

BỘ GIÁO DỤC VÀ ĐÀO TẠO

# Tiếng Anh

SÁCH HỌC SINH

TẬP HAI

# 6



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

PEARSON

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – NGUYỄN THỊ CHI (Chủ biên)  
LÊ KIM DUNG – PHAN CHÍ NGHĨA – VŨ MAI TRANG  
LƯƠNG QUỲNH TRANG - NGUYỄN QUỐC TUẤN  
Với sự cộng tác của DAVID KAYE

# Tiếng Anh

SÁCH HỌC SINH  
TẬP HAI



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON



## CONTENTS

	Page
<b>BOOK MAP</b> .....	4
<b>UNIT 7: TELEVISION</b> .....	6
<b>UNIT 8: SPORTS AND GAMES</b> .....	16
<b>UNIT 9: CITIES OF THE WORLD</b> .....	26
<b>REVIEW 3</b> .....	36
<b>UNIT 10: OUR HOUSES IN THE FUTURE</b> .....	38
<b>UNIT 11: OUR GREENER WORLD</b> .....	48
<b>UNIT 12: ROBOTS</b> .....	58
<b>REVIEW 4</b> .....	68
<b>GLOSSARY</b> .....	70

## LỜI NÓI ĐẦU

**Tiếng Anh 6, Tập Hai** được Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Tiếng Anh 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 3, Tiếng Anh 4 và Tiếng Anh 5. 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 6, Tập Hai**, 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 6, Tập Hai** được biên soạn xoay quanh hai chủ điểm (Theme) gắn gũi với học sinh: *Our World* và *Visions 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 6, 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 và Hội đồng Anh.

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

*Các tác giả*

## BOOK MAP

	<b>Reading</b>	<b>Listening</b>
<b>Unit 7: Television</b>	- Reading for specific information about TV programmes	- Listening for specific information about TV programmes
<b>Unit 8: Sports and Games</b>	- Reading for information about favourite sports stars	- Listening for specific information about the sports/games people play
<b>Unit 9: Cities of the World</b>	- Reading for information about famous cities and landmarks	- Listening to quizzes about different cities in the world
<b>REVIEW 3</b>		
<b>Unit 10: Our Houses in the Future</b>	- Reading for information about our house in the future	- Listening to an interview about a house in the future
<b>Unit 11: Our Greener World</b>	- Reading for information about tips to 'go green'	- Listening to students talking about ways to make a school 'green'
<b>Unit 12: Robots</b>	- Reading about an international robot show	- Listening to different opinions about what robots will be able to do in the future

## REVIEW 4

## Speaking

- Talking about a favourite TV programme

- Talking about the sport/ game you like

- Talking about cities in the world (lifestyles)

- Talking about different houses in the future

- Talking about different ways to save the environment

- Talking about different types of robots and what they will be able to do in the future

## Writing

- Writing a paragraph about a favourite TV programme

- Writing a paragraph about the sports/ games you like

- Writing a postcard about a city attraction

- Writing about a dream house

- Giving ideas to make a school 'green'

- Writing about agreement and disagreement on the role of robots in the future

## Language Focus

- Sounds: /θ/ and /ð/  
- Wh- questions: *what, where, when* ...  
- Conjunctions: *and, but* ...

- Sounds: /eə/ and /ɪə/  
- The past simple  
- Imperatives: giving instructions  
- Adverbs of frequency

- Sounds: /əʊ/ and /aɪ/  
- The present perfect  
- Superlatives of long adjectives

- Sounds: /dr/ and /tr/  
- Will for future  
- Modals: *might* for future prediction

- Sounds: /ɑ:/ and /æ/ represented by the letter *a*  
- Conditional sentence - type 1  
- if-clause

- Sounds: /ɔɪ/ and /aʊ/  
- Review: *can*  
- *Could* for past ability  
- *Will be able to* for future ability

## GETTING STARTED

What's on today?

## THIS UNIT INCLUDES:

## VOCABULARY

TV programmes, people and things

## PRONUNCIATION

Sounds: /θ/ and /ð/

## GRAMMAR

Conjunctions: *and, but, so, because, although*  
Wh- question words

## COMMUNICATION

Exchanging information about TV

Talking about a favourite TV programme



## 1 Listen and read.

Phong: What are you doing tonight, Hung?

Hung: I'm watching my favourite programme - *Laughing out Loud!*

Phong: What is it?

Hung: It's a show of funny clips.

Phong: What channel is it on?

Hung: VTV3 and after that I'll watch *Mr Bean*.

Phong: That's the funny man...

Hung: Yes. Come and watch it with me.

Phong: Oh no.... I don't like *Mr Bean*. He's awful.

Hung: So, we can watch *Tom and Jerry*.

Phong: Oh, the cartoon? I like that!

Hung: Who doesn't? I like the intelligent little mouse, Jerry. He's so cool.

Phong: But Tom's funny, too. Stupid, but funny.

Hung: Yes. Can you give me the newspaper on the desk?

Phong: Sure. Do you want to check the TV schedule?

Hung: Yes. Look....

a Read  
que

1. Wha

2. Wha

3. Are  
same

4. Why

5. Wha

b Find  
in th

Mr Bean:

Tom:

Jerry:

2 Put t  
pictu

game  
local t  
anima

1. \_\_\_\_\_

3. \_\_\_\_\_



5. \_\_\_\_\_

**a** Read the conversation again and answer the questions.

1. What is Hung's favourite TV programme?
2. What channel is *Laughing out Loud* on?
3. Are *Laughing out Loud* and *Mr Bean* on at the same time?
4. Why doesn't Phong like *Mr Bean*?
5. What does Phong say about Tom?

**b** Find the adjectives describing each character in the conversation and write them here.

Mr Bean: \_\_\_\_\_

Tom: \_\_\_\_\_

Jerry: \_\_\_\_\_

**c** Which adjective(s) below can you use to describe a TV programme you have watched? What programme is it?

- popular      long      educational
- boring      funny      good
- entertaining      live



**2** Put the correct word in the box under each picture.

- game show      national television
- local television      comedy
- animal programme      news programme



1. \_\_\_\_\_ 2. \_\_\_\_\_



3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_

**3** Use suitable words to complete the sentences.

1. PTQ is not a \_\_\_\_\_ channel. It's local.
2. I like \_\_\_\_\_ programmes. They make me laugh.
3. The most popular TV \_\_\_\_\_ in Viet Nam are VTV1 and VTV3.
4. In a \_\_\_\_\_ you can see how people compete with each other.
5. \_\_\_\_\_ often use animals as the main characters.
6. A(n) \_\_\_\_\_ programme can always teach children something.

**4** Work in groups.

Write down two things you like about television and two things you don't like about it. Talk to others in your group and see how many people share your ideas.

Likes: 1. \_\_\_\_\_

2. \_\_\_\_\_

Dislikes: 1. \_\_\_\_\_

2. \_\_\_\_\_





# A CLOSER LOOK 1

## Vocabulary

1 Write the words/ phrases in the box under the pictures.

MC weatherman  
viewer newsreader  
TV schedule remote control



1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

Listen, check your answers and repeat the words.

2 Choose a word from the box for each description below.

volume button MC remote control  
weatherman TV viewer newsreader

- \_\_\_\_\_ : A man on a television or radio programme who gives a weather forecast.
- \_\_\_\_\_ : Someone who reads out the reports on a television or radio news programme.
- \_\_\_\_\_ : We use it to change the channel from a distance.
- \_\_\_\_\_ : A person who announces for a TV event.
- \_\_\_\_\_ : It is a button on the TV to change the volume.
- \_\_\_\_\_ : A person who watches TV.

## 3 Game

### What is it?



Divide the class into 4 – 5 groups. Each group choose two words from the list below and work out a description for each word. The group take turns reading the descriptions aloud. The other groups try to guess what word it is. The group with the most correct answers wins.

Words	Suggested structure for description
newsreader, weatherman, comedian, TV screen, sports programme, animals programme, TV schedule,	A person who _____ A programme which _____ It _____

## Pronunciation

/θ/ and /ð/

4 Listen and repeat the words.

there	Thanksgiving	anything
them	weatherman	both
theatre	earth	feather
neither	than	through

5 Which words in 4 have /θ/ and which have /ð/? Listen again and write them in the correct column.

/θ/		/ð/	

6 Tongue Twister.

Take turns reading the sentence quickly and correctly.



The thirty-three thieves are thinking of how to get through the security.

# A CLOSER LOOK 2

## Grammar

### Wh- questions:

1 Read the conversation and underline the question words.

Hi, Phong. What are you doing tomorrow?

I'm going to a book exhibition with my parents.

Where is it?

It's in Giang Vo Exhibition Centre.

How long is it on?

It's on from the 14<sup>th</sup> to the 17<sup>th</sup> of January.

**Remember!**  
Each question word is used for a specific piece of information.

Question word	It is used to ask about...
When	the time
How	the manner
How many/often	the number/repetition
What	the thing
Where	the place
Who	the person
Why	the reason

2 Use one of the question words in the box to complete the conversations.

When                      How often                      What  
Where                      Who



### Conversation 1

- A. \_\_\_\_\_ do you watch TV?  
B. Not very often. Two or three times a week.  
A. \_\_\_\_\_ do you watch?  
B. It depends. But I like game shows best.



### Conversation 2

- A. \_\_\_\_\_ do you like best in the Weekend Meeting shows?  
B. Xuan Bac. He's so funny.

### Conversation 3

- A. \_\_\_\_\_ do you play football?  
B. Usually on Saturday or Sunday.  
A. \_\_\_\_\_ do you play?  
B. In the yard.



Listen and check your answers.

**3** Complete the conversation about *The Wingless Penguin* with suitable question words.

A: \_\_\_\_\_ is *The Wingless Penguin*?

B: It's a cartoon series.

A: \_\_\_\_\_ is it about?

B: It's about the adventures of a child penguin who has no wings.

A: Wow, it sounds interesting. \_\_\_\_\_ of them are there?

B: There are ten of them already, and they are still making more.

A: \_\_\_\_\_?

B: Because children love the series. The penguin's so cute. He's clever and funny.

A: \_\_\_\_\_ is it on?

B: It's on at 8 o'clock Friday night, on the Disney channel.

A: I'll watch it. Thank you.



**Conjunctions**

**Remember!**

**Conjunctions are used to connect words and ideas.**

E.g: Most children like cartoons **and** comedies.  
I enjoy sports, **so** I spend a lot of time outdoors.



**4** Use *but, and, so, because, although* to complete sentences.

1. Both my sister \_\_\_\_\_ I dream of becoming a TV MC.

2. My sister's good at school \_\_\_\_\_ I am not.

3. \_\_\_\_\_ we tried our best, we didn't win the game.

4. Peter stayed at home \_\_\_\_\_ he was ill.

5. I am tired, \_\_\_\_\_ I will go to bed early.



**5** Match the beginnings and the endings.

**BEGINNINGS**

1. Watching too much TV is not good
2. I will get up early tomorrow
3. Sometimes we read books
4. My little brother can colour a picture
5. Although Ann preferred going out,

**ENDINGS**

- a. so I can be at the stadium in time.
- b. but he cannot draw.
- c. because it hurts your eyes.
- d. she stayed at home.
- e. and sometimes we play sports.

**6** Work in groups.

How much do you know about television in Viet Nam? Ask your partner questions to find out the following information:

- The name of the national TV channel
- The time it broadcasts
- The names of any TV programmes for children
- The monthly cost of cable TV
- Your partner's favourite TV person

*Example:*

- What is the name of the national TV channel?



# COMMUNICATION

## How much do you know?

### Extra vocabulary

clumsy                      cute  
mini-series                entertain



1 Complete the facts below with the name of the correct country in the box.

Finland	the USA	Viet Nam
Japan	Iceland	Britain

#### Facts

1. *Pokemon* cartoons are made in \_\_\_\_\_.
2. *Weekend Meeting* comedies are famous shows in \_\_\_\_\_.
3. In \_\_\_\_\_, there is no TV on Thursdays.
4. The *Discovery* channel makes education fun for kids in \_\_\_\_\_.
5. They don't show *Donald Duck* in \_\_\_\_\_ because he doesn't wear trousers.
6. *Sherlock* is a mini-series about detective Sherlock Holmes in \_\_\_\_\_.

2 Do you agree with the following statements?

1. TV is just for fun, not for study.
2. The first TV programme for children appeared late, in 1980.
3. There are not enough programmes for children on TV.
4. It is good to watch TV programmes from other countries.
5. Staying at home to watch TV is better than going out.

3a Read about two famous TV programmes for children.



**Let's Learn.** It is a TV programme for small children which makes education fun. How? It has cute characters, fun songs, and special guests. It began many years ago, in 1969. People in over 80 countries can now watch it. It's not just for kids, parents and teenagers love the programme too.



**Hello Fatty!** It is a popular TV cartoon series for kids. It's about a clever fox from the forest called Fatty, and his clumsy human friend. Together they have many adventures. Millions of children around the world enjoy this cartoon. It can both entertain and educate a young audience.

3b Read the facts in the table and tick the correct programme(s).

Facts	Let's Learn	Hello Fatty!
1. This programme educates children.		
2. This programme appears in 80 countries.		
3. It's a TV cartoon series.		
4. Both parents and teenagers enjoy this programme.		
5. It's a story of adventures.		
6. This programme invites guests to appear.		

4 Work in groups.

Read about the two programmes again. Tell your group which one you prefer and why?

# SKILLS 1



## Reading

1 Read the schedule for *Around the World!*

TIME	PROGRAMME	DESCRIPTION
8.00	<i>Animals: Life in the Water</i>	A documentary about the colourful living world in the Pacific.
9.00	<i>Comedy: The Parrot Instructor</i>	Have lots of fun with the Parrot Instructor and his first working day at the skating rink.
10.30	<i>Sports: Wheelbarrow Races</i>	Four houses at the Wicked School compete in the most exciting race. Who wins?
11.00	<i>Game show: Children are Always Right</i>	The game show this week will test your knowledge about the Amazon jungle.
12.15	<i>Science: Journey to Jupiter</i>	Discover strange facts about a planet in our system.

2 Answer the following questions about the schedule.

1. What is the event in the *Sports* programme today?
2. What's the name of the comedy?
3. Can we watch a game show after 10 o'clock?
4. What is the content of the *Animals* programme?
5. Is Jupiter the name of a science programme?

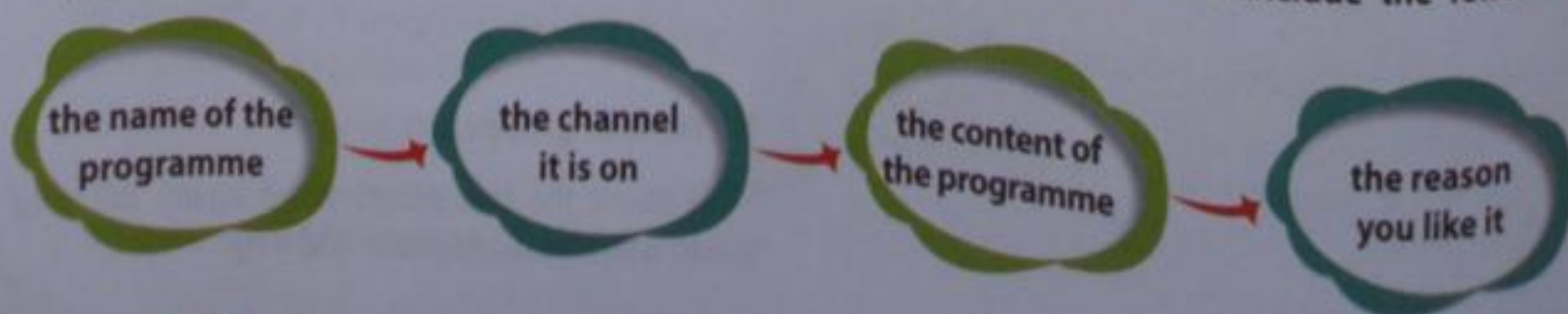
3 Read the information about the people below and choose the best programme for each.

PEOPLE	PROGRAMME
1. Phong likes discovering the universe.	
2. Bob likes programmes that make him laugh.	
3. Nga loves learning through games and shows.	
4. Minh likes watching sports events.	
5. Linh is interested in ocean fish.	

## Speaking

4 Work in groups.

Tell your group about your favourite TV programme. Your talk should include the following information:



# SKILLS 2

## Listening

1 Listen and tick the correct channel for each programme.

PROGRAMME	CHANNEL 1	CHANNEL 2	CHANNEL 3
Music: Green Green Summer			
Cartoon: The Red Spotted Squirrel			
Film: The Lonely Giraffe			
Home and Garden: How to Make a Dog House			
Our World: The Old Town of Inca			



2 Listen again and tick statements 1-5 with **T** for true and **F** for false.

### Statements

T F

- The first programme starts at seven-thirty.
- There are two programmes starting at the same time.
- The Red Spotted Squirrel lasts forty-five minutes.
- The Lonely Giraffe finishes at ten o'clock.
- The Old Town of Inca is in India.

Tick the right answer for you (you can tick more than one answer). Use your answers to write a short description of your TV-watching habits.

1. How many hours a day do you watch TV?	1 hour	2-3 hours	depends
2. How do you compare the time you spend watching TV to the time you spend on outdoor activities?	more	less	the same
3. Do you watch TV when you are ... ?	eating	entertaining	reading
4. What kind of programme do you watch most?	educational	entertaining	sports
5. Do you leave your TV on when you are not watching it?	never	sometimes	often

## Writing

3 What are your TV-watching habits?



### Suggested structure:

I do not watch much TV/ I enjoy watching TV (use your answers to the first three questions above to support your statement)

I like ... / I usually watch ... (your favourite programme)

I usually leave the TV on... / turn off the TV...

I think I have good/ bad TV watching habits (your comment on your habits)

# LOOKING BACK

## Vocabulary

1 Put the words in the box in the correct columns. Add more words if you can.

newsreader	MC	game show
documentary	animals	weathergirl
writer	cartoon	romance
home and garden		

People	Programme	Kinds of film

2 Use the words in the box to fill the text below.

comedies	educational
game shows	7 o'clock news
writers	national
relax	viewers



VTV1 is a \_\_\_\_\_ (1) television channel in Viet Nam. It attracts millions of \_\_\_\_\_ (2) because it offers many different interesting programmes. The \_\_\_\_\_ (3) tells people what is happening in Viet Nam and the rest of the world. \_\_\_\_\_ (4) bring a lot of laughter and help people \_\_\_\_\_ (5) after a hard working day. The most exciting programmes are \_\_\_\_\_ (6). They can be both entertaining and \_\_\_\_\_ (7).

Many people work hard every day to produce quality programmes for television. Some of them are programme designers, \_\_\_\_\_ (8) and reporters.

## Grammar

3 Use a question word to make a suitable question for each answer below.

- \_\_\_\_\_ days a week do you go to class?  
- I go to class five days a week.
- \_\_\_\_\_ did you watch on TV last night?  
- I watched *The Red Spotted Squirrel*.
- \_\_\_\_\_ do you like the *Animals* programme?  
- Because I love animals.

- \_\_\_\_\_ is your favourite television MC?  
- I like Minh Phong in *The Gift of Music*.
- \_\_\_\_\_ was *The Lonely Giraffe* made?  
- I don't know. But I first watched it on TV last year.

