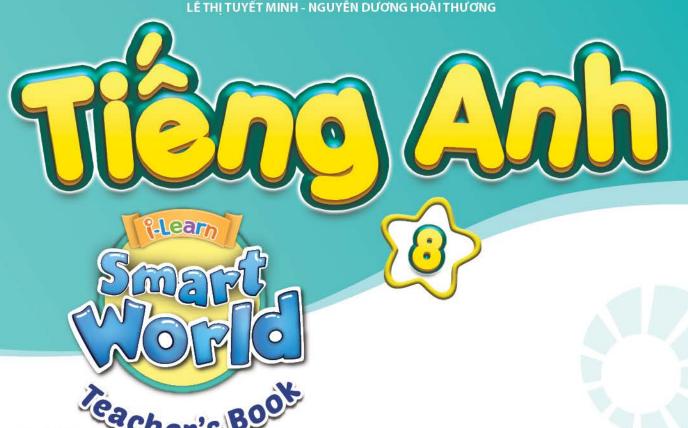
VÕ ĐẠI PHÚC (Tổng Chủ biên) - HUỲNH TUYẾT MAI (Chủ biên) NGUYỄN THỊ NGỌC QUYÊN - ĐẶNG ĐỐ THIÊN THANH LÊ THỊ TUYẾT MINH - NGUYỄN DƯƠNG HOÀI THƯƠNG







# Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
1. FREE TIME pages 12–21	Talk about leisure activities, likes, and dislikes Make free time activity plans with friends Talk about your favorite hobby	Verbs (to express preference) + gerund     Present Simple for future meaning and prepositions of time	• /s/ or /z/ sound • /sk/ sound	Listening: (for inference/details)to two people making plans Speaking: Doing a free time activities survey Making plans with friends Conversation Skill: Starting a telephone conversation	Reading: (for inference/main ideas/ details)    a passage on favorite hobbies     Writing:    a passage about your favorite hobby
2. LIFE IN THE COUNTRY pages 22–31	Talk about life in the country and the city Talk about folk games and activities in the country Talk about festivals in the country	Countable and uncountable nouns with indefinite quantifiers     Verbs (to express preference) + to-infinitives and adverbs of frequency	/tʃ/ sound     Intonation for questions	Listening: (for main ideas/details)    to two friends talking about life in the city and in the country     Speaking:     Discussing where students prefer to live     Talking about games and activities in the country     Conversation Skill: Politely disagreeing	Reading: (for main ideas/purpose/details)    a festival announcement     Writing:    an announcement for a country festival
3. PROTECTING THE ENVIRONMENT pages 32-41	Talk about the effects of pollution Give advice about how to reduce pollution Talk about ways to protect the environment	First     Conditional with     "if" or "unless"     Conjunctions     to make     compound     and complex     sentences	'/t/ sound     Word stress for most two-syllable verbs	Listening: (for gist/ details)     to two students talking about ways to reduce pollution     Speaking:     Planning a presentation on the effects of pollution     Making a poster to give advice about reducing pollution     Conversation Skill: Encouraging the speaker to continue	Reading: (for gist/ details/choose best introduction)    a guide to making cities greener     Writing:    a short guide to make your school greener
4. DISASTERS pages 42–51	Talk about disasters Give advice on what to do in a disaster Talk about the dangers of disasters and what you should do	Wh-questions     Prepositions of place and movement	Sound changes for "was"     Sentence stress for negative advice	Listening: (for organization/details) to two students talking about disaster safety tips     Speaking:     Disasters Quiz Show     Making a poster for disaster safety tips     Conversation Skill: Working through tasks in groups	Reading: (for details/ to find differences/ choose best heading)an emergency announcement     Writing:an emergency announcement

# Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
5. SCIENCE AND TECHNOLOGY pages 52-61	Ask and answer about devices     Compare robots     Talk about smartphones	Wh-questions and Yes/No questions     Comparative adverbs	/eɪ/ sound     Word stress for words ending in "-ly"	Listening: (for purpose/details)to a report about a robot competition     Speaking:     Talking about laptops and tablets     Discussing the use of robots for different jobs     Conversation Skill: Showing agreement	Reading: (for details/ to choose best title) an email about buying a smartphone     Writing: an email about a new smartphone
6. LIFE ON OTHER PLANETS pages 62-71	Make predictions about where humans will live in the future     Talk about possible UFO and alien sightings in the past     Talk about seeing UFOs and aliens	Past     Continuous     and Past     Simple     Future Simple	Intonation for interest/opinion words     Sound changes for words ending in "-ing"	Listening: (for gist/details)    to people talking about strange things they saw     Speaking:     Interviewing people about possible alien and UFO sightings     Predicting where humans will/won't live in the future      Conversation Skill: Showing interest	Reading: (for main ideas/gist/details)    a blog post about a UFO sighting     Writing:    a passage about a strange event
7. TEENS pages 72–81	Talk about dreams and dream jobs Report how teen celebrities live Talk about problems teens have where you live	Possessive pronouns     Reported speech for statements	• /iː/ sound • /d/ sound	Listening: (for gist/details)to a teen talking about her and her friends' dreams Speaking: Doing a survey about dream jobs Reporting an interview of a celebrity Conversation Skill:	Reading: (for gist/cause/details)a passage about teens' stress problems     Writing:a passage about problems teenagers have
8. TRADITIONS OF ETHNIC GROUPS IN VIETNAM pages 82–91	Talk about the culture of ethnic groups in Vietnam Report a conversation with an ethnic minority about crafts, food, and culture Talk about fun things to do at ethnic villages in Vietnam	Articles     Reported speech for questions	• Word stress for two-syllable adjectives • /oʊ/ sound	Listening: (for mood/details)to a conversation about a trip to Vietnam Speaking: - Asking and answering about ethnic groups' culture - Reporting on meeting a member of a Vietnamese ethnic group Conversation Skill: Showing interest to get more information	Reading: (for best topic sentence/details)a passage about a trip to an ethnic village     Writing:a passage about a trip to an ethnic village

SEMESTER MID/FINAL REVIEWS: Language and Skills Review of Units 1–8 PROJECTS: Presentation

# Introduction

#### About the course

Tiếng Anh i-Learn Smart World is an American English integrated four-skill course for secondary and high school students.

The syllabus of **Tiếng Anh i-Learn Smart World** is based directly on the Vietnamese Ministry of Education and Training (MOET) guidelines.

**Tiếng Anh i-Learn Smart World** was designed for Vietnamese classrooms and learners by an experienced team of international and Vietnamese writers and editors. The lessons cover the needs of Vietnamese learners and make the most of modern teaching techniques, with all tasks and activities suitable and easy to use in a Vietnamese classroom.

Finally, the key aim of the course is to develop a love for English. **Tiếng Anh i-Learn Smart World** aims to encourage a positive attitude towards learning the language and culture of English-speaking countries, while at the same time upholding ethical values in line with the learners' culture.

#### The approach

Tiếng Anh i-Learn Smart World is designed based on the following principles:

Motivation and interest are keys to learning – The key element to successful language learning is maintaining a high level of interest and motivation. Tiếng Anh i-Learn Smart World does this by:

**Featuring interesting age-and-level-appropriate content** – The language, activities, and images were chosen specifically to match the interests of the target learners.

Using an approach that emphasizes clear and noticeable progress – Success is a powerful motivation, but learning language is a long-term process that takes many years of effort. Learners often have difficulty recognizing the progress they are making, and this can often lead to losing motivation ("I've been studying for years, but I still can't speak."). Tiếng Anh i-Learn Smart World overcomes this by breaking the syllabus into clear, practical, and achievable goals.

#### Key features of the Clear and Noticeable Progress (CNP) approach:

1. Clarify the goals and create a need.

Each lesson focuses on a carefully chosen set of clear and achievable goals concerning practical things in life (e.g. describing people's appearance, ordering food in a restaurant, talking about traditional holidays).

Can you...?

talk about leisure activities, likes, and dislikes

use verbs (to express preference) + gerund

2. Fill the needs.

Each stage of the lesson targets a different element of the aim (e.g. relevant vocabulary, grammar,

pronunciation features, controlled practice, etc.) to ensure success with the practical communicative speaking activity at the end of the lesson.

3. Provide evidence of success.

The final stage of each lesson gives learners an opportunity to utilize all the previous knowledge they have learned in completing a practical task that mirrors real life activities (e.g. role plays, discussions, surveys, etc.). It features group and pair activities, and directly addresses the aims noted at the start of the lesson. Progress is monitored by the teacher, who gives assistance as necessary and ensures that learners are able to achieve a successful outcome.

#### Pronunciation is important

Speakers who cannot use correct English pronunciation will have difficulty in making themselves understood. Equally important, however, is its impact on comprehension. Learners who are unfamiliar with the phonological conventions of the target language will have difficulty understanding the things they hear. Both of these elements need attention.

Tiếng Anh i-Learn Smart World divides the elements of English phonology into an inverted "Pronunciation

Pyramid" that features four main categories as follows:

Sounds – These activities focus on and draw attention to elements that Vietnamese learners find challenging, such as final consonant sounds, consonant and vowel sounds, and consonant clusters. They will hear 2–3 different native speakers pronounce the language naturally and then mimic the sounds.

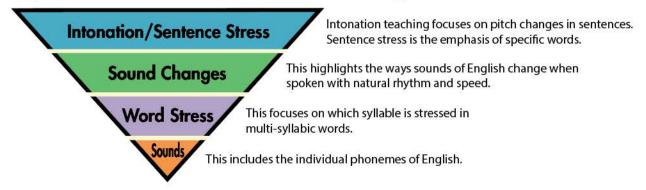
Word Stress – These activities address the issue of stressing the wrong syllable in a word, which can dramatically affect the meaning or comprehension. **Tiếng Anh i-Learn Smart World** provides guidance on the common patterns for different parts of speech.

Sound Changes – English uses a stress-timed rhythm. This means that there is the same amount of time between stressed content words (usually nouns, verbs, adjectives, adverbs) regardless of the number of words (e.g. "The mice are eating the cheese." will take the same time to say as "Mice eat cheese."). To maintain the correct rhythm, native speakers drop (elision), change (reduction, assimilation, intrusion), or join (linking, germination) sounds to make them fit smoothly into the available time.

Learners unaware or unfamiliar with these changes not only sound unnatural, but may also fail to recognize words they actually know.

Focus on common sound changes helps learners dramatically improve both their pronunciation and their comprehension of natural spoken English.

Intonation/Sentence Stress – These activities focus on how placing stress on different words and changing the pitch at the end of the sentence can affect the whole meaning or the intent of the sentence.



#### Language learners need lots of listening

Listening is not only essential as a receptive skill but also pivotal in the development of spoken language proficiency.

- Listening is vital in the language classroom because it provides input for the learners. Unless learners can understand language as presented in the classroom, learning cannot begin.
- 2. Listening exercises provide teachers with a means to draw learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.
- Natural spoken language presents a challenge for the learners to understand. Lots of exposure in an understandable context is essential to build confidence and comprehension.

As with first language learning, providing comprehensible listening input helps learners build an understanding of the language.

# Build awareness of the target culture and the ability to explain the learners' own culture

Understanding the culture of the target language is essential to communication. **Tiếng Anh i-Learn Smart World** features many characters and situations common to life in North America. Understanding the food they eat, the games they play, the way they interact, etc. helps learners understand the way English is actually used. In addition, the course also provides examples of local places, foods, and cultural traditions, so that learners can gain proficiency in explaining their own country and lives to people from other countries.

#### Easy to prepare and teach

One of the primary aims of the course is to reduce teachers' workload and keep preparation time to a minimum. **Tiếng Anh i-Learn Smart World** was designed to make lesson preparation smoother and easier for the teacher by having:

# Introduction

Clear and simple tasks – The activities have been designed with clear illustrations and short, simple, standardized instructions to make understanding and setting up tasks easier.

A standard unit/lesson format – Every unit follows a standard pattern of activities. This allows learners and teachers to quickly become familiar with the lesson style and progression.

An easy-to-refer-to Teacher's Book – The aim of this course is to put all the information teachers need in a very clear and easy-to-find layout. Each lesson page is accompanied by a single Teacher's Book page so that teachers can quickly and easily find the information they need.

#### The syllabus

The **Tiếng Anh i-Learn Smart World** Syllabus is an integrated communicative syllabus based on the MOET curriculum guidelines. This has been extended by adding a range of useful practical phrases as well as Vietnamese content. Each unit is designed to recycle vocabulary and language content from the same level or from the previous lessons of the course.

#### Tiếng Anh 8 i-Learn Smart World unit and lesson walkthrough

Tiếng Anh 8 i-Learn Smart World features 24 lessons divided into eight three-lesson units. Review materials are found at the end of Unit 8.

Regardless of the lesson type, each **Tiếng Anh 8 i-Learn Smart World** lesson page contains roughly one 45-minute period of lesson material.

#### **Conversation Lessons**

The first two lessons introduce and provide practice with key vocabulary, structures, and functional language.

#### Lesson Warm-up

Every lesson starts with a question or questions to introduce and get students thinking about the topic/ theme of the lesson. Students should discuss this briefly in pairs. Teachers may wish to invite some of the groups to share their ideas before moving onto the new words.

#### Aims

A simple summary of the lesson aims (key vocabulary/structure/function) is shown at the top of the first

page. Teacher introduces and exemplifies the point, then checks how confident learners are that they can do this. As the aim is specifically chosen to be above the learners' current level of ability, the teacher should tell learners that even if they cannot use the language now, they should not worry because by the end of the lesson, they will be able to.

#### **New Words**

During this stage, a set of vocabulary necessary to achieve the lesson's aim is introduced.

Task a. serves to clarify the meaning, using a variety of different task types including matching the words to definitions or pictures, organizing them into categories, etc. The pronunciation of each word is exemplified and practiced using the audio track.

Task b. further expands on and reinforces the meaning. Teacher should ensure that learners are comfortable with the meaning and pronunciation of individual words before moving on to the next stage.

#### Listening/Reading

This stage can be either a listening or a reading. In either case, it has three main functions:

- Contextualize the target structure and illustrate how it is used in natural English
- Develop listening or reading skills using a variety of tasks
- Review the vocabulary introduced in New Words



Each reading or listening outlines the general context, followed by tasks used to develop skills such as listening or reading for gist/specific information. Each set of Listening/Reading tasks is followed by a speaking Post Task that students discuss with their partner(s) to expand on and consolidate the lesson contents and ideas.

#### **Conversation Skills**

Each unit in **Tiếng Anh 8 i-Learn Smart World** includes one lesson that focuses on one of two key Conversation Skill types which help students deal appropriately with problems that may arise during natural conversation. In this level, we introduce the following skills:

#### Turn-taking skills

In normal conversations, speakers alternate taking "turns" to speak.

Turn-taking skills focus on the different ways that speakers manage interaction between speakers, such as appropriately starting and ending conversations in different contexts, setting/changing topics, interrupting appropriately, and encouraging others to speak. Raising awareness of these skills makes communication much more natural and effective.

#### Repair skills

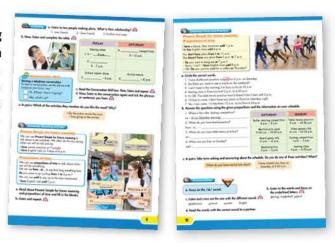
Real English conversation can be difficult for our students. Their partner may be speaking too quickly, they may not understand some words they hear, or they may not remember the words they want to say. Teaching students techniques to explain words they don't know, or phrases to ask a speaker to speak more slowly can help them become more effective communicators.

#### Grammar

This page focuses on the lesson's target grammar.

Task a. of this page focuses on clarifying the meaning and use of the target language. It starts with a contextualizing image that illustrates a conversation using the key language. Learners listen to the audio and practice repeating the sentences. Following this is a box that outlines the usage of the particular language point within this lesson. After this is a chart which shows the different forms of the language, and how it can change in different cases.

Tasks b. and c. provide exercises to further clarify and consolidate the meaning and use of the grammar point, and Task d. finishes by giving learners a speaking task to practice using the language orally.



#### Pronunciation

Each tip targets a single phonological feature (as noted in the Pronunciation Pyramid, shown on page 5) such as difficult sounds or clusters, word stress, sound changes, sentence stress, or intonation that is related to the vocabulary or sentence (patterns) necessary to achieve the lesson's aim.

Tiếng Anh 8 i-Learn Smart World deals with these issues using a simple but effective procedure known as IMP. This breaks down as follows:

- Isolate Learners' attention is drawn to the feature in question and the point is clarified using a simple explanation box.
- Model Example words or phrases, taken from the lesson, are played using audio files to clearly exemplify the sound feature. These audio samples feature three examples spoken naturally by native speakers of different ages. This allows learners to generalize and become familiar with the feature.
- Practice In this stage, learners hear more examples of the language, and are asked to both discriminate correct and incorrect examples of use, and are given opportunity to practice the target features.

It is understood that not all learners will be able to master each phonological feature immediately. The most important part of learning pronunciation is to help learners become aware of possible issues as they arise. This will make it easier for learners to fully understand natural spoken English and of course to improve their own speaking.

Note: A chart showing the English phonemes is provided on page 144 of this book, as well as at the end of the Student's Book.

# Introduction

#### Practice

This activity provides support for learners to practice the key structure/vocabulary. These generally start with a task to review and contextualize the target structure and vocabulary, and provide a clear model to follow. Teachers encourage learners to continue practicing the correct sound and rhythm features that are covered in the Pronunciation stage.

#### Speaking

This stage gives learners an opportunity to use all aspects of the target language and vocabulary and directly reflects the lesson's aim. Tasks feature a simulated real world format and are done in pairs or groups of three or four. They use a variety of different activity types, including:

- Role-plays
- Discussions
- Quizzes
- Surveys

They generally feature a mini project-based approach where learners will collaborate to complete a practical or cooperative task in pairs, then compare their results with another group before summarizing or comparing their results with the whole class.

Teacher's supervision and assessment – Because the pair/group tasks are designed in such a way that the learners can work independently, it allows time for the teacher to move around and assess learners' ability with regards to the lesson aims. This enables the teacher to note any problems learners may be having and provide assistance.

After pairs complete their tasks, they should switch roles and repeat to provide extra practice. This helps ensure that all learners are able to successfully achieve the lesson's aim by the end of the lesson.

#### Skills Lessons

Lesson 3 in each unit aims to develop not only listening and speaking ability, but also to introduce learners to a range of reading and writing skills. These lessons follow a set format:

#### Aims

The lesson's aims are shown at the top of the first page. They outline the productive foci of the lesson (e.g. talk about interesting ways to raise money for charity, write an article about a way to raise money), and also note a specific writing skill that will be covered (e.g. using synonyms to avoid repetition).

#### Let's Talk!

The lesson starts with a large evocative picture related to the lesson content and accompanied questions prompting learners to discuss personal opinions/experiences related to the topic.

#### Listening

The next stage features a listening passage (generally a monolog) tying the Let's Talk part to the Reading. It features two tasks (a., b.) focused on global/discrete/gist listening comprehension.

#### Reading

This stage features a reading passage that acts:

- a. As a model for the students writing
- b. To introduce key concepts/vocab on the topic

It features one main idea/gist task (a.) and another reading skill (b.)

Some passages may also include vocabulary matching activities to broaden the learner's lexical range.



#### Writing

Tiếng Anh 8 i-Learn Smart World aims to develop learners writing ability so they will be comfortable and competent in using written English for everyday communications and for common standardized tests. The writing section features a box focused on a single writing skill chosen from the categories above. This gives an explanation of the skill including how/why it's used and examples of usage.

Accompanying this are two tasks:

a. Directs students to read the skill box and note the described features in the "Reading" on the previous page b. Features a practice activity related to the skill

#### Speaking

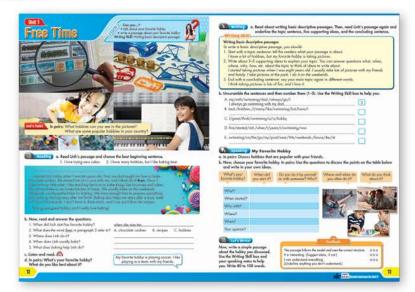
This stage features a pair brainstorming activity that has the students:

- a. Generate and discuss ideas they can use later in their own writings
- b. Organize/note these ideas into a table or list

#### Let's Write!

This stage features a writing task that sets the context and assigns students to write a sample similar to the writing model, using the features from the skill box.

Students may either complete



these in class (time available) or start the writing in class, and finish their writings outside of class. In either case, after learners have completed their first drafts, teachers should put them in pairs, and have them exchange, read, and review their partner's writing using the "Feedback form" described below.

#### Feedback Form

The end of each four skills lesson features a "Feedback form" that students can use to review each other's writings. This includes a number of general and lesson-specific elements that learners should focus on when they review their partner's writings. After going through the passage and making notes, they should use the form as a focus for giving brief oral feedback on their partner's writing. Sample answers can be found in the Teacher's Book.

# Introduction

#### Review

Review is an essential element for consolidating the things the learners cover in class. The back of the book contains review materials for **Tiếng Anh 8 i-Learn Smart World**. These are intended to be used for mid and end reviews of each term, and include activities to review each unit's language, skills and functions. As all classes have different needs, teachers are encouraged to use this material flexibly by assigning the activities that best meet their class needs and fit their review schedule.

#### Each Review unit includes:

Listening/Reading - Test practice - The left-hand page features activities that review the target language found in the lessons of that unit, in a form that mirrors standardized tests. This includes one Listening and one Reading focus.

**Vocabulary** – This section focuses on new words that were introduced in the Unit, and practices them using a range of activities, including fill in the blanks, short answers, or matching words to definitions.

Grammar – This section focuses on the main target language covered in the Unit. It uses a variety of activities to focus on both syntax and morphology,

including finding and correcting errors, circling the correct word form, writing sentences from prompts, and writing the missing words to complete sentences.

**Pronunciation** – This section focuses on the phonology of words found in the unit. It uses a variety of tasks to have students focus on sounds and stress patterns and discriminate the differences between these elements in different words.

#### Additional Review materials:

Communicative Practice Games – Each Mid/End of term review includes two communicative review games focusing on free (but guided) production of the structures and vocabulary covered in the unit. These activities provide an effective review of the listening and speaking skills covered in the preceding units. Time allowing, teachers may choose to use one or both of the games to have students practice language from the preceding units.

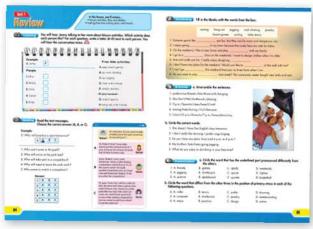
#### **Projects**

Also included at the end of the book are two optional project lessons, one for each semester. These resources aim to develop students' confidence and ability in using English for public speaking.

 Presentation – Students will plan and perform a formal speech on a topic related to the topic/unit language and focused on a particular skill (examples below). This may be using a poster/images or not.

These lessons include a single presentation focused skill covering a range of key elements, including:

- Genre and organizational structure, e.g. Making narrative/descriptive/ persuasive presentations
- Slide design Dos and Don'ts (G11+)
- Functional, e.g. Starting/Ending performances, Describing visual aids, etc.
- Body language and stance
- Audience involvement/Q&A
- etc.







Project lessons may be used at any point the teacher feels is most appropriate. They are designed to have pairs working together to first plan and prepare their presentation. One pair will then present to another pair. After each presentation, the observing pair will give constructive feedback based on the Feedback form at the bottom of the page.

To help students prepare their presentations, a set of "Do/Don't" Guidelines as well as model scripts and cue cards are provided at the end of the book.

#### Writing in the book

**Tiếng Anh 8 i-Learn Smart World Student's Book** has been designed to be reusable. For this to be possible, students must be encouraged to use pencils and erasers for tasks that require writing directly onto the book.

#### Helpful symbols

In the lessons you will see a number of symbols:



 This symbol indicates where you should play the audio. The numbers indicate the audio track to be played.



 This symbol means learners should remember to use the Conversation Skill taught in the lesson. These skills focus on how to start, end, and deal with problems in the conversation. They will help the learners to sound more natural and fluent.



This symbol means that learners should use their imaginations.
 They can use any words they know and talk about their own ideas.



This symbol asks learners to turn to a page at the back of the book and look at an activity file.
 These files provide information to do interesting speaking tasks with their partners.



 Students can look up the meaning and pronunciation of a purple word in the Word List at the back of the book.







Can you...?

- talk about leisure activities, likes, and dislikes
- use verbs (to express preference) + gerund





Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the picture. What do the girls like doing in their free time? What do you do in your free time? How often do you do it?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



### a. Number the pictures. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students number the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Write the new words into the table and add more words you know. Which activities do you do?

- 1. Demonstrate the activity using the example.
- 2. Have pairs write the words in the correct columns.
- 3. Have pairs add more words to the table.
- 4. Have pairs discuss which activities they do.
- 5. Elicit answers and write them on the board.

#### Track 02

- 1. W: chat
- 2. W: fishing
- 3. W: hang out
- 4. W: jogging
- 5. W: jewelry
- 6. W: handball
- 7. W: rock climbing
- 8. W: board games



#### a. Read the passages. Circle the name of the person who prefers indoor activities.

- 1. Have students read the passages.
- 2. Have students circle the correct answer.
- 3. Have students check their answers with a partner.
- 4. Check the answer as a whole class.

#### b. Now, read and draw lines to match the phrases and the person they describe.

- 1. Have students read the phrases.
- 2. Have students read the passages again and match the phrases with the names.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.
- c. Listen and read.



Play audio. Have students listen and read.

#### d. In pairs: Which person are you most like? How are you similar? How are you different?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### **Grammar Meaning and Use**

#### a. Read about verbs (to express preference) + gerund and fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

### b. Listen and check your answers. Listen again and repeat 👸

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 04

B: What arts and crafts do you like doing? G: I love designing clothes.

#### **Grammar Form and Practice**

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the examples and notes above, then circle the correct words.

- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Write sentences using gerunds and the prompts.

- 1. Demonstrate the activity using the example.
- 2. Have students write sentences using gerunds and the prompts.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Take turns saying one thing you enjoy, love, don't really like, and hate doing.

- 1. Divide the class into pairs.
- 2. Have students take turns saying one thing that they enjoy, love, don't really like, and hate doing.
- 3. Have some pairs demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the /s/ or /z/ sound.

#### b. Model.



- 1. Have students listen and notice the pronunciation
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1



- 1. Play audio. Have students listen and write the sounds
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 05

M: sports, books, games, friends

#### Track 06

M: girls, arts, prefers, lots, enjoys



- a. Ask and answer using the pictures and prompts. Swap roles and repeat.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have them take turns asking and answering about free time activities using the pictures and prompts.
- 4. Swap roles and repeat.

#### b. Practice with your own ideas.

- 1. Have students practice asking and answering with their own ideas.
- 2. Have some pairs demonstrate the activity in front of the class.

#### Speaking SURVEY: FREE TIME ACTIVITIES

- a. Your local youth center wants to find out what activities are popular. Complete the survey with your own information. In fours: Ask your friends about their preferred activities and complete the survey.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Have students fill in the survey with their own information.
- 3. Divide the class into groups of four.
- 4. Have students ask three friends and complete the survey.

- b. Which activities should your youth center have next summer?
- 1. Have students discuss which activities the youth center should have the following summer.
- 2. Have some students share their ideas with the class.

## Answer Key

### New Words a. ...

1. chat - C

2. fishing - H

3. hang out - A

4. jogging - G

5. jewelry - B

6. handball - E

7. rock climbing - D

8. board games - F

#### New Words b. ...



go	make	design	with friends
rock climbing jogging fishing	jewelry	jewelry	chat online hang out
	rock climbing jogging	rock climbing jewelry jogging	rock climbing jewelry jewelry jogging

### Reading a. ...



### Reading b.

Will - likes hanging out with friends

Will - doesn't enjoy rock climbing

Jess – likes playing board games

Jess – hates jogging

Peter - enjoys designing clothes

### 



a. What arts and crafts do you like doing? I love designing clothes.

#### Grammar Form and Practice a. ...



- 1. loves
- 2. hate
- 3. enjoy
- 4. like
- 5. don't like

### Grammar Form and Practice b.



- 1. Jake doesn't enjoy chatting online with his friends.
- 2. What activities do you enjoy doing in your free time?
- 3. I don't really like playing handball. I prefer watching it.
- 4. Do you prefer playing indoors or outdoors?
- 5. I love designing clothes in my free time.
- 6. I hate making jewelry because it's boring.
- 7. We like chatting online, but we prefer hanging out at the mall.

#### Pronunciation c.



girls /z/ arts/s/ prefers /z/ lots /s/ enjoys /z/



Let's Talk!

Let's Talk! In pairs: Look at the picture. What plans do these kids have for the weekend?

What activities do you and your friends do on weekends?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### **New Words**

# a. Read the words and definitions, then match the words with the pictures. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students read the words and definitions, then match the words with the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: What are three activities you like or would like to try and why?

- 1. Demonstrate the activity using the examples.
- 2. Have pairs discuss three activities they like or would like to try and why.
- 3. Have some pairs share their ideas with the class.

#### Track 07

- 1. W: table tennis
- 2. W: cycling
- 3. W: shuttlecock
- 4. W: sewing
- 5. W: roller skating
- 6. W: practice
- 7. W: karate
- 8. W: knitting



#### a. Listen to two people making plans. What is their relationship?

- 1. Have students look at the pictures.
- 2. Play audio. Have students listen and answer the question.
- 3. Check answers as a whole class.

#### b. Now, listen and complete the table.



- 1. Demonstrate the activity using the example.
- 2. Play audio. Have students listen and complete the table.
- 3. Check answers as a whole class.

#### c. Read the Conversation Skill box. Then, listen and repeat.

- 1. Have students read the Conversation Skill box.
- 2. Clarify the use of the conversation skill.
- 3. Play audio. Have students listen and repeat.

#### d. Now, listen to the conversation again and tick the phrases or sentences you hear.

- 1. Play audio. Have students listen and tick the phrases or sentences they hear.
- 2. Check answers as a whole class.

#### e. In pairs: Which of the activities they mention do you like the most? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.

