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UNIT	PRONUNCIATION	VOCABULARY	GRAMMAR	READING
<b>Unit 1:</b> <b>FAMILY LIFE</b>	Consonant blends: <i>/br/, /kr/, and /tr/</i>	Words and phrases related to family life	Present simple vs. present continuous	Reading for specific information in a text about the benefits of doing housework for children
<b>Unit 2:</b> <b>HUMANS AND THE ENVIRONMENT</b>	Consonant blends: <i>/kl/, /pl/, /gr/, and /pr/</i>	Words and phrases related to human activities and the environment	<ul style="list-style-type: none"> <li>- The future with <i>will</i> and <i>be going to</i></li> <li>- Passive voice</li> </ul>	Reading for main ideas and specific information in a text about green living
<b>Unit 3:</b> <b>MUSIC</b>	Stress in two-syllable words	Words and phrases related to music	<ul style="list-style-type: none"> <li>- Compound sentences</li> <li>- <i>To</i>-infinitives and bare infinitives</li> </ul>	Reading for specific information in a text about a famous TV music show
<b>REVIEW 1</b>				
<b>Unit 4:</b> <b>FOR A BETTER COMMUNITY</b>	Stress in two-syllable words with the same spelling	<ul style="list-style-type: none"> <li>- Words and phrases related to community development</li> <li>- Adjective suffixes: -ed vs. -ing; -ful vs. -less</li> </ul>	Past simple vs. past continuous with <i>when</i> and <i>while</i>	Reading for main ideas and specific information in a text about a volunteer club

<b>Unit 5:</b> <b>INVENTIONS</b>	Stress in three-syllable nouns	Words and phrases related to inventions	– Present perfect – Gerunds and to-infinitives	Reading for main ideas and specific information in a text about an invention	
UNIT	PRONUNCIATION	VOCABULARY	GRAMMAR	READING	
<b>Unit 6:</b> <b>GENDER EQUALITY</b>	Stress in three-syllable adjectives and verbs	Words and phrases related to gender equality	Passive voice with modals	Reading for specific information in a text about gender equality	
<b>Unit 7:</b> <b>VIET NAM AND INTERNATIONAL ORGANISATIONS</b>	Stress in words with more than three syllables	Words and phrases related to international organisations	Comparative and superlative adjectives	Reading for specific information in a text about UNICEF's support for Viet Nam's education	
<b>Unit 8:</b> <b>NEW WAYS TO LEARN</b>	Sentence stress	Words and phrases related to different ways of learning	Relative clauses: defining and non-defining relative clauses with <i>who</i> , <i>that</i> , <i>which</i> , and <i>whose</i>	Reading for main ideas and specific information in a text about online and face-to-face learning	
<b>REVIEW 3</b>					
<b>Unit 9:</b> <b>PROTECTING THE ENVIRONMENT</b>	Rhythm	Words and phrases related to the environment and ways to protect it	Reported speech	Reading for main ideas and specific information in a text about environmental problems	
<b>Unit 10:</b> <b>ECOTOURISM</b>	Intonation	Words and phrases related to ecotourism	Conditional sentences Type 1 and Type 2	Reading for specific information in a brochure about ecotours	

## Grammar

**Present simple vs. present continuous****Remember!**

- We use the present simple to talk about habits or things we do regularly.

*Example: My mother cooks every day.*

- We use the present continuous to talk about things which are happening at the moment of speaking.

*Example: My mother isn't cooking now. She's working in her office.*

**Note:** We don't usually use the present continuous tense with stative verbs (*like, love, need, want, know, agree, etc.*).

**1 Choose the correct form of the verb in each sentence.**

1. Mrs Lan usually *does* / *is doing* the cooking in her family.
2. I'm afraid he can't answer the phone now. He *puts out* / *is putting out* the rubbish.
3. He *cleans* / *is cleaning* the house every day.
4. My sister can't do any housework today. She *studies* / *is studying* for her exams.
5. My mother *does* / *is doing* the laundry twice a week.

**2 Complete the sentences using the words in 1.**

1. My mother is a \_\_\_\_\_. She doesn't go to work, but stays at home to look after the family.
2. When I lived in this city, I used to shop for \_\_\_\_\_ at this supermarket.
3. My eldest son is strong enough to do the \_\_\_\_\_ for the family.
4. Hanna hates doing \_\_\_\_\_ except cooking.
5. Mr Lewis is the \_\_\_\_\_ of the family, but he still helps his wife with the housework whenever he has time.

**2 Read the text and put the verbs in brackets in the present simple or present continuous.**

Mrs Lam is a housewife. Every day, she (1. do) \_\_\_\_\_ most of the housework. She cooks, washes the clothes, and cleans the house. But today is Mother's Day, so Mrs Lam (2. not do) \_\_\_\_\_ any housework. At the moment, she (3. watch) \_\_\_\_\_ her favourite TV programme. Her children (4. do) \_\_\_\_\_ the cooking and her husband (5. tidy up) \_\_\_\_\_ the house. Everybody (6. try) \_\_\_\_\_ hard to make it a special day for Mrs Lam.



**2 Read the text and tick (✓) the appropriate meanings of the highlighted words.**

Most people think that housework is boring and is the responsibility of wives and mothers only. Many parents don't ask their children to do housework so that they have more time to play or study. However, studies show doing chores is good for children.

Kids who do housework develop important life skills that they will need for the rest of their lives. Doing the laundry, cleaning the house, and taking care of others are among the important skills that children will need when they start their own families. These are the things that schools cannot fully teach, so it's important for children to learn them at home. Sharing housework also helps young people learn to take responsibility. They know that they have to try to finish their tasks even though they do not enjoy doing them.

Doing chores also helps develop children's gratitude to their parents. When doing housework, they learn to appreciate all the hard work their parents do around the house for them. In addition, doing chores together helps strengthen family bonds, creating special moments between children and parents. It makes children feel they are members of a team.

All in all, doing housework can bring a lot of benefits to children. It teaches them life skills and helps build their character. Therefore, parents should encourage their kids to share the housework for their own good as well as the good of the whole family.

**1. responsibility**

- ☐ a. duty
- ☐ b. hobby

**2. gratitude**

- ☐ a. the feeling of being great
- ☐ b. the feeling of being grateful

**3. strengthen**

- ☐ a. make something stronger
- ☐ b. make something more difficult

**4. bonds**

- ☐ a. close connections
- ☐ b. common interests

**5. character**

- ☐ a. qualities that make a person the same as others
- ☐ b. qualities that make a person different from others

### 3 Read the text again and answer the questions.

1. What do most people think about housework?
2. Why don't many parents make their children do housework?
3. What are some important life skills children can learn when doing housework?
4. What do children learn as they finish household tasks that they don't enjoy?
5. Why does sharing housework strengthen family bonds?

### 2 Read Joey's email about his family routines and complete the table with the information from it.

 New message

To: dong@webmail.com

Subject: My family routines

Hi Dong,

How are you getting on? In your last email you asked me about my family routines. Well, we have quite a few routines to help us learn life skills and build family bonds, but I'll tell you about three main ones.

First, my family always have dinner together. Dinners are important for us since we share our daily experiences and talk about the latest news. Second, we watch our favourite game show on TV together every Friday evening. We discuss the questions and guess the answers. It's great fun every time we get a correct answer. Third, every two weeks, on Saturday we clean the house together. We make a list of all the chores. Each of us then chooses one or two household tasks according to personal choice. We all feel happy and proud when we see our home spotlessly clean at the end of the day.

Do you have similar family routines? I'd be interested to know about your family. Please write back soon.

Best,  
Joey

Routines	When / How often	Things to do to strengthen family bonds
1. have dinner together		
2.	every Friday evening	
3.		- make a list of chores - choose tasks

- 1 Read the text and list the five family values of British people in the 21st century in the table below.**

### BRITISH FAMILY VALUES

Family values are ideas about how people want to live their family life and are passed on from parents to children. Strong family values can prepare children for a happy life. Results of a recent survey in the UK show that even though modern family life has changed greatly, a number of traditional family values are still important in the UK nowadays.

On top of the list are the values of being truthful and honest, and respecting older people. Children are taught to tell the truth from an early age. They learn to show respect to older people, who have a wealth of life experiences. Having good table manners is the third important family value. Coming fourth and fifth on the list are the values of remembering to say *please* and *thank you*, and helping with family chores respectively.

It is clear that in the 21st century, British people still follow some traditional family values.

**Complete the text. Use the correct forms of the word and phrases in the box.**

do the washing-up	do the heavy lifting
do the cooking	clean the house
laundry	

In Thanh's family, everybody shares the housework. His mother (1) \_\_\_\_\_. Thanh really enjoys the food she cooks. Thanh's father is a strong man, so he (2) \_\_\_\_\_. Thanh helps with the (3) \_\_\_\_\_. He feels proud that he knows how to run a washing machine. Thanh's sister helps with (4) \_\_\_\_\_. She does it regularly, so their house is never dirty. She also (5) \_\_\_\_\_ after each meal.

### Traditional British family values

1.

2.

3.

4.

5.

### Grammar

**There is a mistake in each sentence below. Find the mistake and correct it.**

- I'm writing to you to tell you how much I'm wanting to see you.
- Jack is away on business, so now I look after his dog.
- Nam's often looking untidy.
- She can't answer the phone now. She cooks dinner.
- Excuse me, do you read the newspaper? Could I borrow it?
- What are your family doing in the evenings?



## Unit 1

benefit (n)	/'benɪfɪt/	lợi ích			
bond (n)	/bɒnd/	sự gắn bó, kết nối			
breadwinner (n)	/'bredwɪnə/	người trụ cột đi làm nuôi gia đình	grocery (n)	/'græʊsəri/	thực phẩm và tạp hoá
character (n)	/'kærəktə/	tính cách	heavy lifting (n)	/'hevi 'lɪftɪŋ/	mang vác nặng
cheer up (v)	/,tʃɪə 'ʌp/	cổ vũ, làm cho (ai đó) vui lên	homemaker (n)	/'həʊmmeɪkə/	người nội trợ
damage (v)	/'dæmɪdʒ/	phá hỏng, làm hỏng	laundry (n)	/'lɔ:ndri/	quần áo, đồ giặt là
gratitude (n)	/'grætɪtju:d/	sự biết ơn, lòng biết ơn	manner (n)	/'mænə/	tác phong, cách ứng xử
responsibility (n)	/rɪ,spɒnsə'bɪləti/	trách nhiệm	strengthen (v)	/'streŋθən/	củng cố, làm mạnh thêm
routine (n)	/ru:ti:n/	lệ thường, công việc hằng ngày	support (n, v)	/sə'pɔ:t/	ủng hộ, hỗ trợ
rubbish (n)	/'rʌbɪʃ/	rác rưởi	truthful (adj)	/'tru:θfl/	trung thực
spotlessly (adv)	/'spɒtləsli/	không tí vết	value (n)	/'vælju:/	giá trị
			washing-up (n)	/,wɒʃɪŋ 'ʌp/	rửa chén bát





## Unit

# 2

## Humans and the environment

### Vocabulary

#### *The environment*

#### 1 Match the words and phrases to their meanings.

1 household appliances

2 energy

3 carbon footprint

4 litter

5 eco-friendly

a the amount of carbon dioxide (CO<sub>2</sub>) produced by the activities of a person or an organisation

b rubbish lying in an open or public place

c causing no harm to the environment

d devices, such as fridges or TVs, used in people's homes

e power used for driving machines, providing heat and light, etc.

#### 2 Complete the sentences using the words and phrases in 1.

1. \_\_\_\_\_ car models always attract great attention at exhibitions.

2. Remember to turn off your \_\_\_\_\_ when they are not used.

3. Small changes in your daily habits can help reduce the \_\_\_\_\_ you produce.

4. One of the most important sources of \_\_\_\_\_ is the sun.

5. Students are reminded to pick up \_\_\_\_\_ that they see on the ground.

## The future with will and be going to

### Remember!

We use *will* and *be going to* to talk about future actions.

We use *will* to talk about:

- plans which are made at the moment of speaking.

*Example: This shirt looks beautiful. I will buy it.*

- predictions based on what we think or believe about the future.

