

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

SÁCH HỌC SINH

TẬP HAI

12



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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PEARSON

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên) – HOÀNG THỊ XUÂN HOA (Chủ biên)

PHAN HÀ – HOÀNG THỊ HỒNG HẢI – KIỀU THỊ THU HƯƠNG

VŨ THỊ LAN – ĐÀO NGỌC LỘC – CHUNG THẾ QUANG

Với sự cộng tác của DAVID KAYE

Tiếng
SÁCH HỌC SINH
TẬP HAI
Anh
12

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

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LỜI NÓI ĐẦU

Tiếng Anh 12, Tập Hai là cuốn sách được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục phổ thông môn Tiếng Anh thí điểm cấp Trung học phổ thông do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 5209/QĐ-BGDĐT ngày 23 tháng 11 năm 2012, tiếp theo Chương trình tiếng Anh tiểu học và Chương trình tiếng Anh trung học cơ sở. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh, thông qua sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp), phát triển năng lực giao tiếp bằng tiếng Anh dưới bốn hình thức nghe, nói, đọc và viết. **Tiếng Anh 12, Tập Hai** chủ trương lấy **HỌC** làm trung tâm, trong đó học sinh là chủ thể của quá trình dạy - học, giáo viên là người hướng dẫn, người tổ chức các hoạt động trên lớp, giúp học sinh giao tiếp có hiệu quả. **Trong Tiếng Anh 12, Tập Hai**, tâm lí lứa tuổi của học sinh và các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh và các nước trong khu vực, được coi trọng.

Tiếng Anh 12, Tập Hai được biên soạn xoay quanh hai chủ điểm (theme) gắn gũi với học sinh: *Our Environment* và *Our Future*. Mỗi chủ điểm được chia thành hai hoặc ba đơn vị bài học (Unit) tương ứng với các chủ đề (topic) gợi ý trong Chương trình. Sau mỗi chủ điểm là một bài ôn (Review) tập trung vào kiến thức ngôn ngữ và kĩ năng ngôn ngữ học sinh đã được học và rèn luyện.

Tiếng Anh 12, Tập Hai được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy và học tiếng Anh trung học phổ thông ở Việt Nam. Sách nhận được sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Nhà xuất bản Pearson và Hội đồng Anh.

Nhóm tác giả rất mong nhận được những ý kiến đóng góp của các nhà giáo, các bậc phụ huynh, các em học sinh và đông đảo bạn đọc quan tâm để sách được hoàn thiện hơn trong các lần in sau.

Các tác giả

BOOK MAP

	Topic	Vocab.	Pronunciation	Grammar	Reading
UNIT 6	Endangered species	Words and phrases related to endangered animals and plants	Linking vowel to vowel	- The future perfect - Double comparatives	Reading for general ideas and specific information and identifying different opinions about protecting endangered species
UNIT 7	Artificial Intelligence	Words and phrases related to artificial intelligence	Sentence stress	The active and passive causatives	Reading for specific information in an article about artificial intelligence applications
UNIT 8	The world of work	Words and phrases related to the world of work	Stressed words (exceptions)	Reported speech: reporting orders, requests, offers, advice, instructions,...	Reading for specific information in job advertisements
REVIEW 3					
UNIT 9	Choosing a career	Words and phrases related to leaving school and choosing a career	Unstressed words	- Phrasal verbs (consisting of a verb, an adverb, and a preposition) - Adverbial clauses of condition, comparison, manner, and result	Reading for general ideas and specific information about career advice on websites for secondary school leavers
UNIT 10	Lifelong learning	Words and phrases related to lifelong learning	Intonation of questions (revision)	- Conditionals Type 3 - Mixed conditionals of Type 2 and Type 3	Reading for general ideas and specific information in an article about lifelong learning
REVIEW 4					

Speaking	Listening	Writing	Culture	Project
Talking about how to protect endangered species	Listening for specific information in a talk about why animals are in danger of extinction	Writing a report about an endangered species	Sea turtle protection in Malaysia	Designing a poster and preparing for a presentation on an endangered species
Talking about the risks of artificial intelligence	Listening for specific information in a conversation about the future of A.I.	Writing an essay about the advantages and disadvantages of intelligent machines	People's attitudes towards intelligent machines	Designing a poster and preparing for a presentation on a robotic machine/a medical robot/a popular science-fiction film about artificial intelligence
Discussing skills and qualities needed for getting a job	Listening for general ideas and specific information about how to write a good CV	Writing a CV to support an application for employment	The job seeking experiences of an English school leaver	Reporting on the similarities and differences in job requirements between Viet Nam and another country
Talking about ambitions and dreams (future jobs)	Listening for main ideas and specific information in an interview with school leavers about the positive and negative points of some careers	Writing a job application letter in response to an advertisement	Taking a year out	Preparing for a presentation on the choice of a job considering its positive and negative points
Giving a presentation on how to keep learning throughout life	Listening for specific information in a talk show about a successful lifelong learner	Writing a description of a bar chart about barriers to lifelong learning	Lifelong learning in different countries	Doing a survey on people's perception of lifelong learning and their plans for lifelong learning

Unit 6 ENDANGERED SPECIES

GETTING STARTED A new wildlife park

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to endangered animals and plants

Pronunciation

- Linking vowel to vowel

Grammar

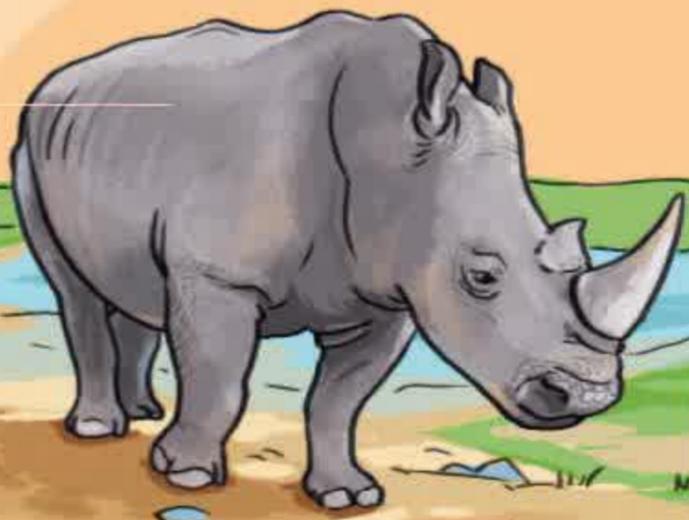
- The future perfect
- Double comparatives

SKILLS

- Reading for general ideas and specific information and identifying different opinions about protecting endangered species
- Talking about how to protect endangered species
- Listening for specific information in a talk about why animals are in danger of extinction
- Writing a report about an endangered species

COMMUNICATION AND CULTURE

- Bringing extinct species back to life?
- How sea turtles are protected in Malaysia



1 Mr Willis is talking to his two children about a new wildlife park. Listen and read.

Mr Willis: Lisa, Simon, I've just heard some good news.

Simon: What's it about, Dad?

Mr Willis: It was announced on TV that a new wildlife park will open to the public next week. Would you like to visit it?

Lisa: Sure. Will there be any dinosaurs there, Dad?

Simon: They're extinct species, Lisa. The last dinosaurs died out millions of years ago.

Mr Willis: That's right. You can't find extinct animals there.

Lisa: So what can we see in the wildlife park then?

Mr Willis: Animals in danger of extinction, like tigers and rhinoceros.

Simon: Will there be any endangered trees and plants? I have a biology assignment about endangered plant species.

Mr Willis: I'm afraid not. But a friend of mine, Tracy, might be able to help you.

Simon: Tracy? Yes, I remember her. She's a biologist. Where's she working?

Mr Willis: At the Botanical Gardens. You can find lots of interesting facts there.

Simon: Sounds good. Thanks, Dad. So let's visit the wildlife park next Saturday morning, and then go to the Botanical Gardens in the afternoon on the way back home. Hopefully, I'll have gathered enough information by Sunday, so I can start working on my assignment next week.

Lisa: It'll be so tiring! We'll have walked for hours by the time we get to the Botanical Gardens.

Mr Willis: Don't worry. We'll drive through the park.

Lisa: Oh really? That'll be fun. Are we allowed to have a picnic or build a campfire there, Dad?

Mr Willis: No, I'm afraid not. That may scare the animals and pollute the air. The more noise and smoke you make, the less safe the environment becomes for the animals.

Lisa: I see ... Can I ask some friends to join us?

Mr Willis: Sure. The more the merrier.

2 Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1			
2			
3			
4			
5			
6			

3 Find a word in the conversation that goes with each of the following phrases or expressions.

- _____ species
- animals in danger of _____
- _____ trees and plants
- _____ a campfire



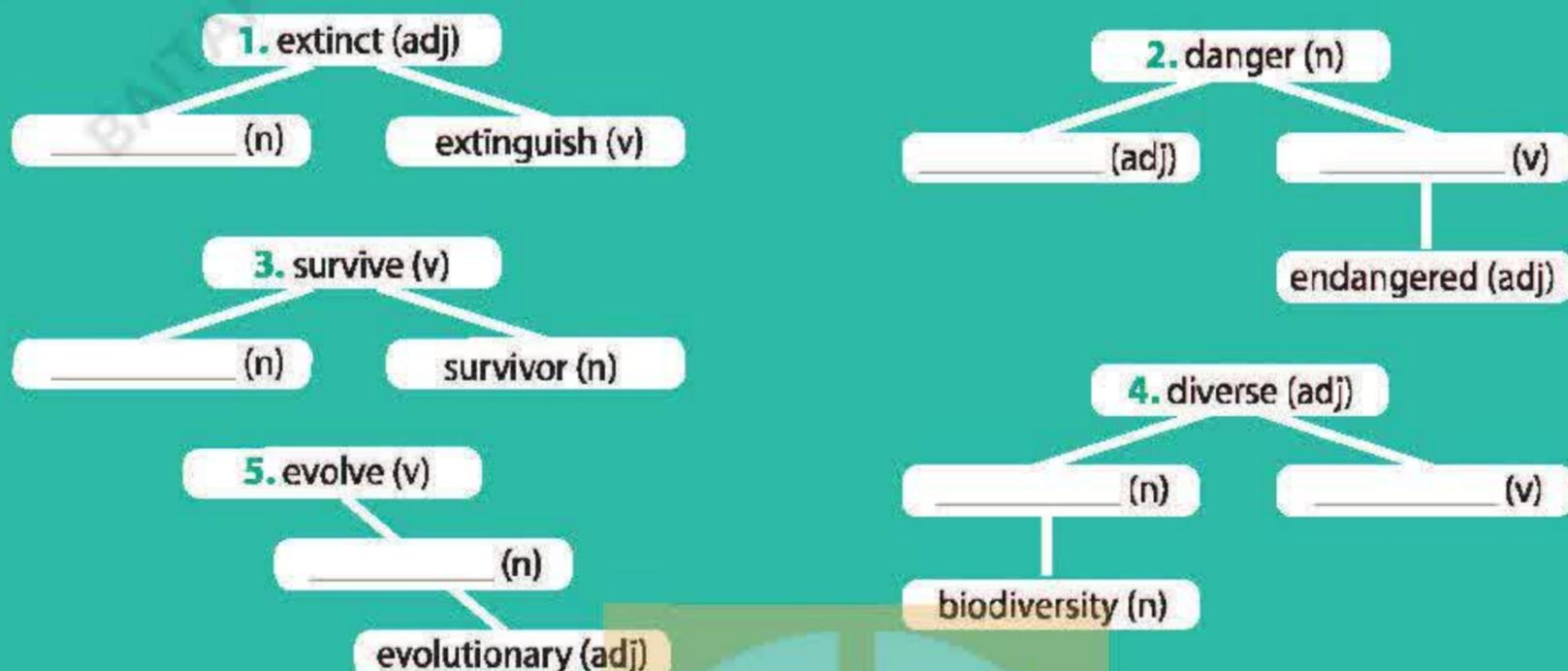
4 Read the conversation again and write the correct form of the verbs in brackets.

- I (gather) _____ enough information by Sunday, so I can start working on my assignment next week.
- We (walk) _____ for hours by the time we get to the Botanical Gardens.

LANGUAGE

Vocabulary

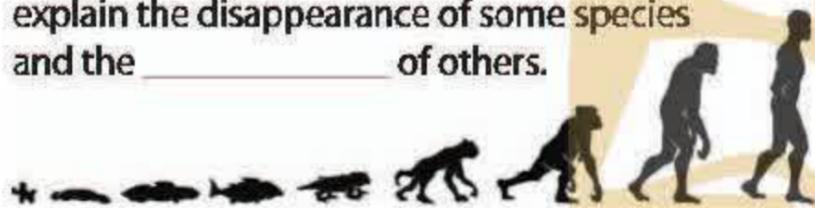
1 Complete the following word diagrams. Use a dictionary, if necessary.



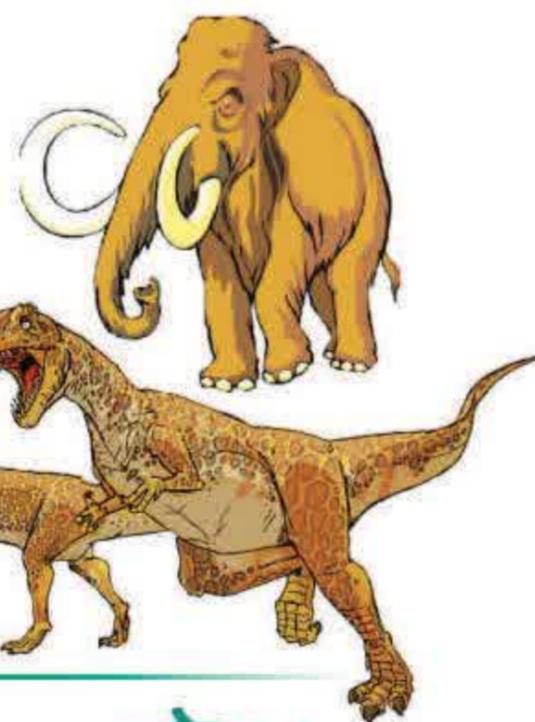
2 Complete the following sentences with the words in the box.

- survival (n) vulnerable (adj) extinct (adj) endangered (adj)
 conservation (n) habitat (n) evolution (n) biodiversity (n)

1. Darwin's theory of _____ has helped to explain the disappearance of some species and the _____ of others.



5. Mammoths and dinosaurs used to live on our earth quite a long time ago, but they are now _____.



2. The saola and the rhino are considered _____ species in Viet Nam.



3. The giant panda's natural _____ is the bamboo forest. Giant pandas like to eat bamboo leaves.



6. _____ helps to maintain the balance of nature that we rely on for our well-being and benefit.



4. Baby sea turtles are most _____ when they leave their nests and make their way to the sea. They are convenient targets for birds and other animals.



7. The World Wide Fund for Nature (WWF) is an organisation which is working on issues related to _____, research and restoration of the environment.



Pronunciation

Linking vowel to vowel

- 1 The following phrases are spoken in slow, careful speech and in fast, connected speech. Listen and repeat. Pay attention to the pronunciation of the linked sounds.

	no linking in slow, careful speech	with linking in fast, connected speech
1	a. in danger of extinction	b. in danger of extinction
2	a. saola or deer	b. saola or deer
3	a. the mother of success	b. the mother of success
4	a. draw a diagram	b. draw a diagram
5	a. the idea of saving endangered species	b. the idea of saving endangered species

- 2 Listen and repeat the following sentences spoken in fast, connected speech.

1	A: What can we see in the park now? B: Animals in danger of extinction, like tigers or rhinoceros.
2	A: What's that animal? Is it a saola or a deer? B: I don't know.
3	A: Don't get disappointed. Try again. Failure is the mother of success. B: OK. I will.
4	A: I can't draw a diagram to show the increasing pollution levels. Can you help me? B: Sure.
5	A: Your idea of saving endangered species sounds very interesting. B: Thank you.



DO YOU KNOW...?

- In British English, in fast, connected speech, a linking consonant /r/ can appear between the vowel sound /ə/ or /ɔ:/ at the end of a word and the vowel sound at the beginning of the next word. This makes pronunciation easier and more natural.

vowel + vowel	linking sound	Examples
/ə/ or /ɔ:/ + vowel	/r/	Lisa and Simon draw a picture

- In British English, words ending with the letters -r or -re have a final vowel sound. However, the written -r/-re is often pronounced when it is followed by a word beginning with a vowel.

written -r/-re + vowel	linking sound	Examples
-r/-re + vowel	/r/	car engine another English book

Grammar

The future perfect

- 1 Circle the correct verb form in each sentence.

- Our rescue centre (has released / will have released) 150 monkeys, deer and bears back into the forests by the end of this week.
- You may not believe this, but this sea turtle is quite old. It (has lived / will have lived) in this marine park for 40 years. We (will have / will have had) a party to celebrate its birthday tomorrow.
- Well, next time I see you, I expect you (will be finishing / will have finished) your report on the endangered saola.
- If you come to see me at 7 o'clock tonight, I (will be watching / will have watched) a documentary about rhinos to prepare for my presentation tomorrow. So, you'd better come after 8. By then the programme (finishes / will have finished).
- Jill is sick and can't work on her assignment about the blue whale's habitat. So she (hasn't completed / won't have completed) it by Monday. She needs to ask for an extension of the deadline.

- 2 Complete the sentences, using the present perfect or the future perfect.

- By next summer, our rescue team (save and take in) _____ hundreds of endangered animals.
- Look at this cute little bear. It (live) _____ in the wildlife park for six months, and it'll be released back into the wild next month.
- If you come to the conference on wildlife protection after 10 a.m., the most interesting presentation (finish) _____.
- By the end of today, Kim (visit) _____ all of the animal rescue centres in the city.
- I'll start writing my essay on protection of endangered species as soon as I (collect) _____ enough information.



DO YOU KNOW...?

- The future perfect is used to say that something will be finished or completed by a certain time in the future.
Example: I'll have finished cooking dinner by the time you come home.

- The present perfect or the present simple is used instead of the future perfect to express the idea of completion after some conjunctions of time: when, as soon as, after, before.

Examples:
I'll phone you when I've finished my homework.
I'll phone you when I finish my homework.

Double comparatives

3 Work in pairs. Discuss which word(s) in the box can be used in each gap.

more better higher longer

1. The _____ time you spend on preparing for the test, the _____ scores you may get.
2. The _____ you practise speaking in your class, the _____ you are at public speaking.

4 Complete the sentences with the words from the box. One word can be used more than once.

faster more better greater warmer higher

1. The _____ the pollution becomes, the _____ animals lose their natural habitats.
2. The _____ I study about endangered species, the _____ I worry about their protection.
3. The _____ the weather gets around the world, the _____ the polar ice caps will melt.
4. The _____ effort you make, the _____ the achievements you may get.
5. The _____ renewable energy sources we use, the _____ our living conditions will become.



DO YOU KNOW...?

- Double comparatives describe a cause-and-effect process. The first half expresses a cause, and the second half expresses an effect.
- Formation: creating a parallel structure with two parts having a similar form

1. **The + comparative adj/adv + subject + verb, the + comparative adj/adv + subject + verb**

Example: The **better** your education is, the **greater** your opportunities are.

2. **The + more/less + (noun) + subject + verb, the + more/less + (noun) + subject + verb**

Examples: The **more** you give, the **more** you will receive.
The **more** money he makes, the **less** free time he has.

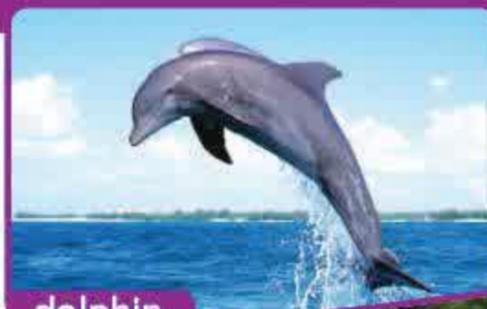
SKILLS

READING

Saving endangered species: pros and cons

1 Discuss with a partner.

a. Which of these animals are on the list of endangered species?



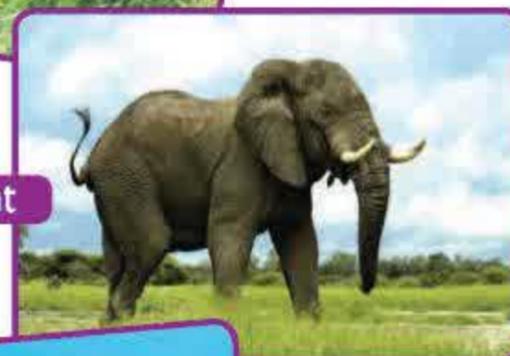
dolphin



tiger



saola



elephant



sea turtle



giant panda

b. Can you find them in Viet Nam now?

2 Below are three people's opinions posted on the fantasticwildlife.org website. Read the text and decide what they are talking about.

- Why endangered animals should be protected.
- How to protect endangered species.
- Whether or not we should protect endangered species.

fantasticwildlife.org

SIMON (SCOTLAND)

Let's just put ourselves in endangered animals' shoes. How would we feel if the animals ruled the world and we became the ones in danger of extinction? We are living creatures and so are the animals. We can no longer attribute the rapid extinction of species to natural causes such as earthquakes or drought. Today many plants and animals are becoming endangered or extinct because of habitat destruction, over-harvesting and poaching. It's our duty to start repairing the damage we've caused to nature.

YOSHIKO (JAPAN)

If we continue to save endangered animals, then we stop animals from replacing other animals. Extinction is just a part of the evolutionary process and we must not interfere with it. Hence, trying to save species that cannot survive in their environment is rather silly, because it's against the laws of nature. So, let mother nature do her job. What's more, not all animals are friendly or harmless. Elephants and tigers are two examples of animals that are dangerous. People living near some nature reserves have to face constant threats to their livestock and crops. Then should we protect these animals at the expense of local people's lives?