#### Track 08

Mary: Hi, Ethan. How's it going? Ethan: Oh, hey, Mary. How are you?

Mary: I'm good, thanks. Do you want to go to the sewing class on Friday evening?

Ethan: What time is it? Mary: It's from 6 to 8 p.m. Ethan: Ah, I'm sorry, I can't.

Mary: Oh, OK.

Ethan: Sorry, I have English club until 7 p.m. Maybe another time.

Mary: That's OK. What about the school talent show? I think it starts at 7:30.

Ethan: I don't think so. I told you before that I don't like talent shows.

Mary: It would be fun together, though.

Ethan: Sorry, I'm too busy on Friday. What about Saturday?

Mary: OK.

Ethan: How about the cycling competition in the morning?

Mary: No. You know I don't like cycling, either. Ethan: That's true. You didn't enjoy it last time. Well, how about the new action movie on at the movie theater?

Mary: What time is it? Ethan: It's on at 8:30 p.m. Mary: Great. I'm free then.

Ethan: OK. I'll see you at the theater at 8:00.

Mary: Sure. I can't wait.

#### Track 09

G: Hi, Ethan. How's it going?

G: Hey, what's up?



#### Grammar Meaning and Use

#### a. Read about Present Simple for future meaning and prepositions of time, then fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat. 📆

- 1. Play audio. Have students listen and check their answers.
- Play audio again. Have students listen and repeat.

#### Track 10

B: I have karate class tomorrow. Do you want to come?

G: What time is it?

B: It's from 2 to 4 p.m.

G: Sure.



#### **Grammar Form and Practice**

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the examples above and circle the correct words.

- 1. Demonstrate the activity using the example.
- 2. Have students circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Answer the questions using the given prepositions and the information on your schedule.

- 1. Demonstrate the activity using the example.
- 2. Have students answer the questions using the given prepositions and the information on the table.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Take turns asking and answering about the schedule. Do you do any of these activities? When?

- 1. Divide the class into pairs.
- 2. Have students take turns asking and answering about the schedule and if the students do any of the activities.
- 3. Have some pairs demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the /sk/ sound.

#### b. Model.



- 1. Have students listen and notice the pronunciation
- 2. Play audio and draw attention to the pronunciation feature.

### c. Practice 1



- 1. Play audio. Have students listen and cross out the option that doesn't follow the note in "a."
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 11

M: skating, basketball, school

#### Track 12 1

M: skateboard, science, scooter, basket



- a. Practice the conversation. Fill in the blanks with the correct prepositions. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation using the correct prepositions where they need.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

- b. Make two more conversations using the ideas on the right.
- 1. Repeat the activity using the ideas on the right.
- 2. Have some pairs demonstrate the activity in front of the class.

#### Speaking LET'S MAKE PLANS!

- a. You have lots of plans this weekend and you want your friends to join you. Look at the table and write six activities you have over the weekend.
- 1. Divide the class into pairs.
- 2. Have students look at the table and write six activities they have for the weekend.
- b. In fours: Take turns role-playing phone calls inviting a friend to join you for each activity. Invite each person in your group at least once. Note who you will do each activity with.

- 1. Divide the class into groups of four.
- 2. Have students take turns role-playing phone calls inviting each other to the activities they are going to do.
- 3. Have students note who they are going to do each activity with on the table.
- c. Tell a partner about your plans for the weekend.
- 1. Divide the class into pairs.
- 2. Have pairs take turns telling each other about their weekend plans.
- 3. Have some students share their plans with the class.



#### Answer Key

#### New Words a. ...



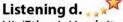
- 1. table tennis
- 2. cycling
- 3. shuttlecock
- 4. sewing
- 5. roller skating
- 6. practice
- 7. karate
- 8. knitting

#### Listening a. 2. close friends





- 1.8 p.m.
- 2. English club
- 3.7:30
- 4. Cycling
- 5.8:30





#### Hi, (Ethan). How's it going?

### Grammar Meaning and Use a. .



I have karate class tomorrow. Do you want to come? It's from 2 to 4 p.m.

#### Grammar Form and Practice a. ...



- 1. until
- 2. Do
- 3. at
- 4. from
- 5. doesn't
- 6. on
- 7. to

## Grammar Form and Practice b.



- 1. It's on Saturday morning.
- 2. It's from 2 p.m. to 5 p.m. (on Saturday).
- 3. I have table tennis practice at 9 a.m. (on Sunday).
- 4. I'm free (on Sunday afternoon) until 4 p.m.

### Pronunciation c.



science





Let's Talk!

Have students look at the lesson aims as you read them aloud.

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### Reading

#### a. Read Linh's passage and choose the best beginning sentence.

- 1. Have students read the question.
- 2. Have students read the passage quickly and circle the correct answer.
- 3. Check the answer as a whole class.

#### b. Now, read and answer the questions.

- 1. Have students read the questions.
- 2. Have students read the passage again and answer the questions.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

### c. Listen and read.

In pairs: What hobbies can you see in the pictures? What are some popular hobbies in your country?



Play audio. Have students listen and read.

#### d. In pairs: What's your favorite hobby? What do you like best about it?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



- a. Read about writing basic descriptive passages. Then, read Linh's passage again and underline the topic sentence, five supporting ideas, and the concluding sentence.
- 1. Have students read the Writing Skill box and the passage again and underline the different parts.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Unscramble the sentences and then number them (1-5). Use the Writing Skill box to help you.
- 1. Have students read the sentences.
- 2. Have students unscramble the sentences and number them.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



### Speaking My Favorite Hobby

- a. In pairs: Discuss hobbies that are popular with your friends.
- 1. Divide the class into pairs.
- 2. Have students discuss some hobbies that are popular with their friends.
- 3. Have some students share their ideas with the class.
- b. Now, choose your favorite hobby. In pairs: Use the questions to discuss the points on the table below and write in your own ideas.
- 1. Have students choose their favorite hobby.
- 2. Divide the class into pairs.
- 3. Have pairs use the questions to discuss each point on the table, and write in their own ideas.
- 4. Have some students share their ideas with the class.



#### Let's Write!

Now, write a simple passage about the hobby you discussed. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

- 1. Draw students' attention to the Feedback form.
- 2. Have students use the Writing Skill box and their notes to write a passage about their favorite hobby.
- 3. Have some students read their passages in front of the class.



#### Answer Key

### Reading a.



2. I have many hobbies, but I like baking best.

### Reading b.



- 1. when she was ten
- 2. B
- 3. in her kitchen
- 4. on the weekends
- 5. It helps her relax.

### Writing a. ...



I have many hobbies, but I like baking best.

I started this hobby when I was ten years old. First, my dad taught me how to bake chocolate cookies. He shared lots of recipes with me, and I liked all of them. Now, I bake with my little sister. I like teaching her how to bake things like brownies and cakes. We always bake in our lovely kitchen at home. We usually bake on the weekends. Weekends are the perfect time for baking. We have enough time to prepare everything and clean up the big mess after we finish. Baking also helps me relax after a busy week with lots of homework. I don't have to think much and I can just follow the recipes.

Baking is a great hobby, and I really love baking!

### Writing b.



A. I always go swimming with my dad.	3
B. I have many hobbies, but I like swimming best.	1
C. I think swimming is a great hobby.	5
D. I started swimming when I was five years old.	2
E. We go swimming at the pool near my house on	4

#### Let's Write!



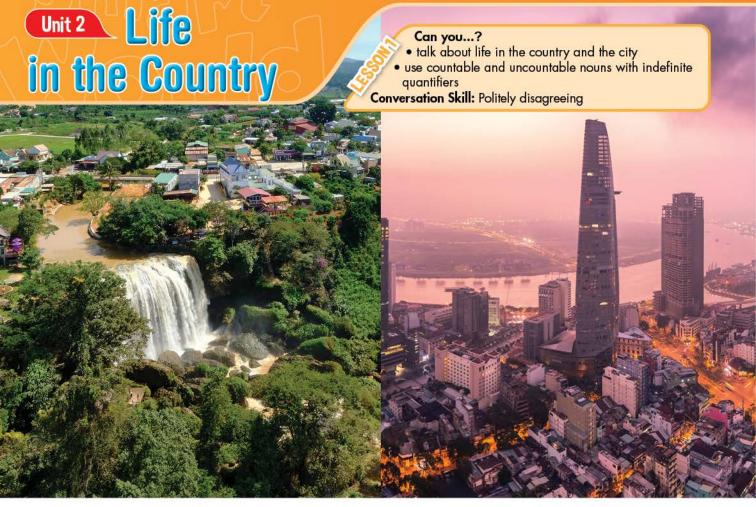
#### Sample answer:

the weekends.

I have a lot of hobbies, but my favorite hobby is building models.

I started building models when I was ten years old. My uncle taught me how to build a big model airplane, and we painted it red. It was very fun! Now, I often build models with my little brother. He really likes model cars, but I like building model planes. We always build models in our living room. We usually build models after school and on the weekends.

I think building models is interesting, and I love building models.



Aims

Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the pictures. Which two places do they show?

What are some good and bad things about each place?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



# a. Read the definitions, then fill in the blanks with the new words. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students read the definitions and fill in the blanks.
- 3. Divide the class into pairs and have students check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### In pairs: Say where you live, and why you like/dislike living there.

- 1. Demonstrate the activity using the example.
- 2. Have pairs say where they live, and why they like or dislike living there.
- 3. Have some pairs share their ideas with the class.

#### Track 14

- 1. W: room
- 2. W: nature
- 3. W: peace
- 4. W: fresh
- 5. W: noise
- 6. W: vehicle
- 7. W: entertainment
- 8. W: facility



#### a. Listen to Joe and Mai talking about life in the city and in the country. What do they agree on?

- 1. Have students read the question.
- 2. Play audio. Have students listen and answer the question.
- 3. Check answers as a whole class.

#### b. Now, listen and fill in the blanks. (15)



- 1. Demonstrate the activity using the example.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### c. Read the Conversation Skill box. Then, listen and repeat. 🔐

- 1. Have students read the Conversation Skill box.
- 2. Clarify the use of the conversation skill.
- 3. Play audio. Have students listen and repeat.

#### d. Now, listen to the conversation again and number the phrases in the order you hear them.

- 1. Play audio. Have students listen and number the phrases in the order they hear them.
- 2. Check answers as a whole class.

#### e. Do you agree with Mai or Joe? Why?

- 1. Have students discuss the questions.
- 2. Elicit answers from some students.

#### Track 15 1

- Joe: Hi, Mai. Do you think it's better to live in the country or the city?
- Mai: Hi, Joe. I think the country is better because there is lots of nature. I love trees and animals.
- Joe: But life in the country is too boring. I like the entertainment in the city. There are lots of malls and movie theaters.
- Mai: Yes, but the city is too crowded, there's not enough room for all the people there.
- Joe: I like lots of people. It's exciting. For me, the country is too quiet.
- Mai: Really? I like peace and quiet. I think there's too much noise in the city.
- Joe: Well I think there aren't enough facilities in the country. The city has better public transportation.
- Mai: That's true, but I prefer the country because there are too many vehicles in the city. They make the air dirty.
- Joe: OK, You're right about that. There's lots of fresh air in the country, but I still think city life is better.

#### Track 16

M: That's true, but...

M: Yes, but...

M: Really? I...



#### Grammar Meaning and Use

#### a. Read about quantifiers with countable/ uncountable nouns and fill in the blanks.

- 1. Have students look at the grammar explanation.
- Have students look at the box with the different uses.
- 3. Have some students read the sentences aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat.

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 17 A

B1: There is too much noise here!

B2: This store has lots of snacks, but I don't have enough money.



#### Grammar Form and Practice

#### Grammar boxes

- 1. Have students look at the grammar explanation.
- 2. Have students look at the boxes with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the examples on the left and circle the correct words.

- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Write sentences using the prompts.

- 1. Demonstrate the activity using the example.
- 2. Have students write sentences using the prompts.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Talk about your town using lots of/a lot of, not enough, too many, and too much.

- 1. Divide the class into pairs.
- 2. Have students take turns making sentences about their town using the phrases.
- 3. Have some students demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the /tʃ/ sound.

#### b. Model. (18)



- 1. Have students listen and notice the pronunciation feature.
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1



- 1. Play audio. Have students listen and cross out the option with the different sound.
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

Track 18 1

M: much, nature

Track 19

M: such, cheese, stomach, chair

## Practice

- a. Practice the conversation. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat.

- b. Make two more conversations using the ideas on the right.
- 1. Repeat the activity using the ideas on the right.
- 2. Have some pairs demonstrate the activity in front of the class.



#### Speaking IS IT BETTER TO LIVE IN THE CITY OR THE COUNTRY?

- a. In threes: Compare the points below, and say which place you think is better to live in and why.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into groups of three.
- 3. Have students compare the points and say which place they think is better to live in and why.
- 4. Have some students share their ideas with the class.
- b. In your group, choose the two best and worst things about life in the city and life in the country, and present to the class.
- 1. Have students choose the two best and worst things about life in the city and life in the country.
- 2. Have students present to the class.



#### New Words a.



- 1, room
- 2. nature
- 3. peace
- 4. fresh
- 5. noise
- 6. vehicle
- 7. entertainment
- 8. facility

### 



2. the pollution

### Listening b. ...



- 1. nature
- 2. entertainment
- 3. room
- 4. noise
- 5. vehicles
- 6. city

### Listening d.



- 3. That's true, but...
- 1. Yes, but...
- 2. Really? (I...)

## Grammar Meaning and Use a. \*\*\*



There is too much noise here!

This store has lots of snacks, but I don't have enough

## Grammar Form and Practice a.



- 1. many
- 2. aren't
- 3. is
- 4. enough
- 5. entertainment
- 6. nature

### Grammar Form and Practice b. 💉



- 1. There is lots of peace and quiet in my village.
- 2. My town doesn't have enough entertainment.
- 3. This city has too much pollution.
- 4. There are too many vehicles in/on my street.
- 5. There is a lot of room for people to play in my city.
- There aren't many things to do in my village.

### Pronunciation c.



stomach

# Unit 2 in the Country

#### Can you...?

- talk about folk games and activities in the country
- use verbs (to express preference) + to-infinitives and adverbs of frequency





Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the picture. What are the children doing? What else can children do for fun in the country?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Read the sentences, then match the words with the definitions. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students match the words with the definitions.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Talk about what you like to do when you visit places in the country.

- 1. Have pairs talk about what they like to do when they visit places in the country.
- 2. Have some pairs share their ideas with the class.

#### Track 20

- 1. W: hometown
- 2. W: folk
- 3. W: tug of war
- 4. W: jump rope
- 5. W: pick
- 6. W: spinning tops
- 7. W: herd

The plural of "buffalo" can be "buffalo" or "buffaloes."



#### a. Read Vy's blog post. What does she mostly talk about?

- 1. Have students read the blog post.
- 2. Have students read the question and circle the correct
- 3. Check the answer as a whole class.

#### b. Now, read and circle the correct answers.

- 1. Have students read the questions.
- 2. Have students read and circle the correct answers.
- 3. Check answers as a whole class.

#### c. Listen and read.



Play audio. Have students listen and read.

#### d. In pairs: Which folk games do you like? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### Grammar Meaning and Use

- a. Read about verbs (to express preference) + to-infinitives and adverbs of frequency, then fill in the blanks.
- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat.

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 22

- B: What do kids like to do in your town?
- G: They like to jump rope here. They usually jump rope on the beach.

#### Grammar Form and Practice

#### Grammar boxes

- 1. Have students look at the grammar explanation.
- 2. Have students look at the boxes with the different uses.
- 3. Have some students read the sentences aloud.

#### a. Read the examples and notes above, then unscramble the sentences.

- 1. Demonstrate the activity using the example.
- 2. Have students unscramble the sentences.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Write sentences using the prompts.

- 1. Demonstrate the activity using the example.
- 2. Have students write sentences using the prompts.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Ask and answer about what An likes to do.

- 1. Divide the class into pairs.
- 2. Have students take turns asking and answering about what An likes to do.
- 3. Have some pairs demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

#### b. Model.



- 1. Have students listen and notice the pronunciation
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1



- 1. Play audio. Have students listen and cross out the option that doesn't follow the note in "a."
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 23

M: Does she like to eat hamburgers? M: Do they like to jump rope?

#### Track 24

M: Does he love to pick flowers? M: Do they prefer to play soccer? M: Do you like to visit the country?



#### In pairs: Ask and answer about what young people like to do in these places.

- 1. Demonstrate the activity using the example.
- 2. Divide the class into pairs.
- 3. Have pairs take turns asking and answering about what young people like to do in these places.
- 4. Have some pairs demonstrate the activity in front of the class.



#### **FUN AND GAMES IN THE COUNTRY**

- a. In pairs: What activities do young people often like to do in the country? Where and when do they usually do the activities? Talk about the activities below and some of your own ideas.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have students discuss what activities young people like to do in the country.
- b. Which activities do you prefer to do? Which activities don't you like? Why?
- 1. Have students discuss which activities they prefer to do, which activities they don't like to do, and why.
- 2. Have some students share their ideas with the class.



#### Answer Keu

#### New Words a. ...



- 1. hometown
- 2. folk
- 3. tug of war
- 4. jump rope
- 5. pick
- 6. spinning tops
- 7. herd

### Reading a. ...\*



1. popular activities in her hometown

### Reading b.



- 1. B
- 2. A
- 3. C
- 4. B
- 5. A

## Grammar Meaning and Use a. 🛶 🚧



What do kids like to do in your town? They like to jump rope here. They usually jump rope on the beach.

### Grammar Form and Practice a. \*\*\*



- 1. We love to visit the country.
- 2. He prefers to play folk games.
- 3. Where does she like to play?
- 4. I don't like to play shuttlecock.
- 5. Do they like to visit their hometown?
- 6. I never play spinning tops with my sister.
- 7. Do you always herd buffalo on the weekends?
- 8. People rarely play folk games in cities.

## Grammar Form and Practice b. 🚙 🗯



- 1. I like to visit the country.
- 2. Does she prefer to jump rope?
- 3. What do kids like to play here?
- 4. He likes to play tug of war.
- 5. We don't like to pick flowers.
- 6. We don't often play spinning tops after school.
- 7. Who does she usually jump rope with?
- People in my hometown sometimes play folk games.

#### Pronunciation c. •



Do you like to visit the country? - Wrong. Intonation falls.

# Unit 2 in the Country

Can you...?

- talk about festivals in the country
- · write an announcement for a festival in the country

Writing Skill: Writing long-form announcements











Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the pictures. What traditional festivals can you see? What are some other activities people do during these festivals?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Read the announcement. What is the main purpose of it?

- 1. Have students read the question.
- 2. Have students read the announcement and circle the correct answer.
- 3. Check the answer as a whole class.

#### b. Now, read and write True, False, or Doesn't say.

- 1. Have students read the questions.
- 2. Have students read the announcement and write True, False, or Doesn't say.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

### c. Listen and read.

Play audio. Have students listen and read.

#### d. In pairs: Which Tét activities do you like best? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



- a. Read about writing long-form announcements. Then, read the announcement for the Tét Festival again and underline the place, time, cost, activities, and food for the event.
- 1. Have students read the Writing Skill box and the announcement again and underline the place, time, cost, activities, and food for the event.
- 2. Have students check their ideas with a partner.
- 3. Check answers as a whole class.

- b. Reorder the parts of the announcement. Use the Writing Skill box to help you.
- 1. Have students read the sentences.
- 2. Have students use the skill box to reorder the announcement.
- 3. Have students check their answers with a partner.
- Check answers as a whole class.



#### Speaking Planning a Traditional Festival

- a. In pairs: Discuss some common activities and food at festivals in Vietnam.
- 1. Divide the class into pairs.
- 2. Have students discuss common activities and food at festivals in Vietnam.
- 3. Have some students share their ideas with the class.
- b. Now, imagine you are members of the cultural department of a small town in the country and are planning a traditional festival. In pairs: Use the questions to discuss the points on the mind map below and write in your own ideas.
- 1. Have students imagine they are planning a traditional festival in a small town in the country.
- 2. Have students discuss the questions and write their ideas in the mind map.
- 3. Have some students share their ideas with the class.



#### Let's Write!

Now, write the announcement for the festival you planned in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

- 1. Draw students' attention to the Feedback form.
- 2. Have students use the Writing Skill box and their notes to write an announcement for the festival they planned.
- 3. Have some students read their announcements in front of the class.



### Reading a.

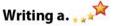
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#### Reading b.



- 1. False
- 2. True
- 3. False
- 4. Doesn't say
- 5. True



#### 2023 Hiển Lương Village Tết Festival

We are happy to announce the 2023 High Lương Village Tết Festival will take place on Lê Duẩn Street from January 21st to January 29th from 8 a.m. to 10 p.m. Come and celebrate the 2023 Hiền Lương Village Tết Festival next Saturday. This is a free event for everyone. There are lots of activities and types of traditional food to enjoy. Come to Hiền Lương People's Committee and play exciting folk games. Enjoy activities like street music performances and lion dances. Watch the amazing fireworks show on Tết Eve from Hiền Lương Bridge. Enjoy different types of traditional *Tết* food like *bánh chưng* or candied fruit. Bring your family and friends!

### Writing b.



- 1. The 2024 Mid-Autumn Festival
- 2. We are happy to announce the 2024 Mid-Autumn Festival will take place on Nguyễn Huệ Street on Tuesday, September 21st from 1 p.m. to 9 p.m.
- 3. Come and take part in the 2024 Mid-Autumn Festival.
- 4. Tickets to the festival cost 25,000 VND.
- 5. Take part in activities like a lantern parade.

### Let's Write! ...\*



Tiger Village Mid-Autumn Festival We are happy to announce the 2024 Tiger Village Mid-Autumn Festival will take place at Lương Như Hộc Street on Wednesday, September 21st from 1 p.m. to 9 p.m. Come and celebrate the Mid-Autumn Festival in Tiger Village next Wednesday. This is a free event for everyone. There are lots of activities and types of food to enjoy. Enjoy activities like traditional music performances and lion dances. Take part in a lantern parade or buy a colorful mask. Enjoy different types of traditional food like mooncakes. Bring your family and friends!





Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the pictures. What kinds of pollution can you see?

Is pollution a big problem in your country? Why does pollution happen?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Read the words and definitions, then fill in the blanks with the new words. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students read the words and definitions, then fill in the blanks with the new words.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Say which kinds of pollution affect tourism and cause diseases.

- 1. Have pairs look at the kinds of pollution and discuss which ones affect tourism and which ones cause diseases.
- 2. Elicit answers and write them on the board.

#### Track 26

- 1. W: affect
- 2. W: pollute
- 3. W: cause
- 4. W: disease
- 5. W: wildlife
- 6. W: damage
- 7. W: tourism
- 8. W: environment



#### a. Read the essay about some effects of pollution and choose the best introduction sentence.

- 1. Have students read the essav.
- 2. Have students choose the best introduction sentence.
- 3. Have students check their answers with a partner.
- 4. Check the answer as a whole class.

#### b. Now, read and write True, False, or Doesn't say.

- 1. Have students read the questions.
- 2. Have students read the essay again and write True, False, or Doesn't say.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### c. Listen and read.



Play audio. Have students listen and read.

#### d. In pairs: What kinds of pollution are there in your area? What are their effects?

- 1. Divide the class into pairs.
- 2. Have students discuss what kinds of pollution there are in their area and their effects.
- 3. Have some pairs share their ideas with the class.



#### Grammar Meaning and Use

#### a. Read about First Conditional with "if" or "unless", then fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat.

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 28

- B: What will happen if we keep throwing trash into
- G: Unless we stop throwing trash into rivers, lots of fish will die.

## Grammar Form and Practice

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.
- a. Read the notes and examples above, then fill in the blanks with the correct form of the verbs in brackets to make First Conditional sentences.
- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.
- b. Look at a student's notes and write First Conditional sentences using "if" or "unless" clauses.
- 1. Demonstrate the activity using the example.
- 2. Have students look at the student's notes and write First Conditional sentences using "if" or "unless" clauses.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.
- c. In pairs: Make First Conditional sentences using the prompts and "if" or "unless".
- 1. Divide the class into pairs.
- 2. Have students make First Conditional sentences using the prompts and "if" or "unless".
- 3. Have some pairs demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the /t/ sound.

#### b. Model.



- 1. Have students listen and notice the pronunciation feature.
- 2. Play audio and draw attention to the pronunciation feature.

### c. Practice 1

- 1. Play audio. Have students listen and cross out the option that has the different sound.
- 2. Play audio again and check the answer as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 29

M: affect, pollute, protect

#### Track 30

M: effect, environment, pollution, forest



- Take turns asking and answering about the different effects of pollution. Use "if" or "unless".
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have them take turns asking and answering about the different effects of pollution, using "if" or "unless".
- 4. Have some pairs demonstrate the activity in front of the class.

#### b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



#### Speaking Effects of Pollution

- a. You're planning a presentation on the effects of pollution. In pairs: Discuss the four kinds of pollution and think of possible effects of each using the information from the lesson and your own ideas.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs discuss possible effects of the four kinds of pollution using the information from the lesson and their own ideas.
- b. Decide which kind of pollution will cause the most problems to people and wildlife. Explain your decision to another pair.
- 1. Have pairs decide which kind of pollution will cause the most problems to people and wildlife.
- 2. Combine pairs into groups of four.
- 3. Have students from each pair share their decision and say why.
- 4. Have groups share their findings with the class.



#### Answer Key

#### New Words a. ....



1. affect 2. pollute 5. wildlife 6. damage

3. cause

7. tourism

4. disease

8. environment

### Reading a.



2. There are many types of pollution, and each type can affect people, wildlife, and the environment.

### Reading b.



- 1. Doesn't say
- 2. False
- 3. True
- 4. False
- 5. True

### Grammar Meaning and Use a. ...



What will happen if we keep throwing trash into rivers? Unless we stop throwing trash into rivers, lots of fish will die.

### Grammar Form and Practice a. \*\*\*



- 1. don't stop will damage
- 2. will happen don't do
- 3. won't affect keep
- 4. will be don't stop
- 5. is will want
- 6. won't be able keep
- 7. use will get

## Grammar Form and Practice b. \*\*\*



- 1. If we keep polluting the land, the soil won't be safe to grow food in.
- 2. Animals will lose their homes unless people protect forests.
- 3. If we leave plastic bags and bottles on beaches, it'll badly affect tourism.
- 4. Unless we breathe polluted air, we won't get sick.
- 5. If more people use public transportation, there will be less air pollution.
- 6. There will be more diseases unless people stop polluting the environment.

### Pronunciation c.



pollution



#### Can you...?

- give advice about how to reduce pollution
- use conjunctions to make compound and complex sentences

Conversation Skill: Encouraging the speaker to continue









Aims

Have students look at the lesson aims as you read them aloud.

In pairs: Look at the pictures. What are the people doing?

Do you think what they're doing can help protect the environment? How?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.

## A New Words

# a. Match the words with the descriptions. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students match the words with the descriptions.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Look at the following items and say what you can/can't recycle, reuse, or save.

- 1. Have pairs look at the items and choose the things they can/can't recycle, reuse, or save.
- 2. Elicit their answers and write them on the board.

#### Track 31 🗥

- 1. W: recycle
- 2. W: reuse
- 3. W: reduce
- 4. W: save
- 5. W: waste
- 6. W: clean up
- 7. W: electricity
- 8. W: air conditioner



#### a. Listen to Amy and Daniel talking about ways to reduce pollution. What are they working on?

- 1. Have students read the question.
- 2. Play audio. Have students listen and choose the correct answer.
- 3. Check the answer as a whole class.

#### b. Now, listen again and fill in the blanks.



- 1. Demonstrate the activity using the example.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### c. Read the Conversation Skill box. Then, listen and repeat.

- 1. Have students read the Conversation Skill box.
- 2. Clarify the use of the conversation skill.
- 3. Play audio. Have students listen and repeat.

#### d. Now, listen to the conversation again and count how many times you hear the sentences or phrases. 🚱

- 1. Play audio. Have students listen and count how many times they hear the sentences or phrases.
- 2. Check answers as a whole class.

#### e. In pairs: What do you do to reduce pollution?

- 1. Divide the class into pairs.
- 2. Have students discuss the question.
- 3. Elicit answers from some students.

#### Track 32 A

Daniel: Hi, Amy.

Amy: Hey, Daniel. Now, we need to think of advice about how to reduce pollution.

Daniel: OK. So, what should we do?

Amy: We should recycle trash so that we can reduce land pollution.

Daniel: Recycle trash, OK.

Amy: What else should we do?

Daniel: Well, we should help clean up rivers so we can reduce water pollution.

Amy: Clean up rivers, great idea! Anything else?

Daniel: Yes, we should ride our bikes to school so we can reduce air pollution.

Amy: Hmm... I disagree. We can't ride our bikes when it's snowy. I think we should take the bus to school.

Daniel: OK. What else should we do?

Amy: We should reuse plastic bottles so we can reduce land pollution.

Daniel: OK, reuse plastic bottles.

Amy: What else?

Daniel: I know! We should collect rain water, and we shouldn't throw trash into rivers.

Amy: Good idea! Anything else?

Daniel: We should save electricity, and we shouldn't waste water.

Amy: I think we have enough. Let's design our poster. Why don't we call it "Be clean and go green!"? Daniel: I love it. Our poster will look great on the wall.

Narrator: Now, listen again and check.

#### Track 33

G: What else?

G: Anything else?



#### Grammar Meaning and Use

#### a. Read about compound and complex sentences and fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.
- 4. Have students look at the pictures.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat.

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 34

- G: What should we do to reduce pollution?
- B: We should ride our bikes to school, and we shouldn't waste electricity.
- G: What else should we do?
- B: We should recycle trash so we can reduce land pollution.

## Grammar Form and Practice

#### **Grammar boxes**

- 1. Have students look at the grammar explanation.
- 2. Have students look at the boxes with the different forms.
- 3. Have some students read the sentences aloud.

# a. Read the examples and notes above, then tick () the correct sentences or cross (x) and rewrite the incorrect sentences.

