- c I'm equally happy walking in the fresh air or relaxing on the sofa.



**THINK!** Do you know any poems? Have you ever written one?

**1**  2.03 Read and listen to the poem. Choose the correct options in the summary below.

- The poem is about clothes and image / identity / bullies.
- The author is afraid / brave / a dreamer.
- The audience for this poem is bullies / friends / everyone.


**2** Read the poem again. Which of ideas 1–6 are in the poem? Write *true* or *false* for each idea and explain your answers using lines from the poem.

The writer is sometimes confused. (Verse A)  
True – 'At times things seem so certain; at times they don't.'

- The writer's identity and personality are clear for other people. (Verse B) .....
- It's OK to be different. (Verse C) .....
- Our personalities can have many sides. (Verse D) .....
- The writer thinks that clothes reflect personality. (Verse D) .....
- You can avoid bullies if you stand out from the crowd. (Verse E) .....
- The writer isn't worried what people think about him / her. (Verse F) .....

**3 VOCABULARY PLUS** Match phrases 1–5 with the correct meanings a–e.

- Don't judge a book by its cover.
  - Take me as you find me.
  - Stand out from the crowd.
  - He's got his head in the clouds.
  - He's got his feet on the ground.
- a Be different from other people.  
b Appearances don't tell you everything.  
c He's a realist.  
d He's a dreamer.  
e You should accept me; don't try to change me.

**4**  **USE IT!** Choose your favourite lines from the poem. Compare with a partner. Say why you feel that way.

I like this line. I think it has a strong message: it doesn't matter what others think of you.

I like these two lines because they have the best rhyme.

## Be yourself

(A)

When you're looking in the mirror, tell me, what do you see?

It isn't always easy to find your own identity  
At times things seem so certain; at times they don't

Sometimes people lose themselves before they find their way again.

(B)

You might say that I'm a rebel 'cos of how I look  
You might say that I'm a nerd for reading all those books

So ... Dreamer? Leader? Loner? Lover?

Only I know what I am –

Don't judge this book by its cover.

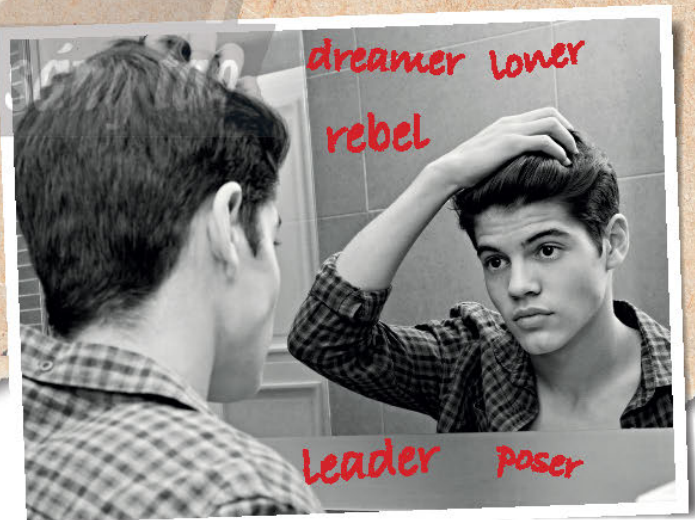
(C)

Be yourself – we can't all be the same

Be yourself – you're more than just a name

Be yourself – I'll give respect to you

I'll be myself, so please respect me, too.



Leader

loner

goth

(D)

Just like the landscape changes colour  
between day and night  
At different times we see ourselves in a  
different light  
So if I wear black clothes, it doesn't make me  
a poser  
And if I never win a race, it doesn't make me  
a loser  
It's what's inside that counts and it's not  
always simple  
Remember labels are for clothes; they're not  
for people.

(E)

And if bullies call you names, don't listen to  
their hate  
Fall down seven times, stand up eight  
Don't be afraid to stand out from the crowd  
You yourself know you've got reasons to  
be proud.

(F)

So I think you should know that I might not  
conform to  
Your ideas about me; it's best that I warn you  
That if you take me as you find me, I'll be  
more than happy  
But if you don't, it's not my fault – I won't say  
I'm sorry

To be myself – we can't all be the same  
I am myself – a lot more than a name.  
Be yourself, I'll give respect to you  
I'll be myself, so please respect me, too.

1 Complete these sentences from pages 60–61 with the correct reflexive pronouns. What are the other reflexive pronouns?

- Sometimes people lose ..... before they find their way again.
- I'll be ....., so please respect me, too.
- At different times we see ..... in a different light.
- You ..... know you've got reasons to be proud.

2 Read the rules. Which sentence in exercise 1 has an emphatic pronoun?

## RULES

- We use a reflexive pronoun when the object of the verb is the same as the subject.
- When a reflexive pronoun is used to emphasise the person or thing that is the subject, it is called an emphatic pronoun.

3 Complete the sentences with the correct pronouns. Then write *R* (reflexive) or *E* (emphatic).

- Oh dear. You've cut *yourself* really badly. *R*
- My parents enjoyed ..... at the cinema.
  - Katie told us ..... that she was leaving school. ....
  - My friends and I enjoy ..... most when we're hanging out in the park. ....
  - Did he teach ..... how to play the guitar? .....
  - The poem ..... is pretty good, but I don't like poetry in general. ....
  - I ..... am happiest when I'm reading a book. ....
  - How would you describe .....? .....
  - What activities do you like to do by .....? .....

4 **USE IT!** Work in pairs. Ask and answer questions 7 and 8 from exercise 3.

## Finished?

Answer the questions.

- How do you enjoy yourself?
- What clothes do you wear to 'be yourself'?
- What have you taught yourself to do?



**THINK!** What are the most useful things you can do during the summer holiday?

- 1 Read the text about summer courses and check the meaning of the words in **blue**. Then copy and complete the table with the words.

Adjective	Noun / Verb
1 .....	adventure (n)
2 .....	benefit (n / v)
challenging	3 .....
confident	4 .....
5 .....	
6 .....	
independent	7 .....
8 .....	responsibility (n)
9 .....	reward (n / v)
10 .....	socialise (v)

- 2 **2.04** Read the questions below. Then listen to the radio show. Choose the correct options.

- The first two speakers are ...
  - two presenters.
  - two experts.
  - a presenter and an expert.
- The people who call in are ...
  - teens asking for advice.
  - teens talking about past experiences.
  - parents requesting advice for their children.

- 3 **2.04** Listen again and answer the questions.

- What type of student can benefit from a character-building course?
- What skills can these courses help to develop?
- What is Andy worried about?
- What other activities do you have to do on the sailing course?
- How does Claire describe herself?
- What doesn't she want to do?

- 4 **USE IT!** Discuss the questions with a partner. Explain your answers.

- Which experience would be more rewarding for you?
- What chores are you responsible for at home?
- What's the most adventurous thing you've ever done?
- Do you like to try new challenges?

I think the Tall Ships Adventures would be more rewarding for me, because I think it'd make me more confident.



## Character-building courses for teens

Are you in the 15–18 age group? Do you want to do something different this summer? Here are some examples of summer courses where you can develop **beneficial** skills like teamwork, **confidence** and **independence**.

### Tall Ships Adventures

If you're an **adventurous** teen who wants a **challenge**, this might be for you. It's suitable for people with different physical abilities, and previous sailing experience isn't necessary. You'll be in a small space with all kinds of people, so if you're **sociable** and **easy-going**, you'll love life on a tall ship.



### Conservation Sites of Sea Turtles on Côn Đảo Island, Việt Nam

These volunteering trips to turtle conservation sites are **rewarding** for nature-lovers who want to help save sea turtles. You can visit these amazing sites to see mother turtles lay eggs, look after the hatchlings, then release them to the sea safely. You need to be **hard-working** and **responsible** because you'll be doing important tasks alongside professional scientists.



- 1 Study sentences a–f. Then choose the correct options to complete the rules.
- It's good to do something **that** challenges you.
  - You'll be with people **who** have similar interests.
  - You'll visit some amazing destinations **where** the only inhabitants are wild animals.
  - There are adults on board **whose** job is to teach you about sailing.
  - That's something **which** I'm worried about.
  - People **that** apply must be hard-working.

## RULES

- We can use the relative pronoun *who* or *that* when we refer to places / people.
- We can use *which* or *that* for people / things.
- We can use *whose* for people / possessions.
- We can use *where* for places / things.
- We usually put prepositions at the beginning / end of a relative clause.

- 2 Complete the sentences with *who*, *whose*, *where* or *which*. Which pronouns can be replaced with *that*?


- I don't know ..... bag this is.
- Alaska is a place ..... you can see wild bears.
- Is there anyone here ..... can speak Japanese?
- Tom is the man ..... lives next door.
- Sailing is something ..... I'd like to try.

- 4 Rewrite the sentences using defining or non-defining relative clauses.

- The book was very interesting. I borrowed it from the school library.  
The book .....
- Minh's bicycle broke down. He had to take a bus to school.  
Minh .....
- All the students passed. They studied hard for the test.  
All the students .....
- Hạ Long Bay is a magnificent natural wonder. It is located in Quảng Ninh province.  
Hạ Long Bay .....
- We're going to a place. We can see lions there.  
We're going .....

- 5  2.05 **PRONUNCIATION: *that* in relative clauses** Listen and repeat. What is the difference between *that* in the two sentences?

- That course sounds like a lot of fun.
- You'll visit places that you didn't know existed.

- 6  **USE IT!** Write definitions for places, things and people using relative clauses. Then read your definitions to a partner. Can they guess what it is?

It's an animal which lives in the Caribbean and swims under water ...

## Defining and non-defining relative clauses

- 3 Read the examples and study the rules.

- The student who (that) won the math contest last year is from Hà Tĩnh.
- Hà Nội, which is the capital of Việt Nam, is famous for its landscapes.

## RULES

- A defining clause gives information about the noun or pronoun it modifies. Defining clauses do not have commas. We use *that* instead of *who*, *which* in informal style.
- A non-defining clause gives extra information about the noun or pronoun it modifies and has a commas at the start. In non-defining clauses, we don't use *that*.

## Finished?

Write some sentences using defining and non-defining clauses.



**THINK!** What kind of summer job or voluntary work would you like to do?

- Woman What kind of summer programme are you looking for?  
 Caro I'd like to do something that involves volunteering.  
 Woman Why does voluntary work interest you?  
 Caro I want to do something useful, and meet people.  
 Woman Tell me about yourself. What type of person are you?  
 Caro Er ... Well, I see myself as an extrovert. And I suppose I'm an optimist.  
 Woman What would you say your strengths are?  
 Caro That's a good question. I'd say that I'm hard-working and, well, most people say I'm reliable.  
 Woman Tell me about a challenging experience that you have had.  
 Caro Let me see. Hmm ... a challenging experience in my life was when I ran a 5k race for charity. It was tough, but rewarding.  
 Woman That all sounds very positive. Would a project that involves sport interest you? We have some vacancies on our Tennis Mentoring programme.  
 Caro That would be great, thanks.



**3** 2.07 Watch or listen to the second dialogue. What voluntary work does the interviewer offer Ned? Which key phrases do you hear?

**4** **USE IT!** Work in pairs. Choose one of the volunteer opportunities and practise a dialogue: one person is the interviewer and the other person is the student. Use the key phrases. Then swap roles.

**1** 2.06 Read and listen to the dialogue. What type of voluntary work does the interviewer offer Caro? Practise the dialogue with a partner.

**2** Study the Key Phrases. Which key phrases do we use when we need a few seconds to think about our answers?

### KEY PHRASES

#### Giving answers in an interview

- I'd like to do something that involves ...
- I see myself as / I suppose I'm a(n) ...
- That's a good question.
- Let me see.
- I'd say / Most people say (that) I'm ...
- A (challenging) experience in my life was when ...

### Volunteer opportunities

- Be a volunteer English teacher for poor children in the neighbourhood
- Be an assistant in a local kindergarten
- Plant trees
- Clean up the streets of the neighbourhood at weekend
- Cook for the poor



## 6

## WRITING • A formal letter

I can write a formal letter to introduce myself and request information.

**THINK!** What are the differences between a letter and an email?**1** Read Lan's letter. Find examples of formal writing.**STUDY STRATEGY****Formal writing**Remember, we always write words out in full in formal writing, for example, *I'd = I would*.**2** Read the letter again. Put topics a–d in the order they appear in the text.

- reasons for interest in the programme
- polite request and practical details
- purpose of letter
- personality and relevant experience

31/1/11 An Dương Vương Street  
District 5  
Hồ Chí Minh City

Ms Ngô Phương Lan,  
Head, Personnel Department  
ABC Travel Group  
Hồ Chí Minh City

11<sup>th</sup> June, 20...

Dear Ms Ngô Phương Lan,

I am Lê Ngọc Diệp, a year 9 student. I am writing for further information about the volunteer tourism programme organised by ABC Travel Group advertised on your website last week.

This programme really interests me **because** I love gaining experience from tourism experts. I plan to study tourism at university **so that** I can become a tour guide, **so** it would be rewarding to have hands-on experience.

I was born with skills for problem solving and teamwork, which meets the requirements for a tour guide. Moreover, last summer's volunteer tourism programme gave me precious experiences on travelling software development.

I would be grateful if you could send me further information about the volunteer programme. I am about to take exams, **but** I will be available from 12<sup>th</sup> July.

I look forward to hearing from you.

Yours sincerely,

Lê Ngọc Diệp

**3** Find and complete the Key Phrases.**KEY PHRASES****Writing a formal letter**

Dear <sup>1</sup>.....,  
I am writing for <sup>2</sup>.....  
I would be grateful if you could <sup>3</sup>.....  
I look forward to <sup>4</sup>.....  
Yours sincerely, <sup>5</sup>.....

**Language point: Linkers****4** Study the **blue** words in the letter. Then complete the sentences with the words.

- I join an online course ..... I want to upgrade my knowledge.
- Tourism management is an interesting field of study, ..... it is quite difficult.
- He studied hard ..... he could achieve his ambitions.
- I love meeting people, ..... it would be great to work in tourism.

**5**  **USE IT!** Follow the steps in the Writing Guide.**WRITING GUIDE****A TASK**

Write a letter (100–120 words) requesting information about a volunteer programme.

**B THINK AND PLAN**

Make notes on the following topics:

- What programme are you interested in?
- What type of person are you?
- Why are you suitable for the programme?
- What are your plans and ambitions?

**C WRITE**

Paragraph 1: Who you are and the purpose of your letter

Paragraph 2: The reasons for your interest in the programme

Paragraph 3: Personality and relevant experience

Paragraph 4: Practical details and final request

**D CHECK**

- relative clauses
- linkers

## PROGRESS REVIEW 3

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

### VOCABULARY Discovery and invention

**1** Complete the sentences with one of the words from each pair.

adapt / adaptation   create / creation  
discover / discovery   explore / exploration  
imagine / imagination   invent / invention

- 1 Scientists now think that there is water on Mars. That's an amazing .....
- 2 Ava developed some great ideas for our design project. She has a fantastic .....
- 3 Scientists want to ..... the Amazon and look for new types of animals and plants.
- 4 Hezârfen Ahmed Çelebi created a new ..... in the 17<sup>th</sup> century – it was a set of special 'bird wings' that he could fly with.
- 5 Could you ..... to living in space?
- 6 The two governments want to work together and ..... a space programme.

I can talk about different discoveries and inventions.

**MY EVALUATION**

### LANGUAGE FOCUS Gerunds and infinitives

**3** Complete the dialogue with the gerund or infinitive form of the verbs in the box.

come   design   enter   learn   leave  
swim   watch

- Molly** Hi! Are you interested in <sup>1</sup> ..... to the beach later? We're planning <sup>2</sup> ..... from here at 4.00.
- Anna** Well, I love <sup>3</sup> ..... in the sea, but I can't come. I have design club after school.
- Molly** Design club? What's that?
- Anna** It's for <sup>4</sup> ..... about invention and design.
- Molly** <sup>5</sup> ..... new things sounds fun!
- Anna** Yes, why don't you join? We've created a flying robot and we're going <sup>6</sup> ..... it for a competition.
- Molly** Perhaps I'll come <sup>7</sup> ..... next week.

I can talk about likes, dislikes and know how to use to-infinitive after some verbs.

**MY EVALUATION**

### READING A text

**2** Complete the sentences with the noun form of the words in brackets.

- 1 The ..... of space has led to numerous scientific breakthroughs. (explore)
- 2 The ..... of technology has significantly impacted our daily lives (develop)
- 3 The ..... in digital technology have improved the way we perform daily tasks such as navigating traffic. (advance)
- 4 Alexander Graham Bell's ..... of the telephone led to modern telecommunications technology. (invent)
- 5 Effective ..... plays an important role in building strong relationships. (communicate)

I can guess the meaning of words in a text using context and previous knowledge.

**MY EVALUATION**

### VOCABULARY AND LISTENING Life and the universe

**4** 2.08 Listen to the radio programme about spacewalks and complete the sentences.

- 1 Most people think that ..... are the biggest threat on a spacewalk.
- 2 Parmitano was doing a spacewalk from the International Space Station ..... kilometres above .....
- 3 The problem in Parmitano's helmet was made worse because of the zero .....
- 4 There haven't been any deaths on spacewalks since they first started in .....
- 5 People can sometimes see ..... on a spacewalk. It isn't always dark.

I can listen for detailed information.

**MY EVALUATION**



## LANGUAGE FOCUS Conditionals, wish

### 5 Complete the sentences with the correct conditional form of the verbs in brackets.

- If you ..... (go) outside tonight at 11.00, you ..... (see) a meteor in the sky. (first conditional)
- If an astronaut ..... (not do) exercise, he or she ..... (become) ill. (zero conditional)
- She ..... (not win) the prize unless she ..... (work) hard. (first conditional)
- If you ..... (speak) to the inventor of the internet, what ..... (you / say)? (second conditional)
- Do you wish you ..... (become) a film star in the near future?
- I wish someone ..... (invent) a teleporting machine in real life.

I can talk about possible and hypothetical situations and make wishes.

MY EVALUATION 😞 😐 😊 😄

## SPEAKING Giving opinions

### 6 Choose the correct words.

In future, should drivers pay to take their cars into the centre of big cities in order to stop pollution?

Well, it's <sup>1</sup> **true / truth / truly** that scientists are concerned about increasing pollution levels in our cities and there's <sup>2</sup> **not / nothing / no doubt** in my mind that this could be a big problem in the future. I <sup>3</sup> **believe / believe / belief** that we all need to take this threat seriously because when you think <sup>4</sup> **to / around / about** it, air quality affects everybody. As <sup>5</sup> **far / long / best** as I can see, making drivers pay at busy times to go into city centres could help the problem.

<sup>6</sup> **In / On / Of** my opinion, it would reduce the amount of traffic and pollution. Of course, I can see <sup>7</sup> **what / why / who** some people think it's a bad idea – nobody likes paying for things! If the government made drivers pay, I <sup>8</sup> **doubted / doubts / doubt** that it would be popular at first, but in the end, everybody would see the benefit of cleaner air.

