VÕ ĐẠI PHÚC (Tổng Chủ biên kiêm Chủ biên) NGUYỄN THỊ NGỌC QUYỀN - ĐẶNG ĐỖ THIÊN THANH LÊ THỊ TUYẾT MINH - HUỲNH TUYẾT MAI - NGUYỄN THỤY UYÊN SA







# Scope and Sequence

Ī	Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
	1. FREE TIME	Ask and answer about hobbies     Make future plans	Present Simple for habits Present Continuous for future plans and prepositions of place	• /eI/ sound • Intonation for Yes/No questions	Listening: (for attitude/details)    to a talk about extreme sports     Speaking: (giving opinions)    about different extreme sports     Conversation Skill: Starting a friendly conversation	Reading: (for main idea/details)    an email asking a friend to join an activity      Writing:an invitation email
	2. HEALTH	Talk about what makes a healthy lifestyle Give advice and persuade someone to have a healthy lifestyle	Indefinite     quantifiers     "should" and     "shouldn't"	Intonation for Whquestions     Sound change for "Do you?"	Listening: (for inference/details)    to an interview with an expert about food     Speaking: (discussion, talking about healthy food)    about food in your school cafeteria     Conversation Skill: Offering help	Reading: (for inference/details)    a letter to the school's principal     Writing:    a request letter
	3. MUSIC AND ARTS	Talk about music that you like  Make plans to go to a music event	<ul> <li>Present Simple for facts</li> <li>Prepositions of time and possessive adjectives</li> </ul>	Different sounds /s/,/z/ of "s" at the end of verbs Intonation for statements	Listening: (for gist/details)    to an English teacher talking about describing movies     Speaking: (exchanging information)    about your favorite movies     Conversation Skill: Inviting someone to speak	Reading: (for main idea/details)    a description of a movie     Writing:    a description of your favorite movie
	4. COMMUNITY SERVICES	Suggest and plan a charity event  Talk about things we did to help our community	"should," "Let's," and "How about"     Past Simple with regular verbs	Stress the first word in compound nouns  Different pronunciations /d/, /Id/, /t/ of verb endings -ed	Listening: (for inference/details)    to a news interview about a     beach clean-up     Speaking: (discussion, talking     about environmental problems)    about how to help the     environment     Conversation Skill: Introducing     a topic	Reading: (for attitude/details)an email about a clean-up Writing:an email about an environmental clean-up
	5. FOOD AND DRINKS	Talk about what food you need to buy Talk about containers and quantities of food and drinks	Quantities and amounts     Indefinite and definite articles	Consonant cluster /sp/ Sound changes for "bunch of" and "bag of"	Listening: (for inference/details)    to a talk between a tour guide     and tourists     Speaking: (giving opinions)    about unusual foods     Conversation Skill: Asking for     repetition	Reading:    a blog post about unusual foods in Vietnam     Writing:    a food blog post

# Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
6. EDUCATION	Decline invitations and express obligations     Talk about how you feel about school	Present Simple and "have to" Intensifiers and "because"	Sound change for "have to"     Stress intensifiers for emphasis	Listening: (for inference/details)    to a teacher talking about studying abroad     Speaking: (role-play, describing experience)    about studying abroad experience     Conversation Skill:     Declining an invitation	Reading: (for attitude/details)    a paragraph about studying abroad     Writing:    a paragraph about studying abroad
7. TRANSPORTATION	<ul> <li>Describe and identify personal belongings</li> <li>Compare different types of transportation</li> </ul>	Possessive pronouns and adjectives in order  Indicate the pronounce of th	Stress the first syllable for most two-syllable nouns  'st/ sound	Listening: (for gist/details)    to a vlog about two types of transportation     Speaking: (role-play, giving opinions)    about kinds of transportation     Conversation Skill:     Asking for confirmation	Reading: (for gist/details)    a paragraph about transportation     Writing:    an opinion paragraph about a kind of transportation
8. FESTIVALS AROUND THE WORLD	<ul> <li>Talk about festivals around the world</li> <li>Compare how different countries celebrate festivals</li> </ul>	Future Simple     "like" and     "different from"	Stress the syllable before "consonant + ian" in nationalities ending in "-ian"  JI/ sound	Listening: (for inference/details)    to a news report about an interesting festival     Speaking: (exchanging information)    about your favorite festival     Conversation Skill:     Showing interest	Reading: (for gist/details)    a blog post about a festival in Vietnam     Writing:    a blog post about your favorite festival
9. ENGLISH IN THE WORLD	<ul> <li>Talk about tourist attractions and cultures of English-speaking countries</li> <li>Talk about holidays in English-speaking countries</li> </ul>	Articles     Past Simple     with irregular     verbs	• /ð/ sound • /ə/ sound	Listening: (for gist/details)to a talk about how English changed someone's life Speaking: (exchanging information)about speaking English on your vacation Conversation Skill: Ending a conversation	Reading: (for details)    a postcard about a     vacation in Canada      Writing:    a postcard about     your vacation in an     English-speaking     country
10. ENERGY SOURCES	Talk about types and sources of energy  Talk about the advantages and disadvantages of energy sources	• "morethan" and "less than" • "and" and "but"	Stress the first syllable for numbers which are multiples of ten  Sound change for "and"	Listening: (for inference/details)to an interview with an energy expert  Speaking: (role-play, discussion)about the best energy sources for a town  Conversation Skill: Asking for clarification	Reading: (for gist/details)    an email to a town's mayor to suggest a new energy source     Writing:    a formal email
	TECTED MID/EIN			lla Daviour of Unito 1	

SEMESTER MID/FINAL REVIEWS: Language and Skills Review of Units 1–10 PROJECTS: Presentation and Performance

# 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).

ask and answer about hobbies

use the Present Simple for habits

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

3. Provide evidence of success.

The final stage of each lesson gives learners an

speaking activity at the end of the lesson.

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:

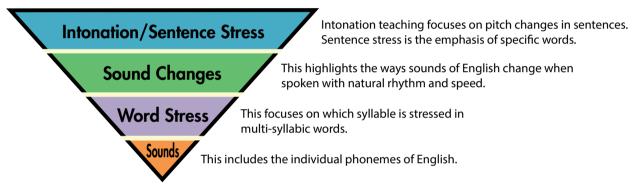
**Sounds** - These activities focus on and draw attention to elements that Vietnamese learners find challenging, such as final consonant sounds, consonant and vowel sounds, and consonant clusters. They will hear 2–3 different native speakers pronounce the language naturally and then mimic the sounds.

**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.

- 1. 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.
- 3. 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 7 i-Learn Smart World unit and lesson walkthrough

**Tiếng Anh 7 i-Learn Smart World** features 30 lessons divided into ten three-lesson units. Each unit includes two lesson types: Conversation lessons and Four Skills lessons. Review materials are found at the end of Units 3, 5, 8, and 10. Regardless of the lesson type, each **Tiếng Anh 7 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.

#### **Unit Warm-up**

The first lesson of every unit starts with a question or questions to introduce and get students thinking about the topic/theme of the unit. 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.

#### **Conversations Skills**

Each unit in **Tiếng Anh 7 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.

#### 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 7) 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.

a Cirken and report ()

Visit 17

Vi

**Tiếng Anh 7 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 107 of this book, as well as at the back 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.

#### **Four 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 7 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. Writing skills can be divided into three main categories:

Audience/Purpose related skills – This includes making students aware of:

- Genre the organizational structure and expressions common to different styles of writing (e.g. emails, letters, articles, opinion essays, etc.)
- Functions the different purposes of writing and the ways these are expressed in English (e.g. asking for information, showing like/dislike, giving directions, making suggestions, etc.)
- Register how language changes when writing to different people or in different situations

Cohesive skills – This focuses on how the writer can link words, phrases, or clauses together and show the relationships between them. Within this category, learners will become proficient at joining their sentences together smoothly and clearly using such elements as:

- conjunction
- referencing/substitution
- ellipsis
- punctuation

**Procedural skills** – Procedural skills focus on training learners how to efficiently

plan, organize their writing, and also refine it through the process of drafting and revision.

These skills may include:

- Idea generation and organization covered as part of the "Speaking" stage
- The draft, feedback, and revision process
- Test specific writing strategies

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

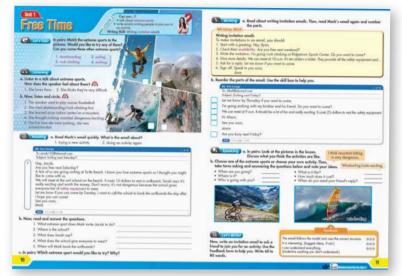
#### Let's Write!

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**

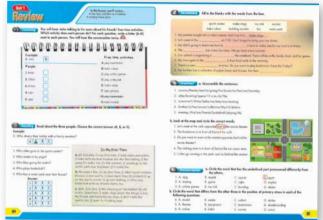
Review is an essential element for consolidating the things the learners cover in class. The back of the book contains review materials for **Tiếng Anh 7 i-Learn Smart World**, divided into four sections. These are intended to be used for mid and end reviews of each term, and include activities to review 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 back 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.

Two main types of activity are included:

- **Performance** To help students gain confidence in speaking in front of an audience, projecting their voices and showing feelings, students will plan and perform a role-play skit related to the topic/unit language.
- **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/performance 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 perform/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 back of the book.

#### Writing in the book

Tiếng Anh 7 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.



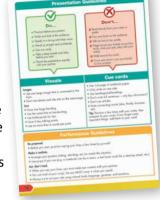
 This symbol means that learners should use their imaginations. They can use any words they know and talk about their own ideas.



• 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.



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





# ee Time

#### Can you...?

- ask and answer about hobbies
- use the Present Simple for habits



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



#### **New Words**

#### 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: Note three more hobbies you know. Discuss if you like them.

- 1. Have pairs note three more hobbies they know and discuss if they like the hobbies.
- 2. Have some pairs share their ideas with the class.

#### Track 02

- 1. M: collect soccer stickers
- 2. M: (build) models
- 3. M: bake (cakes)
- 4. M: (make) vlogs
- 5. M: (read) comics
- 6. M: (play) online games



#### Reading

#### a. Read Kate's blog post and choose the best title.

- 1. Have students read the blog post.
- 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 circle the correct answer.

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

#### c. In pairs: What cool things can you make?

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



## a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### 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.

#### b. Fill in the blanks with the correct form of the verbs.

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

#### c. Write sentences about habits using the pictures and prompts.

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

#### d. In pairs: Ask your partner about what they do and don't do in their free time.

- 1. Divide the class into pairs.
- 2. Have students ask their partners about what they do and don't do in their free time.
- 3. Have some students demonstrate the activity in front of the class.

#### Track 03

G: What do you do in your free time? B: I play soccer on Tuesday evenings.

# Pronunciation

#### a. Isolate.

Briefly explain the /eɪ/ sound.

#### b. Model.

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

#### Track 04

B/G: make, bake, game, play

### 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.

#### Track 05

B: make, race, car, plane

#### d. Practice 2

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

## Practice

#### a. Ask and answer.

- 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.
- 4. Have some pairs demonstrate the activity in front of the class.

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

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



#### **Speaking** Top Teen Hobbies

- a. You're asking your classmates about their hobbies. In fours: Complete the survey for yourself, then ask three more friends. Fill in the table.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into groups of four.
- 3. Have students complete the survey with their own information, then ask three more friends and fill in the table.

#### b. What is the most popular hobby in your group?

Have some students share their findings with the class.

## **Answer Key**

New Words a. ....

D. 2 E. 3 **B.** 4 F. 5 C. 6

Reading a. ...\*

1. My Model Collection

## Reading b. ...\*

- 1. b
- 2. a
- 3. c

4. b

### Grammar b. ...

- 5. Do bake 1. play 2. play 6. doesn't make 7. Does - watch 3. likes
- 4. read

#### Grammar c.

- 1. I collect soccer stickers.
- 2. Does Jim bake cakes on Tuesdays?
- 3. I play online games on the weekends.
- 4. Harry doesn't build models.
- 5. Does Jane read comics in the mornings?
- 6. They don't make vlogs.

#### Pronunciation c.

car - pronounced with /a:/ not /eI/ sound

# ree Time

Can you...?

- make future plans
- use the Present Continuous for future plans and prepositions of place

Conversation Skill: Starting a friendly conversation



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



#### **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. In pairs: Say what activities you can do at each place using the verbs in the box.

#### Track 06

1. M: sports center

5. M: water park

2. M: market

6. M: ice rink

3. M: bowling alley

7. M: fair

4. M: theater

- 1. Have pairs say what activities they do at each place using the verbs in the box.
- 2. Have some pairs share their ideas with the class.



#### Listening

- a. Listen to Becky calling Toby to make plans to meet. Which place will they visit together?
- 1. Have students read the question.
- 2. Play audio. Have students listen and answer the guestion.
- 3. Check the answer as a whole class.

#### b. Now, listen and circle.



- 1. Demonstrate the activity using the example.
- Have students read the sentences.
- 3. Play audio. Have students listen and circle.
- 4. Check answers as a whole class.
- c. In pairs: Where do you like to meet your friends? What do you do there?
- 1. Have students discuss the questions.
- 2. Elicit answers from some students.

#### Track 07

Becky: Hi Toby, it's Becky. Can you talk now?

Toby: Hi Becky. Yeah, what's up?

Becky: I'm meeting Joe at the fair tonight. It'll be fun.

Do you want to come?

Toby: Sorry, I can't. I'm doing my homework tonight.

Becky: Oh, that's too bad.

Toby: Yeah. Oh wait, do you like bowling?

Becky: Yeah, why?

Toby: We're going to the bowling alley on Saturday

night. You should come.

Becky: Saturday night? Oh no. It's my brother's

birthday. We're going skating at the new ice

rink. Sorry!

Toby: Ah! That's OK.

Becky: Hey, I'm buying him a present at the market on Saturday afternoon. Do you want to come?

Toby: Sure. Where do you want to meet?

Becky: Let's meet at three behind the mall.

Toby: OK. Cool. See you then. Bye, Becky!

Becky: Bye!

Narrator: Now, listen again and check.



Conversation Skill Starting a friendly conversation. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that to ask your friends how they are or to ask what is happening, say "What's up?" or "What's going on?"
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 08

B: What's up?

B: What's going on?



### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### **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.

#### b. 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.

# c. Look at next week's plan. Write questions using the prompts, then answer the questions.

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

## d. In pairs: Make a plan to go out with your friend.

- 1. Divide the class into pairs.
- 2. Have students make a plan to go out.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 09

B: I'm going to the bowling alley tonight. Do you want to come?

G: Sure.

## Pronunciation

#### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

#### b. Model.



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

#### Track 10

B/G: Are you going to the fair tonight?

#### 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.

#### Track 11 A

B: Can we meet in front of the park?

B: Do you like bowling?

#### d. Practice 2

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

## **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 using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

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

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

#### Speaking Let's Go Out!

- a. You're inviting your friend to join you in a free time activity. In pairs: Student B, turn to page 118, File 1. Student A, write activities and places in the table, then invite Student B. If they can come, discuss where and when you will meet and complete the table.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student A look at the schedule on the bottom of the page and Student B turn to page 118, File 1.
- 4. Have students fill in the table with their own ideas.

- 5. Have students take turns inviting each other to complete the table.
- b. Make a new pair. Ask your partner what they arranged to do with their friend, where and when they will meet them.
- 1. Pair each student with a new partner.
- 2. Have students ask their partners about what they arranged to do with their friends, where they arranged to meet, and at what time.
- 3. Have some students share their answers with the class.

# Answer Keu

#### New Words a.



- 1. sports center
- 2. market
- 3. bowling alley
- 4. theater
- 5. water park
- 6. ice rink
- 7. fair

## Listening a. 🛶

1. market

## Listening b.



- 1. tonight
- 2. bowling alley
- 3. present
- 4. Saturday

#### Grammar b.



- 1. I'm watching
- 2. is going
- 3. in
- 4. meeting
- 5. Are
- 6. opposite

#### Grammar c.



- 1. When is Jane going to the ice rink? She is going to the ice rink on Thursday.
- 2. What is Becky doing on Tuesday? She is watching a movie.
- 3. When are Gary and Edward playing soccer? They are playing soccer on Friday.
- 4. When is Kevin going to the fair? He's going to the fair on Thursday.
- 5. What is Gary doing on Wednesday? He is going to the market.

### Pronunciation c. ...



Do you like bowling? - Wrong. Intonation falls.

# ree Time

#### Can you...?

- talk about extreme sports
- write emails inviting people to join you in an activity

Writing Skill: Writing invitation emails



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



Let's Talk!

In pairs: Match the extreme sports to the pictures. Would you like to try any of them? Can you name three other extreme sports?

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



#### Listening

#### a. Listen to a talk about extreme sports. How does the speaker feel about them?



- 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 and circle.



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

#### Track 12

W: I used to spend a lot of time playing soccer. Then, one day, a friend introduced me to extreme sports. These are sports that are very dangerous and exciting, for example, skateboarding and surfing. The first extreme sport I tried was rock climbing. I learned how to do it at an indoor rock climbing center, but I was soon climbing mountains. After that, I was ready for a new challenge. I heard about zorbing and thought it sounded really exciting. Zorbing is when you get inside a big, soft ball, and roll down a hill. The first time I went zorbing, I was pretty scared. I thought the ball would break! Of course, everything was OK and I loved it.

Narrator: Now, listen again and check.



#### Reading

#### a. Read Mark's email quickly. What is the email about?

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

#### c. In pairs: Which extreme sport would you like to try? Why?

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



- a. Read about writing invitation emails. Then, read Mark's email again and number the parts.
- 1. Have students read the Writing Skill box and Mark's email again, then number the parts of his email.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

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



- a. In pairs: Look at the pictures in the lesson. Discuss what you think the activities are like.
- 1. Divide the class into pairs.
- 2. Have students look at the pictures and discuss what they think the activities are like.
- 3. Have some students share their ideas with the class.
- b. Choose one of the extreme sports or choose your own activity. Then, take turns asking and answering the questions below and note your
- 1. Have students choose an extreme sport.
- 2. Have students take turns asking and answering the
- 3. Have some students share their ideas with the class.



Now, write an invitation email to ask a friend to join you for an activity. Use the Feedback form to help you. Write 60 to 80 words.

1. Draw students' attention to the Feedback form.

- 2. Have students use their notes to write an invitation email.
- 3. Have some students read their emails in front of the class.



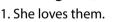
## Let's Talk! ...



**B.** 4

C. 3

## Listening a. ...



## Listening b. 🚙

- 1. soccer
- 2. rock climbing
- 3. at an indoor center
- 4. exciting
- 5. scared

## Reading a. ...



## Reading b. ...\*

- 1. surfina
- 2. on the beach
- 3. It's really exciting and worth the money.
- 4. safety equipment
- 5. (on) Wednesday

## Writing a. ...\*



- 1. Hey Jacob,
- 2. Are you free next Saturday?
- 3. A few of us are going surfing at Turtle Beach. I know you love extreme sports so I thought you might like to come with us.
- 4. We will meet at the surf school on the beach. It costs 10 dollars to rent a surfboard. Sarah says it's really exciting and worth the money. Don't worry, it's not dangerous because the school gives everyone lots of safety equipment to wear.
- 5. Let me know if you can come by Tuesday. I want to call the school to book the surfboards the day after. I hope you can come!
- 6. See you soon, Mark

### Writing b. ....

- 5. Let me know by Thursday if you want to come.
- 3. I'm going zorbing with my brother and his friend. Do you want to come?
- 4. We can meet at 9 a.m. It should be a lot of fun and really exciting. It costs 25 dollars to rent the safety equipment.
- 1. Hi Alison,
- 6. See you soon, Jason
- 2. Are you busy next Friday?

#### Let's Write!



Sample answer:

Hi Phương,

Are you busy next Sunday afternoon?

I'm going windsurfing with my friends, Minh and Tâm. It should be a lot of fun and really exciting. It costs ten dollars to rent the board and safety equipment.

Let me know by Saturday if you want to come.

See you soon,

Trí

#### Can you...?

- talk about what makes a healthy lifestyle
- use indefinite quantifiers



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



New Words

#### a. Match the words and phrases to the pictures. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students match the words and phrases to 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: Discuss which things are healthy and unhealthy.

- 1. Have pairs discuss what things are healthy and unhealthy.
- 2. Elicit answers and write them on the board.

#### Track 13 A

- 1. M: eat fruit and vegetables
- 2. M: drink soda
- 3. M: eat fast food
- 4. M: get some sleep
- 5. M: healthy
- 6. M: unhealthy



#### a. Read Toby and Lisa's class report and circle the correct answer.

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

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

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

#### c. In pairs: Do you have a healthy lifestyle? Why (not)?

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



#### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### 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.

#### b. 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.

#### c. Look at the table and answer the questions.

- 1. Demonstrate the activity.
- 2. Have students look at the table and answer the questions.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### d. In pairs: Ask your partner about the activities in Task c.

- 1. Divide the class into pairs.
- 2. Have students take turns asking their partner about the activities in Task c.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 14 A

G: How much pizza do you eat? B: I don't eat any pizza.

# 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.

#### Track 15

B/G: How much fast food do you eat every week?

### 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.

#### Track 16 A

M: How much junk food do you eat every week? How much exercise do you do every day?

#### d. Practice 2

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

#### Practice Ask and answer.

- 1. Demonstrate the activity by practicing the conversation with a student.
- 2. Divide the class into pairs.

- 3. Have pairs take turns asking and answering using the pictures and prompts.
- 4. Have some pairs demonstrate the activity in front of the class.



#### Speaking Who Has the Healthiest Lifestyle?

- a. You're doing a survey about healthy lifestyles. In threes: Fill in the survey for yourself, then ask two friends about their lifestyles. For each (+) answer, add points. For each (-) answer, subtract points.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into groups of three.
- 3. Have the students complete the survey for themselves.
- 4. Have students ask and answer to complete the survey with their partners.

#### b. Who has the healthiest lifestyle?

- 1. Have the students discuss who has the healthiest lifestyle in their group.
- 2. Have some students share their findings with the class.



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



- 1. eat fruit and vegetables
- 2. drink soda
- 5. healthy
- 3. eat fast food
- 6. unhealthy

4. get some sleep

## Reading a. ...\*

2. Most students have a healthy lifestyle.

### Reading b.

- 1. b
- 2. a
- 3. b
- 4. c

### Grammar b.

- 1. anv
- 2. lots of
- 3. much
- 4. a little
- 5. any

## Grammar c. ...\*

- 1. Jimmy does a lot of exercise every week.
- 2. Joey watches a little TV every day.
- 3. Janet drinks some soda every week.
- 4. Jonny doesn't eat any salad.

## Pronunciation c. \*\*



How much exercise do you do every day? – Wrong. Intonation rises.

# Health

#### Can you...?

- give advice and persuade someone to have a healthy lifestyle
- use "should" and "shouldn't"

Conversation Skill: Offering help



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



#### **New Words**

#### 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: Discuss more health problems and

1. Have pairs talk about and note down more health

#### Track 17 (

1. feel weak 2. have a sore throat

3. get some rest

4. take vitamins

5. have a fever 6. take medicine

7. stay up late

8. keep warm

# advice and note them down.

problems and advice.

2. Have some pairs demonstrate their conversation to the class.



#### Listening

#### a. Listen to Jacob visiting the doctor. Circle the reason for Jacob's visit.

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

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



- 1. Have students read the questions.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### c. What do you do when you're sick? Why?

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

#### Track 18 1

Jacob: Good morning, Doctor.

Doctor: Good morning, Jacob. What can I do for you today?

Jacob: I'm not feeling very well.

Doctor: How are you feeling?

Jacob: I have a sore throat and I feel very tired.

Doctor: I see. Are you getting enough sleep every night? Jacob: Hmm...Not really. I often stay up late because I have a lot of homework.

Doctor: Do you use a computer for your homework?

Jacob: Yes. I use a laptop all the time.

Doctor: Well, you shouldn't stay up late or spend too much time on your laptop.

Jacob: OK, I'll try.

Doctor: And you should get at least seven hours of sleep every night. Eight or nine hours would be better.

Jacob: OK.

Doctor: Here's some medicine for your throat. Take it every morning and night.

Jacob: Thanks, Doctor. Doctor: You're welcome.

Narrator: Now, listen again and check.



#### Conversation Skill Offering help. Listen and repeat. 📆



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that "What can I do for you?" and "How can I help?" can be used to offer help.
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 19

M: What can I can do for you?

M: How can I help?



## a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### 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.

# b. Use the prompts to give advice for each problem.

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

#### c. Fill in the blanks using should or shouldn't.

- 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.

# d. In pairs: Ask for and give your partner advice using the prompts.

- 1. Divide the class into pairs.
- 2. Have students ask for and give advice using the prompts.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 20

G1: I have a stomachache.

G2: You should take some medicine.

## Pronunciation

#### a. Isolate.

Briefly explain the pronunciation feature.

#### b. Model. (21)

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the pronunciation feature.

#### Track 21

B/G: Do you get enough sleep? B/G: Do you eat a lot of fast food?

#### 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.

#### Track 22

M: Do you do exercise? M: Do you eat fresh fruit?

#### d. Practice 2

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



#### Practice 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 using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.



#### Speaking How Are You Feeling Today?

- a. In pairs: Student B, turn to page 118, File 2. Student A, you're a doctor giving advice to a sick patient. Ask your patient questions, complete the questionnaire, and give advice if you need to for each question.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.

- 3. Have Student B turn to page 118, File 2.
- 4. Have students ask and answer to complete the questionnaire.
- 5. Have some students share the ideas with the class.
- b. Swap roles. Student A, now you're the patient. Answer the doctor's questions and write down their advice.

Have students swap roles and repeat.



#### Answer Keu

#### Listening a. ... New Words a. ... 2. He is sick. A. 1 B. 8 Listening b. C. 7 1. sore throat D. 6 2. (very) tired E. 2 F. 4 3. late G. 5 4. laptop H. 3 5. seven

### Grammar b.

- 1. You shouldn't eat so much candy.
- 2. You should take (some) medicine.
- 3. You shouldn't eat junk food.
- 4. You should see a doctor.
- 5. You should take an eye test.
- 6. You shouldn't sit down all day.
- 7. You should eat something.

## Grammar c. ....



- 1. should 2. shouldn't
- 3. should should
- 4. Should should
- 5. should
- 6. should
- 7. shouldn't

#### Pronunciation c.



Do you do exercise? – Wrong. There's no connected speech.

#### Can you...?

- talk about healthy food
- write a request letter

Writing Skill: Writing request letters



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



#### In pairs: What food and drinks can you buy at your school? Which are healthy and which are unhealthy?

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



#### Listening

#### a. Listen to an interview with James Olive. Where is the interview taking place?

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

#### b. Now, listen and circle.



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

#### Track 23

W: Welcome back. I'm here talking to James Olive. M: Hello.

W: Please tell everyone what you do, James.

M: Sure. I go to schools around the country and ask principals to sell healthier food in their cafeterias.

#### W: Whv?

M: Well, lots of schools only sell food and drinks like pizza, burgers, and soda. These are not healthy and really don't help students learn and feel healthy. Fast food and soda have a lot of sugar and salt in them. In just a few hours after eating lunch, they will feel tired and it will be harder to listen in class.

W: I see.

M: Instead, cafeterias should sell "brain food" like fruits and nuts. These foods help you study better and feel much healthier. So, if your school only sells unhealthy food, you should write a letter to your principal and ask for healthy options.

W: Thanks, James.

Narrator: Now, listen again and check.



#### Reading

#### a. Read Tony's letter and circle who you think Mrs. Clancy is.

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

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

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

#### c. In pairs: What can you buy in your school cafeteria?

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



- a. Read about writing request letters. Then, read Tony's letter again and fill in the labels.
- 1. Have students read the Writing Skill box and Tony's letter again, then fill in the labels.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Number the sentences (1-7). Use the skill box to help you.
- 1. Have students read the sentences.
- 2. Have students number the sentences.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



- a. In pairs: Look at the pictures. Discuss which foods you think would help you study better. Why or why not? Can you buy any of these at your school?
- 1. Divide the class into pairs.
- 2. Have students ask and answer using the questions.
- 3. Have some students share their ideas with the class.
- b. Now, complete the table about your school.
- 1. Have students fill in the table.
- 2. Have some students share their ideas with the class.

## Let's Write!

Now, write a letter to your school's principal asking for better food in your cafeteria. Use the Feedback form to help you. Write 60 to 80 words.