4 Use the conjunction provided to connect the sentences.

- Ocean Life* is on at 7.30. *Laughing out Loud* will follow, at 8.00. (**and**)  
→
- I have watched *The Seven Kitties* many times. I like the film so much. (**because**)  
→
- BBC One* is a British channel. *VTV6* is Vietnamese channel. (**but**)  
→
- Along The Coast* is a famous TV series. I have never watched it. (**although**)  
→
- I have a lot of homework tonight. I can't watch *Eight Feet Below*. (**so**)  
→

## Communication

5 Rearrange the order of the sentences to have a complete conversation about a TV programme.



- Hey Phong, did you watch the pig race on TV yesterday?
  - It's a sport. Pigs race around a small track. It's really very funny.
  - No. What is it?
  - Really? I've never seen it. What country is it in?
  - Well... When is it on?
  - Australia, America... It's an attraction at many country fairs.
  - Discovery channel.
  - That sounds interesting. Which channel is it on?
  - At 9 o'clock Saturday morning or 10 o'clock Sunday evening.
  - Thank you. I'll watch it.
- The correct order is: A \_\_\_\_\_

6 Recommend an interesting TV programme to your friends. Make a conversation based on the sample in 5.



Finished! Now you can ....	✓	✓✓	✓✓✓
• use words related to television			
• use question words			
• use conjunctions to connect words and clauses			
• talk about television inside and outside of Viet Nam			

## PROJECT

### HOW IMPORTANT IS TV TO YOU?

Work in groups.

Interview your friends, using the questions below.

Report your results to the class.



1. What do you prefer doing in your free time?

- |                  |                     |
|------------------|---------------------|
| a. Going out     | c. Watching TV      |
| b. Reading books | d. Other activities |

2. How many hours a day do you watch television?

- |              |                          |
|--------------|--------------------------|
| a. One hour  | c. Three hours           |
| b. Two hours | d. More than three hours |

3. Why do you watch TV?

- |                                 |   |
|---------------------------------|---|
| a. I have nothing else to do.   | c. I like it because it's entertaining and educational. |
| b. My parents want me to do it. | d. I can go to sleep easily when I watch TV.            |

4. Which of the following do you like to get information from?

- |               |                 |
|---------------|-----------------|
| a. Books      | c. The Internet |
| b. Newspapers | d. Television   |

5. How long do you think you can live without TV?

- |                              |                       |
|------------------------------|-----------------------|
| a. I cannot live without TV. | c. Less than a month. |
| b. Less than a week.         | d. I don't know.      |





## GETTING STARTED

At the gym

## THIS UNIT INCLUDES:

**VOCABULARY**  
Sports and games

**PRONUNCIATION**  
Sounds: /eə/ and /ɪə/

**GRAMMAR**  
The past simple  
Imperatives

**COMMUNICATION**  
Talking about sports and games  
Talking about sportspeople you like

## 1 Listen and read.

**Duong:** Wow! This gym is great!

**Mai:** Yeah, I really like coming here. The equipment is modern and the people are friendly. What sports do you do, Duong?

**Duong:** Well, I can do a little karate, and I play table tennis. Last week I played with Duy and I won for the first time.

**Mai:** Congratulations! How often do you do karate?

**Duong:** Every Saturday.

**Mai:** You're very fit! I'm not good at many sports.

**Duong:** I have an idea. You can come to the karate club with me.

**Mai:** No, I can't do karate.

**Duong:** But you can learn! Will you come with me on Saturday?

**Mai:** Well ..., OK.

**Duong:** Great! I'll meet you at the club at 10 a.m.

**Mai:** Sure. Where is it? How do I get there?

**Duong:** It's Superfit Club, on Pham Van Dong Road. Take Bus 16 and get off at Hoa Binh Park. It's 15 minutes from your house.

**Mai:** OK. See you then.



**a** Answer the following questions.

1. What sports can Duong do?  
\_\_\_\_\_
2. Who is going to learn karate?  
\_\_\_\_\_
3. Why does Mai like going to the gym?  
\_\_\_\_\_
4. What happened last week?  
\_\_\_\_\_
5. Where are they going to meet on Saturday?  
\_\_\_\_\_

**b** Find these expressions in the conversation. Check what they mean.

1. Wow!                      2. Congratulations!
3. Great!                    4. See you (then).

**c** Work in pairs. Make a dialogue with the expressions. Then practise them.

*Example:* A: Wow! You've got a new bike.  
            B: Yes. My mum bought it for me.  
                    She wants me to keep fit.

**Can you make a similar conversation?**

**2** Listen and repeat these words and phrases.

1. boxing        2. fishing        3. aerobics
4. chess         5. table tennis   6. karate
7. cycling       8. swimming     9. volleyball
10. tennis       11. skiing        12. running

**3** Using the words in **2**, name these sports and games.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**Watch out!**

**Can you tell the difference between a sport and a game?**



**4** Work in pairs. Put the words from **2** in the correct groups.

*Example:* go swimming

play	do	go
_____	_____	_____
_____	_____	_____
_____	_____	_____

**5** Put the correct form of the verbs *play*, *do*, *go*, *watch* and *like* in the blanks.

1. Duong can \_\_\_\_\_ karate.
2. Duy is not reading now. He \_\_\_\_\_ a game of tennis on TV.
3. Michael \_\_\_\_\_ swimming nearly every day.
4. Phong doesn't play football. He \_\_\_\_\_ reading books.
5. Khang \_\_\_\_\_ volleyball last Saturday evening.

**6** Work in pairs. Ask your partner these questions to find out how sporty they are.

1. Can you swim?    A. Yes    B. No
2. Do you play outdoors every day?  
  A. Yes    B. No
3. Do you get up early and do morning exercise?  
  A. Yes    B. No
4. What do you usually do at break time at school?  
      A. Play in the schoolyard  
      B. Sit in the classroom
5. What do you think of sports/ games?  
      A. Very good/ useful      B. A waste of time

If your answers to the questions are mostly "A", you are sporty. If they are mostly "B", do more sport and try to be more active.

# A CLOSER LOOK 1

## Vocabulary

1 Listen and repeat these words.

- |                 |              |
|-----------------|--------------|
| 1. a ball       | 5. goggles   |
| 2. sports shoes | 6. a racket  |
| 3. a boat       | 7. skis      |
| 4. a skateboard | 8. a bicycle |

2 Now write the words under the pictures.



1. \_\_\_\_\_ 2. \_\_\_\_\_



3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_



7. \_\_\_\_\_ 8. \_\_\_\_\_

3 What sports are these things for? Match the things in column A with a sport/ game in column B.

- | A               | B                |
|-----------------|------------------|
| 1. bicycle      | a. running       |
| 2. ball         | b. swimming      |
| 3. sports shoes | c. cycling       |
| 4. skis         | d. ball games    |
| 5. boat         | e. skiing        |
| 6. skateboard   | f. tennis        |
| 7. goggles      | g. sailing       |
| 8. racket       | h. skateboarding |

## Pronunciation

/eə/ and /ɪə/

4 Listen and repeat. Pay attention to the sounds /eə/ and /ɪə/.

- /eə/: where there fair pair prepare
- /ɪə/: here fear nearly idea volunteer

5 Read the words and say them aloud. Which one has /eə/ or /ɪə/?

- A. air      B. are      C. I'm
- A. physics      B. feather      C. aerobics
- A. stay      B. stair      C. stadium
- A. beer      B. bird      C. born
- A. show      B. share      C. shine
- A. sphere      B. spring      C. swim

6 Listen to the sentences and choose the right words.

- Fair/ Fine play is important in sports.
- Can you hold/ hear me, mum?
- I haven't got any idea/ fear.
- The stadium is near the square/ statue.
- Beckham nearly/ really missed the ball.
- The football fans cheered/ chased loudly for their side.



# AG

## Gram

The pa

We use

finished

happene

Positive:

I/ you/ we

Negative:

I/ you/ we

Question

Did + I/ y

Yes, I/ you

No, I/ you

- We pl

- My m

- Did y

No, w

## Watch o

Many Eng

past form

Examples:

be: I/ h

we/

have: had

win: wor

eat: ate

...

1 Complete

1. The 2012

2. - Who \_\_\_\_\_

- Neil Arm

3. - I \_\_\_\_\_ at \_\_\_\_\_ n

- No, I \_\_\_\_\_

4. - \_\_\_\_\_ you \_\_\_\_\_ in S

- Yes, I \_\_\_\_\_

# A CLOSER LOOK 2

## Grammar

### The past simple

We use the **past simple tense** to talk about a finished action in the past. We often say **when** it happened.

#### Positive:

I/ you/ we/ they/ he/ she/ it + V-ed (played)

#### Negative:

I/ you/ we/ they/ he/ she/ it + did not/ didn't + V  
(did not/ didn't play)

#### Questions and short answers:

Did + I/ you/ we/ they/ he/ she/ it + V (play)?

Yes, I/ you/ we/ they/ he/ she/ it + did.

No, I/ you/ we/ they/ he/ she/ it + didn't.

- We played some games last Sunday.
- My mother didn't go shopping yesterday.
- Did you join in the sports competition last week?  
No, we didn't.

### Watch out!

Many English verbs have irregular past forms:

#### Examples:

be: I/ he/ she/ it + was  
we/ you/ they + were

have: had

win: won

eat: ate

...



### 1 Complete the sentences with *did*, *was*, or *were*.

1. The 2012 Olympic Games \_\_\_\_ held in London.
2. - Who \_\_\_\_ the first man on the Moon?  
- Neil Armstrong.
3. - I \_\_\_\_ at the gym last Sunday, but I \_\_\_\_ not see you there.  
- No, I \_\_\_\_ at my aunt's house.
4. - \_\_\_\_ you climb Mount Fansipan when you \_\_\_\_ in Sapa?  
- Yes, I \_\_\_\_ . It \_\_\_\_ tiring, but very interesting.

### 2 Write the correct form of the verbs to complete the conversation.

- Nick:** Hi there.
- Sonny:** Hello, Nick. Did you have a nice weekend?
- Nick:** Yeah, it (1. be) \_\_\_\_\_ OK. I (2. not do) \_\_\_\_\_ much. I just (3. sit) \_\_\_\_\_ at home and (4. watch) \_\_\_\_\_ TV. On Saturday afternoon, I (5. go) \_\_\_\_\_ fishing with my dad. How about you?
- Sonny:** Oh, I (6. have) \_\_\_\_\_ a good weekend.
- Nick:** Really? What (7. do) \_\_\_\_\_ you do?
- Sonny:** I (8. visit) \_\_\_\_\_ the museum with my family. Then we (9. eat) \_\_\_\_\_ at my favourite restaurant.
- Nick:** Did you watch football on Sunday?
- Sonny:** Oh, yeah. The player (10. score) \_\_\_\_\_ a fantastic goal.

### 3 Work in groups. Ask and answer questions about last weekend.

#### Examples:

A: Did you do any sport last weekend?

B: Oh yes, and I was exhausted.

A: Really? What did you do?

#### Imperatives

You use **imperatives** to tell someone to do something, or to give a direct order.

It's chewing gum.

Chew it.

Don't swallow it.



### Remember!

Positive: V

Negative: don't + V



**4** Write sentences to tell your friends what to do or not to do.



1. It's raining. \_\_\_\_\_  
your umbrella.
2. Please \_\_\_\_\_  
\_\_\_\_\_.



3. It's late now. Please \_\_\_\_\_  
\_\_\_\_\_ up.
4. Exercising is good  
but \_\_\_\_\_ too hard.



5. It's cold. \_\_\_\_\_  
\_\_\_\_\_ on your coat.

**5** Tell your friends what to do and what not to do at the gym.

- Examples:*
- Change your clothes.
  - Don't talk loudly.



- 1** Sp  
W
1. Ho
  2. Ho
  3. Ho
  4. We
  5. Ho
  6. Wh
  7. Wh
- 2** In p  
que
1. Wh
  2. Wh
  3. Wh
  4. Do y
  5. Is th
  6. Can

# COMMUNICATION

Extra vocabulary  
fit    marathon    ring  
last    achievement



## 1 Sports quiz.

Work in pairs. Do the quiz.

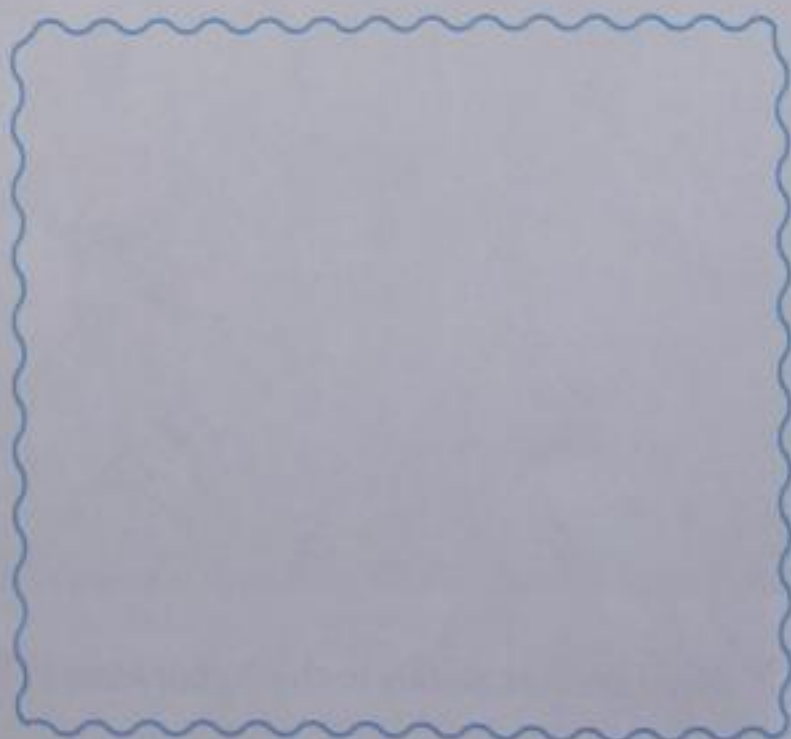
1. How many players are there in a football match?
2. How long does a football match last?
3. How often are the Olympic Games held?
4. Were there Olympic Games in 2011?
5. How long is a marathon?
6. Where were the first Olympic Games held?
7. Which sport happens in a ring?

## 2 In pairs, interview your partner using the following questions. Ask for more information.

1. What sports / games do you play in your free time?
2. What sports / games do you do at school?
3. Which sports / games do you like watching on TV?
4. Do you think you are fit? Would you like to get fitter?
5. Is there any sport / game you'd like to learn to play well?
6. Can you name three famous sportspersons?

## 3 Think of a sportsman/ sportswoman you like. Draw a picture of him/her below. Talk about him/ her with a partner. Use the following cues:

- his/ her name
- the sport he/ she plays
- his/ her past achievements
- why you like him/ her?



# SKILLS 1

## Reading

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

1. Do you know Pelé, The King of Football?  
What is special about him?
2. Where does he come from?
3. What other things do you know about him?



Edson Arantes do Nascimento, better known as Pelé, is widely regarded as the best football player of all time. Pelé was born on October 21, 1940 in the countryside of Brazil. Pelé's father was a professional football player and taught Pelé how to play at a very young age.

Pelé began his career at the age of 15 when he started playing for Santos Football Club. In 1958, at the age of 17, Pelé won his first World Cup. It was the first time the World Cup was shown on TV. People around the world watched Pelé play and cheered.

Pelé won three World Cups and scored 1,281 goals in his 22-year career. In 1999, he was voted Football Player of the Century. Pelé is a national hero in Brazil. During his career he became well-known around the world as 'The King of Football'.



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

1. When was Pelé born?  
\_\_\_\_\_
2. Why do people call him 'The King of Football'?  
\_\_\_\_\_
3. When did he become Football Player of the Century?  
\_\_\_\_\_
4. How many goals did he score in total?  
\_\_\_\_\_
5. Is he regarded as the best football player of all time?  
\_\_\_\_\_

## Speaking

**4** How often do you go/do/play these sports/games? Tick the right column.

Sports/ Games	Always	Usually	Sometimes	Never
1. jogging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. morning exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. skipping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. chess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. skateboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5** Work in groups. What kind of sports/games do you do most often? Why?

**6** Work in pairs. Ask and answer the following questions.

1. Do you like football?
2. Do you play football or only watch it?
3. What other sports do you play?  
• Do you play them well?  
• When and how often do you play them?
4. Do you belong to any clubs?
5. If you don't play sport(s), what do you often do in your spare time?

Report the results to the class.

# SKILLS 2

## Listening

1 Listen to the passages. Who are they about?

2 Listen to the passages again. Then write True (T) or False (F) for each sentence.

1. Hai plays chess every Saturday. \_\_\_\_\_
2. 'Angry Birds' is Bill's favourite game. \_\_\_\_\_
3. Alice doesn't like doing sport very much. \_\_\_\_\_
4. Trung is very good at playing football. \_\_\_\_\_
5. Bill's dream is to create a new game. \_\_\_\_\_

3 Listen to the passages again. Fill in each blank to complete the sentences.

1. Hai practises at the \_\_\_\_\_ three times a week.
2. Trung can \_\_\_\_\_ the guitar.
3. Alice likes \_\_\_\_\_ ice skating.
4. \_\_\_\_\_ is at Rosemarrick Lower Secondary School.
5. Trung \_\_\_\_\_ swimming on hot days.

## Writing

Write about a sport/ game you like. Use your own ideas and the following as cues.

- Name of the sport/ game.
- Is it a team or an individual sport/ game?
- How long does it last?
- How many players are there?
- Does it need any equipment?

Blank writing area with horizontal lines for text.







## Vocabulary

1 Find one odd word or phrase in each line.

- |                  |                |                  |                     |
|------------------|----------------|------------------|---------------------|
| 1. A. volleyball | B. badminton   | C. bicycle       | D. tennis           |
| 2. A. playground | B. bat         | C. racket        | D. ball             |
| 3. A. running    | B. cycling     | C. swimming      | D. driving          |
| 4. A. cartoons   | B. sports news | C. winter sports | D. weather forecast |
| 5. A. sporty     | B. intelligent | C. fit           | D. healthy          |

2 Read the four words in each line. Write the name of the game or sport the four words belong to.

Example: pool, breaststroke, dive, float: swimming

- pedals, wheels, ride, race: \_\_\_\_\_
- ball, kick, goal, referee: \_\_\_\_\_
- ring, rope, gloves, hit: \_\_\_\_\_
- table, paddle, serve, ball: \_\_\_\_\_
- basket, points, ball, court: \_\_\_\_\_

## Grammar

3 Put the verbs in the brackets in the correct form.

- The Olympic Games (be) \_\_\_\_\_ held once every four years.
- The first Olympic Games (take) \_\_\_\_\_ place in Greece in 776 BC.
- People (start) \_\_\_\_\_ to use computers about 50 years ago.
- What's that noise?  
- The children (play) \_\_\_\_\_ tug of war.
- What \_\_\_\_\_ you (do) \_\_\_\_\_ last weekend?  
- I (cycle) \_\_\_\_\_ round the lake with my friends. Then I (watch) \_\_\_\_\_ TV in the afternoon.

4 What do you say in these situations?

- Your friends are making a lot of noise.  
→ Please, stop \_\_\_\_\_
- The boy is watching TV for too long.  
→ \_\_\_\_\_ to play with your friends.
- Some children are feeding the animals at the zoo.  
→ \_\_\_\_\_ the animals.
- The teacher wants the boys to stand in line.  
→ \_\_\_\_\_
- Your mother tells you not to tease the dog.  
→ \_\_\_\_\_

5 Fill in each blank with a word to finish the passage.

Sports and games play an important part in our lives. Everyone of us can (1) \_\_\_\_\_ a sport, or a game, or watch sports events on TV or at the stadium. When you listen to the radio early in the morning, you can always (2) \_\_\_\_\_ sports news. When you open a newspaper, you will always find information about some (3) \_\_\_\_\_, or an article about your favourite kind of sport. Television programmes about (4) \_\_\_\_\_ are also very popular, and you can watch something interesting nearly every day. Stories about (5) \_\_\_\_\_ men or women in the world of sport are often very interesting.