*Example: I think our team will win the competition.*

We use *be going to* to talk about:

- plans which are made before the moment of speaking.

*Example: I have made a reservation. We are going to have dinner at the Chinese restaurant nearby.*

- predictions based on what we see or know.

*Example: Look at the dark clouds. It is going to rain soon.*

**Complete the following sentences with *will* or the correct forms of *be going to*.**

1. I don't think she \_\_\_\_\_ come tonight. She has to revise for her exam tomorrow.
2. We have already made the decision. We \_\_\_\_\_ buy a new house next month.
3. I'm sure she \_\_\_\_\_ pass the final exam.
4. Look at the sun. It \_\_\_\_\_ be a beautiful day.
5. I forgot to phone Dad. I \_\_\_\_\_ do it right after lunch.

## Passive voice

**Rewrite the following sentences using the passive voice. Begin each sentence as shown.**

1. More and more people adopt a green lifestyle.

A green lifestyle \_\_\_\_\_.

2. The students didn't put the rubbish in the bins after the party yesterday.

The rubbish \_\_\_\_\_.

3. We will plant more trees in the neighbourhood.

More trees \_\_\_\_\_.

4. Our club is going to organise a lot of clean-up activities this weekend.

A lot of clean-up activities \_\_\_\_\_.

5. They discussed important environmental issues at the meeting.

Important environmental issues \_\_\_\_\_.

### Remember!

We use the passive voice when the person or thing that does the action is not important or not known, or we don't want to say who the doer is. We focus on the action itself.

*Example: The school playground is cleaned up every day (by students).*





## 2 Read the following text and choose the best title for it.

- A. Green living
- B. Green issues
- C. Green products

### Tips

When you choose the best title, you should:

- read through the whole text.
- pay attention to the opening paragraph.
- choose the title that best represents the idea of the whole text, not just part of it.

More and more people adopt a green lifestyle. It is a choice we make to change to a greener and more **sustainable** lifestyle. There are many things you can do to become an eco-friendly person. Here are some of them.

### Turning off your appliances when they are not in use

This is one of the easiest ways to save energy and reduce your carbon footprint. It also helps reduce energy bills and prevent any dangerous situations such as a fire or an explosion.

### Buying products that are grown using more natural and **organic** methods

This helps reduce the use of harmful chemicals in food. Organic food is better for us because it is safer and healthier. It also tastes better.

### Cutting down on **plastic** use

This really helps the environment because it takes many years for plastic waste to break down into small pieces. Bring a reusable bag when you go shopping, and your own refillable bottle instead of buying bottled water.

### Recycling as much as possible

This prevents pollution because it reduces the need to collect new raw materials and protects **natural resources** such as water and trees. So don't throw away your used household items, but sort and recycle them.

## 3 Circle the correct meanings of the highlighted words and phrases in the text.

### 1. sustainable

- a. causing little or no damage to the environment
- b. bringing no benefits to the environment

### 2. organic

- a. without the use of animal organs
- b. without the use of chemicals

### 3. cutting down on

- a. reducing
- b. reusing

### 4. natural resources

- a. materials supporting life
- b. materials harmful to life

## 4 Read the text again and decide whether the following statements are true (T) or false (F).

	T	F
1. Green living is now compulsory for many people.		
2. Turning off electrical appliances is an easy way to save energy.		
3. It takes a long time for plastic waste to break down.		
4. The use of refillable water bottles is not encouraged.		



- 2 Read the incomplete paragraph about ways to improve the environment. Fill in the blanks with the words and phrases from the box.**

First      In conclusion      For example

There are three things we can do to improve the environment in our school. (1) \_\_\_\_\_, we should clean up all areas regularly. (2) \_\_\_\_\_, we can organise clean-up activities at weekends. By doing this, we can keep our environment clean, beautiful, and safe for everyone.

.....

.....

(3) \_\_\_\_\_, we can improve the environment in our school in many ways and even small actions can make a big difference.

- 2 Work in pairs. Make similar conversations asking for and giving advice about green living. Use the expressions below to help you.**

Useful expressions	
Asking for advice	Giving advice
What should I do?	I think you should ...
What do you advise me to do?	I advise you to ...
Do you have any suggestions for me?	How about ...?
What would you do if you were me?	If I were you, I would ...
Can you give me some advice about ...?	My advice would be to ...

## CLIL

- 1 Read the text and complete the table.**

## CARBON FOOTPRINT

A carbon footprint is the total amount of CO<sub>2</sub> produced by human activities. It also includes the emissions of other greenhouse gases. Although calculating your carbon footprint can be difficult, you can still estimate it based on how big your family is, how much electricity your appliances use, how much you drive or fly, or how much you recycle.

Globally, the average carbon footprint per person is more than 4 tons per year. Too much CO<sub>2</sub> in the Earth's atmosphere can cause serious problems. It can lead to increasing global temperatures and air pollution, and destroy the natural world.

It's not difficult to reduce your carbon footprint. You can do it by making your daily activities eco-friendly. For example, you can take shorter showers. The less hot water you use, the less energy is needed to heat the water. Instead of using your personal car or motorbike, you should use public transport, walk or cycle as much as possible.

These simple activities can help reduce your carbon footprint and your impact on the environment.

Carbon footprint		
Definition	Effects of large carbon footprint	Ways to reduce it
Carbon footprint is: - the total amount of (1) _____ produced by human activities - emissions of other greenhouse gases	- Increasing (2) _____ and air pollution - Destroying the natural world	Make your daily activities eco-friendly by: - taking shorter (3) _____ - using (4) _____, walking or cycling

## Vocabulary

Complete the sentences. Use the words and phrases in the box.

appliances	green lifestyle
carbon footprint	eco-friendly

1. More people adopt a(n) \_\_\_\_\_ because it is good for the environment.
2. You should cut down on electricity usage to reduce your \_\_\_\_\_.
3. Many modern houses today are built from \_\_\_\_\_ materials.
4. Modern household \_\_\_\_\_ make housework much easier.

## Grammar

Choose the best answers.

1. Wind energy **is used** / **use** to produce electricity.
2. More trees **are planted** / **plant** around the school.
3. I'm sure you **are going to pass** / **will pass** your driving test. Don't worry.
4. - Mai has won the first prize in the speaking contest.  
- Really? I **will** / **am going to** phone her to give her my congratulations.
5. My parents have made their holiday plans. They **will travel** / **are going to travel** to the south of the country.
6. Do you hear the thunder? It **is going to rain** / **will rain** heavily.



## Unit 2

adopt (v)	/ə'dɒpt/	theo, chọn theo	eco-friendly (adj)	/,i:kəʊ 'frendli/	thân thiện với môi trường
appliance (n)	/ə'plaɪəns/	thiết bị, dụng cụ	electrical (adj)	/ɪ'lektrɪkl/	thuộc về điện
awareness (n)	/ə'weənəs/	nhận thức	emission (n)	/ɪ'mɪʃn/	sự thải ra, thoát ra
calculate (v)	/'kælkjuleɪt/	tính toán	encourage (v)	/ɪn'kʌrɪdʒ/	khuyến khích, động viên
carbon footprint (n)	/,kɑ:bən 'fʊtprɪnt/	dấu chân cacbon, vết cacbon	energy (n)	/'enədʒi/	năng lượng
chemical (n)	/'kemɪkl/	hoá chất	estimate (v)	/'estɪmeɪt/	ước tính, ước lượng
			global (adj)	/'gləʊbl/	toàn cầu

human (n)	/'hju:mən/	con người	organic (adj)	/ɔ: 'gænrɪk/	hữu cơ
issue (n)	/'ɪʃu:/	vấn đề	public transport (n)	/,pʌblɪk 'trænsɒ:t/	giao thông công cộng
lifestyle (n)	/'laɪfstɑ:l/	lối sống, cách sống	refillable (adj)	/,rɪ:'fɪləbl/	có thể làm đầy lại
litter (n)	/'lɪtə/	rác thải	resource (n)	/rɪ'sɔ:s/, /rɪ'zɔ:s/	tài nguyên
material (n)	/mə'tɪəriəl/	nguyên liệu	sustainable (adj)	/sə'steɪnəbl/	bền vững



## Vocabulary

## Music

## 1 Match the words with their meanings.

1 perform (v)

a having a natural ability to do something well

2 judge (n)

b a music recording that has one song

3 audience (n)

c to dance, sing or play music in order to interest or please people

4 talented (adj)

d a person who decides on the results of a competition

5 single (n)

e the people who watch, read or listen to the same thing

## Grammar

## Compound sentences

## Remember!

A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (e.g. *and*, *or*, *but*, *so*).

*Example: It was raining, but they still went to the outdoor show.*

## Make compound sentences using the correct conjunctions in brackets.

1. I am a jazz fan. My favourite style is from the late 1960s. (*and* / *but*)

2. Jackson wants to go to the music festival on Saturday. He has a maths exam on that day. (*but* / *so*)

3. You can book the tickets online. You can buy them at the stadium ticket office. (*but* / *or*)

4. The concert didn't happen. We stayed at home. (*or* / *so*)



## To-infinitives and bare infinitives

### Remember!

- Some verbs are followed by *to*-infinitives such as *decide, expect, plan, want, promise, agree, hope, hesitate, ask ...*
- Some verbs are followed by bare infinitives such as *make, let, hear, notice ...*

**Complete the following sentences using the *to*-infinitive or bare infinitive of the verbs in brackets.**

1. Her fans planned (send) \_\_\_\_\_ her a surprise present on her birthday.
2. Their performance was so boring that it made us (fall) \_\_\_\_\_ asleep.
3. Due to the bad weather, the band decided (delay) \_\_\_\_\_ their live concert.
4. Her parents won't let her (watch) \_\_\_\_\_ such TV shows.

**2 Read a text about a famous music show. Match the highlighted words and phrases in the text with the meanings below.**

- American Idol* was shown for the first time on television in January 2002. At that time, there were many movies and TV **series**, but no reality competitions on TV. The participants in this programme are ordinary people who the audience can really **identify with**.

First, judges travel all round America **in search of** the best singers and bring them to Hollywood. Twenty-four to thirty-six participants are then chosen to go on to the next stages where they perform live on TV, and receive the judges' opinions. From the semi-final onwards, people over 13 and living in the US, Puerto Rico or the Virgin Islands can vote for their preferred singers online or through text messaging. The singer with the lowest number of votes is **eliminated**. On the final night, the most popular singer becomes the winner of that *American Idol* season.

People watch *American Idol* not only to see the participants sing, but also to hear the comments of the judges, who play an important role in the competition. Their different opinions and interesting arguments make the show very exciting.

The first season of *Vietnam Idol* was shown in 2007. It included three stages: short performances to choose participants, semi-finals and finals. The winners of the show's different seasons have become famous singers in Viet Nam.

- |                 |   |
|-----------------|---|
| 1 series        | a feel that they are similar to and can understand them |
| 2 identify with | b a set of TV or radio programmes on the same subject   |
| 3 in search of  | c removed from the competition                          |
| 4 eliminated    | d looking for   |

**3 Read the text again and choose the best answers.**

1. What is *American Idol*?

- A. A game show on TV
- B. A TV singing competition
- C. A live dancing competition

2. Which of the following statements is correct?

- A. From the semi-final, singers who can go to the next stage are decided by the audience vote.
- B. The judges choose as many singers as they can.
- C. People around the world can vote for the songs they like.

3. Who wins *American Idol*?

- A. The singer with the highest number of votes on the final night.
- B. The singer with the highest number of votes and highest score from the judges.
- C. The singer with the highest score from the judges.

4. Which of the following statements about the judges is NOT mentioned?

- A. They give comments after each live performance.
- B. They have different views about the singers' performances.
- C. They are not in favour of choosing ordinary people.

5. What can be inferred about the competition in Viet Nam?

- A. The audience decides who makes it to the final stage.
- B. All the singers will be famous.
- C. It can help develop participants' singing careers.

## Talking about a TV music show

### 1 Read about a TV music show and complete the notes below.

#### I know your face

Each week, six participants will dress up and perform as famous international or local artists in a live show. Two main judges and a guest artist will give their scores. After five weeks, only the three participants with the highest scores will remain on the show. On the final night, TV audiences can vote for their preferred performance and decide on the winner and two runners-up. The winner of the show will receive a cash prize.

