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# TIÊNGANH THINK

## **STUDENT'S BOOK**





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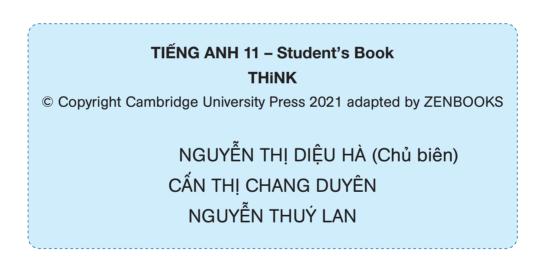
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## Lời nói đầu

Sách Tiếng Anh 11 THINK được biên soạn theo Chương trình giáo dục phổ thông môn Tiếng Anh (ban hành kèm theo Thông tư số 32/2018/TT-BGDĐT ngày 26 tháng 12 năm 2018 của Bộ Giáo dục và Đào tạo).

Sách **Tiếng Anh 11 THINK** bao gồm các chủ đề phù hợp với học sinh THPT, mang tính thực tiễn và có tính cập nhật. Các hoạt động đa dạng trong bài học giúp học sinh phát huy vai trò chủ động, tích cực cũng như năng lực tư duy phản biện và tính sáng tạo. Bên cạnh việc phát triển các kiến thức và kĩ năng ngôn ngữ cần thiết, sách **Tiếng Anh 11 THINK** còn chú trọng đến việc nâng cao nhận thức, thái độ của học sinh về các giá trị nhân cách và giá trị bản thân.

Cùng với những nội dung chính trong bài học, sách **Tiếng Anh 11 THiNK** còn có phần Culture – giúp học sinh mở rộng kiến thức văn hoá của mình về Việt Nam và các nước trên thế giới, góp phần phát triển giao tiếp liên văn hóa của học sinh qua việc học tiếng Anh.

Chúng tôi hi vọng sách **Tiếng Anh 11 THiNK** sẽ đem lại những trải nghiệm bổ ích và thú vị không chỉ dành riêng cho các em học sinh, mà còn cho cả quý thầy cô trong quá trình dạy và học tiếng Anh.

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# WELCOME

#### Α ΤΙΜΕ ΤΟ ΑCT

Our endangered planet

1 SPEAKING Work in pairs. Describe the photos. What environmental problems do they show?



2 Listen to three conversations. Match them with the photos.

- 3 Listen again. In which conversation do you hear these words? Write the number.
  - a rubbish

b global warming d p

c litterd pollution

e fumes

g flooding

f smog

#### Question tags

## 1 Complete these sentences from the recording with the question tags.

- 1 I guess they're just lazy, \_
- 2 But it only takes a few people to spoil everything, \_\_\_\_\_
- 3 Yes, it's all those fumes from the factory, \_\_\_\_\_
- 4 They didn't ask us if we wanted it here, \_\_\_\_\_
- 5 Even if they do, it doesn't make our lives any better, \_\_\_\_\_
- 6 Hundreds of homes were damaged
- 7 And the politicians aren't really doing anything to help, \_\_\_\_\_
- 8 It isn't the sort of thing you'd expect to see here, \_\_\_\_\_

#### 2 Complete the sentences with question tags.

- 1 You haven't told Ron, \_\_\_\_\_?
- 2 You're going to do something about it, \_\_\_\_?
- 3 It sounds quite dangerous, \_\_\_\_?
- 4 It didn't work, \_\_\_\_\_?
- 5 It won't be easy, \_\_\_\_\_?
- 6 She wrote to her local politician, \_\_\_\_?

#### So do I / Neither do I

- 1 Look at the dialogues and complete the sentences with *so* or *neither*.
  - 1 A I don't really believe in all that.
    - B \_\_\_\_\_ do l.
  - 2 A I think we should do something.
    - B \_\_\_\_\_ do l.

- 2 SPEAKING Complete the sentences so that they are true for you and read them out. Find out what you and your partner have in common.
  - 1 I really like \_\_\_\_\_
  - 2 I don't like \_\_\_\_\_
  - 3 I believe \_\_\_\_\_
  - 4 I don't believe \_\_\_\_

#### Accepting and refusing invitations

## **1** Image 2013 Put the sentences in order to make a conversation. Then listen and check.

	1 9	SUE	Marco and I want to do something to help the flood victims.
	9	SUE	Yes – 20 km! <u>Want to join us</u> ?
[	9	SUE	<u>That's a shame</u> . But <u>you will</u>
			sponsor us, <u>won't you</u> ?
	9	SUE	We're going to do a sponsored
			walk next Sunday.
	1	DEREK	<u>Of course I will</u> .
		DEREK	Are you going to walk a long way?
		DEREK	What are you going to do?
		DEREK	<u>l'd love to, but I can't</u> . I'm busy.

## 2 Work in pairs. Write a conversation using the <u>underlined</u> phrases from Exercise 1.

You and your friend are tired of all the rubbish in the street and have decided to do something about it. What are you going to do? Invite another friend to join you.

#### Party time

- Work in pairs. Imagine you're organising a party. Make a list of important things to do.
- 2 Read the article on page 10. Does it mention the things on your list?
- 3 Read the article on page 10 again and complete it with the missing words.

get | send out | organise | pay | everyone | hire | decorate | somewhere | draw up | everything

#### Indefinite pronouns

1 Suitable indefinite pronouns (*everyone*, *somewhere*, *nothing*, etc.). Then listen and check.

том	Have you got <sup>1</sup> ready for the party?
JADE	No, <sup>2</sup> is ready. We haven't found <sup>3</sup> to have it, for a start. We've looked <sup>4</sup>
том	Have you invited <sup>5</sup> yet?
JADE	Yes, we've invited 50 people and <sup>6</sup> is coming!
том	So you've got 50 people coming, but <sup>7</sup> for them to come to?
JADE	That's right.
том	Well, we've got to do <sup>8</sup> How about using my house?
JADE	What about your parents?
том	They won't mind. They're going <sup>9</sup> for the weekend. I'll make sure <sup>10</sup> is clean and tidy when they get home.
Read	the next part of the story and

2 Read the next part of the story and continue the conversation. Write four more lines. Use at least one indefinite pronoun.

It's the day after the party. Tom's mum and dad arrive home and open the door ...

MUM What's happened? Look at our house!

- DAD Tom! TOM!
- TOM Oh, hi, Mum. Hi, Dad. You're home early. Did you have a good time?

#### Arranging a party

## **SPEAKING** Work in pairs. Discuss how to organise a party. Be creative! Think about:

- what it's for
- the theme
- who to invite
- where it will be
- food and drink
- music

## The first question you need to ask is 'Why am I having a party?' (e.g. It's my birthday; the exams are over; our football team won a match; I just want a party.)

aparty

How to plan

All the best parties have a theme. What are you going to choose for yours? Beach party? 1970s disco? Something else? You also need to find <sup>1</sup>\_\_\_\_\_ to hold your party. Wherever you decide to have it, it's probably a good idea to <sup>2</sup>\_\_\_\_\_ permission from your parents first.

Next, who are you going to invite: <sup>3</sup>\_\_\_\_\_ you know or just some of your friends? It's time to <sup>4</sup>\_\_\_\_\_ the guest list. Remember: think carefully about how many people you can afford to invite.

When your list is ready, you can <sup>5</sup>\_\_\_\_\_ the invitations. Two weeks before the party is the ideal time. Any sooner, and people might forget about the party; any later, and some of your guests might already have other plans.

OK, so now you've got a fortnight to get it all ready. Don't panic – it's plenty of time, but don't leave <sup>6</sup>\_\_\_\_\_ until the last minute. If you want to <sup>7</sup>\_\_\_\_\_ a DJ, start looking now. Remember that he or she might want you to <sup>8</sup>\_\_\_\_\_ a deposit, so make sure you have the money for that. Then you need to <sup>9</sup>\_\_\_\_\_ the food and <sup>10</sup>\_\_\_\_\_ the room, although these things can be left until the day before.

Finally, get a good night's sleep the night before, give yourself a few hours to get the last few things ready and then, most importantly of all, have fun!

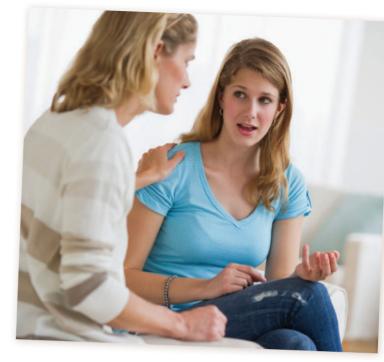
#### WELCOME

#### **B** IN MY OPINION, ...

#### Feeling under the weather

- 1 Isten to the conversation. What's the matter with Gemma?
- **2** Complete the conversation with the words. appointment | should | operation | energy | better | get | physically | took MUM You don't look well, Gemma. What's up? GEMMA I'm just tired all the time, Mum. You know, I haven't got any <sup>1</sup> Are you sleeping OK? MUM GEMMA Not great, no. I often wake up in the night. Well, you know, Gemma, you<sup>2</sup> MUM take more exercise. That would help. **GEMMA** Really? Yes. I mean, if you <sup>3</sup> MUM more exercise, you'd be more tired <sup>4</sup> and then you'd sleep better. GEMMA You're joking, right? I run, I go swimming, I go for long walks. My problem isn't exercise. Yes, you're right, of course. Well, MUM perhaps you'd <sup>5</sup>\_ \_ see a doctor. I can ring and make an <sup>6</sup>\_ for you if you like. GEMMA A doctor? I don't think so. I don't feel sick – just tired. I'm sure I'll <sup>7</sup> better soon.
  - MUM OK, well, we can talk about it later. I'm going out to see a friend of mine who had an <sup>8</sup>\_\_\_\_\_ last week.
  - GEMMA OK, Mum. Hope your friend's all right. And don't worry about me. I'll be fine.
- 3 Match the verbs 1–6 with a–f to make phrases. Sometimes there's more than one possible combination.
  - 1 feel a an appointment
  - 2 get b an operation
  - 3 have c exercise
  - 4 make d a doctor
  - 5 see e better
  - 6 take f sick
- 4 Write down as many words and phrases related to health as you can think of. Then compare with a partner.

Example: sick, nurse, hospital,...



#### Giving advice

## 1 Complete the sentences with *better*, *should* or *ought*.

- 1 It's late you'd \_\_\_\_\_ go.
- 2 If you aren't well, you \_\_\_\_\_ to see a doctor.
- 3 Jane's in hospital. We \_\_\_\_\_ go and visit her.
- 4 The doctor is very busy, so you \_\_\_\_\_ make an appointment. Don't just turn up.
- 5 Your knee hurts? Well, you'd \_\_\_\_\_ not play football today, then.
- 6 If you want to get better, you \_\_\_\_\_ to rest as much as possible.
- 2 Match the problems 1–3 with the pieces of advice a–c. Then write one more piece of advice for each problem. Use *had better*, *should* and *ought to*.
  - 1 My hand really hurts.
  - 2 I think I'm going to be late for school.
  - 3 I can't do this homework.
  - a You'd better hurry.

them out.

- **b** Perhaps you should phone a friend.
- c You ought to see a doctor.
- 3 SPEAKING Work in pairs. Write minidialogues including the problems and advice in Exercise 2. Add two or three lines to each. Then act

#### Why all these awards?

I'm really tired of awards ceremonies and prizes. Why do we have to compare things? Everywhere you look, there's something going on about who or what is 'the best' or 'the most comfortable' or 'the biggest', and so on. And sometimes the prize winners aren't the best anyway! Here's an example: the Oscars in 2014. I saw the film *Gravity* and it was the most exciting film I'd ever seen. But did it win the Oscar for Best Film? No! They gave the award to *Twelve Years A Slave*! Can you believe it? It wasn't as good as *Gravity* at all.



#### Better or worse?

- Read the blog entry. Mark the sentences T (true) or F (false).
  - 1 The writer likes awards ceremonies.
  - 2 *Gravity* won Best Film at the 2014 Oscars.
  - 3 The writer thinks the visual effects in *Gravity* are the best he's ever seen.
  - 4 Dave thinks the writer is very intelligent.

## **2 SPEAKING** Work in pairs. Discuss these questions.

- 1 What other awards ceremonies do you know of?
- 2 Do you like awards ceremonies? Why (not)?
- 3 Do you think it's fair to compare different movies, actors, music, etc. and choose one as the best?

OK, *Gravity* was the most successful film at the Oscars – it got seven awards – but I don't think that's enough. Sandra Bullock was fantastic as Dr Ryan. I think she's much better than Cate Blanchett, who won Best Actress. But the good thing is that *Gravity* won Best Visual Effects – I've never seen anything as fantastic. And was the music good? It was great! No other film had music as brilliant as that.

I said all these things to my friend Dave the day after the Oscars. I told him I thought the judges were the craziest people in the world. Dave asked me how many films I'd seen in 2013. I said, 'One – *Gravity*.' Dave says he doesn't know anyone as stupid as me.

#### Comparisons

- 1 Complete the sentences with the correct form of the adjectives and adverbs. Add any other necessary words.
  - 1 The weather tomorrow won't be \_\_\_\_\_ (cold) as today.
  - 2 This is the \_\_\_\_\_ (good) pizza I've ever eaten.
  - 3 Do you think this is \_\_\_\_\_ (difficult) than the other test?
  - 4 This book's OK, but it isn't the \_\_\_\_\_ (interesting) one I've ever read.
  - 5 She learns things \_\_\_\_\_ (easy) than I do.
  - 6 I'm not very good at tennis, but I'm \_\_\_\_\_ (bad) as Janice!
  - 7 Hurry up! Can't you walk \_\_\_\_\_ (quick) than that?
  - 8 Do you speak as \_\_\_\_\_ (loud) your sister?
- 2 SPEAKING Work in pairs or small groups. Discuss these statements. Do you agree or disagree with them? Why?
  - 1 The best things in life are free.
  - 2 If something is more expensive, it's always better.
  - 3 It's more important to work hard than to play hard.
  - 4 Exercise isn't as important as good sleep.

3 Choose two things or people from one of these categories. Write a paragraph comparing them. sports that you like | actors that you like | towns or cities that you know | school subjects | books that you have read

#### **C** THE AGEING POPULATION, AN EPIDEMIC?

#### 1 Read and match each word with its synonym.

- 1 retirement
- A people older than 60 years old
- 2 ageing population
- B post-work yearsC the length of time for which a person exists
- 3 working class4 the young
- D teenage
- 5 the old
- E a social group who usually get paid by doing physical work
- 6 average lifespan F an inc
- F an increase in the proportion of older persons of a population

#### 2 Read the title of the passage below. What are your predictions for its content?

## THE AGEING POPULATION, AN EPIDEMIC?

Ageing population is now a worldwide problem. The reason is that more people are living longer and reproducing less. The higher the number of people past working age is, the lower the birth rates are getting. This could be causing trouble for countries' healthcare systems and economic growth.

First, pressure on workers could be heightened. In recent years, developed countries like the US, Japan, and Denmark, where the gap between the number of people working and people in retirement is closing, the working class not only has to support the young but also the old. Second, the healthcare system will be taking a big hit. The older people get, the more likely they will need long-term medical attention, which means more hospital staff and caretakers. Third, ageing population can lead to a supply shortage of trained workers, making it more difficult for businesses to fill difficult jobs. We can expect lower productivity, higher costs, and slow business expansion.

Although many developing countries are close to being ageing populations, many have said that this may be a positive development. A **higher average lifespan** means that old people can be caring for **their** grandchildren while their children are working, resulting in a stronger relationship between generations. Population increase can fall, leading to less crowding in certain areas. Most importantly, an ageing population can mean that healthcare and social services are developing well.

- 3 Read the passage on page 13 and choose the correct answer A, B or C according to what you read.
  - 1 What does the passage focus on?
    - A Benefits and drawbacks of ageing population
    - B Reasons and benefits of ageing population
    - C Reasons and disadvantages of ageing population
  - 2 What is one of the benefits of ageing population?
    - A Stronger relationship between siblings
    - B Overcrowding in some places
    - C The good development of healthcare and social services
  - 3 What is NOT a disadvantage of ageing population?
    - A Pressure on workers
    - B Short supply of skilled laborers
    - C Development of the healthcare system
  - 4 What does the word 'their' in bold refer to?
    - A Grandchildren
    - **B** Parents
    - **C** Grandparents
  - 5 When people get older, what do they most likely need?
    - A Short-term medical attention
    - B More hospital staff and caretakers
    - c Time with their grandchildren
  - 6 What does the term 'higher average lifespan' mean?
    - A People are living longer
    - B People are making more money
    - C People are having more children

#### Modal continuous

#### **RULE:**

## modal continuous: could/can/must/will/may/ shall + be + V-ing

Use *modal continuous* to make a guess or draw a logical conclusion about an activity in progress in the past (with *could*), at the present time or in the future (with *will*).

- Read the passage on page 13 again and fill the blanks with the appropriate modal verb.
  - 1 The healthcare system \_\_\_\_\_ be taking a big hit.
  - 2 A higher average lifespan means that old people \_\_\_\_\_ be caring for their grandchildren.
  - 3 The falling birth rates \_\_\_\_\_ be causing trouble for countries' healthcare systems and economic growth.

## 5 Fill in the gaps with one word below to express the meaning.

could | can | will | shall | must | might

- China's population \_\_\_\_\_ be increasing then. I can't remember. (I'm not sure if China's population was increasing then.)
- 2 The government \_\_\_\_\_ be worrying about their country's economic growth. (The government is surely worried about their country's economic growth.)
- 3 They \_\_\_\_\_ be checking up on the children.

(They are going to check up on the children.)

4 Emma \_\_\_\_\_ be attending the concert tomorrow.

(Emma is going to attend the concert tomorrow.)

5 His quietness \_\_\_\_\_ be ruining his interview.

(It's uncertain whether his quietness is ruining his interview.)

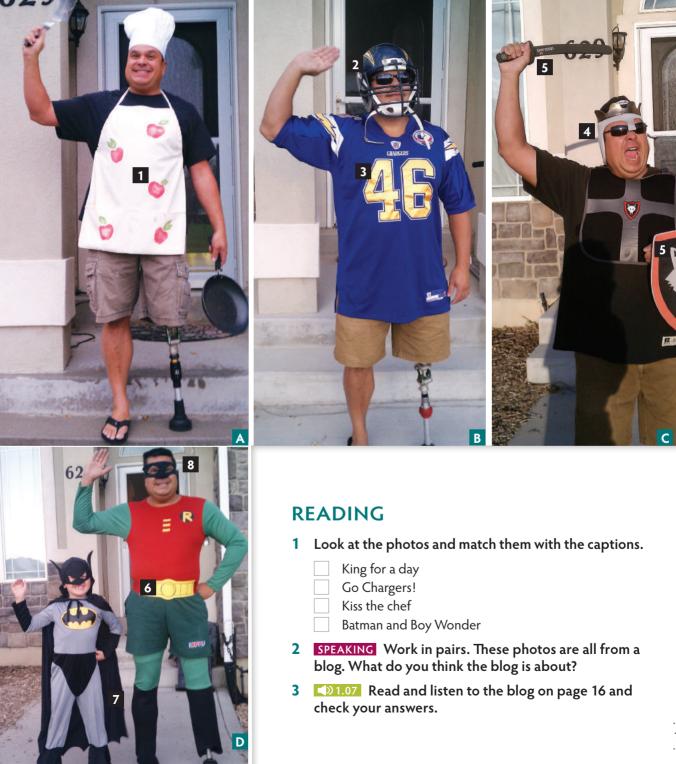
- 6 He \_\_\_\_\_ be crying from the smoke. (It's possible that he is crying from the smoke.)
- 6 SPEAKING Work in pairs. Discuss the possible activities you might do in one week from now. Use the modal verbs in Exercise 5 to help you.

Example: I will be enrolling in a new course next week. My dad should be arriving at the airport in two hours.

# GENERATION

#### OBJECTIVES

FUNCTIONS: emphasising GRAMMAR: quantifiers; so and such (review); do and did for emphasis VOCABULARY: costumes and uniforms; bringing up children



#### 4 Read the blog again and answer the questions.

- 1 What did Rain's parents do on his first day at high school?
- 2 How many days did Rain's dad, Dale, wave at the bus?
- 3 What were the first and last costumes that Dale wore?
- 4 What did Rain think about his dad dressing up at the beginning? And at the end?
- 5 What does Dale plan to do next term?

## 5 SPEAKING Work in pairs and answer the questions.

- 1 Does Dale sound like a good dad? Explain your reasons.
- 2 How would you feel if your dad was like Dale? Why?
- 3 Why do you think Dale wanted to dress up?

#### **TRAIN TO THINK**

#### Changing your opinions

It can be a mistake to believe something just because it's based on an opinion you've formed. Becoming a critical thinker means continually reflecting on our opinions, and keeping them only if they are based on evidence that is true.

#### Which people from the story may have had the following opinions at some point? Write their names.

- 1 'My dad is the most embarrassing person in the world.'
- 2 'Rain's dad is really silly.'
- 3 'I don't think Dale should do this; it's going to cost a lot of money.'

## 2 **SPEAKING** Discuss how the people's opinions in Exercise 1 have changed and why.

Initially, Rain thought that his dad was the most embarrassing dad in the world. But with time, he realised that maybe that wasn't true. He learnt to appreciate his dad's sense of humour.

3 **SPEAKING** Think of opinions that you or family members have had and that have changed. Think about *music, school, fashion, friends*, etc. Share them in groups.

#### $-\square \otimes$

#### **An Embarrassing Dad**

If you think you have the world's most embarrassing dad, then think again.

American teenager Rain Price has just spent the last six months with his dad waving him off to school from the bus stop outside his house. But these were no ordinary goodbyes, thanks to the fancy-dress costumes!

It all started on 16-year-old Rain's first day at high school. Like many proud parents, Rochelle and Dale, Rain's mum and dad, sent him off to school with a big wave from the doorstep. That evening, Rain made the mistake of complaining about how embarrassing they were which gave Dale a great idea.

The next morning as Rain stepped onto the bus outside his house, he could hear all of his school friends laughing at something. He turned around, and to his horror, there was his dad waving him off, dressed as an American football player, complete with ball and helmet. But that was just the beginning.

For the next 180 school days, come rain or shine, Dale waved goodbye to his son dressed in a different costume. One day he was a king waving his sword and shield, the next a chef in his hat and apron, the following a pirate. He got loads of costumes from the family fancy-dress collection and then there were several friends and neighbours happy to help too.

Some of Rain's friends didn't find it funny, but most of them looked forward to seeing what Dale would be wearing. Even Rain was eventually able to see the funny side and realised that his dad was pretty cool after all.

But all good things must come to an end. For the final farewell on the last day of school, Dale dressed up as a pirate and stood next to a sign reading 'It's been fun waving at the bus. Have a great summer.' He has no plans to wave Rain off to school next year. Instead, he's looking forward to getting a little more sleep each morning.

#### GRAMMAR

#### Quantifiers

- Look back at the blog and complete the sentences. Then read the rule and complete the table with many, loads of, a little, all, several and none.
  - 1 Like \_\_\_\_\_ proud parents, Rain's mum and dad sent him off to school with a big wave from the doorstep.
  - 2 He could hear \_\_\_\_\_ of his school friends laughing at something.
  - 3 He got \_\_\_\_\_ of costumes from the family fancy-dress collection.
  - 4 There were \_\_\_\_\_ friends and neighbours happy to help.
  - 5 \_\_\_\_\_ of his friends didn't find it funny but \_\_\_\_\_ of them looked forward to it.
  - 6 He's looking forward to getting a \_\_\_\_\_ more sleep each morning.

**RULE:** Quantifiers are words and expressions that we use to talk about amount.

0%

100%

hardly any a few  $/^{2}$ \_\_\_\_, not many / much, a small number of some / <sup>3</sup> / a lot of, lots of, plenty, much / many, a good deal of most, almost all, the vast majority of

#### 2 Choose the correct options.

- 1 I've got *a few | loads of* followers on my blog - more than 200.
- 2 I spend a lot of / hardly any time with my friends we meet up every day after school and most weekends too.
- 3 I spend *most / hardly any* of my time on my tablet. It's the most important thing I've got.
- 4 *A small number | Most* of my teachers are really nice. I really like this school.
- 5 *Most / All* of my family live near me, but I've got an uncle who lives in Australia.
- 6 I spend *almost all I hardly any* of my money on downloads. I don't really care about music.
- 3 **SPEAKING** Work in pairs. Which of the sentences in Exercise 2 are true for you? Discuss what you and your partner have in common.

#### VOCABULARY

#### Costumes and uniforms

 Look back at the photos of Dale on page 15. Which of these things can you see? Write the number next to the words. There are two things which aren't in the photos. Check their meaning.

sword and shield	helmet
leather jacket	cape
wig	mask
belt	apron
sunglasses	football top

2 Look at the photos. Who is wearing a costume? Who is wearing a uniform? Who is wearing a kit?



#### 3 SPEAKING Discuss in pairs.

- 1 Can you list five jobs in which people wear uniforms?
- 2 Describe a sports kit to your partner, but don't say what sport it's for. Can your partner guess?
- 3 Describe your perfect costume to wear to a fancy-dress party.

#### LISTENING

#### Listen and match the names of the places with the pictures.

France | Poland | Britain | Japan Mexico | Argentina





Introduce them early





#### 2 **Listen again and choose the correct answers.**

- 1 Why do many parents feel guilty about the way they bring up their children?
  - A They don't give their children enough attention.
  - B They feel they are too strict.
  - C They don't always do what they think they should do.
- 2 What did Miriam notice about Argentinian children?
  - A They are often more tired, especially in the morning.
  - **B** They often sleep too much and so are unable to get to sleep early.
  - C They begin developing social skills when they are very young.
- 3 Why does Miriam feel French children are better eaters?
  - A Their parents encourage them to try all sorts of food.
  - B They are expected to like all foods from an early age.
  - c French cooking is better than British cooking.
- 4 What surprised Miriam in the Japanese school?
  - A The children weren't always well-behaved.
  - B The teacher was happy to let the children argue in class.
  - C How good the teacher was at helping the children sort out their problems.
- 5 What does the speaker feel is the most important thing we can learn from Bringing up Babies?
  - A British people aren't bringing up their children as well as parents in other places.
  - B Bringing up children isn't easy.
  - C We can learn a lot about parenting from people in other countries.

#### **THINK SELF-ESTEEM**

#### **Developing independence**

1 Read each sentence and choose a number from 1–5 (1 = I strongly agree, 5 = I strongly disagree.)

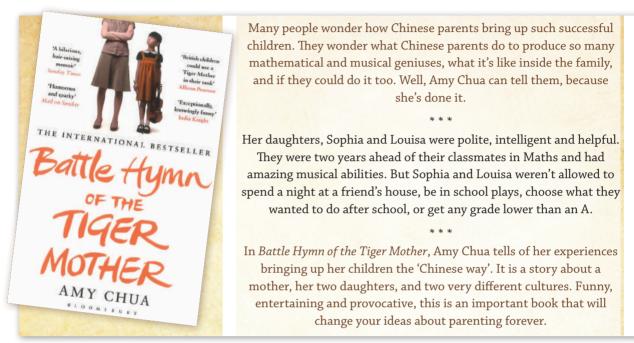
#### Teenagers should have a part-time job to earn their own pocket money. 1 2 3 4 5

- 2 Teenagers should choose what they eat. 1 2 3 4 5
- 3 Teenagers should spend weekends with parents / family. 1 2 3 4 5
- 2 SPEAKING Discuss your answers in small groups. Which item(s) do almost all of you agree on? And which one(s) do almost all of you disagree on? Why?

**1** GENERATION GAP

#### READING

1 Look at the book cover. What kind of book do you think it is? Read and listen to the introduction to find out.



2 Read these two opinions from readers of Amy Chua's book. Which one is 'for' and which one is 'against' the Tiger mum style of parenting? What reasons do they give?

## For and Against — Tiger Mums

This is an interesting book, but Amy Chua's parenting ideas are too strict for me. For example, Tiger mums don't let their children watch any TV shows or play any computer games. How can any child in the 21st Century grow up without playing on a computer? What is she trying to do? Take away their childhoods?

I do understand that she feels she was only doing the best for her children and trying to help them get ahead in life. But there are loads of children who spend hours in front of the TV and still do well. **Stephanie, 15**  I think Amy Chua's ideas are fantastic. Yes, she was hard on her children at times but she brought up two amazing children. Her daughters are so confident, they'll do really well in life.

Too many parents are soft on their children these days. They use the TV as a way of keeping them quiet. They don't have enough time for their children. My mum and dad are strict, and they don't let me do a lot of things my friends do. It is hard at times, but they are always there when I need help with my schoolwork or have a problem with other students at school. They are just trying to do their best for me. **Tim, 16** 

- 3 Read the texts again. Who might say these things (Amy, Stephanie or Tim)?
  - 1 I talk about my problems with my parents.
  - 2 No, you can't sleep at Chloe's house.
  - 3 Children need to be free to make some of their own decisions.
  - 4 My parents don't let me watch much TV, but that's OK.
  - 5 You'll thank me one day.
  - 6 You can't make children be what you want them to be.

4 **SPEAKING** Work in pairs and answer the questions.

- 1 Who do you agree with, Tim or Stephanie? Why?
- 2 Can you think of any other examples of rules that strict parents have?

#### GRAMMAR

so and such (review)

1 Write the correct words to complete the sentences. Check in the texts, then complete the rule with *so* and *such*.

- 1 Her daughters are \_\_\_\_\_ confident, they'll do really well in life.
- 2 Many people wonder how Chinese parents bring up \_\_\_\_\_\_ successful children.

**RULE:** We use *so* and *such* to emphasise.

- <sup>1</sup>\_\_\_\_\_ (*a*/*an*) + (adjective) + noun
- <sup>2</sup>\_\_\_\_\_ + adjective

We often follow *so* and *such* with a *that* clause to talk about consequences.

It was such a difficult question that I didn't know what to say.

It was so hot that I couldn't sunbathe.

