



Tiếng anh bổ sung 11



Họ tên/ Full name:

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Unit

1

A long and healthy life

Vocabulary

Health and fitness

1 Match each word (1-5) with its meaning (a-e).

1 treatment (n)



2 strength (n)



3 muscles (n)



a pieces of flesh in our body that allow the movement of our arms, legs, etc.

b something that helps to cure an illness or injury

c the quality of being physically strong

d to have a health problem

e to look at someone's body carefully to find out if there is a health problem

4 suffer (from) (v)



5 examine (v)



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

1. The doctor _____ her carefully, but could not find anything wrong.
2. He is receiving _____ for his health problem.
3. Regular exercise can help you improve your muscle _____.
4. To build your _____, you can try lifting weights.
5. Nam can't sleep well. He is _____ stress.

Grammar

Past simple vs. Present perfect

Remember!

We use the past simple to describe:

- something that started and finished in the past.
*Example: You **did** a great job yesterday.*
- something that was completed in the past (often used with a time phrase).
*Example: We **lived** in Ha Noi when I was little. Now we live in Hai Phong.*

We use the present perfect to describe:

- something that started in the past, and is still happening now (often used with *since*, *for*, *so far*).
*Example: You **have done** a great job so far.*
- something that was completed in the very recent past (often used with *just* or *recently*).
*Example: We **have just moved** to Hai Phong.*

1 Put the verbs in brackets in either the past simple or the present perfect.

1. He (see) _____ the doctor yesterday.
2. She (suffer) _____ from a serious headache, but after treatment, she felt better.
3. Our living conditions (improve) _____ over the last few decades. Now people live much better.
4. The doctor (just, examine) _____ her. Fortunately, the treatment is working.

III READING

How to live a long and healthy life

1 Work in pairs. Look at the photos and discuss the questions.

*Which photos show healthy habits?
Which ones show unhealthy habits?
Why?*



Life expectancy has generally increased over the past few decades, and some people enjoy a longer and healthier life than others. One possible explanation is that they have healthy lifestyle habits. So how can you develop these habits?

A.

Start by looking at food labels, paying attention to ingredients and nutrients, such as vitamins and minerals. Avoid having food with too much salt or sugar, such as fast food. Furthermore, add more fresh fruits and vegetables to your diet, and remember to eat a big breakfast and a small dinner.

B.

If you have not been very active, start exercising slowly, but regularly. To begin with, choose the type of exercise that is suitable for you. Then, start slowly, for example, by doing exercise for only 5 to 10 minutes a day. When your body is ready for more exercise, you can work out longer. Finally, exercise regularly to always keep your body fit and your mind happy.

C.

A good night's sleep is very important. Before you go to bed, avoid having coffee or energy drinks. Exercise can help you have a better sleep, but avoid exercising right before bedtime. Never use your mobile phone or laptop in bed and turn off all your electronic devices at least 30 minutes before you go to bed. Their screens give off blue light that can prevent you from sleeping well. Finally, if you still can't fall asleep, do something repetitive or listen to some soft music to relax before trying to sleep again.

4 Read the article again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.



3 Read the article again. Match the sections (A-C) with the headings (1-5) below. There are TWO extra headings.

1. Eat better
2. Exercise regularly
3. Go to bed earlier
4. Develop healthy habits
5. Sleep well

Giving instructions for an exercise routine

- 1 Look at the diagram. Match the two parts of each sentence to complete the instructions.



To do star jumps properly, you should follow four steps.

- | | |
|------------------|--|
| 1 To begin with, | a jump back to your starting position and repeat. |
| 2 Then, | b stand with your arms down at your sides and your feet slightly apart. |
| 3 As you jump, | c open your legs wider than your shoulders and move your arms out, creating a star shape while in the air. |
| 4 Finally, | d jump with your feet apart and your arms spread out. |

Tips

To give instructions, you should:

- start by introducing the process.
Example: To do press-ups properly, you should follow three steps. You can develop your arm muscles by doing some press-ups.
- sequence the steps, using linking words or phrases (e.g. *first, second, next, after that, as/when/while, finally*).
Example: First, lie on your stomach with your hands under your shoulders. Next, push up with your arms to lift your upper body.
- give one direction at a time.

- 2** Look at the 'How to burn fat' exercise. Fill in each blank with **ONE** word to complete the first part of the instructions.



You can burn fat by doing this simple exercise routine. (1) _____, do star jumps for 20 seconds. (2) _____, take a one-minute rest. (3) _____, stand on one leg for 10 seconds ...

- 2** Write a sentence to express each message below. Begin with the words given.

1. You want to invite someone to your birthday party next week.

→ Why don't you come to my birthday party next week?

2. You want to suggest that someone should join the reading club with you.

→ How about _____?

3. You want to remind someone that he or she should return a book to the library.

→ Don't forget to _____.

4. You want to accept an invitation to your friend's birthday party.

→ I'm pleased to _____.

5. You want to ask if you have to dress formally for the party.

→ Do _____?

CUL


1 Read the text and complete the comparison table below.


BACTERIA AND VIRUSES

Both bacteria and viruses can cause diseases, but they are different in many ways.

Bacteria are living organisms. They can live in many places, such as soil, water, and the human body. The smallest bacteria are about 0.4 micron* in diameter. Some bacteria in our bodies are helpful, but some can cause infectious diseases such as tuberculosis** or food poisoning. Antibiotics are often used to treat infections caused by bacteria.

* 1 metre = 1million microns
** a serious lung disease





Viruses are tiny germs that cause diseases in people, animals, and plants. They can cause a range of illnesses, from the common cold or the flu to more serious diseases such as AIDS and Covid-19. As they are very small (0.02 to 0.25 micron), viruses can get into our bodies easily. They are not living things, so they need to enter our bodies to become active. Then, they start to grow and cause the infected cell to make millions of copies of the virus. Vaccines are often used to prevent the spread of diseases caused by viruses.

	Bacteria	Viruses
1. Living or not when entering the human body?		
2. Which is smaller?		
3. Examples of diseases they can cause		
4. How to treat/prevent diseases caused by them?		

Vocabulary

Fill in each gap with ONE word. Use the words you have learnt in this unit.

- We need to (1) _____ down on fast food if we don't want to (2) _____ from heart diseases in the future.
- (3) _____ out regularly and having a (4) _____ diet are the key to a healthy lifestyle.
- Antibiotics are not used in the (5) _____ of diseases caused by viruses.

Grammar

Circle the underlined part that is incorrect in each of the following sentences. Then correct it.

- My grandfather has gone to hospital last month. He is fine now.
A B
- Life expectancy has been very low in the past.
A B
- My father used to do a lot of exercise since he was young.
A B
- I was ill last week, and didn't do much exercise so far this week.
A B

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Unit 1

antibiotic (n)	/ˌæntɪbaɪˈɒtɪk/	thuốc kháng sinh
bacteria (n)	/bækˈtɪəriə/	vi khuẩn
balanced (adj)	/ˈbælənst/	cân đối, cân bằng
cut down on	/kʌt ˈdaʊn ɒn/	cắt giảm
diameter (n)	/daɪˈæmɪtə/	đường kính
disease (n)	/dɪˈziːz/	bệnh

energy (n)	/'enədʒi/	năng lượng
examine (v)	/ɪɡ'zæmɪn/	kiểm tra, khám (sức khỏe)
fitness (n)	/'fɪtnəs/	sự khỏe khoản
food poisoning (n)	/'fu:ð pɔɪzənɪŋ/	ngộ độc thức ăn
germ (n)	/dʒɜ:m/	virus
give up	/,ɡɪv 'ʌp /	từ bỏ
illness (n)	/'ɪlnəs/	sự ốm đau

infection (n)	/ɪn'fekʃn/	sự lây nhiễm
ingredient (n)	/ɪn'ɡri:diənt/	thành phần, nguyên liệu
life expectancy (n)	/ˈlaɪf ɪkspektənsi/	tuổi thọ
muscle (n)	/ˈmʌsl/	cơ bắp
nutrient (n)	/ˈnju:triənt/	chất dinh dưỡng
organism (n)	/ˈɔ:gənɪzəm/	sinh vật, thực thể sống
press-up (n)	/ˈpres ʌp/	động tác chống đẩy
properly (adv)	/ˈprɒpəli/	một cách điều độ, hợp lí
recipe (n)	/ˈresəpi/	công thức nấu ăn

regular (adj)	/ˈregjələ/	đều đặn, thường xuyên
spread (n)	/spred/	sự lây lan
star jump (np)	/ˈstaːdʒʌmp/	động tác nhảy dang tay chân
strength (n)	/streŋθ/	sức mạnh
suffer (v)	/ˈsʌfə/	chịu đựng
treatment (n)	/ˈtriːtmənt/	cách điều trị
tuberculosis (n)	/tjuːˌbɜːkjuːˈləʊsɪs/	bệnh lao phổi
virus (n)	/ˈvaɪrəs/	vì-rút

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virus (n)	/ˈvaɪrəs/	vi-rút
work out	/wɜːk ˈaʊt/	tập thể dục

[illegible]

Unit 2 The generation gap

Vocabulary

Generational differences

1 Match the words to make phrases that mean the following.

- | | | |
|----------------|-------------------|--|
| 1 traditional | a characteristics | special qualities that belong to a group of people or things |
| 2 common | b conflict | a disagreement between different generations |
| 3 generational | c values | beliefs about what is important in the culture of a particular society |
| 4 cultural | d view | a belief or an opinion that has existed for a long time without changing |

2 Complete the sentences using the correct forms of the phrases in 1.

1. We all have _____, and they can influence the way we treat other people.
2. When you live with your extended family, you have to deal with _____.
3. Each generation has its _____ that are influenced by social and economic conditions.
4. A _____ is that men are the breadwinners in the family.

Grammar

Modal verbs: must, have to, and should

Remember!

- We use **must** and **have to** to say it is necessary to do something at present.
*Example: Oh, it's 10 p.m. I **must** go home now./I **have to** go home now.*
- We use **have to** to talk about the past or future.
*Example: My grandmother **had to** do all household chores.
We **will have to** accept these generational differences.*
- When the speaker decides what is necessary, we use **must**. When someone else makes the decision, we use **have to**.
*Example: I **must** clean my room before my friend comes to stay with me.
I **have to** clean my room every day. (My mother forces me to do it.)*
- We use **mustn't** to express something we are not allowed to do.
*Example: You **mustn't** behave rudely towards other people.*
- We use **don't have to** to say that something is not necessary.
*Example: They **don't have to** wear uniforms at the weekend.*
- We use **should** or **shouldn't** to give advice, make a recommendation, or offer an opinion about what is right or wrong.
*Example: I think parents **should** limit their children's screen time.*

1 Circle the correct answers to complete the sentences.

1. You **must/mustn't** respect older people. You can learn some valuable lessons from them.
2. We **don't have to/have to** wear uniforms on weekdays. It's the rule at our school.
3. You **should/mustn't** ask your parents for permission if you want to colour your hair.
4. In the past, women **had to/must** do all housework. It was one of their duties.

III READING

Different generations

- 1 Work in pairs. Look at the photos. Discuss what you know about the generation in each picture (e.g. age, characteristics, interests, life experiences).**

- 2 Read the article. Match the highlighted words with their meanings.**



- 2 Read the article. Match the highlighted words with their meanings.**



Over the past two centuries, different generations were born and given different names. Each generation comes with its characteristics, which are largely influenced by the historical, economic, and social conditions of the country they live in. However, in many countries the following three generations have common characteristics.

Generation X refers to the generation born between 1965 and 1980. When Gen Xers grew up, they **experienced** many social changes and developments in history. As a result, they are always ready for changes and prepared to work through changes. Gen Xers are also known as critical thinkers because they achieved higher levels of education than previous generations.

Generation Y, also known as Millennials, refers to those born between the early 1980s and late 1990s. They are **curious** and ready to accept changes. If there is a faster, better way of doing something, Millennials want to try it out. They also value teamwork. When working in a team, Millennials welcome different points of view and ideas from others.

Generation Z includes people born between the late 1990s and early 2010s, a time of great technological developments and changes. That is why Gen Zers are also called **digital natives**. They grew up online and never knew the world before digital and social media. They are very creative and able to **experiment** with platforms to suit their needs. Many Gen Zers are also interested in starting their own businesses and companies. They saw so many people lose their jobs, so they think it is safer to be your own boss than relying on someone else to **hire** you.

Soon a new generation, labelled Gen Alpha, will be on the scene. Let's wait and see if we will notice the generation gap.

- 1 experienced
- 2 curious
- 3 digital natives
- 4 experiment
- 5 hire

- a to try or test new ideas or methods
- b went through
- c to employ
- d wanting to know about something
- e people born in the era of technology

3 Read the article again and choose the best title.

- A. The study of different generations
- B. Generational differences in different societies
- C. Characteristics of different generations

4 Read the article again. Tick (✓) the characteristics of each generation according to the article.

	Generation X	Generation Y	Generation Z
1. They enjoy working in a team with others.			
2. They can use apps and digital devices in creative ways.			
3. Critical thinking is one of their common characteristics.			
4. Most of them plan to have their own businesses.			
5. They are known for their curiosity.			

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Culture

The generation gap in Asian American families

1 Read the text and complete the notes. Use no more than TWO words for each gap.

For people in most cultures, the generation gap in their family is mainly about differences in musical tastes, career choices, and lifestyles. In Asian American families, however, the process of adapting to American culture makes the generation gap wider.

Naturally, children of Asian American immigrants adapt to American culture much faster than their parents. English quickly becomes their first language. They accept American values such as individualism, freedom, honesty, and competition. They also start to follow American traditions in their daily lives.

On the other hand, many first-generation Asian American parents fail to adapt to the new culture. They continue to use their native language. They keep practising their traditional lifestyle and old culture. They often try to force their children to follow their native country's cultural values, such as the importance of family, respect for the elders and the community.

Due to their different attitudes to the new culture, Asian American children may have cultural values different from their parents' Asian cultural values. They may not do what their parents want them to do or what they are expected to do. As a result, Asian American parents may fail to have their children follow the family traditional values.

ASIAN AMERICAN CHILDREN

- Adapt to American culture faster
- Speak (1) _____ as their first language
- Accept American values: individualism, freedom, honesty, and competition
- Start to follow (2) _____ in their daily lives

FIRST-GENERATION ASIAN AMERICAN PARENTS

- Fail to adapt to American culture
- Use their (3) _____ language
- Practise a traditional lifestyle and their old culture
- Try to force children to follow native country's (4) _____; importance of family, respect for the elders and community

Grammar

Choose the correct answers A, B, C or D to complete the following sentences.