## Communication

6 Match the questions in A with their correct answers in B.

- |   |   |
|---|---|
| A | 1. How often do you do karate?                |
|   | 2. Where do you go fishing?                   |
|   | 3. Who did you play badminton with yesterday? |
|   | 4. Which sport or game do you like best?      |
|   | 5. Who won our school's table tennis contest? |
| B | a. I do it once a week.                       |
|   | b. I played with my sister.                   |
|   | c. I like chess best.                         |
|   | d. We did.                                    |
|   | e. We go fishing in the river near our house. |

Finished! Now you can ...	✓	✓✓	✓✓✓
• talk about sports and games			
• talk about things that happened in the past			
• tell someone to do something or give an order			

# PROJECT

## 1 Read the passage about the game 'Blind man's bluff'

What you need: A blindfold, an open space and 5 players or more.

### Rules

1. Stand in a circle, pick one person to be the seeker. That person is blindfolded (or closes his/ her eyes) and stands in the middle.
2. He/She has to try and touch the others. The other players should try to get as close as possible to the seeker without being caught.
3. When the seeker catches another player, he/she tries to guess who it is by touching that player's face and hair. If the seeker doesn't guess on the first try, other players can give hints.
4. When the seeker guesses the other's name, that person becomes the new seeker.



## 2 Choose one of the following sports/ games (or one of your own) and write about it.

- Tug of war (rope pulling)
- Skipping
- Marbles

### Cues:

Name of the game:

How many players:

Equipment: (ball/ bat/ stick ...)

Rules:

## GETTING STARTED

What nice photos!



## THIS UNIT INCLUDES:

## VOCABULARY

Continents, countries, cities and landmarks

## PRONUNCIATION

Sounds: /aʊ/ and /aɪ/

## GRAMMAR

The present perfect

Superlatives of long adjectives

## COMMUNICATION

Talking about some famous cities

Describing experiences

Writing a postcard

## 1 Listen and read.

**Mai:** What nice photos! Have you been to all these places?

**Tom:** Yes, I've been to most of them. This is Rio de Janeiro. It's an exciting city, but sometimes it's very hot.

**Mai:** Is the weather there hotter than in Sydney?

**Tom:** Oh yes! Sydney isn't so hot. I've been to the beaches there many times with my family. They're the cleanest and the most beautiful in the world!

**Mai:** Is this London? What bad weather!

**Tom:** Yes, we've been there twice. Can you see Big Ben? There are also modern buildings, like this egg-shaped building...

**Mai:** And this must be Times Square in New York.

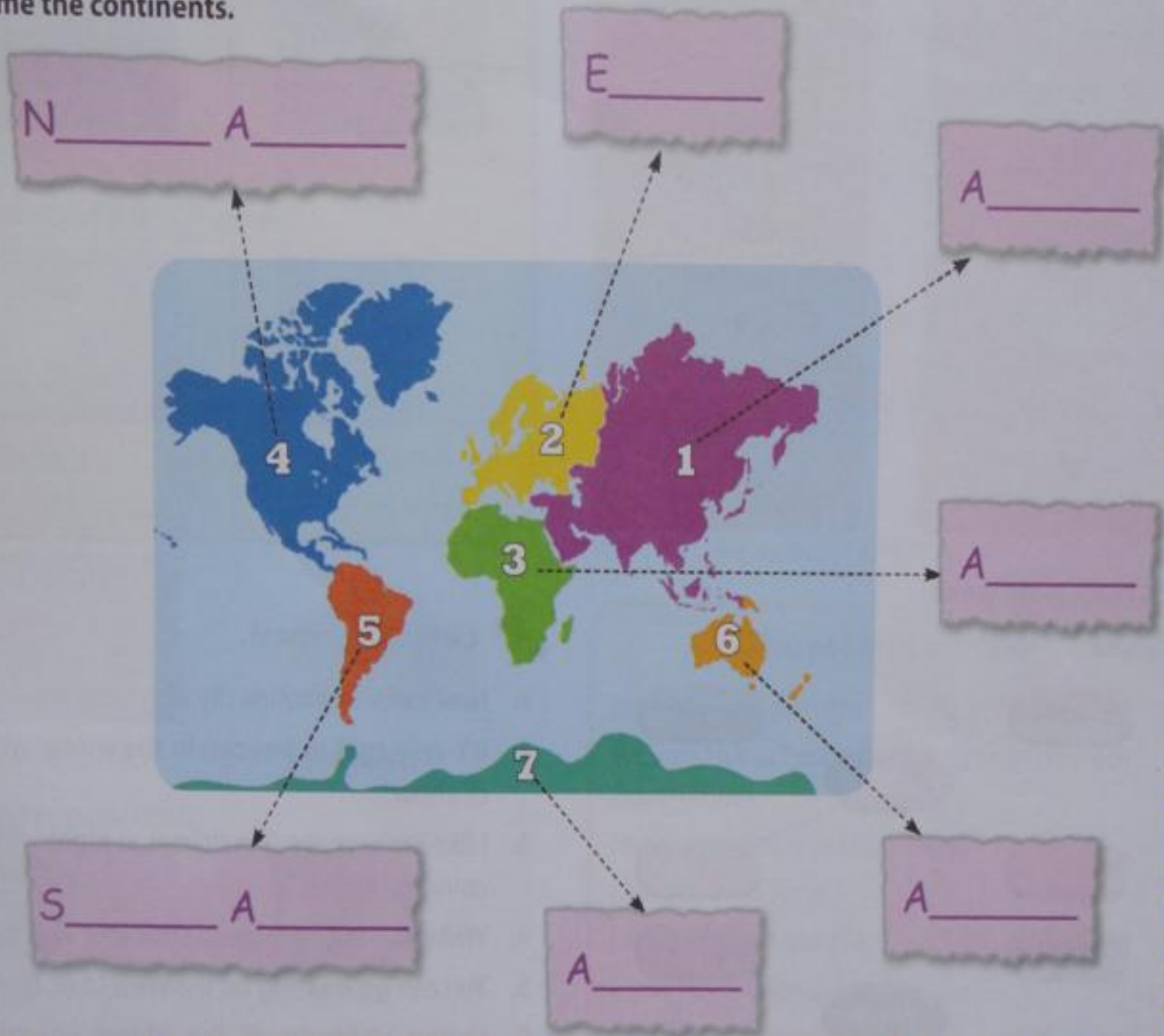
**Tom:** Yes! I've never been there. This photo is from my brother. It looks great, doesn't it?

**2** Read the conversation again. Then write True (T) or False (F).

- |                                       |                          |                          |   |                          |                          |
|---------------------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
|                                       | <b>T</b>                 | <b>F</b>                 |   | <b>T</b>                 | <b>F</b>                 |
| 1. Tom and Mai are reading a book.    | <input type="checkbox"/> | <input type="checkbox"/> | 4. All the buildings in London are old.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tom has been to all four cities.   | <input type="checkbox"/> | <input type="checkbox"/> | 5. Tom has taken many photos of Times Square. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tom has been to Sydney many times. | <input type="checkbox"/> | <input type="checkbox"/> |   |                          |                          |

**Continents, countries, and cities**

**3** Name the continents.



**4** Match the words in the blue box to the names of the places.

- a. continent
- b. country
- c. city
- d. capital
- e. place of interest

- 1. Ha Noi
- 2. Nha Trang
- 3. Asia
- 4. Sweden
- 5. Ben Thanh Market
- 6. the Louvre
- 7. Amsterdam
- 8. Africa
- 9. the USA
- 10. Liverpool

**5** Game: **Around the world**

In groups of four, choose a country and ask your friends the questions below (and any others you can think of)

- ☞ Which continent is it in?
- ☞ What is its capital?
- ☞ What are its major cities?
- ☞ What is it famous for?

*The person who has the most correct answers is the winner.*



# A CLOSER LOOK 1

## Pronunciation

/əʊ/ and /aɪ/

3 Listen and write the words you hear in the appropriate column. Then, read the words aloud.

/əʊ/	/aɪ/
cold	sky
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Vocabulary

1 Match the words in A with their opposites in B. Some words may have more than one opposite.

A

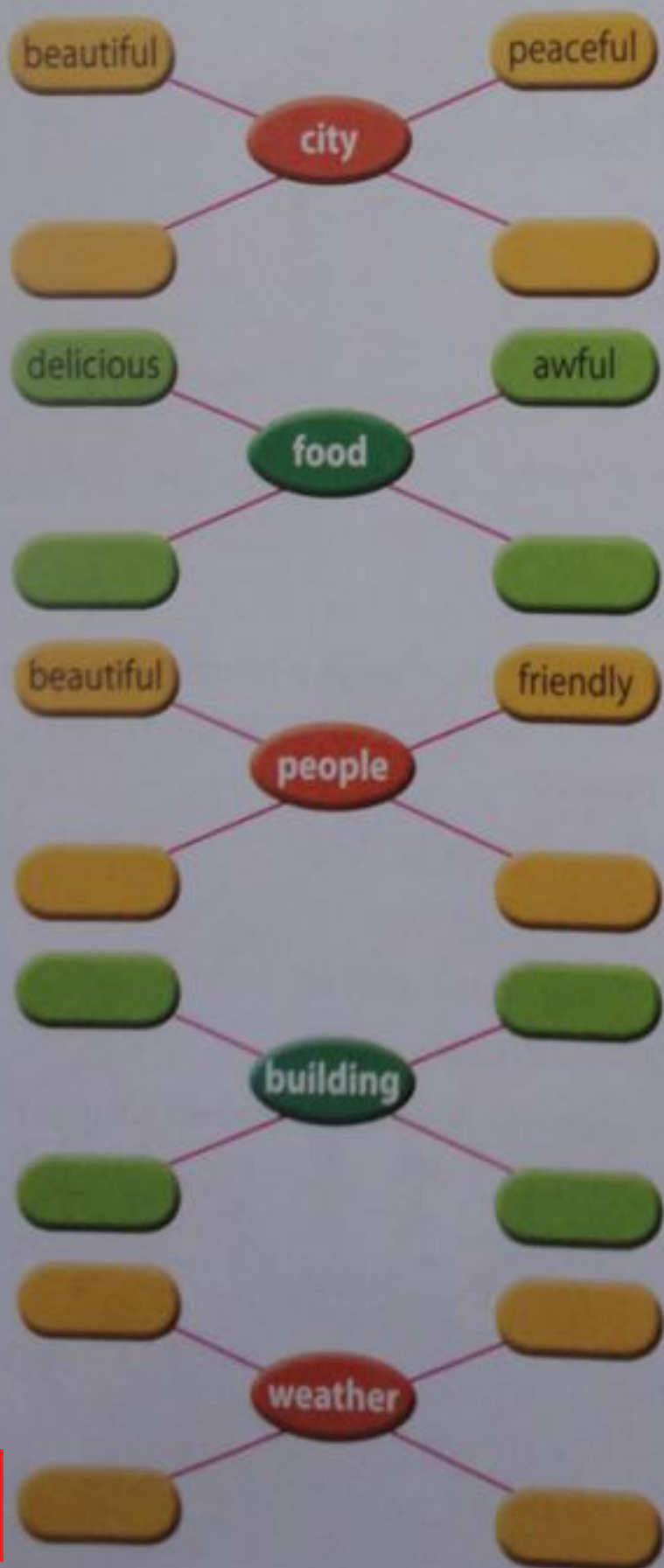
1. old
2. dangerous
3. quiet
4. dry
5. clean
6. historic
7. boring
8. cheap
9. cold

B

- a. safe
- b. dirty
- c. wet
- d. polluted
- e. new
- f. exciting
- g. hot
- h. modern
- i. expensive
- k. noisy

2 Create word webs.

Example:



4 Listen and repeat.

1. New York is an exciting city with many skyscrapers.
2. It's very cold in Sweden in the winter with lots of snow.
3. I like looking at tall buildings at night with their colourful lights.
4. Write and tell me how to cook that Thai curry.
5. You can go boating on the West Lake. It's nice!
6. Oxford University is the oldest university in Britain.

## Grammar

### Superlatives of long adjectives

#### Long adjectives

- 2-syllable adjectives (not ending in -y)  
*Example: famous, peaceful*
- All adjectives of 3 or more syllables  
*Example: expensive, delicious*

#### Superlatives of long adjectives

famous → **the most** famous  
expensive → **the most** expensive

# A CLOSER LOOK 2

5 Complete the fact sheet by choosing one picture. Compare your fact sheet with a classmate. Do you agree with his/her answers?

## COUNTRY : BRITAIN

1. Biggest city: London
2. Oldest university:



a.



b.

3. Most popular British writer:



a. Dickens



b. Shakespeare

4. Most popular food:



a. fish and chips



b. spaghetti

5. Most popular drink:



a. tea



b. coffee

6. Most common activity:



a. playing football



b. watching TV

- 6 Read this article about Britain. Then, look at your fact sheet. Did you have correct answers?

London is Britain's biggest city.

Oxford University is the oldest university in Britain. It was built in the 12<sup>th</sup> century.

The playwright William Shakespeare (1564-1616) is the most popular British writer in the world.

Britain's most popular food is fish and chips. Tea is the most popular drink.

Britain's most common leisure activities are watching television and films and listening to the radio.

## Grammar

### The present perfect

- 1 Listen again to part of the conversation. Pay attention to the present perfect.

**Mai:** What nice photos! Have you been to all these places?

**Tom:** Yes, I've been to most of them. This is Rio de Janeiro. It's an exciting city, but sometimes it's very hot.

**Mai:** Is the weather there hotter than in Sydney?

**Tom:** Oh yes! Sydney isn't so hot. I've been to the beaches there many times with my family. They're the cleanest and the most beautiful in the world!

**Mai:** Is this London?... What bad weather!

**Tom:** Yes, we've been there twice.

### The present perfect

has/have + past participle

We use the present perfect to describe our experiences.

*I have seen that movie ten times.*

*I have been to Sapa.*

*I have been to Sapa twice.*

*I have never been to Sapa.*

### Remember:

The exact time the action happened is not important.



### The present perfect

(+) I have been to Nha Trang twice.

(-) He hasn't been to Nha Trang./  
He has never been to Nha Trang.

(?) Have you ever been to Nha Trang?



We often use *ever* and *never* when we describe our experiences.

**2 Put the verbs in the brackets into the present perfect.**

1. Tom (be) \_\_\_\_\_ to Rio de Janeiro, Sydney, and London.
2. The family (be) \_\_\_\_\_ to the beaches in Sydney many times.
3. Tom (visit) \_\_\_\_\_ London twice.
4. His brother (be) \_\_\_\_\_ to New York.
5. But he (be) \_\_\_\_\_ there.

**3 Put the verbs in the brackets in the correct form.**

1. \_\_\_\_\_ you (see) \_\_\_\_\_ *High School Musical*?  
Oh yes, I love it. I (see) \_\_\_\_\_ it many times.
2. I often (go) \_\_\_\_\_ to bed very late.
3. I \_\_\_\_\_ never (be) \_\_\_\_\_ on TV.
4. They (clean) \_\_\_\_\_ the car every week.
5. Thu usually (take) \_\_\_\_\_ the bus to school.
6. My sister loves that restaurant and she (eat) \_\_\_\_\_ there hundreds of times.

**4 Look at Tom's webpage. Tell a partner what he has done this week.**

The screenshot shows a webpage titled "Tom's webpage" with a navigation bar containing "HOME", "PROFILE", and "ACCOUNT". Below the navigation bar is a "Photo Album" section with a dropdown menu set to "Tom's". The album contains six photos: a person sitting cross-legged reading a large book, a bowl of ramen with chopsticks, a soccer ball on a grassy field, a dog sitting in a blue pool, a piece of lined paper with "A+" written in red, and a person sitting cross-legged reading a large book.

**5 Class survey**

Go round the class asking the survey questions. Find out:

- One thing that everyone has done
- One thing no one has done

	Yes ✓	No x
1. Have you ever sung karaoke?		
2. Have you ever talked on the phone for one hour?		
3. Have you ever been on TV?		
4. Have you ever eaten ice cream in winter?		
5. Have you ever had a pet?		
6. Have you ever talked to a native speaker of English?		

# COMMUNICATION

## Extra vocabulary

design      symbol      landmark  
creature      UNESCO World Heritage

**1** Match the words in the box with the landmarks. Which cities are they in? What do you know about them?

Sydney Opera House  
Big Ben  
Merlion  
Eiffel Tower  
Temple of Literature



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_

**2** Read about the landmarks. Can you guess which landmark from **1** they are?

It is the most famous tower in England. The name is often used to describe the tower, the clock and the bell in the tower. The bell is the largest bell ever made in England.

1. \_\_\_\_\_

Danish architect Jorn Utzon designed the place, and Queen Elizabeth II opened it in 1973. It is a UNESCO World Heritage building.

2. \_\_\_\_\_

One of Hanoi's most well-known landmarks, this place was built in 1070. It is next to Quoc Tu Giam, Vietnam's first university.

3. \_\_\_\_\_

Gustave Eiffel designed this tower in 1889. Now, almost 7 million visitors visit it a year. That makes it the most visited landmark in the world.

4. \_\_\_\_\_

A creature with the head of a lion and the body of a fish, it is the symbol of Singapore.

5. \_\_\_\_\_

**3** Write **T** (true) or **F** (false).

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. Big Ben is the biggest tower in England.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The Sydney Opera House was designed by a famous Australian architect. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Queen Elizabeth II came to Sydney in 1973.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Eiffel Tower is the world's second most visited tourist place.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Temple of Literature was the first university in Viet Nam.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Merlion has a fish's head and a lion's body.                      | <input type="checkbox"/> | <input type="checkbox"/> |

**4** Think of a city, a country, or a landmark. Give clues. Your classmates guess.

*Example:*

A: It's a city. It's very hot and crowded.

B: Is it Tokyo?

A: No, it's not. It's in South America. The people there love football.

C: Is it Rio de Janeiro?

A: Yes, it is!



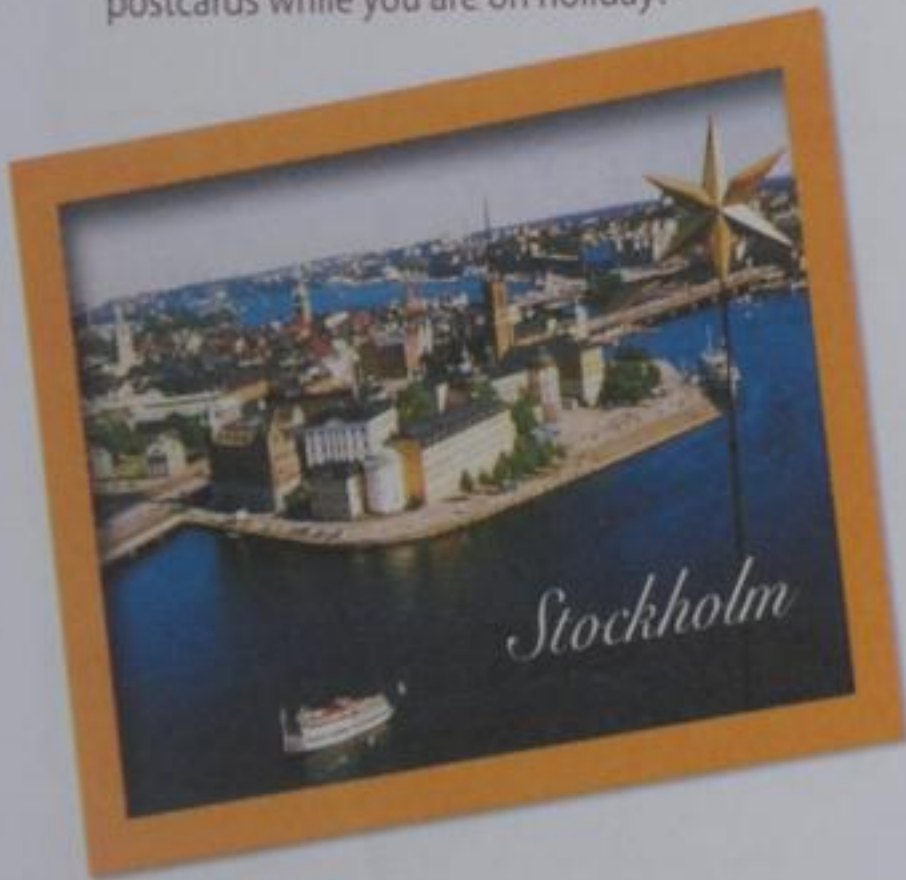
# SKILLS 1

## Reading

### Love from Sweden

#### 1 Look at the postcard.

1. What is the picture on the postcard of?
2. What do you think is written on this postcard?
3. What is the purpose of writing and sending postcards while you are on holiday?



