

TIẾNG ANH EXPLORE NEW WORLDS

SÁCH HỌC SINH

BẢN MẪU

CÔNG TY CỔ CÔNG TY CỔ CÔNG TY CỔ

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



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TT	Họ và tên	Chức vụ Hội đồng
1	Ông Lê Văn Canh	Chủ tịch
2	Bà Nguyễn Thị Hương Lan	Phó Chủ tịch
3	Ông Đặng Hiệp Giang	Uỷ viên, Thư kí
4	Bà Phạm Lan Anh	Uỷ viên
5	Bả Nguyễn Thị Thu Hà	Uỷ viên
6	Bả Nguyễn Thùy Linh	Uỷ viên
7	Bà Hoàng Nguyễn Thu Trang	Uỷ viên
8	Ông Nguyễn Tuấn Anh	Uỷ viên
9	Bả Lưu Thủy Dương	Uỷ viên
10	Bả Đào Thị Ngân	Uỷ viên
11	Bà Nguyễn Bích Hiền	Uỷ viên

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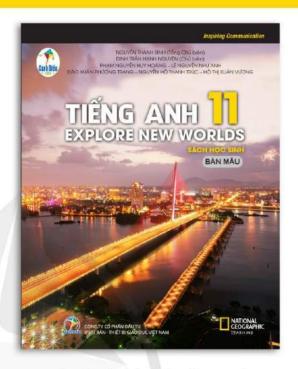




WELCOME TO EXPLORE NEW WORLDS

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Following the principles of communicative and student-centered learning. *Tiếng Anh 11 – Explore* New Worlds aims to develop the four C's of 21stcentury skills—Critical thinking, Creativity, Collaboration, and Communication. Tiếng Anh 11 – Explore New Worlds can offer you:



- exciting content from National Geographic that takes you on a fascinating learning journey to explore new horizons and ideas;
- themes and topics carefully selected for you to personalize and share opinions on throughout all 12 units;
- unique and captivating images (especially the Unit Openers), articles, and stories featuring real people and places (from the National Geographic Explorers, for example) for you to explore different aspects of the world and connect them with your own experience while studying;
- and a wide range of listening, speaking, reading, and writing activities using real language and situations to help you develop confident and effective English skills, especially in communication.

Tiếng Anh 11 – Explore New Worlds can help students achieve the goal of English linguistic competence in high school in a fun, meaningful, and interactive way.

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Unit	Unit Goals	Grammar	Vocabulary
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2 Express Yourself Page 14	 Talk about Yourself Make Small Talk with New People Start a Conversation Discuss Endangered Languages Give Examples 	The Present Perfect vs. The Simple Past Present Perfect Signal Words: Already, Yet, Ever, and Never	Culture and Communication Starting a Conversation
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General and Focused Listening An Interview: Dr. Jenny Daltry: Wildlife Conservationist and Ecologist	Discussing Challenges Talking about Abilities	Words that End in <i>-ed</i>	Living Happily Together: Trầm Chim An Article about Trầm Chim National Park and People's Efforts in Preserving the Park's Biodiversity (Reading for Details; Identifying the Author's Opinions; Identifying the Meanings of Words from Context)	Writing a Letter to Talk about a Challenging Experience
General and Focused Listening Conversation: Becoming an Adult	Talking about Events in Your Life Getting More Information	The Schwa Sound /ə/ in Unstressed Syllables Elision of Vowels	The Evolution of Distance Learning: An Article about the Evolution of Distance Learning (Identifying the Meanings of Words from Context; Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph to Describe a Life Transition

Unit	Unit Goals	Grammar	Vocabulary
7 Things that Matter Page 74	 Discuss Spending Habits Talk about Needs and Wants Discuss What Makes People's Lives Better Talk about Different Lifestyles Set Priorities 	Passive Voice in the Present Passive Voice with <i>By</i>	Spending Habits Irregular Past Participles
8 Conservation Page 86	 Talk about Consequences Discuss Ways to Solve Future Problems Describe a Situation Discuss Conservation Projects Explain a Conservation Issue 	Real Conditionals in the Future Linking Verbs	Climate Change Adverbs of Manner
9 Life Now and in the Past Page 98	 Discuss Life in the Past Contrast Different Ways of Life Talk about How Things Were Done in the Past Discuss Historical Facts Describe a Historical Wonder 	Used to Passive Voice in the Past	Life in the Past Separable Phrasal Verbs
10 Travel Page 110	 Talk about Organizing a Trip Talk about Different Kinds of Vacations Use English at the Airport Discuss Travel Describe a Cultural Event 	Expressing Obligation and Necessity Expressing Prohibition	Travel Preparations At the Airport
11 Careers Page 122	Discuss Career Choices Ask and Answer Job-Related Questions Talk about Career Planning Discuss Gender Equality in Careers Get and Give Advice about Careers	Modals for Giving Advice Cleft Sentences It is / was that	Careers and Jobs Participial Adjectives
12 Celebrations Page 134	 Describe a Celebration Compare Holidays in Different Countries Express Congratulations and Good Wishes Talk about Rituals Share Opinions about Holidays 	Comparisons with as as Would rather	Festivals and Holidays Expressions for Celebrations

Listening	Speaking	Pronunciation	Reading	Writing
General and Focused Listening Discussions: Needs and Wants	Discussing Spending Habits Talking about Priorities	Sentence Stress: Content vs. Function Words	A Zero-Waste Lifestyle: An Article about the Zero-Waste Lifestyle and Its Benefits (Predicting; Identifying the Author's Opinions; Reading for Details)	Writing about Your Future Life
General and Focused Listening A Radio Program: The Bluefin Tuna	Talking about Issues That Affect Nature and Their Consequences Talking about Protecting Animals	Sentence Rhythm	Making a Difference: Small Changes An Article about Conservation Projects to Protect the Environment (Predicting; Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph about an Environmental Issue
General and Focused Listening A Talk: The Sami People	Comparing Life Now and in the Past Discussing How Things Used to Be in the Past	Weak Form of <i>Used to</i>	The Ancient Town of Hội An: An Article about Hội An Ancient Town in Quảng Nam Province (Identifying the Author's Opinions; Reading for Details)	Writing a Paragraph on One of the New Seven Wonders of the World
General and Focused Listening Conversations: Vacations	Discussing Preparing for a Trip Describing Things You Do at the Airport	Weak Form of <i>Have to</i> and <i>Has to</i>	Four Reasons Why Traveling Is Good for You; An Article about the Benefits of Traveling (Identifying the Author's Opinions; Reading For Gist—Using Headings; Reading for Details)	Writing a Travel Blog
General and Focused Listening An Interview: A Restaurant Owner in Thailand	Discussing Career Choices Talking about Career Planning	Intonation: Yes / No Questions and Wh- Questions	Breaking the Gender Stereotypes: An Article about the Gender Stereotypes in Careers (Identifying the Author's Opinions; Reading For Gist—Using Headings; Reading for Details; Understanding Referents)	Writing a Formal Letter to a Career Advice Agency
General and Focused Listening Discussions: Local Celebrations or Holidays	Describing a Celebration Expressing Congratulations and Good Wishes	Intonation: Alternative questions, Tag questions, Invitations, and Suggestions	The Rituals of an Important Life Event: An Article about the Wedding Rituals (Reading for Gist; Reading for Details)	Writing a Substantiated Opinion

UNIT

Food for Life

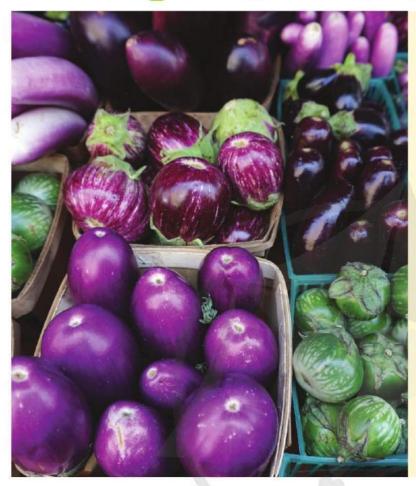




GOAL Contrast General and Current Actions

Vocabulary

Read the suggestions for healthy eating.



Tips for a Healthy Diet

Nowadays, many people are trying to eat a healthier diet. Eating healthy meals is not hard to do. Here are some easy ways to eat better:

- Take the time to prepare delicious dishes that are also good for you.
 Food you make at home is usually healthier than food from a restaurant or cafeteria.
- Eat dishes with healthy ingredients, such as vegetables, and ones without much sugar or salt.

In many places, fresh food is available at farmers' markets.
Farmers bring a variety of crops to these markets, including many kinds of fruits and vegetables.

Although most of your meals should be healthy, it is fine to enjoy some ice cream or cookies on special occasions like your birthday.

Vibrant farmers' market in Funchal, Madeira Island, Portugal

Write each word in blue next to the correct meaning.

1	diet	the kind of food you usually eat
2		to make something ready
3		better or more important than other things
4		breakfast, lunch, and dinner
5		describes something you can find or get
6		plants grown by farmers for food
7		foods that are cooked in certain ways
8		different kinds of something
9		people who grow and produce food

____ types of food that are combined to make a dish

WORD FOCUS

Use the -s ending with the third person singular (he / she / it).

Mr. Kim **sells** some of the most delicious salad ingredients.

10.

Grammar (See Grammar Reference p. 146)

Use the simple present to talk about habits and things that are generally true.	Fresh vegetables are always available at the market. I normally don't eat eggs for breakfast. Do you follow a special diet?
Use the present continuous to talk about actions and events that are happening now.	I am watching and learning how to make the cake. My father isn't preparing a special dish for tonight's dinner. Is she celebrating her birthday now?
Stative verbs (think, taste, have, smell)	I think that coffee is great. (a state)
express a state rather than an action, so they are not usually used in continuous tenses.	The coffee tastes really bitter. (a state)
When used in the continuous tenses, these	I am thinking about Jane's birthday party last night. (an action)
verbs express the meaning of an action	The chef is tasting the chicken soup. (an action)

- Discuss the statements below in pairs. Which things does the speaker usually do (U)? Which is the speaker doing now (N)? And which statement describes a state (S)?
 - a. I am eating an apple.
- d. I am making coffee for you.
- **b.** I eat breakfast at 9.
- e. The apples look fresh.
- **c.** I often buy fruit at the grocery store. **f.** I am looking at the apples on the shelf. Complete each sentence with the simple present or present continuous form of the verb.
 - (prepare) a meal together every afternoon. 1. My mother and I ___
 - 2. In Mexico, most people ____ ___ (eat) a big meal in the afternoon.
 - 3. Right now, my mother and I _____ (make) a dish called enchiladas.
 - 4. I really like enchiladas. Sometimes I ___ ____ (have) them for breakfast!
 - 5. Now my mother ___ _____ (tell) the whole family to come to the table.
 - ___ (enjoy) at least one meal together every day.
 - 7. Please call later. We _____ (have) dinner now.
 - 8. The kids _____ (look) at the worm on the leaf.
 - 9. Wow, the dishes _____ (taste) incredible.
- In pairs, take turns doing the following.
 - 1. Tell your partner what you usually eat for breakfast and lunch.
 - 2. Tell your partner three things people you know are doing right now.
- Use the phrases in the box to talk about things...

... you usually do. ... you never or almost never do. phone

carry a cell

check your email

climb a mountain

eat fruit for breakfast

eat lunch in a cafeteria

practice English grammar

talk with a classmate

try new foods

wear athletic shoes

... you are doing (or not doing) right now.

GOAL CHECK Contrast General and Current Actions

Form three sentences using the given structure. Two of the sentences should be true, but one should be false.

I usually _____, but today I'm ____.

Read your sentences to a partner in any order. Your partner will guess which sentence is false.

I usually wear glasses, but today I'm wearing contact lenses.



Yes!

GOAL Describe Regional Foods

Listening

- 🔼 Look at the picture. In pairs, discuss these questions.
 - 1. What are important foods that everyone in your country eats?
 - 2. Where in the world do farmers grow rice?
 - 3. Why do they grow it there?
- Listen to the interview. Circle the correct letter.
 - 1. Who is the interviewer talking to?
 - a. a restaurant owner
- b. a rice farmer
- c. a news reporter
- 2. What is happening in the rice paddy? People are...
 - a. planting rice plants.
- b. planting seeds.
- c. letting water into the paddy.
- 3. What kind of climate does rice need?
 - a. hot and dry
- b. warm and wet
- c. cool and humid
- C / 2 Listen again and answer the questions.
 - 1. Why doesn't the rice farmer plant seeds like other farmers?
 - 2. How is the rainfall this year?
 - 3. What happens to the water in the rice paddy after the rice plants grow?
 - 4. What happens to the rice plants after they're dry?

WORD FOCUS

Farmers raise or grow crops.



- Follow the instructions with a partner.
 - 1. List some of the foods that grow well in your part of the world. They can be crops or seafood.
 - 2. Talk about the dishes people make from each of these foods. What are the ingredients? Do you enjoy eating the dish?
- MY WORLD Do you try to buy local foods from farmers in your area? What are some advantages and disadvantages of doing this?

PRONUNCIATION: Linking Words Together

When a word ends in a consonant sound, and the next word begins with a vowel sound, the words are usually linked together.

We cut the rice plants and clean them.

We grow a lot of rice.

- Listen to the sentences. Notice the pronunciation of the linked words. Then, listen again and repeat the sentences.
 - We're eating dinner now.
 - 2. Her favorite dish is chicken with rice.
 - 3. Famers work on weekends and holidays.
 - Paul and I don't like fish very much.
 - Coffee grows well in Colombia.
 - 6. Rain falls in all seasons where I live.

GOAL CHECK Describe Regional Foods

1. Think of a special dish from your area or region of the world. Take a few notes about each question below. Then use your notes to tell a partner about the special dish.

What is the name of the dish? When do people usually eat it? What are some of the ingredients?

When are the ingredients available? How do people prepare the dish? How do you feel about the dish?

2. Get together with another pair and tell them about the special dishes you described.

> The dish is called ceviche, and it is popular in Peru. We make it with seafood and lime juice. Some of the other ingredients are...

GOAL Describe Favorite Dishes

Language Expansion: Types of Food

Look at the Healthy Eating Pyramid from Australia. In pairs, choose the correct phrase from the box to complete each sentence below.



- d. milk, yogurt, and cheese
- e. pasta, bread, and rice
- f. pizza and canned foods
- 2. Foods high in protein include meat, ____.
- **3.** Many people eat **grains** at every meal. Grains include ____.
- Many fruits are sweet. Fruits that have a lot of sugar in them include _____.
- Dairy foods come from animals such as cows. _____ are all dairy.
- 6. Don't eat too much salt. Salty foods include ____.
- Follow the instructions in pairs.
 - 1. List 10 of your favorite things to eat and drink.
 - Talk about the nutrition in each item on your list. Use some of the **bold** words from A.
 - 3. Plan a healthy meal. Explain your plan to another pair of students.

Pasta is delicious. Do you think it's healthy?

It has some protein and vitamins, but I don't think you should eat a lot of pasta.

We choose peach yogurt as the dairy food. It has some sugar in it, but it's also high in protein.

Grammar (See Grammar Reference pp. 146–147)

WORD FOCUS

With the simple past, we often use: yesterday / the day before yesterday days / weeks / months / years ago last week / month /

The Simple Past	
Use the simple past to talk about completed past actions or situations.	Dad cooked some noodles yesterday. Our class was interesting last week.
Many verbs are regular in the simple past. They have an - <i>ed</i> ending.	ask – asked cook – cooked learn – learned need – needed
Some verbs are irregular in the simple past.	choose - chose eat - ate give - gave go - went

year

Comple	te the conversation. Use the simple past of the verbs.	
Mary:	Tell me about yourself, Pedro.	
Pedro:	Well, I love to travel. Last year, I (1) (travel) to Greece.	
Mary:	Wow! You (2) (go) to Greece!	
Pedro:	Yes, and I (3) (meet) my friend, Vasily, and his family there.	
	They (4) (show) me around Athens and (5)	
	(introduce) me to many new foods. We (6) (eat) a lot!	
Mary:	That sounds like fun.	
Pedro:	It was. I (7) (eat) seafood and lamb, and I (8) (try) a new dish.	
	te each sentence so that it is true for you. Use the simple past and words box. Then, share your sentences with a partner.	dairy dish
1. (eat)	Yesterday, I	grain(s)
2. (like)	When I was a child, I	meal
3. (prep	pare) Last week, I	protein
	The last time I went to the grocery store,	salt
1 02 30	er) The last time I went to a restaurant,	special
0. (0.00	., , , , , , , , , , , , , , , , , , ,	sugar vegetable(s)
Convers	ation (Optional)	vitamins
What is	Close your book and listen to the conversation. What is Albert eating? it made from?	
Albert:	CONTRACTOR OF THE CONTRACTOR CON	
Mary: Albert:		
	And what's this on top of the couscous?	
Albert:		
Mary:	How did your aunt learn to cook it?	
	Her great-uncle married a woman from North Africa. That's where	REAL LANGUAGE
	couscous is from. They always ate it on special occasions.	When you share food with someone, you
Mary:	What an interesting family history!	can say:
Albert:	Yeah, and a great family recipe.	You should try this!
Practice	the conversation. Tell your partner about foods from other parts of the world.	Would you like to try it? Do you want a bite?
√ G(whole family ate my dmother's spaghetti." Do
O.		
You want to		think I should write that?

Your idea: ___

How did the dish taste?

Who ate the dish?

GOAL Discuss Diet Trends

Reading \(\begin{array}{c} \ 5 \text{ (Optional)} \end{array}

- 🔼 In pairs, describe diets that you or someone you know have followed. Were they effective?
- Read the title and the first sentence of each paragraph. Which of these popular diets is / are mentioned in the article?
 - a. vegan diet
- c. low-calorie diet
- b. paleo diet
- d. raw food diet
- Read the article. Write examples of different foods in the correct columns.

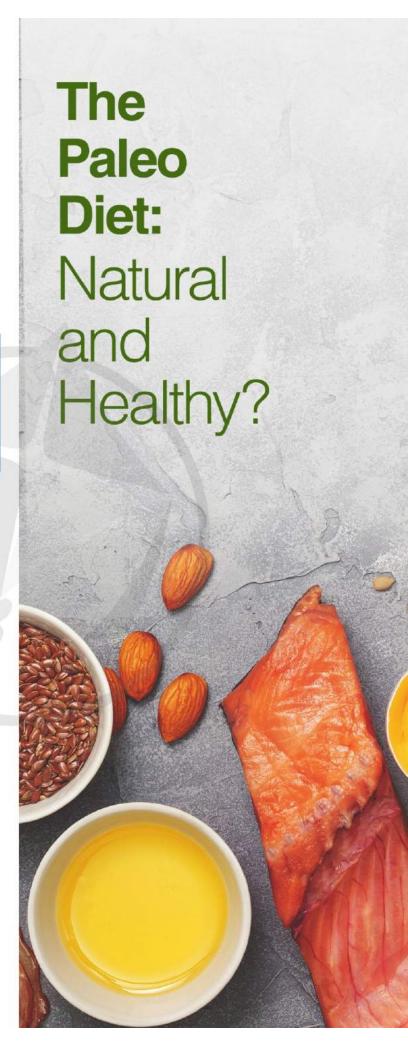
Foods people eat on a paleo diet	Foods people do not eat on a paleo diet

- Read the question at the end of the first paragraph. Match each answer below with the correct person. There is one extra answer.
 - a. A person who is following a paleo diet
 - b. Dr. Peter Ungar
 - 1. _____ Maybe, because there are many choices at the supermarket.
 - No, because not eating certain kinds of food isn't healthy or natural.
 - Yes, because not eating foods from farmers is more natural.

GOAL CHECK

Create a one-day menu plan for a paleo diet. The diet should include what that person may eat for breakfast, lunch, dinner, and snack. Then, discuss the questions.

- 1. Would this diet work well for you? Why?
- 2. Does the paleo diet seem enjoyable? Practical? Healthy?



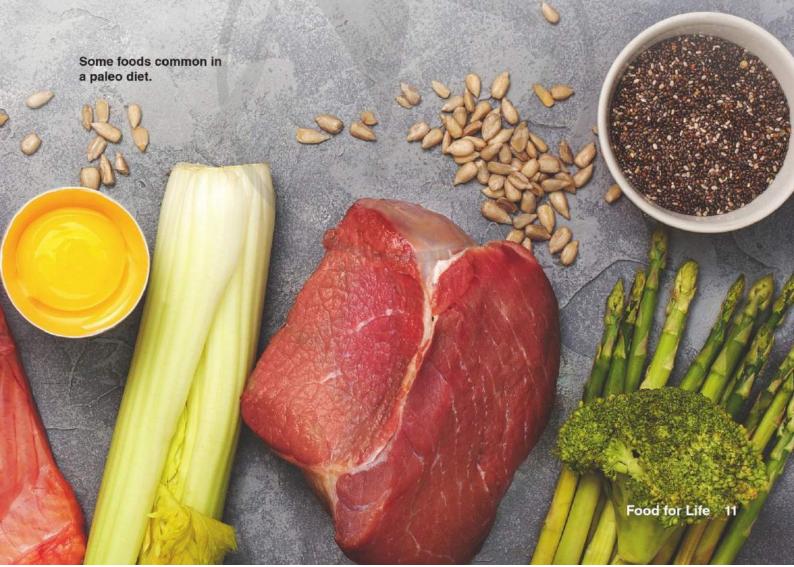
Modern supermarkets give us many choices. There are colorful fruits and vegetables, fresh fish and meat, many kinds of bread, eggs, yogurt, and cheese. But at the same time, people in the modern world are **experiencing** health problems. Could the food we eat be causing some of these problems?

One explanation for modern health problems is that they began when human beings became farmers about 12,000 years ago. Around that time, people started growing and eating crops, such as wheat and rice. Some people believe that returning to an earlier way of eating—a "paleo diet" that includes only meat, fish, and fruits and vegetables—might be a solution to our modern health problems.

A paleo diet is special because it doesn't include grains, dairy foods, or legumes, such as peanuts or beans. For many of us, it is not possible to prepare our favorite dishes without these ingredients. But people who follow a paleo diet only eat foods people ate before farming began. They believe this is a more natural and healthier way to eat.

For Dr. Peter Ungar, the **truth** is not so simple. In human history, people have eaten a wide variety of foods. Early human beings lived in different places with different climates, so many kinds of food were available to our **ancestors** even before farming began. Dr. Ungar says our **ability** to eat in many different ways and to be healthy whether we live in the Arctic or in the tropics is the important thing. One thing is certain, though: If you do decide to try a paleo diet, remember that your meals might actually have less variety than the meals of your early ancestors.

to experience (v) to have something happen to you truth (n) facts, not things that are imagined or invented ancestors (n) parents, grandparents, and other people who lived before you ability (n) quality or skill that makes it possible for you to do something



GOAL Give Details to Support Your Ideas

You can have a picnic at a park or at the beach. It's very informal, and you might eat sandwiches or salads and fruit.

Communication

- Discuss the questions in a small group.
 - 1. Many social events include food. What do you know about each social event in the box below?
 - 2. Where does it take place?
 - 3. How many people are there?
 - 4. What do they usually eat and drink?

a birthday party a dinner party a family dinner lunch with coworkers an outdoor picnic a wedding dinner or feast

- Describe a recent social event in your life. Answer the following questions:
 - 1. Who did you meet?
- 3. What did you eat?
- 2. What happened?
- 4. Did you enjoy the event? Why / Why not?

Writing

Read the information in the box. Then discuss the questions below.

WRITING SKILLS: Main Ideas and Supporting Details

Main Ideas

When you are reading, it is important to look for the writer's main ideas. These are the important points or claims the writer wants to make. For example:

For Peter Ungar, the truth is not so simple.

One explanation for modern health problems is that they began when humans became farmers thousands of years ago.

Supporting Details

After you read a main idea, it is helpful to look for details—information that helps you understand the main idea or believe the writer's claim. For example:

... in human history, people have eaten a wide variety of foods.

Many kinds of food were available to our ancestors.

- 1. What main idea do the details in the box above support?
- 2. How do the details help you understand or believe that main idea?

Plant-based lasagna is a healthy vegetarian meal.

12 Unit 1

WORD FOCUS

claim something that a person says and believes is true Read the paragraph from an Internet food blog. Notice the main idea (underlined) and the details that support the main idea.

There are many good dishes to serve at a dinner party, but I recommend baked lasagna. It is great for parties because it is a dish you can make in advance. For example, if you have time the night before the party, you can make the lasagna and put it in the refrigerator until the next day. In addition, everyone seems to like lasagna. If your guests eat meat, you can make a meat and cheese lasagna, but if your guests are vegetarian, a vegetable lasagna is just as delicious. A good tomato sauce, together with the pasta and other ingredients, is really all you need. Lasagna can even be vegan if you can find good vegan "cheese" at the store. Finally, it's a good party food because you don't need to prepare a lot of other dishes when you serve lasagna. A simple green salad and some Italian bread go well with lasagna. And maybe some dessert—after all, it is a party!

vegetarian (n) a person who does not eat meat, fish, or chicken vegan (adj) containing no animal foods, including milk, cheese, or eggs

Read the paragraph again and complete the outline below.

Main Idea: I recommend baked lasagna for a dinner party. Supporting Details: 1. You can make lasagna in advance.

📴 In a small group, brainstorm ideas for these possible writing topics. What ideas do you have about each topic? What details might you include?

Write about a social event you attended recently.

Write about a bad meal that you had.

Write about people's eating habits in your country or culture.

GOAL CHECK

Give Details to Support Your Ideas

- 1. Choose ONE topic from the list above and write a paragraph (150–180 words) in your notebook. Your paragraph should have a main idea near the beginning and three or four supporting details.
- 2. In pairs, discuss the topic you chose.

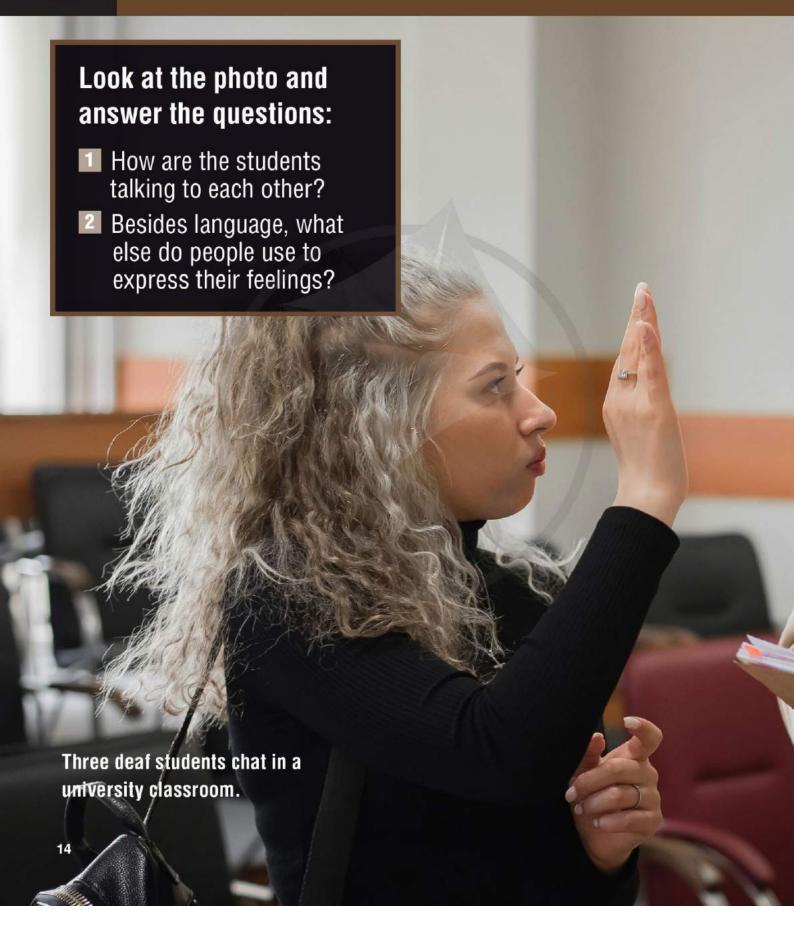
REAL LANGUAGE

Quotation marks can tell us a word is being used in an uncommon way. For example: Vegan "cheese," for example, is not made from milk.

WRITING NOTE

You can use because to introduce reasons. Notice the two places the blog writer uses because

Express Yourself





GOAL Talk about Yourself

Vocabulary



A Read.



Every culture around the world has different customs and different ways of communicating. So when you learn a language, you learn more than words.

People use language to communicate many different things. Greetings, such as "Hello" or "How are you?," show that we are friendly or polite. We also use language to connect with each other. Using the right words can show our family members that we love them, for example. We might also become friends with people who we speak to every day. Another good way to connect with people is by talking about our personal experiences.

In some cultures, it is common to ask questions when you meet someone for the first time. You might ask a new neighbor, "Have you recently moved to this city?" This kind of conversation can increase feelings of trust between people. In other cultures, though, asking this kind of question could make people uncomfortable. Once you have learned the rules of a language, you can communicate more easily and avoid communication problems.

Selfies are an important part of how we talk about ourselves now!

- Circle the correct word or phrase. You may use a dictionary to help you.
 - 1. A **custom** is something that *few (most*) people in a certain place or culture do.
 - 2. When you communicate with someone, you share money / information with them.
 - 3. A polite person has good manners and is not rude | nice to other people.
 - 4. When you connect with other people, you feel closer / not as close to them.
 - 5. Your experiences are things you do or return / happen to you.
 - 6. If something happens often / rarely, it is common.
 - 7. Most people avoid things they like | don't like.
- In pairs, ask and answer two of the following questions.
 - 1. What's a popular custom in your country?
 - 2. How do you often communicate or connect with others?
 - 3. What was the best experience of your childhood?
 - 4. What topics do you often avoid when talking to your friends or family? Why?

Grammar (See Grammar Reference pp. 147-148)

The Present Perfect vs. The Simple Past

Use the present perfect to talk about actions that: 1. began in the past and continue until the present. 2. happened at an indefinite past time and affect the past. 3. happened more than once in the past. Common adverbs of time: since 2001, over the past 5 so far,	about his trip to India.
Use the simple past for completed actions or situation specific past time. Common adverbs of time: last year, last summer, yes 2 weeks ago,	They became parents in 2017.
Complete each sentence with the present perfe	ect or simple past form of the verb.
1. I think Lee will do well on the test. He	(study) a lot for it.
2. Elena (take) the same to	est last year.
3. Sam (travel) to Argentina	a four times. He loves it there!
Jason doesn't want to call his mother tonig every night for the past week.	ht. He(call) her
We (learn) some Arabic our trip to Qatar 2 years ago.	greetings and polite phrases before
I first (meet) my best frie in 10th grade.	end when we (be)
7. How many countries (y	ou / be) to so far?
📴 Complete the questions. Ask a partner. If the ar	nswer is "yes," ask, "When?"
Have you ever	Have you ever talked to a movie star?
1. eaten food?	gone to?
	played?
(country)?	talked to? When?
	2 years ago.

GOAL CHECK Talk about Yourself

Use the questions to interview a partner. Then switch roles.

Interview Questions

- 1. What is a custom from your culture that you really like?
- 2. What are some things you have done just to be polite?
- 3. When you meet new people, do you avoid talking to them, or do you try to communicate with them? Explain your answer.
- 4. Talk about some of your closest friends. How did you become friends with them?
- 5. What was your favorite way to spend time with the people in your family?
- 6. Talk about an important experience in your life. How has it affected you?

GOAL Make Small Talk with New People

Listening

△ ○ Listen to two people meeting for the first time. Decide whether the following sentences are True (T) or False (F).

1.	The speakers are at school now.	T	F
2.	They are making small talk about homework.	Т	F
3.	Lisa hasn't met Mr. Carter before.	Т	F
4.	Ken studied with Mr. Carter last year.	Т	F
5.	This year, Ken is taking a class in Beginner English Writing.	Т	F

Listen to the conversation between Maria and Nancy. Decide whether the following sentences are True (T) or False (F).

1. The speakers are in a restaurant.	T	F
2. They are making small talk about the neighborhood.	т	F
3. Maria lives in apartment 7C.	т	F
4. Nancy has lived in the area for 5 years.	Т	F
5. Nancy likes living there.	Т	F

In pairs, decide what the speakers will talk about next. Think of two more ideas for each conversation.

PRONUNCIATION: Have or Has vs. Contractions

In statements with the present perfect, *have* and *has* are sometimes pronounced completely, but in informal speaking, contractions may be used.

WORD FOCUS

see it again.

WORD FOCUS make small talk

talk about things that aren't important

pronounced with a /z/ sound. She **has** already watched that movie, so she doesn't want to

Remember that has is

Listen and repeat.

Have	Contraction	Has	Contraction
I have	l've	she has	she's
you have	you've	he has	he's
we have	we've	it has	it's
they have	they've		

Listen and circle the sentences you hear.

6. a. Michael has found a new job.

1. a. I have never gone skiing.	b. I've never gone skiing.
2. a. He has been to Colombia three times.	b. He's been to Colombia three times.
3. a. Linda has taken a scuba diving class.	b. Linda's taken a scuba diving class.
4. a. They have already eaten breakfast.	b. They've already eaten breakfast.
5. a. We have had three tests this week.	b. We've had three tests this week.

b. Michael's found a new job.

Communication

Read the text.

English speakers often make small talk when they meet someone new. In general, small talk should make people feel more comfortable—not less comfortable—so the topics should not be very personal. For example, "Which department do you work in?" is a good question at work, but "How much money do you make?" is too personal.