## 2 Complete with *so* or *such* and then complete the sentences with your own ideas.

- It was <u>such</u> a hot day that we stopped working and went to the beach.
- 1 The homework was \_\_\_\_\_ difficult that ...
- 2 He's \_\_\_\_\_ a good friend that ...
- 3 The train was \_\_\_\_\_ late that ...
- 4 It was \_\_\_\_\_ an exciting book that ...

#### do and did for emphasis

- 3 Complete the sentences from the texts with the missing word, then read the rule.
  - 1 I \_\_\_\_\_ understand that she feels she was only doing the best for her children.
  - 2 She was hard on her children at times but she \_\_\_\_\_ bring up two amazing children.

**RULE:** We can use the auxiliaries *do*, *does*, *did* to add emphasis to what we want to say, often when we're contradicting someone. You didn't like the film, did you? I did like the film!

She doesn't want to go to the party. She does want to go – she's just shy.

LOOK! too and (not) enough To say something is more than we need, we use too and to say that it's less we use not enough. too + adjective too + many + countable noun too + much + uncountable noun not + adjective + enough

- 4 Complete the sentence using the word given and *so/such*, *do/did* and *too/(not) enough*. Write between two and five words.
  - 1 There were too many people at the meeting. Some people had to stand.

There \_\_\_\_\_\_ at the meeting that some people had to stand. (chairs)

- 2 He spends too much money. He \_\_\_\_\_ money. (save)
- 3 This book isn't interesting enough. I'm not going to finish it. This book is \_\_\_\_\_\_ finish. (boring)
- 4 You're wrong. I thought the book was really, really good.

\_\_\_\_\_ the book. (like)

5 I really think we should leave now.

\_\_\_\_\_ stay. (shouldn't)

#### PRONUNCIATION

#### Adding emphasis

#### 1 1.10 Read and listen to the dialogue.

MILLIE Hannah's **such** a good tennis player! Did you see the match yesterday?

- ROB Yes! It was so exciting!
- MILLIE She didn't win, but she **did** play really well.
- ROB It was **such** a pity she lost! She tried **so** hard.
- MILLIE Yes, it was such a difficult match.
- ROB I know. Anyway, I **do** think she's amazing!
- 2 Listen again. What is the effect of the words in **bold**?
- 3 1.11 Listen, repeat and practise.

#### VOCABULARY

#### Bringing up children

1 Complete the text with the words in the list.

bring | strict | do | soft | childhood | do | get | grow

#### The toughest job in the world

Most parents want to <sup>1</sup>	<i>their best</i> for
their children and help ther	n <sup>2</sup> ahead
in life. They try to <sup>3</sup>	their children <i>up</i>
well and give them a happy	<sup>4</sup> But
it's not always so easy. Chilc	Iren <sup>5</sup> <i>up</i>
so fast these days and it car	be difficult to get
it right all the time. Of cours	se, parents know
the importance of school ar	nd they want their
children to <sup>6</sup> <i>well</i>	but what happens
when the child doesn't wan	t to try? If they are
too <sup>7</sup> , their childr	en might rebel.
If they are too <sup>8</sup> t	hen the children
might only do the things the	ey want to do. It's a
difficult balancing act and, o	of course, parents
get it wrong sometimes. Af	ter all, they're only
human too.	

## 2 Match the expressions 1–8 in the text with their meanings a–h.

- a make advances in life
- b raise
- c get older
- d be a success
- e to describe a parent who has very few (or no) rules
- f be as good as you can
- g to describe a parent who has lots of rules
- h the time of being a child

#### FUNCTIONS

#### Emphasising

- 1 Add *so*, *such*, *do* or *did* to the sentences to make them more emphatic and make any other necessary changes.
  - 1 He's a good father.
  - 2 She gets on well with children.
  - 3 She's patient.
  - 4 My dad tried his best.
  - 5 My parents made some mistakes.
  - 6 She's soft on her children.
  - 7 He's a strict father.
  - 8 Parents get it wrong sometimes.
- 2 **SPEAKING** Work in pairs. Who might be talking to whom in each of the sentences in Exercise 1? What was said before? Discuss.
- 3 WRITING Choose one of the sentences and develop it into a six-line dialogue. The sentence you choose from Exercise 1 could appear at the beginning, middle or end of your dialogue.
- 4 Think about someone you know who is really good with children or teenagers. Make notes.

Think about:

- their personality
- ways in which they are good with children
- 5 Work in pairs. Talk about the person. Give examples and use emphasis when you can.

# Culture

- 1 Look at the photos. What can you see? What's the same in the two photos?
- 2 [20 1.12] Read and listen to the article. Which countries do the photos show?
- 3 Do people celebrate Children's Day in your country? If so how do they celebrate it?

#### Around the world on Children's Dav



## 1st June

BULGARIA: Parents do special things with their children and give them big **presents**. The day is like a second birthday for the children.

CHINA: This is a very special day in schools. They take the children on camping trips or trips to the cinema. Many children also get presents from their parents.

## 23rd April

TURKEY: This day is a national holiday in Turkey. On this day, Turkey invites groups of children from other countries to stay with Turkish families and celebrate with them.

## **30th April**

MEXICO: Children's day is called El Día Del Niño. Some schools close for the day, other schools have a special day for the children when they play games. The children also bring in their favourite food to share with their friends.



## 5th May

JAPAN: The official children's day, called kodomo no hi, is on 5th May. But some people in Japan celebrate two children's days. One on 3rd March for girls and one on 5th May for boys. On 5th May they fly carp streamers (a type of wind sock in the shape of a fish).

## 24th July

VANUATU: Children spend the morning at school where they celebrate and have fun. At midday, the children are free to go home and spend the rest of the day with their parents. Some parents buy their children a present but the most important thing is for children and parents to have some time to spend together.

## 14th November

INDIA: Indians chose this day to celebrate because it is the birthday of the country's first Prime Minister, Jawaharlal Nehru. Nehru was famous for his love of children. On this day, the children organise the celebrations at their school. Their teachers sing and dance for the students.

#### 4 Read the article again. Answer the questions. Sometimes there is more than one correct answer.

In which country ...

- 1 do the children spend more time with their mum and dad?
- 2 do they have more than one Children's Day?
- 3 is Children's Day also a famous person's birthday?
- 4 do children get presents?
- 5 do children celebrate with children from other countries?
- 6 do children celebrate Children's Day at school?

**5 SPEAKING** Work in small groups. Talk about the perfect Children's Day.

All children get a big present.

School is closed for the whole day.

Mum and Dad do your homework.

- 5 VOCABULARY There are six words in **bold**/<u>underlined</u> in the article. Match the words with these meanings. Write the words.
  - to have fun, do something special, for example on a friend's birthday
  - 1 with other people
  - 2 to do with a whole country
  - 3 to have something at the same time with other people
  - 4 to do with two or more countries
  - 5 something you give to a person on a special day

#### WRITING

#### 1 Match the phrases.

- 1 bring
- 2 parents' responsibilities

4 want the best

make kids

- 3 create
- respectful children c for their offspring

a love and support

b responsible and

- d feel useful
- e to look after children
- 6 unconditional
- f order
- An essay

5

## Choose one of the titles below and write an essay.

- Parents always know best
- Children need rules

#### Remember to:

- write a short introduction to the topic
- give two or three points with examples to support the statement
- give two or three points with examples to argue against the statement
- conclude, giving your opinion

#### Write your essay in 150–180 words.

2 Write the phrases in Exercise 1 into the appropriate column.

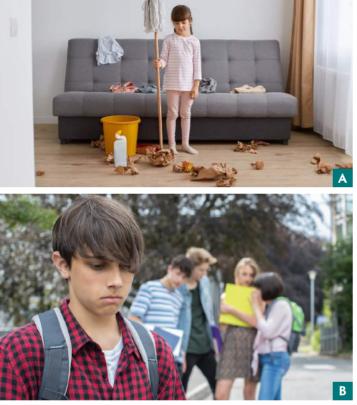
Children need rules



## D BE YOUR OWN LIFE COACH

#### OBJECTIVES

- **FUNCTIONS:** asking someone politely to change their behaviour
- GRAMMAR: verbs be/seem; it is/was ... who / that + clause
- **VOCABULARY:** life's ups and downs; work and education; expressions with do







#### READING

- 1 Look at the photos. Match each thought to the people in the photos.
  - 'Nobody understands me.'
  - 'I did not get the gift I wanted.'
  - 'My teachers are very strict.'
  - 'I'm mad at my mom for making me tidy my room.'
  - 'I will never improve.'
  - 'I regret doing that.'
- 2 Work in pairs. Compare your answers from Exercise 1. Think of one piece of advice for each person to help them cope with life a little better.
- 3 Read the presentation on page 25 quickly. Which of these titles is best in your opinion?
  - A You can change.
  - B Six steps to happiness.
  - **c** It's all in your mind.
- 4 **CD 1.13** Read the presentation again and listen. Match the paragraph headings with the six paragraphs. There is one extra.
  - A It's not always personal
  - B Don't expect everyone to be perfect
  - **c** You can't turn back the clock
  - D Avoid exaggeration
  - E Don't believe everything your friends tell you
  - F Life isn't black and white
  - G Don't let your emotions get the better of you
- 5 SPEAKING Work in pairs. Discuss the question. Rank the advice on a scale of 1–6 on their helpfulness.

## Life and how to live it

- Stop thinking 'My life's a mess.'; 'Why do these things always happen to me?'; 'Nobody understands me'. Try to see things in a different light, and ask for others' opinions. Things aren't always as they seem.
- 2 So you didn't get the job that you really wanted. Things don't always work out the way we'd like them to, but it doesn't mean your boss doesn't like you. Maybe other people seemed better for the job. Just because things don't go your way doesn't mean you are the only reason why.
- 3 Not all teachers are strict. Not all adults are out of reach. Not all younger brothers and sisters are annoying. Don't put people in boxes. Get to know people better, you might be surprised.
- 4 Have you ever got mad at your parents because they made you clean your room? Just because you feel hungry and angry doesn't mean they are not really fine. Maybe you have other problems with school or
  - friends. It's good to feel. But it's better to collect yourself before doing something about it.



5 No one gets it right all the time. Life may not go the way you want it to. If you are not as good as you hope to be, it's okay. Be kind to yourself and other people. 6 Don't think too much about the past. Thoughts like 'If only I'd studied harder for that test' or 'I shouldn't have said that' won't help the problem. Learn from it, and make sure you don't make the same mistakes again.



#### TRAIN TO THINK

#### Jumping to a hasty conclusion

People sometimes place others in boxes. Take Manny, for example. He thought that his teacher, Miss Goldstein, did not care much about her students before he talked to her. She was actually a nice and caring person. Manny also thought that Ben, who was overweight, was badly-behaved and lazy. But Ben was an obedient and hardworking person.

- 1 Read through these presumptions. Explain why Manny would think that. How can we help Manny to better understand people?
- 2 **SPEAKING** Work in groups. Tell each other about a time when you had a presumption about someone.

#### GRAMMAR

#### Verbs be/seem

**RULE:** We use verbs with *be/seem* as linking verbs or with a to-infinitive to add more details to subjects. Example:

- As a linking verb: She seems happier today. He is an architect.
- With to-infinitive: She seems to have more fun today. He seems to be more handsome nowadays.
- 1 The highlighted sentences in the presentation on page 25 have verbs *be/seem*. Rewrite those sentences with the word *be*.
  - 1 Things aren't always as they seem.
  - $\rightarrow$  Things aren't always as they \_\_\_\_
  - 2 The boss thought other people were better for the job.
  - → Other people seemed \_\_\_\_\_ better for the job.
  - 3 People may seem to be different from what you expected.
  - → Get to know people better, you might \_\_\_\_\_\_ surprised.
  - 4 If you fall short of your own expectations, that's okay.
  - → If you are not as good as you hope \_\_\_\_\_, it's okay.

#### 2 Make sentences with the clues below.

- 1 It / seem / clear / there / been / mistake
- 2 She / seem / be / smart / woman
- 3 It /seem / me / teachers / have to / work / pretty / hard
- 4 They / seem / know / what / they / do
- 5 You / seem / be / nervous
- 3 Make FIVE sentences using linking verbs *be/seem*.

#### VOCABULARY

#### Life's ups and downs

## 1 Find the expressions in the presentation on page 25 and match them with their definitions.

- 1 to (not) go your way
- 2 to blame someone or something
- 3 to let someone down
- 4 to try your hardest
- 5 to get in the way of something
- 6 to dwell on something
- 7 to (not) work out the way we'd like them to
- 8 to (not) live up to your expectations
- a to disappoint someone
- b to do your best
- c to think about something for a long time (often meaning you can't make a decision about it)
- d when the results of something are(n't) what we'd hoped for
- e when the results are as good as you hoped or bad as you feared
- f to say something is someone's fault
- g to obstruct or prevent something
- h when things happen (or not) the way you want them to
- 2 Use the expressions in Exercise 1 in the correct form to complete the text.

OK, so I made a mistake. I shouldn't have been playing football in the house. Now the window's broken – that's certainly going to  $^{1}$ my plans for a house party this weekend. Mum and Dad are going to say I've 2\_ them and that I'm not responsible enough to be left alone in the house. Well I didn't <sup>3</sup> it for too long and decided to try and do something to make them proud. I decided to make dinner. I 4 mv \_, I really did, but things have <sup>5</sup>\_\_\_\_\_ well and the pie's a bit of a disappointment. It hasn't really <sup>6</sup> . I mean I \_ to my \_\_\_ thought it was going to be a beautiful golden brown colour like in the book, but mine is black all over. I<sup>7</sup> the oven. I think it's hotter than it says it is. And then the chip pan. I mean how did that catch fire? Some days nothing seems to <sup>8</sup>\_ \_\_\_\_\_. Oh well, the table looks nice. mv Although that candle does look a bit close to the curtains. Oh dear! I need some water. Quick!

#### 2 BE YOUR OWN LIFE COACH

#### LISTENING

## **SPEAKING** Work in pairs. Look at the photos of two 19-year-old people and discuss the questions.

- 1 What do they do?
- 2 How are their lives similar and how are they different?
- 3 How do you imagine they feel about their future?



- 2 D1.14 Listen to a radio programme. Which of the two life choices in the photos in Exercise 1 does Jo, a careers advisor, recommend that Alex pursues next year?
- 3 III4 Listen again and choose the correct answers.
  - 1 Approximately how many students who left university last year found a job?
    - A a quarter
    - B two-thirds
    - C three-quarters
  - 2 How much does a university course cost in total?
    - A £25,000
    - в £13,000
    - C £30,000
  - 3 What does Jo think about young people's prospects?
    - A They are very depressing.
    - B There are many reasons to be optimistic.
    - C They will have to study very hard to get a good job.

- 4 Which one of these sentences is <u>not</u> mentioned in relation to Alex?
  - A He feels pressure to go to university.
  - B He's not clever enough to go to university.
  - C He doesn't know what he wants to study.
- 5 What does Jo recommend to people in Alex's situation?
  - A to delay going to university
  - B to have a holiday before going to university
  - c to do what his friends are doing
- 6 What does Jo say is attractive to many employers?
  - A employees with a good education
  - B employees who can speak a foreign language
  - C employees who have already done some useful things in their lives

#### VOCABULARY

#### Work and education

#### 1 Match the words and the definitions.

- 1 work experience
- 2 a school leaver
- 3 careers advisor
- 4 higher education
- 5 a degree
- 6 a graduate
- 7 life experience
- 8 a degree course
- a practical wisdom gained from living
- **b** experience of having a job
- c what you study at university
- d someone who has recently finished school
- e university study
- f someone who has recently finished university
- g a qualification you get from a college or university
- someone who gives advice about work and further studies

2 Complete the paragraph using the words from Exercise 1. You can only use each word once.

I won't finish school for another two years, but I'm already a bit worried about what to do. It would be good to get some <sup>1</sup>\_\_\_\_\_ but there aren't a lot of good jobs for so I think I'll go straight into <sup>3</sup>\_\_\_\_\_. It'll be much easier to find work as a <sup>4</sup> . I'm not sure what <sup>5</sup> l want to do yet, and I'm going to see a \_\_\_\_\_ to get some advice about this. Once I've got my <sup>7</sup> I'm not sure I want to go straight into a career. It would be nice to have a bit of time off and get some<sup>8</sup>

#### **SPEAKING**

Read the sentences and write A (agree) or D (disagree). Discuss in small groups.

- 1 It's a good idea to get work experience when you're still at school.
- 2 All students should see a careers advisor before they leave school.
- 3 Higher education isn't for everyone.
- 4 It's important to get a good degree to be successful in life.
- 5 Doing a degree course is too expensive.

#### CLIL (P.E.)

Go to page 102

#### PRONUNCIATION

#### Contractions

- 1 **115** Listen to the dialogue.
  - TOM Here's your pizza, Jane.
  - JANE That's not my pizza. I don't like cheese.
  - TOM But Jane! They've all got cheese!
  - JANE No they haven't. There's one without it.
  - TOM You're right ... it's this one. Here you are.
- 2 Say the words in blue.
- 3 Listen and repeat. Then practise with a partner.

#### READING

- 2 Compare your answers with a partner.
- 3 Now read the key. Do you agree with the advice? Do you think this is a fair description of you? Why (not)?

Mostly a's – Oh dear. It seems that you're not really in control of life's little problems. Try not to be so aggressive when things don't go your way.
Mostly b's – You're not bad at dealing with life's little problems, but you still need to assert yourself and not always give in to what other people want.
Mostly c's – You are an expert at dealing with life's little problems. You know what you want and the best way of getting it.

4 **SPEAKING** Work in pairs. The key suggests that c answers are always the best way to behave. Look at each of the questions again and decide if you agree with this. In which instances do you think a or b might be better? Why?

## Are you in *control*?

It's not always easy to keep on top of things when there are so many little things in life that are out of your control. But can you keep a cool head when things aren't going your way and all around you, others are losing theirs? Take our quiz and find out ...

- It is your younger sister that is practising the guitar loudly in her bedroom. You're trying to study. What do you say to her?
  - a) Turn it off. Now!
  - b) I'd rather you didn't practise right now. I need to study.
  - c) Would you like to borrow my headphones?



- 2 It is your best friend who wants to play a football game on the computer. You'd prefer to go out and play a real game. What do you say to him?
  - a) OK.
  - **b)** I'd sooner go to the park and play football for real.
  - c) How about we play on the computer for half an hour and then we go to the park and play?



- 3 It's the weekend and you're having a lie-in. Your dad's in a bad mood. He storms into your room and says, 'It's about time you got out of bed and did something.' What do you say?
  - a) Dad, I'm sleeping.
  - **b)** I'll be down in half an hour.
  - c) OK, Dad. What do you want me to do?



- 4 It was you that got 60% in a test. How do you feel?
  - a) Really angry. Why didn't I get 70%?
  - **b)** That's OK, I suppose.
  - c) Oh well, I'll study harder for my next test.

- 5 It is your sister or brother who keeps borrowing your clothes without asking. What do you say?
  - **a)** I'm telling Mum.
  - **b)** I'd prefer it if you didn't keep taking my things.
  - c) If you want to borrow something, why don't you just ask?



- **6** You and your friend need to catch a train that leaves in half an hour. It is your friend that wants to walk to the station but he isn't quite ready. It takes 20 minutes to get there. What do you say to him?
  - a) No way. I'm getting a taxi.
  - **b)** I'd prefer to take a taxi.
  - c) No problem, as long as we leave in the next two minutes.





#### GRAMMAR

#### It is/was ... who / that + clause

- 1 Complete the following sentences with the words from the text. Then read the rule and match each point to the five sentences.
  - 1 It is your younger sister \_\_\_\_\_\_ is practising the guitar loudly in her bedroom.
  - 2 It is your best friend \_\_\_\_\_ wants to play a football game on the computer.
  - 3 It \_\_\_\_\_\_ you that got 60% in a test.
  - 4 It is your sister or brother \_\_\_\_\_ keeps borrowing your clothes without asking.
  - 5 It is your friend \_\_\_\_\_\_ wants to walk to the station but he isn't quite ready.

**RULE:** To put focus on some parts of a sentence, we can use cleft sentences. Cleft sentences are divided into two clauses in order to show which information is important.

#### Subject focus

a animated subject

It + is/was + noun / pronoun (person) + who/that + V + O ...

<u>My brother</u> collected these old stamps. → It was my brother who collected these old stamps.

**b** unanimated subject

#### It + is/was + noun (thing) + that + V + O ...

<u>Her success in the exam</u> made me happy. → It was her success in the exam that made me happy.

#### **Object focus**

c animated object

It + is/was + noun / pronoun (person) + who/that + S + V ...

I met <u>Mai</u> on the way to school.  $\rightarrow$  It was Mai who / that I met on the way to school.

**d** unanimated object

It + is/was + noun (thing) + that + S + V ...

My brother bought <u>an old bike</u> from our neighbour. → It was an old bike that my brother bought from our neighbour.

## 2 Transform the following sentences into cleft sentences.

- 1 My neighbour always makes noise at night.
- 2 My friend came to see me late last night.
- 3 My mum gave this T-shirt to me at my last birthday party.
- 4 The man is learning English.
- Giang borrowed some books from Long.

## THINK SELF-ESTEEM

#### **Being diplomatic**

It's not always good to be entirely truthful, especially when you could hurt someone's feelings or cause an argument. In these cases, it's better to try and find a way of being 'diplomatic' and to say something that won't cause offence.

**SPEAKING** Work in pairs. Decide on the best way to handle each of these situations. What would you say in each one?

- 1 Your younger brother wants to watch TV, your younger sister wants to play games on the TV. There's only one TV in the house. It's in the room where you're trying to study.
- 2 Your mum and dad have made plans for a family visit to your grandparents' this Saturday. They've forgotten that you've got a school football match that day.
- 3 You're at a friend's house having dinner. His mother serves you fish. You really don't like fish.
- 4 Your aunt gives you a really horrible jumper for your birthday. She made it herself. You politely say you love it and she offers to make you another one.

#### 2 BE YOUR OWN LIFE COACH

#### WRITING

#### A club application form

- Read the advertisement and answer the 1 following questions.
  - 1 What is the post advertised?
  - 2 What are the skills requirements?
  - 3 Is it necessary for the candidate to have experience?
  - 4 What are the job requirements?
  - 5 What are the benefits of the post?
- 2 Read the student's profile and complete the following form.

Club Ap	plication Form	
First name:	Last name:	
Grade:		
Gender: Male	Female	
Name of club:		
Skills possessed:		
Photoshop		
Illustrator		
Corel Draw		
Qualification:		
Reasons for joining th	ne club:	

#### You are going to apply for one of the school clubs 3 below. Think carefully about how you are suitable for the post advertised.

- 1 What are your strengths?
- 2 What is your experience?
- 3 Why do you want to join the club?
- Make and complete the form for one of 4 the clubs' advertisements.





ALLING for

from drama club

MEETING every Wednesday

in Hall 405

Story lovers, performers &

me and Join Ms. Chau Anh's

AFTER SCHOOL **DRAMA CLUB** 

costume designers are welcomed.



#### PHOTOSTORY



**1.18** Read and listen to the photostory and answer the questions.

Why is Megan's father stressed? Who phones Megan while she's in the park?



OLIVIA Aw, look! LUKE Looks like they're having a good time. WOMAN Jason?! You stop that. Do you hear me? Stop it! RYAN What did you say, Luke? OLIVIA Well, we all know what that's like – your parents, shouting at you.

1

3



MEGAN Oh, don't, please! The last couple of days ...
RYAN What?
MEGAN Oh, my dad. He's really stressed. He's got a big business meeting he has to attend, out of town tomorrow and Friday.
LUKE Something important?

2



MEGAN I suppose so. I don't know. RYAN Well, I think you *should* know. I mean, he's your father, right? Family and stuff. MEGAN Yeah, yeah. Whatever. But I know

one thing: he shouts at me all the time. Everything I do is wrong.

#### **OLIVIA** Poor you.

32

WOMAN Jason! I told you – don't do that! If I have to go over there ...

MEGAN Just like that. Another few years and I can leave home! I can't wait!



**OLIVIA** Just think, Megan. You'll be a mother too one day. Then you'll remember this.

RYAN That's right. And when we're parents, we'll be just the same as our parents. Wait and see. MEGAN Hello? Oh, hello, Dad. What is it? I'm in the park.

LUKE Tell you what, though. If our parents weren't ... MEGAN Shh!! Dad, say that again. What? The hospital? Mum?

#### **DEVELOPING SPEAKING**

2 **SPEAKING** Work in pairs. Discuss what happens next in the story. Write down your ideas.

Perhaps Megan has to go to the hospital.

3 **CALEP1** Watch to find out how the story continues.

#### **4** Answer the questions.

- 1 What happened to Megan's mother?
- 2 When will her mother go home?
- 3 What is the problem for Megan's father?
- 4 Why can Megan help without going to school?
- 5 What does Megan say to the others is 'the good thing'?
- 6 What does Luke mean when he says: 'It's all ups and downs'?

#### PHRASES FOR FLUENCY

## 1 Find the expressions 1–6 in the story. Who says them? Match them to the definitions a–f.

- 1 | suppose so.
- a What I want to say is ...
- 2 I mean, ...
- b I really don't care.c Here's what I think ...
- 3 Whatever.4 I can't wait.
  - d I think that's possibly true.
- 5 Wait and see.

6

- e You'll know in the future.
- Tell you what ... f I hope it happens very soon.

## 2 Complete the conversations. Use the expressions 1–6 in Exercise 1.

- 1 A I'm going to see the new Ryan Gosling film on Saturday! \_\_\_\_\_ !
  - B \_\_\_\_\_ we could go together. \_\_\_\_\_, if that's OK with you.
- 2 A What are you going to give me for my birthday?
  - B \_\_\_\_\_. It's a surprise!
- **3** A You look so funny in that yelllow shirt.
  - B \_\_\_\_\_, Alex.
- 4 A Can I go out tonight, Dad?
  - . But don't be late back, OK?

#### WordWise

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

#### Expressions with do

- 1 Complete the sentences from the video.
  - 1 She was doing some \_\_\_\_\_ upstairs.
  - 2 I can do the \_\_\_\_\_ and everything.
  - 3 Thanks. She's doing \_\_\_\_\_\_, though.

## 2 Complete the sentences with a word from the list.

ice cream | homework | cooking | well

- 1 Joe's upstairs he's doing his \_\_\_\_\_
- 2 Did you do \_\_\_\_\_ in your exam?
- 3 They do great \_\_\_\_\_ at the new café.

.

- 4 Mum has a rest on Sundays and we all do the \_\_\_\_\_.
- **3 SPEAKING** Complete the questions. Then ask and answer with a partner.
  - 1 \_\_\_\_\_ you \_\_\_\_\_ a lot of exercise?
  - 2 Where \_\_\_\_\_ you \_\_\_\_\_ your homework?
  - 3 \_\_\_\_\_ you \_\_\_\_\_ OK with your schoolwork these days?

4 Who \_\_\_\_\_ the cleaning in your house?

## FUNCTIONS

#### Sympathising

1 Complete the extracts from the story with the phrases in the list.

Poor you | That's a shame |

I'm sorry to hear that  $\mid$  poor thing

- 1 MEGAN But I know one thing: he shouts at me all the time. Everything I do is wrong.
- OLIVIA
- 2 MEGAN Oh, \_\_\_\_\_. Well, she'll be home tomorrow.
  - DAD That's right. Then a few days at home.
- 3 RYAN \_\_\_\_\_\_, Megan. OLIVIA Me too.

MEGAN Thanks. She's doing OK, though.

- **4 MEGAN** But it means I can't go out with you guys on Friday.
  - RYAN
- 2 Read the situations. What can you say in each one?
  - 1 You meet a friend. You know that your friend lost something important yesterday.

Poor you!

- 2 You hear that Alex broke his arm last weekend. You meet Alex's brother.
- 3 Your neighbour says: 'I feel terrible today I think I'm ill.'

## REVIEW UNITS 1 & 2

#### READING

**1** For each picture, choose the correct sentence.



- A The boots are old
- В The boots are new.
- **c** Phone in the morning.
- A Ana is inviting len to Dave's party.
- B Jen wants to lend Ana her red jacket.
- **C** Ana wants to know if Jen needs her jacket.
- A The shop is closed all day.
- B Claire is getting married.
- **C** You can visit the shop in the morning.







- A Tom is in town.
- Ben is in a café. В
- c Ben wants to see Tom.
- They only have small Α T-shirts.
- **B** The sale starts tomorrow.
- **C** T-shirts are half price.
- A lan doesn't like his jeans anymore.
- **B** lan needs to call Ollie if he wants the jeans.
- **C** The jeans are free.

#### LISTENING

#### **Three-option multiple-choice**

- 2 [VI.21] Listen to Jackie talking to Oliver about her family. For each question, choose the right answer (A, B or C).
  - 0 The party was last
  - 1 The party was for Oliver's A brother.
  - 2 Oliver's uncle is
  - 3 Oliver's aunt is called
  - 4 Mike is Oliver's
  - 5 Oliver has got

- B Saturday evening. **C** Friday afternoon.
- B dad.
- B one sister.

VOCABULARY

#### 3 Fill the gaps with the appropriate word below.

blame | soft | wig | childhood | let down | do | mask | disappoint | live up to your expectations | apron

Their parents are to \_\_\_\_\_\_ for their bad behaviour in school. 1

A 20.

A Anna.

A brother.

A two sisters.

2 Harriet owns a(n) \_\_\_\_\_\_ -making business for balding people.

- (A) Friday evening. B dad.
  - B Carla.
- **C** one sister and one brother.
- C uncle. **B** 34. C 44. C Ruth.
- C cousin.

#### REVIEW UNITS 1 & 2

- 3 Covid-19 restrictions in Việt Nam force visitors to always stay 6 feet apart and wear a face \_\_\_\_\_\_.
- 4 Phong and Mai are too \_\_\_\_\_\_, they just allow their children to walk all over them.
- 5 I am afraid of \_\_\_\_\_ my sister \_\_\_\_\_ because I cannot be as successful as her.
- 6 Throughout my \_\_\_\_\_\_, my grandma was always there as a source of comfort.
- 7 A chef is always seen with a hair net and a(n)
- 8 Sorry to \_\_\_\_\_ you, but we don't have any fish left.
- 9 If he doesn't \_\_\_\_\_\_ your \_\_\_\_\_, you should teach him how to improve.