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

# Answer Keu

### Listening a. ...



## Listening b. ...

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

## Reading a.

2. Tony's school principal

## Reading b. ...

- 1.b
- 2. b
- 4. a

#### Writing a. ...



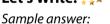
- 2. Greeting
- 3. Say who you are and why you are writing
- 4. Introduce the problem

### Writing b.



- a. 4 b. 1 f. 5
- c. 2 g. 6
- d. 3

#### Let's Write!



Duy Nguyễn

189 Nguyễn Phúc Chu Street, Ward 15,

Tân Bình District, Ho Chi Minh City

Mr. Anh Trần

148 Nguyễn Đình Chính Street, Ward 8, Phú Nhuân District, Ho Chi Minh City

Dear Mr. Anh,

I am writing to ask for more healthy food in the cafeteria.

It sells lots of soda and fast food. They have too much sugar and salt in them. It is not good for students.

I think it should sell more fruit and smoothies. This will help students learn better and be healthier.

Please help us by asking the cafeteria to sell healthier food and drinks soon.

Sincerely,

Duy Nguyễn



# Unit 3 Ausic and Arts

Can you...?

- talk about music that you like
- use the Present Simple for facts



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



New Words

#### a. Match the words with the pictures. Listen and repeat. (24)

- 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: Say which types of music you like and dislike. Describe them using the adjectives below.

- 1. Have pairs say and describe what types of music they like or dislike using the adjectives in the box.
- 2. Have some pairs share their ideas with the class.

#### Track 24 A

- 1. M: pop
- 2. M: classical music
- 3. M: rock

- 4. M: country (music)
- 5. M: jazz
- 6. M: hip hop



#### a. Read the blog posts. Do Bình and Linh both like rock music?

- 1. Have students read the question.
- 2. Have students read the blog posts and answer the auestion.
- 3. Check the answer as a whole class.

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

- 1. Have students read the blog posts individually.
- 2. Read the blog posts as a whole class.
- 3. Have students circle the correct answers.
- 4. Check answers as a whole class.

#### c. In pairs: When do you like to listen to music?

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



#### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### **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.

#### b. 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.

#### c. Write sentences using the pictures.

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

#### d. In pairs: Ask and answer.

- 1. Divide the class into pairs.
- 2. Have students take turns asking and answering the questions.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 25

G: Do you like pop? B: No, I don't. I like rock.

# **Pronunciation**

#### a. Isolate.

Briefly explain the different sounds /s/, /z/ of "s."

#### b. Model. (26)

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

#### Track 26 $\bigcap$

B/G: likes, hates B/G: loves, enjoys

### 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.

#### Track 27

M: listens, plays, wants

#### d. Practice 2

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

## Practice

#### a. Point, ask, and answer.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs take turns pointing, asking, and answering using the pictures and words in the box.
- 4. Have some pairs demonstrate the activity in front of the class.

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

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

## Speaking MUSIC SURVEY

- a. In fours: Fill in the table with your own information. Put a tick () if you like the music or a cross (x) if you don't, and add an adjective to give your opinion. Then, ask three friends and complete the table.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into groups of four.

- 3. Have students fill in the table for themselves.
- 4. Have students ask three friends and complete the table.

#### b. What is the most popular kind of music in your group?

- 1. Have students decide which is the most popular kind of music in their group.
- 2. Have some students share their findings with the class.

## Answer Keu

### New Words a. ...

- 1. pop
- 4. country (music)
- 2. classical music
  - 5. jazz
- 3. rock 6. hip hop

## Reading a. ...\*

No, they don't.

## Reading b. ...

- 1. b
- 4. c 2. a 5. b
- 3. b

## Grammar b. ...



- 1. loves doesn't
- 2. listens does
- 3. don't is
- 4. Do listen love
- 5. play practice
- 6. does finish finishes

#### Grammar c. ....



- 1. Does Bill like jazz?
- 2. Joe doesn't like pop.
- 3. I love rock.
- 4. I don't like hip hop.
- 5. Does Tom like classical music?
- 6. Jack likes country music.

## Pronunciation c.



wants - Different. The sound of "s" in "wants" is /s/, not /z/.

# Unit 3 Music and Arts

Can you...?

make plans to go to a music event

use prepositions of time and possessive adjectives

Conversation Skill: Inviting someone to speak



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



#### 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: Ask and answer about each type of music. Do you like any of them?

#### Track 28

1. M: blues

2. M: reggae

5. M: folk (music)

4. M: RnB

3. M: electronic

6. M: heavy metal

- 1. Have pairs discuss whether they like any of the types of music in Task a.
- 2. Have some pairs share their ideas with the class.



- a. Listen to three friends talking about a music event. Where are they?
- 1. Have students read the question.
- 2. Play audio. Have students listen and answer the guestion.
- 3. Check the answer as a whole class.

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



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and answer the questions.
- 3. Check answers as a whole class.
- c. In pairs: What kind of music concert would you like to go to? Which band or singer would you like to see?
- 1. Have students discuss the questions.
- 2. Elicit answers from some students.

#### Track 29

Jack: Hey Mary and Tom. Do you guys want to go to the music festival this weekend? Mary: Sure, who should we see?

Jack: What about B. J. Jones?

Mary: Hmm, blues is OK, but I prefer reggae.

Jack: What about Marlon Ellis? He's a reagae singer.

Mary: Oh yeah, he's great. When's his show?

Jack: It's at 5 p.m. on Saturday.

Mary: Tom, can you make it on Saturday? Tom: I'm busy then. What about on Sunday?

Jack: You want to listen to folk music? Tom: Hmm...I prefer rock to folk music. Jack: The rock band is on Saturday, too!

Tom: Who's playing on Sunday? Jack: What about Big Cheeze?

Tom: I don't like hip hop. I prefer RnB.

Jack: OK. What about Melody Sol? She's an RnB singer.

Tom: When's her show? Jack: It's at 3 p.m. on Sunday.

Tom: I'm free then! How about you, Mary?

Mary: Sure.

Tom: Hey, lunch break is over. It's time to get back to

class.

Jack: See you guys on Sunday.

Narrator: Now, listen again and check.



Conversation Skill Inviting someone to speak. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that to invite someone to speak, say "What about you, (Tom)?" or "How about you, (Mary)?"
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 30 🕰

B: What about you, Tom? B: How about you, Mary?



#### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### **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.

# b. Fill in the blanks with *in*, *on*, or *at*, and the correct possessive adjectives.

- 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.

#### c. Look at the table and write the answers.

- 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.

# d. In pairs: Ask and answer using the information in the table.

- 1. Divide the class into pairs.
- 2. Have students ask and answer using the questions and the information in the table.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 31

B: Whose instruments are these? M: That's my guitar, her piano, and his drum kit.

## Pronunciation

#### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

#### b. Model. (CDI)



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

#### Track 32

B/G: I don't like reggae. I prefer blues.

#### 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.

#### Track 33 $\cap$

M: I like pop. I don't like classical music. M: I don't like jazz. I prefer hip hop.

#### d. Practice 2

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

#### Practice

#### a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with two students.
- 2. Divide the class into groups of three.
- 3. Have groups practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some groups demonstrate the activity in front of the class.

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

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

#### Speaking It's Showtime!

- a. There's a music festival in your town this weekend. In threes: Ask and answer about the different music shows, then choose four artists to see. Complete the notes.
- 1. Demonstrate the activity by practicing the role-play with two students.
- 2. Divide the class into groups of three.
- 3. Have students ask and answer about the different

- music shows, then decide on four artists to see and complete the notes.
- 4. Have some students share their findings with the class.

#### b. Which bands or singers will you see at Festibeat? Share with the class.

- 1. Have students discuss which bands or singers they
- 2. Have some students share their ideas with the class.

#### **Answer Key**

#### New Words a. ...



## Listening a. ...





#### 1. our - on





- 1. blues
- 2. reggae
- 3. electronic
- 4. RnB
- 5. folk (music)
- 6. heavy metal

2. at school

- Listening b.
- 1. blues
- 2.5 p.m.
- 3. rock
- 4. 3 p.m.
- 5. Sunday

#### Grammar b. Grammar c.

- 2. your in
- 3. in his
- 4. Her at
- 5. Their in

- 1. You can watch her concert at 8 p.m. on Friday.
- 2. You can see their afternoon show at 3 p.m. on Saturday.
- 3. You can hear her songs at 10 p.m. on Friday.
- 4. You can see his late night concert at 11 p.m. on Saturday.
- 5. You can see their final show at 6 p.m. on Sunday.

#### Pronunciation c. ...\*



I like pop. I don't like classical music. – Wrong. Intonation rises.

# Music and Arts

#### Can you...?

- talk about a movie you like
- write a paragraph describing a movie

Writing Skill: Writing a movie description



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



#### Let's Talk!

In pairs: Name three movies you like and say why you like them. What are the different types of movie you can watch?

- 1. Divide the class into pairs.
- 2. Have students look at the pictures and discuss the auestions.
- 3. Elicit answers from some students.



#### Listening

#### a. Fill in the blanks using the words in the box. Listen to an English teacher and check your answers.

- 1. Have students read the sentences.
- 2. Have students fill in the blanks using the words in the
- 3. Play audio. Have students listen and check their answers.

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



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

#### Track 34 $\bigcap$

Teacher: OK, class, today we are going to write about movies we like. First, start with the movie name, and what type of movie it is. Next, write about the main character or star of the movie. For example, the star is Brad Pitt. After that, write where the movie takes place. This is the setting. For example, you can say, the movie is set in America. After that, tell the main parts of the story. This is called the plot. Say what the movie is about, but don't tell the ending. Then, you should describe some good or bad parts of the movie. At the end, you should give your overall feelings and who would enjoy the movie. This is called the conclusion.

Narrator: Now, listen again and check.



#### Reading

#### a. Read the description and choose the best title.

- 1. Have students read the sentences.
- 2. Have students read the description and choose the best title.
- 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 description and fill in the blanks.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### c. In pairs: Would you like to watch this movie? Why (not)?

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



- a. Read about writing a movie description. Then, read the description of The Dark Knight again and underline the plot summary.
- 1. Have students read the Writing Skill box and the description again, then underline the plot summary.
- 2. Have students check their answers with a partner.
- Check answers as a whole class.

- b. Reorder the movie description. Use the skill box to help you.
- 1. Have students rewrite the movie description in the correct order.
- 2. Have students check their answer with a partner.
- 3. Check answers as a whole class.



- a. You're talking about your favorite movies. In pairs: Ask your partner the following questions.
- 1. Divide the class into pairs.
- 2. Have students ask and answer using the questions.
- 3. Have some students share their ideas with the class.
- b. Make notes about your favorite movie using the questions.
- 1. Have students make notes about their favorite movie using the questions.
- 2. Have some students share their ideas with the class.



Now, write a short description of a movie you like. Use the Feedback form to help you. Write 60 to 80 words.

- 1. Draw students' attention to the Feedback form and the model in Writing.
- 2. Have students write a short movie description.
- 3. Have some students read their descriptions in front of the class.



## Listening a. 👡



- 2. setting
- 3. plot
- 4. conclusion

## Writing a.

The Dark Knight – An action-packed crime drama

The Dark Knight is a superhero movie set in Gotham City. The star is a superhero called Batman. He fights crime in Gotham.

Batman dresses like a black bat and drives a cool car to fight crime.

In this movie, he fights against the Joker. The Joker does a lot of terrible crimes. Batman tries to help his friends and catch the Joker.

The acting is really good, it has a lot of exciting action, and the story is really dramatic.

Overall, I think this movie is great. If you like superhero movies, then you will love it.

## Listening b.

Reading a. ...\*

- 1. at the start
- 2. the ending
- 3. who would like the movie

## Writing b.

- 2. The star is Anna, a young princess.
- 5. I think all kids will love this movie.
- 4. The songs are fantastic!
- 1. Frozen is an animated movie. It is set in a fantasy world.
- 3. In the movie, Anna has to travel across a frozen country to find her sister, Elsa.

1. The Dark Knight - an action-packed crime drama

#### Let's Write!

#### Sample answer:

The movie is called *The Lion King*.

It's an animated movie set in Africa.

The star of the movie is Simba, a young lion.

In the movie, an evil lion called Scar kills Simba's father. Simba has to fight him to become the king of the lions.

The music in this movie was great, and it looked really beautiful.

I love this movie, and I think kids will really enjoy it.

### Reading b. \*\*\*

- 1. Gotham
- 2. car
- 3. fights
- 4. superheroes

# Unit 4 Community Services

#### Can you...?

- suggest and plan a charity event
- use "should," "Let's," and "How about" to make



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



#### New Words

### 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. Circle the correct definitions for the underlined words. Listen and repeat.

- 1. Have students read the sentences and circle the correct definitions.
- 2. Divide the class into pairs and have them check their answers with their partners.
- 3. Check answers as a whole class.
- 4. Play audio. Have students listen and repeat.

#### c. In pairs: Discuss and add more events to the box.

- 1. Have pairs discuss more events and write them in the box.
- 2. Elicit their ideas and write them on the board.

#### Track 35

- 1. M: car wash
- 2. M: bake sale
- 3. M: craft fair
- 4. M: talent show
- 5. M: fun run

#### Track 36 A

- 1. M: volunteer
- 2. M: charity event
- 3. M: right



#### Reading

#### a. Read the article and choose the best headline.

- 1. Have students read the sentences.
- 2. Have students read the article and choose the best headline.
- 3. Check the answer as a whole class.

#### b. Now, read and write Yes, No, or Doesn't say.

- 1. Have students read the article individually.
- 2. Read the article as a whole class.
- 3. Have students write "Yes," "No," or "Doesn't say."
- 4. Check answers as a whole class.

#### c. In pairs: Which of the two events would you like to take part in?

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



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### 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.

#### b. Fill in the blanks with Let's, should, or How about.

- 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.

#### c. 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.

#### d. In pairs: Ask and answer.

- 1. Divide the class into pairs.
- 2. Have students take turns asking and answering the questions.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 37 $\bigcap$

B: I think we should organize a fun run. G1: How about selling cakes? G2: Let's wash cars!



#### a. Isolate.

Briefly explain the pronunciation feature.

#### b. Model.

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

#### Track 38

- G: bake sale
- G: talent show
- G: car wash

### c. Practice 1

- 1. Play the audio and 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.

#### Track 39 A

B: charity event

B: craft fair

#### d. Practice 2

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



#### Practice

- a. Ask and answer using the questions and the prompts.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs ask and answer using the guestions and the prompts.
- 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 Charity for the Community

- a. You're planning a charity event for your community. In threes: Discuss and decide who you want to help, then plan your event and complete the poster.
- 1. Divide the class into groups of three.

- 2. Have students discuss who they want to help and plan their events together.
- 3. Have students complete the posters.

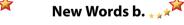
#### b. Share with the class.

Have some groups share their ideas with the class.



#### Answer Keu

New Words a. ...





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

# Reading a. ...

1. Help Us Bring Happiness to Children!

# Reading b. ...\*

- 1. Doesn't say 4. Yes 2. No 5. Yes
- 3. No

# Grammar b.

1. Let's 4. How about 2. How about 5. should 3. Let's 6. How about

## Grammar c.

1. Let's 4. should 2. shouldn't 5. shouldn't 3. Let's not 6. Let's

# Pronunciation c. ...\*

craft fair - Wrong. The stress is on the second syllable "fair."

# Unit 4 Community Services

Can you...?

- talk about things we did to help our community
- use the Past Simple with regular verbs

Conversation Skill: Introducing a topic



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



#### **New Words**

#### a. Fill in the table. Listen and repeat. 40

- 1. Demonstrate the activity. 2. Have students fill in the table.
- 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: Add more words to the table. Share your ideas with the class.

1. Have pairs add more activities to the table.

#### Track 40 A

- 1. M: plant trees
- 2. M: plant flowers
- 3. M: raise money
- 4. M: clean up parks
- 5. M: clean up streets
- 6. M: recycle cans
- 7. M: recycle bottles
- 8. M: donate books
- 9. M: donate old clothes
- 2. Have pairs talk about other things they do to help their community.
- 3. Have some pairs share their ideas with the class.



#### a. Listen to two people talking. What is the purpose of the interview?

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

#### b. Now, listen and circle.



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

### c. In pairs: What kinds of things could you do to help your local community?

- 1. Have students discuss the question.
- Elicit answers from some students.

#### Track 41 A

Ms. White: Welcome to Teen Talk. I'm talking to Annie Williams. She's a middle school student and this month she has been busy helping our community.

Annie: Hi.

Ms. White: So, Annie, let's talk about what you did to help our community.

Annie: Last month, I donated warm clothes and my old toys. My sister donated some comics. They went to the poor children.

Ms. White: Great. What else did you do?

Annie: Last week, I cleaned up the park near my house. It was dirty so we picked up the garbage. We also planted flowers and trees there. Now, kids can enjoy playing in the park.

Ms. White: Fantastic. Can you tell us about your volunteer work?

Annie: Well, yesterday, my friends and I volunteered at Fair View's soup kitchen.

Ms. White: Wow! You guys did a great job to help our community.

Annie: Thank you, Ms. White.

Narrator: Now, listen again and check.



#### Conversation Skill Introducing a topic. Listen and repeat. 👊



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we can introduce a new topic by saying "Let's talk about..."
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 42

W: Let's talk about what you did to help our community.



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### **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.

# b. Fill in the blanks with the Past Simple form of the verbs in brackets.

- 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.

#### c. Look at the table and write the sentences.

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

# d. In pairs: Ask and answer using the information in Task c.

- 1. Divide the class into pairs.
- 2. Have students ask and answer using the information in Task c.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 43

G1: What did you do to help our community? G2: Last week, we cleaned up the park.

#### a. Isolate.

Briefly explain the pronunciation feature.

#### b. Model.

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

#### Track 44

M: cleaned, helped, collected volunteered, liked, planted

#### c. Practice 1

- 1. Play the audio and have students listen and cross out the option that is pronounced differently from the others.
- 2. Play audio again and check answers as a whole class.

#### Track 45

- M: 1. recycled, raised, stopped
  - 2. donated, organized, completed
  - 3. picked, wanted, washed

#### d. Practice 2

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



#### a. Ask and answer.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs ask and answer using the pictures.
- 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 HELP THE COMMUNITY

- a. Your school went out to help the community. Fill in the table with details about what you did. Then, ask your partner about what they did and complete the table on the right. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.

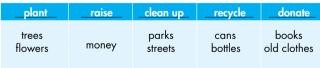
- 3. Have students complete the table with information about what they did to help the community and ask their partner to complete the table on the right.
- 4. Swap roles and repeat.

#### b. Share with the class.

Have some students share their findings with the class.

# **Answer Key**

#### New Words a.



### Listening a. ...

1. To find out how students helped their community.

## Listening b. \*\*

1.b 4.c 2.a 5.c 3.b

## Grammar b. 📈

1. volunteered

- 4. donated didn't use
- 2. cleaned up3. raised5. collected6. planted

# Grammar c. 💉

- 1. Đức cleaned up the park last month./Last month, Đức cleaned up the park.
- 2. Lan didn't plant flowers yesterday./Yesterday, Lan didn't plant flowers.
- 3. Last week, Đức and Lan donated clothes./Đức and Lan donated clothes last week.
- 4. Did Lan clean up streets two weeks ago?
- Đức and Lan didn't volunteer at a soup kitchen last Sunday,/Last Sunday, Đức and Lan didn't volunteer at a soup kitchen.
- 6. Did Đức donate books three days ago?

#### Pronunciation c. ,

1. stopp<u>ed</u> 2. organiz<u>ed</u>

3. wanted

# Unit 4 Community Services

Can you...?

- talk about how to help the environment
- write an email about an environmental clean-up

Writing Skill: Writing emails to describe past experiences



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



#### Let's Talk!

In pairs: Look at the picture. Do you know any beaches that look like this? How does it make you feel? What can we do to stop this from happening?

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



#### Listening

#### a. Listen to Annie talking to Robert. What do you think Annie's job is?

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

#### b. Now, listen and circle.



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

#### Track 46

W: Hello. I'm Annie Jones and I'm here at Shell Beach in Greenview City. Today, Clean Global is here with over one hundred volunteers to clean up the beach. Here I have Robert Owen, the organizer of today's event. Hi Robert!

M: Hello.

W: Tell us about your organization.

M: We're Clean Global. We organize fifteen clean-ups every year all over the country. We help keep beaches, parks, and forests clean.

W: That's great.

M: Thanks. But we need more volunteers. On Saturday, July twentieth, we are meeting at Lakeside Forest. If you want to contact us, get more information, or join in, please visit us at www.cleanglobal.com. For every clean-up we provide trash bags, gloves, and a small lunch for all volunteers. Just remember to bring water and sunscreen!

Narrator: Now, listen again and check.



#### Reading

#### a. Read Jane's email to Dan. Would Jane like to take part in future clean-ups?

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

#### b. Now, read and write True or False.

- 1. Have students read the questions.
- 2. Have students read the email and write "True" or "False."
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### c. In pairs: Would you like to take part in a beach clean-up? Why (not)?

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

# Writing

- a. Read about writing emails to describe past experiences. Then, read Jane's email again and circle the information, answering "what?," "when?," "where?," and "who?"
- 1. Have students read the Writing Skill box and Jane's email again, then circle the information, answering "what?," "when?," "where?," and "who?"
- 2. Have students check their answers with a partner.

- 3. Check answers as a whole class.
- b. Write full sentences using the prompts. Then, number the sentences (1-4) to match them with the order in the skill box.
- 1. Have students read the prompts.
- 2. Have students write full sentences using the prompts.
- 3. Have students number the sentences.
- 4. Have students check their answers with a partner.
- 5. Check answers as a whole class.



- a. In pairs: Look at the pictures of places in Greenview City. Can you see similar problems near where you live? Where? Why is there so much trash?
- 1. Divide the class into pairs.
- 2. Have students ask and answer using the questions.
- 3. Have some students share their ideas with the class.
- b. Now, choose a place in Greenview City. Use your own ideas to fill in the tables about a clean-up there.
- 1. Have students fill in the tables.
- 2. Have some students share their ideas with the class.



Now, write an email to a friend describing your experience of an environmental clean-up. Use the Feedback form to help you. Write 60 to 80 words.

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



Listening a.



2. a reporter



- 1. a 2. b
- 3. c
- 4. b
- 5. b

Reading a. ...



1. Yes

# Reading b. ...

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

## Writing a. ....



Let me tell you about my vacation. It was very different this year.

I took part in a beach clean-up and it was great!

I arrived at Pebble Beach in Somerton on Tuesday morning. It was really dirty and the smell was horrible. There were plastic bags and trash everywhere so we had to clean it up Over 150 volunteers took par We worked for eight hours and picked up over five tonnes of trash! The beach looked amazing after we finished.

Save The Beaches organized the event. It organizes at least five clean-ups every year. They are all over the country. I want to do another one next year. Would you like to come? Let me know.

See you,

Jane

# Writing b. ....

A. It was a great event. Would you like to join next year?

B. I took part in a beach clean-up in Hightown.

C. I went to a clean-up last week at Rocky Beach. Over fifty people took part.

D. I could smell the trash. It was terrible!

4

1

# Let's Write!

Sample answer:

Hi Nguyên,

I went to a park clean-up in Greenview City. It was really fun.

Last week, I went to Nowton Park. There was lots of trash in the park. Four hundred volunteers took part. We worked for three hours. The park looked very clean after.

It was a good day. I want to do it again soon. Do you want to do it, too?

See you,

Mạnh

# food and Drinks

Can you...?

talk about what food you need to buy

use quantities and amounts

Conversation Skill: Asking for repetition



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



#### New Words

### 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: Practice saying units of measurement with the ingredients using the numbers below.

#### Track 47

1. M: spaghetti

5. M: tablespoon

- 2. M: milliliters
- 6. M: onion 7. M: teaspoon
- 3. M: lemon 4. M: grams
- 8. M: tomato
- 1. Have students practice saying units of measurement with the ingredients using the numbers in the table.
- 2. Have some pairs demonstrate the activity in front of the class.



### Listening

#### a. Listen to Logan talking to his mom. Where are they?

- 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 and write the amounts or quantities they need. (48)

- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and write the amounts or quantities the speakers need.
- 3. Check answers as a whole class.

#### c. In pairs: What do you usually buy at the supermarket?

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

#### Track 48

Logan: Can we make spaghetti tonight, Mom? Mom: Yes, we can...but we need to buy some first.

Logan: How much do we need?

Mom: Let's see...We need four hundred and fifty grams.

Logan: Sorry, how much?

Mom: Four hundred and fifty grams. That's one box.

Logan: OK. What else do we need?

Mom: Do you want to have spaghetti and spicy tomato

sauce?

Logan: Not spicy.

Mom: No problem. We need some tomatoes, then.

Logan: How many?

Mom: Five. We also need some oil. Do we have enough?

Logan: How much do we need?

Mom: Six tablespoons.

Logan: Then we need to buy a new bottle of oil. Add it

to the shopping list.

Mom: OK. Add four onions to the list, too.

Logan: Sure. So we need one box of spaghetti, tomatoes...

Sorry, how many tomatoes?

Mom: Five.

Logan: Five tomatoes, oil, and four onions. Is that all?

Mom: Yes. Now, finish your homework and then we can

go shopping.

Narrator: Now, listen again and check.



#### Conversation Skill Asking for repetition. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that to check an amount or a quantity, say: "Sorry, how much?" or "Sorry, how many?".
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 49

B: Sorry, how much?

B: Sorry, how many?



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### 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.

#### b. 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.

#### c. Look at the table of ingredients you need. Read the answers and write the questions.

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

#### d. In pairs: What ingredients are in your fridge? How much/many?

- 1. Divide the class into pairs.
- 2. Have students ask each other about the ingredients in their fridge.
- 3. Have some pairs demonstrate the activity in front of

#### Track 50 A

G: How much sugar do we need? W: We need one hundred grams.

#### a. Isolate.

Briefly explain the /sp/ sound.

### b. Model. (51)

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

#### Track 51

M: spaghetti, tablespoon, speaker

## c. Practice 1

- 1. Play the audio and have students listen to the sound, then find and note down three more words with the
- 2. Play audio again and check answers as a whole class.

#### Track 52

M: teaspoon, spicy, special

#### d. Practice 2

Have students practice saying the examples and the words they noted down with a partner, using the pronunciation feature.



Practice Ask and answer using the recipes.

- 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 recipes.
- 4. Have some pairs demonstrate the activity in front of the class.

Speaking What Do We Need?

- a. In pairs: Student B, turn to page 119, File 3. Student A, you're helping your friend cook lemon pancakes. Look at the recipe for lemon pancakes and answer Student B's questions.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student A stay on the page and Student B turn to page 119, File 3.
- 4. Have students do the role-play.

- b. Swap roles. Student A, ask Student B what you need to make spaghetti and beans, then write the recipe in your notebook.
- 1. Have pairs swap roles and do the role-play.
- 2. Have some students demonstrate the role-play in front of the class.

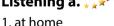
# **Answer Key**

## New Words a. ... A. 6 B. 3 C. 5 D. 4 E. 8 F. 1 G. 2 H. 7

# Listening a. ...







# Listening b. ...\*



- 1.450 g
- 2. five
- 3. one bottle
- 4. four

### Grammar b. ...

- 1. much
- 2. many
- 3. much
- 4. many
- 5. many
- 6. much

# Grammar c. ...



- 1. How much butter do we need?
- 2. How many eggs do we need?
- 3. How much flour do we need?
- 4. How much oil do we need?
- 5. How many lemons do we need?
- 6. How much sugar do we need?

# Pronunciation c. ...

(Student's own answer)

Can you...?

talk about containers and quantities of food and drinks

use indefinite and definite articles



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



### 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.

#### Track 53

1. M: a bunch of bananas

5. M: a carton of eggs

2. M: a bag of flour 3. M: a bottle of oil

6. M: a stick of butter 7. M: a carton of milk

4. M: a can of beans

8. M: a box of spaghetti

#### b. In pairs: Say which of these you have in your kitchen.

- 1. Have students say which foods they have in their kitchen.
- 2. Check the answer as a whole class.

# Reading

#### a. Read the paragraph about Pete. What did his mom want him to do?

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

#### b. Now, read the paragraph and complete the table.

- 1. Divide the class into pairs.
- 2. Have students look at the paragraph and the table.
- 3. Have students read and complete the table.
- 4. Elicit answers from different pairs.

#### c. In pairs: What different containers do they mention in the reading? What other ones do you know?

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



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### 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.