I can discuss a topic and express my opinion in different ways.

MY EVALUATION 😞 😐 😊 😄

## WRITING An opinion passage

### 7 Complete the text with the words and phrases.

Finally   Furthermore   suggests  
I believe   in favour of   In the first place

If multilingual devices were widely used in daily life, would we need to learn English?

The need to communicate worldwide <sup>1</sup> ..... popularising the wide use of multilingual devices. However, I am definitely <sup>2</sup> ..... learning English because human communication cannot be carried out by technology alone. Moreover, English is currently widely spoken and is one of the key languages of international business, scientific research, etc.

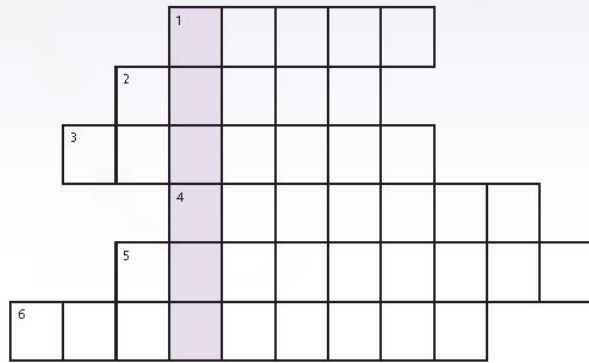
Learning a foreign language including English has many benefits. <sup>3</sup> ....., it improves intelligence and memory, lowers the risk of brain aging and Alzheimer's disease. <sup>4</sup> ....., it develops soft skills such as problem-solving skill. <sup>5</sup> ....., knowing English has practical advantages in various situations. In fact, multilingual devices can translate accurately in terms of grammar, vocabulary but they cannot understand cultural contexts to know the real meaning of words in a certain context. In business settings, it can build stronger relationships when discussions are carried out through the same language without the use of a multilingual device. In summary, <sup>6</sup> ..... that multilingual devices can make communication easier, but learning English still brings about great benefits in terms of cognitive development and practical applications.

I can present my opinions about a topic in a structured way.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY Types of people

8 Complete the words for types of people using sentences 1–6. Then solve the mystery word.



- 1 I tend to do things alone. I don't like groups.
- 2 I'm not keen on conforming to society.
- 3 My head isn't in the clouds. I definitely like to live in the real world!
- 4 I often use my imagination and I like stories.
- 5 I'm not very positive about the future.
- 6 I'm always at the centre of everything and I love talking to all my friends.

Mystery word: .....

I can talk about what kind of person I am.

MY EVALUATION 😞 😐 😊 😄

## READING A poem

9 Complete the idioms with the correct word. Then match 1–4 with a–d.

- 1 She is a(n) ..... person. ....
  - 2 Don't judge a ..... by its cover. ....
  - 3 Stand out from the .....
  - 4 He is a(n) .....
- a A person who wakes up, arrives to work, etc. before the usual time.
  - b A person who is practical and close to reality.
  - c Appearances don't always tell you everything.
  - d Try not to be the same as other people.

I can interpret ideas in a text.

MY EVALUATION 😞 😐 😊 😄

## LANGUAGE FOCUS Reflexive pronouns

10 Correct the bold words in the sentences. Then write *R* (reflexive) or *E* (emphatic).

- 1 I made this paella **yourself**. .....
- 2 We enjoyed **themselves** on the adventure holiday. ....
- 3 The students carried the big tents **yourselves**. Nobody helped them. ....
- 4 Aren't you going to introduce **ourselves** to everyone? .....
- 5 Susie cut **myself** in the kitchen. ....
- 6 The personality quiz **herself** is fun, but I don't agree with the answers! .....

I can describe myself and my hobbies.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY AND LISTENING Personality and experiences

11 2.09 Listen to the radio show. Correct the information in **bold**.

- 1 The second person that you can hear on the radio show is a **student**. ....
- 2 Amira interviews **four** students. ....
- 3 Amira thinks that one benefit of volunteering is that it helps with **independence**.  
.....
- 4 Rachel has become a lot more responsible during her time as a **volunteer**. ....
- 5 Sam thinks that you need to be really **easy-going** to volunteer at a zoo.  
.....
- 6 The **presenters** are the last people to speak on the show. ....

I can identify the speakers in a radio show.

MY EVALUATION 😞 😐 😊 😄

**LANGUAGE FOCUS Defining and non-defining relative clauses**

**12** Complete the sentences with the correct relative pronouns and use commas where necessary. Then write *D* (defining) or *ND* (non-defining).

- 1 My friend Lan ..... is a nature-lover, often does volunteer work .....
- 2 Hà Nội ..... is the capital of Việt Nam, has many places of interest. ....
- 3 This is the office ..... you can learn more about work experience. ....
- 4 The Việt Nam National Museum of History ..... is one of the top historical museums in Việt Nam, has 110,000 documents and antiques from the prehistoric time to 1945. ....
- 5 Are you the student ..... mother organises the music camp? .....

I can describe people, places and things.

MY EVALUATION 😞 😐 😊 😄

**SPEAKING An interview**

**13** Complete the dialogue. Then practise with your partner.

in your life                      Most people say  
that I'm easy-going              That sounds wonderful  
That's a good question          which involves art  
that I'm a hard worker          Tell me about yourself  
Let me see

Interviewer What kind of work interests you?  
Jessica I'd like something <sup>1</sup>.....  
Interviewer <sup>2</sup>.....  
Jessica <sup>3</sup>..... I see myself as independent. <sup>4</sup>..... that I'm a good leader. I'd also say <sup>5</sup>.....  
Interviewer What are your strengths?  
Jessica <sup>6</sup>..... I'm friendly and relaxed, so I suppose <sup>7</sup>.....  
Interviewer Tell me about a challenging experience <sup>8</sup>.....  
Jessica Last year I cycled twenty kilometres for charity.

**WRITING A formal letter**

Dear Ms Lê Xuân Mai,  
I am a fourteen-year-old student in Year 9.  
I <sup>1</sup>..... to request further information on the volunteer programme at ABC Youth Drama Centre.  
The programme really <sup>2</sup>..... me <sup>3</sup>..... I take part in a lot of drama productions, and I'm <sup>4</sup>..... work with the theatre directors at the Centre. I plan to study drama at university to become an actor one day.  
I consider <sup>5</sup>..... an independent person, so I could work on my own with small groups of students. I'm also very reliable, so I <sup>6</sup>..... that I could be a helpful member of the programme.  
I'd be very grateful if you could email me some more information. I am <sup>7</sup>..... go on an exchange visit to Huế, but I will be available from 5<sup>th</sup> May.  
I look forward <sup>8</sup>..... from you.  
Yours sincerely,  
Trần Thị Thanh

**14** Choose the correct words.

- |                  |             |              |
|------------------|-------------|--------------|
| 1 a write        | b 'll write | c 'm writing |
| 2 a interesting  | b interests | c interest   |
| 3 a so that      | b because   | c so         |
| 4 a keen to      | b keen on   | c intend to  |
| 5 a herself      | b yourself  | c myself     |
| 6 a 'm believing | b believe   | c believed   |
| 7 a aim to       | b around to | c about to   |
| 8 a to hearing   | b to hear   | c hear       |

I can write a formal letter to introduce myself and request information.

MY EVALUATION 😞 😐 😊 😄

Interviewer That sounds very positive. Would a holiday art project with children interest you?  
Jessica <sup>9</sup>.....! Thank you.

I can answer interview questions and use filler expressions when I need time to think.

MY EVALUATION 😞 😐 😊 😄

# 7 On the streets

## VOCABULARY • City features

I can discuss how to improve my neighbourhood.



CLIL p96



Language Focus Reference p105

**THINK!** What do you like and dislike about where you live?

**1** Read about the city improvement projects. Which project does not exist yet?

**2** Complete city features 1–12 with one word from the text. Which project would you most like to see in your city?

- |                   |                    |
|-------------------|--------------------|
| 1 skate.....      | 7 open-air.....    |
| 2 railway.....    | 8 roller.....      |
| 3 pedestrian..... | 9 heavy.....       |
| 4 amusement.....  | 10 industrial..... |
| 5 leisure.....    | 11 green.....      |
| 6 ancient.....    | 12 music.....      |

**3** 2.10 Watch or listen. What problems do the people talk about?

**4** 2.10 Watch or listen again. Which of the key phrases do you hear?

### KEY PHRASES

#### Talking about your neighbourhood

There isn't / aren't enough ...  
There's a lack of ...  
There's too much / too little ...  
There are too many / too few ...  
I think my town needs ...  
I wish we had ...

**5** **USE IT!** Work in groups. Use the key phrases and the ideas in the box to talk about one project to improve your neighborhood.

fun events   green spaces   leisure facilities  
public transport   sharing



**1**

In the Spanish town of Llanera, an empty church has been turned into a unique skatepark. Inside, colourful murals have given it a vibrant atmosphere.



**2**

A New York City community group has transformed an elevated railway line into an urban oasis. The High Line is now a pedestrian walkway through Manhattan filled with trees and plants.



## CITY IMPROVEMENT PROJECTS

3

In Paris, France, thousands of roller skaters take to the streets on Friday nights for the weekly Pari Roller event. Streets in the city centre are closed to heavy traffic so that skaters can speed around in safety.

4

In Croatia, they have found a great new use for some ancient ruins. In the summer, the Pula Arena amphitheatre, built by the Romans over 2,000 years ago, is used as an open-air cinema, and sometimes it even becomes a sports stadium.

5

In Hồ Chí Minh City, Việt Nam, Suối Tiên Amusement Park, which used to be a small forestry farm raising livestock and growing fruit trees, is now a fantastic destination for locals and tourists alike. The park offers a wide range of leisure facilities, from thrilling rides and water activities to botanical gardens and cultural exhibits.

6

In Germany, the Duisburg Landscape Park transformed an old industrial site into a beautiful green space. The original factory structures are now used as diving pools and music venues.

# 7 READING • Two online texts

I can identify and compare different genres of text.

**THINK!** Which famous sports events take place in London?

**1** Read texts A and B quickly. Then answer questions 1–6.

Which text ...

- 1 only presents fact? .....
- 2 contains facts and opinions? .....
- 3 has a chatty tone? .....
- 4 has a formal tone? .....
- 5 comes from an online encyclopedia? .....
- 6 is a personal blog? .....

**2**  2.11 Read and listen to the texts. Answer the questions.

- 1 When was the first Wembley Stadium opened?
- 2 What are the distinctive features of Wembley Stadium?
- 3 Who are the Gunners?
- 4 Why is the Undercroft skatepark important?
- 5 What do people typically eat at Wimbledon?
- 6 What is unique about the Wimbledon Grand Slam tournament?

**3 VOCABULARY PLUS** Find the comparative or superlative forms for 1–6 in the texts.


- |                   |              |
|-------------------|--------------|
| 1 large .....     | 4 big .....  |
| 2 legendary ..... | 5 good ..... |
| 3 talented .....  | 6 tall ..... |

**4** Complete sentences 1–6 about places you know. Use the adjectives in the box and your own ideas.

busy colourful cool crowded distinctive  
expensive high industrial large  
spectacular unusual well-known

The clock tower in my city isn't as large as Big Ben, but it is very beautiful.

- 1 ..... in ..... isn't as ..... as .....
- 2 ..... is more ..... than .....
- 3 The ..... is the ..... in Europe.
- 4 ..... is the ..... in the world.
- 5 The most ..... in my town / city is .....
- 6 The ..... is as ..... as .....

**5**  **USE IT!** Work in pairs. Choose some 'must-see' sports venues in Việt Nam. What events are held there? Say why these venues are special, and why people should visit them.



**A**

## Wembley Stadium

Wembley Stadium is a sports stadium in London, England. It opened in 2007 and was built to replace the original Wembley Stadium, which was built in 1923. With a capacity of 90,000, it's the second largest stadium in Europe. The distinctive features of the stadium are its partially retractable roof and the arch, which is 133 metres high and 315 metres wide. Wembley Stadium hosts the matches of the English national football team as well as the finals of several important football competitions, such as the FA cup and the UEFA Champions League. This stadium is also a concert venue for many well-known musicians.



Mỹ Đình National Stadium is a multi-purpose sports arena located in Hà Nội. It is home to the Việt Nam national football team. With its seating capacity of over 40,000 people, the stadium hosted the 31<sup>st</sup> SEA Games in 2022. Don't miss it!

**B**

## London for sports fans

London is such an interesting destination with lots of sports events that as a sports fan, there's no reason to get bored.

Here's my top selection.

### Emirates Stadium

I'm not an Arsenal fan myself, but this is one of England's top football stadiums. Check out the murals outside, which celebrate some of the Gunners' most legendary players.

### The Undercroft

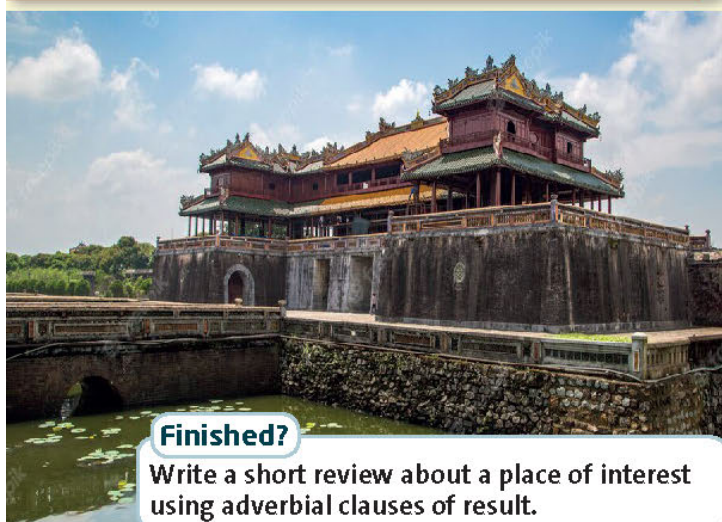
This skatepark next to the River Thames has been the heart of Britain's skateboarding community for over forty years. It's so popular that you can see some of the most talented skaters and BMXers in the country there.

### Wembley Stadium

This is the biggest stadium in the UK, and in my opinion, it's the best! You can see the famous arch from miles away; it's taller than the London Eye. The stadium has such a powerful sound system that the music can be heard clearly from every corner.

### Wimbledon

Lots of top tennis stars have played on Wimbledon's Centre Court, including the Williams sisters, Federer and Nadal. It's the only Grand Slam tournament on grass, so Wimbledon has its own hawk, Rufus, to scare away the pigeons. The grass on Wimbledon's Center Court is maintained so carefully that it's often considered the best grass court in the world. While you're here, try the classic dish – strawberries and cream.



**Finished?**

Write a short review about a place of interest using adverbial clauses of result.

- 1 Study the examples a–d. Then choose the correct options to complete the rules.
  - a London is such an interesting destination with lots of sports events that as a sports fan, there's no reason to get bored.
  - b The stadium has such a powerful sound system that the music can be heard clearly from every corner.
  - c It's so popular that you can see some of the most talented skaters.
  - d The grass on Wimbledon's Centre Court is maintained so carefully that it's often considered the best grass court in the world.

### RULES

- 1 *such* + (a / an) + adjective / adverb + noun + *that*
- 2 *so* + adjective / noun + *that*
- 3 *so* + adverb / noun + *that*

- 2 Complete the text using *so* or *such*.

Huế is a historically rich city located in central Việt Nam. The Imperial City in Huế is preserved <sup>1</sup>..... well that it's a UNESCO World Heritage Site and one of the most popular tourist destinations in Việt Nam. The Perfume River in Huế is <sup>2</sup>..... a beautiful and romantic river that it becomes the deep inspiration to numerous artists, poets, and composers. The cuisine in Huế is <sup>3</sup>..... unique that it's known for its imperial cuisine, which was once only served to the royal family but is now available in some of the best restaurants in the city. The city has <sup>4</sup>..... charming streets and traditional architecture that Huế has become a must-visit city in Việt Nam for history and culture lovers.

- 3 **USE IT!** Work in pairs. Ask and answer questions about your city using *so ... that* and *such ... that*. Use some suggestions in the box to help you.

traffic    architecture    education  
foods & drinks    entertainment    city dwellers

What are foods like in Hồ Chí Minh City?

They are so delicious and varied that they attract tourists from all walks of life.

# 7 VOCABULARY AND LISTENING • Buildings and archaeology

I can predict what type of information I need to listen for.

**THINK!** What ancient or historical sites are there in your country?

**1** Read the *Hidden History* web page and check the meaning of the verbs in blue. Write the infinitive forms of the verbs.

hidden - hide

**2** Circle the two words in each list that are synonyms.

destroy, demolish, reconstruct

- 1 build, construct, destroy
- 2 bury, find, locate
- 3 display, uncover, unearth
- 4 examine, excavate, inspect
- 5 remove, renovate, restore



**3** 2.12 Listen to the radio programme *Hidden History*. Which discovery is the topic of the programme?

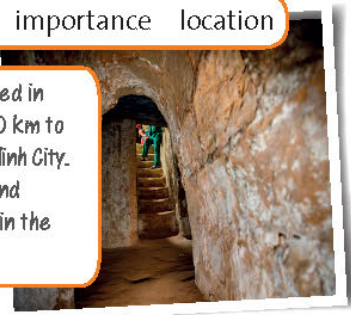
**4** 2.12 Read the sentences and decide what type of information is missing: a date, number or time. Then listen again and complete the sentences.

- 1 King Richard III's skeleton was found in .....
- 2 Richard III was killed on .....
- 3 He was King of England for ..... years.
- 4 Greyfriars Church was destroyed ..... years after Richard's death.
- 5 Archaeologists started excavating the car park in .....
- 6 Richard was ..... years old when he died.
- 7 The skeleton was dated to between ..... and .....
- 8 Richard was reburied in .....

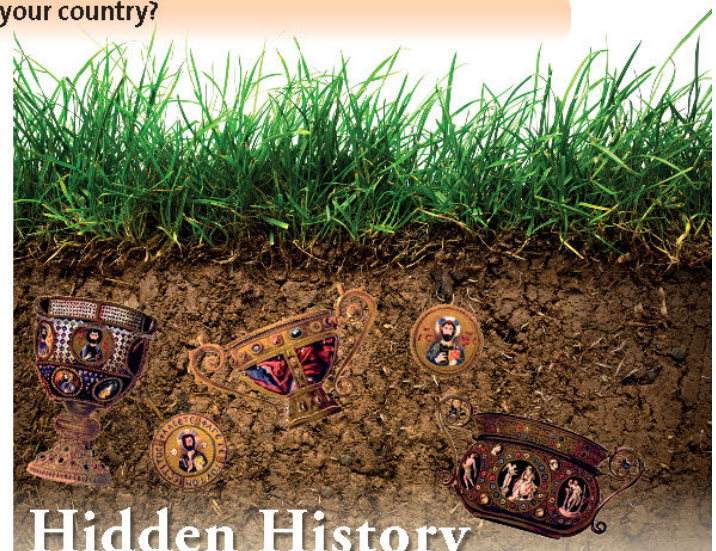
**5** **USE IT!** Work in groups. Choose a historic site in Việt Nam. Discuss the points in the box.

age discovery importance location

Củ Chi Tunnels are located in Củ Chi District, about 60 km to the northeast of Hồ Chí Minh City. This gigantic underground tunnel system was built in the late 1940s.