AI LIEN (VIET NAM)

Animal and plant extinction can ruin the ecosystem and reduce biodiversity. All creatures are part of an ecosystem. They all help humans in some way. For example, over 50% of the medicines currently in use are derived from natural products made from animals or plants. By losing biodiversity, we are losing the chance to discover new medicines that could save the lives of millions of people each year. What's more, nature is beautiful, and that's the best reason to preserve it. Walking in a rainforest or going scuba-diving over a coral reef helps us to relax and feel at peace.

3 Whose opinions are these? Write the correct name in the space before each statement.

- _____ There are two reasons why we should protect endangered species.
- _____ There are two reasons why we shouldn't protect endangered species.
- _____ Humans should be held responsible for endangering species or driving them to extinction.
- _____ Saving species in danger of extinction means going against the laws of nature.
- _____ Humans and animals should get an equal chance of being protected from danger.
- _____ Preserving animal and plant species helps to maintain biodiversity.

4 Find the prepositions in the reading text to complete these phrases and expressions. Use a dictionary to find their meanings.

Phrases and expressions	Meanings
1. to put oneself _____ someone's shoes	
2. to attribute something (a result) _____ something else (a cause)	
3. to cause damage _____ something	
4. to interfere _____ something	
5. to feel _____ peace	

5 Discuss with a partner.

Which of the three people above do you agree with? Why?

SPEAKING

Action for endangered species conservation

1 Put the following ways of protecting rhinos and coral reefs in the correct boxes.

- ▶ ban transportation of and trading in rhino horns
- ▶ donate to rhino conservation organisations
- ▶ launch anti-poaching campaigns
- ▶ not leave litter on the beach or in the water
- ▶ practise safe and responsible diving and snorkelling
- ▶ stop using rhino products
- ▶ use organic fertilizers to avoid polluting the ocean
- ▶ stop using coral reef products

HOW TO PROTECT RHINOS

- _____
- _____
- _____
- _____



HOW TO PROTECT CORAL REEFS

- _____
- _____
- _____
- _____



2 Work with a partner. Use the information in **1** or your own ideas to prepare a talk about how to protect rhinos or coral reefs. The following phrases and expressions may help you.

Purposes	Phrases and expressions
1. To welcome the audience and introduce the topic	<i>Good morning/afternoon, everyone.</i> <i>It's my pleasure to talk to you today about ...</i>
2. To introduce the first point/idea	<i>To begin with, I'll suggest ...</i> <i>I'd like to begin by discussing ...</i>
3. To move to the next point	<i>My next point is ...</i> <i>Let's now turn to another point.</i>
4. To indicate the end of the talk	<i>Finally, I'd like to summarise the key issues/points.</i> <i>To sum up, let's look at the main points again.</i> <i>To conclude, I'd like to ...</i>
5. To thank the audience	<i>Thank you for your attention.</i> <i>Thanks for listening.</i>



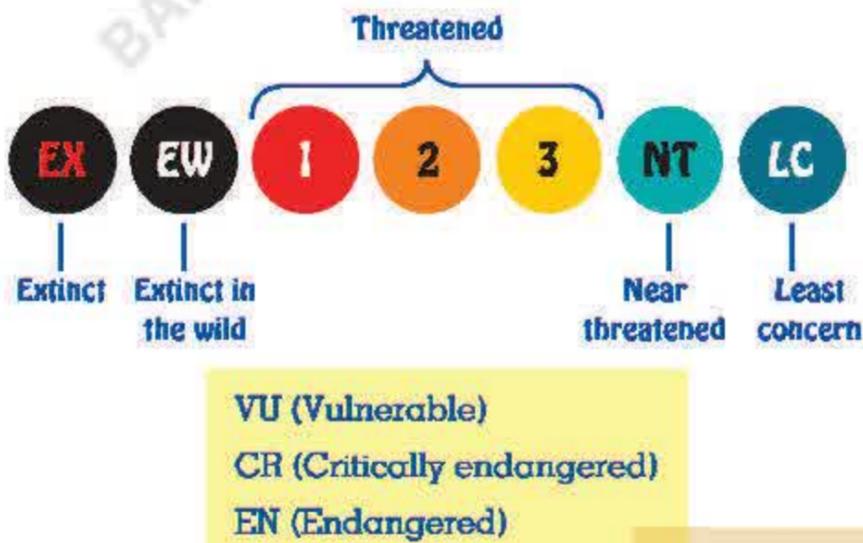
3 Present your talk to the class.



LISTENING

Dangers to wildlife

1 Below is the conservation status scale which indicates whether a species still exists and how likely it is to become extinct in the near future. Match the three phrases indicating three 'threatened' levels with the numbers 1, 2 and 3.



2 Listen to the first part of a talk given by Peter Shawl, a conservation biologist, and check your answers in 1.

3 Listen to the second part of the talk and choose the best option to complete the statements or answer the questions.

1. According to Peter Shawl, wildlife becomes endangered because _____.
A. the population of some species grow too fast
B. natural habitats are destroyed by humans
C. the stronger animals kill the weaker
2. Animals' habitats become polluted when humans _____.
A. cut down forest trees
B. build more houses
C. use chemicals in agriculture
3. When tigers are hunted and killed, which of their parts are collected and used?
A. Their bones.
B. Their fur.
C. Their teeth.
4. Which of the following uses of elephant tusks is mentioned in the talk?
A. Making false teeth.
B. Producing traditional medicine to treat diseases.
C. Making valuable items.

4 Listen to the second part again. Complete the summary of the talk, writing one word in each blank.

In the second part, Shawl discusses the two main (1) _____ to wildlife. The first is loss of (2) _____, and the second is hunting and (3) _____. These dangers are caused by (4) _____ activities, so we need to take action to protect and (5) _____ wildlife.

5 Do you agree with Peter Shawl that humans are responsible for the loss of biodiversity? Discuss with a partner.

WRITING

Endangered species report

1 Match the pictures with the animals' names. Then discuss the questions with a partner.

- Can you find these animals in Viet Nam?
- What do they eat?
- Are they endangered species?

a. blue whale

b. Komodo dragon



2 Read the facts about the Komodo dragon and the blue whale. Write a, b, c, d, or e in the space provided to match the title with the correct section.

- a. Diet b. Conservation status
 c. Habitat and location d. Population
 e. Physical features

	Komodo dragon	Blue whale
1. _____	- found in the wild on Indonesian islands (Komodo, Rinca, Gili Montang, Gili Dasami, Flores) - live in forests, on beaches, on hilltops	- live in the cold waters of the Arctic and Antarctic - migrate to tropical seas to breed (up to four months)
2. _____	- looks like a crocodile or lizard - male adults can grow up to 3 metres long - 90 kilos	- mammal, but looks like a fish - 30 metres long - 150-200 tons
3. _____	eat meat (large water buffaloes, deer, pigs, smaller dragons)	eat very small shellfish
4. _____	6,000 in the wild in Indonesia; slightly declining	estimated 14,000 (10,000 in the Antarctic and 4,000 in the Arctic); increasing
5. _____	- vulnerable (IUCN Red List) - cause: more males than females (humans are not a threat) - protected by anti-poaching laws in Indonesia and by 30 zoos and other wildlife parks outside Indonesia	- endangered (IUCN Red List) - facing threats from whalers, pollution, collisions with boats and ships, and global warming - many recovery plans to restore its population

3 Choose one of the two species in 2 and write a report of 150-200 words to describe it. Follow the plan below.

Paragraph 1: Habitat and location of the species below.

Example: Komodo dragons are found in the wild ...
 They live in forests, ...

Paragraph 2: Physical features and diet

Example: Although they are called dragons, they look like ...

Paragraph 3: Population and conservation status

Example: There are about 6,000 ...
 According to the IUCN Red List, Komodo dragons are classified as ...

COMMUNICATION AND CULTURE

Communication

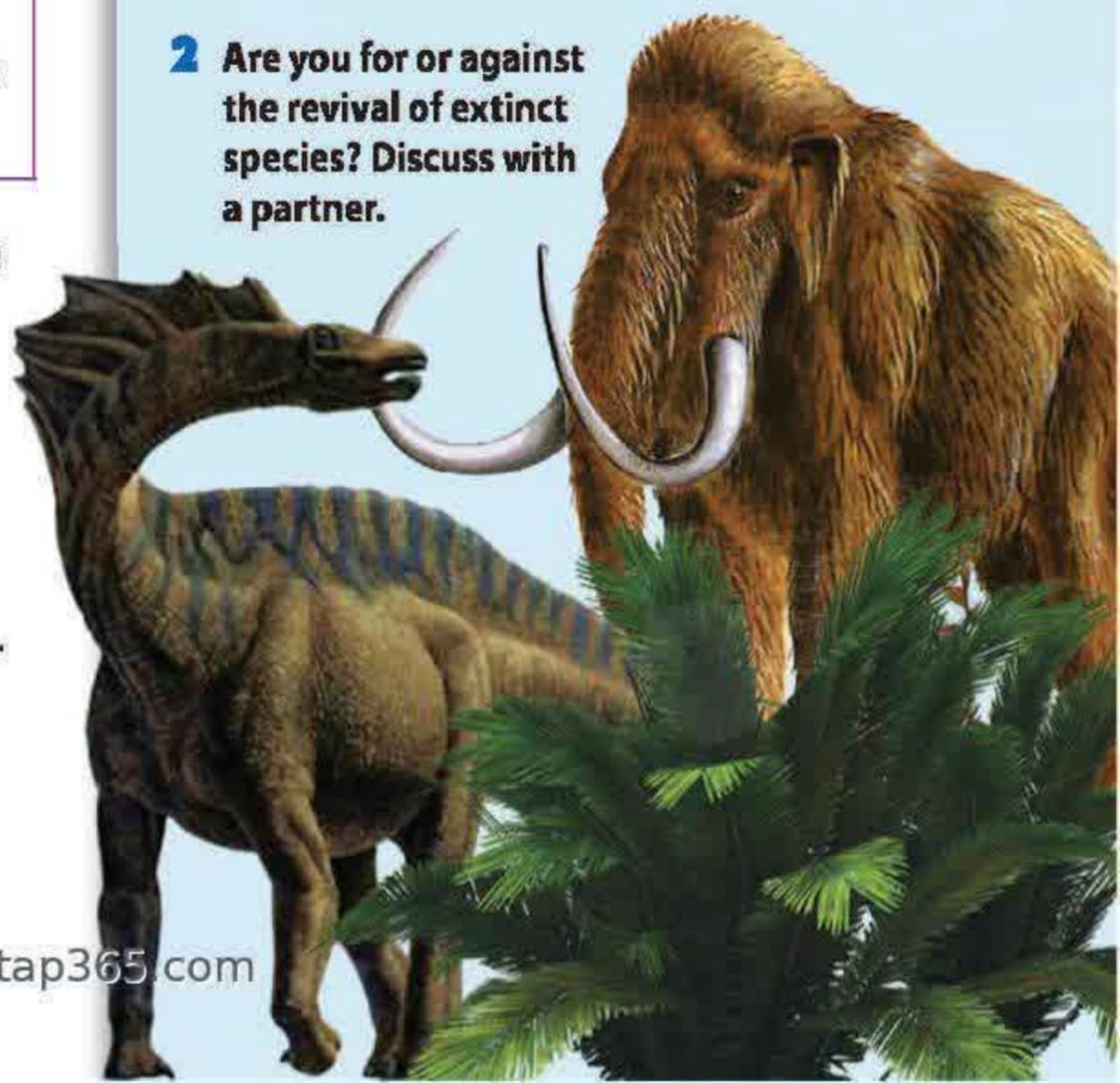
Bringing extinct species back to life?

1 Listen to two exchanges. Are the speakers for or against bringing extinct species back to life?

- a. In the table below, write 'yes' if they support the idea, or 'no' if they oppose it.
 b. Complete the reason (for or against) given by each speaker, writing no more than two words in each gap.

Bringing extinct species back to life?		
	Yes/No	Reason
1	Van	We should _____ the damage that has been done to _____.
	Nam	Some species could bring back _____ to our world.
2	Mary	Scientists could _____ to protect endangered species if they _____ to bring some extinct species back to life.
	Paul	It's a _____ time and money.

2 Are you for or against the revival of extinct species? Discuss with a partner.



Culture

Let's save the sea turtles!

- 1 Read the text about how sea turtles are protected and complete the notes.

Sea turtles have lived in the world's oceans for more than 100 million years. However, they have become endangered or critically endangered largely because of overfishing, loss of nesting habitat and climate change.

Living in warm waters, sea turtles migrate hundreds of miles between their feeding grounds and the beaches where they nest and lay eggs. Aware of sea turtles' behaviour, Malaysian local authorities have made efforts to restore their population.

Many sea turtle natural reserves have been set up in Terengganu, Pahang, Sabah and other places to carry out different projects to save the species.

These turtle centres are designated as protected areas, and no visitors are allowed on the beaches at certain times of the year. This helps to ensure a safe breeding ground for turtles when they come to land to lay eggs. Turtle enclosures near the beach are fenced-off not only to stop human

poachers from stealing the eggs, but also to save baby turtles from natural predators like birds, crabs and lizards.

Programmes to raise public awareness are also conducted by the turtle centres to educate visitors on the critical need to protect sea turtles, their eggs, baby turtles and their habitat. These efforts are made in the hope of preserving the species and maintaining the ecological balance.

Notes about sea turtles:

A. Facts about sea turtles:

- Conservation status: (1) _____ or _____
- Dangers: - overfishing
- (2) _____
- (3) _____
- Habitat: (4) living in _____ sea waters
(5) laying eggs on _____

B. How sea turtles are protected in Malaysia:

Setting up turtle natural reserves for the following purposes:

- (6) ensuring a safe _____ for sea turtles
- (7) protecting _____ and baby turtles
- (8) conducting programmes to _____

2 Discuss with a partner.

- a. Where are sea turtles mostly found in Viet Nam? Are they endangered in Viet Nam?
- b. Are there any measures or laws to protect sea turtles in Viet Nam?

LOOKING BACK

Pronunciation

1 Read the following exchanges. Decide where the linking /r/ is likely to happen in fast, fluent speech.

- 1. A:** Rhinos are in danger of extinction in Asia and Africa, aren't they?
B: Yes. Because their horns are believed to cure diseases. However, there is no evidence to support this belief.
- 2. A:** Lisa and I went to the new wildlife park last week.
B: Did you see any deer or saolas there?
A: Yes, we did. They were very friendly and funny.



2 Listen and check your answers. Then repeat the exchanges in **1**.

Vocabulary

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

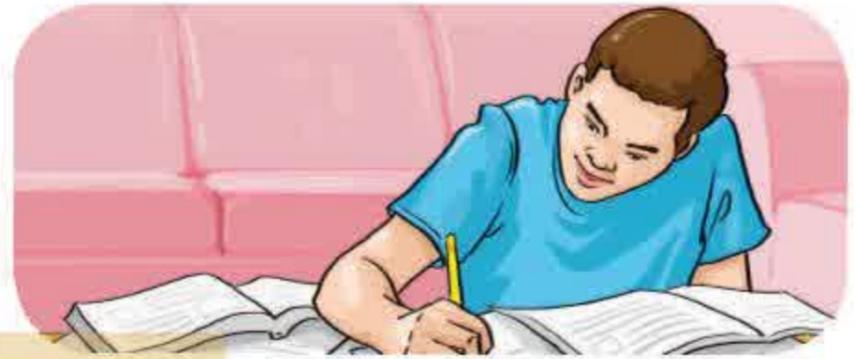
- Increasing trade in ivory products is a threat to the (survive) _____ of elephants.
- I don't think bringing (extinction) _____ species back to life is a good idea. That's going against the laws of nature.
- Plants and trees can be (danger) _____ like animals. The lady slipper orchid is an example.
- Dinosaurs and mammoths are classified as EX, meaning extinct, on the (conserve) _____ status scale.
- If (poach) _____ continues at current rates, elephants, rhinos and other African wildlife may be gone within our lifetime.
- Darwin's theory of (evolve) _____ explains that the strongest species can survive because they have the ability to adapt to the new environment better than others.

Grammar

1 Work with a partner. Practise asking questions and giving answers, using the prompts below.

Example: how many lessons / review / by nine o'clock tonight

- How many lessons will you have reviewed by nine o'clock tonight?
- I'll have reviewed three lessons by then.



1. how long / study English / in this school / by the time / graduate in June
2. how long / live / in present home / by next year
3. how many new English words / learn / by the end of this unit
4. how many units in this book / finish / in four weeks' time
5. how long / work / this assignment / by the time / you / hand it in

2 Rewrite these sentences, using double comparatives.

Example: As we witness more damage to wildlife, we want to put more effort into protecting wild plants and animals.

- The more damage to wildlife we witness, the more effort we want to put into protecting wild plants and animals.
1. As people need more land to build houses, they cut down more forests.
 2. The unemployment rate is getting higher, so the crime rate is becoming higher as well.
 3. If you get a better education, there will be more opportunities for you to get a good job.
 4. As it is raining more heavily, the flooding will become worse.
 5. There are more and more cars in our city, so we will have to suffer more from polluted air.

PROJECT

1 Work in groups of four to six. Look for information about one endangered species and design a poster to introduce this species. Include the following points:

- Facts about the species (habitat and location, physical features, diet, population)
- Conservation status, why it is endangered and how to protect it

Suggested endangered species:

- the saola (Viet Nam)
- the sea turtle (Viet Nam)
- the Californian condor (USA)

2 Introduce your poster to the class. Present the features of your species and explain why and how it should be protected. Here is an example.

Komodo dragon

Location: in the wild on Indonesian islands

Habitat: forests, beaches, hilltops

Population: 6,000 in the wild in Indonesia

Why endangered? more males than females

Conservation status: vulnerable

Diet: meat (large water buffaloes, deer, pigs, smaller dragons)

How to protect: • anti-poaching laws • setting up Komodo National Park & 30 zoos

• up to 3 metres long
• 90 kilos

NOW I CAN

- understand and use words and phrases related to endangered animals and plants
- identify and use appropriate linking between vowels in fast connected speech
- use the future perfect to describe future actions or events
- use double comparatives to describe a cause-and-effect process
- read for general ideas and specific information about wildlife protection
- talk about how to protect endangered species
- listen for specific information in a talk about threats to wildlife
- write a report about an endangered species
- learn about how sea turtles are protected in Malaysia

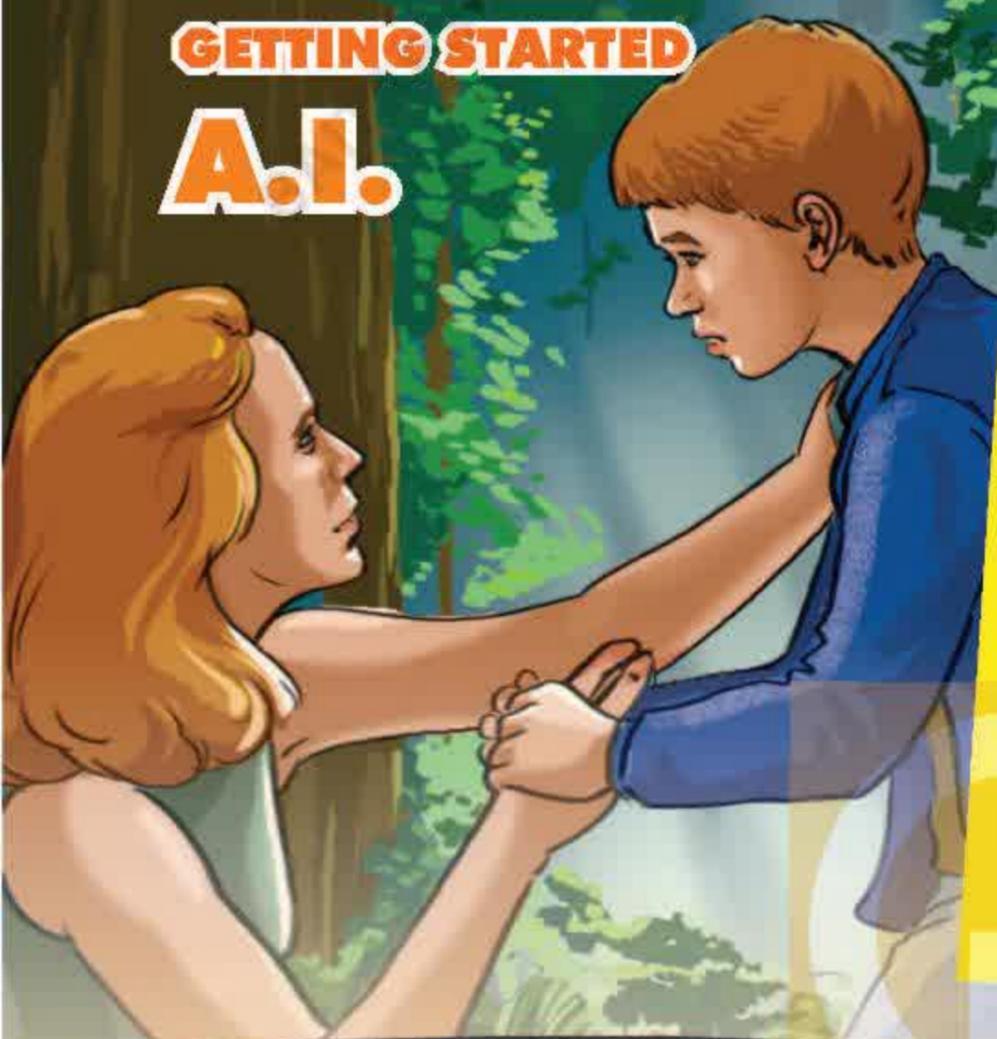
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GETTING STARTED

A.I.



This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to artificial intelligence

Pronunciation

- Sentence stress

Grammar

- The active and passive causatives

SKILLS

- Reading for specific information in an article about artificial intelligence applications
- Talking about the risks of artificial intelligence
- Listening for specific information in a conversation about the future of A.I.
- Writing an essay about the advantages and disadvantages of intelligent machines

COMMUNICATION AND CULTURE

- Artificial Intelligence in science-fiction films
- People's attitudes towards intelligent machines

1 Nam and Mai are talking about a film. Listen and read.

Nam: Did you see the film A.I. on cable TV?