G			t are good t more ideas				omeone for the first	
	family r	money	religion	school	sports	work		
0	The second secon		uations. Ch				h situation. Then,	
	Situation 1	Min-H	lee talks to	Judy. It's Ju	udy's first d	ay at this	i job.	
		a. Are	you new ir	this city?		Are you r salary he	making a good ere?	
							and the second second second	

- Situation 2 Andrei is from Russia. He talks to Eduardo at the International Students' Club. It's Eduardo's first meeting.
 - a. Where are you from?
- b. Do you practice a religion?
- **Situation 3** Mark lives in apartment 104. He meets his new neighbor Lisa in the apartment building.
 - a. Do you like living here?
- b. Are you married?
- Situation 4 Liz is making small talk with another student in her class.
 - a. What was your grade on the test?
- **b.** Did you think the test was difficult?
- With your partner, discuss the "incorrect" answers from **H**.

 Why do you think those questions might make someone feel uncomfortable? Do you think it's the same in Vietnamese culture?



GOAL CHECK

Make Small Talk with New People

- 1. In pairs, write four good questions to ask when you meet someone new in the following situations:
 - Situation 1: You are a new student in the class.
 You don't know anybody here.
 - Situation 2: You are at the bus stop. Your bus will arrive in 10 minutes.
 - Situation 3: You are waiting in line to buy movie tickets at a cinema.
- 2. Join another pair and ask and answer your questions. Are all of the questions good for making small talk?



GOAL Start a Conversation

Language Expansion: Starting a Conversation

🔼 Read the questions below. Think of different ways to answer them.

ENGAGE!

Are you shy or outgoing when you meet new people? Do you like to make small talk?

Starting a Conversation

How do you like this weather? Are you enjoying this class?

Did you hear about _______? (something in the news, for example)

How long have you been waiting? (for the elevator, the bus, the meeting to begin, etc.)

In pairs, choose one of these situations. Try to make small talk for as long as you can. Then change partners and situations and practice again.

at a welcome party for new students at the airport

waiting in line in the school cafeteria walking in the park

Grammar (See Grammar Reference p. 148)

	Use already with questions and affirmative	and affirmative Has Roberta already left?		
already	statements to clarify if something has happened in the past.	We have already studied this.		
(not) yet Use yet / not yet in questions and negative statements for emphasis.		Have you done the writing homework yet? John hasn't sent the text message yet.		
not) ever never	Use ever / never (not ever) in questions and negative statements to talk about something that has or has not happened at any time before now.	Have you ever met her? We have never lost our house keys. We haven't ever been bored in class.		



C Two classr	mates are talking. Fill in the blanks in the conversation.	
A: Have ye	ou ever traveled to another country?	
	ave (1) left this country, but I want to go to Colombia someday of my cousins live there.	<i>l</i> .
A: I see. H	lave you (2) met met your Colombian cousins?	
B: Yes, I h	ave met them (3) They came here last year.	
A: That's r	nice. Are there any other countries you want to visit?	
B: I want t	o visit Australia someday. Have you (4) been there?	
A: No, I ha	aven't (5) been there. Why do you want to go?	
	earned about Australian Rules football last year, but 't played the game (6) Maybe I can play it in Australia!	
Practice th	e conversation in C with a partner.	
II MY WOR	LD In pairs, discuss the questions about traveling.	
1. What a	re some places you have traveled to?	
2. Where	would you like to go that you haven't been yet?	
Conversat	ion (Optional)	
The second secon	se your book and listen to the conversation. What do the speakers do about the homework?	
Tom: Rita:	Excuse me. Are you in my history class? Yes! I saw you in class yesterday. I'm Rita.	
Tom:	Hi, Rita. I'm Tom. Is this your first class with Mr. Olsen?	SPEAKING STRATEO After you answer a
Rita:	Yes, it is, but I've heard good things about him. What about you?	question, say What
Tom:	I've taken his classes before, and they've always been good.	about you? or How about you? to keep
Rita:	That's great. Have you already done the homework for tomorrow?	the conversation
Tom:	No, not yet. How about you?	going.
Rita:	Not yet. Maybe we can call each other to talk about it.	
Tom:	That's a great idea! I'll give you my number.	
✓ GO	AL CHECK Start a Conversation	
Move around t	he class. Walk up to five classmates and start a short conversation. c and use <i>Have you ever?</i>	Have you ever taken a class with Ms. Lee before?

your idea_

travels

classes

foods

movies

Yes, I took an art class with her.

GOAL Discuss Endangered Languages

Reading (10 (Optional)

- In pairs, discuss the questions.
 - 1. How many languages are spoken in your country?
 - 2. How many languages do you speak?
 - 3. Do you think language and culture are related?
- Are these statements true or false? Answer before you read the article. Then read and check.
 - 1. Most people in the world speak a "large" language with many speakers.
 - 2. We will not lose any more languages in the future.
 - 3. Few people are learning the Maori language.
 - 4. Technology is a danger to languages.
- For each idea, circle the TWO correct examples from the
 - 1. world languages with the largest number of speakers
 - a. Hindi
- b. Maori
- c. Spanish
- 2. Tuvan words that show a connection with animals
 - a. ak byzaa
- b. songgaar
- c. ezenggileer
- 3. technology that helps save endangered languages
- a. telephones b. the Internet c. talking dictionaries
- What do the following numbers refer to?

7.000

230

500.000

GOAL CHECK

Discuss the questions in a small group. Then share your ideas with another group or with the class.

- 1. Why might it be important to speak one of the world's "large" languages? Make a list of 3-4 reasons.
- 2. Why are organizations trying to save endangered languages? Why are those languages important?

Endangered Languages

There are around 7,000 languages in the world today. However, most people speak the largest languages: Chinese, Spanish, English, Hindi, Russian, Arabic, and others. So what about the smaller languages? According to the UNESCO Atlas of the World's Languages in Danger, around one-third of the world's languages now have fewer than 1,000 speakers. We may soon lose those languages completely. In fact, 230 languages became "extinct" between 1950 and 2010.

Unfortunately, when we lose a language, we also lose its culture and knowledge. That's because people in different places have different ways of living and thinking. One example of this is the Tuvan language of southern Siberia. Tuvan people depend on animals for food and other basic needs. Their language shows this close connection between people and animals. The Tuvan word ezenggileer, for example, means "to sing with the rhythms of riding a horse." And the word ak byzaa is "a white calf less than one year old."

In some places, people are working to save traditional languages. Many schools in New Zealand now teach the Maori language. This helps connect native New Zealanders to their Maori culture. And Welsh is spoken by around 500,000 people in Wales. The Welsh government is working to increase that number to one million by 2050.

Technology could be another way to save endangered languages. National Geographic's Enduring Voices project has created "Talking Dictionaries" - the recorded voices of people communicating with each other. All of them are fluent speakers of endangered languages. And because these dictionaries are available to anyone on the Internet, people now and in the future can learn some of the vocabulary, greetings, and grammar rules of past languages.

extinct (adj) a language is extinct when it has no living speakers

rhythm (n) a regular series of sounds or movements

calf (n) a young cow

endangered (adj) in danger of soon becoming extinct



GOAL Give Examples

Communication

- Discuss the questions in pairs.
 - 1. Look at the box. Which ways to learn English have you used?
 - 2. Which has been the most helpful to you?

conversations with a speaker language textbooks of the language lists of vocabulary words electronic dictionaries television or movies explanations from a teacher other_

Read the information.

Technology for Language Learning		
Video Chat You're probably already using video chat with your friends and family. You can also find people to practice a new language with.	Online Videos Many kinds of videos are online. They combine language and pictures, and they can show us differe cultures as well.	
Language Learning Apps A few apps help language learners practice new vocabulary. Some have electronic flash cards with words, definitions, and example sentences.	Game Apps Using some apps is similar to playing video games. You work your way from level to level, and you can earn new knowledge, beside points as you go.	
News Broadcasts It's common for news agencies such as the BBC to broadcast stories from around the world. You can watch or read them for free.	Social Media Many people find interest groups and "like" them on social media. It's a way to connect and communicate with people like you.	

- Discuss the questions in pairs.
 - 1. What technologies are mentioned in **B**? Which ones have you used? How?
 - 2. How might you use those technologies for learning English? Give examples.
 - 3. What kinds of technology might be the most and least helpful for you? Why?

Writing

WRITING SKILLS: Giving Examples

Giving examples is a good way to help your reader understand your ideas. Two common ways to introduce examples are such as and for example.

Study tools, such as flash cards, can be helpful for learning new vocabulary. It's also important to find ways to hear a new language. For example, online videos and music are good for listening practice.

Complete the paragraph.

There are several things one can do to learn a new language. First, an app for video chats, such as _______, can be helpful as it allows you to practice speaking with others in a real-life setting. Second, you can work on improving your vocabulary. For example, I like to use _______ to learn new English words about different topics. It's also a good idea to use the new words in speaking and writing as much as possible. Moreover, it's important to read something every day in the language you are learning. For instance, ______ are all good sources of information for language learners. In addition, don't forget to talk with people who can help you, such as ______. They can give you valuable advice on language learning. Finally, remember that practice makes perfect. Don't worry about making mistakes and just keep practicing the language until you feel comfortable using it to communicate.

In your notebook, make a list of 3-4 things you do and don't recommend for language learning. Use your own ideas and examples. Share your list with a partner.

Do	Don't	
 Find fun ways to practice the language (e.g., use an app that seems like a game) 	Spend all your time reading (e.g., news report)	

In small groups, look at the box. Talk about good ways for these different kinds of people to learn a language. Use examples.

high school students tourists planning to visit another country young children people planning to study abroad older people with free time ...

I think children learn a lot from language teachers. For example, they might sing songs or practice saying new words in class.

That's true, and older students like to use social media websites, such as Facebook and Twitter. Good point! High school students can also learn a language by taking part in exchange programs.

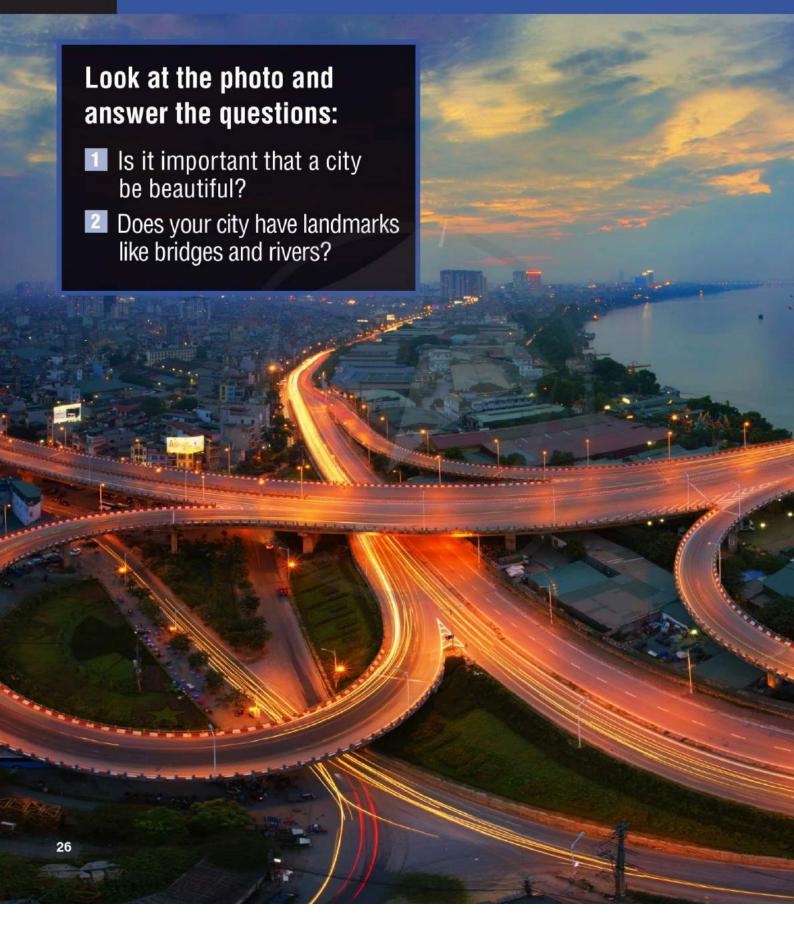


GOAL CHECK Give Examples

Write a paragraph (150–180 words) in your notebook to discuss things you do and don't recommend for language learning. Use your notes in **E**.



Cities





GOAL Make Predictions about Your City or Town

WORD FOCUS

Compound nouns

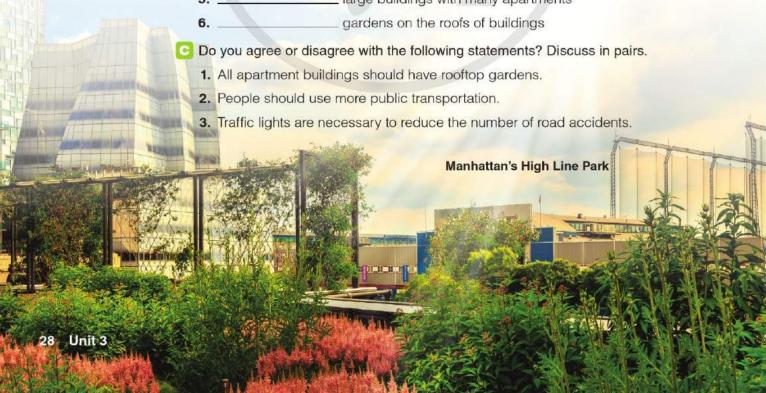
A compound noun is a noun that is made up of two or more different words. The first part typically states the type or purpose, and the second part states who or what is being named. We can use any part of speech to create a compound noun, not just nouns, as long as it functions as a noun in the sentence. The other parts of speech used to create compound nouns may be adjectives, prepositions, or verbs. Examples of compound nouns: sidewalk, city center, greenhouse...

Vocabulary

Read the article.

Changing Cities

- By the year 2050, 66% of the people on Earth will live in large cities. Most of them will live in tall apartment buildings, so it makes sense to design those buildings in ways that are good for the environment. Rooftop gardens, for example, save energy for heating and cooling and are a comfortable place for people to spend time.
- Crossing the street in a big city can create problems. One solution is the
 "X-crossings" found in Tokyo, Japan, and other cities. There, when the traffic
 light turns red, all of the vehicles must stop. Then, the pedestrians can cross
 in any direction. Another solution could be neighborhoods with more stores
 and restaurants on every block. This makes it easier for people to walk to the
 places they need to go.
- In the future, many cities will have many kinds of public transportation, like Hong Kong. In addition to cars and taxis, people in Hong Kong use buses, trains, boats, and streetcars—all convenient ways to get around the city.
- B Write each word in blue next to the correct meaning.
 - 1. <u>neighborhoods</u> parts of a city where people live near one another
 - 2. _____electric vehicles on rails for transporting people
 - a system of vehicles such as trains, taxis, and buses that are used by the public
 - 4. _____ a set of red, yellow, and green lights that help control the traffic
 - 5. _____ large buildings with many apartments



Grammar (See Grammar Reference p. 148)

Future with Will		
Affirmative Statements	The city will be safer for pedestrians.	Use will + the base form of a verb
Negative Statements We won't have space for any more traffic.		to talk about the future. In speaking, we often use contractions
Yes / No Questions	Will the population continue to grow?	with will: I'll, you'll, we'll, they'll, she'll, he'll. Note that the negative contraction for will
Wh- Questions	Where will people live?	not: won't.

What do you think? Circle Y for yes or N for no. Compare answers in pairs.

In the year 2040,...

1. My city will have a larger population than it does now. YN

2. People will still drive cars in the city.

3. Buildings will be taller than they are now.

4. There will be more parks and gardens in the city. YN

- Complete the sentences with words from the box.
 - in Vancouver, Canada all next week. 1. Adam will ___
 - 2. That's great! he take a tour of Vancouver?
 - 3. Yes, that way he will ____ _____ different neighborhoods.
 - 4. Will _____ use the public transportation there?
 - _____ to spend money on taxis. 5. I think so. He probably won't _____
 - 6. That sounds great. I think he will really ___ his visit!
- 🔁 In pairs, think about the city or town you are in now. What will it be like 10 years from now?

enough jobs for everyone many shops and restaurants safer ways for pedestrians to cross streets taller apartment buildings

a larger population more vehicles and traffic jams several kinds of public transportation your idea.

Our city won't have

be enjoy he see want will

Will our city have a larger population 10 years from now?

I think so. People will move here from the countryside.



GOAL CHECK

Make Predictions about Your City or Town

Join another pair of students and talk about the future of your city or town. Use your list from **F** and will or won't.

In 10 years, our city will have a larger population.

Yes, but there won't be enough jobs for all of those people.

GOAL Explain What Makes a Good Neighborhood

Listening		
Discuss these questions in page 1	airs.	
1. How often do you go to a p	oark?	
2. What do you do there?		
3. What do you think about th	ne parks in yo	our neighborhood?
Listen to a radio progra Circle the correct letter.	am about a pa	ark in Paris called the Jardin Nomade
1. The Jardin Nomade is unus	ual because i	t's so
a. old b. la	rge	c. small
2. In the Jardin Nomade, ped	ple	
a. grow food b. pl	ay sports	c. enjoy art
3. Isabel Dupont and her neigh	ghbors will he	elp other neighborhoods
a. next week b. ne	ext month	c. next year
C	ach question	in your notebook.
1. What year did the park sta	rt?	
2. How many gardens do peo	ople have in t	the park?
3. What do the neighbors eat	there every	month?
4. How many people come to	the monthly	dinners?
MY WORLD What are some Answer the question in pairs.		al things in your neighborhood?
PRONUNCIATION: Stressed Sy	yllables Befor	re -tion Suffix
The syllable before the suffix -tion and louder than other syllables in t		nis means the sound is a little longer
E	the stress on	the syllable in bold .
1 popu la tion		4 pollution

2. transportation

5. emotion

3. pronunciation

6. attention

[In pairs, make new sentences using the words in E.

The population of the city will probably grow.

Conversation

Close your book and listen to the conversation.

Ben: How do you like living in your neighborhood?

Sarah: Well, it has a lot of beautiful old buildings, but there

are some problems.

Ben: Like what?

Sarah: It doesn't have many different stores. There's only

one supermarket, so the food is very expensive.

Ben: That sounds like a pretty big problem.

Sarah: It is, but the city is building a new shopping center

now. Next year, we'll have more stores.

Practice the conversation in pairs. Then discuss the questions.

1. What is good about the neighborhood? What is bad?

2. How will the neighborhood be different in the future?

Write the words or phrases from the box in the correct column in your notebook. Add two more ideas to each column.

Bad things in a neighborhood

🚺 In pairs, make a conversation. Use your ideas from I.



Back Bay neighborhood in Boston, US

beautiful buildings crime heavy traffic a lot of noise pollution public transportation shops and restaurants trees and green space



GOAL CHECK

Explain What Makes a Good Neighborhood

1. What are the three most important things for a good neighborhood? Talk in pairs about your ideas in I. Make a new list together. Give reasons.

Most important things for a good neighborhood	Reason
1.	
2.	
3.	

2. Explain your list to the class.

GOAL Discuss the Reasons for Moving to the City

art museums
coffee shops
concert halls
government
buildings
movie theaters
parks and gardens
shopping centers
sports arenas

Language Expansion: City Life

- Look at the list. Discuss the questions in pairs.
 - 1. Which places might you visit for entertainment?
 - 2. Which places might you visit for relaxation?
 - 3. Which places might you visit for some other purpose?
- MY WORLD What public places do you visit in your neighborhood? Are there any places on the list where you have never been to?

Grammar (See Grammar Reference pp. 148-149)

Present Participles The present participle is the -ing form of a verb. It has an active	After moving into my new apartment, I'll
meaning and can be used in a present participle clause as a subordinate clause in a sentence. The present participle and the verb in the main clause must have the same subject.	meet my neighbors. (= After / move into my new apartment, //ll meet my neighbors.)
Use the present participles to describe actions that happen at around the same time.	Turning the corner, she saw a crowded shopping center in front of her.
Use the present participles to explain an action or event.	Being a new resident in the area, John doesn't know the way to the city center.
Present Perfect Participles	
The present perfect participle consists of the auxiliary <i>having</i> and the past participle of a verb.	Having found a new job, I decided to move to the city. (= After / had found a new job, / decided to move to the city.)
Use the present perfect participles to emphasize an action that is completed before the action in the main clause.	Having talked to all the neighbors, they started designing the garden.
Use the present perfect participles to describe a reason or a cause. (This is because the reason or cause happens before the action in the main clause.)	Having developed an interest in acting, she moved to Los Angeles.
	A STATE OF THE STA
	Light shining on the busy city of Bogotá, Colombia

- Ask and answer the questions in pairs. Use present participle clauses and the family's plan for their city vacation.
 - 1. What will they do after they arrive in Bogotá?

2. What will they do after they check in at the hotel? After arriving in Bogotá, they will take a taxi to their hotel and check in.

- 3. What will they do after they walk to Plaza Bolívar?
- 4. What will they do before they eat dinner at a restaurant?
- 5. What will they do before they leave Bogotá?
- Combine the sentences using the present participle or the present perfect participle.
 - 1. Soffa lives in a suburb. She enjoys the quiet neighborhood.
 - 2. Sofía will visit the city next Saturday. She will go to the new shopping center with Hana.
 - 3. Hana has finished her class. She is going to have lunch with Sofía.
 - 4. Hana has completed her project. She can visit Sofía in the suburbs.
- 🔁 Read the summary of Sofía's situation. Rewrite the summary using present participle clauses when possible.

As Sofía lives in a suburb outside the city, she can enjoy the quiet neighborhoods and many green spaces, such as parks and gardens. On the other hand, because Sofía enjoys visiting her friend in the city, she is thinking about moving downtown. She has not made up her mind yet.

Conversation (Optional)

Close your book and listen to the conversation. Where does each speaker live?

Sofía: What a great day it's been!

Hana: I agree! When will you come downtown to visit me again?

Sofía: Maybe I'll come next Saturday. I want to see the new shopping center.

Hana: That sounds good, but I have my yoga-in-the-park class on Saturday mornings.

Sofía: Will you be free after you finish class?

Hana: Yes. We could have lunch before we go to the shopping center.

Sofía: Great! It sounds like another perfect day in the city.

Hana: And maybe I can visit you in the suburbs soon.

Replace the time clauses in the conversation with present participles if possible. Then practice the conversation in pairs.



GOAL CHECK

Discuss the Reasons for Moving to the City

In small groups, discuss the reasons why people move to the city.

When moving to the city, people can have a greater chance of finding a job.

Monday: Arrive in Bogotá,

Take a taxi to the hotel; check in.

Colombia at 1:15 p.m.

Walk to the Plaza Bolivar:

Visit the Botero art museum.

. Tuesday: Take a bicycle tour of

the city; leave the city at 2:00 p.m.

Eat dinner at a restaurant.

take pictures.

GOAL Evaluate Solutions to a Problem

Reading 15 (Optional)

Look at the topics in the box. In pairs, talk about how easy it is to do these things in your city.

eating out finding a park going to school walking in your neighborhood

Scan the reading to find the information.

1. The name of a person: ___

2. The title of a book:

3. The names of three cities: __

Read the article. Circle the correct options.

Walking in cities can be _

- a. slow
- b. fun
- c. dangerous

2. Engwicht wants cities to be better for _

- a. pedestrians
- b. vehicles c. tourists

3. Nowadays, people have contact with their neighbors.

- a. more
- b. less
- c. online

4. is working to make its streets safer.

- a. Brisbane
- b. Boston
- c. Tokyo

5. The word "it" in paragraph 5 most probably refers to

- a. transportation b. walking
- c. traffic

Communication

- Discuss the questions in pairs.
 - 1. How much walking do you usually do?
 - 2. Where do you usually walk?
 - 3. Do you feel safe when you are walking? Explain.

GOAL CHECK

Your city wants to improve pedestrian safety. Rank the safety measures from 1 (most helpful) to 5 (least helpful). Then, in pairs, compare and discuss your answers.

_ more or better sidewalks

more or better crosswalks _ lower speed limits fewer cars in the city

(your idea)

34 Unit 3



Walking is a great way to get around. For short trips, for exercise, or just for fun, walking can be better than driving or riding. But in many cities, walking can also be dangerous. Cars, trucks, and motorcycles are a danger to pedestrians, and sometimes there are accidents.

David Engwicht, from Brisbane, Australia, wants to do something about this. His book, Reclaiming Our Cities and Towns, has a simple message: We need to take back our streets and make them better places for walking.



In the past, Engwicht says, streets belonged to everybody. Children played there, and people walked to work or to stores. Now, however, most city engineers design streets for vehicles. People stay inside buildings to get away from the crowded sidewalks, the noisy streets, and the dangerous traffic. Unfortunately, this gives them less contact with their neighbors.

Many cities are working to make their streets safer for pedestrians. There are new crosswalks on the streets and more traffic lights and bicycle lanes. The city of Florence, Italy, only allows cars and buses with special permits to drive on its historic city streets. In Boston, US, the Slow Streets Program gives some neighborhoods more stop signs and a 20 mph (32 kph) speed limit.

Engwicht travels around the world, helping people think differently about pedestrians, streets, and neighborhoods. Whether we live in a small town or a city with a population in the millions, Engwicht says we should think of streets as our "outdoor living room." Changing the traffic is just the beginning. In the future, streets may again be safe places for people, and walking will be an even better form of transportation than it is now.

accident (n) something harmful or unpleasant that happens by surprise

sidewalk (n) a path with a hard surface along the side of a street

crosswalk (n) a place where drivers must stop to let pedestrians cross a street

lane (n) a part of a street that is marked with painted lines permit (n) an official document that allows you to do something

GOAL Explain What Makes a Good City

Communication

Look at the chart. Discuss the questions below in pairs.

City A	City B	
good weather, sunny daysplenty of jobs	good schools, education parks, outdoor spaces	
safeart, music, culture	public transportationsafe for pedestrians	

1. How does each item in the chart improve city life?

2. Which city would you rather live in? Why?

People spend time outdoors on sunny days.

And they might get more exercise.

MY WORLD Answer the questions in pairs.

1. Which of the items from the chart in A does your neighborhood have?

- 2. How or why those items make city life better?
- 3. What can be done to improve life in your neighborhood?

Writing

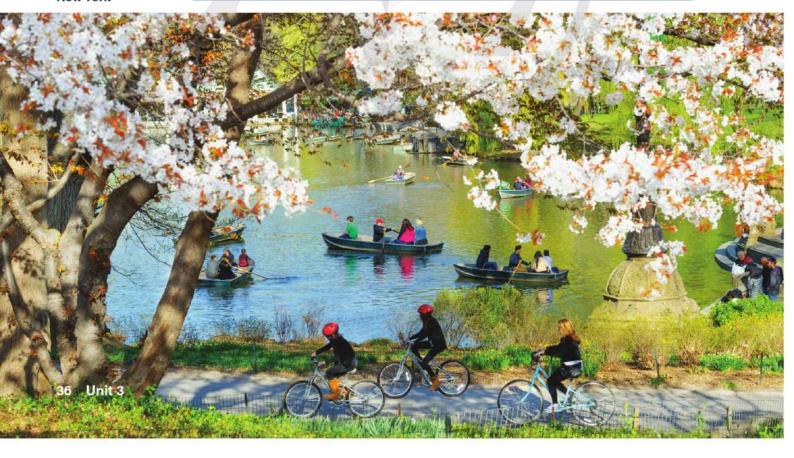
WRITING SKILLS: Topic Sentences

Most paragraphs in English begin with a topic sentence. The topic sentence tells us:

- 1. the main idea (What is the topic of the paragraph?)
- 2. the controlling idea (What does the paragraph say about the topic?)

A good topic sentence helps the reader understand your ideas.

People rowing boats and cycling in Central Park, New York



Read the paragraph.

main idea controlling idea Green spaces increase the quality of life in cities. Parks, beaches, and other green spaces are good places to be active. Every morning, a lot of people go jogging, do yoga, play badminton, or walk in the park. In the afternoon, beaches are the favorite places to watch sunset for others. Playing sports and doing other kinds of recreation help people in cities stay healthy. Furthermore, these spaces give people contact with nature. Seeing green plants and hearing birds in the trees are pleasant breaks from a noisy city. Therefore, green spaces are good not only for people's physical health but also for their mental health. Moreover, because they are good places for special events, green spaces can make communities stronger. Hearing a concert in the park with friends and neighbors, for example, is a great way to enjoy city life. Though the busy life in cities may make it hard for people to know even their next-door neighbors, green spaces provide great opportunities to meet other people, while at the same time enjoying a positive atmosphere.

WRITING NOTE

The words furthermore and moreover can show that you are moving on to the next idea.

- Discuss the questions in pairs.
 - 1. Where is the topic sentence located?
 - 2. What are the three ways green spaces increase the quality of life?
 - 3. What other details does the writer include?
- Choose the best topic sentence for the paragraph below.
 - My city has numerous good places to work.
 - b. The national university is located in my city.
 - c. Good schools are one of the best things about my city.

For children, there are excellent public schools and private schools. Parents can decide which kind of school is best for their child. For older students, the national university is located in my city. It is quite large, and it attracts top professors from here and around the world. And for people who want job training, my city has several technical schools. They offer programs in everything from nursing to solar-energy technology. All of these education options help to make my city a good place to live.

GOAL CHECK Explain What Makes a Good City

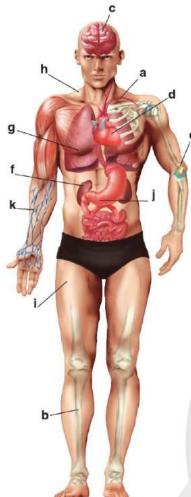
- 1. In your notebook, write a passage (150-180 words). Remember to start the passage with a good topic sentence and end it with a brief conclusion.
 - Choose one of the items from the chart in A.
 - · Explain how or why it makes city life better.
- 2. In pairs, share your ideas about how or why these things make city life better.

The Body

Look at the photo and answer the questions: What words could you use to describe the photo? How does this kind of activity keep people healthy? A woman practices yoga at sunrise. 38



GOAL Discuss Ways to Stay Healthy



V	-	-	-			P 8	
v			-		171		v
	•	-	*	100	1.00		y

	a. artery g. lungs	b. bone h. muscle		d. heart j. stomach		f. kidney
1.	This push	nes your blood	d through yo	ur body:	heart	_
2.	These ca	rry blood arou	und your boo	dy:		
3.	These bri	ng air into yo	ur body:			
4.	This cove	ers the outside	e of your boo	dy:		
5.	These ma	ake your body	move:		¥	
6.	This lets	you think and	remember:			
7.		e of the organ				
8.		sts food:				
9.	_	orts your boo				
	16 Listen	and check () the words	you hear.		
	artery knee	□ bone □ lungs	☐ brain ☐ muscle		joint stomach	☐ kidney ☐ vein
		uss the functio	ns of differer	nt body parts.	Use the inf	ormation in
	help you.					

As subjects Gerunds can be used as subjects. Remember to use a third-person singular verb after a gerund.	Running is great fun. Playing basketball with friends helps me relax.
As objects of verbs Gerunds can be the object of certain verbs, such as avoid, enjoy, hate, like, mind, practice, quit, suggest	The team practiced kicking . We should avoid being stressed. The doctor suggests eating healthy food.
As objects of prepositions in a sentence Gerunds can follow a preposition in the sentence to provide more information.	He is good at jogging. They are interested in playing basketball The interview is about getting enough sleep.

(v	valk) for exercise is	better than	(run).
2. We should always avo			
3. (g	get) enough sleep is	s as beneficial as	
(get) enough exercise.	_		
Everyone should learn healthy food.	about the importar	nce of	(eat)
5. People are more intere	sted in	(keep)	fit these days.
6. The doctor emphasize	S	(drink) plenty	of water every day.
mmunication In pairs, complete the table		the box. Add you	Yes, but running on the k
contacting with friends & f	amily eating fruits	s & vegetables	
playing sports	reading a g		
sleeping 7–8 hours	taking a wa	ılk	
	Ways to Stay H	lealthy	
Daily Life	Exercise Rou	ıtine	Others
			4//
Discuss the table in E. Wistaying healthy? GOAL CHEC n pairs, talk about things you practice	K Discuss W	Vays to Stay	/ Healthy
GOAL CHEC n pairs, talk about things you practice avoid	K Discuss V	Vays to Stay	r Healthy entences:

GOAL Talk about Healthy Habits

Listening

- Discuss the questions in pairs.
 - 1. Is it important to eat healthy food?
 - 2. What else can you do to stay healthy?
- □ 17 Listen to three people talking about their healthy lifestyles. Write the letter (A-C) to match the speaker to the correct topic.
 - 1. Exercise ______ 2. Diet _____ 3. Healthy genes _____
- Listen again and answer the questions in your notebook.

Speaker A:

- 1. What kind of exercise does Speaker A get?
- 2. Which family members does Speaker A mention?

Speaker B:

- 3. What kind of exercise does Speaker B get?
- 4. How often does Speaker B get sick?

Speaker C:

- 5. Why did Speaker C change her diet when she got older?
- 6. What do some people think about Speaker C's diet?
- MY WORLD Interview a partner. Then tell the class about your partner's lifestyle.
 - What kind of exercise do you get? How often?
- What do you usually eat?



PRONUNCIATION: Elision of /t/, /d/, and /r/ sounds

18 Elision occurs when a sound disappears from a word. In the following examples, the /t/, /d/, or /r/ sound at the end of one word is deleted (or "swallowed") because the next word starts with the same sound.

Watching a sunset is more relaxing than watching TV.

