

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

SÁCH HỌC SINH

TẬP HAI

9



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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PEARSON

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
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Tiếng Anh

SÁCH HỌC SINH
TẬP HAI

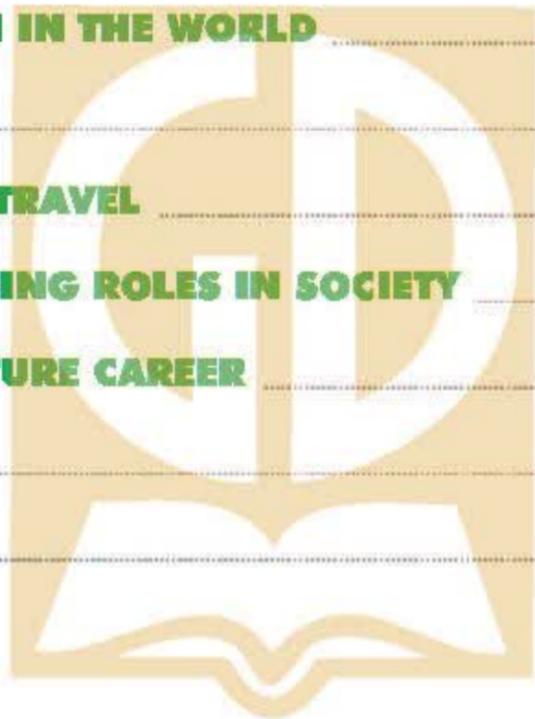


NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

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LỜI NÓI ĐẦU

Tiếng Anh 9, Tập Hai 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 cơ sở do Bộ Giáo dục và Đào tạo ban hành theo Quyết định số 01/QĐ-BGDĐT ngày 03 tháng 01 năm 2012, tiếp theo **Tiếng Anh 9, Tập Một**. Sách được biên soạn theo đường hướng giao tiếp, giúp học sinh sử dụng ngữ liệu (ngữ âm, từ vựng, ngữ pháp) để phát triển năng lực giao tiếp bằng tiếng Anh thông qua bốn kĩ năng nghe, nói, đọc và viết, trong đó, ưu tiên phát triển hai kĩ năng nghe và nói. Trong **Tiếng Anh 9, Tập Hai**, việc học là trung tâm, học sinh là chủ thể của quá trình dạy học, trong đó tâm lí lứa tuổi của học sinh Trung học cơ sở, các đặc điểm văn hóa của Việt Nam và của các nước trên thế giới, đặc biệt là của các nước nói tiếng Anh, được đặc biệt coi trọng.

Tiếng Anh 9, Tập Hai được biên soạn xoay quanh hai chủ điểm (Theme) gắn gũi với học sinh: *Our World* và *Vision of the Future*. Mỗi chủ điểm được chia thành ba đơn vị bài học (Unit) tương ứng với ba chủ đề (Topic) của 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 9, Tập Hai được biên soạn trên cơ sở những kinh nghiệm thực tiễn của việc dạy tiếng Anh Trung học cơ sở ở Việt Nam với sự hợp tác chặt chẽ về chuyên môn và kĩ thuật của Tập đoàn Xuất bản Giáo dục Pearson.

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

Các tác giả

BOOK MAP

	Reading	Speaking	Listening
Unit 7: Recipes and eating habits	- Reading for general and specific information about the eating habits of Japanese people	- Talking about the eating habits of Vietnamese people	- Listening for detailed and specific information about teenagers' eating habits
Unit 8: Tourism	- Reading for general and specific information about a tourist attraction	- Talking about one's choice of holiday	- Listening for specific information about the benefits of tourism to an area/country
Unit 9: English in the world	- Reading for general and specific information about English as a global language	- Discussing experiences in learning and using English	- Listening for general and specific information about students' experiences in learning and using languages
Review 3			
Unit 10: Space travel	- Reading for specific information about two famous astronauts' space travel	- Talking about space travel history and discussing the skills needed to become an astronaut	- Listening for general and specific information about some space tourism services
Unit 11: Changing roles in society	- Reading for specific information about the changing roles of women in society and its effects	- Talking about roles in the future	- Listening for specific information about the changes that women in Kenya are going through
Unit 12: My future career	- Reading for general and specific information about choosing a career	- Talking about a person's likes/dislikes, personality traits and abilities for a certain job	- Listening for general and specific information about choosing future jobs and reasons for the choices
Review 4			

Writing	Language Focus	Communication	Project
<ul style="list-style-type: none"> - Writing about the eating habits of a classmate 	<ul style="list-style-type: none"> - Quantifiers: review - Modal verbs in conditional sentences type 1 - Pronunciation: Tones in statements used as questions 	<p>Discussing the recipe for a dish</p>	<p>A survey on eating habits</p>
<ul style="list-style-type: none"> - Writing a paragraph about the negative effects of tourism on an area/country 	<ul style="list-style-type: none"> - Articles (other uses) - Pronunciation: Tones in asking for information 	<p>Discussing a place/ country you would like to visit on holiday</p>	<p>An advertisement for a tourist attraction</p>
<ul style="list-style-type: none"> - Writing a paragraph about the uses of English in everyday life 	<ul style="list-style-type: none"> - Conditionals sentences type 2: review - Relative clauses - Pronunciation: Tones in new and known information 	<p>Interviewing to build up an English learner profile</p>	<p>Differences between varieties of English</p>
<ul style="list-style-type: none"> - Writing a short paragraph using advertising language 	<ul style="list-style-type: none"> - Past simple and past perfect: review - Defining relative clauses - Pronunciation: Continuing or finishing tones 	<p>Talking about life on a space station</p>	<p>A holiday out of this world!</p>
<ul style="list-style-type: none"> - Writing about the roles of teenagers in the future 	<ul style="list-style-type: none"> - Future passive: review - Non-defining relative clauses - Pronunciation: Agreeing and disagreeing tones 	<p>Describing the changing roles of schools</p>	<p>Your vision of the future</p>
<ul style="list-style-type: none"> - Writing about the qualities one needs to be able to do a certain job 	<ul style="list-style-type: none"> - <i>Despite/In spite of</i>: review - Verbs + <i>to</i>-infinitive/Verbs + <i>V-ing</i> - Pronunciation: High tones 	<p>Talking about choosing future jobs and reasons for the choices</p>	<p>My future career path</p>

GETTING STARTED

My favourite salad

1 Listen and read.

Nick's mum: Today we're making a prawn salad, which is a favourite of mine.

Mi: Fantastic. I love salad.

Nick's mum: This salad is simple but delicious. Here are the ingredients: prawns, celery, spring onions, mayonnaise, lemon juice, salt and pepper.

Nick: What should I do first, Mum?

Nick's mum: Get a big bowl for me. And then can you wash the celery?

Nick: Sure.

Mi: I can wash the spring onions if you like, Mrs Warner.

Nick's mum: Please, do. I'll boil the prawns.

Mi: So, do English people eat lots of salad?

Nick's mum: Yes, especially in the summertime. People often serve salad as a starter. But salads also make a healthy lunch or supper.

Mi: You're right, they're so versatile. And you can put anything in a salad.

Nick: Mum, the prawns are pink now.

Nick's mum: They're pink?

Nick: Yes.

Nick's mum: Good, they're ready. I'll drain them. Nick, can you peel them? Mi, could you chop the celery and spring onions? You should be careful if you use the red knife – it's sharp.

Mi: Right, everything's ready. What do we do next?

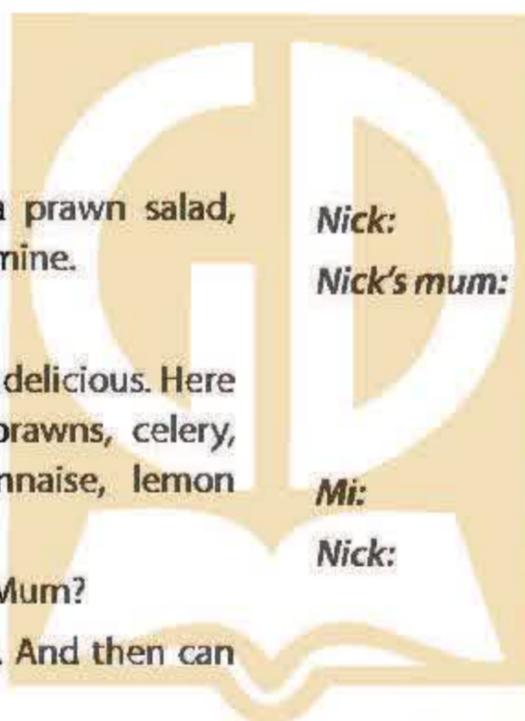
Nick's mum: OK, first, combine the prawns and celery in the bowl. Add two tablespoons of mayonnaise, half a teaspoon of salt, half a teaspoon of pepper and some lemon juice. Now, mix all the ingredients well.

Nick: OK.

Nick's mum: Finally, add the spring onion on top. Now we cover the bowl and leave it in the fridge for an hour. You've done a good job, both of you.

Mi: I can't wait to try it.

Nick: Yeah, I'm starving! An hour is a long time...



THIS UNIT INCLUDES:

VOCABULARY

Different dishes

Ways of preparing and cooking

PRONUNCIATION

Tones in statements used as questions

GRAMMAR

Quantifiers: review

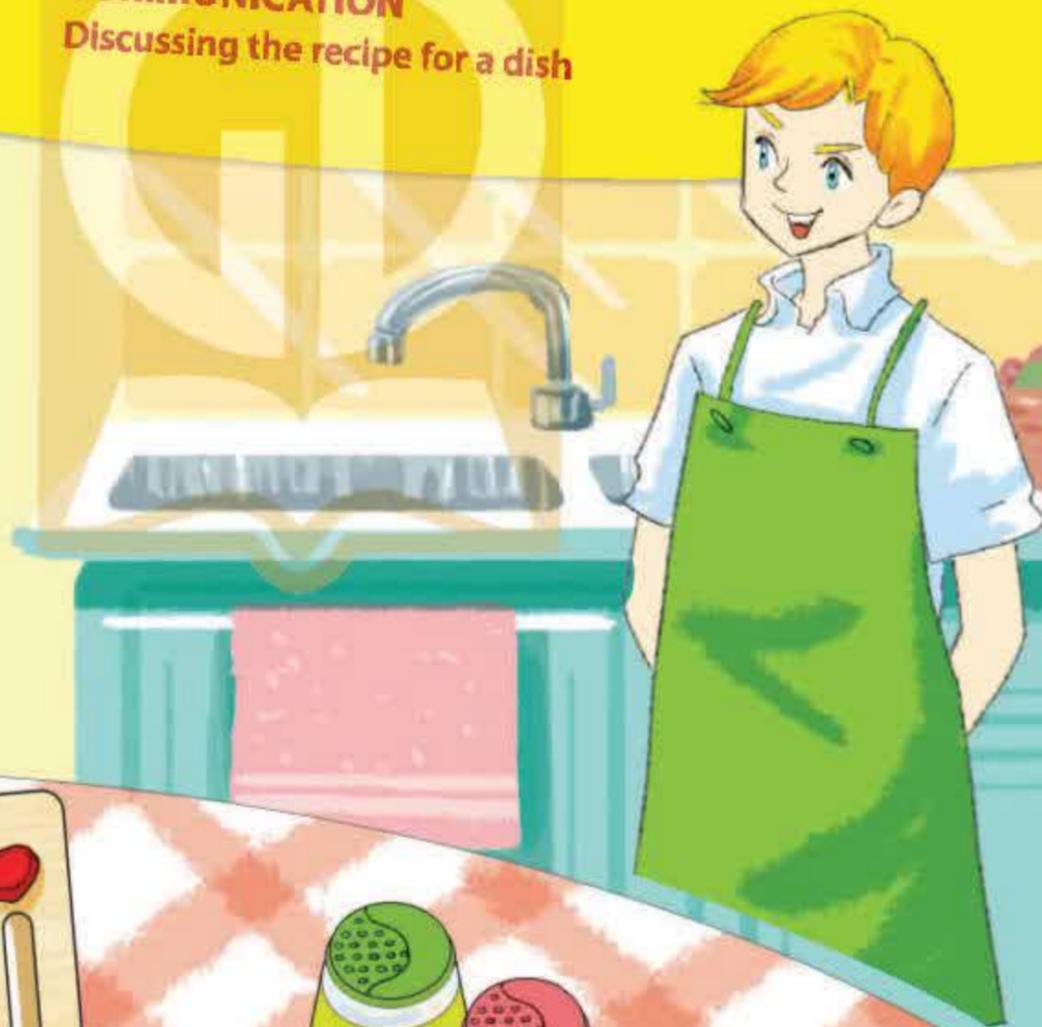
Modal verbs in conditional sentences type 1

SKILLS

- Reading for general and specific information about the eating habits of Japanese people
- Talking about the eating habits of Vietnamese people
- Listening for detailed and specific information about teenagers' eating habits
- Writing about the eating habits of a classmate

COMMUNICATION

Discussing the recipe for a dish



a Can you find a word that means:

1. a light dish served as the first part of a meal
2. have lots of uses
3. pour the water away
4. take off the outer layer of food
5. cut food into pieces with a knife
6. mix

Watch out!

Can't wait is used to emphasise that you are very excited about something.

Example:

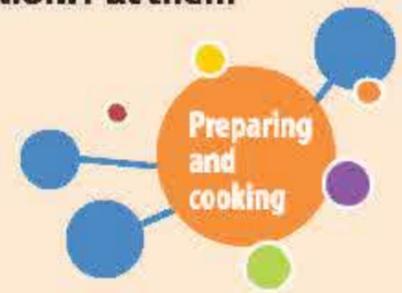
She *can't wait* to see her cousin again.

I *can't wait* for my birthday party.

I'm starving! is an informal way of saying that you are very hungry.



b Find all the words related to the topic of food in the conversation. Put them in the word webs.



c Answer the questions.

1. Who knows the recipe for this salad?
2. Why does Nick's mum like this salad?
3. When are salads popular in England?
4. What does Mi like about salads?
5. What does each person do to prepare the salad?
6. How do we know that Nick wants to eat the salad?

2 Write the name of each dish in the box under each picture.

lasagne steak pie curry Cobb salad fajitas
beef noodle soup sushi mango sticky rice



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____



H. _____

Listen, check, and repeat.

3 a In pairs, discuss which country from the box is associated with each dish in 2.

Viet Nam Thailand Japan The USA
Mexico The UK Italy India

b Fill each blank with the name of a dish in 2.

1. _____ is a traditional dish made from layers of pasta, meat sauce and tomato sauce. It's popular all over the world.
2. If you like spicy food, you should try _____. It is a dish of meat or vegetables, cooked in a spicy sauce, often served with rice.
3. A _____ is a traditional meat pie served in Britain. Beef steak and gravy are enclosed in a pastry shell and baked in the oven.
4. _____ is a dish of meat and vegetables cut into strips. It is cooked and wrapped inside a flatbread.
5. If you want to eat something healthy, try _____. It is a dish of small cakes of cold cooked rice, flavoured with vinegar and served with raw fish, avocado, etc.

4 FOOD QUIZ

Name ...

1. ONE kind of meat
2. TWO foods which you have to peel
3. THREE foods which are made from milk
4. FOUR fruits which are red
5. FIVE vegetables which are green

A CLOSER LOOK 1

Vocabulary

1 Write a food preparation verb from the box under each picture.

whisk grate chop sprinkle
slice dip spread marinate







2 Complete the sentences with the correct form of the verbs in 1.

1. Don't _____ the cucumber into chunks. _____ it thinly.
2. My mother usually _____ some cheese and _____ it over the pasta.
3. _____ the chicken in white wine for one hour before roasting.
4. To make this cake successfully, you should _____ the eggs lightly.
5. _____ the prawns into the batter.
6. Can you _____ the butter on this slice of bread for me?

3 Match each cooking verb in A with its definition in B.

A	B
1. stir-fry	a. place food over boiling water so that it cooks in the steam
2. deep-fry	b. cook something by keeping it almost at boiling point
3. roast	c. cook food under or over a very strong heat
4. grill	d. cook something slowly in liquid in a closed dish
5. bake	e. cook cakes or bread in an oven
6. steam	f. fry food in oil that covers it completely
7. stew	g. cook thin strips of vegetables or meat quickly by stirring them in very hot oil
8. simmer	h. cook meat, or vegetables without liquid in an oven or over a fire

4 What can you see in the pictures? Do you know what dish these ingredients are used for?



b Complete the instructions below with the verbs in **1** and **3**. One verb is used twice.



1. _____ the onion, bacon and an apple.



2. _____ the cheese.



3. _____ the tomato sauce on the pizza base.



4. _____ the cheese on the pizza base.



5. _____ the chopped onion, bacon and apple on top.



6. _____ the pizza in the oven for about 10 minutes.

Do you think you can make a pizza yourself?

Pronunciation

Tones in statements used as questions

REMEMBER!

A statement can be used as a question to check that the information we have is correct. When we pronounce a statement question, our voice goes up at the end.

Listen to this part of the conversation in **GETTING STARTED** again and pay attention to the tone of Nick's mum's statement question.

Nick: Mum, the prawns are pink now. (statement)

Nick's mum: They're pink? (statement question)

Nick: Yes.

In contrast, our voice goes down at the end of a *Wh*-question.

Example:

Where did I put my glasses?



5 Listen to the conversations. Draw ↘ or ↗ at the end of each line. Practise the conversations with a partner.

- A:** What do we need to make a pizza?
B: A pizza base, some cheese, some bacon, an onion, and an apple.
A: An apple?
B: Yes, an apple.
- A:** What's for dinner?
B: We're eating out tonight.
A: We're eating out?
B: Right.
- A:** I can't eat this dish.
B: Why not?
A: I'm allergic to prawns.
B: Allergic to prawns?
A: Yes, my skin turns red when I eat them.

6 a Work in pairs. Complete the mini-dialogues with suitable statement questions.

- A:** Let's have pasta tonight.
B: I don't like pasta.
A: _____?
B: No. It makes me fat.
- A:** What should I do next?
B: Add some salt to the salad.
A: _____?
B: I thought you didn't like salty food.
B: But it's so tasteless.

b Practise the mini-dialogues using the correct intonation.



A CLOSER LOOK 2

Grammar

Quantifiers: review

1 Fill each blank with *a, an, some, or any*.

Tom: Nina, you're drinking (1) _____ cola for breakfast?

Nina: Yes, (2) _____ glass of Coke and (3) _____ crisps. That's my favourite.

Tom: Don't you know that is a very bad way to start your day?

Nina: Why is it bad?

Tom: Breakfast is the first meal of the day, so it's very important to eat nutritious things.

Nina: Such as?

Tom: If you can't cook (4) _____ food yourself, have (5) _____ bowl of cereal and (6) _____ milk. Then eat (7) _____ apple.

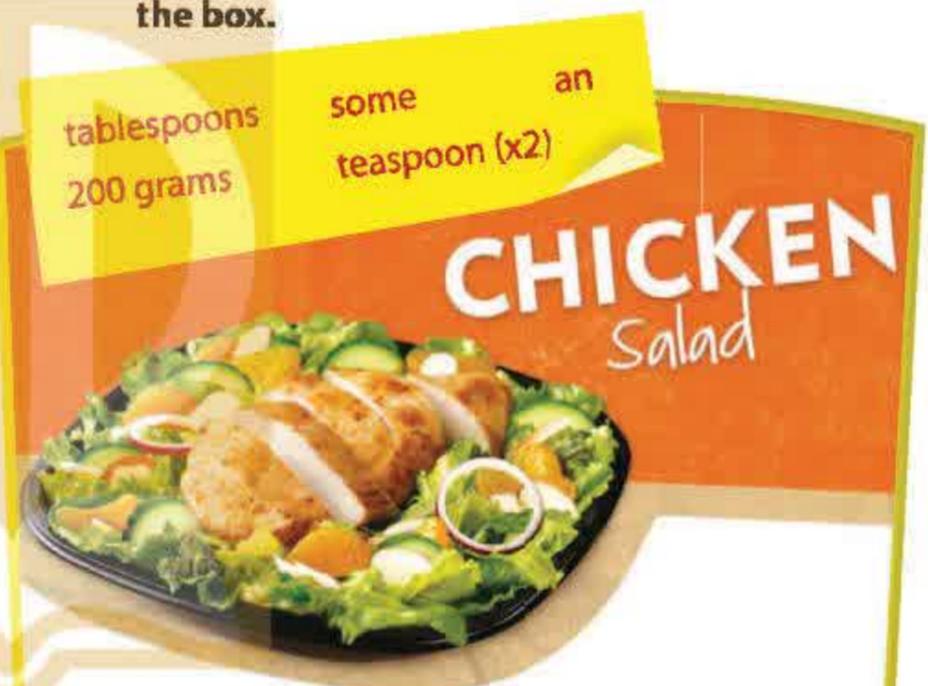
Nina: But there isn't (8) _____ milk in the fridge.

Tom: Go out and buy (9) _____.

2 Match the food quantifiers with the nouns. Some quantifiers can go with more than one noun.

- | | |
|------------------|------------|
| 1. a teaspoon of | a. milk |
| 2. a bottle of | b. garlic |
| 3. 300 grams of | c. celery |
| 4. a stick of | d. cabbage |
| 5. a bunch of | e. salami |
| 6. a head of | f. beef |
| 7. a slice of | g. sugar |
| 8. a clove of | h. grapes |

3 Read the instructions to make a chicken salad. Fill each blank with a word/phrase in the box.



Boil (1) _____ of lean chicken. While the chicken is cooking, wash two cucumbers, chop them in half and slice them. Then peel (2) _____ onion and slice it. Mix the sliced cucumber and onion in a bowl. Add two (3) _____ of vinegar, a (4) _____ of salt and a (5) _____ of sugar into the bowl and mix well. Leave the mixture to marinate for 10 minutes. Now slice the cooked chicken and combine it with the mixture in the bowl. Before eating, add (6) _____ pepper.

b Work in pairs. Think about a simple salad. Write the instructions on how to make it using the quantifiers and cooking verbs you have learnt. Share the instructions with the whole class. Vote for the best salad.

Look out!

When talking about food and recipes, we usually use food quantifiers to specify the quantity. Here are some of them:

a teaspoon of 	a bag of 	a pinch of 	a handful of 
a tablespoon of 	a carton of 	a slice of 	a loaf of 
a cup of 	a tin of 	a bunch of 	a clove of 
a bottle of 	a kilo of 	a head of 	



Modal verbs in conditional sentences type 1

4 Read these sentences from the conversation in GETTING STARTED. Pay attention to the underlined part and answer the questions.

Mi: I can wash the spring onions if you like, Mrs Warner.

...

Nick's mum: ... You should be careful if you use the red knife – it's sharp.

1. What does *can* in the first sentence express?
2. What does *should* in the second sentence express?

In conditional sentences type 1, we use a simple present tense in the *if*-clause and *will* + bare infinitive in the main clause. This is the standard form.

Instead of *will*, we can use other modal verbs such as *can*, *must*, *may*, *might* or *should* in the main clause to express ability, permission, advice, possibilities, necessity, etc.