#### 2 Read the postcard and answer the questions.

- (1) September 6<sup>th</sup>
- (2) Dear Grandpa and Grandma,
- (3) Stockholm is fantastic!
- (4) The weather has been perfect. It's sunny! The hotel and the food are ok. (5) We had "fika" in a café in the Old Town. The Royal Palace (pictured) is too beautiful for words! Swedish art & design is so amazing! Phuc loves it!
- (6) Mum and Dad have rented bikes. Tomorrow we're cycling around to discover the city.
- (7) Wish you were here!
- (8) Love,  
Hanh Mai



To: (9) Grandpa and Grandma  
Hoan Kiem, Ha Noi  
VIETNAM

1. What city is Mai in?
2. Who is with her?
3. What has the weather been like?
4. Where is Mai staying?
5. What has she done so far?
6. What do you think 'fika' means?
7. What will she do tomorrow?
8. How is Mai feeling? How do you know?

#### 3 Read the text again and match the headings with the numbers.

- a. Address of the person/people who get the postcard
- b. Weather/hotel/food
- c. Opening
- d. What you have seen or done
- e. Closing
- f. A very popular sentence used for postcards, near the closing
- g. What you will do next
- h. An overall feeling about the place
- i. Date

## Speaking

#### 4 Choose a city. Imagine you have just arrived in that city and want to tell your friends about it. Make notes below.

- When did you arrive?
- Who are you with?
- Where are you staying?
- What have you done?
- What are you doing tomorrow?
- How are you feeling?

#### 5 In pairs, use your notes to tell your partner about your city. Then, listen and write down notes about your partner's city in the space below.

---



---



---



---

# SKILLS

## Listening

#### 1 Look at the



#### 2 Listen and

1. The Royal Palaces in Europe
2. The biggest palace in the Old Town
3. Today, the Old Town has many cafés, restaurants
4. The Nobel Prize ceremony is held in Stockholm
5. The Nobel Prize is awarded to the Swedish people

#### 3 Listen again

1. The city of Stockholm is built on islands.
2. It has \_\_\_\_\_
3. There are about \_\_\_\_\_ in the Old Town
4. Nobel prizes are awarded to \_\_\_\_\_
5. The award ceremony is held in \_\_\_\_\_ and \_\_\_\_\_

# SKILLS 2

## Listening

1 Look at the pictures. What do you see?



2 Listen and write T (True) or F (False).

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. The Royal Palace is one of the largest palaces in Europe.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The biggest part of Stockholm is the Old Town.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Today, the Old Town doesn't have any cafés, restaurants or shops. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Nobel Peace Prize is awarded in Stockholm.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Nobel Prize is presented by the Swedish Prime Minister.       | <input type="checkbox"/> | <input type="checkbox"/> |

3 Listen again to the talk and fill in the gaps.

- The city of Stockholm covers \_\_\_\_\_ islands.
- It has \_\_\_\_\_ years of history.
- There are about \_\_\_\_\_ people living in the Old Town today.
- Nobel prizewinners receive their awards on \_\_\_\_\_.
- The award consists of a Nobel diploma, a medal, and \_\_\_\_\_ Swedish crowns.

## Writing

### A holiday postcard

#### Study Skills

Think about the 5 Ws and 1 H and include the answers in your postcard:

- Who?
- What?
- When?
- Where?
- Why?
- How?

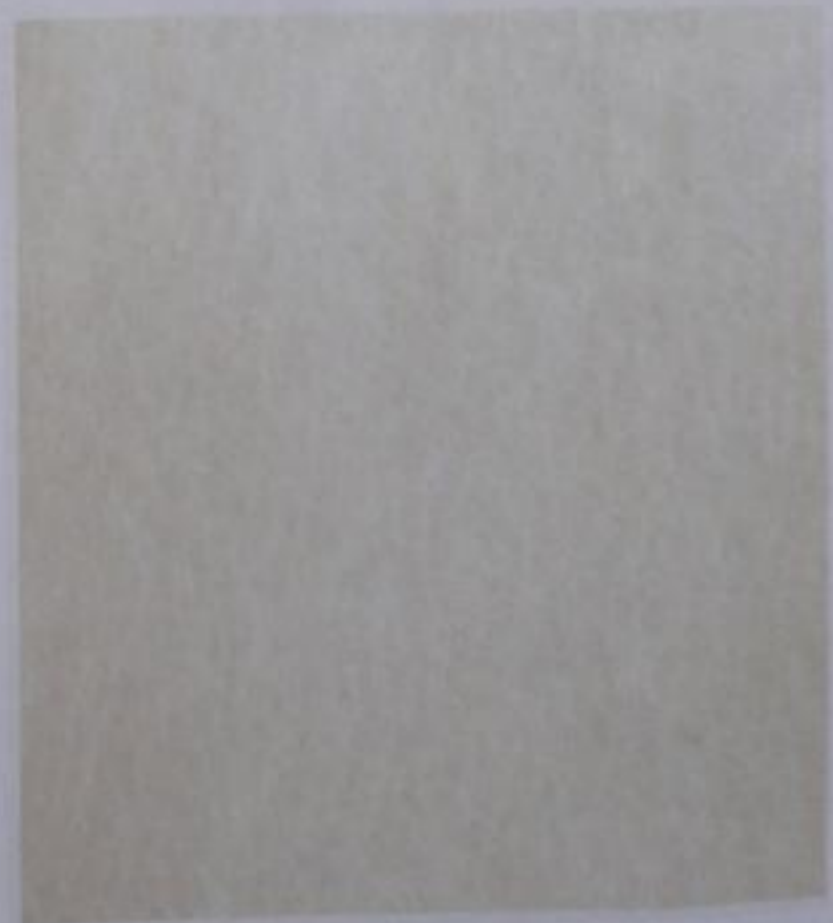
4 Rearrange the words to make sentences.

- Stockholm/fantastic/is/!
- Da Lat/we're/in/!
- having/a good time/we're/having/here/!
- love/I/Disneyland/!
- must/come/you/!
- you/wish/I/were/here/!

#### Learning tip

There's not much space on a postcard, so keep it short and sweet! Use exclamation marks.

5 Write a postcard. Use the notes about the city you have chosen in Speaking 4, page 28.



# LOOKING BACK

# PROJECT

## Vocabulary

1 Choose the best two options.

- The city is \_\_\_\_\_.  
a. exciting      b. amazing      c. long
- The weather is \_\_\_\_\_.  
a. cold      b. quiet      c. sunny
- The people are \_\_\_\_\_.  
a. friendly      b. polluted      c. nice
- The buildings are \_\_\_\_\_.  
a. tall      b. beautiful      c. fast
- The food is \_\_\_\_\_.  
a. noisy      b. delicious      c. good

## Grammar

2 Put the verbs in the brackets into the present perfect:

Nhung: \_\_\_\_\_ you ever (1. eat) \_\_\_\_\_ a Philadelphia cheese steak?

Nora: Yes, I have.

Nhung: Really? \_\_\_\_\_ you (2. be) \_\_\_\_\_ to Philadelphia?

Nora: Yes, I (3. be) \_\_\_\_\_ there twice. I (4. be) \_\_\_\_\_ to many famous places in the city.

Nhung: \_\_\_\_\_ you (5. visit) \_\_\_\_\_ the Constitution Centre?

Nora: No, I haven't, but I (6. see) \_\_\_\_\_ the Liberty Bell. Look at this postcard.



3 In pairs, complete this fact sheet about Viet Nam.

COUNTRY: VIETNAM

- Biggest city: Ho Chi Minh City
- Oldest university: \_\_\_\_\_
- Most popular Vietnamese writer: \_\_\_\_\_
- Most popular food: \_\_\_\_\_
- Most popular drink: \_\_\_\_\_
- Most common activity: \_\_\_\_\_

4 Using the information from your fact sheet write a short paragraph (7 - 8 sentences) about Viet Nam.

## Communication

5 Game: Yes I have

In pairs, ask a *Have you ever...* question. You may use the questions from the Class Survey in A closer look 2 page 30, to help you. Then asks three 'Wh' questions to get more information from your partner and guess if he/she is telling the truth or not.

A: Have you ever been on TV?

B: Yes.

A: When was that?

B: Last year.

A: Which programme were you in?

B: Erm... the Evening News.

A: Why were you there?

B: I don't remember!

Finished! Now you can ....	✓	✓✓	✓✓✓
• use adjectives to talk about some famous cities and their landmarks			
• compare things using the superlative of long adjectives			
• use present perfect to describe an experience			
• write a postcard about travel experiences			



# PROJECT

## My 5 Day Journey Around the World!

- Choose five cities in the world that you want to visit.
- Find 5 interesting facts about each city.
- Design a poster. Make sure to include the facts about the cities and some pictures!



# LANGUAGE

## Pronunciation

**1** Odd one out. Which underlined sound is pronounced differently in each group?

- |                        |                      |                       |                      |
|------------------------|----------------------|-----------------------|----------------------|
| 1. A. bicy <u>c</u> le | B. exc <u>i</u> ting | C. favou <u>r</u> ite | D. wid <u>e</u> ly   |
| 2. A. do <u>c</u> tor  | B. op <u>e</u> ning  | C. g <u>o</u> ld      | D. post <u>c</u> ard |
| 3. A. far <u>t</u> her | B. ear <u>t</u> h    | C. bo <u>th</u>       | D. marath <u>o</u> n |
| 4. A. f <u>e</u> ar    | B. rep <u>e</u> at   | C. id <u>e</u> a      | D. r <u>e</u> ally   |
| 5. A. h <u>a</u> ir    | B. f <u>a</u> re     | C. prep <u>a</u> re   | D. sp <u>e</u> aker  |
| 6. A. f <u>u</u> rther | B. an <u>o</u> ther  | C. leath <u>e</u> r   | D. auth <u>o</u> r   |

**2** Practise saying the sentences. Pay attention to the pronunciation of the underlined words.

- What sport can you play in the cold weather?
- The bathroom door is closed tightly.
- Her hair is shining brightly in the sun.
- I know neither Stockholm nor Rio de Janeiro.

## Vocabulary

**3** Choose A, B, or C to fill the gaps in the passage.

Most children love (1) \_\_\_\_\_ activities. They play football, go skateboarding or go (2) \_\_\_\_\_. In countries with snow like (3) \_\_\_\_\_, children go to the mountains with their parents to go skiing. They can make a (4) \_\_\_\_\_ in the playground in front of their house. When the weather is bad, they can stay at home and watch interesting (5) \_\_\_\_\_ on TV.

- |                |             |               |
|----------------|-------------|---------------|
| 1. A. outdoor  | B. indoor   | C. school     |
| 2. A. tennis   | B. swimming | C. karate     |
| 3. A. Sweden   | B. Paris    | C. Bangkok    |
| 4. A. snowman  | B. postman  | C. sportsman  |
| 5. A. channels | B. viewers  | C. programmes |

**4** Choose one of the words/phrases in the box to complete sentences 1-6.

football	remote control	country
Paris	local television	Summer sports

- The most famous building in \_\_\_\_\_ is the Eiffel Tower.
- Pelé is the greatest \_\_\_\_\_ player of all time.

- \_\_\_\_\_ has many useful programmes.
- Russia is the biggest \_\_\_\_\_ in the world.
- You can use a \_\_\_\_\_ to change channels.
- \_\_\_\_\_ are very popular in countries with a lot of sunshine like Australia.

## Grammar

**5** Complete the sentences with the present simple, present perfect or past simple forms of the verbs in brackets.

- John, you are late. The documentary \_\_\_\_\_ ten minutes ago. (*start*)
- Children sometimes \_\_\_\_\_ adult sports like go. (*play*)
- The USA \_\_\_\_\_ colour TV in 1953. (*have*)
- The World Cup \_\_\_\_\_ held every four years. (*be*)
- My mother \_\_\_\_\_ me a pair of sports shoes for my last birthday. (*buy*)
- Thomas \_\_\_\_\_ for BBC One since 2005. (*work*)

**6** Are the underlined question words correct? If not, correct them.

- Who sports do you like?
- What time do you have English classes?  
- Monday and Thursday.
- What is the longest river in the world?
- What tall are the Twin Towers in Kuala Lumpur?
- Where is the Great Wall: China or Korea?

**7** Use the superlatives in the box to complete the sentences.

the most interesting	The most relaxing
The most expensive	the most popular
the most colourful	

- \_\_\_\_\_ city in the world is Tokyo. People need a lot of money to live there.
- Football is \_\_\_\_\_ sport in the world. Everybody loves it.
- National Geographic is \_\_\_\_\_ channel. We can learn a lot when we watch it.
- What is \_\_\_\_\_ holiday in your country?  
- It's Tet. There are lots of fireworks.
- \_\_\_\_\_ city in the USA is Hawaii. The city is full of holiday makers.

## Everyday English

### 8 Choose the best replies for the questions.

1. What time does the match start?
2. I want to visit Ha Long Bay.
3. Where is the Pyramid of Giza?
4. How many TV channels for children are there in your country?
5. Who is the most famous TV interviewer?
  - a. Me too.
  - b. Not many, only 4 or 5.
  - c. It's in Egypt.
  - d. Larry King in the USA.
  - e. I think it's at 8.

## SKILLS

### Reading STRANGEST SPORTS

#### 1 Read the two descriptions of strange sports around the world and choose the title for them.



A. Putting Your Toes Together



B. Who's faster: You or The Cheese?

1. \_\_\_\_\_  
Cheese rolling is one of the simplest sports. They roll a big round piece of cheese from the top of a hill and competitors chase after it. The first person to cross the finish line at the bottom of the hill wins (the cheese of course).

Very few people can catch the rolling cheese because it can travel up to 112 km an hour.

2. \_\_\_\_\_  
Toe wrestling is a popular sport for children. Two children lock their toes together and try to force the other's foot to the ground. There is even the World Toe Wrestling Competition. It first started in Derbyshire, UK in 1976.

#### 2 Which sport is it?

Use the information from the passages in 1 to tick the correct box.

	Putting your toes together.	Who's faster: You or The Cheese?
1. They need a hill to play the sport.		
2. They use the lower part of the body for the sport.		
3. It travels as fast as 112 kilometers an hour.		
It first started in the United Kingdom.		

## Speaking

### 3 Work in groups. Interview your friends about their likes. Take notes in the table and report it to your class.

Questions	Person 1	Person 2
1. What city/ country would you like to visit?		
2. What sports/ games do you like playing?		
3. What TV programme do you like best?		

## Listening HAVE YOU EVER...?

### 4 Listen to the interview with Nick and fill in the blanks.

- Interviewer:** Nick, have you ever taken part in a sports (1) \_\_\_\_\_?
- Nick:** Yes, I have, a (2) \_\_\_\_\_ competition. But I didn't win any prizes.
- Interviewer:** Have you ever been to another (3) \_\_\_\_\_?
- Nick:** Yes, I am now here in Viet Nam, and I've been to (4) \_\_\_\_\_, too.
- Interviewer:** Have you ever watched a (5) \_\_\_\_\_ series?
- Nick:** Oh, several. But I like *The Adventures of Peter Pan* best.
- Interviewer:** Thank you, Nick.

### 5 Listen to an interview with Phong and complete the answers with information from the listening.

Questions	Answers
What competition?	1. _____
What country?	2. _____
What cartoon?	3. _____

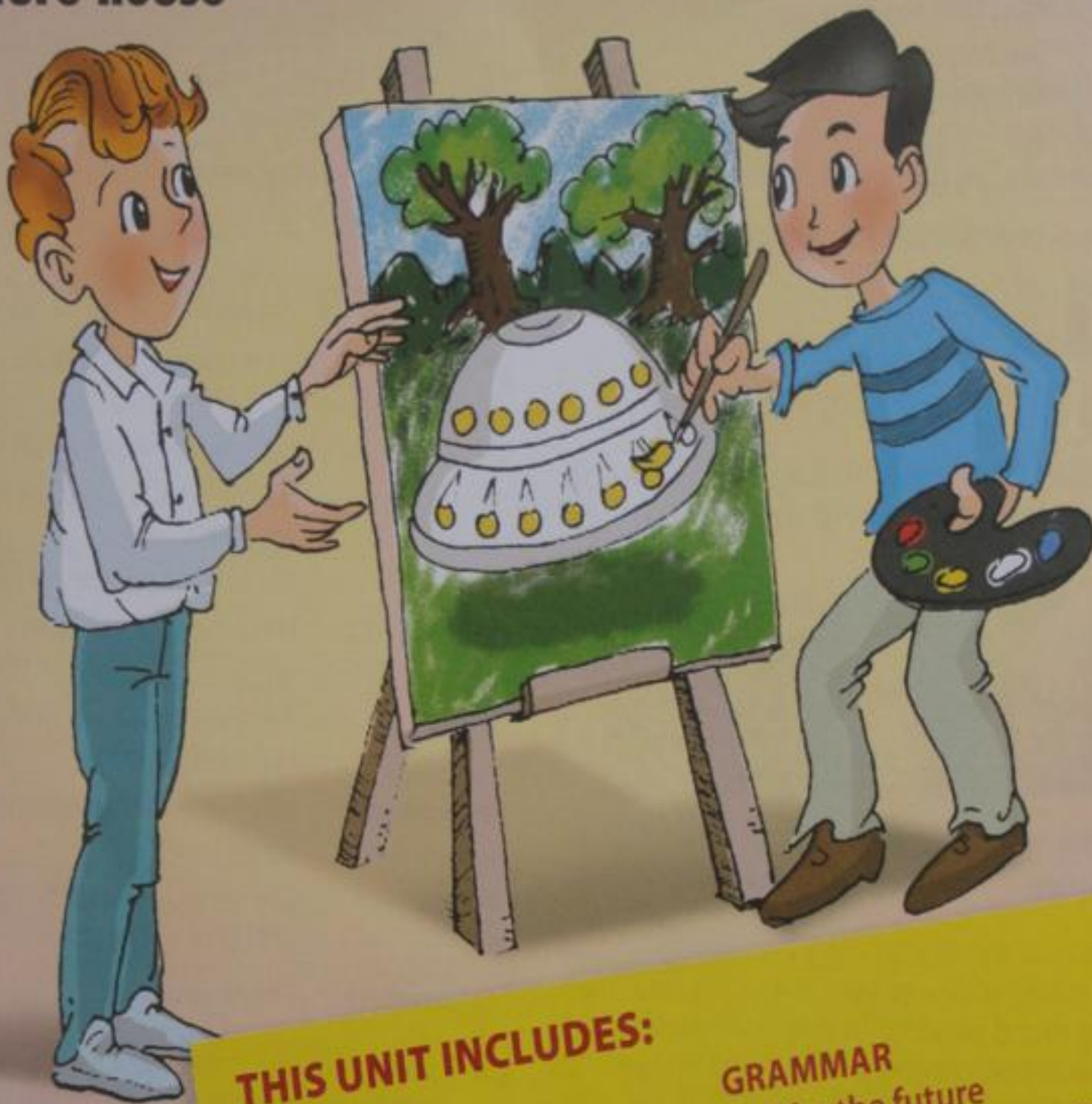
## Writing

### 6 Mark and Tim visited India last summer. Look at the information in the table to write a complete passage about their visit.