My sister bought tomatoes for her diet yesterday.

I swim and do yoga to keep fit.

- [] Listen to the sentences. Notice how the sounds are linked. Listen again and repeat.
 - 1. Do you consider running a healthy activity?
 - 2. My brother kept talking about the importance of healthy habits.
 - 3. Those children hate taking medicine.
 - 4. This is the best tea for your stomach.
 - 5. They avoid doing tiring physical exercises.

Communication

What are the best kinds of food and exercise for a healthy lifestyle? rate the foods from the least healthy to the healthiest. Add one idea	
for each topic. Then do the same with the types of exercise. Compa with the list of another pair.	re your list I feel good if I eat some meat or fish every day.
bread fruit meat vegetables	
running swimming walking yoga	But is meat healthier than vegetables?



GOAL CHECK Talk about Healthy Habits

Discuss the questions in a small group. Use some of the ideas below and your own ideas.

- 1. Are the following healthy habits? Why (not)?
- 2. Which of the habits do you have?
- 3. Do people have a healthier life now than they did in the past? Why do you think so?

having a balanced diet going to the doctors chatting with friends and family doing exercise every day listening to loud music staying up late eating fast food eating spicy food drinking a lot of coffee spending hours on the Internet

In my opinion, eating spicy food is unhealthy because it's harmful to your stomach.

I think people had a healthier life in the past because they spent more time chatting with friends and family.

Personally, I think listening to loud music is an unhealthy habit because it can damage your ear.

GOAL Suggest Helpful Natural Remedies

Language Expansion: Everyday Ailments

For every common health problem, there's a product for sale to cure it. Are you suffering from insomnia? There's a pill to help you fall asleep. Did a pimple appear on your face? There's a cream for that. If you have a headache after a long day at work, or perhaps a sore throat and fever, you can buy something to make you feel better. Do you have indigestion because you ate the wrong kind of food? There's a pill to end the burning feeling in your stomach. If food won't stay in your stomach at all, you can take some medicine to end the nausea. Or maybe you ate too fast, so now you have the hiccups. Well, you won't find anything at the pharmacy for hiccups, but there's probably a company working on a new product for that right now.

Mrite the words in blue next to their definition.

- 1. insomnia not being able to sleep
- 2. ____ high body temperature
- 3. _____ a repeated sound in your throat, often from eating too quickly
- 4. _____ a feeling that what's in your stomach will come up
- 5. _____ pain in the stomach because of something you have eaten
- 6. _____ a small raised spot on the skin
- 7. _____ a pain in your head
- 8. _____ a general feeling of pain in the throat

I know about using olive oil to help with dry skin.

B What natural remedies do you know about?

Interesting! Have you tried it?



Grammar (See Grammar Reference p. 150)

Infinitive of Purpose	
The infinitive of purpose expresses a person's aim or the purpose of action. Form an infinitive with <i>to</i> + the base form of a verb.	You can drink tea with honey to help a sore throat I use sunscreen to protect my skin.
In order to + the base form of a verb is another way to express the infinitive of purpose.	Nikki took an aspirin in order to lower her fever.
Use a comma after the infinitive of purpose when it begins a sentence.	To stop hiccups, I drink a glass of water.

- Match the actions with the reasons.
 - 1. Get plenty of sleep at night __
 - 2. Eat fruits and vegetables ___
 - Take a nap _____
 - 4. Give children warm milk _
 - 5. Ask your doctor questions
 - 6. Lift weights _____

- a. to help them fall asleep.
- b. to find out the best remedy for your problem.
- c. to feel rested during the day.
- d. to make your muscles stronger.
- e. to get enough vitamins in your diet.
- f. to cure a headache.

Conversation (Optional)

Olose your book and listen to the conversation. What remedies for fatigue do the speakers talk about?

Olivia: Hi, Ashley. Are you drinking coffee? That's new.

Ashley: Hi, Olivia. You're right. I usually don't drink coffee, but I need it today

to wake up.

Olivia: You do look tired. Did you get enough sleep last night?

Ashley: No, I was worried about today's test, so it was hard to fall asleep.

Olivia: Come on. Let's go for a walk.

Ashley: Go for a walk? Why?

Olivia: To wake you up and to get some oxygen to your brain before the test.

Ashley: That's a good idea. Where do you want to go?

Practice the conversation in pairs. Find and underline the infinitives of purpose.

GOAL CHECK Suggest Helpful Natural Remedies

Join another pair. Follow the steps.

- 1. Tell the other pair which ailments from A you talked about.
- 2. Ask them to suggest remedies for those ailments. Then switch roles.

have insomnia.

You could read for a while to relax.



We say 'That's new' when we notice

something different

or unusual.

D

GOAL Describe the Benefits of a Positive Attitude

Reading 1 (Optional)

Tell a partner what makes you feel a lot of stress.

going to the doctor or dentist meeting new people speaking to a group taking an important exam traveling by car, plane, etc. your idea _____

- Read the text. Circle the correct options.
 - 1. What is the main idea of the text?
 - a. Common sources of stress in modern life
 - **b.** The importance of attitude in dealing with stress
 - c. Helping others as an enjoyable activity
 - 2. What was true about the study at the University of Wisconsin?
 - a. What was true about the study at the University of Wisconsin?
 - b. All of the participants were alive eight years later.
 - c. Its number of participants was the highest among three studies.
 - 3. Which study focused on stress and the interaction between people?
 - a. The University of Wisconsin study
 - b. The Harvard University study
 - c. The University of Buffalo study
- Circle T for true or F for false. Then correct the false statements to make them true.
 - For the University of Wisconsin study, participants were asked two questions.

T I

- 2. The way you think about stress affects how your body reacts to stress.
- T F
- 3. Stress always causes blood vessels to become narrower.

Т

- **4.** People who had a lot of contact with others had a higher risk of dying.
- F
- D Complete the list of dos and don'ts with information from the article.
 - 1. Don't believe that _____
 - 2. Do believe that signs of stress _____
 - 3. Do spend a lot of time _____

✓ GOAL CHECK

Form a small group with 2–3 other students. Discuss the questions.

- 1. What do you remember about the three research studies?
- 2. In each study, why were the participants' attitudes important?
- 3. Talk about a time when a positive attitude helped you in some way.

46 Unit 4



Attitude Is Everything

Kelly McGonigal is a health psychologist with some good news: Stress may not be the enemy of good health. McGonigal came to this conclusion after looking at three important health studies. In the first study, researchers at the University of Wisconsin asked 30,000 adults how much stress they had experienced. They also asked whether the participants thought this stress was harmful to their health. Eight years later, one group of participants was 43% more likely to have died—the people who had a lot of stress and believed that stress was bad for them. Those who had a lot of stress but did not believe it was harmful actually had the lowest risk of dying!

According to McGonigal, the way we think about stress is important. In fact, our mind and attitude can have beneficial effects on our health. In a study at Harvard, researchers taught participants to believe that signs of stress—a faster heartbeat, for example—were the body's

way of preparing them to meet a challenge. Under stress, most people's blood vessels become narrower. That makes it harder for blood to flow, but the blood vessels of the study participants stayed open and relaxed, simply because they thought about stress in a different way.

McGonigal also points to a study of the connection between stress and human contact. Researchers from the University at Buffalo studied people who had experienced very stressful events. Surprisingly, if they had spent a lot of time helping others, they had no increased risk of dying. It seems that enjoyable activities such as giving a friend a ride or babysitting a neighbor's child can help us stay healthy even under stress.

enemy (n) the person(s) on the opposite side in a struggle participant (n) a person who volunteers for a research study

Appreciating the beauty of nature can help foster a positive attitude.

The Body 47

GOAL Explain an Idea Using Details

Communication

- Describe a time when you got sick. Answer the following questions:
 - 1. When was it?
 - 2. How did you feel at the time?
 - 3. How did you get better?
- Discuss the questions in pairs.
 - 1. How can a sick person make other people sick? Think of three ways.
 - 2. The last time you got sick, how do you think you caught the illness?
- In pairs, discuss how each action can prevent the spread of disease. Add your own idea.

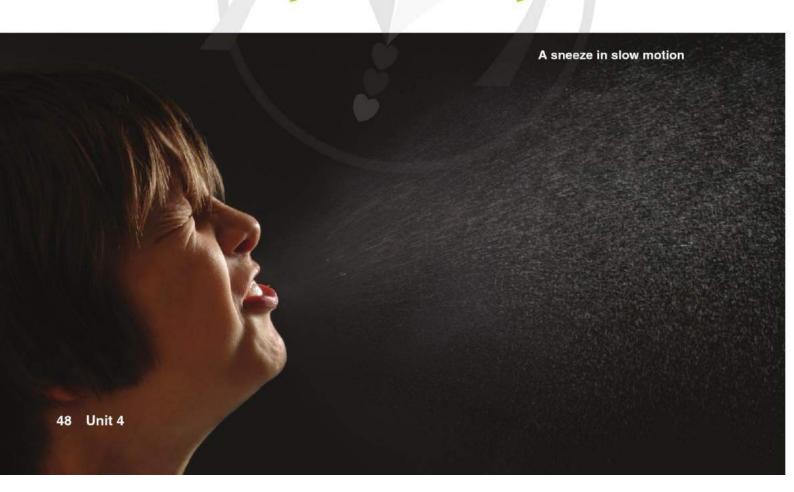
covering your nose and mouth staying home when you're sick washing your hands often exercising and eating healthy foods using clean dishes for eating and drinking your idea

Coughing or sneezing sends germs into the air.

Yes, and other people breathe in the germs.

Washing your hands removes germs from your skin.

I always wash my hands before I eat.



Writing

WRITING SKILLS: Using Supporting Details

A good topic sentence gives the main idea of a paragraph. In addition, a good paragraph includes details to support, or give more information about the main idea.

Some types of supporting details:

descriptions facts examples explanations reasons

Underline the topic sentence in the following paragraph. Then answer the questions below.

Although there are several ways to prevent the spread of disease, staying home when you are sick may be the best way. First, when you stay home, the germs in your body are kept in your own room or home only. Therefore, no one at school or at work has contact with your germs. It is also easier to clean your home of the germs than a public place. Moreover, when you are sick, covering your mouth when you cough at the school or workplace may be less effective than staying at home. Some of your germs are still sent into the air when you talk and breathe. Finally, washing your hands after every cough or sneeze may be the least effective way to keep other people healthy. Even with a portable hand sanitizer, it may not be possible to clean your hands that many times in a day and you may also be distracted a lot in doing so.

- 1. What is the topic of the paragraph? (i.e., What is the paragraph about?)
- 2. What is the controlling idea? (i.e., What does the paragraph say about the topic?)
- Complete the chart with supporting details from the paragraph in C.

Reason to stay at home when sick	Reason why covering one's mouth is less effective	Reason why washing one's hands often may be the least effective

GOAL CHECK Explain an Idea Using Details

1. Choose one of the topics and write a paragraph (150-180 words) about it. Use your own ideas. Remember to include a good topic sentence and a few details to support it.

exercise having a positive attitude healthy foods

- 2. In pairs, follow the steps.
 - Tell your partner about your paragraph. Which topic did you choose, and why?
 - Talk about your main idea and the details you included.

Challenges

National Geographic Explorer Sarah McNair-Landry exploring the Northwest Passage of Canada

Look at the photo and answer the questions:

- 1 What phrase best describes this photo?
- What do you think of when you hear the word *challenge*?



GOAL Talk about Facing Challenges

Vocabulary

Read about two people's challenges.

REAL LANGUAGE

If something makes you feel alive, it makes you happy and full of energy.

Physical Challenge

I absolutely love challenges! Doing something difficult makes me feel alive. Recently, I set a goal for myself: To run a marathon and make it to the finish line. I trained almost every day before the marathon, and I felt like I was making progress toward my goal. Last month, I achieved the goal with a competitive time!

Mental Challenge

Although it might not seem like a significant challenge to some people, reading is quite difficult for me, especially when I need to do a lot of it. Last year, I convinced my parents to hire a reading tutor to help me. I learned ways to deal with large amounts of reading homework, and I hope the result will be better grades this year.

B Write each word in blue next to the correct meaning.

1	goal	a target you hope to reach
2		something new or different that requires effort
3		introduces a statement with a contrast
4		succeeded in making something happen
5		large enough to be important
6		improvement over time
7		something that happens because of something else
8		to give an impression or appear a certain way
9		to manage or handle a situation well
10.		persuaded someone to do something

MY WORLD What are your goals for the next five years? Are the goals significant to you? What challenges may you have to overcome to achieve your goals?

Marathon runners in Montreal, Canada 52 Unit 5

WORD FOCUS

To face a challenge means to decide to do something new and difficult.

To **make progress** means to improve or get nearer to a goal over time.

Grammar (See Grammar Reference pp. 150-151)

I saw Sasha at the library yesterday. He was working on his assignment. We weren't watching a movie at 8:00 last night. We were studying for a test.
Edmund Hillary and Tenzing Norgay climbed Mount Everest.
It was raining very hard when Rita crossed the finish line. Sara got a text message while she was talking with her professor.
While Ben was writing his paper, the computer stopped working.
hile. I met her for the first time. the storm began. I was working on my project.

- 1. Yesterday, I _____ (convince) my best friend to compete in a 5k race.
- 2. Maria _____ (deal with) health problems when she quit her job last October.
- 3. My parents _____ (look) for new jobs when they met.
- 4. The professor _____ (seem) tired in class last week.
- __ (make) progress with the project when the class ended.
- 6. At the gymnastics competition, Leo _____ (achieve) the highest score.

GOAL CHECK Talk about Facing Challenges

Tell a partner about a challenge you have faced in your life.

- 1. What was happening in your life at that time?
- 2. What did you do? Do you think you dealt with the challenge well?

My father lost his job last year while studying for exams.

That's awful! What did you and your family do?

GOAL Describe Past Accomplishments

Listening

 $oxedsymbol{igwedge}$ Read the information in the box. Discuss the questions in pairs.

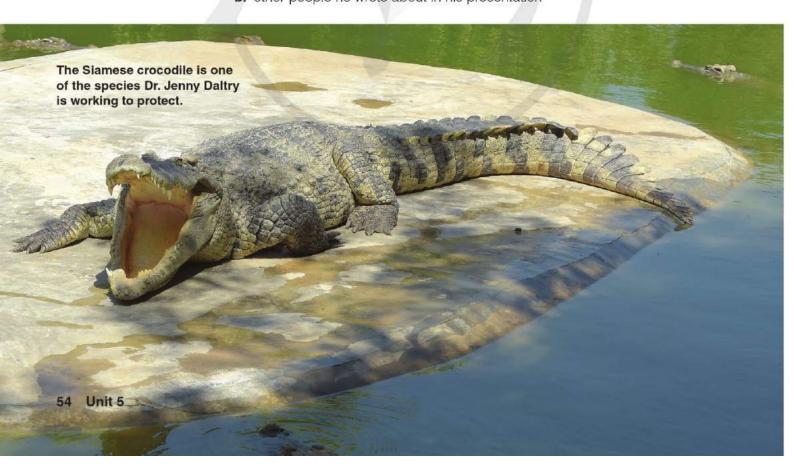
Dr. Jenny Daltry: Wildlife Conservationist and Ecologist

Cambodian Crocodile Conservation Programme
Antiguan Racer Conservation Project
Sustainable Lansan Project

- 1. What do you think it means to conserve wildlife?
- 2. What kinds of wildlife do you think Jenny Daltry is interested in?
- 3. What kinds of challenges do you think Jenny Daltry might face in her work?

B ∩ 22 Listen to the conversation. Circle the correct letter.

- 1. What is the man working on?
 - a. a conservation project
- b. a presentation assignment
- 2. What did Daltry convince people in Cambodia to do?
 - a. to care about the crocodiles
- b. to kill fewer crocodiles
- 3. What causes problems for the Antiguan Racer snakes?
 - a. progress on the island
- b. people, rats, and bad weather
- 4. What will Tim probably talk about next?
 - a. other things he learned about besides crocodiles and snakes
 - b. other people he wrote about in his presentation



WORD FOCUS

endangered, its population is so small that it might die out. An animal is extinct when none of its kind is alive.

C	Listen again. Complete the statements with two or three words you hear.
1.	The assignment is to learn about someone who
•	As a result of Delty is work the Combodies reversment decided to protect

As a result of Daltry's work, the Cambodian government decided to protect ____ acres of forest.

3. She saved _, and it's an animal that most people don't even like.

WORD FOCUS

To achieve a goal means to succeed in doing something you hoped to do.

An accomplishment is something special that you achieve.

Listen to these words that end in -ed.

PRONUNCIA	ATION: Wo	rds that	End in <i>-ed</i>			
	/t/	/	d/	/1	d/	
help	helped	listen	listened	start	started	

Listen, repeat, and check (✓) the column of the sound made by the -ed ending.

Present	Simple Past	/t/	/d/	/1d/
convince	convinced			s
protect	protected			
discover	discovered	-		
need	needed			
close	closed			
walk	walked	100		()

📴 Write down ten regular present verbs that end in /t/ or /d/. Say a verb. Ask your partner to say it in the past.

Communication

Use the ideas in the box to talk about Jenny Daltry and her accomplishments. Remember to pronounce verbs that end in -ed correctly.

convince people to care for crocodiles save a kind of snake in the Caribbean walk into areas of Cambodia

discover a group of crocodiles try different ways to get lansan tree sap work on three conservation projects

GOAL CHECK Describe Past Accomplishments

1. In your notebook, write notes about something you achieved and how you achieved it.

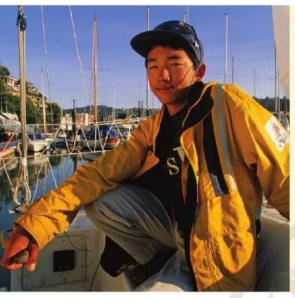
2. Tell a partner about your accomplishment. Give details about how you did it and how you felt.

I practiced a lot, and now I play the violin pretty well.

GOAL Use Too and Enough to Talk about Abilities

Language Expansion: Phrasal Verbs

Read the article.



Subaru Takahashi was only 14 years old when he set out on an amazing adventure. His goal was to sail from Tokyo to San Francisco—alone. Subaru grew up near the sea and loved sailing. His parents thought he was old enough to sail alone, and they helped him buy a boat. He left on July 22. At first, the trip was easy. Then, after three weeks, his batteries broke down, so he didn't have any lights. He had to watch out for big ships at night, because it was too dark to see his boat. Five days later, his radio stopped working. Subaru was really alone then, but he didn't give up. His progress was very slow, but he kept on sailing. He almost ran out of food, and he was not fast enough to catch fish. He put up with hot sun and strong wind. On September 13, Subaru sailed into San Francisco. He was the youngest person ever to sail alone across the Pacific Ocean.

Subaru Takahashi, the youngest person to sail alone across the Pacific Ocean

Match each phrasal verb in blue with its meaning.

1.	0	set out	
	-	Set out	

- a. accept something bad without being upset
- 2. ____ give up
- b. change from a child to an adult
- 3. ____ watch out
- c. finish the amount of something that you have
- **4.** ____ grow up
- d. leave on a trip
- **5.** ____ keep on
- e. be very careful
- **6.** ____ run out of
- f. stop trying
- 7. ____ put up with
- g. continue trying
- 8. break down
- h. stop working

MY WORLD Would you have been brave enough to sail across the ocean alone at the age of 14? What brave things have you done in your life? Discuss in pairs.

Grammar (See Grammar Reference p. 151)

Read these sentences and the questions that follow. Circle Y for yes or N for no.

1. "He was <u>old enough</u> to sail alone."

Could he sail alone?

- Y N
- 2. "He was <u>not fast enough</u> to catch fish."

 Could be catch fish?

3. "It was too dark to see his boat."
Could people see his boat?

Υ

N

Enough, Not Enough, Too + Adjective	
adjective + <i>enough</i> = the amount that you want	He was old enough to sail alone.
not + adjective + enough = less than the amount that you want	He was not fast enough to catch fish.
too + adjective = more than the amount that you want	His boat was too dark to see.

E	Complete the sentence	s. Use enough, not enough,	or too, and the adjective.

- 1. Subaru's boat was __ ___ (big) for two people.
- 2. A boat is_ (expensive) for me to buy because I don't have much money.
- (difficult) for most people to do. 3. Crossing the ocean alone is _
- 4. My parents say I'm _ (old) to travel alone. I have to wait until I'm 18.
- _ (dangerous) for a young person. 5. I think Subaru's trip was _ His parents should not have let him go alone.
- 6. A trip to San Francisco by plane is a fun adventure, and it's (safe) for my family and me. Maybe we'll go there for our next vacation.

Conversation (Optional)

Close your book and listen to the conversation. What does Lisa need to do before she can climb the mountain?

Lisa: Do you know what I want to do next summer? My goal is to climb Black Mountain.

Mari: Are you serious? Black Mountain is too hard to climb. Don't you need special equipment?

Lisa: I already asked about it. I just need good boots.

Mari: And you're not strong enough to climb a mountain!

Lisa: You're right, I can't do it now. But I'll go hiking every weekend. Next summer, I'll be fit enough to climb the mountain.

Mari: Well, I like hiking. I'll go with you sometimes!

SPEAKING STRATEGY

You can show surprise in an informal conversation by saying Are you serious? or Are you kidding me?

GOAL CHECK

Use Too and Enough to Talk about Abilities

Write down six things you want to do. In pairs, discuss whether you can do these things now. Are you old enough to do them? Are they affordable or too expensive?

GOAL Discuss Steps Toward a Goal

Reading (\) 26 (Optional)

- MY WORLD Do you like to do things in nature while traveling? Share your ideas in small groups.
- Read the article. Answer the guestions.
 - 1. How do shrimp ponds threaten Tram Chim National Park?
 - 2. What are some examples of ecotourism services at Tràm Chim?
 - 3. Do you think the farmers and the tourists can understand one another? Why?
- Match the words with the correct definitions.
 - 1. ____ pond
- a. (tourists) staying in the home of a local family
- 2. ____ homestay
- b. occurring at night
- 3. ____ dinghy
- c. a small body of still water
- 4. ____ heron
- d. a small boat
- 5. ____ nocturnal
- e. a large fish-eating bird
- Work with a small group. Discuss the questions.
 - 1. What do you think local people need to participate in ecotourism?
 - 2. What are some possible challenges for them in providing ecotourism services?
 - 3. Would you like to visit Tram Chim National Park sometime? What could you do to help people there?

GOAL CHECK

Follow the steps with your group.

- 1. What problem is everyone in your group concerned about? It might be a global problem or a local problem in your country or city.
- 2. What is a realistic solution to your problem?
- 3. What are 3-4 steps you could take toward realizing your solution? Make a list.

Living Happily Together: **Tràm Chim**

Tràm Chim-a national park in Đồng Tháp Province, Việt Namwas established in 1999 to preserve the valuable submerged inland ecosystem. It is home to many fish and plant species, and a frequent destination for birds such as red-crowned cranes and herons.



Unfortunately, human activities around the park are threatening it. More and more shrimp ponds are being constructed. While bringing money to farmers, they prevent fertile floodwater of the Mekong River from entering the park. The lack of nutrients in the water, together with the common practice of overfishing and cutting down trees in the park, has put a large number of species in danger.

The local government has found a solution to this problem in ecotourism. Together with a number of national and international organizations, they are persuading local residents to make a living from the park in a more sustainable way. Families receive training and equipment to provide tourists with homestay services and local specialties. They also row wooden dinghies to bring tourists into the park for birdwatching during the day or to enjoy a rare experience of nocturnal sounds after sunset.

It is not easy for these farmers to turn into hosts and guides, though. To talk to foreign tourists, for example, they have to use body language frequently due to the language barrier. Luckily, those conversations end with hearty laughter most of the time. It may be hard for the farmers, but they are willing to learn how to make themselves, the tourists, and the park happy altogether.

submerged inland ecosystem (noun phrase) the ecosystem of an underwater area within land boundaries

Red-crowned cranes in Tram Chim National Park, Đồng Tháp Province, Việt Nam Challenges

GOAL Describe a Personal Challenge

Communication

- Describe a challenge that you had to face in life. In pairs, answer the following questions:
 - 1. What was the challenge?
 - 2. When did you face that challenge?
 - 3. What did you do to overcome it?
- People face challenges for different reasons, but there is usually some reward when they accomplish their goal. What are three or four challenges in life that cannot be avoided? (For example, it can be a challenge to get along well with all of our family members or neighbors.) What are the rewards if we face those challenges? Discuss these questions in pairs.
- Tell your partner about two or three challenges in your life that you chose for yourself. Why did you choose to do those things?

Writing

WRITING SKILLS: Using Specific Information and Conjunctions

When you describe something in writing, specific information helps your reader imagine and understand your ideas. The more interesting your details are, the more your writing will engage your reader. Specific information might include:

- dates or times
 descriptions
 locations
 people's reactions
- · step-by-step actions

Besides subordinating conjunctions like when and while, you could also use many other conjunctions to join words, phrases, or clauses in a sentence. Examples of conjunctions in writing are and, or, but, because, although, so, and after. Conjunctions can be used to give more information, alternatives, reasons, results, or unexpected information.

Hi.

How are you and your family? I hope you're doing well. I'm also fine here. Let me tell you about a challenging experience I've had recently.

You know, I just got a part-time job as a babysitter. On Saturday afternoon, Adam, the first kid I babysat, got bored quickly. First, he complained about the food, the milk, and the toys I gave him... After he complained about everything, he cried loudly for several minutes. I felt nervous because he was very noisy. Although I didn't know how to deal with a bored five-year-old boy at first, I thought I should do something. So, I had an idea. I went into the kitchen and came back with a big bowl of apples, pears, and bananas. When Adam saw the fruits, he looked surprised and stopped crying! That's how I managed to overcome the first challenge in my part-time job.

What about you? Have you had any challenging experiences? Write back and let me know.

Love.

Jane

		ation from 1 (most specific) to	TO SEE TO POST OF THE DESCRIPTION OF THE PROPERTY OF THE POST OF T
1.	children	two-year-old boys	two-year-olds
2.	vehicles	airplanes	transportation
Ci	rcle the correct conju	nction to complete each sente	nce.
1.	And Or But Altho	ough the employees made a lo	t of effort, the company didn't make a good prof
2.	I'm focusing on my E	nglish study so / because / but	when I want to work as an interpreter in the future.
3.	She is a very bright to learn.	student, or when but so sh	e should be aware that she still has a lot of thing
4.	Bob wants to stay in	shape, so / because / when /	although he goes running every day.
5.	Or Although After	And he graduated from high	school, he went to America to continue his studies
Ch	noose one of the chal	lenges you told your partner a	bout in A . Follow the steps.
1.	In your notebook, wr	ite one sentence to describe t	he challenge.
2.	Under the sentence, What happened after		pened. How did you face the challenge?
2. /	What happened after		
/	GOAL CHE Use your sentence a challenging experier	r that? CK Describe a Persund notes from F to write an erace from your own life. Start w	
/	GOAL CHE Use your sentence a challenging experier	r that? CK Describe a Persund notes from F to write an erace from your own life. Start w	onal Challenge nail (150–180 words) to Jane, telling her about a th the topic sentences below or write your own.
/	GOAL CHE Use your sentence a challenging experier Then, add details wi Hi Jane, It's been a while si	r that? CK Describe a Persum of the property	onal Challenge nail (150–180 words) to Jane, telling her about a th the topic sentences below or write your own.

2. Read your email aloud to a small group. After each person has finished reading, tell him or her which information was interesting to you. Ask questions.

Lots of love,





A

GOAL Talk about Different Stages in Your Life

Vocabulary

Read the information.



Nadia Drake is a writer for National Geographic and the daughter of a famous astronomer. As a child, she attended lectures and other events with her dad. It may have been her relationship with him that eventually led her to develop her own love of astronomy. Astronomy isn't Drake's only interest, though. She also has a PhD in genetics, and before she earned that degree, she had worked as a professional ballet dancer. Then, she realized that writing about science was the career she wanted. Once she had chosen this direction for her career, many interesting opportunities opened up for her. For example, Drake recently wrote an article about a photographer who used cameras to learn about wild rainforest animals in Peru. "This is basically my dream job," she says. The negative part of the job might be that her schedule is not very regular. The positive part is the writing, so she is happy with the choice she made.

Night sky observed through a telescope

Write each word in blue next to the correct definition.

<u> </u>		
1.	event	_ something that happens
2		_ good
3		_ became aware
4		_ way something is going
5		_ job or occupation
6		_ bad
7		grow over time
8		_ chances to do something
9.		_ connection, friendship
10.		_ finally, after some time

MY WORLD In your opinion, which of the following affects one's life the most?

personal relationship career opportunities self-development

Grammar (See Grammar Reference pp. 151-152)

The Past Perfect	
The past perfect describes a past event that happened before another point of time in the past. Form the past perfect with had + the past participle of a verb.	When I met Franz, he had already changed jobs several times. Before she started primary school, Luisa had learned both Italian and French.
With before or after, we often use the simple past instead of the past perfect, since the time relationship is clear.	Luckily, my brother realized he hated math before he declared his major.

2.	Write key words, dates some of the vocabular		etails. Try to use the pa	ast perfect and
	1–2 minutes.			
	Think about your answ	Selly NEWS HES		life for
Fc	ollow the steps to prepa	re for an informal pro	esentation.	
	Other questions:			/
••	experience or event?			2 STATE OF TOURING A HAIR 1000
4.	What did you realize a			things as my older sister did, but when I was 6, I learned a hard less
3.	Tell me about a negati did it happen? What h			I had always wanted to do the same
2.	How did the positive e	experience change the	he direction of your life	an opportunity to make friends.
-00E)	happen? What had ha	and the second of the second o	and the second s	had been pretty lonely, and it w
	Tell me about a positiv		•	
Int	terview a partner using	these questions and	d any others you may l	nave.
	scuss the sentences in ppened first? Which ev			past event
Di.		5000 S000 HIS 64	# The second	nest event
5.	We weren't surprised			e We
	she eventually becam	e a software writer.		
4.	She		an) to have a different of	career, but
3.	The teacherso she explained it ca		(realize) the topic	was difficult,
_	developed a love for it		(1010) doll of 10111) dil	
2	a ballet dancer. Her father		(love) astronomy an	d Nadia also
			ne	



Talk about Different Stages in Your Life

Get together with 2-3 other students. Give your presentation and answer any questions your classmates may have. Speak naturally and use your notes only when necessary.

GOAL Talk about the Best Age to Do Something

Listening

Discuss the question in pairs. Add your own idea.

In your opinion, when does someone become an adult?

- · when they graduate
- · when they have a child
- when they have their own home
- · when they start their career

B \(\begin{aligned} \text{27} \] Listen to a conversation between two friends. Circle **T** for *true* or **F** for *false*.

1. The man is helping the woman with her savings plan and her taxes.

F

2. The woman hopes to help her parents financially.

F

3. The man will help the woman with her finances again next year.

r F

- C \(\begin{aligned} \text{27}\) Listen again. How would the two speakers complete the statements?
 - 1. The woman thinks she is an adult because
 - 2. The man has a different idea of adulthood because _
 - 3. The woman thinks her parents don't need her help with _
 - 4. The man has a positive idea about _
- D In pairs, talk about how people from your culture usually help their parents.

PRONUNCIATION: The Schwa Sound /ə/ in Unstressed Syllables; Elision of Vowels

The schwa sound /ə/ is the most common sound in English. Vowels are often reduced to a schwa in unstressed syllables.

In connected speech, weak vowels, especially the schwa sound, may be left out when they come before /l/, /r/, or /n/.

E \(\Lambda\) 28 Listen and repeat. Circle the unstressed syllables with the sound /ə/.

infant lettuce children population adult

 ${ ilde{\hspace{-0.05cm} \hspace{-0.05cm} \hspace{$

family parent different cultural basically memory discovery generally traditional favorite

[6] In pairs, ask and answer the following question. Use elision where possible.

What's your favorite childhood memory?

WORD FOCUS

Your **finances (n)**have to do with your money.
Other forms are

Other forms are financial (adj) and financially (adv).

A graduation ceremony in Việt Nam



Conversation

[] A 30 Close your book and listen to the conversation. How old is Jamal?

Andrea: Did you hear the big news? Jamal is getting his own apartment! Kim: Seriously? But he's 19! That's too young to get your own place.

Andrea: Oh, I don't know about that.

Kim: Do you think he's old enough?

Andrea: Well, he's mature, and he's had a part-time job since he was 17.

Kim: That's true... but I think he should wait a few years.

Andrea: Really? What do you think is the best age to live on your own?

Kim: I think people should get their own place after they've finished college. Andrea: That's a good point. I plan to live with my parents while I'm in college.

- Practice the conversation in pairs. Switch roles and repeat.
- 🗾 In pairs, use your own ideas to complete the table below in your notebook. Then, write two conversations about Jorge and Melissa using the conversation in H as an example.

"Jorge is too old to change jobs."	"Melissa is too young to start her own business."		
Age: Reasons why it is or isn't OK	Age: Reasons why it is or isn't OK		
The best age for this is	The best age for this is		

- Read the opinions. How old do you think each person is?
 - 1. "He's too old to play soccer."
- 4. "She's too young to drive a car."
- 2. "He's too young to travel alone."
- 5. "She's too old to learn a new language."
- 3. "She's too old to dance."
- 6. "He's too old to get married."
- MY WORLD Tell a partner two things you think you are too old to do and two things you think you are too young to do.



GOAL CHECK

Talk about the Best Age to Do Something

Look at your answers in K. Compare answers in pairs and explain your opinions. What is the best age for each of these things? Do you know someone who does these things at an unusual age?