- 1. Demonstrate the activity using the example.
- 2. Have students tick the correct sentences or cross and rewrite the incorrect ones.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Combine two sentences into one using and or so (that). Add a comma when necessary.

- 1. Demonstrate the activity using the example.
- Have students combine two sentences into one using the correct conjunction.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: What should people do to reduce pollution in your town?

- 1. Divide the class into pairs.
- 2. Have pairs discuss the question.
- 3. Have some students share their ideas with the class.



#### a. Isolate.

Briefly explain the pronunciation feature.

#### b. Model. 335

- 1. Have students listen and notice the pronunciation feature.
- 2. Play audio and draw attention to the pronunciation feature.

### c. Practice 1 🚳

- 1. Play audio. Have students listen and cross out the option that has the different stress.
- 2. Play audio again and check the answer as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



M: reuse, collect, reduce

Track 36

M: damage, repair, affect, pollute



- Take turns asking and answering about how to reduce pollution.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have them take turns asking and answering about how to reduce pollution.
- 4. Have some pairs demonstrate the activity in front of the class.

#### b. Practice with your own ideas.

- 1. Have students practice asking and answering with their own ideas.
- 2. Have some pairs demonstrate the activity in front of the class.



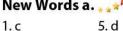
#### Speaking SOLUTIONS TO POLLUTION

- a. You're making a poster to give advice about reducing pollution. In pairs: Discuss ways to reduce pollution and their purpose. Then, choose a title and at least five solutions and write them on the poster.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs discuss possible actions to reduce pollution and their purpose.
- 4. Have pairs choose and write a title for their poster.
- 5. Have pairs choose at least five solutions and write them on the poster.

- b. Join another pair. Present your ideas to each other. Did you choose the same solutions?
- 1. Have pairs join another pair.
- 2. Have pairs present their posters to each other and find out if they chose the same solutions.
- 3. Have some students share their ideas with the class.

# Answer Key

#### New Words a.



2. b 6. a 3. f 7. h

8. e



1. a poster

### Listening b. ...

1. trash

4. rain water 2. ride their bikes electricity

3. reuse

### Listening d.



What else ...? (3 times) Anything else? (2 times)

### Grammar Meaning and Use a. .



We should ride our bikes to school, and we shouldn't waste electricity.

We should recycle trash so we can reduce land pollution.

## Grammar Form and Practice a. \*\*\*



- 1. We should walk to school, and we shouldn't waste water.
- 2. X We should take the bus or subway to school so (that) we can help reduce air pollution.
- 4. We should recycle plastic, and we shouldn't throw trash into rivers.
- 5. X We should stop giving away plastic bags for free so (that) we can reduce plastic trash.

#### Grammar Form and Practice b.



- 1. We should take quick showers so (that) we don't waste
- 2. We should recycle things so (that) we can reduce land pollution.
- 3. We should recycle plastic bottles, and we can reuse glass bottles.
- 4. We shouldn't throw trash into the sea, and we should help clean up beaches.
- 5. We should turn off air conditioners when we leave a room so (that) we can save electricity.

## Pronunciation c.



damage

# Unit 3 Protecting the Environment

Can you...?

- talk about ways to protect the environment
- write about ways to make your school more environmentally friendly

Writing Skill: Writing guides





Have students look at the lesson aims as you read them aloud.

Let's Talk!

**In pairs:** Look at the pictures. What environmental problems can you see? What can people do to improve the environment where they live?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Read the guide and write the correct heading for each section.

- 1. Have students read the headings.
- 2. Have students read the guide and write the correct heading for each section.
- 3. Check the answer as a whole class.

#### b. Now, read and circle the correct answers.

- 1. Have students read the questions.
- 2. Have students read the guide and circle the correct answers.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

c. Listen and read. 📆



Play audio. Have students listen and read.

- d. In pairs: Do you have the same problems where you live? What other solutions could help improve the problems?
- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



- a. Read about writing guides. Then, read the guide from the reading again and circle the imperatives and underline the reasons for solutions.
- 1. Have students read the Writing Skill box and the guide again and circle and underline the correct parts.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Read the guide and write headings for each section.
- 1. Have students read the guide.
- 2. Have students write headings for each section.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



#### Speaking MAKE OUR SCHOOL GREENER

- a. In pairs: Discuss some ways for your school to be greener.
- 1. Divide the class into pairs.
- 2. Have pairs discuss some ways for their school to be greener.
- 3. Have some pairs share their ideas with the class.
- b. Now, choose the best three to four solutions. In pairs: Discuss the points on the table below and write in your own ideas.
- 1. Have students choose the best solutions.
- 2. Have students discuss the points on the table with their partners and write in their own ideas.
- 3. Have some students share their ideas with the class.



#### Let's Write!

Now, write a guide to make your school greener using the idea you discussed in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

- Draw students' attention to the Feedback form.
- 2. Have students use their notes to write a guide to make their school greener.
- 3. Have some students read their guides in front of the class.



#### Answer Key

#### Reading a. ...



- 1. Create some parks.
- 2. Provide more trash cans.
- 3. Teach people to recycle.

#### Reading b.



- 1. C
- 2. A
- 3. A
- 4. B
- 5. B

#### Writing a. ...



How to Make Our City More Eco-friendly

The city of Cranford has lots of environmental problems. We have a lot of air, water, and land pollution. Here are some simple things we can do to help our city's environment.

#### T. Create some parks

We should create more green spaces, like parks and playgrounds. They would be great places to plant more trees. This should reduce the air pollution in Cranford. It will also provide more spaces for animals and birds to live. This should bring more wildlife to our city.

#### 2. Provide more trash cans

We should put more trash cans on the streets and near the river. This will give people more places to put their trash. They will stop throwing trash in the river or on the streets. This should reduce our water pollution problem.

#### 3. Teach people to recycle

We should send people to schools to teach children how to recycle. They should also tell children how important recycling is. This will get more people to recycle in their homes and reduce land pollution in our city.

## Writing b.



- 1. Organize a park clean-up.
- 2. Use less plastic.
- 3. Organize a craft fair.
- 4. Provide more trash cans.

#### Let's Write!



#### Sample answer:

How to Make Our School Greener

Our school has many environmental problems. Here are some simple things we can do to help our school's environment.

Recycle everything.

We should get more recycling bins and start a recycling program. This will help improve land pollution.

Plant more trees.

We should plant more trees around the playground. This will help reduce air pollution.

Use less plastic.

We should sell less plastic in our school cafeteria to reduce trash. This will help reduce plastic pollution on land and in the sea.





Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the picture. What do you think happened? What types of disasters happen in your country?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Match the words with the pictures. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students match the words with the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Use the new words to talk about disasters you read or heard about.

- 1. Have pairs talk about disasters they read or heard about.
- 2. Have some pairs share their ideas with the class.

#### Track 38

- 1. M: typhoon
- 2. M: earthquake
- 3. M: tsunami
- 4. M: flood
- 5. M: wildfire
- 6. M: blizzard
- 7. M: heat wave
- 8. M: drought
- 9. M: landslide
- 10. M: avalanche



#### a. Read the quick facts on a website about a famous disaster. Which of the following topics is NOT mentioned?

- 1. Have students read the quick facts on a website.
- 2. Have students answer the question.
- 3. Have students check their answers with a partner.
- Check the answer as a whole class.

#### b. Now, read and write True, False, or Doesn't say.

- 1. Have students read the questions.
- 2. Have students read the quick facts website again and write True, False, or Doesn't say.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### c. Listen and read.



Play audio. Have students listen and read.

#### d. In pairs: What is the most surprising about Typhoon Tip?

- 1. Divide the class into pairs.
- 2. Have students discuss the question.
- Elicit answers from some students.



#### Grammar Meaning and Use

#### a. Read about Wh-questions and fill in the blank.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blank.

#### b. Listen and check your answers. Listen again and repeat.

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 40

B: Where was the biggest earthquake? G: It was in Valdivia, Chile. It happened in May, 1960.

## Grammar Form and Practice

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the examples above and fill in the blanks using the words in the table.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks using the bold words in the table.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Write questions to ask for the underlined information in the answers.

- 1. Demonstrate the activity using the example.
- 2. Have students write questions to ask for the underlined information in the answers.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Study the questions and answers in "b." for one minute. Cover the answers and take turns asking and answering the questions.

- 1. Divide the class into pairs.
- 2. Have students study the questions and answers in "b." for one minute.
- Have students cover the answers and take turns asking and answering the questions.
- 4. Have some students demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the /wəz/ sound.

#### b. Model.

- Have students listen and notice the pronunciation feature.
- 2. Play audio and draw attention to the pronunciation feature.

### c. Practice 1 42

- 1. Play audio. Have students listen and cross out the option that doesn't follow the note in "a."
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 41

M: What was the biggest wildfire? M: When was the flood? M: It was in 1920.

#### Track 42

M: Where was the flood? M: It was in Japan. M: It was in 1810.



#### Take turns asking and answering about each of the world's biggest disasters.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.

- 3. Have pairs take turns asking and answering about the world's biggest disasters.
- 4. Have some pairs demonstrate the activity in front of the class.



#### Speaking PLAY THE DISASTERS QUIZ SHOW!

- a. In pairs: Write six questions using the information on page 36 and the table in Practice. Join another pair. Take turns asking and answering the questions.
- 1. Divide the class into pairs.
- 2. Have pairs work together to write six questions using the information on page 36 and the table.
- 3. Have students make notes of the answers to their auestions.
- 4. Have students join another pair.
- 5. Have students look at the sticker with the rules. Have them read the rules while you read them aloud.
- 6. Have students take turns asking and answering their questions. Make sure they keep score.
- 7. If there is no winner, ask the students how to spell flood, wildfire, earthquake, typhoon, and tsunami.
- 8. The first pair to spell all the words correctly is the winner.

- b. Which disasters are common/rare in your country? Which disaster is the scariest for you? Why?
- 1. Have students discuss which disasters are common/rare and which is the scariest and say why.
- 2. Have some students share their ideas with the class.



#### Answer Key

#### New Words a. ....

- 1. typhoon
- 2. earthquake 3. tsunami
- 4. flood
- 5. wildfire

- 6. blizzard
- 7. heat wave
- 8. drought
- 9. landslide
- 10. avalanche

#### Reading a. ...



#### Reading b.



- 2. False
- 3. Doesn't say
- 4. True

#### Grammar Meaning and Use a. \*\*



Where was the biggest earthquake?

## Grammar Form and Practice a. ...



- 1. What
- 2. How much
- 3. How long
- 4. How tall
- 5. Where
- 6. How many

## Grammar Form and Practice b. \*\*\*



- 1. When was the worst avalanche?
- 2. How many people died in the earthquake?
- 3. How much damage did the typhoon cause?
- 4. Where was the worst heat wave?
- 5. How deep was the snow in the 1972 Iran Blizzard?
- 6. What was the largest landslide?

#### Pronunciation c.



It was in 1810. - Wrong. Was is fully pronounced.



Aims

Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the picture. What disaster happened? What should people do in this kind of disaster?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



# a. Match the bold words in the text with the pictures. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students match the bold words with the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### Use the new words to talk about things your family has or does during a bad storm.

- Have pairs use the new words to talk about things their family has or does during a bad storm.
- 2. Have some pairs share their ideas with the class.

#### Track 43

- 1. W: escape plan
- 2. W: board up
- 3. W: emergency services
- 4. W: fire extinguisher
- 5. W: stock up
- 6. W: batteries
- 7. W: first aid kit
- 8. W: supplies



- a. Listen to two students talking about safety tips during disasters. Number the safety tips in the order you hear them.
- 1. Have students read the safety tips.
- 2. Play audio. Have students listen and number the safety tips in the order they hear them.
- 3. Check the answer as a whole class.
- b. Now, listen again and fill in the blanks to know why you should follow these safety tips.
- 1. Have students read the sentences.
- 2. Play audio. Have students listen and fill in the blanks to know why they should follow the safety tips.
- 3. Check answers as a whole class.
- c. Read the Conversation Skill box. Then, listen and repeat.
- 1. Have students read the Conversation Skill box.
- 2. Clarify the use of the conversation skill.
- 3. Play audio. Have students listen and repeat.
- d. Now, listen to the conversation again and count how many times you hear the sentences or phrases.
- 1. Play audio. Have students listen and count how many times they hear the sentences or phrases.
- 2. Check answers as a whole class.
- e. In pairs: Which tip(s) did you know about? Which tip(s) would you tell your family about?
- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.

#### Track 44

- 1. A: OK, let's talk about safety tips for disasters.
  - B: All right. First is earthquakes. What should you do during an earthquake?
  - A: You should get under a desk or table.
  - B: Really? Why?
  - A: Because something could fall on your head.
  - B: Oh, of course.
- 2. A: OK, what's next?
  - B: Next is wildfires. What should we do in a wildfire?
  - A: I know. You should have a fire extinguisher and keep it in a safe place.
  - B: That's a good idea. The fire could move to houses, so we need fire extinguishers to put out the fire.
- 3. A: OK, we finished fires. What's next?
  - B: Next is tsunamis. What should we do during a tsunami?
  - A: They look really scary. You should move to high ground far from the sea.
  - B: Why should people know that?
  - A: Because it's safer to be on high ground.
  - B: That's a good safety tip.
- 4. A: Next is floods. What should we do in a flood?
  - B: During a flood, you shouldn't drive or walk into the flood water.
  - A: But what if you need food or medicine?
  - B: You need to stock up on supplies before the flood. If you go in the water, it could carry you away.
- 5. A: All right. That's it for floods. What's next?
  - B: Typhoons. My town gets lots of bad typhoons in the summer.
  - A: Really? What should you do during a typhoon?
  - B: You should board up your windows and doors.
  - A: Why?
  - B: Because strong winds can break windows and doors.
  - A: Wow. We should tell our class about that.

#### Track 45

B: What's next?

G: Next is fires. What should we...?



#### Grammar Meaning and Use

- a. Read about prepositions of place and movement and fill in the blanks.
- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.
- 4. Have students look at the pictures.
- 5. Have students fill in the blanks.
- b. Listen and check your answers. Listen again and repeat.

- Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 46

W: What should people do during a flood?

M: They should go to high ground.

W: How should people prepare for a flood?

M: They should put important things into a safe bag.

#### **Grammar Form and Practice**

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the notes and examples on the left, then circle the correct words.

- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Fill in the blanks with the words in the box.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks using the words in
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Describe where things are in the classroom and where you can move classroom objects to.

- 1. Divide the class into pairs.
- 2. Have students take turns describing where different things are in the classroom using prepositions of place.
- 3. Have some pairs demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

#### b. Model.



- 1. Have students listen and notice the pronunciation
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1



- 1. Play audio. Have students listen and cross out the option that doesn't follow the note in "a."
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 47

M: You shouldn't open the door. M: We shouldn't try to swim.

#### Track 48

M: We shouldn't try to drive. M: You shouldn't go to the beach.

## Practice

- a. Take turns asking and answering about safety tips. Say at least two tips to prepare for and one tip to do during disasters. Pass your turn for the next disaster.
- 1. Demonstrate the activity using the examples.
- Divide the class into pairs.
- 3. Have pairs take turns saying asking and answering about safety tips, then pass their turn for the next
- 4. Have some pairs demonstrate the activity in front of the class.

#### b. Practice with your own ideas.

- 1. Repeat the activity with the student's own ideas.
- 2. Have some pairs demonstrate the activity in front of the class.



#### Speaking WHAT TO DO IN A DISASTER

- a. You're making a poster of three disaster safety tips. In pairs: Discuss what you should (or shouldn't) do before and during disasters. Then, choose one disaster and complete the poster.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.
- 3. Have students discuss what they should or shouldn't do to prepare for disasters before and during them.
- 4. Have students choose one disaster and make a poster with their three best safety tips.

- Join another pair. Present your posters and decide which one would be the most useful in your area.
- 1. Have the students present their posters and decide which one would be the most useful in their area.
- 2. Have some students share their ideas with the class.



#### **Answer Key**

#### New Words a.



2. D

3. A

4. G

5. H

6. F

7. B

8. E

## Listening a. ...

A. 2

B. 1

C. 4

D. 3

E. 5

## Listening b.



2. fire

3. safer

4. away

5. winds

## Listenina d.



What's next? (3 times)

Next is (fires). What should we...? (3 times)

## Grammar Meaning and Use a.



They should go to high ground.

They should put important things into a safe bag.

## Grammar Form and Practice a. ...



- 1. inside
- 2. into
- 3. near
- 4. to
- 5. under
- 6. outside

## Grammar Form and Practice b.



- 1. to
- 2. in
- 3. inside
- 4. near
- 5. outside

#### Pronunciation c. .



You shouldn't go to the beach. – Wrong. The stress is on go.





Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the picture. What are some ways that governments can inform people about future disasters? What kind of information do disaster announcements give?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Read the emergency announcement and choose the best heading.

- 1. Have students read the question.
- 2. Have students read the emergency announcement and circle the correct answer.
- 3. Check the answer as a whole class.

#### b. Now, read and write short answers.

- 1. Have students read the questions.
- 2. Have students read the emergency announcement and write short answers.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### c. Listen and read.



Play audio. Have students listen and read.

- d. In pairs: What tips didn't you know before reading the emergency announcement? What else should or shouldn't people do?
- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.

## 1 Writing

- a. Read about writing emergency announcements, then read the flood warning again. Circle and number (1-4) the four parts of the announcement noted in the Writing Skill box.
- 1. Have students read the Writing Skill box and the emergency announcement again.
- 2. Have students circle and number the different parts of the announcement.

- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.
- b. Number the sentences (1–4) to match them with the parts of an emergency announcement. Use the Reading and Writing Skill box to help you.
- 1. Have students read the sentences.
- 2. Have students number the sentences from 1-4.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

## Speaking

- a. In pairs: Discuss the different disasters you know. What are the dangers of these disasters? What should and shouldn't people do during each disaster?
- 1. Divide the class into pairs.
- 2. Have pairs discuss different disasters they know.
- 3. Have pairs discuss the dangers of each disaster.
- 4. Have pairs discuss what people should and shouldn't do for each disaster.

- 5. Have some pairs share their ideas with the class.
- b. Imagine it's your job to warn your town about a disaster. Choose one disaster and complete the table with information about the dangers and your most important pieces of advice. (You can use ideas from the last lesson.)
- 1. Have students imagine that it's their job to warn their town about a disaster.
- 2. Have pairs choose a disaster and complete the table.
- 3. Have some students share their ideas with the class.

## 图

#### Let's Write!

Now, write an emergency announcement warning another town about the disaster you discussed in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

- 1. Draw students' attention to the Feedback form.
- 2. Have students use their notes to write an emergency announcement about a disaster in their town.
- 3. Have some students read their emergency announcements in front of the class.

## 6 Answer Key

### Reading a. ...\*





2. on July 12<sup>th</sup> at 8:00 a.m.

3. emergency items

4. in the highest part of their homes

## Writing a. 🚙

5. from local TV or the radio

## Flood warning from the National Weather Service 1

Sent: 20:15 July 11

What: Flooding Where: Flagstaff City

When: From 22:30 July 11 to 08:00 July 12

Heavy rains in the mountains are causing the water to rise in the Blue River. Water could be as high as one meter in the center of Flagstaff City. We expect damage to buildings, houses, and cars.

#### Instructions:

- Have an escape plan.
- Have emergency items ready to go.
- Stay in the highest part of your home.
- Move food and important things to the highest
- part of your home.Do not walk or drive into the flood water.
- · Board up your lower windows.
- Watch local TV or listen to the radio for more information and instructions.
- Be prepared to leave your home and follow your escape plan.

#### Writing b.



A. We expect damage to buildings and houses along West Beach.

B. What: Tsunami, Where: Baytown City, When: 07:37 May 3 to 09:30 May 3

C. The wave could be as high as four meters when it hits West Beach.

D. Tsunami warning from the Pacific Ocean Service, Sent: 06:31 May 3

E. Move to high ground far from the sea immediately. F. A large undersea earthquake started a tsunami.

#### Let's Write!

2

4



Typhoon warning from the National Weather Service

Sent: 20:15 July 11 What: Typhoon Where: Rainytown

When: From 22:30 July 11 to 08:00 July 12

There is a large typhoon coming to Rainytown. Winds could be as strong as 100 km/h with heavy rain. We expect damage to buildings, trees, and houses.

#### Instructions:

- Have an escape plan.
- Have emergency items ready to go.
- Make sure cell phones/radios etc. are fully charged.
- · Board up windows.
- Turn off electricity/gas.
- · Stay indoors.
- · Listen to local news reports.
- Be prepared to leave your home and follow your escape plan.

3

2

4

# Unit 5 Science and Technology

Can you...?

- ask and answer about devices
- use Wh-questions and Yes/No questions











Have students look at the lesson aims as you read them aloud.

Let's Talk!

In pairs: Look at the pictures. Which devices do you often use? Do they help make your life easier? How?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



## a. Fill in the blanks. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Talk about what you want a tablet and a laptop to have.

- 1. Have pairs talk about what they want a tablet and a laptop to have.
- 2. Have some pairs share their ideas with the class.

#### Track 50

- 1. W: tablet
- 2. W: inch
- 3. W: screen
- 4. W: storage
- 5. W: weight
- 6. W: gigabyte



#### a. Read the article about Portal's tablets and choose the best title.

- 1. Have students read the article.
- 2. Have students choose the best title.
- 3. Have students check their answers with a partner.
- 4. Check the answer as a whole class.

#### b. Now, read and answer the questions.

- 1. Have students read the questions.
- 2. Have students read the article again and answer the auestions.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### c. Listen and read.



Play audio. Have students listen and read.

#### d. In pairs: Would you buy the Portal 6 or 7? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### Grammar Meaning and Use

#### a. Read about Wh-questions and Yes/No questions and fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat.

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 52

M: Is this laptop good for playing games?

W: Yes, it is.

M: How much is it?

W: It's five hundred and ninety-nine dollars.

#### Grammar boxes

- 1. Have students look at the grammar explanation.
- 2. Have students look at the boxes with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the examples above and fill in the blanks with the correct form of the verbs or question words in the box.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with the correct form of the verbs or question words in the box.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Write questions and answers using the prompts.

- 1. Demonstrate the activity using the example.
- 2. Have students write questions and answers using the prompts.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Ask and answer about two devices your friend has.

- 1. Divide the class into pairs.
- 2. Have students ask and answer about two devices their friend has.
- 3. Have some pairs share their ideas with the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the /eɪ/ sound.

#### b. Model. (53)



- 1. Have students listen and notice the pronunciation feature.
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1



- 1. Play audio. Have students listen and cross out the option that has the different sound.
- 2. Play audio again and check the answer as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 53

M: weight, play, space

#### Track 54

M: great, make, games, storage



- a. Practice the conversation. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the conversation with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat.

- b. Make two more conversations using the ideas on the right.
- 1. Have pairs make two more conversations using the ideas on the right.
- 2. Have some pairs demonstrate the activity in front of the class.



#### Speaking Buying a New Laptop or Tablet

- a. You're shopping for a new laptop or tablet. In pairs: Student A, you want to buy a tablet. Talk to the sales assistant and ask about the points below. Student B, prid Fiell.
- 1. Divide the class into pairs.
- 2. Have Student B turn to page 114, File 1.
- 3. Have Student A ask about the points in the box and have Student B help Student A choose a tablet.
- Swap roles and repeat. Student A, help Student B choose a laptop.
- 1. Have students swap roles and repeat the role-play. Have Student A help Student B choose a laptop.
- 2. Have some pairs demonstrate the activity in front of the class.

- c. Join another pair. Which tablet or laptop did the sales assistant suggest to you? Will you buy it? Why (not)?
- 1. Have students join another pair.
- 2. Have students say which tablet or laptop the sales assistant suggested and if they will buy it.
- 3. Have some students share their ideas with the class.

#### Answer Key

#### New Words a. ...



- 2. inch (")
- 3. screen
- 4. Storage
- 5. weight
- 6. gigabyte (GB)

## Reading a. ...



## Reading b.

- 1.13 inches
- 2. the Portal 7
- 3.64 GB
- 4. No, it doesn't.
- 5. Yes, it is.

## Grammar Meaning and Use a. \*\*\*

Is this laptop good for playing games? Yes, it is.

How much is it?

## Grammar Form and Practice a. \*\*\*



- 1. Does does
- 2. Are aren't
- 3. How much
- 4. Is isn't
- 5. What
- 6. How long

# Grammar Form and Practice b.



- 1. Does it have a long battery life? Yes, it does.
- 2. What is its screen size? It's 11 inches.
- 3. Is its camera good? No, it isn't.
- 4. Is this laptop good for playing games? Yes, it is.
- 5. How much is this laptop? It's 820 dollars.
- 6. What do you want to use it for? I want to use it for drawing.

## Pronunciation c.



storage

# Unit 5 Science and Technology

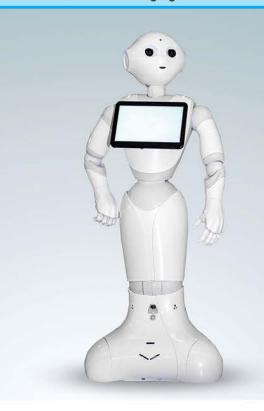
Can you...?

compare robots

• use comparative adverbs

Conversation Skill: Showing agreement







Aims

Have students look at the lesson aims as you read them aloud.

Let's Talk!

In pairs: Look at the pictures. What do you think the robots can do?

Which robot do you think will be better as a cleaner? Which will be better as a doctor?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### New Words

- a. Match the underlined words with the definitions.
   Listen and repeat. \$\iint\_{55}^{\iint}\$
- 1. Demonstrate the activity using the example.
- 2. Have students match the underlined words with the definitions.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.
- In pairs: Talk about something you recently completed and something you can do carefully/quietly.
- Have pairs talk about something they recently completed and something they can do carefully/quietly.
- 2. Have some pairs share their ideas with the class.

#### Track 55

- 1. W: rescue
- 2. W: lift
- 3. W: complete
- 4. W: navigate
- 5. W: carefully
- 6. W: quietly
- 7. W: recognize
- 8. W: safely



#### a. Listen to a report about a robot competition. What's the purpose of the report?

- 1. Have students read the question.
- 2. Play audio. Have students listen and answer the question.
- 3. Check the answer as a whole class.

#### b. Now, listen and write True or False. (56)



- 1. Demonstrate the activity using the example.
- Have students read the sentences.
- 3. Play audio. Have students listen and write True or False.
- 4. Check answers as a whole class.

#### c. Read the Conversation Skill box. Then, listen and repeat.

- 1. Have students read the Conversation Skill box.
- 2. Clarify the use of the conversation skill.
- 3. Play audio. Have students listen and repeat.

#### d. Now, listen to the conversation again and tick the phrase you hear.

- 1. Play audio. Have students listen and tick the phrase they hear.
- 2. Check the answer as a whole class.

#### e. In pairs: What do you think of the Robolympics? Would you like to watch or participate in them? Why (not)?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.

#### Track 56 A

John: Hello! I'm John Miller.

Ashley: And I'm Ashley Thompson. We're at the 2078 Robolympics. Let's take a look at the Rescue task.

John: Twitchy is currently in the first place. Let's see if any robots can complete the rescue faster than her.

Ashley: Big Dog is doing his second try. In his first try, he climbed the stairs very quickly and fell. He's climbing the stairs more carefully and slowly this time.

John: He did it! He's moving more quickly towards the wall. Robots need to navigate really well to complete this climbing task.

Ashley: Unfortunately, Big Dog is doing worse than Twitchy. I don't think he'll beat Twitchy.

John: I agree. Now, let's go to the Lift and Carry task. Ashley: Three robots are competing. Octopus 1 is the fastest and lifting the first object.

John: Tsunami and Wall-D are catching up. Tsunami can't lift the ball. I think he needs to move more carefully.

Ashley: Yeah. Wall-D is doing better than Octopus 1. He's moving the objects very quickly and...

#### Track 57

G: I aaree.

B: You're right.



#### Grammar Meaning and Use

#### a. Read about comparative adverbs and fill in the blank.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blank.

#### b. Listen and check your answers. Listen again and repeat. 🚱

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 58

G: Looper runs faster than Boomer.



#### Grammar Form and Practice

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the examples aloud.

#### a. Read the examples and notes above, then fill in the blanks.

- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Write sentences using the adverbs and information on the right.

- 1. Demonstrate the activity using the example.
- 2. Have students write sentences using the adverbs and information on the right.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Take three minutes to memorize the information in Tasks a. and b. Then, close your book and test your memory with your partner.

- 1. Divide the class into pairs.
- 2. Have students take three minutes to memorize the information in Tasks a. and b. then test their partner.
- 3. Have some pairs demonstrate the activity in front of the class.



Some adverbs have the same form as adjectives, and their comparative form is also the same. The most common ones are: fast, long, high, hard, far, close, early, late.

#### Pronunciation

#### a. Isolate.

Briefly explain that we stress the first syllable for words ending in "-ly".

#### b. Model.



Play audio and draw attention to the pronunciation feature.

#### c. Practice 1

- 1. Play audio. Have students listen and cross out the word with the different stress.
- 2. Play audio again and check the answer as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 59

M: carefully, quietly, perfectly

#### Track 60

M: recently, happily, usually, exactly



#### Take turns making sentences using comparative adverbs and the information below.

- 1. Demonstrate the activity using the examples.
- 2. Divide the class into pairs.
- 3. Have pairs take turns making sentences using comparative adverbs and the information.
- 4. Have some pairs demonstrate the activity in front of the class.

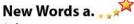


Speaking Which Robot for the Job?

- a. You're discussing which robots might be good for different jobs. In pairs: Discuss and choose the robot you think is better for each job and say why.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have students look at the table and discuss which robot is better for each job and say why.
- 4. Have some pairs share their ideas with the class.

- b. Do you think robots can do any of the jobs better than humans? Why (not)?
- 1. Have students discuss whether they think robots can do any of the jobs better than humans and why.
- 2. Have some students share their ideas with the class.

# Answer Key



- 1.b
- 2. d 3. e
- 4. f
- 5. a
- 6. c
- 7. h
- 8. q

## Listening a. . . . . . . . . . . . .

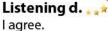


1. to tell the audience what's happening

### Listening b.

- 1. False
- 2. False
- 3. False
- 4. True
- 5. False

## Listening d. , ,





## Grammar Meaning and Use a. • \*\*



Looper runs faster than Boomer.