1. You _____ learn to keep your bedroom tidy. No one can clean it for you.
A. must B. had to C. mustn't D. shouldn't
2. Fifty years ago, my grandmother _____ stay at home and do all housework. She couldn't go to school like her brothers.
A. must B. had to C. didn't have to D. should
3. You _____ wear shorts to school. It's against the school rules.
A. should B. have to C. mustn't D. don't have to
4. I think parents _____ compare their children to other's. They will become less confident in their abilities.
A. should B. have to C. must D. shouldn't
5. My parents respect my choices. I _____ follow in their footsteps.
A. don't have to B. mustn't C. should D. have to

SMART READING- SMART THINKING- SMART HANDLING- SMART KIDS
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Unit 2

adapt (v)	/ə'dæpt/	thích nghi, thay đổi cho phù hợp	individualism (n)	/ˌɪndɪˈvɪdʒʊəlɪzəm/	chủ nghĩa cá nhân
argument (n)	/'ɑ:gjʊmənt/	tranh luận, tranh cãi	influence (v)	/'ɪnfluəns/	gây ảnh hưởng
characteristic (n)	/ˌkærəktə'rɪstɪk/	đặc tính, đặc điểm	limit (v)	/'lɪmɪt/	giới hạn, hạn chế
conflict (n)	/'kɒnflɪkt/	sự xung đột, va chạm	nuclear family (n)	/ˌnju:klɪə 'fæməli/	gia đình hạt nhân, gia đình nhỏ gồm 1-2 thế hệ
curious (adj)	/'kjʊəriəs/	tò mò, muốn tìm hiểu	screen time (n)	/'skri:n taɪm/	thời gian sử dụng thiết bị điện tử
digital native (n)	/ˌdɪdʒɪtl 'neɪtv/	người được sinh ra ở thời đại công nghệ và Internet	social media (n)	/ˌsəʊʃl 'mi:diə/	phương tiện truyền thông mạng xã hội
experience (n, v)	/ɪk'spiəriəns/	trải nghiệm	value (n, v)	/'vælju:z/	giá trị, coi trọng
extended family (n)	/ɪk'stendɪd 'fæməli/	gia đình đa thế hệ, đại gia đình	view (n)	/'vjʊ:z/	quan điểm
freedom (n)	/'fri:dəm/	sự tự do			
generation gap (n)	/ˌdʒenə'reɪʃn ɡæp/	khoảng cách giữa các thế hệ			
hire (v)	/'haɪə/	thuê nhân công, thuê người làm			
honesty (n)	/'ɒnəsti/	tính trung thực, tính chân thật			

Unit 3

article (n)	/'ɑ:trɪkl/	bài báo
card reader (n)	/'kɑ:d ri:da/	thiết bị đọc thẻ
city dweller (np)	/'sɪti 'dweɪlə/	người dân thành phố
cycle path (n)	/'saɪkl pa:θ/	làn đường dành cho xe đạp

efficiently (adv)	/ɪ'fɪʃntli/	có hiệu quả		
high-rise (adj)	/ˈhaɪ raɪz/	cao tầng, có nhiều tầng		
infrastructure (n)	/ˈɪnfəstrʌktʃə/	cơ sở hạ tầng		
interact (v)	/ˌɪntər'ækt/	tương tác	sense of community (np)	/ˈsens əv kə'mju:nəti/ ý thức cộng đồng
liveable (adj)	/ˈlɪvəbl/	đáng sống	sensor (n)	/ˈsensə/ cảm biến
neighbourhood (n)	/ˈneɪbəhʊd/	khu dân cư	skyscraper (n)	/ˈskaɪskreɪpə/ tòa nhà chọc trời
operate (v)	/ˈɒpəreɪt/	vận hành	smart city (np)	/ˈsmɑ:t ˌsɪti/ thành phố thông minh
pedestrian (n)	/pə'destriən/	người đi bộ	sustainable (adj)	/sə'steɪnəbl/ bền vững
privacy (n)	/ˈprɪvəsi/	sự riêng tư	urban centre (np)	/ˈʊ:bən ˌsentə/ khu đô thị, trung tâm đô thị
roof garden (n)	/ˈru:f ɡɑ:dn/	vườn trên sân thượng		

Unit 3

Cities of the future

Vocabulary

Cities and smart living

1 Match the words and phrases with their meanings.

- | | |
|----------------------|---|
| 1 city dweller (np) | a a garden built on the top of a building |
| 2 infrastructure (n) | b a very tall, modern building, usually in a city |
| 3 urban centre (np) | c a person who lives in the city |
| 4 roof garden (n) | d basic systems such as transport, banks, etc. needed for a city, country or organisation to run smoothly |
| 5 skyscraper (n) | e an area in a city where a large number of people live |

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

- Building a good _____ is important for the country's economy.
- The new underground has allowed _____ to get around more easily.
- With the help of technology, people can now grow vegetables in _____ of high-rise buildings.
- The _____ attracts people's attention because of its unusual architecture.
- More people are moving away from the _____ of large cities to the suburbs.

Grammar

Stative verbs in the continuous form

Remember!

Stative verbs describe a state rather than an action.

They often refer to thoughts and opinions (e.g. *agree, believe, remember, think, understand*), feelings and emotions (e.g. *hate, love, prefer*), senses (e.g. *appear, feel, hear, look, see, seem, smell, taste*) and possession (e.g. *belong, have, own*).

They are not normally used in the continuous form. However, some stative verbs can be used in the continuous form to describe actions, depending on the context.

Example: My dad **has** a new car.
He **is having** a good time.

Linking verbs

Remember!

A linking verb is used to link the subject with an adjective or a noun that describes or identifies the subject. Common linking verbs include *be, seem, look, become, appear, sound, taste, and smell*.

Example: My mum **looks** very tired.
We **became** friends.

1 Choose the correct forms of the verbs to complete the following sentences.

1. I think/am thinking that living in the city is good for young people.
2. We are thinking/think of moving out of the city.
3. I don't see/am not seeing the building. It's too far away.

2 Find and correct the mistakes in the following sentences.

1. The urban lifestyle seems more excitingly to young people.
2. The museum looks beauty from a distance.
3. Widening the road sounds a good solve to traffic problems in the area.

III READING

Characteristics of future cities

1 Work in groups. Discuss the questions.

1. What will future cities look like?
2. Do you think they will be 'smarter' and more sustainable? Why/Why not?



2 Read the article. Circle the correct meanings of the highlighted words and phrases.



By 2050 the world's population is expected to reach 10 billion, and nearly 70 per cent of these people will live in cities. The cities of the future will be 'smarter' and more sustainable to cope with a growing population and improve people's lives.

A smart city is a modern urban area that uses a range of technologies to provide services, solve problems, and support people better. The new technologies can help save time by predicting changes in the traffic and warning people of possible traffic jams. They will also help cities **operate more efficiently**. For example, street lights can turn off when the streets are empty, and **sensors** can inform waste collection teams when the bins are full. These smart technologies will help save energy, reduce air pollution, and fight climate change.

Cities in the future will also be sustainable. They will include a lot of green space and become home to more plants and animals. Making room for biodiversity and nature can be done in various ways including underground and rooftop farming, green roofs, and roof gardens. As people will care more about the environment, most cities will use renewable and clean energy. Modern infrastructure will also be more eco-friendly. Computer-controlled transport systems like electric buses and trains will produce less greenhouse gas emissions. In addition, more **pedestrian zones** for walking and cycle paths will be made available for people in all neighbourhoods.

These features will make future cities more **liveable** and will provide a high quality of life to city dwellers.

- | | |
|--|--|
| <p>1. operate more efficiently</p> <p>A. to work better without wasting time, money, or energy</p> <p>B. to control a machine without wasting resources</p> <p>C. to cut a body open for medical reasons in a more careful way</p> | <p>3. pedestrian zones</p> <p>A. areas for cars only</p> <p>B. areas for electric buses</p> <p>C. areas for walking only</p> |
| <p>2. sensors</p> <p>A. devices that can react to light, heat, or pressure</p> <p>B. instruments that can be played by people</p> <p>C. devices for discovering rubbish</p> | <p>4. liveable</p> <p>A. suitable for farming</p> <p>B. nice to live in</p> <p>C. good for the environment</p> |

3 Read the article again and decide whether the statements are true (T) or false (F).

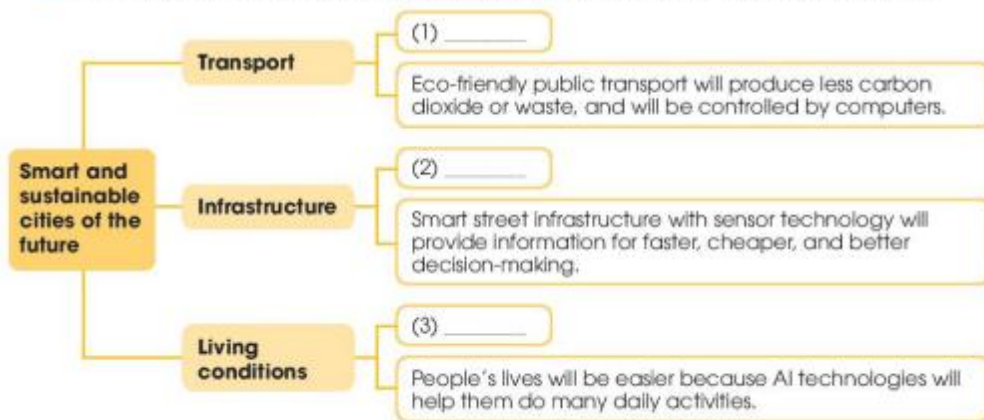
	T	F
1. About 70 million people will live in cities by 2050.		
2. Smart cities use modern technologies to save time and provide better services.		
3. City dwellers will be able to grow vegetables underground or in roof gardens.		
4. Space for walking and cycling will be replaced with computer-controlled transport systems.		

- 4 Read the article again and complete the diagram with information from the text.**
Use no more than TWO words for each answer.



- 1 Work in pairs. Complete the diagram with the ideas below.**

- A.** Quality of life will be improved thanks to the cleaner environment.
B. There will be no private vehicles because people will use public transport.
C. Green skyscrapers will replace old blocks of flats and offices in crowded urban centres.



- 2 Match the questions with the answers to make a conversation. Then practise it in pairs.**

- | | |
|---|---|
| 1 What do you think transport will be like in the cities of the future? | a They will use public transport instead of their own vehicles. |
| 2 So, how will people travel in the city? | b Because technology will make public transport faster, more convenient, and more eco-friendly. |
| 3 Really? Why do you think public transport will be popular with city dwellers? | c Well, I think there will be no private vehicles in the cities. |

Tips

To keep a conversation going, use *Wh*-questions. They can help you find out important information about people, places, and things, and develop ideas.

Example: Where will people live? What jobs will they do? How will technology help city dwellers?

An article about the advantages and disadvantages of living in a smart city

1 Read the following ideas and decide whether they are advantages or disadvantages of living in a smart city. Tick (✓) the appropriate box.

	Advantages	Disadvantages
1. Smart technologies make people's lives easier by reducing household chores.		
2. Without training, people will not know how to use the technologies in the smart city.		
3. People have limited privacy due to the cameras installed everywhere in the city.		
4. The negative impact on the environment is less.		
5. Smart technologies help the city operate more efficiently.		
6. People become worried because their personal information might not be protected.		

2 Read the article below and match its parts with the correct descriptions.

- _____ **A.** Introduction – A short paragraph stating the issue and what the article will cover
- _____ **B.** Title – The topic of the article in a few words
- _____ **D.** Conclusion – A summary of the main points and sometimes the writer's opinion
- _____ **C.** Body paragraphs – Each presenting a main point for or against the issue, supported by facts, examples, or explanations

September

NEWS WORLD

● ECONOMY ● SOCIETY ● TECHNOLOGY ● CULTURE



LIVING IN A SMART CITY: GOOD OR BAD?

1

2 If you live in a smart city, you will probably agree with me that life is not all good as some people may think. So what are the pros and cons of living in a smart city?

3 The good thing about smart cities is that they are very modern. Smart technologies make people's lives easier by reducing household chores. Besides, the city infrastructure which includes sensors and cameras collects information about people and their activities, and uses it to provide faster, cheaper, and better services.

4 On the other hand, living in a smart city has some disadvantages. Some smart technologies are difficult to use and without training, city dwellers might find them useless. With cameras everywhere in public spaces, people also have limited privacy. They are worried that their personal information might not be protected, and they might become victims of cybercrime.

5 In conclusion, living in a smart city has both advantages and disadvantages. However, I think these urban areas offer great promise. The issues should be dealt with in the years ahead as the world's population keeps growing, and more people are moving to big cities.

Culture

1 Read the text on page 36 and decide in which city you can do the following.

1. book a parking space via a mobile app	Singapore
2. have a medical check-up online	
3. use your bank card to pay for travelling on the bus or underground	
4. unlock your bike from one station and return it to any other station in the city	
5. use a mobile app to help you choose the best route to cycle in the city	

New York City (US) has one of the largest bike-sharing systems called Citi Bike.

Using a mobile app, you can unlock bikes from one station and return them to any other station in the system, making them ideal for one-way trips.



In Copenhagen (Denmark), you can use a mobile app to guide you through the city streets and tell how fast you need to pedal to make the next green light. The app can also give you route recommendations and work out the calories you burn.

SMART CITIES AROUND THE WORLD

Cities around the world are becoming smarter, and you can do many things that seemed impossible in the past.



In Singapore, the mobile app Parking.sg allows you to locate a nearby car park easily, book a parking space, and make a payment. You can also extend your booking or receive a refund if you leave early.

New York City (US) has one of the largest bike-sharing systems called Citi Bike.

Using a mobile app, you can unlock bikes from one station and return them to any other station in the system, making them ideal for one-way trips.



In London (UK), you don't have to buy public transport tickets. You can just touch your bank card on the card reader when you get on and off the bus or the underground to pay for your trip.



Vocabulary

Complete the sentences. Use words and phrases you have learnt in this unit.

1. The project aims to improve the city's old I _____ by creating more pedestrian zones and cycle paths.
2. My city was ranked as the most I _____ city in the country thanks to its excellent facilities and clean air.
3. Cities in the future will have a lower carbon footprint and will be more s _____.
4. Smart technologies have made lives of c _____ d _____ more convenient.

Grammar

Choose the correct words and phrases to complete these sentences.

1. Please don't talk. I think/am thinking.
2. People living in crowded cities feel unhappily/unhappy.
3. You should try this soup. It tastes/is tasting delicious.
4. James seems an intelligent person/ intelligently, but he sometimes asks silly questions.

Vocabulary

Complete the sentences. Use words and phrases you have learnt in this unit.

1. The project aims to improve the city's old I _____ by creating more pedestrian zones and cycle paths.
2. My city was ranked as the most I _____ city in the country thanks to its excellent facilities and clean air.
3. Cities in the future will have a lower carbon footprint and will be more s _____.
4. Smart technologies have made lives of c _____ d _____ more convenient.

Vocabulary

1 Choose the correct answers A, B, C, or D to complete the following sentences.

- If you want to stay healthy, you should have a balanced diet and _____ regularly.
A. work out B. take out
C. speak out D. stand out
- For a healthy diet, you should _____ sugar and eat more vegetables.
A. take on B. cut down on
C. go on D. cut with
- Many experts believe that good _____ transport will solve traffic problems in big cities.
A. individual B. private
C. public D. national
- People feel safe in this neighbourhood because _____ are installed everywhere.
A. smart cities B. smartphones
C. smart cars D. smart sensors
- People of different generations often come into _____ with one another.
A. belief B. conflict
C. agreement D. support
- My brother is a true _____. He grew up with technology, and started using a computer at an early age.
A. curious boy B. critical thinker
C. digital native D. book lover

Grammar

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

- My mother (take up) _____ aerobics ten years ago.
- The government (just, decide) _____ to increase taxes on fast food.
- I (win) _____ several races since I started a new workout routine.
- The idea of smart cities (start) _____ in the 21st century.
- So far, more than 70 million people (receive) _____ vaccines to build protection against the virus.
- I (already, show) _____ my grandmother how to use her new smartphone.