**74 On the streets**



## Hidden History

It's amazing to think of the treasures that might be hidden under your feet. Did you know that many ancient things are discovered accidentally by ordinary people in everyday locations?

In 2007, Britain's only complete Viking ship was located under a pub near Liverpool when the owner decided to renovate the building. Construction workers were excavating an area in order to build a car park, when they accidentally unearthed the 1,000-year-old ship. Thick mud had protected it.

The ship hasn't been removed yet, but archaeologists plan to restore it. They hope that it will be displayed in a museum one day.

Sometimes, archaeologists know what they're looking for and get lucky. The skeleton of King Richard III of England was lost for centuries, since the church where he was buried had been destroyed. But recently, the king's skeleton was uncovered in a car park in Leicester. It was examined by experts, who used DNA techniques to confirm the identity of the king.

*Hidden History* takes a closer look at some incredible stories of accidental or lucky discoveries.



- 1 Complete the passive sentences with the words in the box. Then answer questions 1–5 below.

are discovered hasn't been removed  
might be hidden was examined  
was killed will be displayed

- a Many ancient things ..... accidentally by ordinary people.  
b The skeleton ..... by experts.  
c They hope it ..... in a museum one day.  
d Richard III ..... by a soldier.  
e It's amazing to think of the treasures that ..... under your feet.  
f The ship ..... yet.

- 1 Which sentence is in the present simple?  
2 Which two sentences are in the past simple?  
3 Which sentence is in the present perfect?  
4 How are future and modal passives formed?  
5 When do we use *by*?



- 2 Complete the sentences with the verbs in brackets.

- 1 Locals believe that treasure ..... near here. But no one has found it yet. (bury)  
2 The Lascaux cave drawings ..... by children who fell into a hole. (find)  
3 DNA tests ..... out by Dr Stevens next month. (carry)  
4 The ship ..... because it is under a pub. (can / not remove)  
5 The site ..... yet. (not excavate)  
6 The treasure ..... until next year. (not display)  
7 Ancient treasure ..... under your house. (may / hide)  
8 Viking ships like this ..... in England 1,000 years ago. (not build)

- 3 2.13 PRONUNCIATION: Sentence stress

Listen to the sentences. Which auxiliary verbs are weak? Which are strong? Listen again and repeat.

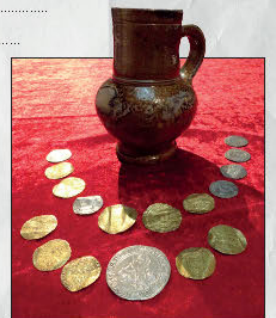
- 1 The remains **were** discovered in 2016.  
2 The ship **hasn't been** moved yet.  
3 Many treasures **aren't** found by experts.  
4 Nothing **has been** found at the site yet.

- 4 Complete the newspaper article. Use past, present and future passive forms of the verbs in the box.

cover discover examine keep label  
make put take not touch unearth write

## Priceless treasure unearthed by Yorkshire builder

This 15<sup>th</sup>-century jug and coins *were discovered* by builder Richard Mason in 2004. The jug <sup>1</sup> ..... during a house renovation. 'It <sup>2</sup> ..... in dirt, so I just put it in my garage.' The jug <sup>3</sup> ..... for eight years. 'One day, I moved it, and gold and silver coins fell out. I was amazed!' The treasure <sup>4</sup> ..... to the British Museum where it <sup>5</sup> ..... by experts. One gold coin <sup>6</sup> ..... in Italy in the 1500s, and is unique. Currently, the jug <sup>7</sup> ..... at the British Museum. In the near future, it <sup>8</sup> ..... on display, and it <sup>9</sup> ..... 'The Mason Hoard'. 'I'm proud that my name <sup>10</sup> ..... on a museum exhibit,' says Mr Mason.



- 5 Study the passive questions a–f and answer questions 1 and 2.

- a How was the ship located?  
b Was the skeleton found by builders?  
c Has the ship been removed yet?  
d When will the ship be restored?  
e Where is the treasure buried?  
f How can ancient objects be dated?

- 1 Which questions are in the present simple, past simple, present perfect and future?  
2 Where do we put *be* in questions in future and modal forms?



- 6 USE IT! Write questions about the text in exercise 4. Then ask and answer with a partner.

- 1 discovered / the / was / how / treasure / ?  
2 taken / where / the / were / jug and coins / ?  
3 the / made / coins / all / of / are / gold / ?  
4 been / the / have / yet / dated / coins / ?  
5 are / where / now / jug and coins / kept / the / ?  
6 the / what / labelled / treasure / be / will / ?

# 7 SPEAKING • Describing and comparing photos

I can describe and compare two photos, and speculate about what they show.

**THINK!** Look at the photos on this page. What do they show?



**1** 2.14 Study the sentences from two different descriptions and match them with photos A and B. Then watch or listen and check.

- 1 I don't think there are any cafés or shops.
- 2 Maybe it's the only park in this part of the city.
- 3 This could be a bicycle lane.
- 4 It looks like an industrial site.
- 5 The area has been renovated.
- 6 One is a black and white photo of the city many years ago.

**2** 2.14 Watch or listen again. Which photo does Tegan prefer?

## KEY PHRASES

### Describing and comparing photos

These two pictures show the same neighbourhood of a city.

In the first picture, there are a few cars in front of the church.

It's hard to see, but I don't think there are any cafés or shops.

It looks like an industrial site, but I'm not sure. By contrast, in this picture, there's a large park with trees.

Maybe it's the only park in this part of the city. This could be a bicycle lane because I can't see any cars.

**3** Study the Key Phrases. When we aren't sure, we can use phrases to speculate. Which phrases do this?

## STUDY STRATEGY

### Describing and comparing photos

In the exam, you will have a few minutes to prepare. Use this time to think of useful vocabulary, including opposite adjectives, which will help you to contrast the photos.

## 76 On the streets

**4** **USE IT!** Follow the steps in the Speaking Guide.

## SPEAKING GUIDE

### A TASK

Look at photos C and D. Describe the photos. Talk about similarities and differences and speculate why things have changed. Explain which you prefer and why.

### B THINK AND PLAN

1 Look at the places. Make notes about the following things in each place:

area buildings  
special features people

2 Decide which key phrases you want to use.

### C SPEAK

Describe the photos. Record yourself giving your comments.

### D CHECK

Watch or listen to your comments. What can you improve?



# 7 WRITING • A tourist information leaflet

I can write about a building.



**THINK!** What do you know about Hồ Chí Minh City?

**1** Read the tourist information leaflet and answer the questions.

- 1 Which street is the leaflet about?
- 2 When were the landmarks built or installed?
- 3 What style is each building?
- 4 Where is the visitor centre and what can you see there?
- 5 Where can you buy some wonderful souvenirs?

**2** Study the key phrases and find them in the text.

## KEY PHRASES

### Describing a building

- ... is one of ... buildings.
- Look right / left / up / down.
- The ... was built / installed in ...
- It is located in / near ...
- ... is well worth a visit.

**Language point: Prepositions and adverbs of place**

**3** Study the table. Then add the words in blue from the texts to the table.

Direction	Location
left	next to
down	under
around	there

**4** **USE IT!** Follow the steps in the Writing Guide.

## WRITING GUIDE

### A TASK

Write a section of a tourist information leaflet (100–120 words) for a building in your city or a city you know.

### B THINK AND PLAN

- 1 Where is it located?
- 2 When was it built?
- 3 What style is it?
- 4 Is there anything interesting to see inside / outside the building?
- 5 What is the history of the building?

### C WRITE

Use your notes from B to write a first draft of your tourist information leaflet.

### D CHECK

- passive forms
- key phrases
- adverbs and prepositions of place

## HỒ CHÍ MINH CITY LANDMARKS

### The Central Post Office

Located **in** the heart of the city, at 2 Công Xã Paris Street, District 1, the Central Post Office was built between 1886 and 1891, and it is still a working post office today. This magnificent building is a perfect example of Gothic and Renaissance styles.

Visitors can admire its grand interior with complex metalwork, and a vast collection of antique telephones and stamps. It's also a great place to purchase unique souvenirs, including postcards and stamps.

For those who want to learn more about the history and significance of Hồ Chí Minh City landmarks, the visitor centre located **near** the entrance of the Central Post Office is well worth a visit. **Here**, you can find information about the buildings' construction, as well as maps and brochures that will help you explore the area.



### The Notre Dame Cathedral

Just a short walk **across** the Central Post Office, you'll find the Notre Dame Cathedral, another must-see landmark. It was built in the late 19<sup>th</sup> century, and is considered one of the most beautiful examples of neo-Romanesque architecture **in** Southeast Asia.

The cathedral has the twin bell towers that reach a height of about 58 metres. Looking **up**, visitors can marvel at the stunning stained-glass windows and beautiful carvings. The cathedral can accommodate up to 1,200 worshippers. It's also a popular spot for photographers, as the stunning façade of the cathedral makes for a perfect backdrop.



**THINK!** Have you ever had a bad accident? What happened?

**1**  2.19 Check the meaning of the **blue** words and choose the correct options. Listen and check.



1 How did you **cut** / **burn** your finger?



2 I'm afraid your ankle is **broken** / **bruised**.



3 I fell off my bike. I've got **a bruise** / **an injury** on my knee.



4 I've **burned** / **sprained** my wrist again.



5 She's been in the sun and her nose is **burned** / **sprained**.




6 Their best player has **cut** / **injured** his shoulder.

### STUDY STRATEGY

#### Learning words in groups


Writing groups of related words is a useful way of expanding your vocabulary.

**2**  2.20 Read the Study Strategy. Complete the table with words from exercise 1. Then listen and check.

Verb	Past participle / adjective	Noun
1 .....	cut	a cut
break	2 .....	a break
3 .....	burned	a burn
4 .....	5 .....	a bruise
injure	6 .....	7 .....
sprain	8 .....	a sprain

**4**  2.21 Listen again and complete the sentences.


- Laura's favourite sport is .....
- She broke ..... when she was learning.
- Owen goes mountain biking with .....
- Owen's record speed for downhill biking is .....
- Rachel plays goalie in .....
- She broke ..... when she fell off her bike.

**5**  **USE IT!** Work in pairs. Talk about injuries you or your family have had.

I broke my finger yesterday.

How did you do that?

Playing basketball.

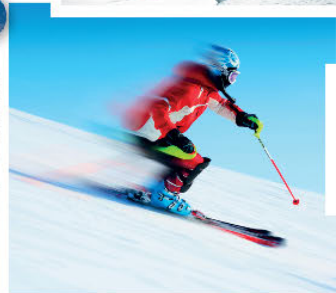
**3**  2.21 Listen to interviews with three young people and answer the questions.

- Who has never broken any bones?
- Who has been to hospital?
- Who has had an operation?

## DANGEROUS SPORTS

Simon Hunter has travelled around the country, finding out what dangerous sports young people are into these days.

**82 Scary**





## Reported questions

- 1 Study the direct and reported questions. Then choose the correct options to complete the rules.

Direct question	Reported question
Who is Simon Hunter?	I asked her who Simon Hunter was.
Has Laura ever had an injury?	I asked my friend if / whether Laura had ever had an injury.
What's your favourite sport?	My teacher asked me what my favourite sport was.

## RULES

- The word order is usually **the same / different** in direct and reported questions.
- The tense **changes / stays the same** in reported questions.
- We can use *if* or *whether* to report **all questions / Yes/No questions**.
- We use *Wh-* words to report **all questions / Wh- questions**.

- 2 Choose the correct words.

When I got home, my mum asked me ...

- why I **am** / was late.
- where I **was** / had been.
- if I **have** / had seen a good film.
- whether I **am** / was hungry.
- what I **am** / was doing the next day.
- if I **have** / had done my homework.

- 3 Report the questions.

'Did you see a good film?' Tom asked Lucy.

Tom asked Lucy if she had seen a good film.

- 'Where are you going?' Ellie asked Sam.
- 'Do you like rap?' Dad asked me.
- 'Can you help me?' Joe asked his sister.
- 'What time did you leave?' Tim asked Eric.
- 'Will you go with me?' my friend asked me.
- 'How did you get home?' Mum asked me.



## Reported commands, requests, offers and suggestions

- 4 Study the direct and reported sentences in the table. Then match sentences 1–4 with types of sentences a–d.

a request b command c suggestion d offer

Direct	Reported
1 'Don't talk in the library.' .....	He <b>told / ordered</b> the students not to talk in the library.
2 'Please help him call an ambulance.' .....	They <b>asked</b> the woman to help him call an ambulance.
3 'I can take you to that sports centre.' .....	Jones <b>offered</b> to take me to that sports centre.
4 'Let's go skiing, John.' .....	Kim <b>suggested</b> that John (should) go skiing.

- 5 Complete the sentences with the correct form of the verbs in brackets.

- The teacher offered ..... me a dictionary. (lend)
- Marcus suggested that we ..... at 5.00 p.m. (meet)
- She told Sam ..... his mobile phone to class. (not bring)
- Mum asked us ..... her tidy the room. (help)
- The judge told the prisoner ..... (stand up)
- Dad offered ..... me to the cinema. (drive)

- 6 Rewrite the sentences in reported speech.

- 'Help me with my homework, please,' Sally asked me.
- 'Why don't we watch a film tonight?' Steve suggested.
- 'Wait outside,' the police officer told us.
- 'I can make dinner this evening,' Mary said.
- 'Don't make noise,' the teacher told her students.
- 'Please don't give us homework,' we asked the teacher.

## Finished?

Write five questions, requests or offers. Then work in pairs and report your partner's questions.

'When did you watch a horror film?'

Phong asked me when I had watched a horror film.

**THINK!** A friend has hurt his ankle. How do you know if it is serious or not?

**Joe** Hey, Chloe! What's wrong? Are you OK?  
**Chloe** No. I've hurt my arm.  
**Joe** How did you do it?  
**Chloe** I fell <sup>1</sup>..... I was skateboarding. I was going too fast and I <sup>2</sup>..... stop. It's really painful.  
**Joe** Let me see. Oh dear! You've got a <sup>3</sup>..... on your arm.  
**Chloe** Ouch! Don't touch. It really hurts.  
**Joe** And your elbow's very red.  
**Chloe** Really?  
**Joe** Can you move it?  
**Chloe** No, I can't move it at all. It's too painful. Do you think I've <sup>4</sup>..... it?  
**Joe** I don't know, but it <sup>5</sup>..... look good. I think you should see a doctor.  
**Chloe** I'll call Mum and she can take me.  
**Joe** Come on. <sup>6</sup>..... go over there and wait for her.  
**Chloe** Thanks, Joe.



- 1** 2.22 Complete the dialogue with the correct words. Then watch or listen and check. What happened to Chloe? What advice does Joe give her?

- 2** 2.22 Cover the dialogue and choose the correct words in the Key Phrases. Watch or listen again and check. Which phrases are for describing an accident and which are for responding? Write A (accident) or R (response).

### KEY PHRASES

#### Responding to an accident

- |                                           |                            |
|-------------------------------------------|----------------------------|
| 1 What's wrong / the problem?             | <input type="checkbox"/> R |
| 2 Are you OK / fine?                      | <input type="checkbox"/>   |
| 3 I've hurt the / my arm.                 | <input type="checkbox"/>   |
| 4 It's really / amazing painful.          | <input type="checkbox"/>   |
| 5 Let / Let's me see.                     | <input type="checkbox"/>   |
| 6 It really hurts / painful.              | <input type="checkbox"/>   |
| 7 Can you move it?                        | <input type="checkbox"/>   |
| 8 I can / can't move it at all.           | <input type="checkbox"/>   |
| 9 I think you should / will see a doctor. | <input type="checkbox"/>   |

- 3** Work in pairs. Practise the dialogue.

- 4** Work in pairs. Ask and answer questions using the key phrases.

- |                   |                  |
|-------------------|------------------|
| 1 hurt / knee     | 2 cut / finger   |
| 3 burn / shoulder | 4 break / nose   |
| 5 injure / elbow  | 6 sprain / ankle |

What's wrong?

I've hurt my knee.

Can you move it?

Yes, but it hurts a bit.

- 5** 2.23 **PRONUNCIATION: Consonant clusters** Underline the consonant cluster(s) in these words. Then listen and check.

sprain fruit snack camp unpleasant  
coaster risks hospital spend jump  
factor thrilled

- 6** **USE IT!** Work in pairs. Prepare a dialogue for the following situation. Use the key phrases and the dialogue in exercise 1 to help you. Then change roles.

**Student A:** You've hurt a finger playing basketball. You can't move it, and it's painful.

**Student B:** Offer to help to Student A. Find out what the problem is and suggest what he / she should do.

## 8

## WRITING • A narrative paragraph

I can write a narrative paragraph using time conjunctions.

**THINK!** What experience do you find most unpleasant in your life?

One weekend, my family and I decided to go on a picnic at a nearby park. We packed a delicious spread of sandwiches, fruits, and snacks, and set off with excitement. However, things did not go as planned. **As soon as** we arrived at the park, we realised that it was overcrowded with noisy groups and there were no available picnic tables. **After** we walked around for a while to search for a spot, we finally found a small patch of grass under a tree and decided to make do with it. **When** we started unpacking our food, we noticed that there were swarms of mosquitoes buzzing around, making it impossible to enjoy our meal in peace. We tried to ward them off with mosquito repellent, but it was hopeless. To make matters worse, the weather suddenly turned hot. We didn't realise that we had forgotten to bring extra water **until** we were all sweating uncomfortably. We decided to pack up and leave earlier than planned, disappointed and frustrated with our outing. Despite our great efforts, it turned out to be our unpleasant picnicking experience, but we learned the importance of planning ahead and being prepared for unexpected challenges during outdoor activities.

**1** Read the paragraph. Where did the writer's family have an unpleasant experience? How did they feel at that time?

**2** Study the Key Phrases.

## KEY PHRASES

## Writing a narrative paragraph

One day / One weekend, we decided to ...

However, things did not go as planned.

It turned out to be ...

... made it impossible (for us) to ...

To make matters worse, ...

Despite our great / big / huge / ongoing / continuing efforts, ...

## Language point: Time conjunctions

**3** Study the **blue** words in the paragraph. Then complete the sentences with the words.

- ..... I stumbled over a rock, I sprained my ankle.
- Jane fell off her bike ..... she was riding home from school yesterday.
- We went paragliding ..... it had stopped raining.
- Read your book ..... your teacher comes back.

**4**  **USE IT!** Follow the steps in the Writing Guide.

## WRITING GUIDE

## A TASK

Write a paragraph (100–120 words) about your unpleasant experience in life.