#### b. 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.

# c. Read the paragraph and fill in the blanks with the correct articles.

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

# d. What did your mom buy from the supermarket last week? In pairs: Choose three things and tell your partner where she put them.

- 1. Divide the class into pairs.
- 2. Have students tell each other about three items their mom bought last week and where she put them.
- 3. Have some students demonstrate the activity in front of the class.

#### Track 54

M: Do you want a red apple or a green apple? B: I want the red apple.

#### a. Isolate.

Briefly explain the pronunciation feature.

#### b. Model. (201)

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

#### Track 55

B: a bunch of bananas G: a bag of sugar

#### c. Practice 1



- 1. Play the audio and 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.

#### Track 56 $\cap$

B: There's a bunch of bananas.

G: There's a bag of onions.

#### d. Practice 2

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

#### Take turns saying where to put the groceries.

- 1. Demonstrate the activity using the example.
- 2. Divide the class into pairs.
- 3. Have pairs take turns saying where to put the shopping.
- 4. Have some pairs demonstrate the activity in front of the class.



#### Speaking What Do You Have in Your Kitchen?

- a. Draw both kitchen diagrams in your notebook. Choose 7 items from the list and draw them in your kitchen. In pairs: Student A, ask Student B what food they have and where it is, then draw it on your partner's kitchen. Swap roles and repeat. Did you draw your partner's kitchen correctly?
- 1. Demonstrate the activity by practicing the example with a student.
- 2. Divide the class into pairs.

- 3. Have pairs draw the kitchens into their notebooks.
- 4. Have pairs draw the food items on their own kitchen.
- 5. Have students do the activity.
- b. Join another pair and look at their kitchens. Did you put any of the same ingredients in the same places?
- 1. Have pairs join another pair and compare their kitchens.
- 2. Have some pairs demonstrate the activity in front of the class.

#### Answer Keu

#### New Words a.



- 1. bunch
- 2. bag
- 3. bottle
- 4. can
- 5. carton
- 6. stick
- 7. carton
- 8. box

## Reading a. ...\*



2. put the groceries away

### Reading b.

-11 -11	- 11 - 11	
Top cupboard	Fridge	Bottom cupboard
onion	<u>eggs</u>	tomatoes
<u>chips</u>	<u>sandwiches</u>	<u>bananas</u>

# Grammar b.



- 1. Put the box of chocolate on the table.
- 2. He ate an orange for breakfast.
- 3. This is a big bag of rice.
- 4. Can you get me a bag of tomatoes?
- 5. Put the eggs in the fridge, please.
- 6. I bought a bag of flour and two bottles of oil.

### Grammar c. ...\*



1. a 2. an

6. a 7. the

3. the

4. the

5. a

### Pronunciation c.



There's a bag of onions. – Wrong. There's no connected speech.

### Unit 5

# Food and Drinks

Can you...?

talk about unusual foods in Vietnam

write a food blog post

Writing Skill: Writing food blog posts



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



# In pairs: What unusual foods can you think of? What's the strangest?

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



# a. A tour guide is talking to a group of tourists in Hà Giang Province. Where are the people?

- 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 choose the best word(s) to complete the sentences.

- 1. Have students read the sentences.
- 2. Play audio. Have students listen and choose the best word(s).
- 3. Check answers as a whole class.

#### Track 57

M: Okay, here we are, it's lunch time. Let's try some tasty local food! I'd like to tell you about one of Hà Giang's famous dishes, sâu tre, which is Vietnamese for "bamboo worms." People usually eat this dish between September and October, when the worms are really juicy. The chef washes the worms and puts salt on them. Then, he fries them with herbs in hot oil, or steams them. Some people say they taste like grilled corn, and other people say they taste like cheese. Yeah, I know, they look a little bit strange to you, but really, they taste delicious. I think you should all try one! Who wants to go first? Nobody? Okay, I'll eat one to show you... yum!



# a. Read the blog post and match the pictures to the underlined words.

- 1. Have students look at the pictures.
- 2. Have the students read the blog post and match the pictures to the underlined words.
- 3. Check answers as a whole class.

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

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

#### c. In pairs: Which strange foods do you want to try?

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



- a. Read about writing food blog posts. Then, read Long's blog and circle the six points listed below.
- 1. Have students read the Writing Skill box and Long's blog again, then circle the six points in the blog.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Number the sentences (1-6). Use the skill box to help you.
- 1. Have students read the sentences.
- 2. Have students number the sentences (1–6) using the
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



#### Speaking

- a. In pairs: Look at the pictures. Can you buy these dishes in your hometown? Would you like to try them? Why (not)? Is your hometown famous for any other dishes? Which ones?
- 1. Divide the class into pairs.
- 2. Have students look at the pictures and discuss the auestions.
- 3. Have some students share their answers with the class.
- b. Choose one of the foods in the pictures or your own idea, then make notes:
- 1. Have students choose a food from the pictures or their own idea.
- 2. Have students make notes on the food by answering the questions.
- 3. Have some students share their answers with the class.



#### Let's Write!

#### Now, write a food blog post using the information above or your own ideas. Write 60 to 80 words.

- 1. Draw students attention to the Feedback form.
- 2. Have students use their notes to write a food blog post.
- 3. Have some students read their blog posts in front of the class.

#### Answer Keu

### Listening a.



# 2. at a restaurant

# Listening b.

- 1. September and October
- 2. salt
- 3. fries
- 4. corn
- 5. delicious

#### Reading a. ... 1. insects

- 2. fry
- 3. garlic
- 4. spices

## Reading b.

- 1. strangest
- 2. insects
- 3. crunchy
- 4. bowl
- 5. healthy

## Writing a. ...

- 1. Title: How about fried insects as a snack?
- 2. From: In Ho Chi Minh City,
- 3. In the dish: a mix of different insects How you cook it: We fry them with spices and garlic.
- 4. How you serve it: We often eat them out of a bowl as a snack.
- 5. What it tastes like: Some insects taste like fish, others taste like potatoes or nuts./very crunchy
- 6. Why you recommend it: They are not only tasty but also healthy.

# Writing b. ...

- A. 4
- B. 5
- C. 1
- D. 6
- E. 2
- F. 3

# Let's Write!

# Sample answer:

You'll Love Grilled Frog!

In Ho Chi Minh City, it's common to see people eat *éch nướng*. It's a frog and we usually grill it on a barbecue. We cook the whole frog, and eat it with fried rice. It tastes like a mix of chicken and fish. The meat is soft and it's healthy, too. If you come to Ho Chi Minh City, you have to try it!

Can you...?

- decline invitations and express obligations
- use the Present Simple and "have to"

Conversation Skill: Declining an invitation



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



#### **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: Say which things you have to do at school.

#### Track 58

1. M: essay 2. M: project

5. M: test

3. M: homework

6. M: presentation

4. M: book report

- 1. Have pairs talk about things they do at school.
- 2. Have some pairs share their ideas with the class.



#### Listening

- a. Listen to two students trying to make plans. Who is busier?
- 1. Have students read the question.
- 2. Play audio. Have students listen and circle the correct answer.
- 3. Check the answer as a whole class.
- b. Now, listen and fill in the blanks.



- 1. Have students read the questions.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.
- c. In pairs: Does your life sound more like Alan's or Lucy's? Why?
- 1. Have students discuss the questions.
- 2. Elicit answers from some students.

#### Track 59 (

Lucy: Hey Alan. Do you want to see a movie after school?

Alan: Oh, I'm sorry, I can't. I have to finish my science project.

Lucy: Oh, no problem. What about Thursday? Are you free?

Alan: Why?

Lucy: Sue's having a party. Alan: Oh, I'm sorry I can't go.

Lucy: Why?

Alan: I have to study for a math test.

Lucy: Hmm. Are you busy on Friday? A few of us are

going to the library.

Alan: Oh no! I have to work on my book report.

Lucy: So when are you free?

Alan: Well, this Saturday, I'm going bowling with my brother. Do you want to come with us?

Lucy: Oh no! I'm sorry, I can't. I have to give a presentation on Saturday.

Alan: I know! Let's go on Sunday.

Lucy: Yeah!

Narrator: Now, listen again and check.



#### Conversation Skill Declining an invitation. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we can signal we are going to decline an invitation by saying "Thanks, but I'm sorry. I can't..." or "Thanks, but I'm sorry, I have to..."
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 60

Thanks, but I'm sorry. I can't... Thanks, but I'm sorry, I have to...



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Grammar table

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

#### b. Write sentences with have to using the prompts.

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

#### c. Fill in the blanks with have to, has to, don't have to, or doesn't have to.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with "have to," "has to," "don't have to," or "doesn't have to."
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### d. In pairs: What things do/don't you have to do at home or at school?

- 1. Divide the class into pairs.
- 2. Have students practice saying three things they have to do or don't have to do.
- 3. Have some students share their ideas with the class.

#### Track 61 $\cap$

G1: Do you want to watch a movie tonight? G2: I can't. I have to finish my book report by Friday.

#### a. Isolate.

Briefly explain the pronunciation feature.

### b. Model.

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

#### Track 62

B: I have to do my essay.

# 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.

#### Track 63 $\cap$

B: I have to give a presentation tomorrow. B: I have to do my math homework tonight.

#### d. Practice 2

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



#### Practice

#### a. Ask and answer.

- 1. Divide the class into pairs.
- 2. Have Student A ask and Student B answer.
- 3. Swap roles and repeat.
- 4. Afterwards, have some pairs demonstrate the activity in front of the class.

### b. Practice with your own ideas.

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



#### Speaking Do You Want to Go Out?

- a. Make plans with your classmate. In pairs: Student B, turn to page 119, File 4. Student A, write the activities you want to do and invite Student B to join you. Swap roles and repeat. Student A, turn to page 120, File 5.
- 1. Divide the class into pairs.
- 2. Have Student B turn to page 119, File 4.
- 3. Have Student A complete their notepad with activities they want to do.
- 4. Have students take turns inviting each other out and saying why they cannot go.

- 5. Have Student A turn to page 120, File 5.
- 6. Have students swap roles and repeat the role-play.
- 7. Have some pairs demonstrate the activity in front of the class.

#### b. Decide a time to meet.

- 1. Have students decide a time to meet.
- 2. Have some pairs demonstrate the activity in front of the class.



New Words a. ...

1. a 2. e

3. f

#### 4. b 5. d 6. c

Listening a. ...



#### 1. Alan

## Listening b. ...

- 1. science project 2. math test
- 3. Saturday

Grammar b. ....\*



- 1. We don't have to do our homework tonight.
- 2. They have to work together for a project.
- 3. Does he have to do his English homework?
- 4. She doesn't have to study for a test later.
- 5. He has to give a presentation for his history class.

## Grammar c. ...

1. don't have to

4. have to

2. has to

4. give a presentation

5. Sunday

5. doesn't have to

3. doesn't have to

### Pronunciation c. ...



I have to give a presentation tomorrow. – Wrong. There's no connected speech.

Can you...?

- talk about how you feel about school
- use intensifiers and "because"



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



#### **New Words**

### 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: When did you feel like the people in the pictures?

- 1. Have pairs talk about a time they felt like the people in the pictures.
- 2. Have some pairs share their ideas with the class.

#### Track 64 $\cap$

- 1. M: upset
- 2. M: fail
- 3. M: pleased
- 4. M: disappointed
- 5. M: surprised
- 6. M: delighted
- 7. M: annoyed
- 8. M: pass



#### a. Read the letter from James to his aunt. Is James doing well in school?

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

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

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

#### c. In pairs: What subjects do you find the easiest? What do you find the most difficult?

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



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### **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.

#### b. 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.

# c. Write sentences using the pictures and the prompts.

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

# d. In pairs: Talk about how you feel about school and why. Use the adjectives in the box.

- 1. Divide the class into pairs.
- 2. Have students talk about how they feel about school and why using the adjectives in the box.
- 3. Have some students practice in front of the class.

#### Track 65

G: Why are you upset?

B: I'm so disappointed because I got an F.

#### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

#### b. Model.



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

#### Track 66

B: I'm so pleased because I passed my history test.

#### 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.

#### Track 67 $\bigcap$

M: He's really happy because he got ninety percent on his English test.

They're so disappointed because they failed all their tests.

#### d. Practice 2

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

# 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 using the ideas on the right.
- 5. 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 What's Up?

- a. You're at school and want to know why your friend feels good or bad. In pairs: Take turns acting out the situations in the pictures while your partner guesses how you feel and why.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.

- 3. Have students take turns choosing one of the pictures and acting out the sitation.
- 4. Have the other student try to guess how they feel and why.

#### b. Now, join another pair and play again using your own ideas.

- 1. Have students join another pair.
- 2. Have students take turns acting out a situation while the other students try to guess.
- 3. Have some students demonstrate the activity in front of the class.

# **Answer Key**

### New Words a. ...



B-4 F-6

C-2

G-8 D-7H-5

# Reading a. ...\*



A-1

### Reading b. ...



2. b

4. b

# Grammar b. \*\*\*



- 1. I'm really happy because I passed my English test.
- 2. She's so upset because she lost her math textbook.
- 3. My mom is really disappointed because I failed my geography test.
- 4. I'm so annoyed because I got a D on my history homework.
- 5. The students were really surprised because they passed their exams.
- 6. She was so pleased because she got an A on her math test.

#### Grammar c. ...



- 1. She is so pleased because she got a B on her math exam.
- 2. She is really disappointed because she got an F on her history essay.
- 3. He is really surprised because he got an A on his English test.
- 4. She is so annoyed because her computer is slow.

### Pronunciation c. ...



They're so disappointed because they failed all their tests. – Wrong. There's no stress on "so."

Can you...?

- talk about studying abroad
- write a paragraph about studying abroad

Writing Skill: Using subordinating conjunctions (however, although) to show contrast



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



Let's Talk!

In pairs: Do you know the building in the picture? What do you think is good or bad about studying abroad?

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



#### Listening

- a. Listen to a teacher giving a presentation about studying abroad. What grade do you think her class is?
- 1. Have students read the question.
- 2. Play audio. Have students listen and circle the correct
- 3. Check the answer as a whole class.

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



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

#### Track 68 🔼

W: Good morning, class. Today, I want to tell you about studying abroad. I know most of you want to go to university next year. Why not go to university in another country? I went to university in France. It was a great experience. I studied there for one year. I could already speak some French, so I could make friends easily. I learned so much about French

However, there are some things about studying abroad that you might find difficult. You won't know your way around and might get lost. But universities will give you a map and tell you good places to go. It can also be very expensive to pay for your apartment and plane tickets.

If anyone has any questions, please ask me. Narrator: Now, listen again and check.



#### Reading

- a. Read the article. Did Anna have more good or bad experiences during her time in Spain?
- 1. Have students read the question.
- 2. Have students read the article and circle the correct answer
- 3. Check the answer as a whole class.
- b. Now, read and write True or False.
- 1. Have students read the questions.
- 2. Have students read the article and write "True" or "False."
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

- c. In pairs: Would you like to study abroad? What problems do you think you would have?
- 1. Have students discuss the questions.
- 2. Elicit answers from some students.



- a. Read about using conjunctions. Then, read Anna's paragraph again and underline the ideas linked with conjunctions.
- 1. Have students read the Writing Skill box and the paragraph again, then underline the ideas linked with conjunctions.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

#### b. Read and circle Yes or No.

- 1. Have students read the sentences.
- 2. Have students circle "Yes" or "No."

- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.
- c. Underline and correct the mistakes. Then, rewrite the correct sentences with however and although in your notebook.
- 1. Have students underline and correct the mistakes and rewrite the correct sentences with "however" and "although" in your notebook.
- 2. Have pairs check each other's work.
- 3. Have some students share their answers with the class.

# Speaking

- a. You just finished a year studying abroad. In pairs: Ask and answer the questions below.
- 1. Divide the class into pairs.
- 2. Have students ask and answer the questions.
- 3. Have some students share their ideas with the class.
- b. Now, talk about two positive and two negative experiences when you studied abroad. Then, fill in the table.
- 1. Have students talk about two positive and two negative experiences and fill in the table.
- 2. Have some students share their ideas with the class.



## Let's Write!

Now, write a paragraph about studying abroad. Use the Feedback form to help you. Write 60 to 80 words.

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



## Listening a. ...







a. Grade 12

# Listening b. 👡







2. one

3. French history

4. a map

5. apartments and plane tickets

## Reading a. ...



# Reading b. ...



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

# Writing c.

- 1. I want to study abroad. However, it is very expensive./ I want to study abroad, although it is very expensive.
- 2. Although she could speak French, her writing was bad./ She could speak French. However, her writing was bad.

5. Yes

6. Yes

7. Yes

- 3. Although he liked Italy, he was lonely./He liked Italy. However, he was lonely.
- 4. Ben wanted to study in France. However, his French was bad./Ben wanted to study in France, although his French was bad.

# Writing a. ...

"I just came back from my year studying in Spain. I'd like to share my experience of studying abroad. My Spanish becomes so much better after a year in Spain. I also met lots of interesting people. However, making friends was difficult at first. My Spanish wasn't good and no one understood me. But now I have five very good friends. Although it wasn't easy living alone, I quickly learned how to take care of myself. I got lots of help from my teachers and classmates during my time there. They showed me how to use public transportation and where to eat. I had a fantastic time in Spain!"

# Let's Write!

Writing b.

4. No

1. No

2. Yes

Sample answer:

I want to tell you about studying abroad in Australia. Studying abroad helped me improve my English. I could practice speaking with people everyday. However, it was difficult at first. I was lonely because people didn't understand me. Although it cost a lot of money, my university helped me find a part-time job. That helped a lot. I think studying abroad is very helpful for everyone.

# Transportation

Can you...?

- · describe and identify personal belongings
- use possessive pronouns and adjectives in order

Conversation Skill: Asking for confirmation



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



#### New Words

### 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: Discuss adjectives you could use for these items: suitcase, backpack, and luggage.

- 1. Have pairs discuss adjectives they could use to describe a suitcase, a backpack, and a luggage.
- 2. Have some pairs share their ideas with the class.

#### Track 69 A

- 1. M: boarding pass
- 2. M: passport
- 3. M: customs
- 4. M: baggage claim
- 5. M: suitcase
- 6. M: backpack
- 7. M: luggage

# Listening

#### a. Listen to Jenny and Fred at the airport. What are they doing?

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

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



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

#### c. In pairs: What type of luggage do you like to travel with? Why?

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

#### Track 70 A

Jenny: Let's get our luggage, Fred. Fred: OK. There's mine – it's the big blue backpack. Jenny: Can you see mine? Mine is a small purple bag.

Fred: Did you say a purple bag?

Jenny: Yes, that's right.

Fred: That's yours, Jenny, next to the black suitcase.

Jenny: Great! Hey, where are Lisa and Jake?

Fred: They're in the bathroom. We can find their

luggage for them.

Jenny: OK. What luggage does Lisa have? Fred: She has a small green backpack.

Jenny: Is this hers?

Fred: No, hers is old.

Jenny: Is that hers over there?

Fred: Yes, it is!

Jenny: What luggage does Jake have?

Fred: His is a new orange suitcase.

Jenny: This one?

Fred: That's right. OK, let's go!

Jenny: Wait, where are the passports?

Fred: Ours are in my bag. Lisa and Jake have theirs.

Jenny: Okay, let's go! I want to start on our holiday.

Fred: Yeah, I can't wait to see our hotel.

Narrator: Now, listen again and check.



#### Conversation Skill Asking for confirmation. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we can ask for confirmation by saying "Did you say...?" or "Was that...?"
- 3. Play audio. Have students listen and repeat.
- 4. Have some learners practice the conversation skill in front of the class.

#### Track 71

B: Did you say "a large suitcase"?

G: Was that "dark blue"?



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### **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.

#### b. Fill in the blanks with the correct order of adjectives.

- 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.

#### c. Fill in the blanks with the correct possessive pronouns to complete the conversation.

- 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.

#### d. In pairs: Ask your partner about the luggage. Use the prompts.

- 1. Divide the class into pairs.
- 2. Have students ask each other about the luggage using the prompts in the correct order.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 72

G: Is that your suitcase? B: No, it isn't. Mine is dark blue.

#### a. Isolate.

Briefly explain the pronunciation feature.

### b. Model. (201)

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

#### Track 73

G: ticket

G: airport

G: handbag

## 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.

#### Track 74 $\cap$

B: suitcase

B: luggage

#### d. Practice 2

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

Practice Point, ask, and answer.

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

- 3. Have pairs point, ask, and answer using the pictures.
- 4. Have some pairs demonstrate the activity in front of the class.



Speaking That's Not My Bag.

- a. You're at the baggage claim collecting your friends' luggage. In pairs: Student B, turn to page 120, File 6. Student A, ask which luggage your friends have. Point and guess. Then, number the boxes.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student B turn to page 120, File 6.
- 4. Have Student A ask which luggage their friends have and Student B answer.
- 5. Have Student A number the boxes.

- b. Swap roles and repeat. Student A, turn to page 121, File 7. Student B, ask which luggage their friends have. Point and guess. Then, number the boxes.
- 1. Have Student A turn to page 121, File 7 and Student B turn back to page 54.
- 2. Swap roles and repeat.
- 3. Have some pairs demonstrate the activity in front of the class.



# New Words a. ...

A. 5

B. 7

C. 2

D. 1

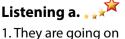
E. 6

F. 4

G. 3

## Listening a. ...

holiday.





## Listening b.



2. bathroom

3. orange

4. passports

# Grammar b.





2. large new orange

3. small new dark blue

4. small old brown

5. medium-sized old dark red

6. small old yellow

## Grammar c.



1. Mine 4. Hers

2. hers 5. mine

3. ours 6. theirs

### Pronunciation c.



suitcase – Wrong. The stress is on the second syllable "-case."

# Transportation



- compare different types of transportation
- use "(not) as...as..." to compare things



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



#### New Words

#### 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: Use adjectives to describe different types of transportation.

- 1. Have pairs use adjectives to describe different types of transportation.
- 2. Have some pairs share their ideas with the class.

#### Track 75

1. M: frequent

2. M: comfortable

3. M: reliable 4. M: ticket

5. M: eco-friendly

6. M: public

7. M: convenient



#### Reading

#### a. Read the travel guide and choose the best title.

- 1. Have students read the question.
- 2. Have students read the travel guide and choose the best title.
- 3. Check the answer as a whole class.

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

- 1. Have students read the sentences.
- 2. Have students read the travel guide and fill in the blanks.
- 3. Check answers as a whole class.

### c. In pairs: What types of transportation are there in your neighborhood?

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



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### **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.

#### b. Rewrite the sentences using (not) as...as...

- 1. Demonstrate the activity using the example.
- 2. Have students rewrite the sentences using "(not) as...as..."
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. Write sentences using the information in the table.

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

# d. In pairs: Make more sentences about transportation from the table. Use the prompts.

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

#### Track 76

G: How long does it take to go by bus? B: Twenty minutes. It isn't as fast as the train.

#### a. Isolate.

Briefly explain the /st/ sound.

### b. Model. (77)

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the pronunciation feature.

#### Track 77

M: first, tourist, festival

### c. Practice 1

- 1. Play audio. Have students listen to the sound, then find and note down three more words with the same sound.
- 2. Play audio again and check answers as a whole class.

#### Track 78

M: faster, station, best

#### d. Practice 2

Have students practice saying the examples and the words they noted down with a partner, using the pronunciation feature.

#### 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 using the ideas on the right.
- 5. 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 How Do We Get to the Park?

- a. You are deciding how to get to Richmond Park. In pairs: Student B, turn to page 121, File 8. Student A, ask your partner about the bus and answer their questions about the train. Then, compare the different ways to travel and decide how you will get to the
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.
- 3. Have Student B turn to page 121, File 8.

- 4. Have students ask and answer to complete the table.
- 5. Have students compare the information and choose how they will get to the park.

#### b. Join another pair. Will they use the same type of transportation? Why (not)?

- 1. Have students join another pair.
- 2. Have students check if they will use the same or different type of transportation and why.
- 3. Have some students share their decisions with the class.



#### Answer Key

## New Words a. ...\*

- 1. frequent
- 2. comfortable
- 3. reliable
- 4. ticket
- 5. eco-friendly
- 6. public
- 7. convenient

# Reading a. ...

2. Traveling in Vietnam

- Reading b. ...\*
- 1. fastest
- 2. eco-friendly
- 3. fast
- 4. online
- 5. quickly

## Grammar b. ...\*



- 1. My backpack isn't as old as yours.
- 2. My suitcase is as big as yours.
- 3. My sunglasses aren't as expensive as yours.
- 4. Trains are as comfortable as buses./Buses are as comfortable as trains.
- 5. My ticket isn't as cheap as your ticket.

## Grammar c. ....



- 1. The bus isn't as quick/fast as the train.
- 2. Trains aren't as frequent as buses.
- 3. Taxis aren't as cheap as buses.
- 4. The bus isn't as expensive as a taxi.
- 5. The car is as quick/fast as a taxi.

### Pronunciation c. ...

(Student's own answer)

# Transportation

Can you...?

talk about transportation

• write an opinion paragraph about a type of transportation Writing Skill: Writing opinion paragraphs



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



#### Let's Talk!

In pairs: Look at the pictures. What are the two kinds of transportation? Which would you most like to try? Why?

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



#### Listening

### a. Listen to Matt's vlog about two types of transportation. Which is better for kids?



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

#### b. Now, listen and tick ( ) the advantages for each kind of transportation.

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

#### Track 79

B: Hey everyone. It's Matt with another vlog. You know, adults can drive fun cars or cool motorcycles. But kids have to walk or ride a boring bike. It's time for kids to have our own cool transportation. So today, I want to talk about the One Wheeler and Hover Go. The Hover Go is easier to ride because it has two wheels. The Hover Go also has cool lights so you can ride at night. The One Wheeler can ride on sand and it's faster. The One Wheeler is better if you live in the countryside, but the Hover Go is great for cities. Everyone can choose their favorite color because both of them come in lots of cool and fun ones. The Hover Go and the One Wheeler are both great kinds of transportation for children.

Narrator: Now, listen again and check.



#### Reading

#### a. Look at the opinion paragraph. Who wrote the paragraph?

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

#### b. Now, read and write *True* or *False*.

- 1. Have students read the questions.
- 2. Have students read the paragraph and write "True" or
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

#### c. In pairs: Would the Wowscoot be convenient for where you live? Why (not)?

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



- a. Read about writing opinion paragraphs. Then, read Tony's paragraph again and underline the reason he gives.
- 1. Have students read the Writing Skill box and Tony's paragraph again, then underline the reason he gives.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Write full sentences using the prompts. Then, number the sentences (1–4) to match them with the parts of an opinion paragraph. Use the skill box to help you.
- 1. Have students read the prompts.
- 2. Have students write full sentences using the prompts.
- 3. Have students number the sentences (1–4).
- 4. Have students check answers with a partner.
- 5. Check answers as a whole class.



- a. Your town is going to buy one type of transportation for all the kids. In pairs: Look at the pictures. Discuss the different kinds of transportation and choose one for the kids in your town.
- 1. Divide the class into pairs.
- 2. Have students look at the pictures and discuss the questions.
- 3. Have some students share their ideas with the class.

- b. Choose one of the products above or make up your own. Use your own ideas to fill in the table.
- 1. Have students fill in the table.
- 2. Have some students share their ideas with the class.



Now, write an opinion paragraph about why every kid in your town should have this type of transportation. Use the Feedback form to help you. Write 60 to 80 words.

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



## Listening a. 🛶

3. They're both great for kids.

# Listening b.

One Wheeler	Hover Go	
	V	
	V	
~		
	~	
~	V	

# Reading a.

3. The owner of a Wowscoot

# Reading b.

1. True2. False3. False

3. False

# Writing a. \*\*\*

I believe the Wowscoot is the best transportation for kids in my city. The Wowscoot is the most convenient way to ride around any city. It is easy to carry because I can fold it and put it in my backpack. The best part of the Wowscoot is the electronic map. I just need to tell it the address I want to go to and it knows the way. Kids won't have to worry about getting lost ever again. They can just enjoy the ride. All the other kids in my city need to have a Wowscoot.

Tony Thompson

# Writing b.

A. I can ride it for more than 12 hours.

B. I think all the teens in my school should have a Speed Wheel. 1

C. All of my classmates need a Speed Wheel. 4

D. The Speed Wheel is reliable because it has a big battery.

## Let's Write! \*\*

Sample answer:

I think every kid in my town should have a Flyboard. The Flyboard is fast and convenient. The Flyboard can travel 30 kilometers per hour. I can go anywhere in a few minutes. The battery lasts for eight hours. I can ride it to school every day and I don't have to charge it. The Flyboard has an electronic map, so I won't get lost. That's why all kids in my town need a Flyboard.