- Example:**
- If you cut your finger, it **will** bleed. (standard form)
 - If you finish your dinner, you **can** watch TV. (permission)
 - She **can** learn to become a good cook if she tries hard. (ability)
 - If he likes eating spicy food, he **may/might** add chilli. (possibility)
 - If you don't want to get burnt, you **must** follow these safety instructions. (necessity)
 - If you feel unwell, you **shouldn't** eat fast food. (advice)

5 Match the first half of the sentence in A with the second half in B.

A	B
1. If we have more money,	a. if he wants to eat them raw.
2. If she eats less fast food,	b. you should use less salt.
3. He must wash the vegetables carefully	c. we can eat out more often.
4. If you cook for Hung,	d. you can have a bar of chocolate tomorrow.
5. My mum may be surprised	e. she may lose weight.
6. If you eat healthy food tonight,	f. if my dad cooks dinner.

6 What will you say in these situations? Use suitable modal verbs with conditional sentences type 1.

Example:

Your friend, Mai, is not good at cooking, but she wants to study abroad. You think learning to cook is a good idea because she can cook for herself when she's away from home. Give her some advice.

→ *If you want to study abroad, you should learn to cook.*

1. Your father likes salty food, but you think it is necessary to reduce the amount of salt in his food. Otherwise, his health will suffer. You share your opinion with him.

→ _____

2. Your brother is a good eater. He's able to eat three bowls of rice when he's hungry. You tell this to your friend.

→ _____

3. You want to take a cooking class. Your mum agrees but asks you to choose a class at the weekend. Here is what she says to you.

→ _____

4. Your friend offers you a slice of pork, but you see that it is undercooked. You refuse because it is possible that you will have a stomachache. You tell this to her.

→ _____

5. Your sister is making a cake. You advise her to whisk the eggs for 10 minutes so that the cake is lighter.

→ _____

COMMUNICATION

Extra vocabulary

purée
cube

shallot
tender

garnish

1 Look at the picture. Answer the questions.

1. Can you guess the name of the dish in the picture?
2. What do you think the ingredients are for this dish?



2a Now listen to the first part of a talk where Mi is presenting how to prepare the ingredients. Check your answers.

b Listen to the first part of the talk again. Fill each blank with a word/phrase.

Ingredients:

- (1) _____ of pumpkin
- (2) _____ shallots
- (3) _____ of celery
- (4) _____ of butter
- (5) _____ of fresh cream
- (6) _____ of salt

Preparation:

- (7) _____ the pumpkin, and
- (8) _____ it into cubes
- (9) _____ the shallots and
- (10) _____ them
- wash the celery and remove the (11) _____

3 a Read the steps to make the dish. Rearrange them into the correct order.

- a. Add the cream and simmer for 2 to 3 minutes.
- b. Heat the butter in a deep pan, add the shallots and celery and stir fry for a few minutes.
- c. Purée the soup in a mixer until it is smooth.
- d. For the finishing touch, garnish it with some celery leaves.
- e. Add the pumpkin and stir fry for a few more minutes.
- f. Add 750ml of water and a pinch of salt and cook until the pumpkin is tender. Cool for 10 minutes.

b Listen to the second part of the talk and check your answer.

c Listen to the second part again. What are the health benefits of this dish?

4 a Work in groups. Choose a dish you like. Discuss its ingredients, how to prepare it and the steps to cook it. Write your ideas on a large sheet of paper.



Name of the dish: _____

Ingredients: _____

Preparation: _____

Steps: _____

Benefits of the dish: _____

b Organise a gallery walk. Move around to each group and listen to their presentation. Vote for the best dish.



SKILLS 1

Reading

1 Work in pairs. Answer the questions.



1. What can you see in each picture?
2. Have you ever tried the dishes in the pictures? If so, how did you find them?

2 Now read an article about Japanese eating habits. Match the headings (1-3) with the paragraphs (A-C).

1. The art of arranging dishes
 2. The habit of having raw food and simple sauces
 3. Components in a typical Japanese meal
- Japanese people are famous for their well-balanced and healthy diet. That is the main reason for their longevity.

A Typically, a Japanese meal consists of rice, miso soup, the main dish(es) and pickles. Rice is the staple and plays a central part in people's eating habits. Japanese rice is sticky and nutritious, so when combined with the main dishes and the soup, they make a complete meal. The portions of each dish are individually served.



B The most important characteristic of their eating habits is they like raw food and do not use sauces with a strong flavour. Two typical examples are sashimi and sushi. The Japanese make sashimi simply by cutting fresh fish. Then they serve it with a dipping sauce made from soy sauce and spicy Japanese horseradish (wasabi). Sushi is similar. The cooked, vinegared rice can be combined with raw fish, prawn, avocado, cucumber or egg. Sushi is usually served with soy sauce and pickled ginger.

C It is said that the Japanese eat with their eyes. Therefore, the arrangement of dishes is another significant feature of their eating habits. If you join a Japanese meal, you may be excited to see how the colourful dishes are arranged according to a traditional pattern. In addition, there are plates and bowls of different sizes and designs. They are carefully presented to match the food they carry.

Speaking

4 Work in groups. Discuss the eating habits of Vietnamese people. You can use the following questions as cues.

1. What is the most important feature of Vietnamese eating habits?
2. What are the typical components in a Vietnamese meal?
3. What is the staple of our country?
4. How are the dishes arranged?
5. Are there any other characteristics of our eating habits that you know?
6. In general, do Vietnamese people have healthy eating habits?

5 Imagine that you take part in an international competition in which competitors talk about the eating habits of their own country. Present your group's ideas about Vietnamese eating habits.

3 Read the article again and answer the questions.

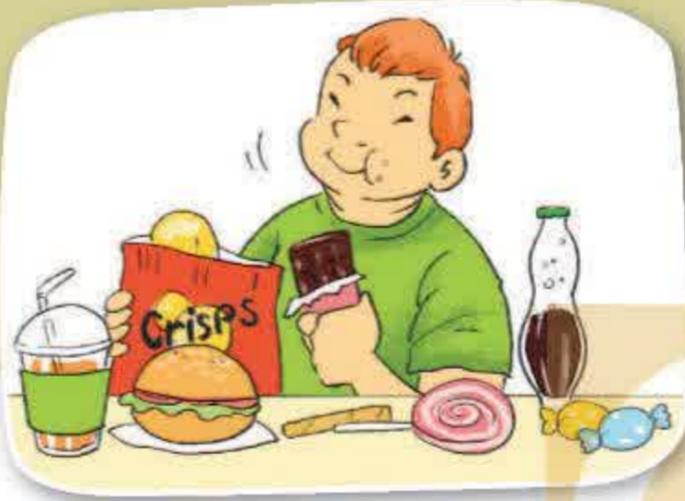
1. What is the most important feature of Japanese eating habits?
2. How do they make sashimi?
3. What sauce can both sashimi and sushi be served with?
4. How many components are there in a typical Japanese meal?
5. How is rice important in Japanese meals?
6. Why do people say that the Japanese eat with their eyes?

SKILLS 2

Listening

1 Work in pairs. One of you looks at Picture A, and the other looks at Picture B on page 17. Ask each other questions to find out the differences between your pictures.

Picture A



What do the pictures tell you?

2 Teen Radio is asking two students about their eating habits. Listen to what they say and decide if the statements are true (T) or false (F).

1. Nicolas gets up too late to have a real breakfast.
2. It's difficult to buy his lunch at the school canteen.
3. He's considering changing his eating habits.
4. Both Maya and her brother have good eating habits.
5. She thinks breakfast should include nutritious food.
6. She cooks dinner for her family.

T	F

3 Listen again and complete the table. Use no more than three words for each blank.

Name	Breakfast	Lunch	Dinner
Nicolas	some (1) _____	buys at school canteen • a (2) _____ • a packet of (3) _____ • a cola	• (4) _____ • noodles • egg • few (5) _____
Maya	• a bowl of (6) _____ • a glass of milk • (7) _____	brings lunch box • (8) two _____ • (9) a _____ • salad • sometimes sushi	favourite: (10) _____ • lean grilled chicken

Writing

4 Work in pairs. Ask and answer questions about each other's eating habits. Take notes of your partner's answers in the table.

Name	Breakfast	Lunch	Dinner

Do you think your partner has healthy eating habits? Why/Why not?

Is there anything he/she should change if he/she wants to be healthier?

5 a Write about your partner's eating habits. Include information about his/her meals, your opinion about his/her eating habits and possible changes.

b Exchange your work and give comments.

LOOKING BACK

Vocabulary

1 Match the words in A with their description or definition in B.

A	B
1. garnish	a. drop a few pieces or drops of something over a surface
2. versatile	b. put something quickly into a sauce and take it out again
3. purée	c. pour a mixture, usually containing oil, wine or vinegar and herbs and spices, over meat or fish before it is cooked to add flavour or make it tender
4. dip	d. decorate a dish of food with a small amount of another food
5. sprinkle	e. having many different uses
6. marinate	f. remove the outer layer of food
7. whisk	g. make fruit or vegetables into a thick, smooth sauce, usually in a blender
8. peel	h. beat eggs, cream, etc., to add air and make the food light

2 Write a verb for a cooking method under each picture. The first letter has been provided.



A. s _____



B. d _____



C. s _____



D. b _____



E. r _____



F. g _____



G. s _____



H. s _____

3 Fill each blank with a word/phrase in the box. There is one extra word.

stew sushi grill
steam hamburger deep-fry



Well, I think there are some ways to keep fit. Firstly, we should eat healthily. Don't eat too much fast food. Some people have a big (1) _____ and a soft drink for lunch. It isn't a good idea because that meal doesn't include any vegetables. Instead, if they want to have a quick healthy lunch, they



should buy some avocado (2) _____. Secondly, we shouldn't (3) _____ food. We should (4) _____ it. Steamed dishes don't use any fat. If you like, you can also (5) _____ lean meat with vegetables. It's healthy and nutritious.

Grammar

4 Circle the correct answer.

- Don't put too much bacon in the dish. A *pinch/slice* is enough.
- To make this soup, you need two *slices/sticks* of celery.
- There isn't *some/any* butter in the fridge. We should go to the supermarket to buy *some/any*.
- Can you go to the convenience store and buy me a *tin/bag* of rice?
- Slice a *dove/loaf* of garlic, then add some honey.
- Look! This *bunch/cup* of grapes is so fresh.

5 Complete the sentences with your own ideas. Use the modal verbs provided.

- If you keep eating fast food, _____ . (might)
- If you promise to finish your homework tonight, _____ . (can)
- _____ if he doesn't want to have toothache. (should)
- _____ if she wants to lose weight. (must)
- If you join this cooking lesson, _____ . (can)

Communication

6 Rearrange the lines to make a complete conversation.

- A. That's right. It's the first time I've made them.
- B. What a pleasant Sunday morning it is!
- C. Shall I peel the bananas for you?
- D. I can't wait to try your first pancakes! They look delicious.
- E. Yes. It's cool and sunny. What are you doing?
- F. I'm making some pancakes.
- G. Sure, you can give me a hand if you want to.
- H. Really? Will we have them with honey?
- I. Some pancakes?
- J. Yes, some honey and some slices of banana.

Picture B



Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use lexical items related to dishes and ways of preparing and cooking some food • ask statement questions with the correct intonation • use some quantifiers correctly • write and use conditional sentences type 1 with modal verbs • read for general and specific information about the eating habits of Japanese people • talk about the eating habits of Vietnamese people • listen for specific and detailed information about teenagers' eating habits • write about the eating habits of a classmate 			

PROJECT

A survey on eating habits

1 Work in groups. Go to other classes and ask different students about their eating habits. Write the students' answers in the table.

Question	Student 1	Student 2	Student 3	Student 4	Student 5
1. How often do you eat fast food?					
2. How often do you eat homemade food?					
3. How many meals do you have per day?					
4. Which meal is the most important to you?					
5. Which do you prefer: eating at home or eating out?					
6. What is your favourite dish?					

2 Now work together again. Analyse the answers you have got and organise them in the form of an answer to each question. This could be done using a visual organiser such as a chart.

3 In general, do the students at your school have healthy eating habits? Present your group's findings to the class.

GETTING STARTED**Travel plans****1** Listen and read.

Nick: Hi, Chau. How are things?

Chau: Good. Have you made up your mind about where to go on holiday?

Nick: Well, I've narrowed it down to two countries – my first choice is France and my second is Japan. What do you think?

Chau: Well, France is one of the largest countries in Europe. Since we've got a four-week summer holiday, you could go on a cycling tour of the country or go on a package tour.

Nick: No, I'm not into package tours. I'd like to visit the Alps, and climb Mont Blanc – the highest mountain in Western Europe. I'd also love to explore Paris, and go sightseeing in the historic city of Versailles.

Chau: Sounds exciting! I think it's quite warm there, much warmer than in Britain. I can just picture you, tanned and relaxed, tasting delicious local specialities like frogs' legs and snails!

Nick: Ha ha! That's not really my cup of tea. Perhaps I should go to Japan and stay at a seaside resort, eating sushi and sashimi every day! Anyhow, Japan is only my second choice.

Chau: Right. So what do your parents think about your plans?

Nick: Oh, they're cool. I'm glad that they let me make my own decisions.

Chau: Lucky you. Whatever you decide, you'll have a good time.

Nick: So what about you? Planning anything?

Chau: Well, my family ... (fades out)





THIS UNIT INCLUDES:

VOCABULARY

Tourism
Compound nouns

PRONUNCIATION

Tones in asking for information

GRAMMAR

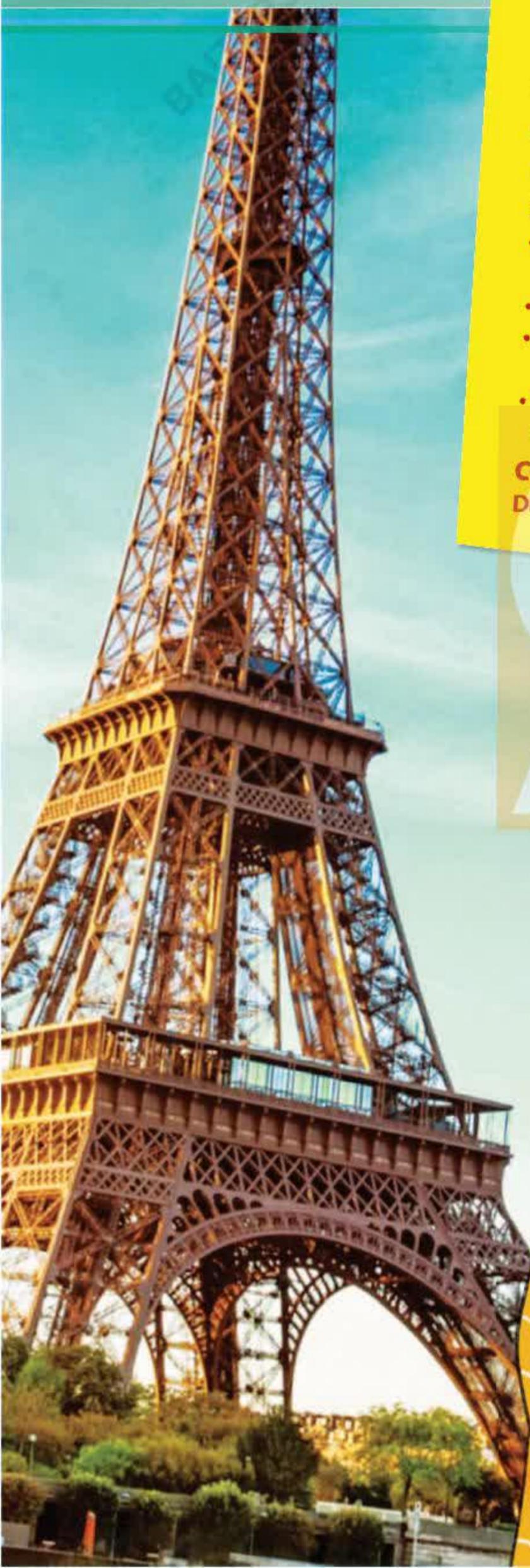
Articles: other uses

SKILLS

- Reading for general and specific information about a tourist attraction
- Talking about one's choice of holiday
- Listening for specific information about the benefits of tourism to an area/country
- Writing a paragraph about the negative effects of tourism on an area/country

COMMUNICATION

Discussing a place/country you would like to visit on holiday



a Find a word/phrase in the conversation that means:

- made a decision: _____
- reduced it: _____
- a trip where your travel and hotels are arranged for you: _____
- move around and discover things: _____
- something you don't really like: _____

Watch out!

To be into sth means you like it very much.

Example:

'I'm really into surfing!' (I love it.)

'I'm not into jazz.' (I don't listen to it.)



To picture sth/sb means you can imagine it.

Example:

'I can just picture the mess at home.'

'I can't picture Tom in a business suit.'

Lucky you is used to show that you think sb is lucky because she/he has sth or is able to do sth.

b Tick (✓) true (T) or false (F).

	T	F
1. Chau and Nick are going to have their winter holiday.		
2. A package tour is not interesting to Nick.		
3. Chau is teasing her friend about eating frogs' legs.		
4. Nick has decided to stay at a seaside resort in Japan.		
5. Nick's parents are very controlling.		

c Answer the following questions.

- What does 'Oh, they're cool' mean?
- What is the weather like in France in the summer?
- What would Nick like to do in France?
- What wouldn't Nick like to do in France?
- How do we know that Chau's parents don't allow her as much freedom as Nick's parents?

2 Collocation: Which word goes with which list below?

TOUR	HOLIDAY	RESORT	TRIP
------	---------	--------	------

- summer, package, adventure _____
- holiday, tourist, seaside _____
- sightseeing, guided, package _____
- boat, day, business _____

3 Fill each blank with a word/phrase from the list.

- luggage price in advance seaside resort
 delayed souvenirs destination accommodation

Most people enjoy travelling abroad, and having the chance to stay in an exotic city or a (1) _____. You can meet new people, learn new things, and take home some interesting (2) _____. But before you can do that, you have to reach your (3) _____, and that can sometimes be a challenge! You need to make lots of preparation. You will probably have to reserve a seat (4) _____ on planes, trains or buses. If you fly, you may find that your flight has been (5) _____ or you have problems with your (6) _____. In addition to the travel, it is often difficult to find good (7) _____ at a (8) _____ which you can afford. Nevertheless, most people love to go on holiday.

4 QUIZ

Give the names of the following. Choose one and talk about it with a partner.



- The city in Viet Nam where the International Fireworks Festival is held annually
- A structure near Beijing, China, that is one of the New7Wonders of the World
- An island in Korea that is a popular place for a holiday
- A local product that you would like to introduce to foreign visitors
- A custom of your locality that might surprise tourists
- Advice that you would like to give to a tourist visiting your area



A CLOSER LOOK 1

Vocabulary

1 Match each word/phrase with a definition.

trip travel expedition
resort tour tour guide

1. A journey, usually for pleasure, to visit different places: _____
2. A place where a lot of people go on holiday: _____
3. The act or activity of moving from one place to another: _____
4. A person who shows tourists around: _____
5. A short journey to a place, especially one for pleasure: _____
6. An organised journey to a place that is not easy to reach: _____

2 Fill each blank with a word from the list. There are two extra words.

visit travel environment holiday book
guides pleased excursion reasonable trip

Would you like to explore an exciting location? Do you want to (1) _____ to a beautiful, relaxing beach, and help to save the environment? If the answer is yes, then you should (2) _____ your holiday with EcoTours! At EcoTours, we help you enjoy your holiday and learn more about the places you (3) _____. In addition, EcoTours gives one dollar of the cost of your trip to help protect the local (4) _____. Call us today to talk with one of our experienced tour (5) _____. We'll help you choose and plan a stimulating (6) _____ that is right for you! Our holidays are definitely not boring. Don't worry about the cost. Our prices are very (7) _____. Call right now at (048) 555-6788. You'll be (8) _____ with your EcoTours vacation.

Compound Nouns

A compound noun is a noun that is made of two or more words. Compound nouns can be formed using the following combinations:

Noun	+	Noun	toothpaste
Noun	+	Verb	rainfall
Noun	+	Particle	passer-by

Look out!

A compound noun can be written as a single word (*motorbike*), a word with a hyphen (*passer-by*), or two words (*driving licence*).



3 Use the words below to complete the compound nouns that match the definitions.

lag in season over back stop

1. A feeling of tiredness and confusion about time after a long plane journey: jet _____
2. A disadvantage or problem that makes something a less attractive idea: draw _____
3. A short stay somewhere between two parts of a journey: stop _____
4. A popular time of the year for holidays: peak _____
5. The place where you go first when you arrive at an airport, to show your ticket: check _____
6. A place at the side of a road marked with a sign, where buses stop: bus _____

4 Complete the sentences using the compound nouns below.

swimming pool touchdown checkout
pile-up mix-up full board

1. The _____ time is 12 noon at this hotel.
2. Let's make sure that we stay at a hotel with a _____.
3. There was a _____ with our tickets – we were charged for one-way tickets and not a round trip.
4. The motorway was blocked because there had been a _____.
5. After _____, please remain seated until the aircraft comes to a standstill outside the terminal building.
6. At the hotel, you can choose between bed and breakfast, and _____.

Verb	+	Particle	checkout
Verb-ing	+	Noun	driving licence
Adjective	+	Noun	greenhouse
Particle	+	Noun	underground
Particle	+	Verb	output

Note: A particle is a preposition or an adverb.

Pronunciation

Tones in asking for information



Look out!

When we ask a question, we may try to **find out** information that we do not know. Otherwise, we may ask a question in order to **make sure** that the information we think we know is, in fact, correct.

Finding out questions ('open' questions) usually end with a falling tone:

What part of Australia have you been to ↘?

Making sure questions ('check' questions) usually end with a falling-rising tone:

Have you just come back from South Africa ↘↗?



5 Listen and repeat the following mini-talks, paying attention to the tone in the questions.

- A:** Where would you like to go sightseeing?
B: I'd like to go to Australia most of all.
- A:** What do you think of the newly discovered cave?
B: Oh, fantastic.
- A:** Have you been sightseeing all day?
B: Yeah. We've been to the old pagoda, the orchid garden, and the open-air market.
- A:** Is Egypt a famous tourist attraction?
B: Yes. Millions of people go there every year.



6 Mark the questions with falling or falling-rising arrows, and practise the conversation with a partner. Then listen to check your pronunciation.

Martin: What's the matter, Janet?

Janet: I'm looking for my passport. It seems to be lost.

Martin: Have you already searched your purse?

Janet: Not yet. Oh, where are my glasses?

Martin: They may be in your plastic bag. Where is it?

Janet: Oh, no, it's not here. Have I dropped it on the plane?

Martin: Oh my God.

Janet: What should I do now?

Martin: Let's report it to the customs officer.

A CLOSER LOOK 2

Grammar

Articles: other uses

REMEMBER!

A/an is used:

- to talk about something that the listener or the reader doesn't know about yet:
K2 is a peak in the Himalayas.
- to describe what something or someone is:
ABS is an unreliable travel agency.

The is used:

- when the listener or reader knows what the speaker or writer is talking about:
Give me the money.
- when the speaker specifies what or who they are talking about:
Where are the tickets I gave you yesterday?
- with things that are the only ones around us, or that are unique:
Neil Armstrong landed on the moon in 1969.
- when we refer to the world around us or things that we all know about:
We had a sightseeing tour around the city.