2 Choose the correct words or phrases.

- You look so angry/angrily. What's wrong?
- I think/I'm thinking of taking up yoga. I feel a bit stressed/stress these days.
- Do you remember/Are you remembering Ms Wilson? She's a great yoga instructor.
- The traffic gets/is getting worse. What do you think/are you thinking we should do?

3 Choose the correct answers A, B, C, or D to complete the following sentences.

- If you want to maintain a healthy weight, you _____ have snacks between meals.
A. shouldn't B. should C. must D. don't have to
- I _____ strictly follow the doctor's instructions if I want to get better quickly.
A. shouldn't B. must C. can D. don't have to
- The government _____ improve the infrastructure of big cities to boost the economy.
A. mustn't B. doesn't have to C. should D. didn't have to
- People living in high-rise buildings _____ obey the safety rules and regulations strictly.
A. shouldn't B. mustn't C. may D. have to
- Lots of women in the past _____ stay at home, look after their children, and do all housework.
A. must B. should C. had to D. have to
- My parents respect my career choice, so I _____ follow in their footsteps.
A. mustn't B. don't have to C. should D. shouldn't

Reading

1 Read the text. Match the headings (1–3) with the paragraphs (A–C).

1. Comparing to others

2. Lack of understanding

3. Lack of interaction

In most cultures, there is a generation gap between parents and their children. There are many reasons for this gap. Below are three of them.

A. _____

As each generation is strongly influenced by changes in society, parents and children may see the world differently. In addition, different lifestyles make it difficult for parents and their children to fully understand each other's way of thinking. Many adult children even cut all ties with their parents.

B. _____

Busy work and school schedules often prevent parents and children from spending time together. After a long and stressful day at work, parents come home, often feeling exhausted, and have little time to spend with their children. This leads to a lack of communication and widens the generation gap.

C. _____

Many parents keep comparing their children to other children, or even to how they behaved as children. They think it is good for their children to see these good examples and try to improve. However, this only makes the gap wider and causes their children to lose confidence in themselves. Some children may even start hating those people that they are compared to.

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

	T	F
1. Three reasons for the generation gap between parents and children are mentioned in the text.		
2. Changes in society help parents and children get closer to each other.		
3. Despite their busy schedules, all parents and children spend a lot of time together.		
4. Parents don't have enough time for their children because they work long hours.		
5. Many parents believe that comparing their children to others is good for them.		

Unit
4

ASEAN and Viet Nam

Vocabulary

ASEAN

1 Match the word and phrases with their meanings.

1 cultural exchange (np)

2 current issues (np)

3 contribution (n)

4 leadership skills (np)

a the abilities to organise other people to reach a common goal

b the act of sharing traditions and knowledge with people from different countries

c Important things that are happening now

d something that you give or do to help make something successful

2 Complete the sentences using the word and phrases in 1.

1. Communicating with people and managing teamwork well are important _____.
2. ASEAN has made a major _____ to peace in the region.
3. A _____ is the best way for young people to understand other countries' values and ideas.
4. The aim of this meeting is to discuss _____ such as climate change and pollution.

Grammar

Gerunds as subjects and objects

Remember!

A gerund is a verb form that ends in *-ing* and functions as a noun. It can be used as:

- the subject of a sentence.

Example: Travelling might satisfy your desire for new experiences.

- a complement after the verb *be*.

Example: Her dream job is teaching English.

- an object after some verbs such as *like, enjoy, mind, involve, suggest*, etc. or after prepositions.

Examples: My father's work involves travelling around the region.

He apologised for not attending the meeting.

1 Rewrite the following sentences using gerunds.

1. It is more convenient for students to apply for ASEAN scholarships online.
→ _____ is more convenient for students.
2. My sister usually listens to music in her free time.
→ My sister's hobby is _____ in her free time.
3. Could you help me translate the documents for the workshop?
→ Do you mind _____ for the workshop?
4. They managed to start a youth programme in Southeast Asia.
→ They succeeded in _____ in Southeast Asia.
5. Maria can't forget the conference she participated last year.
→ _____ was an unforgettable experience for Maria.

ASEAN news

1 Work in pairs. Discuss the following questions.

1. Where do you most often read the news?
2. What is your favourite news section: Politics, Education, Sports or Culture?

2 Read the news items and choose the most suitable headline for each one.
There are TWO extra headlines.

- A. Don't miss this opportunity to represent your country!
- B. Travelling to ASEAN countries
- C. Equality in sport for ASEAN women
- D. Korean and ASEAN students
- E. Volunteers needed to take part in cultural exchanges

2 Read the news items and choose the most suitable headline for each one.
There are TWO extra headlines.

- A. Don't miss this opportunity to represent your country!
- B. Travelling to ASEAN countries
- C. Equality in sport for ASEAN women
- D. Korean and ASEAN students
- E. Volunteers needed to take part in cultural exchanges



1. _____
To raise awareness of ASEAN and promote cultural exchanges between the youths of Korea and ASEAN, the ASEAN-Korea Centre (AKC) regularly organises an ASEAN School Tour Programme. Last week, the AKC welcomed 121 Korean and Asian students from six schools. They learnt about ASEAN members, and discussed why ASEAN was important to Korea, and how to strengthen ASEAN-Korea **relations**. The students also took part in a variety of cultural activities such as singing traditional songs and making ASEAN posters.

2. _____

The Ship for Southeast Asian and Japanese Youth Programme (SSEAYP) is looking for participants. Organised by the government of Japan and supported by the governments of Southeast Asia, this journey will last for 50 days and will bring together over 300 youths from ASEAN countries and Japan. Young people will have the opportunity to take part in exciting discussions on current social and youth issues, and **eye-opening** cultural exchanges. They will also receive training to help them develop problem-solving and leadership skills. The journey starts in Japan and participants travel to five ASEAN countries.



3. _____

An ASEAN talk show on women in sport took place in December. Its goal was promoting gender equality in and through sport. It featured 10 female sports representatives from 10 ASEAN countries. The talk show also discussed the rights of sports people with disabilities. All participants agreed that women and girls should be given more opportunities to play sports and **represent** their countries at international events. The talk show was **live-streamed** on the ASEAN webpage.



3 Read the news items again and match the highlighted words with their meanings.

1. relations

2. eye-opening

3. represent

4. live-streamed

a shown over the Internet

b to act officially for another person or organisation

c the way in which people or groups of people behave towards each other

d surprising because you learn something new

4 Read the news items again and answer each question below with no more than FOUR words and/or a number.

Example: Who organises the ASEAN School Tour Programme? The ASEAN-Korea Centre.

1. How many students visited the AKC last week?
2. How long will SSEAYP participants stay together on board the ship?
3. What will participants in SSEAYP discuss besides youth issues?
4. When did the ASEAN talk show on women in sport happen?
5. Where was the talk show shown live?

1 Read the types of skills and experience participants in the SSEAYP should have. Match them with the possible reasons.

Skills and experience	Reasons
1 understanding the current issues in ASEAN countries	a showing they have practical skills and knowledge
2 having community work experience	b being able to work in a team to solve problems
3 speaking good English	c discussing and offering solutions to the issues
4 being confident speakers	d meeting new people and making friends from different countries
5 having teamwork skills	e using English as the working language
6 understanding different cultures	f being able to present ideas clearly in front of an audience

2 Use the sentences in the box to complete the conversation. Then practise it in pairs.

- A. Don't you agree
B. I'm afraid I have to disagree with you
C. I think they need to understand the current issues in ASEAN countries
D. the most important thing is to speak English fluently
E. Why do you think so

Nick: What do you think is the most important skill or experience for SSEAYP participants to have?

Mai: (1) _____.

Nick: (2) _____?

Mai: Because they'll have to discuss and try to find solutions to these issues. (3) _____?

Nick: (4) _____. The working language is English so (5) _____. How will they take part in discussions if their English is not good enough?

Mai: OK, I agree with you, Nick.



A proposal for a welcome event

1 Read the following proposal and match the headings (1–4) with the paragraphs (A–D).



Title: VIETNAMESE TRADITIONAL GAMES FESTIVAL

To: The Head teacher of Ha Noi High School

Date: 10 January

Prepared by: Youth Union

1. Details about the event
2. Conclusion
3. Introduction
4. Goals and benefits

A. _____

Next month, a group of students from ASEAN countries will visit our school. We put out a call for ideas for activities to welcome our guests. One of the best ideas is holding a Vietnamese Traditional Games Festival.

B. _____

The event will take place in the school stadium. It will start at 9 a.m. and will last for three hours. The event will be hosted by grade 11 students, who will make all the arrangements for the activities. These will include Vietnamese traditional games such as bamboo dancing, tug of war, and stilt walking.

C. _____

The event will help our guests learn about our culture by watching and playing Vietnamese traditional games. Taking part in fun games is also the best way to break the ice, make friends and create bonds with people.

D. _____

We really hope you will consider this proposal as we think that it will be beneficial to both local students and guests.

Tips

A proposal gives details about an idea or a project, and convinces the readers to support it by giving reasons as to why it is a good one. It consists of:

- **Title:** to introduce the name of the idea/project
- **Recipient** (To: ____): to give the names of the people you want to support/approve the proposal
- **Date:** to give the date of writing the proposal
- **Writer** (Prepared by: ____): to give the name of the person/group who puts forward the proposal
- **Introduction:** to briefly introduce the idea/project
- **Details about the idea/project:** to state the time, location, activities, etc.
- **Goals and benefits:** to state the goals and give reasons why the idea/project is a good one
- **Conclusion:** to urge the recipient to consider and approve the proposal

Culture

1 Read the text and complete the table below.

New Year Festivals in ASEAN

In ASEAN, besides welcoming the New Year on January 1, there are several cultures that celebrate New Year's Day later in the year. For example, Viet Nam, Singapore, Indonesia and parts of Malaysia follow the lunar calendar so their New Year festivities often take place in January or February. Lunar New Year is a time for them to honour ancestors, get together with family and friends, have a big family meal, and wish one another prosperity for the year to come. The streets and houses are decorated, and fireworks are lit to scare away bad luck. There are also parades, street parties, and art performances in the new year celebrations.



People in Laos, Cambodia, Thailand, and Myanmar celebrate the arrival of the New Year according to the Buddhist calendar. Their New Year's celebrations are in April. People in these countries follow traditions such as offering rice to Buddhist monks to show their respect and receiving wishes for good luck and health from them. They decorate their homes, cook traditional dishes, and splash each other with water. There are also art performances, folk games, and dancing.

In these cultures, it is believed that water will wash away bad luck and ill health from the old year and allow people to start the new year fresh.



SMART READING- SMART THINKING- SMART HANDLING- SMART KIDS
ĐỌC TỐT- NGHĨ TỐT- XỬ LÝ TỐT- THỂ HIỆN TỐT

	Lunar New Year	Buddhist calendar
Countries	(1) _____	Laos, Cambodia, Thailand & Myanmar
Time	January or February	(2) _____
Activities	(3) _____	(4) _____

Grammar

Circle the underlined part that is incorrect in each of the following sentences. Then correct it.

- This conference focused on discuss local and regional issues.
A B C D
- Organise the ASEAN workshop was harder than I expected.
A B C D
- His job involves to translate documents about ASEAN events.
A B C D
- I am thinking of participate in a youth competition.
A B C D

apply (for) (v)	/ə'plai fɔː/	xin việc, ứng cử
celebration (n)	/ˌselɪ'breɪʃn/	lễ kỉ niệm, lễ tổ chức
community (n)	/kə'mjuːnəti/	cộng đồng
compliment (n)	/'kɒmplɪmənt/	lời khen
contribution (n)	/ˌkɒntrɪ'bjuːʃn/	sự đóng góp, cống hiến
cultural exchange (np)	'kʌltʃərəl ɪks'tʃeɪndʒ/	sự trao đổi văn hoá
current (adj)	/'kʌrənt/	hiện tại, đương đại
development (n)	/dɪ'veləpmənt/	sự phát triển
eye-opening (adj)	/'aɪ ə'pəʊnɪŋ/	mở mang tầm mắt
honour (v)	/'ɒnə/	thể hiện sự kính trọng
issue (n)	/'ɪʃuː/	vấn đề

leadership skills (np)	/'liːdəʃɪp 'skɪlz/	kĩ năng lãnh đạo
live-stream (v)	/'laɪv striːm/	phát sóng trực tuyến
politics (n)	/'pɒlətɪks/	chính trị
promote (v)	/'prə'məʊt/	thúc đẩy, khuyến mại, quảng bá
proposal (n)	/'prə'pəʊzəl/	lời / bản đề xuất
propose (v)	/'prə'pəʊz/	đề xuất

Vocabulary

Choose the correct words to complete the sentences.

- Talking to the young volunteers was an eye-opening/a live-streamed experience.
- Mark was awarded for his contribute/contribution to promoting traditional music.
- You need to have strong leader/leadership skills to manage the project.
- This programme tries to encourage culture/cultural exchanges among ASEAN countries.

SMART READING- SMART THINKING- SMART HANDLING- SMART KIDS
 ĐỌC TỐT- NGHĨ TỐT- XỬ LÝ TỐT- THỂ HIỆN TỐT

strengthen (v)	/ˈstreŋkən/	tăng cường, đẩy mạnh	qualify (v)	/ˈkwɒlɪfaɪ/	đủ tiêu chuẩn, đủ khả năng
support (v)	/səˈpɔ:t/	hỗ trợ	region (n)	/ˈri:dʒən/	vùng
take part (in)	/ˌteɪk ˈpɑ:t (ɪn)/	tham gia	relation (n)	/rɪˈleɪʃən/	mối quan hệ
volunteer (v, n)	/ˌvɒlənˈtiə/	tình nguyện, tình nguyện viên	represent (v)	/ˌreprɪˈzent/	đại diện, tượng trưng
youth (n)	/ju:θ/	tuổi trẻ	representative (n)	/ˌreprɪˈzentətɪv/	người đại diện



Vocabulary

Global warming

1 Match the words with their meanings.

1 coal (n)



a that can be replaced naturally without being used up

2 fossil fuel (n)



b materials that are not needed and are thrown away

3 release (v)



c a substance that was formed millions of years ago from dead animals or plants

4 renewable (adj)



d to let a substance flow out

5 waste (n)



e a black rock that is found under the ground and is burnt to produce heat

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

1. Wind and sunlight are examples of _____ sources of energy.
2. The world produces more than two billion tonnes of solid _____ every year.
3. Governments need to limit the amount of greenhouse gases that is _____ into the air.
4. Her grandpa is now suffering from ill health after many years of working in the _____ industry.
5. The burning of _____ like coal and gas has led to an increase in the amount of CO₂ in the atmosphere.