## Grammar Form and Practice a.



- 1. faster
- 2. harder
- 3. more quietly
- 4. better
- 5. worse
- 6. more safely

## Grammar Form and Practice b.



- 1. Stumpy can jump higher than Flying Chicken.
- 2. Flying Chicken can run more quickly than Stumpy.
- 3. Flying Chicken can fly farther than Stumpy.
- 4. Stumpy can recognize voices better than Flying Chicken.
- 5. Stumpy's battery lasts longer than Flying Chicken's.

## Pronunciation c.



exactly

# Unit 5 Science and Technology



Can you...?

talk about smartphones

write an email about a new smartphone

Writing Skill: Using conjunctions to make longer, more interesting sentences











Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the pictures. What are the people using their smartphones for? What do you use your smartphone for?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Read Kate's email to her friend. Which of the following features is NOT mentioned?

- 1. Have students read the question.
- 2. Have students read the email and answer the guestion.
- 3. Check the answer as a whole class.

#### b. Now, read and fill in the blanks.

- 1. Have students read the questions.
- 2. Have students read the email and fill in the blanks.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

### c. Listen and read.



Play audio. Have students listen and read.

#### d. In pairs: Would you like the phone Kate chose? Why (not)?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



- a. Read about using conjunctions to make longer, more interesting sentences. Then, read the email again and underline the conjunctions.
- 1. Have students read the Writing Skill box and the email again, then underline the conjunctions.
- 2. Have students check their answers with a partner.
- Check answers as a whole class.

#### b. Fill in the blanks with a word from the box.

- 1. Have students read the sentences.
- 2. Have students fill in the blanks with words from the
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



#### Speaking BUYING A NEW PHONE

- a. You're choosing a new smartphone for your birthday. In pairs: Choose and talk about two features (good or bad) of each phone. Then, choose one phone to buy and tell your partner which one you want, and why.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have students choose and talk about two features of each phone. Then, choose one phone to buy and tell

- their partner which one they want to buy, and why.
- 4. Have some students share their ideas with the class.
- Now, imagine you want to write to a friend about the phone you chose. Join a new partner. In pairs: Talk about the points below, and write in your own ideas.
- 1. Have students talk about the points and write in their own ideas.
- 2. Have some students share their ideas with the class.



#### Let's Write!

Now, write an email to your friend about the smartphone you chose in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

- 1. Draw students' attention to the Feedback form.
- 2. Have students use their notes to write a similar email.
- 3. Have some students read their email in front of the class.



#### Answer Key

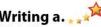
#### Reading a. ....



#### Reading b.



- 1. playing games
- 2. excited
- 3. battery life
- 4. too expensive
- 5. birthday party



#### Writing a. ... Hi, Sofia,

How are you? I hope the weather's great in Barton! Guess what! I talked to Jack at school today. He knows a lot about phones and computers, and he helped me choose which smartphone I want for my birthday! I want to get a smartphone for playing games. I'm going to ask my dad for the Nebula Z. I'm really excited! It looks great, but the screen isn't as good as some other phones. However, it has lots of storage, so I can store lots of games. It also has a really long battery life. I think it lasts for around two days! The best part is that it's not too expensive, so I'm sure my dad will agree to buy it for me.

I can't wait to show it to you! I really hope you can come to my birthday party next Saturday. It's going to be fun! See you soon, Kate

## Writing b. ...



- 1. However
- 2. so
- 3. but
- 4, and
- 5. also

#### Let's Write!



Sample answer:

Hi, Trang,

How are you?

This afternoon I talked to Trinh. She helped me choose a smartphone for my birthday.

I want a phone that's good for playing games, so I'm going to get the Concord L31. It has a lot of storage, so I'll also be able to store lots of movies and games. I can store lots of photos and music, too. The screen is small and the camera and speaker are just okay. However, it has a really long battery life, and it isn't too expensive.

See you soon,

Linh





Have students look at the lesson aims as you read them aloud.

In pairs: Look at the picture. Where do you think the people are? Do you think humans will live on a different planet in the future? Why (not)?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



# a. Look at the pictures and fill in the blanks. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students look at the pictures and fill in the blanks.
- 3. Divide the class into pairs and have students check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Would you like to visit another planet or a space station? Why (not)?

- 1. Have pairs talk about whether they'd like to visit another planet or a space station, and why.
- 2. Have some pairs share their ideas with the class.

#### Track 01

- 1. W: Earth
- 2. W: temperature
- 3. W: gravity
- 4. W: Mars
- 5. W: Venus
- 6. W: space station
- 7. W: oxygen

#### Note

We usually use plural nouns when talking about things in general.



#### a. Read the magazine article. What is it about?

- 1. Have students read the question.
- 2. Have students read the article and answer the question.
- Check answers as a whole class.

#### b. Now, read and answer.

- 1. Have students read the questions.
- 2. Have students read the text again and answer the questions.
- 3. Check answers as a whole class.

#### c. Listen and read.



Play audio. Have students listen and read.

#### d. In pairs: Would you prefer to live on Mars, Venus, or a space station? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### Grammar Meaning and Use

#### a. Read about Future Simple and fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different uses.
- 3. Have some students read the sentences aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat.

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 03

G: Where will people live in 2080?

B: I think that in 2080, people will live on the moon.

#### Grammar Form and Practice

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different uses.
- 3. Have some students read the sentences aloud.

#### a. Read the examples on the left and unscramble the sentences.

- 1. Demonstrate the activity using the example.
- 2. Have students unscramble the sentences.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Fill in the blanks with the words from the box.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with the words from the box.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Make predictions about the places. Use the prompts and your own ideas.

- 1. Divide the class into pairs.
- 2. Have students take turns making predictions using the
- 3. Have some students demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

#### b. Model. (04)



- 1. Have students listen and notice the pronunciation feature.
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1



- 1. Play audio. Have students listen and cross out the option that doesn't follow the note in "a."
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 04

M: That sounds dangerous. M: That's crazy.

#### Track 05

M: That sounds areat. M: That's unbelievable.



- Take turns asking and answering using the prompts.
- 1. Demonstrate the activity by asking and answering with a student.
- Divide the class into pairs.
- 3. Have students take turns asking and answering using the prompts.

#### b. Practice with your own ideas.

- 1. Have students practice the activity with their own
- Have some pairs demonstrate the activity in front of the class.

We can use a because-clause on its own without the main clause in speaking or informal writing. https://dictionary.cambridge.org/grammar/ british-grammar/as-because-or-since

# Speaking

#### **OUR NEXT HOME**

- a. You're talking to a friend about life in the future. In pairs: Make predictions about where people will and won't live in the future and why. Use the information from the lesson and your own ideas.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have students discuss where they think people will and won't live in 2100 and why.
- b. Join another pair. Take turns saying where you think people will and won't live in the future. Do you agree with the other pair's choices? Why (not)?
- 1. Combine pairs into groups of four.
- 2. Have students from each pair say where they think people will and won't live in the future and why.
- 3. Have groups share their findings with the class.



#### Answer Keu

#### New Words a.



- 1. Earth
- 2. temperature
- 3. Gravity
- 4. Mars
- 5. Venus
- 6. space station
- 7. oxygen

#### Reading a. ...



1. different places people can live in the future

### Reading b. ....



- 1.11 billion
- 2. It's much lower.
- 3. It's very hot.
- 4. People won't have to travel far.
- 5. C

## Grammar Meaning and Use a. 🛶 🚧



Where will people live in 2080? I think that in 2080, people will live on the moon.

#### Grammar Form and Practice a.



- 1. Venus will be a good home.
- 2. Do you think people will live on other planets?
- 3. Where will they get food and water?
- 4. They won't want to live on a space station.
- 5. I think that people will live on Mars in the future.
- 6. The temperature on Earth will be too hot for humans.

## Grammar Form and Practice b. 🚙

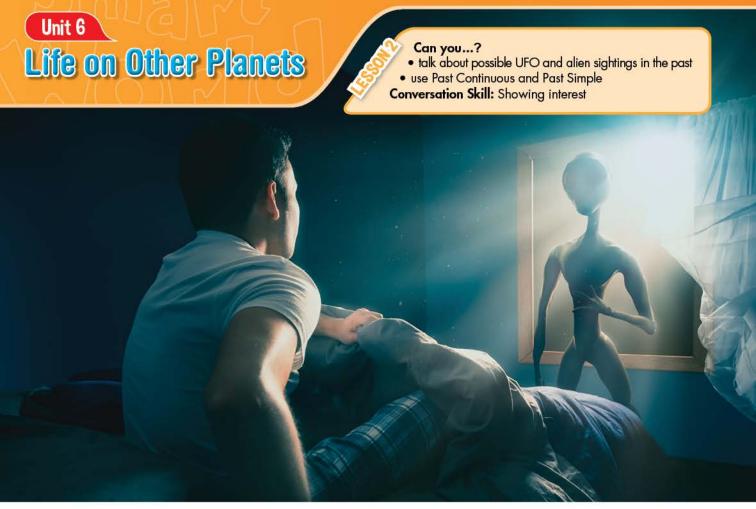


- 1. will live
- 2. will have
- 3. won't live
- 4. will be
- 5. won't be

#### Pronunciation c. \*\*



That's unbelievable. - Wrong, Intonation rises.





Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the picture. What do you think is happening? Where can you see or hear about something like this? Do you think the stories are real?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



# a. Read the text and number the definitions. Listen and repeat.

- 1. Demonstrate the activity using the example.
- Have students read the text and number the definitions.
- 3. Divide the class into pairs and have students check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Do you think there are UFOs and aliens? What do you think they look like?

- 1. Have pairs discuss the questions.
- 2. Have some pairs share their ideas with the class.

#### Track 06

- 1. W: UFO (Unidentified Flying Object)
- 2. W: flying saucer
- 3. W: disk-shaped
- 4. W: appear
- 5. W: strange
- 6. W: disappear
- 7. W: alien
- 8. W: huge
- 9. W: tiny
- 10. W: terrified



#### a. Listen to two interviews with people talking about strange things they saw. How did the people feel?

- 1. Have students read the question.
- 2. Play audio. Have students listen and answer the question.
- 3. Check answers as a whole class.

#### b. Now, listen and fill in the blanks.



- 1. Demonstrate the activity using the example.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### c. Read the Conversation Skill box. Then, listen and repeat.

- 1. Have students read the Conversation Skill box.
- 2. Clarify the use of the conversation skill.
- 3. Play audio. Have students listen and repeat.

#### d. Now, listen to the conversation again and number the phrases in the order you hear them. (CDZ)

- 1. Play audio. Have students listen and number the phrases in the order they hear.
- 2. Check answers as a whole class.

#### e. In pairs: What do you think Nancy and Jim saw? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- Elicit answers from some students.

#### Track 07 A

Danny: Hello, I'm Danny Conrad from Space Watch TV. I'm here with Nancy Walker. She saw something strange last weekend. What happened?

Nancy: I was reading in my garden when I suddenly heard a strange noise. I looked up and saw a UFO!

Danny: Really? Are you sure it wasn't an airplane? Nancy: No. It was too fast, and it was disk-shaped. Danny: That's strange. What happened next?

Nancy: I called out to my husband. He ran outside but he didn't see it.

Danny: Do you believe it was from another planet?

Nancy: Yes. I think it was a flying saucer.

Danny: Thank you, Nancy. Now, our next guest is Jim Daniels. He saw two aliens last Friday. What happened, Jim?

Jim: Well, I was playing soccer when I saw two very strange people in the park. They were walking towards me.

Danny: What did they look like?

Jim: They were green, and they were very tall.

Danny: What happened next?

Jim: I ran away.

Danny: That sounds scary. Who do you think they were?

Jim: I believe they were aliens.

#### Track 08

M: That's strange. M: That sounds scary.



#### Grammar Meaning and Use

#### a. Read about Past Continuous and Past Simple and fill in the blank.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blank.

#### b. Listen and check your answers. Listen again and repeat. 🥋

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 09

M: What happened?

W: This afternoon, I was walking in the forest when I saw a UFO.



#### Grammar Form and Practice

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the examples above and fill in the blanks with the words from the box.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with the words from the box.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Write sentences using the prompts, when, and the correct form of the verbs.

- 1. Demonstrate the activity using the example.
- 2. Have students write the answers.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Practice making sentences using the prompts below.

- 1. Divide the class into pairs.
- 2. Have students take turns making sentences using the prompts.
- 3. Have some students demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the /In/ sound.

#### b. Model. (10)



- 1. Have students listen and notice the pronunciation feature.
- 2. Play audio and draw attention to the pronunciation feature

#### c. Practice 1



- 1. Play audio. Have students listen and cross out the option that doesn't follow the note in "a."
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 10

M: I was walking down the road. M: What was it doing?

#### Track 11

M: I was walking through the forest. M: What were they doing?



- a. Practice the conversation using the correct form of the verbs. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat.

#### b. Make two more conversations using the ideas on the right.

- 1. Repeat the activity using the ideas on the right.
- 2. Have some pairs demonstrate the activity in front of the class.



#### ALIEN AND UFO SIGHTINGS

- a. You're in an interview about some alien and UFO sightings. In pairs: Student A, if is First. Student B, 116 File 5.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have Student A turn to page 115, File 3. Have Student B turn to page 116, File 5.
- 4. Have students interview each other and complete the tables using the information on the role cards and some of their own ideas.
- 5. Have some pairs demonstrate the role-play in front of the class.

#### b. Do you think there is life on other planets? Why (not)?

- 1. Have students discuss the questions.
- 2. Have some students share their ideas with the class.

# Answer Keu

#### New Words a. ....

F. 4 A. 1

B. 5 G. 6

C. 2 H. 10

D. 7 1.8

E. 3 J. 9

#### Listening a.

1. afraid

#### Listening b.

- 1. reading
- 2. see
- 3. another planet
- 4. soccer
- 5. ran away

#### Listening d. ....



2. That sounds scary.

## Grammar Meaning and Use a. 🗱



This afternoon, I was walking in the forest when I saw a UFO.

#### Grammar Form and Practice a. \*\*\*



- 1. sleeping
- 2. did
- 3. making
- 4. when
- 5. were

#### Grammar Form and Practice b.



- 1. My mother was cooking when she heard a strange noise.
- 2. I was watching TV when a UFO suddenly appeared then disappeared.
- 3. Wendy was walking to school when she saw an alien with a huge head.
- 4. I was playing soccer when I heard a UFO.
- 5. We were camping when a flying saucer appeared in the sky.

## Pronunciation c. \*\*\*



I was walking through the forest. – Wrong. "-ing" is pronounced fully.





Aims Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: What is happening in the picture? Do you think there are aliens? Why (not)?

1. Divide the class into pairs.

2. Have students discuss the questions.

3. Elicit answers from some students.



#### a. Read the blog post. Do Andy and his brother agree about what they saw?

- 1. Have students read the question.
- 2. Have students read the blog post and circle the correct answer.
- 3. Check the answer as a whole class.

#### b. Now, read and circle True, False, or Doesn't say.

- 1. Have students read the sentences.
- 2. Have students reads the blog post and circle *True*, *False*, or *Doesn't say*.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

### c. Listen and read.

Play audio. Have students listen and read.

#### d. In pairs: What do you think Andy and his brother really saw? Why?

- 1. Have students discuss the questions.
- 2. Elicit answers from some students.



- a. Read about writing narrative passages. Then, read the blog again and underline three sentences Andy used to describe what he saw, heard, and felt.
- 1. Have students read the Writing Skill box and Andy's blog again and underline three sentences Andy used to describe what he saw, heard, and felt.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Reorder the narrative passage below. Use the Writing Skill box to help you.
- 1. Have students read the sentences.
- 2. Have students order the sentences.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### Speaking Strange Visitor from Another Planet

- a. In pairs: Discuss UFOs and aliens. What do you think they usually look like and what do they do?
- 1. Divide the class into pairs.
- 2. Have students discuss UFOs and aliens, and what they look like and do.
- 3. Have some students share their ideas with the class.
- b. Now, imagine you and your partner saw a strange visitor. In pairs: Plan the story together and fill in the table with your own ideas.
- 1. Have students discuss and plan the story together, then fill in the table with their own ideas.
- 2. Have students share their ideas with the class.



#### Let's Write!

Now, write a narrative passage to tell the story you planned in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

- 1. Draw students' attention to the Feedback form.
- 2. Have students use their notes to write a similar passage.
- 3. Have some students read their passages in front of



#### Reading a.



2. no

### Reading b.



- 1. True
- 2. Doesn't say
- 3. True
- 4. False
- 5. Doesn't say

### Writing a.



We were getting ready to go home when we saw a strange light in the sky. It was moving quickly and making a loud noise.

We were really scared!

## Writing b.



- 1. I'll never forget the day I saw a flying saucer in the middle of London.
- 2. I was ten years old. My family and I were on vacation in the UK.
- 3. We were walking to the train station when I saw a strange object. It made a loud noise. It was white and blue, and it was really big.
- 4. I thought it was a flying saucer. I was really excited, so I took some photos of it.
- 5. I think seeing the flying saucer was my favorite part of the trip!

#### Let's Write!



#### Sample answer:

I'll never forget the night I saw an alien. I was in the car with my mom. We were coming home from swimming class at my local swimming pool. We were driving through a forest when we saw a strange, tall man on the road. He was making a strange noise. He was wearing silver clothes, and he was pointing at the sky. It was really scary. We drove home quickly and called the police. I really believe he was an alien from another planet.

# Unit 7 Teens

Can you...?

- talk about dreams and dream jobs
- use possessive pronouns

Conversation Skill: Responding to ideas













Aims

Have students look at the lesson aims as you read them aloud.

Let's Talk!

In pairs: Look at the pictures. What would you like or dislike about these jobs?

What do you want to be when you grow up? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



# a. Look at the pictures and fill in the blanks. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students look at the pictures and fill in the blanks.
- 3. Divide the class into pairs and have students check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Talk about famous people you know with these jobs.

- 1. Have pairs talk about famous people they know with these jobs.
- 2. Have some pairs share their ideas with the class.

#### Track 13

- 1. W: dream
- 2. W: director
- 3. W: dentist
- 4. W: engineer
- 5. W: vlogger
- 6. W: musician
- 7. W: flight attendant
- 8. W: game designer
- 9. W: veterinarian
- 10. W: journalist



#### a. Listen to Margaret talking to her mother. Did the dream of Margaret's mother come true?

- 1. Have students read the question.
- 2. Play audio. Have students listen and answer the question.
- 3. Check the answer as a whole class.

#### b. Now, listen and fill in the blanks.



- 1. Demonstrate the activity using the example.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### c. Read the Conversation Skill box. Then, listen and repeat. (13)

- 1. Have students read the Conversation Skill box.
- 2. Clarify the use of the conversation skill.
- 3. Play audio. Have students listen and repeat.

#### d. Now, listen to the conversation again and tick the phrase you hear. 🙀

- 1. Play audio. Have students listen and tick the phrase they hear.
- 2. Check answers as a whole class.

#### e. In pairs: Who do you think had the most interesting dream? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- Elicit answers from some students.

#### Track 14 A

Margaret: Hi, Mom.

Mom: Hi, Margaret. How was school?

Margaret: It was good. We talked about our dreams for

the future. Mine is to be a doctor.

Mom: Oh! I thought your dream was to be a famous actress.

Margaret: It was, but I think that helping people is more important than being famous.

Mom: What about Patricia and Barbara? What's their dream?

Margaret: Theirs is to work at a bank.

Mom: Why do they want to work at a bank? Margaret: It's because they want to be rich. Mom: Hmm, I see. How about your friend Ken?

Margaret: His dream is to be a vlogger. Mom: That's a good idea. He's very funny.

Margaret: I know. Mom, when you were my age, what was your dream?

Mom: Oh, mine was to become a musician. Margaret: But Mom, why didn't you do that?

Mom: It's because your father and I didn't have the same dream. His was to start a family.

Margaret: Oh!

#### Track 15

B: That's a good idea.

G: That sounds great.

#### Grammar Meaning and Use

#### a. Read about possessive pronouns and fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat. (16)

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 16

B1: My dream is to become a singer. What's yours? B2: Mine is to become a famous soccer player.



#### Grammar Form and Practice

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the examples above and in the blanks with the correct possessive pronouns.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with the correct possessive pronouns.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### Rewrite the underlined parts using possessive pronouns.

- 1. Demonstrate the activity using the example.
- 2. Have students rewrite the underlined parts using possessive pronouns.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Talk about your favorite actors, vloggers, and musicians.

- 1. Divide the class into pairs.
- 2. Have students talk about their favorite actors, vloggers, and musicians.
- 3. Have some students demonstrate the activity in front of the class.

#### Note -

"Theirs" usually refers to two things belong to two people, and we use plural verbs after it. However, if we think they share the same idea, we use singular verbs with it.

#### Pronunciation

#### a. Isolate.

Briefly explain the /i:/ sound.

#### b. Model. (77)



- 1. Have students listen and notice the pronunciation feature.
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1



- 1. Play audio. Have students listen and cross out the option that has the different sound.
- 2. Play audio again and check the answer as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 17 1

M: dream, be, teacher

#### Track 18

M: bread, teen, read, need



- a. Practice the conversation. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat.

- b. Make two more conversations using the ideas on the right. Remember to use the correct pronouns.
- 1. Have pairs make two more conversations using the ideas on the right and the correct pronouns.
- 2. Have some pairs demonstrate the activity in front of the class.



#### Speaking WHAT IS YOUR DREAM JOB?

- a. You're doing a survey about what teens want to do in the future. Fill in the survey for yourself. In fours: Ask three friends what their dreams are and why. Then, complete the table.
- 1. Demonstrate the activity by practicing with a student.
- 2. Have students fill in the survey for themselves.
- 3. Divide the class into groups of four.
- 4. Have students ask their three classmates about their dreams and complete the survey.
- b. Join a student from another group. Ask about their group's dreams.
- 1. Have students join one student from another group.
- 2. Have pairs ask and answer about their classmates' dreams.
- c. What do you think is the most popular dream for young people? Why?
- 1. Have pairs discuss what they think is the most popular dream for young people and why.
- 2. Have some pairs share their ideas with the class.



#### Answer Key

#### New Words a.

- 1. dream
- 2. director
- 3. dentist
- 4. engineer
- 5. vlogger
- 6. musician
- 7. flight attendant

#### Listening a. ...

2. no

#### Listening b.

- 1. doctor
- 2. rich
- 3. vlogger
- 4. musician
- 5. family

### Listening d.

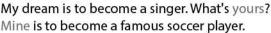
That's a (good) idea.

## 8. game designer



10. journalist

# Grammar Meaning and Use a. .



#### Grammar Form and Practice a. ...



- 2. Mine
- 3. yours
- 4. Mine
- 5. Hers
- 6. his
- 7. theirs
- 8. theirs

# Grammar Form and Practice b. 🚧



- 1. Hers is to become a vlogger.
- 2. What's yours?
- 3. Theirs is to be flight attendants.
- 4. His is to open a café.
- Ours is to be famous.

## Pronunciation c. ...







Can you...?

- report how teen celebrities live
- use reported speech for statements





Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the picture. Who do journalists often take photos of?

Do you think famous people live differently from normal people? How?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



# a. Match the underlined words to the pictures. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students read the text and match the underlined words to the pictures.
- 3. Divide the class into pairs and have students check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

# b. In pairs: What do you think are some good things about being a celebrity?

- 1. Have pairs talk about some of the good things about being a celebrity.
- 2. Have some pairs share their ideas with the class.

#### Track 19

- 1. W: yacht
- 2. W: helicopter
- 3. W: sports car
- 4. W: mansion
- 5. W: jet
- 6. W: home theater
- 7. W: celebrity
- 8. W: millionaire

#### Note

A plane is an aircraft with fixed wings and an engine. A jet is a plane with a jet engine. A jet is faster than a plane.



- a. Read the article about an interview with a teenage celebrity. Does he live like a normal teenager?
- 1. Have students read the question.
- 2. Have students read the article and answer the guestion.
- 3. Check answers as a whole class.
- b. Read and circle the answer that best fits the numbered blank. Now, read and circle True or False.
- 1. Have students read the sentences.
- 2. Have students read the text again and circle the correct answers.
- 3. Check answers as a whole class.
- c. Listen and read.



Play audio. Have students listen and read.

- d. In pairs: Would you like to live like TJ? Why (not)?
- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### Grammar Meaning and Use

- a. Read about reported speech for statements and fill in the blanks.
- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the pictures.
- 5. Have students fill in the blanks.
- b. Listen and check your answers. Listen again and repeat. (21)
- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

Track 21

B: I have a sports car.

G: He said he had a sports car!

# Grammar Form and Practice

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the notes and examples on the left, then fill in the blanks.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Complete the sentences to report what these people said.

- 1. Demonstrate the activity using the example.
- 2. Have students complete the sentences using reported speech.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Take turns reporting what these people said to you.

- 1. Divide the class into pairs.
- 2. Have students take turns reporting the sentences.
- 3. Have some students demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the final /d/ sound.

#### b. Model.



- 1. Have students listen and notice the pronunciation
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1

- 1. Play audio. Have students listen and circle the word they hear.
- 2. Play audio again and check the answer as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Track 22

M: reported, told, said

#### Track 23

M: had

M: wrote

M: played

78



- a. Point, ask, and answer about what the people said using reported speech.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have them take turns asking and answering about what the people said using reported speech.
- 4. Have some pairs demonstrate the activity in front of the class.
- b. Use your own ideas to make similar sentences about yourself and tell your partner. Then, report your partner's statements to another student.
- 1. Have students make similar sentences about themselves with their own ideas.
- 2. Pair each student with a new partner and have students take turns reporting what their previous partner said.



#### Speaking REPORTING AN INTERVIEW WITH A TEENAGE CELEBRITY

a. You're a famous young celebrity with a very interesting and different life. A journalist is interviewing you at your home. In pairs:



- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs. Have pairs turn to page 115, File 4.
- 3. Have Student A ask Student B about the topics and fill in the table.
- 4. Have students swap roles and repeat.
- 5. Have some pairs demonstrate the activity in front of the class.

- b. You're talking about the interview on TV. Join a new partner. Tell them what the famous teenage musician told you in your interview.
- 1. Pair each student with a new partner.
- 2. Have students take turns reporting what they heard in
- c. In pairs: Do you think being rich and famous is good for teenagers? Why (not)?
- 1. Have students discuss the questions.
- 2. Have some students share their ideas with the class.



#### Answer Key

#### New Words a. ...



- 1. yacht
- 2. helicopter
- 3. sports car
- 4. mansion
- 5. iet
- 6. home theater
- 7. celebrity
- 8. millionaire

### Reading a. ...



2. no

#### Reading b.



- 1. B
- 2. False
- 3. False
- 4. True
- 5. True
- 6. False

# Grammar Meaning and Use a. \*\*\*



He said he had a sports car!

#### Grammar Form and Practice a. \*\*\*



- 1. rode horses
- 2. (that) her father
- 3. wasn't/was not
- 4. his pet snake was
- 5. she couldn't fly

#### Grammar Form and Practice b. \*\*

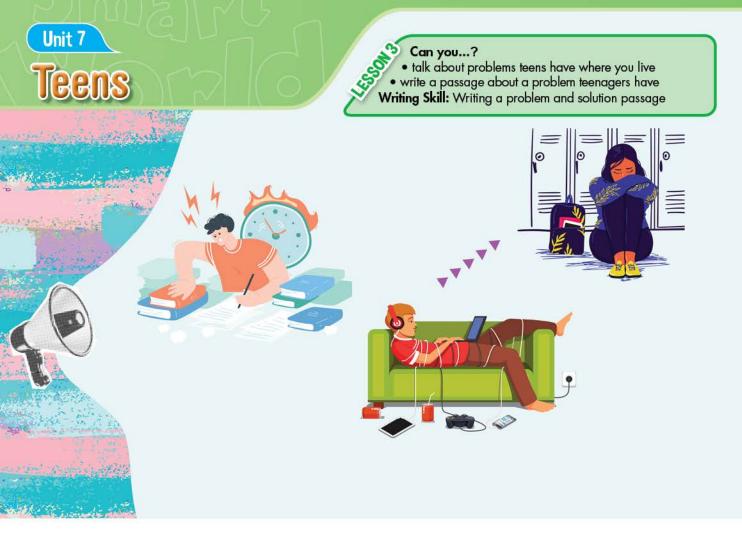


- 1. She said (that) she had a pet snake.
- 2. He told me (that) his sister was a famous musician.
- 3. She told me (that) her father didn't like his new mansion.
- 4. He said (that) he couldn't live without his sports car.
- 5. She told me (that) she didn't have an expensive yacht.

# Pronunciation c. ...



had, wrote, played





Have students look at the lesson aims as you read them aloud.

In pairs: Look at the pictures. What problems do you think the pictures are about? What other problems do many teenagers have?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Read Alex's passage about stress. What is the main cause of stress for teens?

- 1. Have students read the question.
- 2. Have students read the passage and circle the correct answer.
- 3. Check the answer as a whole class.

#### b. Now, read and answer the questions.

- 1. Have students read the questions.
- 2. Have students read the passage and answer the questions.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

### c. Listen and read.



Play audio. Have students listen and read.

#### d. In pairs: Do you think the writer's ideas are good? Why (not)?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



- a. Read about writing problem and solution passages. Then, read Alex's passage again and answer the question. How many causes and solutions did Alex describe in his passage?
- 1. Have students read the Writing Skill box and the passage again, then answer the question.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Read the sentences and write P for problem or S for solution.
- 1. Have students read the sentences.
- 2. Have students write P for problems and S for solutions.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



#### Speaking THE BIGGEST PROBLEMS FOR TEENAGERS

- a. In pairs: Discuss and list three to four problems teenagers have.
- 1. Divide the class into pairs.
- 2. Have pairs discuss and list three to four problems teenagers have.
- 3. Have some pairs share their ideas with the class.
- b. Now, choose the biggest problem you discussed. In pairs: Discuss the points on the table below and write in your own ideas.
- 1. Have students choose the biggest problem and discuss using the points in the table while they fill in the table with their own ideas.
- Have some students share their ideas with the class.