Zero article is used:

- with plural or uncountable nouns when we are talking about things in general:
Passwords protect our personal information.
- with meals, months, days and special times of the year:
I visit my grandparents on New Year's Day.
- with most names of people and places (most countries, states and cities):
Da Lat is in Lam Dong Province.
- with geographical areas, lakes, mountains and islands:
We visited Lake Victoria. It's in East Africa.



Look out!

We use **the** with the names of a few countries:
the UK, the USA, the Netherlands, the Philippines

We also use **the** with island groups, mountain ranges, oceans and names of rivers:

the Thames, the Pacific, the Amazon, the Danube...



1 Complete the text with *a/an, the, or zero article* (Φ).

The Dominican Republic is (1) _____ country on the island of Hispaniola, in (2) _____ Caribbean region. It is (3) _____ second largest Caribbean nation after Cuba, with nearly 10 million people, one million of whom live in (4) _____ capital city Santo Domingo. (5) _____ second largest city is (6) _____ Santiago. The geography of (7) _____ country is varied, and ranges from (8) _____ semi-desert plains to (9) _____ lush valleys of tropical rainforest. (10) _____ economy depends largely on (11) _____ agriculture, with (12) _____ sugar as (13) _____ main crop. Tourism is (14) _____ important industry.



2 a Ask and answer the questions. Choose from the list. Use *the* if necessary.

- | | | |
|-------------------|--------------|----------------|
| Lake Baikal | Amazon River | Thames |
| Statue of Liberty | Lake Geneva | Son Doong Cave |
| Ha Long Bay | Angkor Wat | Forbidden City |

- Which one is an imperial palace?
- Which river runs through London?
- Which one is the deepest lake in the world?
- Which one is considered one of the New7Wonders of Nature?
- Which one is the largest cave in the world?
- Which one is a tourist attraction in New York?

b Choose one item above and say what you know about it as a tourist attraction.

3 a Write answers to the questions, using *a, an, the or zero article* in each answer. Give three true answers, but two untrue ones.

- What colour and type of bicycle would you like to have?
- Which holiday destination do you prefer: city, mountains, seaside?
- Where would you like to go on holiday next?
- What's your favourite time of the year?
- Have you ever travelled anywhere by plane? Please explain.

b Tell your answers to a partner and ask him/her to guess which answers are not true.

4 Make full sentences from the words/phrases, adding articles as needed. Then mark them as true (T) or false (F).

- original name/of/Ha Noi/Phu Xuan
- most famous/Egyptian pyramids/found/at Giza/in/Cairo
- there/city/called/ Kiev/in/America
- My Son/set of ruins/from/ancient Cham Empire/ UNESCO World Heritage Site
- English/first language/in/many countries/outside/United Kingdom

COMMUNICATION

Extra vocabulary

breathtaking

affordable

not breaking the bank

1 a Read the following information about tourism in Viet Nam.

In 2014, a total of 7,874,300 foreign tourists visited Viet Nam. What are the reasons that make Viet Nam a tourist attraction for foreigners?

Here's what some foreign visitors had to say:

'There are so many beauty spots. Ha Long Bay is breathtaking!'

'The people are so friendly and welcoming!'

'Things are affordable here. We can have a lovely time without breaking the bank.'

'The food is delicious and not expensive. I love the seafood!'



The landscape

The people

The price

The cuisine

b Work in groups. Discuss the visitors' opinions above. Do you agree? Add two more reasons to the list.

2 These are the top-ten most visited countries according to the figures published by the United Nations World Tourism Organisation (UNWTO).

Work in pairs. Complete the table by writing one or two famous things that visitors can see or do in each country.

Rank	Country	Million visitors	Some things to do or see there
1	France 	83.7	Go up the Eiffel Tower, visit the Louvre Museum in Paris
2	United States 	74.8	
3	Spain 	65.0	
4	China 	55.6	
5	Italy 	48.6	
6	Turkey 	39.8	
7	Germany 	33.0	
8	United Kingdom 	32.6	
9	Russia 	29.8	
10	Mexico 	29.1	



Spain

3 Work in groups. Discuss which country/place you would like to visit for a holiday.

Example:

A: I'd like to go to Spain for my holiday. It would be wonderful to tour Madrid, and visit the legendary land of Don Quixote.

SKILLS 1

Reading

1 a Work in groups. Name some famous caves in Viet Nam and in the world.

b Answer the questions with your own ideas.

1. Where is Son Doong Cave located?
2. When was it discovered?
3. How long is the cave?

Now read the passage and check the information.

Son Doong Cave has become more famous after the American Broadcasting Company (ABC) aired a live programme featuring its magnificence on 'Good Morning America' in May 2015.

Located in Quang Binh Province, Son Doong Cave was discovered by a local man named Ho Khanh in 1991, and became known internationally in 2009 thanks to British cavers, led by Howard Limbert. The cave was formed about 2 to 5 million years ago by river water eroding away the limestone underneath the mountain. It contains some of the tallest known stalagmites in the world - up to 70 metres tall. The cave is more than 200 metres wide, 150 metres high, and nearly 9 kilometres long, with caverns big enough to fit an entire street inside them. Son Doong Cave is recognised as the largest cave in the world by BCRA (British Cave Research Association) and selected as one of the most beautiful on earth by the BBC (British Broadcasting Corporation).

In August 2013, the first tourist group explored the cave on a guided tour. Permits are now required to access the cave and are made available on a limited basis. Only 500 permits were issued for the 2015 season, which runs from February to August. After August, heavy rains cause river levels to rise and make the cave largely inaccessible.

2 Read the passage again and answer the questions, or choose the correct answers.

1. What happened in May 2015?
2. How was Son Doong Cave formed?
3. When can tourists explore the cave?
4. The word 'inaccessible' in the passage probably means _____.
A. should not be accessed
B. need to be careful
C. cannot be reached
D. may be flooded
5. From the passage, we know that _____.
A. there is a street inside Son Doong Cave
B. the cave is always covered with rain water
C. few tourists want to come to the cave
D. tourists need permission to explore the cave

Speaking

3 Which would you like to do most on holiday? Tick (✓) three things in the list.

1. explore Son Doong Cave
2. climb the Great Wall of China
3. visit the Pyramids of Egypt
4. go on a wildlife safari to Kenya
5. relax on a beach
6. go camping in Cuc Phuong National Park
7. go on an expedition to Mount Everest
8. take an adventure tour to the Arctic
9. take a sightseeing tour around New York
10. take a Trans-Viet cycling tour

4 Work in groups. Talk about one of your choices, trying to persuade your group to join you.

Example:

A: I'd like to go on a wildlife safari to Kenya as I'm very interested in the natural world and wildlife preservation. You can experience wild animals in their natural habitat - elephants, hippos, cheetahs, and lions...

B: I think a cycling tour from the north to the south of Viet Nam with some friends is the best. You travel at your own pace. You stop whenever and wherever you like. You can enjoy the beauty of different parts of our country and at the same time improve your health...

SKILLS 2

Listening

1 Work in pairs. Is tourism important to Viet Nam? Give at least one reason.

2 Listen to the lecture and tick (✓) true (T) or false (F).

	T	F
1. Tourism plays an important part in the development of many nations.		
2. Modern transport promotes tourism.		
3. Tourism depends on the income of a country.		
4. People's lives get better with the development of tourism.		
5. Tourism helps promote international understanding and cooperation.		
6. Young people go to big cities to meet foreign tourists.		

3 Listen again and choose the correct answer.

The next part of the lecture probably continues to discuss _____.

- A. other benefits of tourism
- B. the tourism industry in Viet Nam
- C. the negative effects of tourism

Writing

4 Work in groups. Talk about the negative effects of tourism on a region or country. The following ideas may be helpful to you.

- Natural environment is damaged.
- Natural beauty is spoiled.
- Traditional ways of life are affected.
- Social problems may arise.

5 Choose one negative effect that you have discussed above and write a paragraph about it. Make sure you use the right connectors.

First/Firstly/The first .../One of the ...

Second/Secondly/Another ...

Third/ Thirdly/Furthermore/In addition ...



LOOKING BACK

Vocabulary

1 Fill each gap with a word from the box to complete the passage. There are two extra words.

touring safaris breathtaking experience
 ticket holidays expeditions travellers

If you dream of getting close to the wild side of the natural world, then join our WildlifeTours! We offer classic wildlife (1)____, exciting (2)____, family holidays, and tailor-made holidays. Our adventure (3)____ to Africa range from a week (4)____ Kenya to the ultimate

African adventure travelling from South to East Africa over one month! Perfect for families, groups of friends or solo (5)____, our safari holidays aim to offer you an incredible wildlife (6)____. And remember, nothing gets your heart beating faster than hearing lions roar at night.



2 Form compound nouns from the following words, then fill the gaps to complete the sentences.

holiday out jet offs check sun
 glasses over take maker stop lag

- Travellers who cross the Atlantic from New York to London often suffer from _____ for a few days.
- We would like to remind all guests that _____ is at noon.
- We didn't fly directly to Australia – we had a one-night _____ in Singapore.
- It is irritating that some movie stars wear their _____ even in church.
- Someone who is away from home on holiday is a _____.
- Because of the bad weather, there were no _____ from the airport this morning.

3 Form compound nouns from these words, then make sentences with them, and share with a partner.

tour return soft ticket package
 operator tour round ware trip

Example:

tour operator

If there are any problems, you should contact your tour operator.

Grammar

4 Find and correct the mistakes in the sentences, using *a/an, the* or *zero article*.

- My aunt and uncle love sun! They stay in UK in summer and visit friends in Australia in winter.
→ _____.
- Not much is known about how brain works.
→ _____.
- Bicycle is among the most efficient machines invented by man.
→ _____.
- They plan to launch expedition into interior of Australia.
→ _____.
- If you want to go on long trip, you should prepare properly for it.
→ _____.
- I'm very interested in the history, especially history of Asian countries.
→ _____.

5 Rewrite each sentence so that it has a similar meaning, using the word in CAPITALS.

Example:

My sister studies at university.

A

→ My sister is a university student.

1. The journey was terrible.

WHAT

2. Our hotel was lovely – it was by the sea.

STAYED

3. I watched an interesting programme on TV yesterday.

THE

4. The guitar my friend has just bought is old.

AN

5. She needs to travel to Kyoto on business.

TRIP

Communication

6 a What would you like to do most on holiday? Tick (✓) three things. Share your ideas with a partner.

- go camping
- watch the wildlife
- visit a museum
- meet local people
- visit historic places
- relax and laze around
- make new friends
- go to a theme park

b Name three things you don't like to do on holiday, and say why.

Example: cook meals
I don't like to cook meals on holiday. I like to eat out and relax.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use lexical items related to tourism • use common compound nouns • use <i>a, an, the</i> and <i>zero article</i> • ask questions for information with the correct intonation • read for general and specific information about a tourist attraction • talk about my choice of holiday • listen for specific information about the benefits of tourism to an area/country • write a paragraph about the negative effects of tourism on an area/country 			

PROJECT

An advertisement for a tourist attraction

1 Read the following advertisement for a holiday in Italy.

Italy - Paradise on Earth!

Come to sunny Italy! It is a country full of fascinating cities and beautiful scenery. It is considered the birthplace of Western culture. High art and monuments are to be found all over the country. Moreover, the food is delicious. There are also shops full of bargains. You can spend your time sightseeing, shopping, or you can simply relax on one of the excellent beaches. Whatever you do, you are certain to have a most enjoyable holiday!

2 What are good ways to write an advertisement? Put a tick (✓).

1. Create a striking headline
2. Keep your ad brief
3. Write some drawbacks
4. Try to attract attention
5. Ask a lot of questions
6. Give the main features

3 Write a short advertisement for a tourist attraction in your area.

GETTING STARTED

English club

1 Listen and read.

Teacher: Welcome to English Club. Today, I'm going to do a quick quiz to check your knowledge of the English language. Question one: Is English the language which is spoken as a first language by most people in the world?

Duong: Of course, it is.

Teacher: Incorrect. Chinese is. Question two: Does English have the largest vocabulary?

Vy: Yes, with approximately 500,000 words and 300,000 technical terms.

Teacher: Yes, spot on! This is due to the openness of the English language. English has borrowed words from many other languages.

Duong: Yeah, if there weren't so many words, it would be easier for us to master it!

Teacher: Ha ha... But the simplicity of form makes English easy to learn. Many English words have been simplified over the centuries. Now, question three: Who can tell me an English word that can operate as a noun, a verb, and an adjective?

Mai: I think the word *subject* can operate as a noun, a verb, and an adjective.

Teacher: Excellent. In English, the same word can operate as many parts of speech. That's due to its flexibility. Question four: What is the longest word in English which has only one vowel?

Duong: Is it *length*?

Vy: No, I think it's *strengths*.

Teacher: That's right, Vy. Lastly, question five: Who can tell me at least three varieties of English?

Mai: American English, Australian English, and... er, yes, Indian English.



THIS UNIT INCLUDES:

VOCABULARY

Languages
Language use and learning

PRONUNCIATION

Tones in new and known information

GRAMMAR

Conditional sentences type 2: review
Relative clauses

SKILLS

- Reading for general and specific information about English as a means of international communication
- Discussing experiences in learning and using English
- Listening for general and specific information about students' experiences in learning and using languages
- Writing a paragraph about the uses of English in everyday life

COMMUNICATION

Interviewing to build up an English learner profile



a Read the conversation again and find the nouns of the adjectives *simple* and *flexible*.

REMEMBER!

Nouns are often formed by adding suffixes to adjectives. Two suffixes which are often added to adjectives to form nouns are *-ness* and *-ity*.

Example:

open → openness

similar → similarity



Adjective	Noun
simple	
flexible	

b Convert these adjectives into nouns. You may use a dictionary.

Adjective	Noun
sad	sadness
dark	
stupid	
popular	
happy	
punctual	

c Read the conversation again and choose the correct answers.

- Which language is most spoken as a first language in the world?
A. English B. Chinese C. Vietnamese
- English has about _____ words and technical terms.
A. 500,000 B. 300,000 C. 800,000
- The _____ of form makes English easy to learn.
A. simplicity B. flexibility C. openness
- One of the reasons why the vocabulary of English is open is that it has _____.
A. a lot of words B. many varieties
C. borrowed many words
- Some English verbs are _____ their nouns or adjectives.
A. very different from B. the same as
C. changed according to

2 Match the words/phrases in column A with the definitions in column B.

A	B
1. first language	a. a way of pronouncing the words of a language that shows which country or area a person comes from
2. second language	b. this language is generally used in the government, public administration, law and the education system
3. official language	c. the language that you learn to speak from birth
4. accent	d. a regional form of a language in which some words and grammar differ slightly from the standard form of the same language
5. dialect	e. a language that you learn to speak well and that you use for work or at school, but that is not the language you learned first at home

3 Match the beginning of each sentence (1-6) to its ending (a-f).

A	B
1. English is	a. learning English worldwide.
2. The British Council estimates that about 375 million people speak	b. all contributed to the growth of English.
3. At present, over a billion people are	c. English regularly as a second language.
4. Immigration, new technologies, popular culture and even war have	d. though all can be understood, more or less, by speakers of other varieties.
5. Nowadays, there are many varieties of English all over the world such as	e. British English, American English, Australian English, Indian English, etc.
6. There are many differences in accents and dialects between varieties of English	f. used as a first language in at least 75 countries around the world.

4 Work in pairs. Ask and answer questions about the English language using the information from 3.

Example:

How many countries around the world use English as their first language?

At least 75 countries.



A CLOSER LOOK 1

Vocabulary

1 Match the words/phrases in column A with the definitions in column B.

A	B
1. bilingual	a. not as good at a language as you used to be because you have not used it for a long time
2. fluent	b. able to speak two languages equally well because you learned them as a child
3. rusty	c. know just enough of a language for simple communication
4. pick up a language	d. learn a language by practising it, rather than by learning it in a class
5. reasonably	e. able to speak, read or write a language easily, quickly, and well
6. get by in a language	f. to a degree that is fairly good, but not very good

2 a Choose the correct words in the following phrases about language learning.

- be bilingual *in/at* the language
- be reasonably good *on/at* the language
- can get *to/by* in the language
- be fluent *at/in* the language
- can't speak a word *of/with* the language
- can speak the language, but it's a *lot/bit* rusty
- pick *up/off* a bit of the language on holiday

b Choose phrases from **2a** to make sentences about yourself or people you know.



I picked up a bit of Thai on holiday in Phuket. I can say 'sawadeeka', which means 'hello'.

3 a Match the words/phrases in column A with the words/phrases in column B to make expressions about language learning.

A	B
1. know what a	a. other speakers
2. have	b. the meaning of a word
3. make	c. your first language
4. guess	d. mistake
5. imitate	e. word means
6. translate from	f. in a dictionary
7. correct a	g. mistakes
8. look up a word	h. an accent

b Fill the blanks with the verbs in the box.

guess know have make
translate correct imitate look up

If you don't (1) _____ what a word means, try to (2) _____ the meaning, or (3) _____ the word in your dictionary. All foreign speakers (4) _____ an accent, but that doesn't matter. To make your pronunciation better, listen to English speakers and try to (5) _____ them. Don't worry if you (6) _____ mistakes or don't try to (7) _____ a mistake – that's normal! It's often useful to (8) _____ words from one language to the other, but it's best when you can start to think in the new language.

Pronunciation

Tones in new and known information

4 Listen and repeat, paying attention to the tones of the underlined words in each conversation.

1. A: I'd like some oranges, please.
B: But we don't have any oranges.
2. A: What would you like, sir?
B: I'd like some oranges.
3. A: I'll come here tomorrow.
B: But our shop is closed tomorrow.
4. A: When is your shop closed?
B: It is closed tomorrow.



REMEMBER!

In conversation, we often refer to something which has been mentioned before. This is *known* information, and the voice normally goes up at the end. We also tell the listener things we have not mentioned before. This is *new* information, and the voice normally goes down at the end.

Example:

1. A: I need some oil.
B: But we've run out of oil.
2. A: What do you need?
B: I need some oil.



Look out!

When we are referring to something in the conversation, we do not have to repeat exactly the same words. In this conversation, the voice goes up on the words/phrases that are replaced.

Example:

- A: I'm from Viet Nam.
B: Really, my wife's from there.

In this conversation, the voice goes up on 'from there' because in this context it means 'Viet Nam', so it is something which has been mentioned before.



5 Listen to the conversations. Do you think the voice goes up or down at the end of each second sentence? Draw a suitable arrow at the end of each line.

1. A: Tom found a watch on the street.
B: No. He found a wallet on the street.
2. A: Where did Tom find this watch?
B: He found it on the street.
3. A: Let's have some coffee.
B: But I don't like coffee.
4. A: Let's have a drink. What would you like?
B: I'd like some coffee.
5. A: This hat is nice.
B: I know it's nice, but it's expensive.
6. A: This bed is big.
B: I know it's big but that one's bigger.

6 Read the conversation. Does the voice go up or down on the underlined words? Draw a suitable arrow at the end of each line. Then listen, check and repeat.

- A: What make of TV shall we buy?
B: Let's get the Samsung.
A: I think we should get the Sony. It's really nice.
B: (trying to persuade A to buy a Samsung) But the Samsung is nicer.
A: But the Sony has a guarantee.
B: They both have a guarantee.
A: How much is the Sony?
B: It's \$600.
A: It's too expensive.
B: I know it's expensive, but it's of better quality.
A: (trying to persuade B to buy a Sony) They're both of good quality.



A CLOSER LOOK 2

Grammar

Conditional sentences type 2: review

- 1 a** Read this sentence from the conversation in GETTING STARTED. Do you remember when we use conditional sentences type 2?

Duong: Yeah, if there weren't so many words, it would be easier for us to master it!

Look out!

In a formal context, we normally use *were* instead of *was*:

If I were you, I would think more carefully about the job. (more formal)

If I was you, I would think more carefully about the job. (more informal)



- b** Write *Yes* or *No* to answer the questions about each sentence.

1. If Tien had an IELTS certificate, he would get the job.
Does Tien have an IELTS certificate? _____
2. If our English teacher weren't here, we wouldn't know what to do.
Is the English teacher here now? _____
3. If we went to England this summer, we would have the chance to pick up a bit of English.
Is it possible that they will go to England this summer? _____
4. English would be easy to master if it didn't have such a large vocabulary.
Is English easy to master? _____
5. If she used English more often, her English wouldn't be so rusty.
Does she often use English? _____

- 2** Rewrite the sentences using the conditional sentences type 2.

Example:

Peter has such a lot of English homework that he won't go to the party.

→ *If Peter didn't have such a lot of English homework, he would go to the party.*

1. I don't feel confident at interviews because my English is not very good.
If my English _____.
2. Minh doesn't read many English books because she doesn't have time.
If Minh _____.
3. I think you should spend more time improving your pronunciation.
If I were _____.
4. Mai is so good at the language because she has some friends who are native speakers of English.
If Mai didn't have _____.
5. We can't offer you the job because you can't speak English.
If you could speak _____.

Relative clauses

- 3 a** Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

Teacher: Question one: Is English the language which is spoken as a first language by most people in the world?

REMEMBER!

A relative clause is introduced by a relative pronoun such as *who*, *whom*, *which*, *that*, *whose*, *where*, *why* and *when*.



b When do we use relative clauses? Can you think of any rules?

We use relative clauses to give extra information about something/someone or to identify which particular thing/person we are talking about.

Relative pronoun	Example
<i>which</i> (for things and animals)	<i>The book which I liked was the detective story.</i>
<i>who</i> (for people)	<i>The girl who is wearing a blue shirt is Mai.</i>
<i>whom</i> (for people as the object of the relative clause)	<i>That's the boy whom we saw at school yesterday.</i>
<i>when</i> (for time)	<i>Do you remember the day when we first met, darling?</i>
<i>where</i> (for places)	<i>This is the place where they filmed Star Wars.</i>
<i>why</i> (for reasons)	<i>That's the reason why he failed.</i>
<i>whose</i> (for possession)	<i>That's the man whose dog we found.</i>
<i>that</i> (for people, things, animals and times)	<i>Where's letter that came yesterday?</i> <i>The people that I spoke to were very helpful.</i> <i>We moved here the year that my uncle died.</i>

4 Circle the correct word. Sometimes more than one answer is possible.

- That's the boy *who/whom/that* is bilingual in English and Vietnamese.
- This is the room *which/who/where* we are having an English lesson this evening.
- The girl *who/whose/which* father is my English teacher is reasonably good at English.
- Do you remember the year *where/when/that* we started to learn English?
- The teacher *whom/which/who* you met yesterday is fluent in both English and French.
- That's the reason *where/when/why* his English is a bit rusty.

5 Write true sentences about yourself. Then share them with your partner. How many things do you  in common?

I would like to:

- have a friend who ...
- go to a country where ...
- buy a book which ...
- meet a person whose ...
- do something that ...

Look out!

We normally use *who* instead of *whom* (except in a formal context) even when it is the object of the relative clause. However, we always use *whom* after a preposition. In informal contexts, we usually put the preposition at the end of the clause and use *who*.

Is that the boy who we saw at school yesterday?

This is the woman with whom Mary is sharing the room. (more formal)

This is the woman who Mary is sharing the room with. (more informal)

We can replace *where/when* with a preposition + *which*. In informal contexts, we put the preposition at the end of the clause.

The house where/in which he lived as a child is somewhere around here.

The house which he lived in as a child is somewhere around here.