Grammar

Present participle clauses

Remember!

The present participle is used to form a participle clause when the participle and the verb in the main clause have the same subject and the action is done by the same person or thing.

The present participle is a verb form ending in *-ing* and it has an active meaning. Present participle clauses are used to:

- explain the reason for an action.

Example: Trapping too much of the sun's heat, greenhouse gases stop it from escaping back into space.

- talk about two actions happening at the same time.

Example: Walking on the beach, they picked up litter.

Past participle clauses

Remember!

The past participle is a verb form usually ending in -ed, which normally has a passive meaning. Similar to present participles, past participles can form past participle clauses, but with a passive meaning. They are used to:

- give the reason for an action.

*Example: **Worried** about climate change, many young people joined the environmental protests. (Many young people are worried about climate change, so they joined the environmental protests.)*

- express a condition.

*Example: **Burnt** for energy, fossil fuels release carbon dioxide into the atmosphere. (If fossil fuels are burnt for energy, they release carbon dioxide into the atmosphere.)*

1 Find and correct the mistakes in the following sentences.

1. Was waiting for the train, I read some articles about global warming.
2. Saw the forest fire, the children immediately called the police.
3. The students took part in green activities, were planting more than 100 trees.

2 Rewrite these sentences using past participle clauses.

Example: We were given enough information about the causes of global warming, so we started our report.

→ Given enough information about the causes of global warming, we started our report.

1. If farm animals are not kept cool in hot weather, they can suffer from heat stress.

→ _____, farm animals can suffer from heat stress.

2. Some farmers were worried about the consequences of deforestation, so they stopped burning trees to create farmland.

→ _____, some farmers stopped burning trees to create farmland.

3. If carbon dioxide is produced in huge amounts, it causes air pollution and climate change.

→ _____, carbon dioxide causes air pollution and climate change.

III READING

The UN Climate Change Conference

- 1 Work in pairs. Look at the pictures and discuss the environmental problems you see.



2 Read the article and choose the best title for it.

In 1994, the UN decided to bring together world leaders for an annual event, known as COP or 'Conference of Parties', to discuss climate change. This year's conference will review what has been achieved and discuss the key goals.

The first goal is to limit the global temperature rise to 1.5°C. This will require reducing global CO₂ **emissions** by 50 per cent by 2030, and by 2050 achieving a **balance** between the greenhouse gases released into the atmosphere and those removed from it.

The second goal is to reduce the use of coal, which is the dirtiest fuel and biggest source of planet-warming CO₂ emissions. Countries will have to stop building new coal plants and switch to clean sources of energy.

The third goal is to end deforestation. Forests remove CO₂ from the atmosphere and slow global warming. But when they are cut down or burnt, they release the **carbon** stored in the trees into the atmosphere as CO₂. Stopping deforestation is, therefore, an effective solution to climate change.

The last key goal is to reduce methane emissions. **Methane** is a greenhouse gas that is more powerful than CO₂ at warming the earth. It is responsible for nearly one-third of current warming from human activities. Methane comes from farming activities and landfill waste. The production and use of coal, oil, and natural gas also release methane.

This conference is very important because this is the best last chance we have to slow global warming. World leaders, climate experts, organisations, and national representatives will carefully discuss these goals and agree on how to make global progress on climate change.

- A. History of COPs
- B. Main causes of global warming
- C. Main goals of this year's COP

3 Read the article again. Match the highlighted words with their meanings.

1 emissions

a a gas without smell or colour, often used as a fuel

2 balance

b a chemical substance found in all living things

3 carbon

c a situation in which different things are equal

4 methane

d gases or other substances that are sent into the atmosphere

4 Read the article again and choose the correct answers A, B, or C.

1. Which of the following is not a COP's key goal?

- A. Stop cutting down forests.
- B. Replace coal with cleaner sources of energy.
- C. End methane emissions.

2. What will happen if there is a balance between the greenhouse gases released and those removed from the atmosphere?

- A. Global warming will be limited to 1.5°C.
- B. Global CO₂ emissions will increase.
- C. Countries will switch to clean energy.

Human activities and global warming

3. Why is it important to reduce the use of coal?
- A. Because it is easy to build coal plants.
 - B. Because coal is not as clean as gas.
 - C. Because it is responsible for a large part of the CO₂ emissions.

4. How does deforestation contribute to global warming?
- A. Trees remove carbon dioxide from the atmosphere.
 - B. Trees release carbon into the atmosphere when they are cut down or burnt.
 - C. Forests trap heat and increase temperatures.

5. Why is reducing methane emissions a key goal?
- A. Because its emissions result from farming activities and landfill waste.
 - B. Because methane's warming power is stronger than that of CO₂.
 - C. Because it is produced through human activities.

1 Match the activities (1-3) with their possible effects on the environment (a-f).

1 Cutting down or burning forests

2 Burning coal, oil, and gas

3 Raising farm animals like goats, sheep, and cows

a When burnt, fossil fuels release greenhouse gases, trapping heat in the atmosphere.

b When eating, these animals produce a lot of methane. This gas is responsible for nearly one-third of current global warming.

c Trees use CO₂ to grow, so when they are cut down or burnt, the CO₂ in the air increases.

d Carbon from fossil fuels combines with oxygen in the air to form large amounts of CO₂.

e Forests store carbon in the trees and soil, and help reduce the global temperature.

f Forests are cut down to make space for farm animals.

2 Use the sentences in the box to complete the conversation. Then practise it in pairs.

- A. First, deforestation leads to more CO₂ in the air
- B. I think it's cutting down or burning forests
- C. This also makes the earth even warmer
- D. Well, there are two main reasons

Mark: Mai, which human activity is the main cause of global warming?

Mai: (1) _____.

Mark: Why do you think so?

Mai: (2) _____. (3) _____. Trees use CO₂ to grow, so when they are cut down or burnt, CO₂ in the air increases.

Mark: I see.

Mai: (4) _____. Forests store carbon in the trees and soil, and help reduce the global temperature. That's why I think cutting down or burning forests is the most serious problem.

Tips

To present your ideas clearly in a discussion, you should:

- state your opinion directly, e.g. *I think/believe the most serious problem is burning coal, oil, and gas.*
- introduce your arguments, e.g. *There are two main reasons.*
- use linking words to order your arguments, e.g. *First,/Second, ...*
Besides,/Moreover,/In addition, ...
Last,/Finally, ...

Black carbon and global temperature

1 Work in pairs. Match the words with their meanings.

- | | |
|--------|--|
| 1 soot | a to make or become liquid by heating |
| 2 melt | b the upper layer of the earth in which trees and plants grow |
| 3 crop | c tiny pieces of black dust that are produced when wood, coal, etc. is burnt |
| 4 soil | d a plant such as rice or fruit, grown by farmers and used as food |

A leaflet about ways to reduce black carbon emissions

1 Work in pairs. Match the ways to reduce black carbon emissions (1–3) with the reasons (a–i) for doing so.

1 Stop burning waste

2 Stop using solid fuels at home

3 Switch to renewable energy

- a Soot from open waste burning has a strong warming effect on the earth.
- b Renewable energy is clean, so it doesn't pollute the environment.
- c The burning of waste in open fires is bad for the environment.
- d The burning of organic waste produces nearly one-third of global black carbon emissions.
- e Fossil fuels will be used up in this century while renewable energy will never run out because it comes from natural sources.
- f Household air pollution kills millions of people yearly.
- g Used for cooking or heating, solid fuels like coal and wood release black carbon and other pollutants.
- h Renewable energy can replace fossil fuels because it is convenient and reliable.
- i The tiny pieces of black carbon released from indoor stoves can enter the human body and cause serious health problems.

2 Work in pairs. Label the parts of the leaflet with the words in the box. Use the tips on page 59 to help you.

a. Heading b. Subheadings c. Slogans d. One idea per paragraph e. Call for action

1. a

Can you help save our planet?

GLOBAL WARMING

3.

What's wrong with burning waste?

The burning of rubbish and organic waste in open fires is very bad for the environment. It produces nearly a third of global black carbon emissions. Soot from open waste burning has a strong warming effect on the earth. It warms the earth by trapping sunlight and releasing it as heat. It is one of the main causes of global warming.

Ban open waste burning!

2.


How dangerous is using solid fuels at home?



Use soot-free fuels!

4.

Renewable energy is the future!



Power the planet with renewable energy!

ACT NOW! YOU ARE PART OF THE SOLUTION.

5.

Tips

One of the purposes of writing a leaflet is to persuade the readers to agree with you. You should:

- use a heading to grab readers' attention.
- begin each paragraph with a catchy subheading.
- develop each idea in a separate paragraph.
- keep the language of the leaflet simple, brief, and clear.
- use easy-to-remember slogans to express your ideas quickly and attract the readers' attention.
- end your leaflet with a good call for action.
- include images and different colours to make your leaflet look attractive and interesting.

CLIL

1 Read the text and tick (✓) the pictures that show ways to reduce global warming.

REDUCING THE ENVIRONMENTAL IMPACT OF FARMING

Farming provides us with the food that we eat every day. But farming activities also have a strong warming impact on the global temperature. The good news is that experts have already started thinking about how to reduce it.

Raising farm animals like cows, goats, and sheep makes the planet hotter. There are billions of them and they release methane, a greenhouse gas that is much more dangerous than carbon dioxide. That is why scientists are developing methane-catching face masks for cows. They are intended to reduce methane emissions by up to 50 per cent per cow.

Another farming activity that heats the atmosphere is growing rice. According to research, emissions from rice farms have the same warming effect as about 600 coal plants. Flooded rice fields also make it easier for soil bacteria to produce greenhouse gases. New farming methods have allowed rice to grow well in drier fields, limit the amount of greenhouse gases, use less water, and produce better crops.

In addition, land-use increases the global temperature. Plants and trees use CO₂ to grow and store large amounts of carbon underground. Cutting down or burning forests to create farm fields and land for feeding animals releases tonnes of carbon dioxide and other greenhouse gases into the atmosphere every year. Luckily, many countries and world leaders have agreed to protect the forests and end deforestation.

In short, there are some positive signs that farmers can meet the environmental challenges. However, although the impact of farming on the global temperature has been reduced, there is still much to do.



Vocabulary

Choose the correct word or phrase to complete each sentence.

1. Ending the use of **carbon/coal** is one of the COP's key goals.
2. Human activities cause most of the global warming by **releasing/melting** greenhouse gases.
3. **Crop waste/Renewable energy** comes from sources like wind, rain, waves, and sunlight, and is replaced naturally.
4. The burning of **fossil fuels/soot** increases the amount of greenhouse gas emissions in the atmosphere.

Grammar


Rewrite the sentences using present or past participle clauses.

1. My father was a firefighter, so he understood the dangers of open waste burning.
→ _____, my father understood the dangers of open waste burning.
2. Many wild animals were frightened by the forest fires, so they ran away or hid under the rocks.
→ _____, many wild animals ran away or hid under the rocks.
3. The road was flooded with water after the heavy rain and turned into a big swimming pool.
→ _____, the road turned into a big swimming pool.
4. The farmers cut down the local forest to create new farmland and destroyed all the wildlife there.
→ The farmers cut down the local forest to create new farmland, _____.

Vocabulary

- 1 What are the missing letters? Complete the sentences using the pictures to help you.
The first sentence is done for you.

1. Black carbon  contributes to global warming.

2. World leaders agreed on reducing CO₂ em_____  and ending

def_____  at the COP.

3. The burning of fos_____  has increased the amount of

gre_____  in the earth's atmosphere.

- 2 Complete the sentences using these words and phrases.

leadership skills

current issues

greenhouse gas

pollutants

contribution

- Country leaders are meeting to discuss _____, such as climate change and land use, in the region.
- Using renewable energy is the best way to reduce _____ emissions.
- The company provides training sessions to improve the managers' _____.
- Young people need the right skills and knowledge to be able to make a _____ to the economy.
- _____, such as carbon dioxide and methane, are known as greenhouse gases.

Grammar

- 1 Put the verbs in brackets in the correct forms.

- Tourists enjoy (buy) _____ handmade souvenirs on their trips to ASEAN countries.
- (feel) _____ confident about her English, Mia decided to enter the English-speaking competition at her school.
- I decided (reduce) _____ my carbon footprint by cycling to school.
- Because air pollution levels rise in the city, doctors recommend (wear) _____ masks outdoors.
- World leaders need (work) _____ together to solve big health and environmental problems.

2 Rewrite the sentences using gerunds or participle clauses.

1. If you use an online dictionary in this way, you can learn many new words.
→ _____, an online dictionary can help you learn many new words.
2. It was wonderful to go on the ASEAN tour.
→ _____ was a wonderful experience.
3. The farmers cut down the trees, and started using the land for growing crops.
→ _____, the farmers started using the land for growing crops.
4. The sun warms the earth's surface, which releases heat into the air.
→ _____, the earth's surface releases heat into the air.
5. She usually prepares the guest list for all conferences.
→ She is responsible for _____ for all conferences.

3 Circle the underlined part that is incorrect in each of the following sentences. Then correct it.

1. One of his hobbies is collect stamps.
A B C D
2. The building suddenly fell down, injured two people.
A B C D
3. Embarrass by all the attention, he thanked everyone for the presents.
A B C D
4. They congratulated him on get the first prize in the writing competition about ASEAN.
A B C D
5. The famous singer came on stage, cheering by hundreds of screaming fans.
A B C D

Reading

1 Read the text and choose the best title for it.

ASEAN Youth Forum (AYF) is a programme for young people in ASEAN, which allows them to express their opinions and fight for their right to live in a sustainable and caring regional community. Its members regularly hold meetings and workshops to discuss the problems facing young people in ASEAN and how to address them. AYF also organises *Youth: Open Space*—an online space for young Southeast Asians to meet, connect, share and talk about current issues such as climate change, health, education, technology and online security.

Over the past decade, AYF has had meetings in all ASEAN countries. It has connected thousands of young leaders from Southeast Asia, who meet to discuss and suggest strategies for making ASEAN a better community. These conferences aim to improve young people's leadership skills and strengthen regional unity.

- A. Youth activities in ASEAN
- B. A forum for ASEAN Youth
- C. ASEAN and its forum

2 Read the text again and answer each question below with no more than THREE words.

1. In what kind of community do young people in ASEAN want to live?
2. What do AYF members regularly have?
3. What's the name of their online platform?
4. In which countries has AYF had meetings?
5. What do the AYF conferences aim to strengthen?