Country	India
Cities	Delhi, Madurai
Activities	watch snake performance, visit temples and historic buildings, eat kebabs
Date	Nov 18 - 25
People	friendly
Weather	very hot

## GETTING STARTED

## My future house



## THIS UNIT INCLUDES:

**VOCABULARY**  
Words to talk about types of houses and appliances

**PRONUNCIATION**  
Sounds /dr/ and /tr/

**GRAMMAR**  
Will for the future  
Might for future possibility

**COMMUNICATION**  
Talking about different houses in the future  
Writing about a dream house

**1** Listen and read.

**Nick:** What are you doing, Phong?

**Phong:** I'm drawing my house.

**Nick:** Your house! That's a UFO.

**Phong:** It looks like a UFO but it's my house in the future.

**Nick:** Where will it be?

**Phong:** It'll be in the mountains, surrounded by many tall old trees.

**Nick:** What will it be like?

**Phong:** It'll be a large house. There will be twenty rooms in it.

**Nick:** Twenty rooms! Wow! Will it be nice?

**Phong:** Yes, and it will have solar energy.

**Nick:** Fantastic! Which room will you like best?

**Phong:** My bedroom, of course.

**Nick:** What appliances might you have?

**Phong:** I might have a wireless TV so I can watch TV programmes from space or a friendly robot to help me with my home.

**Nick:** Sounds great! And how much will ....

Comple

Type of ho

Location:

Surroundi

Number o

Applianc

**2** Match th  
your par

1. UFO

2. housebo

3. motorho

4. skyscrap

5. palace

**a** Complete the table.

Type of house:	
Location:	
Surroundings:	
Number of rooms:	
Appliances in the room:	

**b** Read the conversation again. Complete the sentences.

- Phong's house will be in the \_\_\_\_\_.
- His house will be surrounded by \_\_\_\_\_.
- There will be \_\_\_\_\_ rooms in his house.
- The house might have a \_\_\_\_\_ to watch TV programmes from space.

**2** Match the words with the pictures. Then, ask your partner about them.

1. UFO



2. houseboat



3. motorhome



4. skyscraper



5. palace



**3 a** Work with a partner. What adjectives can you think of to describe the houses in **2**?

**b** Ask and answer questions about the pictures.

*Example:*

A: Which house do you like best?

B: I like the palace.

A: Why?

B: It's big!

**4** Read the phrases aloud. Tick the place where you want your future house to be located and write sentences.

- |   |   |
|---|---|
| <input type="checkbox"/> in the countryside | <input type="checkbox"/> on the ocean     |
| <input type="checkbox"/> in the city        | <input type="checkbox"/> on the Moon      |
| <input type="checkbox"/> in the mountains   | <input type="checkbox"/> under the ground |
| <input type="checkbox"/> in space           | <input type="checkbox"/> by the sea       |

*Example:*

My future house will be in the mountains.

**5** Game

**OUTSIDE MY WINDOW**

In groups, describe to your classmates what you can see outside the window of your future house. Your group tries to guess where your house is located.

*Example:*

A: Outside my window I can see the beach and the water. I see children playing. Where's my house?

B: It's by the sea.

A: Correct!



# A CLOSER LOOK 1

## Vocabulary

- 1 Listen and repeat the appliances in the box. Then put them in the appropriate columns. (You may use an appliance more than once).

wireless TV      automatic dishwasher  
 modern fridge      automatic washing machine  
 hi-tech robot

living room	bedroom	kitchen	bathroom

- 2 Match the appliances in A with the things they can or might do in B.

A

- wireless TV
- automatic dishwasher
- modern fridge
- automatic washing machine
- hi-tech robot

B

- look after children
- cook meals
- help us watch TV programmes from space
- wash and dry dishes
- wash and dry clothes

- 3 Work in pairs. Using the information in 2, ask and answer questions about appliances in the house.

Example:

- A: What does a wireless TV do?  
 B: It helps us watch TV programmes from space.

## Pronunciation

/dr/ and /tr/

- 4 Listen to the chants. Write the words with the sounds /dr/ and /tr/ in the table.

*Drops of water*

*Little drops of water*

*Drip, drip, drip*

*Dripping from the cottage roof*

*On a rainy day.*



*I'd like to live in the countryside*

*I'd like to travel in a train*

*Along the track.*

*I'd like to drive a tractor*

*Through the hay.*



/dr/	/tr/

- 5 Say the words you have written in the table. Pay attention to the sounds /dr/ and /tr/. Can you add some more words?

# A CLOSER LOOK 2

## Grammar

### Will for the future

We use *will + V* to talk about actions we think are likely to happen in the future.

### Affirmative

*I/ we/ you/ they/ he/ she/ it + will + V*

*I will travel* to the Moon by super car in the future.

*We'll live* in a comfortable apartment on the Moon.

(*'ll* is the short form of *will*)

### Negative

*I/ we/ you/ they/ he/ she/ it + will not + V*

*We won't live* in that cottage in the future.  
(*won't* is the short form of *will not*)

### Question form

*Will + I/ we/ you/ they/ he/ she/ it + V?*

*Will they live* on the Moon?

*Yes, they will./ No, they won't.*

## 1 Complete the conversation with *will* or *won't*.

**Tom:** Professor Lin, may I ask a question? (1) \_\_\_\_\_  
the car of the future run on electricity?

**Professor Lin:** No, it (2) \_\_\_\_\_. It (3) \_\_\_\_\_ probably use water.

**Tom:** Sounds great! In what other ways (4) \_\_\_\_\_  
the car of the future be different?

**Professor Lin:** Instead of keys, we (5) \_\_\_\_\_ have special  
cards to start the engine. The cards (6) \_\_\_\_\_  
open the doors. They (7) \_\_\_\_\_ control the  
temperature, but they (8) \_\_\_\_\_ drive the car.

**Tom:** So how much (9) \_\_\_\_\_ the car cost?

**Professor Lin:** I don't know, but it (10) \_\_\_\_\_ be cheap.



e table.  
tr/. Can



**2** Match the verbs in **A** with the nouns in **B**.

**A**

1. do
2. clean
3. cook
4. wash
5. water
6. surf
7. send and receive
8. take care of

**B**

- a. meals
- b. the flowers
- c. children
- d. housework
- e. e-mails
- f. the floors
- g. clothes
- h. the Internet

**3** What will appliances do in the future? What won't they do? Using the phrases in **2**, tell your partner about them.

*Example:*

Robots will cook meals.  
Robots won't take care of children.

**Might for future possibility**

We use **might + V** to talk about actions that are possible in the future (we are not sure if they will happen or not).

**Affirmative**

I/we/you/they/he/she/it + **might + V**  
We *might have* robots do our housework.

**Negative**

I/we/you/they/he/she/it + **might not + V**  
They *might not travel* in cars.

**4** Listen and read the two poems. Then, decide whether the statements below are **T** (True) or **F** (False).



*In the future*

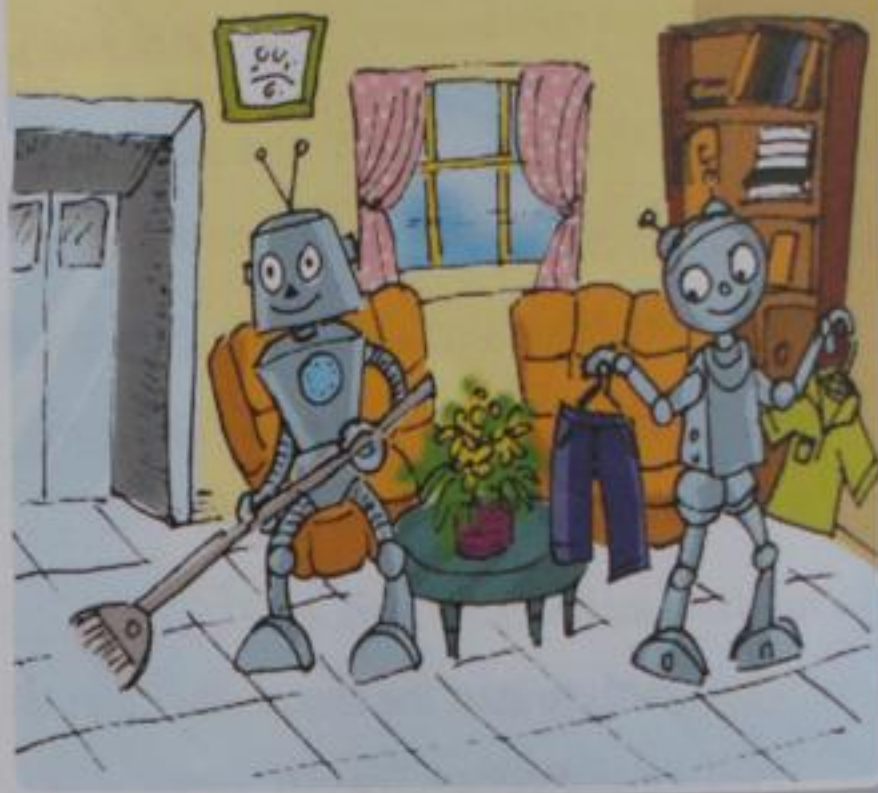
*We might go on holiday to the Moon.  
We might stay there for a long time.  
We might have a great time.  
We might come home soon.*

**Henry, aged 14**

*In the future*

*We might live with robots.  
They might clean our houses.  
They might wash our clothes.  
They might not talk to us.*

**Jenny, aged 13**



1. Jenny thinks we might live with robots. \_\_\_\_\_ **T** \_\_\_\_\_
2. Henry thinks we might travel to the Moon. \_\_\_\_\_
3. Jenny thinks robots might not clean our houses. \_\_\_\_\_
4. Henry thinks we will stay on the Moon for a short time. \_\_\_\_\_
5. Jenny thinks robots might help us do the housework. \_\_\_\_\_
6. Henry thinks we might not have a great time on the Moon. \_\_\_\_\_

**5** Work in groups. Think about what you might do or have in the future. Share your ideas with your classmates.

*Example:*

I might have a smart phone to surf the Internet.



# COMMUNICATION

1 Game.

## THINGS WE MIGHT DO IN THE FUTURE

a Write the following phrases on six small pieces of paper.

go to school

take pictures with our cameras

have telephones at home

go on holiday to the beach

watch new films in the cinema

send postcards to friends

b Play the game in groups following the instructions.

Place six pieces of paper face down. Take turns looking at a piece of paper.

Read the phrase on it. Find the appropriate phrase on the circle below.

Make a sentence about the future using *won't* and *might*

Correct sentence: + 1 point

Incorrect sentence: - 1 point



Example:

In the future, we won't go on holiday to the beach but we might go on holiday to the Moon.

2 Class survey: **HOMES IN THE FUTURE**

a Read the questions below. Tick 'Yes' or 'No'.

	Yes	No
1. Will you live in a hi-tech house?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Will your house be in space?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Will you have a lot of trees and flowers around your house?	<input type="checkbox"/>	<input type="checkbox"/>
4. Will you have a fridge that can cook your meals?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will you have a robot that can look after your children?	<input type="checkbox"/>	<input type="checkbox"/>
6. Will you have a car to fly into space?	<input type="checkbox"/>	<input type="checkbox"/>

b Work in pairs. Use the questions in a to interview your partner.

Example:

**You:** Hi, Nam. Will you live in a hi-tech house in the future?

**Nam:** Yes, I will.

**You:** Will your house be in space?

**Nam:** Oh, no. It won't.

**You:** So where will it be?

**Nam:** I'm not sure. It might be by the sea.

c Tell the class about your interview.

Example:

In the future, Nam will live in a hi-tech house. It won't be in space. It might be by the sea.



## Reading



**1** Look at the picture and discuss with a partner.

1. What type of house do you think it is?
2. Where do you think the house is?
3. What can you see around the house?
4. What can you see in the house?

**2** Quickly read the text. Check your ideas from **1**.

**3** Read the text and match the phrases in A with the correct ones in B.

My future house will be on the ocean. It will be surrounded by tall trees and blue sea. There will be a swimming pool in front and a large flower garden behind the house. There will be a helicopter on the roof so that I can fly to school.

My future house will have solar energy. There will be some robots in the house. They will help me do the housework, such as: cleaning the floors, cooking meals, washing clothes, watering the flowers and feeding the dogs and cats.

I will have a super smart TV in my house. It will help me surf the Internet, send and receive my e-mails, and contact my friends on other planets. It will also help me order food from the supermarket.

A

1. The house will have robots to
2. The house will have a super smart TV to

B

- a. clean the floors
- b. contact my friends
- c. wash clothes
- d. order food from the supermarket
- e. cook meals
- f. send and receive my e-mails
- g. surf the Internet
- h. water the flowers

**4** Read the passage again and answer the questions.

1. Where will the house be located?
2. What will there be in front and behind the house?
3. Will the house have wind energy?
4. What will the robots do?

## Speaking

**5** Work in pairs. On a piece of paper, draw your future house (don't show your partner). Describe your house to your partner. Your partner will draw the house you describe.

*Example:*

My house will be on the Moon. It will be large and comfortable.

**6** Work in groups. Draw the appliances in your future bedroom then talk about them to the group.

*Example:*

I will have a smart phone to talk to my friends on other planets.

## SKILLS

### 1 Listen

Listen to the audio and choose the correct answer.

### 2 Listen

Listen to the audio and complete the table.

1. park
2. city v
3. sea v
4. swim
5. garde
6. cable
7. quiet

### 3 Write

Write about your future house.

1. What t
2. Where
3. What i
4. What s
5. What a



# SKILLS 2

## Listening

1 Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names under the correct pictures.



2 Listen to the conversation again. What is important to Nick? What is important to Linda? Tick the columns.

1. park view
2. city view
3. sea view
4. swimming pool
5. garden
6. cable TV
7. quiet

	Linda	Nick

## Writing

3 Work in pairs. Discuss the following ideas about your dream house.

1. What type of house it is
2. Where it is located
3. What it looks like
4. What surrounds it
5. What appliances it has

4 Now fill in the table about your dream house.

Type of house	
Location	
Number of rooms	
Surroundings	
Things in the house and what they will/might do for you	

5 Use the information in 4 to write about your dream house.

### Vocabulary

1 Using the words in the box, write the correct word under each picture.

- |             |                           |
|-------------|---------------------------|
| robot       | hi-tech fridge            |
| smart clock | automatic dishwasher      |
| wireless TV | automatic washing machine |



a. \_\_\_\_\_

b. \_\_\_\_\_



c. \_\_\_\_\_

d. \_\_\_\_\_



e. \_\_\_\_\_

f. \_\_\_\_\_

2 Think about what the appliances will do in the future.

1. robot	clean our houses, wash our clothes
2. automatic washing machine	_____
3. wireless TV	_____
4. super car	_____
5. smart clock	_____
6. automatic dishwasher	_____

3 Complete the sentences with *will* or *won't*.

- It's Sunday tomorrow, so I \_\_\_\_\_ have to get up early.
- When I see Tom tomorrow, I \_\_\_\_\_ invite him to our party.
- You must meet Anna. I am sure you \_\_\_\_\_ like her.
- We \_\_\_\_\_ start our dinner until Jack arrives.
- I \_\_\_\_\_ phone you when I get home from school.
- Tony \_\_\_\_\_ pass his examination. He hasn't done any work for it.

4 Complete the sentences with *might* or *might not*.

- I am still not sure where to go for my holiday. I \_\_\_\_\_ go to Da Lat.
- The weather is not very good. It \_\_\_\_\_ rain this afternoon.
- There \_\_\_\_\_ be a meeting on Friday because the teacher is ill.
- Ann \_\_\_\_\_ come to the party tonight because she is busy.
- Phong is thinking about what he will do on Sunday. He \_\_\_\_\_ go to a judo club or he \_\_\_\_\_ stay at home and study English.

### Communication

5 Work in pairs. Using the information in 2 ask and answer the questions.

*Example:*

- A: Will robots clean your house in the future?  
B: Yes, they will.
- A: Will super cars run on water in the future?  
B: No, they won't.

Finished! Now you can ...	✓	✓✓	✓✓✓
• use words for types of houses and appliances			
• use <i>will</i> to talk about the future and <i>might</i> about future possibility			
• talk about your dream house			

# PROJECT

## MY FUTURE APPLIANCE

Think about an appliance you would like to have in the future. Make a poster for your future appliance. Write details about the appliance on the poster. Share your poster with the class.



I will have a robot. It will help me take care of the flowers in the garden.

A large rectangular box with a light blue border, intended for drawing a poster.

A yellow speech bubble with horizontal lines, intended for writing details about the future appliance.



A yellow speech bubble with horizontal lines, intended for writing details about the future appliance.

A large rectangular box with a light blue border, intended for drawing a poster.





## GETTING STARTED

Let's 'go green'!



## THIS UNIT INCLUDES:

## VOCABULARY

Things that can be reduced, reused and recycled

Environmental problems and their effects

## PRONUNCIATION

Sounds: /ɑ:/ and /æ/

## GRAMMAR

Conditional sentences - type 1

## COMMUNICATION

Talking about ways to 'go green'

## 1 Listen and read.

Mi: Hi, Nick.

Nick: Hello, Mi.

Mi: You've bought a lot of things.

Nick: Yes. We're going on a picnic tomorrow. What are you doing at the supermarket Mi?

Mi: I am buying a loaf of bread. Hey, what's this?

Nick: It's a reusable shopping bag.

Mi: Do you always use it?

Nick: Yes, I do. It's better than a plastic one because it's made of natural materials. If we all use this kind of bag, we'll help the environment.

Mi: I see. I'll buy a bag for my mum. Where can I buy it?

Nick: They sell a lot of these bags at the check-out.

Mi: Thanks. Are they expensive?

Nick: Not at all. By the way, you're also 'going green'. You're cycling.

Mi: You're right. If more people cycle, there will be less air pollution. Right?

Nick: Yes. Oh, look, it's five o'clock already. I have to go now. We have a lot to prepare for our picnic. See you later.

Mi: See you, Nick. Have a nice time tomorrow!

**a** Read the conversation again and complete the following sentences. Use no more than three words in each blank.

- Nick is going \_\_\_\_\_ tomorrow.
- The green shopping bag is \_\_\_\_\_. The materials of the bag are \_\_\_\_\_.
- People can buy the bag at \_\_\_\_\_.
- Mi wants to buy \_\_\_\_\_ bag for her mum.
- Nick thinks that Mi's 'green' because she's \_\_\_\_\_.

**b** Based on the ideas in the conversation, match the first half of the sentence in column A with its second half in column B.

A	B
1. The reusable bag is better	a. they will help the environment.
2. There will be less air pollution	b. than the plastic bag.
3. If people use reusable bags for shopping,	c. if more people cycle.