#### GRAMMAR

4 Fill in the gaps with the appropriate word below.

few | little | hardly any | a few | a little bit | a lot of | all | not any

- 1 \_\_\_\_\_ people can do what she does as it is very challenging.
- 2 When the entire building collapsed, there were \_\_\_\_\_ people left.
- 3 She remembered \_\_\_\_\_\_ of the accident as she has amnesia.
- 4 Since \_\_\_\_\_\_ students attended the class, the teacher still had to teach.
- 5 Because there was \_\_\_\_\_ meat left, I decided to make a vegan sandwich.
- 6 \_\_\_\_\_ people wanted the promotion as it paid twice as much.
- 7 Only \_\_\_\_\_\_ of heat can cook the egg.
- 8 Almost \_\_\_\_\_\_ employees joined the challenge as the prize was very valuable.

#### 5 Fill in the gaps with the appropriate form of *be/seem*.

- 1 He \_\_\_\_\_ very successful in the 1980's.
- 2 She \_\_\_\_\_ happier yesterday.
- 3 They \_\_\_\_\_\_ to be in a loving marriage.
- 4 Marry wanted \_\_\_\_\_ an astronaut.
- 5 Maury \_\_\_\_\_\_ sad today.
- 6 Edna never \_\_\_\_\_ to run out of jokes.

#### WRITING

#### An email

6 You have recently enquired about going on a residential art course for a week. You have received the following reply.

# Thank you for your email. It sounds like you would be perfect for the course. We offer lessons in all types of art. However, if you could let us know which area you are most interested in and why, we can make sure we won't disappoint you. It would also be helpful to know if there is any food you don't eat. This will make life easier for our cook. Looking forward to your reply. Best wishes, Hillary Mason

Write your reply to Hillary in 150–180 words in an appropriate style.

.....

# 3 MONEY

#### OBJECTIVES

FUNCTIONS: talking about future events; sympathising GRAMMAR: future continuous; gerund as subject or object VOCABULARY: money and value; jobs and work; by



#### READING

- 1 Look at the photos and answer the questions.
  - 1 What kind of the currencies do you recognise?
  - 2 What do you know about digital currency?
  - 3 Do you think there will still be coins and banknotes in 100 years? Why? / Why not?
- 2 Nead and listen to the article on page 37. Mark the sentences T (true) or F (false).
  - 1 Some people believe the Bitcoin is the future of money.
  - 2 Governments don't take the Bitcoin very seriously.
  - 3 James Howells bought his Bitcoins on the Internet.
  - 4 The value of the Bitcoin greatly increased in its first four years.
  - 5 Howells kept his Bitcoins in an online bank account.
  - 6 There is no chance Howells will ever find his Bitcoin fortune.

#### TRAIN TO THINK

#### Exaggeration

Sometimes writers exaggerate to create dramatic effect. Of course, this doesn't mean that what they're saying is completely true.

- 1 Look at these sentences from the article. Which words show that they're exaggerations?
  - 1 Undeniably, the future of money has never been so uncertain.
  - 2 The Internet is by far the most important invention of our lifetime.
- 2 Read the sentences. Which *isn't* an exaggeration? <u>Underline</u> the words that help you decide.
  - 1 There's no way that Bitcoins will exist in ten years.
  - 2 I found this subject really quite interesting.
  - 3 It's the best article that has ever been written.
- 3 Rewrite these sentences so they contain an exaggeration.
  - 1 It was a really boring film.
  - 2 Justin Timberlake is a great singer.
  - 3 Brian's good at Maths.

36

# **Digital money:** +here to stay?\_\_\_\_\_

The Internet is by far and away the most important invention of our lifetime, and it's made great changes to our lives. It's changed the way we shop and think about money. Undeniably, the future of money has never been so uncertain. Twenty years from now, will we still be using notes and coins, or will we be using something completely different? Many experts predict that soon everyone all over the world will be using a single currency, the Bitcoin - digital money.

Up to now, digital money has mostly been the stuff of science fiction films. Recently, however, a number of stories about Bitcoin have made their way into our newspapers, and governments around the world have started to think about the consequences of such a monetary system. Bitcoin first made an appearance in 2009, when computer whizz-kids invented 'mining', a way of earning them by solving very complicated mathematical problems.

One such person was James Howells, an IT expert from Newport in Wales. Like many of the Bitcoin pioneers, he probably didn't think too much about his earnings. That was until, one day in 2013, he discovered that the value of his Bitcoins had gone up,



and they were now worth about £4 million!

So where had Howells stored his treasure? After looking for a long time - on the hard disk of his computer, on every single USB stick he could find in his home the terrible truth slowly dawned on him. He'd stored the Bitcoins on an old hard disk, and he'd thrown it away while clearing out old computer stuff the previous summer. Howells rushed to the recycling centre he'd taken it to. He was told he'd have to search through waste more than a meter deep in an area the size of a football field.

#### **SPEAKING**

#### Work in pairs. Discuss these questions.

- 1 How would you feel if you were James Howells?
- 2 Have you ever lost important data? What happened?
- 3 Do you think Bitcoin is here to stay?

#### GRAMMAR

#### **Future continuous**

- 1 Complete the sentences from the article on page 37. Then circle the correct word to complete the rule.
  - 1 Twenty years from now, will \_\_\_\_\_\_ still \_\_\_\_\_\_ still
  - 2 Many experts predict that soon everyone all over the world \_\_\_\_\_\_ a single currency.

**RULE:** We use the **future continuous** to talk about things that will be in progress at *a specified | an unspecified* time in the future.

# 2 Complete the sentences with the correct forms of the verbs.

- 1 Tomorrow at 10 o'clock, I \_\_\_\_\_ (sit) on a train.
- Lucky you! This time next week, you
   \_\_\_\_\_(enjoy) your holidays.
- 3 Susan is still at university, but a year from now, she \_\_\_\_\_ (work) in her dad's company.
- 4 What \_\_\_\_\_ I \_\_\_\_ (do) three years from now? I have no idea.
- 5 Talk to James now. Tonight he \_\_\_\_\_ (play) tennis, so you won't be able to reach him.
- 6 Tomorrow afternoon, we \_\_\_\_\_ (have) a drink in a café next to the river.

## 3 Complete the text. Use the future simple or future continuous form of the verbs.

not travel | drink | wake up | put on not work | pay | lie | have I know where I'll be ten years from now. I<sup>1</sup>\_\_\_\_\_\_50 hours a week in a small office. I<sup>2</sup>\_\_\_\_\_\_ two hours every day to get to

and from work. No, I <sup>3</sup>\_\_\_\_\_ on a beautiful Caribbean beach! I <sup>4</sup>\_\_\_\_\_ coconut water and reading a good book. Every day will be the same. I <sup>5</sup>\_\_\_\_\_\_ late and I <sup>6</sup>\_\_\_\_\_ a long, lazy breakfast. I <sup>7</sup>\_\_\_\_\_ my shorts and walk down to the beach to meet my friends. And how <sup>8</sup>\_\_\_\_\_ I \_\_\_\_ for all of this? I'm going to find James Howells' computer!

# 4 **SPEAKING** Work in pairs. Discuss what you will be doing at these times.

- 1 an hour from now 3 this time next week
- 2 at 8 o'clock tonight 4 on 1 January

An hour from now, I'll be having lunch.

#### VOCABULARY

#### Money and value

#### 1 Match the words with the definitions.

a tip | f(X) off | a reward | a bargain | to owe a refund | be worth | not good value for money valuable | on offer

- money that you get for doing something helpful (for example, finding something that was lost)
- 2 money that's paid back to you (for example, if you return something to a shop)
- 3 extra money to thank someone (for example, a waiter) for a service
- 4 to need to pay someone
- 5 available at a good price (usually for a short time)
- 6 money taken away from the original price
- 7 something you get at a really good price
- 8 not worth its price
- 9 having a very high value
- 10 have a value of

# 2 Complete the sentences with the words from Exercise 1.

- 0 I'm not buying the shoes in this shop. There's another one nearby where they're *on offer*.
- 1 I \_\_\_\_\_ Kylie £20. I mustn't forget to repay her.
- 2 Mr Brown offered a big \_\_\_\_\_ for any information that would help him to find his dog.
- 3 The taxi driver was very helpful, so we gave him a good \_\_\_\_\_\_.
- 4 Have a look at this old coin. Do you think it's \_\_\_\_\_ much?
- 5 I bought this expensive laptop last week. Today I saw it in the shop for £100
- 6 The tablet didn't work, so I took it back to the shop and they gave me a \_\_\_\_\_.
- 7 I paid £50 for this toy and it broke after a week. It really was \_\_\_\_\_\_.
- 8 I waited until after Christmas and got the bike for half price. It was a real \_\_\_\_\_.
- 9 This vase is 3,000 years old and very \_\_\_\_\_

# **3 SPEAKING** Work in pairs. Discuss the questions.

- 1 What's the most valuable thing that teenagers usually own?
- 2 What are some good ways to get a bargain?
- 3 In what situations might you give someone a reward or a tip? Have you ever received one?
- 4 Have you ever had to ask for a refund? What for?

#### 3 MONEY

# **MONEY** – would you believe it?!

3

1 The oldest type of money (and also the shape of the first bronze coins) was ...

- bananas. Α
- B shells.
- С cows.
- D trees.

2

Some special cash machines in Japan give out money that is ...

- calorie-free. Α
- bacteria-free. R
- С sugar-free.
- D paper-free.

- All the banknotes ever produced for the board game Monopoly would create a tower that is ...
  - Α 10 km high.
  - 100 km high. В
  - С 200 km high.
  - D 2,000 km high.
- 4) Imagine you had 10 billion banknotes (of any currency). If you spent one banknote every second, your money would last for ...
  - 3 years. Α
  - 31 years. B
  - С 317 years.
  - D 3,178 years.

- 5 An American named Mueller once paid \$10,000 for a ...
  - piece of chewed gum. Α
  - pair of jeans. B
  - С bowl of chicken soup.
  - D used toothbrush.



- LISTENING
- Look at the guestionnaire and try to guess 1 the answers. Then compare with a partner.
- **1.23** Listen to an extract from the quiz 2 show Show Me The Money! Check your answers.

#### **THINK SELF-ESTEEM**

#### What's important for your future?

- 1 Choose the statement that you agree with most.
  - 1 Twenty years from now, I hope I'll have enough money to buy ...
    - A everything I want.
    - B everything I need.
  - 2 It's important to have a job that ...
    - A you enjoy.
    - B pays a lot of money.

- 3 When I look into the future, I can see ...
  - A a time when I won't need to learn anything any more.
  - B that I'll always be learning new things.
- 2 **SPEAKING** Work in pairs. Compare your answers.
- 3 Match the types of goal with the statements in Exercise 1.
  - a financial goals
  - **b** educational goals
  - professional goals с
- **4** Write sentences about your goals. Write about at least one goal in each of the areas in Exercise 3.

When I'm 60, I'll be learning to play the guitar. In 20 years, I'll be working as a translator and I'll be able to speak four languages. When I'm 50, I won't need to work any more.

#### READING

- Look at the people in the photos.
   If Nigel Wood, a nurse, earns £30,000 a year, how much do you think the other two get?
- 2 N1.24 Read and listen to the web forum page and check your answers.
- 3 Read the forum entries again. Answer the questions.

Who thinks that footballers' high salaries ...

- 1 cause problems for other teams?
- 2 might cause people problems in the future?
- 3 need to be looked at seriously by the authorities?
- 4 are a good thing?
- 5 are bad for young people's education?
- 6 are a question of economics?



Wayne Rooney: football player for Manchester United





Debbie Helps: senior manager in an international company

Nigel Wood: nurse with 10 years' experience

4 **SPEAKING** Work with a partner, make a list of reasons why footballers do and do not deserve high salaries. Discuss with your partner.

#### $\neg$ $\neg$ $\times$

### **ARE THEY WORTH IT?**

Wayne Rooney's contract with Manchester United sees him earning a reported £15.6 million a year . This makes him the highest-paid player in the English Premier League... for now. Of course, Rooney isn't the only one. In fact, earning an average of £1.1 million a year is common for a Premiership footballer. That's an incredible 36 times more than someone working as a nurse or a teacher. The question we're asking is: are these players really worth the money?

In a word, no. The problem is that it sets such a bad example for the younger generation. Many teenage boys love playing football and want to be footballers because they see it as a quick way to make a lot of money. They don't think about the fact that for every boy who makes it, there are thousands who don't. By the time they realise, it may be too late.

#### UKmum

The Football Association (FA) keeps saying they want to control the amount of money a footballer can earn, which will be a good thing. However, getting things done is not something that the FA is good at. Something seriously needs to be done.

#### Lucy88

The top footballers make far more money for their clubs than they get paid in salaries. Fans enjoy buying football shirts because of these stars, and these clubs make a fortune from the sales of tickets and TV rights. Of course, they deserve their salaries.

#### Simonsays

The problem is that only the really big clubs can afford to pay these kinds of salaries, so they get all the best players and win everything. It makes life really difficult for the smaller clubs.

Jimmy

#### GRAMMAR

#### Gerund as subject or object

- Look at the following sentences and complete them with the words in the list. running | getting | earning | playing
  - a \_\_\_\_\_ an average of £1.1 million a year is common for a Premiership footballer.
  - b Many teenage boys love \_\_\_\_\_ football and want to be footballers because they see it as a quick way to make a lot of money.
  - c \_\_\_\_\_ things done is not something that the FA is good at.
  - d \_\_\_\_\_\_ every morning is good for health.

#### **RULE**:

 What is a gerund? A gerund is a verbial noun which is formed by verb + -ing.
 run - running, earn - earning,

get — getting, play — playing dance — dancing, write — writing, cook — cooking, learn — learning

- A gerund can be the subject of a sentence: *Going to parties is fun.*
- A gerund follows some verbs and can be the object of a sentence: *I enjoy being a football coach.*

#### 2 Read the following sentences. <u>Underline</u> the gerund and decide if the gerund is the subject or the object.

- 0 <u>Being a professional footballer</u> is a challenging job. (Subject)
- 1 Watching too much TV is bad for your health.
- 2 Do you enjoy watching football matches in a stadium?
- 3 Paying high salaries helps rich football clubs attract the best players.
- 4 Doing housework is more boring than watching soap operas.
- 5 Why don't you like reading the news?

#### VOCABULARY

#### Jobs and work

#### 1 Match the words with the definitions.

public service | education | healthcare | law management | finance | salary | qualifications employer | employee

- 1 abilities or experience needed for a particular job
- 2 jobs paid for by the government
- 3 people who make the big decisions in a company
- 4 teaching and learning

- 5 a person or organisation that people work for
- 6 an area of work related to managing money
- 7 the money a person is paid for doing a job
- 8 an area of work related to the legal system
- 9 an area of work related to medicine
- 10 someone who's paid to work for someone else
- 2 Complete the sentences with words from Exercise 1.
  - 1 Her dad works in \_\_\_\_\_. He's a nurse.
  - 2 Margaret Bourne is the director of \_\_\_\_\_ for a big company. She decides on all the investments.
  - 3 Joanna was a police officer and now she's a teacher. She's been in \_\_\_\_\_ all her professional life.
  - 4 Larry is a teacher. He works in \_\_\_\_\_
  - 5 The company suffered years of bad \_\_\_\_\_
  - 6 Microsoft is the biggest \_\_\_\_\_ in the Seattle area.
  - A degree and some experience in IT are necessary \_\_\_\_\_ for this job.
  - 8 James works in \_\_\_\_\_. He's a judge.
  - 9 Allan got a new job with a higher \_\_\_\_\_.
  - 10 She's been an \_\_\_\_\_ of this company for 25 years.
- 3 SPEAKING Work in pairs. Discuss these questions.
  - 1 Which of the areas of work in Exercise 1 would you be most / least interested in? Why?
  - 2 Would you rather be an employer or an employee? Why?

#### WordWise

by

- What do the phrases in **bold** refer to? Match 1–4 with a–d.
  - 1 It's called 'the gold of the Internet age' by some people.
  - 2 He got the Bitcoins by solving complicated Maths problems.
  - 3 I found it in the street, by the shoe shop.
  - 4 Dad, I need £20 by tomorrow.
  - a a location
  - **b** a time in the future
  - c a way to do something
  - d the person / people who do something
- 2 Complete the sentences with the phrases.

by the entrance | by the end of class by the football club | by selling

- 1 Please finish Exercise 2 \_
- 2 He's paid a lot \_\_\_\_\_ that he plays for.
- 3 Meet me tomorrow \_\_\_\_\_ to the cinema.
- 4 Jeff got money \_\_\_\_\_ old books.

41

#### **PHOTOSTORY**



 Look at the photos and answer the questions. What has Jeff found? Why do you think they're looking at the woman?
 D125 Now read and listen to the

Now read and listen to the photostory. Check your answers.



- LEO I'd really like one of these fancy desserts. Like this one, with nuts and everything, and the banana ...
- FLORA A banana split! Mmm, they're amazing. Let's see. Oh, they're £6.99. I don't have that kind of money.
- MIA Tell me about it. I'd really like one of those hot chocolate drinks with all the extras. But I just can't afford it.
- LEO Well, don't look at me. I'm broke too. No banana splits for me either, I'm afraid.

(Jeff arrives)

JEFF Hi, you lot. Wow, you don't look very happy.

MIA Just feeling sorry for ourselves. We're all strapped for cash, same as usual.

- JEFF Ah, well, in that case, you should all be *really* happy to see me!
- LEO And why's that, Jeff?



JEFF Look what I found! Outside here, on the street, by the shoe shop. My lucky day, eh? And your lucky day, too! Let's go crazy – desserts are on me!

MIA But, Jeff, the money isn't ours. We can't just spend it on ourselves like that.

2

- JEFF Why not? There's no way to find the person who lost it, is there?
- MIA I'm just saying it doesn't feel right, that's all. JEFF Don't be silly. Come on, order whatever you want.
- LEO OK. If you say so, Jeff!



WAITRESS The usual, Mrs Brady? A large coffee?
MRS BRADY I'd better have a small coffee today. You know, this morning I lost £20.
WAITRESS Oh no! That's a shame. I'm really sorry to hear that.
MRS BRADY Yes. I must have lost it around here somewhere. That's a lot of money for me.
WAITRESS Oh dear! What a pity! Never mind – maybe you just misplaced it and you'll find it again.
MIA Did you hear that? We ate the old lady's money!
FLORA I know. How awful!
LEO Look what you did, Jeff!
JEFF Don't look at me! It's not my fault. I didn't eat all of this by myself, you know!

42

#### **DEVELOPING SPEAKING**

3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think they go and speak to the old lady and give her some money.

4 **CCEP2** Watch and find out how the story continues.

#### 5 Match 1–7 with a–g.

- 1 The four friends decide
- 2 Jeff
- 3 Flora
- 4 Leo
- 5 Mia
- 6 In the café, Flora
- 7 The old lady
- a gets some money in advance for a job.
- **b** gets money from a jar at home.
- c gives some money to the old lady.
- d to get money to give to the old lady.
- e finds some more money in her pocket.
- f sells some old books.
- g finds money in all kinds of different places.

#### PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?
  - 1 same as usual
  - 2 Don't look at me!
  - 3 Hi, you lot.
  - 4 ... is / are on me.
  - 5 ..., that's all.
  - 6 It's not my fault!

# 2 Use the expressions in Exercise 1 to complete the conversations.

- A I haven't got enough money for lunch.
   B Well, \_\_\_\_\_! I can't pay.
  - C It's OK. I'll pay for the food. Lunch \_\_\_\_
- 2 A \_\_\_\_\_. How are you all?
  - B Oh, \_\_\_\_\_\_, really. Nothing changes a lot, does it?

\_!

- 3 A Wow, this room is really untidy!
  - B Hey! \_\_\_\_\_! Julie made the mess, not me.
  - C OK, calm down. I didn't say it was you. I just said it was untidy, \_\_\_\_\_.

#### PRONUNCIATION

Short and long vowel sounds: I / - I / and / D / - J = 0

- 1 [10] 1.26 Read and listen to the dialogues.
  - MRS GREEN We all need good self esteem. But what does it mean? Tim?
  - TIM It's a lot of things, Mrs Green. But it's really important to feel happy to be as we are.
  - MR ROSS So, do you copy your favourite pop stars? Do you wear the same clothes, Rose?
  - ROSE Mr Ross! I follow pop stars but I don't wear the same clothes! I'm not a clone.
- 2 Say the words with the short /I/ and the long /it/ sounds. How does your mouth change shape? Say the words with the short /D/ and the long /ƏU/ sounds. How does your mouth change shape now?
- 3 I.27 Listen, repeat and practise.

#### FUNCTIONS

#### Sympathising

1 Look back at the photostory. Complete the extracts with the phrases in the list.

	ne   Never mind   How awful   I'm really sorry
MRS BRADY	This morning I lost £20.
WAITRESS	Oh no! <sup>1</sup> ! <sup>2</sup> to hear that.
MRS BRADY	[] That's a lot of money for me.
WAITRESS	Oh dear! <sup>3</sup> ! <sup>4</sup> – maybe
	you just misplaced it and you'll find
	it again.
MIA	We ate the old lady's money!
FLORA	l know. <sup>5</sup> !

2 Work in pairs. Write four-line conversations like the one in Exercise 1 about each of these situations. Then act them out.

You tell your friend that ...

- your exam results are very bad.
- you lost some money.
- you broke your mobile phone.

# Culture

- 1 Look at the photos and discuss with your friends:
  - a Do you know where money was invented?
  - **b** What is the currency of the United States?
  - c Do you think money can buy happiness?
- 2 N1.28 Read and listen to some fun facts about money. What are they?
- 3 Read the article again and decide if the following statements are True (T) or False (F).
  - a Paper money was invented 1,000 years ago.
  - **b** The first form of money was not paper.
  - c The US government often loses a lot of money during the production of their dollars.
  - d Only people earning more than \$75,000 per year can feel happy and satisfied with their life.
  - e When the benches of Italian bankers were broken in half, they could not run their money business anymore.



**SPEAKING** Work with your partner and answer the question: How can these things make you happy?

	How can these things make you happy?
The Internet	It gives me information and
	helps me stay connected with
	the world.
Food	
Studying	
Travel	
Friends	
Family	
Money	

#### • Fun money facts – money in the world!

Money is extremely important to us because no one can live without it. At least, not for a long time. Money can't buy everything, but it can make our lives more comfortable. Here are some interesting facts about money that not everyone knows.

- More than 1,400 years ago, in the Tang Dynasty, China invented money. But it was not until 400 years later in the Song Dynasty that paper money really appeared. China was the first country to create paper money too.
- The production of the United States onecent coin (symbol: ¢) often called the "penny" costs up to 2.4 cents. This also means that the US government has to suffer huge losses to put this currency into consumption.
- 3. Money really does buy happiness at least according to the results shown by studies in the US, as people with high incomes

consistently feel happier than those with low incomes. However, this is only true until the income reaches \$75,000 per year because over that income level, the "feeling of happiness" seems to disappear.

4. The word "bankrupt" is now widely used in everyday life, not only in money-related fields. However, its real roots are in the banking sector. The word comes from the Italian *banca rotta*, meaning "broken bench." In Italy, money dealers worked from benches. When they ran out of money or were dishonest, their bench would be smashed, and they would be out of business.



#### WRITING

#### An essay – My life in the future

- 1 Work with a partner and discuss how you imagine your life will be in 30 years.
  - a How will you look?
  - **b** Where will you be living?
  - c Will you have a big or small family?
  - d What job will you be doing?
  - e What will you do to relax after work?

#### 2 Read the definition of three parts of an essay and match the definitions to the appropriate names. Definitions

- 1 ... which states the ideas to make the topic clearer are put into different paragraphs. The paragraphs are linked with the transition words or phrases.
- 2 ... which states the topic. This means that you talk generally about the topic.
- 3 ... which summarises the main ideas of your writing and give the final comment.

#### Parts of an essay

- a Introduction
- **b** Body
- c Conclusion

#### 3 Read the following essay and put the paragraphs into appropriate columns.

Introduction	Body	Conclusion
	d	

- a I am really excited to imagine how my life will be in 30 years. As the world is changing rapidly, everything will be very different. Although there will be many changes, I believe that my life will be better.
- **b** Firstly, I can say that my life in the future will be awesome because I will be living in a modern house with many advanced technologies. I won't have to clean the house or do the dishes. Robots will take care of the housework.
- c Secondly, in 30 years, I see myself enjoying my job as an owner of a bakery. My bakery will be very famous in the city because we will sell high quality bread, cookies, cakes, doughnuts, pastries, and pies. We will also serve coffee and tea to our customers.
- d In addition to a wonderful career, I will be enjoying my life with my small family in the next 30 years. A caring partner and a few children will be a perfect family. We will share the housework and travel together every year. I believe that travelling is a great way to experience the world and give us unique memories. The modern transportation system of the future with super airplanes will help us go around the world more quickly and more conveniently.
- e It seems to me that my life in 30 years will be much better than my life now. I will have a comfortable life, a wonderful career, and a happy family.
- 4 Write an essay about your life 30 years from now (150–180 words). Use the ideas in Exercise 1 to help you. Try to use the vocabulary and grammar from the unit. Think about the things that you:
  - will be doing.
  - will have done.
  - won't have done.
  - will still want to do.

3 MONFY

# MUSIC AND NAF







#### READING

1 Listen. What type of music do you hear? Write the words in the pictures.

rap | jazz | opera | dance | music | rock | pop

- 2 What other types of music can you think of?
- **3** SPEAKING Work in pairs. What kind of music do you like? Ask and answer questions.

Do you like ... ? I love/like/can't stand ...

I've never listened to ...

#### 4 Look at the photos in the online forum on the next page and answer the questions.

- 1 Which picture shows a busker?
- 2 Which picture shows a talent show?
- 3 Which of these people do you recognise?
- 4 Do you know how they became famous?

#### **OBJECTIVES**

- FUNCTIONS: asking about feelings; making helpful suggestions
- **GRAMMAR:** past simple vs. present perfect; present perfect simple vs. present perfect continuous
- VOCABULARY: making music; musical instruments; phrasal verbs with out





- Read the online forum quickly on page 47 5 and check your ideas.
- **■**1.30 Read and listen to the online 6 forum and answer the questions.
  - 1 What kind of shows are *The X Factor* and The Voice?
  - 2 Who won the first series of *The X Factor*?
  - 3 Where did One Direction finish in 2010's The X Factor?
  - 4 What was the first video Justin Bieber's mum put on the Internet?
  - 5 How old was Justin Bieber when Scooter Braun discovered him?
  - 6 How did Lily Allen get tens of thousands of fans?
  - Why is busking good for a new musician? 7
  - Where did Eric Clapton busk when he was 8 starting out?

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#### Singer songwriter: Any advice?



Hello. I'm a singer songwriter. I'm *good* and I'm going to make it big! Any advice????

Paulie asked 2 days ago Answers (3)

#### Answer #1 answered 4 hours ago

You could try going onto a talent show like The X Factor or The Voice. If you win it, you should have at least one hit album, but it's no guarantee that you will be successful for a long time. The X Factor's 2007 winner, Leona Lewis, has certainly become a big star, but who remembers the winner of the first series, Steve Brookstein? Maybe it's better not to win at all. In 2010 One Direction came third, and the radio hasn't stopped playing them ever since.

#### Answer #2 answered 10 hours ago

The Internet has been a cheap, quick, and easy way to become famous. In 2007, when Justin Bieber was just 12, his mum filmed him and put his singing videos on YouTube. In 2008, a talent scout called Scooter Braun liked Justin's videos so much that he went to meet Justin. The rest is history. And then there's Lily Allen. She had a contract with a music label, but they were too busy with artists more popular than Lily. So, she posted her music on Myspace.com. Soon, she had tens of thousands of fans, and lots of attention from her label.

#### Answer #3 answered 2 days ago

I've been writing songs since I was a teenager. When I started my band, I also started to get more serious about my music. I think the best advice is to start small and grow big. Doing a lot of busking in the streets has helped our band to get a good local following. Loads of famous people started out busking. Eric Clapton, one of the greatest guitarists in the world, busked on the streets of London when he was young.







### THINK VALUES

#### Following your dreams

- 1 Match these people with their dreams.
  - 1 Jessie is a really good artist.
  - 2 Kylie loves acting.
  - 3 David is great at football.
  - 4 Lance has written a book.
  - a 'I want to get it published.'
  - b 'I want to be in a play.'
  - c 'I want to play professionally.'
  - d 'I'd love to have an exhibition of my work.'

2 What should these people do to realise their dreams? Give advice. Make notes for each one.

#### David / join club

**3 SPEAKING** Work in pairs. Compare your ideas.

David should join a football club. He should practise for three hours every day.

- **4 SPEAKING** Discuss these questions in small groups.
  - 1 What is your dream?
  - 2 What can you do to make it come true?

#### GRAMMAR

#### Past simple vs. present perfect

#### **RULE:**

We use the **present perfect tense** to talk about **an action or situation in the past when we don't know the exact time or it isn't important**.

#### I've invited Dave and Sue for dinner.

We use the **past simple** to talk about **a specific time in the past**.

#### I phoned my brother yesterday.

We often use the **present perfect** to **start a conversation about our experiences**. If we want to **ask about or give more details**, we use the **past simple**.

'Have you ever visited your cousins in Canada?'— 'Yes, we went there last year.'

#### Complete the sentences using the past simple or present perfect form of the verbs in brackets.

- 1 I \_\_\_\_\_ a great film yesterday. (see)
- 2 \_\_\_\_\_ a cheap guitar? (you ever buy)
- 3 They \_\_\_\_\_ music on Wednesday afternoon. (play)
- 4 He \_\_\_\_\_ a song writing course. (already take)
- 5 Last week my band \_\_\_\_\_ in the street. (perform)
- 6 I \_\_\_\_\_ the talent scout last Monday. (meet)
- 7 Bob \_\_\_\_\_ well last night after winning the singing competition. (sleep)
- 8 I \_\_\_\_\_\_ a letter from my favourite singer two days ago. (receive)
- 9 The famous band ABBA \_\_\_\_\_ in Germany. (already arrive)

## 2 Find the mistakes in the following sentences and correct them.

- 1 The singers have gone on a tour last weekend.
- 2 I never listened to Japanese music in my life.
- 3 My sister loves this songwriter. She listened to all of his songs.
- 4 Have they had a maths test yesterday?
- 5 We have seen a concert when we went to London.
- 6 Sally didn't play her piano since the accident.