Mai: No, I didn't. What does A.I. mean?

Nam: Artificial Intelligence.

Mai: What's the film about?

Nam: It's a science-fiction film about a robotic child who has human emotions.

Mai: Sounds unbelievable!

Nam: Yeah! The Swintons' only son, Martin, has got a life-threatening disease and waits for a cure to be found. Meanwhile, Monica, his mother agrees to activate David, a robotic boy capable of human emotions. Things appear to be going well with the Swintons.

Mai: So, what happens then?

Nam: Well, Martin is completely cured and healthy again. He often gets David into trouble with

other people. They start thinking that David is dangerous to humans.

Mai: That's terrible!

Nam: Yes, Monica is worried that they are going to get the robotic boy destroyed. So she has someone take him to a faraway forest and leave him there.

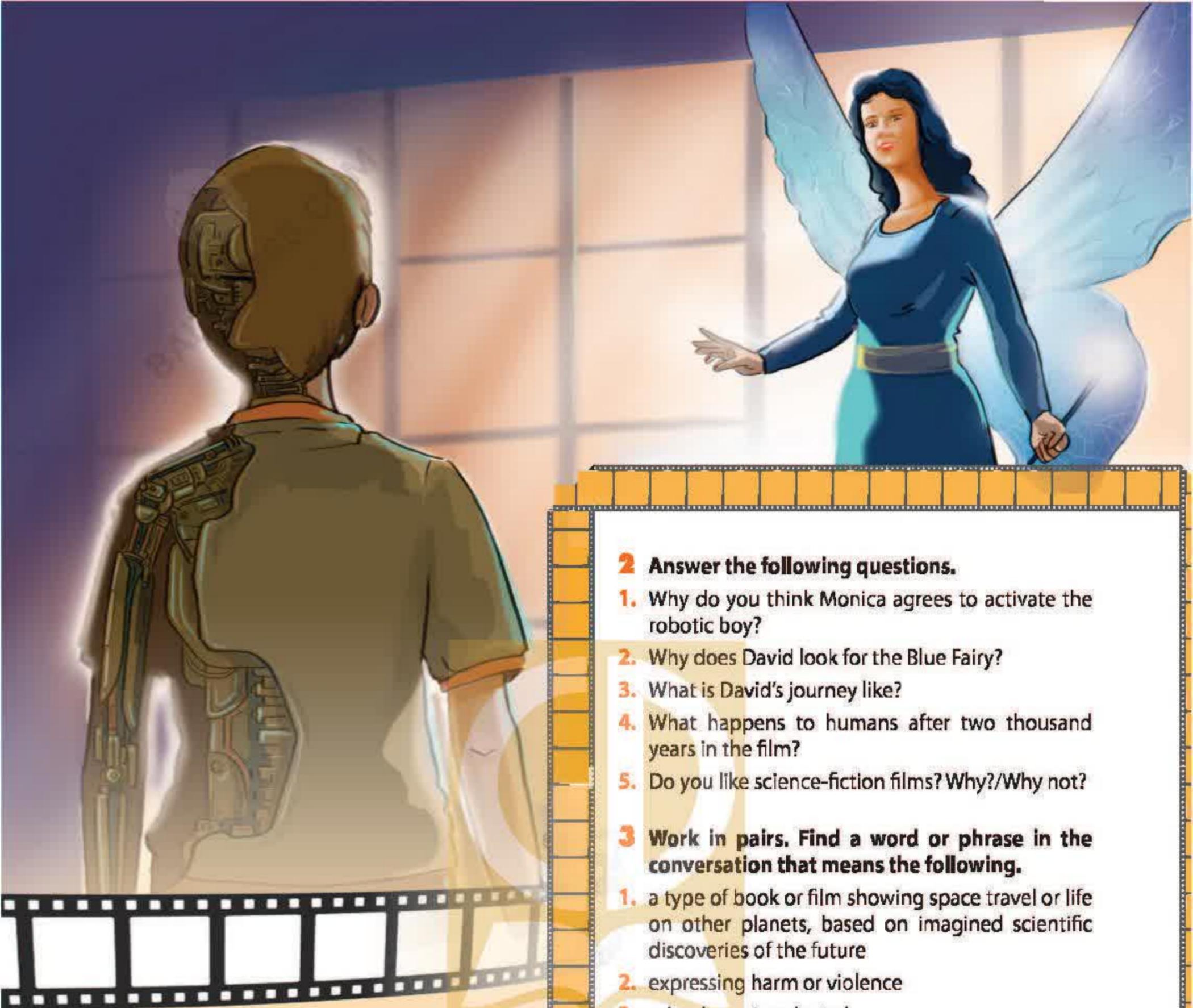
Mai: Poor David!

Nam: Yeah. David thinks Monica doesn't love him any more because he isn't a 'real boy' like Martin. So he goes searching for the Blue Fairy to help him to become a real boy.

Mai: Does he find her?

Nam: Well, his dangerous and incredible journey in search of the Blue Fairy is in vain.

Mai: Do you mean David cannot find the Blue Fairy?



Nam: No, he cannot. But after two thousand years, when humans do not exist any more, David is found and resurrected by future A.I.

Mai: Really? Incredible!

Nam: Well, thanks to the advanced science and technology, David is reunited with Monica.

Mai: A happy ending, right?

Nam: Yes. But they can only spend one happy day together as a real mother and a real son.

Mai: Why only one day?

Nam: I don't know... In the last scene, they both fall asleep... Well, you should watch the film. There are a lot more thrilling events to see.

2 Answer the following questions.

1. Why do you think Monica agrees to activate the robotic boy?
2. Why does David look for the Blue Fairy?
3. What is David's journey like?
4. What happens to humans after two thousand years in the film?
5. Do you like science-fiction films? Why?/Why not?

3 Work in pairs. Find a word or phrase in the conversation that means the following.

1. a type of book or film showing space travel or life on other planets, based on imagined scientific discoveries of the future
2. expressing harm or violence
3. ruined or exterminated
4. without success

4 Work in pairs. Discuss the underlined grammar points.

Monica is worried that they are going to get the robotic boy destroyed. So she has someone take him to a faraway forest ...



LANGUAGE

Vocabulary

1 Match the words (1-5) with their meanings (a-e).

1. incredible (adj)

2. activate (v)

3. capable (adj)

4. resurrect (v)

5. emotion (n)

- a having the ability or qualities necessary for doing something
- b bring something back into use
- c impossible or difficult to believe
- d strong feeling
- e make a device start working

2 Complete the following sentences with the correct form of the words in 1.

1. Her _____ was so strong that it brought tears to her eyes.
2. Deep Blue is a chess-playing computer developed by IBM that was _____ of defeating the world champion Garry Kasparov in 1997.
3. After two thousand years, the deceased Monica was _____ by the future artificial intelligence.
4. This programme is used to _____ the new generation robots.
5. Many viewers like the Star Trek films which have lots of _____ space travels.



Pronunciation

Sentence stress

Listen and repeat the sentences, paying attention to the stressed words.

1. There are a lot of science-fiction films on TV nowadays.
2. A GPS tracking device is hidden under the seat.
3. Please turn off all your electronic devices during takeoff.
4. GMT (Greenwich Mean Time) is recognised all over the globe by millions of people.
5. The first space shuttle was launched by NASA in 1981.
6. Do you believe that the future A.I. will destroy humans completely?
7. The ATM was broken so I went to the bank to get my cash.



DO YOU KNOW...?

1. In spoken English, we use **sentence stress** to show which parts of our utterances are the most important – the parts that carry the most meaning.
We stress words in a sentence by saying them slightly louder, higher pitched and more slowly than the other words.
2. We usually stress:
 - content words: nouns (*films*), verbs (*believe, require*), adjectives (*future*), adverbs (*completely*)
 - negative auxiliaries (*don't, doesn't*, etc.)
 - demonstrative pronouns (*this, that, these, those*, etc.)
 - possessive pronouns (*mine, his, hers*, etc.)
 - question words (*what, where, how, why*, etc.)

Note: Any word or phrase can be emphasised depending on the intention of the speaker.

Grammar

The active and passive causatives

1 Rewrite the sentences, using *have* + object + bare infinitive.

Example:

Monica wanted Jimmy to repair the fence that fell over in the garden.

Monica had Jimmy repair the fence that fell over in the garden.

1. The A.I. expert wanted his assistant to activate the newly made robot.

_____.

2. The computer corporation wanted their workers to eliminate malfunctioning products.

_____.

3. The robot manufacturer wanted his customers to exchange their outdated robots for the next generation robots.

_____.

4. The company wanted someone to clear out all the junk in the store.

_____.

5. The manager wanted the workers to move the machine to a new station.

_____.

6. The owner of the palace wanted a construction company to remodel his estate.

_____.

2 Rewrite the sentences in **1**, using *get* + object + past participle.

Example: *Monica wanted Jimmy to repair the fence that fell over in the garden.*

Monica got the fence that fell over in the garden repaired.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.



DO YOU KNOW...?

- The active causative is used when the subject causes the object to do something.
- **have + someone + bare infinitive** (The subject arranges for someone else to do something for him/her.)

Example:

The A.I. expert had his assistant activate the newly made robot.

- The verbs *have* and *get* are also used in the passive causative. There is usually no agent in this structure:

have + something + past participle

Example:

The A.I. expert had the newly made robot activated.

get + something + past participle

Example:

The A.I. expert got the newly made robot activated.



SKILLS

READING

A.I. applications

1 Discuss what the pictures below show and where you might see these things.



2 Read the following text about some A.I. applications and circle the correct answers. There may be more than one correct answer to some questions.

A.I. or artificial intelligence is the intelligence displayed by machines or software.

Many industries today use highly automated vehicles that can drive with almost no human intervention. Smart robots have replaced humans in stressful and dangerous jobs, and in assembly lines doing tasks such as packing and lifting heavy things.

In science and medicine, A.I. techniques help medical doctors to discover subtle interactions between medications that put patients at risk because of their serious side effects. Patients at highest risk of complications are also detected based on these techniques.

In navigation, devices using the GPS (Global Positioning System) help drivers or pilots to find the best routes to their destination by avoiding obstacles, traffic jams, and accidents.

In military, A.I. robots are used to explore dangerous environments containing explosives or contaminated by nuclear weapons.

In communication, the voice recognition systems in smartphones or other electronic devices can identify our speech, and are getting better at understanding our intentions. A.I. algorithms can also help to detect faces and other features in photos sent to social networking sites and automatically organise them. Internet search engines such as Google and Bing provide hundreds of millions of people with search results related to weather, traffic predictions, book recommendations, educational institutions, music, films, and games. A.I. applications on the Internet can translate web pages in real time, and even help users to learn new languages.

Many A.I. experts believe that A.I. technology will soon make even greater advances in many other areas. Modern robots will be more intelligent and replace humans in many dangerous jobs and environments. This will certainly improve our lives in the near future.

1. What types of A.I. technology can be seen in today's industries?

- A. Human-like robots.
- B. Automated cars.
- C. Machines controlled by humanoids.
- D. Packing and lifting machines.

2. Which of these A.I. applications in medicine is mentioned in the text?

- A. Operating on patients at highest risk of complications.
- B. Helping to treat unhealthy organs.
- C. Finding out about the serious side effects of some medications.
- D. Discovering how medications interact within the human body.

3. How can the GPS help you?

- A. Recommend your destination.
- B. Show you the fastest way to your destination.
- C. Show you how to get out of traffic jams.
- D. Drive the car automatically.

4. What is the function of voice recognition?

- A. Identifying human voices.
- B. Copying human commands.
- C. Recording human voices.
- D. Translating human commands.

5. How can Internet users understand foreign language texts?

- A. They can learn the language on the Internet.
- B. They can guess the meaning using search engines.
- C. They can get information about them on the Internet.
- D. They can use a translating application.

6. What will A.I. robots in the near future be capable of having according to many A.I. experts?

- A. Human-like emotions.
- B. Healthy lifestyles.
- C. Dangerous behaviour.
- D. Higher levels of intelligence.

- 3 Work in pairs. Find a noun from each verb. Then make a sentence with each noun.**

	Verb	Noun
1	apply	
2	intervene	
3	interact	
4	navigate	
5	predict	
6	recognize	

- 4 Work in groups. Name some robots which you have seen. Tell your partners where you saw them and their functions.**



SPEAKING

Talking about the risks of artificial intelligence

- 1 Work in pairs. Discuss the following questions.**

Do you know the name of this person? What is he famous for?



- 2 Read and complete the following news item with the words in the box.**

evolution consequences efforts
destruction form threat technology

Stephen Hawking warns A.I. could end mankind

Professor Stephen Hawking told the BBC that (1) _____ to create thinking machines pose a (2) _____ to humans and the development of full artificial intelligence could end human existence. His warning came in response to a question about the (3) _____ that he uses to communicate. The device which he uses is a basic (4) _____ of A.I. He thinks the primitive forms of artificial intelligence developed so far have already proved very useful. However, he fears the (5) _____ of creating something that can match or surpass humans could lead to their (6) _____ because humans would not be able to compete with A.I. due to their slow biological (7) _____.

3 Work in pairs. Complete the conversation using the information in 2 and practise it.

Nam: Did you read Professor Stephen Hawking's interview about artificial intelligence?

Mai: No, I didn't. (1) _____?

Nam: The BBC.

Mai: What did he talk about?

Nam: He talked about (2) _____.

Mai: Why is it risky to develop artificial intelligence?

Nam: Because (3) _____.

Mai: I still don't understand that.

Nam: Professor Hawking thought that humans couldn't compete with A.I. because of (4) _____.



4 Work in groups. Prepare a talk about the risks of artificial intelligence to present to the class using the ideas from 2 and 3. Add your own ideas if there are any.



LISTENING

The future of A.I.

1 Match each word in column A with its meaning in column B.

A	B
1 malfunction (n)	a. a person who studies the future and makes predictions about it based on current trends
2 implant (v)	b. kill or destroy somebody completely
3 futurist (n)	c. failure to work normally because of a fault or bad design
4 complicated (adj)	d. insert or fix something in a person's body, especially by surgery
5 exterminate (v)	e. an illegal attempt to harm someone's computer system, or the information on it, using the Internet.
6 cyber-attack (n)	f. difficult to analyse, understand, or explain

2 Listen to the conversation between Nam and Mai. Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Mai met Kurzweil in a conference about A.I.			
2	Kurzweil is one of the leading American scientists in the development of A.I. technology.			
3	He believes that computers will be more intelligent than humans by 2029.			
4	According to this scientist, humans will be more powerful and have better memories.			
5	Nam and Mai will be in their thirties by 2029.			
6	According to some predictions, if A.I. machines become more intelligent than humans, they will destroy the world and kill humans.			

3 Listen again. Answer the following questions.

1. What is the article that Mai read about?
 2. Besides being a computer scientist, what is Kurzweil famous for?
 3. What is Mai's opinion of Kurzweil?
 4. What did the scientist say about the ability of computers to think?
 5. What does Kurzweil call the tiny robots implanted into human bodies?
- 4 Work in groups. What do you think about Kurzweil's ideas?**



WRITING

Advantages and disadvantages of intelligent machines

1 Put the following phrases about intelligent robots in the appropriate columns.

1. costly to train the operating staff and upgrade the computer programs
2. complete tasks faster and more precisely than humans
3. have fewer errors and defects
4. malfunctions due to computer system crashes
5. hackers taking control of computers and causing damage
6. reduce the workforce and cost of production

Advantages	Disadvantages

2 Read and combine the sentence halves.

- | | |
|---|---|
| 1 A.I. robots are widely used in many areas, | a but can also make fewer errors than humans. |
| 2 Obviously, robots bring advantages to many areas; | b and reduce the cost of production. |
| 3 The use of robots can replace the human workforce | c and helping human doctors to identify damaged organs. |
| 4 They can not only complete tasks faster than humans, | d including the car and food industries, and medicine. |
| 5 In hospitals, robots will work as medical doctors performing operations on patients, | e A.I. robots may lead to the misuse and destruction to the world. |
| 6 When attacked by malware or viruses, or disabled by power failure, | f however, there are also disadvantages using them. |

3 Complete the outline. Then write an essay of 220-260 words to discuss the advantages and disadvantages of using intelligent robots, using the ideas in 2 and 3.

Helpful ideas:

Introduction

- robots are widely used in the food industry and medicine
- they have advantages and disadvantages

Body

- advantages: _____
- disadvantages: _____

Conclusion

- replace humans in stressful and dangerous work
- the advantages outweigh the disadvantages

COMMUNICATION AND CULTURE

Communication

Artificial Intelligence in science-fiction films

1 Listen to a conversation between Linh and Nam. Circle the correct letters to complete the sentences.

- Linh and Nam are talking about a _____.
 - science project
 - science-fiction film
 - science-fiction scientist
- Linh has already seen _____.
 - Skynet
 - The Terminator
 - A.I.
- The first film that Nam recommends is rated _____.
 - 10/20
 - 8/9
 - 9/10
- Skynet evolves from _____.
 - the Terminator
 - the Internet
 - Sara Connor
- Sarah Connor's _____ saves the world from destruction.
 - best friend
 - future son
 - A.I. robot

2 Work in groups of four. Discuss and recommend an interesting film about A.I.

Culture

People's attitudes towards intelligent machines

Read a text about people's different attitudes towards intelligent machines. Answer the questions that follow.

Rapid advances in robotic applications for domestic and personal use have made intelligent robots become part of our everyday lives. In order to help robot designers and developers to imagine a roadmap for their development in the future, there have been surveys conducted in many countries to study people's attitudes towards robots, with a particular focus on domestic use.

Globally, the results show that a large proportion of people in the surveys have a positive attitude towards the idea of having intelligent service robots as small 'domestic machines'. These machines can be 'controlled' and do mainly difficult and repetitive household tasks such as cleaning, ironing, and cooking. A few want robots to be more like friends and have human-like abilities such as the ability to speak and communicate with them. However, these people do not want robots to have human appearance or to substitute humans in child or animal care because they regard these tasks as unsuitable for machines.

On the other hand, many people have a negative attitude towards robots. They fear that machine malfunction could lead to harmful and dangerous consequences. The biggest fear is that humans might lose control over robots. All these ideas seem to come from a typical science-fiction scenario where robots get out of control by gaining too much autonomy. Having positive or negative attitudes towards intelligent robots is not related to where the interviewees live. A majority of them are in countries where they have daily contact with robots in various industries or businesses, and see them on TV, in films, or in their immediate environment. Most of them believe that the day robots will become part of our lives will come sooner or later.



1. What is the purpose of the surveys on people's attitudes towards robots?
2. What do people having positive attitudes towards robots think about them?
3. What work do most people not want to assign to robots?
4. Why are some people afraid of robots?
5. Are you afraid of robots? Why?/Why not?



LOOKING BACK

Pronunciation

 Listen and mark the stressed syllables.

1. In 1884, GMT was adapted internationally as a standard time zone.
2. The USA is one of the largest and most powerful countries in the world.
3. The A.I. robots will help humans to develop a more powerful memory in the future.
4. UFO is the acronym for Unidentified Flying Object.
5. I sent the package right away because I read the acronym ASAP on its cover.
6. Thanks to the GPS I could discover where my missing car was.
7. Let's get together next Sunday at 7 in the evening.

Vocabulary

Complete the sentences, using the correct form of the words from the box.

life-threatening	reduce	exterminate
futurist	operating	leading
		malfunction

1. After the power cuts last night, the machine started to _____.
2. A lot of _____ think that A.I. robots will be harmful to humans.
3. This _____ disease caused a lot of complications during the treatment procedure.
4. Do you really think that humans will be _____ when the machines rise against them in the future?
5. It costs a lot of money to upgrade the _____ system and the workers' skills in this car plant.
6. In order to _____ the cost of production, the manufacturers have used robots for repetitive work.
7. He is one of the _____ A.I. scientists in the world.

Grammar

1 Circle the correct answers.

1. Instead of buying a new computer, why don't you have your old one _____?
 A. to fix B. fixing
 C. fixed D. fixes
2. The owners of modern manufacturing plants had workers doing heavy and repetitive tasks _____ by robots.
 A. to replace B. replacing
 C. replaced D. being replaced
3. NASA has had an autonomous spaceship _____ the universe recently.
 A. to explore B. explored
 C. exploring D. explore
4. We had the computer technician _____ the new software for us.
 A. to install B. intalling
 C. installed D. install
5. My mother always has the dishwashing machine _____ the washing-up after meals.
 A. do B. doing
 C. did D. to do
6. The newspaper editor-in-chief had a newswoman _____ about the latest domestic robots.
 A. to write B. writing
 C. wrote D. write
7. The teacher had his students _____ their laptops to surf the Net for resources in his class.
 A. using B. to use
 C. use D. used



2 Complete the sentences, using the active or passive causatives. Follow the example.

have + somebody + bare infinitive
have + something + past participle
get + something + past participle

Example:

A: *Where's your motorbike?*
 B: *I sent it to the mechanic for him to repair.*
I had the mechanic repair it.
I had it repaired.
I got it repaired.

1. A: Your hair is rather long.
 B: I'll have a friend _____.
 I'll have my hair _____.
 I'll get my hair _____.
2. A: Your house needs a new coat of paint.
 B: I'll have a worker _____.
 I'll have it _____.
 I'll get it _____.
3. A: My computer often crashes.
 B: Why don't you have the computer technician _____?
 Why don't you have it _____?
 Why don't you get it _____?
4. A: Your motorbike was fixed.
 B: Yesterday I had my brother _____.
 I had it _____.
 I got it _____.
5. A: Your smartphone needs updating.
 B: I'll have a repairman _____.
 I'll have it _____.
 I'll get it _____.
6. A: Who's going to take your suitcase to the taxi for you?
 B: I'll have a porter _____.
 I'll have my suitcase _____.
 I'll get my suitcase _____.

PROJECT

Work in groups of four. Do some research on one of the following topics.

- a kind of robot that is in use in fields such as entertainment, medicine and industry: its appearance and functions, its cost, where it is used, its popularity, etc.
- a popular science-fiction film about artificial intelligence: the title, plot summary, characters, the cast (actors and actresses), setting, and ratings

Then present the results of your research to the class. Include some video clips and relevant captioned pictures in your presentation.