1. Name: *I know your face*

2. People who give their scores: \_\_\_\_\_

3. Number of participants: \_\_\_\_\_

4. What participants have to do: \_\_\_\_\_

5. How participants win the show: \_\_\_\_\_

6. Prize(s): \_\_\_\_\_



1 Read a passage about *chau van* singing and complete the mind map below.

## Chau van singing

*Chau van* singing is an ancient form of Vietnamese performance art which combines singing and dancing. It started in the Northern Delta region of Viet Nam around the 16th century, and later spread to all parts of the country. It is used to praise gods or national heroes.

There are several types of *chau van* singing. One typical type is *hat tho* or worship singing – the slow chanting including an act of worship. Another type is *hat hau* – the singing and dancing of a psychic.

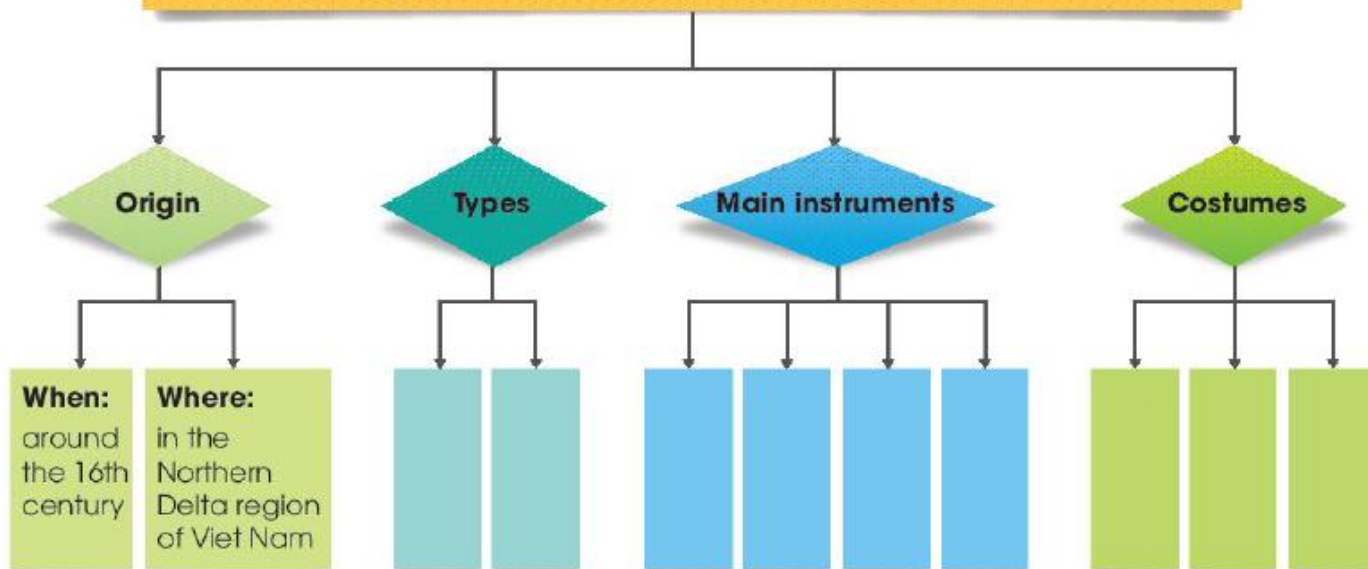
The main musical instruments used in *chau van* performance are the moon-shaped lute, bamboo clappers, drum, and gong.

The costumes of *chau van* performers are very important. The style of clothes, hats, and belts depends on the rank of the gods or saints the performers worship. It has changed over time, but the rules about the colours have stayed the same.

As a form of traditional performance art, *chau van* singing was recognised as part of Vietnamese national culture.



### Chau van singing – an ancient form of Vietnamese performance art



## Vocabulary

Complete the text using the words in the box.

artists

music

concerts

instrument

fans

Our class survey revealed some surprising results about the students' (1) \_\_\_\_\_ habits. Most of them did not hesitate to say that they love music because they find it relaxing. Their favourite music is K-pop and British or American pop music as they are big (2) \_\_\_\_\_ of Korean and American (3) \_\_\_\_\_. Fourteen out of twenty students play a musical (4) \_\_\_\_\_ and most of them practise between one and three hours a week. Going to (5) \_\_\_\_\_ is usually popular among teenagers, but only eight people said that they like going to such music events.

## Grammar

### 1 Match the two parts to make complete sentences.

1 She writes her own songs,

a or we can stay at home to watch the final night of *Vietnam Idol*.

2 He participated in many talent competitions,

b so we decided to walk to the stadium.

3 We can go to a live concert at City Theatre,

c and they always have deep meanings.

4 The traffic was really bad,

d but the judges never liked his songs.

### 2 There is a mistake in each sentence below. Find the mistake and correct it.

1. She asked him attend the school performance.

\_\_\_\_\_

2. Don't let her to go to the music festival!

\_\_\_\_\_

3. Their parents will never agree buy that expensive piano.

\_\_\_\_\_

4. To develop her musical talent, her father made her to sing at family gatherings.

\_\_\_\_\_



## Vocabulary

### 1 Match the two parts to make complete sentences.

1 My father puts

a on a popular TV talent show.

2 Is it difficult to reduce

b a green lifestyle.

3 He was one of the judges

c many musical instruments?

4 Many people are trying to adopt

d our carbon footprints?

5 Can this artist play

e the rubbish out every day.

### 2 Complete the following sentences using the words from the box.

	audience	eco-friendly
laundry	perform	groceries

1. Viet helps his mum do the \_\_\_\_\_, clean the house, and take care of his little sister.
2. In my family, my mum does the cooking and my dad shops for \_\_\_\_\_.
3. Will you \_\_\_\_\_ in the live music concert next week?
4. The \_\_\_\_\_ clapped for 15 minutes when the band finished playing.
5. Many people in our neighbourhood are using \_\_\_\_\_ materials to build their houses.



**1 Complete the sentences with the correct forms of the verbs in brackets.**

1. Nam often (clean) \_\_\_\_\_ the house, but he can't now because he (help) \_\_\_\_\_ his sister with her homework.
2. I wanted (improve) \_\_\_\_\_ my cooking skills, and my mum let me (take) \_\_\_\_\_ a cooking course last year.
3. My grandparents (practise) \_\_\_\_\_ singing twice a week, and they (practise) \_\_\_\_\_ at the moment.
4. Next Sunday evening, I (watch) \_\_\_\_\_ their show live on TV. I think they (win) \_\_\_\_\_ a prize.

**2 Complete the sentences. Make sure they mean the same as the sentences above them.**

1. They collect the rubbish in the neighbourhood three times a week.  
→ The rubbish \_\_\_\_\_.
2. We turned off all the electrical devices in the house.  
→ All the electrical devices \_\_\_\_\_.
3. Millions of people will watch his music videos online.  
→ His music videos \_\_\_\_\_.

### 3 Match the two parts to make complete sentences.

1 We divide household chores equally in our family,

a or I can buy tickets for the Vietnam Idol Finals next week.

2 I usually do the laundry,

b so everyone has some responsibilities.

3 Don't throw away unwanted items,

c and my sister does the washing-up.

4 We can attend the V-pop Festival this week

d but sort them and send them for recycling.

**GLASS**



**ORGANIC**



**PAPER**



**METAL**



**E-WASTE**



**PLASTIC**



**BATTERIES**



#### Reading

1 Read the text below. Then work in pairs to complete the crossword with five words from the text.

#### COLLECT WATER TO LIVE A GREEN LIFE

Water is essential for life. Therefore, the methods of collecting water are important for meeting its growing need.

The traditional method involves collecting rainwater and storing it for later use. Rainwater is collected from a roof and sent to a container. Collected rainwater is an excellent source of water for people, animals, and plants.

There is also a new method of collecting water. It can turn the tiny drops of water in the air into drinking water. Air-to-water technology creates water from air and releases it all the time. It uses the sun's energy and works well even in dry conditions.

In general, collecting rainwater or creating water from air will allow people to save natural resources, improve the environment, and live a green life.

2 Read the text again and give short answers to the following questions.

1. What's important for meeting the growing need for water?
2. What's the traditional method of collecting rainwater?
3. What's the new method of creating water?






## Vocabulary

## Community development

## 1 Match the words with their meanings.

1 donate (v)

a giving or willing to give freely

2 volunteer (n)

b far away from places where other people live

3 generous (adj)

c to give money, food, clothes, etc. to a charity

4 remote (adj)

d to be in a better position because of something; to be useful to somebody

5 benefit (v)

e a person who does a job without being paid for it

## Grammar

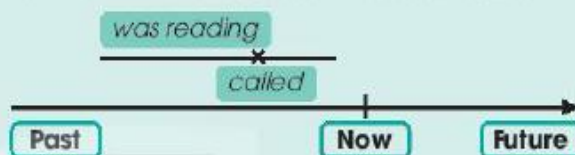
## Past simple vs. past continuous with when and while

## Remember!

We use:

- the past continuous for a past action in progress (longer action).
- the past simple for an action which interrupted it (shorter action).

Example:

*I was reading an article when she called.**While I was reading an article, she called.*

## 1 Choose the correct verb form in each of the following sentences.

- While Lan **was working** / **worked** as a volunteer in the countryside, she met an old friend.
- I was revising for my civics class when my dad **was telling** / **told** me about the volunteer job.
- We saw many unhappy children while we **were helping** / **helped** people in remote areas.
- He was sorting the donations when he **was realising** / **realised** how generous people were.

## 2 Complete the following sentences using the correct forms of the words in 1.

- He is very \_\_\_\_\_. He is always willing to give a lot of money to charity.
- The school is difficult to get to because it is located in a \_\_\_\_\_ area.
- If you don't have time to volunteer, you can \_\_\_\_\_ money and food.
- This clean water project will \_\_\_\_\_ the people in the village.
- Our club needs more \_\_\_\_\_ to clean up the park at the weekend.

**2 Combine the two sentences using *when* or *while* where appropriate.**

1. They were cleaning the streets. It started to rain.

2. I was watching TV. I saw the floods and landslides in the area.

3. Tim was searching for employment opportunities. He found a job advert from a non-governmental organisation.

4. They decided to help build a community centre for young people. They were visiting some poor villages.

**3 Choose the correct word to complete each of the following sentences.**

1. We need to be *careful* / *careless* when we record the donations.
2. I am *interested* / *interesting* in community development activities.
3. There are *excited* / *exciting* volunteering opportunities in our community.
4. Last year, I was *hopeful* / *hopeless* at maths. I couldn't even do simple addition in my head.

### III READING

#### *Teenagers and voluntary work*

- 1 Work in pairs. Complete the mind map with popular volunteering activities for teenagers. Use the pictures below to help you.**



helping at  
a food bank



selling handmade items



raising money  
for charity

**Volunteering activities**



## 2 Read the text and choose the main idea.

- A. The writer's secondary school has a long and interesting history.
- B. The Volunteer Club was set up 15 years ago to help teens gain work experience.
- C. The club organises many volunteering activities that benefit both the community and the students.

I joined the Volunteer Club when I started secondary school. The club was formed fifteen years ago, shortly after the school was set up. Since then, it has organised **various** volunteering activities for all students to **participate**.

One of the most popular activities of our club is selling handmade **items** to raise money for the local orphanage and homeless old people. Last year, we also **raised** over one hundred million VND to help people in flooded areas. The money was used to buy warm clothes, blankets, food, and clean water.

Our club welcomes different types of donations: clothes, picture books, unused notebooks, and other unwanted items. At the end of each month, we take the donations to the community centre. Our club also organises afterschool games for the children at the orphanage and concerts for the old people at the centre. In addition, it offers other volunteering activities, such as helping at a food bank or **delivering** free meals to poor families.

Volunteering has helped me gain life experiences and find my sense of purpose in life. When I see suffering and hardships, I feel thankful for what I have. What is more, these activities provide opportunities for me to meet other teenagers with similar interests and help me build essential life skills.