67

# Festivals around the World

Can you...?

- talk about the festivals around the world
- use the Future Simple



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



#### New Words

## 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: Say which of these you'd like to see or try.

- 1. Have pairs say which of the things or activities they'd like to see or try.
- 2. Have some pairs share their ideas with the class.

#### Track 01

- 1. M: lantern
- 2. M: bonfire
- 3. M: race
- 4. M: eating competition
- 5. M: sculpture
- 6. M: water fight
- 7. M: hot-air balloon



#### Reading

#### a. Read the article and choose the best title.

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

#### c. In pairs: Would you like to visit the Sapporo Snow Festival or the Melbourne Moomba Waterfest? Why?

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



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### **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.

#### b. Fill in the blanks with the Future Simple.

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

#### c. 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.

#### d. In pairs: Ask and answer about the next Up Helly Aa using the prompts below.

- 1. Divide the class into pairs.
- 2. Have students ask and answer about the next Up Helly Aa using the prompts.
- 3. Have some students demonstrate the activity in front of the class.

#### Track 02

W: When's the next Balloon Festival? *M*: It'll take place from July eighth to tenth.

#### a. Isolate.

Briefly explain the pronunciation feature.

#### b. Model.

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

#### Track 03

- G: Colombian
- G: Malaysian
- G: Argentinian

# 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.

#### Track 04

G: Mongolian

G: Italian

#### d. Practice 2

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

# 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 using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

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

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

# Speaking

#### Speaking The Best Festival

- a. You're planning a new festival for your town. In pairs: Discuss and fill in the table with the details of your festival.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have students discuss and fill in the table with the details of their festivals.
- 4. Have some pairs share their ideas with the class.

- b. Join two other pairs. Tell them about your festival and discuss to choose the best festival.
- 1. Have students join two other pairs.
- 2. Have pairs take turns talking about their festivals.
- 3. Have students discuss to choose the best festival.
- 4. Have some groups share their ideas with the class.

# answer Key

### . . . . .

- New Words a. \*\*\*
- A. 4 E. 6 B. 1 F. 5 C. 7 G. 2
- D. 3

# G. 2

# Reading a. \*\*

2. The Most Interesting Festivals around the World

# Reading b.

- 1. Seven days.
- 2. Locals and famous artists.
- 3. Video games.
- 4. Labor Day.
- 5. Dance Zone, Dreaming Space and Kids Yoga.

# Grammar b.

- will begin
   will not/won't happen
   will play
   Will there be
- 3. will be 6. will open

# Grammar c.

1. is
 2. wear
 3. carry
 4. will take place
 5. will be
 6. will open
 7. will see
 8. will be

## Pronunciation c.

Mongolian – Wrong. The stress is on the first syllable.

# Festivals around the World

Can you...?

- compare how different countries celebrate festivals
- use "like" and "different from" to compare

Conversation Skill: Showing interest



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



#### New Words

#### 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 festivals and holidays in your country and the traditions to celebrate them.

#### Track 05 A

1. M: celebrate 4. M: tradition 5. M: greeting 2. M: midnight 3. M: wish 6. M: exchange

- 1. Have pairs talk about festivals and holidays in their country and the traditions to celebrate them.
- 2. Have some pairs share their ideas with the class.



#### Listening

#### a. Listen to two friends talking about traditions. What are they celebrating?

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

### b. Now, listen and fill in the blanks. 66



- 1. Have students read the sentences.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### c. In pairs: Which of these Spanish or Scottish traditions do you think is the most interesting?

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

#### Track 06 A

Emily: Thanks for inviting me tonight! Andy: You're welcome. Do you like our Spanish way of *celebrating?* 

Emily: I love it! It's different from how we celebrate in Scotland.

Andy: Now, here are your grapes.

Emily: Grapes?

Andy: Yes, it's a tradition here. You have to eat twelve grapes at midnight. You eat one grape every second.

Emilv: Wow.

Andy: Then, you should make the first step of the new year with your right foot.

Emily: OK. Right foot. That's a bit like our "First Footing!"

Andy: What's "First Footing"?

Emily: The first person to enter your house should bring a piece of coal, bread, a coin, and a drink for good luck.

Andy: Why? Do they mean something?

Emily: Yes. The coal brings you warmth. Bread brings food. The coin brings money and the drink brings happiness.

Andy: That's interesting. Oh look! It's time! Are you ready?

Emily: Yes!

Narrator: Now, listen again and check.



### Conversation Skill Showing interest. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we can show interest when listening to someone by saying "Wow." or "That's interesting."
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 07 A

M: Wow.

*M: That's interesting.* 



### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

### 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.

### b. 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.

### c. Write sentences using the table.

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

### d. In pairs: Compare Christmas traditions in your country with one of the countries in the table in Task c.

- 1. Divide the class into pairs.
- 2. Have students compare Christmas traditions in their country with one of the countries in the table in Task c.
- 3. Have some students demonstrate the activity in front of the class.

### Track 08

- G1: In Iceland, we celebrate Christmas on December twenty-fourth.
- B: That's like Germany.
- G2: That's different from Australia.



### a. Isolate.

Briefly explain the /I/ sound.

### b. Model.

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

### Track 09

B/G: midnight, wish, Christmas, festival

### 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.

### Track 10

G: tradition, gift, light

### d. Practice 2

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



### Take turns comparing the traditions in different countries.

- 1. Demonstrate the activity using the examples.
- 2. Divide the class into pairs.

- 3. Have pairs take turns comparing the traditions in different countries.
- 4. Have some pairs demonstrate the activity in front of the class.



### Speaking Same Holiday, Different Traditions

- a. In pairs: Take turns comparing how different your traditions are to the traditions in South Korea and Mongolia.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.
- 3. Have students take turns comparing how different the traditions in their country are to the traditions in South Korea and Mongolia.
- 4. Have some students demonstrate the activity in front of the class.
- b. What are some other traditions to celebrate Lunar New Year and Mid-Autumn Festival in your family?
- 1. Have students discuss other traditions to celebrate Lunar New Year and Mid-Autumn Festival in their family.
- Have some students share their ideas with the class.



### **Answer Key**

- New Words a. ...
- 1. celebrate 4. tradition 2. midnight 5. greeting
- 3. wish 6. exchange

### Listening a. ...

### 2. New Year's Eve

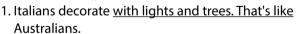
### Listening b. ....

- 1. twelve
- 3. bread
- 2. right
- 4. happiness

## Grammar b. ...

- 1. Germany's Christmas dessert is different from Japan's.
- 2. Brazil's New Years costume is different from Vietnam's.
- 3. Like Vietnamese people, Koreans visit temples.
- 4. Like Australians, Americans exchange gifts on Christmas.
- 5. Halloween in the US is different from Halloween in Mexico.
- 6. Like English children, French children get chocolate eggs at Easter.

### Grammar c. ...



- 2. Christmas meal in Japan is different from Christmas meal in
- 3. Australians exchange gifts with family and friends. That's different from Japanese people.
- 4. Italy celebrates Christmas from December 24th to 26th. That's different from Australia.
- 5. Italians exchange gifts with family and friends. That's like Australians.
- 6. Australia celebrates Christmas on Christmas Day. That's <u>different from</u> Japan.
- 7. Christmas meal in Italy is different from Christmas meal in Australia.

### Pronunciation c. ...

light - pronounced with /aI/ not /I/ sound



# Festivals around the World

Can you...?

- talk about unusual festivals in Vietnam
- write a blog post about your favorite festival

Writing Skill: Writing blog posts about your favorite festival



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



### In pairs: What kinds of festivals are there in your country? What is your favorite kind of festival?

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



### a. Listen to Carol talking about a festival in Vietnam. What's her job? (11)

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

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



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

### Track 11

Tom: Welcome back to Crazy Culture! Our next story is from Vietnam.

Carol: Thanks, Tom. Visiting Vietnam this October? Don't miss the Sene Dolta festival in An Giana Province. It's an important Khmer festival and lasts three days. On Sene Dolta, people go to a temple and pray. They also enjoy traditional singing and dancing. The most exciting part of Sene Dolta is the bull race. People from all over come to watch this amazing event. Bull racing is different from horse racing. Each rider has two bulls and they race around a field full of water and mud. It's very messy, but lots of fun! People believe that the winning bulls will bring a good harvest with lots of food for their village. In 2019, over thirty thousand people watched the races. Come take part in Sene Dolta this year!

Narrator: Now, listen again and check.



### a. Read the festival blog post and answer this question:

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

### b. Now, read and write *True* or *False*.

- 1. Have students read the questions.
- 2. Have students read the blog post and write "True" or "False."
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

### c. In pairs: Would you like to try mud ball wrestling? Why (not)?

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



- a. Read about writing festival blog posts. Then, read the blog post about the Khánh Ha Festival again and circle the information about the festival's history.
- 1. Have students read the Writing Skill box and the blog post about Mud Ball Wrestling at the Khánh Ha Festival again, then circle the information about the festival's history.
- 2. Have students check their answers with a partner.
- Check the answer as a whole class.

### b. Reorder this festival blog post. Use the skill box to help you.

- 1. Have students reorder the festival blog post.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.



- a. You want to know which festival your friend likes. In pairs: Ask your partner about their favorite festival. Use these questions:
- 1. Divide the class into pairs.
- 2. Have students ask and answer using the guestions.
- 3. Have some students share their ideas with the class.
- b. Now, think about your favorite festival. Make notes in the table below:
- 1. Have students make notes in the table.
- 2. Have some students share their ideas with the class.



Now, write a blog about your favorite festival. Use the Feedback form to help you. Write 60 to 80 words.

- 1. Draw students' attention to the Feedback form and the model in Writing.
- 2. Have students write a short festival blog post.
- 3. Have some students read their blog posts in front of the class.



### Listening a. ...



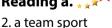
1. TV reporter

### Listening b.



- 1. An Giang Province (Vietnam).
- 2. The bull race.
- 3. In a field.
- 4. Over 30,000.

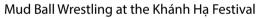
# Reading a. ...



## Reading b. ...

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

## Writing a. ...



This festival takes place in the village of Van, in the north of Vietnam. It happens every two years, in the spring.

The festival celebrates the victory of the Truong brothers. Over 1,500 years ago, the brothers defeated some demons in a mud ball wrestling game.

During the festival, two teams play for three hours. The teams score goals when they carry the heavy wooden ball to one end of a muddy field. At the festival, the locals pray for good weather for the rice-growing season. It is really exciting and really messy!

### Writing b.



The Hùng Kings Festival

The Hùng Kings Festival takes place all over Vietnam.

It happens in the spring and lasts a few weeks.

On this day, people remember the Hung Kings. The Hung Kings are the first kings

During the festival, people wear colorful, traditional clothes and pray at temples. It is a fun and relaxing time for families.

### Let's Write!



Sample answer:

Mid-Autumn Festival

The Mid-Autumn Festival is a big festival. It takes place all over Vietnam. People in Vietnam celebrate this festival every autumn. It celebrates the lunar calendar when the moon is the biggest and brightest. These days, Mid-Autumn Festival in Vietnam is very important for children. Every year, children light lanterns. Lion dances are also very popular. You can see groups do the lion dance in the streets. It is a wonderful event.

# English in the World

### Can you...?

- talk about tourist attractions and cultures of English-speaking countries
- use articles



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



### New Words

# a. 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: Do you know any historic places?Tell your partner.

- 1. Have pairs say what historic places they know.
- 2. Have some pairs share their ideas with the class.

### Track 12

- 1. M: tour guide
- 2. M: flight
- 3. M: jog
- 4. M: ferry
- 5. M: historic
- 6. M: stadium



### a. Read Jane's email to her friend. Where is Jane?

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

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

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

### c. In pairs: What do you know about the United States? Would you like to visit it?

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



### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubble.
- 3. Play audio again and have students listen and repeat.

### 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.

### 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. Fill in the blanks using the or $\varnothing$ (zero article).

- 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.

### d. In pairs: Make sentences with your partner for a trip to London. Use the prompts.

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

### Track 13 A

G: We're going to visit Hyde Park and the Tower of London tomorrow.



### a. Isolate.

Briefly explain the /ð/ sound.

### b. Model. (14)

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

## Track 14

M: the

W: then

### 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.

### Track 15

M: weather

M: think

M: them

M: they

### d. Practice 2

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



### Practice Ask and answer using the questions and the prompts.

- 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 using the ideas in the table.
- 5. Have some pairs demonstrate the activity in front of the class.



### Speaking What an Amazing Trip!

- a. You're talking to your friend about your holiday plans. In pairs: Student B, turn to page 122, File 9. Student A, answer Student B's questions about Australia. Swap roles. Ask about Canada and complete the table.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.
- 3. Have Student B turn to page 122, File 9.

- 4. Have Student B ask Student A questions and complete the table.
- 5. Have students swap roles and repeat.

### b. Which city would be more interesting to visit? Why?

- 1. Have students discuss in pairs which city would be more interesting to visit.
- 2. Have some students share their findings with the class.



### **Answer Key**

### New Words a. ...

- 1. tour guide
- 2. flight
- 3. jog

- 4. ferry
- 5. historic
- 6. stadium

## Reading a. ...\*

2. Washington, D.C.

### Reading b.

- 1. a
- 2. b
- 3. c
- 4. a
- 5. b

### Grammar b.

- 1. I'm visiting the Sydney Opera House.
- 2. He's staying next to Hyde Park.
- 3. We're going to the United Kingdom.
- 4. My parents are visiting the Louvre Museum.
- 5. The Empire State Building is in New York City.
- 6. I'm going to eat fish and chips at Bondi Beach.

### Grammar c.

1. the 5. the 2. Ø 6. the 3. the 7. Ø

4. Ø

## Pronunciation c. ...

think – pronounced with  $\theta$  not  $\delta$  sound

### Unit 9

# English in the World

### Can you...?

- talk about holidays in English-speaking countries
- use the Past Simple with irregular verbs

Conversation Skill: Ending a conversation



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



### New Words

### 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: Talk about the things you do on holiday.

- 1. Have pairs talk about the things they do on holiday.
- 2. Have some pairs share their ideas with the class.

### Track 16 A

- 1. M: souvenirs
- 2. M: sightseeing
- 3. M: swimsuit
- 4. M: postcards
- 5. M: photos
- 6. M: beach
- 7. M: wallet

# Listening

### a. Listen to Peter and Janet talking about their holidays. Who enjoyed their holiday more?



- 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. (17)



- 1. Have students read the questions.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

### c. In pairs: What did you like most about your last holiday?

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

### Track 17 $\cap$

Peter: Hey Janet, how was your holiday in London? Janet: I had a good time, but on the first day, I lost my wallet.

Peter: Oh no! What did you do?

Janet: I reported it to the police, but luckily for me, my mom gave me some more money.

Peter: How about the rest of your holiday?

Janet: We went sightseeing and I took photos of Big Ben. Then, I bought some souvenirs in a big department store.

Peter: That sounds like fun. Did you try fish and chips? Janet: I did and they were great! How was your trip to

New York?

Peter: It was fantastic. We visited the Statue of Liberty and the Empire State building. Then we went to Central Park. It was really beautiful. The food in New York was great.

Janet: So, you liked it a lot then?

Peter: Oh yes.

Janet: Well, it was great talking to you.

Peter: You, too! Bye!

Narrator: Now, listen again and check.



### Conversation Skill Ending a conversation. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we can finish a conversation by saying "Well, it was great talking to you" or "Well, it was nice seeing you again."
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

### Track 18

M: Well, it was great talking to you. W: Well, it was nice seeing you again.



### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubble.
- 3. Play audio again and have students listen and repeat.

### 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.

# b. Fill in the blanks with the correct form of the verbs in the box.

- 1. Demonstrate the activity.
- 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.

# c. Fill in the blanks with the correct Past Simple form of the verbs.

- 1. Demonstrate the activity using the example.
- 2. Have students read the message and the fill in the blanks with the correct Past Simple form of the verbs.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.

# d. In pairs: Ask your partner about their last holiday. Use the prompts to ask the questions.

- 1. Divide the class into pairs.
- 2. Have students ask each other questions using the prompts.
- 3. Have some students demonstrate the activity in front of the class.

### Track 19

W: Yesterday, I saw the Statue of Liberty!

## Pronunciation

### a. Isolate.

Briefly explain the /ə/ sound.

### b. Model. (20)

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

### Track 20

G: souvenir

G: weather

### 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.

### Track 21 $\cap$

B: America

B: department

B: postcard

B: summer

### d. Practice 2

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



### 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. 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 How Was Your Holiday?

- a. You just returned home from a holiday. In pairs: Student B, turn to page 122, File 10. Student A, answer Student B's questions about your trip. Then, swap roles. Ask questions and complete the table about Student B's holiday.
- 1. Demonstrate the activity by practicing the activity with a student.

G. 1

- 2. Divide the class into pairs.
- 3. Have Student B turn to page 122, File 10.

- 4. Have Student B ask and Student A answer to complete the table.
- 5. Have students swap roles and repeat.

### b. Discuss which city you would like to visit and why.

- 1. Have students discuss in pairs which city they would like to visit and why.
- 2. Have some students share their ideas with the class.

# **Answer Key**

### New Words a. ...

A. 3 E. 2 B. 5 F. 7 C. 6

D. 4

# Listening a. ...

### Listening b. ...

- 1. wallet 4. New York 2. mom 5. beautiful
- 3. souvenirs

## Grammar b.

1. were 4. took 2. saw 5. wore

### 3. went

Grammar c. 1. had 5. ate 8. bought 2. said 9. wore 6. eat 3. qo 7. bring 10. see 4. went

### Pronunciation c. ...

postcard - pronounced with /a:/ not /ə/ sound

# Unit 9 English in the World

Can you...?

- talk about the benefits of speaking English
- write a postcard to a friend

Writing Skill: Writing postcards



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



### Let's Talk!

In pairs: Look at the pictures of people using English. What are they doing? What are some ways speaking English can help you?

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



### Listening

- a. Listen to Minh talking at a school career day.
   Choose the correct statement.
- 1. Have students read the question.
- 2. Play audio. Have students listen and choose the correct statement.
- 3. Check the answer as a whole class.
- b. Now, listen and tick (🗸) the things Minh used English for.
- 1. Have students read the statements.
- 2. Play audio. Have students listen and tick.
- 3. Check answers as a whole class.

### Track 22

M: Hi, I'm Minh. I work for an international bank. I'd like to talk about how English changed my life. When I was your age, I didn't think English was so important. When my parents took me to America for the first time, I could buy things in English, but I couldn't talk to people at all. It was a big shock! So, I decided to study harder. I got a British pen pal, Tom – it was fun to write to someone and read about his daily life. Later, I did a homestay in Australia and made some foreign friends. Then, I got into a good university to study business – I think my English score helped a lot. Finally, of course, I got a job in banking and had the chance to work in London. I'm so glad I decided to study English.

Narrator: Now, listen again and check.



### Reading

### a. Read the postcard. Which country is An visiting?

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

### b. Now, read and write *True* or *False*.

- 1. Have students read the questions.
- 2. Have students read the postcard and write "True" or "Falso"
- 3. Have students check the answers with a partner.
- 4. Check answers as a whole class.

- c. In pairs: Would you like to visit an English-speaking country? Which one? What problems do you think you would have?
- 1. Have students discuss the questions.
- 2. Elicit answers from some students.



- a. Read about writing postcards. Then, read An's postcard again and circle the examples she uses for each point in the Writing Skill box.
- 1. Have students read the Writing Skill box and An's postcard again, then circle the examples for each point.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Underline and correct the mistakes. Then, rewrite the postcard in the correct order in your notebook. Use the skill box to help you.
- 1. Have students read the sentences.
- 2. Have students underline and correct the mistakes, then rewrite the postcard in the correct order.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



- a. Imagine you went to an English-speaking country on vacation. In pairs: Talk with your partner. Where did you go? Why? What did you do there?
- 1. Divide the class into pairs.
- 2. Have students think of an English-speaking country, then ask each other the questions.
- 3. Have some students share their answers with the class.
- b. Make a list of ways you used English on your vacation. Use the table below and the examples to help you. Then, share with your friend.
- 1. Draw students' attention to the table and the example answers. Elicit one or two more answers from the whole class.
- 2. Have the students come up with two or three examples for each column. Then, have students share their ideas with their partner.
- 3. Have some students share some of their ideas with the



Now, write a postcard to your friend using two or three ideas from your notes in Speaking b. or your own ideas. Use the Feedback form to help you. Write 60 to 80 words.

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



### Listening a. ...



2. happy he learned English.

### Listening b. ...\*



- 1. Buying things
- 4. Making friends during his homestay in Australia
- 6. Working abroad

Reading a. ...



Canada

### Reading b. ...



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

## Writing a. \*\*\*

- 1. Hi Kim,
- 2. I'm really enjoying myself in Vancouver.
- 3. Last week, I went to the aquarium...
- 4. I'll write to him soon.
- 5. See you soon.

## Writing b.

- 5. Dear → Hi Quý,
- 4. I have → I'm having a great time in New York. I'm practicing English every
- 2. Last Thursday, I  $go \rightarrow$  went shopping in SoHo and ordered lunch at a café. I met an interesting guy from Peru. We spoke English together.
- 3. Tomorrow, I walk → I'm walking around Central Park with him.
- 1. Wish you <u>are</u> → were here!

### Let's Write!



Sample answer:

Hey Nam,

Linh

I'm writing to you from Melbourne. I'm staying with an Australian family. I think my English is getting better. Yesterday, I visited Queen Victoria Market, I bought some fruit and talked to the trader. It was fun! I met a girl from Korea on the bus. She was very friendly, and we spoke English together. We're walking around the Royal Botanic Gardens tomorrow. See you in two weeks! Love.

### Unit 10

Can you...?

talk about types and sources of energy

use "more...than..." and "less...than..." to make comparisons

Conversation Skill: Asking for clarification



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



### New Words

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



- 1. Demonstrate the activity using the examples.
- 2. Have students fill in the table.
- 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: Discuss which renewable energy source could be useful where you live.

### Track 23

1. M: renewable

5. M: oil

2. M: non-renewable

6. M: coal

3. M: solar power

7. M: natural gas

4. M: wind power

- 8. M: hydropower
- 1. Have pairs talk about renewable energy sources where
- 2. Have some pairs share their ideas with the class.



### Listening

- a. Listen to Emma and James talking to experts at an energy convention. What do they want to learn about?
- 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 and circle True or False. (24)



- 1. Have students look at the questions.
- 2. Play audio. Have students listen and circle "True" or "False."
- 3. Check answers as a whole class.
- c. In pairs: What sources of energy does your country use? Do you think it uses more non-renewable or renewable energy?
- 1. Have students discuss the questions.
- 2. Elicit answers from some students.

### Track 24 $\cap$

Announcer: Welcome everyone to this year's Energy Convention.

Emma: Hi, are you from Greenwood Energy?

Michael: Yes. My name's Michael. How can I help you? Emma: How much energy does Greenwood get from coal?

Michael: It gets sixteen percent from coal.

Emma: Did you say sixty or sixteen?

Michael: Sixteen percent.

Emma: How much energy does it get from renewable

Michael: Fifty percent. We use lots of wind power.

Emma: OK. Thank you. Michael: You're welcome.

James: Hi, are you Ann from Maple Falls Energy?

Ann: Yes.

James: Can I ask you some questions?

Ann: OK.

James: How much energy does Maple Falls get from coal?

Ann: Sixty percent.

James: How much energy does it get from wind power?

*Ann: Just under three percent.* 

James: Thank you.

James: Hey Emma, Maple Falls gets less than three percent of its energy from renewable sources.

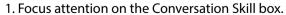
Emma: Greenwood gets fifty percent. It uses more renewable energy sources than Maple Falls.

James: So, Greenwood is greener than Maple Falls.

Narrator: Now, listen again and check.



### Conversation Skill Asking for clarification. Listen and repeat.



- 2. Explain that we can ask for clarification by saying "Did you say...?"
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

### Track 25

G: Did you say twelve percent or twenty percent?



### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubble.
- 3. Play audio again and have students listen and repeat.

### 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.

### b. 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.

### c. Look at the table and write the sentences.

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

### d. In pairs: Compare more information from the table. Use the prompts.

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

### Track 26 A

W: Springfield gets more energy from coal than Twin Peaks City.



### a. Isolate.

Briefly explain the pronunciation feature.

### b. Model. (27)

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

### Track 27

B/G/M: twenty, sixty, ninety

### 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.

### Track 28

M: forty G: sixty

### d. Practice 2

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



### Practice

Ask and answer. Then, compare energy sources in Bigton and Greenville. Swap roles and repeat.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs ask and answer using the information in the table and compare energy sources in Bigton and Greenville.
- 4. Swap roles and repeat.
- 5. Have some pairs demonstrate the activity in front of the class.



Speaking Which City Is Greener?

- a. You're an energy expert interested in how two different cities use different kinds of energy. In pairs: Student B, turn to page 123, File 11. Student A, ask about Springfield and complete the table. Swap roles. Answer questions about Twin Peaks.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.

- 3. Have Student B turn to page 123, File 11.
- 4. Have students ask and answer to complete the table.
- 5. Have students swap roles and repeat.
- b. Compare the energy sources for Twin Peaks and Springfield. Which city uses more renewable energy?
- 1. Have students discuss in pairs which city uses more renewable energy.
- 2. Have some students share their findings with the class.



### Answer Key

## New Words a. ...



- 1. solar power, wind power, hydropower
- 2. oil, natural gas, coal

## Listening a. ...



1. different energy sources

## Listening b.

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

### Grammar b.



- 1. Towns use 20% more electricity than villages.
- 2. Does Highdale burn more natural gas than Wintertown?
- 3. Springfield gets 40% less energy from solar power than Twin Peaks.
- 4. People in Springfield use more electricity than people in Twin Peaks.
- 5. Does Greenwood get more of its energy from coal than Maple Falls?

### Grammar c.



- 1. Hambry gets less energy from oil than Highdale.
- 2. Highdale gets less energy from coal than Hambry.
- 3. Highdale gets more energy from solar power than Wintertown.
- 4. Hambry gets more energy from coal than Highdale.
- 5. Wintertown gets more energy from hydropower than Hambry.
- 6. Wintertown and Hambry get less energy from oil than Highdale.

### Pronunciation c. ...



forty – Wrong. The stress is on the second syllable.

# Unit 10

Can you...?

- talk about the advantages and disadvantages of energy sources
- use "and" and "but"



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



### New Words

### a. Match the words with the pictures.

- 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.

### b. Add each word/phrase (5-9) to the correct column. Listen and repeat.

- 1. Have students add each word/phrase to the correct
- 2. Divide the class into pairs and have them check their answers with their partners.
- 3. Check answers as a whole class.
- 4. Play audio. Have students listen and repeat.

### Track 29

1. M: power plant

2. M: wind turbine

3. M: solar panel

4. M: nuclear power

5. M: dangerous

6. M: cheap to build

7. M: expensive to run

8. M: clean to run

9. M: noisy

### c. In pairs: Discuss which energies you think are clean to run or cause pollution.

- 1. Have pairs talk about which energies are clean and which cause pollution.
- 2. Have some pairs share their ideas with the class.



### a. Read the text and underline the correct title.

- 1. Have students read the question.
- 2. Have students read the text and underline the correct title.
- 3. Check the answer as a whole class.

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

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

### c. In pairs: Which of the energy sources is the best choice for the future of your country?

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



### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubble.
- 3. Play audio again and have students listen and repeat.

### 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.

### 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. Fill in the blanks using and or , but.

- 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.

# d. In pairs: Make sentences about different types of transportation. Use the prompts.

- 1. Divide the class into pairs.
- 2. Have students make and practice sentences using the prompts.
- 3. Have students demonstrate the sentences in front of the class.

### Track 30

W: Hydropower is clean, but it's expensive to build.

## Pronunciation

### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

### b. Model. (22)

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

### Track 31

M: Solar power is clean and cheap. M: Cars are noisy and expensive.

### 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.

### Track 32 $\bigcap$

M: Coal is cheap and easy to use. M: Wind power is clean and cheap to use.