NOW I CAN

- understand and use words and phrases related to artificial intelligence
- identify and use sentence stress correctly
- use the active and passive causative structures with the verbs *have* and *get*
- read for specific information in article about artificial intelligence applications
- talk about the risks of artificial intelligence
- listen for specific information in a conversation about the future of artificial intelligence
- write an essay about the advantages and disadvantages of intelligent machines
- learn more about people's attitudes towards intelligent machines

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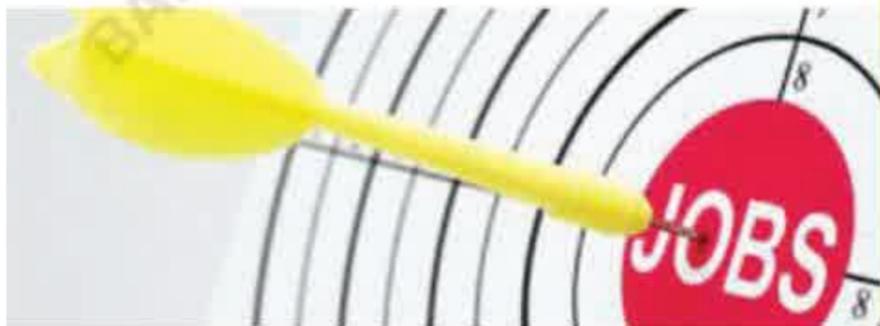
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Unit 8 THE WORLD OF WORK

GETTING STARTED

Are we ready for work?



1 Mai and Nam are talking about their preparations for the world of work. Listen and read.

Nam: Hi, Mai!

Mai: Hello, Nam. How are things?

Nam: Great, thanks. I found a job advertisement for the position of a waiter in a restaurant. I'm writing my CV to apply for the job.

Mai: Can I see it?

Nam: You asked to see the job advertisement? Okay, here it is.

Mai: Oh, you are applying for this job? But you still go to school, Nam.

Nam: Yeah, it's just a part-time job, and I'll only work at the weekend. My father advised me to get some work experience.

Mai: Well, my mum thinks working while still at school is a waste of time.

Nam: Really?

Mai: She told me to focus on my studies. She advised me and my brother not to look for jobs until we have finished university. She also offered to do all the housework for us so that we have more time to study.

Nam: I think your mother has her own reasons. I guess she wants you and your brother to be well-prepared for your future jobs.

Mai: I think so, too. It's getting more and more difficult to get a good job nowadays.

Nam: Yes, employers usually look for qualifications and relevant experience. They also want job applicants to be able to demonstrate their skills and qualities.

Mai: Sounds very challenging. How can we do that?

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to the world of work

Pronunciation

- Stressed words (exceptions)

Grammar

- Reported speech: reporting orders, requests, offers, advice, instructions,...

SKILLS

- Reading for specific information in job advertisements
- Discussing skills and qualities needed for getting a job
- Listening for general ideas and specific information about how to write a good CV
- Writing a CV to support an application for employment

COMMUNICATION AND CULTURE

- Issues related to a job application
- The job seeking experiences of an English school leaver

Nam: Before we apply for any jobs, we need to prepare a good CV and a covering letter very carefully. They should include information about relevant qualifications, experience, and skills.

Mai: Yes, but will employers have time to read each application carefully? So many people are looking for jobs.

Nam: You're right. There are usually a lot of job seekers applying for one position. Only a few of them are shortlisted for an interview.

Mai: The job interview is also very important. Only the best candidate is recruited. Sometimes there are even two or three rounds of interviews!

Nam: Yes, then new employees have to go through an initial period of probation when the employer will assess their performance and provide some training. If everything goes well, they will be confirmed as regular employees.

Mai: It seems like hard work getting a job, Nam. I think I should start learning how to prepare my CV and practising my interview skills.



2 Read the conversation again. Answer the questions about it.

1. What is Nam doing?
2. Does Nam's father want him to work while at school? Why?/Why not?
3. Does Mai's mother want her to work while at school? Why?/Why not?
4. What information do job seekers need to include in their CVs and covering letters?
5. Why is the probation period important?
6. Do you think you are ready for work? Why?/Why not?

3 Complete the text with the correct form of the words from the box.

CV	job seeker job interview	covering letter job advertisement
----	-----------------------------	--------------------------------------

A (1) _____ is a person who is trying to find a job. He or she often looks for (2) _____ – notices in newspapers or other mass media telling people about an opportunity to get a job. If the job seeker is interested in the job and thinks that he is qualified for it, he will prepare a written record of his education and the jobs he has done, which is known as a (3) _____ or curriculum vitae in its full form. He also needs to send a letter containing extra information which is called a (4) _____. If his application is impressive enough, he can be called for a (5) _____, which is a meeting in which interviewers ask the job seeker questions to see whether he would be the right person for that job.

4 Complete the sentences using the reporting verbs from the conversation.

1. Mai _____ to see the job advertisement.
2. My father _____ me to get some work experience.
3. She _____ me to focus on my studies.
4. She _____ me and my brother not to look for jobs until we have finished university.
5. She also _____ to do all the housework for us so that we have more time to study.

LANGUAGE

Vocabulary

1 The words in the left column are from the conversation in GETTING STARTED. Match them with the appropriate definitions in the right column.

1. apply (v)

2. recruit (v)

3. qualification (n)

4. relevant (adj)

5. probation (n)

- a find new people to join a company or organisation
- b a certificate or a degree that you earn after completing a course or passing an exam
- c a period of time during which your employer can see if you are suitable for the job
- d make a formal application or request
- e correct or suitable for a particular purpose

2 Complete the text with the correct form of the words in 1.

Applying for a job is a process of several stages. First, when a new job is advertised, people (1) _____ by sending their CVs and covering letters. All these CVs and covering letters are then screened, and only the (2) _____ applicants with suitable experience and (3) _____ are shortlisted and invited for a job interview. If the candidates can perform well and impress the interviewers during the interview, they can be (4) _____. Next, the new recruits often go through a (5) _____ period that may last from several months to a year, depending on the policy of the company or organisation.

Pronunciation

Stressed words: exceptions

Listen and repeat the sentences, paying attention to the stressed words.

- I'll help you to write the CV if I can.
- We would send you the application if we could.
- Her mother can't help her with the job application letter, but her sister can.
- He isn't interested in that job, but she is.
- She has the right skills to do the job, and he does, too.
- A: You can't work under time pressure.
B: I can work under time pressure.
- I couldn't write a CV two years ago, but I can write one now.



DO YOU KNOW...?

- When auxiliary verbs and modal auxiliaries are not followed by a verb, they are stressed.

Examples:

I'll come to the party if I can.

We would lend you the motorbike if we could.

- Auxiliary verbs are stressed when they are used in contradictions.

Example:

A: You haven't applied for the job.

B: I have applied for it.

- Auxiliary verbs are also stressed when they are used in time contrasts.

Example:

He wasn't interested in that job, but he is interested in it now.

Grammar

Reported speech: reporting orders, requests, offers, advice, instructions, ...

1 Rewrite the sentences in reported speech, using the appropriate verbs from the box in the correct tense.

ask offer tell advise

- Our teacher: 'You must study hard for the final exams.'
→ Our teacher _____.
- The job applicant: 'Could you tell me if the company provides computers for all employees?'
→ The job applicant _____.
- The career adviser: 'You should develop your communication and planning skills.'
→ The career adviser _____.
- My mother: 'I'll find information about short courses on organisational skills for you.'
→ My mother _____.

2 Complete the sentences, reporting what was said.

- 'Would you like to see me play in a football match?'
→ The monitor invited _____.
- 'Could you tell me what skills I need in order to get this job?'
→ The applicant asked the head of the human resources department _____.
- 'If you like, I'll find more information about the company that you are applying to.'
→ My friend offered _____.
- 'Go ahead. Apply for the job.'
→ His father encouraged _____.
- 'The working conditions at this factory are terrible!'
→ He complained to his friends _____.
- 'No, I can't tell you what the director's salary is because that information is confidential.'
→ She refused _____.

When we report a speaker's words, we don't just apply rules mechanically. We interpret what we hear or have heard, so we use the appropriate reporting verbs (introductory verbs).



DO YOU KNOW?

Reporting orders and requests

- We can use the structure **tell/ask someone to do something**.

Examples:

Direct speech	Reported speech
'Spend more time on your studies.'	My father told me to spend more time on my studies.
'Will you be able to start the job this week?'	The employer asked me if I would be able to start the job that week.

- The negative is **tell/ask someone not to do something**.

Direct speech	Reported speech
'You mustn't skip classes to do your part-time job.'	My parents told me not to skip classes to do my part-time job.
'Please don't rush into marriage before graduating and getting a good job.'	Our parents asked us not to rush into marriage before graduating and getting a good job.

- It is also possible to report an order or a request like this:

Examples:

My father **told me that I had to spend** more time on my studies.
We **asked the employers if they would give** us more information about the responsibilities of the part-time job.

- We can also use the structures **ask to do something** and **ask for** when someone asks to have something.

Examples:

Direct speech	Reported speech
'Can I see your identity card, please?'	The interviewer asked to see my identity card.
'Can I have the company's brochure, please?'	I asked the interviewer for the company's brochure.

Reporting offers and advice

- We can use **offer** and **advise** with a to-infinitive.

Examples:

Direct speech	Reported speech
'I'll help you to write your CV.'	My brother offered to help me to write my CV.
'I think you should learn how to use some computer applications.'	My teacher advised us to learn how to use some computer applications.

SKILLS

READING

Are you qualified for the job?



1 Below are some skills and qualities required for the position of an apprentice administrator. Tick the ones that you have. Do you think you are qualified for this job?

		✓
Having time management skills		
Having communication skills		
Well-spoken and articulate		
Responsible and self-motivated		
Flexible and eager to learn		
Friendly and approachable		
Well-organised		
Able to work to deadlines and prioritise tasks		

2 Read the job advertisement. Match the highlighted words in the advertisement with the following meanings. Write the words in the space provided.

- a person whose job is to manage and organise the public or business affairs of a company or an institution _____
- becoming an expert in a particular area of work or business _____
- put tasks or problems in order of importance so that you can deal with the most important first _____
- selected for final consideration _____
- friendly and easy to understand and to talk to _____

Apprentice Administrator in a Car Dealership

A successful car dealership specialising in second-hand cars is looking for an apprentice administrator to provide administrative support for the team. This would be a fantastic opportunity for someone looking for an entry-level position in administration as no experience is required. The ideal candidate should also be able to work on Saturdays.

Main responsibilities

- Answering telephone calls and responding to emails
- Meeting and greeting customers
- Filing and entering data
- Typing reports and creating spreadsheets
- Taking minutes at meetings
- Arranging meetings

Requirements

- 18 years of age or older
- Finished school with a National Certificate of Secondary Education
- Excellent time-management skills
- Good communication skills
- Well spoken and articulate
- Responsible and self-motivated
- Flexible and eager to learn
- Friendly and approachable
- Well-organised
- Able to work to deadlines and prioritise tasks

The successful candidate will be offered:

- competitive salary
- ongoing training
- 12 days of annual leave
- long-term job prospects in the company after six-month apprenticeship

To apply for this position, send your CV and a covering letter to hr@hungphamcarsales.com. For further information, please phone Ms Kim Thanh at 0123975648.

Please note that only shortlisted candidates will be contacted.

3 Read the job advertisement in 2 again and decide whether the statements below are true (T), false (F), or not given (NG).

	T	F	NG
1. Job applicants must have the relevant working experience to apply for this job.			
2. The job involves office work such as typing reports and taking minutes at meetings.			
3. The job applicant is expected to be good at time management and communication.			
4. Being flexible is the most important quality required for the job.			
5. After finishing the apprenticeship, the person will be recruited on a long-term contract.			

4 Read the final part of the advertisement carefully. Answer the following questions.

1. What benefits will you be offered if you get the apprenticeship?
2. How can you apply for the apprenticeship?
3. How can you get additional information about the apprenticeship?
4. Who will be contacted and invited to an interview?

5 Discuss the questions with a partner.

Which benefits of the apprenticeship mentioned in the advertisement are the most important to you? Why?



Skills and Qualities



1 Look at the lists of skills and qualities. Can you add more of them? Choose a job in the box below, and decide on the skills and qualities needed for the job. Tell your partner about the job.

- | | | |
|------------------|----------|----------------|
| shop assistant | chef | teacher |
| farmer | doctor | police officer |
| flight attendant | engineer | |

Skills	Qualities
working in a team	polite
applying new skills	trustworthy
solving problems	self-motivated
communicating ideas	confident
following orders	compassionate
working under pressure	energetic
meeting deadlines	enthusiastic
prioritising tasks	creative
...	...
...	...

Examples:

I think a chef **needs** to be self-motivated, hard-working, and creative. He/She also **needs** to be good at planning menus and instructing cooks.

I think the job of a doctor is very challenging. He/She **has to** work under a lot of pressure. The job also **involves** a lot of interaction with patients. It is **very important for a doctor** to be kind, caring, and compassionate.

2 Complete the conversation between Lan and Nam using the information in the box. Then practise the conversation in pairs.

Lan would like to work as a chef in the future. She is hard-working, creative, and self-motivated. She is also good at planning menus and can give clear instructions.

Nam wants to be a teacher. He is very good at science subjects. He is friendly. He loves children and can communicate his ideas very clearly to other people.

Nam: What kind of job would you like to have in the future?

Lan: I'd like to work (1) _____.

Nam: Really? Why do you want to be a chef?

Lan: Well, I think I have (2) _____.
I'm (3) _____.

Nam: I agree. I've always admired your creativity.

Lan: I'm also good at (4) _____ and can (5) _____.

Nam: Yes, you have excellent communication skills. I hope you will become a master chef one day.

Lan: Thank you! What about you?

Nam: I don't really know. My parents want me to study medicine, but I don't think I'd like to be a doctor. I want (6) _____ instead.

Lan: Great, but do you think you can be a good teacher?

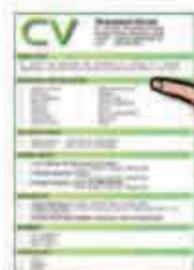
Nam: Actually, I'm very good at (7) _____.
I'm (8) _____, I love children, and I can (9) _____. My biology teacher also advised me to consider becoming a teacher.

Lan: I think she is right. I believe that you will become a great biology teacher!

3 Work in pairs. Make a similar conversation to the one in 2. Use the words and phrases in 1 and your own information.

LISTENING

What makes a good CV?



1 Work in pairs. Ask and answer the following questions.

1. What is a CV?
2. How important is your CV in applying for a job?
3. What makes a successful CV?

2 Match the words with their meanings.

1 unique (adj)

2 tip (n)

3 cluttered (adj)

4 tailor (v)

5 personnel (n)

- a full of details in an untidy way
- b very special
- c the department in a company that deals with employing and training people
- d a useful piece of advice about something practical
- e adapt something for a particular purpose

3 Mr Le, an invited speaker, is talking to grade 12 students about how to write a good CV. Listen to his talk and check your answers to the questions in 1.

4 Listen again and complete each of the sentences with no more than three words.

1. Your CV is one of the most important requirements for getting _____.
2. If your CV looks _____ and confusing, the personnel manager is going to think that you will be a cluttered and confused employee.
3. Many companies nowadays use _____ to scan CVs for important key words.
4. Every job you apply for is going to have a unique _____.
5. You should have a different and unique CV for _____ you apply for.



5 Work in groups. Which of the three tips from Mr Le's talk do you think is the most useful for you? Why?



WRITING

How to write a CV

1 Look at the following job advertisements. Which of the jobs would you like to apply for? Think about whether you have the necessary skills and qualities. Share with a partner.

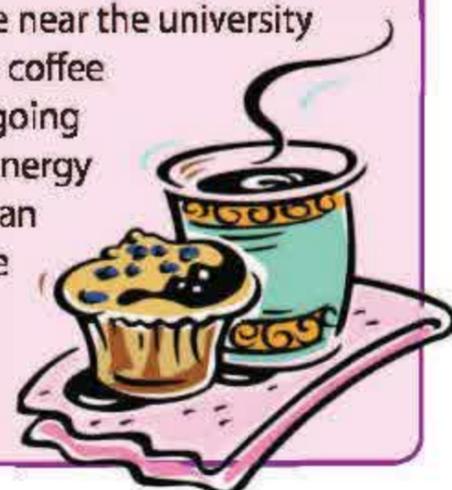
ZOO VOLUNTEERS

The city zoo is looking for weekend volunteers. Responsibilities include answering general questions from the zoo visitors, assisting educational programmes, and helping feed the animals. Benefits include ...



COFFEE HOUSE SERVERS

A popular coffee house near the university seeks baristas to make coffee and serve snacks. Outgoing personality and high energy are more important than experience. Free coffee and meals ...



SHOP ASSISTANTS

A trendy clothing store seeks part-time shop assistants. The store is in a convenient location and the working hours are flexible. Previous experience or interest in fashion is preferred. Salary is ...



Culture

My name is Harry. I grew up in Bath, a small town in the south-west of England. I left school when I was 18, after taking my A levels. My results were not great, but probably high enough for university. However, I am not very academic so I decided not to study for a degree. I thought there would be lots of companies looking for bright school leavers who want to head straight into the world of work through an apprenticeship. Money was also a problem. Although there are tuition loans available and my parents were willing to help me financially, I didn't want to borrow money and then graduate from university with a huge debt.

I started looking for an apprenticeship and it took me several months to get my first interview. My application was not successful; there were more than 4,000 applicants and only 20 were selected. I realised that apprenticeships were very competitive so I started to look for other jobs. I worked as a barista at coffee shops, I interviewed people on the street, I sold tickets for events, and I was even a human statue at different theme parks and festivals. I was not only enjoying myself, but managed to save more than £2,000.

Then while I was working at one of the music festivals, I had an idea. Why not start up a mobile catering business? Buying a small trailer didn't require a large investment and finding someone to cook was easy. Now I have a team of 15 people, travel to fantastic events around the country, sell delicious food, and then watch people enjoy it. Although I didn't get my ideal apprenticeship in software development or accountancy, I am a successful young entrepreneur.



1 Read the text about the job seeking experiences of Harry, an English school leaver, and decide whether the following statements about it are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1. Harry wanted to go to university, but his A level results were too low.			
2. Harry believed that it would be easy to find an apprenticeship because many companies want to recruit bright school graduates.			
3. Harry was not successful at his first interview because he didn't prepare well for it.			
4. He stopped applying for apprenticeships when he was offered part-time jobs.			
5. His parents gave him £200 to buy a trailer to start his mobile catering business.			
6. He now employs 15 people who travel with him to different events in the UK.			

2 Discuss the following questions with a partner.

Do you think you can become successful without a university degree? Do you know any young people who have followed a similar career path in Viet Nam? What can you learn from Harry's job seeking experience?

LOOKING BACK

Pronunciation

Listen to the following exchanges and underline the stressed words. Then practise them with a partner, using the correct sentence stress.

- A:** Do you think communication skills are really important?
B: Well, some people think they aren't important, but, in fact, they are.
- A:** Can people without a university degree apply for this job?
B: Yes, they can.
- A:** Should I ask my brother to help me to write the CV?
B: Yes, certainly you should.
- A:** You haven't been shortlisted for the interview.
B: I have been shortlisted for it.



Vocabulary

Underline the correct word in each sentence.

- If you want to get a job, you should look for job (adverts/CVs).
- Don't forget to read the information about the required skills and qualities to see if you have the (relevant/reliable) job experience.
- If you (change/tailor) your CV to suit the job requirements, you can increase your chances of getting an interview.
- After the CV screening process, only a small number of (interviewers/candidates) are invited for a job interview.
- The new (employee/employer) is usually confirmed after a period of probation.

Grammar

Turn the following sentences into reported speech, using the reporting verbs in the box.

urge	promise	encourage	ask
complain	exclaim	inform	refuse

- Mike:** 'How long will it take you to finish writing your CV, Mira?'

- Mira:** 'I think I will need another two hours.'

- Mike:** 'Try to finish it by 4 p.m. so that you can come and watch the football match.'

- Mira:** 'That'll give me only an hour!'

- Mike:** 'Come on, just write it quickly.'

- Mira:** 'Sorry, I won't be able to leave the house before 4 p.m. because I want to write a very impressive CV.'

- Mike:** 'But you never come and see me play.'

- Mira:** 'I'll come to your next match. I promise!'



PROJECT

Work in groups of four to six. Choose a profession or career that all members of your group are interested in. Find information about it in Viet Nam and another country.

Guiding questions:

		In Viet Nam	In ...
1	How popular is the profession of a ...?		
2	What are the skills needed to do this profession?		
3	What are the required qualifications to enter the profession or career?		
4	Where can people find jobs related to this career? What does this profession involve? What are the career options?		
5	What are the benefits or advantages of being a ...?		
6	What are the drawbacks or disadvantages of being a ...?		

Display the information on a poster and present it to the class focusing on the similarities and differences in the job requirements between Viet Nam and another country. Invite the rest of the class to ask you questions at the end.