## 3 Match the highlighted words in the text with their meanings.

- 1 various
- 2 participate
- 3 items
- 4 raised
- 5 delivering

- a objects or things
- b taking things to someone
- c several different
- d to take part in an activity
- e collected money

**4 Read the text again. Decide whether the following statements are true (T) or false (F).**

	T	F
1. The Volunteer Club was set up long after the school was opened.		
2. All students can join different volunteering activities.		
3. The money collected from selling handmade items is used to build a local centre for orphans and homeless old people.		
4. Club members can also help cook free meals for poor families.		
5. Students can volunteer at the orphanage or the community centre.		

**2 Complete the following diagram with examples and details that explain the benefits of volunteering activities.**





**2 Read the job advert and answer the questions below.**



## VOLUNTEERS NEEDED

- Our Heart to Heart Charitable Organisation needs reliable and hard-working volunteers to work at our head office.
- The job will involve welcoming guests and visitors to the office, and receiving and sorting donations.

**1.** What qualities are needed for the job?

**2.** What are the job duties?

*Save the Children* started its work in Viet Nam in 1990. It provides practical support in different areas. One of the areas that the organisation particularly focuses on is education. It has organised different training courses to help teachers improve their teaching skills and use digital technology in their classrooms. It is also working on projects that create more opportunities for children in remote areas to go to school. By providing these children with books and other school materials, *Save the Children* makes sure they have access to learning. In addition, the organisation offers training on life-saving skills for both teachers and students in case of disasters. Children and households in need can also receive support from *Save the Children*.

### Culture

**1 Read the text below and complete the diagram (page 50) about *Save the Children*.**

*Save the Children* is an international non-governmental organisation that helps improve children's lives. It was set up in the United Kingdom in 1919, and now it is working in 120 countries around the world.





## Vocabulary

Fill in the gaps with the correct forms of the words in brackets.

- There are (end) \_\_\_\_\_ opportunities for teenagers to volunteer these days.
- We were very (excite) \_\_\_\_\_ to help children organise afterschool activities.
- The local people were really (help) \_\_\_\_\_. They supported us all the time we stayed there.
- We need more (volunteer) \_\_\_\_\_ for our community projects.
- Our charity groups received generous (donate) \_\_\_\_\_ from the local people.

## Grammar

Complete the sentences using the correct forms of the verbs in brackets. Use the past simple or past continuous.

- I first (meet) \_\_\_\_\_ Lan while we (work) \_\_\_\_\_ as volunteers.
- While we (walk) \_\_\_\_\_ home, we (see) \_\_\_\_\_ a girl crying near a bus stop.
- Kim (notice) \_\_\_\_\_ the poverty of the area while she (deliver) \_\_\_\_\_ free meals to old people.
- When I (arrive) \_\_\_\_\_ at the community centre, a guest speaker (give) \_\_\_\_\_ a speech.

## Unit 4

access (n)	/ˈækses/	tiếp cận với
announcement (n)	/əˈnaʊnsmənt/	thông báo
boost (v)	/buːst/	thúc đẩy, làm tăng thêm
cheerful (adj)	/ˈtʃiːfəl/	vui vẻ
community (n)	/kəˈmjuːnəti/	cộng đồng
community service (n)	/kəˈmjuːnəti ˈsɜːvɪs/	phục vụ cộng đồng
confidence (n)	/ˈkɒnfɪdəns/	sự tự tin
confused (adj)	/kənˈfjuːzɪd/	bối rối

life-saving (adj)	/ˈlaɪf seɪvɪŋ/	cứ nạn, cứu sống
non-governmental (adj)	/ˌnɒn ˌɡʌvnməntl/	phi chính phủ
orphanage (n)	/ˈɔːfənɪdʒ/	trại trẻ mồ côi
participate (v)	/pɑːˈtɪsɪpeɪt/	tham gia
practical (adj)	/ˈpræktɪkl/	thực tế, thiết thực
raise (v)	/reɪz/	quyên góp
remote (adj)	/rɪˈməʊt/	hẻo lánh, xa xôi






## Gerunds and to-infinitives

## Remember!

We use gerunds (verb + -ing):

- after verbs such as *avoid*, *enjoy*, and *finish*.

*Example: I enjoy cooking.*

- as subjects of sentences.

*Example: Learning English is fun.*

We use to-infinitives (to + verb):

- after verbs such as *want*, *decide*, and *allow*.

*Example: My parents don't allow me to use a smartphone.*

- after adjectives to give opinions, starting with *It's*...

*Example: It's fun to learn English.*

- as subjects of sentences.

*Example: To learn English is fun.*

**Note:** Some verbs, such as *like*, *love*, and *hate* can be followed by either gerunds or to-infinitives.

*Example: I like playing / to play computer games.*

## Circle the correct answers.

1. They just found / have just found a suitable solution to the problem.
2. Since people invented / have invented the first computer, they create / have created many more interesting inventions.
3. The woman is very angry because her son lost / has lost his smartphone.

**Complete the sentences using the gerund or the to-infinitive of the verbs in brackets. Sometimes both forms are possible.**

1. Many children enjoy (use) \_\_\_\_\_ modern devices nowadays.
2. I decided (study) \_\_\_\_\_ computer science at university.
3. (Play) \_\_\_\_\_ language games on a smartphone is fun.
4. It is very convenient (study) \_\_\_\_\_ with a smartphone.

**2 Read the text below and choose the best title for it.**

- A. AI development over time
- B. Robots: The best AI inventions
- C. AI in use today
- D. AI in education



In 2000, Asimo, a robot created by Honda, amazed everyone by just walking down the stairs. Twenty years later, a robot named Sophia can even communicate with people by using human language and expressing emotions.

However, robots are just one example of Artificial Intelligence (AI) – the study and development of machines that can copy human intelligence. Nowadays, AI has been applied to various areas of life.

At home, devices such as vacuum cleaners can now use AI to measure the room size and recognise any furniture. They can then decide on the most effective way to clean the house.

In transport, AI can be used on many smartphones to collect information about traffic. This can then help drivers find the most suitable route. Travelling has become much more convenient thanks to AI.

At work, the uses of AI are even more useful and exciting. Computer programmes, such as AI software or chatbots, can help customers plan their holidays, book flights and hotels, and answer questions.

AI is one of the most important inventions of the 21st century. It has completely changed our daily work and life.

- 1 Read the text below. Match the highlighted words and phrase with their meanings.

## COMPUTER HARDWARE

A computer needs both hardware and software to run, but decisions about the hardware must be made before you buy a computer. Understanding some basic information about the hardware is very important and will help you decide on the most suitable computer for you.

• **Processors:** The **processor** controls all of the activities of a computer. Processor speed is often shown in gigahertz (GHz). High processor speed means that your computer can run faster.

• **Random Access Memory, or RAM:** It is **displayed** in gigabytes (GB). The RAM shows how powerful your computer is. The more RAM in a computer, the more tasks your computer can do at the same time.

• **Storage space:** It shows how much information (such as documents, music, photos, etc.) a computer can **store**. It is also displayed in gigabytes (GB).

There is other information about the hardware, such as the screen size, the battery, and the weight, that you need to know before choosing the best computer for you.

- 4 Decide whether the following statements are true (T) or false (F).

	T	F
1. Sophia can show emotions when talking to humans.		
2. AI helps to make machines that think and act like humans.		
3. AI is one of the most important inventions of the 20th century.		

- 5 Work in groups and discuss how AI can be used in schools. Then share your ideas with the class.

1 processor

a shown

2 RAM

b to keep something and use it later

3 displayed

c the part of the computer that controls all other parts

4 storage space

d a type of computer memory

5 store

e the amount of information a computer can keep

## Grammar

Circle the correct answers.

- They just installed / have just installed some interesting software on the school computers. The programmes are working very well and everyone enjoys to use / using them.
- Smartphones allow people sending / to send information over long distances. Learn / To learn with a smartphone is fun as well.
- Since television was invented / has been invented, TV designs changed / have changed a lot.



## 2 Complete the sentences using these words. There are some extra ones.

useful

useless

interested

interesting

careful

careless

1. Many \_\_\_\_\_ inventions in the world are the results of hard work and \_\_\_\_\_ experiments.
2. Things such as old clothes or toys seem \_\_\_\_\_, but you can donate them to charity. Some poor people may be \_\_\_\_\_ in them.

### Grammar

Read the text and circle the correct answers.

#### Inventions and discoveries by accident!

The invention or discovery of something is not always the result of careful experiments. Sometimes, luck can help scientists (1) **finding** / **find** new things. Below are some famous examples.

**Gravity:** (2) **Discover** / **Discovering** the law of gravity is probably the most famous example. Isaac Newton (3) **sat** / **was sitting** under an apple tree when an apple (4) **fell** / **was falling** on his head. He realised that something made apples fall straight to the ground. That was gravity!



**Penicillin:** Alexander Fleming came back from his holiday. He (5) **was cleaning** / **cleaned** his laboratory when he (6) **discovered** / **was discovering** something at the window. That was penicillin! Since then, doctors (7) **used** / **have used** penicillin around the world to save millions of lives.



**Popsicles:** In 1905, 11-year-old Frank Epperson decided (8) **to make** / **making** himself a soft drink. When he finished (9) **make** / **making** the drink, he left it outside with the wooden stick inside it. That night, the drink froze in cold weather and thanks to this 'accident', popsicles were later invented!



### Reading

#### 1 Read the text. Match the highlighted words with their meanings.

There are two types of community service. The first one is a kind of punishment. For example, people who litter may be forced to clean up the streets. In this case, they may not feel happy about the work. The second type of community service is **voluntary**. This means people are **willing**, or pleased to do the work. For instance, people may volunteer to build houses for poor people, or raise money for children in mountainous areas.

However, it does not mean that volunteering is always a **selfless** act because volunteers may also benefit from the volunteering activities. For example, they may volunteer to meet new people, to develop social skills, or to 'find themselves' (learn what they truly want in life). In general, people may volunteer not just to help others, but also to help themselves.

## 2 Read the text again and choose the best answers.

- Which is the best title for this text?
  - Community service as a punishment
  - Types of community service and the benefits of volunteering
  - Social skills in volunteering
- According to the text, what is a benefit of volunteering?
  - Developing better English language skills
  - Meeting richer people
  - Better understanding of what you want in life
- What can be inferred from the text?
  - Volunteers think about their needs as well as the needs of others.
  - Volunteers are selfless people who never expect anything in return.
  - People mainly volunteer to gain benefits.

Words	Meanings
1. voluntary	a. caring more about other people
2. willing	b. ready to do something
3. selfless	c. done without being forced to do it

## Unit 5

3D printing	/ˌθriː diːˈprɪntɪŋ/	in ba chiều
AI (artificial intelligence)	/eɪ aɪ / (/ˌɑːtrɪˈfɪʃ(ə)l ɪnˈtelɪdʒəns/)	tri tuệ nhân tạo
app (n)	/æp/	ứng dụng (trên điện thoại)
application (n)	/ˌæplɪˈkeɪʃ(ə)n/	ứng dụng
apply (v)	/əˈplaɪ/	áp dụng
button (n)	/ˈbʌtn/	nút bấm
charge (v)	/tʃɑːdʒ/	sạc pin
communicate (v)	/kəˈmjʊːnɪkeɪt/	giao tiếp
computer (n)	/kəmˈpjʊːtə/	máy tính

install (v)	/ɪnˈstɔːl/	cài (phần mềm, chương trình máy tính)
invention (n)	/ɪnˈvenʃən/	phát minh
laboratory (n)	/ləˈbɒrətəri/	phòng thí nghiệm
laptop (n)	/ˈlæp.tɒp/	máy tính xách tay
processor (n)	/ˈprəʊsesə/	bộ xử lý (máy tính)
RAM (Random Access Memory)	/ræm / (/ˈrændəm ˈækses ˈmeməri/)	bộ nhớ khả biến (máy tính)

device (n)	/dɪˈvaɪs/	thiết bị
display (v)	/dɪsˈpleɪ/	hiển thị, trưng bày
driverless (adj)	/ˈdraɪvələs/	không người lái
e-reader (n)	/ˈiː rɪːdə/	thiết bị đọc sách điện tử
experiment (n)	/ɪksˈperɪmənt/	thí nghiệm
hardware (n)	/ˈhɑːdweə/	phần cứng (máy tính)

smartphone (n)	/ˈsmɑːtfoʊn/	điện thoại thông minh
software (n)	/ˈsɒftweɪ/	phần mềm (máy tính)
stain (n)	/steɪn/	vết bẩn
storage space (n)	/ˈstɔːrɪdʒ spes/	dung lượng lưu trữ (máy tính)
store (v)	/stɔː/	lưu trữ
suitable (adj)	/ˈsuːtəbl/	phù hợp
valuable (adj)	/ˈvæljuəbl/	có giá trị







# Unit 6

## Gender equality

### Grammar

#### Passive voice with modals

#### Remember!

##### Modal verbs

can    could    may    might    must    ought to    should

	Active voice	Passive voice
Rule	Modal + verb	Modal + be + past participle
Example:	Engineers <i>may build</i> a new bridge.	A new bridge <i>may be built</i> (by engineers).