#### Let's Write!

Now, write a problem and solution passage about the problem you discussed in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

- 1. Draw students' attention to the Feedback form.
- 2. Have students use their notes to write a passage about the problem they discussed in Speaking.
- 3. Have some students read their passages in front of the class.



#### Answer Key

#### Reading a. ...



2. school

#### Reading b.



- 1. extra classes
- 2. chores
- 3. It is difficult to sleep or focus on school work.
- 4. yoga
- 5. (some) time to relax

#### Writing a. ...



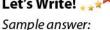
Five causes and two solutions

#### Writing b.



- 1. P
- 2.5
- 3. S
- 4. S
- 5. P
- 6. P

# Let's Write!



These days, many teens in my town spend too much time using smartphones.

They play games online, and they don't go outside to meet their friends. This means that they don't do enough exercise, so they become unhealthy. Often they use their smartphones at night, so they are tired in school.

I have an idea about how to solve this problem. They should spend more time playing sports with their friends. I believe that if teens play sports with their friends more, they'll use their phones less, become healthier, and sleep better at night.





Have students look at the lesson aims as you read them aloud.

Let's Talk!

In pairs: Look at the pictures. Do you know the ethnic groups of the people?
What's your ethnic group? What are some traditions of your group?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### New Words

# a. Match the words with the pictures. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students match the words with the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

# b. Fill in the blanks with the correct words. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### In pairs: Use the new words to talk about traditional arts and crafts you know.

- 1. Divide the class into pairs.
- Have students use the new words to talk about traditional arts and crafts they know.
- 3. Have some pairs share their ideas with the class.

#### Track 25

- 1. W: embroidery
- 2. W: basket
- 3. W: cloth
- 4. W: pottery
- 5. W: headscarf

#### Track 26

- 1. W: silver
- 2. W: ethnic
- 3. W: pattern
- 4. W: product



- a. Read the article about the Chăm people. What's the main topic of the article?
- 1. Have students read the question.
- 2. Have students read the article and choose the the correct answer.
- 3. Check answer as a whole class.
- b. Read and circle the answer that best fits the numbered gap. Now, read and fill in the blanks.
- 1. Have students read the sentences.
- 2. Have students read the article and do the tasks.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.
- c. Listen and read.



Play audio. Have students listen and read.

- d. In pairs: What are some similarities and differences between your ethnic group and the Chăm?
- 1. Divide the class into pairs.
- 2. Have students discuss the question.
- 3. Elicit answers from some students.



#### Grammar Meaning and Use

#### a. Read about articles and fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.
- b. Listen and check your answers. Listen again and repeat. (28)
- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 28

G: The Red Dao in Lào Cai Province eat a famous dish. They call it com lam.

#### Note -

We use the before an ethnic group to refer to all the people of that group and use a plural verb after it. It is also very common to say the + ethnic group + people to refer to all the people, e.g. the Chăm people, the Hoa people, etc.

We don't need to use the if we use a noun after an ethnic group, e.g. Hoa culture, Hoa women, etc.

#### **Grammar Form and Practice**

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the examples.
- 3. Have some students read the examples aloud.

# a. Read the examples above and unscramble the

- 1. Demonstrate the activity using the example.
- 2. Have students unscramble the sentences.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Fill in the blanks with a, an, the, or zero article (Ø).

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with a, an, the, or zero article (Ø).
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In pairs: Talk about traditional clothes, food, and customs of your ethnic group.

- 1. Divide the class into pairs.
- 2. Have students talk about traditional clothes, food, and customs of their ethnic group.
- 3. Have some pairs share their ideas with the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the pronunciation feature.

#### b. Model.



- 1. Have students listen and notice the pronunciation
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1



- 1. Play audio. Have students listen and cross out the option that has the wrong stress.
- 2. Play audio again and check answers as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



M: ethnic, silver, shiny

#### Track 30

M: pretty, perfect, common, special



- a. Practice the conversation. Fill in the blanks with the correct articles. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat.

- b. Make two more conversations using the ideas on the right.
- 1. Repeat the activity using the ideas on the right.
- 2. Have some pairs demonstrate the activity in front of



#### Speaking THE PEOPLE OF VIETNAM

- a. You're learning about different ethnic groups' cultures. Student A, ask questions and complete the notes for the *Hmong* people. Student B,
  - 114 File 2. Swap roles and repeat. Student A, answer questions about the Tay people.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have Student B turn to page 114, File 2.
- 4. Have Student A ask questions and complete the notes for the Hmong people.
- 5. Have students swap roles and repeat.
- 6. Have some pairs demonstrate the role-play in front of the class.

- b. Do you know any other ethnic groups in Vietnam? What do you know about their cultures?
- 1. Have students discuss the questions.
- 2. Have some students share their ideas with the class.

#### Answer Keu

#### New Words a. ...



- 1. embroidery
- 2. basket
- 3. cloth
- 4. pottery
- 5. headscarf

#### New Words b.



- 1. silver
- 2. ethnic
- 3. pattern
- 4. product

#### Reading a. ...





#### Reading b. 1. B



- 2. Central Southern
- 3. pottery products
- 4. squares clouds flowers
- 5. long skirts
- 6. the south/Southern Vietnam

# Grammar Meaning and Use a. \*\*\*



The Red Dao in Lào Cai Province eat a famous dish. They call it com lam.

#### Grammar Form and Practice a.



- 1. The Mường people have a population of about
- 2. Ê-đê girls and women often wear baskets on their backs.
- 3. The *Hmong* people like to wear lots of silver jewelry.
- 4. In many ethnic groups, the women make their own clothes.
- 5. Making pottery products is a traditional craft of several ethnic groups in Vietnam.
- 6. The Nùng people have a large collection of folk songs.

#### Grammar Form and Practice b.

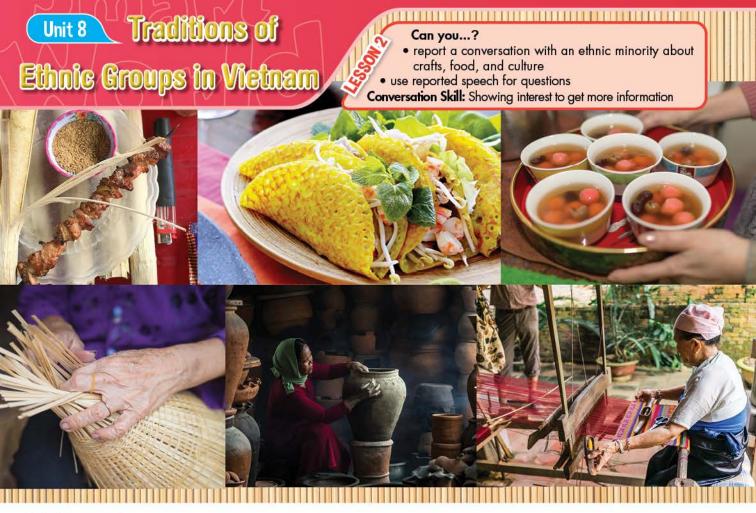


- $1. \emptyset \emptyset$
- 2. The Ø Ø Ø
- $3. \emptyset \emptyset$
- 4. Ø
- 5. a
- 6. an

#### Pronunciation c.



perfect - Wrong. Stress falls on the second syllable.





Have students look at the lesson aims as you read them aloud.

Let's Talk!

In pairs: Look at the pictures. What kinds of food and crafts can you see?

Do you know which ethnic groups eat each food or make each craft?

What are some traditional kinds of food and crafts of your ethnic group?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.

# A New Words

# a. Look at the pictures and fill in the blanks. Listen and repeat. (31)

- 1. Demonstrate the activity using the example.
- 2. Have students look at the pictures and fill in the blanks.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. In pairs: Use the new words to talk about things you have or people do in your house.

- Have pairs take turns making sentences about things they have or people do in their houses using the new words.
- 2. Have some pairs share their ideas with the class.

#### Track 31

- 1. W: blouse
- 2. W: apron
- 3. W: sticky rice
- 4. W: steamed
- 5. W: utensils
- 6. W: corn



#### a. Listen to Sarah telling John about her vacation. What does John think about her trip?

- 1. Have students look at the question.
- 2. Play audio. Have students listen and circle the correct answer.
- Check answers as a whole class.

#### b. Now, listen and circle the correct answer.



- 1. Demonstrate the activity using the example.
- 2. Play audio. Have students listen and circle the correct answer.
- 3. Check answers as a whole class.

#### c. Read the Conversation Skill box. Then, listen and repeat. 📆

- 1. Have students read the Conversation Skill box.
- 2. Clarify the use of the conversation skill.
- 3. Play audio. Have students listen and repeat.

#### d. Now, listen to the conversation again and number the phrases in the order you hear them. 📆

- 1. Play audio. Have students listen and number the phrases in the order they hear them.
- 2. Check answers as a whole class.

#### e. In pairs: What was the most interesting thing you learned about the girl? What else would you like to learn about her? Why?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.

#### Track 32

Sarah: Hey, John.

John: Hi, Sarah. Did you have a good summer vacation?

Sarah: It was great. I went to Hà Giang in Vietnam.

John: Wow.

Sarah: Yeah. I met a really interesting Pu Péo girl.

John: Pu Péo?

Sarah: It's a small ethnic group in Vietnam.

John: Oh, cool.

Sarah: I asked her what her name was. She said it was Tráng Thi Mai.

John: What else did you ask her?

Sarah: I asked her what she usually wore because her clothes were very different.

John: And?

Sarah: She said she usually wore Pu Péo traditional clothes. She was wearing a long blue skirt, a black vest, black apron, and a purple headscarf.

John: That sounds pretty.

Sarah: Yeah. I also asked her what her family did and she told me what they grew in their field.

John: Oh?

Sarah: She said they grew corn, rice, and beans.

John: Interesting.

Sarah: Lastly, I asked her what she did for fun.

John: What did she say?

Sarah: She said she liked sewing.

John: I like sewing, too. Sarah: I didn't know that.

#### Track 33

B: Oh? B: And?



#### Grammar Meaning and Use

#### a. Read about reported speech for questions and fill in the blanks.

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.
- 4. Have students look at the picture.
- 5. Have students fill in the blanks.

#### b. Listen and check your answers. Listen again and repeat.

- 1. Play audio. Have students listen and check their answers.
- 2. Play audio again. Have students listen and repeat.

#### Track 34

B: What crops do you grow?

B: I asked her what crops she grew.

#### **Grammar Form and Practice**

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### a. Read the examples and notes above, then circle the correct words.

- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### b. Complete the sentences to report what these people asked.

- 1. Demonstrate the activity using the example.
- 2. Have students read the questions and write them in reported speech.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. In fours: Take turns asking and answering questions in pairs from this page or using your own ideas. Then, report them to one of the other group members.

- 1. Divide the class into groups of four.
- 2. Have Student A ask Student B and Student C ask Student D questions.
- 3. Have Students B and D answer the questions.
- 4. Have pairs swap their partners and report the questions and answers to their new partners.
- 5. Swap roles and repeat.
- 6. Have some students demonstrate the activity in front of the class.



#### Pronunciation

#### a. Isolate.

Briefly explain the /ou/ sound.

#### b. Model. (35)



- 1. Have students listen and notice the pronunciation
- 2. Play audio and draw attention to the pronunciation feature.

#### c. Practice 1

- 1. Play audio. Have students listen and cross out the option that has the different sound.
- 2. Play audio again and check the answer as a whole class.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



M: grow, sewing, oh

Track 36 A

M: cloth, go, home, clothes

# Practice

Take turns reporting the questions and answers. Remember to show interest to get more information as you listen. Swap roles and repeat.

- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have Student A report a question, then have Student B respond and show interest to get more information.
- 4. Have Student A respond with the answer.
- 5. Swap roles and repeat.



#### Speaking

#### **MEETING SOMEONE INTERESTING**

- a. You recently met an ethnic person from Vietnam on a trip and want to tell your friend about it. In pairs: Student A, you spoke with a Chu Ru man. Tell your friend about your vacation using your notes below.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have Student A report the questions and answers of a meeting with a Chu Ru man using the notes. Have Student B respond and show interest to get more information.
- b. Swap roles and repeat. Student B, you spoke with a Red Dao woman. Tell your friend about your vacation.

Swap roles and repeat using the information about a Red Dao woman.

- c. What information would you most like to learn about different ethnic groups? Why?
- 1. Have pairs discuss what they most like to learn about different ethnic groups and why.
- 2. Have some pairs share their ideas with the class.



#### Answer Key

#### New Words a.



- 1. steamed
- 2. utensils
- 3. sticky rice
- 4. apron
- 5. blouse
- 6. Corn

#### Listening a. ...



2. interesting

#### Listening b.



- 1. A
- 2. B
- 3. C
- 4. A
- 5. A

#### Listening d.



- 1. And?
- 2. Oh?

# Grammar Meaning and Use a. \*\*\*



I asked her what crops she grew.

#### Grammar Form and Practice a.



- 1. liked
- 2. wore
- 3. lived
- 4. did
- 5. had

#### Grammar Form and Practice b.



- 1. He asked her if she made any crafts.
- 2. She asked him what he grew on the fields.
- 3. She asked them when they ate dinner in their house.
- 4. They asked Michael if/whether he was married.
- 5. He asked us if/whether we wore any traditional clothes.

# Pronunciation c.



cloth

# Traditions of Ethnic Groups in Victnam

Can you...?

- talk about fun things to do at ethnic villages in Vietnam
- write a passage about a trip to an ethnic village in Vietnam

Writing Skill: Giving supporting information











Have students look at the lesson aims as you read them aloud.

Let's Talk! In pairs: Look at the pictures. What activities are they doing?

What other activities do people often do when they visit ethnic villages?

- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.



#### a. Read Lan's passage and choose the best topic sentence.

- 1. Have students read the topic sentences.
- 2. Have students read the passage and circle the correct topic sentence.
- 3. Check the answer as a whole class.

#### b. Now, read and answer the questions.

- 1. Have students read the questions.
- 2. Have students read the passage and answer the auestions.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### c. Listen and read.



Play audio. Have students listen and read.

- d. In pairs: What do you think about the activities Lan did on her trip? Would you like to try any of them?
- 1. Divide the class into pairs.
- 2. Have students discuss the questions.
- 3. Elicit answers from some students.

# Writing

- a. Read about giving supporting information. Then, read Lan's passage again and underline the facts, examples, and opinions.
- 1. Have students read the Writing Skill box and the passage again and underline the facts, examples, and opinions.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Read the topic sentence and the supporting information. Then, write "F" for facts, "E" for examples, and "O" for opinions.
- 1. Have students read the sentences.
- 2. Have students write "F" for facts, "E" for examples, and "O" for opinions.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



#### Speaking TRIPS TO ETHNIC VILLAGES IN VIETNAM

- a. You had a fun trip to an ethnic village. Student
  - what Student A said. Swap roles and repeat. Student B, answer using the notes and your own ideas.
- 1. Divide the class into pairs.
- 2. Have Student A turn to page 116, File 6, and Student B ask and take notes on what Student A said.
- 3. Have Student A answer Student B's questions using the notes and their own ideas.
- 4. Have pairs swap roles and repeat.
- 5. Have some pairs demonstrate the activity in front of the class.
- b. In pairs: What do you think about the trips to Kon K'Tu and Phia Thắp? Would you like to go there?
- 1. Have students discuss the questions.
- Elicit answers from some students.



#### Let's Write!

Write a passage about one of the trips to the ethnic villages you discussed in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

- 1. Draw students' attention to the Feedback form.
- 2. Have students use their notes to write a passage about one of the trips to an ethnic village they discussed in Speaking.
- 3. Have some students read their passages in front of the class.



#### Answer Key

#### Reading a. ...

2. I had an exciting trip to Jun Village.

#### Reading b.

- 1. by Lắk Lake in Đắk Lắk Province
- 2. in a homestay with a M'Nông family
- 3. It's one of the most beautiful lakes in Vietnam.
- 4. cơm lam, grilled chicken, and lầu cá lăng
- 5. how M'Nông people make their traditional cloth and baskets

#### Writing a. ...



I had an exciting trip to Jun Village. It's an old village by Lắk Lake in Đắk Lắk Province. My family and I visited this village last summer. There are some hotels in Jun Village but we decided to stay in a homestay with a M'Nông family. We joined lots of fun activities. We went boating on Låk Lake. I think it's one of the most beautiful lakes in Vietnam. We also visited a M'Nông traditional stilt house and watched a gong performance there. It's really interesting to listen to the sound of gongs and do a folk dance with local people. My family and I ate many kinds of traditional food like com lam, grilled chicken, and lau cá lăng. They were delicious! We also learned how M'Nông people make their traditional cloth and baskets. Our trip to Jun was very exciting. I think you should spend your vacation in this beautiful village.

# Writing b.



- 1. F
- 2. E
- 3. F
- 4.0
- 5. E
- 6. E

#### Let's Write!



#### Sample answer:

I had a very good trip to Kon K'Tu Village. It's in Kon Tum. I went there last month. I went with my mom and dad. We stayed at a homestay. We went hiking in the national park and went on a boat trip on Đăk Bla River. We tried Bahnar traditional foods like grilled chicken and com lam. We also learned how to make traditional baskets. The trip was really exciting! I think you should visit Kon K'Tu Village.

# Unit 1 Review



#### Listening

You will hear Jenny talking to her mom about leisure activities. Which activity does each person like? For each question, write a letter (A-H) next to each person. You will hear the conversation twice.

0. F 3. G 1. E 4. B 2. H 5. A

#### Track 38

Narrator: You will hear Jenny talking to her mom about leisure activities. Which activity does each person like? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

Mrs. Lewis: Hi, Jenny. Dinner is almost ready. Did you have fun at the park?

Jenny: Yes, mom. We played handball. I love playing handball.

Mrs. Lewis: Oh, that's great. Did Alice play, too? Jenny: Yes, she did, but not for long. She prefers designing jewelry on the weekends.

Mrs. Lewis: Oh. How about Becky?

Jenny: Yes, Becky always plays with us. She loves hanging out with friends. She's really good at handball, too.

Mrs. Lewis: That's nice. Did you see Chris?

Jenny: Yes. Chris stayed in the park with us all day, but he didn't play handball. He doesn't like playing sports, but he enjoys watching sports.

Mrs. Lewis: How about Daniel?

Jenny: He was there, but he was bored. He prefers going rock climbing, but he couldn't go this weekend.

Mrs. Lewis: Oh, poor Daniel. Was Emily there?

Jenny: No, Emily stayed home. She loves playing board
games with her brother on the weekends. She

doesn't usually come to the park.

Narrator: Now, listen again.



#### Reading

Read the text messages. Choose the correct answer (A, B, or C).

0. A 3. B 1. B 4. A 2. C 5. C

#### In this lesson, you'll review...

- leisure activities, likes and dislikes
- making free time activity plans with friends



#### Vocabulary

#### Fill in the blanks with the words from the box.

- 1. karate
- 2. cycling
- 3. knitting
- 4. sewing
- 5. jewelry
- 6. fishing
- 7. jogging
- 8. board games



#### Grammar

#### a. Write sentences using gerunds and the prompts.

- 1. Alice prefers hanging out with friends on the weekends.
- 2. We don't like playing shuttlecock.
- 3. Do you prefer chatting online or playing board games with friends?
- 4. I hate sewing because it's boring.
- 5. They don't like rock climbing. They prefer playing table tennis.

#### b. Circle the correct words.

- 1. have
- 2. singing
- 3. from
- 4. hate
- 5. doing



#### **Pronunciation**

Circle the word that has the underlined part pronounced differently than the others.

- 1. C
- 2. D
- 3. A

# Review



You will hear two students talking about country and city life. Listen and fill in the blanks. You will hear the information twice.

- 0. museums and malls
- 1. cafés
- 2. fresh air
- 3. vehicles
- 4. room
- 5. schools

#### Track 39 A

Narrator: You will hear two students talking about country and city life. Listen and fill in the blanks. You will hear the information twice.

Rob: We need to plan our presentation on city and country life, Jessica.

Jessica: I know, I know. Let's do it.

Rob: OK. What are some good things about living in

the city?

Jessica: There are lots of museums and malls. There are so many things to do.

Rob: Yeah, that's a good idea. Jessica: I also like the cafés.

Rob: Me too. What about the country?

Jessica: Well...there's lots of nature. There's more fresh air, too.

Rob: You're right. Much more than the city.

Jessica: Yeah.

Rob: OK. What about bad things about the city? Jessica: That's easy. There are too many vehicles.

Rob: Yeah, there are. Jessica: What else?

Rob: There isn't enough room.

Jessica: I agree. There aren't many parks or places to run around.

Rob: OK. And the country?

Jessica: There are too many animals. I'm scared of snakes and so many other animals.

Rob: Hmm. OK. I like all the animals in the country. I think we should write that there aren't enough schools.

Jessica: That's a good idea. Let's write that.

Narrator: Now, listen again.

#### In this lesson, you'll review...

- life in the country and the city
- folk games and activities in the country



#### Reading

Look and read. Choose the correct answer (A, B, or C).

- 0. B
- 1. A
- 2. C
- 3. A
- 4. B

# Vocabulary

#### Circle the correct answers.

- 1. b
- 2. a
- 3. a
- 4. c
- 5. a 6. b
- 7.b



#### Underline the mistakes and write the correct words on the lines.

- 1. too much -> too many
- 2. There are -> There is
- 3. prefer pick -> prefer to pick
- 4. like hang out -> like to hang out
- 5. many hospital -> many hospitals
- 6. Who usually do you -> Who do you usually
- 7. There aren't -> There isn't



#### Pronunciation

#### Circle the word that has the underlined part pronounced differently from the others.

- 1. B
- 2. A
- 3. C

#### Unit 3

# Review



You will hear a teacher talking about pollution. Listen and fill in the blanks. You will hear the information twice.

- 0. air pollution
- 1. diseases
- 2. stay indoors
- 3. sick
- 4. renewable energy/solar or wind
- 5. public transportation

#### Track 40 A

Narrator: You will hear a teacher talking about pollution. Listen and fill in the blanks. You will hear the information twice.

W: Pollution is a problem in many places, but air pollution affects our town the most. It causes many diseases. Every year, thousands of people die because of air pollution. If we don't do anything to improve it, we will need to stay indoors most days. Children won't be able to play outside, and exercising outdoors will make you sick. So, what can we do to reduce air pollution? Power plants often cause lots of air pollution. Our government should use renewable energy like solar or wind instead of coal or oil. Each of us should save electricity because it takes lots of energy to make electricity. The town should make public transportation better so people will use it more. If we all walk, ride our bikes, or use public transportation, there will be less traffic and air pollution.

Narrator: Now, listen again.

# Reading

Read the passage. Choose the best word (A, B, or C) for each space.

- 0. C
- 1. A
- 2. C
- 3. C
- 4. B
- 5. A

#### In this lesson, you'll review...

- effects of pollution
- how to reduce pollution

#### A

#### Vocabulary

Read the clues and complete the crossword puzzle.

clean up
 electricity
 health
 land
 wildlife
 waste
 diseases



# a. Write First Conditional sentences using the prompts.

- 1. If we don't save water, there won't be enough clean water.
- 2. We'll affect wildlife badly if we cut down trees.
- 3. If we don't clean up beaches, it'll affect tourism.
- 4. Your health will get worse if you breathe polluted air.
- 5. The Earth will get very hot if we don't reduce air pollution.

# b. Combine two sentences into one using and or so (that). Add a comma when necessary.

- 1. We should put more recycling bins so (that) they will encourage people to recycle.
- 2. We should stop using plastic bags, and we shouldn't waste paper.
- 3. We can walk to school and work so (that) we can reduce air pollution.
- 4. We should save electricity so (that) we can reduce air pollution.
- 5. We should help clean up rivers, and we shouldn't waste paper.



#### Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- 1. B
- 2. D
- 3. A

# Unit 4 Review



You will hear a boy talking to his classmate about a disaster. Listen and complete questions 1–5.
You will hear the conversation twice.

- 0. typhoon
- 1.2003
- 2. North and South
- 3.120
- 4.5
- 5, 280

#### Track 41 A

Narrator: You will hear a boy talking to classmate about a disaster. Listen and complete questions 1–5. You will hear the conversation twice.

Sue: Hi, Ben. That's an interesting picture. What are you reading?

Ben: Hi, Sue. I'm reading about a typhoon. It's called Typhoon Maemi. This is what it looks like from space.

Sue: Wow. When was the typhoon?

Ben: It was in 2003.

Sue: Oh, OK. Where was it?

Ben: It mostly happened in North and South Korea, but it affected other countries, too.

Sue: Was it a very strong storm?

Ben: Yes, it was very strong. It caused a lot of damage, and many people died.

Sue: Oh, no. How many people died?

Ben: One hundred and twenty people.

Sue: How much damage did the typhoon cause? Ben: It caused almost five billion dollars of damage.

Sue: Wow! That's a lot of money! How strong was the wind?

Ben: The highest wind speed was two hundred and eighty kilometers per hour.

Narrator: Now, listen again.

# Reading

Look and read. Choose the correct answer (A, B, or C).

- 0. B
- 1. B
- 2. C
- 3. A
- 4. B

#### In this lesson, you'll review...

- talking about disasters
- · giving advice on what to do in disasters

# A Vocabulary

#### Fill in the blanks with the words from the box.

- 1. tsunami
- 2. first aid kit
- 3. flood
- 4. escape plan
- 5. earthquake
- 6. wildfire
- 7. batteries
- 8. typhoon
- 9. board up
- 10. blizzard



#### a. Circle the correct preposition of place.

- 1. in
- 2. under
- 3. to
- 4. into
- 5. outside

#### Underline the mistakes and write the correct words on the lines.

- 1. big -> biggest
- 2. be -> was
- 3. When -> How
- 4. much -> many
- 5. many -> much



# Circle the word that has the underlined part pronounced differently from the others.

- 1. C
- 2. A
- 3. D



#### ( Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

1. C

Track 42

Narrator: You will hear five short conversations.

3. B

You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). Here is an example:

Which tablet has the biggest screen? Salesman: Hello. How can I help?

Lisa: I would like to buy a new tablet.

2. C

Salesman: OK. We have three great new tablets for you to choose from.

Lisa: Great. I really want one with a big screen.

Salesman: OK, first, we have the Edge 4. It has a ten-inch screen and an eight-hour battery life.

Lisa: OK.

Salesman: Next, we have the Zoropad. It has an eight-inch screen and a ten-hour battery life. Finally, we have the Stylepad. It has a nine-inch screen and a fifteen-hour battery life.

Lisa: I see. I would....

Narrator: The answer is "Edge 4," so there is a tick in box B. Now, we are ready to start. Look at question one.

1. Narrator: Which robot can work faster?

Tony: Hey, look at these new robots. They're really cool.

Jane: Wow. What can they do?

Tony: They can lift heavy things and navigate difficult situations.

Jane: Are they new rescue robots?

Tony: Yep. Lucas is stronger, Luna can work faster, and Spot can navigate better.

Jane: Cool!

Narrator: Now, listen again.

2. Narrator: What is Laura's favorite thing about her new phone?

Laura: Hey, Charlie. I got a new phone. Do you want to see?

Charlie: Sure...Wow, that looks awesome.

Laura: It's so good. It has such a nice big screen. I love it.

Charlie: How much does it weigh?

Laura: That's the best thing. It doesn't weigh very much. Charlie: Great. How's the battery life?

Laura: It's pretty good. It's about fifteen hours.

Charlie: Nice.

Narrator: Now, listen again.

3. Narrator: Which laptop has the longest battery life? Becky: Hello. Can you help me choose a laptop? Salesman: Sure. What do you want to use it for? Becky: For games and studying.

Salesman: OK. The Slim Plus has a battery life of around fourteen hours.

Becky: OK. What about that one? Does it have a long battery life?

Salesman: The BlockHD has a battery life of around twenty hours. It has a great screen, too. Becky: Hmm. And the FutureLap?

Salesman: It lasts for sixteen hours.

In this lesson, you'll review...

asking and answering about devices

comparing robots

Becky: Hmm...OK. How big is... Narrator: Now, listen again.

4. Narrator: Which robot cleans more carefully? John: Can you help me buy a robot cleaner? Saleswoman: Sure. These are our latest robot

cleaners: Pete, CP-Bot, and Konai. They're very easy to use and can work quietly.

John: Konai is more expensive. Why's that?

Saleswoman: He work's more quickly, and his battery lasts lonaer.

John: Does he clean carefully?

Saleswoman: No, Pete cleans more carefully, but he works more slowly.

John: Hmm, I think I'll buy... Narrator: Now, listen again.

5. Narrator: How is the Power Plus Tablet better than the Zero1 Tablet?

John: Hello, Miss? Can you tell me about these tablets? Saleswoman: Sure. This one is the Power Plus and it costs 199 dollars, and this one is the Zero1 and it costs 299 dollars.

John: OK. What is good about the Zero1?

Saleswoman: It doesn't weight much and it has a long battery life. It has lots of storage,

too, around 36 gigabytes. John: I see. How long is the battery life? Saleswoman: It's twenty-five hours. John: OK. And the Power Plus?

Saleswoman: It has the biggest screen of all our tablets, but doesn't have much storage.

John: I see. How much storage does it have? Saleswoman: It has around 16 gigabytes of memory. John: Hmm...OK. I'll take the Zero1, please.

Narrator: Now, listen again.



# Reading

Read the email about the phone Kenny wants. Choose the correct answer (A, B, or C).

0. B 1. B 2. C 3. A 4. B



#### Vocabulary Circle the correct words.

1. gigabytes 3. rescue 5. a big screen 7. recognize 2. safely 4. navigate 6. battery life 8. carefully



#### Grammar

#### Underline the mistakes and write the correct answers on the lines.

1. quiet → quietly

2. long → longer

3. more well → better

4. Do → Does

5. Are → Do

6. beautiful → beautifully

7. farrer → farther 8. Why → What

9. Do → Does

10. loud → loudly



#### Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

3. B

# Review



You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

0.B 1.A 2.C 3.C 4.B 5.A

#### Track 43 A

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). Here is an example: What did Alice see?