## B THINK AND PLAN

Make notes on the following questions:

- When and where did you experience something unpleasant?
- Why was it annoying or displeasing?
- What lesson can you learn from that frustrating experience?

## C WRITE

Use your notes from B to write a paragraph about your unpleasant experience in life.

## D CHECK

- past tenses
- time conjunctions

## PROGRESS REVIEW 4

**MY EVALUATION** Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

### VOCABULARY City features

**1** Complete the words in the online forum post.

#### What do you like about your town?

Our town is fun when you have free time because there are lots of <sup>1</sup>..... facilities. The best thing is the new <sup>2</sup>s..... park – you'll find me there a lot! There are nice green spaces, too, and they've opened the <sup>3</sup>a..... ruins where you can hang out in the summer. If you fancy going to a concert with friends, there's also a cool <sup>4</sup>m..... venue.

There's one big problem with our town – it's quite polluted because there's always <sup>5</sup>h..... traffic and there's air pollution, too, from the big factory at the <sup>6</sup>i..... site to the east.

I can discuss how to improve my neighbourhood.

**MY EVALUATION** 😞 😐 😊 😄

### LANGUAGE FOCUS Adverbial clause of result

**3** Rewrite the sentences.

- The city is so interesting that it takes tourists four hours to go sightseeing.  
It is such .....
- The room was so comfortable that the students all could fall asleep easily.  
It was such .....
- The soup is so tasty that my English friend wants to try more.  
It is such .....
- It was such good weather that our class had a great time on our trip to Cù Chi Tunnels.  
The weather was .....
- They are such hospitable city dwellers that they have made a good impression on all visitors.  
The city dwellers are .....

I can describe my city using adverbial clauses of result.

**MY EVALUATION** 😞 😐 😊 😄

### READING Two online texts

**2** Complete the sentences with the correct comparative or superlative form of the words in brackets.

- This article is ..... than the entry in the online encyclopaedia. (long)
- This review describes ..... concert tickets that you can buy. (expensive)
- That blogger is one of ..... travel writers on the internet. (talented)
- Which guide discusses ..... places to go skateboarding in London? (good)
- Is this description of London ..... than one you read yesterday? (formal)

I can identify and compare different genres of text.

**MY EVALUATION** 😞 😐 😊 😄

### VOCABULARY AND LISTENING Buildings and archaeology

**4** 2.24 Listen to the conversation. Complete the online article with words from the conversation.

#### Hoard found on farm

An ancient hoard was discovered last month near the town of Louth in the east of the UK. The hoard of treasure was <sup>1</sup>..... by a local metal detector enthusiast, Alan Smith. It was <sup>2</sup>..... in the middle of a field of <sup>3</sup>..... . The hoard was <sup>4</sup>..... in the grave of an ancient ruler around <sup>5</sup>..... years ago. The hoard consists of a gold necklace, two large bowls and some ancient weapons. These were <sup>6</sup>..... from the ground by a group of archaeologists, and they were <sup>7</sup>..... by experts at the British Museum. The necklace, in particular, is well <sup>8</sup>..... and it is worth more than £50,000.

I can predict what type of information I need to listen for.

**MY EVALUATION** 😞 😐 😊 😄



### LANGUAGE FOCUS Passive: past, present and future

#### 5 Write sentences in the past, present or future passive.

- 1 the coins / keep / in a jug until last year
- 2 the old painting / display / next July
- 3 ancient things / discover / every year
- 4 the museum / not clean / on Sundays
- 5 when / the Roman coins / make / ?
- 6 the treasure / sell / very soon / ?
- 7 the exhibit / not open / until next spring
- 8 the king's body / not find / in 2011

I can ask and answer questions about discoveries.

MY EVALUATION 😞 😐 😊 😄

These <sup>1</sup>..... the same street, but in different years. This one is an old photo of the street a long time ago. Perhaps it was taken in the 1920s. In <sup>2</sup>....., there are lots of carriages with horses. <sup>3</sup>..... see, but I don't think there are any cars at all. There's a big building in the distance – <sup>4</sup>..... a cathedral, but I'm <sup>5</sup>..... . There's something in the middle of the street – this could be a bridge because it goes high across the road. <sup>6</sup>....., in this picture, there's only a small number of vehicles and I think there might only be one or two people – <sup>7</sup>..... early in the morning. The buildings have all been renovated and they look like offices with shops under them. It seems like the bridge has been destroyed. <sup>8</sup>..... A because it's busy, lively and more interesting to look at.

I can describe and compare two photos, and speculate about what they show.

MY EVALUATION 😞 😐 😊 😄

### SPEAKING Describing and comparing photos

#### 6 Jake is describing the two photos. Complete the description with the phrases. There is one extra phrase.

By contrast    could be    the first picture  
 I prefer photo    it looks like    It's hard to  
 maybe it's    not sure    two pictures show



### WRITING A tourist information leaflet

#### 7 Choose the correct options.

#### The Royal Exhibition Building

The Royal Exhibition Building is <sup>1</sup>ones / one / some of the most famous 19<sup>th</sup> century buildings in Australia. It <sup>2</sup>is located / located / locates in the centre of Melbourne. It <sup>3</sup>were built / was build / was built in 1880 as a place for large exhibitions and it is still a working exhibition centre today. Parts of the building <sup>4</sup>was destroyed / were destroyed / were destroy by fire in the 20<sup>th</sup> century, but the main building with its impressive roof is still standing. If you look <sup>5</sup>to / up / at, you can see the large dome with a flag on the top. If you go <sup>6</sup>upside / onside / inside the building, you'll find one of the latest exhibitions <sup>7</sup>there / that / then. Outside you can see beautiful gardens. The place is well worth <sup>8</sup>to visit / a visit / for visit.

I can write about a building.

MY EVALUATION 😞 😐 😊 😄

## VOCABULARY Feelings

**8** Complete the sentences with the correct adjectives.

- 1 'What's the matter?' 'My sister used my camera. I wasn't very **h**\_\_\_\_\_ about it.'
- 2 'Do you prefer rock or reggae songs?' 'I think I'm **t**\_\_\_\_\_ at classical music.'
- 3 'Alex is **g**\_\_\_\_\_ at tennis.' 'Yes, I think he'll win Wimbledon one day.'
- 4 'Are you afraid of snakes?' 'Yes, I'm really **s**\_\_\_\_\_ of them.'
- 5 'I haven't studied for the exam!' 'Oh dear. Are you very **w**\_\_\_\_\_ about it?' 'Yes, I am!'
- 6 'Do you see your cousins very often?' 'Yes, they're really nice. I'm very **k**\_\_\_\_\_ on them.'

I can say how I feel about things.

MY EVALUATION



## READING Scream machines

**9** Complete the words in the sentences.

- 1 We were very sad when we read the newspaper article about the fa\_\_\_\_\_ accident.
- 2 This magazine says that roller coaster rides aren't dangerous or ri\_\_\_\_\_ at all.
- 3 I'm afraid of small spiders. I know it's silly and ri\_\_\_\_\_!
- 4 My brother is not **b**\_\_\_\_\_ enough to try getting on the dangerous ride.
- 5 Do you think you'll feel fr\_\_\_\_\_ when you go paragliding next week?

I can identify the main idea in an article.

MY EVALUATION



## LANGUAGE FOCUS Reported statements

**10** Complete the sentences with *said* or *told* and reported speech.

- 1 'We're going to find him.'  
The police \_\_\_\_\_ me that they \_\_\_\_\_ him.
- 2 'You must be careful.'  
Our teacher \_\_\_\_\_ us that we \_\_\_\_\_ careful.
- 3 'I'll find the thief.'  
The detective \_\_\_\_\_ that he \_\_\_\_\_ the thief.
- 4 'We saw the robbery.'  
They \_\_\_\_\_ the man that they \_\_\_\_\_ the robbery.
- 5 'I can catch the vandal.'  
The officer \_\_\_\_\_ that she \_\_\_\_\_ the vandal.
- 6 'I love crime novels.'  
Valentina \_\_\_\_\_ that she \_\_\_\_\_ crime novels.

I can use *tell* and *say* to report speech.

MY EVALUATION



## VOCABULARY AND LISTENING Injury collocations

**11** 2.25 Listen to the PE teacher talking to the girls' volleyball team. Complete the teacher's notes with injury vocabulary.

### Players

OK – Emma, Cara, Rachel, Ava, Yasmin and Louisa  
Hannah has <sup>1</sup>\_\_\_\_\_ her hand.  
Safira has <sup>2</sup>\_\_\_\_\_ her finger badly.  
Caitlin hasn't <sup>3</sup>\_\_\_\_\_ her leg, but she's <sup>4</sup>\_\_\_\_\_.  
Jennie has got a big <sup>5</sup>\_\_\_\_\_ on her left shoulder.  
Ella has <sup>6</sup>\_\_\_\_\_ her ankle and she's <sup>7</sup>\_\_\_\_\_ her knee.  
Aisha has got a bad <sup>8</sup>\_\_\_\_\_ on her right arm.

I can listen for specific information.

MY EVALUATION



## LANGUAGE FOCUS Reported questions

### 12 Choose the correct options.

- The man asked if **I was / was I / am I** all right.
- The police officer asked where **they did live / they do live / they lived**.
- The shop manager came outside and offered **help / helping / to help** us.
- My friend suggested that we **to go / go / going** home at once.
- The detective told the thief **don't to move / not to move / not move**.
- We wanted to know if **he would return / will he return / he return**.

I can report what people say.

MY EVALUATION 😞 😐 😊 😄

## SPEAKING Responding to a problem

### 13 Complete the dialogue with the key phrases. Then practise with your partner.

It really hurts  
I think you should see a doctor  
I've hurt my leg  
Can you move it  
What's wrong  
No, I can't move it at all  
Let me see

- Charlotte** Hi, Joe! <sup>1</sup>.....? Are you OK?  
**Joe** Not really. <sup>2</sup>.....  
**Charlotte** Oh no! What happened?  
**Joe** I was cycling down the hill when I fell off my bike. It's very painful.  
**Charlotte** <sup>3</sup>.....  
**Joe** Ouch! Don't touch. <sup>4</sup>.....  
**Charlotte** Your ankle is red. <sup>5</sup>.....?  
**Joe** <sup>6</sup>..... It's too painful. Do you think I've broken it?  
**Charlotte** I don't know. <sup>7</sup>..... I'll call my dad and he can take you to the hospital. He's at home.  
**Joe** Thanks, Charlotte.

I can offer to help someone with an injury.

MY EVALUATION 😞 😐 😊 😄

## WRITING A narrative paragraph

### 14 Choose the correct words.

Last summer, I decided to take a road trip with a group of friends to a popular beach town. We were <sup>1</sup>..... about the adventure and had planned the trip for weeks in advance. However, the trip <sup>2</sup>..... out to be an unpleasant experience. First, our car broke down on the way. The heat was unbearable, and we were in the middle of nowhere, with no food or water <sup>3</sup>..... a mechanic arrived. <sup>4</sup>..... his great efforts, he unsuccessfully fixed the car. After having to rent another car, we had to squeeze all our luggage in the small trunk. We <sup>5</sup>..... arrived at the beach town, but it was not what we had expected. The beach was crowded and littered with rubbish, and the water was polluted. We tried to make the most <sup>6</sup>..... the situation by exploring the town, but it was filled with tourist traps and overpriced restaurants. <sup>7</sup>..... matters worse, one of my friends fell ill and had to be hospitalised. We had to cut our trip short and return home early, disappointed and exhausted. It was a frustrating and <sup>8</sup>..... experience, and we learned the importance of being prepared for unexpected challenges during road trips.

- |             |           |              |
|-------------|-----------|--------------|
| 1 a excited | b keen    | c fascinated |
| 2 a became  | b got     | c turned     |
| 3 a after   | b while   | c until      |
| 4 a Though  | b Despite | c In spite   |
| 5 a finally | b next    | c firstly    |
| 6 a in      | b of      | c on         |
| 7 a To make | b Making  | c Made       |
| 8 a tire    | b tired   | c tiring     |

I can write a narrative paragraph using time conjunctions.

MY EVALUATION 😞 😐 😊 😄

1  3.02 Study the photos and the title of the text. Then read and listen to the text. Who is the man in the photo? What objects are in the boxes?

2 Read the article again. Match the words in blue in the text with the definitions.

- 1 attention from newspapers and television
- 2 not unusual, different or special
- 3 amazing, very surprising
- 4 a person who records historical events
- 5 strange or unusual
- 6 a person who collects a lot of things

3 Read the article again. Write *true* or *false* and correct the false sentences.

- 1 Andy Warhol was famous for his Cubist art.  
.....
- 2 Each box contained valuable objects. ....
- 3 Warhol made his first time capsule in 1974.  
.....
- 4 A fan bought one of the boxes for \$30,000.  
.....
- 5 Some of the boxes contained pieces of Andy's art. ....
- 6 In contrast to the time capsules, Warhol's art is only concerned with famous people. ....

4  YOUR CULTURE Work in pairs. Ask and answer the questions about your country.

- 1 Can you think of any famous collections in museums in your country?
- 2 If Andy Warhol lived in your country today, what everyday objects would he put in his boxes?

5  USE IT! Give a presentation about a time capsule.

- 1 Imagine you are keeping a brown cardboard box like Andy Warhol this week. Choose five everyday objects to put in your box.
- 2 Make notes to answer the following questions.
  - Why did you choose these objects?
  - What do the objects tell us about you?
  - What do the objects tell us about your culture?
- 3 Give your presentation to the class.
- 4 Listen to the other presentations. Summarize what the collections tell us about your culture.



## LIFE IN A BOX

An old postcard, a map to a party, used postage stamps, a magazine, a piece of junk mail, some wrapping paper and ribbon ... Does this sound like a work of art or a load of old rubbish? In fact, these are objects from a time capsule created by the world's most famous Pop artist, Andy Warhol. Before he died in 1987, Andy Warhol had filled more than 600 boxes with hundreds of thousands of objects from his everyday life. Even when he was very young, Warhol liked collecting things. At the age of nine, he collected photographs of film stars. There's nothing unusual about that. However, his later collections are truly **astounding**. From 1974 onwards, he always kept a brown cardboard box next to his desk. Whether it was a letter from a film star or a receipt for some shopping, if he didn't want to get rid of an object, he put it into the box. As soon as he had finished a box, he closed it, wrote the date on it and started another.


Warhol thought that the boxes were valuable. 'Some day I'll sell them for \$4,000 or \$5,000 apiece,'

he wrote in his diary in 1986. Many people agree with him. The boxes are now at the Andy Warhol Museum in Pittsburgh, USA. In 2014, Warhol fans bought tickets to watch the opening of one of the final boxes. One fan had paid \$30,000 to help open it. Was it worth it? It's true that many of the items are quite **ordinary** and appear worthless, but some of the boxes also contain rare objects: a drawing that Warhol never exhibited, a photograph that he took ... Some of the items are simply **bizarre**: a fan's toenail clippings, a piece of pizza, even a mummified foot. Warhol's art put everyday objects in the **spotlight** to make a comment on consumer society. Now, after his death, the everyday objects of Warhol's own life tell us a lot about the artist and society in the 20<sup>th</sup> century. So, was Warhol just a **hoarder** or an important **chronicler** of his time?



- 1 Check the meaning of the words in the box. Then read and complete the text.

consequences    deceived    envious  
identities    reward    trust    unfair


- 2  3.03 Read and listen to the text. Check your answers to exercise 1.

- 3 Read the text again. Write *M* (Marc), *J* (Jasmine), *P* (their parents) or *N* (no one) for sentences 1–8.

- 1 ..... didn't get good exam results.
- 2 ..... acted dishonestly.
- 3 ..... experienced negative emotions about what had happened.
- 4 ..... didn't find out that Jasmine had cheated.
- 5 ..... had a difficult decision.
- 6 ..... broke a promise.
- 7 ..... benefited from someone else's moral values.
- 8 ..... changed their moral values as a result of the situation.

- 4 Work in pairs. Discuss questions 1–6.

- 1 Do you think Marc made the right decision?
- 2 Does it make a difference that Jasmine is Marc's sister?
- 3 What would you do if you were Jasmine's mum or dad and you found out what had happened?
- 4 Can you think of a reason why Jasmine cheated?
- 5 Is it important to keep a promise? Why / Why not?
- 6 Have you ever been in a situation like this? What happened?

- 5  **USE IT!** Write about a moral dilemma that you have experienced. Describe the situation and what you did. What happened in the end?

## A moral dilemma




Life is full of decisions, but some are more difficult than others.

Sometimes we have to make a decision where every option seems like a bad one, and those are the most difficult of all.

Marc and his sister Jasmine had important exams at school recently. Marc studied hard, but he found the exams difficult and his results were poor. However, Jasmine's results were much better. Her parents were delighted and bought her a new computer as a <sup>1</sup>..... . Marc was a bit <sup>2</sup>..... – he'd worked hard, too – but he was pleased for his sister. However, a few weeks later, Jasmine admitted to Marc that she had cheated in the exams. She made him promise not to say anything. Marc was shocked and angry that Jasmine had <sup>3</sup>..... everyone, particularly their parents. However, he knew that Jasmine would hate him if he broke his promise. In the end, although he felt that it was completely <sup>4</sup>....., he decided to keep quiet.

In situations like this, the action that a person takes will depend on their moral values. These are the principles that make us decide what are the right and wrong things to do. In the same way that people have different appearances and personalities, we have different moral <sup>5</sup>..... . A value that is extremely important to one person, such as honesty, might not be as important to another person. In Marc's situation, he faced a moral dilemma, but his moral values helped him to make a decision. He strongly wanted Jasmine to face the <sup>6</sup>..... of her actions, but he felt that breaking his sister's <sup>7</sup>..... would be even worse. Jasmine was lucky – other people might feel that uncovering her dishonesty was the most important thing.

- 1 Look at the posters and the title of the article. What do you think the text on the poster means?
- 2  3.04 Read and listen to the article. Check the meaning of the adjective / noun + noun combinations in blue. Then match 1–6 with a–f to make new combinations.


1 shopping	a media, life, issues
2 special	b sports, bill, filter
3 water	c goods, rights, society
4 consumer	d disaster, gas, world
5 natural	e basket, centre, list
6 social	f effects, event, occasion

- 3 Read the article again. Write *true* or *false* and correct the false sentences.

- American shops are very busy on Black Friday. ....
- Retailers in many countries offer lower prices on Thanksgiving Day. ....
- The *Adbusters* organisation wants people to participate in Black Friday shopping. ....
- Buy Nothing Day is always in November. ....
- Kalle Lasn thinks that consumerism causes environmental problems. ....
- The organisers of Buy Nothing Day don't expect people to change their way of life. ....

- 4  YOUR CULTURE Work in pairs. Ask and answer the questions about Việt Nam.

- What is the busiest shopping period in Việt Nam?
- Do retailers promote special offers on Black Friday in Việt Nam?