#### PRONUNCIATION

#### been: strong /bi:n/ and weak /bin/

#### 1 [1] Read and listen to the dialogue.

- JILL Where have you <u>been</u>? The party's already started.
- PETE Shh! I've been hiding in the kitchen.
- JILL We've <u>been</u> looking for you everywhere. We want to play a game.
- **PETE** Well, I've <u>been</u> trying to find a bin to put this sandwich in. It's horrible!
- 2 Say the strong and weak forms of *been*, /bi:n/ and /bɪn/. What other word sounds like /bɪn/?
- 3 Listen and repeat the dialogue.

#### VOCABULARY

#### Making music

1 Complete the story of Dymonde with the verbs in the list.

won | start | entered | released | enter | downloading | writes | record | going | playing Alan Bolan is a musician. He <sup>1</sup>\_\_\_\_\_ songs. One day he decided to <sup>2</sup>\_\_\_\_\_ *a band*, so he put an advert in the paper. He soon found the band mates he was looking for. They practised hard and started <sup>3</sup>\_\_\_ local gigs. A few months ago they decided to <sup>4</sup>\_\_\_\_ a talent show. They 5\_ *the competition*, and their prize was a day in a recording studio. They used it to  $^{6}$ \_\_\_\_ *a single* called *Love the single* on their Me Never. They <sup>7</sup>\_\_\_\_ website two weeks ago, and loads of people have been <sup>8</sup>\_\_\_\_ it. It's already <sup>9</sup> the charts. Radio stations have been playing it loads, too. Next month they are <sup>10</sup>. on tour all over the country. Rock critics are predicting a big future for Dymonde.



2 **SPEAKING** Work in pairs. Ask your partner about their favourite band. Use the expressions in Exercise 1.

Who writes the songs?

Have you downloaded any of their songs?

48

#### LISTENING

1 **▲>>1.33** Listen to the interview with Tom. What is he talking about?

2 **Listen again and circle** the correct answers. Sometimes there is more than one correct answer.

- 1 How does Tom feel when he hears a good new band?
  - A really excited
  - B worried
  - **C** happy
- 2 Where does Tom hear new music?
  - A on the radio
  - B on the Internet
  - **C** from his friends
- 3 Where does Tom get music?
  - A He downloads it.
  - B He borrows it from his friends.
  - c He buys CDs.
- 4 When does he listen to music?
  - A before he falls asleep
  - B when he takes a shower
  - c when he does his homework
- 5 How does Tom feel when he dances?
  - A silly
  - B happy
  - C He doesn't dance.

#### 3 Now listen to Sara answering the same questions and complete the sentences.

- 1 Sara mostly listens to ...
- 2 Sara hears new music ...
- 3 She downloads ...
- 4 She always listens to music when ...
- 5 When she dances she feels ...

#### THINK SELF-ESTEEM

#### Music and me

- 1 Do the quiz.
- 2 **SPEAKING** Work in pairs. Discuss the quiz.
  - Do you agree or disagree with your score? Why?
  - What music do you listen to when you are sad?
  - What songs have special memories for you?
  - What are your favourite song lyrics?
  - How do you choose what clothes to buy?
  - What music do your friends like?

#### Does music rock your world? Could you live without it? Take our quiz and find out just how important music is in your life.

For each question, choose the sentence that describes you best. Then work out your score and find out just how music mad you are.

11		
-		A I only listen to music when I'm happy.
		B Music makes me feel better when I'm feeling down.
		<b>C</b> I listen to different music depending on how I feel.
2		A I have loads of memories connected to different songs.
		B I never listen to music from when I was younger.
		I get bored with songs quickly.
3		A My musical taste influences the clothes I wear.
		Music has nothing to do with fashion.
		I don't really think about what I wear.
4		
		I like different music from most of my friends.
	C	I always know if I'm going to be friends with someone
		when they tell me their taste in music.
5	A	
	B	Melody is more important than lyrics.
	C	Melody and lyrics are both really important in a song.
_		

Kev

Q1

Q2

03

04

<u>A – 1</u>

A - 3

A - 3

A – 1

A – 1

**5–8:** Music doesn't rule your world. You like it and you probably listen to it, but it's not so important.

**9–11:** Music plays an important part in your life, but it isn't the only thing that matters.

**12–15:** Music is your world and you would find it difficult to live without it. You live, sleep and breathe music.

B-2

#### READING

# **SPEAKING** Work in pairs. How important are these things if you want to be a pop star? Put them in order 1–6. What other things can you think of?

- musical talent
- good looks
- a good manager luck

loyal fans good songs 2 CD1.35 Read the article quickly. Which of these things does John Otway have?

#### $\neg$ $\frown$ $\times$

# John Olway - Rock's Greatest Failure

J ohn Otway has been playing music and making records in the UK for more than 40 years. Over the years, he has released more than ten albums. He has played hundreds of concerts. He has written two autobiographies.



He has worked with some of the country's best musicians, and he has even made a film about his life. But despite all of this, most people have never heard of him.

Otway released his first record in 1972, but it was the punk movement a few years later that really gave him his big chance. Otway wasn't the greatest musician, but his songs were always fun, and his performances on stage were always entertaining – there was a good chance he would fall off the stage at least once in each show. The punks liked him, and in 1977 he had a small hit when his single Really Free made it to #27 in the UK top 40 charts. Otway really enjoyed his success but unfortunately, no more came. Not one of his records over the next 30 years was a hit.

Although he never had much commercial success, Otway had a lot of very loyal fans. When someone asked him what he would like for his 50th birthday, his reply was: 'A second hit.' His fans went out and bought as many copies of his new single Bunsen Burner as they could. And in October 2002, Otway finally saw his wish come true. In a chart that featured international superstars like Pink, Will Young and Oasis, Bunsen Burner made it to #9. Many high street shops refused to sell the record, saying that Otway was too old and unattractive for the teenage market. Otway didn't care. He celebrated his success with an appearance on TV's biggest music show Top of the Pops. These days, John Otway continues to play his music around the country, and there are always plenty of people who are happy to go and watch him perform. He's a great example for anyone who loves making music. You don't have to be young, good-looking (or even very talented) to enjoy a long career in the music business.

#### 3 Read the article again. For each question, mark the correct answer A, B, C or D.

- 1 Which sentence best describes John Otway's popularity in the UK?
  - A Many people do not know his name.
  - B Everyone knows his name.
  - C He was popular 30 years ago but he isn't popular any more.
  - D He's quite popular with a lot of old people.
- 2 Which sentence best describes John Otway as a musician and performer?
  - A He's a very talented song writer and guitarist.
  - B He enjoys performing and making music.
  - c He's a punk.
  - D He's good at writing hit singles.

- 3 Why did some shops not sell his single *Bunsen Burner*?
  - A Because they thought it was terrible
  - B Because it wasn't a very big hit
  - C Because John Otway didn't want them to have it
  - D Because they thought no one would buy it
- 4 What is the message of the text?
  - A You don't have to be young to be a successful pop star.
  - B It's important to be successful.
  - C Do what you love doing.
  - D Musicians get better as they get older.

#### PRONUNCIATION

#### Elision

#### 1 📣 1.36 Read and listen to the dialogue.

**SADIE** Hey Eddie. What are you reading?

- LOUIS Hi, Sadie. I'm reading about the history of the Beatles.
- SADIE Oh, interesting. They've always been my favourite band since I was small.
- LOUIS They're great, aren't they? Their music always makes me feel relaxed.

# 2 Listen again and look at the phonetic transcription of these words. Which sound has been left out in each word?

History /ˈhɪstri/ Interesting /ˈɪntrəstɪŋ/ Comfortable /ˈkʌmftəbl/

**3 SPEAKING** Work in pairs. Practise the dialogue with your partners.

#### **FUNCTIONS**

#### Asking about feelings

#### 1 Match the questions and the answers.

- 1 What's up, Luke? a Not great.
- 2 Is something the matter? b Yes, I'm fine.
- 3 How are you feeling? c Nothing.
- 4 Are you OK?
- d l'm just a bit upset.

#### Helpful suggestions

2 **ROLE PLAY** Work in pairs. Look at the role cards and do the role play.

#### Student A

- 1 You're a bit upset. There's a party at the weekend, but your mum says you can't go. Talk to your friend about the problem.
- 2 Your friend looks a bit upset. Find out what the problem is and suggest what your friend can do.
  - Why don't you ... ?

You could ...

Can't you ... ?

#### Student B

 Your friend looks a bit upset. Find out what the problem is and suggest what your friend can do.
 Why don't you ... ? You could ...

Can't you ... ?

2 You're a bit upset. It's your mum's birthday tomorrow and you haven't got any money to buy her a present. Talk to your friend about the problem.

#### GRAMMAR

Present perfect simple vs. present perfect continuous

- 1 Complete the sentences with the verb *play* in the correct tense. Look at the article on page 50 to check your answers.
  - 1 He \_\_\_\_\_ music for more than 40 years.
  - 2 He \_\_\_\_\_ hundreds of concerts.
- 2 Complete the rule and match them with the example sentences in Exercise 1.

#### **RULE:**

- Use the present perfect \_\_\_\_\_\_ to talk about an action that is not finished.
- Use the present perfect \_\_\_\_\_\_ to stress the *finished result* of a completed activity and the *amount* completed.
- 3 Complete the sentences with the phrases in the list.

've been having | Has ... been preparing
've been watching | 've eaten | haven't taken
've played | 've been playing | 's been writing
's written | 's made

- 1 Sarah \_\_\_\_\_ more than 200 poems. She \_\_\_\_\_ poems since she was eight.
- 2 I \_\_\_\_\_ piano lesson for three years.
   I \_\_\_\_\_ any piano exams yet.
- 3 I \_\_\_\_\_\_ football since I was five.I \_\_\_\_\_\_ for three different teams.
- 4 We \_\_\_\_\_ films all evening. We \_\_\_\_ three bags of popcorn between us.
- 5 Mum \_\_\_\_\_ more than 100 sandwiches. \_\_\_\_\_ she \_\_\_\_\_ for the party all

- 4 Complete the sentences using the correct forms of the verbs.
  - 1 He \_\_\_\_\_ autographs since he was ten. He \_\_\_\_\_ over 500. (collect)
  - 2 Jade \_\_\_\_\_ over 5,000 photos on her phone. She \_\_\_\_\_ them ever since she bought it. (take)
  - 3 Mum \_\_\_\_\_\_ since 6 am. She \_\_\_\_\_\_ over 400 km. (drive)

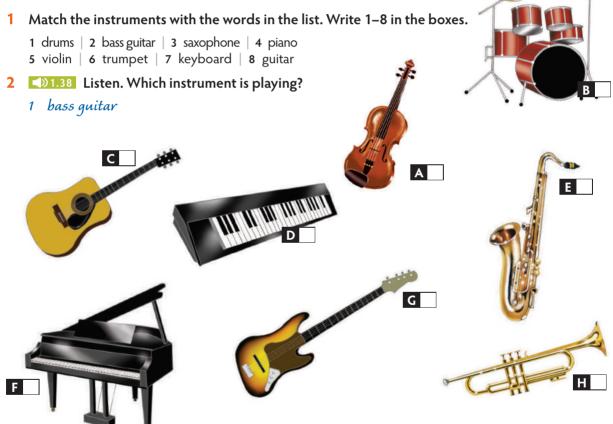
- 4 We \_\_\_\_\_\_ for an hour. We \_\_\_\_\_\_ more than 2 km! (swim)
- 5 Mr Bosworth \_\_\_\_\_ more than 2,000 children. He \_\_\_\_\_ since he was 22. (teach)
- 6 They \_\_\_\_\_ apples all day. They \_\_\_\_\_ hundreds! (pick)

#### CLIL (ART)

#### Go to page 103

#### VOCABULARY





#### **SPEAKING**

#### Work in pairs. Answer the questions.

- 1 Do you play an instrument? If yes, how long have you been playing it? If no, would you like to play an instrument?
- 2 Which of the instruments in Exercises 1 and 2 do you really like? Which instruments don't you like?
- 3 What famous musicians can you think of? How long have they been playing music? Have you seen them playing live?

#### WRITING

#### Letter of enquiry

- 1 Read the advetisement of an origami workshop and answer the following questions.
  - 1 Where is the workshop?
  - 2 What are the activities in the workshop?
  - 3 How can you contact the organisers of the workshop?
- 2 Read two samples of letter of enquiry about this origami workshop.

#### Sample 1

Subject: Enquiry for enrollment in the class

Hi!

I want to ask you questions about the new origami class you're opening. My daughter has been a fan of origami for 2 years now and she really wants to do origami with actual professional artists. The ad didn't say

the price and time of the lesson. So I just wanted to ask you about that.

Please contact immediately!

**Cheryl Briggs** 

3 Which one of the two samples do you think are more suitable? Why? What would you do to improve the other one?



#### Sample 2

Subject: Enquiry for enrollment in the class

Dear Sir/Ma'am,

I am writing this letter to express my interest in your origami workshop.

I have a 12-year-old daughter who has been doing origami for 2 years now. She hopes to join an origami class taught by origami artists. I am reaching out to you to enquire about the cost of each lesson and when the first lesson is starting.

If possible, I would like to discuss such matters in person as soon as possible. I hope to hear back from you regarding the price and exact time of the first lesson.

Thank you!

Yours sincerely,

Cheryl Briggs

- 4 Read through all these concerts' advertisements. Make notes of the following information for each concert.
  - Type of music
  - Artist
  - Time
  - Place
  - Other information



5 Write a letter to enquire more information about ONE of the concerts that you are interested in.

.....

#### **PHOTOSTORY**



#### Look at the photos and answer the questions.

- 1 What's Luke's problem?
- 2 What suggestions do Megan and Ryan make?

Now read and listen to the photostory. Check your answers.



MEGAN Have a look at this. There's going to be a concert in our park.
OLIVIA Wow - The Unwanted! I've just heard their new song. I love it.
RYAN And Daddy D - awesome! I'm so going to go.
MEGAN Me, too. I can't wait.



OLIVIA What's up, Luke? Aren't you excited? LUKE Not really. Well I am, but... RYAN What? What's the matter? LUKE I'm just a bit upset. I mean, where am I going to get £20 from? I've run out of money. I spent all my money for the month on that new video game I told you about.



MEGAN Can't you ask your dad?
LUKE No way. He won't lend me money. Especially for a concert. He hates my music.
OLIVIA Tell me about it. My parents can't stand my music, either.
RYAN But listen, why don't you sell something?
LUKE I haven't got anything I want to sell.
OLIVIA Nothing at all?
LUKE No, nothing.

3



LUKE Well, there's no point in getting upset. I can't go and that's that.
RYAN Well, if you say so.
OLIVIA Come on, Luke. I'm sure we'll sort something out.
RYAN This cat's been following us for ages. Hey, kitty!
MEGAN She's so cute. But you'll have to stay here now. You can't come to school with us.

#### **DEVELOPING SPEAKING**

3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think that Ryan finds some money in the street and gives it to Luke.

- 4 **CIEP3** Watch and listen to find out how the story continues.
- 5 Complete the sentences with the names in the list. There are two extra names.

Sophie | Lucky | Tiddles | Sammy | Tiger | Lucy

- 1 Ryan thinks the cat's name should be
- 2 Olivia calls the cat \_\_\_\_\_.
- 3 Luke calls the cat
- 4 The cat's real name is \_\_\_\_\_.
- 6 Why do the kids choose those names?

#### PHRASES FOR FLUENCY

1 Find the expressions 1–6 in the story. Who says them? How do you say them in your language?

- 1 l can't wait.
- 5 There's no point in ...
- 2 What's up?3 No way.
- 6 If you say so.
- 4 Tell me about it.

2 Complete the conversations. Use the expressions in Exercise 1.

- 1 A Hey Mandy. <sup>1</sup>\_\_\_\_\_?
  - **B** I'm tired! I had problems with the homework last night.
  - A <sup>2</sup>\_\_\_\_\_ ! I took four hours to finish it! And I think I got some things wrong.
  - B Me too. Oh well. <sup>3</sup>\_\_\_\_\_ worrying about it. Let's give it to the teacher, and see.
- 2 A The Cup Final's on TV tonight. <sup>4</sup>\_\_\_\_\_
  - B I know. It's really exciting. Do you want to come and watch it with me, at my house?
  - A <sup>5</sup>\_\_\_\_\_ ! Your television's terrible.
  - B Well, <sup>6</sup>\_\_\_\_\_. But I think our TV's really good.

#### WordWise

•••••

- Phrasal verbs with out
- 1 Complete each of these sentences from the unit so far with a word from the list.
  - come | find | run | went | started | sort
  - 1 Lots of famous musicians \_\_\_\_\_ **out** playing on the streets of London.
  - 2 His fans \_\_\_\_\_ out and bought all the copies.
  - 3 Their new single has just \_\_\_\_\_ out.
  - 4 Come on, Luke. I'm sure we'll \_\_\_\_\_\_ something **out**.
  - 5 I've \_\_\_\_\_ **out** of money.
  - 6 Listen and \_\_\_\_\_ out how the story ends.

#### 2 Match the phrases and the definitions.

1	start out	a	discover
2	find out	b	begin your working life
3	go out	с	leave your house
4	come out	d	appear in a shop so people can buy it
5	run out	e	find an answer or solution to a problem

- 6 sort out f use all of something
- 3 Complete the sentences with the correct form of the verbs in Exercise 2.
  - 1 John isn't here. He \_\_\_\_\_ about 20 minutes ago.
  - 2 It's a really old film. I think it \_\_\_\_\_ about 2005.
  - 3 We need to go to the supermarket we \_\_\_\_\_ of milk.
  - 4 The police are trying to \_\_\_\_\_ who started the trouble last night.
  - 5 We had some problems with the computer, but we \_\_\_\_\_ them \_\_\_\_ yesterday.
  - 6 She's a famous singer now, but she \_\_\_\_\_\_ as a dancer.

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

# REVIEW UNITS 3 & 4

#### READING

# **Behind the camera**

Chris Columbus



A 12-year-old who gets left behind when his family go on holiday, a teenage magician fighting to save his world and the troubled son of a Greek god living in modern-day America: these are just three of the characters brought to life on the big screen by director Chris Columbus. With films such as *Home Alone, Harry Potter and the Chamber of Secrets* and *Percy Jackson and the Sea of Monsters*, Columbus has certainly shown that he knows how to get teenagers into the cinema.

Columbus has been making films for more than 30 years and has become one of the most successful film directors of all time. Since he directed his first film, *Adventures in Babysitting*, in 1987, Columbus has been involved in some of the biggest films as both a director and a producer.

But Columbus doesn't only make action films for the teenage market. He's also made a number of successful films for adults. Comedies such as *Mrs Doubtfire*, dramas such as *The Help* and science fiction films such as *Bicentennial Man* have all helped make Columbus one of Hollywood's most popular film-makers.

# 1 Read the article. What types of films does it mention?

action | animated | comedy | drama | horror | romantic comedy | science fiction | thriller

- 2 Read the article again and mark the sentences T (true), F (false) or DS (doesn't say).
  - 1 Chris Columbus's films are popular with 13 18 year olds.
  - 2 Columbus started making films when he was 30.
  - 3 His films aren't popular with older people.
  - 4 Lots of people in Hollywood want Columbus to make films.
  - 5 He's never won an Oscar.

#### LISTENING

3 <a>Number 2</a> You will hear a conversation between Ellen and her dad. Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under YES. If it is not correct, put a tick (✓) in the box under NO.

#### YES NO

- 1 Ellen's dad thinks she's been on the computer too long.
- 2 Ellen's only been on the computer for 30 minutes today.
- 3 Ellen was looking at a site about Queen Victoria.
- 4 Ellen's dad wants to see what she's talking to Jenny about.
- 5 Ellen's dad needs some help baking a cake.
- 6 Ellen would like to see her dad working in the kitchen.

#### VOCABULARY

#### **4** Choose the most suitable word to fill in the gaps.

rap | on offer | a bargain | writes | healthcare | tip | value for money | playing | saxophone | pop

- 1 Make sure to leave a 30% \_\_\_\_\_ for the waitress, the service was wonderful.
- 2 I got these pants for \_\_\_\_\_\_. They were 60% percent off.
- 3 I wonder if the skirt is \_\_\_\_\_\_, it's hung on a rack.
- 4 Why did you buy this shirt for 300 dollars, that's not good \_\_\_\_\_\_.
- 5 A career in \_\_\_\_\_ can be rewarding.
- 6 \_\_\_\_\_ music is known for its catchy tunes and good rhythm.
- 7 Many \_\_\_\_\_\_ musicians use rhymes, rhythmic speak and 'street talk'.
- 8 Popular \_\_\_\_\_ player Kenny G is beloved by fans all over the world.
- 9 While a singer may get all the credit, the songwriter actually \_\_\_\_\_\_ the music.
- 10 He got his first gig \_\_\_\_\_ for a band called 'Lovesick'.

#### GRAMMAR

#### 5 Find and correct one mistake in each sentence.

- 1 (A)<u>To grow</u> up, I (B)<u>was</u> (C)<u>overshadowed</u> by my brother.
- 2 Danny thought the (A)second option was the (B)worst one (C)of the two.
- 3 I think (A)this sauce is my (B)most less (C)favourite.
- 4 The garden (A)<u>needed</u> some (B)<u>freshing</u> (C)<u>up</u>.
- 5 I needed as (A)<u>many</u> support as (B)<u>possible</u> when I was sitting (C)<u>for</u> my exams.
- 6 GreenHill (A)<u>claims</u> to be (B)<u>the</u> (C)<u>better</u> one out of six gardening services in our town.
- 7 The living room is (A)<u>in</u> (B)<u>desperate</u> need of (C)<u>vacuum</u>.
- 8 Of (A)<u>the</u> two (B)<u>opinions</u>, I think the (C)<u>later</u> is correct.

#### 6 Fill in the correct form of the words below.

- 1 Some of the ice crystals fell into the cup and then \_\_\_\_\_ (drift) along the water.
- 2 I \_\_\_\_\_ (wait) for three hours. Please tell me if you're coming.
- 3 My pet \_\_\_\_\_ (be dead) for five years now.
- 4 I \_\_\_\_\_ (lie) on the beach for two hours now.
- 5 Tommy \_\_\_\_\_ (never eat) anything like this before.
- 6 Sue \_\_\_\_\_ (write) 12 books and still counting.
- 7 No amount of money \_\_\_\_\_\_ (ever make) me feel this happy before.
- 8 She \_\_\_\_\_ (read) that book all day.

#### WRITING

#### 7 Write about your favourite music show/concert. Write about:

- What it is.
- When it started.
- How it became successful.
- What the famous hits were in the show/concert.
- How long you have liked it.
- Why you like the show/concert.

.....

# VIÊT NAM AND ASFA

#### **OBJECTIVES**

- FUNCTIONS: ask and answer basic information about the people and culture of a nation; comparing and contrasting
- **GRAMMAR:** participles and to-infinitive clauses; linking words VOCABULARY: organisations; countries



#### READING

- Work in pair. Name the country next to 1 each national flag.
- 2 Match the words with their suitable meanings.
  - 1 binding help given, especially by a the state or an organisation, to people who need it, especially because they do not have enough money
  - 2 initiate **b** a new plan or process to achieve something or solve a problem
  - 3 initiative c (especially of an agreement) that cannot be legally avoided or stopped

5 welfare

- 4 diplomatic d to cause something to begin
  - involving the management e of the relationships between countries
- 3 2.02 Read and listen to the text on page 59. Choose the most suitable title for this reading passage.
  - A Việt Nam's relationship with ASEAN
  - B Viêt Nam's achievements as a member of ASEAN
  - **c** The agreements between Việt Nam and ASEAN
  - D The story of Việt Nam's success in economic integration



Việt Nam has long been one of the most important members of the ASEAN community, so what has this country done in its nearly 30-year membership? This can be due to four major reasons.

Firstly, Việt Nam has been active in putting forth directions and policies to further develop ASEAN. In the 1998 ASEAN Summit, Việt Nam helped pass the Hanoi Plan of Action, which set the basis for many positive things. Then in 2007, Việt Nam was somewhat responsible for the first legally binding agreement among countries in ASEAN.

Secondly, Việt Nam has done well in its assigned roles. Việt Nam, as Chairman of ASEAN 2020, organized online meetings with other members on successfully managing the Covid-19.

Thirdly, Việt Nam was involved in many policies and initiatives centred on the common man. Việt Nam suggested lots of social welfare, education, and medical actions during its nearly 30-year role as a member.

Finally, Việt Nam has been active in forming connections with the world. Economic integration among all countries is now its priority in important diplomatic policies with other countries, which is an example of the country's desire to get globally connected. Not only that, ASEAN often partners up with East Asia in large part due to Việt Nam's commitment to establishing bonds with every country.

Now, in the face of disputes with other countries, Việt Nam has been consistent in its efforts to solve land and sea conflict. To this end, it is certain that Việt Nam is always the first to initiate collaborations with other countries. 4 Decide if the following statements are True (T) or False (F).

- 1 Việt Nam has been a member of ASEAN for less than 20 years. \_\_\_\_
- 2 In its 2020 ASEAN chairmanship, Việt Nam hosted virtual meetings on the successful management of a dangerous disease. \_\_\_\_
- 3 Việt Nam participated in many policies, and plans focusing on extremely poor people
- 4 Cultural integration with other countries is Việt Nam's priority in its diplomatic affairs.
- 5 Việt Nam needs to find a peaceful approach to cope with tensions over land ownership in the East Sea. \_\_\_\_
- 5 Read the text again and answer the following questions.
  - 1 When did Việt Nam help pass the Hanoi Plan of Action?
  - 2 What was the topic of online meetings hosted by Việt Nam as Chairman of ASEAN 2020?
  - 3 What kind of actions did Việt Nam suggest during its nearly 30-year ASEAN membership besides educational and medical actions?
  - 4 Which region does ASEAN often partner up with due to Việt Nam's commitment to establishing bonds with every country?

#### THINK VALUES

- Tick (
   ) on some benefits that Việt Nam enjoys as a member of ASEAN.
  - Strengthen military forces to protect the country
  - Expand partnerships with more countries in the world
  - □ Enhance its capacity to better integrate into the South East Asia region and the world
  - Enhance the position and role that Việt Nam plays in the international arena
  - Deal with disputes between member countries
- SPEAKING Work in pairs. Discuss the benefits of being a member of ASEAN.

#### GRAMMAR

#### Participles and to-infinitive clauses

**RULE:** Participle clauses enable us to say information in a more economical way.

They are formed using present participles (*joining, walking,* etc.), past participles (*gone, founded,* etc.) or perfect participles (*having read, having seen,* etc.).

We can use participle clauses when the participle and the verb in the main clause have the same subject.

#### For example:

Waiting for Ellie, I made some tea. (While *I* was waiting for Ellie, *I* made some tea.)

To-infinitive clauses are clauses that contain an infinitive (to + base form of verbs) as its main verb form.

An infinitive clause often acts as *the subject* or *object* or *complement* of the main clause.

#### 1 Infinitive clauses as subjects

For example:

To form a strong association is important for ASEAN countries.

#### 2 Infinitive clauses as objects

For example:

I have decided to go to Bali in Indonesia for my holidays.

#### 3 Infinitive clauses as object complements For example:

Minh Anh's father wants her to go to National University of Singapore.

# 1 Use the correct form of the verbs in brackets to complete the following sentence.

- 1 Indonesia, Malaysia, the Philippines, Singapore and Thailand were the first countries (join) \_\_\_\_\_ ASEAN.
- ASEAN (found) \_\_\_\_\_\_ on 8th August, 1967 as a political and economic union of 10 member countries in South East Asia.
- 3 In 1976, the members signed the Treaty of Amity and Cooperation in South East Asia, (emphasise) \_\_\_\_\_ mutual respect and noninterference in other countries' affairs.
- 4 2020 was the year Việt Nam (take) \_\_\_\_\_ over the chairmanship of ASEAN.

# 2 Combine the following sentences using participles or to-infinitive clauses.

- ASEAN is an organisation in the South East Asian region. It aims to promote economic growth, social progress, and cultural development.
- 2 In 2007, the ten members adopted the ASEAN Charter. This document provided the grouping with legal status and requirements for membership.
- 3 The three pillars include security, sociocultural and economic integration in the region. These pillars were emphasised by ASEAN.
- 3 Find the mistake in each sentence and correct it.
  - Students came from all ASEAN member states can enjoy better education opportunities.
  - 2 ASEAN is assisted by a secretariat basing in Jakarta Indonesia.
  - 3 The 1997 Asian financial crisis which starting in Thailand pushed ASEAN members to integrate their economy.
  - 4 Singapore is the country to have the highest GDP in ASEAN.

#### VOCABULARY

- Match the following words with their meaning.
  - 1 state | 2 nation | 3 government | 4 laws |
  - 5 police | 6 military | 7 population
  - a country, especially when thought of as a large group of people living in one area with their own government, language, traditions, etc.
  - **b** the group of people who officially control a country
  - c all the people living in a particular country, area, or place

- d a part of a large country with its own government, such as in Germany, Australia, or the US
- e a rule, usually made by a government, that is used to order the way in which a society behaves
- f an official force whose job is to maintain public order, deal with crime, and make people obey the law
- g the armed forces

# 2 Complete the following sentences using the words in Exercise 1.

- 1 The head of the \_\_\_\_\_ of Việt Nam is the Prime Minister.
- 2 The total \_\_\_\_\_ of Việt Nam in 2021 is 98.51 million people.
- 3 The main difference between Army and Police is that the Army is a \_\_\_\_\_\_ branch of service focused on warfare and \_\_\_\_\_\_ is a group focused on making people obey the \_\_\_\_\_.
- 4 Hawaii was the last \_\_\_\_\_ to join the U.S.A. on August 21, 1959.
- 5 Việt Nam is a long, narrow \_\_\_\_\_ shaped like the letter S.