#### 1 Choose the best answers.

- Some people still think married women *shouldn't allow* / *shouldn't be allowed* to work.
- Both men and women *can work* / *can be worked* as surgeons.
- Cooking classes *may offer* / *may be offered* to all students.
- My sister *could join* / *could be joined* the air force. She wants to be a fighter pilot.
- All the food *must prepare* / *must be prepared* before the guests arrive.

#### 2 Rewrite the following sentences using the passive voice.

- They may complete the report on gender equality by April.  
→ The report \_\_\_\_\_.
- Businesses can create more jobs for girls and women.  
→ More jobs \_\_\_\_\_.
- They must provide all girls with access to education.  
→ All girls \_\_\_\_\_.
- Governments should improve education in rural areas.  
→ Education \_\_\_\_\_.
- They ought to give men and women equal rights.  
→ Men and women \_\_\_\_\_.

### III READING

#### For an equal world

##### 1 Match the sentences with the pictures.

1. Men often earn more than women for doing the same job.
2. A child mother takes care of her small kids.
3. Some women are unable to read or write.



##### 2 Read the text and circle the correct meanings of the highlighted words and phrases.

Gender equality has been greatly promoted around the world. However, there are still many challenges that women face.

First of all, there are still girls who **are forced** to get married before the age of 18. In many places, parents may see child marriage as a way to protect their daughters from violence. However, many of these young girls become victims of **domestic violence**. Child marriage also carries serious health risks as young girls are not physically developed to give birth.

Secondly, more than half of the world's **uneducated** people are women. This means fewer girls than boys go to school or stay long at school. Girls who receive an education are less likely to marry young. They can also have better job skills and can earn higher salaries. Education gives girls the opportunity to have a better life and give back to their communities.

Thirdly, women are often paid less than men. In other words, women have to work longer than men to earn the same amount of money. Differences in career choices might be one reason. Women tend to become nurses, secretaries, or shop assistants, which are **low-paying** jobs, while men choose high-paying careers as surgeons, airline pilots, or engineers.

Women are still not equal to men in today's society, and governments, organisations and individuals must work together to achieve gender equality.



**3 Read the text again and decide whether the following statements are true (T), false (F) or not given (NG).**

1. be forced
  - a. be made to do something unwanted
  - b. be made to do something necessary
2. domestic violence
  - a. action taken to please someone
  - b. behaviour intended to hurt someone you live with
3. uneducated
  - a. having little or no formal education at school
  - b. not having many job opportunities
4. low-paying
  - a. giving money to a person
  - b. providing very little money

	T	F	NG
1. Child marriage involves a girl under the age of 18.			
2. Fewer men than women around the world are educated.			
3. Men work much less than women, but earn much more.			
4. Men's career choices lead to high-paying jobs.			
5. Only individuals must work towards gender equality.			

**CLIL**

**1 Read the text and fill the timeline about women's football.**

**WOMEN'S FOOTBALL**

It is commonly thought that football is a sport for men. In fact, it is a sport for women, too. The first recorded football matches between women took place in 1890s in Scotland and England. Women's football became very popular during the First World War when women started working in the factories. In 1921, however, the Football Association (FA) decided that the game was not suitable for women. The ban lasted for 50 years until it was finally lifted in 1971. In the same year, France and the Netherlands played the first official women's international football match. However, it took 20 years for the first FIFA Women's World Cup to happen in 1991 in Asia. Since then, the competition has been held every four years. Nowadays, like men's football, women's football is becoming more and more popular. Women's professional football has developed significantly and the Women's World Cup has drawn worldwide interests.

1. _____	2. _____	3. _____	4. _____	5. _____
First recorded matches	FA's ban start	FA's ban lift	First official women's international football match	First FIFA Women's World Cup

**2 Work in groups. Fill the timeline about women's football in Viet Nam.**

1. _____	2. _____	3. _____	4. _____	5. _____
Women's football team establishment	First official match	First gold medal in the SEA Games	First AFF Women's Championship	Most recent AFF Women's Championship

**Grammar**

**Each of the following sentences has a mistake. Underline it and write the correct word(s) in the space given.**

1. One paragraph about gender equality ought to write by each student. \_\_\_\_\_
2. Action to stop domestic violence must take immediately. \_\_\_\_\_
3. Should all people be provide with equal access to information? \_\_\_\_\_
4. Young girls mustn't force into marriage. \_\_\_\_\_
5. Can men and women given equal opportunities in the workplace? \_\_\_\_\_



## Unit 6

cosmonaut (n)	/ˈkɒz.mənɔːt/	nhà du hành vũ trụ
domestic violence (n)	/dəˈmestɪk ˈvaɪələns/	bạo lực gia đình
equal (adj)	/ˈiːkwəl/	bằng nhau, bình đẳng
equality (n)	/ˈiːkwəli/	sự bình đẳng
eyesight (n)	/ˈaɪsaɪt/	thị lực
firefighter (n)	/ˈfaɪəfaɪtə/	lính cứu hoả / chữa cháy

physical (adj)	/ˈfɪzɪkl/	(thuộc) thể chất
pilot (n)	/ˈpaɪlət/	phi công
secretary (n)	/ˈsekrətri/	thư kí
shop assistant (n)	/ʃɒp əˈsɪstənt/	nhân viên, người bán hàng
skilful (adj)	/ˈskɪfl/	lành nghề, khéo léo
Soviet (n, adj)	/ˈsəʊviət/	Liên Xô, thuộc Liên Xô

kindergarten (n)	/ˈkɪndəɡɑːtɪn/	trường mẫu giáo
mental (adj)	/ˈmentl/	(thuộc) tinh thần, tâm thần
officer (n)	/ˈɒfɪsə/	sĩ quan
operation (n)	/ˌɒpəˈreɪʃn/	c cuộc phẫu thuật
parachute (v)	/ˈpærəʃuːt/	nhảy dù
parachutist (n)	/ˈpærəʃuːtɪst/	người nhảy dù
patient (n)	/ˈpeɪjnt/	bệnh nhân

surgeon (n)	/ˈsɜːdʒən/	bác sĩ phẫu thuật
uneducated (adj)	/ʌnˈedʒukeɪtɪd/	được học ít, không được học
victim (n)	/ˈvɪktɪm/	nạn nhân



# Unit 7

## Viet Nam and international organisations

### 2 Complete the following sentences, using the correct forms of the words in bold in 1.

1. Joining the WTO has helped Viet Nam \_\_\_\_\_ its economic growth.
2. Viet Nam \_\_\_\_\_ foreign investors in various parts of the economy.
3. We \_\_\_\_\_ to use the donations effectively. We have signed an agreement on this.
4. This environmental organisation \_\_\_\_\_ to protect local forests. It has a detailed plan to achieve this.
5. We need to improve the quality of goods and services so that they can \_\_\_\_\_ new markets.

### Grammar

#### Comparative and superlative adjectives

##### Remember!

We use comparative adjectives to:

- compare a person or thing with another person or thing.

Example:

The European markets are usually **more competitive** than the Asian markets.

The Asian markets are **less competitive** than the European markets.

### Vocabulary

#### Joining international organisations

##### 1 Match the words in bold with their meanings in the box.

- |                         |              |
|-------------------------|--------------|
| A. intends              | D. encourage |
| B. is pleased to accept | E. promised  |
| C. go into              |              |

1. Because we are a member of the WTO, our goods can **enter** more markets.
2. Organising different festivals helps Viet Nam **promote** local customs and values.
3. UNICEF particularly **aims** to support the most disadvantaged children.
4. UNDP has **committed** to provide Viet Nam with technical support and advice.
5. Viet Nam **welcomes** foreign businesses who want to invest in the economy.

- show changes.

Example:

Since then, our country has become **more active**.

We use superlatives to compare a person or thing with the whole group of which that person or thing is a member.

Example:

This trade organisation includes **two of the largest** economies in the world; the United States and China.

UNICEF supports the **most disadvantaged** children all over the world.

### 1 Choose the correct answers.

1. WTO rules make trade **the easiest / easier** for smaller member countries.
2. This job offer is **more attractive / the most attractive** than the previous one.
3. Because of poorly designed packaging, our products are **less competitive / the least competitive** than foreign products.
4. Over the past few years, Viet Nam has become one of **more popular / the most popular** destinations for foreign visitors in Southeast Asia.

### 2 Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.

Example:

The ASEAN markets are less competitive than the EU markets. (more competitive)

→ The EU markets are **more competitive** than the ASEAN markets.

1. No place is more popular with foreign visitors than this city. (the most popular)  
→ \_\_\_\_\_
2. In many supermarkets, imported goods are not as expensive as locally produced goods. (cheaper)  
→ \_\_\_\_\_
3. No international organisation is larger than the United Nations. (the largest)  
→ \_\_\_\_\_
4. In the past, our country wasn't as active on the international stage as it is today. (more active)  
→ \_\_\_\_\_



### III READING

#### UNICEF's support for Viet Nam's education

**1** Work in pairs. Which of the following do you think UNICEF does to support Viet Nam's education?

- a. Providing opportunities for all children to attend school and learn
- b. Finding jobs for out-of-school children
- c. Giving disadvantaged teenagers a chance to continue their education
- d. Helping teenagers learn necessary skills for the job market

**2** Read the text and circle the correct meanings of the highlighted words.

Since UNICEF set up an office in 1975 in Viet Nam, it has run projects in various fields to provide the highest possible support for children in our country. The organisation particularly aims to **create** opportunities for all children in Viet Nam to attend school, learn and succeed. The following programmes help achieve the UNICEF's education aims for Viet Nam.

##### Education for Disadvantaged Young People

UNICEF helps disadvantaged teenagers continue their education by offering them job training and career advice. They are also taught **essential** skills for the job market.

##### Providing Education Opportunities for Children with Disabilities

This programme gives children with disabilities a chance to get access to and benefit from a quality education. It also helps promote equal participation in society and a culture in which people **respect** each other.

##### Improving Learning Achievements

This is another **practical** programme supported by UNICEF. The aim is to better prepare children for the challenges in the future. UNICEF helps Viet Nam in joining regional educational programmes to improve children's learning achievements. When they leave school, they should have the necessary skills and knowledge to work in a fast-changing world.

**1.** create

- a. make something happen
- b. increase something
- c. refuse something

**2.** essential

- a. usual
- b. necessary
- c. successful

**3.** respect

- a. have a good opinion of somebody
- b. look down on somebody
- c. get on well with somebody

**4.** practical

- a. connected with organisations
- b. connected with ideas
- c. connected with real situations

**3** Read the text again and answer the following questions.

- 1. What does UNICEF particularly aim to do for children in Viet Nam?
- 2. Which programme helps disadvantaged teenagers continue their education?
- 3. Which programme supports disabled teenagers?
- 4. What is the aim of the *Improving Learning Achievements* programme?

## Writing about Viet Nam's participation in international organisations

**1** Complete the following sentences. Use the words in the box.

cultural  
experiencing

open to  
easier

popular  
international

1. Our country has become one of the most \_\_\_\_\_ destinations for foreign tourists in the region.
2. Various \_\_\_\_\_ exchanges help visitors know more about our country.
3. Greater educational opportunities abroad are now \_\_\_\_\_ Vietnamese students.
4. It is also \_\_\_\_\_ for Vietnamese people to travel abroad.
5. Viet Nam's colleges and universities can also accept \_\_\_\_\_ students.
6. Vietnamese people have a better chance of \_\_\_\_\_ different cultures.