The best age to play any sport is in your teens or twenties.

I don't know-some professional athletes are in their forties!

REAL LANGUAGE

You can say Oh, I don't know about that to disagree politely with someone.

GOAL Ask Questions to Get More Information

Language Expansion: Adjectives for Age

Do you know someone who fits any of these descriptions? Who are they? Share your answers in pairs. Use the adjectives in the box to help you.

youthful older, but with the energy of a young person (positive)

childish older, but acting like a child (negative)

mature old enough to be responsible and make good decisions in his / her twenties between 20 and 29 (also *in his teens, thirties, forties*, etc.)

middle-aged not young or old (about 40-60)

retired stopped working full time (often after 65)

elderly looking and acting old

family members friends neighbors other people in your community Talk with a partner about people you know. How old are they? Describe them with adjectives from **A**.

Grammar (See Grammar Reference p. 152)

Adjective or Adverb Adjectives give information about nouns. Use How + adjective to ask a question about a descriptive adjective. A: Lenora is mature for her age. B: How mature is she? A: She's mature enough to babysit my son. A: I learn quickly. B: How quickly do you learn? A: I learned to ride a bicycle in one day!



C	Uns	cramble the questions. In pairs, take turns asking the questions.	
	1. E	English / how / do / speak / well / you	_?
	2. y	you / how / are / old	_?
	3. (can / fast / you / how / type	_?
	4.)	you / how / tall / are	_?
	5. y	your / family / how / often / move / does	_?
D	Cor	nplete the conversations. Write questions using how.	
	1. /	A: I think Mr. Chen is too elderly to live alone.	
	E	3: He doesn't look old to me.	_?
	2. /	A: My brother failed his driver's license test six times because he drives so bac	dly.
	E	3: Wow!	?
	3. /	A: I can't go to the movie tonight. My first class is very early tomorrow.	
	E	3: That's too bad.	?
	4. /	A: I don't want to get my own apartment. It's much too expensive.	
	E	3: Really?	_?
	5. /	A: I haven't finished reading the assignment for tomorrow. I guess I read too slowly.	
	E	3: That's a problem.	_?

Conversation (Optional)

[] A 31 Close your book and listen to the conversation. What did Erik get?

Mrs. Ryan: My son Erik just got his first credit card.

Mrs. Chen: Is that a good idea? He's still a college student.

Mrs. Ryan: That's true, but he has always been careful with money.

Mrs. Chen: Really? How careful is he?

Mrs. Ryan: He's very careful. In high school, he saved enough money

to buy a computer.

Mrs. Chen: Then maybe he is ready to get a credit card.

📴 In your notebook, write 3-4 adjectives to describe a person you know. Then, write 3-4 things the person does and describe how the person does them.



GOAL CHECK

Ask Questions to Get More Information

In pairs, take turns describing the person you chose in F and how he or she does things. Use questions with How to get as much information as possible.

> My grandmother is quite lovable. She makes new friends easily.

How easily does she make new friends?

SPEAKING STRATEGY

Disagreeing Politely

That's true, but... You're right, but... see what you mean, but...

D

GOAL Discuss Changes Caused by Technology

Reading (32 (Optional)

A MY WORLD In pairs, discuss how these technologies can be used for teaching and learning.

Messaging applications (e.g. Zalo, Facebook Messenger) Video conferencing tools (e.g. Zoom, Google Meet) Learning management systems (e.g. Blackboard, Moodle)

_						
В	Match the	words	with	the	correct	definitions.

1	innovative	4	engagement
2	interactive	5	to adapt
3	applications		

- a. involvement in something
- b. to change to suit different situations or uses
- c. involving communication between people
- d. computer programs
- e. new and original

Read the article again. Circle **T** for *true* or **F** for *false*. Make the false statements true.

1. A correspondence course is a form

	of distance learning.		
2.	Students do not go to classrooms when they do distance learning.	Т	F
3.	In the past, distance learning was more interactive.	Т	F
4.	Distance learning is not flexible.	T	F
5.	Many schools were closed during the COVID-19 pandemic.	Т	F

- Match the communication technologies with their uses in distance learning classrooms.
 - Zoom
 a. creating fun games
 Kahoot!
 b. uploading materials
 - 3. LMS c. organizing group discussions

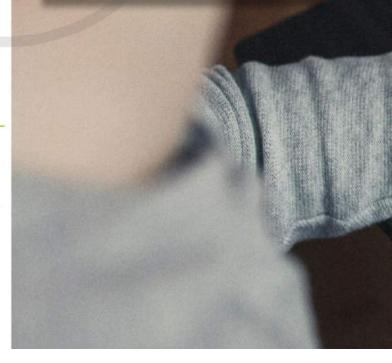
GOAL CHECK

Join another pair and discuss the questions.

- 1. Do you think the benefits of distance learning are greater than the benefits of face-to-face learning?
- 2. What are some drawbacks of distance learning?
- 3. Is distance learning suitable for you?

The Evolution of Distance Learning

Distance learning is not a new approach to instruction and learning. In fact, correspondence courses, which are the oldest form of distance learning, have been used for over 150 years. Thanks to the development of technology, distance no longer poses a problem to learning. Students can study anywhere they want without having to be present in the class at all times, which allows them to combine their studies with work or family life.



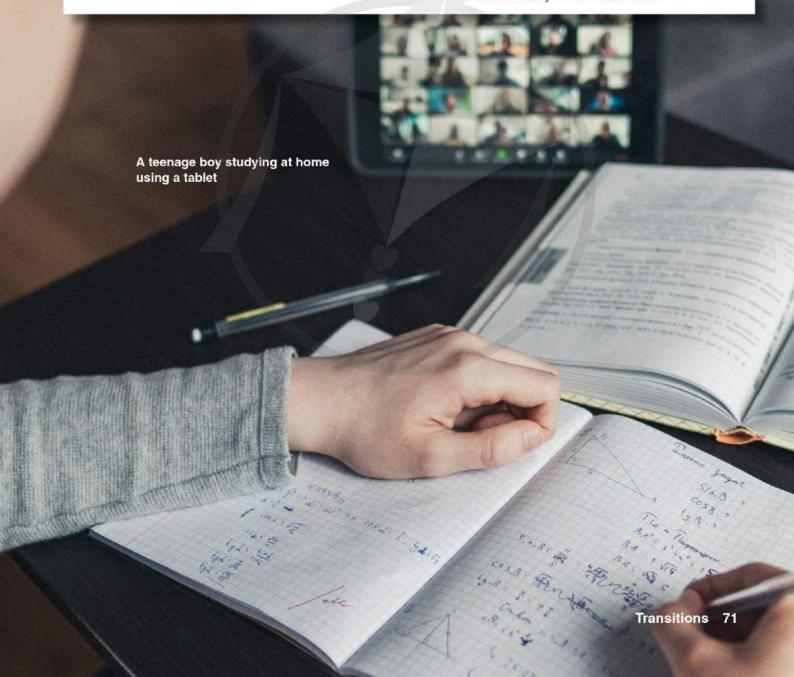
Advances in digital technologies have provided innovative strategies for teaching from a distance. This has made distance learning more interactive. In the past, distance learning usually included no in-person interaction between teachers and students. However, digital forms of communication have changed the distance-learning environment.

Communication technologies such as messaging applications, video conferencing tools, discussion boards, and learning management systems (LMS) can increase learner engagement. Students can use break-out rooms on the Zoom platform, for example, to work in groups. They can also join interactive games on Kahoot!. Students can also get materials and projects from their school's LMS.

A key benefit of distance learning is **flexibility**. This helps students adapt learning to their personal schedules as well as location. When COVID-19 was declared a global **pandemic** in March 2020, a shift to distance learning became necessary due to school closures. Students did not need to commute from home to school. They could continue participating in class without being tied to a specific location. The availability of distance learning has added to its increasing popularity in education.

correspondence course (noun phrase) a course of study in which students study at home and receive and send off work by mail or email

flexibility (n) the ability to change or be changed easily pandemic (n) a disease that affects many people across a whole country or the whole world



GOAL Describe an Important Transition in Your Life

from child to teenager

from teenager to adult

from single to married

from studying to working

from non-parent to parent

from middle age to old age

Communication

Mhat do you know about each life transition in the box? Tell a partner what you think happens or what you have experienced. Listen carefully while your partner speaks. Ask questions to get more information.

Discuss the questions in pairs.

- 1. Who does the cleaning and other chores at your house?
- 2. How often do you do your own laundry?
- 3. When was the last time you bought groceries?
- 4. Are you old enough to vote?

As a teenager, I had different friends.

Me, too. I spent more time with the friends I had made in high school.

> How much do you remember about that time?

It's difficult to remember. It was a long time ago.

Writing

WRITING SKILLS: Using Time Expressions

Time expressions help your reader understand when different events happened.

As soon as he realized his mistake, he apologized for it.

This means there was no delay. He didn't wait until later to apologize.

We had already read about Einstein's early life, so we didn't need to hear a lecture about it. The word already emphasizes that the reading happened before the lecture.

Example time expressions: until / by + date or time never last week / month / year after that eventually a week | month | year ago

- Read the sample paragraph and discuss the questions below with a partner.
 - 1. What is the topic sentence in this paragraph?
 - 2. What two examples support the topic sentence?
 - 3. How did the writer feel about this transition in his or her life?
 - 4. How do the bolded expressions help you understand the writer's meaning?

When I finished middle school and started high school, my parents began to give me more responsibilities. I had already started to wash some of my own clothes when I had no homework to do, but that summer it became my responsibility to do laundry for the whole family. My other chore was buying groceries for my elderly grandmother, who lived a few blocks away from my neighborhood. I went to visit her twice a week, and I asked her what she needed from the grocery store. She gave me the shopping list and some money, and I returned with her food, soap, and other necessities. It wasn't hard to do at all. In fact, it was fun and I really enjoyed spending time with her that way. I also began to feel good about doing my family's laundry each week. It felt like I was learning to take responsibility and moving from childhood toward adulthood.



Complete the questionnaire. Write answers in your notebook.

QUESTIONNAIRE

- 1. Where do you live now?
- 2. How many times have you moved in your life?
- 3. As a child, what did you dream of being or doing when you got older?
- 4. What do you dream of being or doing now?
- 5. When did you meet your best friend or friends?
- 6. What are some of the most important personal relationships in your life?
- 7. What event in your life do you think changed you the most?

A child looks out as his mother votes in an election. The ability to vote is often one milestone that marks the transition into adulthood.



GOAL CHECK

Describe an Important Transition in Your Life

- 1. Read your answers to the questionnaire—especially to question 7. Write a well-organized paragraph (150-180 words) about a life transition and make sure it includes the following:
 - · a good topic sentence
 - plenty of interesting details
- · time expressions to show when things happened
- 2. Take turns. Tell your partner about the life transition you described in your paragraph. Was it easy or difficult for you to write about?

UNIT

Things That Matter





A

GOAL Discuss Spending Habits

Vocabulary

Read the article.



Murano contemporary art, made from glass, is considered a luxury.

Life is full of choices. Should you buy the latest smartphone, or put your money in a savings account instead? Do you really need that phone, or is it a luxury you can live without? These are questions that are asked every day, and for many people, the answer is to reduce the amount of money they spend in order to increase their happiness.

If you believe the TV commercials, the journey to a satisfying life is made in a beautiful new car. Owning nice things is supposed to produce good feelings in people. Now, though, more people are deciding not to waste their money on a new car when they can easily take the bus or drive an older car. Instead of doing things the usual way—working too much and enjoying life too little—they are choosing to focus on the quality of their lives. They're spending more time doing the things they love and less money buying things they don't need.

B Complete each sentence with the correct word in	blue.
---	-------

1.	If you <u>reduce</u>	something, you make it smaller.
2.	The	way is the thing done most often in a certain situation.
3.	The	_ of something is how good or bad it is.
4.	If something is a	, it's very nice, but not necessary.
5.	When you make	, you decide what you want.
6.	If something is	it makes people feel full or happy.
7.	If youunimportant.	something, you use too much of it for something
8.	The	_ of something is how much of it there is.
9.	When you	something, you make it or cause it to happen.
0.	If you do one thing and not the second.	of another thing, you do the first thing

Grammar (See Grammar Reference p. 152)

The passive voice emphasizes the action or receiver of an action.	Four million cars are produced every year (by the company).		
We form the passive with be + the past participle of a verb.	A lot of money is wasted on things people don't really need.		
The active voice emphasizes the doer (the agent)—who or what performs an action.	The company produces four million cars every year.		
Regular Past Participles created reduced achieved	Irregular Past Participles made given taught		

Some things cost a lot because they (1) $_$		(produce) by hand		
Murano glass, for example, (2)		(r	make) by hand in Italy.	
Many colors (3) ((combine	e) to pro	duce high-quality glass a	
Younger glass artists (4)		(teach)	by master artists with	
years of experience. Tourists like to b	uy the gl	ass, an	d some of the best shops	
(5) (locate) in Mu	ırano, Ita	ly.		
Match the beginning of each passive	sentenc	e to its	ending.	
1 Food is often wasted		a.	when you don't use air conditioning.	
2 Energy use is reduced		b.	if it is well taken care of.	
3 Clothing lasts longer		c.	when people don't eat everything they buy.	
4 Towels can be used		d.	when they are cooked an eaten at home.	
5 Meals are less expensive		e.	for cleaning instead of paper products.	
When are you willing to spend or save	e money	? Write	the items in the chart.	
 the phone I like is made in a new c 	color.			
 a new restaurant is opened in my r 	neighbor	hood.		
 a food I like is on sale at the groce 	ry store.			
 sneakers are worn by a famous ath 	nlete in a	n ad.		
your idea				
I will spend my money when	I wi	ll save	my money when	

GOAL CHECK Discuss Spending Habits

Discuss the questions in pairs.

- 1. When are you willing to spend money on something you want?
- 2. When do you decide to save your money instead?
- 3. What do you think many people waste money on?

I want to buy a new phone every time a new feature is added to it!

> Sure, but I won't buy it when my old phone still works.

GOAL Talk about Needs and Wants

Listening

$A \cap$	33 Listen to a conversat	tion. Choos	e the best op	tion.			
1.	The speakers are		students.				
	a. high school	b. univers	ity	c. graduate			
2.	2. The speakers are in						
	a. the United Kingdom	m b. the United States		c. India			
3.	The woman read somew			universities based on			
	a. academic but not social		b. social but not academic				
	c. both academic and social						
4.	4. The man wishes he had more						
	a. money to spend		b. classes to keep him busy				
	c. time to spend with frie	ends					
ВЛ	33 Listen again and ans	wer the que	estions.				
1.	How does the man feel a						
2.	Who used to do many things for the man?						
3.	How does the woman fe	el about the	information s	she read?			
4.	How does the woman fe	el about the	amount of w	ork she is doing?			

PRONUNCIATION: Sentence Stress: Content vs. Function Words

Sentence stress is the emphasis placed on certain words in a sentence. In sentences, content words have specific meanings and receive greater stress. Other words have grammatical functions and receive less stress.

Content Words

Nouns	Main Verbs	n Verbs Question Words		Adverbs		
money	speak, buy	why, where, how	wonderful	ea	asily	
Function W	ords					
Pronouns Auxiliary Verbs The Verb Be Articles Prepositions						
it, she, him	have, is, will, could	is, are, was	the, a, an	in, to, of, at	and, or, but, so	

- C \(\bigcap 34\) Listen to the stress in each sentence. Then, listen again and repeat.
 - 1. He wants an active social life.
- 4. You should think about the future.
- 2. We have a lot of homework.
- 5. My family needs the money I make.
- 3. I'm saving money for a new computer.

- Underline the content words. Then practice saying the sentences in pairs.
 - 1. Eating at restaurants is expensive.
 - 2. His life at home was easier.
 - 3. The student from India usually arrives early.
 - 4. Martina wants to buy a new car.
 - 5. My shoes were made in China.

Communication

[3] Write each item in the appropriate column. Use your own opinion.

books	clean water	coffee	a computer	flowers	fresh fruit
furniture	the Internet	money	a phone	public parks	shoes

Luxuries	Necessities	

WORD FOCUS

Necessities are things we need, such as food and shelter. Luxuries are things we don't really need, but they can be nice to have.

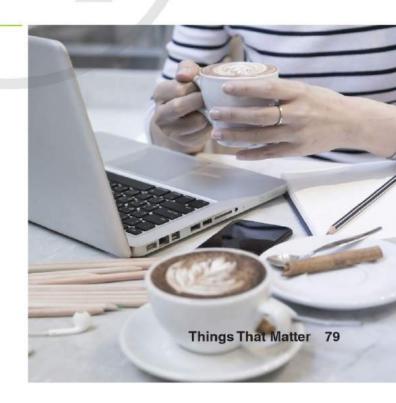
Compare your chart in **E** with a partner's chart. Talk about why you think people do or don't need the items.



Talk about Needs and Wants

Discuss these questions in pairs.

What is something you absolutely need? What luxury item do you want very much?



GOAL Discuss What Makes People's Lives Better

Language Expansion: Irregular Past Participles

Fill in each blank with the best word from the box. Use a dictionary to help you.

	ouild – built know – known	find – found put – put	fly – flown send – sent	give – given write – written
1.	Gold and diam	onds can be	found in	parts of South Africa.
2.	Fresh seafood	can be	by plane	e to anywhere in the world.
3.	Large amounts	of cash are usually	not	in the mail.
4.	Iran is	for its be	eautiful handma	de rugs.
5.	Wedding invitat	ions are sometimes	<u> </u>	_ by hand on special paper
6.	Houses here ar several bedroo		for large fami	lies, so they usually have
7.	Jewelry is some	etimes	as a spe	ecial gift.
8.	The glass vase	s are	into speci	al boxes to protect them.

Grammar (See Grammar Reference pp. 152-153)

Passive Voice with By	
The passive voice is usually used without a <i>by</i> phrase.	High-quality cars are produced in South Korea.
A by phrase is used when we want	The cars are made by specially trained workers
to say who or what does something (the agent).	Each rug is created by a different artist, so no two rugs are alike.

H'mông children in Mộc Châu, Việt Nam



- Read the sentences and cross out the unimportant by phrases.
 - 1. The Mercedes-Benz is made in Germany by people.
 - 2. This necklace was given to me by my grandmother.
 - 3. King Tut's tomb was discovered by Howard Carter.
 - 4. My car was stolen on April 19th by someone.
 - **5.** The company was started by the new owner's grandfather.
 - 6. Several kinds of fruit are grown in Ontario, Canada by fruit growers.
- Rewrite each sentence as a question in the passive voice.

1.	Children need to be taught good manners.
	Why

2. Money should be kept in a bank.

Why_

3. Good jobs are often given to people with a good education.

4. Hard work is valued as much as education by some employers. Why

Conversation (Optional)

□ ∩ 35 Close your book and listen to the conversation. Why is education valuable?

Lance: Gary, do you think people's lives are improved by money?

Gary: It depends. Some people don't have enough money to buy necessities. Their lives are definitely improved by having more money.

Lance: What about other people?

Gary: Well, when you have enough money for the basics, I think your life can be improved by education.

Lance: Interesting! Is your education improving your life?

Gary: Sure. I hope to get a good job someday because of my education. Lance: For me, though, my life would be improved by having a nice car.

Gary: OK, but nice cars cost money. So, you need to get a job first.

SPEAKING STRATEGY

We use It depends to say that something is not always true. Then, we often explain our reasons

GOAL CHECK

Discuss What Makes People's Lives Better

In pairs, discuss how these things improve your life.

a big house electronics fame good health nice clothes

GOAL Talk about Different Lifestyles

Reading (A 36 (Optional)

- MY WORLD In pairs, discuss the choices. Which would you choose, and why?
 - More money or more free time?
 - A larger home or traveling more?
 - · A new car or a cleaner environment?
 - Nice things for yourself or for your children?
- Discuss the questions in pairs.
 - 1. Look at the title of the article. What do you think it means?
 - 2. Do you think some people live a "zero-waste" lifestyle?
- Read the article. Circle T for true or F for false.
 - 1. Kathryn Kellogg and her husband produce 680 kilos of trash each year.

Т

- 2. Posts on Kellogg's blog encourage people to make better choices.
- F

F

- 3. The Frugalwoods' main goal is to save money.
- 4. The Frugalwoods' daughter enjoys being outdoors with her parents.
- F
- 5. So far, the zero-waste lifestyle is popular only in the US.

- Discuss the questions in pairs.
 - 1. What are some ways you try to throw away or waste less?
 - 2. Do you think a zero-waste lifestyle is a good goal? Why?
 - 3. Would you and your friends enjoy reading the blogs from the article? Explain.

GOAL CHECK

Discuss the questions in pairs.

- 1. What might you like and dislike about a person's lifestyle?
- 2. What might make a lifestyle satisfying for the person?

I might like having an important job at a bank.

I think it might be more satisfying to work outdoors.

A Zero-Waste Lifestyle

In the United States, throwing away a lot of trash is not unusual. The average American produces around 680 kilos of trash each year. On the other hand, everyone has choices when it comes to their lifestyle, and the US is also home to people like Kathryn Kellogg. She and her husband live in California, and they throw away very little. In fact, the amount of trash they produced in two years—every bit of waste that they could not recycle, reuse, or turn into compost—fit into a small glass jar.

Kellogg writes a popular **blog** called Going Zero Waste. Her blog posts encourage others to make better choices and live better lives. She reports that she and her husband are saving around \$5,000 a year at the grocery store. Instead of buying prepared foods and commercial cleaning products, they buy fresh foods that they cook themselves and make their own cleaning products. They even make their own deodorant and skincare products.

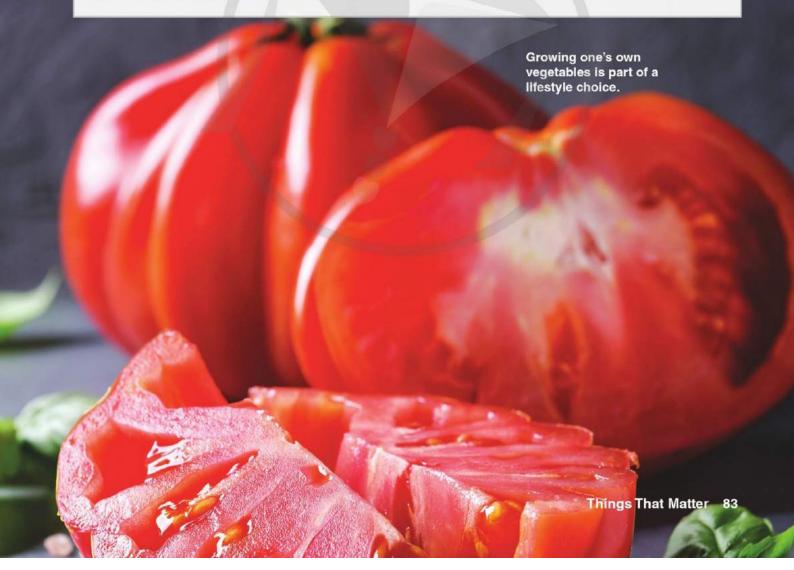
The real goal of going zero waste, however, is not just to save money. For another couple, Mr. and Mrs. Frugalwoods, the goal is to enjoy life more and spend more quality time together as a family. Their blog, Frugalwoods, includes articles about buying less and saving money, growing food at their home in Vermont, and raising their baby girl. Mrs. Frugalwoods says that their daughter, "...is our mini gardener/hiker who adores being outside in nature with her parents..."

Many people would like to waste less, and the Internet is full of ideas to help them. There are people living zero-waste lifestyles and blogging about it not only in the US, but in many other countries as well.

compost (n) a mixture of decayed plants used to enrich garden soil

jar (n) glass container used for storing food blog (n) a website with a diary or journal about a certain subject

to adore (v) to love very much



GOAL Set Priorities

Communication

- MY WORLD What is important in your life right now? In pairs, add three more items to the list.
 - · spending time with friends
 - · having new things: clothes, telephone, etc.
 - studying and learning new things
- Tell your partner which two or three things in A are the most important to you. Explain why.
- Get together with another pair of students. Share your lists from A. Explain the items you added to the list.
- Make a list of priorities for yourself and for your partner. What do you need to do right now? What can you do in the future to help you reach your goals?

The first priority for both of us should be getting a degree.

Yes, and after that, I really want to travel for a month.

WORD FOCUS

Priorities are important things you want to achieve before you do other things.



Writing

What are some of the things you want to have in your future life? They could be material or non-material things.

Things I want

WRITING SKILLS: Using Sequence Words

When you describe the order of things or the steps in a process, sequence words help the reader understand your ideas.

Sequence words: first, second, finally, before / after___, next, last, once___, then, eventually

Example: When I think about my future, I have some priorities. First, I want to get a good education and focus on improving my English skills. With good English, I will be able to further my study abroad, perhaps in an English-speaking country. A good command of English can also help me adapt to the new culture quickly. That will open a lot of doors for me. Then, I will apply for a part-time job to support my study and learn some new skills. When I graduate from college, I want to come back to Việt Nam to find a job. I plan to work for someone else for a few years to get some work experience and then start my own business. Next, I need to buy a house so that I can settle down. After that, I might get married and start a family. Eventually, I'll retire and let my children run the business.

📴 Tell a partner what you decided to include in your paragraph. Explain why each idea is important to you.

> I decided that saving money for the future is important to me.

What will the money eventually be used for?



GOAL CHECK Set Priorities

Write a paragraph (150-180 words) about your future life. Use the list you made in E for ideas. Use sequence words, and use the paragraph in the Writing Skills box as a model.

Conservation







GOAL Talk about Consequences

Vocabulary

- Look at the picture. What do you know about this animal? Tell a partner.
- Bead the text.

Climate Change

Polar bears live on the Arctic sea ice. It is their natural habitat. From these ice platforms, they can catch seals to eat. The ice is very important for polar bears, but sadly it is disappearing because of climate change. The world is getting warmer and the Arctic ice is melting. If the ice disappears, polar bears will have a hard time finding food.

If we don't try to stop climate change, polar bears and other wild animals are going to become extinct. We need to protect these endangered species. They are all an important part of the natural world.

WORD FOCUS

Species that are near extinction are endangered species.

1. 🚄	protect	to keep safe from danger
2	+	a kind of animal or plant
3		to change from solid to liquid because of heat
4		to stop being seen
5	/	doesn't exist any more
6	/	the weather of a place over time
7		the place where an animal usually lives
8		in nature, not controlled by people

A polar bear at the water's edge on Rudolf Island, part of the Franz Josef Land archipelago in Russia

MY WORLD In pairs, talk about other endangered animals you know about.

The Arctic has a cold ______. In the winter, the temperature can be -50°C.
 Some people are trying to ______ nature by changing some of their habits.

4. The number of gorillas in the world now is very small. They are an endangered

Grammar (See Grammar Reference p. 153)

Real Conditionals in the Future	
We use the real conditional for situations that can happen in the future.	If the world gets hotter, the Arctic ice will melt. The Arctic ice will melt if the world gets hotter.
Conditional sentences have two parts: the condition and the result. The condition or the result can be first in the sentence.	If the world gets hotter, the ice is going to melt. The ice is going to melt if the world gets hotter.

- Read the text in B again and underline the conditional sentences.
- Complete the sentences with the correct form of the verbs in parentheses.

1.	Polar bears	(lose) their habitat if the sea ice
		(melt).
2.	If we	(take) action now, we
		(help) protect nature.
3.	If the temperature	(get) higher, more wild
	animals	(be) endangered.
4.	Polar bears	(try) to find food in towns if they
		(have to) live on land.
5.	If humans	(not control) climate change, more

- 🚻 Discuss these situations in pairs. Write sentences to describe them in your notebook. What will happen if...
 - 1. the climate continues to change?
- 4. people protect polar bears?

(become) extinct.

- 2. the polar bears' habitat disappears?
- 5. polar bears become extinct?
- 3. polar bears can't catch enough seals?
- 6. polar bears try to find food in towns?

GOAL CHECK Talk about Consequences

Look at the problems in the chart. How will these problems affect nature? Write notes in the Consequences column. Then, talk about the problems and their consequences in pairs.

Problems	Consequences
climate change	
pollution	
energy use	

If climate change continues,...

More animals will... if...

GOAL Discuss Ways to Solve Future Problems

- 1. Atlantic Ocean
- 2. Pacific Ocean
- 3. Indian Ocean
- 4. Mediterranean Sea

Listening

- Match the names in the box with the places on the map. Write the numbers.
- B A 37 Listen to the radio tuna and circle the three places it talks about on



C A 38 Listen and fill in the blanks.

Bluefin Tuna

- 1. up to ______feet long
- 2. weighs more than ___
- 3. colors:
- 4. swims more than

miles an hour

5. lives up to

___ years

- D A 39 Listen and complete the sentences.
 - 1. In _____, people use it to make sushi, and in _____, people love to cook big pieces for tuna steaks.
 - 2. If the boats ______ big bluefins, there _____ young fish in the future.
 - 3. Only _____ of the original population of bluefins was left.
 - 4. If the big boats _____ the fishing in the Mediterranean, many poor people _____ their work.
 - 5. If this amazing fish ______ the seas ___ a great treasure.

Fish farm in **Bodrum, Turkey**



- MY WORLD Discuss these questions in pairs.
 - 1. Is fish cheap or expensive where you live? How often do you eat it?
 - 2. Do you know where the fish you eat comes from?

PRONUNCIATION: Sentence Rhythm

- [] (A) 40 Listen and repeat the sentences. Notice how they're divided into phrases.
 - 1. A bluefin tuna can swim very fast and live a long time.
 - 2. In Japan, people use it to make sushi.
- O A1 Draw lines to divide these sentences into phrases. Listen and check your answers. Then, practice saying the sentences.
 - 1. If they catch all the big fish, the species won't survive.
 - 2. The bluefin tuna is also delicious.
 - 3. There are international rules for fishing.
 - 4. Bluefin tuna lived in the Pacific Ocean and the Indian Ocean.
 - 5. It is important to try to understand how our actions affect nature.

Communication

Read the information. What does sustainable mean?

Fish is one of the world's favorite foods. Around the world, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish around the world are disappearing because people catch too many of them. Scientists say that 90 percent of the biggest fish are gone now. If we catch too many big fish now, there won't be any baby fish in the future. Some species of fish will become extinct. Our way of fishing now is not **sustainable**—if it continues, it will hurt the environment.

WORD FOCUS

The word environment can refer to nature in general or to everything that's around us in a particular place. Recycling paper is good for the environment. This classroom is a good environment for learning.



GOAL CHECK Discuss Ways to Solve Future Problems

In groups, discuss ways to solve fishing problems.

1. Read each plan. What will happen if we follow each one? Write some notes.

Plan A: Don't eat fish! Tell people to stop buying and eating fish. Put ads in newspapers and magazines, and make TV commercials to explain why fishing hurts the environment.

Plan B: Safe fish symbol Make a special symbol for fish that are caught in a sustainable way. Make commercials to tell people to look for this symbol in supermarkets and restaurants.

Plan C: Strict laws about fishing

Make stronger laws about how many fish people can catch. Send special police in fast boats to all of the fishing areas to make sure that fishing boats follow the laws.

- 2. Discuss the plans with your group.
- 3. As a group, decide which is the best plan.
- 4. Explain your decision to the class.

GOAL Describe a Situation

Language Expansion: Adverbs of Manner

Read the text and answer the question. What does the rescue center do?



Today, animal extinction remains a big concern of environmentalists. In fact, over the past few years, some species have become extinct, and many more are in critical danger as a result of human activities. Wildlife protection has proven more important than ever.

The Moholoholo Wildlife Rehabilitation Centre in South Africa works hard to protect local wild animals. This rescue center saves many species from dangerous situations. Sometimes the animals seem badly injured or poisoned, and often they have been orphaned because of poaching. The center looks after the animals carefully. Some recover quickly and can be released into the wild again rapidly. However, others seem more vulnerable and have to stay permanently. The center also offers an education program. People who feel interested in conservation can visit the center to learn about wildlife and environmental protection.

A critically endangered Northern white rhinoceros at the Dvur Kralove Zoo in Dvur Kralove nad Labem in the Czech Republic

WORD FOCUS

If you are **orphaned**, you don't have your parents anymore.

bad	careful
good	happy
hard	quiet
slow	

13 Write the blue words from A in the chart.

Adverbs of manner tell us how an action	Orphaned animals can't survive easily without their
is done. The adverb	mothers.
usually follows the verb.	They need to help poisoned animals quickly .
Some adverbs are	good – well
irregular.	hard - hard

Adjective	Adverb of Manner
bad	
careful	
hard	
permanent	
quick	
rapid	

Complete the sentences with the adverb forms of the adjectives in the bo	3	Complete the	esentences	with the	adverb	forms of	the	adjectives in the bo	C .
--	---	--------------	------------	----------	--------	----------	-----	----------------------	------------

1. The vet checks the animals ______ before they enter the center.

2. The baby cheetah is eating _____ now and it plays _____ with the other cheetah.

3. The visitors watched the baby rhino _____. They didn't want to frighten him.

4. The staff at the center works _____ to help the animals.

5. The lion was walking _____ because its leg was _____ injured.

Grammar (See Grammar Reference pp. 153-154)

	Linking verb + adjective	Linking verb + noun
Linking verbs do not describe an action. Instead, they describe the subject of the sentence by defining it	Some species seem more vulnerable than others.	Air pollution remains a major global problem.
or adding more details to it. A linking verb is followed by an adjective or a noun. Some common linking verbs are be, become, remain, stay, get, turn, grow, look, sound, smell, feel, seem	The project has proven useful in reducing the environmental pollution.	Jane has decided to become a conservationist.