- 5  USE IT! Work in small groups. Give a presentation to convince people to participate in Buy Nothing Day or Black Friday.

- Make notes about the following:
  - How could people spend the day?
  - What are the benefits of participating for themselves and others?
  - What will they miss out on if they don't participate?
- Give your presentation to the class.
- Listen to the other presentations. Vote to decide which presentation is the most convincing.



## SHOP LESS, LIVE MORE

When did you last buy something? Maybe you are looking forward to a **shopping trip** at the weekend, but will it make you happy? In the short term, the answer might be yes. However, some people think it might not be good for our health and happiness in the long term.

One of the busiest shopping days of the year in the USA is Black Friday, the day after Thanksgiving, when many shops have **special offers**. Black Friday has spread around the world as large retailers try to increase **consumer spending**. In many countries, it is the start of the Christmas shopping period. However, not everyone will be queuing for a bargain. In 1992, Buy Nothing Day started in Canada as a protest against consumerism and the **shopping frenzy** that takes place at this time of year. The anti-consumerist organisation *Adbusters* promoted Buy Nothing Day and now more than sixty countries take part. Their message is simple: 'Participate by not participating'. For twenty-four hours on the fourth Friday of November, people leave their purses and wallets at home and do not buy anything at all. Some people choose to spend


time with friends and family instead. Others join protests. But what's the point?

'Over-consumption has ecological consequences,' says Kalle Lasn, co-founder of *Adbusters*. 'Every single purchase that you make has some kind of an impact on the planet.' Making the products and transporting them to the shops use a lot of **natural resources**. When they are no longer in fashion, the products will end up on the rubbish heap. It all contributes to air and **water pollution**, the destruction of our environment and **social inequality**.

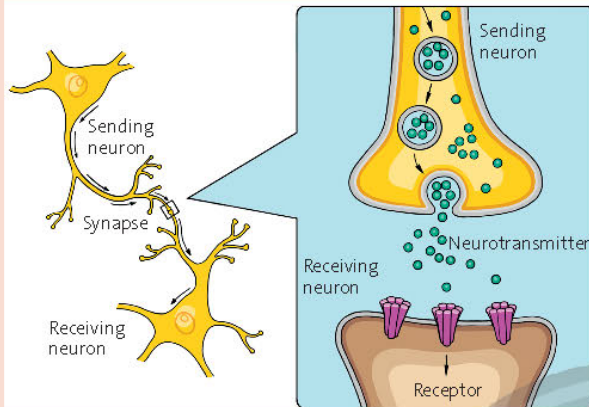
Reports suggest that the **social impact** of our spending habits is also serious. People in consumerist cultures are more likely to suffer from financial problems, stress and obesity. In order to pay for expensive products, people work long hours and therefore spend less time with family and friends.

Critics of Buy Nothing Day say it's meaningless because people will just buy more the following day. But the organisers argue that Buy Nothing Day makes people think about the consequences of consumption and maybe makes some changes to their lifestyle.




1  3.05 Read and listen to the article. What is the name for the chemicals that help to create our emotions?

2 Check the meaning of the words in blue in the text.



3 Read the article again. Answer the questions.

- 1 According to the text, what is the purpose of emotions?
- 2 What do receptors do when they receive information from our environment?
- 3 What is a synapse?
- 4 How does the electrical impulse go from one neuron to another?

4  **USE IT!** Read the information about dopamine, serotonin and endorphin then choose the sentence from A–C to complete each paragraph.

- A Exercise, laughter and spicy food can have the same effect.  
 B Your brain is rewarding you for eating all those calories!  
 C Like dopamine, it also helps you to sleep.

## The science of happiness

**What makes us happy?** Spending time with friends, playing our favourite sport, eating a big piece of cake, so on. Surprisingly, the things that make us happy haven't changed much since the time the first humans lived in caves and hunted to survive. Social contact, physical exercise and delicious food have always made human beings happy. Why? The answer is simple. Emotions helped the first humans to survive. When we do something that increases our chance of survival, such as making friends with someone or eating high-calorie food, our **brain** rewards us with feelings of happiness. We will repeat the action in the future to get the same feeling.

**So, how exactly do our bodies produce feelings of happiness?**

First, **receptors** in the mouth, eyes, nose, skin or ears receive information from our environment. For example, when we eat something delicious, taste receptors in the mouth receive the information and send **electrical impulses**. Cells called **neurons** carry the electrical impulses around the body. At the ending of the neuron cell, the impulse passes to another neuron cell, but the two cells do not touch. There is a small gap between the two cells called a **synapse**. The signal is carried across the synapse by special chemicals called **neurotransmitters**, which attach to receptor molecules on the receiving cell. The neurotransmitters dopamine, serotonin and endorphins have a very important role in creating the brain's reward for useful behaviour: happiness.



### Dopamine

This neurotransmitter plays an important part in the brain's reward system. If you are enjoying a bar of chocolate, your body produces more dopamine and you feel good.

1 ..... Dopamine is also important for sleep.

### Serotonin

An increase in serotonin makes you feel happy.

2 ..... Your body produces serotonin when you exercise and when you are in the sun. In winter, when the days are shorter and there isn't much sunshine, a lot of people experience feelings of sadness.

### Endorphins

If you hurt yourself or if you are feeling stressed, your body will produce endorphins to block the pain signals. But you don't need to be in pain to produce more endorphins:

3 .....

1  3.06 Read and listen to the text. Where do you think this text is from?


- a a biology textbook
- b a public information leaflet
- c a scientific report

2 Match the words in blue in the text with the definitions.

- 1 destroy completely (verb)
- 2 a substance the body produces to fight disease (noun)
- 3 through the mouth (adverb)

3 Answer the questions.

- 1 Which disease no longer exists?
- 2 How are most vaccines applied to the body?
- 3 What cells produce antibodies?
- 4 Who needs the yellow fever vaccine?

4  **USE IT!** Work in pairs. Ask and answer the questions.

- 1 Which diseases are mentioned in the text? What are they in Vietnamese?
- 2 Which vaccinations are compulsory in Việt Nam? When do you have them?

# Vaccines

Vaccines are used to protect the body against certain dangerous diseases before we come into contact with them. Global vaccination programmes have **eradicated** or controlled many **deadly** diseases around the world. For example, smallpox was officially eradicated in 1980.



## What is in a vaccine?

Vaccines are biological substances that are made of the same micro-organisms that cause disease.

## How do vaccines work?

Vaccines help develop the body's immunity by imitating a real infection. When the vaccine is introduced into the body, usually by injection or **orally**, the immune system reacts to the invading substance as if it were a real disease. The white blood cells produce **antibodies** to attack and destroy the substance in the vaccine. These antibodies then stay in the body and they create immunity. If the body comes into contact with the disease in the future, the immune system will respond immediately and protect against the infection.



## Are all vaccines the same?

Different types of vaccines are used to immunise against different diseases.

## When and how often do you need vaccines?

Most children are vaccinated against serious childhood diseases when they are babies. Several doses of the vaccines are needed to build up a complete immunity, so the vaccination is repeated three times. Some vaccines, such as the influenza vaccine, are only effective for a short time and need repeating every year. Others, like the yellow fever vaccine, are only necessary if you live in or visit a country where the disease exists.



## 1 Read the rules and play the personality game.



## Rules

- 1 Play the game in groups of four.
- 2 Pick a situation card and read it to the rest of your group – ‘the guessers’.
- 3 The guessers decide what they think you would do in that situation and how you would feel. They write their answers and you write yours.
- 4 Each guesser reads their answer, e.g. *I think that Thanh would ... . He's an optimist, so he would(n't) feel ... .*
- 5 Read your answer. Any person who guessed your answer scores five points.
- 6 Take turns until everyone has picked a situation card.
- 7 The winner is the person with the

A close friend has asked you to lend him / her some money to buy his / her mum a birthday present. He / She can't pay you back for a week or two. You need the cash to buy a new DVD which has just come out. **What would you do and how would you feel?**



Your friends have got together and bought you a bungee jump ticket for your birthday present. They really think that it's something you've always wanted to try. **What would you do and how would you feel?**



You arrive at a party. You don't know many people and you are wearing an old T-shirt and jeans. You suddenly realise that everyone is looking at you. All the other guests are dressed in smart clothes. **What would you do and how would you feel?**



You've been looking forward to a camping trip at the seaside next weekend. Your parents have already booked a boat trip to an island. On Saturday morning, it's raining when you wake up. **What would you do and how would you feel?**



## 2 Work in groups. Make a personality game. Follow the steps in the project checklist.


## PROJECT CHECKLIST

- 1 To make your situation cards, first choose four personality attributes you want to test, e.g. *optimism, confidence, generosity, responsibility, honesty, kindness, creativity, independence*, etc.
- 2 Think of four situations which could test these attributes. Choose situations which could create strong feelings.
- 3 Cut a piece of paper into four cards.
- 4 Write each situation on a different card.

## 3 Play a new personality game in groups of four. Make a note of your score. Who knows the people in your group the best?


**1** Read the first sentence of each paragraph in the text about Mexico City and match the headings a–c with the correct paragraphs 2–4.

a A beautiful city   b Bad air   c Too many people

**2**  3.07 Read and listen to the text. Check your answers to exercise 1.

**3** Read the text again and answer the questions.

- 1 What are the natural environmental risks that people living in Mexico City face?
- 2 What do the houses in the shanty towns lack?
- 3 When is the air quality especially bad?
- 4 How is the city laid out?

**4**  **USE IT!** Ask and answer the questions in pairs.

- 1 What do you think the Mexican government ought to do to improve the shanty towns?
- 2 How can they improve the air quality in the city?
- 3 What kind of public transport does a city need?
- 4 Would you like to live in a megacity? Why / Why not?

## Mexico City: a megacity

**1**

Mexico City is the capital of Mexico. It's an exciting, noisy and busy place to live, but it's also vulnerable to natural disasters. It sits on an ancient lake surrounded by mountains and volcanoes and is in constant danger of earthquakes and flooding.

**2**

With a population of more than 18 million, overcrowding is a major issue in Mexico City and the housing supply is inadequate. As a result, shanty towns, called barrios, have appeared. People who are desperate for somewhere to live in the city put up these shanty houses in any spare corner of land. The houses ought to have proper foundations, but they have been built quickly on top of the land and when the floods come, water sweeps the houses away. Disease spreads quickly in megacities like Mexico City – overcrowding could be a reason for this. Sometimes, as many as ten people live in one room, sharing toilets, water and cooking facilities. In the 21<sup>st</sup> century, we should have the technology to provide toilets and clean drinking water for everyone, but this isn't the case in shanty towns.




**3**

Pollution is another health hazard. Smog covers the city from November to May and tens of thousands of people die from health issues relating to it. A programme called Hoy No Circula has been introduced and cars must stay off the road for one day a week. The government is also trying to encourage commuters to find a different way to travel to work: there is a new bicycle sharing service called Ecobici and a Metrobus system.

**4**

Despite its problems, Mexico City is vibrant and lively with a rich cultural life, fantastic shopping, amazing restaurants and plenty for its citizens and visitors to do. There are more than two hundred museums and galleries and there is a wonderful zoo. Architecturally, it is very interesting with a wonderful checkerboard layout and splendid architecture, which dates from the 16<sup>th</sup> century.



- 1 Look at the photos. Which period of history do you think these constructions and objects are from? Read the article and check your ideas.
- 2  3.08 Check the meaning of the words in the box and complete the article. Then listen and check.

abandoned approached carved exposed  
hunted inhabited passageways severe

- 3 Read the article again. Answer the questions.
  - 1 What is Mainland?
  - 2 When and how was the ancient village of Skara Brae uncovered?
  - 3 How many houses were found?
  - 4 What did the houses look like inside?
  - 5 What two possible reasons does the author give for the people of Skara Brae leaving their village?

## The lost village of Skara Brae

Winter in the northern isles of Scotland is a stormy season. Every year, heavy rain and strong winds hit the coast of the Orkney Islands. In the winter of 1850, there was a very <sup>1</sup>..... storm on Mainland, the largest of the Orkneys. It caused terrible damage to the island, but it also revealed an amazing archaeological treasure. When the storm cleared, the outline of an ancient village was <sup>2</sup>..... . Since then, the site has been excavated and explored by archaeologists and they have made some remarkable discoveries.

The ancient village of Skara Brae was built more than 5,000 years ago and was probably <sup>3</sup>..... between around 3200 BC and 2200 BC. That makes it older than the Great Pyramid at Giza. It's easy to see why this period of history is called the Stone Age – the houses of Skara Brae and everything in them are made from stone.


The village is so well preserved that it has changed little in 5,000 years. The eight stone houses are connected by low <sup>4</sup>..... with stone doors. They all have a similar layout: one main room with a central fireplace and stone beds on both sides.



SCOTLAND

- 4  **YOUR CULTURE** Work in pairs. Think of an important archaeological site in Việt Nam. Ask and answer the questions.

- 1 What period of history is it from?
- 2 What was discovered there?
- 3 What does it tell us about the people who lived in Việt Nam at that time? What does it tell us about their way of life?

- 5  **USE IT!** Work in pairs. Speculate about the use of the following objects in the community of Skara Brae. Use the photos and the text to help you.

carved stone balls dresser needles  
red colouring material stone boxes



Opposite the entrance is a large stone dresser, a kind of cupboard. It sounds basic to today's visitor, but in the Stone Age these were warm and comfortable houses.

The archaeologists' investigations have given us lots of information about the people who lived at Skara Brae and what life was like for them. They were farmers who kept sheep and cattle. They also ate fish, and <sup>5</sup>..... deer. Every part of the animal was used, including the bones. The archaeologists found jewellery, hair pins, needles, bowls and cups, all <sup>6</sup>..... from animal bones and stone. They also found stone pots that contained red colouring material and some mysterious carved stone balls.

Around 2200 BC, Skara Brae was <sup>7</sup>..... and slowly covered by the earth and sands. We don't know why these people left their small community. It is possible that farming became more difficult because of changes to the environment. We also know that, as the Bronze Age <sup>8</sup>....., society began to change and small farming communities broke up. Skara Brae was left to the winds.





## Present tenses

We use the present simple to talk about states and habits or things that happen regularly.

*I check my social media accounts every day.*

*Harriet prefers the new games console.*

We often use the present simple with time expressions such as *sometimes, usually, always, never*.

We use the present continuous to describe an action which is in progress at the moment of speaking.

*'Where's Osman?' 'He's uploading some photos.'*

*I'm not checking my phone. I'm studying!*

We also use the present continuous with *always* to talk about a habit or repeated action which annoys us.

*My brother is always using my laptop.*

We often use the present continuous with time expressions such as *now, at the moment* and *today*.

Remember that we don't use some verbs in the present continuous: *believe, belong, hate, imagine, know, like, love, prefer, remember, think, understand* and *want*.

## Question words before to-infinitive

After the main verb, we use *Wh-* word + *to-infinitive* as the object of the main verb.

*Could you tell me where to find a Vietnamese restaurant?*

*Yến asked me who to contact for technical support.*

We can use this structure in the affirmative form.

*I will show Oanh where to get help.*

We can use this structure in the negative form.

*I don't know what to do now.*

We can use this structure in the interrogative form.

*Do you know when to start our environmentally friendly project?*

## Question tags

We use a positive question tag after a negative statement.

*They haven't got a GPS in their car, have they?*

We use a negative question tag after a positive statement.

*You can get a new app for that, can't you?*

When the main clause doesn't have an auxiliary verb, we form the question tag with *do*.

*David likes that video game, doesn't he?*

When there is an auxiliary verb, a modal verb or the verb *to be* in the main clause, we use that in the question tag.

*She's chatting at the moment, isn't she?*

*You can't download that long film, can you?*

## Usage

We use question tags to invite people to agree with us or to check that something is true.

*Mum needs a new phone, doesn't she?*

## used to

We make the affirmative of *used to* with *used to* + the infinitive.

*They used to have different skills in the past.*

We make the negative of *used to* with *didn't* + *use to* + the infinitive.

*We didn't use to have HD TV.*

We make questions with *Did* + subject + *use to* + the infinitive.

*Did she use to watch satellite TV?*

## Usage

We use *used to* + verb to describe a habit, a state, or a repeated action in the past. The past action stopped some time ago and it is different now.

*People didn't use to have computers at home.*

## Frequency expressions

We use frequency expressions such as *never, (not) usually, (not) often* or *(nearly) always* to say how often something happens. They usually go before simple tenses or after the verb *to be*.

*I'm always interested in new digital technology.*

Some longer phrases like *two or three times a week* or *every day* tell us exactly how often something happens. They go at the end of the sentence or clause.

*We chat two or three times a week.*





### Past perfect

Questions	Affirmative	Negative
Had we booked our holidays in advance?	We had booked our holidays in advance.	We hadn't booked our holidays in advance.

We form the past perfect with the subject + *had* + past participle.

#### Usage

We use the past perfect to talk about an action in the past which finished before a more recent past action.

*We went into town after we'd had lunch.*

(First action = we had lunch;

second action = we went into town.)

We use *after* and *before* to link events in time, to show that one action follows another.

*We took the apples back to the shop after we'd discovered that they were rotten.*

*Molly and Clara had eaten before they went out.*

### Past narrative tenses

#### Past simple

Questions	Affirmative	Negative
Did they play football after school?	They played football after school.	They didn't play football after school.
Did Alice go to Ireland on holiday?	Alice went to Ireland on holiday.	Alice didn't go to Ireland on holiday.

We form the past simple of regular verbs by adding *-ed* to the infinitive.

*play* → *played*    *study* → *studied*

There are no spelling rules for past simple irregular verbs, and each one must be learned. Refer to the Irregular verbs list on page 107.

#### Usage

We use the past simple to describe an action which happened in the past and is completed.

*I did my homework and then I went to sleep.*

### Past continuous

Questions	Affirmative	Negative
Was Lukas working at 7.00 p.m. yesterday?	Lukas was working at 7.00 p.m. yesterday.	Lukas wasn't working at 7.00 p.m. yesterday.
Were we exercising at the gym?	We were exercising at the gym.	We weren't exercising at the gym.

We form the past continuous with the subject + *was / were* + *-ing* form of the verb.

#### Usage

We use the past continuous to talk about an action that was in progress in the past.

*'What were you doing at eight o'clock last night?'*

*'I was talking to my friend.'*

We use the past continuous and the past simple together when one action interrupts another. We use the past continuous to describe the action in progress and the past simple for the action that interrupts it.

We usually use *while* with the past continuous and *when* with the past simple.

*I was searching for my keys when I found the earring.*

*While I was looking through my photos, I came across a postcard from my friend Jana.*

#### Time connectors

We can use the following time connectors to indicate how different time periods link together in a narrative:

*afterwards* = later

*before* = at an earlier time

*by the time* = not later than that time

*in the end, finally* = at last

*just as* = at the same time as

*meanwhile* = at the same time as another thing is happening

*the moment that* = exactly at the time that

*until* = up to the time when

*while* = during the time that



## Present perfect

### Present perfect simple

Questions	Affirmative	Negative
Have you made up your mind?	I've made up my mind.	I haven't made up my mind.
Has your sister tried out lots of sports?	My sister has tried out lots of sports.	My sister hasn't tried out lots of sports.