**c** Find these expressions in the conversation. Check what they mean.

1. I see      2. By the way      3. Not at all

**d** Fill each blank with a suitable expression.

- A: It works like this.  
B: Oh, \_\_\_\_\_.
- A: Are you tired?  
B: \_\_\_\_\_.
- A: What are you going to do this weekend?  
B: I'm going to a birthday party. \_\_\_\_\_, what do you think about this dress?

**2** There are a lot of environmental problems today. Write each problem in the box under the picture.

air pollution    water pollution    deforestation  
noise pollution    soil pollution



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_

**3** Now, listen, check and repeat the answers.

### Watch Out!

To express effects we can use the structures 'to make Sth/Sb do Sth' or 'to cause Sth'.

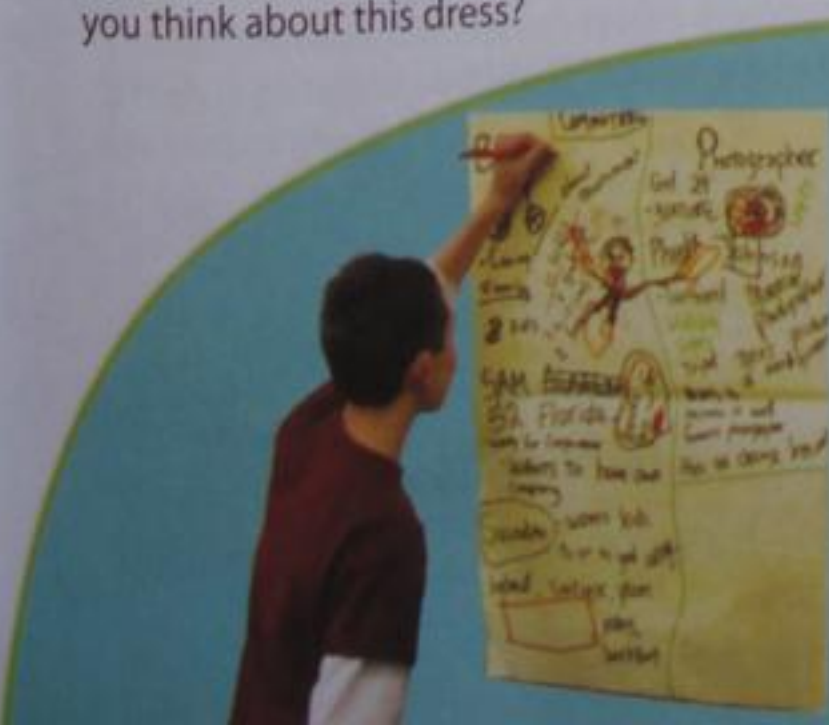


**4** Match the causes in column A with the effects in column B.

A	B
1. Air pollution	a. causes floods.
2. Water pollution	b. causes breathing problems.
3. Soil pollution	c. causes hearing problems.
4. Noise pollution	d. makes fish die.
5. Deforestation	e. makes plants die.

**5** Game: Which group is the winner?




- Make groups of six.
- As a class, choose one environmental problem in **2**.
- In five minutes, write down as many effects of the problem as possible.
- After five minutes, one member from each group runs quickly to the board and writes the effects.
- The group with the most effects wins!



# A CLOSER LOOK 1

## Vocabulary

1 The three Rs stand for Reduce – Reuse – Recycle. Draw a line from a symbol in column A, to the matching word in column B, and meaning in column C.

A	B	C
	Reduce	using something again
	Reuse	creating new products from used materials
	Recycle	using something less

**Watch out!**  
Can you tell the difference between recycling and reusing?

2 Write a word in the box under each picture.

rubbish      water      plastic bottle  
clothes      bulb      paper  
glass      can  
noise      plastic bags



1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_



10. \_\_\_\_\_

3 Put the words from 2 into groups. One word can belong to more than one group.

Reduce	Reuse	Recycle

Can you add more words to each group?

4 Listen to the 'Three Rs' song, and then sing along.

Reduce, reuse, recycle  
Recycle, recycle  
Reduce, reuse, recycle  
It's so so simple  
Just reduce the noise  
And reuse old bottles  
Recycle broken glass  
It's so so simple

Pronun  
/a:/ and /æ/

5 Listen  
underl

fast  
apple

6 Listen a  
column

A CLO

Grammar  
Conditiona

1 Listen ag  
sentences

Nick: Yes, I do  
If we all

Mi: I see. I'll

Nick: They se

Mi: Thanks. A

Nick: Not at al

Mi: You're rig

The cond  
which is  
present c

Example: If y

## Pronunciation

/ɑ:/ and /æ/

- 5 Listen and repeat. Pay attention to how the underlined part is pronounced.

fast had bag plastic glass  
apple dance answer activity afternoon

- 6 Listen again and put the words in the correct column.

/ɑ:/	/æ/

- 7 Read the conversation. Write /ɑ:/ or /æ/ below each underlined letter.



Vy: What do these three Rs stand for, Mi?

Mi: They stand for reduce, reuse and recycle.

Vy: Our class is organising a writing contest. We have to write about the environment.

Mi: I see. Why don't you write about the three Rs?

Vy: That's a good idea. I will ask my father for ideas.

Mi: Yes. He works at the Green Company, so he'll give you a lot of information.

- 8 Listen to the conversation and check your answers. Practise the conversation with a classmate.

## A CLOSER LOOK 2

### Grammar

#### Conditional sentences - type 1

- 1 Listen again to part of the conversation from *Getting Started*. Pay attention to the conditional sentences - type 1.

Nick: Yes, I do. It's better than a plastic one because it's made of natural materials.  
If we all use this kind of bag, we'll help the environment.

Mi: I see. I'll buy a bag for my mum. Where can I buy it?

Nick: They sell a lot of these bags at the check-out.

Mi: Thanks. Are they expensive?

Nick: Not at all. By the way, you're also 'green'. You're cycling.

Mi: You're right. If more people cycle, there will be less air pollution. Right?



The conditional sentences - type 1 describes a thing which is possible and likely to happen in the present or the future.

If + subject + V (present simple),  
if-clause

subject + will/won't + V (base form)  
main clause

Example: If you use less paper, you will save a lot of trees.

### Watch Out!

The main clause can come before or after the if-clause.



**2 Write the correct form of each verb in brackets.**

1. If it (be) \_\_\_\_\_ sunny next week, we (plant) \_\_\_\_\_ the vegetables.
2. If we (recycle) \_\_\_\_\_ more, we (help) \_\_\_\_\_ our Earth.
3. We (save) \_\_\_\_\_ a lot of trees if we (not waste) \_\_\_\_\_ so much paper.
4. More people (have) \_\_\_\_\_ fresh water if we only (use) \_\_\_\_\_ the water we need.
5. If the river (not be) \_\_\_\_\_ dirty, there (be) \_\_\_\_\_ more fish.



**3 Match an if-clause in column A with a suitable main clause in column B.**

A	B
1. If people have a shower instead of a bath,	a. you'll remember the answer.
2. If she likes this 'green' shopping bag,	b. the air won't be so polluted.
3. If we plant more trees,	c. they will save a lot of water.
4. If you are patient,	d. what will you do?
5. If you see someone throw rubbish on the road,	e. I'll buy one for her.

**4 Combine each pair of sentences below to make a conditional sentence - type 1.**

1. We pollute the air. We have breathing problems.
2. People pollute the water. A lot of fish die.
3. We cut down trees in the forest. There are more floods.
4. The soil is polluted. Plants die.
5. There is noise pollution. People and animals have hearing problems.

**5 Use your own ideas to complete the sentences below. Share your sentences with a classmate. Do you have the same sentences?**

1. If you walk to school, \_\_\_\_\_
2. If you use recycled paper, \_\_\_\_\_
3. If the Earth becomes hotter, \_\_\_\_\_
4. If parents teach their children about the three Rs, \_\_\_\_\_
5. If you want to save a lot of electricity, \_\_\_\_\_

**6 Fun matching**



Work in two big groups, A and B.

Group A secretly write five *if*-clauses on a sheet of paper.

Group B secretly write five main clauses on another sheet of paper.

Match the *if*-clauses with the main clauses.

Do they match? Are there any funny sentences?



**COMM**

**1** The 3Rs on how answer t

1. If you fir  
A. throw  
B. decor  
C. use it

2. If you ha  
you writ  
A. Some  
B. Never.  
C. Always

3. When yo  
A. throw  
B. put it i  
C. throw i

4. If you brin  
A. take fo  
B. put the  
C. wrap th

Now com

**2** Interview a his/her answ many diffe you got?

Report your cla the class.

# COMMUNICATION

## Extra vocabulary

do a survey      recycling bin      wrap  
be in need      breeze      invite

- 1 The 3Rs Club in your school is doing a survey on how 'green' the students are. Help them answer the following questions.



## 3Rs Club

### SURVEY

### How 'Green' Are You?

Answer the questions by choosing A, B or C.

- If you find a beautiful old glass, you will ...  
A. throw it away because you don't need it.  
B. decorate it to make a flower vase.  
C. use it to keep pencils in.
- If you have a sheet of paper how often will you write on both sides?  
A. Sometimes.  
B. Never.  
C. Always.
- When you finish a can of cola, you will ...  
A. throw it on the road.  
B. put it in the recycling bin.  
C. throw it in the nearest bin.
- If you bring your lunch to school, you will ...  
A. take food wrapped in a lot of packaging.  
B. put the food in a reusable box.  
C. wrap the food in a plastic bag.
- If you have a lot of old clothes, how often will you give them to those in need?  
A. Sometimes.  
B. Never.  
C. Always.
- If it is hot in your room, you will ...  
A. open the fridge and stand in front of it.  
B. go outside and enjoy the breeze.  
C. turn on both the fan and the air conditioner.
- When you go out of the bedroom, you will ...  
A. turn off your computer and all the lights.  
B. turn off the lights.  
C. leave the computer and the lights on.
- If you are invited to a birthday party one kilometre from your house, you will ...  
A. walk there.  
B. ask your parent to drive you there.  
C. cycle there.

Now compare your answers with those on page 57 and count the points.

- 2 Interview a classmate. Compare his/her answers with yours. How many different answers have you got?



- 3 Work in groups. Think of two more questions to add to the survey.

Share your group's questions with the class. Vote for the best questions.

Report your classmate's answers to the class.

# SKILLS 1

## Reading

Read the 3Rs Club poster about tips to become 'green'.

### 3Rs Club

If you follow the tips below, you will become 'greener'.

1. Talk to teachers at school about putting recycling bins in every classroom.
2. Reuse your plastic bags.
3. Use refillable pens and pencils.
4. Use reusable water bottles instead of plastic ones.
5. Give last year's clothes to charity instead of throwing them away.
6. Swap your clothes with your friends or cousins.
7. Grow your own vegetables.
8. Turn the tap off when you brush your teeth or wash the dishes.
9. Walk more.
10. Find creative ways to reuse old items before throwing them away.

1 Find these words or phrases in the text and underline them.



2 Match the words with their meanings.

creative	give something to a person and receive something from him/her
charity	can be used again
swap	containers for things that can be recycled
reusable	giving things to people in need
recycling bins	unique and interesting

3 Answer the questions.

1. What will you try to put in every classroom?
2. What can you do with your old clothes?
3. What kind of pens and pencils should you use?
4. How can you save water?
5. If you bring water bottles to a picnic, what type of bottles should you bring?

## Speaking

4 Work in groups.

Do you think you can follow the tips for 'going green'? Discuss with your group and put the tips in order from the easiest to most difficult.

**Can you add more tips to the list?**

5 The last tip tells you to find creative ways to reuse items before throwing them away. Can you think of any creative ways to reuse:

- a. old envelopes?
- b. used water bottles?
- c. used books?



2 Write

1. Mi t...
- to b...
2. At b...
- their...
3. Nam...
- if stu...
4. Stud...
- the so...
5. Used...
- at uni...

Writing

3 Interv...

- Name
- Idea 1
- Idea 2
- Idea 3

# SKILLS 2

## Listening



### 3Rs Club

## A NEW PRESIDENT WANTED





★ Are you creative?

★ Do you want our school to be a 'green' place?

★ What will you do if you become the president?

★ Raise your voice and become our president!!!

1 The 3Rs Club is looking for a new president. Listen to two students talking about what they will do if they become the president of the club. Put the words or a number in each blank to complete the table.

Name	 Mi	 Nam
Class	(1) _____	(5) _____
Idea 1	Put a (2) _____ bin in every classroom	Encourage students to use the (6) _____
Idea 2	Buy energy- (3) _____	Have a (7) _____ group
Idea 3	Have (4) _____ fairs	Organize (8) _____ fairs

2 Write T (true) or F (false).

- Mi thinks they can use the club fund to buy light bulbs for classes.
- At book fairs, students can swap their new books.
- Nam thinks that it will be good if students go to school by bus.
- Students can grow vegetables in the school garden.
- Used uniforms can be exchanged at uniform fairs.

## Writing

3 Interview a classmate. Ask him/her what three things he/she will do are if he/she becomes the president of the 3Rs club. Take notes below.

Name \_\_\_\_\_

Idea 1 \_\_\_\_\_

Idea 2 \_\_\_\_\_

Idea 3 \_\_\_\_\_

## Study Skill - Writing!

Connectors are phrases or words used to link one idea to another. There are many kinds of connectors. *Firstly, secondly, next, then, finally, etc.,* are used to show a sequence.

4 Write about your classmate's ideas in 3. Do you think your classmate will be a good club president?

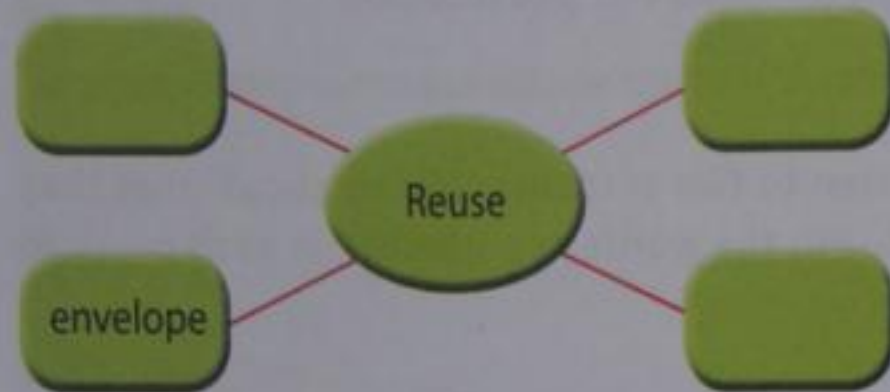
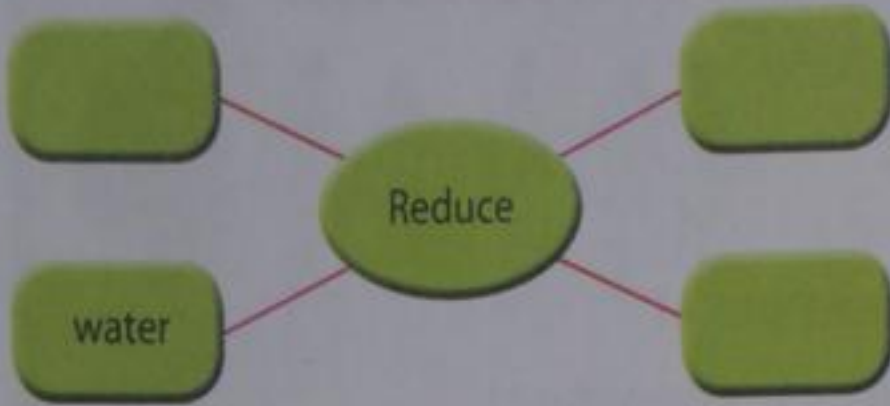
- His/her name and class
- Idea 1 + explanation/examples
- Idea 2 + explanation/examples
- Idea 3 + explanation/examples
- Will he/she be a good club president?



# LOOKING BACK

## Vocabulary

1 Add more words to the word webs below.



2 In pairs, ask and answer questions about the 3Rs.

Example:

A: Can we reduce water use?

B: Yes, we can.

A: How?

B: Don't take a bath.

3 a. Complete the words or phrases.

1. d \_ \_ r \_ \_ a \_ \_ \_ \_ 2. a \_ \_ pollution

3. \_ \_ t \_ \_ pollution 4. n \_ \_ \_ e pollution

5. \_ o \_ \_ pollution

b. Match each word or phrase from a with an effect below to make a sentence.

a. makes fish die.

b. makes animals' homes disappear.

c. causes sleeping problems.

d. causes lack of food.

e. makes the Earth warmer.

## Grammar

4 Write the correct form of each verb in brackets.

1. If the Earth (be) \_\_\_\_\_ warmer, the sea level (rise) \_\_\_\_\_.

2. If the sea level (rise) \_\_\_\_\_, some countries (disappear) \_\_\_\_\_.

3. If we (reduce) \_\_\_\_\_ soil pollution, we (have) \_\_\_\_\_ enough food to eat.

4. If we (not have) \_\_\_\_\_ enough food, we (be) \_\_\_\_\_ hungry.

5. If we (be) \_\_\_\_\_ hungry, we (be) \_\_\_\_\_ tired.

5 Combine each pair of sentences below to make a conditional sentence - type 1.

1. Students recycle and use recycled materials. They save energy.

2. We use the car all the time. We make the air dirty.

3. You save electricity. You turn off your computer when you don't use it.

4. People stop using so much energy. They want to save the environment.

5. You see a used can in the road. What will you do?

## Communication

6 Work in groups. Interview three classmates and note down their answers. Share their answers with the class.

	What will you do if you have some used plastic bottles at home?	If you want to save electricity at home, what will you do?	If you want to reduce rubbish at home, what will you do?
Student A			
Student B			
Student C			

Finished! Now you can ....	✓	✓✓	✓✓✓
• use words related to the environment			
• name environmental problems and their effects			
• talk about possibilities, using conditional sentences - type 1			
• talk about ways to 'go green'			

# PRO

Look at each part of the project.

Now project your ideas.

- Check a sketch.

- Make a model.

- Bring it to school.

- Show it to your class.

- Explain your project.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.

- Improve your project.

- Present your project to the class.

- Get feedback from your class.



Answers

Q1: A

Q2: A

Q3: A

Q4: A

# PROJECT



Look at the pictures. What can you see in each picture? What did people use to make the things in the pictures?

Now work in groups or in pairs to complete the project.

- Choose something used (a bottle, a can, a sheet of paper, etc.).
- Make something new from it and decorate it.
- Bring your product to class.
- 'Show and tell' your classmates about what you made.



## 3Rs Club

### SURVEY

#### Answers:

Q1: A (0) B (2) C (2)

Q2: A (1) B (0) C (2)

Q3: A (0) B (2) C (1)

Q4: A (0) B (2) C (0)

Q5: A (1) B (0) C (2)

Q6: A (0) B (2) C (0)

Q7: A (2) B (1) C (0)

Q8: A (2) B (0) C (2)

14 - 16 points: You're 'green'!

10 - 14 points: Try to be 'greener'!

1 - 5 points: You aren't 'green' at all!



## GETTING STARTED

## Robots and their work

## Robot Exhibition



## THIS UNIT INCLUDES:

## VOCABULARY

Words to name everyday activities

## PRONUNCIATION

Sounds: /ɔɪ/ and /aʊ/

## GRAMMAR

Could for past ability

Will be able to for future ability

## COMMUNICATION

Asking and answering questions about abilities or skills

Expressing agreement and disagreement

## 1 Listen and read.

Nick: Good morning Dr Alex, can you tell us something about robots, please?

Dr Alex: Yes, of course.

Nick: What do you think about the role of robots in the past?

Dr Alex: Well, in the past they had a minor role. They could only do very simple things.

Phong: What can they do now?