**2** Complete the following diagram. Use the ideas in **1** and your own ideas.



## Culture

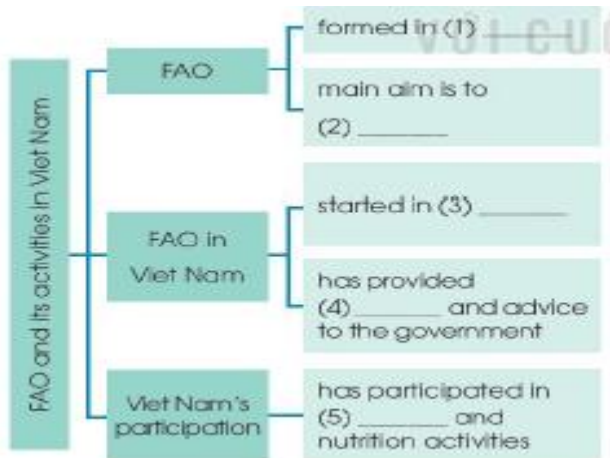
- 1 Read the text below and complete the diagram.

### FAO AND ITS ACTIVITIES IN VIET NAM

The Food and Agriculture Organisation (FAO) of the United Nations was formed in 1945. Its main aim is to end hunger and poverty by making sure all people have access to healthy food. It hopes to raise the levels of nutrition and the standard of living in its member countries. It also tries to improve the production of food and agricultural products, and make sure they reach all groups of society.

FAO started working in Viet Nam in 1978. Since then, it has provided Viet Nam with technical support and advice to the government in the field of agriculture. It has also helped Viet Nam carry out hundreds of projects in different areas.

In response to FAO's support, Viet Nam has actively participated in FAO activities, including food security and nutrition. Food security means that all people have access to enough and safe food while good nutrition or getting the right type of food is essential for normal growth and development.



## Vocabulary

Complete the text with the correct forms of the verbs in the box.

aim enter promote  
commit welcome

As a member of various international organisations, Viet Nam can (1) \_\_\_\_\_ into relations with other countries in the international community. Our country (2) \_\_\_\_\_ to work closely with these organisations to achieve their aims.

As Viet Nam (3) \_\_\_\_\_ to develop its economy, it (4) \_\_\_\_\_ foreign investors. Viet Nam also creates good conditions for both international and local businesses. This will help (5) \_\_\_\_\_ our economic growth.

## Grammar

Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.

1. Viet Nam wasn't as attractive to foreign tourists as it is nowadays. (more attractive)  
→ \_\_\_\_\_
2. The United Nations is the largest international organisation. (larger)  
→ \_\_\_\_\_
3. The international market wasn't as competitive as it is now. (more competitive)  
→ \_\_\_\_\_
4. No other country is a bigger financial provider to this organisation than Japan. (the biggest)  
→ \_\_\_\_\_

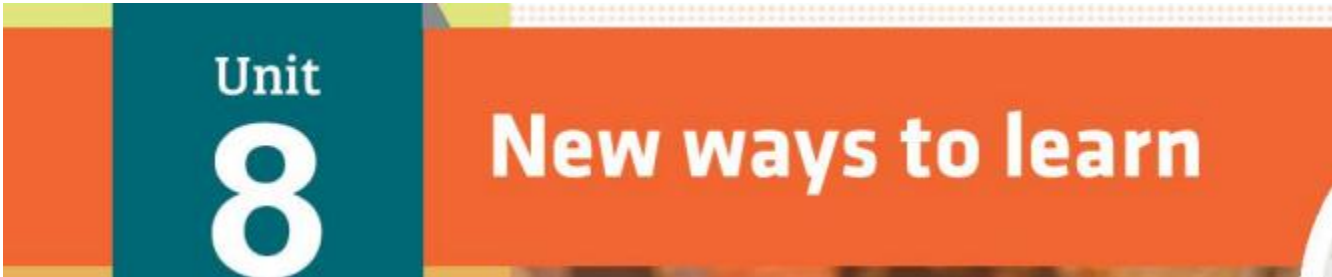


## Unit 7

aim (n, v)	/eɪm/	mục tiêu, đặt ra mục tiêu	economic (adj)	/ˌiːkəˈnɒmɪk/; /ˌekəˈnɒmɪk/	thuộc về kinh tế
commit (v)	/kəˈmɪt/	cam kết	economy (n)	/ɪˈkɒnəmi/	nền kinh tế
competitive (adj)	/kəmˈpetətɪv/	cạnh tranh	enter (v)	/ˈentə/	thâm nhập, đi vào

essential (adj)	/ɪˈsenʃl/	cần thiết, cấp thiết						
expert (adj)	/ˈekspɜ:t/	thuộc về chuyên môn	promote (v)	/prəˈmaʊt/	quảng bá, khuếch trương			
harm (n)	/hɑ:m/	hiểm họa, sự nguy hiểm	quality (n, adj)	/ˈkwɒləti/	có chất lượng	technical (adj)	/ˈteknɪkl/	thuộc về kĩ thuật
invest (v)	/ɪnˈvest/	đầu tư	regional (adj)	/ˈri:dʒənəl/	thuộc về khu vực	trade (n)	/treɪd/	thương mại
peacekeeping (adj)	/ˈpi:ski:pɪŋ/	giữ giữ hoà bình	relation (n)	/rɪˈleɪʃn/	mối quan hệ	vaccinate (v)	/ˈvæksɪneɪt/	tiêm vắc-xin
poverty (n)	/ˈpɒvəti/	tình trạng đói nghèo	respect (v)	/rɪˈspekt/	tôn trọng, ghi nhận	welcome (v)	/ˈwelkəm/	đón chào, hoan nghênh

[illegible]

## Vocabulary

### Different ways of learning

#### 1 Match the words and phrases with their meanings.

- |                        |   |
|------------------------|---|
| 1 face-to-face (adj)   | a an intended plan to achieve a specific purpose                                      |
| 2 prepare (for) (v)    | b a way of learning that combines online materials with traditional classroom methods |
| 3 strategy (n)         | c close together and facing each other  |
| 4 online learning (n)  | d to make things ready to be used   |
| 5 blended learning (n) | e a way of learning that happens on the Internet                                      |

#### 1 Match the words and phrases with their meanings.

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## Grammar

### Relative clauses

#### 1 Match the two parts to make complete sentences.

- |   |  |
|---|--|
| 1. Mr Smith was talking to the students | a. that explains how to use voice recorders. |
| 2. The film which we saw yesterday      | b. is Laura.                                 |

3. The speaker, who will share new learning activities in our workshop,

c. which is in the middle of Viet Nam.

4. We often go to Da Nang,

d. whose presentations were really impressive.

5. My cousin gave me an instruction book

e. was quite interesting.

### Remember!

A relative clause gives more information about a person or thing by defining the noun before it. It usually begins with a relative pronoun: *who*, *that*, *which* or *whose*.

There are two types of relative clauses:

1. A defining relative clause gives essential information about the person or thing mentioned.

*Example: The man who visited us yesterday is a famous doctor.*

2. A non-defining relative clause gives extra information about the person or thing mentioned. It is often placed between commas.

*Example: My uncle, who visited us yesterday, is a famous doctor.*

#### 2 Join the following sentences. Use *who*, *that*, *which* or *whose*. Add commas where necessary.

1. My brother teaches me how to use a laptop. He is good at computers.  
→ My brother \_\_\_\_\_.
2. Peter is a friend of mine. His sister is taking an online maths course.  
→ Peter \_\_\_\_\_.
3. Lan has read the book. I lent her the book.  
→ Lan \_\_\_\_\_.
4. The boy has designed this invention. He is only 10 years old.  
→ The boy \_\_\_\_\_.
5. That app is easy to use. It can help improve your English pronunciation.  
→ That app \_\_\_\_\_.



### III READING

**1 Work in pairs. Look at the photos and answer the questions.**

1. How do the students learn in each photo?
2. Are you familiar with these ways of learning?

**2 Read the texts. What are the two students talking about? Choose the correct answer.**

- A. Ways of helping students
- B. Ways of learning
- C. How to enjoy learning



Kim

**Kim**

I think face-to-face learning is better than online learning because I can communicate with teachers and other classmates immediately and directly when I have questions. In class, I can work in groups and discuss with friends. This helps me understand the lessons better. When I have a problem, I can ask for answers or help immediately. I can't do this in online classes. I have to email my teachers and wait for their reply.

Learning in a traditional classroom also has fewer distractions than learning online. My teachers have many strategies to keep us focused on the lessons. I really enjoy my lessons and learn a lot.

**Laura**

I think online learning has more advantages than disadvantages. My school is trying to change from face-to-face to blended learning, so sometimes we have online classes. I don't have to go to school, but I don't feel I'm missing any lessons by taking online classes. Furthermore, I think I learn online as much as I learn in a traditional class. I can't talk to my teacher and classmates, but I can email them at any time. I also have an online discussion board where I can exchange comments and ideas about my projects with my classmates. The only disadvantage is I really need to have a fast Internet connection.



**3 Read the texts again and decide who mentions the following by putting a tick (✓) in the correct box.**

This person ...

1. thinks that online learning isn't as good as face-to-face learning.
2. gains the same knowledge in both ways of learning.
3. has more direct conversations and discussions.
4. uses emails to contact classmates.
5. can pay more attention in class.
6. needs to have access to high-speed Internet.

Kim	Laura

**4 Work in pairs. Discuss the following questions.**

*Which way of learning do you think is better? Why?*

**2 Work in pairs. Make similar conversations about how to install another study app on a smartphone.**

**Culture**

**1 Read the text about modern schools and answer the questions.**

**MODERN SCHOOLS**

Modern schools are designed to help each student to be successful. Teachers play the role of a guide for them and prepare them for lifelong learning. They encourage and challenge them to become responsible and confident individuals.

Class discussion is a main feature of modern schools. Students are expected to take part in discussions and express personal opinions. It is also important to ask questions in class if students do not understand any point or instruction. Group learning is another common feature. Students may work in small groups on a project task.

In class, teachers and students use computers to access digital learning resources. Teachers use technology and audio-visual materials to support their lessons. Outside the classroom, students have a chance to participate in field trips to famous landmarks such as museums, hospitals, and industry locations. These trips give them real-world experiences. Students also attend school camps to make friends with other students and to develop life skills in unfamiliar environments.

1. What is the role of teachers in modern schools?
2. What are two common features of modern schools?
3. How do students use computers in the learning process?
4. How do students learn about the real world?

**Vocabulary**

**Complete the sentences using the words in the box.**

blended      connection      traditional  
teamwork      online

1. I don't like \_\_\_\_\_ learning because it's hard to make friends with my classmates.
2. \_\_\_\_\_ schools may not prepare us for the jobs of the future.
3. I'm taking an online course so I need a fast Internet \_\_\_\_\_.
4. With \_\_\_\_\_ learning, students are still able to attend face-to-face classes.
5. Projects help us improve our \_\_\_\_\_ skills.

**Grammar**

**Complete the sentences with *who*, *which*, *that* or *whose*. You may use more than one relative pronoun in some sentences.**

1. That is the teacher \_\_\_\_\_ has received an award for excellent teaching.
2. We were invited to attend a talk show \_\_\_\_\_ is popular with teenagers.
3. Their school, \_\_\_\_\_ offers both face-to-face and online classes, is the best in the city.
4. The students \_\_\_\_\_ names are on the list will join the field trip.
5. Have you finished the project \_\_\_\_\_ was given by our art teacher?
6. My cousin John, \_\_\_\_\_ lives in Da Nang, is coming to visit me this weekend.