SMART READING- SMART THINKING- SMART HANDLING- SMART KIDS
ĐỌC TỐT- NGHĨ TỐT- XỬ LÝ TỐT- THỂ HIỆN TỐT

atmosphere (n)	/ˈætməsfɪə/	khí quyển			
balance (n)	/ˈbæləns/	sự cân bằng			
carbon dioxide (n)	/ˌkɑːbən daɪˈɒksaɪd/	khí cacbonic (CO ₂)	environment (n)	/ɪnˈvaɪrənmənt/	môi trường
coal (n)	/kəʊl/	than đá	farming (n)	/ˈfɑːmɪŋ/	nghề nông
consequence (n)	/ˈkɒnsɪkwəns/	hậu quả, kết quả	farmland (n)	/ˈfɑːmlænd/	đất chăn nuôi / trồng trọt
cut down	/ˌkʌt ˈdaʊn/	chặt, đốn (cây)	fossil fuel (n)	/ˈfɒsl fjuːəl/	nhiên liệu hoá thạch
deforestation (n)	/ˌdiːfɒrɪˈsteɪʃn/	sự phá rừng	global warming (n)	/ˌɡləʊbl ˈwɔːmɪŋ/	sự nóng lên toàn cầu
emission (n)	/ɪˈmɪʃn/	sự phát thải	heat-trapping (adj)	/hiːt ˈtræpɪŋ/	giữ nhiệt

human activity	/ˈhjuːmən ækˈtɪvəti/	hoạt động của con người	renewable (adj)	/rɪˈnjuːəbl/	tái tạo
impact (n)	/ˈɪmpækt/	tác động, ảnh hưởng	sea level (n)	/ˈsiː levl/	mực nước biển
leaflet (n)	/ˈliːflət/	tờ rơi	soil (n)	/sɔɪl/	đất trồng
methane (n)	/ˈmiːθeɪn/	khí metan (CH ₄)	soot (n)	/sɒt/	mồ / bồ hóng, muội
pollutant (n)	/pəˈljuːtənt/	chất gây ô nhiễm	temperature (n)	/ˈtemprətʃə/	hiệt độ
release (v)	/rɪˈliːs/	thoát ra, phát thải	waste (n)	/weɪst/	rác, chất thải

Unit 6 Preserving our heritage

Grammar

To-infinitive clauses

Remember!

A to-infinitive clause can be used:

- to express purpose.

Example: He studied hard to pass the exam.

I bought some souvenirs to give to my parents.

- to modify a noun or noun phrase that contains ordinal numbers (*the first, the second, etc.*), superlatives (*the best, the most beautiful, etc.*) and *next, last* and *only*.

Example: Ethan is usually the last person to understand the joke.

Vocabulary

Our heritage

1 Match the words with their meanings.

- | | |
|--------------------|---|
| 1 restore (v) | a connected with things from the past |
| 2 historical (adj) | b traditional to a particular group or country, and usually passed down from generation to generation |
| 3 preserve (v) | c important in history |
| 4 folk (adj) | d to return something to an earlier good condition or position |
| 5 historic (adj) | e to keep something in its original state or in good condition and prevent it from being damaged |

2 Complete the sentences using the words in 1.

1. Mary enjoys reading _____ novels set in World War Two.
2. This meeting of world leaders was a truly _____ event that is likely to be remembered in the future.
3. The local authority plans to _____ the old monument which was damaged by the storm.
4. We should increase efforts to _____ *ca tru* because nowadays there are very few *ca tru* musicians left.
5. Many _____ songs tell stories about lives of ordinary people in the past.

1 Combine the sentences using to-infinitive clauses.

1. Lan went to Hue. She wanted to see the monuments there.
→ Lan _____.
2. Minh created a website. He wanted to give more information about local historical sites to visitors.
→ Minh _____.
3. Peter took a boat trip around the floating market. He wanted to listen to *don ca tai tu* there.
→ Peter _____.
4. My sister has opened a small shop behind the museum. She wanted to sell postcards and souvenirs to tourists.
→ My sister _____.

III READING

Teenagers' ideas for preserving heritage

1 Work in pairs. Ask and answer the question.

Why is it important to protect our heritage?

2 Read the article and circle the correct meanings of the highlighted words and phrase

PRESERVING OUR HERITAGE: ✈️
IDEAS FROM TEENAGERS



To encourage young people to learn about and **appreciate** our cultural heritage, we organised an ideas competition. We invited students from across the country to send us their ideas for protecting and promoting our heritage. We have received many interesting entries. Below are the winners.

A.

The idea of promoting heritage sites through social media came from a group of 11th grade students. They suggested using social media activities, such as photo competitions, to encourage young people to learn about our heritage sites and local traditions on important festivals. They also suggested creating **trending** topics or challenges on social media. For example, a postcard challenge will invite people to create and share unusual and exciting postcards about the heritage sites that they have visited.

Two 10th grade students suggested forming historical societies or local groups who have a keen interest in their history and heritage. These groups will provide information about local heritage sites, organise special events to celebrate local festivals, and invite young people to discuss issues related to preserving the heritage. This way, they will be able to **give voice to** suggestions and solutions to problems they care about. They will feel that their voices are heard, and they can contribute to society.

C.

To preserve heritage, such as traditional music and stories, a group of secondary school students **proposed** setting up folk clubs. The clubs will hold events for young people to experience and learn about traditional performing arts. The artists will not only perform, but also introduce their arts and talk about how students can help promote folk culture. The clubs will organise training for students who want to learn folk songs, a traditional musical instrument, or folk dancing.

1. appreciate
 - A. to recognise the good qualities of something
 - B. to realise that something is dangerous
 - C. to discuss a new idea
2. trending
 - A. being discussed a lot on social media
 - B. being forgotten by the public
 - C. creating and sharing information
3. give voice to
 - A. to take action about something
 - B. to listen to someone's advice
 - C. to express opinions about something
4. proposed
 - A. asked someone for information
 - B. suggested something as a plan or course of action
 - C. invited guests for an event

3 Read the article again. Match the following headings (1-4) with the appropriate paragraphs (A-C). There is ONE extra heading.

1. Organising photo competitions of performing artists
2. Promoting and developing the folk arts
3. Making use of social media to promote heritage
4. Opportunities to learn about heritage and be involved in problem-solving

4 Read the article again and decide which paragraph includes the following information.

	Paragraph
1. Creating popular topics on the Internet such as sharing postcards	A
2. Raising awareness of preserving our heritage through discussions	
3. Organising photo competitions on social media	
4. Setting up local historical societies to organise festivals and other events	
5. Inviting artists to perform and teach folk singing, dancing, and music	

A leaflet about ways to preserve Trang An Scenic Landscape Complex

1 Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks.

- A. educating young people about the importance of heritage
- B. damaging the ecosystem
- C. loss of cultural values
- D. organising eco-tours to natural heritage sites

NATURAL HERITAGE

Problems: Negative effects of mass tourism

- polluting the rivers and valleys
- (1) _____

Solutions:

- (2) _____
- creating a sustainable habitat suitable for local wildlife

CULTURAL HERITAGE

Problems: Young people's lack of knowledge about the cultural heritage

- not able to appreciate traditions
- (3) _____

Solutions:

- (4) _____
- promoting heritage values on social media

2 Write a leaflet about the problems that Trang An may face and the possible solutions to them. Use the ideas in 1 and the outline below to help you.

Preserve our heritage - Preserve Trang An Scenic Landscape Complex

Preserving nature

- Trang An may be affected by mass tourism. This kind of tourism can cause/lead to/result in _____.
- To preserve Trang An, it is necessary to _____/it is recommended that _____/we should _____.

LET'S PRESERVE AND BE PROUD OF OUR HERITAGE!

Preserving culture

Trang An (Ninh Binh Province) was the first site in Viet Nam to be recognised by UNESCO as a mixed World Heritage Site in 2014. It is famous for _____.

- Another problem might be young people's lack of knowledge about our cultural heritage. As a result,/As a consequence, _____.
- This problem can be solved if _____/To deal with this problem, we should _____.

Culture

1 Read the text and answer the questions.

PRESERVING HERITAGE AROUND THE WORLD

Crowdfunding for heritage!

Preserving their heritage can present a challenge to many nations, especially if they have a large number of heritage sites, like Italy does. However, the country has found a new method of raising money for heritage projects from a large number of individuals and businesses - crowdfunding. For example, **loveitaly**, a non-profit organisation, uses its website to reach all the people around the world who love Italy, and collects donations from everyone who wants to help. One of their first success stories was raising enough money to restore an ancient site in Pompeii.

Pompeii, Italy

Strict heritage laws

In Australia, individuals and companies have to pay a fine of AU\$1,000 to AU\$5,000 for any damage to heritage sites or objects, regardless of whether they can be repaired. In some cases, the fines are heavier, and people could even face time in prison. The authorities hope the harsher punishments can stop people from destroying or damaging cultural sites and items, and prevent heritage crime.





La Tomatina Festival,
Spain



Great Barrier Reef,
Australia

Tourism works!

Spain is one of the countries that has successfully promoted its cultural heritage through tourism. For many years, festivals such as La Tomatina (in which people throw tomatoes at each other) or Las Fallas (a five-day festival of fireworks and light shows) in Valencia have attracted millions of local and foreign tourists. The unique architecture in Barcelona, home to nine UNESCO World Heritage Sites, and Santiago de Compostela's Old Town, which is also on the world heritage list, are famous all over the world.

Which country ...

1. raises money from the public for restoring its heritage?
2. organises successful festivals that attract visitors from around the world?
3. fines people heavily if they damage its heritage?

Grammar

Rewrite the sentences using *to-infinitive* clauses.

1. Mai went to Soc Son because she wanted to attend the Giong Festival.
→ _____
2. The first place that you can visit on the trip is Hue Imperial Citadel.
→ _____
3. Our music teacher gave lessons in *xoan* singing because she wanted to help us appreciate our cultural heritage.
→ _____
4. The most famous site that you can see is the old bridge across the river.
→ _____

Vocabulary

Choose the correct word to complete each sentence.

1. Many ancient houses in the city are not well preserved/well promoted because of changes over time and bad weather.
2. His historical/historic novels are based on events that happened in the early 19th century.
3. Older generations worry that folk/festival music and dances will die out because young people only listen to pop music.
4. The heritage site is promoted/protected as a tourist destination on social media.

ancient (adj)	/ˈeɪnʃənt/	cổ kính	heritage (n)	/ˈherɪtɪdʒ/	di sản
appreciate (v)	/əˈpriːʃieɪt/	hiểu rõ giá trị, đánh giá cao	historic (adj)	/hɪˈstɒrɪk/	quan trọng, có giá trị lịch sử
citadel (n)	/ˈsɪtədəl/	thành trì	historical (adj)	/hɪˈstɒrɪkl/	thuộc về lịch sử, mang tính lịch sử
complex (n)	/ˈkɒmpleks/	quần thể, tổ hợp	imperial (adj)	/ɪmˈpiəriəl/	thuộc về hoàng tộc
crowdfunding (n)	/ˈkraʊdfʌndɪŋ/	việc quyên góp, huy động vốn từ cộng đồng	landscape (n)	/ˈlændskeɪp/	phong cảnh
festive (adj)	/ˈfestɪv/	thuộc về ngày lễ, có không khí lễ hội	limestone (n)	/ˈlaɪmstəʊn/	đá vôi
fine (n)	/faɪn/	tiền phạt			
folk (adj)	/fəʊk/	thuộc về dân gian			

monument (n)	/ˈmɒnjumənt/	lăng mộ, đài kỷ niệm, công trình kiến trúc	state (n)	/steɪt/	hiện trạng, tình trạng
performing arts (n)	/pəˌfɔːmɪŋ ˈɑːts/	nghệ thuật biểu diễn	temple (n)	/ˈtempl/	đền, miếu
preserve (v)	/prɪˈzeɪv/	bảo tồn	trending (adj)	/ˈtrendɪŋ/	theo xu hướng
restore (v)	/rɪˈstɔː/	khôi phục, sửa lại	valley (n)	/ˈvæli/	thung lũng

Unit 7 Education options for school-leavers

Vocabulary

Completing your education

1 Match the words and phrase with their meanings.

- | | |
|-----------------------------|--|
| 1 school-leaver (n) | a education at a college or university |
| 2 vocational education (np) | b the act of completing a university degree or a course of study |
| 3 higher education (n) | c a person who has just left school |
| 4 qualification (n) | d education that prepares students for work in a specific trade |
| 5 graduation (n) | e an official record showing that you have finished a training course or have the necessary skills, etc. |

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

- Many parents nowadays want their children to pursue _____ at universities after leaving school.
- He didn't get the job he wanted because he didn't have the right _____.
- Many _____ choose to go to university to study academic subjects.
- More and more young people prefer _____ because they like to learn practical skills.
- Many young people find it hard to get a job immediately after _____.

Grammar

Perfect gerunds

Remember!

The perfect gerund (*having done*) always refers to a time before that of the verb in the main clause. It is used to emphasise that the action was completed in the past. It can be used as:

- the subject of a sentence.

Example: Having studied science subjects made it easy for me to choose a university degree.

- an object after some verbs, e.g. *admit, deny, forget, mention, regret, and remember* or after prepositions.

Example: My friend didn't remember having lent me his English textbook. My cousin often talked about having studied for five years at a top university.

1 Find and correct the mistakes in the following sentences.

1. I forgot have discussed this topic with you.
2. Had won many maths competitions helped me win a place at university.
3. Nam regretted not having choose a more interesting course at university.
4. He was proud of had won the first place at the biology competition.

Perfect participle clauses

Remember!

The perfect participle has the same form as the perfect gerund, e.g. *having asked, having studied*.

We can use perfect participle clauses to:

- describe an action that happened before the action in the main clause.

Example: Having finished their course, they started looking for jobs.

- talk about the reason for the action in the main clause.

Example: Not having read the book, he can't give us his opinion.

2 Rewrite these sentences using perfect participle clauses.

1. After we listened to an introduction to the course, we asked some questions.
→ _____, we asked some questions.
2. He failed the university entrance exams, then he decided to train to become a car mechanic.
→ _____, he decided to train to become a car mechanic.
3. His brother had not studied hard enough, so he failed the exams.
→ _____, his brother failed the exams.
4. After I answered the job interview questions, I was asked to prepare a short presentation.
→ _____, I was asked to prepare a short presentation.

III READING

Options for school-leavers

- 1 Work in pairs. Which of the two options for school-leavers is more common in your town? Can you think of other options?
- 2 Read the article. Match the highlighted words with their meanings.
- 2 Read the article. Match the highlighted words with their meanings.



A vocational school student

A university student



THE EDUCATIONAL JOURNEY FOR SCHOOL-LEAVERS

This month, Teen Talk magazine has received many letters from secondary school students asking about the different options for school-leavers. We've talked to educational experts, and they think that young people should either continue their studies at a college or university or go to a vocational school.

A. _____

Higher education is really for people who want **formal** learning in order to get an academic degree. If you are good at certain subjects and need a degree related to those subjects, then university is the right choice for you. Besides studying, university students also have the opportunity to live independently, make new friends, and join different clubs. Many students still **manage** to work part-time during their university years. In addition, college or university students usually have an advantage over students from vocational schools when it comes to further studies after a degree. They will also have broader career options and an advantage in the job market.

B. _____

If you are not interested in traditional academic subjects and want to work in a specific **trade**, then vocational education is the right choice for you. You will gain the practical skills and knowledge necessary for a specific job. In addition, a vocational school may also offer you an **apprenticeship**. This type of training not only provides students with hands-on experience, but also gives them wages to cover their living costs. Most importantly, vocational training is usually much shorter than a college or university course. After getting their vocational qualifications, graduates can immediately start work and earn a salary.