NOW I CAN

- understand and use words and phrases related to the world of work
- recognise stressed words (exceptions) and pronounce them correctly in connected speech
- report orders, requests, offers, advice, instructions, ...
- read for specific information in job advertisements
- discuss skills and qualities needed for getting a job
- listen for general ideas and specific information about how to write a good CV
- write a CV to support an application for employment
- learn more about the job seeking experiences of an English school leaver

✓ ✓✓ ✓✓✓

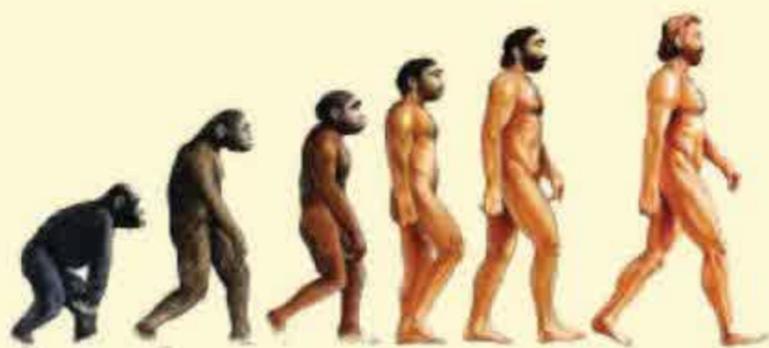
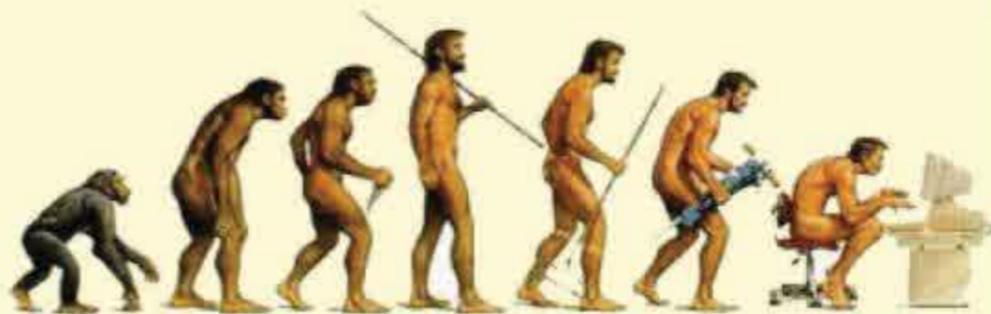
LANGUAGE

Vocabulary

- 1 Use the correct form of the words in the box to complete the sentences. A word may be used more than once.

android robot extinction
 probation quality

1. My brother Minh has the _____ of a good leader.
2. The new _____ working in the customer service department looks so real that many people have mistaken her for a human being.
3. Some people support the idea of reviving _____ species, but others are against this idea.
4. One day, medical _____ will replace human surgeons and perform complex surgical procedures.
5. Many touchscreen mobile devices such as smartphones and tablet computers use the _____ operating system.
6. New employees can be put on a _____ period to see if they are suitable for the position.



- 2 Complete the following table. Then use the words in the table to complete the sentences.

Noun			
Adj.	evolutionary	conserved	
Verb			diversify

1. In spite of the importance of biodiversity, _____ efforts are not strong enough.
2. In his book *On the Origin of Species*, published in 1859, Charles Darwin first formulated the theory of _____ by natural selection.
3. Species _____, or species richness, is especially important to life on Earth.
4. I think the best way to _____ wild animals and plants is to protect their habitats.
5. Although humans share a common ancestor with some primates they did not _____ from apes, gorillas or chimps.
6. Approximately 2.2 million species of plants and animals have been found in our oceans, so you can imagine how _____ they are.

Pronunciation

- 3 Listen to part of the conversation below and mark the stressed syllables in the sentences. Then listen to the conversation again and practise it with a partner, using appropriate sentence stress.

Student: What should I do to make a good impression on the job interviewer?

Career adviser: I think the most important thing is to demonstrate your strong communication skills.

Student: My strong communication skills? I'm not sure whether I have any. What exactly do you think I need to do?

Career adviser: Well, do things like listening attentively, speaking confidently, making eye contact, and asking questions when appropriate.

Grammar

4 Work with a partner. Practise asking questions and giving answers, using the future perfect and the prompts below.

Example:

- how many monkeys / rescue centre / release back / forest / by the end of this month? (35)

A: *How many monkeys will the rescue centre have released back into the forest by the end of this month?*

B: *They'll have released 35 by then.*

1. How many pages / write / by tomorrow? (5 pages)
2. How many trees / class / plant / by the end of the day? (100)
3. How many robots / A.I. company / invent / by the end of the year? (8)
4. How long / this rhino / live / rescue centre / by the end of this year? (5 years)
5. How many applications / company / receive / by January 3rd? (200)
6. How many animals / rescue centre / save and take in / by this time next year? (hundreds)

5 Complete the sentences, using the correct form of the verbs in the box.

pull out	steal	design
publish	repair	service

1. My brother got his laptop _____ as it was still under warranty.
2. The company had some A.I. experts _____ all the malfunctions in their robots.
3. I had my report on biodiversity _____ in a scientific journal.
4. Your tooth is very decayed. You should have it _____.
5. The team leader got his computer programmers _____ a new model of domestic robots.
6. The man had his new smartphone _____ on the train last week.

6 Complete the sentences, reporting what was said.

1. 'Spend more time studying, and less time playing games.'
→ My mother told _____.
2. 'Would you tell us about the importance of species diversity for all forms of life?'
→ The students asked the scientist _____.
3. 'You mustn't harm the environment or disturb the balance of the ecosystem.'
→ The environmentalist told the business community _____.
4. 'Can you show me your reports on wildlife, please?'
→ The teacher asked the students _____.
5. 'I'll help you with your research into the latest generation of androids.'
→ My brother offered _____.
6. 'I would learn how to use the new smartphone apps, if I were you.'
→ The A.I. expert advised the students _____.

7 Turn the following sentences into reported speech, using the reporting verbs: warn, suggest, promise, explain, advise, remind.

Example:

'Our visit to the animal rescue centre will be postponed to next week,' said the teacher.

→ The teacher **explained** that our/their visit to the animal rescue centre would be postponed to the following week.

1. 'Don't forget to drop into the robot shop on the way home,' said Minh to Quang.
2. 'I think you should write a report on the saola,' said my mother.
3. 'Don't pull the cat's tail or it will scratch you,' the old lady said to him.
4. 'I'll work harder to get good qualifications,' said Huong.
5. 'How about activating the next generation robot?' said the team leader.

SKILLS

READING

IUCN Red List

1 Read the text about IUCN Red List.

The International Union for Conservation of Nature (IUCN) Red List is a comprehensive catalogue of the conservation status of species. Information is collected from all over the world and carefully analysed. Many factors are taken into consideration, such as the remaining numbers, the overall increase or decrease in the population, breeding success rates, and known threats. The IUCN Red List then classifies species into seven categories: *Extinct (EX)*, *Extinct in the wild (EW)*, *Critically Endangered (CR)*, *Endangered (EN)*, *Vulnerable (VU)*, *Near-threatened (NT)*, or *Least Concern (LC)*.

After *Extinct* and *Extinct in the wild*, the highest risk category assigned by the IUCN Red List is *Critically Endangered*. A *Critically Endangered* species is a species that is facing a very high risk of extinction in the wild. *Endangered* is the next most severe conservation status for wildlife. A *Vulnerable* species is one that is likely to become endangered if the circumstances threatening its survival and reproduction do not improve. The main reason for its vulnerability is habitat loss or destruction. The species labelled *Near Threatened* and *Least Concern*, have had their conservation status assessed and found to be relatively safe and healthy, though they may be in decline.

The number of extinct and endangered species is increasing every year. It is estimated that over 40 per cent of the species on Earth are at risk of extinction. The IUCN Red List featured 3079 animal and 2655 plant species as endangered worldwide in 2012, and 1102 and 1197 respectively in 1998. Many countries in the world now have laws to conserve wild species and protect endangered and threatened species. However, much more has to be done to successfully safeguard the biodiversity of our planet.

2 Read the text again and decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	The IUCN Red List evaluates the extinction risk of thousands of species.			
2	Factors taken into consideration are only the remaining number, breeding success rates, and known threats.			
3	The IUCN Red List suggests measures to conserve endangered species.			
4	Endangered species are the ones at the most serious risk of extinction.			
5	Though they may be in decline, Near Threatened and Least Concern species are quite safe and healthy.			
6	The IUCN Red List requires countries to create laws that protect wildlife.			

SPEAKING

Job skills and qualities

3 Work with a partner. Use the information below or your own ideas to make a conversation about the skills and/or qualities of one job.

Jobs	Skills	Qualities
1. childcare worker	- nurturing - organising - instructing - tolerance - communication	- devoted - friendly - competent - reliable - respectful
2. nurse	- compassion - patience - physical endurance - time management - experience	- caring - empathetic - responsible - diligent - professional

Example:

Student A: Why do you think a childcare worker needs to have nurturing skills?

Student B: Well, a childcare worker has to look after children when their parents are at work, or away on business. Basically, they keep children safe and care for their everyday needs. That's why nurturing skills are important.

Student A: Oh, I see. How about organisational skills? Do you think they are necessary for her?

Student B: Sure. A good childcare worker should know how to organise children's play activities. She should also be able to teach simple drawings and songs, and take part in games and other physical activities.

Student A: Sounds interesting.

LISTENING

She's so life-like!

- 4** Listen to someone talking about his first encounter with a humanoid robot. Choose the best option to complete the sentences.



- The speaker saw Aiko Chihira on the floor of a Tokyo department store, working _____.
A. with customers C. in customer service
B. as a cashier D. with photographers
- Did the speaker immediately realise that Aiko was not a human being?
A. Yes, he had seen her before.
B. Yes, because customers were taking pictures of her.
C. No, it took him a few minutes, because she looked so real.
D. No, because he never expected her to be so real.
- Chihira is very life-like, really pretty, and she looks like she is _____.
A. in her late thirties B. in her early thirties
C. in her late twenties D. in her early twenties
- What made her look real was her subtle movements when _____.
A. bowing or blinking C. bowing or smiling
B. smiling or twitching D. blinking or clapping
- Many people rushed to the department store that day _____ Chihira.
A. to shop, and see
B. to shop, and to take pictures with
C. not to shop, but to see
D. not to shop, but to buy robots like

- Although the speaker had seen pictures of other robots, this meeting had a strong effect on him because it _____.

- A. was so unexpected
- B. involved close contact
- C. was in a department store
- D. was reported in the news

WRITING

Tailoring a CV

- Look at the job advertisements below. Which one would you like to apply for? Consider whether you have the necessary skills and qualities. Discuss your ideas with a partner.

CHILDCARE WORKER

We are currently seeking applicants for full-time and part-time childcare workers (M/F).

- ✓ Part-time working hours: 1p.m. – 6p.m.; 7a.m. – 12p.m., Mon-Fri.
- ✓ Full-time working hours: 40 hours per week (7a.m. – 6p.m.), Mon-Fri.
- ✓ A generous salary.
- ✓ Successful candidates should be devoted, friendly, and reliable. They should be nurturing and caring, and enjoy working and interacting with young children. Excellent communication skills are required.

NURSE

Are you planning a career as a qualified nurse? Would you like to have a well-paid job and achieve both personal and professional success? Join **Lifecare Health** and take advantage of our tremendous opportunities for development.

- ✓ Education: a nursing degree from a good university
- ✓ Skills: compassion, patience, physical endurance
- ✓ Experience: 2 years or more
- ✓ Qualities: responsible, caring, diligent

- Write your own CV to apply for one of the jobs advertised in 5 or a job of your choice. Tailor your CV to have a better chance to be shortlisted for an interview.

Unit 9 CHOOSING A CAREER

GETTING STARTED

Options for school leavers



This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to leaving school and choosing a career

Pronunciation

- Unstressed words

Grammar

- Phrasal verbs (consisting of a verb, an adverb, and a preposition)
- Adverbial clauses of condition, comparison, manner, and result

SKILLS

- Reading for general ideas and specific information about career advice on websites for secondary school leavers
- Talking about ambitions and dreams (future jobs)
- Listening for main ideas and specific information in an interview with school leavers about the positive and negative points of some careers
- Writing a job application letter in response to an advertisement

COMMUNICATION AND CULTURE

- Summer jobs
- Taking a year out



1 Mai and Jim are talking about their options after finishing secondary school. Listen and read.

Mai: Hi, Jim. How're things? You look very busy!

Jim: Oh, I'm surfing the net. I'm trying to find out what options are available for school leavers.

Mai: So what do you want to do after you finish secondary school?

Jim: Hmm.... I don't know, so I'm searching for websites offering career advice so that I can come up with a plan.

Mai: Do you plan to go straight to university or join the workforce without pursuing further study?

Jim: Well, I want to go straight to university, but I'm also thinking of applying for a temporary job in the summer.

Mai: What kind of job are you looking for?

Jim: I'm looking for work in marketing companies. I'd love to do smartphone marketing.

Mai: I see. You want to gain work experience, and save up some money for university.

Jim: Exactly. I've secured a university place to study economics. And how about you? What kind of career are you looking for, Mai?

Mai: Well, I'd love to work in a hospital. I want to become a doctor.

Jim: Then you'll have to study medicine.

Mai: Right. And I want to go to a medical university in the UK. You know, I took the IELTS two weeks ago, and I'm looking forward to the exam results from The English Language Centre at the British Council.

Jim: Great! Have you been in touch with The English Language Centre?

Mai: Yes, I have. They said they would send me the results next week. If I get a band score of 6.5, I'll apply for a scholarship and study in the UK.

Jim: Good luck! And remember to practise your English more often.

Mai: Thanks a lot. I'll try my best to. I want to speak English as fluently as you.

Jim: I hope that your dreams come true.

Mai: Thank you very much, Jim.

2 Answer the questions.

1. What kind of information is Jim searching for on the Internet?
2. What kind of job does he want to apply for in the summer?
3. What is Mai's dream job?
4. Who has she been in contact with for the results of her IELTS exams?
5. What will she do if she gets a band score of 6.5?
6. What are your plans after you leave secondary school?

3 Match the words and phrases in the conversation with their definitions.

1 option (n)

2 career (n)

3 career advice (n)

4 secure (v)

5 workforce (n)

6 temporary (adj)

- a. people who work in a particular company, or are available to work in a country
- b. continuing for only a limited period of time
- c. a choice you can make in a particular situation
- d. a job or profession that you have been trained for, and which you do for a long period of your life
- e. an opinion about what jobs and professional training might be suitable for someone
- f. to obtain or achieve something, especially after a lot of effort

4 Find sentences with **phrasal verbs consisting of a verb, an adverb, and a preposition**; and **adverbial clauses** in the conversation. Write them in the space below.

- Sentences with *phrasal verbs* (consisting of a verb, an adverb, and a preposition):

- Sentences with *adverbial clauses*:



Vocabulary

1 Complete the sentences using the correct form of the words or phrases from **3** in GETTING STARTED.

1. You can search for _____ on some websites.
2. She has just begun a _____ in teaching.
3. Some students in my class want to join the _____ after leaving school.
4. University is not the only _____ for school leavers to pursue further study.
5. You may want to consider _____ work until you decide what you want to do.
6. He has finished his A levels and _____ a place for himself at a law school.

Pronunciation

Unstressed words

1 Listen to part of the conversation in GETTING STARTED again. Underline the words that are not stressed.

Mai: What kind of job are you looking for?

Jim: I'm looking for work in marketing companies. I'd love to do smartphone marketing.

Mai: I see. You want to gain work experience, and save up some money for university.

Jim: Exactly. I've secured a university place to study economics. And how about you? What kind of career are you looking for, Mai?

Mai: Well, I'd love to work in a hospital. I want to become a doctor.

Jim: Then you'll have to study medicine.



DO YOU KNOW...?

There is no stress on most function words in a phrase or sentence. Here are the unstressed words:

- Articles *a, an, and the*
- Prepositions: *for, of, ...*
- Subject pronouns: *I, you, we, they, he, she, it*
- Possessive adjectives: *my, your, our, their, her, his, its*
- Forms of the verb *be*
- The expressions *there is, there are*
- The *to* before a verb
- The relative pronouns *who, whose, when, where, why, what, which* and *how* in the middle of a sentence.

2 Now listen to the conversation in **1** again. Practise it with a partner. Try to use the correct sentence stress.

Grammar

Phrasal verbs (consisting of a verb, an adverb, and a preposition)

1 Match the phrasal verbs in **A** with their meanings in **B**.

A

1. go on with

2. keep up with

3. think back on

4. talk back to

5. drop out of

6. drop in on

7. run out of

8. put up with

9. cut down on

10. get on with

B

a leave/give up

b pay a short visit

c have none left

d tolerate

e reduce

f have a good relationship with

g continue

h maintain pace with

i recall

j answer impolitely

2 Complete each sentence using the correct form of a phrasal verb in **1**. You don't need to use all the verbs.

1. I hope none of my friends _____ school this term.
2. John often _____ us without warning.
3. The government is trying not to _____ the money they are spending on vocational training.
4. David doesn't _____ his wife. They're always arguing.
5. Linda was about to take a part-time job, but she decided to _____ her studies.
6. Hoa is a brilliant student. It's difficult to _____ her if you don't try very hard.
7. I usually _____ my childhood with great pleasure.
8. The trainee _____ his trainer and was kicked out of the group.



DO YOU KNOW...?

- Some phrasal verbs have three parts: a verb, an adverb, and a preposition. The adverb and the preposition cannot be separated. Many of these phrasal verbs are often used in informal contexts, and it is difficult to guess their meaning from their individual parts.

Forms

verb + adverb + preposition

keep up with	get on with	face up to
go on with	watch out for	look forward to
cut down on	drop out of	put up with

- The object (underlined below) always comes immediately after the preposition.

Examples:

- He dropped out of school at fifteen.
- If you don't work hard, you won't be able to keep up with your friends.
- If another verb is used after a phrasal verb, it must be in the *-ing* form:

Example:

- We're really looking forward to seeing you. (= We're pleased and excited because we are going to see you.)



DO YOU KNOW...?

An adverbial clause is a dependent clause that functions as an adverb. The following are some types of adverbial clauses:

- *Adverbial clause of condition* beginning with the subordinate conjunction **if** or **unless**. It introduces a hypothesis or condition, real or imagined.

Example:

- What would you buy if you won the lottery?

- *Adverbial clause of comparison* beginning with subordinate conjunctions such as **than**, **as ... as**, or **as**. It compares a skill, size, or amount.

Example:

- Lee can speak English as fluently as her teacher.

- *Adverbial clause of manner* beginning with subordinate conjunctions such as **as (if)**, **like**, or **the way**. It states how something is done.

Example:

- He acts as if it was a joke.

- *Adverbial clause of result* beginning with subordinate conjunctions such as **so ... that** or **such ... that**. It indicates the result(s) of an act or event.

Example:

- Jack was so tired that he couldn't go on with his work.

Adverbial clauses of condition, comparison, manner, and result

3 Underline the adverbial clause in each sentence below. Then say what type of adverbial clause it is.

1. If I knew French, I would apply for a temporary job in this company.
2. Laura has just finished training as a cook, and now she can cook better than her mother.
3. My career adviser talks to me like he is my father.
4. The programme at the vocational school was so bad that Nam dropped out of school.
5. He won't be able to go to university unless he works harder.

4 Combine each pair of simple sentences into one complex sentence containing an adverbial clause. Use the words provided and make any necessary changes.

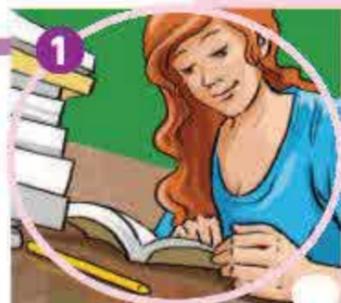
1. Don't be late for work. You may lose your job. (if)
2. Factory workers work hard. Secondary school students also work hard. (as ... as)
3. Linda was offered a very good job. Linda didn't hesitate to accept it. (such ... that)
4. You must tell me everything. Otherwise I will not be able to help you. (if)
5. The lab instructor had told us the right way to mix the chemicals. We mixed the chemicals the same way. (exactly as)



SKILLS

READING

Advice for secondary school leavers



1 Work with a partner. Guess what the students in the pictures may do after they leave school.

2 Read some career advice for secondary school leavers. Choose the appropriate heading for each paragraph.



a. For those going to university

b. For those who have no plans

c. For those going to be apprentices

d. For those about to start a job

In the UK, there are some websites that provide school students with practical advice about leaving school and taking the next step in their careers. The following are some examples:

1. _____

If students are about to start a job, career advisers have useful information that may help them make the transition into the working world smoother. They should get used to taking responsibility if something goes wrong in their job. By taking responsibility, they will have the opportunity to learn how to put things right and they can avoid making the same mistakes in the future.

2. _____

In general, apprentices are assigned to a senior member

of staff to spend some time shadowing them and getting to grips with the basics of the job. If apprentices are given the opportunity to get involved early on, they should take it, as this will help them learn faster and improve their confidence. The best thing for apprentices is that they have the opportunity to earn while they learn, and most apprentices are required to attend college for part of the time.

3. _____

Moving straight to tertiary education from secondary school is considered a big jump. However, many students take to university life like a duck to water. Normally, the first week at university is a bit confusing, even a little stressful, but it does not take long to get

used to university life. During the first week, students have their timetables and other paperwork sorted. After that they can relax and take in the campus atmosphere.

4. _____

When students do not know what they want to do after leaving school, they could consider some other options, which the advisers can offer. They can find a temporary job, or take a gap year and go travelling; they may work somewhere abroad, or speak to career advisers who can help them come up with a plan. If none of these options are successful, students should go back to school. They can still be accepted on to A level courses if they have GCSEs.

3 Find the words/phrases/expressions in the reading text which are closest in meaning to the following. Write them in the correct space.

1. without problems or difficulties
2. someone who works for an employer or expert to learn a particular skill or job
3. to follow someone else while they are at work to learn about that person's job
4. to begin to understand and deal with something difficult
5. to become used to something very easily
6. written work in an office, such as filling in forms, writing letters, etc.

4 Read the text again and answer the questions.

1. What kind of websites are available for school leavers in the UK?
2. What advice is offered to school leavers who want to start a job?
3. What is the best thing for apprentices?
4. What do students do in the first week at university?
5. What can students do if they have no plans after leaving school?

5 Discuss with a partner.

Which is the most useful piece of advice for you in the text? Why do you think it is useful?



John: OK. What about you, Lan? What are your plans after you leave secondary school?

Lan: I'd like to go straight into university. (3) _____. You know I love writing, and I'm very keen on improving my English. One thing I'd like to do one day is to work for an international newspaper.

Linda: (4) _____. I'm confident you'll be very successful. And how about you, John? What kind of job do you have in mind?

John: Well, my dream is to be a computer programmer.