Do you know the year when/in which the steam engine was invented?

Do you know the year which the steam engine was invented in?



6 Rewrite these sentences as one sentence using a relative clause.

- My friend plays the guitar. He has just released a CD.
My friend who/that plays the guitar has just released a CD.
- Parts of the palace are open to the public. It is where the queen lives.
_____.
- English has borrowed many words. They come from other languages.
_____.
- I moved to a new school. English is taught by native teachers there.
_____.
- I don't like English. There are several reasons for that.
_____.
- The new girl in our class is reasonably good at English. Her name is Mi.
_____.



COMMUNICATION

1 Make notes about yourself.

ENGLISH LEARNER PROFILE	You	Your partner
1. How long have you been learning English?		
2. What do you remember about your first English classes?		
3. What exams have you taken in English?		
4. Why are you interested in learning English now?		
5. Which English-speaking countries would you like to visit?		
6. What do you think is your level of English now?		
7. How can you improve your English outside class?		
8. For what purposes would you like to use English in the future?		
9. What do you like about the English language?		
10. What don't you like about the English language?		



2 Work in pairs. Take turns to ask and answer the questions in **1**. Make notes about your partner. How many things do you have in common?

3 Work in groups. Tell your group the things that you and your partner have in common.



'One thing we have in common is that we both want to study English at an overseas university. I'm interested in going to Australia and Mi is interested in the US.'



SKILLS 1

Reading

1 Read the following text about English as a means of international communication. Look at the words in the box, then find them in the text and underline them. What do they mean?

settlement immersion
derivatives establishment dominant

1 English has become a global language thanks to its establishment as a mother tongue in all continents of the world. The English language mainly owes its dominant status in the world to two factors. The first is the export of the language, which began in the 17th century, with the first settlement in North America. The second was the great growth of population in the United States, which was assisted by massive immigration in the 19th and 20th centuries.

2 Nowadays, more and more people around the world are learning English as a second language and the way that they study it is changing. In some countries, English immersion schools have been built to create all-English environments for English learners. In these 'English communities', learners do all their school subjects and everyday activities, such as ordering food at the canteen, in English.

3 However, these new English speakers are not only learning the English language but they are also changing it. There are hundreds of types of English in the world today, such as 'Singlish', a mix of English, Malay, Mandarin, etc or 'Hinglish', the Indian mix of English and Hindi. New words are being invented every day all over the world due to the free admissions of words from other languages and the easy creation of compounds and derivatives.

2 a Read the text again and match the headings (a-c) to the paragraphs (1-3).

- a. A changing language
- b. A global language
- c. Learning English almost 24 hours a day

b Read the text again and answer the questions.

1. What has given the English language its dominance in the world today?
2. What was the great growth of population in the United States in the 19th and 20th centuries assisted by?
3. What do English learners do in English immersion schools?
4. What is *Hinglish*?
5. How are new English words being invented every day all over the world?

Speaking

3 Put the list of ways to improve your English in order of importance for you. Can you add any more ideas?

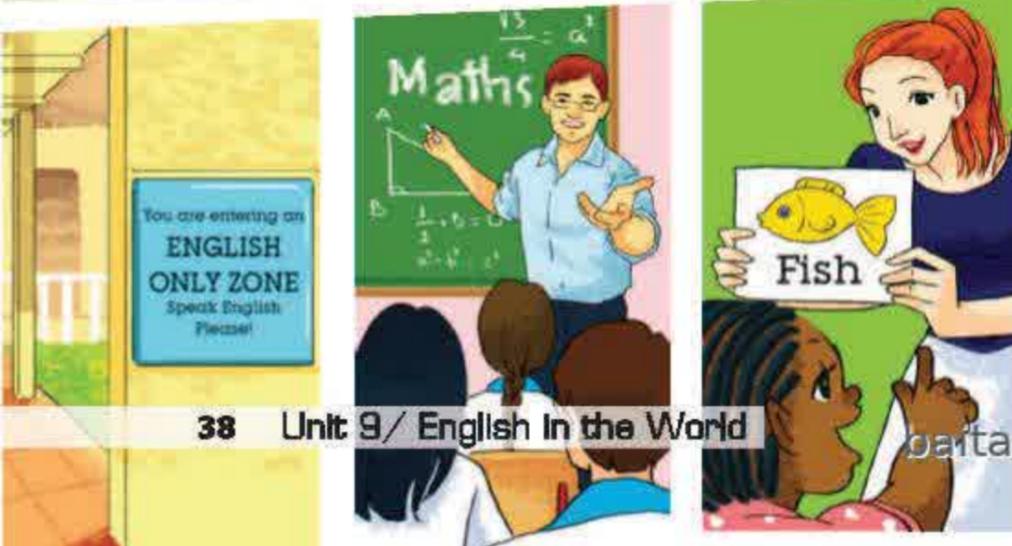
- a. taking tests
- b. memorising English vocabulary
- c. writing emails and texts
- d. speaking for fluency and not being corrected all the time
- e. listening to songs in English
- f. reading English social media websites
- g. writing essays
- h. imitating English pronunciation

4 Work in groups. Compare your lists. Explain your order.

5 Work in pairs. Take one of the ideas from **3** and think about how you can achieve it.

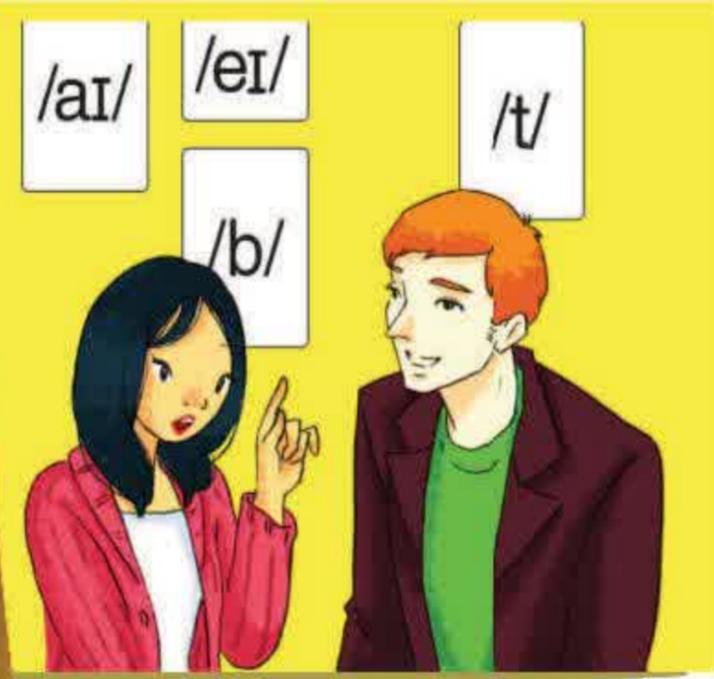
Example:

- A: I think we should try to imitate English pronunciation.
 B: So then we should watch English videos online.
 A: Good idea. We can pause the video and repeat.
 B: We can even record ourselves and play it back.



SKILLS 2

Listening



1 Listen to four different people talking about speaking and learning languages. Match the summaries (A-E) to each speaker. There is one extra summary.

A. She can speak Spanish, French, and English fluently.

B. He decided to learn English properly after a holiday in England.

C. A friend advised her to come to England to learn English.

D. She had to learn English because she works for a multinational company.

E. The reason why he is good at German is that he lives near the border.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Writing

3 Make notes of four uses of English in your daily life and give an explanation/example for each of them. Then compare your list with a partner.

What I use English for	Explanation
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

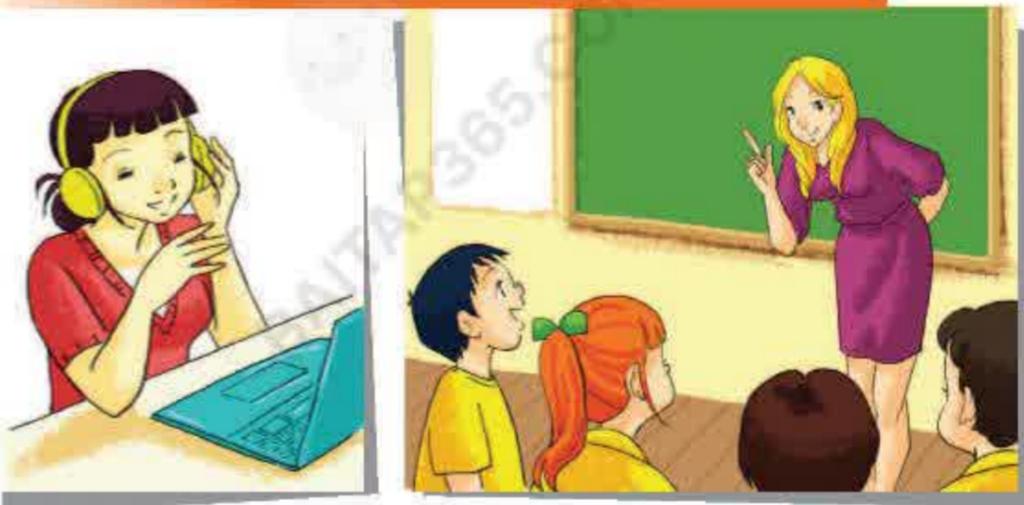
4 a Use your notes in **3** to write about what you use English for in your daily life.

2 Listen to the extracts again and answer the questions.

1. What did Speaker 1 do last summer?
2. How can Speaker 2 speak Italian?
3. What was Speaker 3's level of English in the past?
4. What did Speaker 3 do while travelling around England?
5. What did Speaker 4 think of her English learning?

b Swap your writing with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final writing to the class.

LOOKING BACK



Vocabulary

1 Underline the correct word in each sentence.

- I'm from Viet Nam. My *first/foreign* language is Vietnamese.
- She spoke English with a strong *accent/intonation* that I couldn't understand.
- The Yorkshire *dialect/language* is one of many in England.
- Most students learned English as their *official/second* language.
- Canada has two *foreign/official* languages: English and French.

2 Read what three people say about speaking languages. Fill each blank with a phrase in the boxes.

can also get by am reasonably good picked up

My first language is Vietnamese, but I live in a neighbourhood where there are a lot of English families, so I (1) _____ at English. I (2) _____ in French. We went to Paris last summer and I (3) _____ the basics.

also fluent in can have a conversation
am bilingual it's a bit rusty

I (4) _____ because my father is French and my mother is Spanish. I'm (5) _____ English because I work in a multinational company. I (6) _____ in Italian, but (7) _____.

know a few words can't speak a word am quite bad at

To be honest, I (8) _____ languages. I (9) _____ of English that I learned from my grandfather, but I (10) _____ of anything else.

3 Rewrite these sentences using the words/phrases in brackets.

- I don't know any French. (speak a word)
I _____.
- I learned a few words of English on holiday. (picked)
I _____.
- My brother can speak Italian very well. (fluent)
My _____.
- I can speak both English and French perfectly. (bilingual)
I'm _____.
- I speak enough German for holidays. (get by)
I _____ on holiday.
- I haven't practised my Russian for a long time. (rusty)
My _____.

4 Use the words from the box to complete the sentences.

mistakes imitate corrects translate
look up accent communicate guess

It's normal to have a(n) (1) _____ when we speak English. It's OK – other people can usually understand us. It's a good idea to listen to CDs or watch DVDs and try to (2) _____ other speakers to make your pronunciation better. If you see a new word and you don't know what it means, you can sometimes (3) _____ the meaning from words you know, or you can (4) _____ the word in a dictionary. A lot of good English learners try not to (5) _____ things from their first language. Translation is sometimes a good idea, but try to think in the foreign language if you can! It's normal to make (6) _____. When your teacher (7) _____ a mistake in your writing or speaking, think about it and try to see why it's wrong. But it's more important to (8) _____, so don't be afraid to speak!

Grammar

5 Put the correct relative pronoun in each sentence.

Example: That's the dog ^{which} ate our dinner.

- Those are the stairs I broke my arm.
- There's a shop you can buy English books and CDs.
- The English couple live next to us can get by in Vietnamese.
- There's a shop near my house sells cheap DVDs.
- Look up the new words in the dictionary has just been published by Oxford University Press.

Communication

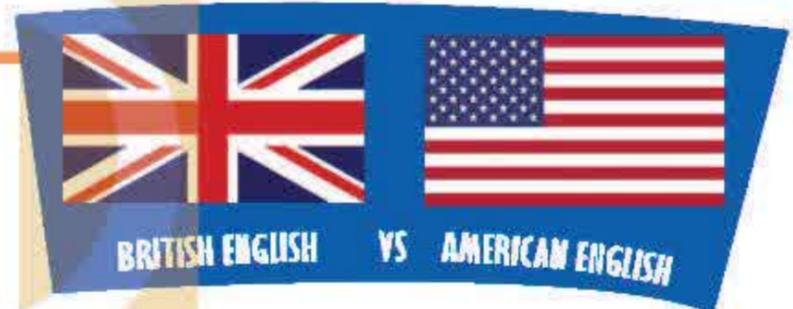
6 Choose A-E to complete the following conversation. Practise the conversation with your partner.

Long: I heard that you got an IELTS score of 8.0?	A. I can speak English comfortably in almost any situation.
Minh: (1) _____	B. I often listened to CDs and imitated the pronunciation.
Long: Congratulations! Would you mind sharing with us your experience of learning English?	C. Not at all.
Minh: (2) _____	D. That's right!
Long: How do you feel about your level of English now?	E. I read and listened a lot. I made friends and practised speaking English with native English speakers.
Minh: (3) _____	
Long: Really? What things did you do to improve your English outside class?	
Minh: (4) _____	
Long: And how did you improve your pronunciation?	
Minh: (5) _____	

Finished! Now I can...	✓	✓✓	✓✓✓
• use lexical items related to languages and language use and learning			
• identify the correct tones for new and known information and say sentences correctly			
• use conditional sentences type 2 correctly and appropriately			
• use relative clauses correctly and appropriately			
• read for general and specific information about English as a means of international communication			
• talk about experiences in learning and using English			
• listen for general and specific information about some students' experiences in learning and using languages			
• write a paragraph about the uses of English in everyday life			

PROJECT

DIFFERENCES BETWEEN VARIETIES OF ENGLISH



1 Read the chart and fill the blanks with the words from the box.

soccer		pavement		highway		rubbish		nappy		sweets		flashlight		underground																
	flat		apartment		(4) _____		sidewalk		taxi		cab	motorway		(5) _____	(1) _____	candies	(6) _____	subway		football		(2) _____	(7) _____	garbage		(3) _____	diaper	(8) _____	torch	

2 Choose two varieties of English. Write a similar chart showing the differences in vocabulary between them.

3 Organise an exhibition of the charts you have made among your group or class members. Vote for the best.

REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

1 a Mark the questions with falling, rising, or falling-rising arrows. Then listen, check, and repeat.



- A: What are you doing? Are you baking?
 B: Yes. I'm trying a recipe for Japanese cotton cheesecake.
 A: Japanese cotton cheesecake? Sounds strange.
 B: Right, but my friends say it's really delicious.
 A: Do they sell that kind of cake in bakeries?
 B: Yes. But I want to make it myself.

b Mark the sentences with falling or rising arrows. Then listen, check, and repeat.

- A: This tour is cheap.
 B: That tour is cheaper.
 A: Let's book that tour today.
 B: But the travel agent is closed today.
 A: Tomorrow is fine.

Vocabulary

2 Fill each blank with a word/phrase from the box.

tender bilingual stew jet lag full board
 garnish excursion official language marinate

- Remember to _____ the sliced beef in a little oil for half an hour before stir-frying. The beef will be _____ that way.
- I'm learning to _____ different dishes to make them more attractive.
- You should _____ the beef for an hour if you want your grandparents to have it.
- My best friend couldn't come to the party because she was suffering from _____ after her trip to the USA.
- Are you going on a(n) _____ with your class this Sunday?
– Yes, we have one twice a year.
- Do you require half or _____?
– Half, please.
- I was born in Viet Nam and grew up in France. I can speak both Vietnamese and French, so I'm _____.
- What's the _____ of Canada?
– There are two: English and French.

3 Fill each blank with the correct form of the word given.

- My brother trained to be a teacher, but then he decided to become a tour _____.
- If you want to pay a more _____ price, remember to book the tour two weeks in advance.
- My English is a bit _____. I haven't used it for years.
- My grandfather is 80 years old, and he's _____ in both French and English.
- There is nothing more boring than a seaside town in the low _____.
- To make a carrot cake for four people, you need 200 grams of _____ carrot.
- When you place food over boiling water to cook, it means you _____ it.
- Someone who is going past a particular place is a _____-by.

GUIDANCE

REASON

RUST

FLUENCY

SEASONAL

GRATE

STEAMER

PASS

Grammar

4 There is one mistake in the underlined words in these sentences. Find and correct it.

1. We had an excursion to the Lake Hudson, a man-made reservoir in Oklahoma, last Sunday.
A B C D
2. Don't put too much garlic in the salad; two bunches are enough.
A B C D
3. If you did more exercise, your muscles will be stronger.
A B C D
4. Remember not to skip the breakfast because it's the most important meal.
A B C D
5. I don't like to eat out because it isn't easy to find a restaurant which have good food and service.
A B C D
6. She's fluent in both English and French, but her Vietnamese is rusty even though she is the Vietnamese American.
A B C D

5 What would you say in these situations? Use conditional structures and the words given to write suitable sentences.

1. Your friend wants to widen his English vocabulary. You think it's best to read short stories in English. Give him some advice. (SHOULD)

2. Your sister wants to become a tour guide. Your mum thinks she can succeed if she learns more about history and culture. Here is what your mum says to her. (CAN)

3. Your cousin wants to improve her English and asks you which language centre she should go to. You think it's possible to choose either The Sun or The Shine. You tell her what you think. (MAY)

4. A friend asks you what you would do at a restaurant if you saw a fly in your soup. Answer his question. (IF)

5. Your brother and his friends are planning a one-day excursion for their class. They don't know where to go and ask you for advice. Tell them. (WERE)

6 Combine each pair of sentences to make a complete sentence, using a suitable relative pronoun.

1. Last holiday we stayed in a resort. Mi recommended it to us.
→ _____
2. Some people talk too loudly in public places. I don't like them.
→ _____
3. The dishes are so hot. My mother has cooked them.
→ _____
4. Last year I visited a small town. They filmed *The Little Girl* there.
→ _____
5. Ms Mai was my teacher. I will never forget her.
→ _____

Everyday English

7 Complete each short dialogue with a sentence in the box.

- A. I'm not into science.
B. I can't wait to go camping with you again.
C. But I'm starving. D. Lucky him.
E. I can't picture her in traditional costume.

1. A: Hey, don't touch that! You have to wait for our grandparents before starting to eat.
B: (1)_____. I haven't eaten anything this morning.
2. A: Why have you changed the channel?
B: (2)_____. I prefer Eco-tourism on Channel 12.
3. A: Mi's giving a presentation on Vietnamese foods at an international conference. She's decided to wear *ao dai*.
B: (3)_____. She usually wears casual clothes.
4. A: We are going camping this weekend. Would you like to join us?
B: Great! (4)_____.
5. A: Phong is the winner of our English speaking contest. He has been given five million dong.
B: (5)_____.

SKILLS

Reading

1 Read Mi's email to Nick and do the exercises that follow.

From: mi@quickmail.com

To: nick@quickmail.com

Subject: English Camp

Hi Nick,

How are you? I'm having so much fun here at English Camp. It's a pity you can't join us. It's my third day here and I wish the camp would last a month!!!

On the first day, we put up the tents. They held a tent competition, and although we tried our best, our team was only the runner-up. Guess what? I met Nam, our classmate, but we couldn't talk much because he was in another team.

Before lunch we played some team building games. It was exciting! In the afternoon we went fishing. Hung, a student from Luna School, is a really good angler. He caught ten fish while I caught none. However, we let them all go.

The second day, when we had a cooking competition, was also awesome. We had to draw lots to choose the dish we would cook. Hung did ours and we were asked to make sushi. Hung and I didn't know how to make it, but lucky us – we had Chie in our team! She's a student who comes from Tokyo and has lots of experience making sushi. Our sushi won the first prize! It's great that Chie taught us how to make this healthy dish.

Today there's an English speaking contest on how to learn English successfully for non-native English speaking students. Hung's giving a presentation on his top tips for learning English.

I must go now. Chie and Hung are calling me. Until next time,

Mi

a Decide if the statements are true (T) or false (F).

	T	F
1. Mi's team wasn't the winner of the tent competition.		
2. Mi is the only student from her class to join the camp.		
3. They played some team building games after lunch.		
4. Hung is a better angler than Mi.		
5. They kept some fish and let others go.		

b Answer the questions.

1. How did the campers choose the dish to cook for the competition?
2. Where does Chie come from?
3. What prize did they win?
4. Who is the English speaking contest for?
5. What is the topic of Hung's presentation?

Speaking

2 Work in groups and discuss the questions.

1. Have you ever joined an English speaking camp? If yes, share your experience with your friends. If no, tell your friends about the class excursion you liked best.
2. Do you think it is a good idea to take part in an English speaking camp? Why/Why not?



Listening

-  **3** Listen to Hung giving a presentation on his tips for learning English well. Complete the listener's notes. Use no more than **THREE** words for each blank.

Tips for Learning English

- Reading (1) _____ in English
 - + widening (2) _____
 - + understanding the context
 - + remembering words longer
 - + knowing how to use words (3) _____
- Practising grammar
 - + doing exercises from different (4) _____
 - + good books: *Grammar in Use* and *Active Grammar*
- Taking opportunities to speak and write English
 - + joining an (5) _____
 - + exchanging emails and chatting on Skype
 - + improving skills and widening knowledge of (6) _____
- Being (7) _____
 - + not being afraid of making mistakes
 - + taking part in class (8) _____
 - + asking your teacher and classmates for help

Writing

- 4** Choose one of the topics and write a paragraph about it.

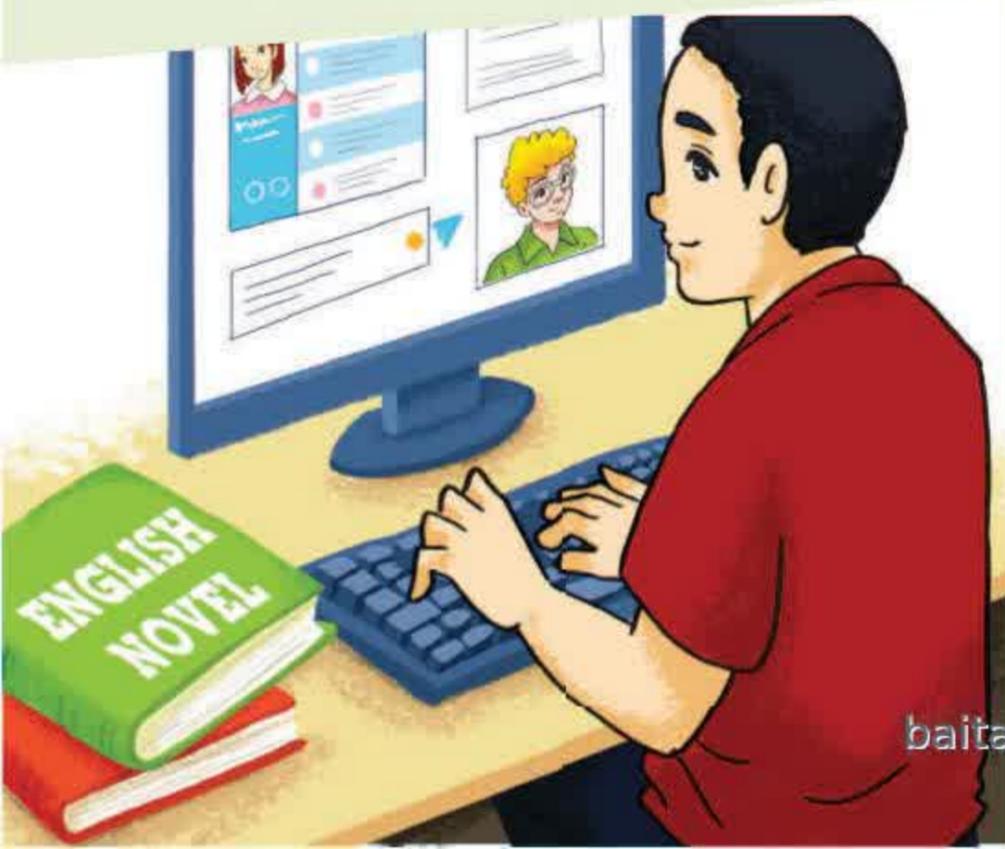
a. What are your tips for learning English well?

b. What do you think you can learn from other countries' foods?