There are a lot of educational opportunities for school-leavers today. You can choose from hundreds of vocational schools or higher education **institutions** to continue your educational journey.

- | | |
|------------------|---|
| 1 formal | a a job that requires special training and skills |
| 2 manage | b a period of time working for and learning from a skilled person |
| 3 trade | c to succeed in doing something difficult |
| 4 apprenticeship | d important organisations that have a particular purpose |
| 5 institutions | e received in a school, college, or university, with lessons, exams, etc. |

3 Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is ONE extra heading.

1. Getting vocational training
2. Earning a salary while studying
3. Going to college or university

4 Read the article again and complete each gap with ONE word.

College or university	Vocational school
• For students who want (1) _____ learning	• For students who want to work in a specific (3) _____
• Get a (2) _____ related to an academic subject	• Can offer an (4) _____
• Join different clubs	• Finish their (5) _____ quickly and start earning a salary.

Culture

1 Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap.

UK EDUCATION AFTER SECONDARY SCHOOL

In the UK, students can choose to end their formal education at 16, but in England they must stay in full-time education or do a training course until the age of 18.

Many 16-year-old students go on to study at different vocational colleges. Vocational education usually lasts up to three years. During this time, students learn job-specific skills. That is why vocational education is often referred to as career education or technical education. Many students still go on to higher education after receiving their vocational qualifications.

Alternatively, students can go to a sixth-form college or stay at their secondary school if it offers a sixth form for two more years. Students usually focus on three or four subjects that they are interested in or related to the degree they want to study at university. Exams are taken at the end of the two-year course, and the grades are used to apply for university courses. Not all students leaving sixth form go to university. Some prefer to get into a vocational course or find a job.

At university, students study for at least three years in order to get a bachelor's degree. After the first degree, they can study for one to two years to get a master's degree, and three to five years to get a doctorate.

UK education after secondary school	
Age at end of formal education	<ul style="list-style-type: none"> 16 in the UK stay until the age of (1) _____ in full-time education or do training in England
Vocational education	<ul style="list-style-type: none"> lasts up to three years also called career education or (2) _____ some students still go on to (3) _____
Sixth form	<ul style="list-style-type: none"> lasts two years Students study subjects they are interested in or subjects related to higher education. Grades are used to apply for (4) _____.
University education	Students study to get a (5) _____, a master's degree, or a doctorate.

Vocabulary

Complete the text. Use the correct form of the words and phrase in the box.

school-leaver apprenticeship higher education graduation institution

Nowadays, there are educational opportunities available to all (1) _____. If they want to earn an academic degree, they can continue their studies at (2) _____ institutions. But if they want to gain practical and job-specific skills, then vocational education is the perfect choice for them. At vocational schools, they can also do (3) _____ and learn from skilled people on the job. Having qualifications from good educational (4) _____ helps young people find jobs immediately after (5) _____.

Grammar

Rewrite these sentences using perfect participle clauses or perfect gerunds.

- After he finished school, my brother took a year off and travelled around the world.
→ _____ took a year off and travelled around the world.
- He did not remember that he had discussed his study options with his parents.
→ _____ his study options with his parents.
- My cousin didn't ask anyone for advice, so she made the wrong decision about her education.
→ _____ made the wrong decision about her education.
- Lan won the first prize in the competition. This is something she's very proud of.
→ _____ is something Lan is very proud of.

academic (adj)	/ˌækaˈdemɪk/	có tính chất học thuật, liên quan tới học tập
apprenticeship (n)	/əˈprentɪʃɪp/	thời gian học nghề, học việc thực tế
bachelor's degree (n)	/ˈbætʃələz dɪɡriː/	bằng cử nhân
brochure (n)	/ˈbrɒʃʊə/	ấn phẩm quảng cáo, giới thiệu
doctorate (n)	/ˈdɒktərət/	bằng tiến sĩ

entrance exam (np)	/ˈentrəns ɪɡˌzæm/	kì thi đầu vào
formal (adj)	/ˈfɔːml/	chính quy, có hệ thống
graduation (n)	/ˌɡrædʒuˈeɪʃn/	khi tốt nghiệp, lễ tốt nghiệp
higher education (n)	/ˌhaɪər edʒuˈkeɪʃn/	giáo dục đại học
institution (n)	/ˌɪnstɪˈtjuːʃn/	cơ sở, viện (đào tạo)
manage (v)	/ˈmænɪdʒ/	cố gắng (làm được việc gì đó)

master's degree (n)	/ˈmɑːstəz dɪɡriː/	bằng thạc sĩ
mechanic (n)	/məˈkæniːk/	thợ cơ khí
professional (adj)	/prəˈfeʃənəl/	chuyên nghiệp, nhà nghề
qualification (n)	/ˌkwɒlɪfɪˈkeɪʃn/	trình độ chuyên môn, văn bằng
school-leaver (n)	/ˈskuːl liːvə/	học sinh tốt nghiệp trung học phổ thông

sixth-form college (n)	/ˈsɪksθ ˌfɔːm ˈkɒlɪdʒ/	trường dành cho học sinh từ 16-19 tuổi và tập trung vào các trình độ A-levels nhằm chuẩn bị cho sinh viên vào các trường đại học
vocational school (n)	/vəʊˈkeɪʃənəl skuːl/	trường dạy nghề

Unit 8

Becoming independent

Vocabulary

Teens and independence

1 Match the words with their meanings.

- | | |
|------------------------|--|
| 1 self-motivated (adj) | a a skill that is necessary or extremely useful to manage well in daily life |
| 2 self-study (n) | b to succeed in dealing with something, especially something difficult |
| 3 manage (v) | c a belief that someone is good, honest and reliable, and will not harm you |
| 4 trust (n) | d the activity of learning something by yourself without teachers' help |
| 5 life skill (n) | e able to do or achieve something without pressure from others |

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

1. We have great _____ in our parents and teachers.
2. Teenagers should learn basic _____, such as cooking a meal and using a washing machine.
3. My brother signed up for a _____ computer course.
4. It is important for us to learn how to _____ our time and money.
5. His parents don't have to force him to study hard as he is highly _____.

Grammar

Cleft sentences with **It is/was ... that/who ...**

Remember!

- A cleft sentence is used to focus on a particular part of the sentence and to emphasise what we want to say.
- We use preparatory **It** to introduce the thing that we want to focus on while the rest is put in a relative clause introduced with a relative pronoun, e.g. **that** or **who**.

Example:

Nam taught Mai how to use the app in the library last weekend. (no particular focus)

- **It was** Nam **that/who** taught Mai how to use the app in the library last weekend. (focus on Nam)
- **It was** the app **that** Nam taught Mai how to use in the library last weekend. (focus on the app)
- **It was** in the library **that** Nam taught Mai how to use the app last weekend. (focus on the library)
- **It was** last weekend **that** Nam taught Mai how to use the app in the library. (focus on last weekend)

1 Rewrite the sentences using cleft sentences focusing on the underlined parts.

1. John is saving his pocket money to buy a new phone.
→ It _____ to buy a new phone.
2. He gets 20 dollars every week by doing chores around the house.
→ It _____ by doing chores around the house.
3. John earned more pocket money by helping his grandpa last weekend.
→ It _____ more pocket money by helping his grandpa.
4. He bought gifts for his friends and family members with his pocket money.
→ It _____ he bought with his pocket money.
5. Teenagers can earn pocket money by doing part-time jobs.
→ It _____ can earn pocket money.

III READING

How to become independent

- 1 Tick (✓) the appropriate box to see how independent you are. Add up your points. If your total score is nine or above, you are independent. Compare with a partner.**

How often do you ...?	Always (3 points)	Sometimes (2 points)	Never (1 point)
1. go to school by yourself			
2. cook meals for your family			
3. communicate well with people			
4. think carefully before making decisions			
5. plan how to save and spend your pocket money			

- 2 Read the text. Match the paragraphs (A-C) with the headings (1-5). There are TWO extra headings.**

1. Manage your money
2. Relax and sleep well
3. Develop time-management skills
4. Improve your decision-making skill
5. Learn basic, but important life skills

Becoming independent is important for teenagers. Below are the necessary skills you should learn to achieve independence for the future.

A. _____

First, make sure you can safely **get around** by yourself using public transport, walking, or cycling. Second, learn to communicate well and develop good relationships with people. Do some part-time jobs and get to know how to manage your money. You should also learn to cook healthy meals for your family. Finally, help your parents with household chores like cleaning and doing laundry.

B. _____

To begin with, identify the problem and **come up with** as many solutions as possible. Write down the options, so you can review the advantages and disadvantages of each one. This will help you see which option could be the best for you. Don't base your decision on emotion only. Once you have made your choice, create a plan of specific steps to move forward. Then **carry out** your plan, and think about whether you have achieved the result you wanted.

C. _____

First of all, **get into the habit of** making a to-do-list every day or week. **Make use of** time-management tools, such as apps or diaries, to know what you need to do next. In addition, decide how much time you need for each task and always do one thing at a time to make sure you complete it. Schedule time to relax as well, and make sure you sleep at least nine hours each night. A good night's sleep is necessary for teenage brain development and good health.

Becoming independent is not easy, but it is not as challenging as you may think. It's about learning useful skills, making decisions by yourself, and knowing how to spend your time.



3 Read the text again and match the highlighted phrases in the text with their meanings.

- 1 get around
- 2 come up with
- 3 carry out
- 4 get into the habit of
- 5 make use of

- a to start doing something regularly so that it becomes a habit
- b to perform and complete something
- c to go or travel to different places
- d to use something to achieve a particular result or benefit
- e to produce or find an answer or a solution

4 Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.



2 Read the following instructions on how to do laundry. Circle the correct answers.

There are several simple steps in doing laundry. First of all, (1) sort/~~don't sort~~ your clothes by colour. You should separate them into whites and colours, and wash them separately. (2) Secondly/~~Finally~~, add the washing powder or liquid. Read the instructions on the packet to make sure you use the right amount. Then, (3) load/~~you load~~ the washing machine and turn it on. Make sure you place the items one at a time. Don't put too many items as they need room to move about in the water. When the washing machine stops, (4) remove/~~you will remove~~ the wet clothes. You can hang the items to dry, or put them in the dryer. Remember that air-drying clothes saves energy and money. (5) Finally/~~Afterwards~~, don't forget to hang or fold each item. You could also iron your clothes before storing them in the wardrobe or drawer.

Tips

To give instructions, you should use:

- the imperative form of the verb.
Example: Don't .../Avoid .../Make sure ...
- modal verbs.
Example: You could .../You should .../You mustn't ...

- linking words or phrases.
*Example: First,/To begin with,/First of all, ...
Second,/Secondly, ...
Then,/After that,/In addition, ...
Last but not least,/Finally, ...*

3 Work in pairs. Read the steps in cooking rice in a rice cooker. Use the model in 2 and the tips above to give instructions.



Useful expressions	
Expressing wishes	Responding to wishes
<ul style="list-style-type: none"> • Have a good/great ...! • Best wishes!/Good luck! • I wish you a happy and healthy new year./ Happy New Year!/Happy holidays! • I wish you best of luck/every success in your new ... • Get well soon!/Hope you feel better soon/make a speedy recovery. 	<ul style="list-style-type: none"> • Thanks so much. • Thank you (all) for your wishes. • Thanks. Happy New Year to you too! • (The) same to you! Thanks.

Culture

Teen independence in the US

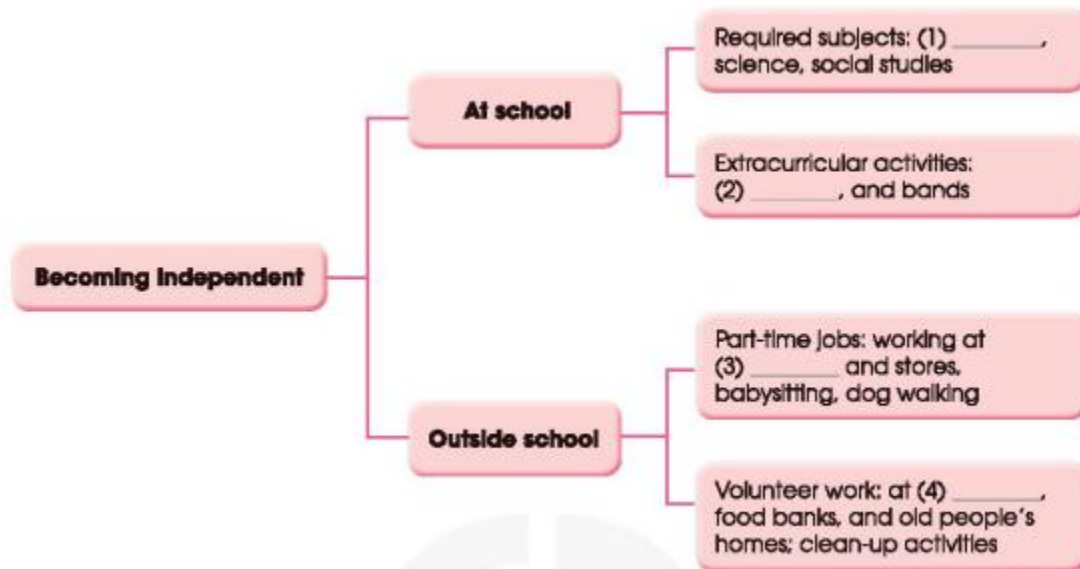
1 Read the text below and complete the diagram. Use no more than THREE words for each gap.

American parents usually encourage independence in their teenage children, and it is normal for teens to want more responsibility and freedom for their choices.

American teenagers often start high school with a basic plan of classes they need to take to get a high school diploma. Some subjects like English, maths, science, or social studies are required, others can be selected. Schools also provide extracurricular activities, such as sports, clubs, and bands. American teenagers who plan to go to college study hard to get good grades. They are highly motivated and very confident, and take responsibility for their learning.

Many American teenagers have part-time jobs as they want to gain work experience and learn how to manage their money. Many teens work at fast-food restaurants and stores, or do babysitting, and dog walking for neighbours. They also volunteer at local hospitals, food banks, and old people's homes, or take part in clean-up activities to improve their neighbourhood. This community service counts towards the volunteer hours that some schools require for university admission.

The teenage years form an important period of their development that influences adult life. The main goal of this period for most American teenagers is becoming independent, and they work hard both at school and outside school to achieve this goal.



Vocabulary

Choose the correct answers A, B, or C to complete the sentences.

- Many teenagers are not interested in learning how to _____ their time and money.
A. manage B. come up with C. get around
- Successful people are highly organised and _____ in everything they do.
A. self-motivated B. trust C. responsibility
- Some of my classmates find learning basic _____ like cleaning and cooking difficult.
A. confidence B. responsibilities C. life skills
- To develop _____ skills, please keep a diary for tasks and appointments.
A. decision-making B. time-management C. independent

Grammar

Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets.