- Read the text in A again and underline the linking verbs.
- Circle the correct word to complete each sentence.
 - 1. Trang felt eager / eagerly to join the conservation project.
 - 2. Those scientists sounded worried / worriedly when they mentioned the environmental issues.
 - 3. Will that little animal recover quick / quickly from the injury?
 - 4. Join us if you are interest / interested in the program.
 - 5. Poaching remains a threat / threatened to wildlife.
- Correct the following sentences.
 - 1. Some dogs can go wildly if they are kept indoors for too long.
 - 2. In some cases, a full recovery from injury seems impossibly.
 - 3. How can we help people become awareness of this issue?
 - 4. Is environmental protection one of the main concerned of the government?

Conversation (Optional)

[G] (A) 42 Listen to the conversation with your book closed. Why was the deer at the rescue center?

Dan: I didn't know you worked at the wildlife rescue center.

Carmen: I become really interested in conservation, so I started helping there

last year. It seems a lot of work, but I see some amazing animals. The vet

brought in a beautiful deer this morning. It looked badly injured.

Dan: Oh no, what happened to it?

Carmen: A car hit it on the highway last night.

Dan: So, what did you do?

Carmen: Well, the vet checked the deer carefully, and she found it has a broken leg.

Dan: If she recovers quickly, will she go back to the wild?

Carmen: We hope so.

GOAL CHECK Describe a Situation

Describe one of the situations in the box to a partner. Use adverbs of manner and quantifiers.

wild animal hunting circus animals poaching destruction of animals' habitats

SPEAKING STRATEGY

Look at the questions Dan asks. We use questions to keep a conversation going.

GOAL Discuss Conservation **Projects**

Reading (\) 43 (Optional)

- 🔼 Look at the photo. What do you think the article will tell you? Write your ideas.
- B What do you think overfishing means? Discuss in pairs.
- Read the article. Circle the main idea.
 - a. Change is possible.
 - b. Trash is the ocean's main problem.
 - c. Straws can kill turtles.
 - d. We need to protect the oceans.
- Read the article again. Answer the questions.
 - 1. What was happening in Madagascar?
 - 2. How have they solved the problem?
 - 3. What do you think Samson means when he says, "We are all in this together"?
 - 4. What has happened as a result of the Sea Turtle Conservancy's project in Florida?

GOAL CHECK

- What can you do to make a difference for the environment? Write a list of specific actions and habits you could change.
- 2. Share your list in pairs. Do you have any ideas that are the same? What different ideas do you have?
- 3. Discuss a conservation project.
 - a. Write a list of local or national conservation projects that you know about.
 - b. Share your list in pairs. Discuss the different projects.
 - c. Join another pair. Choose one of the projects to research and find out more about it.
 - d. With your group, present the project you researched to the class.

Making a Difference

Human actions are affecting the environment, and if we don't try to change things, we will lose more of the natural world. Even though it is hard, we can make a difference.

In Madagascar, a fisherman named Samson is helping his community take better care of its local waters. He and the other fishermen realized that they were overfishing. Working with the World Wide Fund for Nature (WWF), Samson learned that they shouldn't catch so many young fish because if there are too few of them in the ocean, there won't be enough adult fish to reproduce. Samson now works to help fishermen change their techniques



so that fishing can be sustainable. He believes that protecting the ocean is everybody's job. "Take your responsibilities with courage and never think that you are alone. We are all in this together."

In Florida, in the US, the Sea Turtle Conservancy (STC) organization noticed that there were always a lot of single-use plastic items, like coffee stirrers, bottles, and drinking straws, on the beaches. All of these items can hurt the ocean wildlife terribly. Straws are especially dangerous for turtles: they can get stuck in turtles' noses and hurt them very badly. So, the STC started the project "Where are the straws?" asking local restaurants to stop giving customers

straws with their drinks. Now, many restaurants will only give straws if customers ask for them, and the straws they do give out are paper, not plastic.

Those are just two of the many conservation efforts found all over the world today. These projects all show us that change is possible and that it can start with small actions in our own community. We are part of the problem. It's time to be part of the solution.

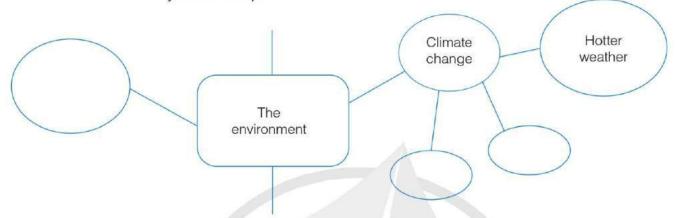
community (n) a group of people who live in the same area organization (n) a group of people who work together stuck (past participle) if something is stuck, it can't move



GOAL Explain a Conservation Issue

Communication

Draw a mind map in your notebook. In the center, write the environment. Brainstorm problems related to the environment in your country. Write them in your mind map.



- Share your mind map in pairs. Explain the problems you wrote.
- In pairs, identify the causes and consequences of each problem and add them. to your mind map. Then, join another pair and discuss possible solutions for the problems. What can local people do? What actions will help solve the problem or improve the situation?

If people use their cars less, climate change will be slower.

Yes, that's true. We can make a carpool plan at work so fewer people drive to work every day.

Writing

Complete the sentences about a problem in nature in your country.

1. If we believe in conservation, we will _____

_____, many animals will be saved.

3. If people want to make positive changes, they will _

Write but, so, and even though in the correct places in the paragraph.

Conjunctions are used to connect ideas within sentences.

By the 1990s, many species of animals were endangered in Namibia because of poaching. The situation was serious, (1) _____ conservationists needed to find a way to protect the animals. They found one, (2) ______ it wasn't what you would expect: they asked poachers for help. (3) _____ this seemed crazy, I think it was a great idea. If we want to protect endangered species, we need to consider every solution.

Complete the text with the word and phrases in the box.

One effective solution	For example	To do this
Besides	Another solution	One reason

Many developing countries in South East Asia are witnessing an alarming increase in poaching. This causes great concern in those countries. There are several reasons why many people continue their illegal act of hunting wild animals. (1) is that people hunt for some parts of rare animals' body. (2) _____, they kill elephants for ivory or rhinos for horns. (3) ______, some local people hunt wild animals for food. If poaching continues, it will threaten the survival of many species. Poaching also affects the natural ecosystem. In particular, the ecosystem will be unbalanced if one species becomes extinct. To prevent these possible consequences, both governments and people should take action. (4) ______ is raising public awareness of poaching problems. (5) ______, schools can educate students about the importance of wild animals and the dangers of poaching. (6) could be making the laws against poaching stricter. Building more wildlife rescue centers like the Moholoholo Wildlife Rehabilitation Centre in South Africa is also a good suggestion to solve the issue of poaching.

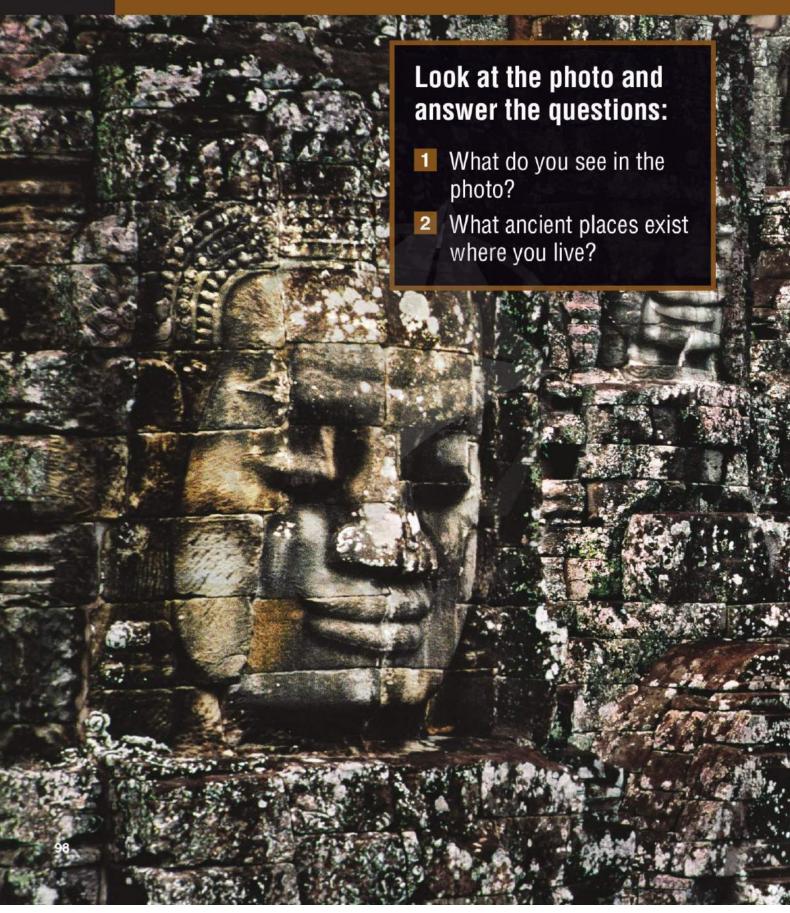
Choose the possible causes and effects of climate change. Then work in pairs and discuss some solutions to this environmental issue.

Environmental issue	Causes	Effects	
N. P.	1. burning fossil fuels	a. hotter temperatures	
	2. forcing circus animals to perform	b. loss of species	
Climate change	3. using recycled products	c. more natural disasters	
	4. cutting down forests	d. more jobs for human	
	5. hunting wild animals	e. risks of animal abuse	

GOAL CHECK Explain a Conservation Issue

- 1. In your notebook, write a passage (150-180 words) with introduction, development, and conclusion, explaining an environmental issue in your country. Explain the causes and consequences of the problem and give some possible solutions.
- 2. In pairs, exchange your passages. How can your partner improve his or her paragraph? Use your partner's comments to make corrections to your paragraph.

Life Now and in the Past





GOAL Discuss Life in the Past

Vocabulary

- Look at the picture. Answer the questions in pairs.
 - 1. What do you know about Marco Polo?
 - 2. Where did he travel? How do you think he traveled?
- Read the text.



Marco Polo Mosaic from Palazzo Tursi in Genoa, Italy

Today, many people travel from one country to another easily, but long-distance travel used to be very challenging hundreds of years ago. Still, there were always people who wanted to discover new places. Explorers used to travel on trips that often took many years, and the result was an exchange of knowledge and culture that changed the world.

Marco Polo (1254–1324) was one of these great explorers. He lived in Venice and Genoa, in what is now Italy. In 1271, at about 17, he set off on a trip with his father and uncle and traveled east—far beyond the borders of Europe, into Asia.

Marco's father was a merchant searching for opportunities for trade with China. They traveled first by ship, then by horse and camel, through many countries. Everything was very different: they saw amazing places and learned new things. In China, for example, they were surprised to see paper money, eyeglasses, the compass, and silk making.

Marco Polo returned to Italy 24 years later with lots of experiences to share. But he only became famous after his book, *The Description of the World*, was published. The book inspired other world travelers centuries later.

Write each word	in blue next to the corre	ct definition or	synonym.
1. set off	started a journey	5	printed and sold
2	giving and receiving		further than
3	difficult		a very soft cloth
4	_ buying and selling	8	chances
			to learn about different
2. We use	to make beau	tiful dresses a	nd shirts.
3. Marco Polo _	for China	in 1271.	
4. Living in a for	reign country can be ver	у	at first.
5 Today there i	is a lot of	between Chir	a and Furone

Grammar (See Grammar Reference p. 154)

Used to	
We use <i>used to</i> + base form of a verb to contrast the past with the present.	Long-distance travel used to be challenging; now it is easier. Trade between countries used to take more time.
In questions and negative statements, use did didn't + use to.	Did explorers use to travel by horse a lot? How did people use to travel? People didn't use to pay for things with paper money.

did / didn't +	use to.	People didn't use to pay for things with paper money.
Ask a part	ner your questions.	ed and the correct form of used to.
1. people	/ travel How did people use t	to travel?
2. trade /	take longer	
3. clothes	/ people / wear	
4. mercha	ants / trade	
	mplete the conversation. The	n, listen and check your answers.
Sue:	Why did people (1)	to travel by horse?
Aki:	Well, there (2)	use to be other transportation.
Sue:	OK, but did everyone use to	o (3) that way?
Aki:		rld, they (4) use e you so interested in how people
Sue:	ALC 102	tion in the past for my history class.

MY WORLD Make a list of things that were different 100 years ago where you live.



GOAL CHECK Discuss Life in the Past

1. Complete the chart.

	Before	Now
transportation	horse-drawn vehicles	motor vehicles
communication		
trade		
home life		
education		
beliefs		

2. In pairs, describe what people used to do in the past. Use the topics in the chart and your own ideas.

People used to travel by sea more. Now we fly to different countries.

That's right, Travel used to take longer.

GOAL Contrast Different Ways of Life

Listening

- Look at the photo. Would you like to live there? Discuss in pairs.
- B How do you think people used to live in this part of the world 1,000 years ago? Check (✓) the things you think people did.

1. ____ ate fish from the Arctic Ocean 4. ____ lived in houses made of wood

lived on small farms
 followed groups of animals, such as reindeer

5. — had their own language and customs

C ∩ 45 Listen to a talk about the Sami people and choose the main idea.

- a. The Sami people depend on animals, especially reindeer, to make a living.
- b. Life is changing for the Sami people, but some of them still live in traditional ways.
- c. Many young Sami people want to attend a university and choose a career.
- ☐ ☐ 45 Listen again and circle T for true or F for false. Correct the false sentences to make them true.

Traditionally, the Sami people stayed and lived in one place.
 Reindeer were used by the Sami people for food and clothing.
 Most Sami people still live in the traditional way.
 Some Sami people now raise reindeer on farms.

Do you think it's important to maintain traditions from the past? Or do you think people should focus on the future? Discuss your ideas in pairs.

5. New laws affect the way Sami people may use land.



WORD FOCUS

Some animal words don't have plural forms:

bison deer reindeer sheep

Sami reindeer herder in the forest in Lapland, Sweden

102 Unit 9

PRONUNCIATION: Reduction of used to

When we speak quickly, used to is sometimes pronounced /'justa/.

- F 🗥 46 You will hear each sentence twice. Listen to the strong form and the weak form of used to. Listen again and repeat the sentences.
 - 1. The Sami people used to follow their herds of reindeer.
 - 2. They used to sleep in tents.
 - 3. They used to make the tents from reindeer skins.
 - 4. Did the Sami use to raise sheep?
 - 5. No, they didn't use to raise sheep, only reindeer.
- G Complete the sentences with your own information. Then, share your ideas in pairs. Use the reduced form /'justə/.
 - 1. When I was younger, I used to
 - 2. As a child, I used to want money for ____
 - 3. In my country, people used to
 - 4. Before I was born, my grandparents used to
 - 5. As children, my parents used to

Communication

- MY WORLD How has your culture changed? Write notes to answer the questions below.
 - 1. Fifty years ago in your culture:
 - How old were men and women when they got married?
 - · How many children did they use to have?
 - · Where did people use to live?
 - What kind of jobs did people use to do?
 - 2. How have these things changed?

GOAL CHECK Contrast Different Ways of Life

education food housing language location traditions transportation

In groups, discuss your answers to the following questions. Use the ideas in the box and your own ideas.

- 1. How is your life different from other cultures you know?
- 2. How is your life now different from your parents' life when they were young?
- 3. Is there any generation gap in your family? How do you deal with that?

WORD FOCUS

A generation gap refers to a situation in which young and old people do not understand each other because of the difference in their beliefs, attitudes, and behaviors.

GOAL Talk about How Things Were Done in the Past

Language Expansion: Separable Phrasal Verbs

bring back bring up figure out help out put on turn on Complete the paragraph with the separable phrasal verb in the box closest in meaning to the verb in parentheses.

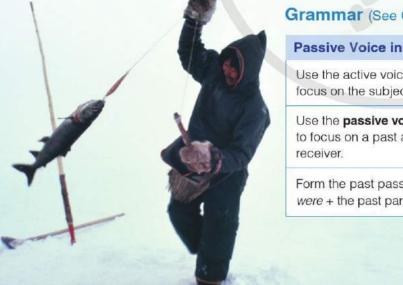
Hi, my name is Susie, and I live in the Nunavut Territory in Canada. Life in Nunavut hasn't changed as much as it has in other places. It's true that nowadays we can (1) ______ (start) the furnace when it gets cold instead of building a fire, but we haven't given up our traditional culture. We still (2) ______ (raise) our children in the land our people have lived on for thousands of years. We teach them to (3) ______ (wear) our traditional clothing to stay warm in the winter. When they're old enough, we teach them to (4) ______ (discover, solve) solutions to everyday problems. We teach them to (5) ______ (return) anything they borrow. And most importantly, we teach them to always (6) ______ (aid) their family and their community. Those things will never change.

B Answer the questions. Use pronouns and the separable phrasal verbs in A.

- 1. What do you do with children?
- 2. What do you do with shoes? ___
- 3. How do you assist your friends? ___
- 4. How do you understand something? ___
- 5. What do you do with a borrowed book? _____
- 6. What do you do to the heater when it's cold?

Inuit man fishing through a hole in ice near Arviat, in Hudson Bay, Canada

Grammar (See Grammar Reference pp. 154-155)



Passive Voice in the Past	
Use the active voice in the past to focus on the subject of a sentence.	Parents raised their children differently in the past.
Use the passive voice in the past to focus on a past action or its receiver.	Children were raised differently in the past (by their parents).
Form the past passive with was or were + the past participle of a verb.	My father was taught to always help other people.

Match the sentence parts. In your notebook, write complete sentences with the past passive form of a verb from the box.

1.	Paper money	
2.	Explorers	

3. The Sami tents ___

4. Fires ____

5. Reindeer ____

a. from reindeer skins.

b. in China.

c. by the Sami people.

d. when it was cold.

e. by Marco Polo's stories.

build herd inspire

invent make

Conversation (Optional)

in mail delivery in the past?

Luisa: Hi, Carl. Can I ask you a question?

Carl: Sure. Go ahead.

Luisa: What do you know about how mail used to be delivered?

Carl: Do you mean letters and packages? Well, I guess they were taken on horseback to places in the same country, and by ship to other countries.

Luisa: Right, so it used to take a really long time.

Carl: Oh yes! When the telegram was invented in the 1800s, people were finally able to send messages quickly.

Luisa: Then, in the 20th century, when the Internet was developed, everything changed in communication!

Carl: Definitely! But why are you asking me about mail delivery?

Luisa: I'm giving a presentation in my history class on how communication

has changed over the years. I was just practicing for it!

Carl: Well, I hope I helped! Good luck!

Luisa: Thanks, Carl!

SPEAKING STRATEGY

Notice Carl's question: Do you mean letters and packages? This is a clarification question. We ask clarification questions to make sure we have understood something correctly.

GOAL CHECK Talk about How Things Were Done in the Past

1. Look at the timeline. How has public education changed? Discuss in pairs. Use used to.

Public education

300 years ago:

Girls weren't allowed to learn to read.

Many students left school at age 12.

50 years ago:

Girls were allowed to go to school.

Boys and girls were taught

mostly different things.

Now:

Girls and boys learn the same things.

The age of students is not limited to age 18.

2. How were the topics in the box done before public services were developed. and how are they done now? Choose one and draw a timeline.

garbage collection

health care

public transportation

water

GOAL Discuss Historical Facts

Reading (A 48 (Optional)

- MY WORLD Are there any UNESCO World Heritage Sites in Việt Nam? Work in pairs. Tell your partner anything you know about the World Heritage Sites in Việt Nam.
- Read the article. Circle T for true or F for false. Make the false statements true.
 - 1. Mỹ Sơn Sanctuary and Hội An Ancient Town are World Heritage Sites in Quang Nam Province.
 - 2. Hôi An Ancient Town used to be a T F trading port.
 - 3. The architecture of Hội An is affected T F by only one culture.
 - 4. Hôi An lantern festival is held every night.
 - 5. Hội An Ancient Town is well-preserved. Т
- Answer the questions.
 - 1. When did UNESCO recognize Hôi An Ancient Town as a world heritage site?
 - 2. Which goods were exchanged in Hội An trading port?
 - 3. What are the diverse cultural influences on the architecture of Hôi An?
 - 4. What happens during the night of Hội An lantern festival?
 - 5. What attracts many tourists to Hội An Ancient Town?

GOAL CHECK

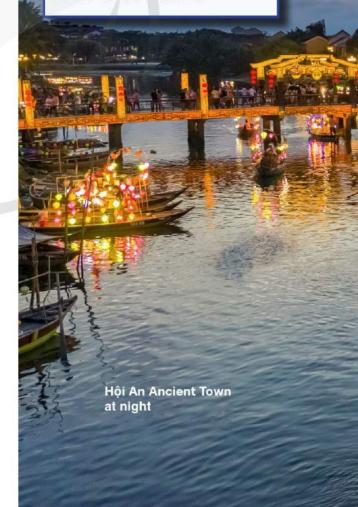
In groups, plan one of these projects and write down the information in the table. Then, share your plan with the class.

- 1. A campaign to help preserve the antique beauty of Hội An Ancient Town.
- 2. An event for landscape preservation in Viêt Nam.

What is the project? (List the activities.)	When are you going to start and finish?	Who is going to do each part?	What are you going to need?

The **Ancient** Town of

Along with Mỹ Sơn Sanctuary, Hôi An Ancient Town is another popular natural World Heritage Site in Quảng Nam Province, Việt Nam. It was recognized by UNESCO on December 4th, 1999. Since then, Hội An Ancient Town remains one of Viêt Nam's most beautiful places with its cultural richness.



Hội An Ancient Town used to be one of the most bustling trading ports in Southeast Asia, thanks to the **canals** cutting through it. From the 15th to the 19th century, many kinds of goods—silk, china, pottery, and spices—were exchanged among traders from all over the world. Trading activities declined in the late 19th century, but the lively spirit still remains in this little port town.

Hội An Ancient Town features a mixture of diverse architectural styles. In particular, Chinese, Japanese, and French cultural influences are evident in the architecture of Hội An Ancient Town. The cultural mixture is reflected in wooden Chinese-inspired temples and colorful French-style buildings. It is also reflected in the Vietnamese tube houses and the iconic Japanese Covered Bridge with its pagoda.

What is also special about Hội An is the lantern festival. It is held on the 14th night of every lunar month when the moon is the fullest and brightest. At 8 p.m., all **fluorescent lights** are turned off, and the lanterns are lit up by candles. People can enjoy the peaceful atmosphere with the traditional character of Hội An.

Over the centuries, Hội An Ancient Town is still in an excellent state of preservation. Its antique beauty and rich culture have attracted many tourists around the world.

canal (n) an artificial waterway tube house (noun phrase) long and narrow house fluorescent light (noun phrase) tube-shaped electric light



GOAL Describe a Historical Wonder

Communication

- What is a historical wonder? What historical wonders of the world do you know of? Write a list.
- B Which words describe your reaction to historical wonders? Discuss in pairs. Explain your choices and add another word of your own.

amazed inspired interested proud shocked your idea _____

- What amazing things did people create in the past? Think of a historical wonder in your country. Write notes about it.
 - 1. What is it like?
 - 2. When was it built? Why?
 - 3. How does it make you feel when you see it?
- Tell a partner about your wonder.

There is a beautiful, old temple in my town. It was built in...

What is special about it?



Writing

Read the information about the New Seven Wonders of the World.

What does it mean to be a "wonder of the world"? Both the Seven Wonders of the Ancient World and the New Seven Wonders are examples of humankind's greatest achievements. They include historical sites that show the incredible things we are capable of creating. Of the original Seven Wonders, only the Great Pyramid in Giza, Egypt, still exists, so Swiss-Canadian filmmaker and adventurer Bernard Weber started the New Seven Wonders of the World project. He wanted the greatest achievements of the last 2,000 years to be recognized now and remembered in the future. He also wanted regular people to decide on these new wonders by voting over the phone and internet. The project began in the year 2000, and the results were announced in 2007 with nearly 100 million votes. The new wonders include the Great Wall of China, the Colosseum in Rome, and the Taj Mahal in India.

C	omplete	the	description	with	adjectives	from	the	box.
---	---------	-----	-------------	------	------------	------	-----	------

amazed amazing ancient famous huge interested stronger

WRITING STRATEGY

Using descriptive adjectives makes ur writing more eresting.

The Great Wall of	China was voted one of the New Seven	Wonders of the World, you
and it is also a UNES	CO World Heritage Site. It is really (1)	
were built in the 3rd o	century BCE—and it is (2)	it is more than 20,000
kilometers (12,430 mi	les) long. Architecturally, it is an (3)	construction.
The Chinese built the	wall over the centuries to protect their	country. At the beginning
of the 13th century, Ch	nina was attacked by Genghis Khan's a	army, because Khan
wanted China to be p	part of the Mongol Empire. His grandso	n, Kublai Khan, finally
achieved this in 1276	Because of historic events like this, Cl	hina continued to make
the wall (4)	and better up to the 17th century	. It is now one of the world's
most (5)	landmarks. I was very (6)	to read about
the Wall's history and	I was (7) when I saw it.	

Use the Internet to research one of the New Seven Wonders historical sites. Write notes.

GOAL CHECK Describe a Historical Wonder

- 1. In your notebook, write a description (150-180 words) of the site. Use your own words, including adjectives, to describe your reaction to the site. Use the paragraph in F to help you.
- 2. Share your description with a partner. Talk about the information that is interesting or surprising to you.
- 3. How can your partner improve the description? Use your partner's comments to make corrections and improvements.

Travel





GOAL Talk about Organizing a Trip

Vocabulary

The Internet has made organizing a trip a lot easier; you don't need to go to a travel agent anymore. You can do it all yourself with online booking! So, find a travel website and follow these steps:

- 1. Choose your destination. Where do you want to travel to?
- 2. Book a flight. Choose your departure and return dates, and then click search! If you like the price, click pay!
- Need somewhere to stay? You can make a reservation for a hotel online, too. Set your check-in and check-out dates, and choose the type of room you need.
- Need travel documents? You can even apply for a visa for some countries online.

🔼 R	ead the text. Then c	omplete each s	entence with a bl	ue word or phrase.
1.	When you	earch	, you look for som	ething.
2.	You	to get	permission to ent	er a country.
3.	The date you start y	our trip is your.		date.
4.		is when yo	u pay and leave th	e hotel you have stayed at
5.	The place you trave	el to is your		
6.	With to stay on the Intern		can buy plane tick	xets and find a place
7.	When you buy a pla	ane ticket, you _		 .
8.	When you		, you arrange a se	rvice in advance.
E C	omplete each colloca	ation with a blue	word from the tex	t above.
1.		a hotel	3	time
2.		for a	4.	a tour
	passport		5	for

Grammar (See Grammar Reference p. 155)

Expressing Obligation and Necessity	
Use <i>must</i> or <i>have to</i> + base form of the verb to say that something is an obligation or a rule.	Travelers must apply for a passport at least six weeks in advance. When traveling to the US, you have to obtain a foreign driver's license when driving around.
Use <i>have to</i> or <i>need to</i> + base form of the verb to say that something is necessary.	We have to book our flights soon. She needs to make a hotel reservation.
Use don't have to or don't need to + base form of the verb to say that something is not necessary.	She doesn't have to get a visa for Canada. We don't need to make a reservation.

	Airline rules say that pas be at the gate 15 minute	ssengerses before departure.	to do extrem activities.
	Ve ousy time.	book the tour. It's not a	
	assengersakeoff and landing.	be seated during	
	we don't want to pay eave the hotel before the	extra, we ne check-out time.	
	omorrow.	pack my bag tonight. I leave	
tr	rain. You can buy the ti	make reservations for the cket on the day you travel.	
your	answers.		
P	eter: We will be! But	ou and Maya ready for our trip? first, Maya (1) port, and I (2) sa.	
	Ed: You need to get go to the emba	started! You (3)ssy for the visa. You can get it online. I booked b. It's so much easier!	OUR REAL LANGUAGE A tip is useful
	eter: OK, thanks for t	the tip!	information that make

Look at the destinations in the box. Add one of your own. Then choose a destination, and complete the chart in your notebook. Finally, talk to a partner about preparing for your trip.

			3303000	d	
Do you have a passport?	Do you need a visa? (embassy or online)	Tickets (plane, train, bus)	Hotel reservation	Tour	Other
	have a	have a need a visa? passport? (embassy or	have a need a visa? (plane, train, bus)	have a need a visa? (plane, train, passport? (embassy or bus) reservation	have a need a visa? (plane, train, passport? (embassy or bus) reservation

Well, I booked my flight to... but I still have to...

How about you? Where are you going on vacation?

GOAL Talk about Different Kinds of Vacations

Listening

- Look at the picture. How does it make you feel?
- Read the information. What kinds of vacations do you like? Tell a partner.

1. Adventure vacation
Try exciting sports like hiking, rafting, or scuba diving.
Have amazing experiences to tell your friends about.

2. Relaxing vacation
Go to a beautiful place to rest and relax. Sleep late, read, listen to music, and enjoy the scenery.

3. Learning vacation
Learn to do something
new, like art or music, or
take a class in a subject
that interests you.

C \(\int_{50}\) Listen to three people talking about their vacations. Which country is each person going to?

Carla: _____

	What kind of vacation are they going to have?	What activities are they going to do?
Carla		
Marcus		

MY WORLD Tell a partner about a recent vacation or a vacation you want to go on.



PRONUNCIATION: Weak Forms of have to and has to

When we speak quickly, have to and has to are pronounced /hæftə/ and /hæstə/.

- - 1. I have to apply for a passport.
 - 2. We have to book our flights.
 - 3. Rosa has to pack her suitcase.
 - 4. They have to check in at six o'clock.
 - 5. Juan has to check his hotel reservation.
 - 6. Do you have to book the tour in advance?

Communication

Mexican Traditional Cooking: Learn to cook delicious, traditional dishes in Oaxaca, Mexico. You will prepare the classic *mole* with its 34 ingredients, including chocolate and six different types of chili!

Costa Rican Kayaking: Have an adventure in Costa Rica. You will go kayaking, hiking, and rafting in the incredible rainforest. Look out for the amazing wildlife, too!

Beach in Thailand: Stay in a relaxing beach house on Railay Beach, Thailand! Swim, swing in a hammock, or just do nothing. You don't even have to cook—a chef will prepare all of your meals!

- In pairs, talk about the three trips and choose which one you will take together.
- 🚻 What do you have to do before this trip? Think of five things.
- What will you take with you? List 10 things.

If we go to Thailand, we'll see beautiful beaches!

I'll take sunscreen.



GOAL CHECK

Talk about Different Kinds of Vacations

Join another pair and talk about your vacation plans. Explain why you chose your vacation and why you did not choose the other destinations. Say what you have to do to prepare for it.

We didn't choose the beach house because..

We really like... so we chose...

GOAL Use English at the Airport

airline agent baggage claim boarding pass carry-on bag (online) check-in gate security check terminal

REAL LANGUAGE

You have to check large bags. Your checked baggage goes in a separate part of the plane and you get it at the baggage claim.

Language Expansion: At the Airport

Write the words and p	The december the best the tries the arminger
1. (online) check-in	registering for your flight at the airport or electronically
2	the person who helps you register for your flight and takes your large bags
3	where travelers arrive and leave from at an airport
4	_ This has your flight details and seat number. You need it to get on the plane.
5	where you pick up your suitcase after your flight
6	where your bags are checked by security officers
7	the door where you get on the plane
Complete the paragra When you get to the a	_ a small bag you can take on the plane with you ph with the words and phrases from A. irport, the first thing you have to do is go to the right
Complete the paragra When you get to the a	ph with the words and phrases from A . irport, the first thing you have to do is go to the right
Complete the paragra When you get to the a (1)	ph with the words and phrases from A . irport, the first thing you have to do is go to the right . Then, you need to find the (2) desk
Complete the paragra When you get to the a (1) where an (3)	ph with the words and phrases from A . irport, the first thing you have to do is go to the right . Then, you need to find the (2) desk will help you. They will check your passport
Complete the paragra When you get to the a (1) where an (3) and give you your (4).	ph with the words and phrases from A . irport, the first thing you have to do is go to the right . Then, you need to find the (2) desk will help you. They will check your passport, which has your flight information. If
Complete the paragra When you get to the a (1) where an (3) and give you your (4) . you have a large bag	ph with the words and phrases from A. irport, the first thing you have to do is go to the right Then, you need to find the (2) desk will help you. They will check your passport which has your flight information. If or suitcase, you have to check it there. If you only have
Complete the paragra. When you get to the a (1) where an (3) and give you your (4) . you have a large bag a a (5)	ph with the words and phrases from A . irport, the first thing you have to do is go to the right . Then, you need to find the (2) desk will help you. They will check your passport, which has your flight information. If
Complete the paragra When you get to the a (1) where an (3) and give you your (4) . you have a large bag a (5) (6)	ph with the words and phrases from A. irport, the first thing you have to do is go to the right Then, you need to find the (2) desk will help you. They will check your passport , which has your flight information. If or suitcase, you have to check it there. If you only have , you can take it on the plane with you. If you did
Complete the paragra When you get to the a (1) where an (3) and give you your (4) . you have a large bag a (5) (6) straight to the (7)	irport, the first thing you have to do is go to the right Then, you need to find the (2) desk will help you. They will check your passport which has your flight information. If or suitcase, you have to check it there. If you only have you can take it on the plane with you. If you did you already have your boarding pass, so you can go
Complete the paragra When you get to the a (1) where an (3) and give you your (4) . you have a large bag a (5) (6) straight to the (7) go through a (8)	irport, the first thing you have to do is go to the right Then, you need to find the (2) desk will help you. They will check your passport which has your flight information. If or suitcase, you have to check it there. If you only have you can take it on the plane with you. If you did you already have your boarding pass, so you can go in the departure area. You will have to

Grammar (See Grammar Reference pp. 155-156)

Expressing Prohibition	
Use must not to say something is not allowed.	You must not bring a knife on the plane.
Must not and can't both mean that something is not allowed. Must not is stronger and is used	You must not open that door. You can't take a large piece of
for rules.	baggage as a carry-on.