Alice: Hey, Paul.

Paul: Are you OK, Alice? You look worried. Alice: I just saw something really strange.

Paul: What happened?

Alice: I was walking home when I saw a strange light in the sky.

Paul: A strange light? What was it doing?

Narrator: The answer is "a strange light in the sky," so there is a tick in Box B. Now, we are ready to start. Look at question one.

1. Narrator: Where does David think people will live in two hundred years?

David: That's the end of my presentation about space travel. Thank you for listening. Do you have any questions?

Jenny: I have a question, David.

David: Um, yes, Jenny.

Jenny: Where do you think people will live in two hundred years?

David: Hmm. That's a good question. I think that in two hundred years, people will live on space stations.

Narrator: Now, listen again.

2. Narrator: What won't people be able to do on Mars?

Andy: I think I'd like to live on Mars.

Dorothy: Why would you like to live there? Andy: Mars has beautiful mountains.

Dorothy: It doesn't have any water, so people won't be able to go swimming.

Narrator: Now, listen again.

3. Narrator: What did Alex see at the market?

Alex: John, guess what I just saw. John: Hey, Alex. What did you see?

Alex: A flying saucer! I was shopping in the market when I saw a round object in the sky. I think it was a flying saucer.

John: Wow! Did you take a photo?

Narrator: Now, listen again.

4. Narrator: Where does Lisa's teacher think people will live in the future?

In this lesson, you'll review...

 talking about possible UFO and alien sightings in the past

 making predictions about where humans will live in the future

Lisa: Mr. Keith? Mr. Keith: Yes, Lisa?

Lisa: Where do you think people will live in the future? Mr. Keith: I think that people will stay on Earth in the future.

Lisa: Really? Why?

Mr. Keith: Earth is the only place with the perfect temperature and gravity for us.

Narrator: Now, listen again.

5. Narrator: Where did Ben see an alien? Ben: Do you believe in aliens, Nick?

Nick: No, I don't. Do you?

Ben: Yes, because I saw an alien last week.

Nick: Really? Where?

Ben: It was standing outside my window in the

middle of the night. Nick: That sounds scary! Narrator: Now, listen again.



#### Reading

Read the blog post. Choose the correct answer (A, B, or C).

0.B 1.B 2.A 3.C 4.A



#### Vocabulary

#### Circle the correct words.

1. Earth 5. gravity

2. oxygen 6. space stations
3. temperature 7. terrified

4. a flying saucer

8. Aliens



#### Grammar

Underline the mistakes and write the correct answers on the lines.

1. were -> was

2. did -> will

3. hearing -> heard

4. <u>year</u> -> <u>years</u>

5. look -> looking

6. <u>Do</u> -> <u>Will</u>



#### Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

1. D

2. C

3. B

#### Unit 7

# Review



# You will hear a man and a boy talking about dreams. Listen and fill in the blanks. You will hear the conversation twice.

0. dad1. dreams2. director3. videos4. singer5. musician

#### Track 44 ()

Narrator: You will hear a man and a boy talking about dreams. Listen and fill in the blanks. You will hear the conversation twice.

Danny: Hi, Dad.

Dad: Hi, Danny. How was school?

Danny: It was good. We talked about our dreams for the future.

Dad: Oh! Do you still want to work at a bank?

Danny: No. Now, my dream is to become a director. I

want to make movies!

Dad: Hmm. OK. What about Alex and Peter? What's their dream?

Danny: Theirs is to become vloggers.

Dad: Vloggers?

Danny: Yeah, they want to make videos for the internet.

Dad: Hmm, I see. How about your friend Ken?

Danny: His dream is to be a musician.

Dad: That's a good idea. He's a very good singer.

Danny: I know. Dad, when you were my age, what was

your dream?

Dad: Oh, mine was to become a musician, too.

Danny: But Dad, why didn't you do that?

Dad: It's because I met your mother, and she told me

that I was a terrible singer!

Danny: Really?

Dad: Yes, but I think she's wrong.

Danny: No, Dad! Stop it! Narrator: Now, listen again.



# Read the article about an interview with a teenage celebrity. Circle *True* or *False*.

0. False1. False2. True3. False4. False5. True

#### In this lesson, you'll review...

- talking about dreams
- · reporting how teen celebrities live

#### Aã

#### Vocabulary

#### Match the words with the descriptions.

- 1.b
- 2. e
- 3. a
- 4. f
- 5. d
- 6. h
- 7. c
- 8. g
- 9. j
- 10. i



#### Grammar

#### a. Circle the correct words.

- 1. yours
- 2. Mine
- 3. his
- 4. hers
- 5. yours
- 6. Mine

# b. Complete the sentences to report what these people said.

- 1. She told me (that) she had a new sports car.
- 2. He said (that) his father was an engineer.
- 3. She told me (that) her sister didn't like her new yacht.
- 4. She said (that) she couldn't live without her guitar.
- 5. He told me (that) he wasn't a good musician.



#### Pronunciation

# Circle the word that has the underlined part pronounced differently from the others.

- 1. B
- 2. A
- 3. D

#### Unit 8



#### Listenina

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). 🚌

0. A

1. C

2. B

3. C

5. A

#### Track 45 A

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). Here is an example: You will hear two friends talking about

Khmer traditional clothes. What do Khmer women wear?

Trang: Hey, today I learned about Khmer traditional clothes. It was interesting.

Nam: Cool. What are their clothes like?

Trang: The women wear a special kind of skirt with shirts, and headscarves. Their clothes are colorful. The men's clothes are simpler.

Nam: Yeah, women's clothes are usually prettier. Narrator: The answer is "shirts, skirts, headscarves," so

there is a tick in Box A. Now, we are ready to start. Look at question one.

1. Narrator: You will hear a Hmong girl talking to her mom. What did her classmates ask her?

Mrs. Tan: How was school today, Phương?

Phương: It was great, Mom. My classmates asked me so many questions.

Mrs. Tẩn: Yeah?

Phương: Lan asked me if we always wore traditional clothes. And Phong asked me how we celebrated Tet. They really liked learning about our culture!

Mrs. Tần: That's great. Narrator: Now, listen again.

2. Narrator: You will hear a Red Dao woman talking about Dao clothes. What's special about their clothes?

Mrs. Phùng: Our clothes have lots of beautiful embroidery. But the special thing about our clothes is that we decorate them with lots of silver. Here are some silver flowers, and here you can see different patterns such as the sun, the moon, and stars...

Narrator: Now, listen again.

3. Narrator: You will hear a girl talking about her trip. What did she like?

Jack: How was your trip to Vietnam?

Lucy: It was amazing! I met a Nùng family and tried lots of food.

Jack: Nùng?

Lucy: The Nùng are an ethnic group in Vietnam.

Jack: So, what food did you try?

Lucy: Sticky rice, duck pho, and a black cake. I really liked the cake.

Narrator: Now, listen again.

#### In this lesson, you'll review...

- culture of ethnic groups in Vietnam
- reporting information
- 4. Narrator: You will hear a girl talking about Ka-tê festival. Which activity did she mention? Linh: Hello, I'm Linh. Today I want to talk about

one of our festivals, Ka-tê festival. If you visit a Chăm village in October, you'll see how we celebrate it. We perform traditional dances and play lots of folk games. It's a very fun time.

Narrator: Now, listen again.

5. Narrator: You'll hear a boy talking about an Ê-đê tradition. What did he say?

My: How was your trip?

Duy: It was fun. We learned a few things about Ê-đê culture. My: Yeah?

Duy: I asked them what special tradition they had and they said the men lived with their wives' family after getting married.

My: Oh, I like that!

Duy: Haha, then you'll love this: only girls get houses and money from their parents. Boys don't get anything!

Narrator: Now, listen again.



#### Reading

#### Read about the festival. Write one word for each blank.

0. in	2. at	4. but	
1. are	3. a	5. for	



#### Vocabularu

#### Match the words with the definitions.

일어일보일한 보다 않는 어떻게 되지 그 저게 되고 있다.	
1. b	6. e
2. d	7. c
3. g	
4. h	8. a
	9. j
5. f	10. i



#### Grammai

#### a. Fill in the blanks with a, the, or zero article (Ø).

a. I ili ili ilic biaines	Willia, 1110, 01		
1. The − ø − a	4. ø – ø		
2. The – the	5. a − ø		
3. The – ø	6. The – a		

#### b. Complete the sentences to report what the people asked.

- 1. Peter asked me if/whether I celebrated Tét.
- 2. I asked Ann when she wore her traditional clothes.
- Lucy asked him what his favorite food was.
- 4. I asked them if/whether they knew how to make any traditional crafts.
- 5. John asked me if/whether that was a Khmer folk dance.



#### Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

1. A

2. C

3. B

# Semester 1 Project (Optional)

#### Can you...?

 plan and deliver a presentation about the effects of pollution and how your school can help



#### Presentation

#### Presentation Skill: Introducing and ending a presentation

- 1. Explain the benefits of introducing and ending a presentation well.
- 2. Focus attention on the Presentation Skill box.

#### a. Listen to Harry's presentation and circle the phrases that you hear. 46

- 1. Have students read the phrases.
- 2. Play audio. Have students listen and circle the phrases they hear.
- 3. Check answers as a whole class.

#### Answer key:

Hello, my name's Harry... Welcome to my presentation. I'm here to talk about... Thank you for listening. Do you have any questions?

#### b. In pairs: Take turns introducing and ending presentations using the information below.

- 1. Divide the class into pairs.
- 2. Have pairs take turns introducing and ending presentations using the information in the table.
- 3. Have some students demonstrate the activity in front of the class.

#### Track 46

B: Hello, my name's Harry Wilson. Welcome to my presentation. I'm here to talk about the effects of pollution and how our school can help.

Our town has lots of environmental issues. The biggest one is water pollution. If we keep polluting the water, it will make our drinking water dirty. Air pollution is also a problem. If we keep polluting the air, plants and trees will die. Land pollution is another problem. Animals will lose their homes if we don't stop polluting the land.

Our school can help with these issues. I think we shouldn't waste water at school so that we can reduce water pollution. I think we should plant some trees in the playground and ride our bikes to school. This will reduce air pollution. Finally, I think we should reuse our plastic bottles so we throw away less plastic.

If we don't do something soon, pollution will get

Thank you for listening. Do you have any questions?



#### Planning

#### Think of three effects of pollution and three things your school could do to reduce pollution. Complete the table.

- 1. Have students think of three effects of pollution and three things their school could do to reduce pollution.
- 2. Have students complete the table with their ideas.
- 3. Have some students share their ideas with the class.

# Preparation

You are going to deliver a presentation about the effects of pollution and how your school can help. Turn to page 113 and use the Presentation Model to help you write your own script and cue cards.

- 1. Have students read the presentation instructions.
- 2. Have students look at the Presentation Model on page 113.
- 3. Have students prepare their own presentation.



- a. Practice your presentation with a partner.
   Remember to use the phrases in the Presentation Skill box.
- 1. Have students turn to page 112.
- 2. Read the Presentation Guidelines aloud.
- 3. Check students' understanding of each point.
- 4. Divide the class into pairs.
- 5. Have students take turns practicing their presentations.
- b. Look at the Feedback form. Discuss how you could improve your presentation and practice again.
- 1. Read the Feedback form aloud.
- 2. Check students' understanding of each point on the form.
- Have students discuss how they could improve their presentations.
- 4. Have students practice their presentations again.

### Para

#### Presentation and Feedback

- a. Now, join two other pairs. Take turns delivering your presentation.
- 1. Divide the class into groups of six.
- 2. Have students take turns delivering their presentations to each other.
- b. Listeners: Take turns giving feedback using the form below. Say one thing you liked and one thing the presenter can improve next time.
- 1. Have students that are not presenting listen and think about points on the Feedback form.
- 2. After each person has presented, have non-presenting students give feedback to the presenter.
- c. Who gave the best solutions? Discuss with your group.
- Have groups discuss which student gave the best solutions.
- 2. Have groups share their ideas with the class.
- Afterwards, choose a few students to give their presentations in front of the class.

# Semester 2 Project (Optional)

#### Can you...?

 plan and deliver a presentation about how a new robot can help humans

# Presentation

#### Presentation Skill: Outlining a presentation

- 1. Explain the benefits of giving an outline of students' presentation.
- 2. Focus attention on the Presentation Skill box.

# a. Listen to Annie outlining her group's presentation about a new robot. Listen and fill in the blanks.

- 1. Have students read the sentences.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### Answer key:

- 1. three
- 2. disasters
- 3. how-can help
- 4. special skills

# b. In threes: Practice outlining a presentation using the notes below.

- 1. Divide the class into groups of three.
- Have students practice outlining a presentation using the notes.
- 3. Have some groups demonstrate the activity in front of the class.

#### Track 47

Annie: Hi, everyone. My name's Annie, and these are my friends, Vy and Andy. Today, we'll talk to you about our new robot, the RescueBot. If you want to keep safe during a disaster, this presentation will be very interesting for you. Our presentation is in three parts. First of all, Vy will talk about the issues humans face during disasters. Next, Andy will explain how the RescueBot can help. Finally, I'll tell you about the RescueBot's special skills. Over to you, Vy!

Vy: Thanks, Annie! Every year, people around the world have problems during disasters. It can be difficult for rescue workers to find people because they (...) so even when they try their best, sometimes rescue workers cannot save people. Now, Andy will explain how the RescueBot can help rescue

Andy: Thanks, Vy! The RescueBot can navigate through dangerous situations more quickly and carefully than any human. It can carry two people at a time. Next, Annie will tell you about RescueBot's special skills.



Your group has a new robot, and you want to introduce it to your audience. With your group, discuss and decide on a topic and three main parts for your presentation.

- 1. Divide the class into groups of three.
- 2. Have students discuss and decide on a topic and three main parts for their presentation.
- 3. Have some groups share their ideas with the class.

# Preparation

You are going to deliver a presentation with your group about a new robot. Turn to page 113 and use the Presentation Model to help you write your own script and cue cards.

- 1. Have students read the presentation instructions.
- 2. Have students look at the Presentation Model on page 113.
- 3. Have students prepare their own presentation.



- a. Practice your presentation with your group.
   Remember to outline the presentation and pass the turn between speakers.
- 1. Have students turn to page 112.
- 2. Read the Presentation Guidelines aloud.
- 3. Check students' understanding of each point.
- 4. Divide the class into pairs.
- 5. Have students take turns practicing their presentations.
- Look at the Feedback form. Discuss how you could improve your presentation and practice again.
- 1. Read the Feedback form aloud.
- 2. Check students' understanding of each point on the form.
- Have students discuss how they could improve their presentations.
- 4. Have students practice their presentations again.

#### Presentation and Feedback

- a. Now, join two other groups. Take turns delivering your presentations.
- 1. Divide the class into groups of nine.
- 2. Have students take turns delivering their presentations to each other.
- b. Listeners: Take turns giving feedback using the form below. Say one thing you liked and one thing the presenter can improve next time.
- Have students that are not presenting listen and think about points on the Feedback form.
- After each person has presented, have non-presenting students give feedback to the presenter.
- c. Which group has the most useful robot? Discuss with your group.
- 1. Have groups discuss which group has the most useful robot.
- 2. Have groups share their ideas with the class.
- 3. Afterwards, choose a few groups to give their presentations in front of the class.

# **Review Writing Sample Answers**

#### **Unit 1 Review**

I have a very busy week next week. On Monday, I have English club from 3 to 5 p.m. After that, I have soccer practice until 8 p.m. I have badminton practice on Tuesday from 1 to 2:30 p.m. I really like playing badminton. On Wednesday, I'm free. On Thursday evening, I have karate class at 6 p.m. On Friday, I have a table tennis competition at 2 p.m. and after that, I have a sewing class until 6 p.m. On Saturday and Sunday, I have English class from 7:30 a.m. to 9:30 a.m.

#### **Unit 2 Review**

There are many differences between the city and the country. The city has a lot of people. There is too much traffic and pollution in cities because there are so many people. There is also too much noise in cities. Cities also don't have enough fresh air. Cities have a lot of things to do and places to go like movie theaters. The country has a lot of nature, but there aren't enough things to do. The country also has a lot of wild animals and farms. I think the country is boring.

#### **Unit 3 Review**

There are many things we can do to help the environment. First, we should turn off the lights to save electricity. If we save electricity, we will reduce the amount of pollution. Another thing we should do is recycling more. If we recycle, there will be less trash and pollution. It will make the city a healthier place to live. We shouldn't damage the environment for tourism. If we cut down too many trees to build hotels, there won't be enough places for animals to live. We should take care of the environment.

#### **Unit 4 Review**

Sent: 8:00 May 15 What: Typhoon Where: Newtown

When: From 10:00 May 15 to 6:00 May 16

Heavy rains and strong winds will cause damage to our town. The wind could knock down trees. The water could flood the streets. We expect damage to buildings, houses, and cars.

#### Instructions:

- · Have emergency items ready to go.
- Move food and important things to the highest part of your home.

- · Stay in the highest part of your home.
- · Do not walk or drive into the flood water.
- · Board up your lower windows.

#### Unit 5 Review

My parents got a new laptop for me for my birthday. It has a big screen, so I can watch movies and TV shows on it. The screen is seventeen inches. My laptop has 256 GB of storage so I can download lots of music and movies. I can also save lots of games and homework. One thing I don't like is the weight. It's a little bit heavy to carry in my backpack with my school books. I really like my laptop.

#### Unit 6 Review

In a hundred years, I think humans will find a new place to live. I think the Earth will be too hot for humans. We will find a new home on another planet. Some people will live in a space station. They will have a great view of the Earth, but they won't have any gravity. I don't think people will live on Venus. Its temperature is too high. I think people will live on Mars. People will build a city that is warm enough and has gravity and oxygen. I think the future will be exciting.

#### **Unit 7 Review**

My dream job is to be a veterinarian. I want to be a veterinarian because I love animals. I have a pet dog and a pet fish. If I want to be a veterinarian, I will have to go to university to learn about animals and medicine. One good thing about being a veterinarian is I can help people and their pets. If a family has a sick pet, I can help them. One bad thing about being a veterinarian is I will have to see a lot of blood. I don't like blood.

#### **Unit 8 Review**

The *Hmong* people are very interesting. They live in Northern Vietnam. They live in Hà Giang, Lào Cai, and Sơn La Province and some others. The *Hmong* wear very interesting clothes. The men wear shirts, pants, and belts. The women wear colorful clothes with lots of patterns. They wear shirts, skirts, headscarves, and silver jewelry. The *Hmong* also make crafts. They make cloth from plants and decorate it with embroidery. They also have some interesting customs. They don't eat vegetables on the first three days of a new year, and the men do the cooking on the first day.

#### Semester 1 Mid-term Review

I like a lot of folk games, but my favorite one is playing spinning tops. I started playing this game when I was twelve years old. I usually play with my older sister because it's her favorite game, too. We usually play in our living room. If the weather is cool, we play in front of our house, and the neighbors join us, too. We play after school and on weekends. I think playing spinning tops is the best folk game because it's so exciting.

#### Semester 1 Final Review

Earthquakes are very dangerous. They kill people and cause damage. Here are some ways to prepare and things to do during an earthquake.

1. Keep supplies safe.

You should keep batteries and flashlights in a safe place. The electricity might stop working and these will help you see.

2. Go under a table.

You should go under a table because things may fall on your head. The table will keep you safe from falling objects.

3. Stay away from windows.

You should stay away from windows because they may break and hurt you.

#### Semester 2 Mid-term Review

To: Dan08@abcmail.com Subject: I saw a UFO

Hi, Dan,

I hope you're doing OK.

I have something really crazy to tell you. I was playing soccer in the park after school when I saw a black UFO above me in the sky. It was flying really fast through the air. Then, it landed near me and a door opened. I went inside and spoke to the aliens. It was really scary but also exciting.

I will tell you more about it when I see you. All the best, Laura

#### Semester 2 Final Review

Nowadays, teenagers eat too much fast food and don't exercise enough. Eating too much fast food is not good for our body. When teenagers eat too much fast food, they don't have enough energy to study or play sports because the food is not healthy. In my opinion, this is a very serious problem for teenagers. We should all try to eat healthier food.

# **Review Games**



#### Speaking Play the board game.

- 1. Divide the class into groups of four. Each group has two pairs.
- 2. Have pairs play rock, paper, scissors. The winning pair goes first.
- 3. Have one player from the winning pair cover their eyes and use their pencil to pick a number on the number board, then move forward that number of spaces.
- 4. Have students ask and answer using the prompts on each space.
- 5. If both the question and answer are correct, the pair stays on that space. If incorrect, the pair moves back to where they were before.
- 6. Have the other pair repeat Steps 3, 4, and 5.
- 7. Repeat until the game is finished.
- 8. The pair that gets to the Finish first wins the game.

#### Speaking Play "Connect four."

- 1. Divide the class into groups of four with two pairs in each group.
- 2. Have pairs play rock, paper, scissors to see which pair goes first.
- 3. Have the winning pair choose a space, then use the useful language from the unit correctly.
- 4. Have the pair mark that space as theirs if they use the useful language correctly.
- 5. Have pairs take turns.
- 6. The pair that gets four spaces in a horizontal, vertical, or diagonal line wins the game.

## WORKBOOK ANSWER KEY



# Free Time

#### LESSON 1



#### New Words

_				
ח	-			-
u	u	w	м	п

- 1. board games
- 2. fishing
- 3. hang out

Across

- 4. jogging
- 5. chat
- 6. rock climbing
- 7. handball
- 8. jewelry
- a. Look at the pictures and do the crossword puzzle. b. Fill in the blanks using the phrases from Task a.
  - 1. hang out
  - 2. rock climbing
  - 3. jogging
  - 4. chat
  - 5. board games
  - 6. jewelry
  - 7. handball
  - 8. fishing



#### Reading

- a. Read the passages. Circle the name of the person who likes doing indoor and outdoor activities.
- 3. Helen

- b. Now, read and fill in the blanks with the correct names.
  - 1. Jenny
  - 2. Helen
  - 3. Alex
  - 4. Alex
  - 5. Helen



#### Grammar

#### Unscramble the sentences.

- 1. I love making jewelry.
- 2. Do you enjoy playing handball?
- 3. Do you prefer playing sports or board games?
- 4. I don't really enjoy doing extreme sports.
- 5. I prefer designing clothes and bags.



#### Writing

#### Write about activities you like and don't like doing.

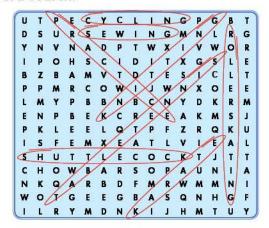
#### Sample answer:

I like hanging out at the park and playing soccer with my friends. I don't really like doing arts and crafts. I prefer sports and other outdoor activities. I really love jogging.

#### LESSON 2



 a. Look at the pictures and find the words in the word search.



- b. Fill in the blanks using the words from Task a.
- 1. practice
- 2. table tennis
- 3. sewing
- 4. roller skating
- 5. cycling
- 6. shuttlecock
- 7. karate
- 8. Knitting



a. Listen to two people talking on the phone.
Do they make plans to meet tomorrow?

1. yes

- b. Now, listen and fill in the blanks.
- 1. shuttlecock
- 2. piano practice
- 3. swimming competition
- 4. movie theater
- 5. sewing lesson



- a. Fill in the blanks with the correct prepositions in the box.
- 1. at
- 2. on
- 3. until
- 4. from-to
- 5. on
- 6. until

- b. Circle the correct words.
- 1. until
- 2. to
- 3. have
- 4. to
- 5. doesn't
- 6. finishes



When are you free on the weekend? When are you busy, and what are your plans? Write five sentences.

Sample answer:

I don't have any plans on Saturday morning.

I'm free on Saturday afternoon until 3 p.m.

I have English class on Saturday afternoon from 3 p.m. to 5 p.m.

On Sunday morning, I have a singing competition until 11 a.m.

On Sunday afternoon, I have soccer practice at 5 p.m.

### WORKBOOK ANSWER KEY



# Free Time

#### LESSON 3



#### New Words

- a. Listen to three teenagers talking about their favorite hobbies. What is NOT mentioned?
- 1. building models

- b. Now, listen and match each person to their favorite hobby and what they like best about it. There is one letter you don't have to use.
- 1. d, c
- 2. b, f
- 3. a, g



#### Reading

- a. Read Linh's passage. Which sentence describes her opinion?
- 2. Doing martial arts is good for your health and helps you relax.
- b. Now, read and fill in the blanks.
- 1. sports center
- 2. living room
- 3. best time
- 4. studying
- 5. sleep very well



#### Writing Skill

#### Number the sentences (1-5). Use the Writing Skill box to help you.

A. Now, I usually read a novel every week or two.

B. I only have one hobby, and that is reading books.

C. I think reading books is really fun and interesting.

D. I started reading books when I was five years old.

E. When I finish one, my mom takes me to the library to get another.



5





#### Writing

#### Now, write a passage about your favorite hobby. Write 80 to 100 words.

Sample answer:

I have a lot of hobbies, but my favorite hobby is cooking.

I started cooking when I was eight years old. My mom taught me how to make cookies and cupcakes. She shared a lot of recipes with me, and I learned a lot from her. Sometimes I cook with my friends from school, too. I always cook in my kitchen at home. I like cooking on the weekends. We have more time to make lots of delicious food.

I really think that cooking is the best hobby for young people.

# Unit 2

# Life in the Country

# LESSON 1



#### New Words

- a. Unscramble the words.
- 1. ROOM
- 6. VEHICLE
- 2. NOISE
- 7. FACILITY
- 3. PEACE
- 8. ENTERTAINMENT
- 4. FRESH
- 5. NATURE

- b. Fill in the blanks using the words from Task a.
- 1. fresh
- 2. room
- 3. nature
- 4. noise
- 5. peace
- 6. vehicle
- 7. entertainment
- 8. facility



- a. Listen to two children talking about life in the city and the country. Where do the children live?
- 2. in the country

- b. Now, listen and circle.
- 1. country
- 2. doesn't like
- 3. fresh air
- 4. city
- 5. people
- 6. walks



#### Grammar

### Write sentences using the prompts.

- 1. There are too many cars and buses in my city.
- 2. There aren't enough things to do in the country.
- 3. There's lots of public transportation in Castleford.
- 4. There isn't much noise in Shine Village.
- 5. There's too much pollution in my city.
- 6. There are too many vehicles in the city center.



### Write five sentences about Lipton and Origiton. Use one indefinite quantifier in each sentence.

#### Suggested answers:

There aren't many/enough things to do in Lipton.

There isn't much/enough noise in Lipton.

There are a lot of/too many cars and buses in Origiton.

There isn't enough/much nature in Origiton.

There's a lot of/too much entertainment in Origiton.



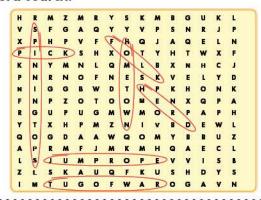
# Life in the Country

# LESSON 2



New Words

a. Look at the pictures and find the words in the word search.



- b. Fill in the blanks using the words from Task a.
- 1. pick
- 2. jump rope
- 3. folk
- 4. hometown
- 5. tug of war
- 6. herd
- 7. spinning tops



Reading

- a. Read the blog about Harry's trip and choose the correct sentence.
- 1. Harry likes visiting his hometown.

- b. Now, read and circle True, False, or Doesn't say.
- 4. False
- 2. Doesn't say
- 5. False
- 3. True



#### Unscramble the sentences.

- 1. I never play spinning tops.
- 2. Do they like to jump rope?
- 3. She prefers to pick flowers.

- 4. What do people in the country like to do?
- 5. He doesn't like to play tug of war.



Writing Write a short passage about what folk games and activities you like and don't like to do, and where and when you usually do them. Use verbs + to-infinitives and adverbs of frequency. Write 80 to 100 words.

Sample answer:

I really like to jump rope and play shuttlecock with my friends. I think they are really fun games. We usually play at the park after school. I also love to play tug of war with my family. We always play tug of war when we visit our hometown. I also like to play spinning tops.

I don't like to pick flowers or herd buffalo. I think they are really boring. I never pick flowers, but I sometimes herd buffalo for my family.

# LESSON 3



- a. Listen to two people talking about a traditional festival. What activity is NOT mentioned?
- 3. playing traditional games

- b. Now, listen and circle the correct answers.
- 1. two

- 4. lanterns
- 2. town center
- 5. town
- 3. everyone



- a. Read the announcement. What is the main purpose of it?
- 1. say what you can do at the festival

- b. Now, read and answer the questions.
- 1. (the Rock Hill Village) Mid-Autumn Festival
- 2. Monday, October 6<sup>th</sup> from 1 p.m. to 10 p.m.
- 3. It doesn't cost anything.
- 4. You can eat mooncakes, fruits, nuts, and grilled meat.
- 5. Fireworks will start at 8 p.m.



Reorder the parts of the announcement. Use the Writing Skill box to help you.

- A. 5
- B. 3
- C. 2
- D. 1
- E. 4



Now, write the announcement for the festival you planned. Use the Writing Skill box and your notes to help you. Write 80 to 100 words.

Sample answer:

The 2025 Heacham Village Tết Festival

We're pleased to announce that the 2025 Heacham Village *Tết* Festival will take place on Nguyễn Huệ Street on Wednesday, January 29<sup>th</sup> at 1 p.m.

Come out and enjoy the 2025 Heacham Village Tết Festival.

This is a free event for everyone.

Take part in *bánh chưng* making competitions, watch fireworks, and watch traditional lion dances. Try some traditional food like candied fruit, or local food like grilled meat and seafood.

Bring all your friends and family and have a great day out!