- Would you like to apply for the babysitting job? (dog walking)
No, It _____ I'd like to apply for.
- Did your dad buy you a new bicycle last week? (a new motorbike)
No, It _____ he bought me last week.
- Is Lan the best decision-maker in your class? (Tuan)
No, It _____ is the best decision-maker in my class.
- Does the presentation skills training start tomorrow? (the day after tomorrow)
No, It _____ the presentation skills training starts.

Vocabulary

1 Complete the following sentences using the words and phrase in the box.

folk singing	manage	school-leavers	heritage
qualifications	preserve	self-motivated	vocational school

- Many young people don't know how to _____ their money.
- The university offers a variety of courses for _____ to choose from.
- After secondary school, Mark attended a _____ to become a car mechanic.
- People were very proud when the ancient pagoda in the capital was listed as a world _____ site.
- You will need to have formal _____ to do this job.
- My brother is very _____ and always finishes all his homework without any pressure from my parents.
- Quan ho and don ca tai tu are two forms of _____, which are on the UNESCO World Heritage list.
- The government decided to _____ the old prison as a tourist attraction.

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

- The town is valued for its many **historical/historic** buildings, which have seen lots of changes over the years.
- After completing the two-week training course, Peter was given a **degree/certificate** of attendance.
- Many teenagers do part-time jobs to learn **money-management/decision-making** skills.
- The school offers **vocational/higher education** courses in cooking and baking, electrical work, and building services.
- Decision-making/Time-management** is becoming an important skill, especially when you have many options.
- After **qualification/graduation**, my mother returned to her home town and got her first teaching job.
- The old house has been **restored/promoted** to the way it looked in 1900 when it was built.
- My class teacher invited my parents to discuss my **academic/practical** performance.

Grammar

1 Choose the correct answers A, B, C, or D to complete the following sentences.

1. It was _____ I bought the postcards for my friends.
A. from this souvenir shop that B. from this souvenir shop which
C. this souvenir shop that D. this souvenir shop
2. _____ secondary school, my brother decided to go to a vocational school instead of applying to university.
A. Finish B. Having finished C. Finished D. To finish
3. Jane was the first student from our school _____ a gold medal at the Maths Olympiad.
A. to win B. winning C. win D. having won
4. It was _____ my parents gave me the fish tank.
A. my birthday which B. my birthday that
C. for my birthday where D. for my birthday that
5. _____ a whole month revising for the exams, Mike passed them with high grades.
A. Having spent B. Spent C. Spend D. To spend
6. Trang An Scenic Landscape Complex is the only site in Southeast Asia _____ as a mixed heritage site.
A. recognise B. to recognise C. to be recognised D. recognising
7. It is _____ teenagers can earn pocket money.
A. by taking a part-time job that B. taking a part-time job that
C. taking a part-time job what D. by taking a part-time job what
8. My friend denied _____ the letter.
A. to write B. having written C. have written D. to be written

2 Rewrite the sentences beginning with the words given.

1. I applied to study at a university in Canada.
→ It was at _____.
2. After I watched the documentary, I came up with some ideas for my project.
→ Having _____.
3. We went to Hoi An because we wanted to see the old beautiful bridge and the French houses.
→ We went to Hoi An to _____.
4. After I completed the project, I felt more confident in my abilities.
→ Having _____.
5. Community work gave many young people of Gen Z real-life experiences.
→ It was community _____.
6. Marie Curie won the Nobel Prize in Chemistry in 1911. She was the first woman who did so.
→ Marie Curie was the first woman to _____.
7. After I did the course, I got better at managing my study time.
→ Having _____.
8. The Imperial Citadel of Thang Long was recognised as a World Heritage Site in 2010.
→ It was in _____.

Reading

1 Read the text. Choose the best heading (1-5) for each paragraph (A-C). There are TWO extra headings.

- | | | |
|--------------------------------|--|------------------------------|
| 1. How the art is preserved | 2. Who the performers are | 3. How to appreciate the art |
| 4. When and how it was created | 5. Where we can learn this form of music | |

DON CA TAI TU: THE VOICE OF THE SOUTHERN PEOPLE

Recognised as UNESCO's world cultural heritage in 2013, *don ca tai tu* has been an important part of people's life and work in the Mekong River Delta region.

A. _____

Having appeared in the late 19th century, *don ca tai tu* became a popular art form in southern Viet Nam. It started as daily entertainment for the village farmers, who were good neighbours and close friends. After working hard in the fields, the neighbours usually gathered together to sing and relax. This was the time when people started performing this kind of music.

B. _____

Typically, the men in the group play the instruments while the women sing. Most of the musicians and singers are not professionally trained; they are just music lovers performing with all their heart. They usually perform at events such as weddings and traditional festivals, and the melodies express different moods and feelings.

C. _____

Today, tourists can enjoy *don ca tai tu* performances in southern Viet Nam, where local artists perform at floating markets or in fruit gardens. Such performances help preserve the art form and allow artists to reach a wider audience, including people from around the world.



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

	T	F
1. <i>Don ca tai tu</i> was added to the UNESCO World Heritage list in 2013.		
2. <i>Don ca tai tu</i> was originally performed at important ceremonies.		
3. All the performers of this art form are well-trained and perform on big stages.		
4. <i>Don ca tai tu</i> can be heard at different events such as weddings and festivals.		
5. Performances of <i>don ca tai tu</i> at floating markets help keep the art alive for future generations.		

achieve (v)	/ə'tʃi:v/	đạt được, giành được	get into the habit of	/'get ɪntə ðə 'hæbɪt əv/	tạo thói quen
carry out	/'kæri 'aʊt/	tiến hành	independence (n)	/'ɪndɪ'pendəns/	sự độc lập
combine (v)	/'kəm'baɪn/	kết hợp	independent (adj)	/'ɪndɪ'pendənt/	độc lập, không lệ thuộc
come up with	/'kʌm 'ʌp wɪð/	nghĩ ra, nảy ra	learner (n)	/'lɜːnə/	người học
confidence (n)	/'kɒnfɪdəns/	sự tự tin	learning goal (np)	/'lɜːnɪŋ ɡəʊl/	mục tiêu học tập
confident (adj)	/'kɒnfɪdənt/	tự tin	life skill (n)	/'laɪf skɪl/	kỹ năng sống
deal with	/'diːl wɪð/	giải quyết, đối phó	make use of	/'meɪk 'juːs əv/	tận dụng
decision-making skills (np)	/'diːsɪʒn ,meɪkɪŋ 'skɪlz/	kỹ năng đưa ra quyết định	manage (v)	/'mænɪdʒ/	quản lý
get around	/'get ə'raʊnd/	đi lại	measure (v)	/'meʒə/	đo

SMART READING- SMART THINKING- SMART HANDLING- SMART KIDS
ĐỌC TỐT- NGHĨ TỐT- XỬ LÝ TỐT- THỂ HIỆN TỐT

money-management skills (np)	/ˌmʌniˌmæntdʒməntˈskɪlz/	kĩ năng quản lí tiền	rice cooker (np)	/ˈraɪsˌkʊkə/	nồi cơm điện
remove (v)	/rɪˈmu:v/	lấy ra, loại bỏ	self-motivated (adj)	/ˌselfˈmɔʊtɪveɪtɪd/	có động lực, năng nổ
responsibility (n)	/rɪˌspɒnsəˈbɪləti/	sự chịu trách nhiệm, trách nhiệm	self-study (n)	/ˌselfˈstʌdi/	sự tự học
responsible (adj)	/rɪˌspɒnsəbəl/	có trách nhiệm	time-management skills (np)	/ˈtaɪmˌmæntdʒməntˈskɪlz/	kĩ năng quản lí thời gian

			body shaming (n)	/ˈbɒdiˌʃeɪmɪŋ/	sự chê nhạo ngoại hình của người khác
admit (v)	/ədˈmɪt/	thủ nhận	bully (v)	/ˈbʊli/	bắt nạt
alcohol (n)	/ˈælkəhɒl/	đồ uống có cồn (rượu, bia ...)	campaign (n)	/ˈkæmˈpeɪn/	chiến dịch
anxiety (n)	/æŋˈzaiəti/	sự lo lắng	crime (n)	/kraɪm/	tội phạm
ashamed (adj)	/əˈʃeɪmd/	xấu hổ	cyberbullying (n)	/ˈsaɪbəbʊlɪŋ/	bắt nạt trên mạng
awareness (n)	/əˈweənəs/	nhận thức	depression (n)	/dɪˈpreʃn/	sự trầm cảm

hang out	/ˌhæŋjəˈaʊt/	đi chơi			
lie (n)	/laɪ/	lời nói dối			
make fun of	/ˌmeɪkˈfʌn əv/	trêu chọc, chế giễu	peer pressure (n)	/ˈpiəˌpreʃə/	áp lực từ bạn bè
obey (v)	/əˈbeɪ/	tuân thủ	physical (adj)	/ˈfɪzɪkl/	về mặt thể chất
offensive (adj)	/əˈfensɪv/	gây xúc phạm	poverty (n)	/ˈpɒvəti/	sự nghèo đói
overpopulation (n)	/ˌəʊvəˌpɒpjʊˈleɪʃn/	sự quá tải dân số	self-confidence (n)	/ˌselfˈkɒnfɪdəns/	sự tự tin vào bản thân

skip (v)	/skɪp/	trốn, bỏ	the poverty line (n)	/ðiəˈpɒvətiˌlaɪn/	mức nghèo đói
stand up to	/ˌstændˈʌp tuː/	đứng lên chống lại	verbal (adj)	/ˈvɜːbəl/	bằng lời
struggle (v)	/ˈstrʌɡl/	đấu tranh	victim (n)	/ˈvɪktɪm/	nạn nhân
the odd one out	/ðiˈɒd ˌwʌnˈaʊt/	kẻ / người khác biệt	violent (adj)	/ˈvaɪələnt/	sử dụng vũ lực, bạo lực

Unit 9 Social issues

Grammar

Linking words and phrases

Remember!

We use linking words and phrases to connect ideas, clauses, or sentences.

Below are some common linking words and phrases:

To add ideas and information	Besides (this/that), ... Moreover, ... In addition (to + noun or gerund), ...
To contrast ideas	However, ... Although ..., ... In spite of/Despite (noun or gerund), ... By contrast, ...
To give reasons	Because ..., ... Because of (noun or gerund), ... As/Since ..., ...
To show results	As a result, ... As a consequence, ... Therefore, ...

1 Connect these sentences, using linking words or phrases.

- Some people cannot control their anger when drinking alcohol. _____, they become violent.
- Body shaming is a very common issue. _____, many people are not aware of it.
- Alcohol can affect people's mind and behaviour. _____, they can cause other health problems.
- The government has promised to solve our environmental issues. _____, little has been achieved so far.

2 Work in pairs. Add more sentences to each item. Use different linking words and/or phrases.

- Some children play too many violent computer games. _____
- Many people live in poverty. _____
- Awareness campaigns help to draw people's attention to social issues. _____

*Example: Some children play too many violent computer games. **As a result**, they can also become violent. **Besides**, it's unhealthy for them to play video games for hours ...*

III READING

Peer pressure

1 Work in pairs. Discuss the question.

Have your friends ever made you do something you do not like? If yes, give an example.

2 Read the article. Match the highlighted words and phrase with their meanings.

TEEN'S Life

I DON'T WANT TO BE THE ODD ONE OUT



'My parents don't want me to **hang out** with my friends from school. They think those friends have a bad influence on me. They aren't happy that instead of going home after school, we go to games centres to play video games. But I think it's fun, and I don't want to lose my friends,' Thanh, 17.

'One day I coloured my hair and painted my finger nails. My parents got so angry with me. I know that this is not allowed at school, but all the girls in my group of friends did the same. I don't want to be the odd one out!,' Van, 16.

[A] The emails we have received from teenagers this week point to the effects of peer **pressure**, which is when you do things because you want to be accepted or valued by your friends. If teens fail to do what their group of friends want them to do, they may not be accepted or may even be bullied.

[B] In many cases, peer pressure can lead to **depression**, low **self-confidence**, distance

from family and poor school performance. It can also lead to bigger social issues. It was reported that 70% of teenage smokers surveyed in the US said that they started smoking because they had friends who were smoking.

[C] It is not always easy to stand up to peer pressure, but sooner or later you need to decide what is best for you. Choose the right friends, learn to say no when you don't feel comfortable and don't hesitate to talk to an adult when the situation looks dangerous. And remember it's sometimes OK to be 'the odd one out'.

1 hang out

2 pressure

3 depression

4 self-confidence

a a belief in your own ability to do things well

b the state of feeling very sad and without hope for the future

c the act of trying to force someone to do something by arguing, persuading, etc.

d to spend a lot of time in a place

3 Read the article again. Which paragraph contains the following information? Write A, B, or C.

1. The definition of 'peer pressure' _____
2. How peer pressure can cause social issues _____
3. Dealing with peer pressure _____
4. The possible problems facing teens if they do not follow their peers _____

4 Read the article again and choose the correct answers A, B, or C.

1. What is the similarity between Thanh and Van?
A. They both changed their appearance.
B. They both want to be different from their friends.
C. Their parents do not approve of their behaviour.
2. Which is NOT mentioned in the article as a consequence of peer pressure?
A. Encouraging someone to fight.
B. Lack of a close relationship with family members.
C. Lack of confidence about what you can do.

3. What was reported about the effects of peer pressure on teenagers in the US?
- Fifty-five per cent of them started to smoke because of peer influence.
 - Seventy per cent of them were drinking alcohol with their friends.
 - More than two-thirds of teen smokers started the habit under the influence of their friends.
4. According to the article, what is one way of dealing with peer pressure?
- Going to see the right doctor.
 - Not always saying yes to your friends.
 - Choosing friends who say no when they feel uncomfortable.

CLIL

- 1 Read the text and match each percentage in the chart with ONE social problem mentioned in the text.

SOCIAL PROBLEMS FACING TEENS IN THE US TODAY

Top problems teens see among their peers (%)



Useful expressions	
Expressing disappointment	Expressing sympathy
<ul style="list-style-type: none"> What a pity/shame! It's a pity/shame that ... That's (so)/How disappointing. That's too bad. 	<ul style="list-style-type: none"> I'm (so) sorry (to hear that) ... I (can) sympathise (with you/him/her). That's so sad (that ...). I know how it feels.

In many countries around the world, it is not easy growing up because teens are dealing with many social issues. A study carried out by a famous research centre in the US found out that the following were among the most serious ones.

Anxiety and depression: Seven in ten teenagers considered them a serious problem among their peers. The main source of teenagers' anxiety and depression was social pressure, such as the pressure to look good, to fit in social groups, and to be good at sport.

Bullying: 55% said that bullying was a major problem for teenagers, and around 15% admitted that they had experienced some form of cyberbullying. Girls or younger students were more likely to be victims of bullying.

Poverty: Four out of 10 teens said that poverty was also a major problem for them. In fact, about 20% of the teens in the survey struggled to live below the poverty line every day.

The survey results suggest that more support should be provided to help teenagers avoid serious social issues and enjoy a happier life.

Grammar

Choose the correct answer to complete each sentence below.