Lan: What are you going to do after leaving school?

John: I'd like to take a year off and travel abroad. (5) _____

Lan: Really? So what would you like to do after that?

John: (6) _____

Linda: I think that would be a great thing for you to do, John.

SPEAKING

Future jobs: ambitions and dreams

1 Choose sentences a-f to complete the discussion between Linda, Lan, and John.

- a. Sounds great!
- b. I'd like to study journalism.
- c. What I'd love to do one day is to run my own software company.
- d. I'd like to work overseas.
- e. What kind of career are you looking for?
- f. I could work as a volunteer in Thailand.

John: OK, the topic of today's discussion is our ambitions and dreams, and our possible future jobs or careers. So let's start with Linda. (1) _____

Linda: I've always wanted to be a doctor because I love taking care of kids. (2) _____. I have to get into a medical school first to gain the necessary knowledge and skills.

2 Find the expressions that John, Lan, and Linda used to talk about their ambitions and dreams in the conversation. Write them in the correct space.

Expressions	
John	Example: My dream is ... (1) _____ (2) _____
Lan	(3) _____ (4) _____
Linda	(5) _____

3 Work in groups of three. Practise the conversation in 1.

4 Work in groups of three. Use the expressions in 2 to make a similar conversation about your own ambitions and dreams.

LISTENING

Positive and negative points of careers

1 Look at the pictures. What jobs do the people in the pictures do? Write down the job under each picture.



1. _____



2. _____



3. _____

2 Match each word with its meaning.

1. rewarding (adj)

a a negative aspect

2. fascinating (adj)

b tiresome or boring

3. battle (n)

c making you happy because you think it is useful or important

4. tedious (adj)

d a fight or struggle

5. downside (n)

e extremely interesting and engaging

3 Listen to an interview about the positive and negative points of the careers of three people. Match the career with each interviewee.

1. Tom

a. medical researcher

2. Alice

b. TV journalist

3. Mark

c. flight attendant

4 Listen again and decide if the following statements are true (T), false (F), or not given (NG).

	T	F	NG
1. Tom thinks that being a TV journalist could be a fascinating job.			
2. A TV journalist could meet many people such as pop stars, sports stars, and scientists.			
3. Alice thinks that working as a flight attendant could be a boring job.			
4. Flight attendants are well paid because they have to breathe polluted air.			
5. According to Mark, being a medical researcher would be really rewarding.			

5 Work in groups. Do you agree or disagree with the positive and negative points of the three careers in the listening? Why?/Why not? Can you add more points?

WRITING

Applying for a job

1 Read the job application letter and write the numbers (1-8) next to the letters (a-h) to show the correct components of the letter.

(1) The Manager
Souvenir Shop
755 Giang Vo St
Ha Noi

(3) 618 Tay Son St
Ha Noi

(2) 20 May 20 ...

Dear Sir or Madam,

(4) I am writing in response to your advertisement on *Findingjobs.com* for the post of a part-time shop assistant.

(5) Last summer, I worked as a shop assistant for five weeks in a local shop selling traditional Vietnamese clothing in a tourist area. My responsibilities were to serve customers, including foreign visitors, deliver the clothes, and answer the phone.

(6) I think that I am reliable, hard-working and enthusiastic. I can also speak English fluently. If required, I can provide references from the clothes shop.

(7) I would be grateful for an opportunity to visit your shop and discuss my application with you in person. I can come for an interview any afternoon during the week. If my application is successful, I will be available to start work from the 15th of June. Please find my CV enclosed in this letter.

I look forward to hearing from you soon.

Yours faithfully,

(8) *Trang*
Le Thu Trang

- _____ a. date
- _____ b. applicant's personal qualities
- _____ 1 c. recipient's address
- _____ d. applicant's address
- _____ e. applicant's work experience
- _____ f. applicant's signature and full name
- _____ g. when the applicant is available for an interview and to start work
- _____ h. what the job is and where the applicant saw the job advertisement

2 Read the job advertisement. Make a list of the qualities and experience you may need for the job.

HOTEL RECEPTIONIST WANTED For Sunflower Hotel

We need a **young** and **enthusiastic** person to work as a receptionist at our hotel in Da Nang from 15 August to 30 September. Working hours are from 8 a.m. to 4 p.m. Responsibilities include receiving guests and visitors, checking them in and out, taking bookings, and answering the phone. Ability to speak English is a plus.

.....
Please contact:
The manager, Sunflower Hotel,
610 Bach Dang Rd, Da Nang
.....



3 Write a letter of around 180 words applying for the job in the advert in 2. Include all the letter components in 1 and follow the writing plan below.

- Say where you saw the advertisement and what job you are applying for.
- Give details of previous work experience and responsibilities.
- Talk about your personal qualities and offer to send a reference.
- Mention when you are available for an interview and can start work.

Application for Employment

ng	Date of Application	Date of Birth
First Name	Middle Initial	
City		
Are you 18 years of age or over?		

Communication

SUMMER JOBS

1 Listen to Peter, Jane, and Mary talking about their summer jobs. What does each person do? Write his/her job under each picture.



1. Peter: _____



2. Jane: _____



3. Mary: _____

2 Listen again. Do Peter, Jane, and Mary like their jobs? Why or why not? Tick the correct column and take notes in the table below.

Names	Likes	Doesn't like	Reasons
Peter			_____
Jane			_____
Mary			_____

3 Work in groups. Imagine you are going to do a summer job. Tell your group about your job and why you like or dislike it.



Culture

Taking a year out



1 Read the text about a year out and answer the questions that follow.

Tom has just finished his A levels and he has got a place at university, but he would really like a break from the academic world. Like many young people today he's thinking about taking a year out first, or as people often say, spending a year at 'the university of life'.

There are lots of things for Tom to choose from. He could work in a bank or do community work. He might even do something adventurous, such as joining an expedition to a rainforest. The experience will broaden his horizons and teach him new skills. It may also give him the chance to earn some money, which will be very helpful when he eventually starts his studies.

Before Tom decides to take a gap year, he must make sure that the university will hold his place for him till the following year. Most are quite happy to do this, as they find that year-out students are more mature, confident, and independent. But each student should know that it is a year out, not a year off. His university will want to know what he is going to do. They will not be very pleased if he just wants to do nothing for a year.

1. What would Tom really like to do after securing a place at university?
2. What are the things that he can do in his gap year?
3. What are the benefits that the experience will give him during a gap year?
4. What must Tom check before he decides to take a year out?
5. What does 'the university of life' mean?



2 Discuss the questions with a partner.

1. Do young people take a year out in Viet Nam?
2. Imagine you are allowed to take a year out after finishing school. What will you do in your gap year?



LOOKING BACK

Pronunciation

1 Listen and underline the unstressed words in the following sentences.

1. I'm looking for a job to keep me busy this summer.
2. He saw the advertisement in today's newspaper.
3. How far is it from here to your school?

2 Underline the unstressed words in the following sentences and practise reading them aloud.

1. I would like to take a year off first, and then go to university.
2. Working as a journalist, he has the opportunity to meet famous people and interview them.
3. I decided to be an apprentice to an electrician for two years, and then I will study electrical engineering at university.



Vocabulary

Complete the sentences with the correct form of the words/phrases in the box.

career	apprentice	workforce
career advice	temporary	option

1. Mark is worried because his company is cutting its _____ by a quarter.
2. Teaching as a _____ is very challenging, but also very rewarding.
3. Secondary school students often do _____ jobs during the summer holidays.
4. Don't worry, Peter. You can always ask your father for _____.
5. Lan has been working for three months at the hairdresser's as a(n) _____.
6. There are many job _____ available for young people to choose from nowadays.

Grammar

1 Complete the sentences using the correct form of the phrasal verbs in the box.

cut down on	drop out of	drop in on
go on with	get on with	keep up with
come up with	run out of	

1. That's enough for now – let's _____ the discussion tomorrow.
2. If you don't work hard, you won't be able to _____ your friends.
3. Come on, Linda. Can you _____ a better idea?
4. I don't think she would _____ her sister-in-law.
5. They _____ money and had to abandon the project.
6. We thought we could _____ you while we were passing by.
7. The doctor told him to _____ chips and chocolate.
8. He felt disappointed and _____ school after the first term.

2 Make a complex sentence from each pair of sentences. Use the words provided and make any necessary changes.

1. Don't eat too much. You may fall ill. (if)
2. Kate is beautiful. Her mother is beautiful. (as ... as)
3. He is not bright. He thinks he is bright. (as ... as)
4. It rained hard. The plane couldn't take off. (so ... that)
5. You must run fast. You may be late for school. (unless)
6. It was a very good novel. Mary couldn't put the novel down. (such ... that)
7. I wish I had one million dollars. I would travel around the world. (if)
8. Mr Smith had requested that the apprentice finish the work. The apprentice finished the work. (as)

PROJECT

- 1 **Work in groups. Interview your group members about their future careers. Use the table below as a guide.**

Names	Future career	Positive points	Negative points	Reasons for choosing the career
1 _____				
2 _____				
3 _____				
4 _____				

- 2 **Present the results of the interviews to the class.**



NOW I CAN

- understand and use words and phrases related to leaving school and choosing a career
- recognise and pronounce unstressed words in the sentences correctly
- use phrasal verbs (consisting of a verb, an adverb, and a preposition), and adverbial clauses of condition, comparison, manner, and result
- read for general ideas and specific information about career advice on websites for secondary school leavers
- talk about ambitions and dreams (future jobs)
- listen for main ideas and specific information in an interview with school leavers about the positive and negative points of particular careers
- write a job application letter in response to an advertisement
- understand more about taking a year out

✓ ✓✓ ✓✓✓

Unit 10 LIFELONG LEARNING

GETTING STARTED

Keep learning throughout life!

1 Angela and her grandpa are talking about keeping learning throughout life. Listen and read.

Angela: Grandpa, sorry I'm a bit late, but I had to do a lot of homework and missed the bus. If I hadn't missed it, I'd have come at least 30 minutes earlier.

Grandpa: No problem. Your grandma is still out shopping.

Angela: What are you reading, grandpa? You look really excited!

Grandpa: Well, I've joined the Lifelong Learning Institute and I've chosen some interesting courses to attend. Do you want to have a look at their brochure?

Angela: OK. But I thought you are retired now? Why do you need to study? And what's this lifelong learning? Do you mean learning all the time?

Grandpa: Kind of ... These courses are not just for retired people. They are for everyone who is interested.

Angela: Oh, no, I don't think I'd want to study all my life. Twelve years in compulsory education seems enough for me.

Grandpa: Yes, but things change all the time. There are new ideas and concepts that you need to understand in order to succeed! As a lifelong learner, you can also choose what and how to study. This type of learning is self-directed.

Angela: Sounds great, but how can I find the time to attend courses when I have a full-time job?

Grandpa: Well, you could do an online course with discussion sessions in the evening or at the weekend. You can do it from the comfort of your own home. The key thing is to enjoy learning and acquire new skills all the time.

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to lifelong learning

Pronunciation

- Intonation of questions

Grammar

- Conditionals Type 3
- Mixed conditionals of Type 2 and Type 3

SKILLS

- Reading for general ideas and specific information in an article about lifelong learning
- Giving a presentation about how to keep learning throughout life
- Listening for specific information in a talk show about a successful lifelong learner
- Writing a description of a bar chart about barriers to lifelong learning

COMMUNICATION AND CULTURE

- A famous lifelong learner
- Lifelong learning in different countries



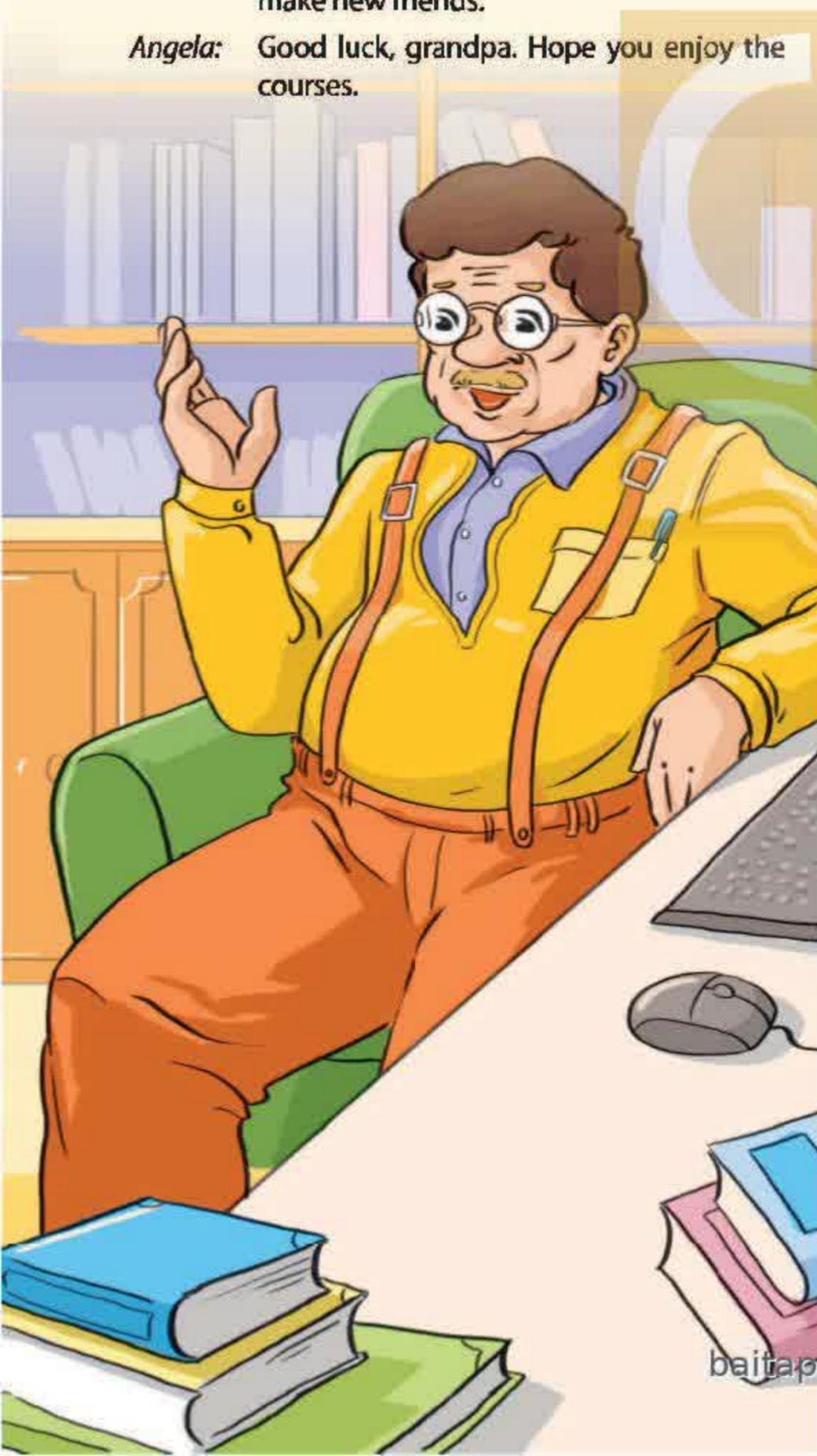
Angela: Sounds nice. So lifelong learning is all about learning to enjoy learning?

Grandpa: That's right. It's voluntary and self-motivated. People usually take time to study for personal or professional reasons, depending on their needs and learning styles.

Angela: But what about you? Why do you need to do all these courses? Digital technology, art history, French literature? These courses all sound difficult to me. If I had known that, I'd have brought you my Information Technology textbook.

Grandpa: Well, it's important for me to try new things and keep my brain healthy and fit. I can also meet and talk to different people, and make new friends.

Angela: Good luck, grandpa. Hope you enjoy the courses.



2 Work in pairs. Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Lifelong learning is only for retired people.			
2	According to Angela's grandpa, lifelong learning is for people who want to stay in touch with current ideas and concepts.			
3	People in full-time jobs can't attend the courses offered by the Lifelong Learning Institute.			
4	Angela's grandpa wants to attend different courses at the Lifelong Learning Institute.			
5	Angela didn't bring any textbooks because she left them at home.			

3 Find the words/phrases in the conversation that mean the following.

- This kind of education requires children to attend a state or private school to complete a certain period or level. _____
- This includes all activities that aim at improving knowledge and skills throughout life. _____
- This word is used to describe people who are keen to do or achieve something because of their own enthusiasm or interest. _____
- This word is used to show that lifelong learners can choose freely what to learn. _____
- These are ways and techniques of learning something. _____

4 Work in pairs. Ask and answer the question.

Do you think lifelong learning is important? Why?/ Why not?

5 Work in pairs. Discuss the form and meaning of the grammar point in the following sentences.

- If I hadn't missed it, I'd have come at least 30 minutes earlier.
- If I had known that, I'd have brought you my Information Technology textbook.

LANGUAGE

Vocabulary

1 Work in pairs. Match the characteristics of lifelong learning (1-5) with their example actions (a-e).

1. flexible

a. Learners update their professional knowledge and skills by themselves.

2. voluntary

b. Learners decide what to learn and manage how to learn.

3. self-directed

c. Learners can easily change the time of the course according to their work schedule.

4. self-motivated

d. Learners actively find suitable courses for their own benefits without being forced to do so.

5. self-improved

e. Learners independently work hard and overcome difficulties without others' encouragement.

2 Complete the sentences with the right form of the words and phrases in the box.

lifelong learning
self-directed

learning styles
self-motivated

voluntary

1. Students with _____ are good at completing challenging tasks without the encouragement of other people.
2. To become a _____ you need to learn new things _____ every single day of your life.
3. Colleges often encourage students to consolidate knowledge through _____ study.
4. Some people think that if we recognise our _____, we will learn better.

Pronunciation

Intonation of questions

1 Listen and mark the rising (↗) or falling (↘) intonation on the questions.

1. A: Are teachers an important factor in students' lifelong learning?
B: Absolutely. They teach students how to learn.
2. A: What is the most important requirement for this course?
B: Self-motivation!
3. A: Would a secondary school graduate become a better lifelong learner than a university graduate?
B: I think it depends on the person's self-motivation.
4. A: Did you email your report to me?
B: I'm afraid not. There's something wrong with my laptop. I'll send it tonight.
5. A: How do I encourage my students to develop lifelong learning?
B: Well, just show them that learning can be fun.



2 Work in pairs. Practise reading the short conversations in 1.

Grammar

Conditionals Type 3

1 Ben is recently out of work. He is thinking about what he did or did not do in his previous job. Match the *if*-clauses with the results. Then write conditionals using appropriate verb forms.

1 if I had shared my knowledge with others	a. (be) better at problem solving
2 if I had had more information and knowledge	b. (gain) more practical experience
3 if I had had the opportunity to put my knowledge into practice	c. (become) more successful at work
4 if I had known how to analyse the information	d. (have) more close friends and supporters
5 if I had been able to improve my professional skills through self-learning	e. (improve) my critical thinking skills



DO YOU KNOW...?

Conditionals Type 3 are used to talk about unreal or imaginary past activities or events.

If-clause	Main clause
past perfect	would/could/might + have + past participle

Examples:

If Tom **had studied** harder, he **would have got** the job.
(Tom did not study hard.)

If Anna **had passed** the examination last month, she **would have received** the scholarship.
(Anna did not pass the examination.)

Mixed conditionals of Type 2 and Type 3

2 Ben is now thinking about what he did not do in his previous job and his current situation. Write mixed conditionals, putting the verbs in brackets in the correct form.

- If I (share) my knowledge with others, I (have) more ideas on how to find a more suitable job now.
- If I (gain) some experience in solving problems, I (be) promoted to a new position by now.
- If I (be able) to put my knowledge into practice, I (have) more job opportunities now.
- If I (learn) how to analyse the information, I (not need) to take this course now.
- If I (be) able to improve my professional skills through self-learning, I (be) a manager now.



DO YOU KNOW...?

Mixed conditionals of Type 2 and Type 3 are used to talk about unreal or imaginary past activities, which have a present result.

If-clause	Main clause
past perfect (Conditional Type 3)	would + bare infinitive (Conditional Type 2)

Example:

If Tom **had studied** harder last term, he **would have** a better job now.

(Tom did not study hard.)

3 Put the verbs in brackets in the correct form.

- If you (learn) _____ more about how to use the Internet for studying before, you (be) _____ a successful lifelong learner now.
- If he (know) _____ how to present his ideas in his previous job, he (have) _____ no trouble becoming a good manager.
- She's out of work again! If she (continue) _____ improving her skills through lifelong learning, she (find) _____ new ways to make herself more employable.
- Those engineers have failed. If they (continue) _____ learning, they (keep) _____ up with new developments and technology.
- These people do not have good memories. If they (do) _____ more mentally challenging activities in the past, they (slow) _____ down mental deterioration.

READING

Notes on lifelong learning



1 Work with a partner. Ask and answer the questions below.

1. What do you think can facilitate lifelong learning?
2. How can people practise lifelong learning?

2 Read the text about lifelong learning and choose a heading for each paragraph.

- a. Forms of lifelong learning
- b. Aims of lifelong learning
- c. Defining lifelong learning
- d. The difference between compulsory education and lifelong learning

1. _____
 'Lifelong learning' is the pursuit of knowledge throughout life. In other words, learning is not confined to the classroom environment and school subjects. Instead, people can learn throughout their adulthood, even in old age and in a variety of situations, particularly in their daily interactions with others and with the world around them. Lifelong learning must be voluntary and self-motivated. Therefore, lifelong learners should have a strong desire to learn and explore the world.

2. _____
 Lifelong learning is facilitated by e-learning platforms. Education is now no longer offered only by 'bricks and mortar' institutions. Online courses have instead enabled lifelong learning by providing learners, teachers, and course providers with much more flexibility in terms of learning time, place, pace, and style. Learners, for instance, can now have the course content taught to them by a school located miles away from where they live or work. In addition, young parents can select their group meeting time late in the evening when their children have gone to bed.