### Usage

We use the present perfect when an action is complete.

*We've played a fantastic game.*  
(= *We've finished it.*)

We often use the present perfect with verbs that have the idea of a short time or a single action: *stop, finish, start, cut, break, die, lose, find, buy.*

*Ivan has cut his finger.*

Questions	Affirmative	Negative
Have you been travelling this month?	We've been travelling this month.	We haven't been travelling this month.
Has your dad been waiting for two hours?	My dad has been waiting for two hours.	My dad hasn't been waiting for two hours.

### Present perfect continuous

#### Usage

We use the present perfect continuous when an action isn't complete and might continue.

*We've been playing a fantastic game.*  
(= *We haven't finished it and we'll continue playing it.*)

We often use the present perfect continuous with verbs that have the idea of a very long time or a repeated action: *learn, try, rain, play, wait, work.*

*Karel and Markus have been working for ages!*

### for and since

We can use *for* and *since* with both the present perfect simple and continuous.

*Since* tells us when an action started.

*He's been travelling since March.*

*For* describes the duration of a state or action. It is followed by a period of time.

*He's been travelling for five months.*

## Present perfect vs. past simple

We use the present perfect when we talk about unfinished time periods or when we don't mention a time period. We often use it with *this morning, this year* etc. and *for* or *since*.

*I've become more confident this year.*

*They've decided to study business.*

*He's had this laptop for two years.*

(= *He's still got it.*)

We use the past simple to talk about finished time periods. We use it with expressions like *when* or *ago*.

*I didn't feel confident when I was younger.*

*We did the business course two years ago.*

*I had a laptop in 2016.*

(= *I haven't got it now.*)

## Adverbial clauses and phrases of concession

We use adverbial clauses and phrases of concession to contrast two opposite meanings and show unexpected results or surprises.

*Though, although* and *even though* are followed by a clause.

*We put on our jackets and went for a walk though it was rainy.*

*Although it's raining, it's still warm outside.*

*Though* is more common than *although* in general and it is much more common than *although* in speaking. For emphasis, we often use *even* with *though*.

*These students already know how to read even though they are still in kindergarten.*

*Despite* and *in spite of* are followed by a gerund or noun phrase

*In spite of having very little money, they are happy.*

*Despite all my careful plans, a lot of things went wrong.*

## Expressing contrast

We use *in contrast, whereas, however* and *although* to express contrast.

*I loved working in the bank. In contrast, Lee hated it.*

*We like history, whereas Jessica thinks it's boring.*

*Community work is fun. However, it's also hard work.*

*I didn't really like the course, although it was useful.*



### Adverbial clauses and phrase of reason

We use *because / as / since* to indicate the reason for an action or event.

*She never eats meat because she is a vegetarian*

*As there was loud noise outside, my daughter couldn't sleep well.*

*Sophia went to bed early since she had a long day at work today*

We use *because of* to indicate the cause of something.

*I could pass the exam successfully because of her help.*

*Because of the typhoon, Danny couldn't go picnicking with his friends.*

### Future forms

#### will

Questions	Affirmative	Negative
Will we shop differently in a few years' time?	We'll shop differently in a few years' time.	We won't shop differently in a few years' time.

We form sentences with *will* using subject + *will / won't* + infinitive (without *to*).

#### Usage

We use *will*:

- to make predictions about the future.  
*People will buy most things online in the future.*
- to talk about spontaneous decisions and to make offers.  
*I'll help you order those clothes from the website.*

#### going to

Questions	Affirmative	Negative
Is she / Are they going to buy new clothes?	She's / They're going to buy new clothes.	She isn't / They aren't going to buy new clothes.

We form sentences with *be going to* using subject + (negative) *be + going to + infinitive*.

#### Usage

We use *going to* when we plan or intend to do something in the future, but there isn't necessarily an exact date or time.

*He's going to buy his favourite brand of trainers.*

*We aren't going to study another language.*

### Conjunctions: *as well as; both ... and; not only ... but also*

We use *as well as* when we add more information.

*He plans to study marketing as well as advertising.*

We use *not only ... but also* and *both ... and* to say that something has two qualities.

*That handbag is not only practical but also versatile.*

*This product is both cheap and well designed.*

Chân trời sáng tạo



### Possibility and certainty

There is only one form of *may*, *might*, *could*, *can* and *must* for all the subject pronouns.

I / You / He / She / It / We / You / They might be feeling stressed.

After *may*, *might*, *could*, *can't* and *must*, we use the infinitive without *to*.

Animals may feel sad when another animal dies.

We might learn more about this in the future.

### Usage

We use *may*, *might* or *could* + infinitive to say that something is possible, but not certain. *May*, *might* and *could* have the same meaning.

We don't use *couldn't* when we talk about possibility.

Experts might learn more about the feelings of animals.

(= We aren't certain.)

That scientist could be surprised by the results of the research.

(= We aren't certain.)

We use *must* + infinitive to say that we feel something is certain.

Your dog must be tired after such a long walk.

We use *can't* + infinitive to say that we feel something is impossible.

The animals are happily running around, so they can't be too stressed.

### Ability: *can*, *could*, *be able to*

	Affirmative	Negative
Present	I can run fast.	He can't concentrate.
Past	You could run fast.	We couldn't concentrate.
Future	She'll be able to run fast.	I won't be able to concentrate.

There is only one form of *can*, *could* and *will be able to* for all the subject pronouns.

I / You / He / She / It / We / You / They can swim very well.

We use *can* and *could* with the infinitive of the verb without *to*.

I couldn't play the piano when I was younger.

We use *be able to* with modal verbs.

I might be able to play that song on the piano.

### Usage

We use *can*, *could* and *will be able to* to express someone or something's ability to do something, or to say what is possible in a particular situation.

I'm playing on the games console at the moment, but you can use it after me.

I couldn't read very well when I was five.

I won't be able to come later because I'm ill.

### Advice and obligation: *should*, *must*, *have to*

There is only one form of *should* and *must* for all the subject pronouns.

I / You / He / She / It / We / You / They shouldn't listen to very loud music.

I / You / He / She / It / We / You / They must follow the school rules.

The third person singular affirmative form of *have to* is *has to*.

We have to read the article about music at home.

She has to go to her music lessons on Tuesdays.

We use the auxiliary *do* to form the negative of *have to*: *don't have to* / *doesn't have to*.

We don't have to go to school on Sundays.

He doesn't have to do homework on Mondays.

### Usage

We use *should* to give advice.

You should listen to classical music when you study.

You shouldn't watch TV when you're studying.

We use *must* and *have to* to talk about obligations, for example, a rule or a law.

You must wear a cycle helmet. It's very important.

You mustn't cycle on the pavement. It isn't allowed.

We often use *must* to talk about something that the speaker decides is necessary.

You must do your homework now.

You mustn't be late for school.

We usually use *have to* when other circumstances make something necessary.

She has to go to the bakery.

(= Because she hasn't got any bread.)

We use *don't have to* to talk about something that it is not necessary to do.

I don't have to do any homework today.

(= Because I did it all yesterday.)



### Gerunds and infinitives

The gerund is the *-ing* form of a verb. We use gerunds:

- 1 as the subject of a sentence.  
*Running is good exercise for the human body.*
- 2 after prepositions.  
*Astronauts must train before going into space.*
- 3 after certain verbs, including *avoid, can't stand, complete, dislike, don't mind, enjoy, finish, imagine, like, miss, practise, put off, recommend, regret, spend time, start, stop, waste time.*  
*Can you imagine living on a different planet?*

The infinitive is the *to* or base form of a verb. We use infinitives:

- 1 to explain the purpose of an action.  
*We used the telescope to look at the moon.*
- 2 after adjectives.  
*It's interesting to talk about the universe.*
- 3 after certain verbs including *aim, decide, help, hope, intend, learn, need, plan, teach, tend, want.*  
*Esther wants to study astrophysics.*

### Conditionals, *wish*

Conditional sentences have two parts: the *if* clause and the main clause. The *if* clause establishes the condition and the main clause establishes the result.

The *if* clause can come in the first or second half of the sentence. If it is second, we don't use a comma.

*If we don't experiment, we won't learn.  
We won't learn if we don't experiment.*

We can use *unless* to express *if not*.

*I won't become a doctor unless I study.  
(= I won't become a doctor if I don't study.)*

### Zero conditional

We form the zero conditional with *if* + subject + present simple, + subject + present simple.

*If you heat water, it evaporates.  
Does the liquid change if you mix it?*

### Usage

We use the zero conditional to talk about facts and situations that are always true.

*If astronauts don't exercise in space, they become ill.  
If you do exercise, you get fit.*

### The first conditional

We form the first conditional with *if* + subject + present simple, + subject + *will / won't* + a verb without *to*.

*If you look outside, you'll see the stars.  
If I go out, will I see the meteor shower?*

### Usage

We use the first conditional to talk about a likely or possible situation in the future.

*If it rains later, we won't see the stars.*

### The second conditional

We form the second conditional with *if* + subject + past simple, + subject + *would / wouldn't* + a verb without *to*.

*If I became an inventor, I'd create a robot.  
If I learned about gravity, would I pass the test?*

### Usage

We use the second conditional to talk about present or future situations which are unlikely or unreal.

*I'd do some experiments if I went to Mars.*

### *wish*

We form *wish* using the simple past tense to express wishes which are not possible for the present.

*Humans wish (that) they could unlock superhuman abilities such as teleport.  
They wish (that) they were able to return to the past.*

### *suggest + V-ing*

We can use the verb *suggest* with the *-ing* form of a verb to show suggestions.

*Studies suggest exercising regularly to reduce the risk of heart disease.  
Studies suggest consuming a diet rich in fruits and vegetables to improve health.*



### Reflexive pronouns

Subject pronouns	Reflexive and emphatic pronouns
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

We use reflexive pronouns when the subject and the object of the verb are the same.

Mark taught himself to play the guitar.  
(subject = Mark; object = Mark)

We use them to talk about reflexive actions.

Alara bought herself a new phone.  
They made themselves some breakfast.

We use emphatic pronouns to emphasise the person or thing that does the action.

I spoke to the manager myself.  
(= Nobody spoke to the manager for me.)  
We finished all the work ourselves.  
(= Nobody helped us to finish it.)

### Defining and non-defining relative clauses

We use a defining clause to provide necessary and important information about the noun or pronoun it modifies. No commas are used in defining clauses.

One of the important aspects which is highly valued in Việt Nam is family.

We use a non-defining clause to provide additional information about the noun or pronoun it modifies. Commas are used in non-defining clauses.

Water puppetry, which is one unique aspect of Vietnamese culture, came from in the rice fields of the Red River Delta in Việt Nam.

### Linkers

We use *because*, *but*, *so* and *so that* to link ideas.

We use *because* to give a reason for an action.

I volunteered at a primary school because I like working with children.

(= reason for first clause)

We use *so* to explain a result.

I like working with children so I volunteered at a primary school.

(= result of first clause)

We use *so that* to talk about the purpose of an action.

I'm working hard so that I can pass my exams.  
(= in order that I can pass my exams)

We use *but* to show a contrast of ideas.

He taught himself to paint, but he isn't very good at it.

Chân trời sáng tạo



### Adverbial clauses of result

#### *so* + adjective / adverb + *that*

We use adjectives or adverbs after *so*, following by *that* clause to say what happens or what may happen as a result of the action mentioned in the main clause.

*The park is so popular that you can see some of the most talented skaters there.*

*The grass on Wimbledon's Center Court is maintained so carefully that it's often considered the best grass court in the world.*

#### *such* + (a / an) + adjective + noun + *that*

We can also use an adjective and a noun after *such*, following by *that* clause to begin an adverbial clause of result.

If the noun is a countable noun, we have to use the article *a* or *an* before the adjective and the noun.

*The stadium has such a powerful sound system that the music can be heard clearly from every corner.*

If the noun is an uncountable noun, we do not need to use any article before the adjective and the noun.

*It was such bad weather that we had to cancel our camping trip.*

### Passive: past, present and future

#### Present passive

We use subject + *be* in the present simple + the past participle of the verb to form the present passive.

*From time to time, old coins are discovered by builders.*

We use subject + negative *be* in the present simple + the past participle of the verb to form the negative present passive.

*Most of the time, Roman coins aren't found in very large numbers.*

#### Past passive

We use subject + *be* in the past simple + the past participle of the verb to form the past passive.

*The time capsule was buried in 1890.*

We use subject + negative *be* in the past simple + the past participle to form the negative past passive.

*The time capsule wasn't dug up until 2016.*

#### Present perfect passive

We use subject + *be* in the present perfect + the past participle of the verb to form the present perfect passive.

*A Roman villa has been unearthed.*

We use subject + negative *be* in the present perfect + the past participle to form the negative present perfect passive.

*The villa hasn't been opened to the public yet.*

#### Future and modal passives

We use subject + *will be* + the past participle of the verb to form the future passive.

*The treasure will be found one day.*

We use subject + *won't be* + the past participle of the verb to form the negative future passive.

*The gold coin won't be sold.*

We use subject + modal verb + (*not*) *be* in the infinitive + past participle to form the passive with modal verbs.

*That famous queen must be buried near here.*

*The body might not be discovered for a long time.*

#### Passive: questions

We use *be* + subject + past participle to form questions in the present and past passive. The short answer uses the corresponding form of *be*.

*'Is the ancient vase displayed in the museum?'*

*'No, it isn't.'*

*'Were the ancient vases unearthed near here?'*

*'Yes, they were.'*

We use *have / has* + subject + *been* + past participle to form questions in the present perfect passive.

The short answer uses *have / has*.

*'Has the treasure been displayed in the museum?'*

*'Yes, it has.'*

We use *Will* + subject + *be* + past participle to form questions in the future passive. The short answer uses *will*.

*'Will the rare coins be displayed here?'*

*'Yes, they will.'*

We can use question words at the beginning of any of the passive questions in the examples above.

*When will the rare coins be displayed here?'*

### Prepositions and adverbs of place

Prepositions and adverbs of place tell us where something happens.

Adverbs such as *around*, *down*, *on* and *inside* usually come after a verb.

*We walked around the building.*

*We walked down to the valley.*

Prepositions are usually followed by a noun.

*There was a big mural around the wall.*

*There was an old clock inside the tower.*



### Reported statements

Direct speech	Reported speech
<b>Present simple</b> 'I feel afraid.'	<b>Past simple</b> He said that he felt afraid.
<b>Present continuous</b> 'We're shopping in town.'	<b>Past continuous</b> They said that they were shopping in town.
<b>Past simple</b> 'You did the bank robbery.'	<b>Past perfect</b> She said that I'd done the bank robbery.
<b>Present perfect</b> 'I've seen a burglary before.'	<b>Past perfect</b> He said that he'd seen a burglary before.
<b>will / would</b> 'I'll stop the thief.'	<b>would</b> She said that she would stop the thief.
<b>can / could</b> 'We can find the vandals.'	<b>could</b> They said that they could find the vandals.
<b>must / have to</b> 'I must catch the hacker.'	<b>had to</b> She said that she had to catch the hacker.

#### Usage

We use reported speech to report what someone has said, without quoting their exact words.

We use *tell* and *say* to report statements.

We always use an object after *tell*.

I told the police that I hadn't seen the burglars.

Our neighbours told us that they could help.

We use *say* when there is no object.

The woman said that she'd lost her phone.

**NOT** The woman said us that she'd lost her phone.

#### Reported questions

'Why are you calling the police?' they asked.

They asked me why I was calling the police.

'Did you see the crime?' the detective asked.

The detective asked us if we'd seen the crime.

When we report a question, the word order is different from direct questions. We don't use question marks in reported questions. The rules for changing the verb tenses are the same as with affirmative and negative reported speech.

We report *yes / no* questions with *if* or *whether*.

'Can you explain?' (Yes, I can. / No, I can't.)

→ He asked me if I could explain.

'Have they agreed?' (Yes, they have. / No, they haven't.) → She asked us whether they'd agreed.

With questions that contain a question word, we repeat the question word.

'How old are you?' → They asked me how old I was.

#### Usage

We use reported questions to report what someone has asked, without quoting their exact words.

#### Reported commands, requests, offers and suggestions

We use *ask* for reported requests and *tell* for reported commands. We use *ask / tell* + object + (not) infinitive (with *to*).

The police officer asked us to report the robbery.

My teacher told me not to interrupt her.

We use *offer* for reported offers. We use *offer* + (not) infinitive (with *to*).

They offered to look for the vandals.

We use *suggest that* for reported suggestions. We use *suggest* + *that* + verb.

He suggested that we watch TV this evening.

#### Usage

We use reported commands, requests, offers and suggestions to report what someone has said, without quoting their exact words.

#### Time conjunctions

Time conjunctions are subordinating conjunctions used to connect an action or event to a point in time.

Jane fell off her bike when she was riding home from school yesterday.

After we walked around to search for a spot, we finally found a small patch of grass under a tree.

These time conjunctions are usually followed by a subject and a verb.

As soon as we arrived at the park, we realised that it was overcrowded with noisy groups.

Read your book until your teacher comes back.

Some of time conjunctions can be followed by *-ing* or *-ed* forms.

After walking around to search for a spot, we finally found a small patch of grass under a tree.

She felt really excited when given the first prize in the English contest.