#### LISTENING

- 1 Name some benefits and drawbacks of being an ASEAN member you have learnt.
- 2 What do you think are the challenges that ASEAN are facing? Circle your prediction. You may choose MORE than one option.
  - A Aging population
  - **B** Poverty
  - **C** Low efficiency
  - D Reliance on trade
  - E Environmental issues
  - F Difference in kinds of government
  - G High crime rates
- 3 Listen to the following recording on what ASEAN hopes to achieve in the future and check your guesses. What are the challenges faced by ASEAN?

# 4 **1**2.03 Listen again and complete the following sentences.

- From a community living mostly in <sup>1</sup>\_\_\_\_\_, going through many efforts, it has become the <sup>2</sup>\_\_\_\_\_ biggest economy in the world.
- 2 The differences in kinds of government are the main reason countries find it difficult to <sup>3</sup>\_\_\_\_\_\_ up.
- Nancy suggested 'The <sup>4</sup>\_\_\_\_\_ of ASEAN

   Time to Act', a set of policies ASEAN
   governments and <sup>5</sup>\_\_\_\_\_\_ should follow to
   make sure their countries continue to grow.
- 5 Match the following solutions with their purposes.
  - 1 localised production
  - 2 take up new technology
  - 3 form partnerships and alliances together with vertical integration
  - to meet consumers expectations in a profitable manner while staying relevant and competitive
  - b to serve the ASEAN people
  - c to produce and transport goods

vertical integration: a strategy in which companies take direct ownership of various stages of its production process rather than relying on external suppliers

#### THINK SELF-ESTEEM

- 1 What is the first thing that comes to your mind when you hear about ASEAN? Work in pairs. Choose one option and explain your choice with your partner.
  - Opportunities
  - Diversity and community
  - Harmony
  - Others: \_\_\_\_\_
- 2 Work in pairs. Discuss the following question.

'After learning about today's lesson, what does ASEAN mean to you as a student?'

3 Write down one hope that you have for the ASEAN community and give some reasons why you want it to become a reality in the future.


#### **FUNCTIONS**

Ask and answer basic information about the people and culture of a nation

- 1 Listen to a dialogue about a city and a country. What are the countries and cities that the speakers are talking about?
- 2 Listen again. Complete the blanks with words from the recording.
  - Well, the landscapes in Việt Nam are
     <u>\_\_\_\_\_</u>. And as visitors, we can enjoy
     authentic local experiences, with charming
     old quarters and ancient towns.
  - The lifestyle of most people living in Thailand is \_\_\_\_\_\_ to us Westerners.
     I think we would feel \_\_\_\_\_\_ in Thailand.
  - 3 \_\_\_\_\_\_, I prefer a place which lets me experience a bigger contrast in cultures compared with our home country.
  - 4 Is a trip to Việt Nam \_\_\_\_\_ a trip to Thailand?
  - 5 These two countries are \_\_\_\_\_ a holiday in either country is generally affordable.

#### Language Bank

Comparison and Contrast If you compare and In/By comparison, Similarity Similarly, Likewise, Similar to	Contrast While/Whereas, In contrast (to this), There are quite a few/ some/a lot of/a number of differences between and Unlike/ Different from By/In contrast, On the
Similar to Like	By/In contrast, On the contrary,
	l de la constante de

#### Example:

**If you compare** the economies of Singapore and Malaysia, Singapore is superior.

Việt Nam offers an affordable travelling experience. **Similarly**, the price of a holiday in Thailand is just as reasonable.

There are quite a number of differences between Việt Nam and Thailand.

**Unlike** Việt Nam which maintains an authentic local culture, Thailand is much influenced by western thought and lifestyle.

#### **PRACTICE TASK**

Choose your dream country. Then work with a partner, compare and contrast the two countries using the adjectives below and your own adjectives.

diverse | common | affordable | safe | easy

	Your dream's country	Your partner's dream's country
Language		
Accommodation		
Wildlife		
Food and drinks		
Budget		
Safety		

#### READING

- 1 Work in pairs, discuss the benefits of the relationship between Việt Nam and ASEAN.
  - Politically:
  - Economically:

The very nature of the relationship between Viêt Nam and ASEAN, in which both benefits, has been extensively looked into. The relationship began in the late 1970s with a number of meetings between the heads of Viêt Nam and ASEAN. Throughout the 1980s, Viêt Nam and ASEAN went through beliefs and diplomatic policy changes that led to both being more open to collaborations. In the end, Viêt Nam joined ASEAN on 28 July 1995 as an official member. Viêt Nam and ASEAN have committed to supporting each other. Politically, Viêt Nam and ASEAN both befriended more countries in the world. Economically speaking, Việt Nam and ASEAN have been in many interregional business partnerships with many international organisations and nations. Besides, Viêt Nam is considered an attractive investment destination for ASEAN.

2 Note: The set of the set of

- 1 What is true about the relationship of Việt Nam and ASEAN?
  - A It is a win-win relationship.
  - B It is a win-lose relationship.
  - C It is not a healthy relationship.
- 2 When did the relationship between Việt Nam and ASEAN begin?
  - A in 1970
  - B in the early 1970s
  - c in the late 1970s
- 3 Why were Việt Nam and ASEAN open to collaborate?
  - A Because of the changes in beliefs and diplomatic policies.
  - B Because of the meetings.
  - C Because of the changes in the nature of relationship.
- 4 When did Việt Nam join ASEAN as an official member?
  - A In the late 1970s
  - B In the 1980s
  - c 28 July 1995
- 5 What does the word "interregional" mean?
  - A between different places
  - B between different organisations
  - c betwwen Việt Nam and ASEAN
- 3 Answer these questions using words from the text. Write no more than three words and/or a number.
  - 1 What have Việt Nam and Asian committed to doing?
  - 2 What aspects have Việt Nam and ASEAN supported each other?
  - 3 What is Việt Nam regarded as?
- 4 List some information you know about ASEAN.

#### GRAMMAR

#### Linking words

**RULE:** Conjunction is used to connect clauses or sentences. Common conjunctions are *before, after, like, as, that, despite, although, when, until/till, if, etc.* 

#### For example:

- Việt Nam, as Chairman of ASEAN 2020, organised online meetings with other members on successfully managing the Covid-19.
- It is certain that Việt Nam is always the first to initiate collaborations with other countries.

# 1 Fill in the blanks with a conjunction or a participle that can connect the clauses.

- 1 \_\_\_\_\_ Covid-19 occurred, most ASEAN members encountered economic challenges.
  - A As
  - B Like
  - c Either could be used here
- 2 Việt Nam is enjoying a faster growth rate \_\_\_\_\_\_\_ it used to.
  - A like
  - B than
  - C as
- 3 It is certain \_\_\_\_\_ ASEAN members will continue working together to achieve mutual benefits.
  - A whether
  - B that
  - C what
- 4 \_\_\_\_\_\_ it used to be a country dominated by poverty and conflicts, Singapore has become a prosperous nation within only a few years.
  - A Despite
  - B However
  - C Although

# 2 Combine the following sentences using the given words.

- Being a part of ASEAN offers a lot of benefits. It poses quite a few challenges to member states. (Although)
- 2 The motto of ASEAN is 'One Vision, One Identity, One Community', but it is one of the most culturally diverse regions in the world. (Despite)
- 3 Việt Nam joined ASEAN on 28 July 1995. Việt Nam became an official member. (As)

#### VOCABULARY

#### **Organisations**

- 1 Choose the correct answer.
  - 1 ASEAN is open ready to further \_\_\_\_\_ with the United Nations in the ongoing efforts for the victims of Cyclone Nargis in Myanmar.
    - A cooperate
    - B cope
    - **C** participate



#### 5 VIỆT NAM AND ASEAN

- 2 The organisation \_\_\_\_\_ cultural activities in an attempt to make the region further integrated.
  - A reduces
  - B joins
  - **C** hosts
- 3 ASEAN also works for the \_\_\_\_\_ of peace and stability in the region.
  - A development
  - B promotion
  - C increase
- 4 The Association of South East Asian Nations, commonly \_\_\_\_\_ to as ASEAN, is a geopolitical and economic organisation.
  - A referred
  - B happened
  - C talked
- 2 Complete the following sentences using the given words.

principles | cooperation | constitution | scholarship

- 1 As the \_\_\_\_\_ of ASEAN, the Charter sets out the rules for closer cooperation among the member countries.
- 2 ASEAN started a programme of economic \_\_\_\_\_\_ in the late 1970s.

- 3 ASEAN follows the \_\_\_\_\_ of democracy and rule of law.
- 4 Talented students in member countries of ASEAN will receive a \_\_\_\_\_\_ to attend universities in Singapore.

#### PRONUNCIATION

Intonation in *Yes-No* questions and *Wh*-questions

1 <a>2.06</a> Read and listen to the dialogue.

MIKE Hi, Ava. It's time to work on our presentation on ASEAN. Have you done your research?

- AVA Yes, I have. I have found so many interesting facts about ASEAN and its member states. How should we organise our presentation?
- MIKE I think we should present the events and facts according to the time they occurred. Do you think that we should begin with the founding of ASEAN first?
- AVA Absolutely!
- 3 Listen, repeat and practise.



# Culture

# History: The success story of Singapore



From a poor British colony to one of Asia's greats, this is Singapore's success story. With not much land or natural resources, Singapore initially had problems with national defence, education, and the medical system. That was until former Prime Minister Lee Kuan Yew began changing Singapore for the better.

As a smart man, the former Prime Minister was the key to Singapore's success story. The first thing he did was make Singapore a financial and trading centre. By lowering taxes, and making immigration easier, Singapore attracted a lot of investors. Lee also forced a high transparency policy on taxes and the government. As a result, he created the image of a clean and green Singapore. Lee built the Changi Airport, one of Singapore's most impressive structures, while Singapore was going through the Oil Crisis of 1973. But Lee's risk paid off as Singapore became an economic and travel centre later on.

Lee also implemented effective social policies. The Singapore government carried out social policies on housing, education, and medicine, making Singapore one of the top countries on the wellness scale in its first 20 years. What is more, in the early days, Lee made Singapore different from other poor countries with a simple solution: trees. He said not only did trees improve the quality of living but they also prevented the negative effects of urbanisation.

# 1 No. 2018 Read and listen to the article. Discuss the following questions.

- a Who was the first Prime Minister in Singapore?
- **b** Why was he called the Great Leader?

# 2 Read the article again. Choose the correct answer.

- 1 Due to its limited natural resources and land, Singapore used to have issues regarding
  - A education, national defense and politics.
  - B national defense, education, and the medical system.
  - c healthcare, education and freedom.
- 2 Singapore attracted more investors by
  - A lowering taxes, and reducing the cost of living.
  - **B** making immigration easier, and protecting the environment.
  - C lowering taxes and making immigration easier.
- 3 Lee said that trees didn't only improve the quality of living but also
  - A contribute to solving the negative impacts of urbanisation.
  - B create the image of a clean and green Singapore.
  - C make Singapore and economic and travel centre.

# **3 SPEAKING** Work in groups and create a presentation on one of the major leaders in Việt Nam and their contributions.

#### WRITING

#### An invitation letter

- 1 Find the words in the invitation letter with the following meaning.
  - 1 of a town or city or the people who live in it
  - 2 created by computer technology and appearing to exist but not existing in the physical world \_\_\_\_\_\_
  - 3 to communicate with someone

#### 2 Read the invitation letter and put the following phrases with its purpose. Salutation Aim of the email Detailed information

Closing Complementary Reference Time, date and venue

-++

1

3

- \_\_\_\_\_ Dear students,
- 2 I hope this email finds you well. I am reaching out to you to invite all of you to join our virtual meeting on 11th December (9.30-10.00AM EST).
  - You may wonder why we are holding this event. Well, the aim of the meeting is to get to know Young Asia Leaders (YAL), an international programme to up leadership development and networking in ASIA. We also share opportunities offered to participants when they choose to join the programme. You can dicuss some fun topics in the meeting including Education, Economic development, Environment and Civic participation in ASIA.
- 4 <u>Come join us if you like.</u> We look forward to meeting you online.
- 5 \_\_\_\_\_ Best regards,
- 6 \_\_\_\_\_ Mary Jane
- 7 \_\_\_\_\_ Time: 11th December (9.30-10.00AM EST)

Place: COM

Com ID: 9387320000

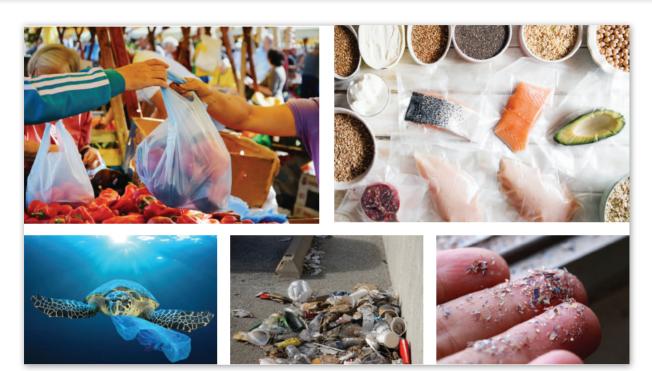
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3 Write an invitation letter to join a charity organisation in ASEAN.

# 6 ECOLOGY

#### OBJECTIVES

- FUNCTIONS: talking about ways of protecting the heritages; proposing some eco-friendly tourist destinations
- **GRAMMAR:** perfect gerunds and perfect participles; compound nouns
- VOCABULARY: global warming; ecology



#### READING

1 List some effects of using plastic bags on the environment. Are there more good effects or bad effects?

Good effects	Bad effects

- 2 Nead and listen to the article on page 69. Match the following words with their meaning.
  - 1 manufacturers | 2 flexibility |
  - 3 alternative | 4 sustainable
  - a causing, or made in a way that causes, little or no damage to the environment and therefore able to continue for a long time
  - **b** companies that produce goods in large numbers

- c something that is different from what is usual; a choice
- d the ability to change or be changed easily according to the situation
- 3 No. 2002 Read and listen to the article on plastic bags and decide which statements are True (T) or False (F).
  - 1 Plastic bags are popular only in Việt Nam.
  - 2 People have just looked into the negative impacts of plastic bags recently.
  - 3 When they reach 100 degrees Celsius, plastic bags can indirectly cause cancer and neuron loss.
  - 4 There are many options that are more environmentally friendly than plastic bags.
  - 5 Scientists have discovered that plastic bag bans and taxes are ineffective in reducing the amount of waste. \_\_\_\_\_

#### Plastic bags. Friend or Foe?

Plastic bags are being used every day, not only in Việt Nam but all over the world. They're thought to be harmful to sustainable development.

The bad effects of plastic bags have long been extensively studied. When plastic bags end up in landfills or nature, they can take 200 to 500 years to fully degrade, which is awful for the environment. Habitats can be affected badly by the dangerous effects of plastic bags, as soil with plastic cannot hold water and nutrients. Worst of all, people's health may be at risk. When they reach 70-80 degrees Celsius, plastic bags can indirectly cause cancer and neuron loss. For such reasons, environmentalists want to get rid of plastic bags and set higher tax tolls on plastic bag manufacturers.

#### But are plastic bags entirely bad?

Actually, plastic bags are sometimes the most environmentally friendly option at the counter. Studies say that 'greener' options like paper bags are worse for the environment than plastic bags, which require 70% less energy to produce and take 96% less water than what's used to make paper bags. On top of that, some studies show bag bans and taxes haven't successfully reduced overall waste where they've been tried. In fact, in Austin, Texas, waste increased after a bag ban because people used and threw away thicker, plastic reusable bags in the place of normal plastic bags.

So it could be argued that plastic bags are a necessary evil because there is yet to be a green alternative that has the flexibility and convenience of the simple plastic bag.



### 4 Complete the following sentences using ONE word from the text.

- 1 The use of plastic bags is believed to be harmful to \_\_\_\_\_ development.
- 2 It can take plastic bags 200 to 500 years to fully \_\_\_\_\_ after they end up in \_\_\_\_\_ .
- 3 One dangerous effect of plastic bags on habitats is that \_\_\_\_\_ cannot hold water and nutrients.
- 4 Plastic bags require 70% less energy to produce and take 96% less water than what is used to make \_\_\_\_\_ bags.
- 5 Plastic bags are a \_\_\_\_\_\_ evil because there is yet to be a green alternative that has the \_\_\_\_\_\_ and convenience of the simple plastic bag.

#### THINK VALUES

- 1 Choose the best title for the reading passage.
  - A The negative effects of plastic bags
  - B Plastic bags a necessary evil
  - **C** The importance of plastic bags
- 2 SPEAKING Decide whether you agree or disagree with each of the following statements and why you think so. Make notes of your answers. Then compare your ideas in pairs or small groups.
  - 1 We should use more single-use plastic bags because they are convenient.
  - 2 We should bring our own bags for grocery shopping.
  - 3 We should recycle clean bottles, cans, paper and cardboard.
  - 4 We should keep using plastic bags in large numbers because they are still the most environmentally friendly option.

#### GRAMMAR

# Perfect gerunds and perfect participles

**RULE:** A Perfect gerund clause refers to a time before that of the verb in the main clause.

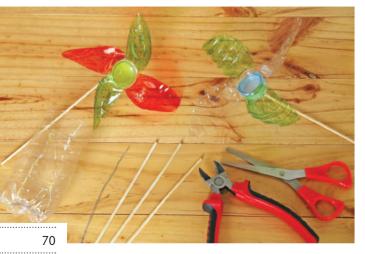
*Example: The children denied having littered the street.* 

Perfect participle clauses show that the action they describe was finished before the action in the main clause.

Example: **Having littered** the street, the children were forced to clean up after themselves.

## 1 Put the verbs in brackets into the perfect gerund or present participle.

- 1 He was accused of \_\_\_\_\_ (overuse) single-use plastic bags two months ago.
- 2 \_\_\_\_\_ (fail) twice, he didn't want to pursue a zero-waste lifestyle again.
- 3 I object to him \_\_\_\_\_ (throw) his household waste in the river near his house.
- 4 \_\_\_\_\_ (drive) his own car to work for such a long time, he found it hard to switch to using public transports.
- 5 They denied \_\_\_\_\_ (be) there.
- 6 \_\_\_\_\_ (experience) the bad effects of pollution, people are more aware of preserving the environment now.
- 7 \_\_\_\_\_ (read) the instruction, he started to reuse his water bottles to make toys for kids.
- 8 Most individuals admitted \_\_\_\_\_ (cause) damage to the environment in some ways.



#### VOCABULARY

#### **Global warming**

#### 1 Fill in the blanks using the given words.

ecosystem | climate | climate change | atmosphere | emissions | fossil fuels | global warming | greenhouse gases | carbon dioxide | the greenhouse effect

- 1 \_\_\_\_\_: The gradual warming of the air surrounding the Earth as a result of heating trapped by pollution.
- 2 \_\_\_\_\_: The average weather of a place over a long period of time.
- 3 \_\_\_\_\_: An amount of gas, heat, light, etc. that is sent out.
- 4 \_\_\_\_\_: Changes in the average, longterm weather patterns of a place. This can be caused by global warming.
- 5 \_\_\_\_\_: All the living things in an area and the way they affect each other and the environment.
- 6 \_\_\_\_\_: A layer of gases surrounding Earth held there by gravity, commonly called 'air'. It is made up of nitrogen, oxygen, carbon dioxide, and small amounts of other gases.
- 7 \_\_\_\_\_: Energy-rich materials (like coal and oil), found in the outer layers of the Earth's surface. Fossil fuels are made up of compressed ancient plants and animals from millions of years ago.
- 8 \_\_\_\_\_: A greenhouse gas in the Earth's atmosphere with the chemical formula CO<sub>2</sub>.
- 9 \_\_\_\_\_: An increase in the Earth's average temperature due to an excess of greenhouse gases in the atmosphere.
- 10 \_\_\_\_\_: Gases in the atmosphere that trap the sun's heat, creating the greenhouse effect.
- 2 Use the words in the list below to complete the sentences. Some words may be used more than once, or not at all.

atmosphere | global | burner | greenhouse | carbon dioxide | increasing | decreasing | oxygen | Earth | sea | forests | trees

The amount of 1 \_\_\_\_\_ in the atmosphere is  $2^{2}$  \_\_\_\_\_, and may be leading to  $3^{2}$  \_\_\_\_\_ warming. In many countries,  $4^{4}$  \_\_\_\_\_ are being cut down and  $5^{2}$  \_\_\_\_\_ which adds  $6^{6}$  \_\_\_\_\_ to the air. It also removes  $7^{7}$  \_\_\_\_\_ that could have used carbon dioxide to produce  $8^{6}$  \_\_\_\_\_.

**3 SPEAKING** Work in pairs. Discuss the causes and effects of global warming using the words in Exercises 1 and 2.

#### LISTENING

1 Work in pairs. Can you guess how these materials can be transformed into something that helps us protect the environment?



#### 2 **Listen to the interview on environmental protection.** Circle) the correct answer.

- 1 What is the main idea of this talk?
  - A Ways to protect the environment
  - B The reasons why we need to protect the environment
  - c Some bad changes that happen to the Earth
- 2 Why are biodegradable bags called a 'green alternative' to normal plastic bags?
  - A They are less expensive.
  - B They take less time to degrade.
  - c They are made of pineapple leaves.
- 3 What is air-ink made from?
  - A Oxygen B Nitrogen C Exhaust gas
- 4 What is the least costly way to protect the environment mentioned in the listening?
  - A Eating more bananas
  - B Using banana leaves to cover up food
  - C Using banana leaves to wrap goods
- 3 Match each group of people with the products that are suitable to them.
  - 1 consumers

- a banana leaves for food wrapping
- 2 artists **b** bags made of pineapple leaves
- 3 poor people c air-ink
- 4 **SPEAKING** Work in group. Share with your friends which product you like the most among the three products and why.

#### **THINK SELF-ESTEEM** Ways of protecting the heritage

1 Name some World Heritage Sites in Việt Nam.





# 2 Put the following activities into the correct column.

- a Hunting illegally
- **b** Joining a volunteer group to protect local heritage
- c Developing sustainable tourism
- d Making wars and conflicts
- e Raising public awareness on the importance of heritage sites
- f Causing natural disasters
- g Causing pollution
- h Donating to organisations protecting heritage sites
- i Mismanaging urbanisation

Threats to natural heritage sites	Ways to preserve natural heritage sites

3 Work in groups. Prepare a short speech on the ways to preserve natural heritage sites. Share your work with the class.

#### READING

1 Find the following phrases in the reading text on page 73. List the five eco-tourism destinations in the passage.

ecotourism | scenery | species | kayak | amusement park

- 2 Read the title and subheading. What do you expect the passage will focus on?
- 3 2.11 Read and listen to the text. Then answer the following questions.
  - 1 Besides not hurting the environment, what is another benefit of ecotourism?
  - 2 Where can tourists kayak through in Cát Tiên National Park?
  - 3 How many animal species are there in Ba Bể National Park?
  - 4 How do you get to the top of the mountain in Bà Nà – Suối Mơ?
  - 5 What is the name of a special island district in Hồ Chí Minh city?
  - 6 What animals can you see in Hàm Rồng?

# 4 Choose the best answer according to the information in the passage.

- 1 What can we expect from Bà Nà Suối Mơ?
  - A Hot weather
  - B Only a few species of animals
  - c The Golden Bridge and amusement park
- 2 What is ecotourism?
  - A Putting together holidays that can help locals
  - B A kind of tourism that damages the environment
  - **C** A type of tours that take tourists to artificial places
- 3 This place does NOT have a lot of species of plants and animals.
  - A Ba Bể National Park
  - B Cần Giờ
  - c Cát Tiên National Park
- 4 Where is Hàm Rồng?
  - A On Fansipan summit
  - B Right behind Sa Pa Church
  - **C** Near Hà Nội
- 5 SPEAKING Work in groups. Discuss the ecotourism destination you like the most from the list.

## **ECO-FRIENDLY TOURIST**

Ecotourism is the business of putting together holidays to places of natural beauty in a way that helps local people and does not hurt the environment. Here are five ecotourism spots worth seeing:

**1** Cát Tiên National Park: A nice place to really look into the forest in the south of Việt Nam.

- $\checkmark$  Go into the mountains
- ✓ Kayak through the Bàu Sấu Lake
- $\checkmark$  Get local meals, guide, and housing
- 2Ba Bể National Park: The beauty of Bắc Kạn.
  - $\checkmark$  Home to over 1000 plant and 80 animal species
  - ✓ Go boating to see Ba Bể lake, Bà Goá island, and Puông Cave
  - $\checkmark$  Listen to stories about the Ba Bể lake from the local people
- **3 Bà Nà Suối Mơ**: A mountain under a big forest in Hoà Vang district Đà Nẵng.
  - ✓ Cool climate, fresh and pleasant air
  - ✓ Long cable car system to get to the top of the mountain, which is an entertainment area with the Golden Bridge and an amusement park
  - $\checkmark$  Home to a lot of species of plants and animals
- **▲ Cần Giờ**: A great escape from the world.
  - ✓ A special island district of Hồ Chí Minh City with a system of canals. It is also home to many special species of animals and plants
  - ✓ Peaceful scenery
  - ✓ Fun activities such as boating, and fishing on Hồ Chí Minh City's only beach
- **5** Hàm Rồng: A beautiful mountain town right behind Sa Pa Church.
  - $\checkmark$  A garden at the mountain top, housing more than 200 kinds of orchids; This is also where you can look at the Fansipan summit and Sa Pa.

The beautiful view of Sapa village from Hàm Rồng mountain, Việt Nam.





73

Ba Bể Lake is the largest natural lake in Việt Nam.

COLOC



#### GRAMMAR

#### **Compound nouns**

**RULE:** A compound noun is a noun made up of two or more words. Each word makes up part of the meaning of the noun. Compound nouns can be written three ways:

haircut toothpaste

rain forest ice cream

A single word Two words Hyphenated self-esteem brother-in-law

Two-word proper nouns can also be classified as compound nouns. Remember that proper nouns name specific people, places, and things.

Example: Angkor Wat

Atlantic Ocean **Eiffel Tower** Nelson Mandela

#### 1 Match the words to make compound nouns. Use each word only once.

- 1 Tourist site a
- 2 Greenhouse h attractions
- 3 Ozone pollution с
- 4 Heritage d layer
- 5 Land
  - e f gases
- 7 Tràng An

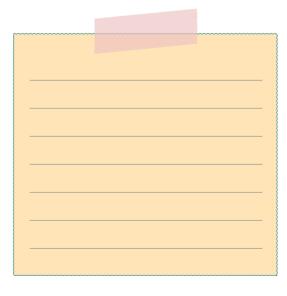
6 Art

g Landscape complex

museum

2 Make SEVEN sentences using the above

compound nouns.



#### VOCABULARY

#### Ecology

- 1 Put the letters in the correct order to form meaningful words.
  - O L O G E C Y: the relationships between а the air, land, water, animals, plants, etc., usually of a particular area, or the scientific study of this.
  - **b** THATIBA: the natural environment in which an animal or plant usually lives.
  - c EOCYSTMES: all the living things in an area and the way they affect each other and the environment.
  - d NPOITRAVERES: the act of keeping something the same or of preventing it from being damaged.
  - e TTCNIXE: no longer existing.
  - PULLIOOTN: damage caused to water, air, etc. by harmful substances or waste.
- Fill in the blanks using the following words/ phrases.

biodiversity | endangered species | wildlife conservation | food chain

- a Grass cow tiger vulture is an example of on land. a
- is essential for human b life, because we cannot have a healthy ecosystem to provide us with the air we breathe and the food we eat.
- , you should live c To promote harmoniously with wild animals around your own home and when visiting public lands.
- d The Saola, also known as the 'Asian unicorn', is one of the most distinctive and in the world.



#### 6 ECOLOGY

#### WRITING

- 1 Read the content of the two posters. <u>Underline</u> the important information and answer the following questions.
  - 1 In the Tanzania poster, what are the contents? Circle the correct answers.
    - A Activities offered
    - B The location
    - C How local guides can help
    - D How tourists can help the ecotourism industry
    - E The animals in the park
  - 2 According to the Tanzania poster, what should you include in an ecotourism poster?
  - 3 In the Australia poster, what are the contents? Circle the correct answers.
    - A Information about the destination
    - **B** Contacts
    - C How tourists can help preserve the ecosystem
    - D The location
    - E Photos about what not to do in ecotourism
  - 4 Of the two posters, which one do you think is the most suitable for advertising an ecotourism destination? What should you include in a helpful poster for ecotourism?
- 2 Work in groups of five. Choose an ecotourism destination from the text on page 73 and make a poster advertising it.

#### CLIL (BIOLOGY)

Go to page 104



#### SERENGETI NATIONAL PARK, TANZANIA ORGANISE YOUR TRIPS ONLY WITH US!



#### Safari

Home to colossal herds of animals like zebras, gazelles, and gnu. Take a ride with us around the park and behold upon the glorious sight.



#### Local Guidance

The local guides go out of their way to lay emphasis on the importance of wildlife preservation and to ensure visitors cause the least disturbance to the ecosystem.



#### Witnessing the great migration

It is the only place in Africa where land-animal migrations still take place.

### Borcelle's Travel Agency THE GREAT BARRIER REEF

#### Coral reef ecosystem

Arguably the world's most famous and largest coral reed ecosystem: the Great Barrier Reef in Australia.

#### Diverse marine life

Home to 4,000 types of molluscs and 1,500 species of fish.

#### Fund further conservation

Conservationists are looking for funding to protect the Great Barrier Reef. Sign up for a tour and help us protect one of nature's most fascinating destinations.

#### **PHOTOSTORY**



#### **≤2.12** Gloria is calling Phil. Listen and answer the questions.

a Why is Gloria calling Phil?

1

- **b** Why was she absent from the class yesterday?
- c What was the main topic of the lesson that Gloria missed?
- d In what way do people from all over the world add extra carbon dioxide to the atmosphere?
- e What happens if the planet keeps getting warmer and warmer?