You can start your paragraph with:

Here are some of my tips for learning English well.

In my opinion, we can learn several things from other countries' foods.



GETTING STARTED**A mission to Mars**
 **1 Listen and read.**

Nick: Wow, is that you in this photo? The youngest astronaut in the world doing a spacewalk!

Phuc: Ha! Yeah, it was in a museum in Sweden.

Nick: You look so excited!

Phuc: Well, that trip made me crazy about space. Before I turned ten, I'd already collected lots of books about the universe. I'd learnt about the planets, the stars, satellites, rockets, and stuff.

Nick: You know, last year I visited an astronomy museum and I touched a meteorite.

Phuc: A meteorite! What was it like?

Nick: Honestly, it wasn't as impressive as I'd expected. It was just like an ordinary piece of rock.

Phuc: But perhaps it was from Mars. Think of that!

Nick: Maybe. Do you think there could be life on Mars?



THIS UNIT INCLUDES:

VOCABULARY

Astronomy and space travel

PRONUNCIATION

Continuing or finishing tones

GRAMMAR

Past simple and past perfect: review

Defining relative clauses

SKILLS

- Reading for specific information about two famous astronauts' space travel
- Talking about space travel history and discussing the skills needed to become an astronaut
- Listening for general and specific information about some space tourism services
- Writing a short paragraph using advertising language

COMMUNICATION

Talking about life on a space station

Phuc: It's possibly habitable. It once had an ocean... Who knows, in 20 years we might be flying there on a discovery mission.

Nick: Haha, but we'd need to do some serious training first. They say you practise by scuba diving in a flight suit...

Phuc: That's right. And you also have to experience microgravity on a parabolic flight.

Nick: What's that?

Phuc: The plane flies at high altitude, then it climbs sharply for a few seconds and descends sharply, a bit like a rollercoaster. The people inside the plane start to float. I'd love to do that.

Nick: Sounds a bit scary. But let's take a look at your rock collection. There may be something interesting here...

Phuc: Yes, perhaps a meteorite that landed on Earth from the moon!

a Draw lines to match the words with the definitions.

1. astronaut	a. the height of something above the sea
2. mission	b. with conditions that are suitable for life to exist
3. microgravity	c. the science that studies the universe and its objects such as the moon, the sun, planets, and stars
4. astronomy	d. a person who has been trained to work in space
5. habitable	e. a programme of space flights
6. altitude	f. the state of weightlessness

b Answer the questions.

1. What was Phuc interested in when he was young?
2. What had Phuc done before he turned ten years old?
3. Why does Phuc use the phrase 'and stuff' at the end of his list?
4. What did Nick think of the meteorite in the museum?
5. What are some ways to train as an astronaut?
6. What does Phuc compare a parabolic flight to?

c Who is keener on space travel – Phuc or Nick? Why do you think so?

2 Find a word in the box to match the picture in each description.

satellite meteorite universe spacecraft rocket telescope



1. A _____ travels round Earth to collect information or to communicate by radio, television, etc. It can also be a natural object which moves round a larger object in space.



2. With a _____ you can have a great experience watching the stars.

3. Our sun and its planets are just a tiny part of the Milky Way, and the Milky Way is just one galaxy in the _____.



4. A _____ is a piece of rock or other matter from space that has landed on a planet.

5. A _____ is shaped like a tube and moves very fast. It helps a space shuttle to be sent into space.



6. A _____ is a vehicle, with or without people inside, used for travel in space.

3 GAME: SPACE BINGO!

Create a Bingo card and play with the new words you have learnt from this lesson.

BINGO TIME

A CLOSER LOOK 1

Vocabulary

1 Fill the gaps with the verbs provided. Modify the verb if necessary.



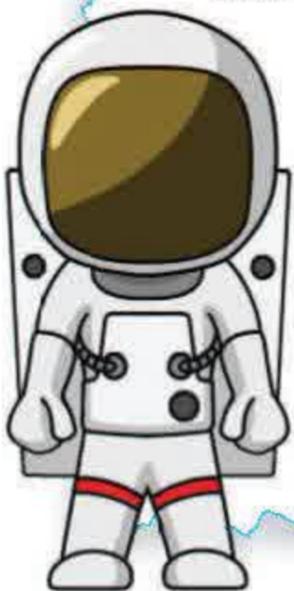
- It takes 365.256 days for Earth to _____ the Sun.
- Have you ever _____ weightlessness?
- The spacecraft was _____ last week.
- In 2014 a robot named Philae, part of the Rosetta mission, successfully _____ on a comet.
- Would you like to be _____ to become an astronaut?

2 Choose a word/phrase in the box to fill each blank.



HOW ASTRONAUTS ARE TRAINED

Anyone can apply to train as an astronaut as long as they have a bachelor's degree in science, mathematics or engineering, experience as a jet pilot, and are in (1) _____. If they get accepted, there are several phases of training. The first phase requires them to pass a swimming test in (2) _____. They take (3) _____ that produce weightlessness. They also learn about _____ spaceship systems. In the second phase, they are trained to (4) _____ spacecraft systems and deal with emergencies. The training often takes place in a _____ water tank laboratory so that trainees become familiar with crew activities in simulated microgravity in order to perform (5) _____.



3 a Match these space-related idioms to their meanings.

- | | |
|-------------------------|-------------------------|
| 1. over the moon | a. occasionally |
| 2. once in a blue moon | b. almost without limit |
| 3. out of this world | c. delighted |
| 4. The sky's the limit. | d. amazing |

b Now practise saying them with a partner.

- A: How often do you play football?
 B: Oh, once in a blue moon.

4 GAME

Which planet of our solar system is being described in each sentence? Guess the planets and write their names.

- This planet is the second brightest object in our night sky. Only the moon is brighter.
- Nearest to the Sun, this planet is extremely hot during the daytime and extremely cold at night.
- The largest planet in our solar system that has more gravity than Earth, and many storms.
- This planet has a surface of red dirt and rocks and there are signs of ancient floods on it.
- This dark, cold planet is the farthest from the Sun and takes almost 165 Earth years to orbit the Sun.
- This is the only planet in our solar system that is known to have life.
- Called 'The Jewel of the Solar System', this is the only planet whose beautiful rings can be seen from Earth with a telescope. The day Saturday was named after this planet.
- The atmospheric temperature of this 'ice giant' planet can be as low as -224°C , the coldest temperature of any planet.

Pronunciation

Continuing or finishing tones

REMEMBER!

When we say a list of things, we raise our voice on each item on the list to show that the list has not finished, and lower our voice at the end of the last thing to show we have finished.

Example:

Listen again to how Phuc tells Nick about what he had learnt about space.

I'd learnt about the planets, the stars, satellites, rockets, and stuff.



5 Practise saying the statements and short dialogues, then listen to the recording and check your pronunciation.

- Wow, your backpack is heavy!
– Well, I didn't put much in it. Just two T-shirts, one pair of jeans, a telescope, and my rock collection!
- On his farm, his father used to have five horses, four cows, four hens, and one cat.
- What do you think the universe includes?
– I think it includes stars, planets, and galaxies.
- Which of the following do you think can follow the verb *launch* to form a phrase?
– I think they are *launch a satellite*, *launch a rocket*, and *launch a spacecraft*.
- Can you see anything from there?
– Yes, I can see a small red house, a garden, a bicycle, a lake, and a boat.

6 Work in pairs and ask each other:

- to list the names of the planets in our solar system.
- what you did yesterday.

A CLOSER LOOK 2

Grammar

Past simple & past perfect: review

Space Travel Timeline



1947

Fruit flies became the first animals launched into space in an American rocket.



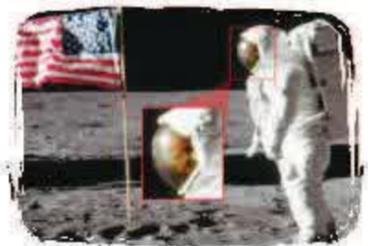
1957

The Russian space dog Laika became the first animal to orbit Earth in a spacecraft named Sputnik 2.



1961

Soviet cosmonaut Yuri Gagarin became the first human in space.



1969

American astronaut Neil Armstrong became the first human to walk on the moon.



2001

American millionaire Dennis Tito became the first space tourist after 900 hours of training.



2004

The world's first commercial spaceline Virgin Galactic was founded.

1 Look at the timeline and put the verbs in brackets into the correct tense.

1. Fruit flies (be sent) _____ into space before Laika the dog (make) _____ her space journey.
2. By the time Laika (become) _____ the first astronaut dog, fruit flies already (be launched) _____ into space.
3. Gagarin (fly) _____ into space eight years before Armstrong (walk) _____ on the moon.
4. When the USA (put) _____ the first human on the moon, Russia already (send) _____ the first human into space.
5. When Virgin Galactic (establish) _____ in 2004, Dennis Tito already (travel) _____ into space as a tourist.

Watch out!

In perfect tenses, the word *already* is placed after the auxiliary verb *have*.

Example:

My father had already cooked the dinner when we came home.

Has she already finished her astronaut training?



2 Had these moments already happened when the following people were born? Add the missing dates of birth to the box, then choose an event from the timeline. Ask and answer questions about that event with a partner.

Mr Phuong, born in 1941
 Thu, born in 1997.
 Your teacher, born in _____.
 You, born in _____.

Example:

Had Gagarin already travelled into space when Thu was born?

Yes, he had.

Had the first space tourist Dennis Tito already flown into space when our teacher was born?

No, he hadn't.

Defining relative clauses

A defining relative clause gives **essential information** about someone or something we are talking about. This is the information that we need in order to understand *what* or *who*, is being referred to.

Example:

The relative clause is used to define a **subject**.
The student who won the competition is my cousin.

The relative clause is used to define an **object**.

The rock that they found last week may have landed on Earth from the moon.

Look out!

- We use relative pronouns (*who, that, which, whose, whom, where, when*) to introduce a defining relative clause.
- If the noun or noun phrase is the object of the verb, we often omit the relative pronoun.
The rock they found last week may have landed on Earth from the moon.
- In writing, we don't use commas in defining relative clauses.



3 Complete the following sentences with/without a relative pronoun.

1. This is the astronaut _____ visited our school last week.
2. This is the village _____ Helen Sharman, the first British astronaut, was born.
3. Can you talk more about the parabolic flights _____ you took for your training?



4. This is the museum _____ has some of the best rock collections in the country.
5. We'll explore inland Sweden and visit the summer house _____ Carin and Ola have built themselves.



6. This is the year _____ the first human walked on the moon.
- 4** Combine each pair of sentences into one, using the prompts provided.

1. The class watched a film yesterday. The film was about the Apollo 13 space mission.

→ The film _____.

2. We read about an astronaut. The astronaut travelled into space in 1961.

→ We read about _____.

3. This is the man. He works for NASA.

→ This is the man _____.

4. The team plays on the left. The team has never won the championship.

→ The team _____.

5. This article describes a ground-breaking space mission to land on a comet. The mission is called Rosetta.

→ The ground-breaking space mission _____.

6. The Rosetta mission has a task. The task is comparable to a fly trying to land on a speeding bullet.

→ The task _____.

5 In pairs, use the information from the timeline to talk about someone, something, or some moments in space exploration history. Don't mention their exact name so that the other has to guess.

Example:

A: It's the dog that was the first dog ever to fly into space.

B: That's Laikal

COMMUNICATION

Life on a space station

The International Space Station (ISS) is a large spacecraft which was launched in 1998. It orbits the Earth and is the place where astronauts live and conduct research in a microgravity environment.

1 Put a tick (✓) under the things you think ISS astronauts do and a cross (X) under the things they don't. Then read the text and check your answers.



1. _____



2. _____



3. _____



4. _____

A Day in the Life of an Astronaut Aboard the International Space Station

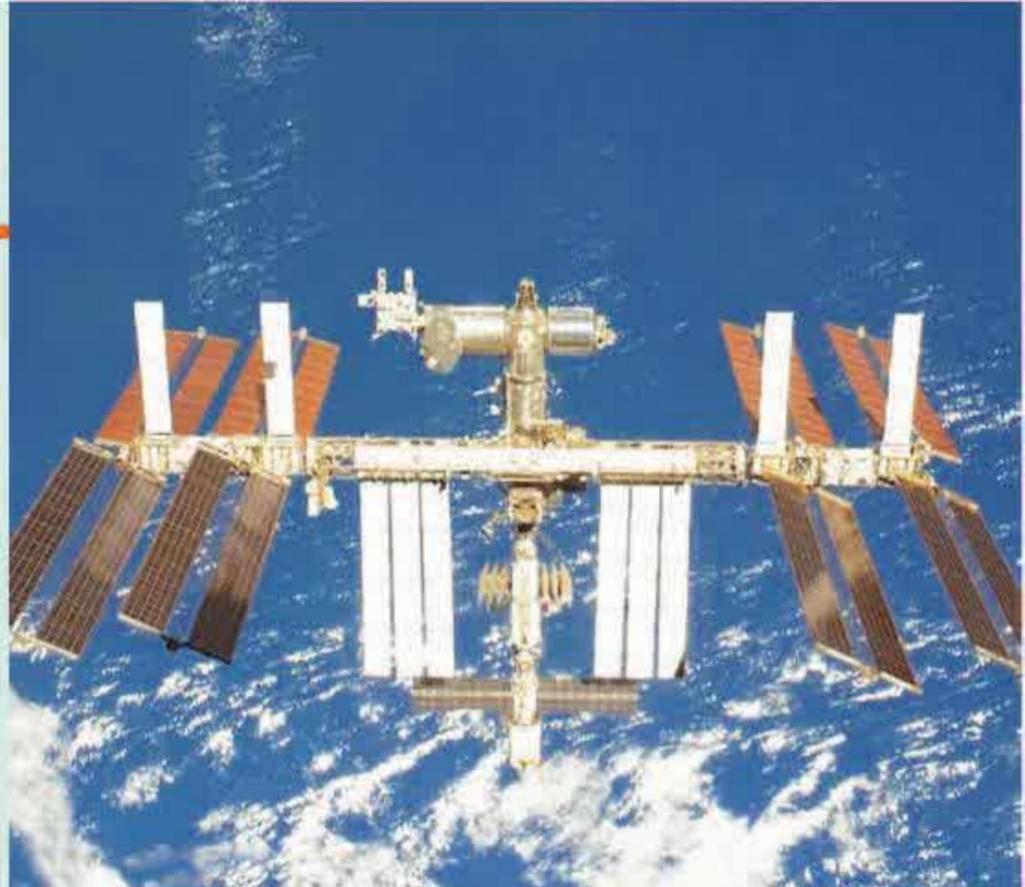
1. Astronauts sleep in sleeping bags. The microgravity makes them weightless. They have to attach themselves so they don't float around.
2. Hair is washed with a 'rinseless' shampoo that does not need water. For toothbrushing, a small amount of water is used with toothpaste and then swallowed.
3. The crew spend their day doing science experiments. They also carry out checks for the maintenance of the station. The Mission Control Centre on Earth supports their operations.

Extra vocabulary

attach rinseless
maintenance Mission Control Centre

- The astronauts eat various foods such as fruits, nuts, chicken, beef, seafood, brownies, salt and pepper (in liquid form), etc. Drinks include coffee, tea, and fruit juice (all packaged). Foods can be heated up or kept cool with special machines.
- A popular pastime while orbiting Earth is simply looking out of the windows to admire its beauty. In their free time, astronauts exercise, watch movies, play music, read books, play cards, and talk to their families.

(Source: America's National Aeronautics and Space Administration - NASA)



The International Space Station (ISS). Credit: NASA.

2 Life on the ISS. Match the subheadings with the paragraphs of the text in 1.

A. Time off in space

B. Working in space

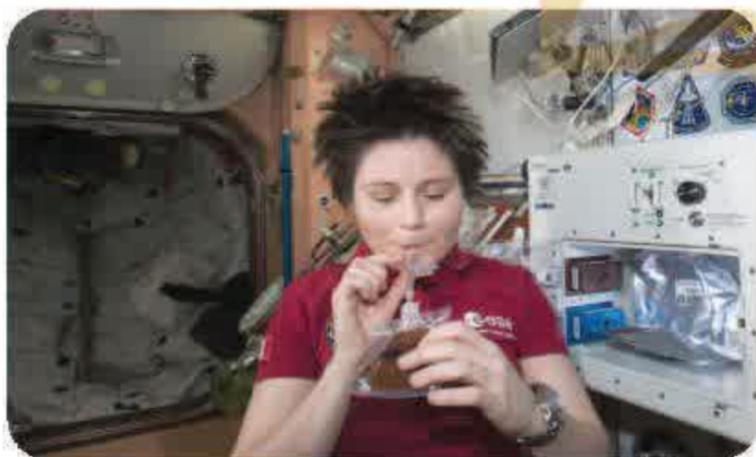
C. Eating in space

D. Sleeping in space

E. Morning routine in space



NASA astronaut Kjell Lindgren replaces items inside the ISS, Sept. 2015. Credit: NASA.



Astronaut Samantha Cristoforetti enjoys her first drink from the new ISSpresso machine which can make hot beverages, Mar. 2015. Credit: NASA.



Astronaut Scott Kelly posted this photo taken from the ISS to Twitter on 5 Sept. 2015. Credit: NASA.

- Work in groups.** Imagine that you are going to spend one month aboard the ISS. Discuss and agree on three things that your team will bring to the ISS to meet each need in 2. Then share your list with other groups and explain your decisions.

- Now work individually and write on a piece of paper one thing that you will take with you to the ISS as a personal item because you can't live without it. Then tell your partner what you have written.**

SKILLS 1

Reading

1 Do you recognise the Vietnamese astronaut in these photos? Discuss with a partner what you know about him. Then turn the page around and read the Quick Facts box.

Quick facts



- Pham Tuan**
- born 1947 in Thai Binh
 - first Vietnamese and Asian in space
 - mission on Soyuz 37, Intercosmos Research Cosmonaut programme, 1980
 - titles 'Hero of Viet Nam' and 'People's Armed Forces' and 'Hero of the Soviet Union'



2 Read the text and do the exercises.

In November 2014, Viet Nam's first astronaut Pham Tuan and Christer Fuglesang, Sweden's first astronaut, shared their space mission memories in a meeting in Ho Chi Minh City.

Talking to *Tuoi Tre* newspaper, the two astronauts said they enjoyed floating around in the weightless environment. 'From above, Earth didn't look as big as we had thought,' Fuglesang, who first flew into space in 2006, recalled. (1) _____

Pham Tuan described his first meal on Earth after the trip as 'very delicious'. He said it was a great feeling since astronauts do not have fresh food in space. He recounted how his family had helped him, (2) _____

Both astronauts agreed that to realise a dream needs effort, but the chance to fly to space is equal for everyone, whether they are from Viet Nam, Sweden, or any other country. Fuglesang said teamwork and social skills are very important for an astronaut as the job requires people to work harmoniously together. (3) _____

(This text was produced with support from Tuoitrenews.vn & Embassy of Sweden, Hanoi.)

a Place these sentences in appropriate paragraphs.

- 'We felt very lonely travelling in space, so hearing the voices of our relatives brought a lot of happiness to us.'
- He also suggested people learn more foreign languages to better collaborate with their teammates.
- 'No boundaries on Earth can be seen from space,' he added. 'I think we should cooperate to take care of our planet like astronauts help each other in space.'

b Answer the questions.

- Who is Pham Tuan and who is Christer Fuglesang?
- What did Fuglesang think when he looked at Earth from space?
- Do you think Pham Tuan enjoyed the food aboard the spacecraft? Why/Why not?
- How did Pham Tuan's family help him while he was in space?
- What do the two astronauts think about the chance to fly into space?
- What skills does Fuglesang think are important for an astronaut?



Speaking

3 Discuss with your partner the qualities and skills that you think are necessary for an astronaut today. You may look again at A CLOSER LOOK 1, Activity 2 for more ideas.



4 Working harmoniously...

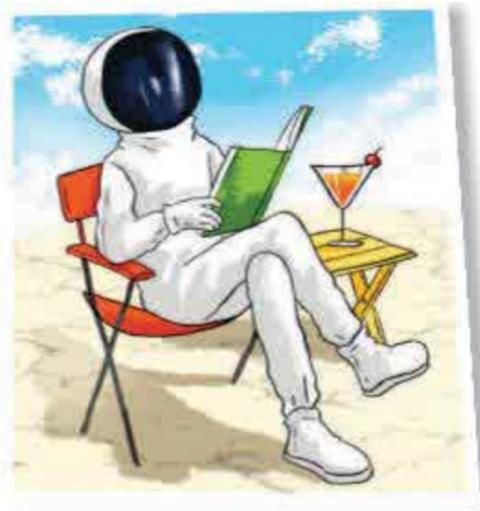
You are in a spacecraft and suddenly these problems happen. Work with your crew members to solve them.

- One crew member feels extremely homesick.
- When looking at the monitoring system you discover a strange object approaching Earth.

SKILLS 2

Listening

1 Look at the pictures and discuss with your partner what is happening in them. Can you guess what the recording is about? Now listen and check.



2 Listen again then answer the questions with **NO MORE THAN THREE WORDS**.

1. What are the three purposes of space tourism?

2. Where has Space Adventures flown clients to since 2001?

3. What is the name of the service with which clients can leave the ISS and float above the Earth?

4. What is Virgin Galactic preparing to launch?

5. What are the words that were used to criticise space tourism?

3 Match the numbers to their references, then listen and check your answers.

- | | |
|-------------------|---|
| 1. 2018 | A. the number of people who have signed up to travel into space with Virgin Galactic. |
| 2. 100 kilometres | B. the price of the deposit for a spaceflight on a Virgin Galactic spacecraft. |
| 3. 700 | C. the distance from the moon that clients can be taken to. |
| 4. 50 | D. the year when Space Adventures plans to launch its 'Circumlunar Mission'. |
| 5. \$250,000 | E. the number of countries the 700 clients come from. |

Writing

Persuasive language for advertisements

4 Look at these advertising examples from the websites of some space tourism companies. Underline the words/phrases that you think make the advertisements sound more persuasive.