Write sentences about traveling by plane. Use have to, must, must not, and can't.

1. ______

2. _____

3. _____

4. _____

5.

Conversation (Optional)

Airline agent: Good afternoon. Where are you flying to

today?

Traveler: To Bogotá, Here's my passport.

Airline agent: Thank you. And do you have any bags to

check?

Traveler: Just one. And this is my carry-on bag.

Airline agent: OK, thank you. Here's your boarding pass. You're in seat 27D.

Boarding time is 10:15 at gate 13, but you must be at the gate

30 minutes before that.

Traveler: OK, and 27D is a window seat, isn't it?

Airline agent: No, I'm afraid it isn't. There aren't any window seats available.

Traveler: Oh, I thought I had reserved a window seat when I booked

online.

Airline agent: I'm sorry about that, ma'am. Is there anything else I can help

you with?

Traveler: Yes, is there a restaurant after the security check?

Airline agent: Yes, there are two.

In pairs, practice the conversation. Switch roles and practice it again.

Barajas International Airport in Madrid, Spain

SPEAKING STRATEGY

Notice the traveler's question: 27D is a window seat, isn't it? Use these tag questions (short questions at the end of a sentence, after a comma) to confirm information.

4

GOAL CHECK Use English at the Airport

- 1. In pairs, write a list of the things you do at an airport.
- 2. Join another pair and compare your lists. Put the actions in order.
- Prepare the dialog for a how-to video in which you show other students how to use English at the airport.

GOAL Discuss Travel

Reading (\(\Omega\) 53 (Optional)

- MY WORLD What do you like about traveling? Is there anything you don't like about going somewhere you've never been before? Tell your partner.
- \square Scan the article, and add the phrases (a-d) to the paragraphs (1-4) to create subheadings.
 - a. Travel is good for your health.
 - b. Travel promotes cultural understanding.
 - c. Travel takes you out of your comfort zone.
 - d. Travel helps you become a global citizen.
- Read the article again. Circle T for true and F for false.
 - 1. Your comfort zone is where you sleep.

F

- Т 2. Sightseeing can involve exercise.
- т F 3. Global citizens want to work together to solve the world's problems.
- T F 4. We can't learn about culture in restaurants, cafes, or markets.
- Т F 5. We learn about ourselves when we travel.
- Answer the guestions.
 - 1. Why are challenging situations sometimes good for us?
 - 2. Why is travel good for your mind and body?
 - 3. What does the term global citizen refer to?
 - 4. How do we learn about our own culture when we travel?
 - 5. Why is cultural understanding important?

GOAL CHECK

1. Remember a trip you have taken. Write notes to answer the questions.

Where did you go, and how long did you stay? What was the most challenging / interesting / frightening / unusual moment of that trip?

What did you learn during the trip?

2. Tell a partner about your trip.

Four Reasons Why Traveling is Good for You

In our daily lives, we generally know what we're going to do, where to go, and who to ask if we need something. We're in our comfort zone; we're comfortable. When we travel to a different country, where people might speak a different language, we leave our comfort zone, and sometimes that can be frightening. But it's worth it! Challenges help us grow and become more confident.

2.

Changes in location and breaks from our routine make us feel better. We are **stimulated** by seeing new places and experiencing new cultures. Also, when we travel, we are often more active, so we do more exercise, even if it is only walking around a new city sightseeing. Traveling can be very **motivating**, so it is good for your mind and your body.

There are a lot of problems in our world that will cause bigger problems in the future if we don't find solutions. With climate change, pollution, and other environmental issues in front of us, we need to work together as *citizens* of the world. When you travel, you meet new people, make new connections, and understand the world better. This helps you become a global citizen.

4.

When we travel, we can visit museums, art galleries, and festivals, as well as restaurants, cafes, and markets. All these things help us learn about the history and culture of a country and help us understand that people around the world think differently and do things differently. When we travel, we learn about a country, its culture, and its people, and we come home with new understanding. This opens your mind and can help you respect others and see your own culture more clearly.

to stimulate (v) to make someone excited and interested about something

motivating (adj) making you want to do something citizen (n) a person who lives in a particular place

Pedestrian-friendly street in Oaxaca, Mexico

Travel 119

GOAL Describe a Cultural Event

Communication

A Read the text. What cultural festivals or events do you know about? Write a list.

Hawaii's Lantern Floating Festival

People travel from all over the world to participate in Hawaii's Lantern Floating Festival. Lantern Floating Festival is a ceremony to remember family and friends who have died. It takes place on Memorial Day, the last Monday in May. The festival begins with music and singing, and then, as the sun sets, everyone lights their lanterns. Each lantern has a message written on it, and sometimes people also attach photos of their loved ones to them. Once they are lit, the lanterns are released onto the water. It is a truly beautiful sight. Lantern Floating is a moment to remember and give thanks to the people who have left the world before us.

- Choose an event from your list, and write notes about it. Use the questions.
 - 1. When does it take place?
 - 2. Where does it take place?
 - 3. What is it for?
 - 4. What do people do?
 - 5. Do people come from far away to go to the event?
 - 6. How would you describe it? Write three adjectives.

Ask a partner about their cultural event.

What's the name of your event?

Day of the Dead.

When does Day of the Dead take place?



Writing

Read the text about a festival. Underline the topic sentence and the last sentence.

Lim Festival

Around mid-January of the lunar calendar every year, thousands of people from the north of Viêt Nam travel to Bắc Ninh. They travel there to participate in the Lim Festival, a cultural event that dates back more than 300 years. The celebration usually starts with a parade where villagers are dressed in colorful traditional costumes. Then, many rituals take place to worship Gods and to honor the founders of the festival. In the main part of the festival, people hold many folk games such as wrestling, chess, weaving competitions, and rice cooking competitions. However, the most important activity is the art of "Quan Ho" singing, which was recognized as an Intangible Cultural Heritage by UNESCO in 2009. Male and female singers in traditional costumes challenge each other by singing a song, in which each partner must sing different lyrics to match their partner's melody. So, if you like travel, art, and unusual experiences, you should visit Bắc Ninh next spring!

- 🔁 Use your notes from **B** to write a text (150-180 words) for a travel blog. In your blog, you want to encourage people to visit your country for a cultural event. Use the text in D to help you.
- Exchange texts with a partner. How can your partner improve his or her text? Write notes on the text. Use your partner's comments to make corrections and improvements.

WRITING STRATEGY

The topic sentence(s) (the introduction) and the last sentence(s) (the conclusion) work together. They both need to show the main idea of the paragraph.



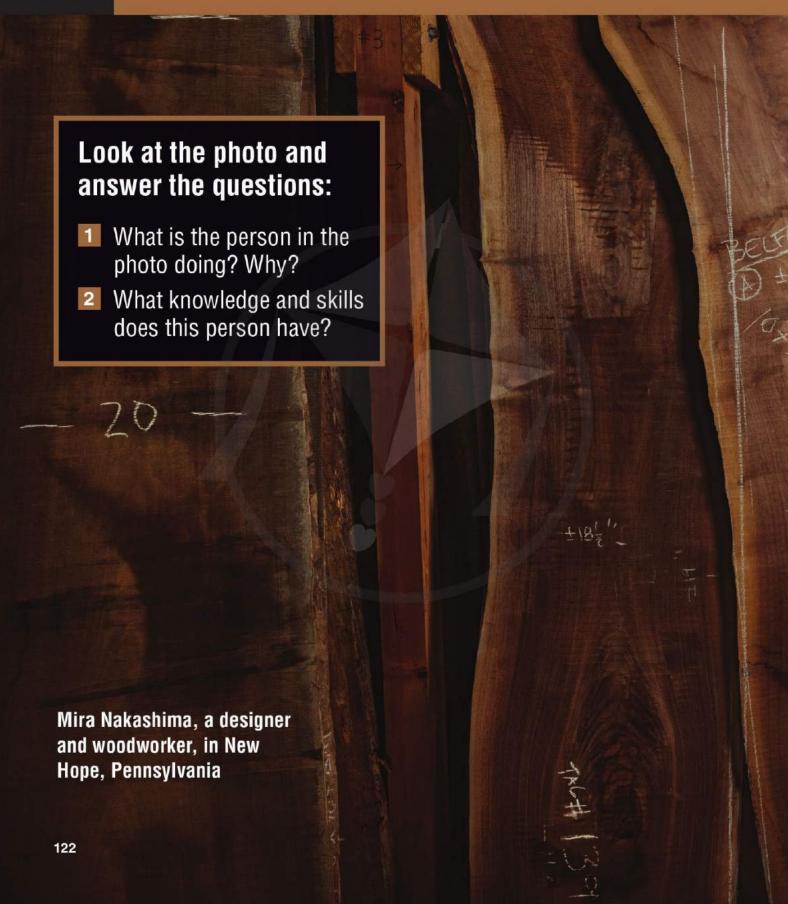
GOAL CHECK Describe a Cultural Event

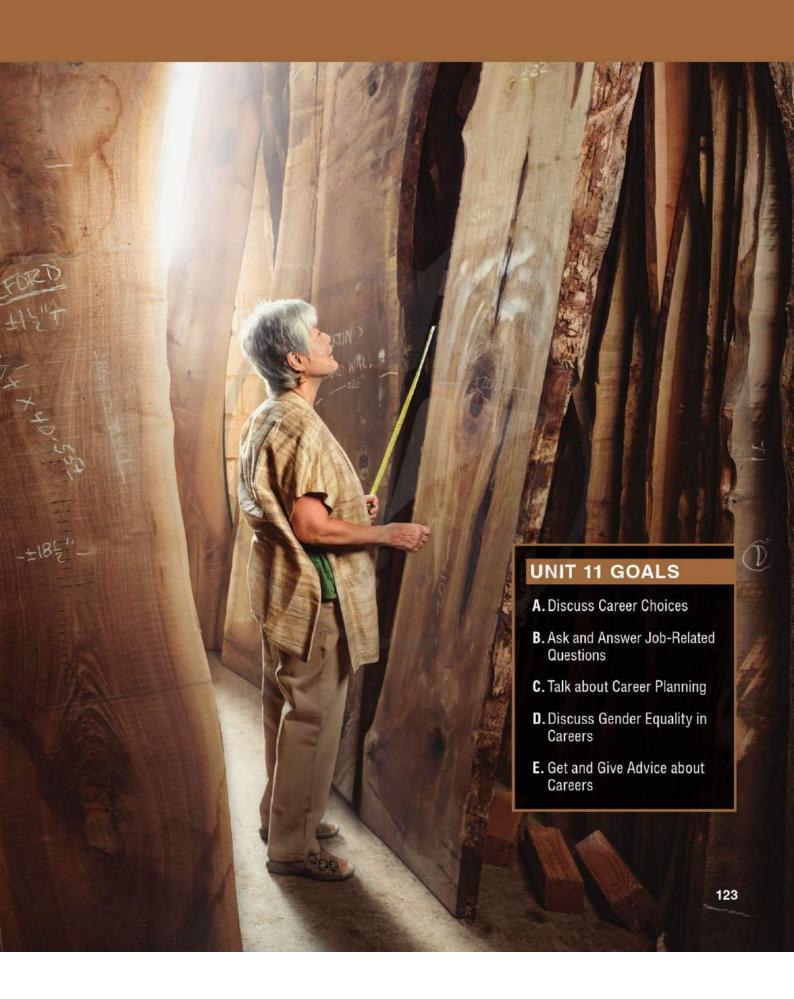
- 1. In small groups, share your texts.
- 2. Discuss the different cultural events and decide which one you would all like to visit. Explain your reasons to the class.

Suggested cultural events: Mid-Autumn Festival, Hương Pagoda Festival, Hùng King Temple Festival, Huế Festival, Hội An Lantern Festival, Cow Racing Festival, Chúa Xú Lady Festival, Coconut Festival, etc.

I would like to visit... because...

Careers







GOAL Discuss Career Choices

Vocabulary

- △ ↑ 54 Listen to a conversation between a high school senior and a career advisor. What does Marcy do at the hospital?
- A 54 Listen again. Then, fill in the blanks in Ms. Carter's notes below with the words in the box.

assistant	boss	employee	experience
owner	qualifications	training	volunteer



- Marcy has some work

 (1) __experience____. She went
 through a (2) _____
 program to become a family

 (3) _____ at the hospital.

 It's (4) _____ work, so
- Marcy would like to be a business
 (5) ______, but she doesn't have the necessary

Marcy doesn't get paid.

(6) ______yet.

I explained that she could start as an (7) _____ at a business.

Later, perhaps, she can be the (8) _____ when she has her own business.

This modern, open-concept office space encourages collaboration, creativity, and innovation.

I think she should study more.

Yes, she should get a degree in business administration.

- Complete each sentence with a word from B.
 - 1. An _____ works for an employer.
 - 2. If you do _____ work, you don't get paid.
 - 3. In a ______ program, you learn how to do something.
 - 4. If you are the ______ of a company, it is your company.
 - 5. An _____ helps you do something.
- In pairs, discuss what you think Marcy should do to prepare for her future. What degrees or training should she get?
- **EMY WORLD** In pairs, talk about the education or experience that you have. Use the information in the box to help you.

bachelor's degree extracurricular activities vocational degree volunteer work

Grammar (See Grammar Reference p. 156)

Modals for Giving Advice	
Use should + base form of the verb to say that something is (or isn't) a good idea to do.	You should choose a career that fits your personality. You shouldn't apply for an office job if you don't like to be inside all day.
Use had better + base form of the verb to say that something bad could happen if the advice isn't followed.	You had better prepare well for your interview. He'd better practice his English before he goes.
Use maybe, perhaps, or I think with those modals to make the advice sound gentler and friendlier.	Maybe you should become a healthcare worker.

1.	You	_ listen to your boss!
2.	Juan	finish the course so he can get his degree.
3.	The employees	leave early when the boss isn't there.
4.	Perhaps you	look for a job as an assistant first.
5.	Martha	do the training program if she's not interested in the job.

- · If you want to become a successful business owner, you should but you shouldn't _ If you want to get a degree, you had better _ · You should _ _ if you want to get some work experience. Good luck!
- Complete the sentences in pairs. Use your own ideas.
- Read one of the problems out loud to a partner. Your partner will give you friendly advice using maybe, perhaps, or I think.
 - 1. I don't know what career to choose.
- 4. My job doesn't pay very well.
- 2. I don't have any experience.
- 5. My job application was rejected.
- 3. I want to get a better job.
- 6. I need an assistant to help me at work.

GOAL CHECK Discuss Career Choices

- 1. Look at the careers in the box. What training, experience, and other qualifications are needed for each career? Choose three and write notes.
- 2. In pairs, discuss each career.
- 3. Would you choose any of these careers? Why?

App developer

Computer systems analyst

Health services manager

Market research analyst

Physical therapist

Sales representative

GOAL Ask and Answer Job-Related Questions

Listening

- △ ↑ 55 Listen to an interview with a restaurant owner. Why did he start his own business?
- B 🗥 55 Listen again and answer the questions.
 - 1. When did Mr. Sangumram open the New Thailand restaurant? _____
 - 2. Who is the cook at the restaurant?
 - 3. What kind of food is served at the restaurant?
 - 4. How far from the owner's home is the restaurant?
 - 5. How many employees work at the restaurant?
 - 6. What does Mr. Sangumram's wife do for a living? _____
- What makes a good job? Rank the following from 1 (most important) to 6 (least important). Share your answers in pairs.

_	amount of vacation time	distance from home
_	wage or salary level	long-term employmen
4	working alone or with others	interesting job duties

Thai restaurant cook working in a restaurant

MY WORLD What is your dream job? Why do you want to do that job?



PRONUNCIATION: Intonation: Yes / No Questions and Wh- Questions

In yes / no questions, the speaker's voice rises on the last content word.

Does your wife work with you at the restaurant?

In questions with wh-words, the speaker's voice rises on the first content word and falls on the last content word.

When did you open this wonderful restaurant?

- [50] Listen and repeat the questions. Then, ask and answer them in pairs.
 - 1. What do Mr. Sangumram's children do? _
 - 2. Does his wife work at the restaurant? _____
 - 3. What does his nephew do? _____
 - 4. Does the restaurant serve Chinese food? __
 - 5. Where do Mr. and Mrs. Sangumram live? _
 - 6. Does Mr. Sangumram enjoy his job? _

Communication

🔀 When you are looking for a job, what do you want to know? Write a question for each one.

What I want to know about:	Questions I can ask:	
Salary		
Training opportunities		
Vacation time	00	
Travel opportunities	(6)	
Hours		

Read the job profiles in the box. Choose one that you are interested in. Tell a partner why you chose that job.

Diving Instructor:

Understands and teaches the use of scuba equipment.

Works outdoors.

Should be a strong swimmer. Salary is paid by season.

Commercial Pilot:

Knows about airplane mechanics, weather, and radio communication.

Works long hours.

Often works far away from home.

Market Research Analyst:

Should be interested in psychology and behavior.

Works under pressure.

Should have strong organizational and communication skills.

GOAL CHECK

Ask and Answer Job-Related Questions

Join another pair and ask and answer each other's questions in F about the different jobs.

> What qualifications should a market research analyst have?

Well, a degree in communications or business administration is useful.

GOAL Talk about Career Planning

Language Expansion: Participial Adjectives

Read the article. What are the noun forms of the words in blue?



A. J. Coston isn't waiting to start his dream job. At age 18, he's a weekend volunteer firefighter in the United States. During the week, he lives at home with his mom, dad, and sister, and does his main job: going to high school. "I have always wanted to get into firefighting... since I was a little kid watching fire trucks go by," he says. "One day I was bored and on the Internet, and I found out that Loudoun County offered a junior firefighter program."

Some of A. J.'s friends are surprised by his decision to spend weekends at the firehouse, but to A. J., helping people is more satisfying than anything else. The job is never boring, either, since firefighters get called to all sorts of emergencies. One terrifying moment for A. J. was getting an emergency call after four children were struck by lightning. Luckily, all four survived.

A. J. will be off to college next fall and plans to study what he's most interested in: emergency medical care. "I want to be a flight medic on a helicopter eventually," he says.

Flight medics prepare for takeoff.

- For each participial adjective in blue above, decide whether it describes (1) someone's feelings or (2) something that causes a certain feeling.
 - 1. Describes someone's feelings: _
 - 2. Describes what causes the feeling:

Grammar (See Grammar Reference p. 157)

Cleft sentences It is / was... that... Did Jane organize the meeting? - No, it was Susan that Cleft sentences are used to emphasize a part of the sentence. In a cleft sentence, organized the meeting. Did Susan meet the employees? - No, it was the candidates a message is divided across two clauses. The It-clause emphasizes the focused that Susan met. information while the that-clause contains the Did she meet them in the cafe? - No, it was in the office that remaining information. she met them. Does she work at District 1? - No, it is District 2 that she works at. If the focus is a person, we can use who A: Is the boss making the task difficult for you? instead of that. B: No, it is the assistant that / who is causing us difficulties. We can leave that or who out if it is the It was Mary (that / who) For our company, it is your object of the verb. called yesterday. experience (that) we value the most. If the focus is a plural subject, the verb in the It is the managers that / who It was the application It-clause is still singular. processes that made us tired, are interviewing John. not the job.

C		ether \textit{who} can be used instead of that in the following sentences. Write \mathbf{Y} for if it is not needed.	r yes and N for <i>no</i> .		
	17	This job pays well, but it is its safety risks that we are worried about.			
	2/	2 Although the salary is high, it was the boss that made us want to leave the job.			
	3				
	4\				
	5	The employees suggested many ideas, but it was the owner that decided of	on the final one.		
	6l	t was in July that he went on a business trip.			
D	Complete	the sentences with It is / was that Use the words in parentheses and you	ur own ideas.		
		d the training contents, but			
Although you may have high qualifications, (skills – important)					
	3. We did all the preparation, but(boss – get the credit)				
		n't get paid in a volunteer job. However, nelping people – make you happy)			
C	nversat	ion (Optional)			
E	∩ 57 Liste	en to the conversation. What is the man planning to do?	SPEAKING STRATEGY		
			Notice Sam's question What about you?		
	Isabel:	What do you want to do when you finish school? I'm not sure. What are you planning to do?	We use this question to		
		I want to do a training program in web design and app development.	turn the conversation t		
		Oh, so that means you'll have to work with the computer a lot, I guess.	the other person.		
		That sounds tiring!			
	Sam:	Maybe. But it is the potential for future jobs that I'm interested in.			
		What about you? Have you asked anybody for advice about career planning?			
	Isabel:	No I should talk to someone, right?			
	Sam:	You should talk to the career advisor at school. Still, it's you who will			
		make the final decision.			
	Isabel:	Great idea! Thanks for the advice, Sam.			

GOAL CHECK Talk about Career Planning

- 1. What kind of career would be interesting and satisfying to you? Why? Write down some ideas and your reasons.
- 2. Answer the questions about your career choice. Write notes. Then, talk in pairs about your career planning.
 - · How can you plan for this career?
 - · What should you do in preparation?
 - · Has anybody given you any advice?
 - · Is there anything you can do to get experience?

D

GOAL Discuss Gender Equality in Careers

Reading 1 58 (Optional)

- A Read the definition of *stereotype* in paragraph 1. In groups, give some examples of stereotypes that you know.
- Skim the article and choose the best option for the main idea.
 - a. Job duties are changing the world's values.
 - b. The decrease in gender stereotypes gives people more job opportunities.
 - c. New gender stereotypes should be developed to suit new careers.
 - Independence and confidence are important in a career choice.
- Read the article. Complete the ideas.
 - 1. Gender stereotypes may negatively affect
 - 2. Gender stereotypes are becoming less
 - 3. As old limitations and stereotypes in many careers no longer exist, people are free to
 - **4.** More and more _____ are joining the healthcare industry as nurses.
- Read the article. What do these words refer to?
 - 1. they (paragraph 1)
 - 2. those (paragraph 3)
 - 3. where (paragraph 3)

GOAL CHECK

 Choose a career from the box and answer the questions. Write notes.

data scientist engineer web developer receptionist clerk flight attendant

- What do you think this career involves?
- What specific skills would you need?
- What are the common gender stereotypes in these careers?
- 2. Share your ideas in groups.



A stereotype is a **fixed** belief about a group or individual. These stereotypes are not based on facts but on opinions, and **they** still exist in our society in different ways.

Among these are gender stereotypes overly simple beliefs about the characteristics and abilities of men and women. Gender stereotypes may have negative effects on both genders. This includes having inaccurate ideas, making wrong judgments about people, or limiting people's potential and opportunities.

However, as technology grows and people have greater access to education and knowledge, gender stereotypes are not quite as common as in the past. In the workplace, people are getting more freedom to follow their dream jobs, especially **those** that were once reserved for the opposite gender. One example is in the field of aviation, **where** the job of a pilot used to be just for men. While some people still believe

that men are better at navigation and thus better fit for flying a plane, the number of female pilots has increased steadily over years. On the other hand, the healthcare industry is witnessing more and more men working as nurses—a role that used to be dominated by women.

While these two examples show that gender stereotypes are decreasing in the modern world, some people still have these old-fashioned beliefs without being aware. Then, how can this be solved? Raising people's awareness of the existence of stereotypes will be the first step. Be kind to everyone, and learn to accept each other's differences. And if you're planning your career or thinking about changing careers, remember the importance of independence, self-confidence, and the passion to follow your dreams.

fixed (adj) not flexible, unable to be changed



GOAL Get and Give Advice about Jobs and Careers

Communication

- Work in groups. Discuss the following questions.
 - 1. What are the most respected jobs in Việt Nam? Why do you think so?
 - 2. What are some part-time jobs that people often do in your area? Which is your favorite?
- Work in pairs. Role-play the following situation. Use should and had better.
 - Student A: You want to get a part-time job, but you're not sure if it's a wise decision. Ask your friend for advice. Below are some reasons why you want to get the job.
 - money to pay the tuition fee
- chance to meet different people

- (your own idea)
- Student B: Your friend wants to get a part-time job. You think it's more important
 for him / her to focus on studying while he / she is still at school. Advise your
 friend to think carefully about the decision and provide some tips on balancing
 work and study.
 - not enough time for study
- · unsuitable jobs
- Work in pairs. Role-play the following situation. Use the questions in the box as well as your own ideas.
 - Student A: You are a student at high school. You have decided to get a
 part-time job during the summer break. Answer the interview questions.
 - Student B: You are the job interviewer. Ask questions to get information from the job candidate. Then, use the information to fill in the candidate information form.

GAILBIDA	ATE INFORMATION FORM
Full name:	
Date of birth:	
Position to apply for:	
Education:	
Name of school:	
Grade:	
Grade-point average:	
Relevant work experience:	
Occupation (if any):	
Skills (Technical / interpersor	nal / communication / computer / skills)
Strengths:	
Weaknesses:	
Salary expectations:	

Writing

Complete the letter with the words in the box.

challenging	digital	fields	innovative
interested	background	manager	marketing

Dear Sir/Madam.

I'm writing this letter to ask for your advice.		
I am a(n) (1)	graduate specializing in social media ma	

I have significant experience with tour companies and hotels, and have developed my design and (2) ___ skills through these marketing projects. At the moment, I am a marketing freelancer. I work in a team managing many e-commerce websites for companies.

I'm (3)	in finding a(n) (4)	position as a
social media (5)	where I can use m	y creativity to develop
(6)	ways of using social media for the	he company's growth.

Recently, I have gotten an offer from ABC Models, a Vietnamese model management and training company. Being a marketing manager for this company is very appealing to me. However, I have very little

___ knowledge in modeling and fashion. I am afraid that (7) _ my limited knowledge in the (8) ___ __ may cause difficulties in performing my job. Could you suggest some of the fastest ways to learn about this field?

I am looking forward to hearing from you.

Sincerely yours,

Trang

- Answer these questions in your notebook.
 - 1. What qualifications, training, and experience do you have?
 - 2. What other skills do you have?
 - 3. What full-time or part-time job are you interested in?

WRITING STRATEGY

Since you are writing to an organization, the tone of the letter should be formal. Be polite, avoid contractions (e.g., I'm, I'll...), and use suitable expressions for opening and closing. Some examples are: Dear Mr. Julius, Dear Sir or Madam, Best regards, Sincerely yours,



GOAL CHECK Get and Give Advice about Careers

Write a letter (150-180 words) to a career advice agency, requesting career advice. Remember to include your ideas from **E** and mention why you're writing the letter and what information you need from them.

- 1. why you're writing the letter
- 2. what qualifications, skills, and experience you have
- 3. what job(s) you are interested in
- 4. what information you need from the career advice agency

12

Celebrations





GOAL Describe a Celebration

Vocabulary

Read about a special New Year's celebration.



New Year's Day is a holiday around the world, but people in Edinburgh, Scotland, celebrate it in an exciting way. They have a festival called Hogmanay. Hogmanay takes place all around the city from December 29th to January 1st. It starts with a parade on the night of December 29th. On December 30th, there are concerts and dancing. Finally, on New Year's Eve, there is a street party with fireworks, and people wear very colorful costumes. There is always a big crowd, even though it's very cold. One year, more than 100,000 people participated. The celebration in Edinburgh is very well-known, but the annual Hogmanay festivals in other cities in Scotland are popular, too.

Fireworks on Calton Hill during Edinburgh's Hogmanay in Edinburgh, Scotland

3	Write the words and	nhraege in	blue payt to	the correct	meaninge
	Wille the Words and	Dillases III	DIGE HEAL IO	THE CONFECT	meanings.

CA CONTRACTOR CONTRACT	p		
1 takes pla	ice : happens	once eacl	h year
2	; famous	6	: special clothes
3	: a day when	for a perfe	ormance
people don	't work	7	: do something
4	: a large group	enjoyable for a special day	
of people		8	: took part in
5.	happening		

I would like to participate in Hogmanay because I love music and dancing. How about you?

No, I wouldn't like it. I don't like big crowds.

- Would you like to participate in Hogmanay in Edinburgh? Why? Discuss in pairs.
- Complete the paragraph with words from A.

Việt Nam also (1)	New Year (Tết holiday) i	n an exciting way, but
it is at a different time of	of year from Hogmanay. It always (2)	in
January or February. T	ết is the most important Vietnamese (3)	
and most people don't	t have to work on these days. During the	three days of Tết,
people often spend tim	ne with their friends and relatives. Some	dress up in áo dài
and visit pagodas or te	emples. This (4) ce	lebration also includes
a big meal with family,	a meeting to give children red envelope	s with money inside,
and a fireworks display	1.	

MY WORLD How do you celebrate New Year's Day? Do you think people in other Asian countries celebrate their New Year in the same way?

Grammar (See Grammar Reference p. 157)

Subject + be + (not)	as + adjective + as +	complement
New Year's Day is	as exciting as	Independence Day. (The two holidays are equally exciting.
Hogmanay is not	as popular as	Carnival. (Hogmanay is less popular than Carnival; Carnival is more popular than Hogmanay.)

Write sentences with (not) as ... as to compare the two festivals.

	The Spring Festival	The Harvest Fair
1. old	started in 1970	started in 1970
2. long	2 days	4 days
3. crowded	5,000 people	5,000 people
4. expensive	tickets are \$15	tickets are \$30
5. big	10 concerts	23 concerts
6. well-known	on a few local TV shows	on the Internet

WORD FOCUS

A festival is a type of celebration; for example, the Festival of Colors is celebrated in India in March.

A festival can also be an event that you pay to go to.

- 1. The Spring Festival is as old as the Harvest Fair
- 2. The Spring Festival __
- 4. _____

- Choose two celebrations that you know. Compare them using as ... as.

GOAL CHECK Describe a Celebration 1. What is your favorite celebration? 2. Why is it your favorite celebration and how do you celebrate it? Complete the graphic organizer. 3. Tell a partner about your favorite celebration. Why How What's your favorite celebration? Well, I really love weddings!

GOAL Compare Holidays in Different Countries

Listening

🔼 🔼 59 Listen to three people talk about a holiday in their country. Number the countries in the order that you hear about them.

a. Japan _____

b. Mexico _____ c. United States _____

Compare the compare the compare that the compare that it is a second compare that the co

The Day of the Dead

Country:

When is it?

How do people celebrate it?

a. go to the cemetery with

b. bring their favorite

What is the special food?

a. sweet

b. candy shaped like

Halloween

Country:

When is it?

How do people celebrate it?

a. put on

b. ask for

What is the special food?

O-Bon

Country:

When is it?

How do people celebrate it?

a. go back to

b. participate in a special

c. make big



- MY WORLD Is there a special holiday in your country to remember people who have died? Discuss in pairs.
- Discuss these questions in pairs.
 - 1. Do you know about any other holidays like these in other countries?
 - 2. Why do you think different countries have similar holidays?

PRONUNCIATION: Intonation: Alternative questions, Tag questions, Invitations, and Suggestions

- - 1. Is O-Bon in July or August?
 - 2. We went there on vacation, didn't we? (The speaker is sure that the statement is correct.)
 - 3. We went there on vacation, didn't we? (The speaker is not sure that the statement is correct.)
 - 4. Would you like another drink?
 - 5. I can take you to the airport.
- Work with a partner. Take turns reading the sentences in E.

Communication

- 💽 In groups, imagine that you can take a trip to participate in one of the holidays in A. Discuss these questions.
 - 1. How are these holidays similar? Think of as many answers as you can.
 - 2. How are they different?
 - 3. What could visitors do at each holiday?
 - 4. Which holiday would you like to participate in? Why?

GOAL CHECK

Compare Holidays in Different Countries

- 1. Which holiday did you choose in G? With your group, make a list of reasons why you chose that holiday.
- 2. Now make a list of reasons why you didn't choose the other two holidays.
- 3. Explain your decision to the class. Say why you chose the holiday, and why you didn't choose the others.

We don't want to go to the Day of the Dead in Mexico because..

> So, we chose to go to O-Bon in Japan. We think...

We want to go to O-Bon because..

GOAL Express Congratulations and Good Wishes

WORD FOCUS

We say, **Thanks for** having / inviting us! to thank someone after, e.g. a party or dinner

WORD FOCUS

Collocations:
Use Congratulations
+ on your + noun /
noun phrase:
Congratulations
on your promotion /
graduation / new job /

new baby / win!

Hands with henna design for a wedding ceremony in Abu Dhabi, Dubai

Language Expansion: Expressions for Celebrations

Read the expressions and how we use them.

Expression	Use it
Congratulations!	when someone is getting married, having a baby, getting a promotion, wins a game, etc.
Congratulations! Well done! Great job!	when someone has accomplished something difficult (passed a driving test, an exam, etc.).
Good luck!	to wish someone a good result or a good future.
Happy Birthday / Anniversary / New Year!	to greet someone or wish them the best on a holiday or special occasion.

- Write the correct expression for each situation in your notebook.
 - 1. Your friend has to take a difficult exam tomorrow.
 - 2. You're leaving someone's house after a Thanksgiving meal.
 - 3. Your neighbor tells you he plans to get married soon.
 - 4. Today is your friend's birthday. You see your friend.
 - 5. Your friend got an excellent grade on an exam.
 - 6. It is midnight on December 31st in London.