### d. Practice 2

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

### Practice Ask and answer.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs ask and answer using the table.

4. Have some pairs demonstrate the activity in front of the class.

Data: Bothun, G. (2018). Relative energy costs **comparison chart**. Retrieved from https://homework. uoregon.edu/pub/class/350/out350/level.html



- a. In pairs: Discuss the advantages and disadvantages of the energy sources, and say why each would be good or bad for your city/town.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have pairs discuss the advantages and disadvantages of the energy sources and why each would be good or bad for their city/town.
- b. Now, decide on the three best options, and what percentage each source should be.
- 1. Have pairs choose the three best energy sources for their city/town.
- 2. Have pairs decide on how much of their city/town's total energy they will get from each source.
- 3. Have some students share their ideas with the class.



### New Words a.









### New Words b.

Advantage(s)	Disadvantage(s)
renewable	non-renewable
cheap to build	expensive to build
cheap to run	expensive to run
<u>clean to run</u>	causes pollution
	noisy
	<u>dangerous</u>

## Reading a. \*\*

2. Comparing Different Energy Sources

## Reading b.

- 1. They are common because they aren't expensive to build.
- 2. Because natural gas is cleaner than coal.
- 3. Wind power plants are clean and cheap to run.
- 4. Solar power doesn't work at night.
- 5. Hydroelectric plants stop fish from moving freely.

### Grammar b.



- 1. Coal is cheap and easy to use.
- 2. Hydropower is clean and cheap.
- 3. Wind power is clean and renewable, but (it's) noisy.
- Grammar c.
  - 1. , but 4. and
  - 2., but 5. and – , but
  - 3. and 6. and - , but
- 4. Natural gas is cheap, but (it's) non-renewable.
- 5. Motorbikes are popular and cheap, but (they) cause pollution.
- 6. Microwave ovens are convenient and (they) save money.

### Pronunciation c.

Coal is cheap and easy to use. - Wrong. No reduction of final /d/ sound in "and."

# Unit 10

Can you...?

talk about different energy sources

write a formal email

Writing Skill: Writing formal emails



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



### In pairs: Look at the picture. What problem can you see? What causes it? What can we do to improve it?

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



### a. Listen to an interview. What is Harry's job?



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

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



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

### Track 33

W: Hello. I'm here today with Harry Devine. He has been looking very closely at how Greenview gets its

- M: Hello. It's great to be here.
- W: What can you tell us about the energy used in Greenview?
- M: The city gets over sixty percent of its energy from coal. Coal is cheap to run, but it causes pollution.
- W: That's terrible.
- M: And, the city gets thirty percent of its energy from nuclear power. This can be very dangerous.
- W: I see.
- M: It only gets ten percent from renewable sources. This just isn't enough.
- W: So what needs to change?
- M: Well, I spoke to the city mayor last week and told him that things need to change. I think the city needs to use more solar power. It's a very sunny place and solar energy is cheap and eco-friendly.
- W: Thank you for talking with me, Harry. Narrator: Now, listen again and check.



### a. Read Elizabeth's email and circle Windrush City's biggest problem.

- 1. Have students read the question.
- 2. Have students read the email and circle the correct answer
- 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. In pairs: Is your town polluted? What are the causes? What should your town do to improve it?

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



- a. Read about writing formal emails. Then, read Elizabeth's email again and number the parts that are more formal than:
- 1. Have students read the Writing Skill box and the email again, then number the parts of the email.
- 2. Have students check their answers with a partner.
- 3. Check answers as a whole class.

- b. Read the email below and underline the informal language. Rewrite them in formal language in your notebook. Use the skill box to help you.
- 1. Have students read the email.
- 2. Have students underline the informal language, then rewrite it in formal language.
- 3. Have students check their answers with a partner.
- 4. Check answers as a whole class.



- a. You're talking about how to make Blackstone Town greener. In pairs: Read about Blackstone Town. Discuss which energy sources the town should use more or less.
- 1. Divide the class into pairs.
- 2. Have students read about Blackstone Town and discuss which energy sources the town should use more or less.
- 3. Have some students share their ideas with the class.
- b. Complete the table with two energy sources you want to change, what you want to change them to, and why.
- 1. Have students fill in the table.
- 2. Have some students share their ideas with the class.



### Let's Write!

Now, write an email to the mayor of Blackstone Town to suggest changing energy sources. Use the Feedback form to help you. Write 60 to 80 words.

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



### Listening a. ...





- 1.60%
- 2. It's cheap.
- 3.10%
- 4. the city mayor
- 5. solar power

### Reading a. ...\*



2. too much air pollution

## Reading b. ...

- 1. Windrush
- 2. polluted
- 3. coal
- 4. cheap
- 5. eco-friendly

## Writing a. \*\*

To: mayoradams@windrush.org

Subject: Energy suggestions for Windrush City

### Dear Mayor Adams, 1

My name is Elizabeth Freeman. I am a student at Windrush Secondary School.

I am writing about the polluted air in our city. 3

I would like to suggest ways to make Windrush City more eco-friendly.

Now, we get 70% of our energy from coal. Coal power plants are expensive to run. They cause a lot of pollution, too. I think we should change to wind **power** 4. It is renewable and cheap to run. It would work very well. It is really windy here. This will reduce air pollution and make Windrush City more ecofriendly.

Thank you for reading this.

### Sincerely, 2

Elizabeth Freeman

### Let's Write! \*

Sample answer:

To: mayor@blackstone.gov

Subject: Pollution problem in Blackstone Town

Dear Mr. Mayor,

My name is Duy Nguyễn and I am writing about the pollution problem in Blackstone Town. The city uses too much coal power. It causes a lot of pollution. It also uses a lot of oil. This causes air pollution, too.

I think we should use more solar power. The city is very sunny. We should also use wind power. It is cheap and clean.

Sincerely,

Duy Nguyễn

## Writing b.



I'm Peter Jones. Blackstone Town should stop using coal. It's expensive and causes pollution.

We should change to renewable energy. Let's use wind power. It's so windy here in fall and winter.

See you,

Peter

### Rewrite the email:

Dear Mr. Scott,

My name is Peter Jones, Blackstone Town should stop using coal. It is expensive and causes pollution. We should change to renewable energy. I think we should use wind power. It is so windy here in fall and winter.

Sincerely,

Peter Jones

# Unit 1 Review

## Listening

You will hear John talking to his mom about his friends' free time activities. Which activity does each person do? For each question, write a letter (A-H) next to each person. You will hear the conversation twice.

0. G 3. H 1. B 4. C 2. A 5. E

### Track 34 🔼

Mrs. Smith: Hello, John. How was school today? John: It was really good. We all did presentations about what we do in our free time. My presentation was about playing basketball.

Mrs. Smith: Great. What about your friends? What do they like doing?



### Reading

Read about the three people. Choose the correct answer (A, B, or C).

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



### Grammar

### a. Unscramble the sentences.

- 1. Jason and his cousins are going to the theater on Saturday.
- 2. The bowling alley opens at 10 a.m.
- 3. What time are we meeting Sofia tomorrow?
- 4. My brother has a collection of soccer stickers.
- 5. My friends are playing basketball this evening.

### b. Look at the map and circle the correct words.

- 1. next to
- 2. behind
- 3. opposite
- 4. in front of
- 5. next to

### In this lesson, you'll review...

- free time activities and hobbies
- making future plans

John: Annie likes baking cakes. She'll bring some to school for us to try.

Mrs. Smith: What about Chloe?

John: She loves sports. Last year she did yoga, but now

she plays badminton.

Mrs. Smith: Really?

John: Yeah, and Anton builds models. He showed some

great photos of them. Mrs. Smith: How about Karl?

John: He plays online games. His mom says he should

do more exercise and play sport.

Mrs. Smith: Yes, he should!

John: Oh, Julia has a great hobby.

Mrs. Smith: Yeah?

John: She makes vlogs about the clothes she buys. She

likes shopping. Mrs. Smith: Fantastic! Narrator: Now, listen again.



### Vocabulary

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

make vlogs
 ice rink
 bake cakes
 water park
 fair
 market
 sports center
 building models



### Pronunciation

- a. Circle the word that has the underlined part pronounced differently from the others.
- 1. D
- 2. D
- 3. A
- b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.
- 4. C
- 5. B
- 6. A

# Unit 2 Review



You will hear a doctor talking to a group of students about staying healthy. Listen and fill in the blanks. You will hear the information twice.

- 0. Brown
- 1. eight/8
- 2.11
- 3.15
- 4. exercise
- 5. reading (a book)

### Track 35 🗥

Narrator: You will hear a doctor talking to a group of students about staying healthy. Listen and fill in the blanks. You will hear the conversation twice.



### Reading

Read the article about how to stay healthy. Choose the correct answer (A, B, or C).

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



### a. Circle the correct words.

- 1. some any
- 2. lots of
- 3. any
- 4. a little
- 5. lots of

### b. Unscramble the sentences.

- 1. You shouldn't watch too much TV.
- 2. What should I do to become healthier?
- 3. He doesn't do much exercise.
- 4. Teens should get nine hours of sleep a night.
- 5. You shouldn't eat lots of candy.

### In this lesson, you'll review...

- talking about what makes a healthy lifestyle
- giving advice and persuading someone to have a healthy lifestyle

Doctor: Hello, everyone. I'm Doctor Brown and today I want to talk to you about how to prepare yourself for a good night's sleep. It's important to get at least eight hours of sleep each night, but lots of teenagers find it difficult to fall asleep before eleven o'clock at night. One study found that only fifteen percent of teenagers get enough sleep. So, what can you do to get more sleep? Well, you shouldn't eat or exercise for a few hours before bed. You should also do something to relax before you go to bed, like reading a book. If you read a book before going to sleep, then you will sleep better than if you watch TV or play online games. Narrator: Now, listen again.

A V

### Vocabulary

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

- 1. stay up late
- 2. take vitamins
- 3. keep warm
- 4. get some sleep
- 5. unhealthy
- 6. take your medicine
- 7. has a sore throat
- 8. eat fruit and vegetables



### Pronunciation

- a. Circle the word that has the underlined part pronounced differently from the others.
- 1. D
- 2. A
- 3. C
- b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.
- 4. B
- 5. D
- 6. A



### ( 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).

0. C 1. A 2. A 3. C 4. C 5. C

### Track 36 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 does Mark like listening to?

Mark: Let's go to the festival tomorrow night, Sally. Sally: Hmm. OK. Are there any pop singers playing? Mark: Yes, there's Tom Love.

Sally: Great. What kind of music do you like listening to? Mark: I used to really like rock music, but now I prefer blues.

Narrator: The answer is "blues," so there is a tick in Box C. Now we are ready to start. Look at question one.

1. Narrator: What does Amanda want to listen to? Amanda: I don't really like rock. Kyle: Do you like hip hop? Ámandá: Not really. Kyle: How about RnB? Ámanda: It's OK, but I prefer reggae.



### Reading

Read the paragraph. Choose the best word (A, B, or C) for each space.

0. C 1. A

3. A

4. A 5. C



### Grammar

a. Underline the mistakes and write the correct answers on the lines.

 $\rightarrow$  do 4.  $\frac{\text{don't}}{\text{-think}} \rightarrow \text{doesn't} - \text{thinks}$ 1. are 2. <u>likes – hates</u>  $\rightarrow$  like – hate 5. <u>ls</u> → Does 3. doesn't → don't 6. he → his

### b. Write sentences using the prompts.

- 1. There's a music festival in our town in January.
- 2. G Star's show is at 1 p.m. on January 20th.
- 3. Would you like to go to my birthday party on Friday evening?
- 4. My friend's birthday is in March.
- 5. My parents enjoy listening to country music in their free time.

### In this lesson, you'll review...

- music that you like
- how to make plans to go to a music event

Kyle: So, who do you want to watch?

Amanda: Rob Curly.

Narrator: Now, listen again.

2. Narrator: Which band does Zack want to watch? Zack: I don't really like The Crazy K's, Jessie.

Jessie: I want to see Shutterpop.

Zack: Can we see someone else? What about Plain

View?

Jessie: The rock band? OK.

Narrator: Now, listen again. 3. Narrator: What time is the show?

Rachel: What time does the festival start?

Cory: It starts at seven o'clock.

Rachel: What time's Modern Soul's show?

Cory: 7:30 p.m.

Rachel: OK, what time should we leave?

Cory: About 6:30.

Narrator: Now, listen again.

4. Narrator: Who did Kurt think was amazing?

Kurt: The Morente Trio was great.

Amy: Yeah. They were cool. Kurt: I like the guitarist. Amy: I like the drummer.

Kurt: Yeah, and the singer was amazing.

Narrator: Now, listen again.

5. Narrator: Who did Linda not like? Frank: What did you think of Marcus And Sons, Linda?

Linda: They were good! The singer was great! Frank: Yeah, and the guitarist was amazing. Linda: I didn't really like him.

Frank: Oh really?

Linda: Yeah, hé was a bit boring. But the drummer

was good.

### Vocabulary

### Number the pictures.

A. 6 C. 1 E. 4 B. 2 D. 5 F. 3



### **Pronunciation**

a. Circle the word that has the underlined part pronounced differently from the others.

1. D

2. D

3. C

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

4. B

5. C

6. D



You will hear a boy talking to his friend about different kinds of community service. Listen and complete questions 1-5. You will hear the conversation twice.

- 0. a craft fair
- 1. poor children
- 2. a fun run
- 3. plant trees
- 4. clothes
- 5. (his) school books

### Track 37 (

Narrator: You will hear a boy talking to his friend about different kinds of community service. Listen and complete questions 1-5. You will hear the conversation twice.

Emma: What are you doing, Tom?

Tom: I'm making a poster. I think we need a charity

### In this lesson, you'll review...

- how to plan charity events
- community services

event in our town. I think we should organize a craft fair so that we can raise some money and help the local poor children.

Emma: Why?

Tom: Because we can raise some money for poor children in our community.

Emma: I agree. You know what else? I think we should organize a fun run. I think an event like that will be very popular.

Tom: Yes, I agree. What else should we do to help our community?

Emma: Hmmm. How about we plant trees?

Tom: Good idea. What else should we do?

Emma: We should donate clothes. I've got plenty of old clothes that I don't wear anymore. What would you like to donate, Tom?

Tom: I'd like to donate my school books so children can learn at school.

Narrator: Now, listen again.



### Reading

Look and read. Choose the correct answer (A, B, or C).

- 0. B
- 1. C
- 2. B
- 3. C



Fill in the blanks with the words from the box.

1. plant trees 5. a car wash 2. a craft fair 6. clean up parks 7. donate clothes 3. raise money

4. a bake sale 8. right



a. Fill in the blanks with the Past Simple form of the verbs in brackets.

1. raised

- 4. donated
- 2. didn't clean up
- 5. Did organize
- 3. volunteered helped

b. Underline the mistake in each sentence. Write the correct word on the line.

1. having

2. helping

- → have
- 4. <u>put</u>
- → putting 5. having → have
- 3. <u>organized</u> → organize



### Pronunciation

- a. Circle the word that has the underlined part pronounced differently from the others.
- 1. C
- 2. A
- 3. C
- b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.
- 4. B
- 5. A
- 6. D

### In this lesson, you'll review...

- food you need to buy
- containers and quantities of food and drinks



### (istening

You will hear Justin and his dad talking in the kitchen. For each question, choose the correct answer (A, B, or C).

You will hear the conversation twice.

3. B 0. A 1. C 4. C 2. B 5. A

### Track 38 $\cap$

Narrator: You will hear Justin and his dad talking in the kitchen. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Dad: Justin, did you get all the shopping?

Justin: Yes, I bought two cans of tomatoes and a can of beans.

Dad: What's about the box of spaghetti? Justin: Spaghetti? Oh, sorry. I forgot.

Dad: It's OK. Put the things away in the cupboard. Justin: What about the strawberries, apples, and lemons?

Put them in the fridge?

Dad: No, put the lemons on the table.

Justin: OK! Are you making lemon cake or lemon pie?

Dad: No, lemon cookies. Your mom loves them.

Justin: So do I! And what's for dinner?

Dad: Beef and mushroom stew. Justin: But I don't like mushrooms. Dad: I'm making chicken salad, too.

Justin: Great! Can we make pancakes tomorrow? Apple...

No, let's have strawberry pancakes. Dad: OK. We need to buy some milk first.

Justin: Here's a carton in the fridge. It's behind the soda.

Dad: No, that's orange juice.

Justin: Oh, OK.

Narrator: Now, listen again.



### Reading

Read the text. Choose the best word (A, B, or C) for each space.

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



### Vocabulary

Match the words with the descriptions.

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



### Grammar

Fill in the blanks with a, an, the, much, or many.

- 1. many
- 2. many
- 3. an
- 4. much
- 5. a
- 6. much
- 7. the
- 8. many



### Pronunciation

a. Circle the word that has the underlined part pronounced differently from the others.

- 1. A
- 2. B
- 3. A

b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- 4. D
- 5. C
- 6. D

# Semester 1 Project (Optional)

### Can you...?

• plan and perform a role-play to express how you feel about exams and decline an invitation

### Performance Performance Skill: Showing Feelings and Using Body Language in Role-plays

- 1. Explain the benefits of showing emotion and using body language in role-plays.
- 2. Focus attention on the Performance Skill box.

### a. Match the feelings to the pictures. With a partner, discuss how you know.

- 1. Demonstrate the activity.
- 2. Have students match the feelings to the pictures.
- 3. Divide the class into pairs.
- 4. Have pairs discuss how they know how each person feels.
- 5. Check answers as a whole class.

### b. Listen to three people talking to their friends and circle True or False.

- 1. Have students read the questions.
- 2. Play audio. Have students listen and circle "True" or "False."
- 3. Check answers as a whole class.

### Answer key:

- 1. True
- 2. True
- 3. False

### c. Take turns acting the other three feelings in Task a.

- 1. Have students take turns acting the other three feelings.
- 2. Have some pairs demonstrate the activity in front of the class.

### Track 39 🔼

1. Ben: Hey Alice. How were your exams? Alice: I did great! I passed my biology test. I got an A! I'm so happy!

Ben: Wow! Well done, Alice. That's great!

2. Tom: Hey Susan. Do you want to go to the mall tonight?

Susan: I can't tonight, Tom. I have to do some test revision.

Tom: Oh, OK. How about tomorrow?

Susan: Sorry, I have to work on my presentation tomorrow.

Tom: OK, well, maybe next week then.

3. Sophie: Hey, how were your exams?

Matt: Terrible! I failed my math test and my history test. My mom is going to be really angry!

Sophie: You failed? Oh no. Sorry, Matt.



Preparation

### You are going to perform a role-play with your friend. In pairs, choose two role-play cards and write a conversation for each. Use the Performance Model on page 117 to help you.

- 1. Divide the class into pairs.
- 2. Have pairs read the role-play cards and choose two.
- 3. Have students turn to page 117 to look at the script from Performance Task b.
- 4. Have pairs write short dialogues in their notebooks.
- 5. Check students' progress periodically and help when it's necessary.

**Note:** Students should use the Performance Model as a guide to help write their own conversations.



- a. Practice your role-play with a partner.
   Remember to show feelings and use your body language.
- 1. Have students turn to page 116.
- 2. Read the Performance Guidelines aloud.
- 3. Check students' understanding of each point.
- 4. Have pairs practice their role-plays.

- b. Look at the Feedback form. Discuss with your partner how you could improve your role-play and practice again.
- 1. Read the Feedback form aloud.
- 2. Check students' understanding of each point.
- 3. Have pairs give themselves a score for each point on the form.
- 4. Have pairs discuss how they could improve their role-plays.
- 5. Have pairs practice their role-plays again.



### Performance and Feedback

- a. Now, join two other pairs. Take turns performing your role-plays.
- 1. Divide the class into groups of three pairs.
- 2. Have pairs take turns performing their role-plays to each other.
- b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the performers can improve for next time.
- 1. Have pairs that are not performing listen and give scores using the Feedback form.
- 2. After each pair has performed, have non-performing pairs give feedback to the performing pairs.
- c. Who performed the best role-play? Discuss in your groups.
- 1. Have groups discuss which pair performed the best role-play.
- 2. Have groups share their ideas with the class.
- 3. Afterwards, choose a few pairs to perform their role-plays in front of the class.



### **Creative Extension**

- a. Practice your role-play again, but this time change your emotions.
- b. Perform your role-play again. Can everyone guess how you are feeling?
- 1. Have pairs practice their role-plays changing their emotions.
- 2. Have them perform their role-plays again.
- 3. Have the other students try to guess how the performers are feeling.

### Unit 6

# Review



### 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).

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

### Track 40 \(\cappa\)

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.

When is Claire writing her essay? Tim: Hi Claire, do you want to go out on Friday night?

Claire: No, I can't. I have to write my essay. Tim: Too bad. How about Saturday?

Claire: Oh, I'm meeting Jim. I'm free on Sunday.

Tim: OK. Let's go out then. Narrator: Now, listen again.

1. Narrator: Why is Simon disappointed?
Beth: Hey Simon, you look upset. What's wrong?
Simon: I'm really disappointed because I didn't do
well on my geography test.

Beth: Me too. I got a C. What did you get?

Simon: I got a B.

Beth: David got an F. You should be happy.

Simon: I quess so.

Narrator: Now, listen again.

2. Narrator: Where is Lisa going to study?

Ben: The talk on studying abroad was interesting.

Are you going to do it?



### Reading

Read the article about Anna's school year. Choose the correct answer (A, B, or C).

0. B 3. C 1. B 4. C 2. B



### Grammar

a. Underline the mistakes and write the correct answers on the lines.

1. <u>then</u> → because 4. <u>has</u> → have
2. <u>real</u> → really 5. <u>had</u> → have
3. (I am so → because/ 6. <u>however</u> → because surprised) <u>so</u> that

### In this lesson, you'll review...

- declining invitations and expressing obligations
- describing feelings about school

Lisa: Yeah. I think so. I want to travel and make some international friends.

Ben: Where do you want to go?

Lisa: Well, I'm studying French and German, but I chose Germany because my uncle lives there. You're studying Spanish. Do you want to go to Spain?

Ben: Hmm. Spain, or maybe South America.

Lisa: Sounds great.

Narrator: Now, listen again.

3. Narrator: What is James doing tomorrow afternoon? Kate: Hey James. Do you want to go bowling tomorrow? James: I can't. I'm playing basketball in the morning. Then, I have to do my homework in the afternoon.

Kate: Hmm. Let's go in the evening.

James: Sure, I'm free then. Narrator: Now, listen again.

Narrator: What test did Mark pass?
 Tina: Hey Mark, you look happy.

Mark: Yeah, I'm pleased because I passed my test.

Tina: Was it your history test?

Mark: No. That's tomorrow. I passed my geography test.

Tina: I have my biology test tomorrow.

Mark: Good luck! Tina: Thanks.

Narrator: Now, listen again.

5. Narrator: What did Fiona do at school today?

Fred: How was school today, Fiona?

Fiona: It was good.

Fred: Did you write your essay?

Fiona: No. I'll start writing it tomorrow. Today, I did my presentation.

Fred: Do you have any homework?

Fiona: No, but I have to practice for my guitar test later.

Narrator: Now, listen again.



### Vocabulary

### Circle the correct words.

1. disappointed4. failed7. surprised2. presentation5. homework8. project

3. book report 6. passed



### **Pronunciation**

 a. Circle the word that has the underlined part pronounced differently from the others. b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

1. D 4. B 2. C 5. C 3. A 6. C

# Unit 7 Review

## (I) Listening

# You will hear a man talking about transportation in London. Listen and fill in the blanks. You will hear the information twice.

0. Martin 3. 11/eleven
1. stops 4. Airport
2. card 5. convenient

### Track 41 $\cap$

M: My name's James Martin and I'm going to tell you about the transportation in London. There are seven hundred bus routes covering all of London. Buses aren't as fast as the subway, but there are In this lesson, you'll review...

- describing and identifying personal belongings
- comparing different types of transportation

over nineteen thousand bus stops in London. You can pay for tickets using a London travel card. The subway in London is called the Underground. There are eleven underground train lines covering over four hundred kilometers of track with two hundred and seventy stations. It's really fast. Also, there is a large train network with special lines connecting central London with Heathrow Airport. The trains are as fast as the underground but not as cheap. Finally, there are taxis. You can see these famous black taxis all over London. Taxis are very expensive, but they are convenient if you are in a hurry.



### Reading

# Read the email about a trip to an amusement park. Write one word for each blank.

0. are 3. in 1. Are 4. by 2. to 5. but



### Grammar

### a. Circle the correct words.

- 1. mine
- 2. her
- 3. hers
- 4. Our
- 5. yours

### b. Write sentences using the prompts.

- 1. My big blue backpack is new.
- 2. It is her old red suitcase.
- 3. This new orange bag is yours.
- 4. Your bag is not as new as mine.
- 5. The train is not as fast as the plane.
- 6. The subway is not as comfortable as the train.

## A

### Vocabulary

### Match the words with the descriptions.

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



### **Pronunciation**

- a. Circle the word that has the underlined part pronounced differently from the others.
- 1. A
- 2. B
- 3. C
- b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.
- 4. B
- 5. C
- 6. B



### **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).

2. C 3. B

### Track 42

Narrator: You will hear five short conversations. You will hear each conversations twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). You will hear two friends talking about their day. Which festival did they go to?

Fred: That was fun, wasn't it?

Max: Yes. I tried so many new things and they were all very good. The músic was gréat, too.

Fred: Yeah. The competition looks interesting. I think we

should take part next year! Max: Well, we should start practicing eating more now if you want to do that.

Fred: Riaht.

Narrator: The answer is "a food festival," 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, Mary, talking about a festival. What does she want to do?

John: What are you reading, Mary? Mary: The Deer Shed Festival program. There are so many things to do.

John: Like what?

Mary: Well, you can see a concert, make your own jewellery and puppets, and go on rides.

John: That sounds fun. I love concerts.

Mary: I prefer making things. I'm going to make a necklace for my mom.

Narrator: Now, listen again.

2. Narrator: You will hear a boy, Harry, talking about Halloween in the US. What was the most different from Halloween in the UK?

Hannah: Did you get lots of candies?



### Reading

### a. Read about the festival. Write one word for each blank.

0. at 2. and 4. out 1. will 5. from



### Vocabulary

### Match the words with the definitions.

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



### Grammar

### a. Write sentences using the Future Simple.

- 1. The next Lantern Festival will begin on November 19th.
- 2. There will be a party after the festival at 8 p.m.
- 3. Groovy Groo won't/will not participate in the festival this year.
- 4. You won't/will not be disappointed with the Festival of Lights.
- 5. Will G Start perform on the opening night?

### In this lesson, you'll review...

festivals around the world

• compare how different countries celebrate festivals

Harry: Yes, I did! It was more fun than in the UK.

Hannah: Really?

Harry: Yeah, trick-or-treating isn't as popular. And the decorations! It was like another Christmas. All the houses in my neighborhood put up very big and scary displays. You won't see that in the ŬK.

Hannah: Interesting!

Narrator: Now, listen again.

3. Narrator: You will hear a boy, Bob, talking to his friend. What holiday is coming?

Mandy: What did you do last night, Bob?

Bob: I went to the market. Lots of people also went out to celebrate and did last-minute shopping

for the holiday.

Mandy: What did you buy?

Bob: I bought a gift for my sister and some decorations. We already decorated our tree in the first week of December, but I want to put up some decorations in my room, like what I did on Halloween.

Mandy: Cool.

Narrator: Now, listen again.

4. Narrator: You will hear a teacher talking about a festival. What do people do there?

Mrs. Clare: Some festivals have really fun activities like food or paint fights! During Songkran, an important festival in Thailand, people throw water at each other in the street. They believe it will wash away bad luck.

Narrator: Now, listen again.
5. Narrator: You will hear a girl, Alice, talking about
Water Fire Festival. What does she want to

Alice: Mom, let's go to Water Fire next Saturday!

Mom: What can you do there?

Alice: There'll be music, food, and all kinds of art. But the most interesting thing is the bonfires. There'll be more than one hundred bonfires please? I'll even buy us dinner. Mom: OK. along the three rivers in the city. Can we go,

Narrator: Now, listen again.

### **Pronunciation**

- a. Circle the word that has the underlined part pronounced differently from the others.
- 1. B 2. A 3. C
- b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

5. C 6. B 4. B

### b. Write sentences with different from or like using the table.

- 1. The lucky color in Spain is different from that in Argentina.
- 2. The lucky food in Spain is grapes. That's different from Argentina.
- 3. Spanish people eat 12 grapes at midnight for good luck. That's different from Argentina.
- 4. People in Argentina start the new year with their right foot, like Spanish people, for good luck.

# Unit 9

## ( Listening

You will hear Anna talking to her friend, Jamie, about her trip to the UK. Where's she going to visit on each day? For each question, write a letter (A-H) next to each day. You will hear the conversation twice.