'Become a lunar explorer. Join the greatest private expedition of our time.'

'An amazing, life-changing experience.'

'Ready To Become An Astronaut?'

Language skills

To highlight the good qualities of a product/service, persuasive advertising language often uses:

- short but powerful, easy-to-remember words or phrases
- active forms of the verbs
- strong emphasis on the reader by using 'you', the imperative, or questions

Some useful adjectives for advertisements

new	good/better/best	free
fresh	great/greatest	safe
delicious	wonderful	special
unique	high/highest	leading
lifetime	world's greatest	amazing

5 Can you guess what is being advertised? Find the answer in the box.

1. 'Bake the Very Best'
2. 'Shine with life'
3. 'The best coffee for the best YOU'
4. 'Green clean happy machine'
5. 'Timeless charm'
6. 'Have you met Mr Goodbar? Good? You bet!'

a shampoo product
a chocolate product
a coffee product
a tourism slogan
a fuel-efficient car
a bakery slogan

6 Write a short ad (2-4 sentences) to advertise these products. You can use strong adjectives, active verbs, imperatives, comparatives, questions, etc.

- a. A new detergent product
- b. A new yoghurt product
- c. A new model of bicycle



LOOKING BACK

Vocabulary

1 Complete the sentences using the prompts provided.

- Vinasat-1 is Viet Nam's first telecommunication satellite, which was launched in 2008.
- Experiencing microgravity on a parabolic flight is part of astronaut training programmes.
- In 2015 NASA discovered an Earth-like planet which might be habitable because it has 'just the right' conditions to support liquid water and possibly even life.
- On the ISS astronauts have to attach themselves so they don't float around.
- It is cheaper to build an unmanned spacecraft than the one that is manned.
- One of the largest meteorites found on Earth is the Hoba from southwest Africa, which weighs about 54,000 kg.



2 Which verbs go with which phrases?

1. to launch	a. the ISS
2. to orbit	b. experiments
3. to experience	c. to become an astronaut
4. to live aboard	d. Earth
5. to train	e. microgravity
6. to do	f. a spacecraft

Grammar

3 Complete the following tasks, using the past perfect.

a These are the things that Jack had done before his birthday party last week. Report them to your partner.

clean the house

buy candles

make a cake

select a nice music playlist

hang up balloons

choose a funny movie

Example:

He had cleaned the house before the guests arrived.



b Look at the following training tasks that Mai had completed before she became a professional astronaut. Report them to your partner.

pass a swimming test

study spacecraft systems

learn about the ISS

experience microgravity

take parabolic flights

try crew activities

4 Circle the best answer.

- A visit to the ISS will be a life-changing experience (whose/when/**X**) you'll never forget.
- Have you talked to the student (which/who/**X**) has won this year's karate championship? He's over there.
- Have you heard of Kepler-186f? It's a planet (which/who/**X**) is similar in size to Earth.
- 'The Martian? That's exactly the film (whose/when/**X**) I've been reading about!' Phuc said.
- Could we meet in the café (who/when/where) we saw each other last time?
- Becoming an astronaut is one profession (who/**X**/that) needs a lot of training.

Communication

5 GAME: THE LONGEST SENTENCE IN THE WORLD!

As a class, agree on a famous person/thing that will be described. In groups, pass a piece of paper around among the group members. Each member adds a defining relative clause to describe the person. After five minutes, the group which has the longest sentence is the winner.

Alternatively, each group can choose a famous person (without mentioning his/her name) and write a sentence as long as possible with relative clauses for other groups to guess who the person being described is.

Example: (a footballer)

This is a footballer who comes from Britain...
 ...who used to play for Manchester United...
 ...who is married to a famous singer...
 ...who has four children...

It's David Beckham!

6 Role-play. In groups of four, take turns to be two interviewers for 4Teen radio station and two astronauts who have spent time on the ISS. The interview should focus on daily life on the ISS.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use vocabulary related to space exploration and space travel • use continuing and finishing tones • use the past simple and the past perfect with confidence • use defining relative clauses • read about space travel by famous astronauts • talk about space travel history and life on a space station • listen for general and specific information about space tourism services • write a short paragraph using advertising language 			

PROJECT

A holiday out of this world!

Imagine you are working for a space tourism company. Your company plans to launch a new tour to one of the planets in our solar system. Look at A CLOSER LOOK 1, Activity 4 again and choose one planet. Design a presentation to promote the tour. Present your tour in 5-7 minutes to the class. How many clients want to take your tour?

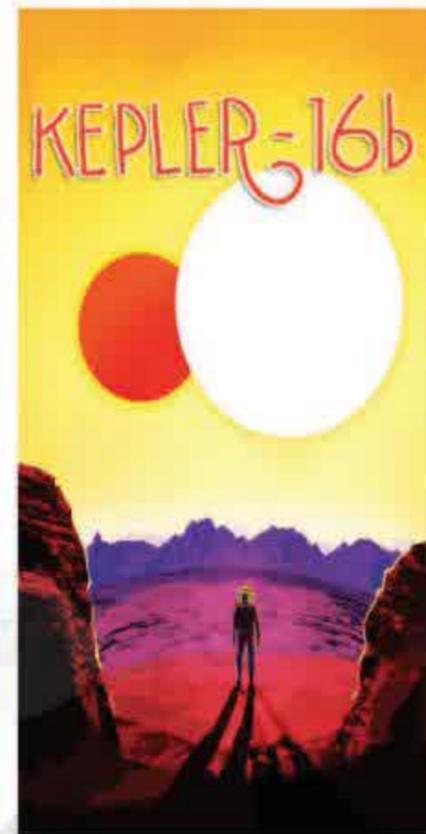
Discuss with your group:

- What makes the planet an attractive tourist destination?
- What are the highlights of the tour? What will clients experience?
- How do they prepare for the trip? (What training must they do? What should they pack?)
- How much does it cost?
- How environment-friendly is the tour?

Remember to:

- use effective advertising language
- summarise ideas in bullet points
- include attractive visuals such as pictures, colours, letter fonts and sizes, etc.

(You may be inspired by these posters created by NASA.)



GETTING STARTED**Into the future****1** Listen and read.

Interviewer: We have invited some students from Oak Tree School in Happy Valley to this *Beyond 2030* forum, and they are going to share with us their vision of the future. Would you like to go first, Phong?

Phong: I believe the biggest change will take place within the school system. Apart from at school, we will also be learning from places which will give us real-life knowledge and experience, such as at a railway station, in a company, or on a farm.

Mai: I agree. This real-life application of learning will give us a sense of participation, a feeling that we are part of the process.

Interviewer: And what about the role of teachers?

Phong: Ah, they will be more like facilitators, rather than information providers.

Interviewer: Fascinating. How else do you see the future, Nguyen?

Nguyen: Well, I think the role of fathers will drastically change.

Interviewer: Oh yes? In what way?

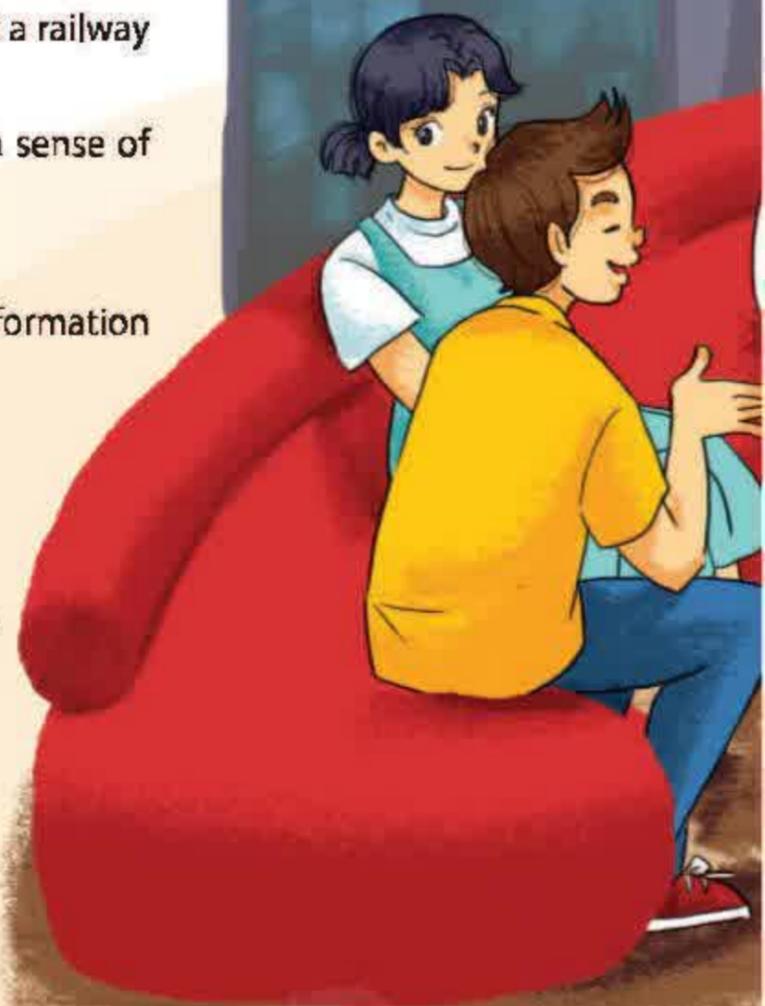
Nguyen: The modern father will not necessarily be the breadwinner of the family. He may be externally employed or he may stay at home to take care of his children.

Interviewer: And do the housework?

Nguyen: Yes. It's work, paid or not, isn't it?

Mai: Absolutely. The benefit will be that children will see their fathers more often and have a closer relationship with them. I don't see much of my dad, but I love every moment I spend with him.

Interviewer: Well, we are certainly covering some interesting topics ...





THIS UNIT INCLUDES:

VOCABULARY

The changing roles in society

PRONUNCIATION

Agreeing and disagreeing tones

GRAMMAR

Future passive: review

Non-defining relative clauses

SKILLS

- Reading for specific information about the changing roles of women in society and its effects
- Talking about roles in the future
- Listening for specific information about the changes that women in Kenya are going through
- Writing about the roles of teenagers in the future

COMMUNICATION

Describing the changing roles of schools

a Tick (✓) the person who has this idea.

	Idea	Phong	Nguyen	Mai
1	Students will learn from a real workplace.			
2	Students love seeing themselves as part of the process.			
3	The teacher will act more like a facilitator.			
4	The father will not necessarily be the breadwinner of the family.			
5	With the involvement of fathers in the home, they will develop a closer bond with their children.			

b Answer the questions.

1. What is the purpose of the *Beyond 2030* forum?
2. Who has been invited to the discussion?
3. What does Phong think about classes in the future?
4. Why might students like having classes outside school?
5. Will the father of the future always stay at home?
6. Does Nguyen feel negative about a man doing housework?

c Work in groups. Discuss and find the meaning of the phrases and sentences.

1. *Beyond 2030*
2. vision of the future
3. It's work, paid or not, isn't it?
4. I love every moment I spend with him.

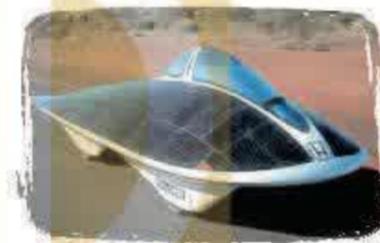
2 These words/phrases are taken from the conversation. Tick (✓) the correct explanation for each one.



Words	Explanations
1. facilitator	<p>A. a person who provides school facilities like the projector, the interactive whiteboard</p> <p>B. a person who helps somebody to do something more easily by discussing and giving guidance</p>
2. information provider	<p>A. a person who gathers information and uses it to teach others</p> <p>B. a machine which sells newspapers</p>
3. breadwinner	<p>A. a person who makes bread to feed the family</p> <p>B. a person who supports the family with the money he/she earns</p>



3 Work in groups. These pictures represent some visions of the future. Discuss what they may mean.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

4 GAME

Make two big groups. One group names a service. The other group gives their vision of that service in the future. Take turns to do this. The group with the most predictions wins.

Example: [Group A]

[Group B]

Hospitals!

Operations will be performed by robots!

A CLOSER LOOK 1

Vocabulary

1 Complete the table with appropriate words.

	Verb	Noun	Noun (person)
1.	attend		
2.	facilitate		
3.		provision	
4.			developer
5.		interview	
6.			evaluator
7.		participation	
8.			applicant

2 Use the words in the table in 1 to complete the sentences.

- A lot of people have come tonight to _____ the forum.
- The application of technology in the school will _____ self-learning.
- Even in distant areas, the teacher will no longer be the only _____ of knowledge.
- Who has _____ the idea into this remarkable event?
- In the programme, he _____ ordinary people about their future plans.
- The discussion included a critical _____ of the new course.
- We require your full _____ in this discussion.
- She decided to _____ for a job as an engineer.

3 Choose the correct answer A, B or C which is closest in meaning to the underlined word/phrase in the sentences.



- In the future, fathers may be externally employed or stay at home and look after their children.
A. do extra work B. go out to work
C. work full-time
- There will still be actual classrooms where teachers and students can interact face to face.
A. virtual B. online C. traditional
- The most fascinating change happening to women is their increasing involvement in education and employment.
A. participation B. roles C. power
- Viet Nam used to be male-dominated, with men being the voice of the family and society.
A. men doing housework
B. men playing the leading role
C. men earning money
- Women get a job to support their families as well as to be financially independent.
A. economically B. physically C. totally

REMEMBER!

The word 'sense' refers to a feeling for, or understanding of, something. It is formed like this: (a) *sense of* + N



4 Complete the sentences with phrases formed with 'sense of'.



sense of

humour

style

responsibility

time

direction

- He has a very good _____. He never gets lost.
- She has such a good _____. She makes everyone laugh at work.
- I don't have much _____. I always seem to be late for appointments.
- He has a strong _____. You can always rely on him.
- She has no _____ at all. She never chooses the right colour or the right clothes for herself.

Pronunciation

Agreeing and disagreeing tones

REMEMBER!

When we agree with another person, the tone of our voice often *drops* at the end of the sentence.

Example: Yes, you're right.

However, if we disagree with someone, our voice often *rises slightly*. This makes our message sound unfinished and therefore more polite.

Example: Well, maybe.

We can also express our disagreement by repeating a statement as a question with a natural *rising tone*.

Example: He can't be trusted?



- 5** Listen carefully and tick (✓) the correct box. Then listen again and repeat.

	←	→
1. No one can deny it?		
2. All of us can see your point.		
3. We will help him with the money.		
4. You will be cooking.		
5. Well, you may be right.		

- 6** Mark Mike's sentences with falling (agreeing) or rising (disagreeing) arrows. Then listen and check.

Laura: We have to educate the public about wildlife.

Mike: Yes, that's important.

Laura: And we must act to save endangered species.

Mike: That helps.

Laura: Keeping wild animals in zoos can help protect them.

Mike: That's an important point ...

Laura: Zoos can make money for their conservation programmes through charging entrance fees.

Mike: Umm, yes I suppose so.

A CLOSER LOOK 2

Grammar

Future passive: review

- 1** Choose the future active or passive to complete the sentences.

- Teenagers _____ in important decisions concerning their lives.
A. will participate B. will be participated
- Trees _____ on both sides of the streets.
A. will plant B. will be planted
- All the information you need for the report _____ tomorrow.
A. will provide B. will be provided
- When put into operation, this factory _____ tons of cheese a day.
A. will produce B. will be produced
- In the near future, e-books _____ paper books in school.
A. will replace B. will be replaced
- The principal promises that safety measures _____ immediately _____.
A. will - apply B. will - be applied

- 2** Rewrite the sentences without changing their original meanings.

- They will also hold classes in places like restaurants or supermarkets.
→ Classes _____.
- The school will constantly tailor its curriculum to meet changes in society.
→ The school's curriculum _____.
- Schools will not evaluate students' academic performance through exams only.
→ Students' academic performance _____.
- Men will no longer make all the decisions in the family.
→ Not all the decisions in the family _____.
- High technology will free women from most housework.
→ Women _____.
- They will build more flyovers to reduce traffic in the city.
→ More flyovers _____.

Non-defining relative clauses

REMEMBER!

A relative clause which is placed right after a definite noun and adds extra information is called a non-defining relative clause.

Examples:

London, which lies on the River Thames,
definite noun non-defining relative clause
is the capital of England.

Peter, who is so knowledgeable about stars,
definite noun non-defining relative clause
is attending an international conference in Belgium.

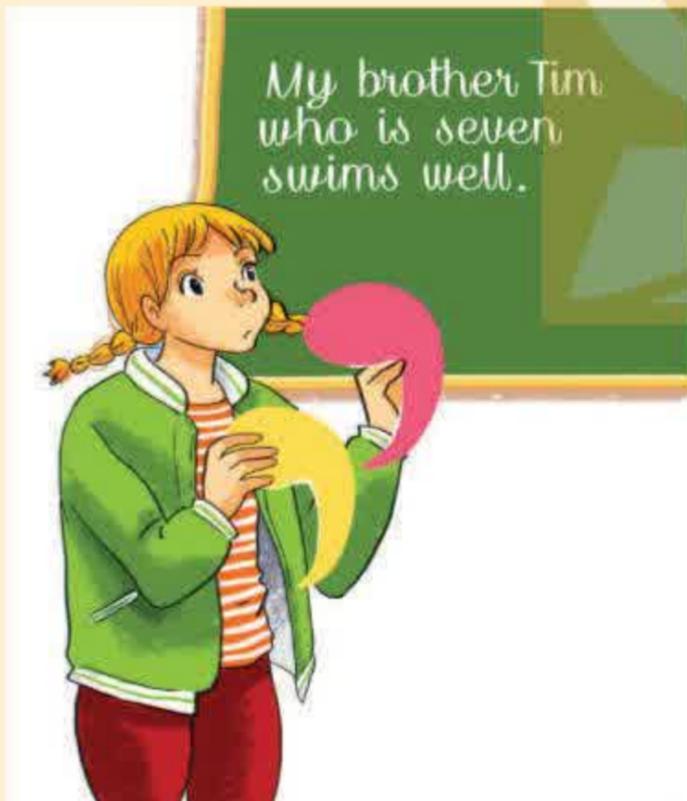
Note:

A non-defining relative clause

- is separated from the main clause by a comma/ commas
- can be omitted without causing confusion
- does not use 'that' to replace 'which' and 'who'



3 Put a comma/commas where necessary in the sentences.



1. Minh told me about his new job which he's enjoying very much.
2. The Board of Directors are usually those who get the most votes.
3. The US which stands for the United States is sometimes confused with the UN which stands for the United Nations.

4. Jack London who is the author of *The Call of The Wild* is a famous American writer.
5. Psychology which is the study of the mind originates from a Greek word.
6. Jane refused a position which would be a dream job for many of her peers.

4 Cross out the relative clause which can be omitted without causing confusion to the meaning of the sentence.

1. Sarah works for a company that makes bikes.
2. I've got a sister called Caroline, who is now on a tour around Canada.
3. This morning I met my ex-classmate Janet, whom I hadn't seen for ages.
4. The 6.30 bus, which I often take to school, was late today.
5. Only those who had booked in advance were allowed in.
6. The stairs which lead to the basement are rather slippery.

5 Combine two sentences into one. Use the sentence in brackets to make a non-defining relative clause.

1. We are staying at the Grand Hotel. (It will be demolished for a department store.)
→ _____.
2. The essays will be assessed by Hans de Wit. (He is the President of the EAIE.)
→ _____.
3. The Second World War destroyed hundreds of cities in Europe. (It lasted from 1939 to 1945.)
→ _____.
4. I have read several short stories by Jack London. (He is a famous American writer.)
→ _____.
5. The Eiffel Tower was built over two hundred years ago. (It is on the River Seine.)
→ _____.

COMMUNICATION

Extra vocabulary

hands-on

individually-oriented

tailoring

responsive to

1 a Work in groups. Read the introduction to the *Just imagine!* forum. Discuss and take notes of your own predictions.

b Read the predictions which have been posted and see if any are similar to yours.

Just imagine!

This is a forum launched by Nhat Minh School in Da Nang. The students were asked to share their thoughts about the roles of schools in the future. Here are some posts we would like to share with you.



Post 22

The school will be like a small city. Classes will be held in traditional classrooms as well as in places like fast food restaurants where students will learn how to run a business, or in a nursing home where they will learn to take care of others. In short, learning will be more hands-on.

Lan, class 6A

Post 76

The school will no longer be the only evaluator which decides whether a student is allowed to enter university. Society will also be part of this evaluation through the activities a student has performed outside class.

Hung, class 9D

Post 51

Self-study will be valued. Students will have more freedom to choose whether to go to school on certain days and for certain lessons. Class attendance check-up will no longer be used. Students will be able to stay at home and follow the lessons online, or study the topic from other reliable sources. Learning will be more individually-oriented, and thus be more effective.

Cuong, class 9B

Post 101

Schools will be more responsive to changes in society by constantly tailoring their curriculum and activities. In so doing, they will greatly contribute to the development of the economy and help keep society safe.

Nguyen, class 8G

2 Work in groups. Look at the coloured words/phrases in the posts. Then discuss and find their meanings from the context.

1. hands-on

2. individually-oriented

3. evaluator

4. responsive to

5. tailoring

3 Which response (1-4) is the most relevant to each of the posts in **1b**?

Post 22: _____

Post 76: _____

Post 51: _____

Post 101: _____

- I agree that academic performance is not the only criterion to evaluate a person.
- Surveys will be conducted to find out the changing demands of society.
- This development will allow a student to tailor his/her own learning.
- I have the same vision of seeing us learn more from real life.

4 WHAT DO YOU THINK?

Discuss in groups. Support your answers with specific reasons and examples.



Which change in the roles of schools in the *Just imagine!* forum ...

- are you most interested in?
- do you find most unlikely to happen?
- are you sure will be coming soon?
- will involve the participation of the whole society?

SKILLS 1

Reading

1 Discuss in groups.

- What changes in society will we see in ten years' time?
- What will be the changes in the roles of men and women in society?
- How will the increasing involvement of women in public life affect society?

CHANGES TO COME



2 Read the passage and match the underlined words/phrases in the passage with their definitions.

Developing countries have witnessed enormous changes in their societies, and the most fascinating one, no doubt, is the ever increasing involvement of women in education and employment. More and more women in these countries are entering university, getting higher education degrees, and going out to work. They are no longer content with staying at home, in the sole role of a housewife. This dramatic change will greatly affect the socio-economic picture of these countries.

With more women going out to work, the financial burden of the male 'breadwinners' in the family will be reduced. However, along with this, they will no longer be the dominant figures, the sole decision-makers, and will learn to share the housework. This change will certainly be advantageous for children. They will get more affection and care from their fathers. They will also learn to be more independent since both parents will work.

The service sector will therefore be the first to be challenged. There will be greater demand for child-care provision, convenience foods, housework services, and after-school activities and tutoring services. With higher education and more money to spend, people will be expecting better quality services and higher living standards. This, consequently, will help develop the countries' economy.

Words/phrases	Definitions
1. have witnessed	a. pressure to earn enough money
2. no doubt	b. satisfied
3. content	c. therefore/as a result
4. sole	d. have seen something happen
5. financial burden	e. clearly
6. consequently	f. only

b Read the passage again and answer the questions.