Grammar (See Grammar Reference p. 158)

Would rather	
Use would rather + base form of the verb + than to talk about actions we prefer.	I would rather have a small wedding than a big wedding.
Use would rather not + base form of the verb to talk about things we don't want to do.	I'd rather not have a party for my birthday.
Use would rather + base form of the verb in yes / no questions to ask people about their preferences.	Would you rather see Chinese New Year or Hogmanay?

- Use I'd rather to write sentences about things you would like to do on your birthday.
 - 1. have (a big party / a small party) I'd rather have a big party than a small party.
 - 2. eat (at home / in a restaurant)
 - 3. invite (lots of people / a few close friends)
 - 4. get (flowers / presents) _
 - 5. wear (nice clothes / jeans and a T-shirt)
- Ask a partner about his or her preferences. Use the choices in C and Would you rather ...?

Conversation (Optional)

A fill Listen to the conversation. What are they going to celebrate?

Mike: Hi Katie! Congratulations on your new job!

Katie: Thanks, Mike. It was a really challenging interview, but I guess I did OK!

Mike: Well done! We should celebrate. Would you rather go out or invite a

few friends to your house?

Katie: I think I'd rather go out for dinner. We can invite Lucia and Ana.

Mike: OK. I'll book a table at Italiano's.

Katie: Italiano's? I'd rather go somewhere quieter.

Practice the conversation in pairs. Then, make new conversations. Change the situation and how you are going to celebrate.

SPEAKING STRATEGY

Notice Katie's answer to Mike's question about what she'd like to do: I think I'd rather go out for dinner. We often use I think at the beginning to make an answer less direct and more polite.

GOAL CHECK

Express Congratulations and Good Wishes

- 1. Think of three situations in which you would congratulate or give someone good wishes.
- 2. In pairs, decide which expressions from A you would use.
- 3. Prepare the script for an etiquette guide video to show other students how to express congratulations and good wishes in English in different situations.

GOAL Talk about Rituals

Reading (62 (Optional)

- △ Look at the title and the photo. What is a ritual? What do you think the woman in the photo is celebrating? Discuss in pairs.
- B Scan the article and write the following phrases in the correct paragraph.
 - a. Among the Hindus in Singapore
 - b. In Việt Nam, a bridal shower
 - c. Meanwhile, in Thailand
- Read the article. Circle T for true or F for false.
 - Vietnamese brides may receive gifts and advice in their bridal showers.

 T
 - In Việt Nam, wedding gifts will help the couple in the early days of their marriage.

 T
 F
 - In a Thai wedding ceremony, the bride pours water on the groom's hands.

 T
 F
 - Both the conch shell and water are blessed in Thai ceremonies.

 T F
 - A form of body art may bring good luck to Hindu couples in Singapore.

 T
 - 6. Henna is placed all over a Hindu bride's body.T

GOAL CHECK

Discuss the questions in groups.

- 1. Which do you think is the most interesting wedding ritual from the passage? Why?
- 2. What wedding rituals do you know about from other cultures?
- **3.** Are there any special rituals for weddings in your province?





GOAL Share Opinions about Holidays

Communication

Match the holidays to the photos. When are these holidays? Say which one you like best and why.

Tết (Lunar New Year) Việt Nam's Reunification Day Christmas Day Valentine's Day





1.



2.



3.

- What holidays do you celebrate? What do you and your family do for these celebrations? Discuss in pairs.
- Write your opinion about these sentences in your notebook. Use the expressions in the box.
 - 1. A new holiday isn't a real holiday.
 - 2. Some old holidays are not very important now.
 - 3. Our country should start a new holiday.
 - 4. People spend too much money on holidays.
 - 5. It's very important to keep all of the old holiday customs.
- In small groups, explain your opinions about the sentences in C. Do you agree or disagree with each other's opinions?.

We agree about the first one. New holidays don't feel real!

I agree, they are like fake holidays!

I agree.
I'm not sure.
I disagree.

Writing

Read about how to write an opinion paragraph.

WRITING SKILLS: An Effective Opinion Paragraph

- 1. Begin with a strong topic sentence that clearly states your point of view.
- 2. Support your opinion by giving good, logical reasons for it.
- 3. End with a brief conclusion related to the opinion and reasons you gave.
- Read the passage about holiday customs. What is the author's opinion?

Old holiday customs are an important connection to our present and past culture, so we should not forget them. A culture is built upon a lot of values, beliefs, and practices. The customs, especially those shown in holidays and celebrations, are often the easiest parts to see in a culture. They form parts of our identities and help to distinguish one community from another. Therefore, practicing these customs is an easy way to let others know who we are. Moreover, the old customs also provide a connection between different generations. In today's busy world, members of a family may only gather during a holiday or a celebration. Then, during the preparation and practice of the old customs, we may see the older members explaining to the younger ones the meaning of the customs and the steps involved. In so doing, they not only pass on the traditional knowledge and beliefs within the customs but also strengthen the connections between the old and the young. That is why it is important to remember and practice old customs.

- Look at the Writing Skills box again. Identify the parts of the opinion passage in F.
 - 1. Circle the topic sentence.
 - 2. Underline the supporting reasons. How many reasons does the author give to support her opinion?
 - 3. Circle the conclusion.
- Choose one of the statements from C. What is your opinion about it? Brainstorm ideas and complete the visual map with ideas for each part of the passage.

GOAL CHECK Share Opinions about Holidays

- 1. Write a passage (150-180 words) about your opinion in H. Make sure the passage contains all the three elements from the Writing Skills.
- In small groups, share your passages. Do you agree or disagree with each other's opinions? Tell the class.

Grammar Reference

UNIT 1

Lesson A

The Simple Present vs. The Pre	resent Continuous;			
Use the simple present to talk about habits and things that are generally true.	I almost never buy fruit at the supermarket. My father usually goes to the farmers' market.			
Use the present continuous to talk about actions and events that are happening now. Note that you can use contractions.	We are making a healthy dinner today. I'm preparing a salad with lots of fresh vegetables.			
Form the present continuous with the correct form of be (not) + the -ing form of the verb.	My dad is making lunch. He is not making breakfast.			
Yes / No Questions:				
Simple present: Do / Does + subject + base form of the verb correct form of be + subject Present continuous: correct form of be + subject + the -ing form of the verb	Does she eat meat? Yes, she does. Is Mary's enchiladas tasty to you? Yes, it is. Are you ready to have breakfast? Yes, I am.			
Wh- Questions:				
Simple present: Wh- question word + do / does + subject + base form of the verb	What do you eat on special occasions?			
Wh- question word + correct form of be + subject	What are the ingredients to make this pizza?			
Present continuous: Wh- question word + correct form of be + subject + the -ing form of the verb	What are you making?			
Stative verbs (think, taste, have, smell)				
Stative verbs express a state rather than an action, so they are not usually used in continuous tenses.	I think that coffee is great. (a state) The coffee tastes really bitter. (a state)			
When used in the continuous tenses, these verbs express the meaning of an action.	I am thinking about Jane's birthday party last night. (an action) The chef is tasting the chicken soup. (an action)			

- Circle the correct form.
 Do you buy | Are you buying the ingredients for the dish right now?
 We always eat pozole | are eating pozole on special occasions.
 I almost never drink | am drinking coffee.
 Is dad making | Does dad make a cake because it's my birthday today?
 We don't usually go | aren't usually going out for dinner.
 I have | am having a wonderful dinner at my friend's house.
 Write the correct form of the verb in parentheses.
 Lila never ______ meat or fish. She's a
 - meat or fish. She's a vegetarian. (eat) 2. What ____ _? (you make) good! (smell) It _____ 3. I never _____ my cell phone when I'm at the table with my family. (use) 4. My little brother ___ ___ to try new foods. (not like) 5. Right now, I how to make curry. My aunt _____ __ me. (learn; teach) 6. Wait a minute! I __ _. (think) Answer the questions. 1. How often do you go out for dinner? 2. Do you usually cook meals in your house? 3. What are you studying right now?

4. What are you thinking about right now?

Lesson C

The Simple Past	
Use the simple past to talk about completed past actions or situations.	We walked to the restaurant last night. The meal was delicious
Many verbs are regular in the simple past. They have an -ed ending. (See the spelling rules for verbs ending in -ed on p. 159.)	walk – walked prepare – prepared plan – pla nn ed stop – sto pp ed carry – carr ied

nore common irregular vertice Statements as / were + not (wasn't / 't) verbs: did + not (didn't) + orm lo Questions with be: Were lo Questions with other a Did uestions: question word + subject + base form on word + was / were + it tite the correct form of the	I was not (wasn't) thirsty. We did not (didn't) eat at home yesterday. Was the fish good at the restaurant? Did you go to the market last Sunday? Where did you have lunch yesterday? Where were you last weekend?
Were lo Questions with other Did uestions: question word subject + base form on word + was / were + tt ite the correct form of th	the restaurant? Did you go to the market last Sunday? Where did you have lunch yesterday? Where were you last weekend?
ite the correct form of th	ne verb in parentheses.
	A CONTRACTOR OF THE CONTRACTOR
nt. (have)	at my friend's house last
at at t rning? (you buy)	he grocery store this
l lunc gry. (not eat; not be)	h. He
restaurant nt. The wait staff se; be)	at 1:00 a.m. last very tired.
cheforder)	the meat yesterday.
en I to kend, the fruits me; be)	
mplete the questions. T	hen, write your answers.
	last Saturday? (go)
	your friends there? (see)
at	there? (do)
	there? (eat)
	? (your idea)
	at at t at you

UNIT 2

Lesson A

The Present Perfect vs.	The Simple Past
Form the present perfect with the correct form of the verb have (not) + past participle of the verb. Note that you can use contractions.	I have traveled in Europe. She has been a teacher for five years. He's visited the US many times so far. I haven't been to the US.
For the past participle of regular verbs, add <i>-ed</i> to the base form.	carry – carried visit – visited work – worked
Some verbs have irregular past participles. (See more common irregular past participles on p. 158.)	be - been become - become eat - eaten drink - drunk know - known take - taken
Yes / No Questions: Has / Have + subject + past participle of the verb Wh- Questions: Wh- question word + have / has + subject + past participle of the verb	Have you ever eaten tacos? Yes, I have. How many times have you been to Sapa?
Time expressions we often use with the present perfect: for since over the past so far	We've known each other for 10 years. We've known each other since 2010.
Time expressions we often use with the simple past: ago last week / month / year in + month / year on + day or date	We met 10 years ago. We had dinner together last month. We took a trip together in June. / in 2017. We had dinner on Friday night.

- Circle the correct form.
- 1. We ate / have eaten at this restaurant last week.
 - 2. They took | have taken several trips together since 2018.
 - 3. I went / have gone on vacation in July.
 - 4. He started / has started his new job a week ago.
 - 5. Did she live | Has she lived in Canada since she was a child?
 - Write the correct form of the verb in parentheses.
 - 1. Juan and Jorge ___ ____two years ago in college. (meet)
 - _ English for two years and are 2. They ___ in the same class this year. (study)

3. Last y	ear, they	a trip to London. (take)	Yes / No Questions:	Will the number of vehicles
4. They to Canada, but they would like to go next year. (never be)		Will + base form of the verb Wh- Questions:	continue to grow?	
Lesson	C		Wh- question word + will + base form of the verb	How will people move around the city?
Present		ords: Already, Yet, Ever,	A Unscramble the words	- 201 A S 2 Mag
Already and (not) yet emphasize that an action has (or has not) happened. We've already finished this unit.		questions. 1. improve / public / will / transportation		
Use already in affirmative statements and questions. Has class already started? No, it hasn't.		2. jobs / there / will / more / be / or fewer / in the future		
Use (not) yet in negative statements and questions. I haven't read that book yet. Has class started yet? No, not yet.		 future / we / learn / how / in / will / the / languages won't / technology / everything / control 		
Use never / (not) ever to talk about something that has or has not happened at any time in the past.		5. free / will / Internet / for everyone / be / the		
For questions, use <i>ever</i> . Have you ever studied Vietnamese?			its and questions about cities	
	ative statements, er / not ever.	I've never learned to play a musical instrument. She hasn't ever failed an exam.	in the future. Use will / won't and your own ideas 1. My city 2.	
C Com	St	ation with already, yet, ever,		crowded?
Karla:	Have you finishe	ed the video project	4.	
Daniel: Yes, I have done it (2) I worked on it all weekend.		ve	ehicles and traffic problems.	
Karla:		done a		ehicles and traffic problems in neighborhoods?
Daniel:	No. 12.5	done	Lesson C Present Participles vs. Pre	esent Perfect Participles
Karla:		done a video	The present participle is	I'll move to the city after graduating from university.
UNIT			participle is formed as	Having found a job in the city, I started looking for an apartment.
Lesson				When moving (= When you
Future with Will Use will (not) + base form of the verb to talk about the future. Note that you can use contractions. Cities will be noisier in the future. There won't be more traffic in the future.		can be used in a present participle clause, with the same subject of the verb in the main clause.	move) to the city, will you rent an apartment? Walking (= When you walk) around the city center, you will see many shopping	

centers.

I'll move to the suburbs

next year.

Use present participle to show an event order. We can introduce participle clauses with <i>before</i> , on, after, while or on to	Before choosing (= Before I choose) a new apartment, I will look at the neighborhood carefully.	5. Will he call you when he a Will he	urrives in Hồ Chí Minh City? ?
mark the sequence of actions more clearly.		UNIT 4 Lesson A	
Use present perfect	Having moved (= After I	Gerunds Used as Subjects	or Objects
participle to describe an action before another action.	had moved) into the new apartment, I started meeting my neighbors.	A gerund is a form of -ing verbs that functions as nouns.	Swimming is good for your health.
Use present participle to explain an action or	Coming (= Because he comes) to the city for the	A gerund phrase is a phrase that begins with a gerund.	Swimming in a pool is not very enjoyable.
Use present perfect participle to describe a reason or a cause. (This is because the reason or cause happens before the action in the main clause.)	first time, he doesn't know how to get to the city center. Having found (= Because I had found) a good job, I decided to move to the city.	Gerunds and gerund phrases as subjects: A gerund and a gerund phrase can be the subject of a sentence, Remember to use a third-person singular verb after a gerund.	Cycling for work is a great form of exercise. Getting enough sleep helps me focus on my work the next day.
 Circle the correct answers. 1. When they <i>improve improving</i> public transportation, more people will use it. 2. Having built After built more roads in the city, the government could reduce traffic congestion. 3. There will be less traffic after they open opening the new subway. 		Gerunds and gerund phrases as objects of sentences: Gerunds and gerund phrases can be the object of certain verbs, such as avoid, enjoy, hate, like, mind, practice, quit, suggest, etc.	Mai enjoys running in the morning for exercise. I don't mind exercising at the park with you tomorrow. She suggested reading book at least twice a week.
 4. Before moving / having should research your. 5. Not having / Didn't had to commute to work by Rewrite the sentences. 1. Before they open the the play area. 	job opportunities. ve a private car, he decided y bus. with present participle clauses. new park, they will finish	Gerunds and gerund phrases as objects of prepositions in a verb: Gerunds and gerund phrases can follow a preposition in the sentence to provide more information.	I'm excited at trying out new sports. My sister is skilled in doing gymnastics. We're talking about the benefits of having a healthy diet.
2. Because her father kn	nows her love of nature, he suburbs on weekends.	Mrite the correct form of She doesn't mind mountains. (take)	250 mark and 2000
Knowing	- P	2 down all	
enough money.	n the city after they had earned	3. They always talk about _ the morning. (run)4. He quit	ast year. (smoke)
2 No. 100 No.	suburbs, she bought a bicycle.	time with family and friends is beneficial to our health. (spend)	

After

- Unscramble the words to make statements.
- 1. yoga / they / not / at / good / are / very
- 2. fall asleep / drinking / children / can / warm milk / help
- a sore throat / using / to treat / suggests / his mother / honey
- after / she / at work / enjoys / for a walk / going / a long day
- hungry between meals / fruits or vegetables / are / eating / is / a good option / if / you

Lesson C

Infinitive of Purpose

The infinitive of purpose expresses a person's aim or the purpose of action: (in order) to + the base form of a verb

The infinitive of purpose can come in the beginning or in the middle of a sentence. When it begins the sentence, it is followed by a comma.

You should drink a liter of water a day to help your body stay healthy.
Take vitamin C (in order) to avoid getting a cold.

To stop hiccups, I drink a glass of water. In order to stay healthy, I take vitamins every day.

- Correct the mistake in each sentence.
- 1. In order lose weight, you should eat less sugar.
- 2. You should do more exercise to being healthier.
- 3. To avoid stress I do yoga every day.
- 4. Drink honey and lemon help a sore throat.
- Give a reason for each action. Add a comma when necessary.
- 1. I do exercise every day.
- 2. I listen to classical music when I drive.
- 3. I don't eat sugar.
- 4. I cycle to school.

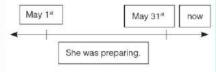
UNIT 5

Lesson A

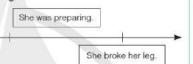
The Past Continuous vs. The Simple Past; Subordinating Conjunctions: When and While

Use the past continuous to talk about something that was in progress at a specific time in the past.

She was preparing for the marathon all last month.



Use the simple past with the past continuous to say that something happened when another event was in progress.



She was preparing for the marathon when she broke her leg.

Past Continuous:

Subject + was (not) / were (not) + -ing form of a verb. Note that you can use contractions.

The students
were practicing
their reading
skills.
They weren't
talking.

Yes / No Questions:

Was / Were + subject + -ing form of a verb

Was the teacher listening to them?

Wh- Questions:

Wh- question word + was / were + subject + -ing form of a verb

What were they reading?

Use subordinating conjunctions to join two clauses together. They make one clause dependent upon the other. We usually use *when* for the action in the simple past and *while* for the action in the past continuous.

She was preparing for the marathon when she broke her leg. She broke her leg while she was preparing for the marathon.

Use a comma after a time clause when it begins a sentence.

While they were climbing, one of the men fell.

Only action verbs are used with the past continuous.
Stative verbs (e.g., like, understand, know) are not used in the past

continuous.

Sam was dealing with some challenges at work last year. He often

seemed upset.

- Circle the correct form.
- 1. We dealt | were dealing with a difficult situation at work when the boss left | was leaving suddenly.
- 2. My friend convinced / was convincing me to run the marathon with her. I started / was starting training today.
- 3. While she traveled / was traveling, she met / was meeting a lot of interesting people.
- 4. The team knew / were knowing how to prepare for the challenge.
- 5. I achieved / was achieving my goal of becoming healthier. I now weigh less, and I exercise every day.
- Write the correct past form of the verbs in parentheses.

1.	Although the teacher _			very fast,
	the l	esson.	(speak;	understand)

- 2. The runner _ good progress when she_ her ankle. (make; hurt)
- the finish line, I 3. As soon as I_ I could achieve my goal. (see; know)
- while we The storm _ to leave. (begin; prepare)

Lesson C

Enough, Not Enough, Too + Adjective Use adjective + enough She's 18. She's old to say something is the enough to drive a car. necessary amount. Use not + adjective + She's 15. She's not / She enough to say it is less isn't old enough to drive than necessary. a car. She's 15, she's too young Use too + adjective to say it is more than necessary. to drive a car. Yes / No Questions: Correct form of be + Are you old enough to subject + adjective + drive? enough + to infinitive

- Unscramble the words to make statements and questions.
- 1. run / enough / I'm / to / strong / not / a marathon
- 2. this movie / old / are / enough / watch / you / to
- 3. to / tall / play / enough / basketball / he's / not
- 4. expensive / the trip / too / is

5. fast / win the race / she / enough / is / to

UNIT 6

I accom A

The Past Perfect	
The past perfect is used to describe a past event that happened before another point in the past, or to explain why a past event or situation happened.	When I graduated from college, I had already started working. Max chose to go to France for a semester because he had already studied French.
Form the past perfect with had (not) + the past participle of the verb.	He had always loved learning languages. I hadn't graduated from college when I started working.
Yes / No Questions: Had + subject + past participle of the verb Wh- Questions: Wh- question word + had + subject + past participle of the verb	Had you already graduated when you got your first job? How long had you studied German before moving there? I had studied it for two years.
Adverbs and time expressions with the past perfect: just already when by the time	I had just started college when got my first job. I started college in September and I started working in November. I had already started college when I got my first job. When I took the exam, I had prepared well. By the time I finished the exam, some students had already left.

- By the time Jon went to elementary school (_____ he had already learned to read and write by himself (_ _).
- 3. Zara went to Chile on an exchange program (_____) because she had studied Spanish in high school (_____).
- __) before I I had known Max for a year (____ realized he spoke four languages (_
- Write the correct form of the verbs in parentheses.

1.	=	_ a career in design, but
		to change to teaching.
	(choose; decide)	

2.	The examv		UNIT 7		
3	By the time the teacher		Lesson A		
٠.	students the		Passive Voice in the Present		
	(arrive; already leave)		The passive voice	A COLUMN TWO IS NOT THE OWNER.	ge amount of plastic is
4.	Linh as a control as a co		emphasizes the object or receiver of an action. Form the present		vn away every day.
Le	esson C		passive with is / are +		
Н	ow + Adjective or Adverb		the past participle of the verb.		
a W	se how to ask a question about descriptive adjective or adverb. Vith adjectives, use be: Now + adjective + correct form of you? I've never	Regular past participles add -ed to the base form of the verb.	drop laugh	called carry - carried - dropped help - helped - laughed stop - stopped - walked worry - worried	
	ow + adjective + correct form of e + subject	you? I've never broken any bones!	Many common verbs	bring	- brought buy - bought
W	fith adverbs, use other verbs: ow + adverb + do / does +	How badly does he drive? He crashed twice last month.	have irregular past participles.	drive	n – caught choose – chosen – driven make – made v – thrown write – written
N	ubject + base form of the verb ote that you can also use can stead of do / does.	How fast can you type? I can type 90 words a minute.	Yes / No Questions: Is / Are + subject + past participle of the verb	Is sol	r energy used to heat
C	ifficult, polite, serious common adverbs: well, badly, ofte cowly, easily, carefully Write questions with the adje in parentheses. Then, give a	actives and adverbs	Wh- questions: Wh- question word + is / are + subject + past participle of the verb	recyc	
1.	How fast can you can run a kilometer in 5 mir	run? (fast)			of the verbs from the box. use teach throw away
2.	How	? (happy)	they throw away at	home.	more carefully about what . For example, coffee cups, and glass
3.	How	exercise? (often)	Thanks to this, fewe	r thing:	ard (2) s (3)
4.	How	play tennis? (well)	People are beginni important that child	ing to diren (5	4) change their habits, and it is) to
5.	How your gr		think about these to	hings.	
٠.		ariamonio i Godinal	Lesson C		
			Passive Voice with B		
			Use by with the passiv voice to emphasize w what does something	ho or	The plastic bottles are washed by powerful machines .

agent).

Eco-friendly cars are produced by several different companies now.

- Read the sentences and cross out the by phrases when they are not necessary.
- 1. Energy is produced by the solar panels on top of our house.
- 2. In many countries, a lot of food is wasted by people.
- 3. Our notebooks are made from recycled paper by factory workers.
- 4. Eco-friendly cars are powered by electricity, not gasoline.

UNIT 8

Lesson A

Real Conditionals in the Future	
Use the real conditional for situations that can happen in the future: If + subject + simple present verb (the condition), subject + will / be going to + base form of the verb (the result)	If we don't control pollution, more sea animals will become extinct. Plastic straws are going to hurt more sea turtles if we keep throwing them away.
The condition or the result can come first. Use a comma after the condition when it comes first.	If we tell people about the problems, they will change their habits. People will change their habits if we tell them about the problems.
Yes / No Questions:	
Will + subject + base form of the verb + if + subject + simple present verb	Will our planet survive if temperatures continue to increase? No, it won't.
Wh- Questions:	
Wh- question word + will be going to + subject + the base form of the verb + if + subject + simple present verb	What is going to happen if temperatures continue to increase?

Circle the correct form.

- 1. Many animals become / will become extinct if we don't protect / will protect them.
- 2. If we recycle | are going to recycle more, there is | is going to be less trash.
- 3. Wild animals lose / will lose their habitat if we build / will build factories outside the city.
- 4. More species disappear | will disappear if we continue / will continue to pollute the oceans.
- 5. What happen / will happen if future generations don't save I will save the environment?

12 1	Write	the	correct	form	of the	verhe	in	the	hoy

be change have help increase protect stop take care understand use

1.		using plastic bags for your the environment.
2.	The climate	more if temperatures
3.	If more people transportation, there in the city.	public less traffic
4.	Our children	a better future if we
	of	the planet now.
5.		conservation, they

Lesson C

	Linking verb + adjective	Linking verb + noun
Linking verbs do not describe an action. Instead, they describe the subject of the sentence by defining it or adding more details to	Fossil fuels are harmful to the environment and human health.	Putting more cameras in the wild seems like a good solution for animal poaching.
it. A linking verb is followed by an adjective or a noun. Some common linking verbs are be, become, remain, stay, get, turn, grow, look, sound, smell, feel, seem	Pollution in this area will grow more severe if the authorities don't take action quickly	Shifting to renewable resources remains a fundamental step in stopping climate change.

- Use the words given to make complete sentences. You may change or add some words if necessary.
- 1. center / seem / too / small / keep / all those orphaned animals The center seems too small to keep all those orphaned animals.
- 2. noise pollution / remain / serious / problem / big cities / these days
- 3. many conservationists / feel / interested / education program

presenter / talk / ent environmental prote	husiastic / her project / ction	· ·	estions and statements with the se to and your own ideas.
5. that animal / look / k	oad / injured / yesterday	19 <u>-</u>	
6. some animals / can	recover / injuries / quick / others	(negative), but not	N
-		3. How	
Which sentences in Write the number of	C contain a linking verb? f the sentence.		
UNIT 9			(negative
Lesson A			
Used to		Lesson C	
Use used to + base form of the verb to show how things have changed from the past to the present, and to talk about past habits. Note that we sometimes use always with used to to talk about habits. Negative Statements: didn't + use to + base	People used to travel by horse and cart. We used to communicate by letters, now we use cell phones for most of our communication. I used to eat meat every day, now I only eat it two or three times a week. I always used to drive to work, now I bike. People didn't use to worry	Passive Voice in the The passive voice emphasizes the action or receiver of an action in the past. Use by when you want to say who or what did something (the agent). Form the past passive with was / were + the past participle of the verb.	A large number of plastic bags were used every day, but now people use reusable bags. A lot of plastic bags were used by shoppers at supermarkets.
form of the verb Yes / No Questions: Did + subject + use to + base form of the verb	about the environment. Did your family use to recycle? No, we didn't. Did you use to write letters? Yes, we did.	Regular past participles add <i>-ed</i> to the base form of the verb.	believe - believed include - included happen - happened provide - provided support - supported wonder - wondered
Wh- Questions: Wh- question word + did + subject + use to + base form of the verb A Circle the correct for		Many common verbs have irregular past participles. (See more common irregular verbs on p. 158)	build - built cut - cut draw - drawn find - found fly- flown forget - forgotten freeze - frozen hide - hidden lose - lost sell - sold spend - spent steal - stolen
 than it takes today. Why did travel use to in the past? In the past, there did opportunities for trace. How did people use money existed? 	do / used to be so challenging do / used to be so challenging do not used to be as many de as there are nowadays. The to / used to buy things before the hina began, people didn't ar silk clothes.	Yes / No Questions: Was / Were + subject + past participle of the verb Wh- Questions: Wh- question word + was / were + subject + past participle of the verb	Was coal used for heating in the past? Yes, it was. Were the radio and telephone invented in the same year? No, they weren't. How was coal delivered to people's houses?

C	Write the correct form	of the verbs in parentheses.	Yes / No Questions:	
1.	Large stones		Do / Does + subject +	Do you need to get a visa
	Egyptian pyramids. (us		have to need to + base form of the verb	for Canada? Yes, I do. Does Ivan have to renew his
2.		from blocks of	form of the verb	passport? No, he doesn't.
_	ice by the Inuit people		Wh- Questions:	
3.	mud and dry grass in	ses from	Wh- question word + do /	What do you have to do at
4	50 (50)	, people used to	does + subject + have to	check-in?
	write on wood and drie		/ need to + base form of the verb	When do you need to be at the boarding gate?
5.		_ to Europe until the 11 th	Note that have to and	We had to show our
	century. (not bring)	and the second state of the second	need to can be used with	passports at check-in.
D	Use the correct past pa	assive form of the verbs in the	different verb forms.	Someone will need to help
	(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	estions and statements.		Lin with her carry-on bag. She's hurt her arm.
	Callaus abanes Inc.	ant lane make		Did you have to get a visa?
	allow change inve	ent lose make		Yes, I did.
1	When	_ money?		Where did you need to change trains?
		to go to		
	school.	10 90 10	Circle the correct form	
3.	How	clothes in	1. When you get to the	
	the past?			he weight of your bags.
4.		completely by		ust check any baggage?
_	the invention of the inte		security check.	eed to go through the airport
5.	Sami people moved to	when the	4. You don't need to / m	ust show your passport
	Sami people moved to	towns.	on arrival.	dot offert your papers.
U	NIT 10		5. Travelers don't have to	o / must check their
16	esson A		carry-on bag.	
-	xpressing Obligation ar	ud Noonceity	Write 5 things you ar	nd your family or friends need
-	se must or have to	Visitors must have a visa to		do to prepare for a trip. Use
250	base form of the	enter the country.	have to / need to.	
	erb in writing and	Most of the time, you have	1.	<u></u>
	ormal speaking to say nat something is an	to take your shoes off when visiting a temple in Japan.		
	bligation or a rule.	nothing a temple in dapari.	2	
1000	se have to or need to	We have to buy our tickets.	3.	
30	base form of the verb informal speaking to	Danny needs to get a new suitcase for the trip.	0.50300	
	ay that something is	suitcase for the trip.	4	
n	ecessary (but not an			
	bligation or a rule). se <i>have got to</i> + base	David has got to make a		<u> </u>
	orm of the verb for more	hotel reservation soon! He's	-	
200000	mphasis. Note that you	got to call the hotel today.	Lesson C	
22.2	an use contractions. se <i>don't have to don't</i>	They don't need to make a	Expressing Prohibition	
	eed to + base form of the	reservation, it's not busy.	Use the negative Y	ou must not smoke on board
	erb to say that something			n airplane.
is	not necessary.		that something is prohibited: must not +	
			base form of the verb.	

Note that you can use contractions. For other tenses, use had to will have to.	You mustn't take a bottle of water in your carry-on. They had to have a health check-up to get their visas.	Use had better (not) to say that something bad could happen if the advice isn't followed. Note that	You had better find a company with great leadership. He'd better not fail the
We can also use can't + base form of the verb to say that something is not allowed.	You can't take a large piece of baggage as carry-on.	you can use contractions. We can also use <i>ought to</i> + base form of the verb to give advice. <i>Ought to</i> is more formal than <i>should</i>	The government ought to give more scholarships for students to study abroad.
Must not is stronger than can't and is used for rules.	The government said visitors must not overstay their visas. The airline said passengers can't board an international flight without a visa.	and had better. Use maybe, perhaps, or I think with modals to make the advice sound gentler and friendlier.	Maybe you should become a health care worker.
	e bathroom while the plane is	Complete the letter with better, or ought to.	h should, shouldn't, had
taking off or landing		Dear Reader,	
All travelers must to boarding pass to b	ndia last month, I must get a visa. In show their passport and It is a board the plane. It is your passport before you	I am happy you asked r to become an innovator think about a problem y Since there are lots of p	rou want to solve. Problems in the world, it be too hard! Remember, it
needs to know. Us must not / can't.	neone visiting your country se have to / need to / must /	Sincerely, The Career Advisor	ve a problem well, so you be patient.
*135 <u>-</u>			ortant job interview. Give hi uld, shouldn't, had better, o in the box to help you.
		clothes English preparation question	to an
5.		1.	
UNIT 11		2.	
esson A		3.	
Modals for Giving Ad	vice	55'910'	
Use should (not) + the base form of the verb to say that something is (sisn't) a good idea to do	You should look up information about the company when preparing	5.	

working in an environment you don't feel comfortable.

Lesson C

Cleft sentences It is / was... that...

Cleft sentences are used We didn't receive any information about to emphasize a part of the the training from the sentence. In a cleft sentence, manager. It was in a message is divided across September that we first two clauses. The It-clause read about it on the emphasizes focused company's website. information (the focus) while It was because the the that-clause contains assistant helped us so remained information. much that we managed *Note: that in these sentences to finish the project cannot be left out. on time. If the focus is a person, we It is my co-worker can use who instead of that. that / who is giving the presentation. We can leave that or who out It was Mary (that / who) if it is the object of the verb. they contacted. If the focus is a plural subject, It was the new work the verb in the It-clause is still rules that discouraged singular. all the employees.

- Circle that if it can be left out in the following sentences. Underline the emphasized information in each cleft sentence.
- 1. The scientist introduced the idea, but it was her assistants that completed the work.
- 2. Don't thank me. It was everyone's efforts that we should be thankful for.
- 3. It was last weekend that he came to see us for the
- 4. It is to gain experience that we want to take part in this volunteer work.
- 5. All of my teammates are excellent students, but it is Mary that I admire the most.
- Rewrite the following sentences to emphasize the underlined parts. Use cleft sentences.
- 1. The assistants helped me a lot in the experiment.
- 2. She decided to take part in our volunteer activities last June.
- I attended a computer course to learn some new skills for my job.
- My experience helps me a lot in my current job.