3. _____
 Most importantly, lifelong learning should be regarded as an attitude to learning for self-improvement rather than a pathway to

qualifications. This means the ultimate aim is to better yourself for personal and/or professional development rather than for some certificate to decorate your CV. This type of lifelong learning may not necessarily take place as part of a course. It may be done very informally in any area of interest and at your convenience, as long as it is well within your capabilities and/or improves your skills. For example, researching the tidal cycles of the sea where you often go fishing and the types of fish available there is a form of lifelong learning.

3 Read the text and find the words or phrases in the text that have the following meanings. Write them in the space below.

1. the action of trying one's best to find or follow something _____
2. to keep someone or something within limits of time and boundaries of space _____
3. interactive online services that provide teachers and learners with information and tools _____
4. a building with physical presence rather than virtual or online _____
5. being or happening at the end of a process or a series of actions _____

4 Read the text again and answer the following questions.

1. Which of the characteristics of lifelong learning distinguishes it from compulsory education?
2. What makes people become good lifelong learners according to the writer?
3. How is lifelong learning made possible or easier to access?
4. What should be the objective of lifelong learning?

5 Work in groups. Discuss the following question.
 Do you know someone who has kept learning throughout their life? Tell the group briefly about him/her.

SPEAKING

How to keep learning throughout life

1 Work in pairs. Discuss the following ideas about steps to keep learning throughout life. Put them in the order of importance.

- attend professional conferences, seminars, and training courses
- apply knowledge in everyday life
- make a plan
- choose something of interest
- read more regularly
- put thoughts into action

2 Work with a partner. Fill the gaps in the presentation with some ideas in **1**, and then complete its outline.

HOW TO CONTINUE LEARNING AFTER LEAVING SCHOOL

Good morning everyone and thank you very much for coming to my presentation. I'm here today to talk about my three essential steps to keep learning after leaving school.

The first step is to (1) _____. You may have several hobbies, but ask yourself what you are most interested in. It is your genuine interest that will keep you on track until you reach the final destination.

Secondly, (2) _____. You need to make certain that you will have enough time for learning. Take into account the time needed for your job, for housework, and for rest. Also, make sure that you will have adequate funding throughout the learning.

Last but not least, (3) _____. Contact the course provider. Tell your best friends to support your studies by not insisting on hanging out with you all the time. Buy or borrow all the study supplies as required.

In conclusion, choosing the subject you like most, planning your study, and realising your plan are three main steps to keeping you learning through life. Thank you for listening. I hope my advice is useful and you will start your journey of lifelong learning soon.

PRESENTATION OUTLINE

Introduction

Getting attention (a) _____

Previewing the main points (b) _____

Body

First main point (c) _____

Supporting ideas (d) _____

Second main point (e) _____

Supporting ideas (f) _____

Third main point (g) _____

Supporting ideas (h) _____

Conclusion

Summary of the main points and restatement of the central idea (i) _____

Closing (j) _____



3 Work in groups. Choose two ideas discussed in **1** or brainstorm your own ideas to prepare a presentation about how to keep learning throughout life following the outline in **2**.

LISTENING

A successful lifelong learner

1 Work in pairs. Match the words (1-5) with their meanings (a-e).

1. achiever

2. mining

3. kick-start

4. privilege

5. transfer

- a. the industry which exploits goal and other minerals from under the ground
- b. a special right or an advantage for someone
- c. move someone from one place to another
- d. a person who highly succeeds in career
- e. begin a career or project quickly

2 Listen to a talk show about lifelong learning and choose the best answers.

1. What was Julie's part-time job?
 - A. An artist.
 - B. A teaching assistant.
 - C. A project manager.
 - D. A marketing manager.
2. What did Julie study while having a part-time job?
 - A. A project management course.
 - B. A marketing course.
 - C. A Vietnamese language course.
 - D. An international business course.
3. What type of company is West Corner?
 - A. Hospitality.
 - B. Training.
 - C. Mining.
 - D. Marketing.
4. What did Julie study in order to develop her professional skills?
 - A. Vietnamese language and culture.
 - B. Project development and management.
 - C. Marketing.
 - D. Design.
5. Why was Julie promoted?
 - A. Because she had the right qualifications and spoke both English and Vietnamese.
 - B. Because she kept studying to improve her design skills.
 - C. Because she was Vietnamese.
 - D. Because she was good at project management.

3 Listen again and decide if the statements are true (T) or false (F). Tick the correct box.

		T	F
1	The guests on the show were the best students in the class.		
2	The guests are brother and sister and they work in the same field.		
3	As a nursery teacher, Julie worked only in the morning.		
4	Julie's manager supported her professional development by asking her to attend business meetings.		
5	Julie's company has an office in Viet Nam.		



4 Work in pairs. Ask and answer questions about someone you know that has succeeded in life thanks to lifelong learning.



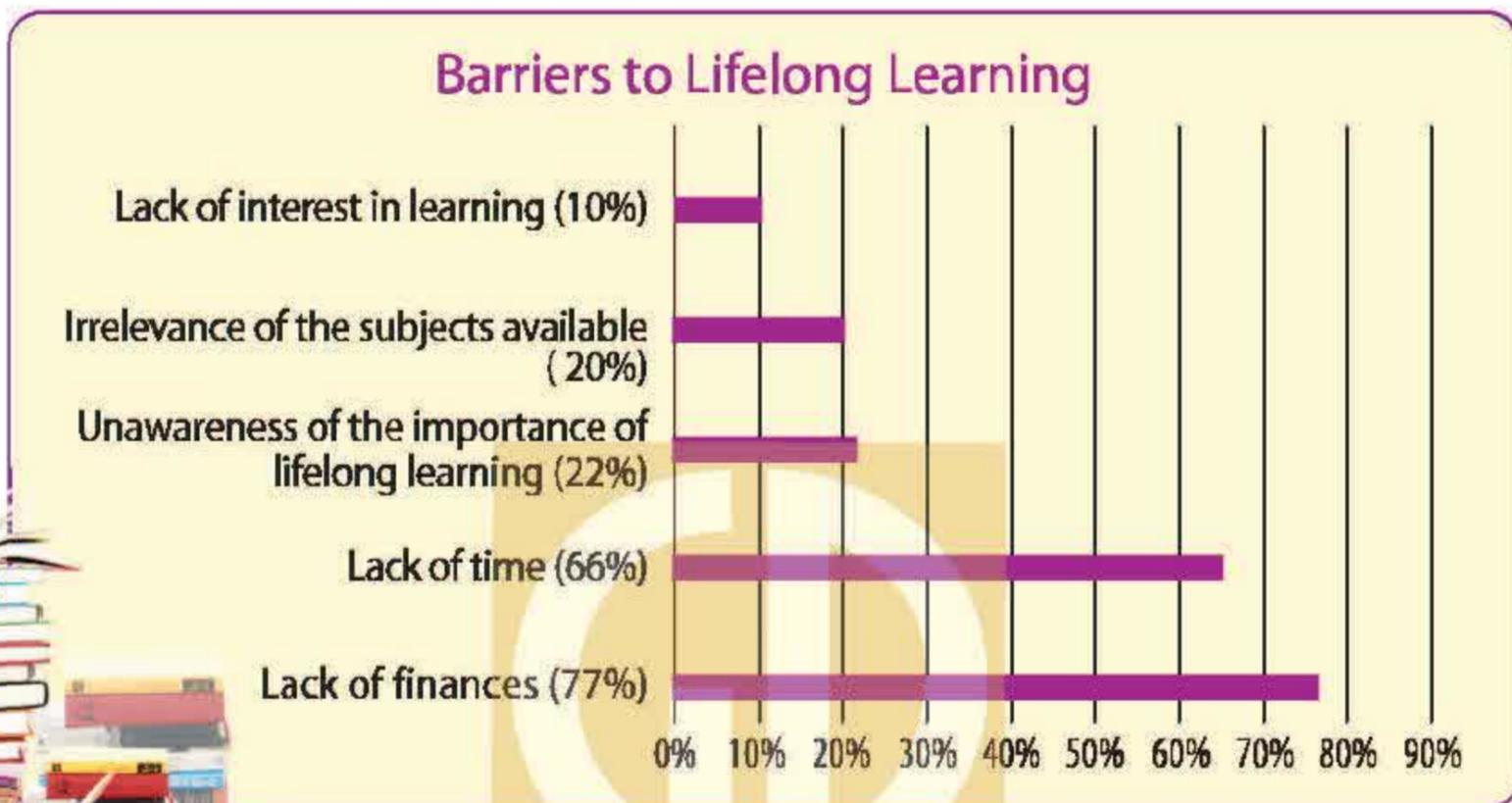
WRITING

Barriers to lifelong learning

1 Work in groups. Ask and answer the following question.

What do you think are barriers to lifelong learning (things that prevent people from lifelong learning)?

2 Below is a bar chart describing the results of a recent survey of approximately 500 employees about barriers to lifelong learning. Complete the sentences describing the five barriers, using the information in the chart and the useful expressions in the box.



Useful expressions

Introduction

The bar chart is about ...

The bar chart highlights/illustrates/shows ...

Body

more/less than ...

one third/fourth/fifth ...

nearly/approximately/just over/just under a half ...

a very large/significant proportion

a very small number/minority

Conclusion

It is clear that ...

In conclusion/brief ...

1. The survey _____ that 77% of employees _____ lack of finances as the main barrier to lifelong learning.

2. Lack of time was _____ barrier (66%).

3. About 22% of the employees _____ in the survey had no idea of the importance of lifelong learning.

4. The irrelevance of the subjects available _____ 20% of the survey responses.

5. _____, or 10 percent, of the employees were not interested in lifelong learning.

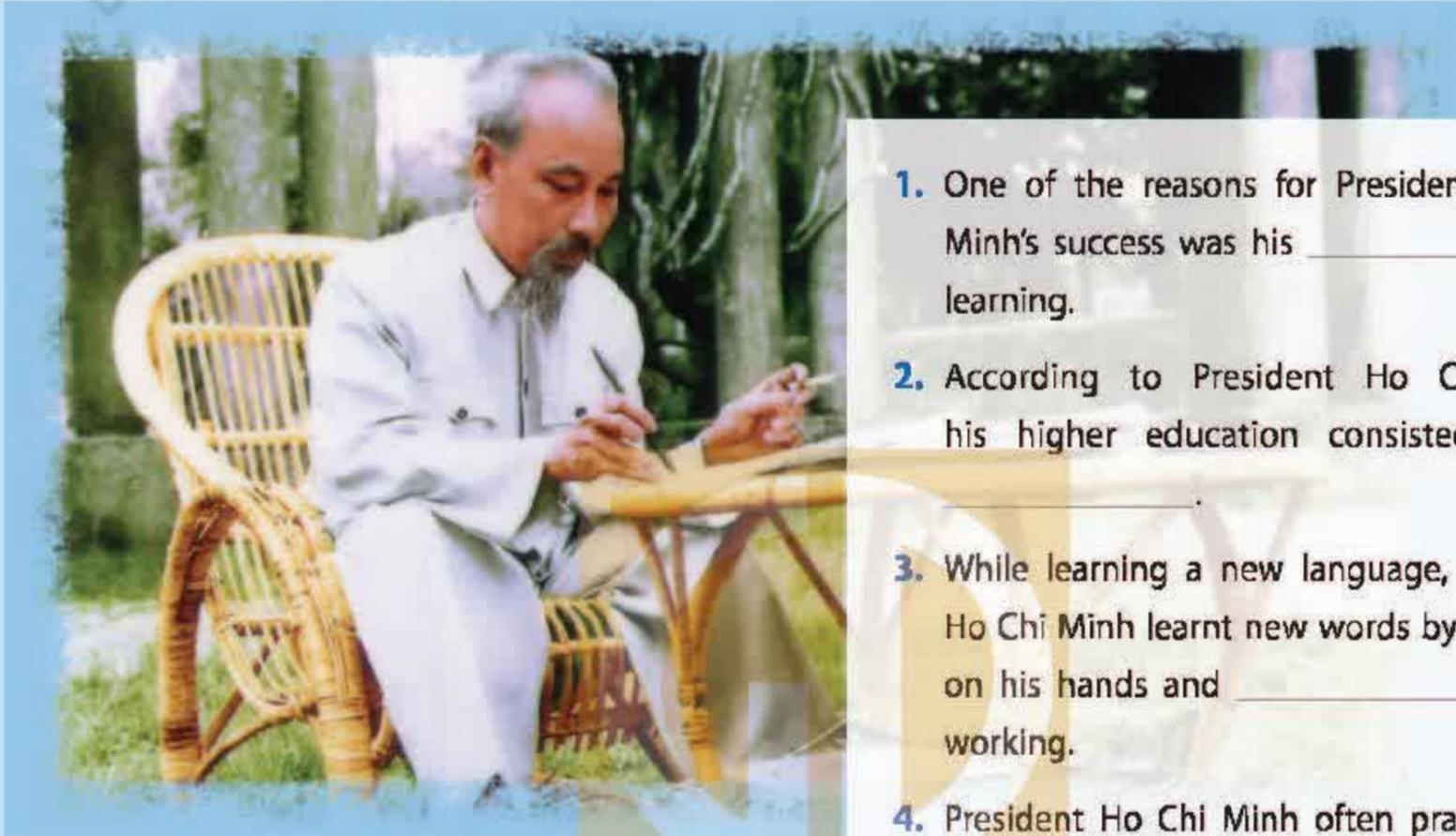
3 Use the sentences in **2** to write a description of 150-180 words about barriers to lifelong learning based on the information from the bar chart.

COMMUNICATION AND CULTURE

Communication

A famous lifelong learner

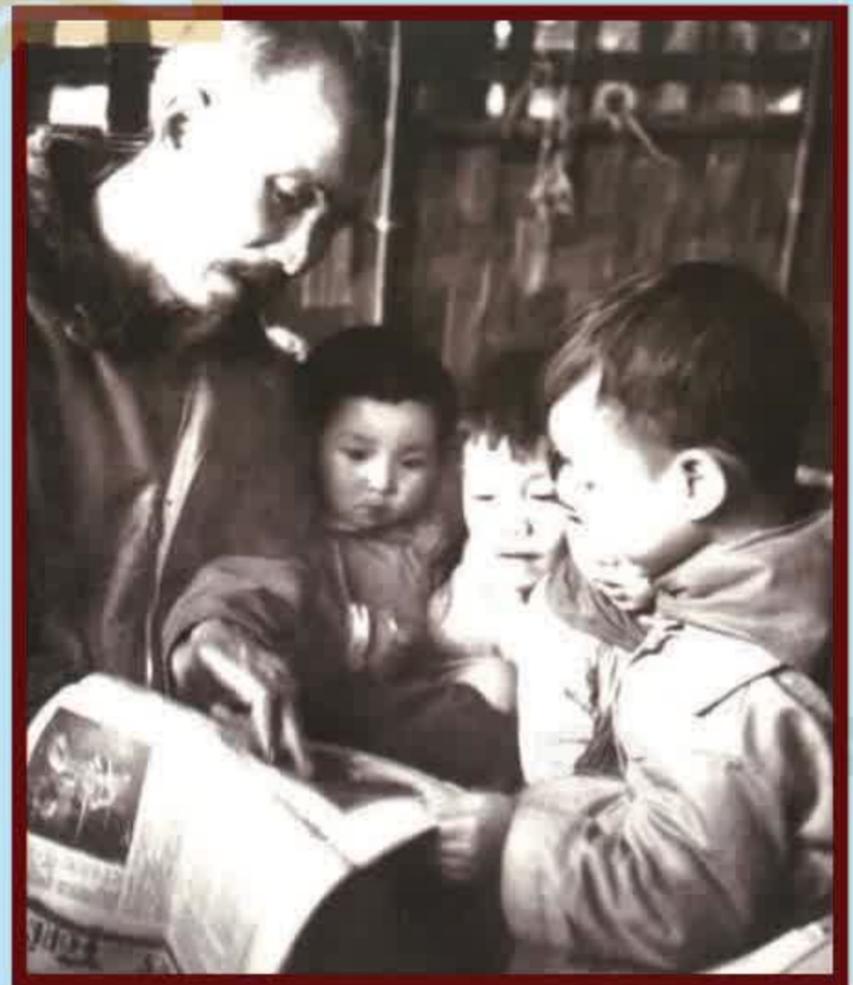
- 1** Listen to a student talking about President Ho Chi Minh as an example of a successful lifelong learner. Complete each statement with no more than three words.



1. One of the reasons for President Ho Chi Minh's success was his _____ for learning.
2. According to President Ho Chi Minh, his higher education consisted of his _____.
3. While learning a new language, President Ho Chi Minh learnt new words by _____ on his hands and _____ while working.
4. President Ho Chi Minh often practised his English by _____ and attending public presentations.



- 2** In groups, discuss the lessons of lifelong learning you can learn from President Ho Chi Minh.



Culture

Lifelong learning in Australia and Singapore

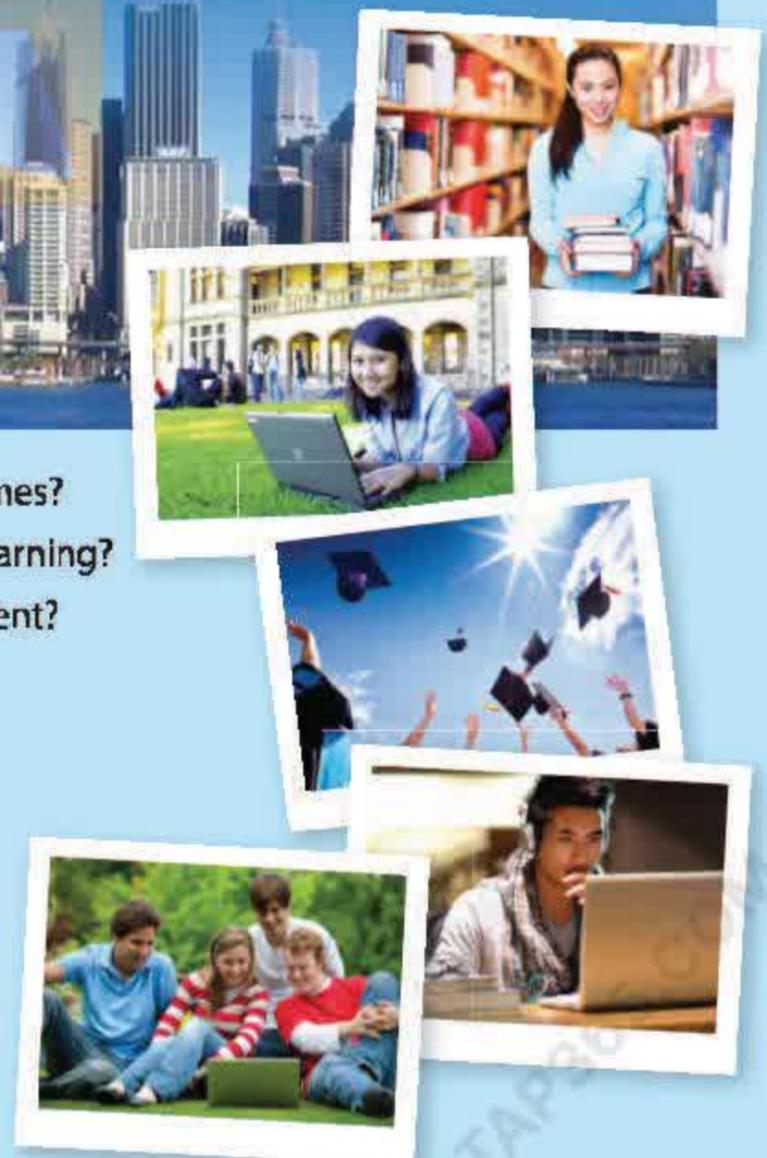
- 1 Read the texts about lifelong learning in Australia and Singapore. Answer the questions that follow.

Australia has an education system that encourages lifelong learning and recognises both formal and informal learning. This form of education has been developed to increase individual income and employment security. It has also helped businesses and organisations to be more competitive and to keep up with global development. As a result, Australia is becoming one of the leading countries in the world. In general, Australians believe that pursuing lifelong learning will help them to get a good job and meet employers' demands.

With the aim of building the future and strengthening social security, the Singaporean government has built a modern and friendly environment for lifelong learning. Lifelong learning can also help amend some of the weaknesses of the education system. Singapore has launched a project, designed to update the knowledge and develop the skills needed by industries. Consequently, a good lifelong learner could advance at work and in life. Starting with the workforce, the government has created initiatives and programmes for employees to improve their job relevant skills. This is one part of the lifelong Skills Future scheme, which will enable all Singaporeans to actively take responsibility for their learning throughout their lives by attending various courses.

1. What are the aims of the Australian lifelong learning programmes?
2. What are the main reasons for Australians to pursue lifelong learning?
3. Why did Singapore decide to build lifelong learning environment?
4. How can the Skills Future scheme benefit all Singaporeans?

- 2 What do you think the Vietnamese government should do to encourage lifelong learning? Discuss in pairs.



LOOKING BACK

Pronunciation

1 Listen and mark the intonation patterns on the questions. Then practise reading them.

1. What does lifelong learning mean?
2. Does lifelong learning contribute to social or personal development?
3. Excuse me, I've just arrived. Has the seminar on learning skills started?
4. Do you think that continuous learning is the key to success?
5. How should I apply for part-time courses?

2 Practise these conversations. Mark the questions with rising or falling intonation. Then listen and repeat.

1. A: Did you say that we need to pursue knowledge throughout our lives?
B: No. Those are the lecturer's words.
2. A: Do you think learning from on-the-job experiences is always effective?
B: Yes, definitely.
3. A: How can parents encourage their children to learn all their lives?
B: By setting good examples.
4. A: Which is more important, working experience or qualifications?
B: I think it's up to each individual situation.
5. A: Does asking questions encourage learning?
B: Yes, it does. That's the new way of teaching and learning.

Vocabulary

Complete the sentences using the correct form of the words in the box.

improve	self-motivate	voluntary
self-directing	pursue	flexibility
profession	lifelong learning	

1. _____ is one of the essential qualities of lifelong learners.
2. What we want is to see the child in _____ of knowledge, and not knowledge in _____ of the child.
3. The brochure gives learners guidance in their _____ learning.