Dr Alex: Now they can do quite a lot. Home robots can do the housework. Doctor robots can help sick people.

Phong: Can they build a house?

Dr Alex: Yes, they can. Worker robots can even build big buildings.

Nick: Can they teach?

Dr Alex: Yes, teaching robots can teach in classes.

Nick: What do you think robots will be able to do in the future?

Dr Alex: Well, I think they will play a very important role. They will be able to do many things like humans.

Phong: Will they be able to talk to us?

Dr Alex: Sure they will. But they won't be able to do things like play football or drive a car.

a Read the following

1. What could...
2. Can robots...
3. What will...
4. Will robots...

b Find the conversat pictures be



1. \_\_\_\_\_



3. \_\_\_\_\_

2 Match the listen, check

a. cut the h

b. do the dis



1. \_\_\_\_\_



3. \_\_\_\_\_

3 Game: Mimi

Work in gro

activities in

Then swap.

Example:

A: What am I do

B: You're doing

A: Yes, that's rig

a Read the conversation again. Answer the following questions.

1. What could robots do in the past?
2. Can robots teach?
3. What will robots be able to do in the future?
4. Will robots be able to play football or drive a car?

b Find the four types of robots in the conversation. Write them under the correct pictures below.



1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_

2 Match the activities with the pictures. Then listen, check and repeat the phrases.

a. cut the hedge

c. do the laundry

b. do the dishes

d. make the bed



1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_

3 Game: Miming

Work in groups. A student mimes one of the activities in 2 and the others try to guess. Then swap.

Example:

A: What am I doing?

B: You're doing the dishes.

A: Yes, that's right./ No, try again.

**Remember!**

We use *can* to talk about ability in the present



4 Look at the pictures. Tell your partner what you *can* or *can't* do now.



play football



climb a mountain



play the guitar



sing an English song

Example:

I can play football. ...

Can you think of more?

5 Class survey.

Go around the class asking these questions. Find out:

- The sports or games that all people can play
- The sports or games that some people cannot play
- The sports or games that no one can play

Survey questions	Yes	No
1. Can you play table tennis?		
2. Can you do karate?		
3. Can you play chess?		
4. Can you do judo?		
5. Can you play badminton?		
6. Can you play computer games?		

# A CLOSER LOOK 1

## Vocabulary

1 Match the verbs in column A to the words/phrases in column B. Then listen, check and repeat the words/phrases.

A

1. recognise
2. make
3. understand
4. lift
5. guard

B

- a. coffee
- b. what someone says
- c. our faces
- d. the house
- e. heavy things

2 Write another word/phrase for each verb.

Verb	Noun
guard	the factory
make	
understand	
lift	
recognise	

## Grammar

### Could

**Affirmative** I/ you/ he/ she/ it/ we/ they + could + base form

*Example:* She could swim at the age of 7.

**Negative** I/you/ he/ she/ it/ we/ they + could not/ couldn't + base form

*Example:* He couldn't read until he was 6.

**Interrogative** Could + I/you/ he/ she/ it/ we/ they + base form?

*Example:* Could you ride a bike when you were in Year 5?

**Short answers:**

Yes, I/ you/ he/ she/ it/ we/ they + could.

No, I/ you/ he/ she/ it/ we/ they + couldn't.

We use *could* to talk about ability in the past.

3 Put the words in the correct order.

1. could/ do sums/ Mary/ at the age of 7/.
2. read and write/ you/ Could/ when you were 6/?
3. could/ Robots/ lift heavy things/ some years ago/.
4. move easily/ couldn't/ Robots/ until recent years/.

4 Work in pairs. Read the information about the famous robot Ongaku. Ask and answer questions about what it *could/couldn't* do two years ago.

### Skills of Ongaku two years ago

lift heavy things	✓
make coffee	x
recognise our faces	x
guard the house	x
understand what we say	x

*Example:*

A: Could Ongaku lift heavy things two years ago?

B: Yes, it could.

5 Write three things you could do and three things you couldn't do when you were in primary school. Share your sentences with your partner.

## Pronunciation

/kʊ/ and /aʊ/

6 Listen and repeat. Pay attention to the sounds /kʊ/ and /aʊ/.

voice down around house boy  
toy noisy flower shout boil

Now, in pairs put the words in the correct column.

/kʊ/	/aʊ/

7 Listen and repeat.  
1. Did you ...  
2. I can see ...  
3. Ah/ Oh ...  
4. She took ...

A CLO  
Gramm  
Will be a

We us  
the fu  
Affirmativ  
Negative  
Interrogat  
Short answe  
Yes, I/ yo  
No, I/ yo



7 Listen to the sentences. Circle the word you hear.

1. Did you put *oil/ all* in the salad?
2. I can see a *car/ cow* over there.
3. *Ah/ Ouch!* You've stepped on my toes.
4. She took a *bar/ bow* when she finished her song.



8 Listen and practise the chant. Notice the sounds /ɔɪ/ and /aʊ/.

### MY ROBOT TOY

I've got a robot toy, a robot toy  
 He can jump up and down  
 He's such a good boy, such a good boy  
 He's the best toy in my house

I've got a robot toy, a robot toy  
 He can speak clear and loud  
 He's got a sweet voice, got a sweet voice  
 He's the best toy in my house

## A CLOSER LOOK 2

### Grammar

#### Will be able to

We use *will be able to* to talk about ability in the future.

**Affirmative** I/ you/ he/ she/ it/ we/ they + *will be able to* + base form

**Example:** She will be able to ride a bike next year.

**Negative** I/you/ he/ she/ it/ we/ they + *will not/ won't be able to* + base form

**Example:** He won't be able to read or write until he is 6.

**Interrogative** *will* + I/you/ he/ she/ it/ we/ they + *be able to* + base form?

**Example:** Will robots be able to talk to people in the future?

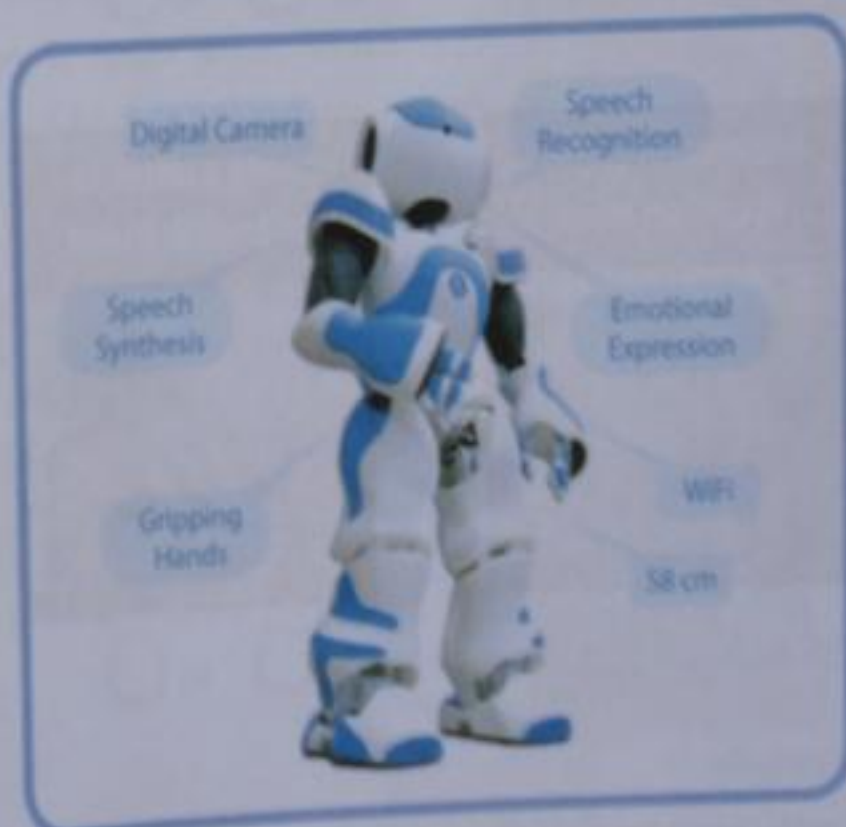
Short answers:

Yes, I/ you/ he/ she/ it/ we/ they + *will*.

No, I/ you/ he/ she/ it/ we/ they + *won't*.

1 Put the words in the correct order.

1. will be able to/ In 2030,/ robots/ do many things like humans/.
2. be able to/ Will robots/ talk to us then/?
3. won't be able to/ Robots/ play football/.
4. be able to /robots/ Will/ recognise our faces/?



**2** Will you be good at English when you are in Year 8?

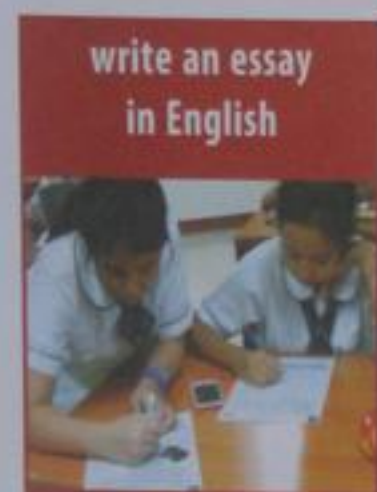
Look at the pictures and tick Yes or No. Then write what you think you *will* or *won't be able to do* when you are in Year 8.



Yes  No



Yes  No



Yes  No



Yes  No



Yes  No



Yes  No

**Example:**

I will/ won't be able to read an English book when I am in Year 8.

**3** Work in pairs. Ask and answer the questions about the activities in **2**. Tell the class about your partner.

**Example:**

A: Will you be able to read an English book when you are in Year 8?

B: Yes, I will. / No, I won't.

**4** Fill the gaps with *can*, *can't*, *could*, *couldn't*, *will be able to* or *won't be able to*.

- In the past, robots \_\_\_\_\_ teach in classes, but they can now.
- Robots can't talk now. In 2030, they \_\_\_\_\_ talk to people.
- Mr. Van \_\_\_\_\_ run very fast when he was young. Now he \_\_\_\_\_.
- In 2030, robots will be able to talk to us, but they \_\_\_\_\_ do more complicated things.
- My little sister is very clever. She \_\_\_\_\_ already read some words.

**5** Complete the sentences. Use *will be able to*, *can*, *could*, and the verbs from the box.

guard      make      recognise      do

- This robot \_\_\_\_\_ our faces when the scientists improve it.
- Home robots are more useful today – they \_\_\_\_\_ the bed.
- Even in the past, robots \_\_\_\_\_ the laundry.
- Now, robots \_\_\_\_\_ the house. When there's a problem, they send a message to our mobile.

**6** Work in pairs. Look at the information from the table below and tell your partner what Kitty could do in the past, can do now and will be able to do in the future.

**Example:**

In the past, Kitty could lift heavy things. Now, it can lift heavy things. ...



Skills	Past	Now	Future
lift heavy things	✓	✓	✓
make coffee	x	✓	✓
guard our house	x	✓	✓
understand what we say	x	x	✓

COMM

MY ROB

1 Listen 4Teen the word

Welcome to our friends and robots.



**2** Interview the table below

1
2
3

**3** Report your

# COMMUNICATION

## Extra vocabulary

comb    bend over    shout    gardening

### MY ROBOT'S SKILLS

1 Listen to the radio programme from 4Teen News. Then fill in each gap with the word you hear.

Welcome to 'Technology and You'. Today we ask our friends around the world to tell us about their robots.



Firstly, Tommy from Sydney, Australia: The robot I have can understand some (1)\_\_\_\_\_ I say. It can comb my hair and help me get dressed. However, it can't clean my (2)\_\_\_\_\_ because it can't bend over.



Secondly, Linh Tran from Ha Noi, Viet Nam: My (3)\_\_\_\_\_ robot was an alarm clock. It could wake me up every morning. It could shout "Wake up!". It could push me out of bed. It helped me get to (4)\_\_\_\_\_ on time.



Finally, Nubita from Tokyo, Japan: My future robot will be able to help me do the gardening. It will be able to (5)\_\_\_\_\_ the plants. It will be able to cut the hedge too.



2 Interview three people about what skills they want their robots to have. Note their answers in the table below.

Interviewee	What abilities does he/ she want his/ her robot to have?
1	
2	
3	

3 Report your results to the class.



# SKILLS 1

## Reading

1 Find the following words/phrases in the text below. What do they mean?

space robots      apart from      types  
space stations      planet

2 Read the news report on the international robot show. Then, answer the questions.

Today there is an international robot show in Ha Noi. Many people are at the show. They can see many types of robots there.

Young people are interested in home robots. These robots can cook, make tea or coffee, clean the house, and do the laundry.

The children like to see teaching robots. These robots can help them study. Teaching robots can teach them English, literature, maths, and other subjects. They can help children improve their English pronunciation.

Other types of robots are also at the show. These robots can do many things. Worker robots can build our houses and buildings; doctor robots can help sick people; and space robots can build space stations on the Moon and other planets.



1. What show is on in Ha Noi now?
2. Who is interested in home robots?
3. Who likes to see teaching robots?
4. What other kinds of robots are there?

3 Read the text again and fill the table below.

Types of robots	What they can do
Home robots	- can cook, ...
Teaching robots	
Worker robots	
Doctor robots	
Space robots	

## Speaking

4 Write what you think each type of robot will be able to do in the future.

Types of robots	What they will be able to do in the future
Home robots	- They will be able to recognise our faces ....
Teaching robots	
Worker robots	
Doctor robots	
Space robots	

5 Work in groups. Take turns talking about types of robots and what they will be able to do in the future. Can you think of other types of robots?

SKILLS 1  
Liste  
1 Do  
1. So  
all  
live  
2. Rob  
dan  
3. If ro  
we v  
4. Som  
to d  
2 Phon  
They  
do in  
find  
- We wil  
the ne  
- Robots  
dang  
- If robot  
have no  
- Robots  
our wor  
- Some pe  
bad thin  
3 Listen  
true or  
1. Vy disag  
in the n  
will be a  
2. Duy agr  
we will l  
the near  
3. Mi disag  
Vy's opin  
4. Mi does  
careful

# SKILLS 2

## Listening

1 Do you agree or disagree with these statements?

	Agree	Disagree
1. Soon robots will be able to do all of our work and we will live more comfortably.	<input type="checkbox"/>	<input type="checkbox"/>
2. Robots will be able to do dangerous work for us.	<input type="checkbox"/>	<input type="checkbox"/>
3. If robots do all of our work, we will have nothing to do.	<input type="checkbox"/>	<input type="checkbox"/>
4. Some people will use robots to do bad things.	<input type="checkbox"/>	<input type="checkbox"/>

2 Phong, Vy, Mi and Duy are working in a group. They are discussing what robots *will be able to do in the future*. Listen to their discussion and find out which person says what.

- We will live more comfortably in the near future.	1. Vy
- Robots will be able to do dangerous work for us.	2. _____
- If robots do all of our work, we will have nothing to do.	3. _____
- Robots will not be able to do all of our work.	4. _____
- Some people will use robots to do bad things.	5. _____

3 Listen again. Tick (✓) which statements are true or false.

	True	False
1. Vy disagrees with the idea that in the near future robots will be able to do all our work.	<input type="checkbox"/>	<input type="checkbox"/>
2. Duy agrees with the idea that we will live more comfortably in the near future.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mi disagrees with Duy's and Vy's opinions.	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ doesn't think we should be _____ with robots.	<input type="checkbox"/>	<input type="checkbox"/>

## Writing

4 Complete the paragraph with the phrases or sentences from the box.

a. future robots will use too much power	b. Firstly, they will not be able to do complicated things like driving a car or using a computer
c. some people will use robots to do bad things	d. I do not think robots will be useful in our future

I do not agree with the idea that in the future robots will be useful to us. (1)\_\_\_\_\_. Secondly, if robots do all of our work, we will have nothing to do. Also, there will not be enough energy in the future because (2)\_\_\_\_\_. Finally, we must be careful because (3)\_\_\_\_\_. For these reasons, (4)\_\_\_\_\_.

5 Write a paragraph to support the idea that robots will be very useful in the future. You can use some of these ideas, or your own.

- home robots will be able to do all of our housework
- teaching robots will be able to help children do their homework
- worker robots will be able to build houses in the air
- doctor robots will be able to help sick people
- space robots will be able to build space stations on many other planets
- robots will be able to do dangerous work for us

You can begin and end as follows:

I agree with the idea that in the future robots will be very useful to us. Firstly, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. For these reasons, I think that robots will be useful in our future.

# LOOKING BACK

## Vocabulary

1 Write the correct words to complete the phrase.



1. \_\_\_\_\_ the grass      2. \_\_\_\_\_ weights



3. make \_\_\_\_\_      4. do the \_\_\_\_\_      5. \_\_\_\_\_ the dishes

2 Fill the gaps with the verbs from the box.

make    understand    guard    recognise

- Robots will be able to \_\_\_\_\_ our houses when we are away.
- My father never goes to the café because he can't \_\_\_\_\_ coffee at home.
- Do you \_\_\_\_\_ all that I've said?
- Will robots be able to \_\_\_\_\_ our faces?

## Grammar

3 Read and complete the interview about home robots with **will be able to** or **won't be able to**.

**Interviewer:** Robots are already in factories. Will people have robots at home?

**Robot expert:** Yes, they will. I think they (1) \_\_\_\_\_ do all of our housework.

**Interviewer:** But they (2) \_\_\_\_\_ replace the personal computer. Is that right?

**Robot expert:** That's true, but one day they (3) \_\_\_\_\_ use computers.

**Interviewer:** Amazing! What other things (4) \_\_\_\_\_ home robots \_\_\_\_\_ do?

**Robot expert:** Well, they will be able to do the gardening but they (5) \_\_\_\_\_ play sports and games with you.

4 Make questions with these words. What are the positive and negative answers to these questions?

- robots/ Will/ make coffee/ be able to/ in the future/?
- ride a bike/ Could he/ in Year 6/ when he was/?
- you/ Can/ do the dishes/?

5 Write what you could do when you were 10, what you can do now, and what you will be able to do after you finish Year 6.

When you were ten years old	Now	After you finish Year 6
- I could swim.	- I can draw a picture.	- I will be able to play the guitar.

Then, ask and answer questions with your partner.

**Example:**

A: Could you swim when you were ten?

B: Yes, I could/ No, I couldn't.

## Communication

6 Match the questions with the correct answers.

- Can you ride a motor bike?
- What do you think about the new robot?
- Could he read when he was six?
- Will robots be able to do difficult things like riding a bike or driving a car?
  - No, he couldn't.
  - No, they won't.
  - Yes, I can.
  - In my opinion, it's too smart.

Finished! Now you can ....	✓	✓✓	✓✓✓
• use words and phrases for everyday activities in the house			
• express opinions about something			
• ask about someone's opinion.			
• express agreement and disagreement about something			

## PROJECT

# MY DREAM ROBOT

- 1 Draw a robot of your own (or find a photo or a picture of a robot).
- 2 Think about the questions below and write a description of your robot.

- What's its name?
- What does it look like?
- What can it do now?
- What will robots be able to do in the future?



# LANGUAGE

## Pronunciation

1 Circle the word with the different underlined sound. Listen, check and repeat the words.

- A. calm    B. hand    C. plastic    D. cat
- A. town    B. cow    C. snow    D. how
- A. hat    B. many    C. bad    D. apple
- A. bought    B. couch    C. sound    D. mouth
- A. banana    B. camera    C. fantastic    D. passenger

## Vocabulary

2 Complete each sentence with a suitable word from the box.

air    noise    soil    deforestation

- \_\_\_\_\_ is bad for our planet.
- \_\_\_\_\_ pollution can cause breathing problems for some people.
- A plane engine can make a lot of noise, so the new airport will increase \_\_\_\_\_ pollution here.
- We can't plant any trees because the levels of \_\_\_\_\_ pollution here are very high.