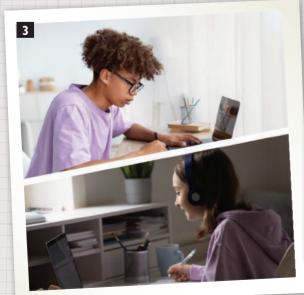
- GLORIA Hey Phil. I'm calling to ask you about the content of our lesson yesterday. I was so sick that I couldn't come to class.
- PHIL Oh, hey Gloria. I hope that you're feeling better. Yesterday we learnt about climate change.
- GLORIA Oh, I know a bit about it. It has been in the news for years.
- PHIL Well, we first learnt that in the atmosphere, greenhouse gases like carbon dioxide trap the heat from the sun and keep the planet warm enough for us to live. Are you following me?
- GLORIA Uh huh. I have just noted down some key points. Please continue.



PHIL There's a problem that people all over the world are adding extra carbon dioxide to the atmosphere.

2

- GLORIA Is that because today we burn fossil fuels like coal, oil and gas for many of our every day activities?
- PHIL Yes, you're right. It's making the Earth warmer and causing the climates to change.
- GLORIA I can see that. Temperatures are getting higher, and the oceans are rising in many places. But why does this matter?
- PHIL Well if the planet keeps getting warmer, we can expect more terrible natural disasters, wildfires, water shortages, and much more.



- GLORIA But we can still take action to deal with climate change, right?
- PHIL Luckily, yes. And that's why the teacher told us to do more research at home. Next week, we should all come to class with a list of things we can do to cope with this problem. Well, that's the main content of yesterday's lesson. Are there any points you still find confusing?

GLORIA No. You're a brilliant teacher and an extremely kind friend. Thanks!

PHIL You're welcome. See you soon! GLORIA Goodbye.

#### **DEVELOPING SPEAKING**

- 2 Write down some ways to cope with climate change.
- 3 SPEAKING Work in pairs. One student is Gloria and one student is Phil. Gloria is calling Phil again to ask about their homework. What do you think they might say? Practise the conversation.

#### PRONUNCIATION

#### Linking sounds

 SPEAKING With a partner, discuss and <u>underline</u> where you think sounds may be linked.

#### LOOK FOR:

- a final consonants followed by vowel sounds
- **b** final consonants followed by the same consonant sound
- 1 This area was affected by the flood.
- 2 The Earth's atmosphere is a thin layer of gases that surround the Earth.
- 3 I think my neighbour isn't aware of protecting the environment.
- 4 The recent earthquake in India was a disaster.
- 5 The greenhouse effect is the rise in temperature caused by gases in the atmosphere.
- 2 Listen to each of the sentences above and check your work.
- 3 Now take turns saying each sentence, pay attention to linking sounds.

#### FUNCTIONS

# Proposing some eco-friendly tourist destinations

1 Read the conversation and <u>underline</u> the sentences in which David proposes a destination to Adam.

ADAM Hey David. How's it go	DAM Hev	David.	How's	; it going?	•
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- DAVID Oh, hi Adam. I've been doing pretty well. What are you doing here?
- ADAM I'm looking at the posters of some ecofriendly tours in Việt Nam. I'm thinking about going on one of those trips this summer.

DAVID That's great. How about spending your holiday in Cân Giờ? I went there two years ago. You can enjoy both the peaceful scenery and the exciting activities there.

- ADAM Well, I've heard of it. But I'm looking for somewhere in a mountainous area.
- DAVID Oh. There are some really amazing mountainous areas in Việt Nam. I think maybe you should have a look at Hàm Rồng.
- ADAM The one where you can see the Fansipan Summit? But isn't it a little boring there? I don't see many things to do except for going to the orchid garden on the mountaintop.
- DAVID Wow, you're really picky. Right, if you like a place that is mountainous and full of exciting activities, why don't you choose Bà Nà-Suối Mơ?

ADAM Hmm let me see, there is an entertainment area along with a cable car system and the Golden Bridge. That does sound fun.

- DAVID Have you decided yet?
- ADAM Yeah. Thank you for your help, David.
- DAVID You're welcome.
- 2 Do you know any ways to propose a tourist destination to a friend other than David's ways? If you do, list them here:
  - \_
- 3 In pairs, practise proposing an eco-friendly tourist destination with your partner.

# REVIEW UNITS 5 & 6

#### READING

1 Read the text and questions below. Choose the correct answer. Circle the letter A, B, C or D.

Somewhere in Africa

Seventeen-year-old Nadia Clarke talks about her African experience.

Last summer I got the chance to spend a month helping out in a hospital in Africa. I had one year left at school, and I was interested in studying medicine at university. I thought it was the perfect chance to get some experience and to see if I really wanted to be a doctor.

It was a month that changed my life. I was introduced to a world that is very different to mine in so many ways. I was horrified at how poor so many of the families over there are and how difficult their lives can be. But I was also amazed at how positively people go about their everyday lives. The way they come together and help each other is a real inspiration, and something I think a lot of us here in the UK have forgotten. I think many of us don't realise how lucky we are.

My work in the hospital was hard. I spent a lot of time cleaning floors and changing bed sheets, but I also got to spend some time looking after the patients. And I got the chance to talk to some doctors and ask them about the profession. I saw some truly awful things in the hospital, but none of them changed my mind about being a doctor. In fact, they only made me more determined to do medicine!

When I finished, I knew exactly what I was going to do: I wanted to work for an international organisation like the Red Cross or Médecins sans Frontières and spend my life helping people overseas who haven't been as lucky in life as me. I couln't wait to get started.

- 1 What is Nadia doing in the text?
  - A Describing how to get work in a hospital.
  - B Comparing hospitals in the UK and Africa.
  - C Giving advice to people who want to be doctors.
  - D Talking about an amazing experience she had.
- 2 What did Nadia notice most about people there?
  - A How little money all of them had.
  - B How friendly the people were to her.
  - C How well they looked after each other.
  - ${\rm D}~$  How much they needed medical help.

- 3 How has the trip changed Nadia's ideas about her own future?
  - A She doesn't want to be a doctor any more.
  - **B** Now she definitely wants to be a doctor in the UK.
  - C It's made her change a lot of her opinions.
  - D Now she really knows what she wants to do with her life.
- 4 What might Nadia write home to her parents?
  - A The doctors have been really kind here, but I'm not so sure it's what I want to do anymore.
  - B The people are very friendly and I've made some really good friends.
  - C It's been difficult, but I really want to work somewhere like this when I'm a doctor.
  - D Sweeping floors and cleaning beds! I want to spend more time with the patients.
- 2 Here are some sentences about music. For each question, complete the second sentence so it means the same as the first. Use no more than three words.
  - We started playing together as a band two years ago.

We <u>have been</u> playing together as a band for two years.

- From 7 o'clock to 9 o'clock this morning, he played the music.
   He \_\_\_\_\_\_ for two hours

this morning.

3 If you don't practise, you'll never be a good drummer.

You won't be a good drummer

\_ practise.

4 They came on stage at 8 p.m. and they're still playing now two hours later.

They \_\_\_\_\_ on stage for two hours now.

5 There's a 50% chance that I'll go to the show on Saturday.

\_\_\_\_\_ to the show on

Saturday.

I \_\_\_

#### REVIEW UNITS 5 & 6

#### LISTENING

#### 3 Vou will hear a girl called Lucy talking on a TV breakfast show. For each question, choose the correct answer A, B or C.

- 1 To enter the competition, Lucy had to
  - A make a video of herself and then phone someone.
  - **B** write a letter and practise reading the weather forecast.
  - C explain why she wanted to win in a letter and send it with a video of herself.
- 2 What time did Lucy do her weather forecast?
  - A three o'clock
  - B four o'clock
  - $c \ \ five o'clock$
- 3 How did Lucy feel when she did the forecast?
  - A very excited
  - B excited and a little bit worried
  - C very nervous
- 4 What was the weather like in the forecast Lucy gave?
  - A There was a variety of types of weather.
  - B It was mainly good for most of the country.
  - c It was cold and snowy.
- 5 What job does Lucy want to do one day?A She'd like to be on TV.
  - A Shed like to be on 1 v.
  - B She'd like to read the weather.
  - C She wants to be a teacher.

#### VOCABULARY

- 4 Choose the appropriate word to complete the sentences.
  - 1 The government took the *initiate l initiative* to enforce mask mandates during the pandemic.
  - 2 He managed to get a full *scholarship | award* to the University of Sydney.
  - 3 With the *citizen l population* of up to 12 000 000 people, this town often experiences over-crowding.
  - 4 Harmful car *emissions | gas* can cause cancer.
  - 5 When species are close to extinction, they are now labeled as *dangerous l* endangered species.

#### GRAMMAR

# 5 Fill in the gaps with the correct form of the words below without using relative clauses.

- 1 Manny is the first man (complete) \_\_\_\_\_\_ the task.
- 2 The books (write) \_\_\_\_\_ by J.K. Rowling are really interesting.
- 3 The bridge (connect) \_\_\_\_\_ two towns is now demolished.
- 4 She was the only employee (be able to repair) \_\_\_\_\_\_ the computer.
- 5 They were accused of (steal) \_\_\_\_\_\_ the purse three months ago, and now they are on trial.
- 6 (listen) \_\_\_\_\_ to her instructions, I began doing the exercise.
- 7 (go) \_\_\_\_\_ to university is the best thing I have ever done.
- 8 He denied (marry) \_\_\_\_\_ her a long time ago.
- 6 Find and correct the mistakes in the following sentences.
  - (A)<u>However</u> he was very (B)<u>tall</u>, his children were (C)<u>short</u>.
  - 2 I won't (A)<u>return</u> (B)<u>until</u> (C)<u>before</u> Wednesday.
  - 3 (A)<u>Having been</u> poor, he (B)<u>doesn't</u> spend (C)<u>much</u> on clothes.
  - 4 (A)<u>This</u> behaviour (B)<u>can not</u> go (C)<u>on</u>.
  - 5 The (A)<u>housefarm</u> was (B)<u>built</u> in the (C)<u>late</u> 1400s.

#### WRITING

- 7 In about 150 words, write a paragraph about an environmental issue and some solutions to the problem. The paragraph should include:
  - What the problem is
  - How long the problem has existed
  - Why the problem is serious
  - What should be done to solve the problem

.....

# 7 going PLACES

#### READING

 Imagine you are going to live in another country. What things do you have to get used to? Add two more things to this list. Then put the six things in order of difficulty for you (1 = most difficult). Compare your ideas with other students.

the climate	the language	
the food		
local customs		

- 2 SPEAKING Work in pairs or small groups. Look at the photos and these phrases from the article. Discuss what you think the article is about.
  - a shortage of jobs
  - the creation of workshops
  - began to welcome refugees
  - the renovation of houses
- 3 <2.17 Read and listen to the article on page 81 and check your ideas.

4 All of these statements are incorrect. Read the article again and find the lines which show they are incorrect. Then correct the sentences.

**OBJECTIVES** 

phrasal verbs

FUNCTIONS: expressing surprise GRAMMAR: relative clauses (review); which to refer to a whole clause; must vs. have to VOCABULARY: groups of people;

- 1 Many people in the 1990s left Riace because they didn't like it any more.
- 2 The refugees didn't have to do anything to get food and accommodation.
- 3 The refugees already spoke Italian.
- 4 New houses were built for the refugees.
- 5 About a hundred immigrants live in Riace now.
- 6 More local people are leaving Riace.
- 7 Riace's original population was 4000.
- 8 Lucano became mayor in 2005.
- 5 SPEAKING Work with a partner and discuss the following questions.
  - 1 What two questions would you like to ask:
    - a a resident born in Riace?
    - **b** an immigrant living and working in Riace?
  - 2 Do you think things will continue to go well in Riace in the future? Why (not)?



#### GOING PLACES

# Refugees bring new life to a village

R Calabria, which is a very pretty region of Italy, but also a poor one. Riace once had a population of 3,000, but in the 1990s a job shortage meant that many people, especially young people, left the village to find work in other places. The only school closed. Many houses were empty. But now it's a different story, because of one man whose dreams have turned Riace

into a village with a future.

One day in 1998, Domenico Lucano, a teacher from Riace, was driving near the sea when



he saw a large group of refugees who had escaped their countries.



Lucano decided to help these people, and they might save his village. He welcomed them into the village and gave them food and accommodation in return for work. The refugees also had to learn Italian.

It was the beginning of a plan. The idea was simple: Riace needed more

inhabitants and there were plenty of people in the world looking for a home. The village began to welcome refugees from Somalia, Afghanistan, Iraq, Lebanon, and other places. Lucano used buildings which had been empty for years to house refugees and created workshops for them to work in.

Riace is now home to between two and three hundred immigrants, who live happily alongside the locals. Women make handicrafts to sell in local shops, while men renovate houses to rent to tourists. And because of the arrival of more children, the school is open again. Lucano, the mayor of Riace since 2004, managed to create jobs and stop the villagers from moving away, while at the same time helping some of the poorest and most desperate people in the world.

#### TRAIN TO THINK

#### Distinguishing fact from opinion

People often have disagreements because they confuse opinions with facts. A fact is something true for which there is usually proof. An opinion is a thought or belief and may not be true. When you want to know if what someone is saying is really true, it's important to ask the right questions to help you separate opinions from facts.

# 1 Read the two statements (A). What is the purpose of question (B) that follows each of them?

- 1 A Teenagers never want to travel anywhere with their parents.
  - B Does that mean that there has never been a young person who liked traveling with their parents?
- 2 A 1'm convinced listening to music keeps you healthy.
  - **B** What evidence is there that proves you are right?

- 2 Here are things people said to Domenico Lucano when he was about to start his project. Work in pairs and find good questions that he could ask to separate opinions from facts.
  - All the young people are moving away. Our town has no future.
  - I'm sure these refugees are trouble makers.
  - Don't invite these people to our village. They're poor and will only create problems.
  - It's a bad idea to put people from different countries together. They might not get on.
  - These people can't survive in our village. There's just no work for them.

5

#### GRAMMAR

#### **Relative clauses (review)**

- Read the sentences from the article about Riace. Look at the <u>underlined</u> parts. Then complete the rule by writing A, B, C or D.
  - A Riace is in Calabria, <u>which is a very pretty</u> region of Italy.
  - B Lucano used buildings <u>which had been</u> <u>empty for years</u> to house refugees.
  - C He saw a large group of refugees <u>who had</u> <u>escaped their country</u>.
  - D Lucano, who became mayor of Riace in 2004, has managed to create jobs.

**RULE:** We use a defining relative clause to identify an object (*which I that*), a person (*who I that*), a place (*where*) or a possession (*whose*). Without this information, it's hard to know who or what we're talking about. (e.g. Sentences  $^1$  and  $^2$  )

We use a non-defining relative clause to add extra information. We don't need this information to understand the sentence. We put commas around it. (e.g. Sentences  $^3$ \_\_\_\_\_ and  $^4$ \_\_\_\_)

- 2 **SPEAKING** Complete each sentence with who, which or that. Are they defining or non-defining relative clauses? Then discuss the statements with a partner.
  - 1 I don't understand people <u>decide to</u> decide to go and live in another country.
  - 2 Sometimes people don't like strangers \_\_\_\_\_ come and live in their town.
  - 3 A stranger is just someone \_\_\_\_\_ isn't your friend yet.
  - 4 Sometimes it's just a person's appearance \_\_\_\_\_ makes us like them or not.

3 Join the sentences to make one sentence by including a non-defining relative clause. Put commas in the correct places.

• The people were tired. They had come a long way.

The people, who had come a long way, were tired.

- 1 The locals gave them food. The locals were kind.
- 2 Rome is an exciting place. It is my favourite city.
- 3 I've been reading a book by William Boyd. Boyd is one of my favourite writers.
- 4 My neighbour Rubens has been living here for ten years. Rubens is from Guatemala.

#### which to refer to a whole clause

- 4 Read the two sentences from the article. What does *which* refer to in each sentence?
  - 1 Riace is a small village in Calabria, **which** is a very pretty region of Italy.
  - 2 *Città Futura* has 13 local employees, **which** makes it the biggest employer in the village.
- 5 What does *this* refer to in each of the second sentences below? Rewrite the pairs of sentences as one sentence.
  - A lot of tourists visit. This is good for the town.

A lot of tourists visit, which is good for the town.

- 1 Some people go and live in another country. This is not always easy.
- 2 You have to learn new customs. This can be challenging.
- 3 Some people are nervous about strangers. This makes life difficult for new arrivals.
- 4 Sometimes there are differences in culture. This often results in misunderstandings.

#### VOCABULARY

#### Groups of people

# Complete each sentence with a word or a phrase from the list.

the audience | motorists | pedestrians | residents | the crew | the staff | employees | employers | immigrants | politicians | refugees | inhabitants

- 0 People who watch a play / film / concert are *the audience*.
- 1 People who walk on a street are called \_\_\_\_
- 2 A group of people who work for an organisation are \_\_\_\_\_.
- 3 People who drive cars are called \_\_\_\_\_

- 4 A group of people who work on a plane or ship are \_\_\_\_\_.
- 5 \_\_\_\_\_ are people or animals that live in a specific place.
- 6 People who are paid to work for other people are called \_\_\_\_\_.
- 7 People who work in politics are called \_\_\_\_
- 8 \_\_\_\_\_ are people who leave their own country because it's too difficult or dangerous to live there.
- 9 \_\_\_\_\_ pay others to work for them.
- 10 People who live in a certain place are the
- 11 \_\_\_\_\_ are people who come to a different country to live there permanently.

#### LISTENING

#### **Migration in nature**

**SPEAKING** Look at the photos and the maps. Which animals in the photographs make which journeys in the maps? Discuss your ideas.



2 [32.18] Listen to a radio interview. Check your ideas. Write 1, 2 and 3 in the boxes.

# 3 **3 2.18** What do these numbers refer to? Listen again and check.

- 1 18,000
- 2 more than a million
- 3 2,000
- 4 250,000
- 5 70,000
- 6 2,000,000

# 4 Correct these sentences. Listen again to check.

- 1 Grey whales swim to Alaska to have their babies there.
- 2 Grey whales can be found near Alaska in the winter.
- 3 The Mara River is at the beginning of the wildebeests' journey.
- 4 The Mara River is full of hippos.
- 5 Arctic terns do their journey only once in their lifetime.
- 6 People know how the terns always arrive at the same place.
- 5 **SPEAKING** Work in small groups. Answer these questions.
  - 1 Which of the animal facts you heard do you think is the most interesting?
  - 2 Do you know about any other animals or birds who undertake amazing journeys?

#### **FUNCTIONS**

#### **Expressing surprise**

- 1 **►2.18** Listen again to the radio interview. What phrases are used to express surprise? Can you think of any other phrases?
  - 1 \_\_\_\_\_ (distance)!
  - 2 \_\_\_\_\_! Good heavens.
  - 3 lt's \_\_\_\_\_, isn't it?
  - 4 Wow. That's \_\_\_\_\_
  - 5 That's \_\_\_\_\_.
- 2 Work in pairs. A thinks of something surprising that he/she knows. (You can invent something if you want!) A gives the information to B. B uses one of the expressions in Exercise 1 to reply, and asks a follow-up question. Then A and B change roles.

#### READING

 When you imagine a city in the future, what do you see? List six you might expect from cities of the future. On a scale of 1 to 6, how likely are they to exist in the future (1 = most likely, 6 = least likely)?

	Things to expect	****
1		
2		
3		
4		
5		
6		

# 2 VOCABULARY Match the words with their meanings below.

1 urban | 2 development | 3 architecture | 4 technology | 5 complex

- a the process of developing something
- **b** difficult to understand because of having many different parts
- c the practical use of scientific discoveries
- d the art and practice of designing and making buildings
- e in, relating to, or characteristic of a town or city.

#### 3 CD2.19 Read and listen to the text on page 85. Then answer the following questions by choosing option A, B or C.

- 1 Why is it called a '15-minute city'?
  - A Because it takes 15 minutes to build.
  - B Because most daily necessities can be accomplished by walking or cycling for 15 minutes.
  - C Because traveling across the city only takes 15 minutes.
- 2 What does '15-minute city' support?
  - A Equal access to everybody
  - B Sustainable energy sources
  - c Reducing exhaustible energy

#### **∢ ⊳** ⋒



 $\neg$ 

#### The future of cities

In 2021, the idea "15-minute city" by Professor Carlos Moreno of the Pantheon Sorbonne University won the Obel Award – a leading international award for great contributions to urban development.

The whole concept is in the name: It would only take 15 minutes for people to meet their basic needs like going to work, school, the hospital, shopping, or entertainment on foot or by cycle. A 15-minute city strategy would support the same access to services, comfort, and green space for everyone. This is a difficult and complex urban development strategy, but it is also an exciting and new approach that could help change the structure of the city. Not only that, but this simple strategy also could help with climate change and worldwide pandemics such as Covid-19. As people do not have to travel far every day, traffic, gas from cars, and geographical distance can be cut down, which can support recovery from the pandemic.

This idea might seem impossible but the 15-minute or 20-minute city model is now being used in many cities, especially in developed countries, like Paris, Houston, Milan, Brussel, Valencia, and Chengdu. Hopefully by 2024, every street will have a cycle lane, a large green belt, and parks will be in place of 70% of all car parking spaces.

Experts say that in this age of technology, the 15-minute city model will be at the forefront of urban development as social media and online shopping cut the need for direct interaction and transport.

- 3 When did '15-minute city' win an Obel Award?
  - A 2024
  - **B** 2021
  - c 2019
- 4 Where is the '15-minute city' strategy applied?
  - A In developing countries
  - B In underdeveloped countries
  - c In developed countries
- 5 What does the word in bold 'it' mean?
  - A Urban development strategy
  - B '15-minute city'
  - C The structure of the city

- 4 Read the text again. Answer these questions with information from the passage.
  - 1 How can '15-minute city' reduce the effects of climate change and the pandemic?
  - 2 What does Paris want to accomplish by 2024?
- 5 Considering the current state of where you live, how long do you think until this model can be applied to your city?

#### VOCABULARY

#### Phrasal verbs

# 1 Complete these sentences. Use the correct form of the phrasal verbs from the list.

put up with | bring about | run into | turn out | hang out with | pick up | go through | wear out

- 1 You have to \_\_\_\_\_ a lot of new vocabulary.
- 2 Being homesick is a phase that you have to
- 3 It's not nice to hear people criticise you, but you have to \_\_\_\_\_\_ it.
- 4 Sometimes you miss the friends you used to
- 5 Speaking another language all day me
- 6 Living abroad is \_\_\_\_\_\_ to be a great experience for me.
- 7 I \_\_\_\_\_ some people who wanted to leave France.
- 8 Living abroad can \_\_\_\_\_ some challenges and difficulties.

#### 2 Which of the phrasal verbs means:

- 0 make (someone) very tired <u>wear out</u>
- meet (without having arranged to)
- 2 learn (informally)
- 3 tolerate
- 4 experience (a difficult situation)
- 5 have a particular result
- 6 spend time with
- 7 make happen

#### 3 Answer the questions.

- 1 Where do you like to hang out? And who with?
- 2 What wears you out?
- 3 Have you ever run into a teacher outside school?
- 4 Can you think of any habits someone you know has that you have to put up with?
- 5 What difficulties does someone have to go through when they leave school and start university?
- 6 Do you think it's possible to pick up new words from listening to English-language songs?

#### PRONUNCIATION

#### Phrasal verb stress

- - GILLIAN Moving to France when I was 9 was tough. It turned out all right though. I soon made new friends.
  - SAM How long did it take you to pick up French?
  - GILLIAN About three months. I hung out with my French friends every day, so that helped.
  - SAM Do you ever run into them now?

GILLIAN Run into them? I don't live in France any more!

#### 2 Circle the correct words.

Red indicates <sup>1</sup>*primary | secondary* stress. Blue indicates <sup>2</sup>*primary | secondary* stress. In twopart phrasal verbs, primary stress is usually on the <sup>3</sup>*verb | particle* and secondary stress is on the <sup>4</sup>*verb | particle*.

3 **Listen**, repeat and practise.



#### GRAMMAR

Must vs. Have to

#### 1 Complete the rule.

**RULE:** We use <sup>1</sup>*have to I must* + base form to talk about obligation, things that are

<sup>2</sup>necessary/ unnecessary to do.

Use <sup>3</sup>*must / have to* for more personal opinions about what it is necessary to do, and

<sup>4</sup>*must | have to* for what somebody in authority has said it is necessary to do.

- 2 Choose either *must* or *have to* to complete each sentence.
  - I think I'm putting on some weight. I \_\_\_\_\_ do more cycling around my block.
  - 2 The guideline says: You \_\_\_\_\_\_ maintain the city's green spaces.
  - 3 My mother says: We \_\_\_\_\_ maintain the city's green spaces.
  - 4 She told her boyfriend that he \_\_\_\_\_ keep his house clean.
  - 5 \_\_\_\_\_ they \_\_\_\_\_ travel by bus to school?
- 3 Write complete sentences using *must*, *mustn't*, *have to* and *don't have to*.
  - 1 I'm very excited. I \_\_\_\_\_\_. (see the new metropolitan area)
  - 2 If you want to lose weight, you \_\_\_\_\_\_. (jog around the neighbourhood)
  - 3 You \_\_\_\_\_\_. (go out with

friends at night)

. (go out m

- 4 Her mother said that she \_\_\_\_\_\_. (meet the contractor by herself)
- 5 Mike can't come because he \_\_\_\_\_\_. (go to work at the construction site early tomorrow)

#### THINK VALUES

#### Learning from other cultures

- 1 Choose the options that are true for you in these statements. Make notes about your reasons.
  - 1 *I'd like | I wouldn't like* to visit other countries.
  - 2 *I'd like | I wouldn't like* to live in another country.
  - 3 *I'm interested | I'm not interested* in other cultures.
  - 4 Knowing about other cultures *helps l doesn't help* me understand my own culture.
  - 5 *I think | I don't think* it's good to have people from other countries living in my country.
- 2 SPEAKING Discuss your ideas from Exercise 1 with the class. How similar or different are you?





- 1 Name some ways that are damaging historical or natural heritage.
- 2 Nead and listen to the following article on measures to preserve historical or natural heritage. Find and <u>underline</u> these words/phrases in the text.
  - a Tut's grave

- temples
- **b** the Italian government
- d Aboriginal people

#### - L ×

# Heritage preservation in the world

Why do we try to protect historical or natural heritage? Because they make up the unique value of each country. Around the world, great buildings are being ruined by pollution, tourism, and the tests of time. Let's see how four countries facing these problems are taking care of their heritage.

In Africa, the public were contributing to the destruction of Ancient Egyptian tombs and buildings. Egypt found out a way to make their attractions ready for this destructive public. The answer? Pairing science and art. With 3D scanning and tools that process data to pick up on shape, Tutankhamun's grave was recreated down to the smallest details: the mould on Tut's body and fallen incense. That's how tourists can still see the wonder of Tut's grave without causing any damage to it.



< ►



In Europe, Venice is a famous place that is being hit by rising sea levels. After the Venice flood of 1966, UNESCO and the Italian Government built big gates to try to control floods and protect the place from the high tides and the lower areas from drowning in water.

Angkor Wat, in Cambodia, is one of the main travel spots in Asia. But by the early 1990s, many of the temples were close to falling down. Since 1993, experts from 30 countries have been working to take care of and look after the place. Thanks to that, we are still able to witness the beauty of this attraction now.





In Australia, for many years, the Aboriginal people in the areas of Central and Western Australia lived far away from the outside world. These days, the old cultural traditions of these tribes are being kept for future generations through Aboriginal art centres: Papunya, Kintore, Balgo, and Yuendumu.

# **3** Using one word from the text to complete the sentences.

- a Around the world, great buildings are being destroyed due to pollution, \_\_\_\_\_ and the test of time.
- By combining \_\_\_\_\_\_ and art, Egypt allows tourists to see the wonder of Tut's Grave without damaging it.

- c After the Venice flood of 1966, UNESCO and the Italian Government built big gates to control \_\_\_\_\_\_ and protect the place from the high tides and the \_\_\_\_\_\_ areas from drowning in water.
- d Nowadays, the old cultural traditions of aboriginal \_\_\_\_\_ are preserved and passed down to \_\_\_\_\_ generations through Aboriginal art centres.

# 4 Decide whether the following statements are True (T) or False (F).

- 1 Tut's grave was recreated with the use of 3-D scanning and tools that process the data to pick up the shape. \_\_\_\_\_
- 2 After the Venice flood of 1866, big floodgates were built by UNESCO and the Italian Government.
- 3 Since 1993, Angkor Wat has been taken care of by experts from 50 countries.
- 4 The Aboriginal Autralians lived far away from the outside world.

#### WRITING

#### An informal email

- 1 Read Karen's email and answer the questions.
  - 1 How long has she been with the Inuit people?
  - 2 When did she try to catch a seal?
  - 3 What does she say strikes her most about the Inuit?

#### 2 Which word or phrase in the email means:

- 1 a great deal
- 2 I have finally arrived
- 3 agreed that I could accompany them
- 4 I am extremely happy
- 5 my experiences here
- 6 one or two days ago
- 3 Why does Karen not use the expressions in Exercise 2 in her email?

#### - $\otimes$

#### Hi James,

How are you doing? Hope you're OK!

Well, here I am at last living in northern Canada with the nomadic Inuit people. You know that I've been wanting to do this for years, and my dream has finally come true. I'm over the moon to be here.

I got here ten days ago and met a family who said I could go along with them to hunt. I've already done some amazing things sleeping in an igloo, for example, and watching the Inuit people go hunting for fish and for small animals.

The most difficult thing to deal with, of course, is the cold. There's also the fact that you have to keep moving every few days to find food. The way they hunt is interesting. The Inuit make a hole in the ice and hope that a seal will appear so that they can catch it. I went hunting with my host dad a couple of days ago he showed me how to make a hole and then we stood for six hours in the freezing cold, waiting for a seal to appear. It never came. I got so fed up. But then I thought: 'Hey, the Inuit people do this every day, sometimes waiting for ten hours. And sometimes they catch a seal, and sometimes they don't. What's my problem?' What amazes me most about them is their patience, and my own is getting loads better!

Well, I'll write and tell you more about how I'm getting on with things when I can. Hope you're well!