# Unit 3

# Protecting the Environment

# LESSON 1



#### New Words

- a. Unscramble the words.
- 1. DISEASE
- 5. AFFECT
- 2. WILDLIFE
- 6. DAMAGE7. CAUSE
- 3. POLLUTE 4. TOURISM
- 8. ENVIRONMENT

### b. Do the crossword puzzle.

Down

Across

- 1. DISEASE
- 4. AFFECT
- 2. DAMAGE
- 5. WILDLIFE
- 3. ENVIRONMENT
- 6. CAUSE 7. TOURISM
- 8. POLLUTE



### Reading

- a. Read the essay. Which effect of pollution is NOT mentioned?
- 3. reduced tourism

- b. Now, read and answer the questions.
- 1 stars
- 2. stressed
- 3. transportation and machines
- 4. communicate (with each other)
- 5. It will make them more peaceful and beautiful.



#### Grammar

#### Underline the mistakes and write the correct words on the lines.

- 1. be → is
- 2. keeps → keep
- 3. don't → won't
- 4. Will → If
- 5. Who → What
- 6. affecting → affect
- 7. lost → lose
- 8. increase → increases



### Writing

### Complete the questions and write your own answers in full sentences.

#### Sample answers:

- 1. What will happen if we keep polluting lakes and rivers?

  If we keep polluting lakes and rivers, many more fish will die.
- 2. What will happen if noise pollution increases?

If noise pollution increases, people will become more stressed.

# LESSON 2



#### Fill in the blanks with words from the box.

- 1. save
- 2. clean up
- 3. reuse
- 4. electricity
- 5. recycle
- 6. reduce
- 7. waste
- 8. air conditioner



# a. Listen to David and Christine discussing ideas for a project. Do they have enough ideas to start?

1. yes

- b. Now, listen and fill in the blanks.
- 1. save electricity
- 2. recycle paper
- 3. reduce
- 4. shopping
- 5. stores



### a. Fill in the blanks using the words in the box.

- 1. that 2, and 3. and
- 4. so that
- 5. so

- b. Circle the correct answers.
- 1. and 5. and 6. and 2. so that 3. and 7. so 4. so that 8. and

# Writing

# Complete the sentences using your own ideas.

#### Sample answers:

- 1. We should have cheap public transportation so that more people use it.
- 2. We shouldn't waste electricity, and we should cycle to school.
- 3. We should recycle so that we can reduce land pollution.
- 4. We shouldn't throw trash in the sea, and we should pick up trash from the beach.

# Unit 3

# Protecting the Environment

# LESSON 3



# Listening

- a. Listen to someone talking on the news. Who is the guest?
- 2. an environmental expert

- b. Now, listen and write short answers.
- 1. noise pollution
- 2. vehicles (cars and buses)
- 3. to grow plants
- 4. air pollution
- 5. to plant more trees in the park



### Reading

- a. Read the guide and write the correct heading for each section.
- 1. Turn off electrical devices when not in use.
- 2. Reuse glass and plastic containers.
- 3. Provide outdoor trash cans.

- b. Now, read and circle Yes, No, or Doesn't say.
- 1. Doesn't say
- 2. Yes
- 3. Yes
- 4. No
- 5. Doesn't say



# Writing Skill

Read the guide and write headings for each section. Use the Writing Skill box to help you.

- 1. Organize a beach clean-up.
- 2. Organize a bake sale.
- 3. Put up signs.



### Writing

Now, use your notes to write a guide. Write 80 to 100 words.

Sample answer:

How to clean up Bluebell Forest

There is too much trash in Bluebell Forest. Here are some things we can do to clean up the forest.

- 1. Organize a clean-up.
  - We should pick up the trash from the forest. This will make the forest safer for animals.
- 2. Provide trash cans.
  - We should put them near the forest so visitors have a place to put trash. People will throw less trash in the forest.
- 3. Teach people not to throw trash.
  - This will remind people not to throw trash. We should tell them to use the trash cans instead.



# LESSON 1



#### New Words

a. Unscramble the groups of letters to make words.

wildfire
 earthquake
 tsunami
 flood
 typhoon
 landslide
 avalanche
 blizzard
 heat wave
 typhoon



### Reading

 a. Read the quick facts on a website about a famous disaster. Tick the correct statement.

The earthquake caused damage in many different places.

- b. Now, read and answer the questions.
- 1. It happened near Valdivia.
- 2. It happened on May 22<sup>nd</sup>, 1960.
- 3. It caused around 675 million dollars of damage.
- 4. Between one and six thousand people died.
- 5. Over two million people lost their homes.



Match the numbers (1-7) with the letters (A-F) to complete the conversation.

- 1. C
- 2. B
- 3. E
- 4. A
- 5. D
- 6. F



Look at the information below and the quick fact file above. Write a quick fact file about the 2021 Russia Wildfires.

Sample answer:

- What was the biggest wildfire?
   The biggest wildfire was the 2021 Russia Wildfires.
- Where did the 2021 Russia Wildfires happen?
   They happened in Siberia, Russia.
- When did the 2021 Russia Wildfires happen?
   They happened in June, 2021.
- How much damage did they cause?
   They burned over 200 thousand km².

# Unit 4

# LESSON 2



### New Words

- a. Complete the words with the vowels (a, e, i, o, u).
- 1. EMERGENCY SERVICES 5. BATTERIES
- 2. ESCAPE PLAN
- 6. FIRST AID KIT
- 3. SUPPLIES
- 7. BOARD UP
- 4. FIRE EXTINGUISHER
- 8. STOCK UP

- b. Fill in the blanks using the words from Task a.
- 1. batteries
- 5. supplies
- 2. fire extinguisher
- 6. board up
- 3. first aid kit
- 7. emergency services
- 4. escape plan
- 8. stock up

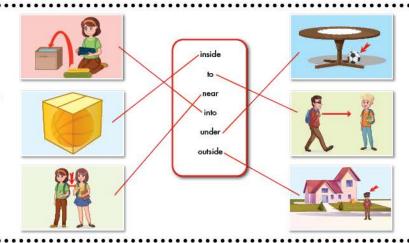


- a. Listen to someone talking to students about disasters. Who is the man?
- 3. a firefighter

- b. Now, listen and circle.
- 1. flashlights
- 4. fire extinguisher
- 2. board up your windows
- 5. go outside
- 3. carry you away



Draw lines to match the prepositions of place and movement to the pictures.





### Writing

Write one thing people should/shouldn't do to prepare for and one thing people should/shouldn't do during three different disasters. Use prepositions of place and movement.

Sample answer:

To prepare for a fire, you should keep a fire extinguisher in a safe place.

During a fire, you should go outside of your house.

To prepare for a typhoon, you should board up your windows.

During a typhoon, you shouldn't go outside of your house.

To prepare for an earthquake, you should keep a first aid kit in every bathroom.

During an earthquake, you should go under a desk.

# LESSON 3



- a. Listen to Sarah talking to David about a disaster she survived. What does she mostly discuss?
- 2. the effects of the disaster

- b. Now, listen and answer the questions.
- 1. a flood
- 2. a big rainstorm/two days of rain
- 3. some cars and houses
- 4. (supplies like) food and water
- 5. clean and fix their homes



- a. Read the emergency announcement. What is the main idea?
- 1. A typhoon might cause damage to Brindle City.
- Now, read again and write True, False, or Doesn't say.
- 1. False
- 4. Doesn't say
- 2. True
- 5. Doesn't say
- 3. False



Number the sentences (1–4) to match them with the parts of an emergency announcement. Use the Writing Skill box to help you.

1. Find a strong building and stay upstairs.

- 4
- 2. Emergency announcement from the National Weather Service:
- 1
- 3. The flood water is very dangerous and can cause lots of damage.
- 2
- 4. There is a flood warning in the area until tomorrow at 10 a.m.
- 2



Now, write an emergency announcement warning your town about the disaster. Use the Writing Skill box and your notes to help you. Write 80 to 100 words.

Sample answer:

Flood warning from the National Weather Service

Sent: 13:51 May 17 Where: Fergus City

When: From 16:30 May 17 to 15:30 May 18

Heavy rains are causing the water to rise in the East River. Water could be as high as one meter in the center of Fergus

City. We expect damage to buildings, houses, and cars.

Instructions:

- Have an escape plan.
- Have emergency items ready to go.
- Stay inside your home.
- · Keep important things in a safe place.
- · Do not go into the flood water.
- Watch local TV or listen to the radio for more information and instructions.
- Be prepared to leave your home and follow your escape plan.

# Unit 5

# Science and Technology

# LESSON 1



#### **New Words**

- a. Unscramble the words.
- 1. inch
- 2. tablet
- 3. storage
- 4. gigabyte
- 5. screen
- 6. weight

### b. Read the clues and do the crossword puzzle.

#### Down

#### Across

- 1. inch
- 4. tablet
- 2. storage
- 5. gigabyte
- 3. weight
- 6. screen



### Reading

- a. Read the article and match the questions with the passages.
- 1. What do you want to use it for?
- 2. How much do you want to spend?
- 3. Where are you going to use it?

- b. Now, read and write True, False, or Doesn't say.
- 1 True
- 2. Doesn't say
- 3. True
- 4. False
- 5. Doesn't say



#### Grammar

## Write questions and answers using the prompts.

- Does this laptop have a good screen?
   Yes, it does.
- 2. How much do you plan to spend? (I plan to spend) 1,200 dollars.
- 3. Is this laptop light? No, it isn't.

- 4. Do/Can you use your tablet to play games? Yes, I do/can.
- 5. Which phone is good for taking photos? The XTR 293 (is good for taking photos).



### Writing

You want to buy a new phone. Write two more questions and answer the questions with your own ideas.

Sample answer:

- How much money do you want to spend?
   I want to spend around three hundred dollars.
- 2. Do you need a good camera? Yes, I do.

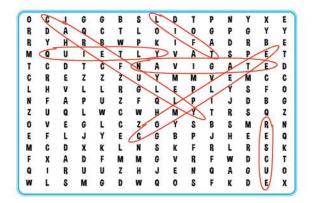
- 3. What do you want to use it for?
  I want to use it for games, chatting with friends, and taking photos.
- 4. Where do you want to use it? I want to use it at home and when I hang out with my friends.

# LESSON 2



- a. Fill in the blanks with the words in the box.
- 1. carefully
- 2. lift
- 3. quietly
- 4. navigate
- 5. recognize
- 6. safely
- 7. rescue
- 8. complete

b. Find the words from Task a. in the word search.





- a. Listen to two people talking about robots.
  Who are the people?
- 2. brother and sister

# b. Now, listen and put ticks in the table.

	D-19	Apex 1
Moves more quickly	~	
Works more quietly	V	
Navigates better		~
Moves more carefully		V
Dances more beautifully	~	
Battery lasts longer		V
Cooks better		V



#### Look and tick the correct answer.

- 1. A-Bot can fly further than Birdbot.
- 2. Ziggy moves more quietly than Sparta81.
- 3. Frogfoot navigates better than Tsunami.
- 4. Sparky's battery lasts longer than Chippo's.
- 5. Fatmo completes tasks more carefully than Bagman.
- 6. T-Whizz dances more beautifully than Jobo.



### Look at the information. Write five sentences comparing the two robots.

Sample answer:

FunBot drives more carefully than Rob-0.

Rob-0 travels further on one charge than FunBot.

FunBot works more quietly than Rob-0.

Rob-0 cleans faster than FunBot.

FunBot navigates better than Rob-0.

# Unit 5

# Science and Technology

# LESSON 3



### Listening

- a. Listen to a conversation between two students. How many smartphones do they discuss?
- 3

- b. Now, listen and answer the questions.
- 1. David's dad
- 2. Crystal 9
- 3. It's very expensive.
- 4. The battery life isn't very long.
- 5. It's not cheap, but it's not too expensive.



### Reading

- a. Read Ashley's email to Andy. Why did she write the email?
- 2. to tell Andy about a birthday gift

- b. Now, read and circle the correct answers.
- 1. A
- 2. B
- 3. C
- 4. A
- 5. C



# Writing Skill

Read the email. Circle the correct words.

- 1. but
- 2. and
- 3. However
- 4. also
- 5. so



#### Writing

Now, use your notes to write an email to a friend about your new smartphone. Write 80 to 100 words.

Sample answer:

Hi, Trang!

I have a Cortel C58 smartphone. It has a really great screen, so it's good for playing games and watching videos. It has small storage, but the camera is good. We can use it to take lots of photos. It doesn't have a good speaker, so it isn't good for listening to music. However, the battery life is really long. I'll be able to use it all day long. I'm happy with my phone because it wasn't expensive.

See you later,

Nga

# Unit 6

# Life on Other Planets

# LESSON 1



### New Words

- a. Look at this code and write the correct words.
- 1. Mars
- 5. Earth
- 2. gravity
- 6. oxygen
- 3. space station
- 7. temperature
- 4. Venus
- c. Fill in the blanks using the words from Task a.
- 1. temperature
- 5. Venus
- 2. oxygen
- 6. Mars
- 3. Earth
- 7. gravity
- 4. space station

b. Find the words from Task a. in the word search.





- a. Read the blog post. Which planet does the writer think humans will travel to first?
- 1. Mars

- b. Now, read and fill in the blanks.
- 1. near us

- 4. dangerous
- 2. further from the sun
- 5. learn more
- 3. (very) similar to



#### Match the sentence halves.

1. C

3. A

5. B

2. D

4. E



Where do you think humans will or won't live in the future? Write a sentence for each of the given years.

Sample answer:

In fifty years, people won't live on Mars.

In a hundred years, people will live on space stations near Earth.

In five hundred years, people will not live on Earth.

In a thousand years, people will live on all the planets.

# Unit 6

# **Life on Other Planets**

# LESSON 2



### New Words

#### a. Unscramble the words.

UFO
 strange
 alien
 disappear
 tiny
 huge
 appear
 flying saucer
 disk-shaped

# b. Fill in the blanks using the words from Task a.

1. appeared
2. tiny
3. disk-shaped
4. disappeared
5. UFO
6. flying saucer
7. strange
8. terrified
9. alien
10. huge



a. Listen to a news report. How many people does Katie Daniels interview?

1

- b. Now, listen and fill in the blanks.
- 1. walking his dog
- 2. (very) slowly
- 3. disappeared
- 4. strange
- 5. far away



#### Write the correct form of the verbs.

- 1. saw
- 2. was
- 3. arrived
- 4. looking
- 5. were
- 6. walking



# Write three sentences using the prompts below.

Sample answer:

I was doing homework when I heard a strange noise. I was watching a movie when I saw a light in the sky. I was hanging out with my friends when I saw an alien.

### LESSON 3



- a. Listen to part of a presentation about UFOs. What does the speaker believe?
- 2. Some UFOs might be from space.

- b. Now, listen and fill in the blanks.
- 1. the USA
- 2. airplanes
- 3. strange lights
- 4.2006
- 5. five minutes



a. Read the blog post. How many people saw the alien?

1

- b. Now, read and answer the questions.
- 1. ten years old
- 2. in the forest (near Mike's home)
- 3. terrified
- 4. (about) a minute
- 5. a frog



#### Fill in the blanks with the correct sentences.

- 1. I was eleven years old.
- 2. It was moving up and down slowly.
- 3. I'm sure it was from another planet.



Now, use your notes to write a narrative passage about your strange experience. Write 80 to 100 words.

Sample answer:

I'll never forget the day I saw a UFO in my town.

I was twelve years old. I was playing soccer in the park with my friend.

I was running when someone kicked the ball into the air. When I looked up, I could see a strange object flying in the sky. It made a really loud sound. I told my friends to look up, but it was already gone.

I was scared, but they thought it was funny. I wonder what that strange object was.



# Teens

# LESSON 1



### New Words

- a. Unscramble the words.
- 1. DREAM
- 6. JOURNALIST
- 2. VLOGGER
- 7. GAME DESIGNER
- 3. DENTIST
- 8. VETERINARIAN
- 4. MUSICIAN
- 9. FLIGHT ATTENDANT
- 5. ENGINEER

- b. Write the words from Task a. next to the correct descriptions.
- 1. dream

6. game designer

2. journalist

7. musician

3. vlogger

- 8. dentist
- 4. veterinarian
- 9. engineer
- 5. flight attendant



- a. Listen to a father talking to his daughter. What are they talking about?
- 2. her friends' dream jobs

 Now, listen and match the person to their dream jobs.





- a. Look and complete the table.
- 1. mine 2. yours

- 5. ours
- 2. yours 6. theirs 3. his 7. its
- 4. hers

- Read the conversation. Underline the mistakes and write the correct answers on the lines.
- 1. My → Mine
- 2. <u>He</u> → <u>His</u>
- 3. theirs → their
- 4. Theres → Theirs
- 5. His → Hers



# Look at the information and answer the questions using possessive pronouns.

- 1. His is to be a musician.
- 2. Theirs is to be vloggers.
- 3. Hers is to be an actor.
- 4. (example) Mine is to be a doctor because I want to save people.

# LESSON 2



- a. Read the clues and complete the crossword puzzle.
- 1. MILLIONAIRE 5. CELEBRITY
  2. HELICOPTER 6. HOME THEATER
  3. JET 7. SPORTS CAR
  4. MANSION 8. YACHT



- a. Read the article about an interview with a teenage celebrity. What is the celebrity's job?
- 2. a singer

- b. Now, read and answer the questions.
- 1. Adam Bilton
- 2. nine
- 3. eight pets
- 4. a sports car
- practiced singing and writing songs



- a. Look and write the correct pronouns.
- 1. He he his
- 2. She she her
- 3. He he his
- 4. She her her
- 5. He he his
- 6. She her

- b. Look and tick the correct answer.
- 1. He said that he couldn't live without his sports cars.
- 2. He said that he took his helicopter to school.
- 3. She told me that she had a dog and two monkeys.
- 4. They said that they liked going to expensive restaurants.
- 5. He said that he loved going rock climbing in his free time.
- 6. She told me that sometimes she lived on her yacht.



#### Look at the speech bubbles. Write the sentences using reported speech and the reporting verbs.

- 1. He said (that) his mansion had ten bedrooms and three swimming pools.
- 2. He told me (that) he couldn't live without his pet monkey.
- 3. He said (that) he went to school by helicopter.
- 4. She told me (that) she flew to a new city when she had free time.
- 5. She said (that) she had two jets and a helicopter.
- 6. She told me (that) she couldn't live without her yacht.



# Teens

# LESSON 3



- a. Listen to the conversation between Jenny and her school principal. How does the principal help Jenny?
- 2. He tells Jenny what she should do.

- b. Now, listen and fill in the blanks.
- 1. fell asleep
- 2. three o'clock
- 3. smartphone
- 4. eight hours
- 5. fall asleep



- a. Read the passage and choose the best conclusion sentence.
- 2. I really believe that if teenagers spend less time on their phones, they will be healthier and happier.
- b. Now, read and write True, False, or Doesn't say.
- 1. True
- 2. False
- 3. True
- 4. Doesn't say
- 5. True



Write full sentences using the prompts. Then, number the sentences (1–4) to match them with the parts of a problem and solution passage. Use the Writing Skill box to help you.

- 1. I believe that if teenagers do yoga and go to bed earlier, they will be less stressed.
- 爿

2. Teenagers are too stressed.

1

3. This means that teenagers don't study very well.

닐

4. Teenagers should do yoga. They should also go to bed earlier.

3



Now, write a problem and solution passage about your chosen problem. Use the Writing Skill box and your notes to help you. Write 80 to 100 words.

Sample answer:

Many teenagers feel bored during the summer holidays.

They don't have enough interesting things to do. They don't see or do new things, or get new ideas. Because they don't visit new places or make new friends, the summer days are slow and boring for them.

I have a solution to the problem. I think teenagers should go to a summer camp in the holidays. They will have fun and relax because they can visit new and interesting places, make friends, and learn new things.

I really believe that going to summer camps will help teenagers be active.

# Unit 8

# Traditions of Ethnic Groups in Vietnam

# LESSON 1



### New Words

- a. Complete the table and write the letters.
- 1. pottery
- 2. cloth

7. embroidery

3. silver

- 8. product
- 4. ethnic
- 9. headscarf
- 5. pattern

- 6. basket

b. Complete the crossword with the words from Task a.

#### Down Across

- 1. silver
- 7. product
- 2. pattern
- 8. embroidery 9. basket
- 3. ethnic
- 4. headscarf
- 5. pottery
- 6. cloth



- a. Read the article about *Pu Péo* people. Where would you see this article?
- 1. a travel website

- b. Now, read and answer the questions.
- 1. around 900 people
- 2. black
- 3. furniture
- 4. rice, beans, and other vegetables
- 5. rice, meat, and vegetables



Underline the mistakes and write the correct words on the lines. Write "Ø" for zero article.

1. <u>the</u> → <u>ø</u>	6. <u>the</u> → ø
2. <u>an</u> → <u>a</u>	7. <u>an</u> → <u>a</u>
3. <u>the</u> → <u>a</u>	8. <u>the</u> → <u>a</u>
4. <u>a</u> → <u>the</u>	9. <u>a</u> → the
5. a → the	10. a → the



### Writing

Write six sentences using each article (a, an, the, and zero article) about ethnic groups in Vietnam. Use the information in the Student's Book to help you.

#### Sample answers:

- 1. Chăm men wear a long skirt.
- Red Dao women wear a headscarf.
- 3. Pu Péo women wear an apron.

- 4. New Year is an important festival for the Khmer people.
- 5. The  $\hat{E}$ - $\hat{d}\hat{e}$  people are an ethnic group from Vietnam.
- 6. The Chăm people mainly live in Central and Southern Vietnam.

Unit 8

# Traditions of Ethnic Groups in Vietnam

# LESSON 2



### New Words

a. Find the words in the word search.



- b. Fill in the blanks using the words from Task a.
- 1. apron
- 2. blouse
- 3. steamed
- 4. sticky rice
- 5. corn
- 6. utensils

Listening

- a. Listen to David talking to Amanda about his vacation. What does Amanda think?
- 3. It sounds interesting.

- b. Now, listen and fill in the blanks.
- 1. Lâm Đồng
- 4. headscarf
- 2. name
- 5. steamed rice
- 3. utensils



#### Grammar

- a. Fill in the blanks using the words in the box.
- 1. lived
- 2. her
- 3. liked
- 4. She
- 5. where
- 6. if

- b. Complete the sentences to report what these people asked.
- 1. I asked her if she always wore a headscarf.
- 2. She asked him when he had breakfast in his house.
- 3. They asked us if we played any traditional music.
- 4. She asked him what crops he grew in his fields.
- 5. He asked me what I did on the weekends.



#### Writing

Write about a conversation you had with someone interesting. What did you ask them, and what did they say? Write 80 to 100 words.

Sample answer:

I met an interesting man in the country. I asked him where he lived. He told me he lived in a small house in a village. I asked him if he was married. He said that he was. I asked him if he had any brothers or sisters. He said that he had a brother and two sisters. I asked him what he usually did for fun. He said that he liked playing sports and folk games. I asked him if he liked playing computer games. He told me he didn't like them.

# LESSON 3



- a. Listen to Nga and Paul talking. What do they mainly talk about?
- 2. what Nga did on her trip to an ethnic village
- b. Now, listen and write True or False.
- 1. False
- 2. True
- 3. False
- 4. True
- 5. False



- a. Read Jamie's passage and choose the best topic sentence.
- 1. I had an awesome trip to Kon K'Tu Village.
- b. Now, read and fill in the blanks.
- 1. Kon Tum
- 2. summer vacation
- 3. hiking
- 4. boat trip

E

5. traditional baskets



### Write full sentences using the prompts. Then, write F for facts, E for examples, and O for opinions.

- 1. I hope my friends will visit Phia Thắp Village someday.
- 2. I went biking and climbed a mountain.
- 3. It's a quiet village in Cao Bằng Province in Vietnam.
- 4. I met a *Nùng* man and asked him questions about his family.



Now, use your notes to write a passage about your trip. Write 80 to 100 words.

Sample answer:

I had a really fun trip to Tả Phìn Village. It's a peaceful village in Lào Cai Province. I went there last year with my mom and dad. We stayed at a nice homestay with a Red *Dao* family.

We did lots of exciting activities like hiking and visiting Tå Phìn Cave. I tried delicious local foods like beef steak and chicken hot pot. We also learned how Red *Dao* women make jewelry.

I think you should visit this village.

# Unit 1

# Review

# Part 1

You will hear Ben and Jane making plans. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

0. B

3. A

1. C

4. B

2. A

5. A

# Part 2

Read the passages about the hobbies three students like to do. Choose the correct answer (A, B, or C).

0. B

3. A

1. C

4. C

2. A

5. B

# Unit 2

# Review

# Part 1

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

0. A

3. B

1. C

4. B

2. A

5. C

### Part 2

Read the email. Choose the best word (A, B, or C) for each space.

0. B

3. C

1. A

4. B

2. A

5. A

# Unit 3

# Review

Part 1

You will hear Paul and Becky talking about reducing pollution. What does each person do? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

0. D

3. A

1. H

4. G

2. E

5. B

Part 2

Read the passages about the things three students do to reduce pollution. Choose the correct answer (A, B, or C).

0. A

3. C

1. B

4. B

2. A

5. C

Unit 4

# Review

Part 1

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

0. B

3. A

1. C

4. B

2. C

5. A

Part 2

Read the article about a disaster. Choose the best word (A, B, or C) for each space.

0. A

3. C

1. C

4. A

2. B

5. A

# Unit 5

# Part 1

You will hear a teenager talking to a store assistant about a laptop. Listen and fill in the blanks. You will hear the conversation twice.

0. Tiger 3.3/three 1. making presentations 4.1,024

2. 15/fifteen 5.520

Part 2

Read the email. Choose the correct answer (A, B, or C).

0. C 3. C 1. B 4. A

2. B 5. A

Unit 6

Part 1

You will hear an interview about someone seeing something strange. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

0. A 3. A 1. B 4. B

2. B 5. C

Part 2

Read the article about life in the future. Choose the best word (A, B, or C) for each space.

0. C 3. C

1. C 4. B 5. B 2. A

# Unit 7

# Review

# Part 1

You will hear Tom talking to his mother about his and his friends' dreams. What is each person's dream job? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

0. G 3. A 1. F 4. B 2. C 5. D

### Part 2

Read the interview with a teenage celebrity. Choose the correct answer (A, B, or C).

0. B 3. A 1. A 4. B

2. C

# Unit 8

# Review

# Part 1

You will hear a man talking to his friend about his trip to Vietnam. Listen and fill in the blanks. You will hear the conversation twice.

0. Lâm Đồng1. Chu Ru2. vegetables3. long skirt4. red patterns5. drums

### Part 2

Read the article. Write one word for each blank.

0. are 3. at 1. is 4. the 2. The 5. their

# SEMESTER 1 MID-TERM

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1. D	11. A	21. D
2. B	12. B	22. B
3. D	13. C	23. C
4. C	14. B	24. A
5. A	15. D	25. B
6. B	16. D	26. D
7. A	17. A	27. A
8. C	18. C	28. C
9. D	19. A	29. A
10. A	20. B	30. B

31. C

32. B

33. D

34. A

35. B

36. B

37. A

38. C

39. B

40. D

# SEMESTER 1 FINAL

1. B	11. D	21. A	31. C
2. A	12. B	22. D	32. A
3. B	13. A	23. A	33. D
4. A	14. B	24. C	34. C
5. B	15. D	25. B	35. C
6. A	16. A	26. B	36. A
7. A	17. C	27. A	37. C
8. D	18. D	28. C	38. D
9. C	19. A	29. B	39. C
10. A	20. C	30. D	40. A

# SEMESTER 2 MID-TERM

1. D	11. D	21. D	31. B
2. A	12. A	22. B	32. A
3. C	13. D	23. B	33. D
4. B	14. B	24. B	34. C
5. B	15. A	25. A	35. C
6. C	16. C	26. B	36. D
7. B	17. D	27. D	37. D
8. A	18. A	28. A	38. A
9. C	19. B	29. B	39. A
10. C	20. C	30. D	40. A

# SEMESTER 2 FINAL

1. A	11. A	21. D	31. D
2. C	12. D	22. B	32. A
3. B	13. B	23. C	33. D
4. A	14. C	24. A	34. C
5. B	15. A	25. A	35. C
6. A	16. C	26. D	36. C
7. C	17. A	27. A	37. D
8. D	18. A	28. B	38. D
9. D	19. C	29. D	39. A
10. B	20. A	30. A	40. C

# **WORKBOOKAUDIO SCRIPTS**

#### Unit 1 - Lesson 2

a. Listen to two people talking on the phone. Do they make plans to meet tomorrow?

b. Now, listen and fill in the blanks.

Pete: Hi, Debbie. How's it going? Debbie: Hey, Pete. How are you?

Pete: I'm good, thanks. Do you want to play shuttlecock at the

park tomorrow morning?

Debbie: What time is it? Pete: It's from 7 to 8 a.m.

Debbie: Ah, I'm sorry, I can't. I have piano practice tomorrow morning.

Pete: That's OK. Do you want to go cycling in the afternoon?

Debbie: Pete! I have the school swimming competition tomorrow afternoon!

Pete: Oops! I forgot! Don't worry. I'll come and watch you swim. I'm sure you'll do great.

Debbie: Thanks. Hey, do you want to go to the movie theater after the competition? I want to see the new Beast Lord movie.

Pete: Oh, yeah! What time is it?

Debbie: I think it's from 4 to 6 p.m.

Pete: OK, that's fine. I have a sewing lesson at 6:30 p.m., so I'll go there after the movie.

Debbie: Oh, sewing? That sounds nice!

#### Unit 1 - Lesson 3

- a. Listen to three teenagers talking about their favorite hobbies. What is NOT mentioned?
- b. Now, listen and match each person to their favorite hobby and what they like best about it. There is one letter you don't have to use.
- W: Welcome to Teen Talk. I'm here to talk to Lily, James, and Amanda about their favorite hobbies and what they like best about them.

James, Lily, Amanda: Hello, everyone.

W: What's your favorite hobby and what do you like best about it, Lily?

Lily: I like collecting things. I collected lots of comic books as a kid, but now I have to keep them all in boxes. I started collecting stamps three years ago. I think stamps are like wonderful paintings. I enjoy looking at my stamp collection the most. I feel like I'm in a little art shop with lots of beautiful paintings.

W: Cool! What about you, James?

James: I used to play the piano a lot when I was little, but I don't play much anymore. These days, I really enjoy

playing the drums in a band. We started playing together a year and a half ago, and we're going to start playing at parties. I like doing things with other people – that's what I like best about it.