## Vocabulary

### 1 Match the words that go together.

1 equal

2 traditional

3 face-to-face

4 economic

a learning

b growth

c opportunities

d method

### 2 Complete the sentences with the correct form of the words in brackets.

- Men and women should be treated \_\_\_\_\_ at work. (equal)
- Joining International \_\_\_\_\_ will bring many benefits to a country. (organise)
- More men are now taking jobs \_\_\_\_\_ done by women. (tradition)
- \_\_\_\_\_ gives girls the opportunity to have a better life. (educate)



## Grammar

### 1 Choose the best relative pronoun to complete each sentence.

- He bought all the books \_\_\_\_\_ he needs for his English course.  
A. that                      B. who                      C. whose
- This computer, \_\_\_\_\_ I often use to learn English, is a birthday present from my father.  
A. which                      B. that                      C. whose
- I like working with classmates \_\_\_\_\_ are responsible and creative.  
A. whose                      B. which                      C. who
- Nam, \_\_\_\_\_ father is a famous surgeon, wants to go to medical school.  
A. which                      B. whose                      C. who

### 2 Rewrite the sentences using comparative and superlative adjectives or the passive voice without changing their meanings.

- The United Nations is the largest international organisation.  
→ No international organisation \_\_\_\_\_ the United Nations.
- We can't accept your application today.  
→ Your application \_\_\_\_\_ today.
- Viet Nam wasn't as active as it is now in the region.  
→ Now Viet Nam \_\_\_\_\_ in the region than it was in the past.
- I have never taken such an interesting online course.  
→ This is \_\_\_\_\_ I have ever taken.
- They should provide more job opportunities for women in mountainous areas.  
→ More jobs opportunities \_\_\_\_\_ in mountainous areas.



## Reading

### 1 Read the text and match the highlighted words with their meanings.

1. having enough knowledge and skills
2. give someone help or support
3. thought in a particular way

## GENDER EQUALITY IN SPORTS

In the Pacific Island of Fiji, a new sport programme enables both male and female school teachers to receive training as coaches. Rugby, which is often **considered** a male sport, is creating more opportunities for men and women in Fiji. For Kitiana Kaitu, a primary school teacher from Nasinu, Fiji, it was an honour to become a rugby coach. She has recently **qualified** as a coach and life skills trainer for this sport programme.

Sport can be used as a powerful tool to reject gender roles and build a healthy lifestyle. In the Pacific region, rugby is a particularly important sport. Kitiana Kaitu is now one of the highly skilled coaches who are discovering new ways to **encourage** both girls and boys in Fiji to play rugby.



### 2 Read the text again and decide whether the statements are true (T) or false (F).

	T	F
1. Only male teachers are trained to become rugby coaches in Fiji.		
2. Kitiana Kaitu is working at a primary school in Nasinu.		
3. Kitiana is a qualified coach for the rugby programme.		
4. Rugby and other sports can't help change the expected behaviour for males and females in Fiji.		

## Unit 8

blended learning (n)	/ˈblendɪd ˈlɜːnɪŋ/	phương pháp học tập kết hợp			
communicate (v)	/kəˈmjuːnɪkeɪt/	giao tiếp, trao đổi			
control (n)	/kənˈtraʊl/	sự kiểm soát			
digital (adj)	/ˈdɪdʒɪtl/	kỹ thuật số			
distract (v)	/dɪˈstrækt/	sự xao nhãng, sự mất tập trung	flow chart (n)	/ˈfləʊ tʃɑːt/	lưu đồ, sơ đồ quy trình
exchange (v)	/ɪksˈtʃeɪndʒ/	trao đổi	focus (v)	/ˈfəʊkəs/	tập trung
face-to-face (adj)	/ˌfeɪs tə ˈfeɪs/	trực tiếp	high-speed (adj)	/ˌhaɪ ˈspiːd/	tốc độ cao

immediately (adv)	/ɪ'miːdiəli/	ngay lập tức
install (v)	/ɪn'stɔːl/	lắp đặt
online learning (n)	/ˌɒn'laɪn 'lɜːnɪŋ/	học trực tuyến
original (adj)	/ə'riːdʒənəl/	sáng tạo, độc đáo
real-world (adj)	/'riːəl wɜːld/	thực tế
resource (n)	/rɪ'sɔːs/, /rɪ'zɔːs/	nguồn lực

consequence (n)	/ˈkɒnsɪkvens/	hậu quả
deforestation (n)	/diːfɒrɪ'steɪʃən/	nạn phá rừng
ecosystem (n)	/ɪˈkɔːsɪstəm/	hệ sinh thái
endangered (adj)	/ɪn'deɪndʒəd/	bị nguy hiểm
environmental protection (np)	/ɪnvaɪrən'mental prə'tekʃən/	bảo vệ môi trường
extreme (adj)	/ɪk'striːm/	cực đoan, khắc nghiệt

schedule (n)	/'ʃedjuːl/	lịch trình
strategy (n)	/'strætədʒi/	chiến lược
teamwork (n)	/'tiːmwɜːk/	hoạt động nhóm
voice recorder (n)	/vɔɪs rɪ'kɔːdə/	máy thu âm

giant (adj)	/'dʒaɪənt/	to lớn, khổng lồ
gorilla (n)	/gə'rɪlə/	khỉ đột
habitat (n)	/'hæbɪtæt/	môi trường sống
heatwave (n)	/'hiːt,wetv/	sóng nhiệt, đợt không khí nóng









## 9 Protecting the environment

## Vocabulary

## Environment

## 1 Match the words or phrases to their meanings.

- |                  |  |
|------------------|--|
| 1 biodiversity   | a the variety of plants and animals in a particular area                                       |
| 2 habitat        | b animals and plants that grow in natural conditions   |
| 3 ecosystem      | c changes in the world's weather, especially an increase in temperature                        |
| 4 wildlife       | d the natural environment in which a plant or an animal lives                                  |
| 5 climate change | e all the plants and animals in an area and the way they affect each other and the environment |

## Remember!

We use reported speech when we want to tell someone what we or someone else said before.

When we use reported speech, we change personal pronouns, tenses of verbs, and adverbs of time.

*Example:*

'I will fly to Ho Chi Minh City tomorrow,' Nam said.

→ Nam said **he would fly** to Ho Chi Minh City **the following day**.

When reporting questions, we often use the verb *ask* and the word order for statements, and omit the question mark.

– *Wh*-questions:

*Example:*

'Where do you live?'

→ He asked me **where I lived**.

– *Yes/No* questions:

*Example:*

'Do you like the book?'

→ He asked me **if I liked** the book.

**2 Complete the sentences using the correct form of the words and phrases in 1.**

1. \_\_\_\_\_ is important because plants and animals depend on each other to survive.
2. A new series of educational programmes shows the importance of \_\_\_\_\_ to humans.
3. Their work involves protecting and creating natural \_\_\_\_\_ for plants and animals.
4. Countries need to work together to deal with global issues such as deforestation and \_\_\_\_\_.
5. Pollution can have serious effects on the balance of \_\_\_\_\_.

**1 Choose the correct word or phrase to complete each sentence.**

1. Minh's teacher asked him if he was / is ready to present the following day.
2. Nam's father suggested / denied that Nam should focus on one aspect of the problem.
3. Tuan said he would complete his project the following week / next week.
4. Mai asked / said her teacher where she could get the information from.
5. Phong said he handed / had handed in his project the previous day.

**2 Change these sentences into reported speech.**

1. 'The burning of coal leads to air pollution,' Mrs Le explained.
2. 'I have to present my paper on endangered animals next week,' Nam said.
3. 'Do human activities have an impact on the environment?' Linda asked the speaker.
4. 'What environmental projects is your school working on?' Nam asked Mai.
5. 'I will read more articles before writing the essay, Nam,' Tom said.

### III READING

**1 Work in pairs. Look at the pictures and answer the following question.**

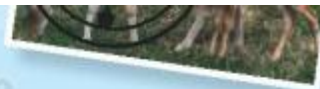
*What environmental problems do you see in the pictures?*





## 2 Read the text and choose the best title for it.

- a. Environmental problems: What are they?
- b. Environmental protection: How important is it?
- c. Environmental solutions: How practical are they?



The environment we live in is facing many serious problems. We need to be aware of these problems so that we can find ways to protect nature.

- A. Global warming is the rise in the average temperature of the earth's atmosphere. It is one of the biggest issues facing humans today. It can have serious consequences such as rising sea levels, Polar ice melting and extreme weather events like floods or heatwaves.
- B. Another environmental problem is the cutting and clearing of natural forests. The loss of forests can have a negative impact on the environment. It can damage the natural habitats of many animals and put wildlife in danger. It can also destroy the natural soil and lead to climate change.
- C. Air pollution is also a serious problem. It is mainly caused by waste gases that come out of vehicles, machines or factories. When these harmful gases combine with the water in the air, they come down as rain or snow, which can damage all forms of life. In addition, this problem leads to global warming and climate change. It is also a major cause of respiratory diseases or even lung cancer.
- D. Around the world, the number of endangered animals is rising. Many of them disappear because of pollution and climate change. In addition, humans illegally hunt and kill animals, and catch too many fish at once. This is upsetting the natural balance of ecosystems, which can be harmful to all living and non-living things.

## 3 Read the text again and decide which paragraph contains the following information.

Information	Paragraph
1. an example of harmful substances in the air and water	
2. one of the reasons for destroying wildlife habitats	
3. an increase in the level of the world's oceans	
4. an effect of illegal hunting on the ecosystem	

## 4 Complete the sentences with the information from the text. Use no more than TWO words for each answer.

- 1. Global warming can cause extreme \_\_\_\_\_ such as floods or heatwaves.
- 2. The natural \_\_\_\_\_ of many animals can be destroyed in the process of cutting down forests.
- 3. One of the main causes of air pollution is \_\_\_\_\_ produced by machines and factories.
- 4. When many animals disappear, this damages the natural balance of \_\_\_\_\_.

- 1 Read the text and complete each blank of the fact file about Earth Hour with ONE word.

## EARTH HOUR

Earth Hour is a global event organised by the World Wide Fund for Nature (WWF). Held every year, it encourages people and businesses to turn off their lights and other unnecessary electrical devices for one hour from 8:30 p.m. to 9:30 p.m. on the last Saturday of March. Earth Hour was started as a lights-out event in Sydney, Australia, in 2007. Since then, it has grown to become an international movement for the environment, happening in more than 7,000 cities and towns across 187 countries and territories.

Earth Hour has created a positive environmental impact. It shows the public support for protecting the environment and saving the planet. It also draws attention to climate change and global energy issues, and promotes green activities worldwide.

Viet Nam joined the event in 2009 and has been an active and keen supporter since then. Besides switching off lights, people can take part in a number of activities to raise awareness of environmental problems and call for action for climate, people and nature.

EARTH HOUR	
Organised by	World Wide Fund for Nature
Held from	8.30 p.m. – 9.30 p.m. on the last (1) _____ of March
Started in	Sydney, Australia, in 2007
Aims	- to show the public (2) _____ for protecting the environment and saving the planet - to draw attention to (3) _____ change and global energy issues - to promote green (4) _____ worldwide
First held in Viet Nam in	(5) _____ with a variety of activities nationwide

### Vocabulary

Choose the correct word to complete each sentence.

- Many wildlife **habits** / **habitats** will be destroyed if people keep cutting down the forests.
- Researchers are looking for ways to reduce the environmental **impact** / **affect** of air pollution on the local community.
- It's illegal to kill pandas, tigers or any other **dangerous** / **endangered** animals.
- Global **warming** / **climate** is mainly caused by pollution and clearing of forests.

### Grammar

Change the following sentences into reported speech.

- 'The rising sea level is a result of global warming,' the teacher explained.
- 'I will take part in the competition next month,' my friend told me.
- 'The clearing and burning of forests lead to air pollution,' the speaker said.
- 'Are you interested in joining the event this weekend, Minh?' asked Tuan.
- 'When are you going to deliver your presentation on the environment, Mai?' asked Nam.