All the best,

Karen

- 4 Imagine you are spending two weeks living with one of the nomadic tribes mentioned in the article.
  - Choose which of the three groups you are living with.
  - Decide what things in general have been good / not so good about your experiences so far.
  - Decide on one specific thing about their life that has really impressed you.
- 5 You're going to write an email (150 200 words) about your experience in Exercise 4 to an English-speaking friend.
  - Make sure to start and end your email appropriately.
  - Talk generally about your experiences first. Then move on to more specific details.
  - Check your writing to make sure that your language is not formal.

# 8 PLANS

#### READING

- 1 What are the people doing in the photos? Do you think these are good or bad habits? Why?
- 2 Tick (✓) the bad habits that you have. Then add two more of your own.
  - not doing enough exercise
  - leaving your homework until the last minute
    - forgetting important dates
  - texting when you shouldn't
  - playing computer games when you should be studying
  - getting up late for school
- **3 SPEAKING** Work in pairs. What can you do to change some of these habits?

#### OBJECTIVES

- FUNCTIONS: talking about the future; complaining GRAMMAR: *I wish* and *if only*,
- It's time, I'd rather/sooner/ prefer
- **VOCABULARY:** making changes; life plans; phrases with *up*
- 4 Read the article on page 91 quickly. What two things is the writer trying to change about her life?
- 5 CD2.23 Read the article again and listen. Mark the sentences True (T) or False (F).
  - 1 The writer has to finish the article by the following day.
  - 2 The writer is finding it easy to lead a healthier life.
  - 3 We use different parts of our brain depending on who we're thinking about.
  - 4 Our brains don't always let us make good choices for our future selves.
  - 5 It takes just under two months for our brains to feel happy with changes to our lifestyles.
  - 6 The writer has decided that she'll never be able to change her habits.







# I miss my bad habits

I don't believe it! It's 11 p.m. and I'm still sitting here writing this article for the school magazine! I've had two weeks to write it and my teacher wants it tomorrow. A month ago, I made a resolution to be more efficient this year and to never leave things to the last minute. Well, I've failed.

At the moment, I guess many kids are struggling with their new year resolutions, just like me. During the last four weeks, I've been going to the gym, and changing my diet. But I'm not feeling any fitter, just a little unhappier. Why is leading a better life so hard? Thanks to an online article, I've discovered that it isn't my fault! Our brains are programmed to make it difficult to break bad

make it difficult to break bad habits. There's little we can do but persevere. Scientific experiments show we use one part of our brain when we think about ourselves and another when we think about other people. However, when we think about future selves, we use the same part of the brain that we usually use to think about other people. And that's why we don't always find it easy to make sensible decisions to improve our lives. Besides. scientists have also discovered that it takes around ten weeks to change and accept new behavioural patterns as part of everyday life. For example, it's going to take another six weeks before going to the gym stops being so difficult and becomes an automatic part of my life. So maybe we want to change our ways and become better people. but our brains won't let us. Or is this just an excuse? Look – I've finished my article on time! Anything is possible!

#### TRAIN TO THINK I

#### Reading between the lines

Sometimes a writer doesn't tell us everything directly: we need to draw conclusions from the information the writer gives. We call this 'reading between the lines'.

- 1 Answer the questions and give reasons for your answers.
  - 0 Who is the writer? (paragraph 1) She's a schoolgirl — she's writing for the school magazine and mentions her teacher.
  - 1 Does the writer feel guilty that she hasn't finished the article? (paragraph 1)
  - 2 Does she enjoy exercise? (paragraph 1)

- 2 **SPEAKING** Work in pairs. Discuss these questions.
  - 1 What resolutions are you going to make for this school year?
  - 2 What do you think is the secret of changing your life for the better?

Careful planning. Do work first, play later.

Listen to your parents.

#### GRAMMAR

#### I wish and if only

#### Look at these examples to see how I wish and if only are used.

That guy is so annoying! I wish he'd stop talking. I wish I lived closer to my family. If only I hadn't lost her phone number. She must

think I'm so rude for not calling her.

I wish they wouldn't park their car in front of my house.

#### 1 Choose the correct option to complete the sentences.

- here now. He'd know what 1 If only he to do with my toothache.
  - A would be
  - B wasn't
  - **C** were
- 2 It looks like rain. I wish I my umbrella.
  - A would have brought
  - B had brought
  - C brought
- 3 I'm starving. If only there \_\_\_\_\_ a restaurant open now.
  - A would be
  - B had been
  - C was
- 4 I wish people music so loud on the train. I always have a headache when I get off the train.
  - A wouldn't play
  - B would play
  - C wouldn't have played
- 5 She wishes they ten years ago!
  - A would have met
  - B met
  - C had met
- 6 He wishes \_\_\_\_\_ so careless of their health. He always has to look after them when they're sick.
  - A they wouldn't be
  - B they had be
  - C they would be
- 7 If only I \_\_\_\_\_ her unhealthy diet that harshly. She's not speaking to me now.
  - A wouldn't criticise
  - B hadn't criticised
  - C didn't criticise

- 8 My backache is getting worse. I wish I go to work tomorrow.
  - A wouldn't have to
  - B didn't have to
  - C hadn't had to

#### **RULE:**

We can use wish/if only + a  $^{1}$  present / past form to talk about a present situation we would like to be <sup>2</sup>*different | unchanged*.

We can use wish/if only + a <sup>3</sup>present perfect / past perfect form to talk about a past situation we would like to be <sup>4</sup>*different*/ unchanged.

We can use wish + would(n't) to show that we are 5 annoyed / pleased with what someone or something does or doesn't do. We often feel that they are unlikely or unwilling to change.

#### 2 Find the mistakes in the following sentences and correct them.

- If only my father gives up smoking in the 1 near future.
- 2 I wish I start exercising when I was little.
- If only my children go to bed earlier every day. 3
- 4 I wish she stops eating fast food now.
- 5 If only I am a doctor to save people.
- 6 I wish I has more time to look after my body

#### VOCABULARY

#### Making changes

#### Match the phrases with the definitions. 1

- make a resolution 0
- give something up 1
- do well 2
- struggle with something 3
- take something up 4
- 5 break a bad habit
- form a good habit 6
- change your ways 7
- stop doing something а
- find something difficult b
- start a new hobby or interest с
- stop doing something that isn't good for you d
- start doing something that is good for you e
- decide to make a positive change f
- do things differently (usually for the better) g
- be successful h

#### **2** Complete the text with the missing verbs.

#### - $\sim$

Last year I<sup>1</sup>\_\_\_\_\_\_ loads of resolutions and decided to <sup>2</sup>\_\_\_\_\_ my ways. I tried to <sup>3</sup>\_\_\_\_\_ the habit of getting up late at weekends. For two months I got up at 8 a.m. But by 2 p.m. I felt sleepy, so I <sup>4</sup>\_\_\_\_\_ up sleeping in the afternoon. I also <sup>5</sup>\_\_\_\_\_ up wasting time online, but my parents bought me a laptop and that was the end of that. Then I stopped eating meat. I was <sup>6</sup>\_\_\_\_\_\_ well until Mum made roast beef. I just had to eat it. I tried to <sup>7</sup>\_\_\_\_\_\_ good habits as well: for example, I started piano lessons. But I <sup>8</sup>\_\_\_\_\_\_ with finding time to practise, so I stopped. This year I've only made one resolution: not to make any resolutions.

# **3 SPEAKING** Work in pairs. Discuss these questions.

- 1 What subjects are you doing well at school?
- 2 What subjects do you struggle with?
- 3 What was the last thing you gave up doing? Why?

#### WordWise

#### Phrases with up

< ► ô

- 1 Match the phrases in bold with the definitions.
  - 1 So what's up, Mia?
  - 2 Do you know I spend **up to** an hour everyday practising?
  - 3 I wonder what she's **up to**.
  - 4 Then every night I'm **up** late doing my homework.
  - 5 It's up to me to do something about it.
  - 6 I don't know if I'm **up to** it.
  - a not in bed
  - b doing
  - c what's the matter?
  - d capable of
  - e as long as / to a maximum of
  - f my responsibility

2 Use words and phrases from Exercise 1 to complete the sentences.

- 1 What have you been \_\_\_\_\_ recently?
- 2 I was \_\_\_\_\_ late watching TV last night.
- 3 Oh, no! You look really unhappy. \_\_\_\_\_?
- 4 It isn't my decision. It's \_\_\_\_\_ you to decide.
- 5 He's 75 now, so he isn't \_\_\_\_\_ long walks.
- 6 This car can carry \_\_\_\_\_ six people.

#### LISTENING

1



**SPEAKING** Work in pairs. Discuss these questions.

- 1 What do you know about these people?
- 2 Can you match the information with each person?



- A \_\_\_\_\_\_ was a famous Irish writer.
  - wrote *Rocky*.
  - C \_\_\_\_\_ wrote the Harry Potter series.

James Jovce

2 Listen and check.

- 3 CD2.24 Read the questions carefully. Listen again and make notes.
  - 1 What's Annie's problem?
  - 2 What does Ben want to do with his life?
  - 3 How was James Joyce earning a living when he was 30?

#### THINK SELF-ESTEEM

Life changes

1 Complete the table with your own ideas.

	One positive change	One negative change
You leave home	Freedom	You have to look after yourself.
You do a degree		
You start a career		
You start a family		
You get promoted		
You retire		

2 **SPEAKING** Work in small groups. Discuss your ideas.

#### FUNCTIONS

#### Complaining

#### 1 Match the parts of the sentences.

- 1 I'm not happy with
- 2 The problem is that
- 3 He's always
- 4 If I'm honest, I don't
- 2 ROLE PLAY Work in pairs.

#### Student A

You aren't very happy with your brother or sister.

He/She plays loud music that you don't like when you're trying to work. He/She doesn't even keep the door closed. What else upsets you about this? You have decided to talk to him/her about it. Try and use the expressions in Exercise 1.

Excuse me, [name], I need a word ...

- **a** it takes up so much time.
- **b** picking on me.
- c really like the violin.
- d the way he talks to me.

#### Student B

You aren't very happy with your brother or sister.

He/She keeps taking your clothes without asking you. He/She makes a real mess when he/she takes them from your wardrobe. What else upsets you about this? You have decided to talk to him/her about it. Try and use the expressions in Exercise 1.

Excuse me, [name], I need a word ...

- 4 How are the examples of Joyce, Stallone and Rowling different to Annie's situation?
- 5 Why does Ben tell Annie not to worry?

SPEAKING Work in pairs. Discuss your answers to Exercise 3.

#### READING

# **SPEAKING** Tick (✓) the statements you agree with. Then discuss them in pairs.

A good friend ...

always tells you what they're thinking.

never criticises you.

agrees with everything you say.

always listens when you have a problem.

# 2 <a>2.25</a> Read and listen to the article and match the titles with the paragraphs.

No one is happy all the time

Stop expecting everybody to like you

Stop expecting people to know what you're thinking

Don't expect people to change

#### 3 Read the article again. Which paragraphs should these people read and think about? There may be more than one possible answer.

- 1 'Billy's so unfriendly to me. I don't know what I've done wrong.'
- 2 'Can't they see I don't really feel like talking? I just want them to leave me alone.'
- 3 'Katie's always got a smile on her face. I wish my life was as perfect as hers.'
- 4 'I wish Dylan wasn't so untidy. He always makes such a mess.'
- **4 SPEAKING** Work in pairs. Discuss these questions.
  - 1 Which piece of advice do you think is the best? Why?
  - 2 What other advice would you add?

# For a better life ....

Life can be hard, and when our plans don't work out, it's often easy to blame others. Sometimes we expect too much from friends and family, and when they don't act as we think they should, we feel disappointed. Maybe it would be easier if we stopped expecting so much from others. No one is perfect, including you.

#### 1

Don't worry if there are people who aren't very nice to you, because there are plenty of people who are - your friends. Spend time with them and avoid the others. And when it comes to finding that special person and settling down, remember that there's somebody for everyone.

#### 2

You've been practising football all summer. You think you're good enough to be in the school team, but the teacher doesn't seem to be thinking the same thing. Maybe he just hasn't thought about it at all. He isn't a mind reader, so let him know your thoughts. He might even choose you.

#### 3

People can change, but they don't usually do it because someone else wants them to. You can try and tell them what you're not so happy about, so at least they know, but don't be too disappointed if they carry on doing exactly the same things. You have a choice: accept them or walk away.

#### 4

From their social media updates, you'd believe that all your friends are happy all the time. Of course, they aren't, just like you know that your life isn't always perfect. We all go through hard times, and we often try to hide it. Be kind to people. They might be having a bad day and your smile could make a big difference.



#### GRAMMAR

#### It's time, I'd rather/sooner/prefer

#### RULE: It's (high/about) time + Simple past to express frustration/annoyance because something hasn't happened yet Example: It's time you had a haircut. It's time + to-infinitive to express what the speaker would like to happen now/in the future Example: It's time to buy a new car. Would rather/Would sooner/Would prefer

SAME SUBJECT prefer to + verb base Example: I (would) prefer to leave. would rather would sooner + verb base	DIFFERENT SUBJECT prefer + somebody + to + verb base Example: I (would) prefer you to leave. would rather would sooner + somebody + verb (past tense)	
Example: I'd rather leave. I'd sooner not leave.	Example: I'd rather you left. I'd sooner she didn't leave. I'd rather you hadn't come along with us on our trip yesterday. I'd sooner they hadn't invited me to the party last Tuesday.	
would rather would sooner + than	prefer + rather than	
Example: I'd rather phone people than write letters.	Example: Many people prefer to chat online rather than talk face to face.	

# 1 Read the rules and then choose the correct option to complete the sentences below.

- 1 It's time we \_\_\_\_\_ to do something about this situation.
  - A try B tried C 'd try
- 2 I'd rather you \_\_\_\_\_ taking your medication for a few days. Let's say until next Monday.
  - A would continue B continued
  - **C** continue
- 3 I wish you \_\_\_\_\_ your stuff everywhere all the time. I'm tired of tidying up after you.
  - A hadn't left B wouldn't leave
  - C didn't leave
- 4 If only we <u>sooner</u>. We could have prevented the situation.
  - A knew B had known C 'd know
- 5 Would you rather I \_\_\_\_\_ at your place next weekend?
  - A 'd stayed B 'd stay C stay

- 6 It's time for you \_\_\_\_\_ what you started.
   A finished B to finish C had finished
- 7 We'd rather you \_\_\_\_\_ too late tonight.
  - A hadn't stayed up
  - B wouldn't stay up
  - C didn't stay up
- 2 Read the rules and then complete the sentences below.
  - a You ought to start doing your homework. It's high time you \_\_\_\_\_\_.
  - b I don't want you to bring that smelly dog into this house.

I'd rather you \_

- c I prefer wearing natural fabrics. I'd sooner \_\_\_\_\_.
- d You are always talking with your mouth full.
  I want you to stop doing it.
  I'd prefer you \_\_\_\_\_\_.

#### VOCABULARY

#### Life plans

1 Match the phrases with the pictures. Write 1–8 in the boxes.

- 1 retire
- 5 start a family
- travel the world
   start a career
- 6 settle down7 get promoted
- 4 get a degree
- get promoted Beave school
- 8 leave school

#### 2 Complete the text with phrases from Exercise 1. Use the correct forms of the verbs.

My uncle has always done things differently. He when he was 16 because he wanted to see other places. He spent the next twenty years , working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the UK. He went to university and <sup>3</sup> . He did really well, and when he finished, he <sup>4</sup> as a translator. Because he was good at his job, he <sup>5</sup> auite guickly and he was soon Head Translator. When he was 48, he met the love of his life and they decided to and 7 Now he's 55, with three young children. He says he

wants <sup>8</sup>\_\_\_\_\_\_ soon. He wants to stop working and take the whole family around the world with him. I wouldn't be surprised if he does.



#### PRONUNCIATION

Intonations in suggestion questions and offers

#### 1 **CD2.26** Read and listen to the dialogue.

- JANE Hey Peter. Do you have any plans for this summer holiday?
- **PETER** Yes, I do. I am thinking about getting fitter this summer.
- JANE That's great. I have been thinking about getting fitter too. How about we do some sports or other physical activities together?
- **PETER** Good idea. Why don't we go to the local swimming pool every Saturday afternoon?
- JANE I'm afraid it's a little far from my home.

- **PETER** Don't worry. My mom has just bought me a new bike. Would you like me to pick you up and then take you home afterwards?
- JANE Oh, that's very kind of you. Shall we start our plan next week?

PETER Yes, the sooner the better.

- 2 **Description** 2 **Output** 2 **Out**
- 3 Listen, repeat and practise.

#### **PHOTOSTORY**



Look at the photos and answer the questions.

What do you think the problem is? What does Mia want to give up?

1

3

2.28 Now read and listen to the photostory. Check your answers.



FLORA Hi, Leo. Hi, Jeff.
LEO Hi, Flora.
FLORA Hey, has either of you seen Mia lately?
JEFF No. I haven't seen her for ages, actually.
LEO Now you mention it, neither have I.
FLORA It's strange, isn't it? She hasn't been to the café for a long time. I wonder what she's up to.
LEO Hey, look who it is. Hi, Mia! We were just talking about you. Where have you been hiding?

#### THE FOLLOWING WEEK ...



CHLOE Hi, Mia.
MIA Hi, Chloë.
CHLOE What's up with you? You don't sound very happy.
MIA It's nothing.
CHLOE Really?
MIA Well, to be honest, I don't really feel like orchestra today.

#### **CHLOE** Why not?

- MIA I haven't had any time to practise. And I'm tired. I don't know if I'm up to it.
- CHLOE Don't be silly. I'm sure it'll be fine. Look, Mr Wales wants to start. Come on, Mia.
- MIA Here we go. I am not looking forward to this.



MIA Don't even joke about it. I never have time to do anything any more.
FLORA Come and sit down. I'll get you something to drink.
MIA You're a star. That's just what I need.
JEFF So what's up, Mia? Why are you so busy?

MIA Where shall I start? Mondays, I have extra French lessons. Tuesdays, it's tennis lessons. Wednesdays, violin lessons. Thursdays, it's orchestra. Then every night I'm up late doing my homework.

LEO It's Thursday today.

MIA I know. I'm only here because orchestra was cancelled this week. Thank goodness.

LEO Don't you like playing the violin?

MIA Not really. I mean, I like playing an instrument. I just don't think I want to continue with the violin. Do you know I spend up to an hour every day practising?

FLORA So why do you do it?

MIA To keep my mum happy, I suppose.

- JEFF You should talk to her, tell her you want to give it up.
- MIA Yeah, maybe. But it's not always so easy to talk to her.
- FLORA Well, you need to do something. You don't have any time for yourself. I mean, we never get to see you any more.
- MIA Yeah, I guess you're right. It's up to me to do something about it.

#### **DEVELOPING SPEAKING**

3 Work in pairs. Discuss what you think Mia decides to do. Write down your ideas.

We think that Mia decides to carry on with the violin and continues playing in the orchestra.

4 • EP4 Watch and find out how the story continues.

#### 5 Answer the questions.

- 1 What happens at orchestra practice?
- 2 What reasons does Mia give to her mum for giving up the violin?
- 3 Why does Mia think her mum changed her mind?
- 4 How is Mia learning the guitar?
- 5 Why does Mia enjoy playing the guitar?

#### PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?
  - 1 Now you mention it, ...
  - 2 Where have you been hiding?

- 3 You're a star.
- 4 Where shall I start?
- 5 Don't be silly.
- 6 Here we go.
- 2 Use the expressions in Exercise 1 to complete the conversations.
  - 1 A You look tired. Has it been a busy day?
    - B Busy? \_\_\_\_\_ First, I had a Maths test.
       Then I had Drama club at lunchtime.
       Then it was a five-kilometre run in PE ...
    - A Well, you just sit down and I'll get you something to eat.
    - B Thanks, Mum.
  - 2 A \_\_\_\_\_, Annie? I haven't seen you for days.
    - **B** I haven't been anywhere. You're the one who disappeared.
    - A \_\_\_\_\_, I have been quite busy.
  - 3 A It's ten o'clock. Time for the test.
    - B \_\_\_\_\_ I'm really not ready for this.
    - A Me neither. I've got a feeling I'm not going to pass.
    - B \_\_\_\_\_ You always pass.

## WRITING

#### An email about resolutions

#### 1 Put the following words into the correct column.

Bad habits you're changing	New classes you're taking	Activities you plan to take up
Rad habite you're changing	Now classes you're taking	A stivitios you plan to take up
not saying 'thank you'	reading a book daily	eating fast food
finishing work on time	writing a diary	tidying my room
spending more time on self-care	volunteering	coding class
foreign language lesson	staying up too late	oversleeping
arts and crafts class	cooking lessons	exercising regularly

# 2 Write an email to an English-speaking friend in another country. Describe your resolutions for the coming school year. Write about:

- bad habits you're changing
- new classes you're taking
- activities you plan to take up
- why you're doing all of this

#### CLIL (HISTORY)

Go to page 105.

# REVIEW UNITS 7 & 8

#### READING

- 1 For guestions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).
  - **B** finished C ended 0 A (stopped) D not

Do you ever stop and think about how easy the Internet has made our lives? I know there are times when it's slow or has (0) \_\_\_\_ working altogether, times when maybe you feel like (1) \_\_\_\_ your computer screen into tiny pieces. But just think of all those things you use it for. You want to buy the new One Direction CD - you can (2) \_\_\_\_ online and buy it. You need to (3) some research for your homework - you can find it all there on the web. You feel like a (4) \_\_\_\_ with your best friend, so you Skype them. You just want a (5) \_\_\_\_ from your homework, so you start up Minecraft or whatever



game it is you prefer and start playing. These (6) \_\_\_\_ everything we need is just a click of a button away.

Of course, it wasn't always like this. Only a few decades (7) \_\_\_\_, people had to do things like go to the shops if they wanted to buy something and often those shops were closed! They had to look in very large, heavy books called encyclopedias to find information. They had to (8) \_\_\_\_ up the telephone if they wanted to talk and if their best friend wasn't at home, they simply couldn't talk to them. That's how tough life was. And these poor people who had to suffer such hardships were ... our parents! Makes you feel sorry for them, doesn't it?

- 1 A demolishing **B** striking 2 A come B enter 3 A do B make 4 A talking 5 A break
- 6 A times
- 7 A after 8 A take
- B chat B stop
- B ages B since
- - B pick
- C smashing **C** click D go c find D ask **C** question D speak C end D fix C years D days C ago D past C grab

#### **D** grabbing

- D hold

#### LISTENING

- 2 **CD2.30** For each question, there are three pictures and a short recording. Choose the correct picture and put a tick  $(\checkmark)$  in the box.
  - 1 What are the girls talking about?



2 When does Oliver play tennis?







#### 3 Where is Brian?



#### 4 What is Molly's hobby?



How much is the red jumper? 5



#### VOCABULARY

3 Fill in the blanks with the appropriate word/phrase, make adjustments when needed.

give something up  $\mid$  retire  $\mid$  travel the world  $\mid$  refugees  $\mid$  change your ways  $\mid$  make a resolution  $\mid$  settle down  $\mid$  put up with

- 1 \_\_\_\_\_ from Middle Eastern countries are welcomed into Italy.
- 2 I went to the dentist because I cannot \_\_\_\_\_ my toothache anymore.
- 3 When Dan got out of prison, he told himself that he was going to \_\_\_\_\_\_ for good.
- 4 On New Year's Eve last night, Tommy \_\_\_\_\_ to stop smoking and drinking.
- 5 When women reach 67, the government requires them to \_\_\_\_\_\_.
- 6 After many years as a bachelor, Justin finally \_\_\_\_\_
- 7 I have been meaning to \_\_\_\_\_\_\_ smoking \_\_\_\_\_\_, as it badly affects my health.
- 8 Her dream was to \_\_\_\_\_\_, seeing all seven wonders of the globe.

#### GRAMMAR

#### 4 Fill in the blanks with the appropriate word/phrase to express these meanings.

must | have to | when | as soon as

- 1 You \_\_\_\_\_\_ attend the celebration (The rules say that you have to attend).
- 2 \_\_\_\_\_\_ she was a young child, she got into a car accident (As a young child, she got into a car accident).
- 3 All employee \_\_\_\_\_\_ wear a tie when they go to work (The dress code demands that all employees wear a tie).
- 4 I'll call you \_\_\_\_\_ I finish my meeting (I'll call you immediately after my meeting).
- 5 \_\_\_\_\_ I get back, I'll tell you all about my trip (I'm certain that I'll tell you about my trip).
- 6 You \_\_\_\_\_\_ go on this trip (This trip is very fun).

#### 5 Find and correct the mistake in the following sentences.

- 1 'I'd rather (A)chew my leg off than (B)to attend the stupid ball', Jessica begrudgingly (C)moaned.
- 2 If (A)<u>only</u> there (B)<u>is</u> a shelter nearby in (C)<u>this</u> rain.
- 3 It's (A) about time you (B) take responsibility for your mistakes, I can't help you (C) anymore.
- 4 I think they (A)would prefer it if you (B)are on time for (C)once. This seminar is really important!
- 5 I wish you (A)<u>take</u> this (B)<u>seriously</u>, this is not a (C)<u>joking</u> matter.
- 6 'I would prefer to (A)keeping my (B)last name when we marry', Lucy pleaded (C)with her husband.

#### WRITING

#### An email about a city you plan to live in

- 6 Write an email to an English-speaking friend in another country. Describe the city you want to live in the future.
  - The city's size
  - The people
  - The climate
  - The transportation
  - Activities you can do there
  - Facilities



# **P.E.: Well-being activities**

1 Work with a partner. Look at the photos. Can you see anything unusual about it?





2 Work with a partner. Make a list of the benefits of the activities in Exercise 1.

can make you feel calmer

- Listen to the podcast about well-being activities. Check your ideas in Exercise 2.
- 4 Listen to the podcast again and complete the mind map about the effects of well-being activities with the words in the box.



5 **Note:** Read and listen to the article from a health and fitness magazine about a special type of yoga. What's different about it?

In aerial yoga, students use a cloth hammock that supports the weight of their bodies. This makes some positions which are difficult on the floor possible. Students can stretch a wider range of muscles when they are in the hammock. As a result, the overall feeling of relaxation in both mind and body can be greater.

Controlling negative thoughts, such as fear, is an important part of many well-being activities. In aerial yoga, students must control their thoughts to overcome any fear they may have. The techniques used in aerial yoga to overcome fear can help students to deal with fear in their real lives. Other



negative thoughts include anger and stress. Aerial yoga, as well as other styles of yoga, can help reduce feelings of anger and stress too. Students feel empowered as they learn new ways to handle difficult situations.

The more challenging and playful aspect of aerial yoga makes it more attractive to younger people. Although it is more dynamic than some other types of yoga, it can be adapted to all levels and all ages.

- 6 Read the article again. Make a mind map about the benefits of aerial yoga.
- 7 **SPEAKING** Work with a partner. Find out about another well-being activity and make a presentation about its benefits.



## **Art: Perspective**

**SPEAKING** Work with a partner. Look at the painting. Can you see anything unusual about it?



2 Read and listen to the information about perspective. Check your ideas about the painting in Exercise 1.

In the past, pictures of people, places and things didn't look like they do in real life. They looked flat and out of proportion. In the 13th century, artists began to produce life-like images by giving their pictures perspective.

When we look at things around us, they are three dimensional (3D) – they have volume and depth. An artist uses perspective to create a representation on a two dimensional (2D) piece of paper or canvas of how we see things in real life, with space, distance and depth between the various objects.

Foreshortening objects give the impression of perspective. The artist reduces the size of objects in a picture as they follow the viewer's lines of sight into the distance. These lines converge in vanishing points on the viewer's horizon and the objects become too small to see. This makes parts of the image appear far away in the background or close to the viewer in the foreground.

# 3 Read the information again and answer the questions.

- 1 When did artists start to use perspective?
- 2 What were pictures like before that?
- 3 What does an artist use perspective for?
- 4 How does an artist show perspective?
- 5 What happens to objects close to the vanishing point?

**FACT** The Mona Lisa attracts around six million visitors a year to the Musée du Louvre in Paris.



- 4 Listen to a teacher and students in an Art class. Which of the following do they mention?
  - 1 three dimensional
- 5 middle ground6 landscape
- 3 background

2 shadow

- 7 lines of sight
- 4 foreshortening
- 8 vanishing point(s)
- 5 **1.41** Listen again and make notes on the main points of perspective.
- 6 **SPEAKING** Work with a partner. Match the paintings with the titles and artists. Then identify any aspects of perspective the artist has used.
  - a *Paris Street; Rainy day*, 1877, Gustave Caillebotte
  - *The Last Supper*, 1495–1498, Leonardo Da Vinci
  - c Tahitian Women, 1891, Paul Gauguin







## **Biology: The greenhouse** effects and global warming

# **SPEAKING** Work with a partner. Discuss the questions about the greenhouse effect.

- 1 What is a greenhouse?
- 2 How does a greenhouse work?

CLIL

- 3 What is the 'greenhouse effect'?
- 4 What gases cause the greenhouse effect?
- 2 No.14 Read and listen to the texts and check your answers to the questions in Exercise 1.



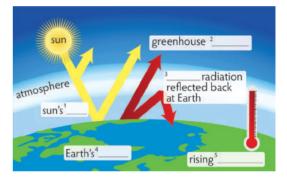
A greenhouse is a structure made of glass or plastic. Farmers and gardeners use them for growing plants when it's too cold outside.

A greenhouse changes sunlight into heat. The sun's radiation goes through the glass or plastic walls and roof as light. This heats up the air inside. Then the walls and roof keep the heat inside.

When we talk about the greenhouse effect, we mean the planet is working like a greenhouse. The sun's **radiation** enters the Earth's atmosphere and heats up the Earth's **surface**. Thermal, **infrared** radiation comes from the Earth's surface, but **gases** in the atmosphere don't allow it all to escape. In fact, they reflect it back at the Earth like the walls and roof of a greenhouse. This causes what scientists call 'global warming'.

Different gases cause the greenhouse effect. The most common are water vapour, carbon dioxide  $(CO_2)$ , methane, nitrous oxide, and ozone. All of these gases exist naturally in our environment. Without them, the Earth would be too cold to support life – but too much of them can make **temperatures** rise. In fact, nowadays, the average global surface temperature is almost a degree higher than it was a hundred years ago.