W: Great, and you, Amanda?

Amanda: Well, I loved reading when I was little and I wanted to write stories when I grew up. But now I like painting. I've won some art competitions but I love creating beautiful paintings best. You know, it makes me happy!

W: Thanks, Amanda.

#### Unit 2 - Lesson 1

a. Listen to two children talking about life in the city and the country. Where do the children live?

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b. Now, listen and circle.

Charlie: Do you think it's better to live in the city or the country, Jane?

Jane: I think it's better in the country. I love it here.

Charlie: Why?

Jane: There's lots of peace and quiet here. I don't like loud noises.

Charlie: Yeah. There aren't many vehicles either. That's better than the city.

Jane: Yeah, and I love all the nature. I can smell all the flowers and trees when I walk home from school.

Charlie: That's true. The air is really fresh, too.

Jane: Yeah. Do you prefer living in the country like me, Charlie?

Charlie: No, I don't think so. I like the city.

Jane: Really?! Why?

Charlie: It's more exciting. There is a lot of entertainment there, and there are a lot of people, too.

Jane: Hmm.

Charlie: I don't like it to be too quiet. I also like how easy it is to move around the city. There are subways, buses, and taxis there. I have to walk everywhere here in the country.

Jane: I understand. But I think the country is much better.

#### Unit 2 - Lesson 3

a. Listen to two people talking about a traditional festival.
What activity is NOT mentioned?

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b. Now, listen and circle the correct answers.

Tony: Welcome to Teen Talk with Tony. I'm in Hill Town. The Mid-Autumn festival is coming in two weeks, and everyone is very excited. I'm talking to Linh Phạm. She's part of the Hill Town Cultural Department.

Linh: Hi, everyone. This year, the Mid-Autumn festival will

take place in the town center from noon to 8 p.m. on September tenth and eleventh. Everyone in Hill Town will have a chance to take part in activities to welcome the Mid-Autumn Festival.

Tony: Great! What activities will the festival have?

Linh: Well, there will be a market on Main Street. You can buy mooncakes and other food there. You can buy colorful lanterns, too!

Tony: Great! I love mooncakes. Is there a traditional music and dance show at this two-day event?

Linh: Of course! Children from around the town will sing songs and play traditional instruments. You can watch lion dances, too.

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Tony: Cool. I'm so excited about the festival.

#### Unit 3 - Lesson 2

a. Listen to David and Christine discussing ideas for a project. Do they have enough ideas to start?

b. Now, listen and fill in the blanks.

David: Hi, Christine. Are you ready to start the project?

Christine: Hey, David. Yes. Let's think of advice about how to reduce pollution.

David: OK. I think that we should turn off lights when we leave a room so that we can save electricity.

Christine: Turn off the lights. OK, good idea.

David: What else should we do?

Christine: Hmm. We should reuse plastic bottles, and we should recycle paper.

David: Oh, that's a great idea.

Christine: Can you think of anything else?

David: Sure. We should stop using plastic bags so that we can reduce land pollution.

Christine: Hmm. I disagree. We need to use plastic bags sometimes to carry our shopping.

David: Yeah, that's true. Maybe we should reuse our old plastic bags?

Christine: I think that idea could work.

David: Do you have one more idea?

Christine: We should ride bikes to school, and we should walk to stores.

David: OK. I think we have enough advice here. Let's start making our poster.

#### Unit 3 - Lesson 3

a. Listen to someone talking on the news. Who is the guest?b. Now, listen and write short answers.

W: Welcome back to JC News. Today, we have a guest to tell us about the environmental problems in Pearl City. Hello, Dr. Collins.

M: Thanks for having me.

W: You're welcome. So...what are the main problems here in Pearl City?

M: The first big problem is the noise pollution. Cars and buses driving in the city center make a lot of noise. They scare the animals away.

W: I see.

M: I think the mayor should stop vehicles from driving in the city center. This will bring wildlife back.

W: OK. What else?

M: The second problem is the land pollution. There's plastic everywhere.

W: What can we do?

M: We should teach people how to reuse plastic. At school, teachers should teach students about reusing and recycling.

W: Right.

M: For example, we can reuse plastic bottles to grow plants in.

W: That's great. We could use them to start a garden at school.

M: Yes, but the biggest problem here is the air pollution. It's so unhealthy.

W: Hmmm. What do you think we should do?

M: That's a good question. Let me think. Ah...we should plant more trees in the park. This will reduce the amount of people getting sick.

W: OK. Thank you.

#### Unit 4 - Lesson 2

a. Listen to someone talking to students about disasters. Who is the man?

b. Now, listen and circle.

Miss White: Good morning, everyone.

Class: Good morning, Miss White.

Miss White: I would like to introduce a special guest. Say hello to Fire Chief Dunkin.

Class: Hello.

Fire Chief Dunkin: Good morning. I am here to talk to you about how to prepare and what to do during a disaster. The first disaster I want to talk about is a flood. You should keep supplies like batteries and flashlights in your home. During a flood, you should board up your windows. And this is very important. You shouldn't go into the water because it might carry you away. Next, I want to talk about fires. To prepare, you

should keep a fire extinguisher in a safe

place. Other firefighters and I use these a

# **WORKBOOKAUDIO SCRIPTS**

lot, and they are very useful. During a house fire, first, you should go outside of your house quickly. Then, you should call the emergency services. We will come and help you. Next, I...

#### Unit 4 - Lesson 3

- a. Listen to Sarah talking to David about a disaster she survived. What does she mostly discuss?
- b. Now, listen and answer the questions.

David: Hey, Sarah. Did you hear about the flood in Newton last night?

Sarah: Yeah, I saw on the news. It looked terrible. Did you know I was in a disaster?

David: What?! I didn't know that.

Sarah: It happened about a year ago. There was a flood in my city, Riverview.

David: What happened?

Sarah: It was awful and I was so scared. There was a really big rainstorm, and it rained for two days. It made the river and the streets fill with water. The buildings along the river had a lot of damage. It completely destroyed some cars and houses, and a few people even died.

David: Oh no! How did you survive?

Sarah: I bought a lot of supplies like food and water before the storm, so we were OK. But after the flood, my car was gone.

David: Wow. Well, I'm glad you were safe. What did you do after the flood?

Sarah: My neighbors all helped each other clean and fix their homes, and...

#### Unit 5 - Lesson 2

- a. Listen to two people talking about robots. Who are the people?
- b. Now, listen and put ticks in the table.

Chris: Both robots are so cool. Which one are you going to ask for Christmas, Emily?

Emily: Hmm. I liked both of them. D-19 can move so quickly.

Chris: Yeah, I agree. It moves much more quickly than Apex1.

Emily: It works more quietly than Apex1, too.

Chris: That's true. But it falls over more. Apex1 navigates better. Emily: Yeah.

Chris: And Apex1 moves more carefully. It never falls over.

Maybe slower is better.

Emily: I'm not sure. D-19 can dance more beautifully, too. It looks amazing.

Chris: So you're going to ask for D-19?

Emily: Yes, I think so. What about you, Chris?

Chris: I'm not sure. Apex1's battery lasts longer than D-19's.

Emily: Hmm.

Chris: It can cook better, too. I want it to make me brownies.

Emily: That's true.

Chris: I think Apex1 is just better than D-19. I'm going to ask Dad for that one.

Emily: Hmm. OK. If he only gets us one, we should share it.

Chris: Good idea, Emily.

#### Unit 5 - Lesson 3

- a. Listen to a conversation between two students. How many smartphones do they discuss?
- b. Now, listen and answer the questions.

Helen: Hi, David. What are you doing?

David: Hi, Helen. I'm looking at smartphones online. My dad wants to buy me one for my birthday. I like these phones, but I can't decide which one to choose! You know a lot about phones. Can you help me?

Helen: Well, the Crystal 9 is the best one here. It has a great screen, speaker, and battery life. The only problem is it's very expensive. Look at the price.

David: Wow! That is really expensive! So, how about the others?

Helen: Well, the Signet has a great screen and a good speaker, but the battery life isn't very long. It is cheap, though.

David: OK. How about the Phoenix?

Helen: This phone has a small screen. However, it has a really long battery life, and a big storage. It's not cheap, but it's not too expensive.

David: Oh, right. Thanks, Helen! By the way, I'm having a party for my birthday. Would you like to come?

#### Unit 6 - Lesson 2

- a. Listen to a news report. How many people does Katie Daniels interview?
- b. Now, listen and fill in the blanks.

Katie: Good evening. This is Katie Daniels, with Channel 7
News. I'm here in Barton. This evening, several local
people made reports of UFO sightings. I'm with Mark
Davids. He saw the UFO. What happened, sir?

Mark: I was walking my dog when I saw a huge, disk-shaped object in the sky. I couldn't believe it. I wanted to take a picture, but I left my phone in the house. The UFO was moving very slowly.

Katie: That sounds exciting. What happened next?

Mark: I called my wife, but it disappeared before she arrived. I was terrified.

Katie: Thanks for telling us your story. What do you think it was?

Mark: I really believe it was a flying saucer. It looked very strange. It wasn't like anything from our planet.

Katie: Where do you think it came from?

Mark: I'm not sure. I don't think it came from a planet near us. It must be from a planet very far away.

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#### Unit 6 - Lesson 3

### a. Listen to part of a presentation about UFOs. What does the speaker believe?

b. Now, listen and fill in the blanks.

B: Hi, everyone. Thanks for coming to my presentation. Today, I'm going to talk to you about UFOs and flying saucers. In the USA, there have been more than ninety thousand reports of UFO sightings since 1974! I think most of these were just normal things, like airplanes or balloons. However, there were some that nobody could explain. In New Jersey in 2001, people were driving home from work at night when they saw strange lights in the sky. There were no airplanes flying in the area at that time. There was another sighting in 2006, at O'Hare International Airport in Chicago. An airplane was getting ready to take off when a worker saw a disk-shaped UFO. It was in the air above the airport. It stayed there for about five minutes. Then, it flew upwards very quickly and disappeared. Nobody knows what it was. Finally, I'll tell you what happened to me and my brother last summer. We were playing soccer in the park at night...

#### Unit 7 - Lesson 1

# a. Listen to a father talking to his daughter. What are they talking about?

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#### b. Now, listen and match the person to their dream jobs.

Dad: It was so nice to meet all your friends at the party today, Carol. Carol: That's good, Dad.

Carol. Mat 3 good, Dad.

Dad: Your friend Tony seems very smart.

Carol: Yeah. His dream is to be an engineer.

Dad: That's nice. What about your other friends?

Carol: Well, do you remember Brian and Kevin?

Dad: Yes.

Carol: Theirs is to be game designers. They love computer games.

Dad: That's cool. What about Sofia?

Carol: Erm... Sofia's is to be a musician.

Dad: Oh, she should make the music for Brian and Kevin's games.

Carol: That's a great idea. Paul has a really cool dream.

Dad: Really? What's his dream?

Carol: His is to be a vlogger.

Dad: That's interesting.

Carol: Yeah, he wants to be rich. I don't think he will make much money, though.

Dad: What about you, Carol?

Carol: Well, mine is to be a dentist.

Dad: Really? Did you brush your teeth after breakfast?

Carol: Umm, wait here, Dad. I'll be right back!

#### Unit 7 - Lesson 3

 a. Listen to the conversation between Jenny and her school principal. How does the principal help Jenny?
 b. Now, listen and fill in the blanks.

Principal Robinson: Come in. Ah. Hello, Jenny. How can I help you today?

Jenny: Hi, Principal Robinson. Mr. Walker sent me to see you.

Principal Robinson: Oh, did he? Why is that?

Jenny: I fell asleep in his class.

Principal Robinson: That's the third time this week. What time do you usually go to sleep?

Jenny: I go to sleep at around three o'clock.

Principal Robinson: Oh, Jenny! Why do you stay up so late? Jenny: It's because I play games on my smartphone.

Principal Robinson: You need to go to sleep earlier. Teenagers should sleep for eight hours a night. If you don't get enough sleep, you won't be able to focus in school, and you'll get low grades. Do you have any other hobbies?

Jenny: Hmm. No, not really.

Principal Robinson: I think you should play sports and read books. Sports will give you a lot of exercise, and books will help you to fall asleep easily. You'll feel much better. Will you try that, Jenny?

Jenny: OK, Principal Robinson. I'll try it.

#### Unit 8 - Lesson 2

a. Listen to David talking to Amanda about his vacation.
What does Amanda think?

b. Now, listen and fill in the blanks.

David: Hey, Amanda.

Amanda: Hi, David. Did you enjoy your vacation?

David: It was awesome. I went to Lâm Đồng Province in Vietnam.

Amanda: Oh, cool.

David: Yeah, I met a really nice Chu Ru girl. We talked about life as an ethnic minority in Vietnam. I asked her what her name was. She said it was Touneh Ma Bio.

Amanda: What else did you ask her?

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David: I asked her what she did for fun.

Amanda: Oh?

David: She said she liked making pottery and utensils.

Amanda: I like making pottery, too.

David: Cool! I also asked her what she usually wore, because her clothes were really beautiful.

Amanda: And?

David: She told me she usually wore a long skirt, a shirt, and a headscarf.

Amanda: That sounds pretty.

David: Last, I asked her what she liked to eat.

Amanda: What did she say?

David: She said she liked to eat meat, steamed rice, and vegetables.

Amanda: It sounds like you had a really interesting vacation, David.

#### Unit 8 - Lesson 3

a. Listen to Nga and Paul talking. What do they mainly talk about?

b. Now, listen and write True or False.

Paul: How was your trip, Nga?

Nga: Oh, it was really interesting.

Paul: Where did you go?

Nga: We went to Toom Sara Village in Đà Nẵng. It's a peaceful village with lots of stilt houses, flowers, and trees.

Paul: Great, did you stay in a hotel or a homestay?

Nga: We stayed in a homestay with a *CoTu* family. We stayed in a small stilt house.

Paul: What did you do there?

Nga: We joined lots of interesting activities. We watched a traditional music show and visited the *CoTu* weekend market. We also had a barbecue and sat around a big fire in their yard.

Paul: Oh, that sounds cool. Did you eat lots of delicious food there?

Nga: Yes, we tried some *CoTu* traditional foods. The food was delicious! I loved *com lam* and grilled meat, but my favorite dish was *bánh sừng trâu*.

Paul: Wow! Did you learn anything new?

Nga: Sure, we learned how to play the *CoTu* musical instruments like gongs and drums. It was really fun!

#### Unit 1 - Review

You will hear Ben and Jane making plans. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Narrator: You will hear Ben and Jane making plans. For each question, choose the correct answer (A, B, or C). You

will hear the conversation twice.

Jane: Hi, Ben. How are you today?

Ben: Oh, hey, Jane. I'm OK. And you?

Jane: I'm good, thanks. Do you want to go to the roller skating class on Saturday morning?

Ben: What time is it?

Jane: It's from 9 to 10 a.m.

Ben: Ah, I'm sorry, I can't. I have soccer practice until 11 a.m.

Jane: That's OK. What about table tennis club? I think it starts

at 11:30.

Ben: I don't like table tennis.

Jane: OK.

Ben: What about the cycling competition on Sunday morning?

Jane: No, thanks. I don't like cycling.

Ben: Hmm...OK. Well, how about dance class?

Jane: What time is it? Ben: It starts at 2:30 p.m.

Jane: Sorry, I can't. I'm watching a martial arts competition then.

Ben: Oh, OK. There's a video games club from 6 to 7 p.m.

Jane: Great. I'm free then.

Ben: OK. I'll see you at the arcade.

Jane: Sure. I can't wait. Narrator: Now, listen again.

#### Unit 2 - Review

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). Here is an example:

You will hear a girl talking about her weekend. Where did she go?

Nam: Hey, Linh. What did you do over the weekend?

Linh: I visited my aunt's family in Đồng Tháp.

Nam: Cool! My grandma lives near there. She lives in Tiền Giang.

Linh: Oh really? Do you visit her often?

Nam: No, but she sometimes visits us in Ho Chi Minh City.

Narrator: The answer is "Đồng Tháp," so there is a tick in Box A.

Now, we are ready to start. Look at question one.

1. Narrator: You will hear a girl talking about her summer vacation.

What does she love about living in the country?

John: Hey, Sarah, you're back! Did you like your summer vacation?

Sarah: I loved it! Living in the country is so much better.

John: Really? You weren't bored?

Sarah: Nope! There's lots of nature to see. I go for a walk or

swim almost every day. The air is so fresh. And I love that it's so quiet. There are too many cars in the city.

John: Yeah. There's too much noise here.

Narrator: Now, listen again.

2. Narrator: You will hear a boy talking to his cousin about what they like to do. What will they do next?

Quang: I'm bored. What can we do?

Lan: Do you want to jump rope?

Quang: No.

Lan: Oh. What do you like to do then?

Quang: I like to play video games, but my dad doesn't let me play.

Lan: I prefer to play folk games. We could play tug of war. You're strong, and you'll help us win.

Quang: OK, that sounds fun. Narrator: Now, listen again.

3. Narrator: You will hear a girl talking about her life in the city.

What doesn't she like about it?

Emma: Hello, welcome to my channel. Today I want to talk about my life in Maple City. I moved here two weeks ago, and life here is so different! There are lots of people and things to do. There isn't enough room here but that's OK. I really miss seeing wild animals when I go for long walks in the country. There isn't enough nature here.

Narrator: Now, listen again.

4. Narrator: You will hear a boy talking about what to do with his cousins. What will they do tonight?

Duy: Hey, Vy. My cousins are visiting me. They want to try something new but I don't know what to do.

Vy: Do they like to play video games?

Duy: No.

Vy: How about movies?

Duy: They can watch movies on their laptops.

Vy: Hmm, what about trying new kinds of food? When I visited my grandma, there were only Vietnamese restaurants in my hometown.

Duy: Good idea! I'll ask my parents to take them to a Mexican restaurant tonight!

Narrator: Now, listen again.

5. Narrator: You will hear two friends talking about living in the city. What does the boy like about living in the city?

Bill: How was your trip to your hometown?

Jane: It was OK, but there weren't enough things to do.

Bill: Yeah. I like that there's lots of fresh air in the country, but it's boring. I prefer to live in the city.

Jane: Me too. There are lots of people, and it's always exciting. And it's so easy to get around.

Bill: Yup. I like that we have lots of public transportation here.

Jane: Right.

Narrator: Now, listen again.

#### Unit 3 - Review

You will hear Paul and Becky talking about reducing pollution. What does each person do? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

Narrator: You will hear Paul and Becky talking about reducing pollution. What does each person do? For each question, write a letter next to each person. You will hear the conversation twice.

Paul: Hi, Becky. Becky: Hey, Paul.

Paul: What are you doing?

Becky: Hmm? Oh, I'm recycling my old clothes.

Paul: Wow. That's really cool! We don't recycle anything in my

family.

Becky: Oh, Paul. You should! It's easy, and it's good for the environment.

Paul: Does everyone in your family recycle?

Becky: We don't all recycle, but we all try to reduce pollution.

Paul: What does your sister do?

Becky: She rides her bike, and she uses public transportation.

Paul: And your brother?

Becky: He organizes beach clean-ups, and he recycles paper.

Paul: Wow, OK. How about your mom?

Becky: My mom recycles plastic bottles so that we can reduce land pollution.

Paul: And your dad?

Becky: He always turns off the lights so that we can save electricity.

Paul: That's great. My dad saves electricity, too, and I don't waste water.

Becky: That's really good, Paul. You should start recycling, too! You can recycle lots of other things, like plastic bags, glass bottles, pens, toothbrushes, you can even recycle your old...

Paul: Wow! OK, Becky, that's enough for now. I'll think about it! Narrator: Now, listen again.

#### Unit 4 - Review

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). Here is an example:

You will hear two students talking about a project.

What tip do they suggest?

B: We need one more tip about what to do to prepare for an earthquake.

# **WORKBOOKAUDIO SCRIPTS**

G: Hmm...how about "Keep batteries and flashlights in your house."?

B: Yeah, that's a good idea. They will need a flashlight if the lights stop working.

G: Thanks.

Narrator: The answer is "Keep batteries and flashlights in your house." so there is a tick in Box B. Now, we are ready to start. Look at question one.

1. Narrator: You will hear a firefighter speaking to some students. What is the first thing people should do?

M: I'm going to talk to you about house fires. In a house fire, you should always call the emergency services. We will come as soon as we can. Before that, you should go outside of your house. Always do this first. Do not go back into your house until the emergency services say it's OK.

Narrator: Now, listen again.

2. Narrator: You will hear a teacher talking with a class. What tip does the girl suggest?

W: Next, we are going to talk about floods. What should people do during a flood?

B: They should stay inside their houses.

W: Good idea.

G: They should board up their windows.

W: Yes, they should. Anyone else?

B2: They shouldn't go into the water.

W: That's very important. The water is very dangerous.

Narrator: Now, listen again.

3. Narrator: You will hear a mother and a son preparing for a typhoon. What do they still need to buy?

W: OK, Paul. There is a typhoon coming. Don't worry, we'll be safe.

B: OK, Mom.

W: I need you to help me find some things.

B: OK.

W: Where is the radio?

B: It's here, Mom.

W: Great. It still works. How about batteries?

B: Hmm...here are some...

W: OK. And, do we have any wood left?

B: Hmm, I don't think so.

W: OK. Let's go and buy some now. We need to board up the windows.

Narrator: Now, listen again.

4. Narrator: You will hear two students making a poster. What tip do they add?

G: We have space for one more tip.

B: Hmm...what should we add?

G: We have "Make an escape plan." already.

B: What about "Go to higher ground."?

G: We have that here already.

B: Oh, I see it. "Keep a phone near you at all times."?

G: That's a good idea. I'll add it to the poster.

Narrator: Now, listen again.

5. Narrator: You will hear a teacher talking to students. What disaster is he mainly talking about?

M: ...in your house. Another thing you should do is to get under a table. Objects in your house may fall and the table will keep you safe. You should also stay away from windows. The glass can be dangerous, too. Preparing for an earthquake is similar to a typhoon or a flood. You should keep extra supplies in a safe place and listen to the radio or TV to learn more information.

Class: OK, Teacher.

Narrator: Now, listen again.

#### Unit 5 - Review

You will hear a teenager talking to a store assistant about a laptop. Listen and fill in the blanks. You will hear the conversation twice.

Narrator: You will hear a teenager talking to a store assistant about a laptop. Listen and fill in the blanks. You will hear the conversation twice.

W: Hi, there. Can I help you?

B: Oh, yes, please. I want to buy a new laptop, but I'm not sure which one I want.

W: OK. What do you want to use it for?

B: I want to use it for surfing the internet and making presentations.

W: I recommend the Tiger Pro. It's good for making presentations because it has a really nice screen.

B: How big is its screen?

W: It's fifteen inches.

B: Great! Does it have a long battery life?

W: Not really. It only lasts around three hours.

B: Hmm. That's OK. I'll mostly use it at home. How much storage does it have?

W: It has one thousand and twenty-four gigabytes of storage.

B: Oh, that sounds great! I can't see a price here. How much does it cost?

W: Let me just check. It costs five hundred twenty dollars.

B: Hmm. I need to talk to my parents first.

W: OK. We're open until 9 p.m.

Narrator: Now, listen again.

#### Unit 6 - Review

You will hear an interview about someone seeing something strange. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Narrator: You will hear an interview about someone seeing something strange. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Donna: Hello, I'm Donna Broadbent from Watch This Space.
I'm here speaking to Ryan Green. He saw something
interesting on Tuesday night. Hello, Ryan.

Ryan: Hello, Donna.

Donna: Please, tell everyone what happened.

Ryan: OK. I was playing soccer in the park with my friends when I heard a loud noise.

Donna: That's strange.

Ryan: Then, I looked up and I saw a UFO.

Donna: A UFO?!

Ryan: Yes. It moved quite slowly across the sky.

Donna: That's amazing. What did it look like? Did it look like a plane?

Ryan: It was disk-shaped and had lots of lights on it.

Donna: Wow.

Ryan: Then, I was running home from the park when I saw a few strange-looking people.

Donna: Oh? What were they doing?

Ryan: They were hiding behind a tree.

Donna: What did they look like? Ryan: They were tiny and blue.

Donna: Small and blue? Interesting.

Ryan: Yeah. I was terrified, so I ran home.

Donna: Do you believe you saw life from another planet?

Ryan: Yes, I do. They were aliens and that was their flying saucer.

............

Narrator: Now, listen again.

#### Unit 7 - Review

You will hear Tom talking to his mother about his and his friends' dreams. What is each person's dream job? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

Narrator: You will hear Tom talking to his mother about his and his friends' dreams. What is each person's dream job? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

Mrs. Smith: Hi, Tom. How was school?

Tom: It was good. We talked about our dreams.

Mrs. Smith: What's yours?

Tom: Mine is to become a musician.

Mrs. Smith: Cool. Do your classmates have interesting dreams?

Tom: Mary wants to be a director. I didn't even know she likes watching movies.

Mrs. Smith: What's John's dream?

Tom: His is also interesting. He wants to open a pet shop.

Mrs. Smith: Opening a shop isn't easy.

Tom: My teacher said that, too. Many of my classmates said they wanted to start a business and be rich.

Mrs. Smith: It's difficult.

Tom: Bill wants to be an engineer. But he's bad at math.

Mrs. Smith: He could learn and become better.

Tom: Emma wants to be rich, too.

Mrs. Smith: Is her dream to start a business, too?

Tom: No. Hers is to become a game designer.

Mrs. Smith: That's an interesting job.

Tom: Yep. And David's dream is to be a flight attendant. He wants to travel a lot.

............

Narrator: Now, listen again.

#### Unit 8 - Review

You will hear a man talking to his friend about his trip to Vietnam. Listen and fill in the blanks. You will hear the conversation twice.

Narrator: You will hear a man talking to his friend about his trip to Vietnam. Listen and fill in the blanks. You will hear the conversation twice.

Deborah: Hey, Josh. Where were you last week?

Josh: I just got back from Vietnam.

Deborah: What did you do there?

Josh: I did so much. But I have to tell you about my trip to Lâm Đồng Province. I spoke to a very nice *Chu Ru* woman.

Deborah: Chu Ru?

Josh: It's an ethnic group in Vietnam. I asked her what her name was. She said it was Bonahria Ma Kia.

Deborah: That's an interesting name. What else did you ask? Josh: I asked her what she usually ate. She said that she usually ate rice and vegetables.

Deborah: Oh.

Josh: Yeah. Then, I asked her what she usually wore.

Deborah: And?

Josh: She said she wore a long skirt, a shirt, and a headscarf.

Deborah: Nice. What did her clothes look like?

Josh: She said she wore white and black clothes with red patterns.

Deborah: That sounds beautiful.

Josh: Yeah. Finally, I asked her what she did for fun. She said that she played traditional drums.

Deborah: Drums? Did you hear her play?

Josh: No, I didn't. After that, I walked around...

Narrator: Now, listen again.

# **English Phonemic Chart**

	VOWELS AND	DIPHTHONGS
•	/ <b>/</b> /	<u>u</u> nder, c <u>u</u> p
	/a:/	<u>a</u> rm, c <u>a</u> r
•	/æ/	<u>a</u> lligator, c <u>a</u> t
	/e/	<u>e</u> lephant, b <u>e</u> d
	/ə/	<u>A</u> meric <u>a</u> , cin <u>e</u> m <u>a</u>
	/3:/	b <u>ir</u> d, l <u>ear</u> n
	/I/	itchy, sitting
0	/ <b>i</b> :/	sh <u>ee</u> p, h <u>ea</u> t
•	/ <b>a</b> /	octopus, hot
	/:C\	f <u>ou</u> r, h <u>or</u> se
	/ <mark>\U</mark> /	p <u>u</u> t, b <u>oo</u> k
	/u:/	m <u>oo</u> n, bl <u>ue</u>
	\ <b>I</b> Ə/	y <u>ear</u> , h <u>ere</u>
۰	/eə/	wh <u>ere, air,</u> b <u>ear</u>
	/ <del>U</del> Ð/	t <u>our</u> ist, p <u>oor</u>
0	/eI/	g <u>a</u> me, pl <u>ay</u>
•	/aI/	f <u>i</u> ve, <u>eye</u>
	/IC/	b <u>oy, joi</u> n
	/OU/	n <u>o</u> se, h <u>o</u> me
	/aʊ/	h <u>ou</u> se, m <u>ou</u> th

CONSONANTS		
0	/b/	<u>b</u> all, ta <u>b</u> le
0	/p/	point, top
0	/ <b>k</b> /	<u>c</u> ar, <u>k</u> i <u>ck</u>
0	/ <b>g</b> /	goat, big
0	/ <b>f</b> /	fish, farm
0	/ <b>V</b> /	<u>v</u> iolin, fi <u>ve</u>
0	/ <b>t</b> /	<u>t</u> iger, ha <u>t</u>
0	/ <b>d</b> /	<u>d</u> oor, ba <u>d</u>
0	/ <b>m</b> /	monster, mom
0	/ <b>n</b> /	<u>n</u> ose, te <u>n</u>
0	/ <b>ŋ</b> /	si <u>ng</u> , fi <u>n</u> ger
0	/h/	<u>h</u> op, <u>h</u> at
0	/r/	<u>r</u> obot, sta <u>r</u>
0	/ /	<u>l</u> ove, ba <u>ll</u>
9	/3/	televi <u>si</u> on, trea <u>s</u> ure
0	151	<u>sh</u> op, fi <u>sh</u>
0	/ <b>t</b> ʃ/	<u>ch</u> icken, wat <u>ch</u>
0	/d3/	jump, bri <u>dge</u>
0	/0/	<u>th</u> ree, <u>th</u> in
0	/ð/	mo <u>th</u> er, <u>th</u> is
0	/S/	<u>s</u> nake, ki <u>ss</u>
0	/ <b>Z</b> /	<u>zigz</u> ag, la <u>z</u> y
0	/W/	<u>w</u> alk, <u>w</u> indow
0	/ <b>j</b> /	<u>y</u> o- <u>y</u> o, <u>y</u> ellow