0. B 3. E 1. A 4. G 2. C 5. F

### Track 43 $\cap$

Narrator: You will hear Anna talking to her friend Jamie about her trip to the UK. Where's she going to visit on each day? For each question, write a letter (A–H) next to each day. You will hear the conversation twice.

Jamie: You're going to the UK next week, right?

Anna: Yes.

Jamie: Where are you going to visit?

Anna: On Monday, we're going to visit Big Ben and

Buckingham Palace.

### In this lesson, you'll review...

- tourist attractions and cultures of English-speaking countries
- holidays in English-speaking countries

Jamie: Cool.

Anna: Then, we're going to visit the Tower of London

and some museums on Tuesday.

Jamie: I heard that many ghosts are still in the tower.

Anna: I hope we don't meet any!

Jamie: Haha.

Anna: Then on Wednesday, we're going to the

University of Oxford.

Jamie: Nice.

Anna: Then, we're going to Cotswold Wildlife Park on

rnen, we r Thursdav.

Jamie: That should be fun.

Anna: On Friday morning, we are flying to Scotland!

Jamie: What are you going to do?

Anna: We will explore the Old Town in Edinburgh on

Friday.

Jamie: Are you going to visit Edinburgh Castle?

Anna: Of course!

Jamie: Is that the last day of your trip?

Anna: No, Saturday is the last day and we're going to

climb Arthur's Seat. Jamie: Sounds fantastic! Anna: I know, I can't wait! Narrator: Now, listen again.



### Reading

# Read about the three people. Choose the correct answer (A, B, or C).

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



### Vocabulary

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

photos
 stadium
 flight
 souvenirs
 historic
 vallet
 sightseeing



### Grammar

### a. Fill in the blanks using the or $\varnothing$ (zero article).

1. Ø 4. Ø 2. the 5. the 3. Ø 6. Ø

### b. Write sentences in the Past Simple using the prompts.

- 1. Did you visit the Empire State Building?
- 2. We took a flight to Boston the next day.
- 3. I bought lots of new clothes.
- 4. She didn't have a swimsuit.
- 5. He lost his ticket.
- 6. They ate at a famous restaurant.



### Pronunciation

- a. Circle the word that has the underlined part pronounced differently from the others.
- 1. A
- 2. B
- 3. D
- b. Circle the word that differs from the other three in the position of primary stress in each of the following questions.
- 4. C
- 5. B
- 6. D



Listen to Steve talking to Alice about energy. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

3. C 0. A 1. A 4. C 2. C 5. B

### Track 44

Narrator: Listen to Steve talking to Alice about energy. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Alice: What are those things on your roof, Steve?

Steve: Oh, they're solar panels.

Alice: Ah, interesting. Is solar power a renewable energy source?

Steve: Yes, it is.

Alice: What happens if the panels fall off the roof? Steve: They won't fall! It's OK, they're not dangerous.

Alice: Are they expensive?

## In this lesson, you'll review...

- types and sources of energy
- the advantages and disadvantages of energy sources

Steve: They're expensive to buy, but solar power is cheap to run.

Alice: We try to save energy at our school, too.

Steve: How does your school save energy? Do you reuse

rainwater? Or recycle newspapers?

Alice: No, we make sure to turn off lights to save power.

Steve: That's a good idea!

Alice: Our school also uses renewable energy.

Steve: Oh, that's good. Do you use power from natural sources, like hydropower?

Alice: We use wind power.

Steve: Oh, that's good. Wind power is clean to run! Alice: Yes. It's clean, but it needs a lot of wind. Steve: How much power does your school get from wind power?

Alice: Erm...Let's see. It gets thirty percent from natural gas and fifteen percent from solar power. Ah, it gets about twenty percent from wind power.

Steve: Wow, that's areat. Narrator: Now, listen again.



### Reading

Read the text about Midnight City. Choose the best word (A, B, or C) for each space.

3. C 0. A 4. B 1. B 2. A 5. A



### Vocabulary

Fill in the blanks with the words and phrases in the box.

1. Solar panels 5. natural gas 2. power plant 6. Non-renewable 3. renewable 7. Nuclear power 4. pollution 8. wind turbines



### Grammar

### Combine the sentences using and or but.

- 1. Coal isn't very clean, but it keeps us warm in the winter.
- 2. Natural gas is cheap and it is excellent for cooking.
- 3. The power plant is big and it provides enough power for the whole town.
- 4. The solar panels are expensive to buy, but they save money in electricity bills later.
- 5. My father loves a coal fire, but I hate it.
- 6. I don't think we should use nuclear power, but my brother thinks using it is a good idea.



### Pronunciation

- a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.
- 1. C
- 2. C
- 3. D
- b. Circle the word that has the underlined part pronounced differently from the others.
- 4. A
- 5. C
- 6. A

# Semester 2 Project Optional)

### Can you...?

plan and deliver a presentation about a city's energy problems

Presentation Presentation Skill: Describing charts

- 1. Explain the benefits of using and describing charts in presentations.
- 2. Focus attention on the Presentation Skill box.
- a. Listen to Joe and Susan giving a presentation about energy in Oaktown. Listen and fill in the blanks. (123)
- 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. As you can see here
- 2. The chart also shows
- 3. dangerous
- 4. best choice

### b. With your partner, practice pointing to and talking about the chart in the poster.

- 1. Divide the class into pairs.
- 2. Have pairs practice pointing to and talking about the chart in the poster.
- 3. Have some pairs demonstrate the activity in front of the class.

### Track 45

Joe: Good afternoon. I'm Joe. And this is Susan. Today we'll talk about our energy plan for Oaktown.

Susan: As you can see here, our city gets seventy percent of its energy from coal. Coal power plants are expensive to run and cause pollution.

Joe: The chart also shows that we get thirty percent of our energy from nuclear power. Nuclear power plants are clean to run, but they can be dangerous.

Susan: Oaktown is often cloudy, so we don't think solar power is a good idea.

Joe: Oaktown is very windy in winter, but not in summer. We don't think wind power is a good idea.

Susan: We think the best choice is hydropower, because Oaktown is near a strong river.

Joe: Hydropower is clean and renewable. We think we should spend the money on hydropower.

Joe/Susan: Thank you for listening.



### Planning

There is a lot of pollution in your city. It gets 90% of its energy from non-renewable energy sources. You want the city to use more renewable energy sources. With your partner, note the problems, two sources of renewable energy, and why they're best for your city.

- 1. Divide the class into pairs.
- 2. Have pairs think about their city's energy problems and note the problems, two sources of renewable energy, and why they're best for the city.
- 3. Have some pairs demonstrate the activity in front of the class.



- a. You are going to deliver a presentation with a friend about your city's energy problems and how to fix them. Turn to page 117 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 117.
- 3. Have students prepare their own presentation.

- b. Prepare a similar poster about energy in your city.
- 1. Have students read the poster instructions.
- 2. Have students prepare their own poster.

**Note:** Students should use the Presentation Model as a guide to help write their own presentations.



- a. Practice your presentation with your partner.
   Remember to use your chart.
- 1. Have students turn to page 116.
- 2. Read the Presentation Guidelines aloud.
- 3. Check students' understanding of each point.
- 4. Have pairs practice their presentation.
- 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.
- 3. Have students discuss how they could improve their presentations.
- 4. Have students practice their presentations again.

## Presentation and Feedback

- a. Now, join two other pairs. Take turns delivering your presentations.
- 1. Divide the class into groups of three pairs.
- 2. Have pairs take turns delivering their presentations to each other.
- b. Listeners: Give feedback using the form below. Say one thing you liked and one thing the presenters can improve next time.
- 1. Have students that are not presenting listen and think about points on the the Feedback form.
- 2. After each person has presented, have non-presenting students give feedback to the presenters.
- c. Who has the best plan? Discuss with your group.
- 1. Have groups discuss which pair has the best plan.
- 2. Have groups share their ideas with the class.
- 3. Afterwards, choose a few pairs to give their presentations in front of the class.

# **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.

# **Review Writing Sample Answers**

### **Review Writing 1**

Hey Alex,

What are you doing on Saturday?

I'm going to the Summer Jam hip hop festival this weekend with my soccer team. I know you love music festivals so I thought you would like to come with us. A ticket is twenty dollars. Lil G and Big Steve are playing at 5 p.m. Their shows are great. We're going to meet at City Park at 4:30 p.m. You should come!

I hope you can make it.

Talk soon,

Tyler

### **Review Writing 2**

Hi Ashley,

I want to tell you about a new dish I tried recently. It's called lasagne. It's made with pasta, beef, tomatoes, and cheese. It also had some garlic and onion in it. I ate mine with a small salad. I had it in a restaurant in town with my mom and sister. I thought it was creamy and delicious. Have you ever tried it?

See you soon,

Kevin

### **Review Writing 3**

I think Carnival in Brazil is the best festival in the world. I really like it because you can eat, dance, and watch parades all day. You can also try tasty foods like fish soup. People in Brazil also like beans with rice and fruit salad. Many people do the Samba dance at night. It is a famous dance in Brazil. You can also buy tickets and watch parades. People wear really colorful costumes. Carnival is the best festival.

### **Review Writing 4**

Dear Mr. Brewster,

I am writing to ask you to start an exchange program with a school in the USA.

I think it would be really useful. I think it would really help us learn English because we would have to speak it there. It would also help us learn about different cultures. Finally, I think we would make English-speaking friends. They could help us learn English, too.

Let me know what you think.

Sincerely,

Thanh Lam, 7C

# **English Phonemic Chart**

	VOWELS	AND DIPHTHONGS
•	///	<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
•	/ <del>ə</del> /	<u>A</u> meric <u>a</u> , the <u>a</u> t <u>e</u> r
•	/3:/	b <u>ir</u> d, l <u>ear</u> n
•	/I/	<u>i</u> tchy, s <u>i</u> tt <u>i</u> ng
•	/ <b>i</b> :/	sh <u>ee</u> p, h <u>ea</u> t
•	/a:/	<u>o</u> ctopus, h <u>o</u> t
•	/:C\	f <u>ou</u> r, h <u>or</u> se
•	/℧/	p <u>u</u> t, b <u>oo</u> k
•	/u:/	m <u>oo</u> n, bl <u>ue</u>
•	/eI/	g <u>a</u> me, pl <u>ay</u>
•	/aI/	f <u>i</u> ve, <u>eye</u>
•	\JI/	b <u>oy</u> , <u>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
•	/ <b>I</b> ə/*	y <u>ear</u> , h <u>ere</u>
•	/eə/*	wh <u>ere</u> , <u>air</u> , b <u>ear</u>
•	/V <b>Ə</b> /*	t <u>our</u> ist, p <u>oor</u>
•	/ <del>0</del> 0/*	n <u>o</u> se, h <u>o</u> me

N	0	٠	۵	
1	U	L	C	=

<sup>\*</sup>only appear in British English pronunciation

	CONS	SONANTS
•	/b/	<u>b</u> all, ta <u>b</u> le
•	/p/	point, top
•	/ <b>k</b> /	<u>c</u> ar, <u>k</u> i <u>ck</u>
•	/ <b>g</b> /	goat, big
•	/ <b>f</b> /	<u>f</u> ish, <u>f</u> arm
•	/ <b>V</b> /	<u>v</u> iolin, fi <u>ve</u>
•	/ <b>t</b> /	<u>t</u> iger, ha <u>t</u>
•	/d/	<u>d</u> oor, ba <u>d</u>
•	/m/	<u>m</u> onster, <u>m</u> o <u>m</u>
•	/ <b>n</b> /	<u>n</u> ose, te <u>n</u>
•	/ <b>ŋ</b> /	si <u>ng</u> , fi <u>ng</u> er
•	/h/	<u>h</u> op, <u>h</u> at
•	/r/	<u>r</u> obot, sta <u>r</u>
•	/ /	<u>l</u> ove, ba <u>ll</u>
•	/3/	televi <u>si</u> on, trea <u>s</u> ure
•	/ʃ/	<u>sh</u> op, fi <u>sh</u>
•	/ <b>t</b> ∫/	<u>ch</u> icken, wat <u>ch</u>
•	/dʒ/	jump, bri <u>dge</u>
•	/0/	<u>th</u> ree, <u>th</u> in
•	/ð/	mo <u>th</u> er, <u>th</u> is
•	/S/	<u>s</u> nake, ki <u>ss</u>
•	/Z/	<u>z</u> ig <u>z</u> ag, la <u>z</u> y
•	/W/	<u>w</u> alk, <u>w</u> indow
•	/ <b>j</b> /	yo-yo, yellow



# Free Time

### LESSON 1



### New Words

### a. Look at the pictures and write the words.

- 1. make vlogs
- 2. play online games
- 3. build models
- 4. read comics
- 5. bake cakes
- 6. collect soccer stickers

### b. Fill in the blanks using the phrases in Task a.

- 1. reading comics
- 2. making vlogs
- 3. collecting soccer stickers
- 4. baking cakes
- 5. building models
- 6. playing online games



### Reading

### a. Read Rachel's blog post and choose the best title.

2. Why I Like Playing Online Games

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

- 1. When she was eight years old.
- 2. Her friends.
- 3. Trees.
- 4. About two hours.
- 5. Finish her homework.



### Grammar

### Unscramble the sentences.

- 1. What do you do in your free time?
- 2. I bake cakes on Saturdays.
- 3. Do you build models with your sister?
- 4. Molly plays soccer on the weekends.
- 5. What does your sister do in her free time?



### Writing

### Answer the questions using your own ideas.

Sample answer:

- 1. My friend plays online games in his free time.
- 2. I read comics in my free time.



- a. Look at the pictures and do the crossword puzzle.
- 1. market
- 2. sports center
- 3. water park
- 4. theater
- 5. bowling alley
- 6. fair
- 7. ice rink

- b. Fill in the blanks using the words in Task a.
- 1. bowling alley
- 2. sports center
- 3. fair
- 4. water park
- 5. market
- 6. theater
- 7. ice rink



- a. Listen to a phone call between two teenagers. Choose the correct answer.
- 1. friends.

- b. Now, listen and answer the questions.
- 1. The bowling alley.
- 2. The market.
- 3. Four o'clock.
- 4. The bowling alley.



- a. Fill in the blanks with the correct prepositions in the box.
- 1. opposite
- 2. behind
- 3. next to
- 4. in front of
- 5. opposite
- 6. next to

- b. Write sentences using the Present Continuous and prompts.
- 1. My brother is playing soccer next Saturday.
- 2. She's having a party at the weekend.
- 3. Are we going swimming on Sunday?
- 4. I'm going shopping with my friends at the shopping mall tonight.



What do you like doing in your free time? Why do you like doing it? Write three sentences.

Sample answer:

I like going swimming.

I go swimming three times a week after school.

I like it because it's relaxing and it's a great way to keep fit.



# Free Time

### LESSON 3



### New Words

- a. Listen to a talk about an extreme sport. How does the speaker feel about it?
- 2. It was frightening.

### b. Now, listen and circle.

- 1. two
- 2. exciting
- 3. an airplane
- 4.30
- 5. scared



### Reading

- a. Read Suzanne's email quickly. What is the email about?
- 2. doing a skydive for charity

- b. Now, read and answer the questions.
- 1. 2 p.m.
- 2. Outside the supermarket.
- 3. Poor children.
- 4. 3 p.m.
- 5.12



### Writing Skill

### Read about writing invitation emails, then reorder parts of the email (1-6).

- <u>3</u> I'm going rock climbing with Tim and Roger next Saturday. Do you want to come?
- <u>5</u> Let me know by Wednesday if you want to come.
- 4 It costs 60 dollars to hire the safety equipment. We're meeting at 2 p.m.
- 2 Are you busy next Saturday?
- 1 Hi Susan,
- 6 See you soon,

Anna



### Writing

### Now, write an invitation email to a friend. Write 60 to 80 words.

Sample answer:

Hey Richard,

Are you free next Saturday?

My cousin and I are going scuba diving at Requin Coast. Would you like to join us? We're meeting at 10:30 a.m. and the boat leaves at 11 a.m. Both the boat and the dive cost 120 dollars.

The company will provide all the diving equipment and give a safety lesson before we go into the water. Don't worry because it's very safe.

Let me know if you can come by Tuesday.

Hoa

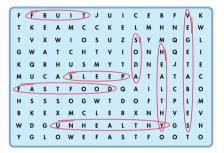
Unit 2

# Health

### LESSON 1



a. Look at the pictures and find the words in the word search.



b. Fill in the blanks with the words from Task a.

- 1. fruit
- 2. vegetables
- 3. fast food
- 4. Soda
- 5. sleep
- 6. healthy
- 7. unhealthy



- a. Read the blog on healthy living and choose the correct sentence.
- 2. Jane is a student.

- b. Now, read and answer the questions.
- 1. At least seven (hours).
- 2.30 minutes.
- 3. She's/Jane's mom is a doctor.
- 4. Her friends at school.



- a. Fill in the blanks using the words in the box.
- 1. a lot of/lots of
- 2. some
- 3. (not) any
- 4. a little

- b. Look at the table and write sentences.
- 1. Kim drinks a little fruit juice.
- 2. Joe eats a lot of junk food.
- 3. Julie does some exercise.
- 4. Bill doesn't watch any TV.
- 4. James plays a lot of sports.



Write two or three sentences about yourself. Use the activities in Task b.

Sample answer:

I do a lot of exercise but I don't play any sports.

I eat some junk food.

I drink a lot of fruit juice.



# Health

### LESSON 2



### New Words

- a. Unscramble the words and phrases.
- 1. FEEL WEAK
- 5. FEVER
- 2. TAKE VITAMINS
- 6. TAKE MEDICINE
- 3. KEEP WARM
- 7. STAY UP LATE
- 4. SORE THROAT
- 8. GET SOME REST
- b. Fill in the blanks using the words from Task a.
- 1. feel weak

5. keep warm

2. fever

- 6. sore throat
- 3. take medicine
- 7. stay up late
- 4. take vitamins
- 8. get some rest



- a. Listen to two children talking at school. Who has a healthier lifestyle?
- 1. Brenda

- b. Now, listen and circle A, B, or C.
- 1. B
- 2. C
- 3. C
- 4. C
- 5. A



### Grammar

### Unscramble the sentences.

- 1. You shouldn't shout so much.
- 2. You should take some vitamins.
- 3. You should take medicine.
- 4. You should see a doctor.
- 5. You should do more exercise.



# Read Lily and Jacob's health problems. Use *should* and *shouldn't* to give them your advice. Write full sentences.

Sample answer:

Lily should get some rest.

She should eat more fruit and vegetables.

She should take some vitamins and she shouldn't stay up late.

She shouldn't watch a lot of TV.

Jacob should take some vitamins and some medicine for his stomach.

He should eat breakfast every day.

He shouldn't eat so much fast food and he shouldn't drink so much soda.



- a. Listen to Ben talking about exercise and healthy eating and circle the correct answer.
- b. unhealthy.

- b. Now, listen and choose the correct answers.
- 1. c
- 2. b
- 3. c
- 4. b



- a. Read the letter and answer the question. What does Roger want to use the youth club for?
- 2. a sports day

- b. Now, read and answer the questions.
- 1. Brown Street.
- 2. They do not have their own space to hold the sports day.
- 3. They want to use the club playing field and the table tennis room.
- 4. They want students to be healthier.



Read about writing request letters, then number the sentences (1-7).

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



Now, write a letter to the principal of your school asking for more sports and fitness facilities. Use the Writing Skill box to help you. Write 60 to 80 words.

Sample answer:

Ben Adams

27B Nguyễn Đình Chiểu Street,

Đa Kao Ward, District 1, Ho Chi Minh City

Ms. Hằng

115 Nguyễn Văn Trỗi Street,

Ward 8, Phú Nhuận District, Ho Chi Minh City

Dear Ms. Hằng,

My name is Ben from Grade 7, Class 1B. I am writing to request more space in our school and more equipment to play sport and do exercise. The school yard is too small for all the students to do exercise and we don't have a playing field to play football and other sports. You could turn the car park into an exercise area to give us more space. Can you give us more sports equipment? We would like to play football and table tennis. Please help us.

Yours sincerely, Ben Adams

### Unit 3

# Music and Arts

### LESSON 1



### New Words

- a. Unscramble the words.
- 1. JAZZ
- 2. COUNTRY (MUSIC)
- 3. CLASSICAL MUSIC
- 4. POP
- 5. ROCK
- 6. HIP HOP

### b. Do the crossword puzzle.

- 1. country
- 2. jazz
- 3. hip hop
- 4. classical music
- 5. rock
- 6. pop



### a. Read the blog post and choose the best summary.

1. Our favorite kinds of music

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

- 1. Hip hop and rock.
- 2. When he's doing his homework.
- 4. Classical music and jazz.
- 5. Blake Shelton.



### Grammar

### Underline the mistakes. Write the correct answers on the lines.

- 1. am not
- → don't
- 2. loves
- → love
- 3. Are
- → Do
- 4. <u>likes</u>
- → like
- 5. <u>like</u>
- → likes
- 6. Is
- → Does
- 7. <u>Does</u> <u>am</u> → Do do

- 8. don't think → doesn't thinks



### Write your own answers in full sentences.

### Sample answer:

- 1. I like listening to pop and country music.
- 2. Do you like listening to rock music? No, I don't. I think it's noisy.



### New Words

### Fill in the blanks.

reggae
 blues
 RnB
 folk (music)
 electronic
 heavy metal



### a. Listen and fill in the blanks.

- 1. Heavy metal
- 2.3
- 3.5
- 4.2
- 5. Blues
- 6. Electronic

# b. Now, listen and tick (🗸) the shows they agree to see.





### a. Fill in the blanks using the words in the box.

1. His 4. Their 2. their 5. My

3. her

### b. Circle the correct answers.

1. on 5. on 2. at 6. in 3. in 7. on

4. at 8. on – at – in



### Complete the sentences using your own ideas.

Sample answer:

Jack: There are some wonderful music shows this weekend. Would you like to go?

Me: Sure. Who do you want to see?

Jack: How about Dave Levine? He's a great rock singer.

Me: I don't like rock.

Jack: OK. What about Amy Jackson? She's a country singer.

Me: Great. When's her show?

Jack: It's at 3 p.m. on Saturday. Who else do you want to see? Me: What about Peter Harrison? He's a pop singer.

Jack: When's his show?

Me: It's at 6 p.m. on Sunday.

Jack: Great!



# Music and Arts

### LESSON 3



### Listening

- a. Listen to a boy talking about *Avengers: Endgame*. Choose the correct answer.
- 3. both positive and negative.

### b. Now, listen and draw lines to connect the ideas.

Robert Downey Jr. – Does cool things Thor – Funny and strong Characters – Awesome Special Effects – Fantastic Music – Boring



- a. Read the movie description and answer the question. Did the writer enjoy the movie?
- 1. Yes

- b. Now, read and circle True or False.
- 1. False
- 2. True
- 3. False
- 4. False
- 5. True



### Writing Skill

### Read the movie description and rewrite it in the correct order.

The Jungle Book is a Disney movie.

It is set in the jungles of India. The star is Neel Sethi as Mowgli. He grows up in the jungle. A group of wolves looks after him. In the movie he meets a lot of animal friends. They are kind, but an evil tiger wants to kill Mowgli. The movie has some great music and the acting is fantastic. This is a movie for children, but everyone will like it.



### Now, use your notes to write a movie description. Write 60 to 80 words.

Sample answer:

The Lord of the Rings: The Fellowship of the Ring is a fantasy movie. It is set in Middle Earth. The star is Ian Holme, as Bilbo. He is a hobbit. In the movie he must destroy a magic ring. The movie has good special effects, but it is really long. It is over three hours long, so it is boring. This film is not for children and most people will not like it.

### Unit 4

# Community Services

### LESSON 1



### New Words

- a. Unscramble the groups of letters to make phrases.
- 1. CHARITY EVENT
- 2. CRAFT FAIR
- 3. FUN RUN
- 4. BAKE SALE
- 5. CAR WASH
- 6. RIGHT
- 7. TALENT SHOW
- 8. VOLUNTEER

- b. Fill in the blanks using the words in Task a.
- 1. charity event
- 2. bake sale
- 3. fun run
- 4. right
- 5. craft fair
- 6. volunteer
- 7. car wash
- 8. talent show



- a. Read the text and choose the best summary.
- 2. Ways to help the community

- b. Now, read and circle the correct answers.
  - C
- 4. D
- 2. c
- 5. a
- 3. a

## Grammar Grammar

- a. Match the numbers (1–7) with the letters (A–G) to complete the conversation.
- 1. C
- 2. E 3. G
- 4. A

- 5. B
- 6. F
- 7. D

- b. Unscramble the sentences.
- 1. What kind of charity event should we organize?
- 2. How about we have a fashion show?
- 3. Do we need any volunteers?
- 4. Yes, we need people to design and make clothes.
- 5. What should we call our fashion show?
- 6. What about calling it "Be Creative and Help"?



### Complete the sentences about two charity events you can organize.

### Sample answer:

There are a lot of things we can do for our community. We should have a craft fair to raise money. We need volunteers to make and sell things. We should also organize a fun run to raise money for poor students in our school. The fun run will start at our school and finish at the local park.

### Unit 4

# Community Services

### LESSON 2



### New Words

- a. Complete the words with the vowels (a, e, i, o, u) and y.
- 1. raise
- 2. recycle
- 3. plant
- 4. clean up
- 5. donate

- b. Complete the phrases using the verbs in Task a.
- 1. raise
- 6 plan
- 2. donate
- 7. clean up
- 3. clean up
- 8. donate
- 4. plant
- 9. recycle
- 5. recycle
- J. 160

- Listening
- a. Listen to three people talking. Where are the speakers?
- 2. on a radio show

- b. Now, listen and circle.
- 1. B
- 2. C
- 3. C
- 4. A



- a. Fill in the blanks using the Past Simple form of the verbs in the box.
- 1. volunteered
- 2. served
- 3. cleaned
- 4. organized
- 5. raised
- 6. planted

- b. Look at the pictures and write affirmative sentences, negative sentences, or questions using the Past Simple tense.
- 1. We volunteered at a soup kitchen last Friday.
- 2. They didn't clean up the streets two weeks ago.
- 3. Did she donate clothes yesterday?
- 4. He planted flowers yesterday.
- 5. They didn't plant trees last weekend.
- 6. Did he raise money for charity last month?



### Write full sentences about three things you did to help the community.

### Sample answer:

Last month, my sister and I donated books, clothes, and toys to a local charity. Two weeks ago, my friend and I cleaned up the school yard. Yesterday, we cleaned up the park near our school. We also planted trees and flowers there.

### LESSON 3 Listenina a. Listen to a radio show. What kind of show is b. Now, listen and fill in the blanks. this? 1.4,000 2. parks – rivers 2. a news show 3. local people 4. big change Reading a. Read Tim's email to Alice. Would Tim like to b. Now, read and answer the questions. take part in future clean-ups? 1. Wilson Park. 2. Around 80 (people). 1. Yes 3. Over four tonnes. 4. Clean And Green. **Writing Skill** Write full sentences using the prompts. Then, number the sentences (1-4) to match them with the order in the skill box. A. I could see trash on the beach. It was horrible! B. It was a really fun event. Would you like to join us next year? C. I took part in a river clean-up in Green Valley. D. I went to a clean-up yesterday at Gold Beach. Over twenty volunteers took part. 2 Writing Now, use your notes to write an email about the clean-up. Write 60 to 80 words. Sample answer:

I arrived in Blackwood Forest at midday. I could see plastic bags all over the park. It smelled horrible. Twenty volunteers

took part. We worked for four hours and picked up 30 boxes of trash. The park looked clean after we finished.

The event was organized by Clean The Parks. I won't do another one because the smell was really bad.

Hi Giang,

See you, Nghi

I had an interesting weekend. I took part in a forest clean-up.

### Unit 5

# Food and Drinks

### LESSON 1



### New Words

- a. Unscramble the words.
- 1. lemon
- 2. tomato
- 3. onion
- 4. spaghetti
- 5. milliliter
- 6. grams
- 7. teaspoon
- 8. tablespoon

### b. Read the clues and do the crossword puzzle.

#### Down

- 1. lemon
- 2. milliliter
- 3. teaspoon
- 4. grams
- 5. onion

#### Across

- 6. tomato
- 7. tablespoon
- 8. spaghetti

## Listening

- a. Listen and circle the correct sentence.
- 1. They have the ingredients.