Infinitive	Past simple	Past participle	
be /bi:, bi/	was /wɒz, wəz/, were /wɜ:(r), wə(r)/	been /bi:n/	là, thì ...
beat /bi:t/	beat /bi:t/	beaten /'bi:tɪn/	đánh bại
bite /baɪt/	bite /baɪt/	bitten /'bɪtɪn/	cắn
bear /beə/	bore /bɔ:(r)/	born /bɔ:n/	sinh ra
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	làm vỡ
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	mang tới, dẫn theo
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	mua
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/	chọn
deal /di:l/	dealt /delt/	dealt /delt/	đãi phỏ, giải quyết
do /du:/	did /dɪd/	done /dʌn/	làm
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/	lái
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	rủi xuống
feel /fi:l/	felt /felt/	felt /felt/	cảm thấy
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtɪn/	quên
get /get/	got /gɒt/	got /gɒt/	có
give /gɪv/	gave /geɪv/	given /'gɪvn/	cho
grow /grəʊ/	grew /gru:/	grown /grəʊn/	trồng, phát triển
have /hæv/	had /hæd/	had /hæd/	có
hear /hɪə(r)/	heard /hɜ:d/	heard /hɜ:d/	nghe thấy
hold /həʊld/	held /held/	held /held/	cầm, tổ chức, nín (thờ)
know /nəʊ/	knew /nju:/	known /nəʊn/	biết
lend /lend/	lent /lent/	lent /lent/	cho mượn
lose /lu:z/	lost /lɒst/	lost /lɒst/	đánh mất
make /meɪk/	made /meɪd/	made /meɪd/	làm, tạo ra
meet /mi:t/	met /met/	met /met/	gặp
pay /peɪ/	paid /peɪd/	paid /peɪd/	trả
put /pʊt/	put /pʊt/	put /pʊt/	đặt, để
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/	cưỡi, lái
run /rʌn/	ran /ræn/	run /rʌn/	chạy
see /si:/	saw /sɔ:(r)/	seen /si:n/	thấy, gặp
sell /sel/	sold /səʊld/	sold /səʊld/	bán
spend /spend/	spent /spent/	spent /spent/	sử dụng (thời gian)
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/	lấy trộm
swim /swɪm/	swam /swæm/	swum /swʌm/	bơi
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	ném
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	thức dậy
wear /weə(r)/	wore /wɜ:(r)/	worn /wɔ:n/	mặc
win /wɪn/	won /wʌn/	won /wʌn/	thắng

British English Pronunciation

American English pronunciation

## PROPER NAMES

**Alexander Graham Bell** /æɪŋ'ɡrɑːndə 'grerəm bel/ /æləŋ'zændər 'grerəm bel/ (1847 – 1922) a Scottish American inventor, scientist, and teacher of the deaf whose foremost accomplishments were the invention of the telephone (1876) and the refinement of the phonograph (1886)

**Hezârfen Ahmed Çelebi** /heza:fn amed seləbi/ /heza:fn amed seləbi/ (1609 – 1640) a Turkish aviator, scientist, inventor, one of the first people who succeeded to fly with the winging he developed and he is the first Turkish scientist succeeded to fly

**Mars** /mɑːz/ /mɑːrɪz/ the planet in the solar system that is fourth in order of distance from the sun, between the Earth and Jupiter: *sao Hỏa*

**Renaissance** /rɪ'neɪsɪns/ /'renəsɑːns/ the period in Europe during the 14<sup>th</sup>, 15<sup>th</sup> and 16<sup>th</sup> centuries when people were interested in the culture of ancient Greece and Rome: *thời kì Phục hưng*

**the Amazon** /ði 'æməzən/ /ði: 'æməzɑːn/ spanning nine South American countries (Brazil, Peru, Guyana, Colombia, Ecuador, Bolivia, Suriname, French Guiana, and Venezuela), and with an area of around 2,5 million square miles, the Amazon represents over half of the world's remaining rainforest: *rừng mưa nhiệt đới Amazon*

## STARTER

**celebrity** (n) /sə'lebrəti/ /sə'lebrəti/ a famous person: *người nổi tiếng*

**comment** (n) /'kɒment/ /'kɑːment/ something that you say or write that gives an opinion on or explains somebody/something: *lời bình luận, lời nhận xét*

**games console** (n) /'geɪmz kɒnsəʊl/ /'geɪmz kɑːnsəʊl/ a small electronic device for playing video games: *máy chơi trò chơi điện tử*

**navigate** (v) /'nævɪgeɪt/ /'nævɪgeɪt/ to plan and direct the course of ship, plane, car, etc. by using a map: *tìm lộ trình đi bằng cách dùng bản đồ*

**necessity** (n) /nə'sesəti/ /nə'sesəti/ a thing that you must have and cannot manage without:  *vật không thể thiếu, vật cần thiết*

**spellchecker** (n) /'speltʃekə(r)/ /'speltʃekər/ (also spellcheck) a computer program that checks your writing to see if your spelling is correct:  *chương trình kiểm tra lỗi chính tả*

**stream** (v) /stri:m/ /stri:m/ to play video or sound on a computer by receiving it as a continuous stream, from the internet for example, rather than needing to wait until the whole of the material has been downloaded: *phát trực tuyến*

**wearable** (n) /'weərəbl/ /'werəbl/ a small computing device that you can wear, for example on your wrist:  *thiết bị đeo tay*

## UNIT 1

**anecdote** (n) /'ænikdəʊt/ /'ænikdɔ:t/ a short, often funny story, especially about something someone has done:

*chuyện vặt, giai thoại*

**belong to** (phr v) /bɪ'lɒŋ tu/ /bɪ'laɪŋ tu/ to be the property of someone: *thuộc về*

**city dweller** (n) /'sɪti 'dwelə(r)z/ /'sɪti 'dwelərz/ a person who lives in a city: *người sống ở thành phố*

**come across** (phr v) /kʌm ə'krɒs/ /kʌm ə'kraɪs/ to find something or someone by chance:  *tình cờ thấy*

**common** (adj) /'kɒmən/ /'kɑːmən/ the same in a lot of places: *thông thường, phổ biến*

**competitive** (adj) /kəm'petɪtɪv/ /kəm'petətɪv/ as good as or better than others: *cạnh tranh, đua tranh*

**crypt** (n) /kript/ /kript/ a room under the floor of a church where bodies are buried: *hầm mộ*

**damaged** (adj) /'dæmɪdʒd/ /'dæmɪdʒd/ harmed or spoiled: *bị thiệt hại, bị hư hao*

**efficient** (adj) /ɪ'fɪʃənt/ /ɪ'fɪʃənt/ working well and quickly: *có hiệu quả*

**fragile** (adj) /'frædʒaɪl/ /'frædʒəl/ easily broken or damaged: *dễ vỡ, dễ hỏng*

**get around** (phr v) /get ə'raʊnd/ /get ə'raʊnd/ to travel from place to place: *di chuyển từ nơi này đến nơi khác*

**get back** (phr v) /get bæk/ /get bæk/ to obtain something again after having lost it: *lấy lại*

**invest in** (phr v) /ɪn'vest ɪn/ /ɪn'vest ɪn/ to spend money or time on something: *đầu tư vào*

**lead to** (phr v) /li:d tu/ /li:d tu/ cause (things) to happen: *dẫn đến*

**look back on** (phr v) /lʊk bæk ɒn/ /lʊk bæk ɒn/ to think about something in the past; reflect: *nhìn lại*

**look forward to** (phr v) /lʊk 'fɔːwəd tu/ /lʊk 'fɔːrwəd tu/ to be excited and pleased about something that is going to happen: *trông mong, mong chờ*

**rare** (adj) /reə/ /rer/ not common or unusual: *hiếm có, ít có*

**recognise** (v) /'rekəɡnaɪz/ /'rekəɡnaɪz/ to know someone or something because you have seen or heard him or her or experienced it before: *nhận ra*

**rely on** (phr v) /rɪ'laɪ ɒn/ /rɪ'laɪ ɒn/ to need the help of; to depend on: *phụ thuộc vào*

**result from** (phr v) /rɪ'zʌlt frɒm/ /rɪ'zʌlt frɑːm/ to be caused by: *do, có nguyên nhân từ*

**time capsule (n)** /'taɪm kæpsju:l/ /'taɪm ,kæpsəl/ a container that is filled with objects from a particular time, so that people in the future will know what life was like then: *hộp thời gian*

**tough (adj)** /tʌf/ /tʌf/ strong; not easily broken: *chắc, bền, dai*

**transport (n)** /'trænspɔ:t/ /'trænspɔ:rt/ the movement of people or goods from one place to another: *sự chuyển chở, sự vận chuyển*

**valuable (adj)** /'væljuəbl/ /'væljuəbl/ worth a lot of money: *quý giá, có giá trị lớn*

**vehicle (n)** /'vi:əkəl/ /'vi:əkəl/ a machine that is used for transporting people or goods from one place to another, such as a car or lorry: *xe cộ*

## UNIT 2

**against (prep)** /ə'genst/ /ə'genst/ disagreeing with a plan or activity: *chống lại*

**alternative (adj)** /ɔ:l'tɜ:nətɪv/ /ɔ:l'tɜ:nətɪv/ different from the usual or traditional way in which something is done: *khác; thay thế*

**avoid (v)** /ə'vɔɪd/ /ə'vɔɪd/ to try not to do something: *tránh*

**bother (v)** /'bɒðə(r)/ /'bɑ:ðə(r)/ to make the effort to do something: *bận tâm làm việc gì*

**commit (v)** /kə'mɪt/ /kə'mɪt/ to decide to use money, time, etc. for a particular purpose: *quyết định*

**consider (v)** /kən'sɪdə(r)/ /kən'sɪdə(r)/ to think about something carefully to make a decision: *xem xét*

**disposable (adj)** /dɪ'spəʊzəbəl/ /dɪ'spəʊzəbəl/ made to be thrown away after use: *dùng một lần*

**drop out (phr v)** /drɒp aʊt/ /dra:p aʊt/ not to do something you were planning to do: *bỏ giữa chừng*

**get (a lot) out of (phr v)** /get ə lɒt aʊt əv/ /get ə lɑ:t aʊt əv/ to enjoy something or think something is helpful: *nhận được niềm vui, lợi ích từ việc gì đó*

**get in touch with (idiom)** /get ɪn tʌtʃ wɪð/ /get ɪn tʌtʃ wɪð/ to communicate with someone by using a phone or writing to them: *giữ liên lạc với*

**get into (phr v)** /get 'ɪntu:/ /get 'ɪntu:/ to begin to enjoy something or be interested in it: *trở nên thích thú với*

**get involved with (phr v)** /get ɪn'vɒlvɪd wɪð/ /get ɪn'vɔ:lvd wɪð/ to take part in a project: *tham gia vào*

**get on with (phr v)** /get ɒn wɪð/ /get ɒn wɪð/ to start or continue doing something, especially work: *bắt đầu hay tiếp tục làm gì đó*

**get used to (idiom)** /get 'ju:st tu/ /get 'ju:st tu/ familiar with a condition or activity: *trở nên quen với*

**get together (phr v)** /get tə'geðə(r)/ /get tə'geðə(r)/ to meet somebody for enjoyment: *gặp mặt*

**hesitate (v)** /'hezɪteɪt/ /'hezəteɪt/ to pause before saying or doing something because you are nervous or not sure: *ngập ngừng, do dự*

**impact (n)** /'ɪmpækt/ /'ɪmpækt/ the effect or influence that an event, situation, etc. has on someone or something: *sự tác động, sự ảnh hưởng*

**in favour (phr)** /ɪn 'feɪvə(r)/ /ɪn 'feɪvər/ supporting and agreeing with: *ủng hộ*

**lifestyle (n)** /'laɪfstɑɪl/ /'laɪfstɑɪl/ someone's way of living: *cách sống*

**make up one's mind (idiom)** /meɪk ʌp wʌnz maɪnd/ /meɪk ʌp wʌnz maɪnd/ to decide: *quyết định*

**majority (n)** /mə'dʒɔrəti/ /mə'dʒɔ:rəti/ the larger number or part of something: *đa số*

**put off (phr v)** /pʊt ɒf/ /pʊt ɔ:f/ to decide or arrange to delay an event or activity until a later time: *trì hoãn*

**rush into (phr v)** /rʌʃ 'ɪntu:/ /rʌʃ 'ɪntu:/ to start to do something without considering if it is the right thing to do or the best way to do it: *làm gì đó nhanh chóng*

**shelter (n)** /'feltə(r)/ /'feltə(r)/ a place to live, considered as one of the basic needs of life: *chỗ ở, chỗ trú ẩn*

**stick with (phr v)** /stɪk wɪð/ /stɪk wɪð/ to continue doing something the way you did or planned to do before: *tiếp tục làm gì đó*

**take one's time (idiom)** /teɪk wʌnz taɪm/ /teɪk wʌnz taɪm/ not hurry: *cứ từ từ mà làm, không vội vàng*

**think twice (idiom)** /θɪŋk tuwaɪs/ /θɪŋk tuwaɪs/ to consider something more carefully: *cân nhắc, suy nghĩ kĩ*

**transition year (n)** /træn'zɪʃən jɪə/ /træn'zɪʃən jɪr/ an optional one-year school programme that can be taken in the year after the Junior Certificate in Ireland: *năm chuyển tiếp*

**try out (phr v)** /traɪ aʊt/ /traɪ aʊt/ to test or use something to see if it works well: *thử nghiệm, kiểm tra thử*

## UNIT 3

**advertisement (n)** /əd'vertɪsmənt/ /,ædvər'taɪzmənt/ a notice, picture or film telling people about a product, job or service: *quảng cáo*

**bar code (n)** /'bɑ: ,kəʊd/ /'bɑ:r ,kəʊd/ a small rectangular pattern of thick and thin black lines printed on a product, or on its container, so that the details of the product can be read by and recorded on a computer system: *mã vạch*

**bargain (n)** /'bɑ:gən/ /'bɑ:rgən/ a thing bought for less than the usual price: *sự mặc cả, sự trả giá*

**brand (n)** /brænd/ /brænd/ a type of product, service, etc. made or offered by a particular company under a particular name: *thương hiệu*

**checkout (n)** /'tʃekəʊt/ /'tʃekəʊt/ the place where you pay for the things that you are buying in a supermarket: *quầy thanh toán*

**consumer (n)** /kən'sju:mə(r)/ /kən'su:mət/ a person who buys goods or uses services: *người tiêu dùng*

**exchange (v)** /ɪks'tʃeɪndʒ/ /ɪks'tʃeɪndʒ/ to give something to someone and receive something from that person: *trao đổi*

**fit (v)** /fɪt/ /fɪt/ to be the right size or shape for someone or something: *vừa vặn*

**influencer (n)** /ɪnfluənsə(r)/ /ɪnfluənsət/ a person that influences somebody, especially a person with the ability to influence potential buyers of a product or service by recommending it on social media: *người có tầm ảnh hưởng*

**label (n)** /leɪbl/ /leɪbl/ a piece of paper, etc. that is attached to something and that gives information about it: *nhãn hiệu*

**luxury (n)** /ˈlʌkʃəri/ /ˈlʌkʃəri/ something expensive that is pleasant to have but is not necessary: *sự xa xỉ*

**marketing (n)** /ˈmɑːkɪtɪŋ/ /ˈmɑːrkɪtɪŋ/ a job that involves encouraging people to buy a product or service: *tiếp thị*

**massive (adj)** /ˈmæsɪv/ /ˈmæsɪv/ very large in size, amount, or number: *đồ sộ, có quy mô lớn*

**popularity (n)** /ˌpɒpjʊˈlærəti/ /ˌpɑːpjʊˈlærəti/ the state of being liked, enjoyed or supported by a large number of people: *sự thịnh hành*

**producer (n)** /prəˈdjuːsə(r)/ /prəˈdjuːsər/ a person, a company or a country that grows or makes food, goods or materials: *nhà sản xuất*

**promote (v)** /prəˈməʊt/ /prəˈməʊt/ to help sell a product, service, etc. or make it more popular by advertising it or offering it at a special price: *quảng bá*

**promoter (n)** /prəˈməʊtə(r)/ /prəˈməʊtər/ a person or company that organizes or provides money for an artistic performance or a sporting event: *nhà tài trợ*

**receipt (n)** /rɪˈsiːt/ /rɪˈsiːt/ a piece of paper or an electronic document that shows that goods or services have been paid for: *hóa đơn mua hàng*

**retailer (n)** /ˈriːteɪlə(r)/ /ˈriːteɪlər/ a person or business that sells goods to the public: *nhà bán lẻ*

**rip-off (n)** /rɪp ɒf/ /rɪp ɔːf/ something that is not worth what you pay for it: *món đồ có giá quá đắt*

**scan (v)** /skæn/ /skæn/ to look at something carefully, with the eyes or with a machine, in order to get information: *quét, rà soát*

**special offer (n)** /speʃəl ˈɒfə(r)/ /speʃəl ˈɔːfər/ a product or service that is sold at a lower than usual price: *sản phẩm khuyến mãi*

**status symbol (n)** /ˈsteɪtəs ˈsɪmbl/ /ˈstætəs ˈsɪmbl/ a possession that people think shows their high social status and wealth: *vật biểu tượng giàu sang, quyền quý*

**tough (adj)** /tʌf/ /tʌf/ difficult: *gian khó*

**try on (phr v)** /traɪ ɒn/ /traɪ ɑːn/ to put on a piece of clothing to discover if it fits you or if you like it: *thử đồ, quần áo*

**value (n)** /ˈvæljuː/ /ˈvæljuː/ the amount of money that can be received for something: *giá trị*

**versatile (adj)** /ˈvɜːsətaɪl/ /ˈvɜːrsətɪl/ able to do many different things: *nhiều tác dụng, đa năng*

**window shopping (n)** /ˈwɪndəʊ ˌʃɒpɪŋ/ /ˈwɪndəʊ ˌʃɑːpɪŋ/ the activity of spending time looking at the goods on sale in shop windows without intending to buy any of them: *việc đi xem hàng nhưng không mua*

## UNIT 4

**aggressive (adj)** /əˈɡresɪv/ /əˈɡresɪv/ angry, and behaving in a threatening way; ready to attack: *hay gây hấn, hung hăng*

**annoyance (n)** /əˈnɔɪəns/ /əˈnɔɪəns/ the feeling of being slightly angry: *điều bực mình, mỗi muộn phiền*

**annoyed (adj)** /əˈnɔɪd/ /əˈnɔɪd/ slightly angry: *khó chịu, bực mình*

**assertive (adj)** /əˈsɜːtɪv/ /əˈsɜːtɪv/ expressing opinions or desires strongly and with confidence, so that people take notice: *quyết đoán*

**blue (adj)** /bluː/ /bluː/ sad: *buồn*

**boredom (n)** /ˈbɔːdəm/ /ˈbɔːrdəm/ the state of feeling bored; the fact of being very boring: *nỗi buồn tẻ, nỗi buồn chán*

**broken-hearted (adj)** /brəʊkənˈhɑːtɪd/ /brəʊkənˈhɑːrtɪd/ extremely unhappy: *thất vọng, buồn*

**calm down (phr v)** /kɑːm daʊn/ /kɑːm daʊn/ to become or make somebody/something/yourself become calm: *làm bình tĩnh*

**cheer up (phr v)** /tʃɪər ʌp/ /tʃɪər ʌp/ to become more cheerful; to make somebody/something/someone more cheerful: *làm vui vẻ, phấn khởi*

**concentrate (v)** /ˈkɒnsntreɪt/ /ˈkɑːnsntreɪt/ to give all your attention to something and not think about anything else: *tập trung*

**considerate (adj)** /kənˈsɪdərət/ /kənˈsɪdərət/ thoughtful: *ân cần, chu đáo*

**disgust (n)** /dɪsˈɡʌst/ /dɪsˈɡʌst/ a strong feeling of dislike for somebody/something that you feel is unacceptable, or for something that looks, smells, etc. unpleasant: *sự chán ghét, sự ghê tởm*

**disgusting (adj)** /dɪsˈɡʌstɪŋ/ /dɪsˈɡʌstɪŋ/ extremely unpleasant: *ghê tởm, kinh tởm*

**distract (v)** /dɪˈstrækt/ /dɪˈstrækt/ to take somebody's attention away from what they are trying to do: *làm sao lãng*