- We started a campaign against bullying in our school. *However/In addition*, we organised classes for teens to try new things and become more confident.
- Sharing someone's personal information online is illegal. *Therefore/Moreover*, you should be very careful about what you post online.
- Because/Because of* our health campaign was successful, more teenagers now eat healthy food and exercise regularly.
- Although/In spite of* all our efforts, we were not able to solve the problem.

SMART READING- SMART THINKING- SMART HANDLING- SMART KIDS
ĐỌC TỐT- NGHĨ TỐT- XỬ LÝ TỐT- THỂ HIỆN TỐT

admit (v)	/əd'mɪt/	thú nhận	body shaming (n)	/'bɒdi,ʃeɪmɪŋ/	sự chế nhạo ngoại hình của người khác
alcohol (n)	/'ælkəhɒl/	đồ uống có cồn (rượu, bia ...)	bully (v)	/'buli/	bắt nạt
anxiety (n)	/æŋ'zaɪəti/	sự lo lắng	campaign (n)	/'kæm'peɪn/	chiến dịch
ashamed (adj)	/ə'ʃeɪmd/	xấu hổ	crime (n)	/'kraɪm/	tội phạm
awareness (n)	/ə'veəəns/	nhận thức	cyberbullying (n)	/'saɪbəbʊlɪŋ/	bắt nạt trên mạng

depression (n)	/dɪ'preʃn/	sự trầm cảm	overpopulation (n)	/'əʊvəpɒpjʊ'leɪʃn/	sự quá tải dân số
hang out	/'hæŋ 'aʊt/	đi chơi	peer pressure (n)	/'piə preʃə/	áp lực từ bạn bè
lie (n)	/laɪ/	lời nói dối	physical (adj)	/'fɪzɪkl/	về mặt thể chất
make fun of	/'meɪk 'fʌn əv/	trêu chọc, chế giễu	poverty (n)	/'pɒvəti/	sự nghèo đói
obey (v)	/ə'beɪ/	tuân thủ	self-confidence (n)	/'self 'kɒnfɪdəns/	sự tự tin vào bản thân
offensive (adj)	/ə'fensɪv/	gây xúc phạm			

skip (v)	/skɪp/	trốn, bỏ	the poverty line (n)	/ði 'pɒvəti ,laɪn/	mức nghèo đói
stand up to	/'stænd 'ʌp tu:/	đứng lên chống lại	verbal (adj)	/'vɜ:bal/	bằng lời
struggle (v)	/'strʌgl/	đấu tranh	victim (n)	/'vɪktɪm/	nạn nhân
the odd one out	/ði 'ɒd ,ʌn 'aʊt/	kẻ / người khác biệt	violent (adj)	/'vaɪələnt/	sử dụng vũ lực, bạo lực

Unit 10 The ecosystem

Vocabulary

Plants and animals

1 Match the words and phrase with their meanings.

- | | |
|------------------------|--|
| 1 native (adj) | a a group of animals or plants that have similar characteristics |
| 2 tropical forest (np) | b the protection of the natural environment |
| 3 species (n) | c any animal that gives birth to live young, not eggs, and feeds its young on milk |
| 4 conservation (n) | d thick forest that grows in the hot parts of the world |
| 5 mammal (n) | e existing naturally in a place |

Grammar

Compound nouns

Remember!

A compound noun is a noun that is made with two or more words, e.g. *air-traffic controller*. A compound noun is usually formed by:

- noun + noun: *bus stop*
- adjective + noun: *wildlife*
- -ing form + noun: *washing machine*
- noun + -ing form: *film-making*
- verb + preposition: *break-out*

Some compound nouns are usually written as one word, e.g. *bedroom*, some as separate words, e.g. *tennis shoes*, and others with a hyphen, e.g. *film-maker*.

Even if the first noun has a plural meaning, it usually has a singular form, e.g. *car park*.

To make a compound noun plural, we usually make the second noun plural, e.g. *car parks*. There are some exceptions, e.g. *clothes shop*, *passers-by*.

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

1. _____ usually have a great variety of flora and fauna.
2. Many young people are really interested in wildlife _____ nowadays.
3. Koalas and kangaroos are _____ to Australia only.
4. Cat Ba National Park has many plant _____ that can be used as medicine.
5. Some groups of _____, including lions and tigers, eat mainly meat.

1 Use the words in the box to make five compound nouns.

endangered
nature
life
rain
vocational
species
reserve
expectancy
forest
school

1. _____
2. _____
3. _____
4. _____
5. _____

III READING

U Minh Thuong - A unique national park

1 Work in pairs. Look at the photos and discuss the questions.

- Have you ever been to U Minh Thuong National Park?
Where is it?
- What can/did you see in the park?

2 Read the article and match the headings (1-4) to the paragraphs (A-D).



Sunda pangolin in
U Minh Thuong



Tropical mangrove forest in
U Minh Thuong

A. _____

U Minh Thuong National Park is located in An Bien, An Minh, and Vinh Thuan districts of Kien Giang Province, about 60 km south of Rach Gia city centre. This place is considered one of the most important sites for ecosystem conservation in the Mekong River Delta. It attracts tourists not only with its wild and beautiful scenery, but also with its rare and rich biodiversity.

1. Flora and fauna
2. Best time to visit
3. Location
4. Geography

B. _____

U Minh Thuong National Park covers a large area of freshwater wetlands, including mangrove forests. Its central part is surrounded by waterways with a series of gates, which are used to manage the water level.

C. _____

Home to 226 species of plants, U Minh Thuong National Park is the region with the richest biodiversity in the Mekong River Delta. It used to be one of the largest habitats for water birds in the area, but their home was badly damaged by forest fires in 2002. Now there are about two hundred types of birds in the park, including some unique birds like the great spotted eagle. Thirty-two types of mammals have been found here. Ten of them, including the fishing cat and Sunda pangolin, are on the list of rare and endangered species, native to Viet Nam.

D. _____

The ideal time to explore U Minh Thuong National Park is from August to November, known as the floating water season of the region. Tourists can take a boat to experience nature and wildlife. Visitors can go to Trang Doi, a place where thousands of bats gather, hanging on the trees like huge fruits. Another popular place to visit is Trang Chim, a large area with thousands of colourful birds. So if you love nature, you should definitely go to explore this amazing natural park.

3 Read the article again and complete each sentence with no more than THREE words.

1. U Minh Thuong National Park is famous for its rare and rich _____.
2. Waterways surround the _____ of the national park.
3. It has more than two hundred _____.
4. You can find nearly 200 types of birds and 32 _____ there.
5. The best time to visit U Minh Thuong National Park is from _____.

An opinion essay about spending more money on restoring local ecosystems

- 1 Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems.

IDEAS	For	Against
1. It is more important to invest in healthcare and education.		
2. Air and water pollution are affecting our health.		
3. There are more serious problems such as unemployment and poverty.		
4. Many plant and animal species are disappearing.		
5. Cutting down forests is causing floods and other natural disasters.		
6. Ecosystems can restore themselves naturally.		

- 1 Read the text and tick (✓) the correct project in the table.

PROTECTING ECOSYSTEMS - IDEAS FROM AROUND THE WORLD

The healthier our ecosystems are, the healthier our planet and its people become. Ecosystem restoration can help end poverty, fight climate change, and prevent loss of flora and fauna on every continent and in every ocean. Below are two examples of successful ecological projects.

The Great Green Wall

The goal of this project is to create the largest living structure on the planet. The plan is to restore 100 million hectares of damaged land, limit the amount of carbon dioxide and create 10 million green jobs in Africa. This will provide rich land, food security, and improve the region's ability to deal with climate change. Since its launch in 2007, Ethiopia and Nigeria have restored millions of hectares of land, and Senegal has planted more than 10 million trees.



Belize Barrier Reef

The Belize Barrier Reef was once described as the most amazing reef in the West Indies. It is home to a large diversity of plants and animals. It is Belize's top tourist destination, popular for scuba diving and snorkelling, and a UNESCO Natural World Heritage Site. Between 2009 and 2018, it was declared endangered because of pollution and the destruction of its ecosystems. However, because of conservation efforts, a large part of the reef is now protected. There are seven marine reserves. Belize has also stopped oil drilling near the Barrier Reef, banned plastic products, and created 'no-take zones', where removing plants and animals is not allowed.

	The Great Green Wall	Belize Barrier Reef
1. It is a marine ecosystem of rich biodiversity.		
2. Its aim is to build the world's biggest living structure.		
3. Millions of trees have been planted in several African countries.		
4. The government has taken measures to restore and protect the ecosystem.		

Vocabulary

Choose the correct word or phrase to complete each sentence.

1. Cuc Phuong National Park has a large number of flora and fauna species/regions.
2. Many species are saved from disappearing by biodiversity/conservation efforts.
3. Reducing the use of fresh water can help to protect marine ecosystems/national parks.
4. The overuse of natural resources/climate change may lead to loss of biodiversity.

Grammar

Find and correct the mistakes in the following sentences.

1. You can get off at the next busstop.
2. Watching the sunsetting at the beach is really amazing.
3. Did you have a chance to do any sightsee in Paris?
4. Viet Nam has a large variety of fascinating wildlives.

Vocabulary

What are the missing letters? Complete the sentences using the pictures to help you.

1. Drinking too much a  might lead to v 
behaviour.

2. You shouldn't feel a  when you are b 
You need to stand up to bullies.

3. She is suffering from d  caused by too much p 
at school.

4. C  is a serious issue in our city, and many people have recently

- become victims of ph  attacks in the streets.

5. There are thousands of animal

sp



in this

na

p



6. Deforestation is destroying the local

f



and

f



in the region.

7. We need to protect the bio



in local ecosystems.

Grammar

1 Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences.

1. Many teenagers are victims of cyberbullying. As a result, they become depressed. (because of)

2. People pollute the environment. As a result, ecosystems are damaged. (as)

3. Our awareness campaign was a success. However, we still need to do more to stop cyberbullying. (although)

4. The forest has become a nature reserve. Therefore, people are not allowed to camp or hunt there. (since)

5. There have been many campaigns to end deforestation. But trees are still being cut down. (in spite of)

6. There was peer pressure from my friends. However, I didn't skip lessons. (despite)

7. Mandy is doing environmental projects. She is also helping teenagers find part-time jobs. (in addition to)

8. We made an effort to save our local park. But it was sold to a property developer. (despite)

2 Circle the correct answers.

1. The nation/national park is protected by the government.

2. Cyberbully/Cyberbullying is a common problem among teenagers today.

3. The area, which is home to many rare species of plants, became a nature/nature's reserve two years ago.

4. Many students go to academic/vocational schools after finishing secondary school.

5. Medical advances have helped to increase life/living expectancy.

6. There is often a generation/generational gap in extended families.

7. These policies are designed to reduce the impact of climate/climate's change.

8. We can post photos of environmentally-friendly activities on society/social media.

Reading

Cuc Phuong National Park

1 Read the article. Choose the best heading for each section. There are TWO extra headings.

1. A popular tourist destination
2. A rich ecosystem
3. Environmental problems
4. Illegal hunting and logging
5. Solutions to the problems

B.

The rich ecosystem of Cuc Phuong attracts many nature lovers from all over the world. The park is very popular from April to May, when visitors have a chance to see more than 400 species of colourful butterflies in the forest. That's why it has won the award of Asia's Leading National Park several times.



CUC PHUONG NATIONAL PARK

A.

As the oldest national park in Viet Nam, Cuc Phuong is a natural habitat of many rare animals and plants in Asia. It is estimated that over 2,000 plant species and thousands of species of animals live in the 22,000-hectare ecosystem. The park also has the largest variety of birds in northern Viet Nam with more than 3,000 bird species.



C.

Despite the government's effort to protect Cuc Phuong, several problems have been reported. Small parts of the park have been destroyed as people have cut down old trees without permission. In addition, rare animals were hunted illegally, some of which were fortunately rescued and returned to the forest. There are still irresponsible tourists who drop litter on the trails, which pollutes the water and soil. These actions can damage the ecosystem of the park. Therefore, tougher measures should be taken to protect the biodiversity of the area.



2 Read the article again. Which paragraph contains the following information? Write A, B, or C.

1. The popularity of Cuc Phuong among tourists
2. The diversity of the ecosystem
3. The impact of tourism on the area
4. Winning an award
5. More work to be done to preserve the park

Protecting our national park

1 Work in pairs. Discuss the advert and the questions below. Add more details.

**Cuc Phuong National Park:
Calling for ideas**

Viet Nam Wildlife Conservation Committee is organising an Ideas competition to raise young people's awareness of Cuc Phuong National Park. Please send us a short proposal with practical and interesting ideas for preserving the ecosystem of Cuc Phuong. The best one will win a five-day trip to Cuc Phuong for four people!

AN ONLINE PHOTO ALBUM

- | | |
|--|--|
| 1. What is the proposal about? | • Creating an online photo album of the area on the park website |
| 2. What will the album include? | • Photos of eco-friendly activities in Cuc Phuong, e.g. <i>picking up litter, going on ecotours, planting trees</i>
• Photos of activities that can harm the ecosystem in Cuc Phuong, e.g. <i>cutting down trees, littering in the forest</i> |
| 3. Who can take photos? | • ... |
| 4. How long will this initiative last? | • ... |
| 5. What are the goals and benefits? | • Raising public awareness of what is good and not good for the ecosystem of Cuc Phuong
• ...
• ... |

SMART READING- SMART THINKING- SMART HANDLING- SMART KIDS
ĐỌC TỐT- NGHĨ TỐT- XỬ LÝ TỐT- THỂ HIỆN TỐT

			biodiversity (n)	/ˌbaɪəʊdəɪˈvɜːsəti/	đa dạng sinh học
			conservation (n)	/ˌkɒnsəˈveɪʃn/	sự bảo tồn thiên nhiên
			coral reef (np)	/ˌkɒrəl ˈriːf/	rặng san hô
			delta (n)	/ˈdelta/	đồng bằng
			destroy (n)	/diˈstrɔɪ/	phá huỷ
			ecosystem (n)	/ˈiːkəʊˌsɪstəm/	hệ sinh thái
			endangered (adj)	/ɪnˈdeɪndʒəd/	bị nguy hiểm
flora (n)	/ˈflɔːrə/	thực vật	native (adj)	/ˈneɪtɪv/	tự nhiên
food chain (n)	/ˈfuːd tʃeɪn/	chuỗi thức ăn	natural resources (np)	/ˌnætʃrəl rɪˈzɔːsɪz/	tài nguyên thiên nhiên
green (adj)	/ɡriːn/	(lối sống) xanh	pangolin (n)	/ˈpæŋˈɡəʊlɪn/	con tê tê
habitat (n)	/ˈhæbɪtæt/	khu vực sống	resource (n)	/rɪˈsɔːs/, /rɪˈzɔːs/	nguồn lực
living things	/ˈlɪvɪŋ θɪŋz/	các sinh vật sống	species (n)	/ˈspiːʃiːz/	loài
mammal (n)	/ˈmæm/	động vật có vú	tropical forest (np)	/ˌtrɒpɪkl ˈfɒrɪst/	rừng nhiệt đới
national park (n)	/ˌnæʃnəl ˈpɑːk/	rừng quốc gia	wildlife (n)	/ˈwaɪldlaɪf/	động vật hoang dã