- b. Now, listen and circle the correct answers.
- 1. b
- 2. a
- 3. a
- 4. b
- 5. c



- a. Fill in the blanks using much or many.
- 1. many
- 2. much
- 3. many
- 4. many
- 5. much

- b. Unscramble the sentences.
- 1. How many onions do we need?
- 2. How much flour is there?
- 3. We don't have much coffee left.
- 4. Do we need many apples?



### Write a paragraph about your favorite food. The questions below may help your writing. Write 60 to 80 words.

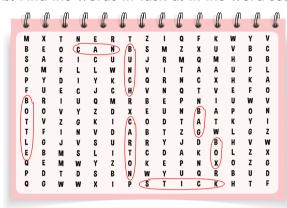
Sample answer:

My favorite food is mashed potato. To make it, you need potatoes, some boiling water, some butter, a little milk, some salt and pepper. I like it because it's easy to make, you don't need many potatoes or much butter, and you can eat it with many different kinds of food. I usually eat it with fried chicken. It's delicious.



- a. Unscramble the words and match with the pictures.
- 1. bag
- 2. bunch
- 3. carton
- 4. box
- 5. can
- 6. stick
- 7. bottle

b. Find the words in Task a. in the word search.





- a. Read Jane's email to her friend and circle the correct sentence.
- 2. Jenny will do the cooking.

- b. Now, read and answer the questions.
- 1. Three.
- 2. In the top cupboard.
- 3. One.
- 4. Next Friday.



Fill in the blanks with a, an, or the.

- 1. an The
- 2. a
- 3. a
- 4. The



### Look at the table and write.

- 1. There are three cans of beans.

  Put the cans/cans of beans/the beans in the cupboard.
- 2. There's a box of spaghetti.
  Put the box/box of spaghetti/spaghetti in the cupboard.
- 3. There's a bag of flour.
  - Put the bag/bag of flour/flour in the cupboard.
- 4. There's a bag of onions.
  - Put the bag/bag of onions/onions on the table.
- 5. There's a box of donuts.
  - Put the box/box of donuts/donuts on the table

### Unit 5

# Food and Drinks

### LESSON 3



### Listening

- a. Listen to Thanh and Sarah talking about food. Where are they?
- 2. a market

- b. Now, listen and circle *True* or *False*.
- 1. True
- 2. True
- 3. True
- 4. False
- 5. False



- a. Read the blog post and answer the question. Does the writer like the dish or not?
- 1. Yes

- b. Now, read and answer the questions.
- 1. (In) Ho Chi Minh City.
- 2. A bit like melon.
- 3. The king of fruit.
- 4. Because it is really smelly.
- 5. Brush your teeth.



### Writing Skill

Number the sentences (1-6). Use the skill box to help you.

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



### Writing

Now use your notes to write a food blog post. Write 60 to 80 words.

Sample answer:

### A Boiled Egg with a Surprise!

In Vũng Tàu, it's common to see people eat trứng vịt lộn. It's a duck egg with a baby duck inside. We boil the eggs for a long time, then eat them with salt, pepper and chili. We break the top of the egg and drink the soup. It's like chicken soup but much nicer. All my friends love it and I think you will, too!

### Unit 6

# Education

### LESSON 1



### **New Words**

- 1. essay
- 2. project
- 3. homework
- 4. book report
- 5. test
- 6. presentation
- c. Fill in the blanks using the words in Task a.
- 1. homework
- 2. essay
- 3. test
- 4. book report
- 5. project
- 6. presentation

a. Look at this code and write the correct words.

b. Find the words from Task a. in the word search.

X	G	P	J	/ B \	R	Α	D	T	U	1	R	K	Υ	
Q	C	1	R	0	Q	U	E	S	G	W	Υ	Υ	Q	
0	K	Α	P	0	J	C	R	Н	X	В	0	F	Z	1
J	F	Z	D	K	D	S	W	F	Q	X	K	Α	- 1	
D	Н	L	C	R	Q	K	K	U	Q	F	E	٧	F	1
P	R	E	S	E	N	T	Α	T	- 1	0	N	A	T	1
S	X	Y	R	P	Н	G	C	P	V	E	G	В	P	
N	G	K	U	0	S	W	M	N	P	P	- 1	P	М	1
G	S	W	Α	\ R /	В	J	J	C	Н	Α	0	R	W	
S	F	G	D	T	P	E	Α	Q	K	٧	Α	0	R	
Z	W	R	Υ	X	C	F	X	R	N	K	E	J	C	
$\mathbb{H}$	0	M	E	W	0	R	K	> Y	X	U	N	E	L	
1	J	N	R	Q	Α	Y	W	T	E	S		) C /	X	
D	Z	0	R	S	P	U	C	S	W	Α	0	\T/	J	

## Listening

- a. Listen and choose the correct answer.
- 1, when James is free.

b. Now, listen and circle the correct answers.

4. a

- 2. b 5. c
- 3. b

1. c



### Fill in the blanks with have to, has to, don't have to, or doesn't have to.

- 1. has to 4. has to
- 2. don't have to 5. don't have to
- 6. doesn't have to 3. have to



### Decline the invitations using the words in brackets () or your own ideas.

### Sample answer:

- 1. Thanks, but I'm sorry. I can't. I have to prepare for a presentation.
- 2. Thanks, but I'm sorry. I can't. I have to finish my essay.
- 3. Thanks, but I'm sorry. I can't. I have to study for a test.

### Unit 6

# Education

### LESSON 2



### **New Words**

### a. Unscramble the words.

- 1. deliahted
- 2. disappointed
- 3. upset
- 4. pass
- 5. fail
- 6. annoyed
- 7. pleased
- 8. surprised

# b. Write the words from Task a. next to the correct meaning.

- 1. fail
- 2. pleased
- 3. disappointed
- 4. upset
- 5. delighted
- 6. pass
- 7. surprised
- 8. annoyed



### Reading

# a. Read and circle the correct answer. The email is about:

1. Julie's test results.

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

- 1. Biology.
- 2. Delighted.
- 3. Some new clothes.
- 4. A (new) laptop.



### Grammar

### Unscramble the sentences.

- 1. My parents are so delighted because I passed all my exams.
- 2. I'm disappointed because I didn't come top of the class.
- 3. I'm really surprised because I passed my physics test.
- 4. He's very annoyed because he failed his math test.
- 5. The teacher was very pleased with my class presentation.



### How do you feel about the following things at school? Write a sentence for each.

#### Sample answer:

- 1. School sports competitions make me feel delighted because they are fun and exciting.
- 2. I'm very annoyed with school lunches because the food is always the same.
- 3. I'm really pleased with school lessons because our teachers are funny and helpful.



- a. Listen to a phone conversation. Does the girl like studying abroad?
- 1. Yes

- b. Now, listen and fill in the blanks.
- 1. friends
- 2. cooking
- 3. school uniform
- 4. snowed
- 5. photos



### Reading

- a. Read a magazine interview with Jacques. What is the main idea of this paragraph?
- 2. Jacques's opinion about studying abroad
- b. Now, read and fill in the blanks.
- 1. France
- 2. test
- 3. adventure
- 4. contact
- 5. hobbies



### Unscramble the sentences. Use the skill box to help you.

- 1. I want to study in Spain. However, I don't like Spanish food.
- 2. Although he missed his old friends, he made new friends.
- 3. He learned about the culture. He didn't, however, enjoy the food.
- 4. We went to Thailand, although it was very expensive.



Now, use your notes to write a paragraph about the positive and negative points of studying abroad. Write 60 to 80 words.

### Sample answer:

There are many reasons to study abroad. Many students stay with a host family to practice the language. However, if the family speaks good English, you will probably speak English back to them. This means you won't practice as much as you want. Although you will probably miss your friends from home, you will have great stories to tell them when you go back. I think you should try studying abroad. It's a great experience!



# Transportation

### LESSON 1



### New Words

- a. Find the matching parts of the words and write them on the lines.
- 1. boarding pass
- 5. luggage
- 2. baggage claim
- 6. customs
- 3. passport
- 7. backpack
- 4. suitcase

- b. Write the words in Task a. next to the correct descriptions.
- 1. boarding pass
- 5. suitcase

2. customs

- 6. luggage
- 3. baggage claim
- 7. backpack
- 4. passport



- a. Listen to two people talking. Where are the speakers?
- 2. at an airport

- b. Now, listen and tick () the boxes.
- 1. A
- 2. C
- 3. C
- 4. B



a. Fill in the blanks using possessive pronouns.

7. hers

- 1. mine 5. mine 2. mine 6. his
- 4. yours 8. ours

- b. Circle the correct answers.
- 1. new gray 5. big new white
- 2. old yellow3. luggage6. His7. Hers
- 4. big purple 8. a small old blue



3. theirs

# Look at the picture. Which luggage does the Brown family have? Write questions and answers in full sentences, then rewrite the answers using possessive pronouns.

- What luggage does Mr. Brown have?
   He has an old brown suitcase.
   His is an old brown suitcase.
- 2. What luggage does Mrs. Brown have? She has a new green suitcase. Hers is a new green suitcase.

- 3. What luggage does Lucy have? She has a small pink backpack. Hers is a small pink backpack.
- 4. What luggage does Luke have? He has an old red backpack. His is an old red backpack.

(Questions 2-4 in any order)



### Read the clues and do the crossword puzzle.

Down	Across		
1. convenient	5. eco-friendly		
2. comfortable	6. public		
3 ticket	7 frequent		

4. reliable



- a. Read the blog posts. What are they about?
- 1. popular types of transportation in Amsterdam and Tokyo
- b. Now, read and answer the questions.
- 1. Because bikes are cheap and eco-friendly.
- 2. It's not as popular as riding bikes but still easy and quick.
- 3. Trains and subways.
- 4. Because they are fast, eco-friendly, and comfortable.



- a. Underline the mistakes, then write the correct answers on the lines.
- 1. more comfortable → comfortable
- 2. <u>quicker</u> → quick
- 3. than → as
- 4. frequently → frequent
- 5. <u>isn't</u> → aren't
- 6. eco-friendlier → eco-friendly

- b. Look at the table, read the sentences, and put a  $(\checkmark)$  or a (×).
- 1. 🗸
- 2. **X**
- 3. 🗸
- 4. 🗸
- 5. **X**



### Look at the pictures and adjectives. Write sentences using (not) as...as...

- 1. The subway isn't as comfortable as the train.
- 2. The bus isn't as quick as the train.
- 3. The subway isn't as cheap as the bus.
- 4. The train is as frequent as the bus.



# **Transportation**

### LESSON 3



Listenina

a. Listen to Donna talking. Where is she?

2. on the news

b. Now, listen and circle the correct answers.

2. b

3. a

4. c

5. b



Reading

a. Read the opinion paragraph. What can't you do with the Moon Car?

2. flv

b. Now, read and fill in the blanks.

1. fun

2. bed

3. anywhere

4. TV screen

5. work



**Writing Skill** 

Write full sentences using the prompts. Then, number the sentences (1–4) to match them with the parts of an opinion paragraph. Use the skill box to help you.

A. It has six seats so it can fit everyone in my family.

B. All the adults in my city should drive a Helicar.

4

C. In my opinion, all the adults in my city should have a Helicar.

D. The Helicar is very convenient for the families in my city.



Writing

Now, use your notes to write an opinion paragraph about why the city should buy this transportation for adults. Write 60 to 80 words.

Sample answer:

I think every adult in my city needs a Super Flyer. The Super Flyer is fast and convenient. The Super Flyer can travel 150 kilometers per hour. It can fly anywhere in minutes. It has four seats. It is big enough for parents and two kids. The Super Flyer has a computer in it. It controls the car and plays music and TV shows. It is great for long trips. That's why all the adults in my city need a Super Flyer.

### Unit 8

# Festivals around the World

### LESSON 1



### New Words

- a. Unscramble the letters to make words and phrases.
- 1. hot-air balloon
- 2. (eating) competition
- 3. bonfire
- 4. lantern
- 5. sculpture
- 6. race
- 7. (water) fight

- b. Complete the crossword with the words and phrases from Task a.
- 1. eating competition
- 2. hot-air balloon
- 3. lantern
- 4. sculpture
- 5. bonfire
- 6. race
- 7. water fight



- a. Read the article and choose the best title.
- 2. The New Year Holiday in Thailand

- b. Now, read and answer the questions.
- 1. April.
- 2. Songkran.
- 3. Their relatives.
- 4. Have big water fights.
- 5. Five days.



### Fill in the blanks using the Present Simple or the Future Simple.

- 1. will begin
- 2. happens
- 3. won't be
- 4. celebrate
- 5. will finish



### What will you do for the next national holiday? Write three sentences.

### Sample answer:

- 1. I will go to Nha Trang for three days.
- 2. I will go with my family.
- 3. I will go snorkelling and eat seafood.

### Unit 8

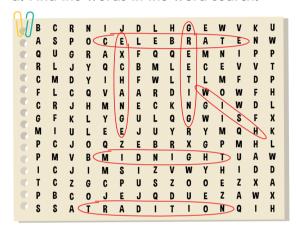
# Festivals around the World

### LESSON 2



New Words

a. Find the words in the word search.



b. Fill in the blanks with the words from Task a.

- 1. greeting
- 2. midnight
- 3. wish
- 4. celebrate
- 5. exchange
- 6. tradition

Listening

a. Listen and choose the correct sentence.

2. Julie is going to visit Hội An.

b. Now, listen and circle the correct answers.

1. b

3. b

2. b

4. c



a. Fill in the blanks with like or different from.

- 1. different from
- 2. like
- 3. different from
- 4. Like
- 5. different from

b. Unscramble the sentences.

- 1. Vietnamese people eat a lot of noodles like Korean people. Korean people eat a lot of noodles like Vietnamese people.
- 2. American food is different from Korean food. Korean food is different from American food.
- 3. The Vietnamese New Year holiday lasts five days like in Thailand.
- 4. Traditional Vietnamese rice cake is different from rice cake in South Korea.



Write a paragraph about a festival you went to. Use the questions below to help with your writing. Write 60 to 80 words.

Sample answer:

Last year I went to the Songkran festival. It takes place in Chiang Mai, Thailand. I went there last April with my mother, my sister, and my grandparents. I had a lot of water fights and ate traditional Thai food. I had a great time and made many new friends. It was different from Vietnamese New Year, but it was fun.



- a. Listen to the dialogue. What is the relationship between the speakers?
- 3. friends at work or school

- b. Now, listen and answer the questions.
- 1. the Hôi An Lantern Festival
- 2.8 p.m.
- 3. cars and motorbikes
- 4. street food
- 5. every month



a. Read The Lim Festival and choose the picture that best matches the description.



- b. Now, read and circle *True, False*, or *Doesn't say*.
- 1. False
- 2. True
- 3. False
- 4. Doesn't say
- 5. False



### Reorder this festival blog post. Use the skill box to help you.

The Tây Sơn Festival

The Tây Sơn Festival takes place in January in Bình Định Province, Vietnam.

People celebrate victory over the Chinese army.

During the festival, there are many martial art performances. People play with fighting sticks and *quyền* (a kind of Vietnamese *kung fu*). There is also a drum competition.

The Tây Sơn Festival is really exciting.



Now, use your notes to write about an important festival in your country. Write 60 to 80 words.

Sample answer:

The Mid-Autumn Festival (Tét Trung Thu)

The Mid-Autumn Festival happens all over Vietnam. It takes place in September and October. It is one of the biggest festivals in Vietnam! People celebrate the harvest. Everyone eats mooncakes and you can see lots of lanterns in the streets. During the festival you can see lion dancers. They are funny and a bit scary, too. The Mid-Autumn Festival is the best festival of the year!

### Unit 9

# English in the World

### LESSON 1



### New Words

- a. Complete the table and write the letters.
- 1. JOG
- 2. STADIUM
- 3. FERRY
- 4. HISTORIC
- 5. FLIGHT
- 6. TOUR GUIDE

- b. Fill in the blanks using the words in Task a.
- 1. ioo
- 2. flight
- 3. ferry
- 4. tour guide
- 5. stadium
- 6. historic



### Reading

- a. Read the text and answer the question. What's the text about?
- 2. best things to do in Ireland

- b. Now, read and answer the questions.
- 1. Trinity College.
- 2. Old and rare books.
- 3. Ashford and Ballynahinch Castle.
- 4. By car.



### Grammar

### Fill in the blanks using the or $\mathcal{O}$ (zero article).

1. the

5. The

2. The - the

6. Ø 7. Ø

3. Ø

4. Ø



### Answer the questions.

### Sample answer:

- 1. I want to go to Hanoi and Ha Long Bay.
- 2. I can take a flight to Hanoi and then a bus to Ha Long Bay.
- 3. I want to visit Temple of Literature and the Old Quarter.
- 4. I want to walk around the city and go on a boat trip. I also want to eat bún chả.



- a. Unscramble the words.
- 1. BEACH2. SOUVENIRS3. PHOTOS5. WALLET6. POSTCARDS7. SWIMSUIT
- 4. SIGHTSEEING
- c. Fill in the blanks with the words from Task a.
- beach
   souvenirs
   wallet
   postcards
   swimsuit
   sightseeing
- 4. photos

b. Find the words from Task a. in the word search.





- a. Listen to Emily talking about her trip to Sydney.
   Tick (✔) the places she visited.
- Manly Beach, the Rocks

- b. Now, listen again and write True or False.
- True
   True
   False
   False
  - 3. True



### Fill in the blanks with the Past Simple form of the verbs.

 1. saw
 5. didn't go

 2. took
 6. came

 3. had
 7. ate

 4. was – wore
 8. bought



### Answer the questions.

Sample answer:

- 1. I went to Côn Đảo on my last vacation.
- 2. I went swimming and snorkelling and I saw some baby turtles.
- 3. Yes, I did. I bought some souvenirs.
- 4. Yes, I did. I tried some new seafood dishes and I liked all of them.

### Unit 9

# English in the World

### LESSON 3



### Listening

- a. Listen to a job interview. What job is Hà applying for?
- 2. hotel worker

- b. Now, listen and circle the correct word(s).
- 1. use English at work
- 2. work experience
- 3. café
- 4. drink
- 5. did



### Reading

- a. Read Hảo's postcard. Is he enjoying his vacation?
- a. Read Fido's posicard. Is the enjoying his vacation
- b. Now, read and fill in the blanks.
- 1. Cambridge
- 4. on the bus
- 2. hotel
- 5. tomorrow
- 3. waiter



### **Writing Skill**

# Underline the mistakes and rewrite the postcard in the correct order.

- 2. <u>Dear</u>
- → Hey Trúc,
- 5. <u>I have</u>
- → I'm having a lot of fun in Auckland. I'm using my English a lot.
- 4. <u>I'm going</u>
- → Yesterday, I went up the Sky Tower the view was amazing.
- 1. I went
- → Tomorrow, I'm going bungee jumping! I can't wait! It's going to be fun!
- 3. last
- → See you next week.



### Writing

Now, use your notes or your own ideas to write a postcard to a friend. Write 60 to 80 words.

Sample answer:

Hey Nam,

I'm writing to you from Sydney. I'm staying with an Australian family. I think my English is getting better. Yesterday, I went to Bondi Beach. I rented a surfboard. It was fun! I met a girl from Korea on the bus. She was very friendly, and we spoke English together. We're visiting the Sydney Opera House tomorrow. See you in two weeks! Love,

Linh

### Unit 10

### LESSON 1



### New Words

Unscramble the words. Copy the letters in the numbered boxes to find the final message.

1. COAL

- 6. RENEWABLE ENERGY
- 2. WIND POWER
- 7. NATURAL GAS
- 3. HYDROPOWER
- 8. NON-RENEWABLE ENERGY

4. OIL

- 9. SOURCES OF ENERGY
- 5. SOLAR POWER

## Listening

- a. Listen to Melissa talking to Harry. Which sources b. Now, listen and circle. of energy does Garden City use more?
- 2. non-renewable sources of energy

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



- a. Look at the table and fill in the blanks with more or less.
- 1. less
- 2. less
- 3. more
- 4. more
- 5. more

- b. Write comparative sentences using the prompts and the table in Task a.
- 1. Franklin uses more wind power than Spring Town.
- 2. Fairview gets less energy from oil than Franklin.
- 3. Spring Town uses more hydropower than Franklin.
- 4. Franklin uses less coal than Spring Town.
- 5. Fairview gets less energy from wind power than Franklin.



Write five sentences to compare Blue City and Sun City.

Sample answer:

- 1. Blue City uses less solar power than Sun City.
- 2. Sun City gets less energy from coal than Blue City.
- 3. Blue City uses more oil than Sun City.
- 4. Sun City gets less energy from natural gas than Blue City.
- 5. Sun City uses more wind power than Blue City.

## Unit 10

# Energy Sources

### LESSON 2



### New Words

### Complete the table and write the words.

- 1. NUCLEAR POWER
- 6. CLEAN TO RUN

2. DANGEROUS

7. CHEAP TO BUILD

3. POWER PLANT

8. EXPENSIVE TO RUN

4. SOLAR PANEL

9. NOISY

5. WIND TURBINE



### a. Read the text. What's the best title?

- 2. The Use of Energy Sources: Before and Now
- b. Now, read and choose the answers.
- 1. b

4. c

2. c

5. b

3. a



### a. Look at the table and write sentences.

### Sample answer:

- 1. Coal causes pollution and it's expensive to build power plants.
- Nuclear power is quite cheap to run, but it is very expensive to build a power plant./Nuclear power is clean to run, but it can be dangerous.
- 3. Wind power is renewable and it is cheap to run.
- 4. Wind power needs wind and it is noisy.
- 5. Solar power is cheap to run, but it is quite expensive to build solar panels./Solar power is clean to run, but it needs sun.

### b. Unscramble the sentences.

- 1. Nuclear power is cheap and clean to run.
- 2. Solar power is clean to run, but it's quite expensive to build solar panels.
- 3. Hydropower is clean to run, but it's expensive to build a power plant.
- 4. Natural gas is cheap to run and cheap to build a power plant.
- 5. Wind power is cheap to run, but wind turbines can be noisy.



# What sources of energy does your city/town use? What are their advantages and disadvantages? Write 60 to 80 words.

### Sample answer:

My city uses energy from hydropower and solar power. Hydropower is clean to run, but it's expensive to build hydropower plants. They also affect the environment and wildlife. Fish, birds and animals may lose their home. Solar power is renewable and clean, but it's quite expensive to build solar panels. Also, solar panels don't work at night or when it's raining.



- a. Listen to two students talking. What is the main idea of the talk?
- 2. To suggest the city should use more renewable energy.
- b. Now, listen and write *True* or *False*.
- 1. True

3. False

2. False

4. True



- a. Read Jane's email and circle the best summary.
- 2. How to make Blackford more eco-friendly
- b. Read and answer the questions.
- 1. Mayor Johnson
- 2.80%
- 3. hydropower
- 4. a river



### Read the email below, then rewrite it using formal language.

Dear Mayor James,

My name is John Jones. I am writing to tell you about solar power. Currently, Rockstead uses too much coal. It is bad for the environment. Rockstead should change to solar power. It is sunny all year round.

Sincerely,

John Jones



# Now, write an email to Mayor Snow of Frostwich to suggest changing energy sources. Write 60 to 80 words.

Sample answer:

Dear Mayor Snow,

My name is Hoa Phan. I am a student of Frostwich South Public School. I am writing about pollution in our town.

Currently, Frostwich gets 50% of its energy from oil. This causes air pollution and causes many people to get sick. Frostwich should switch to solar energy as it is sunny for most of the year. We also use too much coal in the winter. I think we should use wind energy.

Sincerely,

Hoa Phan

# Review

м			٦	Г	
	12:1	H	п		

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

Part 2

Read the email about Shawn's hobbies. Choose the correct answer (A, B, or C).

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

Unit 2

# Review

Part 1

You will hear Tom talking to his friend about his visit to the doctor. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

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

Part 2

Read the email. Choose the best word (A, B, or C) for each space.

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

# Review

	\ \ \
Dart 1	

You will hear Meg talking to Matt about music. What's each person's favorite kind of music? For questions 1-5, write a letter (A-H) next to each person. You will hear the conversation twice.

- 1. E
- 2. H
- 3. D
- 4. B
- 5. A

### Part 2

Read the paragraph about the music three students like to listen to. Choose the correct answer (A, B, or C).

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

### Unit 4

# Review

Part 1

You will hear Oliver talking to his mother about helping a charity. What will each person's group do? For each question, write a letter (A-H) next to each person. You will hear the conversation twice.

- 1. F
- 2. B
- 3. H 4. C
- 5. D

### Part 2

Read the text about charity events. Choose the correct answer (A, B, or C).

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

# Review



You will hear a woman on the radio talking about how to make a cake. Listen and fill in the blanks. You will hear the information twice.

- 1.200
- 2. fridge
- 3. sugar
- 4. flour
- 5. twenty/20

### Part 2

Read about the three people. Choose the correct answer (A, B, or C).

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

### Unit 6

# 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).

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

### Part 2

Read about the three students. Choose the correct answer (A, B, or C).

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

Unit 7	
Rev	iew
Part 1	You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1−5, put a tick (✔) in the box.
1. C 2. A 3. B	
4. A 5. A	
<b>Part 2</b> 1. B	Read the paragraphs about three trips. Choose the correct answers (A, B, or C).
2. C 3. C 4. A	
5. B	
Unit 8	
Rev	iew
<b>Part 1</b> 1. A	You will hear Jimmy talking to a friend about a festival. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.
2. C 3. C 4. C	
5. B	Pond the article about a fertival Chance the best word (A. P. ex.C) for each entre
1. A 2. A	Read the article about a festival. Choose the best word (A, B, or C) for each space.

3. B 4. B 5. C

# Review



You will hear Bill talking to his friend, Sarah, about a trip to Kauai, Hawaii. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

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

### Part 2

Read the postcard. Write one word for each blank.

- 1. the
- 2. has
- 3. the
- 4. of
- 5. an

### Unit 10

# Review

Part 1

You will hear an energy expert talking about the energy sources of a town. Listen and fill in the blanks. You will hear the information twice.

- 1.31%
- 2. creates jobs
- 3. expensive
- 4. hydropower
- 5. cheaper

### Part 2

Read the text. Choose the correct answers (A, B, or C).

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

### **WORKBOOKAUDIOSGRIPTS**

### Unit 1 - Lesson 2

# a. Listen to a phone call between two teenagers. Choose the correct answer.

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

Beth: Hi Tom. How are you? Tom: Good, thanks. You?

Beth: Yeah, I'm OK. Are you busy?

Tom: No. I was doing my homework, but I've finished it now. Beth: I'm meeting Andy at the bowling alley on Sunday. Do you want to come?

Tom: That sounds great. What time?

Beth: How about three o' clock?

Tom: Oh no, sorry. I'm going to the market with my mom at two o' clock. It's my dad's birthday next week so I need to buy a present.

Beth: Hmm. How about we meet at four o' clock?

Tom: Four? Yeah. We'll be finished at half past three so I think four o'clock will be OK for me.

Beth: Let's meet at the mall.

Tom: Hmm, actually it's easier for me if I meet you and Andy at the bowling alley. Is that OK?

••••••

Beth: OK. See you there!

### Unit 1 - Lesson 3

# a. Listen to a talk about an extreme sport. How does the speaker feel about it?

#### b. Now, listen and circle.

M: I like new adventures and I used to play a lot of sport.

Then, one day, a friend introduced me to skydiving. In this activity, you jump out of an airplane and fall for hundreds of meters before a parachute opens.

My friend started skydiving two years ago. He said it was easy and very exciting, and I should try it.

He gave me lessons in how to skydive, and then we went up in an airplane. We were strapped together and we jumped out of the airplane. We fell for thirty seconds before he opened our parachute. I was really scared. We went so fast! We landed safely, but I couldn't stand up for a few minutes because I was so scared. Many people think skydiving is an exciting hobby, but I thought it was frightening. Never again!

#### Unit 2 - Lesson 2

a. Listen to two children talking at school. Who has a healthier lifestyle?

### b. Now, listen and circle A, B, or C.

- G: Hey Pete. You don't look well today. Are you OK?
- B: No. I feel sick. I didn't really want to come to school today.
- G: What's wrong with you?
- B: I had a headache last night, and now I have a sore throat. My mom says my lifestyle is unhealthy.
- G: Do you eat healthy food and do any exercise?
- B: Not really. I love fast food and I'm too lazy to do any exercise.
- G: You know I stay healthy by doing exercise every day and I always eat healthy food.
- B: What do you eat?
- G: Well, things like salad and fresh fruit. And I don't eat junk food.
- B: Salad? Urgh! I hate salad!
- G: Well, you should eat less junk food and you should definitely try to exercise more.