**embarrassing (adj)** /ɪmˈbærəsɪŋ/ /ɪmˈberəsɪŋ/ making you feel embarrassed: *lúng túng, bối rối*

**embarrassment (n)** /ɪmˈbærəsmənt/ /ɪmˈberəsmənt/ shy, uncomfortable or guilty feelings; a feeling of being embarrassed: *sự lúng túng, bối rối*

**emotion (n)** /ɪˈməʊʃən/ /ɪˈmoʊʃən/ a strong feeling such as love or anger, or strong feelings in general: *sự xúc động*

**excitement (n)** /ɪkˈsaɪtmənt/ /ɪkˈsaɪtmənt/ the state of feeling or showing happiness and enthusiasm: *sự hào hứng, phấn khởi*

**fear (n)** /fɪə/ /fɪr/ the bad feeling that you have when you are in danger or when a particular thing frightens you: *sự sợ hãi, sự khiếp sợ*

**frightening (adj)** /'fraɪnɪŋ/ /'fraɪnɪŋ/ making you feel afraid: *kinh khủng, khủng khiếp*

**improve (v)** /ɪm'pru:v/ /ɪm'pru:v/ to become better than before; to make something/somebody better than before: *cải thiện*

**open-minded (adj)** /,əʊpən 'maɪndɪd/ /,əʊpən 'maɪndɪd/ willing to listen to, think about or accept different ideas: *cởi mở*

**personality (n)** /,pɜːsə'næləti/ /,pɜːsə'næləti/ the various aspects of a person's character that combine to make them different from other people: *tính cách, tính tình*

**philosopher (n)** /fɪ'lɒsəfə(r)/ /fɪ'lɒsəfə(r)/ a person who studies or writes about philosophy: *nhà triết học, triết gia*

**psychologist (n)** /saɪ'kɒlədʒɪst/ /saɪ'kɒlədʒɪst/ a scientist who studies and is trained in psychology: *nhà tâm lý học*

**reduce (v)** /rɪ'djuːs/ /rɪ'djuːs/ to make something less or smaller in size, quantity, price, etc.; to become less or smaller in size, quantity, etc.: *làm giảm*

**relaxation (n)** /,rɪ'læksə'seɪʃn/ /,rɪ'læksə'seɪʃn/ a way of resting and enjoying yourself; time spent resting and enjoying yourself: *sự nghỉ ngơi, sự giải trí*

**relaxing (adj)** /rɪ'læksɪŋ/ /rɪ'læksɪŋ/ helping you to rest and become less anxious: *thư giãn, nghỉ ngơi*

**slow down (phr v)** /sləʊ daʊn/ /sləʊ daʊn/ to go or to make something/somebody go at a slower speed or be less active: *làm chậm lại*

**speed up (phr v)** /spiːd ʌp/ /spiːd ʌp/ to move or happen faster: *tăng tốc*

**stressful (adj)** /'stresfl/ /'stresfl/ causing a lot of worry: *gây ra căng thẳng*

**surprising (adj)** /sə'praɪzɪŋ/ /sə'praɪzɪŋ/ causing surprise: *làm ngạc nhiên, làm kinh ngạc*

**sympathetic (adj)** /,sɪmpə'tetɪk/ /,sɪmpə'tetɪk/ kind to somebody who is hurt or sad; showing that you understand and care about their problems: *thông cảm, đồng cảm*

**sympathy (n)** /'sɪmpəθi/ /'sɪmpəθi/ the feeling of being sorry for somebody; showing that you understand and care about somebody's problems: *sự thông cảm*

**turn down (phr v)** /tɜːn daʊn/ /tɜːn daʊn/ to reduce the noise, heat, etc. produced by a piece of equipment by moving its controls: *giảm (âm lượng, nhiệt độ...)*

**turn off (phr v)** /tɜːn ɒf/ /tɜːn ɒf/ to stop the flow of electricity, gas, water, etc. by moving a switch, button, etc.: *tắt (công tắc, thiết bị)*

**turn on (phr v)** /tɜːn ɒn/ /tɜːn ɒn/ to start the flow of electricity, gas, water, etc. by moving a switch, button, etc.: *bật (công tắc, thiết bị)*

**turn up (phr v)** /tɜːn ʌp/ /tɜːn ʌp/ to increase the sound, heat, etc. of a piece of equipment: *tăng (âm lượng, nhiệt độ...)*

**worried (adj)** /'wʌrɪd/ /'wɜːrɪd/ thinking about unpleasant things that have happened or that might happen and therefore feeling unhappy and afraid: *lo lắng, lo âu*

**work out (phr v)** /wɜːk aʊt/ /wɜːk aʊt/ to train the body by physical exercise: *tập thể dục*

## UNIT 5

**alien (n)** /'eɪliən/ /'eɪliən/ a person who is not a citizen of the country in which they live or work: *người nước ngoài*; a creature from another world: *người ngoài hành tinh*

**alternative (n)** /ɔːl'tɜːnətɪv/ /ɔːl'tɜːnətɪv/ a thing that you can choose to do or have out of two or more possibilities: *người/vật thay thế; người/vật được lựa chọn*

**capsule (n)** /'kæpsjuːl/ /'kæpsl/, /'kæpsjuːl/ the part of a spacecraft in which people travel on it live: *khoang tàu*

**collaborate (v)** /kə'læbəreɪt/ /kə'læbəreɪt/ to work together with somebody in order to produce or achieve something: *hợp tác với ai*

**cruel (adj)** /'kruːəl/ /'kruːəl/ having a desire to cause physical or mental pain and make somebody suffer: *độc ác, tàn nhẫn*

**cure (v)** /kjʊə(r)/ /kjʊə(r)/ to make a person or an animal healthy again after an illness: *chữa bệnh*

**discovery (n)** /dɪ'skʌvəri/ /dɪ'skʌvəri/ the process of discovering something, or something that is discovered; the process of finding something that was not known about before: *sự khám phá, vật được khám phá*

**documentation (n)** /,dɒkjʊmə'n'teɪʃn/ /,dɒ:kjʊmə'n'teɪʃn/ the documents that are required for something, or that give evidence or proof of something; written instructions for using a product, especially a computer program or equipment: *tư liệu; tài liệu hướng dẫn*

**drug (n)** /drʌg/ /drʌg/ a substance used as a medicine or used in a medicine: *thuốc*

**electricity (n)** /ɪ,lek'trɪsəti/ /ɪ,lek'trɪsəti/ a form of energy from charged elementary particles, usually supplied as electric current through cables, wires, etc. for lighting, heating, driving machines, etc.: *điện*

**enable (v)** /ɪ'neɪbl/ /ɪ'neɪbl/ to make it possible for somebody/something to do something giving means, power or authority: *tạo điều kiện cho ai làm gì*

**experiment (v)** /ɪk'sperɪmənt/ /ɪk'sperɪmənt/ to make scientific tests in order to study what happens and to gain new knowledge: *làm thử nghiệm*

**exploration (n)** /,eksplə'reɪʃn/ /,eksplə'reɪʃn/ the act of travelling through a place in order to find out about it or look for something in it: *sự thám hiểm*

**extinct (adj)** /ɪk'stɪŋkt/ /ɪk'stɪŋkt/ (of a type of plant, animal, etc.) no longer in existence: *tuyệt chủng*

**gravity (n)** /'grævəti/ /'grævəti/ the force that attracts objects in space towards each other, and that on the earth pulls them towards the centre of the planet, so that things fall to the ground when they are dropped: *trọng lực*

**human guinea pigs (n)** /'hju:mən 'gɪni piɡ/  
/'hju:mən 'gɪni piɡ/ a person volunteering to be tested for experimental drugs in clinical trials: *người tình nguyện thử nghiệm thuốc*

**meteor (n)** /'mi:tɪə(r)/, /'mi:tɪə(r)/ /'mi:tɪə(r)/, /'mi:tɪə(r)/ a piece of rock from outer space that makes a bright line across the night sky as it burns up while falling through the earth's atmosphere: *sao băng*

**microchip (n)** /'maɪkrəʊtʃɪp/ /'maɪkrəʊtʃɪp/ a very small piece of a material that is a semiconductor, used to carry a complicated electronic circuit and is used in computers and other machines: *vi mạch*

**radar (n)** /'reɪdɑ:(r)/ /'reɪdɑ:(r)/ a system that uses radio waves to find the position and movement of objects, for example planes and ships, when they cannot be seen: *hệ thống dò tìm và định vị bằng sóng vô tuyến*

**species (n)** /'spi:ʃi:z/ /'spi:ʃi:z/ (pl.: species) a group (of animals, plants, etc.) whose members are closely related and are able to breed together: *loài*

**threat (n)** /θret/ /θret/ a statement in which you tell somebody that you will punish or harm them, especially if they do not do what you want: *sự đe dọa*

## UNIT 6

**adventurous (adj)** /əd'ventʃərəs/ /əd'ventʃərəs/ (of a person) willing to take risks and try new ideas; enjoying being in new, exciting situations: *thích phiêu lưu, mạo hiểm*

**Alzheimer's disease** /'æltʃaɪmərz dɪzɪ:z/, /'ɔ:lʃaɪmərz dɪzɪ:z/ /'a:ltʃaɪmərz dɪzɪ:z/ a disease that results in the gradual loss of memory, speech, movement, and the ability to think clearly, and that is common esp. among older people: *hội chứng suy giảm trí nhớ ở người già*

**assistant (n)** /ə'sɪstənt/ /ə'sɪstənt/ a person who helps or supports somebody, usually in their job: *trợ lý, phụ tá*

**beneficial (adj)** /,benɪ'fi:ʃl/ /,benɪ'fi:ʃl/ improving a situation; having a helpful or useful effect: *có ích, có lợi*

**bully (n)** /'buli/ /'buli/ a person who uses their strength or power to frighten or hurt weaker people: *kẻ hay bắt nạt*

**challenging (adj)** /'tʃælɪndʒɪŋ/ /'tʃælɪndʒɪŋ/ difficult in an interesting way that tests your ability: *đầy thử thách, đầy thách đố*

**conform (to/with) (v)** /kən'fɔ:m/ /kən'fɔ:rm/ to behave and think in the same way as most other people in a group or society: *tuân thủ, tuân theo*

**conformist (n)** /kən'fɔ:mɪst/ /kən'fɔ:rmɪst/ a person who behaves and thinks in the same way as most other people and who does not want to be different: *người tuân thủ*

**couch potato (n)** /kaʊtʃ pə'teɪtəʊ/ /kaʊtʃ pə'teɪtəʊ/ a person who watches a lot of television and does not have an active life: *người lười vận động, nghiện xem TV*

**breakthrough (n)** /'breɪkθru:z/ /'breɪkθru:z/ an important development that may lead to an agreement or achievement: *sự đột phá*

**extrovert (n)** /'ekstrəvɜ:t/ /'ekstrəvɜ:rt/ a lively and confident person who enjoys being with other people: *người hướng ngoại*

**introvert (n)** /'ɪntrəvɜ:t/ /'ɪntrəvɜ:rt/ a quiet person who is more interested in their own thoughts and feelings than in spending time with other people: *người hướng nội*

**loner (n)** /'ləʊnə(r)/ /'ləʊnə(r)/ a person who is often alone or who prefers to be alone, rather than with other people: *người sống lẻ loi, cô độc*

**optimist (n)** /'ɒptɪmɪst/ /'ɑ:ptɪmɪst/ a person who always expects good things to happen or things to be successful: *người lạc quan*

**pessimist (n)** /'pesɪmɪst/ /'pesɪmɪst/ a person who always expects bad things to happen: *người bi quan*

**prehistoric (adj)** /,pri:hi'stɔ:ɪk/ /,pri:hi'stɔ:ɪk/ connected with the time in history before information was written down: *thuộc về/có liên quan đến thời tiền sử*

**realist (n)** /'ri:əlɪst/, /'rɪəlɪst/ /'ri:əlɪst/ a person who accepts and deals with a situation as it really is and does not try to pretend that it is different: *người có óc thực tế*

**rebel (n)** /'rebl/ /'rebl/ a person who fights against the government of their country: *kẻ nổi loạn*

**rewarding (adj)** /n'wɔ:ɪdɪŋ/ /rɪ'wɔ:ɪdɪŋ/ (of an activity, etc.) worth doing; that makes you happy because you think it is useful or important: *đáng công sức dành ra, bổ ích*

**sociable (adj)** /'səʊsəbl/ /'səʊsəbl/ (of people) enjoying spending time with other people: *thích xã giao, thích giao tiếp*

**spacewalk (n)** /'speɪswɔ:k/ /'speɪswɔ:k/ a period of time that an astronaut spends in space outside a spacecraft: *khoảng thời gian phi hành gia ở ngoài vũ trụ (ra khỏi phi thuyền)*

## UNIT 7

**accommodate (v)** /ə'kɒmədeɪt/ /ə'kɑ:mədeɪt/ to provide somebody with a room or place to live, sit or sleep: *cung cấp chỗ ở*

**amphitheatre (n)** /'æmfɪθɪətə(r)/ /'æmfɪθɪ:ətə(r)/ a round building without a roof and with rows of seats that rise in steps around an open space. Amphitheatres were used especially in ancient Greece and Rome for public entertainments: *nơi thi đấu, nhà hát hình tròn*

**arena (n)** /ə'ri:nə/ /ə'ri:nə/ a place with a flat open area in the middle and seats around it where people can watch sports and entertainment: *đấu trường, vũ đài, nơi thi đấu*

**bury (v)** /'beri/ /'beri/ to place a dead body in a grave; hide something in the ground: *chôn cất; chôn vùi, chôn giấu*

**cuisine (n)** /kwɪ'zi:n/ /kwɪ'zi:n/ a style of cooking, the food served in a restaurant: *cách nấu, thức ăn*

**distinctive (adj)** /dɪ'stɪŋktɪv/ /dɪ'stɪŋktɪv/ having a characteristic that makes something different: *đặc biệt, điển hình*

**excavate (v)** /'ekskəveɪt/ /'ekskəveɪt/ to dig in the ground to look for something buried for a long time: *khai quật*

**façade (n)** /fə'saɪd/ /fə'saɪd/ the front of a building: *mặt*

*tiền một công trình kiến trúc*

**grand (adj)** /grænd/ /grænd/ impressive and important:

*tráng lệ, hùng vĩ*

**hoard (n)** /hɔ:d/ /hɔ:rd/ a collection of money, food, valuable objects, etc.: *kho tích trữ, nơi chôn giấu vật quý hiếm*

**interior (n)** /ɪn'tɪəriə(r)/ /ɪn'tɪəriə/ the inside part of something: *bên trong tòa nhà, nội thất*

**leisure facilities (n)** /'leɪʒə(r) fə'sɪlətɪz/ /'li:ʒə fə'sɪlətɪz/ buildings, services, equipment used for free time

activities: *các tiện nghi giải trí*

**magnificent (adj)** /mæg'nɪfɪsnt/ /mæg'nɪfɪsnt/ extremely attractive and impressive: *nguy nga, lộng lẫy, ấn tượng*

**mural (n)** /'mjuərəl/ /'mjʊərəl/ a painting, usually a large one, done on a wall, sometimes on an outside wall of a building: *bức tranh lớn trên tường*

**neo-Romanesque (adj)** /ni:əʊ/, /ni:ə/, /ni'ɔ:/, /rəʊmə'nesk/ /ni:əʊ/, /ni:ə/, /ni'ɑ:/, /rəʊmə'nesk/ used to describe a style of architecture that was popular in western Europe from the 10<sup>th</sup> to the 12<sup>th</sup> centuries: *phong cách kiến trúc châu Âu Trung Đại*

**pedestrian walkway (n)** /pə'destrɪən 'wɔ:kweɪ/ /pə'destrɪən 'wɔ:kweɪ/ a path for people walking along, often outside and raised above the ground: *đường trên cao dành cho người đi bộ*

**renovate (v)** /'renəveɪt/ /'renəveɪt/ to repair an old building so that it is in good condition again: *cải tạo, nâng cấp*

**retractable (adj)** /rɪ'træktəbl/ /rɪ'træktəbl/ that can be moved or pulled back into the main part of something: *có thể kéo vào*

**seating capacity (n)** /'si:tɪŋ kə'pæsəti/ /'si:tɪŋ kə'pæsəti/ the number of things or people that a container or space can hold: *sức chứa*

**stained-glass (adj)** /steɪnd glɑ:s/ /steɪnd glæs/ pieces of coloured glass that are put together to make windows, especially in churches: *kính màu*

**stunning (adj)** /'stʌnɪŋ/ /'stʌnɪŋ/ extremely attractive and impressive, magnificent: *cực kì tuyệt vời, gây ấn tượng cực kì mạnh*

**unearth (v)** /ʌn'ɜ:θ/ /ʌn'ɜ:θ/ to find something in the ground by digging: *đào lên, tìm ra*

**vibrant (adj)** /'vaɪbrənt/ /'vaɪbrənt/ full of life and energy: *sôi động, sôi nổi*

**venue (n)** /'venju:/ /'venju:/ a place where people meet for an organised event, for example a concert, sporting event or conference: *địa điểm*

## UNIT 8

**a spread (of food) (n)** /spreɪd/ /spreɪd/ a range or variety of things or people: *nhiều loại (thức ăn)*

**bruise (n)** /bru:z/ /bru:z/ a blue, brown or purple mark that appears on the skin after somebody has fallen, been hit, etc.: *vết bầm tím*

**extreme sport (n)** /ɪk'stri:m 'spɔ:t/ /ɪk'stri:m 'spɔ:t/ a sport that is extremely exciting to do and often dangerous: *môn thể thao mạo hiểm*

**fatal (adj)** /'feɪtl/ /'feɪtl/ causing or ending in death, causing disaster or failure: *chết người, gây tai họa*

**keep away from (phr v)**: to avoid going near somebody/ something: *tránh xa*

**make do with (idiom)**: to manage with something that is not really good enough: *miễn cưỡng chấp nhận (vì không có sự thay thế)*

**overcrowded (adj)** /,əʊvə'kraʊdɪd/ /,əʊvə'kraʊdɪd/ (of a place) with too many people or things in it: *đông đúc*

**phobia (n)** /'fəʊbiə/ /'fəʊbiə/ a strong unreasonable fear of something: *nỗi sợ hãi*

**ridiculous (adj)** /rɪ'dɪkjələs/ /rɪ'dɪkjələs/ very silly or unreasonable: *buồn cười, lố bịch*

**risky (adj)** /'rɪski/ /'rɪski/ involving the possibility of something bad happening: *liều lĩnh*

**sprain (v)** /spreɪn/ /spreɪn/ to injure a joint in your body, especially your wrist or ankle, by suddenly twisting it: *bong gân, trặc (cổ tay, mắt cá chân)*

**thrilled (adj)** /θrɪld/ /θrɪld/ very excited and pleased: *rất phấn khởi, thích thú*

**ward off (phr v)** /wɔ:d ɔ:f/ /wɔ:d ɔ:f/ to protect or defend yourself against danger, illness, attack, etc.: *tránh khỏi, ngăn ngừa, xua đuổi*

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