3 Complete the diagram about the greenhouse effect with the words in bold from the answers in Exercise 2.



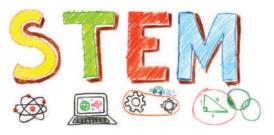
- 4 Work with a partner. What problems does global warming cause? Make a list.
- 5 **CDD** Read and listen to the information and check your answers from Exercise 4.

Higher temperatures are changing our environment. The Polar ice caps are melting and causing sea levels to rise. This produces floods in coastal areas and also affects ecosystems in the world's oceans and seas. It can cause extreme weather conditions, too - violent storms and hurricanes, for example. And it doesn't stop there. The higher temperatures make water evaporate from the land more quickly. This causes water loss and can turn good land into deserts. This desertification makes land more difficult to farm, and, of course, affects wildlife.

6 Work with a partner. Make a list of things you can do at home to reduce the amount of CO<sub>2</sub> you produce. Then compare your list with another pair. History: STEAM - Future learning

1 Based on the following picture, what do you think STEM is short for?

CLIL



2 Look at the picture below. What do you think the A is short for?



3 **CD2.29** Read and listen to the text about STEAM. Complete the following summary with the words/phrases from the reading.

Researchers in 2020 said that STEM cannot prepare children for their future careers because they cannot develop the <sup>1</sup>\_\_\_\_\_ skills. So they added the A. In a STEAM program, children can have fun and be <sup>2</sup>\_\_\_\_\_ for class.

#### STEAM: History and influence

What are we teaching children? Many educators think that we are teaching them things that do not really matter in the real world. We are talking to them about jobs that do not even exist. Nothing in our current education system is a must-have for young adults to do well in life. To solve this, researchers in 2020 have invented a new term: STEAM which is short for Science, Technology, Engineering, Art, and Mathematics. So why was the 'A' added?

STEM, with only Science, Technology, Engineering, and Mathematics, cannot help students develop the necessary skills for a successful future career. Some may think the 'A' is not needed as many STEM majors hold high positions and make a lot of money. But art in an education program seems to do well.

When students learn STEAM, they can have fun in a class and learn things more easily. Gone is the constant yawning during class, students can now be excited to be in class. Also, students are more likely to study harder in a program because it has their favourite subject. STEM alone doesn't teach several key things that many employers and parents think of as necessary for our children to have in the near future. STEAM is just a better way to make sure that children are prepared for their future in the real world.

4 Read the passage again and complete the following table.

History	Influence
Nothing in our education system is to do well in life.	Students can have fun in class and learn things
To solve the problem, in, STEAM was invented.	Students are more likely to harder.

#### **5 SPEAKING** Work in pairs and in turns, ask your partners these questions.

- 1 Do you think adding Art to STEM can better prepare children for the future? Why/Why not?
- 2 In your country, do schools prefer STEM or STEAM programs?
- 3 Do you think STEAM can replace STEM for good?
- 4 Besides Art, what do you think should be added to STEM?

# GET IT RIGHT!

#### UNIT 1

#### much vs. many

#### Learners often confuse much and many.

- There are many advantages of living in the countryside.
- There are much advantages of living in the countryside.
- There was much information on the website.
- There was many information on the website.

#### Complete the sentences with much or many.

- 1 There wouldn't be so \_\_\_\_\_ naughty children if parents were stricter.
- 2 I can spend as \_\_\_\_\_ time as necessary making the costume.
- 3 She should ask Mrs Davies for advice. She knows so \_\_\_\_\_ about parenting.
- 4 The book contains \_\_\_\_\_ useful ideas about bringing up children.
- 5 You should come inside now. You've already spent too \_\_\_\_\_ time in the sun.
- 6 There is \_\_\_\_\_ more to be said about this but we don't have time now.

#### much and most

#### A common error for learners is mistakes with *most* by preceding it with *the* or following it by *of* when this isn't necessary.

- Most drivers are careless.
- X The most drivers are careless.
- Most parents find bringing up children a challenge.
- X Most <del>of</del> parents find bringing up children a challenge.

# Tick ( $\checkmark$ ) the correct sentences and cross the incorrect ones. Then rewrite the incorrect sentences correctly.

- 1 The most of my teachers at school were quite strict.
- 2 Most of my friends use their phones a lot.
- 3 James spent most of the time I was there getting ready for the fancy-dress party.
- 4 Sally tried on a few outfits but the most of them were too big for her.
- 5 It would be interesting to know if most of people agreed with Amy Chua's parenting ideas.
- 6 Were the most of your old school friends at the reunion?

#### UNIT 2

#### Verbs of perception

We use the present simple with verbs of perception (*look, taste, sound, smell*) to talk about something that is true now. We don't use the present continuous.

- ✓ His new jacket looks terrible!
- X His new jacket is looking terrible!

We use *look, taste, sound, smell* + adjective, NOT *look, taste, sound, smell* + *like* + adjective.

- This pizza tastes awful!
- X This pizza tastes like awful!

Choose the correct sentence. Circle) the right letter, a or b.

- 1 a I think this jacket looks expensive.
  - **b** I think this jacket is looking expensive.
- 2 a Your weekend sounds great!
  - **b** Your weekend sounds like great!
- 3 a Look at that dog. He looks like happy.
  - **b** Look at that dog. He looks happy.
- 4 a The music is sounding beautiful.
  - **b** The music sounds beautiful.

#### Present continuous

We form the present continuous with the present simple of *be* before the *-ing* form (e.g. *running, doing, wearing,* etc.) of the main verb, i.e. subject + *be* + *-ing* form of the verb.

I am looking at the sky.
Hooking at the sky.

But in questions, we use the present simple of *be* <u>before</u> the person doing the action, i.e. *be* + subject + -*ing* form of verb.

Why are you looking at the sky?
 Why you are looking at the sky?

# Put the correct form of *be* in the correct place in the sentences.

- 1 What you looking at?
- 2 They going shopping today.
- 3 I looking for a new jacket.
- 4 She wearing a beautiful dress.
- 5 Why he laughing? It's not funny!

#### UNIT 3

#### Future continuous vs. future simple

Learners often confuse the future continuous with the future simple.

We use the future continuous to talk about events which will be in the process of happening at some time in the future.

- This time next week I'll be sitting on the beach in Cádiz.
- X This time next week <del>I'll sit</del> on the beach in Cádiz.

Decide if the sentences can be written in the future continuous. If so, rewrite them using this tense. What's the difference in meaning between the future simple and future continuous form in these cases?

• When you get to the station, I'll wait for you at the main entrance.

When you get to the station, I'll be waiting for you at the main entrance.

- 1 This time next year we'll be at university and we'll live away from home.
- 2 I'll have a look in my diary and see if I'm free on the 5th.
- 3 This time next week I'll do my final exams. Scary!
- 4 Some people think that tablets will soon replace laptops.
- 5 I'll play hockey when you arrive at the station tomorrow but Chloe can meet you.
- 6 I think you'll have a good time when you go to Spain.

#### UNIT 4

Present simple or present continuous vs. present perfect continuous

Learners sometimes use the present simple or the present continuous when the present perfect continuous is required.

We use the present perfect continuous to talk about how long we have been doing something. We often use it with *for* and *since*.

- I have been living in this house for three years.
- X I <del>live</del> in this house for three years.
- X I am living in this house since three years.
- ✓ I have been living in this country since 2020.

#### Correct the following sentences.

- 1 I try to do that for ages, but I can't manage it.
- 2 How long is Michael learning English?
- 3 I have always been going to work by train, because I live far away.

- 4 His friends laugh every time he is telling that joke I don't know why.
- 5 I need to fill in your address where have you been living?
- 6 Since last Wednesday I go to karate lessons.

#### UNIT 5

#### Participle clauses

# Learners often use participle clauses to express time, reason, concession, condition.

Learning about the war, I got more information about famine, deaths at the time. (=When I learned...)

Being talented at drawing, she won many art competitions as a young child. (=Because she was...)

Disliking certain foods, I was forced to eat them at my brother's cookout. (=Although I dislike...)

*Sitting on the floor, you might get dirty. (=If you sit...)* 

The relationship between participle clauses and phrases or adverbial clauses:

- X Doing the next exercise, we should finish the last one.
- Before we do/doing the next exercise, we should finish the last one.
- Looking stormy, they should head home immediately.
- With the sky looking stormy, they should head home immediately. (As the sky looks stormy...)

# Fill in the gap with the correct form of the words below.

be | open | travel

- 1 \_\_\_\_\_ its doors to international relations, Việt Nam had the opportunity to join ASEAN.
- 2 \_\_\_\_\_ founded in 1967, ASEAN is an organization that promotes regional cooperation among South East Asian countries.
- 3 \_\_\_\_\_ to other ASEAN countries, South East Asian visitors do not need to have a visa.

# Write a cross (X) next to the incorrect sentences and rewrite them.

- 1 Getting colder, people in Việt Nam may need to wear thick coats outside.
- 2 Joining ASEAN in 1995, Việt Nam has contributed much to the development of ASEAN.
- 3 Being cautious about collaborating internationally, Việt Nam still joined ASEAN in order to grow.
- 4 Being a platform for interregional partnerships, Việt Nam owes many of its success to ASEAN.
- 5 Working as an organisation in the future, Việt Nam and other South East Asian countries will have many more international successes.

#### to-infinitive clauses

# A to-infinitive clause can be one infinitive or one infinitive with an adverb or object.

They need to get to the bus station in 10 minutes.

A cup of tea is often the best way to start your breakfast.

I didn't expect you to suddenly change your hair.

No one claims to really understand the question.

My company hopes to quickly get a merger.

# Fill in the blanks with the appropriate form of the words below.

take | get | really like | have | register | honor | grow

- 1 In order \_\_\_\_\_ to Thailand, a fellow ASEAN citizen doesn't have \_\_\_\_\_ for a visitation visa.
- 2 How do Việt Nam people plan \_\_\_\_\_ their heritage?
- 3 Many people really like \_\_\_\_\_ pictures on their vacation to Ha Long Bay.
- 4 Economically speaking, many ASEAN countries need one another \_\_\_\_\_
- 5 Most people claims \_\_\_\_\_ my mom's Laotian salad, even my aunt asked my mom for the recipe.
- 6 I grew \_\_\_\_\_ a deeper appreciation for political figures in my country.

#### UNIT 6 Compound nouns

Plural Forms of Compound Nouns:	
We often add –s to the base word.	

singular	plural
A golf cart	Ten golf carts
A brother-in-law	Three brothers-in-law
An assistant manager	Five assistant managers
A passerby, a	Two passersby, two
passer-by	passers-by
A break-in	Break-ins
A woman-nurse	Three women-nurses

Compound nouns made of noun+noun, the first noun does not usually take an -s.

2 brushes to brush teeth  $\rightarrow$  2 toothbrushes 5 trees with lemons  $\rightarrow$  5 lemon trees 3 stations for trains  $\rightarrow$  3 train stations 10 caps used in football  $\rightarrow$  10 football caps

Match the words in order to get compound nouns. Then add the plural form of those compound nouns.

tote	petrol
plastic	panel
unleaded	dump
land	bag
solar	change
rubbish	warming
climate	cup
global	rain
acid	fill

singular	plural

#### UNIT 7

#### that and which in relative clauses

## *that* can't be used in non-defining relative clauses. *Which* is used instead.

- Working leads to self-esteem, which is vital for most people.
- Working leads to self-esteem, that is vital for most people.

#### Match the two parts of the sentences and rewrite them as one sentence using either *that* or *which*. Use *that* where possible.

- 0 The Arctic tern flies about 70,000 miles,
- 1 The grey whale is the animal
- 2 Domenico Lucano had an idea
- Our teacher always praises us when we've done well in a test,
- 4 I spoke to him using Italian,
- 5 Elana has decided to live abroad,
- a helps give us confidence.
- **b** is an amazing distance.
- c swims about 18,000 km every year.
- d I think is very brave of her.
- e saved his village.
- f I had learnt while working there.
- The Arctic tern flies about 70,000 miles, which is an amazing distance.



#### **Relative pronouns**

# Learners often omit relative pronouns in defining relative clauses as they forget the rules.

- I don't know the number of people who went to the festival.
- X I don't know the number of people went to the festival.

Which of these sentences are correct and which are incorrect? Rewrite the incorrect ones.

- 0 Did you run into any of the people usually play there on Mondays? Did you run into any of the people who usually play there on Mondays?
- 1 The pedestrians crossing the road had to run to avoid being hit by the car.
- 2 There was a food shortage caused by the extreme weather last summer.
- 3 They went through a bad time lasted a few months.
- 4 Who is the man waving at us?
- 5 Those are the residents live in that building over there.
- 6 The Tuareg are the people regularly cross national borders.

#### UNIT 8

Present simple vs. present continuous

### It's common to confuse the present simple and present continuous.

### We use the present simple to describe facts, routine activities and opinions.

- I usually go there on foot.
- X I'm usually going there on foot.

We use the present continuous to describe events that are happening now or around now.

- I'm sending you a photo of my new bike.
- X I send you a photo of my new bike.

#### Find the error in each of these sentences. Rewrite the sentences correctly.

- 0 I know how hard you try to get on the team. <u>I know how hard you are trying to get</u> on the team.
- 1 I think I am the person you look for.
- 2 I'm playing tennis on Tuesdays.
- 3 At the moment I write a letter to a friend.
- 4 I like what you wear today.
- 5 I know what you mean and are appreciating your help.
- 6 We are playing football during most school breaks.

# vord list

#### WELCOME UNIT

activate (v) attachment (n) coverage (n) download (v) fume (n) install (v) litter (n) pollution (n) rubbish (n) smog (n) upload (v)

#### UNIT 1

belt (n) childhood (n) leather jacket (p make advances offspring (n) raise (v) respectful (adj) responsibility (n shield (n) soft (adj) strict (adj) sword (n) unconditional lo wig (n)

#### UNIT 2

look cool (phr) feel comfortable (phr) bright colour (phr) newsagent (n)

/'æktīveīt/ /əˈtæt[mənt/ /ˈkʌvərɪdʒ/ /daʊnˈləʊd/ /fjuːm/ /in'sto:l/ /ˈlɪtər/ /pəˈluː[ən/ /ˈrʌbɪʃ/ /smpg/ /vp,l904/

kích hoat tệp đính kèm sự đưa tin về sự kiện tải xuống khí thải lắp ráp, cài đặt rác sư ô nhiễm rác sương mù đăng tải

	/belt/	thắt lưn
	/ˈtʃaɪldhʊd/	tuổi tho
phr)	/ˈleðər ˈdʒækɪt/	áo khoá
in life (phr)	/meɪk ədˈvɑːnsɪz ɪn laɪf/	thay đổ
	/ˈɒfsprɪŋ/	con cái
	/reɪz/	nuôi nấi
	/rɪˈspektfəl/	lễ phép
n)	/rɪspɒnsɪˈbɪləti/	tinh thầ
	/ʃiːld/	tấm khi
	/spft/	mềm m
	/strikt/	nghiêm
	/sɔːd/	thanh k
ove (phr)	/ʌnkənˈdɪʃənəl lʌv/	tình yêu
	/wɪɡ/	tóc giả

/lʊk kuːl/ /fiːl ˈkʌmfətəbəl/ /braɪt 'kʌlər/ /'nju:zeidʒənt/

+hắt lưng ď ác da ổi tích cực trong cuộc sống íng ần trách nhiêm iên nỏng khắc kiếm u vô điều kiện

trông ngầu cảm thấy thoải mái màu sáng sạp báo

chemist's (n) department store (phr) sports shop (phr) digital design (phr) flexibility (n) infographic (n) banner (n) critical thinking (phr) public speaking (phr) research skill (phr) yoga (n) pilates (n) tai chi (n) positive (adj) motivated (adj)

#### UNIT 3

bargain (n) be of good value for money (phr) be worth (phr) consequence (n) consumption (n) currency (n) earnings (n) finance (n) healthcare (n) income (n) management (n) monetary system (phr) money-related (adj) paper money (phr) public service (phr) qualification (n) refund (n) reward (n) salary (n) tip (n, v) transportation (n) valuable (adj)

advanced technology (phr) /əd'va:nst tek'nplədʒi/ /'ba:gin/ /bi əv god 'vælju: fo:r 'm∧ni/ /bi ws:0/ /'kpnsikwans/ /kənˈsʌmp[ən/ /ˈkʌrənsi/ /ˈɜːnɪŋz/ /'faɪnæns/ /'helθkeər/ /ˈɪŋ.kʌm/ /'mænɪdʒmənt/ /ˈmʌnɪtri ˈsɪstəm/ /ˈmʌn.i rɪˈleɪtɪd/ /'peɪpər 'mʌni/ /'pnblik 'ss:vis/ /kwplɪfɪˈkeɪʃən/ /ˈriːfʌnd/ /rɪˈwɔːd/ /ˈsæləri/ /tip/ /trænspo:'ter[an/ /ˈvæljəbəl/

/'kemists/

/spoits [pp/

/di'pa:tmənt sto:r/

/ˈdɪdʒɪtəl dɪˈzaɪn/ /fleksəˈbɪləti/

/ˈkrɪtɪkəl ˈθɪŋ.kɪŋ/

/'phblik 'spi:.kin/

/rɪˈsɜːtʃ skɪl/

/ˈjəʊ.qə/

/taɪ 'tʃiː/

/'ppzətīv/

/ˈməʊtɪveɪtɪd/

/pəˈlɑːtiːz/

/infəʊˈgræfik/

/ˈbænər/

cửa hàng thuốc cửa hàng bách hoá/tiện lợi cửa hàng bán đồ thể thao thiết kế đồ hoa sự linh hoạt đồ hoạ thông tin băng rôn tư duy phản biện diễn thuyết trước công chúng kĩ năng tìm kiếm môn yoga môn pilates môn tại chi tích cực nhiệt huyết, quyết tâm làm gì

công nghê tiên tiến món hàng giảm giá tiền nào của ấy

đáng giá hâu quả sự tiêu thụ tiền tệ thu nhập tài chính sự chăm sóc sức khỏe thu nhâp sự quản lí chế độ tiền tệ liên quan đến tiền tiền giấy dịch vụ công cộng bằng cấp sự trả lại tiền phần thưởng tiền lương tiền boa, boa sự vận chuyển, giao thông quý giá, có giá trị

#### WORD LIST

#### UNIT 4

bass guitar (phr) busk (v) commercial success (phr) contract (n) converge (v) dance music (phr) drums (n) entertaining (adj) forshorten (v) good looks (phr) impression (n) jazz (n) keyboard (n) loyal fan (phr) musical talent (phr) opera (n) out of proportion (phr) performance (n) perspective (n) pop(n) rap (n) record (v) release (v) rock (n) saxophone (n) talent show (phr) trumpet (n) vanish (v)

#### UNIT 5

accommodation (n) affordable (adj) alliance (n) binding (adj) budget (n) collaboration (n) commitment (n) community (n) constitution (n) /beis gi'ta:r/ /bʌsk/ /kəˈmɜːʃəl səkˈses/ /'kpntrækt/ /kənˈvɜːdʒ/ /da:ns 'mju:.zɪk/ /drnmz/ /entəˈteɪnɪŋ/ /fɔːˈʃɔːtən/ /qʊd lʊks/ /im'pre[ən/ /dʒæz/ /ˈkiːbɔːd/ /ˈlɔɪəl fæn/ /'mjuːzɪkəl 'tælənt/ /ˈɒpərə/ /aʊt əv prəˈpɔːʃən/ /pəˈfɔːməns/ /pə'spektīv/ /pop/ /ræp/ /rɪˈkɔːd/ /rɪˈliːs/ /rpk/ /ˈsæksəfəʊn/ /ˈtælənt ʃəʊ/ /'trʌmpɪt/ /ˈvænɪ[/

đàn quitar bass hát rong thành công về mặt thương mại hợp đồng hội tụ nhac nhảy trống mang tính giải trí rút ngắn, làm nhỏ, làm giảm ngoại hình đẹp mắt sư ấn tương nhac jazz đàn keyboard người hâm mộ trung thành tài năng âm nhạc nhạc thính phòng bất cân xứng, bất cân đối màn trình diễn khía cạnh nhạc pop nhạc rap thu âm phát hành nhac rock kèn saxophone chương trình tìm kiếm tài năng kèn trumpet biến mất

/əkoməˈdeɪʃən/ /əˈfɔːdəbəl/ /əˈlaɪəns/ /ˈbaɪn.dɪŋ/ /ˈbʌdʒ.ɪt/ /kəlæbəˈreɪʃən/ /kəˈmɪt.mənt/ /kəˈmjuːnəti/ /konstɪˈtʃuːʃən/ nơi ăn chốn ở (giá cả) phải chăng, có thể chi trả liên minh mang tính ràng buộc khoản tiền có thể chi trả sự kết hợp, hợp tác sự cam kết cộng đồng hiến pháp

cooperate (n)	/kəʊˈɒpəreɪt/
cultural activity (phr)	/ˈkʌltʃərəl ækˈtɪvəti/
diplomatic (adj)	/dɪpləˈmætɪk/
diversity (n)	/daɪˈvɜːsəti/
economic integration (phr)	/iːkəˈnɒmɪk ɪntɪˈɡreɪʃən/
government (n)	/ˈɡʌvənmənt/
harmony (n)	/ˈhɑːməni/
initiate (v)	/ɪˈnɪʃieɪt/
initiative (adj)	/ɪˈnɪʃətɪv/
law (n)	/lɔː/
military (adj)	/ˈmɪlɪtəri/
nation (n)	/ˈneɪʃən/
partnership (n)	/ˈpɑːtnəʃɪp/
peace (n)	/piːs/
police (n)	/pəˈliːs/
population (n)	/pɒpjəˈleɪʃən/
principle (n)	/ˈprɪnsəpəl/
public service (phr)	/ˈpʌblɪk ˈsɜːvɪs/
scholarship (n)	/ˈskɒləʃɪp/
stability (n)	/stəˈbɪləti/
state (n)	/stert/
summit (n)	/ˈsʌm.ɪt/
welfare (n)	/ˈwelfeər/

#### UNIT 6

alternative (adj) atmosphere (n) biodiversity (n) climate change (phr) conflict (n) degrade (v) donate (v) ecosystem (n) emission (n) endangered species (phr) evaporate (v) extensively (adv) foe (n) food chain (phr) fossil fuel (phr)

/vl'ts:nətīv/ /ˈætməsfɪər/ /baəʊdaɪˈvɜːsəti/ /ˈklaɪmət tʃeɪndʒ/ /ˈkɒnflɪkt/ /di'greid/ /dəʊˈneɪt/ /ˈiːkəʊsɪstəm/

/iˈmɪ[ən/

/i'væpəreit/

/ikˈstensivli/

/fu:d t[eIn/

/ˈfɒsəl ˈfjuːəl/

/fəʊ/

/in'deindʒəd 'spi:ʃiːz/

hợp tác hoạt động mang tính văn hoá mang tính ngoại giao, xã giao sự đa dạng hội nhập kinh tế chính phủ sự hoà hợp tiên phong mang tính tiên phong luật pháp mang tính quân sự quốc gia đối tác hoà bình cảnh sát dân số nguyên tắc dịch vụ công cộng học bổng sự ổn định, bền vững tiểu bang hội nghị thượng đỉnh phúc lợi

mang tính thay thế bầu không khí sự đa dạng sinh học sự biến đổi khí hậu sự xung đột làm suy thoái, làm giảm giá trị ủng hộ hê sinh thái sự thải ra sinh vật có nguy cơ tuyệt chủng bốc hơi một cách rộng rãi kẻ thù chuỗi thức ăn nhiên liệu hóa thạch

#### WORD LIST

global warming (phr) greenhouse effect (phr) greenhouse gases (phr) habitat (n) harmful (adj) heritage site (phr) illegal hunting (phr) local heritage (phr) manufacturer (n) natural disaster (phr) nutrient (n) ozone layer (phr) public awareness (phr) reusable (adj) sustainable (adj) wildlife conservation (phr)

#### UNIT 7

architecture (n) audience (n) bring about (phr) complex (adj) crew (n) desperate (adj) destination (n) development (n) escape (v) go through (phr) hang out with (phr) immigrant (n) inhabitant (n) motorist (n) pedestrian (n) politician (n) possession (n) put up with (phr) refugee (n) resident (n) staff (n) urban (n)

/ˈgləʊbəl ˈwɔːmɪŋ/ /'gri:nhaʊs ɪ'fekt/ /'gri:nhaʊs gæs/ /ˈhæbɪtæt/ /'haːmfəl/ /'heritidʒ sait/ /ɪˈliːɡəl ˈhʌntɪŋ/ /ˈləʊkəl ˈherɪtɪdʒ/ /mænjəˈfækt[ərər/ /'næt[ərəl dī'zaːstər/ /'nju:triant/ /ˈəʊzəʊn ˈleɪər/ /'pʌblɪk ə'weənəs/ /riːˈjuːzəbəl/ /səˈsteɪnəbəl/ /'waɪldlaɪf konsə'veɪ[ən/

/ˈaːkɪtektʃər/ /ˈɔːdiəns/ /brɪŋ əˈbaʊt/ /'kpmpleks/ /kru:/ /'despərət/ /desti'nei[ən/ /dɪˈveləpmənt/ /i'skeip/ /qəʊ θruː/ /hæŋ aʊt wɪð/ /'imigrant/ /in'hæbitant/ /ˈməʊtərɪst/ /pəˈdestriən/ /ppli'ti(ən/ /pəˈzeʃən/ /pʊt ʌp wīð/ /refju'dʒiː/ /'rezidənt/ /sta:f/ /ˈsːbən/

sư nóng lên toàn cầu hiêu ứng nhà kính khí thải nhà kính môi trường sống có hại di sản săn bắt trái phép di sản địa phương công ty sản xuất số lượng lớn sản phẩm thiên tai tư nhiên chất dinh dưỡna tầng ozon nhận thức cộng đồng có thể tái sử dụng mang tính bền vững sự bảo tồn động vật hoang dã

kiến trúc khán giả mang lại, gây ra phức hợp nhóm người cùng làm việc tuyêt vong điểm đến sự phát triển trốn thoát trải qua, kiểm tra kĩ lưỡng đi chơi cùng người nhập cư người/động vật sinh sống tại khu vực nào đó người lái xe máy người đi bộ chính trị gia sư sở hữu chịu đựng cái gì người tị nạn cư dân người làm việc cho công ty, tổ chức đô thị

wear out (phr) workshop (n) /weər aʊt/ /ˈwɜːkʃɒp/

#### UNIT 8

arts and crafts class (phr) /a:ts ən 'kra:fts kla:s/ behavioural pattern (phr) /bɪˈheɪvjərəl ˈpætən/ /breik ə bæd 'hæb.it/ break a bad habit (phr) coding class (phr) /kəʊdɪŋ klaːs/ essential (adj) /ɪˈsen[əl/ get a degree (phr) /get a di'gri:/ /get prə'məʊtɪd/ get promoted (phr) give something up (phr) /gɪv ˈsʌm.θɪŋ ʌp/ influence (n) /'influəns/ leave school (phr) /liːv skuːl/ make a positive change (phr) /merk ə 'ppz.ə.tıv t/eindʒ/ multinational (adj) /mʌltiˈnæʃənəl/ oversleep (v) /əʊvəˈsliːp/ /'pnb.lik 'trænspo:t/ public transport (phr) /rezəˈluː[ən/ resolution (n) retire (v) /rɪˈtaɪər/ /self'keər/ self-care (n) /ˈsensəbəl/ sensible (adj) settle down (phr) /ˈset.əl daʊn/ /staːt ə 'fæməli/ start a family (phr) struggle with something (phr) /'strʌqəl wɪð 'sʌm.θɪŋ/ /ˈtrævəl ðə wɜːld/ travel the world (phr)

làm ai đó mệt mỏi, làm cái gì cạn kiệt xưởng

lớp học nghệ thuật và thủ công mĩ nghệ hành vi ứng xử bỏ thói quen xấu lớp học lập trình cần thiết, quan trong có được bằng cấp được thăng chức bỏ cuốc sụ ảnh hưởng bỏ học tạo ra thay đổi mang tính tích cực đa quốc gia ngủ nướng, ngủ quá giờ phương tiện công cộng sự quả quyết, độ phân giải nghỉ hưu sự chăm sóc bản thân hợp lí, có lí ổn định có con đầu lòng gặp khó khăn với việc gì du lịch thế giới

# IRREGULAR VERBS

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was / were	been	hold	held	held
beat	beat	beaten	keep	kept	kept
become	became	become	know	knew	known
begin	began	begun	lead	led	led
break	broke	broken	leave	left	left
bring	brought	brought	learn	learnt	learnt
build	built	built	lend	lent	lent
burn	burnt	burnt	let	let	let
buy	bought	bought	lie	lay	lain
can	could	_	light	lit	lit
catch	caught	caught	lose	lost	lost
choose	chose	chosen	make	made	made
come	came	come	mean	meant	meant
cost	cost	cost	meet	met	met
cut	cut	cut	pay	paid	paid
deal	dealt	dealt	put	put	put
do	did	done	read /riːd/	read /red/	read /red/
draw	drew	drawn	ride	rode	ridden
dream	dreamt	dreamt	ring	rang	rung
drink	drank	drunk	rise	rose	risen
drive	drove	driven	run	ran	run
eat	ate	eaten	say	said	said
fall	fell	fallen	see	saw	seen
feel	felt	felt	sell	sold	sold
fight	fought	fought	send	sent	sent
find	found	found	set	set	set
fly	flew	flown	shut	shut	shut
forget	forgot	forgotten	shoot	shot	shot
freeze	froze	frozen	show	showed	shown
get	got	got	sing	sang	sung
give	gave	given	sit	sat	sat
go	went	gone	sleep	slept	slept
grow	grew	grown	smell	smelt/smelled	smelt/smelled
hang	hung	hung	speak	spoke	spoken
have	had	had	spend	spent	spent
hear	heard	heard	stand	stood	stood
hide	hid	hidden	steal	stole	stolen
hit	hit	hit	strike	struck	struck
hurt	hurt	hurt	swim	swam	swum

Base form	Past simple	Past participle
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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