•••••••••••

#### Unit 2 - Lesson 3

- a. Listen to Ben talking about exercise and healthy eating and circle the correct answer.
- b. Now, listen and choose the correct answers.
- B: People are always telling me that I should be careful about my health. My mom says I should eat more fruit and vegetables and my dad says I'm too lazy and should do more exercise. My teachers at school are always telling me that playing sport is important. I don't agree with them. I like to eat a lot of hamburgers and French fries and I enjoy watching TV and playing video games. I'm not very good at sport and I don't like it. I don't want to waste time doing things I don't enjoy and eating food I don't like. I hate salad and fruit. I'll take a burger and fries and a can of soda every time.

### Unit 3 – Lesson 2

a. Listen and fill in the blanks.

### b. Now, listen and tick ( ) the shows they agree to see.

Selena: Are you ready for SunFest, Lucas?

Lucas: Yeah! I'm excited. I can't wait to go!

Selena: What bands do you want to see?

Lucas: Hmm, let's see. Saturday, 1 p.m., Bloodaxe? What kind of music do they play?

Selena: Heavy metal, of course.

Lucas: Oh right, yeah. I don't like heavy metal that much.
I prefer folk.

Selena: How about Dylan and Nash? They're a folk band.

Lucas: When's their show?

### **WORKBOOKAUDIOSGRIPTS**

Selena: It's at 3 p.m. on Saturday.

Lucas: OK, great, What should we watch after?

Selena: Hmm, how about RnB?

Lucas: Yeah, great. Let's see Melody Sol at 5 p.m. on Saturday.

Selena: OK. How about on Sunday?

Lucas: What about Lil' Slim?

Selena: I don't like hip hop. I prefer blues! Lucas: Smiley Davis is playing at 2 p.m.

Selena: Who is he?

Lucas: He's a blues artist.

Selena: Great! What about Earthscraper? He's an electronic

artist.

Lucas: Yeah sure! I love him!

### Unit 3 - Lesson 3

a. Listen to a boy talking about Avengers: Endgame.
 Choose the correct answer.

#### b. Now, listen and draw lines to connect the ideas.

B: Avengers: Endgame is a Marvel movie. It is set in the present. It stars Robert Downey Jr. as Iron Man. He is the leader of the superheroes and does a lot of cool things! Chris Hemsworth is Thor, the god of thunder. He is very strong and very funny. The movie is about a team of superheroes and their adventures. The best things in Endgame are the characters. They are awesome! Each superhero comes from their own movie. We know all about them, so none of them are boring. The special effects are fantastic and the action scenes are exciting! The acting is great. But the music is boring and the movie isn't very colorful for a superhero movie. This movie is pretty good and all Marvel fans will enjoy it.

### Unit 4 - Lesson 2

# a. Listen to three people talking. Where are the speakers?b. Now, listen and circle.

Ms. White: Welcome to Teen Talk. I'm talking to John Brown and Anna Levine. They're middle school students and they have been busy making our town a better place.

Anna: Hi.

Ms. White: So, Anna. Let's talk about what you did to help our community.

Anna: Last Sunday, I volunteered at the local soup kitchen. We helped serve food and clean the dishes there.

Ms. White: What else did you do, Anna?

Anna: Last month, I cleaned up the streets near my house. We also planted flowers and trees there.

Ms. White: Fantastic. How about you, John? I hear you donated

lots of things to our local charity.

John: Well...Last Saturday, I donated books and old clothes.

Ms.White: Excellent! Anything else?

John: Erm...let's see. Oh, last summer, I joined a fun run to raise money.

Ms. White: Wow! You guys did a great job to help our community.

John & Anna: Thank you, Ms. White.

#### Unit 4 - Lesson 3

# a. Listen to a radio show. What kind of show is this?b. Now, listen and fill in the blanks.

M: Good morning! As you all know, yesterday was World Environmental Day. Green Steps, an organization with more than four thousand members, organized clean-ups in forty cities and towns across the country. In Palmdale, fifty-six volunteers worked together to clear trash from parks and rivers. In Crabtree, thirty Green Steps members joined hands with eight hundred local people to pick up trash along the streets. In Greendale, twenty volunteers cleaned up trash on Pearl Beach. Earlier I spoke to Ms. Carrie Ford, the leader of Green Steps. Here's what she had to say:

W: "Plastic pollution is a serious problem in our country. We hope that when people see us clearing up all this trash, they will realize that together we can make a big change."

M: Next, the government announced that...

#### Unit 5 - Lesson 1

### a. Listen and circle the correct sentence.

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

B: So, what ingredients do we need for our cake, Milly?

G: Well, Jack, the first thing we need is flour.

B: How much flour do we need?

G: Let me check the recipe. Ah yes, we need five hundred grams of flour. There's a five-hundred-gram bag in the cupboard.

B: And we need eggs as well, don't we?

G: Yes. I just bought a carton of eggs and we need two. What about butter?

B: There's a stick of butter in the fridge.

G: OK. We need to measure out fifty grams of butter for this recipe. And we need some milk.

B: I already measured the milk into a glass. Two hundred milliliters. It's on the table.

G: OK, great. So what kind of cake are we going to make?

B: Hmm... I saw some lemons in the fridge.

### Unit 5 - Lesson 3

# a. Listen to Thanh and Sarah talking about food. Where are they?

#### b. Now, listen and circle True or False.

Thanh: This is the best place in Ho Chi Minh City for street food. Sarah: Wow, there are so many different shops! Where do we start?

Thanh: Are you feeling brave? Do you want a challenge?

Sarah: Sure. I'd like to eat something unusual... What do you recommend?

Thanh: Well, they have some dế chiên here. Do you want to try?

Sarah: Wow, what are they?

Thanh: They're fried crickets. We eat them with chili sauce.

Sarah: Oh! I had crickets when I was in Japan. They fry them in soy sauce and sugar. They were crunchy, but not so tasty.

Thanh: OK, how about tiết canh? It's a kind of soup.

Sarah: Soup? OK. Wow, it looks interesting... but what's in it?

Thanh: There's meat and peanuts...

Sarah: Why is it red?

Thanh: That's the duck blood.

Sarah: Duck blood? Urgh. I don't think I can eat that. Let's eat some crickets instead.

### Unit 6 - Lesson 1

### a. Listen and choose the correct answer.

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

Daisy: Hi James.

James: Oh, hi Daisy.

Daisy: James, what are you doing on Saturday? Do you want to hang out with me?

James: I'm sorry, Daisy. I have to finish preparing my presentation. I have to give it in class on Monday morning.

Daisy: Oh I see. Well, what about Sunday? Are you free to go out?

James: I can't. I have to finish my project.

Daisy: It sounds like you're really busy with school.

James: Well, I have to do the presentation on Monday, and then on Tuesday I have a science test.

Daisy: Wow. When will you get a break from all that school work?

James: Not for a while. How about you? Aren't you busy too?

Daisy: Well, I'm not busy next week. I don't have any homework.

James: That's lucky for you.

Daisy: Yeah. Our teacher wanted to give us a science test next Wednesday, but it got cancelled.

### Unit 6 - Lesson 3

### a. Listen to a phone conversation. Does the girl like studying abroad?

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

Girl: Hi Mom!

Mom: Hi sweetie, how is everything over there?

Girl: Well, everything is different here. It's very exciting. I'm making lots of friends. However, it's not all great. I hate most of the food. They eat so much meat here.

Mom: Oh.

Girl: Yesterday I only had a small salad. Tomorrow I will bring in my own lunch. I miss your cooking at home!

Mom: Oh dear.

Girl: It's not all bad though. School is fun! Although I'm learning a lot, I don't understand everything. But it's OK. My friends explain the lessons to me so I don't miss anything important. And I don't have to wear a school uniform!

Mom: That sounds lovely.

Girl: It is. Oh! Guess what? Last night it snowed a lot. It was so beautiful! I'm having a good time, but I can't wait to come home. I have lots of photos to show you.

### Unit 7 - Lesson 1

# a. Listen to two people talking. Where are the speakers?b. Now, listen and tick ( ) the boxes.

Sally: What luggage does Zoe have?

John: She has a big new backpack.

Sally: Is this hers?

John: No, it isn't. Hers is green.

Sally: Ah, here it is!

John: How about Henry? What luggage does he have?

Sally: Henry has a small black suitcase.

John: Is this his?

Sally: No, it's not. Henry's suitcase is new.

John: New? OK, I found it.

Sally: What luggage does Samantha have?

John: She has a small blue bag.

Sally: Is that hers?

John: No, hers is a backpack.

Sally: A small blue backpack? Hmm. It's here!

John: What luggage do you have, Sally?

Sally: Mine's a new small orange suitcase.

John: Is this yours?

Sally: Yes, it is. Thanks!

John: It's time to go home. It's been a long flight.
Sally: Yeah, we've been on the plane for twelve hours.

### **WORKBOOKAUDIOSGRIPTS**

#### Unit 7 - Lesson 3

- a. Listen to Donna talking. Where is she?
- b. Now, listen and circle the correct answers.

W: Good evening everyone. I'm Donna Moore and tonight we'll start by talking about the latest on future transportation.

Next year, the city will open the new Light Train. The Light Train will change our city forever. It will be the fastest public transportation ever. It will travel between cities at twelve hundred kilometers per hour. Of course, it will go slower for local stops. The Light Train will take thirty seconds to travel between each of the fifteen stations in our city. The Light Train is also reliable. It will use computers so it will never be late. You can use an app to check times or routes, and buy tickets. Three other cities will also have the Light Train next year, and in five years, all big cities will. And now, here's Tom with Sports news.

### Unit 8 - Lesson 2

- a. Listen and choose the correct sentence.
- b. Now, listen and circle the correct answers.
- G: Hey Nick, have you heard about the Lantern Festival in Hôi An?

- B: No, Julie, what is it?
- G: It's a festival in the town of Hội An. They decorate the streets with colored paper lanterns.
- B: Wow, that sounds great!
- G: Yes. The town is lit up with lanterns at night. It's beautiful.
- B: Is it a Vietnamese tradition?
- G: Yes. It's an old festival. It's very popular.
- B: When is it?
- G: It's on the fourteenth day of each lunar month. This month, it will be on the eighteenth, but I'm going on the nineteenth.
- B: Have your parents booked the hotel?
- G: Not yet. They wanted to stay in Hội An, but all the hotels will be full, so we'll stay in Đà Nẵng. Do you want to come?
- B: Yes, but let me ask my parents. I'll tell you if I can come on Saturday.

#### Unit 8 - Lesson 3

- a. Listen to the dialogue. What is the relationship between the speakers?
- b. Now, listen and answer the questions.

Sue: Hey Bob! How was your weekend?

Bob: Hi Sue. It was awesome! I went to the Hội An Lantern Festival.

Sue: I've heard of that! How was it?

Bob: Amazing! At 8 p.m., they turn off all the electrical lights

and put candle lanterns all over the Old Town. They even put them on the river!

Sue: Cool!

Bob: Yeah, we took some amazing pictures! During the festival, cars and motorbikes are not allowed in the town center, so it's really peaceful and quiet. You can walk around everywhere and it's totally safe!

Sue: That sounds amazing. What else is there to do?

Bob: We had lots of street food. My friend is vegetarian, but she had no problems finding something to eat.

Sue: When does it take place?

Bob: Every month on the fourteenth.

Sue: I want to go next month! Do you have any pictures? Show me some...

### Unit 9 - Lesson 2

a. Listen to Emily talking about her trip to Sydney. Tick (
 the places she visited.

b. Now, listen again and write True or False.

Sam: Hi Emily. Did you have a good time in Sydney?

Emily: Oh, yes. Sydney is beautiful and the weather was perfect.

Sam: What did you do?

Emily: We went sightseeing a lot. We went to the Rocks, the oldest part of Sydney. It was cool to see old houses and hotels in the city center.

Sam: That sounds cool.

Emily: We also took a ferry ride to Manly Beach and got a great view of the Sydney Opera House. Here, let me show you my photos.

Sam: Wow. It's beautiful.

Emily: Right? So, we went swimming and I learned how to surf!

Sam: Cool! Can you surf now?

Emily: Yes! Well, a bit.

Sam: What was your favorite thing about Sydney?

Emily: Everything! I had so much fun there and I bought lots of souvenirs. Look, I got you a postcard and this little toy kangaroo.

Sam: Thanks!

### Unit 9 – Lesson 3

a. Listen to a job interview. What job is Hà applying for?

b. Now, listen and circle the correct word(s).

Mr. Jones: So, now we'd like to test your English skills. OK?

Ms. Hà: OK.

Mr. Jones: First, why do you want to work here?

Ms. Hà: I want to get a job where I can use my English and help people.

Mr. Jones: Did you use English for your previous jobs?

Ms. Hà: Yes. I worked for a small restaurant before and we often had foreign customers. Right now, I'm working in a café and it's very popular with tourists.

Mr. Jones: Can you describe a time you had to speak to an unhappy customer?

Ms. Hà: Um...yes. A man complained his coffee was cold. He was very angry. I said sorry and made him another cup.

Mr. Jones: Very good. I think you did the right thing. At our hotel, we believe the customer is always right.

Now, let me tell you about this place. We have two hundred bedrooms, three swimming pools, and...

#### Unit 10 - Lesson 1

a. Listen to Melissa talking to Harry. Which sources of energy does Garden City use more?

b. Now, listen and circle.

Harry: Hey Melissa, what are you doing?

Melissa: I'm doing a project for school about the kinds of energy our city uses.

Harry: Oh, cool. So what types of energy does Garden City use?

Melissa: Well, it gets thirty-six percent of its energy from renewable sources.

Harry: So sixty-four percent from non-renewables? That's not so good.

Melissa: Yeah. Last year, Garden City got thirty-five percent of its energy from coal. This year, it uses twenty percent less coal, only fifteen percent.

Harry: Fifteen? Oh, that's better!

Melissa: Yeah.

Harry: How much energy does it get from wind power?

Melissa: It gets sixteen percent from wind power.

Harry: What about solar power?

Melissa: Only eight percent. It's not very sunny here! Harry: That's true! What's the biggest source of energy? Melissa: Natural gas. It gets forty percent from that.

#### Unit 10 - Lesson 3

a. Listen to two students talking. What is the main idea of the talk?

#### b. Now, listen and write True or False.

Linda: Hi, welcome to Teens' Talk. Kate and John are here to talk about energy sources in Blue City.

Kate: Hello, everyone. Let's start with oil. We get thirty-seven percent of our energy from oil. It's the biggest source of

energy used in our city.

Linda: Wow! That's a lot.

Kate: Yeah. Oil causes lots of pollution. We also use lots of natural gas. The city gets thirty-two percent of its energy from natural gas.

Linda: I think we should use more renewable energy.

John: Yes. Our city gets five percent of its energy from wind power. We only have one small wind power plant. I hope we could make more energy from wind in the future.

Linda: How about solar power?

John: Now, we only get ten percent of our energy from solar power. I think the city needs to use more solar power.

#### Unit 1 - 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: What did Claire do yesterday afternoon?

Bob: What did you do yesterday, Claire?

Claire: I went cycling with my family in the morning and then went out with friends in the evening.

Bob: Sounds good.

Claire: Yeah, and I stayed home and baked cakes in the afternoon.

Bob: Wow! You were busy.

Narrator: The answer is "baked cakes," so there is a tick in Box A.

Now we are ready to start. Look at question one.

1. Narrator: What does Martin do in his free time?

Lisa: I draw pictures in my free time. Do you like drawing, Martin?

Martin: No. Not really.

Lisa: How about building models?

Martin: No. I play online games in my free time.

Lisa: That's cool.

Narrator: Now, listen again.

2. Narrator: Where are Beth and Tom going on Saturday?
Beth: I'm going to the bowling alley later. Do you want to come?

Tom: I can't today. I'm playing basketball.

Beth: Hmm. How about going on Saturday?

Tom: I can't. I'm going to the market with Paul. Hey, do you want to come?

### **WORKBOOKAUDIO SCRIPTS**

Beth: Sure, I'm free. Where should we meet?

Narrator: Now, listen again.

3. Narrator: What does Dan want to do tomorrow?

Tim: Hey Dan. We're going rock climbing tomorrow. Do you want to join us?

Dan: I can't. I already made a plan to go out with Jimmy. He wants to go inline skating.

Tim: Sounds good.

Dan: Yeah, but what I really want to do is play soccer.

Narrator: Now, listen again.

4. Narrator: Where did Mark and Anna go last weekend?

Tom: Hi Mark. Did you have a good weekend?

Mark: I did. How about you? Did you do anything interesting? Tom: I went to the sports center with my mom. What did

Mark: I wanted to go to the ice rink with Anna, but it was closed.

Tom: So what did you do instead?

Mark: We went to the theater.

Narrator: Now, listen again.

5. Narrator: What does Lucy do in her free time?

Julie: Hi Lucy. Donna told me that you go skydiving in your free time. Is that true?

tree time. is that true?

Lucy: Oh no. That's my older sister. She loves extreme sports and hobbies.

Julie: So you're not like your sister then?

Lucy: Not at all. I build models.

Narrator: Now, listen again.

### Unit 2 - Review

You will hear Tom talking to his friend about his visit to the doctor. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

G Hey Tom. Why weren't you in class yesterday?

B: I was sick, so I went to the doctor with my mom.

G: What was wrong with you?

B: On Tuesday night, I had a fever and a headache. Yesterday morning, I had a sore throat.

G: What did the doctor do?

B: He told me I shouldn't go to school or go out and that I should stay in bed.

G: Did he give you any medicine?

B: No, but he did give me some advice.

G: What did he say?

B: He said I shouldn't stay up late every night watching TV. He said that I should take vitamins to stay healthy.

G: How do you feel now?

B: I was weak and I had a headache earlier but now I feel OK.

G: How about tonight? Are you going to play basketball with us?

B: I was going to play tennis, but I'm going to bed early instead.

#### Unit 3 - Review

You will hear Meg talking to Matt about music. What's each person's favorite kind of music? For questions 1–5, write a letter (A–H) next to each person. You will hear the conversation twice.

Narrator: You will hear Meg talking to Matt about music.

What's each person's favorite kind of music? For questions 1–5, write a letter (A–H) next to each person. You will hear the conversation twice.

Meg: Hey Matt. What are you listening to?

Matt: Oh, just some jazz. It's my favorite. Do you like it, Meg?

Meg: Yes, I do like it. I also like reggae, but I like RnB the most.

Matt: How about your dad? What does he like?

Meg: Well. He likes RnB, but he loves reggae the most.

Matt: How about your mom? You told me that she could play the guitar and sing country songs pretty well.

Meg: Yeah, but she likes pop more than any other kinds of music. She always listens to it. And she can dance to hip hop, too.

Matt: Your mom's really talented. How about your sister?

Meg: My sister's really interested in classical music. She always plays her favorite songs on the piano. She doesn't like rock at all. She thinks it's too noisy. But my grandfather loves rock. He thinks it's the most interesting kind of music ever.

Matt: Oh cool!

#### Unit 4 – Review

You will hear Oliver talking to his mother about helping a charity. What will each person's group do? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

Narrator: You will hear Oliver talking to his mother about helping a charity. What will each person's group do?

For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

Mrs. Green: Hi Oliver. How was school?

Oliver: It was interesting. We're going to help a local charity. Each group is doing a different activity.

Mrs. Green: What will you do?

Oliver: My group will organize a bake sale.

Mrs. Green: Great. Let's make cookies. I'll help you.

Oliver: Thanks, Mom. And Daniel's group is washing cars. They wanted to plant trees, but that won't make much money.

Mrs. Green: Yeah. What about Ella?

Oliver: Her group will have a talent show.

Mrs. Green: Fantastic. They should practice a lot to have a great show. How about Henry's group?

Oliver: Henry's group is going to join the fun run in the park.

Mrs. Green: Good idea.

Oliver: Avery's group is making jewelry for the craft fair.

Mrs. Green: You all have such good ideas!

Oliver: Jackson has the best idea. His group will clean up the streets near the school.

Mrs. Green: That's nice.
Narrator: Now, listen again.

#### Unit 5 - Review

You will hear a woman on the radio talking about how to make a cake. Listen and fill in the blanks. You will hear the information twice.

Narrator: You will hear a woman on the radio talking about how to make a cake. Listen and fill in the blanks. You will hear the information twice.

W: Today we're making a chocolate cake. We need five hundred grams of flour, two large eggs, two hundred grams of butter, two hundred grams of sugar and two tablespoons of chocolate powder. Take the butter out of the fridge and leave it to make it soft. Then put it into a bowl with the sugar and mix with a wooden spoon. Break the eggs into the bowl and mix it with the butter and sugar. Mix it very quickly with a wooden spoon. Then add the flour and the chocolate powder and mix well until you have a smooth mixture. Put the cake mix into your hot oven and bake for twenty minutes. When it's finished, take the cake out and leave it to cool. You can then serve your chocolate cake. It's really delicious!

Narrator: Now, listen again.

#### Unit 6 - 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 teacher talking to her class. What does she want everyone to do?

Ms. Jenkins: OK everyone, listen, please. Thank you for giving me your essays. I'll look at them later. Some people didn't finish their presentations. Those people need to do them tonight. We have a test tomorrow, so everyone needs to go home and study tonight. If you do study hard, you'll all do well tomorrow, so please remember.

Narrator: Now, listen again.

The answer is "do some revision", so there is a tick in Box A. Now, we are ready to start. Look at question one.

1. Narrator: You will hear two friends talking about homework.

Why does John have to do his homework again?

Emma: Hi John. You look annoyed this morning.

John: I'm annoyed because I have to do my homework again.

Emma: Why? Did you give the wrong answers?

John: No. My teacher told me to do page forty-two and I did page forty-three!

Emma: That's too bad.

Narrator: Now, listen again.

2. Narrator: You will hear Mike talking to his classmate. What are they going to do?

Mike: Are you ready? I did many practice tests, but I'm still nervous.

Susan: Me too. I studied a lot last night.

Mike: I hope it isn't too difficult. I'm not good at English.

Susan: I really need to a get a good result. My essay and presentation weren't very good.

Narrator: Now, listen again.

3. Narrator: You will hear two students talking. What do they have to do next week?

Bill: Hey Tim. Can I borrow your English notebook?

Γim: Sure

Bill: Thanks. Do we have to do any homework or essays tomorrow?

Tim: No. But you remember Ms. Jones asking us to read a book? We'll discuss it and learn how to write a report on Friday.

Bill: OK. Are we going to write about the book next week? Tim: Yes.

Narrator: Now, listen again.

4. Narrator: You will hear a teacher talking to his class. How does the teacher feel?

Mr. Graves: OK. Please listen, everybody.

I have some good news. Everybody passed their tests last week. You should all be very pleased because you passed. I

### **WORKBOOKAUDIOSCRIPTS**

think some of you might be surprised, too! But I know you all worked very hard before the test. Very well done!
Narrator: Now, listen again.

5. Narrator: You will hear two friends talking about Jane's study abroad. How did Jane feel about studying abroad?

Oscar: Hi Jane. How was your overseas study?

Jane: I had a fantastic time. It was a bit difficult at first and I was upset because I couldn't really understand people. But then I made lots of new friends and my French is much better now. I had so much fun there!

Oscar: Great!

Narrator: Now, listen again.

#### Unit 7 - Review

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1−5, put a tick (✓) in the box.

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1–5, put a tick in the box.

Here is an example: What luggage does Dan have?

B: Let's get our luggage, Kate.

G: OK. There's mine, the big red suitcase.

B: Can you see mine? Mine is a small blue suitcase.

G: Did you say a purple suitcase, Dan?

B: No, mine is a lovely small blue suitcase.

G: Ah, I can see yours now.

Narrator: The answer is "small blue suitcase," so there is a tick in Box B. Now we are ready to start. Look at question one.

1. Narrator: What luggage does Tommy have?

G: What luggage do you have, Tommy? Is it the blue backpack?

B: Mine's a dark blue suitcase, Rachel.

G: Is this yours?

B: No, mine's a small suitcase.

G: Ah! Here it is!

Narrator: Now, listen again.

2. Narrator: How do the speakers decide to travel?

W: Let's go to the city mall today.

M: Good idea. How are we going to get there?

W: We could take the bus.

M: Hmm. The bus isn't as frequent as the subway.

W: Yeah... and the subway is cheaper than the train.

M: OK. Let's take the subway, then.

W: Sure.

Narrator: Now, listen again.

3. Narrator: How will they get to Aunt Vicky's house?

W: I'm visiting Aunt Vicky this Sunday. Do you want to go with me?

B: Sure! I miss her.

W: My car's broken so we're going to take the bus there.

B: Oh, Mom. Buses are cheap but always full. Can we go by taxi?

W: Taxis are expensive. Let's take the train. It's comfortable and fast.

**B:** Sounds great!

Narrator: Now, listen again.

4. Narrator: What luggage does Maria have?

G: Here's your red backpack, Carl.

B: Thanks. What luggage do you have, Maria?

G: Mine's a red suitcase.

B: Is this yours? The small red suitcase?

G: No, it's not. Mine's bigger than that.

B: Oh, right. Look, there it is!

G: That's it!

Narrator: Now, listen again.

5. Narrator: How will the speakers get to the amusement park?

B: So, how are we getting to the amusement park?

G: Well, we can't take the subway. It doesn't go there. We could take the bus or the train.

B: Hmm. Well, the bus isn't as comfortable as the train.

G: Yeah, but it's a lot cheaper.

G: That's true. Let's take the bus, then.

B: OK. Sounds good.

Narrator: Now, listen again.

#### Unit 8 - Review

You will hear Jimmy talking to a friend about a festival. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Narrator: You will hear Jimmy talking to a friend about a festival. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

G: How was your trip? I hear you went to a pumpkin festival in

B: It was actually in Germany. It was the Ludwigsburg Pumpkin Festival.

G: So...was it like our Half Moon Bay Pumpkin Festival here in the US?

B: Well, it was much bigger than our festival. It's the biggest

pumpkin festival in the world.

G: Really?

B: Yeah. They had over four hundred thousand pumpkins of over eight hundred kinds.

G: Wow! Did they have a giant pumpkin competition?

B: Yes! They had two. One for German farmers and one for European farmers.

G: What else did they have?

B: They had lots of pumpkin sculptures and a pumpkin canoe

G: It sounds like it was fun.

B: It was. I took lots of photos.

B: What about the food?

B: They had food like pumpkin pie and pumpkin ice cream. I tried their pumpkin soup. It was delicious.

Narrator: Now, listen again.

#### Unit 9 - Review

You will hear Bill talking to his friend, Sarah, about a trip to Kauai, Hawaii. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Narrator: You will hear Bill talking to his friend, Sarah, about a trip to Kauai, Hawaii. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

M: Hi Sarah. We're going to Kauai, Hawaii in May. Are you free? W: Yes, I'd like to come. I'm busy till April but will have some free time in May and June.

M: Great!

W: Who else is going?

M: Some people I work with. I asked my brother, but he's busy.

W: Where are we staying?

M: The resorts are expensive and most good hotels are full. So, I rented an apartment.

W: Will you bring your camera?

M: Yes. Don't forget your raincoat and sun hat. It's rainy and sunny there.

W: OK!

M: Have you been there before?

W: Yes. The beaches were lovely but crowded. Hiking in the forest was really fantastic. I didn't go bird watching and would love to do it this time.

M: What's the best way to get around?

W: Well, taxi is expensive. Last time we used buses, but they weren't frequent. I think we should rent a car.

M: Great!

Narrator: Now, listen again.

#### Unit 10 - Review

You will hear an energy expert talking about the energy sources of a town. Listen and fill in the blanks. You will hear the information twice.

Narrator: You will hear an energy expert talking about the energy sources of a town. Listen and fill in the blanks. You will hear the information twice.

M: Blue River Canyon uses a lot of non-renewable energy. It gets most of its energy from natural gas.

At the moment it gets thirty-one percent of its energy from natural gas. It's now a bigger non-renewable energy source than coal or oil.

The best thing about natural gas is that it creates jobs.

However, it is quite difficult to get natural gas from underground, and the biggest problem with gas is that it is expensive. Blue River Canyon spends a lot of money on it. I think Blue River Canyon could use more hydropower. We can use the river that runs through Blue River Canyon to make hydropower, and of course the energy from hydropower is clean and renewable.

However, the most important reason for using hydropower instead of gas is that it will be cheaper than natural gas.

Narrator: Now, listen again.