4. People who keep studying and acquiring new knowledge and skills until the end of their life are called _____.
5. Many people consider lifelong learning as a way of _____ their lives.
6. A person with good time management skills will be able to come up with a _____ plan for continuing his studies while working.
7. People pursue lifelong learning for personal or _____ reasons.
8. To enjoy learning throughout life, you need to study and attend courses _____.

Grammar

Use your own ideas to complete the sentences below, putting the verbs in brackets in the correct form as required.

1. Lifelong learning (be) successful if ...
(Conditional Type 1)

2. If that school (provide) better educational materials, ...
(Conditional Type 2)

3. If the lifelong learning programmes (start) earlier this year, ...
(Conditional Type 3)

4. If he (not keep) learning while working here, ...
(Mixed conditional of Type 2 and Type 3)

5. If you (not develop) leadership skills, ...
(Conditional Type 1)

6. If I (follow) your advice on professional training, ...
(Conditional Type 3)

7. If he (complete) the previous management course, ...
(Mixed conditional of Type 2 and Type 3)

8. If we (take) online courses, ...
(Conditional Type 3)

PROJECT



1 Work in groups. Each group member interviews ten people about their perception of lifelong learning. Use the questionnaire shown here as a guide.



2 Report the information you have collected to the whole class focusing on the similarities and differences in the perceptions of lifelong learning of the ten people you have interviewed.

LIFELONG LEARNING QUESTIONNAIRE

Please answer the questions by ticking the boxes.

- Which of the following is the main objective for lifelong learning?
 - A. Keeping your brain healthy.
 - B. Increasing individual income and employment security.
 - C. Updating knowledge and skills.
 - D. Getting a higher degree to decorate one's CV.
 - E. Teaching and training other people.
 - F. Your idea: _____
- Which of the following is the best thing to learn throughout life?
 - A. Work-related knowledge and experience.
 - B. General knowledge.
 - C. Anything of one's interest.
 - D. Specialised knowledge.
 - E. Anything at one's convenience.
 - F. Your idea: _____
- Which of the following is the best way to learn throughout life?
 - A. Enrolling on online courses.
 - B. Attending lectures, conferences, seminars, and meetings.
 - C. Reading professional magazines and books.
 - D. Attending classes at 'bricks and mortar' institutions.
 - E. Learning from friends, colleagues and experienced professionals.
 - F. Your idea: _____
- Which of the following is the main facilitator to lifelong learning?
 - A. Government programmes supporting lifelong learning.
 - B. Online educational materials available.
 - C. Employers' support, awards, and promotion for good lifelong learners.
 - D. Family's support.
 - E. Scholarships from universities and organisations.
 - F. Your idea: _____
- Which of the following is the main barrier to lifelong learning?
 - A. Lack of time.
 - B. Lack of interest and motivation.
 - C. Lack of support from family and employers.
 - D. Lack of finances.
 - E. Inability to choose what to learn.
 - F. Your idea: _____

NOW I CAN

- understand and use words and phrases related to young people's hopes, dreams, and ambitions after leaving school
- recognise and use correct intonation on different types of questions
- use conditionals Type 3, and mixed conditionals of Type 2 and Type 3
- read for general ideas and specific information about lifelong learning
- give a presentation about how to keep learning throughout life
- listen for specific information in a talk show about a successful lifelong learner
- write a description of a bar chart about barriers to lifelong learning
- learn about lifelong learning in different countries

✓ ✓✓ ✓✓✓

LANGUAGE

Vocabulary

1 Use the right form of the words in the box to complete the sentences.

pursuit flexibility career
option profession apprenticeship

- Some schools fail to prepare students for 21st-century _____.
- Earning while learning is one of the advantages of a(n) _____.
- I believe that those who _____ a career in medicine should be motivated by the desire to help other people.
- My granny said that I could gain _____ knowledge and experience during an apprenticeship.
- After gaining good qualifications, he is now looking for a job that is well-paid, exciting, and _____.
- In the modern age, keeping your skills up to date will give you more career _____ to choose from.

2 Form new words by matching the words on the left with the appropriate form of the words on the right. Then complete the sentences using the new compound words.

self

long

work

time

full

book

life

direction

text

learn

self

force

- When my mom gave birth to my younger brother, she gave up her _____ job and looked for a part-time one.
- She admired her grandfather even more after she heard that he had acquired his professional skills through _____.
- Many students in my school prefer studying with digital _____ to studying with print ones.
- My grandmother is an example of a _____ learner. She learnt to speak two more languages at the age of 65.
- Many people believe that _____ learning can be very challenging, even for the most motivated and intelligent students.
- A recent report reveals that over 60 per cent of the total _____ in the US healthcare industry is without a bachelor's degree.





Pronunciation

3 Listen and underline the unstressed words in the following sentences.

1. There are subtle differences between a letter of application and a covering letter, but the terms are sometimes used interchangeably.
2. A letter of application can stand on its own.
3. A covering letter, which is always accompanied by other documents, expresses the job applicant's interest.

Grammar

4 Complete the sentences using the correct form of the phrasal verbs in the box. You don't need to use all the verbs.

drop out of	drop in on	go on with
get on with	talk back to	cut down on
keep up with	come up with	run out of
think back on	put up with	

1. Though my manager didn't offer me a pay rise I felt satisfied because she agreed _____ my job duties.
2. When I leave upper secondary school, I _____ those happy school days.
3. Do you dare _____ your boss? If you speak your mind to your manager, and do it in the right way, it can be helpful to your career.
4. The number of students _____ school is still a problem, though the number that complete school is continually increasing.
5. Decision making skills can help you to analyse problems and _____ good solutions.
6. Through lifelong learning, individuals can _____ rapidly-evolving technology and the fast-changing world.

5 Make a complex sentence from each pair of sentences. Use the words provided and make any necessary changes.

1. A person will not be able to adapt to changes in life and work. He or she becomes a lifelong learner. (unless)
2. Lifelong learning has become important in our lives. Various courses and programmes have been designed and developed to meet our needs. (so ... that)
3. Minh reads a few books. Kieu reads many books. (as ... as)
4. He acts like a career adviser. He is not a career adviser. (as if)
5. You don't keep up with new technology. You'll be left behind at work. (if)
6. Jane studies hard. Tom studies harder. (than)

6 Use your own ideas to complete the sentences below.

1. I would be most grateful if _____.
(Conditional Type 2)
2. If my grandpa hadn't been a lifelong learner, _____.
(Conditional Type 3)
3. If my father gets a promotion at work, _____.
(Conditional Type 1)
4. If she hadn't had enough passion and determination _____.
(Conditional Type 3)
5. If the teacher changed his teaching methods, _____.
(Conditional Type 2)
6. If he hadn't refused to take a course in computer science, _____.
(Mixed conditional of Type 2 and Type 3)

SKILLS

READING

1 Read the text about lifelong learning.

Lifelong learning: Why?

The astonishing speed of technological development makes it necessary for individuals to learn new skills and keep improving them throughout their lives. The term lifelong learning (LLL) refers to the continuous accumulation of an individual's knowledge and skills. Apart from the knowledge, skills, attitudes, and behaviours people acquire in their everyday lives, LLL consists of three forms: formal, non-formal, and informal learning. Formal learning is learning that happens in formal and organised settings like schools and universities, and very often leads to certificates or degrees. While non-formal learning is considered learning gained in planned activities like vocational skills training, informal learning is learning acquired from daily life activities.

LLL offers a great number of benefits to individuals, communities, and the country. First of all, it brings individuals knowledge, enhances their existing skills, stimulates learning experiences, and builds up systems of values, necessary for them as social human beings. Secondly, knowledgeable individuals make communities more productive and creative with their up-to-date skills, abilities, and ideas. Today's fast-changing knowledge economy requires workers who are well-prepared for new challenges by constant learning. Thirdly, LLL helps the country to prosper. An able, skilful, and knowledgeable person can enormously contribute to his/her country's development and prosperity, which in turn contributes to the happiness and well-being of its citizens. Obviously, LLL is so important that all individuals should learn throughout their lives.



2 Read the text again and answer the questions.

1. Why do individuals need to learn new skills and keep improving them throughout their lives?
2. What is meant by LLL?
3. What does formal learning include?
4. How is non-formal learning different from informal learning?
5. What benefits does LLL offer individuals?
6. How do communities and countries benefit from LLL?

SPEAKING

3 Work with a partner. Discuss the career planning steps below. Which one is the most important to you?

CAREER PLANNING STEPS

- knowing yourself: strengths, skills, interests, values, and ambitions
- finding out: exploring life, work, and learning options available
- getting advice: talking to career advisers, professionals, and experts
- making decisions: comparing options, narrowing down choices, and checking if they match your skills and interests
- taking action: working towards your goals, studying harder to pass exams and to get qualifications

Example

Student A: Now, let's have a look at the career planning steps. What do you think of the very first step: knowing yourself?

Student B: Well, I think it means that we have to understand our strengths and weaknesses, as well as our values and ambitions.

Student A: Yes, I agree. Getting to know yourself well when you're choosing a career or looking for a job can help you make the right decision. How about the next step?

LISTENING

Lifelong learning: good or bad?

- 4 Listen to a talk about lifelong learning. Decide whether the following statements are true (T), false (F), or not given (NG).

	T	F	NG
1 We will soon be left behind if we do not keep our knowledge and skills sharp and up-to-date in this fast-changing world.			
2 Lifelong learning, or LLL, sharpens our mind and improves our memory.			
3 Thanks to LLL, people are more confident in their ability to learn, to work, and to share information.			
4 Lifelong learners damage their relationships and decrease their ability to communicate with people.			
5 LLL offers individuals better opportunities to make more money.			
6 Lifelong learners can have more opportunities for career growth and quick promotion.			

WRITING

A letter of application

- 5 Read the job advertisement in the newspaper *Viet Nam News* and think about the qualities and experience you may need for the job.

TOUR GUIDE WANTED

Happy Travels needs a young, self-motivated, enthusiastic, and friendly person to work as a tour guide at their agency in Ho Chi Minh City, from July 1st to August 31st.

Responsibilities:

- Taking visitors to historical and religious sites, national monuments and museums, natural attractions
- Answering visitors' questions
- Helping to organise tours

Skills and personal requirements:

- Responsibility, patience, and a friendly personality
- Plenty of energy and enthusiasm
- Ability to find up-to-date information
- Good interpersonal skills and organisational skills
- Languages: English (required); French or others (desirable)

Please send your application to: happytravels@goodlife.com or Personnel Department, 1861 Giang Van Minh St., Ha Noi
Hotline: 0906115555

- 6 Write a covering letter of around 180 words, applying for the job in 5. Use the suggestions below or your own information and ideas.

- Say why you are writing, mentioning the job you are applying for and where you found the information.
- Give details of your skills or previous experience, which are considered a good fit for the job.
- Talk about your personal qualities and qualifications, and offer to provide references.
- Conclude by thanking the employer for considering you for the position. Mention when you are available for an interview.



GLOSSARY

Abbreviations

adj adjective

adv adverb

con conjunction

idm idiom

n noun

pre preposition

pro

v

pronoun

verb

Word	Transcription	Meaning	Unit
academic (adj)	/,ækə'demɪk/	học thuật, giỏi các môn học thuật	Unit 8
activate (v)	/'æktɪveɪt/	kích hoạt	Unit 7
adequate (adj)	/'ædɪkwət/	thoả đáng, phù hợp	Unit 10
administrator (n)	/əd'mɪnɪstreɪtə(r)/	nhân viên hành chính	Unit 8
advice (n)	/əd'vaɪs/	lời khuyên	Unit 9
algorithm (n)	/'ælgərɪðəm/	thuật toán	Unit 7
align (v)	/ə'laɪn/	tuân theo, phù hợp	Unit 8
ambition (n)	/æm'bɪʃn/	hoài bão, khát vọng, tham vọng	Unit 9
applicant (n)	/'æplɪkənt/	người nộp đơn xin việc	Unit 8
apply (v)	/ə'plɑɪ/	nộp đơn, đệ trình	Unit 8
apprentice (n)	/ə'prentɪs/	thực tập sinh, người học việc	Unit 8
approachable (adj)	/ə'prəʊtʃəbl/	dễ gần, dễ tiếp cận	Unit 8
articulate (adj)	/ɑ:'tɪkjuleɪt/	hoạt ngôn, nói năng lưu loát	Unit 8
artificial intelligence (n)	/ɑ:'tɪfɪʃl ɪn'telɪdʒəns/	trí tuệ nhân tạo	Unit 7
automated (adj)	/'ɔtəmeɪtɪd/	tự động	Unit 7
barista (n)	/bə'ri:stə/	nhân viên làm việc trong quán cà phê	Unit 8
be in touch with	/bi ɪn tʌtʃ wɪð/	liên lạc với	Unit 9

Word	Transcription	Meaning	Unit
biodiversity (n)	/,baɪəʊdər'vɜ:səti/	đa dạng sinh học	Unit 6
call for	/'kɔ:l fə(r)/	kêu gọi	Unit 7
candidate (n)	/'kændɪdət/	ứng viên (đã qua vòng sơ tuyển)	Unit 8
career (n)	/kə'riə/	nghề, nghề nghiệp, sự nghiệp	Unit 9
career adviser (n)	/kə'riə əd'vaɪzə/	người tư vấn nghề nghiệp	Unit 9
cluttered (adj)	/'klʌtəd/	lộn xộn, trông rối mắt	Unit 8
come up with	/kʌm əp wɪð/	tìm thấy/nảy ra (ý tưởng, giải pháp)	Unit 9
compassionate (adj)	/kəm'pæʃənət/	thông cảm, cảm thông	Unit 8
colleague (n)	/'kɒli:g/	đồng nghiệp	Unit 8
covering letter (n)	/'kʌvərɪŋ 'letə(r)/	thư xin việc	Unit 8
conservation (n)	/,kɒnsə'veɪʃn/	sự bảo tồn	Unit 6
conservation status (n)	/,kɒnsə'veɪʃn 'steɪtəs/	trình trạng bảo tồn	Unit 6
cut down on	/kʌt daʊn ɒn/	cắt, giảm (biên chế, số lượng)	Unit 9
cyber-attack (n)	/'saɪbə(r) ə'tæk/	tấn công mạng	Unit 7
dealership (n)	/'di:ləʃɪp/	doanh nghiệp kinh doanh	Unit 8
demonstrate (v)	/'demənstreɪt/	thể hiện	Unit 8
dishwasher (n)	/'dɪʃwɒʃə(r)/	người rửa bát đĩa, máy rửa bát đĩa	Unit 9
downside (n)	/'daʊnsaɪd/	mặt trái, bất lợi	Unit 9
drop in on	/drɒp ɪn ɒn/	ghé thăm	Unit 9
drop out of	/drɒp aʊt əv /	bỏ (học, nghề,...)	Unit 9

GLOSSARY

Word	Transcription	Meaning	Unit
e-learning (n)	/i: lɜ:nɪŋ/	hình thức học trực tuyến	Unit 10
employable (adj)	/ɪm'plɔɪəbl/	có thể được thuê làm việc	Unit 10
endangered (adj)	/ɪn'deɪndʒəd/	bị đe dọa, trong tình thế nguy hiểm	Unit 6
endangered species (n)	/ɪn'deɪndʒəd 'spi:ʃi:z/	chủng loài có nguy cơ bị tuyệt chủng	Unit 6
entrepreneur (n)	/,ɒnrəprə'nɜ:(r)/	nhà doanh nghiệp, người khởi nghiệp	Unit 8
evolution (n)	/,i:və'lu:ʃn/	sự tiến hoá	Unit 6
exterminate (v)	/ɪk'stɜ:mɪneɪt/	tiêu diệt	Unit 7
extinct (adj)	/ɪk'stɪŋkt/	tuyệt chủng	Unit 6
extinction (n)	/ɪk'stɪŋkʃn/	sự tuyệt chủng	Unit 6
facilitate (v)	/fə'sɪlɪteɪt/	tạo điều kiện thuận lợi	Unit 10
faraway (adj)	/'fɑ:rəweɪ/	xa xôi	Unit 7
fascinating (adj)	/'fæsɪneɪtɪŋ/	có sức hấp dẫn hoặc quyến rũ lớn	Unit 9
flexibility (n)	/'fleksə'bɪləti/	tính linh động	Unit 10
genius (n)	/'dʒi:niəs/	thiên tài	Unit 10
get on with	/get ɒn wɪð/	sống hòa thuận với	Unit 9
get to grips with	/get tə grɪps wɪð/	bắt đầu giải quyết (một vấn đề khó)	Unit 9
habitat (n)	/'hæbɪtæt/	môi trường sống	Unit 6
hacker (n)	/'hækə(r)/	tin tặc	Unit 7
hospitality (n)	/'hɒspɪ'tæləti/	lòng mến khách	Unit 10
implant (v)	/ɪm'plɑ:nt/	cấy, ghép	Unit 7

Word	Transcription	Meaning	Unit
incredible (adj)	/ɪn'kredəbl/	đáng kinh ngạc	Unit 7
initiative (n)	/ɪ'nɪʃətɪv/	sáng kiến, tính chủ động trong công việc	Unit 10
institution (n)	/,ɪnstɪ'tju:ʃn/	cơ quan, tổ chức	Unit 10
interaction (n)	/,ɪntər'ækʃn/	sự tương tác	Unit 10
intervention (n)	/,ɪntə'venʃn/	sự can thiệp	Unit 7
keep up with	/ki:p əp wɪð/	theo kịp, đuổi kịp	Unit 9
lifelong (adj)	/'laɪflɒŋ/	suốt đời	Unit 10
look forward to	/lʊk 'fɔ:wəd tə/	chờ đợi, trông đợi	Unit 9
malfunction (n)	/,mæl'fʌŋkʃn/	sự trục trặc	Unit 7
mature (adj)	/mə'tʃʊə(r)/	trưởng thành	Unit 9
navigation (n)	/,nævɪ'geɪʃn/	sự đi lại trên biển hoặc trên không	Unit 7
opportunity (n)	/,ɒpə'tju:nəti/	cơ hội	Unit 10
overpopulation (n)	/,əʊvəpɒpjʊ'leɪʃn/	sự quá tải dân số	Unit 7
overwhelming (adj)	/,əʊvə'welmɪŋ/	vượt trội	unit 10
paperwork (n)	/'peɪpəwɜ:k/	công việc giấy tờ/văn phòng	Unit 9
poach (v)	/pəʊtʃ/	săn trộm	Unit 6
potential (adj)	/pə'tenʃl/	tiềm năng	Unit 8
prioritise (v)	/praɪ'ɒrətaɪz/	sắp xếp công việc hợp lý, ưu tiên việc quan trọng trước	Unit 8
probation (n)	/prə'beɪʃn/	sự thử việc, thời gian thử việc	Unit 8
pursue (v)	/pə'sju:z/	theo đuổi, tiếp tục	Unit 9

GLOSSARY

Word	Transcription	Meaning	Unit
pursuit (n)	/pə'sju:t/	sự theo đuổi	Unit 10
put up with	/pʊt ʌp wɪð/	chịu đựng	Unit 9
qualification (n)	/,kwɒlɪfɪ'keɪʃn/	trình độ chuyên môn, bằng cấp	Unit 8
recruit (v)	/rɪ'kru:t/	tuyển dụng	Unit 8
relevant (adj)	/'reləvənt/	thích hợp, phù hợp	Unit 8
resurrect (v)	/,rezə'rekt/	làm sống lại, phục hồi	Unit 7
rewarding (adj)	/rɪ'wɔ:ɪdɪŋ/	bổ công, đáng công, thỏa đáng	Unit 9
rhino/rhinoceros (n)	/'raɪnəʊ/ /raɪ'nɒsərəs/	con tê giác	Unit 6
run out of	/rʌn aʊt əv /	hết, cạn (tiền, năng lượng...)	Unit 9
sea turtle (n)	/'si: tɜ:tl/	con rùa biển	Unit 6
secure (v)	/sɪ'kjʊə(r)/	giành được, đạt được	Unit 9
self-directed (adj)	/self daɪ'rektɪd/	theo định hướng cá nhân	Unit 10
self-motivated (adj)	/self 'mɒtɪveɪtɪd/	có động lực cá nhân	Unit 10
shadow (v)	/'ʃædəʊ/	đi theo quan sát (ai), thực hành để học việc	Unit 9
shortlist (v)	/'ʃɔ:tlɪst/	sơ tuyển	Unit 8
specialise (v)	/'speʃəlaɪz/	chuyên (về lĩnh vực nào đó)	Unit 8
survival (n)	/sə'vaɪvl/	sự sống sót	Unit 6
survive (v)	/sə'vaɪv/	sống sót	Unit 6
tailor (v)	/'teɪlə(r)/	điều chỉnh cho phù hợp	Unit 8
tedious (adj)	/'ti:diəs/	tẻ nhạt, làm mệt mỏi	Unit 9

Word	Transcription	Meaning	Unit
temptation (n)	/temp'teɪʃn/	sự lôi cuốn	Unit 10
think back on	/θɪŋk bæk ɒn/	nhớ lại	Unit 9
trade (v)	/treɪd/	mua bán	Unit 6
trailer (n)	/'treɪlə(r)/	xe móc, xe kéo	Unit 8
tuition (n)	/tju'ɪʃn/	học phí	Unit 8
ultimate (adj)	/'ʌltɪmət/	sau cùng, quan trọng nhất	Unit 10
unbelievable (adj)	/,ʌnbɪ'li:vəbl/	khó tin	Unit 7
unique (adj)	/ju'ni:k/	đặc biệt, khác biệt, độc nhất	Unit 8
voluntarily (adv)	/'vɒləntərɪli/	một cách tự nguyện	Unit 10
vulnerable (adj)	/'vʌlnərəbl/	dễ bị tổn thương, dễ gặp nguy hiểm	Unit 6
well-spoken (adj)	/,wel 'spəʊkən/	nói hay, nói với lời lẽ chải chuốt	Unit 8
workforce (n)	/'wɜ:kfɔ:s/	lực lượng lao động	Unit 9

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