Unit 9

balance (n)	/ˈbæləns/	sự cân bằng
biodiversity (n)	/ˌbaɪəʊdəˈvɜːsəti/	đa dạng sinh học
climate change (n)	/ˈklaɪmət ˌtʃeɪndʒ/	sự thay đổi khí hậu

ice melting (n)	/aɪs ˈmeltɪŋ/	sự tan băng
issue (n)	/ˈɪʃuː/	vấn đề
panda (n)	/ˈpændə/	gấu trúc
practical (adj)	/ˈpræktɪkəl/	thực tế, thiết thực

respiratory (adj)	/rɪˈspɪrətəri/	thuộc về hô hấp
tortoise (n)	/ˈtɔːtəs/	con rùa
trade (n)	/treɪd/	buôn bán
upset (v)	/ʌpˈset/	làm rối loạn, xáo trộn
wildlife (n)	/ˈwaɪldlaɪf/	động vật hoang dã

follow (v)	/ˈfɒləʊ/	đi theo
host (n)	/həʊst/	chủ nhà
hunt (v)	/hʌnt/	săn bắn
impact (n)	/ˈɪmpækt/	tác động
local (adj)	/ˈləʊkəl/	tại địa phương
mass (adj)	/mæs/	theo số đông





# 10

## Ecotourism

### Vocabulary

#### Ecotourism

1 Below is what ecotourists do. Match each sentence on the left with its explanation on the right.

- |  |  |
|--|--|
| 1 I am <b>responsible</b> for protecting the environment.                        | c I know that when I travel, I may damage the environment.   |
| 2 I am <b>aware</b> of the damage I may cause to the environment.                | b I understand it is my duty to protect the environment.   |
| 3 I help people learn about the environmental <b>impact</b> of tourism.          | e I buy handmade things to help local artists and craftsmen or craftswomen earn some money and introduce their culture to more people. |
| 4 I help local businesses make a <b>profit</b> .                                 | d I help local people earn some money by using local services and buying local products.   |
| 5 I buy traditional arts and <b>crafts</b> to help local culture and businesses. | a I tell people about the positive and negative effects of tourism on the environment.   |

### Remember!

- Statements often have a falling tone at the end.
- Wh-questions often have a falling tone at the end.
- Yes-No questions often have a rising tone at the end.

### Grammar

#### Conditional sentences Type 1 and Type 2

1 Decide whether these statements can be real (R) or not (N).

	R	N
1. If I were a bird, I would fly.		
2. If we work hard, we will get good marks.		
3. If my parents were 10 years younger, they would travel around the world.		
4. If it rains tomorrow, we will stay at home.		

### Remember!

Conditional sentences Type 1 talk about real situations in the present or future that we believe are possible or likely to happen.

If + present simple, ... (will) ...

Example: If you **work hard**, you **will pass** the exam.

Conditional sentences Type 2 talk about imaginary situations that are impossible or unlikely to happen.

If + past simple, ... (would) ...

Example: If I **were** a bird, I **would fly**.

**Note:** We can use *were* instead of *was* after *if* in Conditional sentences Type 2.

**2 Complete these sentences with the highlighted words in 1.**

1. We can help local artists make a \_\_\_\_\_ by buying handmade arts and \_\_\_\_\_.
2. Many tourists are not \_\_\_\_\_ of the \_\_\_\_\_ of their actions on the local community.
3. Both local people and tourists should be \_\_\_\_\_ for protecting the environment.

**2 Put the verbs in brackets in the correct forms.**

1. If tourists buy local products, more of their money (stay) \_\_\_\_\_ in the community.
2. If we lived in the countryside, we (grow) \_\_\_\_\_ our own vegetables.
3. If my grandmother (be) \_\_\_\_\_ still alive, she (be) \_\_\_\_\_ a hundred today.
4. If people (give) \_\_\_\_\_ up flying, they (reduce) \_\_\_\_\_ their carbon footprint.

## READING

### Ecotour brochures

**1 Work in pairs. Answer these questions.**

1. Have you ever been on an ecotour?
2. Look at the photos in 2. What do you think tourists do on these tours?

**2 Read the brochures below. Then work in pairs to solve the crossword using words from the brochures.**

**a GREAT BARRIER REEF TOUR, AUSTRALIA**

- ★ Dive with us to explore the most beautiful coral reef in the world
- ★ Swim in deep blue sea with colourful fish
- ★ Watch 3D documentaries to learn about sea animals and the coral reef, and what you can do to protect it
- ★ Price: Only \$99/adult & \$59/child
- ★ Time: 9 a.m. – 5 p.m. every day



**b SAPA TREKKING TOUR, VIET NAM**

- ★ A three-day walk of 20 kilometres a day through the mountains in the north of Viet Nam
- ★ Enjoy some of the country's most beautiful scenery
- ★ Stay with local people to learn about their culture and enjoy local food
- ★ Price: \$80/adult (children not allowed)
- ★ Starts every Wednesday and Sunday



**c NATIONAL PARK TOUR, ZIMBABWE**

- ★ Explore Zimbabwe's national park in an open-top jeep
- ★ See some amazing African animals (hippos, giraffes, elephants, lions and more) up-close
- ★ Learn how you can help save wild animals in the local research centre
- ★ Price: \$121/adult & \$60/child
- ★ Time: 6 a.m. – 8 p.m. every day



**d WHALE-WATCHING TOUR, HAWAII**

- ★ Watch the most beautiful and friendly animals on earth from our high-speed boats
- ★ See them dance and jump out of the water to greet you
- ★ Buy local souvenirs to help the local Whale Protection Program
- ★ Price: \$99/adult, children free
- ★ Starts at 10 a.m. every day



**Useful expressions**

Asking for advice	Giving advice
Can you help me with (sth)?	You should / ought to / had better (do sth).
I have a problem and I need your help / advice.	It's / It'll be a good idea (to do sth).
Should I (do sth)?	If I were you, I would (do sth).
What do you think I should (do / bring...)?	What about / How about (doing sth)?
	Why don't you (do sth)?
	I'd recommend (doing sth).



- 1 Read the text below and fill in each gap in the table below with ONE of the highlighted words from the text.

### Environmental Impact of Tourism

Although tourism is often called 'the smokeless industry', or an environmentally-friendly industry, it can actually damage nature. However, different kinds of tourism may have different effects on the environment.

- **Mass tourism** is a kind of tourism which involves tens of thousands of people crowding the same places at the same time of year. It often has a lot of negative impact on the local area, such as litter from tourists and pollution from traffic.
- **Ecotourism** provides tourists with opportunities to explore nature, and at the same time helps protect the environment and educates travellers on local environmental issues. It also promotes tourists' respect for local communities.

- **Sustainable tourism** involves not only environmental protection and cultural respect, but also efforts to keep profits local. It often refers to actions of the tourist industry as a whole.
- **Responsible tourism** encourages tourists to be more than visitors. Responsible tourists should not only be aware of their role, but also take part in protecting the environment, culture and improving the profits for local people. Responsible tourism often relates to specific actions of individuals, businesses and communities.



Negative impact	Positive impact
(1) _____	(2) _____
	(3) _____
	(4) _____

- 2 Which kind of tourism does each description below fit best? Tick the appropriate column.

	Mass tourism	Ecotourism	Sustainable tourism	Responsible tourism
1. It attracts many tourists at the same time.				
2. It stresses the active role and specific actions of visitors in saving the environment.				
3. It stresses the role of the whole tourist industry.				

## VIII LOOKING BACK

### Vocabulary

Choose the correct words to complete the conversation.

- Mai:** Ms Hoa, what is (1) *mass* / *sustainable* tourism?
- Ms Hoa:** Well, the aim of this kind of tourism is to (2) *protect* / *damage* the environment, respect local culture, and keep (3) *benefits* / *profits* local.
- Mai:** Can you give me an example?
- Ms Hoa:** When travelling, we should not (4) *litter* / *impact* on the street. We should also be (5) *aware* / *responsible* of the local traditions and respect them.
- Mai:** So is this kind of tourism similar to (6) *ecotourism* / *mass tourism*?
- Ms Hoa:** Well, it's a form of sustainable tourism because it has a positive (7) *impact* / *craft* on the environment.

### Grammar

Put the verbs in brackets in the correct forms.

- If I (be) \_\_\_\_\_ you, I (live) \_\_\_\_\_ with a host family so that I can learn more about the local culture.
- If we (work) \_\_\_\_\_ together, we (be) \_\_\_\_\_ able to reduce the negative impact of tourism on the environment.
- If we (allow) \_\_\_\_\_ more people to crowd the city centre, we (have) \_\_\_\_\_ to deal with environmental pollution in the future.
- If we (have) \_\_\_\_\_ enough money, we (go) \_\_\_\_\_ on an ecotour to Finland. Instead, we're staying in Viet Nam in the summer.

## 1 Complete the following sentences using the phrases from the box.

- a. responsible tourism
- b. global warming
- c. tourist attraction
- d. environmental protection
- e. endangered animals

- For many years, the museum of history has been a major \_\_\_\_\_ of the city.
- If the illegal hunting of \_\_\_\_\_ cannot be prevented, the balance of the ecosystem will be destroyed.
- Higher temperatures and more extreme weather events are caused by \_\_\_\_\_.
- \_\_\_\_\_ programmes aim to reduce the risks to the environment.
- One of the benefits of \_\_\_\_\_ is that it creates job opportunities for local people.

## 2 Choose the correct word or phrase to complete each of the following sentences.

- Pollution is one of the main reasons for the destruction of the *ecotour* / *ecosystem*.
- We're going on a(n) *eco-friendly* / *user-friendly* fieldtrip to the countryside this weekend.
- Tourists are not allowed to *litter* / *rubbish* in the park.
- Mass tourism / *Ecotourism* helps to protect the natural environment.
- Habitat loss is one of the greatest threats to *biodiversity* / *biology*.

### Grammar

## 1 Change these sentences into reported speech.

- 'I am doing research on sustainable tourism,' said my brother.
- 'Do you like watching programmes about wildlife and nature, Nam?' Minh asked.
- 'What can we do to reduce the impact of global warming on the environment, Mr Smith?' Hoa asked.
- 'We are going to organise a lot of activities during Earth Hour this year,' the club's secretary said.
- 'The animals will not survive the extreme cold weather in the North,' the teacher explained.

**2 Match the two parts to make complete sentences.**

A	B
1. If we keep cutting down forests,	a. our cities will get cleaner.
2. If we use public transport more,	b. there would be no life on earth.
3. If global warming continues,	c. the sea level will rise.
4. If the laws on illegal hunting were stricter,	d. deforestation will be more serious.
5. If there were no air and water,	e. more animals would be saved.

**Reading**

**1 Read the text. Match the highlighted words in the text with their meanings.**

The more people travel, the bigger impact they may have on the environment. How can we reduce it while travelling? Here are some advice.

Reduce your carbon footprint while travelling. Since flying produces more carbon footprint than any other means of transport, you should only fly when the trip is long. During the trip, you should walk, cycle or use public transport as much as you can. This not only helps to keep the environment clean, but also allows you to enjoy the beauty of nature and **interact** with local people.

Choose eco-friendly activities that **benefit** animals and the ecosystem. Avoid activities that allow you to touch or ride animals because they **disturb** their natural patterns and attract many people. Instead, visit wildlife parks or organic farms. These will help you understand and respect the nature more and stop doing things that harm the environment.

Words	Meanings
1. interact	a. to be good for someone or something
2. benefit	b. to talk or do things with other people
3. disturb	c. to interrupt what people are doing and make them angry

**2 Read the text again and choose the best answers.**

1. What is the main idea of the text?

- A. Reducing the environmental impact of tourism
- B. Visiting wildlife parks
- C. Choosing suitable tourist attractions

2. An easy way to reduce your carbon footprint is to

- A. fly when you travel
- B. walk when you arrive at the place
- C. ride animals

3. What can be inferred from the text?

- A. Tourists are encouraged to watch the shows which are performed by animals.
- B. Visits to organic farms or wildlife parks can be harmful to the environment.
- C. Tourists should choose activities that are good for local people and the environment.



có nhận thức,  
ý thức được  
tờ quảng cáo

đổ vẽ, kéo vẽ      responsible  
(adj)

path (n)	/pɑːθ/	lối đi
profit (n)	/'prɒfɪt/	lợi nhuận
protect (v)	/prə'tekt/	bảo vệ
responsible (adj)	/rɪs'pɒnsəbl/	có trách nhiệm
souvenir (n)	/su've'nɪə/	quà lưu niệm
stalactite (n)	/'stæləktɪt/	nhũ đá (trong hang động)
trail (n)	/treɪl/	đường mòn
waste (v)	/weɪst/	lãng phí
weave (v)	/wiːv/	dệt

[illegible][illegible]

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