1. What is seen as a fascinating change in developing countries?
2. What will be affected by this change?
3. How will the roles of the males in families change?
4. What will the children learn when their mothers go out to work?
5. Which economic sector will be challenged first by the change?
6. How will the countries' economies benefit from this change?

Speaking

3 a Here are some predictions about the changing roles of males and females in the future. Tick (✓) the one(s) you agree with.

1. More men will be stay-at-home dads: looking after the children and doing housework.
2. It will be normal for women to ask men to marry them.
3. The husband will also get paid leave when his wife gives birth.
4. Half of primary school teaching staff will be male.
5. There will be more female politicians.
6. Careers such as the police, the army, security guards and private detectives will no longer be male-dominated.



b Work in groups. Share the predictions you agree with in **3a** in the group. Discuss if you agree with your groupmates' choices. Give reasons and examples to support your opinion.

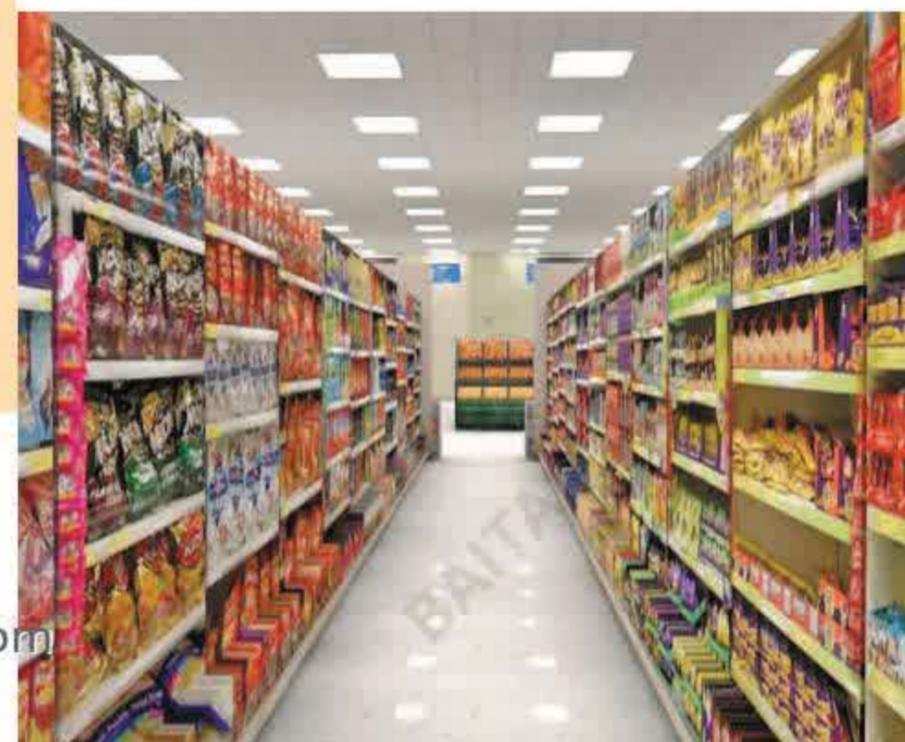
Example:

- A: I agree that half of the primary school teachers will be male.
- B: No way! There will be more men than now, but I don't think the ratio will be 50/50.
- A: Maybe. But it would be best if half were male. Perhaps it should be made into a law.
- C: I agree with A. Children need both male and female role models to develop into productive members of society.

4 With more women having well-paid jobs, what changes will we see in the service sector? Make a list, and present it to the class.

Example:

1. Supermarkets will sell more convenience foods.
2. There will be more beauty salons.
3. Tutoring centres will grow.
4. ...



SKILLS 2

Listening

1 Look at the maps. Where is Kenya located? What do you know about this country?



2 Listen to the description of some changes in the roles of women in Kenya. Decide if the statements are true (T) or false (F).

	T	F
1. Kenya was more male-dominated in the mid-twentieth century than now.		
2. Women work to be financially independent.		
3. The number of women attending colleges and universities has risen.		
4. About one third of Kenyan females stayed at home as housewives in 1995.		
5. In 2025, more than half of the student population in Kenya will be girls.		

3 Listen to part 2 again and fill the blanks with the correct information.

Percentage of women in Kenya staying at home as housewives in

- 1995: _____
- 2010: _____
- 2025: _____

Percentage of women in Kenya attending colleges and universities in

- 1995: _____
- 2010: _____
- 2025: _____



Writing

4 Work in groups. How do you think the roles of teenagers will change in the future? Brainstorm and make a list of possible changes.

Teenagers' roles in the future:

1. _____
2. _____
3. _____
- ...

5 Choose one of your group's ideas, and write a short paragraph about it.

In your writing, you should include:

- what the change is
- why you think the change will happen
- what this change will mean for society

LOOKING BACK

Vocabulary

1 Complete the sentences with the words in the box.

individually-oriented responsive to
hands-on facilitators
financially male-dominated

- The feudal system promotes _____ societies, where women obey men unconditionally.
- Most services nowadays are mass-focussed, not _____.
- This syllabus is quite theoretical. I want to see something more _____.
- A successful education must be _____ social demands.
- Women these days prefer to be _____ independent.
- Teachers will become _____ rather than information providers.

2 Use the words in their correct forms to complete the sentences.

support	1. Greener is an organisation which _____ community activities.
provide	2. Our dream is to become the largest childcare _____ in the area.
prediction	3. I hope that in the near future, scientists will find a reliable method of _____ earthquakes.
tailor	4. We have _____ our syllabus to fit this advanced group.
evaluation	5. Every school has to _____ how well their students are doing.
witness	6. They called three _____ of the accident to court.

Grammar

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

- A group of biologists _____ come from different countries are studying the emperor penguin in Antarctica.
A. which B. whom C. that D. they
- The young man sitting by the bar is the famous boyscout Peter Wing, _____ we were talking about.
A. whom B. that C. whose D. him
- On the wall are some old photos, _____ in black and white.
A. which is B. which are C. who are D. they are
- Have you ever seen Picasso's *La Guerre*, _____ is really a masterpiece?
A. who B. which C. that D. they
- This lovely place is called Nowy Swiat, _____ means *New World*.
A. who B. it C. which D. that
- The police are now looking for two young men, _____ were seen running out of the store.
A. which B. they C. whom D. who

4 Use the correct form of the relative clause to combine the two sentences into one.

- Many tourists visit Liverpool. Liverpool is the home of The Beatles.
→ _____.
- The town hasn't got any parks. People can go and relax there.
→ _____.
- My son took part in the *Beyond 2030* forum. The forum invited people to share their vision of the future.
→ _____.
- Baron Pierre de Coubertin was the founder of the modern Olympic Games. He was not in favour of women participating in the Games.
→ _____.
- There will be an open discussion. The discussion will look at the main challenges and opportunities in the coming decades.
→ _____.
- The changing economic role of women started in 1948. It has greatly affected the role of men.
→ _____.



Communication

5 Match each prediction with two responses. Then practise saying them in pairs.

Predictions	Responses
<ol style="list-style-type: none"> 1. People will no longer send letters by mail. 2. Technology will allow mothers to deliver children at home by themselves. 3. People will be travelling in supersonic trains. 4. There will be sky houses in big cities. 	<ol style="list-style-type: none"> A. What will it be like living high up? B. Faster than planes? How come? C. I wish they would. I love reading a handwritten letter, which is much more personal. D. Well, why not? We have seen amazing things that technology offers. E. I'd love it. The view from the window would be fantastic. F. I don't think it's ever going to happen. It's too dangerous. G. We won't be able to see the scenery on the way! H. That's for sure! Emails and messages will replace them.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the lexical items related to the changing roles in society • identify tones of agreement and disagreement • use the future passive with confidence • use non-defining relative clauses to give extra information • read for specific information about the changing roles of women in society and its effects • talk about roles in the future • listen for specific information about the changes that women in Kenya are going through • write about the roles of teenagers in the future 			

PROJECT

YOUR VISION OF THE FUTURE



There have been a lot of changes in society over the past 30 years, and more changes will certainly continue to take place. A competition called YOUR VISION OF THE FUTURE has been launched online for school students. Form a team of 5-6 and work together to discuss:

- what your vision of the future is
- how the world will be different to today's world
- what brings about the change, and
- how you feel about it

Then get ready to present your ideas to the class before you can post it on the competition website.



GETTING STARTED

What subjects will you choose?

1 Listen and read.

Veronica: ... I've been choosing my school subjects for next year. I've decided to take a vocational GCSE* along with some traditional academic subjects.

Nhi: A vocational GCSE? What's that?

Veronica: Well, GCSEs are secondary certificates of education which are studied by students aged between 14 to 16. In vocational subjects, students can study a work sector like applied business, design, health, or tourism.

Nhi: Isn't it hard to study both academic and vocational subjects at the same time? And isn't it too soon to be doing vocational training?

Veronica: Well, no... they offer an applied approach to learning so it's not too difficult or too soon. I think it adds variety.

Nhi: Oh, I see! What area are you interested in?

THIS UNIT INCLUDES:

VOCABULARY

Jobs, careers, and factors affecting career choice

PRONUNCIATION

High tones

GRAMMAR

Despite/In spite of: review

Verb + to-infinitive/Verb + V-ing

SKILLS

- Reading for general and specific information about choosing a career
- Talk about choosing future jobs and reasons for these choices
- Listening for general and specific information about choosing future jobs and reasons for the choices
- Writing about the qualities one needs to be able to do a certain job

COMMUNICATION

Talking about choosing future jobs and reasons for the choices

Veronica: Leisure and Tourism.

Nhi: So, what job opportunities are there in tourism?

Veronica: A lot. You can work as a housekeeper, receptionist, tour guide, lodging manager, chef, or event planner. You can also work in customer service...

Nhi: Sounds interesting! What if you change your mind later?

Veronica: No worries. I can still progress to further education to take A levels*. With A levels, I can go to college or university. What about you?

Nhi: My dad is encouraging me to choose biology, chemistry, and physics.

Veronica: Wow! To become a doctor?

Nhi: Yeah, we've discussed becoming a doctor, but I may also become a biologist.

* GCSE (UK): General Certificate of Secondary Education

* A level: Advanced level

a Put a word/phrase from the box under each picture.

housekeeper
lodging manager
customer service staff

tour guide
event planner
biologist



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

b Find a word/phrase in the conversation that means:

- a secondary school qualification that UK students generally take at the age of sixteen
- subjects connected with the skills and knowledge to do a job
- subjects which focus on theory including mathematics, literature, science, etc.
- a practical method
- the business of providing services for people on holiday
- the time when you are not at work or school

c Tick (✓) true (T), false (F), or not given (NG).

	T	F	NG
1. Veronica is going to take a vocational GCSE subject.			
2. Nhi knows what a vocational GCSE is.			
3. Veronica will not have to study academic subjects any more.			
4. Veronica is going to become a tour guide.			
5. Nhi's father wants her to study the sciences.			
6. Nhi has decided to become a doctor.			

2 a Look at the phrases and cross out any noun/noun phrase that doesn't go with the verb.

1. earn

a living
money
a job

2. do

leisure time
a nine-to-five job
a course

3. work

overtime
a job
flexitime

4. take

a course
a job
a living

b Complete each of the following sentences with a collocation in **2a**. Note that one is not used. You may have to change the forms of the collocations to fit the sentences.

- He decided to _____ an English _____ before going to work in America.
- I'm _____. I work my eight hours and I don't have to work overtime.
- I prefer to _____. That allows me time to take my children to school.
- She _____ by selling vegetables in the village market.
- She _____ in cooking before taking the post as a chef in the restaurant.
- Most people in my company are suffering from stress because they are asked to _____.

3 GAME: WHAT'S MY JOB?

In groups, take turns to think of a job. The others can ask Yes/No questions to find out what that job is.

Example:

A: Do you work in an office?

B: No.

C: Do you look after people?

B: Yes.

D: Do you have a university degree? ...

A CLOSER LOOK 1

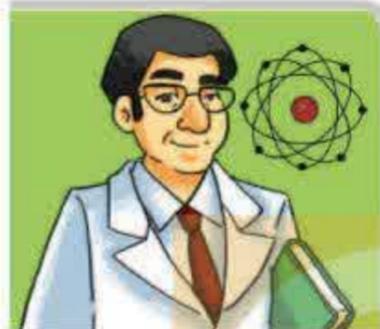
Vocabulary

1 Put one word/phrase under each picture. There is one extra word.

opera singer architect mechanic
 fashion designer tour guide pharmacist
 businesswoman craftsman physicist



1.



2.



3.



4.



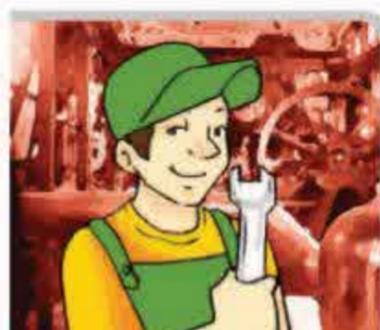
5.



6.



7.



8.

2 Fill each blank with a suitable job from **1**, adapting them where necessary.

1. She dreams of becoming a _____ because she really likes physics.
2. He has a talent for fixing things, so he is an excellent _____.
3. My father is running a pharmacy. He is a _____.
4. He wants to become a _____. He's very interested in fashion and design.
5. As a(n) _____, he has many opportunities to perform in the Grand Theatre.
6. Working as _____, they design buildings.
7. They have won many big contracts. They are successful _____.
8. Working with skilled _____ in a pottery village, I learnt a lot about the art form.

3 a Match each word/phrase in the left column with its definition in the right one.

Words/Phrases	Definitions
1. career	A. a type of job that needs special training or skills, often at a higher educational level
2. job	B. work which a person does to earn money
3. profession	C. the way a person progresses in work in one job or in a series of jobs
4. career path	D. a series of jobs a person does in a particular work area



b Fill each gap with a word/phrase in **3a**.

1. Throughout his teaching _____, he worked as a teacher, a researcher and a textbook writer.
2. His _____ was becoming boring, so he decided to continue with his studies.
3. If you want to enter the teaching _____, you need to get a teaching degree.
4. She took a different _____ when she gave up nursing and became a yoga teacher.

Pronunciation

High tones

- We use high tones for adjectives like *excellent, gorgeous, brilliant, superb, absolutely amazing*, etc., to show strong feelings. If we use weaker adjectives like *nice, quite pleasant, quite pretty*, etc., our voice does not usually go high.

Example:

A: So, how was your trip?

B: Excellent!

A: Good food?

B: Quite pleasant.

- When people use *excellent, gorgeous, brilliant, superb, absolutely amazing*, etc., with a flat voice, they mean the opposite.

Example:

A: The flight is delayed again.

B: Brilliant.



- Listen to the conversations between Jenny and Tom. Notice how Tom uses the tones in his replies. Then practise the conversation with a partner.

- Jenny: The new office is pretty.
Tom: Pretty? It's amazing!
- Jenny: My new computer is OK.
Tom: OK? It's fantastic!
- Jenny: The canteen is good.
Tom: Good? It's wonderful!



- Jenny: My colleagues are OK.
Tom: OK? They are absolutely fantastic!
- Jenny: The working environment is pleasant.
Tom: Pleasant? It's superb!
- Jenny: The view from my office is nice.
Tom: Nice? It's gorgeous!



- The responses to the pairs of sentences are the same but the speakers have opposite attitudes. Listen, draw arrows to show the tones, then repeat.

Example:

- a • They offered us Thai food.
• Delicious.

- b • We had some old slices of bread.
• Delicious.

1a	• They have a new air-conditioner. • Brilliant.	1b	• There's going to be an electricity cut today. • Brilliant.
2a	• I got the sack. • Well done.	2b	• I got a promotion again. • Well done.
3a	• I got an A in the exam. • Excellent.	3b	• I failed the exam again. • Excellent.
4a	• Her application was turned down. • Amazing.	4b	• I've been offered two jobs at the same time. • Amazing.
5a	• We're having a company holiday in a luxury resort. • How awful.	5b	• He has decided to cut down on our wages. • How awful.

A CLOSER LOOK 2

Grammar

Despite/In spite of: review

- 1 Complete each second sentence so that it has a similar meaning to the first. Write no more than THREE words.**
- Although she loves maths, she has decided to become an English teacher.
In spite of _____, she has decided to become an English teacher.
 - He studied hard, but he didn't pass the exam.
Despite _____, he didn't pass the exam.
 - Even though he is lazy, he was given the job.
Despite his _____, he was given the job.
 - Although he is short, he has been accepted into the volleyball team.
Despite _____, he has been accepted into the volleyball team.
 - Even though she has poor health, she works twelve hours a day.
In spite of her _____, she works twelve hours a day.

Verb + to-infinitive/Verb + V-ing

Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

Nhi: My dad is encouraging me to choose biology, chemistry, and physics.
Veronica: Wow! To become a doctor?
Nhi: Yeah, we've discussed becoming a doctor, but I may also become a biologist.

REMEMBER!

Despite/In spite of is used to express contrast between two pieces of information in the same sentence. We use *despite/in spite of* before a noun, a noun phrase or *-ing* form.

Example:

- *Despite the low wage*, he agreed to take the job. [noun/noun phrase]
- *In spite of being offered* a low wage, he took the job. [*-ing* form]



- Verb + to-infinitive:** Some verbs are usually followed by the full infinitive. These verbs include *agree, expect, manage, pretend, tend, promise, attempt, offer, refuse...*
Example: I expect to get a good job in the future.
- Verb + V-ing form:** Some verbs are usually followed by the *V-ing* form. These verbs are *finish, stop, admit, deny, avoid, discuss, keep, mention, mind...*
Example: He doesn't mind working hard to earn more money.
- There are verbs that can be used with either *to-infinitive* or *V-ing* form without a change in meaning. These verbs are *begin, start, continue...*
Example: She began working/to work in our office last month.
- There are verbs that can be used with either *to-infinitive* or *V-ing* form but there is a change in meaning. They are as follows:

	V-ing	to-infinitive
remember	Have a memory of doing sth <i>Do you remember doing that part-time job?</i>	Do sth you have to do <i>Did you remember to ask your boss for the day off?</i>
forget	Not remember a past event <i>I forgot reading the job ads yesterday.</i>	Not remember sth you have to do <i>Don't forget to send your application on time.</i>
try	Do sth to discover its qualities or effects <i>He isn't in the office. Try phoning his home number.</i>	Make an effort to do sth <i>I tried to get the job, but I failed.</i>
stop	Stop an action <i>She stopped complaining when she was given a promotion.</i>	Interrupt an action to do sth else <i>I stopped (my study) to look for a job.</i>

2 Circle the correct words or phrases in bold. Sometimes both options are correct.

- The man offered to **give/giving** me the job.
- She managed to **pass/passing** the exam for that top school.
- The students discussed to **choose/choosing** a career.
- Did your teacher mention to **take/taking** vocational courses?
- The company refuses to **employ/employing** poorly qualified applicants.
- The teacher continued to **talk/talking** about job opportunities when the principal came in.

3 Choose the correct answer(s).

- The school is expected _____ good citizens for society.
A. to provide B. provide C. providing
- The school headmaster promised _____ practical study programmes to students.
A. to offer B. offer C. offering
- The company admitted _____ the employee unfairly.
A. to dismiss B. dismiss C. dismissing
- She doesn't mind _____ hard to reach her career goals.
A. work B. to work C. working
- It may be too late to begin _____ vocational skills after you leave school.
A. to learn B. learn C. learning
- Many more students tend _____ in vocational schools than in senior secondary schools.
A. enrolling B. to enrol C. enrol

4 Complete the sentences using the ideas in the pictures and the correct form of the verbs in brackets.



- Oh, no! I forgot _____ the door! (LOCK)
- ... I don't remember _____ you at the job fair last year. (MEET)
- I've been trying _____ the employment office, but no one is answering! (CONTACT)
- Did you remember _____ your CV? It's the deadline this morning. (SEND)
- I will never forget _____ so hard to become an architect. (WORK)
- Please, stop _____. The library is a quiet space. (TALK)
- Why don't you try _____ your CV to the company? They are looking for people like you. (POST)
- She stopped reading _____ the phone. (ANSWER)

5 Complete each second sentence using the right form of the word given so that it has a similar meaning to the first. Write between two and five words.

- The boy finally succeeded in dealing with his peers at the vocational school.
→ The boy _____ his peers at the vocational school. **manage**
- She tried hard to cooperate with the others in the team to finish the work.
→ She _____ others in the team to finish the work. **attempt**
- Although he made efforts in his work, he wasn't promoted.
→ He wasn't promoted _____ efforts. **in spite of**
- The boss said he didn't bully the new employee.
→ The boss _____ employee. **deny**
- Although the man was qualified for the job, he wasn't accepted.
→ _____ for the job, he wasn't accepted. **Despite**

COMMUNICATION

Extra vocabulary

can't stand

make a bundle

burn the midnight oil

1 The *4Teen* website has launched a forum for teens to discuss their career paths. Read these posts and underline the reasons for their choices.

Tu: People tell me I can sing. So I'm going to enroll in a school for performing arts. I hope to become an opera singer! I'll be famous, travel all over the world and meet different people. I'll be able to make a bundle!



Anh: I'm going to be an architect because I like designing and engineering. It's a meaningful job. Good architecture can improve people's lives. My mum is a successful architect and it's good that she works flexitime. I want to be like her.



Duong: I'm planning to study physics at university. I'm always curious about how and why the natural world works the way it does. I'll become a physicist so that I can find answers to my own questions about the world.



Dzung: I don't know what to do in the future. But I definitely won't become a doctor. My sister's studying medicine. She has to burn the midnight oil, studying at university and working at the hospital. I couldn't stand that.



2 Read the posts again. In groups, discuss and decide whose reasons for choosing/not choosing the job you agree with and whose you disagree with. Say why.

You can start with the phases below:

Agreeing with an opinion

- I agree with Anh's reasons for studying architecture because...
- She's (absolutely) right.
- Yes, I (totally) agree.
- I think so too.
- Exactly. That's true.
- That's a good point.

Disagreeing with an opinion

- I can't agree with Tu's reason for becoming a singer because...
- He may be right, but...
- That's not entirely true.
- I'm sorry to disagree with him, but...
- Yes, but don't you think...
- I'm not so sure about that.

3 a Work in pairs. Tell your partner about a job you want/don't want to do in the future. Remember to say why or why not.

I'm artistic. I want to become a fashion designer because I like fashion and I think it's a creative job.



b Report your decisions to another pair or to the class.

SKILLS 1

Reading

1 Discuss the questions. Read the article from a career guide website and check your answers.

1. What is a job?
2. What is a career?
3. How different are they?

University English Lecturer

Courses in New York

Cambridge University

Tutor

English

CHOOSING A CAREER: THINK IT OVER!

A career used to be understood as a single occupation that people did to earn a living. However, in the changing world of work, nowadays people have to keep learning and be responsible for building their future. Therefore, a career is now considered more than a job. Rather, it is an ongoing process of learning and development of skills and experience.

Choosing a career path is hard – you have to consider many things. Firstly, you should consider what you like, what is most important to you, what you are good at and who is there to help you. For example, you may care mostly about earning as much money as possible or you may want to experience job satisfaction, or make a difference to society. Then, you should take into account education and learning styles. You may want to follow an academic route of high school, then college or university. Alternatively, you may opt for vocational training where you learn skills which can be applied directly to a job. Thirdly, you should do your own research to explore possible career paths. For instance, career paths in education include teaching, curriculum development, research or administration. Finally, speak to people. Your parents, your teachers, and even your peers can give you good advice.