3 Choose the correct words.

- I couldn't *recognise/ understand* him in his uniform.
- A robot *recycles/ guards* their house every night.
- Don't forget to *do/ make* the bed before you go to school.
- It's your turn to *make/ do* the dishes, Nick!

## Grammar

4 Complete the text using the verbs from the box and the correct form of *will*.

be    not need    not be    bring    use

By the end of this century, we will have to explore the Moon to find important minerals. It (1) \_\_\_\_\_ dangerous for people so we (2) \_\_\_\_\_ robots instead of humans. It (3) \_\_\_\_\_ very expensive because robots (4) \_\_\_\_\_ money, food, air or water. They will only use solar energy. Robots will get minerals from the Moon and they (5) \_\_\_\_\_ them back to Earth.



5 Write conditional sentences - type 1, using the suggested phrases in the box.

### Condition

- continue to pollute the air
- prevent deforestation
- recycle more

### Possible result

- have breathing problems
- save a lot of materials
- help animals and the planet

6 Read e-mails from Nick and Phong. Fill each gap with *might* + the verb in brackets or *will* + the verb in brackets.

Hi Phong!

I'm very happy because I won the prize for best individual speaker today. I'll go out this Saturday evening, but I'm not sure what to do. I might go to the cinema or I (1) \_\_\_\_\_ (meet) some friends in a café. One thing's certain - we (2) \_\_\_\_\_ (leave) for home by 10.30 p.m.

Do you want to come with us?

Nick

Hi Nick!

Thanks for your invitation, but I'm busy this weekend. My family (3) \_\_\_\_\_ (go) to Nghe An. We're not sure what to do there. We (4) \_\_\_\_\_ (visit) Uncle Ho's home village or we (5) \_\_\_\_\_ (go) to Cua Lo beach - it depends on the weather. Let's meet next weekend!

Phong

## Everyday English

7 Match the sentences (1-3) to the responses (a-c).

1. If we use reusable bags, we'll help the environment.

a. Oh, I see. I'll buy some reusable bags for my mum.

2. I'm drawing my dream house.

b. I don't agree with you. If they do all of our work, we'll become very lazy.

3. I think in the future we should make robots do all of our work.

c. Wow! It's so big!

# SKILLS

## Reading

1 Read the advertisement and choose the correct answer A, B, C or D for each of the gaps.

### OUR KITTY 2012 MAKES YOUR LIFE EASIER!

This new home robot has three programmes: it can (1)\_\_\_\_\_ the house, it can clean the floor and it can interact (2)\_\_\_\_\_ people. Kitty 2012 is fast and intelligent. When we're away, it can listen for certain noises and (3)\_\_\_\_\_ signals to our mobile phone if there's trouble or danger. It can move (4)\_\_\_\_\_ the house and climb steps to find dirty places and clean them. It has cameras in its eyes so it can watch people and react to them.

1. A. guard    B. wake    C. look    D. prevent
2. A. to    B. with    C. on    D. at
3. A. bring    B. pass    C. send    D. take
4. A. away    B. above    C. for    D. around

2 Read the text and choose the correct answer A, B or C for each of the gaps.

### WHAT WILL OUR HOUSES IN THE FUTURE BE LIKE?

Scientists predict the places and the ways we live will change a lot in the future.



Our houses in the future will be more eco-friendly. We won't

use electricity in our houses. We will use wind energy or solar energy instead.

We will be able to control our future houses with our voices. Doors and windows will open and lights will go on when we ask them to. It will make our lives easier and more comfortable.

In the future, there will be underwater or underground cities. There will be cities in the air and on other planets too. We'll have to build cities there because there will be so many people and not enough land to build houses or buildings on.

1. The scientists predict where and how we live in the future \_\_\_\_\_.  
A. will change a lot  
B. will not change much  
C. will change only a little

2. According to the passage, which of the following is NOT true about our future houses?  
A. They will be more eco-friendly.  
B. They will use electricity.  
C. They will use wind energy.
3. We will be able to control our future houses \_\_\_\_\_.  
A. with our voices  
B. by clapping our hands  
C. with a mobile phone
4. Why will we have to build cities in the air, on other planets, and underground?  
A. Because we won't have enough land to build houses on.  
B. Because living there will be more comfortable.  
C. Because life on Earth will become boring.

## Speaking

3 Work in pairs. You are going to design your future houses. Discuss the questions below.

- Where will your house be located?
- What type of house will it be?
- How big will it be?
- What will there be in front and behind it?
- What will it have? (example: helicopter, swimming pool, zoo, gym...)

4 Work in groups. Take turns describing your future house and try to persuade your group members to live in it. Who has the best future house in your group?

*My future home is ...*

## Listening

5 Listen and tick what people from the Youth Eco-Parliament advise us to do for our environment.

1. Recycle more rubbish (for example, glass, paper and plastic, ...)
2. Give your old clothes to charity instead of throwing them away.
3. Pick up rubbish in parks or in the street.
4. Grow your own vegetables.
5. Save energy - turn off lights and TVs when you're not using them.
6. Use reusable bags instead of plastic bags.

## Writing

6 Write about what you think we should do to improve the environment. Use the ideas from 5 or your own ideas.

*I think we can do many things to improve the environment around us. Firstly, \_\_\_\_\_*



## Abbreviations

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

adventure (n)	/əd'ven.tʃər/	cuộc phiêu lưu	Unit 7
Africa (n)	/ˈæf.rɪ.kə/	Châu Phi	Unit 9
America (n)	/ə'mer.ɪ.kə/	Châu Mỹ	Unit 9
announce (v)	/ə'naʊns/	thông báo	Unit 7
Antarctica (n)	/æn'tɑ:k.tɪkə/	Châu Nam Cực	Unit 9
appliance (n)	/ə'plɑ:z.ənt.s/	thiết bị, dụng cụ	Unit 10
Asia (n)	/eɪ.ʒə/	Châu Á	Unit 9
athlete (n)	/ˈæθ.li:t/	vận động viên	Unit 8
audience (n)	/ˈɔ:di.ənt.s/	khán giả	Unit 7
Australia (n)	/ɒs'treɪ.li.ə/	Châu Úc	Unit 9
automatic (adj)	/ɔ:tə'mæt.ɪk/	tự động	Unit 10
award (n, v)	/ə'wɔ:d/	giải thưởng, trao giải thưởng	Unit 9
basketball (n)	/ˈbɑ:skɪt.bɔ:l/	môn bóng rổ	Unit 8
be in need	/bi:ɪn ni:d/	cần	Unit 11
boat (n)	/bəʊt/	con thuyền	Unit 8
career (n)	/kə'riə/	nghề nghiệp, sự nghiệp	Unit 8
cartoon (n)	/kɑ:'tu:n/	phim hoạt hình	Unit 7
castle (n)	/ˈkɑ:sl/	lâu đài	Unit 10
cause (v)	/kɔ:z/	gây ra	Unit 11
channel (n)	/ˈtʃæn.əl/	kênh (truyền hình)	Unit
character (n)	/ˈkær.ɪk.tər/	nhân vật	Unit 7
charity (n)	/ˈtʃær.ɪ.ti/	từ thiện	Unit 11
clumsy (adj)	/ˈklʌm.zi/	vụng về	Unit 7
comedy (n)	/ˈkɒm.ə.di/	phim hài	Unit 7
comfortable (adj)	/ˈkɒm.fə.tə.bəl/	đầy đủ, tiện nghi	Unit 10
common (adj)	/ˈkɒm.ən/	phổ biến, thông dụng	Unit 9
congratulations	/kɒn.græt.ju'leɪ.ʃən/	xin chúc mừng	Unit 8
continent (n)	/ˈkɒn.tɪ.nənt/	châu lục	Unit 9
cost (v)	/kɒst/	đẻ thương	Unit 7
create (v)	/kri:'tʃeɪ/	sinh vật, tạo vật	Unit 9

cute (adj)	/kju:t/	xinh xắn	Unit 7
deforestation (n)	/di:for.'steɪ.ʃən/	sự phá rừng	Unit 11
design (n, v)	/dɪ'zaɪn/	thiết kế	Unit 9
disappear (v)	/dɪs.ə'ptər/	biến mất	Unit 11
do a survey	/də eɪ 'sʌ:veɪ/	tiến hành cuộc điều tra	Unit 11
documentary (n)	/ˌdɒk.ju'men.tər.i/	phim tài liệu	Unit 7
dry (v)	/draɪ/	làm khô, sấy khô	Unit 10
educate (v)	/ˈed.ju.keɪt/	giáo dục	Unit 7
educational (adj)	/ˌed.ju'keɪ.ʃən.əl/	mang tính giáo dục	Unit 7
effect (n)	/ɪ'fekt/	ảnh hưởng	Unit 11
elect (v)	/ɪ'lekt/	lựa chọn, bầu chọn	Unit 8
electricity (n)	/ɪ'lek'trɪs.ɪ.ti/	điện	Unit 11
energy (n)	/ˈen.ə.dʒi/	năng lượng	Unit 11
entertain (v)	/en.tə'teɪn/	giải trí	Unit 7
environment (n)	/ɪn'vaɪə.rən.mənt/	môi trường	Unit 11
equipment (n)	/ɪ'kwɪp.mənt/	thiết bị, dụng cụ	Unit 8
Europe (n)	/ˈjʊə.rəp/	Châu Âu	Unit 9
event (n)	/ɪ'vent/	sự kiện	Unit 7
exchange (v)	/ɪks'tʃeɪ-nɪdʒ/	trao đổi	Unit 11
exhausted (adj)	/ɪg'zɔ:stɪd/	mệt mỏi, mệt lử	Unit 8
fact (n)	/fækt/	thực tế, sự thật hiển nhiên	Unit 7
fair (n)	/feə/	hội chợ, chợ phiên	Unit 7
fantastic (adj)	/fæn'tæs.tɪk/	tuyệt	Unit 8
fit (adj)	/fɪt/	manh khỏe	Unit 8
funny (adj)	/ˈfʌn.i/	hài hước	Unit 7
game show (n)	/geɪm ʃəʊ/	buổi truyền hình giải trí	Unit 7
gardening (n)	/ˈgɑ:dnɪŋ/	công việc làm vườn	Unit 12
goggles (n)	/ˈgɒɡ.lz/	kinh (để bơi)	Unit 8
guard (v)	/gɑ:d/	canh giữ, canh gác	Unit 12
gym (n)	/dʒɪm/	trung tâm thể dục	Unit 8
hedge (n)	/hedʒ/	hàng rào, bờ dậu	Unit 12
helicopter (n)	/ˈhelɪ.kɒp.tər/	máy bay lên thẳng	Unit 10
hi-tech (adj)	/haɪ'tek/	kỹ thuật cao	Unit 10
houseboat (n)	/ˈhaʊs.bəʊt/	nhà nổi	Unit 10
human (adj)	/ˈhju:mən/	thuộc về con người	Unit 7
invite (v)	/ɪn'vaɪt/	mời	Unit 11
iron (v)	/aɪən/	là, ủi (quần áo)	Unit 10
journey (n)	/ˈdʒɔ:ni/	chuyến đi	Unit 9
landmark (n)	/ˈlænd.mɑ:k/	đánh thắng (trong thành phố)	Unit 9
last (v)	/lɑ:st/	kéo dài	Unit 8



laundry (n)	/ 'ləʊndri /	quần áo cần phải giặt	Unit 12
lift (v)	/ lift /	nâng lên, nhắc lên, giơ lên	Unit 12
local (adj)	/ 'ləʊ.kəl /	mang tính địa phương	Unit 7
look after (v)	/ luk 'ɑ:f.tər /	trông nom, chăm sóc	Unit 10
lovely (adj)	/ 'lʌv.li /	đáng yêu	Unit 9
main (adj)	/ meɪn /	chính yếu, chủ đạo	Unit 7
manner (n)	/ 'mæ.nər /	tác phong, phong cách	Unit 7
marathon (n)	/ 'mæ.rə.θən /	cuộc đua ma-ra-tông	Unit 8
MC (n)	/ ,em'si: /	người dẫn chương trình	Unit 7
minor (adj)	/ 'maɪnər /	nhỏ, không quan trọng	Unit 12
modern (adj)	/ 'mɒd.ən /	hiện đại	Unit 10
motorhome (n)	/ 'məʊ.tə.haʊm /	nhà lưu động (cỗ ôtô kéo)	Unit 10
musical (n)	/ 'mju:zɪ.kəl /	buổi biểu diễn văn nghệ	Unit 7
		vở nhạc kịch	Unit 9
national (adj)	/ 'næʃ.ən.əl /	thuộc về quốc gia	Unit 7
natural (adj)	/ 'nætʃ.ər.əl /	tự nhiên	Unit 11
newsreader (n)	/ nju:z 'ri:.dər /	người đọc bản tin trên đài, truyền hình	Unit 7
opinion (n)	/ ə'pɪnjən /	ý kiến, quan điểm	Unit 12
palace (n)	/ 'pæl.ɪs /	cung điện	Unit 9
pig racing (n)	/ pɪg 'reɪ.sɪŋ /	đua lợn	Unit 7
planet (n)	/ 'plænɪt /	hành tinh	Unit 12
pollute (v)	/ pə'lu:t /	làm ô nhiễm	Unit 11
pollution (n)	/ pə'lu:ʃən /	sự ô nhiễm	Unit 11
popular (adj)	/ 'pɒp.ju.lər /	nổi tiếng, phổ biến	Unit 9
postcard (n)	/ 'pəʊst.kɑ:d /	bưu thiếp	Unit 9
president (n)	/ 'prez.ɪ.dənt /	chủ tịch	Unit 11
programme (n)	/ 'prəʊ.græm /	chương trình	Unit 7
racket (n)	/ 'ræk.ɪt /	cái vợt (cầu lông ...)	Unit 8
reason (n)	/ 'ri:zən /	nguyên nhân	Unit 7
recognise (v)	/ 'rekəɡnaɪz /	nhận ra	Unit 12
recycle (v)	/ 'ri:'saɪ.kl /	tái chế	Unit 11
recycling bin (n)	/ 'ri:'saɪ.klɪŋ bɪn /	thùng đựng đồ tái chế	Unit 11
reduce (v)	/ rɪ'dju:s /	giảm	Unit 11
refillable (adj)	/ ,rɪ'fɪləbəl /	có thể bơm/làm đầy lại	Unit 11
regard (v)	/ rɪ'ɡɑ:d /	coi là	Unit 8
remote control (n)	/ rɪ'məʊt kən'trəʊl /	điều khiển (TV) từ xa	Unit 7
resort (n)	/ rɪ'pɔ:tər /	phòng viên	Unit 7

reuse (v)	/ ,ri:'ju:z /	tái sử dụng	Unit 11
ring (n)	/ rɪŋ /	sàn đấu (boxing)	Unit 8
robot (n)	/ 'rɒbɒt /	người máy	Unit 12
role (n)	/ rəʊl /	vai trò	Unit 12
schedule (n)	/ 'ʃed.ju:l /	chương trình, lịch trình	Unit 7
sea level (n)	/ si:'lev.əl /	mức nước biển	Unit 11
series (n)	/ 'sɪə.rɪ:z /	phim dài kì trên truyền hình	Unit 7
skateboard (n, v)	/ 'skeɪt.bɔ:d /	ván trượt, trượt ván	Unit 8
ski (v, n)	/ ski: /	trượt tuyết, ván trượt tuyết	Unit 8
skiing (n)	/ 'ski:ɪŋ /	môn trượt tuyết	Unit 8
skyscraper (n)	/ 'skaɪ.skreɪ.pər /	nhà chọc trời	Unit 10
smart (adj)	/ smɑ:t /	thông minh	Unit 10
solar energy (n)	/ 'səʊ.lər 'en.ə.dʒi /	năng lượng mặt trời	Unit 10
space (n)	/ speɪs /	không gian vũ trụ	Unit 10
space station (n)	/ speɪs 'steɪʃən /	trạm vũ trụ	Unit 12
special (adj)	/ 'speʃ.əl /	đặc biệt	Unit 10
sports competition	/ spɔ:ts kəm.pə'tɪʃ.ən /	cuộc đua thể thao	Unit 8
			Unit 8
sporty (adj)	/ 'spɔ:ti /	khỏe mạnh, dáng thể thao	Unit 8
stupid (adj)	/ 'stju:.pɪd /	đần độn, ngờ ngẩn	Unit 7
swap (v)	/ swɒp /	trao đổi	Unit 11
symbol (n)	/ 'sɪm.bəl /	biểu tượng	Unit 9
tower (n)	/ taʊər /	tháp	Unit 9
type (n)	/ taɪp /	kiểu, loại	Unit 12
UFO (n) (Unidentified Flying Object)	/ ju:efəʊ /	vật thể bay, đĩa bay	Unit 10
UNESCO World Heritage (n)	/ wɜ:lɪd 'her.ɪ.treɪdʒ /	Di sản thế giới được UNESCO công nhận	Unit 9
universe (n)	/ 'stju:.pɪd /	vũ trụ	Unit 7
viewer (n)	/ 'vjʊ:ər /	người xem (TV)	Unit 7
volleyball (n)	/ 'vɒl.i.bɔ:l /	môn bóng chuyền	Unit 8
water (v)	/ 'wɔ:tə /	tươi, tưới nước	Unit 12
weatherman (n)	/ 'weð.ə.mæn /	người thông báo tin thời tiết trên đài hoặc TV	Unit 7
well-known (adj)	/ wel-nəʊn /	nổi tiếng	Unit 9
wireless (adj)	/ 'waɪə.ləs /	vô tuyến điện	Unit 10
wrap (v)	/ ræp /	gói, bọc	Unit 11





Bạn đọc có thể mua sách tại :

- Các Công ty Sách - Thiết bị trường học ở các địa phương.
- Công ty CP Đầu tư và Phát triển Giáo dục Hà Nội, toà nhà văn phòng HEID, ngõ 12 Láng Hạ, phường Thành Công, quận Ba Đình, TP. Hà Nội.
- Công ty CP Đầu tư và Phát triển Giáo dục Đà Nẵng, 145 Lê Lợi, TP. Đà Nẵng
- Công ty CP Đầu tư và Phát triển Giáo dục Phương Nam, 231 Nguyễn Văn Cừ, quận 5, TP. Hồ Chí Minh.

hoặc các cửa hàng sách của Nhà xuất bản Giáo dục Việt Nam :

- **Tại TP. Hà Nội :** 45 Phố Vọng ; 187, 187C Giảng Võ ; 232 Tây Sơn ; 25 Hàn Thuyên ; 51 Lò Đúc ; 45 Hàng Chuối ; Ngõ 385 Hoàng Quốc Việt ; 17T2 - 17T3 Trung Hoà - Nhân Chính ; Toà nhà HESCO Văn Quán - Hà Đông.
- **Tại TP. Đà Nẵng :** 78 Pasteur ; 145 Lê Lợi ; 223 Lê Đình Lý.
- **Tại TP. Hồ Chí Minh :** 2A Đinh Tiên Hoàng, Quận 1 ; 231 Nguyễn Văn Cừ, quận 5 ; 116 Đinh Tiên Hoàng, phường 1, quận Bình Thạnh.
- **Tại TP. Cần Thơ :** 162D Đường 3 tháng 2, phường Xuân Khánh, quận Ninh Kiều.
- **Tại Website bán hàng trực tuyến :** [www.sach24.vn](http://www.sach24.vn)

Website : [www.nxbgd.vn](http://www.nxbgd.vn)

ISBN 978-604-0-00670-7



8 934994 204996



Giá: 30.000đ