6. I met my business partner in Hà Nôi.

UNIT 12

Lesson A

Comparisons with as as	
Use subject + correct form of be + as + adjective + as + complement to say that two things are equal.	Halloween is as interesting as the Day of the Dead. They are both celebrations that people enjoy.
Note that you can use contractions.	Halloween's as interesting as the Day of the Dead.
Use subject + correct form of be + not as + adjective + as + complement to say that two things are not equal.	A music festival is not as interesting as the Burning Man festival. I like the art at Burning Man. New Year's Eve isn't as noisy as Carnival.
Questions: Correct form of be + subject + as + adjective + as + complement	Is your birthday as exciting as other holidays?

- Correct the mistake in each sentence.
- 1. The Day of the Dead is as well known than Halloween around the world.
- 2. For children, Three Kings' Day is most exciting as Christmas.
- 3. The New Year's crowd in Trafalgar Square, London, is as bigger as the crowd in Times Square, New York.
- 4. The traditions in one culture are as important the traditions in another culture.
- 5. Old celebrations are as more important as new celebrations.

Lesson C

Would rather	
Use would rather (not) + base form of the verb + than to talk about actions we prefer. Note that you can use contractions.	I would rather have a small party than a big party for my birthday. I'd rather go out for dinner. I'd rather not cook tonight.
Use <i>one</i> to avoid repeating the noun.	I would rather have a small party than a big one for my birthday.
Questions:	1
Would you rather + base form of the verb + complement	Would you rather eat out tonight or stay home? Would you rather go straight home?
Wh- question word + would you rather + base form of the verb + complement	How would you rather celebrate your birthday?

C	Write statements and questions using the information in parentheses and an appropriate ve	erb.
1.	(Carnival or Day of the Dead)	
2.	(a restaurant or a coffee shop)	?
3.	(not – downtown on New Year's Eve)	,
4.	(birthday)	
5.	(with family or with friends)	?
		0

Base Form	Simple Past	Past Participle	Vietnamese Meaning
begin	began	begun	bắt đầu
break	broke	broken	phá vỡ
bring	brought	brought	mang, đem
buy	bought	bought	mua
come	came	come	đến
do	did	done	làm
drink	drank	drunk	uống
drive	drove	driven	lái (xe)
eat	ate	eaten	ăn
feel	felt	felt	cảm thấy
get	got	got/gotten	nhận
give	gave	given	đưa
go	went	gone	đi
have	had	had	có
hear	heard	heard	nghe
hurt	hurt	hurt	làm (ai đó) đau
know	knew	known	biết
leave	left	left	rời đi
let	let	let	để cho (ai làm gi
lose	lost	lost	làm mất

Base Form	Simple Past	Past Participle	Vietnamese Meaning
make	made	made	làm, tạo ra
meet	met	met	gặp
pay	paid	paid	trả tiển
put	put	put	đặt, để
read	read	read	đọc
ride	rode	ridden	lái (xe)
run	ran	run	chạy
say	said	said	nói
see	saw	seen	nhìn thấy
send	sent	sent	gửi
sit	sat	sat	ngổi
sleep	slept	slept	ngủ
speak	spoke	spoken	nói
swim	swam	swum	bơi
take	took	taken	lấy
tell	told	told	kể
think	thought	thought	nghĩ, suy nghĩ
throw	threw	thrown	ném
understand	understood	understood	hiểu
write	wrote	written	viết

1. Add -s to most verbs.	like – like s sit – sit s
2. Add -es to verbs that end in -ch, -s, -sh, -x, -o, or -z.	catch – catches miss – misses wash – washes mix – mixes buzz – buzzes box – boxes go – goes do – does
3. Change the -y to -i and add -es when the base form ends in a consonant + -y.	cry – cries carry – carries
4. Do not change the -y when the base form ends in a vowel + -y.	pay – pay s stay – stay s
5. Some verbs are irregular in the third-person singular -s form of the simple present.	be – is have – has
Spelling Rules for Verbs Ending in -ing	
Add -ing to the base form of most verbs.	eat – eating do – doing speak – speaking carry – carrying
2. When the verb ends in a consonant + -e, drop the -e and add -ing.	ride – rid ing write – writ ing
 For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ing. 	stop – stopping sit – sitting
Do not double the final consonant for verbs that end in CVC when the final consonant is -w, -x, or -y.	show – showing fix – fixing stay – staying
4. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ing. Do not double the final consonant.	ENter – entering LISTen – listening
For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ing.	beGIN - beginning occurring
Spelling Rules for Verbs Ending in -ed	
1. Add -ed to the base form of most verbs that end in a consonant.	start – start ed talk – talk ed
2. Add -d if the base form of the verb ends in -e.	dance – danc ed live – liv ed
3. When the base form of the verb ends in a consonant + -y, change the -y to -i and add -ed.	cry – cried worry – worried
Do not change the $-y$ to $-i$ when the verb ends in a vowel $+-y$.	stay – stay ed
 For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ed. 	stop – stop ped rob – rob bed
Do not double the final consonant of verbs that end in -w, -x, or -y.	follow – followed fix – fixed play – played
 For two-syllable verbs that end in CVC and have stress on the first syllable, add -ed. Do not double the final consonant. 	ORder – order ed HAPpen – happen ed
For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ed.	ocCUR – occur red preFER – prefer red

Phrasal Verbs (Separable) and Their Meanings

Don't forget to **turn off** the oven before you leave the house. Don't forget to **turn** the oven **off** before you leave the house.

Phrasal Verb	Meaning	Example Sentence
blow up	cause something to explode	The workers blew the bridge up.
bring back	return	She brought the shirt back to the store.
	1. raise from childhood	1. My grandmother brought me up.
bring up	2. introduce a topic to discuss	2. Don't bring up that subject.
call back	return a telephone call	I called Rajil back, but there was no answer.
call off	cancel	They called the wedding off after their fight.
cheer up	make someone feel happier	Her visit to the hospital cheered the patients up.
clear up	clarify, explain	She cleared the problem up.
do over	do again	His teacher asked him to do the essay over.
figure out	solve, understand	The student figured the problem out.
fill in	complete information	Fill in the answers on the test.
fill out	complete an application or form	I had to fill many forms out at the doctor's office.
find out	learn, uncover	Did you find anything out about the new plans?
give away	offer something freely	They are giving prizes away at the store.
give back	return	The boy gave the pen back to the teacher.
give up	stop doing	I gave up sugar last year. Will you give it up, too?
help out	aid, support someone	I often help my older neighbors out.
lay off	dismiss workers from their jobs	My company laid 200 workers off last year.
leave on	allow a machine to continue working	I left the lights on all night.
let in	allow someone / something to enter	She opened a window to let some fresh air in.
look over	examine	We looked the contract over before signing it.
make up	say something untrue or fictional (a story, a lie)	The child made the story up. It wasn't true at all.
pay back	return money, repay a loan	I paid my friend back. I owed him \$10.
pick up	get someone or something	1. He picked up his date at her house.
• *************************************	2. lift	2. I picked the ball up and threw it.
put off	delay, postpone	Don't put your homework off until tomorrow.
put out	1. take outside	1. He put the trash out.
	2. extinguish	2. Firefighters put out the fire.
set up	1. arrange	1. She set the tables up for the party.
31.57	2. start something	2. They set up the project.
shut off	stop something from working	Can you shut the water off?
sort out	make sense of something	We have to sort this problem out.
straighten up	make something neat and orderly	I straightened the messy living room up.
take back	own again	He took the tools that he had loaned me back.
take off	remove	She took off her hat and gloves.
take out	remove	I take the trash out on Mondays.
talk over	discuss a topic until it is understood	Let's talk this plan ove r before we do anything.
think over	reflect, ponder	She thought the job offer over carefully.
throw away/ throw out	get rid of something, discard	He threw the old newspapers away . I threw out the old milk in the fridge.
try on	put on clothing to see if it fits	He tried the shoes on but didn't buy them.
turn down	 refuse reduce the level of noise, heat, etc. 	 His manager turned his proposal down. Can you turn down the volume, please?
turn off	stop something from working	Can you turn the TV off, please?
turn on	switch on, operate	I turned the lights on in the dark room.
turn up	increase the volume	Turn the radio up, so we can hear the news.
wake up	make someone stop sleeping	The noise woke the baby up.
write down	write something on paper	I wrote the information down.

Glossary



absolutely	(adv)	/ˈæbsəluːtli/	tuyệt đối,
			hoàn toàn
achieve a goal	(verb	/ə`tʃiːv ə gəʊl/	đạt mục tiêu
	phrase)		
adapt	(v)	/əˈdæpt/	thích nghi,
			thích ứng
adaptability	(n)	/əˌdæptəˈbɪləti/	khá năng
			thích ứng
aerial view	(noun	/ˈeriəl vjuː/	khung cảnh
	phrase)		trên không
airline agent	(noun	/'erlaɪn 'eɪdʒənt/	đại lý hàng không
	phrase)		
analyst	(n)	/ˈænəlɪst/	nhà phân tích
ancestor	(n)	/ˈænsestər/	tổ tiên
Ancient World	(noun	/'eɪnʃənt wɜːrld/	Thế giới cổ đại
	phrase)		
animal fur	(noun	/ˈænɪml fɜːr/	lông thú
	phrase)		
apartment	(noun	/əˈpaːrtmənt	toà nhà chung cư
building	phrase)	bildin/	
application	(n)	/ˌæplɪˈkeɪʃn/	ứng dụng trên
			thiết bị di động
app developer	(noun	/æp dɪˈveləpər/	nhà phát triển
55.5	phrase)		ứng dụng
appreciate	(v)	/əˈpriːʃieɪt/	đánh giá cao
Arctic sea	(noun	/ˈaːrktɪk siː/	biển Bắc cực
	phrase)		
artery	(n)	/ˈaːrtəri/	động mạch
assert	(v)	/əˈsɜːrt/	khẳng định
assignment	(n)	/əˈsaɪnmənt/	bài tập,
3	A.o.f	5.	bài tiểu luân
assistant	(n)	/əˈsɪstənt/	trợ lý
astronomer	(n)	/əˈstraːnəmər/	nhà thiên văn học
Atlantic Ocean	(noun	/ətˈlæntɪk ˈəʊʃn/	Đại Tây Dương
, tauritie Occur	phrase)	100	Dania, Daolig
attend	(v)	/əˈtend/	tham du'
availability	(n)	/ə verlə brləti/	sư sẵn có
availability	(11)	19 ACTIO DITION	su san co

B

babysit	(V)	/'berbisit/	trông trẻ
bachelor	(n)	/ˈbætʃələr/	cử nhân
baggage claim	(noun phrase)	/ˈbægɪdʒ kleɪm/	khu nhận hành lý
BCE (Before	(abbre-	/,bi: si: 'i:/	trước Công
Common Era)	viation)		nguyên
beneficial	(adj)	/ˌbenɪˈfɪʃl/	có lợi
bison	(n)	/'barsn/	con bò rừng
blood vessel	(noun phrase)	WE ASSESSED TO THE OWN	mạch máu
bluefin tuna	(noun phrase)	/blu:fin 'tu:nə/	cá ngừ vây xanh
bone	(n)	/bəʊn/	xương
book a flight	(verb	/buk ə flaɪt/	đặt một chuyển
	phrase)		bay
border	(n)	/'bo:rdər/	biên giới
brain	(n)	/breɪn/	bộ não
break down	(phrasal verb)	/breik daun/	hư, vỡ
breathe	(v)	/bri:ð/	thở
bride	(n)	/braid/	cô dâu
bring back	(phrasal verb)	/brin bæk/	mang trá lai
bring up	(phrasal verb)	/brin Ap/	nuôi nấng
business	(noun	/ˈbɪznəs	quản trị
administration	phrase)	əd mını streıʃn/	kinh doanh



camel	(n)	/ˈkæml/	con lạc đà
canned food	(noun	/kænd fu:d/	thực phẩm
	phrase)	đóng hộp
canal	(n)	/kəˈnæl/	kênh đào
carpool	(noun phrase	/ˈkɑːrpuːl/)	nhóm những người đi chung xe
career	(n)	/kəˈrɪr/	sự nghiệp, nghề nghiệp

career advisor	(noun phrase)	/kəˈrɪr ədˈvaɪzər/	cố vấn nghề nghiệp
challenging	(adj)	/ˈtʃælɪndʒɪŋ/	đầy thách thức
characteristic	(n)	/ˌkærəktəˈrɪstɪk/	đặc trưng
cheetah	(n)	/ˈtʃiːtə/	báo gêpa
childish	(adj)	/ˈtʃaɪldɪʃ/	ấu trĩ, non nớt
choice	(n)	/tʃɔɪs/	sự lựa chọn
claim	(n)	/kleɪm/	lời tuyên bố,
			lời yêu cầu
climate change	(noun	/ˈklaɪmət tʃeɪndʒ/	biến đổi khí hậu
	phrase)		
collaboration	(n)	/kəˌlæbəˈreɪʃn/	sự hợp tác
comfort zone	(noun phrase)	/ˈkʌmfərt zəʊn/	vùng an toàn
common	(adj)	/ˈkɑːmən/	chung, phổ biến
compete	(v)	/kəmˈpiːt/	cạnh tranh, thi đấu
compost	(n)	/ˈkaːmpəʊst/	phân trộn
concert hall	(noun	/ˈkɑːnsərt hɔːl/	phòng hòa nhạc
	phrase)		
connection	(v)	/kəˈnekʃn/	sự kết nối,
		A A	mối liên hệ
conservation	(noun	/ˌkaːnsərˈveɪʃn	chương trình
programme	phrase)	'prəʊgræm/	báo tồn
conservationist	(n)	/ˌkaːnsərˈveɪʃənɪst/	nhà bảo tồn
conserve	(v)	/kənˈsɜːrv/	bảo tồn
consumer	(n)	/kənˈsuːmər/	người tiêu dùng
contact lens	(noun	/ˈkaːntækt lenz/	kính áp tròng
	phrase)		
contemporary art	(noun	/kənˈtempəreri	nghệ thuật
	phrase)	a:rt/	đương đại
contribute to	(verb	/kənˈtrɪbjuːt tə/	đóng góp vào
	phrase)		
convince	(v)	/kənˈvɪns/	thuyết phục
correspondence	(noun		chương trình học
course	phrase)		hàm thụ
credit card	(noun	/ˈkredɪt kaːrd/	thẻ tín dụng
crosswalk	phrase)	/ˈkrɔːswɔːk/	lối qua đường cho
CIOSSWAIK	(n)	/ KIJ.SWJ.K/	lối qua đường cho người đi bộ
cure	(v)	/kjur/	chữa bênh
custom	(v) (n)	/ˈkʌstəm/	phong tục
custom	(11)	/ KNSterri/	phong the



delicious	(noun phrase)	/dɪˈlɪʃəs/)	ngon miệng
deodorant	(n)	/di:ˈəʊdərənt/	sản phẩm khử mùi
departure	(n)	/dɪˈpɑːrtʃər/	việc khởi hành
digest	(v)	/dai dzest/	tiêu hoá
digital age	(noun phrase)		thời đại số
dinghy	(n)	/ˈdɪŋi/	xuồng
disappear	(v)	/ disə pir/	biến mất
distance learning	(noun phrase)	*	hình thức học từ xa
dominate	(v)	/'da:mineit/	thống trị
downtown	(n)	/ˌdaʊnˈtaʊn/	trung tâm thành phố
dowry	(n)	/ˈdaʊri/	của hồi môn



earn a degree	(verb phrase)	/s:rn ə dı'gri:/	lấy được bằng cấp, được cấp văn bằng
eat out	(phrasal verb)	/i.t aut/	ăn ngoài
ecologist	(n)	/i`ka:lədʒɪst/	nhà sinh thái học
embassy	(n)	/'embəsi/	đại sứ quán
emergency	(n)	/ɪˈmɜːrdʒənsi/	khẩn cấp
empire	(n)	/ emparar/	đế chế
employment	(n)	/ımˈplɔɪmənt/	việc thuê người làm
endangered	(adj)	/in deindzərd/	có nguy cơ tuyệt chủng
engagement	(n)	/in'geidzmənt/	mức độ tương tác
eventually	(adv)	/ɪˈventʃuəli/	sau cùng
exchange	(n)	/iks'tʃeɪndʒ/	sự trao đối
experience	(n)	/ɪkˈspɪriəns/	kinh nghiệm, trải nghiệm
explanation	(n)	/ˌekspləˈneɪʃn/	lời giải thích
explorer	(n)	/ɪkˈsplɔːrər/	nhà thám hiểm
extinct	(adj)	/ɪkˈstɪŋkt/	tuyệt chúng
extracurricular	(noun	/ˌekstrəkəˈrɪkjələr	hoạt động
activity	phrase)	æk'tɪvəti/	ngoại khóa

F

face a challenge	(verb phrase)		đối mặt thách thức
feast	(n)	/fi:st/	bữa tiệc, yến tiệc
fever	(n)	/ˈfiːvər/	cơn sốt
figure out	(phrasal verb)	/ˈfɪgjər aʊt/	khám phá
financially	(adv)	/faɪˈnænʃəli/	về mặt tài chính
finish line	(noun phrase)	/ˈfɪnɪʃ laɪn/	vạch đích
firehouse	(n)	/ˈfaɪərhaʊs/	nhà cứu hóa, trạm chữa cháy
fisherman	(n)	/ˈfɪʃərmən/	ngư dân
fixed	(adj)	/fikst/	bất biến,
			không thể thay đối
flash card	(noun phrase)	/ˈflæʃ kaːrd/	thể từ vựng
flexibility	(n)	/ˌfleksəˈbɪləti/	sự uyển chuyển, linh hoạt
flight medic	(noun phrase)	/flast 'medsk/	nhân viên y tế trên máy bay
fluent	(adj)	/'flu:ent/	trôi cháy
fluorescent light	(noun phrase)	/fləˈresnt laɪt/	đèn huỳnh quang
furnace	(n)	/ˈfɜːrnɪs/	lò sưởi

G

gene	(n)	/dʒi:n/	gien	
germ	(n)	/dʒɜːrm/	vi khuẩn, vi trùng	
give up	(phrasal verb)	/giv np/	từ bó	
glassed-in booth	(noun phrase)	/glæst in bu:θ/	buồng kính	
global citizen	(noun phrase)	-	công dân toàn cầu	
gray whale	(noun phrase)	/grei weil/	cá voi xám	
green space	(noun phrase)	/gri:n spess/	không gian xanh	
grow up	(phrasal verb)	/grəʊ ʌp/	lớn lên, trưởng thành	

H

habitat	(n)	/'hæbɪtæt/	môi trường sống
hammock	(n)	/ˈhæmək/	cái võng
harmful	(adj)	/ˈhɑ:rmfl/	có hại
harvester	(n)	/'ha:rvɪstər/	người thu hoạch
health	(noun	/helθ	nhà tâm lý học
psychologist	phrase)	saɪˈkɑːlədʒɪst/	sức khóe
heart	(n)	/ha:rt/	trái tim
heartbeat	(n)	/ˈhaːrtbiːt/	nhip tim
help out	(phrasal verb)	/help aut/	giúp đỡ
herder	(n)	/"ha:rdər/	người chăn gia súc
heron	(n)	/'herən/	con sếu
hiccup	(n)	/ˈhɪkʌp/	cơn nấc cụt
historical wonder	(noun	/hɪˈstɔːrɪkl	kỳ quan lịch sử
	phrase)	'wʌndər/	
homestay	(n)	/ˈhəʊmsteɪ/	hình thức ở trọ cùng gia đình chủ nhà
humankind	(n)	/ˌhju:mənˈkaɪnd/	loài người



ice platform	(noun phrase)	/ars 'plætfɔ:rm/	bệ băng
incredible	(adj)	/ɪnˈkredəbl/	đáng kinh ngạc
Indian Ocean	(noun phrase)	/ˈɪndiən ˈəʊʃn/	Ấn Độ Dương
indigestion	(n)	/ˌɪndɪˈdʒestʃən/	chứng khó tiêu
influence	(n)	/ˈɪnfluəns/	sự ảnh hưởng
innovative	(adj)	/'inəvertiv/	sáng tạo, có tính đổi mới
insomnia	(n)	/ɪnˈsɑːmniə/	chứng mất ngủ
instructor	(n)	/ɪnˈstrʌktər/	người hướng dẫn, giáo viên
intangible cultural	(noun	/ɪnˈtændʒəbl	di sản văn hoá
heritage	phrase)	'kvltfərəl 'herrtidz/	phi vật thể
interactive	(adj)	/ˌɪntərˈæktɪv/	có tính tương tác
interest group	(noun phrase)	/*intrəst gru:p/	nhóm cùng sở thích, cùng mục tiêu
interpreter	(noun phrase)	/ɪnˈtɜːrprətər/	thông dịch viên
invention	(n)	/ɪnˈvenʃn/	phát minh
involve	(v)	/ɪnˈvɑːlv/	bao gồm, có liên quan đến

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job duty	(noun phrase)	/dʒaːb ˈduːti/	nhiệm vụ công việc
job profile	(noun phrase)	/dʒɑ:b 'prəʊfaɪl/	hồ sơ công việc
joint	(n)	/dzɔɪnt/	khớp



keep on	(phra: verb)	sal /ki:p a:n/	tiếp tục
kidney	(n)	/ˈkɪdni/	quá thận
knowledge	(n)	/ˈnaːlɪdʒ/	tri thức, kiến thức



lantern	(n)	/ˈlæntərn/	đèn lồng
lasagna	(n)	/ləˈzɑːnjə/	mì nướng kiểu Ý
			(dạng tấm hoặc lá)
learning	(noun	/ˈlɜːrnɪŋ	hệ thống quản lý
management	phrase)	'mænidʒmənt	học tập trực tuyển
system		'sɪstəm/	
lecture	(n)	/ˈlektʃər/	bài giáng
legume	(n)	/ˈlegjuːm/	cây họ đậu
lung	(n)	/lʌŋ/	phổi
luxury	(n)	/ˈlʌkʃəri/	món đồ xa xỉ

M

major	(n)	/'meɪdʒər/	lĩnh vực chuyên môn	
make a reservation	(verb phrase)	/meɪk ə ˌrezər'veɪʃn/	đặt phòng	
make progress	(verb phrase)	/meɪk 'pra:gres/	có tiến bộ	
market research	(noun phrase)	/ˌma:rkɪt ˈri:sɜ:rtʃ/	nghiên cứu thị trường	
mature	(adj)	/məˈtʃʊr/	chín chắn, trưởng thành	
medical care	(noun phrase)	/'medɪkl ker/	chăm sóc y tế	

Mediterranean			biển Địa Trung Hải
Sea	phrase)	si:/	
merchant	(n)	/ˈmɜːrtʃənt/	nhà buôn, lái buôn
messaging	(noun	/ˈmesɪdʒɪŋ	ứng dụng nhắn tin
application	phrase)	,æpli keiſn/	di động
motivating	(adj)	/'mautiveitig/	tạo động lực,
			thúc đẩy
muscle	(n)	/'mʌsl/	cơ bắp



narrow	(adj)	/ˈnærəʊ/	chật hẹp
nausea	(n)	/ˈnɔːziə/	cảm giác buồn nôn
necessity	(n)	/nəˈsesəti/	sự cần thiết, thứ thiết yếu
neighborhood	(n)	/ˈneɪbərhʊd/	hàng xóm, vùng lân cận
news agency	(noun phrase)	/nu:z eɪdʒənsi/	hãng tin, cơ quan truyền thông
nocturnal	(adj)	/na.k'ts:rnl/	(thuộc) về đêm
nut	(n)	/nʌt/	hạt (có vó cứng)



occupation	(n)	/ˌaːkjuˈpeɪʃn/	nghề nghiệp
office job	(noun phrase)	/ˈaːfɪs dʒaːb/	công việc văn phòng
old-fashioned	(adj)	/ˌəʊld ˈfæʃnd/	lạc mốt, lạc hậu
online booking	(noun phrase)	/ˌɑːnˈlaɪn ˈbʊkɪŋ/	đặt phòng trực tuyến
online check-in	(noun phrase)	/ˌɑːnˈlaɪn tʃek ɪn/	làm thủ tục trực tuyến
opportunity	(n)	/ˌaːpərˈtuːnəti/	cơ hội
orangutan	(n)	/əˈræŋətæn/	con đười ươi
organ	(n)	/ˈɔːrgən/	cơ quan, bộ phận cơ thể
organization	(n)	/ˌɔ:rgənəˈzeɪʃn/	cơ quan, tổ chức
orphan	(v)	/'ɔ:rfn/	làm cho mồ côi

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Pacific Ocean	(noun phrase)	/pəˈsɪfɪk ˈəʊʃn/	Thái Bình Dương
paleo diet	(noun phrase)	/peɪliəʊ ˈdaɪət/	chế độ ăn kiêng paleo
pandemic	(n)	/pæn'demik/	đại dịch
participant	(n)	/pa:r'tɪsɪpənt/	người tham gia
pasta	(n)	/ˈpaːstə/	món mì Ý
pedestrian	(n)	/pəˈdestriən/	người đi bộ
permission	(n)	/pərˈmɪʃn/	sự cho phép
permit	(n)	/ˈpɜːrmɪt/	giấy phép
personality	(n)	/ˌpɜːrsəˈnæləti/	tính cách
pharmacy	(n)	/ˈfaːrməsi/	tiệm thuốc, nhà thuốc, hiệu thuốc
physical challenge	(noun phrase)	/ˈfɪzɪkl ˈtʃælɪndʒ/	thử thách về thể chất
physical therapist	(noun phrase)	/,fizikl '0erəpist/	nhà trị liệu vật lý
poach	(v)	/pəʊtʃ/	săn bắt trộm
poison	(v)	/ˈpɔɪzn/	đầu độc
polar bear	(noun phrase)	/ˈpəʊlər ber/	gấu Bắc cực
population	(n)	/ˌpaːpjuˈleɪʃn/	dân số
priority	(n)	/praɪˈɔːrəti/	sự ưu tiên
private school	(noun phrase)	/,praɪvət 'sku:l/	trường tư
professional	(adj)	/prəˈfeʃənl/	chuyên nghiệp
professor	(n)	/prəˈfesər/	giáo sư
public school	(noun phrase)	/,pnblik 'sku:l/	trường công
public	(noun	/ phblik	phương tiện giao
transportation	phrase)	ˈtrænspərˈteɪʃn/	thông công cộng
publish	(v)	/'pʌblɪʃ/	công bố, xuất bản
put on	(phrasal verb)	/pat a:n/	mặc vào
put up with	(phrasal verb)	/put np wið/	chịu đựng

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qualification quality	(n) (n)	/ˌkwa:lɪfɪˈkeɪʃn/ /ˈkwa:ləti/	bång cấp chất lượng
R			
rafting	(n)	/ˈræftɪŋ/	môn chèo xuồng vượt thác
rainforest	(n)	/ˈreɪnfɔ:rɪst/	rừng nhiệt đới
rapid	(adj)	/ˈræpɪd/	nhanh
red-crowned	(noun phrase)	/red kraun krein/	con sếu đầu đó
regional food	(noun phrase)	/ˈriːdʒənl fuːd/	món ăn đặc trưng vùng miền
rehabilitation	(noun	/ˌriːəˌbɪlɪˈteɪʃn	trung tâm cải tạo,
center	phrase)	'sentər/	hỗ trợ phục hồi
reindeer	(n)	/'reindir/	tuần lộc
reject	(v)	/rɪˈdʒekt/	từ chối
release	(v)	/n'li:s/	phóng thích, thả ra
remedy	(n)	/ˈremədi/	phương thuốc, cách điều trị
reproduce	(v)	/ˌriːprəˈduːs/	tái sản xuất, sinh sản
requirement	(n)	/rɪˈkwaɪərmənt/	yêu cầu
rescue center	(noun phrase)	/ˈreskjuː ˈsentər/	trung tâm cứu hộ
responsibility	(n)	/n_spa:nsəˈbɪləti/	trách nhiệm
retired	(adj)	/rɪˈtaɪərd/	đã nghỉ hưu
rhinoceros	(n)	/raɪˈnɑːsərəs/	con tê giác
rice paddy	(noun	/rais 'pædi/	cánh đồng lúa,
0	phrase)		ruộng lúa
risk	(n)	/rɪsk/	růi ro
ritual	(n)	/ˈrɪtʃuəl/	nghi thức
root	(n)	/ru:t/	nguồn gốc, gốc gác
run out of	(phrasal verb)	/rʌn aʊt əv/	hết, cạn kiệt

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sales	(noun	/seɪls	đại diện bán hàng
representative	phrase)	repri'zentətiv/	
satisfying	(adj)	/ˈsætɪsfaɪɪŋ/	làm hài lòng
savings plan	(noun	/ˈseɪvɪŋz plæn/	kế hoạch tiết kiệm
	phrase)		
savings account	(noun	/ˈseɪvɪŋz	tài khoản tiết kiệm
	phrase)	əˈkaʊnt/	
seal	(n)	/si:l/	con hải cẩu
security check	(noun	/sɪˈkjʊrəti tʃek/	khu vực kiểm tra
	phrase)		an ninh
set off	(phrasal	/set o:f/	lên đường,
	verb)		khởi hành
set out	(phrasal	/set aut/	khởi hành
	verb)		
shopping center	(noun	/ˈʃɑːpɪŋ sentər/	trung tâm
	phrase)		mua sắm
sight	(n)	/saɪt/	cảnh tượng
sightseeing	(n)	/ˈsaɪtsiːɪŋ/	việc tham quan,
			ngắm cảnh
significant	(adj)	/sig'nifikənt/	quan trọng, có ý
			nghĩa
skincare product	(noun	/ˈskɪnker	sản phẩm chăm
	phrase)	'pra:dnkt/	sóc da
social media	(noun	/ˈsəʊʃl ˈmiːdiə	người có ảnh hưởng
influencer	phrase)	influenser/	trên mạng xã hội
solution	(n)	/səˈluːʃn/	giải pháp
sore throat	(noun	/sɔ:r θrəʊt/	bệnh viêm họng
	phrase)		
specialize in	(verb	/ˈspeʃəlaɪz ɪn/	chuyên về
	phrase)		
species	(n)	/ˈspiːʃiːz/	loài
speed limit	(noun	/'spi:d lɪmɪt/	tốc độ giới hạn
	phrase)		
spice	(n)	/spais/	gia vį
spinach	(n)	/'spinitʃ/	rau bina, cái bó xôi,
			rau chân vịt
spread	(n)	/spred/	lan tràn, lan rộng

stereotype	(n)	/ˈsteriətaɪp/	khuôn mẫu, định kiến
stimulate	(v)	/ˈstɪmjuleɪt/	kích thích
stomach	(n)	/ˈstʌmək/	dạ dày
submerged inland ecosystem	(noun phrase)	/səbˈmɜːrdʒd ˌɪnˈlænd ˈiːkəʊsɪstəm/	hệ sinh thái rừng ngập mặn
suburb	(n)	/"snba:rb/	ngoại ô
support	(v)	/səˈpɔ:rt/	hỗ trợ
surf	(v)	/sa:rf/	lướt sóng
surprisingly	(adv)	/sərˈpraɪzɪŋli/	một cách đáng ngạc nhiên
sustainable	(adj)	/səˈsteɪnəbl/	bền vững

T

take place	(verb phrase)	/teik pleis/	diễn ra
technical school	(noun phrase)		trường kỹ thuật
temporary	(adj)	/'tempəreri/	tạm thời
terminal	(n)	/'ts:rmɪnl/	ga hàng không
terrifying	(adj)	/'terrfarin/	kinh hoàng
throw away	(phras- al verb)	/θrəʊ əˈweɪ/	vứt đi, quăng bỏ
tomb	(n)	/tu:m/	mộ
traffic light	(noun phrase)	/ˈtræfɪk laɪt/	đèn giao thông
training program	(noun phrase)	/'treɪnɪŋ 'prəʊgræm/	chương trình đào tạo
transition	(n)	/trænˈzɪʃn/	sự chuyển tiếp
travel agent	(noun phrase)	/'trævl 'eɪdʒənt/	đại lý du lịch
tube house	(noun phrase)	/tu:b haus/	nhà hình ống
turn on	(phrasal verb)	/tɜːrn ɑːn/	bật (đèn, công tắc)
tutor	(n)	/'tu:tər/	gia sư

U

unusual (adj) /ʌnˈjuːʒuəl/ khác thường

V

variety (n) /vəˈraɪəti/ sự đa dạng video conferencing (noun /ˈvɪdiəʊ phần mềm hội tool phrase) 'ka:nfərənsıŋ nghị trực tuyến tu:I/ (noun /ˈviːgən ˈdaɪət/ chế độ ăn uống vegan diet phrase) thuần chay người ăn chay vegetarian (n) / vedzə teriən/ tĩnh mạch /vein/ vein (n) (n) /vet/ bác sĩ thú y vet (n) /'vi:zə/ thị thực vocational degree (noun /vəʊˈkeɪʃənl bằng nghề phrase) di gri:/

W

làm hoang phí, waste (v) /weist/ thải bỏ (phrasal /wa:tʃ aut/ coi chừng watch out verb) way (n) /wei/ cách thức well-known nổi tiếng (adj) /wel 'naun/ wildlife /'waɪldlaɪf/ thể giới hoang dã (n)

Y

youthful (adj) / ju: θfl / trẻ trung

Z

zero-waste (noun /ˌzɪrəʊ weɪst lối sống không lifestyle phrase) 'laɪfstaɪl/ lãng phí

Credits

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