2 Match the highlighted words/phrases in the article with their meanings.

1. the route that you take through your working life
2. people of the same age or same social status as you
3. non-stop
4. as another option
5. consider something carefully

3 Decide if the statements are true (T) or false (F).

	T	F
1. A career no longer means a single job.		
2. Your parents will be responsible for your job or career.		
3. Before choosing a career, you have to get all necessary education and training.		
4. You can choose a job based on your likes, your abilities and priorities.		
5. If you follow a vocational education, you learn specific skills to do a job.		
6. It is advisable to get advice before you decide on a future job.		

Speaking

4 Think about the skills and abilities to do the jobs below. Work together to make notes.

	Likes	Personality traits	Abilities
nurse	<ul style="list-style-type: none"> • caring for others • teamwork • making a difference in people's lives 	strong, calm, patient, caring	can handle medical matters

mechanic business person teacher soldier (other)

5 Choose one job from 4 and present your group's ideas.

Example:

We think a nurse is a person who likes to take care of other people and can work in a team.

We also think he or she shouldn't be afraid of medical matters, like giving injections or doing stitches.

Nurses also have to be emotionally strong, since they see some pretty sad and upsetting things through their work.

SKILLS 2

Listening

1 Work in pairs and answer the questions below.

1. What job do you want to do in the future?
2. What qualities do you think you need to do that job?



2 Phong is talking to Mrs. Warner, Nick's mother, about future jobs he and his friends want to do. Listen to the conversation and fill in the blanks with no more than THREE words.



1. Phong's mother has _____ to do behind the scenes.
2. Phong's mother has to _____ without extra pay.
3. It is _____ for teachers when their students are successful.
4. Trang is a _____ girl.
5. Nick prefers to acquire some _____.
6. Nick is _____ hands.



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

	T	F
1. As a teacher, Phong's mother has to prepare new lessons, do the marking, give feedback.		
2. Phong prefers to do a nine-to-five job.		
3. Trang likes travelling.		
4. Trang will become a tour guide.		
5. Nick likes to focus on academic subjects.		
6. A mechanic needs many skills to do the job well.		

Writing

4 Work in pairs. Choose a job that you like. Discuss which three qualities would be necessary for people doing that job. You can use some of the ideas below. Remember to give reasons.

empathetic calm patient dynamic
 technical logical creative skillful
 professional hard-working adaptable

Example:

To be a business person, you have to be adaptable so that you can respond quickly to changes.



5 Based on your discussion in 4, write a paragraph about the three most important qualities a person needs to be able to do a job well. Remember to give reasons and examples to support your opinion.



LOOKING BACK

Vocabulary

1 Match each job with its description.

1	business person	A	a scientist who studies biology
2	customer service staff	B	a person who brings out new clothing designs
3	tour guide	C	a person who works in the business world
4	architect	D	a person who deals with customers before, during, and after a sale
5	biologist	E	a person who introduces cultures and customs of places to visitors
6	fashion designer	F	a person who designs buildings

2 Match fragments 1-8 with fragments A-H to make sentences.

1	She did various jobs to earn ...	A	a course in design.
2	Because he does a ...	B	the job for some extra income.
3	I prefer to work ...	C	overtime for a month now.
4	My friend is doing ...	D	money but also gain satisfaction.
5	Doing a job well means you will not just earn ...	E	nine-to-five job, he has the whole evening with the kids.
6	Although the pay is low, he agreed to take ...	F	flexitime because I am more efficient in the afternoon.
7	He is exhausted because he's been working ...	G	the job to gain experience.
8	He decided to take ...	H	a living and to support her mother.

3 Fill each blank with one suitable word/phrase from the box. Remember to change the form of the word/phrase where necessary.

academic subjects make a bundle dynamic
empathetic professional vocational
take into account burn the midnight oil

- Students need some _____ skills before they enter the world of work.
- She's a/an _____ businesswoman. She has so much energy and focus.
- He is such a/an _____ nurse that the patients love him.
- I feel we have too many _____ and not enough time for physical education.
- I _____ the pay and the working conditions before I decided to take the job.
- He has become a _____ footballer for the local football team.
- He has _____ for a long time so it's fair if he gets an A for his final exam.
- He's a professional singer. With his beautiful voice, he could _____.

Grammar

4 Complete the sentences using the correct form (V-ing form or to-infinitive) of the verb in brackets.

- He forgot _____ (lock) the door so he lost his laptop.
- I tried _____ (work) in a garage but I found it was unsuitable.
- The boss denied _____ (treat) him badly.
- The employees expected _____ (get) a pay rise.
- The manager encouraged her staff _____ (finish) the project soon.
- The interviewer remembered _____ (read) the interviewee's CV before.

5 Correct the italicised phrases where necessary.

I have always wanted to work in a big city where I thought I could make a bundle. It's not easy for anyone to get a good job there without trying (1) *working hard* right from secondary school. Thus, I (2) *promised myself to make* the most of my school time. Despite (3) *to be* an outgoing boy, I (4) *refused to attend* any parties or picnics. I didn't (5) *mind to burn* the midnight oil before the exams and I (6) *managed getting* As for most of my school subjects. Finally, I was (7) *admitted to study* in a medical university in a big city. After graduating, I accepted an (8) *offer working* in the university. Despite (9) *prefer working* as a doctor in a famous hospital, I agreed (10) *to take* the job and I grew to love it. Now I realise that it is the love for the job that matters more than money.

Communication

6 GAME: TRUE OR UNTRUE

Work in pairs. Each pair is given a card with a job. With your partner, think of two things that are true about your particular job and one thing that is not true. Then introduce yourselves to the class, repeating the three 'facts' you have thought of. The class decides which 'fact' is not true.

Example:

We are farmers. It's a nine-to-five job. We grow vegetables and we know a lot about cultivation.

No... you are farmers so you grow vegetables and you know a lot about cultivation. But you don't do a nine-to-five job!

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use lexical items related to jobs and careers • identify in which situations to use high tones correctly • use the structures Verb + to infinitive/ Verb + V-ing correctly • read for general and specific information about choosing a career • talk about choosing future jobs and reasons for the choices • listen for general and specific information about choosing future jobs and reasons for the choices • write about the qualities one needs to be able to do a certain job 			

PROJECT

My future career path

1. Describe the picture.
2. Draw a picture of your imagined career path. Present it to your class.

Explain:

- Why do you think your career path is the way you have drawn it?
- What are the factors you will consider as you go along the path?
- Who do you think will help you along the path?



REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 Draw rising or falling arrows to illustrate the correct tones, then listen and practise saying the sentences.

- A: What do the astronauts do while they are aboard the ISS?
B: They keep the station in good condition, and do science experiments.
A: Sounds hard!
B: Not at all!
A: They don't have 'weekends'?
B: They do.
A: What do they do during their 'weekends'?
B: They do various things like watching movies, playing music, reading books, and talking to their families.

2 Draw arrows to illustrate the feelings and opinions of A and B. Then listen and repeat the conversation, paying attention to the tones.

- A: In the near future, we will mostly learn online.
B: Incredible! But we will still have actual classrooms, won't we?
A: Sure. But teachers will no longer be knowledge providers.
B: Really?
A: They will be guides, or facilitators.
B: Superb! What about the students' roles?
A: They'll be more responsible for their own learning, I think.
B: Amazing! And they will make their own decisions?
A: Absolutely right!

Vocabulary

3 Change the form of the verbs provided to complete the sentences.

1. In the future, teachers will be _____ rather than knowledge providers.
2. With rapid scientific _____, people will soon be able to inhabit other planets.
3. To become a skilled repairman, you need some special vocational _____.
4. This morning's _____ of the space shuttle has been delayed.
5. He had been an _____ salesman before he decided to set up his own business.
6. We will be responsible for our studies, so our teacher won't have to check _____.
7. In our vocational training course, students will be the _____ of their own work.
8. There were over one hundred _____ at the forum.

FACILITATE

DEVELOP

TRAIN

LAUNCH

EXPERIENCE

ATTEND

EVALUATE

PARTICIPATE

4 Complete each sentence with a phrase in the box.

once in a blue moon	the sky's the limit
sense of direction	work flexitime
sense of responsibility	burn the midnight oil
mountains of work	make a bundle

1. My mother chooses to _____ instead of a nine-to-five job so that she can have more time for us in the morning.
2. Without a good _____, you may be helpless when you are lost on a totally new planet.
3. Men used to be the breadwinners in our country, but now women go to work and many of them _____.
4. Those students had to _____ before they became successful physicists.
5. Things have changed! Our teacher only checks attendance _____.
6. There are numerous jobs in tourism and hospitality for you to choose. _____!
7. Students can expect to be more successful if they have a _____ for their own learning.
8. In the modern world, women seem to have _____, both at home and at work.

Grammar

5 Put the verbs in brackets into the infinitive or -ing form.

1. What kind of food do astronauts avoid _____ (eat)?
2. Which roles are women expected _____ (play) in the future?
3. She began _____ (work) as a biologist three years ago.
4. Students tend _____ (be) more responsible for their studies.
5. Men no longer mind _____ (do) housework.
6. Women have attempted _____ (share) the financial burden with their spouses.
7. Astronauts never forget _____ (float) around in the weightless environment.
8. He stopped _____ (check) attendance as his students are hard-working.

6 Rewrite the pairs of sentences as one sentence using a defining or non-defining relative clause.

1. My grandfather used to be an astronaut. He has been retired for ten years now.
My grandfather _____.
2. The spacecraft is called Vostok 3KA. It took Yuri Gagarin into space.
The spacecraft _____.
3. She likes her father's career. Her father pursued this career all his life.
She likes _____.
4. He admires the teacher. That teacher initiated building the school library.
He admires _____.
5. I work for a man. The man's farm covers thousands of acres.
I work _____.
6. Students will have to make their own learning decisions. This will be hard for many of them.
Students _____.

Everyday English

7 Choose the most suitable expression to complete each of the short dialogues.

Sounds interesting	Cool
I am not so sure about that	
That's not entirely true	No worries

1. **A:** I'm afraid I won't choose the right job.
B: _____! Why don't you ask your parents for advice?
2. **A:** Can you believe that we will inhabit Mars in 20 years?
B: _____. But it is possible.
3. **A:** There will only be online classes.
B: _____. We will still have actual classes.
4. **A:** I've been asked to come for a job interview.
B: _____! You'll do well.
5. **A:** Space Adventures, an American company, has flown individuals to the International Space Station.
B: _____! I may have to save up for that.

SKILLS

Reading

1 a Read the text and match the headings with the correct paragraphs.

A. Initial qualifications

B. On-the-job duties

C. Introduction

D. Further training

1

I never had any idea about how much training NASA's astronauts need until I read a magazine which described the job requirements and duties.



3

Astronauts are required to complete a special training programme, which normally lasts for two years, before they are allowed to fly into space. During the first flight, they must fly with astronauts who are extremely experienced in flying jet aircraft.



2

The astronauts need to have an advanced degree from a prestigious institution in engineering, biological science, physical science, or mathematics. They also have to pass a physical test which is as rigorous as a military one.



4

While they are in space, they have to be prepared to make repairs to their spacecraft or space station, which is not an easy task. Exterior repairs, which involve leaving the interior in a special suit and spacewalking to troubled areas, can be very hard. Astronauts also have to do scientific research in space. They do experiments together with Earth-based scientists, who consult with them on how to deal with the challenges of research in space.



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

		T	F
1.	NASA's astronauts are well-qualified people.		
2.	NASA doesn't have any special physical requirements.		
3.	Astronauts are allowed to fly on their own after two years of special training.		
4.	Astronauts and scientists move together to troubled areas to make repairs.		
5.	Astronauts consult with Earth-based scientists on how to deal with challenges during space research.		

GLOSSARY

Abbreviations

adj	: adjective
adv	: adverb
con	: conjunction
n	: noun
pre	: preposition
v	: verb

Unit 7		
chop (v)	/tʃɒp/	chặt
cube (n)	/kju:b/	miếng hình lập phương
deep-fry (v)	/di:p-fraɪ/	rán ngập mỡ
dip (v)	/dɪp/	nhúng
drain (v)	/dreɪn/	lâm ráo nước
garnish (v)	/'gɑ:rnɪʃ/	trang trí (món ăn)
grate (v)	/greɪt/	nạo
grill (v)	/grɪl/	nướng
marinate (v)	/'mæ:rineɪt/	ướp
peel (v)	/pi:l/	gọt vỏ, bóc vỏ
purée (v)	/'pjʊəreɪ/	xay nhuyễn
roast (v)	/rəʊst/	quay
shallot (n)	/'ʃalɒt/	hành khô
simmer (v)	/'sɪmə(r)/	om
spread (v)	/spred/	phết
sprinkle (v)	/'sprɪŋkl/	rắc
slice (v)	/slaɪs/	cắt lát
staple (n)	/'steɪpl/	lương thực chính
starter (n)	/'stɑ:tə(r)/	món khai vị
steam (v)	/sti:m/	hấp
stew (v)	/stju:/	hầm
stir-fry (v)	/staɪ(r)-fraɪ/	xào
tender (adj)	/'tendə(r)/	mềm
versatile (adj)	/'vɜ:sətəɪl/	đa dụng
whisk (v)	/wɪsk/	đánh (trứng...)

Unit 8		
affordable (adj)	/ə'fɔ:dəbl/	có thể chi trả được, hợp túi tiền
air (v)	/eə(r)/	phát sóng (đài, vô tuyến)
breath-taking (adj)	/'breɪtəkeɪŋ/	ấn tượng, hấp dẫn
check-in (n)	/tʃek-ɪn/	việc làm thủ tục lên máy bay
checkout (n)	/'tʃekaut/	thời điểm rời khỏi khách sạn
confusion (n)	/kən'fju:ʒn/	sự hoang mang, bối rối
erode away (v)	/ɪ'rəʊd ə'weɪ/	mòn đi
exotic (adj)	/ɪg'zɒtɪk/	kì lạ

explore (v)	/ɪk'splɔ:(r)/	thăm hiểm
hyphen (n)	/'haɪfn/	dấu gạch ngang
imperial (adj)	/'ɪm'piəriəl/	(thuộc về) hoàng đế
inaccessible (adj)	/'ɪnæks'esəbl/	không thể vào/tiếp cận được
lush (adj)	/'lʌʃ/	tươi tốt, xum xuê
magnificence (n)	/'mæɡ'nɪfɪsəns/	sự nguy nga, lộng lẫy, tráng lệ
not break the bank (idiom)	/nɒt breɪk ðə bæŋk/	không tốn nhiều tiền
orchid (n)	/'ɔ:kɪd/	hoa lan
package tour (n)	/'pækɪdʒ tuə(r)/	chuyến du lịch trọn gói
pile-up (n)	/'paɪ-lʌp/	vụ tai nạn do nhiều xe đâm nhau
promote (v)	/'prə'məʊt/	giúp phát triển, quảng bá
pyramid (n)	/'pɪrəməɪd/	kim tự tháp
safari (n)	/'sɑ:'fɑ:ri/	cuộc đi săn, cuộc hành trình (bằng đường bộ nhất là ở đông và nam phi)
stalagmite (n)	/'stælægmaɪt/	măng đá
stimulating (adj)	/'stɪmjuleɪtɪŋ/	thú vị, đầy phần kích
touchdown (n)	/'tʌtʃdaʊn/	sự hạ cánh
varied (adj)	/'veəriəd/	đa dạng

Unit 9		
accent (n)	/'æksənt/	giọng điệu
bilingual (adj)	/'baɪ'lɪŋɡwəl/	người sử dụng được hai thứ tiếng; sử dụng được hai thứ tiếng
dialect (n)	/'daɪələkt/	tiếng địa phương
dominance (n)	/'dɒmɪnəns/	chiếm ưu thế
establishment (n)	/'ɪstæblɪʃmənt/	việc thành lập, thiết lập
factor (n)	/'fæktə(r)/	yếu tố
get by in (a language) (v)	/get baɪ ɪn/	cố gắng sử dụng được một ngôn ngữ với với những gì mình có
global (adj)	/'glɔ:bl/	toàn cầu
flexibility (n)	/'fleksə'bɪləti/	tính linh hoạt
fluent (adj)	/'flu:ənt/	trôi chảy
imitate (v)	/'ɪmɪteɪt/	bắt chước
immersion school (n)	/'ɪmɜ:ʃn sku:l/	trường học nơi một ngôn ngữ khác tiếng mẹ đẻ được sử dụng hoàn toàn
massive (adj)	/'mæsɪv/	to lớn
mother tongue (n)	/'mʌðə tʌŋ/	tiếng mẹ đẻ
multinational (adj)	/'mʌ:ti'næʃnəl/	đa quốc gia
official (adj)	/'ə'fɪʃl/	(thuộc về) hành chính; chính thức
openness (n)	/'əʊpənəs/	độ mở
operate (v)	/'ɒpəreɪt/	đóng vai trò

pick up (a language) (v)	/pɪk ʌp/	học một ngôn ngữ theo cách tự nhiên từ môi trường xung quanh
punctual (adj)	/'pʌŋktʃuəl/	đúng giờ
rusty (adj)	/'rʌsti/	giảm đi do lâu không thực hành/sử dụng
simplicity (n)	/'sɪm'plɪsəti/	sự đơn giản
variety (n)	/'vəriəti/	thể loại

Unit 10

astronaut (n)	/'æstrənɔ:t/	phi hành gia
astronomy (n)	/'æstrənəmi/	thiên văn học
attach (v)	/'ætætʃ/	buộc, gài
float (v)	/flaʊt/	trôi (trong không gian)
habitable (adj)	/'hæbɪtəbl/	có đủ điều kiện cho sự sống
International Space Station (ISS) (n)	/'ɪntə'næʃnəl speɪs 'steɪʃn/	Trạm vũ trụ quốc tế ISS
galaxy (n)	/'gæləksi/	thiên hà
land (v)	/lænd/	hạ cánh
launch (v, n)	/'lɔ:ntʃ/	phóng
meteorite (n)	/'mi:tɪərɪt/	thiên thạch
microgravity (n)	/'maɪkrəu 'grævəti/	tình trạng không trọng lực
mission (n)	/'mɪʃn/	chuyến đi, nhiệm vụ
operate (v)	/'ɒpəreɪt/	vận hành
orbit (v, n)	/'ɔ:bɪt/	xoay quanh, đi theo quỹ đạo
parabolic flight (n)	/'pærə'bɒlɪk flɑ:t/	chuyến bay tạo môi trường không trọng lực
rocket (n)	/'rɒkɪt/	tên lửa
rinseless (adj)	/'rɪnsles/	không cần xả nước
satellite (n)	/'sætələɪt/	vệ tinh
space tourism (n)	/'speɪs 'tuəɪzəm/	ngành du lịch vũ trụ
spacecraft (n)	/'speɪskrɑ:ft/	tàu vũ trụ
spaceline (n)	/'speɪslɑɪn/	hãng hàng không vũ trụ
spacesuit (n)	/'speɪssu:t/	trang phục du hành vũ trụ
spacewalk (n)	/'speɪswɔ:k/	chuyến đi bộ trong không gian
telescope (n)	/'telɪskaʊp/	kính thiên văn
universe (n)	/'ju:nɪvɜ:s/	vũ trụ

Unit 11

application (n)	/'æplɪ'keɪʃn/	việc áp dụng, ứng dụng
attendance (n)	/'ætendəns/	sự tham gia
breadwinner (n)	/'bredwɪnə(r)/	trụ cột gia đình
burden (n)	/'bɜ:dn/	gánh nặng
consequently (adv)	/'kɒnsɪkwəntli/	vi vậy
content (adj)	/'kɒntent/	hài lòng
externally (v)	/'ɪk'stɜ:nəli/	bên ngoài
facilitate (v)	/'fæsɪlɪteɪt/	tạo điều kiện dễ dàng; điều phối
financial (adj)	/'faɪ'nænʃl/	(thuộc về) tài chính

hands-on (adj)	/'hændz-ɒn/	thực hành, thực tế, ngay tại chỗ
individually-oriented (adj)	/'ɪndɪ'vɪdʒuəli-'ɔ:riəntɪd/	có xu hướng cá nhân
leave (n)	/li:v/	nghỉ phép
male-dominated (adj)	/'meɪl-'dɒmɪneɪtɪd/	do nam giới áp đảo
real-life (adj)	/'riəl-laɪf/	cuộc sống thực
responsive (to) (adj)	/'rɪ'spɒnsɪv/	phản ứng nhanh nhạy
role (n)	/'rəʊl/	vai trò
sector (n)	/'sektə(r)/	mảng, lĩnh vực
sense (of) (n)	/'sens/	tính
sole (adj)	/'səʊl/	độc nhất
tailor (v)	/'teɪlə(r)/	biến đổi theo nhu cầu
virtual (adj)	/'vɜ:tʃuəl/	ảo
vision (n)	/'vɪʒn/	tầm nhìn

Unit 12

academic (adj)	/'ækə'demɪk/	học thuật, thuộc nhà trường
alternatively (adv)	/'ɔ:l'tɜ:nətɪvli/	lựa chọn khác
applied (adj)	/'ə'plaɪd/	ứng dụng
approach (n)	/'ə'prəʊtʃ/	phương pháp, cách tiếp cận
behind the scenes (idiom)	/'bi'hɑɪnd ðə si:nz/	một cách thâm lặng
burn the midnight oil (idiom)	/'bɜ:n ðə 'mɪdnaɪt ɔɪl/	học hoặc làm việc muộn
career (n)	/'kæ'rɪə(r)/	sự nghiệp
career path (n)	/'kæ'rɪə pa:θ/	con đường sự nghiệp
chef (n)	/'ʃef/	đầu bếp
certificate (n)	/'sə'tɪfɪkət/	chứng chỉ
cultivation (n)	/'kʌltɪ'veɪʃn/	canh tác
customer service (n)	/'kʌstəmə(r) 'sɜ:vɪs/	phòng (dịch vụ) chăm sóc khách hàng
CV (n)	/'sɪt 'vi:t/	sơ yếu lý lịch
flexitime (adv)	/'fleksɪtaɪm/	(làm việc) theo giờ linh hoạt
fashion designer (n)	/'fæʃn dɪ'zɑɪnə(r)/	thiết kế thời trang
enrol (v)	/'ɪn'rəʊl/	đăng ký học
housekeeper (n)	/'haʊski:pə(r)/	nhề dọn phòng (trong khách sạn)
lodging manager (n)	/'lɒdʒɪŋ 'mænɪdʒə(r)/	người phân phòng
make a bundle (idiom)	/'meɪk ə 'bʌndl/	kiếm bộn tiền
nine-to-five (adj)	/'naɪn-tə-faɪv/	giờ hành chính (9 giờ sáng đến 5 giờ chiều)
ongoing (adj)	/'ɒŋgəʊɪŋ/	liên tục
profession (n)	/'prə'feʃn/	ngề
take into account (verb phrase - idiom)	/'teɪk 'ɪntə ə'kaʊnt/	cần nhắc kỹ
sector (n)	/'sektə(r)/	thành phần



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